



## TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY

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**REF: TVETA/6/2/2 (26)**

**17<sup>th</sup> July 2025**

*Dear TVET Stakeholders*

### OFFICIAL COMMUNICATION OF THE NAKURU DECLARATION AND CALL FOR ACTION 2025

Following the Stakeholder Engagement and Dissemination Workshop on the 2023/2024 Quality Audit Report, convened at Rift Valley National Polytechnic from 25<sup>th</sup> to 26<sup>th</sup> June 2025 under the auspices of the Technical and Vocational Education and Training Authority (TVETA), we hereby forward the **Nakuru Declaration and Call for Action 2025** for your urgent attention and requisite action.

#### 1. BACKGROUND

The **Nakuru Declaration and Call for Action 2025**, adopted on 26<sup>th</sup> June 2025 at Rift Valley National Polytechnic following the Stakeholder Engagement and Dissemination of the 2023/2024 Quality Audit Report. This landmark declaration was developed collaboratively by representatives from TVET institutions, government agencies, county governments, industry partners, and other stakeholders under the auspices of the Technical and Vocational Education and Training Authority (TVETA). The declaration and call for action serve as a collective framework to address systemic challenges, reinforce quality assurance, and align the TVET sector with national and international development imperatives, including the Kenya Vision 2030, AU Agenda 2063, and the Sustainable Development Goals (SDGs).

#### 2. KEY PROVISIONS OF THE DECLARATION

The Declaration comprehensively addresses:

- **Recitals:** Foundational principles anchored in Kenya's Constitution, the TVET Act, CAP 210A, and global instruments (ILO, UNESCO, AU).
- **Concerns:** Critical issues impeding sectoral progress, including governance inconsistencies, trainer capacity gaps, infrastructural deficits, and financial constraints.
- **Commitments & Policy Recommendations:** Fourteen (14) strategic directives spanning infrastructure development, governance, trainer pedagogy, enrollment expansion, digitalization, compliance, and funding harmonization.

- **Call to Action:** Specific obligations for TVET institutions, county governments, TVETA, the State Department for TVET, development partners, industry, and the National Government.

### 3. PURPOSE OF FORWARDING

This declaration serves as a **catalyst for coordinated action** to transform Kenya's TVET sector. We urge all stakeholders to:

- **Review** the declaration and its annexures.
- **Endorse** its principles and integrate them into institutional and operational plans.
- **Implement** the specific commitments and recommendations relevant to your mandate.
- **Collaborate** proactively to ensure sector-wide coherence, accountability and leverage opportunities.

### 4. NEXT STEPS

TVETA, in liaison with the State Department for TVET, shall establish a committee to oversee implementation, monitor progress, and report on compliance. Stakeholders are advised to establish sector-specific task forces to operationalize the declaration.

### 5. ACCESSIBILITY

The full text of the **Nakuru Declaration and Call for Action 2025** is attached hereto and available at TVETA Website <https://www.tveta.go.ke/> Hard copies may be obtained from the TVET Authority Secretariat upon formal request.

### 6. CONCLUSION

The realization of Kenya's industrialization and socio-economic transformation agenda hinges on the effective implementation of this Declaration. By embracing the declaration vision and acting decisively on its recommendations, we can build a world-class TVET system that drives inclusive economic growth, youth empowerment, and sustainable development in Kenya. Your unequivocal commitment and diligent execution of assigned responsibilities are imperative.

We look forward to your partnership in this transformative journey.



Timothy Nyongesa Katiambo  
AG.DIRECTOR GENERAL/CEO

Copy to:

- The Cabinet Secretary, Ministry of Education
- The Principal Secretary, State Department for TVET



- The Chief Executive Officer, Council of Governors (COG)
- All County Governments
- All TVET Institutions

**ANNEXURE:**

- *Nakuru Declaration and Call for Action 2025*



ISO 9001:2015 CERTIFIED



# NAKURU DECLARATION AND CALL FOR ACTION 2025

## Stakeholder Engagement and Dissemination of 2023/2024 Quality Audit Report by TVET Authority

We, the undersigned representatives of TVET institutions, government agencies, county governments, industry partners, and other stakeholders, having convened at Rift Valley National Polytechnic from 25th to 26th June 2025 under the auspices of the Technical and Vocational Education and Training Authority (TVETA), to review the 2023/2024 Quality Audit Report and develop a strategic direction for strengthening Kenya's TVET sector, hereby:

1. **Adopt** the Nakuru Declaration and Call for Action, which is annexed to the Engagement and Dissemination of 2023/2024 Quality Audit Report.
2. **Recommend** to the National Government and County Governments for review and adoption of the Nakuru Declaration for Action.

## **ANNEX 1**

### **NAKURU DECLARATION AND CALL FOR ACTION**

#### **RECALLING:**

1. The United Nations Sustainable Development Goals (SDGs), particularly Goal 4 on quality education and lifelong learning and Goal 8 on decent work and economic growth, and Goal 9 on industrialization, innovation, and infrastructure, recognizing the critical role of TVET in achieving these global aspirations;
2. The ILO Human Resources Development Recommendation, 2004 (No. 195), which promotes lifelong learning and skills development for employability and decent work;
3. The ILO Recommendations No. 204 concerning Transition from the Informal to the Formal Economy and No. 208 concerning Quality Apprenticeships, which provide guidance on formalizing economies and advancing quality apprenticeships respectively;
4. The UNESCO Global Strategy on TVET and the UNEVOC network, aimed at strengthening TVET policies, systems, and practices within the African continent and beyond;
5. The African Union (AU) Agenda 2063, particularly Aspiration 1 (A prosperous Africa based on inclusive growth and sustainable development) and Aspiration 6 (An Africa with all its citizens enjoying equitable access to quality and affordable education, skills, and life-long learning opportunities), recognizing the transformative potential of TVET;
6. The Kenya Vision 2030, the country's blueprint for transitioning Kenya to an industrialized middle-income country by 2030, through the skilling of a critical mass of the Kenyan labour force;
7. The Constitution of Kenya, 2010, particularly Article 55 which requires the state to take measures, including affirmative action, to ensure that the youth have access to relevant education and training, and Article 43 which guarantees the right to education;
8. The TVET Act CAP 210 A, particularly Article 23 (1) which mandates registration and licensing of trainers by TVETA, and the Act's overall objective of establishing a quality TVET system;
9. The Competency-Based Education and Training (CBET) Trainers Qualification Framework, 2019, which sets minimum standards for trainer qualifications;
10. The Competency-Based Education and Training (CBET) Trainer Qualification Framework Standard 2019, which stipulates the minimum qualification of a TVET Trainer as Craft/KNQF level 5 in the Technical and Vocational domain and a certificate from an approved instructor professional programme, underpinning quality training delivery.

### **NOTING WITH CONCERN:**

1. The inconsistent governance structures and varying levels of operational scope across Vocational Training Centers (VTCs) in different Counties, hindering standardization and effective management;
2. The persistently high trainee-to-trainer ratio, often exceeding the nationally recommended ratio of 1:20 for practical subjects and 1:30 for theory and business-related subjects, compromising the quality of instruction and personalized learning;
3. The widespread lack of upskilling of trainers in VTCs on Competency-Based Education and Training (CBET) methodologies, impacting the effective implementation of the national CBET modularized curriculum;
4. The substantial financial burden associated with the implementation of CBET, including the cost of new equipment, materials, and verification processes, which strains institutional resources;
5. The significant number of trainers in several institutions who do not possess requisite pedagogical training and basic teaching qualifications, adversely affecting the quality of training delivery and learner outcomes;
6. The continued operation of many institutions offering unlicensed programmes, endangering learners and breaching compliance requirements, thereby violating the provisions of the TVET Act;
7. The high number of TVET trainers who are neither registered nor licensed by the TVET Authority, in contravention of Section 23 (1) of the TVET Act, CAP 210 A, undermining regulatory compliance and quality assurance;
8. The existence of trainers who possess qualifications lower than Craft/ KNQF level 5, lack pedagogical skills, and/or train at the same levels as their qualifications, compromising the integrity of the TVET system;
9. The prevalence of inferior physical facilities, inadequate tools and equipment, or insufficient quantities thereof in a significant number of TVET institutions, limiting practical skill development;
10. The potential tension between the TVET Authority's Compliance and Enforcement mandate and the State Department's requirement for increased trainee enrollment in TVET institutions, which may negatively impact the quality of training if not managed prudently;
11. The critical need for the involvement of specialized sector skills specialists by Qualification Awarding Bodies (QABs) through the creation of pools of trained verifiers to enhance the rigor and consistency of external assessment processes;

12. The markedly low enrolment levels in VTCs, despite national calls to increase TVET enrollment to over 2 million trainees, indicating a need for enhanced outreach, rebranding, and relevance;
13. The inadequate integration of digital learning technologies and the persistent digital divide among learners and trainers, particularly in rural and special needs education (SNE) settings, hindering access to quality learning resources;
14. The persistent underfunding of TVET institutions, characterized by annual capitation deficits and infrastructural gaps that significantly affect learning quality and the long-term sustainability of institutions.

#### **ACKNOWLEDGING:**

1. The progress made in implementing modularized CBET curricula across TVET institutions, contributing to greater relevance and flexibility in training;
2. The growing adoption of modular Competency-Based Education and Training (CBET) and its positive role in aligning training with dynamic labour market needs and promoting lifelong learning;
3. The efforts by TVETA in enhancing quality assurance through institutional audits and regulatory oversight;
4. The crucial role of national and county governments in supporting training infrastructure development and recruiting qualified trainers;
5. The valuable partnership between industry and TVET institutions in curriculum development, implementation, and work-based learning;
6. The ongoing efforts by the TVET Authority to ensure all trainers are registered and licensed as TVET trainers, strengthening regulatory compliance;
7. The efforts by the national government in recruiting additional TVET trainers to address staffing gaps;
8. The ongoing efforts to digitize TVET training delivery through blended and online platforms, and the increasing investment in digital infrastructure, although more remains to be done.



## COMMITMENTS AND POLICY RECOMMENDATIONS

1. **Enhance Infrastructure and Accessibility in Training Institutions:** County Governments, through the County Integrated Development Plans (CIDP), are urged to allocate adequate and additional resources for the comprehensive refurbishment of existing infrastructure, construction of additional workshops and classrooms, upgrading of sanitation facilities, provision of infrastructure that supports learners with disabilities, and general enhancement of the aesthetic appeal and learning environment of VTCs, ensuring they meet contemporary standards.
2. **Strengthening Governance and Management Structures:** TVET institutions are encouraged to formally engage with National Government Administrative Officers (NGAOs) and County administration by co-opting relevant representatives into their boards and councils where appropriate, ensuring effective collaboration and community involvement. The State Department for TVET, in collaboration with the Council of Governors (COG), is recommended to provide clear guidelines on the modalities for such engagement to ensure synergy and avoid conflict.
3. **Elevate Pedagogical Capacity of Trainers:** The state department for TVET and TVET institutions should ensure that all trainers receive comprehensive pedagogy training and meet the minimum qualifications for teaching and assessment in line with national standards and the CBET framework. Furthermore, the Public Service Commission and County Public Service Boards are strongly advised to prioritize the recruitment of trainers who possess both technical expertise and recognized pedagogical qualifications.
4. **Strategic Expansion of Trainee Enrollment:** To achieve the national goal of enrolling 2 million trainees in TVET, the State Department for TVET is called upon to forge strategic partnerships with County Governments and Private TVET providers. These partnerships should focus on: expanding placement mechanisms through Kenya Universities and Colleges Central Placement Service (KUCCPS) for trainees into VTCs and private TVET colleges, extending access to higher education loans through HELB to eligible trainees across all TVET sub-sectors, undertaking joint, targeted awareness-raising and recruitment campaigns highlighting the value of TVET, and implementing a comprehensive rebranding strategy for VTCs to enhance their appeal.
5. **Optimize Staffing Levels and Structures:** The State Department for TVET and the Public Service Commission are recommended to adopt a structured and strategic approach to staffing TVET institutions. This should involve two distinct, yet complementary, recruitment cycles: one focused on increasing the trainer-to-trainee ratio to comply with CBET standards and guidelines, and another focused on replacing trainers' exiting service due to attrition to maintain established ratios. This approach is to be modeled with the Teachers Service Commission's (TSC) model, for systematic staffing.
6. **Ensure Effective Supervision During Industrial Attachment/Training:** All TVET institutions are required to develop, implement, and enforce robust institutional policies and utilize effective mentoring tools to ensure trainees undergoing industrial



attachments or work-based training receive adequate supervision. Progress must be meticulously documented, and learning outcomes must be demonstrably aligned with curriculum requirements and industry standards.

7. **Institutionalize Internal Quality Assurance (IQA) Systems:** TVET institutions are mandated to establish or re-energize Quality Assurance Committees, fully integrating IQA principles into their routine operational frameworks. Where staffing levels are constrained, institutions should identify and designate competent individuals to serve as IQA officers. Management is required to ensure that IQA matters are consistently included as standing agenda items in staff meetings.
8. **Accelerate Digitalization of Learning and Teaching Resources:** The State Department for TVET, County Governments, and TVET institutions are urged to actively promote and invest in the use of electronic learning resources (e-resources) across all institutions. This is particularly vital in institutions where physical libraries are unavailable or inadequately developed. The national and county governments are called upon to develop and disseminate clear guidelines on the creation, curation, and ethical use of online educational digital content.
9. **Ensure Compliance with Annual Quality Assurance Fee:** All TVET institutions are required to comply fully with the gazetted Annual Quality Assurance Fee, recognizing its critical role in supporting TVETA's national monitoring and quality assurance functions. The boards and councils of all institutions are tasked with ensuring timely and complete remittance of this fee to the Authority as required by law.
10. **Develop a Unified Funding Policy for VTCs:** To enhance financial predictability and access for VTCs, there is an urgent need for the relevant authorities to develop and implement a common, transparent, and equitable policy framework governing the funding of Vocational Training Centers across all counties.
11. **Establish a Standardized Scheme of Service for TVET Trainers:** The State Department for TVET, in collaboration with Council of Governors (COG) and other relevant stakeholders including national and counties public service bodies, is recommended to develop and implement a common Scheme of Service for all staff employed in TVET institutions, including those in Vocational Training Centers, to enhance career progression, job security, and professional status.
12. **Prioritize Capacity Building of Trainers on CBET:** A national strategy should be implemented to provide comprehensive and ongoing capacity building for TVET trainers in both public VTCs and private TVET institutions on the effective implementation of CBET methodologies, assessment practices, and quality assurance principles, thereby enhancing the overall quality of TVET graduates.
13. **Ensure Stakeholder Inclusivity in Curriculum Development of Regulated courses:** Any curriculum review, including the modularization of regulated courses, must involve close collaboration with all relevant stakeholders, particularly professional bodies representing specific trades and industries. This ensures curricula remain relevant, meet

practitioner expectations, and align with industry standards. Modularization processes should prioritize high-demand sectors and be designed to facilitate pathways to qualifications that support regional integration and trade, including alignment with the African Continental Free Trade Area (AfCFTA) objectives.

## **CALL TO ACTION**

We call upon:

1. **TVET Institutions:** Those with expired registration to immediately apply to the TVET Authority for renewal without delay; all institutions to comply fully with the quality assurance function by paying the annual quality assurance fee as stipulated in the gazette notice;
2. **TVET Institutions:** To cease immediately the offering of any unaccredited programs; to ensure the engagement of only qualified and registered/licensed trainers; and to implement robust internal quality assurance and safety systems to protect learners and ensure quality outcomes;
3. **County Governments:** To prioritize funding within their budgets for the comprehensive upgrade of Vocational Training Centers, including essential utilities, and to implement targeted capacity-building programs for trainers and managers to enhance institutional effectiveness;
4. **TVETA and the State Department of TVET:** To expand and maintain adequate pools of qualified industry verifiers; to enforce compliance with regulatory standards rigorously and consistently; and to facilitate the establishment and active functioning of sector skills forums for meaningful policy engagement and feedback;
5. **Development Partners and Industry:** To align their support and interventions with national TVET priorities and strategic goals; to provide resources, mentorship opportunities, and forge sustainable partnerships that contribute directly to skills development and the enhancement of the TVET system;
6. **The National Government:** To integrate these commitments and policy recommendations into broader national strategies for economic growth, human capital development, and social inclusion; to ensure that the TVET sector is adequately resourced and positioned to contribute effectively to regional trade, skills mobility, and the successful implementation of the African Continental Free Trade Area (AfCFTA).