

THE HARMONIZER

CHAMPIONING FOR QUALITY QUALIFICATIONS

Issue No. 2



2
0



2
1



Our Vision

Globally Recognized and Competitive Qualifications Transforming Kenya.

Our Mission

To establish and manage the KNQF aimed at promoting globally recognized and competitive qualifications for sustainable development

Motto

Shaping the future of Kenya

Core Values

Professionalism
Integrity
Teamwork
Accountability
Quality
Relevance
Equity
Responsiveness

Contacts

NACOSTI Building, 4th Floor,
Off Waiyaki Way, Upper Kabete
P.O Box 72635-00200, Nairobi, Kenya
Phone: +254-020-2100272
Email: knqa.ke@gmail.com

THE HARMONIZER

TABLE OF CONTENTS

// 1 - 2

Statements by
Chairman and CEO

// 3

A word from
Editorial Desk

// 5

About KNQA

- Mandate of the Authority
- Departmental Services
- KNQF Quality Assurance Principles

// 14

Registration & Accreditation
Registration of QALs

// 14

Quality Qualification

- Importance of qualification Systems
- Enhancing Transparency and comparable across countries
- Setting of qualifications standards
- Regulating & Awarding Qualifications

// 17

**Registration Equation
& Verification**

- KNQA Certificate of Verification
- How to report cases of Certificate forgery
- Roles of NAQMIS & KNLRD
- Signals of fake certificate
- Mistakes most learners make when proceeding to the next level

// 21

OP-ED

- Media Advisory
- Thought piece
- Occupational standards & Facilitation of career
- Shorten your class work and earn qualification

// 30

**Partnerships
& Initiatives**

- Young Africans Works TVET programs
- KNQA teams up with IEBC, DCI, OAG & Department of Immigration

// 37

Q & A with the CEO
FAQS

// 39

Service Charge

Statement from KNQA Council Chairman

On behalf of the Kenya National Qualifications Authority (KNQA), Council, Management and staff, I take this opportunity to welcome you to this great institution. I also welcome you to the KNQA Website whose main purpose is to facilitate communication and sharing of information, knowledge, best practices

The Kenya National Qualifications Authority (KNQA) was set up in 2015 to help coordinate and harmonize education, training, assessment and quality assurance of all qualifications awarded in the country; with the view to improving quality and international comparability. The KNQF which the authority has developed and is now implementing is part of 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 over sees and regulates the work of the Basic, TVET and University education sectors and brings harmony and coordination in general. The Authority works very closely with

the Commission for University education (CUE), The Training 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 and other organizations within the sector; to create one platform for all quality assured qualifications in Kenya.

KNQA is currently developing and implementing a database of all qualifications attained in Kenya and brought into the country from foreign training institutions; Recognizing and awarding certification for Prior Learning and facilitating Credit Accumulation and Transfer at all levels of the education system in the country. The Authority is an important contributor to the current reforms that are going on within the education sector in Kenya.

The Authority has and continues expanding its collaborations and linkages with other national and international organizations to ensure that Kenyan graduates meet industry needs and that the country has an accurate and reliable data base for all qualifications awarded and brought into the country; to improve planning, efficiency and effectiveness in the sector. I believe that this Newsletter will effectively provide the necessary information and answer some of the questions you may wish to ask about KNQA, our accreditation and registration processes, as well as our staff and other activities.

Dr. Kilemi Mwiria
Council Chairperson

Statement from KNQA C.E.O

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 attitude. 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.

The KNQF is based on the premise of the need to standardize and harmonize the country's qualifications by putting in place a system for setting standards defining expected knowledge, skills and understanding the need for labor market employment, self-employment or further education within Kenya education and training system and beyond the country borders. 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 being identified by a unique set of Level Descriptors.

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 for these challenges to be addressed 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.

I believe that this Newsletter will effectively provide the necessary information and answer some of the questions you may wish to ask about KNQA. I take this opportunity to thank the Editorial team for the E-newsletter. For the stakeholders, I welcome you to read the newsletter which provides highlights on some of the activities that the Authority has made as we deliver on our mandate.

Dr. Juma Mukhwana, PhD, HSC
Director General (CEO)

Kenya National Qualifications Authority
(KNQA)

EDITORIAL BOARD**EDITORIAL ADVISOR**

Director General / CEO
Dr. Juma Mukhwana

EDITORIAL CHAIR

Stanley Maindi

CHIEF EDITOR

Kelins Randiek

EDITORS

Dr. Winnie Bulimo
James Onyango

MEMBERS

Dr. Alice Kande
James Tegeret

PHOTOGRAPHER

KNQA Media Team

DESIGN & LAYOUT

Edlar Brands and Supplies

PUBLISHED BY

Kenya National Qualifications Authority

CONTACT INFORMATION

Kenya National Qualification Authority
Head Office
NACOSTI Building, 4th Floor
+254 -020- 2100272
Email: knqa.go.ke@gmail.com
: info@knqa.go.ke
Website: www.knqa.ke



Editorial Desk

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

This issue focuses on partnerships and standardization of quality qualifications; and stakeholder engagements that the authority has engaged in an effort to collaborate and come up with sustainable solutions meant to streamline the education sector.

We hope to form a partnership henceforth that is beneficial to the growth of the sector in an aim to move the country to middle income as envisioned in the strategic pillars to vision 2030.

We are looking forward to your engaging feedback.

What is the Mandate of KNQA?

Listing Qualifications Awarding institutions (QAIs), Professional Bodies, Local and foreign Assessment and Examination bodies and External Quality Assurance agencies (ETQAs) in the KNQF Register;

Registering qualifications in the KNQF (thereby providing National and International exposure of the Programs);

Ensuring that descriptors of qualifications comply with KNQF requirements (level descriptors; Competency based; and are described using learning outcomes);

Establishing and maintaining the KNQF and a National Learner Records Database (NLRD);

Promoting lifelong learning and Recognizing Prior Learning (RPL);

Aligning foreign qualifications with local Qualifications; (comparability);

Promoting a system of Credit Accumulation and Transfer (CATs) that works for all levels of our education system (vertically and horizontally);
Recognizing and Equating Foreign Qualifications (REQs);

Providing Regional and International exposure to local qualifications;

Researching and documenting best practices in the management of National Qualifications;
Coordinating and harmonizing our education system for efficiency, inclusivity, harmony and quality training and career paths.



CEO Dr. Juma Mukhwana explaining the Kenya National Qualifications Framework to Prof. Ratemo Michieka, they discussed the importance of establishing and maintaining a national database for all qualifications

DEPARTMENTAL SERVICES

Registration and Accreditation Services

The process of registering National Qualifications

Registration of national qualifications Encompasses;

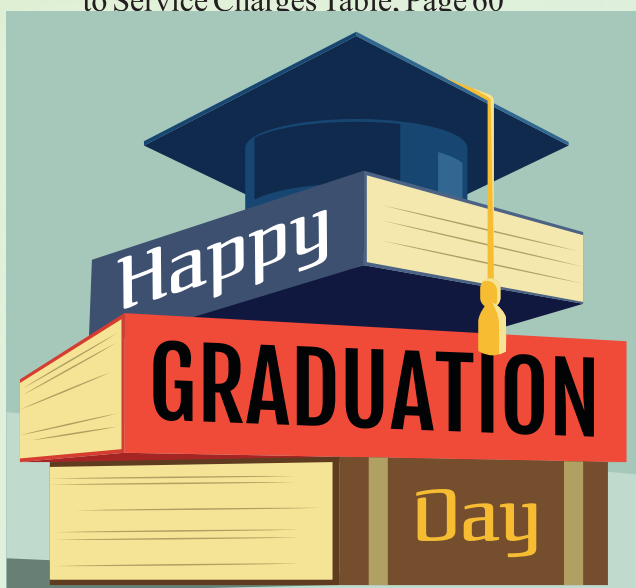
- i. Registration of National Qualifications into the KNQF
- ii. Registration of Foreign Qualifications into the KNQF
- iii. Registration of a Professional Qualifications in the KNQF

The Application Process – (A)

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 (Attached elsewhere).
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 60

**Accreditation of Qualification Awarding Institutions:****Application Process – (B)**

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 Copy (s) of evidence of registration from Country of Origin (for foreign bodies)
9. Attach 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 NACOSTI Building 4th Floor, Off Waiyaki Way, Upper Kabete
12. Accreditation Charges: - Refer to Service Charges Table



Standard's And Quality Assurance Services

The SAQA department

1) Coordinates the development of national policies, standards and guidelines on : Occupational standards; 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 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.

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

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

10) Quality assuring the development, assessment and awarding of the qualifications validated and approved within the framework

11) Coordinating development of national quality assuring policies and standards Qualifications Awarding Institutions (QAI).

RECOGNITION, EQUATION AND VERIFICATION (REV)

The Rev department strives to ensure

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.

Importance of Evaluating 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

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 \[www.knqa.go.ke\]\(http://www.knqa.go.ke\)](#)

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 \[www.knqa.go.ke\]\(http://www.knqa.go.ke\)](#)

5 Things no one will tell you about Recognition Equation Verification

- Facilitate the recognition of qualifications and part-qualifications of local and foreign qualification awarding bodies on the KNQF
- Ensure that registered qualifications and part-qualifications are relevant to the Kenyan job industry.
- Ensure the registered qualification meet the country's agenda in education system.
- Promote registration of high-quality qualifications on KNQF
- Provide for a means of comparing educational data nationally and internationally through the development of proper qualification guidelines.
- Improve operational efficiency and productivity of business processes for electronic application of academic qualifications for recognition, equation and/or verification for Kenyans and Non-Kenyans.\

Report Certificate Forgery

Following the rise in certificate forgery cases, the KNQA has created a platform for the public to be able to report any cases of fake certificates. The platform has been integrated into the KNREV portal and the KNQA website for accessibility. The platform captures and allows attachment of evidence to the reports made of culprits in possession of fake certificates.



Seven Signals of Fake qualifications

- Sound- like names; names that sound or look like those of well-known colleges or universities are used acquiring fake qualifications
- A qualification earned in a very short period of time or several qualifications listed for the same year is a cause for alarm
- A qualification earned out of sequence i.e gap between one qualification to another this is a red flag for fake qualification
- A qualification awarded and the certificate written in gothic prose/and ponderous prose should be a cause for alarm

RISK MANAGEMENT ON QUALITY QUALIFICATION

By Michael Njogu

Quality risk management is a systematic process for the assessment, control, communication, and review of risks to the quality of product or service across their life-cycle.

Qualification on the other hand is a formal certificate issued by an official agency, in

recognition that an individual has been assessed as achieving learning outcomes or competencies to the standard specified for the qualification title, for example, diploma or degree. A qualification confers official recognition of value in the labour market and in further education and training. Quality assurance is a component of quality management and is 'focused on providing confidence that quality requirements will be fulfilled. Quality is guaranteed by the practices of national bodies and learning institutions.



Hon. Dr Kilemi Mwiria addressing KNQA staff during induction of newly recruited employees

In Kenya, Quality assurance on matters qualifications is an area that interests all key sectors of the economy and the society at large and therefore its important to put in place risk management techniques to manage the risks that are involved to ensure quality qualification.

Some of the risks include; poor linkages between qualifications and the labour market; Lack of consistency in qualifications (even among institutions offering same level qualifications), Absence of a system for comparing qualifications to each other, the Value of qualifications to employers and learners, the Country's education system that could not be able to address its social-economic and technical challenges appropriately. Having an organization like KNQA dedicated to quality on qualifications is a greater milestone to education system, the labour market at large and the economy at large, these risks are managed by the implementation of the Authority objectives that is, coming up with techniques like developing a national learners records database, partnership in development of curricula programs, providing a stronger basis for understanding, comparing and recognizing of national and foreign qualifications, improving the understanding of employers, industry, parents and learners of the value of quality qualifications, providing fit-for-purpose qualifications that have stronger linkages with the labour market and learner needs, vocational and general education sectors, promoting the concept of lifelong learning through the recognition of prior learning. These risk management techniques are based on scientific knowledge and ultimately linked to the protection of the people and the level of effort, formality and documentation of the management process in commensurate with the level of risk. They are also dynamic, interactive and responsive to change; and their capability of continual improvement should be embedded in the organization's risk management processes.



Role of National Quality Management Information System & Kenya National Learners Records Database

Through the Kenya National Recognition Equation and Verification (KNREV) system, KNQA accepts online applications of academic qualifications for recognition, equation and verification from both Kenyans and foreigners through the KNREV portal. Through this service, users are expected to register by creating their profiles after which they can upload their qualifications and apply for a service then make payments and submit the application. On receipt of the application, KNQA will process the application then issue a letter with respect to the relevant service applied for.

The National Qualifications Information Management System (NAQIMS) is used to manage the Kenya National Learner's Record Database (KNLRD). Through the NAQIMS system, KNQA accepts registration of Qualifications Awarding Institutions (QAI's) as well as the respective Qualifications. Through this service, learning institutions are expected to register by creating their profiles after which they can upload the required documents then make the necessary payments and submit the application. On receiving the documents, KNQA will process the application then issue a certificate to the QAI's.



KESRA Meru University, KISEB and Nairobi Hospice receiving certificates of Accreditation as QAI's. The KNQA rolled out a National Qualification Information Management System (NAQIMS) where QAI's are required to register themselves, their qualifications and their graduates

After registering an institution, the institution can now go ahead and register the various qualifications that they offer to their learners. Through this service, QAI's are expected to enroll the various qualifications after which they can upload the required documents then make the necessary payments and submit the application. On receiving the documents KNQA will process the application then issue a letter to the QAI's. Upon registering the QAI's and the Qualifications, an institution will be now at liberty to upload the learners records using a prescribed format to the database.



CEO Dr. Juma Mukhwana hosting the Ajira team. The meeting deliberations were on a partnership between KNQA & Ajira & the verification of qualifications for members of Ajira



KESRA, Meru University, Kiseb Official & Nairobi Hospice today received certificates of Accreditation as QAI's

QUALITY ASSURANCE

KNQF Quality Assurance Principles

Quality assurance is a process of measuring, evaluating and reporting on quality against standards, assessment, certifications and monitoring for ongoing improvement in qualifications, the curriculum and the capacity of the assessment body to offer and or/assess the qualifications. The KNQF accords importance to both programme accreditation and institutional accreditation.

This is necessary in order for stakeholders within the country and the international community to have confidence in the qualifications registered in the KNQF.

There needs to be appropriate procedures for ensuring that the qualifications are well designed. To build the same trust the programmes leading to these qualifications should be delivered by competent providers and that the assessments leading to the award of the qualifications are of an accepted standard.

The assurance of quality in teaching and learning and the resulting output is paramount in any educational system that is keen to produce a competent workforce for the highly competitive economy. Qualifications will therefore qualify for registration in the KNQF after meeting the minimum quality requirements. This calls for the need to subject all education and training providers to rigorous quality assurance audits.

The Kenya National Learners' Records Database (KNLRD) is a comprehensive relational database acts as a central repository for Accredited QAIs, Qualifications and Learner's records.

The KNLRD enables KNQA to fulfill its national mandate by obtaining all the learners records, capturing data on qualifications and registration of Qualifications Awarding Institutions (QAI's). This data set is captured from Technical & Vocational Education Training (TVET) Institutions, Examination Bodies and Universities.

The KNQA Recruitment Portal allows submission and processing of applications for jobs advertised by the Authority. A total of twenty (20) job vacancies were advertised in October 2020 recruitment which attracted over eight thousand (8,000) applicants. These applications were successfully processed with the help of the portal.

The process of using system checks to ensure quality standards set by a competent authority can be maintained and corrected if and whenever they go wrong is referred to as quality assurance. The quality assurance of the KNQF shall therefore be centred on the following principles:

- (a) Setting and validation of qualifications standards;
- (b) Validation of relevant curricula; and
- (c) Ensure appropriateness of assessment and examinations system

Setting of Qualifications Standards

A qualification may be perceived, in simple terms, as a planned combination of learning outcomes which has a definite purpose and which is intended to provide qualifying learners with applied competence and a basis for further learning. A Qualification Standard is a standard that is set by a competent body to guide development of curricula targeting a particular qualification in the KNQF. It prescribes the Purpose(s) of Qualification, the Principal Learning Outcomes for realizing the Purpose(s) of Qualification, and the associated Credit Values with Assessment Criteria.

Principal Learning Outcomes:

They are standard statements formulated to realize the purpose(s) of a particular Qualification and therefore they are relatively more focused than the latter. They prescribe the typical context and level that a person who has been awarded with a particular NTA qualification could work in more efficiently, and what someone with the qualification should be able to do in the world of work in terms of integrated skills, knowledge and understanding, as well as the wider cross-cutting abilities. This is normally signaled by indicating the level of responsibility of graduates and the expected degree of independence in the workplace, in line with the respective KNQF Competence Descriptors.

Credit Values

Since credit is awarded as evidence of learning achievement it follows that the volume of learning for each Principal Learning Outcome needs to be specified in terms of credits. The number of credits awarded for successful realization of completion of one principal learning outcome is called a Credit Value of that particular principal outcome. However, it should be

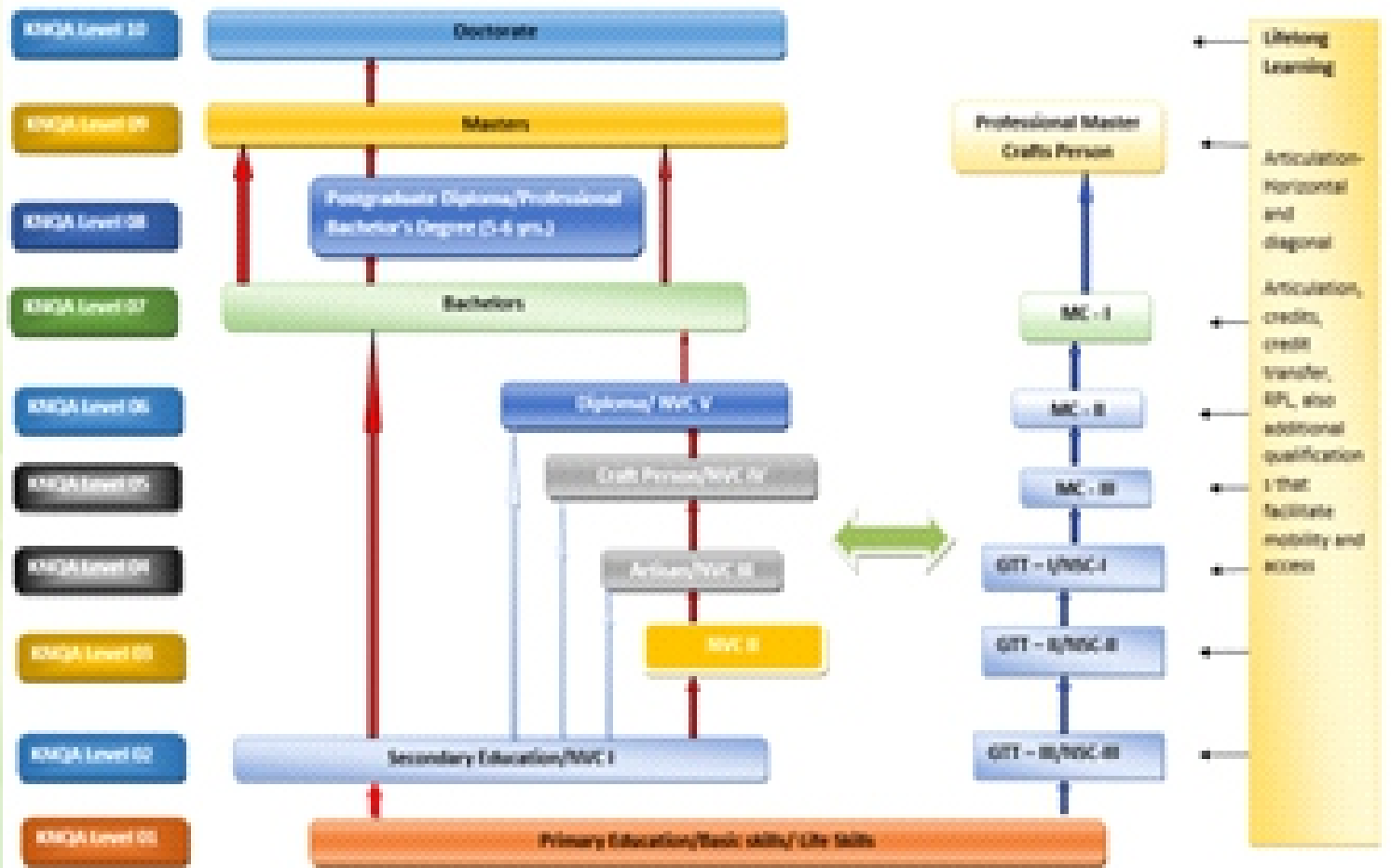
sum of credits from all Principal Outcomes is equal to the minimum number of credits of the qualification at the particular level in the KNQF.

Assessment Criteria

Assessment criteria are statements that indicate what learners are expected to do in order to demonstrate that they have successfully realized a Principal Learning Outcome. The following are some key points that should be borne in mind while developing assessment criteria.

- (a) Assessment should be an integrated undertaking taking into consideration both the applied competencies and cross-cutting issues to ensure life-long learning.
- (b) Assessment should recognize achievements against approved criteria and benchmark.
- (c) Assessment should allow progression and portability and enable the transference of credits from one learning situation to another but similar situation.
- (d) Assessment should recognize prior learning and give credit to evidence of learning outcomes that have already been acquired in different ways.
- (e) Assessment should emphasize legitimacy and transparency and clarity on what the learner is expected to achieve. Credibility in assessment is assured through assessment procedures and practices being governed by fairness, validity, reliability and practicability.

Setting of Qualification standards will very much depend on the labor market information obtained through labor market surveys. The dependence arises from the need to provide qualifications that address the labor market requirements. Labor market information may be complemented by data from the relevant Standard Classification of Occupations, e.g. ISCO, etc., which describe many of the desirable workplace aptitudes and skills.



MC-Master Crafts Person, NVC-National Vocational Certificate GFT-Government Trade Test, NDC-National skills certificate



Registration Of Qualification Awarding Institutions KNQA Registers ABE as a QAI in Kenya

The Kenya National Qualifications Authority (KNQA) has accredited the Association of Business Executives (ABE) as a Foreign Qualification Awarding Institution in the Technical and Vocational Education and Training (TVET) sector in Kenya. With this accreditation, certificates awarded by ABE to trainees are now officially recognized in Kenya. This certification gives ABE the authority to examine and award certificates in the qualifications approved by KNQA.

ABE submitted 8 qualifications to KNQA for evaluation. These included; 1 KNQF level 3 certificate, 4 KNQF level 4 certificates and 3 KNQF level 5 certificates. The certificate of Qualification Equivalence was handed over to Head of Marketing at ABE Ms. Fanta Graphiou in a ceremony held on 4th August 2020.



Deputy Director Registration and Accreditation Department, Mr. Frank Mukuna hands over a certificate of Qualification Equivalence to ABE's Head of Marketing Ms. Fanta Graphiou



KNQA Recognizes MTRH – CHS as a Qualification Awarding Institution

The Authority has also accredited Moi Teaching and Referral Hospital – College of Health Sciences (MTRH – CHS) as a Qualification Awarding Institution in the Technical and Vocational Education and Training (TVET) Sector in Kenya. This means that certificates awarded by MTRH – CHS to trainees now are officially recognized nationally. This accreditation from KNQA gives MTRH – CHS the authority to train and examine in sector-specific areas and award recognized qualifications that are industry driven and competitive.

This accreditation for MTRH – CHS was done alongside her 15 qualifications mainly in the health sector which include; 1 KNQF level 4 certificate, 2 KNQF level 5 certificates, 4 KNQF level 6 National Diplomas and 8 KNQF level 7 Higher National Diplomas (HND) into the KNQF.

Of paramount concern to this accreditation was the inclusion of HND into the KNQF. This is because even though HND had already been mapped on the KNQF as a level 7 certificate making it the equivalent of a bachelor's degree, there still existed dissensions on which HND the framework was referring to. The reason behind this was the fact that the notional hours allocated for a Bachelor's degree on the framework are 4800 notional hours. This means a bachelor's degree program in a Kenyan university should earn a successful candidate a total of 480 credits yet we had HNDs that were taking much less time like six months, 1 year or 18 months etc. with less credit value compared to a Bachelor's degree program in a university. The other challenge was the lack of a uniform entry requirements into an HND program. This situation was made worse by a lack of clear cut progression pathway from a National Diploma to an HND program.

In addressing these challenges KNQA carried out various stakeholder engagement meetings that resolved;

- i. HND will continue to be mapped on KNQF as a level 7 Qualification, equivalent to a Bachelor's degree
- ii. No KNQF level 2 candidate will be admitted directly into an HND program at any training institution unless the candidate scored a C+ at KCSE and the course program is tailored to take 4800 notional hours yielding 480 credits at completion
- iii. Minimum entry requirement into an HND program must be possession of KNQF level 6 – National Diploma.
- iv. The HND program referred to in (iii) above must be tailored to possess 2400 notional hours yielding 240 credits.

The import of the above resolutions proved to be a game changer in the registration of MTRH – CHS qualifications which were largely Diploma and HND based. It will also be the precursor upon which all related qualifications will be evaluated and registered on to the KNQF.

Finally, despite all the vagaries visited on us as a nation by the Covid-19 pandemic, the Authority has put in place a robust network of internet connectivity that would see the realization of her registration and accreditation mandate going forward.



Enhancing transparency and comparable qualifications across countries

Transparency about what people actually learned in order to obtain a qualification ('learning outcomes') is key to ensuring that individuals, employers and education and training providers give the appropriate economic, social and academic value to qualifications.

The KNQF aims to integrate and coordinate qualifications, as well as improve the transparency, accessibility and quality of qualifications in relation to the labour market, the education and training system, and civil society. The shift to learning outcomes increases the transparency of a qualification and enhances its comparability between countries and within countries (e.g. between different types of qualifications at the same level, or different levels of qualifications of the same type). Through its focus on learning outcomes, the KNQF can help citizens to find their way in an increasingly diverse and complex qualifications landscape.



Education CAS Hassan Noor Hassan with KNQA CEO during a courtesy call at the Authority



Regulating and awarding of qualifications

By Kelins Randiek

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 (CBET). In carrying out its work, the KNQA works closely with the Commission for University Education (CUE), The Technical and Vocational Training Authority (TVETA), The National Industrial Training Authority (NITA), The Kenya National Examinations Council (KNEC), The 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), The 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 CEO with Prof. Charles Ong'ondo the CEO KICD meet to explore ways of aligning Curriculum development to the KNQF

Revolutionizing and Reforming Educational Sector through Competent Qualifications in Kenya.

The Kenya National Qualifications Authority [KNQA] was set up in 2015 as set out in the Kenya National Qualifications Framework (KNQF) Act No. 22 of 2014 to coordinate and harmonize the various levels of education and training in the country; create a National system of Accreditation of all qualifications of learners and qualification Awarding Institutions in the country.

The Authority's Mandate is to establish and implement the KNQF with the objective to Promote Lifelong learning through recognition of acquired skills and knowledge.

As the custodian of all qualifications the Authority accredits and quality assures Competency based Education & Training (CBET) curriculum to ensure grandaunts meet industrial requirement skills. The principal objective of KNQA is to ensure graduates who are churned out in the country are competent with skills that match the labor market. The Authority lays great emphasis on quality qualifications that are expected to ensure provision of relevant and high quality human resource for socio-economic development of the country.

CBET is a leading paradigm shift for innovating technical and vocational education and training (TVET), inclusive of Technical Universities which are eager to offer CBET qualifications. CBET viewpoints are critical for socio-economic development of holistic world economies, consequently, the Kenyan government through the KNQA is working towards guaranteeing CBET qualifications that are accreditation and registered on the KNQF. CBET methodology is learners centered and allows for multiple entry and exit enhancing progression in education and training. CBET programs are designed around acquisition of competencies that are desirable for explicit career development that are relevant to the industry.

To support progression and mobility within the framework the Authority has developed Recognition of Prior Learning (RPL) policy in Kenya that is critical to the realization of the development of a responsive and equitable workforce. RPL will facilitate provision of access, mobility, progression and fair chances delivery to the disadvantaged, discouraged and traditionally marginalized groups. This policy is expected to enable the national coordination and harmonization

With the purpose of achieving transparency and comparability, the KNQA has developed and is implementing the Kenya Credit Accumulation and Transfer System (KCATS). KCATS which was introduced in 2018, within the KNQF, as a way of harmonizing education and training at different levels in the country; and for improving student mobility across different levels and institutions of learning. The system is currently being tested in Kenya; with plans to extend it to the East African region. The system facilitates the recognition of periods of study abroad and thus enhances the quality and volume of student mobility in East Africa. The system is designed to develop into an accumulation system to be implemented at institutional, national and Regional level.

Shaping the Future of Qualifications through a National Assessment System

- By Dr. Winnie Bulimo

The Kenyan education sector is reforming to strengthen access, fairness, relevance and quality of education and training. Despite the myriad of criticisms facing the current assessment and examination systems, its role cannot be underestimated. Viewed in a wider perspective, the dominance of examinations and assessment is not a uniquely Kenyan challenge. Nonetheless, examinations and assessment remains paramount and at the core of accountability mechanisms in education systems around the world.

The present qualifications assessment and awarding system in Kenya is fragmented due to multiplicity of assessment bodies and awarding institutions coupled with varied qualifications. Consequently, there exists disparities and inconsistencies in the assessment processes, methods and outcomes of similar qualifications. To address this issue, the KNQA has Developed National Standards and Guidelines for Assessment so as to harmonize processes and methods of assessment in Kenya from the basic to university level qualifications (KNQF level 1-10).

The key theoretical concepts that underpin assessment standards are validity, consistency, reliability, fairness, authenticity, inclusivity and fit for purpose assessment outcomes. The national assessment standards therefore forms the backbone that the regulators, professional bodies (PF) awarding academic qualifications, qualification awarding institutions and assessment bodies are expected to apply in implementing assessment. They also offer insights into important considerations for designing assessment procedure and implementing them in differing contexts and lessons which have the potential to improve practice and quality in all domains of assessment. Particularly the standards and guidelines are expected to provide guidance to the process of identifying and appointing assessors, approving assessment centers, developing assessment tools, administering assessment, marking, certification and assuring quality of assessment process. Further, they provide guidance for conducting online assessment and assessment of persons living with disability. Implementation of the standards and guidelines will be useful in the internationalization and creation of confidence, acceptability and mobility of the Kenyan graduates. It is therefore expected that any institution that assess and award national qualifications within Kenya shall strive to comply with the national assessment standards.

VALIDATION WORKSHOP FOR CREDIT ACCUMULATION AND TRANSFER (CAT) SYSTEM FOR KENYA

Chief Guest

Prof. Mwendu Ntarangwi
Commission Secretary,
Commission for University
Education

Speakers

Dr. Juma Mwachana
Chief Executive Officer,
Kenya National Qualifications
Authority

Lynette Kisaka
Senior Asst. Commissioner,
Secretary, Commission for
University Education

Jane Tum
Chief Asstt.,
Directorate General/Secretariat for
Internationalization

Dr. Winnie Bulimo
Senior Planning,
Kenya National Qualifications
Authority

A robust framework for credit accumulation and transfer system (CAT) is central to the advancement of education access, equity and relevance, especially in Higher education and training. CATs facilitate progression through various alternative pathways, especially in Technical and Vocational Education and Training (TVET), and universities and make an education system more efficient and user friendly.

The Kenya National Qualifications Authority (KNQA) has developed the Kenya Credit Accumulation and Transfer System (KCATS) to help unleash the potential of young people within the country.

This is in line with one of the functions of the KNQA which is to facilitate linkages, credit transfers, exemptions, vertical and horizontal mobility at all levels to enable entry, re-entry and exit through the alternative pathways. A virtual stakeholder workshop has been organized and will take place on Wednesday, 15th July, 2020 to discuss the same. For more details sign up on the KNQA website www.knqa.go.ke

+254-020-2100272
knqa.go.ke@gmail.com
www.knqa.go.ke

15TH JULY 10:00 AM - 11:00 AM

MICROSOFT TEAMS

of RPL activities focusing on research, support, awareness and publicity, advocacy and the mainstreaming of RPL in the Kenyan Education and Training System. The RPL is similarly anticipated to promote access to both vertical and horizontal pathways in the formal and non-formal education system.



Recognizing skills and competence of the Jua Kali sector to enhance progression and mobility

The BIG 4 Agenda identifies promotion of RPL as one of the key tools in addressing skills shortage in the country in the TVET sector in providing for a relevant skilled workforce needed to drive the BIG 4 Agenda. KNQA and stakeholders have developed RPL policy in readiness for implementation. NGOS have come in to fund the initiative i.e. the ILO, GIZ, & WORLDBANK through EASTRIP. KNQA has guided the development of the overarching RPL policy in Kenya to guide implementation of RPL in the country. In conclusion RPL has been year marked as a tool for documenting and certifying marginalized and disfranchised unrecognized workforce in the country.

ALIGNING SUPPLY AND DEMAND FOR SKILLS

By Mr. Oanya Thaddeus

In today's world, knowledge is considered the engine that drives a country's economy. Any mismatch in knowledge that graduates possess and industry requirements would not make the economy more effective. In Kenya, our education and training institutions churn out tens of thousands of graduates who end up in careers for which they were not trained.

The current Kenyan education and training system is fragmented leading to varied quality of qualifications. This is because skills development in Kenya is undertaken by different actors including; Ministries responsible for Labour, Education, Health, Agriculture among others; Employers, Workers Organizations, Private Sector and the Informal Sector.

This approach has led to duplication of efforts, wastage of resources, multitude of regulations/guidelines and standards in skills development as well as minimal impact from training. This approach as also made it difficult to compare and equate qualifications offered by different subsystems and by different educational and training institutions.

The critical challenge facing training providers is to prepare 'market ready' graduates to meet industry demand. The situation is further aggravated by weak linkages between training providers and the skills users (labour market).

To address this anomaly, the government established the Kenya National Qualifications Authority as a regulatory body responsible for coordinating all Actors involved in development of National Occupational Standards (NOS) in Kenya. The National Occupational Standards specify the standard of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet a standard of performance consistently.



Jua Kali artisans photo op during a courtesy call to enlighten theyouths on Recognition of Prior Learning opportunities for advancement and progression

The NOS align supply and demand for skills by bridging skill gaps, promoting industry engagement and leverage technology among others. The national occupational standards also inform the development of relevant and demand driven competency-based curriculum; planning, organizing, performing and monitoring the teaching process, development of assessment instruments and tools, and also the certification of learners. Students and parents use NOS to choose the right occupation/profession, as well as choose appropriate education programmes and career development.

Policy makers in the field of education, economy and employment can use NOS for strategic planning of workforce development, prioritizing funding for education, planning and programming for education and training, and allocation of resources in education and training programmes.

Employers need occupational standards to prepare job descriptions and specifications, determine recruitment criteria, set in-house standards of performance and develop workplace procedures, and form a benchmark for quality of work performance. Workers' unions can use NOS to determine the minimum wage, working conditions etc.

National Quality Assurance : A Harmonizer for Quality in Education and Training in Kenya

By Peter Wekesa

“We must indeed all hang together, or most assuredly we shall hang separately”, Benjamin Franklin, (1976). Harmonization, in this context, implies the agreement, synchronization and coordination of systems to strategically develop and strengthen the capacity of Education and training to respond simultaneously to educational and employability needs of the society. For many reasons however, harmonization in Kenya has remained elusive. The globalized world, which is characterized by an increasingly mobile skills and labor force, has shown that growing attention must be paid to quality assurance of qualifications awarded globally.



Mr Peter Wamalwa of KNQA with Dr. Agnes Wahome after the joint admission commettee meeting. The KNQA is working with KUCCPS to introduce alternative ways of admitting students into higher education other than kcse results in Kenya

Building on existing efforts for harmonization and informed by global developments in this area, the writer briefly explores the pitfalls of a harmonization deficit, stresses the urgency to align Kenyan qualifications within a framework of sustainable Development. Education and training is seen as a catalyst for equity, meritocracy, employability, economic performance, happiness and sustainable development. This calls for harmonization of qualifications to foster trust and enables the portability and transferability of qualifications locally and internationally.

Harmonization deficit in education and training sector has compromised the achievement of sustainable development goals, snowballing into quagmires in other levels of education. Documented effects include the delay in developing appropriate capacity towards achieving Education for All, goals and formulating sustainable solutions to address peace deficit and the rise in conflicts, environmental migration, food insecurity, water shortage, poverty and human misery.

The specific challenges facing education and training sector is underpinned by the mismatch between skills and industry requirements, inflexible admission criteria, the absence of credit transfer arrangements and poor recognition of Kenyan qualifications externally. Additionally, coupled with the tendency for Kenyan governments to liberalize educational provision, local and [sometimes dubious] private educational institutions are rapidly growing unfettered by quality assurance requirements in the absence of clearly defined quality standards and regulations. In overall, Kenya education and training sector is viewed with a suspicion that weakens its competitive edge internationally.

In this globalized world, there is urgent need for appropriate mechanisms to foster the competitiveness and global recognition of Kenyan qualifications. The harmonization of quality assurance will ensure that Kenyans have a chance to hang together and to develop intrinsic confidence and trust in their qualifications systems and structures to simultaneously engage in sustainable development.

To this end, the government of Kenya established the Kenya National Qualifications Authority (KNQA) that is mandated under KNQF Act No 22 of 2014 Section 4 (e) to strengthen the national quality assurance systems for national qualifications.

Enhancing transparency and comparability of qualifications across countries

Transparency about what all qualifications holders actually learned in order to obtain a qualification ('learning outcomes') is key to ensuring that individuals, employers and education and training providers give the appropriate economic, social and academic value to qualifications.

The KNQF aims to integrate and coordinate qualifications, as well as improve the transparency, accessibility and quality of qualifications in relation to the labour market, education and training system and the civil society. The shift to learning outcomes as highlighted in the KNQF increases the transparency of a qualification and enhances its comparability between countries hence, the KNQF can help citizens find their way in an increasingly diverse and complex qualifications landscape.



Dr. Juma Mukhwana, CEO Dr. Douglas Ogolla in a meeting to review human resource curricula in the country to align it with KNQF

In order to achieve transparency and comparability, the KNQA has developed and is implementing the Kenya Credit Accumulation and Transfer System (KCATS). KCATS which was introduced in 2018, within the KNQF, as a way of harmonizing education and training at different levels in the country; and for improving student mobility across different levels and institutions of learning. The system is currently being

tested in Kenya; with plans to extend it to the East African region. The system facilitates the recognition of volume of learning enhancing the quality and volume of student mobility in East Africa. The system is designed to develop into an accumulation system to be implemented at institutional, national and regional level.

KCATS makes study programmes easy to read and compare for all students, lecturers and institutions, which in turn facilitates mobility of learners and academic recognition of qualifications. Additionally, it helps qualifications awarding institutions to organize and revise their study programmes and/or qualifications to archive comparability and transparency.

OP-ED

MEDIA ADVISORY

Kenyans asked to be wary of foreign qualifications
Kenyans have been asked to 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.



CEO Dr.Juma Mukhwana addressing the press on milestone achieved by the Authority in curbing proliferation of fake certificates

Dr Juma 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 said 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 ensure that the qualifications are recognized and equated to the Kenyan equivalents by the KNQA. Dr Mukhwana further said that the

Thought Piece

TVET has come along 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 is may be the key to our development, Technical and Vocational education and Training (TVET) is the master key to unlock our potential in meeting our needs and wants. Nobody can tell why it took so long for this to happen.



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 economic development directly correlates which the amount of resources that it invests in the TVET sector.

With burgeoning challenge of youth unemployment, TVET training holds the giving 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.

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. The increasing importance that Africa is attaching to TVET is reflected in the policies and strategies that the African Union level has recently rolled out to promote TVET training. The TVET sector has attractive features of 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 social economic backgrounds, thereby holding the key to the Continent's quest to wrestle poverty and create prosperity for all. 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;

- i. 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;
- ii. 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

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 both 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 in crucial. This thought piece analyses 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 economic development directly correlates which the amount of resources that it invests in the TVET sector.

With burgeoning challenge of youth unemployment, TVET training holds the giving 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.

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. The increasing importance that Africa is attaching to TVET is reflected in the policies and strategies that the African Union level has recently rolled out to promote TVET training. The TVET sector has attractive features of 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 social economic backgrounds, thereby holding the key to the Continent's quest to wrestle poverty and create prosperity for all. Consequently, the youth, old, the

- iii. 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 wanting. Some of the key factors hindering the exploitation of the full potential of Africa include;

- i. The lack of commitment to the full implementation of TVET by governments due to its prerequisite considerable financial commitments;
- ii. Lack of participation in curriculum review and training by business and industry;
- iii. Low wages and poor work environments that have discouraged bright youth from pursuing vocationally oriented careers;
- iv. Lack of clear pathways of progression to higher levels of education and training for those with ability and interest;
- v. Lack of clearly articulated national qualifications frameworks that can harmonize and promote quality training and certification; and
- vi. 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 in 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;

- a. 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.



CEO KNQA meeting with HRMPPEB to discuss how to improve training, examination, and certification of HR Professionals

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 entrepreneurship 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 market

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 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.

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.

Occupational Standardization and Facilitation of Career Progression

By Nyamai Wambua

Millions of jua kali artisans have learned on the job and accumulated skills and competencies over

many years of practice. Being a hand-to-mouth kind of a sector, majority of the jua kali practitioners do not think of a career, or if at all they do, they mostly think their careers died long when they were either retrenched from their formal jobs, dropped out school or when they just accomplished basic education and ventured into self-employment. This is because there has never been a policy framework to advance one's childhood career dreams while still working in the informal sector. The two have never been possible to be done together.



KNQA CEO accompanies Mohammed Jaffer, Chairperson Africa Oil & Gas Company in officiating the graduation of 124 scaffolders trained by Toolkit TTI in Miritini, Mombasa.

With an RPL framework, millions of skilled jua kali artisans in Kenya will rekindle their childhood career dreams, new entrants into the sector, especially the youth who have talents and would not wish to pursue higher formal education will have an opportunity to pursue an equally dignified career pathway that is clear and comparable to the alternative academic and formal education and career pathways because a comprehensive RPL framework will provide for assessment, weighting, equation and transfer of credits across the qualifications recognized by the pathways and revolutionize knowledge, human capital, capabilities and skills required for the modern Africa.

Achieving Quality and Genuine Qualifications During Recruitment

By Rachael Chepkurui

Recruitment is an important function of the Human Resource in an organization. The Labor market controls the demand and supply of labor. If the supply of people having a specific skill is less than the demand, then the hiring will need more effort. On the other hand, if the demand is less than the supply, the hiring will be relatively easier.

At the very basic level, hiring new employees requires a budget – finance to advertise for the positions, time to interview candidates, orientation etc. Finding skilled human resource to fill vacant roles is only halfway, the challenging hurdle is finding candidates with quality and genuine qualifications.

Once hiring has taken place, more resources are expected to go towards onboarding, training and developing capacity for the selected candidate, and if the candidate was not ultimately a good fit for the position, all the concentrated efforts and resources dispensed wouldn't yield fruition.

Hiring incompetent workforce, brings about negative effects which in turn affects many aspects of the organization, and more often becomes a costly affair. Ultimately, there are the costs associated with the recruiting and onboarding process, and the cost of the bad hire's salary and potential severance pay if they are terminated. Aside from the cost and time consumed with hiring a bad fit, poor hiring decisions can affect the overall morale of the team. Poor hiring practices and procedures can end up being extremely costly for an employer.

Employers can avert such compliance risks and financial waste by being more proactive and dedicated to finding quality candidates from the initial stages of recruitment. They should adopt a “quality over quantity” approach.

This can pose as a challenge due to the emerging trends in recruitment. In this modern era of online job boards and application systems, the recruitment process has become quite easy.

With the increasing cases of academic frauds committed by applicants, employers need to follow best practices to ensure a successful hiring process without any interruptions. Adopting best practice also ensures consistency and compliance hence reduced costs of recruitment, improved efficiency and high productivity achieved.

Kenya National Qualifications Authority in collaboration with other stakeholders is in the process of weeding out fake certificates from the job market. As part of achieving its mandate, the authority seeks to streamline the genuineness and quality of qualifications in Kenya with the qualifications framework.

REFORMS IN PROCUREMENT QUALITY ASSURANCE COMPLIANCE AND AGPO AS INCLUSIVE STRATEGIES FOR YOUTH EMPLOYMENT.

By Tobias Wakoli

About 50-60 percent of national government budgets in developing countries is procurement related. In light of the above the government of Kenya has embarked on a raft of measures to streamline procurement activities to ensure that it gets value for money. Public procurement reforms have grown from use of crude procurement systems with no regulations, to issuance of circulars from national treasury as a guide to procurement activities thereafter to a legally regulated system that is in line with international standards.

In 2010, there was a constitutional dispensation that brought forth the constitution of Kenya 2010. The constitution of Kenya 2010 further gave birth to the Public Procurement and Disposal Act 2015 (PPDA 2015) whose functionality has been critically enhanced through treasury circulars circulated to all government institutions for adoption. Technology is now the largest the change agent and driving force in today's society, the digital connectivity world has further been encouraged and smoothly being absorbed by the Kenya National Qualifications Authority where communication between the procurement department and tender advertisements are both done online in order to reduce lead times.

The Kenya National Qualifications Authority being a qualifications awarding institution, priority is given to persons with the requisite qualifications to supply products and services to the organization. This has been enhanced by utilization of internal mechanisms that facilitate querying of doubtful qualifications and checking for overall qualifications.

In the year 2013, a land mark legislation was passed in parliament that compelled all government institutions to allocate 30% of all procurement opportunities to entities with Access to Government procurement Opportunities (AGPO).

Enhancing global skills mobility through the KNQF

By Kelins Randiek

The Kenya National Qualifications Authority (KNQA) is aligning its qualifications framework to ensure that Kenyan qualifications can spread across the continent because its impossible to frame business without skills moving, this will create global competitiveness and anchor Kenya as a center of training and education within the African continent.

The increasing importance that Africa is attaching to TVET is reflected in the policies and strategies that the Africa Union (AU) has recently rolled out to promote TVET training. Many studies have concluded that education systems in many African countries are flawed and the neglect of TVET is an obstacle to continental development. To Address these challenge, the Kenya Credit Accumulation Transfer System (KCATS) will help create harmony and coherence in sectors that were training in silos. This will enable TVET learners have a flexible system that embraces quality. CATS system in the country will help in facilitating linkages, credit transfer, exemptions, offer a vertical and horizontal mobility in all the levels of learning and enable entry, re-entry, and exit in the education and training in the country. The CATS system is expected to promote mobility and progression of learners both internationally, nationally and globally which will enhance transparency recognition of the quality of qualifications offered in Kenya and enhance globalization of qualifications in the country.

To promote achievement of the African Union (AU) Agenda 2063: The Africa we want, a well coordinated and harmonized education and training sector is crucial in the production of human resources required for implementing Kenya's Vision 2030. The current Kenyan education and training system is fragmented leading to varied quality of qualifications offered by different sub systems and by different education and training institution. Because of this process and levels, its very cumbersome and sometimes unclear what learners get out of the system. The growing demand for education and training has triggered the establishment of many educational and training institutions and alternative modes of delivery offering both local and foreign qualifications whose comparability is very difficult to discern; and as a result, the KNQA has been mandated by Act no 22 of 2014 to promote better coordination and harmony among the various players in the education and training sector in Kenya.”

CEO KNQA Dr. Juma Mukhwana, addressing the

challenge of quality and relevance of qualifications, asserted that “KNQA is in the process of setting up an accurate and robust database of all qualifications attained in Kenya and foreign institutions, that will recognize prior learning and facilitate credit Accumulation and Transfer system at all levels of education in the country allowing for comparability and information sharing in the education sector and globally.”

The RPL Policy 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, targeting different categories of learners or potential candidates in the society seeking access to certification in Kenya regardless of ones educational background, age, status in society, disability, race , religion or nationality.



MOE & KNQA finalize the RPL Policy & Guidelines as directed by HE the president Uhuru Kenyatta

KNQA will strive to support national education reforms aimed at improving quality and relevance of the education offered, the equity of learning and the learning outcome to ensure those who come out from education institutions nationally and internationally are able to equitably compete for available resources in the form of jobs and other opportunities hence Improving coordination of the education and training. The ministry of education is making efforts to ensure education plans are a national success and that the policy's developed will Serve as a bench mark to make education and training more effective, reliable, fair and transparent to learners. This shall be made possible by ensuring that the system that is developed is regulated, maintained and enhanced by quality assurance agency and qualifications awarding bodies.

The president of Kenya further issued a presidential directive to all government institutions to operationalize and uptake the new guidelines issued. AGPO certification, allows the youth, women and persons living with disability to access specially allocated procurement opportunities as a way of creating employment and empowering the special groups. In line with that, KNQA is in compliance with the presidential directive and has further put structures in place to go over and above the minimum limit in order to empower the special groups.

Shorten your class work and earn qualifications

By Alfrick Biegon

Recognition of Prior Learning can shorten your stay in school and earn your qualifications for progression



A Jua Kali artisan at work

and lifelong learning. Kenya National Qualifications Authority (KNQA) developed the Framework for Recognition of Prior Learning Policy 2020 with the intention to map existing skills to Kenya National Qualifications Framework. Recognition of Prior Learning (RPL), also known as Prior Learning. Assessment and Recognition (PLAR), is a process used to identify, assess and certify an RPL 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. Majority of Kenyans particularly in the Juakali sector possess right knowledge, skills and competences to qualify for particular roles in an organization, but their employers may not be able to recognize those skills without formal qualifications which in turn contributes immensely to vision 2030 skilled workforce. But without this recognition, it will lead to an obstacle in finding a decent and satisfying job. Recognition of Prior Learning (RPL) will assist potential candidates to gain formal qualifications and improve their curriculum vitae and employability in the process.

RPL also intends to encourage lifelong learning and continuous learning, social inclusion, mobility and assist those who may be transitioning from military or emergency service into civilian life. Being an assessment

process, RPL takes into consideration your relevant prior learning experience, whether formal, non-formal, or informal, to identify course credits. It can also help progress through qualifications and fast track or do away with study time based on your previous experiences and knowledge.

Recognition of Prior Learning will be acknowledged by colleges offering an array of online courses on areas like business, work health and safety, security and risk management, marketing, human resources, project management, and much more. It can help one to obtain the qualification he/she needs to advance in their profession, whether you're taking a diploma, advanced diploma, graduate diploma, or any certification course. RPL will eliminate the need to sit through classes and complete the course traditionally, as long as you are qualified. This way, you can be certified, even without studying or at least minimize the time it takes for you to complete a particular course.

Through Recognition of Prior Learning, you could improve your chance of getting the job you want or be on your way to a promotion. RPL can also be considered by experienced individuals who are currently employed but are looking to advance in their career by applying for a higher position in their industry or organization.



Members of the Registration and Accreditation Department at Al Jamea-tu-Saifiyah Community complex



The Head of Programmes KNFJA Wambua Nyamai & Maindi Stanley of KNQA during a courtesy call to brainstorm on collaboration between Juakali and KNQA in the implementation of RPL in the MSME sector



KNQA Representatives and members of Aljamea-tus-Saifiyah community during a workshop at the community complex



Country Manager ICDL Africa, Mr. Etinick Mutinda paying a courtesy call to discuss how ICDL can obtain a certificate of qualification equivalence

The Birth of the Qualifications Framework in Kenya

Contemporarily, education is christened as the primary means of social mobility, national cohesion and socio-economic development. Ever since independence to date, the Government of Kenya has been steadfast to the provision of quality education to all her citizens.

The Constitution of Kenya of 2010 promulgated on 27th August, 2010 brought a raft of positive changes that wholesomely ensured creating a society that respects liberties and livelihoods of its citizenry without discrimination. Focusing specifically on education, the Constitution of Kenya, 2010 through the enshrined Bill of Rights articles 43 (1)(f), 53 (1)(b) and 55 (a) makes education a right of every Kenyan. Additionally, the Constitution guarantees every child to free and compulsory basic education, access to affordable tertiary education, training and skills development. Thus the Constitution led the way for reforms in education that progressively shifted the education and training from knowledge reproduction to knowledge production.

Consequently, the Kenya Vision 2030 articulates for the development of a middle- income country placing great emphasis on education in producing relevantly skilled human and social capital for sustainable development.

To actualize the above, the Ministry of Education set up various task forces with the aim of re-aligning the education sector and bringing to life the vision of the new Constitution of Kenya (2010) and Vision 2030. The task forces identified a number of challenges, gaps and concerns which fronted the pertinent question: “Is the Kenyan Education System and its institutions and programmes fit for the purpose?” Specific issues bedeviling the education and training sector singled out but not limited to; revolved around content and delivery and sufficient flexibility to adapt to the changing socio-economic needs and requisite quality to match global competitiveness and to address the challenges of the 21st century.

Subsequently, following the recommendations by the Taskforce the GoK gave policy direction for reforms in the education service which culminated to Sessional Paper No. 14 of 2012. The policy analyzed the framework existing then in the education and training in Kenya thus recommended new legislations to be passed and align existing laws governing education to the Constitution and the socio-economic needs of the Country.

The recommendations gave birth to the enactment of the Kenya National Qualification Framework Act No. 22 of 2014 among four other legislations in education. The National Qualifications Framework is the national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications.

Kenya National Qualifications Framework (KNQF) is the useful tool in addressing the hitherto, fragmented qualifications system responsible for producing poor quality outputs and proliferation of fraudulent certificates unable to respond to the expectations of the labor market.

In line with international best practices, it was further recommended that the management of this NQF be assigned to an apex body, such as a national qualification authority (Kenya National Qualifications Authority) that is independent of government but accountable to it.

The KNQF Act was assented to by the then President of the Republic of Kenya, His Excellency Honorable Mwai Kibaki on the 24th December, 2014 and commenced on 13th January, 2015.

Rita Mudza Mwachungu
Registration and Accreditation Officer
Kenya National Qualifications Authority

Enhancing Youth Employability through Recognition of acquired Competencies

By Dr. Alice Kande

The youth have been recognized as the strength, wealth, and drivers of innovation in Kenya. They are an essential component of the country's development and a key driver in the realization of Kenya's Big Four Agenda, Vision 2030, and the Sustainable Development Goals (SDGs). Therefore, deliberate, and systematic efforts are necessary to appropriately equip and empower them to attain and realize their full potential and in turn, drive the attainment of the aforesaid development objectives.

More than 80% of secondary school graduates who qualify for non-degree courses every year are normally expected to join TVET institutions. In view of this, the Government has been on a deliberate mission to revamp and rebrand the Technical, Vocational, Education and Training (TVET) sub-sector, putting it on a higher pedestal with a mission to entice the youths who do not make it to the Universities, and to ensure that TVET institutions produce well-trained graduates with relevant and employable skills.

While this is laudable, there is a large segment of the youthful populace who either, deliberately or due to lack of resources end up not in any of the tertiary institutions.

Majority of such, end up in the Juakali sector where they learn through apprenticeship and perfect their skills over time. Such individuals are only recognized by few people who have access to their wares while a few lucky ones may find their way into formal employment.

Recognition of competences and skills that have been acquired informally or non-formally has been a subject of interest lately. During the Country's Jamhuri day celebration on 1st June 2021, his Excellency the President issued a directive that the Ministry of Education, through the Kenya National Qualifications Authority should within one month issue a policy framework for comprehensive recognition of prior learning. This policy intervention is expected to expand the opportunities for artisans and craftsmen in the Juakali sector to participate more meaningfully in the economy.

Since then, there has been a flurry of activities including formation of a Committee to oversee development of the policy framework and laying down of a plan for roll-out of recognition of prior learning in Kenya. The Committee has representation from various Government Institutions, the industry – including the Jua kali sector, employer organizations among others. Once this is achieved, Kenya will be among the few countries in Africa who will have taken this bold move to provide for recognition of knowledge, skills and competencies – regardless of how, when or where the learning occurred. The country will greatly benefit by making such competencies visible and thereby enhancing an individual's ability to secure a job, retain employment and move flexibly in the labour market as well as engage in lifelong learning. Recognition of Prior Learning has been lauded by many international agencies including the International Labour Organization (ILO), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the World Bank.



PARTNERSHIP INITIATIVES BY KNQA

The Young Africa Works-TVET program

The Kenya National Qualifications Authority (KNQA) in conjunction with Colleges and institutes Canada are in the process of developing the RPL system in support of Young Africa Works in Kenya – TVET program.

The objective of the RPL process is to create viable and accessible pathway to gainful and appropriate employment in Kenya's formal economic sectors while the output is to ensure effective inclusive gender responsive RPL systems at the COEs. The RPL system is to enable people with informal experience to gain formal recognition of their skills and competencies in order to advance in their careers and training.

The KNQA and Colleges and Institutes Canada are formulating a stakeholder committee that will provide technical guidance, local information/perspective and make informed recommendations at the COEs. A total of 10 stakeholder committee members are to be identified from QAIs, Professional bodies, Government agencies, Trade unions, the industry and TVET-CDACC regulators.

KNQA teams up with the Department of Immigration Services



Director of Immigration Services Alexander Muteshi, with KNQA chairperson Dr. Kilemi Mwiria and KNQA CEO Dr. Juma Mukhwana after holding discussions at the Directorate of Immigration Services offices.

The Kenya National Qualifications Authority (KNQA) and the Immigration Services Department have agreed to partner in order to stamp out fake certificates.

KNQA chairperson Dr. Kilemi Mwiria, Director General Dr. Juma Mukhwana and Immigration Services Department Director Mr. Alexander Muteshi agreed that only high quality and genuine qualifications will be admissible in the country.

The two institutions also promised to work together to promote Kenya, as a training hub to support the Africa Continental Free Trade Area (AfCFTA) and integration which will support free movement of people, skills and services across the continent.

Dr. Mwiria stated that about 30,000 students from Africa come into the country each year to study and therefore the partnership with the Immigration Service Department will ensure that only those with genuine academic documents from their home countries are allowed to study in the country.

The chairperson added that the authority is seeking to bring equity to the qualifications sector so that those with money do not buy academic documents and disadvantage those who have gone to school and worked hard.

Mr. Muteshi who was also accompanied by senior directors at the Immigration Services Department during the meeting at his Nyayo House office, said the Department will support the authority in its endeavors given that foreign citizens seeking education in the country have to pass through the department in order to obtain student Visas and students.

The two agencies agreed that all students coming into the country to study, will have their certificates recognized and verified by KNQA before they are enrolled for studies in the country.

Already regional blocks are working on East Africa Qualifications Framework and IGAD framework. African Union (AU) is also working to establish the African Continental Qualifications Framework (ACQF) noting that integrated Africa is a major transformational outcome of the Agenda 2063 as it will encompass, amongst others, free movement of persons, free trade, customs union, common transport market and an African common education space.

The African Union (AU) and its Member States have decided to equip the continent with the necessary conditions and mechanisms to facilitate mobility and transparency of skills and qualifications, in support of the AU Agenda 2063, through ongoing initiatives in harmonisation of education, development of common standards and qualification frameworks, and the Addis Ababa Convention for mutual recognition of degrees and certificates. The African Continental Free Trade also requires recognition of academic qualifications.

KNQA Partnership with Ministry of Labour and Social Protection

CS Ministry of Labour and Social Protection Simon Chelugui skills upskilling and re-skilling is the way to go especially in Creating employability of people with the glaring challenge of fighting against the menace of fake degrees and certificates.

Ministry of labour and social protection working on formalizing an MOU with KNQA to facilitate trading labour abroad with genuine quality qualifications.

In a meeting to discuss a memorandum of understanding and partnership areas between KNQA and the Ministry of labour CS Simon Chelugui noted that he is not only looking at the Kenyan market but also exporting human resource out of the country. CS, highlighted that the labour that is exported out of the country should have quality and genuine certificates. He highlighted his stance on the global world taking a juxtaposition when given an opportunity to address the plight of employment he needs to stand in any platform and affirm to the world and say that any Kenyan who steps out of the borders seeking for a job or an assignment or business is qualified and has been trained, examine, tested and certified and is in possession of genuine qualifications.

CS, Simon Chelugui “The quality of qualifications affects the service delivery if you send people with fake certificates the services offered are going to be invaluable. The country should sell skills, professionals & knowledge. Outside guarding, protecting and ensure sustainability and quality of certificates issued meet the standards required”.

CS Simon Chelugui Whatever we do locally or outside we need to quality assure and affirm that our people are competent for jobs and services. People should only use qualifications that are genuine in order to build trust globally in our system enhancing sustainability through quality and genuine certificates.

KNQA CEO Dr. Juma Mukhwana qualifications is supported by the labour market to ensure qualifications produced are high quality and relevant to the needs of Kenya and other markets. He highlighted the plight of many who have skills but lack certification. To ensure people use qualifications that are genuine through the KNQA Database we are hopeful that we will export human resource that is of quality, reliable and

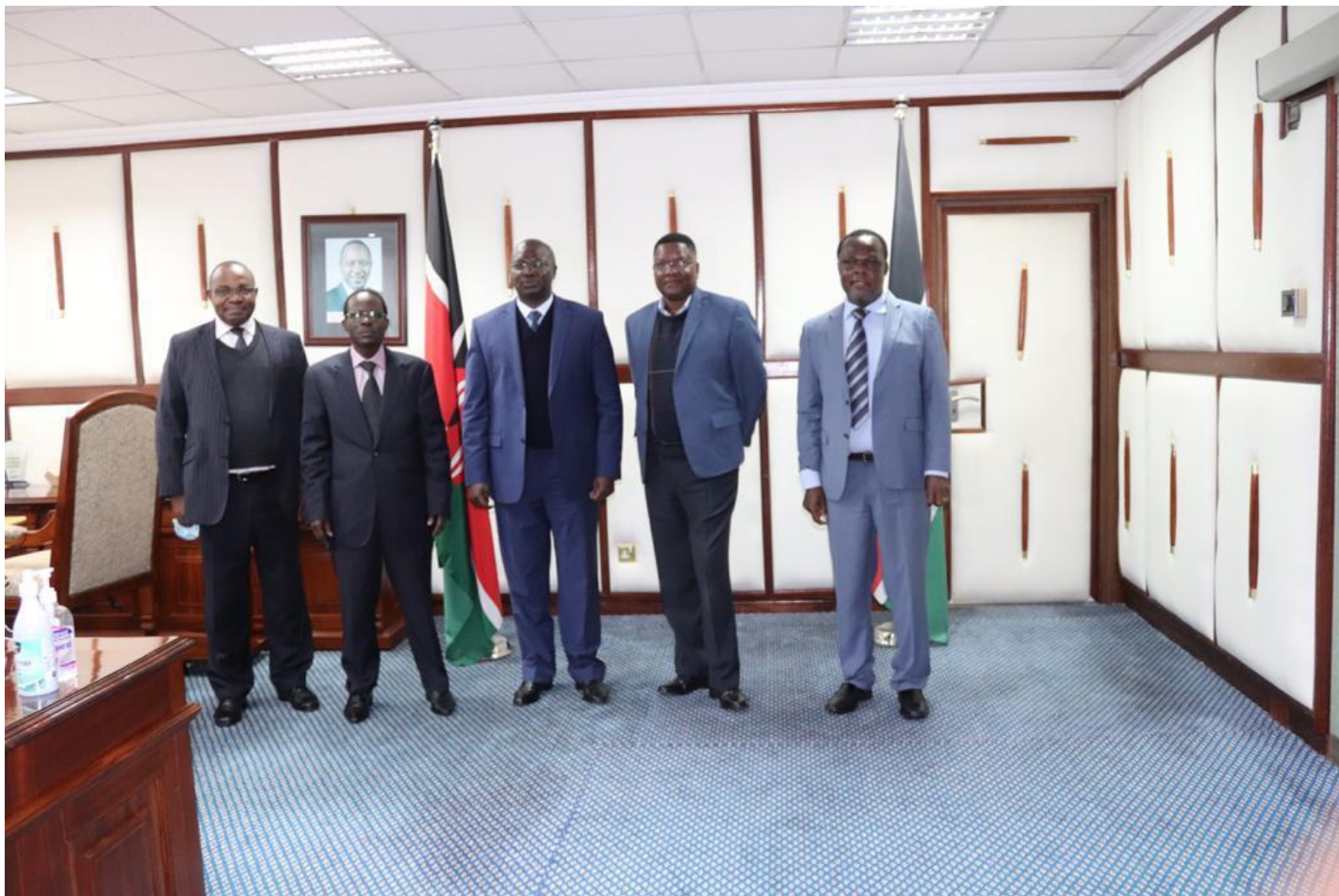
consistent.

Dr. Juma Mukhwana “With recognition and equation of qualification when people are going out or coming from other Jurisdictions, KNQA will be happy to give the quality assurance that the people we are exporting have the right skills and papers and hence build Kenya as a hub. The Database will be able to highlight the cadre of qualifications with shortage of skills”.

Conucil Chairman Hon .Dr. Kilemi Mwiria “Kenya is a big producer of skills. KNQA is playing a complementary role to support Kenyans to improve the quality of qualifications for the region and the world which will be enhanced through the Africa continental free trade area. As we export human resource as a country we have to put in place internal quality assurance process to ensure that the labour we export is of good quality.

CS Simon Chelugui noted that its important to ensure that skills possessed meet market demands. He said that “majority of the youths are in the informal sector who know the job through apprenticeship but are not certified. The skills the country produces will guard the image of the country through qualification that are justified”.





The Chair of the KNQA Council led a team from the Authority who paid a courtesy call on the CS for Labour and Social Protection, Simon Chelugui. During the meeting the KNQA agreed to support the Ministry to verify and assure the Quality of Qualifications for 30,000 nurses that the Ministry is working to send to work in the UK. The meeting was attended by the KNQA DG Dr Juma Mukhwana and KNQA Council member and DG of NITA Eng. Stephen Ogenga.



KNQA's Partnership with IEBC



KNQA Chairperson Dr. Kilemi Mwiria, IEBC Chairperson Wafula Chebukati, IEBC Ag. CEO Marjan Hussein and KNQA CEO Dr. Juma Mukhwana after a meeting to discuss partnership between the two agencies.

The Kenya National Qualifications Authority (KNQA) has stepped up its engagement with various stakeholders in a bid to get rid of fake academic certificates in the country.

On Wednesday (February 3), the authority's Chairman Dr. Kilemi Mwiria, Director General Dr. Juma Mukhwana, Mr. Vincent Koech, Deputy Director ICT met with the Independent Electoral and Boundaries Commission (IEBC) Chairman Mr. Wafula Chebukati, Commissioner Prof. Abdi Guliye, acting CEO Marjan Hussein and acting Deputy Commission Secretary Mr. Obadia Keitany to seek partnership on how the two agencies can work to ensure only valid and genuine qualifications are used in the electoral process in Kenya.

“We are here to seek collaboration so that any candidate that will be seeking elective positions among others have their academic certificates vetted. We have the required expertise to handle the vetting of the academic documents,” said Dr. Mwiria during the meeting at Anniversary Towers.

Dr. Mwiria disclosed that the authority has developed a national database for all qualifications which will be a one stop shop for all qualifications in the country. The database will contain information from all sectors on education and training system.

KNQA chairman observed that the authority is determined to bring order in the education sector by ensuring that all qualifications that are possessed by Kenyans are genuine.

Dr. Mwiria added that elected leaders need to lead by example by only using presenting genuine certificates to the electoral body.

Mr. Chebukati on his part, said the Commission is ready to work with the authority in order to stamp out academic fraud among aspirants.

“We will be happy to work together to address the issue of fake academic qualifications by candidates seeking elective positions,” said Mr. Chebukati.

He said that close to 20,000 candidates are expected to contest various elective positions in the 2022 polls. Dr. Mukhwana disclosed that 1/3 of Kenyans have fake academic documents and therefore the need to take action against such individuals.

Dr. Mukhwana said the authority is working together with learning institutions to ensure that learners are admitted in programmes that they qualify to study. “We are working together with universities, TVET and foreign institutions to ensure that the country has genuine and quality qualifications,” said Dr. Mukhwana.

A law requiring candidates seeking to contest for MP and MCA seats to have a university degree qualification is expected to take effect during the 2022 general election.

The law requires Members of Parliament (MPs) and Members of County Assembly (MCAs) to have a minimum bachelor's degree before they are cleared to contest. According to the KNQF Act, the authority is mandated to maintain a national database of national qualifications and competences, provide for recognition of national and foreign qualifications, establish standards for harmonization of qualifications and build confidence in the national qualification system.



IEBC Chairperson Wafula Chebukati during the inter-agency meeting

KNQA and DCI vow to weed out Academic Fraud



KNQA Chairperson Dr. Kilemi Mwiria, DCI Director George Kinoti, and KNQA CEO Dr. Juma Mukhwana after a meeting at DCI headquarters in Nairobi.

Kenya National Qualifications of Authority (KNQA) and the Directorate of Criminal Investigation (DCI) have agreed to work together in handling academic fraud in the country.

In a meeting on Tuesday at DCI Headquarters in Nairobi, and which was attended by KNQA chairperson Dr. Kilemi Mwiria, KNQA Director General Dr. Juma Mukhwana and DCI Director George Kinoti, they agreed to form an inter-agency team to handle fake certificates in the country. The team is expected to expedite its work and net the suspects whom Dr. Mwiria said are using the documents for employment.

“We are working with all stakeholders to eradicate this practice that is denying Kenyans with genuine academic documents, an opportunity to benefit from their hard work in school,” said Dr Mwiria during the meeting. Mr. Kinoti said the special team that will work with KNQA is experienced in dealing with academic fraud. He said DCI has been dealing with the cases and it will be happy to partner with KNQA.

Dr. Mukhwana the authority need prosecution power in order to deal with Kenyans who present fake academic documents during recognition and verification.

“We used to turn away people with fake academic qualifications and now with the partnership, the authority will hand them over to DCI,” said Dr. Mukhwana.

Dr. Mukhwana added that it will also be important to work with county governments and other state agencies in order to vet academic certificates of their workers.

Dr. Mukhwana disclosed that 1/3 of Kenyans have fake academic documents and therefore the need to take action against such individuals.

He said the authority is working together with learning institutions to ensure that learners are admitted in programmes that they qualify to study. “We are working together with universities, TVET and foreign institutions to ensure that the country has genuine and quality qualifications,” said Dr Mukhwana.



EACC Chairperson Archbishop Dr. Eliud Wabukala, Ag. EACC DCEO Mr. Abdi Mohammad, KNQA Chairperson Dr. Kilemi Mwiria, and KNQA Director-General Dr. Juma Mukhwana during a courtesy call at Integrity Centre.

The authority has already met with the Ethics and Anti-Corruption Commission (EACC), the Independent Electoral and Boundaries Commission (IEBC) and the Immigration Services Department for partnership. The Kenya National Qualifications Authority (KNQA) and the Immigration Services Department have agreed to partner in order to stamp out fake certificates.

Partnership With Office of Auditor General

Restoring Integrity of Qualifications in Seeking Employment Opportunities

if you come with a degree from a foreign country is your degree equivalent to the degree in the country you are applying to further your studies? If you have qualified to advance your studies from one level to the next did you take the required amount of time to do your degree or diploma did you cover the content and meet minimum entry requirement? the Kenya National Qualifications Framework will aid as a determining factor in progression and advancement of locals and foreigners with equation, verification and Recognition of qualifications in an effort to enhance standardization of qualifications and harmonize qualifications to avoid disparity and

restore harmonization. Hon Council Chairman KNQA Dr. Kilemi Mwiria noted that to Audit other institutions, the KNQA is leading by example in auditing qualifications to prove staff are beyond reproach. We need to recognize, equate, verify qualification to enhance access to training and employment opportunities for our citizenry and improve economic well being and life long learning in skills and qualifications to ensure skill set and qualifications are quality assured

Hon Council Chairman KNQA Dr. Kilemi Mwiria “the authority is in the process of setting up a database that displays all records with organization will be required to send data for identification of students for ease of tracking their qualifications in an effort to restore meritocracy. its inherent that institutions fast track the process for compliance and progression of the country Agenda in advancing development with the correct human resource with genuine papers in an effort to restore intergrity for all holders of public and private offices.

Auditor General CPA Nancy Gathungu CBS said that what KNQA is doing is of national and security interest “we don't want people who are not qualified to be working as doctors, policemen and on areas of intelligence because if h/her papers were not genuine it indicates that they were acquired for a purpose to sabotage the system. To ensure development of the country and service delivery we need people who are genuinely qualified to hold positions to ensure the development of the country is realized.

AG noted that office of the Auditor General can embark on an MOU and work plan for the current recruitment to send information to the public that when you are applying for any position in the office of the Auditor general ensure that you present genuine papers from inception, and if you get the job and found to be in possession of fake papers action will still be taken against you.

AG placed emphasis in the recruitment process expressing challenges faced in the event of lapsed interviews and a candidate has passed and that's when you get confirmation that the person has fake papers because at that point the government has wasted a lot of resource she noted that after shortlisting vetting process should begin for all qualifications including professional qualifications to ensure integrity is not compromised.



From (r-l) KNQA Council Chairman Hon Dr.Kilemi Mwiria, Center Auditor General CPA Nancy Gathungu CBS, Deputy Auditor General Sylvester Kiini after a meeting to explore areas of partnership between office of the Auditor General & KNQA

Registration of MKU, Bandari Maritime Academy, NITA and Meru University Qualifications into the Kenya National Qualifications Framework.

They are also the first to register their national qualifications in the authority's framework.

The National Industrial Training Authority has also been accredited as a centre for enhancing skills by developing curricula and regulating industrial training. At the same time, Bandari Maritime Academy has been accredited as a centre of excellence for skills development for blue economy.

Out of the total 728 accreditation certificates, NITA were awarded the most (416). Mount Kenya University received

198, while MUST and Bandari Academy receiving 92 and 22 certificates, respectively.

Speaking during a ceremony to award the certificates, KNQA chairperson Dr Kilemi Mwiria said the move will help rid the country of fake certificates.

“We are in the process of establishing the Kenya National Learners Record database and creating the Kenya Credit Accumulation and Transfer System,” he said.

Education Chief Administrative Secretary, Hassan Noor Hassan said that having a database of national qualifications of learners will go a long way in reducing cases of forged certificates.



Cs Simon Chelugui of Labour and Social Protection, CAS Ministry of Education Hassan Noor, PS Shipping and Maritime Nancy Karigithu pose for a picture with the KNQA Chair Dr Kilemi Mwiria and DG Dr Juma Mukhwana at the Serena Hotel, Nairobi after registering 728 Qualifications into the Kenya National Qualifications Framework yesterday.



KNQA CEO Dr. Juma Mukhwana chairing a meeting between KNQA senior management officers and IHRM board members to review Human Resource Curricular in the country to align it to the KNQF

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

The Kenya National Qualifications Authority (KNQA) is established under the Kenya National qualifications framework (KNQF) act of 2014; and is the Custodian of Kenyan qualifications. 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 gazette 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 are also very much alive to the persistent demands by industry for qualifications that meet their requirements. 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 that qualifications are good quality, their standards are maintained, and they accurately indicate what individuals know and can do. Quality assured qualifications play an important 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. 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 that qualifications are good quality, their standards are maintained, and they accurately indicate what individuals know and can do. Quality assured qualifications play an important role in the lives of young people in their progression to higher education or work.



KNQA staff during a training session on NAQIMIS at Techno Brain Ltd offices Nairobi

Our esteemed Customers expect the following services from us:

S. No	Our Services	Your Obligation	Charges	Timelines
1	Enquiries	Voluntary Visit or telephone call	Nil	5 Minutes
2	Response to correspondence	Written correspondence	Nil	5 Working Days
3	Acknowledgement of Correspondences	Written Correspondence	Nil	3 Working Days
4	Recognition/ Equation of qualifications for Kenyan citizens	Submits application for equation	5,000	14 working days
5	Recognition/Equation of qualifications for foreign citizens	Submits application for equation	10,000	14 working days
6	Verification of qualifications for foreign nationals	Submission of qualifications for verification	3,000	60 working days
7	Verification of Qualifications for Kenyan Citizens	Submission of qualifications for verification	1,000	60 working days
8	Credit Transfers by learners with local applicants	Submission of credit Transfer by learner with local Qualification	5,000	7 working days
9	Credit Transfer by learners with Foreign Qualification applicants	Submission of credit Transfer by learner with Foreign Qualification	15,000	21 working days
10	Kenya Credit Accumulation Transfer System Label by Institutions	Submission for application of KCATS Label	10,000	30 working days
11	Application for KCATS per programme	Submission of Application for KCATS per programme	5,000	30 working days
12	Verification of Certificates in the KNLRD	Submit Application	Nil	Instant
13	Uploading of learners in Kenya National Learners Records Database by QAI's	Submit Learners Records	Nil	Instant
14	Provide for the Recognition of Prior Learning	Submission of application for Recognition of Prior Learning in an accredited TVET Assessment Centre	Yet to be established by the NSC	14 working Days
15	Appeals case i) Applicants' formal complaint ii) Appeal decision iii) Response to applicants	Written correspondence Written correspondence Written correspondence	Nil Nil Nil	14 working days 90 working days 7 working days
16	Accreditation of Qualification Awarding Institutions (QAIs)	Submit application	3 0,000	90 working days
17	Accreditation of an External Quality Assurance Agencies (ETQA)	Submit application	30,000	90 working days
18	Accreditation of a Local Assessment and Examination Body (LABE)	Submit application	30,000	90 working days
19	Accreditation of a Professional Body (PF)	Submit application	30,000	90 working days
20	Registration of National Qualifications, Part Qualifications and Short Courses into the KNQF	Submit application	10,000	90 working days
21	Registration of Foreign Qualifications into the KNQF	Submit application	20,000	90 working days
22	Registration of a Professional Qualifications in the KNQF	Submit application	10,000	90 working days
23	Application for certificate of Qualification Equivalence (CoQE) Local	Submit application	50,000	60 working days
24	Application for certificate of Qualification Equivalence (CoQE) Foreign	Submit application	10,000	60 working days

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Kenya National Qualifications Authority
NACOSTI Building, 4th Floor,
Off Waiyaki Way, Upper Kabete
P.O. Box 72635-00200, Nairobi, Kenya
Phone: +254-020-2100272
Email: knqa.go.ke@gmail.com / info@knqa.go.ke
Website: www.knqa.go.ke
Twitter: @kknqa
Facebook: Kenya National Qualifications Authority