



# CONTINUITY IN TVET AND UNIVERSITY EDUCATION TRANSITION

Faculty Of Education Members' Response To The Collection of Views By The  
Presidential Working Party On Education Reforms In Kenya

Presented In A  
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# Introduction



- \* The TVET is that part of the education system that provides courses and training programmes related to employment with a view to enable the transition from basic education levels to work for young trainees / students (social objective) and supply the labour market with competent apprentices (economic objective) – UNESCO (2015)
- \* TVET comprises education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods.



# Introduction



- \* In Kenya the TVET ACT 2013 which established TVET Authority (TVETA) was designed to address the job skills issue and, more so, to ensure an increased and sustained enrolment ratio in line with the Vision 2030.



# Rationale for TVET



- \* Vision 2030 development blue print
- \* The Big 4 Agenda (Food security, affordable housing, manufacturing and affordable healthcare)
- \* Need for responsive human capital
- \* TVET offer the alternative method to university for knowledge and skill building
- \* The Ministry of Education's Education Strategy Paper (2014 - 2018) indicated that the shortage of technicians and artisans stood at 90,000 and 400,000 respectively
- \* SDG No 4
- \* Government objective of 100% transition



# Governance and Management of TVET



- \* The TVETA is the regulatory body whose services include:
  - \* Registration and licensing of TVET institutions and trainers
  - \* Compliance and enforcement
  - \* Standards development
  - \* Outreach services
  - \* Strategy, research and policy making
  - \* TVETA is managed by management board (TVETA Board)



# Governance and Management of TVET



- \* Public TVET institutions are managed by a board of governors
- \* Each TVET institution is headed by a principal. There is an elaborate management structure
- \* Private institutions have board of directors



# Governance and Management of TVET



- \* TVETA recently (September, 2022) transferred the following services to KICD and KNEC respectively in compliance with the presidential directive on parastatal reforms;
  - a) The Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council (TVET CDACC)
  - b) Competency-based Education and Training (CBET)



# TVET Institutions



- \* Public institutions -  
<https://www.tveta.go.ke/institutions/>
- \* Some accredited private institutions
- \* Public Universities such as Co-operative University of Kenya, Dedan Kimathi University of Technology, Meru University of Science and Technology, Technical University of Kenya, Technical University of Mombasa, etc.





# TVET Programme, Assessment & Duration



- \* Artisan, Certificate and diploma programmes offered
- \* A wide variety of technical, engineering and vocational programmes
- \* Assessment both internal and by KNEC
- \* Course duration of one to three years
- \* With the transfer of the CBET function from TVETA, Curriculum development and review to be done by KICD



# TVET Admission



- \* Admission done directly for self-sponsored students and through KUCCPS
- \* With the government directive of 100% transition, all form four graduates with a grades E to C (plain) are admissible
- \* A few students with university entry grades of C+ and above opt for TVET
- \* In some cases, KCPE certificate holders are admitted in Artisan courses



# Current Gaps in TVET



- \* Inadequate research skills among TVET graduates
- \* Lack of pedagogical skills among the most of TVET trainers
- \* Inadequate trainers with postgraduate training at Master and PhD levels
- \* Lack of postgraduate teacher training programmes for TVET trainers/teachers in the universities
- \* Lack of curriculum for high-end skills
- \* Inadequate accreditations of TVET institutions
- \* No clear progression/ transition to University education



# Addressing Skill in TVET



- \* Pedagogy training by Kenya Teachers Trainers College (KTTC) for trainers including those with undergraduate degrees
- \* Effort to establish accreditations with professional bodies
- \* Some universities have established TVET institutes or centres



# Policy, Legal and Regulatory Framework for University TVET



- \* Global agenda, SDG No. 4 and UNESCO Basic Education Thematic Framework 2007
- \* 21<sup>st</sup> Century skills – Creative thinking, Communication, problem-solving
- \* African Union Charter No. 2063 – Strategic Framework for Socio-economic transformation of Africa in the next 50 years
- \* Harmonized curriculum structures and framework for East Africa Community (EAC), 2014 (Articles 5 and 102 of the EAC Treaty)



# Policy, Legal and Regulatory Framework for University TVET



- \* National Education Sector Strategic Plan, 2018–2022
- \* Sessional Paper No. 1 of 2019: A Policy Framework for Reforming Education and Training for Sustainable Development in Kenya, 2019
- \* Basic Education Framework, 2017
- \* Science Technology and Innovation Act No. 28, 2013
- \* Universities Act, 2012 (As amended in 2016)
- \* TVETA Act, 2013
- \* Individual university charters & letter of Interim Authority



# Policy, Legal and Regulatory Framework for University TVET



- \* Relevant regulatory authorities: TVETA, Commission for University Education, the Universities Funding Board and the Kenya University and Colleges Central Placement Service Board



# TVET Capacity in the Universities



Universities have the capacity to offer TVET education because of:

1. Quality faculty across disciplines
2. Qualified and committed support staff
3. Adequate teaching-learning infrastructure
4. Vibrant alumni base
5. Existing research and development partnerships





# TVET Capacity in the Universities



6. Adequate modern training equipment
7. Capacity to establish linkages with development partners
8. Established exchange programmes
9. Established organizational structure (academic and administrative)



# Progress Made Towards TVET Transition to University Education



- \* University of Nairobi has a senate approved proposal for establishing a Centre For Steam & TVET Teacher Education (CESTE)
- \* CESTE to train specialists in STEAM and TVET teacher education at the following levels:
  1. Certificate
  2. Diploma
  3. Undergraduate
  4. PGDE



# Progress Made Towards TVET Transition to University Education



5. Master

6. PhD

- Some universities have approved as TVET institutes/Centers include: Co-operative University of Kenya, Dedan Kimathi University of Technology, Meru University of Science and Technology, Technical University of Kenya, Technical University of Mombasa, etc.



# Progress Made Towards TVET Transition to University Education



- \* However;
  - The universities do not offer Undergraduate and post graduate programmes in TVET
  - The Universities do not have TVET teacher education programmes



# Challenges Hindering TVET Transition to University Education



- \* Lack of relevant accreditation in some instances
- \* Admission regulations for university entry do not allow credit transfers
- \* Rigid admission criteria
- \* Lack of appropriate curriculum in the universities
- \* Inadequate or outdated training resources (equipment)



# Challenges Hindering TVET Transition to University Education



- \* Unaccommodating university policy, legal, and regulatory frameworks
- \* University fee is out of reach for TVET gaining admission through mature entry or self-sponsored programmes
- \* Decreased university funding by the exchequer



# Recommendations



- Establishment of centers of excellence in TVET in the Universities
- Establishment of centers of excellence in TVET teacher education in the Universities
- Developing and implementing undergraduate and graduate programmes
- Review the university entry qualification to accommodate TVET diploma graduates



# Recommendations



- Review policy, legal framework, regulations and statutes where applicable to allow credit transfer for the TVET diploma graduates
- Mounting in-service programmes for practitioners
- Actualizing partnerships and linkages for sustainability
- Developing Monitoring and Evaluation (M & E) frameworks
- Institutionalizing research and consultancy for enhancement of knowledge





# Recommendations



- Establish strong linkages between universities and TVET institutions
- Review the existing university STEM curricula to align with the industry needs
- Develop curriculum for TVET teacher training programmes
- Develop partnerships and linkages with industry (local and global)



# Recommendations



- Increase government capitation for the Universities
- Alternative financing models to supplement government capitation;
  - Establishment of TVET production units in the universities
  - Partner financing
  - Alumni support
  - Industry linkages
  - Technical and financial proposals
  - Institutional support



# Recommendations



- \* Establishing partnerships with SAGAs such as KICD, KNEC, TSC, KSG, CEMASTEIA, etc.



# Conclusion



- \* Universities should move with speed to respond to the skill gaps by developing relevant TVET programmes
- \* University should establish TVET centers of excellency
- \* Universities should review the existing programme to align with the industry need
- \* Universities should develop programmes targeting the TVET graduates



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**...THANK YOU...**