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REPUBLIC OF KENYA



THIRTEENTH PARLIAMENT - SECOND SESSION

THE NATIONAL ASSEMBLY

REPORT OF
THE DEPARTMENTAL COMMITTEE ON EDUCATION
ON
A WORKSHOP ON DESIGNING A FRAMEWORK FOR A BLENDED TVET TEACHER

27TH FEBRUARY TO 1ST MARCH, 2023
WINDHOEK, NAMIBIA

THE NATIONAL ASSEMBLY PAPER Laid	
DATE: 05 OCT 2023	DAY: Thursday 05/10/2023
Tabled BY:	Hon Julius Melly, MP Chairperson, Education Committee
Clerk at the Table:	A. Shubuko

Directorate of Departmental Committees,
Clerk's Chambers,
Parliament Buildings,
NAIROBI.

October, 2023

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ACRONYMS

COL	Commonwealth of Learning
NAMCOL	Namibian College of Open Learning
TVET	Technical, Vocational Education & Training
SfW	Skills for Work
CBT	Competency Based Training
KS-TVET	Kenya School of TVET
ODL	Open and Distance Learning
RPL	Recognition of Prior Learning
HSM	House Style Manual
UDL	Universal Design for Learning
CPD	Continuous Professional Development
LMS	Learning Management Systems

CHAIRPERSON'S FOREWORD

In a letter dated 31st January, 2023, the Commonwealth of Learning (COL) in partnership with the Namibian College of Open Learning (NAMCOL), extended an invitation to the Departmental Committee Education to attend a three-day workshop on Designing a Framework for a Blended TVET Teacher from 27th February to 1st March, 2023 in Windhoek, Namibia.

The purpose of the workshop was for the participants to: -

- a. Learn more about COLs SfW model and how TVET in Kenya can benefit from COLs capacity building initiatives;
- b. Validate a competency framework for a blended TVET teacher and contribute to the creation of an exemplar course based on the competency framework; and
- c. Benchmark with the Namibian College of Open Learning (NAMCOL) to learn more about policies, strategies, standards, performance indicators, current practices, and infrastructure for the implementation of blended learning in TVET.

The Commonwealth of Learning (COL) has been supporting TVET in Kenya since 2010 and its Skills for Work (SfW) initiative at COL aims to use open and distance learning approaches to build the resilience of TVET systems at national and international levels, strengthen TVET training and fostering employability in green jobs for all to improve lives and livelihoods.

I take this opportunity to thank the Offices of the Speaker and the Clerk of the National Assembly for the support and facilitation accorded to the delegation to undertake the workshop. In addition, I would like to thank the Commonwealth of Learning (COL) for the invitation to learn about open learning and the Namibian College of Open Learning (NAMCOL) for opening its facility to us.

On behalf of the Education Committee Delegation to Namibia and pursuant to provisions of Standing Order 199(6), I beg to table the Report of the Committee on the workshop on Designing a Framework for a Blended TVET Teacher.

THE HON. JULIUS MELLY, M.P.
CHAIRPERSON, DEPARTMENTAL COMMITTEE ON EDUCATION

EXECUTIVE SUMMARY

Commonwealth of Learning (COL) engaged consultants to conduct research on the status of implementation of Competency Based Training (CBT) using blended approaches in pre-service and in-service TVET, develop a Digital Competency Framework for Blended TVET trainers, and develop a Toolkit with resources for capability building of trainers in the Pan Commonwealth on digital skills training for blended TVET.

Institutions that train TVET teachers in Africa at various levels were identified by COL to collaborate with consultants and offer suggestions for the development and review of the framework and the prototyping of the exemplar course during the workshop.

Hon. Clive Ombane Gisairo, M.P of the Departmental Committee on Education joined a delegation comprised of the Ministry of Education, Technical and Vocational Education and Training Authority (TVETA) and several TVET Institutions including the Kenya School of TVET (KSTVET) in order to comprise the Kenyan delegation to the workshop.

The purpose of this report is to give an account of the proceedings of the workshop that took place from 27th February to 1st March, 2023 in Windhoek, Namibia.

1.0 PREFACE

1.1 Establishment and Mandate of the Committee

1. The Departmental Committee on Education is established under Standing Order (S.O.) No. 216. Its mandate is pursuant to S.O 216 (5) with the following terms of reference: -
 - i) investigate, inquire into and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned Ministries and Departments;*
 - ii) study the programme and policy objectives of the Ministries and Departments and the effectiveness of the implementation;*
 - iii) study and review all legislation after First Reading subject to the exemptions under Standing Order 101 A (4);*
 - iv) study and review all legislation referred to it;*
 - v) study, assess and analyse the relative success of the Ministries and Departments as measured by the results obtained as compared with its stated objectives;*
 - vi) investigate and inquire into all matters relating to the assigned Ministries and Departments as they may deem necessary, and as may be referred to them by the House or a Minister; and*
 - vii) make reports and recommendations to the House as often as possible, including recommendations of proposed legislation.*
2. The Committee is mandated to consider the following subjects: -
 - i. Education
 - ii. Training
 - iii. Research

1.2 Oversight

3. In executing its mandate, the Committee oversees the following government Ministries, Departments and or Agencies, namely:
 - i. The State Department for Basic Education
 - ii. The State Department for TVET
 - iii. The State Department for Higher Education & Research
 - iv. The Teachers Service Commission

1.3 Committee Membership

4. The Committee comprises of the following Members: -

1. **Hon. Julius Kibiwott Melly, MP**
Chairperson
MP for Tinderet Constituency
UDA
2. **Hon. Moses Malulu Injendi, MP**
Vice Chairperson
MP for Malava Constituency
ANC
3. **Hon. Dr. Christine Oduor Ombaka, MP**
MP for Siaya County
ODM
4. **Hon. Eve Akinyi Obara, MP**
MP for Kabondo Kasipul Constituency
ODM
5. **Hon. Jerusha Mongina Momanyi, MP**
MP for Nyamira County
JP
6. **Hon. Abdul Ebrahim Haro, MP**
MP for Mandera South Constituency
UDM
7. **Hon. Anne Muratha, MP**
MP for Kiambu County
UDA
8. **Hon. Clive Gisairo, MP**
MP for Kitutu Masaba, Constituency
ODM
9. **Hon. Dick Oyugi Maungu, MP**
MP for Luanda Constituency
DAP-K
10. **Hon. Julius Taitumu M'Anaiba, MP**
MP for Igembe North Constituency
UDA
11. **Hon. Nabii Nabwera Daraja, MP**
MP for Lugari Constituency
ODM
12. **Hon. Peter Ochieng Orero, MP**
MP for Kibra Constituency
ODM
13. **Hon. (Prof.) Phylis Jepkemoi Bartoo**
MP for Moiben Constituency
UDA
14. **Hon. Rebecca Noonaishi Tonkei, MP**
MP for Narok County
UDA
15. **Hon. Timothy Toroitich, MP**
MP for Marakwet West Constituency,
IND

1.4 Committee Secretariat

5. The Committee Secretariat comprise of: -

Mr. George Gazemba

Ag. Deputy Clerk, Directorate of Departmental Committees/Head of Department
Head of Secretariat

Ms. Grace Wahu
Clerk Assistant III

Mr. Daniel Psirmoi
Media Relations Officer

Ms. Cynthia Matara
Clerk Assistant III

Mr. Nimrod Ochieng
Audio Officer

Ms. Brigitta Mati
Legal Counsel I

Mr. Paul Kashane
Sergeant at Arms

Ms. Winnie Kulei
Research Officer III

Ms. Mary Kamande
Public Communications Officer

Dr. Maina Mburu
Research Officer III

2.0 INTRODUCTION

6. The Commonwealth of Learning (COL) in partnership with the Namibian College of Open Learning (NAMCOL), hosted a three-day workshop in Windhoek, Namibia from 27th February to 1st March, 2023.
7. COL engaged consultants to conduct research on the status of implementation of the Competency Based Training (CBT) using blended approaches in pre-service and in-service TVET, develop a Digital Competency Framework for Blended TVET trainers, and develop a Toolkit with resources for capability building of trainers in the Pan Commonwealth on digital skills training for blended TVET.
8. Institutions that train TVET teachers in Africa at various levels were identified by COL to collaborate with consultants and offer suggestions for the development and review of the framework and the prototyping of the exemplar course during the workshop.

2.1 Purpose of the workshop

9. The purpose of the workshop was to learn more about COL's Skills for Work (SfW) model, validate a competency framework for a blended TVET teacher, contribute to the creation of an exemplar course based on the competency framework and benchmark with NAMCOL to learn more about Procedures for the design, development, delivery, assessment, and quality control of Open and Distance Learning (ODL) and best practices at the NAMCOL eLearning studio and management.

2.2 Participating Institutions in the Workshop

10. The workshop had the following participants: -
 - a. Namibia College of Open Learning (NAMCOL)
 - b. Kenya Education Parliamentary Committee
 - c. Kenya School of TVET
 - d. Technical and Vocational Teachers College - Zambia
 - e. The Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED) - Ghana
 - f. Kaduna Polytechnic - Nigeria
 - g. Botswana Open University

2.3 Lessons Learnt from the Workshop

a. Digital Capability Framework for TVET Teachers

11. There are four standards in the framework, the first of which covers basic digital literacy. The other three cover the teaching workflow from planning to evaluation and continuous improvement.
12. Teachers who are digitally literate can use the first standard to assess themselves or be assessed through a Recognition of Prior Learning (RPL) process. The RPL process is the process of identifying, assessing and certifying knowledge, skills and attitudes regardless

of how, when or where learning occurred. Teachers who are not digitally literate can complete this competency standard first. The framework is summarized into four key thematic areas;

- a. Operate digital devices & software
- b. Prepare a blended learning course
- c. Facilitate online learning and assessment
- d. Use technology to improve quality

2.4 Benchmarking at NAMCOL

13. NAMCOL has established regional centres across the country. The focus is to take services closer to the learner and decentralize operations. Material development (learning resource) is done in line with clearly established processes and guidelines. All processes and procedures are pegged on what they call a House Style Manual (HSM). In order to encourage more students into open learning, NAMCOL gives loans for studies, and upon successful completion of the studies, they reimburse students 70% of the school fees for encouragement
14. The effectiveness of NAMCOL processes and operations is achieved through a clear division of roles in every department. Staff development is key. Capacity building of trainers is done continuously on particular days of the week. This could include sensitization on different operations of departments and other areas.
15. NAMCOL develops content in different multimedia formats ranging from print-based, video, and audio. This ensures compliance with the Universal Design for Learning (UDL) that caters for learners with special needs. Quality assurance is done before content is shared to the learners through relevant platforms. NAMCOL has dedicated personnel for student support; this ensures that online learning services are available to students round the clock.
16. NAMCOL has a fully-fledged research department. The core mandate of the department is to conduct research on industry needs so as to tailor market driven courses. The department also carries out tracer studies, research collaborations with other institutions, writes articles for publication, and builds the capacity of staff to conduct research and write articles.

2.5 Costing of Open, Distance and E-Learning (ODEL) Programs

17. The cost drivers for ODeL programs includes but are not limited to: -
 - a. Administrative costs
 - b. Material development/production costs
 - c. Program delivery costs
 - d. Indirect common costs
18. Commonwealth of Learning (COL) has developed a costing tool for ODeL programs varying from blended courses, purely online courses and face to face courses. The tool is available for use by any COL partner in the world.

Report of the Departmental Committee on Education on a Workshop on Designing a Framework for a Blended TVET Teacher

3.0 COMMITTEE OBSERVATIONS

19. The delegation made the following observations: -

- a. Kenya can adopt the framework to prepare blended learning courses for TVET sector, facilitate online learning and assessment and use technology to improve quality because Commonwealth of Learning (COL) has developed a Digital competency standard for TVET Teachers that spans across the 21st century skills, digital citizenship, digital skills for learners, pedagogical competencies for blended TVET teachers and competencies for educators;
- b. There is need for implementation of project-based change initiatives, develop priority courses that are industry driven, leverage open institutes and establish a central blended/open learning unit within TVET institutions in order to build a blended capacity in TVET.
- c. A solution to unemployment in Kenya is through TVET education and to make it more practical to reduce the issue of people seeking employment. It will also be of advantage to pastoral and marginalized communities who may not have access to Universities and TVET institutions. If some policies in TVET were changed, it would be a great contributor in the change in the economy.
- d. There is need to encourage more focus on open TVETs than open university.
- e. It would be an added advantage to add diplomas on graduate students who want to teach in the education center.

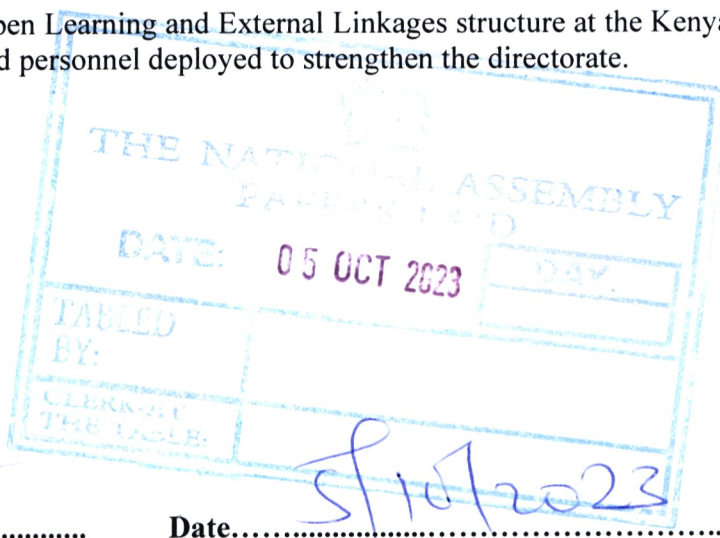
4.0 COMMITTEE RECOMMENDATIONS

20. The delegation made the following recommendations: -

- a. TVETA and Kenya School of TVET (KS-TVET) need to spearhead the development of digital content for TVET. This can be achieved by constituting a team of experts drawn from TVETs across the country to design and develop digital content for engineering trades.
- b. A Continuous Professional Development (CPD) framework be developed to include the following thematic areas: -
 - i. Digitalization of TVET curriculum
 - ii. CBET Implementation
 - iii. CBET delivery
 - iv. Quality Assurance
 - v. Curriculum Development
 - vi. Technical skills / CPD by accredited institutions.
 - vii. Other courses relevant to TVET

The CPD framework will inform the structuring of the online courses offered by the National ODeL at Kenya School of TVET.

- c. The Ministry of Education through the State Department of VET should support the development of Virtual Workshops in TVET to supplement theoretical aspects taught in TVETs that have challenges of physical workshops. Virtual workshops will leverage Virtual Reality and Augmented Reality to provide remote access to real life simulation-based workshop environment in almost all areas of Science and Engineering.
- d. In regards to ODeL, there is a need for specialization in different skill sets. This will enhance the productivity of department processes and operations.
- e. There is need to have an approved National ODeL policy, standards and guidelines for different operations to ensure quality. This can include, guidelines for content development, student support and Learning Management Systems (LMS) administration.
- f. Research department in TVET should be revamped. It should expand its role to carried out research skewed towards TVET, writing and publishing articles and carrying out capacity building of staff on research.
- g. The proposed Directorate of Open Learning and External Linkages structure at the Kenya School of TVET be adopted and personnel deployed to strengthen the directorate.



Signed.....

Date.....

THE HON. JULIUS MELLY, M.P.
CHAIRPERSON, DEPARTMENTAL COMMITTEE ON EDUCATION



THE NATIONAL ASSEMBLY
THIRTEENTH PARLIAMENT
(SECOND SESSION)

Approved
Boss D/SNA
5/10/2023

NA. L&P.2023/COMM (126)

Thursday, 5th October 2023

PAPERS LAID

Hon. Speaker, I beg to lay the following **Papers** on the Table of the House, today
Thursday, 5th October 2023: -

**REPORTS OF THE DEPARTMENTAL COMMITTEE ON
EDUCATION ON:**

1. INQUIRY INTO THE ALLEGED MALPRACTICES IN 2022 KENYA
CERTIFICATE OF SECONDARY EDUCATION (KCSE)
EXAMINATION;
2. A STUDY VISIT TO THE WORLD FEDERATION OF COLLEGES
AND POLYTECHNICS HELD IN MONTREAL, CANADA FROM
24TH APRIL TO 4TH MAY 2023;
3. PARTICIPATION IN A WORKSHOP ON DESIGNING A
FRAMEWORK FOR A BLENDED TVET TEACHER HELD IN
WINDHOEK, NAMIBIA FROM 27TH FEBRUARY TO 1ST MARCH
2023; AND
4. ATTENDANCE TO THE 2022 INTERNATIONAL EDUCATION
CONFERENCE HELD IN TORONTO, CANADA FROM 13TH TO
16TH NOVEMBER 2022.

(CHAIRPERSON, DEPARTMENTAL COMMITTEE ON EDUCATION)

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Deputy Speaker
The Leader of the Majority Party
The Leader of the Minority Party
The Clerk
Hansard Editor
Hansard Reporters
The Press