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WEEKLY Newsletter

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KEWI-KNQA Conduct Capacity Building on Recognition of Prior Learning Ahead of its Implementation

A capacity building session for faculty staff on implementation of the Recognition of Prior Learning (RPL) organized by Kenya National Qualification Authority (KNQA) and KEWI at Nairobi Campus.

BY: BRITNEY MOKEIRA

The Kenya Water Institute (KEWI) recently held a two-day programme aimed at building the capacity of its trainers for the implementation of the Recognition of Prior Learning (RPL) programme. The training, facilitated by Mr. Alfrick Biegon and Ms. Juliet Wekulo, both experts from the Kenya National Qualifications Authority (KNQA), was designed to equip KEWI trainers with the knowledge and tools necessary to effectively carry out RPL processes in their professional roles.

RPL is a transformative framework that acknowledges and validates skills and knowledge gained through non-formal and informal learning avenues, providing individuals with an opportunity to earn formal certification. During the training, participants were taken through a detailed overview of the RPL Policy Framework, including its tools and manuals.

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KEWI-KNQA Conduct Capacity Building on Recognition of Prior Learning Ahead of its Implementation

A group photo of the RPL Capacity Building Workshop participants after the training.

This session emphasized the importance of RPL in bridging skills gaps, promoting lifelong learning, and fostering inclusivity by recognizing diverse learning pathways.

Trainers were guided through their responsibilities in facilitating the process, from identifying candidates to overseeing the assessment and certification phases. The facilitators explained the step-by-step structure of the RPL process, highlighting its four critical stages: the identification phase, which involves recognizing a candidate's prior learning; the documentation phase, where evidence of competencies is compiled; the assessment phase, which evaluates the submitted evidence; and finally, the certification phase, which formalizes the qualifications.

In addition to these foundational aspects, the training provided an in-depth exploration of the Portfolio of Evidence (POE). Trainers learned about the significance of POE in the RPL process, its various uses, and the parameters for analyzing its content. They were taught how a well-structured POE serves as the cornerstone of the RPL process by offering tangible proof of a candidate's competencies, ensuring credibility and fairness in the evaluation.

Mr. Alfrick Biegon and Ms. Juliet Wekulo from KNQA during the Capacity Building workshop.

The training also highlighted the broader benefits of the RPL programme. It offers a pathway for individuals with extensive practical experience but limited formal qualifications to enhance their professional standing. This approach not only benefits the individuals but also contributes to the national skills inventory.

KEWI has demonstrated a strong commitment to embedding RPL into its institutional framework, with plans to roll out the programme early next year. By training its staff to become certified RPL practitioners, the institute is taking proactive steps to ensure that the programme is implemented effectively and professionally. This initiative aligns with KEWI's broader mission of advancing skills recognition and capacity building within Kenya's water sector.

KEWI reaffirmed its dedication to this transformative programme, emphasizing its potential to unlock opportunities for countless individuals and contribute significantly to Kenya's socioeconomic development. This program will mark a significant milestone in KEWI's journey toward fostering a more inclusive and skills-driven workforce.

Tackling Water Woes in Kenya Through Professional Development Programs

Participants from Mombasa Water and Sewerage Company (MOWASCO) during a training session on PipeSkills Work for Water Supply and Sewer Systems. KEWI has taken dominance in capacity building efforts for water utilities in Kenya.

BY: PIUS KIMANI

The Kenya Water Institute (KEWI) has not been left behind in ensuring that the technicians and professionals in water, sanitation, and irrigation sectors attain a knowledge standard that is not only responsive to local problems but is also globally recognized. This is at a time when technologies in water supply and treatment and qualifications of specialized personnel in the water, sanitation, and irrigation sector is evolving rapidly worldwide,

With support from the government and partners, KEWI has continued to trailblaze in capacity building the water utilities in the country. This is a way of ensuring that it has given the utmost attention to issues that have continued to bedevil the water, sanitation, and irrigation sectors both in Kenya and in the region.

Against this background, the institute has continued to revamp its skill development programs to ensure that they help address persistent challenges faced by water and sanitation service providers, including the frequent breakdown of equipment, poorly maintained water facilities, poor sewer systems, and leakages leading to substantial water losses.

Recognizing the urgency of addressing these issues, KEWI, in collaboration with key partners like apan International Cooperation Agency (JICA) and GATSBY Africa, has ensured that they have joined forces, especially in capacity building, to equip workers in those related sectors with both knowledge and hands-on skills. This, in turn, ensures the optimal performance of the water utilities.

The enhancement of tailored professional development programs, attuned to the demands of the job market, has sparked significant interest

Tackling Water Woes in Kenya Through Professional Development Programs

A group photo of participants drawn from 9 countries in Africa who participated in a training program on Strengthening Capacity for Sustainable Non-Revenue Water Reduction in Africa. This was a joint effort between KEWI and Japan International Cooperation Agency (JICA)

among public and private water service providers who continuously enrol for the regular trainings offered in the institute.

With the institution now boasting of cutting-edge training equipment and tools, the elevation of the overall learning experience is evident.

The continuous revision of the Professional Development Programs (PDPs) portfolio and close collaboration with sector players and partners underscore the institute's commitment to sustainable capacity building, institutional recognition, and the widespread cultivation of expertise in water systems operations to ensure the resilience and efficacy of water utilities for the benefit of communities and the region at large.

KEWI envisions a comprehensive strategy to fortify and expand the impact of its water-focused training initiatives through continuous curriculum enhancement in collaboration with key partners and stakeholders. This will ensure that the curriculum remains current, relevant, and aligned with industry standards.

This revision also facilitates seamless integration of curriculum into the broader educational landscape, contributing to the professionalization of water systems operations. The institute has also developed a Recognition of Prior Learning (RPL) policy. This fosters a continuous cycle of professional development as it acknowledges and enhances the skills of existing water systems operators (WROs).

This new development has been based on the belief that a functioning infrastructure cannot endure without skilled workers, and therefore the need to develop a strategy for capacity development in the Kenya water sector by certifying those with prior knowledge will help expand the required workforce to help take the sector challenges head-on and more competitively.

It is therefore increasingly acknowledged that sustainable solutions for water challenges strongly depend on the availability of adequately trained human resources, from high-level experts to communities and stakeholders. KEWI thus has aggressively filled this gap as a pioneer provider of the much-needed knowledge and expertise necessary in meeting today's water resource challenges. This is through bridging linkages and ensuring cooperation between it and the water and wastewater industry, which has consecutively helped water utilities run their businesses more effectively and efficiently.

The General Constructs of a Research Report

A sample of a published report

BY: PETER K. MWENDWA

As you embark on your academic journey, you will come across research and report writing. This is common at college and university levels. A research report is often developed around the identification of problems or difficulties and corresponding solutions. A report enables you to:

Carry out scientific research, formulate a hypothesis(es) about an event or behavior, review relevant literature to justify your hypothesis, allow someone to replicate your study by providing precise details, apply statistics in evaluating your hypothesis, explore possible theoretical explanations, evaluate research objectively and methodically, and communicate outcomes concisely and precisely.

A typical report layout comprises an Abstract, Introduction, Materials and Method, Results, Discussion and References.

Unlike most essays, a report is clearly divided into labelled sections, such as "Introduction," "Discussion," "Conclusions," and "Recommendations." Furthermore, reports allow for bulleted points with respect to the sections on Conclusions and Recommendations.

Good reports will attempt some form of analysis which entails examining something by breaking down its component parts separately as well as how these parts operate within a whole, and viewing an issue from a different angle. For example, if one is investigating the impact of excessive fluoride in water, one can break it down to areas prone to having high levels of fluoride in water, the level of fluorosis occurrence in people within such regions, and compare the data with that of areas with the recommended levels of fluoride in water supply systems. Additionally, one can consider the effectiveness of various methods used for reducing fluoride in water samples with varying levels of fluoride from different regions.

It is worth noting that a research report must answer questions such as why (reason for the research and its importance), who (those impacted by the research, including referencing other authors), how (the specific way in which you will approach the research), when (the time period), where (the target location), and what (what are the findings and what can we conclude from the work).

Upcoming Professional Development Program

Quote of the Week

"You don't build a business, you build people. Then people build the business."

Zig Ziglar.

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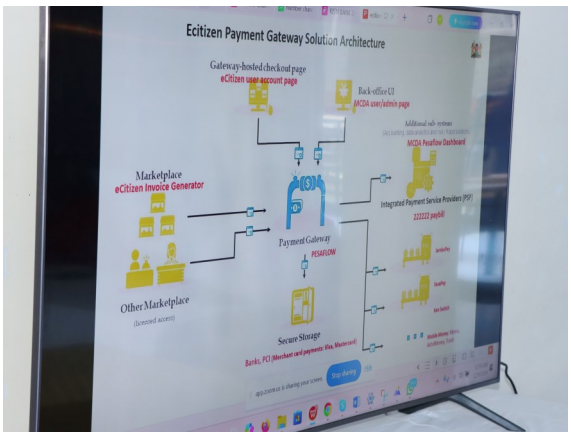
Round up of The Week's Events

Moments during the Capacity Building workshop on Implementation of Recognition of Prior Learning (RPL).

Round up of The Week's Events



Moments during the workshop on e-Citizen Onboarding and KEWI Integrated Services at Nairobi Campus

Long - Term Programmes

Diploma in Water Engineering Technology (DWET) Diploma in Wastewater
Diploma in Water, Sanitation Engineering Technology (DWSET)
Diploma in Water Resources Management Technology (DWRTM)
Diploma in Irrigation and Drainage Engineering Technology (DIDET)
Diploma in Information Communication Technology (DICT)-KNEC
Diploma in Water Laboratory Technology (DWLT)
Certificate in Wastewater and Sanitation Engineering Technology (CWSET)
Certificate in Water Resources Management Technology (CWRMT)
Certificate in Information Communication Technology (CICT)- KNEC
Certificate in Water Laboratory Technology (CWLT)
Certificate in Water Engineering Technology (CWET)
Drilling Operations and Management (DOM)
Plumbing and Pipe Fitting (PPF)
Water Operators Course (WOC) in:

- Water Supply
- Meter Reading
- Sewerage Operations

Short - Term Programmes

Use of Earth Observation Tools and GIS for Water Resources Management
Entrepreneurship and Financial Management for Water Managers
Operation and Maintenance of Water Supply Networks
Metering and Installation of Water Supply Networks
Leak Detection & Repair techniques
Drilling Operations and Management (DOM)
Operation & Maintenance of Pumping Stations
Pump Selection, Installation and Maintenance
Plumbing, Pipe Fitting and Solar Water Heating
Instrumentation for Water and Wastewater Systems
Water Governance, Management and Technology
Application of GIS for Water Utilities Mapping
Drilling Operations and Management
Water Quality Sampling and Testing
Microbiological Water Quality Assessment
Integrated Water Resources Management
Non-Revenue water
Water Management
Customer Care

Vision

A Technical Centre of Excellence in Training, Research, Innovation and Consultancy in the water, Sanitation and Irrigation Sector.

Mission

T o offer Competency-Based Training, Research, Innovation, Consultancy and Outreach Services in the Water, Sanitation and Irrigation Sector for sustainable development.

Core Values

Good Corporate Governance
Professionalism
Customer Focus
Innovativeness
Inclusivity
Patriotism
Integrity

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OTHER SERVICES OFFERED

Water Quality Laboratory Services
Drilling and Test Pumping Services
Ground water Assessment Services
Conferencing Services
Troubleshooting of pumps boreholes and distribution systems
Repair of pumps boreholes and distribution systems

Your feedback is crucial for our improvement

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