



# **Model Gender Mainstreaming Policy for the Technical and Vocational Education & Training (TVET) Sector *(With Elements of Inclusion)***





# Model Gender Mainstreaming Policy for the Technical and Vocational Education and Training (TVET) Sector (With Elements of Inclusion)

*In collaboration with*



*With funding from*



*This model policy framework should be read together with National Policy on Gender and Development (2019), the National Policy for Prevention and Response to Gender-Based Violence Policy (2014), The Employment (Amendment) Act, No. 15 (2022), the Education and Training Gender Policy (2015) and the Constitution of Kenya (2010). All TVET institutions are encouraged to customize the model policy to their specific and contextual needs and mandates, intentionally, and collectively mainstream gender in policy decisions, systems, operations, infrastructure, curriculum, training, and job placements amongst other opportunities.*

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# Foreword

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It is my great pleasure to introduce the Model Gender Mainstreaming Policy for the Technical and Vocational Education and Training (TVET) sector, which is a result of tireless efforts by experts in education and gender equality. The policy reflects the need for a uniform approach towards promoting gender equality in the TVET sector, which has faced several barriers in the past.

The policy provides a comprehensive framework for the promotion of gender equity, equality and inclusion in TVET ecosystem. The Policy also provide key strategic approaches duty bearers, students, suppliers and other clients of the TVET community can consider in advancing and mainstreaming principles of gender equality and inclusion. More specifically, the policy guides institutions to adopt explicit guidelines on gender mainstreaming, invest in programming and accountability, train staff, allocate resources to innovations that may help close gender gaps and promote inclusion, and generate gender-disaggregated data.

I believe that this policy will serve as a valuable guide for TVET institutions as they strive towards creating an inclusive environment that allows for gender equality and inclusion agenda to thrive.

The National Gender and Equality Commission is committed to working with the TVET institutions to ensure that the policy is implemented and that the goals set out in the policy are achieved. Let us work together to break down the barriers to gender equality and create a future where all individuals have equal opportunities to reach their full potential.



Dr. Joyce M. Mutinda **PhD, EBS**

**Chairperson,  
National Gender and Equality Commission**

# Acknowledgement

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On behalf of the National Gender and Equality Commission, I would like first to express my heartfelt gratitude and appreciation to the Council of Governors (CoG), State Department for Gender and Affirmative Action (SDfGAA), State Department of Vocational and Technical Training (SDVTT),

Technical and Vocational Education and Training Authority (TVETA), Kenya Association of Technical Training Institutions (KATTI), National Youth Service (NYS), National Industrial Training Authority (NITA), Kenya National Association of Private Colleges (KENAPCO) and

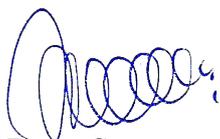
Kenya Private Sector Alliance (KEPSA) and the technical officers from the NGEN Secretariat for their invaluable contribution and participation in the development of the model gender mainstreaming policy for TVET Institutions. Your unwavering support and dedication have been instrumental in making this initiative a resounding success.

Secondly, I want to acknowledge the financial and material support provided by GIZ and the consultants who facilitated the process of policy development. Their assistance has been vital in ensuring the successful completion of this project.

As we look forward to TVET institutions using the model policy to develop their customized gender mainstreaming policies, the Commission will continue to offer guidance, monitor and advise on the implementation and reporting. The Commission remains committed to ensuring that gender equality is at the forefront of all activities in the TVET sector.

Finally, I would like to thank the Commission for providing the necessary policy guidance and oversight during the development of the policy. Your commitment to gender equality is a testament to the importance you place on this critical issue.

Thank you once again for your unwavering support and dedication.



Betty Sungura, MBS

**Commission Secretary/CEO**

# Acronyms and Abbreviations

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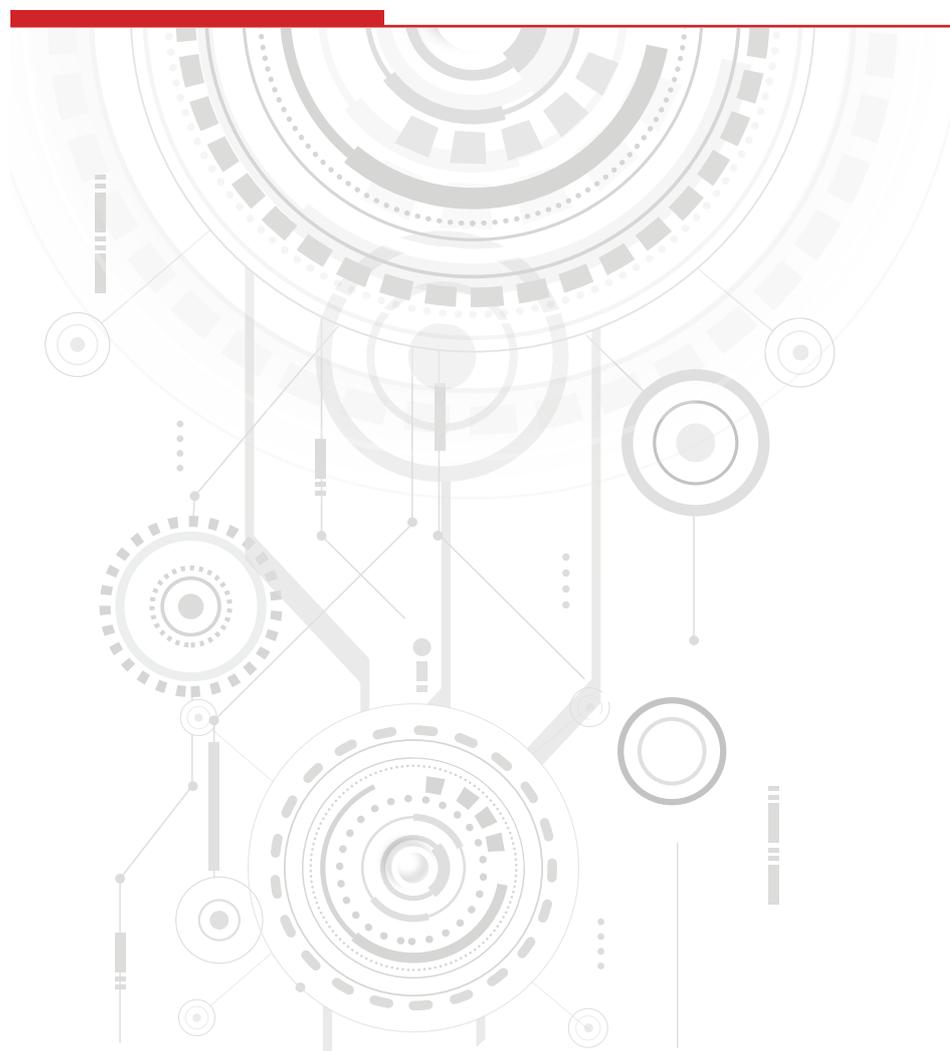
ACHPR	African Charter on Human Rights and People's Rights
AU	African Union
BPFA	The Beijing Platform for Action
CEDAW	Convention on Elimination of all Forms of Violence Against Women
CESA	Continental Education Strategy for Africa
CoG	Council of Governors
CRC	The Convention on the Rights of the Child
EEO	Equal Employment Opportunities
EFA	Education for All
GBV	Gender-Based Violence
GEF	Generation Equality Forum
GIZ	Deutsche Gesellschaft Für Internationale Zusammenarbeit (GIZ)
GMS	Gender Mainstreaming Unit
GoK	Government of Kenya
HELB	Higher Education Loans Board
ILO	International Labour Organization
KATTI	Kenya Association of Technical Training Institutions
KENAPCO	Kenya National Association of Private Colleges
KEPSA	Kenya Private Sector Alliance
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
KNBS	Kenya National Bureau of Statistics
KPI	Key Performance Indicators
KUCCPS	Kenya Universities and Colleges Central Placement Service
MoE	Ministry of Education
NCPWD	National Council for Persons with Disabilities
NFLS	Nairobi Forward Looking Strategies for the Advancement of Women

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NGEC	National Gender and Equality Commission
NITA	National Industrial Training Authority
NPs	National Polytechnics
NYS	National Youth Service
PYEVT	Promotion of Youth Employment and Vocational Training in Kenya
RPL	Recognition of Prior Learning
SDGs	Sustainable Development Goals
SDfGA	State Department for Gender and Affirmative Action
SDVTT	State Department for Vocational and Technical Training
SH	Sexual Harassment
SIGs	Special Interest Groups
SNE	Special Needs Education
SNTVIs	Special Needs Technical and Vocational Institutes
SRH	Sexual Reproductive Health
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
STISA	Science, Technology, Innovation Strategy for Africa
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
TVC	Technical and Vocational Colleges
TWG	Technical Working Group
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
UIS	UNESCO Institute for Statistics
VTC	Vocational Training Centres

# CHAPTER 1

## Background and Policy Context



## 1.1. Introduction

Gender equality is a fundamental human right and a necessary foundation for a peaceful, prosperous and sustainable world. Mainstreaming gender into development is one of the central features of advancing gender equality. Gender mainstreaming is an essential element of good governance to ensure that institutions' policies and programs respond to the needs, concerns and interests of all stakeholders and distribute benefits equitably between women and men. The key provisions for gender equality in global and continental normative frameworks are prominently stated in Kenya Vision 2030.

The Government of Kenya (GoK) acknowledges the importance of gender equality in development through legislation, regulation and policy initiatives. Articles 2(5) and 2(6) of the Constitution of Kenya 2010 (COK) affirm the position of international law as part of Kenyan law. The Constitution guarantees equality between females and males and supports their full participation and representation in social, economic, cultural, and political spheres. The government's commitment to the integration of gender issues into national development is reflected in Kenya's signing and ratifying of various instruments<sup>1</sup> including regional and international treaties and conventions.

Pertinent to the gender mainstreaming and inclusion agenda is the long-term development blueprint, Kenya Vision 2030, in which gender inequality is viewed as a key developmental challenge facing the country. Further, the enactment of the National Policy on Gender and Development (2019) sets the pace for the intentionality of gender mainstreaming and inclusion. This policy seeks to guarantee the integration of gender equality and women empowerment in consideration to intersectionality and social inclusion into sectoral and institutional-based policies, planning, and programs.

Substantive gender equality between women and men in all dimensions of development is an indispensable tool for advancing socioeconomic progress and the elimination of poverty. Over the past two decades, the Government of Kenya has demonstrated a strong commitment to achieving gender parity in primary, secondary, and tertiary education through policy reform and program development. This is to enhance job creation and employability through a well-trained and skilled workforce. As a result, the Government of Kenya has embarked on a program to promote Technical and Vocational Training Institutions for the significant role they play in socio-economic development of the country. These institutions, however, require support and investments in setting up and strengthening their systems and programs. Ultimately these efforts will improve the status of gender equality and inclusion in the Technical and Vocational Education and Training (TVET) sector and further contribute to closing gender gaps in training and employment.

Concerns about gender equality, equity, and inclusion dominate most discussions related to education and training. While enrolment in TVET has increased, there still exists gender disparities between female and male students, and staff including those from vulnerable groups. The barriers to gender equality include internalized attitudes and social mind-set, financial

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<sup>1</sup> *The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979), Nairobi Forward Looking Strategies for the Advancement of Women (NFLS); the Convention on the Rights of the Child (CRC) 1989; the United Nations Declaration on Elimination of Violence Against Women (1993); Declaration on Gender Equality in Africa made during the African Union Summit (July 2004) on employment creation and poverty alleviation; the African Plan of Action on Gender Policy (2006), African Charter on Human Rights and People's Rights (ACHPR) Protocol on the Rights of Women in Africa (2003), the Dakar Framework of Action on Education for All (2000).*

constraints, unfriendly training environment, information and knowledge gaps, low prospects of decent work, and low confidence and self-esteem. The foregoing barriers and many others could be tackled by the stakeholders in the TVET sector by developing responsive and fit-for-purpose gender mainstreaming policies and frameworks. This calls for an inclusive environment that allows for gender equality and inclusion to thrive.

This Model Gender Mainstreaming Policy for TVET sector will provide a uniform approach towards mainstreaming gender in the sector, including among others:

- a) A framework for action in inculcating gender sensitivity in the TVET institutions' mandate and intentionally addressing underlying barriers such as gender stereotyping gender discrimination, and gender influence on career choices.
- b) A Gender-friendly environment for both public and private TVET institutions with appropriate support systems and incentives.
- c) Improved TVET institutional capacity on gender competence at all levels through a range of measures relevant and applicable to each institution.
- d) Interconnectivity of the social, economic, institutional, and systemic gender transformational measures across the TVET ecosystem.
- e) A guide for statutory requirements on the gender-responsive workforce.
- f) Gender-focused capacity building and knowledge management for TVET institutions.

This policy is therefore considered a guide for the agencies involved in the delivery of technical education and training. It, therefore, applies at the following four levels:

- a) Institutional level: mapping and analyzing the existing gender situation and the ongoing different processes and administrative operations, both quantitatively and qualitatively, seeking to identify gender gaps and inequalities so that appropriate measures to address gender disparities can be determined.
- b) Policy level: Mapping and analyzing the existing gender issues within the sector to inform responsive policy decisions and interventions.
- c) Programmatic level: an in-depth focus on the training programming cycle, inculcating gender training needs assessment, designing programs, establishing monitoring and evaluation systems, and gender-responsive indicators.
- d) Partnership level: striving to foster strategic partnerships (with the private sector, development partners, and non-state actors) for the advancement of a gender-sensitive and responsive TVET ecosystem in Kenya.

#### **1.1.1. The Centrality of Gender Mainstreaming in TVETs**

In the context of this policy, gender mainstreaming refers to the collective institutional strategies used to ensure that women's, as well as men's concerns and experiences, are considered an integral dimension of the design, budgeting, implementation, monitoring and evaluation of any planned activities within the TVET sector with the ultimate goal of achieving gender equality. TVET institutions, their management, trainers, curricula, learning materials, training rooms and workshops, and the general institutional environment should deliberately challenge gender stereotypes and internalized norms. In addition, gender-sensitive monitoring and evaluation frameworks should be developed/reviewed, and measurement of progress should be carried out regularly .

### **1.1.2. Statement of the Problem**

Technical and Vocational Education and Training (TVET) equips both female and male trainees with tools, skills, and technical know-how for job creation and employment. The Government of Kenya (GoK) has made skills development through TVETs a priority for its development (KISE 2020, KUCCPS, 2021). TVET institutions release thousands of skilled youths (female and male) to the Kenyan labour market and beyond each year. This is in line with the Technical and Vocational Education and Training Act. No. 29 of 2013, which mandates TVET Institutions to continually impart trainees with the necessary knowledge and skills for social and economic development. In addition, the government through various agencies responsible for TVET, in its commitment to ensuring No One is Left Behind, has implemented several programs aimed at expanding access to TVET institutions (UNESCO, 2021). This includes the establishment of National Polytechnics (NPs), Technical Training Institutes (TTIs), Technical and Vocational Colleges (TVCs), and Vocational Training Centers (VTCs) which schedule four of the Constitution of Kenya allocates to the County Governments (village polytechnics and home craft centres).

Access and equity in TVET have improved in recent years. The trainee enrolment in TVET has more than tripled from 147,000 in 2014 to 498,326 in 2021. However, the total male students in TVET institutions accounted for 57.2 percent of the total enrolment. Notwithstanding the observed improvements, the enrolments are still by far not adequately aligned with the expansion of enrolment that should go hand in hand with the promotion of gender parity in the TVET sector and institutions as well as improvements in access to opportunities for Persons with Disabilities (PWD) and those in marginalized areas and communities. Besides, there is also a severe gender imbalance in science and technology-related programs impacting both trainers and trainees.

The TVET institutions and services carry gender biases in all their form and content. They reflect and perpetuate the sociocultural dynamics of the societies in which they are located. These societal dynamics are overly patriarchal and constitute a complex context of socio-cultural, political, and economic relationship that often creates systems of gender inequality. This model gender mainstreaming policy provides and guides the institutions in the TVET sector to develop custom-made policies fit to address the critical gender and inclusion issues affecting TVET sector and align their gender mainstreaming guidelines to the National Policy on Gender and Development, 2019.

In addition, the policy direction of this policy will from time to time ensure compliance with the Constitution of Kenya and related frameworks- regional and international standards, and best practices. The model policy commitments will establish a foundation for building strong nexus between access, compliance, and transition. It is also intended to close any gender gaps by inculcating uniformity in institutional gender policies' interpretation, implementation, and application. This model policy is expected to inform or guide the development and/or review of the existing institutional policies and the development of gender-sensitive policies by TVET institutions. The institutional based policies should address accessibility, infrastructure, information and awareness creation, enrolment, completion, and transition to the labour market. They should also address the strategic needs of both female and male staff and management.

### **1.1.3. The Policy Goal**

The overall goal of this model policy is to establish a gender-responsive and inclusive TVET sector. This will be achieved through the development, alignment, adoption, and implementation of institutional-level gender mainstreaming and inclusive policies. More specifically the policy will

provide a strategic framework to chart avenues for increasing access of Special Interest Groups especially women, PWDs, women and men from hard to reach areas to vocational training and labour markets.

#### **1.1.4. The Policy Objectives**

This model policy provides for two levels of objectives- overall and specific. Depending on institutional needs, some of the specific objectives could apply as overall objectives.

##### **1.1.1.1 Primary Objectives**

- a) To promote equity, inclusion, affirmative action and diversity within the TVET sector/ institutions.
- b) To promote gender-responsive governance and leadership within the TVET sector/ institutions.
- c) To mainstream gender equality and inclusion within the TVET's learning processes and procedures.
- d) To strengthen TVET's institutional capacity on gender mainstreaming at all levels.
- e) To promote a gender-responsive and inclusive organizational culture, work, and learning environment within the TVET sector/institutions.
- f) To promote collaboration and partnership to advance gender mainstreaming within the TVET sector/institutions.

##### **1.1.1.2 Secondary Objectives**

- a) To enhance capacity building and career development within the TVET sector/institutions.
- b) To enhance increased access, enrolment, retention, completion, and transition of TVET opportunities by both women and men.
- c) To promote a secure and safe learning environment for both women and men.
- d) To promote gender-responsive budgeting within the TVET and technical and vocational Training Institutes.
- e) To promote cooperation and linkages between TVET institutions and industry
- f) To promote the use of data for policy development, implementation, and review.
- g) To establish gender-inclusive records, documentation, and research systems including appropriate disaggregation of data.

#### **1.1.5. The Scope**

This model gender mainstreaming policy is meant for the TVET sector and institutions specifically for trainers and trainees, general staff, management, management councils, boards of governance and other stakeholders in the TVET ecosystem It will also apply to initiatives, programs, and activities in technical education and training. The content and provisions of this model shall serve as a guide to both public and private institutions.

#### **1.1.6. Guiding Principles**

The principles that guide this model gender mainstreaming TVET policy are largely borrowed from Article 10(2) (b) of the COK. They are the national values and principles of governance that take cognizance of basic human rights. The principles include:

- a) Equality
- b) Equity
- c) Inclusion
- d) Human dignity
- e) Social justice

- f) Non-discrimination
- g) Protection of the marginalized
- h) Rule of law and constitutionalism

## **1.2. Policy and Legal Framework**

### **1.2.1. International Framework**

Kenya is a signatory to various instruments that promote gender equality and inclusion of vulnerable groups among them: The Convention on the Rights of the Child (CRC) 1989, the Convention on Elimination of all Forms of Discrimination Against Women (CEDAW, 1979), the Education for All (EFA) Goals, the Beijing Declaration on and Platform for Action on (BPFA), 1995, United Nations Declaration on Violence Against Women (1993), Generation Equality Forum (2021), Sustainable Development Goals (SDGs) especially SDG4,5, and 10. SDG Goal 4 stresses the requisite for inclusive and equitable education, including Technical, Vocational Education, and Training (TVET) for all nations and genders (UNESCO, 2016).

Kenya has also ratified other conventions such as the International Covenant on Economic, Social, and Cultural Rights (1966), which recognizes the right of education to all (Article 13), and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2007) which protects the rights and dignity of persons with disability, by consciously seeking to change attitudes and approaches to Persons with Disabilities, including in the learning environments.

### **1.2.2. Regional Framework**

TVETs have been hailed as the answer to the skills shortage and skills mismatch in Africa and the missing link for the training and integration of youth in the labour market. Further, TVET holds tremendous potential for increasing employment, economic development, and ultimately economic empowerment for young Africans. At the regional level, Kenya has ratified conventions including the Declaration on Gender Equality in Africa made during the African Union Summit (July 2004) on employment creation and poverty alleviation; the African Plan of Action on Gender Policy (2006), and Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (ACHPR)/Maputo Protocol (2005).

Kenya is also a signatory to the African Union Commission Agenda 2063, through which it aspires to achieve prosperity based on inclusive growth and sustainable development and entrenching among others, gender equality in its governance (aspirations 1 and 3); the Continental Education Strategy for Africa (CESA) 2016 - 2025 which commits through strategy no.8 to expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work, and education and training systems. By its commitment, Kenya acknowledges the centrality of gender equity, equality and sensitivity throughout the education and training systems as a pillar towards the successful implementation of the Science, Technology and Innovation Strategy for Africa (STISA) 2020-2024. Kenya is also a signatory to the East African Community Treaty and has also entered into various protocols, agreements, and regional administrative arrangements on matters of education and training.

### **1.2.3. National Frameworks**

Since 2010, Kenya has been undergoing transformation that commenced with the adoption of the Constitution of Kenya, 2010, particularly the Bill of Rights which prohibits discrimination on various grounds including gender. Subsequently, several policies and legislative instruments

aimed at addressing imbalances of the past, including the issue of gender have been developed. The development of policies and legislation has ensured at a minimum the establishment of equity targets as the indicator for gender mainstreaming. Notably, some of these policies and legislation include the National Policy on Gender and Development (2019), National Policy for Prevention and Response to Gender-Based Violence Policy (2014), and the Employment (Amendment) Act, No. 15 (2022). However, many institutions in the TVET sector are yet to align with the national frameworks as required. Despite a few institutions having institutional policies, most of them are yet to be implemented.

The Constitution under Article 27 entrenches the fundamental right to equality and freedom from discrimination by providing that women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural, and social spheres. Article 27(4) prohibits the State from discriminating directly or indirectly on any ground including, inter alia, sex and prohibits any person from discriminating against another person on these grounds. Article 27(6) creates a duty on the State to take legislative and other measures, including affirmative action programs and policies, to redress any disadvantage suffered by individuals because of past discrimination. Article 43 defines education as a social economic right; public good; and a fundamental imperative for the development of a country. Article 54 provides that Persons with Disability have the right access to appropriate educational institutions and facilities. Under Article 55, the government is required to put in place measures, which include affirmative action to ensure that the youth have access to relevant education and training, and protection from harmful cultural practices and exploitation. Article 56(b) provides that minority and marginalized groups are to be provided with special opportunities in the educational and economic fields.

#### **1.2.4. The Rationale**

Kenya has developed legislative and policy frameworks, strategies, guidelines, and programs geared towards reforming the education and training sector as a whole. In recognizing and addressing the gender-related gaps in the sector and to comply with the Constitution of Kenya, 2010, Article 10 (2)(b)(c) and (d), the Ministry of Education, (MoE) developed the Education and Training Gender Policy of 2015. This policy document seeks to redress emerging issues that have implications for gender equality and equity in the Education Sector. However, the Education and Training Gender Policy of 2015 is limited in scope to fully address the gender gaps experienced in and by the TVET sector.

This model policy is aligned with the TVET reforms agenda and seeks mainly to boost youth employment by offering industry-oriented technical and vocational training in close cooperation with the private sector under the Promotion of Youth Employment and Vocational Training in Kenya (PYEVT). This policy therefore, creates an environment and framework that customizes the gender equality instruments of both national and recognized international conventions, treaties, and protocols in a manner that facilitates and fosters the achievement of equality, equity, inclusion, and freedom from discrimination within the TVET sector of the national education system.

#### **1.2.5. Development Process**

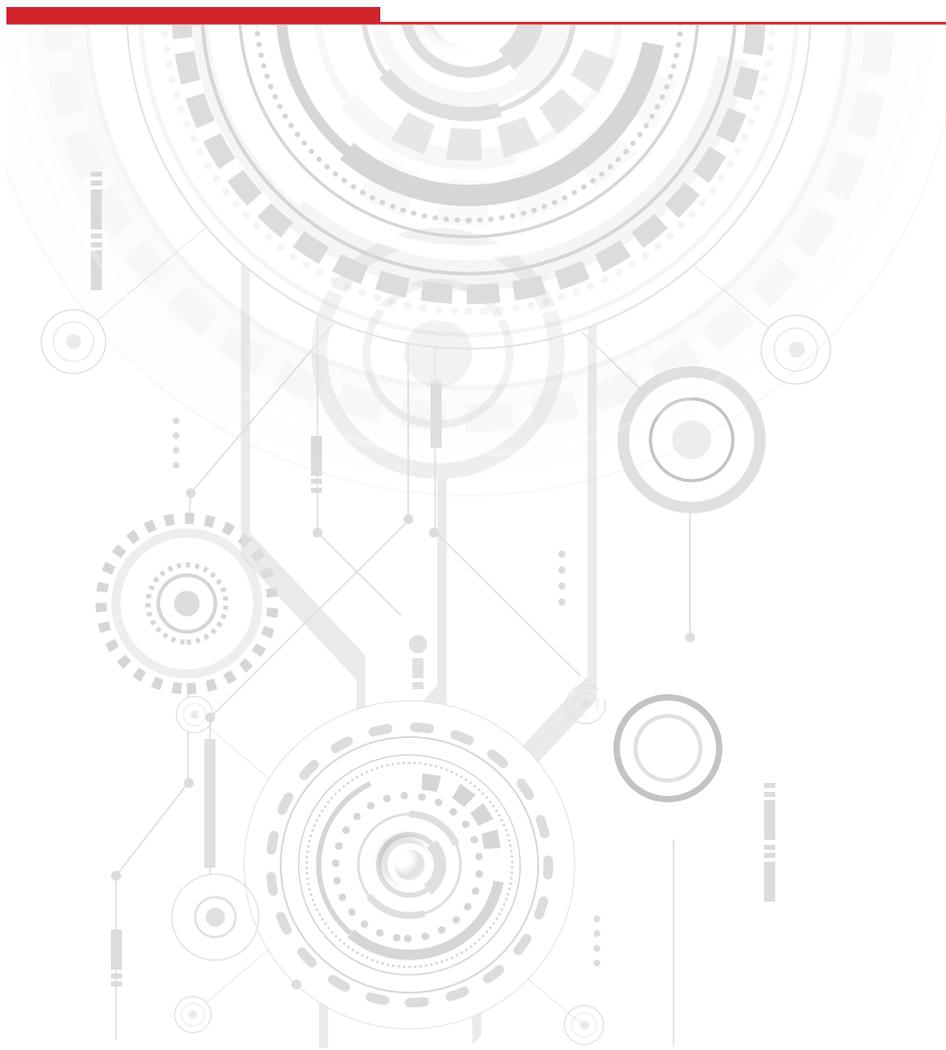
The policy was developed through a highly consultative process involving a broad range of stakeholders including; the National Gender and Equality Commission (NGEC), State Department for Technical and Vocational Education and Training (SDfTVET), State Department for Gender and Affirmative Action (SDfGA), Technical and Vocational Education and Training Authority

(TVETA), Council of Governors (CoG), National Youth Service (NYS), National Industrial and Training Authority (NITA), Kenya Private Sector Alliance (KEPSA), Kenya Association of Technical Training Institutions (KATTI), Kenya National Association of Private Colleges (KENAPCO), various TVET institutions and TVET Students' Council. Nominees from each of these institutions actively participated through a technical working group (TWG) inaugurated by the NGECC.

The TWG was stratified according to institutional mandates namely; administration and coordination, quality assurance, compliance, and users. This facilitated strong participation and collaboration among the key stakeholders throughout the development process. The model policy was then validated through a multi-stakeholder engagement (see Annex 3).

# CHAPTER 2

## Situation Analysis



## 2.1. Introduction

This chapter presents the situation of the TVET sector in Kenya with a focus on trainees, trainers, and leadership. It also delves into the institutional systems and structures which enable or impede equal participation of male and female trainees, trainers, and leaders. The depicted situation is not exhaustive but is a panacea for further analysis by respective TVET institutions as they seek to mainstream gender and other special interest groups in all their operations, programs, budgeting, and governance structures.

## 2.2. Gender Equity in TVET Sector

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS), in 2018 Kenya, had a total enrolment of 257,139 in public TVET institutions with 56.2% being male and 43.8% female. Gender disparities are more prevalent in some disciplines than others, with girls and women particularly under-represented in Science, Technology, Engineering and Mathematics (STEM) subjects. Globally women participation in STEM disciplines is estimated at 35% (UNESCO, 2018). Further, UNESCO (2018) recommended that governments should promote gender equity through legislation, policies, quotas, and financial incentives that support women. One of the strategies entails creating scholarships and fellowships reserved for female students to encourage more women to pursue STEM courses.

According to the Kenya National Bureau of Statistics (KNBS), 2022 Economic Survey, the enrolment in TVETs has increased since 2017. Placement by the Kenya Universities and Colleges Central Placement Service (KUCCPS) and educational loan advancement by the Higher Education Loans Board (HELB), among other reasons have contributed to the growth of the numbers as shown in Table 1.

**Table 1: Government-Sponsored Student Placement in TVET Institutions by Sex 2017-2022**

Year	2017/18		2018/19		2019/20		2020/21		2021/2022	
	M	F	M	F	M	F	M	F	M	F
Diploma	14,110	14,151	31,530	25,954	35,024	29,515	26,165	30,290	40,997	45,267
Certificate	0	0	16,425	16,095	20,896	22,766	13,531	18,181	17,061	23,815
Artisan	0	0	2,802	2,096	4,264	3,458	2,965	3,477	4,327	5,542
<b>Total</b>	<b>14,110</b>	<b>14,151</b>	<b>50,757</b>	<b>44,145</b>	<b>60,184</b>	<b>55,739</b>	<b>42,661</b>	<b>51,948</b>	<b>62,385</b>	<b>74,624</b>

Source: KNBS Economic Survey, 2022

A majority of TVET institutions are found in large towns and this may affect level of access to education and training for marginalized groups and hard-to-reach areas. However, devolution of governance and expansion of facilities may have increased the number of students being enrolled in the revamped TVET institutions across the country. The enrolment in TVET institutions has grown by 4.1% to 2,396 in 2021 as shown in Table 2.

**Table 2: Enrolment in TVETs by Category 2017-2021**

TVET Category	2017	2018	2019	2020	2021
Public VTC+	899	982	1,149	1,156	1,156
Private VTC	47	47	49	83	88
Public TVC	91	101	191	230	255
Private TVC	627	628	742	820	885
National Polytechnics	11	11	11	12	12
<b>Total</b>	<b>1,675</b>	<b>1,769</b>	<b>2,140</b>	<b>2,309</b>	<b>2,396</b>

Source: KNBS Economic Survey, 2022

Efforts by all stakeholders (both public and private) to ensure quality skills development and job-ready graduates are ongoing. Such efforts will have to consider gender analysis at every level for enhanced delivery of services, in order to meet gender specific and sensitive needs of trainees, faculty, leadership and support staff.

## 2.3. Provision of TVET to Learners with Disabilities and other Special Needs

The International Labour Organization (ILO, 2017) policy guidelines on inclusive TVET aim at promoting access for persons with special needs, including various disabilities to training opportunities. This include equipping them with knowledge and skills that would enable them to participate equitably in the labour market. Inclusive training aims at ending the marginalization of people with special needs and disabilities in the labour market and reduces the invisible social and economic costs to individuals, communities, economies, and society.

Sustainable Development Goals (SDG 4) on quality education promotes equality in access to skills training and acquisition and seeks to enhance inclusion and non-discrimination based on ethnicity, race, sex, religion, or disability. In compliance with the Constitution of Kenya, UNCRPD and SDG 4, the Ministry of Education advocates for the integration of learners with special needs and disabilities. This means such students should be enrolled in regular educational institutions

A national survey by the Kenya Institute of Special Education (KISE) estimated that disability prevalence among children was 11% with a relatively even distribution of disabilities among male and female children at 51.2% and 48.8% respectively (MoE, 2018).

Notably is that some of the special needs TVET institutions cannot admit all eligible students with special needs and disabilities due to varying reasons. The Ministry of Education continues to promote inclusive training in TVETs by increasing the enrolment of trainees with special needs as well as increasing their participation in STEM subjects (KISE, 2020). This plan includes adapting TVET infrastructure to make it disability-friendly and providing sanitary towels to female students to help with retention and transition.

## 2.4. Gender and Special Needs Education (SNE)

The situation at Special Needs Education (SNE) TVET institutions presents a different picture. While there is near gender parity in the special needs TVET, the ratio of female to male students in regular TVET is 4: 6. This indicates that male trainees with special needs and disabilities experience better access to vocational and technical training. This finding is corroborated by the KISE TVET study (2020) which established a ratio of 44:56. There was no evidence that the policy on inclusivity was being applied in regular TVET institutions, thus explaining the differentiated ratios in favour of the males. Data available indicate that less than 4% of the student population in TVET institutions have special needs (KISE, 2020). The implication is that despite the interventions by the government, only a few learners with special needs have access to technical and vocational training.

**Table 3: Gender and special needs education**

Category	Weighted Average Enrolment			The proportion of SNE Training
	Overall	Male	Female	
National Polytechnics	3,786	2,327	1,459	0.1%
TTIs	1,355	806	549	0.2%
VTIs	145	94	51	3.3%

Source: CBC Task Force Data, 2020

## **2.5. TVET Governance and Leadership**

Governance entails a set of processes that include, goal setting and steering mechanisms through gender-responsive institutional rules and regulations as well as gender-responsive budgeting . The guiding principle for governance includes accountability, participation and representation, compliance, and quality assurance.

### **2.5.1. Accountability**

Article 201 (a) of the Constitution of Kenya, 2010 requires openness and unlimited accountability. This is to guarantee Special Interest Groups (SIGs) the opportunity to fully and effectively participate in the development agenda (KICD,2016). On the contrary, some TVET institutions are yet to fully adopt and operationalize accountability measures to ensure compliance with the minimum requirements of this principle.

### **2.5.2. Participation, Representation, and Decision Making**

Participation is embedded in the Constitution of Kenya, 2010 both as a principle and a national value. Article 10 binds state organs, state officers, and public officers to exercise values such as ensuring the participation and representation of women and men whenever they make or implement public policy decisions. As such, citizen involvement in the prioritization, planning, ownership, and sustainability of subnational and national development is imperative.

Further, the Technical and Vocational Education and Training Act No. 29 of 2013 makes it mandatory for the council and boards to have gender-balanced representation. Participation is crucial in ensuring the protection of rights, transparency, accountability, equity, self-determination, influencing decision-making, effective democratic citizenship, and meaningful dialogue. Decision-making in many TVET institutions remains skewed towards the male gender. Additionally, the management of many TVET institutions is yet to create an enabling environment to ensure trainees with disability participate effectively and meaningfully in decision-making.

### **2.5.3. Compliance and Quality Assurance**

One of the major barriers to gender mainstreaming in TVET is the absence of gender mainstreaming as a parameter for accreditation, quality assurance, monitoring, and evaluation as well as outreach services (MoE, 2012). Consequently, the Technical and Vocational Education Authority (TVETA) and NGEN have not been able to effectively monitor, audit, and advise TVET institutions on compliance with constitutional provisions on gender mainstreaming and performance contracting requirements.

### **2.5.4. Gender Responsive Budgeting**

In the last few years, the Government has exerted remarkable efforts toward gender equity, equality, and inclusion. Currently, trainees in TVETs access capitation of up to Kshs 30,000 by the National Government while the County capitation is pegged at Kshs 15,000. The capitation level remains the same irrespective of many inequalities that hinder SIGs from accessing TVETs. For instance, access to bursaries (KNBS,2021) for education is largely not different is an area where females and PWDs have performed dismally. Ideally positive discrimination should be applied in amounts of capitation and reach. This inequality prevents students with disabilities from optimal enrolment. Such inequalities have compounded the ability of PWD students from making accurate financial decisions such as attending training, transport, and ancillary costs. Collectively these create barriers for female and PWD trainees' attempts to attain technical skills and training.

Gender-Responsive Budgeting (GRB) is yet to be adopted as a model for budgeting and planning for TVETs. GRB approaches would determine the allocation of resources specific to the needs of the female and male staff and students.

## **2.6. TVET Admission and Learning Processes and Procedures Management**

### **2.6.1. Access**

The number of TVET institutions in Kenya has increased from 1,300 in 2016 to 2,396 in 2021. The TVET institutions in Kenya are categorized into Vocational Training Centres (VTCs), Technical Training Institutes (TTIs), Institutes of Technology (IoT), Technical and Vocational Colleges (TVCs), and National Polytechnics (NPS) (KNBS,2019). The National Youth Service (NYS) also provides education and training on technical skills.

The growth in TVET has not been reflected in the total number of national polytechnics which remains at 12 and Special Needs Training Institutions at four (4). The ability of SIGs to competitively access the limited opportunities available in national-level polytechnics is severely constrained. At the same time, there is no National Polytechnic established and categorized as a special needs training institution (KISE,2019). These has narrowed down opportunities available to marginalized learners.

### **2.6.2. Enrolment and Course Selection**

The trainee enrolment in TVET has more than tripled from 147,000 in 2014 to 498,326 in 2021. However, the total male students in TVET institutions account for over one half (57.2%) of the total enrolment meaning, female enrolment in TVET still lags behind. The pressure on the TVET system is further projected to increase by 2022 owing to the Ministry of Education's strategy of a 100% transition from primary to secondary education (KNBS,2021). The number of graduates from secondary schools is anticipated to increase by 64% between 2018 and 2022 to approximately 3.8 million. This necessitates for early planning of adequate learning facilities and the provision of trainers/instructors in TVET. In addition, the National Youth Service (NYS) recruits 30,000 youth annually, with more than 12,000 of these being enrolled in different technical vocational training largely in disciplines such as engineering, fashion and design, textile and garment, plant operation, mechanics, construction, and driving among others.

Among trainees with disabilities, the four existing technical institutions for learners with special needs enrolled nearly 2,500 learners in 2020. Enrolment of trainees with disabilities is highest at vocational training centres and least in National polytechnics. Additionally, irrespective of gender, online reading shows that the proportion of trainees without disabilities enrolled in special needs technical and vocational institutes (SNTVIs) is significantly higher (31.1%) in Special Needs TTIs and (76.2%) in Vocational Training Centres (VTCs), compared to the proportion of trainees with disabilities in regular training institutions. More male than female trainees with disabilities is enrolled in TVET institutions. Further, female trainees with disabilities were enrolled more in national polytechnics compared to males.

### **2.6.3. Retention**

Improving the retention of trainees in TVET institutions remains a challenge. Studies shows that women tend to drop out of tertiary education and training at a higher rate compared to men due to reasons such as reproductive issues, pregnancies and burden of care. About 38% of the

male population above 25 years has completed lower secondary education as compared to 28% of females.

#### **2.6.4. Completion and Transition to the Workplace**

TVET institutions release thousands of skilled youths to the Kenyan labour market each year. This is in line with the Technical and Vocational Education and Training Act, 2013 which mandates TVET Institutions to continually impart trainees with the necessary knowledge and skills for social and economic development. However, fewer females than males complete their training due to various issues including unplanned pregnancy, care responsibilities, sexual harassment and intimidation, and unfriendly learning and training environment, among others.

#### **2.6.5. Pedagogy and Curriculum Implementation**

Effective curriculum implementation requires that the trainers must have the capacity to interpret the curriculum through instructional strategies and techniques. These determine how much is learned by the learners. Often, trainers rely on the traditional approaches of teacher-centered learning in their effort to cover the syllabi. However, this has often failed to make TVET learning responsive to the gender needs (KISE, 2019).

#### **2.6.6. Mentorship and Apprenticeship**

Despite the importance of mentorship and moulding in the education sector, obvious gaps remain apparent. In particular, it is not clear where the responsibility lies among education stakeholders and those assigned may have not put in place a comprehensive program (GoK, 2013). There is no clear policy or guidelines on mentorship except for what takes place under guidance and counselling. The latter still bear some gaps. It has been noted that training institutes have inadequate strategies for incorporating support to students such as counselling services, Sexual and Reproductive Health (SRH) and/or day-care services, and academic counselling among others. Further, there lack career support office in most of the TVET institutions. An effective career support office would provide services to students including linkages with industry, and necessary social support.

#### **2.6.7. Science, Technology, and Innovation**

The Kenya Vision 2030 and Sessional Paper No. 2 of 2015 on Transforming Education and Training in Kenya, have put much importance on Science Technology, and Innovation in tertiary education. Vision 2030 emphasizes mainstreaming Science, Technology, and Innovation (STI) in the school curriculum. However, in the current tertiary education curriculum, innovative, vocational, and technical skills which are considered important for meeting the demand for skilled labour and the country's goal of industrialization, are not well integrated. There is an immense gender imbalance in the access to and performance in Science, Technology, and Innovation subjects. A commonly held misconception and narrative is that STI subjects were considered as a male domain.

### **2.7. Organizational Culture Work and Learning Environment**

#### **2.7.1. Gender norms**

Technical vocational education and training are erroneously considered a low-class career path, especially for women not pursuing technical courses/units. Such gender biases continue to shape attitudes toward Artisan and Craft Curricula in TVET institutions. Programs such as dressmaking, hairdressing, and cookery are associated with girls (AU, 2007). Male trainees are not often encouraged to take such programs. It is also evident that there is an immense gender imbalance in the access to and performance in Science, Technology, Engineering, and Mathematics (STEM)

subjects. A commonly held narrative is that STEM subjects were considered a natural male domain.

In many instances, female underrepresentation in TVET is due to stereotyping both at training levels and workplace. Cultural perception and stereotyping of some TVET fields are common. The common perception is that TVET is for low or semi-skilled careers only. Among the marginalized and vulnerable groups, girls' and women's education is not a priority, because they provide labour in households to subsidize the meagre resources and incomes of their families. Besides, for female students, reproductive roles and pregnancy often marks the end of training.

Low prospects for decent work are also a serious disincentive for female students/trainees. This is especially given the types of skills and trades that female students opt for which are already saturated and seemingly add little value to female trainees. Thus, many of the courses presently being offered to female students and trainees were seen either as 'acceptable' or 'traditional' occupations or trades; allowing females to 'work indoors and out of public view, contact or scrutiny - or from within the household; working without 'physical stress' or labour; being able to also cater to family duties, and generally being available for socially approved occupations.

### **2.7.2. Gender-Based Violence (GBV) and Sexual Harassment (SH)**

In recent years, GBV has become a concern in TVET institutions with many victims being disproportionately female. Many have experienced sexual assault, date rape, domestic violence, and stalking. As a result, many victims/survivors have to endure a host of physiological, psychological, and academic outcomes associated with victimization. Gender-Based Violence (GBV) and sexual harassment disrupt students' education and social lives and potentially result in lower grades, dropping classes, or withdrawal from the institution.

The lack of provisions and facilities to cater to the needs of female and male students also poses a serious barrier to their participation in skill development and training opportunities. Linked to this is the lack of safe accommodation/hostel facilities which makes many families reluctant to send their daughters to TVET institutions that do not offer boarding facilities.

### **2.7.3. Psycho-Social Support**

One of the most crippling barriers especially for female trainees is the resigned attitude, and inherent lack of self-confidence. The patriarchal mind-set is so dominating and has been so strongly internalized by all parties concerned that it is difficult for women to break out of that enclosure. Women and men need thoughtful guidance, counselling, and empowerment together with trade skills for their full potential to grow. Men should be partners in supporting women overcome these barriers.

## **2.8. Infrastructure and Facilities (Built Environment)**

### **2.8.1. Built Environment**

In most TVET institutions, training facilities, (that is classrooms used for theory sessions and workshops used for practical sessions), are mostly inadequate in terms of numbers, capacity, and how they are equipped. The shortage in infrastructure is demonstrated in the growing number of Technical Training Institutions (TTIs) adopting temporary training structures such as tents to meet demand (ADB,2019). In a recent study, TVET institutions were found inadequate and lacking in the following resources; art rooms, photographs, home science rooms, laboratories, models, libraries, charts, sports equipment, music rooms, agriculture farms, radio and television

(TV) (MoE,2012). While some female trainees hardly access sanitary services within the training workshops. Due to limited layouts, some workshops hardly consider the specific needs of women trainees and instructors.

### **2.8.2. Assistive Devices and Services**

In addition, students and instructors with disabilities face challenges related to mobility and access to teaching and learning resources. Technical institutions in Kenya are inadequately resourced to accommodate trainees with disabilities with only 19 percent of such institutions having ways to make training of students with disabilities feasible (KISE, 2020). However, the overall capacity of the TVET system in both infrastructure and trainers remains inadequate. Available evidence shows that some TVET institutions in Kenya offer some support services to trainees with disabilities. Some of the services include availing of sighted guides to trainees with visual impairment and guidance and counselling by other regular TVETs (KISE, 2020).

## **2.9. Capacity Building and Career Development**

### **2.9.1. Staff Recruitment, Training, Promotion, and Retention**

In Kenya, the history of TVETs has been characterized by the low quality of training. This is usually occasioned by a lack of capacity in terms of qualified personnel, limited training equipment, and a lack of instructional materials (TVETA, 2018). The Government of Kenya has for a long time invested in TVET human resources capacity development for teaching practical and theory based skills. However, even with this effort, female instructors are still few. Besides, the trainers are hardly sensitized on issues of gender.

On-the-job training on gender is further encumbered by the low uptake of gender mainstreaming-specific training by TVET trainers. Consequently, the TVET sector is characterized by gender inequalities and exclusion, reinforcing adverse gender division of labour. This is manifested in the insufficient number of female and male trainers with the required competency and limited industry participation.

### **2.9.2. Continuous Professional Development**

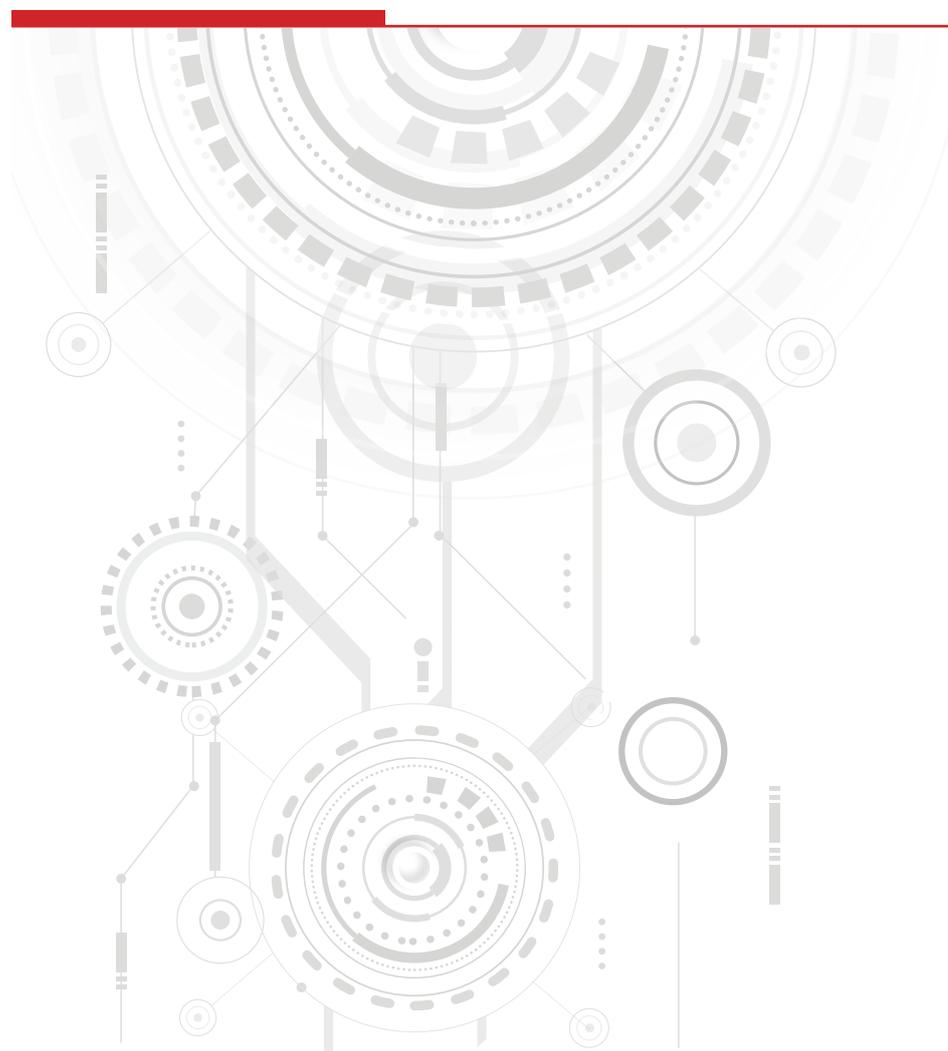
Technical teacher education is offered at the Kenya Technical Teachers College while Special needs education teacher education is offered at the Kenya Institute of Special Education (KISE). Overall, TVET trainers/instructors have rarely benefitted from in-service training and continuous professional programs in instructional areas. Further, it is noted that TVETs have few female trainers in technical and vocational institutions, especially in STI, which denies female role models to motivate them to choose such subjects.

In addition, these existing inequalities are not considered in curriculum design and, therefore, are not transmitted through the curriculum in a way that eliminates stereotypes about gender and the inequality of opportunities. Gender and inclusion trainings and refresher course on the same is so critical for the technical teachers training colleges.

# CHAPTER 3

## Key Policy Issues and Commitments

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### 3.1 Key Policy Issues and Commitments

This chapter highlights the key policy priority areas, issues to be addressed, and key commitments by the institutions involved. These commitments will ensure:

- Systematic integration of gender equality into the TVETs and to explicitly include women's and men's priorities and needs in all policies, programs, projects, institutional mechanisms, and budgets.
- Design and implement gender-specific action measures to redress the effects of past or continuing discrimination through affirmative action and special measures to empower the disadvantaged groups suffering from various constraints, and identify opportunities for knowledge, skills, and conditions of work.
- Address both practical and strategic gender needs of women and men within the TVET ecosystem, and subsequent transition to the workplace.

**Table 4: Key Policy Issues**

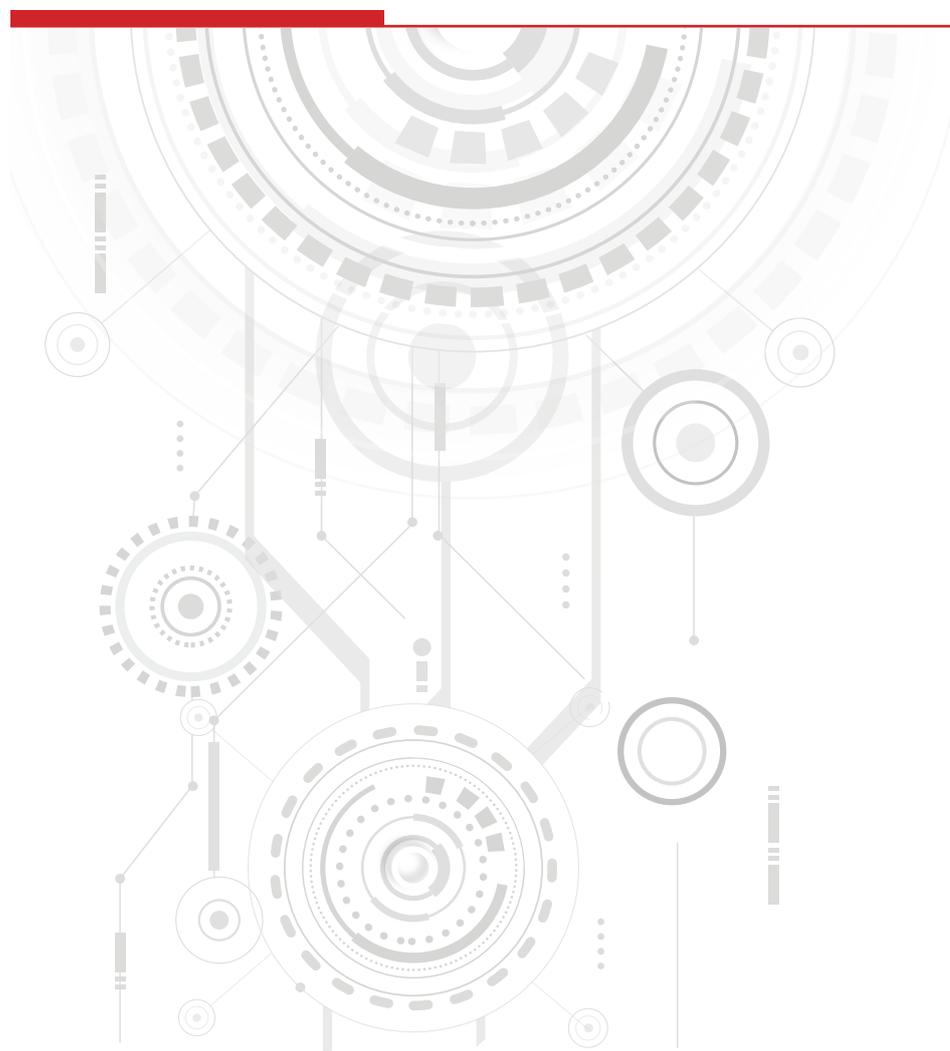
<b>Thematic Area</b>		
<b>Gender equality in the TVET Sector</b>		
<b>Primary Objective(s)</b>	<b>To Promote equity, inclusion, affirmative action and diversity within the TVET sector/ Institutions</b>	
<b>Secondary Objective(s)</b>	<b>To promote the use of data for policy development, implementation and review</b>	
<b>Policy Thematic Area</b>	<b>Key Issues</b>	<b>Policy Commitments/Strategic Actions</b>
<b>Legislative and Policy Frameworks for gender mainstreaming</b>	<ol style="list-style-type: none"> <li>Non-compliance with legislation, policy and regulatory framework</li> <li>Lack of institutional gender mainstreaming and inclusion policies</li> <li>Most TVET institutions are not in compliance with the legal and policy provisions including the 2/3 gender rule and 5% requirement for Persons with Disabilities</li> <li>Inadequate or lack of reporting by TVET institutions on progress made in compliance with policies and laws</li> <li>Inadequate data collection tools for TVETs</li> <li>Lack of implementation of gender mainstreaming guidelines</li> </ol>	<ol style="list-style-type: none"> <li>Ensure compliance with legal and policy provisions by developing and reviewing policies and programs at institutional levels.</li> <li>Build capacity for institutional leaders, trainers, and trainees to facilitate compliance</li> <li>Sensitize leadership, trainers, and trainees on the relevant legal and policy provisions to ensure compliance</li> <li>Commit budgets to implement gender programs</li> <li>Ensure implementation of gender mainstreaming guidelines/ policies</li> </ol>
<b>Thematic Area</b>		
<b>TVET Governance and Leadership</b>		
<b>Primary Objective(s)</b>	<b>To promote Gender Responsive Governance and Leadership within the TVET Sector/institutions</b>	
<b>Secondary Objective(s)</b>	<b>To promote Gender responsive budgeting within the Technical Training Institutes; Technical and Vocational Training colleges; Vocational Training Centers and special needs training institutions</b>	
<b>Governance and leadership</b>	<ol style="list-style-type: none"> <li>Inadequate mechanisms to foster accountability in place</li> <li>Fewer women and girls participate and are represented in leadership and decision-making within the staff, board/council, and student body</li> <li>Inadequate efforts aimed at adherence and compliance to Gender responsive budgeting</li> <li>Inadequate gender-responsive institutional policies among most TVET institutions</li> <li>Lack of compliance with the criteria and or guidelines for recruitment of human resources at the board/ governing council and other TVET institutional leadership</li> </ol>	<ol style="list-style-type: none"> <li>Institutionalize gender-responsive budgeting as a strategy for resourcing gender mainstreaming programs and policies</li> <li>Institutionalize incentives and sanctions for gender mainstreaming champions and defaulters respectively.</li> <li>Develop and implement standard operating procedures management for ensuring compliance and quality assurance</li> <li>Develop, review and implement policies, procedures, and administrative actions towards engendering TVETs</li> <li>Conduct regular training and sensitizations on gender and inclusive leadership</li> <li>Comply and implement the Constitutional and statutory requirements in leadership (not more than two-thirds gender</li> </ol>

Policy Thematic Area	Key Issues	Policy Commitments/Strategic Actions
	f) Lack of comprehensive gender-responsive human resource instruments in most TVET institutions	<ul style="list-style-type: none"> <li>representation, at least 5% representation of PWDs, Inclusion of Youth and Minorities and marginalized communities)</li> <li>(vii) Carry out employee satisfaction surveys and implement recommendations</li> <li>(viii) Promote equal opportunities for all</li> <li>(ix) Put in place mechanisms for dispute and conflict resolution and complaints and grievance handling</li> <li>(x) Institutionalize mechanisms for gender transformative performance evaluations and service charters for trainers and leadership.</li> </ul>
<b>Thematic Area</b>	<b>TVET admission and learning processes and procedures Management</b>	
<b>Primary Objective(s)</b>	To mainstream Gender and Inclusion within the TVET learning processes and procedures	
<b>Secondary Objective (s)</b>	To enhance increased access, enrolment, retention, and completion of TVET opportunities by both men and women	
<b>Technical Vocational and Educational Training sector Admission and Learning Processes and Procedures Management</b>	<ul style="list-style-type: none"> <li>a) Limited access to TVET opportunities especially by PWDs and female students from marginalized communities</li> <li>b) Low enrolment among PWDs and female students from marginalized communities</li> <li>c) Inadequate Recruitment of trainers especially for trainees with special needs</li> <li>d) Inadequate recruitment of women trainers/ instructors for STEM courses</li> <li>e) Low levels of awareness among potential trainees</li> <li>f) Inadequate efforts and strategies aimed at retaining and ensuring completion of trainees such as nursing trainees and persons with disabilities</li> <li>g) Limited programs aimed at ensuring successful trainee Transition and Placement</li> <li>h) Limited resources to facilitate Pedagogy and Curriculum implementation</li> <li>i) Inadequate Mentorship and apprenticeship programs</li> <li>j) Fewer/low numbers of women and girls enrolling for Science Technology and Mathematics (STEM) courses and fewer men and boys enrolling for courses dominated by girls (Soft Courses).</li> <li>k) Most institutions are yet to fully adopt ICT Systems to support and respond to open and distance learning needs of female and male trainees.</li> <li>l) Absence of Gender unit in the TVET curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Adopt measures to increase access to and retention of women, men, girls, boys, and special interest groups in the TVETs.</li> <li>(ii) Strengthen the existing policies, regulations, and practices on enrolment and recruitment of female and male trainees, including PWDs and individuals from marginalized communities.</li> <li>(iii) Apply affirmative action for women trainees for STEM courses</li> <li>(iv) Promote mentorship and apprenticeship among women, men, girls, and boys within TVETs.</li> <li>(v) Institute programs that sensitize communities to encourage women, men, girls, and boys to challenge socio-cultural beliefs and retrogressive practices that breed inequality in enrolment, retention and transition to the labour market for female trainees.</li> <li>(vi) Explore ways of establishing mobile TVETs for some courses, especially in areas experiencing challenges such as climate change/hard-to-reach.</li> <li>(vii) Full recognition of prior learning experience</li> <li>(viii) Tailor-make courses to suit the needs of specific learners such as those with disabilities and those in Arid and Semi-Arid areas.</li> <li>(ix) Review and enforce re-entry policies for trainers who dropped out.</li> <li>(x) Promote exchange programs among TVET institutions.</li> <li>(xi) Recruit adequate trainers in TVET institutions including those for special needs trainees.</li> <li>(xii) Develop, produce and implement gender-inclusive, pedagogy, curriculum educational materials, and learning aids.</li> </ul>
<b>Thematic Area</b>	<b>Organizational Culture and Learning Environment</b>	
<b>Primary Objective(s)</b>	To promote a gender-responsive and inclusive organizational culture, work and learning environment within the TVET sector/ institutions	
<b>Secondary Objective(s)</b>	To promote a secure and safe learning environment for all	
<b>Organizational Culture, Work, and Learning Environment</b>	<ul style="list-style-type: none"> <li>a) Existence/Presence of gender norms including gender-insensitive language, derogatory terms, stereotypes, biases, narratives, values, expectations, and</li> </ul>	<ul style="list-style-type: none"> <li>(i) Formulate/Conduct regular training on gender mainstreaming to staff and the board.</li> <li>(ii) Hold continuous sensitization to staff, trainees, and stakeholders on gender and inclusion.</li> </ul>

Policy Thematic Area	Key Issues	Policy Commitments/Strategic Actions
	<ul style="list-style-type: none"> <li>perceptions that perpetuate discrimination and abuse</li> <li>b) Inadequate prevention and response mechanisms towards Gender-based violence and sexual harassment</li> <li>c) Inadequate Mental Health and Psychosocial Services for trainers and trainees</li> <li>d) Non-inclusive practices in recruitment and service delivery of both trainers and trainees</li> <li>e) Inadequate and or absence of universally designed infrastructure, facilities, and services that support learners with special needs such as persons with disabilities (assistive devices and services such as sign language) and nursing trainers and trainees (lactation rooms/Creche)</li> </ul>	<ul style="list-style-type: none"> <li>(iv) Ensure compliance with/Conduct institutional audits on the built environment for inclusivity</li> <li>(v) Provide gender and disability-friendly learning environment infrastructure</li> <li>(vi) Adopt organizational criteria that promote a culture that respects and upholds equity, inclusion, diversity, and non-discrimination</li> <li>(iii) Develop and implement the GBV and Sexual Harassment policies and if possible, put in place a gender unit</li> <li>(vii) Document successes and share best practices on gender and inclusion</li> <li>(viii) Provide gender-responsive facilities such as crèche, lactation rooms, changing rooms, and prayer rooms among others as applicable.</li> <li>(ix) Implement flexible working and learning arrangements, for instance, remote learning for trainers and trainees such as those nursing their young ones, and those with disabilities among others.</li> <li>(x) Provide mental health and psychological support to both trainers and trainees</li> </ul>
<b>Thematic area</b>	<b>Collaboration and Partnerships</b>	
<b>Primary Objective(s)</b>	<b>To promote collaboration and partnership to advance gender mainstreaming within the TVET sector/institutions</b>	
<b>Secondary Objective(s)</b>	<b>To promote cooperation and linkage between TVET institutions and industry</b>	
<b>Collaboration and partnerships</b>	<ul style="list-style-type: none"> <li>a) Inadequate efforts aimed at promoting public-private partnerships</li> <li>b) Limited cooperation between TVET institutions and industry</li> <li>c) Lack of framework to liaise/link trainees to industry/ or for job placement between TVET institutions and industry</li> <li>d) Limited efforts towards peer-to-peer learning and exchange programs for learning and adaptation</li> </ul>	<ul style="list-style-type: none"> <li>(i) Engage in peer-to-peer learning and exchange programs for learning and adaptation.</li> <li>(ii) Establish cooperation between TVETs and the industry for trainee placement and learning through Career Services Office.</li> <li>(iii) Develop a framework that links TVET institutions to industry</li> <li>(iv) Promote public-private partnerships.</li> <li>(v) Develop programs and partnerships that link trainees and industry.</li> </ul>
<b>Thematic Area</b>	<b>Capacity Building and Career development</b>	
<b>Primary Objective(s)</b>	<b>To strengthen TVETs' Institutional capacity for Gender Mainstreaming at all levels</b>	
<b>Secondary Objective(s)</b>	<b>To enhance capacity building and career development within the TVET institutions</b>	
<b>Capacity building and career development</b>	<ul style="list-style-type: none"> <li>a) Inadequate efforts and strategies aimed at promoting trainer/staff capacities, promotion and retention.</li> <li>b) Non-recognition of prior learning.</li> <li>c) Limited capacity for gender mainstreaming.</li> <li>d) Limited opportunities for continuous training</li> <li>e) Fewer programs linking trainees to further career development opportunities and industry.</li> <li>f) Absence of gender units, structures, committees, and/or focal points for gender mainstreaming especially within private TVET institutions.</li> <li>g) Inadequate support from TVET institutions to help untrained instructors to enrol for training and trained instructors to attend refresher courses.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Ensure continuous recognition of prior learning (RPL) regardless of how, where, or when learning occurred.</li> <li>(ii) Create and link trainers and trainees to opportunities for continuous training on gender mainstreaming and inclusion.</li> <li>(iii) Forge partnerships and linkages that provide trainers and trainees with opportunities for further career development (career fair).</li> <li>(iv) Establish and or strengthen gender units, structures/ focal points/ committees within TVETs in public and private TVET institutions</li> </ul>

# CHAPTER 4

## Implementation of The Model Policy



## 4.1. Introduction

This section details general roles and functions to be undertaken by various agencies impacting TVET sector. The net benefits of carrying out these functions include:

- a) Intentionality in improving institutional capacity to augment gender-aware approaches.
- b) Advanced efforts in promoting funding, implementing, and reporting on transformative policy initiatives for gender equality.
- c) Institutionalized system-wide inclusion of gender in work planning and performance reviews.
- d) Gender dimensions considered in curriculum development and delivery.
- e) Assurance of budgetary allocations towards gender-inclusive approaches across the TVET ecosystem.

The management of the user institution shall be responsible for the customization of this gender mainstreaming model policy and full implementation of the subsequently approved institutional based gender mainstreaming and inclusion policy.

## 4.2. Overarching Functions of TVET Institutions

This model policy recognizes strategic partnerships among all the stakeholders necessary to provide entry, skills, training, and subsequent transition to employment. Therefore, a strong gender-responsive bond must be formed among the household, community, TVET, the private sector, civil society organizations, development partners, and the Government. (Annex 1).

### 4.2.1. Policy Financing

The ultimate duty of financing the model policy and the institutional-specific policies (government agencies) lies with the government of Kenya. The private sector institutions will seek financing from their stakeholders to develop and implement gender mainstreaming and inclusion policies at their level. The institutions will ensure adequate allocation and disbursement of budgets to implement all the key commitments pronounced in this model policy. The institutions will also continue to increase budgetary allocations to ensure sustainability through the institutionalization of gender mainstreaming and inclusion practices.

### 4.2.2. Resource Mobilization

The successful domestication of this model policy will highly depend on the availability of sufficient financial, human, and infrastructural resources. The resources required to transform the TVET institutions' structures, systems, and operations will require adequate resource mobilization. Collaboration between the national government and county government to support human resources in the TVETs is fundamental. All the TVET institutions listed in this model policy document and any others which will be identified individually by TVET institutions will mobilize resources from the Government exchequer, development partners, private sector, philanthropists, foundations, and like-minded partners through the approved procedures. One of the functions of the TVET Gender Technical Working Group is to seek possible sources of financial, technical, and material support.

## 4.3. Monitoring, Documentation, and Evaluation

All TVET institutions, in domesticating this model policy are encouraged to develop attendant monitoring and evaluation frameworks to ensure policy objectives are monitored, tracked, and evaluated. The monitoring and evaluation framework will include a results chain logic that

outlines the activities, outputs, and impact of the policy provisions, for the life of their gender mainstreaming policies. The framework will also outline annual and cumulative targets to be achieved based on clear Key Performance Indicators (KPIs) to:

- a) Systematically collect a range of sex-desegregated data at determined intervals to document and track changes in the target population (students, trainers, support and management teams).
- b) Undertake in-depth analyses to explore variations across the KPIs.
- c) Publish and disseminate findings in appropriate formats to inform investments in gender mainstreaming across the TVET institutions, and improve cross-learnings and best practices.
- d) Present annual reports to the county governments and line ministries as appropriate for legislative and budgeting actions.
- e) Provide a multi-sectoral mechanism to monitor the implementation of the policy on information gathering and analysis; monitoring progress; identifying good practices and obstacles throughout implementation, and proposing measures for future action.

#### **4.4. Policy Review**

Once domesticated, the review of the resultant institutional gender mainstreaming policy shall be initiated by the gender mainstreaming and inclusion committee of the user institution. All the reviews and amendments shall be approved by the policy arm of the designated institution.

The resultant policy will be implemented preferably for an initial period of 5 years from the date of adoption. It shall be subject to midterm review (by the third year). The purpose of this review is to identify opportunities and gaps considering the dynamic policy happenings at the institutional, national and global levels. Further, the review will consider and adopt the dynamics such as changes in national and county government policy and priorities within the sector and or institutional internal changes.

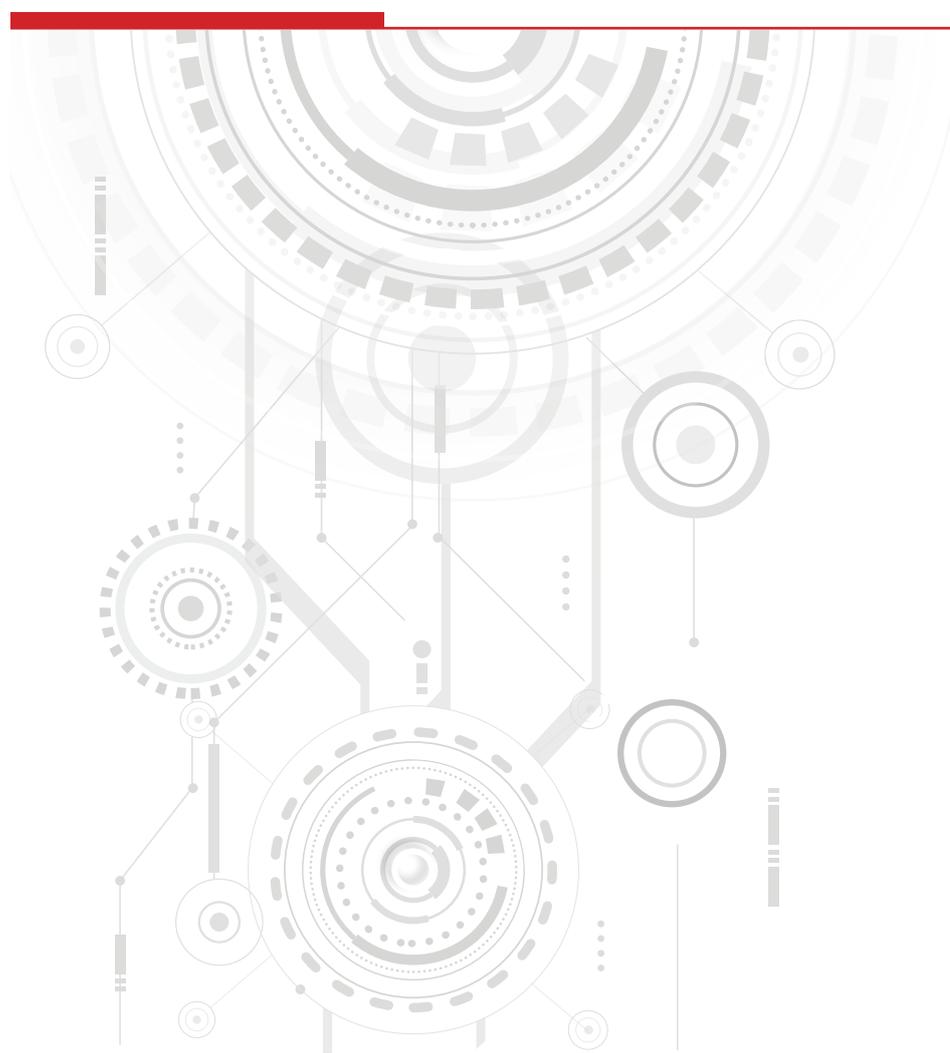
#### **4.5. Enhancing the Representation and Participation of the TVET Sector in National and County Gender Thematic Working Groups**

The success of the implementation of the gender mainstreaming policy frameworks for TVETs largely depends on the capacity of the agencies such as State Department for Gender and Affirmative Action, National Gender and Equality Commission, Council of Governors, TVET Authority, NITA, and the private sector, in ensuring that these institutions join the existing County Gender Technical Working Groups. The multi-sectoral nature of the policy commitments dictates that the ownership for successful implementation must be shared. The first point of interface for the sharing of this ownership is the County Gender Technical Working Groups.

The Intergovernmental Consultation Framework establishes gender sector working groups (TWGs) both at the National and County level. The framework seeks to provide a mechanism for consultations and cooperation among stakeholders and between the two levels of government on issues of gender equality and women empowerment. The framework established the following theme-based groups: Gender-Based Violence, Socioeconomic empowerment and financial inclusion, women in peacebuilding and conflict resolution, and women in leadership and decision-making. Therefore, efforts will be made to ensure that the TVET sector has increased participation and representation within the gender sector working groups at different levels. This would facilitate the following:

- a) Allowing for shared resources to ensure the TVET system is strategically poised and capable to undertake gender transformative initiatives and programs.
- b) Enhancing the understanding of the mandates of all parties involved (curriculum development, regulation, compliance, coordination, monitoring and evaluation, performance monitoring and reporting, and financing among others as prescribed).
- c) Educating the public and partners on the critical place of gender in Kenya's sustainable and holistic development, and achievement of SDGs.
- d) Establishment of a comprehensive system whereby the requirements of the gender National Policy on Gender and Development 2019 could be integrated into the TVET institutions and structures for county and national development.
- e) Establishing new networks and strengthening existing ones to enhance partnership and collaboration with government, non-governmental organizations, private sector, and community-based partners who would act as focal points and extended personnel in the implementation of the policy.
- f) Awareness creation and sensitization through extensive campaigns using community, social media, and secondary school career guidance to reach out to girls, families, employers and other relevant stakeholders.
- g) Increasing visibility of women already undertaking technical courses, or those referred to as "male" courses to attract more girls to take up TVET.
- h) Promoting implementation of affirmative action strategies to ensure equal access to STEM at all levels.

# ANNEX 1: Mandate, Roles and Responsibilities in TVET Ecosystem



<b>Key Government Ministries, Departments and Agencies and Private Sector</b>	
<b>Stakeholder/ Institution</b>	<b>Mandate</b>
<b>Ministry of Education</b>	<p><b>State Department for Vocational and Technical Training (VTT)</b> According to Executive Order No. 1 of 2022, the mandate of the State Department for VTT includes:</p> <ol style="list-style-type: none"> <li>a) Technical and Vocational Education policy development and management.</li> <li>b) Technical vocational education Training.</li> <li>c) Management of Institutes of Science and Technology.</li> <li>d) Management of National Polytechnics.</li> <li>e) Registration of TVET Institutions.</li> <li>f) Management of Vocational Educational Training Institutions (TVETs).</li> <li>g) Management of Technical Training Institutes.</li> <li>h) Policy and Standards development for Youth Polytechnics and Vocational Training.</li> <li>i) Apprenticeships and Training management of Technical and Vocational Training</li> </ol> <p><b>Kenya Institute of Curriculum Development (KICD)</b> The Kenya Institute of Curriculum Development is mandated to perform some of the following functions as per the Constitution of Kenya 2010:</p> <ol style="list-style-type: none"> <li>a) Advises the Government on matters about curriculum development.</li> <li>b) Evaluate, vet and approve, for application in Kenya, any local and foreign curricula and curriculum support materials about the levels of education and training” referred to in bullet (4).</li> <li>c) Implement the policies relating to curriculum development in basic and tertiary education and training.</li> <li>d) Develop, review and approve programs, curricula and curriculum support materials that meet international standards for: <ol style="list-style-type: none"> <li>e) Early childhood care, development and education.</li> <li>f) Pre-primary education.</li> <li>g) Primary education.</li> <li>h) Secondary education.</li> <li>i) Adult, continuing, and non-formal education.</li> <li>j) Teacher education and training.</li> <li>k) Special needs education.</li> <li>l) Technical and vocational education and training.</li> </ol> </li> <li>m) Initiate and research to inform curriculum policies, review, and development.</li> <li>n) Collect document and catalogue information on curricula, curriculum support materials and innovations to create a data bank and disseminate the information to educational institutions, learners and other relevant organizations.</li> <li>o) Print, publish and disseminate information relating to curricula for basic and tertiary education and training.</li> <li>p) Collaborate with other individuals and institutions in organizing and conducting professional development programs for teachers, teacher trainers, quality assurance and standards officers and other officers involved in education and training on curriculum programs and materials.</li> <li>q) Develop disseminate and transmit programs and curriculum support materials through mass media, electronic learning, distance learning and any other mode of delivering education and training programs and materials.</li> <li>r) Promote equity and access to quality curricula and curriculum support materials.</li> <li>s) Promote appropriate utilization of technology to enhance innovations and achievement of a knowledge-based economy.</li> <li>t) Offer consultancy services in basic and tertiary education and training.</li> <li>u) Incorporate national values, talent development and leadership values in curriculum development.</li> <li>v) Receive, consider, develop and review curriculum proposals.</li> </ol>
	<b>Roles and responsibilities</b>
	<ol style="list-style-type: none"> <li>(i) Oversight</li> <li>(ii) Coordination</li> <li>(iii) Implementation</li> <li>(iv) Capacity Building</li> <li>(v) Quality assurance</li> </ol> <ol style="list-style-type: none"> <li>(i) Curriculum Development</li> <li>(ii) Compliance and Quality assurance</li> <li>(iii) Monitoring and Evaluation</li> </ol>

Stakeholder/ Institution	Mandate	Roles and responsibilities
	<p><b>Kenya National Examination Council (KNEC)</b> The mandate of KNEC is outlined in Section 10 of KNEC Act No. 29 of 2012:</p> <ol style="list-style-type: none"> <li>Set and maintain examination standards.</li> <li>Conduct public academic, technical and other national examinations within Kenya at basic and tertiary levels.</li> <li>Award certificates or diplomas to candidates in such examinations.</li> <li>Confirm the authenticity of certificates or diplomas issued by the Council upon request by the government, public institutions, learning institutions, employers and other interested parties</li> <li>Research educational assessment.</li> <li>Advise any public institution on the development and use of any system or assessment when requested to do so, and under such terms and conditions as shall be mutually agreed between the Council and the public institutions.</li> <li>Promote the international recognition of qualifications conferred by the Council.</li> <li>Advise the Government on any policy decision that is relevant to, or has implications on the functions of the Council or the administration of examinations in Kenya.</li> <li>Do anything incidental or conducive to the performance of the preceding functions.</li> </ol>	<ol style="list-style-type: none"> <li>Quality Assurance</li> <li>Assessment</li> <li>Monitoring and Evaluation</li> </ol>
	<p><b>Kenya Institute of Special Education (KISE)</b> The Institute has been mandated to carry out the following core functions:</p> <ol style="list-style-type: none"> <li>Conduct teacher training courses for teachers in various fields of education for children with special needs and disabilities.</li> <li>Conduct in-service courses for personnel working in all fields of special needs education.</li> <li>Prepare and conduct correspondence courses for personnel in the field of special needs education.</li> <li>Run an educational and psychological assessment centre for the training of teachers of children with special needs education.</li> <li>Run an orientation and mobility centre for training and demonstration purposes.</li> <li>Run a model training unit for the integration and inclusion of children with special needs and disabilities into regular schools.</li> <li>Run a preschool department where training and the stimulation of young children with special needs and disabilities can be carried out for teacher training.</li> <li>Function as a resource centre for the production and dissemination of information to the general public on special needs and disabilities.</li> <li>Run a documentation and resource centre on special needs and disabilities.</li> <li>Conduct research in special needs education.</li> <li>Maintain, repair, design, produce and assemble special materials and equipment for persons with special needs and disabilities.</li> </ol>	
	<p><b>Technical and Vocational Education and Training (TVET) Authority (TVETA)</b> Established under Section 7 of the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013. The mandate includes:</p> <ol style="list-style-type: none"> <li>Regulate and coordinate training.</li> <li>Inspect, license, and register training institutions.</li> <li>Accredit and inspect programmes and courses.</li> <li>Promote access and relevance of training programmes.</li> <li>Determine the National Technical and Vocational Training objectives.</li> <li>Assure quality and relevance in programmes of training among other functions.</li> </ol>	<ol style="list-style-type: none"> <li>Coordination</li> <li>Compliance and Quality assurance</li> </ol>

Stakeholder/ Institution	Mandate	Roles and responsibilities
<p><b>Ministry of Public Service, Gender and Affirmative Action</b></p>	<p><b>Kenya School of TVET (formerly KTTC). The mandate includes:</b></p> <ul style="list-style-type: none"> <li>a) Training trainers across the country both in-service and pre-service on matters of gender inclusion.</li> <li>b) Continuous Professional Development</li> </ul> <p><b>State Department for Gender and Affirmative Action (SDFGA)</b></p> <p>According to Executive Order No.1 of 2022, the mandate of the State Department for Gender and Affirmative Action includes:</p> <ul style="list-style-type: none"> <li>a) Gender Policy Management.</li> <li>b) Special Programmes for Women Empowerment.</li> <li>c) Gender Mainstreaming in Ministries/ Departments Agencies.</li> <li>d) Community Mobilization on Gender Issues.</li> <li>e) Domestication of International Treaties/Conventions on Gender.</li> <li>f) Policy and Programmes on Gender-Based Violence.</li> <li>g) Affirmative action Policy.</li> <li>h) Promote equity.</li> <li>i) Undertake a national survey on special needs.</li> <li>j) Mainstream affirmative action in MDAs and ensure compliance to affirmative action principles as envisaged in the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>(i) Coordination</li> <li>(ii) Compliance and Quality assurance</li> <li>(iii) Monitoring and Evaluation</li> </ul>
<p><b>Ministry of Labour and Social Protection</b></p>	<p><b>State Department for Labor and Skills Development</b></p> <p>According to Executive order No. 1 of 2022, the Mandate of the State Department for Labour and Skills Development includes:</p> <ul style="list-style-type: none"> <li>a) Develop and maintain a Database on Employment Creation.</li> <li>b) National Institutional Framework to improve post-training skills.</li> <li>c) Overseeing Skills Development among Actors and Establishment of Sector Specific Skills Councils.</li> <li>d) Establishment and Management of Institutional Framework for Linking industry, Skills Development, and Training.</li> <li>e) The mandate of the State Department for Social Security and Protection includes Vocational Training and Rehabilitation of Persons with Disabilities.</li> </ul> <p><b>State Department for Social Security and Protection</b></p> <ul style="list-style-type: none"> <li>* Vocational Training and Rehabilitation of Persons with Disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Coordination</li> <li>(ii) Compliance and Quality assurance</li> <li>(iii) Monitoring and Evaluation</li> </ul>
<p><b>Ministry of Youth Affairs, Sports and the Arts</b></p>	<p><b>State Department for Youth Affairs</b></p> <p>According to Executive order No. 1 of 2022, the Mandate of the State Department for Youth affairs include:</p> <ul style="list-style-type: none"> <li>a) Youth Policy and Empowerment.</li> <li>b) Overseeing the management of NYS.</li> <li>c) Mainstreaming Youth in National Development.</li> <li>d) Business Innovation and Incubation.</li> <li>e) Managing and Promoting engagement with Youth for National Development.</li> <li>f) Harnessing and Development of Youth Talent for National Development.</li> <li>g) Collaborating and Overseeing Stakeholders engaged in Youth Promoting Activities.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Coordination</li> <li>(ii) Compliance and Quality assurance</li> <li>(iii) Monitoring and Evaluation</li> <li>(iv) Training</li> </ul>

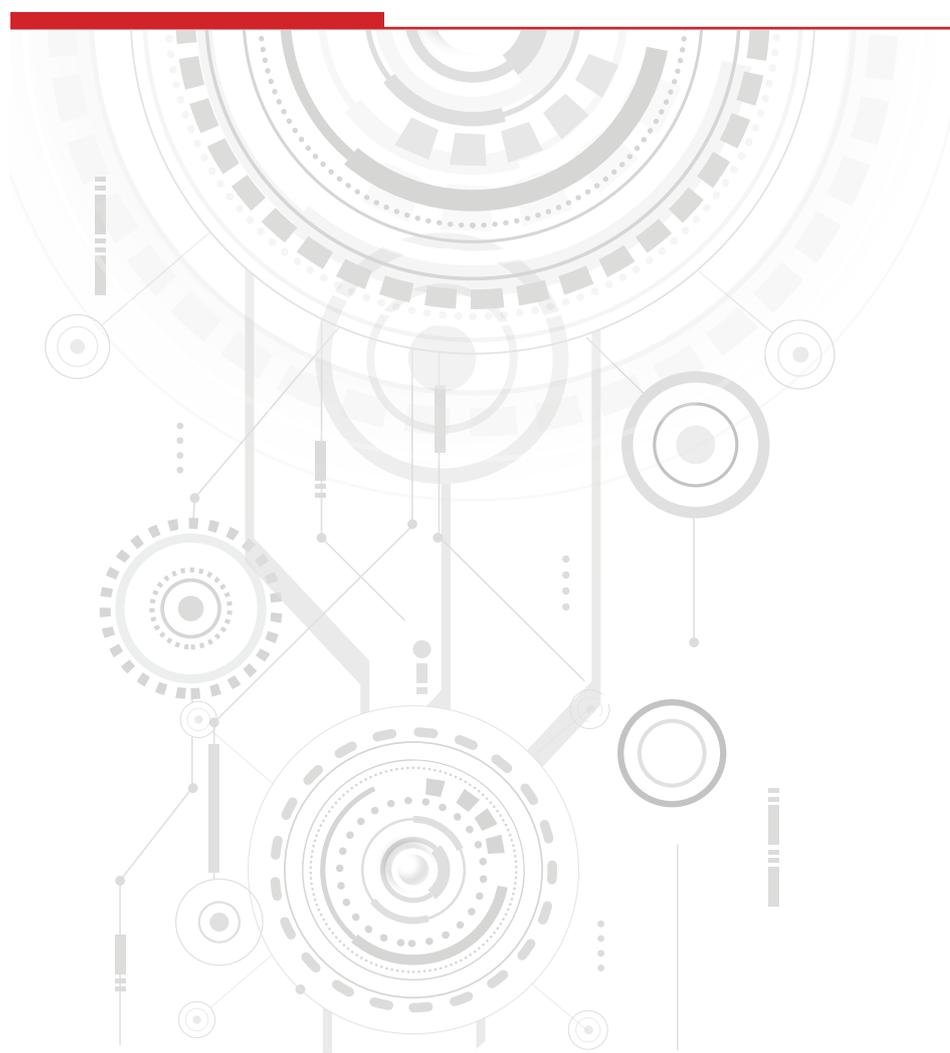
Stakeholder/ Institution	Mandate	Roles and responsibilities
<p><b>The National Gender and Equality Commission (NGEC)</b></p>	<p>The Commission is a Constitutional body established under the National Gender and Equality Commission Act 2011. The roles and responsibilities of the Commission shall therefore draw from its broad mandate as stipulated in the Act, including:</p> <ol style="list-style-type: none"> <li>Promote gender equality and freedom from discrimination under Article 27 of the Constitution.</li> <li>Monitor, facilitate and advise on the integration of the principles of equality and freedom from discrimination in all national and county policies, laws, and administrative regulations in all public and private institutions.</li> <li>Coordinate and facilitate mainstreaming of issues of gender, persons with disability and other marginalized groups in national development and advise the Government on all aspects thereof.</li> <li>Act as the principal organ of the State in ensuring compliance with all treaties and conventions ratified by Kenya relating to issues of equality and freedom from discrimination and relating to special interest groups including minorities and marginalized persons, women, persons with disabilities, and children.</li> <li>Monitor, facilitate and advise on the development of affirmative action implementation policies as contemplated in the Constitution.</li> <li>Work with other relevant institutions in the development of standards for the implementation of policies for the progressive realization of the economic and social rights specified in Article 43 of the Constitution and other written laws.</li> <li>Coordinate and advise on public education programmes for the creation of a culture of respect for the principles of equality and freedom from discrimination; (i) conduct and coordinate research activities on matters relating to equality and freedom from discrimination as contemplated under Article 27 of the Constitution.</li> <li>Receive and evaluate annual reports on progress made by public institutions and other sectors on compliance with the constitutional and statutory requirements on the implementation of the principles of equality and freedom from discrimination.</li> <li>Conduct audits on the status of special interest groups including minorities, marginalized groups, persons with disability, women, youth and children.</li> <li>Establish, consistent with data protection legislation, databases on issues relating to equality and freedom from discrimination for different affected interest groups and produce periodic reports for national, regional and international reporting on progress in the realization of equality and freedom from discrimination for these interest groups.</li> </ol>	<ol style="list-style-type: none"> <li>Coordination</li> <li>Facilitation</li> <li>Compliance</li> <li>Audit</li> <li>Monitoring</li> <li>Reporting</li> </ol>

Stakeholder/ Institution	Mandate	Roles and responsibilities
<p><b>National Council for Persons with Disabilities (NCPWD)</b></p>	<p>The core functions of the Council as stipulated under Section 7 of the PWDs Act No. 14 of 2003 are:</p> <ol style="list-style-type: none"> <li>a) To formulate and develop policies, measures, and programmes designed to: <ol style="list-style-type: none"> <li>i. Achieve equal opportunities for PWDs by ensuring to the maximum extent possible that they obtain education and employment and participate fully in sporting, recreational and cultural activities; and are afforded full access to community and social services.</li> <li>ii. Recommend measures to prevent discrimination against PWDs.</li> <li>iii. Encourage and secure the establishment of vocational rehabilitation centres and institutions and other services for the welfare, rehabilitation and employment of PWDs.</li> <li>iv. Coordinate services provided in Kenya for the welfare and rehabilitation of PWDs and implement programmes for vocational guidance and counselling.</li> </ol> </li> <li>b) To register: <ol style="list-style-type: none"> <li>i. Institutions, associations, and organizations, including those controlled and managed by the Government and local authorities, that provide services.</li> <li>ii. Places at which services for the rehabilitation of PWDs are provided.</li> </ol> </li> <li>c) To provide, to the maximum extent possible: <ol style="list-style-type: none"> <li>i. Access to available information and technical assistance to all institutions, associations, and organizations concerned with the welfare and rehabilitation of PWDs, including those controlled by PWDs.</li> <li>ii. To consult with the Government in the formulation of suitable curricula for vocational rehabilitation centres and other training facilities for PWDs.</li> <li>iii. To make provisions for assistance to students with disabilities in the form of scholarships, loan programmes, fee subsidies, and other similar forms of assistance in both public and private institutions.</li> <li>iv. Generally, to carry out measures for public information on the rights of PWDs and the provisions of the Act.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>(i) Capacity Building</li> <li>(ii) Compliance and Quality assurance</li> <li>(iii) Monitoring and Evaluation</li> </ol>
<p><b>The Council of Governors</b></p>	<p>The Council of Governors (CoG) is a non-partisan organization established under Section 19 of the Intergovernmental Relations Act (IGRA 2012). The main functions include:</p> <ol style="list-style-type: none"> <li>a) Promote visionary leadership.</li> <li>b) Share best practices.</li> <li>c) Offer a collective voice on policy issues.</li> <li>d) Promote inter-county consultations.</li> <li>e) Encourage and initiate information sharing on the performance of County Governments about the execution of their functions.</li> <li>f) Collective consultation on matters of interest to County Governments.</li> </ol>	<ol style="list-style-type: none"> <li>(i) Coordination</li> <li>(ii) Compliance and Quality assurance</li> <li>(iii) Monitoring and Evaluation</li> </ol>
<p><b>National Industrial Training Authority (NITA)</b></p>	<p>National Industrial Training Authority (NITA) is a semi-autonomous State Corporation established under the Industrial Training Act of 2011. The Authority's mandate is to promote the highest standards in the quality and efficiency of Industrial Training and to ensure an adequate supply of properly trained manpower at all levels in the industry.</p>	<ol style="list-style-type: none"> <li>(i) Compliance and Quality assurance</li> <li>(ii) Monitoring and Evaluation</li> </ol>
<p><b>Kenya Association of Technical Training Institutions (KATTI)</b></p>	<p>A professional body that coordinates the activities of Technical Training Institutes in the country. The Association provides a common forum for identifying common interests of the institutions and determining strategies for addressing such issues for the improvement of Technical Education and Training in Kenya.</p>	<ol style="list-style-type: none"> <li>(i) Users</li> <li>(ii) Compliance and Quality assurance</li> <li>(iii) Monitoring and Evaluation</li> </ol>

Stakeholder/ Institution	Mandate	Roles and responsibilities
<b>Kenya National Association of Private Colleges (KENAPCO)</b>	A registered body established to collaborate with the Government to ensure quality standards in training in private middle-level colleges under the government-set standards and the governing institutions thereof and by advancing such activities works to contribute to the advancement and harmony of the education system offered by the Government in the training and collaboration with the relevant Government departments.	<ul style="list-style-type: none"> <li>(i) Users</li> <li>(ii) Compliance and Quality assurance</li> <li>(iii) Monitoring and Evaluation</li> </ul>
<b>Private Sector</b>	<ul style="list-style-type: none"> <li>a) Network with TVET institutions to encourage to provide apprenticeships, scholarships, linkages and collaboration exchange program opportunities.</li> <li>b) Inform the TVETs of the industry needs (skill set development).</li> <li>c) Provide equal opportunities for employment of female and male graduates.</li> </ul>	<ul style="list-style-type: none"> <li>(i) User</li> <li>(ii) Financing</li> <li>(iii) Curriculum development of a core course in gender</li> <li>(iv) Job placement</li> </ul>
<b>Development Partners and Civil Society Organizations</b>		
Development Partners	<ul style="list-style-type: none"> <li>a) Support the TVETs with technical and financial assistance to develop institutional-specific gender mainstreaming policies.</li> <li>b) Engage the policymakers in respective ministries, state departments and agencies to provide special incentives for employers to hire TVET graduates.</li> <li>c) Support the policymakers in respective ministries and state departments to provide stipends and special provisions for women trainees.</li> <li>d) Support the development of curricula for gender awareness training of the TVET staff, and establishment of job counselling units within TVET institutions.</li> <li>e) Support in the establishment of the integrated gender database and information management system for TVETs.</li> <li>f) Support research and cross-learning sessions for best practices amongst TVETs on gender mainstreaming.</li> <li>g) Support TVETs to conduct primary research and establish proper documentation and recording systems, collect, analyze and publish performance and outcome data, that include trends over time and are disaggregated by sex and age, disability, and other demographic characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Financing</li> <li>(ii) Technical Assistance</li> </ul>
<b>Civil Society Organizations (CSOs)</b>	<ul style="list-style-type: none"> <li>a) Promote gender equality within the TVET sector through capacity-building workshops and programs.</li> <li>b) Advocate and lobby for resource allocation, and demand accountability.</li> <li>c) Support institutional policy development processes.</li> <li>d) Provision of alternative policy options.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Financing</li> <li>(ii) Compliance</li> </ul>
<b>Institutional-Based Roles and Responsibilities</b>		
<b>Governing Councils and Boards and Principals.</b>	<ul style="list-style-type: none"> <li>a) Review programs and their delivery modes to assess their gender friendliness.</li> <li>b) Conduct social marketing and awareness raising for women on the benefits of skills development.</li> <li>c) Increase enrolment rates for females across all skills development programs.</li> <li>d) Provide a gender-friendly environment for both female and male trainees.</li> <li>e) Set up gender-responsive environments such as safe accommodation (hostel facilities), separate washrooms for male and female trainees and staff, safe transportation systems, zero tolerance to sexual harassment, and due respect for all.</li> <li>f) Implement a workplace harassment prevention policy for the institutions.</li> <li>g) Ensure all instructors and managers undergo gender awareness, workplace harassment prevention, and equal employment opportunities (EEO) training</li> <li>h) Provide a system where all trainees have access to counselling and psycho-social services.</li> <li>i) Set up job counselling centres/clinics within all TVET institutions with a special capacity to advise both female and male trainees.</li> <li>j) Enhance gender-sensitive human resource development at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>(i) Users</li> <li>(ii) Compliance</li> <li>(iii) Monitoring and evaluation</li> </ul>

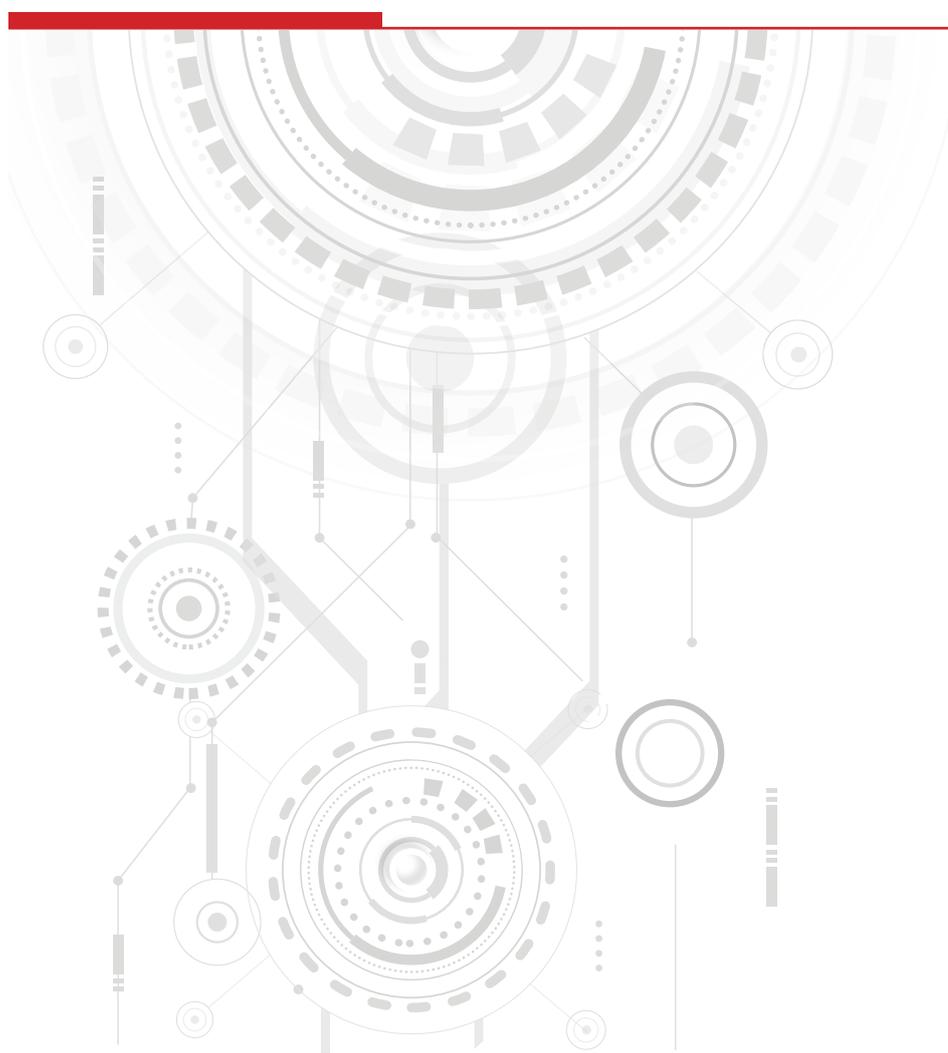
Stakeholder/ Institution	Mandate	Roles and responsibilities
<b>Staff</b>	<ul style="list-style-type: none"> <li>k) Strengthen sex-disaggregated database and recording systems</li> <li>l) Improve the trainers' awareness and communication capacities regarding gender issues.</li> <li>m) Ensure regular feedback on training issues including gender issues.</li> <li>n) Introduce flexibility in training hours and timing to suit the special situation and needs of female trainees.</li> <li>o) Organize team building for enhancing gender-sensitive social values in organizational culture</li> <li>a) Organize and participate in regular capacity-building workshops on gender sensitization. This should involve all high-level management, supervisors, instructors, and office personnel to build up gender awareness.</li> <li>b) Participate in the setting up of a central gender mainstreaming unit (GMS) with policy and program responsibility, and a mandate to guide the overall gender mainstreaming process.</li> <li>c) Establish a Gender Focal Point Network of staff responsible for gender equality issues in their respective work units.</li> <li>d) Participate in knowledge-sharing, peer-supporting, and working with trainees as an acknowledged channel for the integration of learning on gender equality into the TVET's functioning.</li> </ul>	(i) Users (ii) Compliance
<b>Students</b>	<ul style="list-style-type: none"> <li>a) Articulate their gender concerns, constraints, and needs.</li> <li>b) Participate in the development of institutional policies and guidelines for gender equality.</li> <li>c) Participate in knowledge sharing and peer support on gender integration.</li> <li>d) Practice respect for all.</li> </ul>	Users

# ANNEX 2: Operational Concepts in Gender Mainstreaming



Concept	Meaning
Gender	Social differences and relations between men and women that are learned, vary widely among Societies and cultures and change over time. Depending upon the cultural context, gender can condition to differing degrees what boys and girls are expected to think and feel, their preferences, hopes, and aspirations. Gender as an important variable in society is affected by other variables such as age, class or caste, race or ethnicity, or disability, and by the geographical, economic, and political environment.
Sex	Refers to exclusively biological differences between women and men that are universal.
Gender Mainstreaming	This is an institutional strategy that is used to ensure that women's, as well as men's concerns and experiences, are considered an integral dimension of the design, implementation, monitoring, and evaluation of any planned action, legislation, policies, and programs in all political, economic and societal spheres so that women and men can benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.
Gender Equality	This refers to the enjoyment of equal rights, opportunities, and treatment by men and women of all ages in all spheres of life and work. It does not mean that women and men are the same or have to become the same, but that their rights, responsibilities, social status, and access to resources do not depend on whether they are born male or female.
Gender Equity	It refers to fair and just treatment of both sexes that considers and addresses the different needs and interests of men and women, cultural barriers and (past) discrimination of the specific group.
Affirmative Action	Positive action is taken to redress the effects of past or continuing discrimination to establish equality of opportunity and treatment for women, men, girls, boys, different ethnic groups, castes, ethnicities, etc. in society in actual practice. This special action is taken for a temporary period.
Gender Gap/ Imbalance	This refers to differences in any area between women and men (or girls and boys) in terms of their levels of participation, access to resources, rights, power and influence, remuneration, and benefits.
Gender Analysis	It is a systematic tool to examine similarities, differences, and relations between women and men, girls and boys in all spheres of life and work with particular reference to the division of labour, access to and control over resources, as well as their needs, constraints, and opportunities, and decision making to identify possible gender gaps and means of rectifying these.
Strategic Interests /needs	Needs for equality and empowerment such as equal access to education and training; equal decision-making that relate to unequal power relations between men and women.
Gender-sensitive/ responsive	Refers to measures and actions that address the different situations, roles, needs, and interests of women, men, girls, and boys to close gender gaps and achieve equality.
Gender planning	Consists of developing and implementing specific measures and organizational arrangements (for example the capacity to carry out gender analysis, and collect sex-disaggregated data) for the promotion of gender equality, and ensuring that adequate resources are available (for example through gender budgeting).
Gender blind	Describes measures and actions, such as research, analysis, policies, advocacy and training materials, project and programme design, and implementation that do not recognize and ignore possible differences between the position, needs, constraints, opportunities, and interests of women, men, girls, and boys.
Gender Neutral	Describes measures and actions, such as research, analysis, policies, advocacy and training materials, project and programme design, and implementation that are not affected by and do not affect the different situations, roles, needs, and interests of women, men, girls, and boys. In reality, very few policies, measures, and actions are gender-neutral, because they have different effects on women and men.
Occupational segregation	Refers to a situation in which women and men are concentrated in different types of jobs and at different levels of activity and employment, with women being confined to a narrower range of occupations (horizontal segregation) than men and the lower grades of work (vertical segregation).
Gender-sensitive indicators	Are indicators disaggregated by sex, age, and socio-economic background? They are designed to demonstrate changes in relations.
Women's empowerment	The process by which women become aware of sex-based unequal power relationships and acquire a greater voice in which to speak out against the inequality found in the home, workplace, and community. It involves women taking control of their lives: setting their agendas, gaining skills, solving problems, and developing self-reliance.

# ANNEX 3: List of Contributors



## Technical Working Group Members

S/NO	Name	Institution
1.	Rhoda Misiko	State Department for Gender and Affirmative Action (SDGAA)
2.	Mary Wairimu Munyi	Technical and Vocational Education and Training Authority (TVETA)
3.	Jackline Migide	Council of Governors (COG)
4.	Nancy Cheruto	Kenya National Association of Private Colleges (KENAPCO)
5.	Monicah Kanyeki	Kenya Association of Technical Training Institutions (KATTI)
6.	Priscilla Kerebi	Kenya Private Sector Alliance (KEPSA)
7.	Dr Beatrice S. Oyori	National Youth Service (NYS)
8.	Catherine Weru	The National Industrial Training Authority (NITA)
9.	Mary Muthoni Njugi	State Department of Vocational and Technical Training
10.	Chryspin Afifu	Lead Consultant (Independent)
11.	Evelyn Komba	Co- Facilitator
12.	Kenneth Odary	Co-Facilitator
13.	Genevieve Achieng Wasonga	Policy and regulation expert, GIZ
14.	Immaculate Otieno	Vocational Training & Labour Markets Advisor, GIZ

## List of institutions that contributed during validation of the model policy

### A. Ministries, Departments and Agencies

1. Technical and Vocational Education and Training Authority (TVETA)
2. Federation of Kenya Employers (FKE)
3. National Council for Persons with Disability (NCPWD)
4. National Youth Service (NYS)
5. State Department for Gender and Affirmative Action
6. Council of Governors
7. State Department for Technical Vocational Education and Training
8. The National Industrial Training Authority (NITA)
9. Ministry of Youth Affairs, Sports and The Arts
10. Directorate of Children Services (DCS), Ministry of Labor and Social Protection
11. National Gender and Equality Commission

### B. County Governments

12. County Government of Nairobi City County
13. County Government of Lamu
14. County Government of Busia
15. County Government of Homa Bay
16. County Government of Kisumu
17. County Government of Migori
18. County Government of Marsabit
19. County Government of West Pokot
20. County Government of Baringo
21. County Government of Narok
22. County Government of Kitui
23. County Government of Kisii
24. County Government of Taita-Taveta
25. County Government of Vihiga
26. County Government of Kakamega
27. County Government of Mandera
28. County Government of Bomet
29. County Government of Isiolo
30. County Government of Kiambu
31. County Government of Kilifi

### **C. TVET Institutions**

32. Nairobi Technical Training Institute
33. The Nyeri National Polytechnic
34. Technical University of Kenya
35. Meru Technical Training Institute
36. Chepseon Vocational Training Center
37. Akado Vocational Training Center
38. Emsos Vocational Training Center
39. Ukunda Vocational Training Center
40. Mount Kenya University
41. Cooperative University
42. Machakos Teachers College (MATECO)
43. Mazeras Vocational Training Center
44. Kagoto Dhanji Vocational Training Center
45. Gede Vocational Training Center
46. Tiwi Youth Polytechnic
47. Ahero Vocational Training Center
48. Kigumo Vocational Training Center
49. Akado Vocational Training Center
50. YMCA Kisumu Vocational Training Center
51. Godoma Technical Training Institute
52. Mariwa Vocational Training Center
53. Samburu Vocational Training Center
54. Kisauni Vocational Training Center
55. St. Kizito Vocational Training Institute

### **D. Non- state Actors/private Sector**

56. Colleges and Institutes Canada (CiCan)
57. African Gender and Media Initiative Trust
58. AKAD Education Group
59. Child Fund
60. Healing Hearts Counselling Services
61. Kenya Red Cross Society
62. AMREF Health Africa
63. Kenya Private Sector Alliance (KEPSA)

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