The Technical and Vocational Education and Training Authority (TVETA) is a public corporate agency established under the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013 to regulate and coordinate training in the country.
CS Education Prof George Magoha addressing the media after a consultative meeting with stakeholders on July 30th that resolved to push the reopening of all universities, TVET colleges and TTCs to January 2021.

Education CS Prof. George Magoha addresses the press at Kisumu National Polytechnic after meeting Principals of TVET institutions from Western Kenya and Rift Valley regions in June 2020.

TVET Authority Director General Dr Kipkirui Langat assessing Kaiboi TTI during a tour to inspect the preparedness of TVET colleges for re-opening.

TVETA staff ushers in the Director General Dr Kipkirui Langat to his newly refurbished office at Utalii House.
The Covid-19 pandemic has visited with such devastating consequences it is difficult to visualize a return to normalcy anytime soon. The education and training sector has been in limbo since March with opening postponed initially to September and now to January 2021. Learners will literally miss a whole year. And even this new date shall depend on the prevailing health safety factors as determined by the MOH. But even as schools stay closed, some private schools have been experimenting with e-learning and have succeeded in providing a positive engagement with their learners. We are aware that the MOE has stated that the whole year shall be repeated but this type of engagement should help learners to stay focused and keep away from truancy.

However, while we are glad that technology can be called upon to rescue the situation, unfortunately the majority of our learners cannot access this type of engagement due to several reasons, principal of which is poverty. Digital divide is real, just like the gap between the rich and the poor. So how do we address this problem as a nation?

Based on the MOH guidelines it would be impossible to reopen schools with the current congestion in our public schools. It is not a simple matter to maintain physical distance between the pupils; the CS education has admitted as much. To achieve the desired spacing, the infrastructure would need to be expanded two to three times the current sizes in all primary and secondary schools in the country. In addition, more teachers would need to be recruited. In our current economic environment this is a gargantuan task that cannot be achieved due to limited resources, and of course time.

It would cost trillions of shillings, and take too long to implement even if the funds were available. Another alternative would be for pupils to attend school in shifts. This option has many logistical challenges. A daring and more feasible option would be to shelve the physical creation of extra space and instead consider the option of tooling the system to deliver online material to all learners. The lessons could either be delivered from each individual school or more economically and efficiently centrally from KICD. Additionally, teachers would need to be equipped to support their learners at the school level.

Thus schools should also be tooled for this purpose through training of teachers and provision of basic infrastructure. At the learner level, there would be need to provide basic receiving devices like tablets, or smartphone; provision of electricity; and Internet. At current prices the tablets would cost about 3k if procured in large quantity. Already, electricity has been delivered to the majority of schools and the Internet is widely dispersed by the telecom companies. There would be a need to support the learners by providing or subsidizing the cost of Internet bundles. I would believe that the recently installed balloon devices would come in handy.

This option is far less costly than the option of constructing extra classrooms and hiring extra teachers. The long term benefit of this option is that we shall also totally solve the digital divide. The prevailing wisdom is that going forward e-learning shall be part of the ecosystem. We even now have new terms in the profession such as blended learning to explain the future. We would be investing in the future and preparing school leavers for 4th industrial revolution.
We can now speak with certainty that the Covid-19 pandemic is going to stay with us for some time, if not for a lifetime! The pandemic is proving to be unsurmountable challenge facing our generation, especially in the formal education sector that has ground to halt, with re-opening of learning institutions still uncertain, although the Cabinet Secretary for Education Prof George Magoha has announced that schools and colleges will tentatively re-open in January 2021.

However, the pandemic has placed educational institutions at the helm to be agents of transformation to think through and define how we ought to operate going forward so that together we can meet the new realities.

In the face of this debilitating pandemic, offering face-to-face learning/training is proving to be out of question and as the Cabinet Secretary for Education has continued to insist, learning institutions can only re-open once the infection curve of Covid-19 flattens and learnings institutions comply with Ministry of Health protocols and guidelines.

This means learning institutions should now embrace virtual platforms to deliver learning for some programmes that may not require practical training and assessment as we continue to innovate so that online learning is a reality for all programmes.

As TVET Authority, the regulator and coordinator of the TVET sector in the country, we are ahead of time because we have already gazetted the Open, Distance and E-Learning (ODeL) standards and quality measures that will help institutions set up infrastructure to deliver learning or training to trainees separated mostly by time and space.

I am happy to report, that some public and private TVET institutions have already taken up the challenge and are offering virtual training during these difficult times. We document a sample of some of these institutions in current issue of our newsletter and hope that as we continue to work and help others, all our TVET institutions will adopt virtually learning and assessment so that we can prove that through innovation and skilling, we can stand and succeed against any adversity.

The pandemic has equality dealt a blow to our inaugural participation in the prestigious WorldSkills Competition (WSC) after Kenya was duly approved as a full member of the skills body and TVETA appointed member organization that will represent Kenya and take responsibility for the leadership, management and daily operation of WorldSkills Kenya chapter.

After admission in June, we had already started preparing to make our inaugural participation in the Africa chapter of the WSC in Namibia in October before making a grand entry in the global stage in Shanghai, China in September 2021.

Unfortunately, the pandemic has led to the postponement of the African event to a later date.

Despite the outbreak of the pandemic, TVETA staff have continued to with their respective work after we migrated most of our services online and allowed staff to work from home as per the government directives.

We highlight some of the activities various departments have been engaging in the last three months. It is our hope you will enjoy and benefit from the information we have shared in the second issue of our newsletter as we look forward to partner with you in our future issues.
The Cabinet Secretary for Education Prof George Magoha held a consultative meeting with stakeholders from universities, TVET colleges and Teacher Training Colleges (TTCs) on 30th July 2020 that reached consensus to re-open the tertiary learning institutions in January 2021.

The government closed all learning institutions in March 15, this year, just days after the country started recording cases of Covid-19. The resilient disease has by the end of July caused the death of over half a million people and over 17 million infections worldwide since the first cases were reported in China late last year. In Kenya, by the end of July, over 19,900 cases of infections had been recorded, with 325 fatalities and over 8,121 recoveries.

Although the number of infections has kept rising in the country, the government through the ministries of Education and Health had started putting in place contingent measures to accelerate the re-opening of TVET colleges, TTCs, universities and basic education as from September this year.

To kick-start the reopening of TVET institutions, the CS for Education Prof Magoha, the Principal Secretary for State Department for Vocational and Technical Training Dr Julius Jwan, senior officials at the ministry and heads of State agencies in the TVET sector started by meeting principals of TVET colleges from across the country to consult and prepare for the re-opening of colleges that had tentatively been scheduled for September this year.

However, when the Cabinet Secretary met all the stakeholders on July 31st 2020, the re-opening of tertiary institutions was pushed to January 2021 after the rates of infections got worrying with an average number of new positive cases daily averaging 600 in the last one week of July. Equally, members of staff of some tertiary institutions had fallen victim of the pandemic with five fatalities recorded at the University of Nairobi.

Also as CS noted, while Ministry had embarked on putting in place measures to ensure smooth reopening of higher learning institutions in line with COVID-19 protocols, a survey of all Teacher Training Colleges, Universities and TVET institutions revealed that only a few had put in place necessary measures to comply with the Ministry of Health’s Covid-19 protocols that have been set to guarantee safety of staff and learners once learning institutions reopen.

These forced the ministry to postpone re-opening of all learning institutions to January 2021.

The Cabinet Secretary reiterated that all institutions should continue making arrangements for re-opening based on the provided guidelines and checklists and that authorization to re-open for face to face teaching, learning and research, will be based on further guidance from Ministry of Health. In his earlier consultative meeting with principals of TVET colleges, the CS noted that achieving physical and social distancing in the institutions remains the biggest challenge and asked them to work with the officials from the Ministry of Education and that of Health to address the issue.

The CS advised the principals to give priority to examination classes that were disrupted in March once the greenlight for resumption of face to face learning is granted.

He also asked them to consider having shift classes, with priority given to those students pursuing courses that require practical training and assessment while the rest can be conducted through virtual platforms.
The Ministry of Education's State Department for Vocational and Technical Training has developed a checklist that it will use to assess the level of preparedness of colleges in readiness for the slated re-opening in January 2021. The checklist will be used by MoE officials in collaboration with MoH to carry out assessment of college preparedness so as to minimize the risk of Covid-19 disease infection and spread. Below are the highlights for various categories.

**LEADERSHIP AND MANAGEMENT**
- Establish a communication and coordination mechanisms to identify COVID-19 cases to the County Response teams
- Establish a system to monitor the health of trainees and staff (temperatures and symptoms) on COVID-19
- Provide an isolation room for affected learners/trainers/other staff
- Effective communication strategy for relevant messages on COVID-19 on the prevention of infection and stigma to those affected

**RESOURCE PROVISION**
- provide adequate hand washing points and soap at strategic locations
- provide sufficient supply of clean running water. Where water is unavailable, provide adequate sanitisers
- provide facemasks/ cloth facemask for staff and students.
- Provide for screening of symptoms and thermal monitoring of staff and students.
- Provide resources for Personal Protective Equipment for food handlers (apron, gloves, facemasks, soap)

**PHYSICAL INFRASTRUCTURE**
- Provide adequate space for social distancing in classrooms, hostels and laboratories. A distance of at least 1 meter between learners
- Provide learners with disabilities with appropriate health and hygiene boarding facilities/requirements to ensure they are protected from COVID 19 disease
- Clean and disinfect office furniture daily
- Provide seats and tables to ensure there is no sharing
- Ratio of toilets is 1:25 for ladies and 1:30 for gents plus a urinal

**WATER**
- Adequate drinking water and handwashing stations at a ratio of 1:50 pupils
- Students, trainers and non-teaching staff to avoid sharing cups or glasses
- Provide safe storage of treated water in regularly cleaned and covered containers.

**CONTINUED LEARNING**
- Adjust college Master timetable to match the new program/routine
- Have mechanisms to assess coverage of learning time lost during confinement
- Have remedial (not tuition) programme for learners who may need assistance
- Trainers to have strategies for following up the online and distance learning programs undertaken during the holidays and COVID-19 situations
- The College has the mechanism for accelerated learning and programmes
- Colleges to put in place strategies for distance learning for learner in case of unplanned holidays

**HEALTH AND SAFETY OF STUDENTS/PUPILS**
- Colleges that were used as isolation/quarantine center for COVID-19 response have been fumigated and inspected by Ministry of Health
- Facemasks are being used by all in the College
- Have safety measures for learners on their way to and from College to avoid COVID-19 infection
- Guidance and counseling committee has developed care plans for students who may have been abused during COVID -19 college closure and referral mechanisms are in place.
- The college has designated isolation room with essential equipment

"Where a college does not meet the basic requirements on health and safety measures as provided for by the Ministry of Health and the back to school protocols, the college should not reopen until such a time the requirements are in place."
The Management of Vocational Training Centers is a devolved function.

There are 1,120 VTCs in the 47 Counties with an enrolment of 128,947. The VTCs have enrolments ranging between 10 trainees for the lowest center to 600 trainees for the highest center. The highest being Kakamega County with 61 VTCs having 6,730 trainees, Kitui (63 VTCs) – 6,050 trainees, Samburu (3 VTCs) – 610 trainees and the lowest being Isiolo (3 VTCs) – 263 trainees.

The consolidated number of instructors in all the 47 Counties is 3,872.

The infrastructure in the VTCs has been poor, and dilapidated. However, County governments have improved the infrastructure through construction of workshops and classrooms. The Conditional Grant of Kshs.2 Billion that the Counties have been receiving since 2017/18 F/Y has assisted the Counties in the improvement of the infrastructure.

Therefore on social distancing VTCs will not experience a major problem. In addition most VTCs are day – centers with very few offering boarding facilities.

Why VTCs are ready to resume training

- The centers are many with few number of trainees (10-600) and now, better infrastructure.
- The Shift Training System can be applied morning and afternoon.
- The Managers and instructors will be trained on Covid-19 by the County governments since they already have funds for the same.
- Most of the VTCs have been contracted by the County governments to make Masks, Soap and Hand Sanitizers for the counties for distribution to the residents.
- The Directorate of VET will be collaborating with Counties through the Council of Governors on re-opening strategies after the Ministry of Education gives directives on the re-opening of TVETs.
- On National Examinations, VTCs mainly sit for NITA (National Industrial and Trading Authority) Grade Tests and NVCET (National Vocational Certificate in Education and Training) examined by KNEC; VTCs will follow the calendar provided by the examining bodies and the Principal Secretary Vocational and Technical Training (VTT).

"The Vocational Training Centers have enrolments ranging between 10 trainees for the lowest center to 600 trainees for the highest centre."
Kenya’s application to join and be a full member of WorldSkills International (WSI) has been approved by the global body Board.

The WSI Board has also approved the appointment of Technical and Vocational Education and Training Authority (TVETA) as the Member Organization that will represent Kenya and take responsibility for the leadership, management and daily operation of WorldSkills Kenya chapter.

Kenya’s admission will be formally approved at the next General Assembly scheduled to take place this year.

Kenya now becomes the 84th Member of the global movement that began in 1946. This includes 8 African member countries with Uganda and Ghana being the latest entrants to WSI.

The communique from WSI Board was revealed by TVETA’s Director-General Langat Kipkirui, who has been the brains behind Kenya’s successful application to this prestigious global melting pot of technical and vocational skills. Dr Langat attended the global body’s General Assembly in 2019 in Kazan, Russia where Kenya formally expressed her intention to join the competition and kicked off the application process.

During the 2019 event, Uganda together with Ghana were officially inaugurated into the WorldSkills family as the 81st and 82nd member countries. The other WSC African member countries include Tunisia, Egypt, Morocco, Namibia, South Africa, and Zambia.

The competition seeks to improve the world with the power of skills, by raising the profile and recognition of skilled people, and show how important skills are in achieving economic growth and personal success.

The global movement’s current goal is to inspire and support 100 million young people across the world to get ahead with skills by the year 2030, mainly through skills competitions.

The skills competition is expected to support the achievement of President Uhuru Kenyatta’s Big Four Agenda and provide momentum towards implementation of Competency Based Education and Training (CBET) and Competency Based Curriculum (CBC).

The opportunities offered by WorldSkills competition are immense for both the competitors, employers and industry, colleges, trainers and the country at large. According to research by WorldSkills International, about 25 percent of the competitors interviewed became self-employed after taking part in the skills competition.

"This is one the reasons as the TVET Authority, a government agency mandated to regulate and coordinate TVET in Kenya has spearheaded steps to have the country join the WorldSkills Competition so as to create a platform for our youth to dream big and as a country, claim our space amongst the peers,” Dr Langat said.

In February 2020, outgoing president Simon Bartley led a delegation to Kenya to access the country’s readiness to join the biennial WSI and compete in the next edition in Shanghai, China in September 2021. He concluded his visit to Kenya with a promise that he would work with the government and stakeholders to usher in the country’s participation in the “Skills Olympics”. His efforts and commitment have now come to pass!
Committee of WorldSkills Kenya Chapter hold inaugural meeting

The steering committee of the WorldSkills Kenya (WSK) together with WorldSkills International (WSI) team of experts held an inaugural virtual meeting in to lay the foundation for Kenya’s maiden participation at the regional and international skills competition later next year.

The meeting was held just days after Kenya’s application join the global competition was formally approved by WSI Board. The Board also accepted Technical and Vocational Education and Training Authority (TVETA) as the Member Organization that will represent Kenya and take responsibility for the leadership, management and daily operation of WorldSkills Kenya chapter.

The meeting was attended by the Principal Secretary in the State Department for Vocational and Technical Training Dr Julius Jwan, who is also the Chairman of WorldSkills Kenya Steering Committee, TVETA Board Chairman Prof Ahmed Ferej, TVETA CEO Dr Kipkirui Langat, and Prof Eric Ogur - the TVET Advisor to the Cabinet Secretary for Education and lecturer at Technical University of Kenya. Others were the UNESCO Regional Coordination of Bear II Project Mame Diarra Ndiaye, the Festo Didactic and WSC expert Kim Holm and representatives from Africa Union – NEPAD programme Nicholas Ouma and Unami Mpofu. Others in attendance were WSK committee members and the technical experts appointed to various skills areas that Kenya intends to compete in the maiden competition.

In his remarks Dr Jwan expressed the government’s delight in joining the global vocational skills competition and thanked various organisations like UNESCO, AU –NEPAD and Festo Didactic for supporting and pushing Kenya’s application to join the competition.

The TVET Authority Board Chairman Prof Ahmed Ferej too expressed his excitement at Kenya’s inclusion in the skills competition and noted that TVETA and other stakeholders in the steering committee are ready to prepare participants to square it out with the rest in the world.

The TVET Authority Director General Dr Kipkirui Langat, who has been appointed the Coordinator of WSC Kenya Chapter took the participants through the journey Kenya has walked to gain acceptance and approval as the 58th member of WorldSkills International and highlighted the mouthful of benefits and opportunities the country will reap for participating at the global competition.

The WSC Kenya Chapter Official Delegate Prof Eric Ogur said that the steering committee has already set the ball rolling by identifying the 16 skills competition areas that the country will start preparing in inorder to compete at the national, regional and international competition. The committee has also selected a team of experts in the various areas who will prepare participants to represent the country at the region and international stage.

As part of the preparation for the competition, the following 16 skills areas together with potential experts have been identified. They include: **Mechatronics**, **Mechanical Engineering CAD**, **Welding**, **Wall & Floor Tiling**, **Plumbing and Heating**, **Electrical Installations**, **Bricklaying**, **Joinery**, **Hairdressing**, **Fashion Technology**, **Automotive Technology**, **Cooking**, **Restaurant Service**, **Refrigeration & Air Conditioning**, **Water Technology** and **Digital Challenge**.

The competition will be open to all public and private training institutions, industry participants and private candidates, as well as members of the uniformed forces.

Kenya is preparing to participate in the upcoming competitions organized under the auspices of WSI. These include WorldSkills Africa 2020 which was supposed to take place on 25th – 31st October 2020 in Namibia but has has now been postponed to a later date and the WSI in Shaghai, China in 2021.
By Robert Okinda- Head of ODeL at Kenya Technical Trainers College

The Kenya Technical Trainers College (KTTC) is a government institution under the Ministry of Education, established to train technical trainers to teach in TVET institutions. With the closure, the college initiated plans for the school-based student trainees to pursue their studies through online learning.

Through the Open Distance & eLearning (ODeL) Steering Committee, plans were put in place to create awareness about the online programme and manage the change process, conduct a TOT for online facilitation using flipped classroom approach, and, monitor implementation of the online learning. The ODeL technical committee conducted a training needs analysis to determine gaps that would hinder implementation of online learning.

Among other training needs, access to internet and computing devices posed greatest challenge to roll-out of the online course.

The staff and students were then sensitised to help manage the change process. Academic staff members underwent a two-week training session on online facilitation to put them in good stead to successfully deliver the training. Moodle and video conferencing skills were embedded within the wider framework for enhancing digital literacies for both staff and students and general good practice for using technology within the teaching and learning practices. Part of the staff trained were from Nairobi Technical Training Institute, who facilitate applied science units.

Technical staff were also orientated on administration of the Moodle platform. ODeL standards developed by the TVET Authority (TVETA) were adhered to whilst designing, developing and facilitating the online course. Materials to support online delivery of the trainer’s programme was availed by Seneca International (Canada), who are KTTC’s partner institution in the Kenya Education for Employment Project (KEFEP). The Commonwealth of Learning (COL) also availed four courses for building capacity of trainers. Course delivery started with orientation of the students, followed by synchronous and asynchronous delivery of the training.

There were several challenges encountered during implementation of online learning. On technical challenges, there were concerns about intermittent internet connectivity for staff and students in regions with 2G or 3G cellular network, that affected download speeds on off-campus computers and mobile devices. Students and staff also had concerns about high cost of internet connectivity, limits to number of participants per session while facilitating synchronous sessions using free versions of Zoom and Cisco Webex, limited access to computers while at home, frequent electricity blackouts, ICT literacy skills and, high cost licenses for operating systems.

On pedagogical challenges, concerns noted were on learner support; inclusive pedagogies; integration of gender aspects; accessing, using and curating open educational resources; online assessment of practical aspects and, micro-teaching.

Assessment for learning was conducted online, while assessment of the learning is planned to be conducted when the student trainees report to the college. Practical aspects not covered online and micro-teaching shall also be conducted when the student trainees report to the college.

During the Covid19 pandemic period, KTTC received a request from the Ministry of Education to nationalize its LMS to host e-content and courses for all TVET in the country. KTTC is also partnering with GIZ to implement a project to build capacity of Agriculture TVET trainers and Peer-to-Peer trainers in Siaya, Kisumu, Vihiga, Kakamega and Bungoma through a blended approach. KTTC is also partnering with the COL to build capacity of master craftsmen and women in the informal sector through Technology Enabled Learning (TEL) plus Work-Based Learning. In addition, KTTC is partnering with Polish Center for International Aid (PCPM), Fire and Rescue Training Centre (FIRETRACT) and the Chief Fire Officers Association (CFOAM) to deliver a blended course on firefighting (TOT and Level 3 & 4).
The Kenya Institute of Management (KIM) is a membership based non-profit making professional management organization committed to the promotion of excellence and integrity in the practice of management. For the past seven years, KIM online courses were restricted to Professional Certification Programmes only. However, in the past 4 months, KIM has been forced to move all its learning to the online platform. After shopping around the internet for a Learning Management System (LMS), we settled on Moodle as our LMS Platform of choice.

In the implementation of eLearning, KIM leveraged on two key advantages that were already in the institute: A functional LMS, and an internal eLearning Instructional designer.

**Content Development** – The KIMSO Diploma and Certificate courses have 150 independent course units. These includes common units and specialization units. All there needed to be converted for online delivery. All the 89 lecturers were doing this for the first time and therefore needed a lot of support.

  * Conducting weekly group trainings online among many other individualized trainings for this purpose.
  * Dealing with technophobia, lack of internet bundles and power outages.
  * The institute providing monthly internet bundles, in conjunction with Telkom Kenya and Safaricom.

**Timetabling** – before on-boarding the students, we had to figure out how the teaching will be conducted, considering that now it is online and harmonizing for all KIM branches.

**Learners' on-boarding** – Learners had to be mobilized through various campaigns for them to buy-in to the online learning. Some of the strategies we have used so far include.

  * Forums with student leaders
  * Learner’s orientation into the LMS
  * Skills entry of learners on ICT – majority of our learners are not new to the use of technology.
  * Internet accessibility/Affordable bundles and ICT gadgets – KIM through KENET has negotiated for affordable bundles for their learners.

**Assessment Process** – Moodle offers many different styles of assessment, from quizzes to workshops to lessons. The assessment tools are inbuilt or the institute can use plug-ins, which are maintained in the Moodle plugins directory. These can be used for both formative and summative assessment.

**E-Library** – KIM has been working on making eLibrary available to learners even before COVID-19. Learners can access several e-books and journals from the comfort of their homes. The eLibrary has been integrated into the LMS, and learners can easily access it from their portals.

**Handling Persons with Disability** – KIM has also come up with methods of supporting the PWD in the students’ population. Our Deaf students have always had a sign language interpreter in their face-to-face classes. These interpreters have also moved online with their learners. They login to the virtual classrooms meetings with their learners interpret sign language using inbuilt videos/camcorder in the computer. The rest of the content which is uploaded in the LMS are eligible to the deaf learners.

**Why use Moodle?** Moodle offers students and instructors a personalized dashboard listing courses and tasks, and collaborative tools including forums, wikis and group calendars. Lets one to work with files stored in cloud services like Dropbox, and supports notifications and private messaging between users. It is available for multiple languages, supports open standards like Learning Tool Interoperability (LTI) and Sharable Content Object Reference Model (SCORM), and works well with screen readers. It comes with an extensive plugins directory has support from more than 60 worldwide partners.

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**By Mary Otieno Manager - Curriculum & Professional Certifications**
Kenya joined the rest of the world to mark this year’s World Youth Skills Day (WYSD) on 15 July 2020. This is an important day in the world calendar set aside by the United Nations to highlight the role of skilled youth, across the world, in addressing current and future global challenges. WYSD aims to encourage youth across the world to celebrate the value of acquiring many skills and help them to build, make, and create a way to achieve personal success and fulfillment.

This year’s theme is Skills for a Resilient Youth in the Era of COVID-19 and Beyond.

Despite the COVID-19 pandemic, that has led to governments to come up with lockdown measures, the Kenyan TVET fraternity, led by the Ministry of Education, TVET Authority and other stakeholders, held a number of activities to mark the day.

The Cabinet Secretary in the Ministry of Education Prof. George Magoha, led other senior officials in the ministry to run a World Youth Skills Day journal in the two leading local dailies- Daily Nation and The Standard – to celebrate youth and highlight the various measures the government has put in place to skill the Kenyan youth and prepare them for the world of work. The other officials who highlighted the government’s agenda for the youth included Chief Administrative Secretary in the Ministry of Education Hon. Zack Kinuthia, Principal Secretary State Department for Vocational and Technical Training Dr Julius Jwan, Principal Secretary State Department for Post Training and Skills Development Mr Alfred Cheruiyot, TVET Authority Chairman Prof Ahmed Ferej and TVET Authority Director-General Dr Kipkirui Langat.

TVET stakeholders like Colleges and Institutes Canada (CICan) in Kenya, Kenya National Chambers of Commerce and Industry (KNCCI) and the Rift Valley Technical Training Institute (RVTTI) also highlighted the various roles their institutions are playing in skilling the youth.

TVET stakeholders led by TVET Authority also participated in a joint conference on the World Youth Skills Day organized by the KNCCI Junior club on Wednesday the 15th of July 2020 at the University of Nairobi Towers. The event showcased the importance of skills in achieving economic growth and personal success. The forum discussants who include TVET Authority Director General Dr Kipkirui Langat highlighted the different challenges the youth are facing developing skills and how the government and other stakeholders are addressing those challenges.

The TVET stakeholders also used their social media platforms share videos on skills acquired by youths in Kenya TVET ecosystem and also share messages and promote global conversations on how young people, businesses, governments and organizations reimagine skills post-COVID-19 to continue learning and accessing training and employment.

Some of the participants at the KNCCI conference at the UoN

The stakeholders also participated in TV programmes organized by local TV stations and Radio Talk shows to discuss about youth and skills, as well as Webinar virtual conferences organized by UNESCO-UNIVOC, Aga Khan, Zizi Afrique and other partners.
In November last year, GIZ on behalf of the German Development Cooperation organized a study tour to Germany for a Kenyan delegation in the framework of the Youth Employment and Vocational training programme. The delegation members included selected representatives from National and County governments, state agencies in the Ministry of Education, targeted public technical and vocational training institutions and professional associations.

The 14-day tour, which was led by the former Principal Secretary in the State Department for Vocational and Technical Training Dr Kevit Desai offered participants an opportunity to understand how the dual Vocational Education and Training System (Dual VET) works in Germany including the legal structure of the system, the benefits of the system to participating companies, trainees and the federal government.

The team visited the Federal Institute of Vocational Education and Training (BiBB), UNESCO-UNEVOC Centre in Bonn, Romaco Kilian Company in Cologne, DIHK-Association of German Chamber of commerce, Berlin Chamber of Skilled Crafts, the Bundestag (Parliament), George School of Vocational Training, GiZ Head offices and FESTO.

During the tour, the delegation picked important lessons that can be domesticated locally, especially the role of role of the private sector in funding of training of workers and how to create synergies among TVET players in the country.

The Youth Employment and Vocational training programme is geared to boost youth employment in Kenya by offering industry oriented technical and vocational training in close cooperation with the private sector. The key aim of this initiative is to promote establishment of centres of excellence and emphasizes on increasing private companies’ involvement in supporting a training system aligned to labour market needs.

Three institutions have already been identified as Centers of excellence and are currently participating in the first phase of the programme. They include Nairobi Technical Training Institute, Kiambu Institute of Science and Technology and Thika Technical Training Institute.

A total of 15 companies have so far signed an MoU to work with these centres of excellence to strengthen the selected occupational fields and implement cooperative training on a pilot basis. The companies shall conduct capacity building for trainers and are already involved in developing curricula in the targeted trade areas.

TVETA was represented by three members of the Board and two from the secretariat. The Authority is currently coordinating development of training programmes that focus on youth employability therefore the study provided an opportunity to share best practices with German experts in the field of vocational training.
The European Commission has come up with a Skills Agenda on Vocational Education and Training that introduces a totally new momentum, focused on skilling for a job. It combines a European Pact for Skills which brings together all stakeholders with a heavily increased EU budget, as proposed by the Commission in May, and ambitious quantitative objectives by 2025.

What is the Commission proposing to make VET future-proof?

- A more learner-centred system, giving students flexibility in when and how they study, linking up different learning systems.
- Increase the resilience and digital readiness of VET institutions and trainers.
- A more inclusive approach, removing all barriers to accessibility.
- Increase mobility of students to make VET programmes across the EU more attractive.
- More on-the-job learning opportunities, particularly through apprenticeships.
- Make sure that VET curricula correspond to the needs of the green and digital economy.

Over the next five years, Europe should see...

- More than 4 out of 5 VET graduates should be employed after their studies.
- At least 3 out of 5 VET learners should benefit from practical work-based learning, in particular apprenticeships.
- An increase of 1/3 in the number of learners who benefit from a learning opportunity abroad.

What can EU funding help to support?

- Training of teachers and trainers in VET, in particular in the digital field.
- Support mobility of VET learners, teachers and trainers across Europe.
- Setting up quality assurance and graduate tracking systems.
- Setting up 50 Centres of Vocational Excellence to boost high-end training.

What is the Commission hoping to achieve?

With this Agenda, the Commission sets out a new and dynamic approach to skills policy at EU level, aiming to guide Member States and help drive the green and digital transitions and ensure recovery from the socio-economic impact of the coronavirus pandemic. The aim is to ensure that the right to training and lifelong learning, enshrined in the European Pillar of Social Rights, becomes a reality all across Europe, from cities to remote and rural areas, to the benefit of everyone.
TVETA accredits more trainers in the last three months

TVET Authority managed to accredit 647 more trainers in the last quarter of the 2019/20 financial year even as operations at the head office were affected by the Covid-19 pandemic that pushed the staff to work from home. The Authority has so far accredited 1,829 trainers.

Section 23 of the TVET Act, 2013 requires that all TVET trainers are registered and licensed by the TVET Authority Board. The list of accredited trainers has been posted on the Authority’s website www.tveta.go.ke and training providers are now required to recruit only these accredited trainers.

The Authority is now calling on all the already accredited trainers to register at the new TVETA accreditation portal MIS.tveta.go.ke and update their information.

Requirements for accreditation as a trainer
For one to be accredited as a trainer, s/he must have either:

- At least Craft/KNQF level five (5) in the technical/vocational domain (Craft) and have pedagogy (either diploma in technical education, diploma in education or Post Graduate Diploma in Education) from a body legally mandated to award a qualification. A TOT certificate is not equivalent to having a pedagogy.

- Bachelor of Education in a relevant field

Further information can be acquired from the Trainers Qualification Framework Standard, which can be obtained from the Authority.

Application for registration and licensing of Trainers, Assessors and Verifiers

The Authority, therefore, invites qualified TVET trainers including those who had applied earlier to submit their applications for registration and licensing through our online registration platform MIS.tveta.go.ke.

Further, TVET trainers and industry practitioners are also invited to submit their applications as assessors and/or verifiers for CBET programs available on TVETA website. The duties and responsibilities of assessors and verifiers are as stated in the Competence Based Education, Training and Assessment (CBETA) Standards and guidelines derived from section 57(b) of TVET Act, 2013.

The Procedure for applying for registration as a trainer, assessor or verifier:

- Click on the link mis.tveta.go.ke
- A page with Institution and Trainer/Assessor Verifier opens
- For first time applicants, click register to create an account. For those registered and licensed under the old application process, kindly click on Existing
- For new applicants, after creating an account, an email link will be sent to the personal email you provided for activation. Click on the link to activate the account and set your password.
- The portal will open a page with five areas to be filled. The include Personal Information, Contact Information, Education, Experience and Confirmation. Click, save, and continue after every step.
- After the applicant gives consent that the information provided is factual, the applicant submits the information.
- After submission, the applicant is automatically led to the licensing page. Select the area of licensing and then click on apply.
- This opens up to the payment page. Click and pay the required amount

For enquiries and support on registration, send an email to: support@tveta.go.ke
The Compliance and Enforcement department in the financial year 2019/20 carried out quality audit on 320 institutions in 24 Counties out of the planned 400 institutions. During the third and forth quarters of the financial year, the departmental activities were affected by the outbreak of Covid -19 pandemic which forced the department to halt the audit activities in March.

The 320 quality audited institutions were as follows:
- 27 Public Technical and Vocational Colleges
- 98 Private Technical and Vocational Colleges
- 186 Public Vocational Training Centres
- 11 Private Vocational Training Centres.

The department also carried out closure of 30 non-compliant institutions in Nairobi and Kiambu Counties. The closure exercise mainly targeted institutions which were operating without TVETA registration and others that had not met the Authority’s registration criteria.

The following seven quality management standards were used to rate institutions during the quality audits:

i. Governance, Leadership and Management
ii. Physical Resources;
iii. Human Resource
iv. Training delivery
v. Programme evaluation
vi. Trainee support and management
vii. Innovation, research and cooperation

The performance of institutions in terms of quality of training offered is on an upward trend compared to the previous years. In the financial year 2019/20, the performance of institution can be summarized as follows;

Public TVC performed better in all the seven standards compared to private TVCs; while Vocational Training Centres performed well in training delivery and programme evaluation but were poorer in physical resources, human resources and innovational, research and cooperation.
The KJ of TVET Editorial Board (EB) held an online meeting on 21st May, 2020 to deliberate on plans for publishing the inaugural edition of the journal under TVETA. The meeting was attended by 10 Editorial Board Members and four TVETA secretariat staff. During the meeting, the team adopted the theme “Relevance of TVET in Changing Times” for the inaugural edition of the KJ of TVET. The theme is intended to capture all areas of interest, including emerging issues and the experiences during the era of the COVID-19 pandemic.

The following sub-themes were also adopted:
1. TVET Innovative responses in the COVID-19 era
2. ODeL in TVET
3. TVET and the changing expectations of the world of work
4. TVET and Entrepreneurship: The Missing Link
5. TVET and Employment Creation

The Editorial Board members established a roadmap for publication of the Journal as shown in the Gantt chart below:

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>15th Jun</th>
<th>30th Jul</th>
<th>15th Aug</th>
<th>30th Sep</th>
<th>15th Oct</th>
<th>30th Nov</th>
<th>30th Dec</th>
<th>15th Jan</th>
<th>15th Feb</th>
<th>30th Mar</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Advert for call of abstracts and papers</td>
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<td>Receipt of abstracts</td>
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<td>3</td>
<td>Vetting of Abstracts by TVETA secretariat</td>
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<td>4</td>
<td>Receipt of full papers</td>
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<td>5</td>
<td>Vetting of papers by the EB</td>
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<td>6</td>
<td>Recruitment of reviewers</td>
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<td>7</td>
<td>Branding and review of papers</td>
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<td>8</td>
<td>Sending reviewed papers to Authors with recommended corrections</td>
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<tr>
<td>9</td>
<td>Authors sending corrected papers to secretariat</td>
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<tr>
<td>10</td>
<td>Confirmation of corrections and publication of KJ of TVET</td>
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</table>

The team noted that many authors had expressed their interest, either individually or through corporate organizations to publish in the journal.

They resolved that all authors willing to publish in the Journal shall be required to respond to an advert calling for abstracts and papers for publication in the journal that would be placed in the TVETA website and the mainstream daily newspapers.

Other issues that were discussed during the meeting included the referencing style to be used in the journal, design of the Journal cover pages, subscription of anti-plagiarism software, articulation of quality standards of the Journal and mobilizing funds to cater for the publication of the KJ of TVET.
During the 2019/2020 Financial Year, TVET Authority Board supported by the Cabinet Secretary ministry of Education gazetted six fundamental training quality standards in August 2019.

The standards had been developed through the process of Kenya Bureau of Standards (KEBS) by engaging both the national curriculum developers and examination bodies as key stakeholders in the drafting. The consumers of the standards were included in the evaluation and balloting to ensure acceptability of the final standards.

To get this Standards and Guidelines users pay through TVETA Mpesa pay bill No. 894135 and provide full name as the Account No. then send us an email to info@tveta.go.ke indicating the standard’s name and payment details and the standards are sent to them.

<table>
<thead>
<tr>
<th>Number</th>
<th>Title and description of the Standard</th>
<th>Edition</th>
<th>Price (Kshs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TVETS 01:2019</td>
<td>Competence-Based Education, Training and Assessment (CBETA) — Provides format and minimum contents for each CBET curriculum and assessment</td>
<td>First</td>
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<tr>
<td>TVETS 02:2019</td>
<td>Prior Learning Assessment and Recognition (PLAR) — Provides the Institutional readiness for PLAR provision in terms of licensing, Accredited Assessors, verifiers, and administrative support</td>
<td>First</td>
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<tr>
<td>TVETS 03:2019</td>
<td>Part 1 CBET Trainers Qualification Framework — Provides the categories of professionals directly involved in CBET training and their competences</td>
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<tr>
<td>TVETS 04:2019</td>
<td>TVET Standard — National Polytechnics — Provides 4 Key requirements for an institution to qualify to gain NP Status</td>
<td>First</td>
<td>4,200</td>
</tr>
<tr>
<td>TVETS 05:2019</td>
<td>TVET Standard — Open, Distance and E-Learning (ODeL) — Provides requirements for institutions setups to deliver learning or training to trainees separated mostly by time and space</td>
<td>First</td>
<td>2,570</td>
</tr>
<tr>
<td>TVETS 06:2019</td>
<td>TVET Standard — Centre of Excellence — Provides requirements for institutions with excellent management in terms of policies, inclusivity, adequate physical resources and highly competent professional staff among others to be declared a CE.</td>
<td>First</td>
<td>2,360</td>
</tr>
</tbody>
</table>
TVETA develops draft training/ regulating standards and guidelines

ADDITIONAL DRAFT TRAINING/REGULATING STANDARDS AND GUIDELINES DEVELOPED

TVETA has developed the following eight-draft training/ regulating standards and guidelines aimed at improving quality training:

1. **Draft training standard for Entrepreneurship level 4, 5 and 6**
   This training standard will guide the development of a curriculum for entrepreneurship level 4, 5 and 6

2. **Draft managers training standard**
   This training standard will guide the development of a curriculum for principal trainer / manager as stipulated in the TVETS 03- trainer’s standards.

3. **Draft instructors training standard**
   This training standard will guide the development of a curriculum for technical instructors as stipulated in the TVETS 03- trainer’s standards.

4. **Draft TVET Standard - Governance and Management for VTCs and TVCs**
   This is a TVET standard requirement and guidelines for governance and management for VTCs and TVCs institutions. The guidelines revolves around the areas of leadership, management and governance; physical resources; human resources; training delivery; trainee support; innovation, research and cooperation.

5. **Draft on guide to developing assessment tools**
   This guides curriculum developers on the development of assessment tools for the purposes of assessing CBC programs.

6. **Draft training standard for internal and external verifiers**
   The training standard will guide the development of curriculum for verifiers. All trainers who wish to become verifiers will be subjected to such a curriculum.

7. **Assessment Centre Standards and Guidelines for Competence Based Assessments**
   This standard will provide minimum requirements and guidelines that TVET assessment centres should meet to be accredited as CBET assessment centre. The guidelines focuses on three major areas of human resource, physical resources and assessment tools.

**Mapping of Training Standards**

TVETA has also secured consultancy services to come up with a prioritized database register of national training standards required in Kenya within 5 months. The scope of work for this consultancy is to conduct mapping of national training standards and review existing standards in TVET; determine standards deficiencies or gaps that may hinder quality of TVET delivery in the country; further identify needs and provide recommendations for addressing these gaps and needs.

The consultancy will be carried out in accordance with industry standards and international best practices, as the consultant considers necessary, in consultation with the TVETA Board.
The Outreach Services Department focuses on development of Information, Education and communication (IEC) materials, sensitization of TVET stakeholders on new developments happening at the Authority, carries out capacity building for TVET stakeholders, participates in shows and exhibitions and carry out career guidance to youth in school and out of school on TVET issues. The department has carried out the following activities in the last quarter.

**Leadership, Management and Governance Capacity Building Programme**

The Department conducted a leadership, Management and Governance Capacity building workshop for Vocational Education and Training Officers and Managers of Vocational Training Centres in Kirinyaga County. A total of thirty-three participants attended the workshop.


The following were the noted areas of concern as raised by the participants:

i. Inadequate funds, training facilities and equipment, that would hamper CBRT implementation.

ii. How to assist them get the idle equipment in the various TVCs and polytechnic.

iii. Inadequate training staff

iv. Lack of national policy on VET

v. Availability of a scheme of service and progression of their staff.

vi. Political interference in VTCs particularly during B.o.G. members’ appointment

Participants were encouraged to in the meantime use the resources at their disposal and consider other income generating activities as they await the government’s solution to the challenges they face. They were also encouraged to form partnerships and collaborations with the TVC and National Polytechnic in the County to utilize the available facilities.

Bomet County, which was to benefit a week later after Kirinyaga County, was among several other counties that were bound to benefit from a similar programme before COVID-19 came knocking.

**Shows and Exhibitions**

Agricultural Shows were the only activities that were not interrupted by COVID-19 as the department managed to participate in all the six ASK shows as planned – Nairobi, Kisumu, Mombasa, Nakuru, Nyeri and Eldoret- thanks to the ASK’s calendar where the majority of the shows take place in the first and second quarters of the financial Year.

The Eldoret show, the only one that takes place in the last quarter, was conducted two weeks before the government suspended public gatherings.

A total of four hundred and forty-two participants, most of them secondary school students from Vihiga, Tranzoia, Elgeyo Marakwet and Host Usin Gishu counties, visited TVETA stand. They were sensitized on the mandate of TVETA and various issues about the TVET sector.
Operations continue even in the midst of Covid-19 pandemic

Financial Year 2019/2020 began like any other with planned activities spread across all the four quarters. As has been the trend before, the first quarter was not heavily loaded to give room for disbursement of funds by the National Treasury. This meant that most work was planned for the remaining three quarters. Nobody knew Covid-19 would disrupt planned activities the way it has done. In line with its mandate, the Authority had planned to develop training standards; accredit institutions, programmes and trainers; undertake quality audits of institutions; and share knowledge through outreach activities.

On Friday March 13th 2020 the Government of Kenya received confirmation of the first case of COVID-19, commonly known as Coronavirus. Consequently, H.E. President Uhuru Kenyatta C.G.H, on 15th March 2020 made several directives including the following protocols:

- The Government suspending travel for all persons coming into Kenya from any country with reported Coronavirus cases;
- Only Kenyan Citizens, and any foreigners with valid residence permits would be allowed to come in provided they proceed on self-quarantine or to a government designated quarantine facility;
- Suspending learning in all education institutions immediately. Universities and Tertiary Institutions were to close by Friday, 20th March 2020;
- Where possible, government offices, businesses and companies were encouraged to allow employees to work from home, with the exception of employees working in critical or essential services;

Considering the presidential proclamation, most of the Authority’s planned activities had to be halted. Inspection of institutions for accreditation and quality assurance could not proceed because it involves travelling and group interaction. Stakeholder forums to validate training standards was suspended because the plan was to hold physical meetings.

Sensitization and training through outreach was suspended because of the face to face approach used. Our development partners could not travel into the country given the travel restrictions. This scenario called for a change of strategy to ensure business continuity.

Deployment of the TVET MIS has come in handy to ensure applications for accreditation by institutions and trainers continues. Institutions will have to wait a bit longer for inspection but evaluation of trainer applications has continued smoothly. Further, the management and Board meetings have proceeded as scheduled thanks to Zoom and Microsoft Teams.

There was no challenge deploying the technology given that the Authority has met the national ICT standards in terms of provision of ICT facilities. All staff and Board members have access to either a desktop, laptop or IPad. Connectivity in the office is also very reliable.

To ensure stakeholder involvement in standards development, the targeted stakeholders were reached via email and their input captured. Of course the response rate is lower than the case in physical meetings but served the purpose anyway. Online services are not only outbound. The Authority’s disability mainstreaming committee was trained online by the National Council for Persons with Disabilities. Whereas our development partners were unable to fly in from Netherlands, they were able to hold online meetings with intended groups and still manage to plan for the coming quarters.

Whereas the Government has and continues to put in place measures to ensure no further spread of the Corona virus, it is important to keep in mind what the World Health Organization has advised to the effect that the virus is likely to be with us for quite some time. This is the new normal. The post Covid-19 era will see more creativity as we strive for business continuity.
TVET Authority embarked on the journey to get ISO certification in July 2019. Since then, a number of milestones have been achieved. Among the notable ones include launch of the Quality Management System, training of auditors, conducting two internal quality audits, holding two management review meetings and finally application for certification. The launch of the quality management system has resulted in the following benefits:

**Strong focus on customers**
Through ISO the Authority has been able to improve on service delivery by, for instance, reducing the time it takes to assess an institution, reducing the time it takes to communicate the board’s decision to institution as well as issuing registration certificates and licences. The authority has also developed an online MIS portal (MIS.tveta.go.ke) that enables customers seeking accreditation to access this services online.

**Leadership development**
The Authority has made efforts to build leadership capacity at all levels through mentorship and investment in management and strategic leadership programmes. For instance, during the financial year 2019/2020, all managers were trained on corporate governance. At the same time about four employees are currently undergoing training on senior management and strategic leadership.

**Employee engagement**
At TVETA, employees’ input matters and all decisions and processes are staff driven. On the other hand, during the financial year 2019/2019, the board successfully negotiated for better terms of service with the salaries and remuneration commission.

**Documenting processes**
The authority has documented all processes by developing standard operating procedures (SOPs). This has led to formalization and standardization of the authority’s activities.

**A culture of continuous improvement**
The implementation of the quality management statement has cultivated a culture of continuous improvement. This is evidenced through implementation of multiple feedback system such as customers’ service feedback forms, employee satisfaction survey, customers’ satisfaction survey, customer service committee and the complaints committee.

**Decisions based on evidence**
The authority understands that quality decisions can only be made when they are supported with data. The Authority has conducted an employee satisfaction survey, a customer satisfaction survey is underway and every customer visiting authority is requested to fill a customer service feedback form.

**Effective Customer Relationship Management**
TVETA operates in a complex environment with multiple stakeholders. These stakeholders include training institutions, trainers, Kenya National Qualifications Authority (KNQA), Kenya National Examinations Council, Curriculum Development, Assessment and Certification Council (CDACC), Directorate of Technical Education (DTE), among others. The Authority is currently undertaking a customer satisfaction survey aimed at improving its relationship with these stakeholders.

**Expectations into the future**
TVETA has already initiated the process of certification with Kenya Bureau of Standards (KEBS) and hopes to be certified in the next three months. The Authority wish to assure our clients that TVETA is committed towards service excellence and we are currently working to ensure that we honour our customers’ service delivery charter commitments, ISO 9001: 2015 standard, requirements of QMS documents and legal and regulatory requirements.
Want to get the latest news, announcements, competitions, and opportunities in TVETA and TVET sector?

Like or follow our Facebook page and twitter to get informed, educated and refreshed!

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Corruption: corruptionreporting@tveta.go.ke
Registration portal: mis.tveta.go.ke
MIS support: support@tveta.go.ke
Website: www.tveta.go.ke