

THE HARMONIZER



FUNDAMENTAL STATEMENTS

Our Vision

*Globally Recognized and Competitive Qualifications
for Transforming Kenya*

Our Mission

*To Establish and Manage the Kenya National
Qualifications Framework, Register and Accredite
qualifications, Recognize and Equate qualifications,
and Create a Credit Accumulation and Transfer*

Motto

Shaping the Future of Kenya

Core Values

Professionalism

Integrity

Accountability

Teamwork

Responsiveness



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COUNCIL CHAIR

On behalf of the Kenya National Qualifications Authority, Council, Management and staff, I take this opportunity to welcome you to this great institution. I am deeply excited to introduce to you the Authority's inaugural News Letter "The Harmonizer". The quarterly Magazine's main purpose is to facilitate communication and sharing of information, knowledge, best practices and tools for accreditation into the Kenya National Qualification Framework (KNQF). I thank you for taking time to read our Newsletter and sharing our vision.

In order to address the challenge of quality and relevance of qualifications offered in Kenya, the Authority was set up in 2015 to help coordinate and harmonize education and training in the country. This entailed the establishment of KNQF - Kenya's international commitments to develop an accurate, reliable and robust database of all qualifications in the country that will allow for comparability and information sharing in the education sector globally.

The Authority's mandate covers the Basic education, TVET and University education sectors. Key stakeholders include; Commission for University education (CUE), The Technical and Vocational Training Authority (TVETA), the Kenya National Examinations council (KNEC), The Kenya Accountants and Secretaries' National Examinations Board (KASNEB), Universities, TVET institutions, local and international assessment and examination bodies, professional bodies.

KNQA is currently in the process of setting up a database of all qualifications attained in Kenya and foreign institutions, Recognizing Prior Learning and facilitating Credit Accumulation and Transfer at all levels of the education system in the country. In this regard, the Authority is an important contributor to the ongoing reforms within the education and training sector in



Kenya.

The Authority in collaboration with other national and international organizations ensures that Kenyan graduates meet industry needs and that the country has an accurate and reliable data base for all qualifications awarded. This leads to improved planning, efficiency and effectiveness in the sector. I believe that this Newsletter will effectively provide the necessary information and answers to some of the questions you may wish to ask about KNQA, our accreditation and registration processes and other activities.

Prof. Bonaventure W. Kerre, PhD
Former Council Chairman,
KENYA NATIONAL QUALIFICATIONS AUTHORITY
(KNQA)

DIRECTOR GENERAL/CEO

It is my sincere pleasure to welcome you to **The Harmonizer**, a quarterly KNQA magazine of exemplary writing by KNQA staff and other stakeholders. This is our first edition since the establishment of KNQA in 2015. The Publication is grounded in the KNQF Act no. 22 of 2014 section 8(h), (f) (i) (q) and extensive stakeholder consultation. The pieces featured in this edition were written during the years 2019 and 2020 and centered on the national Qualifications Framework.

We want to specially thank the Government for the policy guidance and financial support in producing our first edition. My gratitude goes to the Chief Administrative Secretary, State Departments for Vocational & Technical Training and Post Training & Skills Development Hon. Zack Kinuthia for his continuing support and encouragement.

This inaugural issue includes brief articles on KNQA profile, services, research, innovation and technology. The first issue will determine the face of the magazine and set the stage for subsequent issues that will be published.

Using the magazine inauguration as an occasion, I would like to thank all those who created the opportunity for the magazine to be born and who made it happen. The list includes all Editorial Board, the chairmen, Chief Editor, editors and members of the editorial board. In particular, my greatest thanks to CS Education Prof. George Magoha and PS State Department for Vocational and Technical Training Dr. Julius Jwan for their encouragement and Moral



support. Special mention also goes to Prof. Mellitus Wanyama, of Utafiti Foundation, who put a lot of his time and energy into this magazine.

We trust that through the "Harmonizer", the Authority's outreach initiatives shall enhance the achievement of effective service delivery and ensure that the quality and relevance of qualifications offered in Kenya meet the National Standards.

Dr. Juma Mukhwana, PhD, HSC

Director General/CEO

Kenya National Qualifications Authority (KNQA).

EDITOR'S DESK

Here to inform you

Welcome to the first issue of The Harmonizer, a quarterly KNQA newsletter aimed at providing a platform for sharing news, updates and stakeholder engagement for the KNQF. The newsletter shares informative articles as well as activities that the authority undertakes in its pursuit of implementation of the KNQF and improving the standards of learning in the country.

This edition contains among others; the Authority's profile, Departmental news, Opinions, Informational pieces on qualification framework, Upcoming events and Services offered.

We hope to form a partnership henceforth that is beneficial to the growth of the sector with the aim of sustaining the country's newly attained middle-income economy status as envisioned in the strategic pillars of vision 2030.

We look forward to a healthy partnership and collaborative engagements in the coordination and harmonization of the Education and Training Sector in Kenya.

THE HARMONIZER QUARTERLY
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Major Upcoming Events

- Roll out of Recognition of Prior Learning (RPL) Policy;
- Hosting of the National Competency Based Education and Training (CBET) Conference;
- 3rd Annual General Meeting of the African Qualification Verification Network (AQVN);
Date: - 26th and 27th October 2020
Venue: - Nairobi Kenya;
- Establishment of the National Learners Records Database (NLRD);
- Establishment of the Credit Accumulation and Transfer (CAT) System.

KENYA NATIONAL QUALIFICATIONS AUTHORITY

For a long time, multiplicity of qualifications and awarding bodies made it difficult for employers to understand competences expected of holders of various qualifications. There was need to establish a common regulatory system for the recognition of attainment of knowledge, skills, competences, values and attitudes. In this regard, the Kenya National Qualifications Framework Act No. 22 of 2014 was enacted which led to the establishment of the Kenya National



Qualifications Authority (KNQA) to develop and implement the Kenya National Qualifications Framework (KNQF); as a system of accreditation, quality assurance, assessment and examination of national qualifications.

The Kenya National Qualifications Framework (KNQF)

KNQF is a learning outcome-based qualifications framework, comprising of all educational and training sectors and all forms of learning i.e. It helps coordinate and harmonize the various levels of education; and to create a database of all qualification in the country.

KNQA team at a workshop to develop specifications for the National Qualifications Information Management System (NAQMIS). The system aims at

KNQA team at a workshop to develop specifications for the National Qualifications Information Management System (NAQMIS). The system aims at supporting the establishment of a one-stop database of all national Qualifications.

supporting the establishment of a one-stop database of all national Qualifications.

It is constituted of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge. Therefore, ensuring an integrated system that encourages life-long learning. When learners know that there are clear learning pathways providing access, mobility and progression within - education, training and career paths, they will often be more inclined to improve their skills and knowledge since such improvements will increase their employability

Continue to Page 5...

KNQF Level	General and Further Education and Training Sub-Framework			Notional hours (minimum)
10	Doctorate Degree			3600 after KNQA level 9
9	Master's degree			2400 after KNQA level 7
8	Post-Graduate Diploma	Professional Bachelor's Degree	Professional Master Craft Person	1200 after KNQA level 7 or 6000 after KNQA level 2
7	Bachelor's Degree		Master Crafts Person -I or Management Professional	4800 after KNQA 2 or 2400 after KNQA level 6
6			Master Crafts Person -II Professional Diploma	2400 after level 2 or 1200 after KNQA level 5
5			Master Craft Person III	1200 after KNQA level 2 or 600 after level 4
4			National Skills Certificate -I GTT-I	600 after KNQA level 2 or 300 after level 3
3			National Skills Certificate -II (GTT - II)	300 after KNQA level 2
2	Secondary Certificate	National Vocational Certificate- I	National Skills Certificate -III Government Trade Test (GTT-III)	Depending to skills acquisition
1	Primary Certificate		Basic Skills/Skills for Life	

Fig 1: The Kenya National Qualifications Framework (KNQF)

...from page 4



and knowledge advancement opportunities. The increased skills base of the workforce implies the enhancement of the functional and intellectual capability of the nation. The KNQF is based on the premise of the need to standardize and harmonize the country's qualifications. This is done by putting in place a system for setting standards that define expected knowledge, skills and understanding needed for labor market employment, self-employment or further education within Kenyan borders and beyond. The KNQF comprises of 10 levels of qualifications; which are in tandem with the qualifications created by the East African Community (EAC) Qualifications Framework (EAQF). Each level is identified by a unique set of Level Descriptors. In order to place a qualification on any KNQF level, the learning outcomes (LO) of each unit comprising a qualification and the overall qualification learning outcomes are mapped against these Level Descriptors. At each level, the Level Descriptors are classified into three separate categories covering Knowledge, Skills and Competencies.



From left, Dr. Maria Overeem of the African Union (AU), KNQA Director General, Dr. Juma Mukhwana, Former PS Vocational, Dr. Kevit Desai and KNQA Council Chair Prof. Kerre during a consultative meeting on African Continental Qualifications Framework

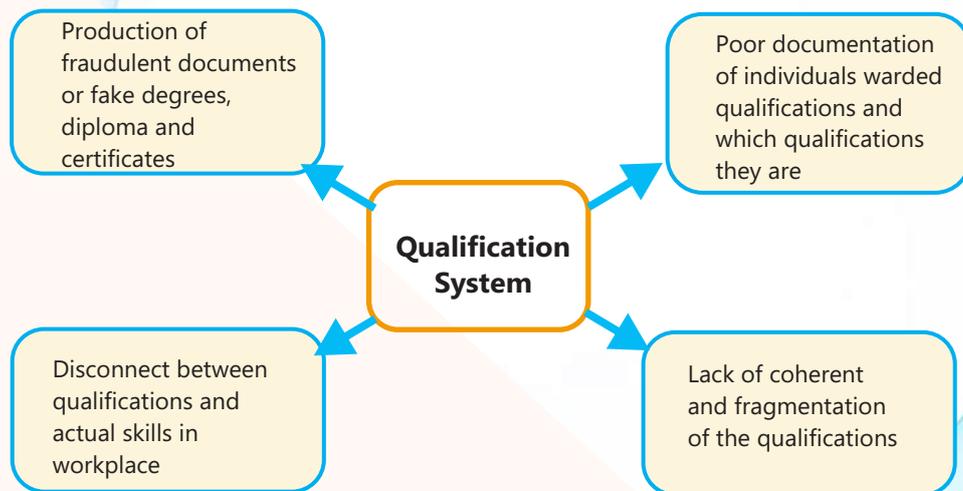


Fig 2: Challenges Facing the Education and Training System in Kenya

The decision to develop the Kenya National Qualifications Framework was made after several challenges were found to be facing the education system in Kenya. The vision of the KNQA is to address these challenges through the development of a comprehensive National Qualifications Framework (NQF) that extends across all sectors of our education and training, irrespective of the nature and form of learning.

What Does KNQA Do?

KNQA performs the following functions:

1. It lists Qualifications Awarding institutions (QAIs), Professional Bodies, Local and foreign Assessment and Examination bodies and External Quality Assurance agencies (ETQAs) in the KNQF Register.
2. It registers qualifications in the KNQF (thereby

Continue to Page 7...

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providing National and International exposure of the Programs.

3. It ensures that descriptors of qualifications comply with KNQF requirements.

4. It establishes and maintains the KNQF and a National Learner Records Database (NLRD).

5. It promotes lifelong learning and Recognition of Prior Learning (RPL).

6. It aligns and compares foreign qualifications with local Qualifications.

7. It promotes a system of Credit Accumulation and

Transfer (CATs) that works for all levels of the Kenyan education system vertically and horizontally.

8. It Recognizes and Equates Foreign Qualifications (REQs).

9. It provides exposure to local qualifications.

10. It researches and documents best practices in the management of National Qualifications.

It coordinates and harmonizes the Kenyan education system for efficiency, inclusivity, harmony, quality training and specific career paths



Prof. Bonaventure Kerre addressing Universities on the Status of Kenya National Qualification Framework (KNQF). Incoming PS Dr. Julius Jwan (L); Dr. Kevit Desai (R); Zack Kinuthia (C)

The Goal of KNQF

To promote access and equity in education, quality and relevance of qualifications, evidence-based competence, and flexibility of access to and affordability of education, training and assessment.

Aim of KNQF

To create a harmonized and well-coordinated National Accreditation, Quality Assurance, Assessment and Examination System to ensure that qualifications offered are of highest quality that meet National and Global standards.

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KNQA | 2020

News

By KNQA Editorial Team

MINISTRY OF EDUCATION



The incoming Principal Secretary, State Department and Vocational Training Dr. Julius Ouma Jwan and his Outgoing Counterpart Dr. Kevit Desai during the taking / Handing over ceremony, witnessed by CAS, MOE, Hon. Zack Kinuthia at Jogoo House.

Dr. Julius Ouma Jwan takes over the State Department for Vocational and Technical Training, pledges to change the negative mindset about TVET

The newly appointed Principal Secretary for the State Department for Technical and Vocational Training, Ministry of Education, Dr. Julius Ouma Jwan has taken over the reins of the State Department for Vocational and Technical Training.

Speaking during the handover ceremony, witnessed by the CAS, Ministry of Education Hon. Zack Kinuthia, Dr. Jwan pledged to ensure paradigm shift towards embracing TVET and that all equipment delivered to TVET institutions are economically viable and beneficial to the trainees. He said that the Government's aim is to promote alternative and

flexible entry requirement for those wishing to join TVET institutions. This will ensure the production of 800,000 relevantly skilled annually for the labour market to alleviate the existing skills gap in the Country.

In his remarks, the outgoing PS Dr. Kevit Desai said that his two-year tenure, witnessed the establishment of the 30 new TVET institutions across the country, in a bid to ensure the one constituency one TVET institutions policy succeeds. The PS further said that the State Department through the Kenya National Qualification Authority (KNQA) has harmonized Kenyan Qualifications with the East African Community Qualification Framework to ensure free movement of labour and Learners across borders. He said that Plans are underway to establish the African Continental Qualification Framework (ACQF). Dr. Desai Moves to the East African

community in the same Capacity.

Dr. Julius Jwan, has previously worked as Director, Kenya Institute of Curriculum Development Director at the National Cohesion and Integration Commission and Senior Lecturer, Moi University. He holds a PhD in Educational Leadership & Management and 3 Masters; Master of Science (M.Sc.) in Educational Research Methods from UK, Master of Philosophy (MPhil) in Education Management from Norway and Master's Degree in Linguistics from Moi University.

Dr. Jwan is a winner of British Educational Leadership, Administration and Management Society (BELMAS) Best Doctoral Thesis Award, 2011. The new PS will also be remembered for successfully overseeing the rollout of the new curriculum currently in Grade 4 and reforming KICD to a world class Qualification Awarding Institution

KENYA IMPLEMENTS 100% TRANSITION FROM PRIMARY TO SECONDARY

The Government of Kenya is currently implementing the policy of a hundred per cent transition from primary to secondary school. The 100 percent transition policy is part of a global campaign to give all children access to 12 years of learning, and also in line with the constitutional requirement that every child whatever his/her background be entitled to quality and compulsory basic education. In this regard, the government made a declaration that every child who did his/her KCPE



CS Education Prof. George Magoha combing the Kibera Slums to promote 100% transition from Primary to Secondary school. Kenya has so far attained 99% transition this year.

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KNQF Target Audience

1. Institutions that require Registration namely:
 - a) Qualifications Awarding Institutions (QAIs)
 - b) External Quality Assurance Agencies (ETQAs)
 - c) Professional Bodies
 - d) Local and Foreign Assessment and examination bodies
2. Institutions registering their qualifications need to comply with KNQF requirements
3. Learners seeking Registration as set out in the KNQF regulations, 2018
4. Learners seeking Recognition of Prior Learning
5. Individuals seeking Credit Accumulation and Transfer services
6. Individuals seeking Recognition and Equation of Foreign Qualifications services



CS Education Prof. George Magoha and his PS for Early Learning and Basic Education Dr. Belio Kipsan'g Promoting 100% Transition from Primary to Secondary school. The KNQA has developed a qualification Framework that promotes easy progression of students through education.



Potential Future Engineers exhibiting their construction skills during a Competency Based Curriculum(CBC) class.

REGIONAL NEWS

KNQA | 2020



Prof. George Magoha, CS Education and former PS, Vocational Dr. Kevit Desai during the Young Scientists Kenya and Technology exhibition at the KICC. Highly innovative ideas were on display. There is need for the government to develop modalities of progressing this potential to the next

In carrying out its work, the KNQA works closely with Commission for University Education (CUE), Technical and Vocational Training Authority (TVETA), National Industrial Training Authority (NITA), Kenya National Examinations Council (KNEC), Kenya Accountants and Secretaries' National Examinations Board (KASNEB), Professional Bodies (such as the Nursing Council, Medical and Dentist's Board, Board for Registration of Engineers, Kenya Veterinary Board, Council for legal Education) and other organizations awarding local and foreign qualifications within the country and internationally.

KNQA also works with institutions that are involved in the development of local curricular such as TVET CDACC and KICD to ensure that all curricular developed meet KNQF standards.

The Authority also works closely with industry (Kenya Association of Manufacturers - KAM), Kenya National Chamber of Commerce and Industry (KNCCI), Federation of Kenya Employers (FKE) and Central Organization of Trade Unions (COTU) to ensure that qualifications awarded in the Country meet industry and employer needs.

KNQA Director General, Dr. Juma Mukhwana, center, during a meeting with KEPSA officials to discuss the role of KEPSA in the implementation of CBET



KENYA, ETHIOPIA AND TANZANIA SET TO ROLL OUT SKILLS FOR TRANSFORMATION AND REGIONAL INTEGRATION PROJECT (EASTRIP)

KNQA | 2020

Technical and Vocational Education and Training (TVET) has gained momentum in the developing and developed world as a policy priority for skills development, and enhance labour productivity and enable economic transformation. TVET has proven to be a powerful engine for economic restructuring and transformation in the Republic of Korea, Singapore, Malaysia and China, where it has been explicitly used as an instrument and channel for technology transfer and skills upgrading of workers.

With increasing industrialisation and economic development, African countries have witnessed increased demand for technical and vocational skills. These skills are particularly required in key growth sectors including manufacturing, agro-processing, Power and energy, Transport and Infrastructure, Information and Communication Technology (ICT).

While African TVET institutions have the potential to provide the necessary skills to support economic growth of the region, they are still grappling with widespread low funding, shortage of modern training facilities and equipment, lack of industry driven programmes with modern curricula and pedagogy, and teachers/trainers with low competency and low pay.

TVET governance, management, and quality assurance are still fragmented among various agencies in the region even within the countries. For instance, in Kenya, the TVET and the Post Training and Skills Departments in the Ministry of Education (MoE) both have oversight on training institutions. Tanzania has three TVET relevant quality assurance bodies of Vocational Education and Training Authority (VETA), National Council for Technical Education (NACTE), and Tanzania Commission for Universities (TCU) with some different mandates. There is need to create a well-coordinated and harmonised TVET ecosystem with streamlined quality assurance mechanisms, effective industry linkage, leadership, and advocacy to promote TVET and skills development both at national and regional level.

The East African Skills for Transformation and Regional

Integration Project (EASTRIP) is designed to increase the access and improve the quality of TVET programs in selected 16 Regional TVET Centres of Excellence and to support regional integration. The project supports the development of highly specialized TVET programs at diploma and degree levels for training of technicians and TVET faculty, as well as industry recognized short-term training, targeting regional priority sectors in transport, energy, manufacturing, and ICT.

The regional Technical meeting of TVET Authorities in East Africa is the initial step towards the development of policy and guidelines to facilitate student, graduate, and faculty mobility and industrial partnership and strengthening the capacity of national agencies that are responsible for the approval of occupation standards, model curriculum, and accreditation of TVET programs.

It is in this regard that the first Regional Technical meeting on Harmonization of TVET Qualifications, occupational standards and Quality Assurance framework was held from 11th to 13th March 2020 at Intercontinental Hotel, Nairobi. Participants included TVET Authorities, Ministries of Education, The National Qualification Framework Authorities from Ethiopia, Kenya and Tanzania.

The overall objective of the meeting was to create an enabling policy environment to enhance skills development and service delivery among TVET institutes in the Region.

Specific objectives include:

1. Top develop harmonized Qualifications Framework, Occupational Standards and Quality Assurance Framework for priority occupations (including transport and infrastructure, Power and energy, Manufacturing and agro-processing and ICT) supported by EASTRIP in Ethiopia, Kenya and Tanzania.
2. To enhance regional collaboration in TVET through networking, knowledge sharing, and the development of regional public goods to promote the regional integration.



CAS- MOE, Hon. Zack Kinuthia addressing TVET Stakeholders' Consultative Forum on financing of Education and Training. The forum was hosted by HELB in collaboration with KNQA, TVETA, CDACC, KATTI among others at Pride Inn Hotel, Mombasa.



From Right to- L, the Director General KNQA Dr. Juma Mukhwana, the ambassador Republic of Switzerland, Dr. Ralf Heckner and Deputy Director TVET Stanley Maindi during a meeting at the Swiss Embassy. The meeting explored ways of establishing linkages and collaborations between the Swiss Companies and the Kenyan TVET Sector. Ambassador Ralf is a product of the Swiss TVET system.

The Authority accredits and regulates the award of qualifications in the Basic, TVET and University sectors and facilitates implementation of Competence Based Education and Training

KNQA

Basic Education:
Directorate of Educational Standards and Quality Assurance (ESQAC)

TVET:
TVETA, CDAC, NITA and Industry

University Education:
Commission for University Education

DEPARTMENTAL PROFILE

1

REGISTRATION AND ACCREDITATION (R&A)

Frank Mukuna, Head of Department

The Department of Registration and Accreditation (R&A) is one of the four that make up the department of Technical Services at the Authority. Pursuant to section 8 of the KNQF Act No. 22 of 2014, the department of R & A is mandated to:

1. Develop a framework for the development of an accreditation system on qualifications.
2. Develop and review interrelationship and linkages across national qualifications in consultation with stakeholders, relevant institutions and agencies.
3. Maintain a national database for national qualifications.
4. Advise and support any person, body or institution which is responsible for the award of national qualifications
5. Define the levels of qualifications and competencies.



6. Build confidence in the national qualifications system that contributes to the national economy.

7. Provide pathways that support the development and maintenance of flexible access to qualifications

Our Services

1. Accreditation of Qualification Awarding Institutions (QAIs)
2. Accreditation of Foreign Qualifications Awarding Institutions.

3. Accreditation of an External Quality Assurance Agency (ETQA).
4. Accreditation of a Local Assessment and Examination Body (LABE).
5. Accreditation of a Professional Bodies (PF).
6. Registration of National Qualifications into the KNQF.
7. Registration of Foreign Qualifications into the KNQF.
8. Registration of Professional Qualifications in the KNQF.
9. Oversee the implementation of the policy on Recognition of Prior Learning (RPL).
10. Maintenance of the National Learners Records Database (NLRD).

The Process of registering National Qualifications

a) The Application Process

1. Download the Application Form KNQA/L/002 from the KNQA website <http://www.knqa.go.ke>
2. Duly fill the form
3. Attach the Qualification Curriculum
4. Attach the Qualifications Occupational Standards
5. Attach Certified copy of the legal mandate that authorizes development of the qualification
6. Provide evidence of KNQA Accreditation (if none attach copy of Application to KNQA for Accreditation of the Institution)

7. Attach certified Copy (s) of accreditation by the relevant regulatory body
8. Attach List of trainers for each of the qualification
9. Attach evidence of Stakeholder involvement in development of the curriculum for the qualification
10. Provide proof of payment of prerequisite fees
11. Submit the duly filled application form and attachments to KNQA.

N/B: For foreign qualifications, the following are required in addition to the above:

1. Attach Copy(s) of evidence of registration of the qualification from country of origin
2. Attach certified copy of the legal mandate authorizing development of the qualification
3. Registration and Accreditation Charges: - Refer to Service Charges Table, page 55 page 55 Accreditation of Qualification Awarding Institutions Encompasses:

a) The Application Process

1. Duly filled Application Form KNQA/L/001 from the KNQA website <http://www.knqa.go.ke>
2. Copy(s) of Legal mandate authorizing examination and certification of Qualifications
3. Attach Certified Copy(s) of Accreditation by the relevant regulatory bodies
4. Attach List of qualifications offered by the QAI

5. Attach list of learners who have graduated previously in each qualification
6. Attach Copy of the strategic plan of the institution
7. Attach list of trainers for the each of the qualification
8. Attach a copy or copies of evidence of registration from country of origin (for foreign bodies)
9. Attach a copy of certificate of incorporation in Kenya (for foreign bodies)
10. Attach proof of payment of prerequisite fees. Money is payable to KNQA BANK Account Only
11. Submit the above to KNQA office at Uchumi House 6th Floor, Aga Khan Walk, Nairobi
12. Accreditation Charges: - Refer to Service Charges Table

Key Achievements of the Department

1. Registered 357 TVET CDACC qualifications into the KNQF
2. Registered 27 qualifications from ABMA (a Foreign QAI) into the KNQF
3. Trained 14 Qualification Awarding Institutions on Registration and Accreditation
4. Pre-qualified 55 Resource Persons to help in implementing the KNQA mandate

Deputy Director, RA, Frank Mukuna, center, with members of his department.



PLANNING, RESEARCH, OUTREACH AND POLICY (PROP)

Stanley Maindi, Head of Department

The department of Planning, Research, Outreach and Policy (PROP) was established pursuant to section 8 (a), (f), (h), (m), (o), and (q) of the KNQF Act No. 22 of 2014. The mandate of this department is to implement the functions of planning, research, policy and outreach.

Our Goal

To Strengthen Planning, Research, Outreach and Policy for informed decision making and excellent service delivery.

Organization of the Department

The department consists of the following 4 sections:

- i) Planing
- ii) Research
- iii) Outreach
- iv) Policy

Core Functions

- 1) Coordinate the planning, implementation and review of Authority's strategic, annual work plans, Performance Reports and policies
- 2) Work with Staff and Stakeholders to develop and implement social networking strategies, develop content, monitor and respond to inquiries.



- 3) Planning and Formulation of the Authority's Development and Resource Mobilization Strategies.
- 4) Promoting and strengthening research and consultancy within the Authority
- 5) Develop and implement an Integrated Strategic Communication Plan to Advance KNQA Brand Identity, broaden awareness of KNQF and increase visibility across key stakeholders.
- 6) Prepare Photography and other media for publication and maintain digital media library, social media, website and e-marketing.
- 7) Write wish grant testimonials for website and social media.
- 8) Send Brochures' and Materials to stakeholders for distributions to their circles of influence.
- 9) Coordinate the Formulation, Planning, implementation and review of policies and strategies on the development of KNQF.

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STANDARDS, ASSESSMENTS
AND QUALITY ASSURANCE

Dr. Winnie Anne Bulimo, (PhD)
Head of Department

Establishment of Standards, Assessment and Quality Assurance (SAQA) department is anchored on sections 8 (c), (j), (i) and (p) of the Kenya National Qualifications Framework (KNQF) Act no. 22 of 2014 and KNQF Regulations 2018.

Our Goal

The department aims at setting national standards and guidelines to guide the national qualifications system, specifically on the following factors:

- 1) Designing national qualifications
- 2) Conducting assessment examination and awarding of the qualifications i.e. certification process.

Notwithstanding, the department is also charged with the role of facilitating development of Credit Accumulation and Transfer (CAT) system in education and training sector, a move that is geared towards enhancing flexibility, mobility and transferability of credits.

Key Functions of SAQA

The SAQA department is charged with the following functions: -

- 1) Coordinating development of national policies, standards and guidelines on:



a. Occupational standards

b. Assessment, credit Accumulation and Transfer (CAT);

2) Coordinating development of standards, guidelines and tools to operationalize the national qualifications system

3) Recruiting, training and maintaining a database of peer reviewers who will be involved in assessment, Credit Accumulation and Transfer and quality assurance functions of KNQA

4) Developing and Maintaining the Kenya Credit Accumulation and Transfer system

5) Managing task forces and panels established to develop and/or review various aspects of the CATS system

6) Maintaining healthy relationships with bodies

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RECOGNITION, EQUATION AND VERIFICATION

**James Onyango, Ag.
Head of Department**

The department of Recognition, Equation and Verification (REV), was established pursuant to section 8 (a), (f), (h), (m), (o), and (q) of the KNQF Act No. 22 of 2014 to oversee the functions of Recognition, Equation and Verification.

What we do

- 1) Streamlining irregularities that appear in qualifications awarded.
- 2) Ensure that the national assessment of qualifications on the volume of learning and minimum entry requirements of qualifications are adhered to.
- 3) Ensure that there is right recruitment of right personnel to the job market through the identification of genuine and fake qualifications.
- 4) Developing guidelines of equation and verification of qualifications.
- 5) Developing proper channels of integrated frameworks for different countries.
- 6) Streamlining irregularities that appear in qualifications awarded.
- 7) Ensure that the national assessment of qualifications on the volume of learning and minimum entry requirements of qualifications are adhered to.
- 8) Ensure that there is right recruitment of right personnel to the job market through the identification



of genuine and fake qualifications.

- 9) Developing guidelines of equation and verification of qualifications.
- 10) Developing proper channels of integrated frameworks for different countries.

What is a Registered Qualification?

A registered qualification is one that is listed on the Kenya National Qualifications Framework by the Authority.

What is a Genuine Qualifications?

Genuine qualifications can only be issued by an education and training provider if:

1. The institution is accredited and mandated to award the qualification. Always check the credentials of your institution. Your institution should be registered and mandated to award qualifications by the relevant accrediting bodies in the country.
2. The qualification is registered on the KNQF.

Why Evaluate Qualifications?

Through the Recognition, Equation and Verification Department (REV), KNQA evaluates qualifications so as to:

1. Advise training institutions on foreign equivalent qualifications
2. Verify academic credentials
3. Process applications for verifications and recognition
4. Advise learners on registered qualifications and qualification awarding body

Who Applies for Recognition, Equation and Verification?

- i. A Kenyan with a foreign qualification
- ii. A foreigner with a foreign qualification
- iii. A Kenyan or a foreigner with a local qualification from a qualification awarding body not registered on the KNQF
- iv. How to Apply for Recognition, Equation and Verification

1. The applicant is required to submit the following documents:

- a) Filled verification of certificate application form available on www.knqa.go.ke
 - b) A certified copy of the academic credential
 - c) A certified copy of identity card or passport.
2. Submit your qualifications to KNQA for assessment after filling the KNQA/L/005 Form for Recognition of Qualifications and/or the Verification of Qualifications Form for Verification available at the KNQA offices or on www.knqa.go.ke.

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involved in awarding qualifications in Kenya so as to promote synergy and efficiency

7) Benchmarking and developing best practices in Quality Assurance of registered Kenyan qualifications.

SAQA is responsible for assuring quality of qualifications that are registered on the framework and awarded to learners.

It is expected that the External Quality Assurance bodies and all Qualifications Awarding Institutions (QAIs) will adhere to the national standards and guidelines.

Within the mandate of KNQA the assurance of quality primarily focuses towards:

- 1) Quality assuring the development, assessment and awarding of the qualifications validated and approved within the framework
- 2) Coordinating development of national quality assuring policies and standards Qualifications Awarding Institutions (QAI).

Recognition and Equation of Local and Foreign Qualification'

Kenya Set to Roll Out Recognition of Prior Learning Policy (RPL)

By Stanley Maindi

KNQA is set to turn around the country's Vocational and Technical Training following the validation of the Recognition of Prior Learning (RPL) Policy on January, 28th at Kabete National Polytechnic, Nairobi.

According to President Uhuru Kenyatta, TVET training will enable the Government to equip its people with relevant skills for the job requirements of the 21st century.

The event, attended by over 150 TVET stakeholders including Industry, TVETA, TVET CDACC, DTE, DVET, TVET Institutions and the State Department for Vocational and Technical Training, was organized by KNQA, to create a platform for reviewing and validating the final draft of the RPL Policy.

The Policy on RPL aims to develop a responsive and equitable education and training system that will facilitate access, mobility, progression and fair chances to the disadvantaged, discouraged and traditionally marginalized groups. It targets different categories of learners or potential candidates in the society seeking access to

certification in Kenya regardless of one's educational background, age, status in society, disability, race, religion or nationality. Speaking during the workshop Dr. Juma Mukhwana, the Director General, Kenya National Qualifications Authority informed the

participants that the system will provide for assessment and Certification of a person's prior learning.

"Most of the people doing construction have not been to a formal class yet they are the ones building

According to President Uhuru Kenyatta, TVET training will enable the Government to equip its people with relevant skills for the job requirements of the 21st century.

Former PS, Vocational and Technical Training Dr. Kevit Desai during stakeholders' workshop to validate the policy on Recognition of Prior Learning (RPL) held at the Kabete National Polytechnic.



our structures, our motor vehicle mechanics have not been to a classroom but they are able to repair our cars." Observed Dr. Mukhwana.

Dr. Mukhwana also stressed the important role the policy will play in the lives of disadvantaged youth by offering both social and economic benefits.

"Once we issue a certificate of prior learning, the holder enhances his/her employability, mobility and self-esteem. They can also use the certificate to get jobs even beyond the borders of Kenya." He said.

According to the Former PS, State Department for Vocational and Technical Training, Dr. Kevit Desai, who spoke during the opening ceremony, over 174 Technical Vocational Colleges in the country will be used in the assessment of prior learning.

"Most of these Vocational and Training Institutions will be accredited as assessment centers. Not only will they assess their existing students, but also provide value addition by assessing recognition of prior learning candidates." equipped Dr.

Desai.¹⁵The validation and the subsequent launching of the RPL Policy comes at a time when the Government is reforming the TVET sector to enable it play its role as the enabler to the Big 4 Agenda. Speaking in another forum, the President of the republic of Kenya, H.E. Uhuru Kenyatta reiterated the Government's position on the matter adding that the future of the country depends on TVET training and skilled artisan jobs.

"We lost it somewhere when we started believing that the future of the country is everyone having a degree. But the bulk of the jobs that are available for our people involve the talents that they have and that is why we are emphasis on TVET training as the way to go." He said.

"The Policy on RPL aims to develop a responsive and equitable education and training system that will facilitate access, mobility, progression and fair chances to the disadvantaged, discouraged and traditionally marginalized groups."

Embracing Competency Based Education Training

By Kelins Randiek

Kenya's socio-economic growth largely depends upon the effectiveness and quality of the country's Human Resources Development system. The Vision 2030 and the Big 4 Agenda places great emphasis on the link between education, training and the labor market to develop relevant and skilled workforce. These efforts notwithstanding, the country still faces a severe shortage of quality and relevantly skilled workforce due to the miss - match between skills produced and labor market needs. To address this challenge, the Government has embarked on reforming the education and training sector. The enactment of the TVET Act no. 29 of 2013

which established the TVET Curriculum Development, Assessment and Certification Council (CDACC) and more recently the Sessional Paper no. 1 of 2019 on reforming the education and training Sector for sustainable development clearly illustrate this reform process. The Sessional Paper no. 1 of 2019 emphasis the mainstreaming of Competency Based Education (CBET) approach in training. The Medium Term Development Programme (MTPIII) also mandates TVET CDACC to coordinate the implementation of CBET in TVET institution.

CBET is a demand driven approach that focuses on “what the learner can do”. Trainees are assessed against performance criteria as spelt out in the occupational standards. An effective CBET is an industry let system where industry informs and guides curriculum development through the setting of Occupational Standards. In order to develop CBET programmes, TVET CDACC has establishment a total of 65 Sector Skills Advisory

Committees that comprises of industry experts, trainers, professional bodies, societies and regulators. This participatory process involves the setting and validation of Occupational Standards and Curricula, Assessment and Certification processes.

To date, TVET CDACC has developed a total of 372 curricula that have been registered in the Kenya National Qualifications Framework. It is envisaged that successful implementation of CBET will promote alternative pathways to acquiring qualifications, facilitate lifelong learning promote mobility and self-esteem.



CEO TVET CDACC Dr. Guantai receiving a certificate of Accreditation from KNQA Director General, Dr. Juma Mukhwana.

These can further be realized and accomplished if national policies concerning employment, poverty reduction, development, migration, education and training emphasize the implementation of CBET. This methodology has the potential to strengthen the country making education system on TVET sector learners centered.

Kenya Set to Host the 3rd Annual General Meeting of the African Qualifications Verification Network (AQVN)

By KNQA Editorial team.

The Kenya National Qualifications Authority (KNQA) in conjunction with the African Union Commission (AUC), the European Union (EU), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the European Training Foundation (ETF) is in the process of hosting the 3rd Annual General Meeting of the African

Qualifications Verification Network (AQVN). The meeting is scheduled to take place from 26th to 27th October 2020 in Nairobi. Over 60 participants from 15 African Countries are expected to attend.

The objective of the AQVN workshop is to fast-track the milestones realized in developing an AQV system for learners, Qualifications Awarding Institutions, recognition, evaluation of qualifications. The initiative aims at harmonizing and standardizing qualifications' verification systems in Africa.

The meeting will focus on sharing experiences on the status of implementing the 2020-2021 Action Plan, latest trends and debates in verification and evaluation of qualifications, mapping out the process of developing an African Qualification Verification system and Expanding AQVN membership. The expected output of the meeting is to chart a road map on the process of harmonizing and standardizing of verification systems between member states.

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KNQA FLAGSHIP PROGRAMMES

1. Coordinating the development of CBET implementation strategy
2. Coordinating the development of key policies and guidelines namely:
 - a) Recognition of Prior Learning (RPL) Policy
 - b) Credit Accumulation and Transfer system (CATs) Policy
 - c) National Learners Records Data Base (NLRD) Policy
 - d) Registration and Accreditation of Qualifications and Qualification Awarding Institutions Policy
 - e) Recognition, Equating and Verification of Qualifications Policy
3. Development of online student application and verification Portal.

Delegates during the AQVN 2nd AGM held in Johannesburg in October 2019. Kenya is set to host the 3rd AQVN AGM in October, 2020.



About the African Qualifications Verification Network (AQVN)

Agenda 2063 “the Africa we want”

identifies skills and qualifications as the bedrock of African renaissance notably an integrated African Qualification system.

The Agenda focuses on development of the African Continental Educational Qualification Framework (ACQF) and a common educational qualification system for Africa by 2023. The aim is to promote free movement of persons, free trade and a common education space for all African learners through

Verifications Network (AQVN) will contribute. Further, the advent of the ACQF is an initiative that is expected to enhance the work of the AQVN.

It is in this regard that a total of 14 African countries adopted a joint declaration on building trust and promoting genuine qualifications on the African continent. The primary objective of AQVN is to find effective ways of educating the public about the National Qualifications Framework (NQF) and its functions.

The objective of the AQVN workshop is to fast-track the milestones realized in developing an AQV system for learners, Qualifications Awarding Institutions, recognition, evaluation of qualifications.

Currently, challenges hindering the development of the African Qualifications Verifications Framework include:

a) Lack of development of Regional Qualifications Frameworks (RQF) that harmonize Basic Education, Technical Vocational Education and Training, and Higher Education;

b) Absence of a National Qualification Frameworks (NQF) in some Member States;

c) Language barrier across the African continent;

recognition, verification and harmonization of qualifications. The African Continental Free Trade Area (AfCFTA) is a key flagship of African integration wherein the Africa Continental Qualifications Framework (ACQF) and African Qualifications

d) Unavailability of centralized National Learner Records as well as Qualification Data Bases amongst the Member States;

e) Rising cases of Fraud and Diploma Mills across the continent. Finally, the African Continental Qualification Framework (ACQF) aims at:

a) Enhancing comparability, quality and transparency of qualifications from all sub-sectors and levels of education and training, and support people's lifelong learning outcomes;

b) Facilitating recognition of diplomas and certificates;

c) Working in complementarity with national and regional qualifications frameworks, and support the creation of a common African education space;

d) Promoting cooperation and alignment between qualifications framework (national and regional) in Africa and worldwide.

It is therefore envisaged that a fully functional AQVN shall lead to sustainable cooperation among African nations and cement relationships with the aim of promoting mobility of learners and professionals across the African continent.

KNQA enhances its capacity to realize its mandate

By Alfrick Biegon

The Kenya National Qualifications Authority (KNQA) is established under the Kenya National Qualifications Framework Act No. 22 of 2014 and KNQF Regulations 2018 to establish and implement the Kenya National Qualification Framework (KNQF).

However, one of the major challenges facing the Authority is the issue of insufficient staff capacity to effectively implement the Authority mandate. To address this challenge, the Authority has embarked on the process of identifying, training and registering special set of skills that does not exist within KNQA to assist the Authority in implementing her mandate.

A total of 55 Resource Persons have been profiled and are expected to commence work as need arises under the supervision of Heads of



The Chief Administrative Secretary- Ministry of Education Hon. Zach Kinuthia, Left, Director General, KNQA, Dr. Juma Mukhwana and Lawyer Isaac Gathirwa, during the opening of Resource Persons induction workshop at KALRO, Naivasha.

Departments. Speaking during the opening of the induction workshop to train the Resource Persons, Chief Administrative Secretary, MOE Hon. Zack Kinuthia who was the chief Guest lauded KNQA for this innovative idea. He noted that KNQA plays acritical role in coordinating and harmonizing Education and training to achieve quality and relevance. He challenged the Resource Persons to be noble ambassadors of Kenya National Qualifications Authority in their areas of influence.



*KNQA
Resource
Persons
during their
induction in
Naivasha*

KNQA | 2020

Kenya Embraces Agenda 2063

“The Africa we want”

By KNQA Editorial Team

A blueprint for transforming Africa into the global powerhouse of the future has been unveiled. The Agenda 2063, launched in the 33rd AU Summit in Addis Ababa on the 10 February 2020, details the aspirations for Africa in the run up to the year 2063, with the revolution of education and skills driven by science, technology, research and innovation as one of the key catalysts to building the resources - knowledge, human capital, capabilities and skills - required for the modern Africa.

Kenya is currently implementing reforms in the TVET sector aimed at realizing the Agenda 2063. The Agenda which aspires for a prosperous continent driven by well-educated and skilled citizenry, comes at a time when Kenya is gearing towards a major milestone in bridging the gap between the labour market and the skills bank.

Given the passing of and the subsequent implementation of the Kenya National Qualifications Framework Act No. 22 of 2014, the

establishment of KNQA to oversee the NQFs and the recent validation of the RPL, it seems the country is already set on the path to achieving the aspiration of Agenda 2063.

Kenya aspires to promote, through the delivery of KNQA and other players in the industry, a knowledgeable society entrenched in science, technology, research, and innovation as detailed in the Agenda 2063.

This, as envisioned in the KNQA Vision and Mission, will not only transform Kenya's future by building knowledge, capabilities and skills, but also ensure that Kenyans achieve global recognition and competitiveness.

Perhaps the most significant enemy to Kenya's and indeed Africa's technology and innovation strides is the gap in education and expertise. Education is instrumental in the reduction of poverty besides being the foundation for sustained economic growth. However, inequality in the country's education and skills acquisition affecting the different categories of people cripples productivity and competitiveness. The gaps created by inequality in these important drivers cause lack of skilled workers and reduces the quality of productivity, which in turn impacts

negatively on new innovations.

In a bid to build capacity through enhanced education, science and technology as well as to experience the much-needed innovation, Kenya must seek to bridge the gaps in education and skills. This is a move that was set in motion by the validation of the Policy on RPL which aims to develop a responsive and equitable education and training system that will facilitate access, mobility, progression and fair chances to the disadvantaged, discouraged and traditionally marginalized groups.

The policy targets different categories of learners or potential candidates in the society seeking access to certification in Kenya regardless of one's

educational background, age, status in society, disability, race, religion or nationality.

The Kenya Government has pledged to facilitate the identification, acquisition, recognition, transfer, diffusion and application of relevant science, technology and innovation knowledge in all sectors of the economy through strengthening of the TVET sector. This move will certainly go a long way in shifting the country's economic growth and by extension, the continents.

“In the Recent past there has been rising consciousness among African Leaders and policy makers on the role that the TVET sector can play in providing the much-needed skills for industrializing the Continent.”

Reforming the TVET Sector for Improved Productivity in Africa

By KNQA Editorial Team

Technical Vocational Education and Training (TVET) has come a long way in Africa

At the dawn of independence in Africa in the 1960s, countries had grandiose plans on how to fight poverty, disease and ignorance.

Fifty years later, many of these challenges remain unresolved, especially in the rural areas and other challenges have emerged, including high youth unemployment, failure to industrialize and failure to utilize available natural resources for the benefit of the people, among others.

Creating economic prosperity in the continent has been constrained by Africa's lack of critical skills and lack of technology in the production of goods and services essential for meeting such basic needs as food, shelter, water, clothing, energy and infrastructure.

Fifty years down the road of political emancipation, reality has dawned on us that while Education may be the key to our development, Technical and Vocational Education and Training (TVET) is the master "In the Recent past there has been rising consciousness among African Leaders and policy makers on the role that the TVET sector can play in providing the much-needed skills for industrializing the Continent."key to unlock our potential in meeting our needs and wants. Nobody can tell why it

took so long for this to happen. TVET has all along been the missing critical link in Africa's development agenda and priorities. It is imperative to appreciate that the labour market in Africa has changed rapidly in the last 10 years, mostly owing to the emergence of information technology and globalization. There is now

increasing demand for high skilled labour that possess tertiary and higher education. Those with lower skills are finding it more difficult to find jobs with good remuneration and decent work environments. Also, the era of "white collar" jobs where learned people sat back and directed less educated ones in their jobs is slowly dying. We all must sweat for it and having the right skills is crucial. Here is an analysis the evolution of the TVET sector in Africa, the challenges that the sector faces and proposes the way forward.

Tracing our roots

Many studies have concluded that educational systems in many African countries are flawed and the neglect of technical education is an obstacle to continental development. It has further been observed that technical qualifications and degrees are regarded as inferior to regular academic degrees. As part of our colonial past, Africans came to appreciate and place more premium on white collar jobs which some scholars think have been responsible for the stagnation of African economies. Over the years,

TVET has taken a more central position when it comes to imparting critical skills that produce goods and services in Africa. It has become the proverbial rejected stone that has now become a corner stone in nation building. Indeed, it has now been found that a country's social and economic development directly correlates with the amount of resources that it invests in the TVET sector.

With burgeoning challenge of youth unemployment, TVET training gives young people the skills to enable them find employment and even start their own businesses. Employability studies in many countries has found that TVET graduates have much better employability when compared with people with academic qualifications. But much of the continent is still trapped with an educational system that still looks at learning as a cognitive process that entails acquiring of knowledge and conceptualization of ideas without much application.

This is the system that has brought us to the stagnation that we now find ourselves in, and it is sad that we are still broadcasting it to millions of young people, who are ending up with “lots of academic papers, but no skills. This phenomenon has continued to fuel the “paper chase” as a rite of passage to non-existent employment. This calls for an urgent need for a paradigm shift in Africa's approach to human resource development in order to respond to changing market needs.

The increasing importance that Africa is attaching to TVET is reflected in the policies and strategies that the African Union (AU) has recently rolled out to promote TVET training. The TVET sector has attractive features of having clear orientation towards the world of work and its emphasis of meeting employer needs.

The TVET sector is hence well placed to deliver skills, knowledge and expertise that is urgently needed to take the continent to the next level of development and meet the goals of vision 2063. Additionally, TVET training can take place at different levels of sophistication; both in the classroom, at the place of work, in informal settings and even in industry. Because of this, TVET training is relevant to students

from many socio-economic backgrounds, thereby holding the key to the Continent's quest to wrestle poverty and create prosperity for all. “There has been rising consciousness among African Leaders and policy makers on the role that the TVET sector can play in providing the much-needed skills for industrializing the Continent.”Consequently, the youth, old, the poor, men, women and even the vulnerable can benefit from participating in TVET training.

The Continent in dreaming again

In its Plan of Action for the Second Decade of Education (2006 – 2015), the AU recognised the importance of TVET as a means of empowering individuals to take control of their lives and recommended the integration of TVET training into the general education system. The AU also recognised the fact that vast numbers of young people were outside the formal school system, and consequently recommended the integration of non-formal learning methodologies and literacy programmes into national TVET programmes.

It is within this framework that the African Union Commission spearheaded the development of a new strategy to revitalize TVET in Africa with the following objectives;

1. To revitalize, modernize and harmonize TVET in Africa in order to transform it into a mainstream activity for African youth development, youth employment and human capacity building in Africa;
2. To position TVET programs and TVET institutions in Africa as vehicles for regional cooperation and integration as well as socio-economic development as it relates to improvements in infrastructure, technological

progress, energy, trade, tourism, agriculture and good governance; and

3. To mobilize all stakeholders in a concerted effort to create synergies and share responsibilities for the renewal and harmonization of TVET policies, programmes and strategies in Africa.

Re-looking at the policy environment

Many national TVET policies and strategies have been contemplated, discussed and published in Africa. Thanks to UNESCO's support and promotion of TVET through its international project - UNEVOC. However, implementation of these policies and strategies has been wanting. Some of the key factors hindering the exploitation of the full potential of Africa include:

1. The lack of commitment to the full implementation of TVET by governments due to its prerequisite considerable financial commitments;
2. Lack of participation in curriculum review and training by business and industry;
3. Low wages and poor work environments that have discouraged bright youth from pursuing vocationally oriented careers;
4. Lack of clear pathways of progression to higher levels of education and training for those with ability and interest;
5. Lack of clearly articulated national qualifications frameworks that can harmonize and promote quality training and certification; and
6. Lack of an articulated national policy for the determination and award of salaries/wages commensurate with the qualifications, experience, work environment and the demand for services

given to the public and private sectors.

Looking forward

In order to maximize TVET's contribution to the growth and prosperity of Africa, the following needs to be done:

Implement TVET policies and strategies

We need to go beyond making "beautiful" policies and strategies that just gather dust. There is need to fund and intensify implementation of reform policies within the TVET sector, so that we go beyond just talk.

Review and revise curricular

TVET Curricular in many countries is outdated, irrelevant and out of sync with market needs. There is need to develop new curricular in partnership with employers and the private sector, to ensure that the sector produces skills and competences that are being sought for in the market.

Mind who is teaching

In many countries, training and capacity building of TVET trainers has been neglected. In line with the old adage that you can only pass on what you know, it is important to address the issue of skilling TVET trainers, giving them industry practice and ensuring there is continuous and lifelong learning.

Industry must play a role

Successful TVET programmes cannot operate outside or without the support and contributions of business and industry. Linkages between TVET institutions and the employment sector are important for imparting experience and providing feedback to improve training. Since TVET graduates look forward to working in industry, field attachment and industry-based training is an important part of the training.

Move beyond good talk

The cost of TVET programs is comparatively much

higher than that of academic programs because of heavy investment in equipment and tools required for training. If well planned, the TVET sub-sector has many opportunities for income generation to augment government and donor financing. Successful automotive shops, bakeries, building construction units and smart farming entrepreneurs have been implemented in many countries. But the bottom line, is the African Government must move beyond talk and do real and serious investment in the TVET sector, for it to bear the required fruits.

Keep an eye on the market²² We must move beyond producing TVET graduates for the sake of doing it. This calls for a comprehensive labour market information system that provides both trainers and industry with accurate information and data on labour demand and supply. This is useful for educational planners, employers and students in making decisions about training, employment and career choices and occupations.

Make TVET attractive

Addressing the concerns raised above cannot make TVET an attractive career choice for many youths. There is need for clear planning to ensure that planned skills are acquired, and that having TVET training leads to truly rewarding careers and lifelong learning. To effectively do this the concerns of parents, employers and others about the TVET sector need to be put into consideration.

Current initiatives

Current strategies of the Regional Universities Forum (RUFORUM) recognize that there is need for more investment into the TVET sector and better

integration of the TVET and University education sectors. This will lead to accumulation and transfer of credits and easier progression of learners. The university sector also stands to learn a great deal from the TVET sector's approach to practical and work relevant and work-based training. Hence the organization is placing increasing emphasis on universities collaborating and working with TVET institutions.

“In the Recent past there has been rising consciousness among African Leaders and policy makers on the role that the TVET sector can play in providing the much-needed skills for industrializing the Continent.”

Conclusion

National efforts must be expended to popularise TVET amongst youth and parents and to ensure that graduates of TVET institutions secure decent employment and

remuneration to afford a reasonable quality of life.

The guiding principles that are considered the major drivers of a TVET strategy for Africa are: access and equity, quality, proficiency, and relevance. It is also important that increasing focus be put on employability, entrepreneurship, efficiency, and sustainability.

The aim should be to promote linkages and partnerships and responsible citizenship in the utilization and management of natural resources using TVET skills. There is increasing need to promote skills acquisition through competency-based training with proficiency testing for employment, sustainable livelihoods and responsible citizenship. Africa needs to position TVET as a tool for empowering the peoples of Africa, especially the youth, for sustainable livelihoods and the socioeconomic development of the continent.

Exam Bodies and Universities in A Race to Register their Qualifications

By KNQA Editorial team

Examination bodies, Universities and TVET Institutions stand to lose their power to award National Qualifications if they do not accredit themselves and register their qualifications with the Kenya National Qualifications Authority (KNQA). Section 5 (1) of the Kenya National Qualifications Framework (KNQF) act states that an institution shall not award National Qualifications unless it is accredited and recognized by the KNQA. Section 5 (2) says that any person who contravenes the provisions of this act is liable to 6 months' imprisonment or a fine of KES 500,000 or both. The law in section 30 had given all Examination, Assessment and Qualification Awarding Institutions in Kenya a two-year transition window to comply with the law which has now lapsed.

The KNQA Director General, Dr. Juma Mukhwana says that the Authority informed all Universities, examination bodies and TVET institutions in Kenya to comply with the law, by the end of the first quarter of 2019. Sections 5 and 8 of the law gives the functions of the KNQF act which among other things include developing National policies on accreditation and award of qualifications,

developing policies and systems for assessment and examination of national qualifications, maintaining a database of National Qualifications and developing and maintaining a national quality assurance system for National Qualifications. 23When fully developed the Authority stands to correct examinational malpractices that have been rampant in the country as it sets standards for the setting, marking and management of national examinations. The Authority's voice has also been missing on the current debate regarding implementation of the Competence Based Curriculum (CBC) in both Primary and TVET sectors of our education system.

The Authority is expected to develop and implement policies on national examination and assessment systems under the Competence Based Curriculum. Among the Institutions that need to register with the Authority include local and foreign examination bodies such as the Kenya National Examination Council (KNEC), KASNEB, Professional bodies that award various qualifications in the

“Systems are ready to commence accreditation of all institutions awarding qualifications in Kenya, their qualifications and all the learners that have been awarded qualifications starting from January 2019.”

country, Quality assurance bodies and TVET institutions such as KMTC, Kenya Water Institute among others (that have their own acts of parliament to award qualifications).

“The Authority does not accredit training institutions; it accredits owners of qualifications, so

if you are training qualifications that are awarded by another institution, we register the awarding institution.” Said Dr. Mukhwana.

He added that all systems are ready to commence accreditation of all institutions awarding qualifications in Kenya, their qualifications and all the learners that have been awarded qualifications starting from January 2019.

Dr. Mukhwana asked those that have not applied to the Authority to immediately do so, stating that the system will go a long way in addressing the menace of examination malpractices, existence of fake certificates and existence of low-quality qualifications within the Kenya Market.

The Authority is working with employers and industry to ensure that all qualifications awarded in the country meet national and employer standards and expectations. Dr. Mukhwana lauded the launching of Competence Based Education system in the country, but called for better planning, involvement of all stakeholders and enough funding to ensure a smooth and seamless transition to the new system. He said that KNQA is working on national policies to support assessment and examination under the system, as set out in the law.

Building a Coherent and Coordinated Qualifications System for Kenya

By KNQA Editorial Team

Kenya national qualification framework (NQF) is an instrument used to classify a country's qualifications at different levels. Each level is defined by a set of learning outcomes expected at that level. NQFs are extremely useful tool when carrying out educational and training reforms as they are vital reference points for lifelong learning and comparing qualifications across different levels in the same country and across borders with other countries. The

Kenya National Qualifications Framework (KNQF) is an instrument that has been used to classify Kenya's' qualifications at different levels. Each level is defined by a set of learning outcomes expected at that level. The Kenya National Qualifications Framework (KNQF) has been developed by the Kenya National Qualifications Authority (KNQA); in accordance with the Kenya National Qualifications Framework Act No 22 of 2014 under the supervision of the Ministry of Education, although its work cuts across to



Former Council members during the launch of KNQF Regulations 2018.

In accordance with this law, no institution may award national qualifications unless it is recognized or accredited in accordance with the KNQF Act. The Framework sets out clear criteria for all qualifications and aims at developing and implementing a harmonized National Accreditation, Quality Assurance, Assessment and Examination systems to ensure that qualifications awarded meet the national standard.

The system is also used to develop and implement national

Various other ministries where education and training is carried out. The Sessional Paper of 2005 and the Policy framework for education of 2012 highlighted the urgent need both to better coordinate and clarify Kenya's qualification system. The current multiplicity of qualifications and awarding bodies (over 300) makes it difficult for employers to understand what competences they can expect the holder of a qualification to possess. The KNQF is intended to address this situation by establishing a common regulatory system for the development, assessment and award of qualifications.

policies on Recognition and Equivalency of local and foreign qualifications (REQs), Recognition of Prior Learning (RPL) and a credible and reliable Credit Accumulations and Transfer (CATs) system; in order



In accordance with this law, no institution may award national qualifications unless it is recognized or accredited in accordance with the KNQF Act.



to create an efficient and effective training and education system that meets the needs and requirements of local and international employers as well as industry.

The KNQF needs to be understood in the context of on-going reforms in the education and training sector of the country. The objectives of the KNQF as set out in the KQF Act No 22 of 2014 are to:

- (a) Establish the Kenya National Qualifications Authority

© Develop a system of competence, lifelong learning and attainment of national qualifications

(d) Align the qualifications obtained in Kenya with global benchmarks in order to promote national and transnational mobility of workers

(e) Strengthen quality assurance systems for national qualifications

(f) Support mobility and progression within the education, training and career paths

(g) Develop National policies to support Assessment and examinations.

The 10-level KNQF is aligned with the East African Community (EAC) qualifications framework. The EAC framework is part of the EAC common market protocol for mutual recognition of academic and professional qualifications, to which Kenya and five other countries (Uganda, Tanzania, Rwanda, Burundi and South Sudan) in East Africa are signatories. The KQF acknowledges two separate sub-frameworks within this overarching framework: one for academic and the other for vocational qualifications. However, core generic competences involving the application of knowledge in practical situations are the same for both domains.

These core competences include the ability to:

- (a) Analyze, synthesize and create
- (b) Solve problems
- (c) Organize, plan and communicate
- d) Use ICT



Stakeholders in one of the KNQF consultative meetings, creating a NQF requires a lot of consultation.

(e) Work in teams

(f) Engage in developing projects, research and innovations

(g) Work autonomously

KQF qualifications incorporate both theoretical knowledge and employable skills. Credits obtained through RPL are considered to determine which level of qualification an individual should work towards. The KNQF contains Level Descriptors at primary, secondary, tertiary, TVET and university levels. Descriptors are also provided for 'short cycles' linked to the main TVET levels and graded 'sub-cycles' for artisanal skills (See figure below). Kenya National Qualifications Framework (KNQF) recognizes both academic and vocational Training Skills and creates local comparability and mobility of students

The KNQA also develops and reviews the interrelationships between national qualifications in consultation with stakeholders, professional

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Kenyans Asked to Be Wary of Foreign Qualifications

By KNQA Editorial Team

Kenyans should be wary of foreign qualifications obtained within and outside the country. The country has defined its qualifications at various levels from ECDE to PhD and it is important that those taking foreign training in the country and outside the country make sure that the qualifications that they acquire meet Kenyan standards.

During a press briefing in his office, Dr. Mukhwana, the Director General of the Kenya National Qualifications Authority (KNQA) said that many qualifications awarded in the country especially at the Certificate and Diploma levels do not meet local standards. He pointed out that all certificate qualifications must take at least one year of study to complete and Diplomas need two years; all must be accredited by relevant authorities in the country. Anything less than this whether local or foreign is a fraud and Kenyans must be wary of the same. He added that such qualifications cannot be used to meet entry requirements for higher training and/or employment. It is important that those taking these qualifications should ensure that the qualifications are recognized and equated to the Kenyan equivalents by the KNQA.

Dr. Mukhwana further said that the International General Certificate of Secondary Education (IGCSE) is not a university entry qualification in its country of origin and therefore cannot be used for admission to Kenyan Universities as defined by international

protocols. He advised those taking the IGCSE in the country must also take the advanced form of the qualification, the General Certificate of Education (GCE) advanced level and get the equivalent of a C+ and above before they are directly admitted to Kenyan Universities. He requested Kenyans who take foreign qualifications in the country and from outside to take their certificates to the authority for recognition and equation to verify the authenticity of the qualifications that they hold.

...from page 35

bodies, relevant institutions and agencies. The authority maintains a national database of national qualifications and publishes associated manuals, codes and guidelines. Another important function of the KNQA is to advise and support any person, body or institution that is responsible for awarding national qualifications.

It sets standards and benchmarks for qualifications and competences including skills, knowledge, attitudes and values; defines the levels of qualifications and competences; and provides for the recognition of attainment of competences.



H. E The President of Liberia, George Weah, with Director General KNQA Dr. Juma Mukhwana discussing initiatives on reforming the Higher Education and Agriculture sector in Africa. The President expressed passion, humility, support and enthusiasm in taking Africa to the next level.



Dr. Juma Mukhwana and participants from IGAD member countries during the IGAD Regional Qualifications framework development workshop held in Nairobi. The IGAD region is in the process of developing a regional framework to ease mobility of Qualifications and labour across the region.



The Director General KNQA with the Management of USIU led by VC Prof Paul Zeleza at KNQA Offices. The meeting discussed the development of strategies for internationalizing higher education in Kenya. The two institutions agreed to organize training and capacity building workshops for admissions of staff on internationalization of higher education in Kenya.



Director General KNQA Dr. Juma Mukhwana with Prof PLO Lumumba during the 15th Annual General meeting of the Regional Universities Forum for Capacity Building in Africa held at the University of Cape Coast in Ghana.



Dr. Juma Mukhwana Director General KNQA together with Cambridge International team in Africa led by Juan Visser. The meeting emphasized the need to review the alignment of Cambridge qualifications to the Kenya National Qualifications framework.



Zambian Vice President H.E Madam Inonge Wina during the conclusion of the Zambian Higher Education Week. The Vice President promised to implement the recommendations of the forum and support transformation of Higher education in Africa. Dr. Juma Mukhwana, Director General KNQA attended the meeting.

Delegation of Germany Chamber of Commerce and Industry in East Africa Receives Formal Accreditation from KNQA

By Kelins Randiek

The delegation of Germany Chamber of Commerce and industry in East Africa, has received formal accreditation to train, examine and award qualifications using the dual TVET system in Kenya. The system aims at improving the relevance of TVET qualifications.

The Kenya National Qualifications Authority (KNQA) has accredited the Delegation of German Industry and Commerce for Eastern Africa (AHK Eastern Africa) as a Foreign Qualification Awarding Institution in the Technical and Vocational Education and Training (TVET) sector in Kenya. This means that certificates awarded by AHK Eastern Africa to trainees are now officially recognized in Kenya and within the German system. This certification from KNQA gives AHK Eastern Africa the authority to train in sector-specific areas and award recognized certificates with the consent of KNQA.

Speaking during the presentation of the accreditation certificate, KNQA Director General and CEO, Dr. Juma Mukhwana congratulated AHK Eastern Africa on being licensed. "We are happy today because our aim is to make Kenya's TVET sector internationally competitive. We believe this accreditation is a positive step towards that. Proceed with energy, knowing that you have our support." He also mentioned that, "Once you have this license, you have an obligation to jealously guard it. Maintain the quality of the qualifications. We expect that you keep nurturing and growing it."30Maren

Diale-Schellschmidt, Delegate of German Industry for Eastern Africa and Country Director for AHK Services Eastern Africa Ltd. said, "This is a big moment for us. We have come a long way in the past two years, through our Skill Expert Project Team supported by the German Federal Ministry for Economic Affairs and Energy, and we will honor this licensing. For the country, for the students, and also for the companies engaged in our trainings, it is important that everything we do is integrated into the Kenyan system. We will expand the program as much as possible."

Bruno Backes, Skills Expert Project leader and Head of AHK Eastern Africa's TVET Department added that, "they are aiming at introducing a sustainable system that works in Germany so that after four years we can look at it and see that it works in Kenya as well!". Besides its various dual training courses, AHK Eastern Africa will also continue its series of Training of Trainer Courses from March through to November this year. This is a tremendous step towards realizing the German Dual Vocational Training System in Kenya, launched by AHK Eastern Africa in 2019. AHK Eastern Africa has already rolled out two curricula in Hospitality. However, there are plans to expand to Logistics and later on to other potentially sectors.

Skills and Qualifications at the heart of African renaissance

By Kelins Randiek

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Status of Preparedness of the Public for Effective Recognition of Qualifications in Kenya

By S. W. Wanyonyi, HSC

This article has three parts. This first part considers the extent to which the public in Kenya might appreciate the importance of recognition of qualifications or seeking out related services. Everybody knows what a qualification is, but someone somewhere might not distinguish between the role of examiner and issuer of certificates. The remainder of this first part of the article looks briefly at what is meant by examination, assessment, award of a qualification and recognition of a qualification.

In a nutshell, qualifications are typically acquired upon completion of a cycle of education such as primary or secondary schooling or at the end of a training course. What is widely familiar to the public is that a written document specifying the level of qualification as “certificate” or “diploma” or “degree” is issued to each candidate who passes the examination or assessment at the end of the respective cycles or courses.

What may not be so familiar to the general public is why there has been a worldwide trend since the turn of the Century to transform education and training. The reason is that certain changes have been brought about by technology, globalization and a need for mainstreaming marginalized and minority groups in the education and employment sectors, not to mention effects of climate change and outdated socio-economic policies, having caused new and emerging global shifts that need a new way of doing education and training as well. The work place has been affected.

The net result is that organizations and education as traditionally known to many is changing in line with the global trends. White- and blue-collar jobs have receded to dedicated factories far away from Africa. Therefore, the jobs left for Africans in Africa are those requiring low-end skills. Development of skills and hands-on competencies rule the roost in the labour market in Africa. TVET which had hitherto been playing on the periphery is the in-thing now, even in Kenya.

So, what is TVET and which are some of the cycles, qualification types and levels in TVET? Technical and Vocational Education and Training (i.e. TVET) is a combination of the former “Technical Education and Training (TET)” of UNESCO with the former “Vocational Education and Training (VET)” of International Labour Organization (ILO), whereby VET is characterized as a merger between Vocational Education, VE (i.e. imparting knowledge on a vocational subject for the sake of knowledge) and Vocational Training, VT usually undertaken on the job under industrial training (i.e. skills drilling and assessment for purposes of labour at the work place with little or no regard for theory). The qualifications in TVET include artisan grades 1 – 3 as partial qualifications of the full artisan, craft part 1 – 3 as partial qualifications of the full craft, technician part 1 and part 2 of the full technician qualification. Academic TVET qualifications are artisan, craft, diploma (inclusive of ordinary, advanced or higher diploma) and bachelor of technology degree. Having mapped

out the TVET qualifications landscape, then crux of the matter is what a qualification represents. It was one, Kanziime from the Republic Uganda who asked, when her driving license gets expired, is she not a skilled driver still? Similarly, if one is competent but without a qualification, is one not skilled still? The answer is yes. But employers take advantage of lack of the evidence of a qualification to under-pay such workers.

primary school, presenting a trade test grade III certificate for a job against another person who completed primary school and achieved high points in KCPE; each has got only one certificate in life; whose qualification is superior? Also, a student joining a college in Uganda has a KCSE while Ugandans are used to Uganda Certificate of Advanced Level of Secondary



Dr. Winnie Bulimo attending the Continent wide workshop to develop standards for Quality Assurance and Mutual Recognition of Qualifications in Africa in Dakar Senegal.

As for recognition of a qualification, one merely needs understanding that having the evidence for a qualification in form of a certificate, diploma or degree is highly convenient because it can be carried by the holder easily, in and outside the holder's country. A need for recognition however arises when, for instance, someone has to ascertain the authenticity of the evidence or is not sure what the qualification stands for. Take, for an example, a person who never went to any

Education (UCALSE), how do the KCSE and UCALSE compare? Another scenario is this: if a person has acquired a skill through informal experiences (e.g. mastery developed through unsupervised practice, repeated and perfected over time without any plan or intention to award a qualification), how can one tell what level of qualification to assess and how is the assessment to be conducted? For delving into these questions and more, watch this space in the next edition of this magazine.

Role of Competency Based Education and Training (CBET), in the Agenda on Food and Nutrition Security

By Dr. Florence Kaibi-Kubai



Kenya's agricultural sector remains the backbone of the economy and has great potential for growth and transformation. In 2018, the sector directly contributed 34.2% to the Gross Domestic Product (GDP) with a value of KES 3 trillion and approximately 27% through linkages to other sectors such as manufacturing and construction (Economic Survey 2019).

In order to enhance productivity and ensure productive and innovative sector as well as food security, meaningful capacity building of all the players involved in Agricultural Value Chains is of utmost importance.

Agriculture Sector Transformation Strategy (ASTGS 2019-2029) identifies skills development as a key enabler to agricultural transformation. Kenya's Vision 2030, aims at transforming the agriculture sector into an "innovative, commercially-oriented and modern sector" by the year 2030. Kenya's global competitiveness will depend on the ability to create a human resource base that will constantly be subjected to learning and re-training and have access to new technological skills and knowledge in order to cope with dynamic changes in the sector. Kenya seeks to achieve 100% Food and Nutrition Security as one of the development 'big Four Agenda'.

On 27th April 2018, the President of Kenya reiterated the need for use of science and technology to achieve inclusive agricultural growth, nutrition and food security. The President emphasized the need for empowerment of farmers with the information necessary to increase output per acre while reducing the unit cost of production, which will significantly improve returns on their investment (PSCU, 2018).

Agricultural training and education in Kenya has tended to be centered largely on a management-based approach for white-collar jobs. This has led to a manpower produced largely for the job employment market and graduates ill prepared for practical oriented hands-on demands of the evolving agribusiness landscape.

This has had a number of undesirable consequences which include limited development in agri-entrepreneurship; inadequate personnel with requisite skills to develop and exploit existing potential in various agricultural commodity value-chains such as processing high-value products and high-level structured marketing.

The average farmer in Kenya is 65 years old, the interest of the youth in agriculture has been extremely low, therefore leaving farming to an ageing and modern technology-averse farming community. The result has seen slow progress in transforming subsistence agriculture to a vibrant commercial and modern agricultural sector.

There is need to integrate ICT in agriculture so as to attract the youth into this area; this will reduce

upsurge in youth unemployment, declining productivity and food and nutrition insecurity.

Deißinger & Hellwig 2011 defines Competency Based Education and Training (CBET) as an approach to vocational education and training in which skills, knowledge and attitudes are specified in order to define, steer and help to achieve competence standards, mostly within a kind of national qualifications framework.

Therefore, CBET will provide a platform for transformation of traditional agricultural practices to a modern, efficient, market-oriented and profitable farming business in Kenya. It is expected to play the critical role of providing the technical capacity required to enable this country to achieve this agenda of Food and Nutrition Security.

Once accepted and embraced, CBET will revolutionize the agricultural sector by providing a pool of skilled workforce who will provide the impetus required to achieve 100% food and Nutrition in Kenya.



Former PS, State Department for Vocational and Technical Training Dr. Kevit Desai and Director General KNQA Dr. Juma Mukhwana, during a capacity Building workshop for Principals of TVCs on CBET Implementation.



Former PS, State Department for Vocational and Technical Training, Dr. Kevit Desai, leads members of Mt Kenya Region CBET Implementation Committee in planting a tree during the CBET launch.

Launch of Kenya's German Dual Vocational Training in the Private Sector

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By KNQA Editorial Team



The German Dual Vocational Training has been launched in Kenya. With unemployment rate of less than 6% and a robust industrial base, Germany has banked on their skills development system to bolster growth. Through the German Chamber of Commerce and Industry and German Cooperation (GIZ), they have collaborated to transfer the system to Kenya.

The German Dual Vocational Training emphasizes on bridging the gap between the increasing need for theoretical and practical knowledge and real-world application of these skills in Kenya by providing

young people with the right skill set to start a successful career and provides companies with the trained employees needed to prosper and grow. This system combines time spent in the classroom with work at a company. Trainees in the dual system typically spend part of each week at a vocational school and the other part at a company, or they may spend longer periods at each place before alternating. Dual training usually lasts two to three-and-a-half years. Led by AHK TVET advisory committee, AHK has championed for introduction of TVET courses in Kenya following the German Dual system with pilot programs in

hospitality having been started. The KNQA is working with stakeholders to domesticate the curriculum and tailor it to local needs.

German and Kenyan companies have been introduced to the idea and those willing will be offered training. This being a competency-based system, the need for trainers has been identified and training of trainers (CBET) started in October 2018 succeeded by the start of the first vocational course in hospitality.

Role of Information Technology on Education

By KNQA Editorial Team

The combination of education and technology has been considered the main key to human progress. Education feeds technology which in turn forms the basis of education. It is therefore evident that information technology has affected changes to the methods, purpose and perceived potential of education.

Changes to Learning

Being able to access large databases of information fundamentally changes education, since learners can now be creators and collaborators in the access and construction of discourses of information. Due to their technological literacy, young people can derive cultural capital from their understanding of modern information technologies, and thereby have input into educational change. The same technology also facilitates the rapid exchange of information by researchers on specific topics, so that the speed of the distribution of information is greatly increased. The increased access to huge amounts of data means students need help selecting, evaluating and analyzing information, and they need to learn how to determine the currency, validity and veracity of the information itself. All of these changes in learning have implications for teaching practice as well.



the medium of technology, rather than utilizing technology as an additional extra in the classroom. Information technology particularly impacts course content and teaching methodology and the recruitment and training of teaching staff as well as the content of courses. Information technology requires teachers to learn new sets of skills. Utilizing computer technology improves the educational experience of the students – not so much because of the media itself, but because software programs require teachers to think laterally and systematically, and produce better teaching materials. The role of teachers will change with the advances of information. Students do not lack Information, but rather the time to find, analyze, understand and apply information. A teacher's role is therefore to help students develop skills in order to determine how to find, analyze and interpret information.

Information Technology and the Purpose of Education

While education in the past has been centered on teaching and learning, information technology has affected changes to the aims of education, therefore now education is increasingly perceived as the process of creating, preserving, integrating, transmitting and applying knowledge. The perceptions of knowledge itself have also changed whereas knowledge could once have been perceived as unchanging, it should now be perceived as "revisionary, creative, personal and pluralistic". The future of education is not predetermined by modern information technology, but rather that this "future will hinge prominently on how we construct (and construe) the place of technology" in the education process. We are moving from "just-in-case" education to "just-for-you" education" where education is targeted to meet the needs of individual students.

Information Technology and the Potential of Education

Information technology frees education institutions from the constraints of space and time, and enables the delivery of education services anywhere, anytime. Therefore, we can foresee a future where physical libraries would be replaced by digital libraries available to anyone; and that scholars could cease to be located around a geographical focus and will probably become increasingly “located” around a specialization, but physically located anywhere in the world. We could also imagine a day when modern technology will enable students in a given location to access the best of teachers in a given field and to interact with them, whether “live” or via video.

Changing the Educational Institution

The sheer scope of change underway in communication technology, with changes to the Methodology, and modes of education suggests that the educational institution itself may need to be revised at the organizational level as well. Therefore, we could foresee a future of increased competition and alliances in which education institutions avoid monolithic approaches to education, and embrace more strategic and collaborative approaches.

Importance of National Student Database to the Government

Use of information technology in having National Student Database will help the government to know how many student graduates yearly in different profession thus plan and create for the job opportunities, also in recognition and evaluation of genuine academic certificates and this would ensure the competency and skills acquired in school are the ones students or graduates poses. This avoids fake certification in the country.

Launch of SIFA Funding Window I for Skills Development

By Editorial Team

Skills Initiative for Africa-SIFA, has launched the second funding window, window I, Large skills development investment projects proposed by domestic training entities in partnership with companies. It also announced the winner of funding window II.

SIFA is an initiative of the African Union Commission (AUC) supported by the German Government to strengthen occupational prospects of young people in Africa. It is being implemented by the African Union Development Agency- New Partnership for Africa Development (AUDA-NEPAD) with projects in 8 pilot countries including Kenya.

With youth unemployment of more than 26% between the ages of 15 and 25, the initiative aims to address common challenges to skills development by either increasing the capacity or disseminated best practices while funding innovative and sustainable ideas on a competitive basis. The key result areas are;

1. Selected institutions have been capacitated to provide employment-oriented skills development.
2. Access to employment-oriented skills development for young people is improved, in particular for women, students from low income groups PS, refugees and migrants.
3. Private sector contributes to improving skills development by participating in the design and the delivery of employment-oriented skills development programmes.
4. Lessons learned and best practices are disseminated at national, regional and continental level.

A robust and relevant TVET sector is important for the realization of Kenya's development agenda, especially the Big Four as well as anchoring the Vision 2030 implementation. The government has put in initiatives to revamp the sector and the SIFA financial facility reinforces it. In its structure, the facility envisages the collaboration with the private

sector as a partner in the projects. The funding goes to fund five key areas; procurement of training equipment, construction, rehabilitation or expansion of learning infrastructure, training of trainers, curriculum design and learner scholarships.

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Kenya Higher Education Analytical Work, Knowledge Sharing and Consultation

By KNQA Editorial Team

Following request by the Kenyan Government for technical support on how to reform the higher education sector, World Bank team in collaboration with Commission on University Education welcomed stakeholders to knowledge sharing on some thematic areas. The workshop focused on the following thematic areas.

Demand and Projections for Higher Education

The Universities had been increasing their capacity to accommodate increasing number of incoming students. The student intake had been increasing up to 2016 when the numbers started dwindling. In this regard, the Universities have invested heavily in infrastructure projects. This has been dealt a major blow by the now decreasing student intakes. The Universities had increased their capacity to handle 145,000 students but currently the system can only churn out less than 90,00 students.

Financing Strategies

Most of the universities intimated that they were having challenges remaining afloat with most of them having challenges remitting statutory requirements. The CS Prof. George Magoha hinted at the possibility of not increasing capitation to Universities, he challenged universities to be innovative in raising resources to finance infrastructure development, operations and research.

With high student to lecturer ratio, social innovation by universities was fronted to mobilize resources and reduce disparities in Higher Education institutions. The expansion in higher education institutions in number and capacity may have had an impact on the quality of university education. Employers have raised concerns on the quality of graduates coming out of Higher Education institutions and their readiness for employment. In this regard, the World Bank offered to help universities in revising their curriculum to relevance, demand driven and responsive to market needs. Universities were also urged to work with the industry. Accrediting institutions i.e. CUE, TVETA, CDACC and KNQA will play a key role especially with the focus now shifting to the outcome-based curriculum to improve the quality of graduates and programmes as well as strengthen the standard of Higher Education institutions to international standards attracting even foreign students.

Stakeholder Engagement

Working alone, KNQA cannot be able to enforce its policies on the sector. The Authority has been engaging various stakeholders in the sector through outreach programs, consultative meetings and educative seminars. The response has been phenomenal with various institutions joining the initiative. KNQA has moved to fast track their accreditation as well as streamline bottlenecks hindering the same.

PICTORIAL



Senior skills expert from Germany under the SES expert service Prof. Udob aiding in the development of infrastructure of the Kenya Learners Database in conjunction with the ICT team.



Former PS, State Department for Vocational and Technical Training, Dr. Kevit Desai, during a visit to a CBET laundry workshop, at the Meru National Polytechnic.



David Nyakundi, Chairman Express Communications, issues a certificate of participation to KNQA staff during the Nairobi International Education and Career Fair at Sarit Center.



Former PS, State Department for Vocational and Technical Training, Dr. Kevit Desai, center, together with other stakeholders during the launch of CBET Policy at the Kabete National Polytechnic.



Workshop on Integrated approaches to improve Technical training and Youth Employment in the Lake region at Kisumu National polytechnic. In attendance are; CESs and Cos from the Lake Region, the KNQA, CDACC, TVETA, USAID, GIZ and DFID.



The Recognition of Prior Learning Policy Technical Drafting Committee during the drafting workshop at KITI, Nakuru.



PS Vocational and Technical Training Dr Julius Jwan being taken through the Kenya National Qualification Framework by KNQA Director General Dr. Juma Mukbwana during a meeting with KNQA staff. The PS was on a tour of the State Agencies under his purview to familiarize with their structures and operations. Looking on are Deputy Director TVET Stanley Maindi and PS's PA Mr. George Kwenya.



The Western Region CBET Implementation Committee Meeting held at Kisumu National Polytechnic to chart CBET Implementation roadmap in the region.



Former PS, State Department for Vocational and Technical Training, Dr. Kevit Desai, CAS- MOE Hon Zack Kinuthia and other members during the workshop on Integrated approaches to improve Technical training and Youth Employment in the Lake region at Kisumu National polytechnic.



KNQA stand at the Agricultural Society of Kenya 2019 Show in Mombasa.



Chief Administrative Secretary- Ministry of Education, Hon. Zack Kinuthia flanked by DG Dr. Mukhwana & staff of KNQA during opening of a KNQA workshop on development of National Qualifications - MIS in Naivasha.



Dr. Mukhwana with officials from Korean Overseas International Cooperation Agency (KOICA) during a meeting at KNQA offices at Uchumi House.



Former PS, State Department for Vocational and Technical Training, Dr. Kevit Desai, center, during a meeting with KEPSA officials to discuss the role of KEPSA in the implementation of CBET



Former PS, Vocational, Dr. Kevit Desai addressing the media during a stakeholders' workshop to validate its policy on Recognition of Prior Learning. The Policy aims at recognizing and certifying skills acquired through informal and non-formal learning in Kenya.



Director General KNQA, Dr. Mukbwana with Dr. Auma Obama, founder of Sauti Kuu Foundation during a meeting at KNQA offices at Uchumi House where they discussed modalities of helping disadvantaged youth embrace TVET skills.



Delegates during Continent wide workshop to develop standards for Quality Assurance and Mutual Recognition of Qualifications in Africa in Dakar Senegal.



Members of KNQA staff during a workshop to develop training manuals and brochures in Machakos.



Director General KNQA Dr. Mukbwana with stakeholders during the launching of an artisan training program in scaffolding at Kabete National Polytechnic.



Director General KNQA Dr. Juma Mukbwana AND delegates During a Workshop at Dakar Senegal. the theme of discussion was on building a system for mutual recognition of qualifications from across Africa to help and support recognition and mobility of workers.



Governor UasinGishu H. E Jackson Mandago, Prof Bonaventure Kerre, DG KNQA Dr. Juma Mukbwana, Principal Eldoret National Polytechnic Josphat Save during the launch of TVET Eldoret National Polytechnic TVET Research Journal on discussing products and technologies to increase productivity in the TVET Sector.



CAS- MoE Hon. Zack Kinuthia addressing the KNQA Team during a strategic plan workshop at Naivasha. The five-year strategic plan aims at making Kenya the hub of Quality, relevant and Internationally competitive qualifications to transform Africa and the world



Former PS Vocational Dr. Kevit Desai and Director General KNQA during a meeting to discuss establishment of African Continental Qualifications Framework at the United Kenya Club.



Director General KNQA officiating a graduation ceremony at the Kenya Institute of Management(KIM).



Director General Dr. Juma Mukhwana inspecting training equipment at Eldoret National Polytechnic. He applauded the modern state of art equipment that will help catapult and attract more youths to the TVET Sector.



Planning meeting for the mainstreaming of Agricultural qualifications into the KNQF.



Director General KNQA, Dr. Juma Mukhwana together with the Dr. Kilemi Mwiria- UNESCO Consultant on development of African Continental Qualification Framework at a workshop to discuss the Inception report.



The RPL Policy Technical Committee during the RPL validation workshop at Kabete National Polytechnic.



Director General KNQA Dr. Juma Mukhwana with the Army of Resource Persons after completing a one-week capacity building workshop at KALRO Naivasha. The Experts rearing to assist the lean KNQA Staff drive its mandate.



Director General KNQA Dr. Juma Mukhwana addressing delegates during the EASTRIP Workshop on development of harmonized TVET Qualifications, Occupational Standards and Quality Assurance Mechanisms. Ethiopia, Kenya and Tanzania are the 3 beneficiaries. Kenya is the only Country with a National Qualifications Framework in place.



Director General KNQA Dr. Juma Mukhwana, Director General TVETA Dr. Kipkirui Langat and the CEO KNAFJA Mr. Richard Muteti following proceeding during the EASTRIP Workshop on development of harmonized TVET Qualifications.

FAQs

1. What is the key role of KNQA especially when it comes to TVET institutes?

The Authority's work is to define the various qualifications offered in the country and the inter-relationships between them. It also regulates the volume of learning, learning outcomes and admission requirements for all qualifications in Kenya. The work of the Authority cuts across the Basic, TVET and University sectors; and includes accrediting, and registering Qualifications awarding Institutions (QAIs), Professional bodies, External Quality assurance agencies, as well as local and foreign assessment and examination bodies (and the qualifications that they award and/or regulate) into the KNQF. Through this process, the Authority registers qualifications into the KNQF, and thereby makes them national qualifications that are internationally recognized and respected.

2. Recently KNQA ordered that the diplomas and certificates being offered by universities must be approved by the Technical and Vocational Training Authority (TVETA). What really motivated this directive?

The KNQA's main work is to create a one stop registers for all accredited institutions, qualifications and learners in the country. In carrying out its work, the Authority works to (1) Secure qualifications standards in the country, (2) Promote Quality in National Assessments and qualifications, (3) Promote public confidence in National qualifications, and (4) Ensure that registered qualifications meet Kenyan Standards.

The law requires that only quality assured qualifications are registered and maintained in the KNQF. We expect that all TVET qualifications registered on the platform are regulated and quality assured by either TVETA or professional bodies, University ones by CUE (or professional bodies) and basic education qualifications by the Educational standards and Quality Assurance council (ESQAC).

3. How will the Kenya National Qualifications Framework (KNQF) streamline higher education in Kenya?

We regulate qualifications within the context of the Kenya government policy, the KNQF act and KNQF regulations, 2018. We are part of the bigger Government agenda to reform education and training in Kenya; to bring better coordination and harmony in this vital sector. Currently we are engaged with the government's far reaching reforms in the technical and vocational training sector, specifically with the introduction of the Competence based training system and improved student mobility across the various levels of our education system.

KNQA has described 10 levels for the education system in Kenya. At each level, the authority has prescribed the desired learning outcomes (in terms of skills, knowledge and competencies) that learners must have; when leaving that level. All qualifications in

the country that meet similar training outcomes are classified and registered at the same levels. Working with stakeholders in the education sector, the Authority has recently developed and gazetted new admission requirements for all levels of the Kenyan education system. This has brought in consistency and better linkages between the various levels of our education and training system.

The Authority has developed and is now implementing new standards, guidelines and policies in the assessment and quality assurance of qualifications. We are also working with stakeholders to create a national credit accumulation and transfer system (dubbed the Kenya Credit Accumulation and Transfer system, KCATs) to support student mobility across different levels.

4. What should be done to ensure TVET produces the drivers of Big Four Agenda?

We anticipate changes in the qualifications market given the scale of reforms within the country and the demands from the Big 4 agenda. We also expect increased demands by industry for qualifications that meet their requirements. This is similar to the next line it should be deleted Our aim is to create and award qualifications in the country that meet industry needs. And, to help achieve this the KNQA works very closely with employers and industry in the country to ensure that the qualifications that are offered in the country meet their needs. To help ensure this, the KNQA Board consists of representatives from the Federation of Kenya employers, central organization of trade unions and the Ministry of labour among others; who ensure that we council widely with all stakeholders when developing and implementing educational standards in the country.

5. As a body what should we expect from you in the next five years?

The work we do at KNQA directly has an impact on every learner in Kenya, who studies at any level of our education system. We do not underestimate the importance of the maintenance of standards, the safe and efficient delivery of assessments and examinations and public confidence in the system, for both these students and those who rely on the qualifications they achieve. At the heart of our work is validity – our primary focus is to ensure that qualifications are of good quality, their standards are maintained, and they accurately indicate what individuals know and can do. Quality assured qualifications play a key role in the lives of young people in their progression to higher education or work. We can assure you that the educational landscape in Kenya is going to change with the entry of KNQA. We shall have much better-quality education that is harmonized and well-coordinated.

6. What Is Kenya National Qualifications Framework (KNQF)?

Kenya needs to create a well-coordinated and harmonized national education and training system that: provides quality learning, is responsive to the dynamic external environment, promotes the development of a system of competence, enables attainment of national qualifications and life-long learning. The Kenya National Qualifications Framework (KNQF) is a strategy in response to these demands. The Framework sets out clear criteria for all qualifications and development of a harmonized National Accreditation, Quality Assurance, Assessment and Examination System to ensure that qualifications awarded in Kenya are of the highest quality and meet the national standard and Global Standards.

7. What is RPL?

Recognition of Prior Learning (RPL) is the process used to identify, assess and certify a candidate's knowledge, skills and competencies acquired in non-formal or informal learning, such as work or life experiences, against prescribed standards or learning outcomes.

8. Why do we need RPL?

RPL is multi-contextual; RPL is for: mobility, personal development, entry into a learning institution, further learning, advancement in the workplace, credit award to a qualification and self-esteem.

9. How does RPL work?

i. Skills and competencies assessment. We discuss what your goals are and help you choose the right qualification that matches your skills for recognition of prior learning (RPL) and show you what you need to do to achieve your goals.

ii. Evidence Portfolio. Gather evidence such as: current resume, reference letters, work examples/samples, photos/videos, certificates and transcripts and overseas qualifications and learning experiences.

iii. Skills and competencies Check. Once RPL assessors have gone through your portfolio, they will call you in for a competency conversation and a practical observation, if required.

iv. Qualified/ Issuance of Certificate. All certificates are Nationally Recognised and issued by a Qualifications Awarding Institution Accredited by the Kenya National Qualifications Authority (KNQA).

v. Are you satisfied with RPL Process? You have right of appeal!

10. What is the RPL assessment process?

RPL assessment processes and procedures may consist of the following stages:

- i. Counselling and facilitation;
- ii. Establishing the purpose of the assessment;
- iii. Identifying the evidence required;
- iv. Using appropriate evidence gathering methods;
- v. Interpreting evidence and making a judgement;
- vi. Recording the outcome;
- vii. Reporting to key stakeholders;
- viii. Successful candidate issued with Certificate;
- ix. Appeal process.

11. How do I know am eligible for RPL?

If you have solid experience and knowledge in your field of work acquired outside informal and non-formal learning setups, then you are eligible to attain a related qualification via RPL. RPL will recognise your experience and overseas qualification with a nationally recognised qualification and fill in any skills gaps you have with RTO's training programs.

12. What does RPL involve?

There are three main areas that are considered during an RPL process:

i. Existing work experience: The practical work experience you have gained to date may have provided you with solid skills and knowledge that are of relevance to a course of study. Work experience may be informal, formal, full time, part time, voluntary or paid.

ii. Existing qualifications: You may have completed educational courses that have provided you with knowledge and understanding that is of relevance to the course of study. For example, if you have another course or unit, this may count as credit toward a different qualification.

iii. Life skills and experience: Your general life experiences and the skills you have developed over time may also count toward the qualification you wish to complete.

13. What are the sample evidence required for assessment?

- i. Candidate's C.V. outlining specific job positions and how they relate to specific skills requirements;
- ii. Letters of recommendation where applicable;
- iii. Sample(s) of candidate's work and products;
- iv. Videos and/or photographs of work activities;
- v. Skills logbooks;
- vi. Details of formal training, records of seminars, conferences and workshops attended, resume and performance appraisals;
- vii. Testimonials from current or previous employers and customers;
- viii. Completed performance reviews;
- ix. Interview/professional conversation;
- x. Job descriptions.

14. How long does it take to complete the process?

The RPL process is typically a 6-week process from the point you submit your evidence portfolio.

15. What is the cost of RPL?

The cost of RPL is based on the needs of the Candidate and the number of units of competency for which they are seeking recognition. As such, the cost will vary from application to application. The Qualification Awarding Institutions (QAIs) in conjunction with stakeholders shall develop a differentiated Unit cost of Assessment to inform the total cost payable for an RPL application and advise the candidate before proceeding with the RPL assessment process. The fees chargeable will ensure sustainability of the RPL process and shall cover charges for KNQA, QAIs, Regulators and Assessment Centres.

16. Can I appeal against a decision made by the assessment panel?

Yes, candidates have a right of appeal against the RPL. Assessment process is done and concluded within three months from the date of receipt by QAIs or authorized agent of QAIs.

17. Where can I get further information on RPL process and regulations?

For more information, please contact:
Kenya National Qualifications Authority KNQA Offices
Uchumi House, 6th floor
P. O. Box 72635 – 00200
Nairobi.
Email: rpl@knqa.go.ke / info@knqa.go.ke
Website: www.knqa.go.ke

KENYA NATIONAL ANTHEM

O God of all creation
 Bless this our land and nation
 Justice be our shield and defender
 May we dwell in unity
 Peace and liberty
 Plenty be found within our
 borders.

Let one and all arise
 With hearts both strong and true
 Service be our earnest endeavour
 And our homeland of Kenya
 Heritage of splendour
 Firm may we stand to defend.

Let all with one accord
 In common bond united
 Build this our nation together
 And the glory of Kenya
 The fruit of our labour
 Fill every heart with thanksgiving

EAST AFRICAN COMMUNITY ANTHEM

Ee Mungu twaomba ulinde
 Jumuiya Afrika Mashariki
 Tuwereshe kuishi kwa amani
 Tutimize na malengo yetu.

Jumiya Yetu sole tuiende
 Tuwajibike tuimarike
 Umoja wetuni nguzo yetu
 Idumu Jumuiya yete.

Uzalendo pia mshikamano
 Viwe msingi wa Umoja wetu
 Natulinde Uhuru na Amani
 Mila zetu Na desturi zetu.

Viwandani na hata mashambani
 Tufanye kazi sote kwa makini
 Tujitoe kwa hali na mali
 Tuijenge Jumuiya bora.



SERVICE CHARGES

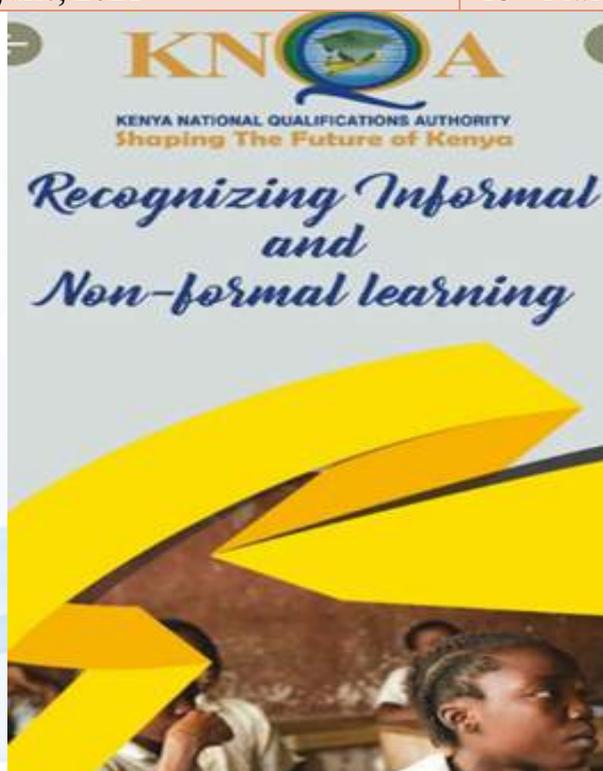
Item	Tariff (KES)
1. Equation of qualifications for Kenyan citizens	5,000
2. Equation of Qualifications for Foreign Nationals	10,000
3. Recognition of foreign qualification for a Resident of Kenya	2,000
4. Recognition of foreign qualification for a Foreign Citizen	3,000
5. Recognition of Prior Learning	20,000
6. Accreditation of a Qualifications Awarding institution (QAIs)	30,000
7. Accreditation of a Professional Body (PF)	30,000
8. Accreditation of an External Quality Assurance Agency (ETQA)	30,000
9. Accreditation of a Local Assessment and Examination Body (LABE)	30,000
10. Registration of a Local Qualification in the KNQF	10,000
11. Registration of a Foreign Qualification in the KNQF	20,000
12. Registration of a Professional Qualification in the KNQF	10,000
13. Application for an Institution to participate in KCATs	10,000
14. Application for a Qualification to Participate in KCATs	5,000
15. Application for Credit Transfer by students	5,000
16. Application for Certificate of Qualification Equivalence (CoQE) (Local Qualification)	50,000
17. Application for Certificate of Qualification Equivalence (CoQE) (Foreign Qualification)	100,000

Mode of Payment

Payments of all fees for services shall be deposited to the Bank account details:
 Kenya National Qualifications Authority (KNQA)
 Kenya Commercial Bank Ltd
 Moi Avenue Branch
 Account No. 1208626825

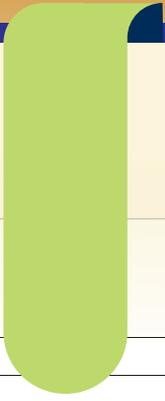
The Harmonizer is set to commence advertising in the 1st June – 30th August, 2020 Issue. All rates are quoted in Kenyan shillings. Terms and conditions may apply.

THE HARMONIZER QUARTERLY ADVERTISING RATE CARD		
S/NO.	DISPLAY ADVERTISING KENYA	1-5 ISSUES (EACH)
1	Full Page	KES 500, 000
2	Half Page	KES 250, 000
3	Quarter Page	KES 125, 000
4	Up to Eighth page	KES 100, 000
	ADVERTORIAL/CLASSIFIEDS	1-5 ISSUES (EACH)
1	Double Page	KES 100, 000
2	Full page	KES 75, 000
3	Half Page	KES 65, 000
4	Quarter Page	KES 45, 000
5	Up to Eighth Page	KES 25, 000
6	Less than eighth	KES 15, 000
	ISSUE	BOOKING DEADLINE
1	July, 2020 –Sept, 2020	15 th June, 2020
2	October, 2020 – December, 2020	15 th September, 2020
3	January, 2021 – March, 2021	15 th December, 2020
4	April, 2021 – June, 2021	15 th March, 2021



NOTES

KNQA | 2020



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