The Technical and Vocational Education and Training Authority (TVETA) is a public corporate agency established under the Technical and Vocational Education and Training Act 2013 to regulate and coordinate training in the country.
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Education CS Prof. George Magoha assessing the social distancing in classrooms in Mawega TTI in Homabay County in preparation of re-opening of schools and colleges

Registration of TVET Institutions

A visitor checking his temperature at a digital thermogun at Sigalagala National Polytechnic. This is part of the measures technical and vocational training institutions have instituted in preparations for face-to-face learning.

TVET Authority Director-General Dr Kipkirui Langat (middle) in Kisii National Polytechnic assessing the preparedness of the college for re-opening. Colleges across the country have undergone major infrastructural facelift.

PS for Vocational and Technical Training (VTT) Dr. Julius Jwan (middle) poses for a photo with TVET Authority Board Directors at Boma Hotel during induction of new directors to the Board.
A policy was enacted as the Kenya National Qualifications Framework Act 2014. Through the Act, the KNQA was established, which among other mandates, recognizes, honors and awards certification to those with valuable informal or post-formal prior learning knowledge. KNQA has since put in place a national framework for harnessing talents from informal sector dubbed Recognition of Prior Learning (RPL). This seeks to have skilled laborers with no formal education but contributing to flourishing of society, subjected to assessment by examination bodies and later awarded with a certificate of recognition. The certificate of recognition will enable recipients, including the masons, plumbers, mechanics, electricians and beauticians to access jobs, and also shield them from work related exploitation by local and foreign employers. In addition, the certificates will also serve as useful testimonials in the event they choose to further their studies.

This massification of skilled laborers through RPL and the specialized TVET skilling promises to turn our country into regional hub of skilled laborers. More so, RPL is a huge boon in the realization of our development and economic growth as articulated in the Vision 2030 as well as achievement of the Big Four Agenda.

The idea of recognizing individual’s competence, skills, knowledge and achievements irrespective of how they were acquired is increasingly being normalized. This is in appreciation of limitless human ingenuity and originality in the pursuit of life and the attendant economic and social goals.

Countries such as United States, Australia, New Zealand, Singapore, Malaysia and South Africa appreciates the importance of recognizing non-formal and informal education, promoting flexible qualification and the value of the certification systems. This has proved to be crucial to economic inclusion, generating sufficient labor force, addressing unemployment challenges and freeing individuals into productivity. Locally, the informal sector contributes almost 80 percent of employment opportunities. Majority of this workforce compose largely of school dropouts who have acquired a series of marketable skills, capacities and abilities through non-formal and informal learning, as well as work experience.

However, according to a recent report by the Kenya National Bureau of Statistics, these labor-force still face serious challenges while seeking job opportunities locally and abroad due to lack of formal education and certification of their competence. For instance, despite the acquired skills and experience, our Jua Kali artisans or the neighborhood masons and plumbers have limited opportunities. This is because most of them cannot access tenders or be recognized by potential employers in corporate world or distant markets owing to lack of certificates.

Thus, it’s imperative that Kenya too joins in honoring these knowledge, skills, and work-experience acquired informally or even post-formal education. Towards this end, besides Technical and Vocational Education and Training (TVET), which imparts knowledge and skills through formal, non-formal and informal learning. President Uhuru Kenyatta provoked initiation of a revolutionary policy for evaluation of our nation’s knowledge, skills and experience in the informal work-force.
During this trying period, the education sector has tried to move forward in the midst of the strains and challenges presented by the Coronavirus, which has caused suffering and uncertainties around the globe. At the end of September, Education Cabinet Secretary Prof. George Magoha directed universities and colleges to reopen on 5 October 2020, as part of a progressive resumption of learning.

As for the TVET sector, in the last five months, TVET Authority together with the Ministry of Education officials led by the Education CS and the Principal Secretary in the State Department for Vocational and Technical Training Dr. Julius Jwan have been inspecting, assessing and preparing TVET institution for re-opening. The officers have travelled the length and breadth of our republic and visited almost all the colleges ranging from National Polytechnics, TTIs, TVCs, and Vocational Centres to assess their preparedness to re-open for face-to-face learning.

From these field assessments, I can confidently state that our colleges have done impressively well to improve on the safety of trainees in the wake of the Covid-19 pandemic. Even more satisfying is the fact that across the board our colleges have really improved on their physical infrastructure and enhanced their levels of hygiene making them to be a conducive environment for learning and innovation.

This is one of the many positive things that the pandemic has left with us.

In this Third Issue of the TVETA Newsletter, we have listed the number of institutions we visited as the Authority to assess preparedness and the other activities different departments carried out in line with the Covid-19 preparedness and in implementing the Authority’s mandate. This period was also memorable in the Authority’s calendar because in the month of September the Board and Management welcomed three new Directors to the Board and bid farewell to the other three who finished their term. It was a landmark and emotional moment because the outgoing Directors as the founder Board members have been critical in laying a strong foundation and helped in shaping the image and brand of the Authority since they were appointed in 2015.

Two of the outgoing Directors have shared their stories in this issue and as the Board and Management, we wish them all the best as they continue serving the nation in different spheres. We also humbly welcome the new Directors and wish them fortitude as they take the oars to steer the TVETA ship to greater heights of achievement.

This was also a landmark period for the Authority and country because we were formally admitted to the WorldSkills International family in October. This is a dream come true for the Authority, which has been spearheading this project together with the Ministry of Education and the Presidency. We most sincerely thank His Excellence President Uhuru Kenyatta for coming through and offer the government’s unflinching support during the application process.

Our third issue of the TVETA Newsletter also carries many other stories on what has been happening in the national and international stage. It is my hope and wish that you will find the stories informative and insightful.

Thanks so much for your continued support.
The TVET Authority family in September welcomed three new Board of Directors to the fold as the Authority sets sights on strengthening the regulation of the TVET sector.

The three new Directors who have joined the Board are Ms. Esther Gacicio, Ms. Susan Aletia, and Dr. Davidson Mwaisaka. The other directors of the Board are Prof. Ahmed Ferej (Chairman), Dr. Julius Jwan PS VTT, Mr. Sammy Milgo, Mr. Burua Sanga, and Dr. Kipkirui Langat (Board Secretary). A special panel set up the Education Cabinet Secretary competitively recruited the three new Directors. They replaced Prof. Hazel Gachunga, Eng. Catherine Nyambala and Prof Faith Muli who served at the Board for five years.

During the induction of the new members, the Principal Secretary for Vocational and Technical Training (VTT) Dr Julius Jwan challenged the Board to focus on streamlining the sector and take part in the reforms currently in the pipeline like the development of the National TVET Blueprint and Workforce Plan. The blueprint is set to articulate a long-term strategic vision that will guide and influence TVET reform and development over the next 10 years (2020 to 2030).

The PS lauded the TVETA staff for taking lead in the assessment of TVET colleges’ compliance to Covid-19 protocols as listed by the Ministry of Education and Health. “TVETA staff have been critical in the assessment of TVET colleges for compliance to Covid-19 regulations. The team has been preparing the institutions to comply and as a ministry, we are proud of the work they have done. "Equally, the team has been prompt in sending timely and well organised reports whenever they are needed,” the PS said during the meeting attended by all directors of the Board and senior management team.

The induction workshop was closed by the Chief Administrative Secretary (CAS) Zachary Kinuthia. The CAS thanked the Board and management for setting the Authority in the limelight and actualising its mandate.

“I am very happy to interact with the Board and staff of TVETA, who are the drivers of the sector. You have been professional in your work and we are proud of you. I wish you seamlessly peaceful working relationships as you pursue your mandate.” He urged the incoming directors to be professional live the Authority’s vision.

MoE Chief Administrative Secretary, Zack Kinuthia third left with TVETA Board chairman Prof Ahmed Ferej (centre) and TVETA CEO Dr Kipkirui Langat (third left) pose for a picture with outgoing Board Directors Eng. Catherine Nyambala (left) former Director Eng Nebart Muriuki (second left) Prof Hazel Gachunga (second right) and Prof Faith Muli (right).

PS for VTT Dr Julius Jwan (4th right) poses for a photo with TVETA's new Board of Directors from left Dr Davidson Mwaisaka, Mr. Antony Masinde, Ms Jane Wambugu, Dr Kipkirui Langat, Ms Esther Gacicio, Prof Ahmed Ferej, Mr Sammy Milgo, Mr Barua Sanga and Ms Susan Aletia
I can still remember that early morning, when I learnt about the TVET Authority Board Directors opportunities just one day to the close of the application.

TVET is one of my core passions and commitments and there was no way I was going to let this pass. I swung into action and started putting together my application. By close of business on the closing date, I had submitted my application, which was successful!

And what a beautiful journey it has been! Growing an organization from scratch and getting it to stand on its feet while having an impact is not a walk in the park.

There were many formal and structured moments and many informal and social moments. There was time to give and time to receive, a time to give direction and a time to learn. There were many colourful moments and many sad moments and we thank God that we held together as a team.

I was appointed to chair the Audit and Risk Committee. Setting up the Audit and Risk committee was one of those giving moments. Since the Authority was carved out of a ministry department, it had no unique Audit and Risk function that it was carrying forward like the technical function.

Therefore, this had to be set up from scratch, right from developing a Committee Charter. When I spoke of a heat map it was like a foreign language. When we spoke of the risk framework it was not clear what I meant.

Eventually the team caught up and developed a comprehensive risk policy and framework. At some point we were even named the Agency that has got the best Risk Policy and Framework in the Ministry. When we held meetings we provided a lot of input and gave direction. When we went for Quality Audits, we received a lot, learning at every turn. When we went for workshops we engaged a lot, learnt a lot and there were great social and collegial moments and camaraderie.

Our low moments included mourning our First Chair, Professor Wilson Ogola, joining our colleagues in mourning their parents, Professor Faith Muli, Mrs Jane Wambugu and some of the staff members’ parents.

My best moments included travelling for the Quality Audits which gave me a chance to visit familiar territory in Kisumu and Siaya and other territory such as the North Rift, the South Rift, Machakos and so on. We saw wonderful amazing and rich institutions that made one long to go back to class. However, we sadly, also saw run down facilities that aroused concern. One institution in the Eastern region literally left me balancing tears.

We also met eager, passionate professionals who were fired up about their jobs and polite, dispassionate individuals who appeared less bothered.

All in all, it was great serving the Authority, one of the assignments that I am truly honoured to have undertaken and service that I am truly privileged to have given my country. I believe as a team we have made great achievements and given it a great brand. And this was through team work in every sense of the word from the Ministry, my fellow Directors, the staff, development partners, our fellow agencies in the education sector and many more stakeholders.

As I sign off, I wish the team and all the stakeholders all the best as they continue with the very important task of ensuring that our colleges deliver the best, stay relevant and be at the forefront to deliver their mission and pursue TVET’s Vision of “developing a TVET system that meets national needs and aspirations”.

TRIBUTES FROM OUTGOING BOARD DIRECTORS

Former Director Eng. Catherine Nyambala
It has been six very fruitful years, since I joined TVETA Board and time has literally flown. TVETA has been a great experience and as I look back, there are many milestones achieved and obstacles overcome. It has been six very fruitful years, since I joined TVETA Board and time has literally flown. TVETA has been a great experience and as I look back, there are many milestones achieved and obstacles overcome.

TVETA was a newly created state corporation when we were appointed and had nothing. Our big job was to create the institution and put systems and ensure they worked. We worked together with seconded staff from the Ministry of Education and together we worked extensively to create the TVETA we know today.

On appointment I was appointed to head the Finance and General-Purpose committee. The committee was responsible for ensuring all human resource and administrative policies were put in place. The Committee was also responsible for ensuring financial prudence and integrity was observed. The early beginnings we had none of these and this committee spearheaded the recruitment of the CEO and the staff for TVETA.

As I look back, I am proud of what we achieved as a Board. In six years, TVETA has grown from nothing to a very strong brand and I can only see it grow stronger in the coming years.

The key things that have gotten us this far are; Focus, Professionalism, Commitment, Hard work and Teamwork. I would really encourage the Board and Staff to keep these principles working as they spur TVETA to the next heights of success. I take this opportunity to welcome all those coming in, and would really encourage the new Board to innovate and ensure TVET reaches the unreached and becomes a foundation for the next industrial revolution which Kenya so desires. We have laid a solid foundation and yours is to build TVETA and take it though the growth phase, so that we can achieve the Big Four agenda as well as Vision 2030.

God Bless TVETA.

TVET Authority (TVETA) is one of the youngest regulatory bodies of Kenya. Appointment to serve, as a member of the board is competitive and positions are advertised in the media to make the whole process fair, transparent and just so that eligible can apply. Following the inauguration of the Board in 2014, we began work immediately though under many challenges, for instance insufficient finances, shortage of staff and office space for effective implementation of operations. There was minimal staff seconded from the ministry and recruitment of management staff took place during the second term of the board except for the Director General who was the only staff the Board appointed.

Nevertheless, TVETA has been a dynamic regulatory body with massive role of regulating technical education in all sectors and making links to industry playing a major role in national economic development and contributing greatly towards poverty eradication. The Authority is now locally appreciated and recognized internationally. In the last six years, it has performed her regulatory mandate effectively and has established links globally.

It was a great honour for me to serve as a member of this Board for two consecutive terms. Policy and many other documents such as Strategic Plans, Performance Contracts and many Standards were developed and actualized during this period.

To the current and other future consecutive Boards, carry on the mantle and continue to make TVETA the best performing regulatory authority in Kenya, which is its current position today.
MESSAGES FROM CONTINUING DIRECTOR

Serving at the TVETA BOARD - a memorable and rewarding experience

It gives me great pleasure and privilege to pen down my experience for serving in the Board of Technical, Vocational, and Education Training Authority (TVETA) as an independent Director during my first term that covered the period 10th October 2017 to 9th October 2020. My term has been renewed for another three years.

I must say that I have experienced an enjoyable and rewarding experience working with colleagues in the Board. I have learnt a lot from their contributions taking into account their diverse experiences and professional backgrounds. I trust and believe that this will be enhanced going forward.

Briefly, the Board has adhered to good leadership and governance tenets. The high level of fiduciary care, individual and collective responsibility by the directors has enabled the Board to perform reasonably well in its oversight roles and responsibility to the extent that TVETA has realized tremendous growth in the delivery of its mandate in its six years of existence.

As a former CEO of a State Corporation prior to joining TVETA, I can confidently say that the Authority has indeed done exceptionally well in building capacities of its Directors. I have taken part in a number of Capacity Building and Training programmes. These include rigorous Corporate Governance Course facilitated by Centre for Corporate governance (CCG), The Effective Directors (TED) Course and The Effective Director Master Class Course facilitate by Strathmore university Business school (SBS) and “Mwongozo” training on Governance of State Corporations by the Government.

We have also had benchmarking tours, including a study visit to TVET institutions in Germany, under the support of GIZ. My colleagues Directors Catherine Nyambala, Jane Wambugu and I participated as part of the Kenyan Delegation led by Dr Kevit Desai, the former PS State Department for Vocational and Technical Training. This was indeed quite an eye opener for me and I must confess that it immensely contributed towards my understanding and appreciation of the TVET sector from the perspective of both the developed and developing economies that include our own here in Kenya and by extension Africa and beyond.

I must confess that the inaugural Board of TVETA did an exceptionally good job under very difficult circumstances from the year 2014.

This is typical when founding a new organization from scratch. There work, coupled with that of the team that followed has achieved a lot.

Notable achievements so far include the substantive recruitment of additional 43 staff hence realization of fully functional departments, the acquisition and movement to new offices at Utalii House from Teleposta Towers in 2018, the development and implementation of the TVETA Strategic Plan 2018-2022. The acquisition of motor vehicles and other resources that include ICT facilities such as MIS portal, ERP that has facilitated effective service delivery.

This has led the Authority to post very good Performance Contract results over the last four years. Now that I have been given another chance to serve for a second term, I wish to take this opportunity to nudge my colleagues in the Board and with the support of the Ministry of Education, other Ministries, Agencies and Departments (MDA’s), management team and Stakeholders to even work harder in the spirit of continual improvement. This will take TVETA a notch higher in the realization of its vision, mission and core values. This will enable our beloved Nation, Kenya to realize one of its many aspirations, Education and Training for a competent workforce.
TVET INSTITUTIONS RE-OPEN IN PHASES

First to Re-Open are Exam Classes and final year students

TVET institutions have started face-to-face learning as part of the progressive resumption of schools and colleges.

According to a circular released by the Principal Secretary for Vocational and Technical Training Dr Julius Jwan, all final year students/candidates in TVET institutions, started to report to their respective institutions as from 5th October, 2020 in preparation for their exam rehearsals, that will take place on the 8th October 2020.

The second phase of reopening, commences on the 26th October 2020 which marks the 1st term 2020/2021 as the registration of examination for the July 2020 candidates is extended to the 28th October 2020.

The May and November KASNEB series on the other hand, will take place on the 23rd To 30th November 2020 after which there will be a Christmas break from the 18th December 2020 to 3rd January 2021. First term 2020/2021 will resume learning and sit for the July 2020 KNEC Examination on the 18th to 29th January 2021.

The planned dates, however, are subject to change depending on emerging information on COVID-19 infections at the disposal of the multi-agency monitoring teams; in such instances, a supplementary communication will be issued.

RE: PHASED REOPENING OF TVET INSTITUTIONS

The phased reopening of TVET institutions is planned as follows:

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<th>#</th>
<th>Activity</th>
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<tr>
<td>1</td>
<td>March 2020 KNEC Series</td>
<td>5th October, 2020</td>
<td>Candidates report back to institutions</td>
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<td>8th October, 2020</td>
<td>KNEC Rehearsal</td>
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<td>12th – 23rd October, 2020</td>
<td>March 2020 KNEC Examinations</td>
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<td>2</td>
<td>1st Term 2020/21</td>
<td>Commences 26th October, 2020</td>
<td>July 2020 Candidates report back</td>
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<td>Registration deadline to be extended to 28th October, 2020</td>
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<td></td>
<td>May &amp; Nov. 2020 KASNEB Series</td>
<td>23rd to 30th November, 2020</td>
<td>KASNEB Examinations</td>
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Christmas Break

18th December, 2020 to 3rd January, 2021

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<th>1St Term 2020/21 (Cont.)</th>
<th>4th to 29th January 2021</th>
<th>July 2020 KNEC Examinations (18th to 29th January 2020)</th>
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<tr>
<td>2nd Term 2020/21</td>
<td>15th February to 7th May 2021</td>
<td>September, 2020 Admission cohort</td>
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<td>3rd Term 2020/21</td>
<td>Commences 24th May to 13th August 2021</td>
<td>KNEC Examinations (2nd to 13th August 2021)</td>
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Career and Technology Studies (CTS) will be offered at senior secondary

Stakeholders in the education sector held a consultative meeting in October to discuss the implementation of Career and Technology Studies (CTS) at senior secondary school under the auspices of Competence Based Curriculum (CBC).

Principal Secretary, State Department of Early Learning and Basic Education Dr Belio Kipsang attended the meeting, which was held at KICD.

Principal Secretary, State Department for Vocational and Technical Training (VTT) Dr Julius Jwan who was represented by TVET Authority Director-General Dr Kipkirui Langat, made the keynote address.

The basic education Curriculum Framework proposes Career and Technology Studies as one of the tracks that will be offered under the STEM pathway. CTS schools shall provide learners with the opportunity to acquire workplace skills and knowledge. A learner who joins the CTS track shall be equipped with competencies that are required to perform effectively in the workplace and the training shall reflect specific industry competencies and standards.

Learners shall be grounded for further education and training in their areas of choice. The CTS track is projected to be taken by 25 percent of all learners who graduate from junior secondary and are ready to join senior school.

This projection is based on Kenya’s need for skilled middle level workforce in specific trades, crafts and careers at various levels from a trade, a craft, technician or a high professional practitioner position in careers such as engineering, accountancy, nursing, medicine, architecture among others as identified by Kenya VISION 2030 and Economic survey 2015.

The track envisages providing skilled career opportunities for learners with special needs as well as those from marginalized and vulnerable members of the society, learners who opt for this track will have demonstrated interest, abilities and aptitude to pursue a career in CTS. CTS builds on the competencies acquired in pre-technical and pre-career studies at junior secondary. Graduates of CTS can pursue further training in Vocational Training Centers (VTC) AND Technical Training Colleges as well as further education at university level.

CTS will strengthen the relationship between schools and encourage the industry to be actively involved in the building of skills in CTS and other STEM areas. The CTS curriculum shall prepare learners to graduate with artisan level qualification at senior school that will enable to make any of the following career choices:

1. Enroll into a Vocational Training Center (VTC) for a craft subject in their areas of specialization which will qualify them for a diploma in the same subject and later join a university for a degree subject.

2. Enroll into a middle training college e.g. Technical Training Institute for a diploma programme in their areas of specialization.

3. Join the world of work(industry) where they will practice under the supervision of skilled and experienced personnel. They could also pursue further training to acquire craft, diploma and degree certificates respectively as they work.

Development of Dual Certification Framework for CTS.

BCF proposes dual certification for graduates of CTS. These are the artisan/certificate from a TVET certification body and the secondary education certificate offered by KNEC.
Kenya has formally joined the WorldSkills International as 84th member of the global skills competition body. This long-awaited announcement was made on 13 October 2020 during a virtual WSI General Assembly 2020 after members unanimously voted for Kenya's admission to the prestigious global technical and vocational competition.

Other two countries, Uzbekistan 83rd Member and Azerbaijan (associate member) were also formally admitted to the movement that is changing the lives of young people through skills.

The good news was revealed during the two-and-a-half-hour meeting was attended by 230 participants from 70 countries and regions. The annual in-person meetings of the WorldSkills community originally scheduled for Dublin, Ireland was changed to an online meeting due to the Covid-19 pandemic that has restricted the movement and mass gatherings.

The WorldSkills General Assembly (GA) is held every two years between the WorldSkills Competition. The GA meeting schedule includes the meetings of WorldSkills International's Competition and Strategy Committees (comprised of the Technical and Official Delegates respectively, representing each WorldSkills Member Country/Region), along with the WorldSkills International General Assembly.

While making the announcement, the WSI CEO David Hoey said the three members have duly fulfilled all the requirements set by the Board.

The 85-member organizations reach two-thirds of the world’s population and create measurable impact at every level. They build the confidence of millions of young people, empowering communities and fueling economies.

Kenya’s membership is anchored under the Ministry of Education, with the member organization identified as the State Department for Vocational and Technical Training. The ministry picked TVET Advisor to the Cabinet Secretary for Education Prof Eric Ogur as the Official Delegate for WorldSkills Kenya while Dr Peter Monari, who hails from the private sector is the Technical Delegate. Ms Faith Langat and Mr James Muchiri are the two Assistant Technical Delegates.

The WorldSkills movement aims to transform the skills of the world — to improve individual understanding and opportunity, increase organizational performance and achievement, and help improve the economic competitiveness of all countries and regions.

WorldSkills and its Members add value through collaborative projects and by working in partnership with other international agencies and bodies (e.g. UNESCO, UNIDO, ILO, World Bank, OECD and EU Commission) to support VET developments in all countries and regions which share their values and goals.

**Kenya - Delegates**

- **Official Delegate**
  - Prof. Eric Ogur

- **Technical Delegate**
  - Dr Peter Monari

- **Technical Delegate Assistant**
  - Ms Faith Langat

- **Technical Delegate Assistant**
  - Mr James Muchiri

**CURRENT AFRICAN MEMBERS**

South Africa - joined 1990
Tunisia - joined in 1996
Morocco - joined in 1998
Namibia - joined in 2011
Egypt - joined in 2014
Zambia - joined in 2014

Uganda - joined 2019
Ghana - joined 2019
Kenya - joined 2020
UNESCO-UNEVOC International Centre conducted trends mapping studies aim to further the international community’s understandings on contemporary key issues concerning TVET. The studies review existing literature and policies, and engage TVET stakeholders from around the world through surveys and virtual conferences.

The study aimed to engage the international TVET community with a view to improve the understanding of the implications of global disruptions; gather knowledge, insights, experiences; and highlight promising practices in preparing TVET teaching staff to deliver the skills needed in the 21st century and beyond. Based on the evidence gathered, the study suggests the following to support TVET teaching staff to deliver the skills required for the future of work and of learning:

**Data on emerging skills needs is continuously gathered and disseminated to TVET institutions and TVET staff.** The key to improving the quality of TVET at the institutional level is not just adapting courses to labour market shifts, but also disseminating this information to teachers/trainers in a way that helps them upgrade the provision of TVET.

**TVET staff need a cross-section of skills as part of in-service training and CPD to be prepared for the future.** The demands on TVET teaching staff are growing. Teachers and trainers are expected to possess future-oriented skills, be self-directed learners, and be sensitive and inclusive with regards to gender, cultural and learning differences and social disadvantages. To fulfil these high expectations, institutions need to improve training and support.

**Industry experience or exposure constitute the strongest component of pre-service training.** Preservice training can no longer be a time bound academic course leading to a qualification. To provide TVET teaching staff with the practical skills and knowledge that learners need for the future of work, pre-service training must encompass industry experience or exposure. At the same time, teachers/trainers need grounding in active, learner centred pedagogy and andragogy to build learners’ cross-curricular skills and cross-occupational competencies, as well as training in emerging skills areas such as ESD, entrepreneurship and ICT/digitalization.

**TVET teaching staff need to receive training in inclusive teaching methods.** To minimize the impacts of global disruptions on disadvantaged and vulnerable learners, TVET teaching staff need to know how to deliver TVET using alternative (e.g., digital) formats to accommodate learners unable to physically attend classes. They need training in gender responsive/inclusive pedagogy, managing cultural/linguistic diversity and teaching students with special needs to make lessons and class interactions more equal and inclusive.

**Long-term future-oriented incentives increase teaching staff’s desire for in-service training.** Future-focused TVET systems link certification of teaching staff competencies to career progression to create a pull for in-service training. They also engage the private sector in training and certification processes to raise the currency, recognition and portability of TVET teaching staff skills and competencies.

**Future focused TVET systems link certification of teaching staff competencies to career progression to create a pull for in-service training.** They also engage the private sector in training and certification processes to raise the currency, recognition and portability of TVET teaching staff skills and competencies. Live industry projects as part of training is used as powerful means of providing this exposure to the TVET staff.

**Partnerships, especially with the private sector, increase system capacity to deliver future-oriented training.** Industry involvement plays a key role in ensuring that the training that TVET staff receive is aligned with their needs. They have an important role to play in both delivering training to teachers and trainers, and creating value for it by certifying their skills and competencies.

**Regular consultation with TVET teaching staff is key to building a resilient, responsive and future ready TVET system.** TVET teaching staff have the best understanding of the impacts of policies on TVET learners, as well as what training and support they themselves need to do their jobs and fulfil their career aspirations.
WorldSkills UK, the education and skills charity, has joined forces with NCFE, a leading provider of educational services, to train tens of thousands apprentices and students in the UK at a skills Centre of Excellence established to combat challenges arising from effect of Covid-19. According to a report published in the fenews.co.uk, NCFE will use its unique insights in global skills systems and track record of training young people to world-class standards at the ‘Skills Olympics’ to help more young people throughout the UK and their employers succeed.

A team of high-performance skills coaches, who have all worked at the highest international level, have been brought in to drive forward the programme. The initial three-year project saw over a quarter of all FE Colleges apply to be part of the first year of the Centre of Excellence, which will see over 40,000 young people benefit from this training, boosting their employability skills and potential. In total 160 colleges and independent training institutions are set to benefit from the injection of international standards in the first three years of the Centre of Excellence.

A further 35 colleges from across the UK have been invited this year to join the new WorldSkills UK Innovation Network and will have access to international best practice and benchmarking to drive up standards and embed curriculum innovation with the opportunity to access further development support from the Centre of Excellence in year two and three of the pilot.

The WorldSkills UK Centre of Excellence will cover four strands of work:

1. **Train the Trainer:**

A team of high-performance skills coaches will work with college staff to deliver a professional workforce training programme to transform the quality of teaching, learning and assessment embedding world-class practices and techniques.

2. **Digital Workshops:**

Learning library to translate lessons from world-class practices available to all FE Colleges and Independent Training Providers throughout the UK.

3. **Developing Standards:**

WorldSkills UK’s unique insights into global skills systems will be used to influence change in higher technical standards across qualifications and assessment development.

4. **Dissemination of global insight:**

WorldSkills UK will conduct independent research to explore how other countries embed teaching excellence in their skills systems, with an emphasis on policy and practical lessons which can be adopted in the UK to improve standards.

**Dr Neil Bentley-Gockmann OBE, CEO of WorldSkills UK added:**

"There has been such appetite from college leaders to mainstream excellence in their training that we have set up this new network to enable us to help ensure even more young people can benefit from the highest international standards of training."

**David Gallagher, Chief Executive at NCFE, commented:**

"Skills change the lives of young people. They build self-esteem and release potential, create opportunities and build stronger communities, and are the foundation of economic and social progress, which is why we are thrilled to be partnering with WorldSkills UK on this revolutionary and timely project."
The Authority accredits institutions and approves managers of institutions and new programmes.

**Business registration certificate**
- Undertake a business name search from the Registrar of companies via E-citizen
- Obtain a “letter of no objection” on the suitability of the name from TVETA
- Register the Business name with the office of the Registrar of Companies

To obtain the letter of no objection kindly apply through the TVET MIS portal or click on the link https://mis.tveta.go.ke/#/institute/registration-noc

**Note:** When prompted to enter the name of applicant, please enter the name of your institution

- Confirmation is the last phase. Confirm your details, click on Declare and
- A payment page opens up. Make the required payment. In case of any challenge, write an email to support@tveta.go.ke

**Acknowledgment**
After making payment the applicant will complete a registration form in duplicate as evidence of having submitted their application. An acknowledgment letter will then be sent to the applicant.

**Inspection and Assessment**
The institution will be scheduled for inspection and a Team of assessors will visit and inspect the institution for compliance with set standards.

**Download the assessment tool here**
The assessors will prepare an inspection report which will be presented to TVETA Board

**Registration and Licensing**
Resolution of the Board based on evaluation of the inspection report shall be:

i. Approve Registration and Licensing of the institution

ii. Reject the application

iii. Request the Institution to improve within a period of six months.

The applicant is notified on results of the TVETA Board resolution within 3 months from the date of submission of a fully compliant application documents

TVETA will issue a training License to qualified institutions and maintain a register of the institutions and programs approved.

**Note TVETA will maintain a register of;**

i. Registered and licensed institutions

ii. Ongoing registrations

iii. Institutions recommended for improvement

At this point, the accreditation process is complete, and an institution will be issued with a registration certificate and training license.
The emergence of Covid-19 in the country earlier this year, which led to the closure of learning institutions has had a huge impact on TVET training just like other learning sectors. TVET training, especially the current CBET curriculum, which the government has started rolling out across the country requires intensive practical training and exposure to training facilities making it more cumbersome in planning for training during the pandemic.

Since March, 2020, TVETA as the regulator of the sector together with the Ministry of Education and other stakeholders in the TVET sub sector have heightened measures to mitigate the effects of the pandemic on TVET training by preparing the institutions to start training in the new norm. With the help of developed COVID-19 response guidelines, TVETA’s deliberate efforts can be witnessed in the following ways.

To support the institutions to comply, the Authority partnered with RVTTI and conducted virtual trainings to both public and private institutions to enable them to comply with the COVID-19 Protocol. The Authority also posted a COVID -19 checklist on the website to provide knowledge to institutions on COVI-19 protocol and how to conduct self -assessment of their level of preparedness.

The training started on 31st August 2020, with the training conducted to all managers of public TVET institutions who are members of the Kenya Association of Technical Training Institutions (KATTI). A total of 177 Managers of TVET institutions were trained.

Thereafter, a total of 499 Trainers of Trainers (TOTs) consisting of at least 3 key staff selected from each of the public TVET institutions in the country were trained from 1st September to 4th September 2020. A similar training was conducted on the 8th September for the managers of private TVET institutions under the Kenya National Association of Private Colleges (KENAPCO), where a total of 237 Managers were trained.

In addition, on the 9th and 10th September 2020, a total of 307 TOTs consisting of at least 3 selected key training staff from each of the Private TVET institutions in the country were trained.

TVETA asked all the trained Managers and the TOTs to cascade the training to all the staff in their institutions in order to expedite the process of institutional preparedness to reopen. Based on these undertakings, it is evident that TVET institutions will utilize their local expertise in their institutions and locally available resources to ensure that they are compliant to the COVID-19 guidelines.

To cover the whole of the TVET sub-sector, the Vocational and Technical Colleges (VTCs) under the counties can now be trained by the TOTs in the respective counties in liaison with the CECM responsible for TVET training who are going to be trained in the coming days.

A Monitoring and Evaluation framework was developed by TVETA’s Department of Compliance and Enforcement for checks and controls in the implementation of the regulations across all TVET institutions in Kenya. So far 96 institutions have been assessed on their level of preparedness to re-open. Most of the institutions both public and private lacked required resources to provide personal protective equipment and adequate hand washing points for their trainees. A majority of the private institutions were unable to comply due to the nature of premises they were occupying, and others were struggling with rent and did not have resources to meet the requirements.

It is evident that TVET institutions will utilize their local expertise in their institutions and locally available resources to ensure that they are compliant to the COVID-19 guidelines.
In September, selected TVET stakeholders met to evaluate Competency-based Education Training and Assessment (CBETA) Entrepreneurial Standards level 4, 5, 6.

The meeting brought together TVET staff and trainers and four entrepreneurs, Priscilla Kerebi, KEPSA representative and entrepreneur, Dr. Joyce Gikunda, founder Linton Academy, Simon Munga, entrepreneur and founder of Parastatal TV and Devshi Kerai, director MD Trident Plumbers.

The meeting was facilitated by TVET Deputy –Director for Standards Development Mr Edward Mburu and the Hanze University of Applied Sciences Expert Entrepreneurship Trienke Drijfhout. The entrepreneurs gave valuable input for the educational entrepreneurial levels and interactive discussions were conducted. Breath taking stories were presented by the entrepreneurs, which stimulated fruitful and respectful discussions on entrepreneurial education.

The four day retreat resulted in improved standards which are now in the process of validation. And more importantly, strategic alliances were established or strengthened with TVET, the entrepreneurs and KEPSA. Also, a better understanding of TVET was gained, as was positively expressed by an entrepreneur saying ‘different thoughts on TVET was attained along the way’.

The retreat was part of the NICHE project strengthening the capacities of TVETA for enhancing the performance of the TVET education system in Kenya under the supervision of MDF. With the finalizing of the CBETA Entrepreneurial standards, the Hanze University closes off a meaningful project. Hanze Competency-based Entrepreneurial vision on education and assessment was shared, and a Kenyan entrepreneurial profile was established and entrepreneurial training provided.

The Hanze University wishes TVET all the best in proceeding on the entrepreneurial educational path in collaboration with the industry.
During the first quarter of the 2020/2021 financial year, the department has had low key activities occasioned by the premature closure of institutions due to the escalation of covid-19 pandemic.

Due to relative flattening of the pandemic curve, in the country, the Ministry of Education has been undertaking Monitoring of TVET Institutions to assess the level of preparedness in compliance with COVID-19 protocols. The Authority consequently undertook some spot check in a sample of institutions spread throughout the country.

The Authority also sensitized the managers of the institutions to comply. The Authority partnered with RVTTI and conducted virtual trainings to both public and private institutions to enable them to comply with the COVID-19 Protocol. The Authority also posted a COVID-19 checklist on the website to provide knowledge to institutions on COVI-19 protocol and for them to conduct self-assessment of their level of preparedness.

The Authority has so far visited a total of 93 institutions distributed as shown below, to assess their level of preparedness to re-open.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Polytechnics</td>
<td>7</td>
<td>4 were ready</td>
</tr>
<tr>
<td>Public TVCs</td>
<td>7</td>
<td>2 were ready</td>
</tr>
<tr>
<td>Public TVCs under line Ministries</td>
<td>42</td>
<td>Not yet ready some on course</td>
</tr>
<tr>
<td>Private TVCs</td>
<td>37</td>
<td>Mostly not ready</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td></td>
</tr>
</tbody>
</table>

Note: the level of preparedness of institutions keep changing from time to time as institutions continue to prepare.
The first phase for publication of Kenya Journal of Technical and Vocational Education and Training (KJ of TVET), which is expected to streamline and enhance dissemination of research findings in the TVET sector started in June, 2020.

The Authority posted adverts in local daily newspapers and different social media platforms on call for abstracts and full research papers to be published in the subsequent edition (Vol. 4) of KJ of TVET. The adverts were posted on 16th June, 2020 and the deadline for submission of the abstracts was 30th July, 2020. The adverts attracted seventy-two abstracts from researchers in the TVET sector from all regions of the country.

The Editorial Board met on 10th August, 2020 to deliberate on ways of reviewing the abstracts. The Board discussed and adopted a template that was circulated to all reviewers to ensure objective review of both the abstracts and full papers. The template indicated all the important issues that were required to be highlighted in the abstracts and manuscripts, with corresponding marks awarded based on the attached weight. Some of the main issues that were required to be emphasized included key words, objectives of the study, methodology, sample or population size, summary of findings from the study, conclusions and recommendations.

The authors names and affiliations were temporarily deleted, and each abstract was subjected to a double blind review to ensure that only high-quality papers were recommended for further review and eventual publication in the journal. The reviewers completed their work on 20th August, 2020 and their decisions were immediately communicated to the authors.

The corresponding authors whose abstracts did not meet the criteria set by the Editorial Board were informed of the reasons for rejecting their research, while those whose abstracts were recommended for further review were advised to develop and submit their full manuscripts by 30th September as stated in the advert. The list of all accepted and rejected abstracts were shared with the Editorial Board

The Authority plans to apply double or triple-blind peer review of both abstracts and full manuscripts. All papers that will be published in the upcoming volumes of the Journal are expected to continually improve the quality of the Journal and raise its impact factor.

This will also enhance the national, regional and international visibility of the Journal and improve its attractiveness to authors in the TVET sector. The findings from the research studies published in the Journal are expected to continually provide information that will be used for both policy formulation and making informed decisions for the TVET sector in the country.
The department of Standards has negotiated for a Performance contract with targets that will push forward the regulation function of TVETA. The department aims to have a handbook that provides the TVET institutions on quality they are expected to maintain in an accredited institution.

This will be a one stop shop to find all an institution is expected to facilitate quality training. The department also aims to have a list of all the possible training standards in Kenya.

The department is currently undertaking a major project on mapping of national training standards and also review of existing standards in TVET. The objective is to have a register of all training standards for Kenya. The process involved includes determining standards deficiencies or gaps that hinder quality of TVET delivery in the country; further identify needs and provide recommendations for addressing these gaps and needs.

Benchmarking for international best practices was done with Australia, India, Philippines and Caribbean as per the TVET Act section 38 and over 4,300 national training standards have been identified in various economic sectors. The training standards are in the TVET levels 2 to 5 that are the equivalence of levels 3-6 as per the KNQF framework, some are part competence qualifications that can be accumulated to form full qualification.

To conform with the international standards TVETA gazetted the CBETA standards that requires each course and unit to have the International Standard Classification of Education (ISCED) code. Once we benchmark the relevant standards they shall be coded and also adopted to Kenyan standards.

The draft training standards will be subjected to respective stakeholders according to their industry sectors so as to have their input and identify priority training standards requirements and develop a register or a database for Kenya categorized into national industry sectors.

TVETA in collaboration with MDF has developed training standards for Entrepreneurship level 4, 5 & 6 and they have been evaluated by a consultative meeting organised by Hanze University/MDF experts.

The participants were trainers of entrepreneurship from TVET institutions, entrepreneurs from the industry, and TVETA officers.

The Training standards were interrogated for:
- completeness of content and compliance to the structure of CBETA standards
- How they can fill gaps in entrepreneurship standards
- Alignment of standards to CBET programmes
- Alignment of entrepreneurship training standards level 4, 5, 6 with KNQF descriptors
- Input from Step Innovations Africa consultants
- How to enrich the standards with industry needs as proposed by practitioners.

From the above areas gaps were established and the improvements are being undertaken to have a finer complete draft that can be presented to the wider stakeholders for sensitization and balloting.
Development of Students' Leadership Training Manual

The Outreach Department developed draft Students’ Leadership Training Manual. They organized a five days retreat that also involved staff from Accreditation, Standards Development and Compliance and Enforcement. The content developed covered the following topics:

a. Introduction to Leadership;
b. Personal awareness;
c. Leadership Competencies;
d. Group Dynamics and Team Building;
e. Communication;
f. Conflict Resolution;
g. Negotiation Skills;
h. Challenges Facing Student leadership;
i. Leading Meetings and events;
j. Mentorship;
k. Emerging issues in Student Leadership.

Online training for Career Master in secondary School

The three-day online training was carried out by TVETA in partnership with MDF and Discover Your Career (DYC) from 15 to 24th September, 2020. Members of the department, and DYC had met in Naivasha 7th September 2020 to develop content for this training.

TVETA content covered the general overview of TVET Sector, the reforms in the TVET Sector, the Benefits of TVET, Clusters of TVET Courses and TVET Progression Pathways.

DYC content covered the nitty gritty of Career Guidance. A total of 200 Secondary Schools career masters across all counties benefited from this training. An online graduation was held on 17/09/2020 for the first group of 100. Group two participants graduated on 24th September 2020. The grandaunts were issued with a certificate at graduation.

Meeting with County Executive Committee Members

The Department organized and successfully held an online meeting with CECs in charge of Vocational Training across all counties in Kenya. A total of twenty-eight (28) CECs attended the meeting. The agenda for the meeting was the preparedness of TVET institutions to re-open after closure due to COVID-19.

COVID-19 Sensitization in Preparedness for Re-opening of TVET institutions

The training was focused into training Principals of TVET institutions and for TVET institutions’ Trainers of Trainers (ToTs). The sensitization for Principals of Public TVCs was conducted on 31st August 2020 and attended by One Hundred and seventy-seven Principals.

The sensitization for ToTs from Public TVET institutions was conducted in four regions. Three participants were selected from each institution. The Western Region Sensitization was done on 1st September 2020 and was attended by One Hundred and Twenty-Eight participants. Participants from Rift Valley Region were sensitized on 2nd September, 2020 with an attendance of One Hundred and Sixty-Nine (169) participants.

The Mt. Kenya region ToTs sensitization was conducted on 3rd September 2020 and was attended by eighty-eight (88) participants. As for the Nairobi and Coast Regions, sensitization was held on 4th September 2020 and One Hundred and Sixty-Nine (169) participants attended.

The online sensitization for Members of Kenya National Association Private colleges was also categorized into two groups; the Principals’ and the ToTs’ (3 participants per institutions).

As for the Principals, Two Hundred and Thirty -Seven (237) Principals of Private Technical and Vocational Colleges were sensitized on 8th September 2020.

The sensitization for Private TVCs ToTs was conducted as per the regions just like the Public TVCs. Nairobi, Eastern and Coast Regions was done on 9th September 2020 and was attended 167 participants. ToTs from Mount Kenya, Rift-Valley and North Eastern Regions were sensitized on 10th September, 2020 with 140 participants attending.

In total, 414 Principals and, 806 ToTs selected from both Public and Private TVCs were sensitized on the Guidelines for Re-opening of TVET Institutions.
A risk is a possible event or outcome that could lead to the Authority not being able to operate or fulfil its mandate. The implementation of the strategic plan faces potential risks that have to be mitigated if the Authority’s strategic objectives are to be achieved.

TVETA continues to implement its risk management framework as part of promoting good governance and enabling continual improvement in decision making.

The Authority as part of good management practice has put in place a risk management committee whose key function is to coordinate risk management activities. This is achieved through a proactive and robust process of identifying and mitigating risks that may deter achievement of both strategic and operational objectives.

The committee periodically provides advice that enables the Authority walk in to the future with the assurance that necessary plans are in place to prevent any unforeseen circumstances from adversely affecting operations and achievement of strategic objectives.

Risk management has been integrated in the day to day activities and is considered as a collective responsibility among all members of staff.

There is a dedicated team of risk champions drawn from each functional area whose responsibility is to continuously carry out departmental risk assessment, evaluate the risks and prescribe appropriate mitigation measures with the concurrence of risk owners.

The risk champions and risk owners would then prescribe appropriate mitigation measures which are monitored for implementation.

In line with international best practices, risks are comprehensively assessed on their probability, severity and the quality of the existing control environment and managed through acceptance, transfer, avoidance or reduction measures. There are various risk management tools that are used to manage risks in TVETA that inter alia include risk registers, policies and procedures.

The Risk Management Committee on quarterly basis presents to the Audit and Risk Committee of the Board a report on strategic risks and the mitigation measures put in place.

The Audit and Risk Committee of the board evaluates the strategic risks presented to determine the impact of the residual risks as well as review the effectiveness of proposed mitigation measures. The resolutions of the Audit and Risk Committee regarding management efforts in mitigation of significant risks are thereafter reported the Board.

The Board determines levels of risk tolerance for TVETA and ensures that risk management is a continuous process by formally reviewing and providing direction for the significant risks.

During Q1 FY 2020-2021, functional areas strived to continuously identify, analyze, treat, monitor and communicate risks associated with all activities/ processes to enable the authority minimize on losses and maximize on opportunities. The outbreak of COVID 19 in the country towards the end of Q3FY 2019-2020 and the subsequent measures taken by the Ministry of health to contain its spread posed the greatest risk to the authority’s achievement of its strategic objectives.

However, Management put in place several mitigation measures that include training of staff in COVID 19 management, implementation of measure to make the work place compliant, adoption of online work collaboration and meeting platforms that successfully guaranteed continuity of service delivery amidst the challenges.

The coming quarter (Q2 FY 2020-2021) looks promising. The recent easing of measures that had been put in place by the government to control spread of COVID-19 in the Country has reduced the risks that had previously threatened the achievement of the Authority’s strategic objectives. This coupled with the training of staff in COVID-19 Management and adoption of online collaboration of staff in pursuing tasks will see departments begin executing their service recovery plans uninterrupted.
Pamela Danga, a plumber working at Trident Company Limited

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cring this issues’ champions page is Pamela Danga, a plumber working at Trident Company Limited.

Pamela who started out as a storekeeper at the company, is currently standing out in a field dominated by men and demystifying all the stereotypes that come along with it.

Plumbing is not what she had aspired to do when growing up, let alone whilst joining the company, but somehow along the way, a friend interested her with the idea.

That’s where it all begun and soon she enrolled for classes, hoping to better herself and her family.

Acquiring plumbing skills and the certificate she got upon completion of the course, has enabled her to earn a decent living as compared to the position she held earlier at the company before joining school.

Despite the fact that she has curved a niche in her current passion, she sometimes faces some challenges, especially as a woman in this field considered to be man’s arena. First, there are injuries that come along with the job. Secondly, most men workmates don’t believe that she can actually do the job since she’s a woman. Sometimes they refuse to work with her, with others dismissively saying that women are petty and therefore can’t work with her.

Some clients are also hesitant to give her a job because they believe the work is too physical for a woman while others occasionally make passes at her and look down upon her.

Despite all these challenges, Pamela is very determined in pursuing her dreams and aims to further her studies, from Grade 3 artisan to Grade 1 and hopefully become a Supervisor or a Foreperson. She is looking forward to start Grade 2 once schools are re-opened.

Her advice to other ladies out there looking to do plumbing as a career, or those that are not aware, plumbing is a rewarding and there are very many job opening for those with the required skills and certification.
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