CRITICAL SUCCESS FACTORS IN TVET TRAINER EDUCATION ON TVET SKILLS DELIVERY IN KENYA

Your name?

Name of institution?

Can you tailor it so that it is not only limited to Kenyan TVET but to also address Africa?

ABSTRACT

The importance of skills competency training in Kenya TVET institutions is due to the current ascendancy of world demand for sustainable goods and services over other products. This provides reason for the increased need for skilled trainers in the Technical institutions. In 2018, eight hundred and fifty-four institutes and colleges were recognized as public TVET institutions in Kenya and by September 2019, TIVETA authority accredited six universities, eleven polytechnics, eighty-one technical institutes and eight institutes of technology for TVET training. This large number of TVET institutions has made TVET trainer education an issue of utmost importance for the development of (for effective delivery of TVET skills to trainees in this institutions) TVET trainers. In 1978, Kenya technical trainers' college (KTTC) was established to train technically skilled trainers for the relatively few technical institutions and few technical courses that existed then. Lately, most of the world systems and operations have turned not only more technical but also digital, with resultant adaptation of more technical equipment and apparatus in the training. These changes call for establishment of more TVET trainer institutions and also restructuring of the TVET trainer education and technology in line with the market demand. It may therefore not be argued that the only one current TVET trainer institution in Kenya cannot meet the high demand of workforce for the Kenyan TVET institutions. This paper has examined the urgent need for more TVET trainer institutions in Kenya and has gone ahead to explain the need for restructuring TVET trainer education curricula (methodology to be used?). It has indicated the challenges facing TVET trainer education in Kenya and also usable opportunities.

KEY WORDS?