

Towards Collaborative TVET Sector; Promoting Accelerated Sustainable Development in Kenya

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Abstract

Following international developments and aspirations to improve the TVET sectors around the globe in anticipation of major technological change and increased international competition, the government of Kenya appreciates the key function played by TVET Institutions and Technical Universities in imparting technical skills required for priority sectors in attainment of Kenya Vision 2030 and the “Big Four Agenda”. Technology and innovation are pre-requisites for the creation of employment, the motivation for entrepreneurship, creation of wealth as well as the building and development of human resources required for the transition to a knowledge-based economy cannot be underestimated. To this end, it is critical to enjoin the goals of Vision 2030 and the “Big Four Agenda” in line with the aspiration Sustainable Development Goals (SDG's).

The Vision 2030 proposes the intensification of the application of “hands-on-skills” to increase industrial output and productivity in terms of added value and quality. Kenya has highly cherished the need for innovation and technology as key drivers for socio-economic development. This has been the magic behind the massive economic growth and development of the Southeast Asian Tigers (Hong Kong, Singapore, South Korea and Taiwan) and other economic powers, such as India and China. Kenya is seen by many as a powerhouse of Africa and this is true from many perspectives. For Kenya, the time has come to capitalise on its potential and to catch up with the most advanced economic powers around the globe. Achieving this, Kenya will be well-placed to actively participate in the expected sustainable economic development of the rising of Sub-Saharan Africa.

Keywords: Big Four Agenda , Collaborative, Sustainable Development Goals, TVET

Introduction

The constitution of Kenya 2010 and the Kenya Vision 2030 stresses the job of instruction and preparing and explicitly TVET as the motor that the economy should basically depend upon to have middle level executives. Kenya requires a modernized robust and effective TVET system producing truly competent human resources (people), whose competences are aligned and assessed in against benchmark industry-driven internationally accepted standards of occupational competence. The goal must be to reach global competitiveness of the graduates produced by the Kenyan TVET system. Competent graduates in all industries, starting with the priority sectors of the “Big Four Agenda” (manufacturing, health, agriculture and housing), who are ready to master technology and the innovations required for the creation of employment, entrepreneurship and wealth creation, which are the pre-requisites for a successful economic and technological transformation, which will be supported by society.

¹Competence includes the necessary knowledge, skills and attitudes to perform in line with industry standards. The reader should keep in mind that the term competences is often used inconsistently in different TVET systems around the world and often used synonymously with the term “Competency”, which, actually, is incorrect. The Kenya National Qualifications Framework (KNQF) uses the classification Knowledge, Skills and Competence for the level descriptors, where the term competence is replacing the term attitudes. This might contribute to confusion, if not critically applied.



Figure 1 : The 4P Ability Model

Competence can be explained using the 4P Ability Model, which sets knowledge skills and attitudes into a context of purpose, process and performance leading to the ability to produce a product according to certain industry standards. And this exactly is the ability to make the economy competitive and successful at national as well as occupational levels

That is why support by society of relevance and quality of TVET ensures long-term economic success in line with the Vision 2030 and prosperity of the people. The competent workforce required in Kenya can stimulate self-employment, create investments, contribute to the improved productivity, competitiveness and prosperity of individuals, enterprises and the Nation at large. TVET being critical in the country's development agenda, the government with its Ministry of Education has come up with policies to address relevance, access, equity, quality, and improved public image of TVET.

Kenya needs to position itself strategically on the global panorama to benefit from the opportunities global competitiveness has to offer. The accomplishment of the Vision 2030 is pivoted in the numbers, competence and nature of the nation's manpower. The Government has subsequently detailed its Technical and Vocational Education and Training Policy to direct the renewal of the TVET division and the arrangement of the required skill sets to graduates. The government has given importance to improving access to TVET by focussing on an aggressive gross enrolment of 30% from school graduates continuously by the year 2030 and guaranteeing satisfactory arrangement of value and pertinence of TVET

Regionally, the East African Community Treaty in Articles 5 and 102 recommends that partner states harmonize curricula, assessments, certification and accreditation of education and training through the joint action of the relevant national bodies charged with the preparation of such curricula. To understand the above objective, the Government has conceded to encourage the advancement of framework and HR, guaranteeing great administration reinforcing quality affirmation of preparing and giving motivations to industry linkage and support in TVET . For these objectives, we need the deliberate and steady endeavours by all the partners in the Kenyan TVET segment

High importance is given to the implementation of universal principles and standards to ensure the quality of TVET in all of its aspects. Kenya has developed the Kenya National TVET Quality Assurance Framework, which serves as a national reference framework for the entire sector and all stakeholders.

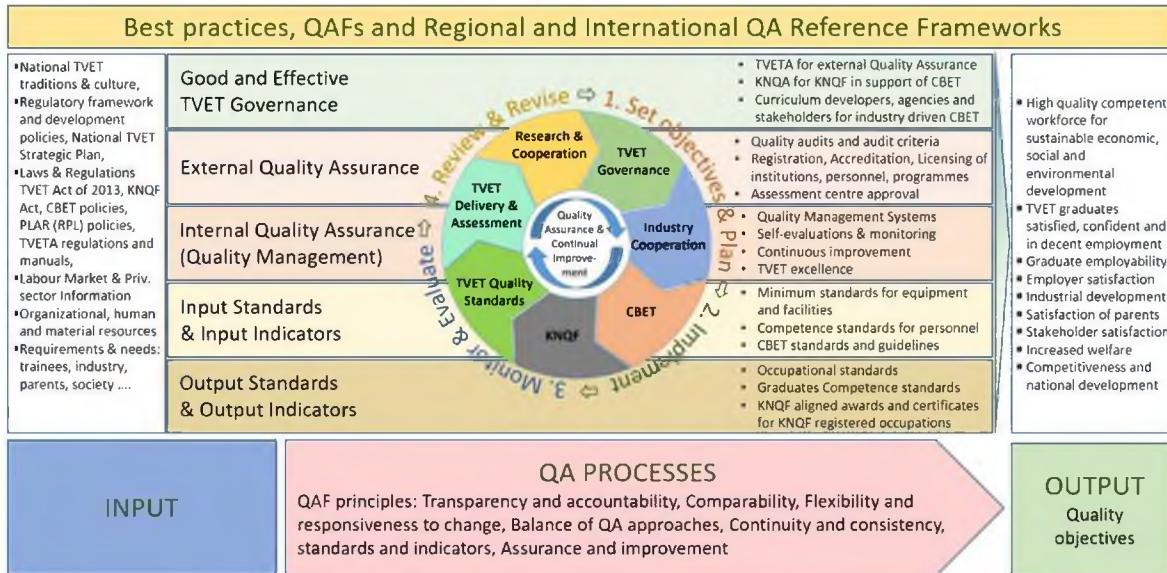


Figure 2: The Kenya National TVET Quality Assurance Framework (KNTVET QAF)

Globally, government policies are in line with the UN General Assembly on Sustainable Development Goals which require member countries to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030.

Mandate of the Directorate of TVET

The Directorate of TVET (DTVET) is charged with the responsibility of coordinating national skills training. It is responsible for policy, curriculum development, registration and supervision of TVET institutions in the Country. This mandate is derived from The TVET Act (2013) section

Objectives of the Directorate of TVET

The Directorate of TVET is mandated to formulate, review and oversee the implementation of national TVET policies and strategies. The Directorate of TVET has summarized the specific objectives of TVET as to:

1. To have satisfactory and fitting talented skilled Artisans, Craftsmen, Technicians and Technologists at all degrees of the economy
2. To transfer innovative technology between TVET establishments and the other businesses;
3. To have respect and respectability of work, especially manual work
4. To prepare open doors for the school leavers and different learners to build employability
5. To provide consistent approach of learning at the pace and capacity of the students;
6. To have program receptive to the labor needs of a unique economy; Impart attractive abilities, specialized expertise and frames of mind that react to contemporary work market requests by the business

It provides harmony and guidance on the implementation of TVET. In addition, the Directorate is charged with the task of promoting access and equity, ensuring the provision of a relevant and quality TVET training, promoting linkages, partnerships and collaborations in support of TVET. In the purview of the TVET Act of 2013, the Directorate is also responsible for trainers' management and development.

Rationale for the establishment of the TVET Authority (TVETA)

Kenya perceives that for the accomplishment of the nation's goal they need to have changes in TVET area are relied upon to contribute towards Kenya accomplishing the 10 percent growth for every year. Sessional Paper No.14 of 2012 clarifies that the target of TVET is to build up a successfully organized and orchestrated TVET framework that is equipped for creating quality talented human asset with the correct mentalities and qualities required for development and thriving of the different areas of the economy.

Globally, innovation and technology acquirement are recognized as a means for transforming and empowering citizens of a nation in achievement industrialization. The youth particularly attain; knowledge, skill sand attitudes to enable them to unleash their productivity potential to the society. Education contributes to sustainable development and is recognized in Kenya as a priority area of development intervention as is reflected in policy papers documents.

The Technical Vocational Education Training thereafter referred to as TVET in most of the Developing Countries is expected to play twin functions in the national Socio-Economic development. The foremost role is to provide training opportunities and career advancement avenues for creation of jobs for the increased school leavers. The second role is to provide the most needed skilled manpower that is needed at all levels of the economy. The skills so developed should be able to lead to self-reliance in the absence of salaried employment and enhance the industrialization agenda in our noble nation.

Functions of the TVETA

TVETA is mandated to perform the following functions:

1. Regulate and coordinate training in Kenya through inspection, licensing, registering and accrediting training institutions, programmes and trainers;
2. Prescribe the minimum criteria for admission to training institutions and programmes in order to promote access, equity and gender parity;
3. Recognize and equate qualifications awarded by local and foreign technical and vocational education institutions in accordance with the Standards and guidelines set;
4. Establish a training system which meets the needs of both the formal and informal sectors as provided under the Act;
5. Assure quality and relevance in programmes of training.
- 6 .Liaise with the national and county governments and with the public and the private sector on matters relating to training.

Functions of the Kenya National Qualifications Authority (KNQA)

The setting up a National Qualification Framework for Kenya for whose objective is to determine and assess the level of achievement and competences of learners who have gone through different learning systems or different education structures. In order to achieve this target, Kenya National Qualification Authority [Thereafter referred as KNQA] was established by law. Themandates of KNQA are as follows:

- (a) Co-ordinating and supervising the development of policies on national qualifications
- (b) Development of a framework for accreditation systems on qualifications
- (c) Development of a system for assessment of national qualifications
- (d) Developing and reviewing interrelationships and linkages across national qualifications in consultation with stakeholders, relevant institutions and agencies
- (e) Maintenance of a national database of national qualifications
- (f) Publication of manuals, codes and guidelines on national qualifications

Functions of the CDACC-

Some of the functions of the Council are:

- (a) Designing and advancement of educational programs for the assessment methods
- (c) Issuing certificates to applicants who fulfill national TVET assessment and ability appraisals
- (d) Promoting acknowledgment of its capabilities in outside frameworks
- (e) Investigating and deciding cases including indiscipline
- (f) Study of identifying methods for its assessments approaches

The TVET Act (2013) section 4 emphasis for the following objectives

1. To Develop a national aptitudes methodology with consideration support, advancement from private companies give grants to remunerate greatness of the TVET
2. To fortify TVET activities to give wanted changes in the division.
3. To arrange incorporates an improvement of national instruction approach and technique
4. To give importance to Research & Development, rebuild and fortify the NCST, reinforce the connection among research and national objectives
5. To include private organizations and industry to use additionally more funding from the NGO
6. To set up a national authority to encourage linkages and coordination between the various entertainers and partners in TVET.

Innovation and Technology for Sustainable Development of Kenya

The Sustainable Development Goals thereafter referred to as SDGs cannot be attained, if the TVET subsector and industry are not brought together in harmony. The aspirations of the Kenyan's Vision 2030 Agenda for Sustainable Development with 169 targets can only be achieved through the establishment of effective linkages between TVET sector and Industry.

³John Nyerere, (2009), *Technical & Vocational Education and Training, (TVET), Sector in Kenya, For the schokland, TVET program, Nairobi, Kenya*

⁴Schwab K, (2013), *The Global Competitiveness report, World Economic Forum, Geneva, Switzerland*

⁵The government of Kenya, (2013), *Kenya national Qualification Qualifications Framework Act, pg.884, Government printers, Nairobi, Kenya*

Kenya has embraced the path towards Science, Innovation and Technology thereafter referred to as S&T as key drivers for socio-economic development and transformation. This has been the main technique behind the massive economic growth and development of the Asian tigers and other economic powers like; Germany, Brazil, Russia, India and China.

Innovation and dissemination of new technologies are a requisite condition for economic growth and development of any nation. This leads to increased productivity, creation of wealth and economic well-being of a country. Innovation and technology are instrumental to promoting the structural transformation of multi-sectoral growth and development. By insinuation, innovation and technology are also key features of the advancement in productivity and enhanced competitiveness.

Conclusions and Recommendations

It is evident that the significance of TVET is not being felt enough yet in many developing countries due to the limitations facing this education sub-sector. In view of the above, the following are measures, which we recommend for implementation in order to resolve the prevailing myriad challenges of the Kenyan TVET sector:

- To establish more TVET Institutions which includes Technical and Vocational Institutions, Vocational Training Centres and National polytechnics to march with our national goals and technical aspirations of TVET;
- The rebranding of TVET training in Kenya to improve the image and make TVET a thought after choice for considerable numbers of school leavers and people from all walks of life;
- To ensure that TVET is more demand driven than supply driven traditionally;
- Assure the quality of TVET with a robust universal TVET quality assurance system and aspire each and every TVET institution to strive for excellence;
- The establishment of centres of excellence in various technical training institutions with a goal of spear-heading their respective localities into specialization in productivity;
- Establish different decentralized Enterprise Training Provider Partnerships known as ETPs for different sectors of industry, e.g. priority sectors;
- Set out clear national TVET strategies and policies that promote sectoral harmony;
- Increase funding towards TVET, especially geared towards the establishment of research and development;
- Acquisition of modern state of the art, appropriate and up-to-date equipment and tools for training and production for TVET institution in line with international benchmark standards;
- Encourage industry to participate in the formulation of the CBET curricula and hands on training.
- Appointment of TVET managers who possess appropriate TVET knowledge and expertise as opposed to general education.

⁶United nations Industrial Development, (2016), *The role of innovation and Technology for sustainable development*, UN headquarters, New York

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