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**ON**

**NATIONAL INDUSTRIAL TRAINING AND  
ATTACHMENT POLICY**

**MINISTRY OF LABOUR, SOCIAL SECURITY AND SERVICES**

## Foreword

The National Development Blueprint, Kenya Vision 2030, recognizes human resource as crucial for accelerating the transformation of the country into a rapidly industrializing middle-income country. To quote the Social Pillar of the Vision, "*Kenya intends to create a globally competitive human resource base to meet the requirements of a rapidly industrializing economy*". This will be achieved through life-long industrial training and attachment informed by relevant Labour Market Information. Industrial training produces human resources with knowledge and skills that meet the needs of industry. Industrial attachment equips attachees with practical skills and exposure to real work situations. It also enables them to internalize relevant work ethics, values and upgrade their skills to enhance level of employability and productivity.

To expand capacity for training, additional industrial training centres will be established besides the current five (5). Furthermore, the Government will promote linkages between industry, research organizations, and training institutions. A database will be established to facilitate better planning for human resource requirements in the country.

The world is a global village and for Kenya to remain relevant, the country must strengthen and update her means of production to the extent that goods and services remain attractive and competitive. This will require taking deliberate steps to raise labour productivity to international standards.

In the past, industrial training and attachment were conducted in an uncoordinated manner due to lack of a comprehensive policy framework. This Sessional Paper therefore, provides the framework for establishment of institutions and programmes for planning and implementation of industrial training and attachment. It also takes cognizance of regional and global trends towards recognition of qualifications across borders. The framework further provides for harmonization of guidelines for implementation of industrial training and attachment.

I therefore urge both the public and private sectors to diligently play their roles in the implementation of this Industrial Training and Attachment Policy so that the country can have a competitive and technologically adaptive human capital.



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## **Definition of Terms**

For the purposes of this Sessional Paper, the following terms shall be interpreted to mean as follows:

**Apprentice** – a person who is bound by a written contract to serve an employer for such period as the National Industrial Training Board shall determine with a view to acquiring knowledge, including theory and practice of a trade in which the employer is reciprocally bound to instruct that person.

**Assessment** – the process by which an authorized person determines whether an attachee has fulfilled the requirements for realizing the objectives of industrial attachment.

**Attachee** – a student or teacher or worker placed in an industry for a specified period for practical training and exposure.

**Attachment Contract** – a written agreement entered into by an attachee, training institution and employer.

**Attachment Training** – programs of activities agreed upon by the supervisor, trainer and the attachee to be followed for the duration of the attachment.

**Authority** – the National Industrial Training Authority established under section 3 of the Industrial Training Act, Cap 237.

**Board** – the National Industrial Training Board, established under Section 4 (1) of the Industrial Training Act, Cap 237.

**Certificate** – a document issued to an attachee and trainees who has been duly assessed and found to have fulfilled the requirements of industrial training and attachment.

**County** – a devolved administrative unit as provided in the Constitution of Kenya.

**Education** – acquisition of knowledge and skills that prepares people for future job that may arise

**Employee** – a person employed for wages or salary and includes an apprentice, indentured learner, temporary, seasonal and casual worker;

**Employer** – any person, public body, firm, corporation or company who or which has entered into a contract of service to employ any individual and includes the agent, foreman, manager or factor such person, public body, firm, corporation or company.

**Indentured Learner** – a person, other than an apprentice, who is bound by a written contract to serve an employer for a determined period of less than four years with a view to acquiring knowledge of a trade in which the employer is reciprocally bound to instruct that person.

**Industrial Attachment** – a structured and supervised work experience in a professional work setting during which the attachee acquires knowledge and skills in a major trade area.

**Industrial Attachment Coordinator** – an officer responsible for the coordination of Industrial Attachment.

**Industrial Attachment Units** – Offices dealing with selection of students, teachers and workers for attachment.

**Industrial training** – is the training for a specified industry characterized by imparting practical skills to persons engaged in industry through various forms of on-job training and industrial attachment.

**Industrial Training and Attachment Offices** – these are County offices for coordinating industrial training and attachment in the Counties.

**Industrial Training Centres** – Institutions managed by the National Industrial Training Authority for purposes of offering industrial training courses

**Industry** - a trade, occupation, profession or an economic sector that could be public or private.

**Levy contributor** – an employer registered with the National Industrial Training Authority under the Industrial Training Act, Cap 237 for the purposes of levy contribution.

**Log Book** – a prescribed document held by an attachee for purposes of making regular entries of record by supervisor, trainer and trainee on plans, achievements and progress being made by the attachee during the period of attachment.

**Cabinet Secretary** – Cabinet Secretary responsible for matters relating to industrial training.

**Personal development** – a life-long learning process of nurturing, shaping and improving an individual's skills, knowledge and interests to ensure their maximum effectiveness and adaptability and to minimize obsolescence of their knowledge and skills and their chances of redundancy.

**Stakeholder** – Individual, organization or group that will contribute to and create desired impact in the implementation of the Industrial Training and Attachment Sessional Paper.

**Supervisor** – a teacher/Instructor of a training institution authorized to follow-up an attachee for the purpose of monitoring and assessment.

**Teacher** – lecturer, an instructor or tutor, head of department or principal assigned the duties of teaching in a training institution.

**Trainee** – a person who is undertaking training in a formal institution.

**Trainer** – a person or employer with authority, who is guiding an attachee for the purposes of industrial exposure.

**Training** – acquisition of knowledge, skills and attitudes related to the present job of the learner

**Vulnerable groups**- Youth, women and persons with special needs.

## Acronyms and Abbreviations

AG	– Attorney General
AIDS	– Acquired Immuno Deficiency Syndrome
ATPs	– Annual Training Plans
APEL	– Accreditation of Experimental Learning
DfES	– Department for Education and Skills
DGE&T.	– Directorate of General Employment and Training.
DIT	– Directorate of Industrial Training
DTE	– Directorate of Technical Education
DWP	– Department for Work and Pensions
GoK	– Government of Kenya
HIV	– Human Immuno Deficiency Virus
IA	– Industrial Attachment
ICT	– Information Communication Technology
ILO	– International Labour Organization
KCPE	– Kenya Certificate of Primary Education
KICD	– Kenya Institute of Curriculum Development
KNBS	– Kenya National Bureau of Statistics
LM	– Labour Market
MDAs	– Ministries, Departments and Agencies
MER	– Monitoring, Evaluation and Reporting
MOE	– Ministry of Education
MOI &ED	– Ministry of Industrialization and Enterprise Development
MOLSS&S	– Ministry of Labour, Social Security and Services
MSEA	– Micro and Small Enterprises Authority
MSPS	– Ministry of State for Public Service
NACC	– National Aids Control Council
NCVT	– The National Council for Vocational Training
NEB	– National Employment Bureau
NHRP&D	– National Human Resource Planning and Development
NITA	– National Industrial Training Authority
NITB	– National Industrial Training Board
NITC	– National Industrial Training Council
NITD	– National Industrial Training Depot
NQF	– National Qualification Framework
NT	– National Treasury
NVQs	– National Vocational Qualifications
NZQA	– New Zealand Qualifications Authority
ODP	– Office of the Deputy President
OP	– Office of the President
OQF	– Occupation Qualification Framework
QCA	– Qualifications and Curriculum Authority

- SADC – Southern Africa Development Cooperation
- SMI – Small and Medium Industries
- SVQs – Scottish Vocational Qualifications
- TNAs – Training Needs Assessment
- UK – United Kingdom
- VDS – Vision Delivery Secretariat
- VETA – Vocational Education and Training Authority (of Tanzania)

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background**

**1.1** The Government of Kenya recognizes that the country's potential for socio economic development lies in its people; their creativity, work ethics, education, entrepreneurial and other skill-based achievements. In this regard, the Country has invested heavily in human capital development. This is reflected in the country's long term development blue print, the Kenya Vision 2030 that envisages the transformation of the country into a newly industrialized, middle income country providing a high quality of life to all its citizens in a clean and secure environment. The Vision further envisages the development of the country's human capital with a view to creating a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing and modern economy.

**1.2** The Vision identifies human resource development as an integral foundation for national transformation. This goal is in line with Kenya's obligation under the ILO Convention 142 on Human Resources Development of 1975, which states, inter-alia; that each member shall adopt and develop comprehensive and coordinated policies and programmes of vocational guidance and training, closely linked with employment.

**1.3** Industrial training in Kenya has a history dating back to 1924 when the Colonial Government established the first Native Industrial Training Depot (NITD) at Kabete to absorb and rehabilitate the demobilized African soldiers from the First World War. The training involved imparting basic practical skills for survival. Construction of the Kenya-Uganda railway attracted Indian traders and labourers some of whom were instrumental in the training of artisans and craftsmen.

**1.4** The Second World War (1939-45) brought a greater influx of people, more sophisticated equipment and machinery, and a greater need for training of drivers, motor mechanics, builders, electricians, welders, carpenters and clerks. In the early 1950s, Industrial Training Depots were upgraded to trade schools, which were converted into vocational technical secondary schools, and by the early 1960s; they were further converted into secondary vocational schools.

**1.5** The first legislation governing industrial training, the Industrial Training Ordinance (No. 48 of 1959) commenced on 16th May 1960 and provided for the regulation of the training of persons engaged in industry. This Ordinance became the Industrial Training Act after independence. In 1971, the Act was amended to establish the National Industrial Training Council (NITC) consisting of a Chairman, a Vice-Chairman, representatives of employers, employees and other interests (public interests) and created the Directorate of Industrial Training (DIT) as the Secretary to

the Council. The Act also provided for the collection of industrial training levy and established a Fund from which the employers claim reimbursement for training under the Act. The Act was further amended in 2011 to establish the National Industrial Training Authority (NITA) and the National Industrial Training Board (NITB) as successor institutions to DIT and NITC respectively.

### **Industrial training and attachment**

**1.6** In Kenya, learners can access education and training through different pathways. After primary level, learners can progress to secondary schools or join vocational training institutions. On completion of secondary education, some learners join tertiary institutions while others progress to universities. However, training offered at institutional levels suffers weaknesses among them: lack of exposure to practical skills needed in industry; technological gap between machinery and equipment used in training institutions and those used in industry; lack of exposure to real work situation; and lack of Labour Market Information. Industrial attachment is therefore necessary to compliment the technical competencies gained in training institutions.

**1.7** Industrial training imparts knowledge and practical skills to persons engaged in industry through various forms of on-job training. Industrial Attachment entails the placement of trainees and lecturers from training institutions as well as workers in industry in order to gain practical exposure, knowledge, and work ethics in organization relevant to their areas of specialization.

**1.8** Industrial Training and Attachment is crucial towards the achievement of the goals of the Vision 2030 through provision of quality education, training and research to the citizenry for development and enhanced individual well being. In this regard, there has been need for the development of a policy that seeks to promote and enhance industrial training and attachment systems to enable trainees acquire practical skills relevant to the labour market trends.

**1.9** Industrial training incorporates Industrial Attachment (IA) that creates opportunities for trainees to improve skills relevance to the labour market. However, the form of a candidate's evidence for attachment is not clarified in the current regulations of most of the recognized examination and assessment bodies. Furthermore, the training institutions in general do not strictly enforce the curriculum requirement on attachment, as it does not count in the final award and certification. This system of industrial training and attachment is also practiced in Uganda, Tanzania, and Rwanda.

**1.10** In Germany, France, Denmark, Netherlands, and China after schooling, a dual system of training combines apprenticeship in a company and vocational education in a vocational school in a specialized course. In the United Kingdom, after completion of compulsory education in secondary schools, young people may choose to continue in school, move to a sixth-form college or a Further Education (FE) college, enter

employment with training such as an apprenticeship, or enter employment without apprenticeship.

**1.11** In the United Republic of Tanzania, the Vocational Education and Training Authority (VETA) runs an on-job IA model whereby it is integrated with production. This model is an adaption of the German Integrated Model and has spread across the Southern Africa Development Cooperation (SADC) Bloc in Africa.

### **Rationale for Industrial Training and Attachment Policy**

**1.12** Industrial training and attachment in Kenya are conducted without a national Sessional Paper, as training is administered under Policy guidelines contained in various Government documents and administrative circulars that are issued by different institutions and agencies from time to time. The absence of a specific national Policy to guide industrial training and attachment has resulted to a disharmony of training standards, requirements, and certification. There is therefore, need for a Policy that provides for coordination of industrial training and attachment.

**1.13** This Policy provides the framework for establishment of institutions and programmes for planning and implementation of industrial training and attachment. It takes cognizance of regional and global trends towards recognition of qualifications across borders. The framework provides for harmonization of guidelines for implementation of industrial training and attachment. The Policy is also intended to strengthen the linkages between the training institutions and industry.

### **The Scope and Application**

**1.14** This Industrial Training and Attachment Policy shall apply to all sectors of the economy. The Policy covers industrial training and attachment standards; requirements; challenges and interventions; and roles for public and private sector players in the economy that include, among others, Government Ministries, Departments and Agencies (MDAs), universities and other training institutions, private sector, employers' and employees' organizations, development partners, employees and trainees.

### **Organization of the Policy Document**

**1.15** The Policy document has been organized in six chapters in addition to an implementation matrix. Chapter One provides the background and Chapter Two deals with the situational analysis. Chapter Three addresses the challenges on various aspects of industrial training and attachment. Chapter Four provides the Policy statement, objectives and the guiding principles. In Chapter Five, key interventions for various challenges are elaborated. Chapter Six presents the implementation framework where the roles of the key stakeholders are outlined and defined.

**1.16** Lastly, the Implementation Matrix is annexed where the key objectives are stated; in addition, the interventions, actors, roles of actors and timeframe for each objective are provided.

## **CHAPTER TWO**

### **SITUATIONAL ANALYSIS**

#### **Current Situation on Industrial Training**

**2.1** Industrial training in Kenya is offered by public and private training institutions, and training providers accredited by professional bodies or by the National Industrial Training Authority (NITA). The training takes place through two major approaches, namely, formal and informal.

**2.2** The formal approach to industrial training involves structured learning in accredited institutions. A key element of this is use of curriculum in the training. In the public sector, skills up-grading for civil servants is coordinated and approved by the Ministry of State for Public Service (MSPS). This includes industrial attachment guided by the "Industrial Attachment Guidelines for the Public Service." Individual state corporations organize and coordinate their own trainings including industrial attachment.

**2.3** Trainees from universities and other tertiary institutions in the teaching, medical, and legal professions gain practical skills through teaching practice, internship, and pupillage respectively. In other professions, students may not be required to undergo mandatory attachment but could seek opportunities for placement in industry to gain practical experience.

**2.4** In the Private sector, industrial training is conducted through both formal and informal approaches and involves training by companies, Private universities and tertiary institutions, Non-Governmental, employers' and workers' organisations. These bodies coordinate and organize their own industrial training and attachment and may make use of the National Industrial Training Authority (NITA). The training and attachment is through a number of schemes, namely, Skills Up-grading; Private Security Officers' Training; Industrial Attachment; Management and Supervisory Training; Apprenticeship Training and Indentured Learnership programmes.

**2.5** The informal approach to industrial training involves unstructured learning and attachment, and does not have accreditation. It entails working closely with persons who are already practicing in certain trades and skills are acquired through observation and practical exposure.

**2.6** Whereas formal industrial training in both private and public sectors involves some forms of attachment, not all of them meet the requirement of industrial attachment. In most of these attachments, attachees do not have a trainer at the industry to guide them. In addition, they lack well structured attachment curricula and assessment guidelines.

## **Industrial Training Needs Assessment**

**2.7** In Kenya, industrial Training Needs Assessment (TNAs) for people in formal and informal employment is meant to be informed by National Manpower Surveys. Since independence, only four manpower surveys have been carried out in 1964, 1972, 1986 and 2011. The surveys take inventory of the available skills and identify gaps that need to be addressed. The lack of frequent manpower surveys therefore, results in outdated and inadequate data on skills needed in the labour market. This is particularly so because of the rapidly changing technology and emerging occupations.

**2.8** In the absence of up-to-date data on skills needed by industry, employers, training institutions and trainers are not in a position to conduct reliable Training Needs Assessments and develop realistic annual training plans. The result is that industrial training in the country is largely not demand-driven.

**2.9** In the United Kingdom (UK) there is variety of established mechanisms to identify, analyze and forecast labour market trends and skills needs. This is carried out by the Department for Education and Skills (DfES), in conjunction with the Department for Work and Pensions (DWP), who collect, analyze labour market databases on national and local level and publish them in labour market trends. In Egypt, technical training is under a Supreme Council that undertakes TNA for the employers and carries out research on demand and supply to match skill gaps. In Malaysia, the Small and Medium Industries (SMI) Training Needs Analysis Consultancy scheme assists employers with less than 200 employees while the Juruplan Scheme assists employers with more than 200 employees, to develop TNAs and ATPs.

## **Curriculum Development and Design**

**2.10** Currently, there is no designated institution that coordinates the development of curricula across the sectors. Some of the training institutions have different legal mandates, which they use for development of curricula. Universities develop and design their own training curricula while the Kenya Institute of Education (KIE) develops curricula for the tertiary institutions.

**2.11** Curricula in the private sector are tailor-made by engaging consultants or having the employees trained using the training institutions' curricula. In addition, different training institutions offer courses that lead to certificates of the same titles but whose content and duration differ. This uncoordinated curricula development presents a challenge in the standardization and portability of skills in the labour market.

**2.12** In India, the vocational training curriculum is national with 70 per cent of time commonly allocated to practical instruction the residual is for theory. The National Council for Vocational Training (NCVT) approves and recommends revision of training curricula for each particular trade developed by the Directorate of General Employment and Training (DGE&T). The review is carried out periodically by the DGE&T in

consultation with relevant trade committees and is influenced mainly by technological changes in each particular trade.

### **Assessment and Certification**

**2.13** Kenya does not have a framework for standardized assessment of skills, competencies and labour market information. In the public and private sectors, most trainees are assessed and certified by accredited bodies. However, some of the trainees are issued with certificates of attendance for in-house training programmes. In industry some of the trainees apply for Government Trade Tests where their competencies are assessed and certified by the National Industrial Training Authority (NITA) in relevant trades.

**2.14** In the United Kingdom, there is a Qualifications and Curriculum Authority (QCA) that carries out accreditation and monitoring of qualifications, regulation of the public examination system, delivery, and administration of national tests. Additionally, the National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) have been established to improve the coherence of the national system of qualifications. The New Zealand Qualifications Authority (NZQA) is mandated to provide quality assurance, examination and certification at school, vocational and trade levels. In Africa development of national qualification frameworks (NQFs) are also motivated by the emergence of regional frameworks, such as in South Africa and East Africa Community, which aim to help employers and institutions of higher education recognize the equivalency of qualifications earned in different countries.

### **Policy and Legal Framework**

**2.15** The country lacks a national policy on industrial training and attachment. However, there are a number of policy documents that have relevance to industrial training. Amongst these are ILO Convention 142 of 1975 on human resource development, the Sessional Paper No. 2 of 1996 on Industrial Transformation by the year 2020, and Sessional Paper No. 1 of 2005 on Education Training and Research.

**2.16** On the other hand, the legal framework governing industrial training is the Industrial Training Act, Cap 237, of Laws of Kenya, that established the National Industrial Training Authority (NITA) and the National Industrial Training Board (NITB). Other supporting legal frameworks are contained in the Universities Act (42 of 2012), the Education Act (Cap 211), and various Government Sessional Papers. The absence of a national industrial training and attachment Policy means that the industrial training legislation is not anchored on a supporting Policy framework. This may result in challenges in the enforcement of the legislation.

## **CHAPTER THREE**

### **ISSUES AND CHALLENGES**

Industrial training in Kenya faces a number of challenges as summarized below:

#### **Curriculum Development, Review and Implementation**

**3.1** This has not kept pace with the rapidly changing technological developments. In addition, curriculum development has not adequately involved industry and relevant stakeholders in incorporating labour market information in the curriculum. Moreover, training institutions in general do not strictly enforce the curriculum requirement on industrial attachment since it is not assessed. This is further aggravated by lack of curricula guiding industrial training in the informal sector. As a result, there is mismatch between the skills imparted by the institutions and those required in the industry.

#### **Industry Training Needs Assessment (TNA) and Annual Training Plans (ATP)**

**3.2** There is scarcity of data for identifying the ever-changing training needs relevant to specific sectors of the economy. This has led to a mismatch between skills offered by training institutions and the skills needed in the industry. Manpower surveys, which are meant to collect the relevant data for TNA and national human resource development in general, are infrequent, and hence do not adequately address the specific skills-gaps in the various sectors. Consequently, education, training and human resource development are not aligned to needs of the sectors of the economy.

**3.3** Annual Training Plans (ATPs) are developed without linking them to TNAs. This has led to implementation of training plans that are not relevant to the needs of the industry resulting to wastage of resources.

#### **Assessment and Certification**

**3.4** In the formal sector, though training institutions send trainees on industrial attachment, there are no clear criteria for establishing the authenticity of a score provided to examining body by the training institutions and industry for attachment. The informal sector has no structured way of training and assessment, which makes it difficult to compare qualifications. Other than through Government Trade Tests, trainees in the informal sector are not certified. The country lacks a process of determining the qualification level and certification level of a person based on competency assessment. That promotes horizontal and vertical movement of workers as well as recognizes the experience gained in the course of employment.

## **National Qualifications Framework**

**3.5** Currently, there is no National Qualification Framework (NQF) for accreditation and equating of certificates; the country does not also have a formalized Occupational qualifications and certification system for all levels of industrial training. The various institutions that offer industrial training programmes issue certificates independently which affects comparability and transferability of qualifications within the training system. This also creates difficulties in establishing the level of placement of different certificate holders in the labour market.

## **Industrial Training and Attachment Policy Framework**

**3.6** Kenya has not had a national policy framework to govern pre and in-employment training and attachment. Industrial training has, therefore, been conducted in an uncoordinated manner without due regard for changes in industry. This has caused multiplicity of attachment and training practices, which negatively affects job performance and creates challenges in credit transfers.

## **Legal and Institutional Framework**

**3.7** Industrial training and attachment in Kenya is managed under various legal and institutional frameworks, which are scattered under various Government Ministries, departments, and agencies. This has resulted in disharmony in the implementation of industrial training programmes in the Country leading to compromised quality, exploitation of trainees, interns and attachees; causing legal risks to participants in the industry and confusion in the labour market.

## **Linkages between Industry, Training and Research Institutions**

**3.8** There are limited linkages between industry, training, and research institutions. This has led to development of poor training curricula, mismatch between skills acquired from training institutions and the needs of industry. This has resulted to wastage of resources by employers, employees, trainers, and trainees through retraining. It also lowers the rating in the quality of training offered in the institutions.

## **Financing Industrial Training and Attachment**

**3.9** The level of financing for industrial training and attachment has been inadequate due to lack of an institutional framework for financing industrial training and attachment. Apart from low registration of eligible contributors and the low rate of contribution, available funds are further constrained by economic decline, structural adjustments, and other competing development priorities. This has resulted in low levels of industrial training and attachment and employability.

## **Retraining of Trainers**

**3.10** There is lack of a framework for retraining of trainers in order to keep abreast with emerging areas of knowledge, technological changes, and labour market dynamics. Re-training of trainers in existing institutions and industries has not been adequately embraced. This is due to numerous reasons amongst them; high cost of retraining, shortage of qualified trainers of trainers, under-staffing among trainers, lack of suitable training equipment, and time constraints on the part of the trainers.

## **Training Facilities**

**3.11** Industrial training facilities are inadequate, in a dilapidated state and have obsolete technology. These facilities are therefore unable to meet the needs for relevant industrial training in the country. This challenge has been compounded by under utilization of existing training facilities due to ineffective collaboration between industry, training providers, and institutions. There is also poor publicity of the available training facilities in the country.

## **Accessibility of Industrial Training and Attachment for Special Groups**

**3.12** There are inequalities in accessing industrial training and attachment for women, the youth, and persons with disabilities and those from marginalized areas. Women face societal prejudices in education/training, employment, job mobility, and promotion in industry. Youth face challenges in employment due to lack of work experience and on-job-training. The current infrastructure in the industrial training institutions is not user-friendly to persons with disabilities. For persons in marginalized areas, training facilities are usually located in urban centres far from their residence. These groups are therefore, marginalized in skills upgrading with obvious negative consequences on their employability.

## **Effects of HIV and AIDS**

**3.13** HIV and AIDs weakens the human capital through reduced labor productivity of those infected and affected. It also robs the labour markets of skilled manpower through death.

## **Maintenance and Upgrading of Equipment**

**3.14** Equipment used in training institutions is not subjected to regular maintenance mainly due to lack of a maintenance culture, inadequate skills, and limited resources. In addition, training institutions have not kept in tandem with global changes and advances in technology. This has left the institutions with obsolete equipment, which cannot be used to deliver knowledge, and skills appropriate to the needs of industry. All

these lead to widening of the gap between skills required in industry and those acquired from the training institutions.

### **Use of Information and Communications Technology in Training**

**3.15** Currently, Information and Communications Technology (ICT) is mainly used as a management tool in training institutions. It has not been adequately adopted as a tool for delivery of content in education and training. This has reduced the cost effectiveness of training delivery since only a few trainees can be reached physically through the traditional training methods.

### **Coordination and Supervision of Industrial Attachment**

**3.16** There is inadequate framework for coordination and supervision of industrial attachment. This leads to release of students by various institutions to industry at the same period for attachment thereby crowding the available places. Besides, many employers are unwilling to offer places for attachment of trainees due to the un-coordinated manner in which the programme is conducted and the absence of incentives to participate.

**3.17** Trainees who manage to secure attachment places are not effectively supervised due to inadequacy of supervisory staff and resources in training institutions. Further, the poor coordination often leads to placement of attachees in industry without relevant training facilities and qualified trainers, as well as placement in unrelated areas of study. The result is that attachees do not acquire the expected on-job-training during the attachment period.

### **Insufficient Data and Information on Industrial Attachment**

**3.18** There is no national database for students requiring attachment and attachment places available in industry. This makes it difficult to plan and match skills required by the attachees to the capacity of industry to train. Consequently, some available attachment places are not taken up while some students' miss out on industrial attachment and some are placed in industry without appropriate training facilities. All this results in an inefficient and ineffective industrial attachment programme.

### **Insurance of Attachees**

**3.19** There are no guidelines requiring all trainees proceeding on industrial attachment to have insurance cover against work injury and breakage of machinery. This has been used to deny trainees attachment places in some industries.

## **CHAPTER FOUR**

### **POLICY FRAMEWORK, VISION, OBJECTIVES, AND PRINCIPLES**

**4.1** Articles 4 and 5 of ILO Convention No. 142 of 1975 on Human Resources Development stipulates that policies and programmes on vocational guidance and training shall be formulated and implemented in cooperation with employers and workers' organizations and, as appropriate and in accordance with the national law and practice with other interested bodies. It further states that members shall gradually extend, adapt and harmonize their vocational training systems to meet the needs for vocational training and attachment throughout the life of both young persons and adults. The same principles are applicable to industrial training

#### **Policy Framework**

**4.2** This Policy provides a framework for establishment of institutions and programmes to guide the harmonization of Industrial Training and Attachment in Kenya. It recognizes the critical role played by industrial training and attachment in the country's human resource development through acquisition of skills relevant to industry. This is crucial for creation of a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy.

**4.3** Past interventions have not adequately addressed several challenges faced by various participants involved in industrial training. The problems posed by lack of a national Policy on industrial training and attachment have been exacerbated by numerous challenges, amongst them: Ministries, Departments and Agencies (MDAs) offering industrial training under un-harmonized policies and curricula; poor linkages between industry, training and research institutions; haphazard training; inadequate funding; irregular and ineffective assessment and certification procedures; inequalities in accessing industrial training and attachment opportunities; poor maintenance and upgrading of training facilities and equipment; and obsolete technology in the training centres.

**4.4** The policy takes cognizance of global, continental, and regional trends in harmonization of industrial training and attachment necessitated by increasing mobility of services and labour across international borders for which mutual recognition of qualifications is desirable. This Sessional Paper has been developed through a consultative process involving stakeholders who will play a crucial role in its dissemination and implementation.

#### **Vision of the Policy**

**4.5** A highly skilled human resource that meets the needs of industry for enhanced productivity and competitiveness.

## **Objectives**

**4.6** The overall objective of this Policy is to provide a framework to guide and harmonize industrial training and attachment to ensure adequate supply of properly trained human resource at all levels in industry for sustainable growth. Specifically the Policy seeks to:

- 4.6.1. Integrate industrial attachment into industrial training,
- 4.6.2. Strengthen linkages between industry, training and research institutions,
- 4.6.3. Provide a mechanism for effective coordination and supervision of industrial training and attachment between the industry, public and private organizations,
- 4.6.4. Enhance access to industrial training and attachment opportunities, and
- 4.6.5. Provide a mechanism of addressing skills requirement in the industry.
- 4.6.6. Integrate use of Information and Communications Technology in industrial training

## **Guiding Principles**

**4.7** The guiding principles of this Policy are:

- 4.7.1. **Partnerships** - the Government shall endeavour to create and promote an enabling environment for Public-Private Partnerships (PPP) to enhance investment in industrial training and attachment.
- 4.7.2. **Competency-based approach**- Emphasizes on acquisition of practical skills through industrial training and attachment to perform a job's specific tasks.
- 4.7.3. **Life-long learning**- seeks to promote continuous acquisition of knowledge and skills through industrial training, attachment and experiential learning as well as development of portable skills and competencies,
- 4.7.4. **Access and equity**- promotes industrial training and attachment opportunities for all counties, sectors and vulnerable groups including women and the youth,
- 4.7.5. **Inclusiveness**- provides for an enabling environment for participation by all.
- 4.7.6. **Resource mobilization**- facilitates industrial training and attachment by integrating plans, priorities, and resources for training.
- 4.7.7. **Information and communication**- promotes integration of information and marketing of training opportunities through ICT mediated channels and systems.

- 4.7.8. **Multi-Sectoral approach-** provides for inclusive approach in achieving the targeted objectives by involving relevant stakeholders.
- 4.7.9. **Quality and relevance-** recognizes the centrality of quality assurance and relevance of training and attachment in industry.
- 4.7.10. **Demand-driven training-** programmes seek to re-align training to the needs of the industry and the labour market.

## **CHAPTER FIVE**

### **POLICY INTERVENTIONS**

#### **Curricula Development, Review and Implementation**

**5.1** The National Industrial Training Authority (NITA) shall be the competent authority for curriculum Development for industrial training and attachment for all sectors. Due to rapidly changing environment and technology, emerging issues and knowledge growth, industrial training curricula need to be constantly reviewed and updated to make them appropriate to the industry needs. NITA in conjunction with relevant stakeholders will develop and review curricula as need arises but within a period of five years. Training institutions should incorporate industrial attachment in their curricula and ensure implementation for improved training.

#### **Industry Training Needs Assessment**

**5.2** Regular Training Needs Assessment (TNA) shall be carried out by industry and training institutions to establish the prevailing and projected training requirements. The results of the TNAs will be utilized in the development of industrial training programmes that effectively address the identified needs. The relevant stakeholders will be actively involved in the development of the TNAs. Implementation of the training programmes will be at an appropriate institution or facility depending on the nature of the training but coordinated by NITA at the sectoral and national level to ensure quality control and standards. TNAs will be conducted every three years. Employers without the capacity to develop TNAs will be assisted to carry out the exercise.

**5.3** For purposes of providing data for the development of reliable TNAs, National Manpower Surveys will be conducted every ten years. This will be augmented with a regularly updated National Human Resource Database.

#### **Annual Training Plans**

**5.4** Annual Training Plans (ATPs) shall be developed and communicated to the National Industrial Training Authority at the beginning of every calendar year. The plans will be based on Training Needs Assessment carried out by employers and training institutions.

#### **Assessment and Certification**

**5.5** Industrial training shall be assessed and certified at all levels. It will cover both the formal and informal sectors. This shall be coordinated by NITA to ensure quality control and enhance confidence and recognition of assessment and certification. The assessment of industrial attachment shall be integrated into the national certification system. A structured assessment tool for industrial attachment shall be developed by NITA. Occupational Qualification and Certification system shall be introduced and

expanded to cover emerging trades, occupations and professions to target the formal and informal sector.

### **National Qualifications Framework**

**5.6** The National Industrial Training Authority, in collaboration with Government Ministries, Departments and Agencies (MDAs), and stakeholders, shall spearhead the development of an Occupational Qualification Framework on the National Qualifications Framework (NQF). In the long run the Government shall establish a National Qualifications Authority as a body to manage NQF. This will enhance the quality of industrial training and its relevance to the labour market and ensure horizontal and vertical mobility of the workforce.

### **Legal and Institutional Framework**

**5.7** The various legal and institutional frameworks for the management of industrial training and attachment shall be harmonized to increase efficiency and effectiveness. In addition, enforcement of the Industrial Training Act shall be enhanced to ensure compliance by the relevant stakeholders. Existing and new institutions on industrial training and attachment shall be strengthened and collaborate with NITA for the purpose of implementing programmes.

### **Linkages between industry, training and research institutions**

**5.8** Appropriate programmes will be developed to support collaboration on industrial training and attachment between industry, training, and research institutions. This will be spearheaded by NITA in collaboration with relevant stakeholders. The programmes will seek to enhance consultation in development and review of curricula to incorporate labour market information, address the challenges of the relevant parties in providing effective industrial attachment, and provide opportunities for industrial research and development.

### **Financing Industrial Training and Attachment**

**5.9** Strategies will be put in place to diversify and solidify funding for Industrial Training and Attachment. The Government, private sector, development partners, and other support agencies will be encouraged to finance industrial training and attachment. In addition, the capacity of NITA in the collection of industrial training levy will be enhanced through increased human resource capacity, logistical support, and compliance with the relevant legislation.

### **Retraining of trainers**

**5.10** Trainers will undertake continuous skills upgrading and Industrial Attachment every three years to ensure that they are in tandem with the emerging and changing technology and labour market trends. Employers of lecturers and trainers will be

required to plan for their release for retraining and industrial attachment, and facilitate them appropriately. In particular, professional organizations will develop structured frameworks for the release of trainers.

### **Expand and upgrade Training Facilities**

**5.11** The existing industrial training facilities will be expanded and upgraded while enhancing their technological capacities to enable them meet the requirements of modern training and serve as centres of excellence. Additional facilities will be established across the country in all counties. Consideration will be given to the divergent economic activities across counties while addressing the individual training needs of the localities. Collaboration will be enhanced between industry, training, and research institutions for use of equipment in training and for production.

### **Accessibility to Industrial Training and Attachment for special groups**

**5.12** Programmes for affirmative action for special groups shall be developed and implemented to enhance their participation in industrial training and attachment. The programmes will seek to increase the access of, among others, women, persons with disabilities, and those from marginalized areas to industrial training and attachment. This will enable women and youth acquire productive employment skills and decent work for social and economic development. Infrastructure in existing and future training institutions will be improved with a view of making it friendly to the needs of persons with disabilities. In addition, new training institutions will be spread out across the regions to increase their accessibility.

### **Effects of HIV and AIDS**

**5.13** Matters relating to HIV and AIDS will be mainstreamed in industrial training and attachment activities by all stakeholders. Programmes will be developed for awareness creation, prevention, and care and support for persons infected and those affected by HIV and AIDS.

### **Use of Information and Communications Technology in training**

**5.14** Information and communications technology will be adopted for industrial training and attachment. This will mainly be implemented in the delivery of content, assessment, and analysis of data.

### **Maintenance and Upgrading of Equipment and Technology**

**5.15** Industrial training institutions will ensure that equipment are regularly maintained in accordance with manufacturers' manuals and upgraded. In this regard, maintenance schedules shall be developed and adhered to while obsolete equipment will be upgraded to ensure training remains in tandem with the needs of industry. To

achieve this, the institutions and industry will establish collaborative mechanisms for assessment of equipment needs and trends and in upgrading of technology.

### **Coordination and Supervision of Industrial Training and Attachment**

**5.16** The National Industrial Training Authority shall develop guidelines for coordination and supervision of industrial training and attachment. The guidelines will provide for the coordinated release of trainees and trainers by training institutions for industrial attachment. They will also make it mandatory for institutions to provide adequate supervision of all trainees released for industrial attachment. In addition, County offices will be established to coordinate industrial training and attachment. Incentives will be put in place to encourage employers to actively participate in industrial attachment. Facilities and training equipment in industry will be assessed to ensure they are relevant and adequate to provide effective attachment for trainees.

### **Data and Information on Industrial Training and Attachment**

**5.17** The National Industrial Training Authority will ensure continuous collection, collating, analysis, updating and sharing of data on industrial training and attachment. A database on industrial training and attachment will be developed by NITA in collaboration with employers, training institutions and relevant stakeholders. This will be achieved through the use of Information and Communications Technology (ICT) based services to encourage sharing of data and information to ensure proper planning for industrial training and attachment.

### **Insurance of Attachees**

**5.18** Trainees and trainers proceeding for industrial attachment will be required to obtain appropriate insurance cover for the full period of attachment. This will ensure that the attachees and the employers are compensated in case of occupational accidents. Universities and other training institutions will organize for appropriate insurance cover in respect to work injury for their trainees and trainers on industrial attachment.

## **CHAPTER SIX**

### **POLICYIMPLEMENTATION**

#### **Roles of Key Stakeholders**

**6.1** The Government of Kenya is committed fully to the implementation of the Policy on Industrial Training and Attachment. The implementation shall be spearheaded by the National Industrial Training Authority. In the past, industrial training and attachment programmes were mainly driven by the public sector. This Policy seeks to create a platform for active participation of both the public and private sectors. The Policy takes cognizance of the crucial role played by various stakeholders in industrial training and attachment. It therefore, provides a mechanism for implementation of programmes through collaboration between training and research institutions, industry and other relevant stakeholders. It further identifies the roles of these stakeholders in its successful implementation.

**6.2** The implementation of the Policy will be coordinated by NITA and will be guided by the best international practices

**6.3** The Stakeholders who will be key to implementation of this Policy are as follows:

#### **Government of Kenya**

6.3.1. The Government of Kenya will be responsible for:

- (a) Approving this Sessional Paper,
- (b) Providing technical and financial support for the implementation of the Policy and
- (c) Establishing a National Qualifications Authority

#### **Ministry of Labour, Social Security and Services**

6.3.2. The Ministry will be responsible for:

- (a) Providing policy direction on national industry training and attachment
- (b) Overseeing the overall implementation of this Policy
- (c) Development of a National Occupational Qualification Pathways
- (d) Monitoring, evaluation, reporting, and review of the Policy
- (e) Review the Kenya National Occupational Classification Standard ( KNOCS)

#### **National Industrial Training Board (NITB)**

6.3.3. The National Industrial Training Board will play an oversight role in the national industrial training system as provided for in the Industrial Training (Amendment) Act, 2011, No. 34.

6.3.4. The Board will spearhead the implementation of Policy on Industrial Training and Attachment.

### **The National Industrial Training Authority (NITA)**

6.3.5. The role of NITA as a Secretariat to NITB will be to:

- (a) Coordinate Industrial Training and Attachment as provided for in Industrial Training Amendment Act, No 34, 2011
- (b) Spearhead the implementation of this Policy
- (c) Monitor, evaluate, and report on the implementation of the Policy on Industrial Training and Attachment
- (d) Ensure compliance with the Industrial Training Act
- (e) Lobby for funds for implementation of the Policy
- (f) Harmonize the legal and institutional framework for industrial training and attachment
- (g) Spearhead and establish linkages between industry and training and research institutions
- (h) Promote effective partnerships between public and private sectors to support industrial training
- (i) Prepare and implement guidelines for coordination and supervision of industrial training and attachment
- (j) Establish and maintain industrial training and attachment database
- (k) Maintain a register of employers in Kenya
- (l) Ensure appropriate standard setting, accreditation and quality assurance with respect to industrial training
- (m) Ensure there is adequate infrastructure and facilities for industrial training

### **Ministries, Departments and Agencies**

6.3.6. Other ministries and public sector agencies will:

- (a) Set up industrial attachment coordinating units
- (b) Raise awareness
- (c) Train, assess and evaluate trainees on industrial attachment
- (d) Conduct regular TNAs
- (e) Recognize Prior Learning and Continuous Education Development

### **County Industrial Training and Attachment Office**

6.3.7. County offices will undertake the following roles:

- (a) Coordination of industrial training and attachment at county level
- (b) Awareness creation on industrial training and attachment
- (c) Collection of data on industrial training and attachment
- (d) Collect Labour Market Information

## **Employers**

6.3.8. The roles and responsibilities of employers/industry are:

- (a) Facilitating employees and attachees on training and attachment
- (b) Register and pay industrial training levy
- (c) Conduct regular Training Needs Assessment and develop Annual Training Plans
- (d) Train and assess trainees on industrial attachment
- (e) Accreditation of experiential learning
- (f) Recognize Prior Learning and Continuous Education Development

## **Employees**

6.3.9. The responsibilities of the employees under this Policy are to:

- (a) Participate in industrial training and attachment
- (b) Seek opportunities to continuously upgrade knowledge and skills

## **Employers' Organizations**

6.3.10. The roles and responsibilities of Employers' organizations are to:

- (a) Raise awareness on industrial training and attachment
- (b) Promote skill upgrading and lifelong learning among the employees
- (c) Assist in resource mobilization for industrial training and attachment
- (d) Recognize Prior Learning and Continuous Education Development

## **Workers Organizations**

6.3.11. The roles and responsibilities of workers organizations are to:

- (a) Raise awareness on industrial training and attachment
- (b) Promote skill upgrading and lifelong learning among the workers
- (c) Assist in resource mobilization for industrial training
- (d) Recognize Prior Learning and Continuous Education Development

## **Industrial Training Providers**

6.3.12. The responsibilities of Industrial Training Providers are to:

- (a) Align training curricula with the needs of the industry
- (b) Train, assess, evaluate and certify trainees
- (c) Assist employers to conduct Training Needs Assessment
- (d) Implement accreditation and quality assurance standards
- (e) Recognize Prior Learning and Continuous Education Development

## **Universities and Other Training Institutions**

6.3.13. The responsibilities of Universities and other Training Institutions are to:

- (a) Align training curricula with the needs of the industry
- (b) Train, assess, evaluate and certify trainees
- (c) Assist employers to conduct Training Needs Assessment

- (d) Collaborate with NITA in the setting of standards, accreditation and quality assurance on industrial training
- (e) Establish partnerships with industry to optimize utilization of training equipment and machinery
- (f) Ensure there is adequate infrastructure and facilities for industrial training
- (g) Ensure all trainees and trainers proceeding on industrial attachment have appropriate insurance cover
- (h) Recognize Prior Learning and Continuous Education Development

### **Development Partners**

6.3.14. Development partners will provide technical and financial support in the implementation of industrial training and attachment initiatives.

### **Monitoring, Evaluation and Reporting**

**6.4** The National Industrial Training Authority will coordinate the monitoring, evaluation and reporting of the implementation of this Sessional Paper. Monitoring of industrial training and attachment programmes will be carried out on a continuous basis under the coordination and control of NITA. To ensure compliance with the Policy framework, evaluation will be carried out periodically by NITA in collaboration with stakeholders.

**6.5** Monitoring shall therefore involve scheduled activities that continuously track implementation and the progress being made towards yielding the desired milestones for achieving the objectives of Industrial Training including industrial attachment.

**6.6** The results of the monitoring and evaluation will be shared with stakeholders and feedback will be used to inform subsequent implementation of programmes and review of the Sessional Paper.

**6.7** In the past, Industrial Training and Attachment activities in various institutions and organizations were implemented without effective monitoring, evaluation and reporting owing to lack of a comprehensive Sessional Paper.

**6.8** The scope of MER will include collection, collation and analysis of qualitative and quantitative data on Industrial Training and Attachment activities. Any data including general information on challenges, issues, trends and training needs in new and emerging skill areas as well as the established trades under all the programmes developed.

**6.9** NITA will coordinate Industrial Training and Attachment. Monitoring reports on the implementation of the programmes will be submitted on regular basis from the Counties, ministries, and stakeholders. Information and data will be shared amongst stakeholders for proper planning and effective implementation of the industrial training and attachment programmes.

**6.10** Suitable mechanisms and structures for MER shall be put in place by NITA and cascaded for multi-sectoral involvement of individual industries and educational institutions at various levels in order to provide a nation-wide monitoring and evaluation and reporting system.

**6.11** Guidelines on procedures for carrying out MER will be developed by NITA in liaison with stakeholders to ensure a coordinated approach to the process by various stakeholders.

### **Reporting**

**6.12** Monitoring reports by key stakeholders will be forwarded periodically while analyses and summative evaluation surveys shall be conducted every three years. Evaluation will focus on assessment of the implementation industrial training and attachment programs to ascertain the extent to which the objectives of the Policy are being realized.

**6.13** An annual stakeholders' forum will be held to facilitate the sharing and dissemination of information on the implementation of the Policy and receive feedback to review the programmes.

**6.14** The participating organizations in industrial training and attachment will be recognized by way of incentives through annual awards for excellence. The MER process will be guided by the principles of transparency, accountability, data sharing, and timeliness for effective implementation of the Sessional Paper.

### **Policy Review**

**6.15** This Policy will be reviewed every five years or as may be deemed necessary to ensure efficiency, enhanced performance and make it relevant in view of emerging issues in Industrial Training and Attachment in line with other government policies and programmes.

**ANNEX I: Implementation Matrix**

1. Integrate industrial attachment into industrial training
2. Strengthen linkages between industry, training and research institutions
3. Provide a mechanism for effective coordination and supervision of industrial training and attachment between the industry, public and private organizations
4. Enhance access to industrial training and attachment opportunities,
5. Provide a mechanism of addressing skills requirement in the industry
6. Integrate use of Information and Communications Technology in industrial training

Objective	Interventions	Activities	Expected Outcome	Implementing Agencies	Timeframe
Integrate industrial attachment into industrial training	Assessment and Certification	Develop a structured assessment tool for industrial training and attachment for all levels	Enhanced hands on skills relevant to the needs of industry	NITA, MoLSS&S, MoES&T, industry, training institutions	1 year
		Assess and certify industrial training at all levels			NITA , Industry
		Integrate certification of industrial attachment into the National Certification System		NITA, MoLSS&S, MoES&T, industry, training institutions	2 years
		Develop and implement Occupational Qualification System			NITA, MoLSS&S, MoES&T, industry, training institutions

Objective	Interventions	Activities	Expected Outcome	Implementing Agencies	Timeframe
	Coordination and Supervision of Industrial Training and Attachment	Develop guidelines for coordination and supervision of industrial training and attachment		NITA, MoLSS&S, MoES&T, industry, training institutions	1 year
		Establish County Industrial Training Attachment Coordination Offices		NITA, MoLSS&S, County Government	5 years
		Establish incentives for employers active participation in industrial attachment		NITA, MoLSS&S, MoES&T, NT industry,	2 years
		Continuous assessment of the suitability of facilities and training equipment in industry for effective attachment		NITA, MoLSS&S, MoES&T, industry, training institutions	5 years
Strengthen linkages between industry, training and research institutions	Curricula Development, Review and Implementation	Develop and review curricula for industrial training and attachment	Relevant skills for the labour market Optimal utilization of human resource skills	NITA, MoLSS&S, MoES&T, KICD, industry, training institutions	5 years
	Industry Training Needs Assessment	Carry out periodical Training Needs Assessment		NITA, MoLSS&S, MoES&T, industry, training institutions	5 years

Objective	Interventions	Activities	Expected Outcome	Implementing Agencies	Timeframe
		Develop and implement industrial training programs		NITA, industry, training institutions	5 years
		Provide assistance to industry to conduct Training Needs Assessment		NITA,	5 years
	Annual Training Plans	Develop annual training plans		NITA, MoLSS&S, MoES&T, industry, training institutions	5 years (Annually)
		Collate, Analyze and Harmonize Annual Training Plans		NITA, industry,	5 years (Annually)
	Linkages between industry, training and research institutions	Develop programmes for collaboration between industry, training and research institutions on industrial training and attachment		NITA, MoLSS&S, MoES&T, industry, training institutions	1 year
		Develop a Labour Market Information System		MoLSS&S, DNHRP&D, NITA, NEB, KNBS, Industry, Training Institutions	2 years

Objective	Interventions	Activities	Expected Outcome	Implementing Agencies	Timeframe
Provide a mechanism for effective coordination and supervision of industrial training and attachment between the industry, public and private organizations	Legal Institutional Framework	Harmonization of legal and institutional frameworks for industrial training and attachment	Enhanced employability of trainees	NITA, MoLSS&S, MoES&T, AG industry, training institutions	3 years
		Strengthen capacity of institutions for industrial training and attachment			
		Strengthen the enforcement of the legal framework for industrial training and attachment			
Enhance access to industrial training and attachment opportunities,	Financing Industrial Training Attachment	Develop and implement strategies for diversification and enhancement of funding for industrial training and attachment	Increased supply of skilled manpower to industry	NITA, MoLSS&S, MoES&T, NT, industry, training institutions	3 years
		Strengthen capacity for collection of Industrial Training Levy			
		Expand and upgrade existing industrial training facilities			
				NITA	2 years
				NITA, MoES&T, industry, training institutions	5 years

Objective	Interventions	Activities	Expected Outcome	Implementing Agencies	Timeframe
		<p>Establish additional institutions for industrial training</p> <p>Develop and implement programmes for collaboration between industry, training and research institutions on production and utilization of equipment and training</p>		NITA	5 years
		<p>Develop and implement programmes for affirmative action for special groups</p> <p>Make infrastructure in all training institution disability-friendly</p>		NITA, MoLSS&S, MoES&T, industry, training institutions	5 years
	<p>Accessibility to Industrial Training and Attachment for special groups</p>			NITA, MoLSS&S, MoES&T, industry, training institutions	3 years
	<p>Effects of HIV and AIDS</p>	<p>Mainstream HIV and AIDS issues in industrial training and attachment</p>		NITA, MoLSS&S, MoES&T, industry, training institutions	1 years
	<p>Data and Information on Industrial Training and Attachment</p>	<p>Development of a database on industrial training and attachment</p>		NITA, MoLSS&S, MoES&T	1 1/2 years
				NITA, MoLSS&S, MoES&T	2 years

<b>Objective</b>	<b>Interventions</b>	<b>Activities</b>	<b>Expected Outcome</b>	<b>Implementing Agencies</b>	<b>Timeframe</b>
	Insurance of Attachees	Upgrade and expand the Industrial Training and Attachment Portal Establish and implement a legal framework on insurance of attachees Organize insurance cover for attachees		NITA NITA, AG, MoES&T, industry, training institutions Training Institutions	2 years 1 year 5 years
Provide a mechanism of addressing skills requirement in the industry	National Qualifications Framework	Develop legal framework for the National Qualifications Framework Establish institutional framework for the National Qualifications Framework Develop a National Qualifications Framework Develop an Occupational Qualifications Framework	Enhanced quality and relevance of industrial training skills development	NITA, MoLSS&S, MoES&T, industry, training institutions NITA, MoLSS&S, MoES&T, industry, training institutions NITA, MoLSS&S, MoES&T, industry, training institutions NITA, MoLSS&S, MoES&T, industry, training institutions	3 years 3 years 3 years 3 years

Objective	Interventions	Activities	Expected Outcome	Implementing Agencies	Timeframe
	Retraining of trainers	Continuous skills upgrading for trainers		NITA, MoES&T, industry, training institutions	5 years
		Continuous industrial attachment trainers		NITA, MoES&T, industry, training institutions	5 years
	Maintenance and Upgrading of Equipment and Technology	Develop structured frameworks for release of trainers to undertake retraining and attachment		NITA, MoES&T, industry, training institutions	1 year
		Undertake regular maintenance of industrial training equipment		Training institutions	5 years
Integrate use of Information and Communications Technology in industrial training	Use of Information and Communications Technology in training	Establish and implement mechanisms for collaboration between institutions and industry on equipment need assessment and upgrading of technology	Enhanced knowledge and skills relevant to the needs of industry	NITA, MoLSS&S, MoES&T, industry, training institutions	5 years
		Adopt the use of ICT in the delivery of content for industrial training		NITA, industry, training institutions	5 years
		Mainstream the use of ICT in the assessment of industrial training and attachment, and analysis of data		NITA, industry, training institutions	2 years