This manual was produced by the Kenyan TVET Authority (TVETA) in response to the need for better quality of technical and vocational education and training voiced by multiple stakeholders, leadership and society. The development of a manual specifically designed to support all TVET providers in Kenya with a guideline and ready to use manual for establishing a reliable quality management system aligned with best practices and the requirements of mandatory external quality assurance, exercised by TVETA on a daily basis, was therefore included in the project outputs.
Structure of the TVET provider’s QMS Manual

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Concept of TVET quality – Importance and benefits for providers, employers and trainees
- Introduction into the concept of education and training quality
- Fundamental terms of external and internal TVET quality assurance
- Principles of TVET quality assurance

Chapter 2

TVET provider’s Quality Management System (QMS)
- Introduction into internal quality assurance of TVET providers
- Quality management as tool for internal quality assurance
- How to build the quality management system of a TVET provider?
- The quality management system – a model

Chapter 3

Education and training excellence – a generic quality standard for TVET providers
- Systematic approach to TVET quality assurance
- The elements of education and training quality – a hands on guideline
- Check list for TVET provider quality

Chapter 4

Cooperation for quality – Stakeholder involvement
- TVET stakeholders and stakeholder involvement
- Cooperation with industry and private sector
- National TVET dialogue
- Regional and international networks

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1 The term “provider” for the purposes of this manual includes TVET institutions, training employers, individual TVET providers and assessment centres.
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<tr>
<td>AfDB</td>
<td>African Development Bank</td>
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<tr>
<td>CBET</td>
<td>Competency Based Education and Training</td>
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<tr>
<td>CDACC</td>
<td>Curriculum Development Assessment and Certification Council</td>
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<tr>
<td>EFQM</td>
<td>European Foundation for Quality Management</td>
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<tr>
<td>EQAVET</td>
<td>European Quality Assurance for Vocational Education and Training</td>
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<tr>
<td>HEI</td>
<td>Higher Education Institution</td>
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<tr>
<td>ISO</td>
<td>International Organization for Standardization</td>
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<td>KNQA</td>
<td>Kenya National Qualifications Authority</td>
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<td>KNQF</td>
<td>Kenya National Qualifications Framework</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>QA</td>
<td>Quality Assurance</td>
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<td>QAF</td>
<td>Quality Assurance Framework</td>
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<td>QM</td>
<td>Quality Management</td>
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<td>QMS</td>
<td>Quality Management System</td>
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<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<tr>
<td>TVETA</td>
<td>Technical and Vocational Education and Training Authority</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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<td>WG</td>
<td>Working group</td>
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Preface and Foreword

TVET quality is an important task for our nation and a concept whose time has come. The Government of Kenya, therefore, gives to technical and vocational education and training (TVET) a high priority for the development of the country. The TVET Authority has been tasked by the TVET Act No. 29 of 2013 to assure quality throughout the entire TVET sector in Kenya. The Authority, being the external quality assurance body for all TVET providers, has been assigned quality assurance as one of its core functions. This is achieved through setting mandatory standards, providing guidelines, registering, approval, accrediting and/or licensing all TVET providers, programmes, trainers, assessors, assessment centres and external QA related personnel.

To achieve our common goal of TVET quality we need to work together with all stakeholders involved and most importantly with the TVET providers embracing the broad variety of providers, both in the formal and informal sectors of our economy.

Why do we need quality assurance and quality management in TVET? The answer is to be found in labour market needs, in regional and global developments, the complexity of technological development and in continuous change in global competition for resources, investments and markets. Without quality education and training, which is keeping up with industry demands, economies are losing the productivity race. Quality in every aspect of TVET delivery makes the system effective.

Providing system quality is only possible with all components of quality in place. All TVET stakeholders need to work together along the lines of a unified quality assurance framework (QAF). This includes the quality of occupational standards, the quality of qualifications framework maintenance and curriculum development, the quality of assessments, the quality of dialogue and the quality of TVET provision itself. This is why all TVET providers need quality management systems (QMS).

This manual is part of our service offer to the TVET community of Kenya and intends to support and guide TVET providers and service providers on their quest to quality in technical and vocational education and training. The manual is outlining the Kenya TVET Quality Assurance Framework, which includes the ‘players’ and critical factors and their relationships, facilitating a common approach and understanding of TVET QA in the Kenyan context. This national guideline for internal quality assurance and quality management informs, facilitates and guides training providers on the institutionalization of quality assurance. We hope that this manual will be helpful to all those using it to cope with the challenges of quality TVET provision and meeting the requirements from industry, labour- and employment markets and global competition.

We urge all TVET stakeholders to benefit sustainably from this manual in their daily operations for the benefit of the trainees, industries and our country at large. This manual is a living document and it shall undergo regular reviews according to identified needs and new developments.

Dr. Ahmed Ferej  
Board Chairman

Dr. Kipkirui Langat  
Director General/CEO

Technical and Vocational Education and Training Authority (TVETA), Nairobi 2018
Chapter 1  Concept of TVET quality – Importance and benefits for providers, employers and trainees

High quality of education and training provision by a TVET provider is a prerequisite for its attractiveness. TVET quality increases transparency, mutual trust, the mobility of workers and trainees, and lifelong learning. Improving the quality in all aspects is one of the most important tasks of the TVET system in Kenya. Quality of education and training has different aspects. These includes the quality of curricula, programmes and learning/training units, the quality of assessments, the quality of materials used, the quality of facilities, the quality of cooperation and, of course, the quality of the TVET provider itself in terms of its leadership, staff, processes and the quality of its image as perceived by society. Only when all ingredients are of good quality, the result will be good too.

TVET quality assurance needs to be defined at national system level and implemented at institutional level through mandatory external QA and the QMS (internal QA) of the TVET provider. The two main reasons for this are:

1st. TVET is one of the most diversified subsystems of education and training, which includes many different types of providers – private and public, formal and informal – implying the need for a harmonised system-wide QA approach;
2nd. A systemic perspective on TVET quality is crucial due to its complexity. The overall performance of TVET derives from the combined effect of all input factors and their mutual relations.

Some of the questions that need to be answered to attain high quality TVET include:

- Is the programme of the institution up to date and relevant?
- Are the teachers and trainers passionate and competent in their fields?
- Are facilities and premises suited for the purpose?
- Are materials and technologies used of industry standards?
- Are the management processes of the institution effective?
- Does the institution have connections to the real life and the world of work?
- Are qualifications recognised and registered on the KNQF?
- and many others.

Despite its importance, quality in education and training is a concept that is difficult to define and measure. Ideas of quality sometimes conflict with another. Conclusions can be very different when discussing what makes an excellent TVET provider. This chapter of the QMS Manual intends to shed some light on the concept of education and training quality to facilitate a common institutional understanding of quality management.

1.1 Definition of education and training quality – an introduction to TVET quality

What is quality? What does it mean for education and training?

Quality is defined from many viewpoints. These include perceptual quality in absolute terms, product- and value-based quality, and the concept of fitness for use, as well as the concept of conformity with specifications. Quality can commonly be defined as the features and characteristics of a product or service that bears on its ability to satisfy given needs. Most businesses today define it as meeting or exceeding customer expectations.

In whatever way quality is defined, one important realization any producer or service provider is coming to eventually is that quality is the key to success! Without the necessary quality in terms of fitness for the
purpose, compliance with initially identified specifications, which is perceived as such by the user, customer, buyer or beneficiary, a product or service offer will fail to be in demand.

Quality education and training is not easy to define in its entirety. Quality is dynamic changing with the world around us. The meaning of the term can be discussed endlessly due to its two-folded nature, which includes technical as well as emotional/moral aspects. The relative notion of quality between bad and excellent adds another dimension to quality.

The technical character of quality is best described by the concept of “quality in fact” as the conformity of an output (including services) with certain specifications and standards. ²

So, what counts in the end for the determination of the quality of education and training? The best measure for education and training quality is the long-term success of the school leavers and graduates. Besides many other indicators, TVET providers should examine whether their graduates are doing well in their careers, are successful in the labour and employment markets, make a decent income and are ready for lifelong learning. If the answers to all these questions are yes, then, obviously, the education and training they received was of at least decent quality too.

Good TVET providers passionately care about their trainees and apprentices and wish them success in life. There are some particularities about education and training. One of them is that good trainers must be passionate about their mission and empathetic towards their trainees, ready to go the extra mile for their success. That is why; it is not enough for a TVET provider just to be compliant. All TVET providers should aim at excellence in all organisational aspects!

To put it in a nutshell: providing quality, which is fit for purpose, fit for the future and exceeding expectations! This includes the quality of training, leadership and management, processes and, finally, the quality of competences of the graduates.

**Some concepts of education and training quality to sensitise the reader**

**The procedural concept** of quality emphasizes on systems and procedures as the method to produce a standardized quality. Quality according to this concept is achieved by putting defined systems and procedures into place that consistently produce a quality in accordance with predetermined specifications. It is an instrumental approach to quality, where proving, approving and reporting are key elements to make the system accountable to internal and external quality audit.

**The transformational concept** of quality implies that quality has to do with continuous organizational improvement and transformation according to changing environment and requirements. The goal is sustainable production of a **quality fit for purpose**. The question answered here is: **Does it do what is expected of it?**

**The holistic view of quality** includes the softer and intangible aspects of quality such as social responsibility, long-term competitiveness and trainee’s satisfaction. Quality needs leadership that establishes a **vision of excellence** of teaching, training and learning and builds the structures and organizational culture that empowers teachers, trainers and staff to deliver outstanding quality in every meaning of the term. Quality is about **doing things right, not just doing the right things**.

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² Quality in fact is the basis of the quality assurance systems as applied by the international certification standard for quality management systems ISO 9000 – Requirements for Quality Management Systems
There is no universal consensus in views and definitions, especially in the field of education and training. The term quality has connotations of both standards and excellence. However, there are mechanisms in place to make quality measurable. There are professional bodies and regulators, such as TVETA, setting and maintaining quality standards, while a TVET provider’s quality would depend on how well the institution and its trainees succeed in meeting those standards and exceed them.

Quality of education and training provision manifests in the services offered by TVET providers and in the trainees and graduates. Quality results from the system that produced it, i.e. the TVET training provider, and is an attribute of that system as much as of the result itself. The quality is the result of the system’s processes, the efforts of the people working for the system, as well as leadership and the way they work together (processes). Quality is not a particular procedure. It cannot be achieved by simply controlling each stage in the processes. Quality in complex processes like education and training stems from the way in which they are delivered. Quality takes shape as the trainees or apprentices move through the system and stages of their technical and vocational education and training.

TVET quality, therefore, is not simply the match of the competences of a trainee or apprentice against certain specifications. This is an important part, but not the only one. Quality assurance in TVET is not a matter of simply fulfilling performance targets either. The capacity of a TVET provider to generate quality is not determined only in numerical measures. Even in TVET evaluation, there are numerous uncertainties. The quality management system helps to institutionalise and operationalise quality in TVET providers providing the best basis for continuous improvement.

**What are the specifics of TVET services?**

It is important to keep in mind that it is impossible to produce graduates to any particular guaranteed standard. Trainees are non-standard, and they individually have a range of capacities, experiences, emotions and opinions affecting their learning. The idea of a trainee as a standard product does not fit to the complexity of the training process and the individuality of each trainee. It is, therefore, helpful to view education and training as a service. The distinction between goods and services is important because of fundamental differences affecting the ways in which their quality can be assured.

The provision of TVET services involves the direct contact between the TVET provider and primary user of the TVET service (trainee or apprentice). The education and training services cannot be separated from the provider or the trainee, since the trainee in part determines the quality of the education and training. Both sides of the TVET equation finally determine the quality of the service. The following issues should be borne in mind:

- There can be no absolute consistency or homogeneity in TVET provision. The consistency can be assured only within determined boundaries;
- TVET services have to be provided just on time and are ‘utilized’ at the moment of provision, and this is as important as the specifications of the services;
- Assurance of the quality by inspection is always too late. The close personal interactions found in services allow multiple opportunities for feedback and evaluation and these provide the main, but not the only means of deciding whether or not the quality is maintained;
- Unlike goods, educational services cannot be mended ex post. A poor training cannot be ‘repaired’. The standard for the services and its provision, therefore, have to be right every time;
- Services are intangible. It is often difficult to describe exactly what is being offered and expected. It is usually most important how an outcome is produced (processes) even if the result is not homogenous;
- Lastly, it is very difficult to measure success and quality in education and training even with sophisticated evaluation methods. Meaningful performance indicators are those of trainee and employer satisfaction, long-term success in employment, self-employment or own business.
• Intangible soft indicators such as care, usefulness, courtesy, concern, friendliness and helpfulness are often as important to quality as are hard and objective performance indicators.

Quality makes the difference between success and failure. Good TVET providers, whether public or private, understand quality and its sources. Amongst these sources are:

✓ Outstanding trainers;
✓ Strong and purposeful leadership;
✓ High moral values;
✓ Care and concern for trainees and apprentices;
✓ Excellent testing and assessment methods and results;
✓ Support of business, parents and society;
✓ Sufficient resources;
✓ Application of modern technologies;
✓ Well-balanced and challenging TVET programmes.

Turning to quality in TVET, the first step is to consider what qualities graduates need to be successful in work and society and to be able to ‘give back’ to society and the nation’s development. The National Qualifications Framework and the concept of Competence based Education and Training (CBET) are helping to determine those qualities and to design meaningful TVET programmes. TVET is concerned with knowledge transfer and the development of skills and minds of the trainees and apprentices. Training providers train humans who, by virtue of their TVET, make their way into professional career and society for their own and society’s benefit. How are these benefits to be balanced? This is basically determined by the socio-economic system and relevant regulations. The concept of quality in TVET, therefore, is dependent on the purpose determined by political and socio-economic factors that will change from time to time. Finally, TVET quality is measured against such factors as sustainable employability, decent employment, income, national competitiveness and ultimately the nation’s global competitiveness. Below a definition of TVET quality for the purposes of this manual.

**TVET Quality:** The quality of technical vocational education and training is a set of characteristics of a TVET programme / competence based training and of its provider, through which mandatory standards set by TVETA and other agencies in charge as well as stakeholder and labour market expectations are met. TVET quality relates to the achievement of the outcomes and competences (knowledge, skills and attitudes) as described in the Kenya National Qualifications Framework fulfilling the expectations of trainees and apprentices, families, employers, community and nation.

**1.2 Importance and benefits of quality assurance for providers, employers and trainees**

**Quality Assurance** can be defined as the ‘processes and procedures ensuring that qualifications, assessments and programme delivery meet certain standards’. Quality assurance comprises the processes of ensuring that specified standards and requirements for TVET provision, learning, TVET management, registration, accreditation and licensing as well as assessments and the recording of achievements are met.

The means and method of internal quality assurance is systemic organisational quality management organised in the TVET provider’s **Quality Management System**.

TVET providers are pursuing quality improvement for a number of important reasons. These are linked to professional responsibility as well as the competition amongst TVET providers or to the need to demonstrate accountability. The reasons can be summarized as follows:

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• **Ethical reasoning**: The trainees, apprentices, families and the society deserve the best possible quality of TVET. It is the duty of TVET providers to provide the best possible TVET opportunities for their trainees.

• **Professional reasoning**: Professionalism implies a commitment to the needs of trainees and apprentices and an obligation to meet their needs by employing the most appropriate TVET practices. TVET providers have, therefore, a professional duty to continuously improve the quality of TVET in both training practice and the management of the TVET provider operating at highest possible standards. They have the duty to look into the future when preparing their trainees for long-term competitiveness in the labour market.

• **Competitive reasoning**: Competition amongst TVET providers is a reality. The generally still low status of TVET compared to academic education as well as TVET services provided in disregard of the needs of employers lead to low enrolments and endanger the viability of a TVET provider. TVET providers can challenge the competition by improving their service quality, including their curriculum delivery mechanisms. Quality must focus on the needs of employers and labour markets. The competition requires strategies that sets institutions apart from their competitors. Focusing on identified needs of the labour market, which is at the heart of TVET quality, is an effective means of facing the competition and surviving for TVET providers.

• **Accountability reasoning**: TVET providers are part of society and their communities. They must meet the political demands for TVET to be accountable for the fulfilment of the TVET goals and standards set. TVET providers have to demonstrate that they are able to deliver what is required of them. Quality improvement is no longer an option; it is a necessity.

**Benefits of QA for institutions, employers, trainees, community and nation**

Quality assurance in TVET does not come free. It needs meticulous dedication, commitment, leadership and cooperation with employers, TVET agencies and service providers, and, it needs investments too – in good teaching and equipment, curricula development and continuous listening to market needs and developments. However, in reward the benefits for all stakeholders outweigh all efforts.

Figure 2: Benefits of quality TVET for the stakeholders
1.3 Concept of TVET quality assurance

The general quality assurance and management process includes four phases, each including a number of processes and features. As in many other models, such as the Plan Do Check Act (PDCA) cycle of continuous improvement\(^4\), i.e. as described and used in the ISO 9001 standard for quality management systems, QA in TVET can be described as a sequence of four fundamental activities or phases.

1. planning (setting goals) and leadership;
2. implementation of planned QA measures and activities to achieve planned goals;
3. evaluation and assessment of achieved outcomes;
4. review, e.g. the discussion of the results of quality assessments among end-users, and improvement of QA of the TVET provider.

This approach is based on the European Common Quality Assurance Framework in VET model. Its universal principles are fully applicable to the TVET system in Kenya.

Figure 3: Quality assurance in TVET – a model

<table>
<thead>
<tr>
<th>Quality Assurance Framework</th>
<th>Quality Principles</th>
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<tr>
<td>Methodology</td>
<td>Quality management</td>
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<td>Planning</td>
<td>Management responsiblities</td>
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<td></td>
<td>Resource management</td>
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<td></td>
<td>Design, development and revision of TVET programmes</td>
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<td>Implementation</td>
<td>Teaching, training and learning</td>
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<td></td>
<td>Assessment and certification of learning</td>
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<tr>
<td>Evaluation</td>
<td>Evaluation and Improvement of quality</td>
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<tr>
<td>Revision</td>
<td>Monitoring, Evaluation, and Continuous improvement built in into the quality management system</td>
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The Quality principles in detail

| Quality management | The quality management develops the mission, vision and values of the organization following a consultative process. The Organization develops the quality manual with all policies and procedures, strategic and operational plans and documentation regarding quality assurance and monitors the implementation of the procedures. |
| Management resposibilities | The management gets actively involved in quality assurance of learning programmes. Partnerships with stakeholders are developed and maintained. Relevant information is collected, stored and analysed regularly and communicated to stakeholders. There is an effective financial management. |
| Resource management (physical and human) | The organization provides trainees with a safe and supportive environment. The learning spaces are properly equipped and meet the collective and individual needs of trainees. The resources, teaching methods and the related premises allow the access and active participation of all trainees. Staff is employed according to clear criteria (minimum standards regarding qualifications and experience) of recruitment and selection, the organization defines job descriptions, evaluation of staff performance is transparent; there is a staff policy, that includes induction procedure and continuous training programmes. |
| Competence based TVET programmes | The organization is permanently concerned with the improvement of TVET programmes, to meet the needs of trainees and staff (internal stakeholders) and of employers and the community (external stakeholders). The Kenyan TVET quality assurance system is promoting the “Competence-Based Education and Training” (CBET). The TVET programmes are centred on the trainees. The TVETA CBET guidance is supporting the process of programme development. |

\(^4\) The well-known PDCA (plan, do, check, act) cycle as developed by Deming (1982) was meant to support continuous quality improvement within all types of organizations.
Teaching, training and learning

The organization provides equal access to TVET programmes and supports all trainees, preventing any form of discrimination. The trainees receive complete information about the training provision and benefit from effective counselling and career guidance. Trainees’ rights and responsibilities are clearly defined. Trainee-centred education and training methods are mainly used. Trainees are encouraged to assume responsibility for their own learning process.

Assessment and certification

The organization develops and uses effective processes of assessment and monitoring of learning, in order to support trainees’ progress. Teachers/trainers participate regularly in activities of standardization of assessment. Assessment and certification meet national standards and legislation requirements. The recognition of prior learning is part of the assessment procedures of the TVET provider.

Evaluation and continuous improvement

The performance of the TVET provider is monitored and evaluated. Following the identification of weaknesses and gaps in the provider’s processes through the evaluation process, improvement measures are developed and deployed. A new cycle of quality assurance begins right after previous improvement.

Quality assurance includes the important concept of continuous improvement. TVET QA benefits trainees, graduates, employers, TVET institutions, the community and the nation at large. Quality TVET can have far-reaching consequences and an important impact on welfare and national competitiveness. The following figure provides an overview over the Kenyan TVET Quality Assurance Framework (KEN TVET QAF) showing the interconnection and interaction of quality elements, processes and quality assurance mechanisms in the context of national TVET. Below the figure proposed a generic universal statement of commitment of all TVET Institutions in Kenya, which bases on national policies and development goals.

More information on content and use of the Kenya TVET Quality Assurance Framework is available in the TVETA paper The KENYA TVET Quality Assurance Framework.

We are committed to fulfilling and adhering to national quality standards in TVET delivery to produce an internationally competitive and competent workforce through providing trainees with demand driven technical and social competences for sustainable decent and meaningful employment and national development!
Chapter 2  TVET provider’s Quality Management System

According to Section 38 (b) of the TVET Act No. 29 of 2013, every institution shall establish, implement and manage a credible quality assurance system. This system can also be called the TVET providers Quality Management System (QMS) to distinguish it from the external TVET quality assurance mechanisms and to underline its affiliation with the TVET providers general management system as a sub-management system. This makes the QMS a mandatory legal requirement for any TVET provider in Kenya.

Quality Management is the entirety of all activities and processes connected to quality. It includes the understanding, that quality is a task of all staff, including the top management. Quality Management are coordinated activities to direct and control an organization with regard to quality.

To lead and operate a TVET provider successfully, it is necessary to manage it in a systematic and transparent manner. Success can result from implementing and maintaining a management system, which continually improves performance and which addresses the needs of all TVET stakeholders.

Quality management is an important sub-system of the institution’s management system, designed to assure the quality of operations and processes in line with external requirements, identified needs and aspirations of the TVET provider.

This chapter of the QMS manual provides a guideline for all TVET providers, public or private, for the understanding, establishment, design and maintenance of the TVET provider’s quality management system, which is responsible for the internal quality assurance of all core, management and support processes of the TVET provider.

The levels of TVET providers and their understanding of quality assurance in all its facets are very different. Some of the TVET providers in Kenya are very advanced with certified quality management systems according to the universal ISO 9001 standard (Requirements for Quality Management Systems). The level of mastering quality issues on a system level by such institutions is outstanding. Their quality management systems are certified by accredited certifiers, accredited according to the standard ISO 17021, following an audit in line with the ISO 19011 standard for management system audits. This, with no doubt, represents a high level of sophistication and holistic system approach. Most TVET providers in Kenya are, however, not that advanced. To expect all TVET providers to dedicate the time, human and financial resources for such process would be unrealistic, e.g. for vocational training centres. Furthermore, the ISO 9001 standard is a voluntary standard, which can be used as a guideline. It is not a mandatory requirement set by TVET Act or TVETA. This QMS manual can fill the gap between the mandatory requirement of a QMS and the ISO 9001 certification benchmark.

Nevertheless, even for the more advanced TVET providers this guideline should provide some useful insights and guidance. It is fully in line with the recognised quality principles of the before mentioned international standard and external quality assurance requirements of Kenya’s regulators. It is intended for all TVET providers and reveals fundamental principles of quality management and guiding through the process of establishing a sound and robust quality management in all TVET providers.
The above mentioned international standard ISO 9001 in its versions 2000, 2008 or 2015 can be used by any TVET provider to guide through universal requirements of a quality management system. It is a universal standard, which can be very helpful when used alongside this QMS manual. Certification is not mandatory, but if certification is a goal, the newest standard version applies.

Figure 4 includes the different parts of the standard with 5) Management responsibilities, 6) Resources management, 7) Product realisation, 8) measurement, analysis and evaluation. This is complemented by 4) QMS and documentation.

Another most recent international management system standard is the ISO 21001 standard “Educational organizations — Management systems for educational organizations — Requirements with guidance for use” that is specifically designed for education and training organisations. The standard provides a common management tool for education and training organisations capable of meeting learner and other customer requirements and needs. It is a stand-alone management system standard, aligned with other ISO management system standards (such as ISO 9001, ISO 14001 and many more). ISO 21001 focuses on the specific interaction between an educational organisation, the learner, customers and other relevant interested parties. All TVET providers can apply and learn from this standard.

2.1 Introduction into TVET provider’s quality management

Each TVET provider aims to define its own approach to the management of the quality of its training, assessment and certification services based on its local or regional conditions, specialisation and organisational structure. However, all TVET providers must keep in mind that external QA requirements set by TVETA and other legally mandated bodies in Kenya must be maintained. The external mandatory quality assurance requirements and mechanisms are included and explained in the TVETA Quality Assurance Manual.

The main procedures TVETA is operating with in external QA are registration, approval, accreditation and licensing. A pre-condition of accreditation of a TVET provider is the compliance with the approval standards for training programmes and courses of study set by TVETA. External quality assurance and successful accreditation certifies the compliance of a TVET provider with minimum mandatory quality standards set by the regulator.

Figure 5 shows the different elements of the quality assurance framework in a context with the TVET provider’s quality management system, represented by a circle of continuous improvement of the processes in any education and training institution.

The processes include the core processes of education and training with all necessary support processes, such as finances, accounting, facility management and so on, the leadership and management processes and last but not least the processes of continuous improvement as one of the core ideas of modern quality management.

Below the circle, TVET quality assurance is depicted as a basic process model, where quality assured processes transform quality inputs into quality outputs. Overarching and affecting all elements of TVET QA are quality assurance frameworks, which connect the TVET provider’s quality management system with the national quality assurance and international developments in quality assurance and TVET cooperation.
Beyond compliance with mandatory external QA requirements and in response to common challenges, such as a dynamic economic environment, technological changes, and increasingly heterogeneous groups of trainees, all TVET providers should aim at more. In TVET, anything less than best possible education and training services for the trainees should not be enough. Aiming at excellence, TVET providers should continuously improve and their quality management is marking the path to achieve the goal. Maintaining compliance with mandatory requirements and aspiring for excellence is why internal quality management exists as a sub-system of the general and operations management in any organisation.

**Figure 6: Quality management of a TVET provider – Interlinkages of the QMS and Quality Assurance Framework**

Typical quality issues of TVET providers include:

1) **Leadership and management of the institution**;
2) **Strategic development of the institution**, including the development of its vision and mission, quality objectives and targets;
3) **Human resource development (staff and trainers)**;
4) **Resources and facilities management**;
5) **Cooperation and networking with external stakeholders**;
6) **Monitoring and evaluation for continuous improvement**, and
7) **Compliance with external quality assurance requirements**.

However, the focus of quality management (internal QA) must be on the trainee⁵. TVET providers have to support the concept of lifelong learning preparing their graduates for a dynamic professional work environment. TVET providers are redefining their programme and course curricula based on competences (knowledge, skills and personal characteristics/attitudes) strengthening methods for competence-based assessment, promoting self-learning and adopting new forms of TVET in a pre-emptive needs based process of never ending improvement.

Teacher and trainee mobility is increasing and the TVET sector is becoming more international with more national and foreign competition and even locally, trainees often can chose, which provider they prefer. The quality of TVET provision by an institution is key to the long-term success of any TVET provider or

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⁵ When this manual speaks about trainees this term includes trainees, apprentices ....
programme provided. Practical industry and workplace experience is an integral part of viable and meaningful TVET.

TVET integration with the real world of work is necessary. Therefore, the cooperation with industry, private formal and informal sector is crucial for success. At the end, what counts is the success of the graduates in terms of competitiveness in the labour market, sustainable decent employment (including self-employment), professional satisfaction, and long-term income generation.

The internal quality management aims to introduce and provide a continuous review of planned quality objectives and coordinated activities to direct and evaluate the TVET provider with regard to quality. For the purposes of quality management, the TVET provider should use reliable and valid instruments for monitoring processes, input, output and outcomes and the self-evaluation of the quality of services. Thus, quality management is a ‘hard’ concept based on facts, figures and evaluation within the institution. This combined with an institutional quality culture, as a ‘soft’ concept can be understood as the overarching concept of quality management from the prospective of a TVET provider.

Therefore, quality management should be organically woven into the management fabric of the TVET provider. All members of the organization should understand and support this concept. The role of the leadership is to explain, advertise and resource the concept throughout the organization.

Notwithstanding their profile, TVET providers might have less or more complex organisational structures. The structure has an impact on the way quality needs to managed. Nevertheless, quality is instilled in the institution by all its organisational parts and at all stages of the education and training process. Some parts, however, are more important for producing quality than others.

Therefore, the first task for the TVET provider is to distinguish between the less and more important quality issues and focus on the particularly relevant areas for action. As training and learning are at the heart of quality, the quality management has to focus primarily on the core issues. Processes of attracting trainees and their professional orientation precede the main part of the training and learning process. Further on the TVET provider might support placement of graduates in employment or their transfer to further and higher education institutions, as well as provide for other follow-up activities. TVET providers might also offer target group specific counselling.

The quality of services provided is crucial for building up reputation of a TVET provider. Reputation is crucial to the institution’s success. Reputation has a great deal to do with the care and concern shown to trainees and apprentices, their careers and professional future. Thus, TVET quality management is a win-win equation, which benefits all stakeholders.

**Quality Management (Internal Quality Assurance) of a TVET provider** aims on the systemic management of quality, assuring the quality of the TVET services provided through the management of the quality of TVET processes, programmes (CBET based including workplace experience), materials, facilities and human resources (staff, trainers, facilitators, assessors, internal verifiers) in line with the set out standards and guidelines. Internal quality management cares about the trainees and apprentices ensuring that they get a quality training, certified qualification as set out in the KNQF, empowering and enabling them to gain decent employment and to pursue lifelong learning.

QM is about leadership towards excellency in line with the country’s TVET mission and vision and about continuous institutional improvement. Internal QM is pre-ceding, primary to, and complementing external quality assurance requirements and procedures operationalising and institutionalising them.
Quality management principles of TVET provision

The following nine quality management principles⁶ for TVET providers, which have been tested over time, should be applied by the leadership towards improved institutional performance.

All TVET providers should organise their quality management in a systematic way using the principles outlined below. If these simple principles are consequently and intelligently applied throughout the quality assurance processes of the provider, the result will be an effective system, which will continuously contribute to the long-term success of the institution.

I. Focus on Trainees and Employers: The success of TVET providers depend on their trainee’s success and the future employers of their graduates. It is therefore imperative to understand current and future labour and employment market needs. The TVET provider should identify current and future requirements placed on the graduates by the labour and employment markets and strive to exceed the expected value added by its education and training services pre-empting future developments in technology and competences.

II. Leadership: The top management establishes the strategic purpose and direction of the TVET provider. It is a task of the leadership to create and maintain the internal environment, in which people can become fully involved in achieving the institution’s objectives.

III. Participation: The quality of the TVET provider depends on the people at all levels of the institution, their cooperation and full involvement. Participation enables tapping into their abilities and talents for the institution’s benefit. When all members of the institution are aware and supporting the institution’s vision and mission and quality promise aligned by a truthful and capable leadership, then fundamental preconditions for a successful institution are in place.

IV. Process approach: Behind the recommended process approach is the thesis that a desired result is achieved more efficiently when activities and related resources are managed as processes. Any activity or interconnected activities using resources to transform inputs to outputs are processes. The activities of a TVET provider can be described as processes. When analysing the institution a number of core and support processes can be identified, distinguished and controlled and a process landscape of the TVET provider laid down.

TVET providers have to identify and manage many interrelated and interacting processes. The output from one process will often directly form the input for other processes. The systematic identification and management of the processes and their interactions is important to manage them. This could include core processes, such as admission and enrolment, organisation of in-plant training, assessments and certification, workshop management, or support processes, such as finances and accounting. The process approach allows assigning responsibilities for each single process to specific process owners responsible and accountable for the management of these processes. How exactly the TVET provider

⁶ These principles are inspired by the ISO 9000 principles for quality management. These eight quality management principles form the basis for the quality management system standards within
would define its processes, is at the discretion of the provider. The objectives are always performance, quality and improvement.

V. System approach: The system approach to quality management helps in identifying, understanding and managing interrelated processes as a system, which contributes to the TVET provider’s effectiveness and efficiency in achieving its objectives.

VI. Continuous improvement: Continuous improvement of the TVET provider’s quality and performance in all processes and the institution generally should be a permanent objective. To support continuous improvement, the TVET provider needs to identify and apply suitable methods for monitoring quality indicators and other measurements of the quality management processes. These measurements determine the ability of the quality management processes to achieve the planned results. If the measurements reveal that planned results are not achieved, the issues can be addressed in the quest for continuous improvement.

VII. Factual approach to decision making: Decisions should not be made based on only qualitative perception or intuition. Robust decision making needs factual evidence and measurable indicators. Therefore, effective decision making implies the determination of measurable quality indicators, continuous monitoring and analysis of data and information.

VIII. Mutually beneficial cooperation: A TVET provider, industry and the employers are interdependent. Good TVET is in the interest of all stakeholders, including trainees, employers, state, society and the TVET provider itself. The TVET provider needs cooperation with industry as much as the industry needs good TVET to be competitive. Both are interested in sound and supportive regulation. The trainees are interested in quality education and training, which equips them with competences in demand. The development and capitalising on mutually beneficial relationships with all stakeholders enhances the ability of TVET providers to create value.

Management processes aim to ensure an appropriate environment and optimal preconditions for TVET provision. The most important management tasks for quality assurance are the promotion and further training trainers, the CBET based programme and materials development, adequate facilities and equipment for smooth provision of teaching and training, efficient management of financial resources and ensuring that all legal and regulatory requirements are fulfilled and maintained.

IX. Feedback: To assess requirements for and quality of education and training services feedback is necessary. Only the labour and employment markets will finally decide if a graduate meets demand. If a graduate gains a decent employment, which can include self-employment, then, obviously, the education and training addressed a demand. To design a good TVET programme, the input and feedback from the industry is needed. Feedback from internship and apprenticeships can give valuable information about the quality of the TVET provider’s education and training programme. The TVET provider has to speak and cooperate with the market and to be interested in the careers of its graduates to make substantiated, evidence based conclusions about the quality of services provided.

Feedback from the employers or self-employed alumni graduates is an objective real-life measurement of the performance of the institution’s quality management system. The TVET provider should collect and monitor feedback information from graduates and employers regarding their level of satisfaction with the results of TVET provided. The appropriate methods of gathering such feedback information depends on the circumstances. This can be regular surveys, questionnaires, phone calls, alumni networks or any other suitable method. Continuous monitoring of compliance with requirements of all processes of service provision ensures that processes are corrected without delay.

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7 The term “decent employment” is an internationally defined and used term (ILO)
2.2 How to build the TVET provider’s quality management system (QMS)?

The Quality Management System (QMS) is a part of the TVET provider’s management system. It focuses on the achievements of results in relation to the quality objectives of that TVET provider. It supports the TVET provider in satisfying the needs, expectations and requirements of trainees, employers and regulators.

This part is about universal guidelines for internal quality assurance that can guide a TVET provider through the establishment of its QMS. The QMS of a specific TVET provider will always take shape in the context and industry the institution is operating in. Any TVET provider must have a QMS, but each QMS will be unique for this institution. The establishment of an effective and efficient QMS requires leadership, commitment, quality competence and the allocation of necessary resources for its development, implementation and maintenance. It is the duty of the TVET provider’s leadership to ensure internal quality management is at its best possible level for the interest of the trainees.

Some fundamentals about quality management systems

Quality management systems are about process quality leading to quality outputs (products). Products of the TVET providers are the graduates with their acquired knowledge, skills and attitudes (competences). QMS do not define the competence standards (product standards), but ensure that the system facilitates the application of up-to-date occupational competence standards and respective training standards applied to the education and training.

An effective QMS helps the TVET provider to enhance satisfaction of trainees, employers and society and improves the confidence of trainees and employers that the TVET outcome will satisfy their needs and expectations. The needs and expectations are expressed in the occupational and training standards and curricula. The correctly identified needs are an important input for the provider’s QMS. The national TVET regulator is supporting the correct identification of requirements and needs by including national development priorities and strategies in the process.

Requirements may be specified through close cooperation with the private sector and industries that will be interested in absorbing the graduates. As a professional service provider, it is the task of the TVET provider to follow actual developments in their industrial sectors and look into the future by determining future requirements. The labour and employment markets determine the success of the graduates. However, requirements are changing and so are the education and training services in a spiral of continuous improvement. The QMS is formalising and systematising the continuous process of analysis of demands, needs and requirements.

Thus, the TVET provider’s QMS provides the framework for continuous improvement to increase the probability of lasting satisfaction of all TVET stakeholders. It increases the confidence in the capacity of the TVET provider to provide quality education and training services.

How to approach the task of building a QMS?

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8 The QA guidelines presented here are based on and inspired by Adrie J. Visscher’s (Editor) book, *Improving Quality Assurance in European Vocational Education and Training*, Enschede 2009, pp 172-175
**General QMS Guidelines**

- The QMS must be part of the TVET provider’s general management policies and system. Quality management must cover all processes of the TVET provider to ensure the quality of service provision.
- The TVET provider needs to clearly define and state the objectives of the QMS, which should include: external accountability; self-evaluations; institutional and training programme development and improvement; registration, accreditation and certification. Additionally, all support processes must be covered by the QMS. External accountability will require a number of indicators that reflect institutions’ level of performance and conformity with requirements. Organisational improvement will require systemic insight into performance and improvement potential as a basis for continuous improvement.
- Necessary financial, time and human resources have to be allocated to develop and maintain the internal QMS of the TVET provider.
- The QMS must be documented. It is recommended that the institution records and documents the entire QMS including all adopted quality management procedures and forms in the TVET provider’s QM handbook. This can be done in paper form and/or electronically. It is not important how it will be called, but the QM handbook should be well structured, self-explaining using a clear and simple language, which makes it understandable for all users.
- Sharing of quality management information, practices and tools between TVET providers can contribute to the improvement of the QMS. Learning from one another helps to avoid mistakes.

**Design of the TVET providers Quality Management System**

1. Formulate the institutional and programme objectives.
2. Define the purpose of the QMS in relation to those objectives.
3. Determine the content and indicators of the QMS. All relevant stakeholders including trainers and staff, employers and trainees/apprentices should be involved in the design and adaptation of the QMS to ensure motivation and ownership. Make sure that the internal QMS is in line with external QA requirements and the respective regulations.
4. Establish the TVET provider’s institutional process landscape to determine interconnections between functions, units and departments and align resources and responsibilities.
5. Determine leadership, necessary resources and responsibilities. Allocate the necessary resources.

**Quality Indicators**

- Quality indicators must be appropriate to the TVET provider’s context. Some examples of indicators are trainee satisfaction with the programmes offered; the percentage of drop out; employer satisfaction regarding the skills of trainees; completion rates; employment rates and initial income of
graduates, experts’ opinions on the quality of the course material used and the percentage of qualified facilitators and trainers including registration and accreditation.

✓ Trainee-related indicators are at the core of the QMS, such as achievement, satisfaction, attendance, and other learning/training-related aspects.

✓ Training-related indicators should be supported by a range of other quality indicators, such as training quality; quality of testing and assessment; employer needs, quality of classroom based training and learning and workplace experiences, quality of facilities and the quality of curricula and materials.

✓ It is generally useful to align with external quality indicators. Additional internal indicators for the quality management support continuous organisational improvements.

✓ Targets can be set against each of the quality indicators such as a maximum percentage of trainee drop out; targeted trainee achievement levels, or a specific level of satisfaction.

### Data Collection, Processing and Distribution

✓ Successful QA reviews requires continuous information. Necessary data, collection methods and processing tools must be determined.

✓ Such methods and tools may include:

- Trainee satisfaction questionnaires,
- Course/programme attendance and attainment data,
- Questionnaires for work placement employers, and for employers who have recruited apprentices and graduates,
- Trainee portfolios and workplace diaries, lesson/training observations,
- Trainee interviews, peer review (whereby institutions review each other),
- Graduate questionnaires and periodical interviews with graduates in employment,
- Trainer and parent satisfaction questionnaires, collection of information on graduates’ destinations after completion of studies, and their position in the labour market,
- Data on completion and achievement rates,
- Data collection for purposes of benchmarking with other TVET providers.

✓ TVET providers should meet the stakeholders’ information needs and determine their dissemination policy.

✓ QA data and information must be distributed promptly and regularly inside the institution and to all relevant recipients according to the needs. Prompt distribution of data enables timely responses and longitudinal analysis of data. Regular distribution of data helps QM review to become a normal part of staff tasks and duties.

✓ TVET providers should consider publishing QM information in a user-friendly way on their websites, where staff, employers, trainees, parents and other interested stakeholders, can access this information.

✓ Quality information should be regularly reviewed and discussed within the organisation to support improvement.

### QMS Implementation

✓ The QMS with all its procedures and forms should be documented.

✓ All staff of the TVET provider should be covered by the QMS. However, a clear division of tasks and responsibilities is necessary.

✓ The TVET provider should establish a quality culture in which all staff, trainers and trainees feel responsible for ‘their’ QMS and are continuously searching for improvement potential.
TVET providers should inform the stakeholders about the QMS objectives and procedures in relation to their role.

The QMS has to be implemented with adequate financial, human and time resources. A systematic phased approach to implementation is possible focusing, for example, on some elements of the QMS in one year adding others in the following year.

TVET providers should identify the staff, who needs to be trained in QM skills and plan capacity development measures.

Systematic monitoring of devised QM measures and their impact.

2.3 The TVET provider’s Quality Management System – elements and processes

This part intends to guide the TVET provider on the path to effective internal quality assurance. The means to achieve this is quality management. Quality management as a management sub-system, which is a foresighted means of ensuring that failures and weaknesses, as far as possible, are designed out and that the TVET provider makes sure that all processes are supportive to the mission of the TVET provider and the quality promise made. In TVET, quality assurance examines the aims, content, resourcing, levels and projected outcomes of TVET programmes and courses.

It is the responsibility of any TVET provider to provide education and training that enables the graduates to improve employability and to develop sustainable competences for the graduates to be successful on the labour market and in their professions.

The establishment of a QMS needs commitment and dedication of leadership and all members of the organisation. It needs determination and the allocation of necessary resources to implement a quality management system, which incorporates the aspirations of the TVET provider and ensures the compliance with all legal requirements and regulations, set by the TVET governing bodies. Without a conscious understanding of the importance of the task and necessary support at top management level, attempts to establish an effective QMS will fail.

An effective QMS needs to focus on the core processes of education and training and ensures that the trainees’ learning and training will take place under best possible conditions. Where there is a lack of QM competence in the organisation, such competence needs to be acquired. If the training staff capacity is underdeveloped, such needs to be developed. Looking at each single element, which contributes to quality, and putting it into a context with the core and support processes of the TVET provider, continuous improvement can be achieved by constantly improving each element of the system.

The figure below shows a systematic overview of the QMS of a TVET provider in the context of external quality assurance. The external quality assurance mechanisms and tools are explained in detail in the TVETA QA Manual. When designing and implementing the internal QMS the TVET provider should consider all requirements of external TVET QA in Kenya. The fulfilment and institutionalisation of all mandatory legal and external QA requirements is a precondition for any TVET provider to operate in Kenya. These requirements also covers the informal sector. However, the priority goal for the establishment of a QMS is to provide the trainees with the best possible quality TVET in line with identified needs of the nation.
The basic specific quality management processes of any TVET provider are typically the following:

✓ **Planning and design** - all activities to establish the main objectives in quality of TVET provision, as well as the necessary resources and means, through:

  - strategic planning: setting up general objectives regarding QA;
  - operational planning: setting up of activities, of necessary resources and means, allocation of terms and responsibilities
  - connecting the planned objectives and activities to the QMS of the TVET provider

✓ **Internal monitoring and verification** – verifies whether the planned activities are carried out according to the agreed terms and responsibilities, and evaluates the training and learning process through lessons observations. Internal verification evaluates the TVET provider’s difficulties in attaining the established objectives, in the training and learning process, and in identifying appropriate solutions;

✓ **Self-evaluation** (self-assessment, internal audits): the main process in quality assurance, through which TVET providers evaluate their performance based on evidence. Self-evaluation forms an integral part of internal quality culture, with results leading to specific improvements. Regular self-evaluations help to determine whether the quality management system is doing what it was designed to do, if it effective and maintained accordingly. The self-evaluation activities should be planned taking status and importance of the areas, departments units or processes to be evaluated into account. Consideration needs to be given to criteria, methods applied, and selection of internal evaluators to ensure objectivity and impartiality. Staff shall not audit their own organisational entity or process. The results of self-evaluations need to be recorded. The responsible process owners or management must ensure that necessary corrective actions are taken to address detected issues. Follow-up activities should include checking improvements;

✓ **Identifying necessary revisions** and developing the improvement plan;
✓ **Developing and maintaining the Quality Management Handbook**, which includes the quality policy of the TVET provider, the procedures for quality assurance, internal QA procedures, decisions to allocate roles and responsibilities for QA etc. The quality management handbook describes the quality assurance (management) system of the respective TVET provider. A fully operational internal quality assurance system covers the basic quality related tasks and activities, applies a range of tools for assessment and analysis, illustrates and communicates plans and results achieved, and will promote a quality culture within the TVET providers organization as well as work in partnership with the external stakeholders.

**Some guidance on the TVET provider’s QMS handbook and QM documentation**

A good and comprehensive quality management documentation enables communication of intent and consistency of action. It can contribute to the achievement of conformity to customer requirements and quality improvement, the provision of necessary information for decision-making, repeatability and traceability, the provision of objective evidence, and support monitoring and evaluation of the effectiveness and continuing suitability of the quality management system.

All TVET providers should follow a systematic and comprehensive approach to the development of its Quality Management System Documentation. All elements of the quality management system should be considered, developed, validated and evaluated in a timely manner. Where necessary, procedures should be developed and documented. It is very important to include the TVET provider’s response to all legal and mandatory requirements regarding registration, accreditation, programme development and competence of the provider’s personnel. This will make it much easier to comply with the requirements later on.

The TVET provider’s QMS handbook is the guideline for the internal QA processes specifically adapted to the needs and local conditions of the TVET provider. It includes the linkages to external quality assurance requirements set by the regulator. The QMS handbook of a TVET provider should describe the scope of the quality management system, and include any documented procedures established for the quality management system and a description of the process landscape and the interaction between the processes of the quality management system.

**Figure 11: Hierarchy of QMS documentation**

A QMS documentation should include four main parts: 1) documented quality policy and quality objectives of the TVET provider, 2) the management handbook, 3) documented procedures and records required by the regulators, and 4) procedures and records determined by the organization in support of decision making, effective planning, operation and control of its processes.

The description of the processes should include human resource management, management of processes and responsibilities, programme development and delivery, the self-evaluation procedures and monitoring for continuous improvement. Additionally the QM handbook should state the quality goals and all necessary references to regulatory documents.

Generation of quality management documentation should be a value-adding activity. The TVET provider determines the filing system, the extent of documentation required and the media to be used as long as the external QA requirements are maintained. Determining factors include type and size of the TVET provider, complexity of process landscape, the industry sector, regulatory and labour market requirements, and the extent to which it is necessary to maintain records.
The goal is not to produce an unnecessary voluminous manual or documentation for the TVET provider, which no one will read or use, but to keep it clear and as short and concise as possible. In the meantime, it has to be understood by all users and can even be used to advertise the provider to stakeholders. The language should be clear and simple, the content self-explaining, the structure supportive to the course. It can contain visuals, such as flow charts to describe processes, schemes and figures.

Other documentation produced by the QMS can include:

a) Quality plans that describe how the quality management system is applied to a TVET course or unit, e.g. if the TVET provider is fulfilling a specific VET contract for a private employer;
b) Documents including requirements or specifications;
c) Guidelines;
d) Documented information about how to perform activities and processes consistently;
e) Work instructions including schemes, drawings and procedures complementing the procedures already included in the QMS handbook;
f) Records providing evidence of activities performed or results achieved.

The TVET provider must make sure that the documentation will be maintained properly. Documents required by the quality management system should be controlled as follows:

- Approve documents for adequacy prior to their release;
- Review and update as necessary and re-approve documents;
- Ensure that changes and the current revision status of documents are identified;
- Ensure that relevant versions of applicable documents are available where they are needed;
- Ensure that documents remain legible and readily identifiable;
- Ensure that documents of external origin determined by the provider are identified and their distribution controlled, and
- Prevent the unintended use of obsolete documents.

**Quality policy and objectives of a TVET provider**

The quality policy and objectives as well as vision, mission and core values have to be developed and formulated in a way that will be understood by every single member of the institution. They have to be communicated to all members of the TVET provider’s organisation and among cooperating partners, such as internship and workplace co-operators. Understanding and internalising of these basic policies supports motivation and mobilisation of human resources.

The quality policy and objectives of a TVET provider are established to provide institutional focus with regard to quality. It provides the framework for the quality objectives. Through the formulation of the desired results and targets and the quality objectives, measured with quality indicators, the TVET provider can utilise the available resources to achieve these targets and quality objectives. Quality objectives and policy must be consistent. The idea is that the achievement of regularly updated quality objectives will have a positive impact on education and training quality, operational effectiveness and financial performance and thus on the satisfaction of trainees, employers and society.

It is a task of the top management of a TVET provider to ensure that the quality policy is appropriate and regularly reviewed and commits to comply with requirements and continuous improvement.

**Responsibilities for quality management**

Although QA is a task for all members of an organization and all members of the organisation are equally in charge for quality, every TVET provider should establish clear responsibilities for development and

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9 compare ISO 9001:2000, 4.2.3
maintenance of the provider’s quality management. To achieve institutionalisation of quality assurance through a systematic quality management, a TVET provider could establish a working group at institutional level under direct leadership of the institution’s top management. The ISO standard 9001 includes the requirement of a quality management representative of the top management of the organisation. This, according to ISO 9001 has to be a member of the management team and cannot be an external specialist. How each TVET provider organises the work on its quality management will depend on the profile, size and other factors.

The management of the TVET provider has a particular responsibility for the QMS. Without true commitment of the top management, the QMS will not be effective. The management needs to communicate the importance of compliance with identified needs and requirements, including statutory and regulatory requirements and ensure the availability of resources needed for the quality management. The top management ensures the establishment of quality policy and quality objectives and conducts management reviews.

Internal audits of the TVET provider (self-evaluation)

Internal audits or self-evaluations are an integral part of the quality management system. Continuous improvement is based on self-evaluation, a process through which TVET providers evaluate their performance in each single process looking at their quality indicators, after collecting and analysing evidence. The purpose of self-evaluation is the identification of flaws and weaknesses in the system and potential for improvements of the TVET provider process by process. All leading to better delivery of the core education and training services, which are aiming at better learning and training outcomes. The self-evaluation process represents an action of collective responsibility at the level of TVET providers. Self-evaluation is not a purpose in itself, but a tool to make the institution better. It is strongly recommended to develop a procedure for self-evaluations and to document this procedure in the QMS handbook.10

The TVET provider’s internal audit or self-evaluation activities are the following:

- Evidence based and results-oriented;
- Compliant with quality indicators and criteria;
- Refer to all aspects of the activity of the TVET provider with focus on the quality of the education and training process;
- Carried out in a participatory manner by TVET provider’s staff, trainees and sometimes employers and families, e.g. parents;
- Lead to the appreciation of performance through reference to the impact that TVET has on trainees and other stakeholders;
- Identify weaknesses and strengths of the TVET provider to introduce necessary improvements and corrective actions;

Organisational evaluators and the evaluated have to be independent from each other. The impartial self-evaluation of a department or section by members of the same section is not possible.

Self-evaluation is a cyclic process depending on the requirements and needs of the TVET provider. Internal audits form an important input for the external quality assurance (external audits). The self-evaluation frequency and procedure should be included in the QMS handbook of the TVET provider. The results of self-evaluations have to be properly documented in specific reports. The assessment of performance and quality must be based on factual evidence collected by the TVET provider. Such evidence must be valid, quantifiable, sufficient, actual, and reliable.

Systematic self-evaluation causes additional work and might even cause some additional costs. However, the positive effects of self-evaluations are measured in relation to trainee satisfaction with training and

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10 The standard ISO 9001:2015 includes the requirement for a documented procedure for internal audits under 8.2.2.
learning, services and facilities. Self-evaluations contain motivational potential and might spark some healthy competition for quality inside the institution among different departments. Higher visibility and attractiveness for prospective trainees, increased internal transparency, further education of staff and better adapted training programmes in line with identified needs compensate for the additional efforts.

In addition, TVET providers with a sound self-evaluation procedure are more open to external cooperation, networking and participation in a national context.

**Competence-based Education and Training and Assessment (CBETA) – a core concept of TVET quality**

Due to its character as a core concept of a TVET provider’s quality management, the competence based education and training concept is briefly presented in this part. It is the concept for TVET provision in Kenya and systematically all TVET programmes will apply this new concept. It connects the world of work, TVET and the KNQF.

![Figure 12: Competences in the context of QF and standards](image)

Competences are defined as the individual’s ability to use, apply and demonstrate a group of related awareness, knowledge, skills and attitudes in order to perform occupational tasks and duties successfully. Competences are at the core of occupational standards; they can be measured against them and be assessed based on competence based education and training standards. Competences as well as aptitudes and personality affect both individual’s personal qualities and job performance and usually fall into the three categories depicted in the figure.

Specifically for the curricula development, TVETA has developed a manual for CBETA standards and guidelines. These standards and guidelines guide all curriculum developers. They describe CBETA as an outcome-based and industry driven education and training programme based on industry-generated standards.

TVETA has issued *Standards and guidelines for competence-based education and training and assessment*, which include the most recent information on CBET programme and unit development and application. It is recommended to request the newest update from TVETA or download it from TVETA’s website to facilitate the introduction of CBETA.

The design of curricula based on such industry driven occupational standards ensure a high labour market relevance of the TVET programmes. The introduction of CBETA by the training provider is a precondition for the accreditation by TVETA.

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Chapter 3  Education and training excellence - a generic quality standard for TVET providers

This generic standard provides a universal national guideline for the systematisation and internalisation of quality assurance in TVET, specifically in vocational training contexts. TVET is provided in different institutional contexts such as:

1) Economically active companies, in comparable institutions not engaged in economic activity, especially those of the public service, in establishments of independent professions, such as lawyers or accountants and in establishments engaged in crafts and trades;
2) In specialised public and private vocational institutions;
3) In informal vocational training or other vocational training facilities outside the system of institution-based and in-company training.

This standard can be used for all vocational training environments. There might be differences between VET, which usually takes place in Vocational Training Centres (VTCs), and tertiary TVET, which usually takes place in Technical and Vocational Colleges (TVCs) and National Polytechnics (NPs). Using this generic standard as a guideline, the TVET provider has to keep an eye on the external mandatory requirements of registration and accreditation (TVETA Quality Assurance Manual). The different aspects of TVET quality included in this generic standard will typically apply to the criteria for the accreditation of the TVET provider, the teachers, programmes and units.

The generic quality standard defines general quality characteristics and intends to facilitate compliance and improvement of the quality of the institution. The standard is based on various educational and training components, which can be assessed.

Figure 13: The quality sub-standards - Overview

TVETA is in charge for the external supervision of the suitability of education and training premises, of the necessary personnel and technical qualifications of personnel involved and of the compliance of curricula with the CBETA concept. If gaps or shortcomings are discovered, they have to be addressed appropriately and in a certain period set. Usually, within 6 months. **Compliance with all mandatory external criteria is a precondition for accreditation.**
Standard 1 – Leadership, Management and Governance

Management and governance is related to the mechanisms, policies and process by which an institution is governed and managed strategically and operationally. TVET providers should establish strategic plans (> 3 years) with a clear vision, mission and goal statement of the institution.

Tasks of the management of TVET providers

The management of a TVET provider has a particular responsibility for the performance of the institution. A committed and capable leadership and management is the pre-condition for successful TVET provider. The top management needs to be committed to the implementation and maintenance of the provider’s quality management system, to communicate throughout the institution the importance of meeting the needs of trainees, industry, and labour and employment markets as well as to comply with all statutory and regulatory requirements. Regular management reviews provide evidence for the suitability of the management arrangements in place. Some important tasks of the top management of TVET provider are listed below.

Mission, Goal, Objectives of the TVET provider

The TVET provider should state its mission, goal, objectives, and outline activities in a realistic resourced strategic plan of the TVET provider.

Quality policy and objectives

The top management is also responsible for establishing decision on the establishment of the QMS, the quality policy and objectives. The top management should ensure that the quality policy is appropriate to the purpose of the TVET provider, includes the commitment to comply all mandatory and other identified requirements and to continuously improve the effectiveness of the quality management system. It must be ensured that the quality objectives and management are reviewed regularly for continuing suitability, that the quality objectives are measurable and established at relevant processes, functions and levels within the institution.

Communication

The management shall ensure that appropriate communication processes are established within the TVET provider and the effectiveness of the quality management system is regularly discussed. Strategic plan, mission, goals, and objectives of the TVET provider shall be widely disseminated.

The top management must ensure that the quality policy, objectives and quality management system is communicated and understood throughout the institution. All members of the institution, including leadership, staff and trainers must be aware and ensure that its personnel are aware of the relevance and importance of their activities and how they contribute to the achievement of the quality objectives.

Resources

The top management of the TVET provider must ensure the availability of necessary resources to provide quality services and to establish and maintain the provider’s QMS.

Ensuring focus

Top management shall ensure the focus of the TVET provider on the needs of trainees, industry, the labour and employment markets

Planning

One of the most important responsibilities of the management is to ensure a sound planning process, including strategic and operational planning. Concerning the quality management of the institution, the leadership must ensure that the
planning of the quality management system is included in this planning process and that its integrity is maintained.

The top management has to review the QMS regularly to ensure suitability and effectiveness and to identify the need for changes and potential for improvements.

The top management makes decisions based on reviews with regard to the improvement and effectiveness of the quality management system and its processes, the improvement of education and training processes based on identified needs and the allocation of resource needed.

Management representative(s) for quality management

It is recommended to determine a member or a group of qualified and committed members of the management of the TVET provider who, is/are irrespective of other responsibilities responsible and authorised to facilitate maintenance and development of the provider’s quality management system and to promote the awareness of quality objectives throughout the institution.

This QM representative or group should ensure that all processes needed for the quality management system are established, implemented and maintained. The representative or group of management representatives have the task to regularly report to the management on the performance of the quality management system and any need for improvement.

The instrument to do so are regular reviews and a continuous monitoring. The QM representative(s) should collect, prepare and aggregate the inputs for such regular reviews, including results of self-evaluations and external evaluations, feedback from trainees, employers and other stakeholders, information on process performance and examination/assessment results and the status of preventive or corrective actions. The QM representative(s) organise and control follow-up actions from previous management reviews, identify potential risks and collect or make recommendations for improvement.

Filing and Documentation

The management is responsible for establishing an appropriate filing system, which ensures that the documentation, including records, complies with mandatory requirements and the needs of the TVET provider. It is recommended to establish a procedure for the institutions’ filing system and documentation processes. It must be ensured that all necessary documentation is available where needed and that the provided versions are up-to-date and relevant. All documents must be legible and identifiable. Obsolete documents must be removed. The procedure should include approval, review and re-approval arrangements, the identification of changes and revision status including the identification of external documents and their proper use.

The identification, storage, protection, retrieval, retention and disposal of records, such as examination results or copies of certificates issued, should be included in a particular procedure. The institution must maintain appropriate records of the competences of its staff and trainers.

Check list leadership, management and governance for self-evaluation

Evaluation scale: 1 = not available, 2 = not complete, 3 = satisfactory, 4 = to a large extent, 5 = excellent

<table>
<thead>
<tr>
<th>#</th>
<th>Leadership, management and governance indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Vision and mission of the TVET provider</td>
<td></td>
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<tr>
<td>a)</td>
<td>Vision and mission reflect national TVET priorities and local needs</td>
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<tr>
<td>b)</td>
<td>Vision and mission are reviewed regularly (at least every 3 years)</td>
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<tr>
<td>c)</td>
<td>Vision and mission are published and known in the institution by staff and trainees</td>
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<tr>
<td>d)</td>
<td>Vision and mission achievement is evaluated regularly (at least annually)</td>
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<td></td>
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</tr>
</tbody>
</table>
2 Goals and objectives of the TVET provider
   a) The TVET provider has established goals and objectives of the institution
   b) Goals and objectives include output and management goals and objectives
   c) Goals and objectives are regularly reviewed (at least annually)
   d) Goals and objectives achievement is regularly evaluated
3 Management structure, processes and organisation
   a) The TVET provider has a clear and functional management structure
   b) Roles and responsibilities are clearly defined
   c) The management is competent
   d) QM management representative / representatives is/are appointed and qualified
   e) Management procedures are clearly defined, documented and observed
   f) A QMs is established and a quality management handbook is produced and available
4 Planning
   a) A strategic plan of the TVET provider is established (=/> 3 years)
   b) The strategic plan is annually reviewed and progress monitored
   c) The strategic plan reflects the needs, potential and aspirations of the TVET provider
   d) The strategic plan is developed in a participatory manner (feedback)
   e) The TVET provider develops annual operational plans
   f) The operational are developed in a participatory manner with staff and teachers
   g) Annual operational plans are resourced and include measurable targets and indicators
5 Communication and motivation
   a) Intern and extern communication rules and channels are defined and known to all
   b) Management is available and responsive to recommendations, requests and feedback
   c) Communication is open, transparent and honest
   d) The management is practising an encouraging and participatory communication
6 Filing system and documentation
   a) The TVET provider has established and maintains an appropriate filing system
   b) A procedure for documentation, incl. records, is established and documented
   c) Documentation and record keeping in line with the mandatory and QM requirements
7 Leadership
   a) The TVET provider’s leadership is visionary and forward thinking
   b) Leadership is honest and acts transparently
   c) Leadership encourages initiative and participation
   d) Leadership is facilitating continuous improvement of all aspects of the institution

Standard 2 – Physical Resources

The TVET provider must determine, provide and maintain the infrastructure needed to provide quality education and training in line with quality policy and objectives. This includes the buildings, workshops and utilities, machinery and equipment (both hardware and software), and supporting services (such as transport or communication or information systems).

TVET providers shall have effective and efficient management procedure for usage and managing the material resources of the institution. The institution must provide the resources needed to implement and maintain the quality management system and continually improve its effectiveness constantly meeting and whenever possible exceeding requirements.

1. Facilities, equipment, instructional materials and supplies should comply with the current level of technology and industry practices;
2. A TVET provider shall have adequate office, classroom, laboratory, workshop and library space depending on the needs of the education and training programmes provided;
3. Material resources should be of sufficient quantity and quality to meet the objectives and needs of the education and training programme;
4. The library should be sufficiently stocked with up-to-date literature, adequate books, documents, journals and other related documents as required for the education and training programmes provided;
5. Adequate and secure storage space must be provided for equipment, supplies and instructional materials;
6. Facilities, equipment, and instructional materials must be regularly maintained, replaced, repaired, and updated to meet the requirements of the education and training programmes;
7. Compliance with health and safety standards is mandatory;
8. The facilities and equipment of the TVET provider must be suitable for the education and training purposes of the institution;
9. TVET providers should have internet connection for teachers, trainers, staffs and trainees;
10. If training premises and equipment of the TVET provider are not available in their entirety, these can be imparted through initial education and training measures taking place outside the training premises of the TVET provider as long as all mandatory requirements of the TVET programme or unit are observed. The facilities and equipment of the TVET provider shall be deemed to be suitable for education and training, if these have been recognized as such by TVETA or another authority in charge.
11. The facilities and equipment of the TVET provider must comply with minimum standards for the size, equipment and standard of management of training premises depending on the programmes or units in respective occupations;
12. The organization shall determine and manage the education and training environment needed to achieve the intended education and training outcomes (trainee competencies).

**Check list physical resources for self-assessment**

Evaluation scale: 1 = not available, 2 = not complete, 3 = satisfactory, 4 = to a large extent, 5 = excellent

<table>
<thead>
<tr>
<th>#</th>
<th>Physical resources indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Facilities and properties</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>The TVET provider has sufficient facilities for its education and training programmes</td>
<td></td>
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<tr>
<td>b)</td>
<td>The institutional facilities and property are mapped</td>
<td></td>
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<tr>
<td>c)</td>
<td>The general quality of buildings is good</td>
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<tr>
<td>d)</td>
<td>The boundaries of the TVET provider are demarked and not questioned</td>
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<tr>
<td>e)</td>
<td>Legal arrangements for the properties occupied are clear and not disputed</td>
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<tr>
<td>f)</td>
<td>The facilities comply with all mandatory safety regulations (lock, fire, emergency exits ...)</td>
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<td>g)</td>
<td>Hygiene, restrooms, drainage and sewage comply with requirements and standards</td>
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<td>h)</td>
<td>Access of people with disabilities is ensured</td>
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<td>2</td>
<td>Laboratories and workshops</td>
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<tr>
<td>a)</td>
<td>The TVET provider provides the laboratories and workshops needed</td>
<td></td>
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<tr>
<td>b)</td>
<td>The safety and health regulations are observed, areas of danger are demarked</td>
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<tr>
<td>c)</td>
<td>Safety instructions and emergency plans are accessible and visibly displayed</td>
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<tr>
<td>d)</td>
<td>First aid equipment is available</td>
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<tr>
<td>e)</td>
<td>Machines and equipment are installed, operated and maintained properly</td>
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<tr>
<td>f)</td>
<td>Trainees and trainees in laboratories/workshops are supervised by qualified instructors</td>
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<tr>
<td>3</td>
<td>Classrooms and office space</td>
<td></td>
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<tr>
<td>a)</td>
<td>Classrooms and offices of the TVET provider are fit for the purpose</td>
<td></td>
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<tr>
<td>b)</td>
<td>The furniture in classrooms and offices is of good quality and sufficient</td>
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<tr>
<td>c)</td>
<td>Access to all classrooms and offices for all staff, teachers and trainees is ensured</td>
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<tr>
<td>d)</td>
<td>Emergency rules and plans are available and displayed in each room</td>
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<tr>
<td>e)</td>
<td>The classrooms and offices are regularly cleaned, well illuminated and ventilated</td>
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<tr>
<td>f)</td>
<td>The offices and classrooms have the necessary facilities and communications</td>
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<td>4</td>
<td>Training and learning equipment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>The TVET provider has all necessary training and learning equipment</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>b)</td>
<td>Models, visuals and materials are sufficiently available</td>
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</tbody>
</table>
Standard 3 – Human Resources - Staff and Trainers

The TVET provider must ensure that the staff and trainers are competent on the basis of appropriate education, training, skills and experience and that all external QA requirements, such as registration and accreditation are fulfilled. The TVET provider must determine the necessary competence for its staff and trainers and provide or organise the necessary training. The results of competency building or development measures need to be recorded and evaluated. Trainers have to fulfil external QA requirements of registration and accreditation. When this standard mentions teachers or trainers, the following categories of training staff are included.

- Instructor: A person that guides trainees in practical (lab or workshop) work, usually under supervision of a trainer.
- Trainer. A person, who administers a given training programme/curriculum, guides trainees through this programme, give feedback to trainees and assesses trainees’ performance regularly.
- Trainer-Developer. A person who develops a training programme, based on industries demands, administers this and assesses trainees’ performance (formative assessment)
- Trainer-Manager. A person, who manages a team of trainers, coordinates the work of the team (department) and acts as a trainer in his own field of expertise.

TVETA is providing a detailed TVET teacher and trainer qualifications framework. It is recommended to consider this framework when determining the requirements for trainers.

**Good trainers – Some general criteria**

Good TVET trainers are those, who have a certain number of tangible and intangible professional characteristics, including\(^{11}\):

1. extensive knowledge in the subject(s) or field(s) of learning;
2. a high degree of competency in information and communication technology (ICT) and technological processes;
3. general understanding and ability to share larger economic and social realities with trainees;
4. capacity to impart generic learning skills to trainees through their instruction and organization of learning processes;
5. ability to function collaboratively in a team;
6. research, reflection and change as necessary in training practice (trainer as trainee);
7. ability to communicate and empathize with trainees;
8. capacity to innovate and impart innovation in learning;
9. ability to act entrepreneurial and to transfer this skill and the spirit to trainee.

**Suitability of trainers, instructors and employer staff engaged in vocational training**

\(^{11}\) compare Axmann M, Rhoades A and Nordstrum L; Vocational teachers and trainers in a changing world: the imperative of high quality teacher training systems. ILO2015
1. Trainers or instructors need to have the necessary personal and technical qualifications;
2. Employer staff/instructors must also have the necessary personal and technical qualifications to provide vocational training in a responsible manner on the training premises;
3. Each trainer, instructor must, where required, hold valid teaching credentials authorizing training of the assigned courses;
4. Under the responsibility of the instructor, persons may also participate in the provision of initial training, who are not themselves instructors, but possess the vocational skills, knowledge and qualifications as well as the personality necessary for providing vocational training;
5. Trainers, instructors shall participate in mandatory and additional professional development activities that are designed to enhance or expand their knowledge and skills as necessary.

**Pedagogical skills and knowledge**

Typical pedagogical skills required are communication and rhetorical skills, educational psychology, methodological skills, Instructional technology and use of media and presentation skills, Information Communication Technology (ICT) skills, testing and measurement skills. The following is characterising a skilful trainer:

1. Good trainers utilise professional experience as learning experiences and link them with knowledge, skills and attitudes learned in school situations. The trainer encourages the trainee to apply this knowledge, skills and attitudes in practice and is able to demonstrate;
2. The trainer offers the education program in different ways (including, for example, distance learning);
3. The trainer chooses practices that suit the purpose, trainee learning/training styles and context of the learning/training activity;
4. The trainer considers differences between trainees and provides a focused approach to trainees in need for additional support;
5. The trainer has current knowledge of the (developments in) occupations being trained, can put the education and training in a context with workplace learning and knows about various forms of career guidance and counselling.

**Personal and technical qualifications**

Trainers and instructors need to demonstrate the necessary personal qualifications, which are needed for the trainer profession. This includes the necessary instructional aptitudes, empathy and passion for the profession of training or at least the technical subject taught. Persons, who are guilty of repeated or serious contraventions of laws or regulations, are considered not to be suited. Additionally, the implementation of CBET in Kenyan TVET creates the need for further and retraining of trainers to upgrade the TVET trainer qualification to comply with competency based training standards.

The necessary technical qualification includes the necessary vocational skills, knowledge and qualifications as well as the training skills, knowledge and qualifications required and processes concerned to educate and train a certain occupation. The level of mastering the skills depends on the complexity and level of occupational competences taught or trained and additional functions a teacher or trainer is fulfilling, e.g. programme development. Persons possess the necessary vocational skills, knowledge and qualifications if they:

1. have passed the final examination in a technical field corresponding to the training occupation;
2. have passed a recognized examination at a training facility or before an examination authority or a final examination at an accredited school in a technical field corresponding to the training occupation;
3. have passed a final examination at a Kenyan higher education institution in a technical field corresponding to the training occupation;
4. have acquired an educational or training qualification abroad in a technical field corresponding to the training occupation, if such is recognised in Kenya;
5. have the necessary general competences and have been employed in a practical capacity for an appropriate period in their own occupation or are licensed to practice an independent profession or have been appointed to public office; or
6. provide evidence that they have acquired the training skills, knowledge and qualifications in the subject matter and scope required for education and training in the concerned occupation and processes.

**TVET trainer qualifications in the light of TVET reforms**

To implement reforms in TVET and CBET the Kenyan government will implement the following strategies to ensure achieving trainer competency:

✓ Review and enforce minimum TVET trainers’ qualifications including compulsory industrial attachment for TVET trainers at least every three years of service;
✓ Develop trainer-industry links to enhance quality of contracts being key performance indicators for industrial training; and
✓ Establish an industrial attachment standard for all TVET trainees and trainers, for enhancing their hands-on-skills;

**Check list human resources for self-assessment**

Evaluation scale: 1 = not available, 2 = not complete, 3 = satisfactory, 4 = to a large extent, 5 = excellent

<table>
<thead>
<tr>
<th>Human resources (staff and trainer) indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1 Trainer competence and trainer-trainee ratio</td>
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</tr>
<tr>
<td>a) The trainers are competent to deliver education and training</td>
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<td>b) The trainers are registered and accredited by TVET</td>
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<td>c) The number of trainers and the trainer-trainee ratio are satisfactory</td>
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<tr>
<td>d) The trainers have annual professional development reviews and talks</td>
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<tr>
<td>e) Annual further training or re-training plans or capacity development plans are established</td>
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<tr>
<td>f) Trainers are innovative, engaged and interested in professional development</td>
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<tr>
<td>2 Non-training and technical staff competence (KSA + experience) and numbers</td>
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<td></td>
</tr>
<tr>
<td>a) Staff is competent in all management, administrative and support processes</td>
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<tr>
<td>b) The staff has the necessary personal qualities to work in education and training</td>
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</tr>
<tr>
<td>c) The number of the staff is sufficient for the TVET provider</td>
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<td>d) Staff composition facilitates effective operations of the TVET provider</td>
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<td>e) The communication among staff, teachers and management is open and honest</td>
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<td>3 Human resource management (HRM)</td>
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<td>a) The TVET provider has a human resources management policy/procedure</td>
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<td>b) Human resources are planned according to identified needs and plans</td>
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<td>c) An up-to-date organogram with all positions and functions is available</td>
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<td>d) Job descriptions are available for all positions and are up-to-date</td>
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<tr>
<td>e) The functions of HRM (planning, searching, recruiting, termination) are organised</td>
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<td>f) The HRM function is assigned to one or more specialised HR manager(s)</td>
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<td>g) The assigned HR manager(s) are competent, forward thinking and motivating</td>
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<td>h) The institution provides a clear career perspective and guidance</td>
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<td>i) HRM provides for motivating and supportive internal and external training</td>
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<td>j) HRM is supportive to the aspirations of staff, trainers</td>
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**Standard 4 – Trainees, apprentices**

Education and training is an interactive process, in which the outcomes depend on both training and learning. The quality of the outputs depends on the quality of the inputs and processes. Therefore,
Institutions should have a robust selection and admittance process to select trainees who are qualified to undertake the training courses.

The TVET provider should ensure that trainees enrol in its TVET programmes that have the necessary education, aptitude and motivation to acquire the competencies for the occupation. To ensure good preconditions the TVET provider must ensure that the ratio between the number of trainees, training places and skilled staff and trainers is appropriate. To ensure the quality of education and training the processes in the TVET provider need to be trainee-centred. This requires an increase in the participation of the trainees in all quality management related processes. The following standard applies:

1. TVET providers should have an adequate and clear plan, procedure, and criteria for selecting trainees. Trainee selection criteria have to include the compliance with minimum mandatory entrance requirements;
2. The TVET provider should look at previous education and experience, aptitude and motivation;
3. TVET providers must publish their plans, selection and admittance procedure, and criteria;
4. TVET providers must ensure that trainee can transfer to other TVET providers based on the levels and credits in line with the national qualification framework;
5. TVET providers should have a policy in place for the support of special needs trainees and vulnerable/minorities groups. This includes support for trainees in need for hostel services;
6. Additional trainee/graduate centred services should be provided where necessary and applicable, such as career guidance, job advisory services and liaison mechanisms.

**Check list trainees, trainees, apprentices for self-assessment**

Evaluation scale: 1 = not available, 2 = not complete, 3 = satisfactory, 4 = to a large extent, 5 = excellent

<table>
<thead>
<tr>
<th>#</th>
<th>Trainees, apprentices indicators</th>
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<tbody>
<tr>
<td>1</td>
<td>Trainee12 management system</td>
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<td></td>
<td>a) The TVET provider has a functioning trainee information and management system</td>
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<td></td>
<td>b) Procedures for admittance, enrolment, course registrations are established</td>
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<td></td>
<td>c) Procedures for variations and transfer are established and documented</td>
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<td></td>
<td>d) Procedure for early (pre-examination) termination of the education and training in place</td>
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<td>e) Assessment and examination procedure established and documented</td>
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<td>f) Procedures of trainee management are in line with mandatory requirements and needs</td>
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<td>g) A code of conduct is established and published</td>
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<td>h) A procedure for disciplinary measures is established</td>
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<td>2</td>
<td>Trainee complaints, conflict resolution and appeals</td>
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<td></td>
<td>a) There is a robust procedure in place for feedback and complaints</td>
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<td></td>
<td>b) The trainees know to whom to address complaints and grievances and have trust</td>
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<td></td>
<td>c) Complaints and grievances are treated fairly and objectively. All sides are heard.</td>
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<td>d) Complaints of general interest are communicated among all concerned parties</td>
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<td>e) Conflict resolution is done professionally, ethically and participatory</td>
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<td>f) Trainees have the right to appeal decisions</td>
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<td>g) Appeals are documented and decided upon professionally</td>
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<td>3</td>
<td>Trainee support and participation</td>
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<td></td>
<td>a) The TVET provider assigned management representative/staff as support officer</td>
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<td>b) Information about support measures, such as scholarships and extra tuition is available</td>
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<td></td>
<td>c) The TVET provider provides career counselling and placement support</td>
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<td></td>
<td>d) Support for vulnerable trainees and trainees with special needs is available</td>
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<td></td>
<td>e) There is a mechanism and procedures of wide participation of the trainees in place</td>
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<td>f) Hostel services are provided if and when needed</td>
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<td>4</td>
<td>Alumni network and trainee career tracing</td>
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12 Includes here trainees and apprentices
Standard 5 – Curricula, Training and Learning

A TVET provider should use a curriculum, which contains the necessary competences, soft skills and hard skills, and clarifies the objectives and learning outcomes of each programme, courses or unit. The content of the curricula should be evaluated and reviewed regularly on the compliance with occupational and training standards.

**Curriculum standard**

The curriculum should:

1. include the description of goals, objectives, and overview of the education and training programme, course or unit;
2. include the duration;
3. include the credits/level of competence awarded after successful completion;
4. indicate to which profession/occupation the relation the programme, course or unit relates;
5. identify the instructional materials, texts, supplementary materials, equipment and facilities;
6. be reviewed regularly based on the needs of the labour market and technology;
7. include training and learning methodology and general lesson plan.

The method for TVET in Kenya is CBET. Therefore, the curricula and training standards for all TVET programmes and units will be based on competence based occupational standards.

**How is then a CBET program developed?**

**CBET** can be described as an outcome based, industry driven education and training programme based on industry-generated standards. Occupational standards are the basis on which programme or curriculum, assessment and learning materials are designed and developed. CBET is the standardised TVET delivery method for all Kenyan TVET providers.

Training standards are developed based on occupational standards and used to guide curriculum developers and the criteria of approval of programs. CBET based training standards include specifications of the competencies and expected outcomes of TVET programmes or units. The Training standards are the base for the design of program and assessments along the lines of two important concepts, which are:

- A learning/training outcome (based on training standards) that describes what (knowledge, information, skills, attitudes and values) trainees will know and be able to do at the end of the learning/training experience;
- An assessment methodology (based on training standards) that describes the level at which the trainees should demonstrate achievement of the learning/training outcomes and ways (depth and breadth) of demonstrating achievements.

The standards also identify the trainer and training equipment’s for a CBET program. In this way, it can be assured that the subsequent TVET training will equip the trainees with the competencies required. CBET based curricula are:

- demand based and output oriented;
- connect TVET with Labour markets, National Qualifications Framework and educational credit system;
- based on industry-driven occupational standards;
- are part of TVET Quality Assurance.
A detailed comprehensive guideline for CBET is available at TVETA.

**Training and Learning**

The trainers are at the heart of any TVET provider. They provide education and training in direct interaction with their trainees and the workplace training providers of internships or apprenticeships. Training needs subject knowledge and skills, training methodology, commitment, pedagogical skills, passion, empathy and professional training competence. Training with quality and effectiveness in continuous contact and interaction with the trainees and private sector and in line with all mandatory requirements established by the TVET regulators; this is what makes TVET attractive and efficient. Trainers must have adequate training aids to support education and training and need to know how to use it. Of course, trainers must have the necessary qualification for the level of courses they are training. Trainers must continuously improve themselves and must update their knowledge in line with technology and industry developments.

Quality needs leadership that establishes a vision of excellence of training and learning and builds the structures and organizational culture that empowers facilitators, trainers and staff to deliver outstanding quality in every sense of the term. Quality in training is about doing things right, not just doing the right things.

**Assessments and Examination**

The TVET provider must ensure the reliability and correctness of the institutions assessment and examination processes. There are external and internal quality assurance mechanisms and guidelines, which have to be maintained. Trainee assessments can be classified as assessments of prior learning and training, diagnostic assessments, formative and summative assessments by approved training/assessment centres and registered assessors. Summative assessments and examinations have to be verified. For this purpose TVETA administers procedures of external verification ensuring maintenance of an appropriate quality of the assessment processes. External Verifiers are regularly auditing the assessment system of the training and assessment centre.

Beside external verification, a process of mandatory internal verification has to be included into the TVET providers quality management system. Internal verification is the quality assurance process carried out by the training centre itself to ensure the maintenance of quality and consistency of assessment of candidates for Competency Qualification /National Qualification awards within an approved centre.

Each accredited training institution is expected to select an Internal Verifier from among its training staff to supervise, co-ordinate and verify that the assessment activities take place in accordance with the standards set out in this Assessment Guidelines. The Internal verifiers are also responsible for submitting candidates’ results to the Assessment Body. Specific responsibilities for this process need to be assigned to “internal verifiers”, which must have a thorough understanding of quality assurance and assessment practices. Internal Verifiers must be competent and have knowledge of the corresponding assessment bodies as well as internal and external verification procedures. Internal verification focuses on the validity and practicability of assessment instruments, the reliability of the assessment decisions and the consistency of the quality of assessment practices within the centre over time.
TVETA has released CBET standards and guidelines, which are important for the internal and external quality assurance. The standards and guidelines include a range of mandatory training programme and course requirements, including for internal and external verification. It is recommended to review these standards and guidelines when designing the TVET providers QM system.

Check list curricula, training and learning for self-evaluation

Evaluation scale: 1 = not available, 2 = not complete, 3 = satisfactory, 4 = to a large extent, 5 = excellent

<table>
<thead>
<tr>
<th>#</th>
<th>Curricula, training and learning indicators</th>
<th>1</th>
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<tbody>
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<td>Curricula</td>
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<td></td>
<td>a) The curricula are based on competence based occupational and training standards</td>
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<td>b) Curricula leading to a recognised occupation or recognised learning outcomes (credits)</td>
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<td>c) Curricula are in line with a certain level of the national qualifications framework</td>
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<td>d) Curricula applied are developed with stakeholder involvement</td>
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<td></td>
<td>e) The curricula follow the CBET guidelines and mandatory requirements of TVETA</td>
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<td>f) The curricula are regularly revised according to changes and identified needs</td>
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<td>Training and Learning process</td>
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<td>a) Training and learning is supportive and in line with the curricula</td>
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<td>b) The TVET provider ensures a supportive learning environment</td>
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<td>c) Appropriate training methodologies are used</td>
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<td>d) The TVET provider ensures a sufficient share of practical vocational training</td>
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<td>e) The training and training should include a sufficient share of workplace training</td>
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<td>f) The trainees have enough textbooks and materials and training aids</td>
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<td>g) The trainees have access to independent self-learning according to their needs</td>
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<td>h) Learning support is provided to slow trainees and special needs trainees</td>
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<td></td>
<td>i) Feedback from workplace training and trainees is considered and timely incorporated</td>
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<td>j) The TVET provider ensures regular classroom observation and trainer assessment</td>
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<td>3</td>
<td>Assessments and examination</td>
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<td></td>
<td>a) Assessments/examinations are conducted by qualified and approved assessors/bodies</td>
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<td>b) Examinations/assessments lead to recognised certificates</td>
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<td>c) Assessments and examinations provide an objective measure of competences achieved</td>
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<td></td>
<td>d) Examinations/assessments include necessary intermediate and final examinations</td>
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Standard 6 – Innovation, research, development and cooperation

Innovation is about creating something new or it be an adaptation or an improvement on something already existing. Innovation is rather process of continuous change than an event. An excellent TVET provider should always think about continuous improvement, innovation and the development of the institution in the interest of the trainees and the beneficiaries of the services provided, first of all the private sector and the industries, which will employ the graduates.

The changing TVET environment, with new industries and sectors emerging, requires the TVET provider to consider new concepts, new generic skills, teaching and training technologies help the provider to meet growing the labour and employment market needs.

A TVET provider ready “to go the extra mile” for the success of the trainee will be more successful compared to others. Just to deliver standard quality is enough for registration and accreditation. Excellence needs more! An institution with the spirit of research, innovation and development will always be above standard level continuously searching for ways to become better.
Important themes of a modernized and future-oriented TVET system are innovative concepts, such as Greening TVET and the inclusion of entrepreneurship as crosscutting issues.

Greening TVET underpins many of the proposed goals and the achievements of sustainable development and is crucial for reorienting society to adopt an environmentally sustainable mentality addressing climate change and future challenges.

Entrepreneurship skills and competences supporting the establishment of new economic establishments all over Kenya strengthening the SME sector of the economy should be another important crosscutting issue supported by the TVET institution. Entrepreneurship activities and training could be included in the general generic programme of the TVET institutions for those trainees, who are interested to start their own businesses. The TVET institutions are encouraged to create “Entrepreneurship Centres” in their facilities or to encourage strong cooperation with existing centres to help trainees to develop and practice entrepreneurship skills and finally transfer them into creating their own businesses later.

Check list innovation, research, development and cooperation for self-evaluation

Evaluation scale: 1 = not available, 2 = not complete, 3 = satisfactory, 4 = to a large extent, 5 = excellent

<table>
<thead>
<tr>
<th>#</th>
<th>Innovation, research, development and cooperation indicators</th>
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<th>3</th>
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<th>5</th>
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<tbody>
<tr>
<td>1</td>
<td>Innovation and research</td>
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<td>a)</td>
<td>The institution is a learning organisation with a spirit of innovation</td>
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<td>b)</td>
<td>Innovations are introduced in a systematic way</td>
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<td>c)</td>
<td>The TVET institution is open for the introduction of new methodologies and techniques</td>
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<td>d)</td>
<td>Is regularly updating knowledge on new developments in TVET research</td>
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<td>e)</td>
<td>Builds innovation capacity through upgrade of staff and review of available information</td>
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<td>f)</td>
<td>Participation in innovation workshops, seminars &amp; exchange programs in the TEVT sector</td>
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<td>g)</td>
<td>The TVET institution is considering its environmental and is aware of the concepts of Greening TVET</td>
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<td>h)</td>
<td>The TVET institutions provides information and training opportunities on entrepreneurship and self-employment as a cross-cutting for interested trainees</td>
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<td>2</td>
<td>Stakeholder feedback for innovation</td>
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<td>a)</td>
<td>The TVET provider maintains a regular feedback with the private sector for improvements</td>
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<td>b)</td>
<td>Contact to higher education and TVET research is used for continuous improvement</td>
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<tr>
<td>c)</td>
<td>Cooperation and exchange with other TVET providers is supported</td>
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<td>d)</td>
<td>Regular review of actual labour market information</td>
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Chapter 4  Cooperation for quality – Stakeholder involvement

It is important to realise that the performance of the national education and training system is critical for national competitiveness. To address the growing international demands, the national TVET system should have a global vision to act locally. Increased cooperation with various stakeholders, including governmental institutions, TVET providers, employers, chambers, associations and trade unions is required to keep up with international developments. TVET systems, therefore, increasingly rely on strong partnerships with stakeholders in order to make informed decisions about identified needs and general sector developments.

4.1  TVET stakeholder involvement

Building stakeholder involvement into TVET remains a key issue that involves industry and trade associations, professional bodies, employers, society and youth, motivating and encouraging national TVET stakeholders to strengthen the stakeholder and employer involvement in programme design, accreditation and review. Stakeholder involvement is very important throughout the strategic planning process. Only with appropriate stakeholder and industry involvement, a training provider can plan its education and training. Stakeholders are a valuable source of feedback for continuous quality improvement.

Maintaining and increasing the responsiveness of TVET to labour market needs is the main purpose of external cooperation. Stakeholder cooperation can improve the transition from TVET to continuing education and training and generally improve access to TVET. The list of stakeholders below provides an overview of activities that can be undertaken to motivate and increase involvement of external stakeholders. For TVET providers, cooperation with external stakeholders and in particular the world of work is part of their daily activities, with varying benefits for quality stemming from different stakeholders:

- **Employers** are partners in provision of practical training and an important source of information on workplace-related training needs and adequate responsiveness of training provision;
- **Social partners, chambers and trade associations and professional bodies** can provide information on the latest trends in the labour market, changing skills needs and demands for the adaptation of curricula;
- **Employment services** can support integration of graduates into the labour market and report on employability trends;
- **Cooperation with other TVET providers and higher education institutions** opens pathways to further education and training for trainees and graduates of TVET providers and promotes in the long run permeability between educational subsystems;
- **Graduates** may provide valuable feedback on the usefulness of competences that trainees acquire and help make contacts in the world of work and the local community. Durable contacts can be made through alumni associations or regular invitations to social events organised by TVET institutions;

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13 This chapter is inspired by and based largely on the CEDEFOP Handbook for VET providers
✓ Contacts with local or regional decision-makers and civil society aim to anchor the institution in its environment, promote its visibility and reputation and improve the attractiveness of TVET;

✓ Collaboration with the local community and families of trainees helps to integrate the TVET institution into the local context and establishes useful contacts within the local social fabric. This also can mobilise support for the TVET institution and voluntary contributions to its activities. Additionally, a good integration into the local society helps to improve the image of the institution;

✓ Cooperation with certifiers and accreditation bodies is necessary for external recognition of TVET providers and their certificates.

Figure 14: Typology of stakeholder involvement and quality goals

<table>
<thead>
<tr>
<th>Degree of stakeholder involvement</th>
<th>Type of activities</th>
<th>Tools applied</th>
<th>Quality goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak</td>
<td>Socialising with external stakeholders to increase participation in common activities</td>
<td>Public relations and information activities to stakeholders</td>
<td>Strategy to improve cooperation with stakeholders</td>
</tr>
<tr>
<td></td>
<td>Participation of stakeholders in feedback surveys or interviews</td>
<td>Questionnaires, interview guidelines</td>
<td>Response of stakeholders to quality issues</td>
</tr>
<tr>
<td></td>
<td>Participation of stakeholders in workshops: (a) selective meetings; (b) thematic workshops; (c) continuous cooperation</td>
<td>Invitation, agenda setting, inputs from TVET providers, collecting feedback, focus group discussions</td>
<td>Contribution of stakeholders to quality improvement</td>
</tr>
<tr>
<td>Strong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joint development of occupational standards and CBET units and programmes</td>
<td>Formalised cooperation based on agreement and long-term cooperation</td>
<td>Development of relevant CBET units and programmes complying with needs, quality and accreditation requirements</td>
</tr>
<tr>
<td></td>
<td>Shared implementation of training in cooperation with external stakeholders</td>
<td>Formalised cooperation agreement</td>
<td>Strengthening work-based training</td>
</tr>
<tr>
<td></td>
<td>Shared monitoring and tutoring of work-based training</td>
<td>Training protocols and diaries, site visits, feedback</td>
<td>Assuring quality of work-based learning</td>
</tr>
<tr>
<td></td>
<td>Application of shared quality indicators in common provision of TVET</td>
<td>Agreement on indicators, common quality approach</td>
<td>Improvement of common TVET provision</td>
</tr>
</tbody>
</table>

Source: Cedefop (adapted)

Stakeholder involvement – a key to success and quality!

✓ Ensuring a competitive edge, high visibility and improved attractiveness of a TVET provider for prospective trainees, parents and companies.
✓ Development of new training programmes and modernisation of existing programmes through networking with other TVET providers, educational institutions and the private sector.
✓ Acquiring new insights from joint delivery of training programmes.
✓ Ensuring a comprehensive feedback from stakeholders.
✓ Adding value to an institution’s own programmes and improving its own quality standards.
✓ Opening up new professional career pathways for graduates.
4.2 Cooperation with industry and private sector

During the development of occupational standards as a core of competence-based education and training (CBET) TVET providers are required to work closely with the private sector to ensure that TVET is meeting the demands of employers and the labour market. CBET programmes lead to technical and vocational qualifications, which meet specified accreditation and design criteria. The qualifications are developed following extensive consultations with industry and they enable progression directly into employment, to further learning opportunities within employment, or to further studies. Each qualification is based on a programme of mandatory generic, technical and vocational skills and workplace experience and elective units of learning.

Occupational standards and training standards are generated by and with industry and indicate the general area of competences trainees should acquire. The occupational standards relate to the KNQF. They also form the foundation for curricula development and outcomes for CBET units and programmes are developed, which themselves can be related to KNQF registered awards.

Cooperation with the private sector is crucial for providing workplace experience as an integral part of TVET and apprenticeships. While cooperation with employers is a valuable asset for the quality of TVET provision in general, it becomes a ‘must’ for institutions that include practical workplace experience in their programmes. As a rule at least some part of training should be real world work-based. The quality of this part becomes an inherent and decisive issue for internal quality assurance of TVET provision.

The following step-by-step approach for establishing quality in workplace experience in training will show that quality and quality improvement can be built into the cooperation between a TVET provider and employers / private sector.14

✓ **Step 1**, making contacts. Generate willingness to cooperate and recruit enterprises to provide appropriate workplace training opportunities. This is a long-term endeavour that calls for continuity, networking and establishment of dependable partnerships. The TVET providers’ most important starting activities are:

(a) invitations to employers and company representatives to events, presentations of trainees’ work to the public, visits to companies, joint projects with private enterprises;

(b) engagement with chambers and employers’ associations, professional bodies preparing the ground for mutually-beneficial collaboration;

(c) invitations to external stakeholders to participate in feedback surveys and interviews.

✓ **Step 2**, planning workplace-training activities, is mainly the responsibility of the Training provider and must consider regulatory requirements as well as the specific CBET unit or programme. This step includes:

(a) contractual arrangements setting out rights and obligations of trainees and employers;

(b) adequacy of training opportunities in enterprises must be ascertained: content of workplace training needs to fit in with the curriculum of the CBET programme. The workplace experience environment should allow acquisition of the envisaged competences;

(c) individual learning plans should be drawn up detailing the competences to be acquired by trainees during the workplace experience period.

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14 This approach bases on the CEDEFOP Handbook for VET providers chapter 5
✓ **Step 3** includes tutoring trainees and monitoring workplace training experience through collaboration between the Training provider and in-company trainers, in:

(a) documenting the workplace training process by means of training protocols of in-company trainers and training diaries (logbooks) of trainees;

(b) self-evaluation by trainees and in-company supervisors which helps to steer and improve the learning and training process;

(c) on-site visits by the training provider’s trainers to help with supervision of trainees’ performance and provide opportunities for first-hand feedback;

(d) on-going exchange between the training provider’s trainers and in-company trainers to ensure a favourable workplace experience.

✓ **Step 4**, encompassing review and evaluation of workplace learning activities, provides information for further improvement:

(a) feedback from trainees and in-company trainers on quality and results of the workplace training experience through assessment schedules, surveys and interviews;

(b) evaluation of the workplace experience period should include an objective assessment of the learning outcomes achieved;

(c) additionally, evaluation should build on observations and feedback collected during site visits by the training provider’s trainers.

✓ **Step 5** refers to improvement and change of workplace learning activities and is based on an evaluation of the results, agreement on a common quality approach and application of shared quality indicators:

(a) evaluation results should be discussed by responsible trainers of the training provider; and also

(a) with in-company trainers to draw lessons for the future;

(b) organising reflective workshops or focus group discussions or working groups encompassing all stakeholders may entail improvements of quality, for example better preparation of trainees, reinforced coordination of workplace training, institution-based training and adaptation of curricula for TVET programmes, which leads to:

(c) the final result of applying shared quality indicators and agreeing on a common quality approach between training provider and private enterprise.

4.3 **Cooperation and networking with other TVET providers and general education**

Cooperation and networking with other TVET providers can support quality in TVET provision. Cooperation between the TVET providers is in the best interest of trainees. This can be national, regional or international cooperation. It supports the guidance and identification of opportunities for continuous training. The purposes of cooperation among providers are manifold. These include exchange of common information, making the institution and its programmes known, exchange of experience, networking and comparison with other institutions. These activities affect the overall quality of the TVET provision through various effects on quality.

The aim of TVET provider cooperation is also to enhance their capacity to expand and to provide quality education and training by soliciting funds from donor agencies, non-governmental organizations and other sources for this purpose.

✓ TVET providers pay special attention to cooperation with secondary schools to attract their graduates as potential trainees. Institutional cooperation schemes with schools aim to prepare trainees for TVET programmes and support their smooth transition to TVET. Apart from traditional activities such as
open days, some training providers apply active recruitment strategies by organising information days at local secondary schools. At such events, the training providers can present their programmes to parents and prospective trainees.

- Cooperation with other TVET providers can provide additional learning opportunities through participating in TVET provider networks. Such networking with other training providers may range from an informal exchange of experiences supporting common education and training to cooperation in development and joint delivery of training programmes.

- Because of competition in the training market, exchange and cooperation between training providers will often be limited, despite the above-mentioned common activities. The harder a training provider competes in the open market, the more limited its willingness is to exchange good practices in quality management to avoid losing its competitive advantage.

- Where cooperation takes place, the benefits for quality lie in identification and transfer of good practices to one’s own institution and in receiving external feedback. Several Training providers cooperate with one another to pilot schemes, modernise training programmes or promote use of e-learning, thus gaining benefits for their programmes and improving quality standards of their services.

- Training providers can participate in innovation projects with research institutes to develop new standards and quality marks.

- Some institutions, especially those with a lifelong learning approach, have a clear focus on cooperation with higher education establishments. TVET can cooperate with universities to develop new programmes closer to the professional career needs of their graduates than traditional higher education programmes. This represents an important benefit for them.

4.4 National dialogue, cooperation and international developments

National dialogue, cooperation and joint effort is crucial for the success of the on-going TVET reforms. This mainly concerns the cooperation between TVET and industry to ensure that TVET is providing its services in line with current and future employment and labour market needs. TVET supports national dialogue and exchange.

The introduction of the NQF and credit transfer system provides opportunity to cooperate in the field of regional and international recognition of qualifications. This can even lead to regional common qualifications reference frameworks. Regional common reference frameworks will:

- deepen integration and harmonisation;
- create a common identity;
- facilitate transparency of multiple complex systems, mobility of workers and trainees, recognition and credit transfer;
- support economic imperatives such as removal of barriers to trade.

Referencing in the TVET is most commonly referred to in relation to national qualification frameworks (NQFs) and regional qualifications frameworks. Similar processes could be employed for ensuring comparability of quality assurance systems and building mutual understanding.

All TVET stakeholders; Training providers, awarding bodies, QA service providers, trainees, their families and the society as well as ministries and TVET regulatory agencies must be involved in the development and progression of TVET towards the national development goal for this important subsector. A spirit of cooperation and good communication between TVET providers and regulatory bodies, such as TVETA, is a precondition for a successful implementation of the QA mechanisms presented in this manual.

TVET providers, agencies and industry need to understand and accept the QA mechanism to ensure its successful implementation. A national TVET dialogue can help to promote cooperation in quality assurance with particular focus on exchange of models and methods, as well as common criteria and principles for quality in vocational education and training’.
National dialogue, regional and international cooperation can contribute significantly to the improvement of the Kenyan TVET sector. This will make Kenya potentially an attractive investment destination and boost the regional and global competitiveness of Kenya’s skilled workforce. In a nutshell, maintaining a strong international cooperation with organisations and networks working in the area of TVET quality assurance can add value to Kenyan TVET sector.

Regional QA frameworks

Increased regional cooperation and stronger orientation towards the measurement of outputs and outcomes together with the promotion of accreditation and a relevant set of indicators are a current trend in TVET QA. Regional QA frameworks are a key strategy for establishing and maintaining transparency and mutual understanding amongst participating countries via a referencing process.

- The key aim of a regional quality assurance framework is to develop mutual understanding amongst member countries. In addition, a regional quality assurance framework acts as:
  - an instrument to promote and monitor the improvement of member countries’ TVET systems;
  - a reference instrument that outlines benchmarks to help member countries to assess clearly and consistently whether the measures necessary for improving the quality of their TVET systems have been implemented and whether they need to be reviewed;
  - a self-evaluation instrument that can include internal and external evaluation which can be made public;
  - facilitates regional mobility of skilled workforce and the introduction of regionally recognized competence records such as skills transfer passports and alike.

The African Union (AU), recognising the importance of skills to poverty reduction and socio-economic development, has adopted a policy framework for promoting TVET in Africa. Two of the objectives of this framework are 1) to position TVET programmes and TVET providers in Africa as vehicles for regional cooperation and integration and 2) to mobilize all stakeholders in a concerted effort to create synergies and share responsibilities for the renewal and harmonization of TVET policies, programmes and strategies in Africa.

Examples for such regional QA frameworks are:

- **European Quality Assurance Reference Framework for VET**: Despite the diversity of TVET systems across Europe, the European Union’s Copenhagen Declaration includes an agreement for ‘Promoting cooperation in quality assurance with particular focus on exchange of models and methods, as well as common criteria and principles for quality in vocational education and training’
- **OECD Southeast Asia Regional Policy Network on Education and Skills (SEARPN)**
- **Pacific Register of Qualifications and Standards: Quality Assurance Standards**
- **East Asia Summit VET Quality Assurance Framework**
- **Caribbean Association of National Training Agencies**
- **The Southern Africa Development Community (SADC)** is a regional economic community comprising 15 countries as follows: Angola, Botswana, Democratic Republic of the Congo (DRC), Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. The overall objective of the **SADC TVET Regional Strategic Framework** is “the improvement of TVET to contribute to the development of relevant human resources to drive socio-economic development, inclusion and technological advancement in the region”.
- **Strategic Framework and Programme of Action for Technical and Vocational Education and Training in the Southern African Region**. The focus of the strategic framework is on themes that appear both to be of considerable importance to stakeholders in the majority of member states and particularly
suitable for regional cooperation and support in harmonisation of policies and systems, monitoring, research and evaluation, capacity building and advocacy. A central theme within the strategic framework is the strengthening of partnerships for peer learning and capacity development to support system development in TVET and skills development in the region.

- **TVET cooperation in the Economic Community of West African States (ECOWAS):** Some ECOWAS countries, notably Nigeria, Niger, Mali, Ghana, Gambia and other countries at different levels of TVET delivery have put structures in place to modernize their TVET systems, notably by developing new curricula and training and learning materials as well as the acquisition of appropriate training equipment. These developments, among others, reflect the increasing awareness of the critical role that TVET can play in moulding the skilled human resource that African countries need.

**Other networks and information resources**

- **UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training:** The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training was established in 2000 and was inaugurated in Bonn in 2002. It is at once UNESCO’s specialized Centre for TVET and the hub of a worldwide Network of TVET providers, the UNEVOC Network. Its aim is to assist UNESCO’s member states in strengthening and upgrading their TVET systems. [http://www.unevoc.unesco.org/go.php](http://www.unevoc.unesco.org/go.php)

  The UNEVOC Network includes government ministries, research facilities, planning and training institutions and serves as a platform for information sharing that sets the direction of the Centre’s activities focusing on the relevance of TVET to the needs of the labour market, quality, and access. The UNESCO-UNEVOC International Centre acts as a key component of UNESCO’s international programme on technical and vocational education and training. It also works to support UNESCO’s mandate for Education for All and Education for Sustainable Development. The Centre achieves this through taking action to strengthen and upgrade the worldwide UNEVOC Network, with particular reference to:

  - Stimulating international and regional cooperation concerning human resource development
  - Promoting UNESCO normative instruments and standards
  - Promoting best and innovative practices in TVET
  - Knowledge sharing
  - Mobilizing expertise and resources
  - Strengthening partnerships with other relevant agencies.

- **EQAVET - the European Quality Assurance in Vocational Education and Training:** EQAVET is a community of practice bringing together member states, social partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework. [http://www.eqavet.eu](http://www.eqavet.eu)

- **CEDEFOP - European Centre for the Development of Vocational Training:** CEDEFOP, established in 1975, is a European agency that helps promote and develop vocational education and training in the European Union (EU). It is the EU’s reference centre for vocational education and training. CEDEFOP is a non-profit, decentralized and independent agency with its head office located in Thessaloniki, Greece. CEDEFOP has a counselling role and helps the Commission, member states, EU institutions and other organisations, based on the agency’s research and information, to competently decide on the policies of vocational education.

  The Centre provides associates with the latest information on the current state and trends in vocational education in the EU. The Centre publishes Cedefop Information, a journal that collects relevant information about vocational education in all member states, and is available in English, German and French languages. Cedefop’s free-off-charge publications include "Cedefop Info", "Panorama", and "Discussion papers".
The Centre produces studies and reports on issues from the field of vocational education, mainly areas of quality, transparency and accreditation of informal learning, sectoral trends, new qualifications, financing, etc. CEDEFOP organises study visits to other member states related to specific areas of vocational education and training. The Information and Documentation Service (Infodoc) is a part of the centre, and its main task is to compile selected documentation relating in particular to the present situation, latest developments and research in the relevant fields, and to matters of vocational training structures. [http://www.cedefop.europa.eu](http://www.cedefop.europa.eu)

- **ETF – European Training Foundation**: The European Training Foundation is an agency of the European Union based in Turin, Italy. It was established in 1990 in order to contribute to the development of the education and training systems of the EU partner countries. ETF’s mission is to help transition and developing countries to harness the potential of their human capital through the reforms of education, training and labour market systems in the context of the EU’s external relations policy. The ETF’s activities are structured around a series of projects by which ETF supports its partner countries. [http://www.etf.europa.eu/](http://www.etf.europa.eu/)

- **OECD**: The organisation of Economic Cooperation and Development support TVET sector development with reviews and information and produces a significant number of reports, country studies and policy reviews.

The economies of OECD countries need specific occupational skills - in professional, managerial and technical jobs, in expanding fields such as health care, as well as in traditional trades like electricians. Vocational education and training (VET) systems, which supply these skills, are now under intensive scrutiny to determine how they can best deliver the skills required, ensuring that they adapt to fast-changing needs.

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