



KENYATTA UNIVERSITY

2ND INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR
SUSTAINABLE DEVELOPMENT

18TH – 20TH MAY 2015

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND
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PROGRAM AND BOOK OF ABSTRACTS





**International Conference on
'Re-Engineering Education for Sustainable Development'**

18th - 20th May 2015

**Kenyatta University Conference Centre (KUCC)
Nairobi, KENYA**

CONFERENCE PROGRAMME

THEME: 'Re-Engineering Education for Sustainable Development

Sub-themes:

- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education

TVET Reforms, Policies and Challenges

Maina Emily Wanjiku

Email: emainaw@yahoo.com

Abstract

Technical and Vocational Education and Training (TVET) reforms are based on Sessional Paper No. 14, 2012 which is a policy framework on Reforming Education in Kenya. This framework resonates with Vision 2030 upon which the required knowledge, skills and attitudes are hinged. TVET reforms were actualized through Technical and Vocational Education and Training Act of 2013 in which a raft of changes were introduced and new organs created. Among the organs created are a regulatory body called Technical and Vocational Education and Training Authority (TVETA), the Curriculum Development Assessment and Certification Council (CDACC) body charged with the responsibility of curriculum development assessment and certification of programmes. Despite the many changes introduced, TVET continues to face a myriad of challenges. This paper critically analysis the reforms recently introduced in TVET and the challenges it faces. The paper ends by making suggestions on how the challenges can be better addressed.

KEY Words: TVET reforms, competency-based curriculum, Kenya, Vision 2030, Sessional