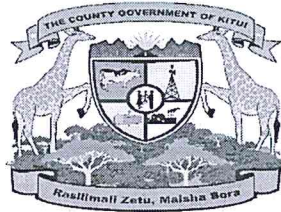


COUNTY GOVERNMENT OF KITUI



THE COUNTY ASSEMBLY

SECOND ASSEMBLY – (FIFTH SESSION)

COMMITTEE ON BASIC EDUCATION, TRAINING AND SKILLS DEVELOPMENT.

REPORT

ON STUDY VISIT TO VOCATIONAL TRAINING CENTRES IN ADDIS ABABA,
ETHIOPIA.



CLERK'S CHAMBERS,
COUNTY ASSEMBLY OF KITUI,
P.O. BOX 694-90200
KITUI.

OCTOBER, 2021

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1.0 PREFACE

Mr. Speaker Sir,

On behalf of the Members of the Committee on Basic Education, Training and Skills Development and pursuant to the provisions of Standing Order 179 (6) and 190 (5) (g), It is my privilege to present to the House, a report by a delegation of Members of the Committee on Basic Education, Training and Skills Development on Study Visit to Vocational Training Centers In Addis Ababa, Ethiopia.

1.1 Committee Mandate

Mr. Speaker Sir,

The mandate of the Committee is as spelt out in Standing Order No. 190(5), which entails the committee to: -

- i. Investigate, inquire into and report on all matters relating to the mandate, management, activities, administration, operation and estimates of the assigned department;
- ii. Study programs and policy objectives of departments and the effectiveness of the implementation;
- iii. Study and review all County legislation referred to it;
- iv. Study, assess and analyze the relative success of departments as measured by the results obtained as compared with their stated objectives;
- v. Investigate and inquire into all matters relating to the assigned departments as they may deem necessary, and as may be referred to them by the County Assembly;
- vi. To vet and report on all appointments where the constitution or any law requires the County Assembly to approve, except those under Standing Order 185(Committee on Appointments); and

- vii. Make reports and recommendations to the County Assembly as often as possible, including recommendation of proposed legislation.

Further the Second Schedule of the County Assembly Standing Orders requires the Committee to: **Developing County Policies and Skills Development legislations on ECDE, Training and Skills Development, registration of County ECDE Centre's, Village polytechnics and Home crafts and all matters related to pre-primary education, village polytechnics, home craft Centre's and promotion of advocacy and awareness creation on policies, programs and opportunities pertaining to ECDE and Post-primary and Secondary schooling and skills development.**

1.2 Delegation composition

Mr. Speaker Sir,

A delegation of the Members of the Committee took part in the study visit between the 13th December, 2020 to 22nd December, 2020. The delegation comprised of the following Members who had a successful visit to learn, explore and benchmark on the sector responsibilities: -

- | | |
|------------------------------------|---------------------------------|
| 1. Hon. Philip Musyoka Nguli | -Chairperson of the delegation. |
| 2. Hon. Ruth Kyene | - Member |
| 3. Hon. Andrew Ndisya Lusa | -Member |
| 4. Hon. Esther Kalunde Ndile | -Member |
| 5. Hon. John Mutuku Mbaki Kisangau | -Member |

1.3 Acknowledgement

Mr. Speaker Sir,

The Committee is grateful to the Offices of the Speaker and the Clerk of the Assembly for the support extended to it in facilitating the visit to Addis Ababa, Ethiopia. I also wish to express my appreciation to the Honorable Members of the Committee who travelled to the Addis Ababa, Ethiopia to undertake this assignment and preparations of this report.

Mr. Speaker Sir,

On behalf of the delegation, I now have the honor to present the Report to the House for adoption by the Assembly.

Thank You,

Date: 15/10/2021

Signed: 

**HON. PHILIP MUSYOKA NGULI - M.C.A.
CHAIRPERSON OF THE DELEGATION - COMMITTEE ON BASIC EDUCATION,
TRAINING AND SKILLS DEVELOPMENT.**

Report compiled by Joseph Kimote – Clerk Assistant.

2.0 BACKGROUND INFORMATION.

Mr. Speaker Sir,

The foundation of every County is the education of its young people. The way the youth of any County is brought up and educated in the family, in the school and in society determines the future prosperity of that County. Kitui's development plans have, over the years, consistently stated one major educational objective: producing a properly and effectively trained, disciplined and patriotic youth that can in turn make a positive contribution to the development of the County.

In order to achieve the above, Vocation Training Centre's must determine ways of increasing enrolments in their programmes. Exploring alternative methods of making their programmes attractive will allow the Centre's to reach out to many young people and adults by preparing them for the real possibilities of frequent career changes, including alternating periods of employment and unemployment.

In Kitui County, Training Education fall under the docket of County Ministry of Basic Education, ICT and Youth Development. The transition Authority (TA) transferred the functions to County Government Vide Gazette Notice No 116 of February, 2013 and Gazette Supplementary Notice No.116 of 9th August 2013.

However, the implementation of these functions has continued to experience myriad of challenges including poor status of infrastructure in Youth Vocational, Training, insufficient instructors, delayed release and misappropriation of funds allocated to the institutions among others.

Mr. Speaker Sir,

The devolved systems in Kenya are designed and programmed specifically to address the key development factors particularly in education, training and technological advancements. The committee believes that for maximum service provision to the

people/citizens, there is need to continuously engage, interact, exchange and co-opt best skills and practices locally, nationally and internationally.

It is in this context that the Committee arranged a study visit to the Addis Ababa, Ethiopia as from 12th to 23rd December, 2020, in order to learn on best practices and standards on oversight of the Vocational Education system in Kitui County.

OBJECTIVE OF THE STUDY VISIT.

2.1 Objective of the Study Visit.

The key objective of the exchange program was to enable Members of the Committee to learn among others;

- i. The best practices in planning and implementation of Technical and Vocational Education, Training programmes (TVET) and ICT programmes.
- ii. Impact of integrating ICT in teaching and training in Technical and Vocational Training Institutions.
- iii. Bench mark and learn from practical knowledge on how to oversight youth empowerment projects in the county.
- iv. Best policy practices in TVET system in the country, the current quality assurance and standard governance for the TVET qualification, its development based on desk research.
- v. The challenges facing the implementation of TVET programmes in the countries.
- vi. The financing system and options in TVET programs locally & internationally emerging trends in socio-economic transformation of youth.

2.2 justification of the seminar

The exchange programme will enable the Members to build;

- i. Capacity to identify, expand and diversify the best practices in planning and

implementation of Technical & Vocational Education (TVET) and ICT programmes;

- ii. Capacity to identify the impact of integrating ICT in teaching and training in technical and Vocational Training Institutions;
- iii. Capacity to master techniques of Bench marking and learn from practical knowledge on how to oversight youth empowerment projects from the two countries;
- iv. Capacity to identify and implement best policy practices in TVET system, the current quality assurance and standard of governance for the TVET qualification; its development based on desk research.

3.0 BACKGROUND INFORMATION OF ETHIOPIAN TVET CURRICULUM.

Mr. Speaker Sir,

Ethiopia is credited for being the origin of humankind. In addition, it is the oldest independent country in Africa and one of the oldest in the world. Located in the horn of Africa, it covers a land area of more than one million square kilometers.

In the current Federal Republic of Ethiopia, Technical and Vocational Education and Training (TVET) is regarded as a key national investment that focuses on the development of its citizens based on the principle of nation building. It is widely believed that the proper training of the youth with different levels of scientific and technical skills will contribute a lot in realizing the development goals of the country. To this end, currently, the government has designed and nationwide implemented the middle level TVET programs.

Ethiopian TVET curriculum development process follows similar procedures with different competency based TVET curriculum development processes in some countries. Ethiopia mainly adopted its current TVET curriculum experiences from countries such as Australia and Philippines. Depending on the trends of these countries, the new Ethiopian TVET strategy has decentralized the preparation of curricular materials to the institutions that deliver training.

In Ethiopia the Technical and Vocational Education and Training (TVET) sector is one of the major parts of the education and training systems that play crucial roles. Firstly, it equips citizens with gainful skills for life. Secondly, it directly paves way for employment and self-reliance among people. Thirdly, it gives citizens with opportunities to take part in the production activity and contribute to national development.

Ethiopian Government has partnered with Chinese government to provides technical and other forms of assistance for the TVET program in Ethiopia. China has

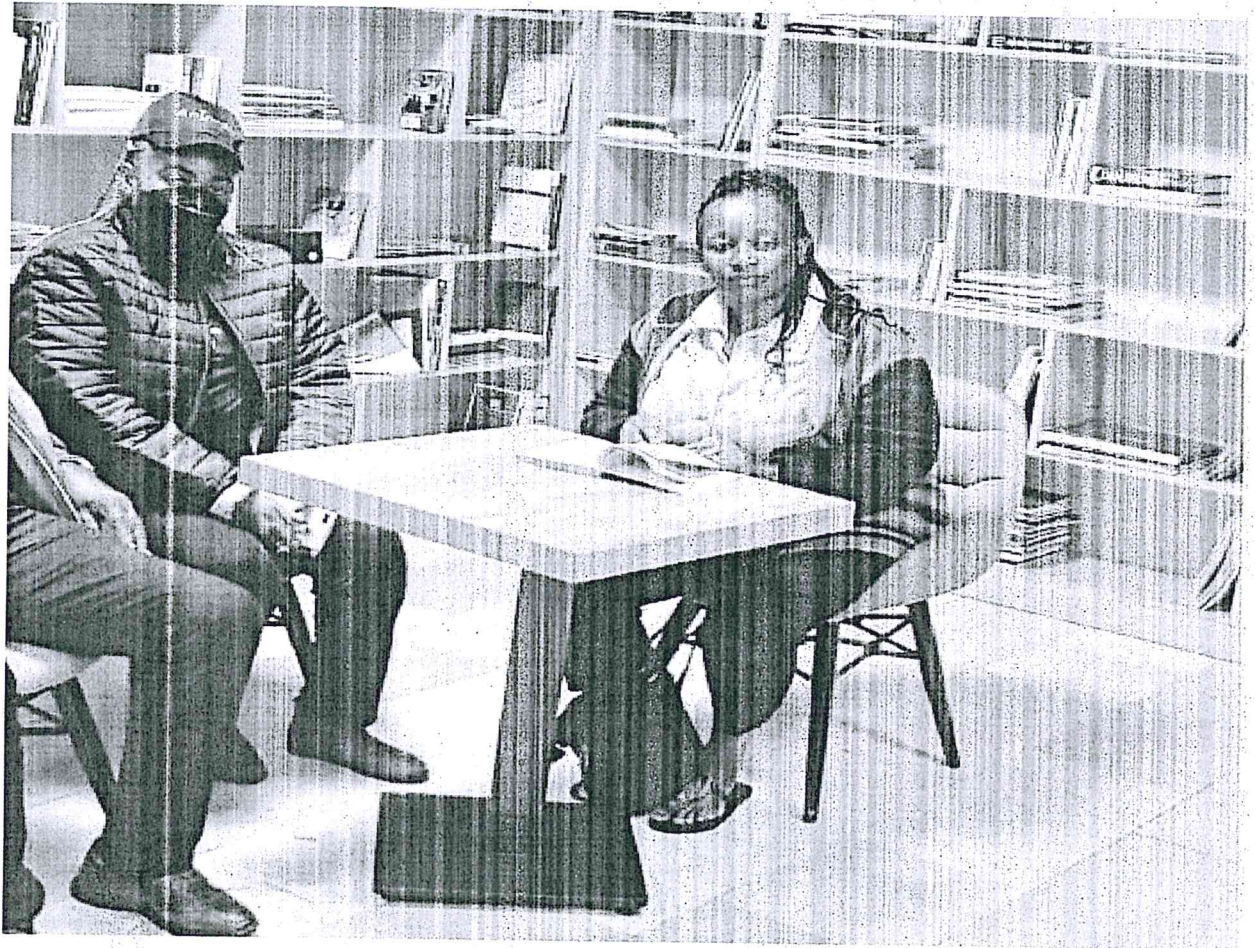
provided Chinese trainers that are assigned in various training institutions in Ethiopia and it provides short-term training for Ethiopian TVET managers working at all levels. Above all, the Chinese government has built and furnished the center of TVET excellence in Addis Ababa.

3.1 Key Areas visited by the committee among others.

i. Federal technical and vocational education and training institute (FIVETI)

It was established in 2011 by the council of minister's proclamation to produce highly professional and technically efficient TVET teachers and Leaders. The driving force for establishing FIVETI, among other things, was that there was no institution to train competent and sufficient technical and vocational teachers and leaders based on the outcome-based system and occupational standards.

The institution was established with the principal objective to train largely in the technical fields. The training in these fields would essentially be supported by programs in the sciences. The Centre quickly established itself as a Centre of excellence in the training and has carried with great admiration as testified by the recognition and respect that her graduates have continued to enjoy in the employment market.



ii. **Wingate Technical and Vocational College**

Being one of the prestigious vocational and training school in Addis Ababa. They admit students from Secondary schools. The college provides technical knowledge and suitable technology to the students thus giving product-oriented training with the collaboration of the industries and key stakeholder. The students are equipped with necessary theoretical and practical knowledge. The facility has a lot of departments including and not limited to, Mechanics, surveying, wood works and plumbing.

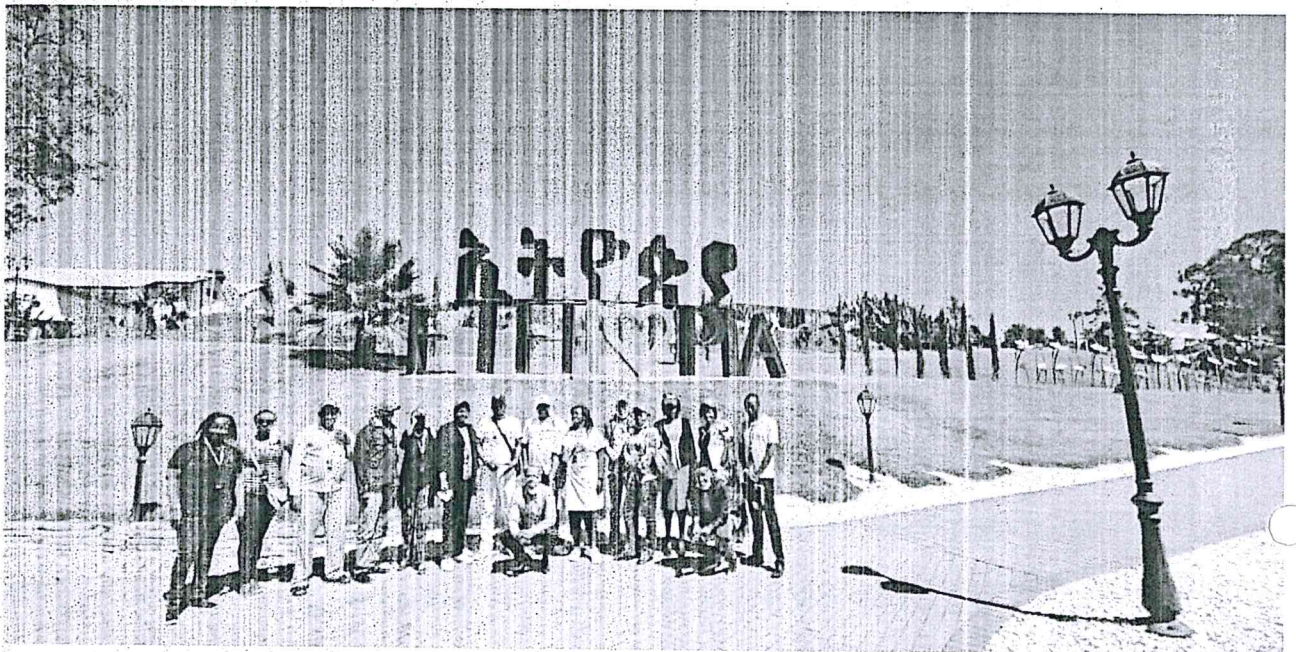
The institution has;

1. A strong curriculum validated by industry, ensuring a high degree of credibility and recognition.

2. Expert instructional staff with technology and training methods. Students receive top-notch training and are able to implement their skills immediately.
3. The institution has practical training resource, technology and facilities capable of meeting industry standards. The necessary technology and facilities help training program advance their economy and community.
4. Organizational structure and strategies designed to fully support the TVET training process.

Other areas visited;

i. Entoto Park



Entoto Park is fully equipped with various indoor and outdoor facilities including sport centers, library, Entertainment, Restaurants and coffee shops, Artificial Lake and Fountains Walk ways, Bike, scooter and cart roots. Most of These facilities were constructed using local material so they blend in beautifully with the natural environment of the park. Entoto Natural Park will be significant in terms of facilitating service economies and changing the look and feel of the city of Addis Ababa. The Park, located on Mount Entoto, takes up 50 hectares in the forests

around Addis Ababa. The Park sits at an altitude of 2600 to 3200 metres, and has 10km of roadway for cycling, and 13km for hiking.

The Park which is at the north edge of Addis Ababa takes up 50 hectares of Mount Entoto, and in the forests around Addis Ababa. The mountain serves as the “lung of Addis Ababa” as it is believed that the dense forest regulates the climate condition of the city. Historically, Entoto Mountain was where the palace and the royal court to Emperor Menelik was based in the 1800s. Later, the Ethiopian Prime Minister started Entoto Natural Park of Addis Ababa as a tourist attraction. It is at the north edge of Addis Ababa at an altitude of 2600m to 3200 meters.

As Fascinating and captivating as Entoto Natural Park is, it lacked the necessary infrastructures and stayed underdeveloped for long. To establish these necessary infrastructures and to make it a world-class visitor experience Prime Minister Abiy Ahmed initiated The Entoto Project alongside The Sheger River side projects. Built with great imagination and ingenuity, the planning and construction of the park was undergone by only Ethiopians in terms of Knowledge and finance.

Now Entoto Park is fully equipped with various indoor and outdoor facilities including sport centers, library, Entertainment, Restaurants and coffee shops, Artificial Lake and Fountains Walk ways, Bike, scooter and cart roots. Most of These facilities were constructed using local material so they blend in beautifully with the natural environment of the park. Entoto Natural Park will be significant in terms of facilitating service economies and changing the look and feel of the city of Addis Ababa.

Mr. Speaker Sir, The Park has created a number of job opportunities, both during construction and post-launch. Hundreds of women who used to make the arduous trek up and down Entoto Mountain to sell firewood have found

employment at the park, and a further job opportunity have opened up for people living close to Entoto.

The committee noted that the park has created job opportunities to many youth since all construction and design work is done by graduates from vocational centers.

4.0 COMMITTEE GENERAL OBSERVATIONS.

1. The delegation noted the Technical and Vocational Education and Training (TVET) in Ethiopia seeks to create competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty. It is stipulated that TVET trainers should receive special training and certification before they can work in the system. Continuous professional development opportunities are also indicated in Ethiopia's TVET strategy as a means of enhancing the competencies of TVET trainers.
2. The committee noted that Vocational education in Ethiopia aims at giving training in a participated way of the both the public and Industries and expanding institutions that can use and facilitate the transformation of technological values for the both the Community and industrial sector. The Committee further noted that Ethiopia had partnered with china to train their youth by provision of Practical training resources, technology and facilities capable of meeting industry standards. Ethiopia have the necessary technology and facilities to help the training program advance the economy and community. For Instance, all Techno products used in Africa are Assembled in Addis Ababa.
3. The committee observed that the Ethiopia Vocational Training Centers Organizational structures and strategies are designed to fully support the TVET training process. This ensure programs offered will result in successfully trained workers that are ready for work.
4. The committee noted that the responsibility of marketing and managing most aspects of the tourism industry rests with the Ethiopia Tourism Board. The Country gain a lot from the Tourism sector as well as it has created Job opportunities to hundreds of Ethiopian citizens.

5.0 COMMITTEE RECOMMENDATIONS

i. Awareness Creation about TVET

In Kitui County, as in many other counties in Kenya, TVET suffers from a relatively poor public image. TVET is usually associated with low status job, low salary and lack of personal development opportunities, partly due to the low quality of previous TVET programmes that did not allow TVET graduates to successfully compete in the labour market. TVET is generally perceived as a place of last resort for those students who failed to get into higher education.

This misconception needs to be rectified. Therefore, TVET authorities in Kitui County together with their stakeholders, in particular business organizations, should invest in public awareness campaigns to make the involved stakeholders and the general public aware that the TVET system is now on its way to facilitate high quality TVET programmes and occupational qualifications based on the needs of the labour market; open to all target groups in both the urban and rural areas; and with clear opportunities for personal career advancement.

ii. Building Research Capacities

TVET development is currently hampered by serious lack of relevant data and information about issues such as costs of managing TVET, labour market developments, availability and impact of existing TVET delivery schemes especially outside of the public TVET delivery system, perceptions of stakeholders, etc. Such information, however, is necessary to inform planning, monitoring and innovation in the TVET system. At the moment, TVET related research is provided mostly by national experts due to the fact that relevant capacities within Kitui County are rather underdeveloped. In order to become

self-reliant in the long run, high quality domestic TVET research capacities need to be built in Kitui County.

Research capacities should be built at the TVET authorities at sub county headquarters levels to identify research needs, to manage research activities and to utilize research outputs and feed them back into TVET planning processes.

iii. Labour Market Monitoring and -Forecasting

The analysis of labour market information is a pre-requisite for re-orienting TVET to focus on labour market demand. Labour market information comprises information on the supply side of the labour market – i.e. demographic developments, number of school leavers at different levels, number of unemployed by region and qualification profile, etc. – and information from which the present and future demand for skills and occupational qualifications in the labour market can be derived – i.e. skill gaps, employment trends by sectors and occupations, emerging markets, new investments, economic opportunities in rural areas, etc.

Analyzing the labour market for TVET purposes must be a continuous process in order to trace changes in the market and subsequently changes in the skills and qualification requirements at a stage early enough to allow the TVET system to react to it, i.e. to change training plans and curricula, to review occupational standards and to develop new standards, and to build appropriate teaching capacities.

iv. Creating Conducive Work Environment for TVET Staff

For a long time, it has been difficult to attract high caliber and motivated professionals to work in the TVET sector, inter alia because the sector had a low reputation and work conditions were unattractive. Therefore, the Ministry

should set a precondition for the successful implementation of the TVET reform to create a conducive, motivating and attractive work environment for TVET professionals should be put in place.

v. Infrastructure Improvement.

The committee recommends immediate completion and operationalization of all stalled projects and institutions. Further the County Government should make budgetary allocations towards investment and expansion of physical infrastructure and secure all the Vocational training Centre through proper documentation of land ownership, registration, survey and fencing.

vi. Recruitment and training of Instructors.

Committee recommends that the County Government should recruit more instructors, ECDEs teachers and other personnel and equip them with relevant knowledge and skills that matches the current job market demand. There should be continuous in-service training to the instructors and ECDEs teachers as well as establishment of a comprehensive scheme of service.

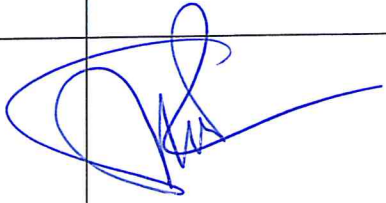




6.0 CONCLUSION

The youth training should be one of the important sectors given the huge number of young people out of school in this County who needs to be observed in this sector, unfortunately it has not been given the visibility support and resources that we deserve. This needs to change and we plead with the Assembly to take lead in ensuring hence forth our youth training sector get more visibility resource support. This includes the Assembly taking leads in developing: -enabling policies and legislation for the sector.

To the executive the ministry has not been sufficiently pro-active in generation of policy for the sector, implementing programs, and providing quality and assurance policies.

The failure of management experienced in Youth Polytechnics squarely lies on the Ministry of Basic Education Training and Skills Development. As we campaign for increased support resource for the sector, the ministry should also demonstrate it can provide the necessary leadership, innovativeness and competence to take this sector to the next level.

We, Honorable Members of the Delegation, do hereby append our signatures to affirm our approval and confirm accuracy, validity and authenticity of this report.

S/N	NAME	DESIGNATION	SIGN
1.	Hon. Philip Musyoka Nguli	Chairperson of the delegation.	
2.	Hon. Ruth Kyene	Member	
3.	Hon. John Mutuku Mbaki Kisangau	Member	
4.	Hon. Andrew Ndisya Lusa	Member	
5.	Hon. Esther Kalunde Ndile	Member	

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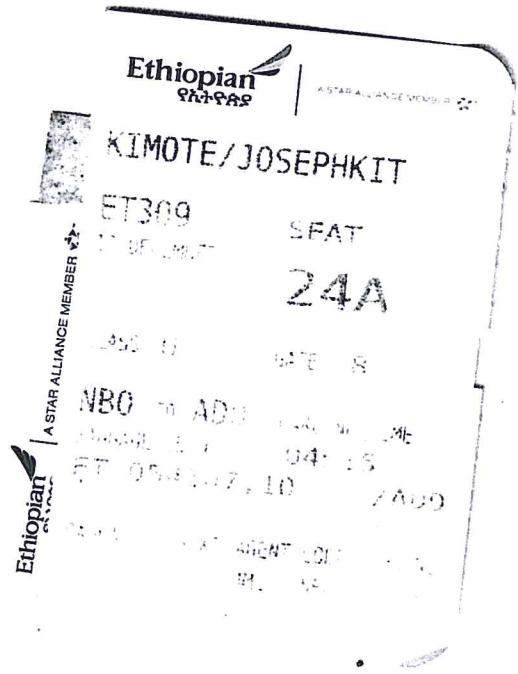
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