

THE TVET EYE

A BOLD VOICE ON THE TVET SECTOR

ISSUE 001 | OCTOBER – DECEMBER 2021

All systems go as Kenya prepares for Worldskills Competition



*Hon. Jackson Mandago
sets pace in promoting TVET*



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

Kenya VISION **2030**



TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY

PUBLIC NOTICE

The Technical and Vocational Education and Training Authority (TVETA) is a state corporation established under the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013 to regulate and coordinate training in the country through licensing, registration and accreditation of programs, institutions, and trainers.

TVETA wishes to advise TVET institutions both Public and Private to:

- Ensure they are duly registered and licensed in accordance with Section 17(1&2) of the TVET Act 2013.
- Re-apply for registration through the TVETA MIS for institutions whose registration has expired.
- Display the original registration certificate and the training licenses at the reception of every institution.
- Ensure trainers apply for registration in accordance with Section 23(1) of the TVET Act 2013.
- Ensure all programmes being offered are licensed by the Authority in line with Section 17(3)
- Desist from awarding unapproved qualifications.
- Desist from advertising unlicensed courses.

Further, institutions that had been closed due to non-compliance or COVID-19 Pandemic and wish to re-open should inform the TVET Authority in writing for an assessment to be conducted before re-opening for training before **1st October 2021**.

Members of the public are advised to always verify the registration status of an institution before seeking admission for a course.

Dr. Kipkirui Langat, PhD, FIETK
DIRECTOR GENERAL/CEO



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THE TVET EYE

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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.



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Editor's Note



The conception of an idea and turning that idea into reality takes a great leap of faith, hard work and determination.

This can be said about the conception and delivery of the *TVET EYE* magazine, which has been in the works in the last few months after the TVET Authority Board of Directors envisioned the birth of a bold platform that will publish insightful and enlightening information, not just about the Authority, but rather the entire TVET sector.

This has come to pass with the inaugural publication of this magazine, which will be purposed to capture and disseminate the real stories about TVET and how the sector

is transforming lives and livelihoods.

The *TVET EYE* is yet another exciting milestone in the life of TVETA, a State Corporation established under the TVET Act, 2013, and charged with a broad mandate of coordinating and regulating training in the TVET sector through the licensing, registration and accreditation of programs.

The magazine wouldn't have come at any better time than now when the government has initiated many reforms aimed at changing the entire fabric of TVET in the country so as to align the graduates with the changing needs of the labour market and demands of the academic career path.

We want to dedicate this magazine to tell stories about what, as the regulator and coordinator of the TVET sector, we do daily in the execution of our wide mandate. We will also dedicate acres of space to the stakeholders and partners in the TVET sector to share their stories too to appreciate our varied efforts in shaping and driving the sector into greatness.

This will enrich our audiences and shine more light on technical and vocational training as a pathway for academic and career progression.

We envision this platform to eventually become a melting pot of ideas that are driven to position the TVET sector as the 'where to go' pathway for the young people and a driver of Kenya's shared vision of economic transformation as established in Vision 2030 and the Big Four Agenda.

Thanks so much for your continued support and we look forward to your feedback.

James Momanyi

Editor

Message from Chairman TVETA Board of Directors



**Prof. Ahmed Ferej, Chair TVET
Authority Board of Directors**

In this inaugural TVETA magazine, we have chosen to feature His Excellency Jackson Mandago, the Governor of Uasin Gishu County for the simple fact that he has shown great passion and commitment in promoting Technical and Vocational Education and Training (TVET).

The governor has spoken about the value of TVET in transforming the lives of the youth in many forums. And he has put action into his words by being one of the first governors to sponsor the youth for TVET programmes in institutions in and out of his county.

The governor reported sponsoring about 1,000 youth in his first term to various TVET certificate and diploma courses. He subsequently picked 100 diploma holders for training as trainers at the Kenya Technical Trainers College (KTTC). According to the Governor, most of those in this group were absorbed by the Public Service Commission to be trainers in TVET institutions around the country. Uasin Gishu County also absorbed some as trainers in Vocational Training Centers, which are under the devolved units.

As you read the interview of the Governor, you will note that he has done a lot to turn around the lives of the youth. These transformed youth are now engaged in various activities to earn a livelihood in and outside the county. The beauty of the governor's initiative is that the mechanism he has adopted is sustainable because those sponsored obtained a loan for their training which they are required to pay after obtaining a job or being engaged in self-employment. With such a revolving fund more youth can be trained continuously. There is a saying that it is better to teach one to fish than to give fish. Many politicians give the youths handouts but the same young people will be back tomorrow for more. In Governor Mandago's model, not only has the youth been gainfully employed, they will also contribute towards the economy of their respective counties, pay taxes and even create employment for others. The Governor shall leave a legacy that shall endure for long after he departs from office. We hope that other leaders will borrow a leaf from the Mandago model.

On behalf of the TVETA Board of Directors, the CEO and the editorial board, it's my hope and wishes that you will find the content of this inaugural edition informative, educative and insightful read.

TVETA Board of Directors



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Director General/ Secretary to the Board**



Over 6,000 KCSE candidates forgo universities to enrol in TVET colleges to pursue diploma programmes

The race by the youth to embrace TVET has gone a notch higher after 6,617 candidates who sat the 2020 KCSE exam and qualified to join universities forfeited the slots and opted to enroll for diploma courses in various TVET colleges across the country.

According to the data released by the Cabinet Secretary for Education Prof. George Magoha, in August, among those who applied to join TVETs is a candidate who scored A plain in the 2020 KCSE exam.

Speaking during the release of the placement results in August this year, the CS also revealed that 19 candidates who scored A-, 98 who scored B+, 363 (B plain), 1,113 (B minus) and a vast majority of 5,023 who scored C+ applied for admission in TVET courses.

The Cabinet Secretary noted that 6,617 students who attained C+ and above chose TVET programmes, an increase from 2,632 in 2019. He said the double increase is a signal

that students are changing attitudes towards TVET.

Prof. Magoha attributed the increased number of students embracing TVET to the reforms the government has been implementing in middle-level colleges.

"I am happy to note that candidates who qualify for university admission are increasingly embracing TVET courses," he said.

Prof. Magoha lauded students who opted for TVET institutions, saying that it was a reflection that they had embraced training in the segment, which has become a major point of government focus in recent years.

"The increase is a welcome development that signals the changing attitude towards TVET. This is encouraging because the government has built and equipped TVET institutions in every county. This is to ensure that our youths

access quality technical training and move the country towards achieving 100 per cent transition to tertiary education," Prof. Magoha said at the Kenya Institute of Curriculum Development (KICD) when he released the results.

The 2021/2022 placement process targeted the 2020 KCSE examination group for universities. For admission to TVET institutions, both the 2020 examination candidates and those from previous examination years dating back to 2000 were targeted.

In the 2020 KCSE examinations, a total of 142,540 candidates qualified for degree programmes, but only 128,073 were placed to join public and private universities.

A total of 594,987 candidates were eligible for

placement into diploma, certificate, craft and artisan courses but only 137,072 applied and were placed. However, this year's placement to TVET institutions represented a 54.5% increase from 2019, when only 88,724 students were placed.

This means that out of the 737,527 candidates who sat last year's national examination, 465,765 cannot be accounted for as they didn't apply hence were not placed at all.

"All the candidates who applied to be placed in universities and colleges have been placed and the majority of them will pursue courses of their choice," said Prof Magoha.

"Everybody who applied for TVET has been admitted and they can join sequentially. There will be a group that is coming in January. Many others sought for placement directly. This is quicker and the fact that even the crème de la crème is starting to go there voluntarily is something that we must appreciate," he added. Students with a mean grade of C+ or above qualify to pursue degree courses while those with C and C-, qualify to pursue diplomas, while D+ and D qualify for craft certificates. Those with grades D- and E qualify for artisan courses and trade test.

Data by the CS revealed that universities declared a total capacity of 167,046 places while TVETs indicated they could accommodate 308,339 students. This means the institutions have a total capacity of 475,385, yet only 271,762 have been placed. The CS said President Uhuru Kenyatta had directed that the 100 per cent transition for higher education be implemented.

Consequently, he asked the Kenya Universities and Colleges Central Placement Service(KUCCPS) to engage with higher education regulatory bodies- Commission for University Education (CUE) and TVET Authority – to ensure all learning institutions

“
All the candidates who applied to be placed in universities and colleges have been placed and the majority of them will pursue courses of their choice
”

are prepared to enrol the candidates.

"I direct KUCCPS to continue with mobilisation and recruitment of students for placement to TVET institutions for the coming intakes in January and May 2022. I also encourage school leavers who are yet to enrol in a college to take advantage of the slots in TVET institutions," Prof Magoha said.

The CS said some of the students chose to pursue diploma courses in their preferred fields of study after failure to meet the cluster-subject

requirements for degree programmes. He also criticised schools for failing to assist students when choosing university and college courses. Only 2,506 schools out of the 10,437 that are registered as examination centres submitted their candidates' applications to KUCCPS.

The CS explained that students who did not apply for placement through the KUCCPS could have chosen to pursue their studies as self-sponsored students.

"This is not to say that these students have missed placement to universities, some of them could have opted to pursue degree courses as self-sponsored students, while others might have received scholarships and therefore we cannot say they have missed university placement," said Prof Magoha.

He said the government has to nurture each of the learners to pursue their dreams regardless of how low they start to the very top of the academic ladder.

"I am therefore proud to announce that we have created opportunities for academic progression for all the 747,161 who sat the 2020 KCSE examinations," he said then.

The CS said the Government will be responsible for all the students who have been placed to universities and TVET colleges. In addition, all are eligible to apply for HELB loans and will be considered based on their level of need.

He added that the Education Ministry had noted reluctance in some regions, where most KCSE candidates failed to apply to join TVET institutions and universities. The most affected regions were Mandera, Garissa and Wajir counties.





CS Education Prof. George Magoha launches the National Communications and Advocacy Strategy for TVET

The Cabinet Secretary for Education Prof. George Magoha in July launched the National Communication and Advocacy Strategy that will help in re-branding and repositioning the TVET in Kenya.

The blueprint was developed under the Joint Sub-Sector Working Group (JSSWG) together with the State Department for Vocational and Technical Training and Tova International, a public relations company.

The communications and advocacy strategy will ensure that both communication and advocacy approaches focusing on the TVET sub-sector in Kenya are executed in a sustained, coordinated and organised manner. This will help in shifting public perception as well as social and cultural attitudes about vocational training and the benefits thereof.

In a speech read by the Chief Administrative Secretary (CAS) Education, Hon. Hassan Noor Hassan, Prof. George Magoha said that the strategy will create youth aspirations in TVET and change the narrative about the negative perception about TVET.

The CS noted that the greatest challenge facing

governments and their policymakers in Africa is how to provide opportunities for the continent's 200 million young people who are at the core of what makes a society.

"The pandemic has necessitated enhancement of access to information among the youth to capitalize on the global trend on utilization of online platforms to deliver services," he said in his speech.

He added that technology, particularly ICT has played a central role in young people's rise to prominence on the global scale.

"Increase participation in decision making processes among the youth. Young people are pioneering the use of ICT driving trends in what is dynamic and a major growth industry. They are using ICT to inspire communities to change the world positively."

The launch at a Nairobi hotel was also attended by the Principal Secretary State Department VTT Dr Margaret Mwakima, TVETA DG. Dr Kipkirui Lang'at, Brenda Odallo co-chair Joint Sub-Sector Working Group (JSSWG), Nimrod Maina of Tova International, Ndung'u Kahihu-CAPYEI, Glory Mutungi, Chairperson KATTI and Nyamai Wambua, Head of Programmes,

Jua Kali Association.

The PS, Dr Margaret Mwakima in her speech said that there is a need to not only rebrand the sector but also reposition TVET in Kenya and streamline all communication and advocacy approaches so that the youth and Kenyans at large can appreciate what the government has done towards manufacturing and industrializing.

The PS stated that the overall goal for developing this strategy is to have in place a single referral document that provides a roadmap for ensuring effective communication at all engagement levels.

This NCAS will be implemented in two phases, over three years. The first phase will focus on demystifying TVET while creating and enhancing brand awareness and the second phase will focus on longer-term behaviour and attitude change communication on TVET as a whole.

"...technology, particularly ICT has played a central role in young people's rise to prominence on the global scale."



EAC Harmonise TVET Training to Promote Student Mobility and Labour Sharing

The Principal Secretary of State Department of Vocational and Technical Training Dr. Margaret Mwakima last month opened a regional validation workshop on the harmonization of the TVET Qualifications Framework, which is aimed at easing the free movement of labour and skills within the East African region, thus promoting regional integration.

The harmonisation process is supported by the East Africa Skills for Transformation and Regional Integration Project (EASTRIP) and funded by the World Bank. The project is spearheaded by Kenya, Tanzania and Ethiopia and is aimed at improving the quality of TVET programmes among member states and promoting regional integration.

The workshop brought together officials from seven East African countries who deliberated on the way forward for the harmonization of the TVET Qualifications Framework, with reference to the East African Qualifications

Framework for Higher Education (EAQFHE). The First Draft of the harmonization was presented by CADENA, which is an international development consultancy firm.

DrMwakimasaid the framework would lay a strong foundation for the development of harmonized Occupational Standards and Competence Certification Systems.

She observed that according to the International Labour Organisation (ILO), the labour force participation in Kenya has increased significantly by 6 per cent between 2006 and 2019, with a total of 10 per cent unemployment and underemployment.

"A Regional TVET Qualifications Framework is an investment to provide increased access and progression in the region and a basis for mutual trust. This framework will reduce incidents of time spent by trainees to re-learn to reach outcomes expected in another context as well as avail independence in decision making," said DrMwakima.

"The harmonised framework will eventually address the issue of regional integration because it will play a significant role in the education sector and promote labour movement and skills transfer regionally and internationally," she added.

The project is intended to harmonise qualifications, curriculum and occupational standards across the region. This will help the TVET institutions and graduates to have greater mobility in training and employability across the region.

The countries represented in the workshop included Burundi, Ethiopia, Kenya, South Sudan, Tanzania, Uganda and Rwanda.

During the closing ceremony, the Executive Secretary of the Inter-University Council of East Africa (IUCEA), Prof. Gaspard Banyankimbona reiterated that East Africa needs a harmonized TVET Framework to facilitate labour mobility within the region. He also emphasized the need to involve the private

sector stakeholders in the harmonization process.

“Therefore, the harmonisation of TVET qualifications and occupational standards will support regional integration by facilitating the implementation of the EAC Treaty and the Common Market Protocol which call for free movement of labour and professional services across the EAC region,” he said.

He added that priority areas would include manufacturing, Agro-processing, energy, transport and infrastructure, and Information, Communication and Technology.

The meeting also recommended the establishment of a Technical Working Group to fast track the harmonisation process.

This is in line with the declaration of the move by the East African Community Heads of State Summit of May 2017, which declared the region a Common Higher Education Area.

The declaration effectively ushered in a regime where all national higher education and training systems operate and are guided by a common regional framework under which curricula, examinations and certification as well as academic and professional qualifications, and the quality of the educational and training output in universities are now harmonized.

council has already developed the East African Qualifications Framework for Higher Education, and put in place mechanisms to facilitate quality assurance and mutual recognition of qualifications, as regional instruments for attaining a fully harmonised and integrated higher education and training system.

The validation workshop was a culmination of a three-week-long capacity building workshop for the EASTRIP project team.

Before the workshop, EASTRIP officials also conducted monitoring and supervisory visits to three of the selected beneficiary flagship TVET institutions in Kenya.

Monitoring and Evaluation officials were sensitized on Disbursement Linked Indicators



Some of the participants at the workshop

(DLI's) and Project Management skills. Trainers were drawn from PricewaterhouseCoopers (PWC), which is the Independent Verification Agency (IVA) for the project and the East African School of Project Management.

Communication Officers also were trained on how to develop Strategic Communication plans for the project and ICT for Communication by trainers from The Technical University of Mombasa and ICIPE. The National Coordinator for the Kenyan chapter of the project, Mr. Nelson Gitau said that the project aims at training high-level skills in four project priority areas of Marine Transport, Energy, Infrastructure and Light Manufacturing.

He also noted Inter-University Council of East Africa is the project's Regional Facilitating Unit (RFU). The Unit is mandated to support

the harmonization of the Regional TVET Qualifications Framework (RTQF) and Occupational Standards (OS's), Capacity Building of key project implementers and coordination of the overall project implementation. The IUCEA also offers scholarships to trainers' from TVETs to enable them to pursue further studies.

Kenya's five selected Centers of Excellence to include The Kenya Coast National Polytechnic, KenGen Geothermal Training Centre (GTC), The Meru National Polytechnic, The Kisumu National Polytechnic and The Kenya Institute of Highways and Building Technology (KIHBIT).

EASTRIP is a five-year project which is an initiative of the World Bank aimed at increasing access to TVETs, improving the quality of TVET programs and supporting Regional Integration in East Africa.





A trainer with students from Arusha Technical College in Tanzania.

Eighteen TVET lecturers selected for postgraduate training under EASTRIP China TVET Scholarship

Eighteen lecturers from Technical Vocational Education and Training Institutes in Kenya, Ethiopia and Tanzania have been awarded scholarships to pursue their postgraduate studies at top universities in China.

The Lecturers were selected from 16 Regional Flagship TVET Institutes (RFTIs) supported by the World Bank, through East Africa Skills for Transformation and Regional Integration Project (EASTRIP). The scholarships are part of the Project's effort to improve the quality of TVET programmes in East Africa.

The scholarship is part of a 5-year tripartite partnership between the Inter-University Council for East Africa (IUCEA), the People's Republic of China through the Ministry of Education, and the World Bank to promote excellence in TVET and facilitate regional integration in East Africa.

The Scholarship Programme, which was signed in Beijing in November 2019 and commenced in the 2020/2021 academic year,

will offer over 100 scholarships to qualified young lecturers who are currently teaching in the RFTIs over a period of five years to pursue masters and PhD level study at top Universities and Technical Colleges in China. To date, a total of 35 scholarships have been awarded.

The programme is intended to complement the World Bank EASTRIP support but with a focus on improving the much needed academic, technical, and pedagogical capacity of the faculty in the growing sectors of the economy including but not limited to Manufacturing, ICT, Energy, ICT, Agriculture, and Transport and to promote regional integration.

The selection process of candidates was rigorous. It involved the college management, IUCEA, the China Scholarship Council, and Chinese universities. Among this year's awardees, 9 are from Ethiopia, 4 are from Kenya, and 5 are from Tanzania, all going to top STEM universities in China including Tsinghua University and Zhejiang University.

Among those awarded the scholarships, 9 will pursue PhD programmes and the other 9 Master's programmes.

EASTRIP is currently supporting 16 Regional Flagship TVET institutes (RFTIs) in the region to improve access and quality of TVET programmes for economic transformation and regional integration.

The Scholarship is open to both male and female students from Ethiopia, Kenya and Tanzania under the age of 35 years for master's Programs and under the age of 40 years for doctoral programs. Out of the 20 selected candidates for the 2020/2021 academic year, 6 are females.

The 20 scholarships are available annually for five years, to support college students and teachers from Ethiopia, Kenya and Tanzania to pursue relevant technical and engineering masters or PhD degrees in top Chinese universities and technical colleges.

PS for VTT Dr. Margaret Mwakima Receives Status Report for BEAR II Projects



PS for VTT Dr Margaret Mwakima

The Principal Secretary, State Department for Vocational and Technical Training (VTT), Dr Margaret Mwakima in July received a status report on the projects undertaken by various stakeholders in the TVET sector in Kenya, and which coalesce around the Better Education for Africa's Rise Project, the second phase (BEAR II).

During the function held at a Nairobi hotel, the PS lauded the impact the BEAR II projects have had in the country, especially the establishment of a Skills Gateway portal, terming the platform a landmark innovation that will change the face of the TVET sector.

The meeting was attended by TVET Authority Director-General Dr Kipkirui Langat, Acting Director Directorate of Technical Education (DTE) Mr Tom Mulati, TVET Advisor to the Cabinet Secretary for Education Prof Eric Ogur and UNESCO Regional Coordinator for Bear II Project Mame Diarra Ndiaye, among others.

BEAR II is a joint effort between UNESCO and the Republic of Korea to improve the TVET systems of five beneficiary countries in Eastern Africa (Ethiopia, Kenya,

Madagascar, the United Republic of Tanzania and Uganda).

The Skills Gateway for TVET has been developed under the auspices of BEAR II. The one-stop portal has accumulated in one place a wide array of TVET data, which will be easily accessible to the public at a click of a button.

The platform will be under the administration of the TVET Authority but will hold data and information about the entire TVET sector.

The platform has among other elements, the hub for TVET providers in the country, industries/firms, a portal for job seekers and different potential links for employment, opportunities for apprenticeships/ internships, skills information hub, and labour market information.

Dr Mwakima said the Skills Gateway platform is an excellent innovation that will help the youth to find training and job placement opportunities.

"This is a wonderful platform, which has brought everything in the TVET sector under one central place and just with the click of a button, anyone can get data and any information on anything in the sector," Dr Mwakima said.

She asked the developers to link the platform with the Ministry of Education website and that of other State agencies in the TVET sector so that it becomes a one-stop data hub for education and training in the country.

The overall objective of the BEAR II project is to support national authorities together with the private sector to improve the relevance, quality and perception of TVET in Kenya and the other four countries where it is implemented. It specifically aims to enhance the TVET system capacity and increase collaboration with the private sector to ensure the employability of

graduates from TVET programmes.

The project has so far achieved many milestones, which include the development of the Skills Gateway platform, development of Solar PV Curricula, the establishment of the WorldSkills Kenya chapter, development of the Learning Management System (LMS) at the Kenya Technical Training College (KTTC), among others.

During the meeting, the PS was also updated on the status of WorldSkills Kenya (WSK), which is a member of WorldSkills International (WSI), which runs the WorldSkills Competition (WSC) by Prof. Eric Ogur, who is WSK Official Delegate.

Kenya was admitted as the 84th member to WSC last year in October. Through the assistance of the BEAR II project, the WSK secretariat, skills experts, TVETA staff, and selected TVET stakeholders and the private sector have already undertaken training to understand the competition and hold a national skills competition.

The PS also received a report from the private sector players, focusing on the role of the private sector on skills development and involvement in the TVET sector. The report was presented by Muchiri Mungai, a Director at Kenya National Chamber of Commerce and Industry (KNCCI).

The Permanent Working Group (PWG) on TVET also made a presentation on the preparation for the forthcoming Hands-on The Future Kenya Skills Show, which is slated for October this year.

BEAR II is a joint effort between UNESCO and the Republic of Korea



WORLD SKILLS COMPETITION

Kenya inches closer to holding national skills competition



Months after Kenya was admitted to the WorldSkills International (WSI) as the 84th Member state on 13th October 2020, WorldSkills Kenya (WSK) is now gearing up to organize a national skills competition before taking on Africa and the rest of the world at the continental and global events slated for next year.

The WorldSkills Africa competition is set to be held in Namibia from 28 March to 2 April 2022 at Swakopmund's renowned 'The Dome' complex, while the global event will be held from 12–17 October 2022 in Shanghai, China.

Kenya was formally admitted to WorldSkills International as the 84th member of the global skills competition body on 13 October

2020 during a virtual WSI General Assembly 2020 after members unanimously voted for the country's admission to the prestigious global technical and vocational competition.

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

After admission, the Technical and Vocational Education and Training Authority (TVETA) was designated by the government to take responsibility for the leadership, management and daily operation of WorldSkills Kenya, a multi-stakeholders secretariat.

The key responsibility of World Skills Kenya

is to organize skills competitions among other projects aimed at improving skills excellence in the country. This will be done through organizing County/regional, National and Global competitions where skilled youth can participate and showcase their skills.

WSK under the support of Better Education For Africa's Rise (BEAR II) UNESCO has already conducted a number of capacity building sessions for various stakeholders, with the help of former WSI President Simon Bartley. The training sessions aimed at sensitizing the stakeholders about the WorldSkills competition and the role of WorldSkills Kenya in skills development. The training targeted various stakeholders that have a direct influence on the operationalization of skills competition in Kenya.

The training was conducted in four phases:

Phase I: Sensitization of WSK officials. The aim was to enable them to comprehend and visualize the WSK prospects and to draft the potential stakeholder matrix targeting relevance and inclusivity. It resulted in the identification of training objectives, the relevant stakeholders as well as format of capacity building.

Phase II: Training of WorldSkills Delegates (Officials and Experts). The 7 WSK Officials together with 14 skills experts were trained on various thematic areas of skills competitions. They form the technical group of the WSK team which directly participates and runs the skills competition processes.

Phase III: Training of TVETA staff and TVET fair officials. This targeted the skills competition handlers and organizers to enable them to understand various concepts of local, regional and global competitions.

This group of stakeholders will organize, host and participate in the skills competition events.

They included 20 members of the TVET Authority, 4 staff from the Permanent Working Group on TVET (PWG) in Kenya and 5 officials representing the five KATTI TVET Regions in Kenya.

Phase IV: Involved sensitisation of several stakeholders and partners within the TVET sector led by the National Steering and Technical Committees of Bear II Project. They were sensitized on skills competition as well as current status and plans for Kenya. Partners involved included government MDAs, Private Sector; Kenya Private Sector Alliance (KEPSA) and Kenya Association of Manufacturers (KAM), German Chambers of Commerce, employers' organizations, KNCCI, KNATCOM, UNESCO, KATTI, KNAPCO, Kenya Federation of Employers (KFE) and other national stakeholders.

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

WorldSkills and its Members add value through collaborative projects and by working in partnership with other international agencies and bodies (e.g. UNESCO, UNIDO, ILO,

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

World Bank, OECD and EU Commission) to support TVET developments in all countries and regions which share their values and goals.

Last year in November the WorldSkills International announced the postponement of WorldSkills Shanghai 2021 by one year from September 2021 to October 2022 due to the COVID-19 pandemic. The postponement gave WSI members and global partners time to focus on local and national activities, including innovative development, selection, and training programmes.

Next year's competition in Shanghai will feature over 1,400 Competitors from member countries and regions, competing in over 60 skills.



WorldSkills Germany mentors Ghana for Shanghai WorldSkills competition

WorldSkills Germany, a long-standing WorldSkills Member, has partnered with Ghana, to help establish a national WorldSkills movement in the country and contribute to the skills development in Africa.

Ghana was admitted as the 81st member of the WorldSkills International (WSI) family in 2019.

WorldSkills Germany, which is working with the Council for Technical and Vocational Education and Training (COTVET) of Ghana, on a three-year programme in the run-up to WorldSkills Shanghai 2022, aims to develop and train both Experts and Competitors, along with training and performance centres, while also developing WorldSkills Ghana as a sustainable National Skills Organization.



Ghana was admitted as the 81st member of the WorldSkills International (WSI) family in 2019.

The programme is financially supported by the German Corporation for International Cooperation (GIZ) and led by an experienced team, who were finally able to travel to Ghana in September 2020 and join training sessions in Accra and Kumasi.

Longer-term objectives include setting up a national skills competition, with support from the private sector, as well as forming skills organizing teams who will develop key areas like workshop planning, assessment criteria, and the materials and infrastructure needed for both Competitors and Experts.

To date, these skill organizing teams have been set up for 14 skills, with hopes of a first national competition later this year.

Source: WorldSkills

Namibia ready to Host Worldskills Africa 2022

About 14 countries have confirmed participation in *WorldSkills Africaset* to be held in Namibia from 28 March to 2 April 2022 at Swakopmund's renowned 'The Dome' complex.

According to Namibia Training Authority (NTA), the countries will send teams that will compete in different skills areas covering the disciplines of Construction and Building Technology; Manufacturing and Engineering Technology; Information and Communications; Social and Personal Services; Creative Arts and Fashion; and Transportation and Logistics.

This is the second continental event following the inaugural event staged in Kigali Rwanda in 2018, in partnership with the African Union and under the aegis of WorldSkills International and the Ministry of Higher Education, Technology and Innovation.

According to the Manager WorldSkills

Namibia, Sens Shoolongo, *WorldSkills Africa Swakopmund 2022* is going to be all about celebrating excellence, showcasing our skills, talent, engaging in capacity building, infusing best practice and fostering cooperation.

The competition will also include an international conference under the theme: "Promoting Skills Development in the 21st Century for Sustainable Economic Growth and African Ownership", while a career exposition component is aimed at introducing learners to viable technical and vocational career options.



"We look forward to engaging more employees in our preparations. We should soon extend an invitation for volunteers to support the various sub-committees with their work and preparations. Needless to say, such volunteers need to fit the profile. We are looking for energetic and driven individuals able to work under pressure", Shoolongo says.

Asked about staging an event of this nature, given the unprecedented challenges brought about by the COVID-19 pandemic, Shoolongo stressed the commitment of the organizing team in ensuring participant and visitor safety. "Gathering Africa's skills community in a safe and healthy environment is our main priority. Stakeholders can rest assured that the organising team is leaving no stone unturned in putting in place a sound and robust safety framework", he emphasized.

Source: Namibia Training Authority



TVETA DG Dr. Kipkirui Langat (3rd Left) and DeKUT VC Prof. Ndirangu Kioni (2nd Right) with other guests shown around the competition work stations

WorldSkills Kenya Pilots Mechatronics Competition

TVET Authority Director-General Dr Kipkirui Langat in August 2021 opened a one-week pilot WorldSkills Kenya (WSK) Mechatronics Competition that took place at the Dedan Kimathi University of Technology (DeKUT).

The event which attracted 11 TVET colleges and seven teams from DeKUT) was a pilot and experimental competition aimed at offering the trainees a learning experience ahead of the National Skills Competition later in the year.

Dedan Kimathi University of Technology (DeKUT), which has a TVET institution accredited by TVET Authority, was tasked by TVET authority to organize the Mechatronics competition on behalf of WSK. Prof. Jean Bosco Byiringiro was appointed to champion mechatronics skills both locally and

internationally through preparing competitors at DeKUT Siemens Mechatronics Certification Centre.

During the opening ceremony, Dr Langat said the pilot will help WorldSkills Kenya (WSK) develop the country's national competition frameworks in readiness for competition.

He said that WorldSkills Kenya has already taken giant steps in the preparations for national and continental events slated for March 2022 in Namibia, before heading to Shanghai China later in the year for the international competition.

"I urge the young people participating to take advantage of this competition and learn ahead of the national competition. This will be a good opportunity for you to learn and gain

experience. The exposure you will get at the national, regional and international competition will open more doors for you to network and even establish your start-ups," Dr Langat said.

The opening ceremony was also attended by WorldSkills Kenya Official Delegate Prof Okoth Ogur, representative of the TVET institutions Mohammad Hassan and Dedan Kimathi Deputy Vice-Chancellor, Academic Affairs Prof. Esther Magiri.

Prof. Ogur, who is also a TVET Advisor to the Office of Cabinet Secretary Ministry of Education said the journey of participating in skills competition has been quite vigorous and demanding.

"I would therefore like to thank the organizing team lead by our Mechatronics expert, instructors as well as the young people participating in this training and eventually

the competition, for their commitment. I am sure there are no losers. You will learn something that will change your life for the better. That is what WorldSkills is about. Improving our world with the power of skills.”

“Another reason we chose Mechatronics is because of the excellent facilities that the Dedan Kimathi University of Technology has and an enthusiastic expert who is passionate about imparting skills to our young people,” Prof. Ogur said.

The Principal of Masinga TVC Mr Kennedy Njoroge, who is one of the judges in the competition, said the competition has provided exposure to the students and trainers participating in the competition.

"As a trainer, the participation model where students were trained for two weeks with the interaction of their trainers opened them up to practical aspects of Mechatronics using different, but similar technology. As a judge, the competition provided seriousness and opportunities for the competitors to continually improve and perfect their newly acquired skills as the competition progressed.”

He said Mechatronics is fairly a new course, it has started attracting the interests of both students and parents. His college has 12 students now in the course up from just one last year.

“The introduction of the Mechatronics course in the KUCCPS database is bound to improve significantly the entry behavior of students applying for the course. By WorldSkills Kenya preparing to have students from Kenya participate in the WorldSkills Competition, the course will gain much-needed recognition. The intention is for TVETA, WSI, DeKUT and TVET institutions to create synergy so that the competition can be held annually. The institutions can also be encouraged to



Some of the competitors during the pilot competition

participate while observing the age-group 23 years for participants.

In Kenya, only 13 TVET institutions are offering Mechatronics course. Eleven of these colleges sent teams to the ongoing competition. As for Universities, it is the only Jomo Kenya University of Agriculture and Technology and the Dedan Kimathi University of Technology that are offering the course.

Mechatronics combines skills in mechanics, pneumatics, electronically controlled systems, programming, and robotics and systems development. Mechatronics technicians design, build, maintain and repair automated equipment, and also program equipment control systems.

The more common and visible mechatronics appliances include shop tills (belt and cash register assemblies) and automated bottle

machines. Industrial applications include automated production and process lines that include assembly, packaging, filling, labelling and testing, as well as automated distribution and logistics systems.

Professionals in this area work in a wide range of sectors, including biomedical, automotive, food processing, and high volume manufacturing. The rapid pace of technological innovation and development will drive demand for mechatronics technicians with an increased appetite for more complex automation systems across a wide range of industries.

WSK has purposed to concentrate their efforts in preparing for skills competition areas that are in line with the national development plans of Vision 2030, Big 4 Agenda as well the 17 SDGs .

The proposed 16 skill areas include:

1. Mechatronics	9. Hairdressing
2. Mechanical Engineering CAD	10. Fashion Technology
3. Welding	11. Automotive Technology
4. Wall & Floor Tiling	12. Cooking
5. Plumbing & Heating	13. Restaurant Service
6. Electrical Installations	14. Refrigeration & Air Conditioning
7. Bricklaying	15. Water Technology
8. Joinery	16. Digital Challenge

Dedan Kimathi and Kiambu Institute Tops WorldSkills Kenya Pilot Mechatronics Competition



DeKUT Vice Chancellor Prof. Ndirangu Kioni handing over a certificate of merit to Disrael Ngeresa of KIST

Team of Elsie Makara and Maxwell Magoi from Dedan Kimathi University of Technology (DeKUT) and Victoria Wanjiku and Disrael Ngeresa from Kiambu Institute of Technology (KIST) emerged winners of the WorldSkills Kenya pilot Mechatronics competition.

The one-week competition, which was held at the Dedan Kimathi University of Technology was opened by TVET Authority Director-General Dr Kipkirui Langat who told the participants that the pilot Skills competition will help WorldSkills Kenya (WSK) develop the country's national competition frameworks in readiness for competition.

The DeKUT team of Elsie and Maxwell beat their college mates Audrey Nzilani and Joanna Oluoch to emerge winners in the university category. While the duo of Disrael and Victoria from KIST emerged winners in the TVET category, beating Kennedy Munene and Margret Wanjiku from Masinga TVC to the second position.

During the closing ceremony, the Vice-Chancellor Dedan Kimathi University of Technology Prof Ndirangu Kioni said that the institution is happy to host the event and looks forward to hosting more such competitions and also partner with TVET institutions in other areas.

"I congratulate all the teams that took part in the competition. You have worked hard to reach here. The competition was not just about

winning but rather to evaluate yourself and determine what you need to do to get to the next level." Prof. Kioni said.

He added that Kenya joining the WorldSkills Competition will give the young people an opportunity to compete with the rest at a global stage."

The Deputy Director in the Ministry of Education Mr James Muchiri, who is also an Assistant Technical Delegate in WorldSkills Kenya thanked all those who participated in the pilot WSK Mechatronics Competition and the Dedan Kimathi University of Technology for the efforts to organize and host the competition.

"This is a great opportunity that has given the students a window to showcase their competencies and skills in the area of Mechatronics. This has given our young people good exposure This now gives us confidence that our journey to compete at the WorldSkills Competition as Shanghai, China has started."

"The competition was not just about winning but rather to evaluate yourself and determine what you need to do to get to the next level"

The Principal Kiambu Institute of Technology Mr Sammy Waititu also lauded all the teams, singling out his two students who emerged as

the winners in the TVET category.

"It's a big milestone for us to have been invited to participate. I congratulate the winners and all the students who participated. My students Victoria and Disrael you have done us proud. Masinga TVC who came second, I also congratulate you because you have been worthy competitors."

Principal Masinga TVC Mr Kennedy Njoroge, who was one of the judges in the competition said the inaugural competition has been beneficial to both the students and trainers.

One of the winners Victoria Wanjiku from KIST said that the competition has been a revelation to her and the other students who participated.

"We were able to emerge winners largely because of the dual training currently implemented at our institution where we spend half of the time at the institution and the other half in the industry. Learning in the industry has given us hands-on skills and that is why we were able to easily interact with these machines."

Eleven TVET institutions participated in the competition and two universities. However, DeKUT presented seven teams of two students each while Moi universities attended the competition to learn and participate in future events.



TVET MIS

Technical and Vocational Education and Training Authority (TVETA)

NOC

LETTER OF NO OBJECTION



INSTITUTION



TRAINER / ASSESSOR / VERIFIER

Welcome to TVET Registration and Licensing Portal

The Technical and Vocational Education and Training Authority is a public corporate agency established under the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013 to regulate and Coordinate training in the country through licensing, registration and accreditation of programs, institutions and trainers

The Accreditation Services Automated through MIS

Since the Authority began its operations in 2014, services have been performed manually with little automation.

Previously, those seeking to be accredited as trainers had to fill out a manual application form, scan and send it via email. TVETA staff would download these applications, assess them, and submit them to TVETA Board for approval, after which a list of accredited trainers is published on the Authority's website. This was a time-consuming and exhausting exercise.

Following the launch of TVET MIS by the TVET Authority in March 2020, the Accreditation process for TVET institutions, programs, and trainers has been more streamlined, quicker, and easier for applicants.

The accreditation services have been automated by the new system. Institution registration and license applications are now being submitted through the MIS. Within the stipulated time frame, the applicant will receive the Board's decision either approving or declining accreditation of institution or programs.

Automation of Services

The new system has automated the accreditation services. Institution registration and license applications are now being submitted online. Within the stipulated time frame, the applicant will receive the Board's decision either approving or declining

accreditation of institution or programs.

When applicants apply, they receive an alert. Once the Board approves the institution's registration and/or licensing, the system generates a registration certificate and/or training license. The applicant can then download and print the document. The same applies to individuals seeking to be licensed as TVET trainers, verifiers, or assessors. The portal guides the users during the entire application process and prompts them on all the requirements at the beginning of the application. This includes online options for the payment of service fees.

The MIS has introduced provisions for TVET institutions to submit annual returns. This includes information on student enrollments, number of staff, infrastructure development, course uptake, dropout rate, and any other relevant information to track the progress of the trainee. The system has also automated the quality audit process through which the Authority will determine how much the institutions are complying with the set standards and guidelines.

It's worth noting that the system is mobile device friendly, hence those seeking registration and licensing of institutions and programs can do so from the convenience of their mobile devices. The MIS comes with the ability to produce custom reports based on the specified parameters.

Second Phase of MIS

In the next phase of development, the MIS seeks to introduce advanced features that will enable more intelligent processing of data. The functionality revolves around building data models and the corresponding tools that will make it possible to flag critical cases that require immediate intervention, help predict certain trends, plan accurately, among many other data-supported decisions.

The next phase seeks to incorporate a customer service portal through which our clients will access information about all the services offered at the Authority. The portal shall incorporate a knowledge base that provides the most sought-after information and adapts to the ever-changing client requests. It will have a user-friendly platform for client feedback and complaints.

More fundamentally, the TVET MIS will have an interface through which other systems within the Ministry of Education and the rest of the government will be integrated to facilitate smooth information sharing.

The TVET MIS ushers in a new era in which everything can be done by the touch of a button. It would not only enable us to reach out to more clients and offer feedback within a short time, but it will also vastly enhance our efficiency in gathering accurate and timely data on institutions, trainers, and trainees. This will greatly impact the sector's efficient regulation.

To apply, log on the link: mis.tveta.go.ke

TVETA accredits record numbers of institutions, trainers and curricula

1. Accreditation of TVET Institutions

One of the functions of the TVET Authority is to inspect, register and license institutions to train various courses. Since its inception, the Authority has received applications for accreditation from various TVET institutions. It has inspected **2,834** out of which the TVETA Board accredited **2,182** as of August 2021.

Table 1 shows the number of inspected and accredited institutions, while table 2 shows the distribution of accredited institutions in the four categories defined by the TVET Act 2013 (National Polytechnics, Technical Trainer Colleges, Technical and Vocational Colleges and Vocational Training Centers), and in the categories of either public or private.

Table 1: Number of inspected and accredited institutions

No.	Financial year	No. of institutions inspected	No. of institutions accredited
1.	2014/2015	140	10
2.	2015/2016	612	430
3.	2016/2017	453	410
4.	2017/2018	424	361
5.	2018/2019	473	434
6.	2019/2020	324	272
7.	2020/2021	408	265
Total		2834	2182

Table 2: Category of accredited institutions

No	Category of institution	No. of Public institutions	No. of Private institutions	Total
1	National Polytechnics	11	0	11
2	Technical Trainer Colleges	1	0	1
3	Technical and Vocational Colleges	262	876	1138
4	Vocational Training Centers	943	89	1032
Total		1217	965	2182



2. Accreditation of CBET Curricula

The Authority has received and accredited **415** CBET Curricula from curriculum developers. Further, the Authority has accredited **49** TVET institutions to offer CBET training in a variety of trade areas.

3. Accreditation of TVET Trainers

Section 23 of the TVET Act, 2013 requires that all TVET trainers are registered

and licensed by the TVET Authority Board.

So far, the Authority evaluated applications from trainers and has accredited **1944**.

The list of [accredited trainers](#) has been posted on the Authority's website www.tveta.go.ke and training providers are now required to recruit only these accredited trainers.

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

Requirements for accreditation as a trainer

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

- At least Craft/KNQF level five (5) in the technical/vocational domain (Craft) and have pedagogy (either diploma in technical education,

diploma in education or Post Graduate Diploma in Education) from a body legally mandated to award a qualification. A TOT certificate is not equivalent to having a pedagogy.

- Bachelor of Education in a relevant field

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

Application for registration and licensing of Trainers, Assessors and Verifiers

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

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

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

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

For enquiries and support on registration, send an email to support@tveta.go.ke

4. Accreditation of foreign institutions

One of the functions of the Authority is to accredit foreign institutions offering training in Kenya. The Authority received applications from foreign examining bodies and accredited them to offer training in Kenya. The institutions are:

1. NCC Education Ltd (UK),
2. City & Guilds (UK),
3. ABMA Education LTD (UK),
4. Association of Business Executives (ABE) (UK),
5. Institute of Chartered Shipbrokers (UK),
6. Pearson Education LTD (UK),
7. International Air Transport Association (UK),
8. International Computer Driving License (ICDL),
9. Institute of Commercial Management(ICM)(UK),
10. Association of Chartered Certified Accountants (ACCA)
11. National Institute of Information Technology
12. Certipoint INC
13. Highfield Qualifications
14. Homik Oil and Gas Facility Engineering Schools
15. The Institute of Commercial Management (ICM)
16. Confederation of Tourism and Hospitality
17. Business & Hotel Management School
18. Delegation of German Industry & Commerce for East Africa (IHK)
19. Deutscher Industrie- und Handelskammertag (DIHK)



A Trainer at Kipsinende VTC, a TVETA accredited institution



The simplified accreditation process for institutions and trainers

One of the main mandates of the TVET Authority (TVETA) is to accredit institutions, trainers, approve managers of institutions and new programmes. The following is the accreditation process for a new TVET institution.

a) Letter of No Objection to the registration of an institution name

A public TVET institution shall not be required to obtain a Letter of No Objection. However, a private TVET institution shall be required to obtain the Letter of No Objection through the MIS by following the procedure outlined below:

- I) Propose at least three names suitable for your institution and submit them to

TVETA for approval. A proposed name should not fall under the following categories:

Misleading name

Same or deceptively similar name. For example, the difference between a proposed name and an existing name is the use of upper case or lower-case letters, the use of superscript, subscript, letters or numerals.

Reserved name.

For example, a name that may create a false implication of government affiliation. Use of words that commonly denote government organization including but not limited

to 'Agency', 'Authority', 'County'

- ii) Obtain a “letter of no objection” on the suitability of the name from TVETA
- iii) Register as a TVET institution through the E-citizen portal. You will be prompted to attach your letter of no objection.
- iv) The E-citizen portal will then generate a business name certificate for a single business permit or a certificate of incorporation for a company which you will provide as part of your application documents.

b) List of Required Documents in Soft Copy

The simplified accreditation process of institutions and trainers

1. Registration Certification/law establishing the institution
2. Lease document/title deed
3. Institution Logo
4. Letterhead
5. Public health certificate
6. Certificate of occupancy from National Construction Authority
7. Board members' passport photo
8. Inventories for offices (if available)/theory rooms (if available)/workshops (if available)/laboratories (if available)/library (if available)/boarding facilities (if available)
9. Organogram
10. Operational plan
11. Management Procedure Plan
12. Quality Management System
13. Principals or Manager appointment letter and CV

c) The application process for Institutions

Below are the steps for applying for registration of a TVET institution:

- i) Click on the link mis.tveta.go.ke
- ii) A page with Institution and Trainer/Assessor/Verifier opens
- iii) For the first time institution application, click register. Enter the registration number of your institution.
- iv) For new applicants, click on Sign up
- v) For new applicants, after creating an account, an email link will be sent to the institution email provided for activation. Click on the link to activate the account and set the password.
- vi) The portal will open a page with ten areas to be filled.
- vii) Fill on General Information. Provide

the specified information and upload the required documents. Save and Continue to the next stages on Infrastructure, Sanitation and Health, Management, Courses, and Training Staff details.

viii) Confirmation is the last phase. Confirm your details, click on Declare and Finish

ix) A payment page opens up. Make the required payment.

In case of any challenge, write an email to support@tveta.go.ke

Note: TVETA cannot complete the processing of an application until all the required documentation has been received, along with full payment of the application.

d) Acknowledgment

Upon completion of the process described in (b) above, the applicant will receive an automated acknowledgement.

e) Inspection

On-site inspection of the institution for compliance with set standards shall be conducted by a team of not less than three (3) inspectors within sixty (60) days from the date of acknowledgement of the application.

The inspection tool that the inspectors would use is available on the TVETA website through

The inspectors will prepare an inspection report as per the prescribed format which will be presented to TVETA Board.

f) Registration and Licensing

1. Resolution of the Board based on evaluation of the inspection report shall be;
 - i. Approve Registration and Licensing of the institution

- ii. Reject the application
- iii. Request the Institution to improve within a period of six months

1. The applicant is notified of the results of the TVETA Board resolution within 3 months from the date of submission of fully compliant application documents
2. TVETA will issue a training License to qualified institutions and maintain a register of the institutions and programs approved.

Note

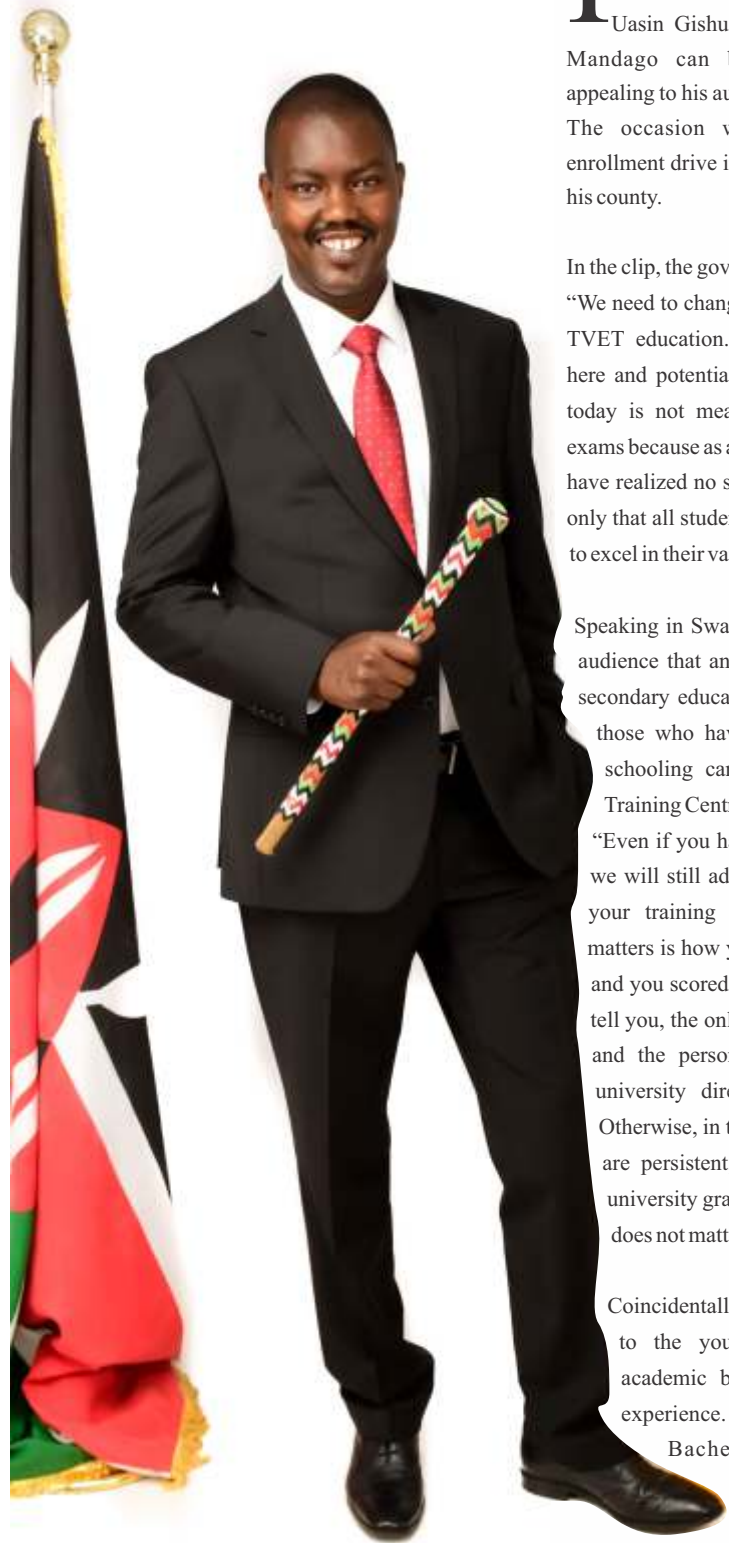
TVETA will maintain a register of;

- i. Registered and licensed institutions
- ii. Ongoing registrations
- iii. Institutions recommended for improvement

At this point, the accreditation process is complete, and an institution will be issued with a registration certificate and training license.

Note:
TVETA cannot complete the processing of an application until all the required documentation has been received, along with full payment of the application.

Hon. Jackson Mandago Sets the Pace in promoting TVET



Hon. Jackson Mandago

In a video clip that was taken in June 2021 and resurfaced on social media, Uasin Gishu Governor Hon. Jackson Mandago can be heard passionately appealing to his audience to embrace TVET. The occasion was during the TVET enrollment drive in the Turbo sub-county in his county.

In the clip, the governor can be heard saying, “We need to change our perception towards TVET education. Those parents who are here and potential students, TVET as it is today is not meant for those who failed exams because as a government of Kenya we have realized no student fails an exam, it is only that all students have not been allowed to excel in their various talents.”

Speaking in Swahili the governor tells his audience that anyone who has completed secondary education can enroll, and even those who have never gone to formal schooling can enroll in a Vocational Training Centre (VTC).

“Even if you have never gone to school, we will still admit you. Where you start your training is not important. What matters is how you finish. If you are here and you scored a grade E, D-, or D... I'll tell you, the only difference between you and the person who has gone to the university directly, is the start time. Otherwise, in the fullness of time, if you are persistent, one day you can be a university graduate. So where you start, does not matter.”

Coincidentally, Hon. Mandago's advice to the youth is drawn from his academic background and personal experience. He graduated with a Bachelor of Science from Kenyatta University, with a specialization in

Biochemistry. But no job was forthcoming quickly

enough and was forced to pursue a Postgraduate Diploma in ICT to increase his chances. Luck smiled upon him and soon after completing the program, he was employed in the Civil Service as an ICT officer. He later also pursued an MBA in Strategic Management at Catholic University. But his degree or MBA didn't help him get a job in his line of study. He left the public service to go into business before later shifting to politics and got elected as the first Governor of Uasin Gishu County.

“When I left the public service to do business, I went into the infrastructure development sector. While undertaking various projects, many times I was hit by a serious shortage of skills in the market and that affected the performance of the projects I was undertaking. This made me, at an early stage in my life to discover the importance of TVET and the need to give our youth the skills needed in the industry,” the Governor said in an interview.

“When I became governor is when it became clearer that part of the huge challenge of unemployment can be solved by giving our young people skills that could help them not just to get employed but to become employers. We were getting people from all over the world to come and do work that can be done by Kenyans if we skilled them. So when I became governor, we decided to embark on a journey of skilling young people in the county.”

After he was elected in his first term, the Governor started by assembling a team composed of County Executives and Chief Officers of different departments and dissected priority issues for the county and went out to find the opinions of the people on the issues they would have wanted the county to address. “For the young people in the county, their biggest expectation was, “how is the county going to help us get jobs?” When we looked critically at this issue of unemployment, we realized that other than the graduates, we had

so many Form Four leavers, in the villages who were asking us for jobs and when we asked them what they trained for and what kind of job they wanted, they would say any job. We realized that a bulk of our youth is out there with no skill."

"We sat with my County Assembly, agreed to set aside some money. It was a bit of a struggle because we are politicians and managers at the same time and we must try and balance."

The county government initially started by allocating Ksh5 million bursaries in every ward, spending Sh150 million shillings on bursary on education. However, after further discussion with the County Assembly, we agreed that the problem the county was facing was no longer access to secondary education since the national government had lowered and subsidized school fees, but rather tertiary education.

He engaged the Assembly and members of the public and proposed to reduce the bursary budget from Sh150 million to Sh90 million, and created a County TVET Revolving Fund with the remaining Sh60 million.

"Our vision for the Fund was to make it sustainable. We decided to train the youth and give them skills but on a loan basis just like how Higher Education Loans Board (HELB) operates so that with time they will be able to pay and the fund becomes sustainable and continue helping others to get skilled. We have so far spent over Sh300 million since we established the Fund. We are in the process of recovering the money from the first cohort of beneficiaries."

"After that, we embarked on looking for specific courses that we would encourage young people to take. We engaged Principals and Head of Departments of our TVET institutions and other stakeholders

and came up with specific courses that we would want our young people to pursue."

The governor and his team did a survey on the skills gap in the county and identified six areas in different sectors with an acute shortage of skilled labour and picked students to pursue those areas. These included plumbing, electrical, building, and tailoring.

"So we picked some sectors and we sponsored the youth, and I can tell you today that in Eldoret we don't have a shortage of plumbers. We've trained over 1,000 plumbers, over 1,000 electrical technicians. We are creating competition among these skilled young people and as a result, we are going to see the quality," the Governor said.

After the training the results were instant. Those who did an artisan and certificate program that was lasting for a year were getting employed after completion of training while others were starting up their small ventures.

The governor also took special consideration to skill young people in the latest welding technology, because from their research they realized there is a serious shortage of highly skilled welders, especially pipeline welders.

"We realized that Kenya Pipeline Corporation for example spends billions of shillings every year when they are building new pipelines or repairing their pipelines. It is unfortunate that in this time and era Kenya Pipeline would have to source welders from India to come and weld the pipeline," the Governor explained.

"So we went to sign an MOU with Kenya Pipeline, to agree on this training of specialized welders so that we can train so many people on that. We also realized we do not have sufficient welders who do doors, windows, and all these steelworks and embarked to develop them too to serve the

upcoming markets and rural areas, especially with the expansion of rural electrification. Our target this year is to enroll 1,000 welders. We have already had discussions and agreements with about six Technical Training Institutes (TTIs) who will enrol students and facilitate them with loans."

Under the leadership of Governor Mandago, the County of Uasin Gishu also went further to ensure there are well trained TVET trainers, especially to tap on the Jubilee Government strategy of building a Technical Training Institute (TTI) in every constituency. The Governor, in his calculation, knew the over 190 TTIs will require a minimum of 30 trainers each.

"When I looked at the number of technical trainers we have in the country, then I knew there was going to be a shortage of technical trainers. So again, looking at national government policy (establishing TTIs) I said I'm going to help the national government fill the gap of technical trainers. We took some of the students whom we had already skilled at diploma level in various areas and qualify to become technical trainers, to Kenya Technical Trainers College (KTTC) to acquire pedagogical skills to teach. We quickly seized this opportunity and we are continuing with that program," Governor Mandago said.

Initially the county-sponsored 100 students to acquire pedagogical skills at KTTC. Out of these trainers, 75 were recruited by Public Service Commission (PSC) in 2019 and the remaining 25 were absorbed by Vocational Training Colleges (VTC) in the county. The County again sponsored another batch of

We realized that Kenya Pipeline Corporation for example spends billions of money every year when they are building new pipelines or repairing their pipelines.



Governor Mandago talking to the youth about TVET in one of his public meetings

100 trainees at KTTC.

"I can tell you without fear of contradiction that we shall contribute at least 30 per cent of the trainers in the Republic of Kenya in the TTIs. And so I want to warn people in the next seven years when you hear that 50 per cent of the Principals of TVETs come from Uasin Gishu don't ask why," Gov. Mandago added tersely.

The Governor has also been engaging in many campaigns to have the youth embrace TVET and persuading parents not to program their children into focusing only on university education because there is also a clear pathway to university from TVET. According to him, many young people are forced into taking university programs for which they have no passion, hence the mass failure and dropout. Inevitably when a student goes through a diploma first and then goes to do a degree in that same area, they develop tremendous hands-on skills. When they eventually become an engineer or any professional following the

“
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”

diploma, they tend to be a lot more grounded than somebody who came from high school and went straight to do a degree in a particular area.

"It is good for a child to go to university, but to pursue a program they are passionate about because that is what is going to make them excel, you know, in their careers. Some students have a passion for engineering but can't qualify and are placed to do social sciences, where they may not excel. If such students can go to a TVET college and start with a diploma in engineering or diploma in building, and from there, do their degree, it can be more fulfilling. It takes a little bit longer, but ultimately they

will be where they wanted to be."

However, despite the huge strides the Governor has made to change the perception of TVET and revitalize enrolment to TVET colleges, the county has faced several challenges.

According to the Governor the first challenge, for the VTCs, which are under County Government is a perception the public has about VTCs and TVET in general. The public associate VTCs with people who had failed in education and have no chance in life, and so to have the youth enrol is a big problem. The County embarked on awareness campaigns and training programs to begin changing the mindset of both the parents and the young people who needed the skills.

The County also realized Members of Parliament through the Constituency Development Fund, had opened so many VTCs, sometimes with two classrooms and without trainers and equipment. To address this, the County started by reducing the number of VTCs from 30 to 12 and started campaigns to

increase enrolment.

“Cumulatively, we had less than 300 students in all our VTCs, and you want us to employ trainers across all? We said no! All those students can fit into one college. But to create access, we allowed two in every Sub County. I'm happy to report today that at least in each of our Vocational Training Centres, we have not less than 300 students. “After changing the people's mindset, the County started to address the issue of equipment. Equipping these VTCs has been an issue because the grant we receive from national government is so little. We receive only Sh 36 million grant for the 12 VTCs for equipment and capitation to support the operations of TVET, which is not sufficient.”

Also the Ministry of Public Works insistence that buildings and other infrastructure for VTC must adhere to certain standards, like having a stone building, when counties can go for cheaper models of buildings for workshops and even for training classrooms would be a better option.

“I end up spending hundreds of millions on buildings. But if I would have done probably prefabricated buildings, I would spend maybe Sh20 million and avail Sh80 million for equipping the same college. All these major leading manufacturers are using fabrications for workshops. But for us, Public Works insist and say there is a standard for government buildings. So I spend Sh100 million on buildings. I have no money to equip them. I rather spend Sh20 million for buildings and eighty million to equip and train people who will work there.”

The Governor called on the TVET Authority (TVETA) to help standardize the TVET Curriculum so that there is uniform training across the country.

He also asked TVETA to help the counties

develop a Scheme of Service for VTC trainers so that there is a structured career progression channel.

“TVETA should also carry out regular inspection. There should be at least regional quality assurance and standards officers who will continuously be visiting our VTCs and even TTIs to ascertain the quality of training and make sure people are sticking to the standards that have been set.”

According to the Governor, despite these challenges, there exist still many untapped opportunities which the TVET colleges can pursue to raise their revenues. For example, The Eldoret National Polytechnic and Rift Valley Technical Training Institute (RVTTI) have well-equipped survey laboratories, which deal with standards.

“The material testing centre laboratory in Public Works has old equipment compared to what is at Eldoret National Polytechnic and RVTTI. We want these institutions to certify their laboratories so that they are certified standardized laboratories, that can undertake tests for materials and other standardized tests that need to be done and therefore make it accessible and easier for contractors around this region to get service there,” Governor Mandago continued.

“Instead of having to travel to Nairobi, we can do the material testing in these two institutions, you know, and they can make a lot of money and their students will have an opportunity to gain practical experience by working in those laboratories. And I think this is something that we need to tell our trainers that before you are ripe and experienced in the field, they must be willing to work under those who are already very experienced to fine-tune your skills.”

In his closing remarks, the two-time Governor of Uasin Gishu County believes the momentum TVET has gained in the country is unstoppable, first because half of the Kenyan

population is young people.

“I think there will be a natural force from the population. The young people will give pressure to have TVET education to even be strengthened more than where we are at the moment. I believe that the next government will be having a lot of pressure to even fund TVET education more than before because when the first batch of all these students are out there people will begin seeing their value. There will be a lot of pressure in terms of the enrollment that will go to these TVET institutions and therefore the demand, even at the constituency level for Members of Parliament, you know, to allocate bursaries and support those institutions will also be very high,” Hon. Mandago said.

He also observed that TVET Authority will be strengthened so that it can regulate and coordinate the sector efficiently and that he will continue being a champion of TVET even after his second term comes to an end.

“But I don't think any progressive leader would want to, you know, stop what is positively helping the society. So I have a lot of hope. And I think even as we transition, we shall still be around, even if we are not in the office, we shall still be the voice of TVET wherever we are,” the Governor concludes.

UASIN GISHU REVOLVING EDUCATION FUND

The Revolving Education Fund was established to empower the youth through the financing of Technical Training directly related to the development of artisan or improvement of Technical skills within the county in the following areas of specialization but not limited to:-

- (i) Plumbing and Water Engineering
- (ii) Electrical Installation and Engineering
- (iii) Masonry and Building Technology
- (iv) Civil Engineering and Quantity Survey
- (v) Refrigeration and Air conditioning, welding and fabrication and woodwork
- (vi) Any other courses that may be recommended by the County Education



Governor Mandago engaging the youth about TVET

Board from time to time.

Its principal objectives are to advertise all opportunities for loans to students seeking artisan and Technical courses in Vocational Training Centres or Technical Training Institutes or such other public or private training institutions as may be approved by the Board from time to time.

The applications are received and vetted for loans under the loan scheme forwarded by the Ward Education Committees and in so doing, determine the eligibility of each applicant; Institute and implement mechanisms for loan recovery to sustain the revolving fund.

ACHIEVEMENT AND ALLOCATION

Since its inception, the programme has dispatched Kshs. 344,000,000.00 to 6,830 students in various institutions undertaking programs under;

- Technical courses

- Medical courses
- Animal Health and Production
- Firefighters
- Water drillers
- Trainers and Instructors courses (KTTC)

The county Government through Education Revolving Fund caters for 100% of the total fees annually for every student studying at any of the institutions to lessen the parent and guardian burdens.

SUCCESS STORIES

Through the Fund, many beneficiaries have been employed and others are self-employed.

“The county Government through Education Revolving Fund caters for 100% of the total fees annually...”



Carpentry Students at Lainguse VTC



Governor Mandago flagging off the students

Governor Mandago secures Scholarships and Internship opportunities for the youth

In August this year, Governor Jackson led a team of County officers for an official trip to Finland. Days later he inked some deals with the government of Finland that included an MoU with Tampere University of Applied Sciences to admit 51 students selected on merit to pursue degree and diploma programmes at the prestigious university.

The county also entered into an agreement with Tampere City which will pave way for the students to be offered part-time jobs to enable them to cater for their fees and other personal needs.

During a ceremony to flag off the students on September 6th 2021, the Governor said that quality education is one of the key economic

pillars that will uplift those at the bottom of the economic pyramid to the highest point.

"This is a pioneer group in a deal that we negotiated with the Finish Government. The students will not only get quality education, but also an opportunity to work in a highly competitive environment in Finland and entire Europe. We are working on the next team even as we explore more opportunities abroad," he said.

Out of the 51 students, 25 will be pursuing degree courses while the other 26 will undertake diploma courses. The County government catered for the documentation of the students as well as their air tickets. In

August, Uasin Gishu County Public Service Board also rolled out an internship programme for the year 2021/22 geared towards giving unemployed graduates in the County an opportunity to gain practical work experience.

The Board invited qualified graduates in various programmes to apply and compete for 300 vacancies for Degree graduates, 300 Diplomas and 400 opportunities for Certificate holders. Successful applicants will get a monthly stipend of Sh13,500 for degree holders, Sh11,500 for Diploma and Sh8,500 for certificate holders.



TVETA DG Dr Kipkirui Langat (Centre) handing over a certificate of registration to Kabarak University VC Prof. Henry Kiplangat

TVETA Director General hands over registration certificate and training license to Kabarak University TVET Institute

TVET Authority Director-General Dr Kipkirui Langat handed over to Kabarak University Vice-Chancellor Prof. Henry Kiplangat a certificate of registration for Kabarak University TVET Institute and a training license for the 23 programmes the institute has been allowed to offer.

During the function at TVETA offices, Dr Langat lauded the institution for working round the clock to comply with all the requirements as set by the Authority and also acquiring a curriculum from licensed TVET examining bodies.

"We are proud to hand over the registration certificate to Kabarak University TVET Institute. As an Authority we are happy with the efforts you have made to support tertiary education. After a thorough assessment I can confirm you have adequate facilities and human resources to offer the 23 programmes to be examined by KNEC, CDACC and

KASNEB," Dr Langat said.

Kabarak University VC Prof. Kiplangat, who is also the Chairman of Kabarak University TVET Institute thanked TVETA Director-General and staff for issuing the registration certificate and training license. He promised that the institute will provide quality training in the approved programmes.

"We will endeavour to provide quality training in the 23 licensed TVET programmes and hope to increase more programmes in the future so that we can allow more young people to access education and training. We are also looking forward to working together with the Authority as one of the key stakeholders," Prof. Kiplangat said.

During the function, TVETA DG Dr Langat also gave the Vice-Chancellor the Kenya Journal of TVET, which is a publication of the Authority. The Journal publishes research papers on the TVET sector. He called on the

Vice-Chancellor to have his institution contribute in future editions.

Present during the function were Principal Kabarak University TVET Institute Dr John Gathii and Cynthia Shimanyula Suge- Public Relations Officer.

Others were TVETA's Fred Oanda (Manager Accreditation Services), Belinda Naikuni (Officer Records Management Unit) and Andrew Too (Director General Office).

We will endeavour to provide quality training in the 23 licensed TVET programmes and hope to increase more programmes in the future so that we can allow more young people to access education and training.



TVETA DG Dr Kipkirui Langat (in the red tie) with the ILO delegation and TVETA staff

TVETA set to roll out Kenya Skills for Prosperity Project

TVET Authority (TVETA) team led by the Director-General Dr Kipkirui Langat held a meeting with a delegation from International Labour Organisation and discussed the high impact priority areas under the Kenya Skills for Prosperity Project that the Authority will start implementing in the current financial year.

Kenya Skills for Prosperity Project (KPP) is a two-and-a-half-year Project funded by ILO under a consortium of organizations spearheaded by Leonard Cheshire (LC). The project has a broad goal of tackling youth unemployment in Kenya through strategic interventions in, and support to the higher education and Technical and Vocational Education and Training (TVET) in Kenya.

The envisaged interventions will include, but are not limited, to improving skills development systems, policies, services and enabling environments for young people, especially from the marginalized groups and

in industries key to Kenya's national economic growth.

The project intends to support four critical agencies, TVETA, TVET CDACC, KNQA, and NITA, whose leadership, managerial and technical capacity is critical to the success of the Competency-Based Education and Training (CBET) implementation. The project desires to create an environment for a strong skills ecosystem to improve the quality and relevance of TVET and higher education to the skillset needed by industry in Kenya by strengthening the institutional capacity of relevant TVET institutions to promote Competency-Based Education and Training (CBET).

TVETA organizational capacity assessment was done through a "guided and facilitated "partner self-assessment" process that was collaborative, consultative, participatory, and interactive. It incorporated multiple

perspectives from TVETA leadership and management.

The responses obtained from the questionnaire were used to write an Organizational Capacity Assessment report that was validated by a team of officers from TVETA. The findings from the Organizational Capacity Assessment identified some areas that required improvement and capacity building.

Apart from the Director-General, others in attendance were TVETA Deputy Directors Dr Otta Osawa (Research and Development, Josephine Kasera (Compliance and Enforcement), Bibiana Otieno (Outreach Services), and Timothy Nyongesa (Strategy and Planning). Others were Assistant Directors Emmanuel Korir (Finance) and Sylvia Akoto (Legal Services).

The ILO delegation was represented by Aggrey Ndobu, Suleiman Hassan and Norah Mburah.



TVETA DG Dr Kipkirui Langat (right) & IPA Regional Director for East Africa Mr Suleiman Asman during the signing ceremony

TVETA and IPA sign MoU to partner in research

TVET Authority and Innovations for Poverty Action (IPA) have signed an MoU that will allow the two organisations to jointly engage in evidence-based research that will address problems amongst the communities they serve.

During the ceremony held at the TVETA offices, Director-General of TVETA Dr Kipkirui Langat acknowledged IPA for reaching out to the Authority and seeking for partnership to carry out joint research in the TVET sector that will inform policy decisions and create an impact in society.

"TVET Authority welcomes IPA's decision to partner with us in carrying out research that will lead to the formulation of policies that can have an impact in the communities where we work."

"As an Authority our focus is to support institutions to be specialised in thematic areas by promoting the culture of specialisation. We want our TVET institutions to specialise so

that they can be Centres of Excellence and in the process carry our social impact research that can change their communities," Dr Lngat Said.

IPA Regional Director for East Africa Mr Suleiman Asman said, IPA is "a not for profit" organisation that is focused on creating research and generating high-quality evidence that is sharing with strategic partners to influence conversations and inform clear action oriented policies.

In the MoU, the two parties agreed to

“As an Authority our focus is to support institutions to be specialised in thematic areas by promoting the culture of specialisation.”

collaborate and jointly fundraise to co-create new policy-relevant evidence on women's economic empowerment.

The parties also agreed to promote awareness of evidence-based policy within and beyond Kenya. This includes using reasonable efforts to develop and share relevant study findings, evidence, and policy results, subject to their legal right to do so, through each party's outreach means like blogs, websites, online newsletter, and others.

The meeting was also attended by TVETA's Deputy Directors Dr Otta Osawa (Research and Development), Josephine Kasera (Compliance and Enforcement) and Bibiana Otieno (Outreach Services). Others were Assistant Directors Sylvia Akoto (Legal Services) and James Momanyi (Corporate Communication).

The IPA's team also included John Ochieng (Policy Manager) and Wanjiuku Wanjohi, a Policy Manager in charge of Women's Work.

TVETA Director-General tours the Mpesa Foundation Academy

TVET Authority Director-General Dr Kipkirui Langat, together with officers from the Authority in July paid a visit to the Mpesa Foundation Academy to learn more about the institution and the programmes they offer.

The DG was invited to the institution, to among other things, experience the learning environment, facilities and programmes offered to advise the institution on how it can guide some of their student graduating from different academic programmes can pursue the TVET courses in the country.

The extensive tour at the institution, which was led by the Director Uongozi Centre Christian Gulzow. Dr Kipkirui and his team visited the institution library, the Uongozi Centre, the Bob Collymore Music Atrium, and interacted with students in their lecture halls.

Also in attendance was the Academy Head of IB Programmes Jackline Otula, Head of Admissions Nicole Duhig and Manager Partnerships & Communications Imali Makotsi.



TVETA DG Dr Kipkirui Langat watching a demo of a robot at Mpesa Foundation Academy

TVETA CEO and staff plant trees at Kipsinende TVC



TVETA DG Dr. Kipkirui Langat planting a tree

On 11th June 2021, the TVET Authority Director-General Dr Kipkirui Langat led members of the staff to plant trees at Kipsinende TVC, in Kericho County. This is in pursuant of a Presidential directive to State agencies to accelerate the attainment of 10% tree cover in the country by 2022.

Speaking during the event, the DG who was the guest of honour, said trees are not only important in conserving the environment, they also have many benefits to the community.

The Authority partnered will the college to plant over 1,000 indigenous trees. The event was attended by trainers, students, principals of TVET colleges from neighbouring institutions and hundreds of members of the community.

Others in attendance were Kipkelion West MP Hillary Kosgei, area MCA Hezron Ngetich, former Kipkelion MP Magerer Langat,

Kipsinende TVC principal Joseph Mibey among others.

The DG said the Authority will make tree planting in TVET institutions an annual event as part of conserving the environment and greening the TVET sector.

“...trees are not only important in conserving the environment, they also have many benefits to the community.”



DG Dr Kipkirui Langat (Centre) with KIB CEO Julius Alego (Right) & member of the board Julius Kubai

TVETA DG guides Kenya Institute of Bankers to transit to a Centre of Excellence

The TVET Authority Director-General Dr Kipkirui Langat met a team from the Kenya Institute of Bankers and discussed the roadmap towards turning the institution into a Centre of Excellence in the financial and banking sector.

The DG hosted the CEO of Kenya Institute of Bankers (KIB) Julius Alego and a member of the Board Mr Julius Kubai who paid him a courtesy call.

The duo had come to seek advice on how KIB can align itself with government regulation and accreditation guidelines.

Over the years, the Institute has been offering professional qualifications leading to the award of Diploma and Advanced Diploma in banking and financial services. However, the institution is not regulated by any agency and the qualifications are not equated under the Kenya National Qualification Framework (KNQF). This denies the students a chance to progress in any academic pathway.

The TVETA DG welcomed the team and took them through the mandate of the Authority and the training and regulation regime in the TVET sector in the country.

He advised them to consider working to have the institute legally recognized as a Centre of Excellence in the Banking and Financial sector in the country so that it can offer specialized training for the sector.

Like universities and National Polytechnics, Centers of Excellence have legal orders to train and award certification in their specific areas of excellence. Some of such colleges

Over the years, the Institute has been offering professional qualifications leading to the award of Diploma and Advanced Diploma in banking and financial services.

include Kenya Medical Training College (KMTC), Utalii College, Kenya Water Institute among others.

The DG advised the team to map out all the stakeholders in the banking and financial sector in the country and form an advisory committee. The committee will help them to review the curriculum and come up with a market-driven curriculum that addresses the needs of the sector and also help them to come up with the required compliance structures. The DG informed them that TVETA has already developed the Standards that guide the establishment of a Centre of Excellence.

He promised them that the Authority will be at hand to offer advisory until they meet all the requirements for accreditation as a Centre of Excellence. They will then apply to TVETA for assessment and once they get approval from TVETA Board. They can then apply to the Cabinet Secretary in the Ministry of Education for consideration as COE

If considered, they will get a legal order that allows them to train and award certification of various programmes in the Finance and Banking sector.



Dr Kipkirui Langat (Centre) with delegation from Kenya Health Professions Oversight Authority and TVETA staff

TVETA and Kenya Health Professions Oversight Authority CEOs hold a consultative meeting

In June this year, TVET Authority Director-General/CEO Dr Kipkirui Langat and the CEO of Kenya Health Professions Oversight Authority (KHPOA) Dr Kioko Jackson held a consultative meeting to discuss how the two-State corporations can work together to streamline the regulation and accreditation of professionals and institutions in the health-related fields.

The meeting, which was held at the TVETA offices, was also attended by Dr Kemunto Misega and Sophie Waihenya from KHPOA and TVETA's Dr Otta Osawa and Timothy Nyongesa. Others in the meeting were Denis Oketch and Jamlick Gitonga from the Peri-operative Technicians and Technologists Association of Kenya (POTTA).

The two CEOs formed a team that was mandated to bring together all the stakeholders to develop a framework on how various regulatory bodies can work jointly, especially

during the inspection and accreditation of institutions and professionals in the various health fields.

Kenya Health Professions Oversight Authority is a body corporate mandated to provide oversight in the regulation of healthcare service delivery: training, registration and licensing of health professions and ensuring compliance of health professionals standards and practice.

TVETA Director-General said that the two regulators will come up with a framework for joint inspection of institutions in the health sector, which will provide a benchmark for the rest in the TVET sector.

"We will also have discussions on how we can reduce the licence fees charged by regulators because these charges are passed to students, hence a burden to parents. Having joint inspection teams from all the regulators will bring down some of these fees," Dr Langat observed.

KHPOA Dr Kioko Jackson said that his Authority is concerned that while there are 42 professional cadres in the health sector, only nine fields are regulated and hence practitioners are accredited and awarded with practising certificates. The other 33 are unregulated.

"We need to look at the accreditation and certification process of these other fields so that they can also be regulated and professionals are given practising certificates," Dr Kioko said. "We also need to bring together all the regulators in the sector so that we can have joint health teams during the inspection and accreditation process," he added.

Dr Kioko said his organisation is currently conducting a mapping exercise aimed at creating a database of all healthcare professionals currently not regulated and bring them under regulation.

From a Trade Test to Masters Degree: The inspiring story of Geoffrey Cheruiyot



Geoffrey Kimutai Director of
Public Works Bomet County

Geoffrey has no secondary school education, he doesn't have a KCSE certificate but with focus and determined he has followed the TVET pathway to thrive in academia and career from a mason to his current position as the Director of Public Works, Bomet County.

It's often thought that TVET is only intended for trainees who are not 'very bright', or those who didn't attain the qualifications to pursue university education.

But one man, Geoffrey Kimutai Cheruiyot has shattered this conventional myth by skipping secondary education, and hence the much-coveted KCSE certificate, and re-write the progression dream in the TVET academic pathway, which starts at any schooling level and end up at the academic acme of a doctorate.

The journey of Cheruiyot is like a fairy tale. Even in the appraisal of Cheruiyot, who is currently the Director of Public Works at Bomet County, his exciting excursion wasn't planned at all. Geoffrey joined Kaboson

Primary School in Chepalungu in 1986 and sat for his KCPE exam in 1993 and passed well by attaining 473 marks out of the 700. He received two letters of admission to join Form One from Tenwek Boys and Koiwa High School. But his parents didn't have money to take him to any of the two schools.

Instead, he joined Emkwen Youth Polytechnic (now referred to as Vocational Centres) and was enrolled in a Masonry Trade Test course.

“At that time I didn't know what the course or training entailed. I just wanted to be a mason and maybe start constructing houses in the village and start making money,” he said.

A year later he joined Kiptere Youth Polytechnic in Kericho county to pursue an artisan course in Masonry, having done a trade test already. After completion, he was employed at Longisa High School as a Mason in 1995.

Geoffrey worked for few months at the school and with the little saving he had made, he applied and was enrolled for a Craft Certificate in Masonry at Moi Institute of Technology (currently Rongo University) in September 1996.

After two years, he went back to Longisa High School and sought for attachment to teach Technical Drawing, Building and Construction as part of his course work.

“Ironically, one of my students in Form Four was my former classmate in primary! And there I was teaching him because I was assigned classes in Form Four because of my skills and experience.”

He passed his course and armed with a Craft Certificate he left for Nairobi to look for employment. Within weeks he landed at

Donwoods Construction company and was recruited as a Mason earning Sh350 day, a lot of money then. He was later promoted to a foreman and was given an improved contract.

“I gained a lot of experience and in 2002 I applied for the position of foreman at Tiroto Construction Ltd and called for an interview. Surprisingly when they asked my salary expectation, I quoted Sh8,000, which was around Sh2,000 more from what I was earning then.”

“I got the job and at the end of the month, they sent Sh12,000 to my account. I was in shock because it was not what I expected and secondly, it was a lot of money then!”

But his burning desire for academic success was unending. In 2005, he applied and got admitted to Coast Institute of Technology to pursue a diploma in Building and graduated with a Diploma two years later, the only one in his class that year.

He returned to the company in 2007 and was promoted to the position of project manager.

Five years later he was back in college, this time pursuing Bachelor's degree in Quantity Survey at TUK university attending classes in the evening and weekends. His class was the first one to graduate under TUK. In 2014, he graduated with a Second Upper degree.

After graduation, he decided to have a new challenge and joined Continental Quantity Surveyors for two years before he joined Milicons Ltd in 2016 and left a year later to return to his former employer Continental QS where he stayed for a further two years until 2020.

During that period, he applied for a Master's



Mr Geoffrey Kimutai (left) with principal Emkwen VTC Walter Ng'eno

degree at JKUAT and was enrolled for an MSC in Construction Management in 2019. So far he has finished his course work and is currently working on his thesis and hope to complete it before the end of this year.

His star continued to shine when the Board of Registration for Architects and Quantity Surveyors (BORAQS) registered him after passing the accreditation exam.

Forward to last year. Bomet County advertised for various senior position including the post of Director of Public Works.

“I applied and was shortlisted. I came to realise later that the panellists wanted to know how I managed to advance in my academic pathway despite lacking a KCSE certificate. I shared my journey and proved to them I have the requisite qualifications, skills and knowledge for the job. I was offered the job, beating some equally strong competitors. I think the many years of experience I had accumulated and my sterling academic performance gave me an edge.”

Has his academic journey come to an end?

“Not at all! My academic destination is to reach the 'no school ahead' junction,” he says with a brimming face. “After I complete my MSC programme, I will apply for a PhD and work hard and complete it within the shortest possible time. My focus later in life is to be a researcher and consultant in the building and construction sector.”

Geoffrey journey is a template for the current reformed TVET.

The Director-General TVET Authority Dr Kipkirui Langat explains that the government has already put in place a clear and seamless transition between basic education and TVET.

“The Kenya National Qualification Authority (KNQA) has already developed a coherent framework for qualification from Primary schooling up to doctorate level. The framework links together all qualifications in a highly visible, quality-assured national system of educational recognition,” he explained.

“The structure, which also recognizes prior

learning, has now made it possible for one to qualify for university education through the TVET pathway without necessarily attaining the minimum university entry grade of C+.”

Geoffrey advice to young people is to embrace TVET because there is now an assured academic pathway and limitless employment opportunities for those who have the passion to excel in life.

“Young people can learn from my journey and understand that TVET is not meant for academic failures but rather another legal pathway to university and world of employment. As shown by my journey, TVET graduates get employment almost immediately because they get hands-on skills that are needed in the labour market,” he concludes.

“Geoffrey journey is a template for the current reformed TVET.”



Students at Dedan Kimathi University of Technology using Controllers during a Mechatronics lesson

Skills requirements for the new world order workforce



DR. KIPKIRUI LANGAT
TVET AUTHORITY DIRECTOR GENERAL/CEO

In the Month of July this year, The Indo Pacific Business Summit held a conference on *Future of Jobs: Skilled Workforce to meet Employment Opportunities in the New World Order* where I was privileged to be part of the speakers.

During the discussion, it merged that over the past decade, a set of ground-breaking and emerging technologies have signalled the start of the Fourth Industrial Revolution (Industry 4.0). To capture the opportunities created by these technologies, companies across the world have embarked on a reorientation and transformational drive, leveraging digitization and technology. More importantly, as a result of the Pandemic, the pace of technology adoption is expected to remain unabated and may accelerate in some areas.

Globally, Industry 4.0 is gaining popularity due to rapid improvements made in cyber computing capabilities in the last few decades. Largely driven by four specific

technological developments namely high-speed mobile Internet, Artificial intelligence (AI) and automation, the use of big data analytics, and cloud technology which are expected to have the most significant impact on employment figures within the global workforce. The digital transformation has impacted across sectors. Technology has already begun to change the way we organize tasks into jobs, for example, robotics and robotic process automation have transformed manufacturing and warehouses, the retail sector has reorganised its business strategy and has started focusing more on online delivery of products. Also, the Internet of Things (IoT) and Big Data are helping with personalisation while Cloud Computing has enhanced data protection.

In Banking and Financial services, the digital way of interaction is fast becoming the new normal as artificial intelligence and machine learning are taking centre stage.

Hospitals and healthcare service providers are implementing virtual consultations that can be done through audio and video conferencing tools which have led to a significant rise of telemedicine.

The education sector has also undergone a huge transformation as the outbreak forced schools, colleges and universities to shut down. There has been a distinctive rise of e-learning models. Although physical education institutions have reopened in many countries across the world, digitization and integration of technology with education are getting accelerated and online education has become an integral component of school education creating a hybrid model with significant benefits.

The Future of Jobs Report 2020 by the World Economic Forum has predicted the loss of some 75 million jobs worldwide by 2022 but at the same time, 133 million new jobs will be created requiring new sets of skills. As a result of this, the division of labour between people and machines is expected to continue to shift toward machines, especially for repetitive and routine tasks. The future jobs are expected to be more machine powered and data-driven than in the past, but they will also likely require human skills in areas such as problem-solving, communication, listening interpretation, and design. Soon, roles that leverage distinctively human skills, such as Customer Service Workers, Sales and Marketing Professionals, Training and Development, People and Culture, and Organizational Development Specialists as well as Innovation Managers, are expected to grow.

To prepare for the employment scenario that has been impacted by the future, the entire skill ecosystem will need to be reoriented and reorganised. There is a critical need to start skilling our potential workforce with a view on the emerging technologies and the future of

work. For the industry, crafting a sound lifelong learning system, investing in human capital and collaborating with other stakeholders on workforce strategy should thus be key business imperatives, critical to companies' medium to long-term growth, as well as an important contribution to society and social stability.

According to the National Association of Software and Service Companies (NASSCOM), in India, more than 50% of entry-level job postings in digital technologies require certifications, rapid upskilling and reskilling to help students and professionals transition into these job roles. To prepare for industry 4.0 and emerging technologies, workers will need to have appropriate skills enabling them to thrive in the workplace of the future and the ability to continue to retrain throughout their lives. Businesses are also becoming aware that reskilling employees is both cost-effective and has significant mid-term to long-term dividends, not only for their enterprise but also for the benefit of society more broadly. Through reskilling, industries can expect to create a workforce of future-ready talent.

The demand for a skilled workforce has provided an excellent opportunity for several countries to develop a high-quality trained workforce for the rest of the world especially for countries and regions with ageing or declining national populations. For countries with a surplus workforce like Kenya, it is important to focus training in market-relevant skills, with emphasis on the emerging technologies to leverage the job opportunities in the global job market.

As a way forward, with jobs becoming more and more standardized across the world and required skill sets becoming more alike, this is the time for countries in general and training providers in specific to come on a common



The education sector has also undergone a huge transformation as the outbreak forced schools, colleges and universities to shut down

platform and discuss the ways ahead in terms of developing the workforce for the future, and how they can collaborate and create a vibrant skilling ecosystem. The future beckons collaborative employment exchanges and global skilling programmes ecosystems.

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Students outside Thika Technical Training Institute

Cooperative Vocational Training is now a reality in Kenya

Technical and Vocational Education and Training (TVET) in Kenya is changing. Greater cooperation between technical training institutions and the private sector is one of the many pioneering ideas seeking to address the rising rate of unemployment among the youth through practical training.

It's undeniable that the private sector remains the biggest contributor to job creation, which is in turn considered a major driver for economic development and realization of Vision 2030. To achieve this reality, there is increasing and significant demand for skilled workers in industries in Kenya, as well as a demand for improved quality of goods and services that meet both local and international standards.

The Government of Kenya and the Federal Government of Germany in December 2018

signed a bilateral development cooperation agreement towards promoting a comprehensive approach to skills development in Kenya. The parties agreed to establish “Sustainable Economic Development – Promotion of Youth Employment and TVET” as a new priority area of cooperation. In this context, the Kenyan-German TVET Initiative (KGTI) was initiated.

The programme objective is to boost youth employment in Kenya by offering industry-oriented technical and vocational training in close cooperation with the private sector. In the end, the programme aims to improve the employability and employment of young Kenyans by bridging the mismatch of skills between training in the vocational institutions and requirements in the industry.

Under the 'Youth Employment and Vocational

Training' programme, Germany is working with the Kenyan Government to upgrade seven national technical training institutions into Centres of Excellence for the implementation of the pilot cooperative (dual) training model. This model borrows best practise from the German dual training and adapts interventions for a competence-based approach in the Kenyan context. In Germany, the system of dual vocational training is a big success as it offers companies a highly trained workforce with comprehensive practical, theoretical and personal skills. This has contributed directly to the very low youth unemployment rate, which was at 5.8% in November 2019.

Three of the training institutions - Kiambu Institute of Science and Technology, Nairobi Technical Training Institute and Thika

Technical Training Institute – are closely collaborating with companies to train technicians in industrial mechatronics, automotive mechatronics and autobody technology. Around 50% of training is done in the industry, providing practical skills and hands-on knowledge to the students while theoretical know-how and technical understanding are fostered in the TVET institution.

The capacity development for cooperative training also comprises training of TVET trainers and in-company mentors and is done in cooperation with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). Complementary to this, the German Development Bank (KfW) also supports these institutes with new workshops and modern training equipment.

The additional four training institutes expect their first training class in 2022. They are Bumbe Technical Training Institute (Automotive Technician); Ramogi Institute of Advanced Technology - RIAT (Refrigeration and Cold Store Mechatronics), Ekerubo Gietai Technical Training Institute (Plant technician/tea sector) and Kitale National Polytechnic (Commercial & Agricultural Vehicle Mechatronics).

Medrin Wanja, an Autobody Technology student at Thika Technical Training Institute is one of the beneficiaries in the pioneer class under the programme. She is undertaking her in-company mentorship at Top Quality Motors. She liked the idea of learning at the training institute and at the same time getting exposed through the hands-on mentorship in the company. “I appreciate it as I can practise my skills and competencies in real-time. I have learnt technical skills like welding, clearing dents from a car and even replacing a tyre. I



Trainer in a workshop at Nairobi TTI

have also improved my communications skills,” she beams.

Industry partners and training institutions laud the collaboration in the programme. Edwin Gathendu, the Value Stream Manager at Capwell Industries, one of the companies providing in-company training and mentorship, noted, “Through participating in the programme, we have been involved in developing the training curriculum that responds to the gaps we identify in the industry. We are also adding value to the lives of these young people who could even become our future employees. Companies should embrace this opportunity to positively transform the lives of youth.”

Business Member Organizations have been instrumental in mobilizing private sector companies to provide training slots for students in the programme.

“This is the best thing that has happened to us. Students will learn what the industry expects them to learn. When they graduate, they will fit

smoothly in the industry.” says Glory Mutungi, Chief Principal Nairobi TTI.

The current training takes a total of 2.5 years. On completion, students receive a level 6 Diploma from TVET-CDACC, with the option of a C-level certificate offered by the German Chamber of Commerce and Industry (AHK). The September 2021 intake for the second cohort closed on 30 July.

“**I have learnt technical skills like welding, clearing dents from a car and even replacing a tyre. I have also improved my communications skills,”**



Building a Competent Workforce in Kenya through Cooperative Vocational Training

Frequently Asked Questions

a. What is cooperative (dual) vocational training?

The Cooperative Vocational Education and Training model, sometimes referred to also as dual vocational training, combines learning at a training institution with industrial experience and mentorship offered through in-company training. The model is based on competency-based curricula. The learning outcomes at the training institution and the company are based on a jointly developed plan. This model encourages stronger collaboration between technical training institutions (TTIs) and private sector companies.

b. Why is cooperative vocational training necessary in Kenya?

Companies in Kenya often talk of a skills mismatch between training institutions and requirements in the industry. Cooperative training involves industries in the training process and ensures that theoretical background (know-why) is actualised through hands-on know-how.

c. How is the cooperative vocational training programme structured and implemented?

The current cooperative training scheme allows students to spend 50 per cent of their time in technical training institutions, and the remaining 50 per cent applying the knowledge gained in class in an actual work environment. The students rotate in three-monthly blocks between the TTI and the company. The participating TTIs have partnered with private companies to integrate learning with hands-on training.

d. Which training institutions are currently participating in the programme?

A total of several were identified for the implementation of this model. Three training institutions have already implemented the first training block. They are:

1. Nairobi Technical Training Institute - Automotive Mechatronics
2. Thika Technical Training Institute –AutobodyTechnology
3. Kiambu Institute of Science & Technology- Industrial Mechatronics

Additional four training institutes expect their first class in 2022. They are:

1. Bumbe Technical Training Institute - Automotive Technician
2. Ramogi Institute of Advanced Technology (RIAT) - Refrigeration and Cold Store Mechatronics
3. Ekerubo Gietai Technical Training Institute - Plant Technician
4. Kitale National Polytechnic - Commercial and Agricultural Vehicle Mechatronics

e. How is the training content developed?

In the cooperative training approach, the industry leads in developing and defining the occupational standards, which are used to package the competence-based curriculum. The TTI trainers and in-company mentors further work together to develop a harmonized training plan, divided into HI-training plans and Industry-training plans.

f. How are the students/learners selected to join the programme?

Finding the right talent is important. The trainees are first interviewed by the respective companies/industries, and those who pass are placed in the TTI programme as long as they meet the selection requirements.

g. How long is the overall training and what qualifications do the trainees graduate with?

The current training takes a total of 2.5 years. On completion, students receive a Level-6 Diploma from TVET-CDACC, with the option of a C-Level Certificate offered by the German Chamber of Commerce and Industry (AHK).

In the cooperative training approach, the industry leads in developing and defining the occupational standards, which are used to package the competence-based curriculum.

I. What role does the German Development Cooperation play in the promotion of youth employment and vocational training?

The Federal Ministry for Economic Cooperation and Development (BMZ), through its implementing agencies, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and German Development Bank (KfW), supports the pilot institutes in the development of training curriculum, capacity-building for trainers and the construction of new workshops with state of the art training equipment to make learning a hands-on experience.



Trainer taking students through a lesson at Thika Technical Training Institute



Trainer taking students through Industrial Mechatronics lessons at KIST

Kiambu Institute of Science and Technology partners with Industry to offer cooperative training



Principal Kiambu Institute of Science and Technology Sammy K. Waititu

TVET is one of the most effective human resource development strategies aimed at addressing economic, social and environmental demands by helping the youth acquire the skills that connect them to the world of work.

In Kenya, the role played by TVET in the realization of Vision 2030, through the implementation of the Third Medium Term

Plan (Big Four agenda) and Sustainable Development Goals, cannot be overemphasized.

The Kenyan Government recognizes the role played by this sector in achieving the development goals of the economy, especially in skills development, employment creation, income earnings, and poverty reduction and has thus embraced Science, Technology and Innovation and Technical Education (TE) as one of its top priorities. Over the years, Government policy and investments priority in education has been directed towards Technical and Vocational Education and Training (TVET).

Gradually, there has been an increased emphasis on reforms in the TVET system to accommodate the needs of a dynamic world of work and offer better opportunities for youth to obtain relevant hands-on skills,

gainful employment and filling much-needed industry positions especially in the field of engineering.

These reforms in the Kenyan TVET system have necessitated the introduction of Competency-Based Education and Training (CBET) aimed at improving access, quality and relevance of vocational training. A fundamental part of the reforms is the renewed emphasis on the private sector involvement in designing and implementing TVET programmes.

Strengthening collaborative linkages between government, training institutions and the private sector in driving the TVET agenda is of paramount importance. Strong and meaningful collaborations between industry and training institutions through cooperative vocational training where practical training platforms and student exposure to the industry are afforded,

is key to increasing productivity, fostering the growth of industries and achieving Kenya's development goals.

Collaborative research between industry and training institutions builds a valuable knowledge base that the private sector and government can leverage to improve technical training and solve real economic problems facing the nation. Additionally, the private sector aids in the transfer of relevant technology and best practices.

Kiambu Institute of Science and Technology (KIST) is one of the middle-level TVET institutions charged with the mandate of training middle level technical manpower. The Institute, established in 1969, is registered under the Ministry of Education to offer Artisan, Craft and Diploma courses.

KIST benefited from the Kenya-German initiative for Sustainable Economic Development – Promotion of Youth Employment and TVET through the establishment of a Centre of Excellence (CoE) to offer a course in Industrial Mechatronics Technology Level 6. This initiative was launched in an endeavour to address the youth unemployment challenges among other gains. The objective of the Kenyan-German Cooperation for Youth Employment is to boost youth employment by offering industry-oriented technical and vocational training in close cooperation with the private sector.

What is Industrial Mechatronics?

Mechatronics is a multidisciplinary field that combines several types of engineering—electrical & electronics, mechanical, computer and systems design—and refers to the skill sets needed in the contemporary, advanced automated manufacturing industry. At the intersection of mechanics, electronics, and computing,



A fundamental part of the reforms is the renewed emphasis on the private sector involvement in designing and implementing TVET programmes.

mechatronics specialists create simpler and smarter systems as they design, construct and run factory production lines and automated processes, using their skills in computers, micro-controllers, programmable logic controllers, programming, industrial sensors, hydraulic, pneumatic and electric drives, design of mechanical structures and mechanisms

and knowledge of manufacturing processes.

The Diploma course in Industrial Mechatronics is offered under the Dual Cooperative Training mode (based on the German Dual Training System). This is an innovative training programme where 50% of the highly practical oriented course is carried out in Industry while 50% of knowledge and work situation simulation is accomplished in KIST.

The three-year programme is carried out based on the new CBET curriculum developed together with the industry. The introduction of Competency-Based Education and Training (CBET) as part of the reforms in the Kenyan TVET system aims at improving access, quality and relevance of vocational training.

A fundamental part of the reforms is the renewed emphasis on the private sector involvement in designing and implementing TVET programmes. The private sector involvement ensures that graduates are shaped and equipped per industry requirements as well as the transfer of relevant technology and best practices. *By Mr. Sammy Waititu*

Are you ready to be trained as the future high-tech workforce? Hurry up, apply and join KIST for a Diploma course in Industrial Mechatronics

A portrait of Dr Kipkirui Langat, a Black man with a mustache, wearing a dark suit, white shirt, and red tie. He is looking directly at the camera with a slight smile. The background is white.

Dr Kipkirui Langat

This is how we can STRENGTHEN our Technical Universities as pathways for TVET graduates

A technical university, sometimes referred to by words like technological university, institute of technology, university of technology, technological educational institute, technical college, polytechnic university or just polytechnic is an institution of tertiary education that specializes in engineering, technology, applied sciences and natural science. Some of these institutions have been in existence since at least the 18th century but became more popular after World War II with the expansion of engineering and applied science education associated with the new needs created by industrialisation.

In many countries, although being generally considered similar institutions of higher learning, the institutions used to have quite different Statutes. In many cases, polytechnics were elite technological universities concentrating on applied science and engineering.

The emergence of so many upgraded polytechnics or former TVET schools converted into more university-like institutions has caused concerns, with some lacking specialised intermediate technical professionals to link to industrial resulting in a shortage of skills in some fields.


This trend has made several countries reposition the place of technical universities as the apex of both academic and TVET offering a diverse range of academic programmes, and vocational career-focused professional courses.

In the UK, the British polytechnics were granted university status in 1992 creating new universities like the University of Central England (Birmingham), University of Westminster, the University of West of England (Bristol), and London Metropolitan University which continued to offer strongly vocational/career-oriented and professional

programmes with some offering more traditional general degrees.

While research is concentrated in applied areas, in some quarters these institutions are considered to have suffered mission drift in moving from a primary focus on teaching, to competing in pure research with the older universities. London Metropolitan University which prides itself as one of Britain's largest universities focuses on the provision of vocational and business programmes which are offered at levels ranging from pre-degree study and foundation degrees comprising two-year programmes that combine technical skills and academic knowledge.

Germany has one of the oldest university systems in Europe, which has been dominated since the eighteenth century by the ideal of the research university. However, after the Second



World War, there have been considerable pressures to open up and diversify the system, producing a landscape of universities, technical universities, colleges of art and music, specialist institutions, universities of applied sciences among others.

The technical universities originally restricted their teaching to technical and engineering disciplines but have developed a wider suite of programmes that now include the arts and humanities. Their primary focus, however, continues to be on engineering and applied sciences, and in every other respect, they operate as universities, offering qualifications up to doctoral level, whereas at the university of applied science, the highest qualification is the master's degree.

Currently Germany pride itself on some of the prestigious technical universities which include RWTH Aachen, Technical University of Berlin, Technical University of Braunschweig and Technical University of Chemnitz. Others are the Technical University of Clausthal, Brandenburg Technical University and the Technical University of Darmstadt.

For many years, the Finnish Government has seen a strong link between higher education, research and technology as drivers of regional development. From the 1960s onwards, the government created some new universities in different parts of the country with a strong emphasis on engineering and technology. In the early 1990s, in response to a major economic slump, the government embarked on a wide-ranging strategy to transform Finland into a 'knowledge society. Critical to the success of this strategy was the role played by the universities, particularly Helsinki University of Technology, Tampere University of Technology and the University of Oulu.

There was also a perceived need to support the high end of research with higher levels of education and skills spread more generally throughout Finnish society. A further strategy, therefore, was to increase higher education enrolments dramatically, particularly in technological fields. As a result, the polytechnic institutions were created as an institutional type quite distinct from the universities, with a strong orientation towards practical education for working life.

At present, over 30 polytechnics are spread throughout the country with a particular mission to support regional development and regional innovation systems. Polytechnic enrolments account for over 60% of higher education enrolments in Finland and the sector is highly regarded. Through a combination of theoretical and practical education, they offer courses in the fields of natural resources, technology and communications, business and administration, tourism, catering and institutional management, health care and social services, culture and humanities, and teaching.

Practice and project work are pursued in close co-operation with business and industry. Entry requirements are generally lower than for universities, but students wishing to enrol for degree programmes are required to write an entrance examination. Between 25% and 30% of students are enrolled for degree programmes in the polytechnics, and postgraduate studies are only offered in a few select areas.

In 1996 South Africa proposed the establishment of a comprehensive institution through the merger of a technical institute and a university. The idea was informed by the fact that an institutional type that integrates university and technical type programmes would be well placed to contribute to

addressing a range of goals, central to the government's human resource development strategy, in particular, access to higher education. The strategy was meant to promote student mobility; strengthening applied research; and enhanced responsiveness to regional and national human resources, skills and knowledge needs. This was also to provide access to students who do not meet the requirements for a university degree to go for shorter, work-related qualifications with possibilities for further advancement.

All the comprehensive universities offer programmes with varying entry requirements including articulation and progression pathways for students from TVET into degree programmes. Also in a reverse movement, they offer students who have entered into and completed degree studies the opportunity to cap their studies with a work-related, technical or vocational qualification. The universities offer diverse kinds of learning programmes, from vocational to professional and general formative, under one roof. Currently, there are six comprehensive universities in South Africa which include the University of Zululand, Walter Sisulu University, University of Venda, University of South Africa, Nelson Mandela Metropolitan University and the University of Johannesburg.

In Ghana, Technical Universities were established by the Technical Universities Act of 2016 to provide higher education in engineering, science and technology-based disciplines, technical and vocational education and training, applied arts and related disciplines for the development of the industrial and technological base of the economy.

The institutions were required to build a

competent workforce in the area of administration, teaching and research to suit their new status. Apart from gaining pedagogical and content knowledge, participation of academic staff in these programmes would enhance capacity building effectiveness in the universities. It would transform the abilities and skills of academic staff in such a way and manner that they meet and fit adequately in the challenges of their jobs. To date, Ghana has ten technical universities which include Tamale, Kumasi, Accra, Cape Coast, Takoradi and Wa Polytechnic among others.

Kenya has not been left behind in the quest of reforming education and training to make it a knowledge economy. In 2012 through a sessional paper on policy framework for reforming education and training in Kenya, a raft of reforms was initiated to enhance access, equality, quality and relevance in TVET among others. This was to target skills development in priority sectors in line with Kenya vision 2030.

To achieve this, the government proposed to expand TVET institutions which included technical and vocational colleges, national polytechnics and technical universities. Subsequent government directive designated six institutions to be established as technical

universities as per the universities act 2012. The institutions which have so far been converted to universities are the Technical University of Kenya, Technical University of Mombasa, and the Dedan Kimathi University of Technology. Others are Meru University of Science and Technology, Masinde Muliro University of Science and Technology and the Co-operative University of Kenya. Many other universities especially those which were initially TVET institutions have tended to structure their programmes in the line of technical universities by retaining some TVET programmes.

However, to a large extent, these universities are less operating like conventional universities in all aspects as there is no framework to have them operate in the true sense of a technical university. For example, there is no direct working relationship between the universities and TVET institutions especially in the areas of programme development and delivery or designated upward mobility for TVET graduates. Also, all TVET students in these universities are self-sponsored hence limiting the opportunities for those who want to progress their careers.

For Kenya to operationalise technical universities as envisaged earlier, there is a need to relook at the current policy and legal frameworks to ensure that they are in line with

standards defining technical universities and where possible provide for restructuring. The restructuring to focus on governance, programme development and implementation and students' placement among others.

The universities should be able to enrol at least 30% of TVET students under government sponsorship, 40% of TVET undergraduate students, another 20% of students enrolled in traditional professional programmes complementing TVET programmes and 10% postgraduate programmes. The framework should also provide for working arrangements between technical universities and national polytechnics in offering some of the undergraduate TVET programmes by national polytechnics.

As we develop these specialist institutions to deliver on their mandate, there is a need for building the capacity and competencies of academic staff to befit their new status. To bring desired change in the universities, enhancing the capacities of academic staff will be a major step in improving the quality of teaching and research output among academic staff.

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TVET AUTHORITY IS NOW ISO 9001: 2015 CERTIFIED



CAS MoE Dr Sarah Ruto (second left) PS VTT Dr Margaret Mwakima (third left), CAS MoE Hon. Hassan Noor Hassan (third right) Chairman TVETA Board Prof. Ahmed Ferej (second right) and TVETA CEO Dr. Kipkirui Langat (right) posing with dummy ISO certificate.

On 26th February 2021 the Technical and Vocational Education and Training Authority (TVETA) received ISO 9001:2015 certification from the Kenya Bureau of Standards during a ceremony held in Nairobi.

The ceremony was attended by the Chief Administrative Secretaries in the Ministry of Education Dr Sarah Ruto and Hon. Hassan Noor Hassan, the Principal Secretary State Department of Vocational and Technical Training Dr Margaret Mwakima, and the Chairman of the TVET Authority Board Prof. Ahmed Ferej, TVETA also unveiled the National TVET Standards Report 2020.

TVETA Director-General Dr Kipkirui Langat said ISO certification demonstrates the Authority ability to consistently provide products and services that meet customer and regulatory requirements and demonstrate our commitment to continuous improvement.

ISO certification is a useful tool that adds

credibility by demonstrating that our products and services meet the expectations of our customers and international quality standards.

TVETA started implementing ISO 9001:2015 quality management system in July 2019. The process started with the development of quality management system documents such as procedures, policies, forms and registers.

Among the notable milestones include the development and implementation of an asset management system, provision of services online, implementation of a customer feedback system, staff competence development through training and development programmes, labelling of offices, employee understanding and application of the quality policy, timely accreditation of training institutions and trainers, conducting employee satisfaction survey and utilization of the survey findings.

In line with the certification roadmap, the Authority started by preparing QMS

documents which included the ISO procedures for all the departments, policies, forms and registers. These were launched in July 2019 at a ceremony which was attended by Director-General Dr Kipkirui Langat.

During the launch, staff were sensitized on the importance of implementing the quality management system and the various QMS documents that exist. After the launch, internal auditors were trained who then later conducted two internal audits in October 2019 and February 2020. This then gave the Authority confidence to apply to the Kenya Bureau of Standards (KEBS) for certification.

Following TVETA's application for certification in July 2020, KEBS visited the Authority premises in September 2020 where they conducted a stage one audit. The objective of the Audit was to determine TVETA's readiness for certification.

The Authority came out successful in stage one audit and was consequently recommended for the certification audit. The certification audit was then conducted in November 2020 where the Authority was recommended for certification subject to the preparation of a corrective action plan for the three minor non-conformities identified. The Authority prepared the corrective action plan and submitted it to KEBS.

Early January 2020, the Authority received the good news that certification has been approved by the certification committee.

ISO certification is a sign that the Authority has to a great extent complied with the requirements of ISO 9001:2015 standard, relevant legal and regulatory requirements and the QMS documents.



TVETA develops Prior Learning Assessment and Recognition guidelines

There is now a breakthrough in the lives and careers of Jua Kali artisans after the TVET Authority developed Prior Learning Assessment and Recognition (PLAR) standards and guidelines.

Most of the artisans in the informal sector have acquired and perfected various skills through apprenticeship and 'learning on the job'.

However, now with the development of PLAR standards and guidelines, skilled labour in the informal sector will be brought into the mainstream labour market. The guidelines have been developed to guide PLAR providers on how to prepare, plan and implement PLAR within the TVET sector. The guidelines will also inform prospective candidates on what they can expect from PLAR and how they can actively participate in the assessment process.

These include institutional readiness for providing PLAR within the TVET sector, the steps involved in the assessment process, the roles and responsibilities of all stakeholders involved, monitoring and quality assurance required and the review of the PLAR Process. According to the guidelines, all PLAR providers must use assessors and verifiers who are approved and recognized by TVETA and certification agencies. TVETA accredits trainers, assessors and verifiers. The names of those accredited are posted on the TVETA website.

However, these accredited assessors and verifiers shall be approved by assessment bodies after they are accredited and shall renew their accreditation after every 3 years with TVETA having fulfilled Continuous Professional Development (CPD)

requirements as trainers. Once the arrangements for PLAR are ready, TVETA shall announce through a gazette notice and provide application forms and procedures.

The Authority shall then do the initial assessment to ensure that there are relevant systems in place to conduct the assessment, that is, there are relevant accredited units of competency, accredited assessors/verifiers and an approved assessment centres with the capacity to conduct the assessment. The PLAR candidates shall be assessed against unit standards and qualifications registered on the Kenya National Qualification Framework (KNQF).



The TVET Standard on Open and Distance e-Learning (ODEL) is now available

When the government closed down schools and colleges last year and part of this year due to fears over the spread of coronavirus, the adoption of online learning as a method of teaching in TVET institutions was very minimal, largely due to the lack of an established legal framework and standards to guide a proper roll-out.

However, that has now been addressed after the Technical and Vocational Education Training (TVETA) developed the standards that set the requirements and guidelines for the implementation of Open, Distance and e-Learning (ODEL).

This standard, which was developed through consultations with stakeholders and Kenya Bureau of Standards (KEBS), was necessitated by the need for establishing requirements governing the quality of training services in the TVET Sector. It is envisaged that through standardization, service delivery disparities that are encountered when services are rendered within the TVET sector will be removed.

During the development period, the technical committee worked in consultation with key stakeholders representing government, regulatory and professional bodies, curricula development and assessment agencies, academia, consumer groups, public and private colleges, universities and other interested parties.

The TVET Standard prescribes requirements for Open, Distance and e-Learning centres through traditional distance education; e-learning provisions; blended learning and virtual education and training modes.

The Standard defines some of the key terms of ODeL. For instance, "Distance Learning" is defined as the delivery of learning or training to those who are separated mostly by time and space from those who are training. The training is done with a variety of mediating processes used to transmit content, to provide tuition and to conduct assessment or measure outcomes. The delivery modes may include traditional distance education by correspondence courses, e-learning and blended learning to open learning centres and face-to-face provision were a significant element of flexibility, self-study, and learning support, is an integral part.

“e-Learning” is defined as the application of information and communication technologies (ICTs) to enhance distance education, implement open learning policies, make learning activities more flexible and enable those learning activities to be distributed among many learning venues. While “Open Learning” is described as policies and practices that permit entry to learning with no or minimum barriers concerning age, gender, or time constraints and with recognition or prior learning.

The Standard sets out several requirements for ODeL providers. An ODeL centre shall show evidence that an appropriate needs assessment or feasibility assessment has been undertaken giving the rationale or justification for setting up the institution or starting the programme as reflected in the beliefs and core values of the institution.

It should show the target groups that are to be served by the institution focusing on their demographical factors, education background, motivational factors, experiences -including work situation and accessibility and familiarity to media and information among others.

Furthermore, the centre should also show the infrastructural situation in the catchments regions, especially telecommunication network, electricity and transport; the educational resources such as facilities in the learning institutions, library services as well as human resource; and the market demand of the courses to be offered.

But most importantly, ODeL centres shall ensure that the quality of the TVET CBET Programmes offered through ODeL and those offered through face-to-face are comparable.

According to the Standard, the centres offering ODeL programmes shall be accredited, same as the programme to be delivered. The Centre shall have budgetary provisions for the

programme to ensure its sustainability and this shall be reflected in the financial policy statements. It should also ensure that there are clear governance and administrative structures that involve stakeholders, where appropriate.

The guidelines also provide that an ODeL Centre offering ODeL programmes may establish regional learning centres to bring services closer to the trainees. These regional centres shall require accreditation by the

For ODeL centers which are established within National polytechnics shall put in place mechanisms for regular review of both the curriculum and learning materials by peers and experts. The review shall focus on relevance and appropriateness of content concerning the syllabuses and their objectives, discipline conformity and learner expectations.

The issue of trainers has also been addressed whereby an ODeL Center shall ensure

The TVET Standard on Open, Distance and e-Learning captures and addresses a wide range of other issues that are aimed at mainstreaming these forms of learning.

Authority. The learning centre shall have academic, guidance and counselling services (trainers should be available in respective subject courses); study support services; and administrative support services.

The guidelines also allow the ODeL Centre to enter into collaborative arrangements for delivery of open, distance and e- learning. However, such collaborative arrangements shall be approved by the Authority.

The Standard has also addressed the issue of curriculum development and implementation. Where the ODeL centre fall under the category of national polytechnic, the curriculum development and implementation shall be as provided in the national polytechnic CBET programme development standards. For other categories, they shall implement already developed programmes from recognized curriculum development and assessment bodies. The ODeL centre shall ensure quality in the implementation of the programmes.

appropriate orientation of TVETA accredited trainers by expert trainers on ODeL system, who give face-face or non-contiguous intervention or interaction with the trainees.

On assessment, the ODeL Centre shall, at enrolment, inform the trainee of any assessments that would be required and declare the requirements of the said assessments. The requirements for external assessments should include the responsibility of the provider and responsibility of the trainee.

The TVET Standard on Open, Distance and e-Learning captures and addresses a wide range of other issues that are aimed at mainstreaming these forms of learning.

It is now upon the ODeL providers to get hold of the standard, read and understand and roll out according to the guidelines so that in the coming days no learner is left behind no matter the circumstances we are facing individually, as a country or a people in a global set up.

Status of Online Training in TVET Institutions

TVET Authority Department of Research surveyed the status of online training in accredited TVET institutions to determine the extent to which training delivery was affected by the Covid-19 pandemic. An online questionnaire was administered to administrators and trainers of sampled TVET institutions. A sample size of 283 institutions, which represented 15% of the 1,928 accredited TVET institutions as of 20th January 2021 was used for the study. All the 12 National polytechnics were considered while stratified simple random sampling was used to select the TVCs and VTCs in all parts of the country.

The results from this study showed that:

- i) Before the onset of Covid-19, the main mode of training delivery in the VTCs and TVCs was face to face. However, some of the NPs had incorporated blended learning systems. However, the emergence of Covid-19 made many TVET institutions embrace online training delivery.
- ii) Most of the TVET institutions had not embraced online training as an important mode of training delivery due to inadequate ICT infrastructure and the low capacity of trainers and staff to implement the online training. The institutions that had embraced online delivery of training ranged from 1.46% to 38.24% (VTCs – 1.46%, TVCs – 25.30% and NP – 38.24%);
- iii) A significant number of administrators were not aware of the existence of ODeL standards that

had been developed by TVETA for accreditation of Online training. The highest percentage of awareness was recorded at the TVCs (82.93%) followed by the NP (80%) and VTCs (56.41%)



- iv) The closure of TVET institutions due to the COVID-19 pandemic initially led to the cessation of training in most TVET institutions. There was a total cessation of training in 70% of NPs, 69% of TVCs and 85.12% of VTCs due to the pandemic. A small percentage of TVCs (1.19%) and VTCs (0.83%) reported that their training was not affected by the pandemic.
- v) The percentage of technical staff who were competent to administer ODeL in the TVET institutions ranged from 42.98% to 90.91% (VTCs – 44.98%, TVCs – 78.57% and NP – 90.91%). Trainers who reported that they had been trained in the development and delivery

of online courses were 18%, 67% and 70% from VTCs, TVCs and NPs respectively.

- vi) Some of the online training media that had been adopted by the TVET institutions such as online audio programs, WhatsApp and email did not support learner to learner or learner to trainer interactions as required by the TVET ODeL standard;
- vii) The implementation of online training in TVET institutions was experiencing major challenges such as inadequate funding for the procurement of appropriate hardware and software, lack of technical expertise in online training delivery, poor or lack of internet connectivity, high internet costs and lack of reliable power supply;
- viii) Both the administrators and trainers noted that regular training and sensitization in areas such as administration and student support in online training, online assessment of trainees and development of online training materials were important in improving implementation of online training delivery;

“All the 12 National polytechnics were considered while stratified simple random sampling was used to select the TVCs and VTCs in all parts of the country.”



From Left to Right: Director of UNESCO's Regional for Eastern Africa Prof. Hubert Gijsen, PS. VTT Dr Margaret Mwakima, Ambassador for the Republic of South Korea in Kenya Hon. Yeonghan Choi & TVETA DG Dr. Kipkirui Langat during the ceremony

UNESCO and Republic of Korea Hand Over ICT Equipment to Six TVET Colleges

The Principal Secretary in State Department for Vocational and Technical Training (VTT) Dr Margaret Mwakima witnessed the handover of ICT equipment to six TVET colleges at a function held at PC Kinyanjui TTI.

Speaking at the ceremony held on 10th August 2021, the PS lauded UNESCO and the Republic of Korea for spearheading the Better Education for Africa's Rise (BEAR II) project, which is geared to improve the TVET systems in five countries of Eastern Africa including Kenya over 2017-2021 period.

The function was attended by the Ambassador for the Republic of South Korea in Kenya Hon. Yeonghan Choi, the Director of UNESCO's Regional for Eastern Africa Prof. Hubert Gijsen, TVET Authority Director-General Dr Kipkorir Langat, Secretary-General, Kenya National Commission for UNESCO, Dr Evangeline

Njoka, BEAR II Regional Coordinator, Mame Mor Diarra Ndiaye, among other guests.

The PS thank the two development partners for establishing the Project. The Project will supply ICT equipments, which includes computers, interactive boards, projectors and other devices to six institutions within Kenya.

The benefitting institutions include; Wote Technical Training Institute, Kaiboi Technical Training Institute, Coast Institute of Technology, PC Kinyanjui Technical Training Institute, Siaya Institute of Science and Technology, and Michuki Technical and Training Institute

"These institutions will be rolling out the implementation of solar PV curricula (Level 6 and Level 3) during the course of the year. The ICT equipment is expected to provide platforms for providing digital learning and hence increasing accessibility and improves the attractiveness of TVET Training," she said.

She reminded the beneficiary institutions that the equipment are meant to help the Kenyan youths now and in the future.

"In this regard, we advice that as you prepare to receive the equipment prepare and update inventories and communicate accordingly, in respect to laws guiding on the public assets. Institutions are accountable to assets and equipment that are received on behalf of Kenyans."

TVET Authority Director-General Dr Kipkirui Langat said the Authority has been spearheading the Strategic Plan for TVET 2019-2023, which aims at achieving a modern and labour-market responsive TVET system in the country.

"The TVET Act No. 29 of 2013 places a premium on quality CBET programmes offered in Kenya to ensure a strong link between skills learnt and the needs of the labour market," Dr Langat said.

He said BEAR II has achieved a lot since the project started in 2017. This includes the development of the Labour Market Analysis model, development of the Solar PV Curricula (Levels 3 and 6), the capacity building of trainers and the private sector framework for supporting skills development in Kenya produced, among the many outputs.

The DG said between July and December 2021, the project intends to digitalise and implement the TVET training curricula, among other outputs.

The ambassador for the Republic of Korea, H.E. Yeonghan Choi said that TVET education provides the best opportunity, especially for youth as it also provides labour forces for the private manufacturing industry.

UNESCO Regional Office for Eastern Africa, Prof. Hubert Gijzen said effective partnerships are crucial to make the project work.

He said UNESCO and other partners will continue partnering with the government of Kenya to strengthen TVET systems in the country, especially in the area of relevance, quality of training TVET education and improving the perception of TVET amongst the youth. BEAR II is an ongoing project, supported by a joint effort between UNESCO and the Republic of Korea. The project targets improving the relevancy of TVET to the needs of the economy enhance the quality of TVET delivered to trainees and improve the perception of TVET among young people and society.

In Kenya, the overall objective of the project is to support national authorities together with the private sector to improve the relevance, quality and perception of TVET. The project specifically aims to enhance TVET system capacity and increase collaboration with the private sector to ensure the employability of student graduates from TVET programmes in the Environment Sector.

The project implementation is at its final stages having manoeuvred through the effects of the COVID-19 pandemic.



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The ambassador for the Republic of Korea, H.E. Yeonghan Choi said that TVET education provides the best opportunity, especially for youth as it also provides labour forces for the private manufacturing industry.



Workers at ICT Hub in Jomvu

BOOST: Driving Technology, Innovation, and Entrepreneurship for youth in Mombasa.

In the advent of new technologies globally, and the irrefutable need for industries to champion sustainability, one initiative in Mombasa, is contributing to the City's sustainable development through a Circular Economy Project.

The project, BOOST was born from a partnership of four private and one public organization. They include Close the Gap Kenya (CTG), MDF Training and Consultancy (MDF), Crosswise Works, GoodUp and NITA as the public partner, was launched in 2019 to support the growth of decent work, green businesses, and access to sustainable technology, while fostering the transfer of knowledge and awareness on circular economy in Mombasa.

The project was conceived out of Close the Gap's (CTGs) social impact work; improving

digital access in East Africa and establishment of an ICT Asset Dispositioning facility in Mombasa. It aims to create a wider impact for the community, specifically youth in the coastal town.

Through the collaboration of these 4 organizations, the project is initiating a holistic approach, investing—in infrastructure, supporting green-entrepreneurship, creating objective partnerships, and increasing access to knowledge, skills, and providing affordable digital equipment.

The project runs along 3 tracks Entrepreneurship Support (Boost Your Business), Skill Development; (Boost Your Learning) and Boost Your Tech. The 3 Pillars' comprehensive offerings address innovation, skill development, sustainability, and technological readiness.

Improved Infrastructure and access to ICT equipment.

Boost Your Tech (BYT) is the project's infrastructure arm led by Close the Gap Kenya. BYT addresses the digital divide by making high quality, refurbished ICT devices like laptops, desktops, phones, and tablets more affordable and accessible to youth, entrepreneurs, schools and universities and social impact organizations across Kenya.

Close the Gap Kenya for several years has been sourcing assets that have not reached the end of life from Europe and giving them a new lease of life later distributing them to different markets across Africa.

With the establishment of the project in Mombasa, Close the Gap has invested in establishing the Circular Economy Hub, a

state of the art, ICT Assets Disposition (ITAD) Facility in Jomvu giving way to locally refurbish and access assets and as a result, creating employment and growing its investment in local markets.

Collaboratively with the Boost Your Learning, the BYT pillar also aims to build capacity and increase professionalism in the ICT Repair, Maintenance and Refurbishing space. Through BYL's programmes small and medium-sized businesses in Mombasa, cooperates and CTG's impact clients and partners received training on Circular Economy concepts and sustainable management of ICT assets. Additionally, the two pillars run an internship program that offers young talent an opportunity to gain basic employability skills and gain work experience through Close the Gap and its several partners.

The BOOST project has also contributed to the launch of an operations centre in Nyali, Mombasa in 2019. The centre, referred to as Close the Gap Hub hosts a well-equipped and modern training arena, co-working spaces, and a café. The CTG Hub not only provides a sound environment for the project's operations

but also increased the accessibility to the project's offerings to the local community.

Skill Development and improving workforce relations

Boost Your Learning (BYL), aims to transform Mombasa into a more sustainable city with better working conditions and increased employment opportunities. The pillar works closely with education institutions, both TVET and Higher Education learning, government, companies, development organizations.

BYL creates an impact by building the capacity of individuals and organisations through a variety of training programs. For cooperates, local SMEs and impact organisations, BYL offers training to improve workplace safety, provide knowledge on ICT assets repair and refurbishment, and create awareness for better electronic waste practices. The pillar also aims to create better work relations and improve the productivity of its partners and programme beneficiaries by offering soft skills training on aspects such as leadership, customer service and communication.

“The BOOST project has also contributed to the launch of an operations centre in Nyali, Mombasa in 2019.”

The BYL pillar also offers training in technical skills through a NITA accredited curriculum and other curricula to support youth, companies, and their employees to build capacity for sustainable management of ICT devices through knowledge on repair, maintenance, refurbishment, and recycling. It is envisioned that soon; the ICT repair and maintenance curricula will be used in TVET institutions and thereby contribute towards building the skills of youth in the country.

Through engagement in cross-sectorial meetings and training the pillar has also been challenging different organizations and companies to innovate for sustainability. By creating 'green' work environments that



Some of the trainees at the program

encourage responsible consumption and production.

While working in tandem with the public, government, and industry leaders the pillar also raises awareness to the public of e-waste and the circular economy to contribute towards making Mombasa a greener, more circular city.

Innovation and entrepreneurship

Boost Your Business (BYB) supports young entrepreneurs to develop businesses and seek opportunities that contribute to the environmental sustainability of Mombasa, by actualizing the principles of the circular economy.

The pillar's strategic objective is to create new businesses that innovate through Circular Economy models to create impactful products and services and new decent work opportunities. Moreover, the pillar focuses on nurturing a culture of impactful entrepreneurship.

Towards these ends, BYB offers a series of events, programmes and activities designed to inspire and support innovators and entrepreneurs and this includes a Business Incubator, Inspiration Days and Co-Creation Days.

Over the last year, the BYB Business Incubator has supported more than 100 entrepreneurs to start or grow their early-stage businesses by offering training and support on crucial topics such as financial management, marketing and product development, market research and workplace safety. The incubated businesses also have access to affordable, sustainable computers to support the business journey.

Some of the programme's entrepreneurs are



currently experiencing early success with their new launch products and services. One such story is ROKA, a start-up by Robert Mrima and John Nzuki which early last year launched their brand of carry-on bags made from sustainably sourced canvas material with positive reception from the public and support from both the cooperate and development sector.

Challenges

Despite the elevating successes, the project still faces a few challenges.

One resounding challenge has been the low uptake of BOOST's programmes by vulnerable youth and women, who ironically stand to benefit the most from the project. Understandably, the same youth and women, face a wide range of socio-economic hurdles. It is certainly an unfair disadvantage when a significant number of the youth and women

must choose between working to make ends meet for themselves and their families or attend training and have nothing to eat for the day.

Towards growth and development

Thanks to the support from different partners the project programs have stretched to areas such as Jomvu and Likoni and there is budding interest to enable the programmes to run in neighbouring coastal counties such as Kwale, Kilifi and Lamu to reach more vulnerable youth and women in the coastal region.

On a recent assessment tour of the state of the TVET sector on the coast, Director General, Dr Kiplagat and the Hon. Hassan Noor Hassan EBS-CAS Education, paid a visit to the project's operation centres, Close the Gap Hub and the Circular Economy Hub to see the work being done by BOOST.



TVETA Board of Director in charge of Finance and General Purposes Barua Sanga making his presentation at the meeting

TVET providers give TVETA the greenlight to implement Annual Quality Assurance fee

In July TVET providers and stakeholders gave TVET Authority the green light to operationalize the implementation of Gazette Notice No. 4983 of 26th May 2017 that mandates the Authority to levy an Annual Quality Assurance fee of Sh500 per student enrolled in a TVET institution.

The Gazetted fees, which are in line with the TVET Act 2013, have been partially implemented by the Authority on the accreditation of institutions, programmes and trainers, and the equation of certificates.

The Annual Quality Assurance fee of Ksh 500 per student enrolled which formed part of the gazette fees has not yet been implemented. The National Treasury and Office of the Auditor General had already given the Authority a go-ahead to levy the fee.

TVETA service charter provides that every accredited TVET institution be audited for quality assurance at least once every two (2) years. But inadequate funding has hampered the Authority from carrying out such core functions as specified in **section 7 of the Act 2013**.

This has led to unlicensed institutions admitting students and offering unapproved training programmes at the expense of registered and licensed Institutions.

However, today during a consultative meeting on TVET quality assurance fees held at a Nairobi Hotel, representatives acknowledged that the Authority is legally bound to collect the fees from institutions as one channel of mobilizing resources intended to strengthen its capacity to quality

assure institutions, trainers and programme.

The consultative meeting was attended by TVETA Chairman Board of Directors Prof. Ahmed Ferej (who participated virtually), TVETA DG Dr Kipkirui Langat, Acting Director in the Directorate of Technical Education Tom Mulati and TVETA Board Director in charge of Finance and General Purposes Burua Sanga.

Other attendees were Kenya Association of Technical Training Institutions chairperson Gloria Mutunga, representatives of Kenya National Association of Private Colleges (KENAPCO), representatives of TVET institutions in line ministries, representatives from University TVET Centres and the Chief Principal of Kenya Technical Trainers College

(KTTC) Dr. Edwin Tarno, among others.

TVETA Chairman Board of Directors Prof. Ahmed Ferej told the participants that the Board's vision is to create a regulator which is responsive to the needs of the TVET sector.

He said the Authority had called for the stakeholders consultative meeting to discuss how to mobilise resources to ensure there is adequate quality assurance on institutions so that TVET providers can offer quality training and certification.

"We have recruited adequate and qualified staff and created regional offices in Mombasa, Kisumu and Eldoret, which we will open in a few weeks so that we can take our services closer to the people. With more resources we will increase our presence across the country and intensify quality assurance programmes so that trainees can be offered quality training and certification," Prof. Ferej said.

The chairman called on the leadership of

KATTI and KENAPCO to prevail on its members to comply with TVETA's Quality Assurance Framework and operate within the law.

TVETA DG Dr Langat said that in line with strengthening the quality provision of training, the Authority has put in place structures to support institutions to set up Internal Assurance Units and also capacity build at least three staff members who will always ensure quality is adhered to all the time. This is in addition to the over 300 monitors and evaluators the Authority has already trained.

TVETA Director of the Board Barua Sanga called on the TVET providers to support the Authority so that it can serve them better.

The Acting Director in the Directorate of Technical Education Mr Tom Mulati said the sensitization meeting is necessary because the Gazette Notice is a law and the stakeholders should be aware of the impending changes so

that they can prepare well in advance.

"The ministry values quality assurance and we have already made it a Performance Contract target for all TVET institutions and the establishment of the Internal Quality Assurance Officer will be charged with the responsibility to ensure this target is achieved," he said.

He told the TVET providers that TVETA has a legal mandate on all the issues in the Gazette Notice and called on them to comply.

The representatives of all the organizations participating in the meeting including KATTI, KENAPCO, representatives of TVET institutions in line ministries and Universities with TVET Centres said that their members will comply and will support TVETA in collecting the fee.

They, however, called on the Ministry to issue them with a circular to facilitate the enforcement of the legal Notice.



TVETA Director of the Board Barua Sanga called on the TVET providers to support the Authority so that it can serve them better.

One of the participants addressing the meeting



KTTC Chief Principal Dr. Edwin Tarno

KTTC seeks financial support from AfDB to train TVET Managers and Trainers

the new CBET curriculum as a pathway of preparing trainees in TVET institutions for the labor market and the expanding entrepreneurial space.

Dr. Tarno also said that KTTC is also seeking partnership with International Labour Organisation (ILO) to strengthen its capacity to offer Open and Distance e-Learning (ODEL) to all trainers of TVET institutions.

In a bid to focus on its core mandate of training in technical trainer education, the institution has been since May this year managed to transfer over 1,400 students enrolled in TVET courses in the college to pursue various courses to eight TVET colleges to pave way for trainees pursuing only post graduate diploma in technical education.

In June this year, KTTC admitted another major cohort of 1,200 trainees who will be pursuing a post-graduate diploma in technical education. The college intends to admit at least 700 trainees every term for the specialized course.

The KTTC Principal Dr. Edwin Tarno said that unlike in the past, the premier trainer of technical teachers will only be focusing on building the capacity of TVET trainers and that of other non-teaching staff working in TVET institutions, especially on aspects of human resources, financial management, governance, among others.

“We will also be offering short courses for National Polytechnics Council Members and Boards of Management for other TVET institutions,” Dr. Tarno said. “Currently KTTC has been given additional mandate to develop more training programs targeting the TVET sub-sector and we are set to roll-out such courses in due course,” he added.

Under the current ambitious project of building the capacity of all TVET trainers, starting with those who were recruited last year without the pedagogical skills, Dr. Tarno said the training curriculum is ready and KTTC trainers have been trained by TVET Authority (TVETA) in readiness to roll out the program that is targeting around 3,000 trainers in the first phase.

“The new CBET curriculum has been improved and tailored to re-orient our trainers to the current global demands in industry and the labor market ecosystem in general. The re-skilling will focus on how to integrate Competence-Based Education and Training and Assessment in training, the integration of Open Distance and e-Learning, guidance and counseling and the assessment of Prior Learning model,” Dr. Tarno said.

KTTC has structured the program in four terms of three months each. Two terms will be on campus while the trainers will undertake one term through online learning and one term on teaching practice in their various institutions where they will be assessed by KTTC tutors. The program has been made flexible to allow the trainers to continue offering training in their respective institutions while at the same time undertake their training.

The trainers will spend the first term at KTTC, the second term online. In the third term, they will return to KTTC to do micro-teaching and projects before spending the remaining three months carrying out Teaching Practice in their respective institution.

Dr. Tarno said the institution is planning to offer school-based holiday learning in the future, once the learning calendar normalizes.

The Kenya Technical Trainers College (KTTC), through the support of Ministry of Education has reached to African Development Bank (AfDB) for financial support to train TVET trainers and managers across the country.

According to KTTC Chief Principal Dr. Edwin Tarno, the institution has put in place all the requisite structures in readiness to roll out a massive capacity-building program that is targeting all the TVET trainers across the country in line with the government reform agenda for the TVET sub-sector.

The training program is aimed at re-orientating and re-skilling the trainers and managers under



TVET Authority streamlines record management to offer effective services to clients



By Ruth Kabiyo

It is the desire of every organization to remain efficient and effective in meeting its legal obligations in service delivery to its stakeholders and mitigate legal challenges. It is also the desire of every organization to have readily available information to make timely decisions and meet its legal obligations.

The value of information and the power it has shaped the way an organization's business and activities are run. Effective use of information results in good and consistent decision making, efficient and effective delivery of services, transparency and accountability. However, this cannot be achieved without proper records management in the organization.

The question is, how do we manage records?

The process of managing records starts with first, understanding what records management entails. Records management is taking care of records from the time you create/receive them to the time you dispose of them. This implies that care should also be given to the closed records which are not needed for the conduct of current business.

If we equate the process of records management with a state that has its citizens, as the state requires a constitution to control its citizens, then records management requires a **records management policy**. The policy gives authority to all the records management

organization. These activities include:

Creation of records that adhere to the principles of records management. This ensures authoritative and reliable records are created and maintained in an accessible, intelligent, and usable manner to support the business and accountability requirements of an organisation.

Mail management controls the receipt, registration, distribution and dispatch of all official incoming and outgoing mail.

Classification of records. Well-organized classification schemes to ensure records are correctly filed and are easily accessible.

Disposal of records guided by a records retention and disposal schedule which shall ensure an organization shall only maintain those records it needs for functional purposes.

Access to information in a controlled manner to protect information from unauthorized access. This ensures the protection of privacy and confidentiality and prevents the inappropriate disclosure of information that could harm the organisation or infringe the privacy rights of individuals.

Management of electronic records requires the implementation of an Electronic Document and Records Management System (EDRMS) to managed electronic records for as long as they are needed.

Responsibility for records management to ensure responsibility is shared among the

In TVET Authority, the formulation of a records management policy was a critical milestone for the Authority.



creators and users of the information to promote the systematic and standardized application of records management procedures and practices.

The above-stated activities constitute a **records management programme** that ensures records are readily available with the goal of enhancing service delivery.

In TVET Authority, the formulation of a records management policy was a critical milestone for the Authority. It is the primary document that gives authority to all the records management activities in the Authority.

The current records management programme ensures all mail received in the Authority are registered, classified and put in relevant files. The files are then tracked to determine the location of every file at any given time. Security of information is very important and therefore the files are well secured in lockable bulk filers.

Once the files are closed and they are no longer needed for the conduct of current business, disposal is done. Disposal ensures records with enduring value are maintained permanently and ephemeral records are destroyed. In addition, the records management programme is well captured in the strategic plan, there is a budget to support all the activities and a records management committee is in place to ensure effective implementation of the programme.

The success of the TVET Authority's records management programme can be attributed to top management support. This ensures creators and users of records are accountable for any records management activity.

The writer is the head of Record Management Unit TVET Authority

TVETA Resource Centre



Re-Engineer Performance Management in TVET Institutions



By Charles Mogunde

Performance Contracting in TVET institutions in Kenya was introduced to enhance the quality of service delivered to the stakeholders. Most importantly, transparency, efficiency and effectiveness in service delivery are its key components to achieve Vision 2030 and the Big Four Agenda: Food security, affordable housing, universal health care, manufacturing and Job creation.

In detail, the *Report on Evaluation of the Performance of Ministries, State Corporations and Tertiary Institutions for The Financial Year 2019/2020* sets the basis of this discussion. The Performance Contracting (PC) will be more effective a tool to measure the performance of TVETs if customized to suit their varied operations. As a result of implementing the 16th cycle of Pcs, the education sector was the best in service delivery to the public as reported by the

Cabinet Secretary for the Public Service, Youth and Gender Affairs Prof. Margret Kobia. Similarly, TVETs were ranked according to their performance evaluation criteria.

The criteria included:

- 1) *Absorption of allocated funds by the GoK,*
- 2) *absorption of externally mobilized resources,*
- 3) *core mandate (project completion rate),*
- 4) *access to government procurement opportunities,*
- 5) *youth internships and*
- 6) *corruption prevention.*

The report shows that *The Kenya Technical Trainers College, Kabete* and *Meru National Polytechnics* as scoring “**very good**” grades. National Polytechnics including *Nyeri, Kenya Coast, Eldoret, Kisumu, Sigalagala, North Eastern and the Kitale* were graded as “**Good**”. The only National Polytechnic that did not achieve performance targets is *The Kisii National Polytechnic*. It was graded “**Fair**”. The evaluation report grade of “**Fair**” or “**Poor**” **may attract performance sanctions**.

Nonetheless, the criteria of corruption prevention caught all institutions off guard. The report indicates that tertiary institutions **did not put sufficient measures to prevent corruption**. Only 25% achievement was reported in preventing corruption in 119 tertiary institutions in Kenya. Where a well-funded National Polytechnic is poorly ranked in Performance Management, it raises fundamental questions.

Whether the institution is doing everything right; Whether it's doing its core mandate; whether absorbing allocated resources in the right projects; whether it is doing its procurement as required or is perpetuating corruption; is subject to investigation. The only solution to such underperforming institutions is continuous re-engineering as recommended by Principal Secretary, State department for public Service Ms Mary Kimonye. She emphasizes that there should be credibility in planning, budgeting and measuring outcomes. Just as Performance Management was put in place to check corruption by enhancing efficiency and effectiveness in service delivery to the public. Continuous improvement in implementing public policies, projects and programs are mandatory according to prof. Margret Kobia. Most important, results-based management

that promotes transparency, accountability and responsiveness in service delivery is highly in demand in our public institutions. **This type of management will ensure those holders of the offices are held accountable for the poor or failed management.** Poor management is responsible for poor resource utilization of public resources that amount to a failure to the attainment of the key national priorities.

It's not too late to establish Public Finance Management Reforms. The Cabinet Secretary for Education Prof. George Magoha hinted at a proposal to create a Financial Management team that can manage the financial affairs of institutions of learning. The proposal is timely. With the coming of these reforms, the teams will be solely responsible to interpret and implement the government policies and agenda. The current management systems in our institutions, which are not transparent neither accountable, cannot move the country to realize vision 2030. Neither the big four agenda cannot be effectively achieved.

Given the above performance management gap (preventing corruption) in TVETs, The Cabinet Secretary for the Public Service, Youth and Gender Affairs is welcome to revise the criteria for performance management in TVETs. The current institutional strategic plans are out of synch with Vision 2030 and the big four agenda. Instead, the huge public finances are spent on non-core functions of the learning institutions. Public Finance Management reforms in TVETs should include planning and budgeting guided by government priorities.

Although performance contracting is sweeping every MDAs, its only weakness is it does not allow the junior employees to evaluate the performance of their seniors, especially in the TVET community.

The PC tool should allow a bottom-up

Only 25% achievement was reported in preventing corruption in 119 tertiary institutions in Kenya.

approach. Junior employees should have a role to evaluate their seniors using an enhanced criterion. On condition that the rating criteria is open. As the name refers the component of 'contract' should be reflected where rotation of duties is allowed. A contract has definite terms and periods. In the public sector, we cannot have some selected underperforming civil servants staying in leadership forever. A participatory approach should be applied in selecting the most competent personnel into the performance of roles such as directors, principals, heads of sections and departments. This way, we can get rid of poor performers and totalitarian leaders who would wield powerful tools to scare potential fair competitors in performance management.

Lastly and most importantly, in the promotion of quality service delivery, the managers should “...enhance a culture of accountability, and transparency in the governance and management of the institutions” quote from the Technical and Vocational Educational and Training Act, 2013 (27)(2)©.

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YOUR QUESTIONS ON TVET ANSWERED

Source: Infobytes, a publication of the Kenya Yearbook Editorial Board

A university degree is a pretty good thing to have on your head, that's for sure. However, it's not the automatic ticket to a successful life Kenyans have always believed it to be. Folks in this country are finally learning that the long-maligned skills-based courses offered in polytechnics (now part of TVET) do make a pretty solid path to prosperity. These courses are faster to acquire, more affordable- like, really affordable- and are in higher demand in the labour market. What's more, it's much easier to set up your shop or launch a freelance career if others aren't hiring. It is a revolution that was launched in a massive update of the Education System and is being driven by the Technical Vocational Education and Training institutes. Indeed, the government has spent billions of shillings revamping the TVET sector since 2013. Karibu and let's find out more...

Tell me about TVET...

TVET, or Technical and Vocational Education and Training, refers to a range of learning that equips learners with a broad variety of hands-on skills, knowledge and attitudes that are easy to apply in day-to-day work environments. These include carpentry, masonry, car repair and others.

Can we say TVET is a rebrand of polytechnics?

Technically, no. The national polytechnics are just a part of the Kenyan TVET sector that also comprise Technical Training Institutes (TTIs), Vocational Training Centres (VTCs), Technical Trainer Colleges and any other category specified by the Cabinet Secretary, Ministry of Education

Difference between technical and vocational training?

Technical training focuses on a particular skill. For instance, you can acquire technical skills in pipe laying. This means you can work as a plumber, but your skills will be limited to pipe laying. On the other hand, vocational training is broader and will include all aspects of plumbing, both theoretical and practical.



How does TVET differ from university education?

Broadly, university courses are theory-heavy with their programmes geared towards the transfer of knowledge. Students are tested and promoted based on what they know and how they can apply complex data. On the other hand, TVET colleges focus more on practical skills such as plumbing motor vehicle repair, drawing and more.

Are TVET courses inferior to university degrees?

Each has its strengths and weaknesses. Again, the two systems are not in competition with each other. Rather, the knowledge and skills acquired in either are complementary. The much we can do now is to list a few of the strengths of a TVET course.



What would make a TVET course appealing?

There are often more jobs available in fields that TVET colleges cater for, locally and internationally. A TVET qualification is also quicker to obtain and more focused on getting you into the workforce quicker. The skills are acquired at a lower cost, too.

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How much average do the courses cost?

The annual fee averages Ksh 56000. However, the government has heavily subsidized the amount so that the learner pays only Ksh 26,000 per year.



Can I be too old to be accepted?

No, there are no age implications...
Anyone can enrol in CBET courses.



Who oversees the TVET sector?

There are three key bodies in TVET: The Technical and Vocational Education and Training Authority (TVETA), the Technical Vocational Educational and Training Curriculum Development Assessment and Certification Council (TVET CDACC) and the Kenya National Qualifications Authority (KNQA).

Why is the Govt investing so heavily in TVET?

Being the most practical avenue for imparting readily employable skills, TVET is a fantastic way to reduce unemployment, especially among the youth. At the same time, Kenya desperately needs these technical skills to accelerate the transformation to a rapidly industrializing, middle-income nation by 2030.

I bet these skills are required all over Africa?

Indeed. Africa requires skilled workers, in particular, competent artisans and technicians, to fill gaps in sectors of the economy such as building and construction, power and energy plants, water distribution and sanitation system, and large public works. Adequately trained workers are also in short supply in the hospitality and agro-processing sectors. Furthermore, African countries need highly skilled technical personnel in the value-addition of their primary commodities and natural resources.

How is the assessment carried out?

A variety of methods are used including, but not limited to, portfolios, projects, role play and written examinations.



What is the mandate of TVETA?

The TVET Authority is a public corporate agency established to regulate and coordinate training in the country through licensing, registration and accreditation of programmes, institutions and trainers.

...TVET CDACC?

TVET CDACC is the body corporate charged with design and development of competency-based curriculum, examinations, assessment and competence certification in TVET...and KNOA? KNOA is charged with coordination and harmonizing the various levels of education: and creating a database of all qualifications in the country.

How many technical colleges have so far been accredited?

There are about 2,313 accredited and licensed TVET colleges in Kenya.

Will I sit for an exam at the end of my course?

Yes, a trainee's skill is assessed through the Competency-Based Assessment(CBA) which entails collecting evidence to analyse a learner's progress and confirm that an individual can perform to the standard expected in the workplace. Industry representatives are also engaged to critique CBA processes for clarity, reliability, validity, content accuracy, relevance and appropriateness of language for the candidates.

How many exams do I sit on?

Depends on the particular course but the Council has established two broad mechanisms: Internal assessment and external assessment.

Tell me about the internal assessment...

It is a continuous process of evaluating a trainee's competence during training. The trainer also evaluates trainees' competence on completion of each unit. The internal assessor is monitored by an internal verifier for internal quality assurance.



And the external assessment...?

This process of evaluating a trainee's competence is done by an external assessor who is an expert in a particular skill area. An external assessor is a skilled worker drawn from industry. In certain instances, the external assessor maybe a trainer in another training institution. The external assessor, internal assessor and internal verifier are monitored by the external verifier to make sure quality in competence assessment.

How do I get prepared for the CBA?

TVET CDACC has trained 13,610 trainers and industry stakeholders on Competency-Based Assessment to prepare trainees for assessment. The council has also registered 133 assessment centres and intends to register more as they meet the requirements.

What about certification?

The Council awards a National Certificate to a candidate upon demonstrating competence in all units of competency in a qualification (full qualification). At the same time, a Certificate of Competency is awarded upon demonstration of competence in a unit of competency or a cluster of units of competency (partial qualification).

How are the assessment results graded?

The outcome of competence assessment is either 'Competent' or 'Not Yet Competent'. In judging the competence, the assessor must be convinced the trainee meets the standards set by the industry and will continue to do so in future.

Is involving industry experts necessary?

Industry workers are the people on the ground interacting with the real-life application of the skills being taught. Their understanding of the field, therefore, makes their involvement in the development, evaluation and validation of Occupational Standards(OS) and Competency-Based Curricula priceless.





TECHNICAL AND VOCATIONAL EDUCATION TRAINING AUTHORITY

THE TVET EYE
Magazine

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