

# THE TVET EYE

A BOLD VOICE ON THE TVET SECTOR

ISSUE 002 | JULY-DECEMBER 2022 (FREE EDITION)

## GOVERNMENT'S REFORMS AND INVESTMENT IN TVET SECTOR FINALLY PAY OFF



AN OFFICIAL PUBLICATION OF THE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY (TVETA)



Kenya (Kenya flag) VISION 2030

# THE TVET EYE

## Contents

**Education CS calls on TVET training providers to embrace CBET Curriculum Pg 5**



**Kenya, Ethiopia and Tanzania adopt regional TVET qualifications framework Pg 7**

**Google Kenya Partners with Ministry of Education to Train Innovators, Software Developers Pg 8**

**Government converts KTTC to Kenya School of TVET Pg 11**

**A Simple Guide for Developing a Strategic Plan for Vocational Training Centres (VTCs) Pg 12**

**Capt Peter Kemboi From Milk Man to Police Pilot Pg 15**

**Career Guidance (careerportal.co.za) Boiler making Pg 17**

**Professional training in career guidance Pg 19**

**TVETA accredits more institutions and trainers Pg 20**

**The Five Biggest Education and Training Technology Trends in 2022 Pg 23**

**Google to train 300 TVET trainers on software development Pg 25**

**TVETA Develops Elaborate ICT Strategy Pg 26**

**Kenya youngsters make a mark at the maiden participation at WorldSkills Africa Competition Pg 28**

**GIZ hands over the Refrigeration and Air Conditioning Curriculum to TVET CDACC Pg 31**

**From a tailor to a lecturer, Francis Apina scales the academic and career ladder to retire at the top Pg 33**

**Importance of Quality Assurance in delivering effective TVET system Pg 35**

**TVETA hosts South Africa delegation on benchmarking mission Pg 37**



**COVER STORY**  
**Government's reforms and investment in TVET sector finally pays off PG 8-10)**

**Dr Langat holds meeting with CICA team to discuss implementation of KBEST Pg 38**

**TVETA launches Volume 5 of Kenya Journal of TVET Pg 39**

**TVETA signs MOU with Car and General to improve TVET training Pg 40**

**Technical training: Promoting entrepreneurship in rural areas Pg 43**

**WorldSkills Kenya and WorldSkills UK signs MoU on training partnership Pg 45**



Technical and Vocational Education and Training Authority (TVETA), is a state corporation established under the TVET Act, 2013. TVETA is charged with a broad mandate of coordinating and regulating training in the TVET sector through the licensing, registration and accreditation of programmes, institutions and trainers. It is also placed with a huge responsibility of promoting access and relevance of training programs, determine the national technical and vocational training objectives, assure quality and relevance in programmes of training among others functions.



Tvet Authority Kenya Page



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# Contents

**TVETA participates in JKUAT's development of curriculum for Land Governance Courses**  
Pg 46

**TVETA opens Western and North Rift Regional Offices**  
Pg 50

**Weru TVC partners with Canada's Saskatchewan Polytechnic automotive and welding programs**  
Pg 51

**Kwale County government trains 136 students on the Blue Economy** Pg 53

**Technical Education Transforming Rural Towns and Livelihoods in Kenya**  
Pg 54

**BEAR II Project Set to Enhance Relevance and Attractiveness of TVETs**  
Pg 56

**Kenya Coast National Polytechnic to build flagship marine port logistics hub in Kwale** Pg 57

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# EDITOR'S NOTE



Welcome to the second issue of the TVET Eye Magazine, a premier publication dedicated to capture and illuminate news and features about TVET education and how the sector is transforming lives and driving our economy to greatness.

The cover story of the current issue gives a highlight on some of the reforms and investments the government has made in the TVET sector in the last ten years, which have had spin off effects on the rapid increase of student enrolment, expansion of public TVET institutions, provision of state-of-the art equipment, introduction of student capitation and other development in the sector. Currently we have around 285,000 trainees up from around 50,000 ten years ago.

Although this is a very significant growth, as a country we have some legwork to do to at least inch closer to the enrolments in developed economies, most who have a minimum of 10 percent of their populations in Technical institutions. A World Bank supported study shows that East Asian countries such as China, South Korea and Malaysia all achieved their industrialisation because they invested heavily in vocational training, attaining a 50 per cent enrolment compared to other disciplines.

This issue also features other articles highlighting some of the initiatives that are having landmark impact in the sector. This include the World Bank's Sh34.2 billion EASTRIP project that is purposed to increase access and improve the quality of TVET programs in selected Regional Flagship TVET Institutions and to support regional integration in East Africa. There is also UNESCO and the Republic of Korea's BEAR II project that aims at creating a positive impact in Kenya by focusing on three key objectives which include enhancing capacities, improving quality and relevance, and creating a positive perception in TVET.

The issue also carries articles on some of the engagements by the TVET Authority Director General/CEO Dr Kipkirui Langat and the work of departments ICT, Accreditation and Outreach Services. The Department of Strategy, Planning and Research has also authored a guide for developing a strategic plan for Vocational Training Centres (VTCs).

The magazine also features inspirational stories by two TVET ambassadors who started at the bottom of the staircase and scaled the academic and career pathway and are a living proof that no road is impassable for a determined heart and mind.

I take this opportunity to welcome you to read and enjoy the second issue of TVET Eye magazine. We look forward to your feedback!

James Momanyi

*Editor*

## Chairperson Message



**Prof. Florence Indede**  
**TVETA BOARD CHAIRPERSON**

Where in the world can performance be achieved without checks and balances? Since 2013 TVETA exists under the TVET Act 2013 to regulate, coordinate training, inspect, license, register and accredit training institutions. TVETA is the microscopic eye to TVET. It has a mandate to ensure efficient and effective service delivery, maintenance of standards, quality and relevance, monitor and enforce compliance in all aspects of training; open, distance and electronic learning. TVET institutions must comply with these modest requirements. UNESCO defines TVET curriculum as that part of the education system that leads to the attainment of hands on practical skills, attitudes, understanding and knowledge aligned to requirements of the job market. Have you experienced the rapid advancement of TVET in Kenya? TVETA promotes access and equity to quality training. TVET has revolutionized and transformed the country's socioeconomic, industrial and technological development. TVETs graduate technically competent skilled workforce, innovative entrepreneurial and creative youths with lifelong foundational competencies; equipped with knowledge of engineering, plumbing, automotive, mechatronics, water and fashion technologies, restaurant services and cooking. World's skills Africa competition in Swakopmund Namibia 2022 showcased it all. Days are gone when TVET was classified as a category of school failures. Where are

you, the Kenyan youth! Come Catch a Skill.

Mandated with the oversight role, TVETA Board is focused to ensure TVETA mandate is implemented to the letter. The Board is endowed with responsibility to mobilize resources. We appreciate government financial support to TVETA programs. The Board appeals for adequate and timely allocation of capitation in the financial year 2022-2023. Thank you development partners: AfDB, NICHE, ILO, OKP, BIHC, The Standard Group, World Bank, Zizi Afrique and UNESCO for the immense support. To supplement government exchequer funding, the board plans to facilitate and increase TVETA research capacity through funding proposals. Come our partners and collaborators, let's improve and increase TVET performance. The Kenyan child has a right to access high quality education and training. County governments, let's harness available resources to adequately equip Technical and Vocational Centres (TVCs) and Vocational Training Centres (VTCs). TVCs please pay quality assurance fee for trainers to facilitate and improve TVETA services.

Were you affected or infected by COVID 19 pandemic? We were affected too. The lockdown period was an eye opener and advancement to information technology. What a swift move by TVETA to increase online presence and content. TVETA redesigned its ICT and MIS Systems. Visit TVETA Website to gain insights. Well done TVETA workforce.

What's up! The Board anticipates government policy changes after general elections in August 2022. The Board is keeping an eye. The 2018-2022 TVETA Strategic Plan was anchored on the Big Four Agenda (Food Security, Affordable Housing, Manufacturing and Affordable Health Care) and Third Medium Term Plans (MTP III). TVETA 2023-2027 Strategic Plan is prospective to would be government policy changes.

What's new! Moving services closer to citizens. Visit TVETA Coastal, TVETA Western, TVETA North Rift Regional Offices. We plan to establish more.

The Board is keeping pace.

**Welcome! Read TVETA Eye**

## TVETA Board of Directors



**Dr. Margaret Mwakima PS,**  
State Department of  
Vocational and Technical Training (VTT) -  
Ministry of Education



**Prof. Florence Indede**  
TVETA Board Chairperson



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**Dr. Kipkirui Langat**  
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Representing PS. SDVTT



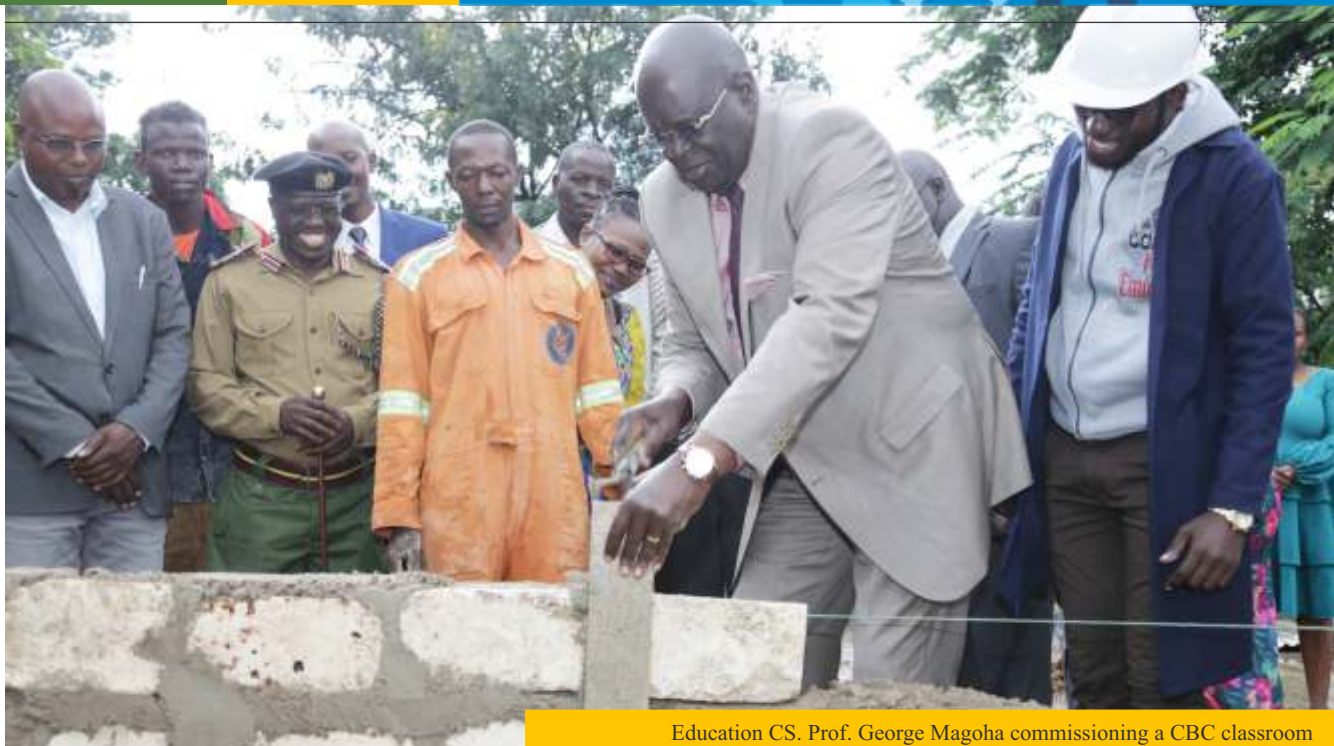
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Representing CS. National Treasury



Education CS, Prof. George Magoha commissioning a CBC classroom

## Education CS calls on TVET training providers to embrace CBET Curriculum

Education Cabinet Secretary Prof. George Magoha has called on trainers in Technical and Vocational Education and Training (TVET) institutions to undertake a paradigm shift from theory-based examination to practical learning that offers solutions to common life challenges.

Speaking during the Kisumu National Polytechnic 9th graduation ceremony, Prof. Magoha, also challenged the youth to embrace vocational-tailored skills which are the solution to youth unemployment in the country.

The CS challenged TVET institutions to embrace Competency Based Education and Training (CBET), a curriculum where they are expected to train with the industry on a 50-50 basis. He appreciated the industry players for the continued support in accepting TVET trainees in their establishments for attachments and internships.

“We must tell our people that every job is important. At TVET institutions, you can develop skills that can address an existing problem in the community and in turn secure employment,” said the CS.

Prof. Magoha at the same time urged TVET institutions to cut on business courses, which he noted have flooded the job market. He urged the over 3,000 graduates to put into practice the skills they have acquired from the institution over the past three years.

“There is need to train a critical mass of technologists, technicians and artisans in TVET institutions to achieve aspirations in social-economic growth in the country. Therefore, TVET institutions are expected to design demand-driven programmes to bridge identified skill gaps in the dynamic industry,” the CS said.

“I am pleased to note that Kisumu National Polytechnic has been collaborating and engaging with the private sector at various

levels to increase its quality and relevance through apprenticeships, internships and on-the-job training. TVET institutions need to establish cordial and mutual relationships with the industry players. This will help CBET courses to be deeply rooted and get more recognition.” He added.

The Principal Secretary in the State Department for Vocational and Technical Training Dr. Margaret Mwakima said the government was committed to strengthening TVET institutions having increased the number from 52 in 2013 to 238 in 2021 at a cost of 10.6 billion shillings.

The Sh10.3 billion capitation and the Sh11.1 billion Higher Education Loans Board (HELB) for students, she added, has renewed interest of TVET institutions.

The government, she added, has rolled out an annual Sh2 billion conditional grant to Vocational Training Centres (VTCs) to boost



enrollment.

The money which is being channeled directly to the counties, to ensure the institutions offer standard and quality programmes to benefit youths across the country.

Plans, she said, were underway to recruit 3,000 TVET trainers to address the existing gap and ensure that the institutions play a critical role in national development.

“There is need to train a critical mass of technologists, technicians and artisans in TVET institutions to achieve aspirations in social economic growth of the country. Therefore, TVET institutions are expected to design programmes to bridge identified skill

gaps in the dynamic industry,” she said.

Kisumu Governor Prof Anyang Nyong'o, asked the national government to stop conversion of TVET institutions into universities.

The institutions, he added, play a critical role in addressing various skills gaps in the country adding that his county government has embarked on expansion of VTCs to boost enrollment.

“In the financial year 2020-2021, we have established six VTCs bringing the total to 26. We are supporting needy learners with bursaries and scholarships to join the institutions,” he said.

**The money which is being channeled directly to the counties, she added, will ensure the institutions offer standard and quality programmes to benefit youths across the country.**

- Dr Mwakima





## Kenya, Ethiopia and Tanzania adopt regional TVET qualifications framework

Three East Africa countries Ethiopia, Kenya and Tanzania have adopted the Regional TVET Qualifications Framework that will aid cooperation in Technical and Vocational Education and Training (TVET).

In a communique jointly issued at the end of meeting by the State Minister, Ministry of Labour and Skills, Federal Democratic Republic of Ethiopia Hon. Dr. Bekir Shale, the Principal Secretary State Department of Vocational and Technical Training, Ministry of Education, Republic of Kenya Dr. Margaret Mwakima, and Prof. Eliamani M. Sedoyeka, the Permanent Secretary, Ministry of Education, Science and Technology, United Republic of Tanzania, the three countries re-affirmed their “commitment to foster regional integration by adopting the Regional TVET Qualifications Framework and the 44 related regional occupational standards developed under EASTRIP”.

The adoption of the Regional Qualifications Framework is expected to promote regional mobility of students and skilled workers, which is one of the targets of the East African Skills for Transformation and Regional Integration Project (EASTRIP) funded by the World Bank.

The Permanent Secretaries, in the communique, committed, “to mainstream the Regional TVET Qualifications Framework into national policies and qualifications frameworks and in TVET education systems and enforce effective implementation of the conceived purposes of the Regional TVET Qualifications Framework”. The Permanent Secretaries further implored other countries in East Africa region to make use of the Framework.

Speaking at the Meeting, Dr. Mwakima said: “The TVET sector is very critical for social-economic development of our country. Therefore, we need a concerted effort to ensure that our youth are equipped with skills needed

for industrialization and manufacturing. All TVET institutions and polytechnics in the region must synergize and play their rightful role to ensure successful implementation of this framework”.

Dr. Mwakima called upon all countries in the Eastern African Region to embrace the progress and work done by the three countries. Prof. Mike Kuria, the Deputy Executive Secretary Inter University Council for East Africa (IUCEA) commended the Permanent Secretaries for adopting the Qualifications Framework and urged them to undertake the necessary reforms to ensure its implementation. “It is necessary to undertake policy reforms to ensure successful implementation of the Framework to foster regional integration and support mobility of students and graduates in the region'-Prof. Kuria said.

Ethiopia's State Minister, Ministry of Labour and Skills Assegid Getachew said: “The Ethiopian Ministry of Labour and Skills which oversees the TVET sector will continue to follow up and monitor the implementation of the Regional TVET Qualifications Framework”.

The adopted framework is expected to be implemented by relevant ministries, national agencies and institutions with technical guidance from Inter-University Council for East Africa (IUCEA).

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**The TVET sector  
is very critical for  
social-economic  
development of  
our country**  
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Aldai Technical Training Institute

# Government's reforms and investment in TVET sector finally pays off

The reforms and huge investment the government has undertaken in the TVET sector in the last few years has started to pay off, as witnessed by the rapid increase in enrolment in TVET institutions, as more students and parents continue to embrace the TVET pathway, even at the expense of university degrees.

In June this year when the Cabinet Secretary of Education Prof. George Magoha released the 2022/2023 Universities and Colleges students' placement results, of those who had qualified for various degree programmes, 5,278 applied and were successfully placed in TVET institutions of their choice. This is a marked increment from last year when 4,840 shunned universities in preference of TVET colleges in order to pursue courses that are currently in demand.

"This has been the focus of the current

administration of President Uhuru Kenyatta in his quest of empowering the youth. Jobs are in the TVET sector and the fact that up to five per cent of those who qualified to join universities applied for TVET directly is a statement. This statement is because we have invested heavily in TVET. The government has also increased the number in those institutions," Prof. Magoha said when releasing the results.

The CS called on students to stop glorifying university education saying TVET offers better opportunities to equip them with job demand skills.

"Every Kenyan thinks university education is the big thing in getting a job, which has not been the case. If you are intelligent enough, apply for TVET education. Like last year, we had over 6,000 who had applied," he said. Overall, 124,258 were placed in TVETs, while 1,538 have been placed in primary education

TTCs and another 293 in secondary education TTCs. He said reports show that more female candidates (68,705) have joined TVETs compared to male candidates (54,000).

KUCCPS places students in various courses based on the minimum entry requirement as set by learning institutions. Kenya has over 3,000 public and private TVETs including of 11 public national polytechnics. However, TVET Authority has accredited 2,257 institutions by end of April this year.

The government has been implementing a series of TVET reforms since 2013 starting with the establishment of the TVET Authority, a regulator and coordinator of the TVET sector; the TVET Curriculum Development Assessment and Certification Council; the TVET Funding Board; and the Kenya National Qualifications Authority in 2014. This was strengthened by the creation of the State Department of Vocational and Technical



Training in 2015, and the State Department of Post Training and Skills Development in 2018 to streamline and promote the sector as one of the main anchors of the country's economic takeoff.

Most of these reforms are anchored in the TVET Act No. 29 of 2013, which establishes the TVET management and administration system and sets out how the provision of TVET is implemented. It stresses the need for the development of dynamic and responsive curricula to upgrade life skills and transfer technology through collaboration between TVET institutions and industries. It is the Act, which establishes the TVET Authority, a body responsible for registration and quality assurance, and the Curriculum Development, Assessment and Certification Council which is tasked with the development of a curriculum for the above mentioned purpose. There is also the Kenya National Qualifications Authority, which is responsible for qualifications and the establishment of a national qualifications framework.

The Sessional Paper No. 1 of 2015 on Reforming Education and Training Sectors in Kenya establishes the three education sectors in Kenya, namely basic, TVET and university education. It includes numerous proposals centered around advocating for improvements in the areas of access, equity, quality and relevance of education. These suggestions cover governance and management, teacher education and development, planning implementation, monitoring and evaluation, and financing through greater public-private partnerships.

The Reform Strategy introduces a number of measures with the aim of developing an attractive as well as inclusive and accessible TVET system. The proposed measures aim to improve the quality of education and training by introducing appropriate teaching and learning support interventions for TVET institutions and expanding infrastructure. It also emphasizes the importance of

strengthening relations with stakeholders to improve the management of the TVET system, including financial management and resource mobilization.

TVET education in Kenya has recently received more attention which has resulted in a larger budget allocation. Funding has also been bolstered through the support of several development partners including the African Development Bank, World Bank and NEPAD, amongst others. Bilateral donor support from the governments of China, Canada, Germany, the UK and others also contribute to financing the sector.

This year the government launched a five-year plan to strengthen and expand Technical and Vocational Education and Training (TVET) and also enhance collaboration and linkages to the industry, national and county governments and other players to strengthen youth employability.

The TVET Data Gaps Implementation Plan 2022-2027 under the Ministry of Education will strengthen knowledge access to promote inclusivity and equity in the institutions. This will include expanding infrastructure, supporting trainees and main-streaming special needs and gender.

The government has budgeted Sh1.55 billion on the programme in the Medium Term Expenditure Framework (MTEF). This includes spending Sh262 million in 2022/23 financial year, Sh309.1 million in 2023/24 fiscal year, Sh322 million in 2024/25, Sh327.5 million in 2025/26 and Sh336 million in the 2026/27 financial year.

The State Department for Vocational and Technical Training, alongside the various State Corporations in the Ministry have engineered a raft of reforms that have enhanced access to relevant transition, equity and quality of training in TVET institutions.

Additionally, the government has heavily invested in the modernization and expansion of public TVET providers throughout the country. According to the Principal Secretary in the State Department of Vocational and Technical Training (VTT) Dr. Margaret Mwakima, the government has spent a whopping Sh55.4 billion in equipping and revamping Technical and Vocational Education and Training Institutions across the country since the Jubilee government came to power in 2013.

“The government has so far spent Sh10.6 billion in increasing the number of Technical Training Institutions (TTIs) in the ministry of



Training station at Mabera TVC Kuria

education from 52 in 2013 to 238 in 2022. Out of the 238 institutions 215 are operational and 13 are nearing completion.”

“Out of the 238 TVETs distributed across the country, we have 190 which are fully equipped with state of the art equipment,” Dr. Mwakima said recently during a live stream interview with the Government Spokesman Col (Rtd) Cyrus Oguna.

The expansion of TVET institutions has also spurred a tremendous growth of student enrolment which has grown from 55,945 trainees in 2013 to 285,189 in 2022, representing 410% increment.

The PS said in order to meet the human resource needs that require greater technical skills that match the dynamic industry, the government is investing a lot in the TVETs, from issuing of government grants, to supporting the trainees with HELB loans to cater for the training as well as equipping the institutions with state of the art equipment.

“We offer Sh30,000 per trainee per year to ensure that learners have access to education. This capitation to TVET trainees has so far disbursed Sh10.3 billion to over 249,316 trainees since 2019 to date,” the PS said.

The Government has standardized the cost of TVET training across board at Sh56, 420 per annum, with each trainee receiving capitation grants of Sh30,000 per year.

TVET trainees can also access loans of up to Sh26,000 from the Higher Education Loans Board (HELB), to further supplement the cost of training and upkeep. This is also supplemented with bursaries from Constituency Development Funds (CDF), as well as grants by County Governments.

Additionally, some trainees are also supported by various private sector programmes like Equity Bank's Wings to Fly programme, KCB Foundation Innovations Programme, among others that has made TVET much affordable.

While pointing out that at the moment vocational skills and competencies were well

paying and key in the socio-economic growth of this country, Dr. Mwakima observed that the government had rolled out new technical and vocational courses as it begins to implement the Competence-Based Education and Training (CBET) policy framework aimed at delivering industry responsive skills.

“CBET concept entails the involvement of industry in all aspects of training. This includes the development of occupational standards, training programmes, facilitation of training as well as assessment. We are keen on entrenching CBET in our systems,” said the Principal Secretary.

TVET Authority has also established some of the Standards and Regulations required to mainstream the sector.

According to TVETA Director General Dr. Kipkirui Langat, the Authority has developed the Kenya TVET Quality Assurance Framework (KEN TVET QAF), a document that outlines the role of TVET quality assurance at national and sub-national levels. The Authority has also developed the TVET Quality Management System (QMS), the TVET Internal Quality Assurance (IQA) and TVET Accreditation Handbook Manuals, which are intended to support and guide TVET providers and service providers on their quest for quality in technical and vocational education and training.

“These are critical documents that will help us in our quest to ensure that programmes and courses are complying with standards and are approved, before being mounted in credible TVET institutions. The manuals will help quality assurance personnel and training institutions to understand the process and requirements for registration, accreditation and licensing or approval, thereby enabling them to properly plan before setting up a TVET institution or offering vocational training as an individual institution,” Dr Langat said.

In terms of regulation, the Authority has developed a number of regulatory and training standards for the sector. These include the

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National polytechnic standard, ODEL standard, CBETA standard, Centre of Excellence Standard, Prior Learning and Assessment Recognition (PLAR) Standard, among others. The development of Prior Learning Assessment and Recognition (PLAR) standards and guidelines will now allow individuals, especially the uncertified artisans in the Jua Kali sector to gain recognition of their prior learning skills and experience.

The government has also hired TVET trainers placed them to all public TVET colleges across the country. In 2020, the government employed 3,000 trainers, who included 2,000 degree holders and 1,000 diploma holders. There are also plans to hire another batch of 3,000 trainers this year, comprising of 1,000 degree holders and 2,000 diploma graduates.





## Government converts KTTC to Kenya School of TVET

The government has converted Kenya Technical Trainers College [KTTC] to the Kenya School of Technical and Vocational Education and Training (KSTVET).

This is according to the Legal Order No. 123 gazetted on 22nd July 2022. The Chief Principal of the institution Dr Edwin Tarno said the changes will now increase the mandate and scope to effectively build the capacity of TVET trainers locally and from the region. Among the changes include the mandate to offer Continuous Professional Development (CPD) to TVET trainers and training of both teaching and non-teaching staff. The institution will also have an expanded mandate to train Council and Board members of TVET institutions, especially on the management and governance of institutions.

Earlier on in March this year, the Principal Secretary State Department for Vocational and Technical Training, Dr. Margaret Mwakima said KSTVET would offer short in-service

courses for upgrading trainers' knowledge and skills in order to keep abreast with the demands of the market and the needs of the society. Speaking during the institution's 42nd graduation ceremony in Gigiri, the PS stated that the government had instituted reforms to the curriculum from a supply-based to a demand-based competency Based Education and Training [CBET].

"KTTC should therefore re-focus on the development of short relevant custom-made courses tailored to suit the various needs of the industry," she directed.

She thanked KTTC for taking advantage of the online learning platforms to train 4,600 trainers during the Covid-19 pandemic.

KTTC's Chief Principal Edwin Tarno disclosed that KTTC is also in the process of becoming Centre of Excellence for Continuous Professional Development (CPD) of all TVET staff in the country as well as a Centre for Recognition of Prior Learning in line with the

country's Vision 2030.

Dr Tarno said the college has embarked on the training of over 3,000 Public Service TVET Trainers who were recruited without pedagogy. The institution Council has approved a Scholarship Award for the top three KNEC Diploma and Degree graduates to pursue pedagogy at the institution with effect from this year. The three beneficiaries will be awarded a sponsorship of 100% each to cover the entire tuition fee for the course. This, he noted, was intended to encourage outstanding performance in pursuit of teaching career.

The Chief Principal thanked the government for giving the institution Kshs. 30 million for the completion of the new Institutional Management [IM] complex.

He also expressed gratitude for the support the institution had received in establishing the National ODeL Centre [open, distance and e-learning Centre] at the institutions in the country.



## A Simple Guide for Developing a Strategic Plan for Vocational Training Centres (VTCs)

Lack of a strategic plan is one of the most common areas of non-compliance in Vocational Training Centres (VTCs) under the institutional governance standard. Strategic planning is a role of the oversight body – the Board or Council as the case may be - only delegated to management. A number of institutions engage consultants to develop their strategic plans. However, regardless of the approach, the process goes through the following typical stages;

**Step 1: The Team:** The responsibility should be assigned to a task force. The manager should decide who will be involved by considering the representation of all operational units within the institution. It is advisable to consider including Board/ Council

members, the management team, and key staff members. Assign the team a leader! Where there exist significant development partners supporting strategic projects, they can be included in the team. Depending on how knowledgeable the internal team is, consideration may be given to outside professionals such as TVET specialists, lawyers, and accountants. It is at this point that a decision can be made on whether or not a consultant should be engaged – of course bearing in mind the financial resources available for the task.

**Step 2: Drafting:** The team should then draft the strategic plan to include the following sections:

**i) Background of the institution:** Outline

of the historical development of the institution including when it was established, by who, for what purpose, and where it is located (county, sub county, division, location, sub location, constituency, ward). It is also important to include any institutional affiliations like the church and the initial infrastructure. Details may include geographical positioning (latitude and longitude), neighbouring institutions and economic activities.

**ii) Mandate of the institution:** The team should outline the institution's general mandate and functions. The general mandate of training institutions is based on provisions of the TVET Act 2013 and other instruments including legal orders. Generally, TVET institutions undertake training, continuous assessment, career



guidance, research, and outreach. The team should also include courses offered in the institution as well as entry requirements. To demonstrate ability to deliver on their mandate, the team should include the institutional organisational structure, staff establishment, baseline staffing levels and other undertakings

**iii) Legal framework:** The team should demonstrate awareness of applicable laws and policies including but not limited to:

- The Constitution of Kenya 2010
- Technical and Vocational Education and Training Act, 2013
- The Basic Education Act, 2012
- Science, Technology and Innovation Act, 2012
- Public Procurement and Asset Disposal Act, 2015;
- Kenya National Qualification Framework Act, 2014
- Kenya National Examination Council Act, 2012

Stakeholder	What they do	What's our mutual interest	Comments and issues
MoE			
County Govt			

- Public Audit Act 2003
- Public Officer Ethics Act 2003
- Leadership and Integrity Act 2012
- Kenya Institute of Curriculum Development Act, 2012
- Industrial Training Act, 2012
- Public Finance Management Act 2015
- Employment Act 2007
- Sessional Paper No. 1 of 2019
- Public Private Partnership Act (2013)

**iv) Stakeholder analysis:** No institution exists in isolation. It is important to

4-Box SWOT matrix

STRENGTHS	WEAKNESSES
<i>Internal and helpful</i>	<i>Internal and harmful</i>
OPPORTUNITIES	THREATS
<i>External and helpful</i>	<i>External and harmful</i>

6-Box PESTEL matrix

Political factors	Economic factors
Social factors	Technological factors
Environmental factors	Legal factors

identify other institutions with mutual interest either public or private. They comprise interested parties from whom your institution may derive specific benefits and vice versa. An assessment of the stakeholders' interests should be undertaken while analyzing how these interests affect the institution and its viability. This is dynamic and can be updated from time to time. The following table is an easy way to analyse institutional stakeholders;

v) **Situation analysis:** Strategic planning requires detailed information gathering and analysis. The plan should be developed to match the desires of the leadership with the realities of the current situation both internal and external to the institution. The SWOT and PESTEL techniques are used to evaluate the situation of the institution from both an internal and external perspective. SWOT is an acronym for Strengths, Weaknesses, Opportunities, and Threats while PESTEL stands for Political, Economic, Social, Technological, Environmental and Legal analysis being environmental scanning. The two can be plotted 4-box and 6-box matrices respectively.

vi) **Corporate statements:** The statements include the institutional Vision, Mission and Core values. The vision is what the organization wants to become while the mission is how the institution would like to get there. The statements are the foundation of unity of purpose in the institution because they create focus on what the institution does, for whom and how. It is the point at which an institution proclaims that it knows where it is going (the direction, dream, aspiration) and

**“The strategic objectives should be broken into strategies and activities.”**

Strategies	Activities	Output	Performance indicators	Target	Timeframe	Cost	Responsibility
Strategic objectives:							

therefore can pick the right road. In short, the mission is the *what* and the *how*, and the vision is the *why*. A good vision statement should be ambitious, futuristic and inspirational. It will not be easy to come up with strategies and activities unless the vision and mission statements are clearly stated.

vii) **Strategic objectives:** The team should come up with strategic objectives which are aligned to the national strategic direction espoused in the Vision 2030, Medium Term Plans, Presidential Directives, National Education Sector Plans, international sector standards (as set out by the World Bank), County Government Priorities, and community interests. Current strategic objectives in TVET revolve around infrastructure, equipment, funding, staffing, enrolment, ICT integration, collaborations, innovations, income generating activities (IGA), Corporate Social Responsibility (CSR), and crosscutting issues (among others gender, disability, alcohol and drug abuse, HIV/Aids).

viii) **Strategies and activities:** The strategic objectives should be broken into strategies and activities. These are broad statements of intention broken down in milestones. The focus here is on how the strategic objectives will be achieved.

**4. Implementation matrix:** The team should then develop a matrix that brings

together the strategic objectives, strategies, activities, outputs, performance indicators, targets, time frame, cost and responsibility.

x) **Monitoring, Evaluation and Risk assessment:** The implementation matrix is the easiest basis for monitoring and evaluation of a strategic plan. The intention is to ensure that the activities are undertaken as projected and the results are compared with the set targets. Accurate M&E reports will inform tactical and strategic interventions to ensure progress towards the vision. Risk assessment on the other hand makes consideration of what can hinder attainment of objectives. It simply asks the question “what can go wrong?” and proposes remedies for the same. A detailed coverage of risk management in TVET institutions will come in our subsequent magazine issues.

**Step 3: Public participation:** Now that the team has a draft strategic plan, they need to remember the stakeholders mapped therein. Article 10 of the Constitution of Kenya outlines the national values and principles of governance one of which is “democracy and participation of the people”.

Therefore, the team must device means of stakeholder involvement by sharing the draft strategic plan with key stakeholders for their input and buy-in. Virtual stakeholder engagement has gained traction and is fairly affordable.

**Step 4: Approval:** The strategic plan remains a draft until the Board or Council approves and adopts it. Management should therefore ensure that consideration of the plan is a substantive agenda in the Board or Council meeting with the intention of getting approval and therefore greenlight for implementation.

**Step 5: Implementation:** The plan is not an end in itself. It has to be implemented. Remember that there are just five years within which to achieve set targets. Therefore, ensure preparation of annual work plans based on institutional priorities, undertake planned activities and prepare regular implementation reports as part of M&E. This should be tied to whichever performance management framework is adopted by the institution.

“  
A detailed  
coverage of risk  
management in  
TVET institutions  
will come in our  
subsequent  
magazine issues.  
”





Capt. Kemboi with TVETA CEO Dr. Kipkirui Langat at his Office when he paid a visit



Capt. Kemboi during an operation in Baringo

## Capt. Peter Kemboi From Milk Man to Police Pilot

From a school milk boy to a celebrated Kenya Police Pilot, Captain Kiplagat Kemboi has travelled one of the most enduring journey, and yet the most inspiring, especially to young people who sometimes feel they have reached a point of 'no road ahead.'

Captain Kemboi was born in a humble family living in Mombwo village, Tinderet Constituency. Like most kids he attended a local primary school and when time came to sit for his KCPE exam, he performed well. Unfortunately, he was forced to stay at home for months after his parents failed to raise money to enroll him in secondary school. Luck beckoned when a headmaster of a local school, Cheptonon high school accepted to admit him on condition that he will stay in the school compound and attend school while working as the milkman. He would milk the cows and sell the milk as a way of paying his school fees.

When he sat for his KCSE exam in 2006, he performed brilliantly scoring an impressive grade of B+ and was admitted to Kenyatta University the following year to pursue Bachelors of Education in Mathematics and Geography.

In April 2011, when he was about to start his teaching practice at Kapsabet boys he chanced on a police recruitment exercise while at home and tried his luck. Surprisingly, he was among

the few who were selected to undergo training but when he revealed the good news to his family, they were not happy, especially on the realization that he will forgo completion of his university education.

However, he had made his mind. He joined the Kiganjo Police Training School in Nyeri County for an initial training course that took him 15 months and was posted to Wajir County. This complicated his chances of continuing with his studies.

Luck beckoned again, while he was in Wajir, the Kenya Police Airwing was looking to recruit young trainee pilots into the unit. A friend at Vigilance House who knew about his qualification forwarded his name to the recruiting panel. He was shortlisted and passed the interview carried out a few weeks later.

In 2016, he was sent to South Africa to train as a pilot and later to Philadelphia, USA for advanced training before starting his stellar career at the National Police Service.

Since then he has clocked over 1,000 flying hours, navigating VIP flights, search and rescue missions, utility transport and supply delivery he also went back to KU to complete his studies.

TVET Eye Magazine met Captain Kemboi and discussed his journey and what he is up to in strengthening training in the Aviation Technology sector.

**Please tell us briefly about your journey as a pilot trainee at Starlife Aviation Academy in South Africa and Philadelphia in US.....**

**Capt. Kemboi:** I was enlisted to Kenya Police Airwing in 2013 after a rigorous selection process. Thereafter I was selected to do Ab Initio Helicopter Flight Training program in Starlite International Helicopter Academy (Mossel Bay) in South Africa together with my other colleagues, sponsored by the Government of Kenya through the national police service. In South Africa I obtained both my Private Pilot's License (PPL) and Commercial Pilot's License (CPL). Thereafter I went to United States for factory and type conversion training in Philadelphia which I also finished successfully.

**What are some of the unique things you learnt while learning abroad in SA and US?**

**Capt. Kemboi:** The weather patterns; The two countries have unique weather patterns, for instance very cold winters and very hot summers. These varied weather patterns help pilots enhance their abilities and build their flying skills. Also the two countries have a variety of licenses and ratings than what we have in Kenya.

**After you earned your flying licenses, where have you worked and what kind of planes have you handled over the years?**

**Capt. Kemboi:** I have only worked and I still work for the government of Kenya, initially at the National Police Service Airwing which is now under the National Air Support Department (NASD). I have been fortunate to fly the following helicopters; Gabri(G2CA), Robinson 44, Robinson 66, Bell 206 long ranger, AB206 Jet ranger, and Agusta 119kx.

**Tell us briefly the qualifications and requirements needed before one is allowed to train as pilot in Kenya.**

**Capt. Kemboi:** In Kenya one is required to have the following qualifications; At least 17 years of age, KCSE mean grade of C+ with a C+ in English, Mathematics, Geography and any science; Medical certificate from accredited aviation medical examiner indicating your fitness. Note, the requirements are higher for the police and military pilots. They must have a B+ in KCSE.

And the qualifications to fly either a private or commercial plane in Kenya?

For a private plane, one must have a valid Private Pilot's License and a current rating on type flown. For commercial flying you must have a current Commercial Pilot's License and the rating on type. The total flight hours and hours on type depends with the company.

**Is being a pilot a well-paying career in Kenya? What are some of the things/opportunities have you earned as a pilot, which could have been a dream if you had pursued a different career?**

**Capt. Kemboi:** Just like any career, flying pays but when I joined flying it wasn't primarily for money but for passion. The satisfaction I get when flying is unmatched; Through flying, I feel like I've touched more lives especially in the security sector. Flying has also given me the golden opportunity to meet the high and mighty, the opinion shapers of the country and I have also travelled the

world courtesy of flying and made new friends worldwide.

**Besides being a pilot, you are currently also a trainer in Aviation Technology. In your opinion what is the status of training in aviation in Kenya as compared to SA and US where you studied?**

**Capt. Kemboi:** There's not much difference in trainings only that in SA and US they provide a wide range of training areas like hot air balloons which are not available here in Kenya.

**What do you think needs to be improved to raise the standards of training in aviation in the country?**

**Capt. Kemboi:** The following needs to be improved; The cost of training to be lowered to cater for the growing demand by young Kenyans. The training infrastructure also need improvement.

**You are currently in the process of getting accredited by TVETA as a TVET trainer in Aviation Technology. Why are you seeking for that accreditation?**

**Capt. Kemboi:** I want to be accredited so that I can also make a difference in the sector, especially in regards to new changes in aviation that needs to be included in training. In regards to Aviation Technology, there's a disconnect between the pilots, the aeronautical engineers and flight operation officers in respect to curriculum development. We need a curriculum that is balanced and caters for all.

Looking at the national exams for Aviation Technology, it is always skewed (in my opinion) more to engineering but in my view it should strictly adhere to syllabus and be balanced to ensure that all areas as captured in aviation technology syllabus.

**What new experience or orientation do you want to bring to the teaching/training of aviation in the country?**

**Capt. Kemboi:** Two things; First is the development of Aviation Technology as a subject in high schools, colleges and universities. Aviation is rapidly growing with new players coming like the introduction of drones, which is already changing the dynamics of aviation; highly automated aircrafts and many other advancements in aviation due to technology changes. This therefore calls for investment in this sector all the way from secondary schools so that we can match other countries.

Secondly, is to add more of rotary, gyros, balloons, drones and concepts to the syllabus and course outlines to all the institutions that offer aviation related courses. As it is now, most aviation concepts are based on fix wing aircrafts. We shouldn't be limited to only a few of them.

Finally, the Aviation Technology syllabus needs to be relooked to cater for the emerging areas in aviation. I am going to have a conversation to this effect with the Kenya Institute of Curriculum Development.

**Anything that you may wish to add?**

**Capt. Kemboi:** I want to sincerely thank the Government of Kenya through the National Police Service for according me the opportunity to be a pilot. Being a pilot entails a lot in terms of resources and the government has done this; the management and our immediate commanders as well have given us an opportunity to grow and be the best we can possibly be.

On legislation and regulations, I propose that some issues to be re-looked for instance why a piston single engine fixed wing aircraft like a C150 can be allowed to fly at night yet the same can't be true for helicopters(not even a turbine single engine helicopter) unless you use a night vision device, yet in other countries both can fly at night.

# Career Guidance ([careerportal.co.za](http://careerportal.co.za))

## Boiler making

### What do Boiler makers do?

Boilermakers are specialised artisans who mark and fabricate structural steel and other metal stock to make or repair metal products and structures including boilers and pressure vessels.

### What skills and abilities are required to become a Boilermaker?

- Active Listening (Giving full attention to what other people say and taking time to understand the points being made);
- Time Management (Must be able to manage their own time and the time of others effectively);
- Equipment Selection (Be able to determine the kind of tools and equipment needed to do a job);

- Equipment Maintenance (Perform routine maintenance on equipment and determining when and what kind of maintenance is needed);
- Quality Control Analysis (Conducting tests and inspection of products services or processes to evaluate quality or performance);
- Mathematics (It is used to solve problems);
- Critical Thinking (Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems);
- Have the ability to Speak (Talk to others to convey information effectively).

### What duties and tasks does a Boilermaker do?

- Develops layout and plans sequence of operations for fabricating and assembling

structural metal products, applying trigonometry and knowledge of metals;

- Locates and marks bending and cutting lines onto work piece, allowing for stock thickness and machine and welding shrinkage;
- Hammers, chips, and grinds work piece to cut, bend, and straighten metal;
- Reheats work pieces to make them soft (malleable), using a hand torch or furnace;
- Positions, aligns, fits, and welds together parts using a welding torch and hand tools.

### What are the working conditions of a Boilermaker?

Most Boilermakers work in workshops that are often noisy, however the correct safety equipment is provided to manage the environment. The work requires constant physical activity. Most workshops have modern equipment.





# How Do You Start a YouTube Channel And Get Paid?

Have you ever thought about starting your own YouTube channel? It sounds intimidating, but it's actually a lot easier than you might think. With this step by step guide, you'll learn everything you need to know **to start your own successful YouTube channel right way and make money in simple steps!**

## Youtube

### Youtube Setup Equipment

Get yourself a good quality camera to do your Youtube videos with. Your camera should be at least 1080p. It will be helpful to look for a camera with a flip screen.

### Microphone

Sound is almost as important as video. Viewers will be less interested in your videos if you don't have a clear sound or you have too much background noise.

### Soft boxes

These are a great investment if you want to create some clear lighting for your videos. Natural lighting works but it can be tricky.

### Ring Light

You can use a ring light instead of the soft box. The main advantage is that it's more affordable and takes less space.

### Tripod

You need a tripod in order to hold your camera.

### Editing software

Some of the best video editing software include Adobe Premiere, After Effects, Vegas Pro and

iMovie. To improve the way your video appears, there are a lot of graphics and media to add to your videos to produce professional quality visual effects. To differentiate your brand, you should create a high quality logo which will help to increase your subscribers and deliver the message of who you are and how can you help. The logo should be included in all your social media platforms content as well.

You'll also need a YouTube video introduction. This is a short video that normally acts as opening credits. It should be helpful to set the tone and welcome people to your channel. Just few seconds and nice music will do the trick and help to create the mood.

You can also find free stock footage for YouTube. These are videos that you didn't create but which you have permission to use. You may use royalty free images to illustrate points you're making.

### How to start a Youtube channel:

1. Create your Google Account: <https://accounts.google.com/SignUp>  
Go to [www.youtube.com](http://www.youtube.com)
2. and sign in.
3. Give your Youtube channel a name and click "Create".
4. On your main channel page, edit your channel art and thumbnail.
5. Upload videos to Youtube.

### How To Grow Your Youtube Channel

Becoming a Youtuber is quickly becoming a viable source of income for many influencers. The key is to simply start and then to continue to build on your craft. Follow these tips, keep posting regularly and ensure you enjoy what you are doing. Ultimately, you'll start to grow your YouTube channel and see your audience

slowly grow.

Now, you want to know how to make a good video and how to improve the quality of your videos to get more views and subscribers.

### Record lots of videos

Keep only the most exciting part and throw away the rest. You will find yourself trimming almost all of your videos and this will give you more freedom and make the video editing process more flexible.

### Create short YouTube videos

You want your viewers to get more from them in less time and this means that they get a better experience and come away not feeling that they wasted their time watching your videos.

### Choosing the right backdrop for YouTube videos

To create professional content, it's very crucial to have a good backdrop. This will help you to sell your brand and vision. Don't use distracting backgrounds.

### How to make money on youtube

Youtube is one of those sites that many people aspire to make money from. The problem is, how? Well, it is pretty easy. You can earn money by putting ads on your videos or you can join YouTube partners and monetize your videos through advertisements on their network (as long as you have 5000 subscribers).

We all know that competition is fierce in YouTube and if you don't stay on top of your game, someone else will. With so many videos being uploaded every second, it's hard to stand out.

# Professional training in career guidance vital



**By Margaret Waithaka**

When Career Guidance Institute, the professional body for the career guidance practitioners was started a couple of years ago, a poll conducted seeking to understand one, what they required most, and two, their competency levels, showed the following; that out of over 200 participants 80% said they would like to get professional training and equipped with necessary career guidance tools. Over 70% who had been offering career guidance said they do not feel competent enough while offering this service.

The statistics show the skills gap in persons offering the service. The true purpose of education, according to education experts, is to equip students with the skills that will enable them to be productive citizens when they finish school. In addition, the integral development of every individual should be at the heart of every education system.

There are several ways that a country can achieve this but one critical way is through offering professional career guidance throughout the life of every individual; that is to say, relevant career interventions from kindergarten, primary, secondary, TVET colleges and universities, in the communities as well as well at the workplaces. It's on record that well planned and organized career

guidance services are important in helping individuals both young and old make informed career choices, transitions and decisions.

Unfortunately, systematic and organized career awareness, exploration and decision-making activities are limited in Kenya and Africa especially in learning institutions and communities. This situation is further affected by the fact that personnel appointed to offer the service are ill equipped with career guidance competencies to deliver career programmes. Reports show that poor career readiness skills generally lead to skills and field of study mismatch, career misalignment (at work), poor delivery of career information, poor school-to-work transition programs and also career management within organisations.

The ministry of Education through the State Department for Post Skills Development, developed national guidelines for the establishment of Office of Career Services in tertiary educational institutions in 2018. According to the guidelines, all vocational and technical training institutions are expected to establish and operationalise the office of career services.

Experience has shown most institutions have started the offices albeit with a lot of challenges. The persons running these offices were appointed from other departments, with excellent competencies on what they were trained in, learnt or experienced in but with no career guidance competencies. To run these departments effectively, according to global practices of career guidance, persons working here must have functional, personal and ethical competences to help their clients.

For this reason, a Diploma in Career Guidance and Development (KNQF Level 6), has been introduced in Kenya. Benchmarked on best practices, the qualification is developed in collaboration with international awarding organisation ABMA Education, United

Kingdom which is registered by TVETA. The diploma is an online course where participants will learn about emerging careers and educational trends with a detailed analysis of the dynamic job market, theoretical concepts associated with career guidance and development among others. The outcome of the training will be to produce trained career guidance professionals who will offer professional services that can help all citizens access high quality career information and advice about education, training and work.

Delivered through remote learning, this qualification will be accessible to trainees all over Kenya and Africa, and can be deployed on both a regional and national and scale. In Kenya, specifically, it will help realize Kenya Vision 2030 (promoting lifelong learning, positive labour market outcomes and social equity and inclusion).

The course is tailored to produce career guidance professionals with competences to help their clients make informed and rewarding career choices either in schools, colleges, tertiary institutions, universities, youth groups, special needs, and corporate organisations. They will help address the challenge of field of study mismatch, career misalignment, poor delivery of career information and poor school to work transition programs as well as ever changing nature of work.

*The author is the Director of Administration & Marketing at the College of Career Guidance and Development. For more information visit [www.careerguidancecollege.com](http://www.careerguidancecollege.com) or write to [maggie@careerguidancecollege.co.ke](mailto:maggie@careerguidancecollege.co.ke)*



## TVETA accredits more institutions and trainers

### i) Accreditation of TVET Institutions

One of the functions of TVET Authority is to inspect, register and license institution to train various courses. Since inception, the Authority has received applications for accreditation from various TVET institutions. It has inspected 3,111 institutions out of which the TVETA Board accredited 2,257 as at April 2022.

In the financial 2021/2022, by the end of 3rd quarter, the Directorate of accreditation had inspected 265 institutions out of a target of 350. Out of the 265 inspected, 243 have been accredited. According to TVET MIS portal as per 15th April 2022, those awaiting inspection in the 4th quarter were 70 institutions.

### ii). Accreditation of TVET Trainers

The Authority has evaluated applications from trainers, assessors and verifiers for accreditation purposes. A person qualifies as an instructor or trainer if he/she possess at least a craft certificate in a trade area; and pedagogy (a diploma in education or a diploma in technical education or a Bachelor of Education or post graduate diploma/ certificate in education from a recognized training institution). So far, the Authority has accredited a total of 2307 trainers out of 5776 evaluated applications.

According to TVET MIS as per 15th April 2022, applications yet to be evaluated are 885 composed of 247 trainers, 51 assessors and 587 verifiers.

**Accreditation and Outreach directorate develops guidelines for recognition and equation of qualifications**

The Directorate has finalized developing draft guidelines for recognition and equation for both local and foreign qualifications. The guidelines are as below.

### APPLICATION GUIDELINES FOR RECOGNITION AND EQUATION OF TVET QUALIFICATIONS

#### Introduction

The Technical and Vocational Education and Training Authority (TVETA) undertakes recognition and equation of qualifications awarded by Local or Foreign TVET Institutions in accordance with Section 7 (g) and 42 of The TVET Act No. 29 of 2013 (Revised 2014) and the TVET Regulations, 2015.

#### 1. Scope

These Standards and Guidelines will apply to individuals and organizations applying for Recognition and Equation of TVET Qualifications awarded by local or foreign



TVET institutions.

## 2. Eligibility for application

An application for Recognition and Equation of a qualification shall be made by any of the following;

- a) the individual holder of local or foreign qualification
- b) the current or the prospective employer of the individual
- c) the institution or university where the individual has sought admission for further studies
- d) a lawful government investigative agency (including DCI, EACC and NIS)
- e) a court of law

## 3. Application procedure

- a) An applicant shall obtain the application form (TVETA/ACC/FRM/009) and requirements from the website, [www.tveta.go.ke](http://www.tveta.go.ke)
- b) The applicant shall complete the application form
- c) The applicant shall then pay the requisite fee
- d) The applicant shall then submit the form together with attachments and evidence of payment to:
  - i. the TVETA HQs in Nairobi at Utalii house, 8th Floor during working hours;
    - Morning: 8.00 a.m. - 1.00 p.m.
    - Afternoon: 2.00 p.m. - 5.00 p.m.
  - OR
  - ii. Send soft copies to [req@tveta.go.ke](mailto:req@tveta.go.ke)

## 4. Application requirements for recognition and equation of qualifications

- a. Signed and stamped copies of required certificates
- b. Signed and stamped copies of transcripts

to support the qualification(s).

- c. Signed and stamped copy of National Identity Card (ID) or a valid Passport for Kenyan Citizens.
- d. Signed and stamped copies of a valid Passport, Visa (where applicable) and Letter of Provisional Admission/Intent to pursue training in Kenya for foreign nationals.
- e. Signed and stamped copy of a valid Passport, Work Permit, Visa (where applicable) and Letter of invitation for interview or employment offer for foreign nationals intending to work in organizations based in Kenya.
- f. Payment of requisite fee

### NOTES:

1. For Kenyan citizens all copies of certificates and supporting documents MUST be signed and stamped by an Advocate who is a Commissioner for Oaths or the respective issuing Institution.
2. For Foreign nationals all copies of certificates and supporting documents MUST be signed and stamped by an Advocate who is a Notary Public or the respective issuing Institution.

### 5. General Requirements for Recognition and Equation of Qualifications

1. The qualification(s) must have been obtained from an accredited institution in the home country.
2. The qualification(s) must have been awarded by a body with a legal mandate to award qualifications.
3. The programme leading to the qualification must have been accredited and recognized from the country of origin.
4. The holder of a qualification must have met the minimum entry requirements for a programme leading to an equivalent qualification in Kenya.

5. The copy of certificate to be recognized and equated must be signed and stamped by an Advocate who is a Commissioner for Oaths (for Kenyan Citizens), OR a Notary Public (for foreign nationals) OR the issuing Institution.
6. All copies of certificates and transcripts presented as proof of attainment of entry requirements for a particular qualification must be signed and stamped by an Advocate who is a Commissioner for Oaths (for Kenyan Citizens), OR a Notary Public (for foreign nationals) OR the issuing Institution.

## 6. Charges

TVETA is mandated by Section 12 of The TVET Act No. 29 of 2013, to levy charges for services rendered for Recognition and Equation of Qualifications awarded by TVET Institutions. With effect from 21st November 2014, as published in the Kenya Gazette, Notice No. 8477 and No. 6853 of 26th August 2016 the charges are as follows:

1. First application by holder of a qualification: KES 5,000/=
2. More than one qualification from the same Institution (submitted at the same time): KES 5,000/=. If qualifications are from different institutions, then each qualification will be charged KES 5,000/=.
3. Subsequent application of the same qualification by the holder: KES 3,000/=
4. Express (within 24 hours) service for recognition of a qualification: KES 10,000/= each
5. Application by a prospective employer or any other body:
  - a. Within the Republic of Kenya: KES 10,000/= per award
  - b. Outside the jurisdiction of the Republic of Kenya: USD 300 per

award

## I. Modes of Payment

Payments for recognition and equation shall be made through the Bank or M-PESA using the following account details:

1. Technical and Vocational Education and Training Authority  
Kenya Commercial Bank Ltd.  
Kipande House Branch  
Account Number: 1212502450  
SWIFT CODE/IBAN: KCBLKENX
2. M-Pesa Paybill Number: 894135  
Account Number: Full name and ID/Passport Number

## II. Procedure for Recognition and Equation of Qualifications

1. Application for this service shall be submitted in person, through post or email.
  - a. Those wishing to submit the application in person shall present both original and copies of the certificates, transcripts and other required documents.
  - b. Those applying through post or

email shall submit copies of the certificates, transcripts and other required documents on condition that they will present the originals for verification prior to collecting their letters of recognition.

2. Certificates and transcripts submitted by Kenyan citizens must be signed and stamped by:

- a. An Advocate who is a Commissioner for Oaths, OR
- b. The respective issuing Institution.

3. Certificates submitted by Foreign Nationals/Institutions must be signed and stamped by:

- a. An Advocate who is a Notary Public, OR
- b. The respective issuing Institution.

4. The following documents shall be submitted to TVETA:

- a. A duly filled application form [TVETA/ACC/FRM/009 for Recognition and Equation of qualification\(s\)](#);
- b. Academic certificates
- c. Academic transcripts

- d. For Kenyans: National Identity Card (ID) or a valid Passport;

- e. For foreign nationals who intent to pursue training in Kenya: A valid Passport, Visa (where applicable) and Letter of Provisional Admission.

- f. For foreign nationals who intend to work in Kenyan organizations: A valid Passport, Work Permit, Visa (where applicable) and Letter of invitation for interview or employment offer.

5. Certificates and transcripts in a foreign language should be translated into English.

6. Submission of applications and collection of letters shall be done during the following TVETA official working hours:

- a. Morning: 8.00 a.m. - 1.00 p.m.
- b. Afternoon: 2.00 p.m. - 5.00 p.m.

7. Application for Recognition and Equation will normally be processed within five (5) working days unless the applicant has sought express service.

8. Application for Recognition and Equation sought under express service will be processed within twenty-four (24) hours.





## The Five Biggest Education and Training Technology Trends in 2022 (courtesy of forbes.com)

The pace of digital transformation in education has accelerated immeasurably in the past two years. Every level of education, from elementary school to higher education, as well as vocational and workplace training, has seen a shift towards online and cloud-based delivery platforms. In addition, the changing needs of industry and the workforce have led to a dramatic change in the relationship between adult learners and training providers.

These are the five biggest technology trends in education and training in 2022.

### Distance Learning

The Corona Virus pandemic has forced many schools and colleges to switch to a distance learning model. However, as with many other changes, this was merely an acceleration of a trend that has been going on for some time. The market for online learning services and e-learning is projected to grow at an annual rate of 15% between 2020 and 2025 and is worth

US\$50 billion. E-learning offers school-age students the opportunity to learn subjects and skills that are not taught locally, while for graduates the benefits are that they can more easily balance learning with other commitments such as work or family responsibilities.

E-learning is also growing in popularity for on-the-job training – a study by IBM of its own distance learning initiatives found that learners were able to absorb five times more content, at a third of the cost to the company resulting in a \$200 million savings.

### Lifelong Learning (Subscription Services)

Today's employment landscape is vastly different from what our grandparents or even parents were used to. The rapid pace of technological advances means skills can quickly become obsolete, and the continuous development of new skills is a key strategy for

professional and business success.

In the face of this wave of change, educators and learners are moving toward a continuous education model—perhaps echoing the trend towards subscription services in many other walks of life. Another driver is the emergence of online learning aggregators like Coursera or Udemy, which offer thousands of “micro courses” alongside traditional degrees and multi-year courses. These aim to break down learning into bite-sized chunks that can be completed in a matter of weeks or months. New learning methods like these have been developed to meet the changing needs of businesses and employers in the 21st century and are becoming an increasingly popular option among learners looking for flexible ways to integrate education into their lives.

### Immersive learning technology – AR and VR

Extended Reality (XR) – which includes



Virtual Reality (VR), Augmented Reality (AR) and Mixed Reality (MR) promises to create more immersive and engaging learning opportunities. This is essential at a time when attention spans are said to be decreasing and we are becoming accustomed to absorbing information in ultra-fast, bite-sized and attention-grabbing chunks. Many people reading this will likely remember learning about subjects like the Roman Empire from reading history books – imagine how much more information you would have taken in if you were able to read through one hike digital reconstruction of ancient Rome.

XR technologies also have other advantages – for example, they can help us train in simulated environments that closely resemble reality, but create no risk of damage or damage to expensive equipment. Because of this, VR is being used to train surgeons as well as firefighters and search and rescue teams operating underground. Less dangerous but still potentially onerous or tricky skills can also be considered – the VirtualSpeech app, for example, allows anyone to practice public speaking in front of a virtual audience. This means you get a feel for delivering a speech in front of an audience and also get real-time feedback on your tone and speech. Similarly, Labster offers a simulated science lab and equipment that allows students to get hands-on

without costly mistakes. And the VR Expeditions app allows teachers to take students on virtual field trips to 360 different cities.

## AI and automation in the classroom

Artificial intelligence (AI) will impact every sphere of human activity in 2022, and education is certainly no exception. The continuous use of software based on self-learning algorithms, capable of getting better and better at each task to which it is assigned, will have far-reaching consequences; In addition to automating repetitive aspects of educators' work, such as B. the grading of work, it is used to provide more personalized forms of education or distance learning. One example is the Altitude Learning system, founded by a Google engineer and partially funded by Facebook, which uses AI to suggest personalized learning paths for school-age children. A similar concept is adaptive learning, where the course adapts to the learners' needs as they progress through it. Schools in China have even implemented a system that uses facial recognition to check if students are paying attention in class by scanning their faces with cameras equipped with computer vision algorithms.

AI-powered personal assistants similar to

Amazon's Alexa have also been deployed in schools — a device called Merlyn is said to help teachers with class management and presenting their lessons.

## Nano Learning

This trend once again ties into the fact that attention spans are shrinking and there is always something vying for our time. Nano-learning describes a new EdTech concept where we can get ultra-bite-sized lessons exactly when and where we need them. Under this paradigm, it doesn't matter if we don't remember what we've learned for even more than 10 minutes, because if we need to reapply the knowledge, we can just learn it again! A good analogy is a cooking recipe – unless we're professional bakers, we might only bake one or two cakes a year, so we don't need to store the exact weights and measurements of sugar and flour in our long-term memory. According to the same principle for academic or professional subjects, short lessons – such as those offered by the SMS learning service Arist – can be recorded via WhatsApp, Slack or Teams. Other nano learning platforms impart knowledge via social networks such as Twitter or TikTok. Nano learning will no doubt increase in popularity in 2022 as it meets society's need for ways of passing on knowledge and skills that are instantaneous, modular and even addictive!





Education CS Prof George Magoha watching a demo during the launch of Android Developer Skills master plan

# Google to train 300 TVETs tutors on software development

The Ministry of Education has partnered with Google to train at least 300 Technical and Vocational Educational Institutions trainers on software development.

The initiative will take six months and bring intermediate-level skills in the development of an Android Developer Skills master plan for use in TVETs through Android applications.

The initiative was launched by Education Cabinet Secretary Prof. George Magoha in March this year at the Kenya Technical Trainers College.

The CS said the partnership will enable the growth of the sector and also create opportunities for the youth.

"Collaborations between governments and tech companies can drive digital transformation by growing the tech talent pipeline. Kenya is increasingly a place where innovation begins as developer communities across Kenya grow the developer ecosystem and drive creativity and entrepreneurship," he said.

Prof Magoha added that communities across Kenya grow the developer ecosystem and drive creativity and entrepreneurship.

"Opening up a pathway for developer training through the TVET establishment has the potential to accelerate this growth, create new jobs and drive even greater innovation," he said.

Government Affairs and Public Policy for Sub-Saharan Africa- Google Director Charles Murito, said the collaboration has the potential to elevate Kenya's position as a leading tech start-up and innovation destination in Africa.

"It underlines our work in supporting Kenya's developer and startup ecosystem over the past decade, in which we have trained 15,000 developers, helped hundreds of thousands affordably access the internet, trained them in other digital skills and invested in Kenyan startups," said Mr Murito.

He further noted that once the system is up and running in the institutions, the successful students would secure employment in Kenya as well as abroad.

"We believe that institutionalizing software

developer training across TVETs is important. We will be able to see better qualified students coming out of the TVET systems are able to take on jobs and not just do them for Kenya but across the world," he explained.

KTTC will serve as the Software Developer Hub with each participating TVET creating student developer clubs. There are 60,000 professional developers in Kenya, representing 9 per cent of the total in Africa. This, as the government plans to employ 3,000 trainers this year to meet the high demand for tutors in TVET.

The project has been established at a time Kenyan schools are making the transition to digital learning to enhance its reach even in marginalised and far flung areas.

The ICT Integration in Primary Education (Digital Literacy project) is one of the key flagship projects the government has been trying to entrench across institution. Over the recent months, the state has put up ICT infrastructure, developed digital content and built teachers' capacity to handle the transition.

**“The project has been established at a time Kenyan schools are making the transition to digital learning to enhance its reach even in marginalised and far flung areas.”**

# TVETA DEVELOPS ELABORATE ICT STRATEGY

The achievement of e-government is one of the main priorities of Kenyan government. To this end, in 2004 the government rolled out the e-Government Strategy that lays out a framework of automating processes using ICT in government institutions and state-owned organisations.

Subsequently, the National Information, Communications and Technology (ICT) Policy 2019 was formulated to harness the power of ICT and deliver the strategic desires outlined in the e-Government Strategy.

To align with the government's e-government strategy 2004 and the National Information, Communications and Technology (ICT) Policy 2019, TVETA Board identified ICT as a key centerpiece in the achievement of its mandate. As a confirmation, this aspiration is clearly demonstrated in current TVETA strategic plan 2019 - 2023 under Strategic Area number 3, Strategic Objective number 2: to enhance the use of ICT in service delivery and improve records management and access to information.

To drive this strategic aspiration, the TVETA Board has developed an elaborate and detailed ICT strategy document that will guide the Authority's management in rolling out ICT services and the generation of technologically innovative ideas that are fit for purpose.

While reviewing the document, Authority's Chairperson, Prof. Florence Indede noted that “the ICT strategy document is key to the achievement of our mandate. Whereas our resource basket is inadequate, the Authority shall endeavor to allocate reasonable budget for ICT operations and ICT projects annually”. On his part the Director General observed that

“as a young organization, TVETA has ICT infrastructure that is not sufficient and mature enough to support its operations hence the need to have ICT strategy document that will guide investments in ICT and related operations”

To align with the corporate strategic objectives and the e-government strategy, the ICT strategy identifies five ICT pillars that would be pursued to realize a mature ICT capability. The pillars are:

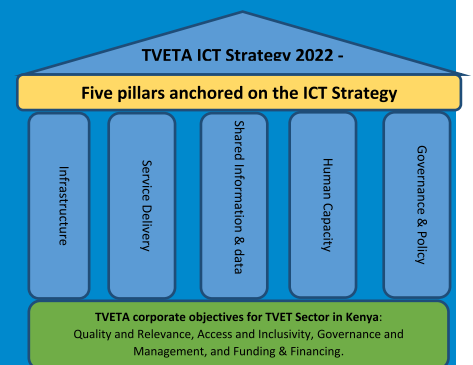


Figure 1: An illustration of ICT pillars alignment with TVETA corporate strategic objectives.

## 1) Infrastructure

ICT infrastructure refers to the basic physical and telecommunication components, structures, and facilities needed to offer sufficient ICT services. Whereas the Authority has the basic infrastructure to support the current ICT needs, this infrastructure will be enhanced to meeting the ever increasing ICT requirements.

Further, the official opening of the three regional offices namely Mombasa, Kisumu, and Eldoret calls for the networking of these offices and connecting them with the





headquarter to facilitate seamless engagement among the staff, and increased collaboration with stakeholders across the country.

In respect to ICT security and data protection, the Authority recognizes the need to secure its ICT infrastructure with resilient security devices and security systems to protect clients and stakeholders' data and information.

## 2) Service delivery

This pillar is the most critical in TVETAs service offering to clients and stakeholders. The desire that underpins this pillar is to have all the TVETA services offered online through robust ICT systems.

Under this pillar, the Authority will establish integrated digital service delivery platforms using a variety of channels such as emails, MIS-Online, Mobile Apps, bulk SMS and SSID codes, WhatsApp, etc. The enhancement of the MIS is currently ongoing.

Further, the Authority desires to implement a learning management system (LMS) and knowledge management system (KMS) that would be available to the stakeholders to share codified and uncoded knowledge through an interactive platform. Currently, discussions are ongoing on how best this could be achieved and add value within the value chain network

of the TVET sector in the country.

An e-procurement system would also be implemented under this pillar to facilitate our engagements with the suppliers and other service providers to eliminate wastage.

## 3) Shared information and data

Efficient internal and external communication, and seamless data and information sharing, contribute to the overall service delivery process for the Authority. The use of shared information platforms will reduce the cost of acquisition and maintenance of the internal communication and data management systems.

To meet these needs, the ICT strategy proposes the implementation of common applications such as online collaboration tools e.g. GPS for institutional mapping, and Electronic Document and Records Management System (EDRMS).

Consequently, the key activities for the GPS initiatives includes the identification GPS requirements for an effective mapping of TVET institutions and the implementation the GPS mapping solutions for TVET institutions in the country.

## 4) ICT human capacity

The availability of skilled ICT staff is key to the

achievement of ICT capability aspiration. To drive this pillar, the Authority will endeavor to attract and retain adequate and highly skilled ICT staff, and expand the ICT division establishment to match the increasing ICT requirements.

Annually, a program on training and development of ICT staff and building the capacity of other staff on ICT skills which are required by the Authority will be put in place. The main objective of this pillar is to create a digital culture that is customer centric and innovative with the Authority.

## 5) ICT governance and policy

For ICT to deliver its desired output, the Authority will need to put in place a clear governance and internal ICT policy framework that will guide ICT investments and ICT operations. An elaborate ICT governance and policy framework has already been put in place, but this would be reviewed periodically to match with the ever changing external ICT environment.

The Authority recognizes the need to comply with the ICT standards published by the ICT Authority, hence the implementation of the ICT strategy document will be guided accordingly.

# Kenya youngsters make a mark at the maiden participation at WorldSkills Africa Competition

Kenya's Shradha Shah won a gold in the Restaurant Services while Joseph Kiarie bagged Bronze in Cooking competition during the Africa WorldSkills Competition held at the coastal city Swakosmund, Namibia from 28 March to 2 April this year.

Also waving the Kenyan flag at the competition were Victoria Wambui and Maxwell Kipruto who battled out for medals in the Mechatronics, as Kenya aimed to make a mark in its maiden participation at the WorldSkills Africa competition, which is an affiliate of biennial WorldSkills Competition. More than 90 participants from 9 African countries, plus Team Refugees, competed to win medals in the 16 skills areas. The three-tier event which was hosted by World Skills Namibia in partnership with World Skills International and the African Union included a skills competition, a careers exhibition, and a TVET Conference.

Kenya was admitted as the 84th member of World Skills International in October 2020 through the support of UNESCO BEAR II Project and other partners. UNESCO has walked with WorldSkills Kenya (WSK) and other TVET stakeholders to support and facilitate Kenya's readiness and participation at the WorldSkills Africa Competition in Namibia.

The participating countries included Ghana, Kenya, Namibia, Uganda, South Africa, Zambia, DRC, Ethiopia, Rwanda, Madagascar and Team Refugee. The competitors showcased their skills in Electrical Installations, Fashion Technology, Hairdressing, Joinery, Mechanical Engineering CAD and Mechatronics. Others included Plumbing and Heating, Refrigeration and Air Conditioning, Restaurant Service, Wall and Floor Tiling, Water Technology, Web Technologies, Welding, Automotive Technology, Bricklaying and Cooking. The week-long event also brought together technical experts, heads and trainers of TVET institutions, government officials, development partners, students and people from all walks of life.

South Africa topped the medal table with five golds, two silvers, and one bronze. They were followed closely by the host team, Namibia,



who achieved three golds, one silver, and two bronze, and the Democratic Republic of the Congo who received two golds, three silvers, and one bronze. Other medal-winning teams included Rwanda (3), Ghana (4), Kenya (2), Madagascar (1), and Uganda (1). In June, WorldSkills Kenya, TVET Authority (TVETA) and UNESCO presented the status report on the country's inaugural participation at the event.

Speaking at the event, WorldSkills Kenya Official Delegate Prof. Eric Ogur said the country selected 16 skills competition areas, which are aligned to objectives of Kenya's Big 4 Agenda (Manufacturing, housing, food security and health).

He noted that since WorldSkills Shanghai has been postponed due to the Covid-19 pandemic, the country has an opportunity to develop competitors and experts.

"Namibia was a good exposure for mostly our participants. We need to grasp what they saw in Namibia and find how we can use it to better our national competition," he said.

The Director General TVETA Dr. Kipkirui Langat thanked the BEAR II for supporting WorldSkills Kenya to create structures and participate at the inaugural WorldSkills Africa competition.

"We thank our partners and sponsors who have been with us through this throughout journey especially the UNESCO Bear II Project. you have been supportive in preparing us to participate at the WorldSkills Africa in Swakopmund, Namibia this year.

He said WorldSkills Kenya will focus on skills

competition as a way of rebranding the TVET sector and skilling our youth to be ready for the labour market.

"Our national competitions should be organized in the framework of WSC. We need to fine tune our Skills Show and introduce Skills Competition."

The chief guest at the function, Prof. Hubert Gijzen, who is UNESCO Regional Director for Eastern Africa thanked WorldSkills Kenya team for a successful outing.

"We all know that TVET has an image problem. It is often presented as an option for those who do not have the opportunity to go to university. This has contributed to the poor image and negative perception of TVET. The successful participation in Namibia helps to change the image. He said UNESCO will continue to support WorldSkills Competition in organizing regional and national competitions."

WorldSkills Kenya also received support from the German Development Cooperation. WorldSkills Germany mentored WSK and also expanded and strengthened organizational structures of the secretariat, trained experts and the competitors.

There are also plans to have exchange programs between WorldSkills Germany and WSK and offer support in the organization of national competitions in readiness for the forthcoming international competitions.

Kenya is focusing on skills competition and shows as one way of rebranding the TVET sector, skilling the youth and exposing them to new innovations in readiness for the job market.



# THE PARTICIPANTS IN PICTURES







**Part of the Kenyan observers delegation**



**Students at the venue**



**Aerial view of the Dome in Swakopmund**



## GIZ hands over the Refrigeration and Air Conditioning Curriculum to TVET CDACC

Germany development agency GIZ, in March this year handed over a reviewed Refrigeration and Air Conditioning (RAC) curriculum to Technical and Vocational Education and Training, Curriculum Development Assessment and Certification Council (TVET-CDACC).

A future-friendly transformation of the RAC sector requires well-trained technicians who know how to handle Green Cooling technologies. The concept of Green Cooling describes the use of natural refrigerants like hydrocarbons (e.g., propane and isobutane), ammonia and CO<sub>2</sub> in combination with highly energy-efficient appliances, ideally powered by renewable energy sources.

The Green Cooling Initiative (GCI in short, part of the GIZ programme Proklima) has been

collaborating with the GIZ Youth Employment and Vocational Training Programme in reviewing the Kenyan RAC curricula. The objective was to best integrate Green Cooling into the existing curricula and improve the employability of the graduates from the training institutions.

The Green Cooling Initiative is funded by the Federal Ministry of Environment, Nature Conservation and Nuclear Safety (BMU); the Youth Employment and Vocational Training Programme by the German Federal Ministry of Economic Cooperation and Development (BMZ).

GIZ handed over the reviewed RAC curriculum that now includes specific safety measures for hydrocarbons to the Technical and Vocational Education and Training,

Curriculum Development Assessment and Certification Council (TVET-CDACC). TVET-CDACC is one of the national curricula developing bodies in Kenya. Present were the CEO TVET-CDACC, Dr Lawrence Guantai, the Director Technical Services, Mr Gichuhi Ndegwa, the Curriculum Development Officer, Mr Silas Peter Khasindu, and the GIZ colleagues Emmanuel Choge and Josphine Mutero.

The reviewed curriculum is a great achievement on the way to establish a national qualification, certification and registration scheme (QCR) for RAC technicians in Kenya. GIZ Proklima, with its “Fit for Green Cooling” approach, supports partner countries in every step of the way to tailor the QCR scheme to suit specific national needs and circumstances.





## The Kisumu National Polytechnic begins construction of USD 4.5m regional flagship TVET institute for Textile Technology

By Godwin Bonge Muhwezi

The Kisumu National Polytechnic held a ground breaking ceremony on 23rd February 2022 to begin the construction of the Regional flagship TVET institute for Textile Technology worth USD4.5 million. The project is funded by the World Bank through the East Africa Skills for Transformation and Regional Integration Project (EASTRIP).

The groundbreaking ceremony was graced by Cabinet Secretary for Education Prof. George Magoha after presiding over the graduation ceremony at the institution in March this year. In attendance were the Governor of Kisumu, Prof. Peter Anyang' Nyong'o, the Principal Secretary, State Department for Vocational and Technical Training, Ministry of Education, Dr. Margaret Mwakima, the World Bank Task Team Leader, Anne Kuira, and the Deputy Executive Secretary, IUCEA, Prof. Mike Kuria.

The Cabinet Secretary for Education in Kenya, Prof. George Magoha said, "There is a shortage of skilled labour worldwide and the role of

TVET is to ensure that learners are skilled."

The Governor of Kisumu, Prof. Peter Anyang' Nyong'o said: "Polytechnic institutions are key in providing critical labour we need for the fourth industrial revolution. I am happy to note that the textile department has made tremendous improvements to transform into a regional flagship TVET Institute for East Africa. I want to see it grow and compete in garment making."

The Principal of The Kisumu National Polytechnic, Ms. Catherine Kelonye, said: "The Kisumu National Polytechnic has registered remarkable growth through introduction of new courses to meet the growing demand for the job market. Student enrollment has increased from 5,000 to 10,000."

The Deputy Executive Secretary, Inter University Council for East Africa (IUCEA), Prof. Mike Kuria, said: "The greatness of this institution will not be measured by the magnificence of buildings but what happens in

them. Do not be mesmerized by the buildings which I am sure will be fantastic, but rather work towards making Kisumu City a regional hub for textiles."

EASTRIP is a five-year project funded by the World Bank and African governments to increase access and improve the quality of TVET Programmes in selected regional flagship institutes and to support regional integration. to increase the access and improve the quality of TVET programs in selected Regional TVET Centers of Excellence and to support regional integration. The Kenya EASTRIP project supports the development of highly specialized TVET programmes in marine and port logistics, building and highway infrastructure, geothermal and textile sectors for training of technicians and TVET faculty.

The Writer is a Project Communication Officer for EASTRIP at IUCEA



# My Story



**Francis George Apina**  
*MBA, BBM (Moi), HND (TUK) Dip. CHIA-USA.*

I was born in Tanzania 1961, at Muhoji village in Mara Province before moving to Nyatwari village in Mwanza Province. I Joined Tamau Primary School in 1969 for Class One to Class Four before I joined my father in Migori who was Kenyan but had migrated to Tanzania before coming back home.

I sat my CPE at Sare Primary school in Awendo, Migori County and passed well and was called to join Kokuro Secondary but because lack of school fees I stayed at home.

My father moved to Nairobi in search of a job in garment making which was his area of training. I later joined him, then working at an Asian tailoring shop along Luthuli Avenue. I then joined a private school in Nairobi CBD called Kenyan College in Form One but dropped out after second term due to lack of school fees. Months later, my father departed again for Tanzania and left me alone at Kibera Lindi slums where we used to stay without leaving anything for my upkeep.

I was forced to start doing odd jobs to survive. Because of my determination for education, I decided to go back home to see whether anyone would support me continue with my education. Luckily, I was taken to another private school in Kisii called Pace Secondary School where I started at Form Two in 1978. The following year I transferred to Isebania Boys Secondary School, where I was also in and out of school for long periods due to school fees. I sat my KCSE and managed a 4th Division hence wouldn't join high school.

## From a tailor to a lecturer, Francis Apina scales the academic and career ladder to retire at the top

I joined my father in tailoring shop and he trained me on cutting and making of the men's garments. In 1986 I got a job at Joy Beatty in Eldoret town and was paid Sh1200 a month. I worked there for two years then moved to Square Deal clothing enterprise as a tailor/Cutter making professional uniforms for Government Corporations staff and schools within the North Rift region.

In 1988 I enrolled for the national Trade Test examination through the Directorate of Industrial Training and obtained a trade test certificate Grade III in tailoring. In 1991 I did Grade II in Tailoring and decided to make a career out of this profession.

I responded to an advert by Moi University looking for qualified tailors to make uniform for staff and was taken. In 1992 I enrolled for Grade Test Grade 1 examination in tailoring and passed. In 1993 Kenya Utalii College Nairobi advertised for the position of tailor/cutter in the department of Housekeeping and Laundry which I applied and was employed. Due to my great focus on my professional orientation in this area, I decided to pursue higher levels and in 1995 I joined Kenya Textile Training Institute KTTI and obtained a Craft Certificate in garment making examined by KNEC and passed with a credit.

In 1999, I joined Nairobi TTI and did Diploma in Clothing Technology and passed with a credit. Due to the unavailability of a higher level of training in Clothing Technology studies in the country at that time, I decided to diversify and in 2004 I obtained a Higher National Diploma HND in Entrepreneurship Development from Kenya Polytechnic. In 2007 Moi University-School of Business and Economics Nairobi Campus gave me an admission for Master's Degree in Business Administration (MBA) degree which I did for two years and graduated in 2009.

In 2010 my employer Kenya Utalii College management recognized my academic qualification and transferred me to the academic division of the Department of

Business Administration as a lecturer teaching Entrepreneurship as a common unit across. I was tasked to develop a curriculum for Entrepreneurship and Innovation studies for the two levels of study (Diploma and Certificate level).

In 2015, I obtained a Bachelor of Business Management BBM Degree specializing in Marketing with a second-class honours-Upper-Division from Moi University School of Business and Economics.

In 2017 I participated in the 3rd Global Tourism and hospitality Conference held at Hong Kong Polytechnic University representing the Ministry of Tourism and Wildlife where I presented my research paper on Entrepreneurship and Innovation in Tourism and Hospitality Education.

In May 2021, I retired as a senior lecturer at Kenya Utalii College and as a public servant and am now engaged in business consultancy and research as a social scientist at both global, regional, and national levels.

Other than my professional responsibilities in teaching, I have been engaged in health community advocacy for over 20 years which enabled me serve in various Global, Regional, and National bodies including serving as a members of TB/HIV Technical Working Group

**In 1988 I enrolled for the national Trade Test examination through the Directorate of Industrial Training and obtained a trade test certificate Grade III in tailoring.**



TWG in World Health Organization (WHO)-Stop TB Partnership representing the Kenyan community. I also served as a member of Community Research Advisory Group CRAG at CDC-TBTC-USA training community on biomedical research. I also participated in the WHO and USAID congregational and senatorial briefing on funding for Africa through Global Fund for AIDS, TB and Malaria and also served as a board member of the global TB Alliance USA for 3years representing Africa in biomedical research leading to new drug development for communicable diseases. I have also served as a member of the Technical Review Panel(TRP) of the Global Fund for AIDS, Tuberculosis, and Malaria through AMREF Health Africa as a principal recipient under Kenya Coordinating Mechanism (KCM) in the current funding cycle 2021 to 2024.

I have been engaged in consultancy for both civil society organizations (CSOs) and micro small and medium enterprises (MSE) in business planning development, strategic planning and development of operational manual, monitoring and evaluation framework, HR manual financial and procurement manual,

and business skills training development. Currently, I am undertaking a consultancy project on Community-Led Advocacy and Research in the development of a capacity-building guide /toolkit that will lead the Kenyan CSOs in effective engagement in evidence-based advocacy on socio-economic and health issues in Kenya under the Global Fund - RSSH Framework through Amref HealthAfrica.

### **My advice to the young people**

I would like to encourage the young people who didn't do well in KCSE to consider TVET because there is now a clear pathway to attaining your academic excellence in your chosen career. All you need to do is to work hard and remain focused, resilient, and determined.

Nobody is a failure in life unless he/she decides to fail. It doesn't matter where you are starting from so long there is way. I started from Government Trade Test (GTT) to a Master's Degree.

I believe that TVET is a best chance for success to any determined Kenyan for attainment of professional progression that should be

embraced and regarded as a pathway to success where majority of Kenyans may follow.

**I would like to encourage the young people who didn't do well in KCSE examination to consider TVET because there is now a clear pathway to attaining your academic excellence in your chosen career.**

## Importance of Quality Assurance in delivering effective TVET system



Dr. Kipkirui Langat

Quality assurance is an important aspect of TVET ecosystem across the world because of the role it plays in nurturing the human capital and advancement of national development.

In relation to TVET, quality assurance is a set of measures and activities that ensures that education and training services satisfy identified needs of industry, trainees and society in a systematic, reliable way.

TVET provides support for economic growth, poverty reduction and wealth creation amongst societies, and therefore to enhance its provision, particularly at the context of globalization, calls for effective and sustainable quality assurance system.

For a country to prepare qualified workforce with the relevant knowledge and technical know-how that meets labour market demands, her TVET policy has to be informed by a clear quality assurance policy framework that is embedded with ideals of good governance, qualified staff and resources. In addition, the policy needs to be enforced through quality supervision, monitoring and evaluation.

In order for any country to align itself to the changes in technologies and demands of the high-tech industry, it has to create more skilled labour force, which can attract high-quality investment to the country. Therefore, the demand for TVET, combined with the expansion and diversification of its training system needs to be developed and

implemented alongside with associated procedures for quality assessment, monitoring and improvement.

It is only quality TVET that can boost productivity and as well transforming the society economically, socially and politically. As such, all the efforts indicate that quality assurance is necessary for the value and relevance of TVET in the development of skilled manpower for sustainable economic development.

Therefore, quality assurance enhances productivity in TVET by integrating system that interrelate elements of input, process, learning environment, output and feedback operated as a unit. Interactions of the TVET educational system with the interrelated elements produce graduates demanded by the labour market for socio-economic development. Through adequate training materials and facilities, TVET produces quality and sound graduates with adequate knowledge, skills, values and competencies required for economic growth.

However, the effectiveness of the TVET outcomes and/or products can be measured through the quality standards they offer in the labour market. Hence, ensuring quality in TVET, assessment should start from the resources of inputs, processes, and outputs in addition to observing continuous quality improvement.

Quality assurance mechanism involve internal and external quality assurance activities which must be continuously sustained to achieve the desired objectives. The internal quality assurance mechanism provides for institutions to be more responsive in terms of monitoring and reviewing quality standards and principles by ensuring availability of qualified trainers, appropriate learning environment and adequate resources. This is done with a view to improving and assuring the inputs, processes and outputs of the TVET system as minimum standards requirement towards meeting TVET objectives.

On the other hand, external quality assurance

mechanism is the inter institutional schemes of assuring quality of institutions and their programmes through accreditation to ensure attainment of minimum quality standards set out to achieve its objectives. External quality assurance criteria identify quality assurance attributes as transparency and accountability for consistency and reliability in the TVET systems to ensure quality standards in learning outcomes.

Quality audit on the other hand is part of quality assurance process, whereby an independent body assures stakeholders on the adequacy and appropriateness of quality standards component set to ensure quality provisions. Quality audit establishes qualitative objectives in TVET through its activities by evaluating the procedures and the processes to maintain quality improvement.

In a quality audit, internal quality mechanism of TVET providers is examined to find out the extent to which it is effective in carrying out its responsibility for the quality assurance provided for the delivery of the set objectives. A follow up to quality audit is normally done to make sure that those areas identified during the exercise are addressed to assure quality improvement.

Quality assurance is also implemented through feedback from stakeholders such as trainees, graduates, parents and employers for purposes

**Quality assurance mechanism involve internal and external quality assurance activities which must be continuously sustained to achieve the desired objectives.**





of quality improvement in service delivery. The feedback collected through periodic survey of opinions of the stakeholders at regular intervals are examined and leveraged on strategic planning purposes for ongoing TVET excellence and quality delivery. Therefore, all TVET stakeholders need to be at the forefront in making the desired transformation for ensuring qualitative TVET founded on the acquisition knowledge, skills and competencies for sustainable development.

Quality assurance therefore, is designed to improve on the quality of TVET providers outcomes. Hence, TVET quality enhancement focuses on two areas. First, improvement on the effectiveness of learning experiences of trainees, which depend on quality curriculum and support for effective learning as well as maintaining standards and quality improvement. Secondly, improvement in the quality of TVET providers to adhere to the initiative of quality assurance agencies which include adhering to enrolment of maximum students per human and material resources available to support training and learning

delivery and also improve the trainer-trainee relationship.

Successful implementation of quality assurance in TVET sector depends on a number of factors which include among others progressive policy and legal frameworks, industry support, quality infrastructure, qualified staff and adequate financial resources. Industry support is necessary especially in training practical skills acquisition and understanding occupations in various sectors of economic and social life.

Also, quality of infrastructure and learning facilities available has a great impact on the quality of its outputs. Hence, facilities needed such as lecture halls, office space for lecturers, laboratories, workshops, ICT computer centres, internet connectivity and its accessories, and other learning materials have to be adequate and quality. Adequate financial resources too are very crucial as quality training has many important supply-side factors which include quality curriculum, internet connectivity, and teaching-learning materials and environment.

Qualified academic staff is also the most important component among the learning resources and therefore staff training, recruitment, management and development including Continuous Professional Development (CPD) is crucial as it enhances their teaching capacity in their area of specialization, in addition to research skills.

Therefore, implementing quality assurance is to ensure inclusive and equitable quality TVET that promote lifelong learning opportunities for societies. Quality assurance is also a rational and effective mechanism in TVET that addresses inequality, inequity and imbalance with a view of reducing high unemployment rate and poverty levels, and also prepare adequate labour force for the needed labour markets.

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## TVETA host South Africa delegation on benchmarking mission

TVET Authority Director General Dr Kipkirui Langat on June 6th 2022 hosted the Board members and staff of South Africa's National Student Financial Aid Scheme (NSFAS) who were in the country on a benchmarking mission.

NSFAS was established to provide financial aid to eligible students at TVET colleges and public universities in South Africa.

The delegation, which is headed by the CEO Mr. Andile Nongogo and Board member Sanele Zondi, paid a visit to TVETA offices to get insights about the TVET system in Kenya and how the trainees are funded.

TVETA DG gave the team a brief overview on the education system in Kenya and the various agencies regulating education and training in all the levels from basic education to tertiary. He also gave them a brief landscape on the TVET system, including its evolution since independence to the current Competency Based training.

Dr Langat also gave them team an overview on the TVET financing and the funding of trainees

in the TVET pathway through government capitation, loans and bursaries.

He underlined the various reforms the government has undertaken in the recent years that has expanded the TVET space through the establishment of training institutions across the country. This he said, has increased enrolment in TVET from around 100,000 students to the current population of around 500,000 trainees in both public and private TVET providers at all levels of training. The meeting was informed that South Africa has only 50 TVET institutions. Kenya currently has over 2,200 registered institutions from a list of over 3,000 institutions that have applied for registrations.

“The government has invested heavily in the sector and established a number of agencies that are managing the sector in terms of placement, curriculum development, funding and equation of certificates. As TVETA our role is to regulate and coordinate the sector to ensure that the country has a competent workforce for sustainable development,” Dr Langat told the team.

NSFAS Board member Mr Sanele Zondi who led the delegation at the meeting said he was impressed by the strides Kenya has achieved in the TVET sector and the education sector in general, and that is the reason they choose to visit the country and benchmark.

“Our mission is to learn how Kenya is funding students in TVET and universities and pick the best practices and replicate in our country. We also want to learn how you are linking your training system with the industry and how the TVET sector has managed to rebrand itself and attract more students,” Mr Zondi said. Besides TVETA, the delegation has also had meetings with HELB to learn the various operations of the students' lender.

During the visit, the delegation also visited the Ministry of Education, KUCCPS, University Funding Board, Commission for University Education, Kenyatta and KCA universities and KTTC before winding up at Nairobi National Park and other tourist sites in the City.





## Dr Langat holds meeting with Cican team to discuss implementation of KBEST

The TVETA Director General Dr Kipkirui Langat held a meeting with a delegation from Colleges and Institutes Canada (CICan) and discussed about the implementation of the Kenya Blue Economy Skills Training Program (KBEST).

The KBEST is a seven-year \$25 million project funded by Global Affairs Canada to support the Government of Kenya in achieving its goals for an enhanced blue economy.

Implemented by Colleges and Institutes Canada (CICan) in collaboration with Kenya's Ministry of Education-primarily through the State Department of Vocational and Technical Training and the state Department for Post-Training and Skills Development-KBEST focuses on building skills in Kenya's workforce that's are needed to establish the country as a competitive presence in the global blue economy.

More specifically, KBEST will enhance the capacity of Kenyan Technical Vocational Education and Training (TVET) institutions and agencies to deliver skills training programs that meet international standards and respond to the needs of the industry, within the context of Kenya's TVET reforms. The training programs will follow the Competency-Based Education and Training (CBET) approach currently being rolled out in TVET institutions across Kenya.

The project will focus on building the capacity of TVET institutions and agencies to deliver skills training programs that meet international standards and respond to the needs of the industry, within the context of Kenya's TVET reforms.

The project is intended to benefit over 5,000 youths (40% female) with blue economy TVET programs and 1,250 youth (70% female) will receive financial support. The project will be implemented in 20 TVCs and another 20 VTCs in the Lake and Coastal regions.

The project will focus in the sectors of Marine transport and maritime shipping, ship and boat building and rehabilitation, port services, sustainable fishing and aquaculture, trades, tourism and hospitality.

The CICan team included Shelina Manj, Tom Tunnay, Erick Kayere and Caroline Marns. TVETA staff included Director Fred Oanda, Deputy Director Bibiana Otieno, among others.

KBEST at a glance

### Beneficiaries

- 5,472 youth (40% female) direct beneficiaries of blue economy TVET programs
- 1,250 youth (70% female) receiving financial support

### Partners

- National TVET institutions/technical

vocational colleges (TVCs)

- 20 county-level vocational training centres (VTCs)

### Locations

- 3-4 counties, coast region
- 3-4 counties, lake region

### Potential Sectors

*(to be selected based on a Rapid Labour Market Scan)*

- Marine transport and maritime shipping
- Ship and boat building and rehabilitation
- Port services
- Sustainable fishing and aquaculture
- Trades
- Tourism and hospitality

### Interventions

- Building capacity of TVET institutions in gender-responsive curriculum and pedagogy
- Working with institutions to increase women's leadership and participation in decision-making
- Establishing gender-responsive student and career services
- Creating more accessible and inclusive spaces
- Enhancing targeted support such as peer counselling and mentorship, especially for women and girls
- Wrap-around financial support
- Paid recognition of prior learning assessments
- Paid blue economy ambassadors/spokes people in each region
- Funded community outreach with civil society and women's rights organizations



# TVETA launches Volume 5 of Kenya Journal of TVET



At the launch from left: KATTI Chair Gloria Mutungi, KJ of TVET Chief Editor Prof. Bonventure Kerre, Director of Technical Education Mr Tom Mulati, TVETA Chairperson Prof. Florence Indede and TVETA CEO Dr. Kipkirui Langat

TVET Authority on June 7th 2022 launched the 5th Volume of the Kenya Journal of TVET (KJ-TVET) Volume 5 at a Nairobi hotel.

The KJ-TVET is a peer-reviewed journal aimed at promoting innovations, TVET research and establishing a platform for efficient dissemination of research findings. The journal was previously a publication of the Rift Valley Technical Training Institute (RVTTI). The journal was acquired by the Authority in 2019 to help streamline the dissemination of research findings in TVET. This is the second publication under TVETA.

The 5th Volume of the journal focused on four sub-thematic areas; Online training; Challenges and Opportunities; Empowering the Youth through CBET, Entrepreneurship and Industrial Linkages; The Role of TVET in Reconciling Skill Supply and Demand; the Theory, Policy and Practice in TVET. In the current issue, 65 authors sent their abstracts to be considered for publication, but only 14 met the requirements set by the Editorial Board Members.

During the launch, the Chief Guest Education Cabinet Secretary Prof. George Magoha, said in a speech read by the Director of Technical Education Mr Tom Mulati, that he had noted that most TVET institutions had embraced research and innovation in their training activities.

“Since research and innovation are valuable tools for understanding various challenges and coming up with solutions. The integration of research and innovation in TVET will provide

solutions to most problems facing the local communities and the nation at large,” the CS said.

The CS said the Ministry of Education is developing a policy to guide TVET institutions on commercialization and the establishment of incubation centres. Commercialization of research findings and innovations is expected to provide solutions to common problems facing society and accelerate industrialization. “The maintenance and dissemination of research findings in the TVET subsector has been basically fragmented. In order to mitigate this shortcoming, the Ministry of Education in collaboration with stakeholders are working on ways of developing a central TVET data repository, where data can be readily accessed by researchers and Ministerial departments and agencies for effective decision making.”

The CS challenged the Authority to focus on future emerging issues in TVET such as new approaches in TVET trainer education and continuous professional development, smart teaching and learning, labour market information, Trend analysis, sustainable TVET funding and development, TVET and blue economy, and Green TVET.

TVETA board Chairperson Prof Florence Indede said the TVET Act, 2013 mandates the Authority to advise the Cabinet Secretary on all matters related to training while Section 7 (j) of the same Act mandates the Authority to collect examine and publish all information relating to training.

“These mandates cannot be achieved without reliable and accurate data obtained through a

robust research framework and knowledge dissemination. The annual publication of the KJ-TVET is proof of the Authority's commitment to address TVET reforms and serve the best interests of its clients and the nation at large. I urge all TVET institutions to enhance research and innovation by dedicating more resources as stipulated in the Science Technology and Innovations Act,” Prof Indede said.

TVETA Director-General Dr Kipkirui Langat said the active involvement of TVET institutions in research, publication of KJ-TVET and other related journals will harness the promotion of research, dissemination of the findings and eventually improve the standards of training. “We also believe that the findings of the research papers published in this journal will greatly assist TVET stakeholders in making informed decisions that will ultimately improve the quality, relevance, access and inclusivity in training and also contribute towards building a resilient national TVET system,” he added.

The DG recognised the support of ZiziAfrique foundation through the CEO, Dr John Mugo for partnering with the Authority in the publication and launch of this Journal. The KJ of TVET Chief Editor Prof. Bonaventure Kerre invited all TVET stakeholders and authors to read the papers in the journal and consider publishing their research work in the subsequent volumes of KJ-TVET.

“The advert on call for submission of abstracts and papers to be considered for publication in the next volume, KJ-TVET vol. 6 will be made later this month. The KJ-TVET Editorial Board and secretariat are committed to guaranteeing that only high-quality papers are published in the Journal.”

“This will help in continually improving the impact factor and visibility of KJ-TVET. It will also ensure that the findings and recommendations can be used to make accurate and reliable decisions as well as formulation of policies to improve the standards of training,” Prof Kerre added.



Car and General Managing Director Mr David Chesonui (left) exchange documents with TVETA CEO Dr. Kipkirui Langat

## TVETA signs MoU with Car and General to improve TVET training

TVETA Director General Dr Kipkirui Langat in July this year signed an MoU with Car and General Managing Director Mr David Chesonui that is geared to improve the quality of technical training in TVET.

The MoU will among other things give trainees hands on training based on industry experience and donation of equipment to TVET institutions.

According to the agreement, Car and General will also offer internships to trainees, with particular focus on Mechanical Engineering in identified Centres of Excellence. Car and General will also facilitate beneficiaries of internship program to effectively manage their business after one year of training through start-up financing. The company that has 14 branches across the country, will also provide assessment centres and provide external verifiers for their areas of specialization.

On its part, TVET Authority will identify accredited institutions to benefit from the project, factoring in special needs institutions and Centres of Excellence and also identify bright students for mentorship.

During the meeting, TVETA DG applauded the company for coming up with the project, noting that it is the best approach for young people to acquire skills through training on the job.

“This structured way of training will expose both the trainers and trainees to the industry that will prepare them well for the job market,” Dr Langat said.

The program, costing over KShs 25 million per year, will expand employment and entrepreneurial opportunities in this sector. It will conveniently give juakali artisans training access at zero-cost. It will also ensure easy access to quality service and parts to our customers that will enhance C&G's philosophy of making customers smile on every street in every town.

Overall, the 'Cargen Tech-up' program will offer training on financial and business management skills necessary for successful entrepreneurship, restore public trust in the sector and promote economic growth.

**The MoU will among other things give trainees hands on training based on industry experience and donation of equipment to TVET institutions solely for training.**



## TVET Research for Knowledge Creation and Evidence Based Decision Making

Research is a fundamental ingredient to the competitiveness and sustainability of any organization. The Authority's research team has put a sharp focus on generating new knowledge, solving problems and providing evidence for informed decision making at both strategic and operational levels in the TVET sub sector. In the FY 2021/2022, the department of research conducted two research projects:

1. Status of Implementation of Competency Based Education and Training (CBET) Programmes in Kenyan TVET Institutions and;

2. Determinants of Implementation of Quality Audit Recommendations in Kenya TVET Institutions.

The first research project was conducted in collaboration with TVET CDACC. The study investigated the extent to which TVET institutions were implementing CBET programmes. It also identified challenges faced by institutions in implementation of the CBET programmes. Descriptive research design was used. The target population was

administrators and trainers in 2,169 registered TVET institutions. Stratified and simple random sampling was employed to obtain a sample of administrators and trainers from 369 institutions which represented 17 percent of all registered TVET institutions in the country. Findings from the study revealed that there is low uptake of the new CBET programmes developed by TVET-CDACC, National Polytechnics, Nursing Council and University TVET centres as compared to the traditional CBET programmes developed by the National Industrial Training Authority. It was recommended that government agencies involved in skills development should increase awareness campaigns targeting all the stakeholders in the TVET subsector and work towards building institutional and trainers' capacities to implement CBET.

The second research project investigated the extent to which Quality Audit recommendations by TVETA officers are implemented by the institutions. The study adopted both qualitative and quantitative research designs. The target population was accredited TVET institutions which had been audited for quality in the previous four

financial years (2018/2019 to 2021/2022). A census was used for the National Polytechnics (NPs) while stratified and simple random sampling was employed in selecting Technical and Vocational Colleges (TVCs) and Vocational Training Centres (VTCs) that were considered for this study. A sample size of 202 institutions that represented 22.57% of the 895 institutions that had been audited was used for this study. Binary logistic regression analysis was used to determine relationship between the predictor variables (nature of audit recommendations, audit follow-up, management commitment, staff competences) and the dependent variable (implementation of audit findings). Results from this study showed that non-compliance in physical facilities reported the highest proportion in all the categories of TVET institutions, followed by human resources. The non-compliance issues that were cited in physical facilities included inadequate theory rooms, lack of/inadequate workshops and laboratories. The findings further showed that enhanced follow-ups by TVETA, increased financial allocation for institutions, improved capacity of institutional leadership and staff competencies



could greatly improve the implementation of the quality audit recommendations by 2.469, 1.616, 1.662 and 1.564, respectively. The study recommended regular follow-ups by top management and TVETA on the implementation of the audit recommendations and establishment of institutional internal quality assurance (IQA) units as well as development of policies and procedures to guarantee their effectiveness.

The department of research also successfully spearheaded the publication of KJ-TVET Volume 5. The KJ-TVET is a peer reviewed journal that aims to promote TVET research and efficient dissemination of findings. The main theme of this publication was "Kenyan TVET in the Digital Revolution". It had four

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**The department  
of research also  
successfully  
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Volume.**  
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sub themes; Online training: Challenges and Opportunities, Empowering the Youth through CBET, Entrepreneurship and Industrial Linkages, Role of TVET in Reconciling Skills Supply and Demand and finally Theory, Policy and practice in TVET. A total of fourteen papers were published in the journal. The journal was launched in a ceremony held on 7th July 2022 at the Nairobi Serena Hotel and presided over by a representative of the Cabinet Secretary, Ministry of Education.

The findings and recommendations from papers published in this Journal are expected to continually provide information that will support various stakeholders in decision making and improving service delivery.





A trainer putting final touches on smokeless Jikos at the institution

## Technical training: Promoting entrepreneurship in rural areas

By Judith Akolo Kenya Broadcasting Corporation

Nestled along the Chavakali - Kapsabet road is Mago Vocational Training Centre (VTC). The Center that began as a feeding center for vulnerable children in 2005 now boasts a presence as a training center, imparting skills to young people.

Mago VTC is the epitome of community service. Students training in Electrical and Electronics Course have created a niche for themselves by creating innovations that are helping to improve livelihoods.

The Marketing Officer at the institution, Sheilla Vwamulla says that as part of the knowledge and skills transfer, “the installation of a solar farm at the institution has helped to reduce the high electricity bills from over Ksh. 200,000 per month to below Ksh. 20,000 a month.”

According to Vwamulla, the institution was started by philanthropists from the Netherlands is training individuals who get jobs immediately after they complete their studies. “Some of our students get employed during their internship and only come later to sit their final exams,” she says and adds, “skills training

is very important, as skills that are imparted at our institution are what the job market needs.”

The catering and hospitality students receive hands-on training at the Polytechnic's Hotel School which has carved out its own niche in the tourism sector by taking advantage of the tourist sites within the Western Tourist Circuit. These include the Kakamega rain forest, which has unique fauna and flora as well as bird life, the Kaimosi Waterfalls, the Crying Stone of Iles, and the spectacular tea plantations within the locality.

The Hotel School training in Catering and Hospitality works with the Agriculture Department and has its own source of fish from the fish pond, eggs and chicken from the poultry farm, and fresh vegetables are grown organically at the Polytechnic's greenhouse.

### Solar power

The Electrical lecturer Mr. Grivens Ojango sees innovations in solar power as changing and improving livelihoods within Mago. He says the introduction of the smokeless Jiko that is solar-powered is improving livelihoods. “Women involved in small businesses, like

those who make chips at the roadside have seen a drop in expenses as the smokeless Jikos use less charcoal and are clean,” he says and adds, “the Mama Mboga who would leave the market the moment the sun set, today stays a little longer and when she gets home, the children are able to use the solar lamp we gave her to do their homework.”

The local bodaboda operators are also beneficiaries of the solar power project that has seen them save on their earnings, “such that, they no longer pay high electricity bills nor do they have to pay for charging their phones.”

### Bamboo value chain project

The carpentry classes have come up with a Bamboo Value Chain Project. They have planted Bamboo, which when it matures they will get the raw material for furniture making. With this, they are removing the pressure on the contemporary wood used in making furniture. “Through the bamboo project, we are contributing to climate change mitigation as envisioned in the Paris Agreement since we are discouraging cutting down of trees,” she says



and adds, “bamboo is also known to absorb large amounts of greenhouse gasses, especially carbon dioxide.”

## Corporate social responsibility

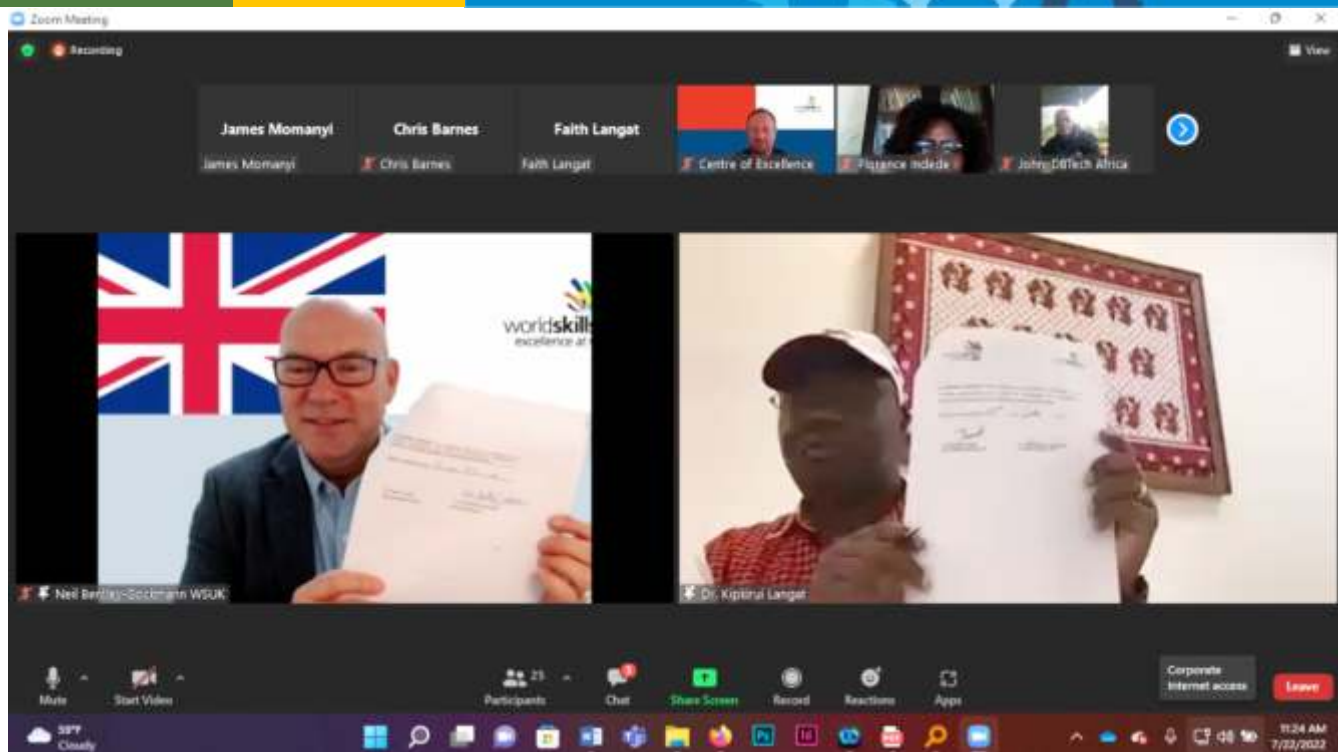
Under the Future for Young Teeth Program, Mago Youth Polytechnic School has established a fully functional Dental Clinic and has an outreach program where learners in the locality receive free dental care advice and training on how to brush their teeth. They are then provided with toothbrushes and toothpaste. “This has seen school enrollment rise in the schools we are working with, as many children come for the free toothbrush and toothpaste, then stay on in school,” says Vwamulla.

Mago VTC administers both Kenya National Examination Council (KNEC) and National Industrial Training Authority (NITA) examinations in all the courses undertaken at the institution.



Trainees at the Catering and Hospitality Department





## WorldSkills Kenya and WorldSkills UK signs MoU on training partnership

WorldSkills Kenya and WorldSkills UK have signed an MoU that will allow the two work much closer on exchange of knowledge, ideas and best practice with an aim to drive innovation and boost excellence in technical and vocational training in both countries.

The agreement will see the two countries work to raise the prestige of skills and highlight their economic and social significance, as well as cooperating on events, conferences and research, the countries will share best practice.

The partnership focuses on the development of skills associated with Green Technology and Advanced Manufacturing and highlights how WorldSkills International members can use their unique insights into world-class standards to help meet the needs of industry at home and in other countries.

The main objectives of the agreement is partnership on workforce development and peer exchange of organisations, practitioners, educators, experts and young people. The skills development will be implemented through training camps with young people and experts in preparation for competitions. The two

organisations will also organise best practice exchange programmes through conferences and seminars linked to international innovation, bench marking and matters of mutual interest.

Speaking during the brief online ceremony, TVET Authority CEO, who also doubles as the Coordinator of WorldSkills Kenya Dr Kipkirui Langat said the collaboration will bring in experiences and knowledge in the areas of Renewable Energy, Electric Vehicle Technology and Advanced Manufacturing Skills.

“The Target areas are in line with our intention to promote Greening of TVET and enhance local Manufacturing and hence job creation. In a world faced with rapid technological advancements, we believe that, building skills that will not only enable us meet the future industry needs but also sustainability, is key to our economic success,” Dr Langat said.

The CEO of WorldSkills UK Dr Neil Bentley-Gockmann OBE, said: “We are delighted to be working with WorldSkills Kenya on this exciting new partnership. Both countries will

learn from each other to develop the high-quality skills needed for the future of our economies.

“This partnership has an important focus on how we can help build our understanding of the skills required across emerging green technologies and advanced manufacturing processes. Our unique insights and work with other countries means we can share international best practice, drive up standards and meet the emerging needs of UK employers and educators.”

The agreement with WorldSkills Kenya is the eight international partnership WorldSkills UK has entered with its partners from the WorldSkills international network.

**“The agreement will see the two countries work to raise the prestige of skills and highlight their economic and social significance.”**



*Facilitators and experts from JKUAT, Masaai Mara, Kenyatta University, National University of Rwanda and Ardhi University in Tanzania and Commission of University Education, Kenya Institute of Planners, TVETA, African Agribusiness Incubators Network, Ministry of Lands, and Agriculture Society of Kenya.*

## TVETA participates in JKUAT's development of curriculum for land governance courses

TVET Authority officers participated in the Land Governance Curricula Development and Review Workshop organized by the Jomo Kenyatta University of Agriculture and Technology (JKUAT).

JKUAT in partnership with African Land Policy Centre (ALPC), a department in the United Nations Economic Commission for Africa Based in Addis Ababa, Ethiopia, engaged different stakeholders to review and develop undergraduate and postgraduate courses on Land Resources Planning and Management. The University will begin offering the courses in 2022 and it is expected that trainees will be drawn from all over Africa.

The programmes, which will address the emotive, and thorny issues concerning land will be offered through face to face and sensitization workshops. The courses will be offered at Bachelors, Masters and Doctorate

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**The University will begin offering the courses in 2022 and it is expected that trainees will be drawn from all over Africa since it is a first in the region.**  
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levels. Further, a two-week-long refresher certificate short courses for land professionals and insights to professionals in National and County Governments in Land Governance, and Land Acquisition and Resettlement have also

been completed.

The workshop was organized by ALPC, GIZ and JKUAT. It sought to review and develop the Curricula for the Land Resource Planning and Management programme at BSc, MSc and PhD level. Bringing in facilitators and experts from other Universities, such as; Masaai Mara, Kenyatta University, National University of Rwanda and Ardhi University in Tanzania and Commission of University Education, the workshop also engaged in developing a short course on Land Governance.

Other experts included those from the Kenya Institute of Planners, TVETA, the African Agribusiness Incubators Network, Ministry of Lands, and the Agriculture Society of Kenya. Mary Munyi represented the Authority in the forum held from November 29 – December 3, 2021, at Lake Naivasha Resort.

# 50,000 master craftsmen in Ghana to receive TVET support

## Courtesy of Business Ghana

The Ghanaian government is set to provide free training for 50,000 master craftsmen and apprentices to upgrade their skills between now and 2026 as part of efforts to boost technical and vocational education and training (TVET) in the country.

This is in addition to the 18,000 master craftswomen who have so far benefitted from the initiative, known as the Ghana TVET Voucher Project (GTVP), being executed under the Ghanaian-German Financial Cooperation.

“It is for free, and already we are talking about 18,000, and the next phase is about 50,000,” the Director-General of the Commission for Technical and Vocational Education and Training (CTVET), Dr Fred Kyei Asamoah, said at a media engagement in Accra in February this year.

The GTVP is a project under the Ghanaian-German Financial Cooperation, co-financed by the Government of Ghana (GoG) and BMZ through KfW.

Dr Asamoah said the GTVP was being implemented aside from the formal TVET training being carried out in the technical universities, adding that the programme catered for people who had completed grammar school and wanted to venture into TVET.

## Unemployment

According to him, ensuring that people had the skills that could create jobs was the focus of TVET.

“The government puts in policies that will support right skills development because if we



trained for the past and we don't train for the current system and then the future, then we won't create jobs,” he said.

He said the ultimate aim of the TVET transformational agenda was to create jobs and provide the support industry needed.

Under the strategic plan for TVET transformation (2018-2022), he said, the governance and management of TVET was to provide a coherent legal and institutional framework for the sector which was accountable and responsive to the demands of the private sector and other stakeholders.

Furthermore, it was to ensure equitable access and promote gender mainstreaming in TVET, ensure quality assurance in TVET with regard to internally accepted standards and develop a sustainable source of funding for the sector, he said.

## Skills project

Dr Asamoah also made mention of the Ghana Jobs and Skills Project (GJSP) being supported

by the International Development Association of the World Bank, saying that the initiative was to support skills development and job creation.

He indicated that the project had five components and was estimated to cost \$200 million.

The implementing agencies are the Ministry of Finance, the Ministry of Employment and Labour Relations, the CTVET, the Ghana Enterprises Agency and the Ministry of Environment, Science, Technology and Innovation.

Dr Asamoah indicated that the mandate of the CTVET was to regulate, promote and administer TVET for transformation and innovation for sustainable development.

Component One of the programme, he explained, involved apprenticeship training for jobs, while Component Two comprised the provision of entrepreneurship and micro and small enterprise support for jobs.





Dr. Xiaoyan Liang-World Bank Lead Education Specialist

## EASTRIP Interview with World Bank Education Specialist

*In February this year, the TVET Eye Magazine team engaged the World Bank Lead Education Specialist, Dr. Xiaoyan Liang on various issues on the East Africa Skills for Transformation and Regional Integration Project (EASTRIP) during the presentation of the Mid-Term Evaluation Report on the project at a Kilifi hotel.*

### Below is the interview:

**Question: Dr. Xiaoyan Liang,** please start by giving us a very brief background on of the EASTRIP, why World Bank came up the project and the timelines.

**Dr. Xiaoyan Liang:** Thanks for the interview and allow me to say this. We started the concept of EASTRIP back in 2017. The motivation was 2 reasons:

First, to improve the level of skills in East African countries as we know there's a huge deficit of trained labour especially in the technician level. The qualification is in level 3 and 4. That's where the biggest gap is for many

African countries.

Second, as a development strategy, from the World Bank, in addition to our national programs, the World Bank has a special envelop of funding to promote regional integration. This is where the two objectives come together. As a team we thought, while there are also many regional mega projects going on. We are talking about linking Africa with airspace, linking Africa with highways and railway, or linking with ICT. So, how do we make sure the skill qualification for one country can be translated or accepted by another country? To make integration happen, it's very important to allow labour, people to move. We started, I believe maybe in 2017 as a concept. In 2018, we really started preparing the project.

**Question:** What are the different components of the project and who are the beneficiaries, and the timelines?

**Dr. Xiaoyan Liang:** EASTRIP has 3 components. Very distinct. Component 1 is the largest. The most important component is our support to the 16 competitively selected regional flagship institutes. We call them Regional Flagship TVET Institutes (RFTIs). They were selected based on first, nomination by the government. The government, gave us a long list. From the long list, we engaged experts and we mobilized the institutions to prepare their proposal, share with us the strategy, their plan. They had to present to us a credible plan first. Based on that, our team undertook field survey of all the institutions. From there we selected the 16. So they are rather competitively selected. 90% of the total EASTRIP funding goes towards support of the 16 institutions. We are talking about a total of about US dollars 293 million (Sh34.2 billion) for the entire project but majority goes to the colleges.

The second component is national component. This is to support the national ministries. The capacity for policy development and

monitoring. Even there is from the perspective of unlocking the policy bottlenecks to allow the RFTIs to take off. That's about 10%.

Finally, we have the 3rd regional level component. A grant, a pure grant from the World Bank, US\$8 million (Sh935 million), which we decided to give to Inter-University Council for East Africa (IUCEA), to serve as our regional facilitator, to provide support in verification of results, monitoring, but more importantly, to be a platform for the colleges, across the countries, to share lessons, share challenges, good policy, good practice and we believe that, the best solution is for all of us in Africa, not from any international expert that flies somewhere, you know. So that is how the project is designed. 3 components, US\$293 million, started in 2018 but I think most countries became effective in 2019.

**Question:** What are the timelines for the project?

**Dr. Xiaoyan Liang:** Right now the original closing date for the project was due December 2024 but this meeting here (Mid-Term Evaluation Report workshop) is a meeting to review the status and progress. Now we are establishing that the project will need to be extended by 2 years. This is because of course, COVID playing a big role and the COVID really prevented us from moving around and work was delayed. And because also there are a lot of teething problems. These institutions are quite new to implement World Bank projects. For them to establish a team, to get the right expertise for procurement, national management, just to understand how the project will work took quite a while. So those 2 reasons actually lead us to think we need to extend the project for 24 months.

**Question:** What are the priority areas. What are you focusing on in those 17 flagship institutions?

**Dr. Xiaoyan Liang:** Each of them has a niche area and when they submitted the initial

proposal, they were selected based on what specialty they presented. The groups of specialty include Manufacturing, Agriculture, ICT and Transport. I think those are the large groups. But of course within that, there are very specific programs that range mainly from diploma but there are also a few certificate programs, bachelor programs even sometimes master programs.

**Question:** What are some of the challenges the project has faced so far since its inception?

**Dr. Xiaoyan Liang:** Some of the challenges are operational and you need to understand how the funds flow and how to set up a team and how to understand the World Bank procurement requirements. However, as the people settle down to implement the project, the challenges become very technical. We are also talking about how those TVET institutions make themselves relevant to the market. So here you see the difference and some institutions do better than others. Maybe the leaders have more vision, or they are more integrated with those low economies, local industries. You find some institutions do not do well, and it has to do with leadership at the top level. But also to do with, how many industry partners they have. What is the job market looking like? So the very technical issues are very important areas for us to work on, to make TVET relevant, to make skills quality and relevant.

There's another challenge of course, regional integration. It's very difficult. Our countries, you know, we are all related, those borders may be artificial but countries take those borders seriously. There's a strong national pride and somehow make it difficult for them to embrace exchanges, partnership with those other countries. This is a very important aspect of the project. We would like institutions, staff, students, country to move around more freely. To readopt East Africa community, principals, spirit of cooperation, but this is another challenge.

**Question:** Lastly, absorption is one of the challenges that came from the mid-term review report. The absorption of budget allocated. What might have caused this low absorption rate?

**Dr. Xiaoyan Liang:** These institutions, when they submitted the plan, infrastructure is a big part of the plan, about 70% of funds but to allow a building to start, like in Meru, there's a whole process of preparation that needs to take place. If you're not familiar with the process, if you're not familiar with the policy, like if you do a building, you have to make sure you have land rights, you have to make sure you have environmental assessment, you have to make sure you have technical design, architect design it, then you translate that into many documents, tender documents to allow you to procure a contractor. This process can take very long and many institutions are stuck in that process and as soon as construction starts money will start flowing and they will not have any issue of absorption because this is development budget. However, money will be used for buildings, and money will be used to procure equipment. Then about 20 to 25% of money is for soft areas; developing curriculum and training activities, exchanges, involving industries, demonstrations. Those are going very well, and there's no problem absorbing funds.

**Question:** The way forward, your last comment?

**Dr. Xiaoyan Liang:** I think we need to be persistent. We should not lose sight of our original objective that is supposed to make TVET relevant and make those really flagship institutes, basically those, I hope that they all become shining stars for the TVET landscape in Africa and we should not lose sight either on the regional integration. It's not easy but I believe we can do it. Thank you.



PS State Department for Vocational and Technical Training Dr Margaret Mwakima (middle) with TVETA Board of Directors after the launch of Western Regional Office

## TVETA opens Western and North Rift Regional Offices

In February this year the TVET Authority opened the Western Regional Office in Kisumu and the North Rift Regional Office in Eldoret.

The official opening ceremony was presided over by the Principal Secretary in the State Department for Vocational and Technical Training Dr Margaret Mwakima. On 24th February, the PS opened the Western Region office located at the Reinsurance Building 2nd Floor Wing B, and on the following day she also presided over the official opening of the North Rift office located at the 7th Floor of the KVDA Building in Eldoret.

The western region office is designated to serve Busia, Kisumu, Bungoma, Kakamega, Vihiga, Kisii, Nyamira, Homabay, Migori and Siaya counties; while the Eldoret office will serve all the North Rift counties.

While in Kisumu, the PS said the region is emerging as an education and training hub with a total of 474 registered TVET institutions comprising of three national polytechnics, namely Kisii, Kisumu and Sigalagala National Polytechnics.

The PS revealed that the government has opened negotiations with New Partnership for Africa's Development (NEPAD) and the African Union (AU) Commission to establish a blue economy center of excellence at Kisumu National Polytechnic.

The development is anchored on the national government's policy statement on blue

economy which envisions heightened integrative regional and international trade through proper utilization of water bodies will bridge the skills' gap in the sector and at the same time create job opportunities for graduates.

This comes at a time when the government has invested heavily in the revival of Kisumu Port and the shipyard to reopen maritime trade in Lake Victoria.

"We want to see how best we can develop skills to be used around Lake Victoria to ensure that our youths are engaged and contribute meaningfully to the economic development of the country," she said.

Among the skills to be developed, she said, include boats and ship building, repair and maintenance of vessels, aquaculture and fish farming.

The following day in Eldoret, the PS asked all TVET institutions to pay gazetted quality assurance fees and called on the public to confirm the accreditation status of institutions from the relevant offices before commencing any application.

"We expect all TVET institutions to display their accreditation at an area where the public may be able to access so that before we recruit the trainers we are all sure that the institutions are well accredited and also are operating within the Standards so as to give quality trainings and perquisites skills that are key in building the nation," she urged.

The ceremony was also graced by the Uasin

Gishu Governor H.E. Hon. Jackson Mandago and his Deputy Daniel Chemno among other invited guests.

During the two-day function the PS was accompanied by TVETA board chairperson Prof. Florence Indede and other members of the Board, TVETA Director-General Dr Kipkirui Langat and other invited guests.

The TVETA Board chair Prof. Indede said the Authority has made great strides since it was established in 2014 and acknowledged that there is still much work to be done, especially in working with county governments in improving the quality of training and ensuring more resources are allocated to address the various challenges facing Vocational Training Centres.

"We are keen on mitigating the challenges faced in quality and relevant training in TVET institutions, including issuing of internal certification and non-compliance with the trainers' qualification framework. The board will also tackle the use of inferior facilities and Infrastructure and hiccups of transitioning of trainees."

TVETA CEO Dr Langat noted that the authority has inspected and accredited over 2,000 institutions countrywide. The authority has also registered and licensed 7,000 trainers and accredited 286 competence-based education and training (CBET) courses.

"We are seeking enhanced partnership with all stakeholders to ensure achievement of planned activities aimed at enhancing quality training in TVET institutions," Kipkirui said.

In December last year, the Authority had also opened Coast region office, which is located at the NSSF Building- Ground Floor.





## Weru TVC partners with Canada's Saskatchewan Polytechnic to improve its automotive and welding programs

Weru Technical and Vocational College has partnered with Saskatchewan Polytechnic to help improve its automotive and welding programs. This international project is funded by Colleges and Institutes Canada (CICan) in partnership with the Mastercard Foundation's Young Africa Works TVET (Technical and Vocational Education and Training) initiative.

Saskatchewan Polytechnic is located in Saskatchewan, a region which is often referred to as Canada's 'Land of Living Skies'. International students from all over the globe study at Saskatchewan Polytechnic, either on campus or online.

The institution has campuses in Saskatoon, Moose Jaw, Prince Albert and Regina and is part of Polytechnics Canada along with 12 other research-intensive, industry-responsive institutions.

The Young Africa Works TVET program

focuses on strengthening skills training programs for the key economic growth sectors identified in Kenya's Vision 2030 and its big four agenda—agriculture, health, manufacturing and housing. The program provides tools, systems and approaches that can be applied across a variety of training sectors and in TVET institutions across the country.

“Saskatchewan Polytechnic is excited by this innovative partnership to support young Kenyans and to help them gain the skills necessary for success,” Dr. Larry Rosia, president and CEO said in February this year. “Sask Polytech has been working with international partners for more than 30 years to help strengthen their own post-secondary institutions. Our automotive and welding training will prepare and equip young people for work opportunities that will grow the economy and transform their lives and

communities.”

“This project will create employment opportunities for youth in the region,” says Mr. Edward Lewah, principal of Weru Technical and Vocational College. “It is geared to contribute to a holistic development to both the trainers and trainees through the exchange of knowledge and skills. With growing demands in both commercial and residential construction this partnership could not have come at a better time. Weru Vocational Technical College is honoured and appreciates CICAN and Mastercard Foundation for making this project possible and special gratitude goes to Saskatchewan Polytechnic for being our lead partners in this project.”

Over three years, the project will supply and install state-of-the-art automotive and welding training equipment at the Kenyan college. Throughout this project Sask Polytech will



enhance the skills of Kenyan instructors, conduct a comprehensive review and update of curriculum, develop new teaching and learning resources and organize exchange visits for Canadian and Kenyan faculty.

This partnership between Sask Polytech and Weru Technical and Vocational College is part of a bigger \$1.15 million project that also includes Nova Scotia Community College, Vancouver Community College, Kenya Coast National Polytechnic and Coast Institute of Technology. Each Canadian institution is partnered with a Kenyan college as part of the Young Africa Works TVET program. Nova Scotia Community College is the project lead

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**Each Canadian institution is partnered with a Kenyan college as part of the Young Africa Works TVET program.**  
 ”

for these international collaborations.

Sask Polytech has developed a reputation for skills development, teacher training, capacity building, curriculum development, research, knowledge transfer, and for close institutional linkages with industry, which prepares for a highly skilled workforce. Further, Sask Polytech has expanded its industry-training programs abroad, and emerging countries are increasingly looking to Sask Polytech as a model for addressing skills shortages and the needs of a growing young population seeking employment.



Kwale Governor Salim Mvurya posing with some of the graduates

## Kwale County government trains 136 students on the Blue Economy

By KNA

Kwale Governor Salim Mvurya in February this year graced a colourful graduation ceremony of 136 students who studied various courses under the GoBlue Technical Training Program at the Ukunda Vocational Training Center.

The program is aimed at equipping Kwale County youths with the right skills to venture into the Blue Economy sector that encompasses fisheries, maritime biotechnology, aquaculture, tourism and marine transport and logistics.

The youths who graduated undertook maritime security, tourism and hospitality and vessel (Boat) repair and maintenance courses. The Governor called on young people to acquire relevant skills to take up careers in the fast-growing maritime industry.

The GoBlue Technical Training Program is funded by the European Union and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) through Jumui ya Ya Kauntiza Pwani.

The GoBlue Project is a joint initiative to advance the Blue- Economy agenda across all six coastal counties of Mombasa, Kwale, Kilifi,

Lamu, TaitaTaveta and Tana River, with the support of the European Union (EU). The project aims to harness important coastal and marine resources to achieve a sustainable blue- economy and bring jobs to over 3,000 youth.

Governor Mvurya said the blue- economy is a conduit to the local economic take-off in the coastal county. The County boss said with the proposed Shimoni Fishing Port project ready and the construction of the Blue-Economy College at Chitsakamatsa -Kombani, which will serve East and Central Africa, the region is ripe for economic growth.

“We envision enormous development in the blue economy sector which is the next frontier for economic development,” he said.

He went on, “as a County we started preparing the youth for the opportunities presented by the blue economy sector with the 1st batch of 136 graduands of the Go blue component of Skills development (TVET) matching and value chain development at Ukunda Vocational Training center the sky is the limit.” The graduates received their certificates and business start-up tools ready to venture into the

Blue Economy market.

Mvurya said the blue- economy development and growth is of great potential to the economy of the county and social development of the people.

“I want to extend my gratitude to the donors of the Project, EU and GIZ together with the Ukunda vocational training institute's management for the commendable job,” he said.

The other component of the project which is the GoBlue Environment enables the country's transition to sustainable, resilient and equitable blue economies across the six counties. In addition, the GoBlue environment component involves the formation of holistic policies and management that underpin thriving coastal communities and healthy and productive marine ecosystems for present and future generations.

GoBlue Security aims at creating a safe and secure Kenyan maritime territory which is key to further developing and expanding a sustainable thriving blue-economy, while improving the lives and livelihoods of the coastal communities through new income-generating activities and opportunities.





## Technical Education Transforming Rural Towns and Livelihoods in Kenya

*Courtesy of Africa Development Bank (AfDB)*

Kemeloi, a rural township in Kenya's North Rift region, is witnessing a social and economic transformation.

Sallie Lukuyu, the Principal of Aldai Technical Training Institute (ATTI), says it started with the elevation of the once laid-back village polytechnic to a technical institute offering wide-ranging courses and admitting students from across the wider North Rift region.

"We have opened up what used to be a remote location in Kemeloi. The benefits of expanding the institute's capacity through the expansion of infrastructure, new courses and more students are clear. The large student community means more economic activity in the location," Lukuyu said.

The African Development Bank is supporting the expansion of Technical and Vocational Education and Training (TVET) in Kenya and other 20 African countries. The programme focuses on improving the quality of educational facilities in technical institutions, including the expansion of infrastructure and provision of necessary equipment.

At the Aldai TTI, the Bank provided funding for increasing lecture halls, putting up a civil engineering training complex, and acquiring equipment. This enabled the institute to more than double its training programmes. A similar development is being witnessed in Tsavo East, near Voi town in south-east Kenya, at the coast.

Stephen Ngome, the Principal of Coast Institute of Technology (CIT) appreciates the Bank for enabling the institution to build Sapphire Hotel, which now provides practical training to students pursuing careers in hospitality and tourism. In Kenya, tourism is a leading

contributor to the gross domestic product (GDP).

"We are seeing growth. The hands-on experience has given us confidence in the graduates we churn out to the hospitality sector. The skills we are providing are demand-driven.

We have grown to become a centre of excellence in tourism. The support we have been receiving from the Bank have enabled us to train 770 students. These students have spread their services across Kenya," said Ngome.

Bruno Wanyama, the Deputy Head of the Department of Electrical and Electronics, added: "Through the Bank's support, CIT has been able to construct an electrical and electronic engineering laboratory. The lab, completed in 2018, helps to train students in ICT, general hotel maintenance, hospital facility management and telecommunication engineering."

Since 2015 when the African Development Bank completed the first phase of the project to improve TVET in Kenya, Aldai TTI has introduced 13 new courses and graduated 234

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**A similar development is being witnessed in Tsavo East, near Voi town in south-east Kenya, at the coast.**  
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students, 170 of whom are self-employed, while 34 are pursuing advanced training.

Jonah Koech, a student who graduated from Aldai TTI in February 2021, obtaining a Certificate in Building Technology, which covers mechanical engineering, plumbing and wall construction, says the availability of equipment and the training provided courtesy of the African Development Bank has made a difference in the township and beyond. Technical talent is now more available.

"Fellow graduates of the institute are expanding services such as electrical engineering, carpentry, and brick-making, to neighbouring towns," he said.

Wilfred Kurgat, who graduated from the institution three years ago, has started an electronics workshop, where he repairs televisions, watches, phones and anything electronic. He says the knowledge and skills he received from the institution has enabled him to earn a living. "I am now able to make money and pay my bills from this business, as well as support my parents. I am happy that I have become self-reliant," he said.

The institute has also opened a new soil-testing laboratory, which is helping to train

agronomists and providing the farming community with technical expertise to improve farm yields.

In the Bank's second phase of financing for TVETs, Aldai TTI has constructed an ICT complex, which has enabled it to double enrolment in ICT courses from 85 students to 186.

Upgrading the institution has enhanced the business environment in the area. Hostels and houses have sprouted to provide accommodation to students and workers. Wilfred Langat, an entrepreneur in Kameloi, has invested in the property business, which is enabling the institute to provide boarding facilities to some 162 students.

In Kenya, the demand for technical education has been increasing as more school leavers opt for technical education because jobs in the sector, especially at low to mid-level, are more available than in other fields.

Kenya's Director of Technical Education, Tom Mulati, says this is evident in the 6,667 students who sat the KCSE 2020 exams and qualified to join university this year, opting for mid-level TVET education. This number has always been much lower. "Therefore, the perception is changing," he stresses. "It is all about the

equipment. It is all about how we are also changing the curriculum so that it is developed with the industry, such that the skills produced are very relevant to the market."



**The institute has also opened a new soil-testing laboratory, which is helping to train agronomists and providing the farming community with technical expertise to improve farm yields.**





## BEAR II Project Set to Enhance Relevance and Attractiveness of TVETs

The State Department for Vocational Training Principal Secretary Dr Margaret Mwakima in March this year received policy documents developed under Better Education for Africa's Rise (BEAR II) project to enhance quality, relevance, and perceptions of Technical and Vocational Education and Training (TVETs) in the country.

The documents were handed over to the PS by the Regional Director and representative of United Nations Educational, Scientific and Cultural Organization (UNESCO) Prof Hubert Gijzen for implementation.

Speaking during the handover at a Nairobi Hotel, the PS said that the forum provides a glorious opportunity to look back and appreciate the strides made in the country and also in the Eastern African Region in implementing the BEAR II Project.

The PS noted that the Ministry of Education through the State Department for Vocational and Technical Training in partnership with the Government of South Korea has been implementing the Kenyan chapter of BEAR II project since 2017. Through the project, which

is in its final year of implementation, a number of policy documents have been developed.

The PS said the implementation of the policies will enhance quality, relevance, and improve perception and attractiveness of Technical and Vocational Education and Training (TVET) courses among other key outputs are currently available.

“The BEAR II Project aims at creating a positive impact in Kenya by focusing on three key objectives which include enhancing capacities, improving quality and relevance, and creating a positive perception in TVET,” she explained.

The project has achieved a number of milestones including the development of policies to guide the TVET Sub-Sector in Kenya, the Open Distance and Electronic Learning (ODEL) policy, Continuous Professional Development (CPD) policy framework, Career Guidance and Counselling Framework, and Quality Assurance Manuals. The project has also established the National Skills Getaway for Kenya, a platform that will be useful in the sharing of necessary information among youth and other TVET stakeholders.

The project has also facilitated the country to join WorldSkills International, a global hub for vocational skills competitions aimed at promoting the recognition of skilled youth nationally and internationally. Kenya participated in WorldSkills Africa competition held in Swakopmund, Namibia, which took place from 28th March to 2nd April, competing in Cooking, Restaurant Services and Mechatronics.

During the event, UNESCO Regional Director, Prof Hubert Gijzen, stated that through TVETs, Africa will catalyze the skills revolution and boost economic growth through the reduction of poverty, creation of employment for the youth and achievement of the Sustainable Development Goals.

A representative of the Korean Embassy in Kenya Mr Yeo Sung-Jun, also said that the Korean Government is pleased with the overall implementation status of the project and hopes that the project will continue to develop and improve skills that are relevant for the betterment of entrepreneurial skills in Kenya.



# Kenya Coast National Polytechnic to build flagship marine port logistics hub in Kwale

The Kenya Coast National Polytechnic (KCNP) is constructing a regional flagship marine transport and port logistics centre in Kwale, with the support of the World Bank project EASTRIP.

Kwale county government has donated 40 acres for the construction of the centre at Waa. The Principal Secretary for Vocational and Technical Training (VTT) Dr Margaret Mwakima said the ground breaking ceremony for commencement of the construction works is slated for June.

“This project aims at producing competent graduates for the maritime sector in line with government focus to exploit the blue economy,” said Dr Margaret Mwakima.

Kenya Coast is one of the Sixteen Technical and Vocational Education and Training (TVET) institutes in Kenya, Tanzania and

Ethiopia that are implementing the Sh35 billion World Bank-funded EASTRIP.

EASTRIP project is geared towards equipping young people in East Africa with technical and vocational training skills that would enable them freely move across the borders to secure employment.

Meanwhile, the Kenya Coast National Polytechnic has, so far, admitted more than 35 foreign students from the East African region who are currently pursuing a six months course in Shipping Management on a full scholarship from EASTRIP.

The foreign students are drawn from South Sudan, Uganda and Tanzania. Twenty students were enrolled in collaboration with the Northern Corridor Transit and Transport Coordination Authority (NCTTCA). Students enrolled through NCTTCA are given monthly stipend for their upkeep. They also have the

privilege of a medical insurance cover and air ticket when reporting and leaving the college. During their training, the students will tour the industry including the Kenya Ports Authority to learn more about the maritime sector. They will undertake an international examination from the Institute of Chartered Shipbrokers (ICS).

**This project aims at producing competent graduates for the maritime sector in line with government focus to exploit the blue economy**



Kenya Coast National Polytechnic Chief Principal Mrs. Anne Mbogo

# Pictorials



TVETA Board Chairperson Prof. Florence Indede hands over certificates to Joseph Kiarie who won bronze medal in Cooking category at WorldSkills Competition. Looking on is TVETA CEO Dr. Kipkirui Langat (Right) and Prof. Hubert Gijzen, UNESCO Regional Director for Eastern Africa



TVETA Board Chairperson Prof. Florence Indede and CEO Dr. Kipkirui Langat celebrating the launch of KJ of TVET. On the left KJ of TVET Chief Editor Prof. Bonventure Kerre and Director of Technical Education Mr Tom Mulati,



TVETA Chairperson of the Board Prof. Florence Indede with members of the Board, from left CEO Dr. Kipkirui Langat, Esther Gacicio, Jane Wambugu, Barua Sanga, Sammy Milgo at the launch of Kenya Journal of TVET



TVETA Board of Directors and senior management team retreat to initiate review of first TVETA Strategic Plan (2018-2022)



TVETA Board Chairperson Prof Florence Indede hands over a memento to Mr. Henry Obatsa (second left) on his retirement. Looking on is the TVETA CEO Dr. Kipkirui Langat (Left) and Esther Mukiha Deputy Director HR





TECHNICAL AND VOCATIONAL EDUCATION TRAINING AUTHORITY

**THE TVET EYE**  
Magazine

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