

CAPANNEWS

A Souvenir Magazine from the Office of the Secretary General • August 2018



Industrialise Africa now!

CAPA IS 40!

The Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA), hitherto known as the Commonwealth Association of Polytechnics in Africa, was established in 1978, following a resolution of the 7th Conference of Commonwealth Education Ministers held in Accra, Ghana in 1977. As envisioned by the Ministers, the mandate of CAPA is to promote skills and professional development in the member countries, by providing a dynamic forum for sharing innovative ideas in technical and vocational education and training (TVET), as well as capacity building initiatives and policy advocacy in favour of TVET. Over the years, CAPA pioneered the introduction of entrepreneurship education in the curricula of member institutions; advocated for women in technical education through its WITED programmes; arranged series of programmes for the training of trainers in various skills set; as well as capacity development in the management and leadership of these institutions.

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- **The men and women who defined CAPA**
- **WITED in Kaduna Polytechnic going strong**
- **Prof Asuro urges member-states to support CAPA**

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 CAPA

The aims and objectives of the Commonwealth Association of 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

CAPA wishes to hail and most sincerely thank the following institutions that have had, and continue to have an enduring partnership with us:

- ✦ World Federation of Colleges and Polytechnics (WFCP), the Commonwealth Consortium for Education (CCfE)
- ✦ The Commonwealth of Learning (COL) and Colleges and Institutes of Canada (formerly ACCC).

We also wish to warmly welcome the most recent partners:

- ✦ Institute of Innovation and Applied Research for Vocational Training in Basque Country in Spain (TKNIKA)
- ✦ Getnergy, United Kingdom



EDITORIAL

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Welcome to this special edition of the *CAPA@40* Souvenir Magazine!

CAPA – the Commonwealth Association of Technical Universities and Polytechnics in Africa - is the organization that brings together polytechnics and technical universities on the continent. It was started by higher education visionaries in 1978.

Now 40 years later, the noble vision of its founders when the association was established with the objective of promoting technical education across the continent are still relevant and continue to thrive. Quite a number of the member institutions who started off as polytechnics have since been transformed into universities, but have retained most of the flagship academic and technical programmes.

This special issue of *CAPA@40* features recent activities and interviews with some men and women who have made CAPA what it is today. It was our wish to interview everyone associated with CAPA, but due to logistical challenges to do with distance and technology, we were unable to reach them all to share in the celebration of this milestone. Nevertheless, we are able to bring you profiles of selected member institutions from Eastern, Southern and Western Africa.

As we mark CAPA's 40th Anniversary, we most sincerely thank the member institutions for their continued support for the association. We thank all those great people from across Africa, Europe and Canada who have, in one way or the other, contributed to the growth and development of the Association. We don't take for granted the material and technical support various organizations have made towards CAPA's progress.

In a special way, we thank the World Federation of Colleges and Polytechnics (WFCP) and the Commonwealth Consortium for Education (CCfE), the Commonwealth of Learning (CoL) and Colleges and Institutes of Canada (formerly ACCC), Institute of Innovation and Applied Research for Vocational Training in Basque Country in Spain (TKNIKA) and Getnergy, United Kingdom.

We cannot forget the generosity of the Government of Kenya that offered to host the Secretariat at the Kenya Polytechnic that has since become The Technical University of Kenya. We pay tribute to the governments of Ghana, Kenya, Nigeria, Malawi, Zambia and Uganda for the resources they have over the years spent in seconding and supporting staff at the CAPA Secretariat to provide leadership and the necessary technical support to steer the Association to greater heights of development.

We hope you will enjoy the telling features and rich history of CAPA in this special edition of its 40th Anniversary.

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12. The men and women who defined CAPA

An institution is as good as its people – people who founded it, its staff and supporter. As CAPA marks its 40th Anniversary, we bring you profiles and personal stories of the personalities that have immensely contributed to this Pan-African association.

Editorial Team

Chair	— Mr CT Akumu Owuor
Secretary-General	— Dr Olubunmi Owoso
Writer/Editor	— Dr Ken Ramani
Reporter	— Lucy Anaya
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Photographers	— Billy Mutai & Bernard Awino

CAPA is on the right trajectory

AS CAPA marks its 40th anniversary, the Secretary-General, Dr Olubunmi Owoso, shares his thoughts on the Association's status and future prospects.

A 40th anniversary is an appropriate stage to reflect on the past and take stock of how this great organisation, the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA) has come this far; and to project a vision and direction for the future of the association.

The mandate of CAPA is to promote technical and vocational education and training in the member countries. This was, and is still being done through conferences, training workshops and curriculum development. In the late 1980s, CAPA led the introduction of entrepreneurship education in the curricula of TVET institutions, to equip students with entrepreneurial knowledge and orientation for self-employment and job creation.

“My credit goes to the pioneer managers of CAPA. The Association was deeply involved in various workshops in areas such as information and communication technology, training of trainers on a number topical professional subject areas and skills set, as well as leadership and management courses for managers of TVET institutions. That involvement significantly elevated the profile of CAPA.”

“In the past, engineering and allied technical disciplines were male-dominated; a situation that led CAPA to initiate the project dubbed *Women in Technical Education and Employment* (WITED), which was aimed at increasing the enrolment of women in TVET programmes and enhancing the prospects of employment.” said Dr Owoso.

CAPA had challenges almost from the beginning. The assumption that having been established to implement the resolution of the Commonwealth

Education Ministers, CAPA would be funded by the Commonwealth Secretariat turned out not to be the case. The take-off of the CAPA Secretariat was made possible only through a grant by the Canadian International Development Agency. The grant supported the sponsorship



of a consultant to establish the CAPA Secretariat. Thereafter, the Commonwealth Fund for Technical Co-operation also supported the running of the CAPA Secretariat for about two years. By then, CAPA was expected to have become self-sustaining. However, there were no provisions of matching grants by the governments of CAPA member countries and many institutions started defaulting on their annual subscription payments. Furthermore, the transformation of the Technicons in South Africa to universities of technology in early 1990s led to the exit of these institutions. In the last decade or more, Zambia, Lesotho and Malawi were the active member countries among the nine countries in CAPA's Southern / Central region.

“CAPA confronted these challenges

courageously. Donor support were secured for a number of capacity development training programmes. Furthermore, the number of member institutions has grown to over 200; and I am delighted that countries like South Africa, Zimbabwe, Lesotho, and Malawi are coming back, much stronger. Rwanda also joined CAPA recently. The association also responded to the risk of losing some of its members in 2015 by amending its name to the ‘Commonwealth Association of Technical Universities and Polytechnics in Africa’ while retaining the acronym of CAPA,” remarked Dr. Owoso. He explained that the amendment of the name was to emphasise that polytechnics that were upgraded to technical universities had a place under CAPA, and with a deeper commitment to TVET and innovation. The SG disclosed that the 4th edition of the CAPA journal would be presented at the 40th Anniversary event. Dr. Owoso also spoke on stakeholders’ engagement and advocacy:

“In 2014, CAPA introduced the Annual Awards of Excellence to selected organisations and individuals, who have made exceptional contributions to education and socio-economic development in Africa. The objective was to promote champions of policy, industry, business and social enterprises that have had great impact on development in Africa. In so doing, CAPA is committed to building a broad and effective network of highly credible and influential partners, whose support is vital for achieving CAPA's mandate and the goals of Africa Development Agenda 2063.”

Going forward

“The CAPA Executive Board has slated a Ministerial Forum to take place during the 40th Anniversary towards establishing an effective platform for

engagement and advocacy. We believe this is an important step in moving the association forward. We absolutely need the support of our Education Ministers,” explained Dr. Owoso.

“Moreover, the association is sometimes perceived as being more of a club of heads of institutions. That perception will change rapidly with the implementation of the new CAPA 2018–2023 Strategic Plan, which emphasises sustained engagements and activities with identified stakeholders, principally governments, students, industry and employers of labour. In particular, we are totally committed to moving beyond CAPA’s present heritage to cover the entire African continent towards establishing synergies for a successful implementation of the AU’s Continental Strategy on TVET, CESA 16-25 and STISA, being pillars of the Africa Agenda 2063. The AUC is providing much encouragement and support on this mission. Its’ Department of Human Resources, Science and Technology is partnering with CAPA to host a Pan-African Youth in TVET Leadership Training Forum as an event at our 40th Anniversary International Conference. Also, the AUC is launching its Life Skills Education Clusters on the margins of CAPA conference.

“For decades, African countries have produced top class engineers and technologists trained in some of the best universities in the world. Yet, we can only assemble parts; we have not produced mobile phones, motorbikes, motor vehicles, machinery etc. We import musical instruments, laboratory and hospital equipment.

“We import too much of what we consume and that’s why the European, North American and even some Asian countries are running roughshod on the continent, dictating prices for our raw materials as they also dictate the prices we have to pay for their finished, manufactured products that we consume. That explains in part why our economies are not performing.”

Regarding the future of CAPA, Dr. Owoso posed: “Why can’t our African governments make use of our best brains, our engineers, our

TVET professionals to turn the tide and crash the glass ceiling concerning the menacing issue of low industrial

“Why can’t our African governments make use of our best brains, our engineers, our TVET professionals to turn the tide and crash the glass ceiling concerning the menacing issue of low industrial development in African countries? The developed countries may be in their 4th or 14th Industrial Revolution.”

— Dr. Owoso

development in African countries? The developed countries may be in their 4th or 14th Industrial Revolution. What is important is that African countries should no longer be spectators; we should no longer be perpetually dependent as buyers of industrial products of foreign countries. The CAPA Board therefore strategised that CAPA should initiate the “Industrialise Africa Now” campaign at the CAPA 40th Anniversary Conference. The campaign is to be taken to every capital of African countries in the next two years. We intend to convince member governments and development partners to provide needed resources to targeted technical universities and polytechnics with demonstrable capabilities to become Centres of Excellence for Production Technology and Innovation, setting the pace and providing impetus for accelerated industrialisation in Africa.”

While paraphrasing a popular saying, Dr Owoso said: “An ounce of practice is worth more than a ton of theory.” Theories have their own value, he said, “but will not help much in terms of industrial and economic development in Africa, unless they have roots and give rise to endogenous and practical applications in our specialised higher educational and R&D institutions, most fittingly the technical universities and polytechnics, in close collaboration with the private sector and organised manufacturing associations. CAPA is ready to play a flagship role.”

About Dr Olubunmi Owoso

Dr. Owoso assumed office as the Secretary General of the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA) in March 2012, on the sponsorship of the Nigerian government. Earlier, from 2001 to 2009, he served as Rector of Yaba College of Technology, Lagos, Nigeria, where he initiated the establishment of the Centre for Entrepreneurship Development and Centre for Applied Research and Technology Innovation.

Dr. Owoso attended universities in Nigeria and the United Kingdom and his academic qualifications include BSc Agriculture, MSc Food Technology, MSc Development Studies and PhD in Technology Management. He also attended the Harvard Kennedy School where he obtained Certificate in Innovation for Economic Development.

He was decorated in August 2012 by the President of Nigeria with a national honour, the National Productivity Order of Merit.

Support CAPA Activities, Prof Asuro Appeals to Member States



Prof. Asuro (3rd from right), being congratulated by Dr Mwinzi, flanked from left by Dr. Kafere, Dr. Akwilapo, Mr Kakooza and Dr. Rutayuga (far right).

Prof. Abdulai Salifu Asuro, the former Chairman of the CAPA Executive Board, and Vice-Chancellor of Tamale Technical University, Ghana, recently presided over the investiture and Inaugural meeting of the Board. At the meeting, he asked member-institutions to be actively involved in CAPA activities.

Prof. Asuro noted that there was increased demand for skilled technical manpower in the implementation of various components of national and regional development plans, therefore he was committed to help CAPA achieve its mission and vision.

“In order to be truthful to the goals that we have set ourselves, we must adapt to our present world, to new working environments, new work partners, interlocutors, technologies and to new ways of doing our work,” said Prof Asuro.

He noted that CAPA will stick to its core mandate of spearheading TVET education in the region adding that the Association will partner with governments, international organisations, experts and different stakeholders.

Prof Asuro emphasised that the association will be involved in the evaluation, harmonisation and standardisation of Competency-Based Education and Training, and

establishment of a regional framework that will integrate the concerns and requirements of TVET.

He appealed to members to support the Secretariat and African governments to deploy professionals to serve as Project Officers and Secretary-General on a rotational scheme for effective performance.

“There is an urgent need to strengthen the Secretariat for performance of critical functions that include the initiation and coordination of curriculum development, applied research, innovation and documentation, policy analysis and advocacy, fundraising and consultancy services,” said Prof Asuro.

To enable CAPA run its activities and meet its mandate, Prof. Asuro urged member countries to take keen interest in submission of the annual subscription fee. This, he explained, can be instituted as an item in the annual budgets of

member institutions which could be funded indirectly by their Governments.

The outgoing Chair, Mr. Samuel H. Moyo, Principal, Luanshya Technical & Business, Zambia, appealed to the new board to take the activities of CAPA to greater heights and ensure that graduates from member institutions are equipped with skills and knowledge that will be of benefit to the entire continent.

The new Board was elected in April this year during the association’s international conference held in Cape Town, South Africa. It has 22 members from different countries.

Kenya’s then Principal Secretary, State Department of Vocational and Technical Training, Ministry of Education, Kenya, Dr. Dinah Mwinzi, challenged African countries to invest in Technical Vocational Education and Training (TVET), saying it forms the basis of industrialisation and economic development.

Dr. Mwinzi, was the Chief Guest at the investiture and Inaugural meeting of the new Executive Board of the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA). She emphasised that the continent has the talents in tertiary institutions and therefore should strive to produce skilled graduates who will change the continent technologically. In order to compete globally, she added that governments and stakeholders should form strong partnerships, think innovatively and embrace technology.

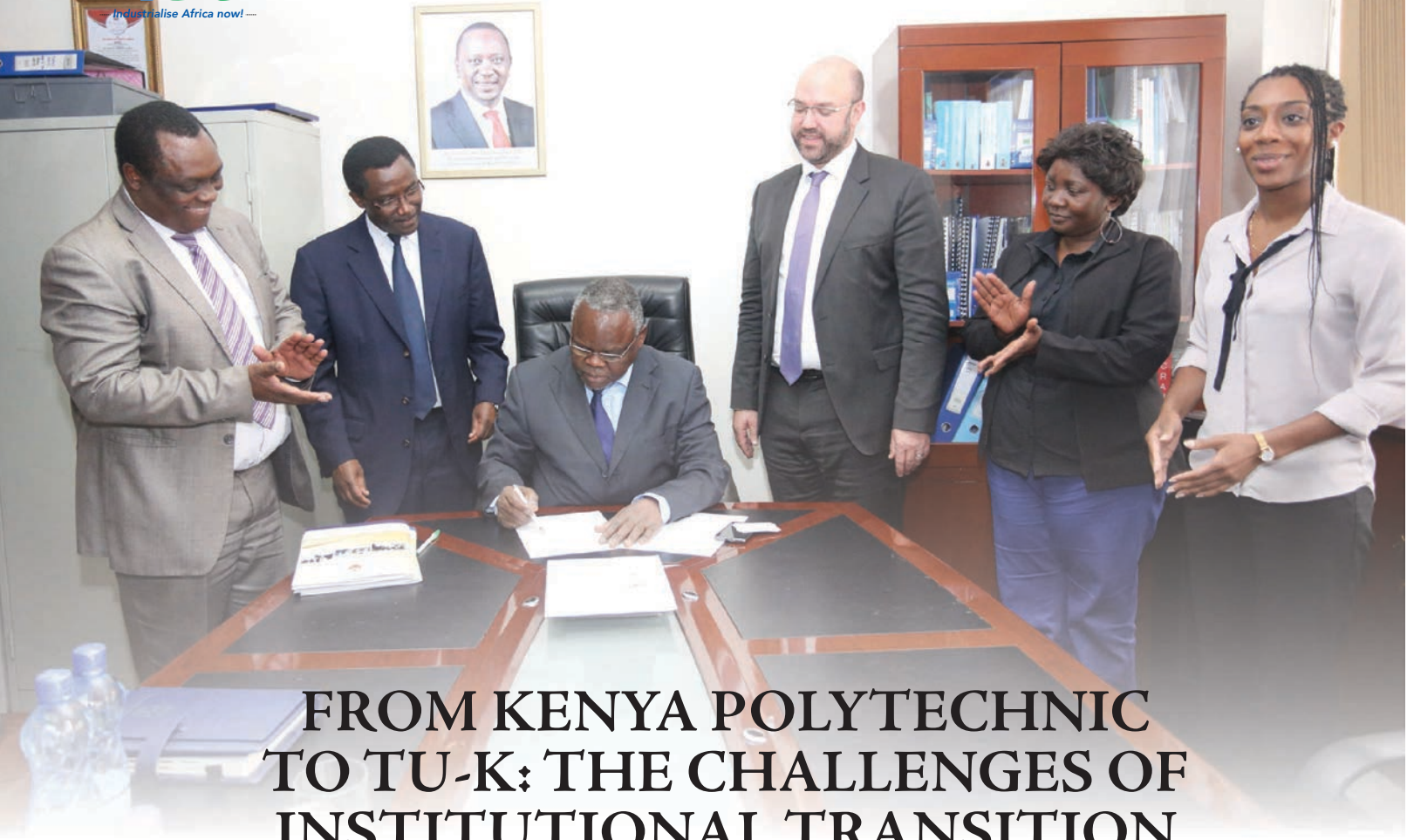
The PS applauded CAPA for its commitment in fostering technical education and training among its member countries. She urged the Association to also invest in research in order to solve Africa’s perennial problems such as food shortage.

She challenged stakeholders to lobby parliament to enact laws and Governments to establish policy and legal frameworks that will support TVET. She further advised the CAPA stakeholders on the importance of creating more awareness of the activities of the association. “You need to make TVET visible by branding and marketing it, using media and any available form of communication,” she said.

“CAPA will stick to its core mandate of spearheading TVET education in the region adding that the Association will partner with governments, international organisations, experts and different stakeholders.”

The CAPA Executive Board

1.	Mr. M. A. Elelu; Rector, Kwara State Polytechnic, Ilorin, Nigeria	<i>CAPA Vice Chairman (Western Region) & Ag. Chairman, CAPA Executive Board</i>
2.	Prof. Laila Abubakar; Vice Chancellor, Technical University of Mombasa, Kenya	<i>CAPA Vice Chairman (Eastern Region)</i>
3.	Mr. Victor Mulenga; Principal, Northern Technical College, Ndola, Zambia	<i>CAPA Vice Chairman (Southern-Central Region)</i>
4.	Dr. Jacob O. Agboola; Rector, Osun State Polytechnic, Iree, Nigeria	<i>Regional Administrative Representative (Western)</i>
5.	Mr. Suzgika W. Mvalo; Ag. Principal, Lilongwe Technical College, Lilongwe, Malawi	<i>Regional Administrative Representative (Southern / Central)</i>
6.	Mrs. Joyce Nyanjom; Principal, Kisumu National Polytechnic, Kisumu, Kenya	<i>Regional Gender Representative (Eastern)</i>
7.	Prof. Smile Dzisi; Vice Chancellor, Koforidua Technical University, Ghana	<i>Regional Gender Representative (Western)</i>
8.	Mrs. Sangster Jere; Principal, Luanshya Technical & Vocational Teachers College	<i>Regional Gender Representative (Southern / Central)</i>
9.	Mr. Charles Akach; Principal, Kabete National Polytechnic, Nairobi, Kenya	<i>Regional Funds Mobilisation Coordinator (Eastern)</i>
10.	Prof. Shettima Saidu, Rector, Federal Polytechnic, Nasarawa, Nigeria	<i>Regional Funds Mobilisation Coordinator (Western)</i>
11.	Prof. Waswa Balunywa; Principal, Makerere University Business School, Uganda	<i>Chairman, CAPA Editorial Committee</i>
12.	Prof. Francis W.O. Aduol, Vice Chancellor, The Technical University of Kenya, Nairobi	<i>Representative of Headquarters Seat of CAPA</i>
13.	Prof. Joseph Msambichaka; Vice Chancellor, Mbeya Univ. of Science and Tech, Tanzania	<i>Representative of Technical Universities</i>
14.	Dr. Masudi Senzia; Ag. Rector, Arusha Technical College, Tanzania	<i>Ag. Chairman, CAPA Projects Committee</i>
15.	Mrs. Glory Mutungi; Principal, Nkabune Technical Training Institute, Kenya	<i>Country Representative for Kenya</i>
16.	Dr. James Gashumba; Vice Chancellor, Rwanda Polytechnic, Rwanda	<i>Country Representative for Rwanda</i>
17.	Eng. Prof. Zacharia Mganilwa; Rector, National Institute of Transport, Tanzania	<i>Country Representative for Tanzania</i>
18.	Prof. Emmanuel K. Sakyi; Vice Chancellor, Ho Technical University, Ghana	<i>Country Representative for Ghana</i>
19.	Mrs. Jahou Faal; Director General, Gambia Technical Training Institute, Banjul, Gambia	<i>Country Representative for The Gambia</i>
20.	Prof. Mohammed T. Lahai - Principal, Eastern Polytechnic, Kenema, Sierra Leone	<i>Country Representative for Sierra Leone</i>
21.	Dr (Mrs) C. Njoku; Rector, Federal Polytechnic, Nekede – Owerri, Nigeria	<i>Country Representative for Nigeria</i>
22.	Mr. Dhuya Mtawali; Principal, Lilongwe Technical College, Lilongwe, Malawi	<i>Country Representative for Malawi</i>
23.	Mr. Joseph Mutelo; Director, Zambia Institute of Management, Zambia	<i>Country Representative for Zambia</i>
24.	Dr. Olunmi Owoso, CAPA Secretary General	<i>CAPA Secretary General & Secretary to the Executive Board</i>



FROM KENYA POLYTECHNIC TO TU-K: THE CHALLENGES OF INSTITUTIONAL TRANSITION

Prof Francis Aduol, the founding Vice-Chancellor of the Technical University of Kenya (TU-K), an institution that was upgraded from the hitherto Kenya Polytechnic, discusses the challenges of transition, lessons for Africa from Europe’s experience during Industrial Revolution, the place of TVET in Africa and what needs to be done to make it work for the continent.

When the Government of Kenya decided to upgrade the Kenya Polytechnic into a University College in 2007, with it came a Legal Order that decreed that the staff serving the Polytechnic should be converted into the university system. The certificate and diploma courses the Polytechnic used to offer were also to continue.

The Technical University of Kenya was conceptualised to train scientifically and at the same time technologically oriented graduates. “That is why we mounted Bachelor of Technology (B.Tech) degree courses. The B.Tech. programmes were meant to enable diploma holders upgrade their skills while at the same time offering high school graduates opportunity to pursue the more practical aspects of the traditional engineering courses. The entry marks for B.Tech. programmes were slightly lower but not inferior in any way. In the initial stages of TU-K, both staff and students never

seemed enthusiastic about B.Tech. programmes. Some students who had been admitted to study B.Tech. (Engineering) vigorously protested and eventually we were forced to consult the relevant government agencies to transfer them to the traditional engineering courses,” says Prof. Aduol.

Over time, now the concept of B.Tech. has been embraced and even some of our sister universities in Kenya have adopted it. “The programmes are more practical and hands-on. The Kenyan engineering technicians and technologists now have their own regulatory body that registers practitioners and ensures sound professional conduct among members,” he adds.

The challenge with Polytechnic staff

Owing to the Legal Order of 2007, the Technical University of Kenya retained the Polytechnic staff that were either employees of Teachers Service Commission or engaged by

the Board of Governors. “Since most of the Polytechnic staff were either diploma and first degree holders, they were not qualified to teach bachelor’s degree students. The biggest challenge was to recruit qualified staff because the level of funding was still very low. The officials charged with funding of universities did not seem to appreciate the fact that the mandate of Kenya Polytechnic had changed and taken up by a university whose human resource needs and financial uptake had tremendously increased.”

Another major challenge was to guide the staff to embrace a university culture. “When I was appointed the Principal of Kenya Polytechnic University College, I thought the culture of a polytechnic was closer to that of a university. Alas! I was mistaken. The opposite was true. The polytechnic appeared to be closer to a high school than to a university in culture. The teachers were not any

different from those of high schools. It was a tall order to ask teachers that used to prepare students for national examinations to change their teaching approach and start setting internal examinations, conduct research, be flexible in their lesson delivery and be free to modify the syllabi to reflect the current trends in their respective fields of specialisation - things that are common among lecturers teaching in a university. Although there were pockets of resistance and whining, the culture has slowly been changing as more staff with university experience have since been recruited.

TU-K at the moment

“We see TU-K as the best among its peers. On the continent, we have become a point of reference in matters technology. Many institutions have kept on visiting TU-K to benchmark with us. I believe that so far we have done very well,” says Prof Aduol.

He notes that TU-K has sufficient and well-stocked engineering workshops as well as science laboratories. The challenge now is to make good utilisation of the facilities to impact the larger society.

The problem with African universities

Prof Aduol says Africa has a lot to learn from the European higher education system but especially from Germany where there are three categories of universities; Technical universities, universities of applied sciences and the traditional universities. In Germany, technical universities were set up to specifically impart technical education. The major difference between technical or traditional universities on one hand and universities of applied sciences on the other hand is that training at the applied science universities is heavily focused on practical training while the approach in the other universities is strongly academic and scientific in nature. One has to go to a technical or a traditional university to pursue your PhD. The other difference is that universities of applied sciences offer modules that are more application oriented, i.e. they focus more on practicality. On the other hand, technical or traditional universities are

more research oriented.

He notes that most African universities are neither technical, traditional, nor applied science universities. “Instead they try to be everything and along the way lose focus on critical disciplines that may help develop the continent. For instance, The Technical University of Kenya was envisioned to be a special and truly a technical university. However, the funding model was never adopted to enable the new institution deliver on its mandate.” He says other sister institutions such as JKUAT, Moi and Egerton universities eventually never became specialised as envisioned when they were established.

After independence, African countries either inherited universities established by colonialists or started new ones to train manpower to

“In Africa, there is a need to create institutions of higher learning that specialise in hands-on skills training.”

— Prof. Aduol

contribute to the development of their countries. The universities continued to largely train for white collar jobs and few, if any, trained hands-on skills. “The universities continued training in scientific engineering that ended up producing designers and supervisors without requisite practical skills to needed to blow life to engineering concepts and designs,” says Prof Aduol.

Over time, it became clear that the traditional university was not meeting the development needs of most countries. The universities had continued their path of training elitist and theoretical manpower. “I feel governments across the continent have not treated diploma holders fairly. We have been glorifying degrees yet everyone knows that diploma and

certificate holders are the real workers on the shop floor,” says Prof Aduol.

Prof Aduol further says that the onus of training hands-on skills was left to middle-level colleges popularly known as polytechnics and institutes of technology. However, the widespread notion in the continent was that polytechnics and institutes of technology were meant to accommodate students that had failed to qualify to join universities to pursue degree courses. “This is what made the continent lag behind in practical skills training. It is not a must that every student should qualify for a degree course to become useful in society. The continent needs workers with skills such as plumbing, welding, carpentry, masonry, just but to name a few.”

He says that in Africa, there is a need to create institutions of higher learning that specialise in hands-on skills training. “It is a paradox of sorts on the continent: Universities are churning out graduates that are not getting jobs. Industries are looking for employees with desired skills and abilities, but there are very few in the market. They are forced to seek expatriates with practical skills. This ends up draining foreign exchange for our countries since the expatriates are paid more and in hard currency while unemployment among the youth continues to persist. Some industries are forced to hire and retrain staff to perform to the expected standards. This makes operating costs very high,” says Prof. Aduol.

He says the continent needs to learn from Europe that saw the problem with the traditional university many years ago. “At the onset of the Industrial Revolution, France established the Polytechnic of Paris and the concept quickly spread to Germany, Britain and Italy. In the United States of America, it was the same concept that motivated the establishment of Massachusetts Institute of Technology (MIT), California Institute of Technology (Cal Tech), Georgia University of Technology (Georgia Tech), and others to train hands-on skills. This is what, to a large extent, led to the fast spread of technical skills that aided the level of industrialisation that was witnessed in Europe,” concludes Prof. Aduol.

TU-K VC appointed permanent member of CAPA



Prof. Francis W. O. Aduol
Vice-Chancellor, The Technical University of Kenya

The Vice-Chancellor of the Technical University of Kenya, Prof Francis Aduol, has been appointed as a permanent member of the Executive Board of the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA).

In a letter presented to Prof Aduol by the then CAPA Chairman, Prof Abdulai Salifu Asuro and the Secretary-General Dr Olubunmi Owoso, the team acknowledged the VC for his commitment towards CAPA affairs by ensuring its growth and development.

TU-K hosts the headquarters of CAPA on behalf of the Government of Kenya.

Prof Asuro thanked Prof Aduol for his immense support to CAPA and upholding the spirit of Pan-Africanism.

In his remarks, the VC accepted his appointment, noting that it was a great honour and privilege. "In my heart, I feel that I have a genuine commitment to Technical Vocational Education and Training (TVET). I believe we can put our minds together as technical universities in Africa, and strengthen CAPA."

Prof Aduol is expected to support the leadership of CAPA and help in the implementation of some strategic decisions with greater impact, both nationally and regionally.



HELB OFFERS TVET LOANS

Did you know that HELB offers Technical, Vocational Education and Training [TVET] loans and bursaries to eligible applicants in public TVET institutes recognized by the Ministry of Education [MoE], members of the Kenya Association of Technical Training Institutions [KATTI] and placed by Kenya Universities Colleges and Placement Service [KUCCPS]
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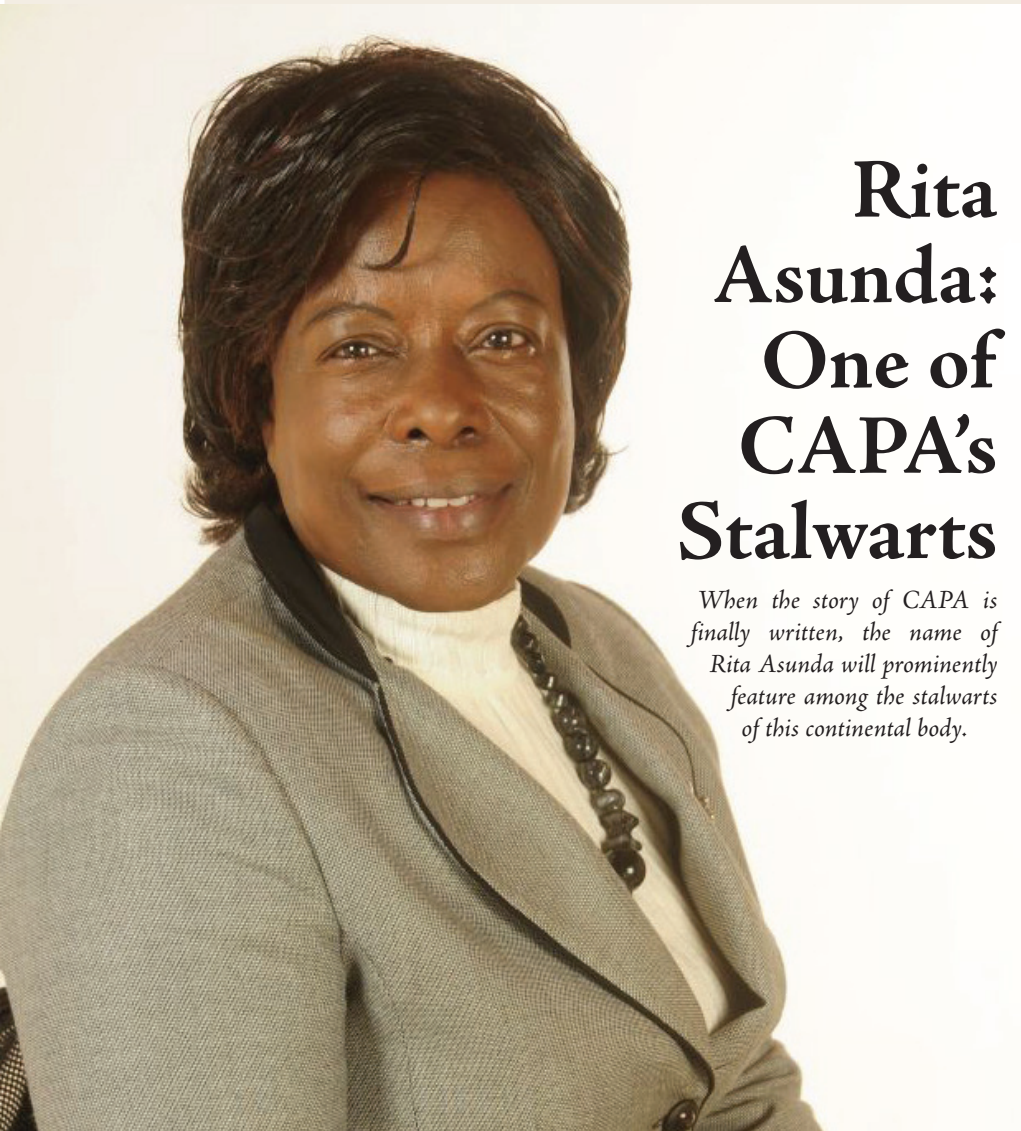
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THE MEN AND WOMEN

An institution is as good as its people – people who founded it, its staff and supporters. As CAPA marks its 40th Anniversary, we bring you profiles and personal stories of the personalities that have immensely contributed to this Pan-African association.



Rita Asunda: One of CAPA's Stalwarts

When the story of CAPA is finally written, the name of Rita Asunda will prominently feature among the stalwarts of this continental body.

Rita Asunda joined CAPA on September 1, 1982, a time the Association was taking on board the senior-most members of staff from across African member polytechnics. Rita joined CAPA as a resource person, to do administrative duties such as organising meetings, workshops and even became a signatory to CAPA bank account. Being one of the senior women teaching at Kenya Polytechnic, she was selected to join the Women in Technology Education and Development (WITED) initiative.

"In WITED, we were about 15

women across Commonwealth Africa. We were trained to spread the WITED gospel in our respective countries," said Rita during an interview with CAPA@40 writer.

CAPA had noticed that the girl-child was under-represented in TVET training. Instead, the girl-child was over-represented in soft courses such as secretarial, institutional management (catering), dressmaking and many others associated with women.

Mr Paul Nyambala, then a Project Officer with CAPA, wrote a proposal and obtained funding to enable a select

group of members of staff go around the country to sensitise and encourage school girls to think of joining TVET programmes. "It was a real concern to all of us. At Kenya Polytechnic, there were only three girls pursuing a diploma in Electrical Engineering," recalled Rita.

The message was to encourage girls to take up what was considered to be men's disciplines. "In hotels, men are called chefs but women are cooks. In the farm, a woman does the hard job of tilling the land using a hoe. But if a tractor is bought, it's men who are sent out to be trained and return to operate it. This is what we were out to oppose and sensitise women to wake up and smell the coffee," said Rita.

We challenged girls to also challenge men like they had done by pursuing courses associated with women. "For instance nursing was for women so was secretarial. If men had encroached on our courses, why can't we, too, study electrical, mechanical, chemical and related tough courses?" We encouraged institutions to embrace affirmative action for the girl-child to join vocations outside the traditional soft ones perceived to be for women.

Back then, Kenya Polytechnic students were terribly failing in examinations. Canadian International Development Agency (CIDA) seconded Mr Charles Dickson to Kenya Polytechnic to start a Pedagogy Department with the aim of teaching (in house) teachers how to teach. This was in line with the Canadian model that demanded all lecturers in its technical colleges be trained (in house) on how to teach. After two years, be certified at Mohawk College, Ontario. As a result of the establishment of Pedagogy Department, a number of Kenya Polytechnic staff were trained to become better teachers. Others were sent to Mahawk College, Ontario, to train as trainers. The first person Dickson recruited to work with in the new department was one Peter Wakoli

WHO DEFINED CAPA

then working in the Department of Building and Surveying. Wakoli was sent to Mahawk College but in a strange twist of events, when he returned to Nairobi, he declined the idea of working with in the Pedagogy Department.

Disappointed by Wakoli, Dickson took it in his stride and advertised the position. Rita was recalled from a maternity leave to apply and got the job. She was sent to Mohawk for four months intensive training in pedagogy. Upon her return to Kenya, Rita took over from Dickson and started teaching lecturers how to teach twice a week (total six hours). Dickson's time in Kenya was up and he returned to Canada. While at it, Rita participated

in the writing of two training modules namely: *Gender Partnership in Development and Project Preparations and Development*.

"Mr Nyambala was very active in sourcing for funding. Through his efforts, some of us had the opportunity to attend a three-month training session in Turin, Italy, to learn about assessment and evaluation sponsored by the International Labour Organisation. After Nyambala left CAPA, Rita was interviewed to replace him, but as fate would have it, she was not appointed. Instead, her best friend and colleague, Ms Elizabeth Ngatia, was appointed and the rest, as they say, is history.

"It was shortly after the disappointment of 1997 that United

States International University- Africa advertised a vacant position of Dean of Students. I applied and got the job," recalled Rita during an interview." While at USIU, Rita went on serve for a record time 20 years and along the way rose to the position of deputy vice-chancellor before retiring in February 2017.

"Looking back to my days at CAPA, I can say Kenya and generally Africa have come a long way. I am proud I made my contribution to the emancipation of the girl-child. Although giant strides have been taken, I am not convinced women are fully into TVET and in the numbers they should. Demographic data shows that women are more than men," says Asunda.

Dr MA Kazaure, Nigeria

Dr Kazaure at one point served as Chair of COHEADS at CAPA.

Kindly tell us about yourself

I was born on 15th July 1960 in Kazaure, Jigawa State. I hold a doctorate in Chemistry from Bayero University, Kano, Nigeria.

I began my working career in 1987 as a teacher with Government Secondary School, Kazaure and also taught at Jigawa State College of Education, Gumel as well as the Bayero University, my alma mater, where I was at various times a Head of Department and Deputy/Acting Dean of Students Affairs.

I became Rector/Chief Executive of the then state-owned Hussaini Adamu Polytechnic, Kazaure in 2000 and was again reappointed as the Rector of the institution in 2007 after its take-over by Federal Government.

I was appointed the Executive Secretary of the National Board for Technical Education in October 2010 and was reappointed for a second and final term in 2015.



Tell us about your involvement with CAPA

My first involvement with CAPA was when I was appointed the Rector of Hussaini Adamu Polytechnic in 2000. My institution was a member of CAPA. I attended several conferences and meetings of the CAPA Board. I became more affiliated to CAPA when I became the Chairman of COHEADS in the year 2007.

What are your memorable events when you served as a Chair of COHEADS?

My memorable events as the Chair

of COHEADS are numerous but the one that stands out is the successful hosting of the CAPA Conference in Nigeria in 2010.

How can you describe the state of TVET in your country?

The TVET sector has suffered neglect in the past due to poor funding, inadequate infrastructure and facilities aggravated by serious obsolescence. Similarly, there has been a dearth of academic staff with cognate industry and academic experience relevant for training of students to meet the contemporary needs of employers.

Technical Colleges that are supposed to serve as feeders to Polytechnics and other similar institutions, have been neglected. They are without accreditation, no equipment and no funding by the state governments that own more than 70 per cent of the country's technical colleges.

The Board has however made a case to most of the state governments on the need to fund and equip the technical colleges. Also, the Board has

spearheaded the institutionalisation of Nigerian Skills Qualification Framework – NSQF. The Federal Ministry of Education and the Board initiated the NSQF that was approved by the Federal Government in 2013 to widen access to TVET, produce competent workforce and bridge the gap between training institutions and industries.

The NSQF is a system for the development, classification and recognition of skills, knowledge and competencies acquired by individuals irrespective of where and how the

training or skill was acquired. It gives a clear statement of what the learner must know or be able to do whether the learning took place in a classroom, on-the-job or less formally.

What do you suggest should be done to improve TVET in your country and in Africa generally?

The TVET sector needs increased budgetary allocation. Nigeria also needs to fast-track the institutionalisation of NSQF as well as its introduction in other African countries. To do this in Nigeria, there is the need to:

Harmonise training standards and

develop additional NOS, conduct classification of National Occupational Standards (NOS) into National Skills Qualifications (NSQs), train Quality Assurance Assessors and Verifiers, and External Verifiers, equip selected centres to become assessment centres, develop the capacity of the Managers of skills centres, support sector skills.

Councils also need to conduct skills gap analysis and seek to produce a functional skills development policy for Nigeria.

Dr Richard Masika, Tanzania

Former Rector, Arusha Technical College, Tanzania



According to Dr Masika, CAPA is pushing TVET institutions, and rightfully so, out of their comfort zones if the themes of its annual conferences is anything to go by.

“CAPA has been coming up with themes that provoke our thinking in the right way. It has also done a lot in capacity building among TVET players on the continent,” Dr Masika said during an interview in Nairobi in April 2018.

The complaint has been that technology is eliminating jobs in both public and private sectors. This is not true. It is people who have not kept pace with the ever-changing technology. For instance, years gone by we had fax and telephone and computers who have since been faced out by internet and mobile phones. But the onset of internet has heralded job opportunities such as system administrators, web developers, app developers, name. Only the technologically fit and ready to learn will survive the changes.

Mr William Rwambula, Uganda

Mr Rwambula is a former Secretary-General. When CAPA was founded by the Council of Ministers responsible for TVET in Accra, Ghana, the objective and the set goals were clear - to promote TVET as a basis of industrialisation and provision of manpower. The beginning was good but the first Secretariat did not push far enough to establish a strong Association with strong functions. They had the goodwill from member countries and international organisations to even have a permanent home for the Secretariat among other things.

I joined CAPA in 1998 with full

support from my country and it made my work enjoyable. There was of course some challenges especially on staffing and limited income which was never enough. This in a way affected the performance and the functioning of the Secretariat.

CAPA's influence worked well at member countries, institutional level with Principals/Rectors and international partners.

Some of the achievements of CAPA are many. They include but not limited to the advancement of TVET in member institutions, the exposure to similar international institutions

such as ACCC, AAC, promotion of WITED and collaboration with willing institutions such as COL, ILO and others.

During my time, CAPA acquired a piece of land in Nairobi that might be utilised in future to promote its activities.

CAPA is still relevant but needs to rebrand itself. It has to address the challenge of membership, income flows, staffing and try to get a permanent home from where to carry out its mandate.



Mr. Paul Nyambala (right) with Mr. Okaka, Dr. Owoso and Mr. Akumu-Owuor, during a visit to Mr. Nyambala's rural home in July 2018

Paul Nyambala: The man who shaped CAPA

After the first Board was inaugurated, the office holders started to identify partners to help source donor funding. The task of managing the Association became the responsibility of the two officials based in Kenya, the President (Mambo) and the Secretary General (Kingori).

The President, Mr Mambo, who was also the Principal at the Kenya Polytechnic, assigned one of his Heads of Department, Mr Paul Nyambala, the responsibility of handling the CAPA affairs with effect from January 1981. It was around this time that the CAPA Board resolved to transfer the Secretariat to the President's office in Nairobi from January 1982.

This is how Mr Nyambala got into CAPA and served with dedication and decorum for about 20 years. Mr Nyambala was literally in the CAPA engine room- from where he engineered the writing of grant-winning proposals to crafting the strategic plan for the Association, administrative documents to steer CAPA and wrote papers for his principal whenever he was scheduled to make presentations in conferences.

Even as the Secretariat was transferred to Mr Mambo's office at the Kenya Polytechnic, the CAPA President

was appointed a member of Kenya Public Service Commission and was replaced as principal by Mr Peter Okaka 1982. As was the tradition, Mr Okaka became a member of CAPA Board, but Mr Mambo continued serving as the CAPA President awaiting the elections that were later held in August 1983.

Mr Nyambala played a key role when the CAPA Board established linkage with the Association of Canadian Community Colleges (ACCC) for professional collaboration.

In June 1982, Mr Donald Trollope of Mohawk College, Toronto, was posted to Nairobi as a consultant at CAPA Secretariat. Dawson and Mohawk Colleges were members of ACCC.

In November 1982, Mr Trollope opened the CAPA Secretariat oblivious of the fact that there was no Secretary General to whom he would be the consultant. In the circumstances, Mr Trollope requested the Principal to seek authority to second an HoD to start doing CAPA work to help him establish a meaningful Secretariat.

Mr Okaka agreed and secured authority and Mr Nyambala was seconded to CAPA Secretariat with effect from 1st January 1983. A CAPA Board was also convened in Lagos, Nigeria that month,

to review the situation. At Lagos meeting, the Board resolved to redesignate Mr Trollope to be the Executive Secretary of CAPA and Head of the Secretariat until an African Secretary General was appointed. It was also decided that Mr Nyambala be appointed the Assistant Executive Secretary.

After the Malawi conference, the Assistant Executive Secretary was tasked with conducting researches and preparing project proposals to address identified needs in the CAPA system, while the Executive Secretary was to use the proposals to mobilise resources internationally, and also create new partnerships. Mr. Nyambala played his role very well.

The Departure of Trollope

In May 1985, Mr Nyambala was appointed the Executive Secretary from 1st July 1985. The committee also approved plans for Arusha workshop and appointed three regional publicity officials within the framework of CAPA. Mr Nyambala served until October 1987 when Dr. Pius Igharo from Nigeria was posted by the Nigerian government to serve as Secretary-General.

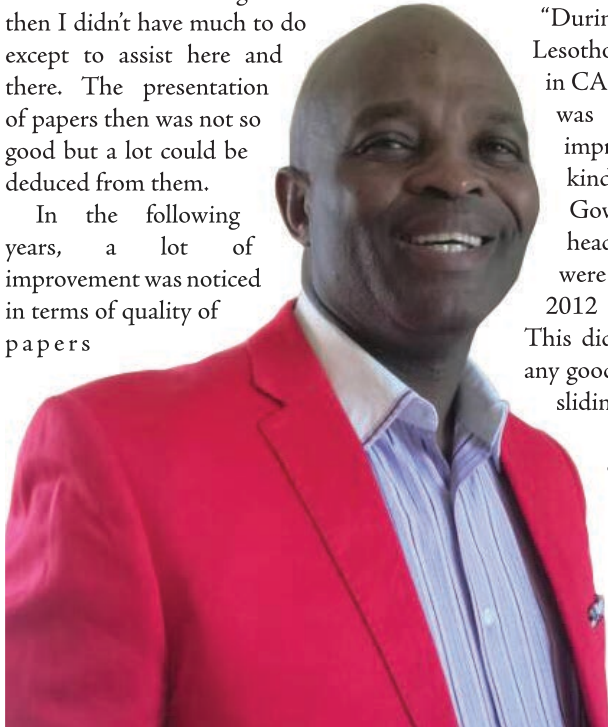
It was generally assumed that once a Secretary General was appointed, the post of Executive Secretary would be phased out and Mr Nyambala would retire from CAPA. However, after briefings on arrival, Dr Igharo learnt of several project initiatives and partnerships Mr Nyambala had developed in the period of two and a half years after the departure of Mr Trollope. Dr Igharo recommend to the Board to retain Mr Nyambala under the title of Chief Project Officer. Dr Igharo concluded that as an officer dealing with projects, part of Mr Nyambala's remuneration would come from the project coordination components of the project budgets. Dr Igharo put forward his reasoning to the Board and Mr Nyambala was retained. Since both Dr Igharo and Mr Nyambala fully understood the importance of projects and had knowledge of developing them, the two worked together to develop several projects from January 1988. Even after the Departure of Dr Igharo, Mr Nyambala continued working with the new Secretary-General from Zambia, Mr Elifa Ngoma and finally retired all together from Kenya Polytechnic in 1996 and from CAPA in August 1997.

Jacob Lebakae, Lesotho

A former Board Member.
 Please tell us about yourself.

I started to serve CAPA board since 2006, when the conference was held in Malawi - Lilongwe. Back then I didn't have much to do except to assist here and there. The presentation of papers then was not so good but a lot could be deduced from them.

In the following years, a lot of improvement was noticed in terms of quality of papers



presented. I would attribute this to the quality of the Board. At this point in time, people like Prof Waswa Balunywa of Makerere University Business School, Uganda, joined and there was a good mix of experiences that contributed to that quality. The spirit of competition among countries in terms of papers presented and attendance grew in leaps and bounds.

CAPA became a professional platform for exchange of experiences, best practices and networking. Most of institutions' growth was influenced by CAPA conferences. The very rotation that was adopted made it possible for people to rethink their direction in their own countries.

Mr Lebakae worked as a technical teacher in Lesotho and later joined the Ministry of Education and Training (MOET) as Assistant Director – TVET and eventually was appointed the Director of TVET. He left the Ministry to join EU to manage their

projects and later went back to MOET as Chief Education Officer responsible for Teaching Services in Lesotho.

State of TVET in Lesotho

“During those years when Lesotho used to participate in CAPA conferences, there was a clear direction of improvement but politics kind of affected that. Governing councils and headship of institutions were politicized after 2012 elections in Lesotho. This did not do the country any good and we started back sliding,” said Mr Lebakae.

After a couple of years, he left the Ministry of Education for Ministry of Communications, Science and Technology as Deputy Principal Secretary. Later joined the

Ministry of Communications and was deployed to Lerotholi Polytechnic as Rector.

“After I left the Polytechnic in 2014, I tried different things and gradually joined active politics. In 2016, I became the Principal Secretary in the Ministry of Health. In 2017 I was transferred to the Ministry of Labour and Employment still as Principal Secretary. When snap elections were announced in 2017, I stood for elections but lost. I started a company - Kabula Investment Corporation Pty Limited. This is what is keeping me busy right now,” explained Mr Lebakae.

Lerotholi Polytechnic - Lesotho

Chief Lerotholi first conceptualized Lerotholi Polytechnic as a technical and vocational school in 1894, to be the first of its kind in Lesotho. In 1905, the first building was erected and various courses in trades were

introduced. In 1929, a variety of new skills and trades in the curriculum were added, marking the beginning of a revolutionary change to address the needs and aspirations of the nation.

In 1960, the school changed its main focus as an artisan-oriented institution. The impetus of growth and dynamism in the 1970s and 1980s led to the establishment of two new schools of the Commercial Training Institute and Technician Training School. In 1991, the three schools were merged. This amalgamation came to be known as Lerotholi Polytechnic (LP). Today LP has grown enormously as witnessed by the wide range of programs it offers.

In an effort to respond to the global trends of liberalization, the government of Lesotho relinquished its responsibility over the institution and granted it autonomy through the LP Act, No. 20 of 1997 – a move meant to afford the institution the leverage to decide its own strategic direction. The honours now lie with the institution to determine its own strategies for sustainability while ensuring that it provides quality programs that will continue to attract students and respond to the technical and vocational education needs of Lesotho.

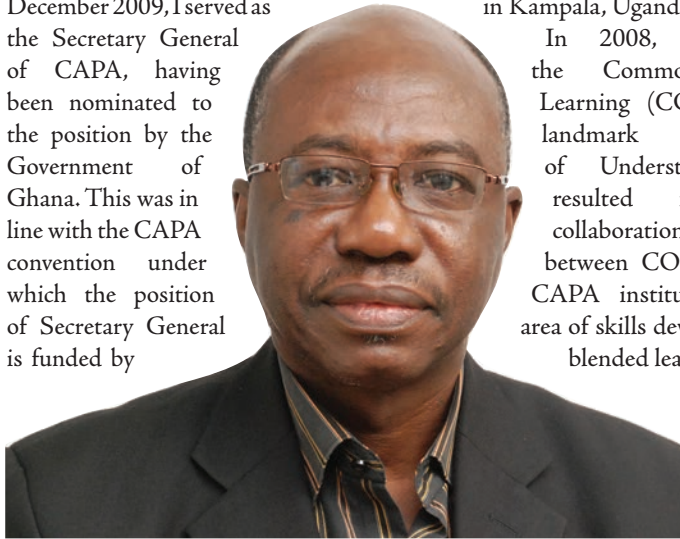
The School of The Built Environment is a school offering courses in the built environment. It shall align itself with the goals set by the Lerotholi polytechnic Strategic plan (2008 – 2015) and the goals set by the Ministry Of Education and Training which are aligned to the Vision 2020. The courses offered shall afford student the opportunity to progress for further studies. The courses offered shall also form a strong base on to which the school can build its degree programmes.

By 2015 Lerotholi Polytechnic shall be the University of Technology renowned for its excellence in science, technology, entrepreneurial programmes with its uniqueness of technical and higher education components.

Reflections by Dr George Afeti, Ghana

FORMER CAPA SECRETARY-GENERAL

From October 2006 to December 2009, I served as the Secretary General of CAPA, having been nominated to the position by the Government of Ghana. This was in line with the CAPA convention under which the position of Secretary General is funded by



Maputo, Mozambique and a meeting in Kampala, Uganda.

In 2008, CAPA and the Commonwealth of Learning (COL) signed a landmark Memorandum of Understanding that resulted in bilateral collaboration agreements between COL and several CAPA institutions in the area of skills development and blended learning.

TVET is now universally

SADC have all developed TVET strategies to foster youth employment and facilitate the portability of skills and labour mobility across national frontiers. These promising developments reflect the increasing awareness of the critical role that TVET can play in moulding the skilled human resource that African countries need for building and maintaining their economic infrastructures, supporting industrial and agricultural development, promoting innovation in manufacturing systems and services delivery, enhancing productivity, and generally driving economic growth.

However, the proportion of post basic education students enrolled in TVET programmes in African countries is less than 10%, which is in sharp contrast to enrolment figures in many of the high performance economies in the world. For example, the proportion of young people under 25 years who are enrolled in TVET is 77% in Austria, 70% in Finland, 51.5% in Germany, and 50% in Korea.

Low levels of technology and innovation in many African countries constitute a barrier to economic transformation and rapid industrialisation. Digitisation and greening of TVET are important elements in the future of work and must be embedded in TVET provision. High-impact TVET skills in areas such as manufacturing, renewable energy, ICT and software development, hospital technology, and agro-processing are therefore necessary. It is in this light that the establishment of technical universities in Africa must be appreciated. The emphasis on high level TVET should also be seen as contributing to the differentiation and diversification of national higher education systems. A diversified and highly skilled workforce imbued with new technologies and differentiated skills can help in the rapid industrialisation of Africa. In this regard, African governments and the

the nominating government. I must therefore acknowledge with gratitude the financial support of the Government of Ghana that made both my stay in Nairobi and work as Secretary General possible and pleasant.

During my tenure, a new Strategic Plan was developed and approved by the CAPA Board for implementation with the key goal of revitalizing the Association. Also, the diplomatic status of CAPA was reactivated and an official CAPA vehicle with a diplomatic (CD) number plate was acquired. With support of the Board and member institutions, several high profile activities and conferences were held in many African countries. These included: CAPA Conference in Livingstone, Zambia at which the Vice President of Zambia at the time was the Guest of Honour

The training workshop on Fundraising and Negotiation Skills held in Johannesburg, South Africa, Conference on TVET in Post-Conflict Countries that was held in Freetown, Sierra Leone.

Others were a workshop on Leadership of TVET Institutions that was held in Dar es Salam, Tanzania, a conference held in

acknowledged as a driver of socio-economic development because of its important role in the formation of skilled human capital. Indeed Goal #4.4 of the Sustainable Development Goals (SDGs) explicitly makes the case for skills training: *By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship* (SDG4.4). In view of the challenge of youth unemployment in Africa, which is reaching crisis proportions, African countries can no longer afford to marginalize technical and vocational skills development in their human resource development strategies.

Indeed, many African countries have developed national TVET policies and strategies to strengthen and promote the acquisition of employable skills by the youth. National TVET authorities and coordinating bodies have been established in countries such as Botswana, Cape Verde, The Gambia, Ghana, Kenya, Malawi, Mozambique, Zambia, Tanzania and Uganda. The African Union and Regional Economic Communities (RECs) such as ECOWAS and

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CAPA TURNS 40 MEET IN ABUJA

Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA) turns 40!

Founded in 1978, CAPA is holding a special 40th Anniversary international conference in Abuja, Nigeria from August 26 – September 1, 2018 to mark this great milestone.

His Excellency, President Muhammadu Buhari of the Federal Republic of Nigeria, will be the distinguished guest of honour. More than 500 delegates from member

countries and friends of CAPA from around the world are expected to attend this important conference.

The theme of the conference is: *“Enhancing Technical Capacity*



AS DELEGATES FOR JAMBOREE

and Partnerships for Industrial and Sustainable Economic Development in Africa” while the sub-themes of the conference include: From consumption to production oriented economies in Africa; innovative and appropriate technologies for the development of energy, agriculture,

food, housing and textile sectors in African countries; prospects of mines and steel development for accelerated manufacturing and industrialisation in Africa; competency-based education & training and curriculum development in TVET Enhancing technical skills development in African

countries through standardisation and harmonisation of qualifications frameworks; entrepreneurship development and novel approaches for strengthening SMEs and youth employment; building partnerships for

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Mr CT Akumu-Owuor, Dr Olubunmi Owoso and Mr Kioko Muoka consulting during the CAPA Cape Town Conference

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promoting skilled technical manpower and industrial development in Africa and fast-tracking socioeconomic development in African countries through enhanced women's participation in TVET.

A star-studded array of keynote speakers expected at the conference includes Hon Badara A. Joof, Honourable Minister of Higher Education, Research, Science and Technology, The Gambia; Dr M. A. Kazaura; Executive Secretary, National Board for Technical Education, Nigeria; Dr Kevit Desai, MBS; Principal Secretary, State Department of Vocational and Technical Training, Ministry of Education, Kenya; and Chairman of Committee of Vice Chancellors, Kenya; and Professor Banji Oyelaran-Oyeyinka, former Director, Monitoring and Research Division, UN-HABITAT, Nairobi, Kenya and Professorial Fellow in Innovation and Development, United Nations University-MERIT, Maastricht, The Netherlands.

The decision to hold this event was arrived by the CAPA Executive Board in 2017 after the members reviewed achievements and activities of the association *vis-à-vis* its foundational goals and objectives.

Some of the major achievements include: Membership has grown from

20 in 1978 and currently stands at 200-strong, some member-institutions have been elevated and attained university status, international conferences and training workshops held, high quality journals have been published so far and CAPA pioneered introduction education in the curricula of many member institutions to strengthen. The Association has also launched CAPA Excellence Awards to recognise and celebrate champions of technical education and economic development in Africa towards building a network of credible partners that can assist CAPA in its advocacy role. For the special 2018 Awards of Excellence, the winners to be conferred are H.E. Mrs. Aisha Buhari, First Lady of the

Federal Republic of Nigeria; Alhaji Aliko Dangote, Chairman, Aliko Dangote Group; Dr Kevit Desai, the Principal Secretary, State Department of Vocational and Technical Training, Kenya; The Standard Group Limited, Kenya and Chief Eric Umeofia, Chief Executive Officer, Erisco Foods Ltd., Nigeria.

During a recent meeting, the Board agreed on a road map for the future of the organisation that is resolutely committed to making CAPA the flagship for a vigorous campaign and intensive skills development to propel a rapid industrialisation and economic development in African countries – the “Industrialise Africa Now” campaign project. The campaign will be flagged off by President Buhari in the presence of a representative of the African Union Commission for

Human Resources, Science and Technology Department during the opening ceremony of the conference. CAPA intends to launch the campaign in every Capital city across the continent.

As part of the events of the Anniversary, the AUC's Department of Human Resources, Science and Technology is partnering with CAPA to host a Pan-African Youth in TVET Leadership Forum on the first day. The AUC' Department of HRST will also launch its Life Skills Education Clusters on the margins of the CAPA 40th Anniversary International Conference.



Women in Technical Education: A section of women who participated in a recent CAPA Leadership Workshop in Mombasa, Kenya

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private sector have a critical role to play.

Effective TVET provision is a multi-stakeholder, multi-partnership venture. The involvement of the private sector in investing, shaping and supporting TVET provision is critical to addressing the skills supply and demand mismatch equation and the challenge of youth unemployment. It is also important for African countries to implement economic policies that

address the demand side for high-level technical and professional skills. In this regard, governments have a responsibility to create a business-friendly environment that encourages entrepreneurship, and the creation and expansion of enterprises. For as businesses grow and modernise, the demand for TVET skills will increase, more TVET graduates will be employed and additional opportunities for training in new skills will emerge, further enhancing industry-TVET

institution collaboration as well as the attractiveness and image of TVET.

Finally, after 40 years as a Commonwealth Association, CAPA must now aspire to become a truly Pan-African organisation that embraces all the geographical and linguistic divisions of the continent, and is acknowledged as an influential voice for promoting skills development and technology innovation as the engine for Africa's socioeconomic development.

Eng Olawumi Anthony Gasper, Nigeria



My first contact with the regional organisation was in the early 90s when the Lagos State Polytechnic hosted the Regional Workshop on Entrepreneurship. Development with the subsequent pioneering of entrepreneurship education in the Polytechnic curricula. About ten years later in 1999, I was appointed the Rector, which ensured my active participation and attendance at all conferences and meetings of CAPA, membership of several committees, election as the Vice Chairman (West) and a CAPA Board Member. My exposure to polytechnics, technical universities and institutes in the southern, eastern and western regions afforded experiential sharing in technical skills and professional development with my colleagues from member countries.

As a CAPA Board Member from Y2001-2006, our sessions were very engaging and I had always looked forward to the fora for

sharing innovative ideas towards the promotion of TVET in Africa. Series of programmes for the training of facilitators and trainers in various skills set; as well as capacity development in the management and leadership of member nations institutions were evolved during these sessions, with tremendous support for WITED. These experiences and exposure later facilitated the various reforms in the TVET sub-sector under my guidance in Lagos State.

TVET in Nigeria has experienced great leaps in capacity building initiatives and innovation, especially under the leadership of the regulatory body, National Board for Technical Education. New industry driven qualification systems, hinged on the National Occupational Standards developed by the industry and professional bodies, with local and international acceptance have evolved. Sensitization programmes

have seen graduates from the nation's polytechnics and universities acquiring vocational skills for job enhancement.

The way forward for TVET in Nigeria is for the national and state governments to encourage private sector involvement in the production of much desired high quality technical skills from the youths for self-reliance, world-of-work in the industry and academic progression. Local content favourable policy and development of technical skills, especially in the construction sector must be enforced to promote skills and professional development amongst the youths and bridge the huge unemployment gap in the country.

Currently, Eng. Olawumi works with a private sector-led construction training academy whose training programmes are factored in practical skills acquisition. Programmes are currently offered using the industry developed standards leading to the internationally acceptable NSQ Certification. We anchor our strength on quality delivery as all our Faculty members are Quality Assurance Assessors and some are Internal Quality Assessors. Available programmes are: Site Supervision (graduates only), Domestic Plumbing, Domestic Electrical, Masonry and Finishes, Steel Fixing, Construction Carpentry.

Our graduates are currently turning around some communities through engagement in urban regeneration by redeveloping and renovating existing buildings into studio apartments.

Mr. Pascal Chewe, Zambia

Mr Pascal Chewe, first got involved with CAPA in 1998, then working as Vice-Principal, when he represented his Principal at a conference held in Mombasa, Kenya, hosted by Mombasa Polytechnic. In the year 2000, he was appointed to the CAPA Board and later became CAPA Vice- President, Southern Region, from 2006 to 2014.

“For me, as a young Principal at the time, my involvement with CAPA could not have come at a better time. Given the transformational challenges we were facing in our own TVET system, CAPA provided a platform for experience sharing, problem solving solutions, and benchmarking for best practices. I started realising that our problems were not unique after all, and much more, they were not insurmountable,” Mr Chewe said during an interview.

According to Mr Chewe, one of the most memorable occasions was when Zambia hosted the CAPA Conference in 2006 in Livingstone. “At this conference, we managed to get the Republican Vice President, Mr Rupiah Banda as guest of honour. This man later became the President of Zambia. At the time, the Minister for Science and Technology was Brigadier General (Rtd.) Dr. Brian Chituwo. With the participation of the Vice President, we also had the Minister of Science and Technology, Minister of Education, Minister for the Province, and a host of Permanent Secretaries and directors from a number of line ministries. In my view, this marked a turning point for CAPA in Zambia, and the subsequent support CAPA Zambia received was simply un-paralled.

Then came the conference in Sierra Leone in 2007 whose theme was: “*TVET in Post-Conflict Countries.*” This was simply a sobering experience. The Sierra Leone conference was held six years after the end of the eleven years civil war. The immediate impact on most of the conference participants was the extent of destruction of the infrastructure. Even the hotel hosting the conference was partially functional because it had been burnt during the civil war. However, the determination by the nationals to reconstruct and their openness to talk about what could have gone wrong was



amazing. Further, we all realised that the rest of Africa was potentially not exempt from the Sierra Leone misfortune.”

“We left the conference with firmly persuaded that while a robust TVET system may not necessarily be a panacea to Africa’s social problems, it will go a long way in keeping our young people meaningfully occupied. For Sierra Leone, every aspect needed some kind of TVET response to rebuild.”

The state of TVET in Zambia

“Clearly, it is not possible to profile the state of TVET in Zambia in a paragraph. That said, however, TVET in Zambia (public training institutions in particular) has very unique features. At the commencement of reforms implementation in 2000, all staff from public training institutions were removed from Government pay roll, and all public training institutions became body corporates under Management Boards. Beyond some very obvious challenges, some outstanding features of the system include decision-making on personnel engagement and development, programme design and effective involvement of the end user both in the design process and assessment. In terms of successes scored, respective institutions have varying experiences. Public training institutions in the rural settings probably have more challenges than those in urban areas.”

The TVET reforms, cited as the TEVET Policy of 1996, implemented in 2000, placed the governance of TVET public training institutions under management boards, giving rise

to some of the following challenges:

Continually reducing government funding; recapitalisation of workshop machinery and equipment, leading to a severe mismatch between imparted skills and knowledge on the part of graduates and the expectations of the labour market as the end user of those skills. There is also the challenge of management of personal emolument for staff and particularly payment of terminal benefits.

“What this has tended to do is shift some level of attention from executing institutional mandate on the part of management, to basically survival,” said Mr Chewe.

Now aged 64, Mr Chewe, started his career as a trainer at the age of 21 (in 1975) as a Communication Skills teacher, handling craft and business studies programmes. After obtaining a Master of Science (MSc) degree qualification in English for Specific Purposes (ESP), a branch of Applied Linguistics, in 1987 at Aston University in the UK, he was moved to the only technical and vocational teacher training college in his country (Zambia) as a senior lecturer.

“I was given the responsibility as Head of Department, Applied Sciences, in 1992, and later rose to the position of vice-principal in 1995. He was appointed Principal for the Technical and Vocational Teachers College (TVTC) in 2000. This was a critical period of change and transformation as the Zambian Government was implementing reforms in the Technical and Vocational Training (TVET) sector in an effort to make the system more relevant and responsive to the labour market demands.”

He was moved to the Evelyn Hone College of Applied Arts and Commerce in 2013 and again moved on a special assignment as principal/consultant, and retired from there in August, 2014.

“During this period, I served as Secretary to the Principals Conference from 2000 to 2004 and later as National President of the Zambia Association of TVET Providers from 2008 to 2010, among other responsibilities,” explained Mr Chewe.

Dr Alison Mead Richardson

Education Specialist – Technical & Vocational Skills Development, Commonwealth of Learning

Kindly tell us about your involvement with CAPA and what your experience has been so far.

I first engaged with CAPA in 2010 when I attended the CAPA conference in Abuja. As a sister organisation to COL, I was delighted to find a partner focused on TVET in Commonwealth countries. I always call CAPA COL's older sister as this year, CAPA is 40 and COL is 30 years old.

At that conference, I shared with CAPA members, my vision for a new technology enabled flexible and blended model of TVET. I was very encouraged by the positive response I received and set forth to build a partnership between COL, CAPA and the interested institutions.

We launched in 2010 with 11 institutional partners from 5 countries – Kenya, The Gambia, Nigeria, Ghana, Tanzania, and Zambia. Uganda and Mozambique joined a year later and we had 13 partners. We had far more interest from partners than we were able to include in the early days – and this was frustrating for many, myself included.

We created the INVEST Africa partnership – standing for 'innovational in vocational education and skills training' and set about building capacity for technology enabled learning in the flexible and blended model. We trained partners in course design for online learning and for short courses for the informal sector. COL is a technical assistance not a funding body so the funds available were minimal, but partners were so committed to the change that they invested their own funds. As capacity grew, their abilities attracted funding from development agencies such as World Bank, and County governments.

We started with a 'bottom-up' approach by engaging with CAPA partners who could show that they had strategic objectives to make improvements in quality and increase access to TVET through ICT and e-learning. As time passed, we were able to engage more closely with government TVET Departments who recognised the potential of the flexible and



blended model. It started with Director Bahir Mursal in Kenya and has now extended to include Zambia, Nigeria and Mozambique. This engagement at national level enabled the partnership to be scaled up and we now have more than 90 institutional partners in 7 countries. In the past 3 years, more than 30,000 learners have been impacted.

I have tried to attend CAPA conferences whenever possible – although being based in Canada makes this difficult. The CAPA conferences are always rewarding – it's like being part of a big extended family. And I can see that the quality of research and presentations made by the members is steadily increasing. This is due in no small part to the efforts made by some members, led by the SG and his small but dynamic team.

TVET in Africa faces many challenges, not least of which is that historically it has been under-funded and under-valued. The INVEST Africa partners have demonstrated that the use of technology can bring about a paradigm shift in TVET teaching and learning which is expected or even demanded by the youth of today. We have seen remarkable results, for example Koforidua Technical University (once Polytechnic) now has over 4,000 online learners. They have established an Institute of Open & Distance Learning to manage flexible programmes for both formal and non-formal programmes. Their Artisan programme trains more than 300 people in the informal sector every year and their research has shown through tracer studies that large numbers of these artisans improve their sustainable livelihoods. KTU also has the first female VC in Ghana and they have completed a gender audit and are embarking on a programme of gender mainstreaming.

In Zambia, a study of Technical & Vocational Teachers' College, has recently shown that enrolment in open, distance and flexible learning (ODFL) increased by 550% over a five-year period, and 50% of college revenue now comes from ODFL programmes. So even with these 2 examples – and there are many other success stories amongst COL-CAPA INVEST Africa partners - I think we can say that the successful implementation of a flexible and blended TVET model can help to mitigate some of the challenges facing TVET.

Like the CAPA SG, I am now ending my time at Commonwealth of Learning and we will both hand over our programmes to new people – who will hopefully take them on to greater heights. I would like to thank all the CAPA members who have welcomed me and my organisation into their institutions and shown great vision and leadership in taking this new model forward to the benefit of the youth of Africa.

About Dr Alison

Dr Alison Mead Richardson is a specialist in technology integration in learning for sustainable development. She is the Education Specialist for Technical & Vocational Skills Development at the Commonwealth of Learning and the Project Manager for COL activities in skills training in 22 Commonwealth countries. She is an experienced flexible learning manager, practitioner and consultant with 25 years of international practice.

Her goal is for her work to increase access to quality skills training for sustainable livelihoods, particularly for marginalised people. She works to build capacity to improve TVET delivery and create opportunities for TVET teacher development through the use of appropriate technology.

An advocate of lifelong learning, Alison takes every opportunity to upgrade her knowledge and skills. She holds a Masters degree in Distance Education from the University of London and completed her doctoral research on technology integration in TVET with the University of South Africa.

Mr CT Akumu Owuor has served CAPA for over 20 years and he is still counting

As CAPA marks its 40th anniversary, one man runs away with the trophy for being the longest serving member of the Executive Board. Mr Chrisanto Taxcius Akumu Owuor, commonly known as C.T. Akumu Owuor, has been on the corridors of CAPA for well over 30 years and has seen it all. He has served as a resource person, vice-chair, chair and currently he is a member of the Executive Board as a representative of the VC, TUK. Read Mr Owuor’s unending story with CAPA.



Mr CT Akumu Owuor, the Director TVET Programmes and Partnership came into contact with CAPA in 1984. By that time, he was working at Kenya Technical Trainers College (KTTC) as a senior lecture and the deputy head of technical education department.

He wrote technical papers for Dr Lutta Mukebi, who was by then the head of the English department at KTTC and a trainer for CAPA. He says it is actually Dr Mukebi who introduced him to CAPA through her acknowledgement of his contributions in the publications.

Mr Owuor’s first direct work with CAPA came about after he was nominated to attend a two-week course on Curriculum Development Techniques at Mwanza, Tanzania in 1986. He had gone to Mwanza as a participant but after two-days of training, his expertise was noticed and he was converted to become a facilitator.

Mr Owuor has served in three capacities at CAPA; the first as a trainer resource person then a vice-chair Eastern from 2003 to 2006 and chair of the CAPA Executive Board while he was the principal of Mombasa Polytechnic and subsequently acting Principal of Mombasa Polytechnic

University College upon upgrading to degree-awarding status.

In 2010, he joined the then Kenya Polytechnic University College (KPUC), the predecessor of TU-K, as the Director of TVET Programmes and Partnership, then became a permanent representative of the Principal on the CAPA Board and has continued to represent the VC after the award of a charter to TUK in January 2013.

Mr Owuor is so far the longest serving member of the CAPA board. “My time at the board during Dr Afeti’s tenure was very stimulating. We used to consult regularly and worked very well,” He recalls.

When Dr Afeti arrived at CAPA,

Mr Owuor was also serving as chair, Kenya Association of Technical Training Institutions (KATTI), of which he was the founder. He had mobilised the KATTI fraternity to register as CAPA members. This boosted CAPA membership in Kenya quite considerably. He provided the requisite leadership for CAPA in collaboration with KATTI and the Mombasa Polytechnic to organise and host the most professionally organised and well attended international conference of that time at Mombasa in December 2005.

Regarding the current leadership at CAPA, Mr Owuor says: “When Dr Owoso came on board as the Secretary General, things changed for the better and the Association has become even more vibrant. Previously, the board met only during conferences. Consultations were mainly between the chairman and the SG. Today, we hold independently convened board meetings and the members are meaningfully involved in the governance of CAPA. Even when the Board is not able to physically meet, we consult widely using online and other media platforms.”

During the first two years of Dr. Owoso’s tenure, the financial constraints slowed down the Secretariat’s activities. “It was really difficult, but now the financial management is streamlined making regular meetings possible,” he added.

“Dr Owoso has really excellently served CAPA. The image of CAPA has been boosted continentally and internationally. CAPA activities and its presence are now visible in government corridors. I wish it were possible for him to continue and steer CAPA to new heights of development and realise his vision,” he concludes.

Mr Owuor was serving as chair, Kenya Association of Technical Training Institutions (KATTI), of which he was the founder. He had mobilised the KATTI fraternity to register as CAPA members.

Kaduna Polytechnic Scales Up WITED



Members and invited guests cut a cake during the maiden conference and magazine launch held on 1st August 2018.

By Arch Dr Juliet Azuka Obaje

Kaduna Polytechnic of Nigeria, is doing its utmost towards achieving the aim and objectives of Women in Technical Education (WITED). The Polytechnic has been involved in several programmes and activities upon the appointment of the current Coordinator, Dr. Comfort Anave Mado-Alabi in 2014. Some of the programmes executed include; Awareness Campaign/membership drive through all campuses, seminars; talks and workshops, female staff and students interactive forum, among others.

From 1st to 3rd of August, 2018, the Chapter under the leadership of her Rector Prof Idris M. Bugaje and his Deputy Tpl (Dr) Catherine E. Uloko hosted its first national conference tagged “*Care for the Future*”. The chairperson Dr (Mrs) Amina Idris, Director NBTE Centre of Excellence for TVET, Kaduna, was ably represented by Mr Jerry

Emokhare. The conference featured paper presentations, exhibitions and launching of ‘KAPWITE’ magazine.

The event recorded high attendance of dignitaries and participants from across the country such as the Executive Secretary, National Board for Technical Education (NBTE); Professional Bodies; WITED members from other Polytechnics; Nigerian Defence Academy (NDA) and Government functionaries. The chairperson’s representative Mr Jerry Emokhare of NBTE in his opening remarks said the conference was timely especially with the theme *Care for the Future* since globally the thought is exploring the relationship between the past, present and future and investigating the implication of continuity and change.

The keynote speaker, Dr Mrs Dorcas Omolola Adeagbo of the University of Jos, in her paper titled ‘*Technical Education and Employment for Women in Nigeria: A Pathway to Sustainable Care for the Future*’

reiterated that the conference theme was timely, especially in the present-day demand for sustainability measures. She stated that it was timely because the conference will afford the opportunity to review the importance of technical education and the employment of women in caring for the future; sustainable care for the future is not only in the front burner of every serious nation but is a global phenomenon with its different and diverse definition and explanations.

The conference observed that advocacy was very expensive; therefore the need for WITED collaboration, linkage and partnerships with agencies at both local and international levels (government, non-government and individuals) towards the promotion of girl child education in all areas of human endeavour. Encouraging women/the girl child in technical education was seen as a priority.

The writer is a secretary WITED and lecturer at Kaduna Polytechnic, Nigeria.

Kenya Government fully supports TVET, assures Principal Secretary Dr Desai

The Principal Secretary (PS) State Department of Technical and Vocational Education and Training (TVET), Ministry of Education, Kenya Dr Kevit Desai, has stressed the importance of TVET for the achievement of Kenya's Vision 2030 and the Big Four agenda of President Uhuru Kenyatta's government as well as the post-2015 SDGs. The Big Four agenda are manufacturing, universal healthcare, affordable housing and food security.

Dr Desai spoke while addressing a CAPA delegation that had paid him a courtesy call. They were led by Prof. Francis Aduol, Vice-Chancellor, The Technical University of Kenya (TU-K) accompanied by Dr Olubunmi Owoso, CAPA Secretary General, Ms Glory Mutungi, Chief Principal, Nairobi Technical Training Institute and Chairman Kenya Association of Technical Training Institutions (KATTI), Mr CT Akumu Owuor, Director of TVET Programmes and Partnerships, TU-K, Mr Charles Akach, Chief Principal, Kabete National Polytechnic, Nairobi and Mr Kioko Muoka, Senior Programmes Manager, CAPA.

The PS told the delegation that his Department's priorities were aimed at linking TVET to the pillars of the development agenda and therefore contribute to attainment of the development goals.

Dr Desai appreciated the work of CAPA and KATTI and the leadership roles being played in TVET by the two associations. He emphasised the key role of TVET in job creation, youth employment, industrial and economic development, saying that all will lead to uplifting of standards of living of the entire continent.

In order to strengthen TVET, Dr Desai called on CAPA to be a continental echo. He acknowledged



LEFT RIGHT: Mr Charles Akach, Chief Principal, Kabete National Polytechnic, Mr CT Akumu Owuor, Director of TVET Programmes and Partnerships, TU-K, Ms Glory Mutungi, Chief Principal, Nairobi Technical Training Institute and Chairman Kenya Association of Technical Training Institutions (KATTI), Nairobi, Dr Kevit Desai, Principal Secretary, State Department of Technical and Vocational Education and Training (TVET), Ministry of Education, Kenya, Prof Francis Aduol, Vice-Chancellor, The Technical University of Kenya (TU-K), Dr Olubunmi Owoso, CAPA Secretary General and Mr Kioko Muoka, Senior Programmes Manager, CAPA.

that there is a lot more to be done by the governments, associations and their member institutions.

He talked on the need for standardisation and harmonisation of occupational standards in the continent, to enhance transferable skills across the African borders. He also urged CAPA to promote benchmarking, identification and recognition of centres of excellence for specific skills, area or sectors. Dr. Desai offered to intervene in securing support from development partners and donors for project proposals from CAPA.

Prof Aduol commended Dr Desai for his pivotal role in creating employment opportunities for the youth as well as facilitating opportunities for industrial attachment and training of students, before his appointment as the Principal Secretary.

The Vice-Chancellor informed the PS of a Memorandum of Understanding on staff development and transition of Diploma students

to degree programmes, involving the KATTI and The Technical University of Kenya.

Dr Owoso expressed appreciation of the decision by the Government of Kenya to host the headquarters of CAPA at The Technical University of Kenya, under a diplomatic Headquarters Agreement. He also acknowledged the tremendous support that CAPA had received over the years from the Ministry of Education and The Technical University of Kenya, under the leadership of Prof. Aduol.

Dr Owoso highlighted a few of CAPA's project activities including the introduction of entrepreneurship education in TVET, advancing women enrolment in TVET, youth empowerment as well as standardisation and harmonisation of CBET in CAPA member countries. The SG also informed the PS about the association's recent involvement in TVET and Youth Skills development programmes of the African Union Commission.

Which is the Road for Africa toward Industrialization?



By **Ojenge Winston**

As the developed world pile up new technology by the day, we in Africa race to gobble it up in our attempt to keep abreast of the ‘civilised’ lifestyle. Kenya, for instance, with nearly half of its population at below poverty line, still holds an impressive smartphone penetration rate globally. With this desperate appetite for foreign technology, isn’t our drive to develop our own industrial solutions dwindling? What strategy is open to Africa?

There is evidence that only a few decades ago, both China and India rallied to develop their industries using simple innovative solutions that satisfied the needs of their populations. This is an interesting option for Africa. For instance, a programmable and automatic school bell is extremely essential to every primary and high school in Africa. Most high schools

can afford one at \$300. Kenya alone has over 30,000 primary schools and slightly over 6000 high schools. That level of sale is enough to generate a very attractive profit to the developer/vendor and enable them to grow quickly. As local industry learns to identify a problem in society and put together requisite technology to provide solutions to the problem, there shall be more confidence to sophisticate production to bigger things such as heavy and advanced equipment; the way India and China have done.

I believe Africa’s infrastructure is poised for industrialisation. Kenya, for instance has over 40 institutions of science and technology, spread uniformly across the country. Every year, about 1000 fresh graduates, at various levels of engineering and technology join the job market. In order to graduate, each one of them would have conceived a project idea and developed a prototype. Having coordinated such activities for years, I am privy to how novel and exciting some of the ideas are. Examples are; automatic detection of defective street light and alerting authority to its exact location, or an electronic advert to automatically monitor readership traffic and changes advert content only when a threshold of readership traffic is achieved. The list is long.

So, in an innovative population with system development skills and purchase ability, what is it that is lacking in order to industrialize? It’s an organized infrastructure to facilitate conversion of the ideas into reality. There are however challenges, as follows; availability of an accurate tool to identify a viable idea, a slow and laborious process of acquiring intelligent rights, identification of a compatible team with system development skills. Besides, ready financiers are often treacherously exploitative. These challenges are, however, surmountable with a well-organised and reasonably-funded incubation centre. Such a centre, similar to the one we are setting up at The Technical University of Kenya, would have a viability evaluation tool, an objective panel of evaluators, a team of individuals proficient in system design, electronics fabrication, systems programming, market research, packaging design and access to an experienced intelligent-rights attorney.

Given the long list of societal problems, it is essential to develop an elaborate hierarchy of such centres. A centre should be developed in each of the numerous, geographically-distributed institutions of science and technology. Each centre would tap into the pool of local innovations, secure rights for each novel idea, facilitate development of testable prototypes and submit an application to a superior incubation hub for further evaluation. Development of qualified ideas at the higher levels would be further supported by a larger fund. In this general sequence, the more qualified ideas are pushed to the market earlier. In a parallel move, each institution should rally to present and publish results of the tests in existing fora such as offered by Commonwealth Association of Polytechnics in Africa (CAPA) every year.

The writer teaches at the School of Electrical and Electronics Engineering, The Technical University



Competency-based education gains popularity

By CT Akumu Owuor, Director TVET Programmes and Partnerships, The Technical University of Kenya

Competency Based Education (CBE) has become a hot topic in higher education circles these days. It is becoming increasingly popular as countries search for ways to improve college affordability and more accurately measure student learning. There are almost as many institutions claiming to have competency based education as there are definitions, so it seems worthwhile to define what competency based learning is and how it can benefit higher education and training.

What is competency based education and what makes it different?

The most important characteristic of CBE is that *it focuses on learning (acquisition of knowledge, skills and attitudes) and demonstration of pertinent competencies rather than time*. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.

While more traditional models can and often do measure competency, they are time-based. Courses last a term, semester, year or beyond and students may advance or graduate only after they have put in the specified time. This is true even if they could have completed the coursework and

While CBE is better for all students because it allows them to study and learn at their own pace, it is particularly ideal for adults with some college training but no degree.

passed the final exam in half the time. So, while most colleges and universities hold time requirements constant and let learning vary, competency based learning allows us to hold learning constant and let time vary.

While CBE is better for all students because it *allows them to study and learn at their own pace*, it is particularly ideal for adults with some college training but no degree. *It makes it possible for them to come back and complete a degree*, which can mean a better job, higher earning potential, and a better life.

We know two things about adult learners. They come to higher education knowing different things, and they learn at different rates. CBE recognizes this reality and *matches the education to the student*. Unlike a one-size-fits-all approach, it *allows adults to come back to college and apply what they've learned*, either through formal education or their work and life experience. They can move quickly through material they already know and focus on what they still need to learn. *For many, this means that they can accelerate their progress toward a degree, saving both time and money.*

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South Africa, Rwanda pledge to pump additional investments into TVET



South Africa's High Commissioner to Kenya Koleka Anita Mqulwana, receives a gift presented to her by CAPA delegation. On her right is The Principal Makerere University Business School Prof. Waswa Balunywa and CAPA Secretary General Dr. Olubunmi Owoso and CAPA Programmes Manager Mr. Kioko Muoka. On her left is TUK Director of TVET Mr. C.T.A. Owuor and the Kabete National Polytechnic Principal Mr. Charles Akach.

South Africa's High Commissioner to Kenya, Ambassador Koleka Anita Mqulwana, has hinted about her Government's commitment to increasing funding and other forms of support to TVET in South Africa, especially in the training of artisans, technicians and technologists.

The move, she said, will enable the country contribute towards producing a critical mass of skilled human capital that will power industrialisation and job creation.

Ambassador Mqulwana said this when she hosted a delegation of the Executive Board of the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA) who paid her a courtesy call recently.

The delegation was led by Prof. Waswa Balunywa, the Principal of Makerere University Business School, Uganda, who represented the CAPA Chairman. Other members of the delegation were CAPA Secretary General, Dr. Olubunmi Owoso, the Director of Technical and Vocational Education and Training (TVET) at The Technical University of Kenya (TU-K) Mr. C.T. Akumu Owuor, representing the Vice Chancellor, Prof.

Francis Aduol; the Chief Principal of The Kabete National Polytechnic (TKNP), Kenya, Mr. Charles Akach and CAPA Senior Programmes Manager, Mr. Kioko Muoka.

Speaking for the delegation, Prof. Balunywa thanked Her Excellency the High Commissioner for accorded them opportunity to visit and present a Memorandum briefing her on CAPA, the imperative of South Africa's leadership role in the Association and the participation of her country's TVET institutions in CAPA activities.

Prof. Balunywa explained CAPA and what it stands for. He called for the reversal of the dominance of foreign manufactured goods in African markets through South Africa taking a lead in promoting intraregional trade and investment. Prof. Balunywa informed Her Excellency that the CAPA Executive Board appreciates South Africa's leading position on the African continent and therefore believes that the country's educational, industrial and economic strength should bear much relevance and impact on boosting intra-African trade, economic growth and human capital development in the region.

He added that the participation

of South Africa in CAPA will enable the country to understand the TVET framework, achievements and challenges of the rest of African countries. This will form the basis of mutually beneficial collaboration and partnerships for accelerated industrialisation and wealth creation.

H.E Mqulwana thanked Prof. Balunywa and noted that standards for TVET needed to be set much higher. She said her country was keen in encouraging collaborations and partnerships between TVET institutions in the continent. She acknowledged the memorandum promising that she would present it to her government and ensure it received due attention.

Getting Rwanda Involved in CAPA

Meanwhile, the same delegation visited Rwandan High Commissioner to Kenya Ambassador James Kimonyo.

They explained that the CAPA Executive Board was eager to partner with the Ministry of Education and the TVET institutions in Rwanda, to achieve a rapid growth in job creation through quality entrepreneurship education and training as well as the development of technical skills for the world of work.

Prof. Balunywa briefed the ambassador about CAPA's special international conference to be held in Abuja Nigeria, end of August noting that the Board had agreed on a road map for the future for the organization that is resolutely committed to making CAPA the flagship for vigorous campaigns for intensive skills development, to propel rapid industrialization and economic development in African countries.

Prof. Balunywa observed that Africa is not well coordinated in TVET and therefore the need to train more people in current and future skills to

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South Africa, Rwanda pledge to support TVET

be able to handle modern technology for sustainable development of Africa. This will help in increased production hence meeting the present needs of the continent and her people.

He added that CAPA is committed to pushing for access and relevance in TVET and the adoption of enabling policies that will bring together institutions for exchange programs, sharing research findings, publication and capacity building.

Ambassador Kimonyo appreciated the discussions noting that his Government was keen on reforming its TVET sector. He explained that Rwanda takes seriously the training

of basic skills from middle to higher level colleges. He informed the CAPA delegation about the restructuring and upgrading of some institutions in Rwanda leading to the establishment of the Integrated Polytechnic Regional Centres and the Kigali Institute of Science and Technology. He affirmed that the reforms were yielding much dividends in providing vocational skills and professional training to Rwandan youths; as well as skilled technological manpower for sustainable economic development in Rwanda. He also recommended that TVET be introduced at early levels of education. H.E Kimonyo promised to present

CAPA agenda to the Rwanda Minister In-charge of TVET.

Mr. Akach, congratulated the country for its achievement in TVET. He informed the ambassador about the Kenya TVET contest that recently happened in Kisumu and that Kenya TVET institutions would be keen to partner with institutions in Rwanda.

Rwanda was admitted to The Commonwealth as its 54th member at the Commonwealth Heads of Government Meeting in Trinidad and Tobago in 2009. However, the TVET institutions in Rwanda are yet to become members of CAPA.

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Competency-based education becomes popular

Implemented effectively, CBE can improve quality and consistency, reduce costs, shorten the time required to graduate, and provide us with true measures of student learning. We must therefore:

1. Measure student learning rather than time. Learning measurement is through continuous assessment to establish that students fully acquire commensurate competencies.

2. Harness the power of technology for teaching and learning. Computer-mediated instruction gives us the ability to individualize learning for each student. Because each student learns at a different pace and comes to college knowing different things, this is a fundamental requirement of CBE.

3. Fundamentally change the faculty role. When faculty serve as lecturers, holding scheduled classes for a prescribed number of weeks, the instruction takes place at the lecturers' pace. For most students, this will be the wrong pace. Some will need to go more slowly; others will be able to move much faster. *Competency based learning shifts the role of the faculty from that of "a sage on the stage" to a "guide on the side."*

Faculty members work with students, guiding learning, facilitating discussions, helping students synthesize and apply knowledge, assessing learning and providing corrective feedback.

4. Define competencies and develop valid, reliable assessments. The fundamental premise of competency based education is that we define what students should know and be able to do, and they graduate when they have demonstrated their competency. This means that we have to define the competencies very clearly. *Getting industry input is essential to make sure that we've identified relevant competencies.* Once the competencies are established, we need experts in assessment to ensure that we're measuring the right things.

Primarily, in CBE, learning is student centred. The student should ideally plan own learning program and progress at own pace. This calls for modularized learning programs.

The benefits of competency based approach have been recognized by policy makers and influencers in higher education. The Centre for American Progress recently released a white paper that found, "**Competency-based**

education could be the key to providing quality post-secondary education to millions of Americans at lower cost." In a speech in the 2012 fall, U.S. Secretary of Education Arne Duncan referred to Western Governors University's competency-based degree programs, saying, "*While such programs are now the exception, I want them to be the norm.*"

While policy makers are praising competency-based education, not enough is being done to ensure meaningful implementation to ensure learners benefit from the advantages of CBE. Proper implementation of CBE requires implementation of Recognition of Prior Learning policies. Many educational and training institutions are still more concerned length of a course in time, learning institution and faculty credentials rather than what students are learning. Moving competency-based education into the mainstream will require a fundamental change in the way we look at higher education, but the improvements we will gain in student learning, efficiency, and affordability will be worth it.

Profiles of member-institutions

Lagos State Polytechnic - Nigeria



The Lagos State College of Science and Technology (now known as Lagos State Polytechnic) was established with the promulgation of Lagos State Edict No. 1 of 1978 with retroactive effect from June 1, 1977.

The Institution commenced classes in January, 1978 at a temporary site (now the Isolo Campus) with five Departments namely, Accountancy and Finance, Management and Business Studies, Insurance, Secretarial Studies and Basic Studies. The later offered GCE 'A' Level courses in the Arts and Sciences.

On August 1, 1978, the School of Agriculture in Ikorodu was merged with the Institution and it became

the nucleus of the present –day permanent site at Ikorodu.

In 1988 and after 10 years of existence, Lagos State Government changed the name of the Institution from Lagos State College of Science and technology, (LACOSTEC) to Lagos State Polytechnic (LASPOTEC).

The seat of the polytechnic Administration hitherto located at Isolo Campus since inception of Institution relocated to the permanent site at Ikorodu in May 2000.

The Polytechnic currently has staff strength of 808 with 56 accredited programmes across the various Schools.

The Polytechnic runs an official portal which its website is – www.mylaspotech.edu.ng. The portal is currently used to process admission and registration of full-time students and students of School of Part-Time

Studies. Also, more information about the Polytechnic operations could be found on the website. Plans are on to make the portal more robust to enable checking of examination results, issuance of letters of completion and transcripts, e-learning, access to an e-library, dissemination of campus information and incredible development of Information and Communication Technology.

It is appropriate to mention here that the Institution, which began lectures in 1978 with 287 pioneer students currently, has about 50,000 full-time and part-time students spread among the following six schools; with their component departments.

The Polytechnic presently operates on three Campuses namely Isolo, Surulere and Ikorodu. The latter serves as the permanent site of the Institution, Ikosi Campus having become extinct.

LUANSHYA TVTC, ZAMBIA



The Technical and Vocational Teacher's College (TVTC) was established in July 1975 to provide Vocational Teacher Education in order to service training institutions under the then Department of Technical Education and Vocational Training in the Ministry of Science, Technology and Vocational Training.

The college is located in Luanshya town, a copper mining town on the Copperbelt Province of Zambia. The college premises are along Shala Road, off Buntungwa Avenue. It houses the administrative offices, Training Departments and the student hostels.

Since its establishment, the Technical and Vocational Teachers College has produced craft men and women, technicians, Technologists and Teachers who today are contributing to the development of the Zambian economy.

In January 2000 TVTC was established as a management board through the Technical Education, Vocational and Entrepreneurship Training Act No 13 of 1998. The College is an affiliate of the University of Zambia (UNZA) and Copperbelt University (CBU); all College diplomas programmes are underwritten by University of Zambia (UNZA). While all degree programmes are underwritten by the Copperbelt University (CBU).

The College offers programmes on Full Time, Open and Distance Learning and Short Courses. With the introduction of ICT curriculum in primary and secondary schools, TVTC has responded to the needs of both teachers and the Ministry of General Education by introducing a Diploma in ICT for Teachers. Other new programmes which have been introduced are Diploma in Mathematics and Physics, Diploma in Mathematics and Chemistry and English, Civic Education with Counselling.

The immediate challenge was to transform the College from a public

institution to a self- sustaining training entity. To this effect the College has undergone a radical internal restructuring intended to improve the delivery of training and services. As part of this strategy, the College has also implemented vigorous staff development plan targeting all levels of its staff. Since its establishment in 1975, TVTC has made significant contribution in the area of Human Resources and Management development in the region. Its role as a premier regional training College has expanded substantially as a result of increased client demands by institutions and organisations both within the country and in the region.

TVTC has a mission to provide quality technical and vocational teacher training and tailor-made programmes in a cost- effective manner in both the formal and informal sectors to enhance individual and national development.

It's vision is to be a leading institution in the provision of quality and accessible demand - driven training in Zambia.

GAMBIA TTI – THE GAMBIA



The Gambia Technical Training Institute was established by an Act of parliament in 1980 to provide training opportunities for the middle and sub-professional levels of the technical and vocational human resource requirements of the country. It began operations in 1983 with the provision of Craft level programmes in a variety of technical and commercial disciplines with qualifications awarded by the City and Guilds of London Institute (CGLI), Royal Society of Arts of (RSA) and Pitman Examination Bodies.

From its inception to date the developments within the Institute have been guided by well thought out development plans and realistic objectives. These developments have been based on the country’s human resource development objectives as enshrined in various government policy documents such as the national five-year development plans, education policies and more specifically the Policy on Technical Education and Vocational Training, the current Vision 2020 and recently the Programme for Accelerated Growth and Employment (PAGE). In addition, the institute has undertaken continuous needs analysis in a bid to inform the planned proposals for development.

GTII provides the highest level of Technical and Vocation Education and Training available in the Gambia. Over the years the institute has expanded its programmes from the original craft level provision to Full Technological Certificates (FTC) and Diplomas; from Pitman and RSA programmes to AAT, ABE and ACCA programmes in Business Studies; from the initial and Further Education Teacher Training to Higher Teacher Training, the introduction of a Bachelor’s Degree programme in Community Building and Design and of recent the introduction of the Higher National Diplomas in Engineering, Computer Science and Construction.

**The Technical University of Kenya
— Kenya**



From its founding, the Kenya Polytechnic established itself as a centre of excellence in the training of middle level manpower in the country. This enviable and strong tradition was retained during the transition as University College and has been wholly inherited by Technical University of Kenya. The University has a total of 66 degree programmes, 72 Diploma programmes, and 73 certificate programmes. The bulk of the programmes continue to be in engineering and technology which however are supported by courses in the arts, business, management,

and social sciences. The Technical University of Kenya already admits the largest number of degree students into engineering programmes than any other university in this country. In the admissions by the Joint Admissions Board for KCSE 2011, the Technical University of Kenya admitted the largest number of students in Engineering at 395. The university is committed to training at the full professional levels such as in engineering, architecture, surveying, and planning and also at the technologist and technician levels.

The Technical University of Kenya is one of the three universities in sub-Saharan Africa that offers Bachelor of Aeronautical Engineering.

TU-K is the historical home of aviation education and training in Kenya, dating back to 1968 when the first batch of students were admitted

into the City & Guilds of London Institute’s Aeronautical Engineering Full Technological Certificate Programme at the predecessor founding college of the Kenya Polytechnic.

This programme continued to 1980s and produced aviation maintenance specialists who managed aircraft maintenance programmes in the East African Community organisations. The university mounted Bachelor of Aeronautical Engineering in 2010. The programme’s first cohort graduated with BEng (Aero) Honours degrees in December 2015. Many of the graduates are already employed in aviation organisations that include airlines, Maintenance and Repair Organisations (MROs) and the Kenya Defence Force (KDF) TU-K is one of the three universities in sub-Saharan Africa that offers Bachelor of Aeronautical Engineering.

**THE ELDORET NATIONAL
POLYTECHNIC, KENYA**



The Eldoret National Polytechnic has recorded tremendous growth in development of middle-level training as an institution since inception. It has continually fulfilled its mandate in training young people to acquire skills and technical knowledge that are in

line with the industrial growth of the country.

The rural-urban setting of the Polytechnic has enabled students to study from their homes and thus reduce cost whereas the private hostels around the institution have provided affordable accommodation for students. The Polytechnic has a unique symbolic relationship with the surrounding community, which has been supportive. The good discipline among students coupled with teamwork between teaching and non-

teaching staff has ensured harmony, and synergy in the Polytechnic learning environment.

The teaching as well as non-teaching staff are qualified in their own area of professional expertise, which has put the institution ahead of many others in ensuring the Polytechnic meets its core mandate. Our recommendable growth owes to several factors that favour our location. Chief among these are our unique geographical location in the western region that has a

number of industries that provide a huge job market for our graduates. These include sugar industries like Mumias, Nzoia and Chemelil. Other industries include Coca Cola, Kenya Seed Limited etc. Our Health Science department offering Pharmaceutical and Medical Laboratory Technology has the nearby Moi Teaching and Referral Hospital and other public health facilities as the destination for hundreds of our graduates. In Building and Civil Engineering department companies such as DITTMAN Construction Company, HARMO Construction Company, BOWEN Building Contractors, County Governments within Kenyan towns, Ministry of Roads and Public Works, Lake Victoria North Water Services Board, Kenya Power Company, KENGEN and ARM Cement Ltd just to mention but a few has continuously partnered with these firms to equip our trainees with the current trends in the construction industry. These companies absorb

our students after completion of their studies.

We pride of achieving above 85% placement of all our graduates every year both nationally and internationally. The newly inaugurated Governing Council has also been supportive in ensuring excellence in execution of institution's programmes and being an important link with the GOK through the Ministry of Education, Science and Technology, which has been supportive in our growth. There are also the development partners and particularly the European Union, Africa Development Bank (ADB). Others include Kenya Pipeline, National Bank, KASNEB, Kenya National Examination Council, Associate of Business Executives (ABE), mnb, hence making us very competitive middle level institution in the North Rift and Western region. To be in tandem with the global era of digitalization.

The Eldoret National Polytechnic has established and equipped several

computer laboratories has been established and equipped to enhance students' access to computer training and high speed internet connectivity via fibre links. This will go a long way to link students to e-learning resources to supplement the learning materials available at the Polytechnic's library.

The Department of Mechanical and Automotive Engineering opened its doors to students after the inception of The Eldoret National Polytechnic in 1988. Since then, it has continued to train students in various courses and has grown both in infrastructure, staff and student population. The Department admits students from all parts of the country with the relevant minimum qualifications.

The higher diploma courses are offered on part time basis at the town campus. The other courses are offered both in the main campus and the town campus. Students are examined by the Kenya National Examinations Council and City and Guilds.

TAMALE TECHNICAL UNIVERSITY, GHANA



Tamale Technical University began as a Trades Training Centre in 1951 and then became the Government Training School in 1954. It was converted to a junior Technical institute in 1960.

The School was elevated to a Polytechnic in August 23, 1992 and now to the statutes of a Technical

University, in 2016. As a result of the Educational Reform Programme and the enactment of the PNDC Law 321 in 1992, Tamale Technical University was elevated to tertiary status together with Accra, Kumasi, Ho, Cape Coast and Takoradi Polytechnics. The Polytechnic now trains students up to the Post Graduate level, with provisions to mount second degree programmes soon.

Since the inception of the Technical University as a Trades Training Centre, its catchments area has been mainly the three regions of

the north, that is, Northern, Upper East and Upper West. In spite of the fact that three regions of the north, that is Northern are now Polytechnics in very region across the country, the student population of the Tamale Technical University still has a reasonable level of influence in the three regions and even beyond. This is an indication that the Polytechnic continues to maintain a long-standing role as the premier training institution for middle and high levels of technical and managerial personnel for the north and beyond.

ACCRA TECHNICAL UNIVERSITY - GHANA



In our quest for excellence in ensuring quality education and training, Accra Technical University has equipped many of students in the past decades with practical skills needed for the job market. The University, has specialized in providing

practical industrial training, learning and research to equip its students with the best knowledge and skills meant to meet the competitive demands of the industrial job market. Accra Technical University, in its pursuit to enrich our national economy with skilful manpower in various sectors has awarded Higher National Diplomas (HND) and Diploma certificates in various programmes offered in the University. Accra Technical University, in recent times, has introduced Degree programmes

to meet the increasing demand for higher education. The institution also gives its students the benefit of studying in Accra, the capital of Ghana. Situated in the heart of Accra, students have easy access to various landmarks and modern edifices in the capital.

The institution also provides its students a feel of the everyday Ghanaian life, since Accra is the quintessence of Ghanaian society. Accra Technical University's striking features that distinguish it from

others are the beautiful packages which we provide our students. They include our newly built skyscrapers which brighten Accra's skyline, a well built and spacious campus to meet both academic and social needs of our students, and the pursuit of

curricular activities which we advise our students to engage in on campus.

Among our success stories, we have in recent times won prizes for entrepreneurship in the Students in Free Enterprise (SIFE) competition, Coca Cola African Foundation

Entrepreneurship, and the Guaranty Trust Bank Business Ethics Awards, among others. The success of Accra Technical University as a practical oriented educational institution is attested to achievements of our students after they have studied with us.

NATIONAL INSTITUTE OF TRANSPORT - TANZANIA



The National Institute of Transport (NIT) is a public higher learning institution located on west of Dar-es-Salaam City, along Mabibo Road in Ubungo Light Industrial area just a kilometre from Morogoro Road.

NIT was established in 1975 as a training wing of the then National Transport Corporation (NTC). NIT was charged with the responsibility of strengthening human resource capabilities of transport operatives and middle level managers of subsidiary companies of NTC. These subsidiary companies were: National Bus Services Limited (KAMATA), *Usafiri* Dares-Salaam Limited (UDA), Regional Transport Companies (RETCOs), CoCABSetc.

In 1982, it was realized that there was need to have an Institute that will cover all modes of transport. The Institute expanded its area of activities and responsibilities. As a result, NIT was re-established through Parliament Act No. 24 of 1982 (Cap187 revised edition 2002) as an autonomous Higher Learning Institution under the then Ministry of Communications and

Works. It came into operation on 1st July, 1983 through the Government notice No91. Currently, the Institute is under the Ministry of Works, Transport and Communications. The National Institute of Transport is the only such training Institute in the Sub-Saharan region excluding South Africa, mandated by the Government of the United Republic of Tanzania to offer training in logistics, transport technology and other allied transport disciplines.

The Institute is fully accredited by the National Council for Technical Education (NACTE) to provide Competence-Based Education and Training (CBET) programmes at the level of Certificate, Diploma and Degree (National Technical Awards– NT A levels 4 to 8). It is also accredited by the Chartered Institute of Logistics and Transport (CILT International) to teach and examine. CILT programmes: International Introductory Certificate in Logistics and Transport International Certificate in Logistics and Transport and International Advanced Diploma in Logistics and Transport. In addition to that, the Institute collaborates with the Open University of Tanzania (OUT) and the International Purchasing and Supply Chain Management Consult (IPSCMC) to offer MBA in Logistics and Transport Management and Postgraduate Diploma

in Procurement and Supply Chain Management respectively.

The Institute offers programmes in Logistics and Transport Management, Freight Clearing and Forwarding, Procurement and Logistics Management, Automobile Engineering, Business Administration, Computing Information Communication Technology, Aircraft Maintenance Engineering, Marketing and Public Relations, Accounting among others.

The main objectives of the Institute are; To promote, encourage, coordinate and conduct demand driven training in the logistics and transportation and communication sectors; to conduct research, provide consultancy services and publications as well as maintaining reliable logistics data bank; to conduct professional examinations and grant professional Masters and Bachelor's Degrees, Diplomas and Certificates in different classes and types, as well as other awards of the Institute and to arrange and provide facilities for conferences, workshops and seminars.

The Institute has highly skilled both academic and administrative personnel. It also has modern machines and equipment for teaching, research and consultancy services. The Institute has such equipment like sophisticated Vehicle Inspection machines which cannot be found elsewhere in the country.

EASTERN POLYTECHNIC KENEMA – SIERRA LEONE



Eastern Polytechnic was established on the 1st October, 2001 following the Polytechnics Act of 2001. This Act gave the Eastern Polytechnic its legal existence and started operations as a merger of two prominent learning centres in the Eastern Region of Sierra Leone: The Bunumbu Teachers

College (Bu.T.C.) and The Government Technical Institute (T.I.K.) in Kenema.

The origin of the Bunumbu Teachers College could be traced as far back as 1924 with the opening of a Catechist Training Centre in Bunumbu by the Methodist Mission. Later in 1933, the Church Missionary Society (CMS) transformed the Centre into a Teachers Training College for Primary Schools and named it "The Union College". The land on which the institution was built was donated by the late Paramount Chief Mustapha-Ngebeh I of Kpeje West Chiefdom,

Kailahun District.

With the onset of the Revolutionary United Front (RUF) movement in March 1991, Bunumbu fell into the hands of the RUF rebels in May of the same year. Students, staff members and their families were evacuated and in October 1991, Bunumbu Teachers College resumed operations as a displaced institution in Kenema on the campus of the Government Technical Institute.

The former Government Technical Institute in Kenema was founded in 1957 on a piece of land donated by the late Paramount Chief Kai-Samba of

Nongowa Chiefdom, Kenema District. A retired British Military Officer pioneered the opening of the institute and became the first Principal. Students who passed through the institute were certificated by the City and Guilds of London. The institute co-existed with the Bunumbu Teachers College on its campus between October 1991 and January 2001 when the Polytechnic Act was passed in Parliament.

Before the merger, the major functions of the Bunumbu Teachers College and Government Technical Institute were the training of teachers for the conventional classroom and training of tradesmen/technicians respectively.

The Eastern Polytechnic now offers courses for Training Teachers, Nurses, Medical Laboratory Scientists, Business Administrators, Tradesmen,

Technicians and Mechanics. Students who had been certificated by the City and Guilds Institute of London in the case of Technical Institute and Institute of Education in the case of Bunumbu Teachers College are now being certificated by the National Council for Technical, Vocational and other Academic Awards (NCTVA), a special Examining Body set up by the Sierra Leone Government.

ARUSHA TECHNICAL COLLEGE - TANZANIA



Arusha Technical College (ATC) is a Technical and Vocation Education and Training Institution under the Ministry responsible for Education in Tanzania. It was established in 1978 jointly by the Governments of the United Republic of Tanzania and Federal Republic of Germany. The College is located at the Central Business District of the Arusha City which is the Northern Tanzania's centre of agriculture, commerce, trade and tourism.

Arusha City is also the Head Quarter of the East Africa Community and is the central point in Africa between Cape Town and Cairo. It is surrounded by famous mountains such as Mount Kilimanjaro and Mount Meru. In addition, it is the door to the world's great

wildlife refuges including Ngorongoro Crater, Serengeti and Tarangire. All these make the location of the College an ideal place for education, training and applied research.

In March 2007, the Government through National Council for Technical Education (NACTE) granted Autonomy to the College and its name changed to the Arusha Technical College (ATC). The Autonomy elevated the status of the College to a higher tertiary education institution.

Currently, the College is offering 20 TET Programmes and 14 VET Programmes. The expectations and aspirations of Tanzanians towards ATC are very high. The Principles behind ATC Programmes are competent based training with all curricular developed being approved by stakeholders taking into consideration the labour market. ATC boasts of an established reputation as an institution that is widely acclaimed by industry for producing work-ready, competent

graduates who can meet the demands of employers. ATC takes pride in the high employability of her graduates and the recognition expressed by employers for the excellent quality and relevance of her academic Programmes.

The College has industrial linkages coordinated through Industrial liaison Office. This has enabled the College to establish Programmes advisory committees which are responsible in advising the College on skills gaps and performance of her graduates in the real world of work. The industrial linkages has enabled industrial practical placement to all students once in a year for a period of ten weeks. The College also has local and international partnerships which has enabled the College to establish Programmes which allow students to get employed or self-employed. The partnership includes those of Canadian, USA, the Netherlands, Norwegian and Japan colleges and organizations.

TVET Trainers to be Moved from TSC to Public Service



Kenya's Ministry of Education is working on modalities to transfer teachers in TVET institutions from Teachers Service Commission's payroll to the Public Service Commission.

Education CS Amina Mohamed said the scheme, whose aim is to boost the performance of the tutors, is in its final review.

She said the ministry has already forwarded data of trainers in all the 138 Technical and Vocational Education and Training institutions to PSC to affect the transfer.

Once put on the PSC payroll, TVET tutors will enjoy different terms of service different from the ones they work under together with their colleagues in primary and secondary schools.

The CS said the new plan would also see more than 2,000 new TVET trainers recruited to cater for the current shortfall.

The enrolments, he said, will also cater for the new TVET institutions that are currently under construction.



TVET CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL

Congratulations to the

COMMONWEALTH ASSOCIATION OF TECHNICAL UNIVERSITIES AND POLYTECHNICS IN AFRICA ON YOUR 40TH ANNIVERSARY

CDACC is proud to be associated with you in championing the TVET cause in Africa!

The Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council (TVET CDACC) is a body corporate established under the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013. The Council is mandated to undertake design and development of Curricula for the training institutions' examination, assessment and competence certification and advise the Government on matters related thereto. This is in line with the policy document on Reforming Education and Training that embraces Competency Based Education and Training (CBET) approach. TVET CDACC was operationalized in the year 2014.

Core Functions

According to the TVET Act No 29 of 2013, the Council has the following functions:-

- Undertake design and development of curricula for the training institutions' examination, assessment and competence certification;
- Make rules with respect to such examinations and competence assessments;
- Issue certificates to candidates who satisfy national TVET examination and competence assessment requirements;
- Promote recognition of its qualifications in foreign systems;
- Investigate and determine cases involving indiscipline by candidates registered with it;
- Promote and carry out research relating to its examinations;
- Promote the publication of books



Dr. Lawrence Guantai, CEO/Council Secretary and other materials relevant to its examinations; and

- Anything incidental or conducive to the performance of any of the preceding functions.

Accomplishment of TVET CDACC

Over the years since its establishment, the Council has made several milestones. The Council has worked with stakeholders and development partners in accomplishing its mandate. These include: Kenya Pipeline Corporation, National Construction Authority, Housing Finance Foundation, Kenya Revenue Authority, Kenya Red Cross Society, Boma hotel, CAPYEL, public and private TVET institutions, GIZ (ATVET & SOGA projects), Canadian government (KEFEP project) and African Development Bank (AfDB). The main achievements of the Council include:

- Developed 59 Competency based Curricula based on Occupational Standards.
- Developed seven basic competency

curricula to be integrated in the various curricula

- Trained and registered curriculum developers, assessors and verifiers.
- Sensitized over 2,000 TVET stakeholders on Competency Based Education and Training (CBET)
- Established assessment centres for the curricula that has been approved by the Council
- Developed a 5 year Strategic Plan that is being implemented
- Developed a website and an interactive portal for disseminating and getting feedback from the various stakeholders
- Designed and developed a template for competence certification
- Digitalized competence certification for verification purposes.

Way forward

The Council has planned to undertake the following activities:

- Establish a Research and an Assessment Centre in line with its functions
- Coordinate competency based assessment in the various curricula that have been developed
- Award certificates to competent candidates
- Design and develop more competency based curricula in the various sectors
- Bench mark with institutions, organizations and countries with best practices in TVET
- Enter into partnerships, collaborations and linkages with like-minded stakeholders in order to improve the services offered by the Council.

Vision: A Centre of excellence in TVET curriculum development, assessment and certification for a globally competitive labour force.

Mission: To provide demand driven curricula, competence assessment and certification of TVET graduates for the global labour market.

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