



THE IMPACT OF CURRICULUM IMPLEMENTATION STRATEGIES ON GRADUATE EMPLOYABILITY IN TVET INSTITUTIONS IN KENYA. A CASE OF NAIROBI METROPOLITAN COUNTIES

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ABSTRACT

This paper investigated the impact of curriculum implementation strategies in TVET institutions on the employability of graduates in Kenya. It examined how the alignment of curricula with industry demands, practical training components, and the incorporation of emerging technologies affect the readiness graduates for the job market. The study was anchored on strategic theory. Survey research design was used in the study. A sample size of 353 was selected from a target population of 3036 key TVET management staffs from 506 public and private TVET institutions in Nairobi, Machakos, Kiambu and Kajiado. Applying Yamane formula, stratified sampling technique was used to select 59 principals/deputy principals, 59 Registrars, 59 Dean of students for academics, and 176 Heads of Departments. A selected number of Ministry of Education officials were interviewed for additional data. Primary data was collected using a questionnaire consisting of both close and open-ended questions to capture quantitative and qualitative data. The findings concluded that curriculum implementation strategies had a significant influence on graduate employability. This underscores the need for a more comprehensive approach to curriculum development and implementation in TVET institutions. To bolster graduate employability, the study recommendations was that regular curriculum reviews should be encouraged to ensure that the educational content remains relevant to the dynamic needs of the job market. Market-driven updates and additions to courses can equip graduates with the skills and knowledge demanded by employers.

Key Words: Curriculum Implementation, Employment, TVET Institutions in Kenya

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INTRODUCTION

Curriculum implementation in the Technical and Vocational Education and Training (TVET) sector remains a central pillar of economic development in Kenya, as it plays a crucial role in preparing a skilled and competent workforce. Despite the significant importance of TVET institutions in driving economic growth, they encounter numerous challenges. Currently, Kenya is home to over 2,300 TVETs, catering to a student population of more than 590,000. These institutions aim to equip students with practical skills and knowledge that are directly applicable in various industries, contributing to the overall prosperity of the nation. However, the TVET sector faces obstacles such as outdated curricula, which hinder its ability to fully meet the dynamic demands of the job market (Chepkoech, 2021).

The implementation of an effective curriculum is a crucial aspect of any educational institution from operational standpoint. It serves as a guiding framework to achieve the overall teaching and learning objectives, providing students with the necessary skills and knowledge. An institutional curriculum must align with the demands of the job market, ensuring that prospective employers find graduates equipped with relevant and valuable skills (Mumbe, 2020). A well-designed curriculum not only benefits students but also empowers teachers, management, and stakeholders with a clear and measurable plan to deliver quality education (Anindo, 2016). It sets learning outcomes, defines standards, and establishes core competencies that students must demonstrate before progressing to the next level and becoming qualified professionals in their respective fields.

In the context of Technical and Vocational Education and Training (TVET) institutions, the integration of Information Communication and Technology (ICT) into the curriculum has been recognized as essential for equipping students with the necessary skills for the modern business environment (Maina et al, 2016). However, despite the need for continuous curriculum updates to match evolving job market requirements, TVET institutions face challenges

related to inflexible and outdated curricula. This discrepancy is often due to inadequate quality assurance mechanisms, limited participation of the private sector in curriculum development, and financial constraints that hinder regular curriculum reviews (Mumbe, 2020).

In Ethiopia, TVET curriculum development and implementation processes have been influenced by practices in other countries, leading to decentralized curriculum preparation based on individual institutions' needs (Geleto, 2017). While this approach grants autonomy to institutions, it may result in some colleges offering courses that suit their priorities but may not align with job market demands. As a result, lack of comprehensive and regular curriculum reviews poses a significant challenge, as some institutions may fail to adapt to changing industry requirements (Orangi et al, 2016).

Similar challenges have been observed in Nigeria, where political and economic instability hinders regular curriculum reviews and responsiveness to job market needs in TVET institutions (Garba et al, 2020). According to Muhammad et al. (2019), failure to decentralize curriculum development and review has led to contradictions between the training offered and the requirements of the emerging job market. Furthermore, lack of capacity and resources for meaningful reforms, along with weak leadership; hinder the implementation of necessary changes in some institutions.

In Kenya, the textile industry relies on effective training and skilled manpower from TVET institutions. However, resource constraints hinder the rollout of modern teaching programs, leading to a reliance on outdated curricula that do not meet current market needs (Oluoch, 2019). To address these challenges, the establishment of center(s) of excellence in textile training, along with regular curriculum reviews, has been proposed as a means to cater to emerging demands in the textile sector.

This paper explored the impact of curriculum implementation strategies in TVET institutions across different contexts, examining the challenges

faced and the potential solutions to align education with the dynamic demands of the job market.

LITERATURE REVIEW

Strategic Theory

Strategic theory was initiated by Tom Burns and G. M. Stalker in 1961 to offer guidance on strategic management of institutions in both public and private sector (Burns & Stalker, 1961). The strategic theory states that strategic management principles and practices play a central role in determining organizational success. The theory recognizes the importance of creating harmony among different sections of an organization for the sake of tangible performance. According to the strategic theory, strategic factors apply in all organizations, but every organization pursues different unique specific factors at any given time as a matter of priority. The theory proposes the need for periodic and progressive review of strategic factors in order to improve performance of an organization. The same principle may apply to TVET institutions, with the need for unceasing strategy review based on the current and emerging needs in the job market. This move will ensure that TVET graduates are continuously equipped with relevant knowledge and skills thereby enhancing their employability.

Based on strategic theory, Cole-Ingait (2019) argues that apart from strategic factors which can be defined as core factors that the organization needs to get right for its overall success, there is a possibility for some organizations to adopt new strategic factors to propel their success to new heights every time it emerges that they can no longer cope with earlier strategic factors. Strategy review of TVET institutions contemplates new ways of doing things and dismantling of the status quo. This also means a paradigm shift and investment of more resources to enable implementation of the new systems. For instance, the current study institutional curriculum as possible determinants of the kinds of skills TVET graduates could be equipped with thereby increasing their capacity for employment.

Empirical Review

Curriculum implementation strategy is an important aspect of operational standpoint of any institution of learning. According to Mumbe (2020), an institutional curriculum must be designed to provide guidelines on how to achieve the overall teaching and learning objective of an institution and be able to provide the best skills and knowledge to the students and allow prospective employers to gain out of these relevant skills in a significant way. An effective curriculum enables teachers, students, the management, and other key stakeholders to have a clear measurable plan and structure for delivering quality skills and knowledge (Anindo, 2016). Through a curriculum, institutions are able to identify learning outcomes and set standards as well as core competencies that students must demonstrate if they are to be allowed to proceed to the next level and ultimately at the end of their training considered as qualified professionals ready to undertake the jobs they were trained for.

A study conducted by Maina et al (2016) on curriculum content relevance in integration of ICTs in TVET institutions in Kenya emphasized the need for technological integration into the curriculum. The study further noted that development and implementation of curriculum content remain a very important factor for competencies in TVET education providers. While it is important to roll out new TVET programs on continued basis in line with the evolving needs of the job market, the TVET sector continues to face a number of challenges due to inflexible and sometimes outdated curriculum. These views were corroborated by Mumbe (2020), by noting that a number of TVET institutions in Kenya were experiencing a discrepancy between the skills learnt in class and those that are needed by the employment industry. This scenario was occasioned by inadequate quality assurance mechanisms and structures as well as less participation of the private sector in contributing to the required content for the training curriculum in TVET institutions. One of the critical elements of development, review and implementation of curriculum in TVET institutions in

Kenya emerged as information communication and technology which the study identified as central in providing the students with requisite skills for the labour market in modern business environment. Despite the need for an integrated curriculum in TVET institutions, regular reviews were hampered by lack of enough financial resources in most of them.

In Ethiopia, Geleto (2017) noted that TVET development and implementation of processes were largely in agreement with the routine by several national stakeholders in the SSA and western regions. The study further indicated that TVET curriculum development, review and implementation in Ethiopia heavily borrowed from such countries as Australia and Philippines. This implied that Ethiopia has tended to decentralize TVET strategy reviews such that different TVET institutions deal with their respective curriculum preparation based on their training needs. While this approach gave different institutions autonomy to implement what best suits their priorities and capacity in terms of delivery to the students, the downside was that a number of TVET colleges may offer what conveniently suits them as opposed to what is best for the job market (Orangi et al, 2016). Furthermore, some of the institutions did not have the capacity to undertake comprehensive regular curriculum reviews informed by the labour market demands. The study by Geleto (2017) cast doubts on the logic of the government allowing curriculum review of TVET providers at the local level since some of them were likely to carry out the strategy review that did not necessarily serve the interests of the students and those of majority of the employers.

In Nigeria, Garba et al (2020) investigated the impact of collaboration in skills and knowledge delivery in TVET institutions. Using descriptive survey research design where 150 respondents were used comprising of lecturers and other professional staffs were involved from the Enugu State, the research established that political and economic instability made it difficult for the TVET institutions to undertake regular curriculum reviews in line with the current job market needs.

Similarly, in another previous study by Muhammad et al (2019) on curriculum content for TVET institutions in Nigeria, failure in decentralization of curriculum development, review and implementation was blamed for the contradiction that sometimes exists between what is being trained in TVET institutions and the emerging job market. The view by Garba et al (2020) was shared with Aloysius et al (2018) in their study conducted in Nigeria by noting that the government lacked the capacity to harmonize curriculum review among different TVET institutions to create provision of standard training which responded to the requirements of the ever-changing employment industry not only in Nigeria, but across then world. While a number of TVET colleges had the leeway to review their curriculum and introduce new courses over time, some of them lacked the drive to implement new strategies due to weak leadership and lack of enough financial resources for implementation of meaningful reforms. The research by Aloysius et al (2018) recommended a common TVET scholarship board for harmonization of curriculum review for all 6 political zones of Nigeria.

In another study by Oluoch (2019) to understand the role TVET in sustainable development of the textile industry in Kenya, it was revealed that the government may be unable in producing effectively trained and skilled manpower from TVET institutions. In order for the government to revive the textile industry which had collapsed many years back, the technical training institutions needed to train students on modern techniques in the textile and apparel courses. However, lack of enough resources to roll out new teaching and training programs forced a number of the institutions to rely on older programs which did not effectively serve the current market needs. Despite the challenges facing a number of technical training institutes related to training on textile courses, the study recommended setting up of a few TVET institutions as center of excellence in textile training while

emphasizing on regular curriculum reviews to cater for emerging training demands in the textile sector.

METHODOLOGY

This study utilized a survey research design, incorporating both quantitative and qualitative data to address the research questions. The target population consisted of 3036 individuals occupying strategic offices in TVET institutions across the four Nairobi metropolitan counties (Nairobi, Machakos, Kajiado, and Kiambu). Stratified random sampling was employed to select a representative sample from various categories of individuals, ensuring adequate representation and enabling a thorough examination of the factors influencing TVET sector performance and the employability of graduates. The final sample size was 353, comprising top management from different operational departments in the TVET institutions, including principals, registrars, deans of students for academics, and heads of departments. To collect data, structured questions were used, facilitating a comprehensive understanding of the research topic. The data analysis in this study involved three techniques: descriptive, inferential, and thematic content analysis. Quantitative data was organized and analyzed using SPSS version 25 and Excel worksheets, presenting the results through tables and figures. Qualitative data, on the other hand,

underwent thematic content analysis, where emerging themes and repeated patterns were identified and reported through narratives.

RESULTS

Influence of Curriculum Implementation Strategies in TVET Institutions on Graduate Employability

The primary aim of the study was to evaluate how curriculum implementation strategies in TVET institutions influence graduate employability in Kenya. It is crucial to acknowledge that the foundation of any middle-level or higher learning institution lies in the effective implementation of the curriculum, which provides appropriate training to students. To comprehensively understand curriculum implementation strategies, various factors must be considered, such as curriculum content, resources available for imparting knowledge to learners, the expertise of teaching staff, and the delivery methods used for content dissemination, among others.

The initial question posed to the participants focused on whether different institutions conducted regular curriculum reviews. This was indicative of how seriously they viewed curriculum implementation as a crucial aspect of the review process. The respondents' answers were presented in Figure 1.

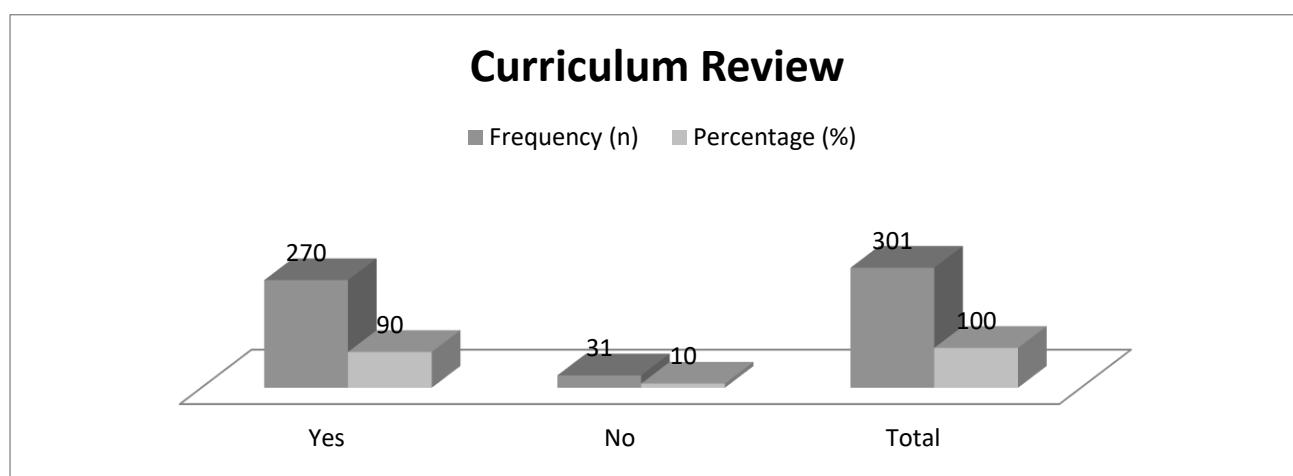


Figure 1: Institution's Regular Curriculum Review

From the findings in figure 1, 90% (270) of the respondents said their institutions carried out regular curriculum review, while 10% (31) answered to the contrary. These findings may imply that curriculum review in TVETs was a regular practice. As demonstrated in other previous studies, curriculum review and implementation remains at the core of enhancing effectiveness of TVET institutions in terms of courses offered and their relevance in the job market. The level of success of curriculum implementation will directly determine the quality of training programs and how these will translate into the right output for the employers who finally source staffs from the TVET sector. In Germany for instance, Cedefop (2020) noted that vocational education and training (VET) is very instrumental in stimulation and stabilization of the economic and social transformation and development. Through the TVET system, the German and many other countries are able to release highly qualified people into the job market in a broad range of professions. These views were backed by Ball (2019) by noting that the integration of work-based and school-based learning model is a successful approach for preparing students for a seamless transition to full-time employment.

According to the OECD (2020), curriculum review in TVET institutions should be a progressive undertaking in order to always remain updated. For instance, in Brazil, reforms in the TVET sector have been ongoing for the long-term, with the aim of considerably increasing the enrolment numbers. These views are corroborated by Mackatiani and Ejore (2023) who established that TVET reforms in Kenya has been ongoing since as back as 1906. Despite the need for the reforms in vocational education training sector in many economies of the world, the diversification must be done alongside quality of training in order to effectively equip students with the requisite skills needed in the modern job market (ILO, 2020).

Pilz (2016) noted that In Brazil, despite the strategy review efforts in the TVET sector, there is empirical evidence that very few employers in the country

provide essential input into the TVET policy formulation and reforms, or give TVET students an opportunity to gain practical experience through internship programs. According to Ajithkumar (2017), the TVET reforms in Brazil are however considered to be important in strengthening multi-sectoral involvement in implementation of important technical programmes for the benefit of general economic rejuvenation. These findings were supported by the current research, by noting that curriculum implementation strategies must be deliberate in creating better skilled graduates when they finally enter the employment market. The TVET strategy review could reinforce assessment mechanisms to increase the value of TVET qualifications based on the best international standards related to TVET systems. There are also recommendations for governments to help TVET colleges to benchmark in the international arena to provide the best transferable skills that support occupational mobility of TVET graduates as they seek for jobs inside and outside their national territories.

In Kenya, according to the TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) Strategic Plan (2021-2025), the Council has the central role of delivering curriculums based on the global demands of targeted skills among new entrants into the job market (TVET CDACC, 2021). The main objective of TVET CDACC echoed that of the Technical and Vocational Education and Training Authority (TVETA), as spelt out in its 2018-2022 Strategic Plan. The overall objective of YVETA was to realize the best modern labour market needs that cut across national boundaries of the Kenyan economy. In order to implement a more progressive TVET system, there is need for quality and relevance of the programs where emphasis is put on affordability and relevance of the programs. Sankale (2019) maintained that good governance and management and financing must also be at the center of achieving what is best for the TVET education and training stakeholders while having in mind the bigger picture of meeting Kenya's labour force demands in terms of relevant

skills and knowledge. However, Mbolonzi (2021) noted that despite the progress made in terms of continuity of learning and innovativeness in the TVET sector, studies indicate that the potentials of TVET graduates remain largely untapped, with many of them remaining unemployed for many years after they have graduated from colleges. There are also reported cases of wasted resources due to

underutilization of equipment in public TVET colleges.

Besides curriculum review, the respondents were asked the extent to which, based on a 5-point Likert scale, they agreed that their institutional curriculum review meets objectives of enhancing students' employability level. The responses were summarized in table 1.

Table 1: Institution's Regular Curriculum Review Meets Employability Objectives

Curriculum review meets employability objectives	Frequency (n)	Percentage (%)
Strongly disagree	4	1
Disagree	13	4
Neutral	52	17
Agree	183	61
Strongly agree	49	16
Total	301	100

Based on the statistics in table 1, 5% (17) of the respondents disagreed, 17% (52) had neutral views, whereas 78% (232) of them agreed with the view that their institutional curriculum review meets objectives of enhancing students' employability level. Despite the high percentage of 78% of the respondents who agreed and/or strongly agreed with this opinion, the fact that 17% of them neither agreed nor disagreed (neutral) may imply that curriculum review does not always meet the desired thresholds with regard to enhancing employability of TVET graduates.

In the recent years, Kenya has made significant strides in its TVET education and training sector. A report by Statista (2022) showed that the number of TVET institutions has significantly grown from about 753 in 2013 when the TVET Act became operational to more than 2,300 today. Over the years since the inception of TVET in 2013, there has been an upward

trajectory in terms of the number of institutions and students' enrolment rate. However, according to Kamer (2022), the growth in numbers of students may not be in tandem with infrastructural improvement. Kagema et al (2019) further noted that despite Kenya's good progress in the TVET educational and learning model, some of the persistent challenges in the sector include inadequate data; poor linkages with the industry and integration with external stakeholders; insufficient infrastructural facilities and modern equipment to support the teaching of Competence-Based Education and Training curriculum; and non-alignment of curriculum to Vision 2030. The foregoing views were widely reinforced in the current study. Using a 5-point Likert scale, the respondents were further asked to rate the quality of curriculum review of their institutions based on different considerations. Summary of the responses is provided in table 2.

Table 2: Institution's Quality of Curriculum Review

Institution's quality of curriculum review	1=very inadequate	2=inadequate	3=Moderate	4=Adequate	5=Very adequate	Total
	<i>n(%)</i>	<i>n(%)</i>	<i>n(%)</i>	<i>n(%)</i>	<i>n(%)</i>	<i>n(%)</i>
Applicable content	7 (2)	3 (1)	55 (18)	176 (58)	60 (20)	301 (100)
Practicals	11 (4)	16 (5)	82 (27)	131 (44)	61 (20)	301 (100)
Internships	3 (1)	18 (6)	122 (41)	124 (41)	34 (11)	301 (100)
Industry linkage	4 (1)	13 (4)	150 (50)	97 (32)	37 (12)	301 (100)
Evaluation programs	7 (2)	18 (6)	87 (29)	139 (46)	50 (17)	301 (100)
Richness of content	10 (3)	6 (2)	63 (21)	173 (57)	49 (16)	301 (100)
Relevance to the industry	3 (1)	13 (4)	133 (44)	112 (37)	40 (13)	301 (100)
Stakeholder involvement	13 (4)	43 (14)	141 (47)	57 (19)	47 (16)	301 (100)
Employment market	17 (6)	24 (8)	144 (48)	91 (30)	25 (8)	301 (100)
Mean	8 (3)	17 (8)	109 (48)	122 (30)	45 (8)	301 (100)

Quality of curriculum review was measured using different domains, including applicable content, practicals, internships, industry linkages, evaluation programs, richness of content, relevance to the industry, stakeholder involvement, and employment market. From the findings in table 2, 3% (10) of the respondents opined that institution's quality of curriculum review was inadequate whereas 78% (236) of them held the view that it was adequate in terms of applicable content. At the same time, 18% (55) of them neither agreed nor disagreed (neutral) with this view. In terms of practicals, internships, and industrial linkages, 9% (27), 7% (21), and 5% (17), respectively thought that curriculum review was inadequate. Furthermore, related to the same aspects, 27% (82), 41% (122), and 50% (150) of the respondents, in that order, said curriculum review was moderate. It also emerged that the same sub-variables attracted response rates of 64% (192), 52% (158), and 44% (134) from the respondents expressing the views that the review was adequate.

The rest of the sub-variables which included evaluation programs, richness of content, and relevance to the industry, stakeholder involvement, and employment market in that order attracted an

'inadequate' response of 8% (25), 3% (9), 8% (26), and 18% (60) curriculum review. The findings further indicated that 29% (87), 21% (63), 44% (133), 37% (141), and 48% (144) of the respondents held the opinion that curriculum review in TVETs was moderate in terms of meeting institutional objectives. For the respondents who thought the review was adequate, evaluation programs, richness of content, and relevance to the industry, stakeholder involvement, and employment market attracted 46% (139), 57% (173), 37% (112), 19% (57), and 30% (91) respectively.

Finally, 17% (50), 16% (49), 13% (40), 16% (47), and 8% (25) of the respondents observed that curriculum review based on evaluation programs, richness of content, and relevance to the industry, stakeholder involvement, and employment market, respectively, was adequate. In all those aspects of measuring the quality of curriculum review, they attracted a mean response of 11% (25) for inadequate, 48% (109) moderate, and 38% (167) adequate. From the proportion in the statistical distribution going by the mean in each of the level of measurement, it can be inferred that there is still considerable ground to cover in curriculum review in TVET institutions.

However, in explaining their responses in the various domains of curriculum review, the respondents maintained that this process was fairly well done to ensure offering of updated training programmes for meeting demands of the employment market. Curriculum review was further viewed as a very involving exercise by the government which may require adequate funding and preparations for effective execution. Although curriculum reviews were largely initiated and guided by the government, there was a general opinion that the Kenya National Examination Council (KNEC) should always involve all key stakeholders in the TVET industry for more robust curriculum reviews in line with emerging new and unique job opportunities.

Curriculum review is a central pillar in TVET education systems, with the findings of our current study attesting to this factor. In concurrence with our study, in a previous research by Maina et al (2016) on relevance curriculum content in integration of ICTs in TVET institutions in Kenya, an emphasis was put on the need for technological integration into the curriculum. The study further noted that development and implementation of curriculum content remain a very important factor for competencies in TVET education providers. These views were corroborated by Mumbi (2020) in a later study, by noting that a number of TVET institutions in Kenya were experiencing a mismatch between the skills learnt in class and those that are needed by the employment industry. The scenario was occasioned by inadequate quality assurance mechanisms and structures as well as lack of robust involvement of all stakeholders in strategy review processes for the training curriculum in TVET institutions.

In agreement with these findings, a study by Garba et al (2020) in Nigeria investigating the impact of collaboration in skills and knowledge delivery in TVET institutions, the findings indicated that political and economic instability made it difficult for the TVET institutions to undertake regular curriculum reviews in line with the merging demands of the job market. There was also the challenge of poor government funding of TVET education model in Nigeria, and this

made it untenable to introduce new training programs to fit the evolving job market. Lack of clear policy on the duration within which to review curriculum complicated the situation for the TVET industry in different states of Nigeria.

The findings by Garba et al (2020) concurred by sentiments raised by Muhammad et al (2019) regarding curriculum content for TVET institutions in Nigeria which recommended refocusing of TVET teacher education towards acquisition of more relevant skills in tandem with the current job environment demands. Besides the challenge of decentralization of curriculum development, review and implementation which created disharmony among different TVET providers in terms of standardization of the skills offered in different institutions, the question of constant reviews made it difficult to implement the reform agenda in the TVET sector. The view by Garba et al (2020) was shared with Aloysius et al (2018) in their study conducted in Nigeria by noting that the government lacked the capacity to harmonize curriculum review among different TVET institutions to create provision of standard training which responded to the requirements of the ever-changing employment industry not only in Nigeria, but across the world. Similar views were expressed in our current study despite the research having been carried out with the context of Kenya.

In an earlier study by Chandrasekar and Murugesan (2019) in India, it was noted that TVETs play a very important role by equipping learners with relevant skills needed in the labour market. These included skill sets for trades and crafts among others. However, like in Kenya as revealed by the current research, TVET in India faced numerous challenges related to imparting of the right skillsets and improving employability of trainees and graduates at various stages and in different areas of specialization. The situation was complicated more by the fast-changing employment scene in a global economy as significantly driven by technology. The ever-evolving technology required learners to be better equipped with matching skills, yet a number

of TVETs lacked sufficient resources to grow or transform with the same pace of new changes in the job market. At the same time, lack of enough financial, specialized human resources and training facilities complicated strategy reviews among several TVET institutions

The study by Chandrasekar and Murugesan (2019) recommended policy review and synchronization of a systemic approach for imparting the right vocational and technical skills to the learners for relevant employment opportunities. Similarly, Kenya may need to adopt a similar approach in making the TVET sector more relevant when it comes to enhancing employability skills for graduates.

CONCLUSION AND RECOMMENDATIONS

This study investigated the impact of curriculum implementation strategies in TVET institutions on the employability of graduates in Kenya. the study concluded that teaching curriculum is the foundation of any academic institution and must always be linked to the ever-evolving employment market. Furthermore, regular curriculum reviews is healthy for TVET institutions since this process helps the

institutions to remain in synch with new job opportunities which may from time to time require unique skills. It was concluded that curriculum implementation strategies had a significant influence on graduate employability. This underscores the need for a more comprehensive approach to curriculum development and implementation in TVET institutions.

To bolster graduate employability, the study recommended regular curriculum reviews should be encouraged where new courses are readily introduced based on market needs. In order to manage regular curriculum reviews, institutions should be open to new and progressive ideas which should be informed by involvement in the job industry. TVET institutions should also ensure that they create budgets for regular curriculum reviews. Additionally, quality curriculum reviews should emphasize on such important aspects as applicable content, practicals, internships, industry linkages, evaluation programs, and richness of content, relevance to the industry, stakeholder involvement, and employment market.

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