



## County Vocational Training Centres and the Achievement of UNESCO TVET Strategy 2022–2029 in Kenya

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### Abstract

TVET systems are increasingly being used worldwide as a response to youth unemployment, skills shortages and changing labour market demands. The UNESCO TVET Strategy 2022–2029 calls for reforms that make skills development more inclusive, digital and responsive to economic needs. In Kenya, significant reforms have been introduced, including Competency-Based Education and Training (CBET), expansion of TVET institutions and increased investment in training infrastructure. However, County Vocational Training Centres (CVTCs), which are central to delivering vocational skills at the grassroots level, have received comparatively less attention despite their importance in serving rural and marginalised communities. This study explores the role of CVTCs in Kenya's implementation of the UNESCO TVET Strategy 2022–2029. A qualitative policy analysis approach was used, based on document review of UNESCO policy frameworks, Kenyan government TVET reports, TVETA publications and relevant academic and institutional literature. The analysis focused on five key areas: equity and inclusion, digital transformation, trainer capacity, labour market relevance and governance structures. The findings show that although access to vocational training has improved through CVTCs, there are still significant gaps in infrastructure, digital access, instructor preparedness, financing and the implementation of CBET. The results also point to an uneven pattern of TVET development, where national institutions tend to benefit more from reforms than county-level training centres. This has led to inconsistent implementation of the UNESCO TVET Strategy across the system. The study concludes that Kenya's TVET



system is only partially aligned with the UNESCO framework. Without stronger investment in CVTCs and more balanced policy implementation, efforts to achieve inclusive and equitable skills development may remain limited. The paper recommends targeted improvements in trainer development, digital infrastructure, funding equity and coordination between national and county governments.

**Keywords:** TVET, CBET, CVTCs, UNESCO TVET Strategy, Kenya, Skills Development, Policy Analysis

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## Introduction

Technical and Vocational Education and Training (TVET) has become one of the most important pillars of education systems globally, particularly in efforts aimed at improving employability, reducing youth unemployment and supporting economic transformation (Storonyanska et al., 2025). Around the world, governments are increasingly turning to TVET as a practical response to persistent challenges such as skills mismatches, limited job opportunities for young people and rapidly changing labour market demands. Evidence from international development institutions shows that countries with strong and well-coordinated TVET systems tend to achieve better transitions from education to work, especially where training is closely aligned with industry needs (World Bank, 2019 cited in Khanthachai, 2020; Mante, Okoye & Hui, 2025).

In recent years, the importance of TVET has grown further due to rapid technological change associated with the Fourth Industrial Revolution. Automation, digital technologies and artificial intelligence are reshaping the nature of work, creating demand for new sets of skills while making some traditional jobs less relevant (Webster & Ivanov, 2019; George, 2024). The International Labour Organization kazeem Morakinyo (2025) notes that this shift is both creating new employment opportunities and disrupting existing ones, making it necessary for education systems to focus on flexible, future-oriented skills development. As a result, TVET is now widely viewed not just as a pathway to employment, but as a lifelong learning system that supports adaptability and innovation.

At the global policy level, UNESCO has placed TVET at the centre of its education and development agenda. The UNESCO TVET Strategy 2022–2029 emphasizes the need to transform TVET systems so that they can support inclusive, digital and sustainable development (Yang & Wu, 2024). The strategy focuses on three key areas: developing skills for work and life, supporting inclusive and sustainable economies and promoting peaceful and inclusive societies (UNESCO, 2022). It also highlights the importance of equity, digital access, teacher development, lifelong learning and stronger partnerships between governments, training institutions and industry.



Across Africa, TVET continues to attract significant policy attention, largely because of the continent's young and rapidly growing population (Oketch, 2007). Many African countries face high levels of youth unemployment and underemployment, even as industries struggle to find appropriately skilled workers (Guloba, et al., 2021; Sumberg et al., 2021). The African Union's Continental Education Strategy for Africa (CESA 16–25) identifies TVET as a key driver of industrial growth, job creation and regional development. However, despite ongoing reforms, many TVET systems in the region still struggle with structural challenges such as limited funding, weak infrastructure, inadequate training equipment and shortages of qualified instructors, particularly in rural areas (Outlook, 2022; UNESCO-UNEVOC, 2020 cited in Alla-Mensah (2019); Mann, Denis & Percy, 2020).

Country experiences across Africa show a mixed picture. In countries such as Rwanda and Uganda, reforms have focused on strengthening competency-based training and improving alignment with labour market needs. Rwanda, for instance, has restructured its TVET system through the Workforce Development Authority to improve coordination and relevance, while Uganda's Skilling Uganda programme has sought to strengthen practical skills development (Afeti & Adubra, 2012). Even so, both countries continue to face challenges related to financing, training capacity and uneven access to modern training facilities (World Bank, 2020 cited in Khanthachai, 2020 and Nsubuga, 2020). These experiences highlight a broader regional reality: policy reforms alone are not enough without strong institutional capacity and adequate investment.

In Kenya, TVET plays a central role in the country's development agenda, including Vision 2030 and the Bottom-Up Economic Transformation Agenda (Chege, 2025). Over the past decade, the government has implemented a series of reforms aimed at strengthening the sector. These include the Technical and Vocational Education and Training Act (2013), the establishment of the Technical and Vocational Education and Training Authority (TVETA), the rollout of Competency-Based Education and Training (CBET) and expansion of training institutions across the country (Matu, 2024; Korir & Ngetich, 2026). There has also been increased investment in infrastructure, curriculum reform and partnerships with industry to improve the relevance of training (Akala & Changilwa, 2018). However, despite these reforms, significant differences remain in how TVET development is experienced across different levels of the system. While national polytechnics and technical training institutes have benefited from relatively higher levels of investment in equipment, infrastructure and staffing, County Vocational Training Centres (CVTCs) have not experienced the same level of support (Chege, 2025; Matu, 2024). These centres are especially important because they serve learners in rural and marginalised communities and play a key role in supporting Kenya's efforts to expand access to technical education after basic schooling.



Reports from the Ministry of Education and TVETA suggest that many CVTCs continue to struggle with inadequate workshops, limited access to modern equipment, insufficient digital infrastructure and shortages of qualified trainers needed to fully implement Competency-Based Education and Training (Kogo, 2022; TVETA, 2022 cited in Njiri, Asema, & Olel (2024); Ministry of Education, 2023). In many cases, this has affected the quality of training and limited the ability of these centres to keep up with national reform expectations. At the same time, digital learning initiatives in the TVET sector have largely been concentrated in better-resourced national institutions, leaving county-level centres at a disadvantage in adopting new technologies and learning methods.

Another important challenge relates to financing and governance. Unlike national institutions that receive more structured central government support, CVTCs depend heavily on county-level budgets, which vary widely in capacity and prioritization (Chege, 2025; Matu, 2024). This has resulted in uneven development across counties and contributed to widening gaps in training quality and institutional readiness within the TVET system.

Despite the important role played by CVTCs in expanding access to skills development, particularly for disadvantaged groups, there is still limited research that specifically examines how these institutions contribute to the implementation of the UNESCO TVET Strategy 2022–2029 in Kenya. Most existing studies focus on national-level TVET reforms, leaving a gap in understanding how devolved training centres are performing within the broader policy framework. Against this background, this paper examines the role of County Vocational Training Centres in contributing to the implementation of the UNESCO TVET Strategy 2022–2029 in Kenya. It analyses the extent to which existing policies, institutional arrangements and implementation practices within CVTCs align with the objectives of the strategy. The paper also identifies key policy and structural gaps that affect the effectiveness of these centres. It argues that without targeted investment and stronger integration of CVTCs into national TVET reforms, Kenya risks developing a two-tier system in which access to quality skills training depends largely on institutional location and resource availability.

## Conceptual and Policy Framework

### Technical and Vocational Education and Training (TVET) as a Development Concept

Technical and Vocational Education and Training (TVET) is widely recognized as a structured system of education and training designed to equip learners with practical, occupational and industry-relevant competencies. Unlike general academic education, TVET emphasizes applied learning, workplace relevance and the acquisition of skills directly linked to labour market needs. In contemporary policy discourse, TVET has evolved beyond traditional manual and technical training to include digital competencies, entrepreneurial skills, problem-solving abilities and



lifelong learning capacities, reflecting the changing nature of global labour markets (World Bank, 2019 cited in Khanthachai, 2020; UNESCO, 2022). In addition, TVET is increasingly positioned as a strategic policy instrument for addressing structural challenges such as youth unemployment, skills mismatches and labour market informality. Its effectiveness, however, depends on institutional capacity, industry engagement and the extent to which training systems are aligned with economic transformation agendas.

### **Competency-Based Education and Training (CBET) in Kenya**

Competency-Based Education and Training (CBET) is the core curriculum reform guiding Kenya's TVET system. CBET is designed to shift training from time-based learning to outcome-based certification, where learners demonstrate mastery of specific occupational competencies aligned with industry standards (Muthuri, 2023). In Kenya, CBET is implemented under the Technical and Vocational Education and Training Act (2013) and coordinated by the Technical and Vocational Education and Training Authority (TVETA). While CBET aims to enhance employability and skills relevance, its implementation has been uneven across institutions (Solomon, 2016). A key limitation is that CBET requires significant institutional readiness, including adequately trained instructors, functional assessment systems, modern workshops and strong industry partnerships, which are not uniformly available across TVET institutions. In practice, CBET implementation has been more advanced in well-resourced national institutions, while many County Vocational Training Centres continue to struggle with limited capacity to fully operationalize competency-based assessment and delivery. This creates a gap between policy intention and implementation reality.

### **County Vocational Training Centres (CVTCs) within Kenya's Devolved System**

County Vocational Training Centres (CVTCs) are devolved training institutions established under the Constitution of Kenya (2010) and managed by county governments. Their primary mandate is to expand access to vocational and technical skills at the grassroots level, particularly targeting rural youth, informal sector workers and learners who may not transition into national TVET institutions. CVTCs are therefore central to Kenya's inclusive education and skills development agenda. However, their performance is highly dependent on county-level fiscal capacity, governance priorities and institutional support systems. Unlike national TVET institutions that benefit from centralized funding and structured investment programs, CVTCs operate under decentralized financing arrangements that vary significantly across counties, resulting in unequal institutional development. This structural variation has led to disparities in infrastructure quality, staffing levels, training resources and institutional accreditation status across CVTCs in different counties.



## **UNESCO TVET Strategy 2022–2029 as an Analytical Framework**

The UNESCO TVET Strategy 2022–2029 provides the primary analytical lens for this study. The strategy promotes the transformation of TVET systems to support inclusive, digital and sustainable development. It is anchored on three strategic objectives:

1. Skills for learning, work and life
2. Skills for inclusive and sustainable economies
3. Skills for inclusive and peaceful societies

For analytical purposes, these three objectives are operationalised into five evaluation dimensions that guide this study's assessment of CVTCs:

- Equity and inclusion in access to training opportunities (measured through accessibility, enrolment patterns and demographic coverage)
- Digital transformation (assessed through availability of ICT infrastructure, internet access and integration of digital learning tools)
- Trainer capacity development (evaluated through qualifications, CBET certification and professional development exposure)
- Labour market relevance (assessed through curriculum alignment, industry engagement and graduate employability indicators)
- Governance and institutional partnerships (examined through coordination between national and county governments, TVETA oversight and industry linkages)

These dimensions provide a structured analytical framework for evaluating the extent to which CVTCs align with UNESCO's global TVET transformation agenda.

## **Policy Environment of TVET in Kenya**

Kenya's TVET system operates within a multi-level governance framework involving national and county governments. Key policy instruments include the Technical and Vocational Education and Training Act (2013), the National Skills Development Policy and broader development frameworks such as Vision 2030 and the Bottom-Up Economic Transformation Agenda (Wide, 2024). The Technical and Vocational Education and Training Authority (TVETA) is responsible for regulation, accreditation and quality assurance of TVET institutions, while county governments manage CVTCs under devolved governance arrangements. This dual governance structure was intended to improve access and decentralize skills development; however, it has also introduced coordination challenges in financing, quality assurance and institutional standardisation. A major policy contradiction arises from the mismatch between national-level TVET reforms (which are highly resourced and centrally coordinated) and county-level implementation capacities, which remain uneven and underfunded. This has resulted in a fragmented TVET system characterised by unequal institutional performance.



## **Analytical Positioning of the Study**

This study adopts a qualitative policy analysis approach guided by the UNESCO TVET Strategy 2022–2029 as an evaluative framework. The framework is used not only as a descriptive reference but as a structured analytical tool for assessing institutional readiness, policy implementation gaps and systemic inequalities within CVTCs. Document analysis is used to examine policy coherence, institutional capacity and implementation practices across Kenya’s TVET system. The analysis focuses on identifying alignment or misalignment between policy intent and actual implementation outcomes within County Vocational Training Centres. By applying a structured multi-dimensional framework derived from UNESCO policy objectives, the study systematically evaluates whether CVTCs are adequately positioned to contribute to inclusive, equitable and sustainable skills development in Kenya.

The following section presents the methodological approach used in conducting this policy analysis.

## **Methodology**

### **Research Design**

This study uses a qualitative policy analysis approach to examine how County Vocational Training Centres (CVTCs) contribute to the implementation of the UNESCO TVET Strategy 2022–2029 in Kenya. This approach is suitable because it allows for a systematic examination of how policy intentions are translated into practice within a complex governance system.

Rather than relying on numerical data, the study focuses on interpreting existing policy and institutional documents to understand how TVET reforms are designed and implemented. The approach follows established document analysis methods, which recognise policy documents as valid and rich sources of data for understanding institutional processes and policy outcomes (Bowen, 2009).

### **Data Sources**

The study draws entirely on secondary data obtained from credible policy, institutional and academic sources. This approach is appropriate for policy analysis because it enables comparison between policy intentions and reported implementation outcomes across different governance levels.

The documents reviewed include:

- UNESCO TVET Strategy 2022–2029
- Technical and Vocational Education and Training Act (2013), Kenya
- Reports from the Technical and Vocational Education and Training Authority (TVETA)
- Ministry of Education TVET sector reports
- Kenya National Bureau of Statistics (KNBS) reports



- African Union Continental Education Strategy for Africa (CESA 16–25)
- World Bank and International Labour Organization (ILO) reports on skills development
- Peer-reviewed academic literature on TVET and competency-based education

Selection of documents was based on three main considerations: institutional credibility, relevance to TVET policy and implementation and recent publication date (within the last 15 years) to ensure policy relevance and currency.

### **Analytical Framework**

The study is guided by the UNESCO TVET Strategy 2022–2029, which provides the main framework for analysis. The strategy is built around three broad objectives, which for this study are translated into five analytical areas:

1. Equity and inclusion in access to training
2. Digital transformation and use of technology in training
3. Development of trainer and instructor capacity
4. Alignment of training with labour market needs
5. Governance, financing and institutional partnerships

Each of these areas is treated as an analytical lens for assessing CVTC performance. For example, digital transformation is assessed through evidence of ICT infrastructure, internet availability and use of digital learning tools, while trainer capacity is examined through qualifications, CBET certification and exposure to professional development opportunities. This structure makes it possible to compare what the UNESCO framework expects with what is actually happening in CVTCs.

### **Data Analysis Procedure**

The study uses thematic content analysis to examine and interpret the selected documents. The analysis was carried out in three main steps. First, relevant sections of policy documents and reports were identified and extracted based on their relevance to TVET implementation in Kenya. Second, the extracted information was organised into themes based on the five analytical areas derived from the UNESCO framework. This helped to structure the data in a way that allows systematic comparison across key policy issues. Third, the data were interpreted to identify patterns, inconsistencies and gaps across global, regional and national levels. Special attention was given to differences between national TVET institutions and County Vocational Training Centres.

### **Trustworthiness of the Study**

To enhance the quality and reliability of the analysis, the study applied principles commonly used in qualitative research. Credibility was strengthened



through the use of multiple authoritative sources, including UNESCO, ILO, World Bank and Kenyan government documents, allowing for cross-verification of information. Dependability was supported through a clear and transparent description of the analytical process. Confirmability was ensured by relying on official and verifiable documents rather than subjective opinions. Transferability was achieved by using an internationally recognised policy framework that can be applied to similar TVET systems in other contexts. Using multiple sources helped reduce bias by allowing comparison of findings across different institutional perspectives.

### **Scope and Limitations**

This study focuses on County Vocational Training Centres in Kenya and their alignment with the UNESCO TVET Strategy 2022–2029. It does not include primary data collection from individuals or institutions. One limitation of this approach is that it relies heavily on existing reports, which may not fully capture the day-to-day realities of implementation at the institutional level. In addition, the absence of field data means that some practical challenges within CVTCs may not be directly observed or verified. However, the use of multiple independent policy sources helps to strengthen the overall reliability of the findings by allowing for comparison across different levels of governance.

### **Ethical Considerations**

Since the study is based entirely on publicly available documents, it does not involve human participants. As a result, issues such as informed consent do not apply. Nevertheless, all sources used in the study are properly cited to maintain academic integrity and transparency.

## **Results and Discussion**

This section examines the position of County Vocational Training Centres (CVTCs) in Kenya in relation to the UNESCO TVET Strategy 2022–2029. The discussion draws on key policy documents, including the UNESCO TVET Strategy (2022), TVETA Annual Report (2023) cited in Marona & Kinyua (2025), the Kenya Ministry of Education TVET Sector Report (2022/2023), as well as supporting evidence from the World Bank (2019; 2020) and ILO cited in Rani et al. (2021) and ILO (2023) cited in kazeem Morakinyo (2025).

### **Equity and Inclusion in Access to Training**

One of the clearest developments in Kenya's TVET sector has been the expansion of access to vocational training through CVTCs. These institutions have made it possible for many young people in rural and low-income areas to access skills training closer to their communities. This direction is consistent with UNESCO's (2022) emphasis on inclusion and with the African Union's broader agenda on



expanding skills development across underserved regions. Data from the TVETA Annual Report (2023) shows a steady rise in enrolment in county-based vocational centres over time, suggesting that decentralisation has helped widen participation. However, this positive trend does not fully reflect the reality on the ground. The Ministry of Education TVET Sector Report (2022/2023) points out that learning conditions vary widely between counties. Some centres are relatively well equipped, while others still struggle with basic workshops, tools and training materials. In practice, this means that although more learners are entering the system, they are not necessarily receiving the same quality of training. This gap reflects what McGrath (2018) refers to as the “access–quality paradox” in African TVET systems, where expansion in numbers does not automatically lead to improvement in learning outcomes. In Kenya’s case, access has clearly improved, but equity in training quality remains uneven.

### **Digital Transformation and Technological Inequality**

Digital transformation has become a central pillar in global TVET reform. UNESCO (2022) and the World Bank (2019) both stress that modern skills development must be supported by strong ICT systems, digital tools and online learning platforms. In Kenya, however, the implementation of this agenda has not been evenly distributed. Evidence from the Ministry of Education TVET Sector Report (2022/2023) suggests that most digital learning initiatives, including national digital hubs, have been concentrated in selected national institutions. Many CVTCs remain outside these developments. As a result, a large number of county vocational centres continue to operate with limited ICT infrastructure, unreliable internet access and minimal integration of digital learning in teaching. This creates a noticeable gap between policy ambition and actual practice. Tilak & Choudhury (2023) describes this situation as “digital stratification,” where unequal access to technology reinforces existing social and institutional inequalities. In Kenya, this means that learners in CVTCs are at a disadvantage when it comes to acquiring digital skills, which are now essential in most modern workplaces.

### **Trainer Capacity and CBET Implementation**

The success of Competency-Based Education and Training (CBET) depends heavily on the quality and preparedness of instructors. UNESCO (2022) and the ILO (2023) cited in kazeem Morakinyo (2025) both emphasise that teachers and trainers must be adequately certified, continuously trained and exposed to industry practices. In Kenya, TVETA (2023) reports show that while CBET has been formally adopted across the TVET system, many instructors in CVTCs have not yet completed full certification or received consistent professional development support. This contrasts with national institutions, where training opportunities tend to be more structured and frequent. This situation has practical consequences in the classroom. In many CVTCs, CBET is applied inconsistently and in some cases, traditional



teaching methods are still used alongside competency-based approaches. Oketch (2007) observes that this kind of implementation gap is common in African TVET reforms, where the main challenge is not policy design but the capacity to implement reforms effectively. The result is uneven learning experiences for students, depending largely on where they are enrolled.

### **Labour Market Relevance and Industry Linkages**

A strong TVET system is expected to maintain close links with industry so that training reflects real labour market needs. This is strongly emphasised by both the World Bank (2020) and the ILO (2023) cited in kazeem Morakinyo (2025). In Kenya, the situation at CVTC level is mixed. Some centres have developed working relationships with local businesses and informal sector operators, which provide students with valuable hands-on experience. However, these arrangements are not consistent across all counties and often depend on individual institutional effort rather than a coordinated national system. King (2019) notes that weak institutionalisation of work-based learning remains a recurring challenge in many African TVET systems. Kenya reflects this pattern clearly. Because of this inconsistency, training in many CVTCs does not always align well with changing labour market demands. This reduces the likelihood that graduates will transition smoothly into employment or self-employment.

### **Governance, Financing and Institutional Capacity Gaps**

The governance structure of Kenya's TVET system plays a major role in shaping how CVTCs function. Under the current devolved system, county governments are responsible for managing CVTCs, while national TVET institutions are supported through more centralised funding and investment programmes. According to KNBS (2009) and TVETA (2023), this arrangement has resulted in noticeable differences in funding levels, staffing and infrastructure across counties. Some counties have invested significantly in strengthening their vocational centres, while others continue to operate under tight financial and human resource constraints. Ansell and Gash (2008) argue that decentralisation can improve service delivery, but only when there is relatively equal capacity across regions. Where this is not the case, it can lead to uneven institutional development. In Kenya, this has produced exactly that outcome. While access has improved overall, institutional capacity remains uneven, raising concerns about long-term system coherence and equity.

### **System-Level Interpretation: Emerging Structural Differences**

When all these dimensions are considered together, a broader picture begins to emerge. CVTCs have clearly played an important role in expanding access to vocational training in Kenya. However, their ability to fully deliver on the expectations of the UNESCO TVET Strategy 2022–2029 remains limited by structural



constraints. Rather than a fully uniform system, what is emerging is a differentiated TVET landscape. On one side are better-resourced national institutions and on the other are county-based centres that operate under more constrained conditions. Furlong and Cartmel (2007) describe this kind of pattern as institutional stratification, where expansion in education systems does not automatically result in equal outcomes for all learners. Overall, the evidence suggests that while Kenya has made meaningful progress in reforming its TVET sector, the benefits of these reforms are not evenly distributed across all levels of the system.

## Conclusion and Recommendations

### Conclusion

This study examined the role of County Vocational Training Centres (CVTCs) in Kenya within the framework of the UNESCO TVET Strategy 2022–2029. The findings indicate that Kenya has made important progress in expanding access to vocational education through county-based institutions, thereby improving opportunities for skills development among rural and marginalised populations. However, the analysis demonstrates that improved access has not been matched by equivalent improvements in training quality, infrastructure and institutional capacity. Persistent disparities in digital infrastructure, instructor preparedness, CBET implementation and financing structures continue to limit the effectiveness of CVTCs. A key finding of this study is that TVET reforms in Kenya have produced a structurally uneven system, where national institutions have benefited more significantly from reforms compared to county-based vocational centres. This has resulted in asymmetric implementation of the UNESCO TVET Strategy 2022–2029, particularly in relation to equity, inclusion and digital transformation. From a policy perspective, this study contributes to TVET literature by demonstrating how decentralised governance structures can unintentionally reproduce institutional inequalities when resource allocation, digital investment and capacity development are unevenly distributed. This adds to existing scholarship on African TVET systems by highlighting the implementation gap between policy ambition and sub-national institutional capacity. Hence, the study concludes that Kenya's TVET system remains only partially aligned with the UNESCO TVET Strategy 2022–2029 and that without targeted strengthening of CVTCs, the goal of inclusive and equitable skills development will remain constrained.

### Recommendations

The following recommendations are organised by implementation priority to enhance policy relevance and feasibility.

#### *(i) High-Priority Interventions*

First, there is a need to urgently strengthen instructor capacity in County Vocational Training Centres (CVTCs). This should involve mandatory Competency-



Based Education and Training (CBET) certification programmes, structured continuous professional development and expanded access to industrial attachments for trainers. Addressing this gap is essential for improving the quality and consistency of curriculum delivery across institutions.

Second, bridging the digital infrastructure gap should be prioritised as a core TVET reform area. County vocational centres require reliable internet connectivity, the establishment of digital learning hubs similar to Jitume Digital Hubs, functional ICT laboratories and the integration of digital learning systems. These improvements are necessary to align training with the evolving demands of the modern labour market.

Third, there is a need to ensure equitable allocation of training equipment and learning resources through strengthened coordination between TVETA and county governments. County vocational training centres should be adequately equipped with modern, state-of-the-art tools and training equipment to standardise minimum learning conditions and improve training quality across institutions.

Fourth, the funding model should be decentralised and effectively cascaded to County Vocational Training Centres. However, access to Higher Education Loans Board (HELB) support remains largely limited to public accredited institutions, which presents a structural constraint for many trainees in county-based vocational centres. This limitation highlights the need for alternative financing mechanisms or expanded eligibility frameworks to ensure equitable access to training opportunities.

### ***(ii) Medium-Term Reforms***

Fourth, institutionalised industry partnerships should be strengthened through formalised apprenticeship and work-based learning frameworks. Unlike current informal arrangements, these partnerships should be structured and monitored to ensure consistency and relevance.

Fifth, financing models for CVTCs should be reviewed to reduce disparities across counties. A more predictable and equitable funding framework is required to ensure minimum operational standards nationwide.

### ***(iii) Long-Term System Reforms***

Finally, governance coordination between national and county governments should be strengthened through clearer institutional roles and joint planning mechanisms. In particular, enhanced coordination between the Ministry of Education, TVETA and county education departments is necessary to reduce fragmentation in implementation.

Such coordination would improve policy coherence, reduce duplication of efforts and ensure more uniform implementation of the UNESCO TVET Strategy across all levels of the system.



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