Integration of the Principles of Social Cohesion and Peaceful Coexistence in TVET Institutions: A Case of Kenya School of TVET

[1]Dr. Samson Ikinya Kariuki & [2]Dr. Hellen Kiende
[1,2]Lecturer, Department of Education Management, Policy and Curriculum Studies, School of Education and Lifelong Studies, Kenyatta University
Corresponding Emails: Ikinyakariukis@gmail.com, kiende.hellen@ku.ac.ke

Abstract

The purpose of this paper was to review TVET teachers' employability and transferable skills, Occupational Standards and Curriculum to integrate principles of Social Cohesion and Peaceful coexistence in TVET institutions. This was in the context of the realization that social cohesion is an integral component of a stable TVET institution. The objective that guided the study was to tease out aspects of social cohesion and integrate them into the employability module to be used in TVET institutions in Kenya. The study adopted a participatory approach that engaged Kenya Technical trainers who were involved in the whole process in a bid to enhance their capacity in the curriculum development process. The target population was the KTTC trainers who taught the employability module. This study established that inclusion of social cohesion aspects into the curriculum had potential to produce a stable workforce that will bring about positive change into the society.The study also found that digitization of the employability curriculum assisted the Kenya School of TVET to deliver the course online thus attaining flexibility in the trainees learning.This study recommends that Kenya School of TVET retools all Technical and Vocational trainers in Kenya with a view to sensitize them on critical aspects of social cohesion among them inclusion which has the potential to transform the mindset of the trainers when dealing with trainees in their respective institutions.

Keywords: *Employability, social cohesion, peaceful co-existence*

1.0: Introduction

The review of TVET Teachers' employability and transferable skills Occupational Standards and Curricula to integrate the principles of social cohesion and peaceful co-existence in TVET institutions is a critical milestone in ensuring stability and cohesion in the TVET institutions. This was an initiative by the International Labour Organization (ILO) in collaboration with Kenya School of TVET. The assignment commenced on November 2021 to August 30th 2022. The project aimed at providing skills development for practitioners with the capacity to integrate essential employability and conflict management skills as well as, conflict-sensitive and peace-responsive methodologies into the design, planning, and delivery of their TVET modules and curriculum in fragile contexts. These skills are critical in ensuring a stable workforce. In addition, infusion of these aspects of social cohesion into the curriculum will put Kenya School of TVET into a strategic position since they have the potential to cascade the integrated curriculum to all the TVET institutions in Kenya. This will create a positive

paradigm shift where the trainers will be conscious of how they deal with the trainees in a more inclusive manner. Further with critical knowledge on Conflict management the trainers will assist to contribute to peaceful country where there is tolerance, harmony and peaceful consistence among the populace.

This paper focused on the main deliverables that were structured and realized in two phases with a projected phase III on Piloting: Phase I entailed the revision of the Occupational Standard (OS) for Employability Skills and Social Cohesion and the revision of CBET Curriculum for Employability Skills and Social Cohesion. Jackson (2015) asserts that work-integrated learning (WIL) is widely considered instrumental in equipping new graduates with the required employability skills to function effectively in the work environment.

There was a phase II where a learning guide for employability skills and social cohesion was developed, digital learning content for employability skills and social cohesion was uploaded in Kenya School of TVET LMS and the assignment report was generated. Preston et al. (2018) contend that social cohesion is an important theme in technical and vocational training. Finally, the projected Phase III was the piloting of employability skills and social cohesion course unit for the KsTVET Students, monitoring and evaluation were conducted and an accountability and learning (MEAL) report was generated.

2.0: Detailed Methodology on the Participatory Approach.

The curriculum development and Digitalization process adopted participatory beneficiaries. In the participatory approach, trainers from KsTVET were supported in the two phases by building capacity and creating ownership of the assignment with a focus on the anticipated deliverables. The main aim was to infuse social cohesion and peaceful coexistence aspects.

> * *Competency-Based Education and Training Policy Framework- Ministry of Education, 2018. Reference is made to page 30, section 7*

The project design was structured to follow a systematic step-by-step practical guide as illustrated in Figure 1.0. The figure shows a representation of the approved CBET curriculum review process as stipulated in the policy framework and KsTVET internal curriculum review procedures.
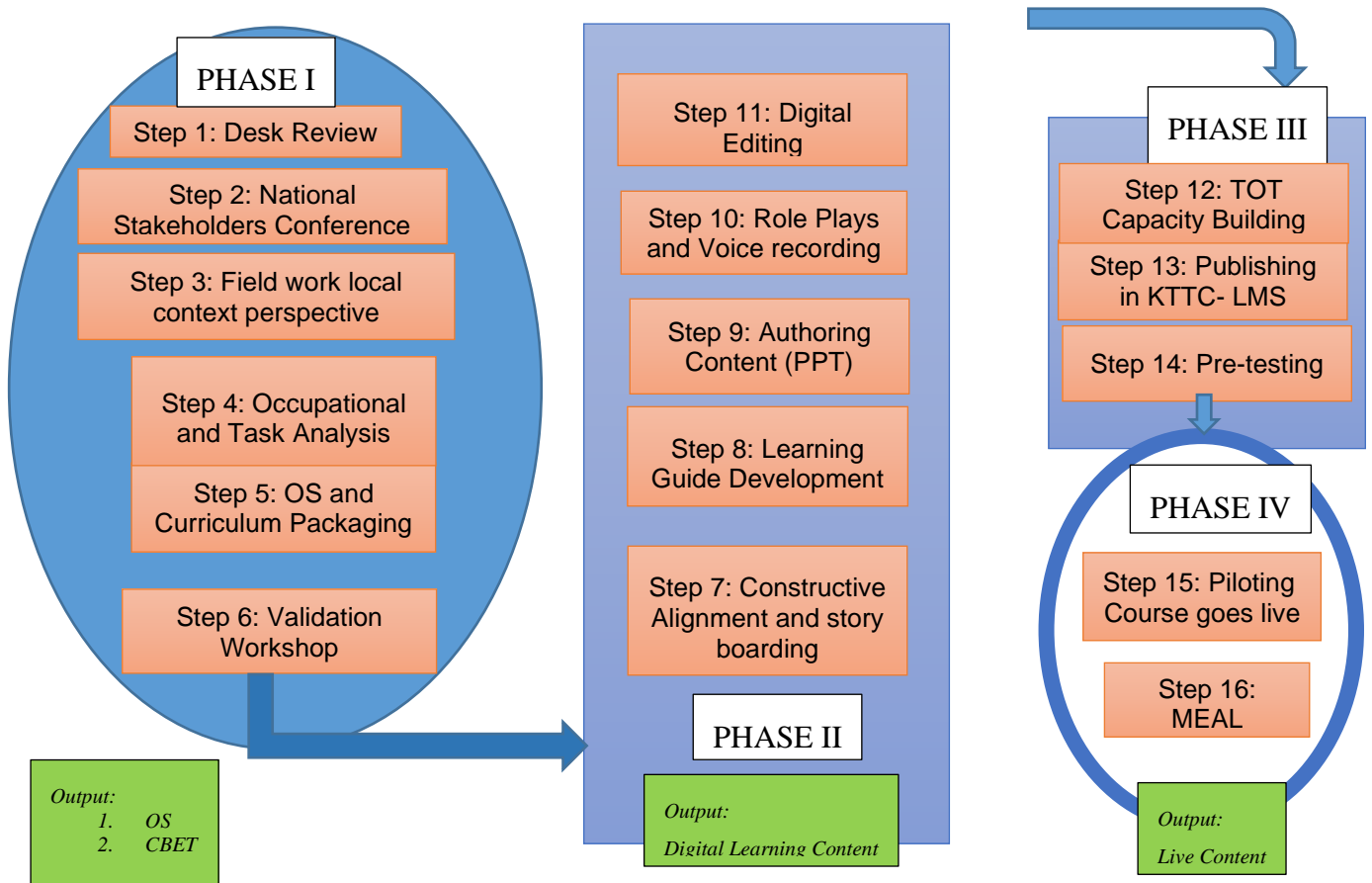
Figure 1: Step by Step Practical Guide: Source: Ikinya and Kiende (2022)

3.0: Detailed Phase Analysis with The Tasks and Deliverables

3.1: Phase One: Development of OS and CBET Curriculum

Phase One involved review of Occupational Standards Performance criteria statements and CBET Curriculum to integrate social cohesion and peaceful coexistence aspects as stipulated in the terms of reference. This phase was structured into key six steps as follows.

➢ Step 1: Review of existing OS and Curriculum and best practices
➢ Step 2: National Stakeholders Conference on social cohesion
➢ Step 3: Field work- (qualitative data collection of social cohesion aspect as local level)
➢ Step 4: Occupational analysis and task analysis- (DACUM Chart)
➢ Step 5: Occupational Standards and Curriculum packaging
➢ Step 6: Validation (Stakeholders engagement) and Quality checks

Phase One: Deliverables

1. Review Occupational Standards for Employability Skills and Social Cohesion Module
2. Reviewed CBET Curriculum for Employability Skills and Social Cohesion
3. Assessment tools for Employability Skills and Social Cohesion

Click the Blue link to access the deliverables

Conducted a deeper understanding and contextualization of Social Cohesion and peaceful coexistence aspects.

References materials that were used are:

- Review of Social Cohesion Handbooks
- Piloting report
- Employability Module Occupational Standards
- Employability Module curriculum
- Global framework on core skills for life and work in the 21st century

Activities:

a) Identified the reference materials
b) Scanned through the documents
c) Teased out the social cohesion and peaceful coexistence aspect

Output: social cohesion aspect

Step 2: Conference

Stakeholders' participation conference on social cohesion and peaceful coexistence. Conference Objective: was to review TVET Teachers' employability and transferable skills occupational standards and curricula to integrate the principles of social cohesion and peaceful coexistence in fragile contexts through TVET by engaging national and international aspects and embracing Public Participation* as enshrined in Article 10(2)(a) of Constitution of Kenya, 2010.

> * Public Participation is one of the national values and principles of governance enshrined in the Constitution of Kenya, 2010 (the **Constitution**). Article 10(2)(a) of the Constitution specifically states that the national values and principles of governance include patriotism, national unity, sharing and devolution of power, the rule of law, democracy, and participation of the people. The participation of the people is popularly referred to as Public Participation

The guiding questions were:

- What types of conflicts commonly occur in Kenya?
- What are the reasons for the involvement of TVET trainers and trainees (Both male and female) in conflicts?
- What are some of the mitigation solutions from a National and community perspective?
- How do such conflicts affect learning?
- How can TVET trainers promote social cohesion and peaceful coexistence in classroom content and during content delivery?

We invited the following institutions in Kenya mandated to promote social cohesion and peaceful coexistence

1. National cohesion and integration commission (NCIC)
2. National Steering Committee on Peacebuilding and Conflict Management (NSC)
3. Peace and Development Network Trust (Peace Net Kenya)
4. Ethics and Anti-Corruption Commission (EACC)
5. Kenya National Commission on Human Rights (KNCHR)
6. National Anti-Corruption Campaign Steering Committee (NACCSC)
7. Commission on Administrative Justice (CAJ)
8. Transparency International (TI)
9. Constitution and Reform Education Consortium (CRECO) Kenya (CRECO)
10. ILO-Social Cohesion and peaceful coexistence
11. Trainers and trainees from post-conflict zones
12. Catholic peace and justice commission
13. TVET Authority
14. TVET CDACC
15. NITA
16. Host community/Representative Dadaab and Kakuma Refugee Camp
17. Refugees focused organizations
18. Refugees hosting community members
19. National Council of Churches of Kenya (NCCK)
20. TVET Institutions in Post-conflict zones.
21. State Department of Post Training and Skills Development
22. State Department of Vocational and Technical Training

Output:

- Social cohesion and peaceful coexistence aspects at the National and international level
- Conference report

Step 3: Field Work

This was a process of conducting interviews and individual discussions with TVET trainers, trainees in post-conflict zones, and TVETA agencies (TVETA, KNQA, and CDACC).

Activities:
a) Requested for approval of the budget to undertake step 3
b) Development and approval of the interview guide by ILO and KTTC
c) Conducted interview discussion to identify content that can enhance social cohesion and peaceful coexistence
d) Identified the social cohesion and peaceful coexistence Performance criteria suitable for integrating the OS and curriculum
e) Collated qualitative data

Output:
- Social cohesion and peaceful coexistence aspects at the local level
- Fieldwork report

Data collection zones

Table 1: Data collection Mapping-Post conflict zones

S.No	Region	TVET Institution
1.	Nairobi region	PC Kinyanjui Technical Training-Kawangware Nairobi
		Kamukunji Technical and Vocational College
2.	Turkana	Turkana East Tvc- Lokori Close to Lodwar
		Chepareria Vocational Training Center – West Pokot
3.	Garissa	North Eastern National Polytechnic 329-70100 Garissa
		Ijara Technical College 31-70105 Masalani Garissa
4.	Meru/Isiolo	Laisamis Technical Training Institute
		Samburu Technical and Vocational College P.O. Box 935 Isiolo
5.	Kisumu	Kisumu National Polytechnic
		Ramogi Institute of Advanced Technology - (RIAT)
6.	Laikipia,	Laikipia East Technical and Vocational College 14 - 10129 Mugunda
		Laikipia North Technical and Vocational College P.O.BOX 50-20321 Rumuruti
7.	Mt Elgon	Sirisia TVC
		Matili Technical Training Institute
8.	Kilifi	Weru Technical and Vocational College Box 5227-80200 Malindi, Kilifi County
		DODOMA TECHNICAL TRAINING INSTITUTE 1808-80108 Kilifi 5km From Kilifi Town

Step 4: Curriculum Packing Workshop held in Naivasha on

This step entailed compiling the teased-out social cohesion and peaceful coexistence aspects from the TVET Guide, resulting in conference and fieldwork findings into the employability modules.

Activities

i. Inducted KsTVET trainers on the process of integrating performance criteria
ii. Developed assessable statements that specify the required level of performance
iii. Incorporated PCs into the OS
iv. Identified work environment and conditions to which PCs apply(range)
v. Identified required skills and knowledge
vi. Provided advice on assessment(evidence guide)
vii. Aligned PCs with the content in the curriculum
viii. Suggested assessment methods
ix. Suggested methods of Instructions
x. Recommended resources
xi. Developed assessment requirements
xii. Developed PC weighting
xiii. Developed an assessment tool

Output:
- Draft Occupational standards and curriculum for employability module with infused social cohesion and peaceful coexistence aspects
- Curriculum writing workshop report

Step 5: Review by ILO Experts

In this step, ILO identified key experts to review the draft occupational standard and curriculum for employability against set criteria.

Activities
- Submitted the draft occupational standard and curriculum for the employability module to ILO
- ILO team review
- Incorporated the comments from the experts

Output
- Review comments
- Occupational standard and curriculum for employability module to ILO ready for validation
- Matrix table showing the affected changes and comments

Step 6: Validation Workshop

Validation Workshop Objective: Affirmation and acceptability of the occupational standard and curriculum for employability skills and Social Cohesion module that had been developed in close cooperation with KsTVET, and stakeholders from the public and private sector following Kenyan competency-based education and training (CBET) standards and embracing public participation as outlined in Kenya constitution of 2010.
Activities:
- Identified the stakeholders
- Development of feedback online collecting tool (Google form)
- Approval of stakeholders by both KTTC and ILO

- Induction of the stakeholders during the validation workshop
- Moderating the validation workshop
- Recording the feedback from the stakeholders
- Incorporating the feedback

Output:
- Validation report
- Validated occupational standards and curriculum for the employability module

3.2: Phase Two: Development of Learning Guide and Digitization of Learning Content

Phase Two involved the development of learning guide and digitalization of learning content as per the approved employability skills and social cohesion module. The Employability Module learning guide and digital format is part of the training materials designed to promote the delivery of the employability module in a face-to-face, e-learning, and hybrid form, hence promoting flexibility in teaching and learning. This phase was structured into key six steps as follows.

- ➢ Step 7: Constructive alignment and storyboarding
- ➢ Step 8: Learning guide development
- ➢ Step 9: Authoring tool
- ➢ Step 10: Voice recording authored content and learning experience
- ➢ Step 11: Digital Editing
- ➢ Step 12: Authoring and Publishing interactive content in KTTC LMS
- ➢ Step 13: Pre-testing

Phase One: Deliverables

4. Learning Guide for Employability Skills and Social Cohesion Module
5. Digital Learning Content
6. Live KTTC LMS for Employability Skills and Social Cohesion Module

Click the Blue link to access the deliverables

Step 7: Constructive Alignment and Storyboarding

Constructive alignment is a principle used for devising teaching and learning activities, and assessment tasks, that directly address the intended learning outcomes in a way not typically achieved in traditional lectures, tutorial classes, and examinations.

Activities:
- Identification of Learning outcomes as per the curriculum
- Determination of assessment strategies for each learning outcome
- Determination and development of learning experience in form learning activities that support learning

Output: **Constructive alignment Matrix**

Step 8: Development of Learning Guide

The Learning Guide was developed to comprise interactive learning activities, content, performance standards, self-assessment, and relevant and related references that enhance the implementation of CBET curriculum. It enables the trainee to acquire the competencies that

enable him/her to undertake the various processes in an identified program. The Guide further provides illustrations, web links, case studies, examples, and resources on how to implement all the learning outcomes described in the Curriculum and occupational standards with a focus on a trainee.

Activities

- Adoption of KsTVET template of learning guide development
- Drafting content as per the curriculum
- Review to insert learning opportunities/experiences and activities
- Development of assessment item
- Editing and Proofreading

Output:
Learning Guide for Employability Skills and Social Cohesion
Step 9: Authoring Content

This is a process of designing content for digital learning content. The most preferred approach was the use of PowerPoint presentations (PPT) and short videos.

Activities

- Capacity building of best practices in PowerPoint presentation
- Development of PPT from the learning guide
- Identification of external web links and further reading

Output: Powerpoint presentations

Step 10: Voice recording authored content and learning experience

To promote audio and teachers' voices, the PPT were recorded.

Activities

- Voice recording of the PPTS
- Voice recording introduction and conclusions
- Video recording of the real-life demonstration and role-plays

Output: Voice-recorded PPT and Role-plays

Step 11: Digital Editing

Digital editing involves creating, editing, formatting, and publishing digital content. This activity was done by the consultant but in close coordination with KTTC Trainers. Editing is a specialist activity thus a need to support trainers in this step at 100%.

Output: Short video clips

Phase Three involved Capacity Building Trainers of Trainer (ToT) for selected employability Skills Trainer from KTTC. This phase was structured into key three steps as follows.

> ➢ Step 12: Capacity Building of ToT
> ➢ Step 12: Authoring and Publishing interactive content in KTTC LMS
> ➢ Step 13: Pre-testing

Phase Three: Deliverables

7. Trained Personnel in developing digital content
8. Live KsTVET LMS for Employability Skills and Social Cohesion Module

Click the Blue link to access the deliverables

4.0: Recommendations

This study makes the following recommendations:

1. TVET Institutions should embrace the use of the employability module that has been infused with social cohesion to foster effective trainee integration in society

2. KsTVET to organize frequent retooling for all TVET Trainers in Kenya on social cohesion matters to ensure a stable workforce

3. Kenya School of TVET to cascade the process of digitization of the curriculum to other areas of training to expand their scope and access to training

5.0: References

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