



Evaluating Objectives of TVET in Kenya in Light of Pragmatic Theory towards Lifelong Learning: A Holistic Approach to Competency Training

Alfred Simiyu¹
Stanley Omuterema²
Juma Injendi³
Philip Mukonyi⁴

¹khisaalfred@gmail.com

²somuterema@mmust.ac.ke

³ijuma@mmust.ac.ke

⁴pmukonyi@mmust.ac.ke

^{1,2,3,4}Masinde Muliro University of Science and Technology, Kenya

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ABSTRACT

The United Nations Educational, Scientific and Cultural Organization (UNESCO), World Bank and different countries including Kenya have placed education and training as a central tool towards youth employability and realization of the industrialization agenda. Despite the dying industries and increase in demand for employability skill in training, TVET graduates lack employability skills. The study was tasked to evaluating objectives of Technical Vocational Education and Training (TVET) in Kenya in light of pragmatic theory towards lifelong learning: A holistic approach to Competency Training. The study sought to answer the following research question; what are the objectives of TVET in Kenya in light of pragmatic theory towards lifelong learning. The study was a literature review and both Primary and secondary sources were used, this overruled the adoption of quantitative tools and methods towards data collection and analysis. Since the study was a qualitative review, constructivism paradigm and a philosophical design were adopted. The methods were philosophical analysis and synthesis. Philosophical analysis method was used in reviewing commissions, presidential taskforce reports, acts of parliament and policies. Synthesis method was adopted in developing arguments and searching for the findings of the study. The study found out that education and training in Kenya has been polished by Policy documents and Taskforce reports towards realizing the country's development agenda. The study also found out that the objectives of TVET have not been explicitly stated in the past documents it is after the TVET Act 2013 that clearly reorients TVET as an engine of attaining The Kenya Vision 2030. The objectives of TVET are; committed in training for skill development, social efficiency and democratic participation however skill development has been overemphasized. Implications of the study identify TVET as an engine of national development that has been all along given a low profile, lowly funded and a level of training that accommodates majority of the secondary graduates. The study recommends promotion of holistic competency training that promotes lifelong learning whereby emphasis is on the competencies for the world of work and not only for employability and economic development.

Keywords: Objectives, Lifelong Learning, Pragmatic Theory, TVET

I. INTRODUCTION

Globally, Sustainable development (SD) paves way as a means towards mitigating social, economic and environmental challenges of development. Education and training have been taken as prerequisite for sustainable development globally (UN, 2021). However, UNESCO identifies that reaching and teaching sustainability is a dominant challenge each institution has to work with. In an attempt to realize this dream, UNESCO proposes integration of Education for Sustainable Development in every education level and greening TVET towards availing relevant skills, attitudes and knowledge for national development (UNESCO, 2012). Thus lifelong learning has become an explicit or implicit ideal of either general or technical education for majority of the states that adopt a humanistic approach in training (Cronholm, 2021; Guven, 2020).

The convention on Technical and Vocational Education (1989) article 2(1) identifies TVET as a level of training additional to general education that is responsible of giving trainees required skills, attitudes and knowledge related to occupations towards self-empowerment and lifelong learning (Darol *et al.*, 2020). TVET being a major supplier of workforce that facilitates implementation of development, there is need for adopting a holistic approach in education training that links training and labour markets (Hanushek *et al.*, 2017), inclusive and aligned to the Sustainable Development Goals (SDGs) (Muigua, 2020) and achieve national development agenda and vision (Ikenga, 2022).



In 2015, with the launch of the Sustainable Development Goals (SDGs) the revised goals of TVET read: to empower individuals and promote employment, decent work and lifelong learning, to promote inclusive and sustainable economic growth, to promote social equity and finally to promote environmental sustainability (Paryono, 2017).

Globally, each country has adopted its own approach in training its citizens towards sustainability (UNESCO, 2020). However, two TVET models that adopt formal sector firm based and non-formal training interested the study;

The German model is the most advanced and outstanding model that adopts a shared responsibility in training of its citizens among the stakeholders and levels of government (Wang, 2011). Training is dual since the companies and vocational centres share in the training session of the skill development plan (Solomon, 2016). In addition, the curriculum formulation and assessment is moderated by the educators and industrial practitioners hence making the system labour market popular (Osawa *et al.*, 2023). This system demands strong stakeholder collaboration and adequate funding policy. This model cannot be easily applicable in developing nations due to the internal efficiencies of the technical training centres and the limited industries (Afeti, 2018).

Japanese model consists of vocational tracks in regular schools and enterprise – based training. Vocational education is built on strong links between the educators and the employers. The employer prefers to recruit general education graduates in order to train them for lifetime within their premises thus enhances production. Japan Industrial and Vocational Training Association (JIVTA) is the main organ that is concerned with placement of trainees within the enterprises and place strict requirements on the enterprises to facilitate required skills for the enterprise (Wang, 2011).

In Africa, according to Ahadzie (2003), social, economic and political conditions in African countries have made TVET systems in Africa to be different. However, apprenticeship has a long tradition in Africa and this can be traced in African Indigenous Education (AIE) (Ahadzie, 2003). The influence of western industrialization and in company approaches in technical training has had significant impact in Africa TVET systems (African Union, 2007). However the growth of industry in Africa has greatly relied on the first class and G 8 Countries in terms of funding and even operations (Allais, 2020). According to Kerre (2017) TVET has a great role in changing Africa's pathy towards development despite the challenges of under resourcing, low image and insufficient training of TVET teachers among others.

Despite the challenge of funding (Onwusa, 2021), mismatch in training (Kigwilu *et al.*, 2016), and unpreparedness in handling Competency Based Education and Training (Osawa *et al.*, 2023, Musau, 2023), African states have adopted a Competency Based Education and Training (CBET) to facilitate development in the context of the national needs of each country (AU, 2018). According to Tambwe (2019) Tanzania adopted CBET and the major challenge has been demotivated trainers Some states have adopted apprenticeship approach while others in company approach (Allais, 2020). Therefore, the combination of apprenticeship and in company approaches can lead to standardization and formalization towards a sound TVET that can facilitate national and sustainable development (Palmer, 2020).

In Kenya, according to Kisirkoi (2019) the acts of parliament and commissions of inquiry contributed in the modeling of TVET system in Kenya. Sessional paper no 10 of 1965 on African socialism and its application to planning in Kenya aimed at alleviation poverty, hunger and disease (GOK, 1964) while the Ndegwa's Commission (1970) recommended expansion of TVET in general education and also creation of post-secondary institutions (GOK, 1976).

The presidential party on the second university in Kenya recommended the establishment of Moi University, expansion of vocational education to train the increased numbers of school leavers and finally enrich school curricula with technical subjects (GOK, 1981). The presidential party on education and manpower training for the next decade and beyond focused on education financing, quality and relevance and the major objective was to enrich the curriculum with technical subjects towards providing vital skills for self-reliance (GOK, 1988). The above commissions tasked the education system to adopt education for self-reliance modeled as 8.4.4 and technical subjects in the curriculum towards providing skills for the world of work. TVET institutions on the other hand were not prepared towards attaining the goal due to the challenge of funding, resources and equipment (Osawa *et al.*, 2023).

The Sessional paper no 1 of 2012 on a reformation of Education, Training and research places TVET as a key element to provide access, quality and relevant skills to the youth for Kenya's development agenda. In line with this paper, the Constitution of Kenya 2010 places education and training as a right for every Kenyan citizen thus education and training is for all (GOK, 2010).

These policies have had effect on enrolment (Kamar, 2022), resource allocation (Arunga, 2018) and even curriculum implementation in TVET thus causing internal inefficiency in Technical Training Institutions (Okinyi *et al.*, 2021), weak monitoring and evaluation of TVET system heavily supply driven rather than demand driven (Onsumu *et al.*, 2009) with a low image and stigmatization (Osunyani 2014). Despite the above, political goodwill has facilitated TVET curriculum towards empowering youths towards employability and lifelong learning by embracing competency training (GOK, 2018). Competency education and training has raised concerns among scholars in terms of the cost (Odada & Kariuki, 2023) preparedness (Osawa *et al.*, 2023) and reality indicates few institutions have presented trainees



for summative assessment and attained competent status for the world of work demands and produce demand compliant graduates (Federation of Kenya Employers, 2023). The few that have presented, there is still a gap between the required skill and what the industry is demanding this is evidenced by the still skyrocketing unemployment rates (Musau, 2023). The study, therefore is tasked to assess whether Dewey's educational thought can provide a sound foundation for CBET implementation in Kenya towards availing lifelong learning among trainees to fix the training industry gap that exist at the moment.

1.1 Statement of the Problem

Technical and Vocational Education and Training (TVET) has been viewed by society as the most important agent of empowering trainees in employability skill, knowledge and attitudes towards lifelong learning (United Nation, 2021). The government of Kenya through policy framework and funding has tried to reinvent and position training to produce a skilled human resource by implementing Competency Based Education and Training that aims at skilling by availing necessary knowledge, skills and attitudes towards industrialization of society and towards realizing development agenda (Republic of Kenya, 2019).

Related literature has hinted that there exist a skills mismatch between training and industry (Federation of Kenya Employers, 2023). The mismatch is as a result of inadequate, poorly motivated, unskilled trainers, obsolete nature of training equipment, difference in training equipment with the ones used in industry, limited industrial involvement in training due to a rigid policy framework (Osabwa et al., 2022). The study therefore is tasked examine the Objectives of TVET in Kenya in light of pragmatic theory towards lifelong learning.

1.2 Research Objective

The Specific objectives of the study were to; Evaluating Objectives of TVET in Kenya in light of pragmatic theory towards lifelong learning: A holistic approach to Competency Training.

1.3 Research question

The study sought to answer the following research questions: What are objectives of TVET in Kenya in light of pragmatic theory towards lifelong learning: A holistic approach to Competency Training.

II. LITERATURE REVIEW

2.1 Theoretical Review

The study adopted pragmatic theory. This theory is also known as pragmatism, vocationalism or progressivism theory (Cordeiro, 2020). According to Yamuchi (2017) a theoretical framework is an essential component of research that shapes the quality and scope of investigations. It facilitates the making sense of observations by providing an overarching structure of the studies (Lois Yamauchi., 2017). The word pragmatism originates from the Greek word "Pragma" which means activity (Jia, 2005). Thus, the spirit of pragmatism is to emphasize what is practical, efficient, fruitful and satisfying. Pragmatic thought holds that one view is judged to be true and another false based on the consequences within human experience (Kaur, 2019).

This theoretical orientation is concerned with human experiences as human beings encounter or face dynamic situations that require reflective action towards positive change (Kalolo, 2015). In education for instance, since change is inevitable, there is need to revise the goals of education, teaching methods, role of the teacher, curriculum and finally the content for effective training. Dewey's Social Constructivism- Dewey felt that the curriculum should in the long run produce individuals' who can deal effectively with the contemporary world. To this end, curricula should include learner's preconceptions and take into account how the learner views his or her own world. Curricula should be ecologically oriented to reflect the world where the child lives. To characterize learners' behaviour, Dewey uses four instincts, or impulses: social, constructive, expressive, and artistic and hoped to use occupations to connect fundamental activities of life with classroom experiences. The theory gives emphasis to continuous participatory and experiential learning to make learning practical. The same practical approach is emphasized in the curriculum reforms in Kenya.

The study adopted pragmatic theory in this research objective to facilitate the examination of the objectives of TVET in Kenya towards realizing lifelong learning. The theory being cognizant with trends, problems of education and training and possible solutions, it guided the analysis of TVET in Kenya from apprenticeship during embracing of socialism, adoption of technical subjects and industry involvement and now competency training using industrial guidelines and occupational standards



2.2 Empirical Review

Literature review in this section was reviewed based on the potential objectives of education and training in Kenya towards attaining lifelong learning.

2.2.1 Trainee Skill Development

Skill development is an objective that has been overemphasized since inception of TVET as an engine of the development agenda of developing nations (International Labour Organization, 2019). A skill therefore is an acquired trait that enable one to perform specific work or trade in the line of study (Allais, 2020). Skills are diverse in nature for instance, employability skills, technical skills, lifelong learning skills competency skills (Guyen, 2020).

From the government reports, the urge for Kenya to realize a skilled labour force started at independence and thus skill development has been central in education and training (Republic of Kenya, 1964). In light of the Ominde report skill development was to help Kenya as a nation solve hunger, disease and poverty. The human aspect of skilling is towards social economic development of country (Shinga et al., 2021).

Industry plays a crucial role in training and skilling and it is the role TVET institutions to facilitate linkages, placement and even assessment of trainees on the skill relevant in the industry (Rufai et al., 2013).

The setting of the institution can also contribute to the skilling and thus exposure to the global world (Darol et al., 2020). Difference in rural and urban setting demand a variety of skills from the trainees and sometimes exposure to the skills can be facilitated by trainers or the nature of training equipment order to achieve uniformity and quality skills (Agrawal, 2014).

Skill development among trainees has not been smooth due to the fact that trainers are unskilled, demotivated, incompetent, inadequate and incapacitated to handle technical courses (Chepkoech et al., 2021). On the other hand, Dawo & Sika (2021) observe that management of TVET institutions have also contributed in the skill development for the world of work.

Contributions of different stakeholders in skilling has been observed however, a phenomenon has been observed in the policy orientation of developing nations that there is a skills mismatch (Federation of Kenya Employers, 2023). The skills that are being trained in technical institutions are at variance with the industry's expectations (Khatete & Chepkoech, 2018). Some scholars have collectively opined that the government has not done much in reinventing TVET in skill delivery in terms of curriculum modification, equipment and modernizing training environment, supply of trained and qualified trainers in TVET institutions (Chepkoech et al., 2021, Kigwilu et al., 2016, Changilwa & Akala, 2018). Others have directed this skills variance to unresponsive industries, limited in nature and lack of fruitful partnerships between training and industry (Ondieki et al., 2018).

2.2.2 Training for Inclusivity

The principle of inclusivity can be viewed in the following perspectives. First and foremost, as a promotion of education for all (People with Disabilities, Women In Technical Education or increased access to all), secondly education and training from a curriculum level to adopt diverse methodologies that allow every child to be involved in learning. The Salamanca Declaration emphasized the aspect of people with disabilities as key in empowering the whole society for economic development (UNESCO 1994). Whereas, the Dakar declaration education for all on the other hand interrogates how African states have embraced education for all policies through a legislative process (Dakar, 2000).

In 2015, the member states of the United Nations adopted 20130 agenda for Sustainable Development which includes seventeen Sustainable Development goals to guide in international development effort between 2016 to 2030. Goal 4 of the SDGs calls upon member states to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In target 4, all states are committed at all levels of education and vocational training to promote People with disabilities, women and youth empowerment among others toward lifelong learning.

Kenya as member state in the UN has oriented education through different approaches. For instance, girl child empowerment through sanitary pad and 100% transition policy framework by MOE. This has been possible due to the inclusion of a chapter on Bills of rights in the constitution 2010 tasking all members and statutory bodies to implement the inclusion policy.

According to Chege and Kariuki (2016) increasing women participation in Technical education can only be achieved through ODEL however, how many can access this infrustructure. On the other hand, women in informal settlement are empowered through Technical education by gaining short courses that provide skill for production, service and entrepreneurship skill empowerment (Arunga, 2018).

According to the Kenya Constitution 2010, every Kenyan child is entitled to education and training and TVET as one avenue of training every youth has to be facilitated to access this commodity (Republic of Kenya, 2010).



2.3 Pragmatism and TVET

Pragmatism as a philosophical paradigm and theory emphasize education as a social function and secondly education and training as a real-life experience to the child. Pragmatic trends in TVET can be identified in the following activities:

2.3.1 Apprenticeship

Apprenticeship is a form of training that involve taking initiative as a trainee to be trained hands on within the premises of an artisan or company for a longer period (ILO, 2020). Apprenticeship can be distinguished from internship in terms of timeframe and on relationships. First and foremost this apprenticeship takes a longer duration than internship which takes 3 to 6 months. In addition, training in apprenticeship can be arranged in terms of 50 percent in the instructional college and another 50 percent in the industry (ILO, 2020). Apprenticeship is coordinated by the industry that offers placement whereas internship is managed by the instructional institution (Haasler, 2020). The key objective in dual training is improving the skill and TVET system in correcting skills mismatch (ILO, 2020).

African countries' appraisal of TVET systems finds that the existing status of TVET systems in Africa varies from country to country, college to college and internship centres. TVET being a means towards effective training of the workforce for economic development each state is pumping resources in it towards addressing labour and mismatches at world work (Onwus, 2021).

Some states in Africa like Nigeria have prioritized education and training by putting in place strategies to revitalize TVET towards lifelong learning by placing emphasis on trainee empowerment and skill promotion (Afeti, 2018). However, there are several challenges that hinder Nigeria's TVET from handling unemployment and skill mismatch for instance: Infrastructure, human resource challenge, fixed curriculum, low TVET image just to mention but a few (Onwusa, 2021). According to Ikenga (2022) to curb these challenges adopting a holistic approach in training by bringing on board the private and public agencies in offering internship to polish skills has offered a possible solution or by adopting a competency based Training that focuses on the key competencies required in world of work.

In Kenya, apprenticeship has been equated to the jua kali industry and the role this industry is doing to education and training in offering real life training and providing a social role in creating jobs for the graduates is enormous (Republic of Kenya, 2021). However, policy documents observe that there are skills that need to be tapped from industry and equally, there is need for certification of men and women in the industry who by chance former rigid curriculum did not offer opportunity to do so (Republic of Kenya, 2019).

2.3.2 Competency Based Training in Kenya

The growth of technical education in Kenya is traced as early as 1963 at the independence 7-4-3-2 system, the 8.4.4 system and Competency Based Education and Training (CBET) (Republic of Kenya, 2019). Since independence, through commissions, Task forces and Ministerial reports education at all levels has been reorienting its curriculum implementation approaches to deliver specific traits needed for individual training empowerment in terms of skills, attitudes and knowledge and finally the service delivery in the job market thus building a strong economic work force. According to GOK (2007), education in Kenya was meant to preserve and transmit societal norms and values to the upcoming generation thus a conservative approach to education.

The Kenya Education commission (1964) called Ominde Commission was appointed to survey existing education resources and advice government on the formulation of national policies for education. Using Ominde's terms of reference the country education agenda was to address national unity and cohesion, trained a skilled workforce to replace the colonial regime. A critical analysis indicate that conservative theory played a crucial role in orienting education and training but it reveals a limitation of education philosophy to domesticate the goals, aims and objectives of education (GOK, 1964).

Bearing in mind that manpower survey ought to have influenced training, the report was very cautious in expanding TVET since excessive expansion could cause unemployment and thus waste and frustrate human resource (Sifuna, 2020). According to Sifuna (2020) policy framework demanded for a skill survey and data base, course formulation and diversification to train resource that was relevant to offering necessary skills for the country's development agenda.

The glorification of white-collar jobs made many to escape manual and arduous kind of training and thus the commission downplayed the value of practical and creative subjects towards restructuring of the colonial system of education to offer projections towards an expanded education system that values theory and practice (Dawo & Sika, 2021).

The second commission was called the Gachathi commission (1976) with the increased youths who had been prepared for the white-collar jobs, unemployment among the youths was a real phenomenon and thus government required to assess the situation through a commission to reorient training towards employability. The Gachathi



commission had the following Terms of reference; to review education and prepare objectives and policies to be adopted for the second decade of Kenya's independence in the attempt to assess the relationship needs, existing facilities and cost of education (GOK,1976).

To find ways of eliminating the white-collar job syndrome, Gachathi proposed the initiation of production units at training level to facilitate hands on skills.

"Production oriented education and training would mean the installation of production units at education and training institutions in which items would be made under conditions which stimulate real occupations in which students will eventually be productively self-employed" (GOK,1976).

The Mackey Commission report was established in 1981.It is the famous commission that scrapped off A level 7-4-2-3 to adopt 8.4.4 system. The Terms of Reference of the commission were: to prepare detailed plans and recommendations on the establishment of the second university in Kenya and facilitate change of the education system to 8.4.4 (GOK, 1981).

A practical oriented curriculum was design to accommodate Technical subjects at all levels of training. The practical orientation was to avail innovation skills to trainees toward self-reliance and technological advancement of the country (Mackatian et al., 2016). The commission overemphasized higher education above any other level of training with the establishment of the second university in the country (Republic of Kenya, 1981). With the lack of technical vocational teachers, the Technical schools were prioritized as centres of self-reliance and skilling centres which later became Technical training institutes (Sifuna, 2020).

The overemphasis of university education created a view that TVET institutions are of low cadre and some were grabbed to be made full fledge universities for instance Western College of Science and Technology, Kimathi institute currently Dedan Kimathi University and Muranga institutes currently Muranga University ,Kenya Polytechnic currently Technical University of Kenya,Mombasa Polytechnic currently Technical University of Mombasa and Kenya Communications College-Kenya Multimedia University (Sifuna, 2020).This trend contributed in the low image in Kenya and degrading of technical education towards production of sufficient human resource for attaining Kenya's development agenda (Changilwa & Akala, 2018).

The Kamunge Commission (1989) report was chaired by Kamunge and at this time the county was facing a great challenge of increased levels of unemployment. The terms of reference were: to review national education and training for the next decade and beyond. In addition, strengthen technical and vocational education and training in Kenya. It is at this level that Harambee institutes (Institutes of science and Technology) were set up to adopt failures of the 8.4.4 system and drop outs of primary and secondary levels (Sifuna, 2020).

The Koech Commission (1999) as other commissions had its terms of reference that were meant to guide education and training. They include: to review education system and recommend ways and means of enabling it to facilitate national unity; To recommend a possible programme of action to alleviate government from financial constraints. Education system adopted quota system in provincial schools and discriminated students and at the same time hindering national unity. According to Sifuna(2020) this commission contributed in the low financing of TVET institutions despite absorbing the high number of Kenya Certificate of Secondary Education (KCSE) graduates.

The Odhiambo commission established in 2011 with its terms of reference as to analyze the implications of the new Constitution on education and training; to undertake needs assessment gaps in relation to curriculum delivery process and finally to review educational training research to conform to new education. This commission gave rise to the Sessional paper no. 1 of 2012 prioritizing reforms in education and the TVET ACT 2013 (GOK, 2012).

According to the TVET Act 2013, TVET in Kenya is offered in Three levels: Technical universities, Technical Vocational Colleges (TVCS) and Vocational Training Centres (VTCs). These institutions are meant to promote acquisition of skills to the trainees for the labour market and the government has to improve the infrastructure, rebrand and reposition TVET due to its negative perception (Musyimi, 2021).Some of the activities to improve access and participation include: establishment of a printing and publishing unit in TVET, conduct TVET fairs and Technology contests and TVET institutions to offer relevant course (Khatete & Chepkoech, 2018).This has increased enrolment in TVET and thus caused constraints on resources and delivery of TVET curriculum towards effective skilling for the world of work(Kamar,2022). The common elements in the above curricula include:

2.3.3 Trainee Cognitive Development

According to Nasaina (2018) Plato (427-347 BC) is the first philosopher to appreciate the role of the human mind in contemplating the ideal. Plato's understanding of the forms as ultimate truth tasked him to categorize knowledge as both particular and universal based on the methods of acquisition. In addition, sensual knowledge acquired through sense and wisdom acquired though contemplation facilitate an individual towards the ideal truth. The quest for achieving objectives of education and training are within two major rifts: theory and practice. According to Sande (2021) the



concepts of change of curriculum and static use of existing curriculum contribute to the creation and generation of knowledge for the societal use through innovations and research.

According to Aristotle (384-322) creativity can be achieved through bodily training, character formation and intellectual training (Koji, 2012). In exploiting the principles of causality, act and potency Aristotle opines that nature is knowable through observation and cataloguing of phenomena Aristotle's theory thus is applicative and interpretive since it is open to diversified environments and settings in education (Koji, 2012). In addition, the overemphasis on intellectual formation of the learner limits education and training towards technical orientation for lifelong learning (Koji, 2012).

Knowledge creation and development in technical education has been pegged on the quality of trainers and their ability to integrate new technologies in the delivery of curriculum to trainees (Chepkoech et al., 2021). Cognitive development of learners mind improve their ability to create new knowledge, invent items and even share their innovations to the global market (Kintu *et al.*, 2019).

According to Rai and Lama (2020), pragmatic curriculum manifests utility, interest, experience and integration of activity in training. Curriculum should be useful by attending to trainees needs and meet future expectations of life. Stakeholders can be involved in education and training in terms of offering conducive environment for training through placement, construction of learning workshops and even mentorship of trainees and trainers through a provision of an effective curriculum.

The Kenyan CBET curriculum has heavily banked on the industry for the support in preparing training occupational standards, training and even assessment (Miseda & Kitainge, 2021). However, industry prioritizes profits and the skilling sector might be suppressed to meet the world of work demands. Industry is yet to declare the degree to which it shall sustain TVET towards providing a skilled resource for lifelong learning and attaining of the Vision 2030.

Secondly, Trainees have priorities that need to be attained and thus ought to be attended to by curriculum and the content given by trainers for the world of work (Langthaler, 2015). Activities involved in training must create interest in terms of conversation, construction, investigation, and creative expression in order to generate new knowledge (Rai, 2020). Knowledge creation is a concept that provides possible solutions to existing problems (Asha Kanwar, 2019).

Competency education and training is a curriculum that incorporates institutional mode of training, recognition of prior learning and dual training approaches in skilling for the world of work (Republic of Kenya, 2021). With an aim of improving trainees' transition from the colleges to the world of work with requisite skills for lifelong learning (Kithinji, 2022).

According to the CBET policy 2018, the objectives of the CBET are to: establish occupational standards which can be measured, train competent individuals with transferrable skills, link education and training to the skills needed by employers, establish a quality assurance system which will have the confidence of all stakeholders, promote lifelong learning through progression and transfer, encourage individuals to achieve their full potential, develop attitudes and abilities to respond rapidly to change.

And with this in mind, the policy aims at bringing on board the following ;those currently educated and trained who need to update their competences , individuals from the informal sector , individuals from the formal sector ,the unemployed population , out of school youth ,those with little or no education ,those individuals who are made redundant so that they can learn new competences and those who have retired but who would like to develop new skills and competences (Republic of Kenya,, 2018).

The CBET curriculum aims at educating and training all for the world of work and also empowerment for lifelong learning since the curriculum aims at empowerment of youths and old people in the industry through Recognition of Prior Learning (Republic of Kenya, 2021).

2.3.4 Activity Based Learning

Training methods are essential in attaining critical skills for the world of work. Pragmatism prioritizes action against thought and thus the taught or content recipient is at the center of the training process. Methods that promote learning by doing are task based are promoted as opposed to rote learning and memorization (Sande, 2021). Experiences in the training process must promote problem solving, purposeful attitude and vocationalisation. The activity-based learning and integration of work-based learning approaches enable diversification of thought and promotion of new way of approaching reality. New attitudes are shaped and discipline is individual trainee acquired as opposed to traditional imposition of rules and codes of conduct. According to Khasawneh *et al.* (2014), pragmatism is moderately applied in Jordanian schools and this is due to teacher involvement.

2.3.4 Stakeholder Involvement

Education and training as an enterprise that supplies human resource to the world of work demands for the involvement of industrial partners, government and trainers in attaining required. According to Osabwa (2021)



government involvement in realigning education theory and practice can positively facilitate curriculum implementation and orientation of training towards human skilling for the national development agenda. However, education and education has highly been interfered by political parties' manifestos in Kenya and that is why implementation has always been stray and subjective (Mackatian *et al.*, 2016).

Industry on the other hand, absorbs skilled human resource as attaches and workforce in specific areas of production. In addition, the preparation of occupational standards provides a platform for assessing demands by the world of work upon which training ought to attain (TVETA, 2018).

2.4 Gap in Related Literature Review

Literature review indicates that globally TVET has had a struggling phenomenon and the urge to become relevant has been stricken by the globalization agenda. It is also worth noting that, from apprenticeship, human capital theory and now CBET training, skills mismatch is reality among many countries and the need to have home-based solutions in training should be highly encouraged.

Skill development and stakeholder engagements have facilitated TVET system in realizing some of the milestones however, it is observed, that TVET system all along has not been part of general education rather that explicitly run as indicated in the recent competency based education and training (GOK,2018),there is overemphasis of the notion TVET as the only way to attaining national development thus, exaggerated faith in TVET (Langthaler, 2015).The study sought to examine objective of TVET in the light of pragmatic theory towards lifelong learning.

III. METHODOLOGY

3.1 Research Design

The study adopted constructivism as paradigm. This is a paradigm that holds to the view that reality is not objective and every person can actively construct their own notions of reality from the cognition (Kisirkoi, 2019). Constructivism as a paradigm allowed the researcher to construct meanings from TVET attempt to attain Sustainable development by adopting literature review Constructivist paradigm allows researchers to analysis teaching and learning by analysing essential aspects such as culture, context, literacy, language, learners' interests and needs, personal experiences, interpretation of reality, as well as application of knowledge, which the researcher can analyse to determine their impact on teaching and learning policies (Mogoshoa, 2014). According to Kamal (2019), a constructive philosophical design embraces logical analysis and argumentation whereby premises are stated and logical rules followed to arrive at a sound conclusion, solutions, and recommendations to a specific problem under study.

The design was also adopted because of its ability to aim at clarifying, arguing reflecting on assumptions and providing tentative logical conclusions (Osabwa, 2021).The design also facilitates the tracing for consistency among different concepts in order to free technical education and training from contradictions (Ibanga, 2020).Therefore, the study used this design to clarify TVET objectives, Kenya Vision 2030 , training industry link and the applicability of Dewey's (1859-1952) concept of democracy in reinventing TVET to attain Sustainable development in Kenya.

3.2 Research Methods

According to Ibanga (2020), these are techniques used in enhancing clarity of thought and sometimes a study can adopt one or several of them may be simultaneously applied to a single study. This study adopted the philosophical analysis and synthesis method. Being a literature review analysis, a qualitative approach was adopted and thus philosophical materials and tools were adopted in data collection and analysis (Kauka & Afubwa, 2023).

3.2.1 Philosophical Analysis

Etymologically, the word analysis is derived from ancient Greek term "analousus" (Angadi, 2019). The prefix "ana" means "up" while "luisis" means "loosing", "release" or "separation" so that "analysis" means losing up or "dissolution" the term was readily extended to the solving or dissolving of a problem and it was employed in ancient Greek Geometry and Philosophy (Kauka, 2018).

Analysis therefore is a critical evaluation, usually made by breaking a subject down into smaller concepts in order to understand it (Osabwa, 2022). Analysis is as essential to science as it is all rational enterprise since it involves three major stages; first and foremost, the search for an hypothesis which is sufficient to explain what reality accomplishes, secondly investigation of the extent to which this explanation is a necessary one and finally comparison with experience in order to verify or correct the explanation (Osabwa *et al.*, 2021).

This method was adopted in identifying objectives of TVET in the in Kenya in the education acts, reports, commissions and session papers since independence. The method was used to trace the terms of reference of each commission or report and sough the extent to which the references were necessary and finally compare with experiences

as at now to verify or establish the ought of TVET in terms of objectives towards lifelong learning in the light of Dewey's (1859-1952) pragmatic thought. In addition, Synthesis method was adopted to provide conclusion.

3.2.2 Synthesis Method

This is a philosophical method that is concerned with the combination of element of a system in order to make judgment or a clear understanding as a whole (Osabwa, 2021). This method finds its origin in analysis and thus it complements philosophical analysis. The aim of synthesis is to obtain clear, conclusive statement of the findings of the scattered research to be clearer and consistent (Angadi, 2019). Synthesis adopts conclusions from each research topic, categorize, compare the similarities and differences and bring out the conclusion from all the studied literature (Singporn & Nuangchalerm, 2021). This study adopted this method in the examination of objectives of TVET in the light of pragmatic theory by looking at what sources like journal, reports and books and finally answers to the question what objectives have guided TVET in line with Dewey's (1859-1952) thought toward attaining lifelong learning among trainees. The method was also used in the summing up of critical concepts of Dewey's (1859-1952) education thought that apply to TVET and they have guided TVET towards realizing the country's development agenda.

IV. FINDINGS & DISCUSSION

4.1 Examine Objectives of TVET in Kenya in the Light of Pragmatic Theory towards Lifelong Learning

Systematic analysis of government of Kenya policy documents from 1964 to 2023 was done by identifying the report, stating the terms of reference or objectives and recommendations of the report. The researcher using philosophical analysis identified underlying assumptions as themes within each document and recorded as the key objectives of TVET either explicitly or implicitly identified. The researcher gave a brief discussion on each report and voiced the limitations and finally using synthesis identified the cross-cutting objectives in the analyzed documents discussed and gave critique on the assumptions that have been overemphasized and some taken for granted yet they contribute TVET facilitating lifelong learning.

First and foremost, the findings reveal that at independence the objective of general education was reinventing education towards alleviation of poverty, hunger and diseases and this is highlighted in the Ominde report. The policy framework thus promoted education for skill development and elimination of racial lines that hindered many to attend to schools. The finding also reveals that TVET was to be expanded cautiously on the basis of a manpower survey to avoid human resource wastage.

Secondly, the Gachathi report (1976) reveal that the aspects of education funding by government were put in place and general education was to be funded basing on the resources available. The Mackay report (1981) on the other hand highlights the glorification of a self-reliant system and university education. It is upon this trend that TVET institutions in Kenya were adopted and made fully fledged universities thus killing expansion of TVET and increased the degree syndrome by having preference for Degree graduates over TVET graduates in employment opportunities and degrading TVET as a cadre for examination failures in Kenya (Sifuna, 2020).

The Kamunge report (1988) and Koech report (1999) identified Technical skills as key in the empowerment of the workforce towards attaining Kenya's development agenda. Technical skills are relevant in the general education and thus the issue of the number of technical subjects to be handled was not clarified and this led to the Koech report (1999) that reinvented a move towards removing technical subjects in general education because of the lack resources. This was an avenue that led to the mutilation of technical vocational education and training in Kenya (Ngure, 2022).

The findings reveal that it is after the constitution of Kenya 2010, that TVET system sees the light by operationalization of the TVET system by the guidelines of the Constitution and endorsing of the TVET act 2013 to realign TVET towards training for the world of work demands rather that supply demand. This finding is in agrees with the policy documents and scholars that have voiced that TVET in Kenya has been thought of too late to be thought of as an engine towards the attaining of Kenya's agenda and thus facilitating any form of development is mere illusion (Motuka & Orodho., 2018). However, the preparation of the CBET policy 2018 and the Recognition of prior learning policy 2021 is a new development in empowerment of the youths towards skill development for all in order to realize lifelong learning. Cross cutting themes on objectives of TVET in light of pragmatic theory towards lifelong learning are as follows:

4.1.1 Education for Skill Development

The findings reveal that each report or commission was trying to reinvent education and training towards bridging the skill gap. Though TVET is not explicitly identified as an avenue for skilling manpower for attaining the development agenda from 1964-2022, Technical education is a key player in skill development for the world of work has evolved after the Constitution 2010 (Republic of Kenya, 2019).



The sessional paper 1 of 2019 critically states the role of TVET:

“TVET provides young people and the unemployed with the competencies to gain productive employment and provides those already in employment (including entrepreneurs) with an opportunity to upgrade their skills.” P 48

The study also notes that, General education included technical subjects in the curriculum by the Kamunge report (1988) and Koech report (1999) to empower the graduates with Technical skills, Entrepreneurship skills, competency skills employability skills and even lifelong learning skills are essential for human survival. This is also emphasized by the Competency-Based Education and Training policy of 2018 (Republic of Kenya, 2019). In relation to pragmatic theory, Human life is for education and education is for human life. The humanism in education and training indicate the core role of engaging trainees with real life experiences for individual development and for social development.

Dewey (1859-1952) in the Treatise Democracy and education outlines that:

“Education, in its broadest sense, is the means of this social continuity of life. Every one of the constituent elements of a social group, in a modern city as in a savage tribe, is born immature, helpless, without language, beliefs, ideas, or social standards. Each individual, each unit who is the carrier of the life-experience of his group, in time passes away. Yet the life of the group goes on.” (Dewey, 1916 p. 10)

This study noted that skill development has been overemphasized throughout the policy documents. This study finding is in agreement with the Policy framework recommendations that skill development has been the central objective of TVET in order to correct skills mismatch in the industry (Federation of Kenya Employers, 2023). Though acquisition of the skills is dependent upon resource allocation and context as alluded by Chepkoech *et al.*, 2021 and Dawo and Sika (2021), the study opines that since education for skill development is a human activity as voiced by Dewey (1859-1952), there is need to understand man who is to be skilled, how, where and when.

4.1.2 Education and Training for Social Efficiency

The findings reveal that Ominde report (1964) and Kamunge report (1988) identify education and training as a tool for social efficiency. The interactions are meant for social integration, innovation and sharing of knowledge, skills and attitudes. Although, Mwaka *et al.*, 2013 opine that the education system in Kenya failed in achieving unity because of the aftermath of post-election violence in 2007/2008, this study reveals that education and training in Kenya has played a crucial role in social intergration, skilling and knowledge empowerment..

In light of pragmatic thought, Dewey (1859-1952) however notes that school environment needs to bring up the young in an informed pace.

“...more important functions of this special environment are: simplifying and ordering the factors of the disposition it is wished to develop; purifying and idealizing the existing social customs; creating a wider and better-balanced environment than that by which the young would be likely, if left to themselves, to be influenced” (Dewey, 1916 p. 27).

The study found out that skill development is for the trainees who ought to be exposed to the world of work. This indicates the opaque nature of the society and education system whereby values, skills and attitude acquired are transferred back to the society. It follows necessarily therefore that improper skill development leads to improper social efficiency.

4.1.3 Education for Democratic Participation

The finding reveals that the Ominde report (1964), Gachathi report (1976), Odhiambo report (2012) and the CBET policy (2018) outline this objective of TVET. The freedom and ability to share resource for the common good is indicated by these documents. The finding therefore indicate that TVET has explicitly identified democratic learning approaches through the CBET policy framework and the prior learning frameworks. This is in line with Dewey (1859-1952) in his Democracy and Education;

“The two points selected by which to measure the worth of a form of social life are the extent in which the interests of a group are shared by all its members, and the fullness and freedom with which it interacts with other groups. An undesirable society, in other words, is one which internally and externally sets up barriers to free intercourse and communication of experience” (Dewey, 1916 p. 103)

Rights and interest of trainees in training: Technical Training institutes have a specific curriculum that is followed in training and the planning of the course delivery approach demands that trainees interact with practical lessons, trips, attachment and even internship. Trainees are allowed to select the course, select the training model.

The core elements of Dewey's (1859-1952) school were – the child, the school and the society. To these three he added three more notions – democracy, growth and experience. Dewey (1859-1952) wrote in Democracy and Education, that



“Education means the enterprise of supplying the conditions which insure growth or adequacy of life, irrespective of age” (Dewey, 1916, p. 51).

Dewey’s (1859-1952) school aimed at educating a flexible, creative, thinking and cooperative pupil and not a passive person. He wanted school to be a social institution representing life as vital to the child as that carried on at home.

“A society which makes provision for participation in its good of all its members on equal terms and which secures flexible forms of associated life is in so far democratic. Such a society must have a type of education which gives individual a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorders” (Dewey, 1916, p. 99).

The study therefore, found out that TVET in Kenya has facilitated democratic learning and trainee participation in both training and in the industry. This has been observed through reports, attachment placements and stakeholders’ feedback (Federation of Kenya Employers, 2023).

4.2 Critique on Objective of TVET in Light of Pragmatic Theory towards Lifelong Learning

In this section the researcher gives a synthesis over the discussions by looking at a dominant objective of TVET skill development as indicated has been overemphasized by the documents under study.

Critique on economic view of human capital development: Overemphasis of skilling at the expense of critical reflective learning has led to many TVET institutions to diversify courses, making a TVET institution as a shop of all services, increased production of similar graduates thus flooding labour market in addition, emphasizes of employability skills that depend on contextual factors.

The second critique philosophical anthropology concept of man. The overemphasis is skill development handles part of the human person (hands, head) or from a philosophical anthropological view body and mind. These debates take use to the philosophical problem of what reality “is”. According to Stumpf (1999) in the treatise From Socrates to Sartre, man is a project. This is clearly elaborated in three perspectives from an anthropological exegesis. First, from a Cosmo-centric view, early Greek Philosophers opine that: Thales: All is water which implies man is made of water, Anaximander: all is Apeiron and this implies was made of apeiron, Anaximenes: all is air which implies that humans are air, Heraclitus: Human are changing (one can’t step into the same river twice which implies that human are in flux) man is changing both mentally and physically, Anaxagoras: ‘Humans are constituents of four elements of earth, water, fire and air’ Democritus: ‘Humans are aggregates of atoms’ Plato: ‘Humans are made up of body and soul’ Aristotle: ‘Man is a rational animal’

From a theocentric view man was made in the likeness of God (*Imago Dei*) and following the Judea Christian and Plato’s dichotomy of man as soul and body tradition St Augustine discusses the process of illumination as a way of knowing reality. On the other hand, St Thomas Aquinas adopted the Aristotelian principle of act and potency in his Entity and essence to discuss man as soul and body where they meet and where they disintegrate (Copleston, 1993).

Finally, the modern view of man indicate man; Socrates: Humans should know their self, Descartes: Man is thinking being, Kant: Humans use understanding and sense perception in making judgments Kierkegaard: Humans are existential beings Wittgenstein: Humans should make their language easy and clear in order to transform and communicate their thoughts and technology. Sigmund Freud: ‘Man is made up of three personality traits Id, Ego and Super Ego’ (Tariq *et al.*, 2018).

Both the cosmocentric, medieval and modern views about what man is guided in the understanding of the epistemological problems that man encountered and possibilities of solving relies heavily on philosophy to discuss and solve the problems. John Dewey (1938) perceives a child centred approach to education and training by tasking teachers and people handling young people to have a detailed understanding of the needs and interests of the learners in order to impart positive skills to the young to facilitate skilling for learning to learn (Ord, 2012).

It is therefore follows necessarily that the economic conception of TVET in facilitating training for lifelong learning was a unproductive approach in training because of the reduction nature of man to hand work, what about the will, the soul and thus man in totality as “being”.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusion

The study sought examine the objectives of TVET in light of pragmatic theory towards lifelong learning and found out that education for skill development has been overemphasized in Kenya at the expense of holistic education addressing human complexity.



5.2 Recommendation

The study analyzed the objectives of TVET in Kenya in light of pragmatic theory. The objectives are: education and training for skill development, education and training for social efficiency and education and training for democratic participation. From the literature, education and training in Kenya has always oriented training towards grades, certification and technical skills. This research therefore recommends that CBET training to adopt a holistic training approach that appreciates the entire person as a composition of will, soul and body. On the basis of the findings the following are suggestion for further philosophical research recommended; a study should be carried out to holistic approach in CBET implementation in Kenya.

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