

CAPANNEWS

A Magazine from the Office of the Secretary General • February 2021



ASSOCIATION OF TECHNICAL UNIVERSITIES
AND POLYTECHNICS IN AFRICA

CAPA IS ATUPA!

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. Following the CAPA 40th Anniversary International Conference and celebrations that were held in Abuja in August 2018, the Executive Board met in Nairobi in October 2018 and decided that CAPA be transformed to the Association of Technical Universities and Polytechnics in Africa (ATUPA), with membership open to all TVET institutions in the Commonwealth and non-Commonwealth African countries

Page 7

ALSO INSIDE:

- **The COVID-19 mitigation measures by CAPA member-institutions**
- **CBET is the Future of TVET in Africa**
- **CAPA 2020 Conference postponed**

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



CAPANEWS EDITORIAL

We present to you this inaugural edition of the CAPA-ATUPA newsletter — the *CAPANEWS*.

In this edition, we enumerate the new milestones from the CAPA-ATUPA family. The year 2020 has been a tough and trying year for the global population, thanks to the emergence of the Novel Corona virus Disease — COVID-19. This grim milestone has come with truly-devastating and far-reaching ramifications. The TVET fraternity in Africa has been instrumental in coming up with innovative solutions to mitigate against the global pandemic. The CAPA-ATUPA member-institutions are still working round-the-clock to bring in more innovations.

In June 2020, the CAPA family was saddened by the loss of one of the greatest TVET personalities in Africa. The immediate former Secretary General of CAPA, Dr. Olubunmi Owoso, passed on. The CAPA Executive Board, the CAPA stakeholders and the CAPA Secretariat, all reminisced the exciting moments of Dr. Owoso's leadership, and his tireless efforts to steer the Association to the future. May Dr. Owoso's soul rest in peace!

The continental association of TVET institutions is advanced in its quest to transcend frontiers and come up with a more vibrant and aggressive association, thus “the Association of Technical Universities and Polytechnics in Africa — ATUPA. In this regard, CAPA-ATUPA is working closely with various stakeholders in order to realise the shared dreams of functional TVET and CBET in Africa. One of the initiatives of this transition is the revitalisation of the *Women in Technical Education* (WITED) programme, which has recently held its highly-successful meeting.

Enjoy your read!

Editorial Team

Secretary-General — Mrs. Jahou S. Faal
Editorial — CAPA Secretariat
Design — Alex Wamonje

CAPA-ATUPA Advocacy Continues amid Global Pandemic

Message from Secretary General – Mrs Jahou Samba Faal

As Secretary General of CAPA-ATUPA, I welcome you to the maiden issue of the Association's newsletter, CAPANEWS, dedicated to the memory of an illustrious and committed servant of our organisation, Dr. Olubunmi Owoso. The vacuum created by the sudden demise of former CAPA Secretary General in June 2020 cannot be filled. Dr. Owoso, a mentor and father to us continued his relentless support to the organisation even after 7 years of distinguished service as head. He would have been very proud to witness the transition of CAPA to ATUPA, but unfortunately the cold hands of death snatched him from us. However, we are of the belief that his spirit is with us in our journey to excel in our mission. We continue to

remember him in our thoughts and prayers for the repose of his soul and the consolation of his loved ones.

The Secretariat is delighted to add the publication of this newsletter to the array of initiatives the organization has embarked on as part of its

exemplified by the Covid-19 pandemic, alternative communication platform for rapid response is imperative as we scale down face-to-face meetings and conferences. This newsletter seeks to achieve this goal.

With the transition ongoing, member institutions of CAPA-ATUPA were invited for submission of articles on current issues and innovations at their respective institutions especially on the impact of Covid-19 in the continuity of teaching and learning. We appreciate and congratulate all those who submitted interesting and colourful articles to kick start this online publication. We encourage all member institutions to support this initiative by showcasing the beautiful work being done at their institutions. We hope to receive a lot more contributions during our subsequent publications. Distinctions are always invidious, but the Secretariat serving as the editorial team should be commended for the hard work despite the challenges to put up this first edition.

I wish our readers success in their endeavours. Stay safe and follow WHO guidelines. Covid-19 is real!



mission. This was borne out of the desire to bring TVET practitioners and academics together for the cross fertilization of ideas through a medium of communication. In this new age of technology and globalization as

About the SG

Madam Jahou Samba Faal's current tenure of office began in January 2019 as the new Secretary General of the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA). She is from The Gambia in West Africa and domiciled in Nairobi, Kenya. She holds undergraduate and postgraduate degrees in education from the University of the Gambia and University of Huddersfield, UK respectively.

Her career began as a lecturer in Business Administration at her alma mater, the Gambia Technical Training Institute (GTTI) in 1986 and rose through the ranks as Head of Business Studies Department, Director Academics, to her previous position of Director General/Principal which she assumed in July 2013. Madam Faal was appointed CAPA Executive Board Member and Country Representative for The Gambia in 2017. She has been an active member and participated in numerous activities of CAPA.

She is a passionate champion for TVET in international forums and brings to CAPA knowledge and experience gained during a worthy career. She is married with children.

With the transition ongoing, member institutions were invited to submit articles on current issues and innovations at their respective institutions especially on the Covid-19 impact in the continuity of teaching and learning.

— Mrs. Faal



6. The Polytechnic, Ibadan Fabricates Ventilator and Handwashing Machine

In response to calls by the government to institutions to rise to the challenge of the COVID-19 pandemic, The Polytechnic, Ibadan has come up with a medical ventilator and an automatic handwashing machine that could be produced in commercial quantity.

9. Nairobi Technical Training Institute Acts Fast to Respond to COVID-19

Nairobi Technical Training Institute is a Public TVET Institution in Kenya under the Ministry of Education - State Department of Vocational and Technical Training.

13. Walking the Talk at NIBS Technical College "Developing Skills and Competencies"

Pius M. Wathome, an Automotive Engineering Lecturer and TVET-CDACC Assessor, gives insights into competency-based education, the NIBS approach and his own personal journey through the TVET path.

The Polytechnic, Ibadan Fabricates Ventilator and Handwashing Machine



The Registrar, Mrs. Modupe Theresa Fawale sanitizing her hands using the newly fabricated machine

In response to calls by the government to institutions to rise to the challenge of the COVID-19 pandemic, The Polytechnic, Ibadan has come up with a medical ventilator and an automatic handwashing machine that could be produced in commercial quantity. These fabrications were presented to the media by the Rector of the Institution, Professor Kazeem Adekunle Adebisi recently.

The ventilator has been examined by experts from the University College Hospital (UCH) Ibadan, Nigeria's premier College of Medicine.

The institution also fabricated an automatic hand sanitizing machine

Rector, The Polytechnic Ibadan, Professor Adekunle Adebisi addressing journalists after inspecting the fabricated machines

which has compartments for liquid soap dispensing, water dispensing and hand dryer, all specific to World Health Organisation standard. The ventilator and handwashing machines were fabricated by the lecturers and students of the Mechatronics Engineering department of the institution. The institution has also produced hand sanitizers as well as nose masks for her staff and for other government

agencies and outfits on request. The institution is well positioned to fabricate a lot of equipment now and to respond swiftly to the fight against COVID-19 because the current administration in the state has been very responsive to requests made by the institution. Some of the recently procured equipment assisted in the fabrication of the ventilator and the automatic handwashing machine.

The Polytechnic, Ibadan Secures NBTE Accreditation for Programmes

The National Board for Technical Education (NBTE), the regulatory body for Polytechnics, Monotechnics and Technical Colleges in Nigeria has granted fresh accreditation to 13 of the programmes being run by The Polytechnic, Ibadan.

This is a fallout of the visit of the accreditation team to the institution between the 26th to the 29th of January, 2020. Eleven of the courses were re-accredited while two were fresh accreditation.

The newly accredited courses are Higher National Diploma in Mechatronics Engineering Technology (Automotive Mechatronics) and Higher National Diploma in Mechatronics

Engineering (Industrial Mechatronics).

Other programmes presented for re-accreditation that scaled through the exercise successfully are:

- Higher National Diploma in Geological Technology
- National Diploma in Mass Communication
- Higher National Diploma in Mass Communication
- National Diploma in Marketing
- National Diploma in Local Government
- National Diploma in Business Administration and Management
- National Diploma in Purchasing and Supply

viii. National Diploma in Urban and Regional Planning

ix. National Diploma in Civil Engineering Technology

x. National Diploma in Quantity Surveying

xi. National Diploma in Building Technology

The NBTE Director of programmes Mr. Musa M. Isgogo conveyed the success of the exercise to the institution in a letter signed on behalf of the Board's Executive Secretary dated 19th March, 2020. All the courses will be due for re-accreditation by the end of September, 2024.

Rebranding CAPA into a fully continental organization: Launch of the Association of Technical Universities and Polytechnics in Africa (ATUPA)

Background

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 and mandated to promote Technical and Vocational Education and Training (TVET) for job creation and economic development in the member countries. The Association's creation was as a result of a resolution of the 7th Conference of Commonwealth Education Ministers held in Accra, Ghana in 1977. Since its inception, the headquarters seat of CAPA has been at the Technical University of Kenya in Nairobi (formerly the Kenya Polytechnic) guided by the headquarters agreement between the Association and the Government of Kenya. Presently, CAPA has a membership of 200 post-secondary education institutions spread across 19 member countries in Africa. This membership comprises of a well-integrated profile of technical universities, polytechnics, technical colleges and vocational training institutes. These institutions focus on the production of technical manpower for the world of work, and on innovations to spur technological/industrial development in Africa.

During the April 2016 international conference held in Mombasa, Kenya, H.E. Dr. De Paul Ikounga, the then AU Commissioner for HRST as Chief Guest advocated for the transformation of CAPA to a fully continental association in order to steer the establishment of TVET clusters across Africa towards the achievement of the AU Continental Strategy for Technical and Vocational Education

and Training (TVET), the Science, Technology and Innovation Strategy for Africa 2024 (STISA 2024), and the Continental Education Strategy for Africa (CESA 16-25), as overarching strategies for Agenda 2063. Further, at the CAPA 40th anniversary international conference held in Abuja in August 2018, the Special Guest, H.E Sarah Anyang Agbor, who is also the current AU Commissioner for Human Resources, Science and Technology (HRST), furthered the call of her predecessor to elevate the Association to the Continental level and embrace all countries that were non-Commonwealth in order to play a major role in skills development space for a prosperous Africa.

The deliberation centred on improvement of quality, relevance and access of TVET in Africa as well as rebranding the Association and elevating it to the status of a Pan African Organisation.

CAPA August 2019 International Conference Ministerial Forum

As one of the events of the August 2019 CAPA International Conference

in Kigali Rwanda, a Ministerial Forum was held on Tuesday, 27th August 2019 under the Chairmanship of Rwanda's Minister of Education, the Honourable Dr. Eugene Mutimura, represented by his colleague, the Rwandese Minister of Youth, Honourable Rosemary Mbabazi. This Ministerial Conference featured Education Ministers and/or their representatives, members of the CAPA Executive Board and other invited special guests. The theme of the forum was "The Future of TVET in Africa". The deliberation centred on improvement of quality, relevance and access of TVET in Africa as well as rebranding the Association and elevating it to the status of a Pan African Organisation. The Forum resolved that in order for all African countries to heed CAPA's "Industrialize Africa Now" clarion call, the rebranding of the Association would be imperative to advance the continental agenda with open membership to TVET institutions in all African countries.

Establishment of ATUPA and its Focus

Following the CAPA 40th Anniversary International Conference and celebrations that were held in Abuja in August 2018, the Executive Board met in Nairobi in October 2018 and decided that CAPA be transformed to the Association of Technical Universities and Polytechnics in Africa (ATUPA), with membership open to all TVET institutions in the Commonwealth and non-Commonwealth African countries. The Board members agreed that the new association, ATUPA would play a leading role in providing 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; leading policy analysis and advocacy in favour of skills development for wealth creation; enhancement of the relevance and quality of the African TVET systems for equipping youth and adults with the skills required for self-employment, decent work and entrepreneurship; and aligning TVET programmes with the labor market requirements in Africa.

Additionally, the CAPA Executive Board hoped that ATUPA would strengthen the knowledge base of TVET providers through their engagement in Research and Development with a view to making TVET institutions impact technology capability, innovations, accumulation and transfer of skills in order to contribute to the implementation of the Africa Agenda 2063 and the achievement of the global Post-2015 Sustainable Development Goals in African countries. The Board was of the view that converting the Association into a continental body would significantly endear it to other African countries as a pathway for skills development, employability, higher education, and economic development in Africa. Members of the CAPA Executive Board were confident that the re-engineering of the Association would strengthen its impact in: improving quality and relevance of TVET in Africa for an ever-changing world of work; enhancing equitable access to TVET for all; strengthening governance, leadership and management capacities across all levels; and enhancing image building, advocacy and social mobilization for TVET.

The CAPA Executive Board therefore, unanimously resolved to take up the challenge of rebranding and elevating the Association to the entire continent as proposed by the African Union Commissioner for Human Resources, Science and Technology (HRST). The Secretary General of CAPA therefore presented the proposal for elevation to The General

Conference of CAPA Member Institutions, which is the highest organ of the Association on August 29, 2019 in Kigali during its annual meeting. The proposal was resoundingly approved, with the adapted new name of the rebranded Association as Association of Technical Universities and Polytechnics in Africa (ATUPA). The General Conference directed the Executive Board and the Secretariat to spearhead the elevation of ATUPA and pledged their support towards accomplishment of its mission and vision. They also hoped that the new Association would be formerly launched for operation during the next international Conference of the Association which was to hold in August 2020 in Harare, Zimbabwe, but which was called off due to the COVID-19 pandemic.

ATUPA Catches the Attention of AUC and Africa's Ministers of Education

Ministers of Education from AU member states at the Third Ordinary Session of the Specialized Committee on Education, Science and Technology (STC – EST III) on December 13, 2019 in Addis Ababa, Ethiopia, resolved to “TAKE NOTE of the rebranding of the CAPA to the Association of Technical Universities and Polytechnics in Africa (ATUPA), and encourage Technical Universities and Polytechnics in their countries to join this continental association”.

Through this recognition, ATUPA will be able to participate in driving the Plan of Action for the African Decade for Technical, Professional, Entrepreneurial Training and Youth Employment (2019-2028) as a recognized international organization. ATUPA shall be an influential voice in Africa for the promotion of skills development for wealth creation and at the same time, provide a dynamic forum for gathering, testing and sharing of innovative ideas in technical and vocational education and training through conferences, workshops and publications; promoting of partnerships and capacity building initiatives; and active policy analysis and advocacy in favour of skills

development for wealth creation in Africa through TVET reforms.

The birth of ATUPA shall not only be of benefit to present members of CAPA but will impact the whole continent. It will indeed, form a strong force for driving: the Continental Strategy for TVET; the Science, Technology and Innovation Strategy for Africa 2024 (STISA 2024); the Continental Education Strategy for Africa (CESA 16-25); and more immediately the Plan of Action for the African Decade for Technical, Professional, Entrepreneurial Training and Youth Employment (2019-2028). The Secretary General on behalf of CAPA Executive Board wishes to present this appeal for support of the African Union Commission, through AU commissioner for Human Resources, Science and Technology (HRST).

The aims and objectives of ATUPA are: to stimulate exchanges of experience and ideas by providing a forum for discussion of matters of common interests and arranging meetings, conferences and seminars; to study and help improve the content and methods of teaching in polytechnics and technical universities and in particular the associated curricula and improving 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 mobility 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 cooperation with governments and industry, the problems and needs associated with national development and with the transfer and development of technology; and to facilitate collaboration in any other ways agreed by member institutions to advance their common educational interests.

Nairobi Technical Training Institute Acts Fast to Respond to COVID-19



Nairobi Technical Training Institute is a Public TVET Institution in Kenya under the Ministry of Education - State Department of Vocational and Technical Training. The Institute has been actively engaged with the government to ensure that challenges posed by COVID 19 are minimized.

The government's immediate action on COVID 19 has focused on strengthening the health system which faces an extraordinary challenge to contain the spread of COVID-19 and care for the infected. Further, health policy measures such as; working from home, travel restrictions, the closure of schools, the suspension of public gathering and a dusk to dawn curfew, are necessary to reduce the spread.

The Public Health measures are everyday preventive actions that include: staying home, social distancing, wearing of medically

approved masks, washing hands often with soap and water or sanitizing hands using an alcohol-based sanitizer and cleaning frequently touched surfaces and objects.

Immediately the first case of COVID 19 was reported in the country, and the President of Kenya directed that all learning institutions be closed, the Institute advised staff to work from home.

Nairobi Technical Training Institute's employees and their welfare are of utmost importance to the institute and the focus over the past few months has been on how to deal with COVID-19 Pandemic. This has been at the forefront of the management meetings. This focus aims at helping to protect the employees and their families from contracting COVID 19.

The Institute, therefore, allowed all the employees to work from home and encouraged trainers to use online

modes of training to reach out to the trainees to enable continuity in learning as well as syllabus coverage.

The Principal has been conducting online meetings with the Board of Governors and Heads of Departments and teaching staff to determine any challenges that need to be addressed.

Nairobi Technical Training Institute has undertaken the fight against the spread of COVID 19 through the use of technology. As a hub of research, creativity and innovation, it has taken the lead in developing innovations using materials sourced from reusable electronic and mechanical equipment to help in the fight against the spread of COVID 19.

Trainees under the supervision of technical staff, developed three (3) innovation concepts. These are: -

- Automatic Hand Washing Stations
- Automatic Sanitizer Dispensing Stations
- A robot, that helps to serve people placed under isolation

The trainees have completed: -

- Green energy driven, Automatic Hand washing Stations that recycle the water used hence environmentally friendly.

The following innovations are in progress: -

- Automatic Sanitizers Dispensing Stations that have embedded in them, are a thermal gun that measures temperature, a server for temperature data storage and analysis, an abnormal temperature alert and a mechanism for alerting an attendant via mobile phone when sanitizer refilling is needed.
- A robot that will offer service to people who have been placed under isolation thereby minimizing possible human contact during the period of quarantine.

Article contributed by Glory K. Mutungi (Mrs.), Chief Principal, Nairobi Technical Training Institute)



Group Photo at End of the Youth Forum



Participants in a session at the 2019 annual CAPA Africa TVET Youth Forum



Rwanda Prime Minister Right Honorable Dr. NGIRENTE Edouard conferring Special Awards to a delegate at the 2019 CAPA Kigali International Conference



A section of the delegates following proceedings at the 2020 CAPA Kigali International Conference

CBET is the Future of TVET in Africa



Pius Musyimi Wathome

‘Competence Based Education and Training (CBET) is the future of TVET in Africa and the future is now’. For the past two decades long after the introduction of the 8-4-4 system and its ‘success’ as a ‘good enough tool’ for evaluation and classification of scholars, scientists and graduates for the few job opportunities only available for those with flawless results in their certificates and transcripts. This system has proven to be faulty in different ways from;

- Offering obsolete unmarketable diplomas, undergraduate and post graduate courses.
- Forgery of certificates and academic transcripts.
- Bribery/buying and awarding of certificates and degrees to undeserving people.
- Production of incompetent, unqualified, under skilled ‘professionals’.
- Delay of certification/printing errors/logistical delays(which I am a victim of to date)
- Extension/reduction of academic period for students by institutions to accommodate more ‘clients’ and generate more income. (Greed for quantity over quality)

These are just but a few of the challenges we are facing in the 21st century. We have been structured to

believe in the outdated impractical theory of going to school, get good grades, join a great college or university on government issued loan and pursue a course that will lead you to government jobs with security and pension or a big cooperate in the city that requires your professional expertise.

This theory has failed to deliver the demands for the job market in the industrial, manufacturing and production manpower for the past few decades. This is as a result of the above mentioned limitations of the system by producing wrong/under skilled, unqualified ‘professionals’.

The outcome of these products of a failing system has led to loss of countless lives, millions of shillings in resources and poor quality goods and services which all result to loss of lives and scarce resources.

Competence Based Education and Training (CBET) on the other hand focus on equipping students with the specific competencies in their area of study and practice. They are taught and trained on how to operate and deal with people, machines and situations professionally with high regard to quality of service due to focus on the specific competencies.

For example an artisan student who isn’t good in mathematics or general science can be excellent in arc welding and design. Arc welding as a specific competence can be useful to this student and because it’s a skill he/she has acquired and can be certified upon assessment and verification by a qualified assessor/verifier. This student is now equipped with arc welding skills and can either start their own business or work in any arc welding industry using the acquired skills.

CBET does not limit students’ ability; instead it opens up their minds and options to explore their interests and talents which produce the best out of them. This kind of training reduces the amount of time, money and resources used in training while equipping students with the best world class competencies and skills.

Students don’t have to worry about job security, paying off big government loans, studying additional supplementary courses or waiting for months or years to be certified in a specific competency. Once the student is done with one specific competency assessed and verified as qualified for example; ‘Grade 3 arc welder’ they can be certified and start practicing.

This is the realization of the future and demand of the market in terms of man power and specific expertise needed in the labor industry. This is why CBET is the future of TVET.

Equipping the youths and scholars in TVET institutions with the right kind of training and competencies that guarantee them self-reliance and creative independence in the skills they have gained is and will be the success of CBET as the future of TVET.

Embracing this dynamic and limitless futuristic form of education and training will spearhead the success and revolution of today’s industrialization, professionalism, and social-economic independence. For Africa and the world to live in a self-reliant life with the best quality of products and services, our education system has to change and be as dynamic as the times are in this age of information and technology.

The world is in need of competent and skilled professionals to solve the dynamic nature of problems and needs of the society.

“This year we are celebrating 20 years of excellence since the establishment of NIBS technical college.”

— Pius Musyimi

Walking the Talk at NIBS Technical College “Developing Skills and Competencies”

As a young man who has undergone the 8-4-4 system and luckily the last 4 part of it pursuing a TVET technical teacher undergraduate, I strongly believe that I have heard the term TVET over a million times and have been a believer and practitioner of it ever since. I have been to, worked with and seen over 10 TVET offering institutions from around our country Kenya for the past 5 years in following categories;

- Universities
- Village polytechnics (both government and church/private sponsored)
- Vocational training colleges
- Technical training institutes
- National polytechnic.

My personal experience with the TVET program varied differently with each institution. I was almost giving up on the dream and daily melody to my years as a TVET success until I joined NIBS Technical College in February this year.

Am quit young and haven’t synced into system properly due to the changes in nature of operations to deliver my daily duties as per my job requirements caused the corona pandemic, if I were you I would say so. Quite the contrary; I am a very observant technical trainer, a strong believer and practitioner of TVET and its goals by offering Technical Vocational Education and Training.

Without any doubt or bias at NIBS Technical College we are walking the talk and I suggest you board the bus because am already in and E-learning program which is just but the beginning of the new generation of Competence Based Education and Training.

This is the new day top effective TVET driven goals and achievement the most important aspect of dynamism and creativity. These are the results of “Developing Skills and competencies”.

Mind you, the leading experts of the E-learning program creation, launching and day to day modification

are alumni students of NIBS. Again from personal experience here at NIBS the only limit you can have to personal realization of TVET success and practicing is “curfew” and your own self Class of the future and recording of live class sessions are now our norm not limiting ourselves or our knowledge from reaching out there to everyone who needs it.

Dynamism to me is how the engineering trainers’ in Electrical and Mechanical engineering department have already designed their own sanitizer unit preparing for when we are ready to resume our normal routine.

If I was to write a list of how we are walking the talk here at NIBS I would leave out a lot but having employees who are mostly young, energetic, dedicated, time conscious, qualified and verified professionals with a well-structured management, facilities and welfare is a leaf you can borrow from NIBS.

Here we say a three letter sentence “This is NIBS” whenever things are tough, dynamic or hard to quite figure out as a trainer, lecturer, employee, student or whichever status one may be referred to as and we adjust accordingly. What we really mean is our slogan “DEVELOPING SKILLS AND COMPETENCIES”.

TVET advocates for developing and skills competencies and I have experienced that for sure even though for a short while before the corona pandemic. I still am experiencing and walking the talk. Today I bumped into Madam Lizzie Wanyoike, the founder of NIBS technical college on my way out of the institution and had the guts to approach her on her lunch break from a long meeting, I figured, by the looks on her face.

Remember am quit observant and observation is key to success in anything or anyone. What I really wanted to ask her was how she did it; build NIBS to walk the talk or when she knew she was going to do it. I didn’t, I chickened out, I ended up talking about her entrepreneurial spirit and speech and how we can talk

to students about it briefly and left.

We kept our masks on and social distance during the whole period of our “short but quit intriguing conversation” that’s what I thought.

This year we are celebrating 20 years of excellence since the establishment of NIBS technical college. It hasn’t been easy I am sure and anyone who has been at NIBS since its establishment and seen it grow dynamically to match up the current day TVET and CBET goals even during the corona pandemic can testify to that,

Madam Lizzie perhaps? Everybody has that someone that inspires them like; Nelson Mandela, Prof. Wangari Maathai and Mwalimu Julius Nyerere, such great achievers of our age. What we don’t realize is that times have changed and the system we were used to of teaching students as effective as possible so that they can get distinctions and first class degrees is way past behind us.

Am quite positive you know a graduate or two who are jobless, tarmacking and mostly frustrated especially this year 2020. What we need to do is offer competence based education and training. Developing skills and competencies in students so that they can be fit to make their own path to financial and intellectual freedom is what is required of each one of us to help realize the TVET objectives.

That freedom can only be achieved if we incorporate the entrepreneurial spirit of a business person, craft engineer, field technician, beauty therapist, secretary, journalist, chef, waiter, house keeper and many more other professions that we are responsible to train and be role models to in our TVET based institutions. Here at NIBS we are walking the talk and the talk is “Developing Skills and Competencies”

By Pius Musyimi Wathome.
Automotive engineering lecturer
at NIBS technical college Ruiru
campus, Nairobi. A TVET CDACC
assessor and verifier for Automotive
Technician level 6

The Eldoret National Polytechnic Soaring Higher

Located four kilometers from Kenya's Eldoret town, off Eldoret-Kisumu road is one of the most Dynamic Polytechnics in Kenya, The Eldoret National Polytechnic (TENP), whose foundation stone was laid by the former President of Kenya, His Excellency Daniel Toroitich Arap Moi in 1985.

TENP dynamic growth is buoyed by the Vision: "To be a center of excellence in technological advancement": self-loading Posho Mill- You tube, is evidence among other innovations.

Through servant leadership by TENP Governing Council guided by the CEO as one of TVET architects and with the mandate of TVET Act of 2013, has implemented 106 programmes and in collaboration with CDAAC-TVETA has launched an addition of 17 CBET programmes.

The current enrollment stands at over 14,500 students from a student enrollment of 200 in 1988. TENP Mission; "To produce human capital through innovative training for a dynamic economy", has resulted in introduction of distance-learning and tailor-made modules as the market dictates. This has made TENP a most Sought-after Technical Institution by sponsors such as County Governments, and Government Institutions.

The total number of graduates for the year 2019 was 1831, making it the highest in a Technical college. The advanced equipment from the Government of Kenya through the Ministry of Education, Technical and Vocational Training and the latest from CICA through Kenya For Employment Programme (KEFEP) will enhance excellence in CBET and SET training.

The Departments of: Mechanical and Automotive Engineering, Electrical and Electronics Engineering, Building & Civil Engineering,



The Principal Mr. Josephat Sawe

In the area of Research and Development, TENP holds an annual International conference in the Month of June where knowledge and research findings are shared in a Journal known as Competencies in Research, Science and innovation for Sustainable Development (CIRIS).

Chemical Technology, Applied sciences, Hospitality and Dietetics, Computing and IT and Health sciences with a focus to self-employment will particularly impacted.

The programmes are aligned to vision 2030 and address the "BIG FOUR AGENDA" Such as self-loading Posho Mill in Manufacturing and food security; Stretchable shoe in Manufacturing and Health care. Besides being registered as Examination center for KNEC and KASNEB, TENP is also a Centre of excellence in Training programmes registered with PHARMACY and POISONS board, KNDI, KMLTTB and KIB.

In the area of Research and Development, TENP holds an annual International conference in the Month of June where knowledge and research findings are shared in a Journal known as Competencies in Research, Science and innovation for Sustainable Development (CIRIS).

The conference culminates in a display of TVET innovations by TENP Trainees alongside "Jua-kali" innovators who are invited and facilitated to showcase their innovations.

TENP has endeavored to train holistic trainees and in this respect is unmatched in co-curriculum activities in sports and in both Drama & Music Festivals at National level. This makes TENP a preferred Technical Institution by would be applicants, parents and sponsors.

[\(Article contributed by Josphat K.Sawe, Chief Principal & Secretary Governing Council\)](#)

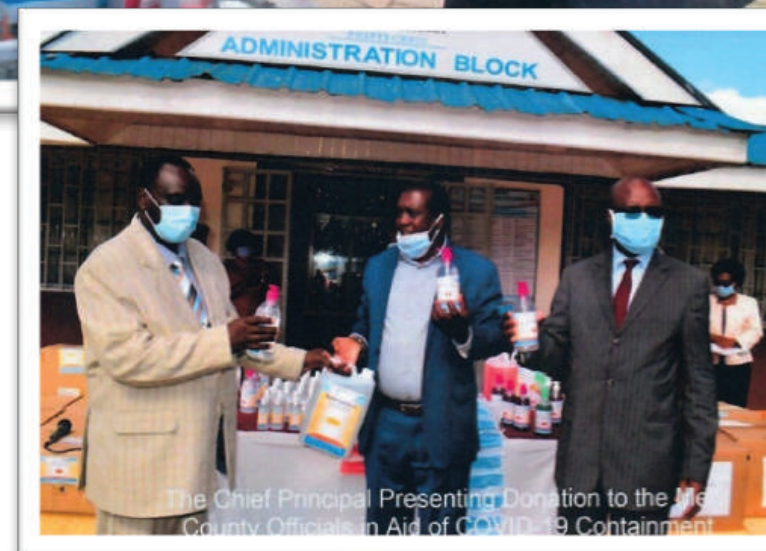
The Meru National Polytechnic Efforts to Contain the COVID-19 Pandemic



The Meru National Polytechnic (MNP) has been monitoring the ongoing Covid-19 pandemic. As the situation continues to change rapidly, the Polytechnic's top priority remains the health, safety and wellbeing of the MNP community and its neighbors.

In addition to the aforementioned measures, the Meru National Polytechnic has been involved in agricultural production which involves: poultry, dairy, horticulture and pig farming. This has gone a long way in feeding the Polytechnic and its environs as well as providing income, a valuable supplement to the budget.

The Polytechnic has been making its contribution through production of 3-layered face masks, antimicrobial hand wash gel, alcohol-Based hand sanitizers and automated water and soap dispensers, some of which have been donated to the Meru County Government in the spirit of community service.



The Polytechnic is also planning for several contingency scenarios and taking decisive informed measures to stop the spread of Covid-19 while ensuring the continuity of our teaching through our e-learning platforms, a decision that aligns with our goal to reduce the number of interactions in the Polytechnic, prevent transmission and protect our community and as we adhere to the national and international health guidelines.

It is understood that there are pedagogical, logistical and technological challenges to these extraordinary measures. The Polytechnic management is however is however effectively addressing the various emerging challenges.



Presentation of the Hand Sanitising Equipment to the Gambia Radio and Television Services (Grts)

Gambia Technical Training Institute Responds to Covid-19: “The Sawyer”

As the Gambia’s leading public Technical and Vocational Education Institution (TVET), GTTI was quick to respond to the threat of Covid -19 by producing a hand washing equipment that uses a foot-operated throttle or pedal to pump fresh water solution unto a sink.

The disinfected water solution that is being discharged by the foot pedal, thus enables users to wash and wipe their hands without physical hand contact with a tap head.

The user is thus saved the exposure to covid-19 infection risk that is associated with washing hands on standby pipes and tap heads that are used by multiple users or visitors. GTTI pioneered this innovation during the Ebola crisis of

2015. Following advice from public health authorities on Covid-19 mode of spread, the Institute demonstrated its quick response capability as its team of designers made minor modifications to its original design to suit users of all ages.

Since its launch, the institute continues to receive orders from government ministries and parastatals, private sector organisations, NGOs, and households. The production and marketing team include highly energized Design and Engineering and Business and Marketing students some of whom work in virtual teams. As The Gambian authorities hailed GTTI’s response to the Covi-19 emergency,

once again this ability highlighted the institute’s evolving identity as an African Centre of Excellence.

The Sawyer main benefits include that;

- the equipment’s components are all locally sourced.
- it is easy to use and adapted to suit the hand washing needs of individuals of ages without assistance
- it is environment friendly as it uses no electricity or batteries or fossil fuels.
- it is adapted for use in any community and in any weather condition. For more information please visit www.gtti.gm or email: infor@gtti.gm.

CAPA-ATUPA Conference 2020 POSTPONED

The Covid-19 has not spared CAPA-ATUPA its far reaching effects. The coronavirus COVID-19 pandemic is the defining global health crisis of our time and the greatest challenge humanity has faced since World War Two. Since its emergence in Asia late last year, the virus has spread to every continent.

But the pandemic is much more than a health crisis, it’s also an unprecedented socio-economic crisis. Stressing every one of the countries it touches, it has create devastating social, economic and political effects that will leave deep and longstanding scars.

In the months of May and July 2020, the CAPA-ATUPA Executive Board convened online meetings and one of the resolutions was to postpone the 2020 international to 2020. The conference was to hold on August 23 – 29, 2020 at the Elephant Hills Resort, Victoria Falls, Zimbabwe under the theme “The Future of Jobs: Training, Workforce Development and Reskilling Africa”.

Most education and training institutions in the continent including TVETs were forced to comply with government directives to close down- This was done as a measure to control the spread of the virus and to protect the health and lives of the people.

Many countries have already implemented temporary measures to slow down the spread of the virus, which includes closing public institutions and schools. As of 03 August 2020, more than 1 billion learners were affected by the closures of schools, training institutions and

universities, with nationwide closures effective in over 100 countries.

Use of Digital Learning Tools

During this long period of closure of training institutions, CAPA-ATUPA is advocating the use of ICT to keep learners engaged. Many of the TVETs in CAPA did not have in place protocols and infrastructure to support a switch to online learning.

However, the CAPA-ATUPA Secretariat collaborating with the AUDA-NEPAD and GIZ on a project on digitizing of TVET training material. The CAPA Secretariat invited thirty (30) Members to participate on the project on Digital Learning Offers for TVET. The project begun late 2019 and it is being implemented under the Skills Initiative for Africa (SIFA). The 30 CAPA member institutions were selected to participate in the initial stage before scaling up of the project to all.

Expected outcomes among others shall be a digital learning offer to be hosted on the ASPYEE platform with links to the CAPA website.

Expected outcomes among others shall be a digital learning offer to be hosted on the ASPYEE platform with links to the CAPA website. This shall provide trainers with the ability to create blended learning systems with high added value.

The Skills Initiative for Africa (SIFA) is a high-level continental initiative that is implemented by the African Union Development Agency (AUDA-NEPAD) and the African Union Commission (AUC) on behalf of the German Federal Ministry for Economic Cooperation and Development and the European Union. SIFA promotes knowledge sharing events on national, regional and continental level for relevant skills development intermediaries.

Webinar on Digital and Remote Learning

CAPA and AUDA-NEPAD organised a Webinar on Digital and Remote Learning as a Response to COVID-19. The Webinar was the first one of a series of online discussions in response to the COVID-19 pandemic. Moreover, a Project Working Group conducted surveys to determine the need or otherwise for digital employability skills for TVET students, and the need for and existing status of TVET/ Private Sector Partnerships in CAPA member institutions. The Working Group presented its findings in a virtual meeting in early May of 2020. Some members of CAPA Executive Board were invited to participate in this meeting and to deliberate on the way forward.

[Article by CAPA Secretariat](#)

Re-Launch of WITED Kenya Chapter at the ATUPA Secretariat

Women in Technical Education and Development (WITED) Program was recently relaunched by the Mrs Jahou Faal, the Secretary General of the Association of Technical Universities and Polytechnics in Africa (ATUPA) hitherto known as Commonwealth Association of Polytechnics and Universities in Africa (CAPA).

WITED is a program that was begun in by CAPA 1988. Its focus was to identify factors that impeded women's participation in technical education, training, and employment. To achieve the mission of the project, the Association undertook a research survey in 1989 using a selected sample of twenty CAPA institutions in nine countries spread across eastern, southern and western Africa regions and noted that the existing technical education favored men and not women. There was therefore, need for vibrant advocacy for the enhancement of women's technical knowledge participation at all levels hence the WITED campaign. Initially, CAPA received support from various development partners such as the International Labor Organization (ILO) and the Commonwealth of Learning (CoL). However, this support did not continue and hence, each country was encouraged to undertake the project at their level. While Nigeria and Ghana successfully launched the WITED country chapters, Kenya lagged behind.

Upon assumption of duties at the Secretariat, the current Secretary General became desirous of revitalizing the WITED program at the Secretariat. She, therefore, requested all the member institutions in Kenya to embrace the program since, just a few institutions had embraced the program at the institutional level for example the Kenya Coast

National Polytechnic (KCNP). With this vision, the Secretary General requested institutions to each nominate a WITED champion from their institutions. A total of 61 member institutions nominated WITED institutional champions who attended the virtual meeting held on 5th November, 2020. The meeting however attracted 72 (seventy-two) participants from both members and non-member institutions of CAPA-ATUPA. The participating Institutions were from the following regions: Nairobi, Mt. Kenya, Coast, Rift Valley and Western regions of Kenya. The participants included Heads of Institution, Lecturers as well as members of the CAPA Secretariat.

Upon assumption of duties at the Secretariat, the current Secretary General became desirous of revitalizing the WITED program at the Secretariat.

The meeting resolved to: -

1. Advocate for a gender policy that recognizes WITED programmes in Kenya, incorporated into the gender policy at the national level, so that the STEM courses are embraced by girls, right from basic education to higher education.
2. Encourage girls to embrace STEM subjects from an early age all through to higher, education.
3. Design mentorship programmes for girls in high schools. It is therefore pertinent to identify mentors amongst the WITED champions within the Kenyan WITED Chapter. People can also volunteer to carry the mentorship mantle.
4. Integrate gender mainstreaming

within CAPA-ATUPA member institutions.

5. Identify WITED program centres of excellence within the country.
6. Organize and participate in awareness and sensitization forums such as conferences, workshops and training sessions to advance the WITED program objectives.
7. Introduce Gender transformative approaches in our curriculum and look into ways of changing attitudes and perceptions of students towards STEM subjects.
8. Design strategies of working with both national and county governments on mobilizing funds to advance the WITED agenda through bursaries, scholarships etc to empower girls in male-dominated TVET programs.
9. Identify and embrace partnership both locally and internationally to support WITED Kenya Chapter.
10. Recognize the role played by women already in the WITED and designate them as role models/mentors for the young girls in both primary and secondary schools.
11. Encourage female students through guiding and counselling session's e.g. students who get pregnant in the course of their studies and feel they cannot proceed with education.
12. Hold WITED Kenya chapter national elections in a month but with regional elections within a fortnight from the date of the meeting.

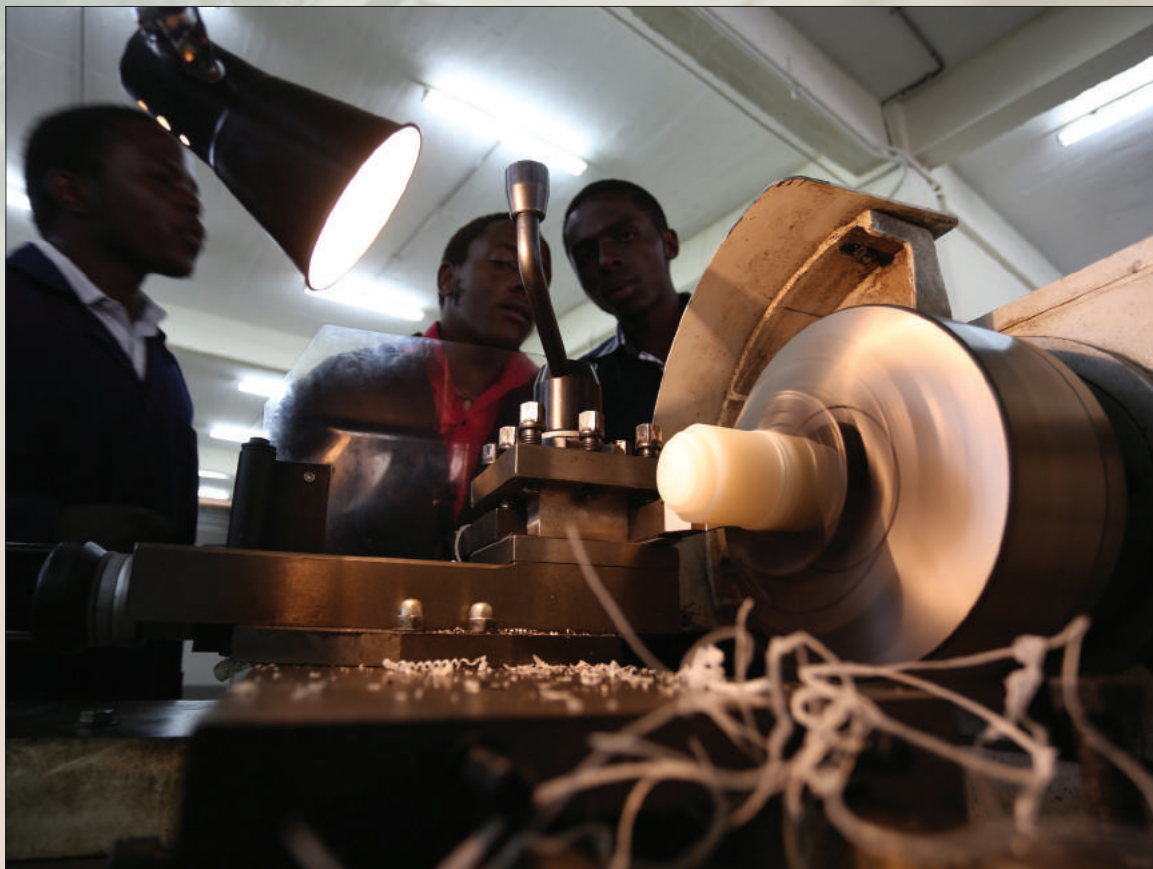
The regional elections and national elections of the WITED Kenya Chapter have since been concluded and officials assumed offices. Currently, the draft constitution of the chapter is at an advanced stage and shall be relaunched in due course.

CAPA Member-countries:

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

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

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



COMMONWEALTH ASSOCIATION
OF TECHNICAL UNIVERSITIES
AND POLYTECHNICS IN AFRICA

For more information:

Please visit the CAPA website, www.capa-sec.org

or The CAPA Secretariat

Tel: +254-20-3343672/251300; Cellphone: +254-792-688383;

Email: info@capa-sec.org