



REPUBLIC OF KENYA



KENYA NATIONAL QUALIFICATIONS AUTHORITY

REPORT ON

1st NATIONAL QUALIFICATIONS CONFERENCE



12th -14th May 2026,



Ole Sereni Hotel, Nairobi.



KNQA



ISO 9001:2015 Certified



Table of contents

ACKNOWLEDGEMENT	01
INTRODUCTION	02
CONFERENCE OBJECTIVES, THEMES AND OUTCOMES	03
CONFERENCE PROCEEDINGS AND KEY TAKEAWAYS	06

SESSION 1:

REFLECTING ON KNQF IMPLEMENTATION-GOVERNANCE, POLICY AND PRACTICE 10+ YEARS LATER

2.2.1 Keynote Address 1: Architecting Trust in Skills and Qualifications: The Historical Evolution and Global Positioning of the KNQF	11
2.2.2 Keynote address 2: National Qualifications Framework as a Tool for Inclusion and Regional Integration	12
2.2.3 Keynote address 3: Harmonizing standards, Empowering futures: Qualification frameworks as catalysts for global collaboration	14

SESSION 2:

INDUSTRY ALIGNMENT, EMPLOYABILITY AND LABOUR MOBILITY

2.3.1 Keynote Address 4: From Qualifications to Jobs – Building African Skills Systems for Employability, Mobility and Lifelong Learning	17
2.3.2 Keynote Address 5: Designing Future-Ready Qualifications – Competency-Based Systems and Emerging Skills for National Growth	19
2.3.3 Keynote Address 6: Expanding Access and Inclusion – Building Flexible and Lifelong Learning Pathways through Micro-Credentials	21

SESSION 3:

QUALITY AND TRUST; STRENGTHENING QUALITY ASSURANCE SYSTEM FOR RELEVANT AND CREDIBLE QUALIFICATIONS

2.4.1 Theme 1: Lifelong Learning, Recognition of Qualifications and Flexible Learning Pathways	24
2.4.2 Theme 2: Industry Linkages, Employability & Skills Development	25
2.4.3 Theme 3: Lifelong Learning & Recognition of Qualifications	27
2.4.4 Theme 4: Emerging Trends in the Qualifications Awarding System.	28





2.5	NETWORKING DINNER		30
-----	-------------------	-------	----

SESSION 4:

EMERGING TRENDS IN QUALIFICATIONS, DIGITALIZATION DIGITAL TRANSFORMATION AND DATA SYSTEMS IN QUALIFICATIONS

2.6.1	Keynote address 7: Greening Qualifications and tapping into AI potential for future-ready skills		32
2.6.2	Break out Room 1: Artificial Intelligence Fluenc		34
2.6.3	Theme 2: Industry Linkages, Employability & Skills Development		35
2.6.4	Theme 5: Digital Transformation, Data Systems and National Qualifications Register		36
2.6.5	Theme 6: Quality Assurance and Relevance		37
2.7	Closing Ceremony		37

ANALYSIS OF ATTENDANCE		38
------------------------	-------	----

ANALYSIS OF EVALUATION REPORT		39
-------------------------------	-------	----

KEY RECOMMENDATIONS & WAY FORWARD IN LINE WITH THE CONFERENCE OBJECTIVES OR THEMATIC AREAS		40
---	-------	----

CONFERENCE ORGANISATION AND STRUCTURE		41
---------------------------------------	-------	----

KEY PARTICIPANTS		41
------------------	-------	----

ANNEX : CONFERENCE PROGRAM		42
----------------------------	-------	----

COMMUNIQUÉ OF THE 1ST NATIONAL QUALIFICATIONS CONFERENCE 2026		50
--	-------	----

CONFERENCE PLANNING COMMITTEE		52
-------------------------------	-------	----



A. ACKNOWLEDGEMENT



The successful convening of the 1st National Qualifications Conference, held from 12th to 14th May 2026 at Ole Sereni Hotel in Nairobi, was the result of collective effort, commitment, and goodwill from numerous individuals and institutions. The Kenya National Qualifications Authority (KNQA) wishes to extend its sincere gratitude to all those who contributed to the planning, execution, and outcomes of this historic event. First and foremost, KNQA acknowledges the Government of Kenya for its unwavering commitment to strengthening the national qualifications landscape through policy support, strategic guidance, and resource mobilisation. Special appreciation is extended to the Ministry of Education for its leadership and oversight, and to the State Department for Technical and Vocational Education and Training (SDTVET) for its dedicated stewardship of the Kenya National Qualifications Framework (KNQF) agenda.

KNQA is deeply grateful to the KNQA Council, under the chairmanship of Hon. Stanley Kiptis, for providing strategic direction and governance oversight that ensured the Conference remained aligned with national priorities and international best practices. The Council's unwavering support and vision have been instrumental in advancing the KNQF agenda over the past decade.

Heartfelt appreciation is extended to Dr. Alice Kande, Director General of KNQA, whose visionary leadership, tireless dedication, and passionate advocacy for quality qualifications inspired the Conference theme and guided the entire process from conception to conclusion. Her commitment to positioning the KNQF as a national architecture for trust and global comparability was evident throughout the proceedings.

Special recognition is accorded to the Conference Organising Committee, chaired by Dr. Winnie Anne Bulimo, whose exceptional coordination, attention to detail, and relentless efforts ensured the seamless organisation and successful delivery of the Conference. The Committee's leadership behind the scenes was invaluable, and each member's dedication is deeply appreciated.

KNQA further acknowledges and appreciates the generous sponsors and development partners whose financial and technical support made the Conference possible. Their continued investment in Kenya's qualifications ecosystem is deeply valued.

Sincere thanks are extended to the moderators, panelists, speakers, and presenters who shared their expertise, insights, and experiences, enriching the deliberations and inspiring meaningful dialogue. The active participation and engagement of delegates from Kenya and over 20 other countries, representing government, regulators, industry, academia, development partners, and civil society, contributed immensely to the richness and diversity of the discussions.

Finally, KNQA recognises and appreciates the dedication and hard work of all KNQA staff, whose commitment behind the scenes ensured that every aspect of the Conference ran smoothly. Their professionalism, long hours, and attention to detail did not go unnoticed.

Kenya National Qualifications Authority (KNQA)
1st National Qualifications Conference, 2026

B. INTRODUCTION

The First National Qualifications Conference, convened at Ole Sereni Hotel in Nairobi, marked a historic milestone in Kenya's journey toward a robust, inclusive, and future-ready qualifications ecosystem. Officially opened under the auspices of the Ministry of Education and graced by senior government officials including the Deputy Head of the Public Service, the conference brought together over 300 stakeholders from more than 20 countries. Delegates representing government, regulators, industry, academia, development partners, and civil society gathered to take stock of progress and chart a strategic path forward for the Kenya National Qualifications Framework (KNQF).

The primary objective of the three-day conference was to reflect on a decade of KNQF implementation, examining its evolution in governance, policy, and practice. Beyond celebrating milestones, such as anchoring 72 Qualification Awarding Bodies and digitizing over 600,000 graduate records, the conference sought to critically address persistent challenges. These included aligning competency-based education with industry needs, accelerating Recognition of Prior Learning (RPL), and leveraging the KNQF as a national architecture for trust, transparency, and global comparability of qualifications.

Structured around four thematic sessions, the conference explored industry alignment and labour mobility, quality assurance systems, lifelong learning pathways, and the transformative role of digitalization and emerging technologies. Keynotes and panel discussions featured insights from the European Training Foundation, the International Labour Organization, African qualifications experts, and technology leaders from Microsoft. Breakout rooms further enabled deep dives into specialized topics, including micro-credentials, AI-driven quality assurance, green skills, and digital credential verification, ensuring that every thematic area received focused attention.

By its conclusion, the conference had generated a clear set of recommendations aimed at strengthening collaboration among all stakeholders, accelerating implementation of flexible learning pathways, and building secure, interoperable digital qualifications systems. The resounding call was to reimagine human capital development for Kenya's socio-economic transformation, ensuring that every hard-earned skill is recognized, respected, and portable, both within the nation and across the world. The proceedings of this landmark conference now provide a strategic roadmap for positioning the KNQF as a benchmark for qualifications systems in Africa and beyond.



C.CONFERENCE OBJECTIVES, THEMES AND OUTCOMES



i) General Objective

The general objective of the 1st National Qualifications Conference was to strengthen Kenya's qualifications landscape for enhanced quality, recognition, access, and relevance.

ii) Specific Objectives

The conference was guided by the following specific objectives:

01

To promote a coherent, credible, and robust qualifications landscape through reflection on progress, achievements, and lessons learnt over the past decade.

02

To enhance national and regional recognition and mobility of qualifications through dialogue on comparability and mutual recognition.

03

To strengthen partnerships and coordination among stakeholders for a more integrated and efficient qualifications system.

04

To align qualifications and skills development with labour market demand and national development priorities.

05

To expand flexible and inclusive access to learning and qualifications through Recognition of Prior Learning (RPL), the Kenya Credit Accumulation and Transfer System (KCATS), the UNESCO Qualifications Passport (UQP), modularisation, and micro-credentials.

iii) Thematic Objectives

The Conference was anchored in the structure and functional pillars of the Kenya National Qualifications Framework (KNQF), which provide an integrated system for the overall quality assurance of qualifications across all levels in the qualifications landscape. The thematic focus aimed to translate policy into action by examining how the KNQF can effectively strengthen skills development and lifelong learning in an evolving qualification and labour market landscape.

The Conference was therefore organised around key themes and sub-themes that aligned with the qualifications awarding system and the KNQF, while incorporating emerging global and national development priorities.

Main Theme

"A Decade of Transformation and Reimagining Qualifications in Kenya: Advancing Quality, Relevance, Inclusion and Recognition in Kenya's Qualifications and Skills for Lifelong Learning and Employability"

iv) Conference Sub-Themes

The following six sub-themes were addressed during the Conference:

1

KNQF Implementation - Governance, policy and practice

Under this sub-theme, the Conference explored several key areas relating to the governance, policy, and practice of KNQF implementation. These included: strengthening the KNQF architecture to ensure a well-governed and globally aligned framework that supports the attainment of SDG 4, mutual recognition of qualifications, and a clear vision for the next decade; enhancing partnership, collaboration, and coordination among stakeholders in the implementation of the KNQF; leveraging the KNQF as a tool for inclusivity by integrating informal and non-formal learning; and establishing a robust policy, legal, and institutional framework to support effective NQF implementation.

2

Industry Linkages, Employability, and Skills Development

The Conference addressed several key areas relating to the connection between qualifications and the world of work. These included: matching the demand and supply of skills through Competency-Based Education and Training (CBE/CBET); the role of labour market intelligence in shaping qualifications; shaping the future of qualifications through competency-based education; the role of research and innovation in the qualifications awarding landscape; employer perspectives on KNQF-aligned qualifications; and the role of the KNQF in facilitating labour migration and mobility for skilled Kenyan professionals.

3

Lifelong Learning and Recognition of Qualifications

Several key issues relating to lifelong learning and the recognition of qualifications were addressed. These included: creating flexible qualifications pathways through the Kenya Credit Accumulation and Transfer System (KCATS), Recognition of Prior Learning (RPL), micro-credentials, the UNESCO Qualifications Passport (UQP), and modularisation of curricula; facilitating the progression and portability of learners within and across sectors; and promoting international comparability and mutual recognition of qualifications.

4

Emerging Trends in the Qualifications Awarding System

Key areas relating to emerging trends shaping the qualifications awarding system addressed included: Competency-Based Education and Training (CBET) and the Competency-Based Curriculum (CBC); greening the qualifications framework to align with sustainable development and environmental goals; and building a skilled workforce for the blue economy, including marine and maritime resources, fisheries, aquaculture, and coastal tourism.

5

Digital Transformation, Data Systems, and the National Qualifications Register

Under this theme, the Conference addressed several key areas relating to digital transformation and data systems in the qualifications landscape. These included: digitalisation, innovation, and the future of qualifications; harnessing artificial intelligence for quality, relevance, and global competitiveness; digital credentials, badges, e-certificates, and blockchain technology in qualification verification; digitalising qualification records for efficiency, transparency, and portability through the National Qualifications Database (NQD); and integrating qualifications management information systems (MIS) for seamless data exchange and coordination among stakeholders.

6

Quality Assurance and Relevance

The Conference addressed several key areas relating to quality assurance and the relevance of qualifications. These included: standardisation and harmonisation of qualifications across all sub-frameworks and sectors; internal and external quality assurance mechanisms; stakeholder engagement, labour market alignment, and continuous system improvement to ensure relevance; and quality assurance in Recognition of Prior Learning (RPL) processes and assessment standards.

v) Conference Outcomes

The Conference achieved the following outcomes:

1. Generation of actionable insights for enhancing the qualifications landscape;
2. Strengthened collaboration among actors in the qualifications landscape;
3. Enhanced recognition, mobility, and attainment of lifelong learning;
4. Positioning of the KNQF as a strategic tool for strengthening skills, lifelong learning, and employability; and
5. Built trust, stakeholder confidence, and system integrity.



D .CONFERENCE PROCEEDINGS AND KEY TAKEAWAYS

DAY ONE: TUESDAY, 12TH MAY 2026

1. Opening Session and Opening remarks



1. Opening Session and Opening remarks

a) Dr. Alice Kande - Director General, KNQA

The Director General of KNQA, Dr. Alice Kande, kicked off the 1st National Qualifications Conference with brief welcome remarks. She acknowledged the participation of over 300 stakeholders from more than 20 countries representing government, regulators, industry, academia, development partners, and civil society, who had convened in Nairobi and had joined via live internet streaming.

Dr. Kande stated that the main objective of the Conference was to take stock of the milestones in the development and implementation of the Kenya National Qualifications

Framework. The Conference, she noted, provided a platform to reflect on a decade of the KNQF and, more importantly, to consider the future of the KNQF in strengthening Kenya's qualifications landscape for enhanced quality, recognition, and relevance, as well as positioning the KNQF as a national architecture for trust and global comparability.

The Director General further expressed the expectation that the Conference would provide strategic insights to support the way forward in mapping qualifications on the framework and to determine whether the qualifications reflect what is acceptable both locally and beyond national borders.





b) Hon. Stanley Kiptis – Chairperson KNQA Council

The Chairperson of the KNQA Council, Hon. Kiptis, then delivered his remarks on behalf of the Council. He noted that KNQA has so far anchored 72 Qualification Awarding Bodies (QABs) and has registered over 2,600 national qualifications within the framework. He further observed that the Council has overseen the expansion of the National Qualifications Database (NQD), which now digitizes and secures the records of over 600,000 graduates. Additionally, the Chairperson acknowledged the Council's role in spearheading and approving landmark frameworks to ensure that policies remain forward-looking, including the Kenya Credit Accumulation and Transfer System (KCATS) and the Recognition of Prior Learning (RPL).

The Chairperson appealed to all Qualification Awarding Bodies and Regulators to view KNQA as their primary partner in promoting excellence in learning institutions by ensuring that all their qualifications are fully registered on the NQD, and by updating records of their graduates regularly so as to build a robust system that will guarantee quality, visibility, and curb fraud in the education and training ecosystem.

The Chairperson expressed the Council's appreciation for the continuous support of KNQA's development partners such as the International Labour Organization (ILO), African Development Bank (AfDB), and the Commonwealth of Learning, among others. The Chairperson welcomed their ongoing collaboration to invest in digital infrastructure, capacity building, policy formulation, and cross-border skills mobility.

Finally, the Chair reiterated the unwavering commitment of the KNQA Council to the workforce of the nation, which is aimed at ensuring that ultimately every Kenyan who works hard to earn a skill has that skill recognized and respected anywhere in the world.





c) Dr. Esther Thaara Muoria - Principal Secretary(PS), State Department for Technical and Vocational Education and Training (SDTVET)

The Opening Ceremony was officiated by Dr. Esther Muoria, who was representing the Cabinet Secretary in the Ministry of Education, Hon. Julius Migos Ogamba. From the opening remarks, PS Muoria stressed that the Ministry of Education is focused on outcomes, not outputs. A key objective from SDG TVET is to fast-track bridging the gap between the lecture hall and the factory floor. Therefore, our qualifications must speak the language of the industry. This calls for deliberate efforts to embed labour market intelligence into qualification design and to strengthen partnerships between training institutions and employers.

Dr. Muoria stated that a National Qualifications Framework is only as strong as the ecosystem that supports it. Therefore, all stakeholders were urged to be co-creators of the qualifications' ecosystem. For academic institutions, the PS urged them to proactively register all their qualifications and upload their graduate records into the National Qualifications Database. For industry captains, the PS urged them to partner with KNQA to define standard learning outcomes, provide workplace learning opportunities, and shape the qualifications of today and tomorrow. For the international players and development partners, the PS welcomed their expertise and support, which has been invaluable in the development of tools like RPL, the Micro-credentials Framework, and referencing the ACQF. The PS invited all existing partners to continue investing in Kenya's digital infrastructure and quality assurance systems to make our Qualifications Framework model a benchmark for the region.

Finally, the PS observed that there is a need to strategically position KNQA within the government structure to effectively coordinate and harmonise qualifications across all line ministries.





d) Mr. Amos Gathecha – Deputy Head of the Public Service

The Keynote Remarks by the Chief Guest, the Chief of Staff and Head of the Public Service, Mr. Felix Koskei, were given by the Deputy Head of the Public Service, Mr. Amos Gathecha. Mr. Gathecha noted that the conference convenes at a pivotal moment as the country prepares to mark Madaraka Day under the unifying national theme "Education, Skills, and the Future," which reminds us that the enduring strength of our nation lies in the capabilities, creativity, and competitiveness of our people. In this regard, he emphasized that the KNQF is not merely an education reform tool but a strategic national framework for advancing socio-economic stability, equitable access to education and training, inclusive growth, and the realisation of Kenya's Bottom-Up Economic Transformation Agenda (BETA) and Vision 2030 aspirations of becoming a globally competitive,

knowledge-driven middle-income economy.

Mr. Gathecha called for the institutionalisation of RPL in the Public Service as a means of recognising competencies and skills that one has attained in informal and non-formal sectors. Similarly, he called on the Public Service to lead from the front in terms of clear articulation of our qualifications as provided in the National Qualifications Framework, which provides a single point of reference for progression. In this regard, Mr. Gathecha urged the Kenya National Qualifications Framework to work collaboratively with the Public Service Commission to safeguard the integrity of the Kenyan workforce through alignment of regulatory oversight with recruitment standards. This collaboration between KNQF and PSC would create a closed-loop system that eliminates the possibility of fraudulent credentials entering the public sector.

Mr. Gathecha further acknowledged the observations of the PS regarding the positioning of KNQA under SDTVET and welcomed the possibility that KNQA could be transferred to the Executive Office of the President.

Finally, Mr. Gathecha joined the Cabinet Secretary for Education in officially declaring the 1st National Qualifications Conference 2026 open.



Key Takeaways from the Opening Session and Opening Remarks

Key takeaways synthesized from the opening remarks include:



Significant Milestones Achieved in KNQF Implementation – Over the past decade, KNQA has anchored 72 Qualification Awarding Bodies (QABs), registered over 2,600 national qualifications, and digitized records of more than 600,000 graduates on the National Qualifications Database (NQD).



The Conference as a Strategic Reflection Point – The Conference provided a platform to reflect on a decade of the KNQF, take stock of progress and lessons learnt, and reimagine the future of qualifications in Kenya for the next decade.



KNQF as a Strategic National Framework Beyond Education – The KNQF is not merely an education reform tool but a strategic framework for advancing socio-economic stability, inclusive growth, Kenya's Bottom-Up Economic Transformation Agenda (BETA), and Vision 2030.



Qualifications Must Align with Industry and Labour Market Needs – Qualifications must "speak the language of industry," requiring labour market intelligence in qualification design, competency-based education, and stronger partnerships between training institutions and employers to bridge the gap between lecture halls and factory floors.



Stakeholder Co-creation is Essential – An NQF is only as strong as the ecosystem that supports it. All stakeholders, academic institutions, industry, regulators, government, and development partners, must be co-creators of the qualifications ecosystem through registration of qualifications, updating of graduate records, defining learning outcomes, and providing workplace learning opportunities.



Stakeholder Co-creation is Essential – An NQF is only as strong as the ecosystem that supports it. All stakeholders, academic institutions, industry, regulators, government, and development partners, must be co-creators of the qualifications ecosystem through registration of qualifications, updating of graduate records, defining learning outcomes, and providing workplace learning opportunities.



Proposal to Strengthen KNQA's Institutional Positioning – There is a need to strategically position KNQA within the government structure to effectively coordinate and harmonise qualifications across all line ministries, including the possibility of transferring KNQA from the State Department for TVET to the Executive Office of the President.

SESSION 1: **REFLECTING ON KNQF IMPLEMENTATION-GOVERNANCE, POLICY AND PRACTICE 10+ YEARS LATER**

This session takes stock of over a decade of implementing the Kenya National Qualifications Framework (KNQF), examining the evolution of its governance structures, policy milestones, and practical applications. It offers a critical reflection on achievements, challenges, and lessons learned to inform the next phase of qualifications system development in Kenya.

2.2.1 Keynote Address 1: Architecting Trust in Skills and Qualifications: The Historical Evolution and Global Positioning of the KNQF

Moderator- *Debarl Inea, MC*

Presenter: *Hon. Dick Oyugi Maungu, Chairperson of the National Assembly's Public Investments Committee representing Hon. Julius Melly, Chairperson of the Departmental Committee on Education*

Discussants



Dr. Esther Thaara Muoria, PhD, CBS - Principal Secretary, State Department for TVET



Dr. Juma Mukhwana, PhD, CBS - Principal Secretary, State Department for Industry



Dr. Beatrice Inyangala, PhD - Principal Secretary, State Department for Higher Education



Mr. Shadrack Mwadime, CBS - Principal Secretary, State Department for Labour and Skills Development



Amb. Prof. Julius Kibet Bitok, PhD, CBS - Principal Secretary, State Department for Basic Education



Prof. Fanuel Tagwira - Permanent Secretary, Ministry of Higher and Tertiary Education Innovation Science and Technology Development, Zimbabwe

This keynote address examined the historical evolution and global positioning of the Kenya National Qualifications Framework (KNQF), presenting hard truths and urgent challenges that must be addressed. The following are the key takeaways:

Qualifications are the currency of opportunity. Qualifications are not just documents but the currency of opportunity, and the architecture built around them will determine the future of millions of Kenyans.

A binding RPL scale-up action plan is needed. The 'Jua Kali' economy and Recognition of Prior Learning require a binding RPL scale-up action plan, functional RPL assessment centres, and clear articulation pathways from informal to formal qualifications.

CBC alignment with downstream education is urgent. Downstream education and training for CBE learners, such as TVETs and universities, are not yet aligned with the CBC curriculum, posing an urgent need for alignment.

Diaspora remittances are Kenya's largest source of foreign exchange. However, many Kenyans seeking to work abroad face challenges because their qualifications are not mutually recognised in destination countries.



Returning Kenyans face qualification mapping challenges. Kenyans returning home have found that their foreign qualifications are not easily mapped onto the local qualifications framework, underscoring the important role played by KNQA.

Bilateral and mutual recognition agreements must be accelerated. Priority should be given to the United States, the United Kingdom, Gulf countries, and EAC member states, which have been identified as Kenya's primary diaspora corridors.

2.2.2 Keynote address 2: National Qualifications Framework as a Tool for Inclusion and Regional Integration

Moderator: Prof. Mike Kuria, CEO, Commission for University Education

Presenter: Ms. Maria Rosenstock, Senior Human Capital Development Expert, European Training Foundation

Panellists:



Ms. Nadia Starr – CEO, South Africa Qualifications Authority (SAQA)



Dr. Alice Kande – CEO, Kenya National Qualifications Authority (KNQA)



Ms. Mercy Ngoma – CEO, Zambia Qualifications Authority (ZAQA)



Dr. Hardson P. Kwandayi - Director Accreditation and Academic Institutional Audits in the Zimbabwe Council For Higher Education (ZIMCHE)

This keynote address focused on the role of National Qualifications Frameworks (NQFs) in advancing inclusion, learner mobility, regional integration, and trust within qualifications systems. The following key takeaways were discussed:

NQFs are strategic instruments beyond regulation – Qualifications frameworks should not only regulate education and training systems but also function as strategic instruments for social inclusion, labour mobility, lifelong learning, and regional cooperation.

Significant progress has been achieved globally and regionally – In spaces where RPL systems have been piloted, individuals have successfully progressed into employment and further learning opportunities. Where flexible learning pathways have been introduced, more learners have gained access to education and training.

Move from "islands of good practice" to integrated systems – Stakeholders were challenged to move from isolated good practices toward fully institutionalised and integrated qualifications systems that operate at scale.

Qualifications systems face growing global pressure – Rapidly changing labour markets, technological transformation, and increasing human mobility require qualifications systems to support portability, recognition, and comparability of qualifications across borders.

Trust is fundamental to recognition – Trust in qualifications and credentials requires transparent standards, credible quality assurance systems, clear qualifications levels, and reliable recognition mechanisms to strengthen confidence across jurisdictions.

A "common language" for qualifications systems is needed – Mechanisms for strengthening comparability and integration include referencing NQFs to the ACQF, developing common level descriptors based on learning outcomes, strengthening quality assurance principles and systems, establishing qualifications registers, and promoting peer learning networks.

Inclusion, recognition, and trust are central pillars – Recognition creates opportunity, trust enables mobility, and inclusive qualifications systems contribute to stronger and more equitable societies.

Qualifications systems must serve vulnerable populations – Systems must remain accessible, flexible, learner-centred, and responsive to the needs of vulnerable and marginalised populations.

NQFs have evolved beyond regulatory instruments – NQFs now serve as critical tools for inclusion, labour mobility, lifelong learning, and regional integration.

Future systems must be flexible, trusted, interoperable, and learner-centred – Strengthening recognition, inclusion, and regional cooperation will be essential in building qualifications systems that support equitable access to opportunities, workforce mobility, and sustainable socio-economic development.



2.2.3 Keynote address 3: Harmonizing standards, Empowering futures: Qualification frameworks as catalysts for global collaboration

Moderator: Dr. David Katiambo, State Department for Diaspora Affairs

Presenter: Professor Massamba Diouf, Executive Secretary of the National Authority for Quality Assurance in Higher Education, Research and Innovation of Senegal

Panellists:

Panellists:



Dr. James Njogu, HSC - Ag. CEO,
Kenya National Commission for
UNESCO (KNATCOM)



Nicholas Ouma - Senior
Youth Advisor, AU
Commission



Prof. Meshack Obonyo -Senior
Principal for Exchange, Linkages, and
Partnerships Inter-University Council
for East Africa (IUCEA)

This keynote focused on the growing importance of harmonizing qualifications frameworks within Africa and globally in response to increasing academic mobility, labour migration, and the transformation of skills and professions. The following key takeaways were highlighted.

Qualification systems remain fragmented and nationally confined – While education and labour markets are increasingly transnational, many qualification systems remain fragmented and nationally confined, creating challenges in recognition, comparability, and trust across borders.

Harmonization is not standardization – Harmonization seeks to establish a common language based on learning outcomes while preserving national identities and educational sovereignty. Comparability and mobility can be achieved without eliminating national diversity.

Harmonization is a continental integration agenda – In the African context, harmonization aligns with frameworks such as Agenda 2063, the Continental Education Strategy for Africa, the African Continental Free Trade Area, and the Addis Ababa Convention.

The African Continental Qualifications Framework (ACQF) is a reference mechanism – The ACQF is intended to facilitate comparability and recognition among African states without replacing national systems.

Strong NQFs are foundational for harmonization – Harmonization cannot succeed without strong and well-governed national frameworks linked to credible quality assurance systems. NQFs serve as translation and interface tools connecting TVET, higher education, continuing education, regional frameworks, and international systems.

Recognition is built on trust, and trust depends on quality – Quality assurance agencies, regional quality assurance initiatives, and legal recognition instruments such as the Addis Ababa Convention are critical pillars for effective harmonization and mobility.

Practical pathways for operationalizing harmonization exist – These include alignment of qualification level descriptors, development of interoperable and digitized qualifications registers, strengthening of quality assurance systems, and investment in institutional capacity and governance.

Kenya should strategically position itself within continental frameworks – KNQA was encouraged to participate in African networks, share best practices, and support countries with emerging or fragile qualifications frameworks.

Ratification of the Addis Ababa Convention is essential – African countries, including Kenya, were urged to ratify and operationalize the Addis Ababa Convention to strengthen recognition systems and give practical meaning to continental harmonization efforts.

Harmonization is strategic infrastructure for trust and mobility – Harmonization of qualifications frameworks is not merely a technical undertaking but a strategic infrastructure for trust, mobility, continental integration, and global competitiveness.



SESSION 2: **INDUSTRY ALIGNMENT, EMPLOYABILITY AND LABOUR MOBILITY**

This session explored how Kenya's qualifications system can be strategically aligned with industry needs to enhance graduate employability and facilitate seamless labour mobility, both within the country and across the region. Discussions focused on bridging the gap between education and work, strengthening employer engagement, and leveraging mutual recognition of qualifications to support a responsive and dynamic workforce

DAY 2: WEDNESDAY 13TH MAY 2026

2.3.1 Keynote Address 4: From Qualifications to Jobs – Building African Skills Systems for Employability, Mobility and Lifelong Learning

Moderator: Prof. Maurice O. Okoth - University of Eldoret

Presenter: Ms. Caroline Njuki, Chief Technical Advisor at the International Labour Organization (ILO)

Panellists:



Dr. Wanjiru Kariuki –
Secretary, State Department
for Labour



Eng. Joseph Njau –
Member of Council, KNQA



Mrs. Jacqueline Mugo, EBS –
CEO Federation of Kenya
Employers (FKE)



Dr. Makhapa Makhafola - COO,
South African Qualifications
Authority (SAQA)

This keynote address focused on the critical transition from qualifications to meaningful employment, emphasizing that qualifications frameworks must go beyond certification and become instruments for employability, productivity, mobility, and lifelong learning. The session underscored the importance of aligning qualifications with labour market realities, technological advancements, and evolving workforce demands within Kenya and across Africa. The following key takeaways emerged.

The key challenge is whether qualifications lead to decent work – While Kenya has made significant progress in institutionalising the KNQF, the key challenge now lies in determining whether qualifications are effectively enabling learners to access decent work and economic opportunities. Qualifications should function as bridges linking learning to livelihoods, skills to productivity, and competence to opportunity.

Many African countries face high youth unemployment despite trained graduates – High youth unemployment across Africa reveals a persistent disconnect between education systems and labour market demands.

Shift from a "supply mindset" to a "transition mindset" is needed – Rather than merely counting the number of graduates produced, institutions and policymakers should focus on learning outcomes, including whether learners secure employment, improve incomes, formalise their skills, or access further learning opportunities.

Labour market intelligence systems must guide qualifications design – Labour market intelligence must guide qualifications design and review processes to ensure that curricula and competencies remain relevant to current and future economic needs.

Employers must move beyond symbolic involvement – Employers must actively participate in curriculum development, assessment, workplace training, and validation of competencies through CBET, apprenticeships, internships, mentorship, and workplace learning.

RPL is essential for recognising informal sector skills – Kenya's efforts in operationalising the RPL framework to recognise and certify informally acquired skills were commended, but RPL systems must maintain credibility through quality assurance, trained assessors, and recognised standards.

Lifelong learning is essential in response to global transformations – Digital transformation, climate change, artificial intelligence, and changing labour markets require flexible learning pathways, modular training, micro-credentials, credit accumulation systems, and digital credentials for continuous upskilling and reskilling.

Implementation gap exists between policy and practice – Although Kenya has developed strong policies including the National Skills Development Policy and frameworks for career guidance and industry linkages, implementation remains insufficient.

Persistent mismatch between qualifications and workplace expectations – Employers highlighted the persistent mismatch between graduates' qualifications and workplace expectations, especially in relation to practical and soft skills.

Stronger collaboration is needed – Stronger collaboration among government institutions, employers, workers' organisations, qualifications authorities, and training providers is required to ensure that qualifications systems contribute directly to employability, inclusion, decent work, and national development.



2.3.2 Keynote Address 5: Designing Future-Ready Qualifications – Competency-Based Systems and Emerging Skills for National Growth

Moderator: Dr. Alice Kande, PhD - CEO, KNQA

Presenter: Prof. Charles Ong'ondo - CEO, Kenya Institute of Curriculum Development (KICD)

Panellists:



Prof. Kisilu Kitainge -
CEO, (TVET CDACC)



Prof. Mike Kuria - Commission
Secretary/CEO, Commission for
University Education (CUE)



Dr. David Njengere, PhD,
MBS - CEO, Kenya National
Examinations Council (KNEC)



Mr. Timothy Katiambo -
Ag.CEO, Technical and
Vocational Education and
Training Authority (TVETA)



Prof. Nicholas Letting, PhD, EBS, HSC -
CEO, Kenya Accountants and Secretaries
National Examinations Board (KASNEB)

This keynote address explored the need to redesign qualifications systems to respond to emerging economic, technological, and social transformations. The session focused on how competency-based qualifications, future-oriented skills, and flexible learning systems can strengthen national growth, productivity, and competitiveness. Key Takeaways from the session include:

Qualifications are strategic tools for economic transformation – Qualifications should no longer be viewed merely as certificates but as strategic tools for economic transformation, innovation, and social empowerment.

Shift from knowledge-based to competency-based systems – The future of education lies in validating competencies rather than merely testing theoretical knowledge, requiring qualifications systems to focus on what learners can practically demonstrate rather than what they can memorize.

Future-oriented skills must be integrated into qualifications – These include digital skills (AI, data analysis, e-commerce), green economy competencies (renewable energy, sustainable development), human-centred skills (critical thinking, communication, collaboration, creativity, emotional intelligence), and entrepreneurial skills (innovation, financial literacy).

Qualifications frameworks must support lifelong learning – RPL, micro-credentials, modularized learning, and flexible progression pathways enable learners to enter and exit training systems flexibly while accumulating competencies over time.

Labour market intelligence is critical – Integration of labour market intelligence into curriculum design and qualifications review processes ensures that training remains responsive to industry demands.

Digital transformation enhances trust and transparency – Secure digital credentials, national qualifications databases, e-certification systems, and real-time labour market information systems strengthen trust and improve recognition and verification of qualifications.

Modular approaches are being adopted in Kenya – Curriculum development in Kenya is increasingly adopting modular approaches that allow learners to specialize in specific occupational competencies, alongside e-assessment, digital certification, and formative assessment methods.

Assessment systems must prioritize practical competence – Assessment systems must prioritize practical competence and continuous evaluation rather than purely summative examinations.

Competency-based education should nurture talent – Education systems should be enabling rather than restrictive, nurturing learners' talents, supporting interdisciplinary learning, and recognizing prior learning and work experience.

Strong partnerships are essential – Strong partnerships among regulators, industry, training institutions, and policymakers are needed to create qualifications systems that are inclusive, future-ready, globally competitive, and aligned to national development priorities.



2.3.3 Keynote Address 6: Expanding Access and Inclusion – Building Flexible and Lifelong Learning Pathways through Micro-Credentials

Moderator: Dr. Carol Hunja, SA –State Department for Higher Education and Research (SDHER)

Presenter 1: Mr. Albert Okal – Skills & Lifelong Learning Specialist (ILO)

Presenter 2: Ms. Winnie Karanu - AI Skills Director (Microsoft) - Shaping Kenya's Foundational Digital and AI Literacy Micro-Credential

Panellists:



Eduarda Castel Branco -
Expert in lifelong learning
& qualifications systems,



Dr. Purity Ngina – CEO, National
Gender Equality Commission
(NGEC)



Mr. Sunil Kumar- CEO,
Dataflow Group

This keynote address focused on the growing importance of micro-credentials and flexible learning pathways in expanding access, inclusion, employability, and lifelong learning opportunities. The session highlighted how micro-credentials are increasingly becoming important tools for responding to changing labour market demands, technological disruption, and skills development needs. The following key takeaways emerged.

Micro-credentials are formally recognized certifications – Unlike traditional qualifications, micro-credentials are shorter, more flexible, and highly targeted to specific competencies and labour market needs, validating specific skills, competencies, and learning achievements.

Micro-credentials support reskilling and upskilling – They are particularly valuable for workers and professionals who require continuous learning opportunities while balancing employment and personal responsibilities.

Employers increasingly value micro-credentials – International studies show that employers appreciate micro-credentials, particularly in information technology, business, finance, and education, because they help workers acquire targeted technical and soft skills in a timely manner.

Unregulated micro-credential providers pose risks – The rapid growth of unregulated providers may undermine quality assurance and trust in micro-credentials.

Integration into NQFs enhances credibility – Integrating micro-credentials into national qualifications frameworks enhances their credibility, portability, and recognition through alignment with learning outcomes, credit values, and qualifications framework levels.

Micro-credentials complement Recognition of Prior Learning – While RPL recognises existing competencies, micro-credentials can complement RPL by helping learners fill identified competency gaps, supporting flexible and inclusive learning pathways.

Equity and inclusion concerns must be addressed – While micro-credentials can improve access for youth, women, informal workers, refugees, and marginalised groups, unequal digital access, inadequate information, and lack of quality assurance could exacerbate exclusion.

Urgent need for digital and AI literacy micro-credentials in Kenya – Kenya needs to develop foundational digital and AI competencies to remain competitive in the global economy, as many workers lack formal recognition of their digital competencies.

AI-related skills are in growing demand – The session highlighted the growing demand for AI-related skills and the need to embed digital literacy into national qualifications systems.

Collaborative partnerships are essential – Stronger quality assurance mechanisms, integration into the KNQF, and collaborative partnerships among government, industry, technology companies, and education providers are needed to ensure micro-credentials contribute effectively to employability, inclusion, and lifelong learning.





SESSION 3: **QUALITY AND TRUST; STRENGTHENING QUALITY ASSURANCE SYSTEM FOR RELEVANT AND CREDIBLE QUALIFICATIONS**

This session examined the critical role of robust quality assurance systems in fostering trust and credibility across Kenya's qualifications landscape. Discussions focused on enhancing accreditation mechanisms, strengthening oversight frameworks, and promoting continuous improvement to ensure that qualifications remain relevant, reliable, and responsive to both national and regional demands.



During the session, delegates and stakeholders convened in various breakout rooms, each of which hosted focused discussions aligned with the distinct themes as below:

2.4.1 Theme 1: Lifelong Learning, Recognition of Qualifications and Flexible Learning Pathways

Moderator: Dr. Paul Wanyeki, Technical and Vocational Education and Training Authority (TVETA)

This breakout session focused on emerging trends, policy developments, and implementation challenges relating to lifelong learning, Recognition of Prior Learning (RPL), learner mobility, refugee inclusion, micro-credentials, modular learning, and flexible qualification pathways. The session emphasized the growing importance of inclusive qualifications systems capable of recognising competencies acquired through formal, informal, and non-formal learning while supporting employability, labour mobility, progression, and lifelong learning. The discussions further highlighted the role of the Kenya National Qualifications Framework (KNQF), the African Continental Qualifications Framework (ACQF), and related policy frameworks in promoting transparency, comparability, portability, and recognition of qualifications across sectors and countries. Six presentations were delivered during this session. The following key takeaways were identified:

RPL is essential for recognising informal sector competencies – A significant proportion of Kenya's workforce operates within the informal sector and possesses practical competencies without formal certification, limiting access to employment opportunities, career progression, and further education pathways. RPL was identified as an important mechanism for recognising workplace experience and informal learning while supporting workforce mobility and inclusion.

RPL implementation faces multiple challenges – Key challenges include low public awareness, shortage of trained RPL practitioners, limited employer acceptance of RPL certification, high assessment costs, and limited operational RPL centres. Recommendations included strengthening awareness creation, professionalisation of RPL assessors, operationalisation of RPL centres, and improving accessibility of RPL systems.

Inclusive assessment systems are needed for vulnerable groups – There is a need for inclusive and flexible assessment systems that support women, persons with disabilities, and learners with special learning needs, including reasonable adjustment practices and internationally comparable qualifications.

South Africa's RPL experience offers valuable lessons – The "6P Model of RPL" comprising Policy, Procedure, Practices, Provision, Psychology, Philosophy, and Pedagogy was introduced. A digital RPL portal demonstrated how technology can support candidate profiling, qualification matching, assessment, and quality assurance.

Refugee teachers face significant recognition barriers – Refugee teachers contribute importantly to educational continuity, psychosocial support, inclusive learning environments, and girl-child education. However, they face barriers including lack of qualification recognition, limited teacher registration pathways, low remuneration, weak professional development systems, and documentation barriers affecting registration with the Teachers Service Commission (TSC).

KCATS implementation readiness remains low – Although awareness of the Kenya Credit Accumulation and Transfer System (KCATS) exists, implementation readiness remains low due to inadequate staff training, weak institutional structures, absence of internal policies, limited digital systems for credit tracking, and insufficient operational capacity.

Micro-credentials offer flexible responses to labour market demands – Micro-credentials are short, competency-based certifications supporting upskilling, reskilling, lifelong learning, and flexible learning pathways. However, challenges include weak TVET-industry partnerships, inadequate policy frameworks, limited industry participation in curriculum development, and insufficient understanding of modular awards and micro-credentials.

Implementation gaps remain despite policy progress – Kenya has made significant progress in developing policy and regulatory frameworks supporting lifelong learning, learner mobility, and qualification recognition. However, implementation gaps remain in operationalisation of policies, institutional readiness, awareness creation, funding, digital systems, and stakeholder coordination.

RPL complements rather than replaces formal education – RPL creates progression pathways into formal education and lifelong learning opportunities, complementing rather than replacing formal education systems.

National micro-credentials framework is under development – Ongoing national discussions on development of a national micro-credentials framework in Kenya are progressing through stakeholder consultations and technical working groups.



2.4.2 Theme 2: Industry Linkages, Employability & Skills Development

Moderator: Prof. Danstone Lilechi (MMUST)

This session examined the relationship between Kenya's qualifications system and the world of work, focusing on how industry linkages can enhance graduate employability and skills development. Three presentations were delivered, followed by plenary discussions and breakout room deliberations. The following key takeaways came to light:

The fundamental problem is graduate irrelevance, not unemployment – Kenya's education system produces graduates who are irrelevant to the economy, raising the critical question of whether the system is creating graduates or economic creators.

A tripartite industry-community-institution nexus works – A case study from a National Polytechnic demonstrated success through a registered cooperative society where the community supplies raw materials, the institution adds value through training and processing, and industry supports marketing while sitting on governance boards as shareholders.

Institutions must transform into commercial hubs – Training institutions must shift from passive teaching centres into commercial hubs, moving from creating job seekers to creating job creators, where 20 to 30 percent of graduates become entrepreneurs capable of absorbing the rest into employment.

Refugee teachers face a vicious cycle of exclusion – A study of 927 refugee teachers across 49 schools in Garissa and Turkana counties found that refugee teachers demonstrate high levels of resilience and experience of 10 to 17 years, yet their highest qualification remains the Form Four certificate, trapping them in low-paid, unqualified status.

Female refugee teachers are disproportionately affected – Seventy-two percent of female refugee teachers hold only Form Four as their highest teaching qualification, with salaries as low as KSh 9,000 per month for over a decade and complete exclusion from career progression.

The problem is policy implementation, not policy absence – Existing tools including the Kenya Qualifications Framework and the Sherika Plan 2025–2036 already provide for RPL, but these provisions have never been implemented in refugee contexts, revealing a lack of synergy between regulatory bodies.

Youth restlessness may be a greater challenge than skills mismatch – An ILO-funded programme placed 1,564 youth, but a significant number left formal wage employment after only three to six months to start their own businesses, causing employers to become reluctant to take on new cohorts due to high retraining costs.

Women face additional barriers to placement – Women comprised only 40 percent of placements because employers cited risks related to childcare, night shifts, and the nature of certain jobs, despite wage support incentives.

A national student insurance framework is lacking – While some sites are regulated and students covered under institutional attachment policies, a national framework for student insurance during work-based learning is still missing.

Synergy between KNQA and TSC is required for refugee teacher recognition – There is no policy contradiction, as KNQA tools already exist, but TSC has its own employer regulations. Recognition requires synergy between the two bodies, followed by gap-filling through short courses rather than full diplomas.

Daycare infrastructure should be an accreditation requirement – The absence of daycare facilities for young mothers was identified as a significant barrier. KNQA and TVETA should make daycare infrastructure an accreditation requirement, especially for institutions offering short courses and micro-credentials.

Attachment should be replaced with mentorship from year one – Students are being pushed into industries that lack trained workplace mentors. A co-teaching model should be adopted where industry is involved from the beginning of the course, not just at the end.

Curriculum reform alone will not solve employability challenges – The most urgent need is not only to retool what young people learn but to understand and address why they leave jobs that they successfully obtained.



2.4.3 Theme 3: Lifelong Learning & Recognition of Qualifications

Moderator: Mr. Alberto Landim (ARES)

This breakout session focused on emerging trends, policy developments, and implementation challenges relating to lifelong learning, Recognition of Prior Learning (RPL), learner mobility, refugee inclusion, micro-credentials, modular learning, and flexible qualification pathways. The session emphasized the growing importance of inclusive qualifications systems capable of recognising competencies acquired through formal, informal, and non-formal learning while supporting employability, labour mobility, progression, and lifelong learning. The discussions further highlighted the role of the Kenya National Qualifications Framework (KNQF), the African Continental Qualifications Framework (ACQF), and related policy frameworks in promoting transparency, comparability, portability, and recognition of qualifications across sectors and countries. The following key takeaways emerged from the six presentations delivered during this theme:



RPL is essential for recognising informal sector competencies – A significant proportion of Kenya's workforce operates within the informal sector and possesses practical competencies without formal certification, limiting access to employment opportunities, career progression, and further education pathways. RPL was identified as an important mechanism for recognising workplace experience and informal learning while supporting workforce mobility and inclusion.

RPL implementation faces multiple challenges – Key challenges include low public awareness, shortage of trained RPL practitioners, limited employer acceptance of RPL certification, high assessment costs, and limited operational RPL centres. Recommendations included strengthening awareness creation, professionalisation of RPL assessors, operationalisation of RPL centres, and improving accessibility of RPL systems.

Inclusive assessment systems are needed for vulnerable groups – There is a need for inclusive and flexible assessment systems that support women, persons with disabilities, and learners with special learning needs, including reasonable adjustment practices and internationally comparable qualifications.

South Africa's RPL experience offers valuable lessons – The "6P Model of RPL" comprising Policy, Procedure, Practices, Provision, Psychology, Philosophy, and Pedagogy was introduced. A digital RPL portal demonstrated how technology can support candidate profiling, qualification matching, assessment, and quality assurance.

Refugee teachers face significant recognition barriers – Refugee teachers contribute importantly to educational continuity, psychosocial support, inclusive learning environments, and girl-child education. However, they face barriers including lack of qualification recognition, limited teacher registration pathways, low remuneration, weak professional development systems, and documentation barriers affecting registration with the Teachers Service Commission (TSC).

KCATS implementation readiness remains low – Although awareness of the Kenya Credit Accumulation and Transfer System (KCATS) exists, implementation readiness remains low due to inadequate staff training, weak institutional structures, absence of internal policies, limited digital systems for credit tracking, and insufficient operational capacity.

Micro-credentials offer flexible responses to labour market demands – Micro-credentials are short, competency-based certifications supporting upskilling, reskilling, lifelong learning, and flexible learning pathways. However, challenges include weak TVET-industry partnerships, inadequate policy frameworks, limited industry participation in curriculum development, and insufficient understanding of modular awards and micro-credentials.

Implementation gaps remain despite policy progress – Kenya has made significant progress in developing policy and regulatory frameworks supporting lifelong learning, learner mobility, and qualification recognition. However, implementation gaps remain in operationalisation of policies, institutional readiness, awareness creation, funding, digital systems, and stakeholder coordination.

RPL complements rather than replaces formal education – RPL creates progression pathways into formal education and lifelong learning opportunities, complementing rather than replacing formal education systems.

National micro-credentials framework is under development – Ongoing national discussions on development of a national micro-credentials framework in Kenya are progressing through stakeholder consultations and technical working groups.

2.4.4 Theme 4: Emerging Trends in the Qualifications Awarding System.

Moderator: Mr. Elias Gitau Nyeri National Polytechnic (NNP)

This session examined emerging trends shaping the qualifications awarding system, including the role of artificial intelligence in monitoring and quality assurance, the rise of micro-credentials and digital badges, the scaling of green skills, and AI-driven skills verification. The following key takeaways emerged from the five presentations delivered during this theme:



AI-powered competency monitoring can transform TVET – Current systems face challenges including manual processes, weak real-time monitoring, fragmented data, and poor credit transfer systems. An AI-powered competency monitoring system was proposed to enable real-time tracking, learning analytics, early identification of gaps, automated reporting, and RPL support.

AI can strengthen quality assurance and combat fraud – Key challenges include slow manual verification processes, rising credential fraud, reactive audit systems, and limited regulatory capacity. The AI CARE Framework (Artificial Intelligence Quality Assurance Regulatory Engine) was introduced to automate verification, enable risk-based auditing, and improve fraud detection, while ensuring that AI supports rather than replaces human decision-making.

Micro-credentials are disrupting traditional qualification systems – Kenya's large informal sector makes flexible recognition of skills increasingly important. Key disruptions include the rapid expansion of digital credential providers, employer preference for skills over traditional qualifications, and platform-based certifications. Recommendations included fast-tracking the national micro-credential policy, establishing a provider registry, strengthening KCATS, and aligning with continental frameworks.

Green skills development requires industry partnerships – Challenges in scaling green skills include shortages of trained solar technicians, weak industry-TVET linkages, low female participation, and skills mismatches. A case study from Rift Valley National Polytechnic demonstrated that strong industry partnerships improve employability and training relevance, with recommendations to scale the model nationally, promote gender-responsive training, and integrate entrepreneurship into technical education.

AI-driven skills verification can build employer confidence – Challenges such as non-standardized assessments, subjective grading, fragmented learner records, and low trust in verification systems can be addressed through a centralized system integrating AI assessment, digital portfolios, blockchain verification, and a national competency database. Recommendations included developing a national AI strategy for TVET, building digital learner portfolio systems, and strengthening digital literacy among trainers.



2.5 NETWORKING DINNER

On the evening of Tuesday, 13th May 2026, conference attendees proceeded to Ole Sereni for a dinner themed in vibrant African wear. The elegant dress code added a colorful and cultural touch to the evening, celebrating heritage and unity. Attendees donned a striking array of kitenge, kente, and other traditional attire, fostering a strong sense of cultural pride and creating a visually memorable atmosphere.

The dinner was officially called to order by welcoming remarks from the Director General of KNQA, followed by addresses from the Vice Chairperson of the KNQA Council and KNQA Board Chairperson. Their speeches set a reflective and celebratory tone for the evening. Key partners and sponsors also gave their remarks reaffirming their continued commitment to KNQA's vision.

A major highlight was a toast to 10 years of partnerships and collaborations, celebrating a decade of shared milestones and mutual growth in Kenya's qualifications framework. This was immediately followed by a second toast in honour of KNQA's newly achieved ISO certification, a testament to the Authority's adherence to global quality standards.



In a solemn and well-deserved moment of recognition, KNQA conferred a Recognition and Governance Honor upon its former Board Chairpersons in appreciation of their visionary leadership and stewardship. The honourees included: Dr. Kilemi Mwiria, Ms. Rosemary Njogu and Prof. Bonaventure Kerre. Each former Chairperson was presented with a commemorative plaque and a token of appreciation, accompanied by a short citation highlighting their key achievements during their tenure.

Following the formal recognitions, guests proceeded to a sumptuous dinner and an engaging networking session, where delegates, board members, partners, and sponsors shared insights on the future of qualifications frameworks in Kenya and beyond. The evening concluded on a high note of camaraderie, celebration, and renewed commitment to excellence.



SESSION 4: EMERGING TRENDS IN QUALIFICATIONS, DIGITALIZATION DIGITAL TRANSFORMATION AND DATA SYSTEMS IN QUALIFICATIONS

This session delved into the transformative role of digital technologies in modernizing qualifications systems, from secure digital credentials to interoperable data platforms. Discussions addressed emerging trends in qualifications around an increasingly connected world.

2.6.1 Keynote address 7: Greening Qualifications and tapping into AI potential for future-ready skills

Moderator: Mr. Jessy Maruti, CEO ICT Authority

Presenter: Ms. Eduarda Castel Branco - Senior Expert in Qualifications and Skills Intelligence

Panellists:



HE Ambassador Phillip Thigo, MBS – Office of President, Special Envoy on Technology



Ms. Anne Kamonjo – State Department for Technical, Vocational Education and Training, Director Greening TVETS



Ms. Winnie Karanu – AI Skills Director at Microsoft



Dr. Zephania Opati - Ag. Dean School of Business, Riara University



Dr. Edwin Tarno, PhD - CEO, Kenya School of TVET (KSTVET)

The seventh keynote address examined the intersection between green skills development, artificial intelligence, and future-ready qualifications systems. The session explored how qualifications systems can respond to global transformations driven by AI, climate change, green economy transitions, and technological disruptions. The following ten key deliberations and takeaways emerged from the presentation and panel discussions.

The world is undergoing profound transformation – Rapid advancement of frontier technologies, geostrategic competition, demographic shifts, and climate-related challenges are redefining labour markets and creating demand for new categories of skills and competencies.

AI skills are no longer limited to technology occupations – AI capabilities are increasingly required across all industries and professions, yet education and training systems are lagging behind the pace of AI transformation, creating an urgent need for reforms.

Two dimensions of AI learning must be addressed – "Learning AI" (acquiring technical AI competencies) and "learning with AI" (using AI tools responsibly) are both essential, supported by human-centered approaches that prioritize ethics, safety, privacy, and critical thinking.

Green skills shortages are increasing globally – The transition toward green economies is creating significant employment opportunities in renewable energy, circular economy, sustainable agriculture, green construction, transport, tourism, and conservation, but skills shortages require urgent investment.

Qualifications systems must integrate green competencies – Transversal, sector-specific, and highly specialized green competencies should be embedded into qualifications systems, drawing on international frameworks from UNESCO, the European Union, and the World Economic Forum.

Education institutions must be greened – Sustainability, environmental stewardship, and climate resilience should be integrated into curricula, institutional management, and learning practices, supported by UNESCO's Green School Quality Standards.

Kenya is developing AI governance frameworks – Ongoing efforts include the Artificial Intelligence Policy 2026 and implementation of the Data Protection Act 2019 to promote local data sovereignty and responsible AI use.

Africa must move beyond being a source of raw materials – The continent should strategically position itself within global AI and green economy value chains through regional cooperation via the African Continental Free Trade Area (AfCFTA) and continental policy alignment.

Digital infrastructure has environmental implications – Data centres require significant energy and water resources, highlighting the need to balance technological advancement with environmental sustainability in AI deployment.

Qualifications systems must become more agile and competency-based – Stronger investment is needed in green skills, AI literacy, digital transformation, labour market intelligence, and international collaboration to position Kenya's qualifications system competitively within the global knowledge economy.

Thereafter, delegates and stakeholders participated in a series of breakout rooms, where parallel discussions were held on the following thematic areas:



2.6.2 Break out Room 1: Artificial Intelligence Fluency

Moderator: Ms. Becky Abraham (Pathways/ Microsoft)

The breakout session on Artificial Intelligence Fluency explored the growing importance of AI in shaping education, workforce competencies, and qualification systems. The discussion emphasized that AI is no longer a specialized domain but a transformative technology requiring integration across all levels of learning and training. The following seven key deliberations and takeaways emerged from the session.

AI fluency is a core competency for the future workforce – AI is no longer optional; it is a fundamental skill that must be integrated across all levels of education and training.

Demand is growing for both technical and human-centered skills – The workforce requires technical competencies such as data analysis and machine learning alongside human-centered skills including critical thinking, creativity, and ethical decision-making.

Continuous reskilling and upskilling are essential – As AI systems become more integrated into workplaces, workers will need ongoing training to adapt to evolving job roles and technological changes.

Ethical concerns must be addressed through governance frameworks – Issues including bias in AI systems, misinformation, data privacy, and cybersecurity risks require strong governance and human oversight to promote accountability and trust.

AI integration into education must balance innovation with ethics – While AI tools support personalized learning, assessment, and research, concerns about overreliance and academic integrity must be carefully managed.

AI competencies should be incorporated into national qualifications frameworks – Structured learning pathways, recognition of micro-credentials, and flexible learning options are needed to prepare a future-ready workforce.

Effective prompting is a critical skill for optimal AI use – Users must learn to ask precise and structured questions to achieve optimal AI outputs while maintaining critical human judgment.



2.6.3 Theme 2: Industry Linkages, Employability & Skills Development

Moderator: Dr. Peter Wekesa (KNQA)

This session explored how Kenya's qualifications system can be strategically aligned with industry needs to enhance graduate employability and facilitate seamless labour mobility. Two presentations were delivered, focusing on career guidance systems and the effectiveness of Competency-Based Education and Training (CBET) programmes in addressing Kenya's skills mismatch challenge. The following key takeaways emerged from the session:

CBET improves practical skills but faces implementation gaps – While students have shown improved practical skills acquisition, significant gaps remain in assessment alignment, training resources, instructor feedback, and industry linkages.

Weak industry linkages undermine employability – Without deliberate and structured linkages between polytechnics and employers, CBET risks producing graduates who are competent in theory but not ready for the labour market.

The gap is in governance, not policy – Kenya is not starting from scratch; the policies already exist. The critical gaps lie in the delivery mechanism, governance structure, and structural embedding within the KNQF.

Policy exists but delivery is missing – Kenya has a National Career Guidance Policy (2023) and Guidelines (2024), but these assign KNQA only a technical standard-setting role with no operational delivery mechanism, no practitioner training framework, and no system for citizens to access career guidance.



2.6.4 Theme 5: Digital Transformation, Data Systems and National Qualifications Register

Moderator: Mr. Vincent Koech, KNQA

The presentation focused on the need for a digital infrastructure that supports real-time verification of qualifications and portable credentials. It highlighted that current verification processes are often manual, fragmented, and time-consuming, with institutions keeping records in isolated systems that do not easily communicate with one another.

The key deliberations were as follows:

Current credential verification processes remain largely manual and may take several days or weeks to complete, affecting efficiency in recruitment, admissions, learner mobility, and qualifications recognition.

Institutions hold valuable learner and graduate data, but most of this information remains in institutional silos, making it difficult for employers, regulators, and other institutions to verify credentials in real time.

The presentation proposed a digital verification infrastructure where data remains under the authority of the issuing institution, while third parties such as employers, regulators, and other institutions can verify authenticity through a secure and trusted system.

The model emphasized that institutions should remain the source of truth for the data they generate, while the national system supports verification, portability, and trust without necessarily altering or taking ownership of institutional records.

Participants noted that real-time verification would reduce delays, improve administrative efficiency, support faster decision-making, and reduce risks associated with fake, altered, or unverifiable qualifications.

The discussion highlighted the importance of data protection, access controls, consent of the credential holder, and compliance with existing legal and regulatory frameworks.

Concerns were raised on interoperability, especially because universities, TVET institutions, professional bodies, and other education providers use different data structures and digital systems.

Participants emphasized the need for common identifiers, standard data formats, and agreed verification parameters such as certificate numbers, admission numbers, national identification numbers, and other unique identifiers.

The discussion further noted the need to classify and understand different types of qualification fraud before designing digital solutions, so that the system responds to actual verification risks.

It was proposed that similar digital verification proposals presented during the conference be consolidated, validated, and refined into a stronger national model that can support the National Qualifications Register.



2.6.5 Theme 6: Quality Assurance and Relevance

Moderator: Prof. Anne Assey, University of Nairobi (UoN)

Presentation delved into strengthening quality assurance to Enhance Relevance in Digital-Green Transitions

Key takeaways from this session were as follows:

Current QA and TVET systems are slow and rigid – Existing quality assurance systems are not keeping pace with rapidly evolving labour market demands, particularly for emerging hybrid skills that combine digital and green competencies.

Demand for digital and green skills is rising – There is growing need for digital skills (data, cloud, cybersecurity) and green skills (renewable energy, sustainability, energy efficiency), but current systems struggle to certify, recognise, and track these competencies effectively.

Gaps exist in alternative learning pathways – The certification and recognition of competencies acquired through micro-credentials, Recognition of Prior Learning (RPL), and workplace-based learning remain weak and underdeveloped.

QA reform is urgently needed – Quality assurance frameworks must be reformed to become more competency-based, digitally enabled, flexible, and industry-driven.

Faster accreditation and digital verification are required – Accelerated accreditation processes and trusted digital verification mechanisms are essential to support responsive qualifications systems.

Stronger employer involvement is critical – Employers must play a more active role in shaping quality assurance systems to ensure that qualifications remain relevant to industry needs.

The digital-green transition demands action – Kenya's qualifications system must adapt to support the twin transitions of digitalisation and green economy transformation, or risk producing graduates with obsolete or mismatched skills.

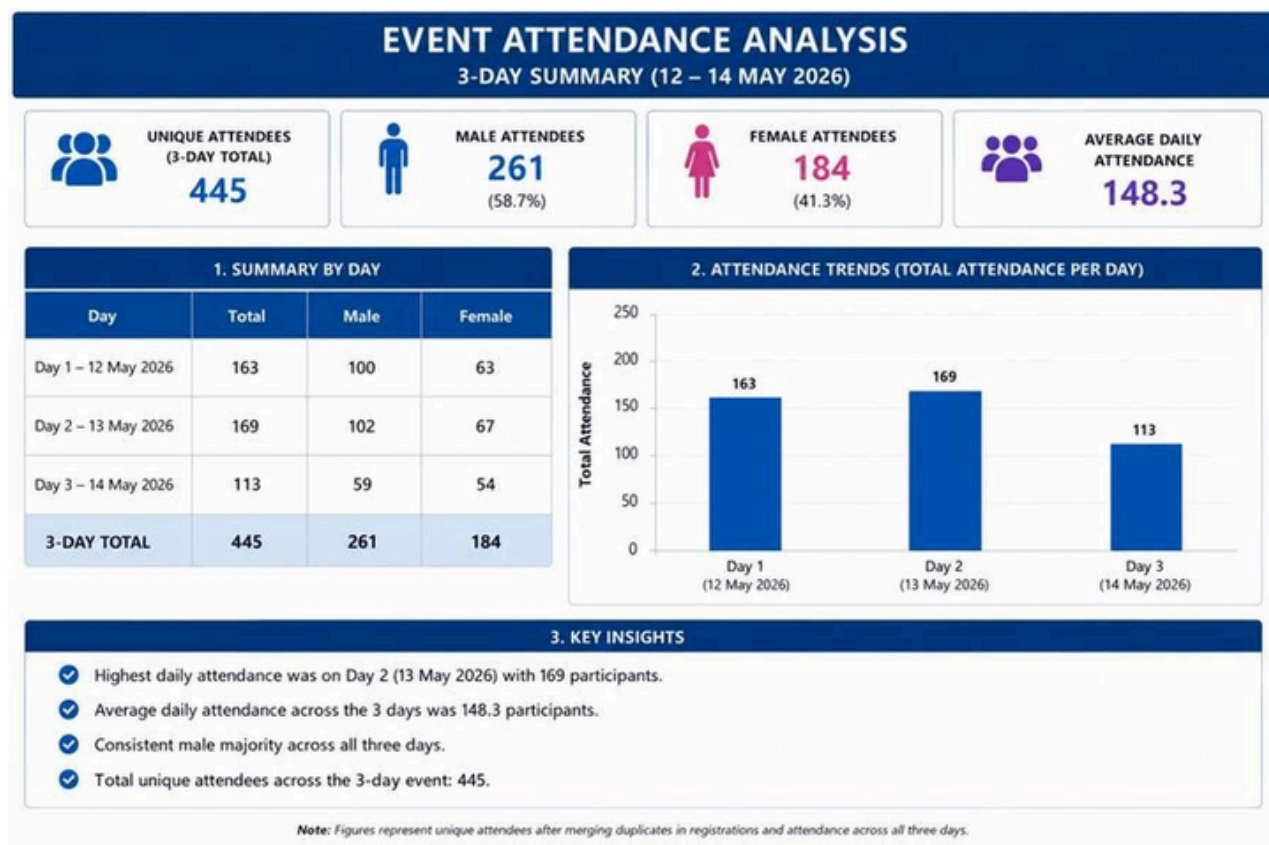
2.7 Closing Ceremony

At the end of the three-day Conference, Hon. Kiptis, the KNQA Council Chairperson presented several key reflections and highlights from the keynote speeches, presentations, panel discussions and plenary feedback during the Conference. Thereafter, Hon. Kiptis declared the Conference officially closed.



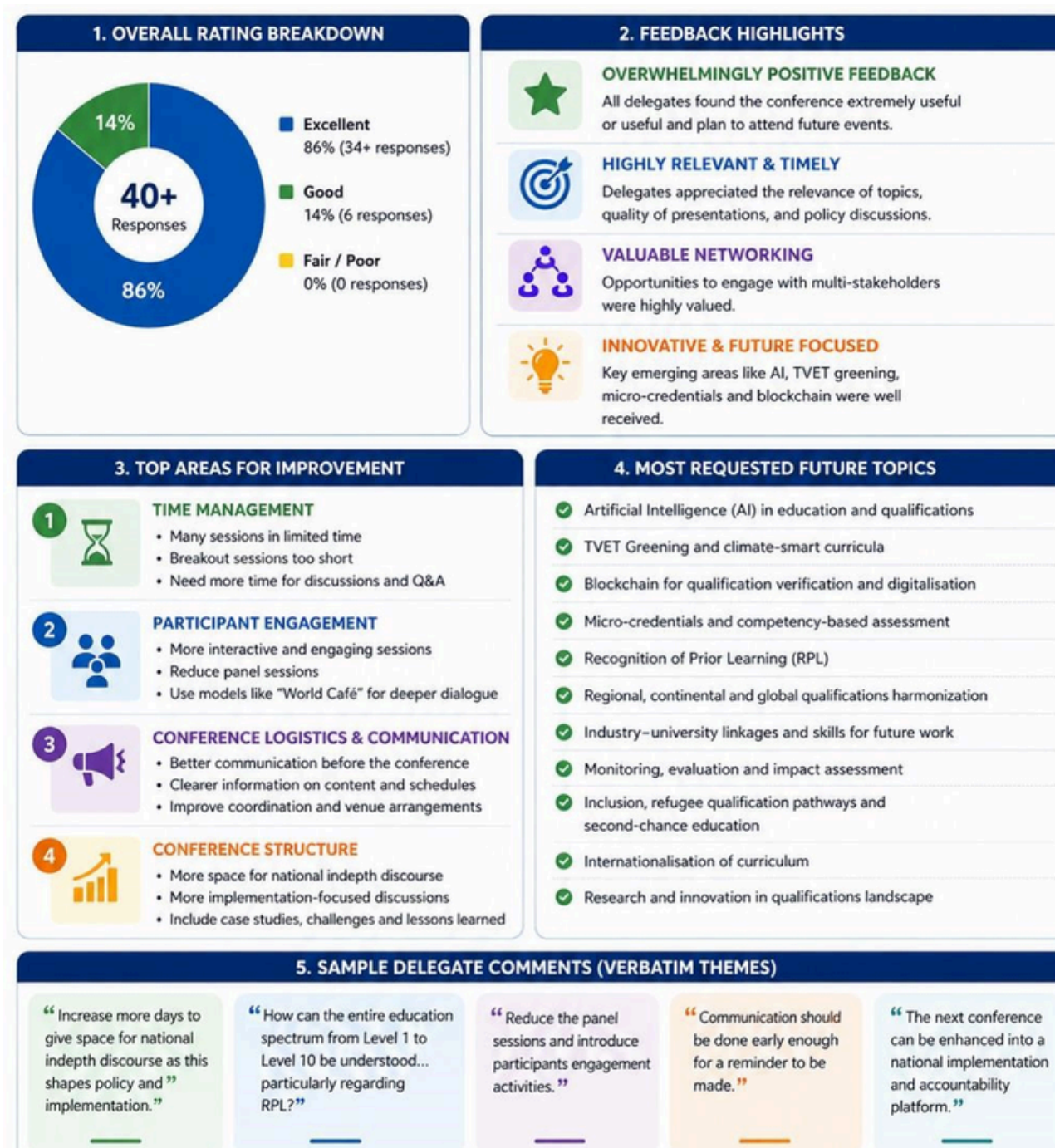
3. ANALYSIS OF ATTENDANCE

The National Qualifications Conference demonstrated strong participation and highly positive delegate feedback, reflecting its relevance as a strategic platform for advancing qualifications reforms, skills development, and regional collaboration. A total of 445 delegates attended the three-day conference, with participation drawn from government and regulatory agencies, academia, TVET institutions, industry, development partners, and professional bodies. Delegates highly appreciated the quality of presentations, policy discussions, networking opportunities, and emerging thematic areas such as Artificial Intelligence, TVET greening, Recognition of Prior Learning (RPL), micro-credentials, and digital qualification verification systems. Feedback analysis indicated that most participants rated the conference as “Excellent” and expressed willingness to attend future editions. Key recommendations focused on improving time management, enhancing participant engagement, strengthening conference logistics, and creating more implementation-focused discussions.



4. ANALYSIS OF EVALUATION REPORT

The overall rating, feedback given, areas of improvement and most requested future topics were captured from the evaluation report as follows:



5. KEY RECOMMENDATIONS & WAY FORWARD IN LINE WITH THE CONFERENCE OBJECTIVES OR THEMATIC AREAS

The key recommendations were as follows: -

1. **Strengthen collaboration** among government institutions, qualifications authorities, employers, industry, professional bodies, and regional and international partners to advance inclusive and industry-responsive qualifications systems.
2. **Reimagine human capital development models** to institutionalize innovation and future-ready skills development frameworks that support Kenya's socio-economic transformation.
3. **Enhance quality assurance, accreditation, and governance frameworks** for Competency-Based Education (CBE), Competency-Based Education and Training (CBET), and university-level competence-based education frameworks.
4. **Develop secure, interoperable, and trusted digital qualifications databases and verification systems** to improve transparency, portability, and protection of qualifications data. The National Qualifications Database (NQD) should be fully operationalised with all Qualification Awarding Bodies (QABs) required to register their qualifications and regularly upload and update graduate records into the NQD.
5. **Recognize that qualifications frameworks build trust, transparency, employability, and lifelong learning**, enabling fair mobility from informal to formal work, school to employment, and poor work to decent work. The African Continental Qualifications Framework presents a significant opportunity where quality assurance and transparency are ensured.
6. **Accelerate implementation of the Recognition of Prior Learning (RPL) framework, modular training, and micro-credentials** to support lifelong learning and the mobility of skills and qualifications;
 - a. A binding RPL scale-up action plan should be developed, including functional RPL assessment centres, trained RPL practitioners, and clear articulation pathways from informal to formal qualifications;
 - b. The national micro-credentials framework should be fast-tracked through stakeholder consultations and technical working groups, with a provider registry and quality assurance mechanisms established; and
 - c. KCATS implementation must be prioritised, with institutional capacity building, governance structures, and digital systems for learner credit tracking and records management.
7. **Align the skills and qualifications ecosystem with emerging labor market and education trends**, including competency-based, flexible, stackable, and future-ready pathways that integrate AI, digital literacy, innovation, entrepreneurship, and green economy skills.
8. **Looking ahead**, the Conference called upon all stakeholders to:
 - a. Bridge remaining gaps through enhanced enforcement and stakeholder buy-in.
 - b. Achieve full digital integration of all qualification awarding bodies into the NQD.
 - c. Strengthen human capital for economic transformation and national growth.

6. CONFERENCE ORGANISATION AND STRUCTURE

The Conference will last for two and a half days. Events will include:



Official Opening Ceremony and Inaugural Plenary Session graced by key policymakers and leaders in the qualifications and skills development landscape nationally and internationally



Panel Discussions



Presentation sessions



Poster displays and presentations during breaks (competitively selected)



Expo with booths



Networking opportunities (Cocktails and/or gala dinner)



7. KEY PARTICIPANTS

The Conference will bring together approximately 300 participants (in-person) representing a broad spectrum of stakeholders in the education, training, and skills development ecosystem and the labour market.

Participants will include:



Researchers



Policymakers



Regulators



Civil society actors



Employers



Practitioners



Development partners



Representatives of international and regional organizations'



Youth engaged in the qualifications and lifelong learning agenda

THEME

**A Decade of Transformation and Reimagining Qualifications in Kenya:
Advancing Quality, Relevance, Inclusion and Recognition of Qualifications
and Skills for Lifelong Learning and Employability**

EAT Time	DAY 1: Tuesday, 12th May 2026 Opening Ceremony	Facilitators
8.00 am - 9.00 am	Registration - Arrival - Registration (Digital Check In)	KNQA Secretariat
9.00 am - 10.30 am	- Climate Setting - Entertainment - National Anthem and EAC Anthem led by the Choir Opening Remarks a. Dr. Alice Kande, PhD - Director General / CEO, KNQA b. HE. Hon. Stanley Kiptis, EBS - Council Chairperson, KNQA c. Dr. Esther Muoria, PhD, CBS - Principal Secretary, State Department for TVET d. Hon. Julius Migos Ogamba, EBS - Cabinet Secretary, Ministry of Education Entertainment to usher in Guest of Honor Official Opening Mr. Felix K. Koskei, EGH - Chief of Staff and Head of Public Service Photo Session (Groups) Transition note/reflection of the KNQA@10-year journey-Documentary	Debarl Inea - MC
10.30 am -11.00 am	Health Break and Media Briefing	

SESSION 1: REFLECTING ON KNQF IMPLEMENTATION – GOVERNANCE, POLICY AND PRACTICE 10+ YEARS LATER

11.00 am – 1.00 pm	Keynote Address 1: Architecting Trust in Skills and Qualifications: The Historical Evolution and Global Positioning of the KNQF Presenter - Hon. Julius Melly - Chairperson, Parliamentary Committee on Education Discussants: a. Dr. Esther Thaara Muoria, PhD, CBS - Principal Secretary, State Department for TVET b. Dr. Beatrice Inyangala, PhD - Principal Secretary, State Department for Higher Education c. Amb. Prof. Julius Kibet Bitok, PhD, CBS - Principal Secretary, State Department for Basic Education d. Dr. Juma Mukhwana, PhD, CBS - Principal Secretary, State Department for Industry- e. Mr. Shadrack Mwadime, CBS - Principal Secretary, State Department for Labour and Skills Development f. Prof. Fanuel Tagwira - Permanent Secretary, Ministry of Higher and Tertiary Education Innovation Science and Technology Development, Zimbabwe Moderator- Debarl Inea - MC	Debarl Inea - MC
1.00 pm - 2.00 pm	Health Break, Networking	
2.00 pm - 3.00 pm	Keynote address 2: National Qualifications Framework as a Tool for Inclusion and Regional Integration Presenter - Ms. Maria Rosenstock - Senior Human Capital Development Expert, European Training Foundation Panelists: a. Ms. Nadia Starr – CEO, South Africa Qualifications Authority (SAQA) b. Ms. Mercy Ngoma – CEO, Zambia Qualifications Authority (ZAQA) c. Dr. Alice Kande – CEO, Kenya National Qualifications Authority (KNQA) d. Dr. Hardson P. Kwandayi - Director Accreditation and Academic Institutional Audits in the Zimbabwe Council For Higher Education (ZIMCHE) Moderator: Prof. Mike Kuria, CEO, Commission for University Education	Debarl Inea - MC

3.00 pm - 4.00 pm	Key note Address 3: Harmonizing standards, Empowering futures: Qualification frameworks as catalysts for global collaboration Presenter - Prof. Massamba Diouf - Executive Secretary of the National Authority for Quality Assurance in Higher Education, Research and Innovation (ANAQ -Sup) of Senegal Panelists: a. Dr. James Njogu, HSC - Ag. CEO, Kenya National Commission for UNESCO (KNATCOM) b. Prof. Meshack Obonyo -Senior Principal for Exchange, Linkages, and Partnerships Inter-University Council for East Africa (IUCEA) c. Nicholas Ouma - Senior Youth Advisor, AU Commission Moderator: Dr. David Katiambo, State Department for Diaspora Affairs	Debarl Inea - MC
4.00 pm - 4.30 pm	Wrap-up and Refection's: Synthesis of Day One Discussions and Emerging Insights	Debarl Inea - MC
4.30 pm– 5.00 pm	HEALTH BREAK AND END OF DAY ONE	

Day 2: Wednesday, 13th May 2026

SESSION 2: INDUSTRY ALIGNMENT, EMPLOYABILITY AND LABOUR MOBILITY

8.00 am – 9.00 am	• Arrival • Registration (Digital Check-in)	KNQA Secretariat
9:00 am – 10:30 am	Keynote Address 4: From Qualifications to Jobs: Building African Skills Systems for Employability, Mobility and Lifelong Learning Presenter - Ms. Caroline Njuki - Chief Technical Advisor, International Labour Organization (ILO) Panelists: a. Dr. Wanjiru Kariuki – Secretary, State Department for Labour b. Mrs. Jacqueline Mugo, EBS - CEO Federation of Kenya Employers (FKE) c. Arch. Nyamai Wambua - CEO, Kenya National Federation of Juakali Association (KNFJKA) d. Eng. Joseph Njau – Member of Council, KNQA e. Dr. Makhapa Makhafola- COO, South African Qualifications Authority (SAQA) Moderator: Prof. Maurice O. Okoth - University of Eldoret	Debarl Inea - MC
10.30 am - 11.00 am	Health Break and Networking	
11.00 am - 12.00 pm	Keynote Address 5: Designing Future-Ready Qualifications: Competency-Based Systems and Emerging Skills for National Growth Presenter: Prof. Charles Ong'ondo - CEO, Kenya Institute of Curriculum Development (KICD) Panelists: a. Prof. Kisilu Kitainge - CEO, Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council (TVET CDACC) b. Prof. Mike Kuria - Commission Secretary/CEO, Commission for University Education (CUE)	Debarl Inea - MC

	c. Dr. David Njengere, PhD, MBS - CEO, Kenya National Examinations Council (KNEC) Mr. Timothy Katiambo - Ag.CEO, Technical and d. Vocational Education and Training Authority (TVETA) e. Prof. Nicholas Letting, PhD, EBS, HSC - CEO, Kenya Accountants and Secretaries National Examinations Board (KASNEB) Moderator: Dr. Alice Kande, PhD - CEO, KNQA	
12.00 pm - 1.00 pm	Keynote Address 6: 1.Expanding Access and Inclusion: Building Flexible and Lifelong Learning Pathways by embracing Micro Credentials • Presenter: Mr. Albert Okal – Skills & Lifelong Learning Specialist (ILO) 2.Shaping Kenya’s Foundational Digital and AI Literacy Micro-Credential • Presenter: Ms. Winnie Karanu - AI Skills Director (Microsoft) Panelists: a. Eduarda Castel Branco - Expert in lifelong learning & qualifications systems, b. Dr. Purity Ngina – CEO, National Gender Equality Commission (NGEC) c. Mr. Sunil Kumar- CEO, Dataflow Group Moderator: Dr. Carol Hunja, SA –State Department for Higher Education (SDHE)	Debarl Inea - MC
1.00 pm - 2.00 pm	Health Break and Networking	

SESSION 3: QUALITY AND TRUST: STRENGTHENING ASSURANCE SYSTEMS FOR RELEVANT AND CREDIBLE QUALIFICATIONS

Abstract Presentation

2.00 pm – 4.30 pm	Break out room Pride 1	Break out room Pride 2	Break out room Kifaru	Break out room Eagle
	Theme 1: KNQF Implementation – Governance, Policy and Practice (8 abstract presentations) Moderator: Dr. Paul Wanyeki (TVETA)	Theme 2: Industry Linkages, Employability & Skills Development (8 abstract presentations) Moderator: Prof. Danstone Lilechi (MMUST)	Theme 3: Lifelong Learning & Recognition of Qualifications (9 abstract presentations) Moderator: Mr. Alberto Landim (ARES)	Theme 4: Emerging Trends in the Qualifications Awarding System (8 abstract presentations) Moderator: Mr. Elias Gitau (NNP)
4.30 pm - 6.30 pm	Health break and networking			
6.00 pm - 9.30 pm	Networking Dinner/ Cocktail - Debarl Inea - MC & CHRP. Beatrice Bii / Mr. Collins Oyuu			

DAY 3: Thursday, 14th May 2026:
SESSION 4: EMERGING TRENDS IN QUALIFICATIONS, DIGITALIZATION DIGITAL TRANSFORMATION AND DATA SYSTEMS IN QUALIFICATIONS

8.00 am – 9.00 am	• Arrival • Registration (Digital Check-in)			KNQA Secretariat
9.00 am - 10.30 am	Keynote Address 7: Greening Qualifications and tapping into AI potential for future-ready skills Presenter: Ms. Eduarda Castel Branco - Senior Expert in Qualifications and Skills Intelligence Panelists: a. HE Ambassador Phillip Thigo, MBS – Office of President, Special Envoy on Technology b. Ms. Anne Kamonjo – State Department for Technical, Vocational Education and Training (SDTVET), Director Greening TVETS c. Ms. Winnie Karanu – AI Skills Director at Microsoft d. Dr. Zephania Opati - Ag. Dean School of Business, Riara University e. Dr. Edwin Tarno, PhD - CEO, Kenya School of TVET (KSTVET) Moderator: Mr. Jessy Maruti, CEO ICT AUTHORITY			Debarl Inea - MC
10.30 am - 11.00 am	Health Break and Networking			
11.00 am - 12.45 pm	Break out Pride 1 Artificial Intelligence fluency Moderator: Ms. Becky Abraham (Pathways/ Microsoft)	Breakout Pride 2 Theme 2: Industry Linkages, Employability & Skills Development (8 abstract presentations) Moderator: Dr. Peter Wekesa (KNQA)	Breakout Kifaru Theme 5 : Digital Transformation, Data Systems and National Qualifications Register (5 Abstract presentation) Moderator: Mr. Vincent Koech (KNQA)	Breakout Eagle Theme 6: Quality Assurance and Relevance (6 Abstract presentation) Moderator: Prof. Anne Assey (UoN)

Reconvening		Debarl Inea - MC
12.45 pm - 1.00 pm	Conference Way Forward/Communique	Dr. Victor Nzomo
1.00 pm - 2.00 pm	Closing Ceremony a.Dr. Alice Kande, PhD - Director General, KNQA b.Hon. Stanley Kiptis, EBS - Council Chairperson, KNQA c.Dr. Esther Muoria, PhD, CBS - Principal Secretary, State Department for TVET	
HEALTH BREAK AND DEPARTURE		

COMMUNIQUÉ OF THE 1ST NATIONAL QUALIFICATIONS CONFERENCE 2026

Introduction:

Over 300 stakeholders including government, regulators, industry, academia, development partners, and civil society, convened in Nairobi from May 12–14, 2026, for the 1st National Qualifications Conference.

Conference Reflections and Key Highlights

1. The Conference reflected on the significant milestones achieved in the implementation of Kenya National Qualifications Framework since its establishment including progress in harmonization, recognition, comparability and mobility of qualifications.
2. The Conference emphasized the need for strengthening collaboration amongst government institutions, qualifications authorities, employers, industry, professional bodies, regional and international partners in advancing inclusive and industry-responsive qualifications systems.
3. The Conference resolved that all stakeholders should invest in human capital development innovation and future ready skills to support Kenya's socio-economic transformation.
4. The Conference urged KNQA and all stakeholders to enhance quality assurance, accreditation, and governance frameworks for competency-based qualifications and micro-credentials as well as secure qualifications database and systems and credibility of qualifications.
5. The Conference recognized that mobility includes moving from informal to formal recognition, school to work, and poor work to better work. The Conference noted that the African Continental Qualifications Framework offers opportunity – but trust requires quality assurance and transparency. The keynote speeches and presentations emphasized the role of Qualifications Frameworks in strengthening trust, transparency, employability and lifelong learning within national and global economies.
6. The Conference urged all stakeholders to accelerate implementation of the Recognition of Prior Learning Framework, modular training and micro-credentials to support lifelong learning, labour mobility, and recognition of informal and experiential learning.
7. The Conference called for all stakeholders to be aligned and responsive to emerging trends in education and training, which includes: competency-based, flexible, stackable, and future-ready pathways integrating AI, digital literacy, innovation, entrepreneurship and green economy skills.
8. The Conference observed that for effective coordination and implementation of KNQA's mandate that the Government ought to consider strategically positioning KNQA within the government structure.

9. As we look to the future, the Conference called upon all stakeholders to:
- Bridge remaining gaps through enhanced enforcement and stakeholder buy-in.
 - Achieve full digital integration of all qualification awarding bodies.
 - Strengthen human capital for economic transformation and national growth.
10. We extend our appreciation to all stakeholders present for joining and participating in this historic dialogue.

Dated this 14th day of May, 2026.



CONFERENCE PLANNING COMMITTEE

1	Dr. Alice Kande
2	Dr. Winnie Anne Bulimo
3	Ms. Agneta Waigwa
4	Mr. Alfrick Biegon
5	Mr. Benard Aloo
6	Mr. Bonface Babu
7	Ms. Clare Barasa
8	Mr. David Kahindi
9	Ms. Deborah Momanyi
10	Ms. Dianarose Nasipwoni
11	Mr. Emmanuel Mwango
12	Ms. Esther Kamoet
13	Ms. Fiona Baraza
14	Mr. Gabriel Makau
15	Mr. Gideon Osundwa
16	Mr. Haron Chege
17	Ms. Imelda Namana
18	Ms. Jacqlyne Mwaura
19	Mr. James Onyango

20	Mr. James Tegeret
21	Dr. John Paul Ngeso
22	Ms. Juliete Wekulo
23	Mr. Kipruto Tallam
24	Ms. Lucia Maina
25	Ms. Marion Odhiambo
26	Mr. Martin Kosgei
27	CPA. Martin Mwangi
28	CPA. Michael Njogu
29	Ms. Millicent Kinuthia
30	Mr. Mohammed Noor
31	Mr. Oure Stephen
32	Dr. Peter Wekesa
33	CHRP. Recho Chepkurui
34	Ms. Rita Amoit
35	Ms. Tabitha Mburu
36	Mr. Tobias Nabwana
37	Dr. Victor Nzomo
38	Mr. Vincent Koech

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