Theme 1-4
Kinshasa NQF Forum

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THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK

Presented at the Forum for the institutions of National Qualifications Frameworks, Kinshasa, Congo.

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OUTLINE

1. Introduction
2. The KNQF Structure
3. Status of Implementation: Achievements & Benefits
4. New Developments & Reforms

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The origin of KNQF

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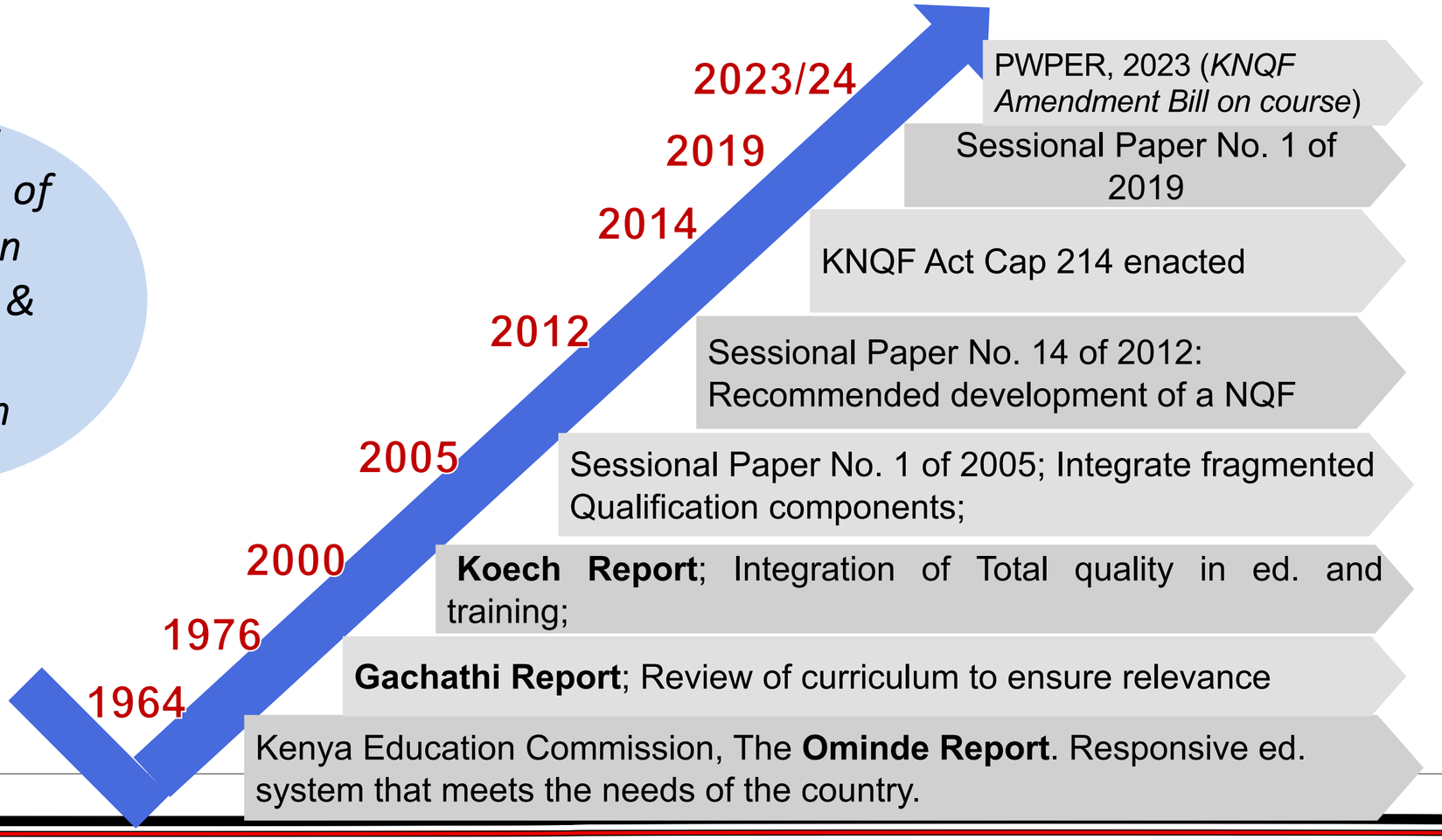
Towards realisation of Reforms in Education & Training System in Kenya



IGAD
PEACE, PROSPERITY AND REGIONAL INTEGRATION

BACKGROUND

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1 About KNQA

Set up to coordinate and harmonize the various levels of education & training and to create a national database of all qualifications in the country.

2 Rationale

Establish a common regulatory system for the recognition of attainment of knowledge, skills, competences, values and attitudes.

3 Our Mission

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

(oversight body)

4 Our Vision

Globally Recognized and Competitive Qualifications Transforming Kenya

Background…

- Established through Section 4 of KNQF Act No. 22 of 2014 operationalized thro' KNQF Regulations of 2018 (*under review*) – *to implement the KNQF.*
- Set up to coordinate and harmonize qualifications awarding system and strengthen quality of all qualifications awarded in the country.
- Enhance national and international comparability and recognition of qualifications.

A national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications

Reform tool for enhancing access, equity, relevance and quality of education

Importance:

- Ensuring standardization and quality assurance in the sector
- Facilitating comparability of qualifications and skills
- Promoting mobility and transferability of skills within and across sectors
- Supporting lifelong learning and career progression

Key issues addressed by the KNQF

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Non-recognition of other forms of learning

Skills' mismatch/skill gaps/relevance

Fragmented qualifications System; progression

(*Need for a central database of all qualifications*)

Deteriorating quality of qualifications

-Fraudulent qualifications

Need for a transparent, equitable qualifications system

Unclear progression pathways

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KNQF Design and Structure

Type of Qualification System

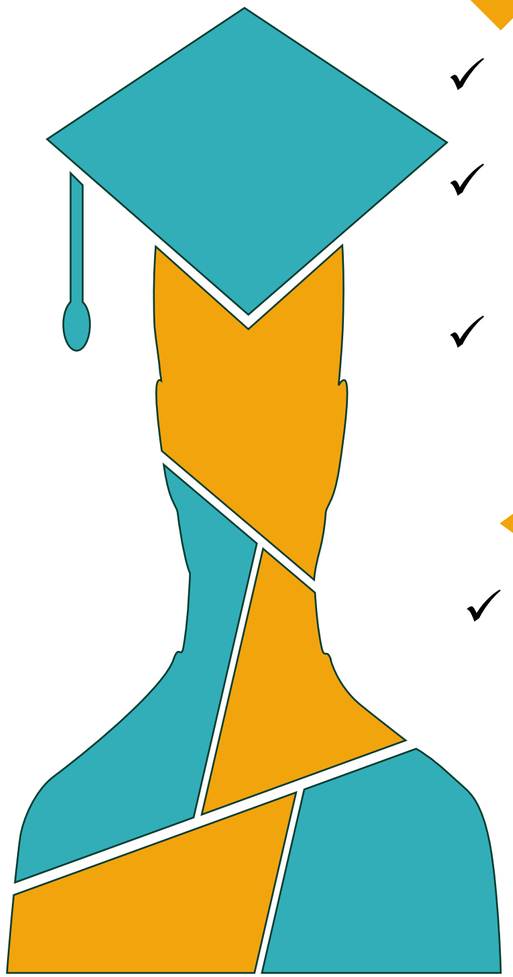
- ✓ Outcome based QF
- ✓ Qualification descriptors and learning outcomes

Qualification Levels & Scope

- ✓ 10-level framework
- ✓ 3 sub-framework / Pathways – Academic, TVET and Skills *(Basic, TVET, University, Industrial training, professional sub sectors, Work Integrated Learning)*

Source

- ✓ Formal, Informal and Non-formal learning



Levels of Regulation

- ✓ Registration of QAIs and National Qualifications to the Framework
- ✓ Articulation: horizontal, vertical & diagonal progression; LLL; Credits/CAT
- ✓ Alignment with international qualifications frameworks

Domains for Description

- ✓ Purpose, Skills, knowledge competencies,

Volume of Measure

Notional Hours/credits
10 NH=1 Credit

KNQF Progression Pathways

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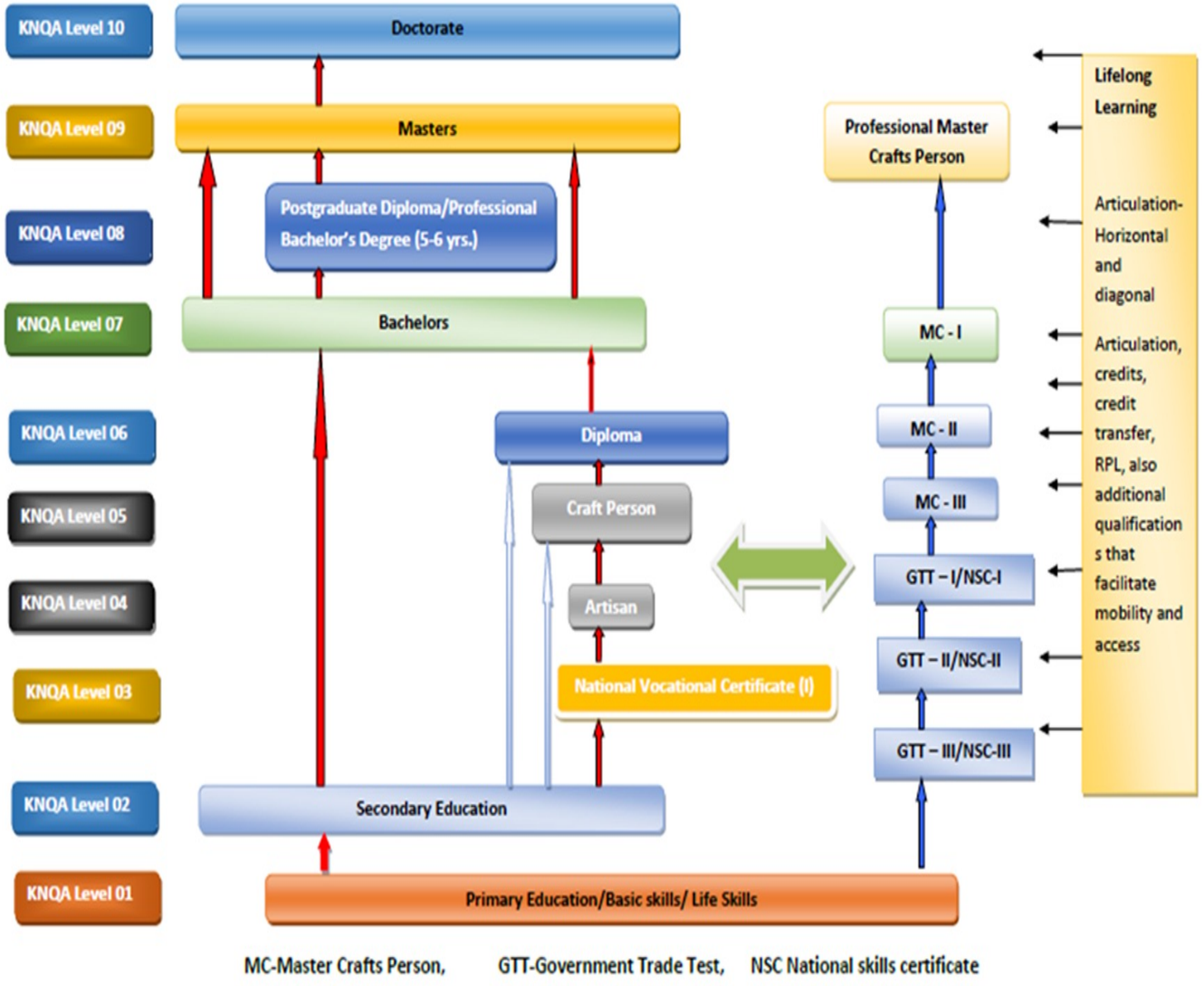
EDUCATION AND TRAINING PROGRESSION PATHWAYS IN KENYA



MC-Master Crafts Person, GTT-Government Trade Test, NSC National skills certificate

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THE KNQF STRUCTURE

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

ACHIEVEMENTS

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Policy Framework

- KNQF
- RPL
- KCATS
- Accreditation
- Quality Assurance
- Alignment & Validation

KNLRD Data Sources

- NAQMIS
- RPL MIS
- QAV Portal
- KCATS

Qualifications Database

- Establishment of KNLRD
- Piloting of more than 100,000 Graduates

Data Protection

- Data Controllers
- Data Processors

System Integration

- NAQMIS & KNLRD
- E-Citizen Platform

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Statistics

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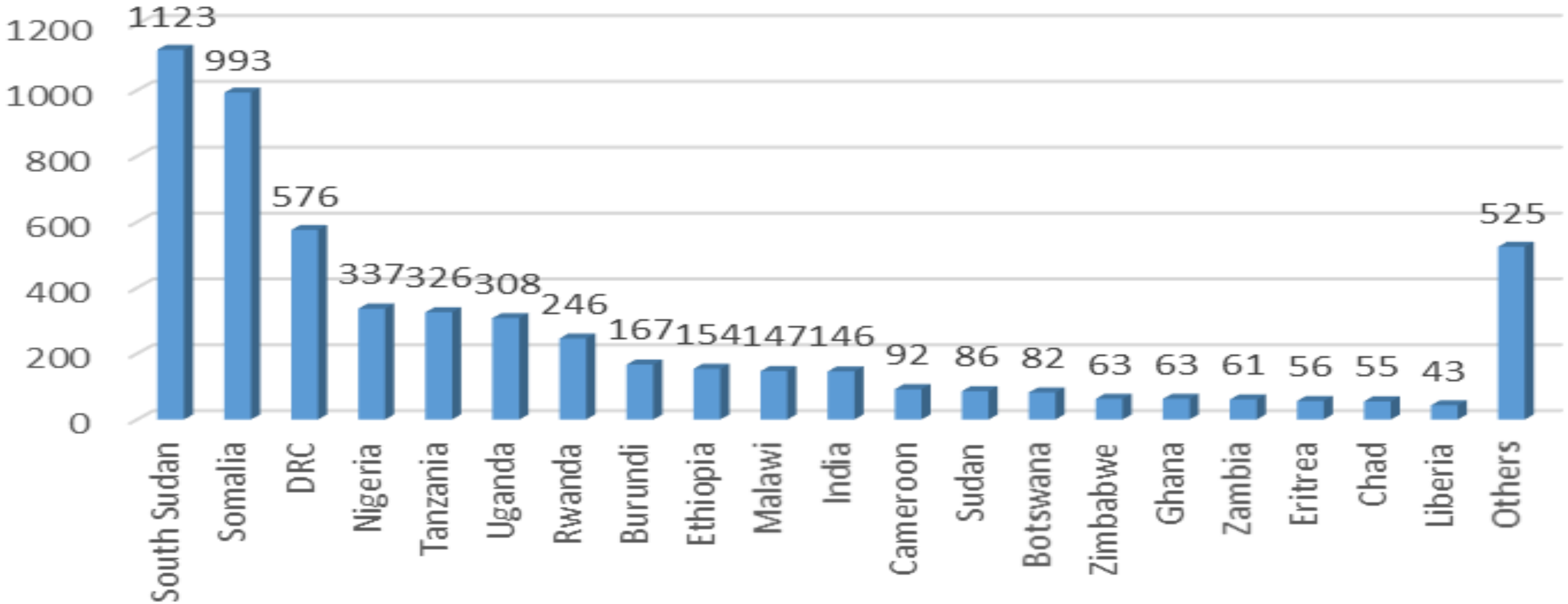
Qualifications Aligned to KNQF



Challenges & Lessons learnt

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Governance and legislation:

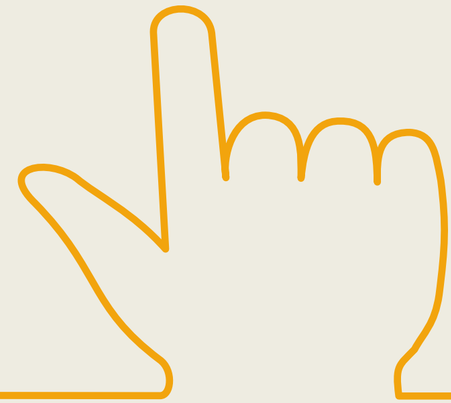
- ❑Education and training is spread across several ministries;
- ❑Misinterpretation of mandate;
- ❑Weak Linkage with relevant stakeholders;
- ❑Low Publicity and awareness on KNQF;
- ❑Weak enforcement.

Strategic:

- ❑ Changing needs and systems of education and training;
- ❑ Labour Market dynamics;
- ❑ Aligning training objectives to labour market objectives;

Resources:

- ❑ Human capacity/Experts
- ❑ Inadequate funding
- ❑ Space-Physical and visibility



New Developments and Reforms in the Education Landscape

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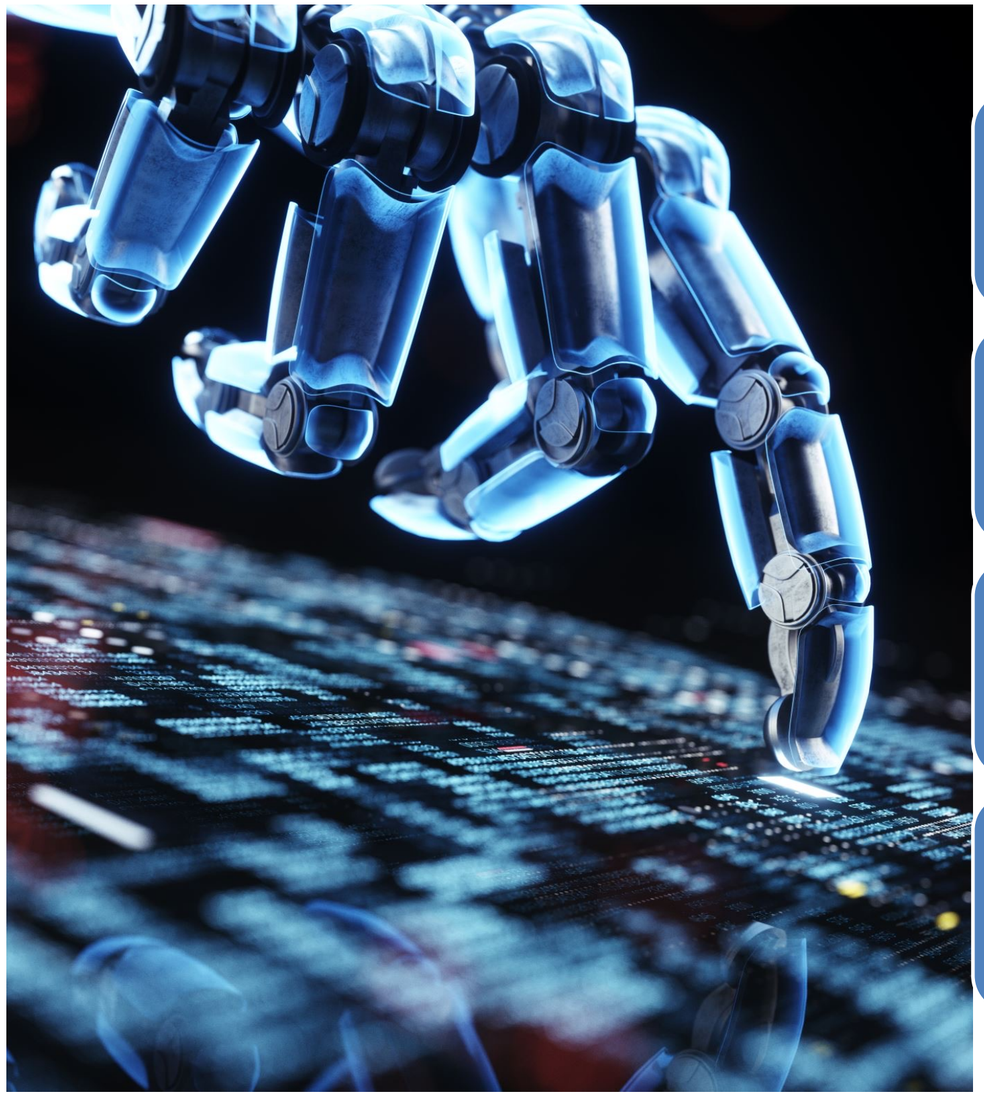

- Alignment with International Standards.
- Digitalization and advanced technological changes – AI…
- Emerging types of qualifications – Micro credentials; digital credentials; green skills etc.
- Flexibility and mobility of skills and qualifications.

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Key Lessons for NQFs

- ❑Clear governance structures and legislation.
- ❑Deepen consultation - Stakeholder mapping and engagement levels.
- ❑Infrastructure for assuring standards/quality-verification etc.
- ❑Referencing criteria –NQF to RQF-Assess status of each country.
- ❑Skills and Qualification mapping.
- ❑Sustainable Funding model.
- ❑Capacity development.
- ❑Monitoring and Evaluation mechanisms.

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Thank You!

Q&A

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