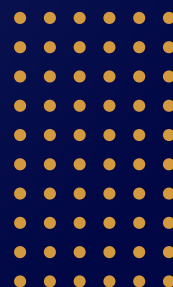




REPORT ON THE STATUS OF NATIONAL QUALIFICATIONS

2025



2nd Edition

TABLE OF CONTENTS

PRELIMINARIES

<i>Abbreviations And Acronyms</i>	i
<i>Definition Of Terms</i>	iii
<i>Message from the Chairperson KNQA</i>	v
<i>Message from the Director General KNQA</i>	vi

SECTION 1: BACKGROUND

1.1 <i>Introduction</i>	1
1.2 <i>Rationale</i>	2
1.3 <i>Mandate of the KNQA</i>	2
1.4 <i>KNQA's Strategic Objective</i>	3
1.5 <i>KENYA NATIONAL QUALIFICATION FRAMEWORK (KNQF)</i>	3
1.5.1 <i>KNQA Sub-Framework</i>	5
1.5.2 <i>Progression Pathways</i>	6
1.5.3 <i>Level Descriptors</i>	6
1.5.4 <i>Volume of learning</i>	7
1.6 <i>Vision</i>	8
1.7 <i>Mission</i>	8
1.8 <i>Goal</i>	8
1.9 <i>Objectives</i>	8
2.0 <i>Scope</i>	8

SECTION 2: NATIONAL POLICIES ON QUALIFICATIONS

2.1 <i>Recognition of Prior Learning Policy Framework</i>	9
2.1.1 <i>RPL Process Flow Chart</i>	11
2.2 <i>Kenya National Qualification Classification Standards</i>	12
2.3 <i>Assessment Standards on National Qualifications</i>	15
2.4 <i>National Policy Framework and Standard – Requirements and Guidelines for Quality Assurance of Qualifications</i>	15
2.5 <i>National Policy Framework on Accreditation System</i>	17
2.6 <i>National Policy Framework and Standard – Requirements And Guidelines For Kenya Credit Accumulation and Transfer System (KCATS)</i>	18

SECTION 3: STATUS OF NATIONAL QUALIFICATIONS

3.0 <i>Introduction</i>	21
3.1 <i>Registration of QABs and Qualifications</i>	21
3.1.1 <i>Registration Status of (QABs)</i>	22
3.1.2 <i>Registration Status of Qualifications</i>	23
3.2 <i>Monitoring and Evaluation of Assessment of Qualifications</i>	24

3.3 <i>Alignment and Validation of Qualifications</i>	25
3.3.1 <i>Status of QAV Portal Applications</i>	25
3.3.2 <i>Status of Bulk Applications from Organizations</i>	26
3.4 <i>National Qualifications Database (NQD)</i>	26
3.5 <i>Recognition of Prior Learning Management Information System (RPL MIS)</i>	27

SECTION 4: PARTNERSHIPS ON NATIONAL QUALIFICATIONS

4.0 <i>Introduction</i>	28
4.1 <i>Capacity building and Sensitization on Kenya National Qualifications Framework</i>	28
4.2 <i>Partnerships and Collaborations</i>	28
4.2.1 <i>African Continental Qualifications Framework</i>	28
4.2.2 <i>United Nations Educational, Scientific and Cultural Organisation (UNESCO)</i>	
4.2.3 <i>Development Partners</i>	29
	29

SECTION 5: INSTITUTIONAL DEVELOPMENT

CAPACITY

5.1 <i>INFORMATION COMMUNICATION TECHNOLOGY</i>	30
5.1.1 <i>Data Protection and Security</i>	30
5.1.2 <i>Digital Service Enhancement</i>	30
5.2 <i>HUMAN RESOURCE</i>	30
5.2.1 <i>Staff Establishment</i>	31
5.3 <i>FINANCE</i>	31
5.3.1 <i>Revenue Distribution</i>	31
5.3.2 <i>A-IN-A</i>	32
5.3.3 <i>Exchequer</i>	33

APPENDIX

Annex 1: <i>Mapped and Registered QABs & Qualifications</i>	35
Annex 2: <i>QABs & Qs Registered on the KNQF</i>	45
Annex 3: <i>Aligned and validated qualifications from different countries</i>	47

LIST OF TABLES

Table 1: KNQF level Descriptors	7
Table 2: Mapped QABs & Qs VS Registered QABs and Qs on the KNQF	21
Table 3 : Monitored QABs	24
Table 4: Number of qualifications received for Validation and Alignment on QAV portal	26
Table 5: Number of qualifications received for Validation and Alignment from organizations	26
Table 6: Analysis per Financial Year	28
Table 7: Staff establishment	31
Table 8: Revenue Distribution	32
Table 9: A in A.	33
Table 10: Exchequer grants	34
Table 11: Percentage Proportion of Exchequer to AIA	34

LIST OF FIGURES

Figure 1: KNQF Structure	5
Figure 2: Progression pathways	6
Figure 3: RPL Tracer Study Findings	9
Figure 4: RPL Practitioners per institution	10
Figure 5: RPL Process	11
Figure 6 : Illustration of components of the KNQCS of the KNQCS	13
Figure 7 : Structure of the KNQCS	14
Figure 8 : KCATS Implementation Stages	19
Figure 9: Revenue Diversification Distribution	32
Figure 10: Exchequer grants trend	34

PRELIMINARIES



Abbreviations And Acronyms

ACQF	Africa Continental Qualifications Framework
AQAN	African Quality Assurance Network
BETA	Bottomup Economic Transformation Agenda
CICAN	Colleges and Institutes Canada
EAC	East African Community
EASTRIP	East Africa Skills for Transformation and Regional Integration
HRMPEB	Human Resource Management Professional Examination Board
IGAD	Intergovernmental Authority on Development
IGADQF	Intergovernmental Authority on Development Qualifications Framework
ILO	International Labour Organization
IRC	International Rescue Committee
ISCED	International Standard Classification of Education
KASNEB	Kenya Accountants and Secretaries National Examinations Board
KCATS	Kenya Credit Accumulation and Transfer System
KESRA	Kenya School of Revenue Administration
KISEB	Kenya Institute of Supplies Examination Board
KNQA	Kenya National Qualifications Authority
KNQCS	Kenya National Qualifications Coding Standard



KNQF	Kenya National Qualifications Framework
MDAs	Ministries Department and Agencies
NAQIMS	National Qualifications Information management System
NITA	National Industrial Training Authority
NQD	National Qualifications Database
NQF	National Qualifications Framework
QABs	Qualifications Awarding Institutions
QAV	Qualification Alignment and Validation
QCP	Qualifications and Credentials Platform
RPL	Recognition of Prior Learning
RPLMIS	Recognition of Prior Learning Management Information Systems
SADC	Southern Africa Development Community
SAQA	South Africa Qualifications Authority
TVET	Technical Vocational Education Training
TVETCDACC	Curriculum Development, Assessment, and Certification Council
UNESCO	United Nations Educational Scientific and Cultural Organization.
UNESCO QP	United Nations Educational Scientific and Cultural Organization Qualifications Passport



Definition Of Terms

Accreditation -means the procedure by which institutions offering education and training are formally recognized as having met the standards set out in various laws of Kenya;

Alignment -means the determination of a qualification on the National Qualifications Framework;

Certification - includes the recognition of the achievements of a learner or a candidate for a qualification through the award of a certificate;

Foreign Qualifications Awarding Institution- means an education institution, outside Kenya with a legal mandate to develop, examine or assess and award national qualifications and is accredited.

Level descriptor -means a set of skills, knowledge, and competencies describing the learning outcome used for determining the level of a qualification;

National Qualification - means a programme or a course that has met the requirements set out in the National Qualification Framework and entered into the database;

National Assessment and Examination Bodies - means national bodies accredited by KNQA responsible for overseeing national examinations in Kenya.


National Qualification 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 Act.

Professional Examination body - A body established and recognized under various laws of Kenya to examine/assess and award qualifications in specific occupational field.

Progression Pathway - means a flexible route that a learner takes to acquire skills and qualifications, facilitating transitions between different types and levels of education and training;

QAB - means an education and training institution with a statutory mandate to develop, examine or assess and award qualifications;





Recognition of Prior Learning -means the process of identifying, assessing and certifying a candidate's knowledge, skill and competence regardless of how, when and where the knowledge, skill and competence were acquired against standards or learning outcomes under the Act and these Regulations;

Registration - means the Authority's recognition of an institution as a qualification awarding body and includes recognition of the institution's qualifications;

Specialized Institutions-Specialized education /training institutions refer to institutions developed to train and award in a specific field for a particular purpose or area of knowledge.





Message from Chairperson, KNQA




Since independence, Kenya has faced challenges related to fragmented qualification standards, largely due to the varied approaches of both local and foreign education providers. This situation has led to the establishment of multiple education regulatory agencies, each with its own standards, resulting in issues concerning the quality and relevance of qualifications.

The development and implementation of the Kenya National Qualifications Framework (KNQF) aims to harmonize the education and training sector, providing a cohesive structure to address these challenges.

KNQA serves as a key institution in standardizing and harmonizing qualifications across all levels of education and training. Through our mandate, we coordinate with stakeholders to ensure clear standards while recognizing diverse learning achievements through various educational pathways. Our focus remains on strengthening the educational ecosystem to equip Kenyans with relevant knowledge and skills for today's dynamic job market.

In alignment with Kenya's Vision 2030, Bottom-up Economic Transformation Agenda (BETA), Medium Term Plan IV, and Strategic Development Goal 4, the Authority is committed to fostering quality education and promoting lifelong learning opportunities for all Kenyans. Through systematic monitoring and evaluation of our initiatives, KNQA continues to build a more coherent education and training sector that serves our nation's development goals and supports the growth of competent human capital.



Hon. Stanley Kiptis, EBS
Council Chairperson
Kenya National Qualifications Authority (KNQA)



REPORT ON THE STATUS OF NATIONAL QUALIFICATIONS
2025

Message from Director General, KNQA



The Kenya National Qualifications Authority (KNQA) was set up in 2015 as set out in the Kenya National Qualifications Framework (KNQF) Act no. Chapter 214 to help coordinate and harmonize the various levels of education; and to create a database of all qualifications in the country. Section 8(1) e, of the KNQF Act mandates the Authority to publish an annual report on the status of national qualifications in Kenya. This second edition report captures our progress in building a cohesive, reliable qualifications

system that supports both the current workforce demands and emerging global employment trends. With the successful implementation of the framework, we have considerably improved harmonisation in education and training while ensuring quality standards are upheld. This report details our journey in policies on national qualifications, registration of qualifications, alignment and validation of qualifications, monitoring and evaluation and partnerships and collaborations, with a focus on transparency, relevance, and responsiveness across all educational sectors.

Looking forward, the Authority remains committed to advancing a qualifications framework that meets both national and global demands. With strategic partnerships and a continuous focus on policy development, our efforts will centre on expanding the recognition of skills through Recognition of Prior Learning (RPL), implementing the Kenya Credit Accumulation and Transfer System (KCATS), a National Accreditation System and enhancing digital systems for better accessibility and data management. I extend my deepest gratitude to the KNQA team whose dedication and hard work have made this report possible.

Dr. Alice Kande, PhD

Director General/ CEO

Kenya National Qualifications Authority (KNQA)



REPORT ON THE STATUS OF NATIONAL QUALIFICATIONS
2025

SECTION

1

BACKGROUND





1.1 INTRODUCTION

In the rapidly evolving landscape of education and workforce development, establishing national qualifications frameworks has become a critical component in ensuring the quality, portability, and recognition of qualifications. The frameworks serve as a structured system for classifying qualifications based on predetermined levels of learning, facilitating greater access to education and training, and enhancing the alignment between curriculum and employment opportunities. The adoption and adaptation of national qualifications frameworks has been a growing trend, with countries worldwide seeking to address the challenges posed by the knowledge economy and the need for a more skilled and adaptable workforce.

The establishment of the continental qualifications framework for Africa was formulated in crucial policy documents and strategic initiatives geared towards integration and prosperity on the continent. In Africa, countries are working on developing their National Qualifications Frameworks (NQFs) to align with the African Continental Qualifications Framework (ACQF). These frameworks are designed to standardize qualifications, improve the recognition of skills, and encourage lifelong learning. The ACQF, a significant initiative under the African Union's Agenda 2063, helps to compare qualifications between countries, thereby promoting regional integration and economic growth.

The adoption of the Regional Qualifications Framework is expected to promote regional mobility of students and skilled workers, as one of the targets of the Eastern African Skills for Transformation and Regional Integration Project (EASTRIP) funded by the World Bank. The Intergovernmental Authority on Development (IGAD) is developing a qualification framework to boost integration and open up education and job opportunities for students and citizens across the region.

The status of national qualifications in Kenya reflects the country's progress in enhancing educational and vocational standards to match global and local labor market demands. The Kenya National Qualifications Authority is mandated through KNQF Act 214 Section 8(h) to publish an annual report on the status of national qualifications. In recent years, Kenya has sought to streamline its qualifications ecosystem to ensure that learners and professionals acquire relevant, recognized, and transferable skills. This shift responds to a growing need for a structured qualification system that supports transparency, comparability and quality assurance in education and training.





1.2 RATIONALE

Over the past years, the Kenyan qualifications landscape has faced significant challenges due to an influx of qualifications, as well as a rising prevalence of fraudulent and unverifiable credentials. This has created obstacles to maintaining integrity, quality and credible qualifications. There is a low uptake on KNQF standards by Education and training providers, hence qualifications not aligning to standardized standards that is aligned to global standard, this strains the efforts of ensuring consistency in quality and comparability across education and training sector. Education reforms need to align the current economic, market and workforce demands, ultimately reinforcing the credibility of Kenya's national qualifications system.


This report therefore is essential and timely to promote awareness, transparency and accountability within the qualifications landscape. By clearly reporting on the status of national qualifications, the report provides key stakeholders with understandings on the quality and relevance of qualifications in and outside the country. This in return will ensure that set standards in education and training are upheld and there is continuous improvement.

Furthermore, a status report on national qualifications serves as a crucial tool for planning and policy decisions. Data and information from the report will enable policy makers to make evidence-based decisions. This strengthens the country's position within regional and global qualifications frameworks enhancing mutual recognition of qualifications and mobility of learners and labor.

1.3 MANDATE OF THE KNQA

KNQA was established in 2015 under the Kenya National Qualifications Framework (KNQF) Act Cap 214, KNQA is tasked with development and implementation of the Kenya National Qualifications Framework. This involves, inter alia, establishing standards for recognising qualifications obtained in Kenya and outside Kenya; developing a system of competence, life-long learning and attainment of national qualifications; aligning the qualifications obtained in Kenya with global benchmarks in order to promote national and trans-national mobility of workers; strengthening the national quality assurance systems for national qualifications; and facilitating mobility and progression within education, training and career paths.





The functions of the KNQA as provided in the Act are:

- 1.To coordinate and supervise the development of policies on national qualifications;
- 2.To develop a framework for the development of an accreditation system on qualifications;
- 3.To develop a system for the assessment of national qualifications;
- 4.To establish and review inter-relationships and linkages across national qualifications in consultation with stakeholders, relevant institutions, and agencies;
- 5.To maintain a national database of national qualifications;
- 6.To publish manuals, codes, and guidelines on national qualifications;
- 7.To advise and support any person, body, or institution that is responsible for the award of national qualifications;
- 8.To publish an annual report on the status of national qualifications;
- 9.To Set standards and benchmarks for qualifications and competencies, including skills, knowledge, attitudes, and values;
- 10.To define the levels of qualifications and competencies;
- 11.To provide for the recognition of attainment or competencies, including skills,knowledge, attitudes, and values;
- 12.To facilitate linkages, credit transfers, and exemptions, and vertical and horizontal mobility at all levels to enable entry, re-entry, and exit;
- 13.To research equalization of qualifications;
- 14.To establish standards for harmonization and recognition of national and foreign qualifications;
- 15.To build confidence in the national qualifications system that contributes to the national economy;
- 16.To provide pathways that support the development and maintenance of flexible access to qualifications;
- 17.To promote the recognition of national qualifications internationally; and
- 18.To perform such other functions as may be provided under this Act.

1.4 KNQA'S STRATEGIC OBJECTIVES


The following are the strategic objectives of the Authority;

- 1.To harmonize policies on National Qualifications
- 2.To increase registration of QABs and Qualifications
- 3.To strengthen National Qualifications database
- 4.To increase learner mobility and career progression through diverse pathways

1.5 KENYA NATIONAL QUALIFICATION FRAMEWORK (KNQF)

The National Qualifications Frameworks (NQFs) contribute immensely to the enhancement of knowledge, skills, and attitudes. Operationalization of the NQF's in the ever-changing world enables responsiveness to the changing needs in learning and working spaces. It should be noted that the NQF's are not static. Given the widening of scope as a result of changing dynamics in learning, transformation in technologies, and greening of the economy,





many countries are moving towards re and upskilling, acquiring flexible credentials for lifelong learning and work, and further acquiring qualifications that are quality and worthy to the job market. It is with this regard that responsive and effective NQF is vital to a country

The KNQF was established through the enactment of the KNQF Act Chapter 214 (Cap 214). The Framework is a national tool aimed at harmonizing, articulating, classification, registration, accreditation, and quality assurance of national qualifications. Development of the Framework is a milestone towards establishing inter-relationships and linkages across national qualifications and setting minimum standards and benchmarks that enable clarity and harmony to national qualifications.

The framework defines ten (10) levels of qualifications; minimum entry requirement for each level; progression pathways for various qualifications; duration/volume of learning for each level; and level descriptors, all aimed at enabling comparability, recognition, and acceptability of Kenyan qualifications as well as facilitating lifelong learning. it should be noted that in the international space, the Authority is aligning the Kenya National Qualifications Framework with other regional frameworks

The KNQF is closely related to other regional and international qualifications frameworks and aligns with common elements in the different NQFs. It should be noted that in the international space, the Authority is aligning the Kenyan qualifications awarding process with other regions, including the Southern Africa Development Cooperation (SADC), the Inter-Governmental Authority on Development (IGAD), the East African Community (EAC), and the entire African continent. KNQA is an active member of the African Quality Assurance Network (AfriQAN). In addition, KNQA is currently involved in the development and implementation of the African Continental Qualifications Framework (ACQF) and the IGAD Qualifications Framework (IGADQF), as well as the Regional TVET Qualification Framework for Ethiopia, Kenya, and Tanzania (RTQFEKT).

The Authority continues to play a vital role in advising and building up a strong foundation of the NQFs to promote regional integration. Consequently, these frameworks will allow transparency of qualifications and mutual trust between qualifications frameworks for lifelong learning.



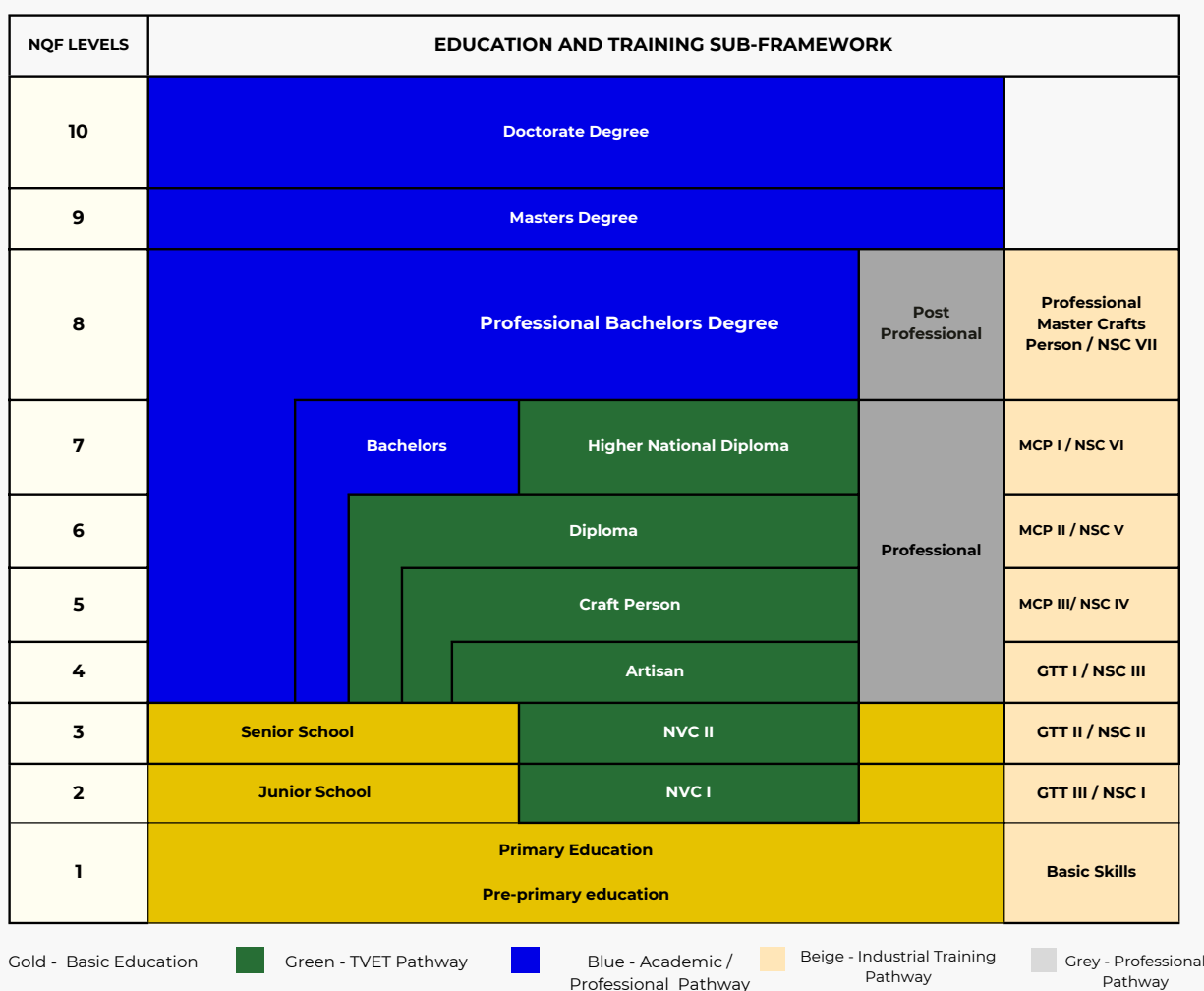


Figure 1: KNQF Structure

1.5.1 KNQF SUB FRAMEWORKS

The KNQF consists of three sub frameworks namely academic, TVET and Skills each addressing different sectors and types of qualifications.

Academic Sub-framework

Academic sub-framework entails academic qualifications awarded by educational institutions such as universities, colleges, and basic education. The qualifications awarded under this sub framework include certificates, diplomas, degrees, and postgraduate qualifications.

TVET Sub-framework

The TVET sub-framework focuses on Technical and Vocational Education and Training programs which covers a wide range of vocational qualifications designed to prepare individuals for the labour market.

Skills Sub-framework

The Skills sub-framework addresses qualifications and skills needed by specific industries and sectors of the economy.

1.5.2 Progression Pathways

The Kenya National Qualifications Framework is designed to provide a structured framework for the development, classification, and recognition of qualifications across various sectors, promoting progression pathways within the framework. These pathways illustrate how qualifications are interlinked and how they can lead to further educational opportunities or professional development, ultimately facilitating lifelong learning (Figure 2).

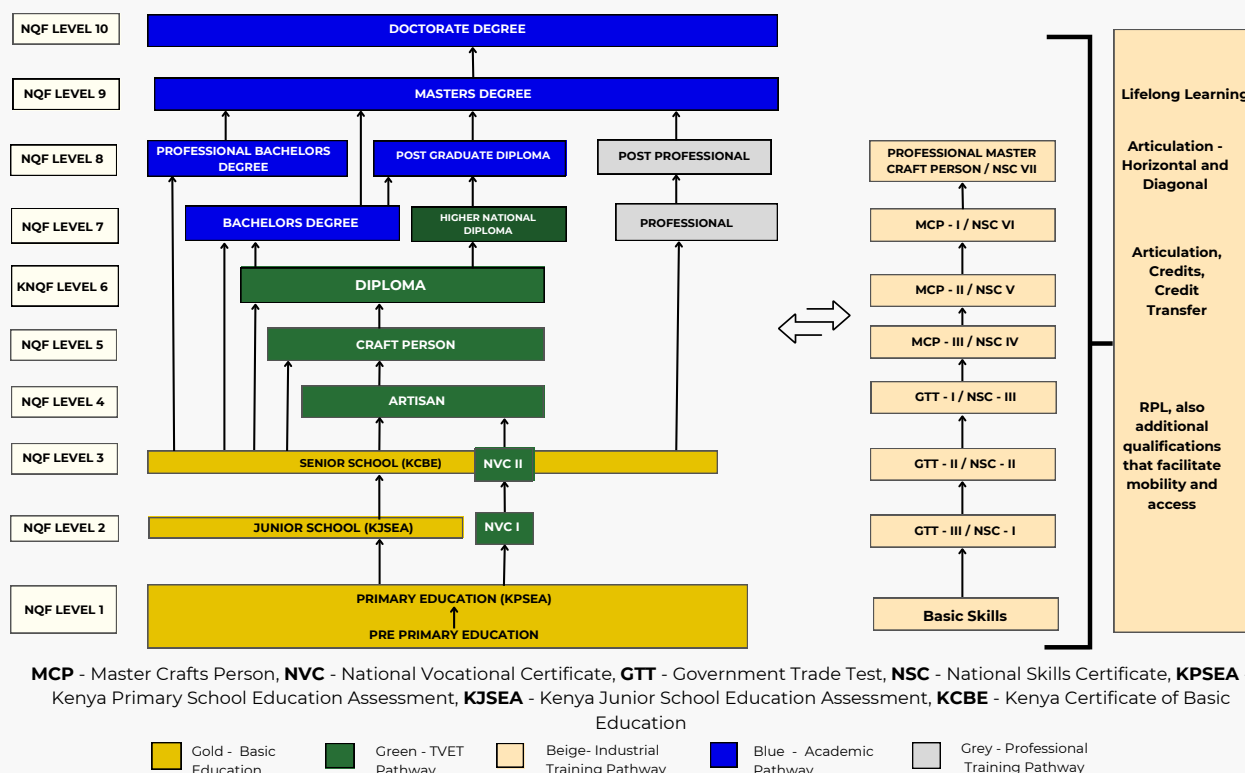


Figure 2. Progression pathways

1.5.3 Level Descriptors

Kenya National Qualifications Framework's level descriptors are used to describe the learning outcomes associated with qualifications or units of learning at different levels. These level descriptors often include indicators related to knowledge, skills, and competencies that a learner is expected to possess upon completion of a qualification at a particular level.

KNQF level descriptors are used to describe the learning outcomes associated with qualifications or units of learning at different levels.

1.5.4 Volume of Learning

The volume of learning refers to the amount of time typically required for a learner to achieve the learning outcomes associated with a particular qualification or unit of learning. The volume of learning can vary depending on factors such as the complexity of the subject matter, the pace of learning, and the prior knowledge and experience of the learner.

The volume of learning is closely linked to these level descriptors because it helps to quantify the time and effort required for a learner to achieve the specified learning outcomes at each level. Typically, higher levels on the KNQF correspond to greater volumes of learning. For example, a qualification at a higher level on the KNQF will require more guided learning hours compared to a qualification at a lower level. This is because higher-level qualifications typically involve more complex subject matter, deeper understanding, and greater mastery of skills and competencies. The level descriptors on the KNQF provide a qualitative description of the learning outcomes, while the volume of learning provides a quantitative measure of the time and effort required to achieve those outcomes. Together, they provide a comprehensive framework for understanding the complexity and depth of learning associated with qualifications at different levels.

Table 1: KNQF level Descriptors

NQF LEVEL	NQF NAME	MINIMUM ENTRY REQUIREMENT	NOTIONAL HOURS	CREDITS	DURATION
NQF Level 1	Pre-Primary	Birth Certificate	-	-	Two Years
	Primary Education	Pre-Primary			Six Years
NQF Level 2	Junior School	KPSEA	-	-	Three Years
	National Vocational Certificate I	KCPE / Level 1	-	-	Three Months
	National Skills Certificate I				
	GTT III	Basic Skills			
NQF Level 3	Senior Secondary Certificate	KJSEA	-	-	Three Years
	National Vocational Certificate II	Level 2 Qualification/ KCPE(Level 1) / KCSE Mean Grade E	300 - 599	30 - 59	Three Months
	GTT II				
	National Skills Certificate II				
NQF Level 4	Artisan Certificate	KCBE / Level 3 Qualification / KCSE Mean Grade E	600 - 1199	60 - 119	Six Months
	GTT I				
	National Skills Certificate III				
NQF Level 5	Craft Certificate	KCBE / Level 4 Qualification / KCSE Mean Grade D	1200 - 2399	120 - 239	One Year
	Master Crafts Person III				
	National Skills Certificate IV				
NQF Level 6	National Diploma	KCBE / Level 5 Qualification / KCSE Mean Grade C-	2400 - 3599	240 - 359	Two - Three Years
	Master Crafts Person II				
	National Skills Certificate V				
NQF Level 7	Bachelors Degree	KCBE / Level 6 Qualification / KCSE Mean Grade C+	3600 - 4800	360 - 480	Three - Four Years
	Master Crafts Person I				
	Professional				
	National Skills Certificate VI	Level 6 Qualification	2400	240	Two Years
NQF Level 8	Higher National Diploma				
	Professional Bachelors Degree	KCBE / KCSE Mean Grade C+	6000	600	Five Years
	Post Graduate Diploma	Level 7 Qualification	1200	120	One Year
	Post Professional				
	Professional Master Crafts Person				
NQF Level 9	National Skills Certificate VII	Level 7 or 8 Qualifications	2400	240	Two Years
	Masters Degree				
NQF Level 10	Doctorate Degree	Masters Degree	3600	360	Three Years

GTT - Government Trade Test, KCBE - Kenya Certificate of Basic Education, KJSEA - Kenya Junior School Education Assessment, KPSEA - Kenya Primary School Education Assessment

* 1 Credit = 10 Notional Hours

Summary of the Kenya National Qualifications Framework Requirements



1.6 VISION

Globally Recognized and Competitive Qualifications Transforming Kenya

1.7 MISSION

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

1.8 GOAL

The goal of the annual status report on national qualifications is to provide a comprehensive overview of the progress, challenges, and outcomes associated with the national qualifications framework (NQF) in Kenya and to strengthen the alignment of national qualifications with education and training as well as international standards.

1.9 OBJECTIVES

The following are objectives of the annual report on the status of National Qualifications

1. To provide an update of the current state of national qualifications
2. To inform research on qualifications
3. To inform policy direction on education and training
4. To provide lessons learned and recommendations for continuous improvement, relevance, and sustainability.

2.0 SCOPE

The scope encompasses the following components: Policies on national qualifications, registration of Qualification Awarding Institutions, Registration of Qualifications, National Qualifications Database and Alignment and Validation of qualifications, Partnerships, and Institutional Capacity. The report covers the period from 2019 to 30th June, 2025.



SECTION

2

**NATIONAL POLICIES ON
QUALIFICATIONS**



2.1 RECOGNITION OF PRIOR LEARNING POLICY FRAMEWORK

Section 8(k) of the KNQF Act Cap. 214 mandates the Authority to provide for recognition of attainment or competences, including skills, knowledge, attitudes, and values. Recognition of Prior Learning (RPL) is a process used to identify, assess, and certify a candidate's competencies, regardless of when, where, and how they were acquired, against occupational standards or learning outcomes. The RPL Policy Framework was approved by Cabinet on 15th January 2024 and officially launched on 22nd March 2024.

To complement the implementation of the RPL Policy Framework, KNQA, in collaboration with CIGCan, conducted a national tracer study in 2024 to assess the impact of RPL certification on employment, education, and personal development. The study engaged a total of 221 respondents, comprising 137 males (62%) and 84 females (38%). The findings revealed that 72% of RPL-certified individuals reported improved job prospects, while 64% had accessed further education opportunities post-certification. Additionally, 58% of beneficiaries experienced career progression, and 46% reported increased income levels as indicated below:

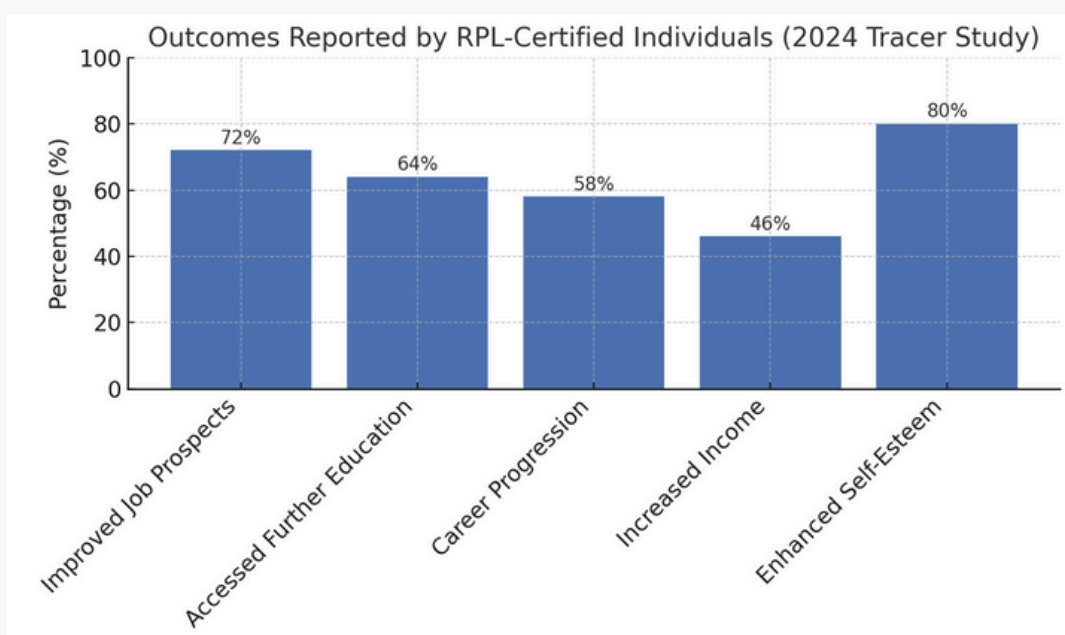


Figure 3. RPL Tracer Study Findings

Over 80% of respondents acknowledged enhanced self-esteem and personal empowerment following RPL certification. The study further highlighted RPL's role in promoting inclusivity, particularly among women, informal sector workers, and individuals with limited formal education. Despite these positive outcomes, the study identified several challenges that require redress. These included limited awareness of RPL opportunities, inconsistencies in the quality of assessments, and outreach gaps in underserved regions. Notably, only 40% of respondents were aware of RPL prior to their engagement. The study recommended scaling up awareness campaigns, building institutional capacity for quality delivery, and expanding access by accrediting more institutions and training more assessors.

To support the scale-up of RPL implementation, a total of 2,541 RPL practitioners and master craft persons have been trained by the State Department for TVET and KNQA. These practitioners were drawn from national polytechnics, technical and vocational colleges, and technical training institutes (TTIs) across the country. The training focused on equipping assessors and facilitators with the skills required to conduct high-quality, competency-based assessments. The distribution of trained personnel across institutions is as shown below:

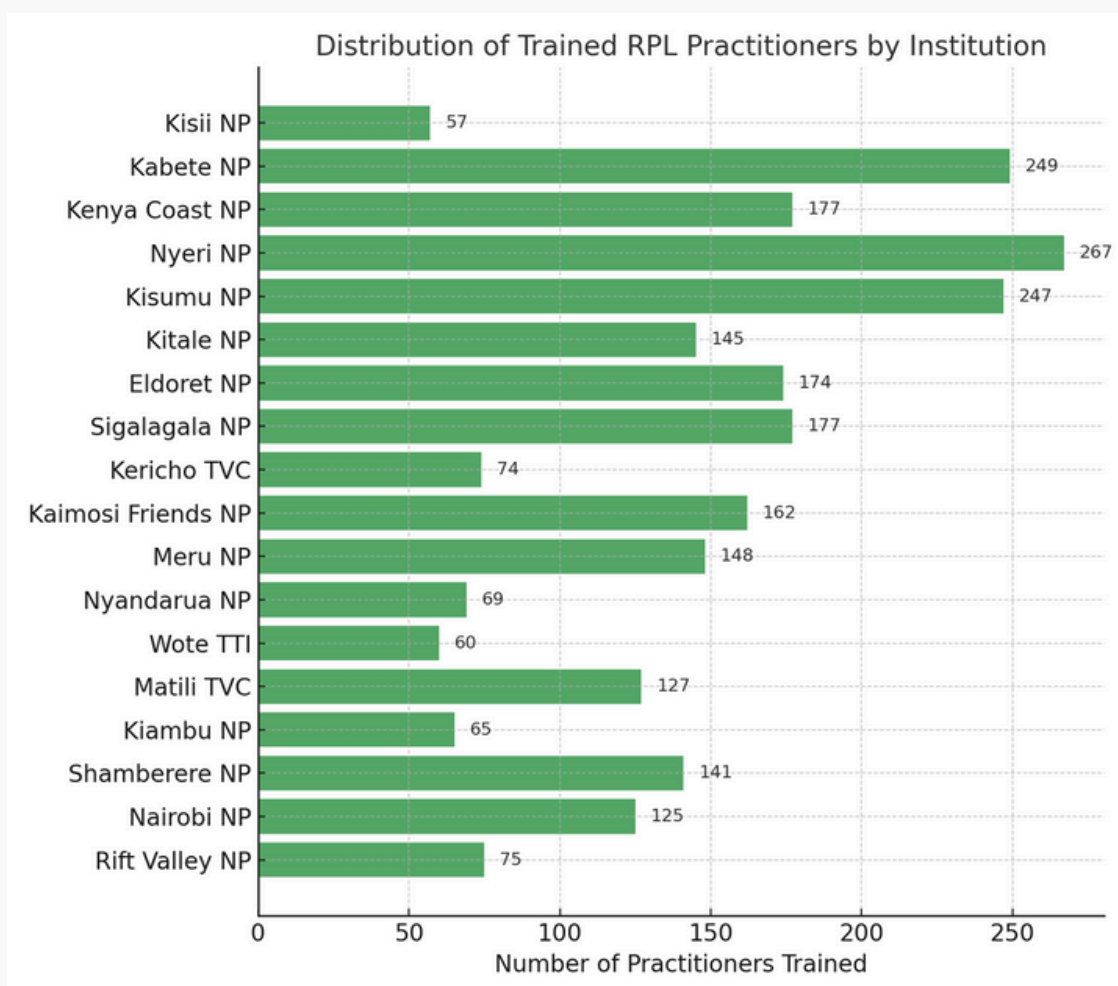


Figure 4. RPL Practitioners per institution

Currently, RPL assessments are actively ongoing in all accredited institutions countrywide. Assessment activities have been enhanced through the validation of assessment tools by QABs in collaboration with industry and regulatory bodies to ensure quality and alignment with occupational standards. These efforts ensure the consistency, credibility, and industry relevance of RPL certification while creating new opportunities for thousands of Kenyans, particularly those in the informal sector, to access formal recognition, employment, career progression, further education, and entrepreneurship.

2.1.1 RPL Process flow chart

The RPL process involves three major stages as explained below.

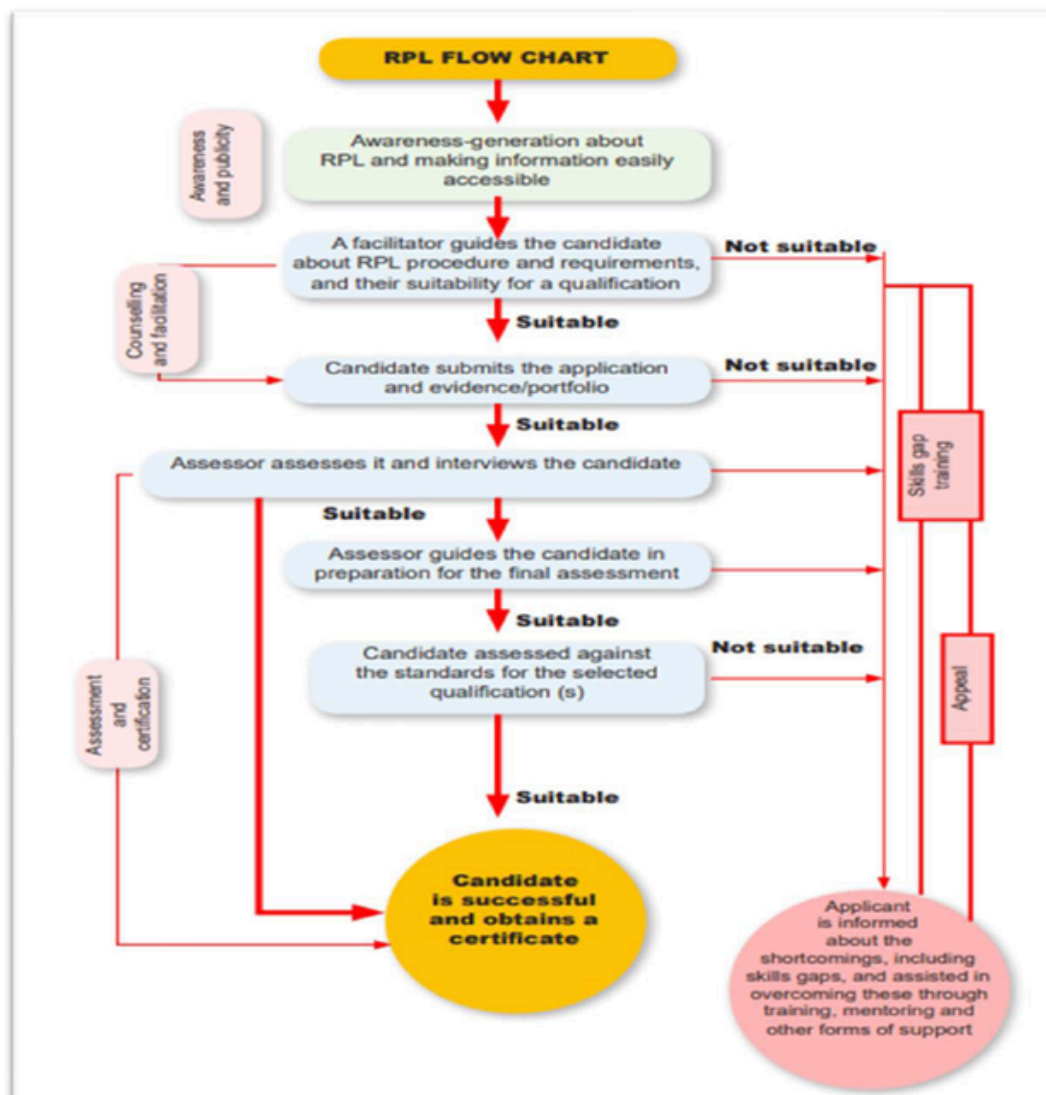


Figure 5. RPL Process



2.2 KENYA NATIONAL QUALIFICATIONS CLASSIFICATION STANDARDS

Kenya National Qualifications Classification Standard (KNQCS) is a standardized national framework developed to guide the classification and coding of education and training programmes and their resulting qualifications. The Standard was established in line with KNQA's mandate under the KNQF Act, Cap 214, Section 8 (1) (f) which mandates the Authority to publish manuals, codes, and guidelines on national qualifications, and to promote their recognition both nationally and internationally.

The KNQCS is aligned with the International Standard Classification of Education (ISCED) developed by UNESCO, while also incorporating the diverse structures and specific needs of Kenya's education and training landscape as defined by the KNQF. The ISCED and KNQF are distinct but complementary frameworks designed to classify and organize educational qualifications. ISCED serves as a global reference system that enables international comparability by providing a standardized basis for interpreting diverse credentials across countries. Conversely, the KNQF is Kenya's national framework for structuring, recognizing, and regulating qualifications within its own education and training system. While both frameworks aim to define and categorize levels of learning, ISCED prioritizes global comparability, whereas the KNQF is specifically tailored to Kenya's national education and labour market contexts. Therefore, establishing a clear correlation between ISCED levels and KNQF levels is critical for accurate coding, facilitating cross-border qualification recognition, and enhancing international collaboration. The KNQCS offers a systematic approach to achieving this alignment, ensuring consistency in how qualifications are named, classified, and coded. This, in turn, promotes transparency, comparability, and recognition of Kenyan qualifications—both nationally and globally.

The need for the KNQCS arose from the observed inconsistencies in how different stakeholders in education and training classified and coded their programmes and resulting qualifications. This lack of uniformity has hindered the comparability and recognition of qualifications, and created challenges in mobility and comparability of qualifications.

To address these challenges, the KNQCS introduces a structured national framework that brings coherence and harmony to the classification and coding of programmes and their resulting qualification. The purpose of the KNQCS is to promote consistency and clarity in qualification identification and reporting, ensuring that qualifications are easily understandable, traceable, and aligned with both national and international standards.

It also supports improved data-driven decision-making and enhances the visibility of Kenyan qualifications in global academic and labour markets.

Under the KNQCS, each qualification is assigned a eight-digit code that reflects key classification variables, ensuring consistency, traceability, and comparability across the qualifications system. These include:

- a) Broad, Narrow and Detailed Field (as per ISCED-F 2013), first to fourth variable which represents the general area of learning (e.g. Education, Health, Engineering);
- b) KNQF Level, fifth and sixth variable which denotes the qualification level (ranging from Level 1 to Level 10) based on the complexity and depth of learning as defined by the KNQF;
- c) Orientation (as per ISCED-P 2011), seventh variable which indicates whether the qualification is general, academic, vocational, or professional in nature; and
- d) Level of Educational Attainment, eighth variable which reflects the final status of learning—whether a full qualification has been attained or partial completion has occurred, influencing future progression pathways.

Below are figures showing structures of the KNQC and the components

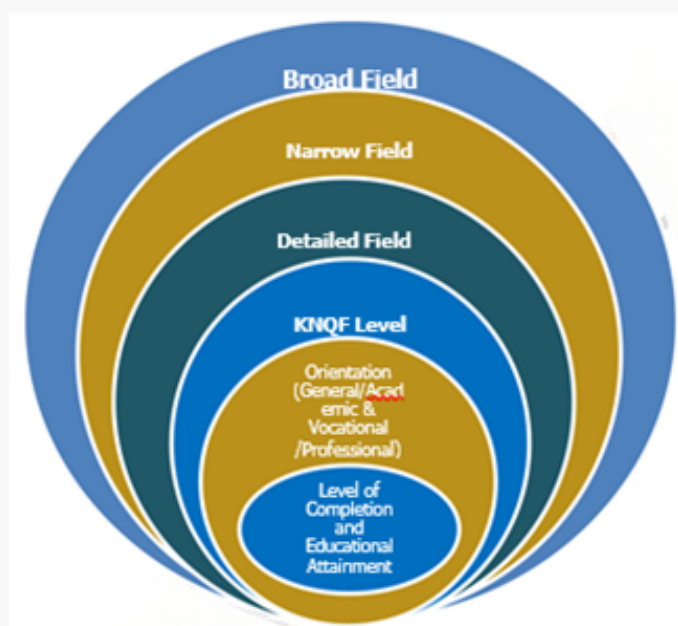


Figure 6: Illustration of components of the KNQCS

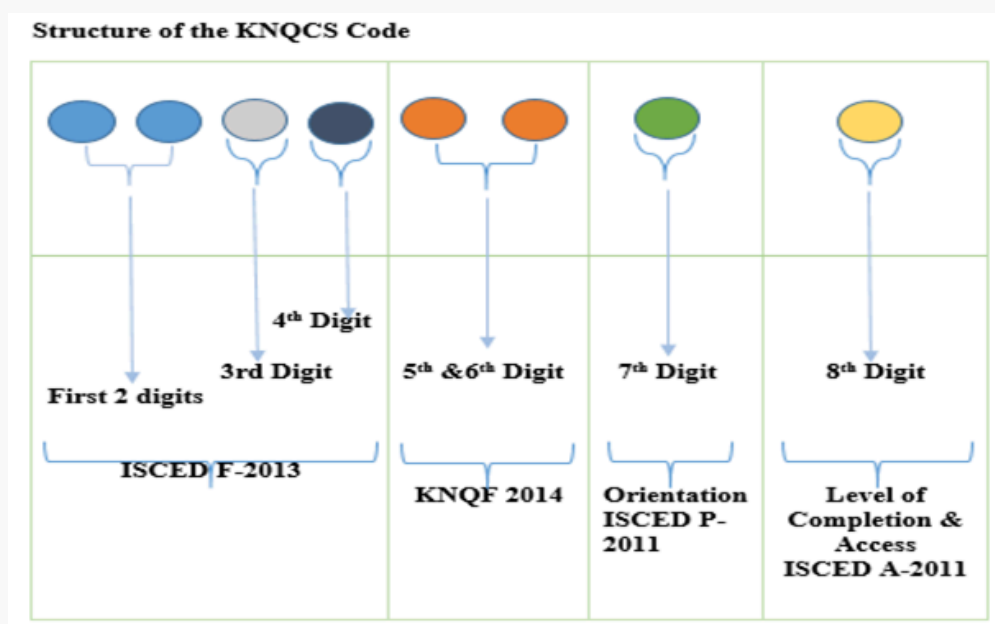


Figure 7. Structure of the KNQCS

The KNQCS is applicable to all qualifications submitted for registration on the KNQF and is intended for use by regulators, qualification awarding bodies, curriculum developers, professional bodies, employers, student placement agencies, and education and training institutions, among others.

The KNQCS has been approved for implementation and has recently been published and disseminated. In line with Part VII, Regulation 25(3) of the KNQF Regulations, QABs are mandated to submit a programme, course, or professional qualification to the Authority for registration as a national qualification. As part of this registration process, each QAB is also required to assign a valid qualification code, in accordance with the KNQCS. This provision reinforces the principle of institutional ownership and accountability, requiring that the QAB, is responsible for coding its qualifications. During registration, KNQA is required to validate the alignment of the submitted qualification codes to the KNQCS, thereby safeguarding consistency, transparency, and traceability within the national qualifications system.

Effective Financial Year 2025/26, all qualifications previously registered on the KNQF will be required to transition to the KNQCS coding system. This transition will be led by the QABs, with technical support and guidance provided by KNQA to ensure compliance. The adoption of this coding system marks a critical step toward strengthening the integrity, comparability, and management of qualifications.



2.3 ASSESSMENT STANDARDS ON NATIONAL QUALIFICATIONS

Section 8(1)(c) of the KNQF Act, Cap 214, mandates the KNQA to establish a system for the assessment of national qualifications. In fulfilment of this mandate, the Authority developed the National Standards and Guidelines For Assessment Of National Qualifications to provide a coherent, transparent, and credible framework for to guide on evaluation of intended learning outcomes across all levels of education and training, ranging from Basic Education to Industrial Training, TVET, Professional Training and University Education (KNQF Levels 1–10).

These Standards are designed to promote valid, reliable, flexible, and accessible assessment and certification practices, thereby strengthening the integrity and comparability of qualifications across sectors. They set out clear expectations for the development, conduct, quality assurance, and awarding of national qualifications, ensuring that assessment processes support lifelong learning, inclusivity, and pathways for recognition of prior learning.

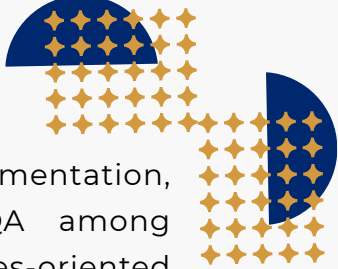
The Assessment Standards were developed through a consultative and multi-stakeholder process, validated nationally, and approved for implementation and national rollout. They are currently in effect to guide quality assessment and certification.

Recognizing the evolving landscape of education, training, and quality assurance, the Assessment Standards are now due for review. This upcoming review will be guided by lessons from implementation and stakeholder feedback. To further reinforce the Standards policy foundation and national integration, the Authority is also in the process of developing a complementary National Policy Framework for Assessment and Certification of Qualifications, which will provide overarching guidance for implementation of assessment-related standards.

2.4 NATIONAL POLICY FRAMEWORK AND STANDARD— REQUIREMENTS AND GUIDELINES FOR QUALITY ASSURANCE OF QUALIFICATIONS

Section 4(e) of the KNQF Act, Cap 214, mandates the KNQA) to strengthen quality assurance systems for national qualifications. In alignment with this mandate, the Authority has developed the National Policy Framework and Standard – Requirements and Guidelines on Quality Assurance of Qualifications, as a key instrument of the KNQF designed to harmonize and elevate quality assurance across Kenya’s education and training system.






This Framework responds to longstanding challenges of fragmentation, inconsistent quality practices, and weak coordination on QA among stakeholders. It introduces a coherent, comprehensive, and outcomes-oriented approach that enhances the credibility, comparability, and international recognition of Kenyan qualifications.

At its core, the Policy operationalizes quality assurance across the Qualifications Awarding Value Chain, ensuring that every stage in the lifecycle of a qualification meets clear, nationally endorsed quality standards. These stages include:


- a) **Curriculum Design and Development** – ensuring that programmes are responsive to labour market needs, aligned with the KNQF and occupational standards, and outcomes-based;
- b) **Accreditation of Institutions and Programmes** – establishing that providers meet prescribed quality standards before offering qualifications. This includes the establishment of robust Internal Quality Assurance (IQA) systems within institutions;
- c) **Delivery of Learning and Training** – emphasizing qualified personnel, adequate infrastructure, learner support, and continuous improvement as per established training standards;
- d) **Assessment and Examination** – standardizing methods for evaluating learner achievement against intended learning outcomes;
- e) **Certification and Awarding** – ensuring that credentials issued are valid, verifiable, and aligned with the KNQF certification requirements;
- f) **Uploading of Graduates Records on the NQD**– promoting transparency and traceability through mandatory uploading of graduates’ achievements on the NQD;

By addressing quality assurance at each of these stages, the Framework provides a standardized framework that promotes transparency, institutional accountability, and trust among stakeholders. It also positions Kenya’s qualifications system to be competitive and comparable at a regional and international level.

Furthermore, the Framework establishes quality assurance expectations across governance, financing, infrastructure, assessment policies, internal and external quality assurance systems, and learner records management. It is a foundational tool for achieving Kenya’s education and training goals as envisioned under the KNQF, and for supporting national development through a skilled and credible workforce.



The Framework has undergone comprehensive technical development through a multi-sectoral and agencies National Technical Working Committee on



Quality Assurance of Qualifications, followed by extensive stakeholder validation. It is now at the final stage, awaiting approval for submission to the Cabinet Secretary for Education for endorsement and subsequent national adoption and implementation.

2.5 NATIONAL POLICY FRAMEWORK ON ACCREDITATION SYSTEM

Section 8(1)(b) of the KNQF Act Chapter 214 (CAP 214) mandates the KNQA to develop a framework for establishing an accreditation system on qualifications. Accreditation is the procedure by which institutions offering education and training are formally recognized as having met the standards set out in various laws of Kenya, and an accreditation system is a national system for articulation, classification, registration, quality assurance, monitoring, and evaluation of national qualifications as developed by Qualifications Awarding Institutions in accordance with the KNQF Act.

The developed National Policy Framework for Accreditation System on Qualifications aims to govern the accreditation process for educational institutions, designating them as QABs eligible for international recognition. The policy framework seeks to prohibit any person, organization, or educational institution from conferring certificates without prior accreditation as a QAB by the Authority. This measure aims to eradicate the circulation of fraudulent certificates in the Kenyan labour market, thereby bolstering the credibility of the nation's education and training system on the global stage. The Authority has also developed comprehensive Standards and Guidelines to operationalise the national policy. They will provide clear criteria and processes for accrediting institutions and programs, ensuring alignment with international standards and promoting consistency across the national education and training landscape.

The policy has undergone various stages of development, including stakeholder validation, and is now set for approval by the council





Principal Secretary, State Department for TVET, Dr. Esther Muoria (seated center), in a group photo after leading a team of stakeholders from all education sub-sectors. during the development of Standards and Guidelines for the National Policy Framework for Accreditation System on Qualifications.

2.6 NATIONAL POLICY FRAMEWORK AND STANDARD – REQUIREMENTS AND GUIDELINES FOR KENYA CREDIT ACCUMULATION AND TRANSFER SYSTEM (KCATS)

Section 8(1)(I) of the KNQF Act, Cap 214, mandates the Kenya National Qualifications Authority (KNQA) to facilitate linkages, credit transfers and exemptions and a vertical and horizontal mobility at all levels to enable entry, re-entry and exit. In response, the Authority has developed the National Policy Framework and accompanying Standard – Requirements and Guidelines for the Kenya Credit Accumulation and Transfer System (KCATS). KCATS is a centrally coordinated national framework that enables learners to accumulate credits from diverse learning experiences and transfer them across and within programmes, institutions, and qualification levels. It is designed to support vertical, horizontal, and diagonal learner mobility, promoting flexibility, efficiency, and lifelong learning across Kenya’s education and training system. By facilitating the recognition of prior learning and ensuring credit portability across different learning contexts, KCATS reduces duplication, saves learners time and resources, and supports inclusive and seamless progression pathways. It plays a critical role in advancing equity, integration, and responsiveness within the national qualifications ecosystem. KCATS is also aligned with global credit transfer frameworks such as the European Credit Transfer and Accumulation System (ECTS) and the African Continental Qualifications Framework (ACQF), enhancing the comparability, visibility, and international recognition of Kenyan qualifications.

The National Policy Framework for KCATS provides the overarching policy direction, principles, and governance mechanisms necessary to support a consistent and credible credit accumulation and transfer system. Complementing the Policy Framework is the KCATS Standard, which outlines operational procedures for credit design, articulation, evaluation of accumulated credits, validation and recognition of transferred credits, institutional responsibilities in KCATS, and learner appeals.

As part of implementing KCATS, QABs are required to integrate the Policy Framework and Standard into key functions such as curriculum design, programme articulation, assessment processes, RPL, learner progression policies, and reporting of graduate data. KNQA supports this implementation by providing policy oversight, capacity building, and M&E to ensure that KCATS is effectively adopted across all levels of the education and training.

The main stages involved in the implementation of a CATS are depicted in the figure below:

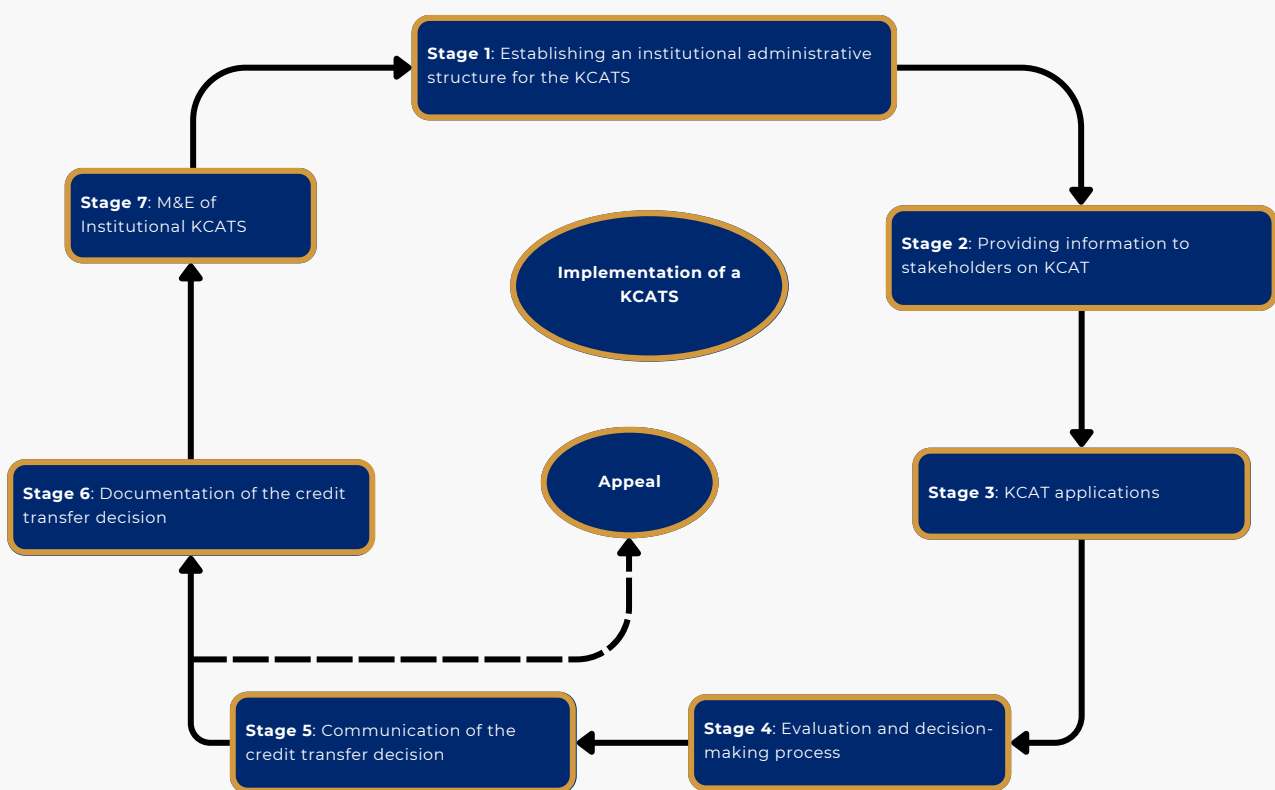
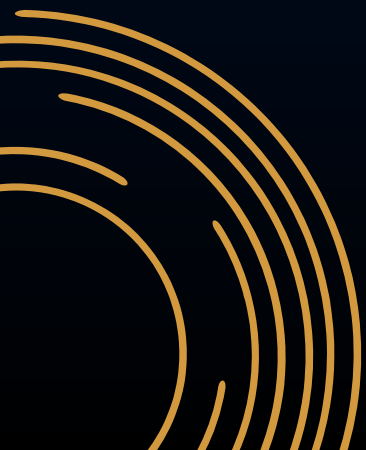


Figure 8 : KCATS Implementation Stages

SECTION

3

STATUS OF NATIONAL QUALIFICATIONS



3.0 INTRODUCTION

This section provides an overview of the current status of national qualifications in Kenya, focusing on the registration of Qualification Awarding Bodies (QABs) and qualifications, the alignment and validation of national qualifications, and the monitoring and evaluation of the assessment of these qualifications.

3.1 REGISTRATION OF QABS AND QUALIFICATIONS

In line with Section 8(1)(b) of the KNQF Act, the Authority is mandated to establish an accreditation system for qualifications. This system forms the foundation for the registration of both QABs and qualifications, and is essential in promoting credible, relevant, and high-quality national qualifications.

The table below presents the currently identified Qualifications Awarding Bodies (QABs) operating in the country, alongside the qualifications they offer. It also provides a comparative overview of those already registered on the Kenya National Qualifications Framework (KNQF).

Table 2: Mapped QABs & Qs VS Registered QABs and Qs on the KNQF

QABs	Operating QABs	Mapped Qualifications	Registered QABs on the KNQF	Registered Qualifications on the KNQF
Universities	81	4,409	3	311
National Polytechnics	33	266	13	239
Specialized Institutions	17	442	7	116
Foreign QAB's	11	89	8	53
National Assessment and Examination Bodies	4	1022	2	823
Professional Examination Bodies	5	213	3	18
TOTALS	151	6441	36	1560

3.1.1 Registration Status of (QABs)

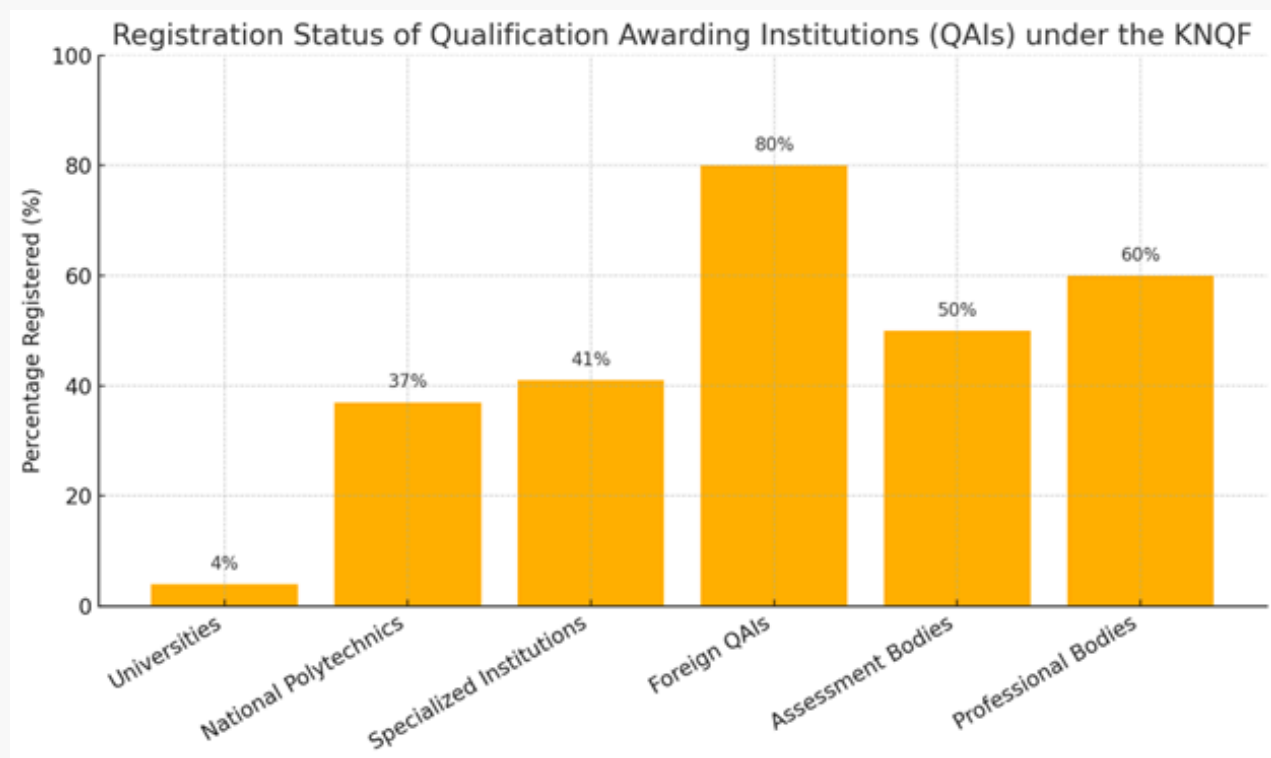
Section 5(1)(b) of the KNQF Act further mandates the Authority to recognize and register institutions that award qualifications. Registration onto the Kenya National Qualifications Framework (KNQF) ensures that only authorized institutions are recognized for awarding qualifications.

As at the close of the reporting period, Kenya had the following QABs across its education and training landscape:

- 81 Universities
- 3 National Polytechnics
- 17 Specialized Education Institutions
- 5 Professional Examination Bodies
- 4 National Assessment and Examination Bodies
- 11 Foreign QABs

Despite these numbers, the level of registration remains low. Key highlights include:

- Only 3 out of 80 universities (4%) are registered
- 13 out of 33 national polytechnics (37%) are registered
- 7 out of 17 specialized institutions (41%) are registered
- 8 out of 11 foreign QABs are accredited
- 2 out of 4 national assessment and examination bodies are registered
- 3 out of 5 professional examination bodies meet KNQF registration requirements

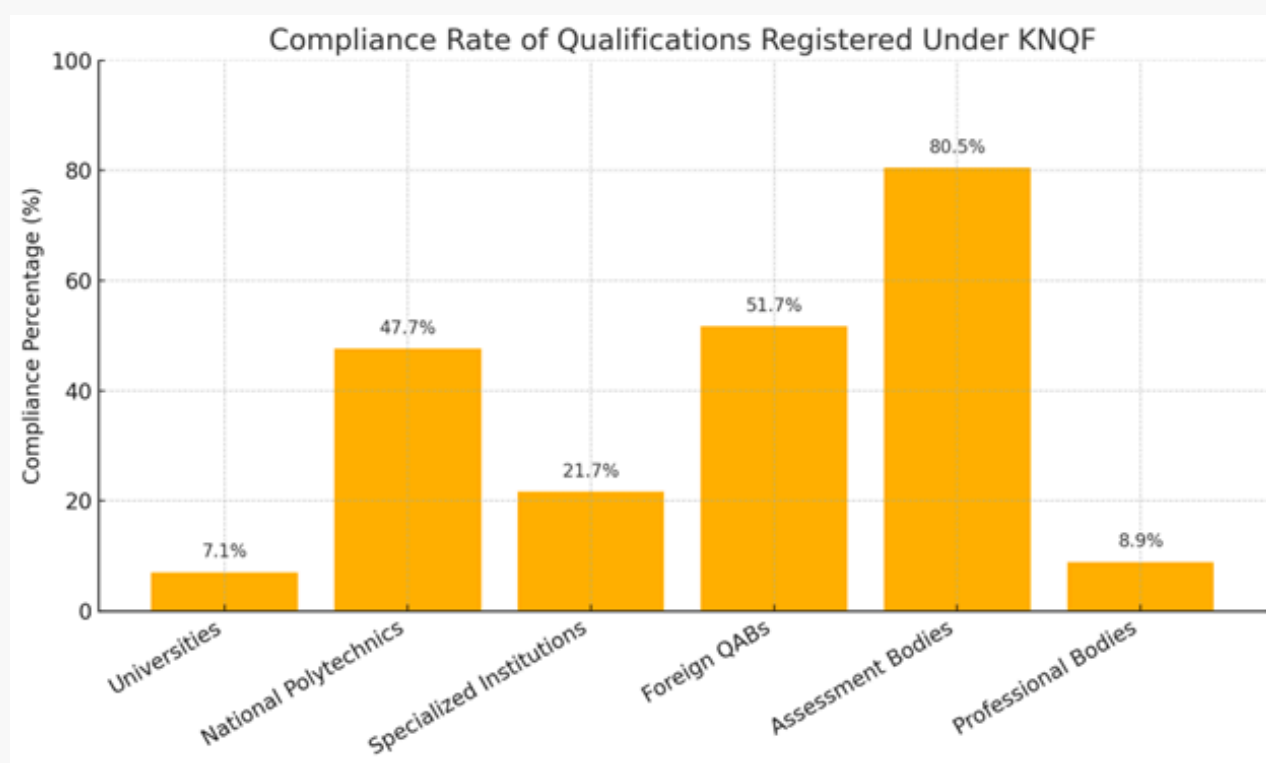


This data shows the need for enhanced outreach and enforcement to increase compliance across all categories of QABs.

3.1.2. Registration status of qualifications

Based on data collected by the Authority, Kenya has an estimated 6,441 qualifications offered by universities, TVET institutions, the basic education sector, and foreign QABs. Of these, the following compliance status with KNQF standards has been recorded:

- **Universities:** 4,409 qualifications, with 311 registered under KNQF
- **National Polytechnics:** 300 qualifications, with 239 compliant
- **Specialized Institutions:** 442 qualifications, with 116 compliant
- **Foreign QABs:** 89 qualifications, with 52 compliant
- **National Assessment and Examination Bodies:** 1,022 qualifications, with 823 compliant
- **Professional Examination Bodies:** 213 qualifications, with 20 compliant



During the 2024/2025 financial year, the Authority received and processed applications for registration under the KNQF. By the end of the reporting period, a total of six (6) QABs and one hundred and ninety-five (195) qualifications were successfully registered. This brings the cumulative number of registered qualifications under the KNQF to 1,560. Further details on registered QABs and Qualifications can be accessed on the KNQA's website: <https://knqa.go.ke/registered-institutions-and-qualifications/>



3.2 MONITORING AND EVALUATION OF ASSESSMENT OF QUALIFICATIONS

Section 8(1)(c) of the KNQF Act Cap 214 mandates KNQA to develop a system for the assessment of national qualifications. In response to this mandate, the Authority has developed the National Standards and Guidelines for the Assessment of National Qualifications, which provide a comprehensive framework for ensuring the credibility, quality, and consistency of assessment processes across all levels of learning. These Standards form the basis against which the KNQA monitors the assessment of qualifications by QABs to ensure compliance with both the KNQF and established National Assessment Standards. M&E of assessment practices plays a critical role in promoting quality and relevance by identifying gaps, informing continuous improvement, and aligning qualifications with evolving sectoral and learner needs.

During the FY 2024/25, the Authority monitored assessment practices in thirteen (13) QABs, with the goal of extending coverage to all registered institutions in subsequent financial year. The monitoring focused on key components of the assessment value chain, including: Governance and institutional management of assessment systems; The development, moderation, and validation of assessment tools; The application of assessment approaches (formative, summative, and RPL); Internal quality assurance mechanisms guiding assessment; Administration and conduct of assessments; Alignment of assessment items with the KNQF and OS, where applicable.

Findings from the M&E exercises identified two critical areas for improvement:

- a) **Institutionalization of the KNQF Assessment Standards:** There is a need for QABs to establish internal mechanisms and tools to integrate the national assessment standards and the KNQF into their institutional practices. This includes developing policies, checklists, assessment blueprints, and quality assurance procedures aligned with the KNQF.
- b) **Alignment of Learning Outcomes to KNQF Level Descriptors:** In several cases, occupational elements, performance criteria, and curriculum content were not sufficiently aligned with the relevant KNQF level descriptors. This resulted in overlaps or similarities across qualification levels, undermining the validity and credibility of level distinctions. Institutions are therefore urged to ensure that learning outcomes are properly pitched to reflect the cognitive complexity, scope, and learner autonomy expected at each level as prescribed by the KNQF level descriptors.

In line with its regulatory mandate, the Authority monitored the assessment processes of seventeen (17) Qualifications Awarding Bodies during FY 2024/25, as categorized below.



Table 4: QABs Monitored in the FY 2024-2025

Category	Institution
University	Meru University of Science & Technology
National Polytechnics	1. Rift Valley National Polytechnic 2. Kiambu National Polytechnic 3. Kenya coast National Polytechnic 4. Sigalagala National Polytechnic 5. Eldoret National Polytechnic 6. Nyeri National Polytechnic 7. Meru National Polytechnic
National Assessment Bodies	1. TVET CDACC 2. KNEC 3. NITA
Professional Bodies	1. Kenya Institute of Supplies Examination Board (KISEB) 2. Kenya Accountants and Secretaries National Examinations Board (KASNEB), and 3. Human Resource Management Professional Examination Board (HRMPEB).
Specialized QABs	1. Kenya School of Revenue Administration (KESRA) 2. Kenya Redcross Institute
Foreign QAB	ABMA Education.

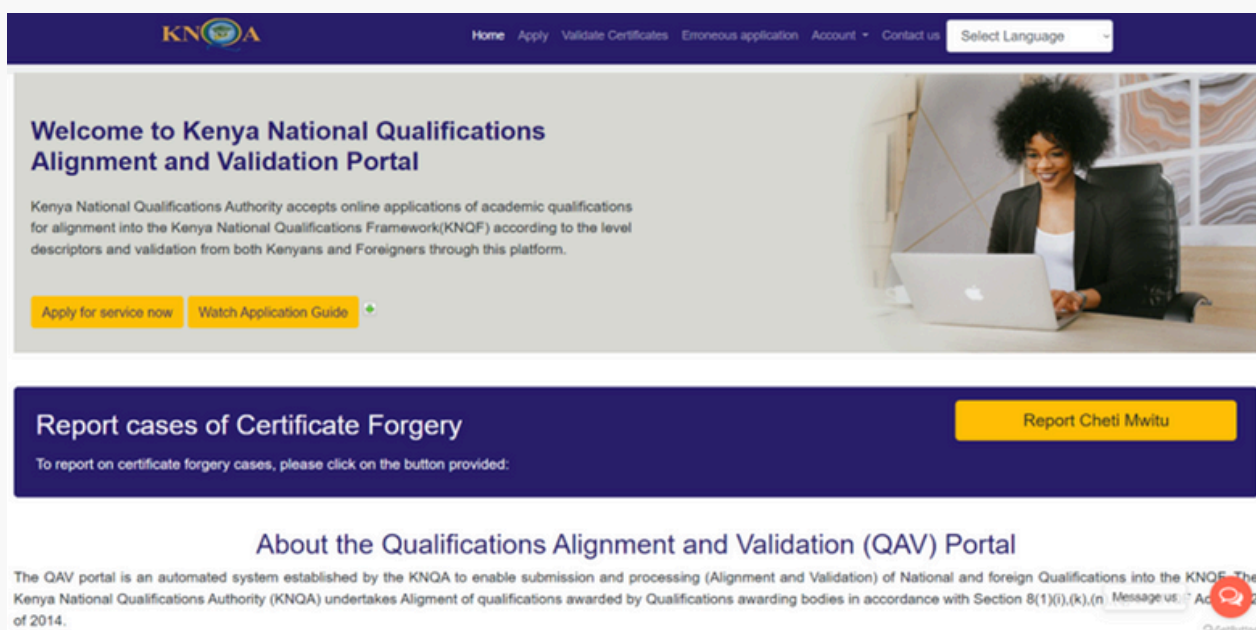
Going forward, KNQA will continue to strengthen its quality assurance oversight and capacity-building role, while supporting QABs in adopting a systematic, standards-based approach to assessment that enhances the quality and validity of assessment of Kenyan qualifications.

3.3 ALIGNMENT AND VALIDATION OF QUALIFICATIONS

Section 8(j) of the Act also gives power to the department to define qualifications and competencies within the framework. This mandate has been effectively carried out, particularly in aligning qualifications to determine their proper placement on the KNQF and validating their authenticity.

The KNQA Qualifications Alignment and Validation (QAV) Portal is a dedicated digital platform designed specifically for the alignment and validation of qualifications. This specialized system enables individuals to submit their academic credentials for alignment and validation with the Kenya National Qualifications Framework. Through the QAV portal which can be accessed via the link <https://qa.knqa.go.ke>, users can validate their foreign certificates, diplomas, and degrees, beginning the alignment process to determine their equivalence to local qualifications. This initiative ensures that foreign-earned credentials are properly evaluated and recognized within Kenya's education system, providing clarity for both qualification holders and institutions.

Below is a snippet of the QAV landing page



3.3.1 Status of QAV PORTAL Applications

The development of the Kenya Qualifications Alignment Portal started operationalizing in July of 2020. This automation helped in speeding up the processing time and we were able to eliminate geographical and time barriers associated with manual processes. To date, the department has successfully covered a wide range of countries and has processed a total of fifteen thousand, three hundred and fifty six (15, 356) applications online for alignment and validation services.

Table 4: Number of qualifications received for Validation and Alignment on QAV portal

Description	No of qualifications	Year						
		July 2020	2021	2022	2023	2024	2025	
Qualifications submitted	15356							
Qualifications Aligned and Validated	12,578	563	2140	2691	2722	2830	1669	

3.3.2 Status of Bulk applications from organizations

The Public Service Commission, through letter Ref. PSC/ADM/13 of 19th October, 2022 issued a framework which required all Authorized Officers to undertake an audit of academic and professional certificates of all newly appointed officers in the last ten years in Ministries, Departments, Agencies and State Corporations (MDAs). This directive led to an influx of applications from these organizations, requiring the authority to process the applications manually, as the system currently cannot handle bulk applications. Currently the Authority has been able to receive applications from 74 institutions as shown in the table below:

Table 5: Number of qualifications received for Validation and Alignment from organizations

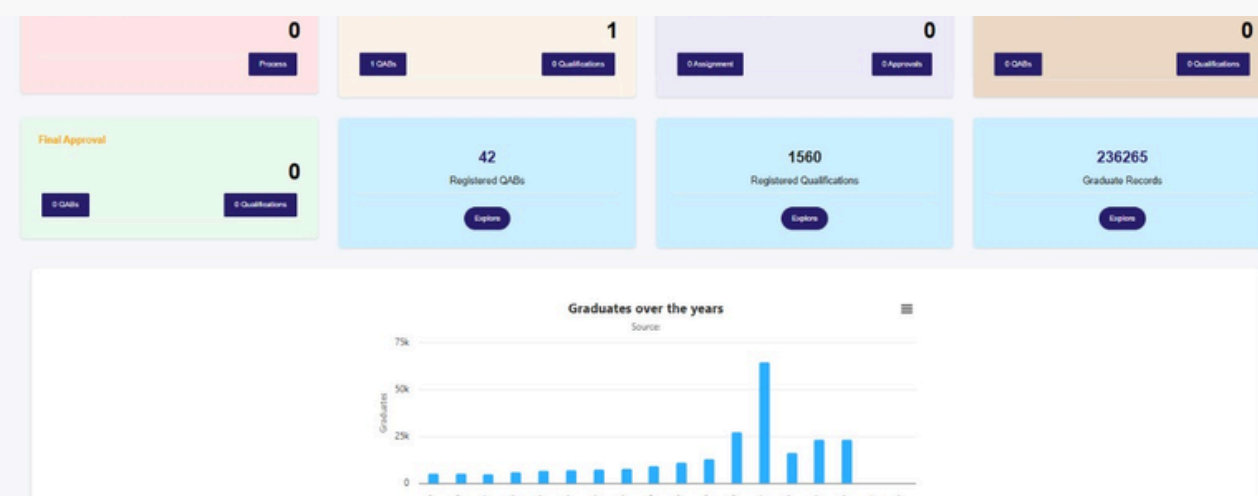
No. of Organisations	74
total applications received	4241

3.4 NATIONAL QUALIFICATIONS DATABASE (NQD)

The Kenya National Qualifications Authority is mandated to maintain a national database of national qualifications in accordance with Section 8 (e) of the KNQF Act Cap 214.

Currently, 42 Qualification Awarding Bodies have been registered in the system. These bodies have established 1,560 registered qualifications across various professional fields and specializations. The system has also captured records for 236,265 graduates who have successfully completed these qualifications, providing a comprehensive database of professional achievements and credentials.

Below is a snippet of the NQD portal

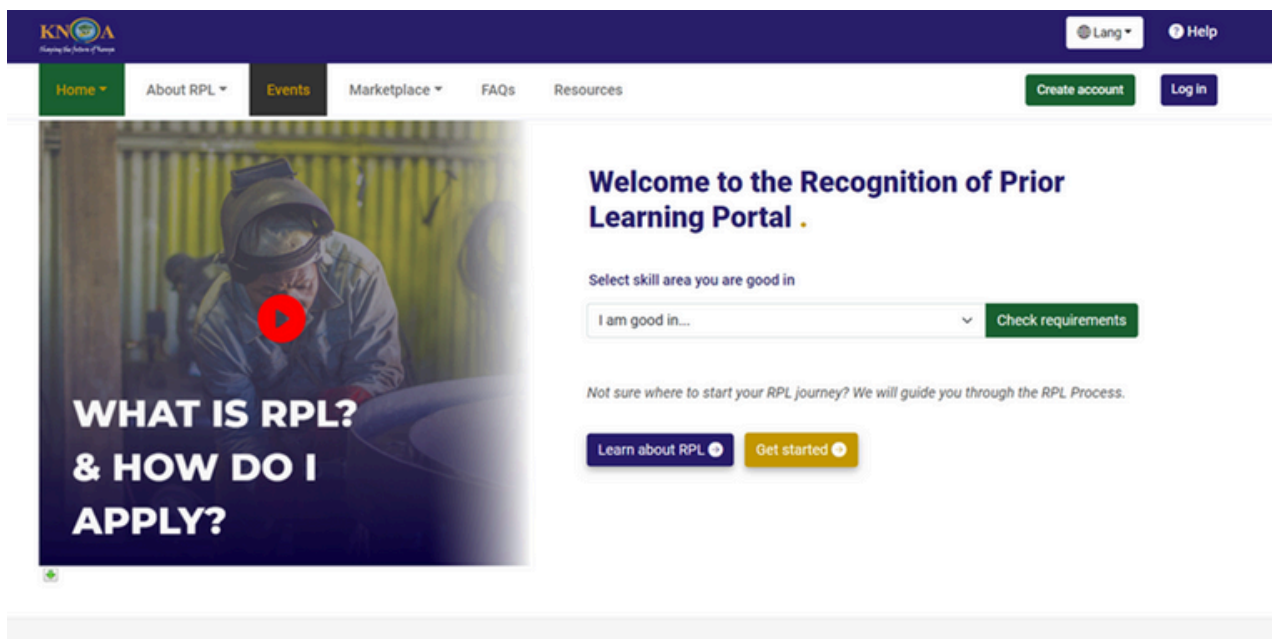


3.5 RECOGNITION OF PRIOR LEARNING MANAGEMENT INFORMATION SYSTEM (RPL MIS)

The RPL Management Information System (RPL MIS) portal provides a platform to anyone who has acquired experiences and skills through life or work experience and desires to have them formally recognized and/or certified to express interest, get guidance and counseling, and apply for RPL assessment.

Users can access the RPL MIS portal via the link <https://rplmis.knqa.go.ke> and get the services.

Below is a snippet of the RPL MIS landing page



SECTION

4

**PARTNERSHIPS ON NATIONAL
QUALIFICATIONS**



4.0 INTRODUCTION

Section 8(d) of KNQF Cap 214 mandates the Authority to develop and review interrelationships and linkages across national qualifications in consultation with stakeholders, relevant institutions, and agencies. The Authority continues to carry out outreach, collaborations, and partnership activities to enhance implementation of the KNQF.

4.1 CAPACITY BUILDING AND SENSITIZATION ON THE KENYA NATIONAL QUALIFICATIONS FRAMEWORK.

The Authority continued to enhance capacity building and sensitisation to ensure understanding of their role in the implementation of the National Qualifications Framework to Education and Training Institutions, as indicated in Annex I. A total of 280 in FY 2021/22, 34 in FY 2022/23, and 62 in FY 2023/24. In the current financial year, the Authority has so far conducted capacity building and Sensitisation to Six (6) education and training institutions.

Table 6: analysis per Financial Year

S/No	Education and Training Institutions	Financial Year
1	290	2021/22
2	34	2022/23
3	70	2023/24
4	21	2024/25

4.2 PARTNERSHIPS AND COLLABORATIONS

4.2.1 African Continental Qualifications Framework

KNQA is actively collaborating with the African Continental Qualifications Framework (ACQF) to enhance the transparency, comparability, and mutual recognition of qualifications across the continent. This partnership is anchored in the strategic alignment and referencing of the KNQF to the ACQF, a process that enables Kenya's qualifications to be understood, trusted, and accepted regionally and globally.

Through this collaboration, KNQA contributes to the development and harmonization of qualifications policies that support the implementation of coherent and robust national frameworks. These policies serve to standardize qualification levels, improve quality assurance mechanisms, and create pathways for recognition of skills acquired through formal, non-formal, and informal learning.

KNQA's partnership with ACQF also plays a critical role in promoting the mutual recognition of qualifications, which is essential for facilitating academic and professional mobility within Africa. By aligning Kenya's qualifications with the ACQF, KNQA is supporting the free movement of learners, workers, and professionals, thus advancing the objectives of the African Continental Free Trade Area (AfCFTA) and the African Union's Agenda 2063.



The ongoing engagement ensures that Kenya remains at the forefront of regional qualifications reform, leveraging the ACQF as a platform to strengthen the credibility and portability of its national qualifications. This collaboration reinforces KNQA's commitment to fostering an integrated continental qualifications ecosystem that empowers African citizens to access education, training, and employment opportunities across borders.

4.2.2 United Nations Educational, Scientific and Cultural Organisation (UNESCO)

KNQA, in partnership with UNESCO, is working towards mainstreaming the UNESCO Qualifications Passport (UQP) in Kenya. The UNESCO QP is a global education initiative aimed at bridging the nexus between humanitarian, development, and peacebuilding efforts. By addressing the key challenge in recognizing undocumented prior learning and knowledge, the UQP serves as an entry point to develop a comprehensive and inclusive higher education ecosystem in crises and to facilitate a transition to work for the most vulnerable youth. A comprehensive roadmap for integrating UQP into the country's education and training system is being worked on, with KNQA leading and coordinating the integration activities. A comprehensive roadmap for integrating UQP into the country's education and training system is being worked on, with KNQA leading and coordinating the integration activities.

4.2.3 Development Partners

KNQA in collaboration with the Ministry of Education has partnered with the International Rescue Committee (IRC), the International Labour Organization (ILO), and Colleges and Institutes Canada (CICan). These collaborations aim to strengthen Kenya's education and skills development frameworks, improve workforce readiness, and enhance economic resilience, especially for refugees and marginalized communities. The partners offer financial and technical support in capacity building, development of national policies on national qualifications and implementation of programs.

IRC focuses on integrating refugees and marginalized populations into the education and labor systems, facilitating recognition of prior learning and skill certification to boost employability. The ILO partnership centres on aligning qualifications with labor market needs, promoting decent work, and enhancing quality standards in vocational education. The collaboration with CICan emphasizes capacity building for Kenyan educational institutions, supporting curriculum development, and fostering global standards in training and certifications.

SECTION

5

**INSTITUTIONAL DEVELOPMENT
CAPACITY**





5.1 INFORMATION COMMUNICATION TECHNOLOGY

5.1.1 Data Protection and Security

KNQA has taken significant steps to ensure the protection of stakeholder data, beginning with its registration as an official data handler and processor with the Office of the Data Protection Commissioner. This registration reflects our commitment to maintaining the highest standards of data protection and privacy.

5.1.2 Digital Service Enhancement

The Authority's commitment to improved service delivery is evident in the recent upgrade of its website. The enhanced website now features a more intuitive user interface, making it easier for stakeholders to access information and services. These improvements extend beyond aesthetic changes, incorporating new features that enhance functionality and user experience. The website serves as a gateway to the Authority's digital services, providing stakeholders with seamless access to various online platforms, including Alignment Validation & , Finance, Procurement, Recruitment, Payroll, Recognition of Prior Learning, Accreditation, and Registration of Qualifications and Learners.

Current Status and Future Outlook

The current state of KNQA's digital infrastructure represents a significant milestone in our modernization journey. The successful implementation and integration of e-citizen systems have established a strong foundation for efficient payment processing, qualification processing, and verification. The high adoption rates of our digital platforms among stakeholders demonstrate the effectiveness of our systems and the value they bring to the qualification sector.

5.2 HUMAN RESOURCE

The department is established pursuant to the provisions of the Human Resource Management Professionals Act, 2012 and the labor laws. The department is responsible for employee sourcing, resourcing, aligning human resource functions to the organization's strategy, administration, security, and staff performance appraisal.

The Approved staff establishment stands at a total of 77 people. The in-post stands at 34 engaged under the following terms: -



Table 7 : Staff establishment

STAFF ESTABLISHMENT TERMS OF ENGAGEMENT	NO. OF STAFF
Permanent & Pensionable	26
Contract	3
Deployment	5
Internship	15
TOTAL	49

5.2.1 Staff Establishment

In relation to gender distribution, there are 25 females, representing 51% of the total population, while the males stand at 24, representing 49% of the total population.

The Authority has been operating on a lean establishment since its inception that has deterred operationalization of the mandate. There has been a growing need to have the Authority function optimally by having the approved establishment realized.

5.3 FINANCE

5.3.1 REVENUE DISTRIBUTION

The Authority's revenue over the years has been sourced from three main streams: Exchequer Grants, Appropriations in Aid (A-in-A), and Donor Funding. Exchequer Grants have remained the predominant source, accounting for over KES 1.18 billion between FY 2019/2020 and FY 2023/2024. Appropriations in Aid, derived internally from service fees such as validation and registration, have contributed a cumulative KES 138.9 million.

Donor funding, although less consistent, was notably featured in FY2021/2022 and FY2022/2023, with KES 6.3 million and KES 29.2 million, respectively. The progressive diversification of revenue sources, particularly the growth in A-in-A and engagement with donors, demonstrates the Authority's ongoing efforts to enhance financial sustainability and reduce reliance on exchequer alone.

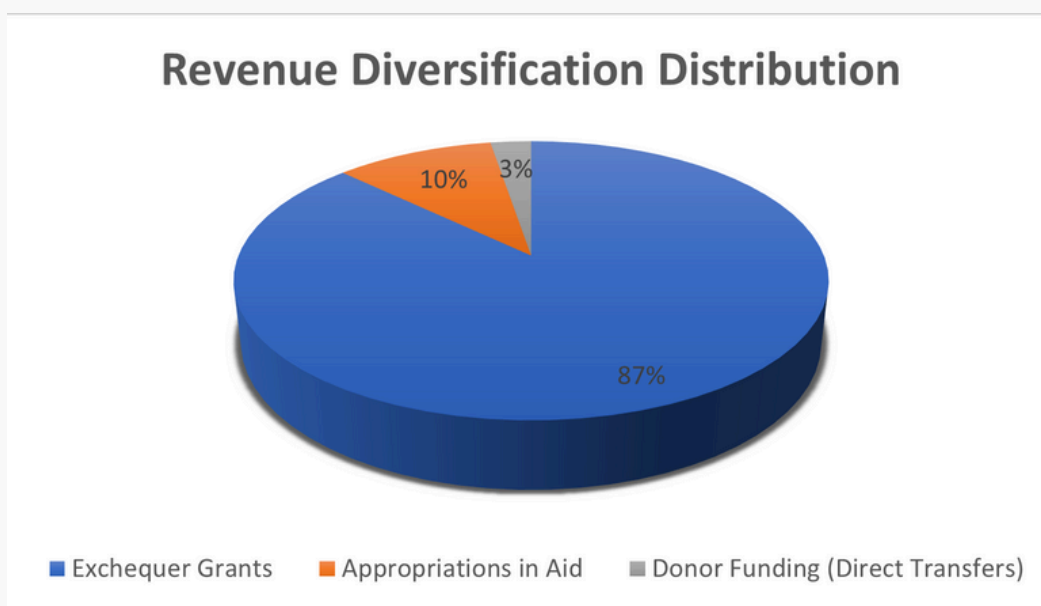


Figure 9: Revenue Diversification Distribution

Table 8 : Revenue Distribution

Financial Year	Exchequer Grants	Appropriations in Aid	Donor Funding (Direct Transfers)
FY2019/2020	160,000,000	21,001,447	-
FY2020/2021	160,000,000	28,198,946	-
FY2021/2022	270,000,000	31,425,182	6,379,260
FY2022/2023	290,000,000	29,006,369	29,199,110
FY2023/2024	300,000,000	29,308,329	

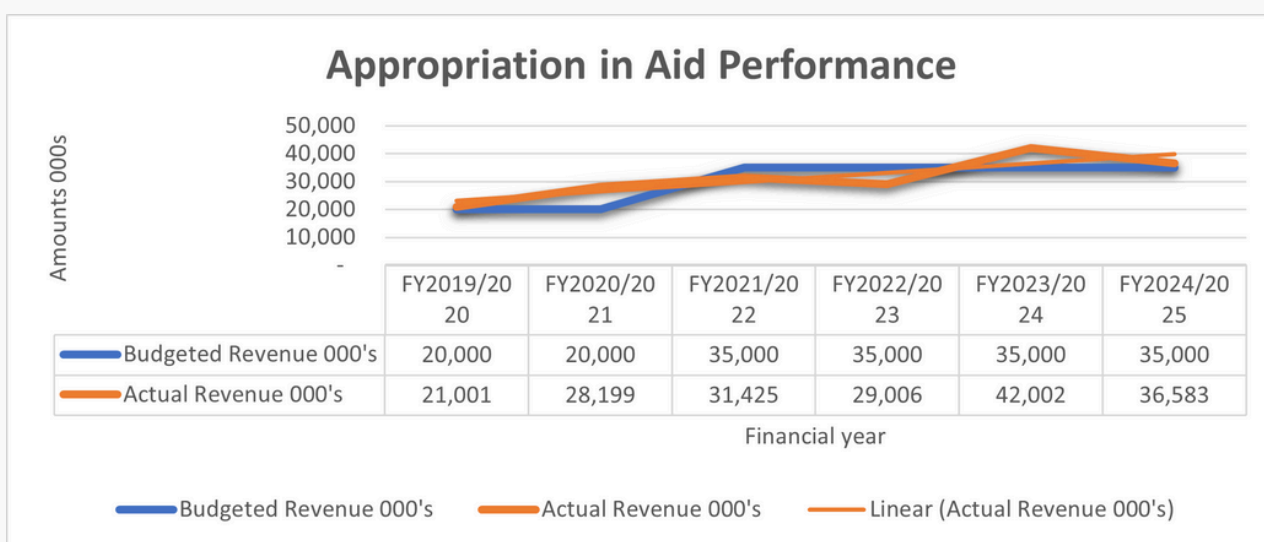
5.3.2 A-IN-A

Appropriations in Aid (A-in-A) represent internally generated income through services offered by the Authority, such as alignment and validation of qualifications and registration of awarding institutions. Over the six-year period from FY2019/2020 to FY2024/2025, A-in-A collections have shown a generally upward trend, rising from KES 21 million to over KES 42 million in FY2023/2024, before slightly reducing to KES 36.6 million in FY2024/2025.

This increase reflects enhanced service delivery and growing demand for the Authority's functions. Despite A-in-A comprising a smaller proportion of total revenue compared to Exchequer Grants, it consistently contributes an average of about 12% annually, reaching a total of KES 188.2 million across the period as shown below:

Table 9 : A in A

Financial Year	Actual Receipts Exchequer Grants	Actual Receipts Appropriations in Aid	Total Budget	%age Proportion of Exchequer to AIA
FY2019/2020	160,000,000	21,001,447	181,001,447	88.40%
FY2020/2021	160,000,000	28,198,946	188,198,946	85.02%
FY2021/2022	270,000,000	31,425,182	301,425,182	89.57%
FY2022/2023	290,000,000	29,006,369	319,006,369	90.91%
FY2023/2024	300,000,000	42,002,242	342,002,242	87.72%
FY2024/2025	235,215,406	36,583,860	271,799,266	86.54%
Totals	1,415,215,406	188,218,046	1,603,433,452	88.26%



5.3.3 EXCHEQUER

The Authority has consistently received full exchequer disbursements for the financial years FY2019/2020 through FY2023/2024, with a 100% achievement rate against the budgeted allocations. Over this period, the exchequer allocations have steadily increased from KES 160 million in FY2019/2020 to KES 300 million in FY2023/2024, reflecting growing government support. In FY2024/2025, a slightly lower allocation of KES 235.2 million was received, which nonetheless marks continued fiscal commitment despite a marginal reduction. Cumulatively, the Authority has received over KES 1.4 billion in exchequer grants over the six-year period. The exchequer remains the principal source of funding, accounting for an average of 88.26% of the total budget, with Appropriations-in-Aid (AIA) complementing the funding as indicated below:

Table 10: Exchequer grants

	Exchequer Grants		
Financial Year	Budgeted Allocation '000s'	Actual Receipts	Achievement
FY2019/2020	160,000	160,000,000	100000%
FY2020/2021	160,000	160,000,000	100000%
FY2021/2022	270,000	270,000,000	100000%
FY2022/2023	290,000	290,000,000	100000%
FY2023/2024	300,000	300,000,000	100000%
FY2024/2025	235,215	235,215,406.00	

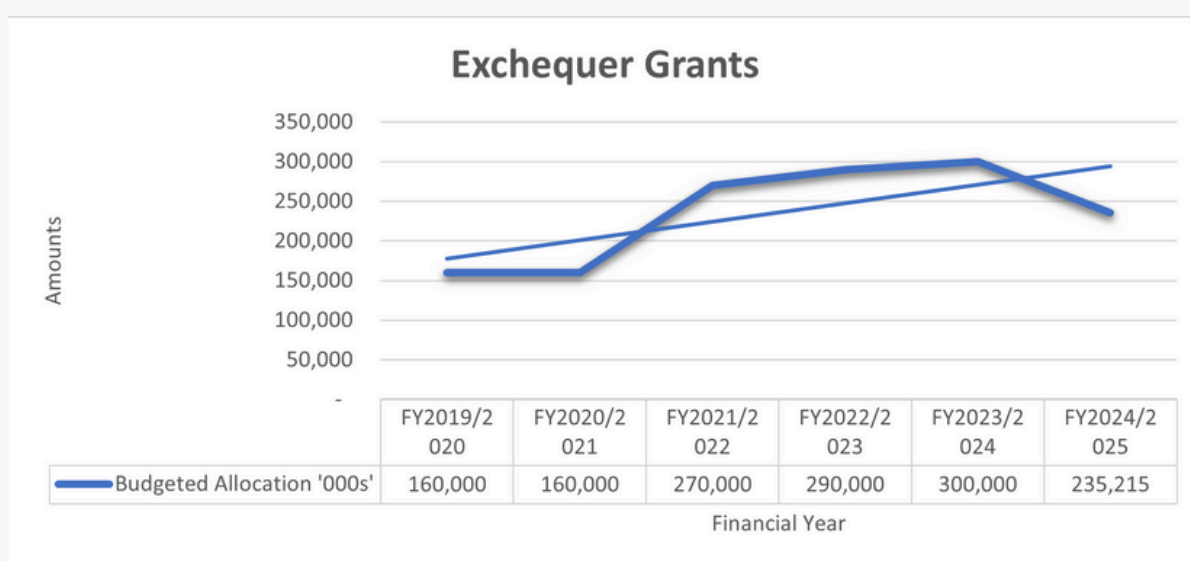


Figure 10: Exchequer grants trend

Table 11: Percentage Proportion of Exchequer to AIA

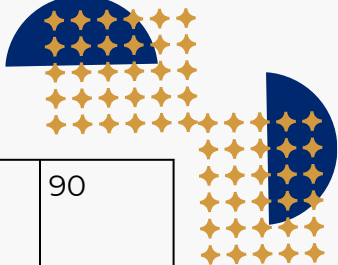
Financial Year	Actual Receipts Exchequer Grants	Actual Receipts Appropriations in Aid	Total Budget	%age Proportion of Exchequer to AIA
FY2019/2020	160,000,000	21,001,447	181,001,447	88.40%
FY2020/2021	160,000,000	28,198,946	188,198,946	85.02%
FY2021/2022	270,000,000	31,425,182	301,425,182	89.57%
FY2022/2023	290,000,000	29,006,369	319,006,369	90.91%
FY2023/2024	300,000,000	42,002,242	342,002,242	87.72%
FY2024/2025	235,215,406	36,583,860	271,799,266	86.54%
Totals	1,415,215,406	188,218,046	1,603,433,452	88.26%

APPENDICES

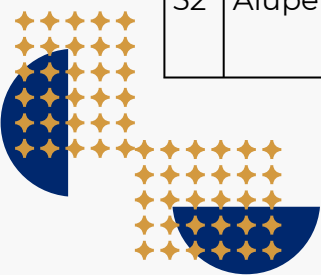


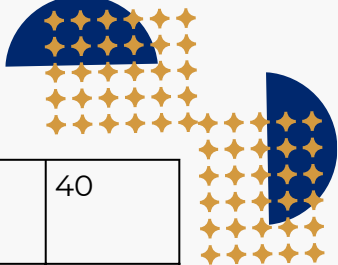
Annex 1: Mapped and Registered QABs & Qualifications

a	Qualifications Awarding Bodies	Legal Framework	Operating QABs	Registered QABs	Registered onto KNQF	Total Programs
Universities			80	3		
1	University of Nairobi	Universities Act No. 42 of 2012	1			264
2	Moi University	Universities Act No. 42 of 2012	1			217
3	Kenyatta University	Universities Act No. 42 of 2012	1			267
4	Egerton University	Universities Act No. 42 of 2012	1			155
5	Jomo Kenyatta University of Agriculture and Technology	Universities Act No. 42 of 2012	1			309
6	Maseno University	Universities Act No. 42 of 2012	1			218
7	Masinde Muliro University of Science and Technology	Universities Act No. 42 of 2012	1			228
8	Dedan Kimathi University of Technology	Universities Act No. 42 of 2012	1			55
9	Chuka University	Universities Act No. 42 of 2012	1			152
10	Technical University of Kenya	Universities Act No. 42 of 2012	1			57
11	Technical University of Mombasa	Universities Act No. 42 of 2012	1	1	21	68
12	Pwani University	Universities Act No. 42 of 2012	1			89
13	Kisii University	Universities Act No. 42 of 2012	1			225
14	University of Eldoret	Universities Act No. 42 of 2012	1			116
15	Masaai Mara University	Universities Act No. 42 of 2012	1			116

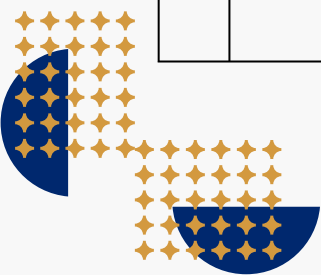


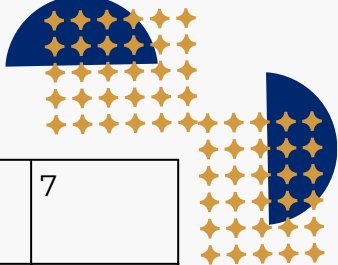
16	Jaramogi Oginga Odinga University of Science and Technology	Universities Act No. 42 of 2012	1			90
17	Laikipia University	Universities Act No. 42 of 2012	1			50
18	South Eastern Kenya University	Universities Act No. 42 of 2012	1			74
19	Meru University of Science and Technology	Universities Act No. 42 of 2012	1	1	92	80
20	Multimedia University of Kenya	Universities Act No. 42 of 2012	1			41
21	University of Kabianga	Universities Act No. 42 of 2012	1			54
22	Karatina University	Universities Act No. 42 of 2012	1			41
23	Kibabii University	Universities Act No. 42 of 2012	1			56
24	Rongo University	Universities Act No. 42 of 2012	1			51
25	The Co-operative University of Kenya	Universities Act No. 42 of 2012	1			38
26	Taita Taveta University	Universities Act No. 42 of 2012	1			31
27	Murang'a University of Technology	Universities Act No. 42 of 2012	1			43
28	University of Embu	Universities Act No. 42 of 2012	1			34
29	Machakos University	Universities Act No. 42 of 2012	1			40
30	Kirinyaga University	Universities Act No. 42 of 2012	1			16
31	Garissa University	Universities Act No. 42 of 2012	1			13
32	Alupe University	Universities Act No. 42 of 2012	1			16



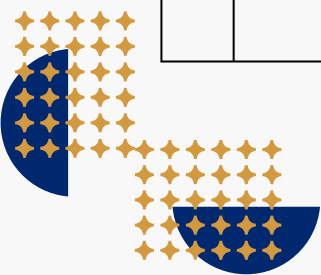


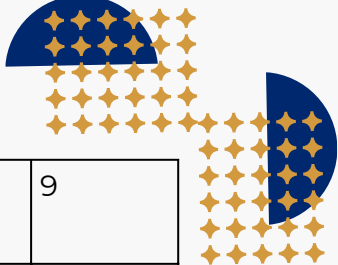
33	Kaimosi Friends University	Universities Act No. 42 of 2012	1			40
34	Tom Mboya University	Universities Act No. 42 of 2012	1			39
35	Tharaka University	Universities Act No. 42 of 2012	1			18
36	National Defence University-Kenya	Universities Act No. 42 of 2012	1			6
37	Open University of Kenya	Universities Act No. 42 of 2012	1			7
38	University of Eastern Africa, Baraton	Universities Act No. 42 of 2012	1			74
39	Catholic University of Eastern Africa (CUEA)	Universities Act No. 42 of 2012	1			55
40	Daystar University	Universities Act No. 42 of 2012	1			49
41	Scott Christian University	Universities Act No. 42 of 2012	1			17
42	United States International University	Universities Act No. 42 of 2012	1			36
43	Africa Nazarene University	Universities Act No. 42 of 2012	1			31
44	Kenya Methodist University	Universities Act No. 42 of 2012	1			51
45	St. Paul's University	Universities Act No. 42 of 2012	1			40
46	Pan Africa Christian University	Universities Act No. 42 of 2012	1			21
47	Strathmore University	Universities Act No. 42 of 2012	1			45
48	Kabarak University	Universities Act No. 42 of 2012	1			59
49	Mount Kenya University	Universities Act No. 42 of 2012	1	1	198	168
50	Africa International University	Universities Act No. 42 of 2012	1			31





51	Kenya Highlands Evangelical University	Universities Act No. 42 of 2012	1			7
52	Great Lakes University of Kisumu	Universities Act No. 42 of 2012	1			10
53	KCA University	Universities Act No. 42 of 2012	1			40
54	Adventist University of Africa	Universities Act No. 42 of 2012	1			11
55	KAG EAST University	Universities Act No. 42 of 2012	1			7
56	Umma University	Universities Act No. 42 of 2012	1			12
57	Presbyterian University of East Africa	Universities Act No. 42 of 2012	1			12
58	Aga Khan University	Universities Act No. 42 of 2012	1			16
59	Kiriri Women's University of Science and Technology	Universities Act No. 42 of 2012	1			5
60	The East African University	Universities Act No. 42 of 2012	1			7
61	Zetech University	Universities Act No. 42 of 2012	1			23
62	Lukenya University	Universities Act No. 42 of 2012	1			8
63	GRETSA University	Universities Act No. 42 of 2012	1			7
64	Management University of Africa	Universities Act No. 42 of 2012	1			9
65	Riara University	Universities Act No. 42 of 2012	1			9
66	Pioneer International University	Universities Act No. 42 of 2012	1			14
67	International Leadership University	Universities Act No. 42 of 2012	1			9
68	Islamic University of Kenya	Universities Act No. 42 of 2012	1			4





69	AMREF International University	Universities Act No. 42 of 2012	1			9
70	Uzima University	Universities Act No. 42 of 2012	1			5
71	Open University of Kenya					
Constituent Colleges						
72	Hekima University College	Universities Act No. 42 of 2012	1			3
73	Tangaza University College	Universities Act No. 42 of 2012	1			23
74	Marist International University College	Universities Act No. 42 of 2012	1			22
75	Turkana University College	Universities Act No. 42 of 2012	1			4
76	Bomet University College	Universities Act No. 42 of 2012	1			14
77	Koitaleel Samoei University College	Universities Act No. 42 of 2012	1			12
78	National Intelligence Research University College	Universities Act No. 42 of 2012	1			4
79	Mama Ngina University College	Universities Act No. 42 of 2012	1			4
80	Kenya Advanced Institute of Science and Technology	Universities Act No. 42 of 2012	1			8





National Polytechnics			33	13		
1	Eldoret National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	4	76
2	Kabete National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	23	127
3	Kenya Coast National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	5	55
4	Kisii National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	14	124
5	Kisumu National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	6	100
6	Kitale National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	14	168
7	Meru National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	39	90
8	North Eastern Province National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	0	89
9	Nyeri National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	92	119
10	Sigalagala National Polytechnic	Legal Order No. 90 of 2016		1	18	18
11	Nyandarua National Polytechnic	TVET Act, 2013 and Legal Order No. 114 of 2014		1	28	
12	Taita Taveta National Polytechnic	2024 through legal Notice No.6				
13	Kiambu National Polytechnic	2025 through legal Notice No.5				
14	Rift valley National Polytechnic	2026 through legal Notice No.7		1		
15	Baringo National Polytechnic	2027 through legal Notice No.17				
16	Mawego National Polytechnic	2028 through legal Notice No.12				

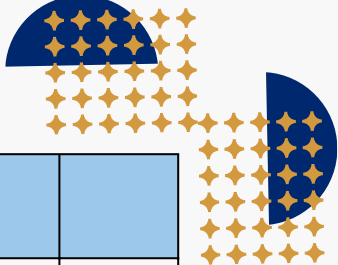




17	Nyamira National Polytechnic	2029 through legal Notice No.8				
18	Kericho National Polytechnic	2030 through legal Notice No.13				
19	Shamberere National Polytechnic	2031 through legal Notice No.10				
20	Bungoma National Polytechnic	2032 through legal Notice No.14				
21	Jeremiah Nyagah National Polytechnic	2033 through legal Notice No.15				
22	Kaiboi National Polytechnic	2034 through legal Notice No.16				
23	Tseikuru National Polytechnic	2035 through legal Notice No.9				
24	Kajiado National Polytechnic	2036 through legal Notice No.11				
25	Michuki TTI					
26	Mitunguu TTI					
27	Ol'lessos TTI					
28	Nairobi TTI					
29	Kaimosi Friends National Polytechnic			1		
30	Kisiwa TTI					
31	Kipsoen TVC					
32	Siaya Institute of Technology					
33	Bumbe TTI					

Specialized Institutions			18	7		
1	Moi Teaching and Referral Hospital	Legal Notice No. 78 of 12th June 1998		1	15	15
2	Kenya Medical Training College (KMTC)	KMTC Act No.261 of 2012		1	42	
3	Bukura Agricultural College	Bukura agricultural college Act Cap 348 of 1999				30
4	Kenya Water Institute (KEWI)	KEWI Act of 2001				16
5	Bandari Maritime Academy	Legal Notice No. 233 of 28th November, 2018		1	22	22
6	Kenya Institute of Mass Communication	TVET Act 2013 and Legal notice 197 of 2011		1	18	18
7	Kenya School of Government	KSG Act No. 9 of 2012		1	13	13
8	Kenya School of Revenue Administration	Kenya Revenue Authority (Amendment) Act, 2024 – Act No. 16 of 2024		1	4	6
9	Railway Training Institute	Railway Training Institute Act of 1977				
10	Kenya Red cross Training Institute	Kenya Redcross Act Cap. 256		1	2	2
11	Kenya School of TVET	Legal Notice No.242 of 1978				60
12	Wildlife Research and Training Institute (WRTI)	Wildlife Conservation and Management Act No. 47 of 2013				5
13	Kenya Forestry College	Forest Conservation and Management Act No. 34 of 2016				4
14	East Africa School of Aviation (EASA)					
15	Kenya Meteorological Training College					
16	Utalii College					
17	National Police Service Examination Board					
18	Animal Health and Industry Training Institute (AHITI)-Kabete					


Foreign Qualifications Awarding Bodies			11	8		
1	The delegation of German Industry and Commerce in Eastern Africa (AHK)			1	4	
2	International Computer Driving License (ICDL)				1	
3	ABMA Education			1	27	
4	Nairobi Hospice Oxford Brooks University			1	1	
5	International Baccalaureate.			1		
6	Association of Certified Chartered Accountants (ACCA)			1	1	
7	Association of Business Executives (ABE)			1	8	
8	Institute of Commercial Management (ICM)			1	4	
9	General Education Development (GED)					
10	Cambridge International Examinations-International General Certificate of Secondary Education (IGCSE)					
11	Business Hotel Management School (B.H.M.S)			1	2	
National Assessment and Examination Bodies			3	2		
1	Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council (TVET CDACC)	Technical and Vocational Education and Training (TVET) Act, No. 29 of 2013		1	407	407
2	National Industrial Training Authority (NITA)	Industrial Training (Amendment) Act of 2011		1	416	416
3	Kenya National Examination Council	KNEC Act No. 29 of 2012				237



Professional Examination Bodies			5	3		
1	Kenya Accounting Secretaries National Examination Board (KASNEB)	The Accountants Act, No. 15 of 2008		1	14	14
2	Kenya Institute of Supplies Examination Board (KISEB)	Supplies Practitioners Management (SPM) Act No.17 of 2007		1	2	2
3	Human resource management Professional Examination Board (HRMPEB)	Human Resource Management Professionals Act, no. 52, 2012		1	3	3
4	Council for Legal Education	Legal Education Act No.27 of 2012				1
5	Nursing Council of Kenya	Nurses Act Cap. 257				1
Total QABs			150	36	1560	6657

Annex 2: Monitoring and Evaluation

OBJECTIVES OF M&E OF KNQF	INDICATORS	SOURCES OF DATA
Assess the status of harmonizing qualifications awarding system	Number of KNQF policies, standards, and guidelines developed	KNQA Regulators QABs
	Number of institutions implementing the national policies, standards and guidelines	QABs Regulators
	Number of Agencies and institutions implementing the accreditation system to accredit	QABs Regulators
	Number of qualifications and QABs registered into the National Qualifications Database	KNQA
	Number of Qualifications Awarding Bodies capacity built on the KNQF	KNQA
	Number of institutions implementing the level descriptors	QABs Regulators Curriculum developers
Evaluate implementation of KNQF progression pathways	Number of institutions implementing KCATS	KNQA QABs
	Number of learners progressing through credit transfers and exemptions (KCATS).	QABs Curriculum developers
	Number of institutions implementing KNQF minimum entry requirements	QABs KUCCPS
	The number of foreign qualifications aligned to KNQF and recognized	Regulators
	Number of graduates assessed and certified through RPL model	QAB
Assess the status of recognizing and verifying qualifications	Number of learners whose foreign qualifications have been aligned and recognized	Regulators
Effectiveness of the Qualifications Database	Number of learner achievements uploaded into the National Qualifications Database (NQD)	QABs KNQA
	Number of stakeholders accessing, querying, and verifying learner's achievements in the NQD.	KNQA



OBJECTIVES OF M&E OF KNQF	INDICATORS	SOURCES OF DATA
	Sufficiency/adequacy, currency and reliability of data	KNQA QAB
Evaluate the impact of KNQF on equity access, relevance of skills, quality of education and training	% of employers satisfied with graduates	Employers
	Reduction in skills mismatch and skill gaps	Employers
	Reduction in duplication of qualifications	KNQA
	Clear accreditation and registration processes	Regulators
	Seamless progression and mobility of learners	QABs KNQA
Evaluate the extent KNQF a) enables labour market mobility b) responds to labour market needs supports attainment of LLL	% of certified individuals with national qualifications who have transitioned across jobs, sectors, or further education levels within 12 months of qualification award.	QABs KNQA Industry
	No of qualifications developed or reviewed through industry or sector stakeholder consultation.	Industry
	No of qualifications that include credit transfer/ exemptions and RPL provisions	QABs KNQA


Monitoring and Evaluation Plan Template

Indicator	Means of verification	Target	Baseline	Data collection frequency	Data collection source /tools	Responsibility	Reporting
Goal							
Objective							
Activity							




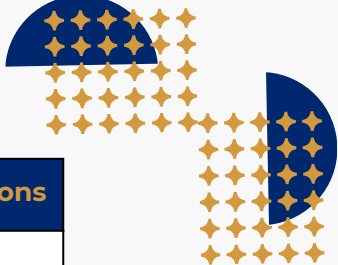
Annex 3: Aligned and validated qualifications from different countries

#	Country	Total Applications
1	Poland	1
2	Philippines	1
3	Malaysia	1
4	Vietnam	1
5	Falkland Islands (Malvinas)	1
6	Christmas Island	1
7	Saint Helena, Ascension and Tristan da Cunha	1
8	Dominica	1
9	Belgium	1
10	Spain	1
11	Timor-Leste	1
12	Dominican Republic	1
13	South Georgia and the South Sandwich Islands	1
14	Lebanon	1
15	Guyana	1
16	Thailand	1
17	Bangladesh	1
18	Denmark	1
19	Costa Rica	1
20	Guinea-Bissau	1
21	Bosnia and Herzegovina	2





#	Country	Total Applications
22	Switzerland	2
23	Indonesia	2
24	Romania	2
25	Russia	2
26	Myanmar	2
27	Iran	2
28	Saint Barthélemy	2
29	British Indian Ocean Territory	3
30	Niger	3
31	Sri Lanka	3
32	Saudi Arabia	3
33	Libya	4
34	France	4
35	Norway	4
36	Equatorial Guinea	4
37	Guinea	5
38	Eswatini	5
39	Turkey	5
40	Sweden	6
41	Namibia	6
42	Lesotho	6
43	Australia	6
44	Mali	7
45	Senegal	8
46	Italy	9






#	Country	Total Applications
47	Angola	10
48	Gabon	10
49	Netherlands	10
50	Benin	11
51	South Korea	11
52	Germany	11
53	Gambia	14
54	Togo	15
55	Egypt	15
56	South Africa	15
57	Djibouti	16
58	Canada	17
59	United Kingdom	17
60	Côte d'Ivoire	18
61	Madagascar	19
62	Burkina Faso	19
63	Yemen	20
64	Pakistan	21
65	China	29
66	Sierra Leone	30
67	Central African Republic	34
68	Mozambique	43
69	Congo	47
70	United States of America	58
71	Eritrea	67





#	Country	Total Applications
72	Comoros	67
73	Ghana	73
74	Zambia	74
75	Chad	79
76	Liberia	79
77	Zimbabwe	87
78	Botswana	95
79	Cameroon	113
80	Sudan	119
81	India	172
82	Malawi	176
83	Burundi	214
84	Ethiopia	218
85	Rwanda	328
86	Tanzania	398
87	Uganda	400
88	Nigeria	410
89	Congo (the Democratic Republic of the)	851
90	Somalia	1394
91	South Sudan	1447





KENYA NATIONAL QUALIFICATIONS AUTHORITY

KENYA NATIONAL QUALIFICATIONS AUTHORITY

**NACOSTI Headquarters,
Upper Kabete, off Waiyaki Way Nairobi
P.O Box 72635 - 00200 NBI
Phone: 0202100272
Email: info@knqa.go.ke
Website: www.knqa.go.ke**