

SPEECH DELIVERED BY AMB. (DR.) AMINA MOHAMED, EGH, CAV, CABINET SECRETARY, MINISTRY OF EDUCATION DURING THE WORKSHOP TO SENSITIZE THE UNIVERSITY AND TVET SECTORS ON THE KENYA NATIONAL QUALIFICATION REGULATIONS, 2018; AT THE KENYA INSTITUTE FOR CURRICULUM DEVELOPMENT HELD ON 8TH AUGUST, 2018

Prof. Collette A. Suda, Chief Administrative Secretary and Principal Secretary, State Department for University Education and Research,
Dr. Kevit Desai, Principal Secretary, State Department for Vocational and Technical Training,
Dr. Belio Kipsang, Principal Secretary, State Department for Early Learning and Basic Education,
Mr. Alfred K. Cheruiyot, Principal Secretary, State Department for Post Training and Skills Development,
Prof. Bonaventure Kerre, Chairman, Kenya National Qualifications Authority Governing Council,

Members of Council, Kenya National Qualifications Authority

Prof. Chacha Nyaikoti Chacha, Chairman, Commission for University Education (CUE),

Dr. Ahmed Ferej, Chairman, Technical and Vocational Education and Training Authority (TVETA),

Dr Juma Mukhwana, Director General and Chief Executive Officer, Kenya National Qualifications Authority (KNQA),

Dr. Julius Jwan, Director/CEO, Kenya Institute of Curriculum Development,

Vice Chancellors,

Principals of TVET Institutions,

Distinguished Guests,

Ladies and Gentlemen

Welcome to this critical stakeholder workshop to sensitize University and Technical, Vocational Education and Training (TVET) sectors on the import and provisions of the Kenya National Qualifications Regulations, 2018.

Globally, National Qualification Frameworks are systems that record the credits assigned to each level of learning to ensure that skills, knowledge and prior-learning are uniformly recognized and accredited throughout their jurisdictions of application.

They eliminate devaluation of credits and certifications based on fragmentation and uncontrolled systems which cause a disconnect between qualifications and the demands of the market. Unregulated systems also increase the prevalence of fraudulent and fake certification and cloud the capacity to collect complete and cohesive evidence on a country's skills landscape. Such systems also expose us to doubt by our international partners.

Kenya's TVET reforms began in earnest in 2013 with the establishment of the TVET Authority, the TVET Curriculum Development, Assessment and Certification Council (TVET, CDACC), the TVET Funding Board and the Kenya National Qualifications Authority in 2014.

This was reinforced by the creation of the State Department for Vocational and Technical Training in 2015 and the State Department of Post Training and Skills Development in 2018.

Overall, the existing TVET governance structure regulates and coordinates policy development and management across curriculum delivery, quality assurance, assessment, accreditation and licensing of institutions, qualifications framework development and harmonisation, promotion of standards, resource mobilisation and financing.

It is projected that with the implementation of a labour market responsive Competency Based Education and Training (CBET) curriculum, sustainable and accessible financing mechanism for TVET education, uniform certification framework and well-resourced and trained faculty, enrolment in the TVET sector will grow from 330,180 in 2018 to 3.1 Million in 2023. I instructed the Kenya Universities and Colleges Central Placement Service (KUCCPS) to begin placing students in our technical and vocational institutions and the response has been positive.

Our vision is that the TVET pathway becomes a preferable and rewarding choice for Kenyans and revitalises the competences of our national workforce to build a competitive economy.

The Kenya National Qualifications Framework draws its pulse from the Kenya National Qualifications Framework Act, 2014 whose object is to: establish standards for recognising qualifications obtained in Kenya and outside Kenya; develop a system of lifelong learning and attainment of national qualifications, align the qualifications obtained in Kenya with global benchmarks in order to promote national and transnational mobility of workers, strengthen the national

quality assurance systems for national qualifications and facilitate mobility and progression within education, training and career paths.

In order to deliver the objects of the Act, various regulatory bodies and implementing institutions must work in concert to develop standard tools for assessment and quality assurance and to unlock the established training pathways across TVET institutions and Universities. The National Learner Record Database (NLRD) will ensure that all learners from pre-primary to doctoral levels are recorded in a trackable National Education Management Information

System. This will facilitate mobility of qualifications and allow students to transfer credits from one institution to another.

Ladies and Gentlemen,

The Government is committed to providing relevant, responsive, empowering and competitive training curriculum to all. In this regard, we have established 203 Technical and Vocational Centres and provided for an additional 15 this financial year. Our target is marginalised areas and industrial clusters to facilitate organic institutional-industry collaboration to drive world class skilling. The aim is to reach

our target of having a Technical and Vocational centre in each of the 290 Constituencies.

Annual cost of technical training has also been reduced from Kshs. 92,000 to Kshs. 56,420 per annum. The Government will provide capitation worth Kshs. 30,000 per trainee per annum. The Higher Education Loans Board will also supplement training costs to a maximum of Kshs. 40,000 per trainee, per annum.

Government and the private sector are working closely to provide internship and employment opportunities to trainees through a structured mechanism for micro, small and

medium enterprises (MSMEs) collaboration with the TVET sector.

It is true that emerging needs are forcing a rewrite of the compact code between corporation, citizen and government. We are exploring ways of machine-sharing between the Jua Cali sector and our national polytechnics, giving tax rebates to companies that take on interns.

The *raison d'être* of these extensive TVET reforms is the realisation that although there is a 70% primary completion rate, only a paltry 5% reach tertiary education. (UNESCO Centre for Statistics Data: Sub Saharan Africa).

The Government's educational obligation does not therefore begin and end with initial access to school.

Ladies and Gentlemen,

I therefore urge all of you to work together to establish a National Credit Accumulation and Transfer System that will facilitate movement of students across various certification levels in TVET institutions and Universities and to harmonise, admission requirements, durations of study and learning descriptors of similar programmes of study at the certificate, diploma and University levels.

This will institutionalize a common process for evaluation and issuance of qualifications in Kenya.

If we implement the law and framework effectively, then we will achieve the milestones we so urgently need and become world class. We will have put in place a coherent, credible and well-coordinated 21st century framework that will bring down the iron curtains we currently have at different levels of our education system.

With these remarks, I now declare this workshop officially open.

Thank you.