Skills Initiative for Africa
(SIFA)

Community of Practice (CoP) on Recognition of Prior Learning (RPL) in Africa

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OPERATIONAL TERMS

Skills Initiative for Africa (SIFA) is a high-level continental initiative that is implemented by the African Union Development Agency (AUDA-NEPAD) and the African Union Commission (AUC) on behalf of the German Federal Ministry for Economic Cooperation and Development and the European Union. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH advises the AUDA-NEPAD and the AUC in the implementation phase. SIFA aims at establishing continental structures for private sector involvement in skills development. The initiative initiates cooperation and partnerships between companies and training institutions to ensure demand orientation and relevance of skills development.

Recognition of Prior Learning (RPL): also known as Prior Learning Assessment & Recognition (PLAR) is a process used by regulatory bodies, adult learning centres, career development practitioners, military organizations, human resource professionals, employers, training institutions, colleges and universities around the world to identify, access and certify a person's, knowledge, skills and competencies acquired in non-formal and informal learning. This include such work or life experiences matched against prescribed standards or learning outcomes. RPL is practiced for purposes of an individual's standing in a profession, trades qualifications, academic achievement, recruitment, performance management, career, and succession planning. The RPL Policy, standards, and guidelines in general provide candidates and learners with a fair and accessible process of evaluation, assessment, documentation and recognition of their skills, knowledge, and competencies. In general, the RPL process acknowledges the skills, knowledge, performance outcomes and learning achieved prior to undertaking a program of study through formal, informal, and non-formal learning pathways.

RPL Community of Practice (CoP)- SIFA promotes the establishment of CoPs, digital learning solutions as well as toolkits to enhance planning for job creation, quality assurance of skills development, and youth-led entrepreneurship. SIFA promotes knowledge sharing events on national, regional, and continental level for relevant skills development intermediaries like business communities, training providers, governments, academia, and civil society.

The RPL Community of Practice (CoP) brings together RPL practitioners including, policy makers, curriculum developers, assessors, examination bodies, regulatory officials, trainers, and development partners within the skills development landscape within the African Union member

states. The CoP envisages to onboard other RPL practitioners outside the African continent for learning and benchmarking purposes.

LIST OF ACRONYMS AND ABBREVIATIONS
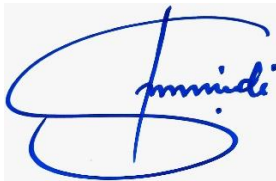
AU	African Union
AUC	The African Union Commission
AUDA	African Union Development Agency
CoP	Community of Practice
CUE	Commission for University Education
CCC	County Coordination Committee
CECM**C**	County Executive Committee Member
CDACC	Curriculum Development, Accreditation and Certification Council
ILO	International Labour Organization
HCC	Home Craft Centers
KNEC	Kenya National Examination Council
KNQA	Kenya National Qualifications Authority
KNFJA	Kenya National Federation of *Jua Kali* Associations
NEPAD	New Partnership for Africa's Development
NITA	National Industrial Training Authority
OECD	Organization for Economic Cooperation and Development
QAA	Quality assurance agencies
RPL	Recognition of prior learning
RTPs	Registered Training Providers
SAQA	South African Qualifications Authority
SIFA	Skills for Africa Initiative
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific &Cultural Organization

ACKNOWLEDGEMENTS

The development of this report provides an opportunity to scale up RPL implementation efforts in the continent. These report will unify effort toward the harmonization of the implementation of RPL in the continent. I am optimistic that through the CoP we shall build synergy to develop a harmonized and coherent continental RPL Frame work.

It's my hope that the entire AU RPL ecosystem will find this report both useful and helpful in the implementation of the RPL in Africa. The recommendation of the report can only succeed in its purpose if it is followed by concrete actions by all the actors to ensure that the continental framework is developed and put to use. The continental RPL Framework initiative should be everyone's business, and will require a shared commitment across participating countries as well as social partners to deliver better RPL outcomes today and in the future.

Stanley Maindi

CoP- RPL Rapporteur

CHAPTER 1: INTRODUCTION

1.0. Background

The African Union Development Agency (AUDA-NEPAD) and the African Union Commission (AUC) are implementing the Skills Initiative for Africa (SIFA) on behalf of the German Federal Ministry for Economic Cooperation and Development and the European Union. SIFA aims at establishing continental structures for private sector involvement in skills development. The initiative aims at promoting cooperation and partnerships between companies and training institutions to ensure demand orientation and relevance of skills development.

It is in this regard that SIFA is implementing the Community of Practice (CoP) on RPL in Africa. The platform brings together RPL practitioners including, policy makers, curriculum developers, assessors, examination bodies, regulatory officials, trainers, development partners within the skills development landscape within the African Union member states and RPL practitioners outside the African continent for learning and benchmarking purposes.

1.1. Purpose of the RPL Community of Practice:

Is to promote Knowledge sharing, generation of good practice and harmonization of RPL practices on national regional and continental among RPL practitioners including, policy makers, curriculum developers, assessors, examination bodies, regulatory officials, trainers, development partners within the skills development landscape within the African Union member states and other RPL practitioners outside the African continent for learning and benchmarking purposes. The aim is for a beneficial outcome and to feed into the continental dialogue and exchange leading to a Continental Recognition of Prior Learning Framework.

1.2. Scope of Discussions

The discussion sought to examine the existing RPL landscape in participating countries in Africa and other parts of the world offering best practices with major focus on the following:

1.3. Geographical- participating Countries and Regions;

1. Ethiopia - **Eastern Africa**   2. Uganda-   "

3. Kenya -   ”
4. Tanzania -   ”
5. Mauritius-   ”
6. South Africa-**Southern Africa**
7. Zambia-   ”
8. Namibia-   ”
9. Malawi-**Southern Africa**
10. Botswana-   ”

11. Swaziland-   ”
12. Zimbabwe-   ”
13. Ghana- **Western Africa**
14. Nigeria-   ”
15. Morocco- **Northern Africa**

1.4. Key Guiding Questions;

i.   What are the existing RPL policies & guidelines in the participating Countries and Regions?

ii. What is the status and gaps of RPL systems in the participating Countries and Regions?

iii. What approaches could be adopted in developing comprehensive assessment tools and learning outcomes for RPL systems?

iv. How to apply digital tools in RPL processes & systems?

v.   How to develop and operationalize an agile RPL quality assurance management framework?

vi. How RPL is anchored within the Country and Regional qualification framework(s)?

1.5. Expected output;

i.   Continental understanding of RPL systems and approaches;

ii. Documentation of best practices in RPL implementation and development of continental guidelines in implementation of RPL;

iii. Continental discourse on application of technology in RPL delivery.

iv. Setting roadmap for a continental RPL framework

1.6. Methodology

The discussion employed a combination of mixed methods of data/knowledge generation through collection of secondary data on existing RPL systems in participating countries in Africa, complementary desk studies on RPL systems from other parts of the world with best practices, UNESCO reports uploaded on the Auda Nepad Portal and subject expert contributions during live

webinar Meetings. This approach was tailored to stimulate discussions, encourage generation of new ideas and help formulate strategies for the overall development of a roadmap for a Continental RPL Framework.

1.7. Challenges/Limitations

The exercise faced various challenges including;

- ✓ The inaccessibility of current data from participating Countries and regions. Most of this data is not easily available online.
- ✓ Inconsistency and total failure by some CoP Members in contributing in discussions made it difficult for the Rapporteur to timely collect and collate data;
- ✓ AUDA- NEPAD Portal system challenges in terms of registration and accessibility to breakdown;

1.8. Role of Rapporteur

The Rapporteur worked in collaboration with the CoP facilitator and Administrators to generate relevant documents and reports from the topic of discussion for timely updates and reporting to members, collate the information for further examination and recommendation and follow up on CoP participants for information from their respective Countries.

CHAPTER 2:

EXISTING RPL POLICIES & GUIDELINES IN THE PARTICIPATING COUNTRIES AND REGIONS

2.1. Kenya Country Context

i. RPL is defined as the Process used to identify, assess and certify an RPL candidate's knowledge, skills and competencies acquired in non-formal or informal learning, such as work or life experiences, against prescribed standards or learning outcomes.

ii. The history of RPL in Kenya dates bake to the 1950s by the National Industrial Authority (NITA) under Ministry of labour implementing RPL in Trade Tests and technician levels 2,3 &4.

iii. **RPL in Kenya is used for:**

   a. RPL for recognition of experiential learning- Award of a qualification/ part qualification (Levels 2-5)*;*

   b. RPL for credit Accumulation and Transfer(CATs)- levels 6 and above;

   c. RPL for Regulatory requirements in terms of employing qualified persons.

iv. **Rationale for RPL in Kenya**
   - ✓ Kenya's economy is predominantly informal sector driven (84% jobs/ 16 Million people)
   - ✓ Sessional Paper no. 1 of 2019: Reforming Education and Training Sector to achieve: Quality, Relevance and inclusivity;
   - ✓ RPL is a relevant tool for addressing existing shortage of quality skilled workforce by exploiting the existing island of untapped potential of the unrecognized, disadvantaged and discouraged skilled persons who acquired competencies through informal and non-formal means but cannot be certified to practice;
   - ✓ Kenya economic Blue print the V2030 and the Big 4 Agenda (MTP III) 2018-2022 – identifies promotion of RPL as a priority in addressing the existing skill shortage in the Country;

v. **RPL Policy document in place include:**

   - ✓ Kenya National Qualifications Framework(KNQF)- 10 Level
   - ✓ RPL Policy Framework in Kenya,2020

- ✓ Guideline for Implementation of RPL in Kenya;

- ✓ PLAR Standards for the TVET sector

- ✓ Credit Accumulation & Transfer system(CATs)

- ✓ National RPL Standards, 2020- in progress

- ✓ National Skills Development Policy- Validated Draft

- ✓ Standards for assessing National qualifications in Kenya.

- ✓ Establishment of RPL – MIS Platform- in progress

RPL ECOSYSTEM IN KENYA
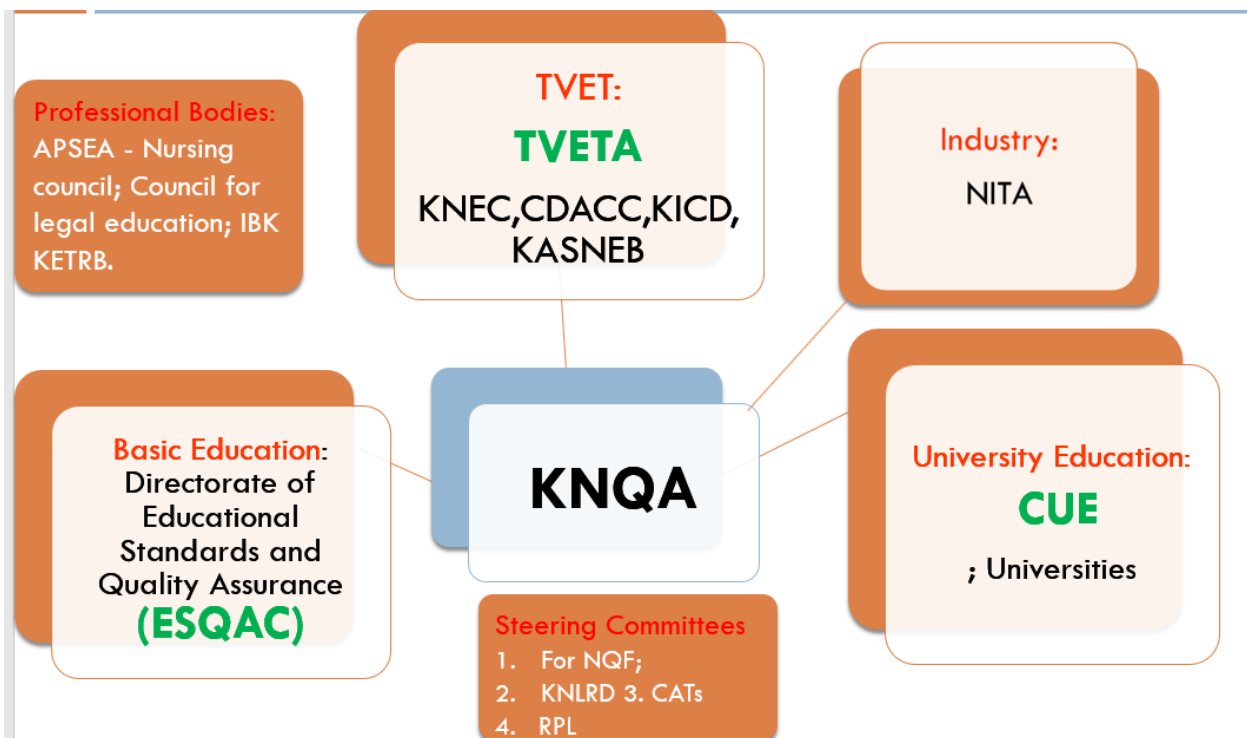
CHAPTER 3

STATUS AND GAPS OF RPL SYSTEMS IN THE PARTICIPATING COUNTRIES AND REGIONS

3.1. RPL systems in Kenya

Rationale for RPL in Kenya

- ✓ Kenya's economy is predominantly informal sector driven (84% jobs/ 16 Million people)
- ✓ Sessional Paper no. 1 of 2019: Reforming Education and Training Sector to achieve: Quality, Relevance and inclusivity;

3.1.1. Status of RPL systems in Kenya

The country is in the process of implementing RPL and the following Policy documents are in place:

- ✓ Kenya National Qualifications Framework(KNQF)- 10 Level; 2014

- ✓ National Policy and Criteria for the Implementation of Recognition of Prior Learning Guideline for Implementation of RPL in Kenya;

- ✓ Standards for Recognition of Prior Learning for TVET sector by TVETA

- ✓ Standards for Recognition of Prior Learning for Industry sector by NITA

- ✓ Establishment of RPL – MIS Platform at the KNQA

3.1.2. RPL Gaps in Kenya

- ✓ Weak co-ordination and harmonization mechanism of a fragmented education and training sector that has been operation in silos in different Ministries;
- ✓ weak or lack of RPL legal and institutional frameworks in the country;
- ✓ Low RPL awareness among the entire RPL stakeholder ecosystem including Government, scholars, practitioners, industry and potential candidates;
- ✓ The current RPL system is not *fully* integrated with the legal framework for education and training sector and the social-economic policies in the country;
- ✓ Low industry involvement in the education and training sector in Kenya;
- ✓ Lack of a sustainable RPL funding model; Plans to establish a National Skills Fund;

- ✓ Negative RPL Mindset where traditional knowledge is not fully accepted in Kenya's formal education systems;
- ✓ Lack of capacity among the RPL Actors and Practitioners in the country;
- ✓ Lack of a National Skills Development Council to oversee the operations Sector Skill Councils in implementing RPL
- ✓ This will require a review of existing State legislations which encourage informal and unorganized employment.
- ✓ Lack of policies to deal with the School drop-outs (leaving the schools before completing XIII standard), child labour and out-of-school youth need to be given alternative education coupled with skill development opportunities to bring them into the economic and social mainstream.

3.2. Status of RPL in Tanzania

1. **Definition of RPL -** Process of identifying, documenting, assessing and certifying non-formal, informal learning and uncertified formal learning outcomes against standards used in formal education and training.
2. The history of RPL in Tanzania dates bake to the 1950s by the National Industrial Authority (NITA) under Ministry of Labour implementing RPL in Trade Tests and technician levels 2,3 &4.
3. **RPL in Tanzania is used for:**

   - ✓ RPL for recognition of experiential learning- Award of a qualification/ part qualification (Levels 2-5)*;*
   - ✓ RPL for credit Accumulation and Transfer(CATs)- levels 6 and above;
   - ✓ RPL for Regulatory requirements in terms of employing qualified persons.

4. **RPL Policy document in place include:**

- ✓ Tanzania Qualifications Framework(TzQF)- 10 Level; Draft form
- ✓ National Policy for Recognition of Prior Learning in Tanzania
- ✓ Guideline for Implementation of RPL in Tanzania;
- ✓ RPL Assessment Toolkits including**;** Competence check list, competence profile form and skills gap identification form

3.3. Status of RPL – South Africa

1. **Definition of RPL -** Recognized Prior Learning (RPL) Principles and processes through which the prior knowledge and /or skills of a person are made visible and are assessed for the purposes of certification, alternative access and admission and future learning and development.

2. The history of RPL in South Africa dates back to the 1990s

3. **RPL in South Africa is used for:**

   ✓ RPL for recognition of experiential learning- Award of a qualification/ part qualification;

   ✓ RPL for credit Accumulation and Transfer(CATs);

   ✓ RPL for Regulatory requirements in terms of employing qualified persons.

4. **Rationale for RPL in South Africa**

RPL is used in redressing past injustices and recognizing competence gained through practical workplace learning and experience. It further states that RPL will be applied more widely especially for young adults who wish to access programmes in colleges;

5. **RPL Policy document in place include:**

   ✓ South African Qualifications Framework(SAQF)- 10 Level; 2008

   ✓ National Policy and Criteria for the Implementation of Recognition of Prior Learning

   ✓ National Policy for the Implementation of RPL in South Africa

   ✓ Policy for the implementation of Recognition of Prior Learning (RPL) - Quality Council for Trades and Occupations(QCTO);

   ✓ RPL Assessment Toolkit – (W&R SETA);

   ✓ National Skills Development Act

   ✓ RPL Toolkit Accreditation Tool;(SETA)

   ✓ Establishment of RPL – MIS Platform- in progress

CHAPTER 4

APPROACHES THAT COULD BE ADOPTED IN DEVELOPING COMPREHENSIVE ASSESSMENT TOOLS AND LEARNING OUTCOMES FOR RPL SYSTEMS

4.1. Assessment tools

Assessment tools are documents used by RPL practitioners, Candidates, assessors, facilitators and moderators to collect evidence of competence of an RPL candidate. The evidence demonstrate competence in Skill, knowledge and professional behavior. The tools suited for the specific outcomes, tasks, specific Industry, should accommodate special needs and circumstances without comprising on quality and clarify on the duties and responsibilities of the RPL Practitioners.

Assessment tools are categorized as follows:

    i.   Candidate's Guide
    ii.   Assessor's Guide
    iii.   RPL Centre Guide
    iv.   Forms and Templates
    v.   Unit Mapping.

4.2. Recommended approach to developing the Assessment tools and learning outcomes:

The CoP –RPL recommended a sectoral collaborative PPP approach that involves all the RPL Social partners including Government, industry, trade unions, skill providers, training providers, professional societies, Cooperatives and NGOs/civil society institutions. This will ensure the learning outcomes are demand orientation and the relevance of skills development. The process is driven by the Sector Skills Councils who oversee the following:

a) Development of assessment tools

1. No assessment can ever take place without Occupational Standards.

2. Identify available OS/develop OS by SSCs

3. Ensure involvement of all social partners

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│ Identify Existing│      │ Train Trainers on│      │ Develop         │
│ OS/Develop OS    │ ───► │ development of   │ ───► │ Assessment tools│
│                  │      │ Assessment tools │      │ based on OS     │
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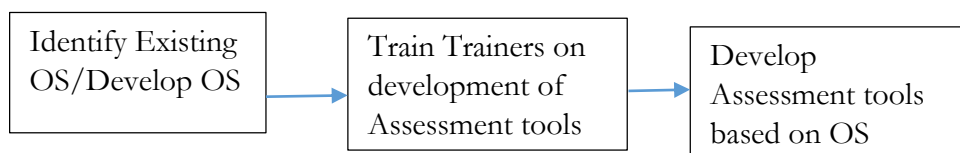
b) Development of learning outcomes

1. Learning outcomes are the objective of training in the CBET approach to skills delivery.

2. They are developed during the process of development of competency based curriculum.

3. They are derived directly from the elements of performance in the Occupational Standards (OS).

4. They are also workplace functions undertaken by industry experts.

The approach for learning outcomes development is the same one we use for development of Curriculum whereby industry take a leading role.

Develop Occupation Analysis Chart	→	Develop Occupational Standards (Elements of	→	Develop CBET curriculum (Learning outcomes)
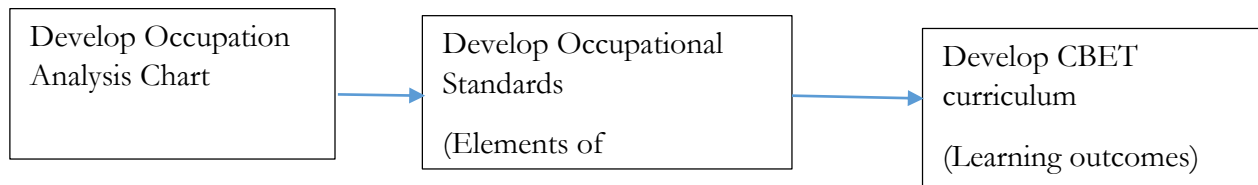
CHAPTER 5

APPLICATION OF DIGITAL TOOLS IN RPL PROCESSES & SYSTEMS

5.1. Introduction

The main objective of this study was to assess innovative digital platforms that can be adopted for the Recognition of Prior Learning (RPL) Application, Assessment and job matching and that have been in existence in the African region. This assessment made a comparative analysis of these platforms from various perspectives such as intended objectives of assignment (which differed from one country to another), targeting effectiveness, impact on employment, wages offered inclusivity especially for the vulnerable groups (skilled but not certified), relative system features, and implementation modalities on how RPL is currently being implemented and possible focus skill sectors in RPL training and market linkage.

5.2. Scope of the Desk review

The study focused on the following:

i.   Existing innovative digital platforms that can be adopted for RPL application in Africa.
ii. Existing innovative digital platform that can be adopted to assess RPL in Africa.
iii. Assess an online platform that can link RPL graduates with potential wage or self-employment opportunities available in Africa.
iv. Assess other value-added aspects of various online digital platforms in relation to RPL including and not limited to platforms that may offer up skilling to RPL graduates e.g. soft skills for potential RPL candidates etc.

5.3. Challenges faced in the implementation of RPL

The desk review has identified several challenges with regards to implementation of RPL which include;
   i.   Limited access to information,
   ii. affordability and inclusivity in terms of gender and persons with disability to access the services,
   iii. Lack of integration and linkage between multi agencies.

iv. Most trainers in RPL training institutions lack industry expertise and experience thus vetting and certifying of RPL graduates is not aligned to market trends and expectations.

v. Lack of awareness on where and how to apply for the RPL training and where/how to access certification (or funding).

5.4. Desk review findings

The desk review results show that there is a need for a collaborative approach in the implementation of RPL in-country and across the region.

i. The implementing government agencies should align their RPL training; vetting, sourcing and upskilling of graduates to the existing industry and market needs and quality standards should be adhered to. This can be done by ensuring upskilling of the trainers and vetting officers with the current trends, technology and industry experience to ensure the assessed graduates are fit for the job market.

ii. Documentation and data compilation of all graduates in a digital system is a challenge that can easily be solved by engaging data entry services and procuring a robust system so as to transfer the hard copy data to a digital record for ease of access and monitoring by Key stakeholders as well as to create opportunity for wage linkages whenever there are projects or programs that seek these skills and expertise.

iii. The following policy decisions should be taken for a successful digital platform:
   ✓ improve internet infrastructure and access to the internet;
   ✓ expand access for learners to online digital application and platforms;
   ✓ utilize inclusive digital and analogue technologies for distance learning and support lo learners;
   ✓ support teachers and trainers to operate in the new environment;
   ✓ provide support, career guidance and digital skills development for learners;
   ✓ increase distance and short course learning options for core, entrepreneurial and employability skills to vulnerable groups and individuals;
   ✓ strengthen systems for the recognition and validation of digital learning;
   ✓ increase investment in digital solutions for practical skills development; and
   ✓ Improve social dialogue and coordination amongst education and training institutions, employment services and local authorities.

5.5. Recommendations

In order to ensure success of RPL digital platforms, the study recommended as follows:

i. Continued support and collaboration of all industry stakeholders to align market needs with RPL upskilling and vetting.

ii. Continue focused and strategic support for implementing agencies (private sector, government agencies, development partners and academia) for sustainability and effectiveness with a clear linkage to wage opportunities and long-term sustainability structures.

iii. Strategic messaging to create awareness among the target groups and intentional efforts should be made to change mindsets of the industry employers and market segment to accept certification of RPL equating it to be as good as the formal certification from institutions of higher learning.

iv. Strengthening Digital Information and management system of RPL initiatives so as to collate up to date data that can be utilized to measure impact, outputs and commercialize the skills earned by RPL graduates in a bid to eradicate poverty while creating job opportunities and market for their prod

v. The following digital systems were recommended for adoption:

   Tanzania: http://vetaskills.go.tz/ https://www.nacte.go.tz/

   Namibia /http://www.nta.com.na/

   South Africa/

CHAPTER 6

DEVELOPMENT AND OPERATIONALIZATION OF AGILE RPL QUALITY ASSURANCE MANAGEMENT FRAMEWORK

6.1. Introduction

The RPL quality assurance management framework will be crucial in supporting RPL systems in Africa by responding to challenges related to legal frameworks, governance, funding, qualifications of practitioners, assessment and Certification processes.

Agility is the ability to move about quickly and easily. In this regard, an agile RPL Quality Assurance addresses the component of validity, reliability, sufficiency, currency and authenticity of RPL assessment outcomes.

To achieve this objective, it is recommended that the RPL Policy Frameworks in the participating Countries be impeded in the National Qualifications Frameworks. National Qualifications Frameworks execute the legal mandate of coordination, harmony and quality assurance through the various Sub Frameworks Quality Agencies. Recommended best practices includes: South Africa, Mauritius, The UK, Australia and New Zealand.

The Continental RPL quality assurance management framework will support RPL providers and quality assurance agencies (QAAs) in Africa in implementing good quality assurance and (QA) practices by guiding them in the application of standards and guidelines in RPL providers, helping them to develop adequate internal QA mechanisms that fit international best practices and assisting them in assessing their own quality through self-assessment.

6.2. Purpose of Continental RPL quality assurance management framework

The specific purpose of the Continental RPL quality assurance management framework will be therefore, to support Registered Training Providers(RTPs) and QAAs in Member States in Africa to:

i.   have a common framework and understanding of quality assurance management system for the RPL process among all stakeholders at continental, regional and national level;

ii. develop mutual trust, thus facilitating recognition and mobility of students and human resources within and across national borders of the continent;

iii.   ensure quality continuous improvement and transformation of RPL processes on the continent through self-assessment, external peer review and continuous monitoring, evaluation and reporting;

iv.   promote transparency and accountability by providing appropriate information on quality assurance management to the public;

v.   support RPL Practitioners to develop a sustainable quality culture;

vi.   promote international competitiveness of Africa's RPL system.

6.3. Key features of the RPL quality assurance management framework

1. Quality of providers of RPL and of the qualifications (certificates) issued;

2. Sufficient funding (both public and private),

3. Good governance and a pro-active organising structure;

4. A sound and comprehensive legal framework for Recognition of Prior learning(RPL) which ensures the social protection and economic interests of RPL graduates and provides clear mechanisms for RPL quality assurance;

5. Strong applied RPL research;

6. Comprehensive public labour market and RPL information systems on skill needs, career paths, programmes and providers supporting meaningful decision making and choices by authorities, individuals and employers;

7. A national qualification framework (KNQF) for ensuring coordination, harmonization and coherence within the various Sub framework within the KNQF and levels nationally and internationally. The KNQF can be used as a means to systematise, integrate and link RPL qualifications within broader contexts.

CHAPTER 7

HOW RPL IS ANCHORED WITHIN THE COUNTRY AND REGIONAL QUALIFICATION FRAMEWORK

7.1. Kenya Country context

The Government enacted the Kenya National Qualifications Framework (KNQF) Act no 22 of 2014 which established the Kenya National Qualifications Authority (KNQA).

Section 5 (1) and Section 8 (1) of the KNQF Act mandates the Authority to perform the following:

- ✓ Section 8 (1) (a): to co-ordinate and supervise development of policies on national qualifications;
- ✓ Section 4(c): to develop a system of competence, life-long learning and attainment of national qualifications;
- ✓ Section 8(1) (k): provides for the recognition of attainment or competencies including skills, knowledge, attitudes & values (Recognition of Prior learning).

Recognition of Prior learning (RPL) is anchored in the Kenya National Qualifications Framework (KNQF). The 10 Level Qualifications Framework is broadly segmented into four sub sectors namely; Basic education, TVET sector, University education sector and Industry/skills Sector. These sectors under the guidance of respective sector regulators are coordinated by the Kenya National Qualifications Authority (KNQA).

Who qualifies to offer RPL?

- ✓ An institution recognized or accredited in accordance with KNQF Act. No 22 of 2014;
- ✓ A university accredited in accordance with the Universities Act (No. 42 of 2012).

RPL Governance Structure

EDUCATION AND TRAINING PROGRESSION PATHWAYS IN KENYA

MC-Master Crafts Person,   GTT-Government Trade Test,   NSC National skills certificate
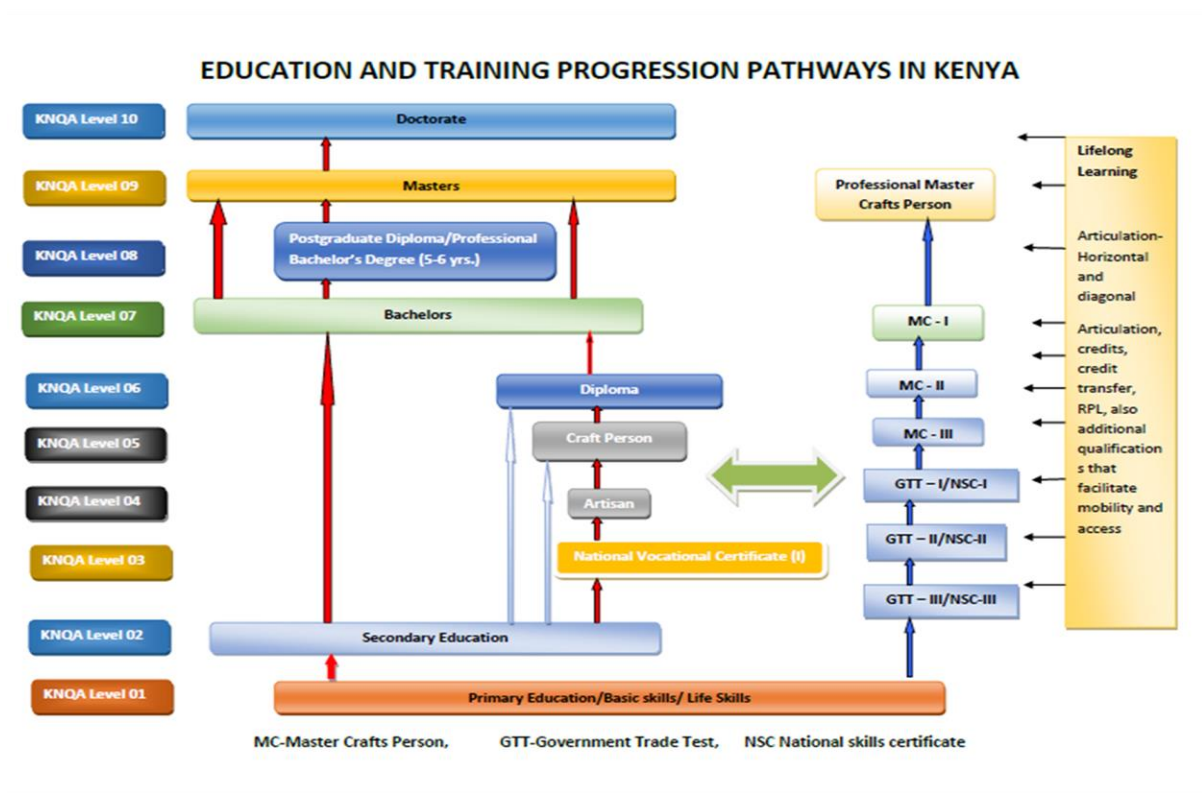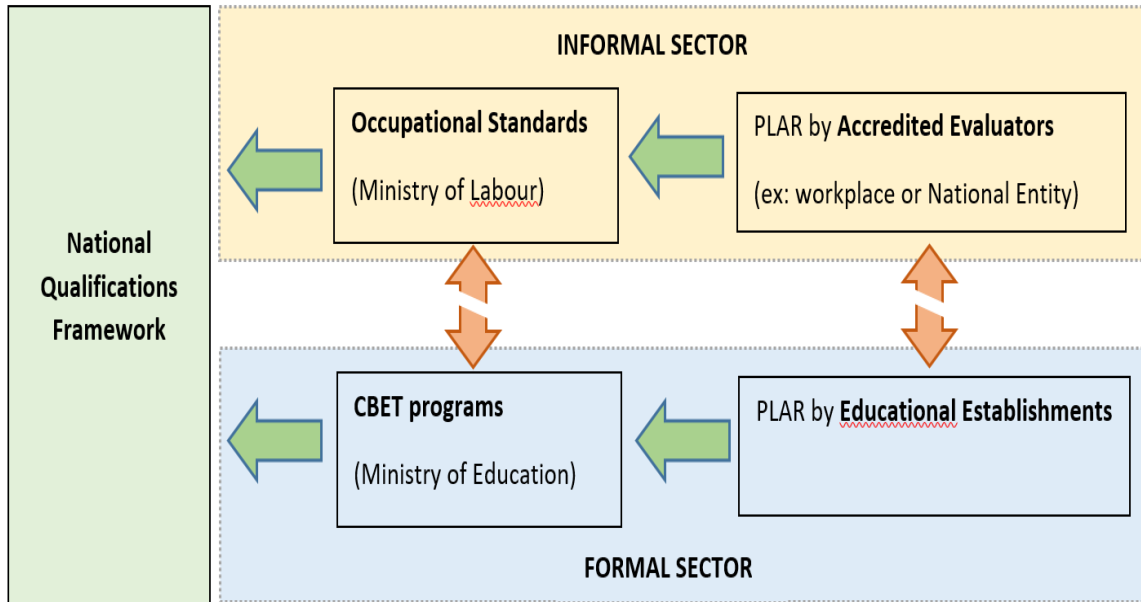
THE KNQF STRUCTURE

KNQF Level	General and Further Education and Training Sub-Framework			Notional hours (minimum)
10	Doctorate Degree			3600 after KNQA level 9
9	Master's degree			2400 after KNQA level 7
8	Post-Graduate Diploma	Professional Bachelor's Degree	Professional Master Craft Person	1200 after KNQA level 7 or 6000 after KNQA level 2
7	Bachelor's Degree		Master Crafts Person –I or Management Professional or HND or CPA III	4800 after KNQA 2 or 2400 after KNQA level 6
6		National Diploma	Master Crafts Person –II/ Professional Diploma or CPA II	2400 after level 2 or 1200 after KNQA level 5
5		National Craft Certificate National Vocational Certificate-IV	Master Craft Person III or CPA I	1200 after KNQA level 2 or 600 after level 4
4		National Vocational Certificate-III/Artisan Certificate	National Skills Certificate –I GTT -I	600 after KNQA level 2 or 300 after level 3
3		National Vocational Certificate-II	National Skills Certificate -II /(GTT –II)	300 after KNQA level 2
2	Secondary Certificate	National Vocational Certificate- I	National Skills Certificate -III /Government Trade Test (GTT -III)	Depending to skills acquisition or Level 1
1	Primary Certificate		Basic Skills/Skills for Life	Birth Certificate

RPL Institutional Structure in Kenya

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        │                          KNQA                                   │
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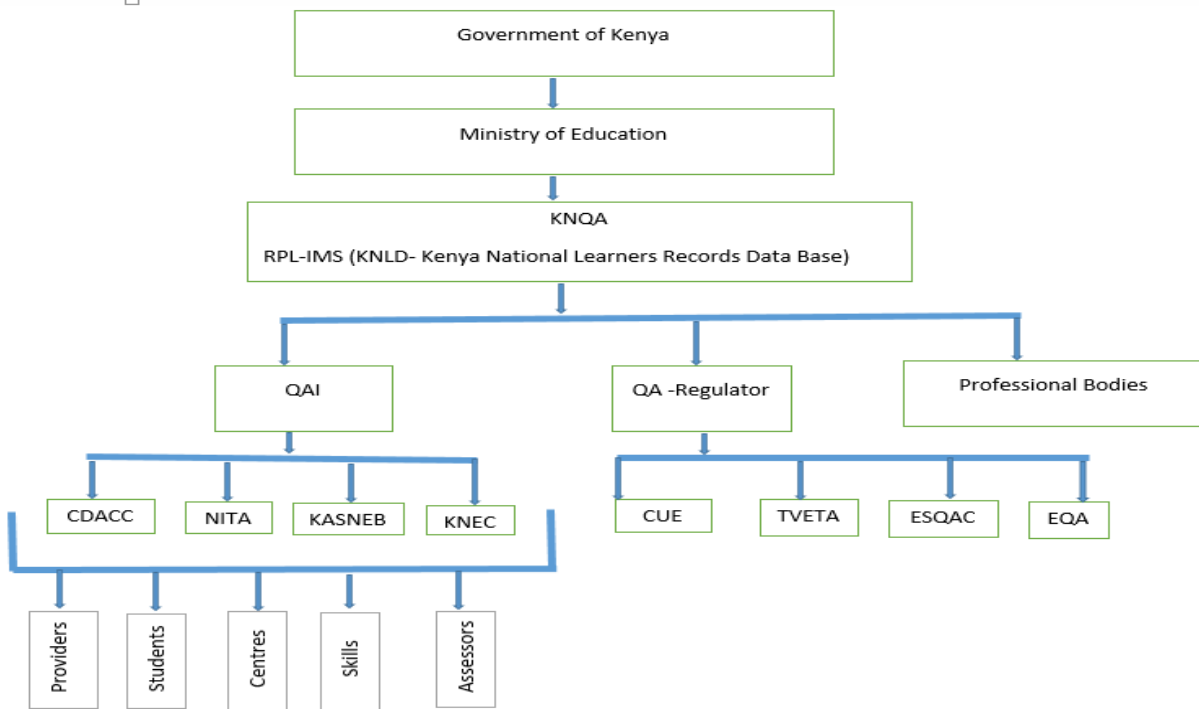
7.2. Mauritius country Context

Recognition of Prior Learning (RPL) the in Mauritius was started in the year 2007 is anchored in the Mauritius National Qualifications Framework. The Framework is implemented by the Mauritius Qualifications Authority (MQA).

The Mauritius Qualifications Authority (MQA) was established as a body corporate under the Mauritius Qualifications Authority Act 2001 under the purview of the Ministry of Education and Human Resources, Tertiary Education and Scientific Research. The MQA's main role as a regulatory body is to be the guardian of the National Qualifications Framework (NQF) – a system designed to recognise the attainment of knowledge, understanding and skills by people in Mauritius; to ensure compliance with provisions for registration and accreditation of training institutions; to ensure that standards and registered qualifications are internationally comparable; to recognize and evaluate qualifications for the purpose of establishing their equivalence in the TVET sector and to recognize and validate competencies acquired outside the formal education and training systems.

7.3. South Africa Country Context

RPL is anchored in the 10 Level NQF in South Africa which is a comprehensive system under the Minister of Higher Education and Training (MHET) for the classification, registration, publication and articulation of quality-assured national qualifications and part-qualifications.

The South African National Qualifications Framework (NQF) was established under the South African Qualifications Authority (SAQA) Act, 58 of 1995. It continues under the NQF Act, 67 of 2008, which came into effect on June 2009.

SAQA is mandated to oversee the further development and implementation of the NQF, including RPL. In this regard, SAQA in collaboration with Quality Councils oversees the implementation of RPL on a national basis in accordance with this 2019 Amended RPL Policy and Criteria

The Quality Council for Trades and Occupations (QCTO) was established in 2010 and acknowledges that Recognition of Prior Learning (RPL) is a fundamental tenet of the NQF and provides for access,

progression, support and career guidance for learners at all levels in formal education and training as well as workplace.

QCTO is the Quality Council for trades and Occupations as provided for in terms of the Skills Development Act of 1998. QCTO is mandated to develop and implement policy and criteria for Assessment, Recognition of Prior Learning and Credit Accumulation and Transfer for the qualifications and part qualification on the sub-framework.

RPL can include any type of prior learning (non-formal, informal and formal) across all ten levels of the NQF.

7.4. Namibia Country Context

The National Qualifications Framework for Namibia was established in 1994 that led to the creation of the Namibia Qualifications Authority. The 10 Level National Qualifications Framework is intended to be a register of all relevant and legal qualifications in Namibia. Recognition of Prior learning is anchored in the Namibian Qualification Framework (NQF). Namibian Qualification Authority is the institutions that implements the NQF by:

- Promote the consistent use of qualification titles,
- Provide people with a clearer understanding of what a person holding a particular qualification has achieved,
- Assist people determine the similarities and differences between qualifications in Namibia;
- Improve the harmonization of the different education and training sectors, and their alignment with the worlds of work;
- Give people greater assurance of the quality of education, training and assessment in Namibia;
- Enhance the reputation of Namibia's education and training systems in the regional, continental and international communities.

Namibia Qualification Framework
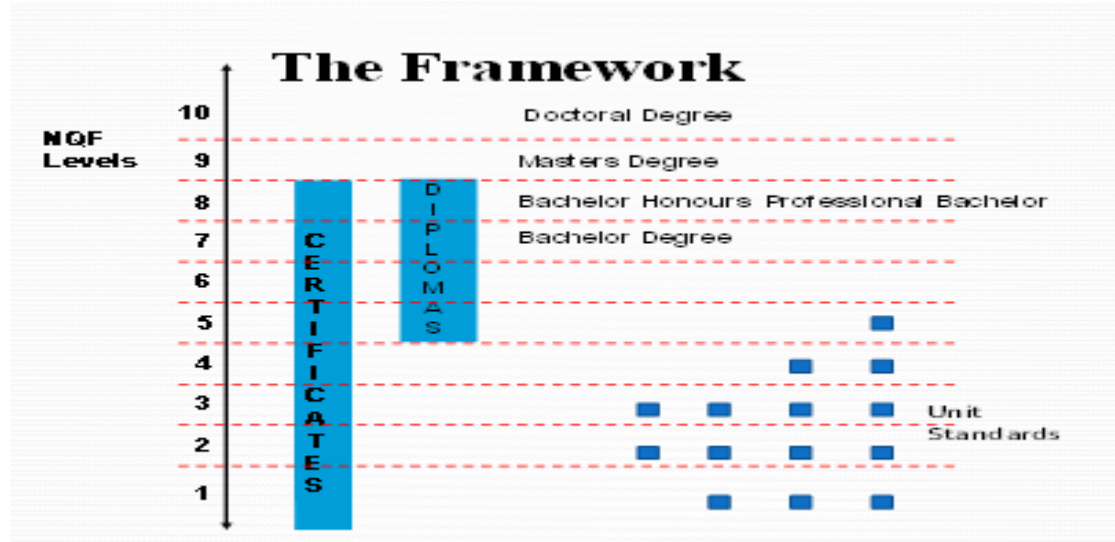
The Framework

7.5. Tanzanian Country context

The Recognition of Prior Learning (RPL) is anchored in the Tanzania Qualifications Framework (TzQF), 2009 but still in Draft form under the Ministry of Education and Vocational Training and the Tanzania Commission for Universities (TCU). The TzQA is mandated to create and maintain an electronic register for all TzQF qualifications and providers. The TzQA implements the 10- level TzQF in collaboration with National Examinations Council of Tanzania (NECTA), the Vocational Education and Training Authority (VETA), NACTE, the TCU and professional bodies with respect to the TzQF (Ibid.). The VETA was established as an autonomous government agency to promote access to vocational education and training for disadvantaged groups, including women and people with disabilities. While NACTE coordinates institutions which deliver TVET courses leading to certificates at technician, semi-professional and professional levels. The VETA and NACTE will together be responsible for quality control and assurance, accreditation of institutions and approval of programmes.

7.6. Regional Context:

7.6.1. East African Community (EAC)

To achieve internationalization of Kenyan qualifications, the Kenya National Qualifications Framework has been aligned with the East African Community (EAC) qualifications framework, the East African Qualifications Framework for Higher Education (EAQFHE) which is annexed to the EAC Common Market Protocol for mutual recognition of Academic and Professional Qualifications, to which Kenya is a signatory. The East African Common Market Protocol for movement of labor envisages an integral region that is devoid of obstacles which impede free movement and employability of workers who are citizens of the partner states.

7.6.2. The Intergovernmental Authority on Development (IGAD) Regional Qualifications Framework (RQF)

Comprises an eight-country trade bloc in Africa comprising Horn of Africa Djibouti,

Ethiopia ,Somalia, Eritrea; Nile Valley Sudan and South Sudan; African Great Lakes ; Kenya and Uganda.

The Member countries are in the process of developing National Qualification Frame works and mapping them to IGAD RQF.

The aim is to promote:

  i.   Comparability, quality and transparency of qualifications within IGAD member countries
  ii. Recognition of Qualifications within IGAD member countries;
  iii. Portability of skills and support people's learning outcomes acquired throughout life (Recognition of Prior learning) among IGAD member countries.

7.6.3. The Southern African Development Community (SADC) Qualifications Framework

The Southern African Development Community (SADC) Qualifications Framework. aims to harmonize qualifications between SADC member countries in order to facilitate the mobility of learners and workers in the region. This resonates with the TzQF's goal of integrating all levels and sectors of the Tanzanian education system and relating it to the education systems of other SADC member states (TCU, 2010).

7.6.4. Africa Continental Context

In 2019 the African Union (AU) established the African Continental Qualifications Framework (ACQF) underpinned by Agenda 2063: The Africa We Want. The initiative aims at promoting free movement of persons, free trade, customs union, common transport market and African common education space through harmonization of education, development of common standards and quality frameworks.

The ACQF aims at achieving the following:

iv. Enhanced comparability, quality and transparency of qualifications from all sub-sectors of education and training;

v. Facilitate recognition of diplomas and certificates;

vi. Facilitate portability of skills Promote an African education space, and support people's learning outcomes acquired throughout life (Recognition of Prior learning).

CHAPTER 8
CONCLUSION AND RECOMMENDATIONS

8.1. Conclusion

In conclusion, a sound, reputable, effective and internationally recognized agile RPL System will depend on dealing with the above listed issues. Most importantly overarching goal is to integrate RPL with the country's and regional existing education and training Legal and Regulatory frameworks and the country's social-economic policies. Finally, a successful RPL process must be anchored in National and Regional Qualifications Frameworks to promote internationalization.

8.2. Proposed Continental RPL Framework Road Map

Appendix 1 below:

Appendix 1: Proposed Road Map for Continental RPL Framework		
Strategic Objective: To Implement Recognition of Prior Learning (RPL) in Africa		
Goal : To promote access and equity to formal education to all learners especially the marginalized in Africa		
Strategy	**Activity**	**Output**
Develop a continental RPL Framework	Presentation of the Report of the CoP on RPL to the African Union Development Agency (AUDA-NEPAD)	African Union Development Agency (AUDA-NEPAD) ownership and commitment to sport the implrmentation of RPL in Africa.
	Appointment of Continental RPL Technical Committee to spearhead the development of continental RPL framework	Continental RPL Technical Committe formed covering all the four regions.
	Organise workshops to draft the continental RPL Framework.	Draft continental workshops held in the 4 regions
	Organise astakeholder workshop to validate the draft Continental RPL Framework	A validated continental RPL Framework
Create awareness about RPL	Organise workshops to diseminate the continental RPL Frameworks	National Qualifications Authorities designated as the lead agent
	Haronize country RPL Frameworks with the Continental RPL Framework,	Government MDAs commitment to implement RPL
	Carry out sensitization campaigns to Government, employees and employers on RPL in participating countries and regions	Government employees & employers sensitized
	Organize roundtable meetings of RPL champions from the different sectors.	RPL Champions round table meetings organized
	Undertake sensitization campaigns aimed at the Registered Training institutions and skill training Providers	Sensitization campaigns on RTOs done
	Organize annual RPL conferences and consultations with existing and potentials stakeholders.	RPL annual conference organized
Integrate RPL policy in Legal &Regulatory frameworks for education and training in member countries	Mainstream RPL Implementation in PC in MDAs	RPL Implementation mainstreamed in PCs
	Establish RPL Centres of Excellence across the Countries	RPL COEs established in Counties
	Make RPL programs available as a training option to all Government staff	Government staff trained on RPL programmes

	Integrate RPL in service portfolio; competency assessment, job access skills, career planning and access to skills training	RPL integrated in service portfolio
Ensure active participation of all stakeholders.	Establish Linkages and collaboration with all stakeholders	Linkages and collaboration with stakeholders established
Create effective RPL institutional frameworks	Create RPL Frameworks at National to institutional level	RPL Institutional Frameworks created
Build capacity of RPL professionals.	Set up RPL Advisory Council with representation of major external partners	RPL Advisory Council created
	Advise on policy and program development;	Advisory on RPL Policy &programmes given
	Facilitate partnerships and collaborative activities	Partnerships and collaborative activities facilitated.
	Train/certify Trainers as RPL portfolio practitioners	Trainers certified as RPL portfolio practitioners
	Conduct outreach activities targeting skilled workers in high priority occupations to be certified by means of alternative assessment methods	Outreach activities done
Develop effective and efficient assessment tools,guidelines and methodologies.	Develop RPL assessment tools,guidelines and methodologies	RPL assessment tools and methodologies developed
Promoting cost-sharing and a sustainable funding.	Establish a cost sharing and sustainable funding model for RPL in member countries	cost sharing and sustainable funding model developed
Establish continental RPL Quality Assurance and Evaluation Framework.	Document standards and quality assurance mechanisms in other jurisdictions;	standards and quality assurance mechanisms in other jurisdictions documented
	Define program goals, objectives, activities, desired outputs and outcomes;	RPL program goals, objectives, activities, desired outputs and outcomes defined
	Establish benchmark and M&E protocols to support evaluation and program development.	Benchmarks and M&E protocols to support evaluation and program development deve.