



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY

EFFECTS OF NON-STATE ACTORS' INITIATIVES IN THE KENYAN TVET SUBSECTOR

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ABSTRACT

Non-State Actors (NSAs) provide great support in the education and training sector globally. It is widely acknowledged that NSAs, if properly monitored and regulated in a transparent and enabling regulatory environment, are important partners in the attainment of Sustainable Development Goal Number 4 on Quality Education and Training. This study determined the impact of non-state-actors' initiatives in the Kenyan TVET subsector. The study determined NSAs supporting the Kenyan TVET system, the skill trade areas supported by the NSAs programs, the nature of partnerships/collaborations with TVET institutions, the outcomes of the partnerships, and employability of the beneficiaries. A descriptive research design was employed. The study targeted all the non-state actors and TVET institutions in Kenya. Stratified and simple random sampling was employed to obtain the desired sample size. A total of 208 institutions which represented 8.9% of the institutions accredited by TVETA (2330) were sampled for this study. A questionnaire, with both structured and open and closed-ended questions/statements was developed and used for data collection. The questionnaire was designed using KOBO Collect. The data collected was cleaned, coded, and checked for quality, accuracy, and completeness. Quantitative data was analyzed using SPSS and Excel. The findings from the study revealed that a vast proportion (75%) of the institutions had established collaborations with the NSAs. Electrical was the trade area that had the highest support by the NSAs followed by Hairdressing and Beauty Therapy and Motor Vehicle Mechanics respectively. In addition to the trade areas, the NSAs also collaborated with the institutions in sponsorship of trainees and industrial attachment. Other areas of collaboration were infrastructure development, job placements of graduates, internships, curriculum development, internship, dual training, exchange programs, and training of trainers. As part of the collaborations, the NSAs also offered additional components such as mentorship, life, business, communication, and digital skills that enhanced the quality and training. Other additional components included training on leadership, gender, environment, career guidance, and elements of law. The collaborations with the NSAs generally resulted in significant positive outcomes which included enhanced enrollment, improved quality, and relevance, increased completion rates, enhanced financial stability, improved networking, and expanded access and equity in varying proportions. The main factors that impeded collaborations between the institutions and NSAs were lack of policy and framework to guide collaborations, limited finance for funding by the NSAs, bureaucratic government procedures, lack of awareness of the NSAs and process for establishment of partnership by the institutions, inadequate capacity in the institutions and industries, lack of collaboration framework and policies, and delays in provision of funds and equipment. Based on the findings from this study, the researchers recommended increased involvement of the National and County Governments through formulation of policies and collaboration framework, improvement of infrastructure to enhance enrolment and create a conducive environment to attract NSAs, and elimination of bureaucratic procedures.

ACRONYMS

| | |
|---------|--|
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| TVET | Technical and Vocational Education and Training |
| CAPYEI | CAP Youth Empowerment Institute |
| GOK | Government of Kenya |
| CICan | Colleges and Institutes Canada |
| CBET | Competency-based Education and Training |
| BEAR II | Better Education for Africa's Rise |
| ICT | Information Communication Technology |
| EASTRIP | The East Africa Skills for Transformation and Regional Integration |
| PPP | Public Private Partnership |
| NCVER | National Centre for Vocational Education Research |
| NPs | National Polytechnics |
| NSAs | Non-State Actors |
| TVCs | Technical and Vocational Colleges |
| VTCs | Vocational Training Centres |
| NACOSTI | National Commission for Science, Technology, and Innovation |
| TVET | Technical and Vocational Education and Training |
| TVETA | Technical and Vocational Education and Training Authority |
| USAID | United States Agency for International Development |
| ILO | International Labour Organization |
| GIZ | German Corporation for International Cooperation |
| AfDB | African Development Bank |
| KCB | Kenya Commercial Bank |
| MOU | Memorandum of Understanding |

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CHAPTER ONE

INTRODUCTION

1.1 Background

The involvement of stakeholders, including Non-State Actors (NSAs), in decision making has become a major feature globally due to the emergence of participatory democracy. This encourages policy formulation and implementation through dialogue. The economic and political liberalizations that have taken place in most developing countries have greatly altered the role of the state and created space for citizens and NSAs to actively participate in development. The international community has embraced the concepts of participatory development and institutional pluralism. In Kenya, the Government is effectively responding to the constitutional demand for increased participation by involving the public and NSAs in various activities such as policy debates, poverty reduction strategies, education, and training (Bossuyt & Carlson, 2002).

The Education 2030 Framework for Action, which is the roadmap for the achievement of Sustainable Development Goal number four (SDG 4), highlights the crucial role of NSAs in education as supportive of government efforts in the realization of this ambitious education goal (UNESCO, 2015). Despite the understanding that fulfilling the right to education requires multiple stakeholders and that the role of NSAs has increased over the past 30 years, their involvement in education generates passionate debate, particularly over two key concepts: the extent to which education is a public or private good and how to interpret the right to education with respect to its implications for state and Non-State Actors' responsibilities.

Due to increased participation of NSAs, education, and training is being promoted and explored by different stakeholders to bridge gaps in public provision. However, for some levels of education and training, the participation of NSAs is more evident and even necessary. Technical and Vocational Education and Training (TVET) takes a variety of forms depending on the national context. It includes work-based learning and continuing training and professional development which may lead to qualifications (UNESCO, 2016). However, governments provide regulatory services, aiming to promote equity and quality training. As employees need to upgrade their skills, the direct involvement of NSAs in skills development increases and collaboration with the government becomes necessary (Clevenger *et al.*, 2015).

In some cases, NSAs respond to the challenges affecting TVET. For instance, in Indonesia, religious institutions which cater for more disadvantaged populations, have been partnered in expansion of training (Triyono, Mateeke & Moses, 2019). Non-state actors have ensured training responsiveness to changing labor and economic demands, also through provision-oriented public-private partnerships. In emerging markets, NSAs have complemented vocational education systems through filling skills gaps. Non-state actors also tend to be important implementing actors in low and middle-income countries for vocational training programs. For instance, Google's philanthropic arm funds provision of digital skills to disadvantaged rural communities in the 10 countries of the Association of Southeast Asian Nations (ASEAN) through the Go Digital ASEAN initiative (The Asia Foundation, 2020).

1.2 Non –State Actors Interventions in Kenya

In Kenya, government-funded workforce development TVET programs are a common model. Different non-state actors have in the recent past begun exploring partnerships with TVET providers. For instance, Generation Kenya launched its first partnership with TVET providers in 2017, with the aim of motivating young people with targeted opportunities to acquire skills for meaningful employment through training developed in collaboration with employers. It employs a demand-driven model in cooperation with the Government of Kenya (GOK), development partners, the private sector, and public and private training institutions to close the recruitment gap between unemployed youth and employers. So far it has partnered with over 250 employers and 35 TVET institutions to support graduates in their transition from training to the world of work (SIFA, 2021).

CAP Youth Empowerment Institute (CAPYEI) is partnering with Vocational Training Centres (VTCs) to replicate the Basic Employability Skills Training (BEST) model as a strategy to scale up the proven impacts of the model in Kenya. The BEST model works by targeting opportunities in local economies and preparing the youth to exploit them. It places equal emphasis on providing the technical skills required as well as soft skills (<https://capyei.org/protection-and-sensitivity-training-consultant/>).

The youth employability project by Young Africa Works - Kenya is a partnership between Colleges and Institutes Canada (CICan), the MasterCard Foundation, the Kenyan Ministry of Education (MOE), and the private sector. The project focuses on strengthening the quality and relevance of TVET in crucial economic sectors under Vision 2030 and Information Communication Technology (ICT) integration. The project fosters partnerships between Kenyan and Canadian institutions to develop TVET Centres of Excellence (COEs) that will increase youth participation, particularly young women, in market-relevant skills training programs to increase the number of youths in decent work. A particular focus of the Young Africa Works - Kenya TVET project includes competency-based curriculum (CBET) development, pre-service and in-service training of trainers, prior learning assessment and recognition, delivery of life skills/employability curricula, and blissing work placements for trainees. The project also addresses the need for safe learning spaces to increase the participation of youth, specifically young women, in training that leads to employment.

Better Education for Africa's Rise (BEAR) II is another significant intervention. BEAR II was a five-year UNESCO project supported by the Republic of Korea, which was implemented from 2017 to 2021 in the Eastern Africa countries of Ethiopia, Kenya, Madagascar, the United Republic of Tanzania and Uganda. The BEAR II project was aligned with UNESCO Strategy for TVET (2016 - 2021) which aimed at enhancing quality, relevance and perception of TVET systems in the beneficiary countries through specific sectoral interventions. This objective is being achieved by improving the capacity of TVET systems to anticipate and assess demand for skills in specific priority sectors.

Safaricom Foundation is investing in vocational education to increase TVET uptake in all the 47 counties. This program focuses on entry level training for four key trade areas within the construction industry, namely masonry, welding, plumbing and electrical engineering. This

intervention is expected to address the relatively low participation in TVET, with most acute skill gaps in fashion and design, construction, automotive engineering, ICT, Carpentry, animal husbandry, agribusiness and oil and gas industry (<https://www.safaricom.co.ke/media-center-landing/press-releases/safaricom-foundation-to-invest-130-million-shillings-in-support-of-vocational-training>). Other components of the program include scholarships to over 700 students in various TVET institutions in Kenya (<https://www.safaricom.co.ke/media-center-landing/press-releases/safaricom-foundation-launches-refurbished-tvet-centre-in-waithaka>).

The East Africa Skills for Transformation and Regional Integration Project (EASTRIP) brings a regional approach for developing specialized TVET skills by creating a small cluster of regional TVET Centers of Excellence. Each center will specialize in specific sectors and occupations with niche programs in highly specialized TVET diploma and degree programs, as well as industry recognized short-term courses. The mobility of trainees, graduates, and trainers will facilitate a healthy exchange of skilled labor within the region so that each country does not have to produce all the skills. The sharing of standards, curriculum, and training facilities will help reduce costs for each center. At the same time, demonstrations will inform and guide the broader array of national TVET reforms in these countries (Ethiopia, Tanzania and Kenya). The regional TVET Centers of Excellence are expected to serve the labor needs of major regional infrastructure projects (World Bank, 2018).

1.3 Contribution of Non-State Actors in Education

It is widely acknowledged that NSAs, whether in the private or charitable sectors, are properly monitored and regulated and are crucial partners in the improvement of educational attainment. The involvement of NSAs in training can enhance the quality of the training and pilot new and innovative approaches. Their role extends beyond the provision of schooling to interventions at various education levels and spheres of influence. They advocate for the relevance of work-based learning and the need for preparatory programs (Jeon, 2019).

Non-State Actors connect young people to skills and jobs through direct employer engagement; recruiting students; professional training; social support services and mentorship; and graduates' follow-ups. The NSAs deliver concrete improvements in the training system and partnerships with these organizations have played important roles in expanding access to education and training, particularly in hard-to-reach areas. For instance, partnerships with NSAs such as the faith-based organizations have made contributions in the provision of education in Kenya. It has resulted in improved enrolment, improved training outcomes, and enhanced equity and access to quality education.

Closing acute financing and delivery gaps that prevent access to quality training is a major challenge, requiring all stakeholder input. Governments and development partners should scale up their funding. However, fiscal and capacity constraints are likely to prevent them from remedying resource deficits. Non-state actors are partially filling the gaps, although the precise extent of their services and impact has not been established.

1.4 Statement of the Problem

The Kenya Economic Survey, 2022 showed that enrolment in TVET institutions rose by 10.4 per cent to 498,326 in 2021 yet resource allocation for recurrent expenditure remained constant. The implication is that the vulnerable trainees benefiting from capitation would be forced to dropout unless alternative interventions are made. Thus there is need for intervention from other players apart from the government.

Despite the understanding that fulfilling the right to education requires multiple stakeholders and the role of NSAs has increased over the past 30 years, non-state involvement in training generates passionate debate. A significant challenge is the extent to which programs by NSAs contribute to training and the long-term national sustainability. Most NSA initiatives are relatively small; their scope, scale and long-term sustainability are critical issues, especially as they depend on humanitarian funding, which tends to be short-term and unpredictable.

In Kenya different NSAs have begun exploring partnerships with TVET programs. Unfortunately, few studies have been carried out on the effect of these interventions on the collaborating training providers. This study aimed at evaluating the effects of NSAs initiatives in the Kenyan TVET subsector.

1.5 Main Objective

The main objective of the study was to evaluate the effects of non-state actors' initiatives in the Kenyan TVET subsector.

1.6 Specific Objectives

The Specific objectives were;

- i. Identifying Non-State-Actors (NSAs) involved in Kenyan TVET subsector;
- ii. Determining the criteria used in selecting collaborating TVET providers by NSAs;
- iii. Determining the trade areas supported by the NSAs initiatives and criteria used in selecting the trade areas;
- iv. Determining the nature of collaborations with TVET providers;
- v. Determining the outcome of the collaborations between NSAs and TVET providers;
- vi. Determining the employability of NSA beneficiaries;
- vii. Establishing challenges faced by TVET providers and NSAs in the collaborations and possible strategies for improving collaborations.

1.7 Significance of the Study

Non-state actors are involved in various aspects of education and training. This study aimed at identifying NSAs initiatives and determining their effects in the Kenyan TVET subsector. The findings from this study will enable various TVET stakeholders to appreciate the contribution and extent to which NSAs are involved in training and identify possible areas that need to be strengthened. In addition, the study will contribute to existing literature.

1.8 Scope of the Study

The study was confined to NSAs and TVET providers in Kenya. Precisely, the study focused on NSA initiatives and their effects on the Kenyan TVET sub sector.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The concept of participatory development and involvement of stakeholders in development activities has been embraced by all nations all over the world. The promotion of non-state actors to participate in development activities is being implemented with varying success. The recent development partners' reorientation is towards the central objective of poverty reduction and provision of opportunities for people to improve their standards of living (Bossuyt & Carlson, 2002). Dunbar (2013) noted that direct involvement of non-state actors in skills development and collaboration with governments has become necessary. In TVET, non-state actors play a critical role in providing continuing non-formal training and expanding existing formal vocational education systems. Cooperation with non-state actors has become crucial in understanding labour markets, anticipating skills demand and improving education provision effectiveness through definition of new standards and integration of non-formal and informal learning into recognized frameworks. Mobilization of non-state actors has also led to diversification of TVET financing mechanisms.

The TVET systems in most countries have expanded through interventions by non-state actors. In South Africa in the mid-1990s, the White Paper on Education and Training separated initial vocational education, supported by the state, from continuing vocational skills development at the workplace, supported by non-state actors (Needham & Houck, 2019). In South Asia, demographic changes and rapid economic transformation have led to national skills development strategies to acknowledge the growing role of non-state actors, both profit making and non-profit making. While the strategies aim to improve training quality and flexibility for a more competitive workforce, they also recognize the extensive dependence on TVET providers by encouraging further expansion (*Béteille et al.*, 2020).

As information technology companies emerged in India in the late 1970s and early 1980s, public vocational education institutions had to involve non-state actors to be able to respond to increasing demand for trained and skilled professionals. These non-state actors complemented or even substituted the vocational education system, filling skill gaps where public institutions had limited resources or capacity for timely responses to the demands of rapidly changing global industries and international standards (Fernandez-Stark & Bamber, 2018). Expansion of TVET provision has been supported by public-private partnerships (PPPs), mostly coordinated by the state. Each actor in Public Private Partnership (PPP) contributes according to its resources, expertise and interests (Fernandez-Stark and Bamber, 2018). Unlike in traditional forms of cooperation on workplace learning and/or apprenticeships, provision-oriented PPP coordination mechanisms address career services, orientation and guidance, and training renewal (Onestini, 2020).

In Australia, although employers reported being satisfied with the TVET system, one in two preferred unaccredited training to meet their staff skills development needs, mostly without relying on external providers (NCVER, 2019). More employers were satisfied with the

arrangement than those who had used nationally recognized training. While recognized training is used for professional development and to meet mandatory requirements, non-formal education serves highly specific and relevant training needs, and its delivery is more flexible (White et al., 2018). In Germany, federal Youth Integration Courses target young migrants and refugees to promote access to TVET. Providers are required to partner with counseling services to help migrants and refugees receive practical information about further education, work-related and vocational opportunities (Germany Federal Office for Migration and Refugees, 2015)

2.2 Participation of Non-State Actors in Africa

In Africa, the move to open policy processes has been hindered by political and bureaucratic resistance. The centralized top-down management of development processes still exists in many countries, providing limited opportunities for NSAs to influence national policy and development. Morocco signed agreements with the private sector as part of the 2009–2015 National Pact for Industrial Emergence implementation. Using tripartite dialogue, the government restructured training institutions to make them more responsive to companies' needs. In accordance with the 2016 – 2021 National Strategy for Vocational Training, delegated management institutes were set up in relevant sectors, in partnership with professional associations, whose representatives became part of the institutions management. In the automotive industry, for instance, the reforms led to increased participation, enrollment more than doubled from 2017 to 2018 and a higher student employability rate (Onestini, 2020).

The Kenyan government is gradually incorporating the participation of NSAs in decision making and policy debates. However, much remains to be done in mainstreaming NSA participation in policy formulation and implementation. The effective participation of NSAs can be effectively achieved through establishing a comprehensive list of NSAs, and identifying roles to be played by them (Bossuyt & Carlson, 2002).

2.3 Non State Actors in Education and Training

The Education 2030 Framework for Action, which is the roadmap for achievement of the fourth Sustainable Development Goal, highlights the crucial role of non-state actors in education. The ambitious country-led action for achievement of the Education goal cannot be achieved by governments alone without the support of all stakeholders, including non-state actors. Although the provision of Education and training is the primary responsibility of national governments, the involvement of non-state actors can greatly expand access, equity and relevance. However, the involvement of NSAs should not weaken or replace the public sector (UNESCO, 2021).

Proponents of non-state actors' involvement in education state that it helps increase innovation. Many ideas that have transformed pedagogy emerged at the margins of public education systems or even outside them (IBE, 2006).

2.4 Conceptual Framework

The conceptual framework shows the link between the independent and dependent variables. In this study two independent variables considered were NSAs initiatives and intervention by NSAs while the dependent variables were the effects of the independent variables on the TVET institutions. Figure 1 illustrates the conceptual framework for this study.

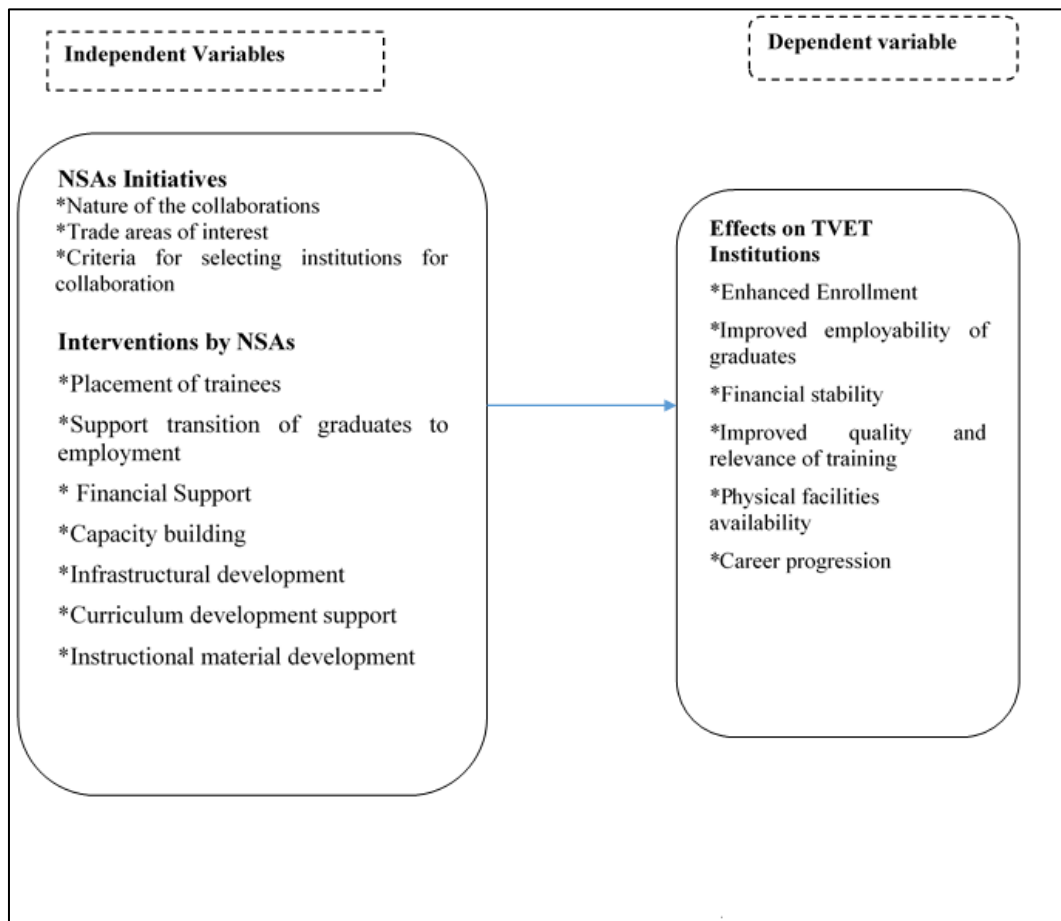


Figure 1 Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the overall research methodology that was adopted in the study. It specifically outlines the research design, target population, sample size and sampling technique, data collection instruments, pilot testing, ethical consideration and data analysis.

3.2 Research Design

The study used a descriptive approach since it focused on observing and measuring the various subjects without manipulating them. Mixed-method research was used to systematically integrate both qualitative and quantitative data. The method permitted a more complete and synergistic utilization of data from open and close-ended questions.

3.3 Target Population, Sampling Technique and Sample Size

The study targeted all NSAs and the TVET providers operating in Kenya. Stratified and simple random sampling was employed to obtain the desired samples of institutions and NSAs. The stratification was based on categories of institutions and counties where they were located. The targeted TVET providers were classified by category, type (public and private) and county and every institution had equal opportunity for selection to participate in the study. All the 11 National Polytechnics were considered in the study. A total of 200 TVET institutions and 35 NSAs were sampled for this study.

3.4 Data Collection Instruments and Procedure

Two questionnaires, one for NSAs and another for the TVET providers, were used to collect data. The questionnaires were scripted using Kobo collect software. A team of officers visited the sampled institutions to collect the data.

3.5 Validity and Reliability of Research Instrument

Before the instruments were administered, they were piloted on a sample of respondents not included in the study to ensure their reliability. This enhanced the usability and clarity of items. Cronbach alpha coefficient was employed to establish the reliability of the questionnaire. The instruments were then reviewed to ensure the alignment of data collected to the objectives of the study. This enhanced the validity of the instruments and ensured that all errors were eliminated.

3.6 Legal Considerations

The Authority obtained a research permit (Ref. No. 806408) from National Commission for Science, Technology, and Innovation (NACOSTI) as required by law to conduct the study. To ensure dignity and respect for the respondents, the researchers conducted themselves with courtesy and respect. In addition, they ensured that the respondents were free to respond to the questionnaires by ensuring that there were no questions that made them uncomfortable. All the respondents were informed on the confidentiality of the data provided. They were also requested to give honest responses to all items of the questionnaire.

3.7 Data Analysis

Data collected was cleaned, coded and checked for quality, accuracy and completeness. Quantitative data was analyzed using SPSS and Excel to derive descriptive and inferential statistics, as well as to produce visualizations. Content analysis was done on the qualitative data related to the study objectives. The findings were presented in narratives, tabular and pictorial format.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the findings of the study. Specifically, the chapter discusses the response rate; demographic information; NSAs supporting TVET in Kenya; trade areas supported and the number of beneficiaries per trade area, nature of collaborations with TVET providers; effects of collaborations with NSAs on the TVET providers; employability of the NSAs beneficiaries; challenges experienced by TVET providers working with NSAs and strategies to improve collaborations

4.1 Response Rate

A total of 208 institutions from 45 counties (except Wajir and Mandera), which represented 8.9% of the accredited institutions by TVETA (2330) were sampled through stratified and simple random sampling. The response rate from the various categories of the TVET institutions were as presented in Table 1.

Table 1: Response Rate

| Category | Type | Number Sampled | Number Responded | % Response |
|--|---------|----------------|------------------|------------|
| National Polytechnic (NP) | Public | 11 | 11 | 100 |
| Technical and Vocational Colleges (TVCs) | Public | 60 | 52 | 87 |
| | Private | 50 | 43 | 86 |
| Vocational Training Centers (VTCs) | Public | 81 | 80 | 99 |
| | Private | 6 | 6 | 100 |
| Total | | 208 | 192 | 92 |

4.2 Demographic Characteristics of Respondents

The respondents were asked to provide some demographic information for the study that included gender and the highest academic qualification.

4.2.1 Gender per Institutional Category

Male respondents (administrators) formed the majority in all the categories of TVET institutions except in private VTCs. In both the NPs and public TVCs, 73% of the respondents were male while 27% were female. In the private TVCs and public VTCs male and female respondents were 67% and 33% respectively. The proportion of both female and male respondents in private VTCs were equal. The gender distributions of the respondents were as shown in *Figure 2*.

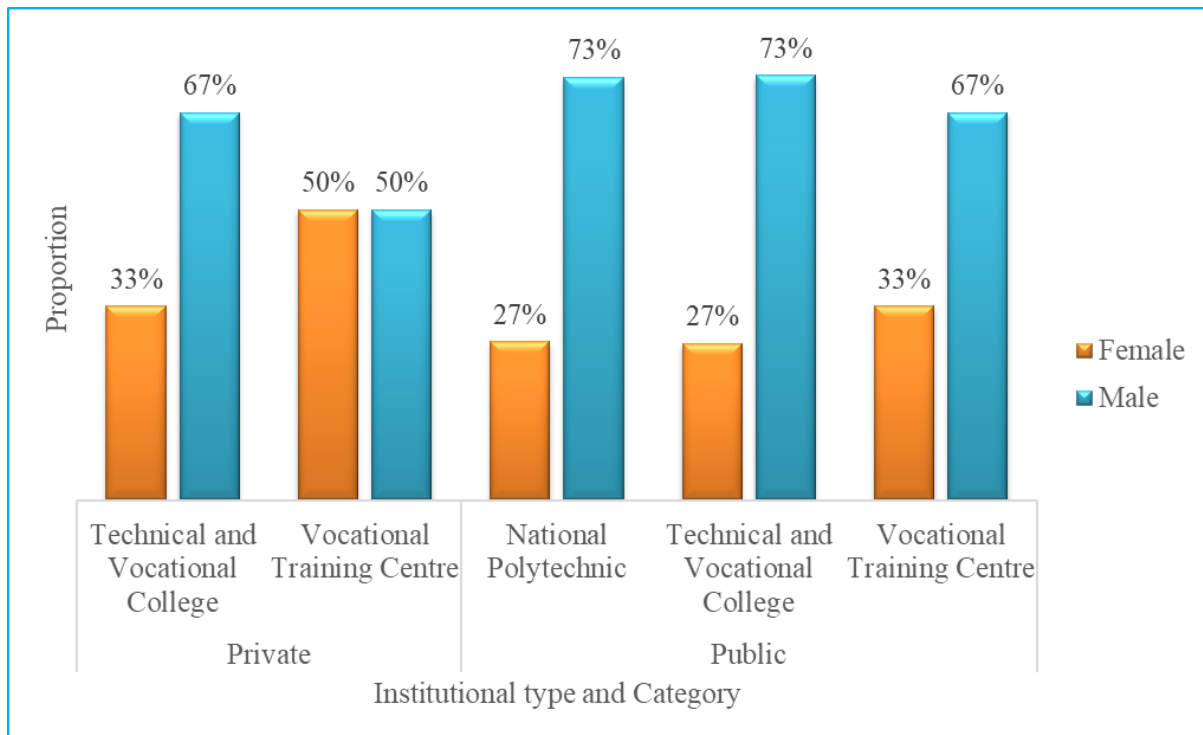


Figure 2: Gender per Institutional Category

4.2.2 Highest level of Education of respondents (administrators)

Majority of the respondents from NPs (81.8%) had post-graduate qualifications, while the remaining 18.2% had bachelors' degrees as their highest level of Education. The highest education qualifications of respondents from TVCs and VTCs, ranged from Postgraduate to below Artisan. Generally, the majority of administrators in both NPs and TVCs had post-graduate and bachelor's qualifications. On the other hand, majority of administrators in the VTCs had a diploma as their highest qualification. The higher qualifications of NP administrators could enhance their awareness and ability to establish and implement collaborations with NSAs.

Although most institutions were managed by qualified administrators, it was noted that a few administrators in private TVCs and public VTCs had qualifications below craft, which are not compliant with the trainer qualification framework. The low education qualification of some of the administrators could hinder their awareness levels and ability to establish collaboration with the NSAs. The results on the highest qualification of administrators are shown in Table 2.

Table 2: Highest level of Education of Administrators (Respondents)

| Category of TVET institution | Type of TVET institution | |
|---|--------------------------|--------|
| | Private | Public |
| National Polytechnic (NP) | | |
| Bachelors | - | 18.2% |
| Postgraduate | - | 81.8% |
| Technical and Vocational College (TVC) | | |
| Below Artisan | 2.2% | - |
| Artisan | 2.2% | - |
| Craft | 2.2% | - |
| Diploma | 11.1% | 3.8% |
| Bachelors | 40.0% | 42.3% |
| Postgraduate | 42.2% | 53.8% |
| Vocational Training Centre (VTC) | | |
| Artisan | - | 1.2% |
| Craft | - | 8.6% |
| Diploma | 33.3% | 56.8% |
| Bachelors | 33.3% | 28.4% |
| Postgraduate | 33.3% | 4.9% |

4.3 Identification of Non-State-Actors in Kenyan TVET Subsector

4.3.1 Non-State-Actors involved in the Kenyan TVET Subsector

The major NSAs operating in the Kenyan TVET subsector and the duration of their involvements were identified through desk research. There were 17 major NSAs that were actively involved in supporting skilling through sponsorship of trainees, funding institutions, providing training equipment among other initiatives. The results showed that some NSAs were collaborating with multiple institutions. Colleges and Institutes Canada (CICan) had the highest number of collaborations with 44 institutions (11 NPs, 17 TVCs and 16 VTCs). The CICan was closely followed by the KCB Foundation that had established 42 collaborations (6 NPs, 20 TVCs and 16 VTCs). Further the results indicated that most of the collaborations had taken between 2 years to 5 years. In addition to the main NSAs identified through desk research, the study also identified other NSAs that had established partnership with the sampled TVET institutions. The main NSAs are shown in Table 3 while the other NSAs are presented in Appendix 1.

Table 3: Main Non-State-Actors involved in the Kenyan TVET Subsector

| No | Non-state Actors | TVET Institutions Supported | | | Duration of Collaboration | | |
|----|----------------------------------|-----------------------------|-----|-----|---------------------------|------------|---------------|
| | | NP | TVC | VTC | Below 2 Years | 2- 5 years | Above 5 years |
| 1. | African Development Bank (AfDB); | 5 | 13 | 1 | 8 | 5 | 6 |
| 2. | CAPYEI; | 1 | 3 | 17 | 9 | 7 | 5 |

| No | Non-state Actors | TVET Institutions Supported | | | Duration of Collaboration | | |
|-----|---|-----------------------------|------------|------------|---------------------------|------------|---------------|
| | | NP | TVC | VTC | Below 2 Years | 2- 5 years | Above 5 years |
| 3. | Catholic Education Secretariat | 1 | 7 | 1 | 2 | 2 | 5 |
| 4. | CICan | 11 | 17 | 16 | 16 | 20 | 8 |
| 5. | Equity Bank Foundation | 5 | 5 | 2 | 4 | 6 | 2 |
| 6. | German Corporation for International Cooperation (GIZ); | 7 | 10 | 10 | 8 | 12 | 7 |
| 7. | International Labour Organization (ILO); | 0 | 3 | 4 | 2 | 3 | 2 |
| 8. | KCB Foundation | 6 | 20 | 16 | 20 | 19 | 3 |
| 9. | Leonard Cheshire | 0 | 2 | 3 | 3 | 1 | 1 |
| 10. | Mastercard Foundation | 4 | 6 | 3 | 5 | 7 | 1 |
| 11. | No One Out Kenya | 0 | 0 | 4 | 3 | 1 | |
| 12. | Safaricom Foundation; | 1 | 13 | 8 | 12 | 8 | 2 |
| 13. | Toyota Kenya | 3 | 2 | 1 | 2 | 3 | 1 |
| 14. | USAID | 0 | 5 | 11 | 8 | 6 | 2 |
| 15. | World Bank | 2 | 2 | 1 | 1 | 2 | 2 |
| 16. | World Vision | 1 | 2 | 5 | 2 | 5 | 1 |
| 17. | ZiziAfrique | 1 | 15 | 11 | 11 | 10 | 5 |
| | Total | 48 | 125 | 114 | 117 | 117 | 53 |

4.3.2 Collaboration with Non State Actors

The findings from this study showed that 75% of institutions had established partnerships with NSAs while 25% had no form of partnerships at the time of the study. However, 93.75% of the institutions that had not established partnership expressed their willingness to collaborate in future. The great interest in establishing partnerships could be attributed to benefits that were anticipated to be provided by the NSAs. The results on the extent of collaborations between the TVET institutions and NSAs were as shown in figure 3.

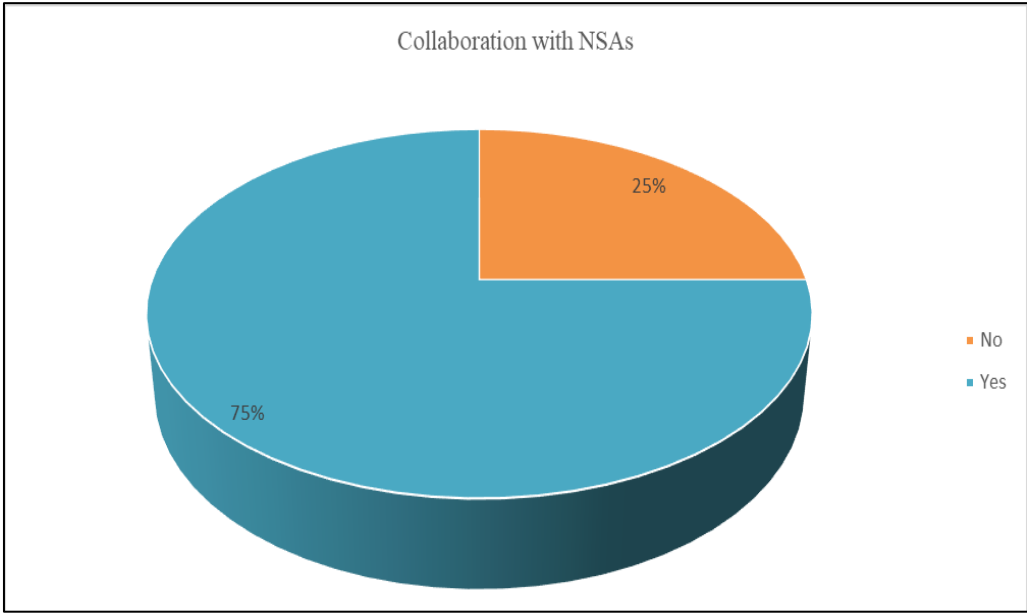


Figure 3: Collaboration with NSAs

4.4 Criteria Used by NSAs in Selecting Collaborating TVET Institutions

The factors that were considered by NSAs in selecting collaborating TVET institutions included; government policy/sector strategic plans, concentration of industries around institutions, access to the labor market (employability), quality of leadership and management, availability of training facilities and qualified trainers, need to offer good quality skills training, the requirements of the TVET providers, and availability of opportunities to collaborate. Additionally, geographic location, potential to contribute towards social justice and decent work, policies in place; the number of trainees, and alignment in terms of strategic interests were listed among the criteria used.

4.5 Trade Areas Supported by Non-State Actors' Initiatives

4.5.1 Trade Areas Supported

The main trade areas that were supported by the NSAs included courses such as Electrical, Plumbing, Building Technology, ICT, Hospitality, and Mechanical Engineering which are priority sectors for spurring development. Electrical had the highest proportion of support from the NSAs at 51%, followed by Hairdressing and Beauty Therapy and Motor Vehicle Mechanics at 37% and 33% respectively. Carpentry (Woodwork) had the lowest NSAs support at 8%.

Other additional trade areas that were supported by NSAs were Kenya sign language, Fisheries Technology, Business Marketing, Perioperative Technology, Aquaculture, Agriculture, Gemstones refining technology, Refrigeration and Air conditioning, Solar PV, and Marine Technology. Table 4 shows the general level of support for the trade areas by the NSAs.

Table 4: Main trade areas supported by non-state actors

| Trade | Areas Level of support |
|-------------------------|------------------------|
| Building Technology | 25% |
| Electrical | 51% |
| Garment making | 31% |
| Hairdressing and beauty | 37% |
| Hospitality | 30% |
| ICT | 20% |
| Mechanical | 17% |
| Metalwork | 10% |
| Motor vehicle | 33% |
| Plumbing | 28% |
| Welding | 27% |
| Woodwork | 8% |

4.5.2 Enrolment in Trade Areas Supported by NSAs

Electrical had the highest enrollment in the institutions that were supported by the NSAs. This finding was consistent with the fact that the trade area had the highest level of support by the NSAs. The high enrolment in Building Technology, Mechanical, Motor Vehicle Mechanics, Plumbing ICT and welding, despite their relatively lower support from the NSAs can be

attributed to the high demand of the graduates from these trade areas in the Kenyan labor market. Although these trade areas have traditionally been male dominated, the significant enrolment of female trainees in these courses could also be attributed to increased support by the NSAs. Electrical recorded the highest proportion of male trainee enrollment (84%) followed by welding (83.4%). Garment Making, Hospitality, Hairdressing and Beauty Therapy had higher proportions of female enrollment than male trainees. The highest proportion of PWDs in the courses supported by the NSAs was recorded in carpentry (Woodwork). Table 5 shows the levels of enrolment and corresponding proportions on the trade areas that were supported by the NSAs in various trade areas.

Table 5: Enrolment in Trade Areas Supported by NSAs

| Trade Areas | Male | Male (%) | Female | Female (%) | PWDs | PWDs(%) |
|-------------------------|--------------|-----------------|---------------|-------------------|-------------|----------------|
| Electrical | 5387 | 84.0% | 1025 | 16.0% | 58 | 0.9% |
| Mechanical | 3310 | 75.6% | 1071 | 24.4% | 29 | 0.7% |
| Building Technology | 4574 | 79.3% | 1195 | 20.7% | 47 | 0.8% |
| Plumbing | 1386 | 77.9% | 393 | 22.1% | 52 | 2.9% |
| Garment Making | 214 | 13.1% | 1416 | 86.9% | 54 | 3.3% |
| Woodwork | 130 | 97.7% | 3 | 2.3% | 17 | 12.8% |
| Hospitality | 590 | 16.4% | 3001 | 83.6% | 80 | 2.2% |
| Motor Vehicle | 2308 | 89.4% | 273 | 10.6% | 32 | 1.2% |
| Welding | 488 | 83.4% | 97 | 16.6% | 10 | 1.7% |
| Metal Work | 213 | 81.6% | 48 | 18.4% | 0 | 0.0% |
| Hairdressing and beauty | 343 | 20.7% | 1317 | 79.3% | 83 | 5.0% |
| ICT | 1165 | 51.7% | 1090 | 48.3% | 47 | 2.1% |
| Total | 20108 | | 10929 | | 509 | |

4.5.3 Components of Training Offered Through Collaborations with NSAs

The respondents were required to select components of training that were offered by the NSAs to the TVET institutions. The summary of the findings are presented in Table 6.

Table 6: Components of Training through collaboration

| Components | Proportion |
|----------------------|-------------------|
| Business skills | 59% |
| Mentorship | 57% |
| Life skills | 63% |
| Communication skills | 36% |
| Digital skills | 45% |
| Others | 23% |

From **Table 6**, life skills, business skills, and mentorship were the major components of training supported by the partners at 63%, 59%, and 57% respectively. Digital skills and communication skills were selected by 45% and 36% of respondents with partnership respectively. Other additional components of training offered by the collaborating partners were leadership and management, gender inclusivity and responsiveness, environment sustainability, employability skills, career guidance, development of research proposals, technical drawing and elements of law. The components of training offered through collaboration with NSAs contribute to the holistic development of trainees in the TVET institutions. They empower learners with essential business, life, communication, and digital skills, enabling them to succeed in the world of work.

4.6 Nature of Collaborations with TVET Providers

The respondents were asked to select all the areas of collaboration between their institutions and NSAs. Figure 4 shows the areas of collaboration.

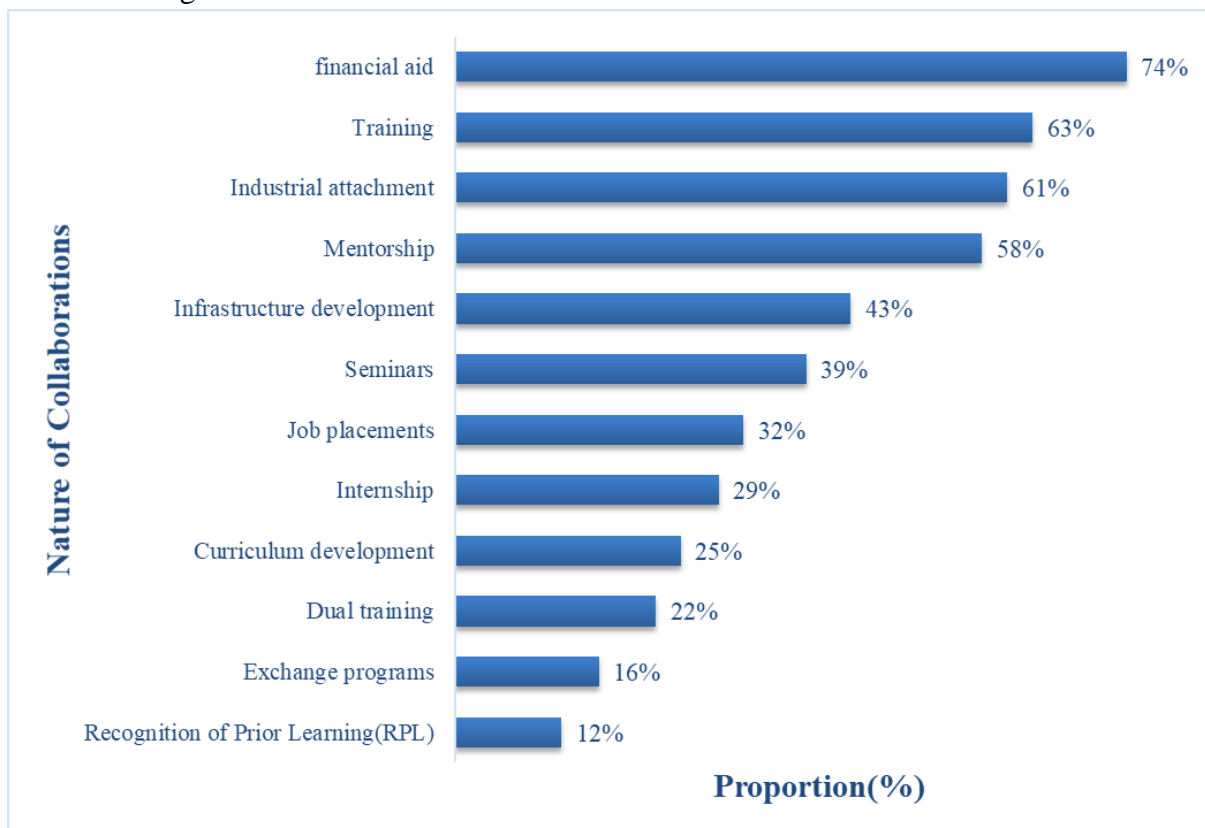


Figure 4: Nature of Collaborations with TVET Providers

From the findings, sponsorship/financial aid, industrial attachment, training and mentorship are established to be major areas of collaboration at 74%, 61%, 63%, and 58% respectively. Areas of collaboration like infrastructure development, workshop/seminars, job placements, internships, curriculum development, internship, dual training, exchange programs, and recognition of prior learning were selected by a lesser proportion of respondents. However, it

is worth noting that whereas infrastructure development was not prominent, it remains the most capital intensive nature of collaboration by NSAs.

4.7 Effect of the Collaboration with NSAs

Collaborations with Non-State Actors (NSAs) in the Kenyan TVET subsector lead to various positive outcomes for TVET providers. Figure 5 shows the main effects of collaborations.

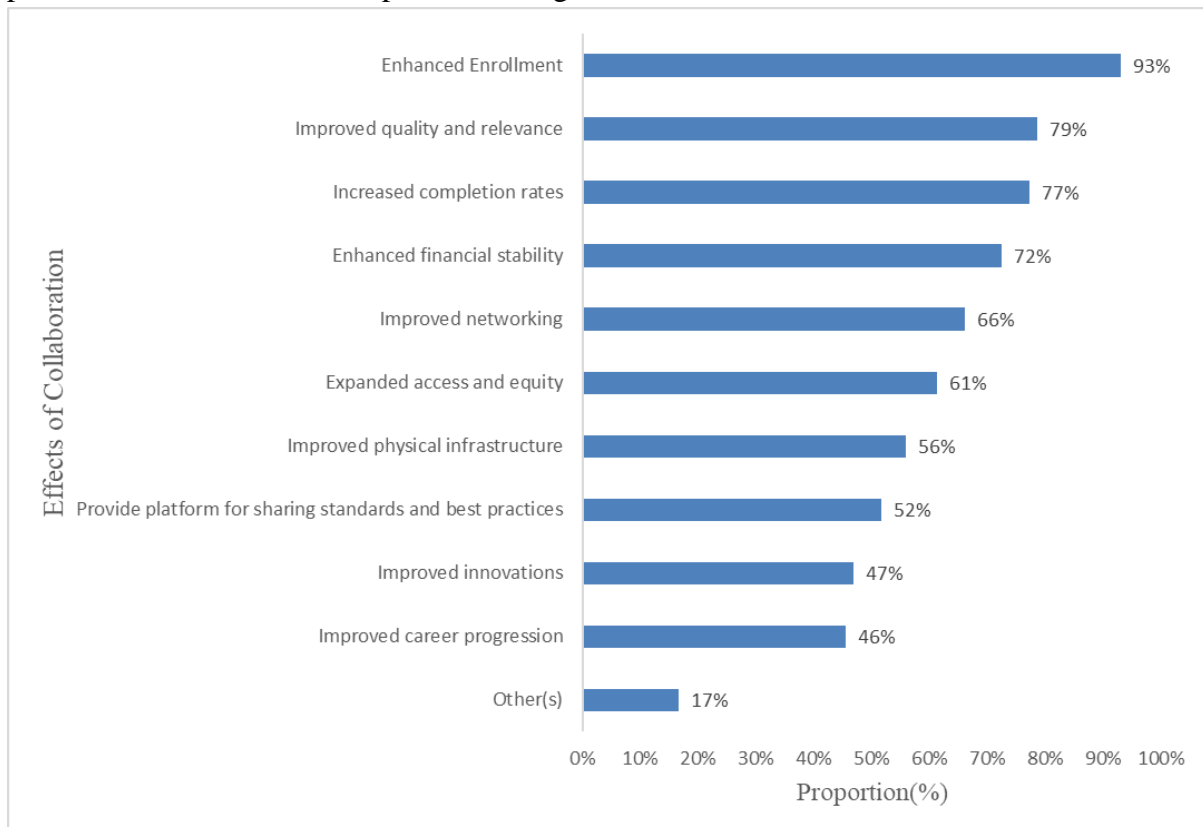


Figure 5: Effect of the Collaboration with NSAs

The study sought to find out the impacts of collaboration between training providers and NSAs. According to the findings presented in Figure 5, the most cited effects of collaboration were enhanced enrollment (93%), improved quality and relevance (79%), increased completion rates (77%) and enhanced financial stability (72%). Improved networking; expanded access and equity; improved physical infrastructure and providing a platform for sharing standards and best practices were also indicated as the benefits derived from collaboration. The least cited effects were improved career progression and improved innovations which were 46% and 47%, respectively. These findings were consistent with IBE 2006, which stated that involvement of NSAs in education helps increase innovation.

The Other effects of collaboration that were noted included the following: improved stakeholders' commitment; International recognition of institutions and access to the international labor market by graduates and improved management of institutions. From the findings, it was noted that the Non-State Actors focused more on providing financial aid which in turn increased enrollment and not much attention was given to improving the physical facilities. Despite the positive impacts of collaborations, the study also revealed some negative

effects including lack of interest by trainees leading to drop outs where the support did not have a counterpart funding component.

Stakeholders involvement is a critical element in promoting the TVET system as enshrined in the TVET Act 2013. All the activities of non-state actors as stakeholders should equate to promoting access, equity and relevance in TVET training.

4.8 Employability of TVET Graduates

The respondents were asked who between the NSA and Non-NSA beneficiaries have a high chance of employability.

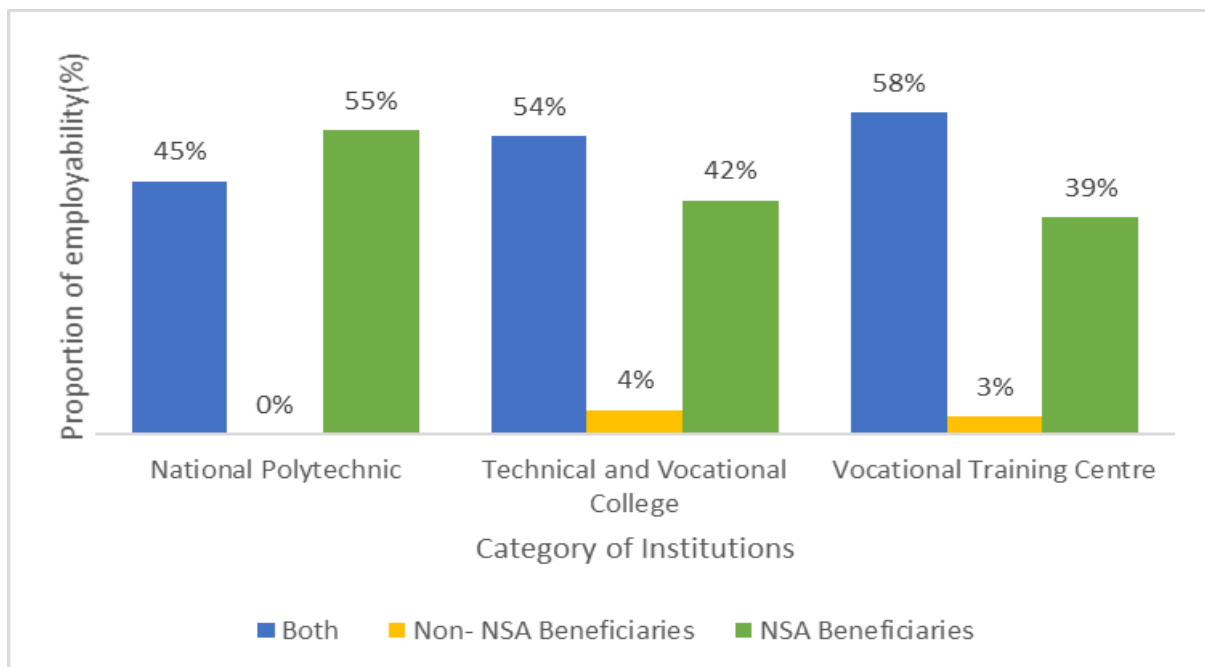


Figure 6: TVET Graduates Employability

More than half (55%) of the respondents from NPs stated that graduates from trade areas that were supported by NSAs were more employable than those who graduated from courses that were not supported by NSAs. However, 45% of the respondents noted graduates who NSA and Non-NSA beneficiaries had equal chances of employability since all the trainees underwent the same type of training. In the TVCs, 42% of the respondents claimed that the NSA beneficiaries were more employable while (54%) of the respondents stated both NSA and Non-NSA beneficiaries were employable. In VTCs, 39% of the respondents noted NSA beneficiaries were more employable while 58% stated both NSA and Non-NSA Beneficiaries were employable. The findings of this study also showed that both graduates have a high chance of employability. However, this data was not supported by any evidence since most of the TVET institutions have not conducted tracer studies of their graduates.

4.10 Challenges Faced by TVET Providers and NSAs in the Collaborations

The challenges that were faced by administrators in the establishment of collaboration and working with the NSAs included;

- i. Poor coordination between institutions and NSAs
- ii. Lack of clear framework and policies on handling the collaborations
- iii. Delays in provision of equipment and releasing of funds from some NSAs.
- iv. Inadequate staff to support the NSAs programs.
- v. NSAs change their objectives along the way hence failing to deliver on the original objective.
- vi. Inadequate funding from the government that makes the NSAs withdraw their support in the middle of the program.
- vii. Government bureaucracies that slow down the implementation of programs sponsored by the NSAs.
- viii. Lack of digital skills in some of the trainers
- ix. Limited capacity of industries to offer attachment/dual training
- x. Political interference in NSA-sponsored projects
- xi. Inadequate infrastructure to cater to the increasing enrollment and meet the NSA demands.
- xii. Some of the trainees brought on board by NSAs require special attention in specialized institutions.
- xiii. Strict NSAs timelines which are not in line with the school calendar.

4.11 Factors Inhibiting TVET Institutions from Establishing Collaborations

Institutions which had not established any form of collaboration highlighted reasons which inhibited them from having partnerships with NSAs. The following were some of the reasons: Non state actors focusing more on established institutions as opposed to upcoming institutions ; inability to get sufficient finance to sustain the collaborations; bureaucracy of government procedures on engaging donors; lack of sensitization by both National and county governments authorities; unclear selection criteria by NSAs ; inadequate capacity by institution in the possible area of partnership; Inadequate capacity of industries to offer industrial attachment; Lack of National framework for collaborations between TVET institutions and NSAs; Limited training space within the institution that cannot accommodate trainees from NSAs.

4.12 Strategies that can Improve Collaborations

The strategies that were proposed to help in improving collaborations between NSAs and TVET institutions included:

- i. Sensitization of TVET institutions on approved NSAs operating within the country.
- ii. Establishment of policies that will promote collaboration between NSAs and Institutions.
- iii. Improving the infrastructure of the institution to encourage more enrollment and create a conducive environment for collaboration with NSAs.
- iv. Adopting new technological changes to cope with the collaborating partners' requirements.
- v. Involvement of the institutions during signing of MOUs between the County Government and NSAs.
- vi. Development of collaboration policy/framework.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Majority (75%) of the TVET institutions had established collaborations with NSAs at the time of the study. Colleges and Institutes Canada (CICan) had established collaboration with the highest proportion of the sampled institutions (22.9%) followed by KCB Foundation (21.9%). Most institutions (41%) had established collaborations with NSAs for a period of 2 to 5 years. Electrical had the highest proportion of support, followed by Hairdressing and Beauty Therapy, and Motor Vehicle Mechanics. On the other hand, carpentry (Woodwork) had the lowest NSAs support.

In addition to supporting training in specific trade areas, NSAs in the Kenyan TVET sub-sector offered various additional components that enhanced the quality and training. Life skills, business skills, and mentorship were the major additional components of training supported by the partners. Digital skills and communication skills also received significant support. Components of Leadership, gender, environment, career guidance, and elements of law were also part of the support received from NSAs.

The major areas of collaboration between NSAs and TVET institutions were sponsorship/financial aid, industrial attachment, training, and mentorship. Other areas of collaboration noted were infrastructure development, workshop/seminars, job placements, internships, curriculum development, internship, dual training, exchange programs, and recognition of prior learning.

The administrators noted that collaboration with the NSAs yielded significant positive outcomes which included; enhanced enrollment, improved quality and relevance, increased completion rates, enhanced financial stability, improved networking, and expanded access & equity. To some extent, the collaborations improved career progression and innovations.

Some of the barriers that hindered effective implementation of collaborations between the institutions and NSAs were bureaucratic government procedures for establishing collaborations, lack of national framework and policies for handling collaborations, delays by NSAs in provisions of equipment and funds, political interference, strict timelines set by NSAs which conflicted with institutional programs. Other factors included lack of awareness by institutional administrators on collaboration with NSAs, limited finance from NSAs to support various initiatives in TVET, and inadequate capacity of the institutions and industries in possible areas of partnership.

The strategies that were proposed by the institutional administrators for improving collaborations with the NSAs were; establishment of a comprehensive list of all NSAs operating within the country and corresponding areas of interest, regular sensitization of administrators on the NSAs operating within the country, development of partnership policies

and framework; and improvement of infrastructure and adoption of new technologies were the suggested strategies.

5.2 RECOMMENDATIONS

Based on the findings from this study, the following recommendations were made;

- i. The Authority to compile a comprehensive list of all the authorized NSAs operating within the TVET subsector;
- ii. The Authority to organize regular sensitization fora on the NSAs collaborating with TVET institutions in Kenya;
- iii. The Authority to provide strong regulatory environment for continuous monitoring of quality of training supported by the NSAs;
- iv. The Directorate of Technical Education to develop a collaboration policy/framework to provide clear guidelines on collaborations between TVET institutions and NSAs;
- v. National and county governments to improve the infrastructure of TVET institutions to encourage more enrollment and create a conducive environment to attract NSAs;
- vi. Institutional management to encourage trainers to undergo continuous professional development and adopt new technology in training to cope with the partners' demands and attract more NSAs;
- vii. Institutional management to be involved during signing of collaboration agreements between the National and County Government and NSAs, where applicable.

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Appendix 1: Other Non-State Actors Collaborating with TVET institutions

| No | Name of Non-State Actors |
|-----|---|
| 1. | British Council |
| 2. | Companionship of Works Organization (COWA) |
| 3. | Generation Kenya |
| 4. | Kenya Private Sector Alliance (KEPSA) |
| 5. | Permanent Working Group on TVET |
| 6. | Research Triangle International |
| 7. | United Nations Educational, Scientific and Cultural Organization (UNESCO) |
| 8. | Norwegian Refugee Council |
| 9. | Danish Refugee Council |
| 10. | Aga Khan Foundation |
| 11. | Vestas- Lake Turkana Wind Power |
| 12. | GirGir group ranch |
| 13. | Losessia group ranch |
| 14. | Food for the hungry |
| 15. | Caritas |
| 16. | SOS children's villages |
| 17. | Ripples International |
| 18. | Hilton Foundation (FBO) |
| 19. | Compassion International |
| 20. | Association of Sisterhood of Kenya |
| 21. | Cooper Motor Corporation (CMC) motors |
| 22. | Youth Against Drug Abuse Foundation (YADAF) |
| 23. | Aviation Industry Corporation of China (AVIC) International holding Corporation |
| 24. | Isuzu Kenya |
| 25. | East Africa of Transformation and Regional Integration Project (EASTRIP) |
| 26. | Medical benevolence Foundation (MBF) |
| 27. | Unbound Foundation |
| 28. | Porticus |
| 29. | Misereor |
| 30. | Dagan Foundation |
| 31. | The Global Emerging Markets Group (GEM) |
| 32. | The Association of Kenya Elders (TAKE) |
| 33. | Artisanal Mining |
| 34. | Go Blue |
| 35. | Jua Kali Automotive garage |
| 36. | Ajira Digital training |
| 37. | Red Cross |
| 38. | Aga Khan foundation |
| 39. | Nokras Hotel |

| No | Name of Non-State Actors |
|-----------|---|
| 40. | Kenya Community Support Centre (KECOSCE) |
| 41. | Globeleg's Malindi Solar Plant |
| 42. | International Cultural Communication Centre Malaysia (ICCCM) |
| 43. | Delegation of German Industry and Commerce for Eastern Africa (DIHK) |
| 44. | Shining Hope for Communities (SHOFKO) |
| 45. | Simba Corporation |
| 46. | Kenya-Italy Debt For Development Program (KIDDP) |
| 47. | Africa Youth Trust |
| 48. | Kesho Kenya |
| 49. | Tiwi Aboriginal Land Trust |
| 50. | Kenia Hilfe |
| 51. | Base Titanium |
| 52. | International Organization for Migration (IOM) build a class |
| 53. | Bomu hospital |
| 54. | I Choose Life-Africa |
| 55. | Hope For Kenya |
| 56. | Automobile Association of Kenya |
| 57. | Sir Yusufali Charitable Trust |
| 58. | Childcare WorldWide |
| 59. | The PCEA Riamukurwe Parish |
| 60. | Tele Family Foundation |
| 61. | Wildlife Works |
| 62. | Goal Smile Onlus |
| 63. | St. Martin's Counseling & Psychotherapy |
| 64. | St. Cecilia Counseling |
| 65. | Tullow Oil |
| 66. | The Lutheran World Federation |
| 67. | Education Development Trust |
| 68. | The African Centre For Women, Information and Communication Technology (ACWICT) |
| 69. | Mashav Israel's Agency for International Development |
| 70. | Lake Victoria Fisheries organization (LVFO) |
| 71. | Food and Agriculture Organization (FAO) |
| 72. | African Center for Technological Studies (ACTS) |
| 73. | Modern Energy Cooking Services (MECS) |
| 74. | Hope Worldwide Kenya (HWWK) |
| 75. | Community of Compassion CDC |
| 76. | Family Life Education Programme (FLEP) |
| 77. | Waves of Grace Self Help Group |
| 78. | Buckner Kenya |
| 79. | Kings Children's Home |

| No | Name of Non-State Actors |
|-----------|---|
| 80. | Car and General |
| 81. | Naitiri sugar Factory |
| 82. | Dawana Motors |
| 83. | Kiminini electricals |
| 84. | Redeemed Church |
| 85. | Siritamu Resort |
| 86. | Wanangali Resort |
| 87. | Tutis |
| 88. | Jua kali Garages |
| 89. | Subaru Kenya |
| 90. | Center for Health Solutions |
| 91. | Jadelica hotels |
| 92. | Hunters hotel |
| 93. | Africa Medical and Research Foundation (AMREF) |
| 94. | International Rescue Committee (IRC) |
| 95. | Girl child Network |
| 96. | Afrimaica hotel |
| 97. | Habitat for Humanity Kenya |
| 98. | West Kenya Sugar Company Limited |
| 99. | Butali Sugar Mills |
| 100. | Bush Culture Kenya |
| 101. | Future Health Africa |
| 102. | Evangelical Lutheran Childcare |
| 103. | Solai Children Home |
| 104. | Samoei Community Development Programme |
| 105. | Sustainable Organic Farming and Development Initiatives(SOFDI) |
| 106. | Amiran Kenya Limited |
| 107. | Advertisements (ADS) Kenya |
| 108. | Welt Hunger Hilfe (WHH) |
| 109. | Nazareth Children's Home |
| 110. | Determined, Resilient, Empowered, AIDS-free, Mentored and Safe (DREAMS NGO) |
| 111. | Kirinyaga children home |
| 112. | Flying Kites |
| 113. | Aircraft Finance Insurance Consortium (AFIC) international |
| 114. | Danish Refugee Council (DRC) |
| 115. | HUAWEI |
| 116. | Finlays |
| 117. | Imarisha Sacco Society |
| 118. | Radio Injili |
| 119. | Bajaj Motorcycles |

| No | Name of Non-State Actors |
|-----------|--|
| 120. | Uasin Gishu Journalists Association |
| 121. | Media Council of Kenya |
| 122. | Mobius Motorcycle Assembly |
| 123. | Uasin Gishu Juakali Association |
| 124. | Lelmolok Nursing home |
| 125. | Simha Farms |
| 126. | Tarakwo Dairies Company Limited |
| 127. | Emrok Tea factory |
| 128. | The Timber Garage |
| 129. | The Association Of Volunteers in International Service (AVSI) |
| 130. | Initial Coverage Election Period (ICEP) |
| 131. | Lifecare Hospitals |
| 132. | Mediheal Group of Hospital |
| 133. | Tophill Hospital |
| 134. | Reale Hospital |
| 135. | Resource Hospital |
| 136. | Living Room Hospital |
| 137. | Kipsang garage |
| 138. | Kenya National Federation of Jua Kali Associations |
| 139. | Cheptebo Agricultural Training and Innovation Centre (AIC) |
| 140. | Kenya National Chamber of Commerce and Industry (KNCCI) |
| 141. | Mechatronics Solutions-Eldoret |
| 142. | Majani Mingi Sisal Estates |
| 143. | Spengler Institute |
| 144. | Clean Cooking Alliance-Nyalore |
| 145. | Victory Farms Limited |
| 146. | Accounting & Financial Women's Alliance (AFWA) fish farm-Rongo |
| 147. | Jewlet Fish Farm Limited |
| 148. | Muga Fish Farm |
| 149. | Humber College |
| 150. | Conestoga College |
| 151. | Dutch Thermoplastic Components (DTC)-Netherlands |
| 152. | Climate Smart Agriculture Youth Network (CSAYN) |
| 153. | Merica Hotel |
| 154. | Tidies Hotel |
| 155. | Legacy Hotel |
| 156. | Menengai Oil Refineries |
| 157. | Daraja 360-Community Based Organization (CBO) |
| 158. | Central Depository Services Limited (CDSL) |
| 159. | Dan Church Aid |
| 160. | Skills Initiative for Africa (SIFA) |

| No | Name of Non-State Actors |
|-----------|---|
| 161. | Kibos Sugar & Allied Companies |
| 162. | Rivatex Eldoret |
| 163. | Thika Cotton Mills |
| 164. | Spin-Knit Limited |
| 165. | Sunflag Limited |
| 166. | Shandong China |
| 167. | Sunmaker Oil & Gas |
| 168. | Dar-es-Salaam Institute of Technology |
| 169. | Vibrant Village Foundation |
| 170. | Impact Research & Development Organization (IRDO) (Siaya) |
| 171. | Plan International |
| 172. | Franciscan Sisters of St ann |
| 173. | Rafiki wa Maendeleo Trust |
| 174. | Pamoja for Transformation |
| 175. | African Centre for Women in Information and Communication Technology (ACWICT) |
| 176. | Guru Nanak Nishkam Sewak Jatha |
| 177. | Centre for Rights Education and Awareness (CREAW) |
| 178. | Hindustan Unilever Limited |
| 179. | Live with Hope Centre |
| 180. | Gateway to Victory Academy |
| 181. | Nyansiongo Tea Factory |
| 182. | Mogeni Tea Factory |
| 183. | Sanganyi Tea Factory |
| 184. | Kobel Tea Factory |
| 185. | Rorok Tea Factory |
| 186. | Tebesonik Tea Factory |
| 187. | Mogogosiek Tea Factory |
| 188. | Boito Tea Factory |
| 189. | Nyankoba Tea Factory |
| 190. | Sombogo Tea Factory |
| 191. | Kiamokama Tea Factory |
| 192. | Kapset Tea Factory |
| 193. | Sense International |
| 194. | Kilimanjaro Blind Trust Africa |
| 195. | Light for the world International |
| 196. | Davis & Shirlif |
| 197. | Transmara Sugar Industry |
| 198. | Princess of Africa Foundation (Chaka Chaka) |
| 199. | Center for International Health, Education, and Biosecurity (CIHEB) |
| 200. | Computers For Schools Kenya (CFSK) |

| No | Name of Non-State Actors |
|-----------|---|
| 201. | Northern Rangelands Trusts |
| 202. | OI Maisor Farm |
| 203. | Loisaba Conservancy |
| 204. | OI Pejeta Conservancy |
| 205. | South Nyanza Sugar Company Limited |
| 206. | International Fund for Animal Welfare |
| 207. | Nice Place Foundation |
| 208. | Amara Trust Foundation |
| 209. | Tenwek Hospital |
| 210. | Olulunga Children's Home |
| 211. | The Local Churches |
| 212. | Go Solar Limited |
| 213. | The Greenlog Solutions Ltd |
| 214. | The Green Camel Limited |
| 215. | Kenya Solar Energy Limited |
| 216. | Rockwill Green Energy East Africa Ltd |
| 217. | Reliable Power House Limited |
| 218. | Jussy Electrical Works |
| 219. | Ndarawetta Tea Factory Limited |
| 220. | Silverrock Construction Limited |
| 221. | Zebu Lodges & Luxury Hotels |
| 222. | Matira Safari |
| 223. | Seasons Hotel and Lodges |
| 224. | Esikar Gardens Hotel |
| 225. | Walabi Mara Hotel |
| 226. | Mara Frontier Hotel |
| 227. | Integral Media Limited |
| 228. | Compassion International |
| 229. | Forum CIV (Civil Society) |
| 230. | Bedi Investment Limited |
| 231. | Kenya Humanist Alliance |
| 232. | Experimental Prototype Community of Tomorrow (EPCT)-Netherlands |
| 233. | Ufanisi Resort |
| 234. | Dans Hotel |
| 235. | Nyangena Hospital |
| 236. | Tabaka Mission Hospital |
| 237. | African-initiated church(AIC)- Maranatha |

Appendix 2: Questionnaire 1 (TVET Institutions)

Technical and Vocational Education and Training Authority (TVETA) is conducting a study on the effects of non-state actors' initiatives in the Kenyan TVET subsector. The findings of the study will inform policy on support for TVET in the country. You have been identified as one of the respondents. Your honest response to the items of this questionnaire will remain confidential and the data will be used entirely for the intended purpose. In case any of the questions are not appropriate to your circumstances, you are under no obligation to answer.

Part 1: Preliminary Information

- 101 Respondent
- Administrator
 - Project coordinator
- 102 Gender of the Respondent
- Male
 - Female
- 103 Training experience
- 1 to 5 years
 - 5 to 10 years
 - 10 to 15 years
 - 15 to 20 years
 - Over 20 years
- 104 Name of training provider:
- 105 County (Please select)
- 106 Type of Institution/ provider
- Private
 - Public
- 107 Category of institution/ provider
- Vocational Training Centre
 - Technical and Vocational College
 - National Polytechnic
 - Informal

Part 2: NSAs Supporting TVET in Kenya

- 201 Do you have any collaboration with Non-State Actor
- Yes
 - No
- 202 a) If Yes Name of Collaborating Non-State Actor.....
- 202 b) Duration of Collaboration
- Below 2 years

- 2 to 5 years
- Over 5 years

203 a) If No, do you intend to establish collaboration with NSA

- Yes
- No

203 b) If yes, which NSA(s) do you plan to collaborate with:

.....

Part 3: Trade Areas supported and number of beneficiaries per trade area

301 Which skills sector(s)/trade area(s) are supported by the NSAs? (Allow multiple entries)

- a. Woodwork
- b. Garment making
- c. Hospitality
- d. Motor vehicle
- e. Welding
- f. Metal work
- g. Hairdressing and beauty
- h. ICT
- i. Other(s), state.....

| Trade area | Male | Female | PWDs |
|------------|------|--------|------|
| | | | |
| | | | |
| | | | |

302 What additional key components of the training are offered? Tick all that apply.

- a. Business skills
- b. Mentorship
- c. Life skills
- d. Communication skills
- e. Digital skills
- f. Career counseling
- g. Other, specify:

Part 4: Nature of Collaborations with TVET Providers

401 In which areas do you collaborate with the NSAs? tick all that apply

- Industrial attachment
- Dual training
- Internship
- Training
- Mentorship
- Job placements
- Exchange programs

- Sponsorship/ financial aid
- Workshops/Seminars
- Curriculum development
- Recognition of prior learning (RPL)
- Other(specify):

Part 5: Effects of Collaborations with NSAs on the TVET Providers

501 Use a scale of 1–disagree, 2–neutral, 3–agree to tick [√] in the box against each of the statements in regards to the effect of collaborations with NSAs on TVET Providers

| Statement | 1 | 2 | 3 |
|--|---|---|---|
| Collaborations have enhanced enrollment | | | |
| Collaborations have enhanced Financial Stability | | | |
| Collaborations have improved quality and relevance | | | |
| Collaborations have led to improved physical infrastructure | | | |
| Collaborations have led to improved career progression | | | |
| Collaborations have increased completion rates | | | |
| Collaborations have expanded access and equity | | | |
| Collaborations provide platform for sharing standards and best practices | | | |
| Collaborations have improved innovations | | | |
| Collaborations have improved networking | | | |

502 State any other effects of NSA collaborations:

.....

.....

Part 6: Employment Status of the Beneficiaries of NSAs

601 In your opinion which graduates are more employable?

- a. NSA Beneficiaries
- b. Non- NSA Beneficiaries
- c. Both

Part 7: Challenges Experienced by TVET Providers working with NSAs

701. What challenges do you face working with NSAs

.....

.....

.....

702. Suggest possible strategies that can improve collaborations

.....

.....

.....

Appendix 3: Questionnaire 2 (Non-State Actors)

Technical and Vocational Education and Training Authority (TVETA) is conducting a study on the effects of non-state actors' initiatives in the Kenyan TVET subsector. The findings of the study will inform policy on support for TVET in the country. You have been identified as one of the respondents. Your honest response to the items of this questionnaire will remain confidential and the data will be used entirely for the intended purpose. In case any of the questions are not appropriate to your circumstances, you are under no obligation to answer.

Part 1: Preliminary Information

101 Name of the organization/ non state actor

102 Category of Non-State Actor

- NGO
- Faith Based Organization
- Companies

Part two: Factors considered in selecting collaborating TVET providers

201 What factors do you consider/motivates in selecting collaborating TVET providers

.....
.....

Part 3: Trade Areas supported

301 How many trade areas/ skills sectors have you supported or plan to support in the TVET subsector

| No | Trade area | Institution (s) | Duration | Cost | Expected outcome |
|----|------------|-----------------|----------|------|------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

302. What factors do you consider/motivates you in selecting a trade area?

.....
.....

Part 4: Nature of Collaborations with TVET Providers

401 In which areas do you collaborate with the TVET Providers? tick all that apply

- Industrial attachment
- Dual training
- Internship
- Training
- Mentorship
- Job placements
- Exchange programs

- Sponsorship/ financial aid
- Workshops/Seminars
- Curriculum development
- Recognition of prior learning (RPL)
- Other(specify):

Part 5: Effects of Collaborations with TVET Providers

501 Use a scale of 1–disagree, 2–neutral, 3–agree to tick [√] in the box against each of the statements in regards to the effect of collaborations with NSAs on TVET Providers

| Statement | 1 | 2 | 3 |
|--|---|---|---|
| Collaborations leads to enhanced enrollment | | | |
| Collaborations have enhanced Financial Stability | | | |
| Collaborations have improved quality and relevance | | | |
| Collaborations have led to improved physical infrastructure | | | |
| Collaborations have led to improved career progression | | | |
| Collaborations have increased completion rates | | | |
| Collaborations have expanded access and equity | | | |
| Collaborations provide platform for sharing standards and best practices | | | |
| Collaborations have improved innovations | | | |
| Collaborations have improved networking | | | |

502 State any other effects of NSA collaborations:

Part 6: Challenges Experienced by NSAs working with TVET Providers

601. What challenges do you face working with NSAs

602. Suggest possible strategies that can improve collaborations with TVET provider

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