

TECHNICAL AND VOCATIONAL TRAINING JOURNAL

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A case for qualifications in skills based training in Kenya

In his online Masterclass, Paul Krugman, a Nobel memorial prize in economic sciences winner, also regarded by most rankings as the best economist alive, summarized economics into two major principles; one, \$100 bills don't lie in the streets for very long, in other words, people will take advantage of opportunities and respond to incentives.

By Kenedy Juma

The second, every sale is also a purchase. According to him, using these two as fabric, you can successfully weave any economic story. What has this to do with TVETs? Read on, slowly. First a caveat, there are several factors that determine how and why nations prosper, this article is not about them. Human capital is the focus here. So again, read on, slowly.

Way back, before the advent of Agriculture, when our species were still hunters and gatherers, children had to teach themselves through play and exploration. There were no schools, learning was essentially like play. In fact, there was no big difference when one was playing and learning. Let's pause here for a second, imagine if learning was not all about forced repetition and testing for memory of what was repeated, instead, you were taught through play? How would this impact your attitude towards education in general and schools in specific? How much would we cut down on dropout rates?

Hundreds of thousands of years later, about 10,000 years ago to be

precise, we invented Agriculture and with it came a more permanent way of living. With it, children had to be taught the different ways of production; to tend to crops and domesticated animals. Play was considered a waste of time, as the growing towns and villages needed more goods and services, industrialization was invented to fill the gap. Schools started to produce workers. Then Adam Smith happened, and it was game over. Society became so complex, education graduated to a basic need. But who said it must be boring?

TVETs, at least as compared to universities, are a cheaper and more skill-based option. Now, we are a developing country, or if you don't like euphemism, we are poor; this means we need more skills and affordably. The intent being to train the youth and equip them with the necessary knowledge to expand their skill base. This directly impacts how well they are able to do a job. Read that last sentence again. Emphasis on "do." Being able to do a job reduces the time needed to train the potential workforce when absorbed in the economy. Unlike the bulk of our university graduates, TVET graduates need less training to fit in the labor market. Here's how, while in our universities you'll be taught about "Factors affecting Carpentry," in a TVET institution you'll do the actual carpentry. If any, we need very few people who've memorized the "Factors." So if you are interested in having skilled carpenters, then invest in training skilled carpenters. A good human capital translates to less importation. To advance into a wealthy economy, the populace need be productive and with the same

bullet address our trade imbalance.

Equipping TVETs will mean investing in their capacity to admit and train a large number of students. With the risk of playing the devil's advocate, the government, by subsidizing the fee for TVETs, is moving in the right direction. However, more still need be done if we are going to put a sizeable dent to our human capital. In 2018, the World Bank ranked Kenya's Human Capital Index at position 94 with a score of 0.52 with Singapore, South Korea and Japan topping the list at 0.88, 0.84 and 0.84 respectively. There's a strong correlation between human capital and economic growth. Economic growth means producing more, you can't do that without the right skills. By strategically investing in its human capital, Kenya, like the Asian Tigers, can spur real economic growth. The returns will not be in 6 months, of course, but in the long run, it will go a long way in spurring economic activity.

"Equipping TVETs will mean investing in their capacity to admit and train a large number of students."

David Graeber, who sadly died about 3 weeks ago, advocates for jobs that actually impact human life like manufacturing and agriculture. In his book, "Bullshit Jobs," he argues



President Frank-Walter Steinmeier of the Federal Republic of Germany and Kenya's President Uhuru Kenyatta during the laying of the foundation stone for the construction of the industrial mechatronics centre at the Kiambu Institute of Science and Technology (KIST).

that the rise of "service economy" has created the illusion of progress in society. We are having a bunch of people, he continues, that make huge profits through speculation in the FIRE (finance, insurance, real estate) sector.

While some may argue that this is also a job and therefore puts money in the hands of "professionals", it is an elitist argument. As a country, we are not suffering from lack of enough instrument speculators, we are suffering from lack of enough food. While the amount of money needed to train a finance graduate, for instance, is about 600,000 shillings, that for training a skilled farmer in a TVET is about 150,000. Most of these finance graduates end up without jobs with some turning into farming. In which case we would have an untrained farmer for 600,000 shillings. This is enough money to

train two farmers and give each 150,000 capital. Imagine that. This is the incentive Krugman was talking about; make TVETs attractive, people will respond. Expand their capacity and we'll have increased the number of buyers and sellers in the economy. Again, what Paul was referring to.

To achieve vision 2030, or 3020 God forbid, we need serious human capital. They say success leaves a trail, well if we want to be a Japan, or to be politically correct a prosperous Kenya, follow the trail. TVETs, properly equipped and resourced, could just be the vessel to the proverbial "Canaan."

That is why today's launch of the Kenya National Qualifications Authority strategic plan is timely as it is key in addressing training and education needs in the country's higher education sector.

Quality TVET training key in industry needs

By Gerrad Mutunga

As Africa gears up towards the realization of Agenda 2063, the focus on the development of technical and vocational skills, specifically in terms of access to high-quality technical and vocational education and training (TVET) and the acquisition of technical and vocational skills for employment, decent jobs and entrepreneurship is vital.

Under the African Union Technical and Vocational Education Training Strategy quality of TVET training is key bridging the industry skill gaps that the continent is facing.

"The strategy looks at the cross-cutting issues of employability, relevance, collaboration between training institutions and employers, the accreditation of training structures (informal, non-formal and informal sectors), evaluation and certification, quality assurance, and portability of TVET qualifications

within national borders. In this regard, it is necessary for each country to formulate a national TVET policy and establish a national training coordination structure and its implementation bodies that will be able to manage the TVET policy and entire system," states the report.

It further states that TVET national policies and strategies must not only be based on related international best practices, but should also be firmly rooted in indigenous knowledge and learning systems that reflect cultural practices and local values, technological preferences, the challenges of globalization and national development priorities.

During the Third International Congress on Technical and Vocational Education and Training, held in Shanghai, China countries agreed to explore the possibility of developing international guidelines on quality assurance for the recognition of

qualifications based on learning outcomes.

In Kenya, the government has been on the forefront in scaling up the quality of training in TVET institutions through various investment.

These investments have been in the form of equipment, funding for both institutions and students and benchmarking for Trainers of Trainees.

According to Director General of Technical and Vocational Education and Training Authority Director (TVETA) Dr Kipkirui Langat.

The Kenya Association of Technical Training Institutions (KATTI) has played a vital role in ensuring that quality assurance are met by all its member institutions.

Mrs Glory Mutungi, Chairperson, says as KATTI, "we have worked with the government to push for the

"In Kenya, the government has been on the forefront in scaling up the quality of training in TVET institutions."

TVET Act 2013 that transformed the TVET sector in the country. This Act is a blue print that has streamlined the training in all our institutions. We believe in quality assurance and that's why we have a number of industry linkage partnership that enables us develop a curriculum that meets the needs of our industry since we are on a journey as a country to be

industrialized by 2030 and all these depends on TVET skills."

KATTI has also facilitated industry based training for their members. "We have formed a committee that ensure that the trainers from the industry undergo a training as per the government requirement so as they can be qualified as trainers who can then offer training to our students."

Apart from forging partnerships with different stakeholders within the TVET sector, KATTI has also initiated a working formula with different state agencies.

"In order to ensure that quality assurance is adhered to in training we have Quality Assurance Officers who work with our institutions. They offer guidance on the delivery of curriculum training, examinations and also advise on the needed reforms so as to ensure that we are at par with what the industry need," explains Mrs Mutungi.

Technical & Vocational Training Journal

Enhancing Skills Through Qualifications

Is university the best Option for your Child?

By Kevin M. Doyle

Not everyone should go to university.

Yes, you heard me right. Aside from the fact that there are not enough universities in Kenya to enroll the over half a million students who complete Form 4 every year, all students are different. Not everyone is proficient at math, biology, history and other traditional subjects that characterize university-level studies. The reality is, less than 10% of primary school students make it to public university. And it is not because they are failures!

Individuals have a huge and diverse range of learning styles and skills. Not everyone has the proclivity for physics, or grasps the complexities of biotechnology. Some people are mechanical, others are artistic. While some students can focus in a lecture hall, others learn best by doing and thrive in a studio, workshop or shop floor. Some students just don't do well on standardized tests, for whatever reason. Some students get too anxious and do poorly. Hence, standardized tests often do not correctly indicate how much a specific student has learned, and certainly does not necessarily indicate a student's level of intelligence.

Despite the setbacks due to the Covid-19 global pandemic, the Kenyan

economy is growing and evolving with new technological sectors emerging. This modernization is creating a wealth of decent-paying, highly-skilled jobs for those with the skills to do them. Read those last eight words aloud: **For those with the skills to do them.**

The fact of the matter is, even many of our university graduates do not have the requisite skills to fill the jobs that are available. And sadly, the decline of vocational education over the years has led to a skills shortage in many of our growing economic sectors. Hence, there is an abundance of career opportunities for both under-employed university graduates and high school students looking for direct pathways to interesting, worthwhile occupations. With one caveat: *If they can attain the necessary skills.*

Many jobs in the Kenyan economy are actually attainable through apprenticeships, on-the-job training and vocational programs offered at TVET institutions. They do not require expensive, four-year degrees for which many students are not suited.

For those with children in their mid to late teens, ask them and ask yourselves: would you rather have a university degree and no job for many years, or employable skills that will get them started on their career and towards independence and adulthood?

"Many jobs in the Kenyan economy are actually attainable through apprenticeships, on-the-job training and vocational programs offered at TVET institutions."

If they don't know what they want to do or where their interests lie, then I highly suggest they seek some career guidance which is now available online institutions such as the College of Career Guidance and Development.

If your child has a particular area they want to pursue and they are keen on entering the workforce as soon as possible, look for technical and vocational education and training (TVET) courses. TVET includes formal, non-formal and informal learning that prepare young people with the knowledge and skills required in the world of work. There are public and private institutions, and there are numerous youth organizations and NGOs who also offer TVET-style skills training, some of them as short as 10 days or 4-6 weeks.

Is TVET the right option?

TVET qualifications play a vital role in the country's economy by equipping the workforce with knowledge and skills from basic to advanced levels in various economic sectors. Pursuing a TVET qualification enables a young person to acquire real skills that they will be able to build on with further training or apply in a job.

Here are some more reasons why the TVET pathway could be an option for your child:



Textile technicians making face masks in a workshop.

A job-ready option with hands-on experience

TVET qualifications equip students with specific skills that they need at the workplace. He or she will gain hands-on practical experience that will prepare them for the challenges and opportunities they will face at work. This will also help build them confidence. They will be job-ready once they graduate from the training program.

High demand by industry

The growing economy in the country and within the region requires workers who are skilled at various levels. Although a TVET graduate may start as a low-medium skilled worker, they can gradually build on their experience and with further training, become a highly-skilled worker in an industry that has high employability rates.

Become better at what you are good at

You may already know what area or field interests you and would rather avoid an academic pathway. Perhaps you'd like a career in auto repair or could hospitality be your dream job? By getting a TVET qualification, you can go right into the field you are interested in. Also, the qualification

shows employers that you have been certified to do the job.

Affordable, flexible and shorter duration

Skills qualifications require a shorter time to complete compared to conventional academic pathways. Typically ranging from 2-24 months (although even shorter technical skills training courses do exist), the shorter duration means that students are more likely to complete the course and gain employment faster. In addition, some of these courses allow students to conduct their studies and training while working on the side, making it an affordable and flexible option.

Financial aid

If one is looking for funding for skills qualifications, you can now apply for a Higher Education Loan Board (HELB) loan () or pursue a scholarship from various organizations or explore apprenticeship schemes from companies that offer them from time to time.

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A seller displays products made of beads.



TVET students showcasing a machine they have invented.



Students displaying food products during a workshop.

High quality national qualifications key in attainment of Vision 2030, Big Four Agenda

**DR. JULIUS O JWAN, MBS, PRINCIPAL SECRETARY, STATE
DEPARTMENT FOR VOCATIONAL AND TECHNICAL TRAINING**



qualifications from each education and training sector into a single 10- level comprehensive and integrated National Qualifications Framework.

Since its inception in 2015, to Coordinate and Harmonize national system of qualifications in Kenya encompassing Basic Education Sector, TVET Sector, the Industrial Sector and University Sector. KNQA has also continued to show leadership regionally and internationally through its efforts in bringing coherence, quality, relevance and inclusivity of qualifications offered in Kenya.

In June this year KNQA which is mandated to among other things develop a system of competence, lifelong learning, and attainment of national qualifications; and facilitate mobility and progression within education and training, launched the Recognition of Prior Learning (RPL) Policy in Kenya. The policy is critical in promoting access, employability, mobility, progression, and fair chances to education to the disadvantaged, discouraged and traditionally marginalized groups.

I am pleased to preside over the validation and launch of the KNQA Strategic Plan 2020-2025. I wish to commend the Kenya National Qualifications Authority (KNQA) for working with critical stakeholders to realize and fulfill its mandate. I also note with gratitude that this Strategic Plan 2020 - 2025 demonstrates alignment to the goals and priorities in the Vision 2030 and the Third Medium Term Plan (MTP III), the "Big Four Agenda", Africa's Agenda 2063, and the UN's Sustainable Development Goals (SDG's). This indeed is a clear demonstration that the KNQA is responsive to the dynamic changing needs of the society.

This Strategic Plan provides a roadmap for the KNQA to establish and manage the Kenya National Qualification

Framework (KNQF) aimed at promoting globally recognized and competitive qualifications for sustainable development. I am therefore pleased that in the Strategic Plan 2020-2025, the Authority has put in place measures geared towards adapting it to the context in which it operates. The contents of the Strategic Plan are themselves promising. During the five years, the Authority intends to focus on the following pillars; Registration, Accreditation, and Documentation (RAD); Standards, Assessment and Quality Assurance (SAQA); Recognition, Equation, and Verification (REV); Planning, Research, Outreach, Strategy and Policy (PROSP) and Institutional Capacity Development (ICD).

Each pillar has spelt out strategies whose full implementation will enhance the quality and relevance of education and training in Kenya. In implementing the Strategic Plan, I want to assure members of the KNQA Council, staff and stakeholders at large my State Department's commitment to supporting the Authority in delivering on its very important mandate. To realize the noble objectives in the education sector, this plan which envisions the Vision 2030 and the Big 4 Agenda will require support from all state agencies and the private sector.

It is satisfying to note that this Strategic Plan provides for an effective Standards and Quality Assurance system which will guide in gauging the performance of KNQA, the impact of the implementation of the Plan and the entire Qualification's ecosystem and

Finally, I am pleased to endorse the KNQA Strategic Plan 2020 - 2025 for the Education and Training sector for the next five years and offer my acknowledgement and congratulations to everyone involved and contributed to its development. It is now my pleasure to officially validate and launch the KNQA Strategic Plan 2020-2025.

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Anew dawn for Kenya National Qualifications Authority



**Dr. Kilemi Mwiria
Chairman KNQA Council**

A well-coordinated and harmonized education and training sector is crucial in the production of the human resources required for implementing Vision 2030. The current Kenyan education and training system is fragmented leading to varied quality of qualifications. It is difficult to compare and equate qualifications offered by different sub- systems and by different educational and training institutions. Because of this process and levels, it's very cumbersome; and sometimes unclear what the learners get out of the system. Moreover, the growing demand for education and training has triggered the establishment of many educational and training institutions and alternative modes of delivery offering both local and foreign

qualifications whose comparability is very difficult to discern. The

Authority's challenge is to ensure that there is transparency in the education and training system; and that qualifications at the same level impart the same knowledge, skills and competences.

To achieve this, the Authority has developed the Kenya National Qualifications Framework; which describes learning outcomes in form of knowledge, skills and competences gained at each level of our education and training system. These developments enhance quality of education and training in Kenya. The mandate of the Authority is to ensure the maintenance of standards, quality and relevance at all levels of the education and training sector in Kenya. The Authority has established and maintains the Kenya National Qualifications framework. The framework has increased transparency and brought better coordination and harmony in our education system. This Strategic Plan is a positive step by Kenya National Qualifications Authority (KNQA) in addressing the underlying challenges facing the education and training sector in Kenya. The sector has multiple and unique issues which call for a coherent and comprehensive approach. The plan will

guide the Authority in the delivery of tangible results to its stakeholders for the next five years, as well as playing its role in achieving the national goals of the country and society. The Strategic Plan endeavors to address issues affecting the sector by providing broad-based strategies that can give it meaningful opportunities to maximize its potential in providing services. The plan will also enable Kenya to meet its international obligations describing its education and training system in a way that is understandable by all and ensuring international comparability of its qualifications.

I wish to emphasize that the Plan is a statement of intent. Its key result areas will only be realized if it is effectively implemented. Responsibility for the execution of the strategies rests with all stakeholders. The KNQA Council will oversee the implementation of the Goals and Strategies as well as provide support and monitor the development of key partnerships across the Qualifications sector. Consolidating the concept of truly integrated and harmonized education and training system is fundamental to a globally competitive qualifications system.

I sincerely thank all those who participated in the formulation of the Strategic Plan for their invaluable contribution and commitment.

Laying a strong foundation for a globally competitive national qualification ecosystem



**Dr. Juma Mukhwana
Director General/CEO**

The Authority is mandated to promote better coordination and harmony among the various players in the education and training sector in Kenya. To realize this mandate, KNQA will employ a participatory and all- inclusive approach in working with the relevant government ministries, education and training institutions, industries and other relevant stakeholders in the development of a globally competitive qualification system for Kenya. This Strategic Plan articulates the shared vision, mission, core functions, policy priorities, strategic objectives and resource requirements of the Authority for the period 2020-2025. In developing this Strategic Plan, we have recognized the Authority's strengths, weaknesses, opportunities and threats. Similarly, KNQA

has been able to fully appreciate some of the underlying challenges facing the sector. In realizing its Vision and Mission, the Authority is guided by its mandate, strategic themes and strategic objectives which also take into consideration the environment within which the Authority operates.

To actualize the strategies and activities outlined in this document, the Authority shall continue to engage key stakeholders. The operational processes will be reviewed continuously to provide any necessary strategic adjustments. The formulation of this Strategic Plan was made possible through serious engagement and consultations. I would like to appreciate the commitment of the KNQA management team for constituting an effective Strategic Planning Committee. They played a major coordinating role and generated valuable information. We profoundly acknowledge the professional input provided by the Brisk Resource International consultants, various stakeholders from the parent Ministry and State Corporations Advisory Committee (SCAC).

To all our stakeholders who contributed either directly or indirectly towards the successful preparation of this Strategic Plan, we thank you most sincerely and encourage you to partner with us in its implementation.

The Strategic plan at a glance

The Strategic Plan of the Kenya National Qualifications Authority has been developed in cognizance of Kenya's Vision 2030, Sustainable Development Goals, the Constitution of Kenya and other legal and policy government and sectoral documents. The implementation of this Strategic Plan is based on stakeholder participation, good governance and a professional approach to institutional management. The mandate of KNQA is to establish and maintain the Kenya National Qualifications Framework (KNQF). In doing this, the Authority accredits and registers qualifications, recognizes and equates local and foreign qualifications, provides for the Recognition of Prior Learning, establishes the National Learners Record database (NLRD) and creates the Kenya Credit Accumulation and Transfer System (KCATS). The vision of the Authority is ***"Globally Recognized and Competitive Qualifications for Transforming Kenya"*** while its mission is ***"To establish and manage the KNQF aimed at promoting globally recognized and competitive qualifications for sustainable development"***. The Authority is committed to development of a harmonized national accreditation, quality assurance, assessment and examination system to ensure that qualification awarded in Kenya are of highest quality and meet the international standards. KNQA operations contribute to the national development goals. The national goals are the main focus however; Kenya operates within the global and the regional environment and thus the need to align agencies development plans to support the realization of national, regional global development goals. Therefore, this plan

was prepared in the context of Kenya National Development Agenda namely Kenya Vision 2030 that is being achieved through, the Medium Term Plans, currently at (MTP-III) of 2018-2022 and the Big Four Agenda guided by the Kenyan Constitution, national policies, regulatory and institutional frameworks.

The Kenya national development plans are also aligned to Sustainable Development Goals (SDGs) and the African Union (AU) Agenda 2063. This legal and institutional framework presents the development of KNQA, the rationale and the methodology of the Strategic Plan. It also provides an institutional framework which expounds on the Authority's mandate in relation to the education sector in Kenya; and its international obligations. The Strategic Plan process enables KNQA to examine the environment in which it operates, explore the factors and trends that affect the way it does business, attain its strategic vision and mission, identify strategic issues which must be addressed and find ways to address them. Therefore, an analysis of the Authority's operating environment was undertaken as part of the strategic planning process.

The objective of Political, Economic, Social, Technological, Environmental and Legal (PESTEL), Strengths, Weaknesses, Opportunities and Threats (SWOT) and Stakeholder analysis was to provide detailed information on factors influencing KNQA working environment.

From this Executive Summary KNQA Shaping the future of Kenya 3 analysis, emerging issues and challenges were identified. This included inadequate staffing, underdeveloped physical and ICT infrastructure, duplication of mandate with other government

agencies, alignment of Quality Framework (QF), increasing demand for KNQA services and research on QF.

During the Plan period, the Strategic focus for the Authority will emphasize five strategic themes (Pillars) namely: ***Registration, Accreditation and Documentation (RAD), Standards, Assessment and Quality Assurance (SAQA), Recognition, Equation and Verification (REV), Planning, Research, Outreach, Strategy and Policy (PROSP), Institutional Capacity Development (ICD).***

"Authority is committed to development of a harmonized national accreditation, quality assurance, assessment and examination system to ensure that qualification awarded in Kenya are of highest quality and meet the international standards."

The strategic themes will be actioned through the following strategic objectives: Register and accredit all national qualification and qualification awarding institution, Strengthen Assessment and Quality Assurance of

qualifications to international standards, Enhance integration, flexibility and mobility into the education and training system and labour market, Strengthen Planning, Research, Outreach, Strategy and Policy for informed decision making and excellent service delivery, Continuously develop the Authority HR capacity, Enhance financial and infrastructural resources to ensure efficient and effective management, Enhance Corporate Image and Brand of the Authority A strategy matrix has been developed to match the identified strategic themes with strategic objectives and appropriate plan of action that will enable the Authority to achieve the strategic objectives. Implementation structure and resource requirements were analysed to determine the technical and material resources that will be needed to implement the Plan.

An appropriate implementation and coordination mechanism has been developed which identifies what the Authority must accomplish before, during and post- implementation period. A set of risk factors were identified which might affect the implementation of the Plan and appropriate mitigating factors have been recommended. The Plan puts in place Monitoring, Evaluation and Reporting which include monitoring methodologies, evaluation mechanisms, progress reports, internal audit, monthly and quarterly management meetings, performance management, staff appraisal and external reporting in the achievement of the Plan results. A midterm review will be undertaken and appropriate amendments made at that time. A final evaluation will be done to create the baseline for the next Strategic Plan.

MISSION:

To establish and manage the KNQF aimed at promoting globally recognized and competitive qualifications for sustainable development

VISION:

Globally Recognized and Competitive Qualifications Transforming Kenya

CORE VALUES:

- Professionalism
- Integrity
- Teamwork
- Accountability
- Responsiveness
- Commitment

MOTTO:

Shaping the Future of Kenya

Shaping the Future of Kenyan Qualifications through a National Assessment System

By Dr. Winnie Bulimo

The Kenyan education sector is reforming to strengthen access, fairness, relevance and quality of education and training. Despite the myriad of criticisms facing the current assessment and examination systems, its role cannot be underestimated. Viewed in a wider perspective, the dominance of examinations and assessment is not a uniquely Kenyan challenge. Nonetheless, examinations and assessment remains paramount and at the core of accountability mechanisms in education systems around the world.

The present qualifications assessment and awarding system in Kenya is fragmented due to multiplicity of assessment bodies and awarding institutions coupled with varied qualifications. Consequently there exists disparities and inconsistencies in the assessment processes, methods and outcomes of similar qualifications. To address this issue, the ***KNQA has Developed National Standards and Guidelines for Assessment*** so as to harmonize processes and methods of assessment in Kenya from the basic to university level qualifications (KNQF level 1-10).

The key theoretical concepts that underpin assessment standards are validity, consistency, reliability, fairness, authenticity, inclusivity and fit for purpose assessment outcomes. The national assessment standards therefore forms the backbone that the regulators, professional bodies (PF) awarding academic qualifications, qualification awarding institutions and assessment bodies are expected to apply in implementing assessment. They also offer insights into important considerations for designing assessment procedure and implementing them in differing contexts and lessons which have the potential to improve practice and quality in all domains of assessment. Particularly the standards and guidelines are expected to provide guidance to the process of identifying and appointing assessors, approving assessment centers, developing assessment tools, administering assessment, marking, certification and assuring quality of assessment process. Further, they provide guidance for conducting online assessment and assessment of persons living with disability. Implementation of the standards and guidelines will be

useful in the internationalization and creation of confidence, acceptability and mobility of the Kenyan graduates. It is therefore expected that any institution that assess and award national qualifications within Kenya shall strive to comply with the national assessment standards.

"The present qualifications assessment and awarding system in Kenya is fragmented due to multiplicity of assessment bodies and awarding institutions coupled with varied qualifications."

Dr Winnie Bulimo is the Deputy Director, Standards, Assessment & Quality Assurance KNQA

THE KENYA NATIONAL QUALIFICATIONS AUTHORITY (KNQA) Has Officially Issued a NOTICE !!

The KNQA has moved its Recognition, Equation and Verification services to a **NEW PLATFORM.**

All Students and Kenyans with Foreign Qualifications wishing to join Kenyan colleges and universities or seek for employment using **Foreign Qualifications** have been notified to use the portal **rev.knqa.go.ke** to create a profile and Apply for Recognition, Equation and Verifications of their National and Foreign Qualifications.

rev.knqa.go.ke

For more details visit www.Knqa.go.ke



COVID-19: The Wake Up Call that we Were All Waiting for

BY Dr. Eusebius J. Mukhwana

No other pandemic has affected our country, Africa, and the world the way Covid-19 has done during the last 100 years. We were all caught unawares. Our lives were literary running; what with datelines to meet, businesses to run, schools, colleges and universities were open and running. Then on a sunny day in March 2020, comes this announcement by the Government that changed our lives for the next 6 months. The first case of Covid-19 had been reported in Kenya.

With this disease the country literary came to a standstill. All Schools, colleges and universities were ordered closed in the in the country sending more than 13 million learners' home. The country banned visitors from high-risk countries from visiting and our health system, which had been neglected for a long time became the centre of attention. From the onset it was not clear if the measures that we were taking such as to recruiting more doctors, providing PPEs, opening new Covid-19 testing centres and equipping hospitals were going to bear fruit. It was a rush against time in no given direction. The WHO and Kenya Government directives given at the time meant that our schools and colleges were to remain closed and children were to remain at home.

Over the last one-month Covid-19 infection rates have been going down and clearly the damage that it has done to our education system are enormous. And as we consider reopening them, it

is not going to be business as usual. The Government has issued guidelines on what we need to do before schools and colleges can reopen. Clearly the measures that have been given are very expensive and will change the way we teach, learn and examine. Maintaining a social disease among large numbers of young children is not going to be a walk in the park. It is going to be tall order managing our classrooms, libraries, accommodation, dining and even sports under the new protocols. It is no longer going to be business as usual. As an institution charged with the responsibility of ensuring the quality of our education, we at the KNQA are working over time to ensure that implementation of the new protocols does not compromise the quality of our education; and that institutions of learning adhere to national standards set by the Authority. Here below are recommendations to manage educational standards going forward.

WHAT NEEDS TO BE DONE:

1. Embrace ICT in teaching, learning and examinations

We were all got flay footed. We can no longer teach and examine students the way we used to do. Schools, colleges, and universities must now innovate to remain relevant. There is need to embrace online teaching and learning as well as assessment and examinations. These will require investment of resources that have all become very scarce. But Covid-19 has provided the "wake-up call" that we

needed to digitize our education system. Only those who innovate quickly in this direction will survive. The challenge is how to deliver high quality teaching using these new technologies when our school and college environment was not ready for this reality. It is a new culture for the staff and students; and regulatory bodies must strive to catch up with this new trend to ensure that quality is maintained at all levels and all times. The KNQA is racing against time to develop and implement new policies, standards and guidelines to regulate online teaching and examination of students in line with international best practices.

2. The Open University of Kenya (OUK)

Going forward it is now going to be possible for each university to develop materials for online teaching and examinations. Since most of our courses in the universities are quite similar, there is need to come up with one university that will develop, review, and disseminate digital content for all other universities. Hence as a country we must accelerate the establishment of the OUK to help digitize learning and teaching at all universities in Kenya; including training and capacity building of staff on how to develop and deliver digital content. Our neighbors Tanzania (open University of Tanzania) and South Africa (UNISA) are already ahead of us since they already have such institutions in place. We need a similar institution to serve the needs of the TVET sector (to develop and disseminate digital content for the TVET sector); and we need

to revamp KICD to serve a similar purpose for basic education.

3. Develop policies to support internationalization of our Training

There is need to review and implement policies to support training with industry (instead of training for industry) and to ensure that students gain appropriate competences at all levels of learning. The KNQA working with other stakeholders has embarked on an ambitions program to develop policies to support digitization, Recognition of prior learning, credit accumulation and transfer and internationalization of Kenya's education. This aims at placing Kenya as a regional educational and skills develop hub for Africa. This will support imparting f necessary skills to support Africa trading as block under the Africa Continental free trade Area (AfCFTA). We must diversify the labour that we export from Kenya (beyond house maids) to other countries. We need to get more competent masons, carpenters, plumbers, electricians etc. into the middle east, and the rest of Africa. To do this, the KNQA is developing a policy on establishment of national skill testing centres and National Skills Development Committees; to guide skills development in the country.

4. Buy Kenya, Grow Kenya

Over the last 20 years, Kenya and Africa have increasingly been becoming importers of important items (clothes,

food, medicine, phones, etc.) from China, Europe, and the rest of the world. With the onset of Covid-19, we realized how much we needed our local farmers, our local bakeries, our small and nascent industries. It was a situation of "everyone for himself" and God for all of us. We were reminded of how we killed our industries and businesses through lack of protection from our big brothers such as China, India, and others. During the lock downs, we realized that only local businesses and industries could respond to our needs. We needed hand gloves, face masks, drugs, ventilators, sanitizers etc and our local industries were struggling to produce them. Post Covid-19 we must strive to grow our local talents, businesses, and industries... it is worthy it because when the world stops being interconnected, the way did, we must look and buy local. Lastly, we must never treat health as a business. Health is a human right... that we all need to access as enshrined in the Constitution of Kenya 2010.

The author is the Director General and CEO of the Kenya National Qualifications Authority (KNQA); and a stronger believer in the abilities of Africa to industrialize and create prosperity for all its people.



KIAMBU INSTITUTE OF SCIENCE AND TECHNOLOGY (KIST)

Registered under the TVET Act 2013

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Congratulates
Kenya National Qualifications Authority (KNQA)

on your
Strategic Plan Launch

The Board, Principal, staff and students of Kiambu Institute of Science and Technology (KIST) extend our heartfelt congratulations to the Kenya National Qualifications Authority (KNQA) on the launch of your Strategic Plan.

We applaud your effort towards the achievement of coordination and harmonization of education, training, assessment and quality assurance of all qualifications awarded in the country with the view to improving quality and international comparability.

We are proud to be affiliated with you and commend your accomplishments and commitment in developing and implementing level descriptors for each level of education and training in the country.

KIST, an ISO 9001:2015 certified institution offers Diploma, Craft Certificate and Artisan courses in Technical and Business fields of study such as Building & Civil Engineering; Business, Entrepreneurship & Social Studies; ICT & Computer studies; Electrical & Electronics Engineering; Applied Sciences; Hospitality; and Baking Technology.

KIST has good relations with several companies in the industry enabling the training of Kenyan youth in technical skills. The Institute is privileged to benefit from the Kenyan-German Cooperation for Youth Employment initiative through the establishment of a Centre of Excellence (CoE) in Industrial Mechatronics. To boost youth employability, the CoE shall offer a course in Industrial Mechatronics Technology Level 6 with 50% of the training taking place in the industry and 50% at KIST, to equip the trainees with industry oriented technical skills.



TVET CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL (TVET CDACC)

MESSAGE FROM THE COUNCIL SECRETARY/ CEO

On behalf of TVET CDACC I am delighted to extend our warm congratulations to Kenya National Qualifications Authority (KNQA) on this auspicious launching of its 5-year strategic plan 2020-2025.

KNQA plays a vital role in the implementation of the CBET policy by ensuring standards and registered qualifications are locally and internationally comparable.

To date, KNQA has registered 404 Competency Based Occupational Standards and Curricula developed by TVET CDACC in the Kenya National Qualifications Framework, some of which are already being implemented in various TVET Institutions around the Country.



CEO TVET CDACC Dr. Guantai Receiving a certificate of Accreditation from KNQA Director General, Dr. Juma Mukhwana as the first exam body to carry out Assessment and Examination of Competence Based Education in the TVET Sector in Kenya.

TVET CDACC greatly appreciates the fruitful partnership we have with KNQA and partners.

Congratulations!

Dr. Lawrence Guantai M'itonga, PhD

Council Secretary/CEO

TVET Curriculum Development Assessment and Certification Council (TVET CDACC)

P.O BOX 15745-00100, NAIROBI

Tel: 0777172002, Email: cdacc.tvet@gmail.com



Recognition of Prior Learning (RPL) Process

By Stanley Maindi
1. Reception and Guidance

Reception is the first step of RPL process. It informs the candidates about the whole RPL process; registration application, Portfolio, financial conditions as well as the assessment process. This will take place at an accredited assessment center as set up in TVETA PLAR Guidelines and any other approved guidelines.

Candidates shall be:

- i. Provided with information about the RPL benefits, the procedure, the costs, the support available, and the eligibility requirements;
- ii. Required to show proof of knowledge of the content or skills area as well as competency, RPL practices and procedures.
- iii. Registered with Training institutions and/ or skill providers accredited by relevant regulators for assessment.

The RPL process shall;

- i. Be Learner Centered; ii. Offer clear guidance about RPL to learners; iii. Guide Learners seeking credit by RPL;
- ii. Encourage Learners to present evidence of their Learning;
- iii. Encourage Learners to present evidence of formal, non-formal and informal Learning.

Evidence required for RPL assessment shall include:

- i. Interview/professional conversation;
- ii. Observation and questioning including workplace visits;
- iii. Portfolio of work, which may include completed assessment items from previous study; and uploading of photos of their products onto a RPL online system;
- iv. Supplementary assessment tasks or challenge

- test (oral, written or practical); v. Assessment where no training is involved;
- v. Trade tests;
- vi. Authentication of evidence by supervisor or employer;
- vii. The evidence shall fall within 4 years from the date of request of RPL.

2. Submission of Application

A candidate shall submit or upload duly filled application form along with the prescribed fee, to an accredited assessment Center or through online transactions.

3. Screening of Applications

- i. The assessor shall screen the application and evidence to ascertain the suitability of the candidate for the applied occupation and modules;
- ii. The candidate shall be notified whether he/she is admitted or not to the RPL process;
- iii. If the candidate is admitted, his/her RPL application shall be sent by the coordinator to the RPL assessor;
- iv. The Coordinator shall supervise the Internal Assessor, the External Assessor, moderator and all the staff of the provider throughout the process;
- v. The certification takes not more than 20 working days from the date of admission.

4. Counselling and Orientation on RPL Procedures

During this process, candidates interested in the RPL shall obtain detailed information and orientation from coordinators appointed by an RPL provider.

The Coordinator shall

- i. Assess candidates' suitability for a specific qualification (full or part);

- ii. Provide the necessary information about learning outcomes and competency standards required for the qualification and the nature of evidence required;
- iii. Map the skills to the relevant KNQF Level;
- iv. He/She may request the candidate for additional information or clarifications regarding access to the RPL;
- v. Guide and support the candidate in making decisions, reflecting on learning experiences and their compatibility with the learning outcomes of the module or course and KNQF level;
- vi. The coordinator shall notify the candidate regarding the assessment process by the RPL Assessment Panel.

5. Interview (Competence Conversation)

The assessor's interview shall be conducted personally. The assessor will review the evidence provided and will match skills with the units in the qualification.

6. Tasks/Practical Observations

Practical skills testing, on-the-job assessment/ observation maybe undertaken by the Assessor at the Candidate's workplace or in a different convenient location.

7. Registration and Admission Notification

Candidate who meet all entry requirements by applying for assessment through a prior learning application system through filling in all the necessary information and creating a portfolio 5 that may include photos of their products and certificates of merits that they have obtained from their clients.

8. Final Assessment and Documentation of Evidence

The assessment of evidence shall be valid and

reliable to ensure the integrity of the qualification and RPL system. The presented evidence shall be: i. Transparent and reliable; ii. Sufficient - in quantity and quality; iii. Authentic - it's only the work of the candidate; iv. Updated - to meet the learning outcomes requirements and assessment criteria.

9. RPL Fees and Charges

The cost of RPL is based on the needs of the Candidate and the number of units of competency for which they are seeking recognition. As such, the cost will vary from application to application. The Qualification Awarding Institutions (QAIs) in conjunction with stakeholders shall develop a differentiated Unit cost of Assessment to inform the total cost payable for an RPL application and advise the Candidate before proceeding with the RPL assessment process. The fees chargeable will ensure sustainability of the RPL process and shall cover charges for KNQA, QAIs, Regulators and Assessment Centres. Qualification Awarding Institutions (QAI) Personnel shall calculate the total cost payable for an RPL application and advise the Candidate before proceeding with the RPL assessment process. Candidates seeking further training to address skill gaps shall be required to pay a fee determined by Assessment Centers.

10. Accreditation of RPL Practitioners

As provided for in section 5(1) of the KNQF Act no. 22 of 2014, all QAIs must be accredited to offer and assess RPL in the country. All Qualifications being assessed for RPL must also be accredited by KNQA. Candidates are reminded to only use QAIs and test for Qualifications that registered in KNQF. Practitioners-Facilitators, Assessors, and Moderators must be accredited by QAIs.

Stanley Maindi is the Deputy Director Planning, Research, Outreach Policy, KNQA

Launch of strategic business plans to bolster training in automobile and manufacturing

By Rading Biko
Rbiko@standardmedia.co.ke

Three public technical training institutions (TTIs) have unveiled strategic business plans as part of their ongoing upgrade to become Centres of Excellence (CoE). This upgrade for the TVET institutions is part of a joint Kenyan-German initiative for Youth Employment that aims to provide young people with employment opportunities through practical, industry-led vocational training.

The TTIs developed the strategic business plans in a bid to strengthen their capacity to successfully implement the pioneer cooperative (dual) vocational training model. The participatory approach involved the TTI principals, staff from the training institutions, representatives from TVET Authority, the State Department for Vocational and Technical Training and various experts from the private sector, led by the Kenya Association of Manufacturers (KAM).

The Kenyan and German governments established the Sustainable Economic Development – Promotion of Youth Employment and TVET - as a new priority area of their development cooperation. One of the major objectives under the programme is to establish CoEs in Industrial Mechatronics at Kiambu Institute of Science and Technology (KIST), Automotive Mechatronics at Nairobi Technical Training Institute (NTTI) and Auto body Building Technology at Thika Technical Training institute (TTTI).

Through it's implementing agencies, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and KfW Development Bank, the German government will invest € 28.4 Million in the first phase. This includes the cost of equipping the CoEs with modern training equipment.

Already the new competency based

curricula (Level 6) have been developed in close cooperation with the industry to ensure hands-on learning for the trainees. Additionally, training of trainers who will train in the three courses is ongoing.

Leading Kenyan and international companies have agreed to cooperate with the three technical training institutions and provide industry-based training and mentorship which covers about 50 percent of the training duration under the newly developed curricula. The courses have an option of double certification: Level 6 Certificate by TVET Curriculum Development Assessment and Certification Council (TVET-CDACC) and a German C-Level Certificate offered by the German Chamber of Commerce and Industry in East Africa.

The launch event was graced by Dr Julius Jwan, Principal Secretary State Department for Vocational and Technical Training (DVTT) and Mr Thomas Wimmer, Germany's Deputy Ambassador to Kenya. Also in attendance was Joyce Njogu, Head of consulting at Kenya Association of Manufacturers (KAM) and principals of the three TTIs that launched the strategic plans.

“TVET is a super enabler of the Big Four Agenda and Vision 2030. We have to establish TVET as a pathway of learning for learners to appreciate its value. In addition, we have to develop a culture of training with the industry rather than training for the industry. We must also deliberately create continuous professional development for our trainers. I am excited on the launch of the strategic business plans. That means within the training, there is an embedded component of entrepreneurial skills and enhancing business in the country,” said Dr Julius Jwan, Principal Secretary for the State Department for Vocational and Technical Training, when lauding the support from the German government initiative.”

Re-affirming Germany's commitment

in creating linkages between the training institutions and industry for skills development, Thomas Wimmer, Germany's Deputy Ambassador to Kenya noted that, “The key to making TVET successful is to create important linkages between the players; it is a triple win. Private sector wins as they participate in the training process, receive graduates that are qualified and don't have to invest in retraining them. The students receive experience and a qualification that is incomparable. It is also beneficial for the public sector because part of the training, including the cost, is borne by industry. As a development partner, we support building these links.”

The pioneer cooperative vocational training scheme recognizes the need for a stronger collaboration between technical training institutions (TTIs) and the industry as a key ingredient in equipping youth with impeccable skills to follow their passion, improve their economic prospects and promote development in Kenya. Additionally, it appreciates that the technical and vocational training will help reduce the acute youth unemployment that has doubled as an effect of the coronavirus pandemic. It will also fire-up Kenya in the path to attain the Big Four Agenda and Vision 2030, with reference to the automobile and manufacturing sectors.

This training model will allow TTIs to create strong partnerships with industry and offer them continuous access to diversely talented and highly motivated technicians, ‘made in Kenya’ and tailored to the industry needs. In addition, the model is aligned to the newly reformed competence-based TVET system and will see industries participate at various stages, particularly in practical training, training of trainers, assessment of learners, development of training content, and specification of equipment and infrastructural needs of the centres of excellence.

College launches career guidance training course

By Gerrad Mutunga

Nairobi based College of Career Guidance & Development has launched a college and career readiness online training course designed to help youth make informed choices about their future.

Hailed as a critical building block for post-secondary success, its objective is to help post high school students learn career readiness skills to successfully transition from basic education, to tertiary and other options and to the world of work.

The course was put together as result of a great concern in the growing number of students who leave high school every year but lack the right information that can kick start their career and succeed in life.

“The training offers an array of options for each youth to comfortably pick an option suitable to them based on their giftings, strengths, abilities and talents,” Mercy Gichohi, CCGD Director of Learning & Instructions. “The goal is the give hope to them by acquiring skills to effectively decide on life, career or college choices.”

Every year, over 1,000,000 transition to secondary schools from primary and slightly above 600,000 complete high school. All these youth look for options to successfully transition to the world of work. Most of these youth do not have the life skills, business skills or technical skills to get a job in the formal sector or be successfully self-employed. The mismatch between the ambitions and expectations of young people and their level of preparation for becoming productive members of society, not to mention the dearth of prospects available for them, is a huge societal tension.

“This course will help young people make informed choices about their future. It will take them through the journey of understanding their interests and abilities, identify the career opportunities within the local environment, and become better equipped to make decisions about which training or career opportunities to pursue,” notes Gichohi.

She says the course will help youth ask and obtain answers to the questions: Who am I? What are my options? Where do I want to go? How do I get there? Where do I get financing? The ultimate goal is a career plan that is chosen, designed, and carried out by the individual in order make confident, tailored, and insightful career choices.

Leveraging on Industrial Training to meet the needs of the Big Four Agenda

Industrial training is one of the key components of skills development and entails training frameworks designed for up-skilling of workers in the industry for better productivity.

The National Industrial Training Authority (NITA) is charged with the management of industrial training in the country. Industrial training plays a crucial role in the modern world by supplying the skills required by industry for development. This role is even more important for a country like Kenya which aims to become a globally competitive and prosperous



Dr. Kamau Gachigi
Chairman of the Board, NITA

nation by the year 2030.

Industrial training will therefore be expected to deliver an adequate and skilled labour force capable of meeting the demands of a rapidly industrializing economy, as envisioned in the Government's Big Four Agenda and the Kenya Vision 2030. Rapid industrialization is critical if the country is to realize the vision and NITA plays a central role in achieving these, and many other national development goals, through skills development for industrialization.

Skills are a key driver of labour productivity and have a strong link with national economic performance. For a growing

economy like Kenya, skills make a critical contribution to the ability of firms to take advantage of new market opportunities and new technologies

"Skills are a key driver of labour productivity and have a strong link with national economic performance."

To align herself to the national skills development agenda, NITA has initiated the process of internal transformation along key

thematic areas resonating around the industrial training function which includes Assessment and Certification.

With the onset of the COVID-19 pandemic at the beginning of the year, the Authority had to scale down some of her key functions including Assessment and Certification {Government Trade Test}. The Authority was not able to undertake its April and August Government Trade Test Series as mandated by the Industrial Training Act. However due to the current change of circumstance in the country's health landscape, the Authority intends to undertake the forthcoming Series of the Trade Test in adherence to the Ministry of Health directives.

Assessment and Certification (Government Trade Test)

The National Industrial Training Authority (NITA) is a Semi-Autonomous Government Agency (SAGA) that was established on 14th November 2011 through the Industrial Training (Amendment) Act, 2011. The Authority currently manages five (5) Industrial Training Centres, two (2) in Nairobi and one (1) each in Athi River, Mombasa and Kisumu counties. The Act empowers the Authority to establish, manage and promote Industrial Training Centres in the counties.

MANDATE AND FUNCTIONS OF NITA

In accordance with Section 3A of the Industrial Training Act, 2012 under section 3A, the Authority is responsible for the following:

- Industrial training;
- Assessing and collecting industrial training levy and fees;
- Regulating trainers registered under section 7c;
- Developing industrial training curricula;
- Integrating labour market information into skills development;
- Harmonizing curricula and certificates of competence;
- Assessing industrial training, testing occupational skills and awarding certificate including government trade test certificates;
- Equating certificates;
- Accrediting institutions engaged in skills training for industry;
- Associating or collaborating with any other body or organization within or outside Kenya as the Board may consider desirable or appropriate and in furtherance of the purposes for which the Authority is established;
- Charging for goods and services offered by the Authority; and
- Performing any other duties and functions as may be conferred on it by this Act or by any other written law.



Mr. Stephen Ogenga (MIEEE, FIET-K)
Ag. Director General, NITA

NITA is mandated under the Industrial Training Act Cap. 237 and the Amendment Act 2011 with the power to assess industrial training, test occupational skills and award certificates including Government Trade Test Certificates.

In addition to the Trade Test Certificate, the Authority tests and awards Proficiency and Skills Upgrading (SUG) Certificates. The SUG and Proficiency certifications are an outcome of training programs conducted in industrial training Centers and at employer's premises. The Trade Test certification is a system that enquires into the skills possessed by an individual irrespective of the mode of acquisition of those skills (either formally, informally or non-formally).

Trade testing started in Kenya in the year 1951 and over the years, three trade testing grades have been used, namely:-

- Grade Three
- Grade Two and
- Grade One

The Grade III certificate is awarded to the person with the lowest level of competency in the performance of a particular trade area whereas the

Grade I is awarded to the person with the highest level of competencies in the performance of a particular trade area.

The Government and the private sector attach a lot of importance to the possession of Trade Test certificates as evidence of having employable skills and competencies. Indeed, persons with such certificates have better prospects for employment when appearing for employment interviews. Systems of grading, rewards and salary packages for skilled workers have been based on the trade test grades.

" NITA assesses Industrial Training, tests occupational skills and awards Government Trade Test certificates to support Recognition of Prior Learning "

It is for this reason that NITA has maintained and sustained the annual trade testing exercise over the years. Currently, there are over 40 trade areas where trade test is being conducted in over 600 trade test centers. The Authority has in addition a database of over 2000 assessors to service the various trade areas. The majority of the assessment centers are Youth Polytechnics and Technical Training Institutions. The majority of the Assessors are instructors drawn from the Youth Polytechnics and Technical Training Institutions. However, there are few assessors who are practitioners from the industry (formal and informal). The candidates are required to pay to NITA prescribed exam booking fee and assessment is carried 3 times every year; April (All Grades), August (Grade 1 & 2) and December (Grade-3).



**THE NATIONAL INDUSTRIAL TRAINING
AUTHORITY (NITA)**

Would like to

Congratulate



**THE KENYA NATIONAL
QUALIFICATIONS AUTHORITY (KNQA)**

on the launch of their

STRATEGIC PLAN 2020-2025.

***NITA is proud to be associated
with KNQA in the transformation
of skills across the country.***

THE NATIONAL INDUSTRIAL TRAINING AUTHORITY (NITA)

 [nita_kenya](https://www.nita.go.ke)

 [National Industrial Training Authority](https://www.facebook.com/nita.go.ke)

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Technical & Vocational Training Journal

Enhancing Skills Through Qualifications

Bridging the gap between TVET training and industry, key to sustainable development



Technical and Vocational Education and Training (TVET) is meant to prepare students for the world of work. This is an important process towards creating a competent, dynamic and progressive workforce for economic development of the country.

The government of Kenya is spearheading numerous reforms in the TVET sub-sector including infrastructure development, rehabilitation of training institutions, an increase in the number of trainers and introduction of the Competence-Based Education and Training (CBET) curriculum, just to mention a few. These reforms have placed special demands on TVET as the leading engine that the economy must essentially rely upon to produce adequate middle-level workforce. The attainment of the government's Big Four Agenda and the

success of the Vision 2030 is hinged on the number, skills and quality of the country's workforce with TVET being positioned as a "Super Enabler" for this visionary development. With this reality in mind, there is room for improvement for the sub-sector.

First, there is a need for a change in attitude and perception of TVET. All stakeholders need to collaborate to position TVET as a pathway for learning and career development. That way, learners appreciate its value as a choice option towards skills development for employability, rather than a fall-back plan. TVET has the capability to provide avenues for lifelong learning which means students can further their studies upto higher levels of education if they so wish.

Secondly, it is extremely critical that we develop a structure of training with the industry rather than training for the industry. Starting from curriculum development, all through to the assessment level, the industry must play an important part, with practicals undertaken in an industry setting.

Thirdly, we must provide continuous professional development for our trainers. The quality of TVET training is strongly dependent on the competencies of trainers. Additionally, these competencies are directly dependent on how well trainers

continue to learn and update their knowledge and skills. With the changing times, TVET trainers must adapt and exist within the current paradigm. The government is keen to deliberately create opportunities for continuous professional development for our trainers. When we address these issues, we will bridge the gap between training and industry.

The launch of the strategic business plans for the three TTIs - Kiambu Institute of Science and Technology (KIST), Nairobi Technical Training Institute (NTTI) and Thika Technical Training Institute (TTTI)

- means that within the training to be delivered, there is an embedded component of entrepreneurial skills and enhancing business development in the country. I thank the German Government for the support they are providing to the TVET sector. We look forward to collaborating to provide our youth with industry-oriented technical and vocational training.

Dr. Julius Jwan,
Principal Secretary, State Department for Vocational and Technical Training, Ministry of Education.



President Frank-Walter Steinmeier of the Federal Republic of Germany and Kenya's President Uhuru Kenyatta during the laying of the foundation stone for the construction of the industrial mechatronics centre at the Kiambu Institute of Science and Technology (KIST).

Safeguarding quality training in TVET through Centres of Excellence



The concept of TVET Centres of Excellence (CoEs) originated from Kenya's Vision 2030 Policy. It envisioned the establishment of CoE's based on individual institution's comparative advantages. Further, CoEs are embedded in the Kenya National Education Sector Strategic Plan 2018-2022 as incubation centres for entrepreneurship, technology and innovation development.

To implement this concept, three public

TVET institutions were identified to be upgraded to CoEs under the Kenya-Germany bilateral cooperation and offer courses for technicians in the automobile and manufacturing sectors. Nairobi Technical Training Institute was identified to offer a Diploma in Automotive Mechatronics Technician. The other two training centres are Kiambu Institute of Science and Technology for Diploma in Industrial Mechatronics Technician and Thika Technical Training Institute to offer Diploma in Autobody Mechatronics Technician.

Establishment of the CoEs led to the creation of networks and collaborations between TVET institutions and relevant industry partners and stakeholders. A Memorandum of Understanding is in place to foster stronger collaborations and partnerships between the industry and the TVET institutions. This collaboration

facilitates cooperative vocational training model which is mutually beneficial to the CoEs and the industry hence increasing productivity, fostering growth and contributing to the achievement of Kenya's development goals. The collaboration between TVET institutions and the industry presents opportunities for lifelong learning, enhanced knowledge and skill acquisition, and increased capacity for research and innovation. The collaborative training model, in which 50% of the training takes place at the institute and the other 50% in the industry, the trainee gains first-hand experience and valuable knowledge through an on-the-job training and mentorship program. These collaborative efforts ensure that the private sector plays an important role in preparing and shaping the trainees for a professional career in the field of mechatronics and contributes to making TVET training more relevant and attractive.

maximise their strengths, seek collaborative partnerships and linkages and create opportunities to work closely with all stakeholders to ensure relevance and quality of the training offered.

I would like to thank the government of Kenya, through the Ministry of Education, for the support in setting up the CoEs. My appreciation also goes to all our partners - the German Development Cooperation - for investing in upgrading and equipping the training workshops, support in the development of training curriculum and the capacity building of the CoE staff. Our appreciation also to the Kenya Association of Manufacturers for being the link between the institutions and the Industry. Our appreciation also to TVET Authority (TVETA) for providing quality assurance, and TVET-CDACC for developing the curriculum for the CoEs.

As TVET institutions, we are committed to ensuring that the concept and vision of the Government regarding Centres of Excellence is realized. We remain focused to contributing to the realization of Kenya's Vision 2030 by producing competent and labour market-ready graduates who are innovators and job creators.

Mrs Glory Mutungi,
Chief Principal, Nairobi Technical Training Institute (NTTI);
Chairperson, Kenya Association of Technical Training Institutions (KATTI) &
Africa Co-Vice Chair, World Federation of Colleges and Polytechnics (WFCP)



Panellists during the launch of the strategic business plans. From Left to right, Mr Gideon Murenga (Technical Advisor, GIZ), Dr Julius Jwan (PS, DVTT); Ms Joyce Njogu, Head of Consulting at Kenya Association of Manufacturers (KAM); and Mr Thomas Wimmer, Deputy German Ambassador to Kenya.