TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING AUTHORITY

STRATEGIC PLAN 2023/24 - 2027/28

QUALITY TVET

© Technical and Vocational Education and Training Authority

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VISION

To deliver competent workforce for sustainable development

MISSION

To develop a TVET system that meets national needs and aspirations

CORE VALUES

- Integrity
- Professionalism
- Accountability
- Public Participation
- Teamwork
- Efficiency

FOREWORD

Strategic planning is a component of results-based management which has been adopted by the Technical and Vocational Education and Training Authority (TVETA). This strategic plan is a demonstration that TVETA has properly interpreted its mandate, defined its strategic direction in the next five years and will allocate resources towards implementation of priority activities.

Development of this strategic plan was done in compliance with *Guidelines for Preparation of the Fifth Generation Strategic Plans for Ministries, Departments, Agencies and Counties (MDACs)*. The guidelines are in line with the Public Service Commission *Performance Management Regulations 2021*. Based on the guidelines, this strategic plan is aligned to the fourth Medium Term Plan (MTP IV) 2023 - 2027 of the Kenya Vision 2030 and other government priorities.

Our vision and mission are geared towards realizing our mandate by identifying clear strategic objectives. We are aware that this can only be achieved if we continually align with the dynamics of our operating environment. As part of business process re-engineering, fair and competitive practices shall be adopted to catalyze creativity, innovation and improve service delivery.

Based on the contextual analysis of our operating environment, this strategic plan focuses on the following key result areas; quality and relevance, access, equity and inclusivity, governance and management, funding and financing, and technology and knowledge management. I wish to highlight that this Strategic Plan is a key step in our commitment to realize our mandate through aggressive pursuit of our mission.

The Board will regularly monitor and evaluate implementation of this strategic plan to ensure that performance gaps are identified and mitigation measures put in place to address them. I pledge my personal, and the Board's commitment to ensuring successful implementation of this Strategic Plan. I also encourage both the Board and staff to adhere to the principles of corporate governance. To foster commitment and motivation, the Board will endeavor to provide an enabling environment for staff to realize their full potential. We will also closely engage all key stakeholders to ensure we remain attuned to our operational, social and economic context.

Finally, I wish to take this opportunity to thank all those who participated in various stages of the preparation of the Strategic Plan both from within and without the Authority. I trust that all stakeholders will play their roles as we work together to grow a dynamic TVET system in Kenya.

Prof. Florence N. Indede, PhD
Chairperson
TVETA Board

PREFACE AND ACKNOWLEDGEMENT

The Technical and Vocational Education and Training Authority (TVETA) has institutionalized strategic planning for effective implementation of its mandate. The Strategic Plan 2023/27 has prioritized and aligned the Authority's activities with institutional, industry and national aspirations. The Authority's key result areas are; promoting access, equity and inclusivity, quality and relevance, governance, funding and financing, and technology integration and knowledge management.

Technical and Vocational Education and Training (TVET) is regarded as a strategic foundation for the delivery of market-oriented and employment-enhancing skills, required for improving national productivity and accelerated economic growth. This strategic plan provides a clear roadmap for the Authority to promote quality, relevant, accessible and inclusive TVET system with dynamic industry partnership.

This Strategic Plan has been developed in cognizance of the Constitution of Kenya 2010, Kenya's Vision 2030, Africa 2063 Agenda, EAC Protocol, Sustainable Development Goals and AU Continental Strategy for TVET among other legal and policy instruments. The Vision of the Authority is "To deliver competent workforce for sustainable development," and the Mission is "To develop a TVET system that meets national needs and aspirations".

During the development this Strategic Plan, we appraised the role of the Authority in the realization of national and international agenda, as well as appreciated some of the challenges facing the sub-sector. The Strategic Plan formulation process has provided an opportunity to take stock of past achievements, gaps, challenges and opportunities that lie ahead. This Strategic Plan has been developed through wide consultations and will form the basis for formulating our annual work plans.

As we implement this plan, we are keen on mitigating the challenges faced in quality and relevant training in TVET institutions. The Authority further seeks to contribute to legislation and governance reforms in TVET to improve governance and management of the sector. The Authority will marshal support and participation of all stakeholders.

To all our stakeholders who contributed either directly or indirectly to the successful preparation of the Strategic Plan, we thank you most sincerely and encourage you to collaborate with us in the execution of the Plan.

Dr. Kipkirui Langat, PhD, FIETK, MBS
Director General/CEO

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CONCEPTS AND TERMINOLOGIES

Accreditation: The process by which the TVETA formally recognizes and confirms by certification that an institution has met and continues to meet the standards of academic, training and competence excellence within the provisions of TVET Act 2013

Quality Audit: Systematic assessment, evaluation and inspection carried out by the Authority to ascertain the level of standard of training offered by a TVET institution.

Quality Assurance: Internal or external processes and activities put in place to ensure maintenance of high standards of training

Trainer: A person in possession of adequate and relevant qualifications as specified in TVET Regulations 2015

Assessor: A person who has adopted and uses systematic methods of obtaining information from observations, tests and other sources to draw inferences about the performance and achievements of an individual

Verifier   A person who supervises, coordinates and verifies the assessment activity in accordance with set procedures to ensure the maintenance of quality and consistence of assessment

Labour market: The supply of and demand for labor, where employees provide the supply and employers provide the demand

Public private

 partnership: The participation of the private organizations in the financing, construction, development, operation or maintenance of infrastructure or public development projects.

ACRONYMS AND ABBREVIATIONS

AD	Assistant Director
ADR	Alternative Dispute Resolution
ADC&E	Assistant Director Compliance and Enforcement
ADA&O	Assistant Director Accreditation and Outreach Services
ADP&P	Assistant Director Projects and Partnerships
ADSD	Assistant Director Standards Development
ADP	Assistant Director Planning
ASK	Agriculture Society of Kenya
CBET	Competence Based Education and Training
CBC	Competency Based Curriculum
CPD	Continuous Professional Development
COG	Council of governors
CS	Cabinet secretary
DD	Deputy Director
DG	Director General
EAC	East African Community
ESG	Environmental, Social and Governance
ERP	Enterprise Resource Planning
FS	Field Services
GoK	Government of Kenya
HRM	Human Resource Management
ICT	Information and Communication Technology
ILO	International Labour Organization
ISO	International Organization for Standardization
KATTI	Kenya Association of Technical Training Institutions
KJ-TVET	Kenya Journal of Technical and Vocational Education and Training
KNDFF	Kenya National Drama and Film Festivals
KNQA	Kenya National Qualification Authority
KNQF	Kenya National Qualification Framework
KPI	Key performance indicator
KRAs	Key Result Areas
LLL	Lifelong Learning
LMIS	Labour Management Information Systems
MDA	Ministries, Departments and Agencies
MDAC	Ministries, Departments, Agencies and Counties
MTPs	Medium-Term Plans
MIS	Management Information System
M E &L	Monitoring, Evaluation and Learning
NP	National Polytechnic
ODeL	Open, Distance and E-learning
OECD	Organization for Economic Cooperation and Development
OSHA	Occupational Safety and Health Act

PBB	Programme Based Budgeting
PESTELE	Political, Economic, Social, Technological, Environmental, Legal and Ethical
PLAR	Prior Learning, Assessment and Recognition
PSPMU	Public Service Performance Monitoring Unit
PWD	People Living with Disability
QAF	Quality Assurance Framework
QA	Quality Assurance
QMS	Quality Management System
RO	Regional Office
RPL	Recognition of Prior Learning
SDGs	Sustainable Development Goals
STISA	Science, Technology and Innovation Strategy for Africa
SCM	Supply chain management
SSAC	Sector Skills Advisory Committee
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVETA	Technical and Vocational Education and Training Authority
TVET	Technical and Vocational Education and Training
TVC	Technical Vocational College
UNESCO	United Nations Educational, Scientific and Cultural Organization
VTC	Vocational Training Centre
WIBA	Work Injury Benefits Act

EXECUTIVE SUMMARY

The Strategic Plan provides a framework through which the authority will implement its strategies towards the achievement of its goals. The strategic plan has been developed through a consultative process involving TVET stakeholders whose expectations have been internalized and captured. It consists of five chapters that articulate the authority's role in the national and international development agenda and the strategies that will be put in place to ensure that its objectives are achieved.

Chapter one of the plan gives the background of the authority, its mandate and role in the achievement of national and international development agenda. The second chapter gives a synopsis of the Authority's achievements in implementing the previous Strategic Plan, an analysis of the Authority's internal and external environment. These first two chapters give an insight into the environment in which the authority is operating and its mandate so as to come up with suitable strategies for the actualization of its objectives. Chapter three outlines the vision, mission, core values, key result areas and the strategic objectives. In order to achieve its vision and mission during the plan period, the Authority will focus on five (5) Key Result Areas:

- Quality and Relevance
- Access, Equity and Inclusivity
- Governance and Management
- Funding and Financing
- Technology Integration and Knowledge Management

A strategy matrix has been developed to match the identified key result areas with strategic objectives and appropriate strategies that will enable the Authority achieve the Key Result Areas.

Institutional capacity and resource mobilization were analyzed to determine the organizational structure and staffing levels. An appropriate implementation and coordination mechanisms have been developed which identifies what the Authority must accomplish before, during and post implementation period. A set of risk factors were identified which might affect the implementation of the Strategic Plan and appropriate mitigating measures have been recommended. The Plan puts in place monitoring, evaluation and learning which include monitoring and evaluation methodologies, progress reports and performance reviews. A midterm review will be undertaken and appropriate amendments made at that time. A final evaluation will be done to determine the overall performance for the five years and create the baseline for the next Strategic Plan.

OUR PLAN

2023/24 - 2027/28

Vision and Mission

Vision:
To deliver competent workforce for sustainable development

Mission:
To develop and implement a TVET system that meets national needs and aspirations

Key Result Areas

- Quality and Relevance
- Access, Equity and Inclusivity
- Governance and management
- Funding and Financing
- Technology Integration and Knowledge Management

Strategic Objectives

- To ensure TVET graduates are competent and demand-driven
- To promote access, equity and inclusivity
- To strengthen organizational capacity
- To achieve financial sustainability and accountability for TVETA
- To enhance efficiency in service delivery

Outcomes

- Compliance with TVET regulatory requirements
- Improved visibility and perception of TVET
- Inclusivity initiatives in TVET
- Research and knowledge management in TVET
- Optimum human capital
- Engagement with TVET stakeholders
- Improved service delivery
- Financial Sustainability
- Accountability in financial management
- Automated service delivery

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter covers the background to TVETA including its mandate and functions as set out in law. To contextualize TVET, the global, regional and national training agenda is explained followed by the rationale and methodology for development of this strategic plan. The chapter ends with an overview of the legal and institutional framework relevant to the operations of TVETA.

1.1 Background

The Technical and Vocational Education and Training Authority (TVETA) is a state corporation with the mandate of regulating and coordinating training. The Authority was established under the TVET Act No. 29 of 2013 (revised 2014). The Authority is governed by a board appointed by the Cabinet Secretary responsible for Technical and Vocational Education and Training while the day-to-day affairs are undertaken by the Management team headed by the Director General. The first TVETA board was appointed effective 25th April, 2014 with the late Prof. Wilson O. Ogola as the Chairperson.

The first board's priority was to address the fragmented and uncoordinated nature of TVET regulation in the country which had necessitated the establishment of the Authority to harmonize and monitor the issues of quality, standards and relevance in all aspects of TVET. Prior to the establishment of the Authority, the regulation and coordination of TVET in the country was fragmented among the then Ministry of Education, Science and Technology, line ministries and professional bodies.

1.2 Mandate and Functions of the Authority

The mandate of the Authority is derived from the TVET Act, 2013. The Act empowers the Authority to regulate and coordinate TVET in Kenya through development of standards and regulations, accreditation and regular monitoring for quality assurance. Section 7 of the TVET Act, 2013 gives the functions of the Authority as;

(i)   Regulate and coordinate training in Kenya;
(ii)   Accredit and inspect programmes and courses;
(iii)   Advise and make recommendations to the Cabinet Secretary on all matters relating to training;
(iv)   Determine the national technical and vocational training objectives;
(v)   Promote access and relevance of training programmes within the framework of the overall national socio-economics development plans and policies;
(vi)   Prescribe the minimum criteria for admission to training institutions and programmes in order to promote access, equity and gender parity;

(vii)   Recognize and equate qualifications awarded by local or foreign technical and vocational education institutions in accordance with the standards and guidelines set out by the Authority from time to time;

(viii)   Develop plans, and guidelines for the effective implementation of the provisions of the TVET Act 2013;

(ix)   Establish a training system which meets the needs of both the formal and informal sectors;

(x)   Collect, examine and publish information relating to training;

(xi)   Inspect, license, register and accredit training institutions;

(xii)   Advise on the development of schemes of service for trainers;

(xiii)   Assure quality and relevance in programmes of training;

(xiv)   Liaise with the national and county governments and with the public and the private sector on matters related to training;

(xv)   Undertake, or cause to be undertaken, regular monitoring, evaluation and inspection of training and institutions to ensure compliance with set standards and guidelines;

(xvi)   Mobilize resources for development of training;

(xvii)   Ensure the maintenance of standards, quality and relevance in all aspects of training, including training by or through open, distance and electronic learning;

(xviii)   Approve the process of introduction of new training programmes and review existing programmes in Technical and Vocational Education and Training institutions; and

(xix)   Perform any other functions necessary for the better implementation of the TVET Act, 2013.

1.3 Global, Regional and National Development Issues

TVET is at the interface between education and the world of work, and is expected to facilitate the integration of young people and adults into the labour market and career progression. According to ILO report on Global Employment Trends for Youth 2020, a considerable number of youths worldwide are not in employment, education or training. A significant number of them are engaged in vulnerable employment in low-skilled jobs, or settling for jobs for which they are overqualified and underpaid.

The UN Agenda 2030 shows that most parts of the world have been adversely affected by phenomena such as climate change, natural disasters, violent extremism, conflict, economic and financial volatility, epidemics, food insecurity and environmental degradation. This has greatly aggravated unemployment, poor livelihoods and low enrollment and retention in education and training.

According to the Continental Education Strategy for Africa 2016-2025, the main socio-economic development concern is the growing problem of youth unemployment and underemployment. These concerns have been aggravated by struggling economies, natural disasters, wars and other emergencies. TVET is expected to support young people to acquire skills hence mitigate against these concerns and present an opportunity for decent work for all. A number of countries in Africa have picked momentum in reforming their TVET systems through implementing the AU Continental Strategy for TVET. The focus has been on

strengthening TVET through scaled up investments and fostering greater links with industry and alignment to labour markets to address the traditional challenges of under-resourcing, obsolete infrastructure, inadequate inter-sectoral linkages, lack of labour market information and non-responsive curricula.

Kenya is one of the countries that took a heavy blow economically due to Covid-19 pandemic. Prior to Covid-19, Kenya had made positive strides towards reviving the TVET sub-sector. According to The Education Sector Report 2021, the TVET sub-sector in the past decade has grown by over 300% both in number of TVET institutions and trainee enrolment. The government in its MTP III made TVET central to achieving the big four agenda, namely, Universal health, affordable housing, manufacturing and food security. Most of the targets in the big four agenda were not met due to disruptions from Covid-19 and thus may be rolled over to MTP IV.

According to The Bottom-up Economic Transformation Plan 2023-27, TVET will play a central role in assisting the government to implement through skills development and technology sharing. Some of the issues that have impeded participation of TVET in national building has been accessibility, quality, relevance and affordability of TVET in the country.

In summary, TVET systems worldwide hold the key to addressing some of the global, regional and local challenges and especially the twin problems of unemployment and poverty through implementation of programmes that are relevant to the labour market. Subsequently, this strategic plan shall focus on enhancing the development of skills and competencies in TVET at all levels in terms of quality and relevance, access and inclusivity as well as mainstreaming of digital technology and knowledge management.

1.4 TVETA's Development Role vis-a-vis the National Development Agenda and Regional and International Frameworks

TVET has gained increased attention and popularity globally in the provision of a skilled workforce for sustainable development. According to the Bonn Declaration on learning for work, citizenship and sustainability, TVET is considered as the master key that can alleviate poverty, promote peace, conserve the environment and improve quality of life for all. It is regarded highly in the strategic and operational priorities of the G20, the Organization for Economic Cooperation and Development (OECD), and international organizations such as ILO and UNESCO.

The 2030 Agenda for Sustainable Development Goals, adopted by all United Nations Member States in 2015, provides a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. TVET is an important enabler in the realization of all the 17 Sustainable Development Goals (SDGs). The TVET sub-sector specifically focuses on the SDG 4 which aims at ensuring inclusive and equitable quality education and training to promote lifelong learning (LLL); SDG 8 which focuses on promoting full and productive employment and decent work for all; and SDG 9 on Industry, Innovation and Infrastructure.

Africa's Agenda 2063 captures the collective vision and roadmap envisioning a prosperous Africa with social economic development driven by a well-educated citizenry. This will be

achieved through the Science, Technology and Innovation Strategy for Africa (STISA) 2024 which is a short-term incremental strategy, exemplifying the critical role played by STI and places it at the epicenter of the continent's socio–economic development and growth. Agenda 2063 builds on, and seeks to accelerate the implementation of past and existing continental initiatives for growth and sustainable development. The agenda also envisages expansion of student and academic mobility across the continent as well as harmonized education standards and mutual recognition of academic and professional qualifications. The Continental Strategy therefore envisions a unified framework that can serve as a platform around which member states would cluster or build coherent and integrated TVET systems.

Similarly, the East African Community (EAC) protocol on education advocates for mutual recognition of qualifications across the region, harmonized curricula, qualification frameworks and quality assurance systems which will enable free movement of trainees and trade in service. The Authority will promote international and regional aspirations through enhanced collaborations and partnerships.

The Kenya Vision 2030 envisions a transformed, newly industrialized, globally competitive and prosperous middle-income country with high quality of life to all its citizens. The Vision is implemented through five-year Medium-Term Plans (MTPs) and is anchored on the Economic, Social and Political Pillars. The strategic plan will be implemented over the MTP 4 period. Education and training falls under the Social Pillar and play an important role in the realization of the entire vision. Education and training are a key enabler in advancing implementation of the Vision 2030, and the Authority will employ a participatory approach in pursuing accessible, inclusive, quality and relevant training for self-reliance.

TVETA will contribute to the achievement of SDGs through promotion of equal access to TVET, recognition of prior learning, acquisition of relevant skills for decent work, gender equality and inclusion. Further, TVETA will mainstream STI, harmonize training standards with International and Regional frameworks.

1.5 Rationale for Development of the Strategic Plan 2023-2027
Strategic Planning has been a key component of Results Based Management over the years. TVETA in the last five years was guided by the strategic plan covering the period 2018-2022. The strategic plan 2018-2022 was implemented with significant achievements as outlined in chapter two. At the end of that planning period, there was a need to develop a Strategic Plan for the subsequent period.

This Strategic Plan has incorporated emerging and continuing issues, change in government policies and addressed lessons learnt during implementation of the previous Strategic Plan. The previous Strategic Plan focused on laying the foundation for what was then a nascent TVET regulatory body. Having laid the foundation, in the next cycle the Authority will continue with implementation of its mandate as set out in the Act.

The development of this Strategic Plan is therefore informed by the need to:
i.   Provide strategic direction for the period 2023-2027;

ii.   Align the strategic direction with the relevant global, regional and national development agenda.

iii.   Provide an overall framework for prioritization and allocation of resources;

iv.   Provide a basis for risk management, monitoring and evaluation

This Strategic Plan will guide the Authority in attaining effectiveness, efficiency and focus towards achieving its vision and mission in the next five years.

1.6 Methodology

This Strategic Plan was developed through a consultative and participatory approach that involved key stakeholders. This is in line with Article 10 of the Constitution that calls for the involvement of the public in formulation of policies. The formulation was undertaken through a process involving the following stages:

    i.   Review implementation of the Strategic Plan 2018-22;
    ii.   Identification of policy and legal framework to support development of the Strategic Plan;
    iii.   Undertaking situation analysis including Strengths, Weaknesses, Opportunities and Threats (SWOT) and Political, Economic, Social, Technological, Environmental, Legal and Ethical (PESTELE);
    iv.   Identification and mapping out of key stakeholders;
    v.   Development of a working document;
    vi.   Presentation of draft Strategic Plan to internal and external stakeholders;
    vii.   Presentation of draft Strategic Plan to the Board for approval and adoption; and
    viii.   Publication and launch of the Strategic Plan.

1.7 Legal and Institutional Framework Relevant to TVET

The following laws including their respective regulations provide the legal framework under which TVETA operates:

    i.   Constitution of Kenya 2010;
    ii.   Technical and Vocational Education and Training Act, 2013;
    iii.   Basic Education Act, 2012;
    iv.   Universities Act, 2012;
    v.   State Corporations Act, 2012;
    vi.   Science, Technology and Innovation Act, 2012;
    vii.   Kenya National Qualification Framework Act, 2014;
    viii.   Kenya National Examination Council Act, 2012;
    ix.   Kenya Institute of Curriculum Development Act, 2012;
    x.   Industrial Training Act, 2012;
    xi.   Public Procurement and Asset Disposal Act, 2015;
    xii.   Sessional Paper No. 1 of 2019;
    xiii.   Public Audit Act 2015;
    xiv.   Public Officer Ethics Act 2003;
    xv.   Public Private Partnership Act 2013;
    xvi.   Public Finance Management Act 2012;

xvii.   Employment Act 2007;
xviii.   Data Protection Act 2019;
 xix.   Occupational Safety and Health Act 2007;
  xx.   PSC Human Resource Policies and Procedures Manual 2016;
 xxi.   Persons with Disabilities Act 2003;
 xxii.   Mwongozo Code of Governance 2015; and
xxiii.   County Government Act 2012.

CHAPTER TWO

SITUATION ANALYSIS

2.0 Overview

The chapter highlights key achievements made during implementation of the Authority's first Strategic Plan for the period 2018 - 2022. Challenges which hindered achievement of some targets are also highlighted, as well as emerging issues and lessons learnt. The SWOT and PESTELE tools are used undertake the situation analysis. The chapter ends with a comprehensive analysis of key stakeholders highlighting the mutual expectations.

2.1 Implementation review of the previous strategic plan 2018 - 2022

2.1.1 Key Achievements

Significant achievements have been made during implementation of the Strategic Plan 2018 – 2022. This is despite the staffing and funding challenges coupled with the devastating impacts of Covid 19. The achievements are reported under the four strategic areas of: Quality and Relevance; Access and Equity; Governance and Management; and Funding and Financing.

Strategic Area 1: Quality and Relevance

To establish the TVET regulatory framework, the Authority developed the Kenya National Quality Assurance (QA) framework, QA Manual for external quality assurance, Quality Management System (QMS) for internal quality assurance; nine regulatory and ten occupational training standards of which six were gazetted (Competence-Based Education Training and Assessment; Open, Distance and e-Learning; Trainer Qualification Framework; National Polytechnic; Centre of Excellence; and Prior Learning, Assessment and Recognition); seven capacity building manuals (Internal Quality Assurance; Leadership and Management; Career guidance, Student leadership, HODs; Gender mainstreaming in TVET, CBET Manual); and tools for accreditation, compliance and enforcement for TVET providers.

Figure 1: TVETA staff during inspection

Further, the Authority accredited 2,303 TVET institutions, licensed 6,806 trainers, approved 457 CBET curricula; quality audited 1,317 TVET institutions. In addition, the authority prepared and submitted seven advisories to the CS on TVET policy and strategies (Trainer development and management; OdeL; CBET; deployment of administrators in TVETs and 3 comprehensive QA annual reports); and trained 300 TVET experts as monitors and evaluators. This enhanced the compliance level with the regulatory framework.

The Authority also undertook sensitization on TVETA services, procedures, standards and regulations through 34 outreach forums including ASK shows, conferences & exhibitions, competitions, drama festivals, training forums, career guidance events and devolution conferences. The fora benefited 2,656 participants who included TVET institution administrators, County VET Officers, TVET institutions Councils and Board Members and IQA officers. It also organized 2 TVET skills shows and conferences (Hands on the Future and World Skills International). This enhanced awareness and provided a platform for knowledge sharing among stakeholders.

Figure 2: A TVETA staff facilitating in an Outreach Forum

To streamline training standards development, the Authority conducted mapping of TVET standards which identified eighteen priority areas for development of training standards published in the National TVET Standards Report 2020.
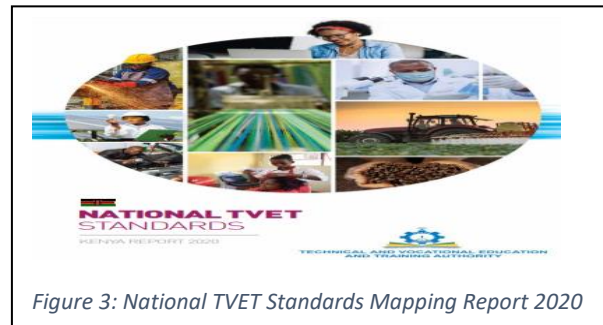
Figure 3: National TVET Standards Mapping Report 2020

Strategic Area 2: Access and Inclusivity

The Authority established eighteen collaborations and partnerships focusing on access and equity in TVET; organized and participated in TVET awareness campaigns including skills competitions, KATTI conferences, ASK Shows; Kenya National Drama and Film Festivals (KNDFF), and devolution conferences; and held three consultative meetings with county governments on VET. The efforts strengthened engagement with county governments and other stakeholders on the development of TVET.

Figure 4: Skills Show 2017
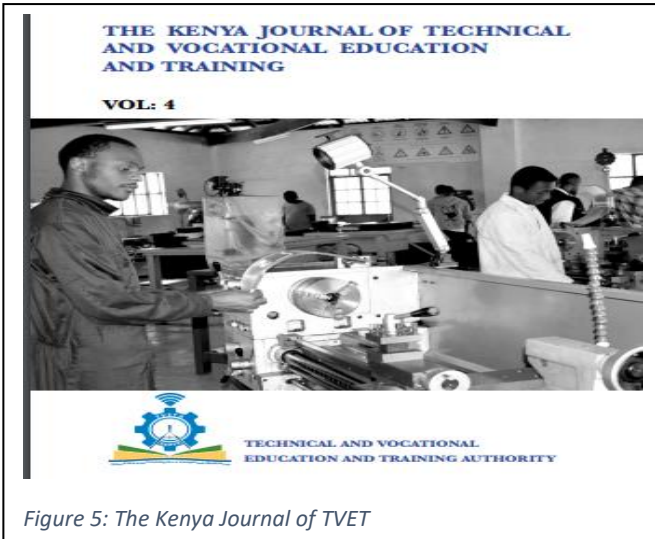
Figure 5: The Kenya Journal of TVET

To enhance research and knowledge sharing, the Authority developed and implemented a communication strategy; conducted nine research studies on TVET; published two volumes of the Kenya Journal of TVET (KJ-TVET), published four issues of TVET Magazine; and developed the Kenya TVET National Skills Gateway. Further, the Authority promoted TVET career guidance and counseling in primary and secondary schools by developing a career guidance manual and career wheel.

Strategic Area 3: Governance and Management

To increase and strengthen human and organizational capacity, the Authority recruited 70 staff which is 50% of approved establishment; developed and implemented the HR Policy and Procedures Manual as well as organizational structure; risk management, internal audit, and M&E frameworks; eighteen workplace policies; Board Charter; Customer Service Charter and re categorized from PC 6C to PC 6B.

Figure 6: TVET MIS

The Authority acquired office space and equipment at the Head office and three regional offices; procured eleven vehicles; enhanced ICT infrastructure and physical security at HQs and regional offices. In addition, it achieved ISO 9001:2015 certification, developed an online customer service portal (MIS) and automated finance, HR and supply chain management processes. This has improved efficiency in service delivery and enhanced corporate governance.

Strategic Area 4: Funding and Financing

To achieve financial sustainability, the budget allocation increased from Kshs. 110 million in FY 2017/18 to Kshs. 315 million in FY 2021/22 (186% increase) and collected Kshs 117.1 million A-in-A. Further, the Authority developed and reviewed TVETA Finance Management Manual; automated finance and accounting system by procuring an ERP System; and made efforts for industry contributions to TVET development through funding proposals, MoUs, Standards & Guidelines and collaborations.

Generally, the Authority achieved a mean performance of 88.40% on implementation of the previous strategic plan an indication that the Authority accomplished most of the strategic objectives. The overall performance is as shown in figure 7 below.
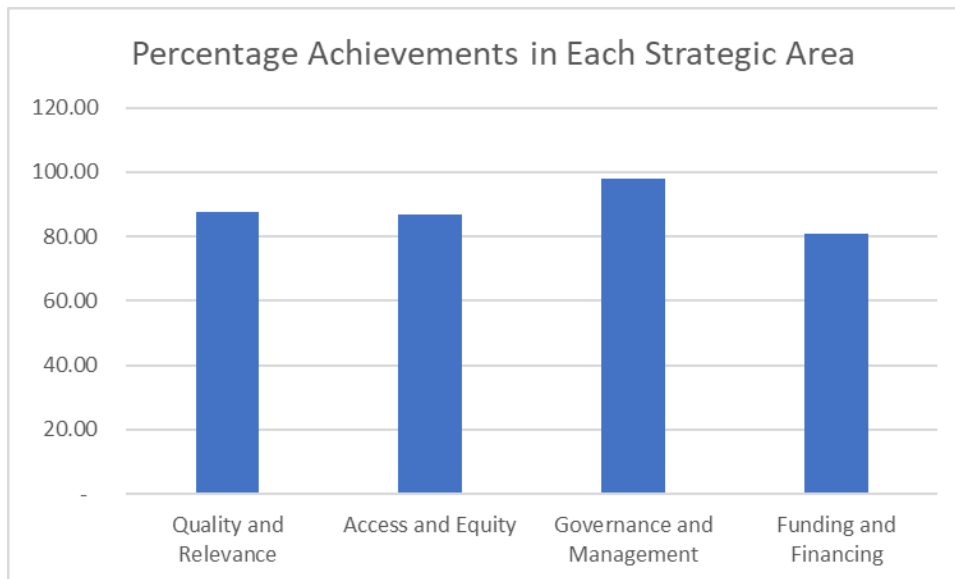
Figure 7: Achievements for each strategic area

Activities related to the Authority's functions as outlined in the TVET Act 2013 have been provided for in this strategic plan with a moderation of targets informed by the baseline. Targets not met in the previous plan were assessed for their applicabilty/ relevance and rolled forward to the current Strategic Plan period.

2.1.2 Challenges
The main challenges faced were:
  i. **Inadequate staff:** Implementation of approvals by the National Treasury for recruitment of staff were staggered by the Board due to resource constraints. This slowed down recruitment of key staff affecting implementation of some activities in the plan period;
  ii. **Limited Awareness of TVET standards by Stakeholders:** Whereas the Authority had developed and released a number of standards to guide TVET in the country, there was slow progress in fully embracing and sustaining the desired standards. This was occasioned by low sensitization due to financial constraints and inadequate staff;
  iii. **Low stakeholder participation in standards development:** As a requirement of the Constitution and best practice, the Authority involved stakeholders in development of standards. The preferred mode of engagement was the in-person forum and virtual engagement post-Covid. However, the level and quality of engagement in virtual forums was notably low compared to physical engagements;
  iv. **Limited synergy between players in the TVET sub-sector:** There has been limited collaborations/ engagements due to misinterpretation of various legislations.
  v. **Lack of National Skills Council:** Occupational standards are prerequisite for curriculum development. They are ideally developed by industry organized through National Skills Council (NSC). Without a national focal point for Sector Skills

Advisory Committees (SSAC), convening them remains hard and slows the process of developing training standards.

vi. **Insufficient funding:** Due to the increase in the number of TVET institutions and the number of courses offered, the cost of running quality assurance programmes has increased significantly. However, the allocation from the Government has not increased in the same proportion to finance the Authority's operations. This was exacerbated by challenges faced by the Authority to collect quality assurance fees from TVET institutions.

2.1.3 Emerging Issues

2.1.3.1 Climate change

Climate change adaptation calls for concerted efforts from all sectors. Many countries are continually moving towards zero-emission economies, the green transition will have an impact on training and job market demands. This will result in an increased demand for workers with new technical and generic skills needed in the greener jobs and sectors. TVETA will contribute by promoting greening in TVET and alignment of standards.

2.1.3.2 Post Covid-19 Recovery

The Covid-19 pandemic affected the whole world and all sectors of the economy. At its peak, learning institutions had to close as enforcement of health protocols took centre stage. During the closure, the TVET sub-sector struggled to adopt online delivery modes for business continuity. TVETA shall keep cognizance of the lessons learnt during the pandemic, exploit any opportunities thereof and develop mechanisms for remote working.

2.1.3.3 Digital Transformation

The Covid-19 crisis and recovery created massive demand for digital literacy in learning institutions and places of work. Adoption of digital transformation should be done cognisant of the increase in and evolving nature of cyber threats/ crimes due to the rise in application of ICT in service delivery. TVET systems need to establish new training modalities, including through digital technology for personalized, adaptive and flexible learning. TVETA shall deploy ICT in its operations and service delivery. The adoption of digital transformation will address emerging digital technologies like robotics, cloud computing, big data, artificial intelligence and machine learning not only in office operations but also in pedagogy.

2.1.3.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) has gained traction in the country and internationally as a way of onboarding skilled labour from the informal sector, credit transfer and mainstreaming life-long learning. This calls for review of the Prior Learning, Assessment and Recognition (PLAR) standard to align with the RPL policy (2021), promotion of lifelong learning, knowledge sharing, and accreditation of RPL providers.

2.1.3.5 Competence Based Education and Training (CBET)

The success of CBET implementation requires a multi-agency approach bringing together the policy makers, regulators, curriculum developers, assessment/ certification bodies, assessors/verifiers and training institutions. The Authority shall align to the paradigm shift in education and training by developing or reviewing its tools, standards, staff capacity and strengthening its relations with the other players.

For the purpose of aligning the TVET sector with CBC, the Authority shall analyze implications on the TVET sector keeping in mind provision for dual certification and transition from basic education to TVET, enhance collaboration in career guidance and counseling and accredit assessment centers.

2.1.3.6 Skills Competition

Kenya was ratified as the 84th member state of the World Skills International on 13th October 2020 during the bi-annual General Assembly. This followed the successful membership application made in February 2020 through the Ministry of Education. The Authority was designated by the Government of Kenya through the Ministry of Education to take responsibility for the leadership, management and operation of World Skills Kenya. To sustain its membership, the Authority will have to liaise with the Ministry to ensure approval and payment of an international annual subscription. The Authority will plan and coordinate skills competitions nationally, continentally and globally. The Authority will also identify and implement other projects aimed at improving skills development.

2.I.3.7 Dual Training and Certification

Dual training is a new approach to training in Kenya where the institutions partner with industries to provide trainees with coordinated learning experiences. The Authority shall endeavor to establish market needs, involve stakeholders and develop standards to guide implementation of dual training as an alternative training model to narrow the skills gap and improve employability of TVET graduates.

2.1.4 Lessons Learnt

During implementation of the Strategic Plan 2018 – 2022, the following lessons were learnt:

i. There is need to sustain efforts towards ensuring quality in TVET. Since institutions know our mode of operation, they can find a way of beating the system if surveillance is not sustained;

ii. Workplace policies are a major repertoire of deliverables. Sensitization of staff should be prioritized and considerable effort put on their implementation apart from review to align them with the national landscape;

iii. Large amount of information is generated by TVETA. However, communication and dissemination of the same should be improved both internally and externally. The communication strategy should be implemented to address this;

iv. Quality assurance is an expensive technical undertaking that requires skilled manpower and financial resources;

v. Partnerships and synergy with development partners and industry in supporting Government priorities and involvement of stakeholders is key. This can be enhanced through development of formal collaboration mechanisms with key stakeholders.

vi. The Authority has automated some of its services. As automation of the remaining processes such as data collection, quality audit, procurement and records management is done, it should be ensured that transition from manual to automated services is seamless;

vii. The skills gateway was established to provide a platform for obtaining comprehensive information on TVET such as courses offered in TVET institutions, trainee employability, trainers and employment opportunities. It provides an opportunity for exchange and transfer of knowledge on TVET if supported with accurate and timely data.

viii. Successful implementation of curriculum requires trainers who are equipped with contemporary skills, knowledge, attitudes and pedagogies. This calls for measures to ensure a credible system of measuring learning achievements and outcomes including developing a framework for CPD, and accrediting assessment centers.

ix. National TVET systems should target populations that have had limited access to skills so far, including women in many societies, people belonging to disadvantaged social groups or living in remote rural areas or urban slums, people living with disabilities, refugees or internally displaced people. There is a need to seek collaboration with agencies in charge of refugees and nomadic populations.

2.2 Environmental Scan

2.2.1 Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

The SWOT Analysis was carried out to evaluate the Authority's operating environment in order to develop the desired strategic plan for 2023-2027. The strengths and opportunities are positive factors whereas the weaknesses and threats are negative. Strengths and weaknesses are internal while opportunities and threats are external. The Strengths, Weaknesses, Opportunities and Threats are identified in Table 1:

Table 1: SWOT Analysis

Strengths			
No.	Strength	Strategic Implication	Strategic Response
1.	Comprehensive legal and policy framework	Provides legal and regulatory direction for the sector	• Advocacy and enhancing awareness on TVET Act (2013) • Execute mandate within the law
2.	Competent and experienced Board of Directors	Provide strategic direction and oversight	• Enhance engagements between Authority's staff and Management through committees
3.	Qualified, competent and experienced workforce	Efficient and timely service delivery	• Enhance optimal utilization of the workforce • Retain and conduct CPD of staff
4.	Regional offices	Taking services closer to the people	• Strengthen existing regional offices
5.	Adequate office space	Conducive work environment	• Ensure compliance with occupational safety and health provisions
6.	ICT integration in service delivery	Efficient and timely service delivery	• Enhance automation of services and processes • Optimize existing systems
7.	Collaborations	Support TVETA activities	• Enhance engagements with stakeholders
8.	Performance Management System	Structured implementation and M&E of programmes.	• Comply with the national performance management framework
9.	Internal policies, frameworks and procedures	Guides the operations of the Authority and align to national frameworks	• Enhance scope of QMS • Continuous updating of policies, frameworks and procedures
Weaknesses			
No.	Weakness	Strategic Implication	Strategic Response
1.	Inadequate Funding	Delay in execution of the Authority's mandate	• Lobbying the National government for increased budgetary allocation • Enhance collection of gazetted fees • Enhance collaborations with development partners
2.	Gaps in TVET data	Decision making and policy formulation not based on data	• Establish a central TVET data repository

No.		Strategic Implication	Strategic Response
			• Automate TVET data management system • Mapping of TVET institution
3.	Inadequate Staff	Delayed service delivery	• Recruit additional staff based on review of staff establishment
4.	Inadequate policies to guide stakeholders' engagement	Low stakeholder engagement	• Develop a stakeholder engagement framework
5.	Bureaucracy	Delayed processes	• Business process re-engineering

Opportunities			
No.	**Opportunity**	**Strategic Implication**	**Strategic Response**
1.	Availability of training institutions	Need for quality assurance	• Strengthen service provision • Strengthen TVET providers leading to competent workforce
2.	Goodwill from development partners	Resource mobilization and capacity building	• Strengthen collaborations with partners at all levels
3.	Demand for TVET data	Evidence based decision making	• Strengthen TVET MIS and skills gateway • Linkup with LMIS • Publish TVET statistical handbook
4.	A large catchment for TVET programmes	Need to ensure access to TVET	• Re-branding of TVET • Promote adoption of ODeL • Mainstream lifelong learning (LLL) • Promotion of RPL
5.	World Skills International Membership	Global exposure and networking	• Maintain subscription • Participate in world skills events. • Publicity and Resource mobilization
6.	Advanced technological environment	Enhanced access and integration of ICT in service delivery	• Strengthen capacity to exploit available technologies in TVET • Optimize technology in service delivery
7.	Multiple revenue streams	• Financial sustainability Timely service delivery	• Enforce collection of all gazetted fees • Develop resource mobilization strategy
8.	Demand for quality TVET	Need for quality and relevant TVET	• Develop, Disseminate and Enforce QA standards and regulations • End to end quality assurance

Threats			
No.	**Threat**	**Strategic Implication**	**Strategic Response**
1.	Change of government priorities	Reduced funding	Diversify revenue streams
2.	Perceived overlaps of mandates in TVET between MDAs	• Conflicting interpretation that leads to duplication of mandates. • Organization existential threats	• Establish and strengthen the coordination and collaboration framework with other MDAs • Advocacy and enhancing awareness on TVET Act (2013)

3.	Disasters and/or Pandemics	Business disruption	Strengthen organizational resilience
4.	Negative perception of TVET	Low uptake of TVET	• Rebranding of TVET • Customer satisfaction survey
5.	Cyber crimes	System security breach	Strengthen cyber security
6.	Bureaucracy	Delayed implementation of decisions	• Risk management • Negotiation
7.	Corruption	Poor service delivery	• Adopt integrity policies and practices • Automate service delivery

2.2.2 Political, Economic, Social, Technological, Environmental, Legal and Ethical (PESTELE) Analysis

PESTELE Analysis was undertaken to evaluate the environment under which TVETA operates. The analysis allowed the Authority to determine the best match between environmental trends and internal capabilities as indicated in Table 2.

Table 2: PESTELE Analysis

Political		
Factor	**Strategic Impact**	**Strategic Response**
Government restructuring and reorganization	Change in priorities affecting service delivery	Alignment to new priorities and policies
Restructuring of EAC education policy initiatives	Restructured TVET system	Harmonize training standards and QA
Management of VTCs in Counties due to changes in governments	Conflict with National QA standards leading to Non-compliance	Sensitization, advisories and enforcement
Political goodwill	Budgetary support Program support Friendly operational environment	Prudent utilization
Economic		
Factor	**Strategic Impact**	**Strategic Response**
Economic fluctuations	• Unpredictable budgetary allocations • Distorted implementation of programs and activities • Low revenue collection	Diversify revenue streams
Inflation	• High cost of service delivery • Increased funding requirements for TVET	Implement Austerity measures
Social		
Factor	**Strategic Impact**	**Strategic Response**
Increased demand for TVET	Increased demand for quality assurance services	Optimize utilization of resources

		Leverage on available technologies
Existence of minorities and marginalized communities	Limited access to TVET	Promote equity and inclusivity in TVET Affirmative action
Employability of TVET graduates	Reputational risk	Ensure relevance and quality in TVET
Negative perception of TVET.	Limited uptake of TVET programs	Rebranding and repositioning of TVET
Corruption	Reputational risk Poor service delivery	Strengthen corruption prevention framework

Technological		
Factor	**Strategic Impact**	**Strategic Response**
Rapid technological changes	• Automation of services • Skills mismatch • Obsolescence	• Integration of ICT to service delivery • Re-training • Continuous Professional Development • Strengthen collaborations with industries in training • Adapt standards to market needs • Regularly audit usability of technologies
Adoption of virtual learning and training	• Improved access • Reduced cost of TVET	• Promote uptake of ODeL standard • Adapt Developed OdeL standards to the changing technological environment.
Cyber crimes	System security breach	Strengthen cyber security

Environmental		
Factor	**Strategic Impact**	**Strategic Response**
Workplace safety	Occupational safety and health hazards	Compliance with OSHA and WIBA provisions
Climate change	• Unfriendly operational environment • Increased expenditure	Adopt greening initiatives and climate change mitigation strategies and integrate them in QA tools
Environmental degradation	Unsafe working environment	Promote green technology

Legal		
Lawsuits	• Reputation risk • Slowed service delivery • Financial burden • Strained stakeholder relations	Promote alternative dispute resolution (ADR) mechanism
Legislation Reviews	Possible change in functions	• Lobby for key stakeholder engagement • Align to new mandate

Conflicting Legislations	Affect discharge of mandate	Initiate harmonization of conflicting laws

Ethical		
Factor	**Strategic Impact**	**Strategic Response**
Intellectual property (IP) rights infringement	Loss of intellectual property	• Copyright TVETA publications • Develop and Implement IP policy
Work related harassment	• High staff turnover and low morale • Low productivity • Reputational risk	• Implementation of workplace sexual harassment policy • Strengthen internal complaints resolution mechanism.
Discrimination	• Gender discrimination • Marginalization • Skewed resource allocation/ distribution	• Implement Gender Mainstreaming policy • Comply with Article 10 of the Constitution • Adopt Program Based Budgeting (PBB)
Corruption and bribery	• Diminished productivity • Poor corporate image • Slow processes • Poor service delivery	Implement bribery corruption mitigation plan
Disclosure of Sensitive Personal Data	• Litigation • Loss of trust • Poor corporate image/ Reputation	• Develop and implement data protection mechanisms • Register with Office of Data Protection

2.2.3 Stakeholders Analysis

Satisfying external stakeholders is a prerequisite for attracting sufficient support to fulfill the mandate of the Authority. Stakeholder requirements need to be reflected in TVETA's objectives in order for the Authority to be widely regarded as successful. The Authority has endeavored to win the commitment of key stakeholders some of which are listed in Table 3:

Table 3: Stakeholders Analysis

No	Stakeholder	Stakeholder Expectation from TVETA	TVETA expectation from stakeholders
1.	Parents /Guardians	• Accredited programmes • Accredited institutions • List of accredited institutions and programmes	• Feedback on TVETA services • Awareness of TVET regulations • Enroll trainees in accredited TVET institutions
2.	TVET Providers	• Efficient service delivery • training standards • accreditation, • quality monitoring,	• Adherence to TVETA regulations, standards and guidelines • Prompt feedback,

No	Stakeholder	Stakeholder Expectation from TVETA	TVETA expectation from stakeholders
		• Prompt feedback	• Participate in TVETA stakeholders' fora
3.	Industry	• Frameworks for work-based learning and linkage with TVET institutions • Involvement in TVET programme development	• Partnership with TVET providers, • Provide work-based training opportunities • Employment for graduates • Participate in development of occupational standards • Participate in TVETA stakeholders' fora
4.	National Government/ MDAs	• Prudent utilization of resources, • Quality TVET system, • Implementation of government directives on TVET, • Increased access, equity and inclusivity to TVET, • Timely reporting.	• Funding, • Enabling legal environment • Gazzetment of policies • Expanded insfrastructure
5.	County Government	• Quality TVET system, • Increased access, equity and inclusivity to VET, • Timely feedback, • partner and collaborate in VTC programme implementation • Dissemination of TVET information	• Funding, • effective management of VTCs, • Collaboration with TVETA • Prompt sharing of VTCs data • Participate in TVETA stakeholders' fora
6.	TVET Trainees	• Quality market driven TVET, • List of accredited TVET institutions and programmes, • sensitized on TVET standards.	• Awareness on TVET standards and regulations • Feedback on quality issues in institutions • Participate in TVETA stakeholders' fora
7.	TVET Curriculum Developers and Assessment Bodies	• Standards and guidelines on curricula development and assessment • Evaluation and accreditation of curricula, • Accredited assessment centers	• Relevant curricula, • timely review of curricula to reflect changes in market demand, • compliance with standards and regulations,

No	Stakeholder	Stakeholder Expectation from TVETA	TVETA expectation from stakeholders
			• Develop and administer quality assessment • Award recognized certificates • Participate in TVETA stakeholders' fora
8.	KNQA	• Implement KNQF • Participate in KNQA stakeholders' fora	• National Qualification Framework, • Qualifications regulations and standards, • Register of approved qualifications • Register of approved professional bodies • Participate in TVETA stakeholders' fora
9.	Development partners	• Prudent resource management and accountability, • funding proposals, • counterpart funding, • commitment, • enabling regulatory environment	• Funding, • alignment with TVETA and government strategic aspirations, • disclosure of interest • Participate in TVETA stakeholders' fora
10.	RPL players	• RPL standard, • Accreditation of RPL Centres • Collaboration	• Compliance with RPL standards and regulations • Participate in TVETA stakeholders' fora • Capacity building
11.	Ministry of Labour	• Translate labour market information for training purposes, • Competent workforce, • Collaboration in training, • Involvement in stakeholders' forums,	• Establish SSACs and coordinate development of occupational standards, • Provide frameworks for work-based learning and linkage with TVET institutions, • provide labour market information • Participate in TVETA stakeholders' fora
12	Universities	• Collaboration in research • training standards, • Prompt feedback • Consultancy service	• Collaboration in research and knowledge sharing • Innovation and incubation of inventions • Competent trainers

No	Stakeholder	Stakeholder Expectation from TVETA	TVETA expectation from stakeholders
			• Provision of credit transfer for progression • Capacity development
13	TVET Regulators in other countries	• Collaboration in research and knowledge sharing • Exchange programmes • Mutual recognitions	• Collaboration in research and knowledge sharing • Exchange programmes • Mutual recognitions

2.3 Strategic Issues

To achieve the vision and mission, the Authority shall focus on the following:

Fundamental Policy Requirements
   i.   Alignment with the Government Agenda
   ii. Implementation of TVET Act 2013
   iii. Contribution to harmonization of legislations that govern TVET
   iv. Implement recommendation of the Presidential Working Party on Education Reforms in Kenya
   v.   Alignment to applicable regional and global best practices

Critical challenges/gaps
i.   Demand driven TVET is yet to be realized
ii.   Inadequate financial resources
iii. Lack of synergy in the TVET sub-sector
iv.   Possible change in the legal framework
v.   Fragmented TVET governance across line ministries
vi.   Gaps in implementation of some aspects of the TVET Act 2013
vii. Continuous Professional Development (CPD) for trainers
viii. Negative perception of TVET.

Opportunities

Further to the opportunities identifed under SWOT, the following opportunities were also identified:

   ● Championing the establishment of a National Skills Council
   ● Growing the number of partners willing to support TVET

CHAPTER THREE

STRATEGIC MODEL

3.0 Overview

The Authority intends to focus on its core functions and operations as stipulated in the TVET Act 2013 and other overarching legislations as well as policy directives issued from time to time. The strategic intent of the Authority is reflected in its vision, mission and core values. The strategic model is based on 5 key result areas (KRAs) structured into strategies and activities. Further, the Authority's strategy is intended to drive and entrench the TVET sector reforms over the next five years.

3.1 Vision, Mission and Core Values

The Vision, Mission and Core Values will guide and inspire the Authority's leadership and provide a clear road map towards the realization of its mandate.

3.1.1 Vision

To deliver competent workforce for sustainable development

3.1.2 Mission

To develop and implement a TVET system that meets national needs and aspirations

3.1.3 Core Values

- Our **Integrity** makes us do what is right regardless of the consequences

- We continuously improve our skills and behavior for effective **Professionalism** in the workplace

- We believe in **Accountability** by taking responsibility for our actions.

- We respect and involve our stakeholders through **Public Participation.**

- We know that through **Teamwork** we achieve a lot more

- To drive **Efficiency,** we commit to use the least possible inputs to produce the greatest possible outputs.

3.2 Key Result Areas (KRAs)

The TVETA Strategic Plan 2023-2027 focuses on distinctive result areas, which all contribute to carrying out TVETA's legal mandate and functions as stipulated in the TVET Act 2013. The Key Result Areas are:

3.2.1 Quality and Relevance

Assurance of Quality and Relevance in TVET is one of the key mandates of the Authority with focus on setting of standards, inspecting, registering, licensing and quality assurance of TVET providers, programmes and trainers. Quality and relevance also relate to and impact the relationships between labour market, government quality assurance entities and training institutions.

To promote quality and relevance the Authority shall; review and implement Kenya National TVET QA framework; enhance institutions' internal and external QA; strengthen TVET regulation and coordination; strengthen compliance in TVET. Further, the Authority shall determine the national TVET objectives; harmonize national and foreign TVET qualifications and strengthen regional regulatory framework; and analyze the distribution of the working TVET graduates.

3.2.2 Access, Equity and Inclusivity

The Authority shall promote access, equity and inclusivity in skills development for all gender, marginalized groups, persons with disabilities and hard-to-reach among others. So far, efforts have been made to enhance collaborations and partnerships, awareness on TVET, and career guidance. To promote access, equity and inclusivity the Authority shall prescribe accessible infrastructure, disaggregated data management systems, advocacy, benchmarking and adopting relevant international best practices. Other aspects of this strategic area include policy advisories, assuring affirmative/adaptive entry criteria, training methodology and evaluation. Further, this area includes strengthening relationships with stakeholders like labour market, TVET providers, trainers, county and national governments in TVET development.

3.2.3 Governance and Management

Governance and management address compliance with statutory requirements and quality management systems for improved service delivery. This key results area focuses on the Authority's human resource capacity, technical infrastructure, organizational systems and processes. The area also addresses how the Authority will contribute to legislation, policies, governance and reforms in the TVET sector. The Authority shall endeavor to build a suitable organizational culture to support the strategy implementation.

3.2.4 Funding and Financing

TVETA's core mandate being coordination and regulation of training is expensive. This calls for financial sustainability and continuous effort to source and generate adequate resources for financing Authority's activities and operations. Sustainable funding and financing strategies take into account environmental, social and governance (ESG) considerations. This addresses the need to diversify the Authority's sources of funds and to engage more with the national and county governments, industry and development partners in financing TVET. The strategic area therefore addresses the need for TVETA to strengthen its financial management systems.

3.2.5 Technology Integration and Knowledge Management

International and national trends are increasingly leaning towards improving efficiency in service provision using technology. There are gaps in TVET data management, staff capacity,

resource provision, level of automation of services, and innovation. This key results area deals with integration of ICT in service delivery. This is aligned with the aspiration of Kenya National Digital Master Plan 2022-2032 which guides government agencies on integration of ICT in their operations, especially in strengthening ICT infrastructure, adoption of e-government service delivery, ICT innovations and the enhancement of ICT skills and competence. Further, the use of ICT exposes organizations to cybersecurity and data privacy risks which are addressed under this strategic area.

3.3 TVETA' s Strategic Objectives

For each of the strategic objectives, several strategies have been defined, which are summarized in the table 4;

Table 4: TVETA Key Result, Strategic Objectives and Strategies

No	Key Result Area	Strategic Objective	Strategies
1.	Quality and Relevance	To ensure TVET graduates are competent and demand-driven	Review and Implement Kenya National TVET QA framework
			Enhance institutions' internal and external QA
			Strengthen TVET regulation and coordination
			Strengthen compliance in TVET
			Determine the national TVET objectives
			Harmonize national and Foreign TVET qualifications
			Strengthen Regional regulatory framework
			Map the presence and distribution of the working graduates/ Employer feedback mechanisms
2.	Access, Equity and Inclusivity	To promote access, equity and inclusivity	Enhance visibility and perception of TVET
			Promote Gender and PWD, equity and inclusivity in TVET
			Promote research and knowledge management in TVET
			Strengthen engagement with national, county governments and other stakeholders on matters relating to TVET
			Promote safe TVET in emergencies and post-crisis recovery
			Promote formal and informal training systems
3.	Governance and management	To strengthen organizational capacity	Strengthen TVETA's human capital
			TVET legislation and governance reforms
			Strengthen TVETA Quality Management System
			Strengthen TVETA corporate governance and culture
			Strengthen the engagement with government, industry development partners and other stakeholders in TVET.

4.	Funding and Financing	To achieve financial sustainability and accountability for TVETA	Mobilize financial resources
			Sustain accountability in financial management
5.	Technology Integration and Knowledge Management	To enhance efficiency in service delivery	Automate service delivery (e-services)
			Enhance ERP system
			Enhance office collaboration systems
			Strengthen records management system
			Enhance ICT infrastructure and governance

CHAPTER FOUR

IMPLEMENTATION AND COORDINATION FRAMEWORK

4.0 Overview

The successful implementation of the strategies and activities outlined in this strategic plan shall be dependent on the capacity of the Authority. Elaborate implementation and outcome performance matrices for this plan are presented in Appendices 1 and 2 respectively. The implementation matrix shall be operationalized through coordination frameworks and annual work plans in which the relevant sub-activities and their respective milestones are specified. The Authority shall further strengthen its institutional capacity and put in place the requisite monitoring and evaluation frameworks for successful and timely implementation of this strategic plan. The chapter provides information on TVETA Organizational Structure, staff establishment, resource flow and accountability, business process re-engineering and risk management.

4.1 Structure of the Organization

The Director General/ Chief Executive Officer of the Authority is responsible for the day-to-day management of the affairs of the Authority.

4.1.1 Directorates

The Authority shall implement this Plan through various units domiciled in the following directorates:

Standards Development, Compliance and Enforcement – Responsible for development and review of standards and guidelines, monitoring training for quality assurance and enforcement of compliance with standards.

Accreditation and Outreach Services – Responsible for accreditation of institutions, trainers, TVET recruitment agencies and training programmes; recognition and equation of TVET qualifications and outreach services.

Strategy, Planning and Research - The directorate is in-charge of coordinating planning and policy advisories; initiating and engaging in development of innovative projects; undertaking research and publishing information on TVET.

Corporate Services - Oversee the following functions: human resource management and administration; supply chain management; finance and accounts; ICT; corporate communication and records management. Additionally, the Authority has operational units in legal services and internal audit.

4.1.2 Organizational Structure

The Authority has an approved organizational structure, Appendix 3, whose overarching goal was to align the Authority's operations, functional units and activities with its mandate.

Whereas the approved structure served well in implementation of the strategic plan 2018 – 2022, a number of gaps were noted. These included:

i. Reporting by the heads of regional offices on matters beyond compliance and enforcement is not clear in the current organogram;

ii. Establishment / optimal staffing for regional offices is not clearly spelt out;

iii. Operational efficiency is affected by fragmentation of departmental functions that ought to be under one directorate. For example, research should inform standards development, yet the two are in different departments. Further, Accreditation services are complimentary with Compliance and enforcement but domiciled in different directorates;

iv. Some departments have grown both in scope and functions and therefore require restructuring to improve operations.

Therefore, there is need to review the organizational structure to address the identified gaps to improve service delivery. The proposed organizational structure is in Appendix 4.

4.2 Staff Establishment and Human Resource Development Strategies

4.2.1 Staff establishment

This section presents the staff establishment for the effective and efficient implementation of this Plan. The approved staff establishment is one hundred and forty (140) while the current staff in-post is seventy (70). staff. Table 5 below shows a summary of the Authority's in-post staff establishment.

Table 5: Staff Establishment

Cadre	Approved Establishment	In Post	Variance
Director General	1	1	0
Directors	4	3	(1)
Accreditation Officers	17	5	(12)
Outreach Officers	15	4	(11)
Standards Development Officers	11	5	(6)
Compliance and Enforcement Officers	31	13	(18)
Strategy and Planning Officers	7	2	(5)
Research and Development Officers	10	4	(6)
Finance and Accounts	5	4	0
ICT Officers	3	3	0
Corporate Communication Officers	2	1	(1)
Supply Chain Management Officers	5	2	(3)
Legal Services Officers	2	1	(1)
Internal Auditors	2	2	0
HRM and Administration			
HRM	4	3	(1)
Administration officers	2	0	(2)

Cadre	Approved Establishment	In Post	Variance
Office Administrators	3	6	3*
Drivers	9	8	(1)
Record Management Officers	2	2	0
Clerical Officers	4	1	(3)
Office Assistants	2	1	(1)
Total	**141**	**71**	**70**

The current approved staff establishment has served the needs of the Authority however, during the next plan period the establishment need to be reviewed to take into consideration requirements for the expanded mandate of the regional offices, reorganization and the need for functional optimization. The Projected recruitment is provided in Appendix 8.

4.2.2 Human Resource/ Capital Management and Development Strategies

Suitable and sufficient human capital forms an integral part of organizational development as a driver for effective and efficient utilization of resources for achievement of desired organizational objectives. The Authority has 71 staff in post comprising of 36 technical and 34 of corporate service excluding the CEO. This translates to a ratio of 51:49 Technical to corporate services.

The Authority aims to strengthen its staff capacity by enhancing the number of staff to achieve an optimal establishment and progressively move towards attaining the recommended 70:30 ratio for technical to corporate services. During this strategic plan period, the Authority shall recruit 14 technical and 4 corporate services staff. As good practice, the HRM division shall undertake Training Needs Assessment (TNA) every two years and at least one Skills Gap Analysis in every five years with a view to devising and implementing interventions.

The Authority will focus on organizational transformation to improve human resource productivity through: provision of conducive work environment; development and implementation of a competitive staff reward and recognition framework, policy for remote working; enhancing human resource practices that entrench work culture and promote quality service delivery and staffing levels,; automation of human resource management; aligning performance management, and strengthening succession management.

4.3 Financial Resources

This section presents the resource requirements, resource gaps, mobilization and how the resources will be managed to implement this Strategic Plan.

4.3.1 Financial Resources Requirements

Successful implementation of this strategic plan will depend on the availability and efficient utilization of resources required to undertake the various activities. The Authority's budget during the Plan period is estimated at Ksh. 3,307.5 million. The revenue projection from service fees (A-i-A) is based on the gazetted fees and support from development partners. The main variable affecting A-i-A collection will be TVET trainee enrolment, which is projected to be

about 500,000 trainees per year during the period 2023-2027. Furthermore, it is assumed that at least 75% of the payable gazetted fees shall be collected by the Authority. A detailed budget projection is provided in Table 6.

Table 6: Budget Projection

Cost Area	Projected Resource Requirement (KSH. Mn)					
	Year 1 2023/24	Year 2 2024/25	Year 3 2025/26	Year 4 2026/27	Year 5 2027/28	Total
Quality and Relevance	86.55	107	112	117.5	125.95	**549**
Access, Equity and Inclusivity	44.4	78.9	72.7	60.5	58.5	**315**
Governance and management	124.6	101.1	99.6	59.6	66.6	**451.5**
Funding and Financing	19	19	19	19	19	**95**
Technology Integration and Knowledge Management	26.3	26.8	17.3	43.9	32.7	**147**
Personal emoluments and related expenses	182	200	220	242	266	**1,110**
Governance expenses	25	25	30	30	30	**140**
Operation & Maintenance expenses	90	95	100	105	110	**500**
Total	**597.85**	**652.8**	**670.6**	**677.5**	**708.75**	**3,307.5**

4.3.2 Resource Gaps

The resource requirements for implementing this strategic plan is Ksh. 3,307.5 million but the estimated resource allocation is Ksh. 2.5 billion resulting in a resource gap of Ksh. 807.5 as presented in Table 7

Table 7: Resource Gaps

FY	Requirement (Ksh. Mn)	Estimated Resource Allocation (Ksh. Mn)	Variance (Ksh.Mn)
Year 1 - 2023/24	597.85	380	(217.85)
Year 2 - 2024/25	652.8	440	(212.8)
Year 3 - 2025/26	670.6	500	(170.6)
Year 4 - 2026/27	677.5	560	(117.5)
Year 5 - 2027/28	708.75	620	(88.75)
Total	**3,307.5**	**2,500**	**(807.5)**

4.3.3 Resource Mobilization Strategies

The Authority relies 90% on government grants for its recurrent and development activities and only 10% from Appropriation in Aid (A-i-A). Based on lessons learnt during the last strategic plan period, the government grants and collected A-i-A was not able to fully capacitate the Authority to perform its functions. Thus, during this plan period strategies should be put in place to intensify resource mobilization and expand the resource base to bridge shortfalls in the budgetary allocation.

The projected cost of implementing this strategic plan is Ksh. 3.3075 billion whereas the total exchequer for the period is KShs. 2.5 billion. Therefore, additional resources will be mobilized

through strengthening engagements with development partners and collection of revenues. In order to ensure full realization of the planned activities, the following resource mobilization strategies shall be undertaken:

i. Lobby with National Treasury for adequate recurrent and capital expenditure funding;
ii. Enhance A-i-A collection;
iii. Develop funding and partnership proposals in support of capacity building and capital-intensive projects.

4.3.4 Resource Management

During this Strategic Plan implementation period, TVETA will prioritize efficient and timely resource utilization. In this regard, the Authority will put in place efficient monitoring and evaluation guidelines/framework. Further, the Authority will put in place measures to ensure prudent and efficient utilization of resources. These measures will include:

1. Adherence to budget allocations, work plans and procurement plans;
2. Awareness creation among staff on prudent use of resources and wastage reduction;
3. Purchase of products designed to use less space and material;
4. Integration of ICT in all operations to increase efficiency;
5. Pooling resources and outsourcing of non-core activities;
6. Enhance audit of resources and processes;
7. Risk assessment on programmes and projects;
8. Cost-rationalization measures to optimize organizational efficiency;
9. Undertaking feasibility studies on projects.
10. Adopt greening approaches in all TVETA operations

4.4 Business Process Re-engineering

During the strategic plan period, the Authority will develop and implement strategies for business process improvements through innovations, creativity and knowledge management. These activities will include continuously scanning the external technological environment to identify and adopt emerging technologies to improve efficiency and effectiveness in service delivery.

The Authority shall redesign the existing standard operating procedures to improve business processes through process audit. The implementation of specific ISO certifications or recertification to cut down costs and process redundancies in service delivery will also be done. In addition, the Authority will undertake customer and employee satisfaction surveys, and selected research to find business processes that require re-engineering. Further, the Authority will enhance partnerships locally and internationally in TVET to drive innovative ideas, staff development, and adapt best practices.

4.5 Risk Management

Risk management shall be an integral part of all the Authority's planning including governance and performance management processes at both the strategic and operational levels. The Authority in the strategic plan 2018-2022 adopted a Risk Management Framework to help in the management of all anticipated risks. The framework targeted strengthening risk

management processes during implementation of the strategic plan and all process owners embraced proactive risk management initiatives to reinforce realization of set objectives.

Risk management structures in place at the Authority include an Audit and Risk Committee of the Board, a risk management committee comprising representatives (risk champions) of all functional areas and an internal audit unit.

All activities and projects in the Authority will be subjected to risk assessment at every stage and mitigation measures identified and documented for implementation. The Authority shall undertake a comprehensive analysis of the anticipated risks and classify them into five categories based on the key result areas. Appendix 5 provides details on the risks identified and proposed mitigation measures.

CHAPTER FIVE

MONITORING, EVALUATION AND LEARNING

5.0 Overview

Monitoring, Evaluation and Learning (ME&L) is a central feature of the strategic plan implementation. It involves regular systematic tracking of activities, actions to assess progress and reporting for follow-up on recommendations and record keeping. It is essential in ensuring that targets are achieved within the time and budget allocated. The Authority will monitor and evaluate the strategies, inputs, activities, outputs and outcomes to ensure that the objectives of the Plan are attained. Thus, this chapter outlines the process of monitoring, evaluation and learning requirements of the plan. A monitoring, evaluation and learning framework is provided in Appendix 6.

5.1 Monitoring

TVETA will apply result-based management and monitoring approach to ensure implementation of this strategic plan within stipulated time frames and budget in-line with approved departmental workplans. Monitoring will be undertaken through an established framework spearheaded by the department of strategy and planning. The department will ensure that the strategic plan remains an important benchmark for tracking, measuring progress, achievements and success. Monitoring will be done continuously and reporting done quarterly, mid-year and annually to the Authority's Board, Ministry of Education, National Treasury and any other relevant authorities that will facilitate achievement of the strategic plan. The Authority shall develop result matrix with specific indicators for tracking the implementation of the strategic plan at periodic intervals. A performance monitoring matrix is provided in Appendix 7.

5.2 Evaluation

The evaluation of the Authority's Strategic plan shall be adapted from the Public Service Performance Monitoring Unit (PSPMU) guidelines. A comprehensive mid-term evaluation shall be conducted to determine the extent of strategic plan implementation and realignment of the Plan with any new government policy and emerging issues. An end-term review will be undertaken to assess the outcomes and impact of the strategies implemented. Ad hoc reviews of the Strategic Plan may also be undertaken when need arises.

5.3 Learning

The feedback from the midterm and end-term evaluation shall be documented. This feedback will inform the review and development of the subsequent strategic plan at the end of the Strategic Plan period for the Authority. The best practices observed during the midterm and end-term evaluations will be disseminated internally and to MDACs. The Authority shall also adopt the best practices learnt from other organizations.

APPENDICES

Appendix 1: Implementation Matrix

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
Key Results Area 1: Quality and Relevance																
SO 01: To enhance TVET quality and relevance																
Review and Implement Kenya National TVET QA framework	Review TVET QA framework	Reviewed QA Framework	% completion	100%	-	-	100%	-	-	-	-	2	-	-	2	Director Stds, C&E
	Disseminate Kenya National TVET QA framework	Approved Kenya National TVET QA Framework is Disseminated	No. of Dissemination forums	5	1	1	1	1	1	0.5	0.5	1	1	1.5	4.5	Director Stds, C&E
Enhance institutions' internal and external QA	Develop and Review tools for QA	Developed/ Reviewed QA tools	% completion of review of QA tools	100%	-	100%	-	-	100%	-	2	-	-	1	3	Director Stds, C&E
	Undertake quality monitoring and	Quality Audits conducted	No. of Quality Audits conducted	3,500	415	550	700	850	985	29.05	38.5	49	59.5	68.95	245	Director Stds, C&E

Strategies	Activities	Expected Output	KPI	Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Responsibility
					Timelines (2023-2027)					**Budget (millions)**						
	enforcement															
	Build capacity of trainers on quality assurance	Trainers capacity built	No. of trainers capacity built on QA	2,000	400	400	400	400	400	4	4	4	4	4	20	Director A&OS
Strengthen TVET regulation and coordination	Develop priority regulatory standards	Priority regulatory standards developed	No. of regulatory standards developed	35	7	7	7	7	7	14	14	14	14	14	70	Director Stds, C&E
	Review TVET regulations 2015	Reviewed TVET regulations	No. of Gazette notices on reviewed TVET regulations	1	1	-	-	-	-	7	-	-	-	-	7	Director Stds, C&E
	Develop priority training standards	Priority training standards developed	No. of training standards gazetted	10	2	2	2	2	2	4	4	4	4	4	20	Director Stds, C&E
	Review TVET Regulatory standards	TVET Regulatory Standards reviewed	No. of standards reviewed	6	-	-	2	2	2	-	-	4	4	4	12	Director Stds, C&E
	Disseminate TVET	TVET Standards	No. of standards	52	10	9	11	11	11	4	4	4	4	4	20	Director Stds, C&E

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	standards and regulations	and regulations disseminated	and regulations disseminated													
Strengthen compliance in TVET	Inspect TVET institutions for accreditation and re-accreditation	New institutions inspected	No. of new institutions inspected	500	100	100	100	100	100	5	5	5	5	5	25	Director A&OS
		Institutions reaccredited	No. of Institutions reaccredited	1600	300	310	320	330	340	15	15	15	15	15	75	Director A&OS
	Accredit trainers	Trainers Accredited	No. of trainers accredited	12,000	2,000	2,500	2,500	2,500	2,500	1	1	1	1	1	5	Director A&OS
	Develop CPD framework for trainers	CPD framework for Trainers developed	No. of CPD framework for Trainers	1	-	1	-	-	-	-	15	-	-	-	15	Director Stds, C&E
	Accredit TVET programmes	Programmes Accredited	% of programmes accredited	100%	100%	100%	100%	100%	100%	2	2	2	2	2	10	Director A&OS
Determine National TVET objectives	Review National TVET objectives	National TVET Objectives reviewed	No. of Gazette notices on National TVET	1	-	-	1	-	-	-	-	3	-	-	3	Director S, P&R

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
			Objectives													
Harmonize National and Foreign TVET qualifications	Recognition/ equation of TVET qualifications	Qualifications recognized and/or equated	% of qualifications recognized and/or equated	100%	100%	100%	100%	100%	100%	0.5	0.5	0.5	0.5	0.5	2.5	Director A&OS
Strengthen TVET regulatory framework	Harmonization of the TVET Regulatory Framework as per the Mutual Recognition Agreements	Harmonized regulatory framework	% of regulatory framework harmonized	100%	10%	20%	30%	30%	10%	1	2	3	3	1	10	Director Stds, C&E
Sub Total 1										**86.55**	**107**	**112**	**117.5**	**125.95**	**549**	
Key Results Area 2: Access, Equity and Inclusivity																
SO 02: To promote access, equity and inclusivity																
Enhance Visibility and perception of	Develop/ review advocacy	Advocacy Materials developed/	No. of Advocacy Materials	10	2	2	2	2	2	2	2	2	2	2	10	Director A&OS

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
TVET	materials	reviewed	developed/ reviewed													
	Organize advocacy campaigns and fora	Advocacy campaigns and fora organized	No. of advocacy campaigns and fora	20	4	4	4	4	4	3	3	3	3	3	15	Director A&OS
	Increasing visibility through media engagement	Increased visibility through social media, TV, Radio, among others	No. of media engagements	40	8	8	8	8	8	8	8	8	8	8	40	AD Corporate Communications
	Publication of bi- annual TVET magazine	Bi- annual TVET magazine published	No. of publication of TVET magazine	10	2	2	2	2	2	2	2	2	2	2	10	AD Corporate Communications
	Promote TVET career guidance and counseling in collaboration with stakeholders	Career guidance and counseling initiative	No. initiatives on career guidance	20	4	4	4	4	4	4	4	4	4	4	20	Director A&OS
	Advocacy for engagement of TVET trainees in	TVET trainees engaged in programmes	No. of programmes involving TVET	10	-	1	2	3	4	-	1	1	1	1	4	AD Corporate Communications

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	National priority programmes and projects	and projects	trainees													
	Operationalize the Kenya Skills Gateway portal	Updated content on the Kenya Skills Gateway portal	% Up to date content	100%	30%	30%	40%	-	-	5.4	5.4	7.2	-	-	18	Director S, P&R
	Implement World Skills Kenya Strategic plan	World Skills Kenya Strategic plan Implemented	% implementation	100%	100%	100%	100%	100%	100%	8	8	8	8	8	40	Cordinator WSK
Promote Gender, PWDand other aspects of inclusivity in TVET	Conduct a survey on gender parity and PWDs in TVET	Survey conducted public institutions	No. of surveys	1	-	1	-	-	-	-	5	-	-	-	5	Director S, P&R
		Survey conducted in private institutions	No. of surveys	1	-	-	1	-	-	-	-	5	-	-	5	Director S, P&R
		Data repository on disaggregated data in	% completion of publication	100%	-	-	100%	-	-	-	-	2	-	-	2	Director S, P&R

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
		TVET	of disaggregated TVET data													
		Status of Trainee support services in TVET institutions established.	No. of Reports on trainee support services in TVET	1	-	-	-	1	-	-	-	-	2	-	2	Director S, P&R
	Develop standards for gender and PWD mainstreaming in TVET	Standard for gender and PWD mainstreaming developed	No. of Gazetted standard for gender and PWD mainstreaming	1	-	1	-	-	-	-	2	-	-	-	2	Director Stds, C&E
	Develop minimum admission requirements in TVET in order to promote access, equity and gender parity	Minimum admission criteria in TVET developed	No. of Gazette notices on minimum admission criteria	1	-	1	-	-	-	-	5	-	-	-	5	Director Stds, C&E

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
Promote research and knowledge management in TVET	Identify and conduct priority research to fill data gaps in TVET	Research undertaken	No. of research reports	10	2	2	2	2	2	8	8	8	8	8	40	Director S, P&R
	Publish KJ-TVET	KJ-TVET Journal Published	No. of Volumes published	5	1	1	1	1	1	3	3	3	3	3	15	
	Publish statistical handbook	Statistical handbook published	No. of statistical handbooks	4	-	1	1	1	1	-	3.75	3.75	3.75	3.75	15	
Strengthen the engagement with national and county governments and other stakeholders on matters relating to training	Develop stakeholder collaboration framework	Stakeholder Collaboration Framework	% completion of stakeholder collaboration framework	100%	100%	-	-	-	-	1	-	-	-	-	1	Director S, P&R
	Implement stakeholder collaboration framework	Stakeholder collaboration framework implemented	% implementation of collaboration framework	100%	-	100%	100%	100%	100%	-	1.25	1.25	1.25	1.25	5	

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
Promote safe TVET in emergencies and post-crisis recovery	Develop standard for safe TVET in emergencies and post-crisis recovery	Standard for safe TVET in emergencies and post-crisis recovery developed	No. of Standards developed	1	-	1	-	-	-	-	3	-	-	-	3	Director Stds, C&E
Promote informal training systems	Mapping of informal training providers per county in priority sectors	Counties mapped	No. of Counties mapped	12	0	3	3	3	3	-	12	12	12	12	48	Director S, P&R
	Sensitize identified informal training providers	Informal training providers sensitized	No. of informal training providers sensitized	400	0	100	100	100	100	-	2.5	2.5	2.5	2.5	10	
Sub Total 2										44.4	78.9	72.7	60.5	58.5	315	
Key Results Area 3: Governance and management																
SO 03: To strengthen organizational capacity																
Strengthen TVETA's	Undertake and	Workload analysis	No. of Workload	1	1	-	-	-	-	3	-	-	-	-	3	DD HRM

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
human capital	implement recommendations of workload analysis	undertaken	analysis report													
		Workload recommendations implemented	No. of implementation reports	4	-	1	1	1	1	2	-	-	-	-	2	DD HRM
	Review and implement HR instruments	HR Manual and Career Guidelines reviewed and implemented	No. of approved HR instruments	2	-	2	-	-	-	-	2	-	-	-	2	DD HRM
	Review organizational structure	Organizational Structure Reviewed	Approved Organizational Structure	1	-	-	1	-	-	-	-	4	-	-	4	DD HRM
		Regional offices operations Strengthened	No. of restructured regional offices	3	-	-	3	-	-	-	-	2	-	-	2	DD HRM
		Regional offices established	No. of regional offices established	3	0	0	1	0	2	-	-	6	-	18	24	DD HRM

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	Recruit staff	Staff recruited	No of staff recruited	18	4	4	4	1	-	28	28	28	6	-	90	DD HRM
	Seek for Authority's recategorization	Authority recategorized	Letter of recategorization	1	-	-	-	1	-	-	-	-	2	-	2	DG, DDHRM
	Mainstream performance management	Performance contracts negotiated and signed	No. of performance contracts	5	1	1	1	1	1	2	2	2	2	2	10	DDHRM
		Staff appraised	No. of Appraisal reports	5	1	1	1	1	1	0.4	0.4	0.4	0.4	0.4	2	
	Staff training and development	Training Needs Assessment (TNA) undertaken	No of TNAs undertaken	3	1	-	1	-	1	0.5	-	0.5	-	0.5	1.5	DDHRM
		TNA implemented	No. of staff trained	70	15	20	20	20		5	10	10	10	-	35	DDHRM
	Develop Staff Mortgage scheme	Operationalize Staff Mortgage Scheme	Mortgage fund established (Ksh M)	100	50	20	10	10	10	50	20	10	10	10	100	DDHRM & DDF&A

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	Develop Staff Car Loan scheme	Operationalize Staff car loan Scheme	Car Loan fund established (Ksh M)	50	10	10	10	10	10	10	10	10	10	10	50	DDHRM & DDF&A
TVET legislation, governance and reforms	Contribute to TVET legislation and governance reforms	Advisories to CS	No. of advisories	5	1	1	1	1	1	0.3	0.3	0.3	0.3	0.3	1.5	Director S, P&R
		Consultative forums	No. of stakeholder consultative forums	5	1	1	1	1	1	2	2	2	2	2	10	Director S, P&R
Strengthen TVETA Quality Management System	Review the scope of ISO certification	Reviewed ISO scope	Re-certification	1	1	-	-	-	-	3	-	-	-	-	3	Director S, P&R
	Review/ develop standard operating procedures (SOPs)	Reviewed/developed SOPs	No. of SOPs reviewed/developed	20	4	4	4	4	4	4	4	4	4	4	20	Director S, P&R
	Enhance customer satisfaction	Customer satisfaction enhanced	Customer satisfaction index (%)	90	65	-	90			-	-	4	-	-	4	Director S, P&R
	Enhance employee satisfaction	Employee satisfaction enhanced	Employee satisfaction index	90%	-	87%	-	-	90%	-	2	-	-	2	4	DD HRM

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	Implement recommendations from employee and customer satisfaction survey	Recommendations implemented	% of recommendations implemented	100	-	-	100	-	100	-	-	1	-	1	2	DD HRM
Strengthen TVETA's corporate governance	Integrate national values in service delivery	Score on National values improved	% score on National Values and principles	100	87	89	92	96	100	1	1	1	1	1	5	DD HRM
	Build the capacity of TVETA Board	Board capacity built	No. of Board trainings	5	1	1	1	1	1	1.5	1.5	1.5	1.5	1.5	7.5	DD HRM
	Develop and implement M&E framework	M&E framework developed	No. of Approved M&E framework	1	1	-	-	-	-	1.5	-	-	-	-	1.5	Director S, P&R
		M&E framework implemented	No. of M&E Reports	20	4	4	4	4	4	1.2	1.2	1.2	1.2	1.2	6	Director S, P&R
	Review and implement Risk Management	Risk Management Framework reviewed	% completion of review	100%	-	-	100%	-	-	-	-	1.5	-	-	1.5	Director S, P&R

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	Framework	Risk Management Framework implemented	No. of Risk management reports	20	4	4	4	4	4	1.2	1.2	1.2	1.2	1.2	6	Director S, P&R
	Corporate Social Investment	CSI undertaken	No. of CSI initiatives conducted	5	1	1	1	1	1	1	1	1	1	1	5	AD Corporate communication
	Implement the communication strategy	Communication strategy implemented	% of implementation	100%	100%	100%	100%	100%	100%	1	1	1	1	1	5	AD Corporate communication
	Review/Develop internal policies and implement	Policies reviewed/developed being implemented	No. of policies reviewed/developed	25	5	5	5	5	5	5	5	5	5	5	25	Director S, P&R
	Establish the secret registry	Secret registry equipped and operationalized	% of completion	100%	-	100%	-	-	-	-	3	-	-	-	3	RMU
	Review and implement Service Charter	Service Charter Reviewed	No. of approved Service Charter	1	-	1	-	1	-	-	1	-	-	-	1	Director S, P&R

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
		Service charter implemented	% level of implementation	100%	100%	100%	100%	100%	100%	1	1	1	1	1	5	Director S, P&R
	Compliance with statutory requirements	Governance audit conducted	No. of governance audits conducted	2	-	1	-	-	1	-	1	-	-	1	2	AD Legal services
Strengthen engagement with government, industry, development partners and other stakeholders in TVET funding	Develop framework for funding and partnership	funding and partnership framework developed	No. of frameworks developed	1	-	-	1	-	-	-		1	-	-	1	Director S, P &R
	Prepare advisory on TVET funding and financing	Funding and financing advisory on TVET submitted to CS	No. of Advisories submitted to CS	2		1	-	-	1	-	2.5	-	-	2.5	5	Director S, P &R
Sub Total 3										**124.6**	**101.1**	**99.6**	**59.6**	**66.6**	**451.5**	

Key Results Area 4: Funding and Financing

SO 4: To achieve financial accountability and sustainability for TVETA

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
Mobilize financial resources	Lobby for increased funding from the Exchequer	Enhanced budgetary allocation	% Increase in budget allocation	60.7%	8.6%	15.8%	13.6%	12.0%	10.7%	1	1	1	1	1	5	DD Finance
	Enhance the collection of gazetted fees	Fees collected for all services offered	Amount collected in Ksh M	1000	150	175	200	225	250	4	4	4	4	4	20	DD Finance
	Develop Resource mobilization strategy	Resource mobilization strategy developed	% completion of strategy	100%	100%	-	-	-	-	1	-	-	-	-	1	Director S, P &R
	Implement resource mobilization strategy to cover the resource gap	Resource mobilization strategy implemented	% Implementation	100%	100%	100%	100%	100%	100%	1	2	2	2	2	9	DD Finance
	Train staff on funded proposal writing	Staff trained	No. of staff trained	15	5	5	5	-	-	4	4	4	4	4	20	Director S, P &R
	Develop proposals for funding of TVETA	Funding proposals developed	No. of proposals developed	15	3	3	3	3	3	5	5	5	5	5	25	Director S, P &R

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	activities															
	Write proposals for funding of TVETA activities	Proposals funded	Amount received from proposals (Ksh M)	125	25	25	25	25	25	0	0	0	0	0	0	Director S, P &R
	Prudent utilization of available financial resources	Optimized utilization	No. of unqualified financial reports	5	1	1	1	1	1	1	1	1	1	1	5	DD Finance
	Prepare Quarterly financial Reports	Quarterly financial Report prepared	No. of financial Reports	20	4	4	4	4	4	2	2	2	2	2	10	DD Finance
Sub Total 4										19	19	19	19	19	95	

Key Results Area 5: Technology Integration and Knowledge Management

SO 5: To increase use of ICT in service delivery and Knowledge Management

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
Automate service delivery (e-services)	Implement MIS Version 3 with GPS capabilities	Enhanced MIS designed and implemented	% completion MIS V3	100%	-	-	-	50%	50%	-	-	-	15	15	30	AD-ICT
	Implement Learning Management System (LMS) and Knowledge Management System (KMS)	LMS system designed and implemented	% completion of LMS and KMS	100%	50%	50%	-	-	-	3.5	3.5	-	-	-	7	AD-ICT
	Implement innovative service delivery solutions	Mobile Apps and SSID services developed	No. of Mobile Apps and SSID services commissioned	5	1	1	1	1	1	0.4	0.4	0.4	0.4	0.4	2	AD-ICT
	Redesign Authority Website	Website Redesigned	% completion of website redesign	100%	100%	-	-	-	-	0.5	-	-	-	-	0.5	AD-ICT
	Automate internal Monitoring and Evaluation	Online M&E tool implemented	% completion of M&E tool	100%	-	-	-	100%	-	-	-	-	2	-	2	AD-ICT

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
Enhance ERP system	Procure additional modules for ERP	Additional modules of ERP procured	% implementation	100%	-	-	-	50%	50%	-	-	-	10	10	20	AD-ICT
Enhance office collaboration systems	Maintain teleconferencing facilities	Teleconferencing facilities maintain	No. of maintenance services	5	1	1	1	1	1	0.3	0.3	0.3	0.3	0.3	1.5	AD- ICT
	Install Collaboration tools	Digital whiteboard, queue systems, Office 365 and Active Directory installed	No. Of Collaboration tools installed	2	-	1	-	1	-	-	1	-	1	-	2	AD- ICT
Automate records management	Develop EDRMS for records management and knowledge management	EDRMS developed	% implementation of EDRMS	100%	50%	50%	-	-	-	12.5	12.5	-	-	-	25	AD- ICT
Enhance ICT infrastructure and governance	Implement data center infrastructure	Data center designed and implemented	% completion of Data center	100%	-	-	50%	50%	-	-	-	7.5	7.5		15	AD I-CT

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	Preventive maintenance and servicing/repair of ICT network	ICT network maintained	No. of maintenance schedules	5	1	1	1	1	1	0.8	0.8	0.8	0.8	0.8	4	AD -ICT
	Integrate TVETA ICT network with GCCN	ICT network integrated with GCCN	Network integrated	100%	-	-	-	100%	-	0	0	0	1	0	1	AD -ICT
	Install Cyber-security and data protection technology	Data protection tools are installed- (DLP, hard disk encryption, SIEM).	No. of cybersecurity and data protection technology installed	3	1	1	1	-	-	1	1	1	0	0	3	AD -ICT
	Achieve ISO 27001 certification on information security	ISO 27001 certified	ISO 27001 certification	100%	30%	30%	30%	10%	-	2.1	2.1	2.1	0.7	0	7	AD ICT
	Review ICT strategy	ICT Strategy Revised	% completion of review of ICT Strategy	100%	-	-	-	-	100%	0	0	0	0	1	1	AD ICT

Strategies	Activities	Expected Output	KPI	Timelines (2023-2027)						Budget (millions)						Responsibility
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	Purchase end user devices.	End user devices purchased	% of Staff issued with end user devices	100%	100%	100%	100%	100%	100%	4	4	4	4	4	20	AD -ICT
	Preventive maintenance and repair of end user devices	Preventive maintenance and repairs done when due	No. of Signed maintenance schedule and signed repair worksheet	4	1	1	1	1	1	1.2	1.2	1.2	1.2	1.2	6	AD -ICT
Sub Total 5										**26.3**	**26.8**	**17.3**	**43.9**	**32.7**	**147**	
Grand Total										**597.85**	**652.8**	**670.6**	**677.5**	**708.75**	**3,307.5**	

Appendix 2: Outcome Performance Matrix

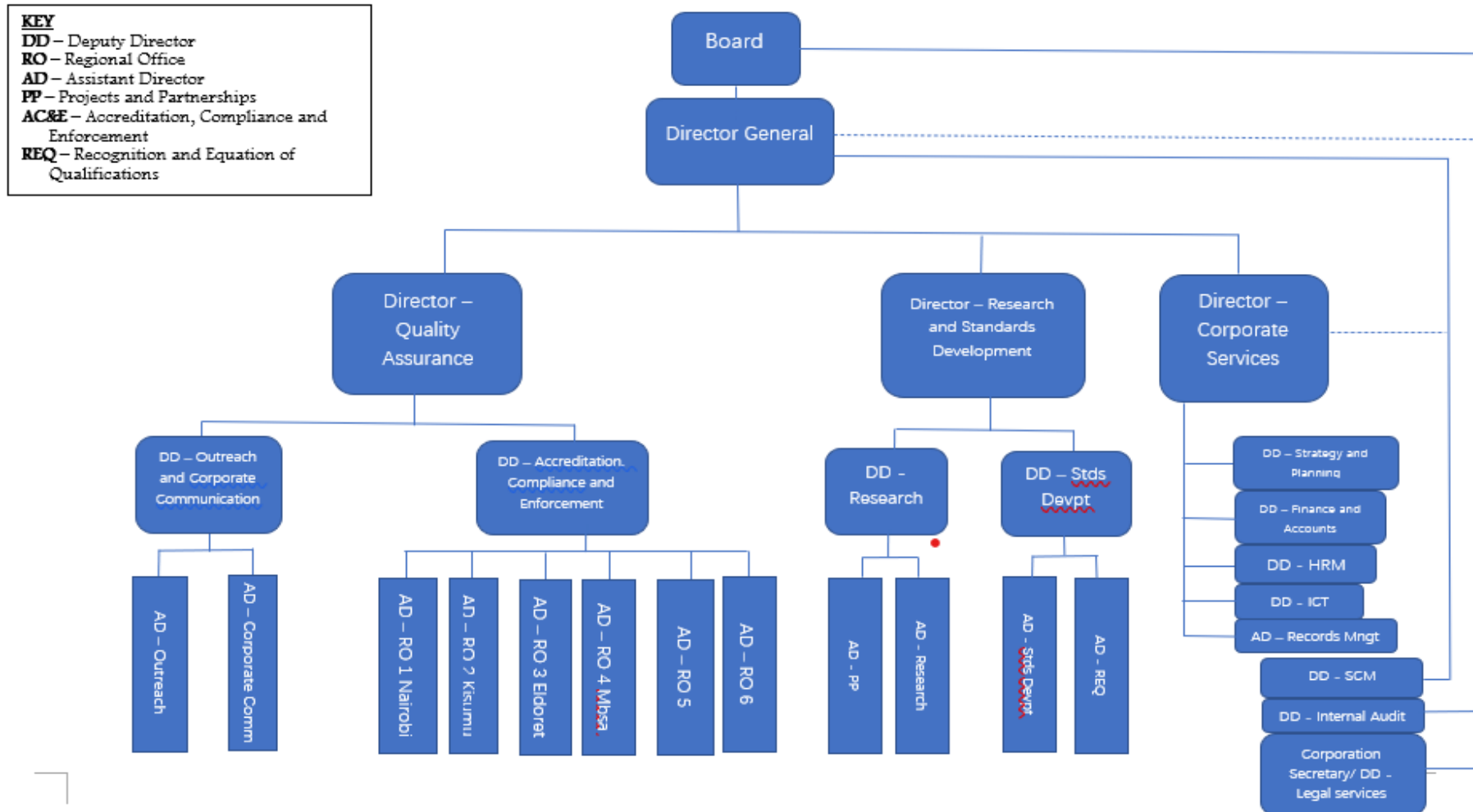| Key Result Area	Outcome	Key Performance Indicator	Baseline (2022-23)	Target	
			Value	Mid-term period target	End of plan period target
KRA 1: Quality and Relevance	Enhanced compliance with TVET regulatory requirements	Number of institutions quality audited	400	1,315	3,515
		Number of institutions inspected for accreditation	400	1,000	2,000
		Number of IQA staff capacity built	400	1,000	2,000
		Number of trainers licensed	2,000	5,750	12,000
		% of programmes accredited	100	100	100
	Enhanced regulation of TVET sub-sector	Number of standards and guidelines developed	7	27	45
		Number of standards and guidelines disseminated	7	19	52
		Reviewed TVET regulations 2015	0	1	1
		Gazette notice on reviewed TVET objectives	0	1	1
	Enhanced portability of national qualifications	% of qualifications recognized and/or equated	100	100	100
		% of regional regulatory framework harmonized	100	100	100
KRA2: Access, Equity and Inclusivity	Enhanced campaigns to improve visibility and perception of TVET	No. of advocacy campaigns and fora conducted	12	30	60
		No. of advocacy materials on TVET developed	2	5	10
	Increased inclusivity initiatives targeting persons of all gender, PWD and other marginalized groups in TVET	No. of surveys conducted on gender parity, PWD and marginalized groups in TVET.	-	1	1
		Central data repository on disaggregated data on TVET enrolment and staffing	-	0	1
		No. of volumes of KJ –TVET published	1	2	5

	Enhanced research and knowledge management in TVET	No. of statistical handbooks published	-	1	4
	Enhanced safety initiatives in TVET during emergencies and post-crisis recovery	No. of standards developed on TVET in emergencies and post crisis recovery	-	1	1
		No. of training for TVET on emergencies and post-crisis recovery	-	1	1
	Enhanced support to informal training initiatives	No. of counties mapped for informal training providers	-	4	12
		No. of informal training providers sensitized.	-	150	400
KRA 3: Governance and management	Enhanced human capital	% implementation of workload analysis report	-	30%	100%
		No. of HR instruments reviewed and implemented	2	2	2
		New organizational structure	1	1	1
		% implementation of TNA	15	50%	100%
	Enhanced engagement with TVET stakeholders	No. of stakeholder engagement framework developed and implemented	-	1	1
	Improved service delivery	Customers satisfaction index	65	75	90
		Customers complaint resolution index/ rating	95%	100%	100%
		Performance Rating by PSMMU (1 to 5 rating with 1 being the best rating)	2.7144	2.6	2 .5
		Recertification of ISO 9001:2015	Certified	Recertified	Certified
KRA 4: Funding and Financing	Increased financial resources mobilised	Amount allocated by National Treasury (Ksh. Mn)	315	424	512
		Amount attracted from development partners (Ksh. Mn)	-	20	25
		Amount collected from A-I-A (Ksh. Mn)	35	200	250
		No. of unqualified financial reports	1	2	5

	Enhanced accountability in financial management	No. of reports conforming to the financial reporting standards	4	10	20
KRA 5: Technology Integration and Knowledge Management	Increased automation in service delivery and processes	% of services automated	25%	50%	80%
	Enhanced ICT infrastructure and connectivity	No. of regional offices (including HQs) connected to the internet for data and voice	4	5	6
	Enhanced ICT security and data protection	% level ICT security and data protection	100	100	100
	Enhanced knowledge management and sharing using e-resources portal	% of resources on online portal - materials, reports, or industry data	0	25	75

Appendix 3: TVETA Organizational Structure
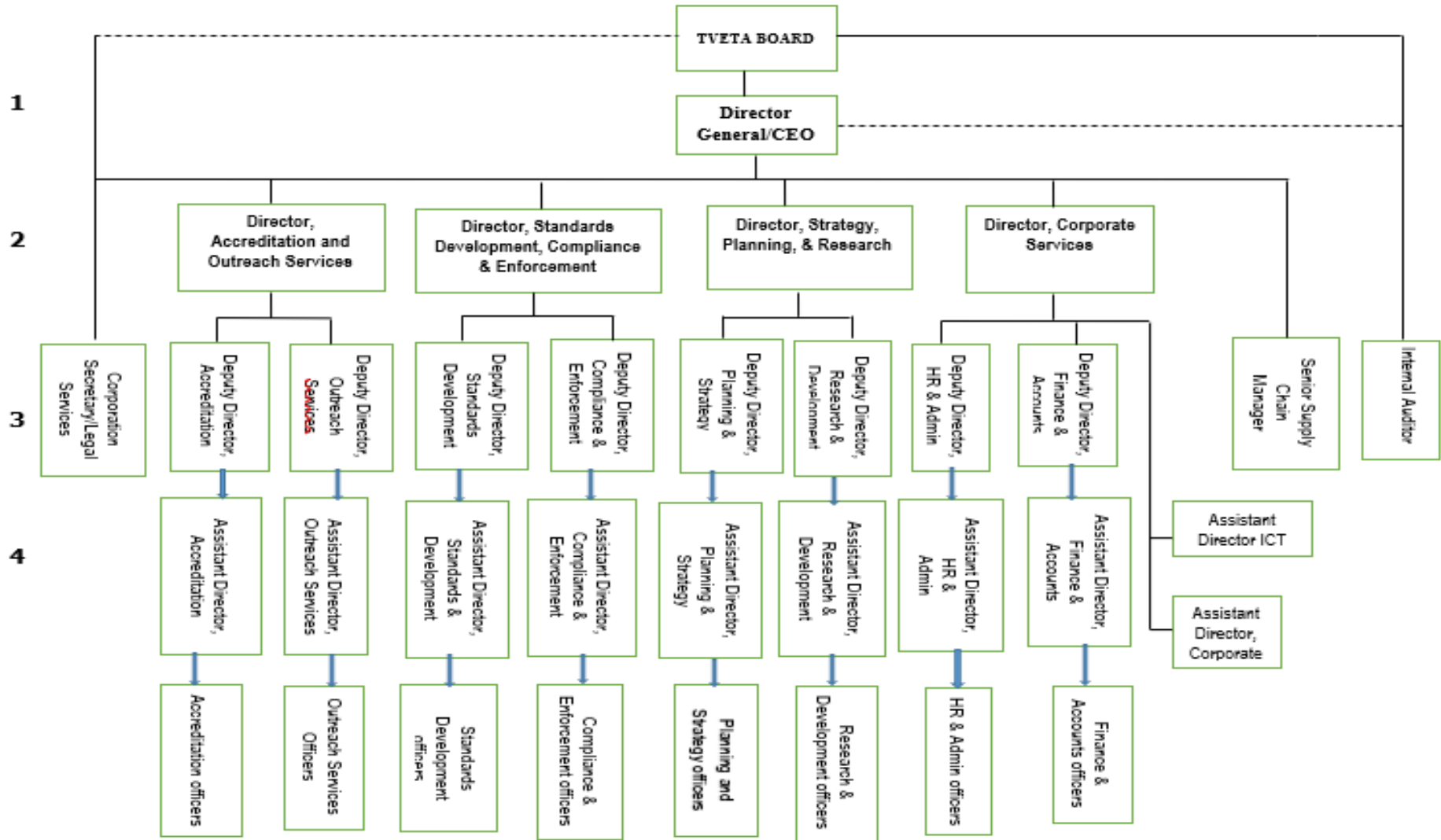
Appendix 4: Proposed Organizational Structure

KEY
DD – Deputy Director
RO – Regional Office
AD – Assistant Director
PP – Projects and Partnerships
AC&E – Accreditation, Compliance and
Enforcement
REQ – Recognition and Equation of
Qualifications

Board

Director General

Director – Quality Assurance

Director – Research and Standards Development

Director – Corporate Services

DD – Outreach and Corporate Communication

DD – Accreditation, Compliance and Enforcement

DD – Research

DD – Stds Devpt

DD – Strategy and Planning
DD – Finance and Accounts
DD – HRM
DD – ICT
AD – Records Mngt

AD – Outreach
AD – Corporate Comm

AD – RO 1 Nairobi
AD – RO 2 Kisumu
AD – RO 3 Eldoret
AD – RO 4 Mbsa
AD – RO 5
AD – RO 6

AD – PP
AD – Research

AD – Stds Devpt
AD – REQ

DD – SCM
DD – Internal Audit
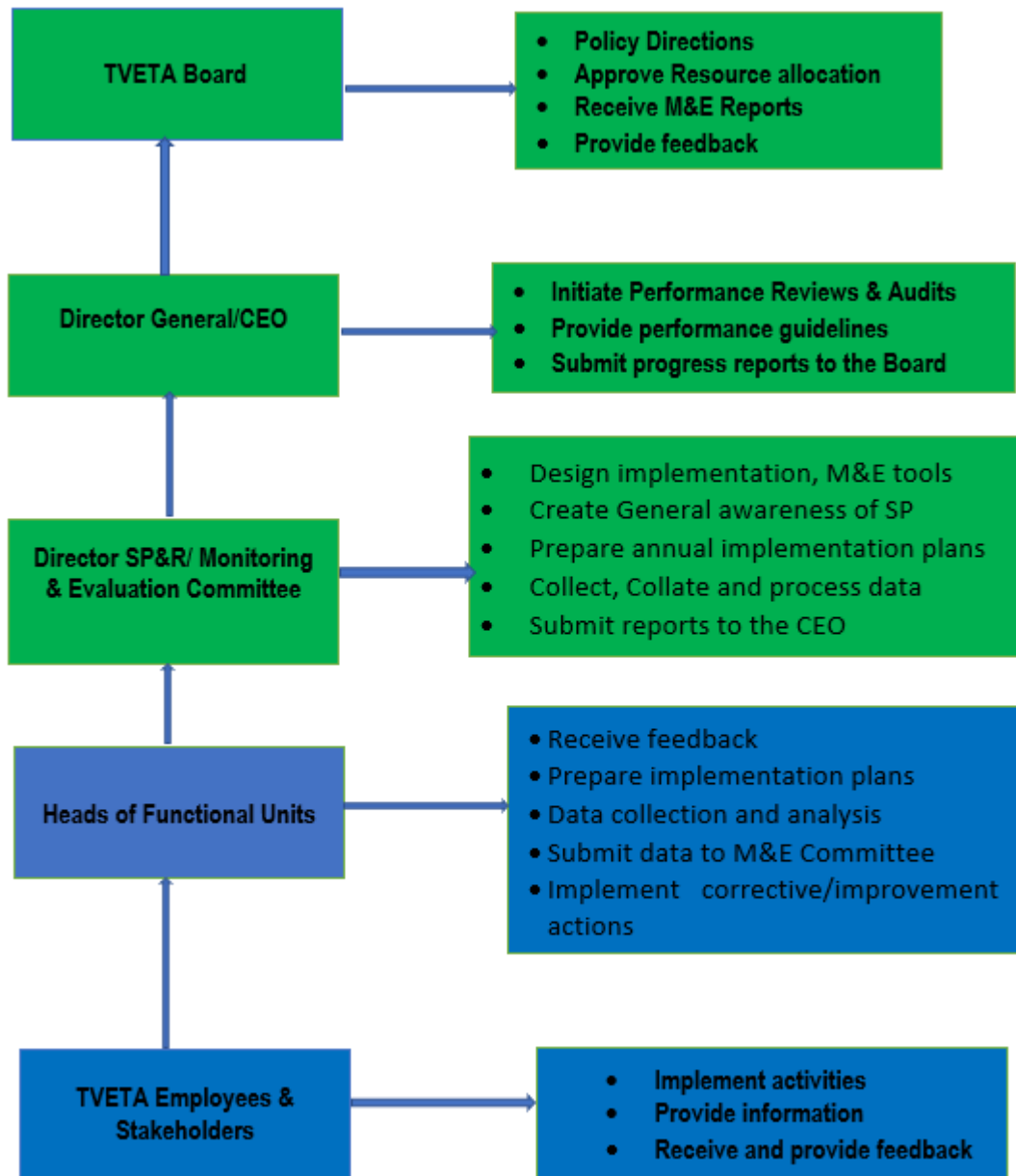Corporation Secretary/ DD – Legal services

Appendix 5 Identified Risks and Mitigation Measures

Risk Category	Risk Description	Likelihood (L/H/M)	Impact (L/H/M)	Risk Level (L/H/M)	Causes	Mitigation Measures	Risk Owner
Strategic Objective1: To ensure TVET graduates are competent and demand-driven							
Strategic Risks	Poor Quality training	M	H	M	- Failure to meet QA Annual targets - Outdated regulatory standards - Weak Internal Quality assurance systems	- Strengthen regional offices - Strengthen internal quality assurance in institution	Director, A&OS; Director Stds, C&E
	Noncompliant institutions	M	H	M	- Weak enforcement/surveillance mechanism	- Strengthen enforcement activities	Director, A&OS; Director Stds, C&E
Strategic objective 2: To promote access, equity and inclusivity							
Strategic risks	Unfavorable Perception of the Authority by the public	M	L	M	- Delayed service delivery - Low level of awareness by the public - Uncoordinated communication to the public	- Implement M&E reports - Increased outreach services - Implement communication strategy - Strengthen regional offices	Director SP&R
Strategic Objective 3: To strengthen organizational capacity							
Strategic risks	High staff turnover	M	L	L	- Low staff morale - Lack of competitive terms	- Improve employment terms - Implement career progression	DD HRM
	Loss of institutional memory	M	H	M	- Inadequate succession management	- Develop and implement Succession management policy - Regular knowledge sharing	DD HRM
	Unsafe workplace	L	H	M	- Lack of safety policy	- Establish Safety committee - Develop workplace safety policy - Enhance workplace safety - Sensitization of staff on safety - Workplace safety audits	DD HRM
	Logistical challenges	M	H	M	- Shortage of vehicles - Frequent breakdown of vehicles	- Optimize use of available vehicles - Implement vehicle requisition procedure	DD HRM

Risk Category	Risk Description	Likelihood (L/H/M)	Impact (L/H/M)	Risk Level (L/H/M)	Causes	Mitigation Measures	Risk Owner
						- Undertake routine maintenance	
	Failure to meet performance targets	L	H	M	- Weak monitoring and evaluation - Skills gaps	- Implement M&E framework - Staff capacity building	DD HRM
	Loss of records and data	M	H	M	- Fire - Theft - Water and other weather elements - Technology disruption	- Automation - Fire proof cabinets - Sensitization of staff - offsite IT backup infrastructure - IT security	RMO AD ICT
	Encroachment on TVETA mandate by other institutions	M	M	M	- Poor interpretation of the legal mandate of related institutions - Perceived overlapping mandate by other institutions	- Consultations - Joint workshops to iron out contentious issues - Sensitizations - Advisories to CS	DG Board Chairperson
	Possible unfavorable changes in legal environment	M	M	M	Changes in law	- Lobbying - Active participation in review of the law	Board of Directors DG
	Change in government policies and priorities	H	H	H	Change in administration	Review strategic plan to align activities with new policies	Director SP&R
Strategic Objective 4: To achieve financial sustainability and accountability for TVETA							
Financial Risks	Budget overruns and under absorption	L	M	M	- Delayed funds - Delay in accounting of funds	- Enhanced budgetary controls - Automation of finance processes	DD Finance and Accounts
	Loss of funds	L	H	M	Weak internal financial controls	Enforce financial policies and automation	DG Board of Directors

Risk Category	Risk Description	Likelihood (L/H/M)	Impact (L/H/M)	Risk Level (L/H/M)	Causes	Mitigation Measures	Risk Owner
	Qualified/ Adverse reports from office of the Auditor General	M	H	M	- Lack of proper records - Misappropriation of funds - Noncompliance with laws and regulations	Prudent financial management	DD Finance and Accounts
Strategic Area 5: To enhance efficiency in service delivery							
Technological Risks	Frequent system downtime	L	H	M	- Unauthorized changes - Cyber attacks - Human errors - Poor system maintenance - Hardware failure	- Proactive preventive and corrective maintenance - Regularly test System backups - Update hardware and software	AD ICT
	Cyber-security	L	H	M	- Inadequate IT controls (firewalls, IT security tools) - Malicious attacks	- Implement IT security tools - Continuous employee awareness	AD ICT
	Substandard vendor support	L	M	M	- Weak SLA framework	- Strengthen SLA agreements - Quarterly performance review	AD ICT
	Non-compliance with data protection/privacy laws	L	H	H	- Weak IT security controls - Low staff awareness	- Install IT security tools - Continuous employee awareness - Staff training - Periodic data protection/privacy audits	AD ICT AD Legal services

Appendix 6: Monitoring, Evaluation and Learning Framework

TVETA Board
- Policy Directions
- Approve Resource allocation
- Receive M&E Reports
- Provide feedback

Director General/CEO
- Initiate Performance Reviews & Audits
- Provide performance guidelines
- Submit progress reports to the Board

Director SP&R/ Monitoring & Evaluation Committee
- Design implementation, M&E tools
- Create General awareness of SP
- Prepare annual implementation plans
- Collect, Collate and process data
- Submit reports to the CEO

Heads of Functional Units
- Receive feedback
- Prepare implementation plans
- Data collection and analysis
- Submit data to M&E Committee
- Implement corrective/improvement actions

TVETA Employees & Stakeholders
- Implement activities
- Provide information
- Receive and provide feedback

Appendix 7: Performance Monitoring Matrix

No	Reporting	Timing	Activities	Responsibility
1	Monthly monitoring	1st week of the month	-Track progress achievement of set targets -Conduct departmental & sectional self-evaluation and -implement corrective actions	Process Owners
2	Quarterly monitoring and evaluation	October, January, April, July as per M&E framework	-Evaluate achievements of set targets on activities over the period of 3 months -Recommend areas of action, focus and priority -Conduct departmental self-evaluation -Report to Senior Management on the organizational performance	Director SP&R, M&E committee
3	Annual monitoring and evaluation	July	-Evaluate achievements of set targets on activities over the financial year. -Recommend areas of action, focus and priority - Report the targets met, challenges and lessons learnt for corrective action	Director SP&R, M&E committee
4	Midterm evaluation of the Strategic Plan	2025/26 Financial year	-Review progress towards achieving outputs and the strategic goals against targets -Identify priority areas that require greater focus within remaining strategic period -Develop recommendations to be effected within remaining period	Director SP&R, M&E committee
5	End term Evaluation of the Strategic Plan	January 2028	-Evaluate the success of the Plan implementation. - Identify milestones achieved, challenges and gaps in implementation. - Document lessons learnt during the strategic implementation -Identify areas of focus and priority to be effected in the next strategic period.	Director SP&R, M&E committee

Appendix 8: Staff Establishment and Projected Recruitment

Cadre/	Approved Establishment	In Post	Variance	Projected recruitment				
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028
Director General	1	1	0	0	0	0	0	0
Directors	4	3	(1)	0	0	0	0	0
Accreditation Services	17	5	(12)	0	2	2	1	0
Outreach Services	15	4	(11)	0	0	0	0	0
Standards Development	11	5	(6)	0	2	0	0	0
Compliance and Enforcement	31	13	(18)	0	2	2	0	0
Strategy and Planning	7	2	(5)	0	0	2	0	0
Research and Development	10	4	(6)	0	1	0	0	0
Finance and Accounts	5	5	0	0	0	0	0	0
ICT	3	3	0	0	0	0	0	0
Corporate Communication	2	1	(1)	0	0	1	0	0
Supply Chain Management	5	2	(3)	0	0	0	0	0
Legal Services	2	1	(1)	0	0	0	0	0
Internal Audit	2	1	(1)	0	0	0	0	0
HRM and Administration								
HRM	4	3	(1)	0	0	0	0	0
Administration Officers	2	0	(2)	0	1	0	0	0
Office Administrators	3	6	3*	0	0	0	0	0
Drivers	9	8	(1)	0	0	2	0	0
Record Management Officers	2	2	0	0	0	0	0	0
Clerical Officers	4	1	(3)	0	0	0	0	0
Office Assistants	2	1	(1)	0	0	0	0	0
Total	**141**	**70**	**71**	**0**	**6**	**6**	**2**	**1**

Appendix 9: TVETA Board

Prof. Florence Ngesa Indede
TVET Authority Chairperson

Mr. Sammy Milgo
Member

Ms. Winnie Mwalimu
Alternate to CS - National Treasury
and Planning

Mr. Burua Sanga Shumaa
Member

Dr. Esther Gacicio
Member

CS. Dr. Davidson Mghanga
Mwaisaka, PhD
Member

Ms. Evelyn Anupi
Alternate to
PS. SDTVET

Dr. Kipkirui Langat, PhD, FIETK,
MBS
Board Secretary

Appendix 10: Strategic Planning Taskforce

1. Mr. Timothy Nyongesa
2. Mr. Samuel Kipkemoi
3. Dr. Otta Osawa
4. Dr. Paul Wanyeki
5. Mr. Alfred Mwanzia
6. Dr. John Masika
7. Mr. Alloys Ambuli
8. Mr. Emmanuel Korir
9. Ms Phoebe Makanga
10. Mr. James Mulinge
11. Mr. Mohammed Bonaya