



REPUBLIC OF KENYA

Ministry of Education

(Draft II)

**National Policy on Continuous
Professional Development for TVET
Trainers**

2nd September 2024

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FOREWORD

The dynamic landscape of today's labour market demands continuous transformation of knowledge and skill. As I present this National Policy on Continuous Professional Development for TVET Trainers, I recognize the rapidly evolving pedagogical and technological advancements in vocational education and training necessary to equip TVET trainees with relevant skills and competencies. To this end, the importance of continuous professional development (CPD) for TVET trainers cannot be overstated.

The significance of a competent workforce extends beyond national borders. In an era of globalization, the cross-border movement of jobs is a reality we must embrace. We, therefore, must ensure our workforce remains globally competitive by prioritizing CPD for our TVET Trainers. This boosts our national economy and positions our workers as sought-after professionals internationally. Moreover, the focus on development aligns with our goal of creating a sustainable and inclusive economy. As we prepare our workforce for the future, we must ensure that all individuals have access to quality education and training regardless of their background. This commitment to inclusivity is essential for fostering a diverse, dynamic workforce that drives innovation and growth.

As the Cabinet Secretary, it is crucial to underscore our commitment to programmes that enhance our TVET trainers' competencies, ultimately fostering a more competent workforce. These initiatives are focused on integrating emerging training methodologies and innovative technologies in TVET trainer development to ensure that TVET trainers are well-equipped to meet the challenges of 21st-century education and industry needs. Enhancing the capacities of TVET trainers creates a ripple effect in producing highly skilled graduates who meet the demands of the evolving job market.

Accessibility and inclusivity are core tenets of this policy. TVET trainers can access CPD opportunities by leveraging diverse delivery modes, especially digital platforms. The government commits to providing the necessary institutional support and incentives to implement CPD programmes for TVET trainers effectively. Recognition of CPD achievements will motivate trainers to engage in lifelong learning and professional growth.

In conclusion, I commit to championing CPD programmes for TVET trainers to develop a competent workforce ready to thrive in a globalized job market. Let us continue to invest in our trainers, embrace continuous learning, and prepare for a future where our skills and talents know no borders.

**JULIUS MIGOS OGAMBA, EBS
CABINET SECRETARY
MINISTRY OF EDUCATION**

PREFACE

The National Policy on Continuous Professional Development for TVET Trainers provides the strategic direction for advancing the quality and effectiveness of TVET trainers in the country. At the core of this Policy is enhancing TVET trainers' competencies to ensure they provide training that meets current and emerging industry standards. CPD plays a crucial role in TVET by ensuring trainers remain updated with the latest industry trends, teaching methodologies/pedagogy, and technological advancements. The government is dedicated to attracting and retaining TVET trainers with the expertise, experience, and passion to train and inspire TVET trainees. This policy will now address disjointed provisions and a lack of a framework for ensuring and streamlining the provision of CPD programmes for TVET trainers.

By fostering a culture of lifelong learning among our trainers, we ensure they deliver high-quality education and training that meets the needs of trainees and employers. This further facilitates the production of adaptable and innovative trainees who will contribute meaningfully to national development. To uphold the high education and training standards, systems and structures have been established to ensure that TVET trainers meet the minimum professional requirements. Furthermore, implementing Competency-Based Education and Training (CBET) is central to our approach. CBET focuses on developing specific skills and competencies directly aligned with job market needs. Maintaining a comprehensive database of registered trainers allows us to monitor our trainers' qualifications and performance continuously. Regular license renewals are a key aspect of this system, ensuring trainers remain current in their fields and continue to provide top-tier education.

I also extend my sincere gratitude to all stakeholders who have contributed to the development of this policy. Your insights and dedication have been invaluable in shaping a framework to enhance the quality of vocational education and training in our country. The Ministry of Education's State Department for Vocational and Technical Training (SDVTT) spearheaded the development of this policy. Appreciation goes to all stakeholders who participated in the consultations across the country and in many meetings held to draft the policy that includes but not limited to the following: Ministry of Labour and Social, Technical and Vocational Education and Training Authority (TVETA), Kenya School of Technical and Vocational Education and Training (KSTVET), National Polytechnics (NPs), Technical Training Institutes (TTIs), Technical Vocational Colleges (TVCs), Kenya Industrial Training Institute (KITI), National Industrial Training Authority (NITA), Central Organization of Trade Unions (COTU), Bandari Maritime, Kenya Medical Training Colleges (KMTC), Federation of Kenya Employers (FKE), Kenya Engineering Technology Registration Board (KETRB), Kenya Association of Technical Training Institutions (KATTI), Kenya Private Sector Alliance (KEPSA), Kenya Institute of Curriculum Development (KICD) and Kenya National Association of Private Colleges (KENAPCO).

Special appreciation goes to the development partners, specifically the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Labour Organization (ILO), and German Technical Cooperation (GIZ), whose financial and technical support was crucial in developing this policy.

In conclusion, by implementing this Policy, we are committed to equipping TVET trainers with adequate and relevant competencies responsive to evolving training and labour market needs through an effective structured CPD system. Together, let us advance our CPD system for TVET trainers to new heights, ensuring a prosperous future for our nation.

Dr. Esther T. Muoria, PhD
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LIST OF ACRONYMS AND ABBREVIATIONS

CBET	Competency-Based Education and Training
CDACC	Curriculum Development, Assessment and Certification Council
COG	Council of Governors
CPD	CPD
ILO	International Labour Organization
KNQA	Kenya National Qualification Agency
KSTVET	Kenya School of TVET (formerly KTTC – Kenya Technical Trainers College)
KVB	Kenya Veterinary Board
MoE	Ministry of Education
NCK	Nursing Council of Kenya
NITA	National Industrial Training Authority
NP	National Polytechnic
RPL	Recognition of Prior Learning
SDVTT	State Department for Vocational and Technical Training
TTI	Technical training institute
TVET	Technical and vocational education and training
TVETA	Technical and Vocational Education and Training Authority
UNESCO	United Nations Education Science and Culture Organization

DEFINITION OF KEY TERMS / GLOSSARY

In this Policy, unless the context otherwise requires—

Accreditation means the procedure by which institutions offering CPD for TVET trainers are formally recognized as having met the requirements as set out by TVETA

Cabinet Secretary means the Cabinet Secretary for the time being responsible for matters relating to education.

Competence means the knowledge, skills and attitudes applied and mastered in a specific context.

Continuous Professional Development (CPD) means the process by which expert workers acquire, maintain, update, broaden, and deepen their knowledge and practice throughout their professional careers.

CPD Provider means an institution or other entity accredited, registered or recognized by TVETA to offer CPD programmes to TVET trainers.

Credit means a unit of academic measurement of educational value.

Disadvantaged groups mean persons with disabilities, migrants, women, refugees and less privileged.

Dual professionalism means the unique double professional orientation of TVET trainers encompassing pedagogical and trade competencies.

Formal means teaching and learning activities and experiences organized around defined content areas, topics, and resources, the objectives of which are assessed in various ways, including examinations and multiple types of assignments, laboratory sessions, and other practical activities.

Industry means the labour market comprising employers, workers' unions, professional bodies, associations and federations.

Informal learning means learning from daily social activities related to education, work, and socializing.

Knowledge management means the capacity of organizations to create, classify, store, analyze, share, transfer, protect and utilize knowledge to improve performance.

Labour market information means any information concerning the size and composition of the labour market or any part of it, its functions, problems, opportunities, and the employment-related intentions or aspirations of those who are part of it.

Labour market information system means systems, mechanisms or processes for gathering, organizing, providing and analyzing information about the state of the labour market, occupations and jobs, including key changes taking place within the employment, jobs and occupations.

A learning programme means a purposeful and formally structured set of learning activities and experiences that collectively lead to a targeted qualification.

Lifelong learning means learning that takes place in all contexts of life.

Ministry means the Ministry in charge of education.

Non-formal means any organized and systematic learning activity conducted outside the framework of the formal education system to provide selected types of learning to subgroups in the population.

Occupation means what a person (habitually) is engaged in to earn a living: a job, a business, a profession, or an activity.

Occupational labour mobility means the movement of labour from one type of productive activity to another. It is the ability of workers to switch career fields to find gainful employment or meet labour needs.

Partial qualification/Micro-Credential means a certificate showing the unit(s) of competency a candidate has attained toward attaining a nationally recognized qualification.

Portable skills mean skills that can be introduced in a different socio-cultural or technical environment or used in other occupations.

Portfolio means a guided collection of objects, pictures, videos, written testimonials and any other as per the assessment guide, attained over a period and duly prepared by an RPL candidate as evidence in support of his or her application for RPL assessment or issuance of a partial or full qualification.

Prior learning means knowledge or skills acquired in earlier study and work or through experience.

Professional body means a membership organization of regulated experts or practitioners in an occupational field and may include the role of members of an association or society.

Professional designation means a title or status conferred by a professional body to recognize a person's expertise and right to practice in an occupational field using a certain rank.

Qualification means knowledge, skills, competencies and attitudes (prescribed standards) that form a particular KNQF level.

Qualifications means qualification in education and training as recognized by the Authority per this Act.

Reasonable accommodation means any modification or adjustment to a job or the work environment that will enable an applicant or employee with a disability to participate in the application process or to perform essential job functions.

Reciprocal recognition means the mutual acknowledgement and acceptance of CPD programmes and points across two or more CPD providers in various competencies, countries or regions.

Re-skilling means learning new skills for a different job or transitioning to a different field.

Skill means the ability to carry out a manual or mental activity acquired through learning and practice. It is the knowledge, competence and experience needed to perform a specific task or job.

Skill needs anticipation means any forward-looking diagnostics of skill needs expected on future labour markets performed using any type of method, be it quantitative or qualitative, including interaction. The exchange is any forward-looking diagnostics of skill needs expected on future labour markets performed using any type of method, be it quantitative or qualitative, including interaction, exchange, and signaling between labour market actors.

Skills development means the practical proficiencies, competencies, and abilities an individual acquires through formal or informal training.

Skills mismatch means skill gaps and imbalances such as over-education, under-education, over-qualification, under-qualification, over-skilling, skills shortages, skills surpluses and skills obsolescence.

Statement of attainment means a document that shows the elements of a unit of competency in a specific skill that a TVET trainer has attained, which builds up to a partial qualification.

Technical and Vocational Education means education, training, and skills development related to various occupational fields, production, services, and livelihoods.

Tracer studies means surveys that aim to collect information on the links between education and subsequent employment of graduates. They measure their employability.

Trainee means a person undergoing training.

TVET trainer means a person with pedagogical, professional skills and experience who imparts theoretical and practical training in an educational and training institution or workplace.

Training means technical, industrial, and vocational education and training leading to the award of various levels of qualifications/ means any activity aimed at imparting skills, knowledge, competencies, values, attitudes, and information to assist the recipient in improving their performance.

Unemployment means people who do not have a job, have actively been looking for work, and are currently available for work.

Upskilling means refining or adding new skills to keep them relevant to the same job or to do it better. It is similar to layering on a base of existing skills.

Work experience means activities undertaken in the workplace, where the acquisition of skills, knowledge, and attitudes is related to routine tasks, processes, and outcomes of a particular occupation.

Work-based learning means all forms of learning in a real work environment. It provides opportunities to achieve employment-related competencies in the workplace.

EXECUTIVE SUMMARY

There has not been a policy to support the continuous professional development of TVET trainers in Kenya. TVET is essential for global sustainable development, supporting SDGs 4, 5, and 8 on quality education, gender equality, and decent work. UNESCO (2016) emphasizes that TVET trainers must be equipped to address economic, social, cultural, and environmental needs. Africa Agenda 2063, the Continental Strategy of TVET, and the East African Community Vision 2050 focus on continuous skills development, aligning education with labour market demands, and fostering regional growth. Kenya Vision 2030 relies on TVET to transform Kenya into an industrializing nation, stressing the need to reskill and upskill TVET trainers for modern workplace demands and self-employment.

By 2030, over 230 million jobs in Sub-Saharan Africa will require new labour market skills. Despite significant investment, Kenya's TVET sector struggles to meet the growing skills demand. CPD is essential for TVET trainers to maintain and update their competencies, adapt to advancements and improve education quality. TVET trainers have dual professional roles in both trade and pedagogy. This dualism requires CPD in both areas to meet evolving training needs with a dynamic demand for pedagogical and trade competencies. Current CPD efforts are uncoordinated and inconsistent, leaving trainers under-skilled and out-of-date with industry practices. Quality education relies on competent TVET trainers. A robust national CPD policy is needed to help trainers stay updated with pedagogical and labour market changes.

Thus, the objectives of this Policy are to (i) Harmonize CPD for TVET trainers, (ii) Coordinate CPD for TVET trainers, (iii) Assure the quality and relevance of CPD programmes, (iv) Facilitate access to CPD, (v) Foster partnerships and collaborations with relevant stakeholders in CPD, (vi) Establish mechanisms for sustainable funding of CPD, (vii) Address emerging needs of TVET trainees, and (viii) Address emerging needs of the labour market. The objectives will be actualized through 8 thematic areas of governance and management; access and equity; quality and relevance; ICT integration; data management; knowledge management; regulation and licensing; and funding.

The government will play its role in promoting CPD for TVET trainers through the following

- i. Establishing a governance and management mechanism to implement CPD effectively for TVET trainers.
- ii. Availing and ensuring inclusive and equitable CPD opportunities for TVET trainers.
- iii. Ensuring that CPD for TVET trainers is responsive to current and future labour market needs.
- iv. Ensuring ICT integration in CPD provision for TVET trainers
- v. Promoting effective data management in the provision of CPD for TVET trainers.
- vi. Strengthening knowledge management to improve the quality and relevance of CPD for TVET trainers
- vii. Establishing a framework for regulating CPD for TVET trainers.
- viii. establishing a sustainable funding mechanism for CPD for TVET trainers.

Finally, to implement this policy effectively, an institutional framework is provided to guide the governance and management of CPD for TVET trainers. A monitoring and evaluation framework is also provided to track its implementation, with a recommended five-year review cycle.

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CHAPTER ONE – INTRODUCTION

1.1 Background

Technical and Vocational Education and Training (TVET) is a central pillar of sustainable and viable economic development globally. It contributes to achieving the Sustainable Development Goals (SDGs) and thus promotes an economically, socially and ecologically sustainable lifestyle. Specifically, TVET plays a key role in achieving SDGs 4, 5 and 8, which target quality education, gender and equality, decent work and economic growth, respectively, for sustainable development. This enables equal access for all by the 2030 Agenda's guiding principle of 'leave no one behind'. Similarly, UNESCO,2016 recommends that TVET trainers must have the competencies required to make TVET responsive to the economic, social, cultural and environmental contexts of the communities and societies they serve and contribute to the transformation and expansion of TVET.

Africa is poised for enormous social, political and economic development. Africa Agenda 2063 and the Continental Strategy of TVET emphasize continuous training and skills acquisition through formal, non-formal or informal dimensions. They also highlight the need for alignment of demand and supply of skills. Similarly, the East African Community Vision 2050 recognizes the importance of a well-educated, skilled, enlightened and healthy human resource to facilitate regional development. It envisages the establishment of a harmonized educational system with mutual recognition of the qualifications, standardized curricula and examination thresholds. It also emphasizes the need to improve access to quality education, develop competencies for emerging needs, and establish centers of excellence, research and technological development. Thus, the availability of quality TVET trainers calls for capacity building, retraining and continuous learning in making the country or region more competitive as a location for business and investment.

The Kenya Vision 2030 aims to transform Kenya into a newly industrializing, middle-income country, providing a high quality of life to all its citizens by 2030 in a clean and secure environment. TVET is responsible for equipping the people with skills to propel the country to a medium-industrialized nation by 2030. The overall objective of TVET is to produce a critical mass of well-trained human resources to implement development programmes and projects. Further, in the Sessional Paper No. 1 of 2019, the government also counts on TVET to build skills that meet the needs of the modern workplace and enable self-employment. Therefore, there is a need to reskill and upskill the practicing TVET trainers.

1.1.1 CPD for TVET trainers

According to the International Financial Cooperation (IFC), by 2030, over 230 million jobs in Sub-Saharan Africa will require new labour market skills. Kenya's investment in TVET in recent years has been tremendous, yet the sector still struggles to meet the rising skills needs of the formal and informal labour markets. To ensure that the TVET sector in Kenya can meet current and evolving needs in the world of work, its personnel need CPD.

CPD is the process by which TVET trainers acquire, maintain, update, broaden, and deepen their competencies throughout their training career. It is essential to enable TVET trainers to adapt to advancements in knowledge, skills, and attitudes, ensuring they practice effectively and within established standards. It enables TVET trainers to adopt appropriate instructional strategies and address trainees' varying needs, thereby improving the quality of education and training while keeping pace with global trends and innovations.

1.1.2 Dual professionalism of TVET trainers

TVET trainers have a unique dual professional orientation encompassing training and trade competencies critical in the CPD discourse. A TVET trainer is a practitioner in a trade area with pedagogical training to impart competencies to TVET trainees in the trade. Therefore, this dual professionalism distinguishes TVET trainers from trainers in general education. TVET trainers' competencies are complex, multifaceted, and evolving with time. CPD is needed for TVET trainers to adapt quickly to changing training needs. Further, due to its dual nature, a TVET trainer is expected to undertake CPD in both the trade area and pedagogy.

1.2 Problem statement

The dynamic nature of pedagogical and didactical competencies required by a TVET trainer demands that the trainers are continuously skilled for effective training delivery. In addition, rapid changes in the labour market necessitate continuous updating of relevant competencies in TVET trainers in their respective trade areas. Efforts have been made towards the provision of CPD for TVET trainers. However, the provision of CPD for TVET trainers has been uncoordinated, fragmented, inconsistent and inaccessible. As a result, TVET trainers have inadequate skills, experience and exposure to current industry practices and modern technology. This policy seeks to address this problem and enhance the effectiveness of TVET trainers.

1.3 Rationale for the policy

Quality education and training depend on the competence and professionalism of TVET trainers. To address the dynamic needs of the 21st-century TVET trainer, it is imperative to establish a robust CPD policy for trainers. A key aim of CPD is to support trainers in keeping up to date with pedagogical and labour market changes. Therefore, a national CPD policy is needed to implement CPD effectively for TVET trainers.

1.4 Vision and mission

Vision

A competent and responsive TVET trainer for a globally evolving and competitive labour market.

Mission

To enhance the professional competencies of TVET trainers through lifelong learning for labour market responsiveness.

1.5 Policy goal

To provide direction for a structured and coordinated CPD system for TVET trainers.

1.6 Policy objectives

The policy objectives will be to:

- i. Harmonize CPD for TVET trainers
- ii. Coordinate CPD for TVET trainers
- iii. Assure the quality and relevance of CPD programmes

- iv. Facilitate access to CPD
- v. Foster partnerships and collaborations with relevant stakeholders in CPD
- vi. Establish mechanisms for sustainable funding of CPD
- vii. Address emerging needs of TVET trainees
- viii. Address emerging needs of the labour market

1.7 Expected outcomes

- i. Harmonized CPD system for TVET trainers
- ii. Coordinated CPD system for TVET trainers
- iii. Enhanced competencies of TVET trainers
- iv. Quality and relevant CPD programmes
- v. Equitable access to CPD programmes
- vi. Partnerships and collaborations for CPD established
- vii. Sustainable funding mechanisms for CPD in place
- viii. TVET trainees' emerging needs are continuously addressed
- ix. Labour market's emerging needs are continuously addressed

1.8 Guiding principles

- i. Access
- ii. Inclusivity and equity
- iii. Relevance and responsiveness
- iv. Quality assurance
- v. Lifelong learning
- vi. Professionalism
- vii. Innovation and adaptability
- viii. Partnership and collaboration
- ix. Sustainability

1.9 Scope policy

This policy applies to TVET trainers and CPD providers.

1.10 Policy and legal context

1.10.1 National frameworks

No.	Instrument	Provisions
1.	The Constitution of Kenya 2010	<p>Articles 55(a), 55(b), and 55(c) emphasize the need to link education with the labour market by fostering entrepreneurial skills, public-private partnerships, and the development of a middle-income country with lifelong learning. This requires addressing quality, service delivery, curriculum relevance, and trainer development, particularly in technology and entrepreneurship.</p> <p>Article 6(2) of the Constitution of Kenya 2010 creates two levels of government—the national and the county government. Articles 185(2), 186(1), and the Fourth Schedule allocate responsibility for the planning and development of VTCs (Vocational Technical Colleges) to county governments, while the National Government retains responsibilities for policy, standards, and curriculum development.</p>
2.	The Vision 2030	It aims to transform the country into a newly industrializing, middle-income nation with a high quality of life. It aligns with the Constitution of Kenya 2010 by emphasizing sustainable development, equity, and social justice, fostering economic growth, environmental stewardship, and social inclusion, and creating a balanced and resilient socio-economic ecosystem.
3.	The Policy Framework for Education and Training: Reforming Education and Training in Kenya 2013	It envisions a curriculum that develops knowledge, skills, and lifelong learning to meet human capital needs, aligning with the Constitution of 2010 and Vision 2030. It emphasizes trainer development, subject mastery, pedagogical skills, and quality assurance in TVET to produce skilled human resources.
4.	The Sessional Paper No. 1 of 2019 on 'A Policy Framework on Reforming Education, Training and Research on Sustainable Development	It provides a policy framework for reforming TVET to align with Vision 2030. It emphasizes curriculum development, infrastructure improvement and technology integration to create a skilled workforce. Key strategies include ensuring TVET programmes remain relevant to national and global trends, mainstreaming Competency-Based Education and Training (CBET), developing trainers' capacity in ICT integration and promoting entrepreneurship in TVET programmes.
5.	The TVET Act No. 29 of 2013	<p>It provides the legal framework for TVET policies in Kenya. It establishes regulations for coordinating and promoting TVET, including lifelong education, innovativeness, and the inclusion of marginalized groups. Part VI, Section 32(2) highlights the need for ongoing professional development and complementary education. This emphasizes the importance of continuous improvement in teaching and skills for TVET trainers to support lifelong learning for their trainees.</p> <p>It establishes several key institutions to enhance TVET in Kenya. These include the TVET Curriculum Development, Assessment and Certification Council (CDACC), the Kenya National Qualifications Authority (KNQA), the TVET Fund, and the Technical and Vocational Education and Training Authority (TVETA). Part III of the Act assigns TVETA the responsibility to accredit trainers and ensure the quality of training. Additionally, Section 7(1) tasks TVETA with advising on developing Schemes of Service for trainers and creating standards and guidelines for training and assessment, which are crucial for the CPD of TVET trainers.</p>
6.	TVET 2015 subsidiary regulations	Part IV of the TVET Act and the TVET 2015 subsidiary regulations mandate that anyone wishing to become a trainer in a TVET institution must apply to the TVET

		Authority (TVETA) for a trainer's license. The applicant must possess the qualifications to implement CBET curricula. Once licensed, TVET trainers must periodically renew their licenses by providing evidence of CPD as stipulated by TVETA.
7.	The Trainers Qualification Framework Requirements and Guidelines (TQF) (2019)	Developed by TVETA, it categorizes professionals involved in CBET training into Technical Instructors, Technical Trainers, Programme Developers, and Training Managers. The Framework specifies the tasks, qualifications, and specialized professional programmes required for each category to gain competence. It includes four levels: Level I for Technical Instructors, Level II for Trainers, Level III for Senior Trainers/Developers, and Level IV for Principal Trainers/Managers. In addition to technical and professional qualifications, TVETA has established requirements for those managing TVET institutions, focusing on leadership, management, and governance to ensure institutions effectively develop a competent workforce.
8.	The Intergovernmental Relations Act (2012)	It established the Inter-Governmental Relations Technical Committee (IGTRC) to facilitate consultation and cooperation between national and county governments. Section 12 of the Act outlines the core functions of the IGTRC and establishes the Council of Governors (CoG), which includes all 47 county governors. This Council promotes consultation, coordination, and cooperation among the county governments on shared interests, including TVET, as they employ trainers in VTCs
9.	Executive Order No. 1 of 2023	It establishes legal provisions for operating and managing TVET institutions in Kenya. It outlines roles, responsibilities, and operational guidelines to ensure compliance with national standards and regulatory requirements. The order aims to enhance the quality and efficiency of TVET delivery by providing clear legal guidelines on governance, curriculum development, and institutional accreditation.
10.	The Kenya School of TVET (KSTVET) Legal Order No. 123 of 2022	Derived from the TVET Act (2013), the Kenya School of TVET (KSTVET) is established under Article 4 with provisions for regional campuses, which will be crucial for decentralizing the implementation of CPD. Article 5 outlines functions relevant to CPD, such as collaboration with institutions and industry, multi-level post-training programmes, and certification up to undergraduate levels. Article 8 describes the Academic Council's role in approving programmes and maintaining staff quality for effective TVET trainer education and in-service training. Article 20(2)(e) includes annual funding estimates for teaching, research, and outreach activities, which can encompass CPD.
11.	ICT in Education and Training Policy 2021	It provides strategies for data management in the TVET sector, emphasizing the importance of incorporating ICT for effective education and training management.
12.	The National Skills Development Policy	The policy fosters sustainable socio-economic growth by developing a skilled, employable, and competitive workforce. It calls for the government to ensure sufficient, capable trainers by developing a national capacity development strategy, providing in-service training institutions, facilitating workplace learning, promoting industry involvement, creating an incentive for motivation, and establishing professional organizations for trainers. It aligns with national and continental agendas, such as the African Union's Agenda 2063, focusing on skills development in manufacturing, technology, and service sectors. The policy emphasizes partnerships between government, industry, and training institutions to ensure skills meet labour market needs.
13.	The Model Gender Mainstreaming Policy for the Technical and Vocational Education and Training Sector	It aims to create a gender-responsive and inclusive TVET sector by developing, aligning, adopting, and implementing institutional-level gender mainstreaming and inclusion policies. In its Sections 1.2, 1.6, 2.6.2 (specifically on CPD) and Chapter 3 on policy statements, it calls for TVET institutions, their management, trainers, curricula, learning materials, classrooms, and the general institutional environment to

	(with elements of Inclusion) of 2024	deliberately challenge gender stereotypes and internalized norms, <i>providing a good basis for gender-inclusive CPD training processes too</i> ; creation of linkages for trainers and trainees to opportunities for continuous training on gender mainstreaming and inclusion.
14.	The National Recognition of Prior Learning (RPL) Policy Framework of 2024	It provides a mechanism for recognizing and accrediting skills and knowledge gained outside formal education systems. It allows individuals to have informal and non-formal learning evaluated and certified, supporting their integration into formal education and the labour market. The RPL policy is critical for lifelong learning, social inclusion, and improving employability by valuing all forms of learning.
15.	Report of the Presidential Working Party on Education Reform (PWPER) (2023)	It is informed by the Presidential Working Party on Education Reform (PWPER) Report (2023), addresses challenges in Kenya's education sector, focusing on TVET. It recommends consolidating all TVET training under TVETA, recognizing the strain on KSTVET to provide in-service training, and enhancing TVET trainer training on CBET curricula to align with industry needs. Specifically, it proposes establishing a TVET Trainer Service Council and developing a framework for capacity building and industrial attachment for trainers in partnership with industry.
16.	The Industrial Training Act (1968, revised 2012)	The Act provides for collecting, administering and utilizing training levies paid by employers to improve industry skill development in the country. In Section 7B.d it provides for industrial attachment of ‘a lecturer or instructor in a training institution registered under the Industrial Training Act’
17.	National Policy on Linking Industry to Education, Training and Research	The policy aims to promote and strengthen linkages between industry and education, training and research to drive a knowledge-based and globally competitive economy. Particularly for TVET-industry – research linkages on the effective implementation of the CBET curriculum, work-based learning, skill migration, productivity and knowledge-sharing network linkages

Table 1- National policy and legal frameworks on CPD

1.10.2 Regional frameworks

No.	Instrument	Provisions
1.	The Africa We Want – Agenda 2060	To support CPD for TVET Trainers, key indicative strategies include reviewing the TVET curriculum and learning environments to ensure they are gender-responsive and aligned with Agenda 2063, establishing high-quality TVET centres across Africa, and promoting national TVET systems that are aligned with labour market demands and global economic trends.
2.	The Continental Education Strategy for Africa (CESA 2016-25)	it a cornerstone in shaping policies to foster prosperity and peace across Africa. Under Strategic Objective 1 of the CESA 2016 - 2025 on revitalizing the teaching profession to ensure quality and relevance at all levels, the strategy emphasizes recruiting, training, and deploying qualified trainers and promoting trainer CPD.
3.	The African Continental Qualifications Framework (ACQF)	It lays down the foundation for harmonized education policies, driving towards a unified and standardized approach to qualifications. By doing so, the ACQF aims to enhance educational quality, facilitate mobility, and promote recognition of qualifications within and across African countries. For TVET trainers, the framework provides essential guidance for ensuring quality and consistency in vocational education and training.

Table 2- Regional policy and legal frameworks on CPD

1.10.3 International frameworks

No.	Instrument	Provisions
1.	The Sustainable Development Goals	<p>Goals 4 and 8 align with UNESCO's 2022–2029 TVET Strategy, promoting global education and economic sustainability. SDG 4 aims for inclusive and equitable quality education, covering all educational levels and skills for sustainable development. Continuous professional development (CPD) for trainers is vital for achieving SDG 4, as it enhances teaching skills, keeps trainers updated with trends, and improves learning experiences for trainees.</p> <p>SDG 8 aims for sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. CPD for trainers is crucial for SDG 8 as it improves workforce quality. Well-trained trainers can better equip individuals with skills needed for the labour market, fostering economic growth and job creation. By enhancing teaching methodologies and adapting to educational changes, CPD contributes to a skilled workforce. Improved education quality (SDG 4) supports economic growth (SDG 8) by preparing individuals with relevant job market skills.</p>
2.	The UNESCO Strategy for TVET 2022–2029 ‘Transforming TVET for Successful and Just Transitions’,	emphasizes TVET's role in recovery, resilience, reimagining education, and sustainable development. Articles 35, 36, 37, and 38 of the strategy call on member states, including Kenya, to develop policies ensuring high-quality TVET staff, such as trainers, instructors, and managers. The strategy also references the 1966 Status of Trainers and the 1997 Status of Higher-Education Teaching Personnel, which advocate for professional preparation and ongoing education for TVET staff.
3.	The ILO Human Resources Convention, 1975 (No. 142)	It highlights the importance of vocational guidance and training in human resources development. Kenya ratified it in 1979, and it requires member states to create coordinated policies and programmes for vocational guidance and training that align with employment needs and promote lifelong learning and skill development. The convention aims to improve employability and adapt vocational training systems to changing labour market demands.
4.	The ILO Recommendation 208 on Quality Apprenticeships	It sets guidelines to enhance apprenticeship standards and accessibility globally. It aims to prevent exploitation, discrimination, and harassment of apprentices while ensuring decent work and effective remedies. The recommendation promotes lifelong learning, skill development, productivity, resilience, and employability. It aligns with SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) by encouraging member states to support quality apprenticeships through laws and policies and fostering social dialogue.

Table 3- National policy and legal frameworks on CPD

CHAPTER TWO –SITUATIONAL ANALYSIS

This chapter provides a broad overview of the critical issues impacting CPD for TVET trainers. The aim is to meet evolving training and labour market needs through a structured and responsive CPD system. A background is provided, and a range of critical issues has been identified in each thematic area.

2.1 Background

The government of Kenya has identified TVET as an enabler for realizing its Vision 2030's aim for sustainable development and self-reliance by producing a critical mass of skilled workforce for all the country's economic sectors. Several policies and strategies aim to strengthen the TVET sector, and some are progressively being implemented. The 2012 Taskforce on the Realignment of Education and Training Sectors to the Constitution of Kenya 2010 recommended that the minimum qualifications for TVET trainers be reviewed and industrial attachment made compulsory. The Taskforce further emphasized the need to develop TVET trainers through pre-service and in-service training.

The TVET Act No. 29 of 2013 established structures for promoting access, quality, equity and relevance in TVET. The competencies of TVET trainers and how well they continue to learn and update their knowledge and skills are paramount. However, many TVET trainers in Kenya have not adequately engaged in CPD. This is attributed to the lack of adequate frameworks to guide their CPD and the lack of funding for their CPD, amongst other factors. Thus, there is a need to institutionalize CPD for TVET trainers.

Despite these challenges, the government continues to establish support structures for the professional development of TVET trainers. These include the provision of the National Policy on Linking Industry to Education, Training and Research; the provision of the National Skills Development Policy that will inform CPD programmes; the expansion of the mandate of Kenya School of TVET (KSTVET) to provide CPD programmes for TVET trainers; and provision of modern facilities that can be leveraged for CPD programmes amongst others. Furthermore, the Presidential Working Party on Education Reforms recommends retooling TVET trainers.

2.2 Current CPD practices

The uptake of CPD by TVET trainers is highly dependent on its significance, which is influenced by the evolving needs of TVET trainees and the labour market. CPD is, therefore, expected to adhere to standards and have clear quality assurance, monitoring, and evaluation processes.

2.2.1 Internationally

The increasing mobility of trainers and trainees, coupled with the international flow of trainees seeking enhanced academic credentials, highlights the significance of CPD for TVET trainers. While posing challenges related to comparability, recognition, and quality assurance of qualifications, this mobility also presents an opportunity to boost TVET trainers' competencies and global competitiveness.

Examining how different countries approach CPD for TVET trainers reveals diverse strategies, policies, and initiatives that seek to enhance the quality, relevance, and inclusivity of TVET.

Internationally, the landscape of in-service TVET training courses varies in terms of duration and content. In policy provisions, some nations, like Finland and China, have established quality standards and mandatory CPD for TVET trainers. China, in particular, exhibits robust policy support, evidenced by frameworks promoting teaching and learning reforms and comprehensive professional standards development. The Ministry of Education in China consistently publishes plans and notices to guide TVET teacher development.

On the CPD curriculum's learning content, China emphasizes digital competency for TVET trainers, encompassing awareness of technological advancements, attitudes toward ICT adoption, technological knowledge, skills application to teaching, and social responsibilities; on lengths of study, different countries, such as Austria, Denmark, Finland, Germany, and China, prescribe a specific number of in-service training days for TVET trainers, linked to career paths and professional advancement. In the UK, flexible course provisions and competition from the private sector have driven the introduction of shorter courses and variable start dates; on delivery modes, high-income countries like France, Hungary, Italy, and Ireland boast dedicated institutes supporting vocational research and in-service teacher training, like KSTVET. UNESCO has played a crucial role globally, offering policies, initiatives, research findings, and technology integration models.

Under governance and management, in-service teacher training often operates within Ministries of Education or national TVET centers. In China, institutions play a pivotal role in driving teacher professional development, adopting a top-down approach with clearly defined goals and external expertise solicitation. In financing TVET CPD, the diverse nature of TVET training makes financing a challenge. Public funds often do not distinguish between general education and TVET. Formal TVET financing may involve public-private partnerships, employer levies, or private-sector donations. In targeted efforts for inclusion, historically, women and persons with disabilities have been underrepresented in TVET teaching. Efforts to address this include strategies, like in Bangladesh, such as prioritizing training places and recruiting female instructors and trainers to promote gender inclusion.

In most European countries, three main players are involved in identifying CPD needs: the top-level authority for education (usually the national ministry of education), local authorities or schools. In almost all countries, schools have a vital role in determining CPD needs (except in Greece). This happens through merging the needs of individual trainers into a more general school development plan or by combining those needs with the more general interests of the school itself or its education authority. It is compulsory to have CPD plans in place at the school level in over two-thirds of education systems. In countries where formal CPD programmes are compulsory, their practical development may be the responsibility of school leaders (e.g. Bulgaria, the Czech Republic, Cyprus, Hungary, Austria, Poland, Slovakia and Slovenia) or education councils (Belgium, Portugal, Romania)

The diversity of training provisions in TVET makes it challenging to invest in it. Public funds allocated to general education do not usually distinguish the resources devoted to TVET, especially where systems or institutions offer both general and TVET programmes, whether secondary or tertiary. Some financing of public provision is obtained from private sector resources through formal public-private partnerships or informally, for example, equipment donations.

Employers' levies derived from payrolls or other sources represent a major source of public formal TVET financing in dual systems. In Australia, a percentage of the salary package (6 per cent) is dedicated to continual training provision for tertiary TVET staff in remote areas. Technical and Further Education (TAFE) institutions devote two weeks per year to professional development for all staff. However, contract and session staff do not receive full benefits. These programmes may be organized as short-term and or longer-term courses. SENAI of Brazil provides an example of a long-standing public-private association. Parallel to federal technical institutes in Brazil, the National Industrial Training Service (SENAI) began in the 1940s with industrialists playing an important role. From the start, it has been financed through a payroll tax levied on industry, and it is managed by employers, with enterprises playing a pivotal role in identifying training priorities and course design.

Recommendations have been made in the Asian and Pacific region for TVET institutions to be given more financial autonomy and incentives to generate and keep income from services and fees rather than return resources to the general treasury. Bangladesh has adopted a skills strategy based on performance-related outcomes and funding that aims towards such an approach.

2.2.2 Regionally

In Tanzania, the Trainers' Professional Board provides trainers with CPD training. The Board does not renew a practicing license for a registered teacher if such a registered teacher fails to pay an application fee, fails to undergo CPD training within the validity of the teaching license, and fails to submit a certificate of registration. Any person who wants to provide training on CPD is required to ensure that the content of the training adheres to ethical, practical, and professional aspects of registered trainers, improves the quality of teaching, and improves the professional competence of the registered trainers. The Board regulates CPD programmes from time to time as it deems relevant and may approve or recognize any activity conducted by an accredited provider. The Board also regulates the development modules, manuals, training materials, and fees for trainers' CPD. The training provided by the Board, or any other person accredited is conducted in written or oral form. The Board or any person who provides the CPD training shall provide a certificate of attendance to a registered teacher on the level of training received.

2.2.3 Nationally

In Kenya, the practice of CPD is not a new phenomenon, either. Professional bodies, workers' associations and unions provide CPD in their respective trade areas. Such bodies include Kenya Medical Pharmacists and Dentist Board (KMPDU), Kenya Veterinary Board (KVB), Kenya Institute of Supplies Management (KISM), Nursing Council of Kenya (NCK), Engineers Board of Kenya (EBK), Kenya Engineering Technology Registration Board (KETRB), Institute of Certified Public Accountants of Kenya (ICPAK), Kenya Nutritionists and Dieticians Institute (KNDI) and Hydrologists Registration Board (HRB).

In the Ministry of Education, various entities provide CPD, such as the Trainers Service Commission and tertiary and higher learning institutions. In the case of KSTVET, the Academic Policy cites the institution as the Centre of Excellence for capacity building of TVET trainers through short professional development courses and industrial linkages. It prescribes that the Academic Board approve any new CPD courses and their minimum entry requirements and then recommend them to the Council for approval. It further stipulates that CPD courses shall be determined on a demand basis

based on the course's nature and duration. Industrial attachment for TVET trainers in their trade areas is a key component as prescribed once every three years by TVETA. These processes are essential given that KSTVET is the mandated implementor of CPD for TVET trainers.

The CPD activities and CPD point allocations for these professional bodies seem to follow a similar pattern, as guided by both their respective policy and guidelines documents. CPD are categorized into formal and informal activities, with points awarded based on the nature and duration of the activities. Formal activities include structured learning, such as attending courses, seminars, workshops, and presenting research, which are rewarded with CPD points. Informal activities like self-directed study, conference attendance, and industry event participation are also recognized but with a capped number of CPD points.

They all have minimum and maximum CPD points to be attained by members annually for licensing or membership retention/ renewal. However, the KVB CPD Guidelines (2019) have the concept of a CPD waiver, whereby veterinary surgeons must attain at least 20 CPD points before the end of a current year or obtain a CPD waiver. Exemptions are awarded for further studies, special duties, and debilitating medical conditions.

Another distinguishing feature is the award of CPD points for longer formal courses (Certificates, Diplomas, Bachelor, Masters, and Ph.Ds.). The KVB CPD Guidelines (2019) allocate 100 CPD points for courses lasting more than 9 months. EBK CPD Guidelines for Professional Engineers (2017) allocates 30 PDUs maximum per year for structured/ formal activities, e.g. attending a course, whilst the CPD Framework for Nurses in Kenya (2012) has 5 CPD points in Category I (formal educational activities leading to a qualification) with a minimum of one semester of 6 months with a minimum of 15 contact hours of active face to face learning per week. KSTVET's highest point on the formal study programme continuum is 5 points for a Ph.D. Therefore, this will require consideration for rationalization and harmonization of the allocation of CPD points attained in other professional bodies by TVET trainers in the diverse skill areas in which they are engaged.

ICPAK, KVB, and EBK recognize that their members can attain CPD points from other bodies through reciprocal recognition. The ICPAK CPD Policy provides 20 CPD units for Category A of all courses mounted by ICPAK or other Professional Accountancy Organizations. It gives 10 lower points for non-accountancy-related courses in Category B for courses mounted by other competent professional regulatory bodies in any given year. KVB recognizes other professional bodies' attainments, but it puts a cap on the percentage of admissible CPD points from such bodies by stipulating that a minimum of fifty per cent (50%) of the CPD in the given year must be accumulated from activities and programmes that are veterinary-oriented.

The EBK CPD Guidelines for Professional Engineers (2017) requires its members to provide copies of memberships to other professional bodies where applicable to prove the attainment of CPD points. This is a critical undertaking in the CPD for TVET trainers, given the dual nature of the profession, which will require a delicate balance between the CPD points attained in teaching/professional competencies and those obtained in their diverse skill areas from various professional bodies.

The KVB, NCK, EBK, ICPAK, KNDI and HRB award different points to attendees and facilitators of the CPD activities; attendees get fewer points and facilitators. The draft HRB CPD Guidelines for Professional Hydrologists (2023), awards significantly higher CPD points for physical activities at 5

points and lower points for online/virtual activities at 1 point. This is important to note, especially considering the pros and cons of digitalizing the CPD for TVET trainers.

Cognizance is also taken that some trade areas do not have professional or regulatory bodies, and some have professional bodies but have not put CPD systems in place. TVET trainers also engage in formal, informal, and non-formal co-curricular activities that contribute to their professional development. Still, there are no structured mechanisms for awarding CPD points for the foregoing scenarios.

2.3 CPD issues and constraints

2.3.1 Governance and management

Ministries, departments, agencies (MDAs), devolved governments, and private training providers have traditionally been responsible for the CPD of their respective TVET trainers. However, the absence of harmonized or uniform structures for managing CPD has resulted in fragmented and disjointed implementation characterized by limited inter-agency cooperation. An integrated approach to CPD would enhance efficiency, build synergy and avoid resource wastage resulting from duplication of efforts.

Additionally, workplace training management and coordination for TVET trainers are problematic due to competing needs. Employers' low involvement in in-service training further negatively impacts CPD for TVET trainers. Also, multiple professional bodies for some trade areas, each with its own CPD evaluation requirements, make managing CPD expensive and cumbersome. Addressing these challenges through a coordinated and well-funded approach is essential for the effective professional development of TVET trainers.

Issues and constraints

- i. Fragmented and disjointed CPD implementation.
- ii. Inadequate funding for CPD implementation
- iii. Inequitable distribution of CPD opportunities
- iv. Low involvement of employers in CPD
- v. Absence of a reciprocal recognition framework to harmonize CPD awards from various providers.

2.3.2 Access and equity

In Kenya, trainers are crucial to ensuring quality education and training. However, the access of TVET trainers to CPD is limited. Government-sponsored CPD is scarce, and those available often target only a small cohort and are typically urban-based, limiting access for trainers in remote and marginalized areas. There is also a lack of mechanisms to accredit CPD providers, weak linkages between industry and academia and restricted workplace training opportunities. Inadequate information and technological infrastructure further hinder access, especially for TVET trainers from underrepresented backgrounds, including women with disabilities, minorities, and disadvantaged socio-economic groups who face additional challenges.

Poor communication and dissemination of information are primary reasons for the low awareness and uptake of CPD programmes among TVET trainers. Many trainers are not adequately informed about the availability, relevance and benefits of CPD. This information gap is due to insufficient outreach efforts by CPD providers and a need for targeted marketing strategies.

Issues and constraints

- i. Insufficient sponsorship opportunities by employers for CPD
- ii. Unaffordability of CPD
- iii. Geographical barriers for trainers from rural areas
- iv. Weak linkages with the industry
- v. Poor accessibility and provision of reasonable accommodation for trainers with disabilities to access CPD
- vi. Uneven distribution of industries across sectors and geographical regions, leading to disparities in access to industry-relevant training and resources for TVET trainers
- vii. Limited support of TVET trainers from underrepresented groups in marginalized and hard-to-reach areas to undertake CPD
- viii. Inequitable distribution of CPD opportunities
- ix. Limited availability of online or flexible CPD delivery mechanisms

2.3.3 Quality and relevance

In Kenya, some CPD programmes available to TVET trainers are organized ad hoc, with limited consultation with the trainers and without sufficient training. These programmes need analysis and industry input. The strategic objectives of the National Education Sector Strategic Plan 2023-2027 (NESSP) include enhancing equity, quality and relevance of education; enhancing training at all levels; undertaking quality assurance; and reviewing education and training standards in Kenya. Yet, there is no clear delineation of activities that constitute CPD for TVET trainers.

Similarly, there are no quality standards for CPD for TVET trainers, making it challenging to provide, assess and monitor its effectiveness with the quality assurance framework in the TVET sector in Kenya does not focus much on CPD for trainers. Moreover, there are no integrated systems to ensure the harmonization of CPD points from the TVET sector and other professional bodies. Without a systematic evaluation process, the sustainability and efficacy of CPD initiatives are compromised. Additionally, inadequate needs assessments result in programmes that may not align with industry standards and advancements.

Issues and constraints

- i. Lack of a standardized CPD system for TVET trainers
- ii. Inadequate quality assurance standards and guidelines for CPD.
- iii. Weak enforcement and compliance of CPD for TVET trainers
- iv. Inadequate integration of CPD in performance management appraisals of the TVET trainer and other professional bodies.
- v. Insufficient incentives to promote the uptake of CPD
- vi. Insufficient incentives for industry and TVET trainers to jointly engage in CPD
- vii. Perceived diminished value of CPD by TVET trainers

2.3.4 ICT integration

Leveraging digital technologies is crucial for ensuring equitable access to CPD for all TVET trainers. However, inadequate funding results in suboptimal integration of digital infrastructure, hampering the adoption and effective use of online learning platforms. Further, the lack and unreliability of power supply in some areas limit access to educational resources and may hinder the delivery of CPD.

Also, the rapid evolution of digital technologies requires continuous upskilling of TVET trainers to keep pace with emerging technologies. However, digital literacy challenges persist among TVET trainers, hindering their ability to utilize online learning resources for CPD.

Issues and constraints

- i. Uneven and limited distribution of digital infrastructure
- ii. Lack and unreliable power supply
- iii. Digital literacy challenges among TVET trainers
- iv. Rapid evolution of digital technologies
- v. Poor trainers' attitude to the acquisition and use of digital skills

2.3.5 Data management

Documenting ongoing CPD initiatives and those already implemented in TVET has been challenging since the TVET MIS is yet to integrate fully with other key education and labour market information systems, thus limiting data sharing and analysis.

Issues and constraints

- i. Limited integration of data management systems across TVET

2.3.6 Knowledge management

Kenya's Vision 2030 envisages the country becoming a knowledge-based economy, which involves creating, sharing, using, and managing knowledge and information. Nevertheless, insufficient research in TVET has resulted in minimal knowledge generation and innovations to inform CPD for TVET trainers. There is inadequate transfer and preservation of knowledge and experiences among TVET trainers.

Additionally, limited research exists on CPD for TVET trainers in Kenya, making it unclear how they improve their professional competencies, particularly regarding the content learned, context, effectiveness, and outcomes of their CPD practices.

Issues and constraints.

- i. Limited funding for research and innovation for TVET trainers
- ii. Limited paths for the uptake of innovations.
- iii. Low uptake of research findings in TVET
- iv. Poor research culture
- v. Poor management of intellectual property rights
- vi. Shortage of qualified researchers in TVET

2.3.7 Regulation and licensing

Regulation is crucial to promote access, quality and relevance of CPD. The TVET Act 2013 provides that no person or institution can offer training in Kenya without accreditation. However, there are no established standards for accrediting institutions and individuals providing CPD for TVET trainers in Kenya. The TVET Regulations 2015 requires TVET trainers to be registered and regulated by TVETA based on their qualifications in pedagogy and a trade area for a period of three years. However, no framework for renewing registration is based on the CPD requirement, and there are no sanctions for non-compliance.

Also, the industry, including the informal sector, offers CPD mainly through industrial attachments. However, no framework exists for recognizing, regulating, accrediting, and registering these industry providers and their programmes. Additionally, trainers who undertake CPD from foreign institutions face challenges, as the TVET Act section 22 provides general provisions on accreditation of foreign institutions but is not specific to CPD providers outside the country. Also, some CPD providers have inadequate personnel or existing personnel have inadequate requisite knowledge and competencies to deliver effective CPD.

TVET trainers can undertake CPD in various ways, including formal, non-formal, and informal activities. The formal and non-formal are structured, while the informal is often unplanned and unstructured. Various CPD-provider bodies have different ways of categorizing CPD activities and awarding points. Moreover, formal and non-formal approaches to CPD alone are inadequate to meet the growing demand for trainers' professional development. However, there is no structured way of identifying, assessing, and certifying CPD acquired informally by TVET trainers.

Issues and constraints

- i. Absence of a framework to regulate CPD for TVET trainers
- ii. Complexity of CPD for TVET trainers due to the dual nature of the profession
- iii. Lack of a coordination framework for the multiple regulatory agencies in TVET
- iv. Lack of financing to enforce compliance with CPD for TVET trainers
- v. Inadequate mapping of CPD providers and programmes
- vi. Absence of a mechanism for categorizing formal, non-formal and informal CPD for TVET trainers.
- vii. Absence of a mechanism for awarding formal, non-formal and informal CPD for TVET trainers.

2.3.8 Funding

TVET is funded through Kenya's government budget, which includes the exchequer and appropriation in aid (A-in-A). However, the funding is inadequate. The institutions often prioritize other needs over TVET trainer capacity development. Even where government budgetary allocations are provided for CPD, they are frequently delayed due to bureaucratic hurdles, and sometimes there are inefficiencies when utilizing the funds. Additionally, outdated and poorly maintained infrastructure and equipment hinder effective CPD implementation. Consequently, TVET trainers often bear the cost of their professional development, leading to lower participation rates.

Other sources of funding come from the private sector and social partners. However, this is often poorly coordinated and guided by the unilateral interests of the funding agency, which sometimes does not address the real needs of the TVET trainer.

Issues and constraints

- i. Insufficient funding of TVET
- ii. Lack of prioritization of CPD for TVET trainers in budget allocations
- iii. Inadequate personal disposable income for TVET trainers to engage in CPD

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CHAPTER THREE – PRIORITY POLICY ACTIONS

This chapter provides the priority policy actions for effectively implementing CPD for TVET trainers. It outlines the policy statements and strategies to be adopted as follows:-

3.1 Governance and management

The governance and management of CPD for TVET trainers involve several key components that ensure they remain effective, updated, and engaged in their professional growth. Therefore, governance and management are critical in successfully implementing CPD for TVET trainers.

Policy statement

The government shall establish a governance and management mechanism to implement CPD effectively for TVET trainers.

Strategies

- i. Establish governance and management structures for CPD at national, ministerial and institutional levels.
- ii. Establish mechanisms for the involvement of employers in CPD for TVET trainers.
- iii. Establish a mechanism for reciprocal recognition of CPD from various CPD providers

3.2 Access and equity

Access and equity are essential principles for creating a fair and inclusive environment that is engendered and accommodates people with disabilities and marginalized groups.

Policy statement

The Government shall avail and ensure inclusive and equitable CPD opportunities for TVET trainers.

Strategies

- i. Promote equitable opportunities for TVET trainers to access CPD
- ii. Promote varied CPD delivery methods
- iii. Establish support systems for access to CPD

3.3 Quality and relevance

Entrenching quality and relevance in CPD ensures trainers stay current in pedagogical and trade area competencies.

Policy statement

The Government shall ensure that CPD for TVET trainers is responsive to current and future labour market needs.

Strategies

- i. Establish mechanisms to provide responsive CPD to TVET trainers
- ii. Strengthen the capacity of CPD providers
- iii. Establish robust quality assurance mechanisms for CPD
- iv. Strengthen institutional-industry linkages for CPD
- v. Establish an incentive system for trainers and CPD providers

3.4 ICT integration

Integrating ICT significantly enhances access and efficiency in CPD provision. However, ICT infrastructure and trainers' digital competencies require enhancement.

Policy statement

The government shall ensure ICT integration in CPD provision for TVET trainers.

Strategies

- i. Facilitate the provision of adequate ICT infrastructure for CPD
- ii. Promote the digitization of CPD for trainers TVET
- iii. Enhance the digital skills acquisition by TVET trainers

3.5 Data management

A robust data management system can enhance the provision of CPD that is responsive to TVET trainers and labour market needs.

Policy statement

The government shall promote effective data management in the provision of CPD for TVET trainers.

Strategies

- i. Promote robust data management for CPD for TVET trainers
- ii. Integrate the TVET MIS with other key TVET training and labour market information systems

3.6 Knowledge management

Leveraging on collective knowledge will enhance CPD provision to TVET trainers.

Policy statement

The government shall strengthen knowledge management to improve the quality and relevance of CPD for TVET trainers

Strategies

- i. Promote research on CPD
- ii. Promote knowledge sharing on CPD
- iii. Establish communities of practice in CPD
- iv. Develop open-source knowledge repositories for CPD

3.7 Regulation and licensing

CPD provision requires regulation to guarantee quality, relevance and equitable access. Formal, nonformal, and informal CPD play distinct roles in enhancing the competencies of TVET trainers and contributing to their effectiveness in delivering quality training.

Policy statement

The government shall establish a framework for regulating CPD for TVET trainers.

Strategies

- i. Establish a mechanism for accrediting CPD providers and programmes
- ii. Establish a mechanism for recognizing formal, non-formal and informal CPD for TVET trainers.
- iii. Establish a mechanism for enforcing CPD for TVET trainers

3.8 Funding

Providing adequate funding is critical for effectively implementing CPD for TVET trainers.

Policy statement

The Government shall establish a sustainable funding mechanism for CPD for TVET trainers.

Strategies

- i. Establish a funding model for CPD for TVET trainers
- ii. Promote collaborations, linkages and partnerships on CPD for TVET trainers

CHAPTER FOUR - INSTITUTIONAL IMPLEMENTATION FRAMEWORK

This chapter presents the CPD's governance structure and implementation framework.

4.1 Institutional framework

This policy's successful implementation will depend upon the effective collaboration and synergies of all the stakeholders and actors through a strengthened institutional and management arrangement. The coordinating structure will be through committees, which shall be established at national and institutional levels. At the national level, there shall be a National CPD Steering Committee and the CPD Coordination Unit, while at the institutional level, TVET and Industry Implementation Committees shall be established. The principles of inclusivity and diversity shall apply in constituting the committees.

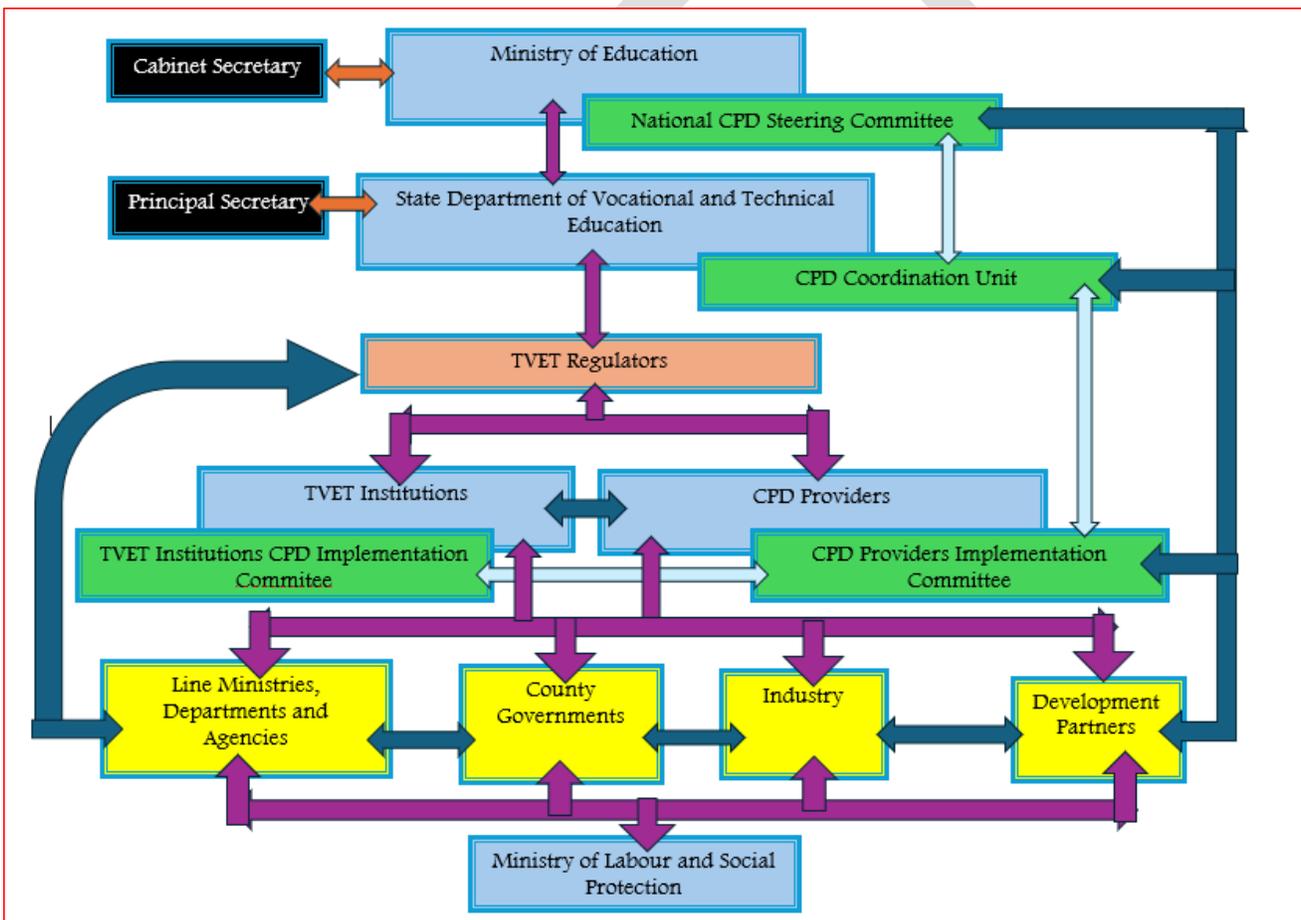


Figure 1: Institutional Implementation Framework (Organogramme)

4.1.1 National CPD Steering Committee

The National CPD Steering Committee shall be the overarching governing body that will oversee the implementation of CPD in TVET. The Committee will also forge partnerships with County Governments, MDAs, non-state actors and relevant stakeholders. It shall be under the stewardship of the Cabinet Secretary in charge of education and training. The committee will comprise representatives from the Council of Governors, MDAs, industry, development partners, workers' unions and CPD providers. The Committee roles shall include:

- i. Provision of policy guidance and direction
- ii. Oversee the development and implementation of quality CPD.
- iii. Promote cooperation between industry, TVET institutions and other stakeholders.
- iv. Mobilize resources for the sustainability of CPD.
- v. Promote and advocate for CPD.

4.1.2 CPD Coordination Unit

The unit shall be established under the Technical and Vocational Training Department to coordinate CPD. The CPD coordination Unit will comprise representatives from the Council of Governors, MDAs, industry, development partners, Trainers' unions and TVET institutions. The unit will be accountable to the Principal Secretary in charge of TVET for the following responsibilities:

- i. Establish links between industry, CPD providers and the National CPD Steering Committee.
- ii. Develop strategies for the implementation of CPD training.
- iii. Coordinate the capacity building for stakeholders responsible for CPD training implementation.
- iv. Carry out advocacy campaigns and mobilize resources for CPD training.
- v. Monitor the implementation of CPD training.
- vi. Collaborate with MDAs, County Governments and other stakeholders.

4.1.3 CPD Providers' Implementation Committee

CPD Providers Implementation Committees shall comprise members of organizations offering CPD. The committee shall have the following responsibilities:

- i. Coordinate the implementation of CPD
- ii. Oversee curriculum implementation and coordinate the preparation of training plans.
- iii. Monitor and report on the implementation of CPD.
- iv. Implement CPD guidelines.

4.1.4 TVET Institutions Implementation Committee

TVET Institutions CPD Implementation Committees shall be established in every TVET institution. The committee shall have the following responsibilities:

- i. Coordinate the implementation of CPD programmes at the institutional level.
- ii. Monitor and report on the implementation of CPD.
- iii. Implement CPD guidelines.
- iv. Coordinate the implementation of CPD at the institutional level.

4.2 Implementation framework

Policy implementation shall follow a cross-sectoral approach. Various stakeholders have been identified to facilitate the implementation of the CPD within the existing legal frameworks. The

Ministry responsible for TVET shall assume overall policy leadership and implementation of this policy will involve various stakeholders, including:

4.2.1 Ministry of Education

The Ministry of Education (MoE) shall establish and facilitate an institutional and management structure to coordinate and manage the implementation of this policy. Since CPD for TVET trainers is multi-sectoral, the Ministry will work closely with other ministries and departments whose mandate contributes to advancing CPD for TVET trainers. These include Labour and Social Protection, Agriculture, Water, County governments etc. The MOE and other ministries, agencies and departments shall be responsible for the following functions:

- i. Developing national policy implementation guidelines and legislation, setting standards, operating procedures, national reporting, coordination, and resource mobilization.
- ii. Providing technical support, with emphasis on planning, developing and monitoring CPD for TVET trainers programmes throughout the country.
- iii. Creating awareness of CPD for TVET trainers nationwide, targeting different stakeholders.
- iv. Mainstreaming CPD for TVET trainers in policies and programmes dealing with education and employment.
- v. Lobbying the political class to secure the highest level of support for TVET trainers CPD

4.2.2 Ministry of Labour and Social Protection

The Ministry of Labour and Social Protection (MOL&SP) is critical in industrial training and skills development. The ministry is the custodian of the Kenya Labour Market Information System, the National Sector Skills Councils and the National Occupational Standards. The roles of MOL&SP will be;

- i. Providing up-to-date labour market information through the Labour Market Information System
- ii. Regulating implementation of CPD training in the industry

4.2.3 County Governments

County governments are responsible for devolved functions to advance CPD for TVET trainers. These include:

- i. Collaborating with the National Government to develop and implement CPD Policies that address CPD needs for instructors of VTCs
- ii. Integrating CPD initiatives into county education and training policies
- iii. Allocating adequate budget and resources for TVET trainers CPD at the county level
- iv. Monitoring CPD for trainers at the county level.

4.2.4 Industry

CPD for TVET trainers is vital in ensuring that trainers remain up to date with the latest standards, technologies and practices. The industry will play the following roles.

- i. Collaborating with TVET Institutions to design and deliver CPD for TVET trainers that reflect current industry needs and practices
- ii. Advising VET Institutions in updating and aligning TVET curricula with Industry Standards

- iii. Facilitating placements in industry settings for TVET trainers to gain hands-on experience and understand the latest operational procedures and technologies
- iv. Providing regular feedback from industry partners to ensure the training remains relevant and responsive to the evolving market demands.
- v. Undertaking collaborative certification programmes between industry and TVET institutions

4.2.5 TVET regulators

The involvement of TVET regulators ensures that CPD policies are aligned with national standards, quality assurance mechanisms and the evolving needs of the industry. The key roles of TVET regulators in CPD for TVET trainers will be;

- i. Establishing comprehensive CPD frameworks that outline the required competencies, skills and knowledge for TVET trainers
- ii. Setting the criteria for CPD certification, ensuring trainers meet specific professional standards and qualifications
- iii. Accrediting CPD for TVET trainers
- iv. Continuous monitoring and evaluation of CPD for TVET trainers to ensure they remain effective and aligned with the regulatory standards
- v. Developing policies that mandate and encourage CPD for TVET trainers, promoting long-life learning and professional growth
- vi. Ensuring TVET Institutions have the necessary resources, including training materials and access to advanced technologies, to facilitate CPD for TVET trainers
- vii. Establishing awards and recognition programmes for outstanding CPD Achievements by TVET trainers

4.2.6 TVET institutions

TVET institutions are crucial in CPD for TVET trainers to ensure they are equipped with the latest skills, knowledge, and pedagogical practices necessary to train effectively. The key roles include:

- i. Providing CPD opportunities through in-house programmes and external training and workshops.
- ii. Supporting academic and professional growth by encouraging educational advancement and professional certification of TVET trainers.
- iii. Implementing recognition and reward systems for TVET trainers to engage in CPD actively
- iv. Providing access to up-to-date resources, including books, journals, online courses, and software tools, to support trainers in their CPD efforts.
- v. Providing State-of-the-Art Facilities to ensure trainers have access to modern facilities and equipment that reflect current industry standards.
- vi. Collaborating with industry and regulators to ensure CPD aligns with current market needs and technological advancements, complying with CPD requirements and staying informed about best practices and policy updates.
- vii. Developing mentorship programmes where experienced trainers mentor newer trainers, sharing knowledge and best practices.
- viii. Integrating technology in CPD programmes

- ix. Monitoring and evaluation to track and evaluate trainers' progress in their CPD activities, ensuring they meet their professional development goals.
- x. Establishing feedback mechanisms to evaluate the effectiveness of CPD and make necessary improvements.
- xi. Customizing CPD programmes through Training Needs Assessments

4.2.7 Development partners

CPD for TVET trainers requires significant financial and technical investment in limited domestic resources. Development partners and international non-governmental organizations have traditionally played a key role in providing resources for TVET trainers CPD. This role has been structured around aid effectiveness principles, emphasizing government ownership, alignment and harmonization. The implementation of this policy will require the continued support of development partners.

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CHAPTER FIVE – MONITORING AND EVALUATION FRAMEWORK

5.1 Introduction

Monitoring and evaluation (M&E) ensure that the strategies outlined in this policy are implemented effectively to achieve their intended outcomes. This will help track CPD progress, identify strengths and weaknesses in the implementation process, and make evidence-based improvement decisions. The CPD's M&E shall be based on internationally accepted M&E benchmarks and national M&E policies, standards, and norms.

5.2 Policy statement

The government shall establish a framework for monitoring and evaluating the policy interventions.

5.3 Strategy

- i. Establish a national monitoring and evaluation framework for CPD for TVET trainers.

5.4 Policy review

This Policy shall be reviewed as and when the need arises.

ANNEXES

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**MEMORANDA TEMPLATE FOR DRAFT POLICY FOR CONTINUOUS PROFESSIONAL
DEVELOPMENT FOR TVET TRAINERS**

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S/No.	Component of the Policy/Chapter	Section	Issue(s) in the draft Policy	Suggested input /changes to the draft policy	Justification for the suggested change(s)
1.	Foreword				
2.	Preface				
3.	Acronyms & Abbreviations				
4.	Key Terms				
5.	Executive Summary				
6.	Chapter One- Introduction				
7.	Chapter Two- Situational Analysis				
8.	Chapter Three-Policy Priority Actions				
9.	Chapter Four- Institutional Policy Implementation Framework				
10.	Chapter Five- Monitoring and Evaluation Framework				
11.	Any other considered input(s)				

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