Recognition of Prior Learning (RPL) in Kenya

Peer Learning Webinar ACQF, 03/06/2021
Session 4
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Director General, KNQA
Functions of KNQA

1. Registering QAI
2. Registering Qualifications
3. Registering Learners
4. Recognition and Equation of Local & Foreign Qs
5. Facilitate Recognition of Prior Learning
6. Facilitate Credit Accumulation & Transfer
7. Verification of Qualifications
Background Information

(UNESCO, 2012);

- lifelong learning (LLL) can empower individuals to become self-determined and educated citizens;

(OECD 2007);

- RPL is used internationally as a tool for lifelong learning, access to higher education and credit towards a qualification.

- Improved productivity, employability, mobility, and socio-economic inclusivity.
Sessional Paper no. 1 of 2019 singles out the challenge of Quality, Relevance and inclusivity as major ailment to education system;

Paradox of shortage of a relevantly skilled workforce in Kenya yet there exists an island of undocumented, untapped, unrecognized highly skilled workers in the country;

Implementing RPL is the answer to the above paradox.
What is RPL?

(Nafukho, Amutabi and Otunga, 2005);

- Human beings learn throughout life, from cradle to grave — Lifelong learning (LLL);

**Definition:**

- RPL is the process of acknowledging, assessing and Certifying learning that occurred outside formal learning Institutions (non-formal & informal contexts).
Other RPL Terminologies

- Accreditation of Prior Experiential Learning (APEL) - UK
- Validation of Learning from Experience (VAE) - France
- Prior Learning Assessment & Recognition (PLAR); Canada and the Caribbean Countries;
- In Africa, Recognition of Prior Learning (RPL) and Validation des Acquis de l’Expérience (VAE) is commonly used.
History of RPL in the world

- Dates back to the early 1970s in the USA;
  - RPL used to broaden access to higher education for the disadvantaged war Veterans.
- 1972 Faure Report- UNESCO formerly Recognised the concept of Lifelong learning (LLL);
- Member States were required to integrate RPL in their NQFs
- South Africa has one of the best developed RPL systems in Africa- since 1994.
Supporting Legislation

- **KNQF Act no.22 of 2014:**

  - **Section 4(c):** Mandates KNQA to develop a system of competence, life-long learning and attainment of national qualifications;

  - **Section 8(1)(k):** provides for the recognition of attainment or competencies including skills, knowledge, attitudes & values;

    *Regardless of where and how one acquired it.*
- SDG Goal no. 4 - aims at ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all by 2030;
- Agenda 2063 “The Africa we want”: a strategy framework aiming at achieving a prosperous and peaceful Africa. Aspiration 1 includes: “Well educated citizens and skills revolution underpinned by science, technology and innovation for a knowledge society”;
- Continental Education Strategy for Africa (CESA 2016-25), Strategic Objective 4: “Acquisition of requisite knowledge and skills…”
- Sessional Paper No. 1 of 2019: Reforming Education and Training Sector for Sustainable Development;
RPL is a process to identify, assess and certify the knowledge, skills and competences of a person;

regardless of how, when and where the learning has occurred

Assessment is done against prescribed standards (learning outcomes) for a part or full qualification.

Induction Workshop for NAC members, NSC members and RPL Stakeholders, 10th May, 2021
Recognition in RPL

- Recognition of what? (learning outcomes, qualifications, credits, exemptions ...Societal)
- Recognition for whom? (Entry into formal institution, employability, mobility & self esteem of applicant);
- Recognition by who? (assessors, societal, employers, professional bodies...);
- Recognition is societal (it’s about the people, employers, recruiters, professional bodies and education institutions).

ACQF Capacity Building Workshops for Africa, 3rd June, 2021
Benefits of RPL...

- RPL for credit transfer or harmonization (national and foreign credits)
- RPL for recognition of experiential learning
- RPL for upgrading of skills or qualifications
- Regulatory requirements of some sectors in terms of employing qualified persons
Who Qualifies to offer RPL?

- Any institution recognised or accredited in accordance with KNQF Act. No 22 of 2014 (QAI)
- A university accredited in accordance with the Universities Act (No. 42 of 2012);
- National Polytechnics with a legal Notice;

NB: Training Providers Registered by their respective regulators can offer RPL thro’ QAI.
The RPL Policy in Kenya:

- Aims to provide an umbrella framework to all RPL related activities carried out in Kenya;
- Integrates RPL into the existing legal and policy frameworks in education and training sector;
- Aligns RPL activities to the KNQF;
- Spells the objectives and expected outcomes of RPL;
- Defines the various institutional frameworks and their specific roles;
- Outlines the process of carrying out the RPL in Kenya.
Aim of the RPL Policy Framework

- Promote access, employability, mobility, progression and fair chances to the disadvantaged, discouraged and traditionally marginalized groups;
- Enable the national coordination of RPL focusing on integrating RPL in the existing Education and Training policies and legal frameworks;
- Support expanded engagements in RPL by Government agencies, employers and employees’, training institutions and RPL practitioners;
- Support the implementation of the Credit Accumulation and Transfer system (KCATs) in Kenya;
- Internationalization of Kenyan Qualifications;
Status of RPL in Kenya

- The National Industrial Authority (NITA) has been implementing RPL in Technician levels 2, 3&4;
- Big 4 Agenda(MTP III) 2018-2022 – identifies promotion of RPL as a priority in addressing the existing skill shortage in the Country;
- KNQA in consultation with stakeholders has developed the RPL Policy Framework in Kenya, 2020.
- Developed RPL Implementation Guidelines, 2020
- KNQA accreditation, QA, Assessment tools and Certification guidelines;
Key RPL success factors

- Migration/mobility
- Out of informality
- Life-long learning
- Better jobs
- Skills recognition
- Self esteem
Who requires RPL?

- People from informal sector
- Youth out of School
- People who have never been to school
- Educated People
- Asylum seekers
- People from formal sector
- Retirees
RPL Qualifications Ecosystem

Professional Bodies:
- Nursing council;
- Council for legal education; KETRB

TVET:
- TVETA, CDACC, KNEC, KICD, NITA and Industry

Steering Committees
1. For NQF;
2. KNLRD
3. CATs
4. RPL

Basic Education:
- Directorate of Educational Standards and Quality Assurance (ESQAC)

University Education:
- Commission for University Education; Universities

Chapters in a Book; Important Building Block
RPL Ecosystem

Professional Bodies:
- APSEA - Nursing council; Council for legal education; KETRB.

Basic Education:
- Directorate of Educational Standards and Quality Assurance (ESQAC)

TVET:
- TVETA
- KNEC, CDACC, KI CD, KASNEB

Industry:
- NITA

University Education:
- CUE and Universities

Other Partners
- ILO
- YAW-K
- GIZ
RPL Ecosystem

- May include different authorities: Ministries or Departments of Education, Labour, TVET and others;
- National and/or regional, local level

- May be public and/or private

Government

Education and training providers

Employers/private sector and associations

Trade unions, social partners, NGOs

The Individual

- Which oversee and advocate for rights of workers

- As the potential applicant and main beneficiary
RPL Institutional Arrangement

Government of Kenya

Ministry of Education

KNQA

RPL-IMS (KNLD- Kenya National Learners Records Data Base)

QAI

CDACC  NITA  KASNEB  KNEC

Providers  Students  Centres  Skills  Assessors

QA -Regulator

CUE  TVETA  ESQAC  EQA

Professional Bodies
Different institutions use different methods to experiential learning:

- employer references; written examinations; oral; assessment; interviews; essays; portfolios; and project work; recommendation letters;

- Portfolio is the most commonly used method;

Detailed CVs (Whittaker, Brown, Benske and Hawthorne 2011).
Contents of RPL Portfolio

- Academic report;
- Training certificate;
- Diploma;
- Contract on student exchange;
- Job description;
- Curriculum vitae;
- Analysis of what has been learned from professional experience;
- Study portfolio;
- Internship report;
- Subject syllabus or study programme;
- Professional certificate;
- Articles (written by the applicant);
- Projects prepared, documents evidencing participation in a project;
- Character assessment from employer;
- Examples of work performed (e.g. study materials, guides, etc. prepared);
- Language Passport.
The RPL Virtuous Circle

Acquisition of Knowledge, skills & competences

Assessment

Qualification

More opportunities (incl. formal learning)

• Promotion;
• Better job;
• Self employment.

Decent Jobs and poverty reduction

Induction Workshop for NAC members, NSC members and RPL Stakeholders, 10th May, 2021
RPL Roadmap

- Appointment of the National Advisory Committee (NAC) and the National Steering Committee (NSC) – done;
- Induction of the National Steering Committee - done;
- Develop RPL Tools and Guides – done;
- Accréditation of RPL actors (QAlS, Occupational Standards) – ongoing;
- Build capacity of RPL practitioners – ongoing;
- Develop RPL Communication Strategy – done;
- Launch pilot RPL in Kenya – May, 19;
- Hold a national RPL Conference – to be done
NATIONAL ADVISORY COMMITTEE (NAC)

- PS State Department for Vocational & Technical Training – Chairperson
- PS Post Training and Skills Development – Member
- PS Ministry of Labour – Member
- PS Public Service – Member
- PS Early Learning and Basic Education – Member
- Director General, KNQA - Secretary
- Director General, TVETA – Member
- CEO TVET-CDACC – Member
- ILO Kenya – Member
- FKE – Member
- KEPSA – Member
- APSEA – Member
TECHNICAL STEERING COMMITTEE (TSC)

- KNQA – Chair
- Directorate of Technical Education - Member
- Kenya National Federation of Juakali Association (KNFJA) – Member
- Kenya Association of Technical Training Institutes - Member
- National Industrial Training - Member
- TVET-CDACC – Member
- ILO Kenya – Member
- RPL External Collaborator - Secretary
- FKE – Member
- Kenya Engineering technologists and Registration Board (KETRB) – Member
- Refugees Affairs Secretariat – Member
- Humber College, Canada – Member
- Norquest College, Canada – Member
- Council of Governors (CoG) - Member
Capacity Building

- Sensitized the National Advisory Committee;
- Built capacity of the National Steering Committee members;
- Identified and inducted RPL practitioners;
- Received applications from aspiring applicants;
- Identified RPL QAIs;
- Identified RPL Assessment centers;
- Screening of applicants.
RPL Tools and Guides developed:

- Practitioners Guide;
- Candidates Guide;
- Qualification Awarding Institutions Guide;
- Assessment Centers Guide;
- Regulatory Bodies Guide;
- Registration / Accreditation tools;
- Skill gap identification form;
- Appeal form.
<table>
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<tr>
<th>KNQF Level</th>
<th>Level Descriptors</th>
<th>Portfolio of Evidence</th>
<th>Minimum Requirements</th>
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</table>
| 2          |                   | • Samples of work/photos/video/audio files  
• The materials or tools with which the candidate works  
• Referees | Compulsory  
Samples of work  
Accept any three |
| 3          |                   | • Samples of work/photos/video/audio files  
• The materials or tools with which the candidate works  
• Referees  
• Roster and time sheet | Compulsory  
Samples of work  
Accept any three |
| 4          |                   | • Samples of work/photos/video/audio files  
• The materials or tools with which the candidate works  
• Referees  
• Roster and time sheet  
• Log books and other records of performance  
• Curriculum Vitae or Resume | Compulsory  
Samples of work  
Accept any three |
| 5          |                   | • Samples of work/photos/video/audio files  
• The materials or tools with which the candidate works  
• Referees  
• Roster and time sheet  
• Log books and other records of performance  
• Budgets of work done  
• Workplace training records  
• Curriculum Vitae or Resume | Compulsory  
• Samples of work  
• Curriculum Vitae or Resume  
Accept any Five |
RPL Gaps in Kenya

- Weak co-ordination and harmonization mechanism of a fragmented education and training sector that has been operation in silos in different Ministries;
- Low RPL awareness among the entire RPL stakeholder ecosystem including Government, scholars, practitioners, industry and potential candidates;
- Low industry acceptance of RPL; prefer formal system;
- Lack of a sustainable RPL funding model;
- Lack of capacity among the RPL Actors and Practitioners in the country;
Focus Skills in the Pilot Launch

- Motor Vehicle Mechanics
- Welding
- Textile
Recognition of Prior Learning

RPL enhancing personal development, mobility

Ufundi ni Ajira

RPL hakikisho la kipawa chako

Visit: www.knqa.go.ke
Recognition of Prior Learning (RPL)

Are you seeking to certify your skills? Then RPL is here for you.
Visit: www.knqa.go.ke

RPL furthers entry into learning institution, advancement in the workplace, credit award to a qualification, progression of learning, self esteem and enhanced societal recognition.

Visit: www.knqa.go.ke
Thank you

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