WHAT NEXT AFTER KCSE?

Education is the most powerful weapon, which you can use to change the world.

- Nelson Mandela

INSIDE

- Current state of higher education sector
- Technical vocational education and training
- Plus: Learning partnerships
Opportunities abound in higher learning; just look around wisely

As the market adjusts to last year’s significant drop in KCSE performance, students, more than ever before, will require comprehensive information and guidance, particularly in reference to career options.

The question consuming the minds of last year’s Form Four leavers and their parents is: what should I do now that the results have been released? What options are available and how do I make the right choice?

These questions are particularly pertinent this time, given the dramatic change in the results. Only 154 per cent of the candidates qualified to join universities. This means that out of the 574,125 students who sat KCSE exams last year, only 88,929 attained at least the set university entry mark of C+.

Even out of the qualifiers, just 141 candidates obtained grade A, representing 0.02 per cent, a cutback from 2,685 in 2015.

Overall, school leavers should be guided by the following: what courses do I qualify for? Do I have the aptitude and passion to pursue it? Where can I best pursue it? What are the career options? How marketable is the course? When does the course start and where do I secure the funding?

For the qualifiers, the question is which university to join and what course to pursue. Better still, the candidates should consider whether to wait for the government admission, where one is placed at any university and allocated a course depending on the available slots, or actively apply for a study of choice at a private university or under the parallel degree programmes at the public universities.

Currently, the country has 70 universities – 33 public and 37 private. Unlike in the past, admission to all the universities is jointly done by the Kenya Universities and Colleges Central Placement Services (KUCCPS), which replaced the previous universities Joint Admissions Board (Jab). Already, the placement service has put out an advertisement calling on the Kenya Certificate of Secondary Education (KCSE) qualifiers to revise their courses based on their performance. In the announcement, the students are required to revise their courses between January 30 and February 17.

Given the reduced number of university qualifiers, all of them are assured of places at the public universities. In theory, this means that private universities or parallel degree programmes in public universities may not get students. However, in practice, the students have the opportunity to make choices about the courses they want to pursue and the universities they wish to study in. But this requires comprehensive information and guidance, particularly in reference to career options and employment opportunities.

Based on last year’s performance, things are going to change significantly. First, the entry cluster points for courses and programmes will have to be revised downwards given the decline in performance. In 2015, the most competitive courses such as law, architecture, medicine, engineering and computer studies admitted those with a minimum of 44 points in the cluster subjects. But this will be lowered this time round. Candidates with B and B+ are likely to get into the competitive courses.

The flipside, however, is that some courses may not attract students, and given dwindling budgets, universities may be forced to drop some faculties. A consequence is that universities will have to redefine their courses to make them more attractive. Private universities, in particular, will be compelled to rethink their programmes and fashion them in a manner that makes them compelling.

For those who did not qualify for university education, the option is middle-level colleges. Here, there is a full range of colleges and courses. In total, there are about 600 registered middle-level colleges in the country.

Notably, there has been an aggressive drive to promote technical and vocational training as a viable and promising pathway for high school leavers who do not meet university minimum entry mark. In this respect, KUCCPS has asked students who obtained grades C- and C to apply for diploma courses at the public training colleges.

Eight new national polytechnics have been set up, namely, Kabete, Kitale, Meru, Mombasa, Nyeri, Sigalagala, Gusii and North Eastern Province Polytechnic. This brings to 10 the national polytechnics. The others are Kisumu and Eldoret, the long-serving national polytechnics.

A significant development in this sector is that the government is offering bursaries to eligible candidates. Early this week, Education Cabinet Secretary Fred Matiang’i announced a Sh900 million loans kitty to be administered by the Higher Education Loans Board (Helb). For a good measure, he asked Helb to publicise and popularise the loans and bursaries to ensure all eligible students benefited.

Several other organisations such as Rattansi Educational Trust and Equity Bank under the Wings to Fly Programme, support students seeking training in middle-level colleges, among them, technical and vocational training institutions.

In addition to all these, there are traditional training institutions such as the teacher training colleges, medical training colleges, Kenya Utalii College, the Kenya Institute of Mass Communication, Kenya Railway Training School, among others, that have clear openings for high school leavers, and which significantly promise good career options and upward economic and social mobility.

In effect, there are many opportunities, complete with funding, for students to pursue higher education in middle-level colleges.

The challenge, however, is that students and parents have been socialised to believe that the only path to the top is to go university. Hence, it will take a lot of convincing to get the school leavers to apply for the middle-level colleges.

Even so, the overarching point is that high school leavers and their parents must think seriously about higher education opportunities and the outcomes. They must change the mindset where people only think of university education, yet there are few job opportunities for university graduates; but shun technical and vocational training where there are huge chances for career advancement.
Recently, the government halted the setting up of more satellite campuses in a move aimed at controlling expansion.

BY OUMA WANZALA
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The unprecedented expansion of university education in Kenya has brought with it enormous opportunities for advanced qualifications, as well as unparalleled challenges that put some of those credentials to question.

As in other countries in the developing world, more and more Kenyans are seeking university degrees as a way of investing in themselves, hoping to increase their human capital to enable them live a quality and modern life.

The expansion of university education has been exceptional. In 2002, Kenya had six public universities, but at the end of last year, the country had 31 of them.

The enrolments have also been equally phenomenal, as the current university student population now stands at about 500,000.

However, with the expansion, some institutions have ignored the set guidelines, with the government threatening to close down universities that are not adhering to standards and regulations.

The Commission for University Education (CUE), which regulates university education, has since embarked on a quality audit of all universities.

Chancellors of public universities agree that there is need for increased focus on quality and relevance by investing in essential technical, technological and scientific knowledge and skills critical to the realisation of rapid social and economic growth, as well as sustainable development.

Chancellors are also concerned with the serious shortage of PhD holders to teach and do research at both public and private universities.

“This cadre of professionals is vital for the delivery of quality education at both undergraduate and graduate levels. It is recommended, therefore, that postgraduate development/ graduate schools be strengthened at all universities,” states a report by Chancellors Committee chaired Prof Judith Bahemuka.

President Uhuru Kenyatta has also challenged universities to be more concerned about quality and critically compare today’s graduates with those of the 1970s to the 1980s.

Recently, the government halted the setting up of more satellite campuses in a move aimed at controlling expansion.

Several universities, in adhering to the directive, have shut down some campuses.

“Chancellors should critically question whether universities are developing a money loving culture where the revenue generated is more important than the product produced. This includes questioning whether the public universities are meeting the demands of Kenya today, with targeted programmes based on what the market really needs,” said President Kenyatta when he met the chancellors for a briefing.

There have also been a push to have equitable allocation of the available resources, taking into consideration the need, stage of development of the university, programmes offered and capacity to offer Module 2 courses.

And to increase enrolment in science related courses, the government is in July expected to implement the Differenentiated Unit Cost system of funding, to allow the Higher Education Loans Board (Helb) to disburse loans to students depending on the actual cost of the courses.

“This departure from the current uniform allocation for all students would see those who study science-based courses receiving much higher allocations than those in the liberal arts” said Education Cabinet Secretary Fred Matiang’i.

The Kenya Universities and Colleges Central Placement Service (KUCCPS), which places students in colleges and universities, is also expected to place 88,929 students who scored C+ and above to various programmes.

Courses such as architectural studies, actuarial science, computer science, civil engineering, electrical and electronic engineering, mechanical engineering, dental surgery, pharmacy, veterinary medicine, medicine and surgery and law, have continued to attract more students despite limited space.

Last year, more than 74,000 students joined public universities, while another 12,000 were sponsored by the government to study in private universities.

Commission for University Education CEO Prof David Somé, speaking on behalf of Education Cabinet Secretary during the Harmonisation of Standards in University Education Workshop in Nairobi on March 7, 2016, PHOTO FILE

74,000 The number of students that joined public universities in 2016.
Uniserv has lined up numerous education fairs and exhibitions to take place in Kenya, Uganda, Rwanda and Tanzania in the first quarter of 2017.

By EVANS ONGWAE
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Uniserv, a local firm that assists East African students to process their way to foreign universities of their choice, is introducing new destinations. The range of universities available to students include those found in Western and Eastern Europe, North America and the popular Asian destinations such as Malaysia, India and China, among others.

Uniserv facilitates applications to universities around the world including in Western universities. Generally, they appreciate international exposure. He, however, pointed out that with globalization, quality university education is available all over the world. This is because technology has enabled universities to effectively partner with and open affiliates in diverse countries. "For those students who are in a position to get an international education, there are great choices," says Mr Esmail.

"Uniserv had been previously working exclusively for United Kingdom (UK) universities, sending thousands of East African students to those institutions. About 70 per cent of local students who join UK universities do so through us," he adds. More recently, the demand has shown an increase towards institutions in Canada and Australia though Uniserv has responded by partnering with these institutions and now represents over 300 universities around the world including the most sought out countries such as USA, Canada, Australia, USA, Malaysia, etc.

Uniserv hosts exhibitions in East Africa where 50 UK universities spend several days at exhibitions and talk about their programmes. They now also host fairs to cater for institutions in other countries coming up soon.

"Different universities have different strengths," explains Mr Esmail. "Uniserv helps students and their parents or guardians to get as much information from the horse's mouth. This helps them make informed choices when making applications." He adds that if the applicants go to Uniserv, they do not have to student their original academic certificates to the universities they are applying to. Uniserv certifies the documents and the students send photocopies instead.

The firm also helps students fill in Visa application forms and as Mr esmail reports, "we attain almost 100 per cent Visa success rate. We guide students – not their parents – to do this. The only time parents see us is when they have questions about the financial requirements of the processes. No student documents are left in our office.

We use photocopies until students are required to present original documents at the embassy or high commission." After a student has obtained a Visa, the dedicated Uniserv staff takes the student through a pre-departure briefing. This is an explanation of what students need to carry and the process they will go through at the airport immigration and customs desks before departure.

"A majority of students are given on-campus accommodation," notes Mr Esmail. "We explain to them what this entails and how they will find their way to the university upon landing at the airport. We also explain to them the process they will go through during orientation."

Uniserv has lined up numerous education fairs and exhibitions to take place in Kenya, Uganda, Rwanda and Tanzania in the first quarter of 2017. Delegates from Turkish, Cypriot, United States, Canadian, Australian, United Kingdom and other European universities will be available to explain their programmes to prospective students. The fair details are available on the firm’s official website.
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- Certificate in Multimedia
Govt steps up effort to promote science and technology studies

Part of the strategy is to have at least one Technical and Vocational College in each constituency

BY OUMA WANZALA
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The government is targeting to enrol at least 400,000 candidates who sat for the examinations. This, the government says, will enable the country's higher education to be in line with its Vision 2030 objectives and remove the perception that TVET education is less prestigious and of lower value to university qualifications. So far, 60 new TVCs have been constructed and a further 70 are at various stages of completion.

As part of the new plan, TVET institutions will offer tailor made courses targeting emerging sectors and infrastructure projects. These include oil and gas, Northern Corridor Integrated Project, the Lamu Port-South Sudan Ethiopia Transport (LAPSET), the Standard Gauge Railway, airports and highways expansion projects, and the geothermal and wind energy projects.

Since the elevation of Kenya and Mombasa Polytechnics into technical universities a few years ago, Kenya has had only two national polytechnics: Kisumu and Eldoret.

However, eight technical training institutes have now been elevated to national polytechnics, bringing the number to 10 in the country. These are: Kabete, Kitale, Meru, Mombasa, Nyeri, Sigalagala, North Eastern Province and Gilgil technical institutes.

Additionally, the Higher Education Loans Board (HELB) has said it has about Sh900 million that will be issued as loans to students in TVET institutions, while the Kenya Universities and Colleges Central Placement Service (KUCPS) has embarked on placement of students to these institutions.

Dr Fred Matiang’i said the government had injected substantial financial support for the facilit of TVET in order to up private sector participation and rationalising TVET framework and structure.

“This will not only enhance access to technical training for all Kenyans, but ensure that the training is up to international standards for global competitiveness,” he added.

By doing this, the government hopes to emulate Asian economic giants such as China, Malaysia and Korea, where 50 per cent of their tertiary students are enrolled in TVET programmes.

In Kenya, the government says out of the over 500,000 students enrolled in various universities, 96 per cent are studying art-based courses. This is greatly contributing to the lack of jobs. The country’s current joblessness rate for graduates is 45 per cent, the highest in East Africa.

TVET ought to be a destination of choice for those who wish to acquire the skills required to move this country to the next level of economic development,” he said.

“Many of the public TVET institutions have been supplied with state of the art equipment, with 10 of them being provided with smart classrooms,” he said.

World Bank Study

The objective of Kenya’s Vision 2030 is to make Kenya “a newly industrialising, middle-income country, providing high quality life for all its citizens, by the Year 2030”. In order to achieve this, the country is aiming at modernising its industrial production to attract foreign markets for her goods and services in order to generate real income for the country.

Conference to promote policy debate on TVET matters

BY EVANS ONGWAE
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Kenyatta International Convention Centre is the venue of a two-day national technical and vocational training (TVET) conference. The event kicks off today and ends tomorrow.

Dubbed, Hands on the Future National TVET Conference, it is also a platform for the Kenya Skills Show. The first Kenyan Vocational Training Conference was held on March 6, 2014 in Nairobi.

Thereafter, a permanent working group (PWG) was constituted to oversee the efforts of Kenya’s vocational training transformation. The PWG, created in 2014, incorporates the Kenya government, private sector, academia and development partners.

This year’s conference will bring together government, private sector, development partners, NGOs, TVET institutions, training institutions and youth representatives.

The event is expected to promote policy debate and dialogue on the various TVET issues. Further, it aims to strengthens collaborations among TVET partners in Kenya. Additionally, it will allow stakeholders from public and private sectors as well as development partners, to showcase best practices, products and innovations.

The skills show targets out of school youth, current Form Three and Form Four students, parents of youth, educators, private sector and general public.

It is meant to sensitise young people and their parents on the multitude of career possibilities and training opportunities that exist in Kenya.

Kenya’s TVET system has a significant role to play to facilitate effective implementation of numerous planned projects within key development sectors of manufacturing, infrastructure, science, technology and innovation, as highlighted in the Kenya Vision 2030.

To achieve a “globally competitive quality education, training and research for sustainable development” within the TVET system, Kenya Vision 2030 places great emphasis on the link between education, training and the labour market, the need to create entrepreneurial skills and competencies and strong public and private partnerships.
Are you pursuing an artisan or craftsman course?
Did you know that HELB offers Technical, Vocational Education and Training (TVET) loans and bursaries to eligible applicants in public TVET institutes recognized by the Ministry of Education [MoE], members of the Kenya Association of Technical Training Institutions [KATTI] and placed by Kenya Universities Colleges and Placement Service [KUCPS].

**HEL B TVET LOAN APPLICATION FAQs**

1. Who is eligible for a HELB Technical, Vocational Education & Training (TVET) Loan?
   i. Students in the public Technical, Vocational & Education Training [TVET] Institutes recognized by the Ministry of Education [MoE], a member of The Kenya Association of Technical Training Institutions [KATTI] and placed by Kenya Universities Colleges and Placement Service [KUCPS]

   ii. Direct Entry Self-Sponsored Students in the public Technical, Vocational & Education Training [TVET] Institutes recognized by the Ministry of Education [MoE], a member of The Kenya Association of Technical Training Institutions [KATTI]

2. How do I know if the college is a member of KATTI?
   Log in to www.helb.co.ke to download the list of colleges who are members of KATTI

3. How do you apply?
   a. Visit www.helb.co.ke to register.
   b. Log in, select and fill in the required Loan Application Form [either First Time or subsequent] for the respective program [TVET, Undergraduate or Continuing education] from the HELB website.
   c. Print two copies of the duly filled Loan Application Form.
   d. Have the form appropriately filled, signed and stamped by the relevant authorities and guarantors [for first time applicants only] and by the Dean [for subsequent applicants]
   e. Sign the form and attach all the necessary documents as indicated in the checklist appearing on the last page of the Loan Application Form.
   f. Present one copy of the duly completed Loan Application Form and all the attached supporting documents at any of the following:
      i. Select Huduma Centres: Nairobi, Kakamega, Eldoret, Nakuru, Mombasa, Kisumu, Nyeri, Embu, Machakos, Kisii, Bungoma, Turkana, Meru, Kitui, Kericho, Nandi [Kapsabet], Thika, Garissa, Kitale and Muranga for free and secure delivery to HELB Head Office.
      ii. HELB Student Centre on Mezzanine One [M1], Anniversary Towers, University Way, Nairobi
   g. Retain one copy of the duly filled loan application form

**Remember:** The HELB Loan Application process is free. Do not pay anyone to process your HELB Loan.

4. I don’t have an ID card; can I apply for a HELB loan?
   Unfortunately this is not possible at the moment. The national ID is proof of attainment of majority age. The HELB Loan Application form is a contract and legally we are not in a position to enter into a contract with a minor.

5. Is it compulsory to apply for a HELB loan?
   No. You should apply for a HELB loan only if you are in need of the funds

6. What is the applicable interest rate and when does it start to accrue?
   The interest is currently 4% per annum for direct entry students and 12% for all salaried applicants. The interest will start to accrue immediately after the first disbursement

7. Am I eligible for a loan in 2nd year if I did not apply in 1st year?
   Yes you are. However one will be required to apply as a first time applicant during the first time applications window

8. What if I was awarded a loan but it is not enough, can I request for additional funds?
   Yes, if you have a genuine need for additional funds, you can appeal amounts awarded to you by completing the loan review [appeal] form on www.helb.co.ke

9. If I discontinue my education, do I have to pay amount awarded to me even if I didn’t complete my education?
   Yes, once you are awarded a HELB loan, you will be required to fully repay the amount in accordance with the terms & conditions as well as the interest accrued therefor and penalties incurred [if any]

10. I have a sibling who didn’t qualify for HELB loan. Can I share the amount I was awarded with him/her then we share repayment?
    Tuition is disbursed directly to the loan applicant’s learning institution. However, any willing individual can help you repay your HELB Loan.

11. What if I can’t remember my password for the HELB Online Portal?
    Use the “forgot password” option available on the portal to recover your account

12. What if I can’t see the HELB portal activation link on my email?
    Please check your junk or spam emails

13. Why is my application form defective?
    If any or all of the following are missing then the application is defective and your form will not be processed:
    a. Missing signatures and stamps: i.e. applicants’ signature, parents/guardian, priest, Chief or Assistant chief, Commissioner of Oaths or Magistrate and bank. Please note that signatures and stamping is mandatory.
    b. Missing documents: if any of the documents on the checklist haven’t been attached then the form will be termed defective. These include: KCSE result slip, Admission letter; if orphaned, copy/copies of parent/s death certificate; if sponsored in High school, a confirmation letter from the school or sponsor and a colored passport size photo which is to be attached to the form before submission.
    c. Scanned copies: the forms to be submitted should be the original copies and not scanned copies, if one submits the scanned copy then it is termed defective since it’s not the original.
    d. 2nd & Subsequent loan application forms: All the subsequent application forms MUST be signed and stamped by the Dean of students.
The East African University

MAY 2017 INTAKE

OUR MISSION
To transmit quality knowledge, conduct research and provide community service to the region and the world at large

OUR PHILOSOPHY
To be a foundation of knowledge which produces holistic and all-round graduates who shall be vanguards of change in the community

OUR CORE VALUE
We at the East African University believe in
• Quality
• Integrity
• Firmness
• Honesty
• Relevance
• Professionalism
• Flexibility &
• Involutiveness

The university offers various programmes at undergraduate level i.e. Degrees, Diplomas and Certificates at very affordable rates

Bachelor’s degrees – 2½ years (8 semesters)
School of Business management
Business management (BBM) options: Accounting
Banking and Finance sales & Marketing human resource
School of Computer Science & Information Technology
Bachelors of Computer Science & Information Technology
Bachelors of Business Information Technology (B.B.T)
School of Education bachelor of Education (B.Ed – Arts) (regular)
Bachelors of Education (B.Ed – Arts) (School Based)
Post Graduate diplomas Monitoring and Evaluation Education

BRIDGING COURSES
Mathematics
Biology
Chemistry
Physics

DIPLOMA IN VARIOUS DOMAINS – 1 YEAR (3 SEMESTERS)
School of Business management
Accounting
Sales and marketing
Banking and Finance
Human resource management
Actuarial Science
Islamic banking & Finance
Procurement and supplies management
Project planning and management
Management of NGOs
Credit Management
Governance and Ethics
Microfinance
Risk management and Insurance

Credit transfers & Exemptions allowed (Applies only on school of business)

INTAKES • Tri semester: January – April, May – August & September – December

ENTRY REQUIREMENTS:
Degree
C+ (plus) and above at KCSE; a diploma from a recognized institution or professional certificates from examination bodies e.g. KNEC, ACCA, KASNEB etc.

Diploma
C- (Minus) and above in KCSE, Certificates from recognized institutions or professional certificates from examination bodies e.g. KNEC, ACCA, KASNEB etc.

Certificate: D+ (Plus) and above at KCSE

Education: Mean Grade of C+ in KCSE and a minimum of C- in two teaching subjects. A level 2 principal passes & 5 credits at O level or grade III

Accommodation: The University provides accommodation facilities at Kshs: 12,000 per semester on first come first serve basis

Meals: meals are available on pay as you eat basis (Cafeteria)

Transport: transport is available for students from Isinya and Kitengela twice a day i.e. morning and evening throughout the week to all students

Location: The University is on 100 acres of land on the eastside of the Nairobi – Kajiado – Namanga Highway 40 (Fifty) kilometers from Nairobi, the capital city of Kenya. It’s about 10 Kms from Kitengela shopping Centre in Kajiado County on the said highway opposite the Late Prof. Saitor’s farm.

For more information please contact us:
Main Campus: +254 732 545 167, +254 771 688318
Naivasha – City campus View park towers, 2nd Fl, utali lane +254 771 688365
Email: info@teau.ac.ke
Application forms can be downloaded at www.teau.ac.ke

HIGHER EDUCATION AND CAREER GUIDE

Passion Business

Creating a fulfilling professional career out of innate talent

Do not wait until you finish school to figure out what your passion is and turn it into profitable business, expert advises

By MILICENT MWLOLO mmwolo@ke.nationmedia.com

Not all people are cut for white collar jobs, which demand a lot of academic training. In so many ways, talent can be turned into a professional job that gives both satisfaction and income.

“Turning your passion into a career can bring out the best in you and can even be more rewarding than being employed,” says Pauline Kiraithe, mentor and executive coach at IGNITE Youth Leadership Programme.

Ms Kiraithe is a human resource professional with over 20 years of practice. In the last two years, she has been working with young people to help them to identify their talents, nurture them and launch careers.

“Young people do not have to wait until they finish school to figure out what their passion is and turn it into profitable business,” she says.

Ms Kiraithe is also the founder of Talengturus 254, which advises on this specific pathway to career. She explains that young people are cut and as early as two weeks.

She believes that identifying talent early enough gives young people the time to develop their innate skills and even get into professional training in a field that boosts their potential. “This highly impacts on their performance in the market,” she shares.

Further, Kiraithe and her team identify the skills that the trainees need to develop in order to grow their talent. Right from confidence building, and other soft skills like interpersonal communication.

Trainees are then taken through a rigorous 12 modular leadership skills programme, which runs for 60 hours that are then examined.

The programme is hosted at the IGNITE Talent Academy in Kilimani, Nairobi.

Here, the participants reflect on their strengths and weaknesses, become more aware of their talents and how they can tap into their inner potential. “They also get the self-belief that they can achieve their full potential,” she adds.

But most importantly, the learners develop leadership skills and individual identity, where they are taken through how they can package themselves as a brand. A value addition to this package is the financial management and career planning skills.

Ms Kiraithe explains that this “breeds innovation and entrepreneurship,” and gives way to new careers that were once seen as hobbies. These, she adds, could be drawing and painting, music, acting, public and motivational speaking, graphic design, writing, dancing and sports among others.

Early recognition of talent, Pauline says, helps one to tap into their full potential and grow in it. This, she notes, helps to reduce on the number of unemployed youths in Kenya and gives the country the synergy that drives economic growth.

“Besides, it helps to fill gaps that are left out in the current education curriculum, making young people to focus more on personal development, more skills oriented and more aggressive in the marketplace,” she notes.

Tips for creating a passion business

• Start small
You don’t have to put in big money in turning your passion into business. Start small by investing more of your time and talent; and less of financial capital. This way, you minimise risks.

• Find a void and fill it
Observe what other businesses are missing and use your business to fill a void in the marketplace. Discover how you can change your industry and why it is necessary. This way, you gain an edge over the existing players in the market.

• Volunteer
To be seen and noticed, volunteer your skills to your target market. This requires sacrifice, but it pays in the long-run as it is a way to market yourself.

• Be creative with money
A start-up today has more options for financing beyond big investors, bank loans and venture capitalists. First, develop a strategic marketing plan that details exactly how much you need to get started. Then, use social media to gather community support and market your brand before it comes to fruition.

• Start today, not tomorrow
You got the skills? Get going. A passion business is always with you in your hands and your brain. By defining what is working (and what is not), you will turn your dream project into a business model you can expand for profitable results. With patience and ingenuity, you too can find your passion project and turn it into a profit.

• Network and team up
You cannot go far on your own. Team up with market leaders in your industry, people who possess exceptional skills that complement yours. This way, you are going to grow.
The University of Eldoret is a center of learning in science and agricultural fields with the aim of developing leaders, entrepreneurs and innovators who will integrate into the needs and demands of the current marketplace.

Mission: To provide high quality education in training, Science, Agriculture and Technology that promotes networking, partnerships and linkages with other institutions and industry

The university has two campuses, Main Campus and Town Campus. The Eldoret Town Campus is situated in MUSCO Building, opposite Eldoret Sirkia Hotel offering a serene and development based environment for studying and research.

DEGREE PROGRAMS
- School of Agriculture and Biotechnology
  - PhD in Agricultural Extension Education
  - PhD in Agricultural Economics
  - Master of Science in Agricultural Extension Education
  - Master of Science in Agricultural Economics
- School of Business and Management Sciences
  - Masters in Business Management (Options – Accounting, HRM, Purchasing, Marketing, Strategic Management)
  - Bachelor of Hotel and Hospitality Management
  - Bachelor of Tourism Management
  - Bachelor of Science in Project Planning and Management
  - Bachelor of Science in Entrepreneurship
- School of Economics
  - Bachelor of Arts in Economics

DIPLOMA PROGRAMS
- School of Agriculture and Biotechnology
  - Diploma in Agricultural Extension
  - Diploma in Social Work and Rural Development
  - Diploma in Agricultural Economics
  - Diploma in Agriculture
  - Diploma in Community Development
  - Diploma in Food Science and Nutrition
- School of Business and Management Sciences
  - Diploma in Business Management
  - Diploma in Tourism and Management
  - Diploma in Travel and Tours Operation Management
  - Diploma in Entrepreneurship
  - Diploma in Project Planning and Management
- School of Human Resource Management
  - Diploma in Human Resource Management

ACADEMIC PROGRAMMES
- PhD programmes
  - 3 years, 2 semesters course work and 4 semesters research thesis
- Masters programmes
  - 2 years, 2 semesters course work and 2 semesters research and thesis
- Undergraduate programmes
  - 8 semesters
- Certificate programmes
  - 4 semesters
- Bridging courses
  - 3 months

INTAKES FOR TOWN CAMPUS
- The town campus operates a trimester system and offers Full-time and Part-time courses
- Intake:
  - School based courses: January, May and September
  - Day time classes, evening and weekend classes are available.

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P.O. Box 1125-30100, Eldoret, Kenya
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Whatever your score, IAT will help you find your path

For years, society kept piling pressure on KCSE candidates to attain university entry marks. At some point, the resulting “do or die” situation encouraged unorthodox means of getting these marks. Thanks to efforts by the Cabinet Secretary for Education, Dr Fred Matiang’i, to restore sanity in the system, this may soon come to an end.

University education has been overrated in this country. While other nations of the world have been promoting TVET education, here, the focus has rested too much on university studies at the expense of other levels of skills development. UNESCO defines TVET as “those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life”. Thus, TVET training provides knowledge and skills required in the world of work. A developing economy such as Kenya needs more hands-on people.

Career choice is more often than not taken very simply, yet it affects the person for the rest of their life.

The education system in Kenya needs to go a step further to help students know what careers best suits them. It’s painful to see many students go through a course without passion and in the end switch to careers totally different from what they trained in. This is a waste of time and money for the student, the parent and an opportunity cost to others.

Career choice is more often than not taken very simply, yet it affects the person for the rest of their life. Valuable time, effort and money would be saved if students got professional advice on career choice. The Institute of Advanced Technology (IAT) has been conducting career-mapping and personality profiling since 2009. The exercise has proven to be an eye-opener for many youths who will forever be grateful for the opportunity that ended their dilemma. This is usually done before admission to a diploma, certificate or other professional courses at IAT campuses located in Nairobi, Mombasa and Nakuru.

IAT can help you understand your personality and suitable career regardless of the grade you got in KCSE, and then walk with you to your success. You can walk in to any IAT Campus near you and book for a career-mapping session. Your success is our responsibility.

- Peter Wairagu, Country Manager, IAT

On-demand careers options that don’t necessarily require degrees

By Evans Ongwae eongwae@ke.nationmedia.com

Worry not if you did not make university entry point in KCSE. There are numerous careers on demand right now, that you could pursue and attain great success in life, says human resources and careers consultant Mr Epimach Maritim.

For someone who is constantly in touch with employers through his Outresources HR Consulting firm, Mr Maritim would know better.

He says: “As Kenyans, we have defined success to be equivalent to qualifying to join a university, and anybody who does not meet this threshold is considered a failure. This is a very wrong approach, as it creates the perception that those joining institutions other than university are ‘failures’. This is not correct.”

Mr Maritim clarifies that some technical courses require a high level of aptitude, equivalent to what is required in technical fields, the arts, the agricultural value chain, and cultural activity. On-demand technical careers, according to Mr Maritim, include dental hygienists, web developers, electricians, plumbers, heavy equipment operators, medical lab technicians and aircraft technicians. Others are civil engineering technicians, building foremen, masons, network support specialists, painters and wood technicians (all aspects of manipulating wood into furniture).

Agricultural careers worth considering include positions of plant breeders, agronomists, surveyors, veterinary technicians, food conservation technicians, ranch farmhands, livestock officers, land preparation officers, animal technicians and tractor mechanics among others. In arts and culture, careers in acting and script writing, and working as producers, library assistants, make-up artists, barbers, photographers, professional nannies, gym instructors, hairdressers, housekeepers, undertakers, disk jockeys, dancers, sports coaches, waiters, and food technicians are gaining greater recognition. Many of these can support decent lifestyles if pursued professionally, which is what the market is looking for.

These career options, says Maritim, currently suffer a dire shortage of skilled manpower, yet they are on demand. Training for many of these can be pursued in private colleges and middle level government institutions.

Mr Maritim suggests that the government could promote these studies further by leading the way in championing the “build Kenya, buy Kenya” policy by deed.

He says for instance, that if the government ordered that all furniture in its institutions be made in Kenya, “there would not be enough carpenters to meet the demand”. 
Established in 1987, Ol’Lessos Technical Training Institute (OTTI) is a middle level college of Technical, Vocational, Education and Training (TVET) and Research. It is registered as a public institution under the Ministry of Education, Science and Technology: State Department of Vocational and Technical Training. The Institute is located in good serene learning environment suitable for offering skills and competency, just along Kasapiat - Nakuru Road in Nakuru County and 1 km from town market.

Being an ISO certified institution in various accredited courses that are market driven, the institute has focused its attention in the development of ultra modern infrastructure and state of art training tools in its seven departments; Agriculture, Automotive and Mechanical Department, Building and Civil Engineering Department, Applied Science, Electrical and Electric Engineering, Medical Laboratory, Business Studies and Information and Communication Technology Department. This has positively impacted on the steady growth of student population of over 2000 studying in various levels at Higher Diploma, Diploma, Craft, artisan, capacity building and other flexible blended trainings.

In realization of quality training and other national mandates the institute is endowed with highly qualified functional management and administrative organization that is in line with the relevant legislative document and statutory requirement.

Currently, the institute in its pursed of the vision 2030 and the achievement of sustainable millennium development goals has promoted access to training linkages with the industries, organization and other relevant stakeholders with similar mandates.

In all this, the government has played a centre role in facilitating various fundings of relevant human resources.

Why wait apply now!!

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Non refundable Money Order of 360/=— APPLY USING ABOVE EMAIL/WEBSITE.

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APPLIED SCIENCE DEPARTMENT

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<td>Dip Food &amp; Beverage Mod 1</td>
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INFORMATION AND COMMUNICATION TECHNOLOGY DEPARTMENT

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<td>Certificate in Library Information Science (LISLS) Regular</td>
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BUSINESS STUDIES DEPARTMENT

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AUTOMOTIVE AND MECHANICAL ENGINEERING DEPARTMENT

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<td>Diploma in Mechanical Eng. (Plant Option)</td>
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<tr>
<td>Diploma in Automotive Engineering</td>
<td>Mean Grade C, in Math And Physics</td>
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<tr>
<td>Diploma in Quantity Surveying</td>
<td>KCSE Mean Grade C - With C- in Math/Phy/Chem/Eng</td>
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<td>Diploma in Land Surveying</td>
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ELECTRICAL AND ELECTRONICS ENGINEERING DEPARTMENT

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INFORMATION COMMUNICATION TECHNOLOGY (ICT) DEPARTMENT

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<td>Artisan in plumbers</td>
<td>KCSE Mean Grade D</td>
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## Technical Vocational Education and Training

**Why the sudden buzz on technical training**

Vision 2030 proposes intensified application of science, technology and innovation to promote national development.

By EVANS ONGWAE

In less than 15 years, Kenya is expected to achieve the status of a newly industrialised, “middle-income country providing a high quality life to all its citizens”.

Education and training is one of the seven social sectors primed to contribute towards this transformation by helping unlock the country’s development potential.

Technical and vocational training is among the pathways expected to contribute towards the sharpening of Kenyan brains. Hence the development of a national TVET system, whose specific objective are to:

- Provide increased training opportunities for school leavers and enable them to be self-supporting;
- Develop practical skills and attitudes that will lead to income earning activities in both urban and rural areas;
- Provide technical knowledge, vocational skills and attitudes necessary for manpower development;
- Produce skilled artisans, craftsmen, technicians and technologists for both the formal and informal sectors.

The overall goal of the national TVET programme is to improve access, quality and relevance of skills development.

Vision 2030 proposes intensified application of science, technology and innovation (STI) to raise productivity and efficiency levels across the three pillars. It recognises the critical role played by research and development in accelerating economic development in all the newly industrialising countries of the world.

The government promises to create and implement an STI policy framework to support Vision 2030. More resources will be devoted to scientific research, technical capabilities of the workforce, and in raising the quality of teaching mathematics, science and technology in school, polytechnics and universities.

### CNCEL: JANUARY INTAKE 2017

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<tr>
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<td>6</td>
<td>Diploma in Electrical &amp; Electronic Technology</td>
<td>KCSE C- (Plain)</td>
<td>1 YEAR</td>
<td>KNEC</td>
</tr>
<tr>
<td>7</td>
<td>Diploma in Building Technology Mod I</td>
<td>KCSE C- (Plain)</td>
<td>1 YEAR</td>
<td>KNEC</td>
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<tr>
<td>8</td>
<td>Diploma in Social Work &amp; Social Work Studies</td>
<td>KCSE C- (Plain)</td>
<td>2 TERMS</td>
<td>KNEC</td>
</tr>
<tr>
<td>9</td>
<td>Diploma in Community Development &amp; Social Work Mod I to III</td>
<td>KCSE C- (Plain)</td>
<td>3 TERMS</td>
<td>KNEC</td>
</tr>
<tr>
<td>10</td>
<td>Diploma in Human Resource Management Mod</td>
<td>KCSE C- (Plain)</td>
<td>1 YEAR</td>
<td>KNEC</td>
</tr>
<tr>
<td>11</td>
<td>Diploma in Human Resource Management Mod II to III</td>
<td>KCSE C- (Plain)</td>
<td>2 TERMS</td>
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<tr>
<td>12</td>
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<tr>
<td>13</td>
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<td>2 TERMS</td>
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</tr>
<tr>
<td>14</td>
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<td>KNEC</td>
</tr>
<tr>
<td>15</td>
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<td>KCSE DT (plus)</td>
<td>2 TERMS</td>
<td>KNEC</td>
</tr>
<tr>
<td>16</td>
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<td>KCSE D (Plain)</td>
<td>1 YEAR</td>
<td>KNEC</td>
</tr>
<tr>
<td>17</td>
<td>Certificate in Nutrition &amp; Vitamins Mod I to III</td>
<td>KCSE D (Plain)</td>
<td>2 TERMS</td>
<td>KNEC</td>
</tr>
<tr>
<td>18</td>
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<tr>
<td>19</td>
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<tr>
<td>20</td>
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<td>KNEC</td>
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<tr>
<td>21</td>
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<td>1 YEAR</td>
<td>KNEC</td>
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<td>22</td>
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<td>KNEC</td>
</tr>
<tr>
<td>23</td>
<td>Certificate in Social Work &amp; Social Work Studies</td>
<td>KCSE D- (Plain)</td>
<td>1 YEAR</td>
<td>KNEC</td>
</tr>
</tbody>
</table>

This strategy avers that Kenya’s socio-economic development should be hinged on robust science and technology management with a view to achieving a knowledge-based society.

To this end, the country intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrialising economy. This will be done through lifelong training and education.

The government plans to establish new technical training institutions, as well as enhance closer collaboration between industry and training institutions.

Data shows that graduates of primary level education have averaged more than 600,000 every year in recent times. Out of these, only 55 per cent or 350,000 proceed to secondary schools. The rest either join youth polytechnics or the informal sector.

The existing capacity and capability in middle level colleges (both private and public) and youth polytechnics are inadequate to absorb the remaining KCPE and KCSE graduates. These are target groups whose skills development will have to be enhanced through a well-harmonised, flexible and demand-driven technical training system in order to ensure that they are enabled to contribute meaningfully to economic development.

In spite of the enormous gains made in the development of technical and vocational education, the current transition rate from primary to secondary is 55%.

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**About KHU**
Welcome to KHU! Located on the western edge of Kericho Town in Kericho County, KHU is a chartered private University that offers quality programs. KHU is determined to keep affordable costs to enable those who otherwise would have to forgo a university Education.

**Mode of Study:**
Regular; Evening; Weekends and School Based

**PROGRAMS**

**MASTERS PROGRAMS**
- Masters in Business Administration
- MA- in Philosophy and Religion

**DEGREE COURSES**
- Bachelor of Theology
- Bachelor of Business Management: Options; HRM, Strategic Management, Marketing, Banking and Finance, Accounting
- Bachelor of Education (Arts)
- Bachelor of Early Childhood Education
- Bachelor of Business Information Technology
- Bachelor of Information Technology
- Bachelor in Computer Science
- Bachelor in Library and Information Science
- Bachelor of Arts in Christian Education
- Bachelor of Arts in Counseling Psychology
- Bachelor in Development Studies
- Bachelor of Public Administration and Policy Development
- Bachelor of Science (Record Management and Information Technology)
- Bachelor of Procurement and Supply Chain Management

**CERTIFICATE COURSES**
- Certificate in Library Studies
- Certificate in Information Technology
- Certificate in Business Management
- Certificate in Criminology
- Computer Science-Professional Certification (CSPC)
- Cisco Certified Network Associate (CCNA)
- ICDL- International computer Driving License
- KATC I & II Intermediate and Final level CPA Parts I, II & III

**DIPLOMA COURSES**
- Diploma of Theology
- Diploma of Business Management
- Diploma of Education (Arts)
- Diploma in Computer Science
- Diploma in Information Technology
- Diploma in Counseling Psychology
- Diploma in Procurement Management
- Diploma in Records Management
- Diploma in Journalism/Media Communication
- Diploma in Criminology

Application forms are available in Main Campus and Bethany Building 4th floor in Kericho Town or can be downloaded or applied online at [www.khu.ac.ke](http://www.khu.ac.ke).

Applications should be filled and returned to Registrar Kenya Highlands University.

**CONTACTS**
0716 477 588, 0718 395 632, 0716 477 574 CALL OR TEXT FOR MORE INFORMATION
Email registrar@khu.ac.ke or admissions@khu.ac.ke
WEBSITE: [www.khu.ac.ke](http://www.khu.ac.ke)

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  - Entrepreneurship I Environment Impact Assessment

- **KASNEB Courses**
  - CPA & CS: Section 1-6

- **Certified Human Resource Management Professional (CHRP)**
  - Tuition and Examination

**OUR BRANCHES**

Nairobi - 0722 200 864
Narok - 0712 201 561
Nakuru - 0712 200 916
Nanyuki - 0712 201 512
Kakamega - 0712 199 925
Eldoret - 0712 200 805
Utaoela - 0712 399 033
Thika - 0712 212 914
Kapsabet - 0712 199 853
Kericho - 0712 201 574
Nyahururu - 0712 201 583
Chuka - 0712 200 969
Kisumu - 0712 199 843
Embu - 0712 201 565
Naivasha - 0712 200 934
Kitengela - 0790 484 647
Meru - 0721 201 013
Nyeri - 0712 201 088
Kisii - 0712 201 007
Mombasa - 0712 200 954
Machakos - 0712 200 768

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**THE KENYA INSTITUTE OF MANAGEMENT**

There are many Diplomas and then there is the KIM Professional Diploma in Management

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Entry Requirements</th>
<th>Duration</th>
<th>Fees (KES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGING COURSE</td>
<td>KCSE Mean Grade D or Equivalent</td>
<td>3 months</td>
<td>16,000</td>
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<tr>
<td>Certificate Course in Computer Applications</td>
<td>KCSE Mean Grade D+ with D in English and D+ in Mathematics/Accounting/Commerce/Economics/Business Studies</td>
<td>6 months (2 semesters 3 months each)</td>
<td>19,000 Per Semester Total: 38,000</td>
</tr>
</tbody>
</table>

**DIPLOMA COURSE IN MANAGEMENT**

This course is intended to equip the learner with a wide range of skills applicable in all areas of management universally. The course consists of 3 sections and a total of 18 units.

Section I: 6 core units | KCSE Mean Grade C+ with C in English and C in Mathematics/Accounting/Commerce/Economics/Business Studies | 6 months | 29,500 |
Section II: 4 core units and 2 optional specializations | Degree/Higher Diploma from a recognized institution | 6 months | 35,000 |
Section III: 6 specializations | Progression from DCM II | 6 months | 39,000 |

**Specialization areas**
- Business Management
- Human Resource Management
- Marketing Management
- Project Management
- Purchasing & Supplies Management
- Public Relations Management
- Archives & Records Management
- Office Management

Register for Certificate Course in Computer Applications:
Duration - Five (5) weeks at KES. 5,000
Business and Entrepreneurship and BA (Hons) Business and Accounting, BA (Hons) Business Studies, BA (Hons) Business and Entrepreneurship and BA (Hons) Business and Marketing Management. These business degree courses were introduced at the college in September 2016. Mutuma Mwiraria, a budding entrepreneur, is already benefitting from the BA (Hons) Business and Entrepreneurship course he is doing at EICN. His company, Wireless Events, which he started in December 2015, is growing, and he believes that is owing to the lessons he is drawing from class and applying as he goes along.

“The course has given me new perspectives in running a business. Each day, I realise where I am going wrong and what to improve on. This has brought efficiencies in some of the processes,” Mutuma explains.

He says, for instance, that initially, he would execute all the functions of the business – financial, marketing and technical – by himself. After what he has learnt from class so far, he has gone ahead and broken down the business into different departments under the care of different people.

“This has brought success in the business. We have been able to get big and repeat clients,” says the 21 year-old with a smile.

“Studying for a UK business degree in Nairobi is even better, “ he continues. “I am getting a good deal, and there is less stress.

With this, Mutuma is experiencing the value and potential benefit that lies in pursuing the BA (Hons) Business and Entrepreneurship at EICN.

The classes bring together business-minded people, providing a fertile ground to learn from the experiences of others, and to network. “We discuss business ideas that can work, and help to find solutions to the challenges that our businesses face. The learning is real and practical,” says Mutuma.

His decision to join EICN arose from a desire to acquire a UK business degree. When he got to learn that he could get one locally, and from one of the most respected universities in the UK – the University of Northampton – he did not hesitate to join EICN.

With this, Mutuma has been able to continue with his business while still in school, unlike if he were to travel in the UK for studies. Besides, the cost for doing the course here translates to huge savings compared to studying for the same in the UK. “I am getting a good deal” he stresses.

“Studying for a UK business degree in Nairobi is even better,” he continues. “I am learning about business opportunities and markets in my country and how I can be part of the growth.”

He says that, indeed, the learning experience has been eye-opening. “Some of the lecturers are successful business people. They tailor the content with real life examples.”

The education at EICN recognises that there is more to business than just the qualifications. It thus builds the person beyond the school years. “My lecturer sees my potential beyond my grades. This makes the classroom a school of life as we go out and implement what we learn, then bring a report card before the class,” Mutuma says.

Such learning environment provides space for students to be accountable and make their own decisions. “The lecturers do not hesitate at providing guidance and they fully support students to start their own businesses, while studying,” Mutuma adds.

His excitement over the experience at EICN has seen him recommend the college to some of his friends. “Edulink is the perfect breeding ground for budding entrepreneurs. We network, and together build contacts and grow business. You get to reap more that you give,” he says.

CONTINUED FROM PAGE 12

Why the buzz on technical training

vocational training over the years, the growth of this sub-sector has previously been rather haphazard and uncoordinated due to lack of a unified policy and legal weaknesses.

These resulted in ineffective co-ordination of training policies, disparities in training standards, and disproportionate production of personnel without relevant and adequate skills. The situation was aggravated by inadequate funding of the sub-sector.

However, the government has refreshed reforms in this training sub-sector. The reforms started with a rapid appraisal of the national TVET system, which was followed by a validation workshop of key stakeholders, who thereafter adopted the findings and recommendations of the rapid appraisal team.
Canada is well known for its friendly, welcoming and safe cities. It invests more in higher education every year than any other OECD member country. What’s more, Canada’s tuition and living costs are competitive when compared to other top-ranking destinations for study abroad.

Canada’s education institutions consistently produce the high-quality talent that companies need. Its educational institutions excel in providing competency-based teaching and hands-on-learning that prepare students to be productive in the workplace immediately after graduation. The country is ranked 1st out of 16 for successful employment of university-educated alumni. Indeed, the qualifications of Canada-educated graduates open career doors worldwide.

Most Canadian higher learning institutions are publicly funded and are highly accountable in respect of quality assurance in teaching, research and facilities. They thus meet exacting and rigorous quality control standards.

With their strong focus on incorporating cutting-edge technology and research, Canada’s universities and colleges have modern facilities. These vibrant knowledge hubs connect government, institutions and companies together to stimulate innovation.

There are many types of academic institutions in Canada that can match a student’s aspirations. Whether a programme is offered in a university, college, institute, or polytechnic, an education in Canada is an excellent experience that will prepare graduates for rewarding careers.

Universities
Canadian universities offer more than 15,000 programmes at over 85 publicly funded universities across the country. They offer a range of degree options from three to four-year bachelor’s degrees, to master’s, doctorates, and post-doctoral fellowships.

Many universities offer cooperative (co-op) education, distance learning and continuing education. Co-op education offers students the opportunity to combine in-class learning with paid work placements within industry or other organisations.

Colleges, Institutes, and Polytechnics
Canada has an extensive network of mid-level post-secondary institutions that are recognised worldwide for their excellence. Their rigorous credentials are government-approved or may also be accredited by independent industry organisations. Their practical, career-oriented programmes are offered and designed in collaboration with employers. Some colleges also have transfer agreements with universities, and can be an alternate pathway to Canadian universities.

How to Apply
EduCanada.ca - Students can research the educational institutions that best match their interests and career goals through the Government of Canada’s official website.

Education is organised provincially and territorially, and there are differences in admission procedures across the country. Please visit these websites for more details:
- ouac.on.ca - Ontario
- applybc.ca - British Columbia
- alis.gov.ab.ca - Alberta

For all other provinces or territories, apply directly to the institution being considered.

Scholarships in Canada are generally based on academic merit. Visit scholarships.gc.ca for more information.

Work while Studying
Full-time international students are allowed to work for up to 20 hours per week during a regular academic session, and full-time during school breaks. Skilled work experience in Canada can help graduates qualify for permanent residence should they choose to stay longer. Visit cic.gc.ca/english/study/work.asp for more information.

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Solving challenges to university quality assurance in East Africa

By MILLICENT MWOLLO
mmwololo@ke.nationmedia.com

In spite of the positive developments in university quality assurance in the last 10 years, there are still notable challenges that impeded the provision of quality higher education in East Africa. The most notable of these challenges include insufficient human capacity and inadequate funding.

Consequently, quality assurance in higher education has become an issue of great concern among all stakeholders, including governments, policy makers, parents, employers, and students.

The quality of graduates from universities continues to be a source of worry to employers, who keep calling for better quality standards.

The quality of research is also compromised. Hence, there are a number of things that need to be done right or better than current practice, for the region to stay competitive in an increasingly globalised world.

Is it a matter of being more creative or innovative in how the higher education system is quality assured? Is it the case of pooling regional resources and sharing best practices that will improve quality?

The African Summit on Higher Education held in March 2015 in Dakar, Senegal, identified key issues that quality assurance in higher education in African countries needed to achieve. Among these is the radical expansion of higher education to achieve a participation rate of 50 per cent within 50 years, and improvement of graduate employability.

Further, universities in Africa need support for research and continued training of academic staff.

These challenges call for further strengthening of quality assurance of teaching, learning and research. They call for the establishment of robust mechanisms for quality assurance of research universities and centres of excellence. Systems need to be built and strengthened for both minimum quality standards and standards of excellence.

With harmonisation in higher education standards, there is bound to be coherence and benchmarks for comparability within the region. This will enable higher education systems in East Africa to recognise each other concerning their academic programmes. This would open up recognition of East Africa as a specific higher education area whose quality standards have an international outlook.

There is hope that with numerous networking opportunities arising for scholars and practitioners in quality assurance in the region, collaboration and networking among stakeholders involved in quality assurance work in East Africa will be strengthened.

This will inform on policy issues concerning quality assurance in the region’s higher education systems and their impacts on quality assurance.

Such knowledge sharing platforms will be grounds for future learning on best practices within and outside boarders of East Africa.
The Kenya School of Law is an institution established under the Kenya School of Law Act, 2012. The School is mandated by Part II, 4(1) of the Act to be a public legal education provider responsible for the provision of professional legal training as an agent of the Government. In the exercise of this mandate the School invites applications from qualified candidates to pursue studies leading to a Diploma in Law (Para-legal) studies, commencing in May 2017.

**General objectives of the Programme:**
The general objectives shall be to train persons to serve in all fields of law and to instill professional preparedness and ethical commitment in the legal practice to persons serving at the Para-legal level. The programme also lays a solid foundation for those wishing to pursue further studies in the legal field.

**Venue:**
The programme is offered at the ultra-modern and serene Kenya School of Law, Town Campus, Development House, 5th Floor, New Wing, Moi Avenue, Nairobi.

**Minimum entry requirements:**
To be eligible for admission into the Diploma in Law (Para-legal) Studies Programme at the Kenya School of Law one must possess:
1. A grade of C (PLAIN) in the Kenya Certificate of Secondary Education (KCSE) or its equivalent, and a minimum grade C+ (PLUS) in English; or
2. A minimum of Division III in KCE/KACE or its equivalent, with at least a credit in English Language;
3. At least one principal pass at the Kenya Advanced Certificate of Education (KACE), or its equivalent; or
4. A distinction or credit pass in the Certificate in Law course conducted at the Kenya School of Law between the years 2000 and 2003 or any other Certificate or Diploma in a relevant field from an institution recognized by the Council of Legal Education.

**Duration and Pattern of the programme:**
1. This is a weekday programme with an option for either day or evening classes.
2. The programme shall last for a minimum period of two (2) academic years comprising of Three (3) terms in each year.
3. Students shall register for a maximum of four (4) course units per term.
4. To qualify for the award of the Diploma in Law (Para-legal Studies) candidates must complete the course of study in not less than two (2) academic years and not more than three (3) academic years.

**Fees structure:**

**Item** | **Cost(Ksh.)**
--- | ---
1. Application fees (to be paid on submission of application) | 2000/= 
2. Tuition fees per course unit | 7500/= 
3. Examination fees per course unit | 5000/= 
4. Library fees (one off) | 5000/= 

*Total units for programme = 24*

**Mode of Application:**
Application to the 2017/2018 academic year commencing on 2nd May 2017 must be in the prescribed form. Application forms may be obtained from the Kenya School Law, Academic Services Department during working hours, or downloaded from the School website (www.ksl.ac.ke). The application form must be returned together with:
- Copy of KCSE/KCE certificate;
- Copies of relevant professional certificates and transcripts;
- Copy of national identity card;
- Two passport size colour photographs.
- Copy of payment receipt for application issued by Finance office, Kenya School of Law.

All applications should be addressed to

**Director/CEO**
Kenya School of Law, Lang’ata South Road, P.O. Box 38369-00100 NAIROBI

Applications can also be dropped at the Kenya School of Law, Town Campus, Development House, 5th Floor, New Wing, Moi Avenue, Nairobi. So as to be received, not later than 3rd April, 2017.

Applications not accompanied by the required documents, or sent after the closing date shall not be accepted.

Prof. PLO Lumumba, CPS (K), LL.D., MKIM
DIRECTOR/CHIEF EXECUTIVE & SECRETARY, KENYA SCHOOL OF LAW BOARD
### CHUKA UNIVERSITY ACADEMIC PROGRAMMES

Applications are invited from suitably qualified self-sponsored students to enrol in Chuka University. Admission timelines are: September, January and May of each year for full-time students; December, April and August of each year for part-time/school-based/work-based students. Study timings are day, evening or weekend.

#### BACHELOR'S DEGREE PROGRAMMES

<table>
<thead>
<tr>
<th>Degree Programmes</th>
<th>Minimum Entry Requirements</th>
<th>Duration &amp; Study Mode</th>
<th>Tuition Fees Only</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Nursing (Regular)</td>
<td>Mean grade C+ at KCSE and at least a C+ (plus) in each of the following subjects English or Kikuyu, Biology or Biological Sciences, Chemistry or Physics, or Physics and Physical Sciences, OR: Two principals must be in English or Kikuyu, or one or two subjects in a university level course having at least a C+ grade.</td>
<td>3 or 4 years</td>
<td>40,000/= per block</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing (Upgrading)</td>
<td>Mean grade C+ at KCSE, plus in Math in Physics/Physics Science, OR: two principals must be in Physics or Math at a level A+ or Diploma with at least a C in Computer Science or equivalent from a recognized institution in a pass in Physics at KCSE.</td>
<td>2 years</td>
<td>40,000/= per block</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Science in Computer Science</td>
<td>Mean grade C+ at KCSE or C in any Science and at least a C in Physics/Physics Science, OR: two principals must be in Physics or Math at a level A+ or Diploma with at least a C in Computer Science or equivalent from a recognized institution in a pass in Physics at KCSE.</td>
<td>4 years</td>
<td>55,000/= per block</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Science in Mathematics, Botany/Geology, Physics, or Chemistry</td>
<td>Mean grade C+ at KCSE or C in any Science related to the area of study, OR Two principals and one subsidiary at A-level in Science subjects, OR Diploma in Science/Science related subjects from a Senate-recognized institution</td>
<td>8 semesters</td>
<td>55,000/= per semester</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Science (Biochemistry)</td>
<td>Mean grade C+ at KCSE, with C in Math, B-Chemistry, Phy Sci, Botany, Biological Science</td>
<td>8 semesters</td>
<td>55,000/= per semester</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Commerce (Accounting, Banking &amp; Financial Management)</td>
<td>Mean grade C+ at KCSE, with C in Math or C in English, OR: Two principals and a subsidiary at A-level in Science or Mathematics, OR Diploma in Business Management related areas with a minimum of a credit pass from a Senate-recognized institution, OR Diploma in Business Management related areas from a Senate-recognized institution</td>
<td>8 semesters</td>
<td>50,000/= per semester</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Commerce (Information Technology)</td>
<td>Mean grade C+ at KCSE, with C in Math, Computer Science or Information Technology, OR Diploma in Business Management related areas with a minimum of a credit pass from a Senate-recognized institution, OR Diploma in Business Management related areas from a Senate-recognized institution</td>
<td>8 semesters</td>
<td>50,000/= per semester</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Education in Early Childhood Education</td>
<td>Mean grade C+ at KCSE, OR Diploma in Education from a Senate-recognized institution</td>
<td>8 semesters</td>
<td>50,000/= per semester</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Education (Primary)</td>
<td>Mean grade C+ at KCSE, OR Diploma in Education from a Senate-recognized institution</td>
<td>8 semesters</td>
<td>40,000/= per semester</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Education (Arts)</td>
<td>Mean grade C+ at KCSE, OR Diploma in Education from a Senate-recognized institution</td>
<td>8 semesters</td>
<td>50,000/= per semester</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Science (Agricultural Education &amp; Extension)</td>
<td>Mean grade C+ at KCSE, OR Diploma in Agriculture Sciences</td>
<td>8 semesters</td>
<td>50,000/= per semester</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Science (Ecotourism &amp; Hospitality Mgt)</td>
<td>Mean grade C+ at KCSE, OR Diploma in Agriculture Sciences</td>
<td>8 semesters</td>
<td>50,000/= per semester</td>
<td>MAIN</td>
</tr>
<tr>
<td>Bachelor of Science (Wildlife Enterprise &amp; Mgt)</td>
<td>Mean grade C+ at KCSE, OR Diploma in Agriculture Sciences</td>
<td>8 semesters</td>
<td>50,000/= per semester</td>
<td>MAIN</td>
</tr>
</tbody>
</table>

### OFFICE OF THE DEPUTY VICE-CHANCELLOR (ACADEMIC, RESEARCH & STUDENT AFFAIRS)

**Mission:** To generate, preserve and share knowledge for effective leadership in higher education, training and research and outreach through nurturing an intellectual culture that integrates theory with practice and innovation.

**Vision:** To be a Premier University for the provision of quality education, training and research for sustainable national and global development.

**Services:** Sensitive data is (Knowledge is Wealth) Ask in M.I.

**Brief History:** Chuka University (CU) started as Empire University Campus College in 2004. It was the first public institution of university status to be established in Eastern Kenya. The Campus College was elevated to Chuka University College on 23rd August, 2007. On 10th December, 2007, H.E. Mwai Kibaki visited and established the University College. The University College later expanded and established the Embu, Igembe and Chogoria Campus Colleges. On 8th January, 2013, Mr. Mwai Kibaki granted a Charter to the University College, making it the 9th full-fledged University in Kenya. Chuka University is located in Chuka Municipal in Meru South Sub-county, Tharaka-Nithi County. It is situated approximately 186 km from Nairobi City along the all-weather Nairobi-Meru Highway. Chuka University provides high quality and affordable university education in the programmes shown below. Presently, the student population has surpassed 14,000. The University is one of the leading institutions in Eastern Kenya, and is recognized as a centre of excellence for its academic programmes, Chuka University is an equal opportunity provider.
SPECIAL CONCESSION TO THE 2016 KCSE CANDIDATES TO PURSUE KASNEB QUALIFICATIONS

KASNEB is a professional examinations body with the mandate to offer professional, diploma and technician qualifications in accounting, finance, credit, governance and management, information technology and related disciplines. KASNEB administers its examinations throughout the East and Central Africa region and in other countries globally.

Currently, KASNEB administers five professional examinations and three diploma examinations that lead to the following qualifications:

**Professional Qualifications**
- **Certified Public Accountants (CPA)**
- **Certified Secretaries (CS)**
- **Certified Information Communication Technologists (CICT)**
- **Certified Investment and Financial Analysts (CIFA)**
- **Certified Credit Professionals (CCP)**

**Minimum entry requirements**
Kenya Certificate of Secondary Education (KCSE) with an aggregate average of at least grade C+ (C plus) provided the applicant has obtained a minimum of grade C+ (C plus) in both English and Mathematics or equivalent qualifications.

We wish to invite the 2016 KCSE candidates who wish to pursue any of the KASNEB qualifications and who meet the minimum entry requirements to register for the respective qualification on or before Wednesday, 15 February 2017 at the applicable normal fees.

Registration forms, examination entry forms and other information may be obtained from the following sources:

1. Download from the KASNEB website (www.kasneb.or.ke).
2. Training institutions offering KASNEB courses.
4. KASNEB Headquarters, Upper Hill, Nairobi.
5. KASNEB Huduma Centres in GPO, Kiabra and Makadara in Nairobi, Mombasa, Eldoret, Kisumu, Meru, Nyeri, Kisii and Nakuru.

**Diploma Qualifications**
- **Accounting Technicians Diploma (ATD)**
- **Diploma in Information Communication Technology (DICT)**
- **Diploma in Credit Management (DCM)**

**Minimum entry requirements**
Kenya Certificate of Secondary Education (KCSE) with an aggregate average of at least grade C- (C minus) or equivalent qualifications.

**Why pursue a KASNEB qualification?**
- Internationally recognised.
- Highly rated by employers.
- International mobility.
- Membership to professional institutes of repute.
- Credit transfers with institutions of higher learning.

**FULLY ACCREDITED TRAINING INSTITUTIONS AS AT JANUARY 2017**

1. Achievers College of Professionals - Embu
2. African Institute of Research and Development Studies - Eldoret
3. African Institute of Research and Development Studies - Kisumu
4. Alphax College - Eldoret
5. Bartek Institute - Eldama Ravine
6. Bartek Institute - Kabarnet
7. Catholic University of Eastern Africa, Main Campus - Nairobi
8. Century Park College - Machakos
10. Dedan Kimathi University of Technology, Business Management - Nairobi
11. East Africa School of Management - Nairobi
12. Eldoret National Polytechnic - Eldoret
13. Embu College - Embu
14. Excel Institute of Professionals - Thika
15. Fonic Business School, Buea - Cameroon
16. Graffins College - Nairobi
17. Guisi Institute of Technology - Kisii
18. Institut Polytechnique De Byumba, Byumba - Rwanda
19. Institut Professionnel De Certification - Douala, Cameroon
20. Jaramogi Institute of Science and Technology - Kinyarwanda
21. Jomo Kenyatta University of Agriculture and Technology, Main Campus - Nairobi
22. Jomo Kenyatta University of Agriculture and Technology, Nakuru CBD Campus - Nakuru
23. Kabele Technical Training Institute - Nairobi
24. Kalboi Technical Training Institute - Eldoret
25. KCA University, Kisumu Campus - Kisumu
26. KCA University, Main Campus - Nairobi
27. Kenya Institute of Management - Nairobi
28. Kenya School of Credit Management - Nairobi
29. Kenya School of Government - Mombasa
30. Kimaru Institute of Science and Technology - Kihimba
31. Kabibi University - Bungoma
32. Kibagili Institute of Management, Kibali - Rwanda
33. Kimenyina University - Kerugoya
34. The Kisumu National Polytechnic - Kisumu
35. Kitiare Technical Training Institute - Kitaale
36. Maaron Business School, Douala - Cameroon
37. Machakos Institute of Technology - Machakos
38. Machakos University - Machakos
39. Masal Institute of Technology and Science - Kajiado
40. Meru National Polytechnic - Meru
41. Michuki Technical Training Institute - Kangema
42. Mombasa Aviation Training Institute - Mombasa
43. Mount Kenya University, Nkubu Campus - Nkubu
44. Muranga University of Technology - Murang'a
45. Mwanga College - Nakuru
46. Nakuru Institute of Business Studies - Ruiru Campus
47. Nakuru Counseling and Training Institute - Nakuru
48. NEP Technical Training Institute - Garissa
49. Nishkam Saint Puran Singh Institute - Kericho
50. Nkubane Technical Training Institute - Meru
51. Nyandarua Institute of Science and Technology - Nyahururu
52. NYS Technical Training Institute - Nyeri
53. NYS Technical Training Institute - Naivasha
54. O’lessos Technical Training Institute - Lessos
55. Oshwal College - Nairobi
56. PC Kinyanjui Technical Training Institute - Nairobi
57. Pincham Business School - Nairobi
58. Ramogi Institute of Advanced Technology - Kisumu
59. R尼亚ra University - Nairobi
60. Rift Valley Technical Training Institute - Eldoret
61. Rift Valley Institute of Science and Technology - Nakuru
62. Rift Valley Technical Training Institute - Eldoret
63. Royal Business School - Nairobi
64. Royal Business School - Nairobi
65. Rware College of Accounts - Nyeru
66. University of Rwanda, College of Business and Economics - Kigali, Rwanda
67. Shambere Technical Training Institute - Kakamega
68. Sigalagala National Polytechnic - Kakamega
69. St. Paul’s University, Main Campus - Limuru
70. St. Paul’s University, Nairobi Campus - Nairobi
71. Star College of Management Studies - Nairobi
72. Strathmore University - Nairobi
73. Summit Institute of Professionals - Nairobi
74. Thika Technical Training Institute - Thika
75. Times Training Centre - Mombasa
76. University of Eastern Africa, Baraton - Kapasabet
77. Vision Institute of Professionals, Mombasa Campus - Mombasa
78. Vision Institute of Professionals, Nairobi Campus - Nairobi

The full list of training institutions including those awarded interim accreditation and others in the process of accreditation is available on the KASNEB website. All TVET institutions are required to register with TVETA.
My Friday Network

Look back on the moments that matter with the people who count on My Network.

Every Friday in the Daily Nation