



**SUOMI
FINLAND**



Implemented by
giz Deutsche Gesellschaft
für Internationale
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Project Description

Youth Employment and Vocational Training II in Kenya

1 Introduction

The Technical Cooperation (TC) project “Youth Employment and Vocational Training II” is based on the bilateral Government Negotiations between Kenya and Germany from December 2022. It contributes to the realization of the "Kenya Vision 2030" and the "TVET Blueprint" of the Government of Kenya. The project aligns with the Finnish development cooperation priority area of “Quality inclusive education” and the objectives in Finland’s Kenya country programme 2020-2024, as well as the core area of "Sustainable Economic Development" of the German Federal Ministry for Economic Cooperation and Development (BMZ). The project duration is 01/2023 to 12/2026 (4 years).

The project is jointly funded. The German contribution is 7,000,000 Euro co-financed by the Finnish Ministry for Foreign Affairs with additional 8,000,000 Euro. The implementation of the Finnish and German contributions is entrusted to the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), acting as the executing agency. The Kenyan Ministry of Education (MoE), specifically the State Department for Vocational and Technical Training (SDVTT-MoE), is the project's political and main implementing partner. To achieve the project results and foster sustainability, the MoE and other project partners provide various services and resources in kind, including access to TVET institutions, staff of TVET institutions, and regulating agencies for project management, planning, implementation, and coordination. The objective of the project is to integrate inclusive and labor market-relevant Dual TVET programs in the Kenyan TVET system. This integration aims to provide young women and men with improved employment prospects through practice-oriented training and enhance the competitiveness of Kenyan industries through a better qualified workforce.

Within the context of the German Development Cooperation, the project collaborates closely with the Financial Cooperation (FZ) project of KfW "Promotion of Vocational Training Phase I and II." The FZ project focus on enhancing infrastructure and equipment at seven centers of excellence in Greater Nairobi and Western Kenya. Funds for FZ projects of KfW are usually given as loans to the Government of Kenya, which involve different steering mechanisms the Technical Cooperation (TC) projects. The project aligns with other development partners' initiatives in the TVET sector and currently holds the secretariat function of the Joint Sub-Sector Workgroup for TVET, fostering synergies and positively impacting the inclusion and labor market relevance of TVET in Kenya.



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2 Problem and potential analysis

Kenya's economy has experienced significant growth, ranking third in sub-Saharan Africa. However, high unemployment rates persist, especially among youth, with approximately 37% living below the poverty line. Women and persons with disabilities face additional challenges in terms of higher unemployment rates and limited access to education and employment opportunities.

Kenya Vision 2030 aims to transform the country into an emerging nation with a high quality of life by strengthening key sectors like tourism, agriculture, trade, manufacturing, and information technology. However, despite high youth unemployment, there is a shortage of qualified workers in many sectors, hindering further economic growth. The Technical and Vocational Education and Training (TVET) system in Kenya is an important factor of this issue, as it often faces challenges in meeting labor market demands and lacks industry participation, resulting in graduates lacking practical skills and competences.

The government has therefore prioritized TVET sector reform to enhance access, quality, and program relevance. Involving the industry in program design and implementation has yielded positive outcomes by meeting the demand for skilled personnel. One of these reforms is therefore the promotion of Dual TVET, to increase the practice orientation of TVET. The project supports this reform.

3 Goals, results, indicators and partners of the project

The project aims to integrate inclusive and market-oriented Dual TVET programs for young men and women in the Kenyan TVET system.

For this the project focuses on integrating Dual TVET into the regulatory framework (policy and standards) and institutionalize Dual TVET in 60 TVET institutions and 800 companies. Capacity development for Dual TVET will be sustainably anchored by integrating Dual TVET in the continuous professional development system in close cooperation with the Kenya School of TVET (KS TVET). By the end of 2026, the project aims to facilitate the enrolment of 6,000 young Kenyans in high-quality Dual TVET courses and the capacity strengthening of 1,800 TVET personnel.

The project prioritizes the inclusion of women (40% of enrolled students) and persons with disabilities (1% of enrolled students). It offers 15 labor market-relevant occupations, including 3 in green sectors or value chains, in a Dual TVET format with occupation-specific environmental standards.

The target group for the project is young people aged 15-34, particularly school graduates with potential for skilled worker-level training and employment. It aims to reduce geographic inequalities by reaching disadvantaged youth in remote areas and improving access to higher technical level training for young women and persons with disabilities.



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The project collaborates with the Kenyan Ministry of Education (MoE) through the State Department of TVET (SDTVET-MoE), as well as partners such as TVET Authority (TVETA), TVET Curriculum Development Assessment and Certification Council (CDACC), KS TVET, public TVET institutions, schools, chambers of commerce, business associations, and cooperating companies.

4 Design of the Project

Output 1 aims to integrate the Dual TVET approach into Kenya's TVET legal framework. The focus is on societal level integration. Capacity strengthening involves advising state and private sector actors on drafting a gender-transformative, inclusive, and environmentally friendly policy. It also includes developing guidelines for Dual TVET program implementation, qualification and certification of in-company trainers. Private sector involvement is a key objective. Therefore, dialogue between public and private sectors will be strengthened through the establishment of national-level Dual TVET coordination. Major milestones: Dual TVET guidelines and policy are available, and a local standard for in-company trainers is developed.

Output 2 aims to institutionalize the Dual TVET approach within the Kenyan TVET system. It involves advising the Ministry of Education and its downstream TVET agencies on introducing and institutionalizing core processes. The Ministry of Education will be supported to steer Dual TVET and support TVET schools (Dual TVET Coordination Office). Major milestones: The Dual TVET Coordination Office of the Ministry of Education is established, and process descriptions for three Dual TVET core processes are designed.

Output 3 aims to enable participating TVET schools to offer inclusive and labor market-relevant Dual TVET programs. It expands the Dual TVET approach to a total of 60 TVET institutions across Kenya. The project supports TVET institutions in integrating Dual TVET core processes into their workflows. School partnerships between Kenya, Germany, and Finland will be expanded to strengthen staff skills and ensure effective fund utilization. Gender equality and environmental protection and capacity building will be prioritized. Major milestones: A 60 TVET institutions implement Dual TVET, 20 TVET schools have implemented one inclusion measure each.

Output 4 aims to integrate capacity development measures for TVET personnel on Dual TVET into a national system of continuous professional development (CPD). The project advises KS TVET on developing and implementing training courses, including pedagogical practices and industrial attachment programs for TVET teachers. Collaboration with Finnish universities of applied sciences is explored to strengthen KS TVET's capacities. Major milestones: A catalogue of Dual TVET training courses offered by KS TVET is available.

Output 5 aims to strengthen the dissemination of the Dual TVET in hybrid learning formats. To this end, the project will strengthen the competencies and capacities of the KS TVET so that it can effectively play its central role in the digital transformation of TVET (digitalization). The project will carry out an inclusion- and gender-sensitive analysis of the potentials and obstacles for the expansion of hybrid learning and it will implement the recommendations derived from this to ensure equal opportunities for vulnerable groups (combating poverty, reducing inequality, and strengthening gender equality).



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5 Sustainability

The sustainable effectiveness of the project is ensured through a multi-level approach and broad capacity development. It integrates Dual TVET into the TVET framework, fostering long-term anchoring of inclusive and market-oriented training programs. The project will strengthen dialogue between the public TVET sector and industries, promoting trust, transparency, and cooperation in TVET. Meso and micro levels are included to anchor legal reforms structurally. Core processes for Dual TVET are integrated into the TVET system, enabling partners to independently and sustainably implement inclusive and market-oriented Dual TVET. The capacity of the MoE Dual TVET coordination office is strengthened. Training courses for TVET staff are developed with KS TVET and integrated into a national CPD system. Functional ODeL structures are established at KS TVET and. The selection of TVET schools considers regional economic potential for long-term effectiveness. Gender equality, inclusion, and green transformation are anchored at all levels for lasting impact.

6 Evaluation of impacts and risks

The project has significant impacts. It contributes to SDG 4 by improving education quality and ensuring equal access to affordable vocational education. It enhances TVET's labor market orientation, improving graduates' employability. Economically, it promotes productivity and competitiveness, benefiting Kenyan companies. Socially, it generates employment, reduces inequality, and promotes gender equality and human rights. Environmentally, it emphasizes climate-resilient development and integrates environmental protection.

The project's design focuses on improving framework conditions, equal access to TVET, and income-generating employment. It considers environmental and climate aspects. Risks include political changes, conflict escalation, limited training places, and coordination challenges. Mitigation strategies include stakeholder involvement and clear roles. Long-term anchoring risks are addressed through organizational. Environmental and social risks are mitigated through adherence to standards and raising awareness.

Overall, risks are medium, and risk management measures include stakeholder involvement, capacity strengthening, clear role distribution, and adherence to standards.