

# ATUPAN NEWS

A Magazine from the Office of the Secretary General • April-June 2022



## Technical University of Mombasa Celebrates the Phenomenal Woman!

In solidarity with the coastal girl child, Technical University of Mombasa organized a magnificent ceremony to mark the International Women's Day, which was filled with pomp, glamour and style of the coastal culture. The momentous occasion was themed: *#BreakTheBias*. During the celebrations, it was noted that:

**Whether deliberate or spontaneous, bias makes it difficult for women to prosper. Knowing that bias exists is not enough. Action is needed to level the playing field.**

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ALSO  
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## Vision

To be an influential voice in Africa for the promotion of skills development for wealth creation.

## Mission

To provide a dynamic forum for:

- gathering, testing and sharing of innovative ideas in technical and vocational education and training through conferences, workshops and publications;
- promotion of partnerships and capacity building initiatives; and
- policy analysis and advocacy in favour of skills development for wealth creation.

## Aims and objectives of ATUPA

The aims and objectives of the The Association of Technical Universities and Polytechnics in Africa are:

- To stimulate exchanges of experience and ideas by providing a forum for discussion of matters of common interest and arranging meetings, conferences and seminars.
- To study and help improve the content and methods of teaching in polytechnics and comparable institutions and in particular the associated curricula and also to help improve the organization and management of such institutions.
- To disseminate information and publications about matters of interest to member institutions, about the member institutions themselves and about education in particular subject areas.
- To facilitate the movement of students and trainees between member institutions and between countries, especially for courses not available in their own countries, as well as help to administer a programme of fellowships and exchange of students and staff.
- To study, in co-operation with governments and industry, the problems and needs associated with national development and with the transfer and development of technology.
- To facilitate collaboration in any other ways agreed by member institutions to advance their common educational interests.

## Acknowledgement

ATUPA wishes to hail and most sincerely thank the following institutions that have continued to have an enduring partnership with us: The African Union Commission (AUC-HRST); World Federation of Colleges and Polytechnics (WFCP); the Commonwealth Consortium for Education (CCfE); The Commonwealth of Learning (COL) and the Colleges and Institutes of Canada (CiCAN). We also wish to thank StartUpAfrica, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ); Education Industry Exchange, South Africa; Chinese Education Association for International Exchange (CEAIE); Coalition on Media and Education for Development in Africa Forum (CAFOR), and Institute of Innovation and Applied Research for Vocational Training in Basque Country in Spain (TKNIKA).

# ATUPANEWS

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## EDITORIAL

Dear esteemed readers,

We present yet another exciting edition of the *ATUPANEWS*. We are pleased to celebrate with you a number of milestones, even as we emerge from the aftermath of the global pandemic. We must admit that the TVET community, especially in Africa, was amongst the hardest-hit, given that most of our programmes and activities are practical, and as such, would need in-person correspondence. That notwithstanding, a number of interventions have been developed and implemented by staff, students and industry stakeholders. Furthermore, on another positive note, as normalcy returns, ATUPA steps up to the plate by resuming in-person conferences, notably the East Africa Regional Conference in Arusha, Tanzania, in April 2022, and the annual ATUPA International Conference in Victoria Falls, Zimbabwe, in August 2022.

The International Women's Day was celebrated on 8th March, with the Technical University of Mombasa, Kenya, being in the front line. During the commemoration, the faculty drew an elaborate plan to champion the interests of girls and women, especially in technical education. The Secretary General of ATUPA graced the occasion as the Chief Guest. It was pomp and glamour, thanks to the choreography of the Coastal girl-child! The spirit was echoed by WITED and other member-institutions and stakeholders in TVET.

This edition also delves into the growing potential of big tech across Africa. Already, Google Incorporated, is harnessing the potential by partnering with African governments and TVET institutions to nurture application development skills amongst the young African population. This has culminated into a developer hub being set up at the Kenya Technical Trainers' College.

The Community of Practice (CoP) has been inaugurated, mainly to increase girls' and women's participation in STEM. Several partners have been part of this programme, which brings together participants from ATUPA member-institutions.

Read on to find out more!

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#### Editorial Team

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# History As Smart Rector Inaugurates JPI Scholarship Scheme



*Sampling some of the smart innovations showcased at the inauguration of the JPI Scholarship Scheme*

**S**mart Rector of Federal Polytechnic Nekede, Engr. Dr. M.C. Arimanwa FNSE, on Friday, 18th March 2022, inaugurated the JPI Scholarship Fund, a product of the numerous strategic collaborations he has initiated.

The event, held at the 1000-capacity auditorium promises to be a watershed in the targeted collaborative and developmental efforts of the Rector aimed at taking the institution to greater heights.

It also underpins the great

commitment the Rector has towards the welfare and academic performance of students of the Federal Polytechnic, who are the main beneficiaries of the noble gesture.

The President of the JPI Group, Jamie Pajoel, in a chat with *FEDPONEK Gazette*, hinted that the partnership with the Polytechnic in establishing a rolling scholarship scheme, is a way of complementing the gigantic efforts of the Rector in infrastructure and technological development of the College.

He also posited that the scholarship fund would begin from his former Department, the Department of Business Administration and Management, promising to spread it to other departments in due course.

According to a circular released to that effect, the scholarship will cover the annual tuition and the cost of academic materials of a beneficiary. The circular also reveals that the best students in ND I, ND II, HND I and HND II of the Department of Business Administration and Management would benefit from it every year.

*FEDPONEK Gazette* observes that this is the first time an alumnus of the polytechnic is giving back to his alma mater in this magnitude.

The medium projects that the JPI initiative can inspire other alumni of the institution to give back by setting up scholarship funds.

## We Need an Even Representation of Women across Board — Rector

As women all over the world celebrate this year's International Women's Day, Rector of the Federal Polytechnic Nekede, Engr Dr Michael Arimanwa FNSE, has called for an even representation of the womenfolk across board as "This is the only way we will get real societal change that incorporates women in decision-making".

The Rector made this call in a letter he wrote to the polytechnic community in commemoration of the 2022 International Women's Day. With the theme of the celebration "Gender equality today for a sustainable tomorrow", the Rector called for

increased participation of women in leadership exploits, praising them for being at the centre of sustainable initiatives in the world.

While regretting the stereotyping of women as vulnerable to climatic and social changes, the Rector, however, posited that women make "effective and powerful leaders." He, therefore, called for a gender equality that would guarantee a sustainable future for the womenfolk. At the level of the polytechnic, the Rector Arimanwa lauded the commitment and dedication of the female members of staff, while congratulating them on behalf of the management of the institution.

It will be recalled that only last

year, the Rector had supported the women of the polytechnic under the aegis of the Federal Polytechnic Nekede Owerri Women's Association (FEPNOWA) to celebrate a grand Women's week, the first of its kind in the institution. He also honoured them by declaring the week a lecture-free one.

It is noteworthy that the Rector has not relented in appointing women to positions of authority in the polytechnic, a clear testament that he is a gender-sensitive leader.

## Federal Polytechnic Nekede Produces Cocoyam Bread

The Federal Polytechnic Nekede has effectively keyed into the backward integration plan of the Federal Government of Nigeria with the production of cocoyam bread. The cheery news was disclosed to the smart Rector of the institution, Engr. Dr M.C. Arimanwa FNSE, at the viva of the final year students of Hospitality Management Technology, held recently at the Departmental Block.

The Head — Department of Hospitality Management Technology, Mr Ifeanyi Uzomba, who made this disclosure also informed the Rector that students who did the project equally undertook the processing of the flour from cocoyam, stating that the Polytechnic was the first in the history of pastry-making in Nigeria to produce cocoyam bread. In the same spirit, the HOD revealed that the

students also made bread from cassava flour, thereby giving priority to local ingredients, which would at the same time improve local agricultural value chain.

Apparently impressed with the development, the Rector congratulated the Department for breaking new grounds in pastry-making, urging them to go a notch higher and improve the packaging of the bread. The Rector also challenged the Department to be creative in keying into the revenue drive of the institution by contributing its quota through the sale of assorted food and pastry.

Meanwhile, the External Examiner of the Department, Mr. Stephen Onyabor, has praised the Rector for building sustainable educational infrastructure that is aimed at improving the academic performance of the students. The examiner,

who stated this at the occasion, also expressed his satisfaction with the sterling performance of the students at the practical defence. He equally applauded the Rector for implementing the recommendations he made the previous year when he came for external extermination, maintaining that the Polytechnic was indeed a trail-blazer.

It will be recalled that the Federal Polytechnic Nekede, under the inspiring leadership of Engr. M.C Arimanwa has recorded significant successes in the areas of invention and innovation. **Just recently, the polytechnic invented a super furnace that can melt steel in fifteen minutes, an unprecedented speed that has yet to be matched by any other furnace.** The last may not have been heard of many other inventions on the pipeline.



# Google Enters Deal to Train Software Developers through TVET Institutions

By [Carolyn Tanui](#)

The Ministry of Education in Kenya has partnered with Google Inc. to develop an Android Developer Skills masterplan for use in Technical, Vocational, and Educational Institutions (TVETs). The six-month programme will see 300 TVET tutors trained with the aim to bring intermediate-level skills in the development of Android applications to 10,000 students in 50 institutions.

Speaking at the TVET Developer Training launch ceremony at the Kenya Technical Trainers College (KTTC), Prof. George Magoha, Cabinet Secretary, Ministry of Education, said the master plan has the potential to accelerate growth, create new jobs and drive even greater innovation.

“Collaborations between governments and tech companies can drive digital transformation by growing the tech talent pipeline. Kenya is increasingly becoming a place where innovation begins as developer-communities across Kenya grow the developer eco-

system and drive creativity and entrepreneurship,” he said.

Charles Murito, Google’s Director of Government Affairs and Public Policy for Sub-Saharan Africa, expressed confidence that the collaboration would elevate Kenya’s position as a leading tech start-up and innovation destination in Africa.

“It underlines our work in supporting Kenya’s developer and startup ecosystem over the past decade, in which we have trained 15,000 developers, helped hundreds of thousands to affordably access the Internet, trained them in other digital skills and invested in Kenyan startups,” said Mr. Murito.

There are 60,000 professional developers in Kenya, representing 9 per cent of the total Africa’s developer-population. KTTC will serve as the Software Developer hub, with each participating TVET institution creating student developer clubs.

**Collaborations between governments and tech companies can drive digital transformation by growing the tech talent pipeline. Kenya is becoming a place where innovation begins as developer-communities grow the developer ecosystem and drive creativity and entrepreneurship.**



## SITVES Programme at Kenya Coast National Polytechnic



**Rose A Nyawanda**

**W**omen in Technical Education and Development (WITED) Kenya Coast National Polytechnic Chapter is currently undertaking a research project. The research started in November 2020 and is gearing towards completion.

The Colleges and Institute, Canada

(CICAN-Colleges) and Institute Canada entered into an agreement with (International Development Research Centre (IDRC), in a project known as “Supporting Innovation in the Technical and Vocational Education Sector (SITVES)” Grant programme, whose agenda description was to support gender transformative change in TVET. The Colleges and

Institute, Canada-Kenya Education For Employment (CICAN-KEFEP) gender analysis (2019) for Kenyan TVET, better understands the dynamics of gender equality, including current barriers, constraints and opportunities. To achieve greater gender equality within the TVET sector in Kenya, the research identified gaps and opportunities for further research, which was to be completed by Linking Industry with Academia (LIWA)

The overall objective of the SITVES Project is to empower girls and boys through innovative ways of enhancing participation in non-traditional careers for sustainable livelihood and economic development. Verifiable results will include increase in enrollment, and retention and completion rates of women in non-traditional TVET programmes, as well as evidence of an increase of males into non-traditional predominantly female-oriented programmes. The activities WITED Kenya Coast National Polytechnic Chapter has undertaken in relation to the SITVES project include motivational talks in secondary schools, rigorous and innovative awareness campaign and marketing, which will increase gender equality, increase enrollment retention and completion in non-traditional programmes.



# A Toast to the Phenomenal Women!

One of the 14 invited TVET Institutions, performing a traditional dance adorned in beautiful Visutu

**#BREAK THE BIAS...**  
*Technical Education for the Coastal Girl -Child*

**Could you imagine a gender equal world, a world free of bias, stereotypes and discriminations? A world that is diverse, equitable, inclusive and where difference is valued and celebrated?**

TUM adopted the theme #BreakTheBias, and its symbolism to serve their local purpose and meaning, with special emphasis on “Technical Education for The Coastal Girl-child.” The ladies were adorned in Mijikenda regalia, also known as ‘Kisutu’ to signify justice, dignity, hope and purity, which are a controversial far cry along the Coastal Strip.

Due to the native cultural beliefs and religious customs, female inhabitants of the Coast and other marginalised areas have for a long time fallen victim to gender inequality, where even the voice of civic education and protests from the women’s rights movements against such vices have nearly proved futile. Most of the womenfolk and the girl-child in the coastal region of Kenya have not gone to school because they have been made to believe that education is forbidden by culture and religion. There is a number of communities that, to date, would not allow their women and girls to partake of academic programmes deemed to be for men only. Technical courses in

the field of engineering, planning and architecture have been the preserve of men.

The International Women’s Day is a global day celebrated annually on 8<sup>th</sup> March, to acknowledge and honour women’s cultural, political and socio-economic contributions and achievements. It is also a platform for women to voice their rights and condemn any form of inequality and abuse meted on them.

Aside from TUM staff, students and alumni, the event was graced by women from WITED, TVET, Bamburi Cement, Sanlam Kenya, Kericho Gold Tea, Ashton Apparel EPZ Ltd, Kenya Association of Women in Tourism and National Bank of Kenya. These organisations collaborate and partner with TUM in a variety of events and causes. On this day, together, they engaged in fruitful discussions, to not only empower the girl-child, but also elevate the boy-child to a responsible man in the society.

With presentations from 14 Coast TVET institutions, Women in

Technical Education and Development (WITED) had a double celebration, witnessing a major milestone in the history of the coastal girl-child technical education blossom. Under the mentorship of TUM, and by extension, the Association of Technical Universities and Polytechnics in Africa (ATUPA), a majority of girls now flock into those institutions with ease to undertake courses of their choice. Notably, some of the girls were rescued from early marriages, FGM, broken homes, child labour, beach-hotel prostitution, teen pregnancies, rape, drug-trafficking and other school dropout vices.

Ms. Rose Kebati from Bamburi Cement Company, who is the chairperson of the TUM TVET Board, graced the event in style, with all her colleagues geared to impress, and be testament to the fact that a majority of them have ventured into male dominated careers.

Consenting to the day's theme, the ladies from Bamburi Cement, dressed for the occasion in their personal protective equipment. They took pride in what they do, and their joy was evident as fellow women cheered at their boldness of working in an environment viewed as male-dominated. They shared their experiences by articulating their achievements and changes they brought in their company in regards to affirmative action. Referred to as the day's *'Big Girls/Sisters'*, Bamburi Ladies pledged support and encouraged every lady who intend to pursue careers in the technical world and cleared doubt for those who are already in the field but a bit sceptical about the hospitality of the other gender in the said field. Shedding light on the available opportunities for girls and women, Ms. Grace Tunje, one of the champions from Bamburi had this to say "We are not any less smart than the other gender. In fact, we have been breaking records previously set by men. Majority of us here head critical departments in the company where we do a great job. Rest assured that we women are gaining ground!"

This event was not only graced by ladies but also few men who would

go to any extent to support women. One of these gentlemen was the institution's Deputy Vice Chancellor – Academic, Research & Extension; who is a Gynecologist by profession – Prof. Peter G. Gichangi. In his speech, he called upon all men to care and support women, and urged women to join the male dominated fields for there is no competition between men and women, but excellence. He further asserted that what a man can do, a woman can do better. He proclaimed how lucky TUM was, being led by a superwoman.

While presiding over the function, the ecstatic Vice Chancellor-Prof. Laila Abubakar appreciated the guests and sponsors of the event for the great effort made towards making the event successful. She remarked, "Indeed, behind every successful man, there is a woman, and behind every successful woman there is a woman." She further stated the challenges girls face like school dropout, boys being educated at the expense of girls, should be a thing of the past, as the Gender Mainstreaming Committee and other arms of the University work towards making TUM a safe haven for all girls, irrespective of their personal or family backgrounds. She advocated for mothers to motivate their daughters to venture into technical courses where girls perform even better than boys.

TUM as a center of excellence for TVET courses, has nurtured the coastal technical institutions in offering TVET programmes. Prof. Laila highlighted that TUM, under the Directorate of TVET, in partnership with GIZ, has been able to train many girls in different competency based technical courses, where majority have been able to secure employment, while others have established their own businesses. She concluded by pledging her support for every girl-child to realise their dreams.

The elated Chief Guest, Mrs. Jahou Samba Faal, applauded TUM's enormous contributions to the successes in the region's TVET institutions, terming it as the future of Kenya as its relevance to the market guarantees future jobs. She commended Prof. Laila and the

organizers of the event, who managed to pull such a huge crowd of young and mature ladies to attend and contribute to the purpose of womanhood and its future, not forgetting the inclusion of the boy-child. This event being one of a kind, celebrated the women and girls of TUM, the achievements made professionally, and the awareness about women's equality, lobbying for accelerated gender parity, fundraising for the coastal girl-child, bringing the industry to partner, share, mentor, collaborate and be the voice of the voiceless.

Madam Faal further dared women to step up from their comfort zones and contribute immensely to developments of every sector of their workplace, community and country. In addition, she challenged women into being great mentors and role models of the society. "We have a big task in leadership to find solutions to problems that contribute to the stagnation of society." She concluded.

The speech of the Resource Mobiliser and Programme Coordinator of Association for the Physically Disabled in Kenya (APDK) Coast region, Ms. Jemimah Kutata, was one of those commanding the congregation for its interactive nature. She talked of barriers that hinder the participation of People with Disability (PWD), especially women, and unjust treatments rooted in the misconception that disability entails inability which usually leads to PWD being relegated. She expounded that PWD are people with human condition of inherent worth, strength and determination to succeed, just like any other person; therefore, should be treated equally to others. She addressed the role women with disability play in leadership, using herself as an example of women who have fought all odds to sit on the same table with men. Mrs. Kutata advised parents to bring out children with disabilities and uplift them to change narratives and perceptions of the community. She concluded with a slogan of "We are loud, loyal and passionate" to encourage women and let them know that they are capable of doing everything done by men.



The gentleman of the Day: Technical University of Mombasa DVC (ARE) and Gynecologist – Prof. Peter G. Gichangi, sandwiched by the ladies when he graced the occasion of the International Women’s Day celebrations at the Main Campus, Mombasa



Visitation of Chepngoror girls High School in Uasin Gishu County at The Eldoret National Polytechnic on 4th Feb 2022 for sensitization of Technical courses



The SG in a Panel discussion session at The Higher Education Network South Africa (THENSA) Conference at Montecasino, South Africa



The SG giving a keynote during the THENSA Conference



The Kenya Coast National Polytechnic extend a helping hand during a visitation to people with disabilities



Capacity building of The Eldoret National Polytechnic WITED Champions at The Kenya Coast National Polytechnic



A respondent is taken through reference material during the STIVES research exercise



Sensitization of Jua Kali Sector by TENP WITED Coordinator on Technical courses at The Eldoret National Polytechnic

# KNQA Promoting Globally Recognised and Competitive Qualifications



By Kelins Randiek

The Kenya National Qualifications Authority (KNQA) was set up in 2015 in accordance with the Kenya National Qualifications Framework (KNQF) Act No. 22 of 2014 (and KNQF Regulations, 2018) to help coordinate and harmonise the various levels of education; and to create a database of all qualifications in the country. KNQF is established to promote access to and equity in education, quality and relevance of qualifications, evidence-based competence, and flexibility of access to and affordability of education, training assessment and qualifications.

The decision to develop the Kenya National Qualifications Framework was made after several challenges were found to be facing the education system in Kenya. The framework was developed against a backdrop of the long-envisaged reforms in the country's education and training system to address amongst other challenges, the multiplicity and fragmentation of qualifications and qualifications awarding bodies that made it difficult for employers to understand the competencies possessed by holders of particular qualifications. The national framework thus aims at improving the quality and transparency of qualifications, to orient qualifications towards the needs of society and the labour market, and to facilitate lifelong learning by defining progression path-

ways and implementing "Recognition of Prior Learning."

KNQA aims to address the above challenges by providing a stronger basis for understanding, comparing and recognising national and foreign qualifications, and creating awareness on the value of genuine qualifications to employers, industry, parents and learners.

The KNQF comprises of levels of learning, each identified by a unique set of Level Descriptors. In order to place a qualification on any KNQF level, the learning outcomes of each unit comprising a qualification and the overall qualification learning outcomes are mapped against these Level Descriptors. At each level, the Level Descriptors are classified into three separate categories covering Knowledge, Skills and Competencies.

The Authority accredits and regulates the award of qualifications in the basic, TVET and university sectors and facilitates implementation of Competency Based Education and Training. In carrying out its work, the KNQA works closely with the Commission for University Education, Technical and Vocational Training Authority, National Industrial Training Authority, Kenya National Examinations Council, Kenya Accountants and Secretaries' National examinations Board, professional bodies and other organisations that are mandated by Law to award local and foreign qualifications. KNQA also works with institutions that are involved in development of local curricular such as TVET-

CDACC and KICD to ensure that all curricular developed meet the KNQF standards.

The Authority also works closely with industry players such as the Kenya Association of Manufacturers, Kenya National Chamber of Commerce and Industry, Federation of Kenya Employers and Central Organisation of Trade Unions to ensure that qualifications awarded in the Country meet industry and employer needs.

Another key function of KNQA is to provide for the recognition of attainment or competencies, including skills, knowledge, attitudes, and values. To address this, the Authority in collaboration with other key players is developing a comprehensive Recognition of Prior Learning (RPL) policy and implementation framework that will guide implementation of RPL in Kenya. This will allow for identification, assessment and certification of knowledge, skills and competencies acquired through non-formal and informal methods.

Development of RPL policy documents has been greatly supported by development partners such as the International Labour Organization and MasterCard Foundation - through the Young Africa Works Project whose main objective is to find solutions to the youth employment challenge. The project aims at supporting five million young Kenyans to access dignified and fulfilling work over the next five years.

# Harare Polytechnic: Repositioning for new opportunities in TVET



As countries break historical barriers and seek regional and international integration, educational institutions are fast adopting a global-citizenship approach to training and looking beyond serving the immediate market.

This means embracing a new impetus, new priorities and constant review of the curricula, so that it speaks to such technological shifts.

Realignment, re-orientation and reconfiguration permeates the discourse of change in technical and vocational education training in Zimbabwe.

The reconfiguration has taken many faces, including crafting localised heritage-based education systems that represent a departure from the colonial past with its emphasis on education that served the colonial enterprise, to a new era where education is to produce goods and services for the people.

Changes have also taken a policy shift. Through the Ministry of Higher and Tertiary Education, Science, Innovation and Technology Development (MHTESITD)'s 5.0 philosophy – based on teaching, research, community service, innovation and industrialisation – Harare Polytechnic, in addition to its emphasis on practical learning, continues to carry the nation's flag in training technologists with skills.

Part of the decolonisation process has seen technical and vocational

education institutions such as Harare Polytechnic, emerging as engines of change, and girding to ensure that challenges that impact today's communities are confronted through producing skilled artisans.

This is the new mantra in the corridors of education in Zimbabwe, including universities hitherto seen as institutions whose mandate was to produce higher level managers.

Harare polytechnic is the premier technical and vocational education institution in the country, founded in 1919 by George Challoner.

Over the years, its able leadership has deployed the *Kaizen* principle of management resulting in a culture of learning and teaching that emphasises acquisition of skills, a culture that values collaboration, and exchange programmes aimed at repositioning TVET education in light of challenges occasioned by the Covid-19 pandemic and producing adaptable labour force.

The spirit of innovation has kick-started in earnest. With assistance from China's Zhuhai Technician College, Harare Polytechnic is working on a project to build a manufacturing plant for light-emitting diode (LED) bulbs as part of its drive towards embracing solutions-based education.

The arrangement is meant to facilitate transfer of technology and skills between the two institutions in

line with the objectives of Competency-Based Training (CBT).

In addition, more efforts are being made to encourage collaboration with neighbouring countries as part of the institution's expansion drive and as testament to its influence beyond national borders.

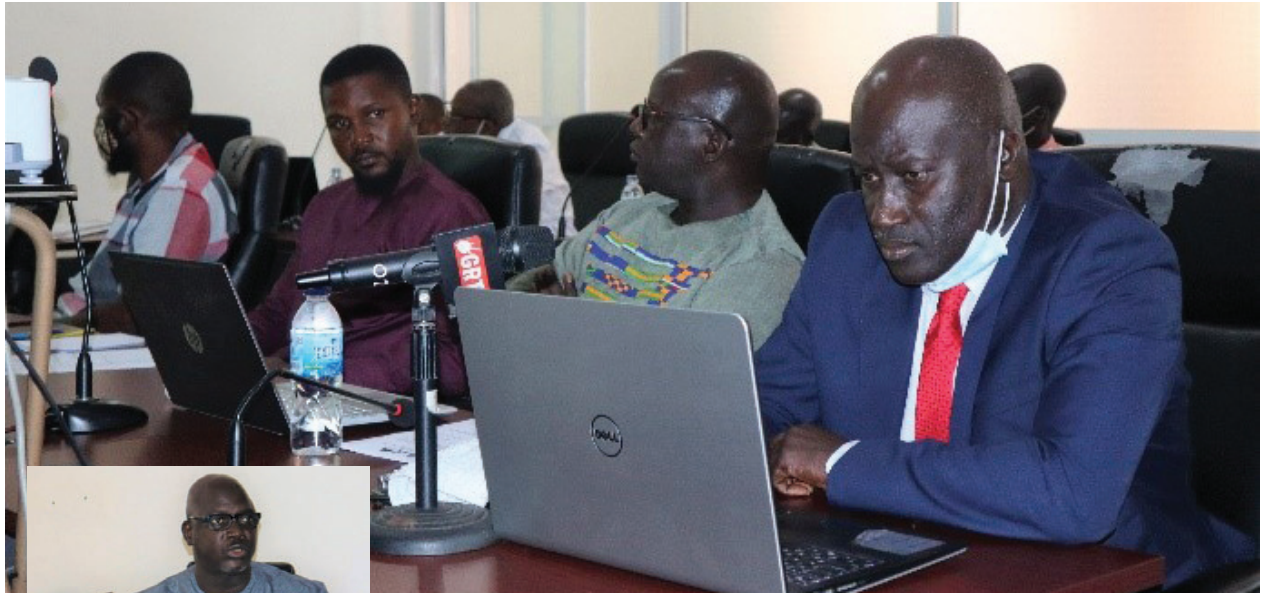
Other envisaged partnerships include the NINGBO Polytechnic – China, and Harare Polytechnic – Zimbabwe collaboration on applied talents joint teaching programme. The China-Africa TVET cooperation is an ATUPA initiative.

All these efforts, in addition to collaborations with local institutions, are meant to promote cross pollination of ideas and the strengthening of linkages in training.

The ATUPA conference destined for Zimbabwe Victoria Falls Elephant Hills in August 2022 is yet another symposium where TVET education comes under the spotlight, and an opportunity for the institutions to shape the future of technical education through the sharing of ideas and knowledge. It is an opportunity to seek ways of embracing ICT in learning.

The conference seeks to come up with localised and Africanised interventions that enhance training needs of students and community, and improve the capacity of lecturers to deliver quality hands-on training.

# Revitalized TVET Committee Discuss TVET Roadmap Activities, National TVET Policy Reform in The Gambia



The Gambia's Technical and Vocational Education and Training (TVET) Committee, held its thirteenth national meeting at the Ministry of Higher Education, Research, Science and Technology in Bijilo. The Meeting discussed 2021/2022 TVET Roadmap activities, TVET Policy reform, the role of the TVET Committee sub-groups, among others.

In his opening remarks, the Deputy Permanent Secretary Technical, of MoHERST, and Chair of the meeting, Dr. Yusupha Touray, welcomed participants and enlightened that the membership of the TVET Committee had been reconstituted to ensure a diverse range of stakeholders. He underlined the role of the Committee towards national development.

The Director of Tertiary and Higher Education, MoHERST, Mr Anthony Mendy, updated the Committee on the progress made in implementing the

2021/2022 TVET Roadmap activities.

Speaking on the national TVET Policy, Mr. Mendy reminded members that the Policy had been validated. Notwithstanding, the document is being finalized by the United Nations Educational Scientific and Cultural Organization (UNESCO) and will be shared upon completion.

Meanwhile, the MoHERST Head of TVET Unit, Ms. Fatou Janneh gave a presentation expatiating on the different roles of sub-groups of the Committee. She explained that the Committee has been divided into three sub-groups. These sub-groups will be working on the nine (9) Pillars of the national TVET Policy, which include;

Pillar 1: Reviewing the institutional and governance framework for better delivery of TVET;

Pillar 2: Expanding access to quality and relevant TVET for all;

Pillar 3: Improving the capacities of the TVET system to develop competitive, recognized and market driven programmes to cater for current and future skills need;

Pillar 4: Improving the quality and the relevance of apprenticeship and on-the-job training for a skilled manpower

throughout the economic sectors;

Pillar 5: Harnessing the benefits of the digital era for building a quality and competitive workforce;

Pillar 6: Establishing a national TVET funding mechanism that is robust, sustainable and ensures affordability and accountability;

Pillar 7: Strengthening and integrating the data of the existing education and training management information systems (EMIS) to enhance decision making in TVET;

Pillar 8: Ensuring effective and efficient integration of TVET graduates into the job market and finally,

Pillar 9: Improving the image of TVET.

In the interactive session, members joined their designated sub-groups and discussed strategic objectives and issues influencing the sub-group areas. Ms. Janneh was impressed with the Committee, stating that their commitment towards national duty is commendable.

In his closing remarks, DPS Dr. Yusupha Touray, thanked members for their participation and urged the sub-groups to put in extra effort towards the achievement of the task at hand.

# Launching of Community of Practice

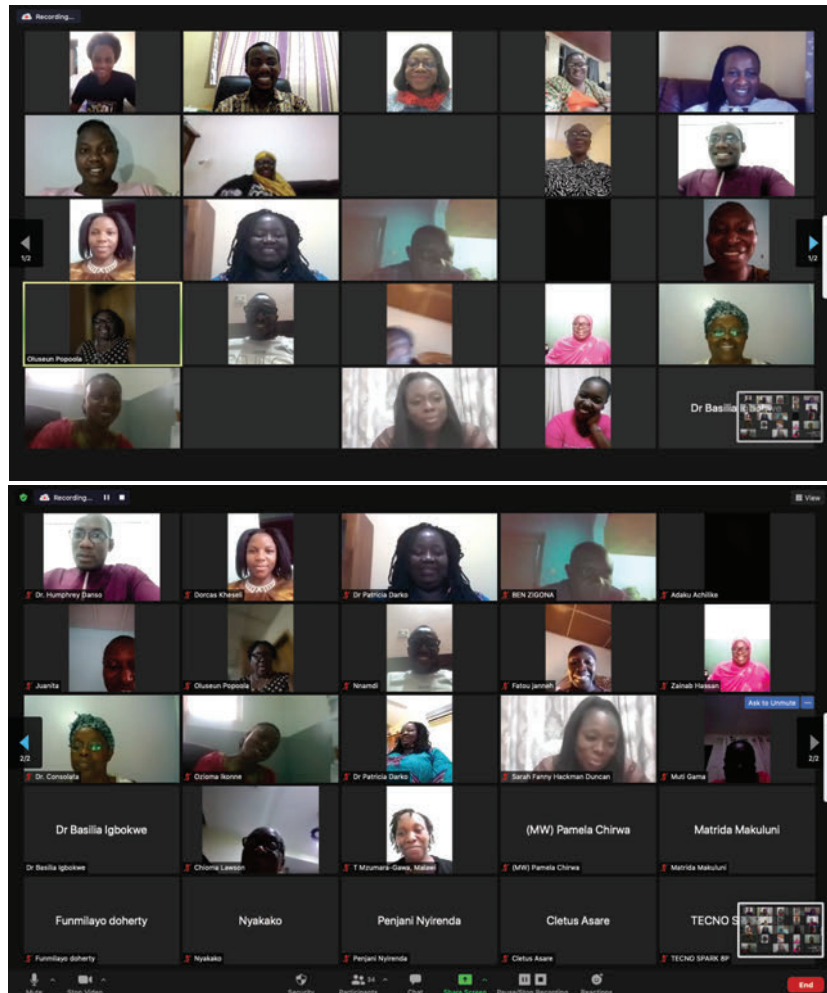
for Increasing Girls and Women's Participation in STEM under CoL and Association of Technical Universities of Africa Women in STEM (CAWS) Project



Madam Jabou Samba Faal, ATUPA Secretary-General

The Commonwealth of Learning and ATUPA recently hosted a webinar to establish a Community of Practice (CoP) for Increasing Girls and Women's Participation in Science, Technology and Mathematics Programmes in Technical and Vocational Education and Training. The launch of this Community of Practice marks the second phase of the CAWS project. A total of twenty-six (26) CoP members drawn from ATUPA member-institutions from Ghana (5), Kenya (5), Nigeria (7), Malawi (7) and the Gambia (2) participated in the launching. Twenty-two (22) of the participants were female, while four (4) participants were male champions.

At the launch, the Secretary-General of ATUPA noted that as a result of the lessons learned from past experiences, the current leadership of the ATUPA, in collaboration with CoL is taking steps to strengthen the capacity of WITED chapters and WITED institutions, and also create more WITED Chapters where there is none. She reiterated that the CAWS Project has ultimately led to increased Girls and Women's Participation in Science, Technology and Mathematics Programmes in Technical and Vocational Education and Training. One core mandate of ATUPA is to engage their member-institutions and share innovative ideas in TVET as well as undertake capacity building initiatives amongst TVET practitioners in Africa, especially for women in TVET. In addition to



CoP members at the launch

engaging and building the capacity of members, this initiative is also intended to create opportunities for effective knowledge exchange, good practice and resource distribution across the WITED chapters and institutions and take the level of female participation higher. This is possible given the expertise mix of members, which can be harnessed through synergy.

She encouraged participants to put in their best to ensure that they leave a legacy for generations to come. The SG also informed them that the heads of their institutions were notified about their appointment so they will have all the high-level support in the execution

of the project. She was hopeful they will work hard to justify the confidence reposed in them. She thanked all participants, the Commonwealth of Learning, the moderator and the Secretariat for working together to ensure the takeoff of the CAWS project and the establishment of the CoP. The Secretary-General then officially launched the Community of Practice and the Seven Working Group of the CAWS Project. The Consultant of the Project, Prof. (Mrs.) Smile Dzisi was also introduced by the Secretary-General of ATUPA.

Participants were also given orientation on the structure and engagement of the FaB TVET Network.

# August 2022 ATUPA Annual International Conference

*Repositioning TVET Education Ecosystem in Light of COVID19 through Heritage Based Education*

*Date: Aug. 29 – Sept. 2, 2022 Venue: Elephant Hills Resort – Victoria Falls, Zimbabwe*

## REPOSITIONING TVET EDUCATION ECOSYSTEM

Governments are increasingly introducing, adapting and adopting the philosophy of “heritage based education” as the anchor of innovation and as a way of promoting agriculture for industrialization and driving economic development. The African Union, UNESCO, the European Union, and the United Nations acknowledge that formal educational systems alone cannot respond adequately to rapid social, technological, and economic change in society, and that they should be reinforced by non-formal educational practices. Heritage learning aims to establish relationships with the culture of a particular society. Technical and Vocational Education and Training (TVET) plays an important role in the coping phase, intermediate phase and any post-COVID-19 phase. As the TVET curriculum is mainly practical, it is difficult for TVET institutions to cope with such disruptions as visited by COVID-19.

Therefore, there is an urgent need to reposition TVET with new approaches and solutions to the challenges facing the continent, chief of them being high unemployment amongst the youth. As technological changes accelerate, Africa

finds itself at the mercy of tech giants, often with little or no role to play. Africa has become mere consumers of these technologies. There is need for TVET teaching and learning to go beyond the binary approach.

Africa cannot manage or improve its circumstances if we do not control and measure our outputs. A well-constructed, structured and fully adopted research, innovation and industrialisation barometer and policy for Africa, would guide the continent to support the right research, technologies and innovation by the right people, in the right places, and for the right reasons. For this reason, ATUPA announces its 2022 annual international conference to have discussions and presentations of researched conference papers on the theme “Repositioning TVET Education Ecosystem in light of COVID 19 through Heritage Based Education.”

## HIGHLIGHTS OF THE CONFERENCE

To ensure a successful outcome of the conference, an organizing committee is constituted, comprising members of the Associations’ Secretariat and some key partners. The conference is organized to include:

- i. The main conference featuring keynote addresses, panel discussions and research paper presentations on the conference theme and other cross-cutting issues
- ii. The Fourth Pan-African Youth Forum for TVET Students, hosted in partnership with the Africa Union Commission, Startup Africa PLC and BUSINESS Africa.
- iii. Finals for the Pitch-Africa 2022 Talent & Innovation Competition and Awards for TVET Students
- iv. A forum of the Women in Technical Education and Training and Development (WITED)
- v. A virtual Careers fair / exhibition showcasing TVET jobs, industrial technologies and R&D innovations by sponsors and industry/private sector partners, training institutions and research institutes
- vi. The General Assembly of heads of ATUPA member institutions.

For more information:

Please visit the website: [www.atupa-sec.org](http://www.atupa-sec.org) or contact The Secretary General, CAPA-ATUPA, Email: [info@atupa-sec.org](mailto:info@atupa-sec.org)

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# The East African Regional TVET Conference on:

*“TVET for Self-Employment, Income, and Quality Jobs”*

*Dates: 28-29 April 2022 Venue: AICC, Arusha – Tanzania*

The 2022 edition of the East African Regional Conference is being held in Arusha, Tanzania, themed: “TVET for Self-Employment, Income, and Quality Jobs.”

The Conference theme is based on the need for TVET to bridge the gap between job market and work force. In many African countries the TVET sector has not met expectations. Although governments have acknowledged the need for development of the sector, they face many problems, such as inadequate resources, limited private sector and industry engagement and the challenge of interlinking skills and the job market. There could be many reasons for this poor performance, including institutional governance challenges, absence of strong backward and forward linkages, low social image, and innovation and modernization challenges. More importantly, there is data and knowledge constraints and consequently, the TVET development efforts are carried out without the benefit of relevant timely data to inform policy, resulting in aggravated cycles of poor performance.

Consequently, the Association of Technical Universities and Polytechnics in Africa (ATUPA) in partnership with the African Union

and the East African Community have decided to hold the 2022 East African Regional TVET Conference.

“TVET for Self-Employment, Income, and Quality Jobs” in Arusha - Tanzania on 28 – 29 April, 2022.

### 3. Aim and Objectives

This first East African Regional TVET Conference aiming for the enhancement of the sector with the following specific objectives:

1. To share knowledge on the sector wide reforms needed to improve TVET outcomes as relates to employment, income, and job quality
2. To share innovative, practices and concepts that enhance TVET delivery
3. To share experiences on building and sharing TVET knowledge and promising practices through facilitating regional exchanges on TVET
4. To strengthen a national/regional and international cooperation and network of TVET sector involving training institutions, industry/private sector, development partners and government in the Eastern Africa Region.

### 4. Highlights of the Conference

To ensure a very successful outcome of the conference, an organizing committee is constituted, comprised of members of the Associations’ Secretariat and some key partners. The conference is organized to include:

- i. The main conference featuring keynote addresses, panel discussions and presentations on the conference theme and other cross-cutting issues
- ii. A forum of the women in technical education and training and development (WITED)

### 5. Who is expected to attend?

The Conference shall bring together at interfacing, distinguished TVET institutional administrators and managers, policy makers, partners and employers / industry from the East Africa regional states that comprise: Kenya, Uganda, Rwanda, Burundi, South Sudan, Ethiopia, Seychelles, Democrat Republic of Congo (DRC) and the host country Tanzania.

**For further information:** Please visit the website: [www.atupa-sec.org](http://www.atupa-sec.org) or contact The Secretary General - ATUPA, Email: [info@atupa-sec.org](mailto:info@atupa-sec.org) Tel.: +254203343672; Cell phone: +254792-688

# Apprenticeship: A Panacea for Youth Employment Challenges in Tanzania



The apprentices attend training in various fields at Mbeya University of Science and Technology

**Through Government assistance implemented under the apprenticeship programme, the University has been able to provide training to 751 young people from June 2021 to February 2022**



Hon. Kassim Majaliwa, the Prime Minister of the United Republic of Tanzania inspects works of the apprentices during inauguration of apprenticeship Programme at Mbeya University of Science and Technology on 2<sup>nd</sup> August 2022.

By Prof. Aloys N. Mvuma

With almost half of its population under the age of 15 and as the population grows each year, appropriate strategies to ease the large and growing youth group into

a labour market in Tanzania are urgently needed. An estimated one million young people in Tanzania are ready for the labour market each year. While 200,000 of them soon find employment, the remaining 800,000 do not have guaranteed employment. Given the magnitude and complexity



*Prof. Aloys N. Mvuma - Vice Chancellor of Mbeya University of Science and Technology*

of the employment challenges faced by the young and growing population in Tanzania, it suffices to admit that the nation will not be able to overlook it.

Although the country recently saw economic growth, largely driven by emerging sectors such as services, information technology, construction and transportation, which seem to create a favourable environment for youth employment, the challenge of lack of educated and skilled workforce still persists in these sectors. Therefore, providing the youth with the necessary tools to access these jobs will be key to finding a way to earn a living while addressing Tanzania's economic development needs.

In response to these challenges, there have been various initiatives taken by the Government to ensure the youth are economically empowered. Through the National Skill Development Programme, an average of 42,407 young people in the labour market are trained in various skills each year through apprenticeships, internships and Recognition of Prior

Learning (RPL) skills.

The programme focuses on key priorities such as manufacturing, hospitality, textiles, leather, agriculture, construction and ICT. In addition, the Government continues to provide subsidies to allow institutions to monitor the quality of vocational training. Mbeya University of Science and Technology is one of the beneficiaries receiving immense support from the Government. Through Government assistance implemented under the apprenticeship programme, the University has been able to provide training to 751 young people from June 2021 to February 2022 to gain expertise in a variety of fields including air-conditioning and refrigeration, plumbing, welding, automotive mechanics, solar energy and electrical system design and installation, and repair and maintenance of computers. The programme was inaugurated at the University on 2<sup>nd</sup> August 2021 by Hon. Kassim Majaliwa, the Prime Minister of the United Republic of Tanzania.

As Tanzania aspires to achieve sustainable development goals (objective number 8), it is time higher education institutions focused more on programmes that create a hands-on, skilled labour force instead of flooding the market with graduates with no skills. Mbeya University of Science and Technology continues to be a pioneer in supporting Government efforts as we believe that promoting apprenticeship training will address youth employment and skills mismatch in the country.

## Training in assistive technologies for TVET in Kenya

By Dr. Edwin Tarno

Commonwealth of Learning (COL) has hosted two courses for educators from technical and vocational education and training organisations in Kenya to help them support the needs of learners with multiple disabilities.

The first course boosted participants' understanding of how to integrate assistive technology into teaching, while the second focused on aspects of disability needs assessment.

The training was organised in partnership with the Government of Kenya, the Kenya Technical Trainers College, and the Technical and Vocational Education and Training Authority.

It was led by representatives of Diversity and Ability, UK. Among the critical outcomes, participants noted increased confidence in their ability to identify free and accessible technologies to overcome specific learners' barriers.

## Weru TTI: Breaking the Bias Against Women and Technical Courses



*Edward Lewah, Weru TTI Principal*

Weru TTI is a Kenya Government institution that offers technical and business courses. It is located in Kilifi County, 40 kilometres from Malindi along Malindi-Sala Gate Road.

Over the years, our enrollment of ladies has increased considerably. Despite this, the number is still low, this being attributed to high poverty levels and generally low numbers of ladies who transition from secondary

school to institutions of higher learning.

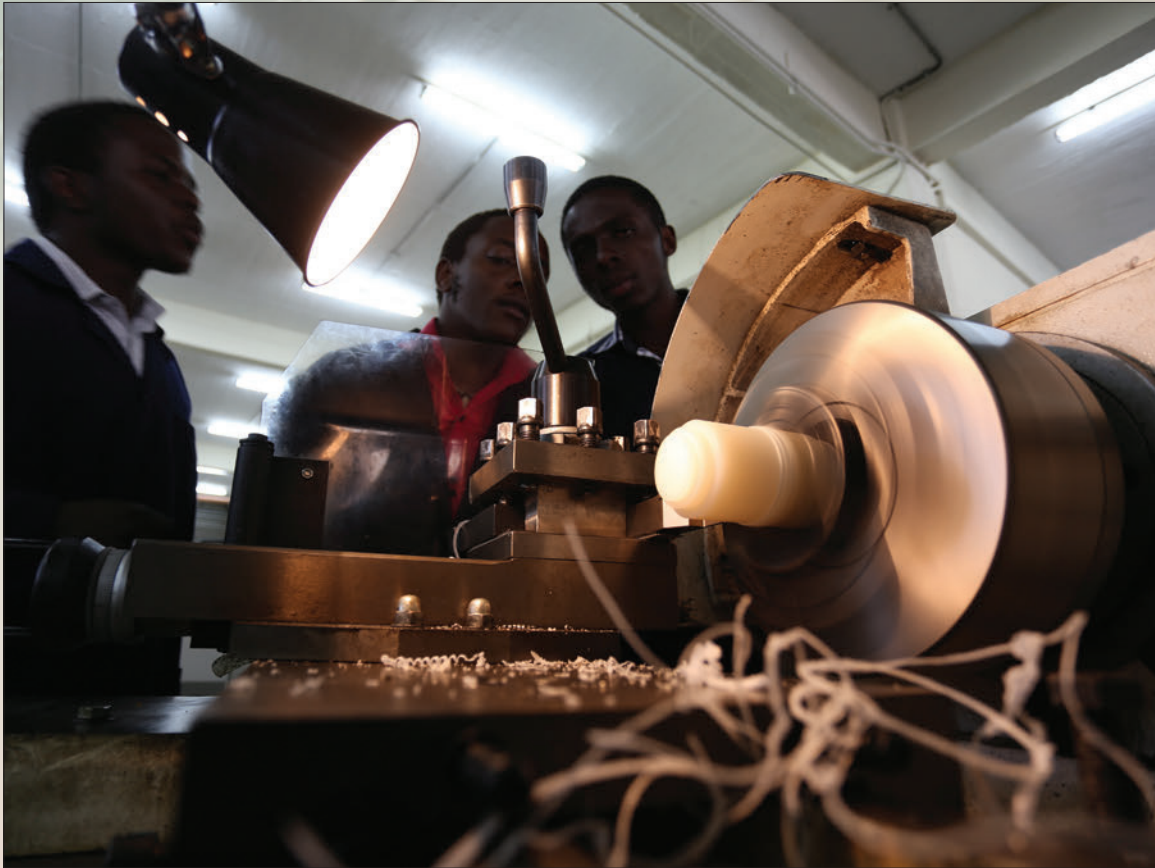
To counter this, we have embarked on sensitization and mentorship of young girls in secondary schools and sensitization of the community at large. We have also initiated a number of partial scholarships and fee waivers, as well as sourcing for benefactors to assist girls in technical education to pursue their education.

**CAPA Member-countries:**

**Western Region:** The Gambia, Ghana, Nigeria and Sierra-Leone

**Eastern Region:** Kenya, Mauritius, Rwanda, Seychelles, Tanzania and Uganda

**Southern Region:** Botswana, Lesotho, Malawi, Namibia, Swaziland, Zambia, Zimbabwe, Republic of South Africa



**For more information:**

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