

Kenya School of TVET a Centre of Excellence in CBET

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CEO - KSTVET**



KSTVET HISTORY



From a single-purpose teacher training college to the national centre for TVET professional development.

Mandate

Train and develop	Train and develop TVET trainers for both public and private training institutions.
CBET Curriculum	Develop and implement trainer education curricula aligned with Competency-Based Education and Training (CBET).
Leadership & Governance	Enhance leadership and governance capacity in TVET institutions.
R,D&I	Support research and innovation in pedagogy, digital education, and technical skills development.
CPD	Promote continuous professional development (CPD) for TVET practitioners.
Collaborate	Collaborate with national and international stakeholders to advance TVET standards and practices.
National Open TVET	Lead the National Open, Distance, and eLearning (ODEL) in TVET initiative to support digital transformation in training delivery.



CPD Programmes – Alignment to TVETA Guidelines

TVETA CPD REQUIREMENTS

Registration & Licensing

Trainers renew every 3 years

CBET Competencies

Competence-Based Education & Training

Industry Trends

Current sector knowledge & relevance

Emerging Technologies

Digital tools & innovation integration

21st-Century Skills

Leadership, communication & critical thinking

Pedagogical Skills

Teaching methodologies & assessment

KSTVET CPD PROGRAMMES

CBET Core Training

CBET Curriculum Dev, CBA, CBET Delivery Methodology, RPL Implementation

Digital & Tech Skills

Digitalization of Content, E-Learning Design, AI Skills for TVET Practitioners

Industry Integration

Dual Implementation, Pedagogical Training for In-Company Trainers, Green Skills & Jobs

21st-Century Skills

Essential Skills, Leadership & Management, Customer Care, Financial Management

Wellbeing & Inclusion

Psycho-Social Support, Mental Wellness, Gender & Inclusion, Drug & Substance Abuse

Quality & Governance

QA Institutionalization, Procurement, HR Management, Succession Management

ALIGNED
TO



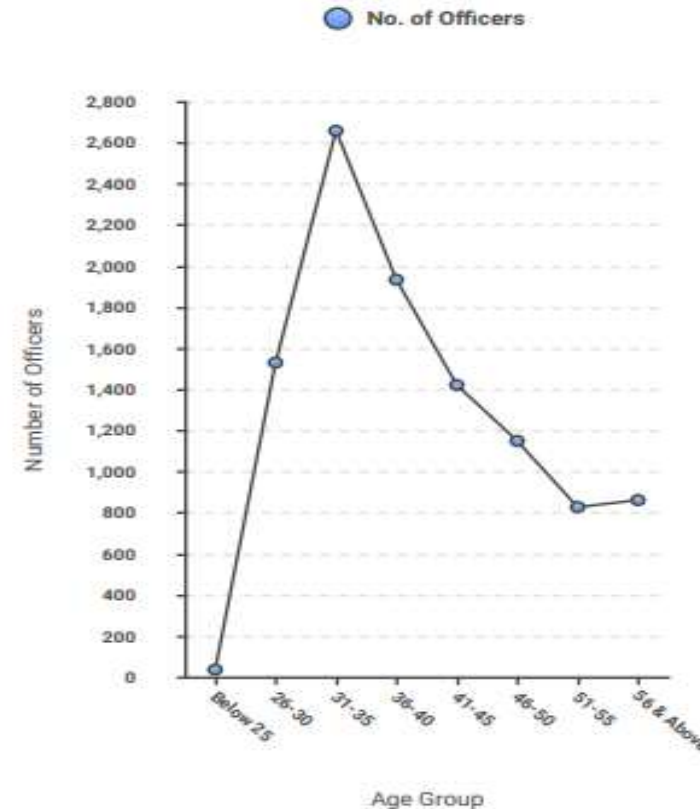
Compliance Mapping: KSTVET CPD vs. TVETA Licensing Areas

TVETA REQUIREMENT	KSTVET CPD PROGRAMME(S)	TARGET	MODE
✓ CBET Technical Competence	CBET Curriculum Dev · CBA · CBET Delivery Methodology · RPL Implementation · Timetabling	Trainers / Instructors	Blended / F2F
✓ Industry Trends & Relevance	Green Skills & Jobs · Dual Implementation · In-Company Pedagogy · Essential Skills	Trainers / Managers	F2F / Blended
✓ Emerging Technologies	Digitalization of Content · E-Learning Design & Facilitation · AI Skills for TVET	Trainers / Staff	Blended / Online
✓ 21st-Century & Pedagogical Skills	Leadership & Management · Customer Care · Financial Management · Gender Responsive Pedagogy · Sign Language	Managers / Trainers	F2F / Blended
✓ Institutional Governance	Quality Assurance · Procurement · HR Management · Succession Management · Financial Mgmt	Managers	Blended
✓ Trainer Wellness & Ethics	Psycho-Social Support · Mental Wellness · Drug & Substance Abuse · Gender & Inclusion · GBV Prevention	All Staff	Blended

✓ 39 CPD Programmes | ✓ 6 TVETA Competency Areas | ✓ Multiple Delivery Modes | ✓ All TVET Cadres Addressed

PSC Trainer analysis and targeting

	Age	No. of Officers
1	Below 25	36
2	26-30	1530
3	31-35	2658
4	36-40	1933
5	41-45	1421
6	46-50	1149
7	51-55	827
8	56 & Above	861
	Total	10415



The largest proportion of officers falls within **the 31-35 age group** indicating a **mid-career peak** in the workforce



Mid-Career CPD Needs for TVET Trainers: Implications

Mid-career TVET trainers — those with 5–20 years of experience — face a widening gap between their existing competencies and the demands of CBET, emerging technologies, and evolving industry practice. Addressing this gap has far-reaching implications.



Individual Trainer

Competence & Confidence

- Risk of professional obsolescence as CBET and digital tools advance.
- Confidence gaps when delivering competency-based assessments (CBA).
- Need for structured CPD pathways tailored to experience level.
- Motivation and identity shifts — from content expert to learning facilitator.



Institutional Quality

Delivery & Outcomes

- Outdated pedagogy reduces learning outcomes for TVET students.
- Industry misalignment: trainers unfamiliar with current trade practices.
- CPD uptake linked directly to improved assessment quality and pass rates.
- Institutions need structured CPD plans to maintain TVETA accreditation.



Policy & Governance

Standards & Regulation

- TVETA regulations mandate CPD for 3-year licence renewal — compliance imperative.
- National TVET strategy requires systemic trainer professionalisation.
- MoE must invest in a sustainable, funded national CPD framework.
- RPL pathways needed to recognise prior CPD and industry experience.



Labour Market

Industry & Economy

- Trainers not upskilled in green skills, AI and digital cannot produce job-ready graduates.
- Dual TVET requires trainers with live industry knowledge and workplace links.
- Economic growth linked to the quality of the TVET graduate pipeline.
- Employer confidence in TVET outputs depends on trainer currency.



Strategic Implications: KSTVET's Response to Mid-Career CPD

CPD DESIGN IMPERATIVES



Needs-Responsive Design

CPD programmes must be designed around assessed competency gaps of mid-career trainers, not generic content. Diagnostic tools should determine individual learning pathways.



Flexible, Blended Delivery

Mid-career trainers cannot afford extended absence. CPD must blend online, self-paced and short face-to-face modules — delivered at institutional level where possible.



Recognised & Accredited CPD

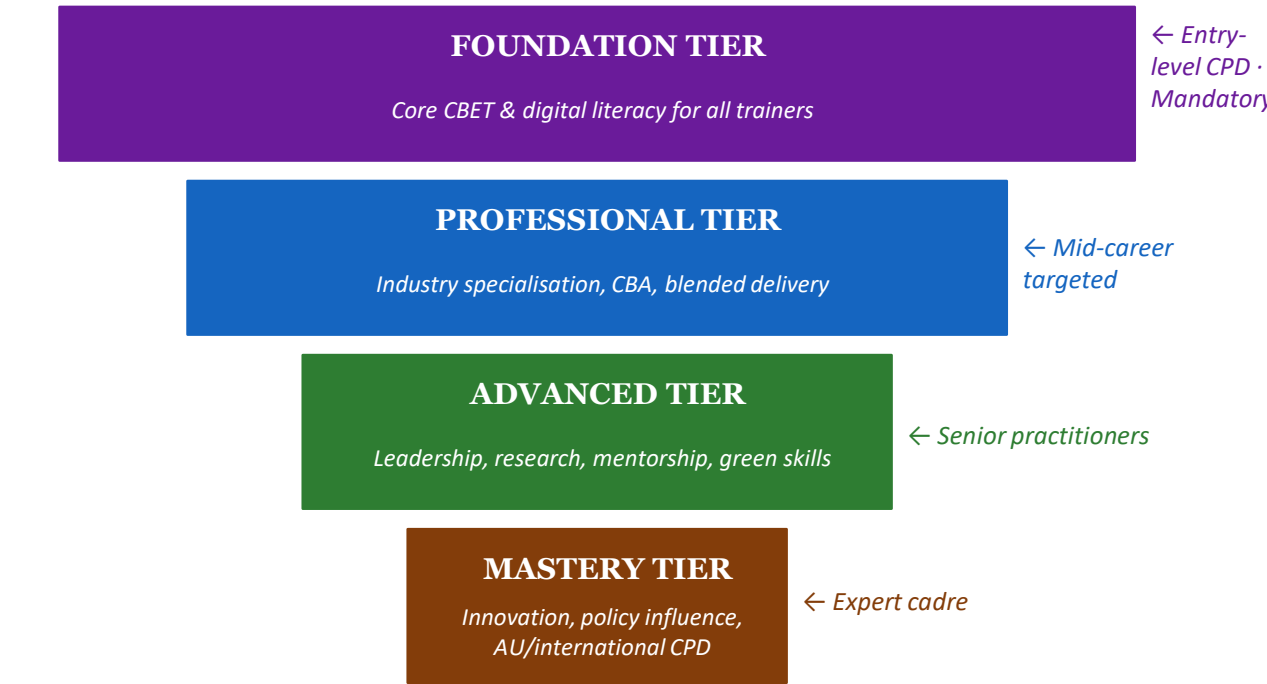
All CPD must lead to verifiable credentials aligned to TVETA renewal requirements. Credit accumulation towards higher qualifications motivates sustained participation.



Industry-Embedded Learning

Trainers need structured industry attachment, dual training exposure and updated occupational competencies to close the gap between classroom and workplace.

KSTVET CPD FRAMEWORK ELEMENTS



WAY FORWARD

- KSTVET has institutionalized CPD as a core function with dedicated budget and staff.
- KSTVET is developing a national mid-career TVET trainer CPD registry and recognition system.
- KSTVET is partnering with industry, universities and AU member states for co-delivered CPD.
- KSTVET is considering embedding RPL so that experienced trainers receive credit for prior learning and practice.

Experience

Trained **2181** TVET Administrators on Financial Mgt & Governance Enhancing digital skills through Jitume project

MoE

Trained **172** TVET trainers on blended learning

COL

Trained **52** TVET trainers on AI in education through Tablet Academy

Microsoft

Retooled **80** dons on CBET delivery

MACHAKOS UNI

Retooled **70** dons on CBET delivery

MASAI MARA UNIVERSITY

Basic Training

Advanced Development



CICAN/Mastercard

Retooled **8596** trainers on CBET delivery

UNESCO

Trained **48** TVET Managers in Leadership and Management of TVET institutions
Trained **72** TVET trainers on 21st century TVET trainer
Trained **29,429** TVET Trainers on AI

HUAWEI

Trained trainers on AI and networking

JKUAT

Retooled **40** dons on CBET delivery

DCI

Retooled **20** officers on CBET delivery & Curriculum Development

World Federation of Colleges & Polytechnics Award 2023 - Canada



Gold Chisholm Institute

- Australia

Silver NPTC Group of Colleges

- United Kingdom

Bronze Kenya School of TVET

- Kenya

World Federation of Colleges & Polytechnics Award 2024 Jamaica

Gold

Burton and South Derbyshire College

- United Kingdom

Silver

Instituto Federal do Rio de Janeiro

- Brazil

Bronze

Kenya School of TVET

- Kenya





Certified as the only Kenya Huawei TVET ICT Academy Support Centre

KSTVET Designated as TVET Centre of Excellence for Africa



01 Oct 2024



ASPYEE

WHO WE ARE

WHAT WE DO ▾

KNOWLEDGE & I

the region. KSTVET has been appointed as a **center of excellence by the African Union for the TVET sector**, with aspirations to become a reference for the continent. The project also aims to establish connections with other UN agencies, emphasizing the importance of linking similar institutional capacity-building projects horizontally to address common challenges such as outreach, financing, and investments.

“There are so many institutional capacity building projects, but this – linking them up horizontally – is an innovative thing to do, and another great story to tell,” said Stefano.

KSTVET



Kenya School of TVET
The Home of Technical Education



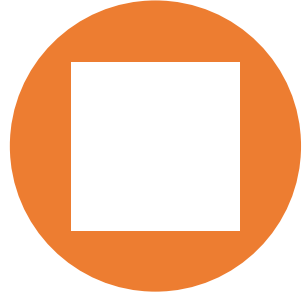
**Japan International
Cooperation Agency**



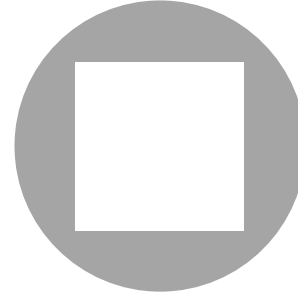
Somali Instructors Training

**YOUTH EMPLOYMENT PROJECT FOR SOMALI(YEPS) ToT TRAINING 2023
QUALITY ASSURANCE TRAINING**

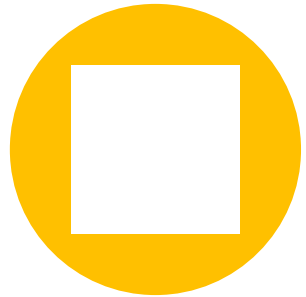
Next Step



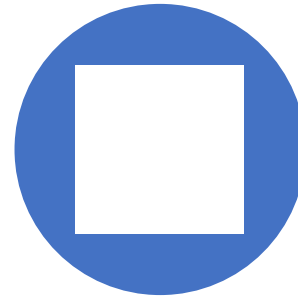
Approve a skills needs assessment



Constitution of KATTI regional cohorts



Scale the training



KSTVET is ready to support the TVET ecosystem



Thank You

- Discussion
- Questions