

PRESS RELEASE BY PROF. BONAVENTURE W. KERRE
CHAIRMAN

KENYA NATIONAL QUALIFICATIONS AUTHORITY

ON 5TH OCTOBER, 2018

KENYA NATIONAL QUALIFICATIONS FRAMEWORK ACT NO.22 OF 2014

Objects of the Act:

4. The object of this Act is to—

- (a) establish the Kenya National Qualifications Authority;
 - (b) establish standards for recognizing qualifications obtained in Kenya and outside Kenya;
 - (c) develop a system of competence, life-long learning and attainment of national qualifications;
 - (d) align the qualifications obtained in Kenya with the global benchmarks to promote national and trans-national mobility of workers;
 - (e) strengthen the national quality assurance systems for national qualifications; and
 - (f) facilitate mobility and progression within education, training and career paths.
- Kenya's Education and Training sector has been internationally benchmarked and classified within a framework of 10 levels of education and Training as indicated in the figure 1 below:

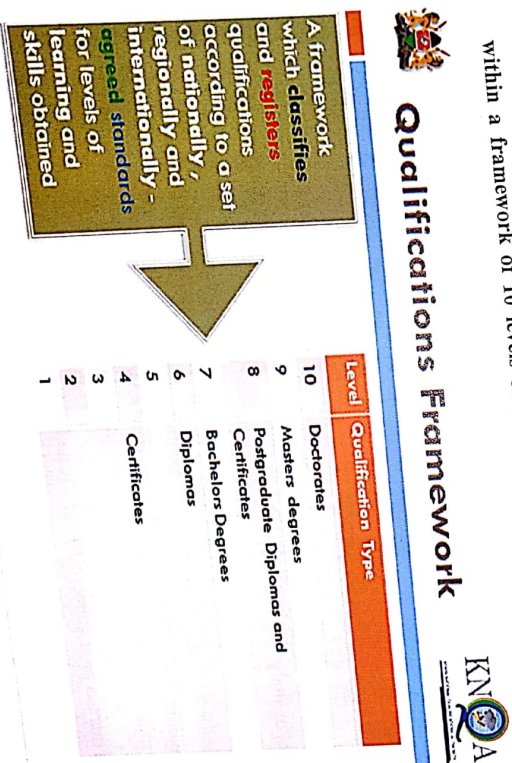


Fig.1 The pathways are articulated as shown in the figure above



KNQF General & Further Education and Training Sub-Framework



KQF Levels		Experiential/RPL Sub-Framework	Notional hours (minimum)
10	Doctorate Degree		3600 after KNQA Level 9
9	Masters Degree		2400 after KNQA Level 7
8	Postgraduate Diploma and Certificate	Professional MCP	1200/600 after KNQA Level 7
7	Bachelors Degree	NSC-VI(MCP-III)	4800/3600 after KNQA Level 4 or 2400 after KNQA Level 5 or 1200 after KNQA Level 6
6	Advanced Diploma	NSC-V(MCP-II)	1200 after KNQA Level 5
5	National Diploma	NSC-VI(MCP-I)	3600 after KNQA Level 4
4	NAV&TC	NSC-III(GTT-I)	2400 after KNQA Level 3
3	NV&TC	NSC-II(GTT-II)	2400 after KNQA Level 2
2	NVC	NSC-I(GTT-III)	Depending on skills acquisition
1	Primary certificate		

Fig.2: The Kenya National Qualifications Framework

The framework provides clear pathways within Kenya's education and training system for learners to pursue education and training in their areas of interest or career choice without undue obstacles either vertically or horizontally. Certificates are awarded on completion of each level of education and training.

Besides formal education qualifications are also qualifications in the non-formal and informal training sub sectors where prior learning and skills are recognized.

REGULATIONS ESTABLISHING MINIMUM ENTRY QUALIFICATIONS AT VARIOUS LEVELS OF EDUCATION AND TRAINING

Minimum entry level requirement is general for all levels of education and training in various areas and disciplines of study.

The KNQA through the CS Education Amb. Amina Mohamed has recently gazetted minimum entry requirements for various levels of our education system. This was done after wide stakeholder consultations and validation. There has been a confusion and misunderstanding in the press on the set minimum entry requirements particularly for teacher education.

In the first instance there is no training of P1 certificate teachers; which has been phased out. So, talk about teachers being admitted using mean grade of D is misleading, unwarranted and

calculated to whip up wrong public emotions. Secondly, diploma entry has been set at C-. The Teachers Service Commission has been adamant on using C+ entry for diploma teachers over the last several years. It must be noted that the number of KCSE candidates scoring C+ and above has drastically reduced since 2015 following reforms within the examination sector in Kenya. For example, the number of candidates that scored C+ and above in 2015 was 169,492; which dropped to 70,073 in 2017 (a 58% drop). It is obvious that the C+ of 2015 is not the same as the C+ of 2017.

Furthermore, all candidates that scored C+ and above in 2017 have been fully admitted into our universities and award HELB loans; leaving teacher training colleges with no students to admit (if one must continue using the TSC admission criteria). If this trend continues, our teacher training colleges are going to collapse. The argument that we have enough teachers in the country is ironical since, Kenya trains teachers for the region and we have Kenyan teachers in Rwanda, Uganda, South Sudan etc. We cannot kill of teacher training programs just because we have enough teachers in the country, many of whom have also ventured into other careers since they could not secure employment. Furthermore, why would a country require teachers seeking to train for a Diploma and a Degree, both to have a C+ and yet when they graduate, they are subjected to different salary scale and growth opportunities for advancement by the same employer. It is equally misleading that we are equating teacher quality with entry requirements. The quality of a teacher is determined by many factors including the quality of the teacher training programs, and the quality of the teacher trainer among many other factors.

 . 5/10/18 .

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