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# SUCCESS

Sustainable cooperation of VET providers and  
enterprise for improving graduates' employability

## Workshop Report: Engagement with Enterprises; Kenya

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### Introduction

This report summarizes the workshops conducted with local enterprises as part of our initiative to enhance collaboration between Technical and Vocational Education and Training (TVET) institutions and industry partners. The workshops aimed to present the VET–Enterprise Cooperation Framework and gather feedback from participating enterprises on its applicability and relevance.

The enterprises that honored our invitation include; Muranga County government, Kenya Power and Lighting Company (KPLC), Demka Dairy, Infolaunch Africa Limited, and Muranga Water and Sanitation Company (MUWASCO).

### Workshop Details

- **First Workshop:** December 18, 2025
  - **Participants:** 8
- **Second Workshop:** January 16, 2026
  - **Participants:** 7
- **Venue:** SAMAR Leisure Garden Resort, Maragua

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## Agenda

- Presentation of the VET–Enterprise Cooperation Framework
- Discussion and feedback collection from participants

## Feedback Summary

### A. General Questions

#### Realism of the Cooperation Model

Participants indicated that the cooperation model is realistic for their businesses, emphasizing its focus on hands-on training and skill alignment. They appreciated that TVET institutions could customize courses to meet labor market needs, ensuring graduates are job-ready with minimal additional training.

#### Benefits and Barriers

- **Benefits:**
  - Encourages participation and ownership among stakeholders
  - Facilitates risk-sharing and availability of job-ready graduates
  - Improves quality control and bridges the skills gap, ensuring industry relevance through collaboration.
- **Barriers:**
  - Coordination challenges and differing goals between TVET institutions and enterprises
  - Sustainability issues due to the need for ongoing commitment
  - Resource mismatches and the negative perception of technical education as a last option for weaker students

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- Conflicts of interest in management, inadequate funding, infrastructure, and ineffective communication.

## **B. Joint Curriculum Development**

### **Willingness to Define Skills**

- Participants expressed a willingness to assist in defining both technical and transversal skills, such as problem-solving and teamwork. They emphasized the importance of sharing ideas and responsibilities for achieving common goals.

### **Involvement Mechanisms**

- Participants suggested annual review committees and regular meetings as effective ways to involve enterprises in curriculum development.

### **Expert Involvement in Lectures**

- While some participants were open to delivering lectures or workshops, they highlighted that not all experts possess a passion for teaching. Compensation in the form of stipends or allowances was recommended for those willing to participate.

## **C. Internships & Apprenticeships**

### **Conditions for Hosting Students**

- Enterprises indicated their readiness to host students for internships lasting 3-6 months, provided students abide by company rules.

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## Dual Training Model Feasibility

- Participants acknowledged the potential for a dual training model but noted that successful implementation would require clear planning.

## Expectations from Interns

- Enterprises expect interns to be cooperative, innovative, and self-driven, reflecting the traits of future employees.

## D. Resource Sharing

### Facility Access for Students

Participants expressed a strong willingness to allow students access to their equipment and labs under supervision. This access is crucial for providing students with practical, hands-on experience that aligns with the theoretical knowledge they gain in the classroom. Enterprises recognized that such experiences not only enhance students' technical skills but also prepare them for real-world challenges in their respective industries. They emphasized the importance of clear guidelines and supervision to ensure safety and effective learning outcomes during these practical sessions.

Moreover, enterprises indicated that this arrangement could facilitate mutual understanding between students and industry practices, fostering a culture of collaboration and respect for workplace protocols. By engaging with students directly, enterprises can also scout potential talent for future employment opportunities.

### Staff Training Support

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In addition to student training, enterprises offered their facilities as venues for staff training when these spaces are not in use. This presents an opportunity for TVET institutions to harness industry resources to enhance the skill sets of their trainers, ensuring they are well-versed in the latest technologies and practices relevant to the labor market.

However, participants highlighted the necessity for significant coordination to facilitate this resource-sharing arrangement. This includes scheduling, maintenance of equipment, and ensuring that safety protocols are consistently followed. Enterprises stressed that successful implementation of this initiative would require a clear communication framework between TVET institutions and industry partners to maximize the utilization of resources effectively.

## **E. Career Office**

### **Support from Career Office**

Participants underscored the critical role a Career Office could play in bridging the gap between education and employment. They noted that a well-functioning Career Office would be instrumental in supporting the recruitment and placement of graduates and interns, significantly enhancing their employability. The office could serve as a centralized hub for connecting students with potential employers, facilitating internships, and providing career guidance tailored to the local job market.

Furthermore, the Career Office could conduct labor market assessments to keep track of industry trends, thereby ensuring that the training provided aligns with current and future workforce needs. This proactive approach would not only benefit graduates but also assist enterprises in identifying candidates who are well-prepared and capable of contributing to their operations.

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## **Interest in Events**

Enterprises expressed keen interest in participating in Career Office events, such as job fairs, company presentations, and networking sessions. These events would provide a platform for businesses to showcase their operations and job opportunities, while also allowing students to engage directly with industry representatives. Participants recognized that such interactions could enhance visibility and foster relationships between students and potential employers.

Additionally, enterprises suggested that these events could be tailored to include workshops on resume writing, interview preparation, and industry-specific skills, further equipping students for successful transitions into the workforce. By actively engaging in these initiatives, enterprises can also contribute to shaping the professional landscape, ensuring that graduates are well-prepared to meet the demands of their respective industries.

## **F. Sustainability & Commitment**

### **Motivation for Long-Term Partnership**

While many participants articulated that non-financial incentives would be crucial motivators for establishing and maintaining long-term partnerships with TVET institutions, there were dissenting voices among the group. Some participants expressed skepticism about the effectiveness of non-financial incentives alone in motivating enterprises. They argued that financial incentives, such as subsidies, tax relief, or direct funding for training programs, should take center stage in fostering these partnerships. These participants emphasized that financial support could significantly alleviate the resource burdens that enterprises face when engaging with educational institutions. They posited that without tangible financial benefits, the commitment to collaboration may wane over time, particularly in an environment where enterprises are often grappling with tight budgets and competition for resources.

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Participants who favored non-financial incentives highlighted the importance of recognition of their contributions to vocational training and workforce development as a significant motivating factor. They believe that such acknowledgment not only enhances their corporate image but also demonstrates their commitment to social responsibility.

Moreover, improved workforce quality was cited as a vital incentive. By collaborating closely with TVET institutions, enterprises can help shape training programs that produce graduates who are equipped with the necessary skills and knowledge, ultimately leading to higher productivity and innovation within their organizations. This symbiotic relationship between industry and education fosters a sustainable ecosystem that benefits both parties, ensuring that the training provided is relevant and aligned with market demands.

## **Conclusion**

The workshops provided valuable insights into the expectations and concerns of enterprises regarding the VET–Enterprise Cooperation Framework. The feedback received will inform the ongoing development of collaborative initiatives aimed at enhancing vocational training alignment with local industry needs. By addressing the highlighted areas of resource sharing, career support, and sustainability, we can create a robust framework that not only prepares graduates for the workforce but also strengthens the partnership between TVET institutions and enterprises, paving the way for a more skilled and employable workforce in Kenya.

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