



## LEARNINGS FROM KENYA'S RECOGNITION OF PRIOR LEARNING (RPL) PROCESS

A PRESENTATION MADE AT THE  
**1<sup>st</sup> AFRICA SKILLS WEEK**  
(BILT BRIDGING EVENT)

LA-PALM CONVENTION CENTRE  
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# Presentation Outline

- **KNFJKA and the Informal *Jua Kali* Sector in Kenya at a Glance.**
- **The RPL Process in Kenya: (Policy, Legal Framework and Practice).**
- **A Unique RPL Approach in the Informal Sector in Kenya.**
- **Key Lessons.. And Suggested 'Golden Rules' for RPL.**



# KNFJKA and Informal *Jua Kali* Sector in Kenya at a glance

- Registered in 1992 as an umbrella body representing Primary *Jua Kali* Associations (JKA) whose members are **skilled artisans in the informal sector in Kenya**. *Jua Kali* = Hot Sun.
- A structural network across all Counties and Constituencies in Kenya. Over 500 designated worksites and 158 CIDCs across the country.
- Some Primary JKA's in Cities and urban areas have in excess of 5,000 artisans in one worksite (e.g Kamukunji JKA, Ziwani Engineering Artisans JKA, Kisumu Centre JKA).
- Average memberships for Primary JKA in County headquarters and major towns range between 1,500 to 3,000 artisans.
- Average membership for Primary JKA in Peri-urban areas is between 450 and 700 artisans while Primary JKA in the very rural areas are in the averages of 50 to 150 artisans.



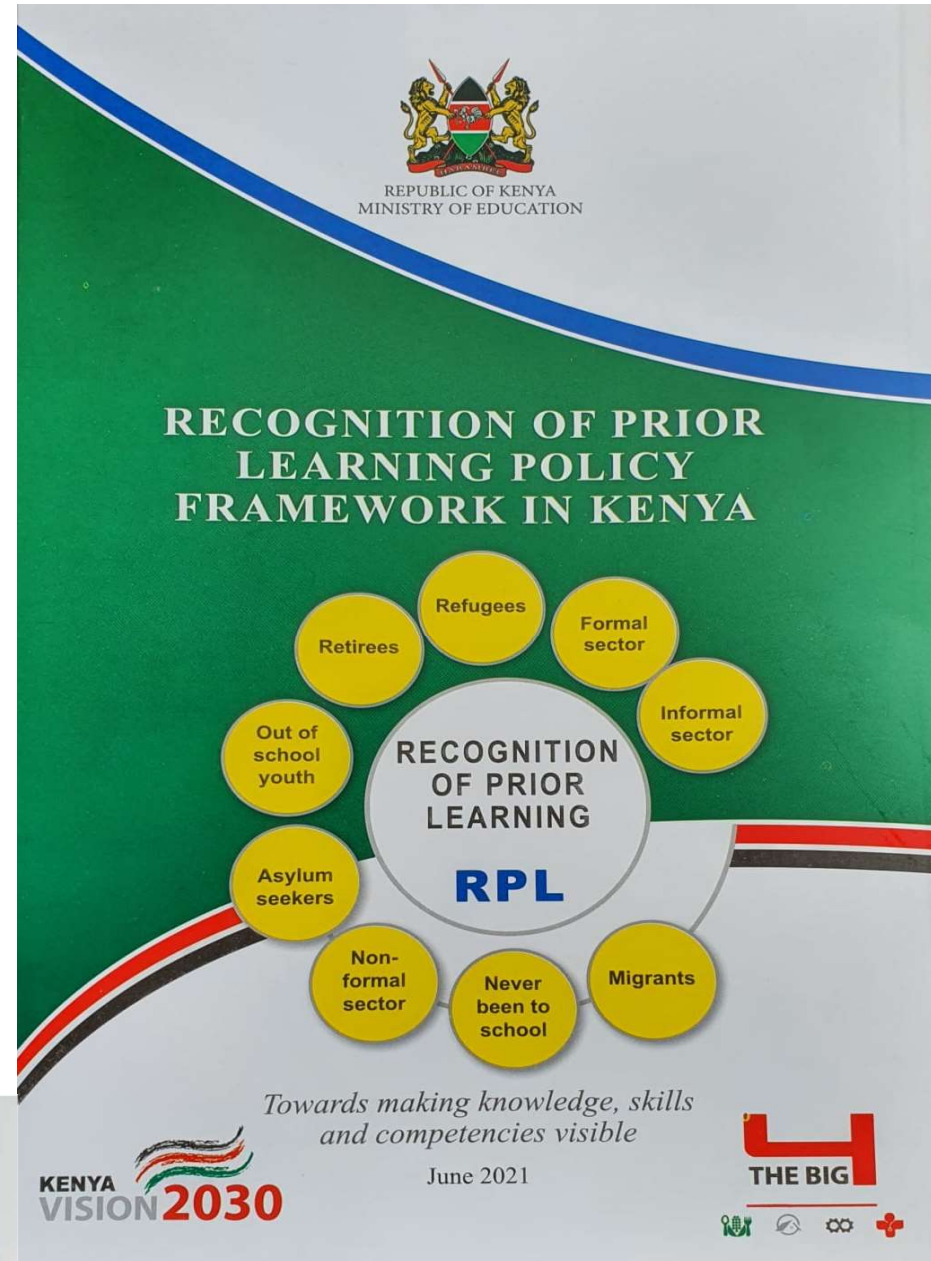
1,673 Primary  
*Jua Kali*  
Associations

18 Informal  
sub-sectors  
(occupational)

6 Million  
artisans, part of  
over 15.3  
million workers  
in the informal  
sector in Kenya's  
Economy

# The RPL Process in Kenya: (Policy and Practice)

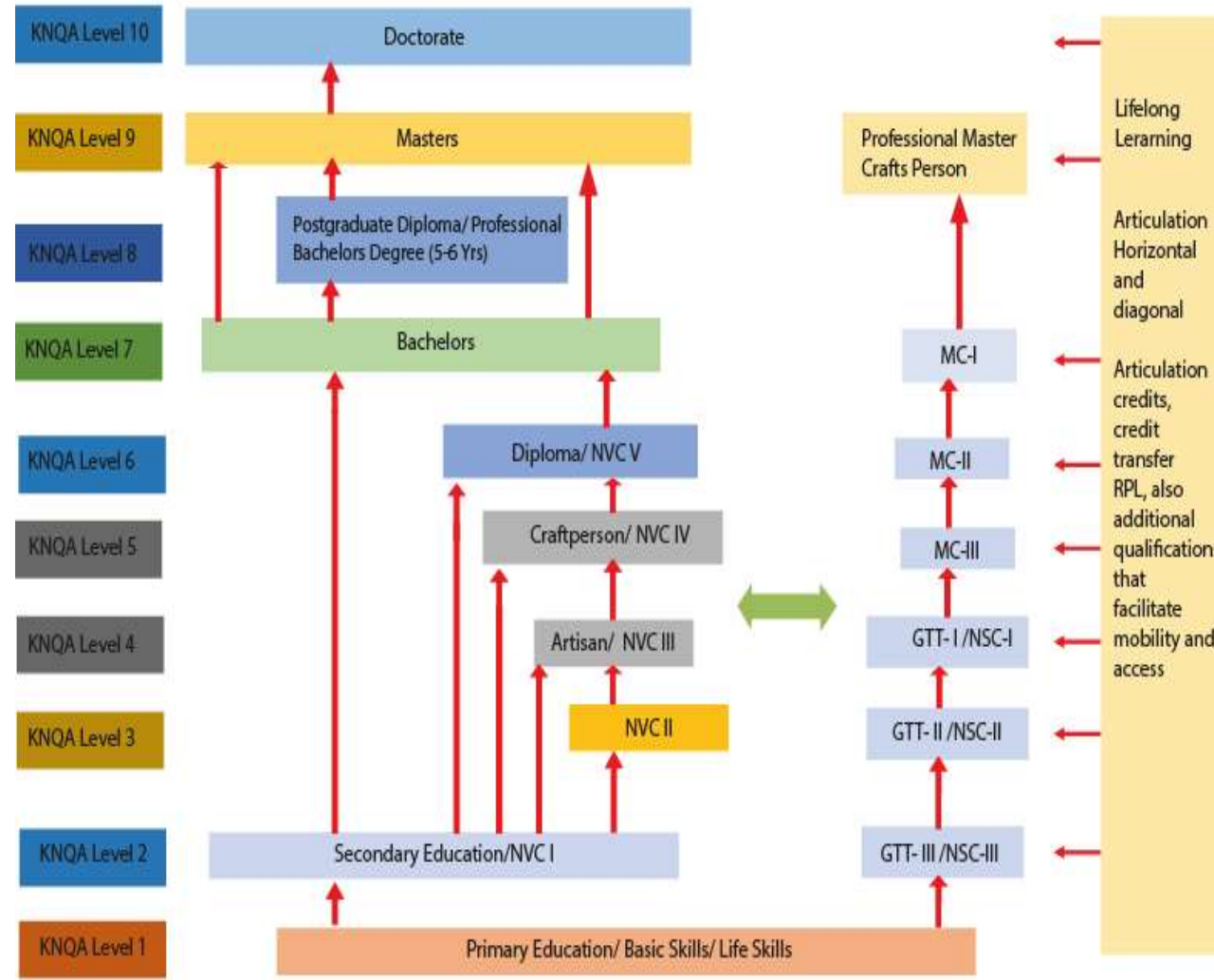
1. Clarity of the overall national policy objective and goal.
2. Policy framework inclusive to provide for marginalized and vulnerable groups as well as beneficiary constituencies.
3. Peer-benchmarked on international practices.



# The RPL Process in Kenya (Cont’): (Policy and Practice)

- 4. Integrated into existing **formal** education & training to facilitate progression between pathways and Lifelong Learning (LLL)
- 5. Implemented under different pathways, legal instruments (TVET Act 2013, Industrial Training Act 2011) but **mapped** to KNQF (KNQF Act 2014).

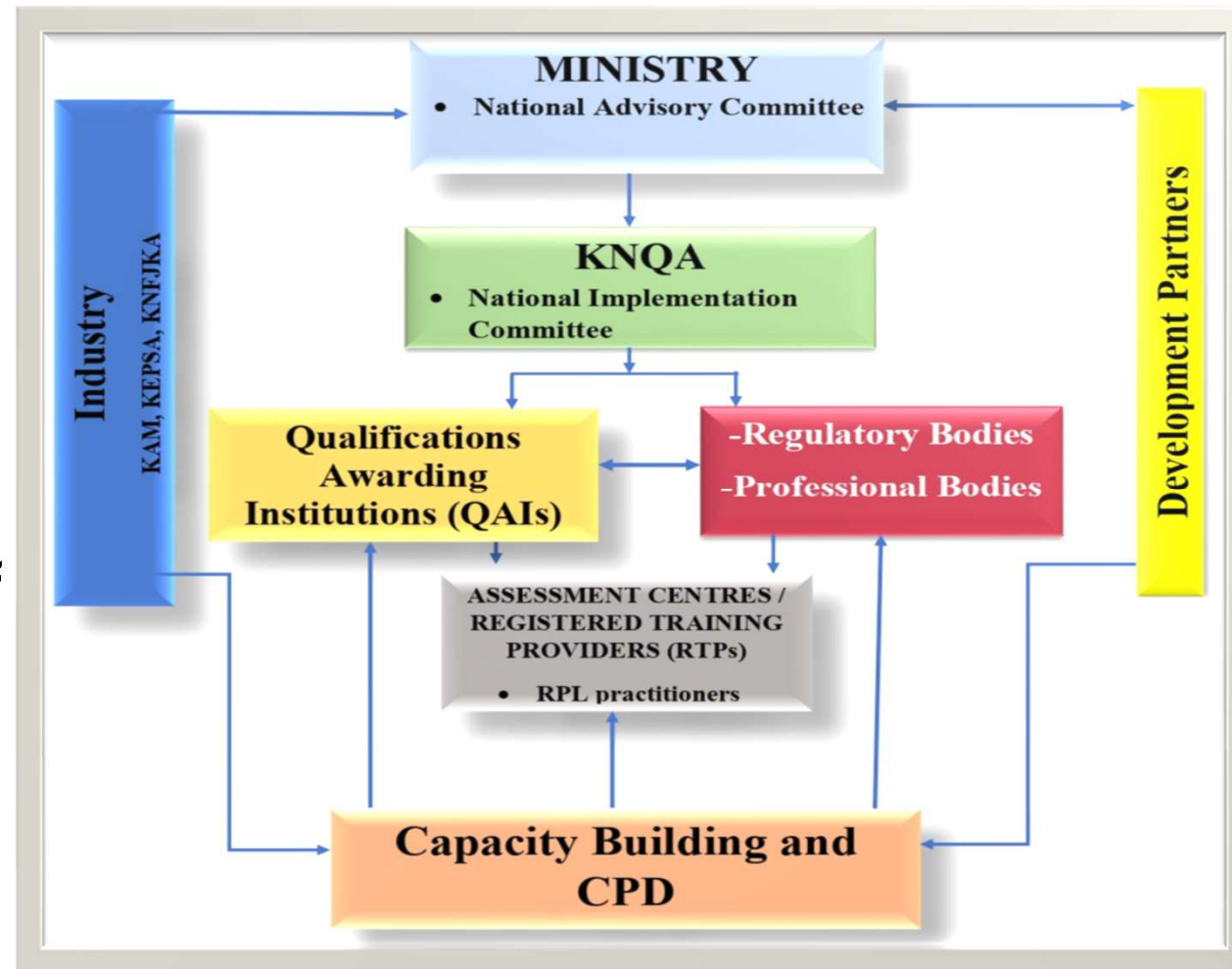
EDUCATION AND TRAINING PROGRESSION PATHWAYS IN KENYA



MC - Master Crafts Person, NVC National Vocational Certificate GTT - Government Trade Test, NSC National skills certificate

# The RPL Process in Kenya (Cont’): (Policy and Practice)

5. Institutional/Implementation Structure that is multi-sectoral and multi-agency.
6. Clear roles for key actors/ stakeholders, especially industry in implementation of the RPL policy.
7. Based on building blocks for an agile and effective RPL system (ILO guide).



# A Unique/Tailored RPL Approach for the Informal Sector in Kenya:

1. **On-Site Assessment on Affordable Housing Program (AHP) Sites.**
2. **Accreditation of Informal Sector Worksites as RPL Assessment Centers.**
3. **Skills Upgrading of artisans into Professional Mastercraftspersons (MCPs) and accredit MCPs as RPL Practitioners.**



Artisans and Members of Ruiru Jua Kali association at the Ruiru Affordable Housing Program (AHP) construction site in Ruiru Sub-County, Kiambu County after an RPL awareness and onsite RPL screening by officers from National Industrial Training Authority (NITA).

# Results Analysis of the RPL Pilot with NITA..

Trade/Occupation	Number Screened	Portfolio of Evidence Assessment (No.)	Summative Assessment
<b>Mechanical (Welding , Fitter general)</b>	169	121	76
<b>Automotive (Motor Vehicle mechanic, Motor Vehicle Electrician)</b>	139	96	76
<b>Fashion &amp; Design</b>	469	345	113
<b>Cosmetology (Hair Dressing Beauty Therapy)</b>	176	81	57
<b>Solar PV</b>	33	24	9
<b>Electrical Installation</b>	41	32	13
<b>Building (Scaffolding, Plumbing Painter, Decorator, Masonry, Steel Fixer, Cabinet maker)</b>	36	19	16
<b>Total</b>	1063	718	360



# Key Lessons..

## Key Lesson No. 1: Target Group

- RPL is for people with Competences..But without Corresponding Qualifications (papers). RPL is not necessarily for 'uneducated'!
- For people with no competences (even if they have papers), the next best alternative is formal education/training and/or WBL.
- As a tool for inclusion, RPL is also for special/specific groups: migrant workers, refugees and people in post-conflict situations.

## Key Lesson No. 2: Input Vs Output

- In RPL, it is the Learning Outcomes that are assessed, and validated, NOT the Learning Process..
- RPL is about giving visibility of existing competences, not giving new competences. So RPL is NOT about training!
- The Input Process in RPL is not Known, and it's NOT important for it to be known, so NO BODY should care!



Masonry Onsite RPL Assessment

# Key Lessons..

## Key Lesson No. 3: Double Currency

- In Formal Education and Training.. &
- In the Labour Market.
- RPL offers another/new route to (formal) qualifications.

## Key Lesson No. 4: RPL & LLL

- RPL is relevant in All education and training sectors;
  - Adult Learning,
  - TVET,
  - Higher Education
- RPL is more relevant for adults as candidates need to prove (experiential) learning outcomes hence competences gained through experience.
- RPL for young people is an option, but more difficult to implement.



Steel Fixing Onsite RPL Assessment



Plumbing Onsite RPL Assessment

# Suggested 'Golden Rules' in RPL...

(Run away from these temptations):

1. The urge to mimic the 'ideal' way.
2. The urge to 'organize' the entire RPL assessment in sequences but in parallel, whenever is possible (some stages/candidates need more time). Be flexible and patient.
3. The urge to mimic a pathway/system existing in another country.

*NB: Implement a RPL quality assurance mechanism, but DON'T be obsessed with it!*



Successful RPL Candidates during a graduation ceremony at the Kenyatta International Convention Centre (KICC), Nairobi in March, 2024.



Kenya National Federation of  
Jua Kali Associations

**Asante sana!  
Thank you!  
Obrigada!  
Merci!**



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