TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY

IMPLEMENTATION STATUS OF RECOGNITION OF PRIOR LEARNING BY TVET PROVIDERS IN KENYA

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ABSTRACT

Recognition of Prior Learning dates back to the 1930s in France and early 1970s in the United States of America where it was used to broaden access to higher education for the disadvantaged war veterans. In Kenya, the National Industrial Training Authority (NITA) and Kenya Accountants and Secretaries National Examination Board (KASNEB) have been implementing a form of RPL since the 1960s and 1970s respectively. However, there exists a gap as many competencies in the country are not recognized. According to the Kenya National Bureau of Statistics (KNBS, 2022), Kenya has a high youthful population below 35 years of age with many diverse competencies regardless of when, where and how they were acquired. Most of the young people have perfected their skills but lack recognition of their competencies. Recognition of Prior Learning is one of the reforms enacted in the Kenya TVET subsector with the intention of creating inclusive and lifelong learning opportunities. However, it is not known if key stakeholders are aware of and are effectively implementing the RPL. As a result, this study used primary data to determine the status of awareness and implementation of Recognition of Prior Learning (RPL) by Stakeholders in Kenya. The study was grounded in critical theory which questions the ideology basis on which knowledge is anchored and clearly expresses that learning institutions no longer hold sole supremacy of knowledge production; they are facing stiff contestation from the workplace, which demands recognition as an equal knowledge production site. To achieve the objectives of the study, descriptive statistics was used. Quantitative data was sorted, cleaned, analysed, and presented in frequency tables, bar graphs, pie charts, and narratives.

The study found out that the majority of the respondents were aware of the existence of RPL but most of them were not conversant with its implementation. The most common source of information on RPL were workshops and seminars. The implementation of RPL was highest in NPs as compared to TVCs and VTCs. The most preferred skill areas for certification through the RPL process were; Masonry/building technology, Electrical Installation, Tailoring and dress making, Hairdressing and Beauty and Motor Vehicle Mechanics. It is evident from the study that majority of RPL providers were offering RPL in level 3. A large proportion of the TVET institutions had not established internal quality assurance systems. The top key challenges were lack of awareness and knowledge which were cited as the greatest challenges affecting effective implementation of RPL. Awareness creation through capacity building and sensitization were highlighted as part of mitigation measures to address the challenges affecting implementation of RPL.

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ABBREVIATIONS AND ACRONYMS

NP	National Polytechnic
TVC	Technical and Vocational College
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
VTC	Vocational Training Centres
RPL	Recognition of Prior Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
NITA	National Industrial Training Authority
KNQA	Kenya National Qualification Authority
KSTVET	Kenya School of TVET
MVM	Motor Vehicle Mechanics
ICT	Information Communication Technology
CBET	Competency Based Education and Training

DEFINITION OF TERMS

Decent Jobs: Describes employment opportunities that provide fair and equitable conditions, sufficient income, and various social benefits, enabling them to lead a respectable and fulfilling life.

RPL Practitioner: is a person involved in RPL assessment process

CHAPTER ONE
INTRODUCTION

1.1 Background Information

Recognition of prior learning (RPL) provides formal recognition of skills and/or knowledge gained on the job or as a result of other non-formal or informal learning experiences. RPL, if granted, may lead to the full or partial award of a nationally recognized Technical and Vocational Education and Training (TVET) qualification. RPL acknowledges that competencies can be acquired in different ways, forms and settings, which include Formal, Non-formal and/or Informal learning. Non-formal learning occurs in the workplace, the voluntary sector or the trade-union context, and in the community. Informal which results from activities undertaken daily at work, in the family or during leisure activities. Informal learning is often unintentional and the individual concerned may not recognize at the time that it has contributed to his or her knowledge, skills and competences (ILO, 2022).

The need to recognize and certify skills and knowledge acquired informally and non-formally has gained significance globally in many social-economic contexts. The increased integration and interconnectedness of world economies in the 21st Century, migration of labour and rapid changes in technology have forced policymakers around the world to develop pragmatic systems of recognizing what people already know to improve access to education, training, job opportunities and reduce marginalisation, thus promoting social inclusion. In developing and developed economies, the development of effective systems for recognition of prior learning has become even more urgent due to poverty, lack of equity and equality in access to education, training opportunities and decent employment for significant groups of populations (NITA, 2021). The UNESCO Institute of Lifelong Learning (UIL) considers the use of RPL to be of the utmost importance for integration of non-formal and informal learning into national, regional and global qualifications frameworks. The recognition of non-formal and informal learning is therefore an important pillar of any lifelong learning policy and this has consequently led many countries to develop national systems for RPL.

Recognition of prior learning gained popularity in the United States of America in the 1970s, when it was utilised to increase access to higher education for the military veterans. It was also created in the 1980s in the United Kingdom (UK), New Zealand, and Canada, and debuted in Australia

and South Africa in the 1990s (Harris, Wihak & Van Klee, 2014). Recognition of prior learning widely utilised in Canada to increase workforce development and improve organisational effectiveness. In Australia, RPL is used to provide credit waivers for units in which the person is already competent, shortening the time required to acquire a qualification (Queensland Government, 2014). The 'recognition of prior learning' (RPL) has become an important element in recent developments in the Technical and vocational education and training (TVET) systems of Lower and Middle-Income Countries (LMICs), reflecting a global trend that also encompasses many comparatively more industrialised countries (Maurer & Morshed, 2022).

In Portugal, the New Opportunities initiative (NOi) is a flagship programme that recognises and accredits prior learning and provides upper secondary qualifications to low-skilled adults, which is defined as the minimum entry threshold to exercising full citizenship in a knowledge-rich society. The NOi's most significant accomplishment has been its capacity to entice the least-skilled individuals to participate in a system of informal and non-formal skills recognition, accreditation, and certification, with the support of formal learning, in order to attain academic and/or vocational certification. A record enrolment of almost half of the targeted adult population of roughly 3.7 million low-skilled in only 5 years of implementation is a reality that cannot be denied (Carneiro, 2011).

African countries such as Mauritius and South Africa use RPL for recognition, certification, and progression to higher education. However, the impact of RPL is strongly felt in South Africa, where the majority of the population suffered educational discrimination during the apartheid regime. South African RPL is being implemented in more than 20 sectors and at all levels of qualifications (SAQA, 2014). For admission to undergraduate courses, most South African institutions of higher learning accept RPL qualifications. In this regard, the University of South Africa (UNISA) has created an RPL tool for assessing candidates' readiness for Masters and Doctoral degrees (Smith, 2014). In Tanzania, RPL is used to detect skill gaps and, as a result, workers' training needs. This is based on the reality that, while countries experiencing skills shortages frequently have unemployed employees with the necessary talents, such workers are often invisible due to a lack of formal certifications. Recognition of Prior Learning has helped to reduce skill shortages by certifying and making such knowledge and abilities visible (Werquin, 2010).

A large proportion of people face severe disadvantages in getting decent jobs, migrating to other regions and accessing further education, even though they might have the necessary knowledge and skills. The RPL process can help such persons acquire a formal qualification that matches their knowledge and skills, and thus contribute to improving employability, mobility, lifelong learning, social inclusion and self-esteem. International Labour Standards and International Labour Conferences (ILC) have emphasised the importance of RPL and recommended establishing systems for RPL (ILO, 2015).

In Kenya, the National Industrial Training Authority (NITA) and the Kenya Accountants and Secretaries National Examination Board (KASNEB) have been adopting a kind of RPL since the 1960s and 1970s respectively (KNQA, 2021). Access to education is a constitutional right guaranteed by the Kenyan Constitution. This is in line with the international frameworks that require governments around the world to provide equal access to all levels of education as well as quality technical, vocational, and tertiary education. The promulgation and implementation of the TVET Act, 2013, heralded a new era in which new Agencies were formed and tasked with shaping the future of TVET in Kenya. The key reforms to be pushed by the Agencies included curriculum reforms and institutional regulations.

According to the Kenya National Bureau of Statistics (KNBS, 2022), Kenya has a large number of young people under the age of 35 with a wide range of skills, regardless of when, where, or how they were acquired. Most of the young people especially in the Jua Kali sector have perfected their skills but lack certification of their competencies. More so, Kenya has continued to host and integrate vulnerable populations fleeing conflict in their countries of origin since the 1980s. There were 529,863 refugees and asylum seekers in Kenya from neighbouring countries as of August 31, 2021 (UNHCR). Similarly, Kenya is considered both a source of and a destination for migrant workers. Many of these refugees and migrants have vast experience and skills while some have professional qualifications which are not recognized.

Kenya's socio-economic growth largely depends upon the effectiveness and quality of the country's Human Resources Development (HRD) system. The Vision 2030 and the Bottom-Up Economic Transformation Agenda (BeTA) place great emphasis on the link between education, training and the labour market to develop a relevant and skilled workforce. These efforts, notwithstanding, the country still faces a severe shortage of quality and relevant skilled workforce.

This is due to the mismatch between skills produced and labour market needs. However, demographic structure indicates that 92% of Kenyan youths have unrecognised competencies acquired through informal and non-formal means but are not certified to practise (MasterCard Foundation, 2017). Formal education and training face challenges in resolving emerging issues due to rigid systems and broad scope of courses while workplaces are increasingly changing towards highly specialised narrow skills for work.

Implementing RPL and promoting its utilisation has been a policy priority as an integral part of the CBET implementation in Kenya. The ministry of education (MoE) has put in place the policy framework to guide in implementation of the RPL process by TVET providers. Further, TVETA has developed requirements and guidelines to ensure and assure quality of RPL processes by TVET stakeholders. This research endeavour to establish the implementation status of RPL and assess strategies that can be adopted to harness the potential of assessment of prior learning, contribute to RPL process effectiveness and promote a more inclusive and equitable opportunity for skill development and career progression.

1.2 Problem Statement

According to the Kenya National Bureau of Statistics (KNBS, 2022), Kenya has a high number of youths below 35 years of age with many diverse competencies regardless of when, where, and how they were acquired. Most practising artisans in Kenya have perfected their knowledge and skills through non-formal apprenticeships but lack certificates of recognition for their competencies. The lack of nationally recognized qualification certificates has hindered them from accessing decent jobs. This issue might have a significant barrier to the overall development and growth of the workforce and thus hamper the country's efforts to address unemployment and skill gaps. Recognition of Prior Learning is one of the reforms that has been enacted in the Kenya TVET subsector to create inclusive and lifelong learning opportunities. However, the implementation status of RPL by TVET providers in Kenya has not been documented. Hence, it is essential to establish the implementation status of RPL by TVET providers in Kenya in order to harness the potential of assessment of prior learning, contribute to RPL process effectiveness and promote a more inclusive and equitable opportunity for skill development and career progression.

1.3 Objectives of the Study

To determine the implementation status of Recognition of Prior Learning (RPL) by TVET providers in Kenya.

1.3.1 Specific Objectives

The study was guided by the following specific objectives;

i. To determine the levels of awareness of RPL among TVET providers in Kenya
ii. To determine the proportion of TVET providers implementing RPL
iii. To determine the skill areas targeted for RPL by TVET providers
iv. To determine the availability of a functional quality assurance system for the RPL process
v. To establish challenges affecting the implementation of RPL
vi. To establish mitigation strategies to challenges affecting the implementation of RPL

1.4 Justification of the Study

The government has made substantial investments in reforming the TVET sector in the Country. These reforms include the implementation of RPL to enable individuals who have acquired relevant skills and knowledge through non-formal or informal ways to be given sufficient recognition and opportunity for skill development and career progression among others. The purpose of these reforms was to enable the TVET system to produce graduates with relevant knowledge and skills for employment and job creation. Among the achievements made in the implementation of RPL is the development of a national policy and standard. However, there is little information on the level of adoption of the policy and standard. In order to ensure that all TVET providers in the country adopt and implement RPL, there is an urgent need to establish its implementation status. It will also open a window to establish the challenges faced and the appropriate mitigation strategies that can be put in place.

1.5 Scope of the Study

This study was limited to determining the implementation status of RPL by registered TVET institutions in Kenya. Specifically, the study determined the levels of awareness of RPL, the proportion of TVET providers implementing RPL, the availability of a functional quality assurance system for the RPL process, challenges affecting the implementation of RPL, and mitigation strategies to challenges affecting the implementation of RPL. The scope of people targeted by RPL is shown in Figure 1.

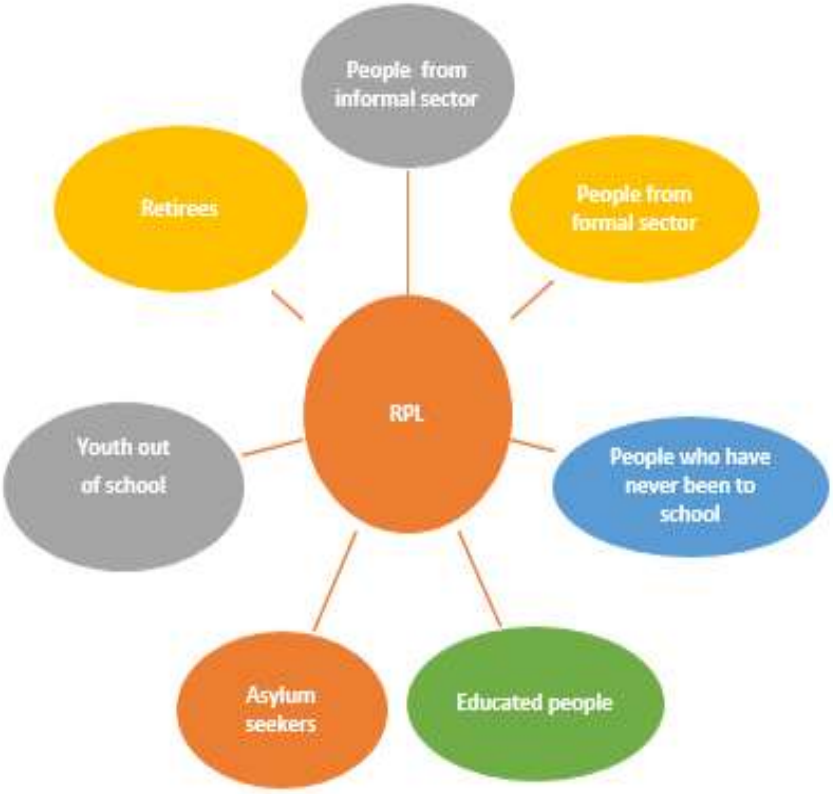

Figure 1: RPL Target (Source: KNQA)

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review for the study. It specifically includes the theoretical literature, empirical literature, gaps in the literature as well as the conceptual framework adopted in the study.

2.2 Theoretical Literature

2.2.1 Critical Theory

A wide range of theories on learning such as the Experiential learning theory, Kolb's Learning Cycle theory, Transformative Learning theory and Critical theory underpins RPL. The formal recognition of prior learning (RPL) has been commended and even tenaciously pursued as an instrument of social justice and equity in education sectors worldwide (Cleary et al., 2002). Recognition of Prior Learning is regarded to be a "powerful tool for bringing people into the learning system" who have otherwise grown disengaged (Hargreaves, 2006). Thus, this study is founded on critical theory, which emerged in 1894 as a result of the transformation of society brought about by revolutionaries at Frankfurt University's Institute for Social Research in order to address political injustices in Germany (Nel, 1998). As a result, critical theory arose as a tool for expressing feelings as well as influencing the future. In this study, critical theory also calls into question the ideological foundation upon which subject knowledge is rooted as the prestigious single representation of knowledge. With Skinner et al. (2010) advocating for a bridge between academic and vocational skills, questions have started to emerge expressing sentiments about the sole representation of subject knowledge.

According to Garnett (2016), learning institutions no longer have sole authority over knowledge production; they are facing intense competition from the workplace which demands acknowledgment as an equal knowledge production site. This contestation is viewed as a tool for altering the old ideological paradigm of subject knowledge's superiority. The contemporary sentiment is that knowledge is alive, well and that it is collected from various sources. Learning institutions should recognise the diversity of knowledge production sites and the need for diverse knowledge assessment methodologies. RPL as a practice is also framed within the discourse on lifelong learning, access, and social justice. It is a procedure that allows uncertified formal

learning, uncertified organised non-formal learning, and uncertified and unplanned informal learning to be recognised academically (Garnett & Cavaye, 2015).

Further, Experiential learning theory proposed by David Kolb is regarded as the foundational theory of RPL. According to Kolb, experience is critical in the development of knowledge construction, because learning takes place through discovery and active participation, Kurt (2020). The experiential learning theory suggests a four-cycle process of knowledge acquisition through transformation of experience in which the marketplace or place of work experiences and utilisation of skills are critical because knowledge should not only be powerful but useful as well (Canning 2012)

Across the globe legislative and policy frameworks has been enacted to lay a legal foundation for RPL for instance in Namibia, the Namibian National Qualifications Authority (NQA) Act, No. 299 of 1996 recognises all learning, irrespective of the setting where such learning occurred, provided it can be verified. In other cases, institutions that have adopted RPL have put in place quality assurance guidelines and systems for accreditation within the mainstream quality assurance framework, Shaketange (2018). similarly, in Kenya the Technical and Vocational Education and Training (TVET) Act, No. 29 of 2013 mandates the Authority to assess, certify and equate skills or abilities gained on the job, indicating a clear recognition that knowledge and skills or competencies can be obtained outside of formal learning circumstances, (GoK 2013).

Kenya has established a strong framework for recognizing competencies and skills through the implementation of Recognition of Prior Learning (RPL) policy. This has been buttressed by the commitment from the Government to provide a platform for recognition and certification of a huge segment of its population majorly the youth, who have acquired various competencies through experience and have been contributing greatly to the country's economy in the informal sector popularly known as the *Jua kali*. *(https://acqf.africa/news/kenya-develops-and-expands-recognition-of-prior-learning-for-the-benefit-of-millions-of-young-people-artisans-and-small-businesses)*

2.3 Stakeholder Participation in Skill Development

Effective participation of stakeholders in education and training systems, particularly employers' and workers' groups, is vital to ensuring that training matches labour market needs. Many countries face this difficulty, particularly those with strong informal economies, because creating contact

with informal sector enterprises is difficult in and of itself. Social partners' involvement in RPL is also influenced by their overall involvement in the education and training system. However, poor involvement in RPL may not always indicate disinterest in it. The following are the key elements impacting the possibility of employers supporting their staff to seek RPL: Is it a regulatory necessity or a prerequisite for acquiring international quality assurance certification to hire skilled workers? Are importers concerned about the qualifications of their employees? Is there a proven link between talents and productivity? and do they properly understand RPL and have faith in the RPL system's quality?

Singh and Duvekot (2013) noted that the RPL system should be an integral part of any country's education and training system. It should promote alternate pathways to acquiring qualifications and ensuring parity between RPL and formal education. According to Singh and Duvekot (2013), RPL facilitates lifelong learning; and governments should ensure the allocation of sufficient resources so that stakeholders will take it seriously and prioritise its development and implementation. These objectives can be accomplished if national policies concerning employment, poverty reduction, development, migration, education and training emphasise the implementation of RPL.

According to Garnett (2016), universities no longer have the sole authority over knowledge production; they are facing fierce competition from the workplace, which demands acknowledgment as an equal knowledge production site. This contestation is viewed as a tool for shifting the old ideological notion of subject knowledge superiority. The contemporary sentiment is that knowledge is alive and well and that it is collected from various sources. Universities should recognise the diversity of knowledge production sites and acknowledge the necessity for a variety of knowledge assessment methodologies.

Formal competence recognition processes focus on formal credentials from another nation, often the place of origin, and the degree of equivalence between these "foreign" credentials and the credentials recognised in the receiving country. Because of the emphasis on formal qualifications in the recognition procedure, the certificate is recognised as comparable to one in the new nation in the best-case scenario. However, it is most likely that the recognition method will show what is acceptable and what is lacking in terms of the new country's norms. As a result, more courses and exams will be required before issuing a new official certificate. According to Andersson (2021),

this could mean that foreign credentials of immigrant professionals are not recognised, even though they were valid in their home country, and the recognition procedure becomes a barrier rather than a facilitator.

Andersen and Aagaard (2013) stated that any 18 to 25-year-old in Denmark has the right to play in the RPL. This did not apply to people pursuing adult vocational training. The Dutch VET law assures that abilities earned through formal learning are equal to those gained through non-formal/informal learning; the skills are assessed through a system that is independent of learning routes. Christensen (2013) discovered that persons with more than five years of verifiable work experience in Finland are qualified to apply for a craft certificate via RPL. If their documents are accepted, they will take the same final examination (theory and practical) as apprentices. If they are successful, they will be able to apply for higher education. The analysis also discovered that RPL was included in the Quality Training Framework charter as well as the standards for Registered Training Organisations. RPL is required to be offered to all applicants upon enrolment under certain charters and requirements.

In Brazil, RPL system certification intends to actively integrate firms from the design stage, as well as to promote human resource policies that advocate the recognition of competencies for career development. The system uses occupational profiles developed in collaboration with representatives from businesses and workers in sectoral technical committees as a point of reference for assessment (Vargas, 2004). According to Vargas (2004), in order to ensure competent workers for safe installations and operational continuity, Brazil has built a certification system for its employees, particularly those operating in the areas of quality control function.

Velciu (2014) conducted a study in Iceland and discovered that RPL is a priority for both employers and employees. According to the report, businesses collaborate with schools and universities to identify how workers can receive access to or credit for college courses. Most sectors have created industry-based RPL models and carry out or supervise assessments within a quality assurance framework. According to a report for the European Trade Union Confederation, trade unions in some countries, such as the United Kingdom and Romania, train some members to become 'activists' who subsequently provide information and counselling to workers. The same paper also suggests that RPL be addressed in collective bargaining (Damesin, Fayolle, and Fleury, 2012).

According to Kippersluis (2014), resource institutions are also required for developing tools and increasing the ability of RPL providers and professionals. This can be accomplished by either strengthening current institutions or creating new ones. Denmark, for example, has developed an RPL National Knowledge Centre for the management and dissemination of RPL knowledge; it is critical in the establishment of quality standards and procedures for assessing prior learning.

2.4 Key Drivers and Benefits of RPL

A considerable proportion of persons with suitable skills and knowledge have been unable to obtain decent jobs, migrate to other regions, or pursue further education due to a lack of recognised qualifications. The RPL procedure can assist such individuals in obtaining a formal qualification that matches their knowledge and abilities, thereby enhancing employment, mobility, lifelong learning, social inclusion, and self-esteem (ILO, 2015).

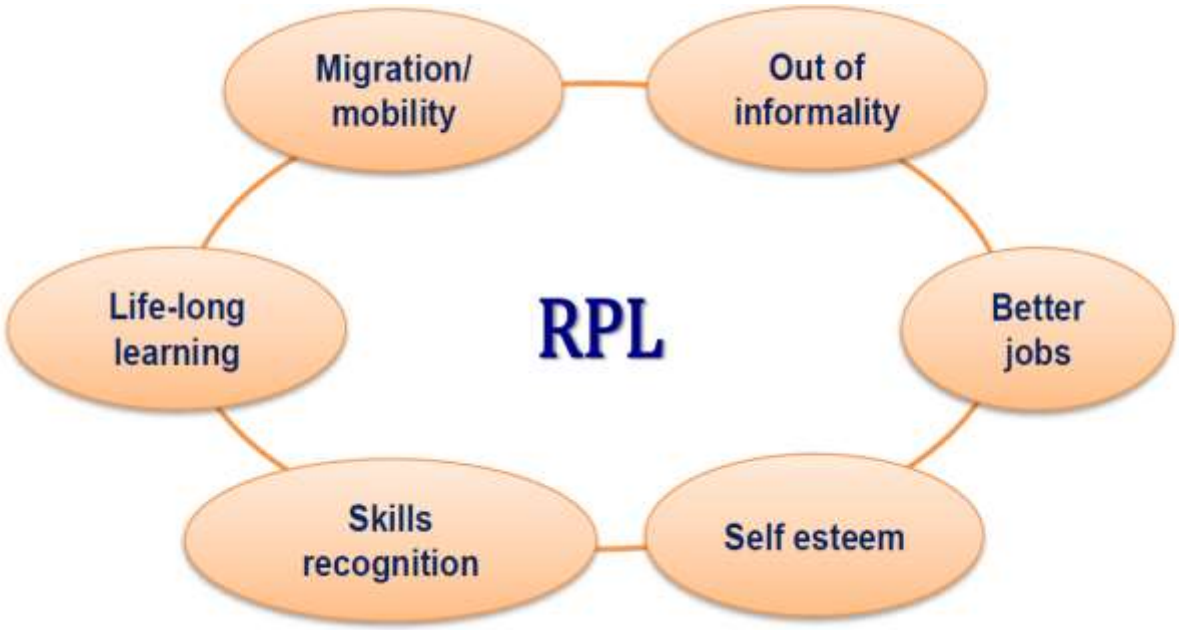

Figure 2: Key Drivers and Benefits of RPL (Source: ILO, 2015)

In view of the importance of RPL, most countries have initiated steps in establishing an RPL system, but many are facing challenges to successful implementation.

2.5 Importance of RPL

The rapid technological advancements and shifting labour market needs continuously require agile and adaptable skill sets. It is important to empower all citizens to navigate the changes effectively.

Technical and vocational education and training (TVET) is well placed to meet these demands by reducing access barriers to the world of work, ensuring that skills gained are relevant, recognized and certified, promoting green skills and practices, and offering skills development opportunities for youth who are not in education, employment and training (NEET) (UNESCO-UNEVOC, 2023). The use of RPL for admission and/or credit in standard programmes enables individuals to have their work-based knowledge acknowledged as relevant, worthwhile and equivalent to learning obtained in the higher education classroom. The use of RPL within negotiated work-based programmes highlights the potential of reflective practice to act as a tool to achieve organisational development as well as individual recognition. The linkage between individual learning achievement and organisational change opens up a range of opportunities for higher education institutions offering applied business and management education (Garnett & Cavaye, 2015).

Waweru and Oluoch (2023) undertook a study on needs assessment targeting eleven 'Jua Kali' sectors (Mechanical, Electrical, Welding, Masonry, Plumbing, Hotel Services, Carpentry, Textile/Dressmaking, Barbering, and Hair and beauty services) in Kakamega town. They found out that 77.7% of the respondents had no certification to prove their competency in their skill areas. The study further discovered that the majority (88%) of the respondents liked their skills and knowledge gained informally to be assessed and certified by a recognized institution. Further, out of the respondents, 80.6% reported that their institutions had never been involved in the RPL process and 58.3% reported that their institutions had enough trained personnel to implement RPL. The findings also indicated that there was a high level of RPL need among the workers at 88%. The study concluded that there was a need to create effective awareness among RPL possible candidates, implementers and policy makers.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in this study. In Particular, it outlined the research design, target population, sample size and sampling technique, data collection instruments, pilot testing, and data analysis.

3.2 Research Design

The study used a descriptive research design, which entailed investigation of the variables in their natural environment (Kothari, 2017). Descriptive research investigations are primarily concerned with describing the features of a certain person or group. According to Mugenda & Mugenda (2003), descriptive research design determines and reports things as they are. The descriptive method provided for the presentation of results in the form of simple statistics, tables, mean scores, percentages, and frequency distributions. Data from the sampled respondents was collected via a coded online questionnaire.

3.3 Target Population

A target population refers to all members in a real or hypothetical set of people, events or objectives to which the researcher wishes to generalise the results of his research (Draugalis & Plaza, 2009). The study targeted all accredited TVET institutions in Kenya (KSTVET, 11 NPs, 973 private TVCs, 277 Public TVCs, and 1051 VTCs).

3.4 Sample Size and Sampling Technique

To obtain a sample of respondents, stratified and simple random sampling was employed to obtain the desired samples of institutions. The stratification was based on categories of institutions and counties where they were located. The targeted TVET providers were classified by category, type (public and private) and county and every institution was given an equal opportunity for the study. All the 12 National Polytechnics and a total of 248 TVET institutions (both private and public TVC and VTC) were sampled for this study.

3.5 Data Collection Instruments

Questionnaires were the main data collection instruments. The questionnaire was scripted in a Kobo collect software and administered online to the identified respondents. The questionnaire consisted of both open and close-ended questions. The Likert scale was appropriate to the study

as it minimised response variability while pre-specifying a set of response alternatives to increase the response rate (Githui & Wario, 2013).

3.6 Data Collection Procedure

A team of TVETA officers visited the sampled institutions and administered the questionnaire to two respondents, an administrator and a randomly selected trainer.

3.7 Pilot Testing

The questionnaires were pre-tested on a sample of non-study participants before being administered to ensure their validity and reliability. This improved the usefulness and clarity of the questionnaire items. The instruments were then examined to ensure that the data collected was relevant to the objectives of the study. This, in turn, enhanced the instrument's validity and ensured that all errors were eradicated.

3.8 Legal Considerations

The Authority obtained a research permit from National Commission for Science, Technology, and Innovation (NACOSTI) as required by law to conduct the study (Ref No: 306842; Licence No: NACOSTI/P/23/29218). To ensure dignity and respect for the respondents, the researchers conducted themselves with courtesy and respect. In addition, they ensured that the respondents feel free to respond to the questionnaires by ensuring that no questions would make them uncomfortable. All the respondents were informed of the confidentiality of the data they are providing. They were requested to give honest responses to all items in the questionnaire.

3.9 Data Analysis

Descriptive statistics was used in data analysis. Quantitative data was sorted, cleaned, analysed, and presented in frequency tables, bar graphs, pie charts, and narratives. Data quality checks were performed in order to eliminate data mistakes or points of contradiction.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

Introduction

This chapter presents empirical findings and discussions of the study. Specifically, the chapter discusses the response rate, demographic information as well as the results for the specific objectives of the study.

4.1 Response Rate

The total number of institutions sampled through stratified and simple random sampling for this study were 260 and 243 responded as shown in table 1.

Table 1: Response Rate

No.	National Polytechnic	Technical and Vocational Colleges		Vocational Training Centres			Total
	Public	Public	Private	Public	Private	Total	Grand Total
Number Sampled	12	80	90	70	20	90	260
Number Responded	12	71	77	70	13	83	243
Response	100%	89%	86%	100%	65%	92%	93%

The number of institutions that responded to the questionnaire from 45 out of 47 counties were 243, representing an overall response rate of 93%. The high response rate and the coverage of nearly all the counties in Kenya, with the exception of Wajir and Mandera implied that the results from this study were representative and could therefore be generalised for all the TVET institutions in Kenya. The lower response rates from the private institutions was due to the closure of some of the sampled private TVET institutions. On enquiry, most of the proprietors of the institutions that had closed down stated that their operations were affected by the effects of COVID 19 pandemic.

4.2 Demographic Characteristics of Respondents

4.2.1 Gender Distribution of Respondents

The Kenyan constitution contains important provisions for gender equality and participation of all Kenyans in all sectors of the economy, including education and training. The government has developed a comprehensive National Gender and Development Policy to provide a framework for effective implementation of these constitutional provisions. The gender distribution of the respondents is as shown in Table 2.

Table 2: Gender Distribution of Respondents

Respondent	**Institution Type**		
Administrator	**Private**	**Public**	**Total**
Female	29%	32%	31%
Male	71%	68%	69%
Total	100%	100%	100%
Trainer/RPL Practitioner	**Private**	**Public**	**Total**
Female	43%	34%	37%
Male	57%	66%	63%
Total	**100%**	**100%**	**100%**

There were more male respondents than female respondents for both administrators and trainers/RPL practitioners in all the categories of the TVET institutions. There were however, a higher proportion of female trainer/RPL Practitioner respondents than administrators. The gender proportion was compliant to the two-third gender rule required by the Kenyan constitution.

4.2.2 Respondent's Training Experience

Well trained and experienced trainers play a critical role in equipping the youth with relevant skills for smooth transition to the job market or active engagement in the communities. The trainers' experience of the respondents who participated in this study are shown in Figure 3.

Figure 3: Training experience

The NPs had the highest proportion of trainers with over 20 years' experience (38%) while in the public TVCs and VTCs the highest proportion had training experience of over 20 years (30%) and 10-15 years (34%) respectively. In the private TVCs and VTCs, the highest proportion of respondents had training experience of 1-5 years at 26% and 37% respectively. Generally, the trainers from the public TVET institutions were more experienced as compared to those in Private TVET institutions. This could be attributed to higher turnover in the private institutions than the public institutions due to better schemes of service.

4.3 Awareness Levels of RPL among TVET Providers in Kenya

Awareness creation is an important facet in adoption of any TVET programmes. By raising awareness of RPL programs, potential target groups can be assisted to understand the benefits of

these programs and encourage them to seek certification of skills acquired informally. This study sought to establish the level of awareness of RPL among TVET providers in Kenya.

4.3.1 RPL Awareness among Different Institution Categories

The awareness levels of both the administrators and trainers on RPL was determined by asking the respondents to state the instances in which RPL is applicable. Table 4 shows the level of awareness on RPL.

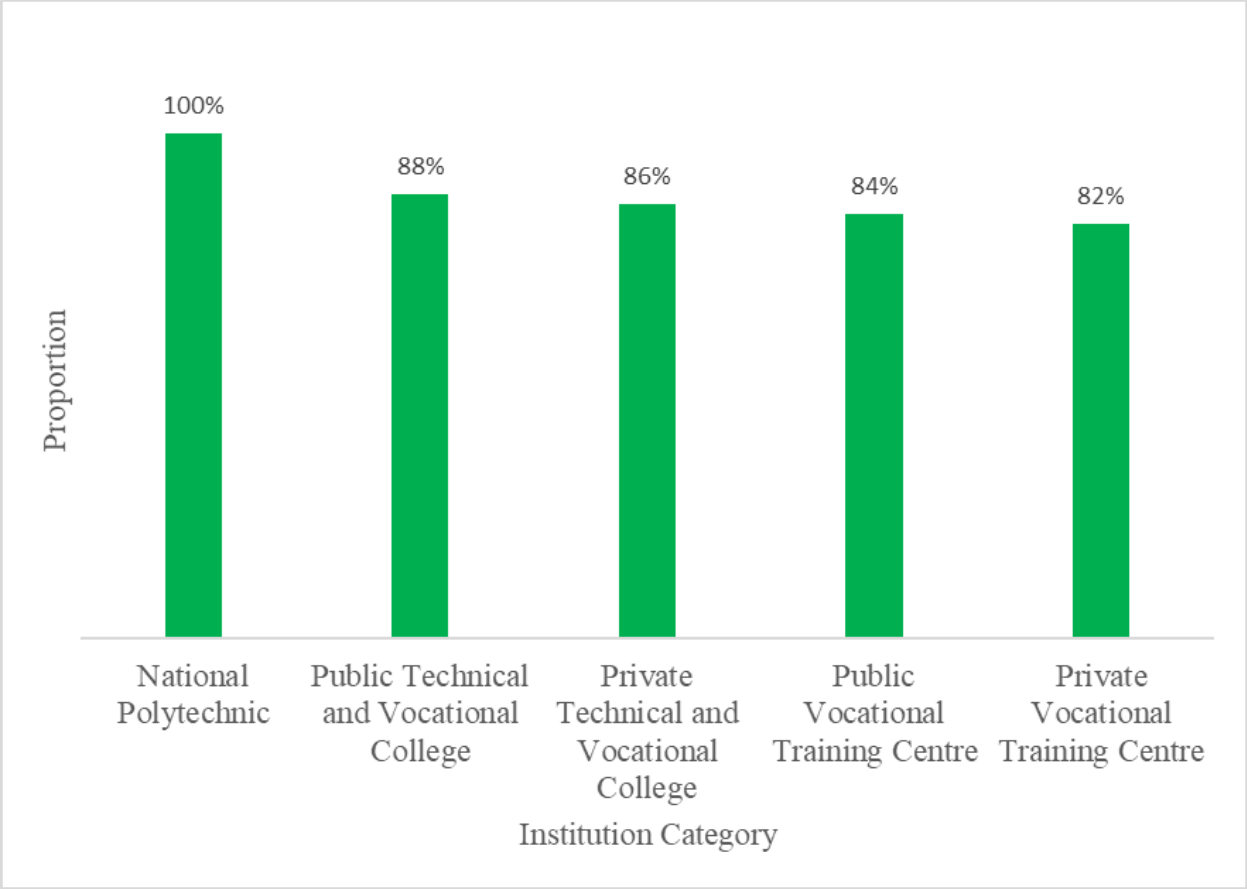

Figure 4: Level of awareness on RPL among Different Institution Categories

The findings show that all National Polytechnics were aware of RPL followed by the public VTCs (88%). The higher awareness levels of the public VTCs than the TVCs could be attributed to the fact that the VTCs mainly offered a form of RPL courses examined by the National Industrial Training Authority (NITA). Although a large proportion of trainers and administrators were aware of RPL, most of them stated that they were not conversant with its implementation. They proposed

the need for intensive sensitization to improve their awareness and knowledge of RPL implementation.

4.3.2 Sources of Information on Recognition of Prior Learning (RPL)

Further to the awareness level, the study sought to establish the sources of information on RPL. The respondents got information on RPL from various sources as shown in Figure 4.

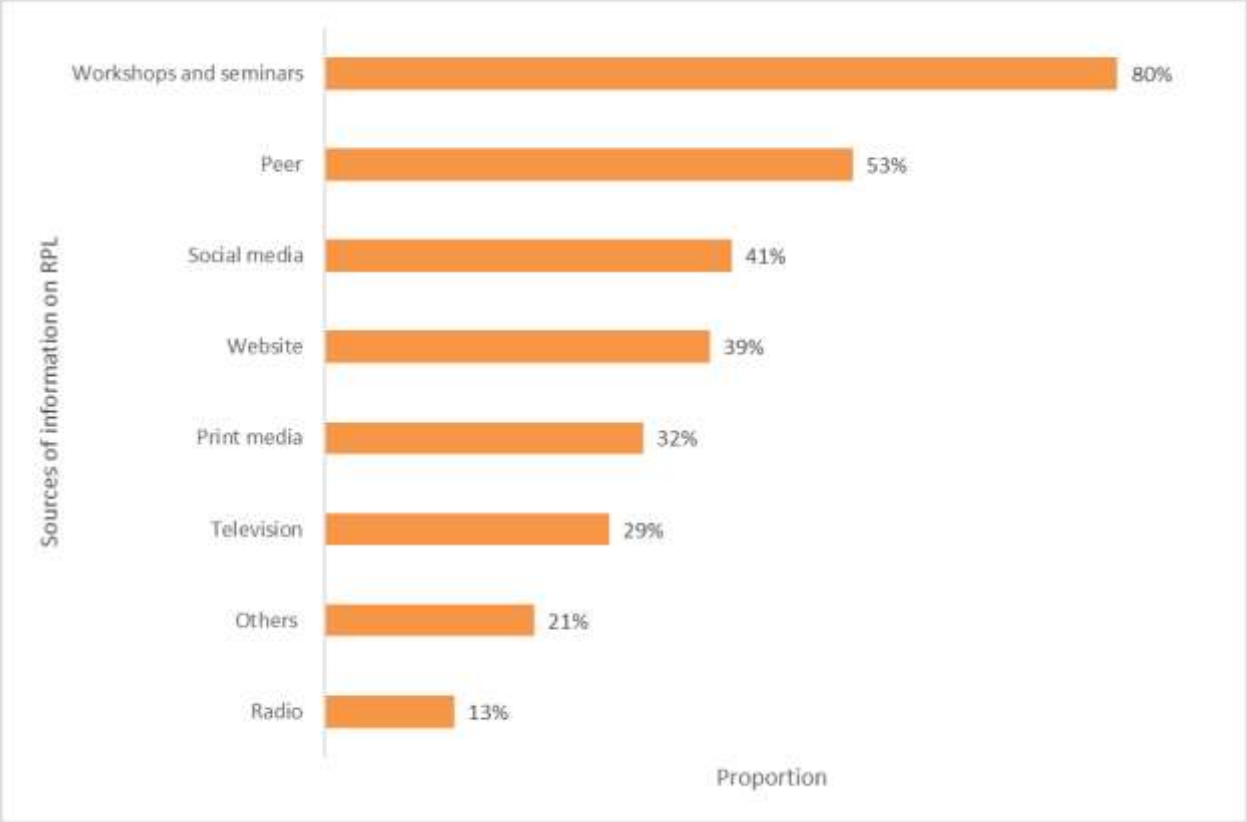

Figure 5: Source on Information on Recognition of Prior Learning

Majority of the respondents (80%) who were aware of RPL indicated that workshops and seminars were their major sources of information. Other main sources of information comprised peers (53%) and social media (41%). The information provided by the respondents indicated that there were little initiatives on creation of awareness by relevant government agencies on radio, print media, television and social media. The other sources of information on RPL that were stated by the providers included ministerial circulars, political party manifestos.

4.4 Proportion of TVET Providers Implementing RPL

Implementation of RPL and promoting its utilisation has been a policy priority as an integral part of the CBET implementation in Kenya. This study sought to establish the level of RPL implementation in the Kenyan TVET institutions.

4.4.1 Implementation of RPL per Institution Type and Category

The figure 5 shows the proportion of TVET providers implementing RPL disaggregated per institution type and category.

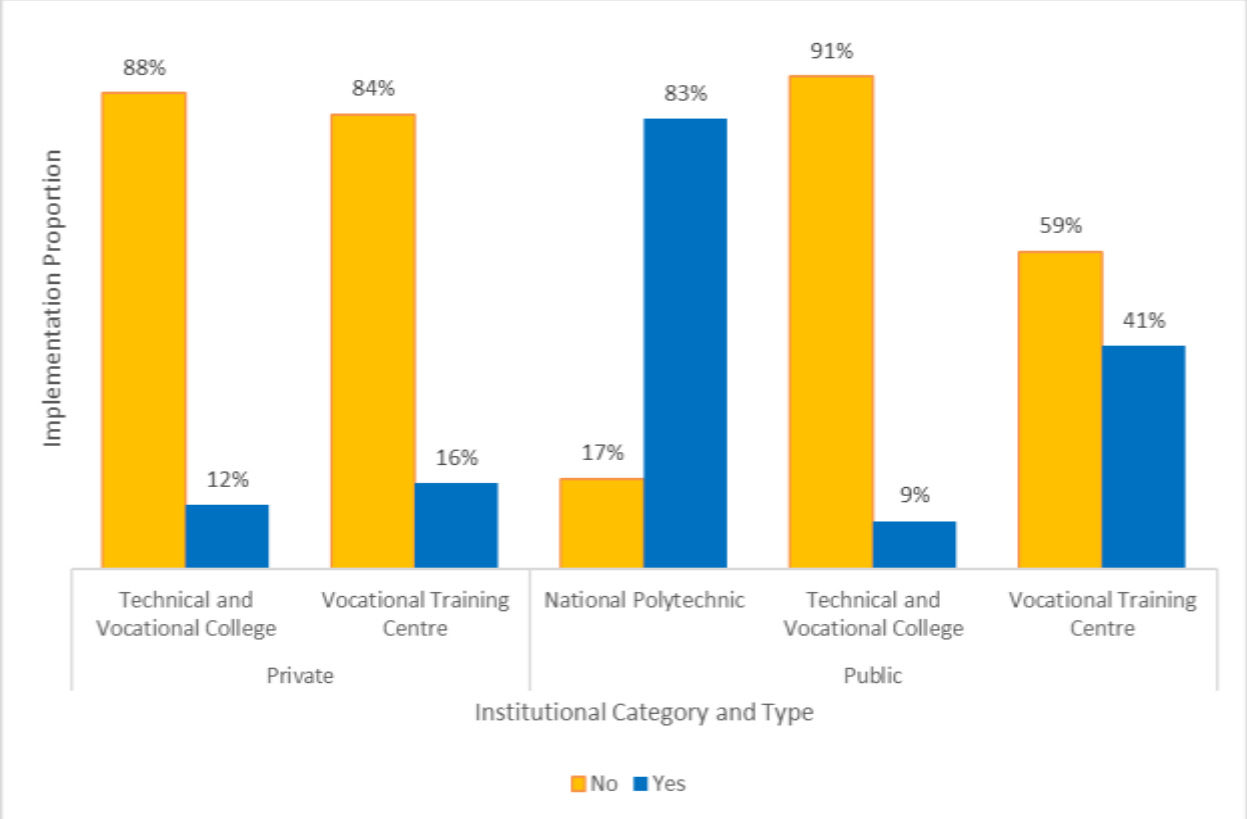

Figure 5: Proportion of institutions implementing RPL by Type and Category

In terms of proportion of TVET providers implementing RPL 83% of National polytechnics indicated that they were implementing RPL followed by the public VTCs at 41% and private VTCs at 16%. A small proportion of private TVCs and public TVCs were implementing RPL at 12% and 9% respectively. The highest proportion of implementation in the NPs can be attributed to their accreditation as RPL centres and registration as qualification awarding institutions. Additionally, the higher proportion of implementation in the VTCs can be attributed to the National Industrial

Training Authority (NITA) having been adopting a kind of RPL since the 1960s. Although the institutions reported higher levels of awareness, the proportion of implementation was below average for all other categories of institutions except for the NPs. This trend could be attributed to the fact that the institutions were only aware of RPL existence but lacked the knowledge of the rigorous RPL implementation process. This could further be supported by lack of essential documents like RPL Policy Framework, Guidelines for Implementation of RPL and RPL Standard Requirements and Guidelines for RPL implementation in the lower categories of institutions in Kenya.

4.4.2 Distribution of Institutions Implementing RPL Across the Country

The distribution of institutions implementing RPL across the country was determined.

Figure 6: Distribution of institutions implementing RPL in Kenya

The figure above shows the distribution of TVET providers implementing RPL across the county. Majority of the institutions (16%) implementing RPL are found in Nairobi County. The remaining percentage of RPL implementers were distributed across 32 counties. The implementation of RPL in other counties ranged between 1-6%. Further it was found that none of the institutions in 14 (29%) counties were implementing RPL.

4.5 Skill Areas Offered through RPL Process

This study sought to establish the skill areas offered through RPL by TVET providers. Different providers had prioritised different skill areas based on among other reasons, the demand by the catchment area. Responses from administrators are depicted in Figure 7.

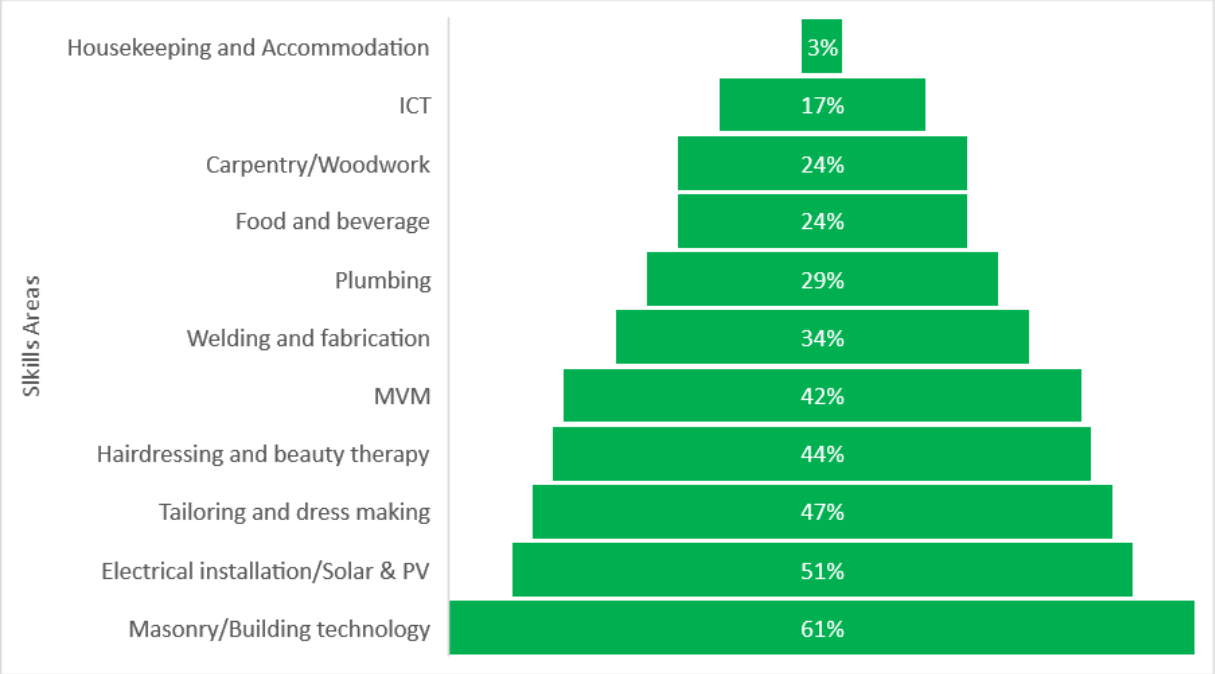

Figure 7: Proportion of skill areas offered by institutions under RPL

From Figure 7, the most preferred skill areas for certification through the RPL process were; Masonry/building technology (61%), Electrical Installation (51%), Tailoring and dress making (47%), Hairdressing and Beauty (44%) and Motor Vehicle Mechanics (42%). Housekeeping & Accommodation and ICT were the least preferred at 3% and 17% respectively. There is a need to map the informal sector and determine which set of skills remain undocumented and focus RPL interventions in such areas.

4.5.1 Levels of Qualifications Offered through RPL

Table 3 shows a breakdown of the levels of RPL qualifications that were offered in the various skill areas targeted by the providers.

Table 3: Levels of Qualifications Offered through RPL

Skill Areas	Level 2	Level 3	Level 4
Welding and fabrication	7(12%)	13(22%)	4(7%)
Carpentry/Woodwork	7(12%)	8(14%)	1(2%)
Plumbing	5(9%)	10(17%)	5(9%)
Food and beverage	5(9%)	9(16%)	6(10%)
MVM	7(12%)	19(33%)	4(7%)
Masonry/Building technology	16(28%)	19(33%)	5(9%)
Electrical installation/Solar & PV	11(19%)	20(34%)	8(14%)
Hairdressing and beauty therapy	13(22%)	17(29%)	6(10%)
ICT	4(7%)	5(9%)	2(3%)
Tailoring and dress making	11(19%)	18(31%)	9(16%)
Housekeeping and Accommodation	0(0%)	2(3%)	1(2%)
Average	**14%**	**22%**	**8%**

From findings, a higher proportion of the RPL providers offered Level 3 followed by Level 2 qualifications at 22% and 14% respectively. The skill levels 2 and 3 qualifications are commonly referred to as Government trade tests and are certified by NITA. These qualifications have flexible entry and exit points which provides a good opportunity for uncertified people in employment to gain entry and progress through the formal system of training. The RPL procedure can assist such individuals in obtaining a formal qualification that matches their knowledge and abilities, thereby enhancing employment, mobility, lifelong learning, social inclusion, and self-esteem (ILO, 2015).

4.5.2 RPL Implementation Prospects

Respondents from institutions that were not implementing RPL were asked to state whether they would consider its implementation in the future. The responses are depicted in Figure 8

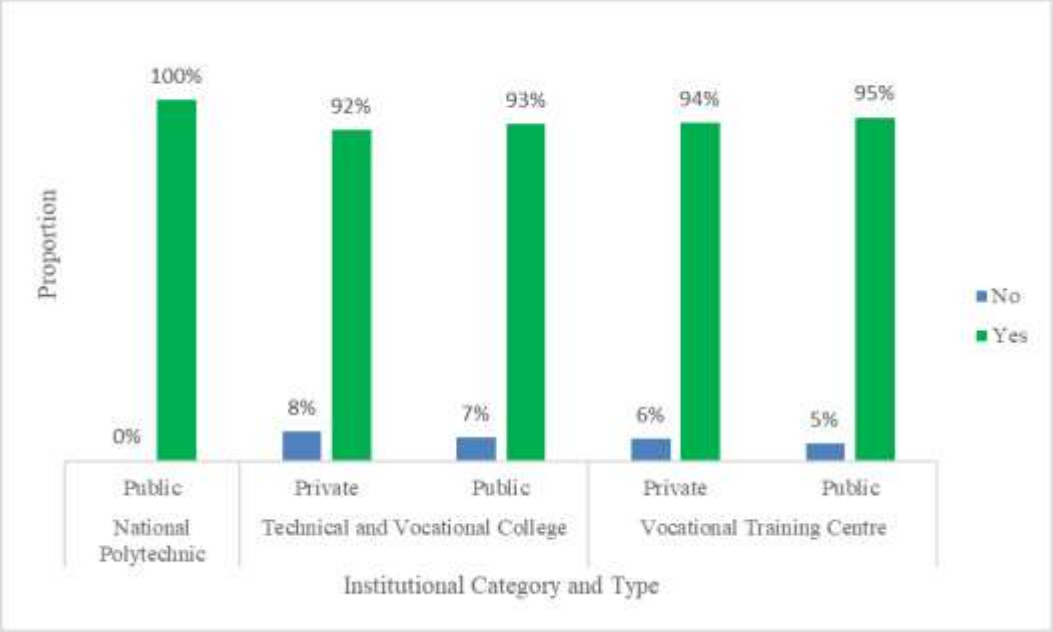

Figure 8: Institutions intentions to Implement RPL in Future

The findings show that the majority of the institutions (92% to 100%) would consider implementation of RPL. The response reinforces the need to enhance awareness and encourage institutions to develop internal RPL policies and roadmaps.

4.5.2.1 Target Skill Areas intended for RPL

Institutions which had intentions of implementing RPL were asked the priority skill areas they would consider and the response was as presented in Figure 9.

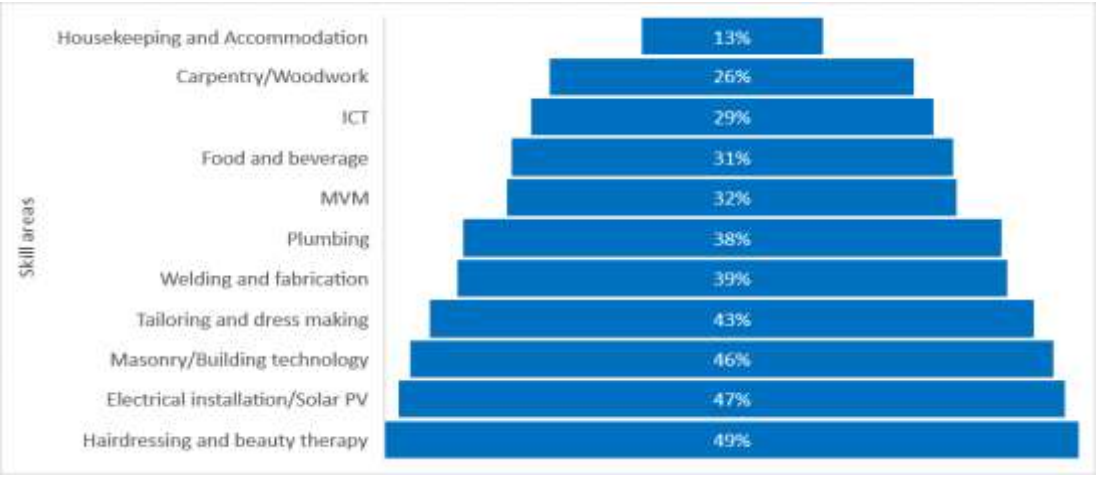

Figure 9: Proportion of skill areas institutions intended to offer through RPL

The skill areas with the highest potential for RPL were hairdressing and beauty therapy, electrical installation/ solar PV and masonry/ building technology respectively. The least targeted skill area was housekeeping and accommodation. The high potential for the two other skill areas (electrical installation/ solar PV and masonry/ building technology) could be attributed to the vibrant construction sector in the country and enforcement by the National Construction Authority (NCA) which requires qualified personnel to manage construction sites.

4.5.2.2 Level of Skill Areas Institutions Intended to Offer under RPL

Institutions which intended to implement RPL at various levels in the earmarked skill areas as presented in table 4.

Table 4: Skill areas institutions intended to offer through RPL by level

Skill Areas	Level 2	Level 3	Level 4	Level 5	Level 6
Welding and fabrication	17%	30%	24%	9%	3%
Carpentry/Woodwork	13%	20%	17%	7%	1%
Plumbing	16%	28%	27%	9%	2%
Food and beverage	12%	22%	21%	12%	7%
MVM	19%	30%	20%	6%	4%
Masonry/Building technology	23%	38%	27%	11%	6%
Electrical installation/Solar PV	22%	39%	32%	12%	8%
Hairdressing and beauty therapy	27%	42%	28%	10%	6%
ICT	14%	18%	18%	13%	9%
Tailoring and dress making	28%	39%	26%	10%	7%
Housekeeping and Accommodation	7%	12%	12%	6%	4%
Average	**18%**	**29%**	**23%**	**9%**	**5%**

The RPL at Level 3 had the highest potential at 29% followed by Level 4 at 23%. Specifically, Level 3 in Hairdressing and beauty therapy had the highest potential followed by the same level in Tailoring and dress making and Electrical installation/Solar PV.

Although the majority of institutions who were not implementing RPL were intending to do so, some of the institutions had no intentions due to the reasons highlighted in the figure 10.

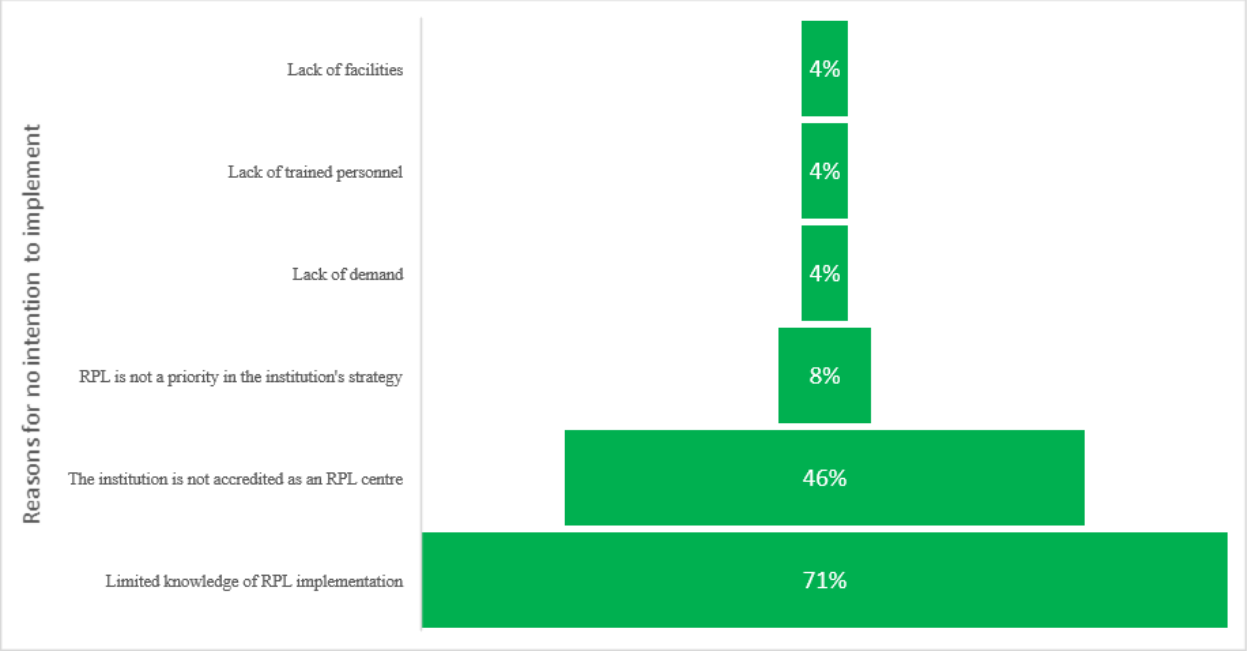

Figure 10: Reasons for not intention to implement RPL

The main reasons were limited knowledge of RPL implementation and lack of institutional accreditation. The least mentioned reasons were lack of demand, trained personnel, facilities and RPL not being of priority. Other challenges mentioned by the respondents included lack of motivation among trainers; inadequate equipment to support RPL; strict regulations in the medical field that require all practitioners to be licensed after formal training without giving options for RPL certification.

4.5.3 RPL Accreditation

The number of institutions accredited as RPL providers and the corresponding accrediting agencies were determined for each category.

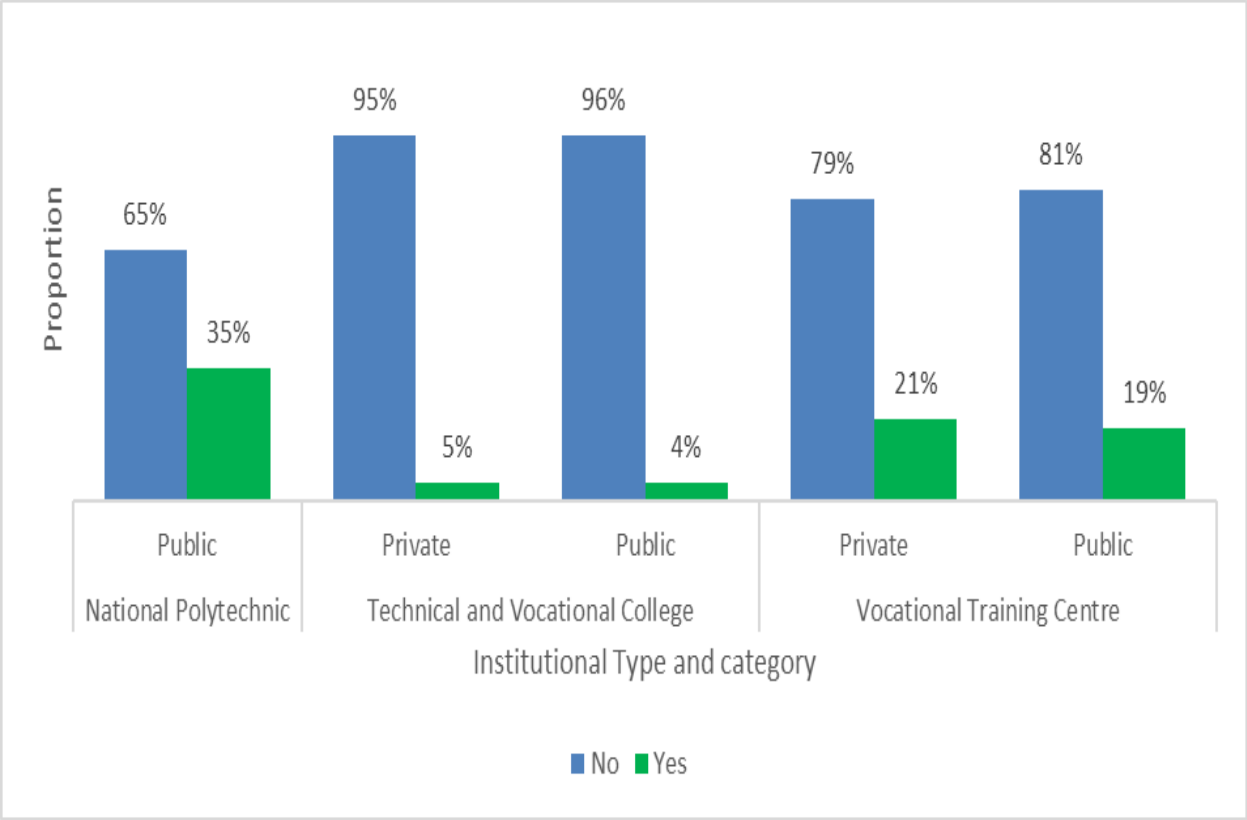

Figure 11: Proportion of institutions accredited as RPL providers

It is evident from the Figure above that the majority of TVET institutions had not been accredited as RPL centres. The findings indicated 35% of National Polytechnics, 21% of Private VTCs, 19% of Public VTCs, 5% of Private TVCs and 4% of Public TVCs had been accredited as RPL centres. The low percentage of accreditation could be the reason why there is generally low implementation of RPL across different categories of institutions.

4.5.3.1 Accrediting Agency

For RPL accredited institutions, the study further sought to find out the accrediting agency. The findings were as shown in Figure 12.

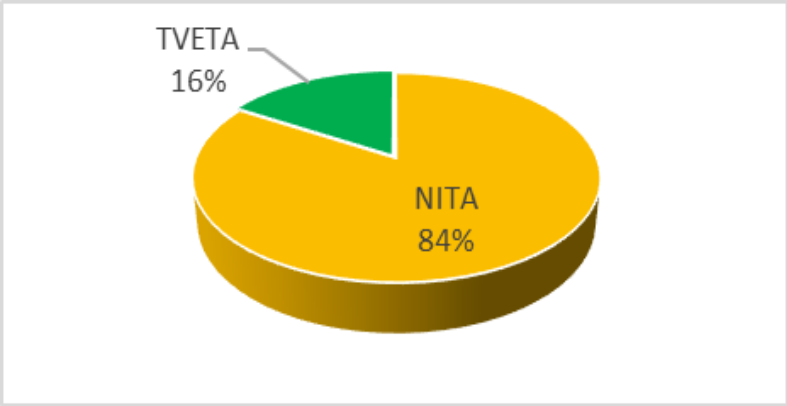

Figure 12: Accrediting agencies of RPL providers

Most institutions had been accredited by NITA (84%). The remaining 16% had been accredited by TVETA. This could be attributed to the fact that TVETA is not a qualification awarding body. In contrast, NITA is a qualification awarding body and focuses on industrial training which is mainly RPL

4.5.3.2 Category of Institutions and Accrediting Agency

By category of the RPL accredited institutions, the findings were as shown in Figure 13.

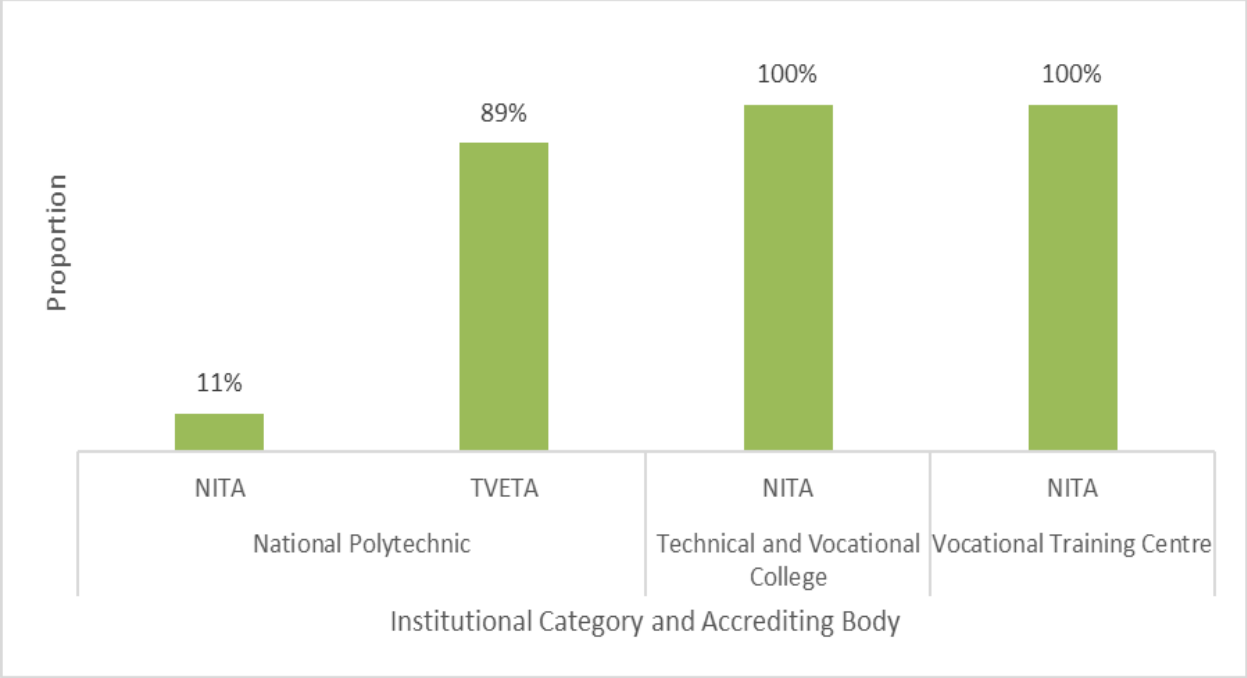

Figure 13: Institutional category and accrediting agencies of RPL providers

All the TVCs and VTCs that were implementing RPL were accredited by NITA. However, the majority (89%) of NPs were accredited by TVETA while 11% were accredited by NITA. The high proportion of institutions accredited by NITA can be attributed to the fact that NITA has been undertaking Government Trade Tests since pre-independence.

4.6.1 Availability of Functional Quality Assurance Systems for the RPL process

Internal Quality Assurance systems play an important role in ensuring effective implementation of the RPL process. The study determined the availability of quality assurance systems for the RPL Process within the institutions. Administrators from all categories of institutions were asked to confirm the availability of internal quality assurance systems in their respective institutions. Evidence on availability was verified by the data collection teams. The results are represented in Figure 14.

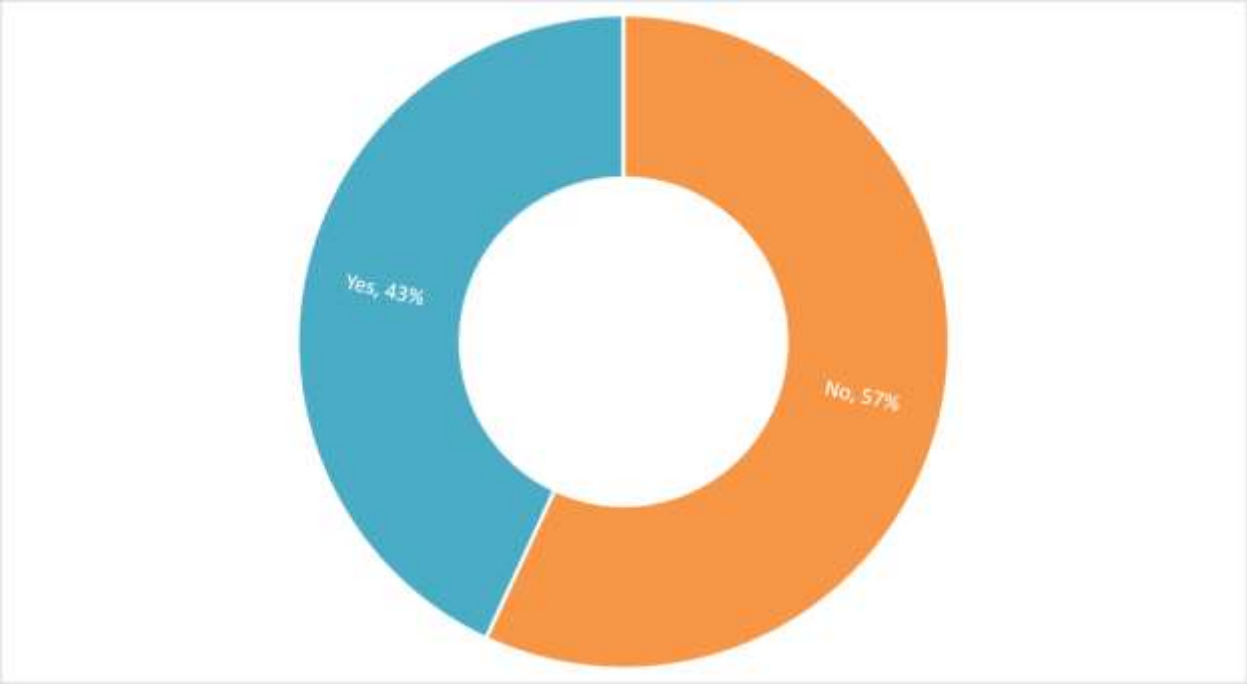

Figure 14: Availability of Internal quality assurance

Figure 14 shows that a larger proportion of the TVET institutions (57%) had not established internal quality assurance systems, while 43% had established internal quality assurance systems.

This is against the TVET Act, 2013 which requires every institution to put in place internal systems to ensure the maintenance of standards, quality and relevance of training programmes.

4.6.2 Role of Quality Assurance in RPL

The study sought to establish the role played by the internal quality assurance committee in the implementation of the RPL Process.

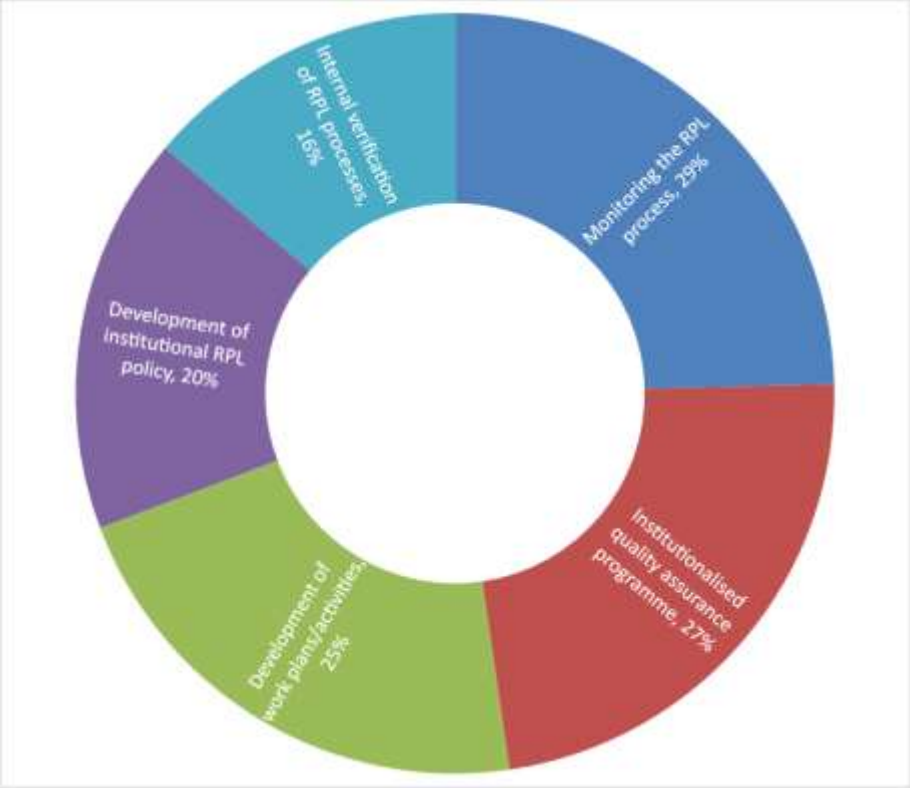

Figure 15: Role of quality assurance in RPL

A significant proportion of respondents stated that the internal quality assurance committee was involved in various aspects of the RPL process. The highest proportion stated that the committee was involved in monitoring implementation of the RPL process. Only 20% of the respondents indicated that the internal quality assurance committees were involved in development of institutional RPL policy. The findings from this study are consistent with those by Sesay & Fofanah, 2023 who noted that Internal quality assurance plays a vital process in enhancing the quality and relevance of higher education.

4.6.3 RPL Policy Documents Acquisition

The study established the policy documents that had been acquired by different institutions. The findings were as presented in Figure 16.

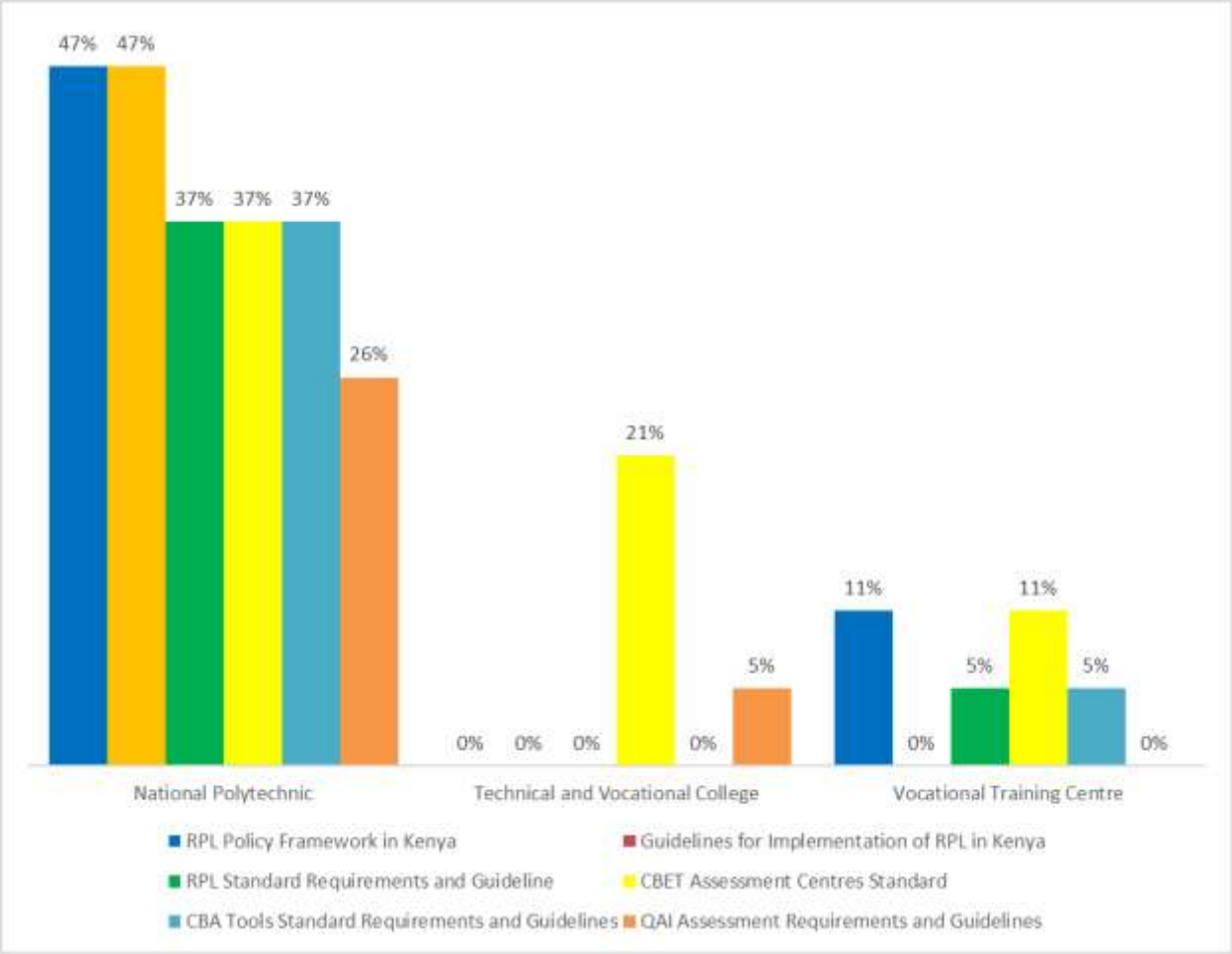

Figure 16: RPL Policy Documents Acquisition

A large proportion of National Polytechnics had acquired the required RPL policy documents. Forty-seven percent (47%) of the NPs had acquired RPL Policy Framework in Kenya and QAI Assessment Requirements and Guidelines. Only 26% of the NPs had acquired Guidelines for Implementation of RPL. Although the NPs are legally allowed to award qualifications, only 47% of them had acquired the Qualification Awarding Institutions (QAI) Assessment requirement and guidelines.

On the other hand, only 21% of TVCs had acquired CBET Assessment Centres Standard while 5% had acquired QAI Assessment Requirements and Guidelines. The results further showed that

a significant number of VTCs had acquired four policy documents as compared to TVCs that had only two RPL policy documents. The higher acquisition of RPL policy documents by VTCs as compared to TVCs can be attributed to the fact that the VTCs mostly offer NITA programmes which basically involves RPL.

4.6.4 Implementation of Policy Documents

Figure 17 presents the status of implementation of RPL policy documents by TVET institutions.

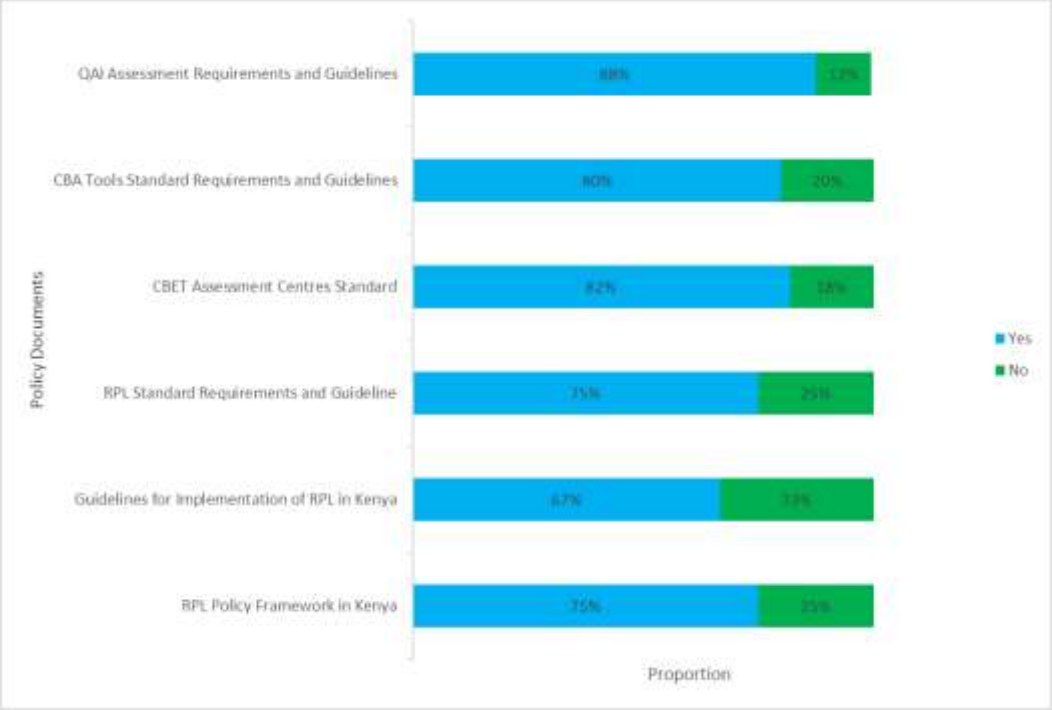

Figure 17: Implementation of Policy documents

The implementation levels of the policy documents ranged from 67% to 88%. This showed that the majority of the institutions that had acquired the policy documents were implementing them. For effective implementation of RPL, the institutions should acquire and implement all the relevant policy documents.

4. 7 Challenges Affecting RPL Implementation

Recognition of Prior Learning (RPL) faces several challenges that impact its successful implementation and effectiveness. The respondents (administrators and trainers) cited various challenges they were facing during implementation of RPL. The common challenges that were encountered by the TVET providers are presented in Figure 18.

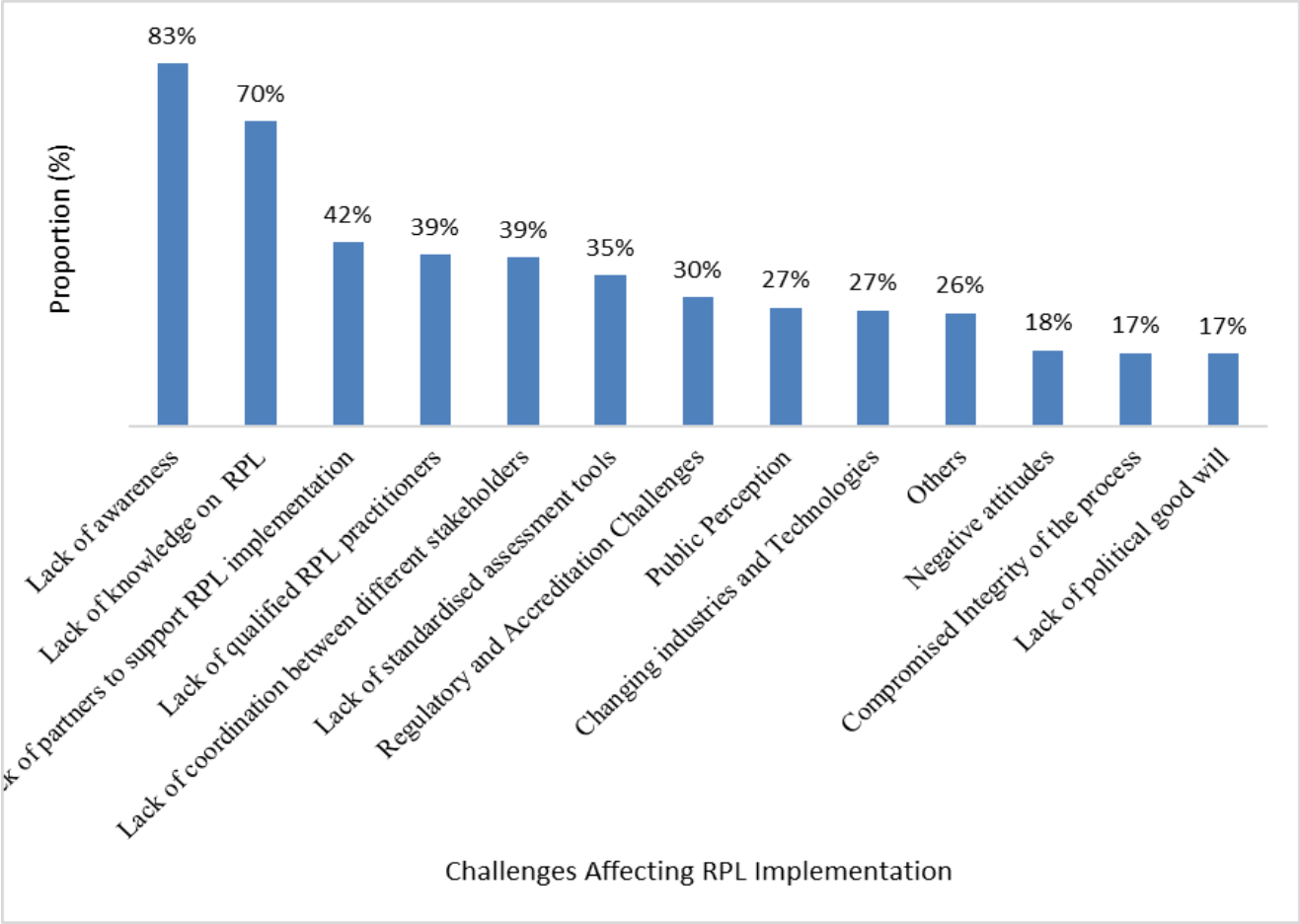

Figure 18: Challenges affecting implementation of RPL

The findings showed that lack of awareness on the implementation of RPL (83%); lack of knowledge (70%) and lack of partners to support implementation of RPL (42%) were cited as the greatest challenges, compromised integrity and lack of political good will being the least mentioned at 17%, and negative attitudes at 18%. Although the majority had indicated they were aware of RPL, they were still not conversant with the implementation process. These findings are concurred with a study on impediments of effective implementation of RPL by Waweru and Oluoch (2023).

The other challenges that were mentioned included; Challenges in convincing working clients to leave their work and attend the assessment; Trainees might not be willing to pay for the assessment and certification; Inadequate training staff to accommodate the regular and RPL trainees; Communication barriers between the instructors and the trainees; High dropout rates; Differentiated Unit Cost for RPL program; Financial Constraints to counter high operational costs;

High illiteracy level; Ignorance; Unclear Requirements for RPL; Non-uniform entry behaviour for potential candidates; Obsolete training and assessment equipment; lack of data capturing, storage and dissemination of the RPL data to the relevant authority; lack of incentives in RPL program i.e or someone might take advantage of a trainer, and gets certification out of trainer's willingness. At the end, it becomes complicated as well as with compromised integrity.

4.8 Strategies for Mitigating Challenges affecting RPL Implementation

To address the challenges facing implementation of RPL, several mitigation measures can be implemented. The following strategies were proposed : Creation of awareness through capacity building and sensitization of TVET stakeholders; Rebranding of RPL process in order to change the perception; Establish strong internal quality assurance systems to monitor and evaluate the RPL process; harmonised assessment tools that are applicable to each category of institution to avoid mismatch in certification levels; Create RPL progression structure to include all levels of qualification; Establishment of linkages and partnerships with various development partners to support implementation of RPL; Equipping TVET institutions; Mobilise financial resources to support implementation; Formulate policies and regulatory frameworks that support RPL implementation; The evaluation and assessment to be administered by language that the RPL candidates are conversant with.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This Chapter covers discussions of various objectives' findings from the study, Recommendations and Conclusions.

5.1 Discussions of Findings of research study

The main aim of this study was to determine the implementation status of Recognition of Prior Learning (RPL) by TVET providers in Kenya. Specific objectives under the study were: to determine the levels of awareness of RPL among TVET providers in Kenya; to determine the proportion of TVET providers implementing RPL; to determine the skill areas targeted for RPL by TVET providers; to determine the availability of a functional quality assurance system for the RPL process; to establish challenges affecting the implementation of RPL and to establish mitigation strategies to challenges affecting the implementation of RPL. Data collected was analysed by employing descriptive statistics. The descriptive statistics entailed a summary of the collected data in terms of frequencies and percentages.

5.2 Conclusions

From the study findings, it was discovered that majority of the administrators and the trainers were aware of the existence of RPL, with awareness levels ranging from 100% in National Polytechnics to 82% in private VTCs. Although a large proportion of trainers and administrators were aware of RPL, most of them stated that they were not conversant with its implementation. The most common source of information on RPL was workshops and seminars, followed by information from peers and social media. Radio, Television, print media and websites were not common sources of information.

The findings further revealed that RPL implementation was highest in NPs, followed by public VTCs. The implementation level in the TVCs was low. The highest proportion of implementation in the NPs can be attributed to their registration as qualification awarding institutions. Additionally, the higher proportion of implementation in the VTCs can be attributed to the National Industrial Training Authority (NITA) having been adopting a kind of RPL since the 1960s. Although the institutions reported higher levels of awareness, the proportion of implementation was below average for all other categories of institutions except for the NPs. This

trend could be attributed to the fact that the institutions were only aware of RPL existence but lacked the knowledge of the rigorous RPL implementation process. The proportion of TVET providers implementing RPL was distributed among 33 counties, Nairobi leading at 16% and the rest of the counties taking 1-6%. The institutions in 14 counties were not implementing RPL at all. The institutions which are not implementing are mostly found in the northern, upper eastern and coastal counties.

From the results, the most preferred skill areas for certification through the RPL process were; Masonry/building technology, Electrical Installation, Tailoring and dress making, Hairdressing and Beauty and Motor Vehicle Mechanics. Housekeeping & Accommodation and ICT were the least preferred. The higher proportion of the RPL providers offered Level 3 followed by Level 2 qualifications. It was also evident that the majority of TVET institutions had not been accredited as RPL centres. The low percentage of accreditation could be the reason why there is generally low implementation of RPL across different categories of institutions.

A large proportion of the TVET institutions had not established internal quality assurance systems. This is against the TVET Act, 2013 which requires every institution to put in place internal systems to ensure the maintenance of standards, quality and relevance of training programmes. The internal quality assurance committee was involved in various aspects of the RPL process. A large proportion of National Polytechnics had acquired the required RPL policy documents. It was also noted that, VTCs had acquired only four policy documents as compared to TVCs that had only two RPL policy documents. The higher acquisition of RPL policy documents by VTCs as compared to TVCs can be attributed to the fact that the VTCs mostly offer NITA programmes which basically involves RPL. The implementation levels of the policy documents ranged from 67% to 88%. This showed that the majority of the institutions that had acquired the policy documents were implementing them.

Lack of awareness on the implementation of RPL; lack of knowledge and lack of partners to support implementation of RPL were cited as the greatest challenges affecting effective implementation of RPL. The least mentioned challenges were compromised integrity; lack of political goodwill and negative attitudes. Although a great percentage were aware of RPL, they were still not conversant with the implementation process

5.3 Recommendations

Based on the findings from this study, the following recommendations were proposed to enhance implementation of RPL by TVET Providers:

I. The Authority to establish mechanisms for regular sensitization of stakeholders to improve their awareness and knowledge of RPL implementation.

II. The relevant agencies/players in the RPL implementation should share the information on RPL in the mainstream media like television, radio and newspapers.

III. The authority to map the informal sector and determine which set of skills remain undocumented and focus RPL interventions in such areas.

IV. All institutions to Establish Internal Quality Assurance Systems to support RPL implementation process. This is in accordance with the TVET Act, 2013 which requires every institution to put in place internal systems to ensure the maintenance of standards, quality and relevance of training programmes.

V. Institutions who intend to implement RPL to acquire all the required policy documents and seek accreditation as RPL centres.

VI. There is need to Rebrand RPL process in order to change the perception;

VII. There should be harmonised assessment tools that are applicable to each category of institution to avoid mismatch in certification levels

VIII. The authority to Create RPL progression structure to include all levels of qualification

IX. Institution to establish linkages and partnerships with various development partners to support implementation of RPL

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APPENDICES

Appendix 1: Questionnaire

Technical and Vocational Education and Training Authority (TVETA) is conducting a study on Implementation Status of Recognition of Prior Learning (RPL) by TVET Providers in Kenya. The findings of the study will inform policy on support for RPL in the country. You have been identified as one of the respondents. Your honest response to the items of this questionnaire will remain confidential and the data will be used entirely for the intended purpose. Should you find any question to be repulsive/inappropriate/inapplicable to your circumstances, you are under no obligation to answer.

Part 1: Preliminary Information

101 Respondent

☐ Administrator

☐ Trainer/ RPL Practitioner

102 Gender of the Respondent

☐ Male

☐ Female

103 Training experience

☐ 1 to 5 years

☐ 5 to 10 years

☐ 10 to 15 years

☐ 15 to 20 years

☐ Over 20 years

104 Name of TVET provider: ……

105 County (Please select)

106 Type of Institution/ provider

☐Private

☐Public

107 Category of institution/ provider

☐ Vocational Training Centre

☐ Technical and Vocational College

☐ National Polytechnic

☐ KSTVET

Part 2: Levels of Awareness of RPL among TVET Providers in Kenya

201 a). Are you aware of Recognition of Prior Learning?

☐ Yes

☐ No

201 b). If yes, indicate source of RPL information

- website
- workshops and seminars
- social media
- radio
- print media
- television
- peer
- others (state)

202 In which of the following instances is RPL applicable

- Review of learning guides
- Development of CBET curricula
- Certification of skills acquired informally
- Development of regulatory standards

Part 3: Proportion of TVET Providers Implementing RPL

301 a). Is your institution involved in RPL implementation?

☐ Yes

☐ No

301 b). If yes, in which skill areas and levels (L3, L4, L5, L6)

- Welding and fabrication
- ICT
- Housekeeping and Accommodation
- Tailoring and dress making
- Hairdressing and beauty therapy
- Electrical installation/Solar & PV
- Masonry/Building technology
- MVM
- Food and beverage
- Plumbing
- Carpentry/Woodwork
- Others…….

301 c) If No, does your institution intend to implement RPL

☐ Yes

☐ No

If Yes, state the target skill areas and levels

- Welding and fabrication
- ICT
- Housekeeping and Accommodation
- Tailoring and dress making
- Hairdressing and beauty therapy
- Electrical installation/Solar & PV

- Masonry/Building technology
- MVM
- Food and beverage
- Plumbing
- Carpentry/Woodwork
- Others…….

If No, state the reason

- Lack of facilities
- Lack of trained personnel
- Lack of demand
- RPL is not a priority in the institution's strategy
- The institution is not accredited as an RPL centre
- Limited knowledge of RPL implementation
- Others (state)

302 a) Is your institution accredited as an RPL centre?

☐ Yes

☐ No

302 b) If YES, State the accrediting Authority/ Agency

- NITA
- TVETA

Part 4: Availability of a Functional Internal Quality Assurance (IQA) System for the RPL Process

401 a) Does the institution have an internal quality assurance system? (**Evidence for appointment of IQA office and/or committee**)

☐ Yes

☐ No

401 b) If Yes, what role does the IQA play in RPL? (**Evidence**)

- Development of institutional RPL policy
- Development of work plans/activities
- Institutionalised quality assurance programme
- Monitoring the RPL process
- Internal verification of RPL processes

402 State whether your institution has acquired and is implementing the following policy documents;

- RPL Policy Framework in Kenya
- Guidelines for Implementation of RPL in Kenya
- RPL Standard Requirements and Guidelines
- CBET Assessment Centres Standard
- CBA Tools Standard Requirements and Guidelines
- QAI Assessment Requirements and Guidelines

Part 5: Challenges affecting the implementation of RPL

501 In your own opinion, what are some of the challenges affecting the implementation of RPL

- Lack of knowledge on RPL
- Lack of qualified RPL practitioners
- Negative attitudes
- Lack of awareness
- Lack of partners to support RPL implementation
- Lack of political good will
- Compromised Integrity of the process
- Lack of coordination between different stakeholders
- Lack of standardised assessment tools:
- Regulatory and Accreditation Challenges
- Changing industries and Technologies
- Public Perception
- Other(specify)

Part 6: Mitigation strategies to challenges affecting the implementation of RPL

601. What strategies can be used to mitigate challenges affecting the implementation of RPL