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EFFECT OF PUBLIC-PRIVATE PARTNERSHIPS ON REVAMPING TECHNICAL VOCATIONAL EDUCATION AND TRAINING IN KENYA: A CASE OF KENYA ASSOCIATION OF MANUFACTURERS (KAM) AND GESELLSCHAFT FÜR INTERNATIONALE ZUSAMMENARBEIT (GIZ) PARTNERSHIP

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ABSTRACT: *Lack of financial and managerial capacity impedes many governments' ability to meet obligations in regard to the national educational systems. In order to make meaningful improvements in education, governments may have to consider alternative methods such as public – private partnerships so as to meet their commitments to education. Establishing PPP with the private sector especially corporations who possess valuable financial and material resources and expertise can assist governments to expand and improve the quality of education services leading to achievement of education for all (EFA) goals. This paper aims at establishing the effect of Public-Private Partnerships on revamping Technical Vocational Education and Training in Kenya focusing on a case of KAM and GIZ Partnership. The study sought to establish how employment opportunities through KAM and GIZ Partnerships have revamped Technical Vocational Education and Training in Kenya and to assess the financial assistance from KAM and GIZ Partnerships on revamping TVET in Kenya. The paper was centered on Classical Liberal Theory. The study targeted a population of 882 students and staff of TVETs in Nairobi County. The paper used stratified random sampling to select a sample of 268 respondents who received the questionnaires. Self-administered questionnaires and interview guides were used for collection of primary data. The questionnaires were administered using the drop and pick later method in order to allow the respondents have enough time for responding adequately to the questions. SPSS Version 25.0 was used for data analysis. The paper used descriptive statistics since it enabled the researcher describe meaningfully the score or measurement distribution by using a few indices. Conceptual content analysis was used in the analysis of the qualitative data from the open-ended questions. The study concluded that Public-Private Partnerships positively and significantly revamps TVET in Kenya. The Kenya government should develop a public-private partnership policy framework especially in education to guide corporate/business organizations involvement.*

KEYWORDS: public, private partnerships, technical, vocational, education, training, skills

INTRODUCTION

Technical and Vocational Education and Training (TVET) constitutes any form of education, training and learning activity leading to the acquisition of knowledge, attitudes and skills relevant for gainful

economic engagement, both formal and informal. TVET is globally recognized for its role in preparing people for dynamic engagement in occupations of functional value and effective source of skilled workforce. A number of African Governments have adopted Technical and Vocational Education and Training (TVET) reforms since 1990s and this has resulted in the formulation of a number of TVET policies across the continent (Agrawal, 2012). One of the major concerns for policy makers is to ensure a TVET system that is relevant and accessible while addressing issues of quality. Policy makers across Africa are aware of the critical role that TVET play in national development outcomes. TVET is a planned programme of courses and learning experiences that begin with exploration of career options, support basic academic and life skills, and enable achievement of high academic standards, leadership and preparation for industry-defined work. This implies that TVET prepares learners for career that are based on hands-on or practical activities. The goal of TVET is to fight ignorance and literacy, provide knowledge, develop skills and inculcate the attitudes that are required for entry and progressing in any occupation (Amollo, 2013).

Lack of financial and managerial capacity impedes many governments' ability to meet obligations in regard to their national educational systems. In order to make meaningful improvements in education, governments may have to consider alternative methods such as public private partnerships so as to meet their commitments to education. Establishing public private partnerships (PPPs) with the private sector especially corporations that possess valuable financial and material resources and expertise to assist governments to expand and improve the quality of education services hence meet EFA goals (Sharma, 2015).The education sector in Kenya faces many challenges (financial, physical and human resources) especially after the introduction of free primary education (FPE) in 2003 and free day secondary school education (FDSE) in 2008. Despite these challenges the government has not fully embraced Public-Private Partnership (PPP) in education. The private sector and general business community's involvement in education is usually limited and associated with philanthropy (Makworo et al. 2013).

Any attempt by the Kenya Government to increase budgetary allocations towards the education sector would generate greater imbalance in the development of the country's social economy. It is essential, therefore for the private sector and general business community in Kenya to compliment government efforts through their corporate social responsibilities, to provide funds for the expansion as well as establishment of new physical infrastructures, provision and maintenance of facilities, equipment and instructional materials to secondary educational institutions. There is need therefore to determine the extent to which the public-private partnership initiatives have assisted to expand TVET opportunities in Kenya (Okoye & Okwelle, 2013). It is against this background that this study sought to establish the effect of Public-Private Partnerships on revamping Technical Vocational Education and Training in Kenya focusing on a case of KAM and GIZ Partnership.

LITERATURE REVIEW

Employment Opportunities through Public-Private Partnership

Kenya Association of Manufacturers (KAM) in partnership with German Corporation for International Development (GIZ) launched a Technical and Vocational Education and Training (TVET) project aimed to provide technical jobs and economic opportunities for Kenyan youth and to bridge the skills gap in the country. This partnership allows institutions to offer skills relevant to the labour market. KAM is committed to addressing the gap in the system by working together with technical training institutions and the manufacturing industries in ensuring that skills' training is demand driven (Tukundane, 2015).

Training for high-quality skills requires appropriate training equipment and tools, adequate supply of training materials, and practice by the learners. Other requirements include relevant textbooks and training manuals, qualified instructors with experience in enterprises, and participation of industry practitioners in training delivery (Onyemaechi et al., 2014). Assuring the employability of trainees begins with effective guidance and counselling of potential learners in the choice of training programmes in relation to their aptitude, academic background, career ambitions, as well as current or future job openings. The notion of employability presupposes that the skills needs of the labour market should drive training provision. There is therefore the need for dynamic labour market information systems which track current and future skills needs in the economy (Sang, et al., 2012).

Technical and vocational education and training by itself does not automatically result in economic growth or provision of jobs or eradication of poverty. Rather, TVET requires an economic policy environment that promotes the creation and growth of enterprises and stimulation of the economy. When businesses grow or expand, demands for new or additional technical and vocational skills emerge, new training opportunities arise, and additional jobs are created (Musobo & Gaga, 2012). Furthermore, skills training systems are greatly enhanced by a strong management and leadership capacity to drive the entire system. TVET system managers with multiple professional and pedagogical skills are therefore needed within the TVET delivery chain. This must have multiple implementation structures, including the accreditation of training providers and instructors, assessment of learners, and training quality assurance (Maigida, 2014).

The skills of the workforce can be continually upgraded within the context of lifelong learning, where employees are able to sharpen or develop their skills in tandem with changes in technology at the workplace. Also, lifelong learning opportunities allow learners who have had limited access to training in the past to have a second chance to build on their skills and competences, or have their previously acquired skills certified through the mechanism of recognition of prior learning. A TVET National Qualifications Framework is the tool that helps to promote training flexibility and coherence,

lifelong learning and recognition of prior learning within the TVET system. Qualification frameworks are useful for standardizing, formalizing and certifying skills qualifications across the entire spectrum of formal and informal training. In the new paradigm of skills development, a qualifications framework is a necessity (Lee, 2010).

Financial Assistance through Public-Private Partnership

Inadequate financial and managerial capacity impedes many governments' ability to meet obligations in regard to their national educational systems. In order to make meaningful improvements in education, governments may have to consider alternative methods such as public private partnerships so as to meet their commitments to education. Establishing Public-Private partnerships with the private sector especially corporations who possess valuable financial and material resources and expertise can assist governments to expand and improve the quality of education services hence meet EFA goals (Agrawal, 2012).

Because of the crisis facing the education sector in India, the Aga Khan Foundation (AKF) in a public-private partnership with the Indian government formed the Aga Khan Education Service, India (AKES, I) with the aim of improving the quality of schools in Andhra Pradesh and Maharashtra states. The AKF and AKSE,I addressed national educational needs in India through quality enhancement programme, in government and private/community schools, including those run by AKES,I. The programme covers about 1 million students in nearly 1000 government schools. The AKES, I programmes through grantee institutions, runs school improvement programmes, and provides financial assistance, scholarship programmes and counseling services (Sovacool, (2013).

Training for Skills, Job-Creation and Linking TVET Institutions to the Workplace

Developing relevant skills and matching training with job for sustainable living is fundamental to effective TVET. This objective can be achieved if TVET know the needs the workplace requires from TVET products or graduates. These needs may include: practical capacity (capacity for skill acquisition); theoretical and technical knowledge (capacity to show knowledge of operating principles and relate to practice); creativity and entrepreneurship, social capacity, and information and communication technology (ICT) skills.

Other skills required by the workplace include communicative skills; critical thinking and problem Solving skills; team work; long learning and information management skills; entrepreneurship skills; ethics, moral and professional; and leadership skills. TVET institutions cannot successfully play this role of providing high quality manpower with advanced skills if it operates in isolation of the operating industries that require skilled workers. TVET institutions must establish collaborative linkages with these industries that require their graduates. Such linkages on a well fashioned partnership terms will guarantee quality skill and smooth transition from school to work (Jackson,

2010).In meeting, the skill needs of the teeming youths and addressing ever-increasing trend of unemployment and underemployment, government globally have been compelled to strengthen the link between institutions and workplace. This in most cases takes the form of closely involving the industry and, developing occupational standards and, work based verification and continuous assessment of trainees. The world needs a production-oriented TVET which must incorporate functional skill development and knowledge driven programmes with sufficient motivational and reward mechanism. For TVET to produce people with powerful skills and high quality innovative minds to build the world and make it a better place, some fundamental mechanisms such as TVET institution-workplace collaboration should be considered (Eraut, 2012).

Revamping TVET through PPP for Skill Development

TVET has been recognized by many countries globally for helping to develop a professionally skilled workforce vital to economic and technological development. Oviawe (2018) posited that the economic growth vital for a nation's development and combating poverty is impossible without private sector participation. Grunewald added that private enterprises play an essential role increasing jobs and income for society and individuals. Corroborating this view, (Oviawe, 2018) highlighted that repositioning and subsequently improvement of TVET targeted at development of technology and scientific innovations cannot be achieved by government alone but it has to be in collaboration or partnership with private enterprises that have the technical expertise, vocational competencies and financial capability (Oviawe, 2018).

In revamping TVET, the private sector intervention may include technology support in terms of training and retraining of staff and students, provision of capital and expertise through participation in curriculum development, networks, and access to modern production equipment, tools, machines and technical know-how. The Organization for Economic Cooperation and Development (OECD) (2013) opined that the private sector can organize workplace leaning through internships, apprenticeship, cooperative education and continuing education and training (CET) schemes. OECD added that in internship, students go to work in enterprises in their expected career with little or no compensation for a period ranging from a few weeks to several months. Internships provide real world experiences to those who need to explore or gain the relevant knowledge and skills required to enter into a particular career (Ngang, 2015).

Importance of Technical Education

The marginalization, pace and direction of industrial development goals and objectives technologies innovation and adoption as well as economic advancement largely depends on quality, quantity and flexibility of human resources and how much they are employed to apply their practical knowledge and skills (GOK, 2012). Properly skilled human resources are an asset to effective management and

utilization of both resources for increased productivity. Effective management and enhanced productivity requires a well-trained and healthy human resource that is productivity employed. This is what TVET intends to do (GOK, 2012).

Technical and national education and training is noted importance for the future membership of the society and their active participation in its maintenance and development. This will lead to said reliance of an individual of an individual in late part of life. They help a person get self-employment, which contribute to individual's advancement economically and socially through individual capabilities. This leads to creativity of individuals. Thus technical subjects/courses availed to the young people the opportunity to apply knowledge and learning at the same time (Kolb, 2014). Countries that invest heavily in the development of human capital reap significant gains from better educated and healthier population who are able to sustain growth.

TVET is also noted for its importance in industrial transformation and development. In Sessional paper No. 2 of 1996 on industrial transformation and development the government did set a target of achieving reviewing industrialized country NLC status in the year 2010. It was noted that TVET was and still is essential for achieving this subject and accredited as an important pillar for facilitating industrial transformation in a country (GOK, 2012), TVET has also been acknowledged important for rural development. The greatest potential to empower rural communities lies in equipping individuals with entrepreneurship skills so that they can create local business, jobs and wealth and this notwithstanding are adequately equipped for self-employment in rural community than many graduates from academic programs. But the skills imparted should be those that qualify an individual effort in terms of skill acquisition to be flexible to the world of work therefore there is need to re-engineer the institutional factors to enable one get a ready employment (Tukundane, 2015).

METHODS

Research Design

Descriptive research design was adopted in this study. The descriptive research purpose was determining and reporting events are and was appropriate for this study since the study aims at collecting widespread data via descriptions that are significant in identification of the variables.

Target Population

According to (Lewis, 2015), target population is the members of a real or hypothetical set of people, events or objects the researcher wishes to generalize the results of the research. The study targeted a population of 882 students and staff of TVETs in Nairobi County.

Sample Size and Sampling Technique

Sampling is a thoughtful selection of items or population elements from which deduction about the

whole population is made. The sample size is a part of the population which is taken as representative of the whole population. The study used stratified random sampling to select a sample of 268 respondents who received the questionnaires.

Data Collection Instrument

Self-administered questionnaires and interview guides were used for collection of primary data. The questionnaire contains both closed and open ended questions. The use of open-ended questions were for encouraging the respondents to give information of great depth since there are no restrictions and the closed ended questions allows the participants to reply within stated limited choices.

Data Collection Procedure

University introduction letter was obtained by the researcher from the university for presenting to the participants so as to participate in the study and give the required data. The questionnaire was administered using the drop and pick later method in order to allow the respondents have enough time for responding adequately to the questions. Training of the research assistants was done on skills of interviewing including rapport development, for convincing participants to give information which is relevant as well as clarifications seeking whenever necessary. Appointment with staff and students were booked by research assistants 2 days prior to questionnaires administration. The questionnaires were administered by the research assistants to the participants. This assisted the researcher in establishing rapport, explaining the study aim as well as the items meaning which aren't clear as noted by (Creswell & Creswell, 2017).

Data Analysis and Presentation

SPSS Version 25.0 was used for data analysis. Every questionnaires received was referenced and coding for the questionnaire items was done for easy entry of the data. After cleaning of the data which included entry error checking, estimation of every quantitative data was done by use of descriptive statistics such as frequencies, percentages, mean score and standard deviation and presentation of the findings was in form of graphs and tables. The study used descriptive statistics since it enabled the researcher describe meaningfully the scores or measurements distribution by use of a few indices. Conceptual content analysis was used in the analysis of the qualitative data from the open-ended questions. As per Gorard (2013) recommendations on the qualitative data analysis, collected data was prearranged, sorted out, coded and analysed thematically searching for meaning, interpreting and drawing concepts based deductions. Regression analysis was done for inferential statistics. Multiple regressions was used by the study for analysing the collected data. The regression model was as follows:

$$Y = \boldsymbol{\beta_0} + \boldsymbol{\beta_1} X_1 + \boldsymbol{\beta_2} X_2 + \varepsilon$$

Where:

Y = Revamping Technical Vocational Education and Training in Kenya
β_0 = Constant Term; β_1, and β_2 = Beta coefficients
X_1 = Employment opportunities
X_2 = Financial assistance
ε = Error term

FINDINGS

Response Rate

This study targeted 268 respondents comprising of staff and students from the TVETs in Nairobi County. A total of 234 questionnaires were returned duly filled. This was represented by 87.3%. (Awino, 2011) posits that a response rate of above 65 percent is acceptable for such studies. High response rates yield results that can be better inferred to a population.

Table 1: Response Rate

Response Rate	Frequency	Percent
Response	234	87.3
Non-Response	34	12.7
Total	**268**	**100.0**

Reliability Analysis

Reliability is a measure of the degree to which instruments yield consistent results or data after repeated trials. The Cronbach's alphas from the extracted factors are shown in Table 2, along with their labels and number of items.

Table 2: Reliability Analysis

	Reliability Cronbach's Alpha
Employment opportunities	0.741
Financial assistance	0.802

All alphas were above 0.70, relatively a high reliability in each construct. The factors are all reflective because their indicators are highly correlated and are largely interchangeable. As shown in the table, employment opportunities had 0.741 and financial assistance had 0.802.

Multiple Regression

A multiple regression analysis was conducted to investigate the joint causal relationship between the independent variables and dependent variable (revamping Technical Vocational Education and Training in Kenya). This is represented by the overall model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.906	0.821	0.819	1.001

a. Predictors: (Constant), Employment opportunities, financial assistance)

The coefficient of determination R square and correlation coefficient (r) shows the degree of association between the independent variables (Employment opportunities, financial assistance) and revamping Technical Vocational Education and Training in Kenya. The results of the multiple regression indicate R2= 0.821 and R= 0.906 as shown in Table 3. This is an indication that there is a strong relationship between independent variables and the dependent variable (revamping Technical Vocational Education and Training in Kenya). From the model summary Table 3 adjusted R2 was 0.819; this indicates that employee training practices explain 81.9% of variations in revamping Technical Vocational Education and Training in Kenya.

Table 4: ANOVA Results

Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Regression	1066.041	2	533.021	529.764	0.000
Residual	232.42	231	1.006		
Total	**1298.461**	**233**			

a. Dependent Variable: Revamping Technical Vocational Education and Training in Kenya
b. Predictors: (Constant), Employment opportunities, financial assistance

The overall model significance was presented in Table 4. An F statistic of 529.764 indicated that the overall model was significant as it was larger than the critical F value of 3.88 with at the P=0.05 level of significance. The findings imply that public-private partnerships were statistically significant in explaining Revamping Technical Vocational Education and Training in Kenya.

Table 5: Regression Coefficients

Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	3.792	1.655		2.291	0.023
Financial assistance	0.849	0.336	0.513	2.527	0.012
Employment opportunities	0.701	0.323	0.378	2.170	0.031

a. Dependent Variable: Revamping Technical Vocational Education and Training in Kenya

After the analysis the model arrived at was as follows;

Y = 3.792+ 0.849X1+ 0.701X4

Revamping Technical Vocational Education and Training in Kenya = 3.792+ 0.849Financial assistance + 0.701Employment opportunities

Regression results in table 5 indicated that if all factors were held at zero, Revamping Technical Vocational Education and Training in Kenya was 3.792. The results reveal that the relationship

between Financial assistance and Revamping Technical Vocational Education and Training in Kenya was positive and significant as the p-value= 0.012 which was less than 0.05. Also, all other independent variables at zero, a unit increase in the financial assistance would lead to 0.849 increase in Revamping Technical Vocational Education and Training in Kenya.The results further indicated that the relationship between Revamping Technical Vocational Education and Training in Kenya and Employment opportunities was positive and significant p value= 0.031<0.05. This implies that an increase in Employment opportunities by 1 unit leads to an increase in Revamping Technical Vocational Education and Training in Kenya by 0.701 units.The study therefore reveals that all the variables were significant at 95% confidence level as their p-value was less than 0.05. The study also deduces that financial assistance had the most influence on the revamping and Employment opportunities had the least influence on Revamping Technical Vocational Education and Training in Kenya.

Challenges to Implementations of Public-Private Partnerships

One of the major challenges facing Technical Vocational Education and Training (TVET) especially in public training institutions in Kenya is the provision of adequate and relevant technical skills that are responsive to the labour market (Awino, 2011). TVET has majorly been supply-driven and has not always been in tune with the needs of the labour market. This tends to create a skills mismatch between what the training institutions provide and what industry requires. Many of the current TVET programmes are insufficiently responsive to the labour market needs. Some of the obstacles to more effective and responsive programmes include weak work-based learning and limited artisan programmes, an inadequate framework to coordinate TVET linkages with labour market actors, and poor data on TVET industry partnerships and their impact (Andayi, 2012).

In addition, many observers contend that different individual skills sets are needed in present working environments. A more complete skills mix incorporates many generic skills such as the ability to think logically, to plan precisely, to anticipate difficulties and to be innovative and creative so as to develop and update the necessary capacities and skills that individuals need to enable them to be productively employed for their personal fulfillment and the common wellbeing (Field, 2014). This skill mix in turn forms an essential component of a sustainable institutional and economic environment in which public and private enterprises enable growth, the generation of greater employment and income opportunities for all citizens, and whereby societies achieve their goals of economic development, good living standards and social progress. Consequently, there is a demand for a more skilled labour force, with more autonomous, adaptable and multi-functional workers. But questions remain regarding the appropriate incentives that can be established to encourage training providers to organize training around this enhanced labour market and societal orientation (Field, 2014). Lack of employer incentives has discouraged industry participation. The government has not provided sufficient financial incentives and reward programs to encourage enterprises to partner with

TVET.

Strategies for Public-Private Partnership and Linkages

TVET plays a key role of as an effective means of empowering society to engage in productive and sustainable livelihoods. Suitable strategies are therefore needed to transform TVET to be responsive to the needs of the 21st Century workplace and business environment. (Ferej, 2012) stated that the government of Kenya has formulated various policies on TVET backed by strategies that revolve around, among others, promotion of partnerships among TVET stakeholders, provision of incentives to promote creativity and innovations, capacity building of staff, equity in access and promotion of relevant skills development that meet the needs of the market. He further states that past experience has shown that the government has come up with well-designed strategies for development but lack of political good will and viable implementation roadmaps has been the main set back. It is therefore important that government provides viable roadmaps and political goodwill necessary for implementation of policies related to TVET and industry partnerships.

CONCLUSIONS AND RECOMMENDATIONS

The study concluded that Public-Private Partnerships positively and significantly revamps Technical Vocational Education and Training in Kenya. Investing in TVET is investing in national socio-economic development. TVET holds the key to technological progress, rapid industrialization, wealth creation and poverty reduction. TVET aimed at competency-based training has tremendous potential for training for industry (Manyonge, 2015). African governments should therefore allocate adequate resources for modernizing teaching and learning facilities in TVET institutions, as well as the training and continuous professional development of TVET teachers. Tax policies or taxation regimes which can incentivize industry to support skills development – such as tax rebates for companies providing experiential learning internships to learners, or training equipment support to TVET institutions – should be encouraged. Finally, governments should actively encourage the domestic production of goods and services, along with value-addition to primary commodities, in favor of overseeing an economy that is dominated by the importation and selling of foreign products on the domestic market. TVET plays its role as a catalyst for socio-economic development more effectively when local manufacturing enterprises become more vibrant.

TVET is essential because it creates job for sustainable living and provides training that individuals require to catch up with the dynamic and ever-changing living standard in a fast growing technological world. TVET is a training that any nation requires to foster its socio-economic development. The UNESCO and ILO intervention with relevant recommendations has in recent times compelled thorough-going reforms globally towards revamping TVET for sustainable skill development. What countries need mostly is how to successfully enforce implementation of their policy initiatives to make TVET effective through skill development towards reducing

unemployment. This requires revamping TVET through PPP, making huge investment, showing repeated commitment to the cause of TVET and for TVET to gain proper public image. Based on the findings, the paper recommends the following:

i. The Kenya government should develop a public-private partnership policy framework especially in education to guide corporate/business organizations‟ involvement in public secondary school education in the country. Such regulatory framework should provide incentives for business, such as tax breaks for business involvement in partnerships as well as facilitating legislation for business involvement in the domain of public education.
ii. The government should play a meaningful role in organizing partnerships by holding conferences for education stakeholders, including corporations and NGOs. Such conferences and/or workshops can introduce and network partners interested in establishing new educational partnerships. Such forums will also raise awareness both on the importance of education and on the importance of collaboration in order to achieve EFA.
iii. The government should also form a portal providing information on partnerships as well as partners themselves. The portal could hence serve as an interactive contact forum for possible future partners by providing a database with background information and contact information of corporations.
iv. TVET private sector partnership should be encouraged, so as to ensure effective development training programme necessary for acquisition of new technologies by TVET recipients towards causing a home-grown industrial revolution like other developed nations. The sharing of tools and equipment between TVET institutions and industries will help the students keep abreast the changes taking place in the world of work.
v. There should be period staff and student exchange programme between TVET institutions and the workplace to equip students and staff with the practical skills while the workplace benefit from the theoretical knowledge of the staff and students of TVET.
vi. TVET private sector partnership should be encouraged in order to address the rising rate and poverty among youths in Africa. There should be collaboration between TVET institutions and the workplace during curriculum development to address the needs of the industries.

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