



COUNTY GOVERNMENT OF KIAMBU

COUNTY Policy FOR VOCATIONAL TRAINING CENTRES

DEPARTMENT OF EDUCATION, GENDER, CULTURE & SOCIAL SERVICES

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County Government of Kiambu

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ACRONYMS

BOG	Board of Governors
CBET	Competency Based Education and Training Community Based Organizations
CBOs	
CDACC	Curriculum Development Assessment and Certification Council
CEB	County Education Board
CECM	County Executive Committee Member
CIDP	County Integrated Development Plan
CO	Chief Officer
CPSB	County Public Service Board
CPSM	County Public Service Management
CSOs	Civil Society Organizations
DVET	Directorate of Vocational Education and Training
NQA	Kenya National Qualifications Authority
MCA	Member of County Assembly
MEAL	Monitoring, Evaluation, Accountability and Learning
NEMA	National Environment Management Authority
NGOs	Non-Governmental Organizations
NITA	National Industrial Training Authority
NITD	Native Industrial Training Deport
PEOs	Principal Education Officers
PFM	Public Finance Management

PPP	Public Private Partnerships
PWD	Persons living with Disabilities
QAS	Quality Assurance Standards
SCYTO	Sub-County Youth Training Officer
SDGs	Sustainable Development Goals
TVET	Technical Vocational Education and Training
UN	United Nations
VET	Vocational Training
VTC	Vocational Training Centre
YEDF	Youth Enterprise Development Fund
VTC	Youth Polytechnic

DEFINITION OF TERMS

Alumni - A former student of a particular school, college, or university.

Board of Governors - An independent governing body that oversees public Colleges and Universities and manages the running of the institution.

Collabouration - To work with another person or group in order to achieve set objectives.

Industrialization - The development of industries in a country or region on a wide scale.

Instructor - A person who trains someone or something whose occupation is to guide or instruct people in a particular trade.

Marginalized - A group of disadvantaged people in a society.

Pedagogical Skills - Ability to impart theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners.

Perception - Conscious understanding of something.

Rebranding- This is the process of changing the image of an organization or taking an existing brand and changing or altering its message and design elements.

Vocational- Education training that provides special skills rather than academic knowledge.

Youth- The individuals between the ages of 18 and 35 years.

Youth Empowerment- The process whereby young people gain the ability and authority to make informed decisions and implement change in their own lives and the lives of other people.

FOREWORD

Vocational Training skills are a critical component required by Kiambu County to spur growth. While an appreciable degree of success has been achieved in the National Policy, County Government of Kiambu felt the need to develop a Vocational Training Policy that will help streamline the acquisition of technical and vocational skills for the citizens of Kiambu. In recognition of this, the Constitution of Kenya (2010) mandates County Governments to oversee the provision of vocational education and training under the Fourth Schedule. In response, Kiambu County has embraced this constitutional obligation with firm commitment and visionary leadership.

This Policy is developed to address the challenges of access, equity, quality and relevance of vocational training. The acquisition of skills contributes to reduced poverty levels through uplifted standards of living. It will play an important role in increasing access to employment opportunities both in public and private sector. The provision of readily available labour in the technical field cannot be overemphasized. It builds on Kenya's commitment to poverty reduction as articulated in various Policy documents, development plans, and budgetary allocations, including Kenya Vision 2030.

Over the past three years, the County Government has made significant investments in Vocational Training infrastructure, trainer recruitment and training resources. These gains, however, coexist with persistent challenges ranging from resource inequities and inadequate facilities to staffing gaps and limited inclusion for trainees with special needs. This Policy framework provides clear, actionable strategies to address these challenges while strengthening governance, monitoring and community participation.

For these Vocational Training strategies to be effective, the Policy seeks to partner with different stakeholders including Government ministries and agencies, the private sector, communities, households and other non-state actors to maximize on the potential impact.

The implementation of this Policy will, without doubt, require huge financial inputs thus will require partnering with stakeholders to fully participate in the design, implementation, monitoring and evaluation.

DR MERCY M NJAGI
COUNTY EXECUTIVE COMMITTEE MEMBER EDUCATION, GENDER,
CULTURE & SOCIAL SERVICES

ACKNOWLEDGEMENT

The successful development of the Kiambu County Vocational Training Policy is as a result of concerted efforts by various stakeholders who made valuable contribution to the process. I wish to appreciate H.E the Governor, Dr. Kimani Wamatangi for his wise leadership during the process of developing this Policy.

Special thanks go to Executive Committee Member of Education, Gender, Culture and Social Services Dr. Mercy M. Njagi for spearheading the department and providing immense support in the Policy formulation process.

I wish to also express my sincere gratitude to the staff in the Directorate of Vocational Training who have spent their valuable time and energy in developing this document. The Department of Education, Gender, Culture & Social Services shall take a lead role in ensuring that the Policy measures enshrined in this document will be mainstreamed in all the county sectors. In that regard, I call upon all the stakeholders to partner with the County in the implementation of this Policy document.

EMILY M. NKOROI
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EXECUTIVE SUMMARY

This Vocational Training Centres (VTC) Policy for County Government of Kiambu 2025 outlines a comprehensive framework to strengthen youth empowerment through technical, entrepreneurial and life skills training. The Policy envisions positioning VTCs as dynamic hubs for innovation, employability, and inclusive socio-economic transformation.

It aligns with national priorities such as the Constitution of Kenya 2010, Vision 2030,, and the Technical and Vocational Education and Training (TVET) Act 2013, as well as the County Integrated Development Plan (CIDP 2022–2027). Emphasis is placed on the creation of a competent workforce, the adoption of market-driven curricula, partnerships with stakeholders to enhance resource mobilization, governance and infrastructure.

The Policy provides mechanisms for quality assurance, inclusive access (including for PWDs) and implementation of Competency-Based Education and Training (CBET). Monitoring and Evaluation (M&E) frameworks are embedded to ensure accountability and continuous learning.

The Policy emphasizes that the narrative about the youth in Kenya should have a positive component. In this regard, the document shares the various challenges that face the youth such as: unemployment and lack of employability skills, poor health, insufficient socio-economic support, drug and substance abuse and radicalization.

The Policy has articulated the VTC sector empowerment and development priorities within the Kiambu context. The priorities that shall direct programmes and activities are; Leadership and Governance, Human Resource Management, Training Programmes and Marketing, Infrastructure, Tools and Equipment and Resource Mobilization.

The implementation will be through the integrated plan and annual Action Plans detailing Policy priorities, key actions, indicators, timelines, responsibility, estimated financial and non-financial resources and budgetary requirements.

The Policy proposes that the County Government shall allocate adequate funds in the Annual Budgets to facilitate its successful implementation. It is also expected that the Policy will be revised after three (3) years and or when need arises. Finally, the Policy is a credible guide and reference tool for effective development and implementation of VTCs empowerment and development interventions in Kiambu County.

CHAPTER 1

INTRODUCTION

1.1 Background

The County Government of Kiambu, a key economic hub in Central Kenya, is experiencing rapid population growth, especially among the youth. This presents both an opportunity and a challenge in terms of education, training and employment.

In the County, youth employment remains an important issue not only because of the need to empower the youth economically but also harnessing the human resource for development.

In recognition of the problem of youth unemployment, the County in partnership with the national government has introduced a number of measures to enhance employability of the youth. Some of the measures include the promotion of skills development programmes, revision of the education sector strategy, the introduction of the Youth Enterprise Development Fund (YEDF), the introduction of Uwezo Fund and the devolution of Youth training programmes. Youth employment challenge continues to be enormous because of the increasing gap between labour supply and the opportunities for wage employment at the labour market level among others.

It is fundamental to note that, to eradicate poverty and improve standards of living is by creating opportunities and incentives for industries to invest productively, create jobs and expand informal sector self-employment. The problem of gainful employment for the educated youth has become more acute due to the requirement of most employers for relevant practical experience before engagement. This is as a result of the mismatch between institutional training and the needs of the industry. In order to remain relevant, training institutions should follow by the demand in the labour markets and industry on current skill requirements.

Vocational Training Centres (VTCs) are institutions that offer training in vocational, entrepreneurial, Information Communication Technology and life skills for employability and sustainable livelihood.

The training targets primary school graduates, form four leavers and other persons to provide education and pathways for attaining life-long learning through the Technical and Vocational Education and Training system.

The County Government recognizes that unemployment and skills mismatch are major constraints to youth empowerment. This Policy aims to address these challenges by transforming VTCs into responsive institutions that equip learners with relevant market-driven skills for self-employment and industry engagement.

1.2 Core Values, Goals, Vision and Mission

1.2.1 Core Values

The following are the core values:

- a. Transparency, accountability and integrity;
- b. High quality standards;
- c. Teamwork;
- d. Respect for human rights;
- e. Professional and ethical practice;
- f. Creativity and innovation;
- g. Inclusivity;
- h. Patriotism; and
- i. Sustainability.

1.2.2 Goal

The goal is to provide a training framework and reposition the VTCs to play an effective role in development of the youth for employment and life-long learning.

1.2.3 Vision

A leading County in equipping youth with employability and entrepreneurial skills that meet local and global market demands.

1.2.4 Mission

To provide accessible, inclusive and quality vocational training through efficient service delivery, stakeholder partnerships and innovation.

1.3 Challenges of the Vocational Training Sector

- a. Lack of a legal framework.
- b. Inadequate, dilapidated and obsolete facilities: Most VTCs are not adequately prepared to offer quality technical training due to poor infrastructure, inadequate instructional materials, tools and equipment and inadequate managerial skills.
- c. Lack of effective quality assurance mechanisms.
- d. Negative perception of VTCs by the community as being inferior institutions.
- e. Inadequate technical, managerial and pedagogical skills.
- f. Inadequate funding: Most of the VTCs are financially constrained due to inadequate budgetary support, capitation and inability of trainees to pay fees.
- g. Inadequate facilities for the persons with disabilities.
- h. Inadequate recreation facilities and amenities

i. Inadequate security: Most VTCs lack security structures such as fences and security personnel thus posing a major security threat to the institutions.

j. Poor staffing: Most of the VTCs have inadequate number of both the teaching and non-teaching staff.

k. Lack of land ownership documents: Most of the VTCs do not have the required land ownership documents.

l. Lack of TVET registration in some VTCs.

Effective management of VTCs requires a clear Policy to provide a regulatory framework and to articulate the roles of various stakeholders in these institutions. This Policy therefore addresses key aspects of VTCs and provides a critical strategy for achieving Kenya's Vision 2030.

The Policy development was through a participatory approach involving the Department of Education, Gender, Culture and Social Services and members of the TVET task force, the Department's technical team, VTC managers, VTCs Boards of Governors, VTC Officers, County Education Board, Community, Government ministries and agencies and other stakeholders.

The Directorate of Vocational Training in Kiambu County has a supervisory role of the VTCs. Through youth empowerment in the provision of quality training in technical, vocational and life skills, it fulfils the following requirements:

a. Meet constitutional rights: The Constitution identifies the youth as a marginalized group and thus sets the need for affirmative action towards empowering the youth through provision of education and training. It also envisages youth access to relevant education and training as a right (Article 55 of the Constitution of Kenya 2010).

b. Realize Kenya Vision 2030 objectives and other national development goals.

c. Achieve the requirements outlined in the TVET Act 2013.

d. Attain goal number four (provision of quality education) in the Sustainable Development Goals of the UN.

e. Realize the current CIDP (2022-2027) priorities on youth training.

Kiambu Youth

Kiambu County has a rapidly growing and young population that puts great pressure on education, training and employment. Additionally, it poses serious socioeconomic challenge which Include:

- a. Limited access to higher education due to high fees charged in some schools;
- b. Lack of employable skills for the labour market;
- c. Lack of a clear entry and re-entry mechanism in the education system;
- d. Vulnerability to crime (radicalization and extremism among others), drug and substance abuse;
- e. Lack of entrepreneurial culture and skills;
- f. Inadequate initiatives in development of life skills;
- g. Limited recreational and sports facilities; and
- h. Limited participation and lack of opportunities in social, political and economic development.

1.4 Rationale for the Policy

The VTC Policy recognizes that Vocational Training is an investment with significant returns including the well-being of the youth, enhanced productivity and competitiveness in the economy. This Policy will provide guidelines for a coordinated approach to supporting and promoting economic growth through quality technical, industrial, vocational and entrepreneurial training programmes in the VTCs.

CHAPTER 2: SITUATIONAL ANALYSIS

2.0 Historical Context

Kiambu's VTCs originated from early mission-led village polytechnics established to offer practical skills to school leavers. The objective was to train Africans in vocational skills to supply cheap labour required by the white settlers. The white settlers believed that the mind of an African was too small to accommodate academic education and hence Kabete Technical Training Institute was started in 1922 as a Native Industrial Training Depot (NITD).

In Kiambu County, Nyaga, Nyanduma, Ndumberi among others were the first to be established. The National Council of Churches of Kenya first established youth polytechnics (VTCs) originally known as "village polytechnics", in 1968. The Kenya Government embraced the concept of VTCs with the support of local communities and churches in 1971 in order to ensure that school leavers had access to skills and management training. These institutions were to equip the youth in various vocational trades, management skills, including attachment in formal and informal sectors. The (VTCs) institutions were expected to ensure that trainees:

- A. Develop knowledge, skills and attitudes which will lead them into income generating activities in the area they live and;
- B. Learn to use the skills and talents for improving the standards of communities in which they live and reduce rural-urban migration.

Towards the achievement of the above goals, the Government of Kenya together with the local communities, religious and non-governmental organizations and with the support from development partners has over the last 30 years contributed to putting up over 600 VTCs in the Country out of which 39 are in Kiambu County.

Conversely, there is a mismatch between labour supplied through the VTCs and demand in the labour market that has culminated in a large number of graduates who cannot find employment in the formal sector of the economy or be self-employed because they lack the appropriate skills. Ever since independence, these Institutions have continued to receive negligible amount of financial investment and management support from the government.

2.1 Key Challenges Identified:

- Lack of a harmonized legal and institutional framework;
- Poor infrastructure and inadequate training tools;
- Low community perception of VTCs;
- Limited capacity-building for instructors;
- Insufficient inclusion of learners with special needs;
- Financial constraints and inconsistent budgeting;
- Low uptake of innovation and ICT in training programmes.

2.2 Socio-economic & Political Context

Youth unemployment remains a major concern. VTCs can help bridge the skills gap. However, stronger political support and budget allocation are needed. The Policy recommends aligning VTC activities with the bottom-up economic transformation agenda (BETA).

Industrialization of the economy is important for sustainable socio-economic development in Kiambu County. This calls for a human resource base comprising of an educated population and a sufficiently large workforce with relevant skills, attitudes and values. The realization of Kenya Vision 2030 requires personnel equipped with appropriate technical and entrepreneurial skills. A sound skills promotion and development programme will not only enhance employment creation for the youth but also provide the building, manufacturing and other sectors with skilled labour force for accelerated growth. Due to erratic incomes in Agriculture (horticulture and tea) hindering smooth payments of school fees; high dropout rate from VTCs to engage in economic activities such as tea picking and supply labour in Agricultural areas; unpredictable weather escalate poverty thus making it difficult for VTCs to support feeding programmes.

In any progressive County positioning itself for an economic take off, such growth is not separable from political goodwill. VTCs in Kiambu County currently experience limited resources (funding and manpower). There is need for stringent laws to shield VTCs at local the level through supporting allocation of adequate funds, advocating for procurement of VTCs' goods/services and recruitment of adequate supply of trainers. With political advocacy, these institutions will achieve great mileage and acceptability. VTCs is a devolved function and the biggest drivers of the bottom-up agenda and therefore resource allocation should be prioritized and equitably distributed so as to make sure the youth from all regions get access to quality education and training for maximum socio-economic transformation.

2.3 Technological & Environmental Context

Digital literacy, smart classrooms and industry-aligned curricula remain underdeveloped. Environmental compliance, occupational safety, and clean energy adoption are also key areas for improvement. Linkage and partnerships should be embraced ascertain that trainers as well as the trainees get in touch with the latest technology in the industries for the purpose of enhancing employability. Currently, there is a mis-match between the VTCs programmes in relation to the labour market demands. In this regard, they continue to train courses that have no demand in the labour market.

Before the introduction of a new technology, trainers/instructors should be sensitized to build capacity and thereafter impart acquired skills to trainees. For VTCs in the county to be competitive, key stakeholders in technology, research and development ought to be on board to establish innovation hubs to incubate trainee's appropriate technologies.

Workplace standards are critical ingredients of an ideal work environment. Most VTCs in the county do not have strict adherence to NEMA and other public health agencies' regulations. Most of them lack protective gear for the safety of all users of the VTC premises. The workshops and learning rooms should have proper noise control, reliable source of water, sanitary facilities and waste disposal mechanisms. Majority of VTCs lack trainees and other workers' compensation insurance schemes; a health personnel or a health facility. Working environment should be improved i.e. workshop heights, workshop arrangements, ventilation, cleanliness and the outlook of the VTC compound should be enhanced in accordance with the Occupational Health and Safety Act, 2007.

CHAPTER THREE: Policy STRATEGIC OBJECTIVES AND Policy STATEMENTS AND IMPLEMENTATION STRATEGIES FOR VTC DEVELOPMENT IN KIAMBU COUNTY

3.1 Policy Objective 1: Enhancing Leadership and Governance Structures in Vocational Training Centres

Rationale: Strong leadership is a cornerstone of well-functioning VTCs. Effective governance promotes accountability, transparency, and professionalism in training delivery, resource management, and stakeholder coordination.

Policy statements:

1. Standardized Registration and Legal Compliance:

All VTCs in Kiambu shall be registered and accredited in line with national and county regulatory frameworks to ensure uniformity and compliance.

2. Establishment of Boards of Governors:

Each VTC shall have a legally constituted Board of Governors to function as the institutional governing body with defined mandates aligned with national TVET policies.

3. Capacity Building for Supervisory Officers:

Officers overseeing VTCs at county and sub-county levels shall undergo continuous training in public sector leadership, governance, and performance oversight.

4. Training for VTC Leadership Teams:

Structured leadership development programmes shall target Boards of Governors, VTC managers, and instructors, equipping them with corporate governance, ethical leadership, and strategic management skills.

5. Development and Implementation of Institutional Strategic Plans:

Every VTC shall be guided by a tailored five-year strategic plan aligned with county development goals, focusing on sustainability, innovation, and quality service delivery.

3.2 Policy Objective 2: Building Human Resource Capacity for Quality Training

Rationale: Human resource development is key to achieving quality vocational education. Qualified, motivated and well-supported staff ensure relevance and excellence in training delivery.

Policy Statement:

1. Recruitment of Qualified Instructors:

The County Government shall recruit and retain qualified technical trainers based on existing skill gaps and the evolving needs of the labour market.

2. Performance Management Systems:

A result-based performance appraisal system will be established to enhance accountability and continuous improvement among staff.

3. Continuous Professional Development (CPD):

Ongoing training and career development pathways will be offered to ensure staff stay abreast with changing technology and pedagogy.

4. Scheme of Service Development:

Clearly defined job grades, promotion criteria, and salary structures shall be formulated and adopted to improve job satisfaction and career progression.

5. Responsibility Allowances:

Additional allowances will be offered to VTC heads and sub-county officers to compensate for administrative responsibilities and enhance motivation.

3.3 Policy Objective 3: Aligning Training with Labour Market Demands

Rationale: For VTC graduates to thrive in the modern economy, training programmes must match real-world skill requirements and encourage entrepreneurship, innovation and self-reliance.

Policy statement:

1. Curriculum Review and Expansion:

Training programmes shall be regularly reviewed to incorporate new courses that address current and future job market demands at local, national and international levels.

2. Stakeholder Collaboration:

Strong linkages will be fostered with bodies such as NITA, KNEC, KICD and CDACC for curriculum development, certification and accreditation.

3. Implementation of CBET:

All VTCs will progressively adopt Competency-Based Education and Training to promote hands-on, outcome-based learning.

4. Promotion of Innovation and Talent Development:

Centres will integrate intellectual property education, innovation hubs and talent development spaces to promote creativity and technical ingenuity.

5. Quality Assurance Mechanisms:

A county-level VTC quality assurance unit shall be formed to continuously monitor, assess and improve training standards in line with the National Qualifications Framework.

6. Marketing and Rebranding of VTCs:

A VET marketing strategy will be rolled out to reposition VTCs as viable, attractive and transformative education pathways.

7. Mentorship and Role Modelling:

Partnership with professionals and successful alumni will help motivate students through mentorship programmes and exposure to career role models.

8. Equitable Student Funding Mechanism:

A third of the County education bursary shall be reserved for VTC trainees, with a focus on equity and inclusion.

9. Targeted Financial Support:

Special bursaries and scholarships shall be directed towards vulnerable groups including persons with disabilities and youth from marginalized areas.

10. Mainstreaming ICT in Training and Management:

ICT shall be embedded in all aspects of training, administration and communication to promote efficiency, data-driven planning and digital literacy.

11. ICT for Innovation and Entrepreneurship:

VTCs shall provide digital entrepreneurship training, including e-commerce, digital fabrication, coding and design thinking.

3.4 Policy Objective 4: Strengthening Infrastructure, Tools and Equipment

Rationale: Modern learning requires modern facilities. Well-equipped workshops, smart classrooms and safe learning spaces are critical to the practical and theoretical development of learners.

Policy Statement:

1. Increased Budget Allocation:

A dedicated percentage of the county development budget shall be allocated annually to support VTC infrastructure improvement and equipment acquisition.

2. Public-Private Infrastructure Partnerships:

Partnerships with industry players and development agencies will be encouraged to co-finance the upgrading of VTCs.

3. Infrastructure Improvement Plan:

Each VTC shall implement a phased infrastructure improvement master plan to meet current and emerging demands.

4. Green Energy Solutions:

VTCs will promote environmental sustainability by incorporating solar, wind and biomass energy technologies into their operations and training curriculum.

3.5 Policy Objective 5: Resource Mobilization and Sustainability

Rationale: Sustainable financing is key to the growth of the VTC sector. Broadening the funding base, cultivating networks and promoting entrepreneurship will secure the financial health of VTCs.

Policy statement:

1. Awareness Creation on Collaboration and Networking:

VTC management teams shall be sensitized on forming linkages and partnerships with government, private sector and development partners.

2. Promotion of Positive Public Perception:

Through targeted media campaigns and community outreach, VTCs will be promoted as centres of excellence for innovation, skills and employment.

3. Research and Development Initiatives:

Each VTC will be encouraged to undertake research projects focused on community development, technical innovation and entrepreneurship.

4. County Budget Support:

The County Government shall institutionalize stable and predictable funding for VTC operations through annual budget allocations.

5. Public-Private Partnerships (PPPs):

Strategic PPPs shall be pursued for funding, equipment, internships and staff exchange programmes.

6. Linkages with Youth-Focused Funders:

VTCs will actively engage with organizations that support youth skills development and enterprise initiatives.

7. Income Generating Activities (IGAs):

VTCs will establish production units, services and other IGAs that reinforce student learning and generate income for sustainability.

8. Formation of Alumni Associations:

Alumni networks shall be developed to support fundraising, mentoring and institutional promotion.

9. Cost Recovery Strategies:

VTCs will implement prudent resource management and cost-sharing approaches to reduce reliance on public funding while maintaining access for the poor.

CHAPTER 4: LEGAL AND INSTITUTIONAL FRAMEWORK FOR VOCATIONAL TRAINING CENTRES IN KIAMBU COUNTY

4.1 Introduction

The formulation and implementation of a Policy guiding Vocational Training Centres (VTCs) in Kiambu County is anchored in a robust legal and institutional framework. This framework draws its mandate from the Constitution of Kenya, national laws and policies, Vision 2030, Sustainable Development Goals (SDGs), and the County Integrated Development Plan (CIDP) 2023–2027. These provisions collectively guide the regulation, management, financing, curriculum development, and inclusivity of VTCs as devolved functions under county governments.

4.2 Constitutional and Legal Provisions Supporting VTCs

4.2.1 Constitution of Kenya, 2010

The Constitution provides the supreme legal basis for the existence and operation of Vocational Training Centres. Relevant articles include:

- Article 53(1)(b): Guarantees every child the right to free and compulsory basic education. VTC trainees are natural continuants of basic education, making this provision foundational in ensuring a seamless education-to-skills pathway.
- Article 54(1)(b): Mandates that persons with disabilities have access to educational institutions and facilities that are integrated into society. This is especially relevant as VTCs must cater to learners with diverse abilities.
- Article 55: Obligates the State to take measures to ensure youth access training and employment opportunities. VTCs directly contribute to the fulfilment of this mandate by equipping youth with employable skills.
- Article 56: Requires affirmative action for marginalized and minority groups to access education and economic empowerment opportunities, thereby positioning VTCs as inclusive and transformative platforms.
- Fourth Schedule, Part 2 (9): Assigns the function of village polytechnics, which encompass VTCs, to county governments. This provision underscores the devolved nature of VTC management and development.

4.3 Policy and Strategic Alignment

4.3.1 Kenya Vision 2030

VTCs are implicitly captured within the Social Pillar of Vision 2030, particularly under education and training. The pillar highlights the importance of technical skills in achieving a middle-income economy. VTCs support this agenda by producing competent artisans, technicians, and entrepreneurs.

4.3.2 Sustainable Development Goals (SDGs)

- Goal 4: Ensures inclusive, equitable quality education and promotes lifelong learning. In line with this, Kiambu County, through its CIDP 2023–2027, will integrate Technical and Vocational Education and Training (TVET) programmes into local economic development strategies, aligning skills training with job market demands.

4.4. County Integrated Development Plan (CIDP) 2023–2027

The CIDP identifies youth empowerment, skills development, and promotion of sports and talent as key priorities. Through the full mainstreaming of VTCs, the county aims to:

- Provide market-driven technical skills.
- Foster innovation and entrepreneurship.
- Reduce unemployment among the youth.
- Enhance social inclusion and community development.

4.5. Enabling National Legal Instruments

4.5.1 Technical and Vocational Education and Training Act (TVET Act), 2013

- Section 25: Mandates the County Education Board (CEB) to advise on the establishment and registration of training institutions including VTCs.
- Section 26: Emphasizes the role of county governments in setting up and maintaining village polytechnics and other VTCs.

4.5.2 Persons with Disabilities Act, 2025

- Section 20(4): Prohibits discrimination in education and training services based on disability. This reinforces inclusive practices in VTCs.

4.5.3 Public Private Partnership Act, 2021

The Act outlines the participation of the private sector in the financing, construction, development, operation or maintenance of infrastructure of development projects through public private partnership.

4.5.4 Industrial Training Act (Cap 237)

- Section 3A: Describes the mandate of the National Industrial Training Authority (NITA), a key examination and certification body for VTCs.
- Section 7B: Provides for industrial attachment for trainees, which is critical for hands-on experience.
- Sections 21 and 22: Authorize NITA to design and oversee training curricula applicable to VTCs.

4.5.6 Public Finance Management Act, 2012

- Part IV, Section 125: Guides the budget-making process for county entities, including VTCs.
- Section 147: Assigns responsibility to accounting officers such as Chief Officers and VTC managers to ensure proper financial management.

4.5.7 Public Procurement and Asset Disposal Act, 2015

This Act provides a legal framework for procurement in public institutions, ensuring transparency and accountability in the acquisition of goods and services by VTCs.

4.6. Science, Technology and Innovation Act, 2013

- Section 29: Assigns functions to the Kenya National Innovation Agency, with which VTCs can partner in promoting local innovations and entrepreneurship initiatives among youth.

4.7 Institutional Framework in Kiambu County

The following institutions and officers are key to effective coordination and implementation of the VTC Policy:

i. County Executive Committee (CEC) Member for Education, Gender, Culture, and Social Services.

The County Executive Member in charge of Education, Gender, Culture and Social Services shall ensure that the legal and regulatory framework for VTCs is in place by

- Providing Policy direction.
- Overseeing compliance with legal and regulatory frameworks.
- Ensuring alignment with county and national development plans.

ii. Chief Officer for Vocational Training and Social Services

The Chief Officer shall facilitate the implementation and review of this Policy in liaison with other state and non-state actors by

- Leading the operationalization of the Policy.
- Coordinating with relevant stakeholders.
- Overseeing programme implementation and Policy review.

iii. Director of Vocational Training

The Director shall coordinate implementation of this Policy and ensure the implementation of VTC programmes and be responsible for the overall management and administration of the Vocational Training Centres function through;

- Administering and managing VTC functions.
- Supervising the implementation of training programmes.
- Advising on curriculum development and institutional expansion.

iv. Deputy Director of Vocational Training

The Deputy Director shall assist the Director in discharging their duties by collecting and collating VTC data; Mobilizing and carrying out capacity building of VTC stakeholders as well as interpreting and reviewing of VTC curriculum.

v. Sub-County Vocational Training Officers

Each Sub County shall have a Sub County Vocational Training Officer who shall be responsible for overseeing the implementation of this Policy and ensuring the implementation of VTC programmes at the sub county level.

The Sub County Vocational Training Officer shall be responsible for the overall management and administration of the VTC's function by;

- Providing technical support to VTCs.
- Monitoring institutional compliance and quality assurance.

vi. VTC Principals

Each VTC shall have a principal who will be responsible for coordinating overall management, administration and development of the VTC by;

- Managing day-to-day operations.
- Ensuring effective curriculum delivery.
- Fostering community engagement and resource mobilization.

Conclusion

The successful implementation of the VTC Policy in Kiambu County hinges on a multi-level legal and institutional framework that promotes access, inclusivity, quality and relevance of vocational training. By leveraging national laws, county strategies and collaborative governance, the County can transform its VTCs into dynamic engines of economic growth, youth empowerment and social transformation.

CHAPTER 5: MONITORING, EVALUATION, ACCOUNTABILITY & LEARNING (MEAL)

5.1 Introduction

Effective Policy implementation is crucial for the realization of the objectives outlined in this Vocational Training Centres (VTC) Policy. The success of the Policy depends on a well-coordinated, multi-sectoral approach that incorporates the collective efforts of both state and non-state actors. The implementation will be carried out through clearly defined annual action plans, adequately resourced, and underpinned by strong Monitoring, Evaluation, Accountability and Learning (MEAL) systems.

A results-based MEAL framework shall:

- Guide implementation tracking through annual action plans.
- Use quarterly and annual reporting to assess progress.
- Involve all stakeholders (state and non-state) in continuous learning.
- Ensure transparency and accountability in resource use.

5.2 Stakeholder Coordination Framework

Implementation of this Policy shall adopt a multi-stakeholder approach involving both government and non-government actors. The County Department of Education will serve as the lead implementing agency and convener of all actors.

Key Stakeholders and Their Roles

During the implementation several stakeholders have to be responsible.

These include: -

1. County Government Departments

o Department of Education, Gender, Culture and Social Services – Lead agency for Policy implementation, coordination, reporting, and capacity building of VTCs.

o Department of Finance, ICT and Economic Planning – Budget allocation, financial oversight, and resource mobilization for VTC programmes.

o Department of Youth Affairs, Sports and Communication– Mainstream youth empowerment programmes and linkages with VTCs.

o Department of Agriculture, Livestock and Irrigation – Support agricultural-based VTC training and agribusiness innovation and facilitate formation of cooperative societies among VTC graduates and trainees for access to finance and markets.

o Department of Trade, Industrialization, Tourism and Investment– Promote industrial linkages and entrepreneurship training in VTCs.

• Department of Water, Environment, Natural Resources and Climate Change– to ensure that TVET programmes are being designed to equip students with the

skills needed for sustainable practices in areas like renewable energy, eco-friendly construction, and sustainable agriculture.

- o Office of the County Attorney- Ensure that VTCs comply with legal requirements

2. Non-State Actors

- o Private Sector and Employers – Offer internship opportunities, industry-driven training, and job placements.

- o Civil Society Organizations (CSOs) and NGOs – Provide technical and financial support, mentorship programmes and community awareness.

- o Faith-Based Organizations (FBOs) – Support value-based training, life skills and psychosocial interventions.

- o Development Partners – Technical support, funding, research and innovation.

- o Media – Public awareness, advocacy campaigns and documentation of best practices.

5.3 Implementation Mechanism

Implementation shall be executed by Annual County Education Sector Action Plans (ACESAPs) through:

- Highlighting annual priorities derived from the VTC Policy.
- Specifying key activities, performance indicators, responsible institutions and timelines.
- Integrating with the County Integrated Development Plan (CIDP) and the Annual Development Plan (ADP) to ensure budgetary provision.
- Aligning with Kenya Vision 2030, Medium-Term Plans (MTPs) and BETA Agenda.

The County Government of Kiambu shall allocate not less than 0.3% of the Annual County Budget to support vocational training programmes. This fund will support infrastructure development, staffing, equipment, curriculum enhancement, entrepreneurship incubation and learner support programmes.

5.4 Resource Mobilization Strategy

The County Government shall employ a mix of funding sources including:

- County budgetary allocations through the Education Fund.
- Donor and development partner contributions.
- Public-Private Partnerships (PPPs) for infrastructure and curriculum development.
- Corporate Social Responsibility (CSR) initiatives.

5.5 Communication and Dissemination

The Department of Education shall develop and implement a Policy on Communication and Dissemination Strategy, incorporating:

- Community barazas and ward-level sensitization forums.
- Print and electronic media, social media platforms.
- Circulars and Policy briefs for stakeholders.
- Translation of key Policy elements into Kiswahili and local languages.

Formal and informal communication channels will be used to enhance ownership and understanding of the Policy objectives at all levels – county, sub-county, ward and institution.

5.6 Monitoring, Evaluation, Accountability and Learning (MEAL)

An integrated MEAL framework shall guide Policy implementation and continuous improvement. This shall include:

- Quarterly and annual reporting by VTCs and sub-county vocational training offices.
- Performance reviews through annual stakeholders' forums.
- Outcome and impact evaluations every three years.
- Scorecards and dashboards to track performance indicators.
- Inclusion of trainee feedback mechanisms to promote accountability.

The MEAL framework shall promote transparency, professionalism, evidence-based planning and participatory decision-making. It will be coordinated by a dedicated VTC Policy Implementation and MEAL Committee established under the County Department of Education.

5.7 Risk Management and Mitigation

Key risks to implementation include:

- Inadequate funding.
- Low stakeholder participation.
- Political interference.
- Limited industrial linkages.

Mitigation strategies shall include:

- Legal frameworks to ring-fence funding.
- Institutionalization of stakeholder engagement platforms.
- Capacity-building of Boards of Governors (BoGs).
- Formal MOUs with private sector players.

5.8 Sustainability Strategy

To ensure long-term sustainability of the Policy:

- VTCs will be encouraged to establish production units and income-generating projects.
- Partnerships will be strengthened for skills transfer and resource pooling.
- A VTC Graduate Entrepreneurship Fund shall be explored to support youth-led enterprises.
- Continuous curriculum review in collaboration with TVETA and industry.

CHAPTER SIX: Policy REVIEW AND TRANSITION FRAMEWORK

6.1 Policy Review Mechanism

The Policy on Vocational Training Centres (VTCs) in Kiambu County shall be subject to periodic and systematic reviews to ensure continued relevance, responsiveness to emerging issues, alignment with national and county development priorities and effectiveness in achieving its intended goals. The Kiambu VTC Policy and its implementation framework will be undertaken by various stakeholders/actors. Review of the Policy will be after 3 years and or when need arises.

Objectives of Policy Review:

- Assess progress made in Policy implementation against defined objectives and indicators.
- Identify implementation challenges and propose Policy refinements.
- Integrate emerging best practices and global trends in technical and vocational education and training (TVET).
- Ensure continued inclusivity, quality, relevance and sustainability of VTC programmes.

6.2 Policy Transition Framework

To facilitate an orderly transition and successful implementation of the VTC Policy the following measures shall be instituted:

6.2.1 Legal and Institutional Continuity

- Existing legal instruments, institutions and frameworks governing vocational education in the county and nationally shall remain valid and operational until reviewed or harmonized with the new Policy directives.
- VTCs currently operating under national TVET frameworks shall retain their status and accreditation pending alignment with revised county-specific operational standards and procedures.

6.2.2 Policy Operationalization

- The Policy shall take effect upon approval by the County Assembly.
- A detailed Implementation Action Plan shall be developed within six months of the Policy approval by the County Assembly to guide the roll-out of Policy provisions, including timelines, roles and responsibilities, resource requirements and monitoring indicators.

6.2.3 Transitional Governance and Support

- A Transition Steering Committee comprising relevant departments, VTC principals and partners shall be established to oversee the implementation of transitional actions.
- Interim guidelines and operational manuals shall be issued to all VTCs to ensure compliance and consistency with the Policy.
- Capacity-building programmes shall be rolled out for VTC staff, Boards of Governors

and administrative units to equip them with knowledge and tools for effective Policy adoption.

6.2.4 Communication and Awareness

- A county-wide public awareness campaign shall be launched to inform all stakeholders of the Policy provisions, expectations, benefits and timelines.
- Information shall be disseminated through multiple channels, including county forums, ward-level barazas, radio broadcasts, social media, brochures and workshops.

6.2.5 Risk Management

- A risk mitigation plan shall be developed to address potential challenges in the transition process, such as resource constraints, stakeholder resistance or misalignment with national TVET bodies.
- Regular feedback mechanisms and grievance redress structures shall be established to ensure smooth adaptation and resolve emerging issues.

Conclusion

The review and transition framework outlined in this chapter ensures that the Kiambu County VTC Policy remains dynamic, inclusive and responsive to changing circumstances. By institutionalizing structured review cycles and a clear transition pathway, the County affirms its commitment to delivering high-quality, industry-relevant vocational education and training to empower its youth and catalyze socio-economic development.

APPENDIX 1

THE KIAMBU COUNTY VTCs Policy IMPLEMENTATION MATRIX

Policy Objective	Strategies	Activities	Indicators	Timelines	Prime Responsible	Other Actors
To strengthen leadership in the management of VTCs	Develop mechanisms for registration of all VTCs in accordance with set regulations.	Initiate and conclude registration of VTCs.	Number of VTCs registered.	January 2026 - December 2027	Department of EGCSS and Sports (CECM, CO, Director, PEOs, SCYTOs, BOG, VTC)	Principal/ Managers, Instructors) TVETA
	Establish Boards of Governors as body corporate for each VTC in line with set regulations.	Identify, nominate, inaugurate and appoint B.O.G. members.	Number of BoGs in place.	July 2025 - December 2025	Department of Education, Gender, Culture and Social Services and Sports	MCA, local administration, sponsors
	Develop capacity of Officers supervising VTCs in leadership and governance.	Develop capacity of Officers supervising VTCs in leadership and governance.	Number of trainings carried out. Number of courses annually. Number of Officers trained.	Jan 2026 - Dec 2026	Department of Education, Gender, Culture and Social Services and Sports, partners	Principal/ Managers, Instructors) TVETA
	Develop capacity of Boards of Governor's members, Managers and VTC instructors.	Develop training curriculum for the Boards of Governor's members, Managers and VTC instructors.	Number of trainings carried out. Number of board members trained. Improved management of the VTC.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports, partners	Principal/ Managers, Instructors) TVETA
	Develop and implement strategic plans for VTCs.	Budget for the strategic plan. Hire the resources persons.	Training curriculum developed. Increased number of students registered.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports, B.O.Gs and partners.	Principal/ Managers, Instructors) TVETA

Policy Objective	Strategies	Activities	Indicators	Timelines	Prime Responsible	Other Actors
		Hire training venues. Conduct training workshops. Launch the strategic plan.	Increased number of courses offered. Increased in revenue generated.			
To develop human resource capacity.	Recruitment of adequate and qualified VTC instructors.	Advertise the posts internally and in the daily papers. Conduct interviews. Recruit the teaching staff.	Number of instructors recruited.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports. Department of Finance, CPSB.	Principal/ Managers, Instructors) TVETA
	Develop and implement a performance management system.	Develop annual staff work plans. Place staff on annual performance appraisals.	Number of staff appraised.	Jan 2025 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports, CPSM, CPSB.	Principal/ Managers, Instructors) TVETA
	Capacity building of the staff.	Hold capacity building sessions for instructors, VET officers.	Number of instructors, VET Officers trained.	Jan 2026 - Dec 2028	Department of EGCSS and Sports, CPSM, collabourates.	Principal/ Managers, Instructors) TVETA
	Develop and implement scheme of service for staff.	Implement the scheme of service.	Number of staff promoted and rewarded.	Jan 2026 - Dec 2028		Principal/ Managers, Instructors) TVETA
	Implement responsibility allowance for persons directly incharge of VTCs and those incharge of sub-county level.	Implement responsibility allowance for the specified officers.	Number of officers renumerated	Jan 2025 - Dec 2028	Department of Education, Gender, Cul- ture and So- cial Services and Sports, Department of Finance, CPSM, CPSB.	Principal/ Managers, Instructors) TVETA

Policy Objective	Strategies	Activities	Indicators	Timelines	Prime Responsible	Other Actors
Implement training programmes that meet market demand.	Implement relevant training in VTCs through identification of suitable courses to respond to labour market needs locally and globally.	Undertake market survey to identify market/demand driven programmes	Market survey report completed. Number of suitable courses identified.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports.	Department of Finance, Consultants and Researchers, collabourates.
	Establish the collabourate with the relevant stakeholders in training, Curriculum Assessment and Certification. (NITA, KNEC, KICD, CDACC)	Hold colla-bourative meetings with the relevant stakeholders in training Curriculum Assessment and Certification.	Number of VTC instructors trained. Number of meetings held. Number of trainees certified.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports and curriculum support agencies.	Principal/ Managers, Instructors) TVETA
	Implement CBET Curriculum in VTCs.	Train under CBET curriculum.	Number of trainees graduating with relevant unit(s) of competencies.	Jan 2026 - Dec 2028	Department of EGCSS and Sports, curriculum support agencies, TVET-CDACC.	Principal/ Managers, Instructors) Department of Finance, the National Government, industry partners.
	Distribute funding to all eligible VTC trainees in the County through allocation of at least one third of the allocated County education fund.	Award grants, bursaries and scholarships funds to eligible VTC trainees in the County.	Amount of funds allocated. Number of trainees supported.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports, (CECM, CO).	Department of Finance, the National Government
	Establish financing mechanisms through bursaries and scholarships to poor, disadvantaged, vulnerable groups and persons with special needs.	Award grants, bur-saries and scholarships funds to eligible VTC trainees in the county	Amount of funds allocated. Number of trainees supported.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports, (CECM, CO)	Department of finance, the national government

Policy Objective	Strategies	Activities	Indicators	Timelines	Prime Responsible	Other Actors
	Implement ICT education and training into VTC programmes.	Procure ICT equipment's. Hire consultants to train VTC staff Conduct training workshop Introduce ICT program in VTC.	Number ICT equipment procured and installed. Training program of ICT mainstreamed and integrated.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports, ICTA, Governor's office.	Department of Finance, Curriculum development agencies, B.O.Gs.
	Implement the proper use of ICT as a tool for effective management, inventory, communication, research and development.	Mainstream and integrate use of ICT tools in VTC programmes management.	Percentage increase of use of ICT tools in VTC programmes management.	Jan 2026 - Dec 2028	Department of EGCSS and Sports, ICTA, Governor's office.	Department of finance, Curriculum development agencies, B.O.Gs
	Implement the use of ICT for innovation and entrepreneurship Development.	Innovations of ICT in enterprise development	Number of ICTES programmes in VTCs	Jan 2026 - Dec 2028	Department of EGCSS and Sports, ICTA, Governor's office, the department of finance, Curriculum development agencies, B.O.Gs	
	Establish financing mechanisms through bursaries and scholarships to poor, disadvantaged, vulnerable groups and persons with special needs.	Award grants, bursaries and scholarships funds to eligible VTC trainees in the county	Amount of funds allocated. Number of trainees supported.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports, (CECM, CO)	Department of finance, the national government
To Improve infrastructure, tools and equipment.	Earmark county budget for the provision of infrastructure, tools and equipment for VTCs.	Revise county budget to provide for procurement of tools, equipment and facilities.	Number of facilities provided with tools and equipment's.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports.	Department of finance, Department of public works, the national government.

Policy Objective	Strategies	Activities	Indicators	Timelines	Prime Responsible	Other Actors
	Establish partnership with stakeholders in the provision of adequate infrastructure, tools and equipment.	Undertake partnerships meetings with stakeholders and industry for use of technology.	Percentage increase in number of partnerships created.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports.	Department of Finance, Department of public works, the national government, industry partners.
	Develop and systematically implement an infrastructure improvement programme to match the changing needs.	Undertake an infrastructure, tools and equipment improvement programme.	Number of infrastructure, tools and equipment improvement programmes carried out.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports.	Department of Finance, Department of public works, the national government, industry partners.
	Introduce the use of green energy such as solar energy, bio- mass and Wind mills in VTCs.	Carry out training to the VTCs to benefit with green energy.	Number of VTCs benefitted.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports.	Department of Finance, Department of public works, the national government, industry partners.
	Enhance culture of innovation and creativity and protection of intellectual property rights.	Carry out showcases exhibitions and skills competitions	Number of innovations made and applied in training in the VTCs	Jan 2026 - Dec 2028	Department of EGCSS (CECM, Chief officer, Director, SCVTOs)	VTC Principal/ Manager, Instructor), Department of finance, KEPI, partners.
	Create enabling environment for youth to participate in talent development and sporting activities.	Undertake and participate in talent development and sports activities.	Number of students skilled in talent showcasing and sport activities.	Jan 2026 - Dec 2028	Department of EGCSS and Sports, (The CECM, chief officer, Director, SCVTOs).	VTC Principal/ Manager, Instructor), Department of finance, KEPI, partners.
	Establish Quality Assurance and standards unit to monitor and evaluate VTCs to ensure compliance with set standards in the National Qualification Framework.	Carry out monitoring and evaluation of VTCs on Quality Assurance and standards to ensure compliance with the National Qualifications framework.	Number of VTC that have introduced and sustained quality assurance standards.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports, (quality and assurance unit).	KNQA, TVETA

Policy Objective	Strategies	Activities	Indicators	Timelines	Prime Responsible	Other Actors
	Establish VTC Marketing unit that will develop a VET brand, promotion campaigns, rebranding and marketing of VTCs.	Established VTC marketing campaigns and other initiatives Unit.	Number of marketing campaigns and initiative carried out.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports.	Media, BOG,VTC Managers, instructors
To Mobilize resources.	Create awareness in VTCs on the benefits of collaboration and Networking.	Initiate productive collaboration and network meetings with stakeholders in the VTCs.	Increased collaborations and network with stakeholders	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports.	Ministry of Industrialization, industry, NITA, CDACC partners
	Research and development initiatives.	Identify and undertake research and development initiatives in VTCs.	Number of research and development initiatives in VTCs.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports.	Ministry of Industrialization, industry, NITA, CDACC partners
	Undertake fundraising by establishing relations with organizations to fund trainees' initiatives.	Conduct collaborative forums to initiate partnership programmes	Number of trainees funded through collaborative forums conducted.	Jan 2026 - Dec 2028	Department of Education, Gender, Culture and Social Services and Sports.	National government, partners.
	Introduce income-generating activities.	Initiate IGAs in VTCs	Number of IGAs initiated in VTCs	Jan 2026 - Dec 2028	Department of EGCSS and Sports.	BOG, Instructors, Trainees partners
	To establish alumni associations.	To identify and implement VTCs alumni associations.	Number of alumni association identified and initiated VTC.	Jan 2026 - Dec 2028	Department of EGCSS and Sports.	BOG, Instructors, Trainees partners
	Establish and implement cost recovery and reduction strategies.	Establish a cost reduction recovery unit.	Percentage reduction on cost of training programmes.	Jan 2026 - Dec 2028	Department of EGCSS and Sports, (CECM,CO, Director, PEOs, SCVTOs).	BOG, VTC principal/managers, Instructors, Trainees

RISK MANAGEMENT AND MITIGATION FRAMEWORK

S/No	Risk	Impact	Probability	Mitigation Strategy
1	Inadequate budget allocation	Project Stagnation	High	Advocate for increased VTC budget share, mobilize donor and PPP support.
2	High trainer attrition	Decline in learning	Medium	Introduce performance-based incentives, provide psychosocial support.
3	Poor monitoring systems	Weak accountability	High	Develop a digital VTC data dashboard with ward-level reporting.
4	Mismatch between training and industry needs	Irrelevant training	Medium	Regular inspections, and linking industry with academia.



COUNTY Policy FOR VOCATIONAL TRAINING CENTRES