



COUNTY GOVERNMENT OF BUSIA
DEPARTMENT OF SPORTS, CULTURE AND SOCIAL SERVICES
P.O. BOX PRIVATE BAG – 50400
BUSIA (K)



BUSIA COUNTY APPRENTICESHIP TRAINING POLICY

SEPTEMBER, 2020

COUNTY GOVERNMENT OF BUSIA

Department of Sports, Culture and Social Services
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Vision:

“A transformative and progressive County for a sustainable and equitable development”

Mission:

“To provide high quality service to Busia residents through well governed institutions and equitable resource distribution.”

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Policy Approvals

The Busia County Apprenticeship Training Policy has been approved and issued under the signature of:

Joe Maurice Odundoh

Chief Officer,
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Sign: _____ Date: _____

Dr. Janet N. Manyasi

County Executive Committee Member,
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Sign _____ Date: _____

FOREWORD

Skills mismatch and lack of employment opportunities for young people around the world constitute serious challenges. The global youth unemployment rate is nearly three times higher than adult unemployment rate (ILO, 2018). Statistics released by the International Labor Organization (ILO) in 2017 estimated youth unemployment in Kenya to stand at 26.21%. This situation has partly been contributed to by the lack of practical hands on experience for youth who drop out of school at all levels. To abate the situation, the Kenyan Government and other partners have developed a range of active labor market policies and programs that focus on enhancing youth employability and on providing incentives to encourage enterprises to train and then hire young people. The government has also put in place measures to create opportunities for youth employment and has set aside funds to finance youth entrepreneurship ventures.

The Constitution of Kenya 2010 requires the Kenyan Government to take measures including affirmative action programs to ensure that the youth access relevant education and training, have opportunities to associate, be represented and participate in political, social, economic and other spheres of life, access employment and are protected from harmful cultural practices and exploitation. Apprenticeship programs can be one way of fulfilling the requirements of the Constitution with regard to the Kenyan youth. There is increasing recognition of the key role that apprenticeships can play in enabling young people acquire the relevant competencies to facilitate their transition to the world of work.

To effectively carry out this noble duty, a policy is critical in guiding the process to enhance efficiency and effectiveness. This will ensure that young people interested in developing their skills are offered an opportunity to acquire practical work experience under competent master crafts persons. For effective management of apprenticeship programs, this policy has been adopted in order to provide guidelines on how the process is to be carried out for the young people seeking such opportunities in Busia County. I take this opportunity to thank the U.S Department of Labor, the International Labor Organization (ILO) in partnership with the Ministry of Labor, the Federation of Kenya Employers (FKE), the Central Organization of Trade Unions (COTU) and the County Government of Busia (CGB) for being part of providing the solution to youth unemployment in Busia County.

The Busia County Apprenticeship policy and program is established within the framework of the Department of Sports, Culture and Social Services, one of the Departments in the County Government of Busia. It is my sincere hope that the young people of Busia County will take advantage of the numerous opportunities that will be availed by this policy.

Dr. Janet N. Manyasi,
County Executive Committee Member,
Department of Sports, Culture and Social Services,
COUNTY GOVERNMENT OF BUSIA.

ACKNOWLEDGEMENT

A strong, dynamic, responsive, and empowered youth is critical in catalyzing and driving the transformations envisioned in the Constitution of Kenya 2010, The big four agenda of government (2018-2022) the Kenya Vision 2030 and the Sustainable Development Goals

This Policy is a demonstration of the county's commitment in spearheading multi-dimensional approaches and initiatives to address the challenges currently facing our youth, while optimizing the several strengths and opportunities that the youth present. This policy which has been formed by current realities in the county places an obligation on the youth to be value driven, agile protagonists of their own development and not merely recipients of government and or other development partners support

The most significant primacies that the policy proposes is focus on the marginalized and vulnerable youth and enhance decent workplace for the master craft persons. The route of developing this policy was inclusive through involvement of youth partners and stakeholders through consultative and participatory processes. This comprised of County Public participation and stakeholder validation forums and workshops, executive meetings, technical services and professional facilitation and multi-sectorial working groups by relevant policy teams.

It's important to note that success in the implementation of the Policy shall require a multi-faceted approach and support from all stakeholders in the youth agenda. The youth themselves; all youth serving organizations and groups; development partners; families and the larger society; private sector; Development partners and the County Government of Busia; shall play a leading role in the realization of the aspirations of the Policy

We would therefore take opportunity to acknowledge with thanks all individuals, groups, organizations that made a contribution towards the successful formulation of the Policy. To name just a few: International Labour Organization through Busy Project (The Better Utilization of skills for youth through quality apprenticeships) for financial and peer support. National Industrial and Training Authority (NITA) for technical support; all the youth and youth groups who candidly shared their views during the public participation forums; all youth serving groups and organizations who provided views to enrich the Policy; and all authors of publications and other information resources whose ideas were sourced to inform the content of the policy.

We also wish to thank Busia County Workplace- Based Training Coordination committee, the directorate of Youth Affairs for their contribution towards the development of this Policy. Special gratitude goes to the County Executive Committee Member for Sports, Culture and Social Services for guidance, facilitation and selection of a capable multi-stakeholder Technical Committee that worked with the Directorate of Youth Affairs to provide the overall coordination of the entire policy development process as well as refining and finalizing the document.

In conclusion, I once again call upon all those who supported the policy formulation process, together with other new well-wishers, to commit more support to the next phases of the Policy which include; implementation, monitoring, reviews and reporting of impact.

Joe Maurice Odundoh.
Chief Officer,
Department of Sports, Culture and Social Services,
COUNTY GOVERNMENT OF BUSIA

INTRODUCTION

1.0: Preamble

Busia County is one of the 47 Counties created after the promulgation of the Constitution of Kenya, 2010. The County has a well-articulated Vision as “A transformative and progressive County for a sustainable and equitable development.” To achieve the Vision, the county has stated its mission as “to provide high quality service to Busia residents through well governed institutions and equitable resource distribution.” The County is sub divided into seven administrative sub counties namely; Matayos, Bunyala, Samia, Butula, Nambale, Teso South and Teso North. These sub counties are further sub-divided into 35 electoral wards.

Geographically, the County is found in the Western part of Kenya and it borders Bungoma to the North, Kakamega to the East, Siaya to the South East, Lake Victoria to the South West and the Republic of Uganda to the West. Busia County also boasts of being a gateway to East and Central Africa with two border points located at Busia and Malaba Towns.

The County is predominantly inhabited by the Luhya and Iteso communities but it also has significant populations of other Kenyan tribes such as the Luo, Kikuyu, Somali and Kisii. In terms of religious affiliations, most of the residents are Christians with a significant population being Muslim.

The residents of Busia County majorly engage in various economic activities. In particular, Agriculture is the mainstay of Busia. Specifically, the residents grow maize, millet, sorghum, cotton, tobacco, sugarcane, beans and cassava. Residents found along the Sio River and Lake Victoria also engage in fishing as a major economic activity. Further, there is booming trade in Agricultural products and manufactured goods that takes place both within the county and regionally across the border with Uganda.

In terms of demographics, the 2019 Kenya Population and Housing Census found that the population of Busia County stood at approximately 893,681 with 426,252 being males, 467,401 being females and 28 being intersex. The population of men and women between the ages of 15-24 stood at 294,062 with males being 94,286 and females being 99,776.

According to the County’s population, the County’s life expectancy is 47 years compared to the National average of 56 years. The infant mortality rate is estimated at 65/1000 against a National average of 74/1000. Literacy levels in the County stand at 75.3% of the population aged above 15 years who can read and write as compared to the National average of 75%.

The unemployment rate in the County stands at 66.7%, one of the highest unemployment rates in the region.

1.1 Situational Analysis

The enrolment, participation and completion of schooling in Busia County by girls and boys both at the primary and secondary level has been low. Primary School Gross Enrolment Rate was 81% of all the children aged between 6 and 13 years in 2012. Total enrolment in Secondary school stood at 20% of the population aged between 14 and 17 years.

The low enrolment rates can be attributed to the following factors:

- a) Poverty
- b) Inadequate physical infrastructure
- c) Poor retention

- d) Poor performance at primary levels
- e) Low transition rates from primary to secondary school.

This state of affairs has further been aggravated by the Covid-19 pandemic which forced schools to be closed raising fears of more anticipated school dropouts most or all without skills or employment opportunities.

Lack of skills and employment opportunities for young people constitutes a serious challenge not only for Kenya or Busia County, but around the world. According to ILO (2018), the global youth unemployment rate is nearly three times higher than adult unemployment rate. O' Higgs (2017) posits that in response to these challenges, governments and policy makers at all levels have developed a range of active labor market policies and programs that focus on enhancing youth employability and on providing incentives to encourage enterprises to hire young people.

World over, there is an increasing recognition of the major role that apprenticeship programs can play in enabling young people acquire the relevant competencies to enable them enter the world of work. Apprenticeships enable the trainees acquire the relevant knowledge and skills through workplace training thus enabling the apprentices to acquire the necessary competencies needed for a particular occupation.

It is against this backdrop that the U.S Department of Labor has financed a four (4) year initiative dubbed BUSY (Better Utilization of Skills for Youth through quality apprenticeship) project that is being implemented by the International Labor Organization (ILO) in partnership with the Ministry of Labour and Social Protection (MOLSP), the Federation of Kenya Employers (FKE), the Central Organization of Trade Unions (COTU), the National Industrial Training Authority (NITA) and the County Government of Busia (CGB).

1.1.1 SWOT Analysis

STRENGTHS

- Availability of the unskilled youth in the county
- Willingness to support by the county Government of Busia
- Availability of Master Craft Persons
- Willingness of Master Craft Persons to participate in the programme
- Availability of youth willing to learn/skilled
- Favorable political environment that supports the programme
- Availability of credit facility. Eg Uwezo fund, youth fund NGAAF, CEDF ADF
- Youth are creative and innovative
- High potentiality to become better in the industry
- Availability of demand for the skills that they acquire
- Ability to learn, use and apply ICT as an asset for mobile learning
- Strong interest in youth development by religious institutions and development partners

OPPORTUNITIES

- Existing workshops in automobile, welding, carpentry within the county
- Guaranteed employment as their trainers end up absorbing in the workforce
- Government structures in place.g Grants for the youth to help them acquire tools and became entrepreneurs
- Availability of development donor partners who supports various youth programs
- Unemployment for the youth creates an opportunity for them to be enrolled into the programs
- Political good will from the leaders within the county to ensure youth are supported
- Existence of market for the skills that the youth are acquiring both for the products and services
- Existence of competent master crafts persons who are assured of highly skilled apprentices
- Success of the program will lead to employment opportunity for the marginalized and vulnerable youth.

THREATS

- Idleness leading to crime and unemployment
- Lack of access to basic needs(food, clothing, shelter)
- Porous border leading to illicit trade that leads to quick cash which lures youth
- High expectations from the youth
- Peer pressure by youth not to participate in youth services and programs
- Financial constraints
- Lack of modern tools and equipment
- Vulnerability to communicable and non-communicable diseases

WEAKNESSES

- Negative peer influence which can lead to anti-social behaviours
- Smuggling of goods across the border
- Opportunistic diseases which leads to school drop outs
- Early marriages and teenage pregnancies
- Influence of illicit trade and child labour
- Attitude towards work Based Training i.e the youth not joining Vocational and Training institutes
- Lack of role models/ mentors within their community
- Influence of Natural calamities like floods which affects schooling
- Urbanization-Many youth migrate to urban centers to seek better life and drop out of school
- Negative stereotypes amongst the youth
- Weak value systems or lack of role models

ABBREVIATIONS AND ACRONYMS

BC: Busia County

BUSY: Better Utilization of Skills for Youth

CGB: County Government of Busia

COTU: Central Organization of Trade Unions

FKE: Federation of Kenya Employers

ILO: International Labour Organization

MCP: Master Craftsperson

NITA: National Industrial Training Authority

VMY: Vulnerable and marginalized Youth

WBTCC: Workplace Based Training Coordination Committee

WBT: Work Based Training

NYC: National Youth Council

OPERATIONAL DEFINITIONS OF TERMS

Apprentice - means a person who is bound by written contract to serve an employer for such a period as the National Industrial Training Board shall determine with a view of acquiring knowledge, including theory and practice, of a trade in which the employer is reciprocally bound to instruct that person

Apprenticeship: A system by which a learner, trainee or apprentice acquires the skills of a trade

or craft in an enterprise, learning and working side by side with an experienced

or master craftsperson.

It can also be defined as a means of learning, training or acquiring knowledge

that is undertaken at the workplace, usually on the job or on-site

Experiential learning: Acquisition of knowledge and skills based on experience.

Masters craftsperson: An experienced person in a particular trade who passes on knowledge and skills to an apprentice, learner or trainee

Vulnerable and marginalized Youth (VMY): Youth who are from poor background, with low levels of formal education, those not gainfully employed and are interested in learning, acquiring or enhancing skills from an established Master Crafts Person.

Young person/ Youth: A Busia County resident in the 16-24 age bracket.

BUSIA COUNTY APPRENTICESHIP TRAINING POLICY

1. Policy Overview

- 1.1 The Busia County Apprenticeship Training Policy (“the Policy”) outlines the implementation of Apprenticeship Training in Busia County to benefit youth aged between 16-24 years and who are vulnerable and marginalized.
- 1.2 This Policy acts as a source of information and guide on Apprenticeship Training for the County Government of Busia (CGB), potential beneficiary youth, key stakeholders and other interested parties.

2. Policy statement

- 2.1 County Government of Busia (CGB) is committed to providing equal opportunities for youth interested in developing/enhancing their workplace knowledge, skills and attitudes. CGB will facilitate the beneficiary youth to undergo relevant demand driven job specific training and work experience under competent Master Crafts Persons (MCPs) with the guidance and support from NITA and other stakeholders as provided for in Apprenticeship Training Scheme and other applicable standards and guidelines.

3. Target Audience

- 3.1 This Policy applies to the potential VMYs, County Government of Busia (CGB) and external stakeholders who include, and not limited to; Apprentices; Master Crafts Person; relevant Government Ministries, Departments and Agencies (MDAs); Development Partners, Business Management Organizations (BMOs), Community Based Organizations (CBOs); Youth Representatives; and Political Leadership.
- 3.2 The Policy focuses on regulations of the Apprenticeship Training Program in Busia County and provides for the guidelines, principles, standards, requirements and outlines the roles of key players and stakeholders.

4. Guiding Principles

- 4.1 The guiding principles of this Policy are:
 - a) **Life-long learning**- seeks to promote continuous acquisition of knowledge and skills through experiential learning as well as development of portable skills and competencies
 - b) **Partnerships** - the County Government of Busia shall endeavor to create and promote an enabling environment for Partnerships to enhance investment in apprenticeship program
 - c) **Access and equity**- all efforts shall be made to ensure that all the youth shall access apprenticeship in fair and just manner.
 - d) **Non-discrimination**- provides for an enabling environment for participation by all and ensure there is no discrimination in recruitment and selection of the target group.
 - e) **Multi-Sectoral approach**- provides for inclusive approach in achieving the targeted objectives by involving relevant stakeholders in key decision making processes.
 - f) **Demand-driven apprenticeship**- programmes seek to re-align apprenticeship program to the needs of the industry and the labor market.

- g) **Awareness creation-** of the opportunities availed by the program to the target audience.
- h) **Value for money-**The Apprenticeship program shall be implemented in a manner that ensures that there is value for money.

5. Policy Objectives

- 5.1 The objectives of this Policy is to increase access to decent job opportunities by youth in Busia County through impartation of workplace skills, Knowledge and experience by a master crafts person following the traditional apprenticeship and mentorship thereby addressing unemployment, vulnerability and poverty in urban and rural settings.
- 5.2 The overall objective of this Policy is to provide a framework to guide and regulate apprenticeship in Busia County. Specifically, the Policy seeks to:
 - a) Define and clarify roles of the various players in the Apprenticeship Program.
 - b) Set standards to facilitate delivery of high quality apprenticeship program within Busia County.
 - c) Provide a mechanism for effective coordination and regulation of apprenticeship program.
 - d) Provide youth with the essential skills, knowledge and experience needed to increase their opportunities to decent jobs.
 - e) Develop a framework for assessment and certification of Apprentices.

6. Relevant Legal and Policy Framework

- 6.1 Industrial Training Act, CAP 237: - provides for the requirements for engagement of Apprentices and the Act requires that an Apprenticeship Contract be signed and registered with the Director General.
- 6.2 Employment Act, 2007: - recognizes the concept of Apprenticeship and defines the Contract of Service to include a Contract of Apprenticeship.
- 6.3 National Construction Authority Act: - regulates Apprenticeship programme for construction workers.

DUTIES, RIGHTS AND OBLIGATIONS OF CONTRACTING PARTIES

7. Duties of an Apprentice

7.1 The duties of an Apprentice in the Contract are to:

- a) enter into agreement with the concerned department.
- b) at all times be available at the work place as scheduled so as to be assigned duties.
- c) comply with the rules and regulations of the work place.
- d) adhere strictly to laid down policies and procedures at the work place.
- e) maintain up to date and record of training and avail him/herself regularly for discussion with the master craft person.
- f) record if any, details of activities undertaken.
- g) be available and ready for assessment as scheduled.
- h) Avail oneself for learning and training as scheduled.
- i) Attend to any other related duties as assigned from time to time by the master craft person.
- j) Adhere to disciplinary, grievance and dispute resolution procedures as agreed.

8. Duties of the Master Craft Person

8.1 The duties of a Master Crafts Person in the Contract are to:

- a) customize an agreement to be signed by the apprentice.
- b) provide a work place for the trainees.
- c) create a conducive working environment that will enable the trainee to acquire the requisite skills.
- d) provide tools and equipment for learning purposes.
- e) at all times or as agreed be available to guide the trainees.
- f) provide a training schedule for the apprentices.
- g) ensure health and safety of apprentices.
- h) provide the trainee with adequate supervision during working time.
- i) periodically check and discuss the progress reports of the trainees.
- j) ensure application of disciplinary, grievance and disciplinary procedures to the trainee as agreed.

9. Duties of Skills Development Facilitator

9.1 The duties of Skills Development Facilitator are to:

- a) provide funds, tools and equipment for trainees and master craft persons as agreed.
- b) appoint and accredit master craft persons.
- c) identify trainees and assign them to master craft persons.
- d) prepare a generic agreement to be shared among master craft persons.
- e) keep and update trainees' database.
- f) closely monitor trainees' attendance.
- g) collate progress report from trainees and trainers and resolve any challenges noted.
- h) put in place disciplinary grievances and dispute resolution procedures for the trainers and trainees.
- i) link qualified trainees to job market opportunities.
- j) provide a termination of agreement procedure.

10. Rights and obligations of an Apprentice

10.1 The apprentices have a right to:

- a) appropriate facilitation in terms of finances, tools and equipment so as to perform their duties well
- b) be assigned work, duties and tasks
- c) to undertake training in appropriate and conducive working environment
- d) be assessed on time as scheduled
- e) fair treatment in the course of the training.
- f) raise grievances and seek redress using the disciplinary, grievance and dispute resolution procedures provided.
- g) sever the relationship with the trainer using laid down procedures.
- h) be awarded a certificate upon successful completion and assessment of the training program.

11. Rights and obligations of Master Craft Person

11.1 The trainer has a right:

- a) To require the trainee to diligently perform their duties and responsibilities
- b) Demand of the trainee to adhere to rules and regulations of the work place.
- c) Demand for finances, tools and equipment from the skills development facilitators
- d) Sever the relationship with the trainees and the facilitators under justifiable circumstances.

POLICY INTERVENTIONS

12. Training Needs Assessment

- 12.1 Regular Training Needs Assessment (TNA) shall be carried out by industry and training institutions to establish the prevailing and projected training requirements. The results of the TNAs will be utilized in the development of industrial training programmes that effectively address the identified needs. The relevant stakeholders will be actively involved in the development of the TNAs. Implementation of the training programmes will be at an appropriate institution or facility depending on the nature of the training but coordinated by NITA at the sectoral and national level to ensure quality control and standards. TNAs will be conducted every three years. Employers without the capacity to develop TNAs will be assisted to carry out the exercise.
- 12.2 For purposes of providing data for the development of reliable TNAs, the County Government will conduct Manpower Surveys in accordance with the National Manpower Surveys conducted every ten years. This will be augmented with a regularly updated National Human Resource Database.

13. Development, review and implementation of training curricula

- 13.1 The National Industrial Training Authority (NITA) shall be the competent authority for curriculum Development for industrial training and attachment for all sectors. Due to rapidly changing environment and technology, emerging issues and knowledge growth, industrial training curricula need to be constantly reviewed and updated to make them appropriate to the industry needs. The County Government will work with NITA and other relevant stakeholders to develop and review curricula as need arises but within a period of five years. Training institutions should incorporate industrial attachment in their curricula and ensure implementation for improved training.

14. Youth Selection and Placement

- 14.1 The facilitators of the apprenticeship program shall put in place a Work-Place Based Training Coordination Committee (WBTCC). The WBTCC together with community leaders drawn from the relevant National Government Ministries, Religious Organizations, the relevant County Government Department, Youth Representatives and Political leadership will engage the local community in sensitizing them on the Apprenticeship programme and the need for caregivers to enroll their young people in the program.
- 14.2 The process and benefits of the programme shall also be clearly explained through:
- a) Local radio and TV stations with a countywide reach
 - b) Widely circulating newspapers.
 - c) Office notice boards.
 - d) Chiefs barazas, religious institutions and other gatherings.
 - e) One on one engagement with caregivers and the young people.
 - f) Print and electronic media

14.3 The young people who turn up will be subjected to selection in accordance with the relevant criteria.

14.4 The selection criteria shall be informed by

- i) Merit and discipline
- ii) Gender consideration
- iii) Region and Ethnic balance
- iv) Special Needs

15. Integrating of soft skills in Apprenticeship Training

15.1 The County Government shall ensure the trainees undergo training in soft skills.

15.2 Career guidance and counselling

The trainee will be subjected to continuous career guidance and counselling in the course of the training period

16. Preparation of annual training plans and budgets

16.1 Annual Training Plans (ATPs) shall be developed in consultation with the National Industrial Training Authority at the beginning of every calendar year. The plans will be based on Training Needs Assessment carried out by employers and training institutions.

16.2 Strategies will be put in place to diversify and solidify funding for Apprenticeship. The County Government, private sector, development partners, and other support agencies will be encouraged to finance industrial training and attachment.

17. Insurance cover

17.1 Trainees and trainers in the programme will be required to obtain appropriate insurance cover for the full period of training. This will ensure that the trainees and the employers are compensated in case of occupational accidents.

18. Assessment and Certification

19.0 Industrial training shall be assessed and certified at all levels. It will cover both the formal and informal sectors. This shall be conducted by NITA to ensure quality control and enhance confidence and recognition of assessment and certification. A structured assessment tool shall be developed by NITA.

20.0 Training programmes aligned to Kenya National Qualifications Framework (KNQF) requirements

20.1 The National Industrial Training Authority, in collaboration with Government Ministries, Departments and Agencies (MDAs), and stakeholders, shall spearhead the development of an Occupational Qualification Framework on the National Qualifications Framework (NQF). In the long run the Government shall establish a National Qualifications Authority as a body to manage NQF. This will enhance the quality of industrial training and its relevance to the labour market and ensure horizontal and vertical mobility of the workforce.

20.2 Occupational Qualification and Certification system shall be introduced and expanded to cover emerging trades, occupations and professions to target the formal and informal sector.

21.0 Social dialogue among the stakeholders

21.1 In implementation of this policy the County Government will maintain contact with the relevant Industrial Training Institutions and Industry. Appropriate programmes will be developed to support collaboration on industrial training and attachment between industry, training, and research institutions. This will be spearheaded by NITA in collaboration with relevant stakeholders. The programmes will seek to enhance consultation in development and review of curricula to incorporate labour market information, address the challenges of the relevant parties in providing effective industrial attachment, and provide opportunities for industrial research and development.

22.0 Continuous capacity building of Master Crafts Persons

23.0 MCPs will undertake continuous skills upgrading to ensure that they are in tandem with the emerging and changing technology and labour market trends.

24.0 Expanding and upgrading of Training Facilities

24.1 The existing industrial training facilities will be expanded and upgraded while enhancing their technological capacities to enable them meet the requirements of modern training and serve as centres of excellence. Additional facilities will be established across the country in all counties. Consideration will be given to the divergent economic activities across counties while addressing the individual training needs of the localities. Collaboration will be enhanced

between industry, training, and research institutions for use of equipment in training and for production.

25.0 Gender mainstreaming and inclusion of PWDs and VMYs

25.1 Programmes for affirmative action for special groups shall be developed and implemented to enhance their participation in industrial training and attachment. The programmes will seek to increase the access of, among others, women, persons with disabilities, and those from marginalized areas to industrial training and attachment. This will enable women and youth acquire productive employment skills and decent work for social and economic development. Infrastructure in existing and future training institutions will be improved with a view of making it friendly to the needs of persons with disabilities. In addition, new training institutions will be spread out across the regions to increase their accessibility.

26.0 Workplace health and safety requirements (COVID-19 and HIV and AIDS protocols)

26.1 Matters relating to HIV and AIDS will be mainstreamed in industrial training and attachment activities by all stakeholders. Programmes will be developed for awareness creation, prevention, and care and support for persons infected and those affected by HIV and AIDS.

27.0 Integration of Information and Communications Technology (ICT) in training

27.1 Information and communications technology will be adopted for industrial training and attachment. This will mainly be implemented in the delivery of content, assessment, and analysis of data.

27.2 The National Industrial Training Authority will ensure continuous collection, collating, analysis, updating and sharing of data on industrial training and attachment. A database on industrial training and attachment will be developed by NITA in collaboration with employers, training institutions and relevant stakeholders. This will be achieved through the use of Information and Communications Technology (ICT) based services to encourage sharing of data and information to ensure proper planning for industrial training and attachment.

28.0 Maintenance and Upgrading of Equipment and Technology

28.1 Industrial training institutions will ensure that equipment are regularly maintained in accordance with manufacturers' manuals and upgraded. In this regard, maintenance schedules shall be developed and adhered to while obsolete equipment will be upgraded to ensure training remains in tandem with the needs of industry. To achieve this, the institutions and industry will establish collaborative mechanisms for assessment of equipment needs and trends and in upgrading of technology.

29.0 Coordination and Supervision of Training

29.1 The National Industrial Training Authority shall develop guidelines for coordination and supervision of industrial training and attachment. The guidelines will provide for the coordinated release of trainees and trainers by training institutions for industrial attachment. They will also make it mandatory for institutions to provide adequate supervision of all trainees released for industrial attachment. In addition, County offices will be established to coordinate industrial training and attachment. Incentives will be put in place to encourage employers to actively participate in industrial attachment. Facilities and training equipment in industry will be assessed to ensure they are relevant and adequate to provide effective attachment for trainees.

30.0 Legal and institutional reforms

30.1 The various legal and institutional frameworks for the management of industrial training and attachment shall be harmonized to increase efficiency and effectiveness. In addition, enforcement of the Industrial Training Act shall be enhanced to ensure compliance by the relevant stakeholders. Existing and new institutions on industrial training and attachment shall be strengthened and collaborate with NITA for the purpose of implementing programmes.

POLICY IMPLEMENTATION

Roles of Key Stakeholders

1.1 The Government of Kenya is committed fully to the implementation of the Policy on Industrial Training and Attachment. The implementation shall be spearheaded by the National Industrial Training Authority. In the past, industrial training and attachment programmes were mainly driven by the public sector. This Policy seeks to create a platform for active participation of both the public and private sectors. The Policy takes cognizance of the crucial role played by various stakeholders in industrial training and attachment. It therefore, provides a mechanism for implementation of programmes through collaboration between training and research institutions, industry and other relevant stakeholders. It further identifies the roles of these stakeholders in its successful implementation.

1.2 The implementation of the Policy will be coordinated by NITA and will be guided by the best international practices

1.3 The Stakeholders who will be key to implementation of this Policy are as follows:

Government of Kenya

2.3.1. The Government of Kenya will be responsible for:

- (a) Approving this Sessional Paper,
- (b) Providing technical and financial support for the implementation of the Policy and
- (c) Establishing a National Qualifications Authority

Ministry of Labour, Social Security and Services

2.3.2. The Ministry will be responsible for:

- (a) Providing policy direction on national industry training and attachment
- (b) Overseeing the overall implementation of this Policy
- (c) Development of a National Occupational Qualification Pathways
- (d) Monitoring, evaluation, reporting, and review of the Policy
- (e) Review the Kenya National Occupational Classification Standard (KNOCS)

National Industrial Training Board (NITB)

2.3.3. The National Industrial Training Board will play an oversight role in the national industrial training system as provided for in the Industrial Training (Amendment) Act, 2011, No. 34.

2.3.4. The Board will spearhead the implementation of Policy on Industrial Training and Attachment.

The National Industrial Training Authority (NITA)

2.3.5. The role of NITA as a Secretariat to NITB will be to:

- (a) Coordinate Industrial Training and Attachment as provided for in Industrial Training Amendment Act, No 34, 2011
- (b) Spearhead the implementation of this Policy
- (c) Monitor, evaluate, and report on the implementation of the Policy on Industrial Training and Attachment
- (d) Ensure compliance with the Industrial Training Act

- (e) Lobby for funds for implementation of the Policy
- (f) Harmonize the legal and institutional framework for industrial training and attachment
- (g) Spearhead and establish linkages between industry and training and research institutions
- (h) Promote effective partnerships between public and private sectors to support industrial training
- (i) Prepare and implement guidelines for coordination and supervision of industrial training and attachment
- (j) Establish and maintain industrial training and attachment database
- (k) Maintain a register of employers in Kenya
- (l) Ensure appropriate standard setting, accreditation and quality assurance with respect to industrial training
- (m) Ensure there is adequate infrastructure and facilities for industrial training

Ministries, Departments and Agencies

2.3.6. Other ministries and public sector agencies will:

- (a) Set up industrial attachment coordinating units
- (b) Raise awareness
- (c) Train, assess and evaluate trainees on industrial attachment
- (d) Conduct regular TNAs
- (e) Recognize Prior Learning and Continuous Education Development

County Industrial Training and Attachment Office

2.3.7. County offices will undertake the following roles:

- (a) Coordination of industrial training and attachment at county level
- (b) Awareness creation on industrial training and attachment
- (c) Collection of data on industrial training and attachment
- (d) Collect Labour Market Information

Employers

2.3.8. The roles and responsibilities of employers/industry are:

- (a) Facilitating employees and attachees on training and attachment
- (b) Register and pay industrial training levy
- (c) Conduct regular Training Needs Assessment and develop Annual Training Plans
- (d) Train and assess trainees on industrial attachment
- (e) Accreditation of experiential learning
- (f) Recognize Prior Learning and Continuous Education Development

Employees

2.3.9. The responsibilities of the employees under this Policy are to:

- (a) Participate in industrial training and attachment
- (b) Seek opportunities to continuously upgrade knowledge and skills

Employers' Organizations

2.3.10. The roles and responsibilities of Employers' organizations are to:

- (a) Raise awareness on industrial training and attachment
- (b) Promote skill upgrading and lifelong learning among the employees
- (c) Assist in resource mobilization for industrial training and attachment
- (d) Recognize Prior Learning and Continuous Education Development

Workers Organizations

2.3.11. The roles and responsibilities of workers organizations are to:

- (a) Raise awareness on industrial training and attachment
- (b) Promote skill upgrading and lifelong learning among the workers
- (c) Assist in resource mobilization for industrial training
- (d) Recognize Prior Learning and Continuous Education Development

Industrial Training Providers

2.3.12. The responsibilities of Industrial Training Providers are to:

- (a) Align training curricula with the needs of the industry
- (b) Train, assess, evaluate and certify trainees
- (c) Assist employers to conduct Training Needs Assessment
- (d) Implement accreditation and quality assurance standards
- (e) Recognize Prior Learning and Continuous Education Development

Universities and Other Training Institutions

2.3.13. The responsibilities of Universities and other Training Institutions are to:

- (a) Align training curricula with the needs of the industry
- (b) Train, assess, evaluate and certify trainees
- (c) Assist employers to conduct Training Needs Assessment
- (d) Collaborate with NITA in the setting of standards, accreditation and quality assurance on industrial training
- (e) Establish partnerships with industry to optimize utilization of training equipment and machinery
- (f) Ensure there is adequate infrastructure and facilities for industrial training

- (g) Ensure all trainees and trainers proceeding on industrial attachment have appropriate insurance cover
- (h) Recognize Prior Learning and Continuous Education Development

Development Partners

2.3.14. Development partners will provide technical and financial support in the implementation of industrial training and attachment initiatives.

EVALUATION AND CERTIFICATION

When fully satisfied that the Apprentice has perfected the skill, the master craft person will get in touch with the facilitators who will in turn request the National Industrial Training Authority to assess the trainee. Upon being satisfied that the trainee meets all the requisite assessment or evaluation conditions, NITA shall award a certificate to the trainee. If not satisfied that the trainee has met all the evaluation conditions, NITA shall advice accordingly.

POLICY REVIEW

This policy will be reviewed from time to time to ensure that it remains relevant and is in tandem with the existing policies and regulations. The review will also be dictated by prevailing circumstances.