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REPUBLIC OF KENYA



Paper Laid on the Table of the House by the Education Committee Chairperson [Hon. Julius Melly]

THE NATIONAL ASSEMBLY

TWELFTH PARLIAMENT - SECOND SESSION 2018

on Tuesday

DEPARTMENTAL COMMITTEE ON EDUCATION AND RESEARCH

26th June 2018

REPORT ON THE CICan TVET CONFERENCE HELD IN VICTORIA, BRITISH COLUMBIA, CANADA, FROM APRIL 27 - MAY 1, 2018

[Afternoon].

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1.0. PREFACE

Hon. Speaker,

The Departmental Committee on Education and Research is established under the National Assembly Standing Order 216.

1.1 Mandate of the Committee

The Committee is mandated, among others, to: -

- i) investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned Ministries and departments;
- ii) study the programmes and policy objectives of Ministries and departments and the effectiveness of the implementation;
- iii) study and review all legislation referred to it;
- iv) study, assess and analyze the relative success of the Ministries and Departments as measured by the results obtained as compared with their stated objectives;
- v) investigate and inquire into all matters relating to the assigned Ministries and departments as they may deem necessary, and as may be referred to them by the House;
- vi) vet and report on all appointments where the Constitution or any law requires the National Assembly to approve, except those under Standing Order 204 (*Committee on Appointments*);
- vii) examine treaties, agreements and conventions;
- viii) make reports and recommendations to the House as often as possible, including recommendation of proposed legislation;
- ix) consider reports of Commissions and Independent Offices submitted to the House pursuant to the provisions of Article 254 of the Constitution; and
- x) examine any questions raised by Members on a matter within its mandate

1.2 Committee Membership

The Committee comprises the following Members:-

1. Hon. Julius Melly, MP - **Chairperson**
2. Hon. Amos Kimunya, EGH, MP - **Vice-Chairperson**
3. Hon. Moses Malulu Injendi, MP
4. Hon. Geoffrey Makokha Odanga, MP
5. Hon. (Dr.) Pamela Ochieng, MP
6. Hon. (Eng.) Nzambia Thuddeus Kithua, MP
7. Hon. (Prof.) Zadoc Abel Ogutu, MP
8. Hon. Catherine Wambilyanga, MP
9. Hon. Eric Muchangi Njiru, MP
10. Hon. Eve Obara, MBS, MP
11. Hon. Jackson Lekumontare, MP

12. Hon. Jerusha Mongina Momanyi,
13. Hon. John Oroo Oyioka, MP □
14. Hon. Joseph Kipkosgei Tonui, MP
15. Hon. Lilian Cheptoo Tomitom, MP
16. Hon. Omboko Milemba, MP □
17. Hon. Peter Lochakapong, MP
18. Hon. Wilson Sossion, MP
19. Hon. Wilson Kipngetich Kogo, MP

1.3 The CICan TVET Conference in Victoria, British Columbia, Canada

From 29th April to 1st May, leaders and educators from across the globe gathered in **Victoria, British Columbia** for three days of panels, workshops, presentations, and networking opportunities during Colleges and Institutes Canada's (CICan) Annual Conference. With the theme *Na'tsa'maht*, word used in the Lekwungen, SENĆOŦEN, and Hul'qumi'num languages which loosely translates to "We Are All One," the CICan Conference 2018 provided a meeting place where colleges and institutes representatives and their industry partners gathered to discuss and share insights on the future of education delivery, community building, innovation and leading change amongst other topics.


The Conference was arranged by Colleges and Institutes of Canada (CICan). CICan had invited the Education Committee of the National Assembly to participate in the Conference. More than **950 conference participants** attended the CICan - including 100 international delegates from 15 countries - taking part in 70 panels and workshops over the three-day event.

The Conference was attended by a delegation of three Members of the Committee and one staff member namely: -

1. **Hon. Julius Melly, MP - Committee Chairperson and Leader of the Delegation**
2. Hon. Moses Malulu Injendi, MP
3. Hon. Eve Akinyi Obara, MP
4. Hon. Thuddeus Kithua Nzambia, MP
5. Hon. Peter Lochakapong, MP
6. Mr. Daniel Mutunga - Principal Clerk Assistant/Delegation Secretary

Hon. Speaker,

On behalf of the Members of the Departmental Committee on Education and Research, I beg to table the Report of the CICan TVET Conference, pursuant to Standing Order 199(6).

Sign..... 25/6/2018 Date..... 

Hon. Julius Melly, MP
Chairperson and Leader of the Delegation
Departmental Committee on Education and Research

2.0 EXECUTIVE SUMMARY

2.1 Pre - Conference activities

2.1.1 Tour of the Camosun Inter-Urban College

The Delegation visited the Camosun Inter-Urban College on Friday 27th April 2018. The College is situated within the Saanich District Municipality of the Vancouver Island within the greater Victoria area. It lies in a rural setting about fifteen minutes drive from downtown Victoria.

The College is home to technical and vocational training in British Columbia, offering a variety of programmes and courses, among others, in the following fields: -

1. Health and Human Services
2. Arts and Sciences
3. Business
4. Sports and Exercise Education
5. Trades and Technology
6. Indigenous Education
7. Trades and Apprenticeship
8. Carpentry
9. Computers and Engineering
10. Languages
11. Employment preparation
12. Academic Upgrading
13. Advanced Studies
14. Math, Science and Technology
15. Welding and Fabrication
16. Innovative technology
17. Automotive Training
18. Nautical Training
19. Marine Technology

During the visit, the delegation heard that the College partnered with other private institutions and companies for financial support and skills transfer. This public private partnership plus grants and individual contributions has over the years transformed the Camosun College into a centre of excellence.

Committee's observations

It is important for training institutes to identify underlying talents amongst the trainees and nurture them into maturity. This way, many trainee graduates could be absorbed in the industries where their skills could be tapped.

Innovation is a cardinal component of any technical and vocational training institute. In a world where technology is evolving every other moment, there is need to find new ideas that would complement the dynamic technological changes.

Funding of training and technical institutes is important. The Camosun College had received funding from both private and public partners. These resources were utilized in ensuring that operations at the Colleges continued uninterrupted.

The Camosun College had been downgraded from a university to a TVET centre. A number of degree graduates had enrolled into the TVET institute to gain technical and vocational skills that would enable them to get absorbed in the various industries which required these skills.

3.0 Meeting with the CICan/KEFEP strategic partners

The Delegation held a meeting with the Kenya Education for Employment Programme (KEFEP) on 29th April, 2018. The Delegation was informed that KEFEP supports technical and vocational education and training (TVET) for young women and men across Kenya.

KEFEP is a 5 year project (2016 - 2021) implemented by Colleges and Institutes Canada (CICan) in close collaboration with the Kenyan Ministry of Education through the State Department of Technical and Vocational Training, and is funded by the Government of Canada.

KEFEP will build the capacity of government agencies and Kenyan national polytechnics across Kenya to deliver high quality, relevant, and accessible training programs for youth.

KEFEP consists of 5 institutional partnerships focusing on the development and implementation of new competency based education and training (CBET) courses and 3 thematic partnerships focusing on policy implementation and cross-cutting themes.

3 Kenyan government agencies, 12 Kenyan TVET institutions and 17 Canadian colleges and institutes are working together as part of KEFEP.

KEFEP will increase economic opportunities for over 1,200 male and female trainees who will have the necessary in-demand skills for the agriculture and energy sectors or proceed to be entrepreneurs.

KEFEP will strengthen the skills of 200+ trainers from Kenyan TVET institutions to deliver high-quality competency-based education and training. KEFEP partners are building the capacity of 100+ TVET leaders to help shape Kenya's TVET system.

KEFEP will increase the effectiveness of Kenyan TVET institutions in delivering accessible and gender-responsive skills training programs that meet industry needs.

KEFEP will support Kenya's TVET reform initiatives through technical support to increase the effectiveness of national Kenyan agencies.

Each of the partnering institute presented an update of the activities they were engaged in and proposals on the roadmap towards an enhanced collaboration with the Kenyan government for greater empowerment of the youth.

4.0 CIGan Conference: Victoria; British Columbia - April 29 - May 1, 2018

From 29th April to 1st May, leaders and educators from across the globe gathered in **Victoria, British Columbia** for three days of panels, workshops, presentations, and networking opportunities during Colleges and Institutes Canada's (CIGan) Annual Conference. With the theme *Na'tsa'maht*, a word used in the Lekwungen, SENĆOŦEN, and Hul'qumi'num languages which loosely translates to "We Are All One," the CIGan Conference 2018 provided a meeting place where colleges and institutes representatives and their industry partners gathered to discuss and share insights on the future of education delivery, community building, innovation and leading change amongst other topics.

More than **950 conference participants** attended the CIGan - including 100 international delegates from 15 countries - taking part in 70 panels and workshops over the three-day event. Some of the highlights of the CIGan Conference 2018 included the following: -

4.1 Opening Reception

Following the Pre-Conference Forum for Colleges and Institutes Serving Rural, Remote, and Northern Communities, and various networking sessions, Conference 2018 kicked

off with a message from **Parliamentary Secretary for Science Kate Young**, who formally announced a new pilot project for student internships through Mitacs. An official welcome was delivered by the Victoria-region federal and municipal-level politicians: **Green Party Leader Elizabeth May**, and **Victoria Mayor Lisa Helps**.

Given this year's Indigenous focus, the Conference was graced by **Chief Dr. Robert Joseph**, who opened the event on Sunday evening. The hereditary Chief of the Gwawaenuk First Nation Ambassador of the Reconciliation Canada, shared a powerful message of his experience in residential schools and insights into the steps which could be emulated to work towards reconciliation and peace building. The Chief's Keynote address was followed by an opening reception at the Royal BC Museum.

4.2 Conference Streams

This year's conference was organized into five streams, each with sessions that reflected an Indigenous perspective.

In the **Student Experience** stream, topics ranged from building green and inclusive campuses to creating pathways and reducing barriers for students; while in **Leadership and Governance**, participants discussed topics such as global trends in post-secondary education, and leaders from Indigenous institutions shared their strategies for taking action on Reconciliation.

Sessions in the **Applied Research, Entrepreneurship, and Innovation** stream tackled issues such as removing barriers to student entrepreneurship and social innovation, and strengthening the college and institute learning model through applied research; while **International** stream participants discussed partnerships in strategic enrolment and creating linguistically and culturally relevant programming.

Finally, topics in the **Future of Skills** stream included the importance of skills development for the future of Canada's workforce, leadership through times of change, and strategies in navigating the digital shift.

Between sessions and during networking breaks, participants also had the opportunity to see the CIGan's *Imagine the Future Lab* to share their vision for CIGan's future and help shape the new Strategic Plan.

4.3 Awards of Excellence

During this year's Awards Luncheon on Monday, April 30, CIGan announced the recipients of its 2018 Awards of Excellence. The awards recognize best practices from

institutions across the country, as well as individual leadership and achievements. Awards were distributed in eight categories ranging from Excellence in Indigenous Education to Student Excellence, in partnership with TD Insurance, the exclusive sponsor of CIGan's Awards of Excellence. Each category was awarded a Gold, Silver, and Bronze honour. Gold winners in each category received a \$1,000 prize from TD Insurance. The first full day of the conference rounded off with an address from our second official keynote speaker, Serial Entrepreneur and Founder of SheEO **Vicki Saunders**, who shared SheEO's unique model for success in empowering female entrepreneurs and challenged conference participants to rethink how they could create environments where people could achieve more than they thought possible.

4.4 Business and Industry Breakfast

The Business and Industry Breakfast is an important part of the conference and is representative of the extensive range of vital partnerships and collaborations that colleges and institutes have undertaken with businesses in every sector. During this year's breakfast, participants had the pleasure of listening to two keynotes: **Mark F Collins**, President and CEO of BC Ferries; and **Portia MacDonald-Dewhirst**, Executive Director of the Canadian Agricultural Human Resource Council (CAHRC). **Mark F. Collins** spoke to the college and institute partnerships vital to BC Ferries' operations, and **MacDonald-Dewhirst** shared insights on how colleges and institutes can continue to play an essential role in innovation and skills development in the agri-food sector.

The session also included **Olga Stachova**, COO of Mitacs, who took the opportunity to announce details of Mitacs' new pilot project for student internships – a pilot for which CIGan has long advocated in partnership with Polytechnics Canada– and shared an amazing example of Sydney, a Camosun College student intern working with Conair Aerial Firefighting.

The breakfast also served as an opportunity to recognize the recipient of CIGan's 2018 Outstanding Partner Award, **Namir Anani**. Anani, President and CEO of the Information and Communications Technology Council (ICTC), has been actively engaged with colleges and institutes across Canada for many years, and has been an important voice in advocating for increased collaboration between the sector and their industry partners.

4.5 Farewell Evening

The Farewell party was held on Tuesday, 1st May 2018 with dinner, dancing, and entertainment to wrap up one of the largest and most successful conferences.

During the evening, Cambrian College President, Bill Best; Chair of CIGan's Board of Directors, Liane Roy; and CIGan President and CEO, Denise Amyot had the pleasure of recognizing one of their colleagues with this year's Presidents Leadership Network Distinguished Service Award. New Brunswick Community College (NBCC) President and CEO **Marilyn Luscombe** was recognized for her long and distinguished career in post-secondary education, occupying senior leadership positions at College of the North Atlantic and Selkirk College prior to her arrival at NBCC.

As the first President and CEO of NBCC, Luscombe's leadership, vision, and passion have brought transformational changes and opportunities to the college, including new programs, increased research capacity, and new community service partnerships. She has also served as both member and Chair of CIGan's Board of Directors and has been involved in many national initiatives over the years including advocacy events and leadership institutes.

The Gala was also an opportunity to announce this year's winners of CIGan's Art Showcase. CIGan awarded five prizes of \$350 each to students from colleges and institutes across the country.

4.6 Appreciation

CIGan wished to extend its gratitude to all those without whom such a successful event would not have been possible.

CIGan was also grateful to the Conference 2018 host, Camosun College, and to North Island College, host of this year's Pre-Conference Forum.

CIGan also thanked all attendees and exhibitors; CIGan's Board of Directors; and the Corporate Alliance Partners: BGIS, Cisco, Mark's Commercial and TD Insurance, the event's Headline Sponsor, Thoughtexchange; keynote sponsors Intuit and Emsi, as well as the Business and Industry Breakfast sponsor, the Mental Health Commission of Canada; stream sponsors Nelson, LinkedIn, Scotiabank, Canarie, and PTE Academic; event sponsors Freeman Audiovisual, and OCAS; and CIGan's exceptional team supporting the conference.

CIGan looked forward to seeing the participants the following year at **Conference 2019 in Niagara Falls**, hosted by Niagara College, with the theme *Inclusion: A Recipe for Success* on **May 5-7, 2019**.

5.0 Presentations

5.1 International Stream Opening Session - Emerging International Education Opportunities and Global Challenges: A Conversation About How CICan's New International Strategy Supports College and Institute Internationalization

Following an intensive phase of market research and consultation with member colleges and institutes, CICan adopted its first International Strategy. The strategy proposes a series of initiatives designed to support its members own internationalization efforts through advocacy, member empowerment through professional development and capacity building, strategic research, building new international business partnerships with and for members, and ensuring organizational excellence to better serve them.

David Ross, President of SAIT and Chair of the CICan International Advisory Committee, and Alain Roy, Vice President of International Partnerships, CICan, engaged in an interactive discussion where colleges and institutes had a chance to connect their internationalization needs and interests to the services and programs that would be implemented under the new CICan International Strategy. The session kicked off with a global environmental scan of emerging trends and challenges affecting international education followed by presentations on the CICan International Strategy. CICan members had the opportunity to discuss their own institutions' strategies.

5.2 Empowering Women & Pursuing Gender Equality - International partners share their perspectives

What have we learned from decades of slow progress on gender equality? What is needed to make a feminist international aid strategy truly meaningful to people around the world? This session drew on the experiences of CICan partners from Senegal, Tanzania, St. Vincent and the Grenadines, Kenya, Mozambique and the Pacific Alliance countries in discussing the intersection of "bricks" (institutions and services) and "mortars" (societies' beliefs around gender) in Education for Employment projects.

Presentations were made by representatives of CICan partner governments and TVET institutions from Senegal, Tanzania, St. Vincent & the Grenadines, Kenya, Mozambique and the Pacific Alliance Trade Group (Mexico, Chile, Peru, Colombia).

Session Speakers included Doris Silva, Director of Student Affairs College of the Rockies; Dwight Lewis, former Director, Sector Skills Council Ministry of Education, St.

Vincent & the Grenadines; Kerry Brinkert, Manager, International Projects & Partners, College of the Rockies; Kevit Desai, Principal Secretary for Vocational and Technical Education, Ministry of Education, Kenya; Mame Diarra Diop, Director of the National Career Counseling Services, Ministry of Professional Training, Apprenticeship and Trades, Senegal; Nicole Verdugo, Coordinator, Pacific Alliance Gender Working Group and Head, Department of Gender, Ministry of External Relations, Chile; and, Thereza Makinda, Instructor and Gender Equality Coordinator, Mwanza Regional Vocational Training Service Centre, Tanzania.

5.3 International Strategic Enrolment: Partnerships, Leading Practices and Key Success Factors

Strategic enrollment management is a crucial element of planning for new growth at a university or college as it concerns both academic program growth and facility needs. The session took a close look at leading practices in international strategic enrolment at Canadian colleges. Experts from Fanshawe College in Ontario and Camosun College in B.C. addressed leading practices and success factors that have been instrumental in achieving growth through international enrolments. This included an exploration of how internal partnerships between international and academic program units have been a mechanism for effective recruitment.

Session Speakers were Christiaan Benard, Director of Camosun International, Camosun College; James Edwards, Chair of the School of Information Technology, Fanshawe College; and Saurabh Malhotra, Manager of International Recruitment and Market Development, Fanshawe College.

5.4 International Student Support - Pairing external linguistically and culturally relevant digital programs with on-campus resources to support a unique body of students

As mental health among young people continues to receive greater attention around the world, academic institutions and campus support services are recognizing the importance of offering alternative forms of support to match the lifestyle, learning style, and cultural diversity of their students. Society's growing reliance on technology offers a valuable opportunity and effective source of support for students facing psycho-social issues.

This session reviewed the psycho-social struggles international students face and the role of technology in supporting student mental health. Niagara College shared their

experience with international student mental health, its impact on their college, and why they decided to implement a digital mental health program targeted at international students. Time was spent exploring how the program aligns with campus culture, detailing how the program functions as extensions of on-campus resources (e.g., International Office, Campus Counselling), and discussing the positive outcomes for international students.

Session Speakers were Erin Dixon, Director Student Support Program Development Morneau Shepell; Jesse Poulin, Program Manager, keep.meSAFE Program guard.me; and Sean Coote, Director, International, Niagara College.

5.5 Transitioning International Education from Finance to Academic

This presentation mapped out a three-year institutional change process at Durham College (DC) identifying the key decisions, processes and strategic changes that led to the institution broadening its international focus from a business development model towards a comprehensive business/academic process of internationalization and global engagement (I&GE).

In 2015, the Durham College Leadership Team shifted the reporting structure for international education from the Vice President Finance to the Vice President Academic. This shift was more than symbolic. It established a clear change in direction from international education performing primarily a business function at the institution to a commitment to establish a broader mandate that is also rooted in the academic structure of DC. This change and resulting re-orientation of DC's international goals and objectives laid the foundation for the institution's first Internationalization and Global Engagement Plan and the inclusion of Internationalization and Global Engagement (I&GE) as one of the four pillars of the college's Academic Plan.

The Plan provides a framework to develop graduates who excel in a global environment and guides DC towards being an intellectual, experiential and collaborative centre for learning: rooted locally, contributing globally.

Session Speakers were Elaine Popp, Vice-President Academic, Durham College and Mark Herringer, Dean, International Education, Durham College.

5.6 Mahi Tahī | ê-wîci-atoskêmitoyahk | Working Together

First Nations, Métis and Māori peoples have much in common. They are all indigenous in their respective lands and territories, they are treaty people who hold fast to their language, culture, ceremonies and traditions in the face of adversity, and whilst taking guidance from those who have gone before, continue to strategize for the ongoing progression of their respective communities.

Indigenous leaders from Saskatchewan Polytechnic in Saskatoon and Otago Polytechnic in Dunedin (New Zealand) presented their respective indigenous strategies, highlighting advancements made towards set goals and targets, and discussing the nexus between the two institutions. This 45-minute presentation sought input from the audience, inviting participants to reflect on their own practice and the way in which it has the potential to contribute to the development of indigenous peoples.

Session Speakers included Janine Kapa, Deputy Chief Executive, Māori Development Otago Polytechnic; Jason Seright, Director, Indigenous Strategy, Saskatchewan Polytechnic; and Ron Bull, Tumuaki, Whakaako, Otago Polytechnic.

5.7 Beyond intercultural competence: exploring our shared humanity

There is growing evidence that shows how much a study abroad experience benefits students in terms of developing cultural awareness and understanding, learning how to embrace difference, and in increasing self-confidence. Nevertheless, study abroad is an opportunity that only a relatively small number of college students can take up, or if they can, the periods abroad are frequently of short duration.

In response, many institutions have been working on new approaches to internationalizing the student learning experience that take into consideration the varying levels of student mobility.

A key focus has been on moving beyond the traditional focus on marketable skills and self-enhancement, and on including approaches that focus on exploring how we can encourage human connection.

This session looked at a specialized course that is being developed and implemented through collaboration across a rural college and with the local community, to help students enhance the skills they need for global citizenship, whether they can physically

go abroad or not. Participants learnt how this course, as an internationalization strategy, could allow for students to develop intercultural competencies that extend beyond the embellishment of their resumes. Participants were encouraged to explore how academic courses could move students beyond thinking about global citizenship as a marketable commodity toward: developing a commitment toward understanding and challenging their own values and beliefs; seeking out and genuinely listening to diverse perspectives, and; critically evaluating how they may contribute to and collaborate in creating a fairer and more just world for all.

The session speaker was Margaret Hearnden, Global Learning Facilitator North Island College.

5.8 Education for Employment: How Canadian Colleges and Institutes are Leading Transformation of Education Systems in the Global South and Contributing to Inclusive Growth (E/SI)

As the world economy continues to fluctuate, the role of education in building lives has never been more important. This is particularly true in nations where the disparities continue to grow between those with wealth and those who are socially and economically disadvantaged. The “Education for Employment” approach is a partnership-driven model designed to support the development of responsive, demand-driven and practical learning opportunities for students that maximize economic growth. These programs help women, men and youth develop skills that will allow them to contribute to sustainable growth in their communities and nations by linking Canadian colleges/institutes to technical and vocational institutions in other countries.

The session explored how Canadian institutions had forged international education capacity-building partnerships in developing countries. It focused on the best practices, lessons learnt, and challenges encountered when implementing such partnerships and drew on the experiences of CICan members and local partners who have participated in such partnerships in Jamaica, Mozambique and Kenya.

Session Speakers were Anne Kithiji Nyamoko, Kenya Coast National Polytechnic, Holly Catalfamo, Professor, School of Business and Management Niagara College; Ian Warrender, TVET Specialist Camosun College; Oladélé Sandé, Engineering Professor Collège Montmorenc; Xavier Valls, Academic Advisor, Collège Montmorenc; and Zaria Malcom, Excelsior Community College, Jamaica.

5.9 Applied Research, Entrepreneurship and Innovation as Emerging Areas of Canadian Advantage in International Partnership and Collaboration

This concluding session of the International Stream explored the future of international education collaboration by examining how leading Canadian colleges and institutes were focusing on their competitive strengths in applied research, entrepreneurship and innovation to develop the types of new international partnerships that post-secondary institutions increasingly see as the key to sustaining their reputations as global leaders in education. This interactive session centred on what successful international collaborations in applied research and entrepreneurship bring to institutions, and led participants through a reflection about how other colleges and institutes might foster and develop international partnerships in these areas. Participants had the opportunity to hear about the approaches taken by Humber College and the College of New Caledonia, and were able to add their own experience and reflections to the discussion.

Session Speakers included Afridon Mkhomoi, Principal, VETA Shinyanga, Tanzania; Asha Gervan, Manager, International Development Institute, Humber College; Krista Holmes, Director, Research & Innovation, George Brown College; Raeshelle Morris, Manager, Centre for Entrepreneurship, Humber College; and Romana Pasca, International Project Planner, College of New Caledonia.

5.10 Meeting with the Vice President, CICan and KEFEP

The delegation met with the Vice President, CICan and officials of KEFEP. The Delegation was given a status report on the implementation of KEFEP programmes in the country. During the meeting, the Delegation was informed that: -

The Kenya Education for Employment Program (KEFEP) is a five-year initiative focused on strengthening and supporting technical and vocational education and training (TVET) in Kenya. In partnership with the Kenyan Ministry of Education (MOE) and in collaboration with key industry representatives, KEFEP will work with national polytechnics across Kenya to develop new or enhanced competency-based programs in the agriculture and energy sectors in order to increase employment and economic development opportunities for Kenyan youth.

Supporting the Kenyan TVET System

Drawing on CICA members' expertise and experience, KEFEP will develop institutional partnerships between Kenyan TVET institutions and agencies and Canadian colleges and institutes to:

- Improve the quality and relevance of skills training programs at Kenyan TVET institutions
- Increase the effectiveness of Kenyan TVET institutions in delivering accessible and gender-responsive skills training programs that meet industry needs
- Increase the effectiveness of Kenyan agencies in implementing TVET reform
- Increase economic opportunities for male and female graduates from TVET institutions in Kenya.

These efforts – aligned closely with Kenya's TVET Act and TVET reform strategy – will create a supply of skilled workers to respond to the needs of in-demand sectors in Kenya and to ensure that graduates benefit from related economic opportunities either as employees or as entrepreneurs.

Fast Facts

1,200 Kenyan youth will graduate from KEFEP-supported programs.

10 institutional partnerships between Kenyan national polytechnics and Canadian colleges and institutes.

KEFEP will work with national polytechnics in Kitale, Eldoret, Kakamega, Kisumu, Kisii, Meru, Nyeri, Garissa, Mombasa and Nairobi.

Through improved TVET, KEFEP supports the Government of Kenya's Vision 2030 to become an "industrializing, middle-income country providing a high quality of life to all its citizens by 2030".

Funded By

KEFEP is a five-year (2016-2021) \$20.6M CDN program funded by the Government of Canada through Global Affairs Canada.

6.0 DELEGATION'S OBSERVATIONS

Arisng from the field visits and conference discussions, the Delegation observed the following: -

- i) Canada has embarked on a wide scale establishment and development of technical training and vocational institutes whose focus is to create a skilled populace to spur economic development in the country.
- ii) Innovation and digitalization is a cardinal component of any technical and vocational training institute. The TVET institute was also a innovation centre where the private sector partnered with the institute/college to introduce new ideas and technology which would be utilized in bringing change and technological advancement in the industry.
- iii) It is important for training institutes to identify underlying talents amongst the trainees and nurture them into maturity. This way, many trainee graduates could be absorbed in the industries where their skills could be tapped.
- iv) Funding of training and technical institutes is important. Many institutes and colleges had received funding from both private and public partners. These resources were utilized in ensuring that operations at the Colleges continued uninterrupted.
- v) Sports was an integral part of TVET. Sports Academies were part and parcel of the technical institutes in Canada. The Sports Academies played an important role in coalescing different cadres of trainees thus making it possible for interactions, sharing of ideas and general feeling of belongingness and oneness.
- vi) Health, sporting, educational and recreational facilities had been set up within the institutes and colleges to cater for the social needs of the workforce. These facilities ranged from clinics, gyms, indoor and outdoor gaming spaces, day care schools amongst others.

7.0 RECOMMENDATIONS

The Delegation makes the following recommendations: -

- 1. The Government should scale up the number of training institutes and colleges in order to increase the numbers of skilled technical personnel and manpower for greater economic development. The Government should reduce the number of universities in order to focus on technical, technical and vocational training institutes to provide the much required technical skills.**
- 2. The technical and vocational training institutes should establish innovative centres within their premises to tap into new ideas, skills and talents for increased technological advancement.**
- 3. The Government should make a conscious effort to fund and sustain technical and vocational training institutes and colleges so as to enhance skilled workforce for improved economic growth.**
- 4. Technical and vocational training institutes should embrace private-public partnership for resource mobilization, training and provision and absorption of the skilled manpower from the colleges and institutes.**
- 5. The Government should consider establishing more sports academies within the colleges and institutes so as to nurture upcoming talents in the sporting field. A sports curriculum involving degree and diploma programmes should be introduced in these institutes.**
- 6. Technical and vocational training institutes and colleges should set social amenities such as health, sporting and educational facilities to cater for their workforce. This will improve the general wellbeing of the workforce/trainees and improve productivity.**

