# DR. MESHACK CHUMA OPWORA

Dr. Meshack Chuma Opwora, is a holder of PhD in (TVET) from the University of Newcastle- Australia, Master of Education in Educational Administration and Planning, from The University of Nairobi; Master of Business Administration from Kenyatta University and Bachelor of Education in Technology Education from Moi University. He is A fellow of the Institute of Engineering Technologists and Technicians of Kenya and member of the Australian Vocational Education Training and Research Association (AVETRA); He is currently the Director of Technical Education in the State Department of Post Training and Skills Development in the Ministry of Education, and held the same position in the State Department of Vocational and Technical Training from 2017 to 2019. Has worked in TVET sector for 26 years and led various reforms in the sector that led to revitalization and transformation of TVET in Kenya

STATUS OF E TVET IN KENYA
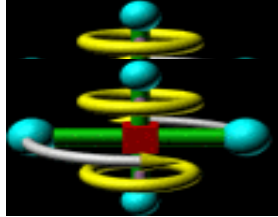
AKEY NOTE ADDRESS PRESENTED BY

DR MESHACK OPWORA, PhD,
DIRECTOR TECHNICAL EDUCATION

STATE DEPARTMENT FOR POST TRAINING
AND SKILLS DEVELOPMENT
MINISTRY OF EDUCATION

TO

THE UNIVERSITY OF NAIROBI
Research Week 2020:
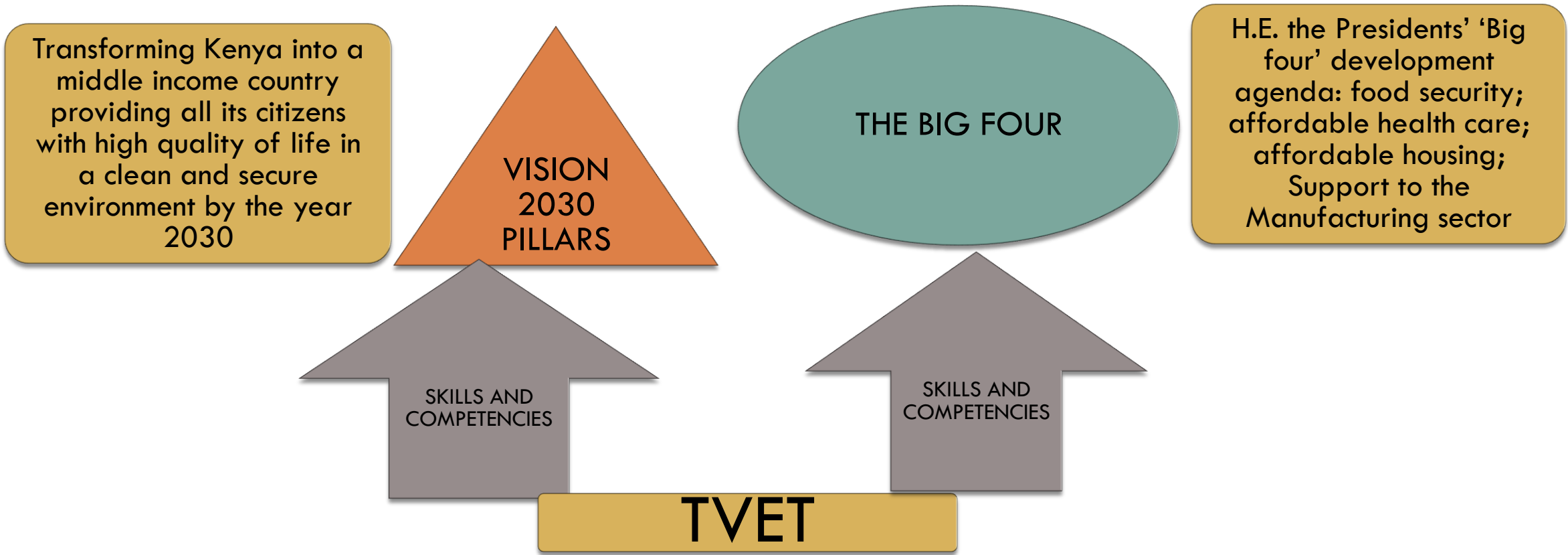**2nd Annual International Conference on Open, Distance and e-Learning**
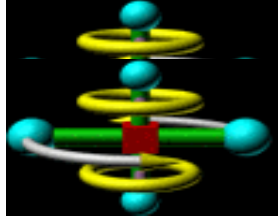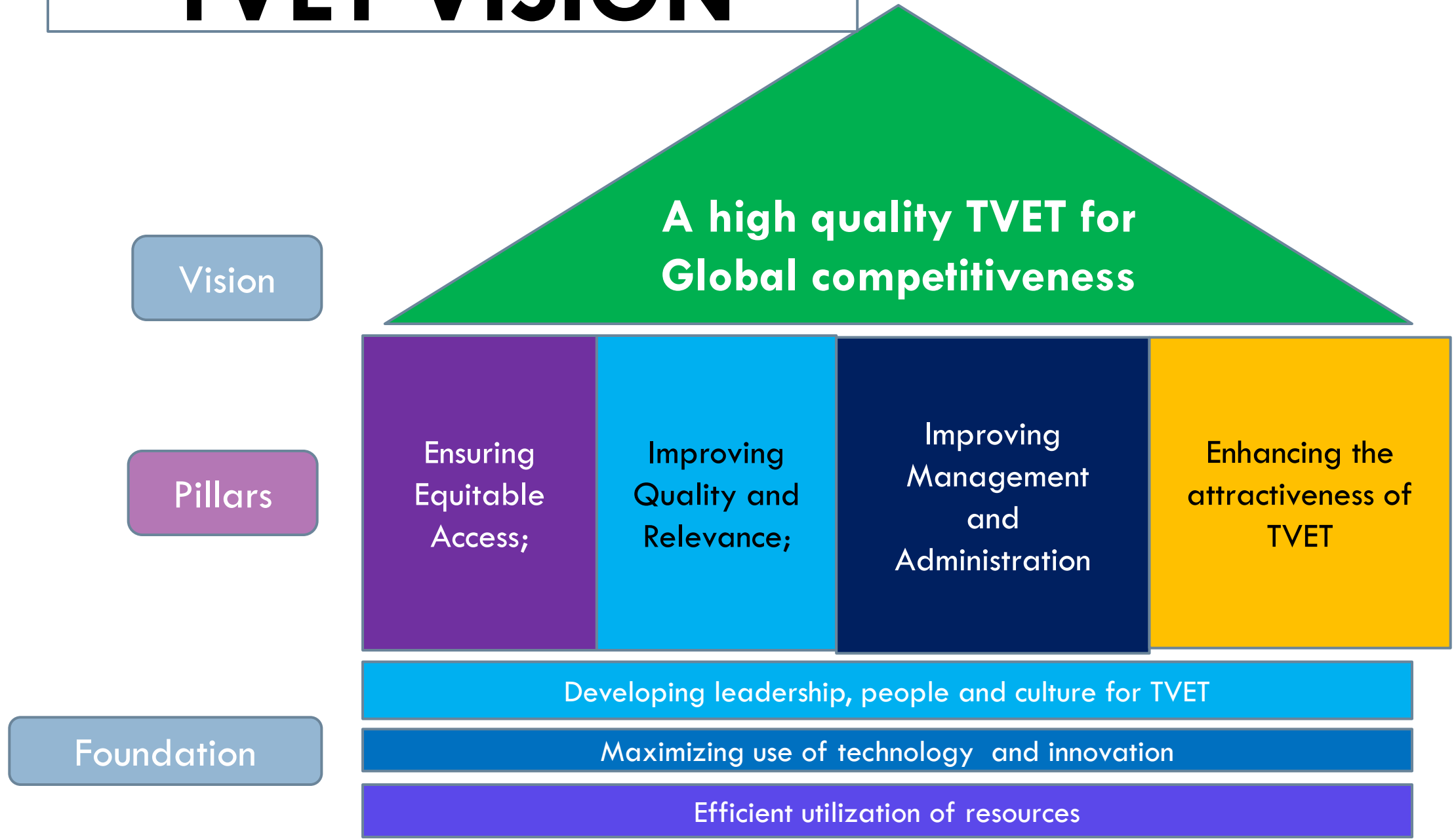
ON

12th OCTOBERf2020

TVET- Is the Foundation/Bedrock for the Government's development agenda

Transforming Kenya into a middle income country providing all its citizens with high quality of life in a clean and secure environment by the year 2030

VISION 2030 PILLARS

THE BIG FOUR

H.E. the Presidents' 'Big four' development agenda: food security; affordable health care; affordable housing; Support to the Manufacturing sector

SKILLS AND COMPETENCIES

SKILLS AND COMPETENCIES

TVET

TVET VISION

Vision

A high quality TVET for Global competitiveness

Pillars

| Ensuring Equitable Access; | Improving Quality and Relevance; | Improving Management and Administration | Enhancing the attractiveness of TVET |

Foundation

Developing leadership, people and culture for TVET

Maximizing use of technology and innovation

Efficient utilization of resources

5

Key Policy Provisions on Access
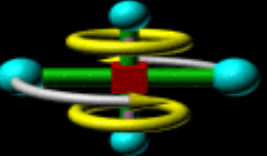
1.TVET Act 2013

2.Sessional Paper No.1 of 2019 A Policy Framework on Transformation of Education, Training and Research.

3.National Education Sector Plan 2018-2023

(i) Rebranding of TVET
(ii) Provide capitation, bursaries and student loans to TVET
(iii) Establish at least one Vocational Training Centre(VTC) at Ward level and one Technical Vocational College (TVC) at constituency level; One National Polytechnic per County
(iv) Increase the number of Technical Teacher Training Colleges (TTTC) from one to five,
(v) Establish school of open TVET
(vi) Improve TVET Modes of Delivery
(vii) Promote the integration of ICTs in TVET to reflect the transformations taking place in the workplace and in society at large
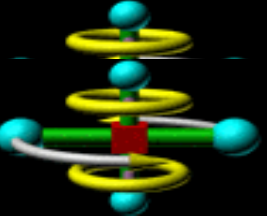(viii) Build capacities of trainers and managers of TVET
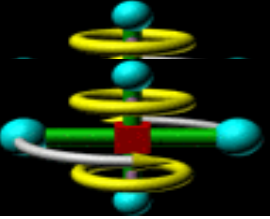
Trends in Enrolments in NPs &TVCs
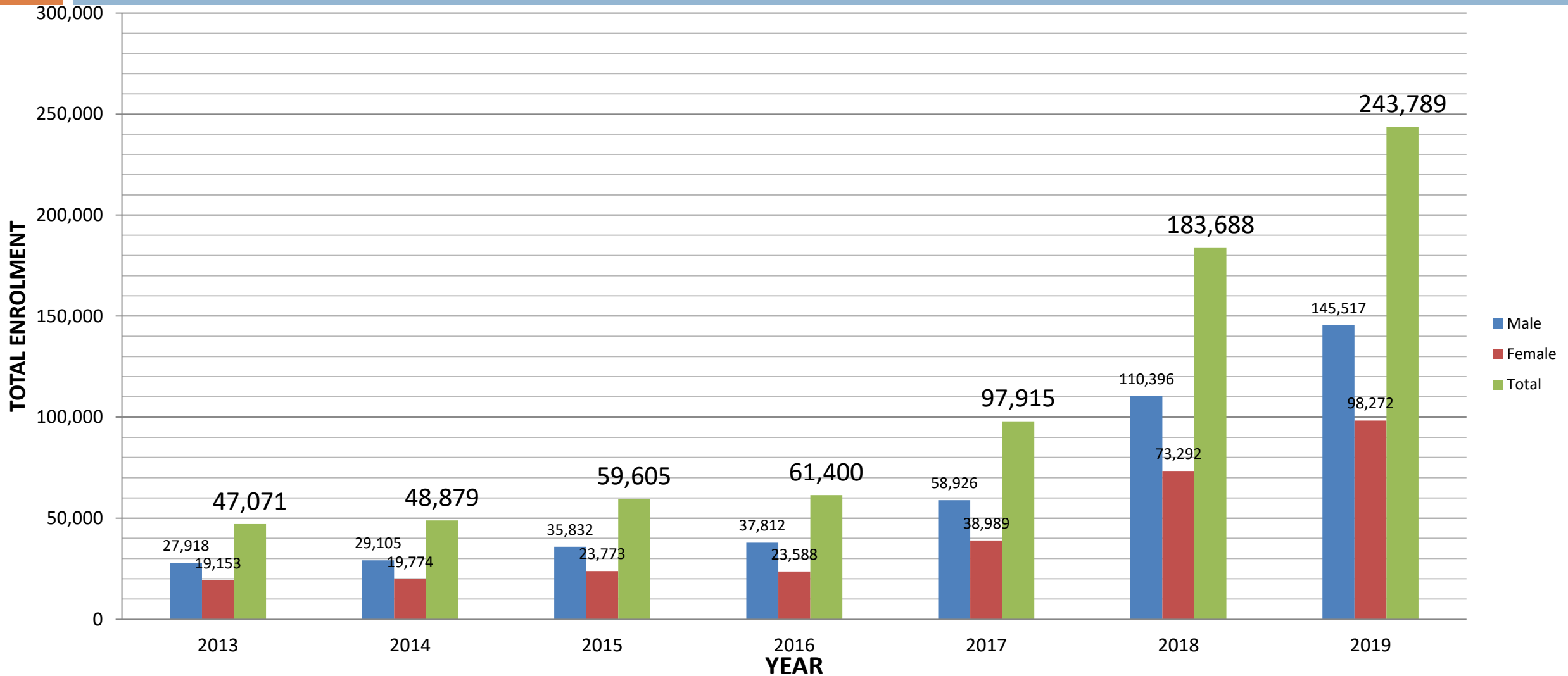
NB. On average, 600,000 students graduate from secondary school yearly. More than 400,000 are expected to enroll in TVET. This will increase with 100% Transition from primary to secondary.
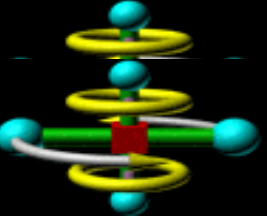
Importance of e-TVET

☐ Achieving inclusive socio-economic development

☐ Improving learning outcomes

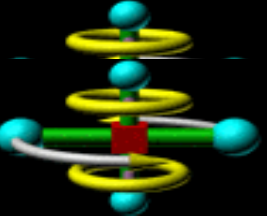☐ Responding to the rapidly changing skills demand

In view of this, there is a gradual transition to ICT-enabled learning, using technology to foster wider access to learning
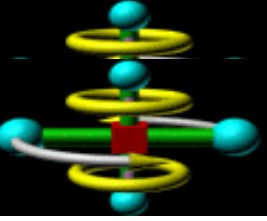
e-TVET STATUS

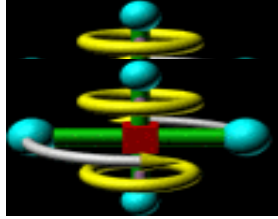| ISSUES	STATUS/MITIGATION
Regulation and Management	• Standards that set the requirements and guidelines for the implementation of Open, Distance and e-Learning (ODeL) developed. • 45 Institutions have developed strategy and policy for open and flexible learning • 45 institutions identified institutional champions and are establishing ODFL departments
Low capacity of trainers to deliver online TVET	In collaboration with Commonwealth of Learning (COL), the Government introduced pilot programme on flexible and blended learning where 405 trainers and managers of 45 TVET were sensitized and trained in: a) FSD Flexible Skills Development b) FOC Facilitating Online Courses c) BLiC Blended Learning in Classroom d) Moodle IC Moodle Implementation Course

e-TVET STATUS

ISSUES	STATUS/MITIGATION
Low capacity of trainers to deliver online TVET	In 2020, Trainers in both public and private TVET institutions trained in remote learning

Kenya Technical Trainer College identified and is being upgraded to be centre for capacity building for trainers to implement open and distance learning in TVET. |

e-TVET STATUS

| ISSUES	STATUS/MITIGATION
In adequate infrastructure and equipment	a) Moodle Learning Management System established in 45 TVETs b) Computers provided to all TVETS, c) Provided smart classrooms to 10 TVETS and Smart Boards to 20 TVETs. d) Availability of smart phones e) Government connected 40 TVETS to internet
Low internet penetration especially in rural areas	Internet access across rural areas of Kenya is widening (estimated at 90%), underpinned by infrastructure improvements, and the availability of cheap smartphones(the Kenyan Communications Authority (CA), 2019).

e-TVET STATUS

| ISSUES	Status/MITIGATION
Reliable electricity, computers and internet connectivity,	a. Computers and internet connectivity still a challenge in rural areas; b. Rural electrification programme on going c. The cost of extending the power supply network remains a major challenge to electrification especially in the country's rural areas (Kenya Power, 2019) a. Providing memory USB sticks with learning content on them, and sending smaller files which are easier to download on weak connection could address the gap.
learners with poor computer literacy or lack access to digital devices	Digital Literacy Enhancement is embedded in Competency-Based Curriculum whose implementation is now at grade Four in primary education. Hence need to evaluate and have an intervention to reach out the rest of the learners both in schools and out of schools. Widening access to ICTs through improved basic computer literacy and to promote community e-learning centres could address the challenge
Digital learning material	Limited digital learning material. These need to be developed and made widely available. TVET Curriculum Development and Certification Council is charged with this role

RECOMMENDATIONS
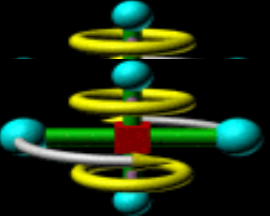
- There must be a holistic approach, so that technology in TVET institutions is an integral part of a wider digital strategy with compatible technology at all levels of education;

- Need for deliberate use of public-private or public-public partnerships to create a vision and raise funds for the implementation technology;

- Future-preparedness and adaptability of facilities and equipment to prevent them from becoming obsolete and to allow for the incorporation of new technology;

RECOMMANDATIONS
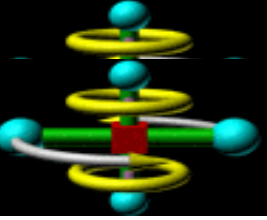
- Blurring of the distinction between formal and informal learning, inclusion of technologies that do not require literacy (e.g., radio and videos), and local language content; and

- Trainer and manager training to maximize the use of new technology and the adaptation of teaching materials for ICT-enabled delivery.

THANK YOU!

THE END

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e-TVET for
PROSPEROUS
NATION

THANK YOU