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THE NATIONAL ASSEMBLY

TWELFTH PARLIAMENT – FOURTH SESSION

DEPARTMENTAL COMMITTEE ON EDUCATION AND RESEARCH

REPORT ON COLLEGES AND INSTITUTES CANADA (CICAN) CONFERENCE
HELD IN NIAGARA, CANADA BETWEEN 5TH -7TH MAY 2019

 THE NATIONAL ASSEMBLY PAPERS LAID		
DATE:	10 MAR 2020	DAY: TUESDAY
TABLED BY:	Hon. Julius Melly Chairperson.	
CLERK AT THE TABLE:	Lemuna Mosep.	

Clerk's Chambers
National Assembly
Parliament Buildings,
Nairobi

MARCH, 2020

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ABBREVIATIONS

- CICAN - Colleges and Institutes Canada
KEFEP - Kenya Education for Employment Program
MOE - Kenyan Ministry of Education (
TVET - Vocational Education and Training (TVET)
WIL - Work-Integrated Learning

1.0 PREFACE

1.1 Establishment of the Committee

1. The Departmental Committee on Education and Research is established under the National Assembly Standing Order 216 (5). The Committee is mandated, among others, to: -
 - (i) investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned Ministries and departments;
 - (ii) study the programmes and policy objectives of Ministries and departments and the effectiveness of the implementation;
 - (iii) study and review all legislation referred to it;
 - (iv) study, assess and analyze the relative success of the Ministries and Departments as measured by the results obtained as compared with their stated objectives;
 - (v) investigate and inquire into all matters relating to the assigned Ministries and departments as they may deem necessary, and as may be referred to them by the House;
 - (vi) vet and report on all appointments where the Constitution or any law requires the National Assembly to approve, except those under Standing Order 204 (Committee on Appointments);
 - (vii) examine treaties, agreements and conventions;
 - (viii) make reports and recommendations to the House as often as possible, including recommendation of proposed legislation;
 - (ix) consider reports of Commissions and Independent Offices submitted to the House pursuant to the provisions of Article 254 of the Constitution; and,
 - (x) examine any questions raised by Members on a matter within its mandate.

1.2 Mandate of the Committee

2. In accordance with the Second Schedule of the Standing Orders, the Committee is mandated to consider Education, Training and Research.
3. In executing its mandate the Committee oversees the Ministry of Education and the Teachers Service Commission.

1.3 Committee Membership

The Committee comprises of the following Members: -

Chairperson

Hon. Julius Melly, MP
MP for Tinderet Constituency

Jubilee Party

Vice Chairperson

Hon. (Dr). Amos Kimunya, EGH, MP
MP for Kipipiri Constituency

Jubilee Party

Hon. Moses Malulu Injendi, MP
MP for Malava Constituency

Jubilee Party

Hon. Jackson Lekumontare
MP for Samburu East Constituency

KANU Party

Hon. Geoffrey Makokha Odanga, MP
MP for Matayos Constituency

ODM Party

Hon. Jerusha Mongina Momanyi, MP
MP for Nyamira County

Jubilee

Hon. (Dr.) Pamela Ochieng, MP
MP for Migori County

ODM Party

Hon. John Oroo Oyioka, MP
MP for Bonchari Constituency

Peoples Democratic Party

Hon. (Eng.) Nzambia Kithua, MP
MP for Kilome Constituency

Wiper Democratic Movement -Kenya

Hon. Joseph Kipkosgei Tonui, MP
MP for Kuresoi South Constituency

Jubilee Party

Hon. (Prof.) Zadoc Abel Ogutu, MP
MP for Bomachoge Borabu
Constituency

Independent

Hon. Lilian Cheptoo Tomitom, MP
MP for West Pokot County

Jubilee Party

Hon. Catherine Wambilyanga, MP
MP for Bungoma County

Ford-Kenya

Hon. Omboko Milemba, MP
MP for Emuhuya Constituency

Amani National Congress

Hon. Eric Muchangi Njiru, MP
MP for Runyenjes Constituency

Jubilee Party

Hon. Peter Lochakapong, MP
MP for Sigor Constituency

Jubilee Party

Hon. Eve Obara, MBS, MP
MP for Kabondo Kasipul Constituency

ODM Party

Hon. Wilson Sossion, MP

Nominated Member

Hon. Wilson Kipng'etich Kogo, MP
MP for Chesumei Constituency

Jubilee Party

1.4 Committee Secretariat

Mr. Daniel Mutunga
Principal Clerk Assistant I
Lead Clerk

Mr. Philip Lekarkar
Clerk Assistant II

Ms. Christine Odhiambo
Legal Counsel I

Mr. Eric Kanyi
Fiscal Analyst III

Ms. Annceta Gacheri
Research Officer III

Ms. Winnie Kiziah
Media Relations Officer

2.0 INTRODUCTION

4. The Colleges and Institutes Canada (CICan) is the voice of Canada's publicly-supported colleges, institutes, cegeps (publicly funded post-secondary education pre-university, collegiate technical college exclusive to the province of Quebec's education system) and polytechnics. The organization is an international leader in education for employment with ongoing programs in over 25 countries. CICan's members add over \$190B to Canada's economy each year and contribute to inclusive economic growth by working with industry and community partners to offer more than 10,000 programs to learners in urban, rural, remote, and northern communities.
5. The Committee on Education and Research was invited as a stakeholder together with the State Department of Vocational and Technical Training, Ministry of Education. The Principals of the Kenya National Polytechnics also attended the conference.
6. The 2019 Colleges and Institutes Canada's (CICan) annual conference was held at the Scotiabank Convention Centre in Niagara Falls, from 5th to 7th for May 2019 and was hosted by Niagara College. The theme of the conference was *Inclusion: A Recipe for Success*.
7. Under the theme *Inclusion: A Recipe for Success*, presentations and discussions centred on the approaches of developing a learning environment that accommodates the diverse social and personal needs of all students. The approaches identified by the conference for inclusion include:
 - (i) Establishing an inclusive school climate;
 - (ii) Assuring highly effective leadership;
 - (iii) Capacity building of teachers;
 - (iv) Focus on teaching/learning strategies,
 - (v) Including universal design for learning;
 - (vi) Building collaborative structures in colleges; and,
 - (vii) Building partnerships with the community served by the colleges.
8. Leaders need to be clear that school improvement, increased student success in learning and school effectiveness are the main strategies needed to make inclusion work. All the investment in people and programs used in traditional special education can be used to strengthen the capacity of the community colleges and make it inclusive.
9. The Conference is of its kind in the world and provided an opportunity for colleges and institutes leaders, policy makers and stakeholders to network and share best practices managing institutes.

10. The Conference brought together educationist and policy officials from across the world. The conference featured many distinguished guests and keynote speakers, including civil rights activists to discuss some of the most pressing issues facing post-secondary education.
11. Over 140 presenters and speakers shared their insights and expertise over the three-day event, which is divided into six distinct streams: Entrepreneurial approaches, Future Ready, Going Global, Innovative Education, Leading Success and Student Success. Other important topics such as Indigenous education, applied research and innovation will be treated as cross-cutting themes across the different streams.
12. The Conference was attended by a delegation of three members of the Committee and one staff member namely:

- (i) **Hon. (Prof) Zadoc Abel Ogutu, MP – Leader of the Delegation**
- (ii) Hon. Geoffrey Odanga, MP
- (iii) Hon. Joseph Tonui, MP
- (iv) Mr. Philip Lekarkar - Delegation Secretary

1.5 Acknowledgement

Hon. Speaker,

The Delegation, on behalf of the Committee, thanks the Offices of the Speaker and the Clerk of the National Assembly for the technical, logistical and financial support offered to enable the Members to travel to travel and participate in the conference.

On behalf of the delegation of the Members of the Departmental Committee on Education and Research, I beg to table the Report of Colleges and Institutes Canada (CICan) 2019 Conference held in Niagara, Canada pursuant to Standing Order 199.

SIGN _____



DATE _____

19/3/2020

**HON. JULIUS MELLY, MP
CHAIRPERSON, COMMITTEE ON EDUCATION AND RESEARCH**

3.0 CONFERENCE DELIBERATIONS

3.1 BACKGROUND ON CICAN AND ITS MEMBERS

13. Colleges and Institutes Canada (CICan) is the voice of Canada's publicly-supported colleges, institutes, polytechnics. It is an international leader in education for employment with ongoing programs in over 25 countries. CICan's members add over \$190 billion to Canada's economy each year and contribute to inclusive economic growth by working with industry and community partners to offer more than 10,000 programs to learners in urban, rural, remote, and northern communities of Canada.
14. CICan's members prepare young people for transition into the workforce, offering a vast array of post-secondary programs designed to meet the needs of the labour market. In addition they equip graduates with skills that make them resilient in periods of economic uncertainty and better able to adapt to technological change in the workplace. Moreover, they work with employers to upgrade the skills of the existing labour force and provide retraining for adults facing job dislocation and unemployment.
15. Colleges and institutes are the primary access point to post-secondary education and skills development for learners and play an important role in fostering partnerships and collaborating with governments and to ensure that the needs of learners in technical and vocational training are met.

3.2 CONFERENCE THEME: INCLUSION; A RECIPE FOR SUCCESS

16. Inclusion entails reducing and eliminating disparities in education. Parity indices must be considered to track gender disparity, discriminatory regulations and inequalities between rural and urban areas, between the wealthy and the poor, the marginalized and minority communities and people living with disabilities. From vocational and technical perspective, youth from lower-income families have limited access to schooling. They are also more likely to be disadvantaged in resource allocation and to drop out of colleges early, especially if they are in rural and remote areas. They are also more likely to underperform in literacy and numeracy compared with their urban counterparts.
17. Canada has its share of marginalized populations. Other challenges to the education of vulnerable or disadvantaged learners include lack of trainers, limited resources, stereotypical curriculum content and discriminatory practices.
18. The use of non-indigenous languages of instruction and denial of education to marginalized groups are added challenges.
19. The theme of inclusion was addressed under the following sub-themes:

(i) Collaboration between Institutions of Higher Education

20. Higher education institutions are realizing the importance of enabling internal and external collaborative work to enhance student learning. As a result many forms of both internal and external collaborations between institutions on one hand and the industries on the other hand have begun to emerge nationally in Canada. For example, in terms of external collaboration some campuses partner with local businesses to increase their teaching pool and internship potential and provide needed laboratory and materials for conducting research.
21. However, institutions are not generally structured to support collaborative approaches to learning, research, and organizational functioning. This is due to bureaucratic/hierarchical administrative units and other rigid structures which act as barriers to partnerships.
22. Harnessing the power of partnership is critical to accelerating development progress in the wake of scientific and technological advancements and increased access to information and communication. Partnerships between development actors and academic researchers represent an unparalleled opportunity to leverage the unique capabilities of the higher education community to solve critical global challenges.
23. International higher education partnerships promote shared learning and capacity building in a variety of ways and can have impact at both the institutional and community levels. Collaborative research studies that use and partnerships can facilitate a more holistic view of a research that can help find solutions that respond to local needs.
24. Partnerships play an important role in improving policies, strengthening program implementation, and advancing innovative solutions in the field of development by institutions.
25. Through partnership opportunities contribute to innovative solutions that address some of the world's most pressing challenges and government policies.

(ii) Building Partnerships with the Communities served by the Colleges.

26. Colleges and institutions must create ways of building partnerships with the local stakeholders, industries and communities they serve and leverage on such partnerships to fulfill their individual missions and raise funds to remain viable.
27. Engaging collaboratively and purposefully across these boundaries provides opportunities to mobilize and raise resources for institutions to achieve their mandate and improve teaching and learning environments.
28. This requires that institutions leadership pursue a deliberate, focused and intentional persistence in order to develop successful relationships that result in long-term mutual benefit.

(iii) Universal Design for Learning

29. Universal Design for Learning (UDL) is an approach to curriculum design that can help teachers customize curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach and teach students with diverse needs.
30. It is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL principles call for varied and flexible ways to present or access information, concepts, and ideas (the "what" of learning), plan and execute learning tasks (the "how" of learning), and get engaged—and stay engaged—in learning (the "why" of learning).
31. UDL provides learners with alternative ways to act skillfully and demonstrate what they know, by tapping into learners' interests through offering choices of content and tools and motivating learners by offering adjustable levels of challenge.
32. UDL needs to be implemented in colleges and training institutions to ensure that the individual needs of all learners is catered for.

(iv) Assuring highly effective leadership of Colleges

33. Effective college leadership provide a clear vision and sense of direction for the college, teachers and learners. It focusses on what is important and on initiatives that will have impact on the outcome of the learners which is key to influencing the success of the institution.

(v) Offering Employable Skills/Experiential Learning

34. Employment either in the private or public sector can be irregular and frequently affected by market volatility. The demand is therefore high for pathways TVET that equip students with relevant market skills that blend knowledge and technical knowhow with soft and hard skills. Employers want workers who have technical expertise and communication skills, who can work collaboratively in teams and who know how to analyze problems by thinking critically.
35. Technology, the changing world of work and globalization are three primary issues to consider when looking at quality and relevance in vocational and technical education.
36. Technological advancement present the need for constant upskilling of the workforce and smart technology now offers the opportunity to automate tasks and replace human agents.
37. Canada's colleges, institutes and polytechnics have become major drivers of human capital development thanks to a model of education that is internationally recognized for enabling multiple pathways to employment.
38. Experiential learning is a core element of virtually all career-oriented programs offered by colleges and institutes. This approach to learning enables graduates to transition to the

workforce quickly and successfully, as is demonstrated by the fact that 90% of college graduates find employment in their field in Canada.

39. Colleges and institutes training is also characterized by a competency-based approach to learning that reinforces the linkages with the labour market. Graduates of colleges, institutes, cegeps and polytechnics have not only acquired pertinent knowledge but have learned and practiced both the technical competencies and soft skills that are required in their field. Competencies in each program are developed, assessed and regularly updated by faculty with industry experience in consultation with private and public-sector employers, ensuring graduates continue to have the skills employers seek.
40. In Canada, active dialogue between the institutes and the employers and the industry is achieved through institutions' Boards of Governors. Such collaboration with employers ensures that colleges, institutes, cegeps and polytechnics remain responsive to the realities of local and regional economies, particularly through periods of change.

(vi) Work-Integrated Learning (WIL)

41. With the aim of fostering a successful transition into the labour market, work-integrated learning (WIL), is a cornerstone of colleges' and institutes. It gives students the opportunity to apply the knowledge and competencies acquired during their studies and introducing them to workplace culture and with the soft skills required on the job.
42. WIL has significant benefits for employers in terms of human resources management, augmenting their workforce at relatively low cost and providing opportunities to evaluate potential new employees.
43. In Canada Work-Integrated Learning is in the following forms depending on the college or institute and the province or territory:
 - (i) **Apprenticeship:** combines on-campus training for employment in a skilled trade or skilled occupation with on-the-job workplace training over the designated length of the apprenticeship program.
 - (ii) **Co-operative Education:** co-operative education formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields with periods of in-school study.
 - (iii) **Practicum:** work experience arrangements required for professional certification for example clinical placements for health sciences programs. These are normally integrated into the program of studies.
 - (iv) **Internships or work terms:** mandatory or optional work experiences that occur at or near the end of a program. Such work experience is usually shorter and less structured than co-op programs; however, like co-op placements, internships frequently lead to a student's being hired by the employer.
 - (v) **Field Experience:** practical work-related experience in an authentic or simulated work setting. Embedded within a program, the field placement may be of short duration or part-time.

- (vi) **Institution-based enterprises or on-campus work experience:** training of learners in institution-based enterprises such as hotels, dental hygiene clinics, hairdressing salons and student-managed farms.
- (vii) **Simulation and virtual reality:** Technology is creating exciting opportunities for students to gain rich work experience in a simulated environment. For example in healthcare programs, imitations are used to expose learners to challenging real-life situations without risk to patients. Simulators and virtual reality are used in programs such as aviation and crane operation to provide students with physically immersive exposure to dangerous and demanding conditions that would be impossible to offer in a traditional work placement. The costs of this infrastructure can be high but provide innovative skills development opportunities that benefit both learners and their eventual employers.

EMERGENT APPROACHES TO IMPROVE WORKPLACE TRANSITION AND SUSTAIN SUCCESS IN THE LABOUR MARKET.

- 44. The world of work is changing rapidly, one aspect of this change is that young people face a future of temporary or part-time work, precarious employment and short-term contracts. They cannot necessarily expect to find a job or a career that will remain stable throughout their working life.
- 45. This new paradigm has a number of implications in terms of young people's preparation for work. In response, CiCan members have adapted by involving students in applied research projects, emphasizing the development of entrepreneurship, focusing on essential skills, augmenting and diversifying lifelong learning opportunities and offering a wide variety of post-diploma programs.
- 46. Essential skills include skills related to literacy (reading, writing, document use and numeracy) but also include those often referred to as soft skills including critical thinking, oral communication, computer use/digital skills, working with others and skills that foster continuous learning.
- 47. Essential skills are not only foundational but also empower people to succeed in the workplace and be more resilient when they change jobs or when workplace requirements evolve. The advent of new technologies requires a re-thinking and retooling of the skills required for the jobs of today and tomorrow, providing both challenge and opportunity.
- 48. Many programs and career development offices at colleges and institutes already offer courses and workshops in areas such as job search techniques and resume writing, essential for the transition into the workplace. Soft skills such as flexibility, adaptability, teamwork, and other skills needed both for a workplace and for a career are also addressed by CiCan member colleges.
- 49. Essential skills also include strategies to assist the young people's entry into the labour force, and search for opportunities for periodic retraining, upgrading and upskilling.

3.3 MEETING WITH THE KENYA EDUCATION FOR EMPLOYMENT PROGRAM (KEFEP) REPRESENTATIVE IN KENYA

The Kenya Education for Employment Program representative in Kenya, in a side meeting briefed the Committee delegation as follows:

50. The **Kenya Education for Employment Program (KEFEP)** is a five-year initiative focused on strengthening and supporting technical and vocational education and training (TVET) in Kenya. In partnership with the Kenyan Ministry of Education (MOE) and in collaboration with key industry representatives, KEFEP works with national polytechnics across Kenya to develop new or enhanced competency-based programs in agriculture and energy sectors in order to increase employment and economic development opportunities for Kenyan youth. This is through;-
 - (i) Supporting the Kenyan TVET System
 - (ii) Drawing on CICan members' expertise and experience, KEFEP to develop institutional partnerships between Kenyan TVET institutions and agencies and Canadian colleges and institutes to:
 - (iii) Improve the quality and relevance of skills training programs at Kenyan TVET institutions
 - (iv) Increase the effectiveness of Kenyan TVET institutions in delivering accessible and gender-responsive skills training programs that meet industry needs
 - (v) Increase the effectiveness of Kenyan agencies in implementing TVET reform
 - (vi) Increase economic opportunities for male and female graduates from TVET institutions in Kenya.
 - (vii) These efforts—aligned closely with Kenya's TVET Act and TVET reform strategy—will create a supply of skilled workers to respond to the needs of in-demand sectors in Kenya and to ensure that graduates benefit from related economic opportunities either as employees or as entrepreneurs.
51. KEFEP supported programs in Kenya include:
 - (i) Training support of 1,200 Kenyan youth who will graduate from KEFEP-supported programs.
 - (ii) 10 institutional partnerships between Kenyan national polytechnics and Canadian colleges and institutes.
 - (iii) Collaborative partnership with national polytechnics which include Kitale, Eldoret, Kakamega, Kisumu, Kisii, Meru, Nyeri, Garissa, Mombasa and Nairobi.
 - (iv) Through improved TVET, KEFEP supports the Government of Kenya's Vision 2030 to become an "industrializing, middle-income country providing a high quality of life to all its citizens by 2030

3.4 MEETING WITH THE PRINCIPAL SECRETARY, STATE DEPARTMENT FOR VOCATIONAL AND TECHNICAL TRAINING

The Principal Secretary for the State Department for Vocational and Technical Training held a meeting with the Kenyan delegation attending the conference and submitted as follows:-

52. TVET reforms were actualized through Technical and Vocational Education and Training Act of 2013 in which a raft of changes were introduced and new organs created. Among the organs created are a regulatory body, Technical and Vocational Education and Training Authority (TVETA), the Curriculum Development Assessment and Certification Council (CDACC) body charged with the responsibility of curriculum development assessment and certification of programmes.
53. Kenya aspires to become a middle income economy by the year 2030 and can realize an innovative economy through technological innovation. Skills acquired through Technical and Vocational Education and Training (TVET) are essential in preparing students for a multiplicity of positions in the industry and the informal sector.
54. Among the objectives of the education sector policy in Kenya is the realization of a Kenyan workforce that is well trained and specialized to international standards; to stimulate employment; and contribute to improved productivity, competitiveness and prosperity of individuals.
55. The goal of the TVET Sub Sector is to provide relevant and adequate skills and competencies in strategic disciplines for spurring industrial and economic development. Thus training should be focused on providing skills that meet the needs of the industry as well as self-employment.
56. The Kenya TVET Policy, places emphasis on enhancing access to Tertiary Education. Youth Polytechnics have been identified as the means to provide technical skills for industrial and economic development consistent with the aspirations of Kenya Vision 2030.

Dr. Kipkurui Langat, Director Technical and Vocational Education and Training Authority informed the delegation as follows:

57. The quality of education and training is determined by among other things, the quality of course instructors, curricula, learning facilities, and the learning environment. Technical education and training has a key role to play in the achievement of Vision 2030 through creation of a workforce that is ready for both the public and private sector.
58. The country, needs personnel with requisite skills to support its industrialization effort. Having a skilled workforce will create an attractive economic environment for investors. The question of quality education and training in National Polytechnics, Technical Training Institutes and youth polytechnics is important and requires urgent attention. It is therefore important these institutions in provide quality vocational education and training services.
59. Despite the ongoing reforms in the TVET sector in the Kenya, the sector continues to face challenges ranging from:
 - (i) Low attractiveness of the technical training institutions to prospective learners
 - (ii) Gender imbalance and low inclusion of people living with disabilities

- (iii) Curriculum that is not matched to industry needs,
 - (iv) TVET institutions in a state of disrepair and obsolete,
 - (v) Inadequate skills amongst trainers who also have limited exposure in industry and modern technology,
 - (vi) Weak quality assurance mechanism,
 - (vii) Weak linkage between TVET institutions
 - (viii) Low research capacity of trainers which limits research and innovation,
 - (ix) Low government funding of the sector,
 - (x) Lack of industry involvement in the sector
 - (xi) Funding of the students
60. To ensure competitiveness of the sector is therefore need to come up with solutions to make the sector competitive such as:
- (i) Aggressive marketing of TVET courses and providing partial funding to students
 - (ii) Encouraging female students to enroll in science, technology, engineering and mathematics related courses,
 - (iii) Mentoring of vocational and village polytechnics by the national polytechnics for all institutions to produce graduates with similar qualifications/skills
 - (iv) Developing standards and guidelines in establishment of National Polytechnics
 - (v) Strong involvement of the industry in training and development of the curriculum.

4.0 COMMITTEE OBSERVATIONS

The delegation made the following observations:

1. Collaboration and partnerships between technical institutions is critical in spurring research, teaching, human resource development, technological innovations and development of academic programmes. Strategic Partnerships promotes transfer of competencies, innovative practices as well as peer learning and exchanges of knowledge.
2. Linkages between TVET institutions and industries provides on the job training opportunities to learners to gain requisite industrial and practical experience by leveraging on the use of industry equipment and facilities.
3. Higher education institutions worldwide are recognizing the importance of collaboration to enhance student learning. Partnerships play an important role in improving policies, strengthening program implementation and innovations and sharing available resources for training.
4. Institutional partnerships between Kenyan TVET institutions, KEFEP and Canadian colleges and institutes has helped to improve the quality and relevance of skills training programs at Kenyan TVET institutions to meet industry needs by provision of equipment and transfer of knowledge through exchange programs.

5.0 COMMITTEE RECOMMENDATIONS

The Committee recommends that:-

1. TVET institutions should initiate linkages and enhance partnerships with employers and industry to expand training opportunities, improve employability of graduates and at the same time expand employment opportunities of the graduates.
2. The State Department for Vocational and Technical Training and TVET institutions should undertake periodic surveys on the demands of the labour market and revise courses offered to ensure that knowledge and skills offered in such institutions are relevant and responsive to the needs of a highly competitive and dynamic global market.
3. The State Department for Vocational and Technical Training should put in place policies to mainstream issues of gender parity and people with disabilities to promote inclusion in the vocational education and training. Female students should be given special consideration to enhance the numbers of those undertaking science, technology, engineering and mathematics related courses.
4. The National Polytechnics should mentor Technical Training Institutes and Vocational Training Centers to ensure that all TVET institutions produce graduates with relevant and adequate skills and competencies for employment.

5. Kenyan TVET institutions should develop partnerships with the industry and all stakeholders to improve the quality and relevance of programs at Kenyan TVET institutions and deliver accessible and gender-responsive skills training that meet industry needs.