



# Building on what we Know

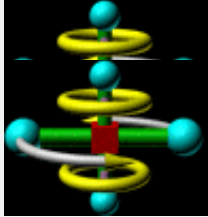
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**Kenya National Qualifications Authority**

**1<sup>st</sup> ACQF Peer Learning Webinar**  
**2 July 2020**

**Shaping the Future of Kenya**



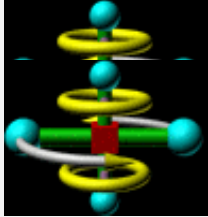
# The Origins of the KNQF



- ❑ The KNQA was established under the KNQF Act of 2014 & the KNQF Regulations 2018;
- ❑ It's the Custodian of all Kenyan qualifications;
- ❑ Inter-relationships between them;
- ❑ And creates International comparability;
- ❑ KNQA defines various qualifications offered in Kenya by:-
  - ✓ The Levels of Qualifications;
  - ✓ The Volume of learning,
  - ✓ Learning outcomes, and
  - ✓ Admission Requirements



# Why KNQA ?

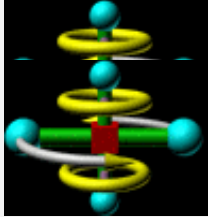


KNQA was established to address the following:-

- ❑ Fragmented qualifications awarded in Kenya;
- ❑ Skills' mismatch/skill gaps/relevance;
- ❑ Rigidity/Lack of clear and standardized progression pathways within & between levels of education;
- ❑ Failure to recognize other forms of learning;
- ❑ Need for a transparent, fair, equitable and standardized way of acquiring qualifications;
- ❑ Increasing rate of fraudulently acquired academic credentials;
- ❑ Deteriorating quality of qualifications;
- ❑ Lack of a clear way of regulating foreign qualifications awarded in the country;



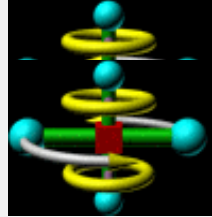
# Mandate of KNQA



- Establish and Maintains the KNQF;
- Register Institutions;
  - National Qualifications Awarding Institutions (NQAIs);
  - Foreign Qualifications Awarding Institutions (FQAIs);
  - Recognizing and working with Professional Bodies;
- Register Qualifications;
- Certificates of qualifications Equivalence (CoQE);
- Register Learners;
- Policies on Recognition of Prior Learning;
- Credit Accumulation and Transfer Systems;
- Recognition, Equation & Verification of Local & Foreign Qualifications.



# Curriculum & Learning outcomes



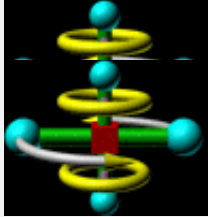
- ❑ Coding and classifying Qualifications and QAIs;
- ❑ Mapping Qs into the KNQF;
- ❑ Developing standards and regulations on Mgt of Qs;
- ❑ Setting up a National Accreditation system;
- ❑ Establishment and mgt of national and sector skills councils;
- ❑ National Quality Assurance Standards and guidelines;
- ❑ Policies on National Assessment and Examination system;
- ❑ Guidelines for developing National Occupational Standards;
- ❑ Linking with industry to ensure relevance of national Qs;



**The KNQA Team After Launching of KNQF Regulations, 2018**



# Enablers of the KNQF

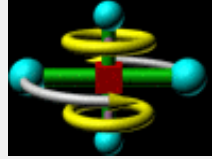


- ❑ Policies, Regulations, Standards and guidelines;
- ❑ Legislation; (KNQF Act 2014, KNQF Regulations)
- ❑ Goodwill from the government & the stakeholders;
- ❑ Enabling ICT environment- automation of services;
- ❑ An accepted international growing practice (ACQF, RQFs;
- ❑ Realization and producing quality and consistent Qs requires many players, processes and systems;
- ❑ Growing need for relevant and Quality Qs;
- ❑ Increased mobility of learners and workers;;



**Consultations...and More Consultations**



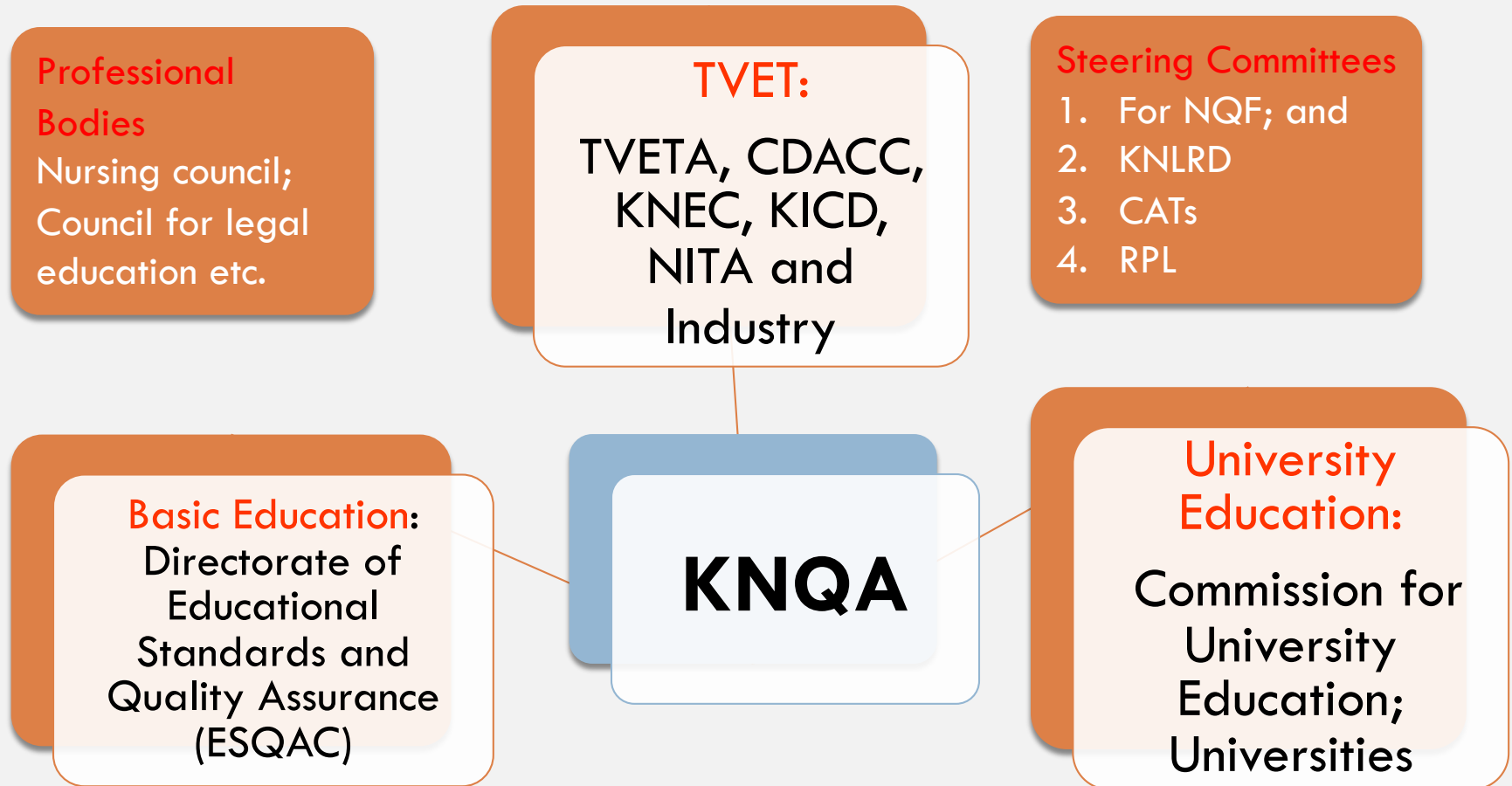
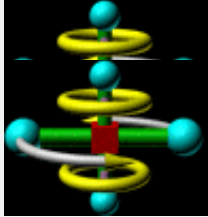


## THE KNQF STRUCTURE

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



# Our Qualifications Ecosystem



Chapters in a Book; Important Building Block

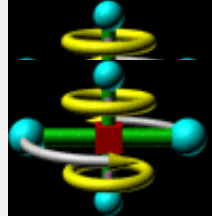


# TRAINING AND QUALIFICATION FRAMEWORK IN KENYA

Level of Education	Players	Teach/Train	Examine/Assessment	Awarding Qualifications (Certification)	Curriculum Development	Quality Assurance	Policy	Role/ Comments
A. UNIVERSITY	University (Public & Private)	✓	✓	✓	✓	✓		All Universities allowed to teach, examine and award Qs by law.
	Constituent College	✓	✓	✗	✗	✓	✗	Mentoring University to examine and Award; Constituent college to teach only.
	Professional Bodies	Accredit	✗ ✓	✗ ✓	✗ ✓	✓	✗	Legal mandates for Prof Bodies vary.
	CUE	Accredit	✗	✗	Approve for Training	✓	Advise on policies on University Education	Institutional & Program accreditation, QA, Research, outreach and Innovation.
	KNQA	✗	Register QAIs/ National Assess Framework	Register/National Accreditation Framework	✗	National QA Framework	Policy on National Qs	Register QAIs, Q and Learners; Dev and Implement KNQF; National Accreditation, QA and Assess Framework.
B. TVET	College	✓	✗ ✓	✗ ✓	✗ ✓	✓	✓	Depends on Legal Mandate that establishes the college. Most only teach.
	Curriculum Development	✗	✗	✗	✗ ✓	✗	✗	KICD, CDACC, College (where law allows), Professional Bodies
	Examination Body	✗	✓	✓	✗ ✓	✗	✗	KNEC, KASNEB, CDACC, Colleges & Prof Bodies (where law allows), foreign bodies.
	TVETA	Accredit	✗	✗	Approve for Training	✓	Advise on TVET policy	Accreditation, Quality Assurance, Approve Curriculum, License Trainers, Training Stds.
	Professional Body	Accredit	✗ ✓	✗ ✓	✗ ✓	✓	✗	Accreditation, Quality Assurance, examine (where law allows), License
	KNQA	✗	Accredit QAIs/ National Assess Framework	Accredit/National Accreditation Framework	Approve for KNQF	National QA Framework	Policy on National Qs	Register QAIs, Q and Learners; Dev and Implement KNQF; National Accreditation, QA and Assess Framework.
C. BASIC	Schools	✓	✓	✗		✓		Teaching & Learning
	KICD	✗	✗	✗	✓	✗	✗	Curriculum Development



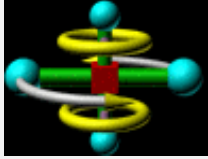
# KNQA Achievements



- Standardized Qualifications in Kenya across disciplines and levels;
- Provided a level playing ground for all;
- Made it easier to recognize, equate and verify qualifications;
- National accreditation, QA standards;
- Promoted internationalization of Kenyan Qualifications;
- Provided a framework for engaging with industry and all other stakeholders;
- Made it easier for learners to progress;
- Portability of Qs;



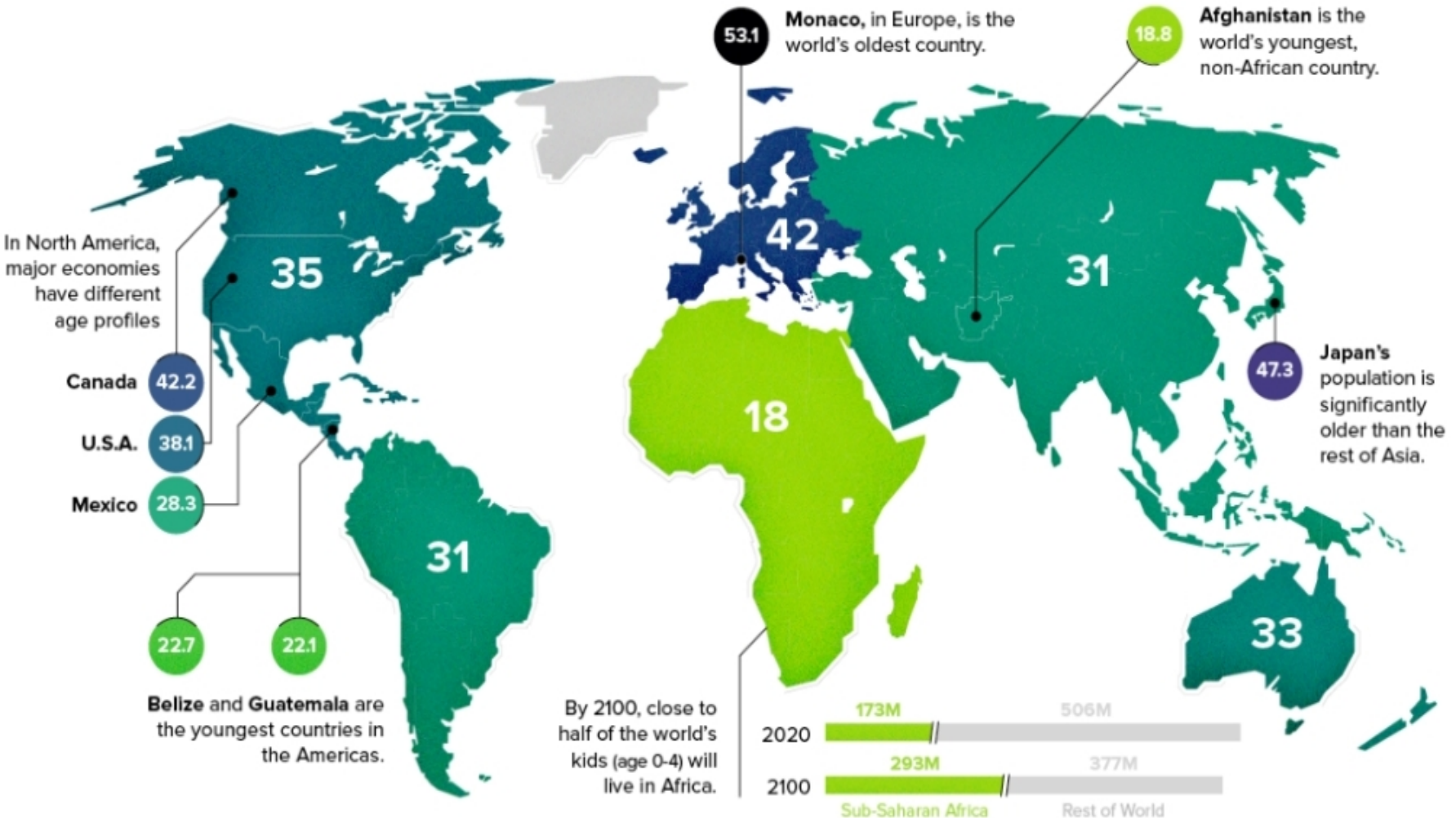
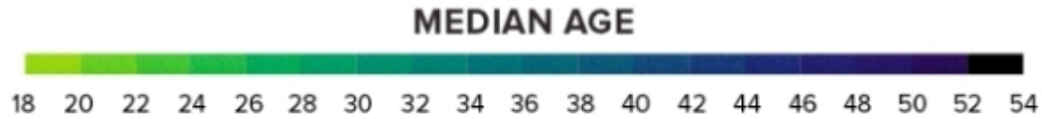
# Enhancing Credibility of Qualifications

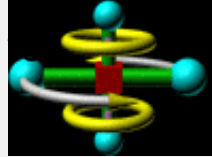


- **Local**
- Training providers are accredited (CUE, ESQAC, TVETA);
- Program accredited in the institutions training for the Q (CUE, TVETA, ESQAC);
- The Student meets the minimum entry requirement (KNQA);
- Awarding institution has legal mandate to award Q;
- Awarding Institution (and Q) Accredited by KNQA (KNQA);
- Volume of learning is sufficient for the level (KNQA);
- List of Graduates submitted to KNQA;
- **Foreign**
- Registered on home NQF;
- Certificate of Q Equivalence (KNQA);
- Training Providers are accredited to train the Q (CUE, TVETA, ESQAC);
- Program is accredited to the training providers (CUE, TVETA, ESQAC);
- List of graduates submitted to KNQA;

# THE MEDIAN AGE OF CONTINENTS

Africa has the world's youngest population, with a median age in the teens





		Inbound students (2017)	Increase over 2016 (%)
1	United States	1,078,822	3.4%
2	United Kingdom	501,045	0.9%
3	China	442,773	11.4%
4	Australia	327,606	12.1%
5	France	323,933	4.6%
6	<u>Canada</u>	312,100	18.3%
7	Russia	296,178	4.7%
8	Germany	251,542	6.6%
9	Japan	171,122	12.5%
10	Spain	94,962	24.9%

Currently the most popular countries African students are:

- France (29,2%)
- South Africa (15,1%)
- Britain (9,7%)
- United States (9,7%)
- Germany (4,7%)
- Malaysia (3,9%)
- Canada (2,9%)
- Italy (2,0%)
- Australia (2,0%)
- Morocco (1,8%)
- Angola (1,7%)

The top countries of origin for African students studying abroad are:

- Morocco (11,3%)
- Nigeria (10,2%)
- Algeria (5,9%)
- Cameroon (5,3%)
- Zimbabwe (5,2%)
- Tunisia (5,1%)
- Kenya (3,5%)
- Senegal (3,1%)
- Egypt (3,1%)
- Botswana (2,3%)



# Travelling in Different directions

## Popular programs at Universities

1. Business/Administration-17.1%
2. Education (arts)-16.8%
3. Humanities and Arts-9.2%
4. Teacher Education/ Edu science- 9.1%
5. Health and welfare-5.3%

## Highest growth economic sectors in 2013\*

1. Construction – 13.5%
2. Finance and insurance – 9.9%
3. Human health / Social work – 8.9%
4. ICT – 8.3%
5. Water supply, sewer treatment – 7.7%







*In Country  
goodwill*

*Networking and  
Collaboration*

*Alignment with  
Regional QFs*

*Appropriate  
laws and  
policies*



*Matching Forward*



# Thanks for Listening



*“Yes we will get there”*

**AQVN Workshop**  
**26 to 28<sup>th</sup> October 2020**  
**Kenya**



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