

TVET Trainers Involvement in Attaining Kenya Vision 2030: Issues and Challenges

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DOI: <https://doi.org/10.51583/IJLTEMAS.2023.12810>

Received: 05 July 2023; Revised: 22 July 2023; Accepted: 29 August 2023; Published: 18 September 2023

Abstract: The Kenya vision 2030 is the country's new development blueprint for the period 200 to 2030. It aims at transforming Kenya into a newly industrializing middle income country providing social development and a high quality of life to its citizens. The vision has three pillars: economic, political and social. The social pillar identifies education and training as key in investing in the Kenyans and thus need to improve quality of training. The government's agenda aims at improving quality of education and training without improving on teacher education and addressing key teacher training aspects for effective curriculum implementation. This paper sought to investigate the issues and challenges TVET trainers are facing in implementing curriculum for attaining Kenya vision 2030. The target populations TVET trainers in Western region, Kakamega, Vihiga, Bungoma and Busia Technical Training Institutions. They were purposely sampled through non-probability sampling. The philosophical paradigm used was constructivism. It adopted qualitative research design where data was collected through semi open questionnaire, document analysis of government policy documents, and commissions were transcribed, theme development observed and interpreted. Content and construct validity was observed. Data analysis was done through thematic coding; content, narrative, discourse and framework analysis. The following were recommendations for policy makers: TVET teacher training in Kenya to embrace both pedagogical and andragogical training approach in preparing trainers who shall embrace the critical elements for the world of work, TVET trainer to be frequently exposed to machines and equipment in industry towards skill empowerment for effective delivery during training, government and stakeholder's collaboration in TVET funding and provision of attachment opportunities. The study contributes to the body of knowledge on the challenges and issues TVET trainers face in curriculum implementation towards realizing the social pillar of the Kenya vision 2030

Keywords: TVET Trainers, Involvement, Andragogy, issues, Kenya Vision 2030

I. Introduction

The Kenya vision 2030 was a set document by the Narc Government in 2006 by H. E The late president of the Republic of Kenya Mwai Kibaki. The vision aimed at industrializing the middle income country by investing in its people and thus provides a quality life to its citizens (Kessio, 2020). The Vision has three pillars: Economic, social and political. In the social pillar, education and training is identified as the main avenue of investing in the people and thus need to improve quality of education. This raises the concern how to improve quality of training without checking the quality of teacher and trainers. This research paper was tasked to investigate the issues and challenges TVET trainers in Kenya are facing toward providing the human resource relevant in attaining the Kenya vision 2030. The study equally sought to assess the lived experiences of TVET trainers within the selected institutions in western region, KATTI just to establish their involvement in Kenya vision 2030 agenda and thus provide best approach in improving quality in education and training towards national development.

1.1 Background of the study

The Kenya vision 2030 clearly identifies teacher training, modernizing of teacher training and improving on curriculum and course in technical institutions as an approach towards developing capacity for TVET Colleges to improve on training. However the status quo holds, TVET teacher training and curriculum execution still uses the human capital approach that focuses on employability rather than the human person within the training process. This indicates that Kenya as a state acknowledges the centrality of the Teacher education, disposition and ability in imparting knowledge and skills for the development agenda. Since each nation has prioritized teacher education, it is premised on the notion that quality education is the key to national development and in addition quality teachers facilitate quality education thus it follows necessarily that teachers are essential providers of human resource towards development. Thus investing in trainers is essential for the process of investing in people.

Kenya as a country since independence through statutory organizations and religious based organizations engaged education and training by providing training institutions for preparation of teacher and trainers and even posting them to facilitate curriculum development. In addition, apart from past experiences of attachment and teaching practice trainers in technical training institutions

have remained in a common cadre with changes from Teacher Service Commission to the new employer Ministry of Education Vocational Technical Training (MOE VTT). There has been stagnation and

1.2 Objectives

1. Analyze issue and challenges of TVET trainers in curriculum implementation in Kenya
2. Examine TVET trainers lived experiences on implementing curriculum for skill empowerment towards attaining national development?

Research questions

- i) What are the challenges and issues facing TVET trainers in curriculum implementation for the Kenya vision 2030?
- ii) What are the TVET trainers lived experiences in implementing curriculum for skill empowerment towards attaining national development?

1.3 Andragogy as a learning model

The study adopted andragogy as a model of learning to guide this study as a theoretical framework (Hasan Toufiq Imam & Tasnia Rubayet, 2021). This is a humanistic approach in education also known as humanistic theory of learning that aims at self-directed learning among learners and teacher role is mentor and initiator who also participates in the learning process (Knowles M. S., 1970). This model is contrasted to pedagogy and heutagogy whereby, when pedagogy adopts child centered approach in education and training, andragogy focuses on self-directed learning and heutagogy focuses on self-determined learning (Blaschke, 2012). This approach assumes that human beings are the most curious and capable of acquiring and creating knowledge from their environment by use of reason and experience. This learning model assumes that adult learners can be trusted to find their own goals and can have choices in what they learn at school, secondly, these learners set their own vision, standards and evaluate their own work and progress and finally their learning experiences help them to positively construct new approaches, paradigms and methods of solve existing and future problems (Abeni El-Amin, 2020).

Andragogy is a concept popularized by Malcolm Knowles as an art or science of helping adult learners. (Knowles M. S., 2005) This is a contrast to pedagogy which means the art and science of teaching children (Hasan Toufiq Imam & Tasnia Rubayet, 2021). This theoretical orientation holds to it that adult learners; move from dependency to increasing self-directedness and as they mature they direct their own learning. Secondly, they draw on accumulated reservoirs of life experiences to aid learning and in addition are ready to embrace learning when they assume new social or life roles. Another assumption is that adult learners embrace problem solving approach and are eager to apply new learning immediately in their environment to fix issues since they are intrinsically motivated to work (Knowles M. S., 1970).

Andragogy as a humanistic learning model thus implies that adult learner require to set up a cooperative learning environment for learning, therefore, trainers collaborate with learners to factor their needs and interests while developing learning objectives and design sequential activities to achieve the objectives (Choy, 2002). This demands collaborative learning where teacher involve learners in choosing methods, materials and resources for information and even evaluating the process of learning to make it better, adjust for improvements and even modify to attain set skills and knowledge (Asha Kanwar, 2019).

Andragogy as a humanistic learning model that TVET trainers can embrace in their teaching exercises, practice and training the young for lifelong learning since it allows for collaborations among key stakeholder i.e. trainers, trainees and industry in order to improve on curriculum implementation for empowering Kenyans towards lifelong learning. Though the Kenya Vision 2030 mentions reorienting teacher training for quality delivery of education and training for effective investing in peoples' livelihoods, TVET trainers still remain unattended to despite change of their employer.

II. Literature review

2.1 TVET and Kenya vision 2030

The Kenya Vision 2030 is blueprint for the government's involvement in development Technical education and training has served a great deal in preparing human resource in Kenya towards attaining the set goals a set in commissions and report since independence however, the exposure of trainers to training equipment and machinery is low and thus lack prerequisite skills for delivering a developmental approach towards attaining the vision (Wafula J., 2013). on the other hand there is lack of collaboration among stakeholders towards curriculum implementation and curriculum developers thus the disconnect in skill training and thus trainers only practice teaching whereas the skill of innovation and critical thinking are unattended to (Wanyeki P., 2012).

2.2 Policy issues and Challenges in TVET Institutions

Early educationists differentiate education as an aspect for human beings and training reserved for animals. However, education and training has been adopted as an art and science that aims at providing prerequisite skills for employability and survival. The teacher training approach thus focused on the child or learner and ideology emphasized by pedagogical approach. However, the onset of self-reliance and employability invited African states to shift towards human capital approach that prioritizes employability and skill development. For effective education and training, teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein is essential in improving the quality of education and training (Rani, 2017).

TVET trainers have remained necessary individuals towards realizing a skilled workforce for realizing the national development. The quality of trainers however ought to be in line with the current demands in order to realize the objectives of a changing society (Chepkoech S., 2021). Using a correlational study, TVET institutions are incapacitated in producing a human resource worthy attaining the Kenya vision 2030 due to staffing and skill gap issues among trainers. (Chepkoech S., 2021). In addition, Ilokanulo.S.N., 2021 opines that gender disparity is significant in contribution in this under development in Africa as a continent.

Among the major challenges trainers face in the classroom is the lack of ICT skills (Kapoor Y., 2020). Intergration of ICT in education and training is a key aspect in availing digital skills, information search and research and finally employability. Trainers preparation has also been identified as an aspect that no employer is working on to fix. Trainers either use historical skills or former experiences on attachment (Wanyeki P., 2012)

2.3 TVET Trainer and realization of curriculum implementation for the National development agenda

TVET in Kenya has been clustered as technical university, Technical colleges under Kenya Association of Technical Training Institutes (KATTI) and finally the Vocational Training Centres (VTCs). Thus the tier administrative structure gives the formal training. However there exists the non-formal training (Jua Kali industry) which offers crucial skills for the labour market. TVET trainer's training has been always a key aspect of the government in administering education and training to the students who join tertiary institutions. Kenya Technical Teachers Training College (KTTC) currently Kenya school of TVET prepares TVET teachers with a minimum requirement of Diploma whereas the Technical Universities: University of Eldoret, Masinde Muliro University of Science and Technology, Moi University, Dedan Kimathi University of Science and Technology, have specialized in preparing technical teachers for the 21st century with an aspect of blending industrial attachment, workshop practice and pedagogical training. This schooling approach has only served the convenience of training however leaves room for upscaling of trainers towards competency acquisition and skill development.

TVET teacher have been in the past employed, managed and remunerated by Teacher service Commission and it is only since 2018 when MOE-VTT took over the function from TSC to continue facilitating the roles previously done by TSC.

Teacher education from a pedagogical approach emphasizes preparation of teachers to attain skills toward assisting children to learn, such trend has been adopted in Kenya in preparing TVET trainers under schooling system. A comparison between pedagogical approach and andragogical approach reveal that the trainer is only an initiator, motivator and facilitator (Zainal A., 2020). In addition, pedagogical approach of training Teacher did not provide a difference between a child and an adult learner thus making a wrong orientation towards training (Abeni El-Amin, 2020).

Teacher education in the past has focused on design and methods of teaching living out the attitude development towards training a human resource for the world of work. Trainers therefore are expected to embrace a learner centered approach rather than a child centered approach towards creating a responsive class towards imparting necessary skills for attaining Kenya Vision 2030 (Asha Kanwar, 2019).

Experience and practice for TVET trainers build as a result of exposure to machines, practicum, hands work and simulations and ICT elements. Trainers experiences are always a bank of knowledge for students, embracing self-directed learning approach for technical trainers empowerment shall orient teaching towards realizing set goals both individual and societal (Choy, 2002).

According to Aben 2020, andragogy is essential in higher education because of its basic assumption which favor adult learners. The self-directed learning principle is key in execution of task within the learning environment and this aims at solving problems within the environment. Higher education thus needs to change paradigm from pedagogical training model to andragogical training in order to attain the set goals (Asha Kanwar, 2019). Contended andragogy and self-directed learning is an essential aspect to modern conceptualizations and understanding of adult learning thus Technical education and training is not left on the periphery in this discourse because of the catchment of the practitioners and the nature of content to be delivered. Teacher preparation for STEM

subject in Nigeria for instance has suffered the consequences of limiting teacher preparation from a pedagogical perspective and thus limiting teachers' ability to let learners engage in innovation and Research (Odigiri A. M., 2020).

III. Methodology

The study adopted constructivism qualitative paradigm and a qualitative research design. Bryman (2006) propounds that a paradigm as a cluster of beliefs and dictates which, for scientists in a particular discipline, influence what should be studied, how research should be done [and] interpreted. Paradigms are opposing worldviews or belief systems that are a reflection of and guide the decisions that researchers make (Creswell & Clark, 2012). Qualitative research design was employed in the study since the study sought to provide more insight in TVET trainers' involvement in training competent workforce for attaining Kenya vision 2030. The methods used were:

3.1 Philosophical analysis method

Term 'analysis' was used in geometry by Ancient Greek scholars to mean "the way from what is sought". It referred to solving or dissolving a problem. It actually derives from the Greek term '*analsis*', the prefix '*ana*' meaning 'up' and '*lisis*' meaning 'loosening' or 'separation', Thus '*analsis*' meant 'loosening up' or 'dissolution'. At other levels, the Platonic conceptualization of the term centered on definitions, as exemplified by his dialogues. For him, 'conceptual analysis' meant the analysis of concepts. For instance, if one defines teaching as 'those educational activities that lead to achievement of a specific educational objective', he or she must also be cognizant of "non – educational activities" so as to know what to do with them.

Since analysis is logical, it builds on non-contradiction so as to attain clarity. It thus follows that analysis is never done in vain, but as a result of some emergent issue like the one under this study. Richard S. Peters and Paul Hirst, (1970) are credited as the first education philosophers to employ conceptual analysis in matters education, as evident in their book *Logic and Education* (Peters R. S., 1970). For them, philosophy has a duty to analyze issues of content in education. They viewed conceptual analysis in multiple ways. Firstly, concepts may be expressed in words or principles. For them, the grasp of principles enables one to act in a given way. Thus, analysis helps one to clarify and thereof understand the principles that underlie any concept (Petrina, 2016). Secondly, the examination of word usage in a particular context such as educational aims, goals and policy statements enables one to understand the purpose performed by such words. For, educational problems are rooted in lack of understanding and communication (Peters R. S., 1970). The study thus analyses issues and challenges of the TVET trainers in implementing curriculum towards a quality education and training to facilitate attaining on the Kenya vision 2030.

3.2 Hermeneutic Phenomenological analysis

This is a philosophical method that entails looking into lived experiences of individuals or participants in order to offer a review on specific aspects of research or answer a question under study (Oerther, 2020). Phenomenology leads to finding the relationship between objectivity and subjectivity, which is present in each instant of human experience. Hermeneutics comes from the Greek verb hermeneutic which means "to interpret" (Fuster, 2019). Gadamer, the father of the philosophical hermeneutics, sought to integrate the progress of science and thought by means of language (Oerther, 2020). The phenomenological method admits investigate into the person's consciousness, that is to say, to understand the essence itself, the way of perceiving life through experiences, the meanings around them and is defined in the individual's psychic life.

This method guided the researcher in looking for the lived experiences of the 10 TVET Trainers of which 5 are Trainers and 5 are principals. This number is within the limit of 5-25 individuals to avoid saturation (Fuster, 2019). This is a point in the process of transcribing themes they keep on recurring or becoming common (Oerther, 2020). Using purposive sampling technique, an open structured questionnaire was used to collect experiences. Trainers gave experiences on terms of curriculum formulation, capacity building and TVET trainer upward mobility and motivation levels towards effective training and developing a workforce for the 21st century needs. On the other hand, principals gave their experiences on the resource and infrastructure in the TVET institutions towards effective curriculum implementation. Semi open questionnaire was prepared and sends to the respective respondents. After collection, Transcription was done, themes identified and presented qualitatively.

3.3 Socratic Method

The Socratic Method supplements it by prescribing a way forward. This method is employed in philosophy to perform a critical function. The method is credited to Socrates who delighted in questioning whatever he came across. The term 'critical' is derived from the Greek verb *krinein* to imply 'judging' (Njoroge and Bennaars, 1986). It is an objective evaluation of a given process or phenomenon.

It involves evaluation in light of clear and distinctive ideas, leading to independent judgment of the truth or applicability of the process. Njoroge and Bennaars (1986) advocate the use of the Socratic Method in evaluation of education to see if it meets specified

goals. According to them, the critical method identifies and evaluates arguments. Consequently, a philosopher may prescribe what ought to be done within the prevailing circumstances, since the prescriptive task is linked to the critical function of philosophy (Njoroge and Bennaars, 1986). Prescriptive philosophy offers better alternatives to problems and challenges.

Data analysis was done through thematic coding; content, narrative, discourse and framework analysis of key policy documents. Validity is seen as evaluative judgments that are made on the inferences of assessment results that is whether correct interpretations are made and actions are taken based on the inferences from interviews with key informants, documents and audio-visual materials of policy deliberations by the government

IV. Finding and Discussions

4.1 Policy Issues and challenges of curriculum implementation in Technical Training Institutes

4.1.2 Government commitment to provision of quality education and training

Document review of key policy documents and semi open structure questionnaire revealed that the Kenyan government commitment to education improvement is evidenced by several post-independence commissions. The Kenya Education Commission-Ominde Commission (GOK,1964,GOK ,1965), The National Committee on Educational Objectives and Policy-Gacathi Report(GOK,1978), The Presidential Working Party on the Second University-Mackay Report (GOK,1981),The Presidential Working Party on Education and Man-power- Kamunge Report(GOK,1988) and Commission of Inquiry into the Education system of Kenya-Koech Commission (GOK, 1999).The commissions heralded sessional policy and strategy papers such as GOK,1965, Sessional paper No.10 of 1965: “African Socialism and its Application to planning in Kenya” and sessional Paper No.14 of 2012 among others

Education as tool for self-reliance, national development agenda and attaining of national goals of education has been the core business of education practitioners and as highlighted in the TVET act 2013, TVET institutions are at the center of technical skill empowerment for the attaining of Kenya vision 2030 (Government of Kenya(GoK), 2007).

4.1.2 Stagnant curriculum

Curriculum serves the purpose of handing over the bank of knowledge and skills for the either individual or societal development. According to the anecdotal reports from the questionnaire, trainers identify that:

“Trainers are never involved in curriculum formulation since the curriculum of 8.4.4 system has not allowed for changes or modification and trainer involvement” (respondents TVET Trainers 1, 2, 3, 4, 5)

First and foremost, stagnation can be as a result of political good will and also nature of TVET.Scholars has decried the low image of TVET and thus ripple effects to its curriculum (Ngwacho, 2019). In addition, the political parties manifestos have also had a great influence in curriculum for instance the Narc Government allocation of Constituency Development Fund (CDF) and Capitation to TVET increased funding for TVET thus organized curriculum implementation and increase in enrolment.However,The Jubilee manifesto that pegged its digitalization agenda in providing laptops in schools came to pass living education sector with only a few schools including TVET institutions with the facilities (Kessio, 2020).

Secondly, commissions of education since independence identify Kenya’s education system with 8 goals of education and they are still in operation today. The fixed nature of education goals has and implication in the model of training of teacher for curriculum implementation. Despite, Kamunge’s report 1989 identifying TVET courses as necessary tools for Kenya’s development agenda, in 2005, the removal of technical subjects in basic education indicate a problem in the orientation of training for national development.

Thirdly, teacher engagement is minimal since the prepared curriculum is handed over to teacher for implementation and sometimes additions and subtractions are made without their input. Curriculum implementers/developers/observers: majority of TVET trainers are rarely involved in curriculum modification since the curriculum reviews are hard to come by. The trainers thus have remained implementers of a stale education system content which is void of current skills and labour market demands. Trainer engagement is necessary in identifying gaps and even implementation challenges towards collaborative learning for a self-directed learning approach that is geared towards trainee empowerment of the development agenda. (Khatete I., 2018) (Motuka G.M., 2018).

4.1.3 Course relevance in line with set national goals

TVET institutions offer Diploma, Craft and Artisan courses that have been designed by KICD, However, government call of TVET institutions to diversify training has had it own take. The managers say that:

“The running of short courses in institutions has not been forthcoming due to inability to run the program minus funds” (TVET Principal Respondents 1, 2, 5)

Modular and Technical Education programmes (TEP) have been offered in technical institutions all along and due to challenges in infrastructure, materials of training, inadequate trainers and systemic failures there exist skill gap in the world of work due to mismatch in training (Khatete I., 2018).

The role of TVET institutions require utilization of the space and institutional resources to develop course like driving, Beauty therapy, CBET courses to empower the young with skills. Lack of human resource and economic resources hinder the institutions from attain such set objective thus limiting the country from attaining the vision (Chepkoech S., 2021).

4.1.4 TVET Trainer capacity building and exposure to machines and technological development

Trainer in Technical Training institutions acknowledge being trained by TVET CDACC as trainers and even certified to this effect:

“I was trained as a CBET trainer and assessor however, there was no room to participate in developing of curriculum and content ... equally I have never been taken for training or industrial attachment to upgrade my knowledge in training engineering field” (Respondents TVET Trainers 1.2.4, 5)

According to Wanyeki 2011, mismatch in training start with curriculum formulation and when trainers are not involved at this level, a country misses its objective of training for national development. In addition, when training is done from a pedagogical approach where TVET trainers treat Trainees as children, the training model fails to engage on the right footing since TVET ought to facilitate directed learning and as such no training occurs but encouraging rote learning (Odigiri A. M., 2020).

Attachment and industrial exposure of trainers in TVET Institutions is also limited and thus new technologies go unnoticed in training and thus training is not in line with the current demand in the labour market (Wafula J., 2013). Exposure to machines and new technologies provide trainers with new trends and development in industry thus preparing the human resource for the industrialization agenda (Chepkoech S., 2021).

4.1.5 Resource and Infrastructure

Effective curriculum requires use of sufficient training materials, sufficient trainers and physical infrastructure. Principals say that:

“The increase in population of students has an impact on the need for more classrooms, workshops and even number of trainers; however lack of enough resources has led to crowding in workshops and even more trainees using 1 computer during lessons or even sometime to limited number of computers. (TVET principal respondents 1.3.5)

The lack of the materials limits trainers in planning and ordering of activities towards skill training. In addition, lack Materials for training specific to the trade for instance in automotive engineering, automated or electrical devices for use in learning to be in line with world of work demand, the lack of such machines and materials lead to no skill training (Wanyeki P., 2012) (Khatete I., 2018).

Lack of workshops and ICT laboratories required with computers and software limit trainers from developing the digital skills. As earlier noted, technological advancement has taken over all industrial processes and training to match labour demands there is need to integrate ICT in teaching (Odigiri A. M., 2020).

Limited unqualified TVET trainers: all the 5 principals agree that the trainers in TVET institutions are not enough to handle the students in their trade.

“Few trainers posted by Government make all BOM to employ Trainers on Board but still this effort does not solve the problem.” (TVET principal respondents 1.3.5)

TVET trainers qualified to the standards of the Kenya vision 2030 demands are hard to find because of the scarcity of qualified, trained and skilled personnel in Kenya, This move has therefore made MOE VTT to embrace diversification by employing engineers and professionals to help TVET reorient towards industrialization however the limited number has not served the increased numbers that join TVET institutions (Chepkoech S., 2021).

4.2 Possible solutions towards effective implementation of curriculum towards attaining Kenya Vision 2030

Using the Socratic method the researcher reflected upon the challenges as voiced in the transcribed data and found out that despite the illusive nature of attaining Kenya vision 2030. there is a way forward towards revitalizing TVET towards attaining the set national development agenda of investing in people. The study therefore identified the following:

4.2.1 TVET trainer sabbatical leaves for training and industrial exposure

TVET trainers experience is paramount in the training of trainees. Thus exposure to new technological advancements in industry and other collaborating institutions informs trainers on the new trends in the world of work thus identifying the needs of the Kenyan people. TVET trainers have had no guideline on the use of their sabbatical leave towards gaining more skill for the training of qualified trainees for the job market. There is therefore need for the employer and other possible stakeholders to expose trainers to industries, machines and new technological trends that are essential in the process of industrialization of Kenya (Akhter S., 2018).

Training and capacity building among TVET trainers equips trainers abilities to facilitated self-directed learning methods i.e. project based learning, e learning, production units and other collaborative learning towards orienting trainees towards solving societal problems (Hasan Toufiq Imam & Tasnia Rubayet, 2021).in addition a qualified human resource shall facilitate effective implementation of curriculum for the attaining of government agenda (Kessio, 2020).

4.2.2 TVET Trainer inclusion in curriculum design, development and implementation

Trainers are important personnel in marketing the courses and even preparing required trainees for world of work. Involvement in content formulation, exposure to industrial needs, demand supply knowledge, challenges and nature of world of work motivates trainers to be part of training for specific goal (Wanyeki P., 2012).

TVET trainers in Kenya have been involve in assessment of trainees however, the impact on skill empowerment can only be felt when trainers accommodate trainees needs right from planning, delivery and assessment to focus on activities that impart necessary skills for the development agenda (Khatete I., 2018).

4.2.3 Stakeholder involvement and increased funding

UNESCO, ILO, World Bank and the Government of Kenya has tried with its continuous funding of TVET institutions in terms of Higher Education's Board Loans, Constituency Development Fund bursaries, and national government capitation, Grants, sponsorships in terms of training and infrastructural development (Kessio, 2020). However, political goodwill is lost after every change over due to part manifestos and ruling regime. In addition, funds are not sufficient to construct enough workshops, buy materials, enumerate extra staff and at the same time increase ICT infrastructure for the exposure of Trainers and trainee. More Stakeholder and donors to be invited by Government to partake in the effective training by providing essential physical, economic and human resources towards training for national development (Motuka G.M., 2018).

V. Conclusion

The study found out that government's role in reorienting education and training towards attaining the development agenda of investing in people as stated in the Kenya vision 2030 is outstanding however, there exist gaps and challenges towards implementation to train a resourceful workforce. The study also investigating into issues and challenges identified that Stagnant curriculum, Course relevance in line with set national goals, Teacher exposure to machines, new skills and technological development, and Resource and Infrastructure in TVET institutions were the main to this effect the possible solution include: TVET teacher sabbatical leave: training and industrial exposure, Incorporation in curriculum development, Stakeholder involvement and increased funding.

VI. Recommendations

From the above findings the study therefore recommends the following:

1. TVET Teacher training in Kenya to embrace a self-directed learning approach that guides trainees and at the same time allows trainers to improve on their experiences to develop critical elements for the world of work
2. TVET trainer to be frequently exposed to machines and equipment in industry towards Skill empowerment for effective delivery during training.
3. Government and stakeholder's collaboration in TVET Funding and provision of attachment opportunities and capacity building for TVET trainers shall boost their moral towards sound training for the attaining Kenya vision 2030.

Acknowledgment

The TVET County Directors Bungoma Busia Mrs Martha Wekesa and Kakamega Vihiga Mr Sunguti and all he TVET trainers who accepted to participate in the study.

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