

1.0 PERSONAL INFORMATION PAUL MUCHIRA MURIITHI



Place of Birth: Kirinyaga County
Date of Birth: 11th October, 1975
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1.2 CAREER OBJECTIVES

- To be part of a strong team that supports formulation and implementation of organizational strategic goals and objectives with an aim of positively impacting the national development agenda.
- To use relevant interpersonal communication skills gained through cross-cultural experiences to foster teamwork at workplace for the purpose of achieving high quality output that is relevant to the organizational vision and mission.
- To foster participatory decision making in all processes relevant to the achievement of strategic organizational goals and objectives while at the same time inspire and motivate colleagues to be instruments of excellent and quality service delivery.

1.3 SUMMARY OF KEY QUALIFICATIONS, EXPERTISE AND WORK EXPERIENCE

Mr. Muriithi holds a **Master** degree in agricultural education and a **Bachelor** degree in agricultural education and extension, both from Egerton University. He is currently pursuing his **PhD** studies in Egerton University. He has worked in the field of education and training for **19 years** - all spread through high school teaching, teacher training, university lecturing and working in Technical and Vocational Education and Training Authority (TVETA).

He is a **high-performing, result-driven, strategic and multi-dimensional-thinking professional who is highly cultural aware and easily adaptable**. He was awarded **several certificates** of excellent performance during his teaching career. Serving as a Head of Department in his teaching days and in several institutional committees in his career life, **he has learnt how to bring out the best in people by recognizing their need for empathy, support, mentorship and coaching**. Owing to his wide experience in the education field, he has developed **insight knowledge** of all aspects concerning quality and relevant education and training. His Master degree thesis which investigated the socio-economic determinants of girl's performance in agriculture in public mixed secondary schools in Kenya underscores the high value he places on quality education and training and **gender equity** in all aspects of education and training.

He develops **regulatory and occupational training standards and guidelines** that define requirements for accreditation of TVET institutions, curricular and trainers/ assessors. In 2019, he

greatly contributed to development and gazzitement of the first **six** Standards and Guidelines to be developed by the Authority; among them the Competence Based Education, Training and Assessment (**CBETA**) Standard and Guidelines that guide development and evaluation of all TVET CBET curricular. Since then, he is **actively involved** in the development of regulatory and occupational training standards that guide the TVET sub-sector.

He is **knowledgeable** in TVET policies and regulations. He is well versed with all accreditation processes of TVET curricular, institutions and trainers as well as development and implementation of competence-based education and training (**CBET**) curricula. He has been actively involved in **quality audits** of TVET institutions, **assessment of institutions for accreditation, outreach and research**. He is an **ISO Committee** member and was involved in conducting internal quality audits in the Authority in preparation for ISO Certification. He has **evaluated** several **TVET CBET curricular** developed by TVET CDACC, Kenya Technical Teachers College (KTTC), Masinde Muliro University of Science and Technology (MMUST) and Kenya Coast National Polytechnic (in Collaboration with Moringa School). In 2021 he was appointed to a committee of experts that spearheaded the development of HRMPEB human resource training programmes.

He is currently the **country coordinator** of two NUFFIC Orange Knowledge Projects (OKP) funded by the Dutch Government. Coordinating projects while undertaking standards development and other tasks has taught him how to **multi-task** and **use inclusive and innovative approaches** to deliver results. Under the guidance of the Director General of the TVET Authority, he led the development of the **award-winning proposal** for the second NUFFIC OKP project in 2019 themed “Water in a nexus with agriculture”.

He was **involved** in the Comprehensive Africa Agriculture Development Programme (**CAADP**) **project** dubbed “Promotion of Technical Vocational Education Training for the Agricultural Sector in Africa”. The project was being implemented by The African Union Development Agency AUDA-NEPAD of the African Union Commission (AUC) with support of the German Development Cooperation (GIZ). He was also involved in the development of the Sanitary and Phytosanitary (SPS) **Training of Trainers (ToT) Training Manual** under the Micro Enterprises Support Programme Trust (MESPT) AgriFi Programme funded by the European Union (E.U) through DANIDA.

In 2021, he was appointed to the **Secretariat** of the Education Cabinet Secretary’s Committee on Curriculum Development, Assessment and Placement of Students in TVET Institutions. Among the Terms of Reference for the Committee were to: Undertake an audit of the Legal frameworks (Legal and Policy) governing assessment and placement, with a view to create harmony; outline roles, responsibilities and capacity of various stakeholders in skills assessment and placement; map out skill assessors in the country including industry and evaluate their capacity for skill assessment; develop a plan for roll-out of skills assessment and develop a framework for sharing labour market information.

2.0 EDUCATIONAL RECORD

Year	Institution/Description
2015 -	Egerton University, PhD (Agricultural Education)
2011 - 2014	Egerton University, MSc (Agricultural Education)
1997 - 2002	Egerton University, BSc (Agricultural Education & Extension)
1992 - 1995	Kianyaga Boys High School, KCSE
1984 - 1991	Togonye Primary School, KCPE

3.0 SHORT COURSES (Last 5 years)

Year	Institution/Description
2020	Kenya School of Government (KSG), Senior Management Course (SMC)
2020	CADENA, Quality Assurance & KNTVET
2019	Kenya Bureau of Standards (KEBS), ISO 9001:2015 Internal Quality Audit Course
2019	CADENA, Monitoring & Evaluation
2018	EACC, Integrity Assurance
2017	Quality Master International, ISO 9001:2015 Quality Management System

4.0 SHORT TRAINING and STUDY VISIT

4.1 Training in India - November-December, 2019

Mr. Muriithi attended a **two-weeks** technical and human resource training “**Engaging Africa: Global Partners for Agricultural Development**” in Tamil Nadu Agricultural University (TNAU), Coimbatore, India, organized in partnership with Dalhousie University, Faculty of Agriculture, Halifax, Canada. The participants were drawn from Kenya, Uganda, Ethiopia, India, Canada, UK, Sri Lanka and Ghana. Key areas of the training were:

- Student placement and Industry linkage;
- Gender integration in learning;
- CBET pedagogy;
- CBET assessment;
- Entrepreneurship skill development;
- Short course methodology and training;
- Micro - research;
- Student - Centred services;
- Change management; and,
- TVET Leadership

4.2 The Netherlands Study Visit - January, 2020

As the **coordinator** of the Nuffic project “Strengthening agriculture teacher training in Kenya and the Netherlands” **Mr. Muriithi led a team** of the project Working Group for a study visit of The Netherlands at the invitation of Aeres University of Applied Sciences, Dronten.

During the study visit, the team was taken through, among other areas, the following:

- Aeres - Wageningen Educational programme.
- Aeres Farms - pigs, poultry, dairy, and arable farming
- Visit to educational institutes - traineeship teacher students
- Entrepreneurship and education; Green starters project; start-up company in combination with a minor or own learning trajectory
- Student placement, internships and Industry linkage.
- Dual - Training system in the Netherlands.
- Curriculum development in the Netherlands.

Through the short training in India and the study visit in The Netherlands he gained **valuable insights into international best practices** of quality TVET planning and implementation.

5.0 EMPLOYMENT RECORD

Year	Employer	Position	Responsibilities
2020 - Current	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY (TVETA) Assistant Director, Standards Development a) <u>Key Responsibilities:</u> <ul style="list-style-type: none"> • planning and reviewing competence standards and guidelines; • managing the process of needs assessment for specific training occupations, admissions and identifying skills mismatch and gaps; • developing new competence standards and guidelines where they do not exist; • coordinating the adoption of the national and international standards found to fill the gaps of competence; • developing requirements for admission into specific occupations levels of TVET programmes; • developing the process and guidelines of admission in TVET training providers; • identifying various accreditation and compliance processes to be developed; • developing and reviewing flowcharts of steps and requirements of accreditation and compliance; • identifying training systems in formal and informal sector; • developing and reviewing the training system criteria and identifying the priority TVET sectors; and 		

	<ul style="list-style-type: none"> establishing Sector Skills Advisory Committees to coordinate linkages with industries to facilitate standards development.
2018 - 2020	<p>TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY (TVETA)</p> <p>Standards Development Officer</p> <p>a) <u>Key Responsibilities:</u></p> <ul style="list-style-type: none"> Identifying the priority occupations and TVET sectors; Identifying training systems in formal and informal sector; Identifying various accreditation and compliance processes and procedures; Carrying out needs assessment for specific training occupations their admissions; Updating the database for developed standards and guidelines; Drafting templates, checklists and forms to be used to facilitate implementation of standards; and Drafting requirements for admission into specific occupations levels of TVET programmes. <p>b) <u>Other Responsibilities and Assignments (2018 - Current):</u></p> <ul style="list-style-type: none"> ISO Committee Member Alcohol & Drugs Abuse (ADA) Committee Member Quality Audits of TVET Institutions (Nairobi, Nyanza, Coast, Rift Valley and Eastern Regions) Assessment of TVET institutions for Accreditation (Nairobi, Kiambu, Tharaka Nithi, Kisumu and Nyandarua Counties) CBET Curricula Evaluation (TVET CDACC, KTTC, Masinde Muliro University of Science and Technology (MMUST) and Kenya Coast National Polytechnic (in Collaboration with Moringa School) Outreach - TVET policy and Training Standards (Kisumu County) Research Ad hoc Tender Evaluation Committee Member Comprehensive Africa Agriculture Development Programme (CAADP) - Curriculum development activities under the Ministry of Agriculture, Livestock and Fisheries. Micro Enterprises Support Programme Trust (MESPT) AgriFi Programme – Sanitary and Phytosanitary (SPS) ToT Training Manual development. <p>c) <u>Project Responsibilities (2019 - Current):</u></p> <ul style="list-style-type: none"> Coordinator, NUFFIC Orange Knowledge Projects (OKP): OKP-KEN-103470 (2019 - 2023) “Strengthening agriculture teacher training in Kenya and the Netherlands” with the following outputs: <ol style="list-style-type: none"> Review KTTC and Egerton University ATVET teacher training curricula in line with CBET requirements, 21st century learning skills, gender sensitiveness, improved traineeship

	<p>programmes in TVET institutes and private companies, Good Agriculture Practices and responsiveness to labour market demands.</p> <p>ii) Improve quality of ATVET teaching through enhanced pre-service and in-service training of ATVET trainers on the design and implementation of gender sensitive CBET, integration of ICT based and blended learning methods with proven responsiveness to demands in the agricultural sector</p> <p>iii) Establishment of sustainable partnerships between the ATVET teacher training institutions and the private sector based on mutual benefits enhancing joint delivery and financing of training programmes as well as provision of traineeships and workplace based learning facilities for ATVET teachers and trainees.</p> <p>iv) Enhance TVETA capacity to provide and facilitate the implementation of quality assurance mechanisms specifically for agricultural (teacher) training programmes based on public-private collaboration, the CBETA standards and national accreditation mechanisms for TVET institutions, programmes and trainers.</p> <ul style="list-style-type: none"> • Coordinator, NUFFIC Orange Knowledge Projects (OKP): and OKP-KEN-10018 (2020 - 2023) “Improve professional education and vocational training capacity at the level of TVET institutions in Kenya to deliver water-smart and climate-smart agriculture training in strong collaboration with the private sector” with the following outputs: <p>i) Review agriculture courses to include water-smart-climate-smart topics in the General Agriculture curriculum of The Eldoret National Polytechnic and in the capacity building programmes at Egerton University.</p> <p>ii) Equip trainers, teachers, extension officers and policy makers with knowledge and skills to apply and disseminate gender-sensitive water-smart-climate-smart best practices and innovative technologies.</p> <p>iii) Collaboration and linkages between training institutes (universities and TVET), industry and government are strengthened and institutionalised to support water-smart and climate-smart agriculture, attachment and internship programmes.</p> <p>iv) Strengthen TVETA’s capacity for effective and sustainable out-scaling of the project interventions through improvement of quality assurance mechanisms at TVETs and other knowledge institutes for adoption of newly developed partnerships and programmes.</p>
2017 - 2018	<p>KARATINA UNIVERSITY</p> <p>Part - Time Lecturer; School of Agriculture and Biotechnology</p> <p><u>Key Responsibilities:</u></p>

	<ul style="list-style-type: none"> • Lecturing <ol style="list-style-type: none"> i) Agricultural Policy and Law ii) Research Methods iii) Agricultural Marketing iv) Farm Business Management v) Cooperative Management • Examination setting, moderation, invigilation and marking
2016 - 2018	<p>TEACHERS SERVICE COMMISSION (TSC) Senior Lecturer; Kigari Teachers Training College.</p> <p><u>Key Responsibilities:</u></p> <ul style="list-style-type: none"> • Lecturing • Coaching teacher trainees • Mentoring teacher trainees • Departmental training resources mobilization • Teaching Practice (TP) supervision • Integrity Assurance • Asset Disposal Committee Member
2003 - 2016	<p>TEACHERS SERVICE COMMISSION (TSC) Senior Graduate Teacher; Gatwe Secondary School</p> <p><u>Key Responsibilities:</u></p> <ul style="list-style-type: none"> • Teaching Agriculture and Biology • Supervising Agriculture Projects • Examiner • Head of Department (HOD) • Judge, Kirinyaga County Secondary Schools Science and Engineering Fair • Official, Kirinyaga County Secondary Schools Sports Association • Sub-County Agriculture Panel Member • Setter, Kirinyaga Central District Common Examinations • Secretary, Parents Teachers Association (PTA) • Procurement committee member • Guiding and Counselling students • Patron, Christian Union (C.U) and Young Farmers Club (YFC)
2002 - 2003	<p>SUMMER FIELDS HIGH SCHOOL (PRIVATE) - NAKURU Teacher</p> <p><u>Key Responsibilities:</u></p> <ul style="list-style-type: none"> • Teaching agriculture and biology • HOD Guidance and Counselling • Patron, Christian Union (C.U)

6.0 NON ACADEMIC EXPERIENCE IN THE COMMUNITY

- Youth Patron, Peoples Church - Kerugoya Town
- Church Minister, Peoples Church - Kerugoya Town

7.0 LANGUGES

(Scale: Excellent, Good, Fair and Poor)

Language	Speaking	Reading	Writing
English	Excellent	Excellent	Excellent
Kiswahili	Good	Good	Good
Kikuyu	Excellent	Excellent	Excellent

8.0 PUBLICATION

- 1. Muriithi, P. M,** Mwangi, J. G. & Udoto, M. O. (2014): Socio - Economic Determinants of Girls' Performance in Agriculture in Public Mixed Day Secondary Schools of Kirinyaga Central Sub - County, Kirinyaga County, Kenya. IOSR Journal of Research and Method in Education, 4 (5): 41 - 45.

9.0 REFEREES

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