



Republic of Kenya

PREVIEW OF BASIC EDUCATION IN KENYA.

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MINISTRY OF EDUCATION

State Department

- I. For Early learning & Basic Education
- II. For University Education and Research
- III. For Implementation of Curriculum Reform
- IV. For post training and skill development
- V. For vocational and Technical Training



Semi - Autonomous Gov't Agencies

KNEC

KICD

NRF

KeNia

KNQA

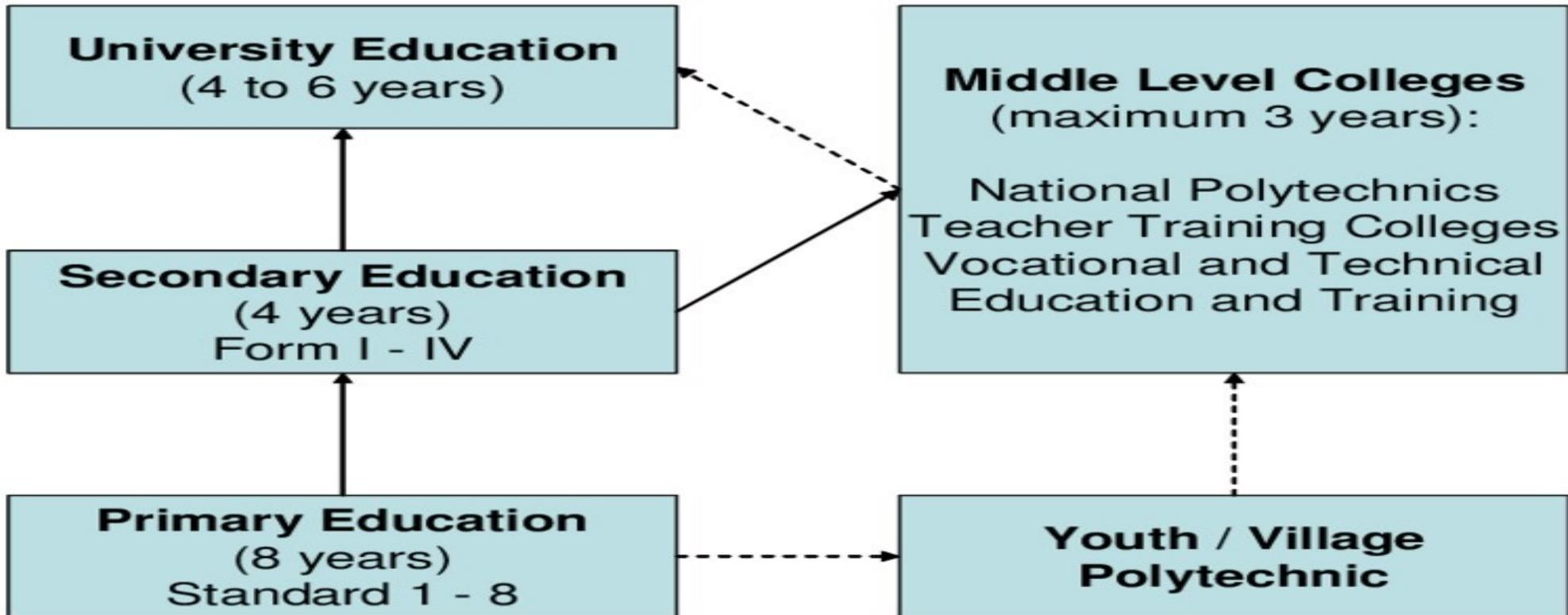
TSC

KEMI

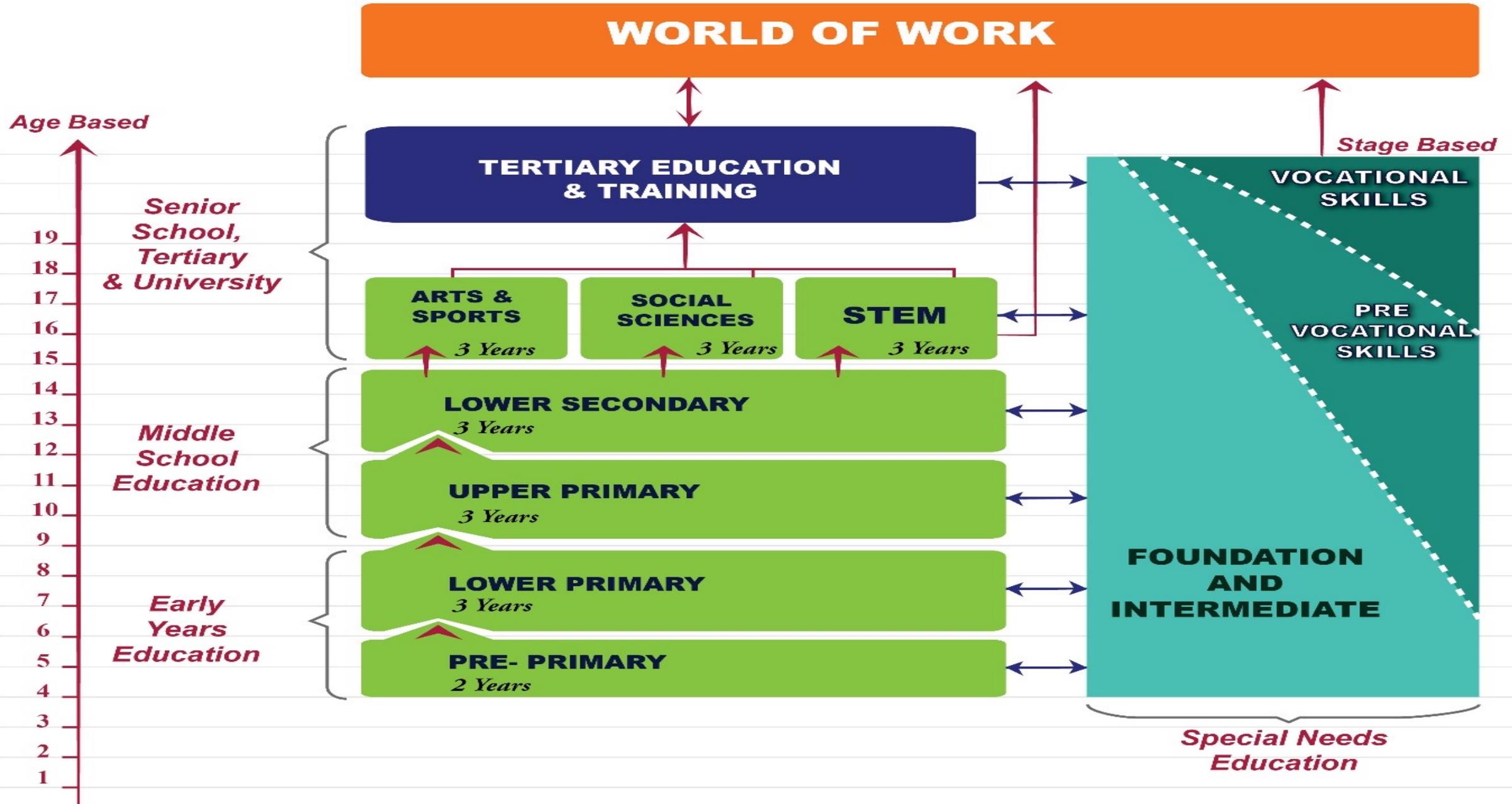
KISE....etc



8-4-4 Education Structure



ORGANIZATION OF BASIC EDUCATION



TEACHER EDUCATION

Teacher education in Kenya encompasses four levels which include Early Childhood Development Education, the primary teacher education, diploma Secondary teacher education and lastly the graduate teacher education.

Various Education Commissions and Taskforces recommended improvement of Teacher Education to make it responsive to the education reforms of the 21st Century and align it to Competency Based Education approaches and the Global trends.

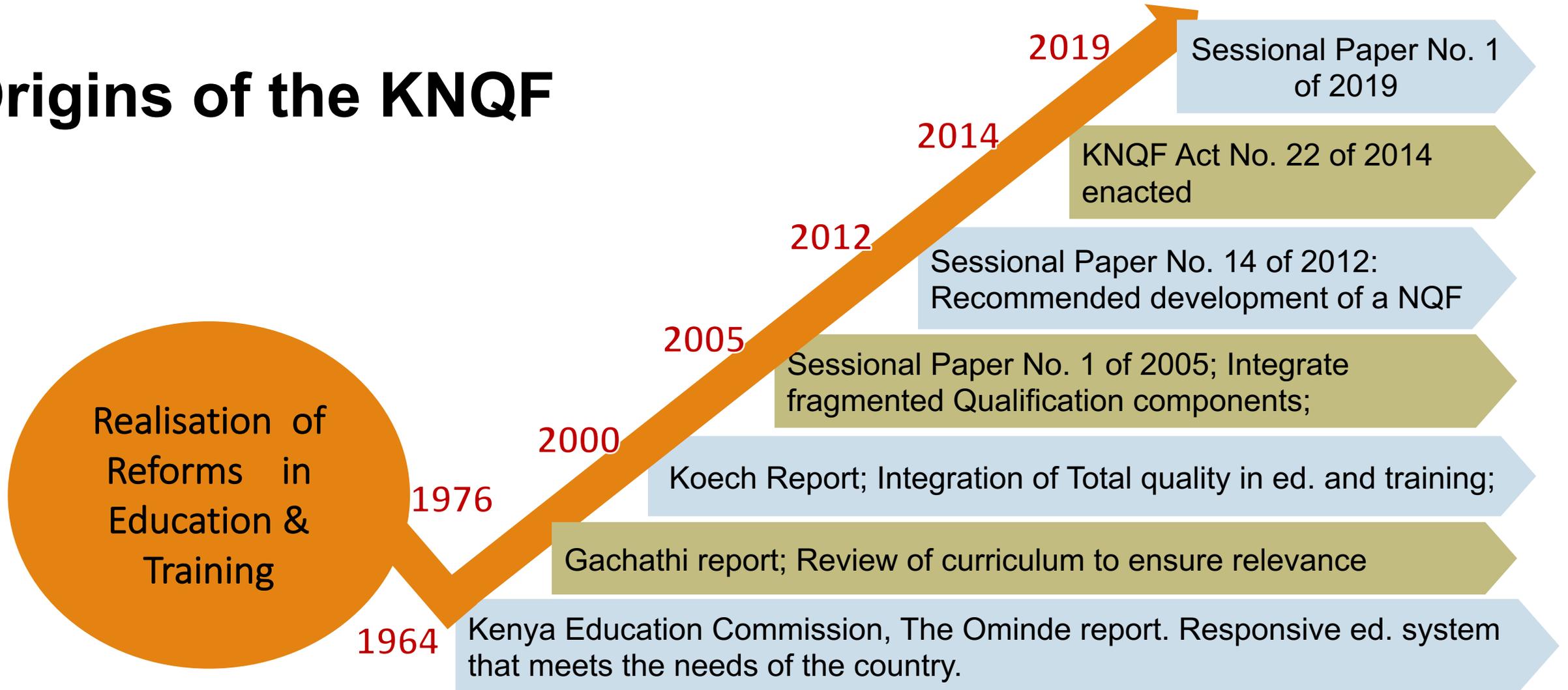
BASIC EDUCATION CURRICULUM FRAMEWORK

The Basic Education Curriculum Framework(BECF) is the framing document guiding the curriculum reforms in Kenya and states that Kenya shall offer Competency Based Curriculum.

The current teacher education reforms are therefore guided by the Teacher Education Curriculum Framework.

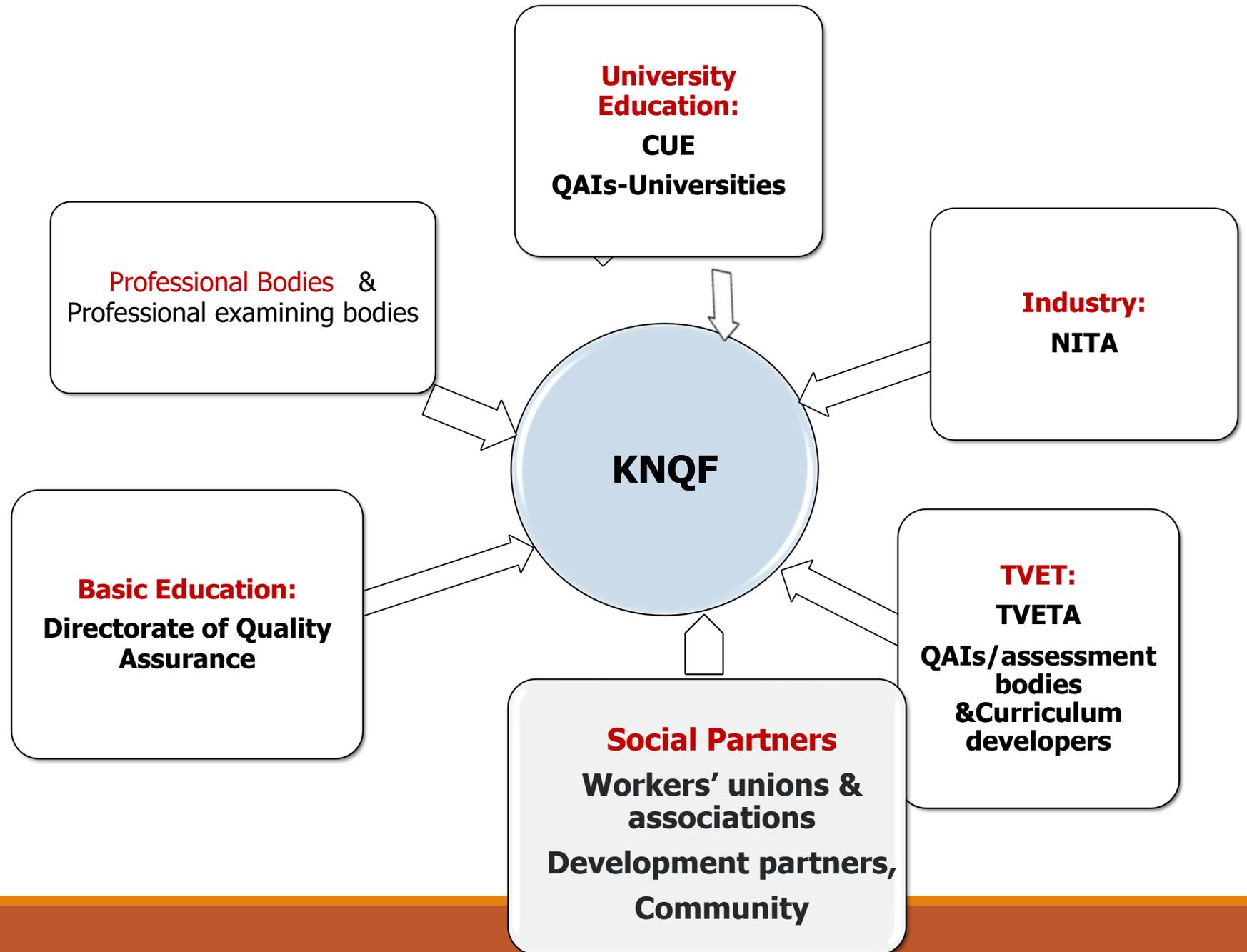
The Framework states that Kenya shall offer Competency Based Teacher Education (CBTE).

Origins of the KNQF





Understanding the Kenyan Qualification's Landscape



Mandate and Functions of KNQA

- ❖ Develop and Implement the KNQF;
- ❖ Defines and classifies various qualifications awarded in Kenya by:-
 - ❑ The Levels of Qualifications;
 - ❑ The Volume of learning-notional hour;
 - ❑ Level descriptors; and
 - ❑ Minimum entry requirements;
- ❖ Develop a system of competence, life-long learning and attainment of national qualifications(RPL);
- ❖ Facilitate Credit Accumulation and Transfer Systems.

What does the NQF address?

- ❑ Fragmented qualifications system
- ❑ Skills' mismatch/skill gaps/relevance
- ❑ Unclear progression pathways
- ❑ Recognition of other forms of learning
- ❑ Need for a transparent, equitable qualification's awarding system
- ❑ Increasing rate of fraudulently acquired certificates

KENYA SCIENCE AND ENGINEERING FAIR (KSEF)



THANK YOU

