

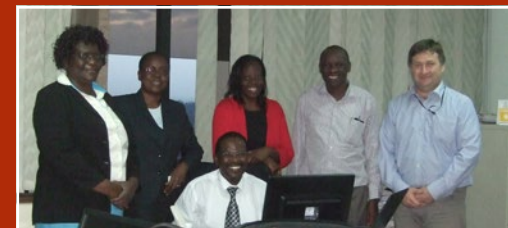


Strengthening the Capacities of TVET Authority (TVETA) for Enhancing the Performance of the TVET Education System in Kenya

Client: Technical and Vocational Education Authority (TVETA)
Project value: € 1.300.000 / € 240.000
Funding: NICHE – Netherlands Government

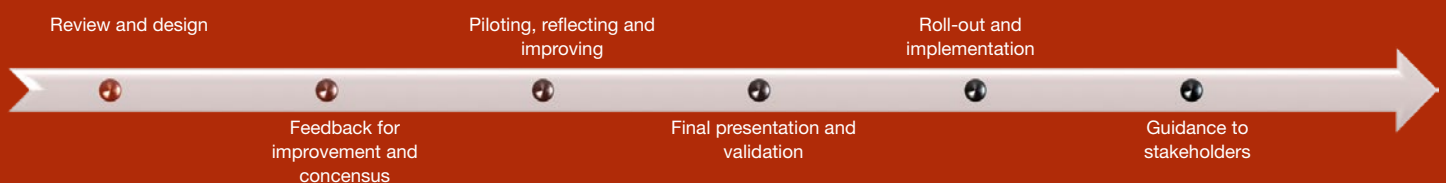
Duration: June 2017 – June 2020
Lead firm: MDF
Partner: University of Eldoret, Hanze University of Applied Sciences, Kenya Private Sector Alliance (KEPSA), Linking Industry With Academia (LIWA)

The consortium and associated partners described the project outcome as “The requesting organization having the organizational and institutional capacities to develop and implement, in close collaboration with the private sector, strategies, standards and procedures ensuring the quality, gender sensitiveness and relevance of all aspects of TVET education in Kenya”. The project was implemented jointly by the consultants and TVETA and evolves around 5 core objectives, to mention;



1. Develop and test a TVETA Quality Assurance Framework (QAF) and Quality Assurance System (QAS) supporting the implementation of the TVET Act.
2. Implement operational Information and Communication Technology (ICT) based Management Information System (MIS) to capture registration, accreditation and monitoring and evaluation of TVET institutions.
3. Build capacity of TVETA staff in elements of governance, Human Resource Development (HRD), quality management and dissemination.
4. Develop, test and implement a tool to assess the entrepreneurial profile of TVET institutions.
5. Develop and implement a rebranding strategy.

The outputs (1-5) are designed, tested and implemented and submitted to the TVETA Board for approval. Validation by different stakeholders allowed for the creation of consensus, mutual agreement and ownership at all levels. Throughout the capacity development activities, TVETA and the consortium starts with learning-by-doing e.g. designing and reviewing existing policies, concepts and procedures. These are shared with the relevant stakeholders through meetings and workshops to integrate their feedback for further improvement and decision making (design phase). The validation workshops for external stakeholders are also used to determine specific roles, future planning and expectations amongst all involved (pilot phase). From here on, initial start-up for roll-out and implementation with guidance from TVETA (and the consortium during year 3), to stakeholders is provided (implementation phase).





Medium- and Long Term Beneficiaries

- Training providers: TVET institutions seeking accreditation service from TVETA
- Related stakeholders such as:
 - Kenya National Qualifications Authority
 - Curriculum Development Assessment and Certification Council
 - Kenya National Examination Council
 - Sector Skills Advisory Committees
 - Ministry of Education
 - Other ministries responsible for the provision of TVET in Kenya
- Industry, who will gain access to better qualified male and female staff
- Male and female TVET students, especially those in the growth sectors of Kenya
- Training Needs Assessment and design of training plan

Key Deliverables

- Entrepreneurial Skills Education model
- Rebranding TVET
- Training Needs Assessment and design of Training Plan
- Capacity Building, including on-the-job training, seminars and workshops on specific topic
- Design and implementation of QAF system
- Design and implementation of Education Management Information System (EMIS) and Monitoring & Evaluation (M&E) systems

Staff

- QAF expert
- MIS expert
- Human Resources expert
- Private Sector Development expert
- Entrepreneurship Development expert
- ICT & EMIS expert
- Gender Mainstreaming expert
- TVET specialists

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