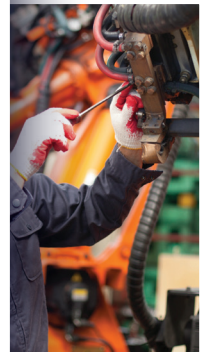




Ministry of Labour and Social Protection



National Guidelines for Sector Skills Committees in Kenya







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National Guidelines for Sector Skills Committees in Kenya



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Table of Contents

Preface	iii
Acknowledgements	iv
Abbreviations and Acronyms	v
Definition of Key Terms	vi
Executive Summary	vii
Chapter One: Overview and Context	1
1.1 Introduction	1
1.2 Background	1
1.3 Rationale.....	1
1.3.1 Sectoral approach.....	1
1.3.2 Enhanced coordination	1
1.3.3 Reduce the skills mismatch	2
1.3.4 Strengthen work-based learning	2
1.4 Goal, Objectives and Principles	3
1.4.1 Goal.....	3
1.4.2 Objectives	3
1.4.3 Principles.....	3
1.5 Scope	4
1.6 Formulation process.....	4
Chapter Two: Sectoral Coverage	5
2.1 Introduction	5
2.2 Categorization	5
2.3 National Sector Skills Committees	5
2.4 Membership.....	6
Chapter Three: Governance	7
3.1 Introduction	7
3.2 National Skills Development Council.....	7
3.2.1 Establishment of the Council.....	7
3.2.2 Functions of the Council.....	7
3.3 Executive Panel of the National Sector Skills Committee	8
3.3.1 Establishment of the Executive Panel	8
3.3.2 Role of the Executive Panel.....	8
3.3.3 Membership of the Executive Panel.....	9



3.3.4	Qualifications for appointment as chairperson or member of the Executive Panel	10
3.3.5	Sector Executive Officer	10
3.3.6	Appointment of staff of the Executive Panel	10
3.4	Funding	11

Chapter Four: Standards and Guidelines **13**

4.1	Introduction	13
4.2	Skills development policy advice	13
4.3	Skill requirements	13
4.4	Curriculum and learning resources	14
4.5	Occupational standards	14
4.6	Labor market information	15
4.7	Assessments and qualifications	15
4.8	Quality assurance	16
4.9	Work based learning	16
4.10	Career guidance	17
4.11	Collaborations	17
4.12	Centers of Excellence	18
4.13	Creation of jobs	18

Chapter Five: Sector Skills Development Plan **20**

5.1	Introduction	20
5.2	Purpose	20
5.3	Methodology	20
5.4	Industry profiles in the sector	20
5.5	Skills profiles in the sector	21

Chapter Six: Monitoring and Evaluation **23**

6.1	Introduction	23
6.2	Monitoring framework	23
6.3	Evaluation framework	23
6.4	Reporting	24
6.5	Performance indicators	24
6.6	Review of the Guidelines	24

Appendix **26**

Appendix 1:	Coordination action plan	26
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Preface



Kenya Vision 2030 aims at transforming Kenya into a globally competitive prosperous country with a high quality of life by 2030. However, the skills mismatch and unemployment which disproportionately affects the youth poses a challenge towards achieving this ideal. High youth unemployment is a major public concern which has implications for our social and economic development.

The Government mandates the Ministry of Labour and Social Protection to promote decent work, skills development and sustainable job creation. The National Guidelines for Sector Skills Committees have been developed in order to promote demand-driven education and training which will in turn guarantee improved labour market transitions. This will help in the attainment of sustainable economic growth and prosperity.

The goal of the National Guidelines for Sector Skills Committees is to provide a framework for the establishment and operationalization of National Sector Skills Committees towards improving the linkages between industry and skills development. These Committees shall serve as a mechanism for engaging industry towards enhancing the quality and labor market relevance of skills development. This is in line with the Executive Order No. 2 of 2023, which requires the country to have sector specific skills councils.

Towards this end, we are committed to working with all stakeholders including industry, Ministries, Counties, Departments and Agencies (MCDAs), education and training institutions, private sector and development partners to ensure that these guidelines form part of the standard package for industry-skills development linkages. Together, we can make a difference!

Hon. Florence K. Bore
Cabinet Secretary,
Ministry of Labour and Social Protection



Acknowledgements



The State Department for Labour and Skills Development is mandated, under Executive Order No. 2 of 2023, to oversee skills development among actors and establish sector specific skills councils; and to establish and manage the institutional framework for linking industry, skills development and training. It is in this context that the Department has developed the National Guidelines for the Sector Skills Committees.

The development of these Guidelines was undertaken through a consultative and participatory approach. The Guidelines have been developed with the invaluable input and support of Ministries, Counties, Departments and Agencies (MCDAs), industry, development partners, civil society and the private sector.

In this regard, I wish to convey my gratitude to the stakeholders for their invaluable contributions towards the development of these Guidelines. Special gratitude goes to the Global Development Incubator (GDI) for designing and printing these Guidelines. Appreciation also goes to members of the technical committee for their commitment and tireless efforts in guiding the development of these Guidelines. Appreciation also goes to Dr. Wanjiru Kariuki, Secretary/Skills Development, and the members of the technical committee for their commitment and tireless efforts in guiding the development of these Guidelines.

Shadrack M. Mwadime, EBS

Principal Secretary,
State Department for Labour and Skills Development



Abbreviations and Acronyms

BDS	Business Development Services
BETA	Bottom-Up Economic Transformation Agenda
CDACC	Curriculum Development Assessment and Certification Council
CIP	Competitive Industrial Performance
CoE	Centre of Excellence
CSO	Civil Society Organizations
IA	Implementing Agency
ICT	Information Communication Technology
ISCED	International Standards Classification of Education
KESCO	Kenya Standard Classification Of Occupations
KLMIS	Kenya Labour Market Information System
KNCCI	Kenya National Chamber of Commerce and Industry
KNQF	Kenya National Qualification Framework
LMI	Labour Market Information
M&E	Monitoring and Evaluation
MCDAs	Ministries, Counties, Departments and Agencies
MSE	Micro and Small Enterprises
MSME	Micro, Small and Medium Enterprises
NSDC	National Skills Development Council
NITA	National Industrial Training Authority
NSSC	National Sector Skills Committee
NGO	Non-Governmental Organization
NOS	National Occupational Standards
QP	Quality Pack
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goals
SDL&SD	State Department for Labour and Skills Development
SSAC	Sector Skills Advisory Committee
SSDP	Sector Skills Development Plan
TVET	Technical and Vocational Education and Training
WBL	Work Based Learning



Definition of Key Terms

Cabinet Secretary	Refers to the Cabinet Secretary for the time being responsible for matters relating to Labour and Social Protection.
Committee	Refers to the National Sector Skills Committee.
Industry	Refers to any entity that has a business in any trade or occupation. For the purpose of these guidelines, industry also includes professional organizations.
Labour market information	Refers to any quantitative or qualitative facts, analysis or interpretation about the past, present or future structure and workings of the labour market and the factors that influence it.
National Sector Skills Committee	Refers to an industry-led committee established by the Government through the Ministry of Labour and Social Protection.
Skill	Refers to the ability to carry out a manual or mental activity, acquired through learning and practice. It is knowledge, competence and experience needed to perform a specific task or job.
Skills development	Refers to the practical proficiencies, competencies and abilities which an individual acquires as a result of undergoing training, either formally or informally.
Skills gap	Type or level of skills is different from that required to adequately perform the job.
Skills mismatch	Skill gaps and imbalances such as over-education, under-education, over-qualification, under-qualification, over-skilling, skills shortages, skills surpluses and skills obsolescence.
Standards	Refers to explicit statements about expected capabilities to be met as an expression of accomplishment.
Trade	Refers to an occupation in which people gain skills.
Work based learning	Refers to the all forms of learning that takes place in a real work environment and which provide opportunities to achieve employment-related competencies in the workplace.
Qualification	Refers to the attainment of a level of knowledge and skill that makes a person suitable to do a particular job or activity and must meet the conditions of the Kenya National Qualifications Framework.



Executive Summary

The Government of Kenya recognizes the critical need for demand-driven education and training. It has, therefore, put measures in place to establish National Sector Skills Committees (which shall later be transformed into Sector Skills Councils) with the aim of bridging the gap between skills supply and demand. The establishment of these Committees is anchored in the National Skills Development Policy of 2023, and the Executive Order No. 2 of 2023.

The goal of the National Guidelines for Sector Skills Committees in Kenya is to enhance the establishment and operationalization of National Sector Skills Committees in order to improve the linkage between industry and skills development.

The objectives of the Guidelines are to—

- a). Establish well-structured and coordinated National Sector Skills Committees;
- b). Enhance the governance and management of the National Sector Skills Committees;
- c). Provide standards and guidelines applicable to all National Sector Skills Committees;
- d). Provide a framework for monitoring and evaluation of the National Sector Skills Committees.

The standards of the Guidelines include—

1. **Skills development policy advice:** National Sector Skills Committees shall provide skills development policy advice on issues pertinent to their sectors.
2. **Skill requirements:** National Sector Skills Committees shall specify sector skills requirements to mitigate imbalances between skills supply and demand.
3. **Curriculum and learning resources:** Curriculum and learning materials shall be developed in collaboration with National Sector Skills Committees.
4. **Occupational standards:** National Sector Skills Committees shall develop occupational standards to ensure that skill levels match job requirements.
5. **Labor market information:** National Sector Skills Committees shall provide sectoral labour market information to ensure that skills development is aligned to labour market trends.
6. **Assessments and qualifications:** The education and training assessment and qualification system shall be developed and reviewed in collaboration with National Sector Skills Committees.
7. **Quality assurance:** The quality assurance system for education and training shall be developed and implemented in collaboration with National Sector Skills Committees.
8. **Work based learning:** National Sector Skills Committees shall promote work based learning in their sectors.



9. **Career guidance:** National Sector Skills Committees shall strengthen career guidance in education and training institutions; and employment agencies.
10. **Partnerships:** National Sector Skills Committees shall promote linkages between industry and education, training and research.
11. **Centers of excellence:** National Sector Skills Committees shall promote Centers of Excellence.
12. **Creation of jobs:** National Sector Skills Committees shall promote the creation of decent and high productive wage jobs in their sectors.



Chapter One:

Overview and Context

1.1 Introduction

This chapter presents the background, rationale, goal, objectives, scope and formulation process of the principles, approach, scope and formulation process of the National Guidelines for Sector Skills Committees.

1.2 Background

The Government has formulated the National Skills Development Policy which stipulates that National Sector Skills Councils should be established. Under, the Executive Order No. 2 of 2023, the State Department for Labour and Skills Development is mandated to oversee skills development among actors and establish sector specific skills councils. In addition, the Department is required to establish and manage the institutional framework for linking industry, skills development and training. It is in this context, that the Department is spearheading the establishment and operationalisation of National Sector Skills Committees, which shall later be transformed into National Sector Skills Councils.

1.3 Rationale

The following factors provide the basis for the development of the National Guidelines for Sector Skills Committees—

1.3.1 Sectoral approach

The National Sector Skills Committees promote the sectoral based approach. This approach ensures that skills development meets the needs of the various sectors. The approach strengthens good practices by putting an emphasis on the development of sectoral industry demand-driven skills needed for improved productivity and competitiveness. Moreover, it provides an important platform for linking industry to skills development through a structured sectoral approach.

1.3.2 Enhanced coordination

Multiple agencies have established diverse sector skills bodies resulting in excessive fragmentation and poor coordination of interventions among these agencies.



To assist in curriculum development and assessment, the TVET Curriculum Development Assessment and Certification Council (CDACC) identifies and appoints internal sector skills advisory committees; the National Industrial Training Authority (NITA) has established internal sector training committees; the Kenya Institute of Curriculum Development (KICD) utilizes internal course panels; and National Polytechnics are currently establishing sector training committees.

Other sector bodies with diverse roles include: The Kenya Association of Manufacturers (KAM) sector bodies which prepare common policy positions for joint advocacy and negotiation with relevant government institutions in addressing issues of grave concern; and the Kenya National Chamber of Commerce and Industry (KNCCI) Women in Business Sector Committee which focuses on supporting women to successfully venture in the business sector.

The fragmentation of the sector skills bodies has led to diverse local occupational standards. This approach has drawbacks such as wastage of resources, lack of portability of skills, weak labor mobility, and fragmented training programmes. Hence, National Sector Skills Committees are needed to provide a shift from a fragmented to a more coordinated system of developing occupational standards. This will ensure that there is optimal use of resources.

1.3.3 Reduce the skills mismatch

The industries within the National Sector Skills Committees are best suited to provide up-to-date information of the skills needed in the workforce as they have hands on experience in their specific industries and have been exposed to the local and international markets including the regulations in their sectors. Hence, industry is an integral part of skills development.

However, the linkage between industry and skills development is weak. This has contributed to the skills mismatch and unemployment of educated people amidst skills shortages in the economy. As a result of the skills mismatch, graduates of education and training institutions are not employed at their full productivity potential and have low employability. Furthermore, young people continue to face difficult school-to-work transitions, leading to long term unemployment.

According to the Kenya National Bureau of Statistics (2021), the unemployment rate is 6.6 per cent. The age groups of 20-24 and 25-29 continued to record the highest proportion of the unemployed at 16.3 per cent and 9.1 per cent, respectively. In regard to the long term unemployment rate (continuous periods of unemployment extending for one year or longer) which was 3.9 per cent, youth aged 20 - 24 still have the highest rate of long-term unemployment which stood at 13.5 per cent.

1.3.4 Strengthen work-based learning

Work based learning benefits will also emanate from the National Sector Skills Committees. These committees are in a position to enhance greater industry



involvement in work based learning provision. Work-based learning, has the potential for reducing the skills mismatch, meeting the skills demand of a rapidly changing labour market system, providing cost-effective training and smoothing the school-to-work transitions. However, the provision of accessible, equitable, and quality work based learning remains a challenge. Furthermore, there tends to be excessive fragmentation and poor coordination of work based learning among various Implementing Agencies (IAs). Hence, National Sector Skills Committees can provide a coordinated mechanism for the provision of work based learning opportunities.

1.4 Goal, Objectives and Principles

This section outlines the goal, objectives and principles of the National Guidelines for Sector Skills Committees.

1.4.1 Goal

The goal of the Guidelines is to enhance the establishment and operationalization of National Sector Skills Committees in order to improve the linkage between industry and skills development.

1.4.2 Objectives

The objectives of these Guidelines are to:

- a). Establish well-structured and coordinated National Sector Skills Committees;
- b). Enhance the governance and management of the National Sector Skills Committees;
- c). Provide standards and guidelines applicable to all National Sector Skills Committees; and
- d). Provide a framework for monitoring and evaluation of the National Sector Skills Committees.

1.4.3 Principles

The following guiding principles underpin these Guidelines: -

- a). Collaboration
- b). Participation
- c). Quality skills development
- d). Demand-driven skills development
- e). Employability



- f). Productivity
- g). Technology transfer and diffusion
- h). Continuous skills upgrading
- i). Labour market analysis and skills anticipation

1.5 Scope

These Guidelines are intended for use by all stakeholders in Kenya involved in skills development. These include Ministries, Counties, Departments and Agencies (MCDAs), education and training institutions, research and development institutions, private sector, social partners, development partners and individuals.

1.6 Formulation process

The formulation of the National Guidelines for Sector Skills Committees was undertaken through a consultative and participatory approach. These included the public sector, private sector, social partners, Non-Governmental Organizations (NGOs) and development partners.



Chapter Two:

Sectoral Coverage

2.1 Introduction

This chapter highlights the sectoral coverage of the National Sector Skills Committees. It focuses on the categorization of the National Sector Skills Committees. Thereafter, it lists the National Sector Skills Committees.

2.2 Categorization

The categorization of the National Sector Skills Committees shall be based on the Bottom-Up Economic Transformation Agenda (BETA); and KESCO-2022/ISCED-2013, as indicated in table 1.

Table 1: Criteria for categorization of National Sector Skills Committees

Criteria	Explanation
Bottom-Up Economic Transformation Agenda (BETA)	Sectors shall be identified based on the priority initiatives of the Bottom-Up Economic Transformation Agenda (BETA) which include: Agriculture; Micro, Small and Medium Enterprise (MSME) economy; Housing and Settlement; Healthcare; Digital Superhighway and the Creative Economy.
KESCO-2022 and ISCED-2013	Sectors shall be identified based on the Kenya Standard Classification of Occupations (KESCO-2022); and the International Standards Classification of Education (ISCED-2013).

2.3 National Sector Skills Committees

Based on the criteria indicated in table 1, which includes the Bottom-Up Economic Transformation Agenda (BETA); and KESCO-2022/ISCED-2013, the National Sector Skills Committees have been grouped into the following committees (and shall be increased as need arises)—

1. Agriculture and Environment Sector Skills Committee
2. Engineering and Manufacturing Sector Skills Committee
3. Construction Sector Skills Committee



4. Health Sector Skills Committee
5. Tourism and hospitality Sector Skills Committee
6. Creative Skills Sector Committee
7. Sports Skills Sector Committee
8. ICT Skills Sector Committee
9. Business, Administration and Law Sector Skills Committee
10. Education, Humanities and Sciences Sector Skills Committee
11. Services Sector Skills Committee

2.4 Membership

Membership shall be determined by the scope and sector coverage of the National Sector Skills Committee. Membership shall also be linked to representation of the key stakeholders which typically include: employers (of all sizes and from the sub-sectors making up the sector); industry associations; worker representatives, including trade unions; MCDAs; education and training institutions; and specialist bodies such as professional associations, curriculum developers, qualification awarding institutions, regulators, research agencies etc.

Chapter Three:

Governance

3.1 Introduction

The Government, through the Ministry of Labour and Social Protection, shall establish, monitor and evaluate the National Sector Skills Committees. The Committees shall be industry-driven but endorsed by Government. However, the Committees shall operate with a degree of autonomy. This chapter presents the governance framework of the National Sector Skills Committees.

3.2 National Skills Development Council

3.2.1 Establishment of the Council

To coordinate and support the National Sector Skills Committees (which shall be transformed later into Sector Skills Councils), a National Skills Development Council shall be established.

3.2.2 Functions of the Council

The objective of the National Skills Development Council shall be to coordinate, regulate and assure quality of Sector Skills Councils. The functions of the National Skills Development Council shall be to—

- (a). Register any Sector Skills Council operating in Kenya;
- (b). Develop and enforce guidelines and regulations for the establishment, governance, management and maintenance of standards and quality in Sector Skills Councils;
- (c). Coordinate, monitor and evaluate, as appropriate, activities relating to Sector Skills Councils;
- (d). Ensure coordination and cooperation between the Sector Skills Councils and education, training and research institutions;
- (e). Promote the involvement of Sector Skills Councils in the development of education, training and research programmes;



- (f). Undertake, or cause to be undertaken, quality audits, monitoring and evaluation of Sector Skills Councils to ensure compliance with set standards and guidelines; and
- (g). Advise the government on policies and any issue related to Sector Skills Councils.

In the performance of its functions the National Skills Development Council shall be guided by the national values and principles of governance under Article 10 and the values and principles of public service under Article 232 of the Constitution.

3.3 Executive Panel of the National Sector Skills Committee

3.3.1 Establishment of the Executive Panel

There shall be established a coordination mechanism of the National Sector Skills Committee known as the Executive Panel.

The Executive Panel shall be appointed by the Cabinet Secretary for Labour and Social Protection, pending the establishment of the National Skills Development Council.

3.3.2 Role of the Executive Panel

The role of the Executive Panel is to lead the National Sector Skills Committee to achieve its functions. These functions include:

- (a). Provide skills development policy advice on issues pertinent to their sector.
- (b). Specify sector skills requirements to mitigate imbalances between skills supply and demand.
- (c). Liaise with curriculum developers to develop curriculum and learning materials.
- (d). Develop occupational standards in liaison with curriculum developers to ensure that skill levels match job requirements.
- (e). Provide sectoral labour market information to ensure that skills development is aligned to labour market trends.
- (f). Liaise with assessment and qualification bodies to develop and review the education and training assessment and qualification system.
- (g). Liaise with standards regulatory bodies to develop and implement the quality assurance system for education and training.
- (h). Promote work based learning in its sector.
- (i). Strengthen career guidance in education and training institutions; and employment agencies.



- (j). Promote linkages between industry and education, training and research.
- (k). Promote the establishment of Centers of Excellence.
- (l). Promote the creation of decent and high productive wage jobs in their sectors.
- (m). Perform any other function incidental to the foregoing.

In the performance of its functions the Executive Panel shall be guided by the national values and principles of governance under Article 10 and the values and principles of public service under Article 232 of the Constitution.

3.3.3 Membership of the Executive Panel

The Executive Panel shall comprise of the following members—

- (a) a chairperson not being a public officer appointed by the Cabinet Secretary;
- (b) the Principal Secretary for matters relating to labour and skills development or a representative;
- (c) the Principal Secretary responsible for matters relating to higher education and research or a representative;
- (d) the Principal Secretary responsible for matters relating to TVET or a representative;
- (e) the Principal Secretary responsible for matters relating to basic education or a representative;
- (f) the chief executive officer of the council of governors or a representative;
- (g) six members to represent a body recognized as representing the interests of
 - (i). employers;
 - (ii). workers;
 - (iii). micro, small and medium sized enterprises;
 - (iv). labour migration organizations;
 - (v). professional associations;
 - (vi). persons with disabilities.
- (h) The sector executive officer who shall be the secretary to the Executive Panel.
- (i) Temporary members can be co-opted including members from bodies mandated to develop curricula, award qualifications and undertake regulatory services, to advise or offer assistance on any area the Executive Panel may consider necessary.



3.3.4 Qualifications for appointment as chairperson or member of the Executive Panel

- (1) A person shall be qualified for appointment as the chairperson of the Executive Panel if such person
 - (a). has knowledge and at least ten years' experience in matters relating to the sector;
 - (b). has had a distinguished career in the sector;
 - (c). meets the requirements of Chapter Six of the Constitution.
- (2). A person shall be qualified for appointment as a member of the Executive Panel if such person
 - (a). has knowledge and at least five years' experience in matters relating to the sector;
 - (b). has had a distinguished career in the sector;
 - (c). meets the requirements of Chapter Six of the Constitution.

3.3.5 Sector Executive Officer

- (1). There shall be a Sector Executive Officer of the Executive Panel who shall be appointed by the Executive Panel following a competitive recruitment process and who shall serve for a period of five years, which term may be renewed once.
- (2). The Sector Executive Officer of the Executive Panel shall be responsible for the day-to-day management of the affairs of the Executive Panel.
- (3). A person shall be qualified for appointment as a Secretary if the person—
 - (a). holds a Master degree from a university recognized in Kenya;
 - (b). has at least five years' experience in management of skills development; and
 - (c). meets the requirements of Chapter Six of the Constitution.

3.3.6 Appointment of staff of the Executive Panel

- (1). The Executive Panel may upon such terms and conditions of service as the Executive Panel may determine, employ such staff or hire the services of such consultants or experts as may be necessary for the proper performance of its functions.



- (2). The Cabinet Secretary may in consultation with the Executive Panel and upon such terms and conditions as may be prescribed, second such officers, agents and other staff as may be necessary for the efficient discharge of the functions of the Executive Panel.

3.4 Funding

The successful implementation of the National Sector Skills Committees will require adequate financial, human and technical resources to ensure effective and efficient implementation for desired outcomes.

The primary funding mechanisms for these Committees shall be:

- a). Budgetary allocation from the National Treasury based on specified outcomes to be delivered;
- b). Support from the private sector, development partners, industry, civil society, philanthropic bodies, individuals and other funding agencies;
- c). Public-Private sector partnerships;
- d). Fundraising activities.



Chapter Four:

Standards and Guidelines

4.1 Introduction

This chapter describes the standards and guidelines for National Sector Skills Committees. These standards and guidelines focus on skills development policy advice, skills requirements, curriculum and learning resources, occupational standards, labour market information, assessments and qualifications, quality assurance, work based learning, career guidance, collaborations, centers of excellence and job creation.

4.2 Skills development policy advice

Standard: National Sector Skills Committees shall provide skills development policy advice on issues pertinent to their sectors.

Description: Skills development policies seek to promote the development of a skilled workforce that is employable, productive, enterprising, innovative, adaptable and competitive.

Guidelines: The National Sector Skills Committees shall—

- a). Contribute to the development of policies and legislation on skills development.
- b). Enhance evidence based policy making in skills development.
- c). Ascertain that skills policies are responsive to sectoral skills needs.

4.3 Skill requirements

Standard: National Sector Skills Committees shall specify sector skills requirements to mitigate imbalances between skills supply and demand.

Description: Sector skills requirements are critical in mitigating imbalances between skills supply and demand. National Sector Skills Committees need to be engaged to enable education and training deliver skills that match employment needs. This will address the skills mismatch and improve employability and productivity in the face of global competition.

Guidelines: National Sector Skills Committees shall—

- a). Determine, define and disseminate the essential skills needed for employment in their sectors.



- b). Monitor skills shortages and surplus and advise on the quantity and quality of skills needed.
- c). Create and maintain a sector skills requirements database.

4.4 Curriculum and learning resources

Standard: Curriculum and learning materials shall be developed in collaboration with National Sector Skills Committees.

Description: Curriculum refers to the design, organization and planning of teaching and learning activities. For curricula to reflect industry needs and ensure that students graduate with relevant skills for the workforce, the National Sector Skills Committees need to participate in the development of curricula and learning resources.

Guidelines: National Sector Skills Committees shall work in liaison with curriculum developers and within the Kenya National Qualification Framework (KNQF), to—

- a). Develop curriculum and learning resources.
- b). Ensure that curricula meet the requirements of the labour market.
- c). Participate in the development and updating of curriculum and learning materials.
- d). Validate curricula.
- e). Identify technology to be used in curriculum implementation.
- f). Share machinery and equipment for learning purposes.
- g). Provide industry experts for training of trainers and learners.

4.5 Occupational standards

Standard: National Sector Skills Committees shall develop occupational standards to ensure that skill levels match job requirements.

Description: Occupational Standards describe competences required to undertake specific job roles. They describe what individuals need to do, know, and understand in order to carry out a particular job or function. They are, therefore, standards of performance that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding. These standards are utilized in education and training for the development of curricula to ensure that skills levels match job requirements. They also form the basis for education and training qualifications.

Guidelines: The National Sector Skills Committees shall—

- a). Develop, review and harmonize occupational standards.
- b). Prioritize occupations for occupational standards development.
- c). Benchmark occupational standards with international standards.
- d). Identify industry experts to participate in the development of occupational standards.



- e). Ensure that curricula is aligned to national occupational standards.

4.6 Labor market information

Standard: National Sector Skills Committees shall provide sectoral labour market information to ensure that skills development is aligned to labour market trends.

Description: Labour market information is data about the workplace. It includes any information about the structure and working of a labour market and any factors likely to influence the structure and working of that market. Through an analysis of the labour market, it is possible to understand labour market changes and to make interpretations about the supply and demand for different types of skills. Labour market information and analysis is a necessary precondition for the early identification of skill needs. It helps education and training institutions determine which programmes of study should be expanded and which ones should be cut back. It also helps policy-makers and planners to identify areas where skills are in high demand, and target resources to meet this demand.

Guidelines: National Sector Skills Committees shall—

- a). Develop the list of labour market priorities for the sectors.
- b). Produce real time labour market data related to their sectors.
- c). Produce data on skill shortages and surplus in their sectors.
- d). Produce data on new occupations and skill requirements in their sectors.
- e). Contribute data to the Kenya Labour Market Information System (KLMIS).

4.7 Assessments and qualifications

Standard: The education and training assessment and qualification system shall be developed and reviewed in collaboration with National Sector Skills Committees.

Description: A qualification is the formal outcome of an assessment process. An assessment is the process of gathering and judging evidence to determine whether a candidate has achieved a competence measured against the standards defined in the qualification. National Sector Skills Committees have an important role to play in developing competency standards for qualifications.

Guidelines: National Sector Skills Committees shall work in liaison with assessment and qualification bodies and within the Kenya National Qualification Framework (KNQF), to—

- a). Streamline the qualification and certification framework.
- b). Identify and approve industry assessors from their sectors.
- c). Participate in external verification of assessments.
- d). Create Qualification Packs (QPs).
- e). Recommend new trade areas for recognition of prior learning assessments.



- f). Ensure that education and training qualifications reflect occupational and labour market needs.
- g). Validate education and training qualifications.

4.8 Quality assurance

Standard: The quality assurance system for education and training shall be developed and implemented in collaboration with National Sector Skills Committees.

Description: Quality assurance is a component of quality management. It encompasses any activity that is concerned with assessing and improving the merit or the worth of a skills development intervention or its compliance with given standards. It is focused on providing confidence that quality requirements will be fulfilled in education and training institutions. It involves planned and systematic processes aimed at achieving standards set by relevant standard-setting bodies established by Government. The National Sector Skills Committees can be used to provide advice on how the quality of education and training may be improved.

Guidelines: National Sector Skills Committees shall, in collaboration with standard regulatory bodies—

- a). Assist in developing quality standards for education and training.
- b). Participate in external auditing of the quality of education and training.
- c). Identify a network of approved external quality auditors.

4.9 Work based learning

Standard: National Sector Skills Committees shall promote Work Based Learning in their sectors.

Description: Work based learning (WBL) occurs in a work environment, through participation in work practice and process, and is integral to education and training. WBL has several advantages, namely: provision of real-life workplace experience; improved career development; better school-to-work transitions; improved linkage between skills development and the labour market; and higher enterprise productivity and innovation.

Guidelines: National Sector Skills Committees shall—

- a). Enhance access to WBL in their sectors;
- b). Map industries that have the capacity to offer WBL.
- c). Enhance the quality of WBL programmes.
- d). Improve the assessment of WBL.
- e). Provide periodic WBL for teachers/trainers.
- f). Conduct research on the return on investment to employers from WBL programmes.



4.10 Career guidance

Standard: National Sector Skills Committees shall strengthen career guidance in education and training institutions; and employment agencies.

Description: National Sector Skills Committees are well positioned to play an important role in developing and promoting career guidance in their sectors. Effective career guidance is critical in ensuring that young people, teachers, parents and guardians understand the career opportunities available in a sector and the most suitable education and training pathways to develop the skills and knowledge required. Career information, particularly, labour market information, makes it possible to signal which types of programmes of study are likely to lead to employability and which are not.

Guidelines: National Sector Skills Committees shall—

- a). Participate in career education in the education and training institutions; and employment agencies.
- b). Develop career information that shows the suitable career routes into and within their sectors.
- c). Identify relevant education and training available to support career pathways in their sectors.
- d). Host sector job platforms that allow industries in their sectors to advertise job vacancies and share this information with job seekers.
- e). Organize careers fairs to promote employment and training opportunities in their sectors.

4.11 Collaborations

Standard: National Sector Skills Committees shall promote collaborations between industry and education, training and research.

Description: The Government has developed legal frameworks that promote linkages between industry and education, training and research. The Science, Technology and Innovation Act (2013) promotes linkages between universities, research institutions, and the private sector. The Kenya Industrial Research and Development Institute Act (2022) promotes the collaboration of research, higher learning and industry to advance technology, innovation and development. The Universities Act (2012) provides for university councils to enter into association, collaboration or linkages with other bodies or organizations within or outside Kenya. The TVET Act (2013) provides for collaborations between TVET institutions with other institutions and industries in and outside Kenya.

Guidelines: National Sector Skills Committees shall—

- a). Establish mechanisms for collaboration, affiliations and networking with relevant institutions.
- b). Establish forums for continuous sharing of information and dissemination of lessons learnt.
- c). Inform the Ministry of Labour and Social Protection of all collaborations for purposes of updating its database.



4.12 Centers of Excellence

Standard: National Sector Skills Committees shall promote the establishment of Centers of Excellence.

Description: The Centers of Excellence (CoEs) shall be established to cover each major sector of the economy. The goal of the CoE is to: (1) design and deliver skills that are directly led by the current and future needs of the various economic sectors; (2) deliver skills development through industry experts using innovation-cutting edge solutions; and (3) promote higher levels of investment and commitment in skills development by industry.

Guidelines: National Sector Skills Committees shall—

- a). Establish or support Centers of Excellence in their sectors.
- b). Have the Centers of Excellence accredited by the relevant accrediting body.
- c). Ensure that the Centers of Excellence provide high quality sector skills.
- d). Create and maintain a database of Centres of Excellence in their sectors.

4.13 Creation of jobs

Standard: National Sector Skills Committees shall promote the creation of decent and high productive wage jobs in their sectors.

Description: Over the years (2018 – 2022), the informal sector has steadily created over 80% of the jobs in Kenya. In 2022, the total wage employment created by the informal sector in Kenya was 83.7 per cent (16 million jobs) of the total wage employment. This means that the modern (formal) sector is not creating as many jobs as the informal sector. That notwithstanding, the jobs in the informal economy are precarious in nature and are characterized by job insecurity, poor wages and terms and conditions of employment, low job tenure, absence of institutionalized social protection mechanisms and weak workplace safety and health standards. National Sector Skills Committees are well positioned to play an important role in promoting the creation of decent and high productive wage jobs in their sectors.

Guidelines: National Sector Skills Committees shall—

- a). Enhance the provision of financing for start-up companies.
- b). Enhance technology transfer and diffusion for MSMEs.
- c). Enhance the linkage between MSEs and Business Development Services (BDS).
- d). Facilitate linkages between MSEs and large enterprises to enhance skills acquisition and technology provision.



Chapter Five:

Sector Skills Development Plan

5.1 Introduction

The Sector Skills Development Plan (SSDP) is a strategic evidence-based document that addresses the current and future trends in the sectors and sub-sectors covered by the National Sector Skills Committees. It is one of the most critical documents that these Committees are required to develop. This chapter focuses on the major components of the SSDP, namely: the purpose, methodology, industry profiles in the sector and skills profiles in the sector.

5.2 Purpose

The purpose of the Sector Skills Development Plan (SSDP) is to analyze existing and emerging trends within the sector. The SSDP forms a key resource for the Government and the sector on the industry profile, skills and labour needs, skills supply and the mismatch between the demand and supply of skills and labour. It sets out a clear action plan to tackle the skills mismatch.

5.3 Methodology

The methodology for developing the Sector Skills Development Plan (SSDP) includes industry consultations including information from sub-sector committees and networks; labour market analysis; sectoral skills analysis; and forecasting future trends. Cost will determine the choice of methodology.

5.4 Industry profiles in the sector

The Sector Skills Development Plan (SSDP) needs to highlight the industry profiles of their sectors and includes the following—

1. Employment trends in the sector;
2. Trends and levels of educational attainment/skills development in the labour force;
3. Wage trends;
4. Labour productivity trends;
5. Major economic trends in the sector;
6. Occupational composition of the sub-sectors;



7. Mode of work (full time, part-time, permanent, informal, contract) in the sub-sectors;
8. Type of work (brief descriptions of tasks and duties);
9. Coverage of sectors or cross industry functions, horizontal and vertical differences;
10. Geographical dispersion of the sector and sub-sectors;
11. Breadth of the sector: the significance of global value chains vs export markets, domestic, the level of regional integration;
12. Labour force demographic data (on gender, age, cultural background, literacy and numeracy, and levels of education attainment);
13. Data on under-represented groups in employment (for example women, persons with disability);
14. Context of the sector (formal, informal, mixture of both, tradition of workforce training, etc.);
15. Key stakeholders in the sector including employer associations, industry associations, unions, NGOs, economic development groups, cluster development agencies, and professional groups;
16. Legislation, policies, tariffs, trade agreements affecting the sector;
17. Factors which significantly affect employment and skills development in the sector;
18. Detail the movement of workers within and out of the sector and sub-sector.

5.5 Skills profiles in the sector

The Sector Skills Development Plan (SSDP) also needs to highlight the skills profiles of their sectors and includes the following—

1. Skills development needs in the sector;
2. Unique skill development needs in specific regions;
3. Skills that are currently in short supply in the sector;
4. New occupations and skills required by the sector;
5. Oversupply of skills in the sector and sub-sectors;
6. Project the numbers needed to be trained for employment and the type of skills development (on-the-job, off-the-job training, part-time, full-time) required;
7. Volume and nature of training provided by industry;
8. Suggestions on improving the quality of skills development provided;
9. Recommendations on improving the alignment of education and training to the needs of industry.



Chapter Six:

Monitoring and Evaluation

6.1 Introduction

The Government shall monitor and evaluate the activities of the National Sector Skills Committees to ascertain that they are meeting their objectives, and for purposes of instituting remedial measures. This chapter presents the framework for monitoring and evaluating these Committees. It highlights the monitoring framework, evaluation framework, reporting guidelines, performance indicators and review of the guidelines.

6.2 Monitoring framework

The State Department for Labour and Skills Development shall conduct mid-year performance reviews in the months of January -February each year. The purpose of the mid-year performance reviews is to track progress of achievement, identify and address challenges and constraints affecting performance and to ensure that National Sector Skills Committees are on course in achieving their annual performance targets. In this respect, National Sector Skills Committees are required to:

- i. Prepare for and participate in the mid-year performance review; and
- ii. Ensure availability of verifiable documented evidence of performance towards achievement of the performance targets.

6.3 Evaluation framework

The evaluation of the National Sector Skills Committees shall be conducted at the end of the financial year. The evaluation shall be based on the targets set against the standards set in these guidelines. The Committees shall be assessed using the rating scales indicated in table 2.

Table 2: Rating of the evaluation

Description/Rating	Explanation
70 – 100%	Excellent
60-69%	Good
50-59%	Average
0-49%	Below Average



6.4 Reporting

Annual targets set in the work plans of the National Sector Skills Committees shall be broken down into quarterly increments. Every three months, the Committees shall prepare progress reports against these targets. The Committees are expected to prepare and submit quarterly and annual progress reports, by 15th of the following month, to the Ministry of Labour and Social Protection.

6.5 Performance indicators

The establishment and operationalization of the National Sector Skills Committees shall be monitored using the following performance indicators:

- i. **Skills development policy advice:** Number of policy advice briefs submitted on issues pertinent to the sectors.
- ii. **Skill requirements:** Number of sector skill requirements reports submitted to mitigate imbalances between skills supply and demand.
- iii. **Curriculum and learning resources:** Number of curriculum and learning materials reviewed and developed in collaboration with the relevant bodies.
- iv. **Occupational standards:** Number of occupational standards developed in collaboration with the relevant bodies.
- v. **Labor market information:** Number of sectoral labour market information reports submitted.
- vi. **Assessments and qualifications:** Number of assessment and qualification initiatives undertaken in collaboration with the relevant bodies.
- vii. **Quality assurance:** Number of quality assurance initiatives undertaken in collaboration with the relevant bodies.
- viii. **Work based learning:** Number of individuals accessing work based learning in the sector.
- ix. **Career guidance:** Number of career guidance initiatives undertaken.
- x. **Partnerships:** Number of linkages established between industry and education, training and research institutions.
- xi. **Centers of excellence:** Number of Centers of Excellence established or supported.
- xii. **Creation of jobs:** Number of jobs created in the sector.
- xiii. **Innovation:** Number of innovations implemented to improve the productivity of the Committee during the reporting period.

6.6 Review of the Guidelines

The National Guidelines for Sector Skills Committees shall be reviewed as need arises to take into account emerging issues.





Appendix

Appendix 1: Coordination action plan

	Component	Activity	Indicator	Responsible	Timeline				
					2023/24	2024/25	2025/26	2026/27	2027/28
1	Public awareness of the Guidelines for the National Sector Skills Committees (NSSCs)	Undertake public education and sensitization of the Guidelines	Capacity Building Report	SDL&SD	√				
2	National Action Plan for the National Sector Skills Committees	Develop the National Action Plan for the NSSCs	National Action Plan for the NSSCs	SDL&SD	√	√			
		Develop the M&E framework	M&E framework	SDL&SD	√	√			
		Implement and monitor the National Action Plan and M&E Plan for the NSSCs	Quarterly & annual progress and M&E reports	SDL&SD	√	√	√	√	√
3	Review the National Guidelines for Sector Skills Committees	Review the Guidelines	Reviewed Guidelines	SDL&SD					√
		Review the National Action Plan for the NSSCs	Reviewed National Action Plan for the NSSCs	SDL&SD					√
		Review the M&E framework	Reviewed M&E framework	SDL&SD					√





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