

IMPROVING TECHNICAL AND VOCATIONAL EDUCATION (TVET) IN KENYA

STAKEHOLDER ANALYSES AND STRATEGIES DEVELOPED FOR THE SINO-AFRICA CENTER FOR EXCELLENCE

**AUTHORED
BY**

Amira Karim,
Tommy Kim,
Mark Maples,
Yuliya Gosnell



**Johns Hopkins University School of
Advanced International Studies**



**Sino-Africa Center for
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INTRODUCTIONS

The [Sino-Africa Center for Excellence \(SACE\) Foundation](#) is a non-profit organization based in Nairobi, Kenya, whose aim is to increase China-Africa trade and investment through research on emerging issues pertinent to Sino-Africa relations, initiatives to increase economic and social interaction involving private and public sectors from Africa, China as well as international partners and providing business advisory services in partnership with Botho Limited.

SACE was co-founded by Mr. Isaac K. Fokuo, Jr. is the Co-founder of SACE Foundation. His social call to action is to drive socioeconomic growth in the continent through sustainable job creation and enterprise development. He is also the Principal & Founder of Botho Limited, and the Chief Executive Officer of African Leadership Network (ALN). Its other co-founder, Ms. Tebogo Lefifi, is currently based in Beijing. She is the Foundation's Advisory Council Member and Executive Director since its inception. She is also the China Chief Representative for Brand South Africa.

The authors of this report are consultants from the Johns Hopkins University School of Advanced International Studies (SAIS).

Amira Karim is a Singapore citizen with experience in emerging Asia-Pacific and Latin American markets. She previously worked on bilateral and multilateral economic negotiations for the Singapore government, including the US-Singapore Free Trade Agreement, the Trans-Pacific Partnership and initiatives involving the Association of Southeast Asian Nations (ASEAN) and the Asia-Pacific Economic Conference (APEC). Amira has served in various capacities in Latin America, Geneva and Washington D.C. She is currently a consultant at the World Bank's East Asia and Pacific Vice President's office, working on project and portfolio management, donor and government outreach and country strategies. Email: nuramira@gmail.com

Tommy Kim is a South Korean national who grew up in Hong Kong and Shanghai. He completed his undergraduate degree in Political Science and Mathematics from Macalester College, Minnesota in 2009. After graduation he taught mathematics at a local secondary school in Mtwara, Tanzania. Afterwards, he moved to Cote d'Ivoire to work for the UN Peacekeeping mission, specializing in operations for the Disarmament, Demobilization, and Reintegration division. Email: jungyul.kim@gmail.com

Yuliya Gosnell is a dual Russian and United States citizen. She grew up in Russia, where she received her Bachelor's degree in Education and Foreign Languages. She worked as a language instructor in both Russia and the United States and taught English, Russian and German to adolescents and adults. Upon permanently moving to the United States, she received her second Bachelor's degree in Business Administration and gained experience in the financial industry. She worked with corporate debt at Morgan Stanley and with development financial projects at the Overseas Private Investment Corporation. Over the course of her academic and business career, she worked and studied in 19 countries throughout Africa, Asia, Europe, and North America. Email: ygosnell@gmail.com

Mark Maples is from the United States. Before SAIS he participated on a Fulbright Scholarship to Taiwan, and then worked for a medical device startup company focusing on appropriate solutions for rural and off-grid health posts in low-income countries. At SAIS he has focused on development economics, and quantitative methods. Email: mark.t.maples@gmail.com



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TERMS OF REFERENCE

STAKEHOLDER ANALYSIS, ENGAGEMENT STRATEGY AND WORKPLAN FOR IMPROVING TECHNICAL AND VOCATIONAL EDUCATION TRAINING IN KENYA

Client: Sino-Africa Center of Excellence (SACE) Foundation

SUMMARY

Based on SACE Foundation's (from here on "the client") interest in improving the alignment of Kenya's technical and vocational education training (TVET) programs with the needs of Chinese companies, enhancing overall coordination between the private sector and Kenyan education/TVET officials as well as to demonstrating the value of TVET investments to potential donors (mainly the Chinese government), the SAIS team will perform an **in-depth stakeholder analysis**. In bridging industry and policy interests, the stakeholder analysis will identify and perform a stakeholder analysis of key parties engaged in Kenya's TVET industry, including those who are (i) politically or financially involved (donors, the government), (ii) in charge of crafting policy, (iii) implementers (e.g. NGOs and training institutes) and (iv) representatives from Chinese companies. The stakeholder analysis will culminate in three key deliverables: (i) a focused engagement strategy tailored to each unique set of stakeholders, (ii) recommendations on a sustainable engagement framework and (iii) a balanced scorecard to assist SACE in monitoring the progress of TVET reforms based on the needs identified by its stakeholders.

1. Background and Context of Study

TVET Education in Kenya

A World Bank review of Skills Development in Sub-Saharan Africa reveals that the existing public technical and vocational education training (TVET) system in Kenya suffers from critical problems including the decline of quality, lack of relevance to occupational and social realities, under-enrolment, and under-funding.

According to World Bank data, Kenya has more than 650 public and private TVET institutions, which include four national polytechnics; one technical teacher training college; 35 technical training institutes and 600 Youth Polytechnics popularly known as village polytechnics. These institutions offer a wide range of training programs from craft to diploma certificate levels. A variety of courses are offered including building construction; carpentry and joinery, commercial-based fields; engineering, textiles and garments, catering, hospitality and information, and communication technology. This TVET system is characterized by several deficiencies. First is the problem of provision in the public budget for TVET institutions. Over the past two decades, TVET institutions have continued to receive less financial allocation from the Kenyan federal government than the estimated annual expenditure, a trend that is expected to continue. Consequently, physical facilities are dilapidated and lack maintenance. Equipment used for training in most institutions is outdated while vital aspects of the training support system are wanting, resulting in such areas as library acquisitions being relegated to the periphery and negatively impacting the quality of TVET programs. Second, the declining quality of staff is affecting the ability of TVET institutions to accomplish their role in society. These institutions are generally unable to attract and retain high caliber academic staff. This is mainly due to their low level of remuneration. Third, certain skills needed in the domestic



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market are not provided in the training programs of TVET institutions. Fourth, industries play a peripheral role in development and implementation of TVET curricula, exacerbating the mismatch between formal training and employers' requirements. Fifth, since formal sector employment has been stagnant for decades and the informal sector that has been generating about 75 percent of the total employment in the country is now saturated; large numbers of TVET graduates have become victims of unemployment. This severely affects the morale of recent graduates. Sixth, TVET exhibits gender and regional inequalities. Women are not only underrepresented but also cluster around home science, typing, tailoring and secretarial courses.

China-Kenya Relations

The economic relationship between China and Kenya has evolved tremendously over the last 10 years. There has been an increase in Chinese investment in Kenya particularly in the transport, construction and heavy machinery sectors. As of 2014, Kenya is China's second-largest trading partner, and Kenya is also expected to become East Africa's first oil exporter by 2016, while China is the world's largest oil importer. Figures from the Chinese embassy in Kenya reportedly show that bilateral trade between the two nations was worth over US\$5 billion in 2014, an increase of over 50 percent on the previous year.

Yet, in spite of these significant contributions, China's investments in Kenya are not without problems. Limited availability of skilled labor is a constraint to accelerated industrialization in most African countries, including Kenya. This is particularly the case as companies in Kenya attempt to move up the value chain and adopt more complex production systems. Both domestic and international — including Chinese — firms operating in Kenya suffer from professional and skilled labor shortages. While many Chinese firms provide on-the-job training, some have also needed to import skilled technicians to fill gaps and maintain competitiveness and productivity. Specific firm-level training is necessary and important, but could go hand-in-hand with ongoing TVET initiatives to reduce training costs. Chinese companies have also highlighted the importance of soft skills, such as interpersonal communications, leadership, time management, and workplace ethics as important attributes that they find lacking in current candidates.

At the same time, Chinese officials also recognize the need to participate more actively in the communities where they invest in Africa. In fact, while corporate social responsibility is still a new concept for many Chinese companies, it received attention in the 2013 report on China-Africa trade published by the Chinese Academy of International Trade and Economic Cooperation (CAITEC), a think tank of the Ministry of Commerce. In addition, the CAITEC report states that 82 percent, or 17,600 employees, of the Chinese National Petroleum Corporation staff throughout Africa are local hires. The Chinese government also provides substantial levels of assistance to African countries for education and training. This includes a large number of scholarships for African nationals to Chinese universities (rising from 1,600 per year in 2006 to 6,326 in 2011), professional training in a variety of fields, specialized training by Chinese experts, partnership programs with a number of Ministries and institutions, and considerable support for education infrastructure. The challenge is to ensure that this assistance provides the best value for the level of investment, and that it delivers the maximum impact in African countries such as Kenya.

Against this backdrop, the client and its members—Chinese companies primarily in the construction and machinery sectors—are keen on strengthening the TVET program in Kenya by building greater



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collaboration with TVET officials and other stakeholders. They hope to play a bigger role in promoting better linkages between education, training and the private sector. They also intend to ameliorate institutional partnerships between the Kenyan and Chinese government, between the Chinese companies and the range of domestic stakeholders (including the government, TVET institutions and international NGOs), and between Chinese and Kenyan educational institutions. The client also hopes to leverage a stakeholder analysis to deepen engagement with the Chinese government to provide funds and technical assistance to support TVET programs, especially the ones that benefit their Chinese companies.

2. Objectives of the Stakeholder Analysis

By definition, a stakeholder analysis is a method that facilitates institutional and policy reform processes by accounting for and often incorporating the needs of those who have an interest in the reforms under consideration. With information on stakeholders, their interests, and their capacities to facilitate and influence reforms, advocates such as SACE can choose how best to accommodate them, thus assuring policies adopted are effective, sustainable, and politically feasible.

Our stakeholder analysis aims to obtain a coherent understanding of the positions, interests, and recommendations of key stakeholders. In addition, our analysis will assess the nature of their potential influence and power in bringing about the kinds of reforms in the TVET industry that SACE aims to move forward. The SAIS team will use the information garnered from this exercise to (i) define a way for SACE to engage each stakeholder based on their positions and influence, (ii) design a suitable framework for a SACE-led feedback mechanism incorporating key stakeholders, and (iii) establish a balanced scorecard to measure the progress of potential TVET reforms based on the requirements identified by the parties.

The scope of the stakeholder analysis, with a range of flexibility, would be **the secretariat**. SACE is concerned with the creation of a governance mechanism that involves the multitude of stakeholders. One of the goals of the stakeholder analysis is to understand how each stakeholder will contribute and what their roles will be in the future formation of the secretariat. These processes include:

- Identification and evaluation of the perception, interests, expectations and influence of primary and secondary stakeholders (Chinese companies, industry organizations, Kenyan education/TVET officials, local and international organizations funding and implementing TVET initiatives and other TVET industry experts) regarding the structure and content of TVET programs in Kenya and potential improvement efforts.
- Evaluation of the gaps and challenges pertaining to the current engagement strategy used by TVET authorities with primary and secondary stakeholders.
- In-depth understanding of TVET institutions as training providers. In addition to their interests, their capacity and the lack of capacity, areas of improvement, and level of preparedness in implementing certain SACE projects currently in design will be analyzed.
- Development of an action plan that includes recommendations based on the results of the analysis to assist SACE in developing their stakeholder engagement strategy and establishing an appropriate stakeholder feedback mechanism. This is the most important section of this consultancy.



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3. Scope

3.1 In order to meet the objectives of this TOR, the SAIS team will provide an evaluation of the following key components of the interests of stakeholders on TVET initiatives in Kenya. While the actual methodology for carrying out the evaluation is reserved for the consulting firm to identify via the proposal, specific activities should include:

3.1.1. Evaluation of interests of stakeholders pertaining to TVET initiatives. The actual content will need to be analyzed and discussed with SACE prior to implementation in the field, and if required changes will be made to the methodologies employed. The objective of this survey is to identify the opinion, perceptions and expectations of primary and secondary stakeholders. In addition, the results of the survey will be used to develop a targeted engagement strategy.

3.1.2. Evaluation of the current engagement mechanisms between the public and private sector concerning TVET – We will evaluate the current engagement strategy and feedback mechanism and its impact. The objective is to identify the strength and weakness of efforts to better link TVET policy with the needs of the private sector.

3.1.3. In the interest of harmonization, this study could build on or complement relevant activities being conducted by SACE and its other partners.

3.2 Target groups – The stakeholder analysis will cover all relevant target groups involved in the TVET sector as identified by SACE.

4. Methodology

We will apply the following data collection and analysis methods to achieve the intended results of this TOR. The results of the research will be useful as a base to monitor changes in knowledge, perceptions, opinion and expectations for SACE in the longer term. The primary research, in the form of interviews, will take place during SAIS team's visit to Kenya in January 11-22. The research will be a collaborative effort between SACE and SAIS with the former providing knowledge and methodological inputs as well as logistical assistance.

3.1. Qualitative Research:

We will utilize individual interviews and focus groups (including the possibility of a focus group mini-conference of all stakeholders) to obtain information on the interests and involvement of stakeholders, their perception of TVET programs and its activities, as well as the negative and positive perceptions of Chinese companies' involvement in TVET and other training initiatives.

3.2. Quantitative Research:

We intend to utilize surveys or questionnaires for critical participants who we are unable to reach during our fieldwork. It is important to point out that although surveys are useful means to gather information, we are sensitive of the '*survey fatigue*' that is common, as well as the limitations in



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terms of the depths of the answers we receive (e.g. incomplete or politically correct answers) due to the participants' lack of familiarity with us or concerns regarding confidentiality.

3.3. Secondary research:

The activity will include desktop research (secondary research) based on the availability of other relevant data, such as existing local, regional or national data, or data from similar research efforts undertaken by SACE. We will work directly with staff from SACE to obtain the necessary information. It is important to note that this research will be carried out before the fieldwork begins.

4. Deliverables

4.1 Four major attributes are important for our stakeholder analysis: the stakeholders' interests and position on TVET education, the level of influence (power) they hold, the level of interest they have in the specific reform, and the group/coalition to which they belong or can reasonably be associated with.

Analysis/Mapping of Stakeholder Interests and Influence

4.2 These attributes are identified through various data collection methods, including interviews with country experts knowledgeable about stakeholders or with the actual stakeholders directly. The level of influence depends on the quantity and type of resources and power the stakeholder can marshal to promote its position on the reform. The level of interest or salience is the priority and importance the stakeholder attaches to the reform area. Broadly, these attributes signal the capability the stakeholder has to block or promote TVET initiatives and reforms, join with others to form a coalition of support or opposition, and lead the direction/discussion of the reform. Our analysis therefore aims to provide a detailed understanding of the impact of TVET changes on interested groups, the hierarchy of authority and power among different groups and the actual perceptions of reform among different groups, all of which are important for reform advocates to consider.

Data from interviews – including scaled values assigned to the attributes and relative rankings calculated accordingly – will be catalogued and presented in charts and/or matrices, highlighting the following attributes: domestic/international, their interest (or salience), influence (power) and position on the reform. An important measure called “effective power” (degree of power the stakeholder holds over other groups in relation to a reform area) is determined by weighting a combination of a stakeholder's salience and influence. A clear assessment of each stakeholder's power and likely impact on the policy making process is conducted through several steps.

4.2.1 As a first step, we will create a **continuum**. Stakeholders are mapped on a continuum indicating support for the reform on a scale of 0 to 100 from low (far left) to high (far right). The varying degrees of support are marked on the line with a value indicating their reform preference. This implement also provides a quick visual of the 'lay of the land', illuminating clusters of groups that support, oppose or are indifferent to TVET reforms.



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4.2.2 We will then organize the stakeholder data according to relative power/influence and salience of each stakeholder to understand their potential support or opposition for the proposed reform. Often, a **matrix** is used to organize and classify the stakeholder data. One form is to map salience/interest and influence on the axes. This matrix provides a shorthand categorization and analysis of which stakeholders will gain or lose from a proposed reform and whether they can significantly impact the process. To guide strategic responses, stakeholders are categorized by their power and salience in a grid according to their influence and importance.

Management of Stakeholders

4.2.3 Engagement Strategy. The above categorization intends to facilitate coordination among stakeholder groups and will help SACE determine appropriate engagement strategies (e.g. which stakeholders to target for negotiations and trade-offs, or which to buttress with resources and information, etc.). Our analysis aims to reveal, and therefore potentially assist in reducing, the lack of understanding of positions and interests, as well as the potential contributions that each stakeholder can bring to TVET reforms. Depending on the attributes of the stakeholder (e.g. their level of influence vs. their salience on the issue), strategies may be tailored to address their concerns, for example, (i) maintain or increase power of TVET reform supporters through building coalitions, and providing information and resources, (ii) convert opposition into support through negotiations, information and/or coalition building, including offering tradeoffs, and (iii) offset or counter powerful and not so powerful opponents. We will determine if it is preferable to develop separate strategies for each stakeholder or a corporate one that includes just a few selected stakeholders.

4.2.4 Engagement Framework In addition to targeted engagement strategies, we will recommend a model or framework to ensure sustained stakeholder engagement that will balance SACE's capacity with the needs of the Chinese companies under its membership. As requested by SACE, we will assess the various ways in which a feedback mechanism can be operationalized in order maximize the benefits for SACE and its members as well as the other stakeholders. Among the models that we will evaluate include a Secretariat, an Advisory Board and a Steering Committee.

4.2.5 Balanced Scorecard for Monitoring Engagement and TVET Efforts. Based on the interests expressed by the various stakeholders, we will develop a metric for SACE to gauge the progress of their engagement efforts through a balanced scorecard. The balanced scorecard will express the interests and positions of stakeholders that overlap, complement or align with SACE's objectives, and include ways to measure engagement targets, with the ultimate aim of monitoring the progress of efforts to achieve strategic goals outlined by key stakeholders, align SACE's engagement efforts with stakeholder's interests, and help SACE with its planning of future tasks.

4.3 We will also be providing a **Landscape IP (Intellectual Property)**, which comprises of:

- A broad understanding of the TVET landscape, who are the key actors, what are the sources of partnership
- Guidance on what questions to ask TVET schools – can take place concurrently as TVET scorecard – explaining what information should be collected that is not included in the scorecard – some



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likelihood that this merges with TVET scorecard though there is an informal element to the Landscape IP

- Presentation of various value chains and points of entry for SACE, Chinese companies, and partners. One example of a value chain is done by IYF (refer to interview report), that links youth in the informal sector to HFF projects, after a series of education intervention.
- Objective is to collect qualitative information and create personal contacts to assist Chinese companies to overcome their initial hurdles (what information, what to look for, who to contact) in creating partnerships
- Added value in creating closer ties county governments and getting GoK attention

4.4 Based on the Landscape IP, we will also provide SACE with a **Workplan** comprising of key recommendations on strategies to follow to deepen Chinese engagement of the TVET sector, appropriate TVET training and research projects that can be operationalized, as well as guidance on how to develop partnerships to create sustainable projects.

4.5 In summary, the following deliverables will be required:

- Stakeholder focus group presentation and reception on Friday January 22, 2016.
- The SAIS team will be responsible for presenting preliminary findings to stakeholders. The key objective is to foster discussions among stakeholders that can be built upon in further analysis.
- In regards to the event, SAIS will be responsible for
- Stakeholder analysis presentation
- Moderating discussion after presentation
- After action report on the discussion that will be presented to SACE by February 12, 2016.
- Stakeholder analysis report, which analyzes all primary research data in addition to the secondary research.
- Landscape IP and Workplan comprising of strategies for deepening engagement and viable projects.

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Stakeholder Analysis of Kenya's TVET Sector

SAIS SACE Team



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Introduction

The purpose of this Stakeholder Analysis is to document key learnings from the SAIS team’s interviews with stakeholders in the Technical Vocational Education and Training (TVET) sector, and to provide a framework for strategic partnerships with strategic stakeholders. This ties into the team’s overall vision for SACE as a linker between Chinese companies and TVET programs.

Interviews occurred between the 8th and 21st of January, 2016. The SAIS team interviewed 17 stakeholders from the multilateral, public, private, and NGO sectors with activities in TVET. This summary of findings will begin with an identification of critical stakeholders along the dimensions of influence and importance, and then will continue with a summary of key findings from each meeting.

Key Stakeholder Matrix

This matrix serves as a guide for partnership prioritization in the TVET sector. The two key dimensions are Influence and Importance. **Influence** refers to the relative ability of a stakeholder to affect project success. When SACE engages in projects, the outcomes may heavily depend on the involvement of other stakeholders. At times, if the other stakeholder is unwilling to engage, then SACE project may not be viable or may have to diminish its scope. The reverse is also the case, where a project is only initiated with a heavy involvement of a project partner who can contribute complementary competencies and resources that SACE cannot provide. Training institutes are prime examples as they possess workshops that can house training projects.

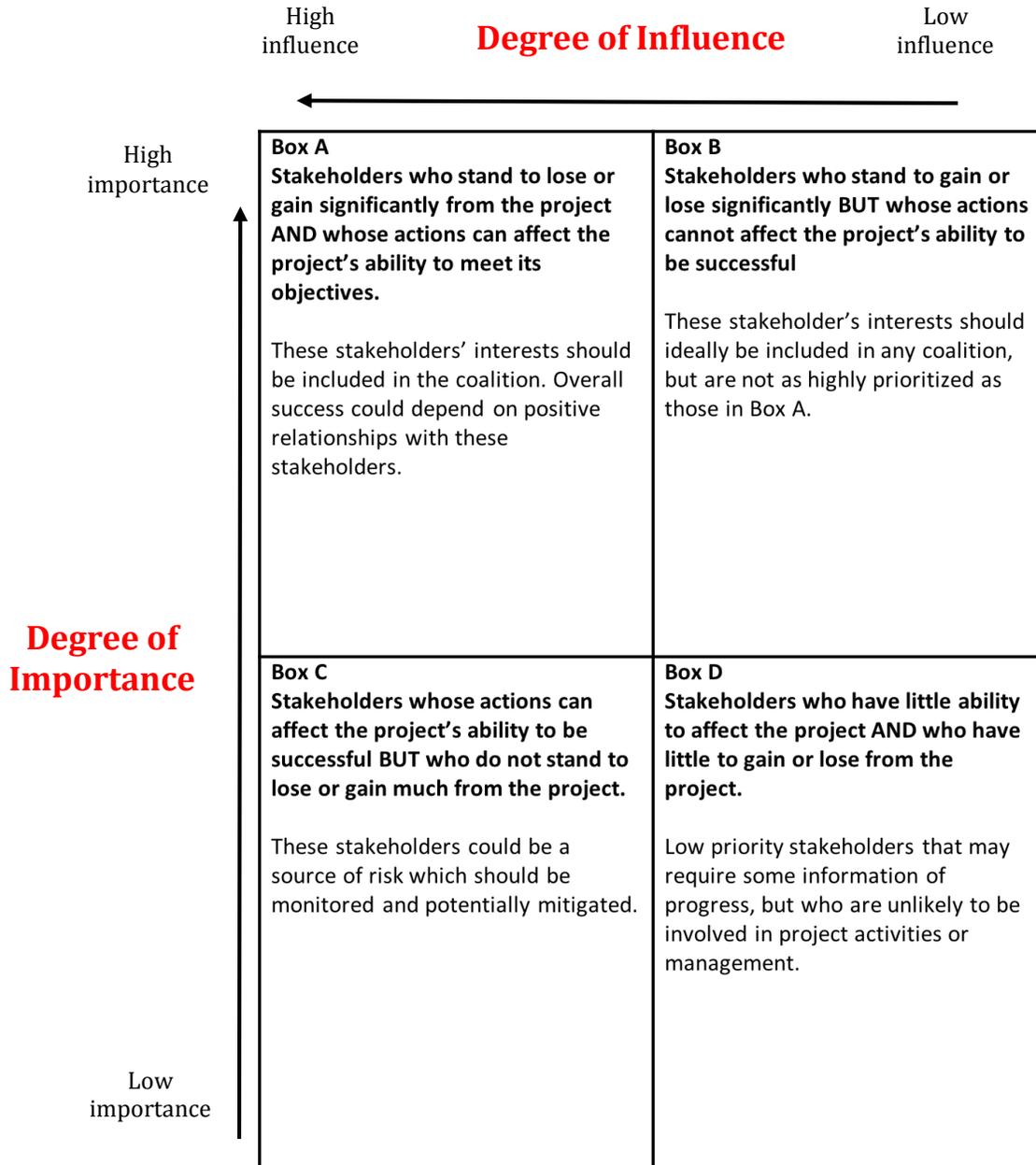
Importance refers to how much that stakeholder stands to lose or gain. In other words, the outcome of SACE projects can significantly outcome the stakeholder’s mission and goals. The scope of TVET within the stakeholder’s set of activities can play an important role in this determinant. TVET institutes have much to gain from SACE collaboration as their entire work constitutes TVET activities. Larger donors, such as ADB, are at the opposite end as their portfolio includes other sectors as well.

The following table describes the matrix and acts as an illustration for how positioning can be approached.¹

¹ Adapted from World Bank *Guidance on preparing Concept Note*:

<http://www1.worldbank.org/publicsector/politiceconomy/November3Seminar/Stakeholder%20Readings/CPHP%20Stakeholder%20Analysis%20Note.pdf>

Figure 1: Descriptive Influence by Importance matrix





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Below is the SAIS team’s analysis of stakeholder importance and influence:

Figure 2: Influence by Importance analysis

		Influence	
		High	Low
Importance	High	TVET Institutions TVETA AVIC KTTC	General NGO stakeholders IYF
	Low	PWG LIWA UNDP Mercy Corps	UNDP China AfDB SOS



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Meeting Information and Takeaways

Multilateral Development Agencies

African Development Bank

Details:

Name: Benedict Kunene, Education Programs

Email: B.KUNENE@afdb.org

Skype: benvusi.kun

Key Insights:

- ADB will work primarily through government on policy related subjects
 - There must be political constraint in TVET sector or a coherent policy option that they support to be able to be involved.

Influence and Importance:

Influence: Medium

They have some moral capital that they can bring to bear on the GoK, but limited ability to achieve outcomes

Importance: Medium to low

They have some TVET related activities, but are not heavily invested in the process.

Additional notes:

- Once a Secretariat is arranged, an MOU can be set up with ADB. This would be done through external relations person. Government involvement is critical here to get ADB involvement, otherwise cannot be involved.
- Understanding their metrics and impact measurement could help SACE structure their impact measurement to facilitate ADB involvement later on.



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UNDP – China

Details:

Name: Yuan Wang, Research Consultant to UNDP
Email: yuan.wang@undp.org

Key Takeaways:

- **Chinese company motivation:** Localization of workforce, including TVET initiatives are frequently considered CSR initiatives. *CSR could be motivated by Beijing headquarter offices of Kenya based teams, and might not be initiated by overseas offices.*
- **Secretariat structure:** Ideally Chinese economic consul could be key convener. This would be able to motivate Chinese company involvement, and could act as liaison with GoK. *This is very tricky with how much the Chinese government can be involved, very political question about their potential engagement.*
- Engagement through counties could be entry opportunity for companies to get regulatory support for initiatives.

Influence and Importance:

Influence: Low

UNDP China has limited leverage over final stakeholders of Chinese companies, Kenyan Government, and TVET institutions.

Importance: Low

UNDP China has some stake in seeing this type of work improve, but is not heavily invested in these activities.

Additional Notes:

- Sustainable development initiatives could also be motivated by Chinese government policies, e.g. MoFCOM (Ministry of Finance and Commerce) and SASAC (research org. w/in MoFCOM).
- Chinese companies are hesitant to coordinate with foreign government stakeholders, so a secretariat should probably not include foreign governments, as Chinese companies would be unlikely to participate.
- Potential for MOU between GoC and GoK with UNDP China facilitating GOC side. Issue would be regulations and support for TVET coordination in government and supportive policies to actually move TVET forward in a sustainable and effective way in Kenya.
- The survey UNDP conducted was a challenging process, not only due to the volume of companies interviewed, but also due to the contentious nature of the issues. However, this was alleviated through UNDP's strong relations/partnerships with SASEC and MOFCOM.
- To alleviate the labor force challenges Chinese companies face, UNDP China hopes to encourage Chinese companies to strengthen their involvement in technical training of their workforce overseas. Emphasis on education and localization of the workforce, not just through CSR efforts but also as a part of a sustainable approach to business.
 - Question is motivating it as a sustainable approach to business.



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- UNDP China representative shared that decision-making was very top-down in Chinese companies. Given their hierarchical nature, one way to better engage Chinese companies could be through building relations with management in their headquarters (Beijing) rather than limiting outreach to representatives on the ground.
- We noted that another challenge faced by SACE was gaining access to, and as a result, strengthening its partnership with the Kenyan government.
- To our question regarding whether UNDP China (given its existing relations with the Chinese government) could provide insights on how best to gain the Chinese government's assistance to engage the Kenyan government, UNDP China said it had very little influence over the Chinese government and didn't think that they could be effective in helping SACE reach the Kenyan government through the Chinese.
- Since promoting south-south collaboration was a key pillar of UNDP China's overall objectives, and that most south-south efforts were done at the government-to-government level, we suggested a possible south-south trilateral cooperation linking UNDP China, China (and thus Chinese companies/SACE) and the Kenyan government. This platform (through an MOU or similar structure) could potentially help SACE and its members gain better access to the Kenyan government, while also allowing Chinese govt to channel their feedback and contribute towards enhancing TVET initiatives in Kenya.
- UNDP China expressed tentative enthusiasm for this suggestion, and said that they would link us up with the appropriate contact points to discuss this further.
- To our question whether/how UNDP China could contribute to the SACE secretariat if it was established, they said that they were not sure where they could fit in/add value, given their location in Beijing. They highlighted that we might be better off working with other stakeholders in Kenya.
- Focusing on Chinese company headquarters could motivate action on CSR
- Chinese economic consul (CEC) could be key convener of Chinese companies, they could also motivate action on the part of the companies, but if this is the case, then need to be very careful about political agenda/motivation of CEC as politics will take precedence.
- No previous model for Chinese interest aggregation and cooperation with local government. Initiatives are ad-hoc.



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UNDP Kenya

Details:

Name: Mr. Patrick Maingi, Programme Officer of Inclusive Economic Growth
Email: patrick.maingi@undp.org

Key Takeaways:

- UNDP Kenya can take upon a variety of roles in improving TVET outcomes: donor, project implementer, policy advisor, intermediary in connecting county governments
 - While UNDP Kenya can take upon these roles, it is unclear which is its best role
- UNDP Kenya approaches TVET improvement in a variety of ways, which suggests a lack of clarity in its direction
- The organization nevertheless stands out in its interest in bringing together marginalized groups: youth, women, and rural areas
- UNDP Kenya is also concerned with the Kenyan perception of TVET career paths to be inferior to those of Universities, though they are not involved in any project that directly addresses this

Influence and Importance:

Influence: Medium Low

UNDP has come leverage over final stakeholders of Chinese companies, Kenyan Government, and TVET institutions.

Importance: Medium

UNDP China has a stake in seeing this type of work improve, but is not heavily invested in these activities, and not heavily invested in Chinese only initiatives.

Additional Notes:

UNDP Kenya's Multiple Roles

- Project implementation is UNDP Kenya's most prominent role. It has been involved in working with a youth polytechnic and a specific company in Turkana. It has also worked with county governments to create county business centers for its enterprise development project
- UNDP Kenya is also an important intermediary in linking different partners. It has a working relationship and has access to several government offices, both at the central and county level. It has also experience working with specific government agencies, such as NITA, as well as NGOs, such as Housing Finance Foundation
- UNDP Kenya has also expressed its ability to take upon the role of a policy advisor, as it has demonstrated in other projects whose details are available on their website. Its specific competency or added value as a policy advisor in the TVET sector, however, requires further dialogue.
 - What is unclear is UNDP Kenya's role in creating Kenya's National Poverty Reduction Strategy Papers (PRSPs). AfDB has indicated the importance of alignment of its policies with PRSPs and therefore its contribution to PRSPs formulation was implied. The same cannot be said of UNDP Kenya



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- UNDP Kenya can act as a donor but the conversation has not yielded any clues on what kind of projects it can act as a donor.
 - Along with AfDB tenders, UNDP Kenya's scopes of work for implementing partners can be found in UNGM (UN Global Market)

Inclusion

- As the name Inclusive Economic Growth unit implies, UNDP Kenya is concerned with bringing together marginalized groups.
- It is implied that projects that focus on youth, women, and rural population may gain traction with them.
- On a similar note, UNDP Kenya has worked in peacebuilding projects with youth. Although these projects are largely confined to post-conflict regions and has a strong post-conflict resolution objective, they nonetheless cross over with youth employment



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Educational Institutions

Nairobi Institute of Technology

Details:

Name: Nimu Wameru, Former World Bank employee, current Academic Affairs Director at NIT
Email: nimu@wameru.com , admin@nit.ac.ke
Phone: +254 – 077 – 3599 – 177

Key Takeaways:

- Incentives for apprenticeships are not implemented on government side
 - This suggests gov. slowness to the point of inaction
- Technical training is very cost intensive in terms of workshop, equipment and supporting materials.
- Challenges are complex:
 - Students need training on newest technology and curriculum, which is not available (potentially because CDACC is stopped up)
 - Training on newest equipment is very expensive
 - There's no standardization around any kind of new certificate.
 - No policy coordination around getting TVET graduates absorbed (Lots of push to make TVET a priority within recent years, but no policy follow-up)
- So a vicious cycle exists of Chinese companies not getting enough technical employees, bringing in Chinese to do the job, and then lack of training for Kenyans who are then unemployed.
- NIT is very open to collaboration as long as they have almost full control of education project, seemed too rigid for any kind of cooperation, as there would need to be some negotiated trade-offs. They might be open to stuff, hard to tell.

Influence and Importance:

Influence: Low

TVET programs are unlikely to be able to impact. NIT is also involved in subject matters that are distant from the needs of Chinese companies.

Importance: High

TVET programs have very high stakes in what SACE does.

Additional Details:

Curriculum and Importance

- Diploma in construction: newest program: has not quite taken off
- NIT does not have a flexibility to adjust the curriculum. It takes it as given.
- Students get attached to a work site (while they are still in training). They also have an apprenticeship at the end (to polish up their skills)
- 700 total students at NIT (most are in the architectural program)

Financial Considerations



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- NIT is private
- Not able to finance workshops for its students; shares workshops with KTTC

Relationship with the private sector

- Only the strongest students are recommended for attachments and employment; most students looks for vacancies on their own. Attachments are considered internships or on-the-job training that take place either in the middle or the end of the education program
- To incentivize the private sector to provide more training opportunities, the private sector should be receiving tax incentives from the government

Challenges

- Students need training on newest technology and curriculum, which is not available (potentially because CDACC is stopped up)
- Training on newest equipment is very expensive
- There's no standardization around any kind of new certificate.
- No policy coordination around getting TVET graduates absorbed (Lots of push to make TVET a priority within recent years, but no policy follow up)

Opportunities for partnership

- NIT is very open to collaboration, but they would like to have almost a full control of an education project. NIT also does not teach subject matters that Chinese companies demand.



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Mombasa Technical Training Institute (MTTI)

Details:

Name: Ms. Monica Wangari, Deputy Principal of Academics
Email: monica.wangari@kenyacoastpoly.ac.ke

Key Takeaways:

- MTTI offers courses to a variety of levels, including short-term courses that award MTTI certificates.
- MTTI is responsive to company visits. Tullow Oil made a visit in 2015, indicating their demand for more technical workers. In response, MTTI has increased capacity in their mechanical, building, and electrical departments.
 - However, they have limited partnership experience beyond this example, and we do not know what the exact outcomes of this are.
- MTTI stands out in its cooperation with the **county government**. Ms. Wangari stated that the Ministry of Education at the county level demonstrates leadership in improving TVET outcomes. The aforementioned short-term courses is largely a result of County-office cooperation with the latter subsidizing student tuition up to 70%.
- Companies that host attachments (student internships) struggle with the fact that students have to return to MTTI to finish their studies, which conflicts with their desire to hire qualified students immediately after attachment.
 - Slow curriculum development, lack of modern equipment continue to be issues, teacher effectiveness is likely an across the board problem but is not mentioned by TVET institutions.

Influence and Importance:

Influence: Low.

MTTI is a quality TVET Institution, but might have little input into TVET sector outcomes on its own.

Importance: High.

MTTI is currently a model for short-term courses and county involvement in TVET training programs. Given constraints in the sector and time-constraints on hiring, this could be a model for future programs.

Additional Details:

Short Term Courses

- The interview team was given the impression that MTTI differentiates itself from others by offering of short-term courses. The curriculums of short-term courses are developed by MTTI itself and thus graduates receive MTTI certificates, rather than national certificates. The Head of Electrical Department said that the course curricula were developed by staff member themselves based on the curricula of Kenya National Education Center (KNEC) and National Institute of Education. The staff member compressed the standard curricula of 2-3 years to 2-3 months. This, however, does not mean that short-term course students graduate at the same technical level of the certificate (2 year) or the diplomat (3 year) programs. The students in the latter programs learn a wider set of techniques and are not confined to their specializations.



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- This demonstrates that TTIs (technical training institutes) can offer courses that cater to specific market demand without strictly adhering to standard government curricula. It is important, nevertheless, to have government entities involved. The short-term courses were created with the approval of the MoEST and the support of the County government. It is difficult to imagine these courses taking place without government consent.
- It is expected that in coming months 700 additional students will take short-term courses, with the County government providing a large number of student inflows.
- It is expected that incoming students will vary in their skills and education, but students in the informal sector will be part of the incoming cohort.
- Many of the students will be employable in the Export Processing Zone.

Partnerships with Companies

- MTTI has limited partnership with companies in the region, similar to other TTIs.
- MTTI is open to a closer working relationship with companies, but MTTI does not solicit companies for their involvement either. This is largely consistent with the other technical training institutes SAIS team has visited.
- It has increased the capacity of its mechanical, building, and electrical departments after a single visit of Tullow Oil. In the meeting, Tullow Oil merely expressed its desire to recruit more students in the aforementioned fields, and did not indicate any form of future collaboration. It is unclear whether the increased capacity has yielded more graduates in Tullow Oil.
- Attachments remain the closest collaboration MTTI has with companies in Mombasa. Attachments have been a part of MTTI for many years and it appears to be one of the key methods in which graduates enter the job market. The key concern is that the attachment timing is often unfavorable for companies. Diplomat students must partake in attachment after two years (six terms) and return to MTTI to complete two additional terms and examinations in order to graduate. This hinders company desires to recruit students immediately after the attachment period is over. MTTI has expressed that students are allowed to complete their studies by taking evening classes instead. The attachment timing does not appear to be flexible unless a single company hosting numerous students wields bargaining power over MTTI.
- The attachment timing is not a concern for certificate students (2 year program) as their attachments take place after their studies.

Working with the County Government

- MTTI's initiatives on short-term courses have been largely led by the county government. According to Ms. Wangari, the Minister of Education of Mombasa county – each county has a Minister of Education – has demonstrated leadership in the TVET field and MTTI has acted in reaction to his initiatives.
- It is important to note the responsive character of MTTI vis-à-vis the county government. It is in fact rare to see TTIs exhibit leadership behavior in starting new initiatives or revenue generating activities, as RVTTI of Eldoret does. Rather, TTIs respond to the actions of superior government entities, whether that is at the de-centralized county level, or the centralized TVETA level.



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- Another key observation is that additional resource guides initiatives towards a particular direction. In the case of MTTI, the county office's allocation of tuition subsidies have guided MTTI to the creation of short term courses. It is unclear from whom Mombasa county has received the additional resources, whether it is from the Kenyan central government or external donors.
 - The short-term courses might not have been created without the large influx of students, which was only possible with county subsidies. Without new inputs, new policies have difficulty gaining traction due to the inherent stability of the status quo.



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Kenya Technical Training Center (KTTC)

Details:

Name: James Kabau
Email: jmkabau@gmail.com

Key Takeaways:

KTTC believes that a key to bridging the gap between educational institutions and the private sector is increased involvement of the latter. They need to become more open in communicating their needs and announcing vacancies that could be filled with graduates. Training on the job is extremely important as well. It allows to learn the latest trends in the industry and lowers the cost of training for schools (materials students use in workshops are costly). Materials used on the job will be used in production, which needed to take place with or without students. To compensate for potential material misuse during on the job training, the private sector should receive a subsidy from the government to offset the cost of training.

Influence and Importance:

Influence: Medium

KTTC is currently the host of the only known example of a Chinese company sponsored TVET program. As such, their program and administration can act as sponsors for this type of project and could be able to wield some influence in facilitating TVET partnerships, or building Chinese Private Sector interest.

Importance: High

As the host of the current AVIC training program, KTTC should have significant interest in seeing growth in this type of project and ideally successful outcomes for their pilot training program.

Additional Details:

Curriculum, equipment

- KTTC trains teachers, who gain technical skills first and study pedagogy in their final year.
- Curriculum is developed by the Kenya Institute of Curriculum Development (KICD) and gets updated every five years. Internal discussion of curriculum takes place every three years.
- Construction related programs are offered in:
 - masonry
 - carpeting
 - plumbing
 - electrical works
 - painting
 - mechanics
 - welding
 - fabrication
- Equipped workshops on campus include:
 - computer labs (10)
 - building and civil engineering
 - mechanical engineering
 - chemical production



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- Workshops were updated last year through a partnership with Netherlands and AfDB. There are nine other schools that received these machines, including RVTTI and MTTI. Other specific schools are unknown to SAIS.

Costs and demand for education

- Students study for three years on average. The annual cost of education is approximately KES50,000, which includes boarding.
- TVETs are funded in part by the government (if they are public), but resources are limited. Secondary schools receive better funding.
- The number of students enrolled in construction specific programs has not increased in the last years mainly due to a lack in demand. Lack of interest in these courses can be explained by community perception of TVETs: they are seen as places for those who has failed in education.

Relations with the private sector

- Industrial Liaison Office (ILO) works on connections with the private sector to place students into attachments (every student is requires to complete one). Students usually find employment in the companies where they were attached.
- Upcoming TVET fair organized by KTTC will connect TVETs, private companies and government organizations in one place. Expectant private sector participant will be from the automotive, communications, ICT, building and construction, roads, electrical works.
- KTTC has established connections with Chinese companies:
 - China Road and Bridge Construction. Training project is in the planning stage, but halted due to the Kenya's government not making its agreed upon payment for the project implementation.
 - AVIC International

Constraints and opportunities for growth

- KTTC's major constraint for growth and increase in the number of students in highly demanded programs is its boarding facilities. All KTTC students live on campus because the school is located in an area where finding housing priced for students is problematic. A new boarding facility for 6,000 students, however, is being currently build. The new facility is expected to alleviate the growing constraint and add flexibility to participate in short-term training programs, should such programs be organized.
- Each workshop on campus can accommodate 20 students at a time. Multiple sessions per day can be arranged to increase the number of participants in a program.
- KTTC understands that there is a disconnect between the skills students gain when they receive their education and the needs of private companies.
- KTTC is willing to participate in short-term training programs if there is demand in the private sector, and can develop a program if specific skills requirements are communicated to them. The major difficulty in implementing such programs is that the students will be unlikely to receive a nationally recognizable certificate upon its completion, unless TVETA cooperates.



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Linking Industry With Academia (LIWA)

Details:

Name: Kevit Desai, Ph.D.,
Email: kevitdesai@gmail.com

Key takeaways:

- Linking Industry With Academia (LIWA) is very interested in Chinese Co. Participation, they see SACE as a potential coordinator of Chinese.
- Sector Boards are a potential mechanism for engagement.
- LIWA's principle bottleneck in improved TVET training is funding.
 - Lack of capacity on institution side to create skilled laborers.
- Chinese companies don't have an obligation at this point in time to be involved in long term training as their lifetime in the country might be quite limited, line of sight to self interest is not present yet.
 - Must leverage **GOODWILL** as a starting point for them to engage in TVET programs.
 - This could also hinge on bilateral relations to a certain extent, the amount that Kenya can encourage China that localization issues should be important.
- Government lacks implementation capacity on policy issues. 90% of work should move to private sector and academia to improve TVET quality.
- Effective local TVET could produce source of low cost labor compared to importing technicians.
 - Kevit Desai sees **DIALOGUE** as a crucial starting point for engagement and policy action.

Influence and Importance:

Influence: High

Kevit Desai has been involved in the technical training space in Kenya for decades. He is the principal proponent behind the TVETA reforms and new agencies, but appears to think that moving forward, the government should be the principal stakeholder advancing TVET sector reforms.

Importance: Medium

They have seen their role played out in achieving TVETA reforms. Future outcomes are important, but they see their role as played out.

Additional Details:

Sector Board

Stakeholders from industry and academia dialogue around a specific sector and identify opportunities to improve training of students and ideally employment outcomes for private sector.

Government

Engagement largely set up: TVETA, CDACC, TVET Funding board, etc. With ongoing initiatives, such as localization components of tenders and competency based certification finalized by industry professionals.



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Government Agencies

Permanent Working Group (PWG)

Details:

Contact point: Ms. Marah Koberle, Deputy Country Director of Delegation of German Industry and Commerce in Kenya
Email: marah.koeberle@kenya-ahk.co.ke
kevitdesai@gmail.com

Key Takeaways

- This was an ad-hoc mini-PWG meeting, rather than the quarterly meeting
- The main benefit of the PWG is its role as an information exchange
- The PWG is also a networking opportunity for potential partnership
- The PWG attempts to be a comprehensive forum with committees on specific issues, but these initiatives are not likely to be successful
- Without a set of governing rules, much of the PWG time is spent on bureaucratic matters, such as who will head committees
- The roundtable structure allows for an opportunity to showcase one's successes. At the same time, members are inclined to be selective in their presentations and avoid discussions on failures. The roundtable also inhibits timely commitments on collective initiatives as representatives must report back to their offices and therefore cannot make decisions on the spot. At the same time, with many similar members on the table, there is an incentive to defer
- PWG funding constraint is the possible risk

Influence and Importance:

Influence: Medium

The PWG is the group that was able to coordinate interests and institute the reform at the government level with the new TVETA. With the German Delegation and Dr. Kevit Desai as the leaders of the PWG there is significant influence that they can leverage, but after achieving reform, they see the responsibility shifting from the PWG to the Government.

Importance: Medium

The PWG's explicit purpose is to see TVET sector improvements. However, as they are a conglomerated organization, incentives for success are spread out over a large number of actors, with little incentive for success to drive action forward. So the importance is high, but as its not concentrated, it becomes diluted.

Additional Details:

Information Exchange

- The PWG is formalizing its information exchange mechanism by creating a website. It will feature a member directory and success cases. The website will be managed by the Delegation, and thus it is important to work closely with Ms. Koberle in order to feature one's work on the website.



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- The PWG is also a networking opportunity to meet potential partners, policymakers, and donors. The Kenyan government so far has been a regular participant, with members from both TVETA and the National Assembly present.
- The PWG will also host the national TVET conference

PWG Bureaucracy

- One major weakness of the PWG is its bureaucratic process. The Delegation and the organization Linking Industry With Academia (LIWA) do not impose an organizational structure on the members and therefore much time is spent on how committees should take shape. This is especially taxing as opinions and decisions have to be made on the PWG structure for long periods of time. In essence, there is lack of programmatic leadership in PWG, only administrative leadership in hosting the PWG. The only other notable form of leadership is in information exchange, such as the development of the PWG website with a small database on projects.
- At the moment, the PWG does not have a rival secretariat that performs similar functions and it is able to bring in key government actors with relevant stakeholders. The PWG is also held firmly due to the leadership of the Delegation and LIWA. The removal or change in the aforementioned factors are risks in the future of PWG. If either the government, the Delegation, or LIWA backs out of the PWG, then future of PWG is in doubt.
- While member organizations are consistently present, the representative of the members often change. This was brought up as a problem during the roundtable, as new representatives are not fully informed of past PWG meeting details. Meeting minutes are helpful but new representatives do not always come to PWG fully aware of past discussions.
- The Delegation and LIWA are keen to have other members take leadership in select initiatives. For example, when discussing the potential database (not TVET employee database but a one-stop shop of data on TVET projects), the LIWA representative said that it “needs someone to [manage it to] make it less static.”
 - It is possible that the PWG’s lack of resources, especially in a project manager, hinders the progression of project ideas to implementation.
 - This is tied to the PWG’s overall struggle for active engagement from the members

Funding Risk

- One of the reasons why the Delegation and LIWA are keen to invite member leadership is the lack of funding. While the Delegation in particular can host regular PWG meetings and the website, it cannot direct its resources for specific projects
 - The National TVET conference, scheduled to take place in June, for example, still requires a funder for the two day event
 - Another associated risk is that the PWG has to produce tangible outcomes for the Delegation to continually fund it. It is for this reason that committees have been formed and the National TVET Conference is planned as quarterly meetings are insufficient as tangible outcomes in the long run.
-



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Government Organization

TVET Authority (TVETA)

Details:

Name: Mr. Bashir H. Mursal, Director of TVETA

Email: director.tvet@gmail.com

Additional: TVETA is difficult to get in touch with. Phone is the best way to ensure a response.

Key Takeaways:

- Policy reforms within the government start with the interaction with the industry.
- A link between the industry and training institutions has to be established.
- Relationship between stakeholders have to be sustainable and mutually beneficial.
- TVETA is willing to provide referrals to schools and to ensure that there is an equitable distribution of programs between schools.
- TVETA will still remain responsible for the quality assurance of any new program.

Influence and Importance:

Influence: High

TVETA has the power to change the TVET landscape. They are a bureaucracy though, so inertia is significant. While they say they are very interested in action, we expect movement to be more difficult to achieve.

Importance: High

TVETA has curriculum power over TVET Institutions, which is a significant constraint at this point in time. There is some concern that TVETA might not like TVET Institutions taking too much autonomy, so they should be appraised of what continuing actions are and opportunities for engagement.

Additional Details:

Government education agencies:

- Ministry of Education – responsible for policy
- TVETA – policy implementation
- CDACC (Curriculum Development Assessment and Certificate Council) - curriculum development and certification of students

Curriculum

- The initial training system was adapted from the British technical secondary schools. Every ministry had a training institution. Industry employed straight from school. The disconnect between training and labor market in Kenya began to grow.
- Attempts are currently under way to transition the curriculum from the old system to a competency based system in which competency requirements will be collected from the private sector.
- Four programs have transitioned to competency based curriculum, all in agriculture.

Funding



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- TVETs are expensive.
- Resource mobilization is necessary, which needs to involve a search for partners and development of funding proposals (in which companies will contribute toward education of students).

Reforms

- TVETA was established by the Ministry of Education as an organization overseeing TVETs.
- TVETA is struggling to overcome the challenges in policy implementation due to capacity issues. TVETA is still working on finalizing its structure.

TVETA goals

- Promote access to education (to as many people, youth especially, as possible)
- Promote integrity (the same training has to be available to everyone)
- Quality assurance
- Relevance

How can the TVETA goals be accomplished?

- TVETA is in charge of registration and licensing of institutions: only those who have the capacity to train should be licensed.
- TVETA accredits programs and training courses: accreditation will occur only for established training standards.

Why does the shortage of qualified exist?

- If the industry is not communicating its needs, it will not receive the labor it wants.
 - Industry based competency requirements are currently being collected through KEPISA (Kenyan Private Sector Alliance) and KAM (Kenyan Association of Manufacturing). Multi-intra-ministerial committees are involved.
- New curriculum development is hindered by the lack of qualified curriculum writers.
 - Several people were sent abroad to learn
- Training of new trainers will also take time.
- Current curriculum is about 50% theory and 50% practice.
 - The goal for the new curriculum is to have 70% practice and 30% theory; 60% practice and 40% theory for diploma
- Enrollment in TVETs is low. They operate at about 40% capacity.

Ideas on possible solutions for the current needs of the construction sector

- Shorter programs are possible. Students can get construction skills in six months to a year.
 - Short program requirements:
 - Competency based training
 - Flexibility
 - 1-2 days a week learning theory
 - 3-4 days a week in production



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- Certificate for short term programs developed in cooperation between the private sector and educational institutions are a possibility. Proposals will have to go through CDACC. CDACC will need to develop an examination process to be able to issue certificates.
- Continuous monitoring of the market is necessary.

Ideas on TVET rebranding

- 1) There is a major push for university education, but only 6% of students go to universities. The remaining 94% of students need to be taken care of. Government resources go to elementary education and university. The levels in between experience a significant resource shortage. Policy makers need to begin understanding this.
- 2) There should be a requirement for everyone under 18 to be attending an educational institution.
- 3) Parents need to become open to a child's choice to attend a TVET
- 4) Prospective students need to be explained what value TVET education brings. The value added will become even larger if courses are subsidized; subsidy is very likely to raise enrollment numbers.

Alternative sources of funding

- Higher education loan program: Exists, but demand for it is very low
- Scholarships (given by companies)
- Bursaries (issued by banks).



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NGOs

International Youth Foundation (IYF)

Details:

Name: Ms. Grace Karanja
Email: g.karanja@iyfnet.org

Key Takeaways

- IYF has identified a value chain for its youth TVET project. IYF's main role is project manager and soft-skills training.
- IYF is open to partnership with Chinese companies. Their likely entry point is towards the end of the value chain: employment and on-site training.
- IYF takes a partnership approach, which involves a partnering organization to be responsible for each segment of the value chain. As a result, IYF manages a lean structure with only Ms. Karanja and her colleague the only two staff in the country. IYF staff members travel from abroad for certain points in the project cycle.

Influence and Importance:

Influence: Low

IYF is an NGO working on training programs. They are a player in the space, and stand to benefit from others actions, but have limited ability to influence the sector more broadly.

Importance: Medium

As a trainer, they have an interest in seeing positive TVET improvements, greater focus on the sector, and greater private sector participation.

Additional Details:

The IYF Project – Sports for Kenyan Youth Employment (SKYE)

- The SKYE project is at its pilot phase and aims to train 500 youth in the construction field, namely as masons, electricians, painters, and tilers. Thirty percent of the targeted youth are to be young women.
- SKYE targets youth in the informal sector. It relies on partners for each step of the value chain:
 - Barclays – the SKYE project is funded by Barclays' CSR initiative. IYF and Barclays have an institutional relationship and the "sports" element of SKYE largely stems from Barclays' CSR strategy. It will donate approximately \$500,000 for the project.
 - MYSA – this Kenyan organization organizes sporting events at the community level. With a large grass roots reach, its main role is to mobilize youth through sports and identify youth to be trained. MYSA is also a close institutional partner of IYF
 - Arcskills – is the technical partner that will provide trainers and the training program. Arcskills has recently acquired NITA accreditation. The unit cost of Arcskills' service is \$200, which is a lowered amount from the initial \$240. It also provides training equipment and



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insurance involved in the training. The technical training will last approximately one month and corresponds to “level 1” of each technical training. Arcskills has been active in Mombasa County.

- Housing Finance Foundation – is another technical partner that will provide the training site. Similar to its own programs, training is conducted at construction sites. Both Arcskills and IYF’s Passport to Success (PTS – described below) training will take place at HFF sites. The IYF project fits into HFF’s commitment to Vision 2030 and One Million Artisans. HFF’s service costs approximately \$40 (4000 KES), and this is part of the aforementioned \$200. Another key role of HFF is to provide job placement and another minor role is the provision of loans for workers who wish to acquire their own toolboxes.
- An important note here is that HFF is an active player in TVET training. It benefits from having a robust source of student recruitment from the private firm Housing Finance, which is a construction firm. SAIS had trouble arranging a meeting with HFF and it is likely that HFF is active in training programs without engaging in too many stakeholders in the TVET landscape.
- In addition to bringing the partners together and managing the project, IYF’s role is to provide PTS, which corresponds to soft skills training. This is one of IYF’s signature programs across the world. It takes place at a face to face level two hours over three times a week. MYSA is the implementing partner of the PTS portion of the program.

Other inferences from the interview – donor landscape, wages, and IYF’s LT plans

- Ms. Karanja has indicated USAID, WB, and ILO to be major funders. The WB is particularly interested in assisting NITA and TVETA.
- According to Ms. Karanja, a trained laborer commands a daily wage of 500-700 KES while an untrained laborer commands 300-400 KES.
- IYF’s long term plan is first expand the SKYE program to a larger number of beneficiaries. Currently MYSA’s Sports for Development program has the potential to reach 26,000 youth in the informal sector. Its other plan is to expand to Tanzania and Mozambique in similar programs. Mastercard Foundation and a few other donors are involved in this large scale project that is expected to reach \$25 million over 5 years.

Value Chain

- IYF has identified a particular value chain that targets the informal sector and bypasses formal education institutes. IYF is open to Chinese involvement and the best entry point is geared towards the end of the value chain: job placement and possibly on-site training.
- IYF’s approach does not involve the government TTIs, which has caused IYF to identify HFF as the training site. At the moment, Chinese companies are not ideal training locations. In contrast, public TTIs have the infrastructure, namely the workshop, classrooms, and teachers that are conducive for training. Other advantages of public TTIs is that the training spillover can benefit the school itself; certain donors such as AfDB requires TVET training to take place only in TTIs; and TTIs can attract students of different levels: diploma, certificate, and short-term courses. In contrast, IYF can only focus on the informal sector, inhibiting its ability to attract a more educated cohort.



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Mercy Corps

Details:

Name: Ms. Lynn Renken, Country Director
Email: lrenken@ke.mercycorps.org

Key takeaways:

Their focus is on bottom of the pyramid and not TVET institutions. This might not make them the best partner as the demographics are not necessarily the same. The issue with TVET for Mercy Corps is that the equipment and workspace requirements of conducting TVET training is intensive. Thus, to get into that space more effectively they would need direct support from private sector to take up that role. The question then becomes getting private sector involved in that space, as their time, equipment, and space is not free.

Influence and Importance:

Influence: Medium

Mercy Corps is a well-respected NGO with quality programs and funding streams. However, they have little government impact as it goes against policy of NGO.

Importance: Medium

As a trainer, they have an interest in seeing positive TVET improvements, greater focus on the sector, and greater private sector participation.

Additional Details:

Demographics:

- Mercy Corps works with BOP and disadvantaged youths attempting to bring opportunity to the neediest areas.
- This can include programs around Nairobi, but in Nairobi, focus has been on slums

Programs:

- Training programs have focused on youth and a variety of skills from entrepreneurship, professional development, voice development, etc.,
 - They see a huge need for any kind of program, but that makes it increasingly difficult to focus
 - SO: They want **HARD DATA** and **DEMAND FORECASTING** to help them get a sense of what **DIRECTION** to take with future tvet initiatives.



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S.O.S. Technical Training Institute

Details:

Name:

Email:

Key Takeaways:

- Industry involvement in the school curriculum and operations is lacking
- Recruiting students is difficult
 - Recruiting occurs through high school targeting, open day events for parents, through churches
 - Funds lack for extensive advertising
 - Social media presents an opportunity for advertising. The school has its Facebook page, but posing on it has to go through a chain of approvals, which makes it a very difficult process.
- Salaries of the graduates are very low, about KES15000 per month. People earn more in the informal sector.

Influence and Importance:

Influence: Low

SOS is a relatively small training program with little ability to affect the policy environment or Chinese participation.

Importance: Medium

As a training institute, they are interested in TVET sector outcomes, but are skeptical of potential to incorporate private sector more effectively.

Additional Details:

Background

- SOS was established in 1984
- SOS operates in 102 countries, 7 locations in Kenya
- Private intuition, not supported by government, depends on sponsors

Curriculum

- Offers four programs
 - Electrical engineering
 - Food and beverage production and serving
 - Carpentry
 - Fashion and design
- Programs last for two to three years

Student body

- 300 students capacity, usual enrollment: 180-200, mostly because people do not value hands on education.
- No entrance requirements; students can come even from primary school
- Most students are from nearby slums, referred by community workers



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- Students struggle to pay tuition; the amount they pay depends on income, and the smallest amount is KES5000. 2-3 thousand is spent on materials. No boarding is provided.

Financial Considerations

- Most of students receive scholarships, sponsorships, bursaries
- The school used to provide a hot lunch to all students because not everyone could get one at home, but it is no longer able to do so due to financial difficulties
- The Housing Finance Foundation has been providing loans to pay for school tuition

Graduation outcomes

- Almost all students pass their examinations
- 80% of graduates find employment (in hotels, supermarkets with fast food sections, clothing manufacturing); 20% open their own businesses



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Private Sector

AVIC International

Details:

Name: Zhao Leilei, AVIC TVET program coordinator

Key Takeaways:

- AVIC – KTTC Partnership managed through machinery equipment section of AVIC, not the construction section.
- Motivations of Chinese Companies cannot be taken for granted
 - AVIC set up the KTTC Training program exclusively to improve government relations and its deal flow.
 - There are no considerations of employing graduates to address hiring needs.
 - AVIC is unwilling to cooperate with other Chinese companies to improve TVET training as it would dilute the benefit they receive from having better government connection.

Influence and Importance:

Influence: *Medium*

AVIC has influence in that they are able to create training programs. They are limited in that the effectiveness for them to do so is dependent on Government support and government connection. For example, it took roughly a year for an MOU to be signed with the government as it was stuck in the government Attorney General's Office for a significant amount of time.

Importance: *Low*

TVET outcomes are not important. Government relationships are what are important. The key moving forward with AVIC will be to motivate interest in TVET sector outcomes.



**IMPROVING PRIVATE SECTOR
INVOLVEMENT IN TVETS:
A STRATEGY AND WORK PLAN FOR THE
SINO-AFRICA CENTER FOR EXCELLENCE**

**Mark Maples
Tommy Kim
Yuliya Gosnell
Amira Karim**



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1. Introduction

The Sino-Africa Center for Excellence Foundation (SACE) is currently in the process of designing its strategy to better engage stakeholders in the technical and vocational education (TVET) sector to improve outcomes and employability of Kenyan youth in Chinese companies, and this Strategic Workplan seeks to inform and advise SACE on how best to engage with business in order to promote quality vocational training.

While the Kenyan economy is predominantly agricultural, there is a significant landless rural population and underemployment in the rural sector, compounded by traditionally low levels of education and skills. Migration of unskilled labor to industrial centers in Kenya, Mombasa and Eldoret is a common response of the rural poor. Development of appropriate workforce skills is an important economic and social issue for the region. Technical vocational education and training (TVET) is a part of the educational system where the potential role of the private sector – in terms of curriculum development, job placements, funding and even provision of services – is clear.

The proposed research on business engagement to promote quality vocational training will provide the evidence base needed to better understand how the vocational training system works in Kenya, what the main challenges of the system are, and how the private sector could be engaged in order to address these challenges. The purpose of this research is to provide background information on the main TVET providers in three major cities in Kenya (Nairobi, Mombasa and Eldoret) as a basis and rationale for selecting the focus of SACE's strategy.

This study has mainly focused on Nairobi, given SACE's presence in the city and the density of Chinese companies in the area and potentially greater scope for business engagement

2. Methodology

This section provides an overview of the approach and methodology used.

Literature review (secondary data analysis): the research started with a desk review, which included conducting a broad and relevant search of content including academic literature, research and technical papers, government reports and working papers; all of which were considered useful in answering the main research questions. A structured approach was used to determine the source of materials for review.

Primary Fieldwork: In addition, we draw from a stakeholder analysis based on first-hand interviews conducted in Nairobi, Eldoret and Mombasa, to map the different TVET providers, NGOs and donor groups and government agencies in these three cities, and Chinese companies to assess economic opportunities in the region.



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3. TVET in Kenya

According to World Bank data, Kenya has more than 650 public and private TVET institutions, which include four national polytechnics; one technical teacher training college; 35 technical training institutes and 600 Youth Polytechnics popularly known as village polytechnics. These institutions offer a wide range of training programs from craft to diploma certificate levels. A variety of courses are offered including building construction; carpentry and joinery, commercial-based fields; engineering, textile-based programs, catering, accommodation and information, and communication technology. This TVET system is characterized by several deficiencies. First is the problem of provision in the public budget for TVET institutions. Over the past two decades, TVET institutions have continued to receive less financial allocation from the government than the estimated annual expenditure, a trend that is expected to continue. Consequently, physical facilities are dilapidated and lack maintenance. Equipment used for training in most institutions is outdated while vital aspects of the training support system are wanting, resulting in such areas as library acquisitions being relegated to the periphery and negatively impacting the quality of TVET programs.

Secondly, the declining quality of staff is affecting the ability of TVET institutions to accomplish their role in society. These institutions are generally unable to attract and retain high caliber academic staff. This is mainly due to their low level of remuneration. Thirdly, certain skills needed in the domestic market are not provided in the training programs of TVET institutions. In addition, industries play a peripheral role in development and implementation of TVET curricula, exacerbating the mismatch between formal training and employers' requirements. Moreover, since formal sector employment has been stagnant for decades and the informal sector that has been generating about 75 percent of the total employment in the country is now saturated; large numbers of TVET graduates have become victims of unemployment. This severely affects the morale of recent graduates. Lastly, the TVET exhibits gender and regional inequalities. Women are not only underrepresented but also cluster around home science, typing, tailoring and office practice courses.

Chinese Investments in TVET Education in Kenya

The economic relationship between China and Kenya has evolved tremendously over the last 10 years. There has been an increase in Chinese investment in Kenya particularly in the transport, construction and heavy machinery sectors. As of 2014, Kenya is China's second-largest trading partner, and is expected to become East Africa's first oil exporter by 2016, while China is the world's largest oil importer. Figures from the Chinese embassy in Kenya reportedly show that bilateral trade between the two nations was worth over US\$5 billion in 2014, an increase of over 50 percent on the previous year.



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Yet, in spite of these significant contributions, China's investments in Kenya are not without problems. Limited availability of skilled labor is a constraint to accelerated industrialization in most African countries, including Kenya. This is particularly the case as companies in Kenya attempt to move up the value chain and adopt more complex production systems. Both domestic and international — including Chinese — firms operating in Kenya suffer from professional and skilled labor shortages. While many Chinese firms provide on-the-job training, some have also needed to import skilled technicians to fill gaps and maintain competitiveness and productivity. Specific firm-level training is necessary and important, but could go hand-in-hand with ongoing TVET initiatives to reduce training costs. Chinese companies have also highlighted the importance of soft skills, such as interpersonal communications, leadership, time management, and workplace ethics as important attributes that they find lacking in current candidates.

At the same time, Chinese officials also recognize the need to participate more actively in the communities where they invest in Africa. In fact, while corporate social responsibility is still a new concept for many Chinese companies, it received attention in the 2013 report on China-Africa trade published by the Chinese Academy of International Trade and Economic Cooperation (CAITEC), a think tank of the Ministry of Commerce. In addition, the CAITEC report states that 82 percent, or 17,600 employees, of the Chinese National Petroleum Corporation staff throughout Africa are local hires. The Chinese government also provides substantial levels of assistance to African countries for education and training. This includes a large number of scholarships to Chinese universities (rising from 1,600 per year in 2006 to 6,326 in 2011), professional training in a variety of fields, specialized training by Chinese experts, partnership programs with a number of Ministries and institutions, and considerable support for education infrastructure. The challenge is to ensure that this assistance provides the best value for the level of investment, and that it delivers the maximum impact in African countries such as Kenya.

Against this backdrop, the client and its members—Chinese companies primarily in the construction and machinery sectors—are keen on strengthening the TVET program in Kenya by building greater collaboration with TVET officials and other stakeholders. They hope to play a bigger role in promoting better linkages between education, training and the private sector. They also intend to ameliorate institutional partnerships between the Kenyan and Chinese government, between the Chinese companies and the range of domestic stakeholders (including the government, TVET institutions and international NGOs), and between Chinese and Kenyan educational institutions. The client also hopes to leverage a stakeholder analysis to deepen engagement with the Chinese government to provide funds and technical assistance to support TVET programs, especially the ones that benefit their Chinese companies.

3.1 Skills-Related Challenges Facing Private Sector in Kenya

Some of the main challenges the Kenyan TVET system faces today, which are described in the table below, are related to quality of training and linkages with the private sector, not only in order to make training timely and relevant but also to ensure a direct connection with the labor market.

Features of the current TVET system	Requirements for TVET system in the future (according to industry)
A supply-driven TVET system that offers whatever existing training/courses it has	A demand-driven TVET system that offers services that respond to the needs of the labor market and enterprises
Training curriculum is focused on theory rather than practice	Theoretical and practical training are integrated into the training curriculum with a stronger focus on practical skills training and “work-ready” professional soft skills
A TVET system that focuses on the public, formal sector	A TVET system that covers both the public and private sector and the formal and informal sector
The system is centralized and inflexible	A decentralized, flexible and diversified TVET system that offers multiple entries and exits for all
Assessment criteria for graduating is oriented	Assessments are conducted against occupational skills standards and focus on competencies, adaptabilities and soft skills
The system is divided: public institutions are heavily subsidized but commanded by higher level authorities, while private institutions have more autonomy but are not well monitored except for compliance in curriculum	Training institutions are responsible for their operations with a certain degree of command and subsidy from higher level authorities.
Focus on quantity (increase training capacity)	Focus on quality assurance and management

While considerable improvements have been achieved in TVET in Kenya, the system is still in need of further streamlining. Better and more engagement with the private sector is definitely one of them. However, evidence from the literature review and the mapping conducted in the three cities we visited indicates that, despite government



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efforts to promote demand-led TVET, engagement of TVET institutions with the private sector is limited, fragmented and ad hoc. Some of the main obstacles that limit the engagement are related to but not restricted to the following:

- **Information:** Even if businesses wanted to engage with TVET institutions, there is no mechanism for them to find clear, easy-to-access and up-to-date information about the centers that operate in their proximity or in their area of interest, the type and level of courses they provide, the quality of trainers, and the impact training has had in terms of graduates' employment and quality of employment. Furthermore, the complexity of the system makes it extremely hard for companies to identify the right person at the right level to engage with for potential partnerships. We hope to reduce this information asymmetry will be reduced through our Landscape IP.
- **Incentives:** Most companies think that recent graduates have neither the level of technical skills to match the job requirements nor the soft skills necessary for success in the workplace. Consequently, many businesses have opted to establish their own training units, but a common concern amongst them is the fact that once workers are trained, they usually leave to pursue better job opportunities. This has caused the private sector to be cautious if not reluctant to invest in TVET.
- **Capacity:** A common complaint among TVET institutions involves the quality of trainers. A high proportion of technical trainers are not qualified or up to the vocational teaching standards, and a large number of them have not received advanced training to update their knowledge and skills, particularly in the development of modern production lines for companies/factories. The low quality of trainers represents a serious constraint in terms of capacity to establish proactive and creative partnerships with the private sector.

4. The Way Forward: Guidelines on Developing and Utilizing the Kenyan TVET Landscape IP

The Landscape IP is a broad understanding of the Kenyan TVET landscape that focuses on who the key actors and what the potential for partnerships are. Through the creation of the Landscape IP, SACE will become an owner of knowledge of on-the-ground situation and gain a network of contacts that will facilitate future partnerships. The Landscape IP is not a SACE product that will be used for external distribution. Rather, it is an internal document that gives SACE a comparative advantage in creating partnerships and projects in the TVET sector. In essence, the



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Landscape IP is a collection of brief reports on who the actors involved in the Kenyan TVET sector are. It is purposed to be an evolving written document for institutional memory so that knowledge is preserved despite staff turnovers.

Based on the SAIS team's interactions on the ground, major international actors, primarily those sitting on the PWG, do not have a deep understanding of Kenyan training institutes, especially those that are outside of Nairobi. A large potential for TVET partnerships lie outside of Nairobi, but that can only be ascertained by visiting these institutes in person. Furthermore, given that partnerships are created by individuals with leadership, it is important to create contacts in conjunction with knowledge.

A major value of the Landscape IP is to solidify SACE's role as a facilitator for Chinese companies. There are several hurdles for Chinese companies in kicking off a project, whether a CSR project or a genuine training program for incoming recruits. One reason for this hurdle is the lack of knowledge on who to partner with and how best to utilize the partnership. Thus, with the Landscape IP, SACE can better assist in identifying local partners for Chinese company projects. In a larger point of view, SACE can also utilize the Landscape IP to be a project manager on behalf of Chinese companies or other donors in the TVET sector.

When it comes to TVET training projects, SAIS considers a decentralized approach to be more appropriate for SACE. Many initiatives on the ground are centralized, such as collecting data on Chinese company needs, holding a national conference, creating the TVETA. These are all centralized approaches that not only takes place in Nairobi, but brings partners together to one location. On the other hand, a decentralized approach aims to create partnerships that do not necessarily involve a central organization. A bilateral relationship between a Kenyan training institute in Eldoret and a Chinese company in the region is an example of a decentralized approach. The prime consideration of this approach is that each Chinese company has different levels in its labor requirements, how much it plans to invest in training, and willingness to engage with Kenyan institutes. On the other side, Kenyan training institutes have different levels of capacity, preparedness, and experience for such partnership. Thus, a decentralized approach allows for increased contact between the two parties to negotiate the terms of the partnership. This negotiation space is difficult to construct in a centralized approach.

Lastly, the Landscape IP can benefit SACE through secondary effects. In other words, the extended knowledge gained from creating the Landscape IP can help SACE come up with related projects. A TVT Institute Scorecard is a prime example, which similarly to the Landscape IP involves interviewing Kenyan TVET training institutes but involves a numerical scoring on each indicator.



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The Landscape IP will comprise of a collection of organization profiles. This section is organized in terms of:

- Organization classification
- What goes in an organization profile
- How to collect data

4.1 Organization Classification

Each organization would be classified as follows:

Public training providers

These are Kenyan government owned and operated training institutes. Prime examples are: KTTC, RVTTI, MTTI, etc. Public training institutes have an advantage over private ones primarily in terms of their government support. Several donors require project partners to be government entities and the institutes' connections with local county offices can bring both legitimacy and publicity in projects. Public training institutes also have better capacity, especially in training material and workshop space.

Private training providers

These are private schools that provide courses and training for a fee. Prime examples are: NIT, Don Bosco, etc. They can be either for profit or nonprofit, but they are neither owned nor operated by government entities. Private training institutes have an advantage of flexibility as they can quickly adjust to market demand without gaining the approval of government organs. The newly organized TVETA, however, might add strains in the operations of private institutes as new regulation are expected.

Chinese Companies

SACE's core advantage is its working relationships with Chinese companies. Even though these relationships are established through various formal and informal encounters, the information should nonetheless be documented for institutional memory.

Funders

Funders of TVET projects play an important role in the landscape as they often dictate the priorities of future landscape. Examples include: AfDB and European aid organizations. Also referred to as Donors, these entities present funding opportunities in a variety of ways and have different requirements for funding recipients. It is important that SACE understands the different funding requirements and priorities of each donor.



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Project Implementers

These organizations have a track record of implementing projects on behalf of funders. They can be nonprofits like IYF, or for profit entities. Understanding project implementers is useful for two reasons. First, they can be SACE partners as they may possess competencies SACE does not have. Second, SACE can learn how others are managing their TVET projects.

Network organizations

Network organizations are entities that bring together a varied group of actors in the Kenyan TVET landscape. The German Delegation that hosts the PWG is a prime example. SACE's involvement in network organizations is important in quickly meeting other actors involved in the TVET sector and gaining information.

Government institutions

SAIS recommends that SACE focuses on meeting local country offices that work with TVET institutes, rather than central offices in Nairobi. Government institutions can be facilitators in forming partnerships especially considering that new initiatives of TVET institutes require approval from country offices.

4.2 Components of an Organizational Profile

Each organization's profile will comprise of an executive summary, a description of its activities and motivations, including its key strengths, its geographic location, contact point,

- Description - including key strength
- Location and Point of contact, including date of last visit
- SWOT
- Role, location in value chain, entry point in partnership
- Make a layout document that explains each section

4.3 Collecting Data

SACE has an opportunity to establish partnerships with the multiple stakeholders involved in the Kenya's labor supply and demand relationship. It may become an information hub and an intermediary connecting the parties. Collecting and processing information on all the involved and willing to participate stakeholders will help SACE accomplish this goal. The information will clarify the position of each stakeholder, their aspirations and struggles, and give SACE an idea of how it can integrate this organization into the solution for Kenya's employment challenge.



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SACE's optimal strategy for collecting information on stakeholders will be a series of in-depth interviews. Interviews can be structured in different ways depending on their immediate goals. They can create a narrative story aimed at a deep understanding of an organization and its processes, as well as its relationships with competitors, partners and other players in the field. Such interviews will be customized for each party SACE will identify, but adhere to a set of specific guidelines. Alternatively, an interview may be designed with a goal of collecting answers to specific questions of interest, standard for every player in the industry. These answers can be numerically coded (for example, 1 for yes, and 2 no, or 1 for a diploma program, 2 for a certificate program, 3 for a short-term program, etc.), with a purpose of using coded information for analysis, comparison and ranking of stakeholders, specifically TVETs.

Ranking TVETs may be beneficial in determining the best partners for potential short-term joint programs with the private sector. In the long-run, a publicly available TVET ranking system is likely to encourage competition between schools as they attempt to rise to higher positions in the list. They will see upper ranks as an opportunity to attract more students and more attention from the private sector, which will result in higher number of internships, apprenticeships, and more jobs for graduates. Successful placements into jobs will attract even more students, possibly more ambitious, which will set a virtuous cycle of growth. Moving up the ranks will not be an effortless endeavor: TVETs will need to improve on all the points evaluated by the ranking system, such as available programs, the quality of curriculum, relevance of the curriculum to the private sector, readiness of graduates for jobs, academic and extracurricular support while in the program, development of soft and professional skills, job search assistance, mentoring, student life, housing availability, and the cost-value proposition. Thus, TVET ranking and the subsequent competition among them may lead to a significant improvement in the sector, its overall relevance and image in the eyes of the country's population. SACE could take the position of a leader in developing the ranking system.

In the short-run, however, SACE will benefit from getting in-depth knowledge on the stakeholders in the country's labor supply and demand equation. The goal is to schedule one to two hour interviews with the organizations of interest (as many as possible) to get to know them and to let them get acquainted with SACE. During this time frame, SACE representatives will ask specific purposeful questions, which will be structured to entice interest from the interviewees and encourage them think and talk about themselves. Questions will need to inform interviewees that SACE is familiar with their organization and the challenges and opportunities they face. This will allow them to think deeper and open up more. They will provide more of useful information that cannot be researched elsewhere and will not feel that they are wasting their time. SACE will earn their respect, which will lead to opportunity to partner with them in the future.



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It is best to design questions for each particular organization. An example of a question to ask in the private sector may look the following way: “What are three main challenges your firm faced when communicating your recruitment needs to TVET institutions in the past year?” This question is specific: it limits the time frame to the last year, so that the interviewee will easily remember the information and will only talk about the most recent trends. The question is thought provoking as it asks to evaluate most relevant challenges and it requires a fairly expanded answer. Such question could be compared with an example of what not to ask: “Would you say that TVETs do not generally respond to labor market trends when they design their programs?” The answer to this question is likely to be a one word “Yes”. Similarly, “How often do you communicate your recruitment needs to TVETs?” will result in an answer “Not often” and no further discussion. When a series of such questions are asked, useful new information will not be collected, and both sides of the discussion will grow fatigued and disappointed in the meeting.

To help an interviewees produce useful information, it is helpful to ask questions about what they know (not every representative of an organization who agrees to participate in an interview will have a wealth of specific information we may need). Thus, the question: “In the past year, how many workers did you hire?” will provide more information than “What is the turnover rate?” The latter will likely bring an “I don’t know” response. Yet, the number of workers hired will serve as a proxy for the turnover rate for a researcher.

Another example of a promising question could be: “We understand that a rigid curriculum and a lack of workshops are the two major issues faced by the school in preparing employment ready specialists. What would you say are the next two issues?” When phrased this way, the question informs the interviewee that SACE is familiar with the major challenges of the sector and this specific school, and encourages to think deeper to identify challenges that no one else may have thought of previously.

Finally, as a guideline, interviewees answer about ten questions in an hour. The number of answered questions, however, will depend on an interviewee – some answer only three, while others go through forty-five – and on the quality of the questions. Thus, it may be helpful to prioritize questions if an interviewee gives expanded answers, and have just-in-case sub-questions to direct or re-direct the discussion, or to provide additional guidance to a more succinct speaker. Sample interview questions for each stakeholder group can be found in the Appendix. Regardless of the number of questions answered, however, responses will need to be recorded for future reference and use. Writing responses down is generally more time effective than audio recording them.



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5. Overarching Principles for Developing Partnerships through Landscape IP

An apparent gap exists in communication between the private sector and TVETs. As the private sector believes TVET graduates to have an inadequate preparation for the employment, in terms of technical, professional, and soft skills, they are often hesitant to contact TVETs to communicate their hiring needs. TVETs, on the other hand, limited by the inability to restructure outdated curriculum, design new programs to meet ever changing market needs, lack of funds to equip workshops, and cumbersome bureaucracy in decision making and outreach procedures, find it difficult to initiate meaningful partnerships with private firms.

SACE, who will collect the intelligence on the positions of multiple stakeholders in the industry, has an opportunity to become an intermediary between the parties in helping them establish the much needed partnerships. Having an engaged intermediary interested in finding solutions for both sides will ease the communication process. As SACE learns the key needs and constraints of each specific organization, it will become able to match it with another party suited to solve the problem and meet the needs. This could become a revenue generating activity for SACE as organizations are generally willing to pay for finding the right parties to resolve their challenges.

The proposed solution is to create short-term training programs for each specific private sector company with a TVET best able to address its training needs. In this partnership, the private sector will communicate what it wishes to accomplish: train welders, carpenters, painters, masons, etc., an approximate number of each, and the particular skills it would like to see in its employees. For example, Company A is planning to recruit 45 painters over the next two year horizon. It would like to see its painters able to apply the commercial paints currently available in the market with the latest techniques utilized in the industry (with a list provided), to the surfaces it wishes to be painted (such as walls and ceilings, rather than floors).

Once this need is communicated, SACE will find the most suitable TVET able to train such painters. Multiple TVET characteristics may be taken into account in the selection process, such as trained in this trade instructors, the ability to design a program, quality of instruction, availability of training workshops, location, and availability of dormitories. TVET rankings, if designed, may become very helpful in this selection process.

When the selected school agrees to participate in the partnership, it will design a program able to teach students the required skills. It will be short in duration, two to six months depending on the set of competencies needed to be acquired. It will not teach any skills not needed, such as composition of paints and the process of paint manufacturing – often added to the existing two-three year curriculums.



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The students recruited into the program will be responsible for paying tuition (or getting a scholarship, bursary, loan from any private or non-profit source). The amount of tuition will be significantly less than what they have to pay for the current much longer certificate and diploma programs, which for many of them, will improve the value added by education. And since placement into jobs with the partnering employer will be highly probable upon successful completion of the program, given the current 17% youth unemployment rate, a shortage of interested students is not expected – provided the school, or the private firm, announce the program to a pool of prospective candidates². The private company, however, may wish to consider bringing current employee trainers a few times during the programs to supplement the training and to ensure students gain the needed practical skills. Companies may also want to bring the students to a current construction site to allow them to practice in on the job settings. Employers may be hesitant to do it due to liability considerations, but the cost of insurance for the day and any work that would need to be redone, will be offset by savings generated by productive trained specialists when they graduate from the program. All details of the partnership should be set on a case by case basis, and if necessary, the cost of onsite training could be included in the students' tuition.

The success of this program will depend on the involvement of one more stakeholder: the Ministry of Education, specifically TVETA. Its approval of the program will be desirable. While short-term training can be established without their involvement, students completing it will not receive certificates upon graduation. If they are recruited by the company involved in the partnership, it will not matter significantly. It is likely, however, that not every student will secure employment at that firm due to the labor supply and demand imbalance at the time of graduation. Students who do not secure employment will need to look for a job elsewhere, and without a nationally recognizable certificate, they will not be able to prove that they have the skills of a specific trade. Those who do get a job with the partnering private company, may want to change their employer at some point in their careers, or continue their education at a higher level. It will be difficult to do so without a document attesting their skills. TVETA appears to be willing to work with SACE on developing a certificate for short-term training programs, and SACE should capitalize on this opportunity.

The proposed partnership model has the potential to resolve the challenging labor situation in Kenya through the involvement of many stakeholders. The private sector has the opportunity to influence the design of the curriculum, TVETs receive new business contracts based on their performance (gradually improved through competition), students obtain skills demanded by the market, the government ensures the quality of the program through certification, and NGOs have an opportunity to contribute through funding the programs. SACE will coordinate the efforts of all of them and collect a commission from programs that take place.

² World Bank Data, 2016



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6. Recommended Projects for Operationalizing the Value Chain Approach

Recommendation 1: In order to maximize its value proposition to Chinese companies, we think that SACE should develop expertise in project management in order to position itself as the preferred coordinator of TVET enrichment programs for Chinese companies.

Partnerships between SACE, training institutions and enterprises can take many different forms including funding for training, donation of equipment, teaching assistance, acceptance of teachers and students for training, involvement in curriculum development and occupational skill standards, signing of training contracts, joint scientific research, etc. In addition, partnerships can also occur at different stages in the education process, and durations of partnerships can vary depending on the need of SACE's client. Therefore, impact will depend not only on the stage at which the input/process/output of TVET businesses are engaged but also on how they are engaged.

Creating partnerships between organizations that have very different goals is, at best, a challenging process. SACE can play a vital role in bringing businesses and TVET providers together to define the relationship, determine the methods of collaboration, and establish shared goals that allow both parties to fully benefit from the partnership. SACE should position itself as the overall project manager in charge of designing the project proposal (which includes substantive as well as financial elements), defining the roles and responsibilities of each of the parties involved, supporting the implementation/event planning of the project, mediating any conflict that arises, and conducting the after action review to evaluate the outcomes/impacts of the project.

To maximize SACE's effectiveness and resources, and also to position SACE to develop products and services that can be monetized, we recommend that SACE implement a "value chain approach". This approach facilitates an improved understanding of competitive challenges, helps in the identification of relationships and coordination mechanisms, and assists in understanding how chain actors deal with powers and who governs or influences the chain. In this context, developing a value chain approach is about enhancing the suitability of TVET education provision and implementing a more efficient product and services flow while ensuring that all actors in that chain benefit. Instead of a one-size-fits-all approach, SACE could segment the market according to the client's needs (for example, a particular skills profile, or a preferred time horizon), carve out potential end products/services, each with different characteristics and returns.



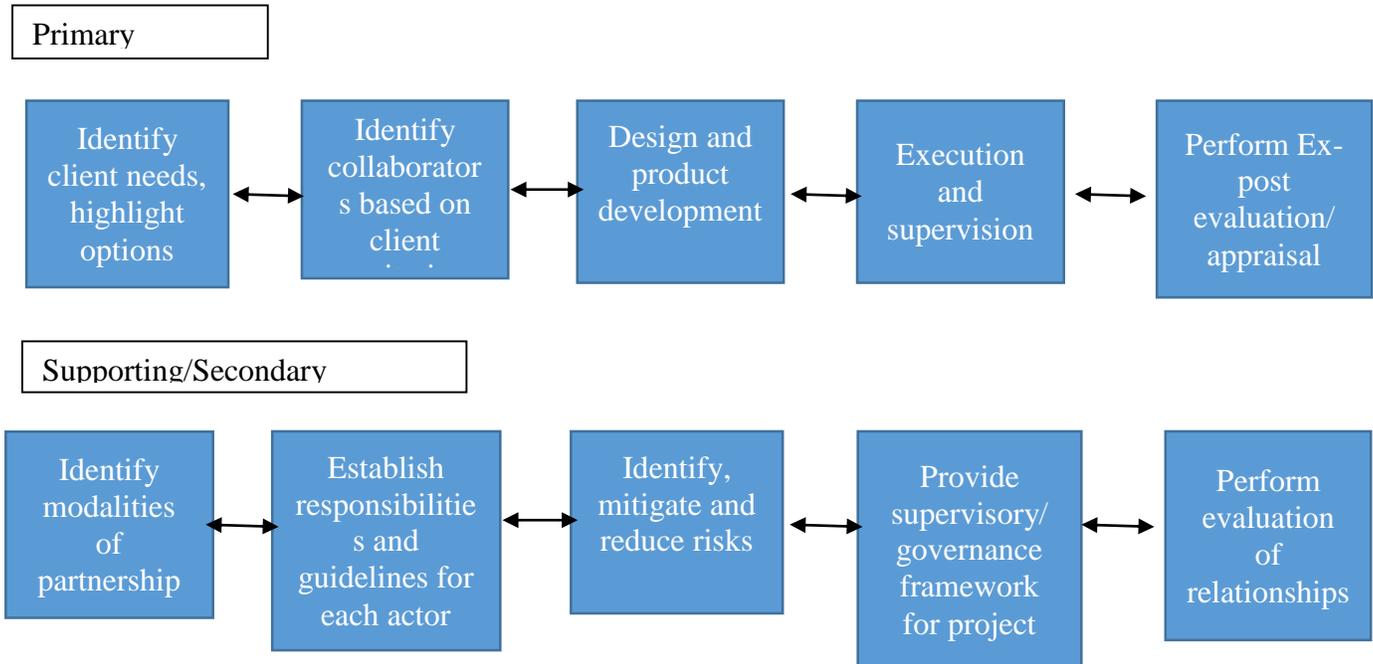
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To segment the market, SACE must outline each of the potential end markets, what is required to compete in them, and what benefits and risks can be expected by SACE's proposed approach. Since end markets are dynamic, the identification of trends should complement information about the current situation.

Key value chain components that SACE must take into consideration while developing partnerships are as follows:

1. Identifying the right combination of collaborators (clients and providers) based on our stakeholder analysis
2. Establishing common ground for collaboration – SACE's responsibility as the project manager is to define the needs of the clients, initiate common project definitions and lay the foundation for developing a project proposal
3. Identifying and assessing critical assumptions that positively or negatively impact project outcomes and delivery (e.g. TVETA endorsement/notification,etc). While it may be beyond SACE's capacity or mandate to address certain constraints, the failure to recognize and incorporate the implications of the full range of constraints will generally lead to limited, short-term impact or even counter-productive results.
4. Establishing clear guidelines or rules for the process of collaboration – SACE's responsibility will include establishing clear deliverables, action items and timelines for each actor
5. Providing overall governance of the value chain- Embedded in governance are inter-actor relationships, power dynamics—both symmetrical and asymmetrical—and the distribution of benefits. While the form of value chain governance is influenced by the characteristics of the product and the degree of specification in the end market, governance patterns evolve over time with changes in markets, products and inter-firm relationships.
6. The quality of relationships between different stakeholders is a key factor affecting the functioning of a value chain. Strong, mutually beneficial relationships between firms facilitate the transfer of information, skills and services—all of which are essential to upgrading.
7. Conducting the after-action review or evaluation of the effectiveness and efficiency of the project, collaboration model, and performance of each partner, including the role of the client. This will be critical in ensuring that projects help SACE build lasting and sustainable relationships, and potentially, long-term funding pipelines.

These items should be mentioned in SACE's initial conversations with collaborators and clients to provide assurance and confidence regarding the feasibility of the project.



6.1 Key Elements of Project Management

To position SACE as an effective and preferred middle man for achieving the objectives of Chinese companies through collaborations with NGOs/TVET providers, it is absolutely vital that SACE can demonstrate its value in full-suite project management. The advantage of this approach is to reduce the burden for Chinese companies (particularly hiring units/managers), to address the capacity shortcomings of NGOs/TVET providers and to ensure that collective action issues do not create obstacles in developing, planning and running projects, and ultimately to build SACE's ability to monetize its expertise.

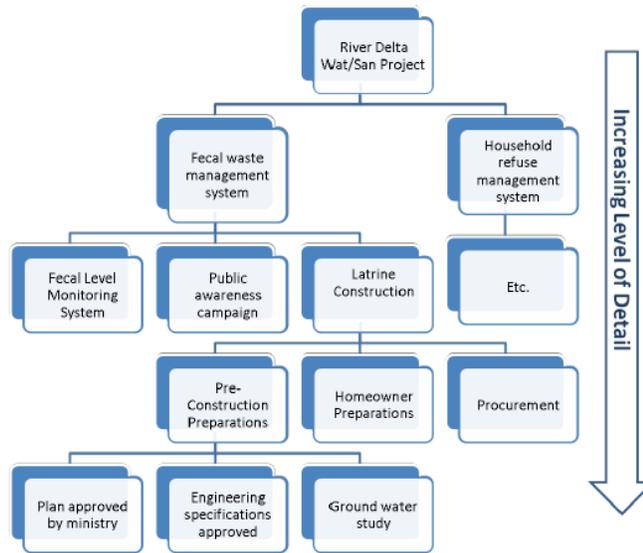
While an in-depth understanding of project management would require some formal training and certification, the following are definitions of the most crucial components of project management that SACE should be aware of:

1. Stakeholder Analysis:
 - **Exploring the stakeholders' interests.** What might they gain or lose through the project? What are the stakeholders' expectations (both positive and/or negative)? What resources can they commit? What are potential roles for stakeholders? What capacities do they hold? Are they supporters or blockers?

- **Mapping the stakeholders’ influence.** Influence refers to the power that stakeholders have over a project such as their decision--making authority or their ability to influence project activities or stakeholders in a positive or negative way. What is the extent of co--operation or conflict in relationships between stakeholders? Who has the power to make change happen for immediate problems, underlying issues and root causes?
2. **Logical Framework.** One of the principle tools used to establish the logic of development projects is the logical framework (logframe) matrix. The logical framework is an analytical tool used to plan, monitor and evaluate projects. It derives its name from the logical linkages set out by the planner(s) to connect a project’s means with its ends. Examples of different definitions of components of a logframe by different donor agencies are as follows:

	Ultimate Change	Intermediate Change		Tangible Change	Specific Interventions	
AusAid	Goal/Impact	Purpose/ Outcome	Component Objective	Output	Work Program/Task	
CARE	Program Goal	Project Final Goal	Intermediate Objective	Output	Activity	Input
EU	Overall Objective	Project Purpose	Specific Objective	Expected Result	Activity	Input
FAO	Overall Goal	Intermediate Goal	Purpose	Output	Activity	Input
NORAD	Goal		Purpose	Output	Activity	Input
USAID	Strategic Objective	Intermediate Result		Output	Activity	Input
World Bank	Impact/Goal/Development Objective		Outcome/ Purpose	Output	Process/ Activity	Input
World Vision	Program Goal	Project Goal	Outcome	Output	Activity	Input

3. **Work Breakdown Structure.** The Work Breakdown Structure is the principle tool that project managers use to define project scope. The WBS is a hierarchical decomposition of the work of a project. Put simply, the WBS arranges the project scope in an outline or hierarchy of ‘work packages.’ Notice that the major categories of work in the WBS are consistent with the contents of the project logical framework. However, the WBS will include a level of comprehensiveness and detail that is often absent from the logical framework. There might be additional categories of work included in the WBS that were not included in the logical framework. The WBS is also intended to provide the level of specific detail that is often missing in the logical framework. An example is as follows:



4. **Operational Planning of Activities.** The operational plan presents highly detailed information specifically to direct people to perform the day-to-day tasks required in the running the organization. It provides the what, who, when and how much: what - the strategies and tasks that must be undertaken, who - the persons who have responsibility of each of the strategies/tasks, when - the timelines in which strategies/tasks must be completed, how much - the amount of financial resources provided to complete each strategy/task.

5. **Gantt chart.** Within the development sector, the preferred tool for project schedule development is the Gantt Chart. Planning and implementing projects is made easier if it is viewed as small manageable items where the dependencies are visually illustrated, parallel processes are apparent, and the overall schedule is portrayed graphically. A Gantt chart uses bars to graphically represent the schedule of project activities, including their start date, end date, and their expected durations. The complexity and comprehensiveness of the Gantt chart will vary. At its core, the Gantt chart tool has the advantage of being relatively easy to prepare, read and to use. However, it is important to recognize that the tasks of a project can be quite complex and many dependencies can exist between them. One way to retain simplicity in the Gantt chart even when tasks and dependencies are complex, involves rolling up the broader, more comprehensive activities of a project into a summary GanttChart, with details being further elaborated on a detailed schedule.



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6. **Critical path method.** The critical path is the series of tasks that determines the minimum amount of time required to complete project activities.
7. **Work progress monitoring.** Monitoring of the completion of individual tasks, the utilization of inputs and the impact on the overall planned activities.
8. **Developing detailed budgets:** Just as the project scope should drill down to identify specific activities required to successfully implement a project, so should the project budget. While high-level budgets are helpful to communicate the general parameters of the project to various stakeholders, the project team requires a more accurate and specific identification of project costs in order to implement activities successfully. Some examples of the level of detail that needs to be included in the project include:
 - **Transaction Costs:** For instance, when identifying the cost of procurement, the team budget should not only identify the cost of the service or product but also the cost of managing the procurement process. The level of budget detail might include expenses required to start up a project (establishing internal controls, accounting systems, hiring processes, etc.) and the cost of terminating projects (closing out contracts, terminating staff, etc.)
 - **Shared Services:** Another level of detail often missing in project budgets is the cost of services allocated to the project by the development organization itself. For example, does the budget need to include expenses for the percentage of time allocated to the project by the financial manager, a driver, an information technology staff or others? If the project fails to include a sufficient level of budget detail, it runs the risk of being unable to access the full range of services and oversight needed for successful project implementation.
9. **Evaluations.** Final evaluations are often mandated by a funding agency or required by a development organization's own policy, would be conducted towards the end of project. Common questions might include: Did the project succeed at accomplishing the outcomes, goals and impact desired? Was the project relevant, effective and efficient? Does the project have the potential to be sustainable in its operations and impact? Is the theory expressed in the logical framework upheld? Mid-term evaluations offer the advantage of answering many of the same questions posed through final evaluations, but also provide the opportunity to supply suggestions to improve the project efficiency and impact while the activities are still underway. Ex-post evaluations examine project impact at a defined period of time after project



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completion, sometimes a year after the official close of the project. Sometimes called a sustainable impact evaluation, an ex--post evaluation measures the extent to which project outcomes and impacts have been realized through participant ownership. Ex--post evaluation findings can be an especially useful way of using evidence to advocate an improved development approach.

6.2 Short Term Value Chain Collaboration Options (Duration: Up to several weeks)

Short-term collaborations will help address the recurring problem that Chinese companies seem to have in (i) identifying suitably skilled employees and/or (ii) getting current employees up to speed with new technology, within a short time frame. It can be conducted through tailored, modular programs that culminate in achieving the specific objectives identified by the Chinese companies and/or NGOs/TVET providers that are keen on developing apprenticeship programs for their students. Studies have shown that formal, school-based programs of pre-employment TVET are often the most appropriate instrument for addressing unemployment and labor market shortages. Experience also suggests that provision of training through nonformal training centers and nongovernmental organizations is likely to be more cost effective than school-based formal arrangements.

For short term projects, the most suitable candidate profile for SACE to target are (i) skilled youth transitioning from school to work. These individuals have recently obtained a degree from a university or vocational training program and are searching for a job—often for the first time. Some of them might also be considering opening a business; and (ii) skilled workers in transition between jobs. This group is composed of workers transitioning between jobs because of idiosyncratic unemployment or major reallocations of labor and capital between sectors or subsectors. Because they are skilled, often the jobs they have left are formal sector jobs.

(i) Resolving Information Asymmetry by Developing a Candidate Database.

Partners: Chinese companies (clients), NGO/TVET providers

Target Employee Segment: Low- to mid-skilled youth labor, including those in “jua kali” sector

To help Chinese companies identify suitably skilled employees within a short time frame, SACE could work with NGOs that have a strong geographical presence in areas of importance for Chinese companies (eg Nairobi, Eldoret, Mombasa) such as the Housing Finance Foundation or IYF and/or deep connections with local youth organizations and unemployment agencies such as the Kuza Project.

SACE can initiate the development, or further develop, an existing database of candidate profiles in different geographical locations or skills, that can serve as a



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readily available pool of candidates that Chinese companies can draw from. To fund the development of this activity, SACE can charge Chinese companies which have an interest in short-term or seasonal workers a nominal fee to gain access to the database. As a starting point, SACE can develop a simple Excel-based template with key information such as the name, age, skills profile, contact information, and availability timeframes of these candidates. This database will be SACE's intellectual property, and can serve as leverage for deepening engagement with both NGOs/TVET providers and Chinese companies. To continue advancing SACE's value proposition apart from merely being the gate-keeper of this database, SACE can provide additional value by providing human resource consulting services to Chinese companies regarding suitable candidates, geographically-suitable partners to work with, and facilitate the recruitment process on both sides.

Once the database has a sufficiently large pool of candidates and Chinese company partners, and your reputation in database development and knowledge management can be demonstrated, SACE could further monetize this product in several ways:

1. Leveraging on the skills of your SACE Fellows to create a tailored electronic platform that facilitates easy access for all users, that you can sell on a subscription basis to various private sector clients
2. Developing a tailored database for each specific Chinese company client, based on their current or expected needs in different geographical areas or skill sets
3. Coordinating marketing/outreach campaigns on behalf of NGO/TVET schools to Chinese companies in a specific sector. SACE can organize small, targeted mini-career fairs/information sessions with specific Chinese companies
4. Utilizing the data collected as a foundation for deeper academic research questions (e.g. trend analysis, demand-supply analysis) and partnerships with donor organizations/academic institutions. This could even include a "TVET Competency Index" describing the key competencies demanded by employers and a thorough description of what each competency consists of, as a precursor to developing a more detailed evaluation of demand-based TVET curriculum.
5. Partnering with private companies like SevenSeas to gather additional data or develop data collection partnerships, leveraging off your connections with Chinese companies and TVET providers. Given that SACE has already been exploring this, without any resolution/ outcomes, we recommend the following shifts in strategy to enhance SACE's bargaining power with SevenSeas:



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- a. Develop tiers of proposed cooperation, with different cost structures based on the number of companies surveyed or the depth of information requested. For example, if SevenSeas was keen on garnering basic level information regarding Chinese companies, SACE can charge per company or groups of companies (some of which SACE may already have). If however, they were keen on more-in depth data, SACE could charge a higher fee based on the need to develop deeper survey questions and efforts.
- b. To supplement SevenSeas' revenue-sharing proposal, and to reach a middle ground closer to SACE's proposed fee, SACE can suggest that SevenSeas subsidize the hourly or daily fee of a SACE Fellow/Employee to allay the costs of undertaking the research activity
- c. To justify SACE's expected fee, offer marketing/outreach capabilities to reach potential Chinese clients for Xaba

One important element to note is the need to respect confidentiality. SACE must at all times establish clear expectations, notify individuals or firms regarding the usage of data and/or ensure that participants sign data release agreements if the intention is to share the data.

(ii) Promoting "Work-Ready" Youth for Short Term, Low-Skilled Employment. Partners: Chinese companies (clients), NGO/TVET providers (collaborators) Target Employee Segment: Low-skilled labor

Given the Chinese companies' interests in ensuring that employees are able to meet their specific technical requirements for short-term work, SACE can develop targeted, competency-based pre-employment courses (up to a week) in partnership with either NGOs that have expertise and experience in delivering the specific training demanded by SACE's clients. Based on the stakeholder analysis provided, SACE could combine the expertise of either an NGO like Housing Finance Foundation, IYF or TVET on Wheels whose strength are in delivering basic skills or, if required by the Chinese clients, an institutional TVET provider which may be endowed with the machinery that employees need to be trained to utilize.

Another potentially strong educational partner is KTTC, which has demonstrated a keen interest in partnering with Chinese companies and which could benefit from having its trainee or new teachers gain experience from short-term partnerships such as these. Given that teachers often have to engage in a practicum as a graduation requirement, these partnerships, if viable, could provide significant and interesting exposure to demand-driven training programs.



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Components for these “work-ready” programs could consist of (i) specific task-oriented training, (ii) basic task-oriented safety training and (iii) introduction to professional conduct. As another value-added service, we believe that there is sufficient interest and scope for SACE to run a cultural skills course on its own, to prepare potential employees of Chinese companies with basic knowledge and understanding of Chinese working culture, practices, and basic language skills (mainly for relationship building, not communication).

(iii) On-The-Job Training for Current Employees.

Partners: Chinese companies (clients), TVET providers

Target Employee Segment: Mid-Skilled labor already employed or to be employed

A significant part of human capital is accumulated through on-the-job training (OJT), and, over their lifetimes, workers acquire most of their new and improved skills on the job. On-the-job skill development can be accomplished through both formal training, provided mainly by employers, and informal processes, including learning by doing.

Given the low incentive of Chinese companies to invest in training programs, OJT programs would have to be extremely specific to a company’s needs. In this regard, a “train the trainer” program that selects several high-performing mid-skilled employees for training with a view to deputizing them as trainers of other workers would be most cost-effective. This could be framed as an employee recognition program, and may even boost employee motivation and performance in the long run, while efficiently investing in skills upgrading.

SACE could develop an on-site training program that comprises of trainers from TVET institutions to deliver not only skills-oriented courses, but which include additional enrichment dimensions such as basic to intermediary theoretical underpinnings of the tasks, guidance on equipment maintenance and management and advice on efficiency enhancing methods. Since companies typically outsource OJT programs to reduce the burden of coordination, planning and delivery (especially the opportunity cost of having a key employee conduct the training), SACE’s value proposition in this regard will be in providing a full suite of consultancy services, as follows:

1. Conducting a deep-dive to understand the firm’s technical skills profile, the current gaps in its competencies, and its corporate culture, with the aim of diagnosing its OJT needs
2. Helping to identify selected candidates, and documenting their base-line skill sets, and gaps to be addressed in order to be successful peer trainers
3. Identifying TVET trainers and developing curriculum for training, including SACE’s value-added soft skills component
4. Conduct post-training skills evaluation, document improvements in skill sets of trained individuals



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5. Highlight the skills acquired and write after-action review of training
6. Assist firm in organizing training program of other employees

6.3 Long Term Options (Duration: 3-6 months)

Once SACE has demonstrated its ability to implement the short term training programs, SACE can leverage on its track record to embark on more ambitious longer-term projects. These projects could expand SACE's partnerships (and funding streams) beyond Chinese company/ private sector clients, to international donors or foundations with greater financing resources and incentives to participate in TVET for development-related motivations. These programs could also align well with the Corporate Social Responsibility (CSR) interests of some Chinese companies, or other private sector organizations, including the German Chamber, British Council, etc. For longer-term projects, SACE will have the opportunity to target low-skilled and unskilled unemployed youth whose participation in TVET projects are inhibited by affordability.

(i) Active Labor Market Programs (ALMP)

Partners: Development organizations/Donors (clients), NGOs/TVET providers (collaborators), Chinese companies (collaborators)

Target Employee Segment: Low-skilled, low income labor

Not all workers have access to TVET or OJT, and thus many countries have developed parallel training programs for the more vulnerable workers. These ALMPs target a wide range of individuals with different needs: unskilled and low-skilled workers who dropped out of the education system usually before having completed secondary school; youths transiting from school to work; skilled workers in transition between jobs. There are many designs under these types of programs. Thus, it would be useful to distinguish between programs that offer technical skills training only and other multiple service programs that include training as one of a number of interventions—OJT, subsidies, counseling, etc. In general, most training-related active labor market programs are short, with a typical duration of 4–6 months.

The short duration of the programs suggests that at best they might be expected to have relatively modest effects on the participants comparable, perhaps to the impact of an additional year of formal schooling. While governments are typically the direct providers of training, programs that are managed by the public sector suffer from weak incentives to reach out to the private providers and often also lack the administrative capacity to do so. In view of this, SACE can leverage on its collaborations with Chinese companies, its familiarity with the TVET landscape (through the IP provided) to bid for donor funding for targeted ALMP projects in sectors of relevance to Chinese company partners, such as construction, manufacturing and metalwork. SACE can then add value to the project not only by



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managing it, but also providing assistance to find internships or apprenticeships with willing Chinese/international companies, and provide soft-skills counseling for trainees.

(ii) Career Guidance Consultation Services

Partners: TVET providers

Target Employee Segment: Mid- to high-skilled (Degree holders) labor

One area that is severely lacking across all TVET providers is the lack of systematic career guidance services for students across all levels of competencies. Through SACE's growing knowledge of the Chinese companies' needs, SACE can provide career guidance consultation services to TVET students through their respective TVET institutions regarding the requirements and hiring practices of Chinese companies. Career guidance can consist of job search assistance, information sharing regarding Chinese company hiring policies, skills/training advice, and the like.

(iii) Sino-Africa TVET Training Consortium

Partners: Development organizations/Donors (clients), NGOs/TVET providers (collaborators), Chinese companies (collaborators)

Target Segment: TVET trainers, policy makers and Chinese company hiring managers/leaders

SACE should frame its ongoing partnership strategies as steps towards developing a Sino-Africa TVET Training Consortium, which consolidates and formalizes its partnerships with a view to maximizing efficiency and economies of scale through shared resources. SACE can facilitate and promote the involvement of Chinese companies operating in the same sector and geographic region to form a Training Consortium and jointly hire trainers, thereby lowering costs. The consortium can collectively mobilize resources and benefit from economies of scale. Working together through a consortium could reduce the hesitance of Chinese companies to invest in training, potentially incentivize other non-Chinese companies to be involved, and increase the incidence and quality of training through pooled funds, managed by SACE as part of its role as the Consortium's coordinator. TVET trainers also benefit from this Consortium model by becoming more aware of, and familiar with, the specific needs and practices of the industry, and by potentially being able to recommend that their existing students or beneficiaries (in the case of NGO TVET providers) can participate in training programs that lead to employment.

Apart from funding joint courses, the Consortium could also promote regular information exchange between companies and education providers, which could attract policy makers and provide opportunities to incorporate findings and recommendations to affect policy change.



6.4 Strengthening SACE's Research Capabilities

a. Evaluation of TVET Education at the Policy, Institutional and Provider Levels

The overall aim of promoting systematic reviews of TVET provision is to help policy-makers, practitioners and academics understand the available evidence on technical and vocational education and training (TVET) interventions in order to guide programmatic efforts to increase employment and employability. Apart from fostering friendly competition, efforts to evaluate TVET education could help initiate much-needed reforms through incentive-based financing. Research by various institutions have shown that incentive-based funding is an effective tool to drive the quality of TVET schools. These incentives should link to a set of key performance indicators that all stakeholders agree on. TVET schools that tailor student outcomes to industry needs—as evidenced by a strong graduate-employment rate—should be rewarded with greater funding to expand their programs. For example, in Denmark, the government allocates funding to TVET programs to cover basic costs such as teacher salaries, buildings, and maintenance. However, it also funds TVET using a flexible, “taxi meter” system that links grant amounts to the number of full-time students in a specific program. This incentivizes schools to align supply and demand, drop unpopular programs, and continually seek ways to increase the efficiency of their operations.

Labor Market Assessment

Potential funding sources: International donors, academic institutions, TVETA, PWG

Recommendation 2:: SACE's position as a bridge between the NGO community and the private sector and its focus on promoting demand-driven TVET courses to develop more viable TVET programs by using labor market data and analysis to inform and design courses and methodologies for training. These assessments could also enable critical stakeholders, such as local governments and NGO communities, to coordinate efforts in addressing constraints in the labor market, and build relationships with high-potential private business and facilitate deeper understanding between private sector employers and job seekers.

Examples of focus areas that SACE could include in its labor market assessments are as follows:

- Identify technical and transferable skills in demand by labor market and potential employers
- Identify opportunities where there is a present or anticipated demand for labor including



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- sectors and specific businesses
- Understand mismatch and gaps (including perceptions) of job seekers and employers
- Identify constraints and opportunities in wider market system, including:
- Understanding the roles that informal and cultural norms (such as attitudes towards
- gender) may play in the job market
- Determining the supporting services or functions (such as access to market information that may enable individuals to find steady work

When using labor market analysis to inform donors and schools of which vocations are in high demand, it is equally important to determine if the vocations are suitable for youth or for workers with varying levels of education, academic profiles and career goals, to determine a good fit. For instance, the Aga Khan Foundation has been working on a project in Pakistan to develop a toolkit for Youth Employability Projects. After determining the labor market, Aga Khan feels it is equally important to determine the suitability of youth for vocations that may be in high demand. In Aga Khan's toolkit, they identify three stages in their assessment:

- Designing and Carrying Out Youth-Centered Market Research
- Assessing Youth Suitability and Selecting Interventions
- Building Youth Suitable Partnerships with the Private Sector

In their Youth Suitability Survey, Aga Khan includes such indicators as:

- Involvement or potential for youth and women
- Acceptable conditions
- Unmet market demand
- Potential for self-employment
- Employment opportunities
- Environmental sustainability
- Attainable capital and quick monetary impact
- Matched youth interests
- Appropriate vis-a-vis family obligations and peer perceptions
- Economic growth potential

Aga Khan not only conducts surveys and focus groups with youth and TVET providers, but also include a Youth Perception Survey to determine how youth perceive the current workforce and what is required of them on the job.

SACE can then leverage on this labor market analysis to conduct consultation and dialogue sessions to inform donors, schools and communities about labor market, and initiate discussions on the reforms that may be needed in TVET training methodologies or curricula to meet the market needs. SACE can also work with



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unions, labor groups or student groups to highlight current labor demands through career courses and participation in labor survey processes.

Institutional Level: Developing a balanced scorecard for TVET performance

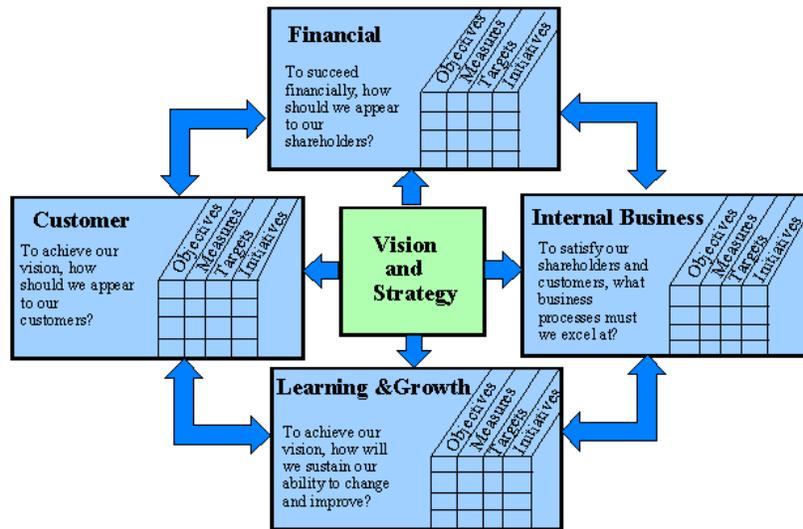
Potential funding sources: International donors, academic institutions

Recommendation 2: There are three key benefits of developing a balanced scorecard for TVET performance. First, clear and detailed information on the quality and the performance of different providers would keep the best training providers in the market and force others to improve their standards. For instance, in Australia, Job Services Australia (formerly called Jobs Network) is a network of competitively selected for-profit and not-for-profit organizations delivering employment services to job seekers, paid for by the government. Each organization is responsible for providing job seekers with personalized services such as job search and training. The network has a star rating system, assigning stars to agencies according to their level of performance. The benefits of this system are (i) it increases competition across agencies, incentivizing them to provide better employment services; and (ii) it provides job seekers with the necessary information of each agency's performance. Second, SACE can utilize the scorecard as a means to deepen engagement with private sector players (including Chinese companies) by actively seeking feedback and resolving the challenges of a broken feedback loop between the private sector and TVET authorities, thereby carving out a niche for itself as a facilitator of information and interlocutor for company interests. Third, SACE can leverage of the information it receives from this balanced scorecard to provide tailored consulting services to specific TVET institutions (that have been identified by Chinese companies, or chosen by SACE for assessment) on ways to improve their services,

6.5 Key Pillars of a Balanced Scorecard

A balanced scorecard provides a comprehensive definition of "performance" and measures whether TVET institutions are achieving desired results. In SACE's context, the scorecard will serve to focus on assessing the extent to which TVET institutions are able to meet the demands of the private sector. The scorecard translates mission and vision statements into a comprehensive set of objectives and performance measures that can be quantified and appraised.

Balanced Scorecard Framework*



* Adapted from Kaplan & Norton, 1996. *The Balanced Scorecard*. Harvard Business School Press: 9. Original from HBR Jan/Feb 1996, p. 76.

Adapting the four distinct business perspectives components of a typical Balanced Scorecard used in the private sector (the Customer perspective, the Financial perspective, the Internal Business Process perspective, and the Knowledge, Education, and Growth perspective), SACE could base its 4 key pillars of a balanced scorecard on the components described below. These four perspectives of the Balanced Scorecard reflect the key requirements for TVET providers to be able to plan, implement, and achieve their objectives:

1. Financial Viability: How cost effective/affordable are TVET institutions?
2. Student Objectives: To prepare TVET beneficiaries for wage-and self-employment through market-relevant, demand-based TVET program offerings
3. Process Quality and Innovation: To quality-assure the delivery of skills demanded by the private sector
4. Market-Oriented Learning and Growth: To ensure the adaptability of TVET institutions to changing market demands

These four perspectives have to be measured, analyzed, and improved together — continuously — in order for TVET institutions to be considered thriving. You not only have to measure these critical four components, but also set strategies, goals, objectives, and tactics to make them happen, and ensure that the strategies and tactics to achieve them are congruent. They have to work together and create a single thread, tying together in ways that do not conflict.

An example of a balanced scorecard that SACE can develop is as follows:



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Pillar	Objectives	Sub-topic	Measures	Targets	Initiatives
Financial Viability	Provide cost-effective programs and value to students and future employers	1. Affordability	Total cost per student/employee (for OJT training)	To improve affordability of programs in order to attract talent	[Here, SACE can include its key recommendations that TVET providers can undertake]
		2. Maximization of, and transparency in using govt-provided grants/support	Distribution of grants and financing support across functions to achieve aims	To improve the amount of funding support received in the next FY.	
Student Objectives	Deliver high quality TVET skills that boost employment prospects	1. Fulfillment of program	Dropout/Completion rate of students	To increase student attraction and retention rates	
		2. Employability	Number of students employed within 3-6 months of leaving school	To shorten timeline for finding a job.	
Process Quality	Implement high quality learning environment	1. Delivery of courses	-Student/teacher ratio in formal classrooms and in general programs -Share of ICT training activities in TVET -Investment in training of teachers and trainers	-Implement quarterly training programs for teachers - 50% of TVET programs to utilize latest technology and ICT standards	
	Align programs and courses with industry trends and demands	2. Depth of relationships with the private sector for internship and career guidance	-No. of students placed in apprenticeships/internships with companies - Satisfaction of employers with TVET graduates Share of apprenticeship and other types of training spending in labour cost (by size of the company)	-60% of student cohort placed in apprenticeships a year	
Learning and Growth	To remain adaptable to changing market demands and industry needs	1. Participation in robust exchanges and feedback mechanisms (formal/informal) with private sector 2. Acquisition of industry standards, e.g. ISO etc	-No. of private sector representatives on the school board/advisory committee -Institution's ability to obtain and maintain ISO certification	-Develop and maintain a board/advisory committee with 50% private sector participation	

In view of the diversity of TVET provision in Kenya, different types of TVET can be examined separately wherever possible. For example, the following types of TVET may be used and different indicators considered for different types of TVET provision.

Typology of TVET provision			
1. Institution-based training	(i) Provided by the formal education system	(a) Under the supervision of the Ministry of Education	
		(b) Outside the supervision of the Ministry of Education	
	(ii) Provided outside the formal education system	(a) Public	
		(b) Non-public	For profit Not for profit
2. Workplace-based training	(i) Pre-employment training	(a) Modern apprenticeship	
		(b) Traditional apprenticeship	
	(ii) In-service training		
3. Combination of multiple types of training (e.g. sandwich programs, dual systems)			

Under financing, aside from assessing factors such as affordability and efficiency of an institution’s utilization of funds, choosing relevant indicators depend on the coverage and scope of public and private funding of the various types of TVET programs. For example, calculating the percentage of formal TVET spending to total education spending would be less relevant in a country where the majority of TVET programs are provided outside of the formal education and training system. The resource allocation mechanism from which a particular TVET institution benefits from should be studied. The utilization of resources depends on the administrative system and government regulations under which TVET institutions operate. The overall governance structure impacts the effectiveness of the available resources. The policy issue here is to what extent the system in place provides incentives and flexibility to individual TVET institutions, companies, communities and individuals to use their (often limited) resources in the most efficient and effective way.

Hence, it is important to start by a mapping of available TVET programs and work to capture financial data such as expenditure on personnel services; maintenance and operating costs; capital expenditures; and other services provided to trainees. Mapping could also include items on financial resources such as budget for training; fees collected from the trainees; financial assistance/subsidies; and income generation by TVET providers as well as the resources made available by companies for TVET and apprentices.

Other complementary forms of evaluation. A cost-effectiveness and cost-benefit analysis can also be performed as part of an impact evaluation. This comprises relating the effects of the program to its costs. In a cost-effectiveness analysis, effects



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are measured using physical variables (number of additional diplomas, number of jobs created, etc.) whereas in a cost-benefit analysis, these effects are measured in monetary terms (salary increases, added value, etc.) In the latter case, ratios such as internal rate of return can be calculated, so that the return on an investment in such a program can be compared with the return on other measures. Although it is rarely used, a cost-effectiveness analysis, like a cost-benefit analysis, is a powerful tool that can assist public decision-making.

6.6 Research and Academic Partnerships

In general, ensuring coherence in skills supply and demand requires appropriate organizational and governance arrangements at both the systemic and institutional levels that give employers, among other stakeholders, a say in shaping pre-employment training. SACE's role in filling knowledge gaps regarding the best ways to design these arrangements will establish an important research agenda and more importantly, develop SACE's thought leadership in improving the relevance, effectiveness, and efficiency of pre-employment TVET in preparing Kenyan youth for jobs.

Recommendation 3: Given SACE's demonstrated strength and growing reputation in research, SACE could benefit from academic partnerships with other NGOs, academic institutions, international donors/development organizations, and companies. These partnerships could not only offer potential funding opportunities, but also continue to develop SACE's reputation as a knowledge creator and expert in the TVET field. We believe that SACE is well-placed to set a research and policy analysis agenda on TVET in Kenya, an issue that is widely acknowledged as important but which has received only sporadic academic attention to date.

Defining and measuring the set of skills that determine individuals' employability and labor market outcomes in Kenya could help sharpen SACE's policy relevance and also propel its reputation as a bridge between private and public interests. Another important challenge that SACE could address through its academic focus is to improve understanding of market failures that potentially affect skills supply both at the level of the firm and the individual. For instance, there should be a better understanding of why Chinese firms are not training: is it because there are poaching externalities or financing constraints or simply because, given the product and the markets where it is sold, it does not pay to invest in training? Similarly, failures at the individual level should be studied: how severe are information asymmetries in the job market for different types of workers with different skill sets? Only through a better understanding of the causes that affect the supply of skills can policy makers devise the right set of interventions.



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7. Building Relationships

Subcontracting and consulting to Chinese companies are potential revenue sources, but SACE can also benefit from TVET activities by building relationships. Many of the value-added service SACE can provide cannot be monetized easily. The benefits of these actions nonetheless come in the form of goodwill that can lead to deeper collaborations in the future. Some examples are as follows.

Job placements. Given SACE's core advantage of stronger relationships with Chinese companies, it can provide job placement support for TVET training programs other implementing partners conduct. For example, if an NGO has a training project but has not found a way for the trainees to enter the job market, then SACE can be an intermediary that connects them with Chinese companies. On one hand, SACE can command a fee for this service, a small percentage of the per trainee cost. On the other, however, SACE can provide this service out of goodwill and foster relationships with both the implementing partner and the Chinese company for future projects with larger SACE roles.

Creating bilateral relationships between Chinese companies and TVET schools. Using the Landscape IP, SACE is ideally situated to introduce and facilitate initial meetings between Chinese companies and Kenyan TVET schools. Given the initial barriers Chinese companies have in reaching out to Kenyan organizations, SACE's network and knowledge can be beneficial in bridging the two. This action, however, cannot be monetized so easily as the initial meetings do not entail concrete projects. In addition, SACE's role may be sufficient only in facilitation and subsequent steps may not require SACE as well. It would be counterproductive for SACE to insist on a position when not required. This is not to say that SACE should leave after facilitation. In fact it would be ideal for SACE to take a monitoring role for learning purposes. The key point is that SACE should not insist on a fee from either party as the bilateral relationship deepens. Instead, it should contemplate its future areas of collaboration with the TVET school and the Chinese company.

Contributing knowledge. Through a variety of TVET activities SACE will gain new knowledge on the Kenyan TVET landscape, partnerships, and know-how. SACE can utilize this knowledge and package it in the form of case studies, reports, and presentations. Knowledge contribution has been SACE's core competency and through its dissemination, SACE can be acknowledged by other international actors, especially those in the PWG, as a credible and contributing organization in the Kenyan development space.



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Appendix.

Examples of the Stakeholder Questionnaires for Interviews

TVET Questionnaire:

1. Which programs do you offer this academic year? Are they different from the year before?
2. Who designed this year's curriculum? Would you say you have the power to modify it from year to year to meet the market demand?
3. To prepare for this academic year, how many teachers did you hire? What would you say are the most important skills and expertise they bring? We have heard that teachers' skills in TVETs may be a problem, how would you rate them on the scale of one to five, with five being the strongest?
Do teachers take any continued education courses while they work at this TVET?
4. How many students are currently enrolled? What educational and training background do they have? How do you recruit them? Have you seen the student demand on construction courses increase in the last year? In your opinion, is this education a valuable investment for students?
5. In addition to taking classes, what percentage of students completed an on the job internship in the past year and where? Site visits? Where? On a regular basis? Who you have not decided to visit recently and why?
6. On the scale of one to five, with five being the strongest, how would you rate your career search support services, and student mentoring support services?
7. Out of the students who graduated two years ago, how many found a job and kept it for more than six months? What mechanism do you use to collect this information?
8. Are local Chinese companies an active employer on campus? How many graduates did they recruit last year and how many internships did they provide?

Follow up questions:

If they are an active employer on campus, how easy is it for you to work with them? For students, are Chinese companies the employer of choice? Have Chinese companies ever contributed to the curriculum content? Would you be willing to accept such contribution? What would help you the most to engage the Chinese companies on campus?

9. If one of the challenges of TVET institutions is underfunding, and another one shortage and training of staff, what would you say is the third challenge you have to work with?
10. In your opinion, do all TVETs in the area would say that this is their most difficult challenge, or this one is only specific to this school?



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11. Are you a member of a TVET association? If you are, what has your experience been so far? Are you involved in any other group working on finding solutions to bridge the gap between market demand for workers, student demand for education and TVET curriculum? If yes, in what way do you contribute?
12. Will it be possible for us to attend a class??

Private Sector Questionnaire:

1. How many local Kenyan employees do you currently have, and how many of them were hired in the past year? What percentage of the number of total workers in the company is the Kenyan labor? How long do Kenyan workers stay on average?
2. Some companies in the area report that Kenyan workers are not very well trained; on the rate of one to five, with five being the strongest, how would you rate the skills and educational background of local labor, including their technical, professional, and interpersonal skills?
3. In the past year, how much training did you provide for each incoming local worker? Would you say this training is sufficient? Is it effective?
4. Do most of your managers come from China? In what language do they communicate with the workers? Can language be an issue in understanding instructions?
5. How do you manage performance of the workers? Do you give them feedback of their performance and in what way? Are they given an opportunity to improve?
6. How do the wages your company pays compare to other wages of other companies in this sector, and to wages in Kenya in general? Do you believe your company is an attractive place to work and in what way?
7. Kenyan labor skills appear not to matching well with the demands of this industry; have you participated in the labor training process in ways other than offering the initial orientation to the new hires? Have you offered internships to students of local TVET schools? Have you instructed them on campus? Do you believe participating in training in this could be a possibility and are you willing to do it?
8. If labor skills and language barrier are two of the major issues in working with the local employees, what would you say is a number 3 issue and how do you think it may be solved?
9. Do you think most of the Chinese companies experience similar issues with local labor, or are they specific just to your company/this industry?
10. Would you believe it will be helpful to bring all parties involved in training local labor together, such as local schools, Kenyan government, NGO already working with the issue, and the private sector, to find a solution to the problem? Would you be willing to contribute?



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Kenyan Government Questionnaire:

1. The Chinese investment in Kenya has been growing; do you have the statistics on the total number of Chinese firms operating here or the approximate percentage of the private sector they comprise?
2. Do you believe the growth of Chinese investment is rapid or slow; what, in your opinion, speeds it up or impedes it?
3. We understand that there is a mismatch between the skills the local workers have and the skills the Chinese companies would like to see. What do you believe is the nature of this mismatch? How would you explain it?
4. Would you agree that the major issues faced by TVET institutions in preparing qualified labor is underfunding and the quality of teacher skills? How would you address these issues?
5. Can you identify additional major issues TVETs faced in the last year or two? Can inflexible curriculum be one of them? How could this be solved?
6. On the scale of one to five, with five being the strongest, how would you rate the degree to which the Chinese companies have been involved in the training of local workers? Have they offered internships, apprenticeships, on the job training? How effective and retainable is the training? If not effective, how can it be improved?
7. What, in your opinion, is the major objection the Chinese companies have to the skills of the local workers? What can be done to solve this problem?
8. How would you describe the strength of communication and cooperation between TVETs and Chinese employers? Do you believe it is possible to bring them to common table to communicate to find solutions to the identified problems? Who else would need to participate in the discussion and why?

Multilaterals/NGOs Questionnaire:

1. Current agenda (including most exciting initiatives) and challenges
2. Issues donors overlook that you feel they should pay attention to
3. Given your experience with working with policy makers, how well do you think they understand the needs of the TVET industry and how it can be improved?
4. TVET receptiveness to NGO involvement
5. Most recent project: how much input did TVETs have in it?
6. How many projects did you work on? How many of your suggestions were implemented?
7. When you have a challenge, who do you voice it to?



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