

KENYA COAST NATIONAL POLYTECHNIC

Proposed Regional Centre of Excellence in Maritime, Transport and Port Logistics

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PROMOTING SKILLED WORKFORCE THROUGH RPL AND CBET

RPL implementation

The implementation of the Recognition of Prior Learning (RPL) programme has begun in earnest at the Kenya Coast National Polytechnic (KCNP) amid enthusiasm from workers in the informal sector.

The premier Technical and Vocational Education and Training (Tvet) institution in the Coast region is mandated by the Government through Kenya National Qualification Authority (KNQA) to implement the RPL programme. TVET Authority has assessed KCNP and accredited it as a RPL centre. KCNP got the mandate in January 2023 after approval of its RPL curriculum. It has begun the pre-screening of more than 30 animators in the hotel industry who are set to get their certificates soon.

The process of issuing certification involves identifying, pre-screening, checks for evidence including letters of appointment, photographs while carrying out an activity and assessment at the workplace.



Workers from different hospitality and tourism industries in Mombasa County undergoing upskilling training in various courses.

The animators, some of whom have worked for 10 years without any document, are set to get their certificates by end of March or April after the final assessment.

The workers are happy and eager about the ongoing assessment process while employers in the hotel

industry have embraced the programme.

RPL programme coordinator Ms Esther Mbutthis says the process involves assessing and certifying knowledge, skills and competencies acquired in non-formal or informal learning before a certificate is issued.



Kenya Coast National Polytechnic is accredited by Kenya National Qualification Authority to be a National Qualification Awarding Institution.

The programme is meant to help many Kenyans acquire formal qualifications that match their knowledge and skills.

This will help them access employment, enhance labour mobility as well as promote lifelong learning, social inclusion and self-esteem.

RPL is in line with the Govern-

ment's commitment to provide a platform for recognition and certification of a huge segment of the population which is mostly made up of the youth with various competencies through experience.

These workers contribute greatly to the economy through the informal sector but lack formal certification.

CBET roll out



Bartender trainee attending to Finland Deputy Head of Mission, Otto Kivinen and Chief Principal Ms Mary Muthoka at the Bartender training Workshop.

Kenya Coast National Polytechnic (KCNP) has embraced the Competency-Based Education Training (CBET) with hundreds of students already going through the new curricula.

With 39 curricula developed and 1,791 students placed under CBET, it is evident the reforms in the Technical and Vocational Education and Training (TVET) has taken root at the premier training institution in the Coast region. Nine curricula have been accredited by TVET Authority (TVETA).

The institution is ready and has so far re-trained and retooled 221 trainers and the management.

CBET's breath of fresh air responds to the current needs of the ever changing labour

market and the fast evolution of technology that is sweeping across the world.

To further ground CBET, other players have duly taken the mantle in ensuring that TVET is headed to the right direction with industry being at the centre of the reforms.

KCNP has developed the various curricula with experts from the Curriculum Development Assessment and Certification Council (CDACC) in collaboration with experts from the industry to ensure that the training meets the industry needs.

Development of the curricula is a rigorous process and has to get the approval of TVETA and the Kenya National Qualification Authority (KNQA) before implementation at the institution.

Some of the curricula that have been developed and are being implemented at KCNP are Cruise Animation Levels 4 and 5, Marine Blasting Level 5, Marine Welding and Fabrication Level 5, Marine Painting Level 4 and Port Logistics Level 6.

Others are Cargo Handling Operator Levels 4 and 5, Marine Refrigeration and Air Conditioning Technicians Levels 4 and 5, Marine Plumber Level 4, and Ship's Cook.

Deputy principal Ms Jane Kariuki says students learn in groups and focus is on practicals in the CBET programme.

Students are taught 50 percent practical and 50 percent theory but the target is to attain 70 percent hands-on training and 30 percent theory.

The dual training system ensures students do the real thing in the industry and prepares them for the labour market. The CBET curricula are developed after a labour market survey to get information on the kind of person required in the industry. Then the institution sits down with the industry experts to come up with a task analysis and occupational standards.



Electrical trainees in practical session.

The curricula are then validated by the stakeholders in the industry before they go through CDACC, TVETA and KNQA.

TVETA has to come to the ground to assess the capacity of the institution to deliver the programmes. This includes assessing the equipment, infrastructure such as workshops and the trainers.

Under the CBET, the trainer works hand-in-hand with industry and carries out formative assessment while the head of department does the summative assessment to verify the training.

CBET is student-centred and is geared towards impacting skills rather than mere theory.

Under the CBET, industry is involved right from developing curricula to delivery and is resourceful because it has the updated information on the labour market. CBET is need-driven as opposed to previous training programmes that were supply-driven.

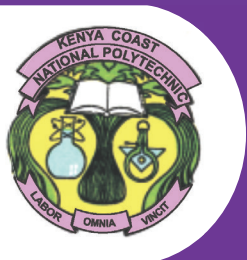
With the practical nature of training, both students and trainers so far like CBET as more curricula continue to be rolled out.

CBET is structured in a reflexible manner with stand-alone units where students can gain skills in a specific area and go to the industry to work and progress to other units later. Every unit makes the trainee employable.

For instance, the trainees can undertake tiling or roofing courses and come out with skills in those fields which enable them to earn and come back for further training at a later date.

As Kenyans seek to get jobs in the global labour market, KCNP has set its sights on training in English, Kiswahili and foreign languages like Arabic, German and Chinese.

With the CBET, KCNP ensures students acquire more skills than just knowledge to enhance their chances of being employed.



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KCNP rolls out dual training system

Kenya Coast National Polytechnic (KCNP) has rolled out the dual system of training where students spend half of the time in the industry and the rest in the institution.

The system seamlessly blends the traditional classroom setting with the practicalities of the workplace. It is part of the Competency-Based Education Training (CBET).

This innovative model, spearheaded by a responsive and market-based ethos, hinges on collaboration between industry partners and educational institutions.

The model allocates a minimum of 50 percent of the training duration to the nurturing embrace of institutions while the remaining portion of 50 percent on industry mentors.

To maintain a clear delineation between academic theory and hands-on application, a crucial step has been taken – a separation of curriculum content.

The polytechnic delivers theoretical knowledge, distinct from the practical insights imparted within the companies themselves.

The courses already approved for dual training are Automotive Engineering Level 6, Marine Welding and Fabrication Level 5, Marine Welding Level 4,

Culinary Arts Level 6, Food and Production Sales Level 6, Front Office Level 5 and Housekeeping Level 3.

In May, the institution plans to onboard courses such as



Marine welding Trainees in dual training 1st industry block for 3 months in African marine and general engineering company.

building and civil engineering, Bio electrical installation, fashion and design, beauty and therapy.

According to Dual Training Coordinator, Mr Cheruiyot Evans, KCNP trains with the industry to bridge the gap for the needs of the workplace. The system also involves mentoring by experts from the industry.

At its core, the implementation of this dual curriculum is a meticulously orchestrated process involving the institution and industry experts.

Together, they craft courses fine-tuned to the pulsating needs of the job market. Within this hybrid educational framework, students find themselves engaged in a system between the structured confines of the classroom and the dynamic realities of the workplace.

The training system is a seamless integration of theoretical classroom-based learning and the pragmatic dimensions of on-the-job training.

This convergence of academia and industry expertise is not left to chance. It follows a carefully devised training plan and a rotational agenda.

These tools act as the architects of a balanced educational experience, ensuring that students emerge not only armed with theoretical knowledge but also equipped with the practical skills demanded by the ever-evolving workplace. In the dual system, education transcends the boundaries of traditional learning, embracing a holistic approach that molds individuals into adept professionals capable of navigating the complexities of their chosen fields.

EASTRIP a success story



Artistic impression of KCNP's Maritime Centre in Kombani, Kwale County.

Development of a state-of-the-art training centre for the blue economy sector has taken shape in the Coast region.

The East Africa Skills for Transformation and Regional Integration Project (EASTRIP) is being developed at Kombani in Kwale county at a cost of Sh1.2 billion and is set to admit its first cohort of students this year.

The maritime school which is part of a five-year programme by the Government and the World Bank is 99 percent complete and is expected to admit students by July this year.

The centre has already received equipment that include simulators, firefighting equipment, training boats, and lifeboats, among other equipment.

It is being developed with a big swimming pool for training on survival at sea under the Standard of Training, Certification and Watchkeeping (STCW) programme and other modern facilities.

Courses that will be mounted immediately the centre opens include marine engineering, nautical science and catering for cruise ships.

In 2018, Kenya Coast National Polytechnic (KCNP) was competitively selected by the Government and the World Bank to be a regional flagship marine transport and port logistics centre under the EASTRIP project.

This is a regional project in three East African countries including Ethiopia, Kenya and Tanzania.

It aims to increase access, improve the quality of Technical and Vocational Education and training (TVET) programme and facilitate regional integration.

EASTRIP is set to equip students with the skills needed to exploit the blue economy and offer world-class maritime training to students drawn from Kenya, Tanzania, Uganda, Burundi, Rwanda, Ethiopia, South Sudan, and the Democratic Republic of Congo (DRC) and countries in the Sub-Saharan Africa region. EASTRIP project coordinator, Mr Kevin Ochieng, says key reforms such as the dual training system will be incorporated in the maritime school.

Currently, KCNP has 13 students undertaking marine training courses under the dual training system at African Marine and General Engineering Company and Mtongwé Navy in Mombasa who may be moved to the Kwale centre to take advantage of the equipment.

The EASTRIP project includes strengthening of governance and management, enhancing regional collaborative capacity in TVET and project coordination.

It also includes institutionalizing industry links, developing market-relevant and competency-based training programmes, training of TVET managers and trainers, provision of key training facilities and equipment and outreach and support for non-project national TVET institutions.

A number of staff at KCNP have been taken for further training to develop capacity and skills relevant to the industry.



Ongoing construction of KCNP's Maritime Centre in Kombani, Kwale County.

Green Initiative at KCNP

As an institution, Kenya Coast National Polytechnic (KCNP) believes that schools should incorporate the idea of "going green" and Education for Sustainable Development (ESD).

They should have environmentally friendly initiatives into their everyday activities. We should look at what the future would be for our children, their children and all the generations ahead.

KCNP has fully embraced the UNESCO programme of greening Technical and Vocational Education and Training (TVETs). The tree planted project set at 6300 seedlings is anchored on the presidential commitment to achieve the 15 billion seedlings target by 2032.

Greening the campus:

Green spaces help to reduce levels of air pollution and mitigate the urban heat island effect. A green campus is not only aesthetically pleasing but can help reduce stress and anxiety. KCNP has embraced ways that help to green the campus.

To cut down on electricity consumption and reduce the carbon footprint, KCNP has installed 17 solar street lighting along the walkways in school. They 'harvest' the solar ener-



Students planting seedlings.

gy during the day and light up the campus at night.

In the financial year 2022/2023, KCNP planted 1976 indigenous, fruit and exotic seedlings in various locations around Mombasa, Kwale and Kilifi counties. The institution has established a tree nursery with 3000 seedlings and has a target of reaching 10,000 seedlings at the end of the semester.

KCNP has also carried out tree planting activities both in the main campus and other campuses in Kwale and Kilifi County. The institution harvests rainwater after installing six 10,000-litre underground and surface water tanks for its use. The procurement process as

an institution fully relies on purchasing energy efficient machines.

Greening the curriculum and training:

The institution has adopted a curriculum that integrates the concept of sustainable development and circular economy. The polytechnic has also incorporated the aspects of sustainability, environmental pollution and conservation in various occupational standards and developed its own curriculum.

KCNP offers great courses like Environmental Science which has gained more numbers in terms of admission. The polytechnic often partners with the County Government of Mombasa and other organisation and go for activities like beach cleaning and tree planting which is a very educative experience for the students.

The institution hosts the president of Youth for Green Action Kenya-Tvet chapter and nine out of 31 leadership positions nationwide at YGAK. A trainer, Mr Austine Odiwour, also serves as the Coast region coordinator for TVETs on matters environment.

Greening the community and workplace:

The polytechnic is in the process of develop-

ing an environmental management policy that will guide all its environmental activities.

It has also partnered with various institutions to carry out conservation campaigns, tree planting activities and beach cleaning. The institution is currently in the process of identifying other schools, churches and institutions where to donate and plant trees from its seedbed in school.

Greening the institutional culture:

KCNP intends to keep the greening culture going for many generations to come through various ways. The institution has an active club called green champions that engages in discussions to champion environmental issues and tree planting activities in and out of school.

With the presence of Mr. Austine as Coast region coordinator for TVETs on environmental matters and also proud hosts of the YGAK president, KCNP believes that greening the institutional culture is on the right path with the support of the administration and active participation of the Environmental Science students, the green champions club, all staff and students.