

IMPLEMENTATION OF CBET APPROACH IN TVET INSTITUTIONS: OPPORTUNITIES AND CHALLENGES

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RATIONALE FOR CBET APPROACH


Initially, Kenya adopted an education and training system that was:

- Knowledge-based rather than **Competency based**
- Time-bound rather than **demand-driven approach**
- Certification system based on completion of courses and passing examinations rather than **demonstration of competency.**




RATIONALE FOR CBET APPROACH...

Currents reforms in TVET training embraces CBET approach that entails:

- Accreditation of **multiple curriculum developers**
 - Development of **competency based** TVET training programmes that address the needs of the industry
 - Offering **reliable measures** for competence assessment
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RATIONALE FOR CBET APPROACH.....

- Certification based on **demonstration of competence**
- Promotion of **self-employment and job creation**
- Offering **flexible pathways** for TVET graduates
- **Creating linkages** with key stakeholders 

OPPORTUNITIES

Opportunities for successful implementation of CBET approach include:

- **Legal Framework:** The TVET Act no. 29 of 2013
- **Policy Reforms:** Sessional Paper No. 2 of 2015 that embraces competency based education and training for the TVET sector of education. General reforms from knowledge based to competency based in all sector of education
- **Vision 2030:** The national development blue print recognizes TVET as the driver towards Kenya's industrialization



OPPORTUNITIES CONT'D...

- **Jubilee Manifesto:** Governments commitment to equip youth with competences needed by industry
- **World Bank Report:** The country's education system has failed to produce graduates with the knowledge and skills crucial for Vision 2030
- **Non-Governmental Organizations:** There is support from NGOs in the area of development of competency based training
- **Training within industry:** These institutions are well equipped and could be used as assessment centers



OPPORTUNITIES CONT'D...

- **Industry:** Willingness of the industry to participate in competency based curriculum development
- **Oil and Gas exploration:** This has brought about a demand for new competencies in the region
- **Competence Certification:** There is overwhelming demand for competence certification from the public
- **Manpower:** Increased demand for middle level manpower training programmes
- **Assessment Centers:** Public TVET institutions equipped with state-of-the-art equipment



BENEFITS OF A COMPETENCY-BASED SYSTEM FOR EMPLOYERS

- Ensures that organization-funded training and professional development activities are cost-effective, goal-oriented and productive
- Enables employees to achieve a high level of competence in an efficient manner
- Records the employee's acquisition of the skills, knowledge, safety and other procedures relating to each task
- Reduces cost overruns caused by poor performance or miscommunication of job expectations
- Improves communication between employee and management
- Clarifies job standards for performance appraisals



BENEFITS OF A COMPETENCY-BASED SYSTEM FOR EMPLOYEES

- Sets clear performance expectations for employees,
- Gives employees insight into the overall strategy of their team, department, and organization, leading to greater engagement and motivation
- Enables employees to be more proactive beyond their individual roles, by learning additional competencies that are valued by the organization
- A clear direction for learning new job skills
- A mechanism for the recognition of employees' abilities
- Ensures that individual professional development and training milestones are recorded and acknowledged by the organization



BENEFITS OF A COMPETENCY-BASED SYSTEM FOR STUDENTS

- **Flexible:** Competency based programs are very flexible as their structure depends on the individual learner.
- **Self-paced:** The focus of CBE is on the final outcome and not the journey. This enables students to control their pacing because they are not confined by a set learning process.
- **Engaging:** One of the strongest outcomes of competency based education is increased student engagement. Students are more engaged in the material because they have ownership over their learning.
- **Skills-based:** One of the key benefits of CBE is that learning centers on real-world skills and competency development. Programs are designed around competencies that are needed for a particular career ensuring that the material is relevant.



CHALLENGES

Impediments towards implementation of the CBET approach include:

- **Linkages:** Inadequate linkages with industry in relation to curriculum development, implementation and assessment
- **TVET Trainers/CBET Facilitators:**
 - Inadequate capacity of TVET trainers to implement the CBET approach
 - “Teach as we were taught” attitude
 - Increase in workload, learner centred hence small class sizes
 - Teacher cost, huge financial implication



CHALLENGES.....

○ **Limited funding:**

- There has been limited funding for TVET sector
- Lot of emphasis on equipment
- There must be well equipped laboratories
- Lot of teaching and learning materials

○ **Key Government policy makers** have inadequate knowledge on TVET in general, which leads to less priority in terms of fund allocation for TVET activities

○ **Inadequate Competence:** Country wide there are few people with industry approved competencies

○ **Misunderstanding for CBET Objectives:** Disconnect between student priority and CBET objectives

CHALLENGES CONT'D.....

- **Assessment Framework:** Lack of a National competence assessment framework
- **Competence Assessors:** Inadequate capacity of TVET trainers to carry out competence assessment
- **Assessment Centers:** Lack of model competence assessment centres
- **Attitude:** Negative perception of TVET training by both guardians and the youth



CHALLENGES

CONT'D.....

- **Level Descriptors:** Lack of qualification level descriptors
- **Sector Mapping:** Available industry sector mapping not appropriate for curriculum development
- **Occupational Standards:** Lack of documented occupational standards from industries for development of CBET curriculum
- **Market Survey:** Lack of specific labour market survey to inform number of trainees required per sector



TVET CDACC INITIATIVE

TVET CDACC has undertaken the following initiatives towards successful implementation of the CBET approach:

- **Guidelines & Procedures:** Developed guidelines and procedures that involves the industry for:
 - development of occupational standards
 - competency based curriculum
 - competency based assessment
- **Curriculum and Occupational Standards Design:** Developed templates for packaging of CBET curriculum and occupational standards
- **Capacity Building:** Trained TVET trainers on CBET curriculum development and competence assessment



TVET CDACC INITIATIVE.....

- **Assessment Centers:** Developed standards for accreditation of assessment centers
- **Certification:** Developed a competence certification process



ROLE OF TRAINING INSTITUTIONS-EASA....

- ❖ The EASA is one of our TVET institutions that is already ahead of others in terms of implementing the CBET Approach
- ❖ Conducive learning environment for their trainees.
- ❖ Carry out Training Needs Assessments
- ❖ Competent staff that is familiar with CBET system
- ❖ Tools, equipment and materials
- ❖ Development and acquisition of training materials.
- ❖ Adequate workstations



ROLE OF TRAINING INSTITUTIONS- EASA

- ❖ Advertise the CBET programs.
- ❖ Recruitment in line with CBET procedures
- ❖ Accreditation of Prior Learning (APL).
- ❖ Maintain a comprehensive management record system -registration to certification.
- ❖ Assessment of trainees according to CBET assessment system.
- ❖ Own evaluation and make reports available to stakeholders
- ❖ Certification



WAY FORWARD

To mitigate the challenges, TVET anticipates to:

- **Rebrand:** Advocate for rebranding of TVET sector to be a sector of choice for training especially for the youth
- **Assessment Centers:** Accredite public TVET institutions equipped with state-of-the-art equipment as competence assessment centers
- **Labour Market Survey:** Carry out specific labour market survey to inform number of trainees required per sector
- **Sector Mapping:** Encourage formation of industry sub sector for purposes of CBET curriculum development



WAY FORWARD.....

- **Stakeholders involvement:** Involve stakeholders in development of Occupational Standards and competency based curriculum hence promote formation of strong linkages
- **Sensitize TVET trainers:** Sensitize and retrain TVET trainers on:
 - Occupational standards development
 - Competency based curriculum development
 - Competence assessment
- **Competence assessment framework:** Initiate the development of a competence assessment framework



WAY FORWARD.....

- **Occupational Standards:** Incorporate the development of occupational standards in the curriculum development process
- **Advocacy:**
- Conceptualizing of CBET Approach,
- Funding for TVET
- Supply of teaching and learning materials on time, up-to-date and relevant

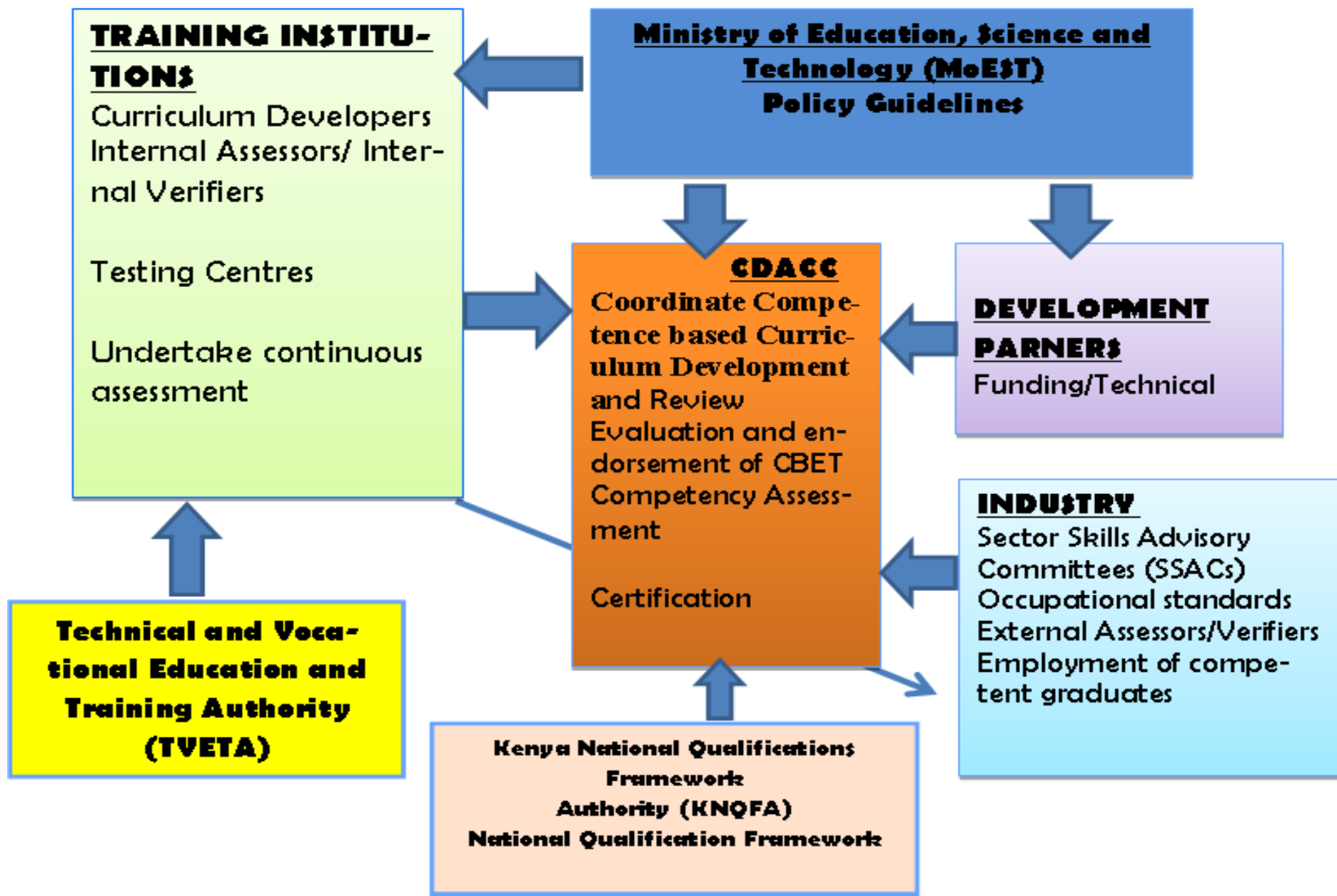


WAY FORWARD.....

- **Vocationalisation of Higher Education:**
“vocational disciplines” be implemented through respective academic subjects at universities.
- **Keeping Pace with Technological Advancements:** Using Technology Appropriates in TVET
- **Systematic Professional Development:** of Instructors / Trainers / Teachers
- **Establishment of Management Information System MIS & Knowledge Management KM System**
- **Quality Assurance of the TVET System**



LINKAGES BETWEEN CDACC AND OTHER STAKEHOLDERS



THANK YOU

