



REPUBLIC OF KENYA



THE SENATE



TWELFTH PARLIAMENT – SECOND SESSION

THE STANDING COMMITTEE ON EDUCATION

REPORT
ON THE TVET CONFERENCE HELD IN
VICTORIA, CANADA FROM 27TH APRIL – 2
MAY 2018

The Senate
Parliament Buildings,
Nairobi.

July, 2018

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ABBREVIATIONS AND ACRONYMS

CICan	- Colleges and Institutes Canada
CBET	- Competency Based Education and Training
EFE	- Education for Employment
ESL	-English as a Second Language
GDP	- Gross Domestic Product
KEFEP	- Kenya Education for Employment Program
STEM	-Skills Training for Employment in Mozambique
TVET	- Technical and Vocational Education and Training
UN	- United Nations
WFCP	-World Federation of Colleges and Polytechnics

1.0. PREFACE

Mr. Speaker Sir,

The Standing Committee on Education established pursuant to Senate Standing Order 212(3).

1.1 Mandate of the Committee

The Committee is mandated to consider all matters related to education and training.

Committee Membership

The Committee comprises of the following Members-

1. Sen. (Dr.) Andrew Lang'at - Chairperson
2. Sen. (Prof.) Margaret Kamar - Vice Chairperson
3. Sen. Mohamed Yusuf Haji
4. Sen. John Kinyua Nderitu
5. Sen. Mary Yiane Seneta
6. Sen. (Dr.) Getrude Musuruve
7. Sen. (Prof.) Samson Ongeru
8. Sen. (Dr.) Agnes Zani
9. Sen. Okongo Omogeni

2.0 INTRODUCTION

The organizers of the TVET conference 2018, in Canada was Colleges and Institutes Canada (CICan).

CICan was founded in 1973, and it is the national and International voice of Canada's publicly supported colleges, institutes, cégeps and Polytechnics.

CICan and its members are committed to driving Canadian prosperity by being global leaders in applied education and partnered innovation. CICan is also the pan-Canadian UNESCO-UNEVOC centre and secretariat of the World Federation of Colleges and Polytechnics (WFCP).

CICan—as one community is committed to excellence in education delivery, community building, innovation and leading change locally, nationally and globally.

The hallmark of the TVET Conference 2018 was a thoughtfully curated program that would inspire and challenge, spark the desire for change and provide the space and time for networking and relationship building.

The TVET conference 2018 took place in Victoria in British Columbia province in Canada from the 27th April to 2nd May, 2018.

Conference sessions were organized around five streams. Each stream included sessions that reflect an Indigenous perspective and a future outlook. The Five streams were viewed as key in the successful management of TVET institutions. They included:

1. Leadership and Governance
2. Student Experience
3. Applied Research, Entrepreneurship and Innovation
4. International
5. Future Skills


CICan works in Kenyan TVET industry through the KEFEP which is the Kenya Education for Employment Program, in collaboration with the Ministry of Education, Science and Technology. The Program is rolled out in all National Polytechnics and is a five year program (2016-2021).

The Conference was attended by a delegation of two members of the Senate Standing Committee on Education and one staff namely:

1. **Sen. (Dr.) Christopher Andrew Lang’at, MP – Leader of the Delegation**
2. Sen. Agnes Zani, MP
3. Mr. Joseph Mwangi- (Committee Clerk/Delegation Secretary)

Mr. Speaker Sir,

On behalf of the Standing Committee on Education I beg to table the Report of the TVET Conference pursuant to Standing Order 212 of the Senate Standing Orders.

Sign.....

Date.....

Sen. (Dr.) Christopher Andrew Lang'at, MP
Chairperson
Standing Committee on Education

3.0 CONFERENCE MEETINGS

3.1 DAY I -26th April, 2018 - OPENING CEREMONY

Vicki Saunders-Serial Entrepreneur and Founder of SheEO Canada.

In her opening remarks she alluded that she had always sought a business model that was performing well, and made money concurrently. A serial entrepreneur and the founder of SheEO, Vicki is creating a new approach to business: one that supports women-led ventures that have a positive impact on the world. One that ensures it's not only the rich who are getting richer. In inspiring talks, she encourages audiences to look beyond the traditional and the trendy—to find a path to success without compromise; where four-day work weeks and quarterly vacations are mandatory and you only do the work that ignites you.

3.1.2 The following were some of the Key highlights made during the Opening Ceremony:

Canada had eleven thousand one hundred and forty (11,140) students from Chile, Colombia, Mexico and Peru which is a success story. Edu Canada Project had four hundred and ninety five thousand (495,000) international students. The Main influencers of Education included the parents of students and local education agents. There were two key education events in Canada-EDU EXPO and SPP, held In March and September of every year. The Major Priority sectors that support education sector include: Agriculture, Infrastructure, Clean Technologies, ICT, Defense and security.

3.1.3 The Opportunities that promoted the TVET institutions in Canada Included:

1. Pool of francophone students who are over a hundred thousand 100,000 learners.
2. Emerging cities (Bucaramanga, Pereira) that had a growing number of students population.
3. Joint applied research and two-way academic mobility.
4. Scholarships such as ICETEX(Colombia) and ELAP (Canada)
5. In Mexico the student exchange program rose from 8% to 14%.In the last two years.

6. Agent driven Markets for English as a second Language (ESL).

A major challenge that the TVET sector experienced in Canada was that Bilingualism among the student population was low.

3.2 DAY II-VISIT TO CAMOSUN COLLEGE on 27th April, 2018

A Presentation was made on International students' strategic enrolment by **Jos Nolle-**Dean of Students.

Some of the key areas he underscored as major in his college strategy included Initiatives, strategies, plans, and management to make the strategy work.

He indicated that the college received 30% from the Government.

3.2.1 The following were ways in which the College created diversity:

- i. Going places where not everyone else had been to, in search of fresh student market.
- ii. Also going where other colleges have been to, to look for the student market.
- iii. Holistic approach for the international activities. The approach included innovation, international incorporation, and academic excellence.
- iv. Aiming at comprehensive international portfolio.
- v. Taking some risks; as the best way to predict the future was to invent it.

3.2.2 Ways in which the Camosun College spread the business risks included:

- i. Diversified marketing.
- ii. Investing in agencies in new markets. (New countries and new regions in countries)
- iii. Inviting many visitors for open days at the college.
- iv. Being active with International projects and contract training.
- v. Financing outward mobility.
- vi. Creation of sustainable partnerships across the globe. Creation of stable partnerships i.e. what was needed was to create public policy that facilitates sustainable partnerships e.g. In Brazil 1000 women are enrolled in the partnership

programs. In Tanzania –The Swedish project CIDA in the 1980s and 1990s was exemplary as it developed infrastructure in colleges, provided training to teachers and management teams and in the process of introducing post graduate scholarships.

3.3 DAY III-KEFEP SPRING UPDATE 28th April, 2018.

A presentation was made on the following areas:

3.3.1 The Role of CICan:

- i. Champion the strength of colleges and institutes on key areas of focus for the government such as climate change, innovation, indigenous education, and economic growth.
- ii. Work with government, employers and other associations to identify solutions to Canada's skills and innovation challenges.
- iii. Provide professional development programs for college and institute leaders across Canada and around the world.
- iv. Report on key skills-related topics, including applied research, entrepreneurship, infrastructure, and internationalization.
- v. Lead domestic and international partnership programs such as Education for Employment (EFE) and the Career Launcher Internship Program.
- vi. Support the recruitment of international students as well as academic mobility for staff and faculty.
- vii. Act as a national and international center of expertise on the college and institute system in Canada.
- viii. Organize events that encourage networking, the sharing of information, and partnership development.

3.3.2 In the afternoon session KEFEP organized a meeting in which it set out:

- i. Terms and definitions of its operations were reviewed.
- ii. KEFEP process of working with TVET institutions in Kenya was explained.

- iii. Submissions were made by different KEFEP cohorts i.e. I, II, III, IV, V, VI, VII and VIII. The success stories of the different cohorts working in all the Kenyan National polytechnics were given.
- iv. The process of KEFEP External verification assessment—<http://www.tvetcdacc.go.ke/102-2/> was outlined, and
- v. The process of KEFEP Internal verification assessment—<http://www.tvetcdacc.go.ke/competence-assessment/>. Both verifications were used to determine the success of the program in a given TVET institution.

3.4 DAY IV 29th April, 2018- PRESENTATIONS:

3.4.1 Leveraging the experience of Canadian colleges and institutes to foster gender equality

For over 40 years, Canadian colleges and institutes had shared their expertise in technical and professional education with countries around the world to empower learners and support inclusive economic growth. Gender equality and the economic empowerment of women had always been important elements of these programs, for example, through the creation of education and training programs that enabled young women to work in occupations and sectors from which they had been traditionally excluded. Across the globe, women remain substantially underrepresented in technical and professional education programs especially those related to science, technology, engineering and mathematics (STEM). This reinforces the existing labour market segregation of women into jobs with lower productivity, lower pay and lower status.

Addressing such persistent inequalities is the focus of Canada's Feminist International Assistance Policy and the UN's 2030 Sustainable Development Goals (SDGs). Colleges and Institutes Canada (CICan) and its members are dedicated to meeting this agenda by helping to make education and training institutions, curricula and programs more inclusive of women, and by changing the mindsets of influential, community actors—both men and women—such as teachers, employers, parents, youth and policymakers.

3.4.2 Gender Equality & Education for Employment

Training must be used not only to increase women's income and diversify their livelihood, but should also be a way to address women's strategic gender needs. Training and education can help young women secure their roles as active citizens and better exercise their rights.

CICan's Education for Employment (EFE) programs have integrated gender equality across all program areas, including gender-sensitive teacher training and pedagogy, adapting training materials to promote equal participation by men and women, reviewing national policies and integrating gender equality into environment and entrepreneurial modules during training delivery.

Gender equality is promoted systematically through CICan's EFE projects through effective practices such as:

- Focusing on recruiting women into TVET programs through student outreach and marketing campaigns.
- Developing awareness campaigns to counteract school-based sexual violence and pay for grades schemes.
- Identifying specific targets or negotiating a specific agreement to include women in the leadership and management structures of education and training institutions.
- Offering financial support for female students in the form of bursaries or establishing quota systems to help overcome inequities in access to technical education and training.
- Developing gender equality indicators in program monitoring and evaluation for education capacity building initiatives.
- Creating gender committees or gender focal points that drive and oversee the implementation of gender strategies, policies or action plans, developed in collaboration with partner Canadian colleges and institutes.

Examples:

With support from CIGan, Brazil's Mulheres Mil project was able to build the capacity of Brazilian Federal Institutes to assist marginalized women to access job-specific training and enter the formal workforce, or to strengthen their entrepreneurial activities. The project was so successful that the Government of Brazil scaled it up to a national-level initiative with the goal of reaching 100,000 women.

For its Skills Training for Employment in Mozambique (STEM), CIGan committed to allocate 10% of funding to achieve gender equality results, and developed innovative techniques for tracking gender-based expenditures. The funds helped develop comprehensive strategies to address the many inequities young women face in the education and training system.

CIGan's CARICOM Education for Employment Program (C-EFE) has focused on advancing gender equality in Caribbean partner countries. The program advances women's inclusion through curriculum design, teacher training, and leadership and instructor training programs.

3.5 DAY V 30th April, 2018 PRESENTATIONS:

The Conference sessions were organized around five streams. Each stream would include sessions that reflect on an Indigenous perspective and a future outlook. The Five streams were viewed as key in the successful management of TVET institutions. They included:

1. Leadership and Governance
2. Student Experience
3. Applied Research, Entrepreneurship and Innovation
4. International
5. Future Skills

3.5.1 Leadership and governance

3.5.1.1 Preparing the Future.

It was important for TVET institutions to incorporate the following measures in their institutions to prepare them for the future:

- Leading the institutions into the future (digitalization, artificial intelligence, the future of work and learning)
- Growth in times of fiscal restraint (attracting new partners, new funders, new opportunities)
- Change leadership
- Building your legacy (roles of the President and Board of Management)

3.5.1.2 Delivering the Present

- Managing Risk: roles of the President and Board of Management
- Leading through emerging issues (mental health, sexual violence, drug and substance abuse e.g. use of cannabis, etc.)
- Institutional Engagement in Community Leadership
- Implementing Reconciliation with Indigenous Peoples-bringing the whole community on board in the life and running of the institutions.

3.5.1.3 Strengthening the Team

- Being a new President
- Being a new board member
- Effective Board/CEO Relationship
- Board Diversity and inclusion

3.5.2 Student experience

- Pathways for learners
- Learning and space, classroom design for learning
- Teaching across the disciplines

- Responding to the skills gap
- Technology enhanced learning—what’s new, what’s emerging?
- Mental health strategies to support student success
- Supporting immigrants, refugees and new Canadians in their learning journeys
- Embedding Indigenous knowledge and cultural traditions into curriculum and learning approaches
- Indigenous-centered support services and learning environments
- Universal design for learning and accessible education
- Open education
- Policy development for a learning centered institution

3.5.3 Applied research, entrepreneurship and innovation

- Industry perspectives on applied research
- Engaging students and integrating applied research into curriculum
- Quality assurance and measuring success
- Building a culture of innovation
- Applied research initiatives that enable the growth and success of local companies
- Applied research partnerships with indigenous communities\
- Social entrepreneurship and innovation
- Student led ventures

3.5.4 International cooperation and development

3.5.4.1 International Cooperation & Partnerships

- Promoting Women’s Empowerment and Gender Equality in International Cooperation: Colleges and Institutes Respond to the 2030 Sustainable Development Goals and Canada’s New Feminist International Assistance Policy
- Applied Research: Colleges and Institutes Leading Partnership and Collaboration Internationally

- Industry and Contract Training: Developing International Business
- Developing Globalized Entrepreneurship Skills or Building Entrepreneurship Skills Capacity with International Partners

3.5.4.2 Internationalizing Learning

- New Approaches to Promoting Student Mobility or Internationalizing the Student Learning Experience
- Sharing Indigenous Education Models with International Partners
- Future Trends: Using Technology Effectively in an Internationalized Learning Environment

3.5.4.3 International Student Recruitment

- Student Recruitment 101: Assessing Opportunity and Institutional Readiness
- Student Recruitment: Establishing a Presence in Target Markets & Working Effectively with Recruiters
- International Student Support Services: Promoting student satisfaction and integration on and off campus

3.5.4.4 Managing for Internationalization

- Effective Practices & Lessons Learned: Building and Implementing an Internationalization Strategy or and International Business Development Strategy at your College, Institute or Cégep
- Effective Risk Management in Internationalization

3.5.5 Future skills

- Meeting upskilling and reskilling needs through continuing education, essential skills training or adult basic education programs.
- Training Canadians displaced by automation and disruptive technologies.

- Partnerships with Indigenous communities to support economic development and self-determination.
- Supporting immigrants, refugees, and new Canadians in their learning journeys.
- Responding to employers' needs through contract training.
- Prior learning assessment and recognition.
- Partnerships between colleges/institutes and universities.
- Responding to skills gaps.
- Preparing students to work in a global economy.
- Positioning colleges and institutes as PSE institutions of choice in a rapidly evolving world.

KENYA/CANADA COLLABORATION IN TVET MANAGEMENT

In Kenya the CICan has a program called KEFEP- The Kenya Education for Employment Program (KEFEP).

It supports technical and vocational education and training (TVET) for young women and men across Kenya.

KEFEP is a five (5) year project (2016 – 2021) implemented by Colleges and Institutes Canada (CICan) in close collaboration with the Kenyan Ministry of Education through the State Department of Technical and Vocational Training, and is funded by the Government of Canada.

Diagram on the eight cohorts in the Kenya/Canada collaboration through KEFEP.

KEFEP PARTNERSHIPS

COHORT	CANADIAN PARTNERS	KENYAN PARTNERS	SECTOR
KO1	<ul style="list-style-type: none"> ➤ Durham College (Lead) ➤ Olds College ➤ Algonquin College 	<ul style="list-style-type: none"> ➤ Eldoret National Polytechnic ➤ Kitale National Polytechnic 	<ul style="list-style-type: none"> ➤ Civil Engineering <ul style="list-style-type: none"> ○ Technology ➤ Agricultural engineering (equipment calibration and diagnostics)
KO2	<ul style="list-style-type: none"> ➤ Humber College (Lead) ➤ Vancouver Island University ➤ Durham College ➤ Selkirk College 	<ul style="list-style-type: none"> ➤ Kisumu National Polytechnic ➤ Kisii National Polytechnic ➤ Sigalagala National Polytechnic 	<ul style="list-style-type: none"> ➤ Mechanical Engineering (Plant Maintenance Focus) ➤ Applied Building technology ➤ Renewable Energy (Solar PV focus)
KO3	<ul style="list-style-type: none"> ➤ Cegep Saint-Jean-Sur-Richelieu (Lead) ➤ College Communautaire du Nouveau-Brunswick ➤ Champlain College 	<ul style="list-style-type: none"> ➤ Nyeri National Polytechnic ➤ Meru National Polytechnic 	<ul style="list-style-type: none"> ➤ Agro processing (Dairy industry focus) ➤ Agriculture
KO4	<ul style="list-style-type: none"> ➤ College of the North Atlantic (lead) ➤ New Brunswick 	<ul style="list-style-type: none"> ➤ Kabete National Polytechnic ➤ North Eastern National 	<ul style="list-style-type: none"> ➤ Industrial Automation and Robotics ➤ Automotive Technology

	Community College	Polytechnic	
KO5	<ul style="list-style-type: none"> ➤ Camosun College (Lead) 	<ul style="list-style-type: none"> ➤ Kenya Coast National Polytechnic 	<ul style="list-style-type: none"> ➤ Electrical Engineering ➤ Hospitality and Tourism Management
KO6	<ul style="list-style-type: none"> ➤ Seneca College (lead) ➤ College of the Rockies ➤ Fisheries and Marine Institute of Memorial University 	<ul style="list-style-type: none"> ➤ Kenya Association of technical training Institutions (KATTI) ➤ Kenya Technical Trainers College (KTTC) 	<ul style="list-style-type: none"> ➤ Leadership and management for TVET institutions
KO7	<ul style="list-style-type: none"> ➤ Nova Scotia Community College (lead) ➤ Camosun College 	<ul style="list-style-type: none"> ➤ Kenya Universities and Colleges Central Placement Service (KUCCPS) 	<ul style="list-style-type: none"> ➤ Marketing, recruitment and career guidance
KO8	<ul style="list-style-type: none"> ➤ Bow Valley college (Lead) ➤ Algonquin College 	<ul style="list-style-type: none"> ➤ TVET Curriculum development, Assessment and Certification Council (CDACC) ➤ TVET Authority (TVETA) 	<ul style="list-style-type: none"> ➤ CBET capacity building ➤ Workplace essential skills and greening TVET

4.0 KEY OBSERVATIONS AND GOING FORWARD FOR TVET MANAGEMENT IN KENYA

4.1 CICA works in Kenya through the KEFEP which is the Kenya Education for Employment Program in collaboration with the Ministry of Education, Science and Technology. The Program is rolled out in all National Polytechnics and is a five year program (2016-2021).

KEFEP consists of five (5) institutional partnerships focusing on the development and implementation of new competency based education and training (CBET) courses and three (3) thematic partnerships focusing on policy implementation and cross-cutting themes. Three (3) Kenyan government agencies, twelve (12) Kenyan TVET institutions and seventeen (17) Canadian colleges and institutes are working together as part of KEFEP.

4.2 KEFEP Aspirations:

- 1) Build the capacity of government agencies and Kenyan national polytechnics across Kenya to deliver high quality, relevant, and accessible training programs for youth.
- 2) Increase economic opportunities for over one thousand two hundred (1,200) male and female trainees who will have the necessary in-demand skills for the agriculture and energy sectors or proceed to be entrepreneurs.
- 3) Strengthen the skills of more than two hundred (200+) trainers from Kenyan TVET institutions to deliver high-quality competency-based education and training (CBET).
- 4) Build the capacity of more than one hundred (100+) TVET leaders to help shape Kenya's TVET system.
- 5) Increase the effectiveness of Kenyan TVET institutions in delivering accessible and gender-responsive skills training programs that meet industry needs.
- 6) Support Kenya's TVET reform initiatives through technical support to increase the effectiveness of national Kenyan agencies.

5.0 COMMITTEE RECOMMENDATIONS

- 1) TVET Institutions should be integrated and partner with the relevant industries for curriculum development, equipment and technology standardization and human resource needs assessment, and research and innovation.
- 2) More funds should be allocated towards TVET institutions. The Budget financial year 2018/2019 allocated only Ksh.2billion towards the same which was paltry.
- 3) The Public should be sensitized to change its perception on TVET institutions as they are seen to be for failures.

- 4) The Annual TVET Conference in Canada was a good exposure to the Committee and is an event that the Committee should commit to participating in.
- 5) The Kenyan/Canadian partnership through KEFEP was on course and the Government through the Ministry of Education, Science and Technology and Council of Governors should support the KEFEP program for its success.
- 6) Sponsorship should be given in form of bursaries and grants for students pursuing technical education and the Higher Education Loans Board (HELB) should increase the amount it allocates to polytechnics.

ANNEXTURE

1. Pictures
2. Minutes of Adoption of the report
3. Adoption list

1. Pictures





