

## The Policy shift: Dual System of Training and its Role in Transforming Vocational Education in Kenya

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Accepted: 22 January 2026 || Published: 20 February 2026

### Abstract

The Dual system of training is a model that combines theoretical and practical training, delivered both at the training institution and in industry. The model involves apprentices learning a certain part of their course in the industry, where they are exposed to hands-on experience, and the other in the training institution, where the theoretical part of the course is covered. This paper examines the power of the dual system of TVET training in transforming vocational skills training in Kenya. It examines the principles, benefits, and challenges of the dual training system in preparing individuals for the workforce. The paper was a desktop review that conducted a systematic analysis of relevant literature. Descriptive qualitative insights from key informants complemented the review. This unique training approach allows trainees to acquire skills quickly as they put what they have learnt into practice. The paper was guided by two objectives: to establish the benefits of the dual training system and the challenges faced in its implementation. This study is significant as it informs Technical and Vocational institutions of the value of Dual TVET training in preparing trainees with skills and competencies ready for the world of work. This is in the context of the realization that the Government of Kenya has recently enacted the Dual training policy to guide practice in Kenya.

**Keywords:** *Dual system of training, apprentices, industry, skills acquisition*

**How to Cite:** Guantai, H. K., & Kariuki, S. I. (2026). The Policy shift: Dual System of Training and its Role in Transforming Vocational Education in Kenya. *Journal of Education*, 6(1), 21-32.

### 1. Introduction

The Dual system of training that encompasses training in a company and in a vocational training institution is practiced in many counties globally. This is due to the anticipated gains the model anticipates from eradicating youth unemployment and creating new job opportunities. The Dual TVET (Technical and Vocational Education and Training) in Kenya integrates theoretical classroom instruction with practical workplace training to equip trainees with industry-specific skills. It was initiated in 2019 by the Ministry of Education and supported by the German Government as a sure way to address youth unemployment, with a view to fostering their empowerment. This new mode of training has found its way into the Kenyan training context, especially in the technical and vocational sectors, which are perceived as the rock bands in bridging the skill gap between industry and training.

According to Igarashi, Takiko, and Acosta, Pablo (2018), effective dual education programs entail utilizing a combination of classroom instruction and practical skill training. It presents

an approach to developing a skilled workforce aligned with labour market demands. Dual system of training at times takes the form of apprenticeship training as described by ILO (2004 and 2020) as a ‘systematic long-term training for a recognized occupation taking place substantially within an undertaking or under an independent craftsman that should be governed by a written contract of apprenticeship and be subject to established standards. Quality Apprenticeships is therefore a form of vocational training, which enables trainees to acquire the knowledge, skills, and competencies required to undertake specific tasks in the workplace.

Dual TVET training approach bridges the gap between education and the labor market by offering both theoretical knowledge and practical experience. This consequently increases the chances of skills acquisition, fostering employability among the youth. Once the system is embraced by all the technical vocational institutions in Kenya, it will assist in actualizing the government's efforts of creating decent work among all the youths in the country, hence enhancing their prosperity.

Globally, the Dual Training System (DTS) has been institutionalized in the Philippines and modeled in Vietnam, reflecting its robustness. For example, the 1994 DTS Act in the Philippines and the 2014 Cost-Benefit Study (CBS), in collaboration with Germany's Federal Institute for Vocational Education and Training (BIBB) and the Philippine Chamber of Commerce and Industry (PCCI), comprehensively categorized training costs. This framework, drawing on best practices worldwide, offers critical insights for accurately calculating apprenticeship training costs across sectors, with a view to highlighting the significant benefits of this training model. It was evident that the benefits of the dual training were significant enough to transform the lives of trainees and to give companies a competitive advantage.

It is important to note that countries that have reduced youth unemployment have embraced this training model, which is instrumental in fostering skills acquisition among TVET graduates. These graduates have formed a critical mass that has taken part in economic transformations of their respective countries owing to the skills acquired. There is evidence of increased government budgetary allocation to the TVET sectors, just to show the significance in terms of priority in government funding. This is especially evident in Kenya.

In France, the Dual system of training gained popularity in the 1990s with the onset of Information technology. During the training in France, the same amount of time is spent in practical training and theory, with the following possible systems: 2.5 days in a company, 2.5 days at school, one week in a company, one week at school, six months in a company, and six months at school. This is meant to ensure that trainees get to practice what they have indeed learnt in the training institutions. French companies must provide a tutor or other person responsible for the students, or a human resources officer to deal with them. Their duties may involve daily tutoring and/or targeted training. French apprentices on the dual education course are paid a certain percentage of the minimum wage for the job they are learning, and that serves to motivate them in their day-to-day activities.

In South Korea, the government introduced this system to address the country's long-standing unemployment problem. The government of Korea has supported the implementation of vocational educational training, which has seen the graduates take a center stage in revamping the economy since they possess the requisite skills needed for the country's growth

In Germany, the dual education system formally emerged after the passage of the Vocational Training Act of 1969. A description of its functioning and value is given in Pritchard (1992). It was significantly enhanced by reforms in 2005. Historically, vocational training was organized by guilds through apprenticeships, as their members sought to ensure a talented labor

pool to sustain their respective industries. The Vocational Training Act codified and standardized this system across Germany, serving as the foundation on which the state, the private sector, and trade unions could effectively coordinate to deliver the dual system in modern Germany. This high level of coordination allowed for the development of public education programs and firm-specific apprenticeships that are complementary and mutually reinforcing. As one part of the dual education course, students are trained in a company for three to five days a week. The company is responsible for ensuring that students get the standard quantity and quality of training set down in the training descriptions for each trade.

In Germany, this practical training may be complemented by additional practical lessons at workshops run by the guilds and the chamber of commerce to compensate for the bias introduced by training at only one company. These extra courses usually take three or four weeks a year. The time spent at vocational school is approximately 60 days a year, in blocks of one or two weeks each, spread out over the year. It is important to note that Germany, through GIZ, is instrumental in rolling out the Dual training system in Kenya.

In Kenya, the dual system of training was introduced by the German government through a project to promote youth unemployment and vocational training. This was amidst the realization that Kenya is one of the fastest-growing economies in East Africa. This notwithstanding, the challenge of ever-rising youth unemployment has remained a major obstacle the Kenyan government has had to grapple with more often than not. In Kenya, again, there has been low uptake of technical and vocational training among the youth, despite these training centers being the much-needed solution to addressing skill gaps in the world of work. Consequently, the implication for low uptake is insufficient graduates with the requisite skills to steer the country to productivity.

The Kenyan Government is now undertaking reforms in the vocational training system. It has developed intervention strategies to improve access to training, as well as its quality and relevance. Private sector input could make vocational training less theoretical and more needs-based. However, there aren't many examples of how the private sector can be involved in vocational training. One solution could be dual training, in which trainees receive training in both industry and training and vocational centers.

Kenya's adoption of the dual training system in Technical and Vocational Education and Training (TVET) is a strategic move toward bridging the gap between education and industry demands. As Dr. Esther Thaara Muoria, Principal Secretary in the State Department for TVET, emphasized during the launch of the Kisumu National Polytechnic Strategic Plan in June 2023, "Companies tell us the skills they want to be trained for at TVET centers. Hence, 70% of the coursework for the trainees is based in these industries, offering them an opportunity to also learn the company's culture." This model not only equips learners with practical, hands-on experience but also fosters a deeper understanding of workplace dynamics, enhancing their employability and adaptability. By embedding industry-driven training into the curriculum, Kenya can produce all-rounded graduates who are better prepared to meet the evolving needs of the labor market.

Kenya's evolving approach to Technical and Vocational Education and Training (TVET) reflects a strategic shift toward industry-responsive learning, with the dual training system emerging as a cornerstone for effective skills acquisition. This model integrates classroom instruction with practical, on-the-job experience, ensuring that learners are not only theoretically competent but also workplace-ready. This alignment between institutional

training and industry expectations fosters the development of all-rounded graduates who can seamlessly transition into the labor market.

Further reinforcing this perspective, Education Cabinet Secretary Ezekiel Machogu emphasized in March 2024 that “we want to provide our youth with apprenticeships and internships in the industries so that they can acquire skills, have the opportunity to be exposed to actual work conditions, and get hands-on experience and guidance from the already qualified professionals.” Such statements underscore the government’s commitment to embedding experiential learning within the TVET framework. Additionally, the 2025 Dual TVET Guidebook describes the system as “a training methodology that combines theoretical and practical training... anchored on the Competency-Based Education and Training (CBET) approach,” highlighting its foundational role in addressing the skills mismatch in Kenya’s labor market. Collectively, these insights justify the adoption and expansion of dual training in Kenya as a pathway to producing technically skilled, adaptable, and employable graduates.

Kenya is attempting to eradicate youth unemployment by improving its vocational training system. The GIZ Approach commenced by supporting seven national training institutions in upgrading to centers of excellence and piloting a dual (cooperative) vocational training model. Training centers developed their Dual curricula for selected trades in collaboration with industry experts. So far, the GIZ has supported the development of the following curricula.

**Table 1: Courses and Dual Curricula**

Institution	Course Program
Nairobi TTI	Automotive Mechatronics level 6
Thika TTI	Automotive Bodybuilding Level 6
Kiambu Institute of Science and Technology (KIST)	Industrial Mechatronics level 6
Bumbe TTI	Automotive Technician level 5
Kitale National Polytechnic	Agricultural Machinery Mechatronics level 5
Ramogi Institute of Advanced Technology (RIAT)	Refrigeration and Air Conditioning Level 6
Ekerubo Gietai TTI	Plant Technician level 5

The implication is that GIZ has a strategic focus on expanding cooperative vocational training in Kenya by investing in curricula that directly address industry needs.

### 1.1 Problem statement

The issue of graduate unemployment has become a common occurrence in many developing countries, where training has focused on theory rather than a practical approach. Traditionally, training in technical and vocational institutions has occurred within these institutions, and trainees were never exposed to the world of work. This resulted in trainees with a skill gap, and they could not put those skills to use. However, with the introduction of Dual TVET training, students have benefited from interacting with industry while still in training. This provides trainees with the much-needed orientation to enter the world of work. The major concern of this paper was to explain the usefulness of Dual training in fostering vocational skills acquisition, which has remained a mirage in many countries.

## 1.2 Research Objectives

The paper was guided by the following objectives

- i. To establish the benefits of the dual system of training among trainees, companies and training institutions
- ii. To determine the challenges encountered in the implementation of dual training
- iii. To propose strategies for uptake of Dual training as a preferred model of training in Kenya

## 2. Literature Review

### 2.1 Dual System of Training Principles

One of the major principles of Dual training is the Combination of Theory and practice. This means integrating theoretical instruction provided in educational institutions with practical, experiential learning through workplace-based training. The integration process enhances competence acquisition by exposing trainees to the world of work through real job engagement. This new approach is instrumental in helping trainees experience the world of work while still in training.

The dual system of training provides structured, hands-on training in actual workplaces. Trainees master skills under the guidance and supervision of skilled professionals or mentors, acquiring practical skills, industry-specific knowledge, and professional competencies relevant to their chosen field. The implication in this context is that trainees can interact with experts and skilled professionals, thereby learning from best practices.

**Structured Curriculum and Standards:** The dual system maintains a structured curriculum aligned with industry standards and occupational requirements. Educational institutions collaborate closely with industry partners to develop training programs that meet current and emerging workforce needs. This ensures that learners receive comprehensive training that prepares them for entry into the labor market. Industry involvement in the curriculum is a significant milestone in Dual TVET training, as it ensures that the curriculum addresses the gaps they experience when trainees are released to work with them.

**Active Involvement of Employers:** Employers play a central role in the dual system by providing apprentices with training opportunities, resources, and mentorship. They contribute to the design and delivery of training programs, provide workplace-based learning experiences, and assess apprentices' performance and progress. This partnership between education providers and employers ensures that training remains relevant, responsive to industry demands, and reflective of workplace realities.

**Dual Certification and Recognition:** Successful completion of a dual training program leads to the attainment of both academic credentials and recognized vocational qualifications or certifications. Learners receive a formal education certificate from the educational institution and a vocational qualification endorsed by industry or professional bodies. This dual certification enhances learners' employability, facilitates career advancement, and fosters recognition of their skills and competencies in the labor market. In addition, this also increases their competitiveness in the world of work.

**Lifelong Learning and Career Development:** The dual system promotes a culture of lifelong learning and continuous skill development. It equips learners not only with job-specific skills but also with transferable competencies such as problem-solving, teamwork, and communication. By fostering a strong foundation of skills and knowledge, the dual system

enables individuals to adapt to evolving job requirements, pursue further education and training opportunities, and advance their careers over time.

## 2.2 Benefits of dual system Training

The Dual system of training is beneficial to trainees, as they become part of the company's employees from the beginning and receive tasks aligned with their growing abilities, which, according to Sensei Institute of Technology (2024), helps them strive to master job competencies. If a company is willing to enter into an employment contract with the trainee after their dual training, the company gains an employee who understands the company's workflow and culture, reducing onboarding costs and improving retention (Ministry of Education, Kenya, 2023). Trainees can also benefit from the knowledge of both hard and soft skills of more experienced co-workers, which enhances their employability and adaptability in dynamic labor markets as stipulated in the Dual TVET Guidebook, 2023.

The trainee develops in actual job conditions, allowing them to assess early whether they are able or willing to pursue the occupation, rather than discovering this only after exams, which saves a lot of time in their career (Sensei Institute of Technology, 2024). Furthermore, the trainee earns money from the beginning, which motivates them to be more productive and committed to the organization they are working for, thereby establishing a sense of belonging early (Dual TVET Guidebook, 2023).

Trainees in dual education systems receive high-quality vocational training and education, making them adequately prepared to enter the job market at a young age. Firms that participate in their training are more willing to hire them upon graduation, ensuring workforce stability and reducing recruitment costs since they have already invested in the skills of potential hires (Ministry of Education, Kenya, 2023; TVET@Asia, 2019). This model has been a major contributor to the economic success of Germany's world-renowned firms, where a highly skilled workforce directly improves production and service delivery (Adult Education Quest, 2025). Consequently, the adoption of this model of training in Kenya offers hope to the trainees who are confident of being absorbed quickly into their respective jobs

The Dual training also provides practical experience, enabling trainees to gain hands-on experience that strengthens their understanding of theoretical concepts and makes them more proficient at handling real-world situations (Sensei Institute of Technology, 2024). This helps companies reap benefits immediately, as trainees begin contributing productively upon being hired (Mbeere North TVC, 2024).

More critical to note is that employment opportunities are enhanced for trainees, as their practical skills and workplace experiences enhance their job prospects and value to employers (Dual TVET Guidebook, 2023; AHK Kenya, 2024).

The Dual system of training provides opportunities for skill development, as trainees acquire a comprehensive skill set including technical, problem-solving, and interpersonal skills, making them well-rounded professionals (Sensei Institute of Technology, 2024). Consequently, this encourages their easy acceptance among employers seeking to hire (Dual TVET Guidebook, 2023).

The fact that trainees are learning directly from industry also helps them gain industry relevance, as they are exposed to the latest practices and technologies, ensuring their skills remain up-to-date and aligned with current market needs (Ministry of Education, Kenya, 2023).

Trainees can also build professional networks during their practical training, which can be valuable for future career opportunities and mentorship (Sensei Institute of Technology, 2024). In addition, there is a smooth transition to the workforce from education to employment, as trainees are already familiar with workplace environments, thereby reducing induction costs for employers (Dual TVET Guidebook, 2023; Ministry of Education, Kenya, 2023).

Finally, Dual TVET training offers recognized certifications, which enhance trainees' credentials and credibility in the job market, boosting their employability and long-term career prospects (Kenya School of TVET, 2024; AHK Kenya, 2024).

A trainee in one of the leading TVET institutions in Kenya had the following perspective to give in relation to the usefulness of dual training in supporting skills acquisition among TVET trainees

*Before joining the dual training program, I had only theoretical knowledge of electrical installation. But once I started my placement at a local construction firm, everything changed. I learned about on-site wiring issues. The experience gave me confidence and helped me understand how classroom concepts apply in the real world."*

### **2.3 Benefits of Dual training to the companies**

The dual training system offers immense benefits for companies, enabling them to acquire a skilled workforce by engaging trainees to meet their specific needs and standards, creating a workforce that understands their operations (AHK Kenya, 2024). This supports companies in saving costs and ensuring optimal employee utilization (Dual TVET Guidebook, 2023).

By training potential employees, companies can reduce the time and cost associated with recruiting and onboarding new staff, since these candidates are already familiar with their skills and competencies (Ministry of Education, Kenya, 2023). Companies also enjoy increased productivity because trainees become productive members of the workforce more quickly than external hires, who may require additional training (TVET@Asia, 2019).

Consequently, there is low staff turnover, as employees who undergo dual training within a company exhibit higher loyalty, being more integrated into the company culture and operations (Sensei Institute of Technology, 2024).

According to AHK Kenya (2024), companies benefit from the innovation and fresh perspectives that Dual trainees bring, often drawing on emerging trends in their specific fields of practice. Hence contributing to organizational growth and adaptability. Further, there is an enhanced company image, as firms that participate in dual training programs often strengthen their reputation as good corporate citizens and attractive employers (Kenya School of TVET, 2024).

Finally, there is Cost-Effectiveness, since companies benefit from hiring already trained employees who may demand lower salaries than other employees who may demand higher salaries. By hiring Dual TVET graduates, companies significantly reduce the cost of onboarding new employees. Here is an excerpt from a company chief executive who recognized the value of dual training at a 2023 sensitization forum.

*"The dual TVET system of education can foster a strong partnership between educational institutions and industries. This collaboration is essential to ensure that the skills taught are relevant and up to date with the job market's demands. Industry experts can actively contribute to the curriculum, thereby enhancing students' employability upon graduation.*

## 2.4 Benefits of Dual Training to Training Institutions

Collaboration with industry partners ensures alignment with the job market, making training programs more attractive to students. This ensures that training institutions develop and offer relevant curricula to meet industry needs (Ministry of Education, Kenya, 2023; AHK Kenya, 2024). In an interview conducted in one of the TVET training institutions that pioneered in offering Dual training in Kenya, a trainer observed that when they compared the level of interest the Dual training programs were attracting compared to the other normal programs, it was evident that most trainees preferred the ones offered in dual mode since they directly linked them to employability.

Trainees who participate in dual training programs often achieve better employment outcomes, thereby enhancing the institution's reputation as a producer of job-ready graduates. This makes training institutions popular, as they are recognized for programs that lead to successful trainee absorption into the world of work (Sensei Institute of Technology, 2024; TVET@Asia, 2019).

Training institutions benefit from strong industry partnerships that lead to additional resources, funding, and support for educational programs (Dual TVET Guidebook, 2023). There is also practical experience integration into academic programs, enriching the learning experience and making it more comprehensive (Kenya School of TVET, 2024).

Institutions are advantaged because they can utilize industry experts in training, who serve as mentors, shaping the nature of trainees molded by this type of training. This also leads to resource sharing, such as access to advanced equipment, technology, and facilities that might otherwise be unavailable to the institution (AHK Kenya, 2024).

Successful dual training programs can enhance the institution's reputation as a leader in providing high-quality, industry-relevant education. This gives institutions a clear niche that propels them toward recognition by stakeholders seeking impactful training programs (Sensei Institute of Technology, 2024; Dual TVET Guidebook, 2023).

Training institutions benefit from collaborating with industry partners, who provide valuable feedback on the effectiveness of training programs, enabling institutions to continually improve and adapt their offerings (Dual TVET Guidebook, 2023).

Instructors and administrators gain opportunities for professional development by staying connected to industry trends and practices, ensuring their teaching remains relevant and up to date. This exposure to industry has sharpened their training skills, thereby producing better-equipped graduates (Sensei Institute of Technology, 2024).

In addition, training institutions become more connected with the local community, fostering a sense of corporate social responsibility and creating employment opportunities (Ministry of Education, Kenya, 2023).

Finally, institutions involved in dual training systems may be eligible for specific funding, grants, and subsidies to promote vocational education and training initiatives. For instance, they may be supported with funds to purchase training equipment or to pay stipends to trainees (AHK Kenya, 2024; Ministry of Education Kenya, 2023).

One of the chief principals in one of the leading TVET institutions in Kenya had the following to say about the usefulness of dual training to the training institutions while speaking at the National TVET Conference, May 2024:

*“The dual training model has transformed how we deliver vocational education. By partnering directly with industries, we’ve been able to update our curriculum to reflect current market needs and improve the relevance of our programs. Our trainees return from industrial placements with sharper skills, and our instructors gain insights into emerging technologies and practices. This feedback loop has elevated the quality of training and strengthened our reputation among employers.”*

## **2.5 Challenges to the dual system of training**

One of the critical challenges of the dual system is the limited availability of apprenticeship positions, particularly in certain industries or regions. Not all employers may be willing to participate in apprenticeship programs due to insufficient infrastructure or limited demand for skilled labor. As a result, access to workplace-based learning opportunities may be restricted, limiting the reach and scalability of the dual system (TVET@Asia, 2019; AHK Kenya, 2024).

Access to dual training programs may also be unequal, with certain groups facing barriers to participation based on socioeconomic status, educational background, gender, or geographical location. Vulnerable populations such as low-income individuals, minorities, rural communities, and persons with disabilities often encounter difficulties accessing quality apprenticeships or receiving adequate support during training (Sensei Institute of Technology, 2024; UNESCO-UNEVOC, 2022). Addressing equity issues and ensuring inclusivity in the dual system is essential to promote equal opportunities for all trainees (Ministry of Education, Kenya, 2023).

Another challenge is the mismatch between the supply of trained apprentices and the demand for skilled workers in the labor market. Rapid technological advancements and shifts in industry requirements can create mismatches between the skills acquired through training programs and those employers need (ILO, 2021; Dual TVET Guidebook, 2023). Ensuring that dual training programs remain aligned with current and emerging labor market needs requires ongoing collaboration between education providers, employers, and policymakers (AHK Kenya, 2024).

Maintaining the quality and consistency of dual training programs can be challenging, particularly where multiple stakeholders are involved. Ensuring that training providers adhere to established standards, curriculum guidelines, and assessment criteria is essential to safeguard the integrity and effectiveness of the dual system (UNESCO-UNEVOC, 2022; Dual TVET Guidebook, 2023). Quality assurance mechanisms, such as accreditation, monitoring, and evaluation, are necessary to uphold the credibility and relevance of dual training credentials (Ministry of Education, Kenya, 2023).

Dual training programs also require financial resources to cover costs associated with instruction, workplace-based learning, mentorship, equipment, and administrative support. Securing sustainable funding sources to support the implementation and expansion of dual training initiatives can be a significant challenge (ILO, 2021). Public-private partnerships, government subsidies, employer contributions, and innovative financing mechanisms may be needed to ensure the long-term financial viability of the dual system (AHK Kenya, 2024; TVET@Asia, 2019).

The dual system must further adapt to the changing nature of work and skill requirements driven by globalization, technological innovation, and economic trends. Skills demanded by employers may shift, necessitating updates to curriculum, training methods, and apprenticeship frameworks (Sensei Institute of Technology, 2024; OECD, 2020). This adaptation process can

be costly for both institutions and industries involved, requiring continuous collaboration between education providers, employers, and policymakers (ILO, 2021; AHK Kenya, 2024).

Finally, despite its potential to transform vocational education, the implementation of dual training in Kenya faces significant structural and operational challenges. According to the Dual TVET Guidebook published by the Ministry of Education in 2025, one of the primary hurdles is institutional capacity: many TVET centers lack adequate infrastructure, qualified trainers, and standardized curricula aligned with industry needs. Onboarding companies for industrial placements remains difficult, with limited slots available and inconsistent employer commitment. A pilot program conducted between February 2020 and December 2022 revealed that only a fraction of companies were willing to host trainees, citing concerns about productivity disruptions and a lack of incentives.

More critically, a 2024 analysis by Scholar Media Africa highlighted that curriculum coordination between institutions and industries is often fragmented, making it hard to ensure consistent skill development across sectors. The report also noted that students struggle to balance academic and practical responsibilities, especially when industry schedules conflict with institutional timetables. These challenges underscore the need for robust policy frameworks, industry incentives, and capacity-building initiatives to scale dual training effectively across Kenya.

### **3. Methodology**

The paper was a desktop review, enriched by a descriptive qualitative analysis of key stakeholders who have interacted with the dual training system in Kenya. A comprehensive review was conducted covering the principles of Dual training, its benefits, and the challenges encountered during Dual training. Qualitative voices from trainees, trainers, and training institutions were drawn to gain deeper perspectives on the training.

### **4. Findings**

The Dual TVET training system offers immense benefits to trainees, companies, and training institutions by fostering a synergistic relationship between theoretical education and practical application. For trainees, the advantage includes the acquisition of hands-on experience in real-world settings, which complements their theoretical knowledge. This unique way of learning not only enhances their technical skills but also boosts their employability, as they graduate with a comprehensive skill set that resonates with the industry standards. Trainees receive financial compensation for their skills, easing financial burdens and enhancing their motivation to learn and succeed.

For companies, Dual training provides a rich pipeline of well-trained employees who are already conversant with the company's operations and culture, saving on recruitment and onboarding costs. It allows industries to mold trainees according to their specific needs, ensuring a highly skilled and productive workforce.

Training institutions benefit from this system by ensuring their curriculum remains relevant and aligned with industry demands. This collaboration enhances their reputation and attracts more students, thereby increasing enrollment and funding opportunities. Institutions can leverage industry expertise and resources to enrich their students' educational experience.

Despite its numerous benefits, implementing a dual training system also comes with challenges. One major challenge is coordinating between educational institutions and companies to ensure the curriculum aligns with both academic standards and industry

requirements. This requires constant communication and collaboration, which can be difficult to maintain. There is also a mismatch in expectations as companies may focus more on immediate practical skills. At the same time, educational institutions emphasize a broader theoretical foundation, which can lead to potential conflicts in training objectives.

Finally, the logistical aspect of managing dual training programs is complex, as trainees must balance time between classroom learning and on-the-job training. This also puts a strain on students who may find it difficult to juggle the demands of both environments. Moreover, ensuring quality and consistency in training across different companies can be difficult, as not all businesses may have the same resources or commitment to the training program. Financial constraints and administrative burdens can also hinder the smooth implementation of dual training curricula, especially for smaller institutions and companies.

The future of dual training in Kenya's TVET system depends on a coordinated, multi-stakeholder approach that strengthens policy, industry collaboration, and institutional capacity. To actualize this, the government must establish clear regulatory frameworks and offer incentives to industries that host trainees. Partnerships between TVET institutions and employers should be deepened to ensure curriculum relevance and consistent skill development. Capacity-building for trainers and infrastructure upgrades are essential to support competency-based education, while digital platforms can streamline placement coordination and performance tracking. A national monitoring and evaluation system, coupled with feedback loops from trainees and employers, will help refine implementation. Public awareness campaigns and success stories can also shift perceptions of TVET, positioning dual training as a respected and strategic pathway for workforce development in Kenya.

## 5. Conclusion

In conclusion, realizing the potential of dual training within Kenya's TVET system demands bold, coordinated action from government, industry, and educational institutions. By implementing clear regulatory frameworks, fostering strategic partnerships, investing in trainer capacity and infrastructure, and leveraging digital tools alongside rigorous monitoring, Kenya can bridge the skills gap and propel human capital development. This multi-stakeholder collaboration will not only uplift TVET's status but will also cultivate a resilient, employable workforce necessary to drive Vision 2030 and beyond.

## 6. Recommendations

To ensure uptake of the Dual training model in Kenya, the paper comes up with the following recommendations;

- The Government of Kenya should establish a functional framework to Strengthen Industry-institutional Partnerships. Such frameworks should include representatives from both training and industry sectors to maintain open communication and ensure the training remains relevant and effective.
- The Kenyan government is to promote dual training by providing financial incentives and regulatory support. This could include subsidies or tax breaks for companies that participate in dual training programs, as well as grants or funding for educational institutions to develop and offer this kind of training
- Establishing a national accreditation body to oversee and standardize dual training programs to ensure quality and consistency across different sectors and regions. This

will encourage more companies and institutions to invest in and adopt dual training, thereby expanding its reach and impact.

- The collaborating industries to invest in the capacity building of the in-company trainers who are instrumental in the successful implementation of dual training programs.
- Creating a centralized platform for managing dual training programs, including scheduling, tracking progress, and facilitating communication between trainees, companies, and institutions.

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