

FRAMEWORK FOR MONITORING AND EVALUATING IMPLEMENTATION OF KENYA NATIONAL QUALIFICATIONS FRAMEWORK (KNQF)



1st Edition



FOREWORD

In our steadfast commitment to elevating the quality and relevance of education in Kenya, the establishment of a robust Monitoring and Evaluation (M&E) Framework for the Kenya National Qualifications Framework (KNQF) marks a pivotal advancement. This framework is designed to ensure that the Kenyan qualifications system not only meets national and global standards, but also fosters trust and recognition both locally and internationally.

The success of National Qualifications Frameworks (NQFs) depends on robust M&E systems. The African Continental Qualifications Framework (ACQF) integrates M&E to track progress, assess impact, and promote qualification harmonization across Africa.

The KNQF serves as the cornerstone of our educational architecture, harmonizing qualifications across all levels and sectors. The introduction of an M&E framework for the Kenyan NQF is essential to assess the efficacy of our qualifications, guarantee their alignment with industry demands and uphold the integrity of our educational offerings. This initiative is a testament to our dedication to continuous improvement and accountability within our education system. By systematically monitoring and evaluating implementation of the qualification's framework, we can make informed decisions, implement necessary reforms, and ensure that our learners are equipped with competencies that are both relevant and competitive on a global scale.

I extend my gratitude to all stakeholders who have contributed to the development of this M&E framework. Your unwavering support and collaboration are invaluable as we strive to enhance the quality and credibility of Kenya's education system. Together, let us embrace this framework as a tool for transformation, ensuring that our education system remains dynamic, responsive, and exemplary.



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Council Chairperson
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ACKNOWLEDGEMENT

Development of this Framework signifies a pivotal step in enhancing the implementation of the KNQF and enhancing the quality and relevance of qualifications awarded in Kenya. This initiative aligns with the objectives of the African Continental Qualifications Framework (ACQF), which aims to harmonize qualifications across the continent, thereby facilitating mutual recognition and mobility. The M&E component is crucial as it offers mechanisms for continuous assessment and improvement, thereby enhancing the credibility and global recognition of Kenyan qualifications. Further, the goal of the framework is to provide timely data and information, facilitate continuous learning and enhance accountability and transparency during implementation of the KNQF. Ultimately, this framework will provide data that informs strategic decision-making and improves institutional memory. The framework describes in detail the whole process of M&E from data collection, collation, analysis, reporting and dissemination, which are vividly highlighted in the M&E implementation plan.

We wish to extend our special appreciation to the KNQA management and the technical team that took part in the development and finalization of the M&E framework.

As we move forward with the implementation of this Framework, we call upon all stakeholders to engage objectively and collaboratively. Together, we can ensure that our education and training systems are robust, inclusive, and responsive to the evolving needs of our society and the global community.



Dr. Alice Kande
Director General/CEO
Kenya National Qualifications Authority.



ACRONYMS AND ABBREVIATIONS

ACQF	African Continental Qualifications Framework
CUE	Commission for University Education
EAC	East African Community
IGAD	Intergovernmental Authority on Development
KCATS	Kenya Credit Accumulation and Transfer System
KNQA	Kenya National Qualifications Authority
KNQF	Kenya National Qualifications Framework
KNQF RF	Kenya National Qualifications Framework Results Framework
KUCCPS	Kenya Universities and Colleges Central Placement Service
LLL	Life Long Learning
LMIS	Labour Market Information System
M&E	Monitoring and Evaluation
NTA	Namibia Training Authority
NITA	National Industrial Training Authority
NQD	National Qualifications Database
QAB	Qualification Awarding Body
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
TVET -CDACC	TVET- Curriculum Development Assessment & Certification Council
TVETA	Technical and Vocational Education and Training Authority

DEFINITION OF TERMS

TERM	DEFINITION
Alignment of Qualifications	The process used to evaluate a qualification with the aim of placing it at a level of the KNQF.
Articulation	The process by which qualifications or programmes are linked to provide learners with multiple entry and exit points, vertically and horizontally, enabling them to progress through levels of qualifications offered within formal education and training systems.
Assessment	Process used to gather, interpret, and evaluate evidence of an individual's learning achievements.
Assessment body	Means a body that is legally mandated to carry out assessment and certification of learning achievements
Authority	Means the Kenya National Qualifications Authority established under section 6(1) of the KNQF Act Cap 214.
Benchmark	A reference point or standard against which progress or achievements can be assessed.
Certification	The process of recognizing the achievements of learner's qualifications through the award of a certificate.
Competency	The ability to perform activities based on the required standards, using appropriate knowledge and skills.
Evaluation	A periodic and terminal assessment which aims to confirm attainment of objectives of establishing KNQF. It also checks the efficiency and effectiveness of KNQF and its impact.
Formal Learning	The acquisition of knowledge, understanding, values, skill and competence in a structured education and training institutions.
Formative assessment	Refers to a wide variety of methods that are used to evaluate the learners' comprehension, learning needs, and progress during a course of study to monitor a learners' progress on an ongoing basis and to provide timely feedback to support their learning.
Indicator	A quantitative or qualitative unit of measurement that provides simple and reliable means to measure achievement, monitor performance, or to reflect changes connected to an intervention.
Input	The financial, human, material and information resources used for development interventions.
Learning objectives	Specific results of effects of a programme's activities that must be achieved in pursuing the policy or programme's ultimate goals.

Life Learning	Long	All learning activities undertaken throughout life, with the aim of improving knowledge, skills and competencies.
Log frame		Short for “Logical Framework” a table that summarizes a KNQFs strategy for achieving the M/E goal, using the levels of outputs, outcomes and goal.
Monitoring		Routine tracking and reporting of priority information about implementation of M/E and its intended outputs, outcomes, and impacts. Monitoring tracks mainly the use of inputs (activities) and outputs and outcomes.
National Qualifications Database		A master register of credible Qualification Awarding Body, National Qualifications and all records of learning records/achievements
National Qualifications Framework		The national system for the articulation, classification, registration, quality assurance, and the monitoring and evaluation of national qualifications as developed in accordance with the KNQF Act.
Outcome		The interventions that a project aims to effect on target beneficiaries or populations. These can be in knowledge, attitudes or behavior.
Outputs		Changes resulting from the intervention which are relevant to the achievement of outcomes. They are direct products or services stemming from the activities of an organization/program/policy.
Qualifications Awarding Body		An education and training institution with a legal mandate to develop, examine or assess and award national qualifications and is registered in accordance with the KNQF Act.
Recognition of Prior Learning	of	The process used to identify, assess and certify a candidate's knowledge, skills and competencies regardless of how, when and where they were acquired against prescribed standards or learning outcomes
Registration		The process by which Qualification Awarding Bodies, qualifications, are evaluated to meet the requirements of the KNQF and are listed in the National Qualifications Database
Results framework		An explicit articulation of the different levels, or chains, of results expected from monitoring and evaluation of implementation of KNQF
Standard		A documented set of criteria guidelines or benchmarks used to ensure that educational programs and qualifications meet consistent, recognized levels of quality, relevance and rigour.
Validation of Qualifications	of	This is the ascertainment by the KNQA that an authentic qualification is lawfully issued by a QAB.
Volume Learning	of	The amount of training, learning and assessment activities that a typical student must undertake to achieve the expected learning outcomes.

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SECTION ONE: INTRODUCTION

1.0 OVERVIEW OF THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK

The Kenya National Qualifications Framework (KNQF) was established to provide a coherent and harmonized system for managing qualifications across all levels and sectors of education and training in Kenya. Previously, the country's qualifications landscape was fragmented, with inconsistent standards that hindered the recognition, comparability and portability of qualifications. To address this, the Government of Kenya, drawing from the foundational reforms outlined in Sessional Paper No. 1 of 2005, and further reinforced by Sessional Paper No. 1 of 2019, enacted the Kenya National Qualifications Framework Act No. 22 of 2014 (Cap. 214). This Act established the Kenya National Qualifications Authority (KNQA) in 2015 with the core mandate to develop, implement, and maintain the KNQF, which integrates qualifications from basic, technical, vocational, industrial, professional, and academic learning. Its core function is to enhance the quality, relevance and national and international comparability of Kenya's qualifications, while promoting lifelong learning. The KNQF is a national system for the articulation, classification, registration, quality assurance and monitoring and evaluation of all qualifications in Kenya. It provides a structure of ten (10) levels defined by level descriptors, enabling individuals to progress vertically, diagonally and horizontally through various learning pathways (Appendix 2).

The KNQF Act outlines several objectives that underpin the Qualifications Framework, including establishing standards for recognizing both local and foreign qualifications, developing a competence-based system for lifelong learning, aligning qualifications with global benchmarks and strengthening national quality assurance mechanisms. Through these efforts, the framework aims to promote national and transnational mobility of learners and workers, as well as facilitate entry, re-entry, and progression within education and career systems. Section 8 of the KNQF Act mandates KNQA to perform the following functions: -

- (a) Coordinate and supervise the development of policies on national qualifications;
- (b) Develop a framework for the development of an accreditation system on qualifications;
- (c) Develop a system for assessment of national qualifications;
- (d) Develop and review interrelationships and linkages across national qualifications in consultation with stakeholders, relevant institutions and agencies;
- (e) Maintain a national database of national qualifications;
- (f) Publish manuals, codes and guidelines on national qualifications;
- (g) Advise and support any person, body or institution which is responsible for the award of national qualifications;
- (h) Publish an annual report on the status of national qualifications;
- (i) Set standards and benchmarks for qualifications and competencies including skills, knowledge, attitudes and values;
- (j) Define the levels of qualifications and competencies;
- (k) Provide for the recognition of attainment or competencies including skills, knowledge, attitudes and values;



- (l) Facilitate linkages, credit transfers and exemptions and a vertical and horizontal mobility at all levels to enable entry, re-entry and exit;
- (m) Conduct research on equalization of qualifications;
- (n) Establish standards for harmonization and recognition of national and foreign qualifications;
- (o) Build confidence in the national qualifications system that contributes to the national economy;
- (p) Provide pathways that support the development and maintenance of flexible access to qualifications;
- (q) Promote the recognition of national qualifications internationally.

To ensure that the KNQA delivers on its statutory mandate with efficiency, transparency, and strategic impact, there is need for a structured and evidence-based approach to measure performance, track progress, and guide improvement. It is critical to assess whether its core functions are achieving their intended objectives and contributing to a high-quality, coherent, and responsive national qualifications system. M&E is the mechanism through which this is achieved. It allows the Authority to not only document activities but to determine what is working, what is falling short, and where reforms or resource adjustments are necessary.

1.1 INTRODUCTION TO M&E OF THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK

Monitoring & Evaluation (M&E) is a cornerstone of effective qualifications systems worldwide, ensuring that qualifications are credible, comparable, and aligned with both national and international standards. Globally, countries use M&E to regulate quality, recognition, and standardization of qualifications through national frameworks and accreditation bodies. Regionally, initiatives like the African Continental Qualifications Framework (ACQF) and the Southern African Development Community (SADC) Qualifications Framework emphasize harmonization, with M&E as a key tool to monitor progress and ensure consistency across borders.

The M&E framework for the KNQF responds to ongoing education reforms aimed at improving quality, relevance, and labour market alignment. It provides a systematic approach to tracking implementation, assessing effectiveness, and identifying areas for improvement.

M&E are complementary but distinct functions that are critical to ensuring the effectiveness and continuous improvement of the KNQF. Monitoring is a continuous and systematic process that focuses on the real-time tracking of inputs, activities, and outputs across the KNQF. It enables stakeholders to verify whether qualifications development, registration, implementation, and recognition processes are proceeding as intended. Monitoring helps identify operational gaps, ensures alignment with NQF standards, and supports evidence-based adjustments during implementation.

At the core of M&E is a results framework, which maps how specific inputs and activities (such as curriculum development, stakeholder engagement, or assessment reforms) are expected to deliver measurable outputs (e.g., qualifications registered, graduates produced), and contribute to broader outcomes (such as improved quality,



relevance, and accessibility of qualifications) and impacts (such as enhanced employability, lifelong learning, and national development).

Evaluation, in contrast, is a periodic, often more in-depth assessment that focuses on outcomes and impact. It seeks to determine whether the KNQF is achieving its strategic objectives—such as aligning qualifications to labour market demands, facilitating credit transfer and recognition of prior learning, or promoting international comparability. Evaluation also explores the NQF's overall efficiency, relevance, and sustainability, and provides actionable insights for policy reform, institutional strengthening, and system-level innovation.

The figure below is the link of the chain of inputs, outputs, outcomes and impacts with the planning cycle.

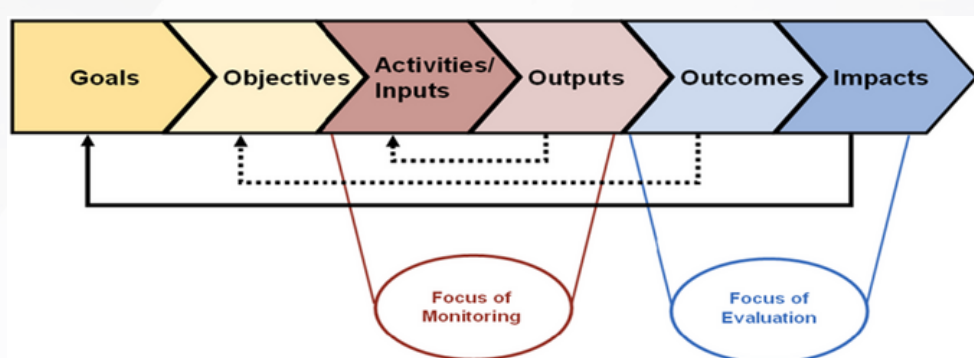



Figure 1: Monitoring & Evaluation Chain

1.2 RATIONALE FOR THE M&E FRAMEWORK

The KNQF Act CAP 214 defines the KNQF as the national system for articulating, classifying, registering, assuring quality, and monitoring and evaluating national qualifications. This explicit inclusion of M&E highlights the need for a dedicated system that not only assesses the quality and relevance of qualifications but also evaluates the overall performance and impact of the KNQF itself. A robust M&E system ensures that the KNQF remains transparent by enabling qualification comparability and recognition, evidence-based by supporting policy adjustments aligned with labour market needs, and adaptive by fostering continuous improvement in education and training systems.

Although existing national systems, such as the Kenya National Monitoring and Evaluation Policy, National Integrated Monitoring and Evaluation System (NIMES), the National Education Management Information System (NEMIS), the County Integrated Monitoring and Evaluation System (CIMES), and other sector-specific M&E plans, provide general oversight of education policies and institutional performance, they do not focus specifically on monitoring the KNQF. As a result, there is no consistent and systematic way to measure whether the KNQF is achieving its intended goals.

Fragmented data collection and uncoordinated reporting structures make it difficult to track the relevance and quality of qualifications, while limited mechanisms exist for monitoring qualification standards, accreditation processes, articulation, and alternative learning pathways for qualifications recognition and mobility.



The M&E framework is essential. It will harmonize data collection and ensure accurate reporting, continuously assess the quality and relevance of qualifications, enhance stakeholder confidence by strengthening accountability and transparency, and facilitate structured oversight while supporting evidence-based decision-making.

1.3 PURPOSE OF THE M&E FRAMEWORK

The M&E Framework ensures the systematic assessment, tracking, and continuous improvement of the implementation, effectiveness, and impact of the KNQF by providing a structured approach to monitoring qualification development, articulation, recognition, registration and quality assurance across all levels of education and training. The framework ensures that the KNQF remains evidence-driven, dynamic, and responsive to national and global education and labour market needs, supporting accountability, transparency, and informed decision-making in the governance of qualifications.

1.4 THE GOAL OF THE M&E FRAMEWORK

The goal of the Monitoring and Evaluation (M&E) Framework is to provide a structured and consistent approach for systematically tracking the implementation of the Kenya National Qualifications Framework (KNQF), assessing its effectiveness, and supporting continuous improvement.

1.5 OBJECTIVES OF THE M&E FRAMEWORK

The M&E Framework is designed to:

- a) Assess the alignment of qualifications with KNQF standards and guidelines;
- b) Assess the status of implementation of national policies on qualifications;
- c) Examine the extent to which KNQF facilitates learner progression and lifelong learning
- d) Assess the extent to which KNQF has facilitated regional integration and mobility of skills and qualifications integration;
- e) Assess status of implementation of National Qualifications Database.
- f) Examine the extent and effectiveness of industry participation in the qualifications awarding system.
- g) Evaluate the impact of KNQF on harmonization of qualifications awarding system, quality of qualifications, access to employment and education and training;

1.6 SCOPE OF THE M&E FRAMEWORK

The M&E framework applies to all the programmes, activities and processes that are applied in the implementation of the KNQF.

1.7 LEGAL ANCHORAGE OF THE M&E FRAMEWORK

The M&E Framework is anchored in various legal and policy frameworks, including the following:

a) The Constitution of Kenya (2010)

The Constitution mandates transparency, integrity, access to information, and accountability (Articles 10, 35, 56, 132, 174, 185, 201, 203, 225, 226, 227, and 232), reinforcing the need for a structured M&E system to track compliance with national values and governance principles.

b) The KNQF Act Cap 214

This Act establishes the KNQA and provides the legislative framework for coordinating development, award and recognition of qualifications.

c) The Kenya National Monitoring and Evaluation Policy

This Policy provides a unified and structured framework for tracking the performance, efficiency, and impact of government programmes, projects, and policies. It promotes evidence-based planning, transparency, and accountability across the public sector. The implementation of the Policy is coordinated by the Monitoring and Evaluation Directorate (MED) under the State Department for Planning, within the National Treasury and Economic Planning.

1.8 GUIDING PRINCIPLES

The M&E Framework is anchored on the following principles:

- a) **Transparency and Credibility** – Establishes evidence-based reporting, data integrity, and open communication in M&E processes to maintain trust in the qualifications system.
- b) **Accountability** – Ensures stakeholder roles, responsibilities, and reporting mechanisms are clearly defined and tracked, fostering compliance with KNQF policies and standards.
- c) **Flexibility and Responsiveness** – Allows M&E to assess and adapt KNQF policies in response to emerging skills needs, labour market changes, and technological advancements.
- d) **Governance** – Provides mechanisms to evaluate KNQF's governance structures, ensuring effective policy implementation and institutional oversight.
- e) **Sustainability** – Strengthens M&E's role in optimizing resources and ensuring long-term efficiency in quality assurance, accreditation, and workforce alignment.
- f) **Continuous Improvement and Adaptability** – Uses M&E insights to refine policies, improve qualifications frameworks, and enhance stakeholder collaboration for a more responsive system.
- g) **Efficiency and Resource Optimization** – Ensures effective use of public and private sector investments in qualifications development, M&E, and quality assurance initiatives.

SECTION TWO: SITUATIONAL ANALYSIS

2.1 INTERNATIONAL CONTEXT

This section examines M&E structures in selected Countries highlighting the key regulatory bodies, quality assurance and evaluation mechanisms used to ensure qualifications meet required standards.

Table 1: Comparison of Selected M&E Systems Globally

Country	Responsible Body	How M&E is Conducted
Chile	Ministry of finance (budgetary directorate)	Budgetary control systems (founded on indicators & evaluations) Conduct frequent evaluation and use of findings for decision making
Columbia	Directorate for evaluation of public policy in department of national planning	National M&E systems Tracks all progress, projects against the presidential goal and agenda
Benin	Ministry of planning and development	National evaluation policy & National M&E system. The policy and M&E system is used for planning and budgeting of public programs and projects

2.2 REGIONAL CONTEXT

This section explores how M&E is conducted in the context of the ACQF, South Africa, Zambia, and Namibia. Across Africa, Countries such as South Africa, Zambia and Namibia have developed national M&E systems that track the effectiveness of qualifications, accreditation processes and quality assurance mechanisms.

Table 2: Comparison of selected M&E Systems Regionally

Country	Responsible Body	How M&E is Conducted
Niger	Ministry of Planning	- The National Evaluation Policy guides M&E efforts. The policy promotes good governance, guiding the development and performance evaluation of public institutions, local authorities, and development initiatives (policies, plans, and projects). Focuses on improving the effectiveness of state agencies and cooperation programmes.
South Africa	Department of Planning, Monitoring and Evaluation (DPME)	- Implements the National Evaluation Policy Framework (NEPF) . The NEPF ensures a minimum standard for evaluations across government to promote learning and improved impact. Encourages the use of credible evidence for planning, budgeting, and continuous improvement.

		- DPME also conducts evaluations of major policies, including the NQF Act, identifying what works and what needs improvement.
Zambia	Ministry of National Development Planning	- Guided by the National Monitoring and Evaluation Policy . Aims to standardize M&E practices across all development processes. Promotes transparency, accountability, and value for money in policy and project implementation. Supports results-based management and institutional capacity building.
Uganda	Office of the Prime Minister	- Operates under the National Policy on Public Sector Monitoring and Evaluation . The policy addresses gaps in performance tracking, inconsistent budgeting for M&E, and weak integration of M&E in planning. Enhances coordination, coverage, and quality of public sector M&E.
Ghana	Ministry of Monitoring and Evaluation	- Developed a National M&E Policy to meet monitoring needs at national, sector, and district levels. Strengthens alignment of M&E with development priorities and sectoral planning.
Namibia	Office of the President & National Planning Commission	- Uses the National M&E Policy . Aims to integrate M&E into all governance processes: planning, budgeting, decision-making, etc. Expands evaluation coverage across public and non-government institutions. Builds M&E capacity among practitioners and supports performance-based budgeting.

2.3 NATIONAL CONTEXT

Currently, different government agencies are implementing different M&E systems.

Table 3: Comparison of selected M&E Systems at National Level

Institution	Coordinating Unit	M&E System & Functions
Ministry of Treasury and Planning	State Department of Planning	<ul style="list-style-type: none"> - Oversees the implementation of the Kenya National Monitoring and Evaluation Policy - Coordinates the National Integrated Monitoring and Evaluation System (NIMES) to track progress on public policies, programs, and projects - Facilitates data collection, analysis, and reporting through Annual Progress Reports and Public Expenditure Reviews at both national and county levels.

Ministry of Education (MoE)	State Department for Basic Education Education Management Information Systems (EMIS) Directorate	<ul style="list-style-type: none"> - Implements NEMIS which tracks educational inputs, processes, outputs, and outcomes - Supports monitoring of policies and programs aligned with the Government's manifesto, Economic Recovery Strategy, SDGs, and national obligations - Provides reliable education data for planning, budgeting, and performance reviews.
Kenya National Bureau of Statistics (KNBS)	National Statistical System (NSS)	<ul style="list-style-type: none"> - Produces, harmonizes, and disseminates official statistics across sectors including education, labour, and training - Provides core national indicators to support M&E, policy evaluation, and development planning - Collaborates with ministries to conduct household surveys and performance reviews to inform evidence-based decision-making.
Ministry of Labour and Social Protection	Directorate of National Human Resource Planning and Development	<ul style="list-style-type: none"> - Operates the Kenya Labour Market Information System (KLMIS), a digital platform for labour market data. Tracks employment trends, skills demand, and occupational profiles to inform workforce development and training strategies. Supports curriculum review and qualification alignment by mapping skills supply and demand.
Kenya National Qualifications Authority (KNQA)	Directorate for Standards, Alignment and Validation, and Policy and Registration. Research Department. National Qualifications Database (NQD)	<ul style="list-style-type: none"> - Monitors compliance of QABs to KNQF standards through structured audits and M&E of core components of the NQF. - Conducts research and evaluations on NQF implementation to measure effectiveness, relevance, and impact. - Mandated to publish annual reports on the status of national qualifications based on the findings of the M&E and audit exercises. - Manages the NQD to support verification, transparency, and tracking of qualifications and learner achievements across sectors.



2.4 LESSON LEARNT FROM BEST PRACTICES IN MONITORING AND EVALUATION

- a) **Integration of M&E into NQFs:** Integrating M&E into NQF structures enables systematic tracking of qualification standards, accreditation processes, and learning pathways.
- b) **Tracking Learner Progression and Completion Rates:** Monitoring transition, dropout, and completion rates helps evaluate how effectively the NQF facilitates learner mobility across education levels.
- c) **Monitoring Graduate Employability and Workforce Readiness:** Employment rates and job-market alignment of qualifications provide evidence on whether NQF-anchored qualifications meet labour market needs.
- d) **Use of Technology and Data Analytics:** Digital platforms, AI tools, and real-time dashboards enhance the quality, efficiency, and responsiveness of NQF M&E.
- e) **Equity and Inclusion Monitoring:** Collecting data on gender, regional, and socio-economic disparities ensures the NQF supports inclusive access and progression.
- f) **Routine Data Collection and Reporting:** Regular reporting at institutional and national levels ensures transparency and accountability in NQF implementation.
- g) **Stakeholder Engagement and Multi-sector Collaboration:** Involving employers, providers, and learners ensures NQF qualifications remain relevant and aligned with national priorities.
- h) **Capacity Building for M&E:** Training and institutional support strengthen the ability to monitor and evaluate NQF-related interventions effectively.
- i) **Harmonization with Regional and Global Standards:** Aligning NQF M&E frameworks with international practices promotes mutual recognition and comparability of qualifications.

2.5 FACTORS AFFECTING IMPLEMENTATION OF M&E

- a) **Resource Constraints:** Inadequate funding, skills, or infrastructure.
- b) **Poor Data Quality and Privacy Concerns:** Inconsistent data practices and weak data protection limit the accuracy and ethical use of NQF monitoring data.
- c) **Fragmented and Uncoordinated M&E Systems:** Disjointed efforts across institutions create inefficiencies and prevent a coherent evaluation of the NQF.
- d) **Institutional Capacity Gaps:** Limited technical expertise restricts the effective implementation and use of M&E results in NQF management.
- e) **Slow Adoption of Technology:** Outdated systems limit the ability of M&E frameworks to adapt to innovations like digital credentials and AI-based assessment.
- f) **Labour Market Misalignment:** Inability to track or respond to changing skill demands weakens the relevance of qualifications under the NQF.
- g) **Weak Stakeholder Engagement:** Minimal involvement of key actors undermines the relevance and utilization of M&E findings in NQF policy and practice.
- h) **Lack of Sustainability and Institutional Commitment:** Without consistent support and long-term planning, M&E systems for NQF face operational disruptions.
- i) **Cultural and Contextual Barriers:** Resistance to evaluation and accountability limits the acceptance and effectiveness of M&E processes linked to the NQF.



SECTION THREE: MONITORING & EVALUATION IMPLEMENTATION FRAMEWORK

3.1 INTRODUCTION

This section highlights the process of monitoring and evaluating the implementation of KNQF. These include planning, identification of core indicators, monitoring activities, evaluation stages, reporting of findings, and risk management. The sections further detail roles, processes, tools, data protocols, and reporting mechanisms.

3.2 APPROACHES OF MONITORING & EVALUATING IMPLEMENTATION OF KNQF

KNQA shall adopt a Results Framework (RF) M&E Approach to monitor the implementation of KNQF. The RF serves as a strategic and operational tool that:

- a) Provides a roadmap for planning, monitoring and evaluating the implementation of KNQF.
- b) Defines the connecting pathways between inputs, activities, outputs, outcomes, and impacts, clarifying how interventions are expected to achieve long-term transformation in the education and training landscape.
- c) Aligns stakeholder efforts by identifying shared goals, strategic objectives, and expected results.
- d) Enables structured performance tracking through measurable indicators that inform adaptive management and accountability.
- e) Supports evidence-based decision-making by generating timely data and insights to guide course correction and resource allocation.

3.2.1 STRUCTURE OF THE RESULTS FRAMEWORK

The Results Framework is structured along four interlinked KNQF Strategic Objectives (SOs):

- a) Quality Qualifications;
- b) Relevant Qualifications;
- c) Access, Inclusion and Progression in Education and Training; and
- d) Standardization of Qualifications Awarding Systems.

Each strategic objective is accompanied by a set of well-defined indicators classified as follows:

- a) **Input indicators:** Are resources invested in a program, such as funding levels, staffing, infrastructure, and materials, serving as foundational measures of resource allocation and its availability. They help ensure that the necessary inputs are in place to support program activities, enabling effective implementation (M&E budget, number of staff trained, quantity of supplies delivered, and infrastructure)
- b) **Output Indicators:** Measure immediate results from completed activities (e.g., number of registered qualifications, accredited institutions).
- c) **Outcome Indicators;** Reflect medium-term effects of KNQF implementation (e.g., learner mobility, employer recognition of qualifications)
- d) **Impact Indicators:** Capture long-term, systemic transformation attributable in part to KNQF interventions (e.g., increased employability, improved quality of qualifications).



TABLE 4: Definition of the Key Components of The Result Framework Classification

Component	Definition
Inputs	Resources invested to implement the KNQF – including funding, human capital, infrastructure, and digital systems.
Activities	Specific actions undertaken to operationalize the KNQF, such as policy formulation, standard setting, accreditation, quality audits, and database development.
Outputs	Tangible, short-term deliverables such as registered qualifications, accredited institutions, and validated learning outcomes.
Outcomes	Observable medium-term changes such as improved qualification relevance, learner mobility, recognition of prior learning, and stakeholder engagement.
Impact	Long-term systemic improvements, including enhanced education and training quality, workforce readiness, inclusivity, lifelong learning, and contributions to national development.

3.2.1.1 Purpose of the Results Framework

The Results Framework serves to:

- Map the implementation logic of the KNQF by linking resources, activities, outputs, outcomes, and impact in a coherent and trackable structure.
- Clarify cause-and-effect relationships between what is done (activities), what is delivered (outputs), what changes (outcomes), and the broader transformations expected (impact).
- Align stakeholder efforts by defining shared strategic objectives and expected results.
- Enable performance measurement, providing indicators classified as Impact, Outcome, or Output to guide implementation, monitoring and evaluation.
- Support evidence-based decision-making through systematic tracking of progress, facilitating learning, course correction, and policy refinement.

3.2.1.2 Structure of the Results Framework

The KNQF Results Framework is organized around Strategic Objectives, each linked to performance indicators. These indicators are categorized as:

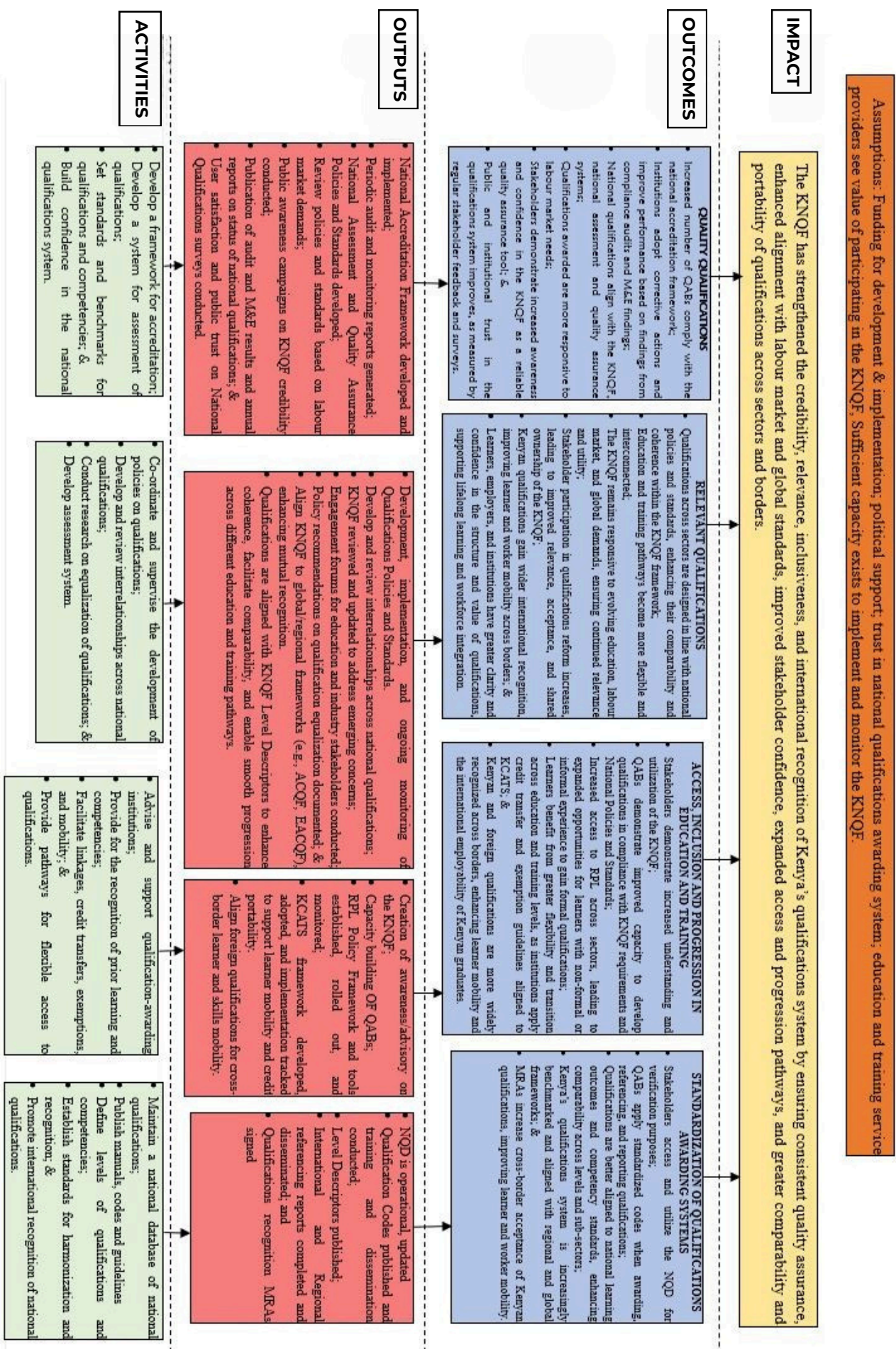
- Input indicators;
- Output indicators;
- Outcome indicators; and
- Impact indicators.

The visual representation in Figure 2 below captures this logical model and provides a clear, actionable overview of how KNQF interventions are expected to deliver on national education and skills development goals.





Figure 2: KNQF Implementation Results Framework





3.3 MONITORING AND EVALUATION PROCESS

The M&E process operates across three interlinked stages: Planning, Monitoring and Evaluation. Each stage includes defined components, aligned roles and feedback loops to ensure continuous improvement and stakeholder accountability.

3.3.1 PLANNING PHASE

This is the foundation of the M&E process and ensures that monitoring and evaluation are not only technically sound but also aligned with the Results-Framework M&E approach. The planning phase ensures that M&E activities are systematically embedded and support evidence-based decision-making across the implementation lifecycle.

3.3.1.1 Monitoring & Evaluation Planning Procedure

The KNQA shall:

- a) **Define the Specific Objectives and Scope of the M&E Exercise:** Clearly articulate the purpose, objectives and scope of the M&E exercise to ensure alignment with the objectives of the KNQF and the legal mandates outlined in the KNQF Act, Cap 214. This is to enable assessment of the extent to which KNQF functions and objectives are achieving their intended outcomes and impact.
- b) **Operationalize the KNQF Results Framework** by focusing on a specific KNQF component, including Assessment, RPL, Registration and KCATS in line with the strategic objectives of the Authority (See Appendix 1). For each component, the Authority shall identify and assign:
 - i) Relevant indicators
 - ii) Clear indicator definitions;
 - iii) Indicator formulas;
 - iv) Baseline values and targets;
 - v) Data sources and types (primary or secondary);
 - vi) Data collection methods and tools;
 - vii) Frequency of data collection;
 - viii) Responsible departments or units;
 - ix) Analysis and validation methods;
 - x) Reporting timelines and formats; and
 - xi) Plans for using M&E findings for decision-making and improvement.
- c) **Develop a Results-Oriented Indicators:** Identify SMART indicators that may include monitoring indicators (for Inputs, Activities, and Outputs) and evaluation indicators (for Outcomes and Impacts). Each indicator shall:
 - i) Be linked to a specific mandate or function of the KNQA;
 - ii) Be clearly categorized by results level, namely: **Outputs Indicators → Outcomes Indicators → Impacts Indicators**; and
 - iii) Form part of a coherent results chain, where each output indicator directly connects to a corresponding outcome, which in turn aligns with a relevant impact, demonstrating clear cause-and-effect relationships.





QUALITY QUALIFICATIONS INDICATORS

Outputs Indicators

- i) Number of registration, assessment and QA policies, standards and other tools developed.
- ii) Number of QABs and qualifications accredited and registered.
- iii) Number of audit and monitoring reports on QABs and qualifications published.
- iv) Number of public awareness campaigns or capacity building forums conducted on KNQF.
- v) Number of alignment and validation applications received and processed.
- vi) Number of certificates of alignment and validation issued.
- vii) Number of institutions institutionalizing national policies, standards and other tools on qualifications.
- viii) Increase in number of graduates details uploaded into the National Qualifications Database
- ix) Number of institutions and QABs implementing national policies on qualifications.

Outcomes Indicators

- i) Number of QABs demonstrating compliance to the KNQF.
- ii) Percentage of QABs implementing corrective action plans recommended in audit/M&E reports within the prescribed timelines.
- iii) Percentage of qualifications aligned to KNQF level descriptors.
- iv) Percentage of qualifications aligned to occupational standards.

Impact Indicators

- i) Percentage of employers reporting satisfaction with the quality and job-readiness of graduates.
- ii) Increased recognition and mobility (%) of learners across and between programs.
- iii) Harmonized qualification coding and classification system.

RELEVANT QUALIFICATIONS INDICATORS

Outputs Indicators

- i) Increased involvement of industry in designing qualifications.
- ii) Number of global/regional referencing and benchmarking reports published.
- iii) Number of qualifications designed in line with Level descriptors.
- iv) Reduction in number of unemployed graduates.

Outcomes Indicators

- Number of qualifications developed or revised based on stakeholders' or labour market feedback

Impact Indicators

- i) Percentage increase in graduates employed in fields aligned to their qualifications.
- ii) Percentage of Kenyan qualifications with cross-border equivalence or recognition under formal agreements. -progression
- iii) Percentage of employers expressing satisfaction with graduate competencies.
- iv) Seamless progression between levels.





ACCESS, INCLUSION & PROGRESSION IN EDUCATION AND TRAINING

Outputs Indicators

- i) Number of RPL tools developed.
- ii) Number of learners assessed and certified through RPL model.
- iii) Number of KCATS tools and progression guidelines developed.
- iv) Number of learners awarded credit transfers and exemptions.
- v) Number of Alignment and validation of certificates processed.

Outcomes Indicators

- i) Percentage of learners progressing across KNQF levels or between institutions, programs and countries.
- ii) Percentage of learners progressing using a qualification acquired through RPL.
- iii) Percentage of registered QABs institutionalizing the KCATS.
- iv) Access to labour market

Impact Indicators

- i) Percentage increase in learner transitions and mobility across KNQF levels
- ii) Percentage increase in cross border recognition of qualifications.
- iii) Percentage increase of RPL-qualified learners securing formal education or employment opportunities.

STANDARDIZATION OF QUALIFICATIONS AWARDING SYSTEMS

Outputs Indicators

- i) Number of qualifications assigned the KNQCS codes.
- ii) Number of qualifications registered in the NQD.
- iii) Number of training/capacity building sessions conducted on KNQF.

Outcomes Indicators

- i) Percentage of qualifications verified using the NQD.
- ii) Number of QABs institutionalizing national policies and standards.
- iii) Percentage of qualifications appropriately aligned to the KNQF level descriptors.
- iv) Number of QABs applying the Qualifications codes in their certificates.

Impact Indicators

- i) Percentage of foreign qualifications successfully validated and mapped against KNQF.
- ii) Percentage of stakeholders using the NQD for verification and recognition decisions.

d) Specify Data Requirements and Sources:

- i) Determine whether data is primary or secondary
- ii) Define appropriate data collection methods, tools, and timelines for each indicator.
- iii) Set baselines and targets for each indicator to allow tracking over time.

e) Assign Roles & Responsibilities:

- i) Assign roles and responsibilities to specific staff or departments.
- ii) Build accountability and minimize duplication of efforts while assigning roles and responsibilities.





f) Capacity Building for Stakeholders:

- i) Conduct training on data collection, indicator tracking, results interpretation and reporting.
- ii) Disseminate Standard Operating Procedures (SOPs) for the responsible monitoring team, consistency and quality control.

e) Establish Data Management Infrastructure:

- i) Deploy tools like M&E checklists, scorecards, dashboards, and tracking matrices to support real-time progress monitoring.
- ii) Set up data storage systems ensuring security, interoperability, and accessibility.

3.3.2 MONITORING PHASE

3.3.2.1 Monitoring Procedure

a) Select Monitoring Indicators: Identify monitoring indicators from the output-level indicators provided in pages 14 and 15. For each selected indicator, ensure clarity of the following: -

- i) Indicator definition
- ii) Measurement formula
- iii) Data source
- iv) Baseline value
- v) Target value

This ensures consistency, measurability, and alignment with the overall KNQF Results Framework.

b) Routine Data Collection: Use standardized data collection tools. Collect data monthly, quarterly, or semi-annually, depending on the indicator type.

c) Data Analysis and Validation: Use a combination of automated and manual validation checks to ensure data accuracy. Cross-verify (triangulate) data from multiple sources to enhance reliability. Assess the data for efficiency, timeliness, and compliance with established standards.

d) Generate and Share Monitoring Reports: Disseminate Monitoring and Evaluation reports to the relevant stakeholders.

e) Action and Adjustment: Analyze the findings to identify gaps or areas needing improvement. Use the insights to recommend targeted interventions and inform adjustments to policies, programs, or implementation strategies.

3.3.3 EVALUATION PHASE

Evaluation is a periodic and structured assessment of whether the KNQF's interventions have achieved their intended outcomes and impact. It complements monitoring by focusing on effectiveness, relevance, efficiency, and sustainability over time.

3.3.3.1 Purpose of Evaluation

- i) Assess whether outputs are translated into meaningful results.
- ii) Determine the contribution of KNQF to broader goals like increased recognition, quality assurance, labour market responsiveness, and inclusivity.
- iii) Generate learning to improve future design and implementation.





3.3.3.2 Evaluation Steps

KNQA shall:

- a) Define Objectives and Scope:** Clearly outline what the evaluation aims to assess. This includes formulating specific evaluation questions such as:
 - i) To what extent has the implementation of the KNQF enhanced the production of graduates with skills that meet current labour market needs?
 - ii) To what extent has the Recognition of Prior Learning (RPL) expanded access to qualifications?
- b) Develop Evaluation Framework and ToRs:** Clearly outline the evaluation approach by specifying the evaluation methodology, sampling strategy, key indicators to be assessed, timelines for each evaluation phase, and roles and responsibilities of the evaluation team. This ensures transparency, consistency, and alignment with the overall M&E plan.
- c) Data Collection:** Collect both qualitative and quantitative data using a variety of methods to ensure a comprehensive evaluation. These may include:
 - i) **Employer Satisfaction Surveys:** To assess how well graduates meet workplace expectations.
 - ii) **Graduate Tracer Studies:** To track employment outcomes, progression, and relevance of qualifications.
 - iii) **Learner Focus Groups:** To gather in-depth feedback on access, progression, and qualification experience.
 - iv) **Policy and Document Reviews:** To assess alignment with the KNQF and identify areas for reform.
 - v) **Independent Audits and Evaluation Reports:** For objective assessments of performance, compliance, and impact.
 - vi) **Regional Comparability and Referencing Reports:** To determine how Kenyan qualifications align with regional and international frameworks.
 - vii) **Thematic Studies:** Focused analyses on specific areas such as RPL, KCATS, and the NQD to inform targeted improvements.
- d) Data Analysis and Validation:** Analyze data by comparing baseline values to targeted/endline results to assess progress. Apply:
 - i) **Triangulation** to verify findings across multiple data sources.
 - ii) **Thematic coding** for analyzing qualitative data such as interviews and focus group discussions.
 - iii) **Statistical analysis** for interpreting quantitative data to identify trends, patterns, and significance.
- e) Formulate Findings, Conclusions, and Recommendations:** Summarize and organize the evaluation results into clear, actionable insights. Ensure the findings:
 - i) Highlight both expected (intended) and unexpected (unintended) outcomes;
 - ii) Are based on verified evidence; and
 - iii) Lead to practical, well-justified recommendations for policy or implementation improvement.
- f) Dissemination and Use:** Communicate evaluation findings through reports, policy briefs, stakeholder workshops, and policy dialogues. Ensure that key insights are integrated into future strategic plans and operational improvements.





3.4 RISK MANAGEMENT

Risk management is a critical component of the M&E framework for the KNQF. It involves proactively identifying, assessing, and mitigating risks that may affect the accuracy, reliability, and effectiveness of M&E activities. Effective risk management ensures that KNQF implementation is continuously tracked, evaluated, and improved to achieve its intended objectives.

Risk management in KNQF M&E is essential to:

- i) Ensure the integrity and credibility of M&E data used for policy decisions.
- ii) Minimize disruptions in data collection and reporting due to financial, technical, or institutional constraints.
- iii) Address compliance challenges in implementing KNQF standards across education and training institutions.
- iv) Enhance stakeholder trust by ensuring transparency, accountability, and participation in the M&E process.

The table below outlines key risks, mitigation strategies, and assumptions relevant to the M&E of KNQF:

TABLE 5: ASSUMPTIONS AND RISKS

<i>Assumptions</i>	<i>Risk</i>	<i>Risk Rating (High/Medium/Low)</i>	<i>Potential Impact</i>	<i>Mitigation Strategy</i>
Effective monitoring and evaluation (M&E) frameworks, processes, and systems are in place and properly implemented	Ineffective Monitoring and Evaluation	High	-Lack of performance tracking may hinder policy success -Uninformed decisions -No clear indicators and objectives.	-Establish clear KPIs, regular monitoring, and periodic and independent audits and evaluations. -Establish clear M&E objectives and indicators.
Stakeholders are adequately engaged in a timely and structured manner	Inadequate and Timely Stakeholder Engagement	High	Resistance from institutions (education and training sector), employers/industry, and students	Regular engagements, consultations, awareness campaigns, and workshops. Also, engage stakeholders early and frequently and address concerns proactively.





Assumptions	Risk	Risk Rating (High/Medium/Low)	Potential Impact	Mitigation Strategy
Data collected for Monitoring and Evaluation (M&E) is accurate, reliable, consistent, and standardized across all reporting structures	Data Quality and Inconsistency	High	Inaccurate M&E data affects credibility.	- Develop and implement data quality assurance measures Validation process
Stakeholders will be adequately informed and willing to adopt the National Qualifications Framework (NQF)	Limited Public Awareness and Adoption	Medium	Slow uptake and limited impact of the framework	Launch public sensitization campaigns through media and workshops
Availability of adequate and up-to-date ICT infrastructure	Inadequate ICT infrastructural resources	High	-Delays in digitalization, slow verification process -Cyber attacks	-Invest in modern technology infrastructure and staff training to ensure an accurate verification process -Data privacy and security



APPENDICES

APPENDIX 1: KNQF MONITORING AND EVALUATION IMPLEMENTATION MATRIX

The main Goal of the M&E Framework: To systematically assess the effectiveness and impact of the KNQF in delivering Quality qualifications, Relevant Qualifications, improved Access to and Progression in Education and Training, and the Standardization of Education and Training in alignment with national and international standards.

1. QUALITY QUALIFICATIONS

Indicator Type	Indicator	Indicator Definition	Data Source	Source Type	Data Collection Methods & Tools	Timelines	Responsibility
Impact	% of employers reporting satisfaction with the quality and job-readiness of graduates with registered qualifications	Proportion of surveyed employers affirming graduates are skilled, competent, and workplace-ready.	Employer satisfaction surveys	Primary	-Structured questionnaires -Online or face-to-face surveys		Assessment & Quality Assurance & KNQA Research Department
	Number of institutions institutionalizing assessment and QA policies, standards, and tools	Total number of QABs formally adopting KNQA's policies and tools.	QAB submissions/reports	Primary	-Compliance reports, -policy adoption forms		Assessment & Quality Assurance Department
	% of QABs demonstrating compliance to the KNQF based on audit and monitoring exercises	% of QABs meeting or exceeding compliance thresholds as per KNQF guidelines.	KNQA audit and M&E reports	Primary	-On-site verification, -audit tools		Assessment & Quality Assurance
	% of QABs implementing corrective action plans recommended in audit/M&E reports within the prescribed timelines	Proportion of QABs that follow through on recommended actions.	Audit/M&E follow-up reports	Primary	-Corrective action matrices, -follow-up assessments		Assessment & Quality Assurance
Outcome	% of qualifications aligned to KNQF level descriptors	Proportion of qualifications properly mapped to a KNQF level descriptors.	KNQA NQD	Primary	-KNQF level descriptors validation sheets		Assessment & Quality Assurance
	% of qualifications validated using labour market intelligence or employer input	Share of qualifications informed by stakeholder or employer feedback.	Qualification review reports	Primary	-Employer consultations, workshop report		Assessment & Quality Assurance



Indicator Type	Indicator	Indicator Definition	Data Source	Source Type	Data Collection Methods & Tools	Timelines	Responsibility
Output	Number of accreditation, registration, assessment and QA policies, standards and tools developed	Total count of official documents developed and approved for use in accrediting and assessing qualifications.	KNQA policy development records	Primary	-Document review logs, -policy tracking		Assessment & Quality Assurance
	Number of QABs and qualifications registered	Total number of Qualification Awarding Bodies (QABs) and individual qualifications registered by KNQA	KNQA registration database	Primary	-Database records, -registration logs		Assessment & Quality Assurance & Registration Department
	Number of audit and monitoring reports on QABs and qualifications published	Total number of official reports issued after audits and monitoring exercises	Audit monitoring records	Primary	-Monitoring reports, -audit report tracking		Assessment & Quality Assurance
	Number of public awareness campaigns or capacity building forums conducted on KNQF	Total number of outreach or training events held to educate stakeholders on KNQF.	Outreach event reports	Primary	-Workshop records, -participant logs		Assessment & Quality Assurance & Capacity Building Department
	Number of alignment and validation applications received and processed	Count of requests received from individuals or institutions for validation or alignment of qualifications.	Validation/Alignment application logs	Primary	-Form logs, -QAV registry		Assessment & Quality Assurance & Alignment and Validation Department
	Number of certificates of alignment and validation issued	Total certificates provided after successful evaluation of local/foreign qualifications.	Certificate issuance logs	Primary	-Approval sheets, - COE issuance records		K Assessment & Quality Assurance & Alignment and Validation Department





2. RELEVANT QUALIFICATIONS

Indicator Type	Indicator	Indicator Definition	Data Source	Source Type	Data Collection Methods & Tools	Timelines	Responsibility
Impact	% Increase in graduates employed in fields aligned to their qualifications	Proportion of graduates employed in jobs that correspond to their field of study, compared over time.	-Graduate tracer studies, -LMIS -Employer surveys	Primary & Secondary	-Structured tracer surveys, -Digital employment registries		Assessment & Quality Assurance & Research Department
	% of Kenyan qualifications with cross-border equivalence or recognition under formal agreements	Share of qualifications formally recognized under bilateral, regional, or international frameworks (e.g., MRAs)	-MRAs, -ACQF /EACQF referencing reports	Primary	-Document analysis, referencing reports, -MRA status logs		Assessment & Quality Assurance & Research Department
	% of employers expressing satisfaction with graduate competencies	Percentage of employers who report that graduates possess the expected knowledge, skills, and attitudes.	Employer satisfaction surveys	Primary	-Structured employer surveys, Likert-scale questionnaires		Assessment & Quality Assurance & Research Department
Output	Number of qualification design and review workshops involving industry and sector stakeholders (implied from No. of registered qualifications)	Count of structured forums convened to design or revise qualifications with sectoral input.	-Workshop attendance records, -reports, invitations	Primary	-Event registers, -reports, participation sheets		Assessment & Quality Assurance Department
	Number of global/regional referencing and benchmarking reports published	Total number of comparative studies and referencing reports aligning Kenyan qualifications with foreign/regional frameworks.	KNQA international benchmarking and referencing unit reports	Primary & Secondary	-Document analysis, -official publication records		Assessment & Quality Assurance & Registration Department





3. ACCESS TO AND PROGRESSION IN EDUCATION AND TRAINING

Indicator Type	Indicator	Indicator Definition	Data Source	Source Type	Data Collection Methods & Tools	Timelines	Responsibility
Impact	% of RPL-qualified learners securing education or better employment opportunities	Proportion of RPL-certified individuals who, within a specified time period, transitioned into formal education or gained improved employment (new job or promotion).	-RPL certification records -Tracer studies -Institutional enrollment data -Employment survey data from RPL beneficiaries	Primary & Secondary	-Structured tracer study questionnaires -Follow-up phone interviews and online surveys with RPL beneficiaries -Institutional and employer confirmations -Records from RPL centers		Assessment & Quality Assurance & Research Department
	% increase in learner transitions and mobility across KNQF levels	Change over time in the number of learners transitioning across KNQF levels	-Institutional progression records -NQD -KCATS records	Primary & Secondary	-Standardized data submission forms from QABs -NQD exports and analytics -KCATS transition logs and reports		Assessment & Quality Assurance & Research Department
	% of registered QABs institutionalizing the KCATS	Proportion of QABs implementing KCATS systems	-QAB compliance reports -Institutional KCATS implementation plans -KNQA registration and monitoring records	Primary & Secondary	-Compliance audits -Institutional surveys of operational KCATS systems		Assessment & Quality Assurance department
	% of learners progressing using a qualification acquired through RPL	Proportion of learners who progressed using RPL-obtained qualifications	-RPL Centre progression records -Tracer studies	Primary & Secondary	-Follow-up interviews -Survey/forms -Education and employment enrolment records		Assessment & Quality Assurance department
	% of learners progressing across KNQF levels or between institutions	Proportion of learners moving between KNQF levels or institutions	-Student academic records -QAB progression reports -NQD	Primary & Secondary	-Audit logs, assessment verification		Assessment & Quality Assurance department



Indicator Type	Indicator	Indicator Definition	Data Source	Source Type	Data Collection Methods & Tools	Timelines	Responsibility
Output	Number of learners awarded credit transfers and exemptions	Count of learners who have received credit exemptions or transfers under KCATS.	-Institutional records -KCATS implementation reports	Secondary	-KCATS records from institutions -Verification through audits		Assessment & Quality Assurance department
	Number of KCATS tools and progression guidelines developed	Total number of approved tools and guidelines created to support KCATS implementation.	-KCATS Development reports	Primary	-Internal records -Reports/ Minutes from technical development sessions		Assessment & Quality Assurance department
	Number of learners assessed and certified via RPL	Total count of individuals who successfully underwent RPL and received full or partial qualifications.	-RPL certification databases -QAB assessment records	Primary & Secondary	Enrollment logs, database queries		Assessment & Quality Assurance department
	Number of RPL tools developed	Count of approved tools developed to support RPL assessment and certification.	-KNQF Tools development logs -Technical committee reports	Primary	-Internal validation and approval records -Committee meeting minutes		Assessment & Quality Assurance department



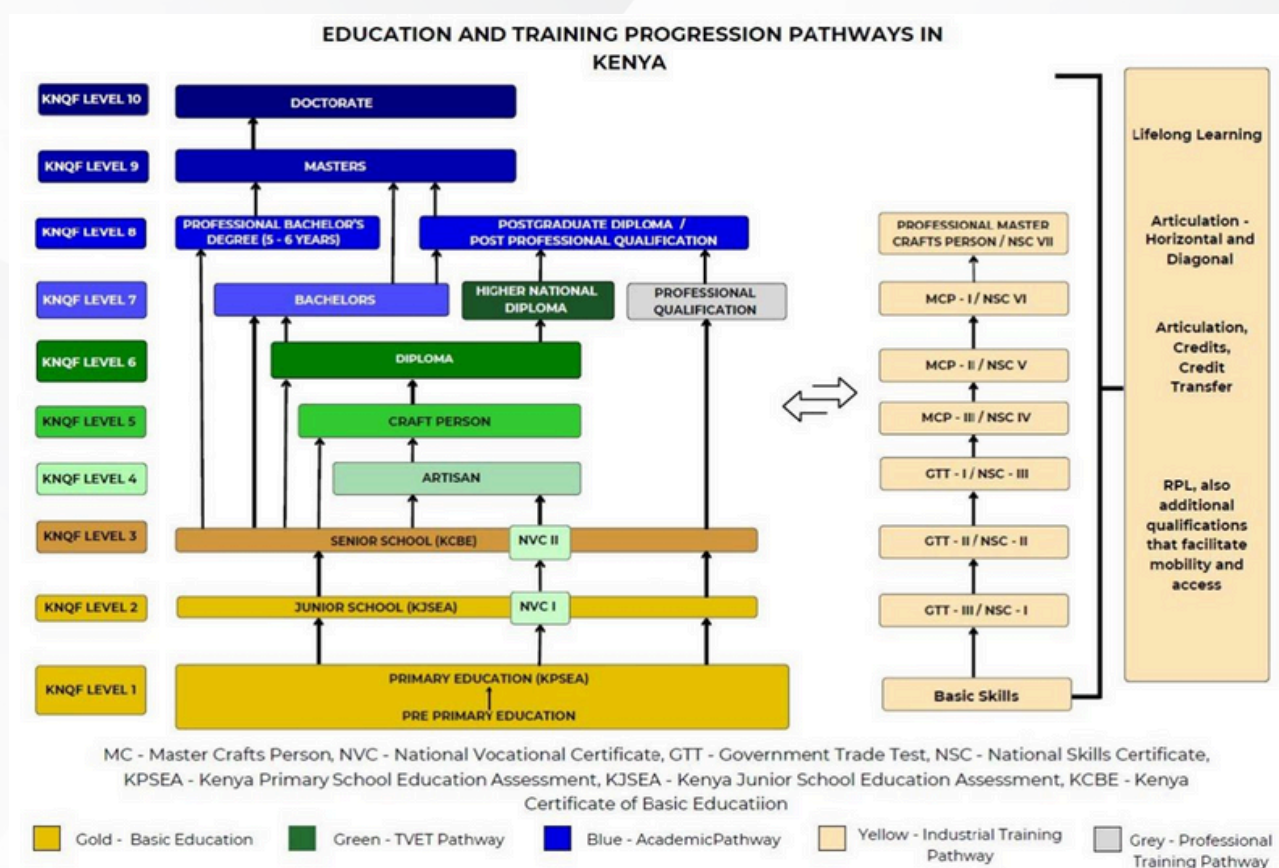
4. STANDARDIZATION OF EDUCATION AND TRAINING

Indicator Type	Indicator	Indicator Definition	Data Source	Source Type	Data Collection Methods & Tools	Timelines	Responsibility
Impact	% of foreign qualifications validated and mapped against KNQF	Proportion of foreign qualifications evaluated and successfully placed within a KNQF level.	-QAV database, -Form KNQF 1 applications -certificates of equivalence issued	Primary	QAV portal alignment records		Assessment & Quality Assurance department & Qualifications Alignment and Validation Department
	% of stakeholders using the NQD for verification and recognition decisions	Proportion of registered institutions, employers, and agencies using the NQD for official decisions.	-NQD user access logs, -institutional feedback surveys	Primary	-Web analytics, -structured feedback forms, -user satisfaction surveys		Assessment & Quality Assurance department & NQD Department
	% of qualifications verified using the NQD	Share of qualification verifications done through the official National Qualifications Database.	NQD logs, verification request records	Primary	Digital platform analytics, institutional verification forms		Assessment & Quality Assurance department & NQD Department
Outcome	Number of QABs institutionalizing national policies and standards	Count of QABs that have officially adopted and applied national policies and/or standards in operations.	-Institutional audit reports, -QAB policy documents	Primary	-Audit checklists, -compliance self-assessment reports		Assessment & Quality Assurance department
	% of qualifications appropriately aligned to the KNQF level descriptors	Proportion of qualifications correctly mapped to a KNQF level using approved criteria.	-Registration submissions, -review records	Primary	-Qualification registration forms, -KNQF mapping templates		Assessment & Quality Assurance department
	Number of QABs applying the QABs that include KNQCS Qualifications codes in their certificates	Total number of registered QABs that include KNQCS codes in awarded certificates	-Audit records, -certificate reviews	Primary	-Sampling of certificates, -audit checklists		Assessment & Quality Assurance department & Registration Department
	Number of qualifications assigned the KNQCS codes	Count of qualifications allocated a KNQCS code.	-KNQCS database, -registration forms	Primary	-Published KNQCS Codes		KNQA Registration Department
Output	Number of qualifications registered in the NQD	Total count of qualifications uploaded and published in the National Qualifications Database.	NQD registry		-System logs, -registration forms		Assessment & Quality Assurance department & NQD Department





APPENDIX 2: KNQA PROGRESSION PATHWAYS







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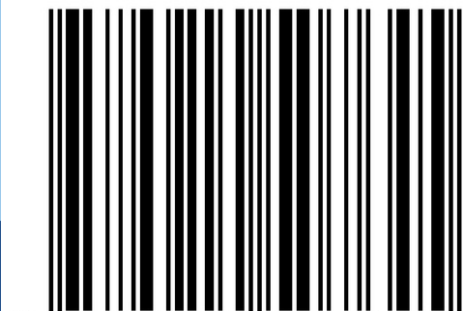


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