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The Status Quo, Characteristics and Challenges of Vocational Education Development in Kenya Under the Background of International Aid[1]

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Abstract
Since independence, the political situation in Kenya has gradually stabilized and the economy has developed rapidly. With the government's increasing emphasis on education, vocational education has received unprecedented attention as an important driving force for national economic transformation. Under the influence of international environment and national economic development and industrial level, the development of vocational education in Kenya is divided into three stages: the period of professional development of secondary education in the early 60s and early 1980s; the adjustment and depression of vocational education policy in the late 1980s and 1990s. During that period and this century, the development of vocational education in Kenya has been promoted along with the Millennium Development Goals. Driven by a series of policies issued by the Kenyan government, the development of vocational education has made remarkable progress. By analyzing the professional cooperation between Kenya and international organizations and other countries, the characteristics and challenges of vocational education in Kenya are summarized.
Keywords: Vocational Education; Kenya; Characteristics ; Challenges ;International Aid

1.Introduction

Since independence, Kenya has become one of the countries with sound economic base in sub-Saharan Africa. The political environment has been stabilizing year by year and the economy has developed rapidly especially In 21st century, Kenya's gross domestic product (GDP)in 2016 was 70.6 billion U.S. dollars, and its per capital income (PCI) the same year was 1,493 U.S.A dollars, with a year-on-year growth rate of 5.8%. With the transformation of the national economy, Kenya's vocational education development and technology transfer are regarded as one of the main driving forces for industrialization, and have received significant attention from the government. Therefore, in the course of decades of development, the government has issued a series of policies and action plans related to vocational education. For example, (Session Paper NO.10) of 1965, the second issue of the "Press Release" in 1965, "Kenya 1964-1970 Senior Talent Needs and Resources", and the 1967 Teachers Service Remuneration Committee, (TSRC).(Mutua, RW, 1975)The first National Development Plan (1964-1970) was established in 1976. National Committee on Education Objectives and Policies (NCEOP), the second national development plan of 1970-1974, and the third development plan of 1974-1978 ,(Eshiwani, GS, 1990)The National Education Objectives and Policy Committee (NCEOP) was newly established in 1976 Report, the government established the National Science and Technology Commission Act in 1978, the fourth National Development Plan of 1979-1983, the 1998 National Examinations Council (KNEC), print publication and distribution established in 1980 The publishing organization of educational materials(Eshiwani, G.S., 1990),The second in-session document on 1996, Industrial Transformation and Development(Makworo, E.O., Mwangi, S.M. and Wesonga, J.N., 2013),Millennium Development Goals (MDGs) in 2000, Poverty Reduction Strategy Papers (PRSP) in 2002, Economic Recovery Strategy (ERS) in 2003, Kenya Education Sector Support Programme (KESSP), TVET Act, 2008 and Kenya vision 2030(Nyerere, J., 2009),In 2012, the government established the Technical and Vocational Education and Training Act(Macharia, A.M., 2013).At present, in order to realize vision 2030, the Kenyan government focuses on the development of infrastructure, and strives to promote the industrialization process and economic transformation. In 2015, the National Industrialization Development Plan and the Special Economic Zone Law were introduced. With the implementation of these policies, vocational and technical education has also developed significantly.

2.Kenya Technical Vocational Education And Training (TVET) Development

The general development of vocational education in Kenya was mainly divided into three stages: the period of professional development of secondary education in the early 1960s and early 1980s; the adjustment and depression of vocational education policies in the late 1980s and 1990s, and the promotion of the Millennium

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Development Goals since the turn of the century. The rise of vocational education in Kenya.

In the early 1960s, Kenya's vocational education was initially developed with the independence of Kenya and the special international community. At this time, the main driving force for the development of vocational education came from two aspects: First, the overall international community led by Western countries and major international organizations which lend a helping hand to Kenya, providing the necessary funds and technology for the development of vocational education; Second, Kenya, having just attained independent, urgently needed technical talents. Therefore, the government attached great importance to the construction of technical schools. This was reflected in the public budget expenditure. The second-level and third-level education accounted for 29% of the total budget in 1998. Therefore, at that stage, Kenya's secondary vocational education had achieved initial development, which was mainly reflected in the following aspects: First, the economic level was closely related to the development of vocational education, Kenya's economy was developing rapidly, and the average growth rate from 1964 to 1972 was 6.6%, and the average annual economic growth rate from 1973 to 1979 was also 5.2%. Secondly, vocational education was supported by the National Act. A formal vocational education bill was established in 1973. The introduction of the examination and a complete apprenticeship system, the country's further vocational education reform, through the development of corporate policies and related regulations to encourage students to fund entrepreneurship and improve skills.

Thirdly,vocational related schools had emerged,offering courses ranging from several months to two years which include construction, automotive machinery, welding and manufacturing, wiring, agriculture and so on. The number of students enrolled also increased significantly. The number of harambee students enrolled in these institutions in 1970s increased from 1,272 in 1979 to 2,068 in 1981.consequently the Mombasa Muslim Education Institute (MIOME) was upgraded to become National Institute of Technology in 1972. In 1977, the Kenya Technical Teacher college (KTTC) was established to train technical teachers for technical and vocational secondary schools(George S .Eshiwani ,1993) In 1981, Jomo Kenyatta Agricultural Technology College (JKAT) was upgraded to a university college, consequently the number of students increased in 1987. Kenya had widely spread out 19 technical training colleges (formerly technical secondary schools) all over the country(Blue Construction, 1993) . However, for Kenya, the developmental dilemma of vocational education during this period was mainly the attitude that vocational education could not be changed within a short time, mainly for two reasons: one is due to historical unwillingness and the other is due to objective factors. Before independence, the Kenyan colonial government divided education into three levels. Vocational education became a “three-level education” designed specifically for Kenyans. It meant “secondary education” for the Kenyan people, due to the limited training objectives of the colonial government at that time. The occupational believe that Kenyans accepted cheap labor output was not popular with the public. In contrast, especially in the 1980s, people were more eager to get European education to get white-collar job(George S .Eshiwani ,1993). The objective reasons are mainly due to the fact that at the beginning of Kenya's independence, everyone generally only had a relatively simple and low-tech work, and the starting point for the development of national vocational education was low. In addition, its general education system came entirely from the British colonial government system(George S .Eshiwani ,1993).this could not adapt to the social needs and actual conditions at that time, thus leading to the lack of convergence and over-exposure between vocational and general education,this coupled with the lack of experience in the country delayed vocational education development, so the overall development of secondary vocational education during this period, although reflected in the number of students enrolled and the increase in schools, in fact, the country still lacked experienced and goals-centered systems. International organizations and foreign aid,though they had contributed much to establish the foundations,they had not actually solved the actual social needs of Kenya's Vocational education which had encountered several bottlenecks in development.

The adjustment and depression of vocational education policy in the late 1980s and 1990s: often referred to as the “lost decade” in Africa due to blind economic reforms, Kenya’s vocational education experienced an unprecedented development dilemma. There are several main reasons for this state of affair. First, due to the structural adjustment plan, Kenya's economic situation had continued to deteriorate, with growth rate as low as 4.0% from 1980 to 1989. Second, in addition to the fact that various international organizations had not seen the expected return on investment, they had begun to promote “Education for All”policy, basic education had been highly valued by various international organizations. Third, with the population of Kenya increasing substantially and the population distribution tending to be younger, many young people were waiting for employment. social instability factors were increasing, and vocational education become difficult to develop. (Makworo, EO, Mwangi, SM and Wesonga, JN, 2013). The population from 2001 was 30.5 million, of which 44% were 0-14 years old, 60% Under 20 years old. Among the 15.9 million Kenyans aged 15 to 64, were 12.3 million (77.4%), so unemployment had always been a main obstacle to national development. The government was clearly aware of the importance of vocational education. During this period, it also issued a number of laws to support the development of vocational education. However, based on the above reasons, the development of vocational education was struggling. In the 1980s, 19 secondary vocational and technical colleges, the total

number of students enrolled declined From 9,988 in 1986 to 6,325 in 1987(George S .Eshiwani ,1993) In this case, more employed people could only work in the informal sector. In the late 1980s, based on the situation at the time, the state had to focus more on encouraging students to fund entrepreneurship. The government took the initiative to incorporate entrepreneurship education into all levels of vocational and technical education and training（lan jian, 1993）. However, the problem still continued even when These entrepreneurs graduated, for example, in 1990, the Ministry of Research, Training and Technology (MRTTT) worked closely with the UNDP/ILO Entrepreneurship Education Program in the United States to implement an independent external evaluation to promote corporate culture. Entrepreneurial skills associated with TVET students.

However, the problem still persisted. Such an entrepreneurial project cannot cover the national students. If the entrepreneurial project is based on market research, then the vocational education in Kenya still belongs to the supply model, which obviously did not conform to the law of the development of vocational education. The continuity and coverage area was general small, and the employment problem of students was still grim. More importantly, if there was no project support, the national economy would have been very sluggish, although vocational education had high benefits,it had to be based on its continuous development.however Only such high investment will make sense, otherwise it will be difficult to cover. Therefore, at this stage, a series of documents issued by the government showed that they still attached much importance to the development of vocational education, but due to various reasons of reality, the state could only choose a solution that could temporarily had alleviated the problem in the short term. As a result, Kenya's vocational education had developed slowly over the past decade. This slow development was termed as the adjustment and depression of vocational education policies in the late 1980s and the 1990s.

The third stage is the rise of vocational education in Kenya since the beginning of this century: the Millennium Development Goals. In the new century, with the Millennium Development Goals, the 2030 vision and the United Nations Sustainable Development Goals (SDG), Kenya's vocational education has re-entered the national education development priority strategy. In 2012, Kenya Education introduced the TVET No. 14 Conference Reform Program. In 2013, the National Ministry of Education established the TVET Act. In 2014, the Kenya National Qualification Framework Law was improved. With the Millennium Development Goals, the 2030 vision and the United Nations Sustainable Development Goals (SDG), Kenya's vocational education has re-entered the national education development priority strategy. In this context, the Ministry of Education plans to launch a centre of excellence to nurture and promote the country's skilled workforce, the technical and vocational education TVET sector as a four-tier agenda, including: food security, health care, affordable housing and manufacturing industry. The skills attained in training involved will promote the country's economic transformation and gradually promote its industrialization process. Therefore, the vocational and technical education and training institutions are responsible for providing courses that provide high-quality technology and related skills and abilities for graduates to play an important role. In order to successfully implement the vocational education reform, Kenya's relevant vocational training institutions have also carried out a new round of close cooperation with state organizations and other countries. The development of vocational education in Kenya has embarked on a new development revolution.

As a result, the Ministry of Education has embarked on a series of vocational and technical education and training reforms aimed at achieving the four major agendas, including the establishment of new technology centers, increased vocational training subsidies, improved infrastructure, reform of curriculum and provision of state-of-the-art training equipment. . In order to be equipped with the TVET Center of Excellence, the government has established a vocational and technical education and training institution in each of Kenya's 290 constituencies and plans to have at least one National Polytechnic in each county with at least one million students participating in vocational and technical education each year. With training, by 2022, there will be at least 5 million students. The project is expected to invest $158 million in equipment that will cover 10 technical disciplines and will be delivered, installed and commissioned in 134 technical training colleges in 47 counties. The equipment will be delivered in three batches within three years, as follows, 20 convection machinery workshops, 14 electrical and electronic workshops, and 10 auto repair workshops with 10 welding workshops. 12 agricultural and mechanical repair workshops, 12 agricultural value-added workshops, 20 hotel management workshops, 12 refrigeration and air-conditioning workshops, and the project will provide professional training for 1,500 TVET trainers. In terms of improving the certification system, the government has placed the coordination of academic certification and qualifications initiated by the Kenya National Qualifications Authority (KNQA). The Kenya National Qualifications Authority (KNQA) ensures that the vocational and technical education and training institutions are linked to the national qualifications framework. The framework clarifies what is required in the academic certification process for vocational and technical education and training, and helps those professional graduates who are ready to work to find employment. The reform of the quality and relevance of technical vocational education and training includes the operation of curriculum development. The Department of Evaluation and Accreditation (CDACC) is responsible for conducting competency-based assessments and certifications. The main function of the Kenya National Qualifications Authority is to recognize

the acquisition of knowledge, skills and attitudes and to ensure that standards and registration eligibility are comparable. The International Certificate will reduce the labor mobility of certificate holders of institutions accredited by the Kenya National Qualifications Authority. As a result of these reforms, the number of students enrolled in vocational and technical education and training increased from 59,835 in 2009 to 169,133 in 2018. As the training environment standards in Kenya have improved, the number of people participating in vocational and technical education and training has increased year by year. In terms of curriculum development, relevant training institutions are striving to provide more theoretical foundations, as the current demand for skilled labor and goods and services that meet international standards is increasing, but technical vocational education and training systems are mainly supply-oriented. The local workforce is unable to provide the skills needed in the labor market, so the industry sees an urgent need to play an important role in developing standards to influence the development of training courses and to provide more theoretical methods for training. In addition, teachers and trainers need to better understand the industry. Current trends in technology and access to relevant technical skills to pass on to their students. In addition, relevant training institutions gradually began to focus on academic exchanges, and gradually began to focus on theoretical basic research.

3.The status quo and characteristics of vocational education development under international assistance

The Global Human Capital Index released by the World Economic Forum this year will rank Kenya in the 130th place, from 120th in 2016 to 130th. The index is used to index the scores of different countries, namely capacity, development, development and expertise. Among them, Kenya scored 60% and 53% respectively on the capacity and development sub-index. The 2017 implementation note on the future of employment and skills in Africa shows that Kenya accounts for only 58% of its total human capital potential, compared with 67% in Mauritius, 64% in Ghana and 63% in South Africa. From the above data, it can be concluded that the number of young people in Kenya is huge, but for the country has not succeeded in converting human resources into demographic dividends（UNESCO, E., Global Monitoring Report 2015）. In order to promote the development of vocational education, the Ministry of Education of Kenya actively participates in educational cooperation with international organizations and other countries.This research attempts to analyze the status quo and characteristics of vocational education in Kenya from various ongoing cooperation projects, and analyze the challenges facing vocational education.

3.1 International Aid And Corporation Models

At present, Kenya's vocational education and education development cooperation forms are slightly different. First, cooperation at the national level, the relevant departments between the state and the state match up and build a cooperation platform, cooperate to promote international courses and certificates that are generally recognized, and coordinate and cooperate with multiple departments. In this kind of cooperative environment, the sources of funds are diverse, and the coordination and cooperation of various departments makes the coverage of the majors involved wider, which helps to promote the formation of African countries' integration [how to coordinate the needs of different departments and different countries, effectiveness and What is the continuity?], contributing to the flow of talent between countries. For example, the German Federal Ministry for Economic Cooperation and Development (BMZ), the UK Department for International Development (DFID, Norwegian Agency for Development Cooperation (NORAD) and the private sector, the German Association (GIZ) , are responsible for project implementation. E4D / SOGA (East Africa Initiative) Employment and skills) cover Mozambique, Tanzania Kenya and Uganda. To promote employment, E4D / SOGA promotes internationally recognized education and training (CBET). GIZ E4D / SOGA - implemented a project called "Technology by Humans Development of the Technology and Vocational Education and Training (TVET) project to promote youth employment, the project needs to work with industry, vocational and technical education and training institutions, government and government agencies responsible for technical and vocational training, and other implementing partners. Since its launch at the beginning of the year, The following results have been achieved mainly in three aspects: assisting graduate employment, in six regions including Nairobi, Central, Coast, West, Nakuru and Machakos. 540 graduates have received job preparation training, more than 60 in the country.most industries have participated in the TVET program. Second,is a form led by international organizations involving multiple countries. The main development funds come from international organizations, which divide the project into several parts for distribution to relevant institutions in different countries. The benefits of this form of cooperation are mainly reflected in the high level of integration of resources and the coordination of multiple countries,Cooperation learning from each other's strengths, mutual communication and competition, and thus hope to improve the efficiency of cooperation. International organizations through the overall arrangement, different vocational training institutions and schools specialize in the profession, combined with national needs, the tasks are assigned to different vocational colleges. In the implementation process of the leading project, it is better to control the funds. A number of participating training institutions have a sense of competition. In the implementation of the project, whether the funds are in place

depends on the enthusiasm and implementation of the participants. To a certain extent, it not only motivates participants from different countries, but also motivates different trainers. For example, there are more than 17 technical and vocational education and training TVET institutions in Tanzania and Ethiopia, Kenya, which will benefit from the new World Bank financing (Cooperation with international organizations The layout and professional distribution of vocational education institutions, the professional distribution according to the school's expertise and geographical environment, and the close integration of national needs), the development of the need for vocational and technical education and training investment is part of the East African World Bank investment of 2.3 billion US dollars, for The Transition and Regional Integration (EASTRIP)program includes a national and regional international development association (IDA)CEDIT as WELL as a regional IDA grant to implement skills and construction projects in the Northern Corridor Integration Project in the NCIP countries in East Africa in the next five years.Seven TVET institutions in seven counties were selected to implement the EASTRIP program, which is a coastal state politics focused on maritime technology. The Kenya Institute of Architecture and Highway Technology (KIBHT)focuses on road technology and the Kenyan Training Institute focuses on Geothermal Energy, Kisumu National Institute of Technology specializes in the textile industry, and the Meru National Institute of Technology has been identified as one of the RCoE's building technology training. This project is based on the national government's commitment to the four major agendas. Be asked to be a center of excellence and include transportation energy, agriculture Institutions that develop professional technical skills in priority areas such as product manufacturing, the region and their close cooperation with the World Bank (China and Kenya vocational education cooperation stay in the project, the scope and scope of the project is relatively narrow, real education cooperation It has not yet started, it is based on the operation of the company and the company, or major projects.)At present, the World Bank has selected different TVET centers of excellence to find relevant national curriculum development companies in Kenya to develop high-quality skills in NCIP-related fields. Thirdly, it is mainly the cooperation between local vocational education and training institutions and schools directly with other countries. The advantage of this cooperation is that the cooperation process is simple and the cooperation field is more targeted. Kenya can draw on advanced experience directly from relevant countries. For example, Germany subsidizes the KTW project of the Kiambu Institute of science and technology (KIST), which costs Rs 1 billion to share the training equipment, commercial technology incubation and internships for students in the field. It will also work with micro, medium Small businesses to build close ties. Through government support, school and business participation, the school has developed in the areas of construction, food security manufacturing and universal medical skills; likewise, in the project with Canada, the Kenya Employment Education Program (KEFEP) is being developed by Canadian universities and Canada (CICan) Implemented in cooperation with the Ministry of Education (MOE) National Vocational Technical Training Department. KEFEP will build Kenyan technical and vocational training institutions, Curriculum Development Assessment and Certification Committee (CDACC) and TVETA to provide and standardize effective skills for selected training programs (Whether the country involved in TVET adapts to the local market and how it is involved). This will result in industry-responsive TVET graduates providing the necessary on-demand skills to find jobs, create their own jobs or continue to pursue higher education.

3.2 Characteristics of the development of vocational education in Kenya

3.2.1 Pay attention to the theoretical basis and improve the quality of education

The theoretical basis determines the development direction of vocational education. Kenya's vocational education mainly focuses on the development and operation of the curriculum. It improves the curriculum system by perfecting the theoretical foundation. At present, the industry's demand for skilled labor and goods and services that meet international standards is increasing, but the technical vocational education and training system is mainly supply-oriented, and the local labor force cannot provide the skills required by the labor market, so the country has seen an urgent need. There is a need to play an important role in the development of standards-influencing training courses and to provide more theoretical methods for training. In addition, teachers and trainers need to better understand current trends in industrial technology and acquire relevant technical skills to pass on to their students.

3.2.2.Improve the certification system and increase employment opportunities

Students who are now in vocational education must not only test their knowledge, but also their ability to perform and the attitudes they need to work. The Department of Evaluation and Accreditation (CDACC) is responsible for conducting competency-based assessments and certifications, and only competent students will be qualified. The government has coordinated academic certification and accreditation by the Kenya National Qualifications Authority (KNQA).KNQA has ensured that the vocational and technical education and training institutions are linked to the national accreditation framework, which clarifies vocational and technical education and the content required in the training academic certification process to help those professional graduates who are ready to work to find employment. The main function of the Kenya National Qualifications Authority is to

recognize the acquisition of knowledge, skills and attitudes and to ensure that standards and registration eligibility are comparable. The International Certificate will reduce the labor mobility of certificate holders of institutions accredited by the Kenya National Qualifications Authority. As a result of these reforms, the number of students enrolled in vocational and technical education and training increased from 59,835 in 2009 to 169,133 in 2018. Participation in vocational and technical education and training as Kenya's training environmental standards have improved. At the same time, this certification process will allow them to join vocational and technical education and training institutions to improve their skills and give them a certificate or diploma. The certification standards will be used to guide the development of the curriculum, the criteria for program approval, evaluation and certification, and the manual will be used to implement the registration and certification process. On the other hand, the Trainer Qualification Framework will provide quality trainers and will be the basis for developing a trainer service plan. All of this will lead to quality vocational and technical education and training programs that will ensure a strong link between skills and learning and labor market needs. By providing relevant employment skills guarantees.

3.2.3 Increase current vocational education institutions and change the concept of the public

Kenya plans to establish a vocational and technical education and training institution in each of the 290 constituencies. The government plans to have at least one National Institute of Technology in each county. At least one million students participate in vocational and technical education and training each year. By 2022, there will be at least 5 million students. At the same time, the government will upgrade vocational and technical education and training instructions to Technical University - This provides another way for graduates of vocational and technical education and training institutions to enter a degree without direct entry to a university degree. Example - Kenya Tech University (TUK) Formerly the Mombasa Institute of Technology (TUM) in Kenya was formerly known as the Mombasa Institute of Technology and the Dedan Kimathi Technical University, formerly known as the Kimathi Institute of Technology. Upgrade regional vocational and technical education and training institutions to the status of national vocational and technical colleges - Eight former technical training institutions (in each previous provinces) were upgraded to the National Institute of Technology. This has increased the number of National Institutes of Technology from three to eleven. The government intends to have a national polytechnic in each county. The National Institute of Technology is authorized to work with universities to provide degrees. The increasing number of educational institutions and the increasing employment rate of students are gradually changing the general negative views of students and parents. More and more students are beginning to choose vocational education .

3.2.4. increase vocational education activities and improve social influence

In order to improve the social influence of vocational education, vocational and technical education and training institutions participate in annual competitions and exhibitions to showcase their innovative cases, including TVET exhibitions, robot competitions and African technology challenges. The award-winning institutions of the African Technology Challenge have won contracts to produce and export machine parts to China in the past few years. Through this unprecedented achievement, Kenya exported machine parts worth 10 million rupees to China in 2016.

3.2.5 create special economic zones and expand the radiation effect

Special economic zones are usually designed to achieve one or more of the following four policy objectives. First, attract foreign direct investment. Second, as a decompression method to alleviate large-scale unemployment, three support a wide range of economic reform strategies. Fourth, economists in the pilot area as trials, new policies, and new methods also believe that special economic zones can achieve industrialization in a more efficient manner. In order to achieve Kenya's four major agendas and achieve economic transformation, Kenya's special economic zone, Tatu City, accommodates companies from Asian countries. And the agricultural product processing technology industry, furniture, light industrial machinery and so on.

3.2.6 multi-participation, bringing together development experience

At present, many departments of the state are involved in the development of vocational education. The Kenyan Manufacturers' Federation (KAM) (which serves as a communication bridge between technical training institutions and manufacturers to ensure that skills training is driven by demand), while Kenya's micro, small and medium-sized enterprises will pass their vocational and technical education and training. The partnership between TVET and SMEs has undergone a major transformation, and the Kenyan Jua Kali Federation has strengthened the ability of artisans to create job through empowering them.These artisan Trainees need a six-month certification program that will enable them to achieve global standards, which will make them field Experts and will seek to advance and drive the ultimate agendas of "BIG 4 AGENDA".

4.The challenges facing vocational education in Kenya

The milestones that have been achieved by Technical Vocational Education and Training in Kenya are not without some sort of challenges in it.This paper has identified four main challenges that have been affecting the TVET in Kenya for a long period of time up to date.

4.1 Lack of continuity in training models

There are usually three modes of technical and vocational education and training. The school model is based on a full-time school, a dual-element model, in which schools and businesses collaborate to establish apprenticeship programs for all types of introductory vocational training. There is also a training model based on business. Or mixed mode and emphasis on training in the informal sector, the cost of corporate training is relatively low. Therefore, the current development of vocational education in Kenya mainly depends on the actual situation of the enterprise（Kenneth King. ,2015）. According to the actual economic situation, in the case of a relatively high proportion of employees and cheap labor, corporate training will be better. On the one hand, enterprises see profits, and the second aspect promotes employment. But there is a drawback, that is, lack of continuity. The consequence is that once the industrial structure changes, it is difficult for students to smoothly transfer the learned knowledge. When Kenya itself lacks sensitivity to market demand, the lack of continuous technical training can only solve temporary need.

4.2 Hardness in implementing vocational education policies

What the government needs to do is not only to change the policy, but also to implement the policy effectively. In Kenya, there are two reasons why it is more difficult to implement policies. First, the efficiency of multi-party cooperation is low, and cooperation between departments is hard to be coordinated. For example, the Kenya University and Collage Central Placement board (KUCCPS), the Kenya Curriculum Development Institute (KICD), National Industrial Training Institute (NITA), the Teacher Services Committee (TSC), etc. should devote all their energy to reform. This is not just about talking on paper. At the same time, what should be the efficiency of multi-party cooperation? How to coordinate issues such as different departments. Second, due to the inefficiency of government implementation, it takes a lot of time from the introduction of the policy to the actual implementation（Jiang xin ru.2011）. Since this happens from time to time, this has led many foreign companies that would like to cooperate to finally give up.

4.3. Development planning lacks long-term strategy

According to the Coase Theorem, in the case of the underdeveloped training market in Kenya, the labor supply is in short supply. According to the theory, enterprises should focus on internal training and reduce costs. Foster's professional theory also points out that the employment market is the orientation, paying attention to informal education and training, and popularizing farmers' education in rural areas. The cost of corporate training will be lower. If the same institution is closely linked with the owner to receive appropriate funding, and with effective organization and sufficient autonomy to adjust the scale and course content, and adapt to employment needs in both quality and quantity, it is possible to achieve good returns(Secretariat, C,2013). Although informal training has been adopted in most parts of Kenya and efforts are being made to incorporate it into the formal vocational education development framework, Kenya has only emphasized the physical facilities of informal training institutions, while ignoring the planning and development of informal training strategy.

4.4 The supply and demand model of vocational education has not yet formed

The supply and demand model of vocational education in Kenya has not yet formed, and the imbalance of economic development between urban and rural areas will also affect the development of vocational education. Although the Ministry of Education is currently trying to link the professional structure with the industrial structure of the regional economy, the supply model of vocational education has not yet been formed. The main reasons for the analysis are as follows: First, the unified curriculum standards can not make vocational education flexible to meet local economic needs. Second, although the Kenyan occupation has carried out a lot of cooperation with foreign international organizations, it lacks a comprehensive plan for the reality of Kenya, and there is a lack of enough contact between vocational education cooperation.

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