

Kenyan-German TVET Initiative (KGTI): centres of excellence for cooperative training



Education and training are considered fundamental to the social transformation envisaged under the social pillar of the Kenya Vision 2030. In this context, the Kenyan and German governments have initiated the Kenyan-German Technical and Vocational Education and Training (TVET) Initiative (KGTI) to boost youth employment through high-quality technical and vocational training for Kenyan youth. Under the Initiative, this project focuses on three training areas, namely industrial mechatronics, automotive mechatronics and auto-body building and welding. These technical areas were chosen because the automotive industry is seen as a "major economic driver" in the Kenya National Industrialization Policy

Framework and is therefore a priority sector for the Kenyan government. Specialized workers are especially needed both for car service and maintenance and vehicle production and assembly. These specializations have a high potential to boost industrial development in Kenya – specifically in the Greater Nairobi area – and are expected to increase employment opportunities. The specialization is expected to also contribute to qualifying highly qualified professionals in the manufacturing sector which is one of the pillars of Kenya's Big Four Agenda. The manufacturing sector is expected to contribute 1.3 million new manufacturing jobs by 2022.

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The project aims at supporting Kenyan youth in successfully complete vocational training that is relevant to the labour market requirements in terms of quality and practice orientation at the newly established Centres of Excellence for cooperative vocational education. The project comprises of components focusing on school construction and procurement of equipment as well as training, scholarships and engaging the private sector in transforming the following three TVET institutes into Centres of Excellence.

- 1. Kiambu Institute of Science and Technology (KIST)**
- 2. Nairobi Technical Training Institute (NTTI)**
- 3. Thika Technical Training Institute (TTTI)**

The three TVET institutes are also supported in the introduction and implementation of cooperative (“dual”) training courses, combining both school and work-based learning. The institutes work closely with “Champion Companies” to roll out the new competency-based education and training (CBET) framework introduced through the Kenyan TVET Reform in 2013.

The target groups of the project are:

- Kenyan youth who have successfully completed secondary education and are studying at the three technical training institutes (TTIs), particularly disadvantaged youth, will benefit from quality training, state-of-the art equipment, new infrastructure and scholarships.
- Instructors of the three TTIs who will benefit from training measures in the three technical areas, namely industrial mechatronics, automotive mechatronics and automotive bodybuilding/welding.
- Management staff of TTIs who will benefit from overall better working conditions with new infrastructure and state-of-the-art equipment including ICT, and capacity building.
- Private sector companies that will benefit from collaboration with the three TTI that will become Centres of Excellence and, therefore, will be able to provide highly trained and effective workers in the selected occupations.



Activities (services)

The duties of the consultant are to assist the contracting authority in all aspects of project preparation and implementation. The project has 5 components with specific outputs as follows:

Component 1:

Infrastructure measures at supported TVET Institutions: The expected output under this component is the construction and rehabilitation measures established at the three TTIs on demand and on time. This will include workshops (labs, classrooms) and dormitories to support cooperative training. NIRAS offers services in: -

- Preparing layouts and preliminary designs for the workshops & dormitories;
- Preparing detailed design and technical specifications and submission for approval;
- Preparation of tender documents (2 stage bidding);
- Advising as part of the evaluation committee for pre-qualification and tender evaluations and contract negotiations;
- Completing ESMP, ESIA, and securing required legal requirements for construction;
- Conducting supervision of the construction works and commissioning and handover to PEA.

Component 2:

Procurement of the State-of-the-art equipment for training:
- The expected outputs for this component are technical training equipment procured based on the curriculum and the labour market demand following transparent procurement procedures. The requested services are:

- Develop the list of all the required tools & equipment for the three occupations;
 - Establish technical specifications and cost estimates for all the listed equipment;
 - Prepare tender lots and tender documents for advertisement for all the lots;
 - Support the MoE in evaluations, contract negotiations and awards;
 - Supervise delivery, installation and acceptance of equipment;
- Coordinate training for the Trainers provided by the occupation experts.

Component 3:

ICT Measures at supported TVET Institutions: - The expected output for this component includes ICT applications in teaching and learning, for administration and management to promote state-of-the-art-training of labour market relevance of the established CoEs. The requested services are:

- Conducting a rapid needs assessment for ICT in the three TTIs;
- Developing a project concept for upgrading the IT system according to ICT packages for TVET;
- Supporting the MoE in the tender process, evaluation of bids and contracting;
- Conducting testing and roll-out and maintenance;
- Ensuring system integration and capacity building of managers, administrators and trainers;
- Establishing data protection and security standards.



Component 4:

Scholarships: - The expected output relates to a needs-based scholarship programme established for vocational students enrolled in cooperative training. The approach will be based on a transparent and clear concept and regulations, efficient processes and tools for management and effective monitoring of the scheme. The requested services are:

- Analyzing the current HELB and other scholarship schemes;
- Analyzing the target group based on vulnerability criteria;
- Develop a transparent management and administrative system which is implemented;
- Develop a monitoring and tracing scheme for the scholarships;
- Support the MoE to monitor and assist the tracing scheme for the scholarships.

Component 5:

Implementation:-TVET and Private Sector Cooperation: to secure the investment, consulting services will be delivered by the NIRAS Project team in close coordination with MoE, in consultation with the TTIs, and other projects under KGIYE. Champion companies will be engaged as partners to ensure buy-in and sustainability of all project components. The requested services are:

- Defining and building up of a governance structure;
- Overall project coordination, supervision and management;
- Raise awareness on the COVID-19, HIV/AIDS and on cooperative training TVET with a special focus on Gender;
- Supporting the MoE in its technical and Financial project progress reporting to KFW;
- Setting up the Project Institutional Implementation Committee at the 3 TTIs and provide support for the them to implement work plans;
- Development of public information measures for the improvement of the image of vocational training;
- Completing project evaluation (baseline, mid-term, end-line), impact assessment and tracer studies.

Outputs

Inception report including workplan and TORs for the governance structure

- MEL strategy
- Project baseline report
- Procurement plans with corresponding tender documents for works and goods
- Approved architectural, structural, mechanical and electrical drawings for the 3 TTIs
- ESMP plans for the 3 TTIs
- Concept note for upgrading ICT systems at the TTI
- ICT strategies for the 3 TTIs
- Feasibility study report on financing mechanisms for cooperative training
- Concept note and fund management structure for the scholarships
- Gender mainstreaming policies for the 3 TTIs
- Marketing and Branding plans for the 3 TTIs
- Program Cards for marketing and publicity of the 3 Occupations
- Quarterly project progress reports

Inputs

Team Leader – 48 work-months

Deputy Team Leader – 48 work-months

Finance & Procurement – 242 work-days

International Architect Advisor - 220 work-days (10 work-months)

ICT expert (INT) - 154 work-days (7 work-months)

ICT expert (NAT) I - 506 work-days

ICT expert (NAT) II - 150 work-days

Private Linkages and Scholarship Schemes Expert - 198 work-days (9 work-months)

Welding Expert - 440 work-days (20 work-months)

Automotive Mechatronic Expert - 330 work-days (15 work-months)

Industrial Mechatronic Expert - 440 work-days (20 work-months)

The sub-consultant in this project is Colleges and Institutes Canada (Ci-Can).

The manufacturing sector is expected to contribute 1.3 million new manufacturing jobs by 2022.

