TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY

STATUS OF GAZETTED TVET REGULATORY STANDARDS' UPTAKE IN KENYAN TVET INSTITUTIONS

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Abstract

Kenya is committed to the provision of quality education and training and equal opportunities for all in line with sustainable development goal (SDG) number 4. To achieve this goal, TVETA has developed a TVET quality assurance framework to guide institutions in providing quality and relevant training. At the core of the framework, are TVET regulatory standards and training standards which are the benchmarks for quality compliance. Regulatory standards provide a framework to secure general compliance to quality requirements. They consist of a set of principles, guidelines and tools to assist in continuous improvement of the quality of the TVET system in general and specifically at each point of service provision. The Authority has so far developed and gazetted six TVET regulatory standards and the TVET regulations 2015 to guide on matters of quality. It is now three years since the gazettement of the regulatory standards and a follow up is necessary in order to ascertain whether institutions have successfully adopted the regulatory standards and if there are any implementation challenges. The main objective of this study was to determine the status of gazetted TVET regulatory standards' uptake in Kenyan TVET institutions. The specific objectives of the study were to determine the level of awareness and availability, extent of implementation and strategies for effective implementation of gazetted regulatory standards. Additionally, the study identified factors affecting regulatory standards' uptake and priority areas that require development of regulatory standards. The study used descriptive and qualitative research design. The target respondents were administrators and trainers from registered TVET institutions in the country. Stratified random sampling was employed to identify respondents from all the 47 Counties. A sample size of 245 institutions that represented 11% of the 2300 registered TVET institutions in the Country was considered. A questionnaire consisting of both structured and open-ended questions was used to collect data. The data was analyzed using SPSS and advanced Excel. Findings from the study revealed that the status of uptake and the implementation level of TVET Regulatory standards are generally low in all categories of TVET institutions. Further the study revealed awareness, management commitment, capacity building, stakeholder involvement, TVETA follow-ups and acquisition costs as major factors affecting the uptake of standards. It was recommended that the Authority establish mechanisms for regular sensitization of stakeholders, conduct periodic follow-ups and enforcement on implementation and make standards available on different platforms at no cost in order to enhance uptake of regulatory standards.

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Abbreviations and Acronyms

APEC	Asia-Pacific Economic Cooperation
CBETA	Competence-Based Education, Training and Assessment
CDACC	Curriculum Development Assessment and Certificate Council
CoE	Center of Excellence
DTE	Directorate of Technical Education
HOD	Head of Department
ILO	International Labour Organization
IQA	Internal Quality Assurance
KATTI	Kenya Association of Technical Training Institutions
KEBS	Kenya Bureau of Standards
KENAPCO	Kenya National Association of Private Colleges
NACOSTI	National Commission for Science, Technology and Innovation
NP	National Polytechnic
ODeL	Open and distance and e-learning
PLAR	Prior Learning Assessment and Recognition
SDG	Sustainable Development Goal
SPSS	Statistical Package for the Social Sciences
TESDA	Technical Education and Skills Development Authority
TQF	Trainer Qualifications Framework
TVC	Technical and Vocational College
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
Uni. TVET	University TVET Directorate
VTC	Vocational Training Center

CHAPTER ONE
INTRODUCTION

1.1 Background Information

The Kenyan development plans have consistently identified the production of properly and effectively trained, disciplined and patriotic workforce to make positive contribution to the development of the Country. Over the past four decades, the Kenyan TVET system has experienced both structural and curricula changes that have continuously improved the quality of its graduates (Simiyu, 2009). Technical and Vocational Education and Training (TVET) Regulatory standards provide a framework to secure general compliance to quality requirements. They consist of a set of principles, guidelines and tools to assist in improvement of the quality of the TVET system in general and specifically at each point of TVET service provision. Regulatory standards provide minimum requirements or levels required to be considered as best practice. It is important that TVET players adhere to the regulatory standards in provision of quality in TVET ecosystem.

Standards play an integral role in training by providing criteria for setting levels for continually improving and measuring performance and competencies. The adoption of TVET regulatory standards by first-world countries such as Germany and Finland have enabled them to make enormous strides (Guo & Lamb, 2010) since they have matured vocational training institutions with strong cooperation between industry and training providers. The success of TVET in these countries is largely attributed to their competent foundational education system and the extensive implementation of the regulatory standards in the vocational training sector. Incorporating TVET regulatory standards is somewhat demanding as it requires a thorough sensitization of stakeholders to build capacity to implement the standards. This is usually not a major problem in industrialized countries such as Germany. The converse is true in third world countries where the availability of the financial and human resources for TVET is scarce, the experience in the first world economies is largely different. It is also important to appreciate that the developed nations were the first to adopt the TVET system from its inception and therefore, overtime they have been able to overcome challenges in adopting and implementing regulatory standards to achieve quality input, through put and output of TVET ecosystem.

The number of countries embracing vocational education systems has been increasing exponentially (Cantor, 2017). The German government has notably been at the forefront of launching this program in identified African States, where they provide supervision, finance, and personnel support. This has helped African states roll out the program to their young population. TVET in Africa can be described as promising at the moment. The program is set to mature soon in some countries while it is still in its infant stages in other countries. Thus, because of this disparity in the level of adoption of the TVET system among different countries in the African continent, the level of adoption of regulatory standards is largely un unified, with some countries ahead of others. Countries like Senegal have successfully adopted TVET regulatory standards (Katam & Otieno, 2021). This has been contributed largely by the political goodwill and immense

government focus on improving the quality of skills of its youth. Other countries like Rwanda and South Africa are equally on the right trajectory in implementing the regulatory guidelines in their vocational education system as they seek to achieve the most from the program. The successful implementation of TVET regulatory standards in these countries is attributed to resource mobilization, infrastructure development, and competent human resources for the TVET sector.

The Technical and Vocational Education and Training Authority (TVETA) is a State Corporation established by the Technical and Vocational Education and Training (TVET) Act No 29 of 2013. The mandate of TVETA as a regulatory body is to regulate and coordinate the TVET sector to ensure quality and equity in education and training. TVETA regulates the sector through development of regulatory standards. Section 31(a) of the TVET Act 2013 mandates the Authority to develop standards and benchmarks for training in order to guarantee quality and relevance in training. The Authority develops both regulatory standards and occupational training standards which guide curricula developers on curricula development.

The TVET Authority as part of its quality management system has established a process for development and review of regulatory standards for the TVET sub-sector. The development of regulatory standards is a collaborative undertaking that requires both human and capital resources. The schematic diagram below shows the main steps followed in the development and review of regulatory standards.

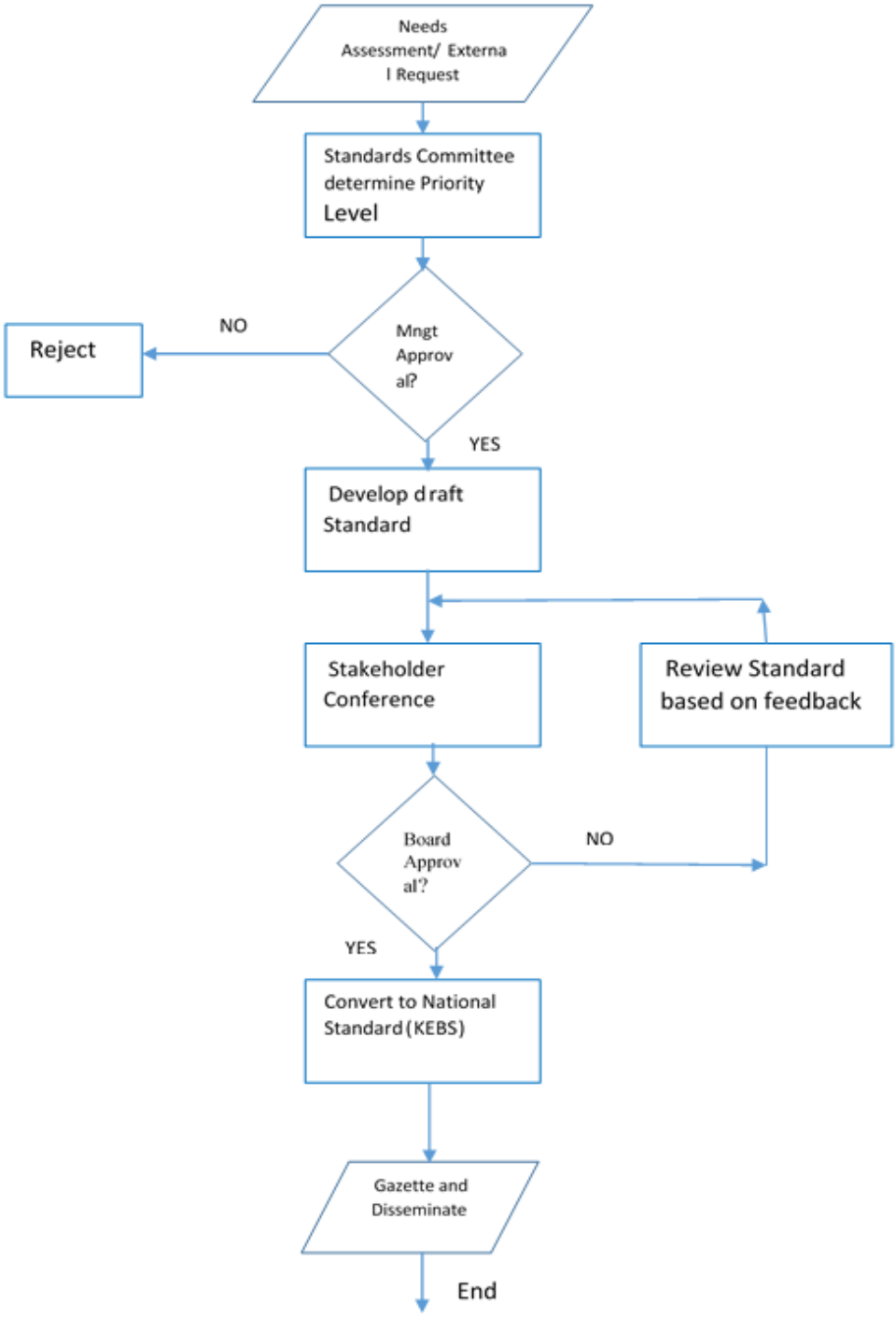

Figure 1: Regulatory Standards Development Process

Once regulatory standards have gone through the entire development process, they are gazzetted as National standards with the guidance of the Kenya Bureau of Standards to make them enforceable. The Authority has developed and gazetted six regulatory standards that include: Competency Based Education Training and Assessment (CBETA) Standards and Guidelines, Prior

Learning Assessment and Recognition (PLAR) Standards and Guidelines, Trainer Qualification Framework (TQF) Standards, the National Polytechnic Standards and Guidelines, Open Distance and e-learning (ODeL) Standards and Guidelines, and Centre of Excellence Standards and Guidelines. TVET regulations 2015 provide the general minimum requirements for establishment and running of TVET institutions. Currently, there is no specific gazetted standard that provides minimum requirements for establishment and running of TVCs and VTCs. As such, TVET Regulations 2015 were considered as the seventh regulatory standard to fill this gap.

The seven regulatory standards have been disseminated to stakeholders through various forums. Key is the TVETA website that gives a snippet on each standard and details on their acquisition. The TVETA accreditation and standards development directorate have also conducted outreach programmes and webinars to sensitize stakeholders on standards developed. The TVET Eye magazine has also been used as a dissemination forum. Through these efforts, it is envisaged that institutions are able to acquire the standards based on their needs and implement them to improve the standards of training.

Adopting regulatory standards in Kenya remains an important exercise and a matter of priority for quality education and training in TVET. To ensure that the TVET system functions effectively and efficiently, it is paramount that regulatory standards are adopted successfully based on the needs of targeted parties and that stakeholders understand and work towards a common desirable outcome. The Authority carries out periodic monitoring and evaluation of the quality of training in all TVET institutions. Unfortunately, these monitoring exercises do not include a parameter on availability of optional regulatory standards in the quality audit checklist. Whereas it is important to know the impact the various regulatory standards are creating in TVET, there are no records showing the adoption level of the same standards. This study was to help in understanding the extent to which TVET providers have adopted and implemented regulatory standards and inform the design of policies that could help overcome challenges hindering successful adoption of the standards.

1.2 Problem Statement

Standards provide the minimum requirements or levels required to be deemed best practices. They describe the nature of resources, processes, and outcomes deemed necessary for a specific intervention to be effective. Standards are modeled to capture the processes, arrangements, and outcomes considered ideal or effective at a point in time for a nation and thus facilitate creating a homogenous experience across different institutions that adhere to certain standards. Adopting regulatory standards in TVET institutions is essential since it helps the sector have a unified mechanism to focus their efforts and achieve a common goal. Several factors play a role in influencing the level of adoption of regulatory standards in TVET institutions in Kenya. These factors range from institutional capacity, financial resources, and stakeholder engagement, among other factors. Successful adoption of the TVET regulatory guidelines in all TVET institutions in the country will see Kenya achieve its training goals and establish a formidable workforce that can

steer its productivity and boost economic growth. Kenya has gazetted the TVET regulatory standards and communicated them to all its institutions for adoption and implementation.

Despite almost 3 years since the gazettement of TVET regulatory standards for implementation, there are no records showing the adoption levels of the standards. This study sought to evaluate the uptake of gazetted regulatory standards by Kenyan TVET institutions.

1.3 Objective of the Study

The overall objective of this study was to determine the status of Gazetted TVET Regulatory Standards' Uptake in Kenyan TVET institutions

1.4 Specific Objectives

The specific objectives of the study were to:

i) Determine the level of awareness and availability of gazetted TVET regulatory standards;
ii) Identify factors affecting uptake of gazetted TVET regulatory standards in Kenyan TVET Institutions;
iii) Determine the extent of implementation of gazetted TVET regulatory standards;
iv) Identify priority areas in TVET that need regulatory standards;
v) Determine strategies for effective implementation of gazetted TVET regulatory standards;

1.5 Justification of the Study

Section 31(a) of the TVET Act 2013 mandates the Authority to develop standards and benchmarks for training in order to guarantee quality and relevance in training. The Authority has so far developed and gazetted six regulatory standards to guide on the establishment and operations of TVET institutions in the country. Information available at the Authority shows that institutions are still grappling with maintaining standards in training despite the regulatory standards having been developed, gazetted and made available for use. It is on this backdrop that this study will attempt to establish the status of gazetted TVET regulatory standards' uptake in Kenyan TVET institutions and help the Authority devise strategies to promote uptake of regulatory standards and identify priority areas for new standards development.

1.6 Scope of the Study

This study will strictly restrict itself to determination of the status of Gazetted TVET Regulatory Standards' Uptake in Kenyan TVET institutions. Particularly, the study will determine the factors affecting effective uptake, level of awareness and availability, extent of implementation, strategies for effective implementation of gazetted TVET regulatory standards. The study will also identify the priority areas in TVET that needs regulatory standards

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Technical and Vocational Education and Training (TVET) systems play crucial roles in global development by equipping trainees with the requisite skill sets, knowledge, and competencies for employment, decent work, entrepreneurship, and lifelong learning, and to contribute to the implementation of the 2030 Agenda for Sustainable Development. Many countries around the world have placed great investments and established bodies to regulate and coordinate TVET). In most countries, the TVET regulatory bodies are mandated to set appropriate skills standards and assessments, coordinate and monitor manpower policies and programs, and provide policy directions and guidelines for resource allocation for the TVET sub sector (TESDA, 2019). In Kenya, TVETA is responsible for regulation of the TVET sub sector.

Delivering quality in TVET is becoming a regular challenge due to changing labour market needs caused by rapid technological changes. In this regard, TVET stakeholders have a huge responsibility to ensure the standard of training is continually improved not only employment but also for employment sustainability. TVET quality, therefore, is of common interest and motivates cooperation and concerted efforts in standards development and quality assurance. Providing quality TVET is possible only when stakeholders work together to ensure that all quality components such as training facilities, trainer qualifications, quality of courses and curriculum, are implemented (ILO, 2019). Regulatory standards are important in enhancing the quality and relevance of TVET for current and future needs of industry. The best practices for development and review of standards require nationwide consultation and involvement of relevant stakeholders throughout the process (APEC, 2014).

This chapter reviewed the literature in the form of the past and current studies. In particular, the highlighted some of the factors affecting uptake and implementation of Standards: Stakeholder Participation, Sensitization, Institutional Capacity, Management commitment, Acquisition cost and Enforcement/ follow-ups. The chapter also builds a conceptual framework of the study.

2.2 Uptake and Implementation of Standards

Uptake of regulatory standards by TVET institutions refers to the level to which the vocational institutions and other stakeholders comply with the TVET regulatory standards. It represents the extent to which all the stakeholders in the sector follow the gazetted regulatory standards. Major concerns have been raised about the uptake of regulatory standards in TVET institutions in Kenya. Major concerns have been raised about the uptake of regulatory standards that seek to achieve quality of training in the TVET institutions. Majority of Kenyan TVET institution are yet to adopt these quality standards that have been gazetted by the Authority. Most of the institutions grapple with inadequate funding and lack of personnel which is critical for the implementation of the standards. Another factor is the lack of adequate infrastructure that has impeded the capacity of the institution to implement some of the gazette standards. Some TVET providers are yet to

integrate technology into their model of delivery which has dealt a blow in their quest to adopt the standards requiring them to adopt relevant technology in their education models.

The attractiveness and quality of TVET can be greatly improved by ensuring that all training providers adhere to established regulations and employ modern training equipment and technologies (National TVET Standards Report, 2020). Globally, the scope and relevance of TVET has grown rapidly due to technological advancement and dynamic shift towards lifelong learning approach. Many countries have focused on the quality and relevance of TVET in line with the current and emerging trends in the world of work. To maintain quality and relevance of TVET, institutions should adopt regulatory standards as they help the sector have a unified mechanism to focus their efforts and achieve a common goal. Several factors play a role in influencing the level of adoption of regulatory standards in TVET institutions in Kenya.

2.3 Factors Affecting Uptake of Regulatory Standards

2.3.1 Stakeholder Participation

Stakeholder participation in the development of TVET standards is an important practice to ensure adoption of inclusive and widely accepted standards. Regulatory standards for quality assurance consider the input, throughput and output of TVET ecosystem (Ferej, 2020). Successful dissemination, adoption and implementation of regulatory standards is based on the concerted efforts of the stakeholders, as common reference for ensuring consistency, mutual understanding, familiarity and capacity development. The TVETA has been in constant engagements with the industry players and other government agencies involved in provision of education with a view to developing a framework for the formation of sector skills councils to facilitate formation of TVET training programs that meet market demands (Momanyi, n.d.). TVET Stakeholders are categorized into three groups, which include Marco-level governance comprising of ministries and statutory bodies, Meso-level Advocacy which include business member organizations, labor unions, teacher associations and non-governmental organizations. The third group is micro-level delivery, which include TVET schools, companies and other TVET providers. Inclusion of these stakeholders in the decision-making process, especially in the development of the regulatory standards ensures that TVETA is able to come up with widely acceptable standards and policies which improve their level of uptake (*New Qualifications and Competencies for Future-Oriented TVET Advocacy Ensuring Multi-Stakeholder Participation Volume 2 International Centre for Technical and Vocational Education and Training*, n.d.).

2.3.2 Sensitization

Stakeholder sensitization is key to enabling target audience develop a better understanding of existing standards and their applications through fast hand reliable information. Government agencies and institutions, advocacy groups, media organizations, researchers, and other interested stakeholders can all carry out awareness drives using various techniques to communicate regulation requirements. Stakeholders involved in the development of TVET standards must ensure increased sensitization of interested parties in the running and operations of TVET sector (Okumu & Bbaale, 2019). Standards serve their intended objective when all the players are aware

and well informed about them. Regulatory requirements should be designed in a way that connects stakeholders vertically and horizontally in a process of collaboration and joint deliberation (Ansell, et al., 2017). This improves compliance with regulatory requirements and greater attainment of the set standards. The players in the TVET sector, at all levels should sensitize the TVET institutions on various developments in the sector including the developed regulatory standards (Union, 2007).

2.3.3 Institutional Capacity

The capacity of an institution greatly depends on its staff and training facilities. Capacity building is the practice of developing and establishing skills, nature, ability, procedures, and resources that are required for the institution to continually improve its performance in training. Capacity building and managerial support of institutional staff upgrades their abilities and motivation and therefore have positive and significant impact on their performance (Wassem, et al., 2019).

There are various standards that are in existence that TVET providers are required to implement. The training providers should provide and maintain the necessary infrastructure for quality education and training in line with the quality policy and standards. The training providers should also recruit qualified and experienced staff and meet external quality assurance requirements such as registration and accreditation. Further, TVET providers should use curriculum that envelops the necessary competencies, soft skills and clarifies the objectives and learning outcomes expected of each program, course, or unit. The standard requires that the content of the program should be subjected to regular evaluation and review to ensure it complies with the occupational and training standards. The standards further identify the trainer and training equipment for the programs. TVET providers should also ensure that they support the trainee through increased participation of the trainees in all quality management related processes and procedures. With the changing climate in the TVET ecosystem and the emergence of new sectors and industries, TVET providers should consider novel concepts, generic skillsets, teaching and training technologies. The same would aid the provider to meet the growing labour and sector market needs. The standard requires that a TVET provider who is alive to these changes should consider continuous improvement, innovation and the development of the institution in the interest of the trainees and beneficiaries which will ensure that their graduates are employable.

2.3.4 Management Commitment and Institutional Support

Management commitment and institutional support plays an important role in achieving the desired outcomes such as improving training standards and implementation of gazetted regulatory standards. Institutional plans are adopted more readily if they are initiated by the management. It is therefore necessary for top management to focus their attention on all activities happening in the institution. Institutional managers should take the leading role in ensuring proper resource allocation needed for all planned activities such as identification and recognition of employees to undertake the activities and effective communication to all staff.

Institutional support has a positive effect on new performance of staff, improves a sense of belonging to the institution and plays a strong mediating role between the management and staff, hence enabling them to implement new strategies (Chen, 2019). Karama and Linge, 2019 found

that management support provides an enabling environment that facilitates effective service delivery in Kenyan county governments.

2.3.5 Acquisition Cost

Pricing/ acquisition cost typically affects the consumption behavior of the any product (Cole 1996). According to Varki and Colgate (2001) people have limited resources and their spending on a given product is limited as well, so higher prices reduce the quantity demanded. The pricing model being adopted for the regulatory standards will therefore determine how they eventually perform in the market. Prior research has found pricing information, even when revealed after purchase and consumption, affects customer satisfaction levels (Varki and Colgate 2001). Additionally, empirical studies suggest customers' perceptions of pricing fairness are a significant predictor of client's consumption levels (Xia et al., 2004).

According to Nyangia and Orodho (2014) acquisition of education materials is one of the cost drivers in schools. The study found that majority of institutions obtained education materials by either donation or by direct purchase. Nyangia and Orodho (2014) cited Meerman (1997) which affirmed that effective demand at each educational materials was a function of its price (acquisition cost). To contribute to this literature, the current research the study will establish whether and under what conditions institutions perceive pricing of regulatory standards as fair and how those perceptions affect the uptake of the standards.

2.3.6 Enforcement/ Follow-Ups

Enforcement entails keeping the stakeholders in check to ensure that they comply with the set regulatory standards. An ex-ante assessment of compliance and enforcement prospects is increasingly a part of the regulatory process The TVET authority has a compliance and enforcement department, which is tasked with auditing of the TVET institutions across the country to ensure that institutions continue to meet the accreditations standards even after they have been accredited (admin TVET, n.d.). Entirely successful enforcement deals lead to remedial efforts that are both effective and efficient. As a matter of effectiveness, they should cause the firm to achieve a target level of compliance (Jennings,2020). Since the inception of Vocational education in Kenya, most accredited institutions have continued to comply with the regulated standards. The Compliance and Enforcement department of TVET authority has been successful in their role. Despite the successful follow-up by the Compliance and Enforcement department, there have still been challenges in carrying out the same exercise. This has majorly been because of limited resources and inadequate personnel to carry out the exercise within proper timeframes.

2.4 Conceptual Framework

The rate of uptake of TVET regulatory standards is premised on various independent and dependent variables. The independent variables that determine uptake of the standards by institutions include stakeholder participation, sensitization, management commitment, institutional capacity, enforcement/follow-up and Standard acquisition cost. The impact of these

factors on the level of uptake of the standards varies based on the dependent variables such as usage, awareness and availability of the standards.

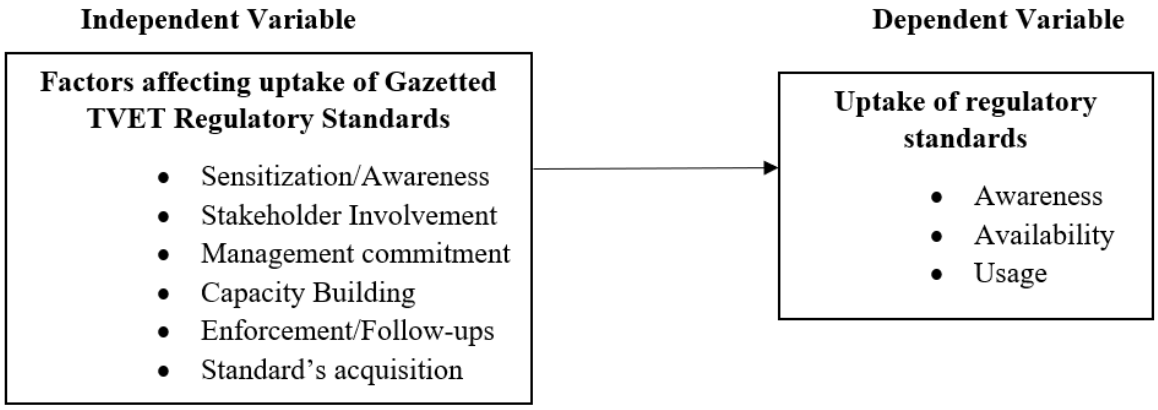

Figure 2: Conceptual Framework

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used for the study. It specifically outlines the research design, target population, sample size and sampling technique, data collection instruments, pilot testing, legal considerations, and data analysis.

3.2 Research Design

The study adopted descriptive and qualitative research design which involved studying the variables in their natural setting (Kothari, 2017). Descriptive research studies are concerned with the description of the characteristics of a particular individual or group. Descriptive research design determines and reports things the way they are according to Mugenda and Mugenda (2003). The descriptive approach also allows the results to be presented through simple statistics, tables, mean scores, percentages, and frequency distributions. A coded online questionnaire was used to collect data from the sampled respondents.

3.3 Target Population

The target population for the study were the 2,300 accredited TVET institutions in the Country which included the National Polytechnics (NPs), Technical and Vocational Colleges (TVCs) Vocational Training Centers (VTCs) and University TVET Directorates.

3.4 Sample Size and Sampling Technique

Stratified and simple random sampling techniques were employed to obtain a sample of respondents. Institutions were classified by category, type and county giving each institution an equal opportunity to be sampled. Random sampling was then used to select the institution within each stratum. The sample size was estimated using Krejcie and Morgan (1970) formula of determining sample size (appendix IV). A maximum of three respondents were selected per institution, comprising of an administrator, HOD and a trainer randomly picked from different academic departments.

3.5 Data Collection Instruments

Questionnaires were the main data collection instruments. The questionnaire was scripted using Kobo collect data collection software.

3.6 Data Collection Procedure

A team of officers visited the sampled institutions and administered the questionnaire to a maximum of three respondents of which one was an administrator, one HOD, and one trainer who were randomly picked from different academic departments.

3.7 Pilot Testing

Before the instruments were administered, they were pre-tested on a sample of respondents not included in the study to ensure their validity and reliability. This enhanced the usability and clarity of items. The instruments were reviewed to ensure alignment of data collected to the objectives of

the study. This in turn, enhanced the validity of the instruments and ensured that all the errors are eliminated.

3.8 Legal Considerations

The researchers obtained a permit from the NACOSTI which permitted them to collect the data. To ensure dignity and respect to the study respondents the researchers conducted themselves with courtesy and respect. In addition, the researchers ensured that the respondents felt free to respond to the questionnaires without anxiety by ensuring that there were no questions that made the respondents uncomfortable.

3.9 Data Analysis

Descriptive and inferential statistics was used in data analysis. Quantitative data was sorted, coded, cleaned, analyzed, and presented in the form of frequency tables, bar graphs, pie charts and narratives. Data quality checks were done to eliminate errors or points of contradiction in data.

CHAPTER 4
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents empirical findings and discussions of the study. Specifically, the chapter discusses the response rate, demographic information as well as the results for the specific objectives of the study.

4.2 Response Rate

A total of 245 institutions which represented 11% of the institutions accredited by TVETA were sampled through stratified random sampling for this study. The response rate from all categories of the TVET institutions is presented in Table 1.

Table 1: General Response Rate

Category	Type	Number Sampled	Number Responded	% Response
National Polytechnic (NP)	Public	12	10	83
University TVET Directorates	Public	12	12	100
	Private	2	2	100
Technical and Vocational Colleges (TVCs)	Public	83	73	88
	Private	79	55	70
Vocational Training Centers (VTCs)	Public	46	44	96
	Private	11	7	64
Grand Total		**245**	**203**	**83**

The number of institutions that responded to the questionnaires were 203. This represented a response rate of 82.85%. According to Mugenda and Mugenda (2003) a response rate greater that 70% is considered as excellent for data analysis. This study therefore considered the data collected as excellent for reporting. The data was collected from 43 out of 47 counties in the country. The high response rate and the coverage of nearly all the counties in Kenya implied that the results from this study were representative and could therefore be generalized for all the TVET institutions in the country.

4.3 Demographic Characteristics of Respondents

This section presents the demographic characteristics of the respondents.

4.3.1 Gender per Institutional Category

The gender distribution of the respondents was as shown in Figure 3.

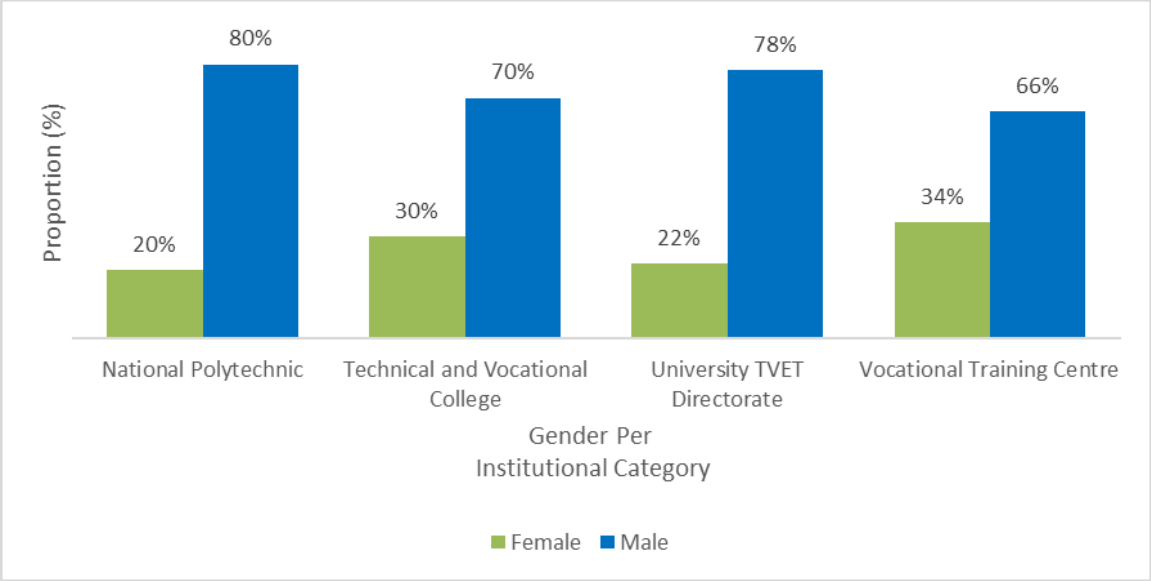

Figure 3: Gender per Institutional Category

Figure 3 shows that majority of the respondents in the NPs were male accounting for 80% of the total respondents. In the TVCs, the respondents comprised 30% and 70% female and male respectively while in the University TVET directorates 22 % of the respondents were female while 78% were male. Similarly, majority of the respondents in the VTCs were male (66%). It can be noted that majority of the respondents across all categories of institutions were male.

4.3.2 Training Experience

The training experience of the respondents in each category of the institutions was as shown in Figure 4.

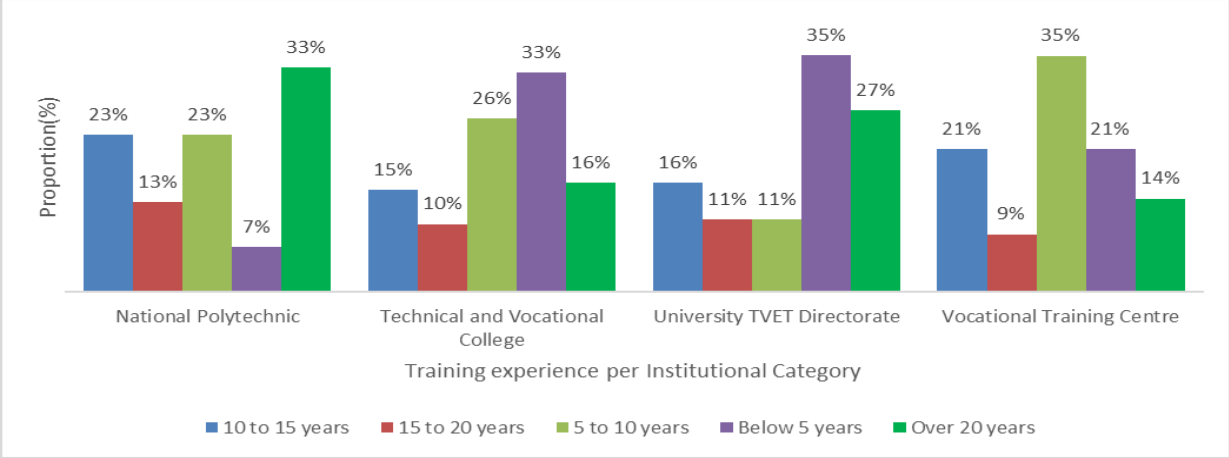

Figure 4: Training Experience of Respondents

From Figure 4, majority of the respondents in the NPs (69%) and University TVET Directorates (54%) had more than 10 years of training experience. However, majority of respondents in TVCs (56%) and VTCs (56%) had training experience below 10 years. Although all the respondents from

the all categories of institutions were sufficiently experienced, those from NPs and University TVET Directorates had more years of experience than those from TVCs and VTCs.

4.4 Awareness and Availability of Gazetted TVET Regulatory Standards

The study sought to establish the level of awareness and availability of the seven TVET regulatory standards developed and gazetted by the Authority.

4.4.1 Level of Awareness of Gazetted TVET Regulatory Standards

Knowledge of the existence of a regulatory requirement is considered the first step towards the adoption/ uptake of any standard. Respondents were asked to state whether they had any information on TVET regulatory standards. The results were as indicated in Figure 5.

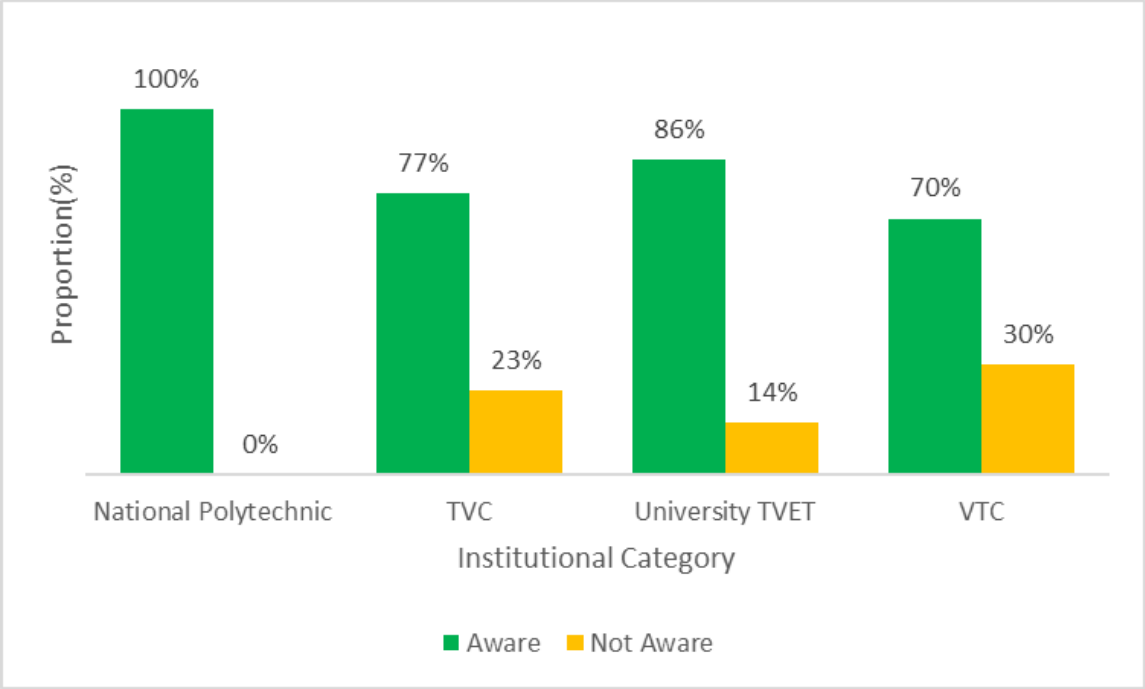

Figure 5: Availability of Information on TVET Regulatory Standards

Results from this study showed that most respondents were aware of the existence of TVET regulatory standards. The highest awareness levels were recorded in National Polytechnics (100%) followed by University TVET Directorates (86%), then TVCs (77%) and finally in VTCs (70%). The high levels of awareness in National Polytechnics and University TVET Directorates could be attributed to the efforts they have placed in creating awareness among their staff by sponsoring them to undergo capacity building programmes especially, those organized by the Authority. This finding corroborates TVETA (2021) which indicated that there was a high level of awareness among NPs in regards to availability and use of standards.

4.4.2 Sources of Information about TVET Regulatory Standards

The respondents who had information about TVET regulatory standards were further asked to state their main sources of information on the standards. Their responses are depicted in Figure 6.

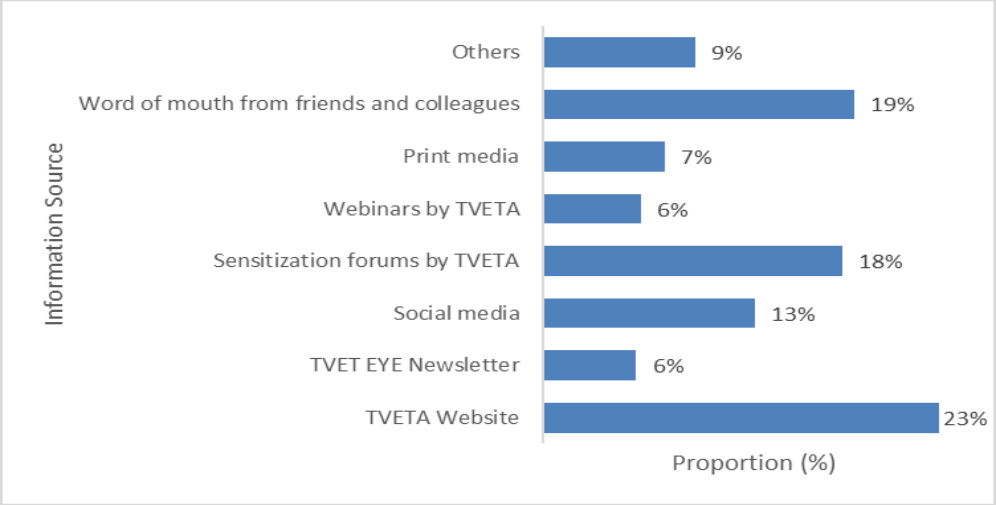

Figure 6: Sources of Information on TVET regulatory Standards

From Figure 6, majority of the respondents stated that they obtained information on standards from TVETA website (23%), word of mouth from friends and colleagues (19%) and sensitization by TVETA (18%). TVETA Website, Webinars by TVETA and print media seems not to have taken traction as sources of information on TVET standards and could be exploited to enhance awareness. Other sources of information on TVET standards mentioned by the respondents included; circulars, fora organized by other organizations/ institutions, internet search, participation in development of the standards and benchmarking with other institutions.

4.4.3 Knowledge on Application of Regulatory Standards

Respondents were provided with different scenarios in which the standards could be applied and asked to identify the regulatory standards applicable in each of the cases. The results from the three categories of respondents (administrators, HoDs and trainers) are depicted in Figure 7.

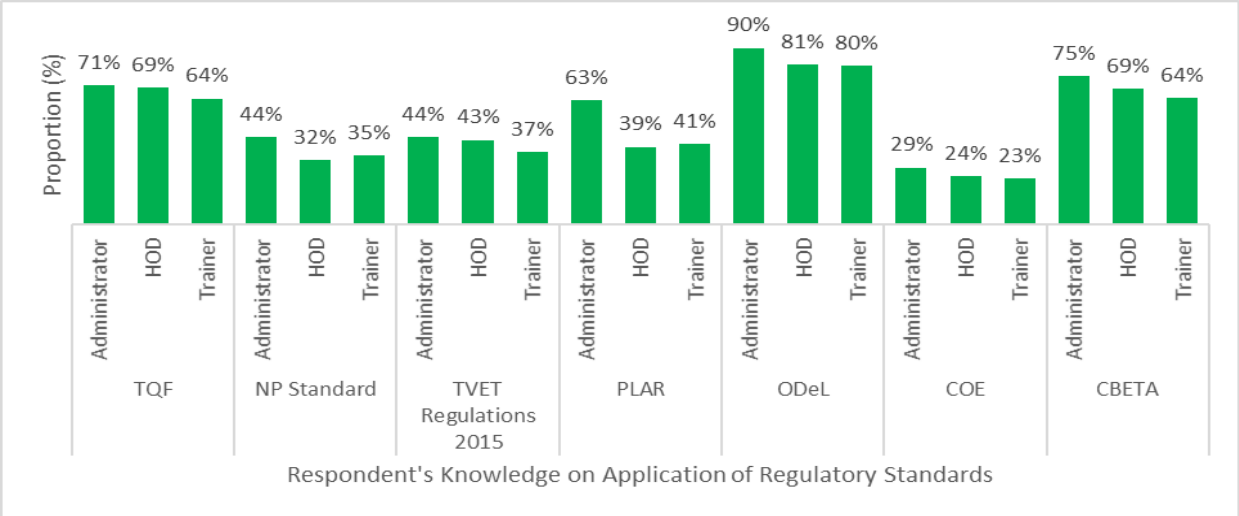

Figure 7: Respondents Knowledge on Application of Regulatory Standards

From Figure 7, administrators were quite knowledgeable on use of ODeL (90%), CBETA (75%), TQF (71%) and PLAR (63%); but less knowledgeable on the use of NP standard and TVET regulations 2015 (44%) and CoE standards and guidelines (29%).

HODs were more knowledgeable on use of standards than trainers in five of the seven standards presented (TQF, TVET Regulations 2015, ODel, CoE and CBETA). In NP and PLAR standards, the trainer was more knowledgeable than the HOD. However, the difference in knowledge on use of standards between the HOD and the trainers was minimal with very small margins. The difference in knowledge on use of the standards between HODs and trainers for TQF and ODel is 1%; TQF and CBETA is 5%; NP is 3%; TVET regulation 6%; PLAR is 2%.

Generally, administrators were more knowledgeable on application of all the seven standards compared to HODs and trainers.

4.5 Availability of TVET Regulatory Standards in TVET Institutions

The study sought to establish the level of availability of the seven TVET regulatory standards. Administrators from all categories of institutions were asked to indicate the regulatory standards available in their respective institutions. Evidence on availability of the standards either in hard copies or soft copies was verified by the data collection teams. Results are represented in Figure 8

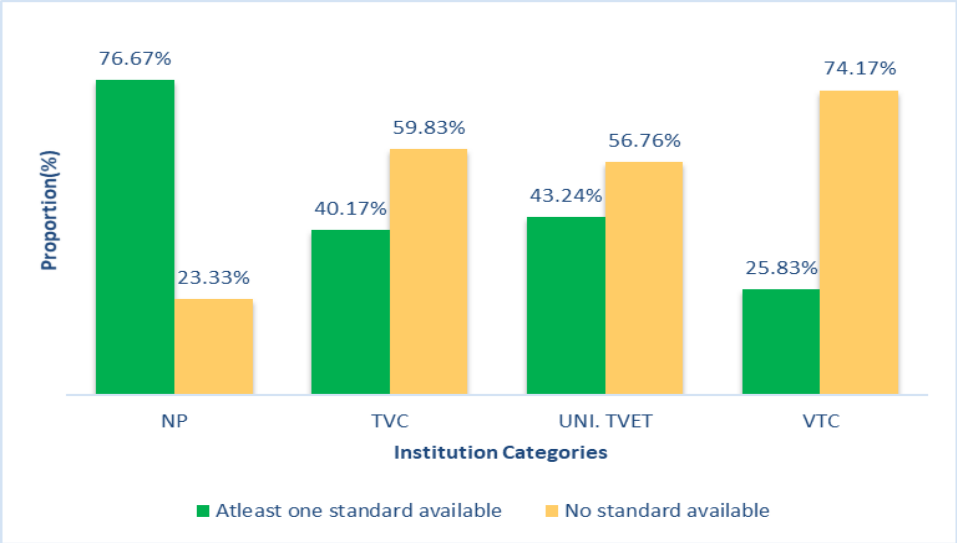

Figure 8: Availability of TVET Regulatory Standards in TVET Institutions

Figure 8 shows that 23.33% of NPs, 59.83% of TVCs, 56.76% of University TVET Directorates and 74.17% of VTCs did not have any of the seven targeted TVET regulatory standards in their possession. The TVET quality assurance framework envisages that all TVET institutions should acquire all regulatory standards applicable to their mandate. It is therefore imperative that most institutions do not have the necessary benchmarks in place to guide them in the provision of quality training.

4.5.1 Availability of TVET Regulatory Standards in National Polytechnics

Administrators from the National Polytechnics were asked whether their institutions had acquired any of the seven TVET regulatory standards. The data collection officers were under obligation to verify availability of the standards. The intention was to establish whether the institutions had any of the standards either in hard or soft copies in whichever location for reference purposes. The findings are depicted in Figure 9

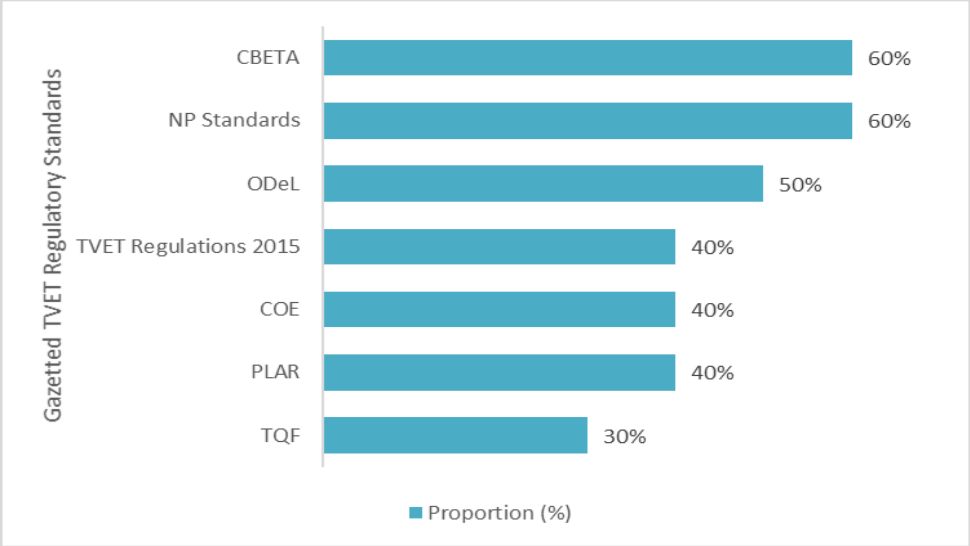

Figure 9: Availability of TVET Regulatory Standards in National Polytechnics

Results in Figure 9 show that 60% of the NPs had acquired CBETA and NP standards, 50% had the ODeL standard, 40% had PLAR, CoE and TVET Regulations in their possession while only 30% had acquired the TQF. The high adoption of the CBETA standard could be as a result of the National Polytechnics increased interests in curricula development which is part of their mandate while the high adoption of the National Polytechnic standard could be as a result of high levels of awareness relative to other institution categories. The shortage of trainers in NPs has been temporarily cured by their respective councils engaging additional trainers on council terms. The low availability of TQF in National Polytechnics could affect the quality of trainers engaged by the institutions hence impact negatively on the quality of instructional delivery.

4.5.2 Availability of TVET Regulatory Standards in Technical and Vocational Colleges

Administrators from targeted TVCs were asked whether their institutions had acquired any of the seven TVET regulatory standards. The findings are depicted in Figure 10

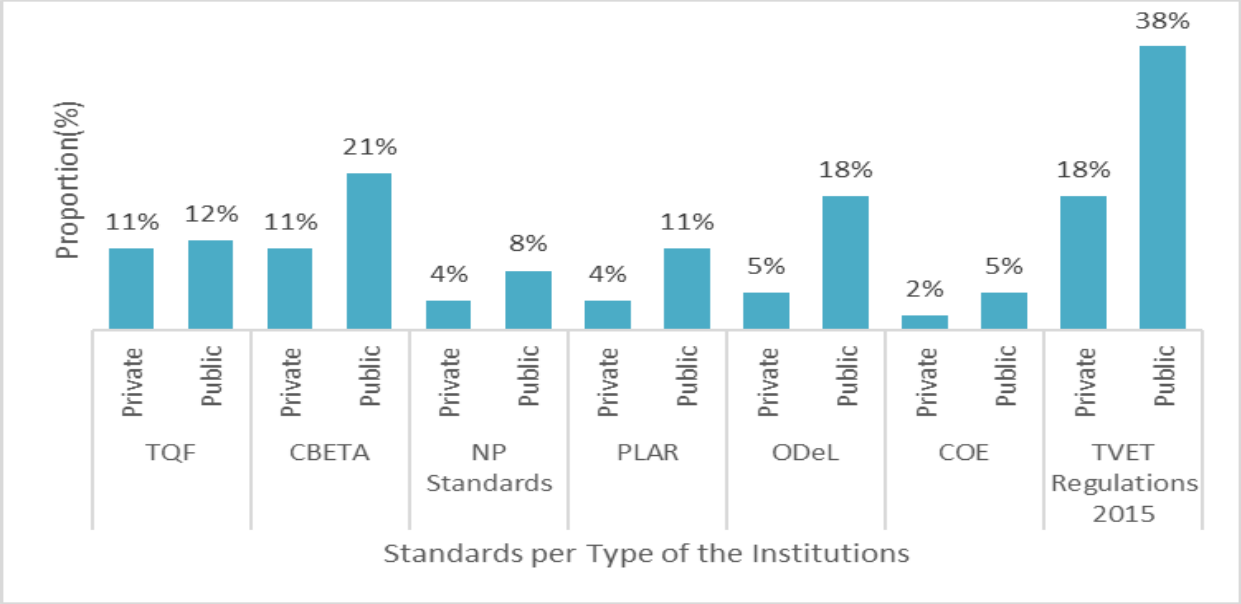

Figure 10: Availability of TVET Regulatory Standards in TVC

Findings in Figure 10 revealed that availability of the 7 regulatory standards was relatively low in TVCs with TVET regulations 2015 at 38% and 18% in the public and private TVCs respectively, followed by CBETA and ODeL. The availability of the standards was generally higher in public than private TVCs. However, availability of TQF was comparable for private and public TVCs at 11% and 12% respectively. The CoE Standard availability was lowest at 5% and 2% for public and private TVCs respectively.

4.5.3 Availability of TVET Regulatory Standards in University TVET Directorates

Administrators from the 14 University TVET Directorates that were considered for this study were asked whether their institutions had acquired any of the seven TVET regulatory standards. The findings are depicted in Figure 11

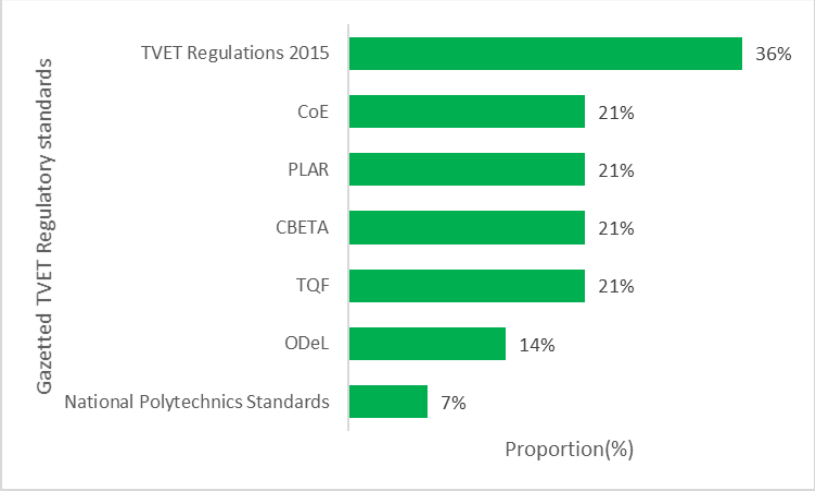

Figure 11: Availability of TVET Regulatory Standards in University TVET Directorate

Figure 11 shows that the availability of the TVET Regulations 2015 were available in University TVET directorates at 36%. In addition, CBETA, CoE, PLAR and TQF had an equal uptake of 21% while ODeL had an uptake of 14%, with NP standard (7%) being the least. The low availability of NP standard could be for the reason that University TVET Directorates might not consider it important for their functions.

4.5.4 Availability of TVET Regulatory Standards in Vocational Training Centers

Administrators from target VTCs were asked whether their institutions had acquired any of the seven TVET regulatory standards. The findings are depicted in Figure 12

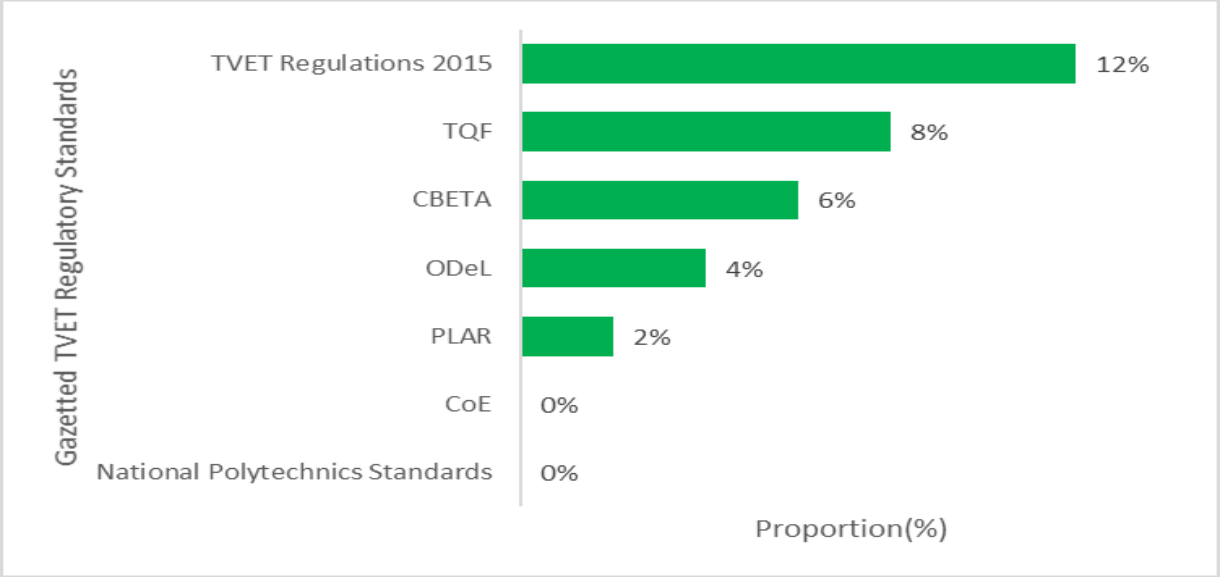

Figure 12: Availability of TVET Regulatory Standards in VTCs

From Figure 12, there was low availability of the standards in VTCs with the TVET regulations 2015 having the highest availability at 12% while the standards on National Polytechnic and Centres of Excellence were not available in any of the sampled institutions. The availability of all the other standards was less than 10% with TQF (8%), CBETA (6%), ODel (4%) and PLAR (2%). A possible explanation for the findings is that some of the standards such as the NP and CoE are not applicable to VTCs hence the reason for the low availability.

4.6 Extent of Implementation of Gazetted TVET Regulatory Standards

The study sought to establish the level of implementation of the seven TVET regulatory standards.

4.6.1 Implementation of Gazetted TVET Regulatory Standards in National Polytechnics

Figure 13 visualizes institutions that indicated they were implementing TVET regulatory standards in their possession.

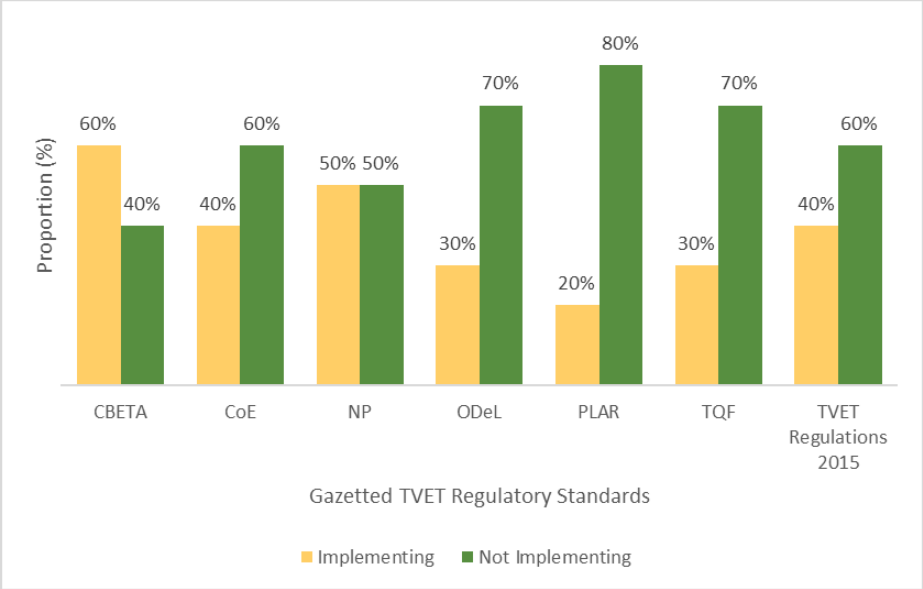

Figure 13: Implementation of gazetted TVET regulatory standards in National Polytechnics

Figure 13 shows that 60% and 50% of the NPs were implementing the CBETA and NP standards respectively. The relatively high number of NPs that were implementing CBETA standard could be attributed to the increased interest in developing their own curricula in accordance with the legal orders. The fact that 50% of the NPs were not implementing the National Polytechnic standard, a benchmark that is supposed to guide their establishment and operation was a worrying trend. This trend could be attributed to the fact that most NPs were established before the NP Standard was developed and gazetted. There is urgent need for the Authority to ascertain the compliance levels of all NPs with the gazetted NP standard. In addition, 40% of the national polytechnics were implementing both CoE standards and the TVET regulations 2015. Further, it was noted that only 30% of the NPs were implementing both TQF and ODeL standards. The PLAR was the least implemented standard by the National Polytechnics at 20%. The level of implementation of the standards by the NPs ranged from 20% to 60%. This was against expectations, given that NPs should act as leaders and mentors to other categories of institutions in provision of quality training. This could not be achieved without making reference to the applicable benchmarks.

4.6.2 Implementation of Gazetted TVET Regulatory Standards in University TVET Directorates

Figure 14 shows the proportion of University TVET directorates that indicated they were implementing TVET regulatory standards.

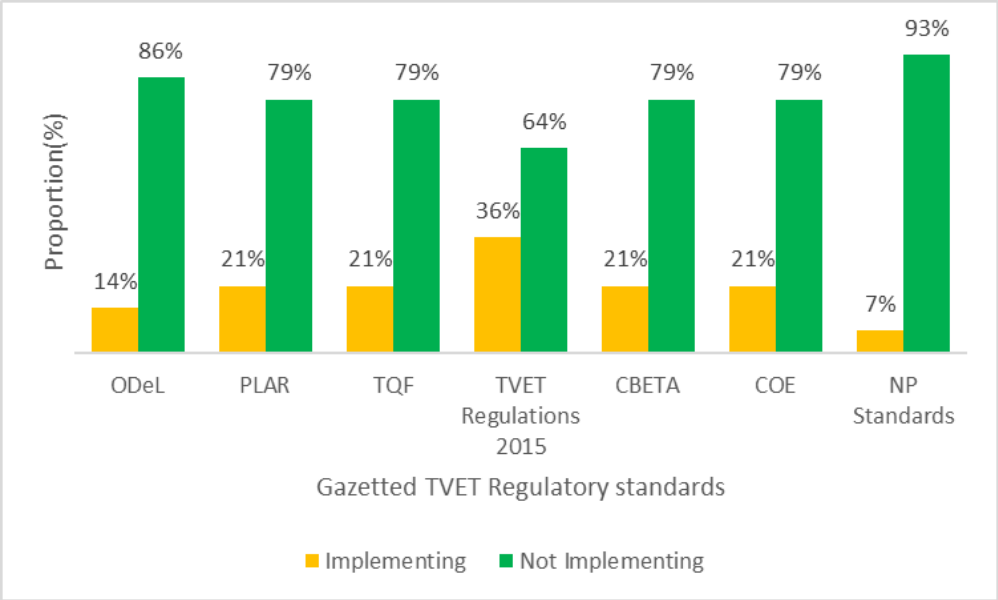

Figure 14: Implementation of Gazetted TVET Regulatory Standards in University TVET Directorates

Figure 14 reveals that the implementation of the regulatory standards was generally low. The TVET regulations 2015 were being implemented by the highest number of institutions (36%). The implementation of CBETA, CoE, PLAR and TQF standards by the University TVET Directorates was all at 21%. It was also noted that only 14% and 7% of the university TVET directorates were implementing ODeL and NP standards, respectively. The low implementation of the standards by the University TVET directorates might be attributed to the fact that the Universities are new entrants in the TVET and may not have mastered all the requirements for operation.

4.6.3 Implementation of Gazetted TVET Regulatory Standards in TVCs

Figure 15 shows the proportion of TVCs that indicated they were implementing TVET regulatory standards in their possession.

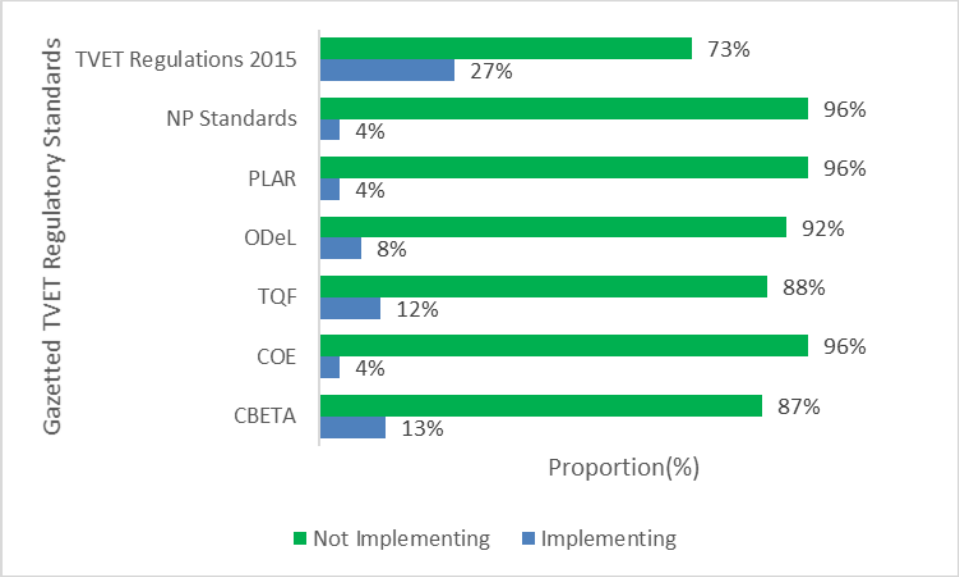

Figure 15: Implementation of Gazetted TVET Regulatory Standards on TVCs

Figure 15 shows that 27% and 13% of the TVCs were implementing TVET Regulation 2015 and CBETA standards respectively. In addition, 12% of the TVCs were implementing the TQF while those who were implementing the ODeL standard accounted for 8% of the total sampled TVCs. It was also noted that PLAR, National Polytechnic and CoE standards were implemented by only 4% of the TVCs. The low proportion of TVCs implementing NP Standard could be attributed to the fact that it is not applicable to this category of institutions except when they endeavor to be upgraded. being in dissimilar categories as National polytechnics while the low implementation of PLAR could be due to lack of clear assessment schemes.

4.6.4 Implementation of Gazetted TVET Regulatory Standards in VTCs

Figure 16 shows the extent of implementation of the gazetted TVET regulatory standards by the VTCs.

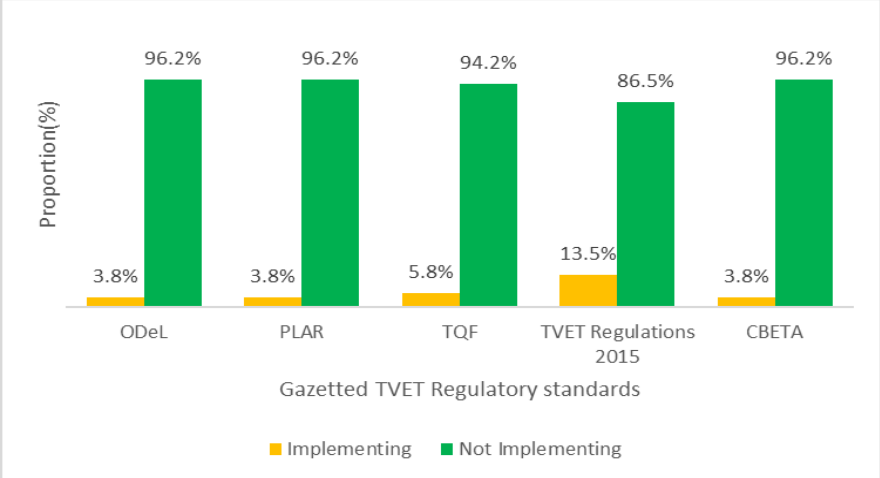

Figure 16: Implementation of Gazetted TVET Regulatory Standards on VTCs

Only 3.8% of the VTCs were implementing ODeL, PLAR and CBETA standards. A small but significant proportion (13.5%) of the VTCs were implementing the TVET Regulations 2015 while 5.8% were implementing the TQF standards. It was also noted that all the sampled VTCs were not implementing the CoE and the National polytechnics standards. This could be attributed to the fact that the National Polytechnic standard was not applicable to the VTCs. In addition, none of the VTCs were a Center of Excellence which could explain why they were not implementing the CoE standard. The non-implementation of regulatory standards by majority of VTCs could be attributed to lack of awareness.

4.7 Factors Affecting Uptake of Gazetted TVET Regulatory Standards in Kenyan TVET Institutions

The respondents' perception on the effect of selected factors that affect the implementation of regulatory standards in all the categories of TVET institutions was determined using a three-point Likert scale. Table 2 shows the level of agreement of the respondents with the various statements.

Table 2: Factors Affecting Uptake of Gazetted TVET Regulatory Standards

Statement	Category	Disagree (1)	Neutral (2)	Agree (3)
Awareness improves the uptake of TVET regulatory standards	NPs	0	3 (10%)	27 (90 %)
	TVCs	0	15 (4.2%)	340 (95.8 %)
	VTCs	4 (2.7 %)	3 (2.0%)	143(95.3%)
	Uni. TVET	0	0	37 (100 %)
	Average	**0.67%**	**4.05%**	**95.28%**
Management commitment improves the uptake of TVET regulatory standards	NPs	0	3 (10 %)	27 (90%)
	TVCs	5 (1.4%)	15 (4.2%)	335 (94.4%)
	VTCs	3 (2%)	10 (6.6%)	137 (91.3 %)
	Uni. TVET	0	2 (5.4%)	35 (94.6%)
	Average	**0.85%**	**6.55%**	**92.6%**
Capacity building improves the uptake of TVET regulatory standards	NPs	0	1 (3.3%)	29 (96.7%)
	TVCs	6 (1.7%)	13 (3.7%)	336 (94.6%)
	VTCs	3 (2%)	7 (4.7%)	140 (93.3%)
	Uni. TVET	0	1 (2.7%)	36 (97.3 %)
	Average	**1.0%**	**3.6%**	**95.4%**
Enforcement/follow-up by TVETA improves the implementation of the gazetted regulatory standards	NPs	1 (3.3%)	4 (13.3%)	25 (83.4%)
	TVCs	8 (2.3%)	31 (8.7%)	316 (89 %)
	VTCs	3 (2%)	12 (8 %)	135 (90%)
	Uni. TVET	1(2.7%)	3 (8.1%)	33 (89.2 %)
	Average	**2.58%**	**9.52%**	**87.9%**
Acquisition cost inhibits uptake of regulatory standards	NPs	13(43.3%)	6 (20 %)	11(36.7%)
	TVCs	91 (25.6%)	65 (18.3%)	199(56.1)
	VTCs	35 (23%)	34 (23%)	81 (54%)

	Uni. TVET	10(27%)	11 (30%)	16(43%)
	Average	**29.73%**	**22.82%**	**47.45%**
Stakeholder involvement in development of standards improves their uptake.	NPs	1(3.3%)	1(3.3%)	28(93.4%)
	TVCs	8(2.3%)	21(5.9%)	326(91.8%)
	VTCs	10 (6.7 %)	14 (9.3%)	126 (84 %)
	Uni. TVET	0(0%)	0(0%)	37 (100%)
	Average	**3.1%**	**4.6%**	**92.3%**

The percentage of respondents who agreed that awareness improves the uptake of regulatory standards ranged from 90% to 100%, with an average of 95.28%. This finding was consistent with Union, 2007, who indicated that standards served their intended objectives when all players are aware and well informed about them. The Authority should organize regular sensitization seminars to inform all stakeholders on the standards developed. This would improve the awareness levels of all the stakeholders on the standards and their implementation.

Majority of the respondents (92.6%) observed that management commitment improves the uptake of TVET regulatory standards. A large proportion of the respondents (95.4%) noted that capacity building improves the uptake of regulatory standards. Wassem et al., 2019 posits that capacity building is the practice of developing and establishing skills, nature, ability, procedures, and resources that are required for the institution to continually improve its performance in training. The Authority should enforce the requirement for continuous professional development of the trainers to improve their capacity to implement the standards.

Majority of respondents, 87.9% on average from all the categories of institutions agreed that Enforcement/follow-up by TVETA improves the implementation of the gazetted regulatory standards. This finding encourages the Authority to audit the TVET institutions across the country to ensure that institutions continue to meet the accreditations standards and as well run their affairs in accordance with the regulatory TVET standards. These findings were consistent with TVETA (2022), which found that as a practice of good governance management should always follow up on implementation of audit recommendations and periodically monitor implementation of the recommendations.

Although the gazetted regulatory standards are sold by TVETA, slightly less than half of respondents (47.45%) stated that the acquisition cost was an inhibition to the uptake of regulatory standards. Previous research (Cole, 1996, Varki and Colgate, 2001 and Xia et al., 2004) have shown that acquisition cost affects the consumption of products, accessibility and customer satisfaction levels. The Authority could increase the uptake of the standards by providing free access to the regulatory standards by all stakeholders.

Most of the respondents (84% to 100%) in all the categories of institutions agreed that Stakeholder involvement in development of Standards improves their uptake. This concurred with TVETA (2020) which explained that successful dissemination, adoption, and implementation of regulatory

standards is based on the concerted efforts of the stakeholders, as common reference for ensuring consistency, mutual understanding, familiarity, and capacity development.

The other factors that affect uptake of regulatory standards identified by respondents included; attitude towards the standards, skills and knowledge of trainers and administrators and cost of implementation.

4.8 Priority Areas in TVET that Need Regulatory Standards

Respondents were asked to suggest priority areas that require development of regulatory standards and guidelines. The following priority areas were identified; standards/ requirements for specific trade areas (business and engineering), assessment, minimum entry requirements to various programmes, development of occupational standards, inclusivity of special needs categories in training, incubation Centres, continuous professional development, career guidance, student discipline, student accommodation, operations of University TVET Directorates, safety and health, collaborations and partnerships, career progression and remuneration of trainers.

4.9 Strategies for Effective Implementation of Gazetted TVET Regulatory Standards

The strategies that were proposed for effective implementation of gazetted TVET regulatory standards included provision of resources, involvement of stakeholders in development of standards, Enforcement by TVETA, regular sensitization of TVET institutions on the developed standards, continuous monitoring of implementation status, provision of developed standards at no cost, Combination of related standards into one document and integration of technology in dissemination of the standards.

CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Most respondents were aware of the existence on TVET regulatory standards, with awareness levels ranging from 100% in National Polytechnics to 70.86% in VTCs. The main sources of information on TVET standards were; TVETA website, word of mouth from friends and colleagues, and sensitization by TVETA. The availability of Standards in National Polytechnics ranged from 30% (TQF) to 60% (NP and CBETA standards. A considerable proportion of institutions; 23.3% of NPs, 59.8% of TVCs, 56.8% of University TVET Directorates and 74.2% of VTCs did not have any of the seven targeted TVET regulatory standards in their possession. Generally, awareness of regulatory standards was high across all institution categories while availability was fair in NPs and low in other institutions.

The level of implementation of the standards in NPs ranged from 20% to 60%. Only 50% of the NPs were implementing the National Polytechnic standard. The level of implementation of regulatory standards in university TVET directorates was ranging from 7% to 36% which is generally low. The regulatory standards implementation in TVCs was lower than that of the NPs, ranging from 4% to 28%. The VTCs recorded lowest level of regulatory standards implementation compared to other categories. Despite the fact that some of the VTCs should be Centres of excellence in the various counties, none of the sampled VTCs were implementing the CoE standard.

Awareness, management commitment, capacity building, follow by TVETA, Stakeholder Involvement in development of standards and Acquisition costs were identified as major factors affecting the implementation of standards. The proposed priority areas that required development of regulatory standards included; minimum entry requirements to specific programmes, inclusion of special needs categories in TVET, establishment of incubation Centres and commercial units, continuous professional development, career guidance, student discipline, student accommodation, operations of TVC, VTC and University TVET Directorates, safety and health, collaborations and partnerships, career progression and remuneration for trainers.

5.2 Recommendations

Based on the findings from this study, the following recommendations were proposed to improve the uptake of the gazetted regulatory standards;

1. The Authority to establish mechanisms for regular sensitization of stakeholders to improve their knowledge on the content of the regulatory standards;
2. The Authority to conduct periodic follow-ups and enforcement on implementation of regulatory standards in the TVET Institutions;
3. The Authority to support institutions to access gazetted TVET regulatory standards by making them available on different platforms at no cost;

4. The Authority to fast-track development of TVET regulatory standards in the identified priority areas especially standards for each category of TVET institutions including University TVET Directorates;
5. The Authority to include acquisition of applicable regulatory standards as a mandatory requirement for accreditation;
6. The Authority to incorporate a wider cross section of stakeholders during standards development to enhance their adoption;
7. The Authority to enforce capacity development of trainers to improve their capacity to implement the standards;
8. Institutional administrators to initiate interventions for enhancing awareness among their staff on standards and other regulatory requirements;
9. The Authority to undertake periodic surveys to determine priority regulatory standards to be developed and implementation of applicable regulatory standards;
10. The Authority to ascertain the compliance levels of all NPs with the gazetted NP standard.

5.3 Recommendations Translation and Implementation Action Plan

S/No.	Recommendation	Process Affected	Actions to be taken	Responsibility	Timelines (Months)	Cost
1.	Establish mechanisms for regular sensitization of stakeholders to improve their knowledge on the content of the regulatory standards	Development of IEC Materials	Create brochures/ pamphlets summarizing each standard and distribute to institution during all visits	Outreach	1 Month after approval of report	
		Capacity building of TVET providers	Organize training specifically targeting the gazetted regulatory standards	Outreach and Standards	Continuous	
2.	Include acquisition of applicable	Undertake quality assuranc	Review QA tools to include	Standards, Accreditation and	1 Month after approval of report	

	regulatory standards as a mandatory requirement for accreditation	e of TVET institutions	an indicator on availability of applicable regulatory standards	Compliance		
3.	Conduct period follow-ups and enforcement on implementation of regulatory standards in the TVET Institutions	Undertake quality audit of TVET institutions	Enforce implementation of regulatory standards in TVET institutions	Compliance and enforcement	Continuous	
4.	Support institutions to access the seven gazetted TVET regulatory standards by making them available on different platforms at no cost	Dissemination of Standards	Present a proposal to the Board	Standards, Corporate Communication and ICT	2 Months after approval of report	
			Implementing Board's resolution	Standards, Corporate Communication and ICT	1 Month after approval of report	
5.	Fast-track development of TVET regulatory standards in the identified	Standards development	Prioritize identified standards	Standards	1 Month after approval of report	
			Develop regulatory standards	Standards		

	priority areas especially standards for each category of TVET institutions including University TVET Directorates.		in priority areas			
			Combine related standards in to one document	Standards	1 Month after approval of report	
6.	Development of standards should incorporate a wider cross section of stakeholders in order to enhance adoption of the standards	Standards development	Involve a wider cross-section of stakeholders in standards development	Standards	Continuous	
7.	Enforce capacity development of trainers to improve their capacity to implement the standards;	Undertake quality assurance of trainers	Register all TVET trainers	Accreditation Services	3 months after Approval of report Continuous exercise	
8.	TVET institutions should initiate interventions aimed at	Institutions Internal Quality Assurance	Incorporate staff sensitization on in quality Audit tool	TVET Institutions	1 Month after approval of this report	

	enhancing awareness among its staff on standards and other regulatory requirements.		Initiate interventions aimed at promoting awareness		3 Months after approval of this report Continuous exercise	
9.	Undertake periodic surveys to determine priority regulatory standards to be developed and implementation of applicable regulatory standards	Conduct research projects	Conduct periodic surveys on status of implementation of regulatory standards	Research	Continuous exercise	
10.	Ascertain the compliance levels of all NPs with the gazetted NP standard	Undertake quality assurance of TVET institutions	Assess all NPs against the NP standard	Compliance and enforcement	3 Months after approval of this report	

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APPENDICES

Appendix I: Questionnaire

Technical and Vocational Education and Training Authority (TVETA) is conducting a study on Status of Gazetted TVET Regulatory Standards' Uptake in Kenyan TVET Institutions. The findings of the study will inform policy on support for TVET in the country. You have been identified as one of the respondents. Your honest response to the items of this questionnaire will remain confidential and the data will be used entirely for the intended purpose. In case any of the questions are not appropriate to your circumstances, you are under no obligation to answer.

Part 1: Preliminary Information

101 Respondents Designation (Tick Accordingly)

- ☐ Administrator
- ☐ HoD (IQA/ Any academic HoD)
- ☐ Trainer

102. Gender

- ☐ Male
- ☐ Female

103. Training experience

- ☐ Below 5 years
- ☐ 5 to 10 years
- ☐ 10 to 15 years
- ☐ 15 to 20 years
- ☐ Over 20 years

103. County (Please select)

104. Type of Institution

- ☐Private
- ☐Public

105. Category of institution

- ☐ Vocational Training Center
- ☐ Technical and Vocational College
- ☐ University TVET Directorate
- ☐ National Polytechnic

Section B: Level of availability and awareness of gazetted TVET regulatory standards

201: Do you have any sources of information on TVET regulatory standards?

- o Yes
- o No

201: Which are your sources of information on TVET regulatory standards (Tick all that apply)

- TVETA Website
- TVET EYE Newsletter
- Social media
- Sensitization forums by TVETA
- Webinars by TVETA
- Print media
- Word of mouth from friends and colleagues
- Others: (Specify)_____

202: Availability of Gazetted Regulatory Standards

Regulatory Standard	**Yes**	**No**
CBETA Standards and Guidelines		
The PLAR Standards and guidelines		
The Trainer Qualification Framework Standards TQF		
The national Polytechnic Standards and Guidelines		
Open Distance and E-learning Standards (ODeL)		
Centre of Excellence Standards and Guidelines		
TVET Regulations 2015		

202: Awareness on use gazetted regulatory standards

Statement	**Yes**	**No**
Does your institution employ training staff?		
Does your institution offer training through ODeL?		
Does your institution aspire to be a centre of excellence/is a centre of excellence in a trade area?		
Does your institution develop curriculum or plan to develop curriculum		
Does your institution plan to be an assessment centre for people outside the formal education sector seeking qualifications?		
Does your institution aspire to be upgraded to a National Polytechnic?		
Does your institution conduct regular quality audits?		

203: Which TVETA regulatory standards guide the following activities in your institutions?

Activity	**CBETA**	**PLAR**	**TQF**	**NP**	**ODeL**	**CoE**	**TVET Regulations 2015**

Recruitment of staff							
Online training							
Development of CBET curriculum							
Provide minimum requirements for quality and relevance in TVET							
Elevation of TVET institutions to the highest category							
Certification of skills acquired through experiential learning							
Minimum accreditation requirements for a specialised TVET institution.							

Section C: Factors Affecting Uptake of Gazetted TVET Regulatory Standards in Kenyan TVET Institutions;

301 To what extent do you agree with the following statements: Use a scale of 1-Not at all, 2-Very Little, 3- Moderate, 4-Great Extent

Statement	**1**	**2**	**3**	**4**
Awareness affects the uptake of TVET regulatory standards				
Management commitment affects the uptake of TVET regulatory standards				
Capacity building affects the uptake of TVET regulatory standards				
Enforcement/follow-up by TVETA affects the implementation of the gazetted regulatory standards				
Acquisition cost inhibits uptake of regulatory standards				

302 Which other factors in your view affects uptake of regulatory standards

Section D: Extent of implementation of gazetted TVET regulatory standards

401 Have you implemented regulatory standards in your possession

Statement	**Yes**	**No**
CBETA Standards and Guidelines		
The PLAR Standards and guidelines		
The Trainer Qualification Framework Standards TQF		

The National Polytechnic Standards and Guidelines		
Open Distance and E-learning Standards (ODeL)		
Centre of Excellence Standards and Guidelines		
TVET Regulations 2015		

402 If No, what are the challenges?

Section E: Priority Areas in TVET that Need Regulatory Standards

501. Which additional areas in your view require development of regulatory standards

Section F: Strategies that can ensure effective implementation of the gazetted regulatory standards

601 Which strategies do you think can be adopted to ensure effective implementation of gazetted regulatory standards

Appendix II: Table for Determining Sample Size for a Finite Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367

130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	960	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

N = population; S = Sample Size

Adapted from Krejcie and Morgan (1970)