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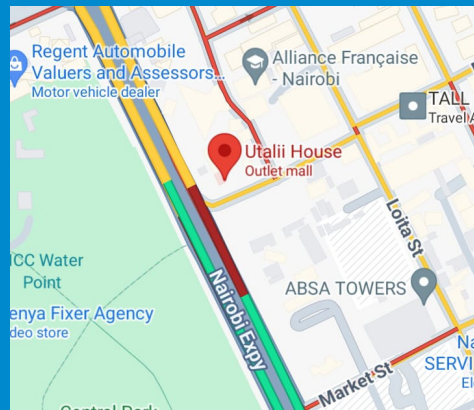
STRATEGIC PLAN
2023-2027
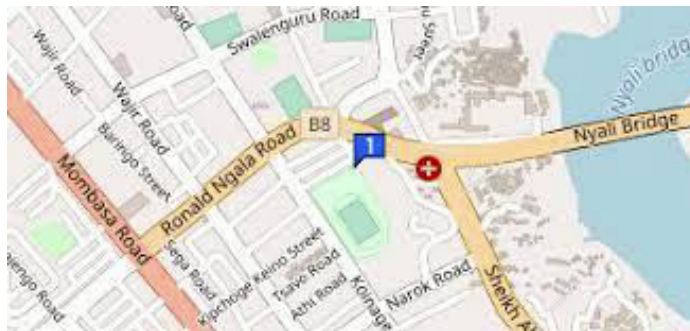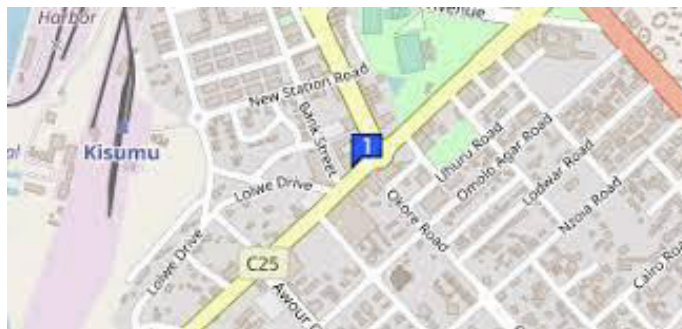
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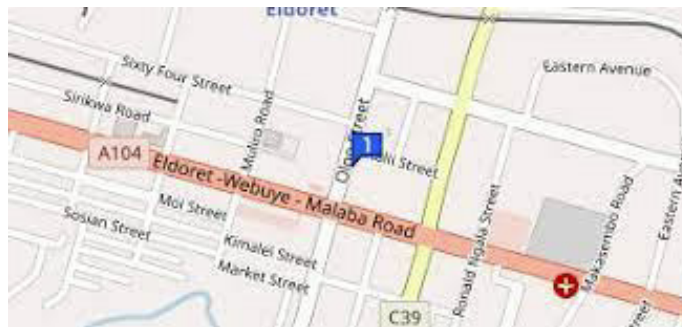
VISION

To deliver competent workforce for sustainable development

MISSION

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

CORE VALUES

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

FOREWORD

Strategic planning is an important component of results-based management which has been adopted by the Technical and Vocational Education and Training Authority (TVETA). This strategic plan demonstrates that TVETA has appropriately interpreted its mandate, defined its strategic direction in the next five years and plans to mobilize resources towards implementation of priority objectives.

The development of this strategic plan was done in compliance with the Revised Guidelines for Preparation of Fifth-Generation Strategic Plans, 2023 - 2027. 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 global, regional and national development blueprints.

Prof. Florence N. Indede, PhD
Chairperson
TVETA Board

The Authority's vision and mission are geared towards realizing its mandate by identifying clear strategic objectives. This can be effectively 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 Strategic Goals; Improved Quality and Relevance in TVET; Enhanced Access, Equity and Inclusivity; Strengthened Governance and Management; Sustainable Funding and Financing; and Improved Technology Integration in service delivery 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. 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 - 2027 prioritizes and aligns the Authority's operations with institutional, industry and national aspirations as well as benchmarking international best practices. The strategic issues laid out are: quality and relevance; access, equity and inclusivity; governance and management; funding and financing; and technology integration and knowledge management.

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

Technical and Vocational Education and Training (TVET) is regarded as a solid 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 global, regional and national development blueprints including the United Nations 2030 Agenda for Sustainable Development, African Union Agenda 2063 and the East Africa Community Vision 2050. Consideration was also made of the national legal frameworks and development blueprints including the Constitution of Kenya, Kenya Vision 2030, Sessional Paper No. 1 of 2019, the Bottom-Up Economic Transformation Agenda (BETA), the Fourth Medium Term Plan (MTP IV) and the Presidential Working Party on Education Reform (PWPER) Report 2023. The Vision of the Authority during this plan period is "To deliver competent workforce for sustainable development," and the Mission is "To develop a TVET system that meets national needs and aspirations".

The Strategic Plan formulation process has provided an opportunity to take stock of past achievements, gaps, challenges and opportunities that lie ahead and will form the basis for formulating our annual work plans. The Strategic Plan was developed through consultations and would want to appreciate the Taskforce and the entire directorate of Strategy, Planning and Research for a job well done.

As we implement this plan, we are keen on mitigating the challenges faced in quality and relevance and accessible and inclusive 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 as we 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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DEFINITION OF CONCEPTS AND TERMINOLOGIES

Accreditation: The process by which the TVETA Board 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
BeTA   Bottom-up Economic Transformation Agenda
CBET   Competence Based Education and Training
CBC   Competency Based Curriculum
CESA   Continental Education Strategy for Africa
COG   Council of governors
CPD   Continuous Professional Development
CS   Cabinet secretary
DD   Deputy Director
DG   Director General
DTAQA   Directorate of Technical Accreditation and Quality Assurance
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
NEET	Not in Employment, Education or Training
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
QA	Quality Assurance
QAF	Quality Assurance Framework
QAI	Qualification Awarding Institution
QMS	Quality Management System
RO	Regional Office
RPL	Recognition of Prior Learning
SCM	Supply chain management
SDGs	Sustainable Development Goals
SOP	Standard Operating Procedure
SSAC	Sector Skills Advisory Committee
STISA	Science, Technology and Innovation Strategy for Africa
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 mandate. The strategic plan has been developed and reviewed based on the Revised Guidelines for Preparation of Fifth-Generation Strategic Plans, 2023 – 2027 issued by the National Treasury, State Department for Economic Planning. The plan contains eight chapters and articulates the Authority's role in the implementation and realization of both the national and international development agenda.

Chapter one gives the background of the Authority, rationale for planning as well as its role in the achievement of national and international development agenda. The second chapter gives the strategic direction in terms of the mandate, vision, mission, strategic goals, core values and quality policy statement of the Authority. Chapter three covers the Situational and Stakeholder analysis including the macro and micro-environment, analysis of the Authority's opportunities and threats, strengths and weaknesses, past performance showing key achievements, challenges, and lessons learnt. The fourth chapter presents Strategic Issues, Goals and Key Result Areas (KRAs). The five KRAs are: Quality and Relevance; Access, Equity and Inclusivity; Governance and Management; Funding and Financing; and Technology Integration and Knowledge Management. Chapter five outlines the Strategic Objectives and Strategies to be implemented in achieving a market oriented TVET system.

The sixth chapter presents the Implementation and Coordination Framework in terms of the implementation and action plans. Strategic Issues are aligned with goals, key result areas, strategies, strategic objectives, activities, outcomes and outcome indicators. A strategy implementation matrix has been developed to match the key result areas with expected outcomes, strategic objectives, strategies, activities, expected output, and annual resource requirements as well as the responsible unit. Further, the institutional capacity of the Authority was analyzed to determine the organizational structure and staffing levels and appropriate implementation and coordination mechanisms which identifies what the Authority must accomplish before, during and post implementation period. A set of risk factors which could affect the implementation of the Strategic Plan were identified and appropriate mitigating measures recommended.

Chapter Seven is on Resource Requirements and Mobilization Strategies and lays out ways and means through which the Authority will mobilize and ensure adequate and sustainable financing of the implementation of this strategic plan. This chapter lays out the financial requirements, the resource gaps, resource mobilization and resource management strategies. Chapter Eight has the Monitoring, Evaluation and Reporting Framework which outlines monitoring, evaluation and learning mechanisms as well as methodologies for regular reporting progress and performance reviews. Quarterly and annual performance reviews will be based on the work plans and the performance contracts signed by the Board. Provision is made for a midterm review and end term evaluation to determine the level of performance as well as provide lessons for organizational growth and development.

STRATEGIC PLAN SNAPSHOT

OUR PLAN
2023-2027

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

Strategic Issues

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

Key Result Areas

- Quality TVET
- Relevant TVET
- TVET Advocacy and Rebranding
- Training programmes accreditation
- TVET in Emergencies and post crisis recovery
- Inclusivity in TVET
- Organizational Capacity
- Resource Mobilization and Accountability
- Automation of processes and service delivery

Outcomes

- Compliance with TVET regulatory requirements enhanced
- Relevant TVET Programmes approved
- Improved visibility and perception of TVET
- Enhanced TVET access
- Enhanced safety in TVET in emergencies and post-crisis recovery
- Increased inclusivity in TVET
- Organizational culture and systems strengthened
- Financial Sustainability
- Accountability in financial management
- Research and knowledge management in TVET
- Improved service delivery

THE TVETA BOARD
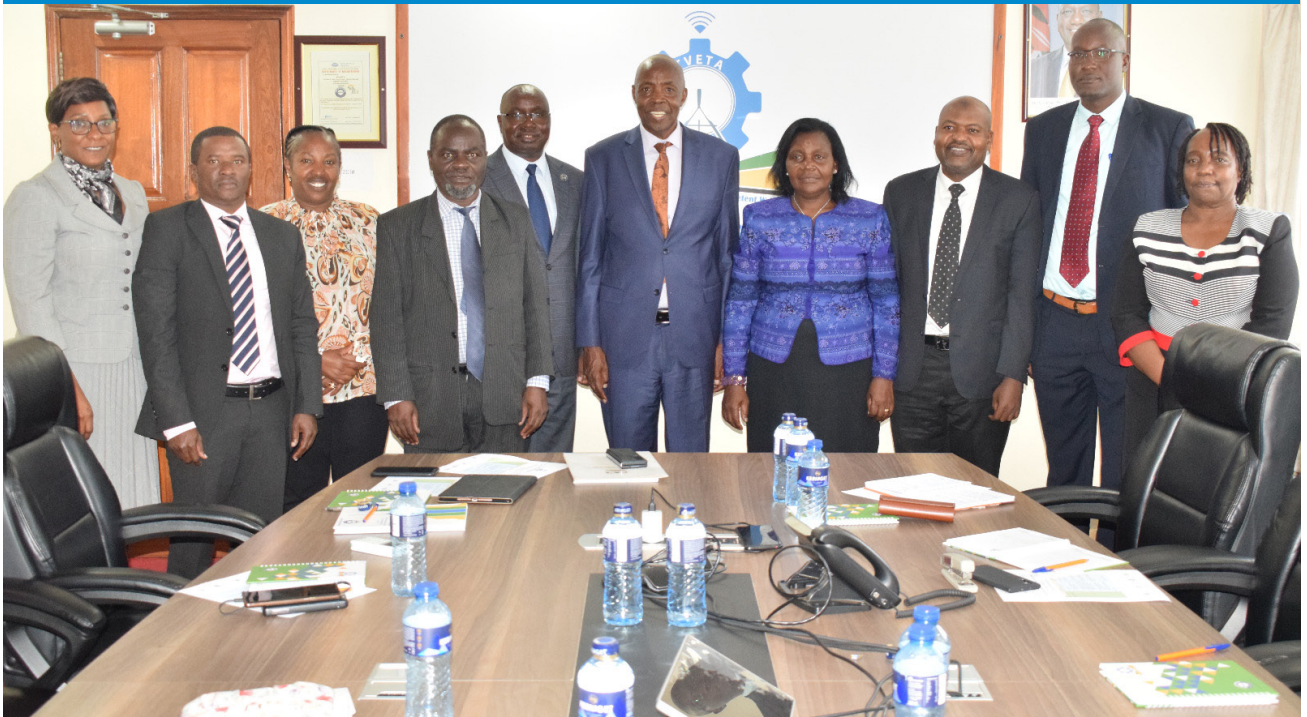
TVETA Board with CS Education Hon. Ezekiel Machogu

TVETA Board including PS SDTVET Dr. Esther Muoria

CHAPTER ONE

INTRODUCTION

Overview

This chapter provides a rationale for the development of this strategic plan and outlines the context as espoused in the national development priorities, regional and international development frameworks. This includes a description of how the strategic plan integrates sector-specific policies, laws and international treaties and conventions. The chapter ends with a brief history of TVETA and an overview of the methodology of developing this plan.

1.1 Strategy as an Imperative for Organizational Success

The TVET Authority is a State Corporation mandated to regulate and coordinate training in Kenya. The Authority was established under the TVET Act No. 29 of 2013 (revised 2014). The Act, inter alia, empowers the Authority to regulate and coordinate TVET in Kenya through development of standards and regulations, accreditation and regular monitoring for quality assurance.

Strategic Planning is a key component of Results Based Management. The Authority was previously guided by the strategic plan for the period 2018-2022. The strategic plan 2018-2022 was implemented with significant achievements as outlined in chapter three. The current Strategic Plan has incorporated emerging and continuing issues, changes in government policies and addressed lessons learnt during implementation of the previous Strategic Plan. The previous Strategic Plan mainly focused on laying the foundation for what was then a nascent TVET regulatory body. Having laid the foundation in the first cycle of the SP, Authority will continue implementation of its mandate as set out in the TVET Act, 2013. 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 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

Cognizant of the scarcity of resources, it is imperative that proper planning is undertaken to identify priorities that are impactful to TVET stakeholders. This shall be achieved through business process re-engineering and leveraging technology. The Authority shall embrace digitalization and encourage creativity and innovation to enhance service delivery. This Strategic Plan will guide the Authority in attaining effectiveness, efficiency and focus towards achieving its vision and mission in the next five years.

1.2 The Context of Strategic Planning

This Strategic Plan 2023 - 2027 was developed in consideration of global, regional and national development blueprints including the United Nations 2030 Agenda for Sustainable Development, African Union Agenda 2063 and the East Africa Community Vision 2050. In developing this Strategic Plan, the Authority has also taken cognizance of the national legal frameworks and development blueprints such as the Constitution of Kenya, Kenya Vision 2030, Sessional Paper No. 1 of 2019, the Bottom-Up Economic Transformation Agenda (BETA), the Fourth Medium Term Plan (MTP IV) and the Presidential Working Party on Education Reform (PWPER) report 2023.

1.2.1 United Nations 2030 Agenda for Sustainable Development

The United Nations (UN) Agenda 2030 noted 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 exacerbated unemployment, poor livelihoods and low enrollment and retention in education and training. The 2030 Agenda for Sustainable Development Goals adopted by the UN Member

States in 2015, provided a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. Technical and Vocational Education and Training (TVET) has been identified as an important enabler in the realization of all the 17 Sustainable Development Goals (SDGs). The TVET sub-sector specifically focuses on SDG 4, which aims at ensuring inclusive and equitable quality education and training to promote lifelong learning, SDG 8 which focuses on promoting full and productive employment and decent work for all, and SDG 9 on Industry, Innovation and Infrastructure. The Authority will contribute to the achievement of the SDGs through promotion of equal access to TVET, recognition of prior learning, acquisition of relevant skills for decent work, gender equality and inclusion.

Generally, TVET systems worldwide hold the key to addressing many global, regional and local challenges especially the twin problems of unemployment and poverty through the 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 digital technology and knowledge management. TVET provides an 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 the ILO report on Global Employment Trends for Youth 2020, a considerable number of youths worldwide are not in employment, education or training (NEET). 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.

Principally, 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 the 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.

1.2.2 African Union Agenda 2063

The African Union Agenda 2063 is the blueprint and master plan for transforming Africa into a global powerhouse by 2063. It captures the aspirations, desire for shared prosperity, well–being for unity and integration, and achievement of full potential is realized by free citizens with expanded horizons. The strategy is anchored on six strategic priority areas; Eradication of hunger (achieving food security), Prevention and control of diseases, Communication, Protection of African space, living together–Building cohesive society, and Wealth creation that contribute to the AU's vision.

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 Science, Technology and Innovation (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. TVETA will mainstream STI, harmonize training standards with International and Regional frameworks.

According to the Continental Education Strategy for Africa (CESA) 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, including Kenya have gained 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.

1.2.3 East African Community Vision 2050

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 plans to work closely with all TVET stakeholders and regulators in the region to promote international and regional aspirations through enhanced collaborations and partnerships.

1.2.4 Constitution of Kenya

Education and training are commonly viewed as the primary means of social mobility, national cohesion and socio-economic development. Since independence the Government of Kenya has been committed to the provision of education and training to all her citizens. The Kenyan Constitution underscores the important role played by Education and Training and provides for the right to free and compulsory basic education, including quality services, and access to

education and training institutions and facilities for persons with disabilities. Article 53(1)(b) states that every child has a right to free and compulsory basic education while Article 55(a) states that the Nation shall take measures, including affirmative action, to ensure that the youth access relevant education and training.

According to Schedule four of the Constitution, education and training policies, standards, curricula, examinations; and regulation of the education and training sector is a function of the National Government. The National Government though TVET Act 2013 established the TVET Authority as the regulator of the TVET sub sector.

1.2.5 Kenya Vision 2030, Bottom-Up Economic Transformation Agenda and Fourth Medium Term Plan

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 IV period. Education and training fall 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.

The provision of education and training to all Kenyans was identified in the Sessional Paper No. 1 of 2005 as fundamental to the success of the Government's overall development strategy. TVET plays an important role in equipping graduates with relevant skills required for all sectors of the economy. According to The Bottom-up Economic Transformation Plan (BeTA) 2023 - 2027, TVET will play a central role through skills development and technology sharing. Some of the issues that have impeded participation of TVET in national building have been accessibility, quality, relevance and affordability of TVET in the country. It is the Authority's commitment to quality assure the whole value chain in skills development from the introduction of training programmes, their implementation, assessment and graduate tracer studies.

The MTP IV envisages strengthening quality assurance to increase the capacity to assess, establish and maintain standards in education and training with a view to creating synergy between external and internal Quality Assurance mechanisms. The specific interventions include:
   i.   Development of an automated quality assurance system to improve on standards assessments and reporting at all levels;
   ii. Implementation of Institution Based Quality Assurance;
   iii. Capacity building for all the Quality Assurance officers;
   iv. Development and review of education and training standards;
   v.   Monitoring and evaluation of curriculum delivery and implementation.

Further, the MTP IV envisages implementation of Recognition of Prior Learning (RPL) and strengthening and integrating data and information management system in the sector. It also includes enhancing Research, Monitoring, Evaluation and Knowledge Management on implementation of curriculum reforms, and mainstreaming pertinent and contemporary issues in education and training.

1.2.6 Sector Policies and Laws

As a SAGA within the education sector, the following laws including their respective regulations provide the legal framework under which TVETA operates:

Table 1. 1: Sector Policies and Laws

NO	Policy/ Legislation	Key issues
i.	The Constitution of Kenya 2010	Article 53(1)(b) states that every child has a right to free and compulsory basic education; Article 55(a) states that the Nation shall take measures, including affirmative action, to ensure that the youth access relevant education and training. The Fourth Schedule of the Constitution of Kenya Articles 185(2), 186(1) and 187(2) distributes functions between the national and county governments.
ii.	TVET Act 2013	An Act of Parliament to provide for the establishment of a TVET system; the governance and management of institutions offering TVET; coordinated assessment, examination and certification; to institute a mechanism for promoting access and equity in training; to assure standards, quality and relevance; and for connected purposes
iii.	Basic Education Act, 2012	An Act of Parliament to give effect to Article 53 of the Constitution and other enabling provisions; to promote and regulate free and compulsory basic education; and connected purposes
iv.	Universities Act, 2012	An Act of Parliament to provide for the establishment, accreditation and governance of universities; the establishment of the Commission for University Education, the Universities Funding Board and the Kenya University and Colleges Central Placement Service Board. TVETA liaises with the bodies in accreditation of university TVET directorates and placement capacities in TVET
v.	Kenya National Qualification Framework Act, 2014	An Act of Parliament to establish the Kenya National Qualifications Authority; to provide for the development of a Kenya Qualifications Framework and for connected purposes. TVETA shall accredit programs in line with the KNQF
vi.	The Kenya National Examination Council Act, 1981 (revised 2012)	KNEC is the examiner of some TVET programs accredited by TVETA
vii.	Kenya Institute of Curriculum Development Act, 2012	KICD is the curriculum developer of some TVET programs accredited by TVETA
viii.	Sessional Paper No. 1 of 2019	Outlines the Government's vision for education, training and research as 'Quality, Relevant and Inclusive Education, Training and Research for Sustainable Development'

Other applicable laws include:
  i.   State Corporations Act, 2012;
  ii.   Science, Technology and Innovation Act, 2012;
  iii. Industrial Training Act, 2012;
  iv.   Public Procurement and Asset Disposal Act, 2015;
  v.   Public Audit Act 2015;
  vi.   Public Officer Ethics Act 2003;
  vii. Public Private Partnership Act 2013;
  viii. Public Finance Management Act 2012;
  ix.   Employment Act 2007;
  x.   Data Protection Act 2019; and
  xi.   Occupational Safety and Health Act 2007.

1.3. History of TVETA

The establishment of TVET Authority to regulate the Kenyan Skill training system was first proposed in Sessional Paper No. 1 of 2005, A policy Framework on Education, Training and Research. Technical and Vocational Education and Training Authority is a State Corporation that was established by the TVET Act No. 29 of 2013 to regulate and coordinate training in Kenya. It is the successor of the Directorate of Technical Accreditation and Quality Assurance (DTAQA) which had limited functions confined to institutions within the Ministry of Education. The Authority was established to streamline the regulation of TVET which was hitherto basically fragmented. Prior to the enactment of the TVET Act, 2013, Kenya's TVET system faced a myriad of challenges among them uncoordinated, unregulated and fragmented delivery systems that had adverse implications on the standardization of training, cost-effectiveness, quality assurance, certification and recognition of prior learning. The diverse TVET management structures and the sharing of supervisory responsibilities by various ministries and government bodies accounted for significant inefficiencies in the TVET system. Duplication and segmentation of TVET created a lack of common platforms for developing

coherent standards and joint initiatives in TVET delivery. This necessitated the formation of a body to regulate TVET in the country. The specific functions of the Authority are outlined in Section 7 of the TVET Act 2013 and captured in section 2.1 of this strategic plan.

The Authority is governed by a board appointed by the Cabinet Secretary responsible for TVET, while the day-to-day operations are undertaken by the Management team headed by the Director General. The first TVETA board was appointed on 25th April, 2014. Executive Order No. 1 of 2023 on Organization of the Government of the Republic of Kenya placed the Authority in the Ministry of Education State Department for Technical, Vocational Education and Training.

1.4   Methodology of Developing the Strategic Plan

This Strategic Plan was developed through a consultative and participatory approach that involved all 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 that involved the following stages:

Step one: Initiation of the Strategic Planning Process
  i.   The Director General (DG)/ CEO of the Authority established a technical committee to review implementation status of the previous Strategic Plan for the period 2018 - 2022 and determine the rationale and scope of the new Strategic Plan 2023 - 2027;
  ii. The committee developed the terms of reference for the development of the Strategic Plan 2023 - 2027.

Step Two: Strategic Plan Development
The Technical committee:
  i.   Developed a costed roadmap for the development of the Strategic Plan 2023 - 2027 for approval by the DG;
  ii. Defined the context through description of applicable global, regional and national policy, legal and regulatory frameworks showing the Authority's contribution towards the realization of the aspirations of the frameworks and their linkage with the national development priorities;
  iii. Determined the Authority's Vision, Mission, Goals, Core Values and quality policy statement;
  iv. Analyzed the Authority's external and internal contexts

including past performance and stakeholder analysis;

v.   Identified strategic issues, strategic goals, KRAs, strategic objectives, strategies and activities to deliver the Authority's mandate;

vi.   Developed and described the implementation and coordination framework for the implementation and execution of the Strategic Plan 2023 - 2027;

vii.   Developed a comprehensive risk management framework;

viii.   Described the resource requirements and mobilization strategies for effective implementation of the plan; and

ix.   Described the plan's Monitoring, Evaluation and Reporting framework.

Step Three: Strategic Plan Validation

The draft Strategic plan was subjected to public participation by both internal and external stakeholders for incorporation of views and validation. The stakeholder views were analyzed and incorporated in the draft strategic plan. The draft plan was presented to the Board for approval and adoption and submitted to the State Department for Economic Planning for review and feedback to inform finalization of the plan.

Step Four: Finalization and Dissemination of the Strategic Plan

The strategic plan was finalized and publicized in readiness for implementation at the beginning of the plan period.

CHAPTER TWO

STRATEGIC DIRECTION

Overview

This chapter covers the mandate of the Authority, vision and mission statement, strategic goals, core values and quality policy statement. 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 direction 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.

2.1 Mandate

The mandate of the Authority as derived from the TVET Act, 2013 is to regulate and coordinate training in Kenya. The Authority facilitates this mandate through the 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. Promote access and relevance of training programmes within the framework of the overall national socio-economics development plans and policies;
v.   Prescribe the minimum criteria for admission to training institutions and programmes in order to promote access, equity and gender parity;
vi. 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;
vii. Develop plans, and guidelines for the effective implementation of the provisions of the TVET Act 2013;
viii. Establish a training system which meets the needs of both the formal and informal sectors;
ix. Collect, examine and publish information relating to training;
x.   Inspect, license, register and accredit training institutions;
xi. Advise on the development of schemes of service for trainers;
xii. Assure quality and relevance in programmes of training;
xiii. Liaise with the national and county governments and with the public and the private sector on matters related to training;
xiv. Undertake, or cause to be undertaken, regular monitoring, evaluation and inspection of training and institutions to ensure compliance with set standards and guidelines;
xv. Mobilize resources for development of training;
xvi. Ensure the maintenance of standards, quality and relevance in all aspects of training, including training by or through open, distance and electronic learning;
xvii. Approve the process of introduction of new training programmes and review existing programmes in Technical and Vocational Education and Training institutions; and
xviii.   Perform any other functions necessary for the better implementation of the TVET Act, 2013.

2.2 Vision Statement

To deliver competent workforce for sustainable development.

2.3 Mission Statement

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

2.4   Strategic Goals

The strategic goals for the Authority shall be:
- i.   Improved quality and relevance in TVET;
- ii. Enhanced Access, Equity and Inclusivity;
- iii. Strengthened governance and management;
- iv. Sustainable Funding and Financing;
- v.   Improved Technology Integration in service delivery and knowledge management.

2.5   Core Values

Make the values Bold (prominent)
- i.   Our Integrity makes us do what is right regardless of the consequences.
- ii. We continuously improve our skills and behavior for effective Professionalism in the workplace.
- iii. We believe in Accountability by taking responsibility for our actions.
- iv. We respect and involve our stakeholders through Public Participation.
- v.   We know that through Teamwork we achieve a lot more
- vi. To drive Efficiency, we commit to use the least possible inputs to produce the greatest possible outputs.

2.6   Quality Policy Statement

The Authority is committed to efficient and effective delivery on its mandate of regulating and coordinating TVET to assure its quality and relevance. The Authority shall comply with the TVET Act 2013 and all other applicable statutory provisions and continually improve its QMS based on the requirements of ISO 9001:2015, customer feedback and appropriate international best practices. The Authority shall ensure the quality policy statement is communicated, understood and applied within the Authority and that, together with established quality objectives, are reviewed annually.

CHAPTER THREE

SITUATIONAL AND STAKEHOLDER ANALYSES

Overview

The chapter highlights the situational analysis including the micro-environment and macro- environment. It also describes opportunities and threats; the internal environment; strengths and weaknesses; analysis of past performance and stakeholders' analysis.

3.1 Situational Analysis
3.1.1 External Environment

A review of the external environment in the form of a PESTEL analysis (i.e. political, economic, social, technological, environmental and legal) provides a greater understanding of the broader environment within which the Authority functions and helped develop strategies to capitalize on the opportunities and mitigate the threats. The key factors and issues identified through this analysis include:

3.1.1.1 Macro Environment

PESTELE Analysis was undertaken to evaluate the macro environment under which TVET Authority operates. The analysis allowed the Authority to determine the best match between environmental trends and internal capabilities as indicated in Table 2 3.1. (replace Table 2 with Table 3.1)

Table 3.1: 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	Diversify revenue streams
	● Distorted implementation of programs and activities ● Low revenue collection	

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		
Factor	**Strategic Impact**	**Strategic Response**
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

3.1.1.2   Micro Environment

This encompasses the specific factors that directly impact the Authority's operations and decision-making processes. TVETA has an expansive client base that includes; training providers, employers/ industry, Community Based Organizations, Curriculum developers/ QAIs, professional regulators, TVET graduates etc as shown in Figure 3.1.
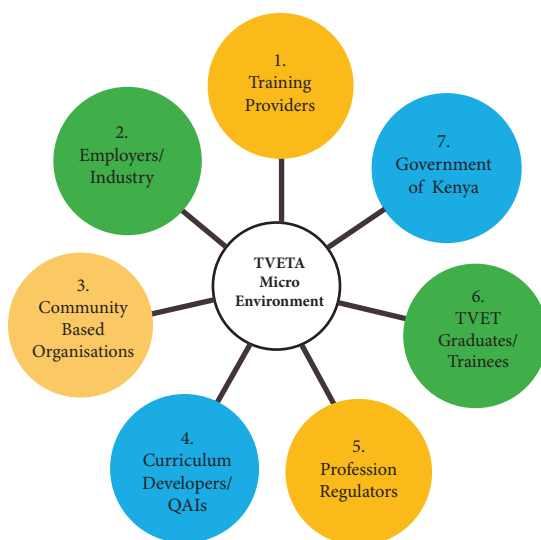
Figure 3.1: TVETA Micro Environment

i.   **Training providers:** they play a crucial role in providing trainees with learning and mentorship opportunities. Training providers encourage access and inclusivity by providing supportive infrastructure and quality training programmes.

ii. **Employers/ industry:** they provide valuable feedback on industry needs and skill requirements hence helping the Authority to tailor standards and training programs that meet labor market demands. Employers support the training process by promoting the concept of training with industry, in the industry for the industry.

iii. **Community Based Organizations:** they act as outreach partners by creating opportunities for training providers to connect with potential trainees in underserved areas and promoting training opportunities. They also support the training function by provision of complementary funding through donations and scholarships.

iv. **Curriculum developers/ Qualification Awarding Institutions (QAIs):** play a critical role in ensuring that learners acquire the skills and knowledge they need to succeed in the workplace. They work closely with industry experts, educators, and other stakeholders to develop and implement curriculum that is relevant, up-to-date, and aligned with industry standards. The Authority supports the curriculum and assessment processes through development of standards and quality assuring the process.

v.   **Profession regulators:** Industry associations represent the interests of employers and provide insights into industry trends and skill requirements, informing TVET curriculum development

vi. **TVET Graduates and trainees:** through tracer studies, TVET graduates provide feedback on the quality and relevance of training programs and help the Authority improve its standards and enhance employability outcomes.

vii. **Government of Kenya:** plays a critical role in providing legal and policy framework to support training. The government through the National Treasury provides funding to the Authority to enable it to execute its mandate.

3.1.1.3 Industry Environment

In the context of TVETA, the factors affecting industry environment can be understood by identifying the dynamics affecting the TVET industry. The main metrics affecting the TVET industry environment include;

- **Competitive Rivalry:** TVETA as established by law as the sector regulator faces no competition. However, a few institutions established by law to offer training have failed to comply with the Authority's regulation while perceived conflict of mandate leading to rivalry with other agencies seems to be a cause of rivalry. There is a need for strategic action to minimize the effect of this rivalry and ensure compliance with the TVET regulatory framework. The strategic action can be through legislation to clarify mandate and stakeholder. Other areas of rivalry are recognition and equation of qualifications, setting minimum requirements for admission to programmes and data management in TVET.
- **Supplier Power:** The Authority relies on several suppliers for the availability and price of equipment and other inputs. Product source and pricing is done competitively through an open procurement regime. This implies that it has complete control over the supply of its needs and can obtain them at fairly competitive prices due to an open procurement system. The Authority should continue diversifying its supplier base in order to safeguard it's; supply chains, control costs, and maintain a competitive edge.
- **Buyer Power:** The bargaining power of clients in the Authority is negligible due to the fact that it is the overall regulatory body of TVET in the country. However, there has been reluctance from some clients in buying-in levies Gazetted by the Authority. Their reluctance has been buttressed by the Authority's soft power approach to fee collection and lack of synergy within the subsector. The Authority therefore needs to put in place strategies that will enhance buy-in in terms of strengthening remittance of its levies.
- **Threat of Substitutes:** The Authority does not face any threat of substitution since it is the only Government agency established and mandated by the law to regulate TVET.
- **Threat of New Entrants:** Consider the barriers for new institutions to enter the TVET sector, such as accreditation requirements, capital investment for infrastructure and equipment, and regulatory hurdles.

The availability of licensed institutions and brand loyalty among TVET students could also deter new entrants

The Authority is keen to put in place a sustainable strategic framework by implementing key drivers of change. TVETA is keen on automating all its services and migrating to the Government's e-citizen system in line with GoK priorities. Additionally, the rapid expansion of online services, learning platforms and digital educational resources has revolutionized the traditional service delivery that requires adaptation by the Authority. Collaborating with industry players, development partners and other stakeholders in skill development are vital in supporting the Authority's establishment of appropriate digital infrastructure for enhanced service delivery, quality assurance and relevance.

3.1.1.4 Market Analysis

The TVET market can be analyzed through a broad-based labour market intelligence system covering a myriad of aspects like size, skills demand and supply as well as technological advancement. The Authority's customers, location, customers' needs and preferences, segmentation and any unserved segments have been analyzed and outlined in Table 3.2.

Market Composition	Description
Composition of Customers	The Authority serves a diverse range of clients including private and public TVET institutions, trainers, Curriculum developers and various stakeholders in TVET.
Customer segmentation	The Authority's customers can be segmented based on the services needed, ranging from registration and licensing of institutions, licensing of trainers, curriculum approvals and equation of qualifications. The unserved segment may include potential trainees with unique needs that are not fully addressed by the existing training programs, the hard-to-reach trainees among others. Identifying these segments could lead to the development of specialized programs and support initiatives.
Location	The Authority's clients are located both locally and internationally. Local clients are distributed in all regions of Kenya, while international clients and stakeholders come from various countries across the globe. The Authority has offices in Nairobi, Kisumu, Mombasa, and Eldoret, making it easier for clients to access services. The Authority plans to open more regional offices and enhance digitalization of its services to improve access by clients.
Changes in Customers	The Authority has experienced changes in training institutions, trainers and trainee enrolment with fluctuations in the demand for specific training programs due to rapid technological changes, evolving career preferences and industry demands.
Needs and Preferences	The Authority has aligned the TVET regulations, standards and guidelines with the needs of the industries to ensure production of graduates with skills and competencies required in the job market. The Authority carries out periodic customer surveys to establish areas of improvements in service delivery. An external customer survey conducted during the FY 2022/23 provided a customer satisfaction index of 69% which showed the need for the Authority to reengineer its service delivery processes.
Competitive Analysis	The Authority does not face any major competition from other Government Agencies since its mandate is derived from an Act of Parliament. As part of enhancing the demand for its services the Authority should promote TVET as a pathway including for lifelong learning purposes.

3.1.2 Summary of Opportunities and Threats

An analysis was carried out to identify opportunities and threats that face the Authority in its quest to deliver on its mandate. Results from the analysis were to help develop strategies to help capitalize on the opportunities and mitigate the threats. A summary of the identified opportunities and threats is provided in Table 3.3.

Table 3.3: Summary of Opportunities and Threats

Environmental Factor 1: Political					
Opportunities			**Threats**		
Opportunity	**Strategic Implication**	**Strategic response**	**Threat**	**Strategic Implication**	**Strategic response**
Goodwill from development partners	Resource mobilization and capacity building	Strengthen Collaborations with partners at all levels	Change of government priorities	Reduced funding	Diversify revenue streams
-	-	-	Bureaucracy	Delayed implementation of decisions	Risk management Negotiation
Environmental Factor 2: Economic					
Opportunities			**Threats**		
Opportunity	**Strategic Implication**	**Strategic response**	**Threat**	**Strategic Implication**	**Strategic response**
WorldSkills International Membership	Global exposure and networking	Maintain subscription Participate in world skills events. Publicity and Resource mobilization	Budget austerity measures leading to decreasing funding	Low performance in the execution of planned activities	Explore alternative sources of revenues
Multiple revenue streams	Financial sustainability & Timely service delivery	Enforce collection of all Gazetted fees Develop resource mobilization strategy			
Environmental Factor 3: Social Factors					
Opportunities			**Threats**		
Opportunity	**Strategic Implication**	**Strategic response**	**Threat**	**Strategic Implication**	**Strategic response**

Availability of training institutions	Need for quality assurance	Strengthen service provision Strengthen TVET providers leading to competent workforce	Negative perception of TVET	Low uptake of TVET	Rebranding of TVET Customer satisfaction survey
A large catchment for TVET programmes Demand for quality TVET	Need to ensure access to TVET	Re-branding of TVET Promote adoption of ODeL Mainstream lifelong learning (LLL) Promotion of RPL	Corruption	Poor service delivery	Adopt integrity policies and practices Automate service delivery

Environmental Factor 4: Technological					
Opportunities			**Threats**		
Opportunity	**Strategic Implication**	**Strategic response**	**Threat**	**Strategic Implication**	**Strategic response**
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	Cyber crimes	System security breach	Strengthen cyber security
Demand for TVET data	Evidence based decision making	Strengthen TVET MIS and skills gateway			
		Linkup with LMIS Publish TVET statistical handbook			
Environmental Factor 5: Legal					
Opportunities			**Threats**		
Opportunity	**Strategic Implication**	**Strategic response**	**Threat**	**Strategic Implication**	**Strategic response**

Government legislation, constitutional mandate, and political stability and goodwill	Facilitative legal environment	Sustain Authority's reputation	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)
Ecological Factor					
Opportunities			**Threats**		
Opportunity	**Strategic Implication**	**Strategic response**	**Threat**	**Strategic Implication**	**Strategic response**
Climate change	-Increased expenditure -Increased environmental awarenesS	Adopt greening initiatives and climate change mitigation strategies and integrate them in QA tools	Disasters and/or Pandemics	Business disruption	Strengthen organizational resilience

3.1.3 Internal Environment

The internal environment of the Authority entails the Authority's Governance and administrative structures; internal business processes; and resources and capabilities.

3.1.3.1 Governance and Administrative Structures

The TVETA governance and administrative structure is in accordance with Section 8, 9 and 10 of the TVET Act 2013 for the Board of the Authority, Director General and the staff respectively.

1. TVETA Board

The Authority is governed by a Board of Directors as established

under Section 8 of the TVET Act 2013. The Board's responsibility is to offer strategic leadership and oversight in regulating and coordinating training in Kenya through licensing, registration and accreditation of programs, institutions and trainers.

2. Director General/CEO

The Director General/ Chief Executive Officer of the Authority is responsible for the day-to- day management of the affairs of the Authority. The Authority is organized into different directorates and departments/divisions each responsible for specific functions such as Accreditation, outreach and compliance and enforcement.

3. Directorates

The Authority shall implement this Plan through various units

domiciled in the following directorates and regional offices:

i. 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.

ii. 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.

iii. 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.

iv. 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.

v. Regional Offices- The Authority has three regional offices ie Coast, Western and North Rift regional offices. The regional offices are charged with the responsibility of coordinating and implementing quality assurance activities at the regional level

3.1.3.2 Internal Business Processes

The Authority is implementing a quality management system (QMS) based on ISO 9001:2015. The QMS has mapped and documented all the internal business processes that support implementation of TVETA mandate. Standard Operating Procedures (SOPs) have been developed to guide all the mapped processes. The standardized SoPs in the Authority's core mandate is broadly categorized as follows:

1. Accreditation

Accreditation is the process by which the board formally recognizes and confirms by certifying that an institution has met and continues to meet the standards of academic, training and competence excellence set by the Board in accordance with the TVET Act 2013. The accreditation function comprises of a number of processes namely;

i. Registration and licensing of training institutions
ii. Licensing of trainers, assessors and verifiers
iii. Recognition and equation of qualifications
iv. Quality assurance of CBET curricula
v. Registration of foreign qualifications
vi. Data Management

Accreditation also maintains a database of accredited institutions, approved curriculums, registered trainers and relevant information. Analyzing data to inform decision-making and policy development. All the processes at the Authority are guided by regulatory and/ or occupational training standards developed by the Standards Development Department in consultation with industry.

2. Standards Development

Standards development involves the establishment of benchmarks, requirements and guidelines that must be met by TVET institutions, programs, and trainers in order to be considered credible and of high quality. The Authority develops and guides on the implementation of both regulatory and occupational training standards. A Standard Operating Procedure on Standards development, review and maintenance has been put in place to standardize the standards development process.

3. Compliance and Enforcement

Compliance and enforcement involve conducting of periodic quality audits to TVET providers to ascertain whether they operate within the applicable standards and legal frameworks. Quality audit is a systematic and independent evaluation of a TVET institution or program to determine whether it meets the established TVET standards. The audit is conducted by a team of qualified auditors who assess the institution's or program's compliance with the standards in a number of areas, including: leadership and management, physical facilities, human resources, training delivery, program evaluation, trainee support and research and innovations. The compliance and enforcement function comprises of a number of processes namely:

i. Quality Audit
ii. Monitoring of CBET assessment
iii. Closure of non-compliant institutions
iv. Enforcement surveillance

3.1.3.3 Resources and Capabilities

In the context of resources and capabilities, the Authority has a range of assets and competencies to fulfill its mandate. The following are the classified resources and capabilities of the Authority with their strategic advantages and characteristics;

Table 3.4: Summary of Resources and Capabilities

Resources	Classification	Strategic Advantages	Strategic Characteristics
Human resources ● Competent and experienced Board of Directors ● Qualified, competent and experienced staff	Intangible	● Efficient and timely service delivery	● Un substitutable ● Valuable ● Inimitable
Financial resources	Tangible	● Financial sustainability ● Effective and efficient provision of services ● Flexibility and adaptability to economic changes	● Valuable ● Inimitable
Office space ● Adequate office space at Headquarters ● 3 Regional offices	Tangible	● Conducive work environment ● Services brought closer to the clientS	● Valuable ● Inimitable
ICT hardware and software	Intangible	Efficient and timely service delivery	Valuable

3.1.4 Summary of Strengths and Weaknesses

An analysis was carried out to identify strengths and weaknesses the Authority faces in its quest to deliver on its mandate. A summary of the identified strengths and weaknesses is provided in

Table 3.5: Summary of Strengths and Weaknesses

Factor 1: Governance and Administrative Structures					
Strengths			**Weaknesses**		
Strength	Strategic Implication	Strategic Response	Weakness	Strategic Implication	Strategic Response
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	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
Competent and experienced Board of Directors	Provide strategic direction and oversight	Enhance engagements between Authority's staff and Management through committees	Delays in constituting competent and experienced Board of Directors	Stalled operations/ decision making	Fast tracking recruitment of TVETA Board
Collaborations	Support TVETA activities	Enhance engagements with stakeholders	Inadequate Staff	Delayed service delivery	Recruit additional staff based on review of staff establishment
Factor 2: Internal Business Processes					
Strengths			**Weaknesses**		
Strength	Strategic Implication	Strategic Response	Weakness	Strategic Implication	Strategic Response
ICT integration in service delivery	Efficient and timely service delivery	Enhance automation of services and processes Optimize existing systems	Inadequate policies to guide stakeholders' engagement	Low stakeholder engagement	Develop a stakeholder engagement framework
Performance Management System	Structured implementation and M&E of programmes.	Comply with the national performance management framework	Bureaucracies	Delayed processes	Business process re-engineering

Internal policies, frameworks and procedure	Guides the operations of the Authority and align to national frameworks	Enhance scope of QMS Continuous updating of policies, frameworks and procedureS			
Factor 3: Resources and Capabilities					
Strengths			**Weaknesses**		
Strength	**Strategic Implication**	**Strategic Response**	**Weakness**	**Strategic Implication**	**Strategic Response**
Qualified, competent and experienced workforce	Efficient and timely service delivery	Enhance optimal utilization of the workforce Retain and conduct CPD of staff	Gaps in TVETdata	Decision making and policy formulation not based on data	Establish a central TVET data repository Automate TVET data management system Mapping of TVET institution
Regional offices	Taking services closer to the people	Strengthen existing regional offices	Inadequate staff	Delayed service delivery	Recruit additional staff based on review of staff establishment
Adequate office space	Conducive work environment	Ensure compliance with occupational safety and health provisions			

3.1.5 Analysis of Past Performance

Figure 3.2: TVETA staff during inspection

3.1.5.1 Key Achievements

Significant achievements were 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,

Figure 3.3: A TVETA staff facilitating in an Outreach Forum

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.

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.

To streamline training standards development, the Authority

conducted mapping of TVET standards which identified eighteen
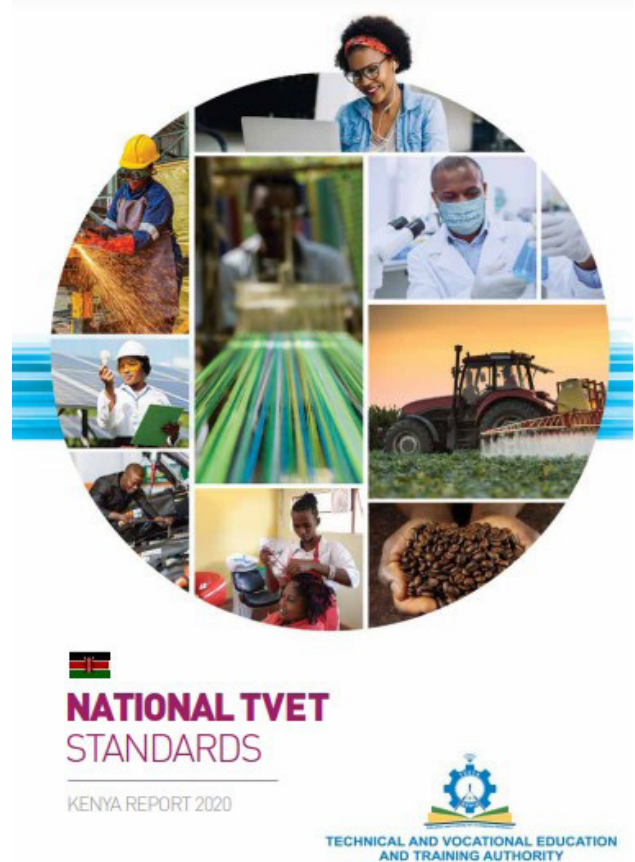
Figure 3.4: National TVET Standards Mapping

priority areas for development of training standards published in the National TVET Standards 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.

To enhance research and knowledge sharing, the Authority

Figure 3.5: Skills Show 2019

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
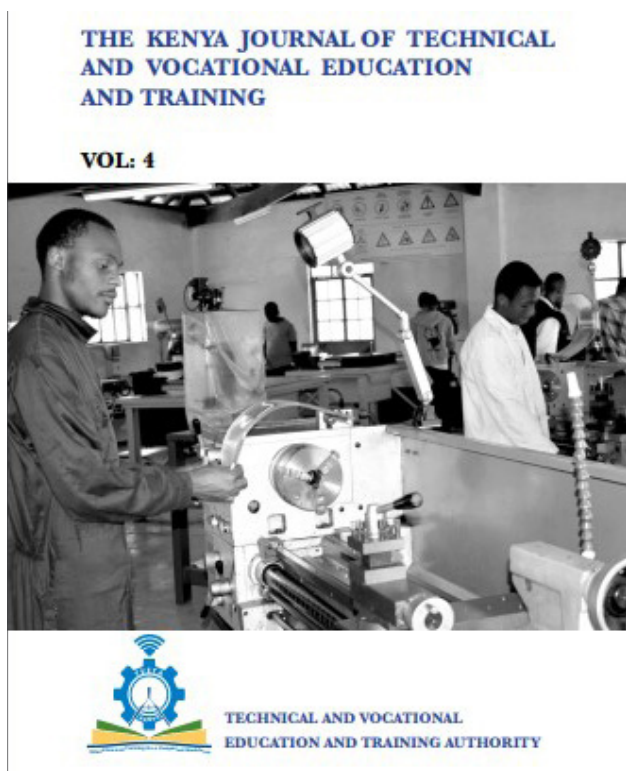
Figure 3.6: The Kenya Journal of TVET

Figure 3.7: TVET MIS

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.

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 Ksh. 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 it accomplished most of the strategic objectives. The overall performance is as shown in figure 3.8 below.
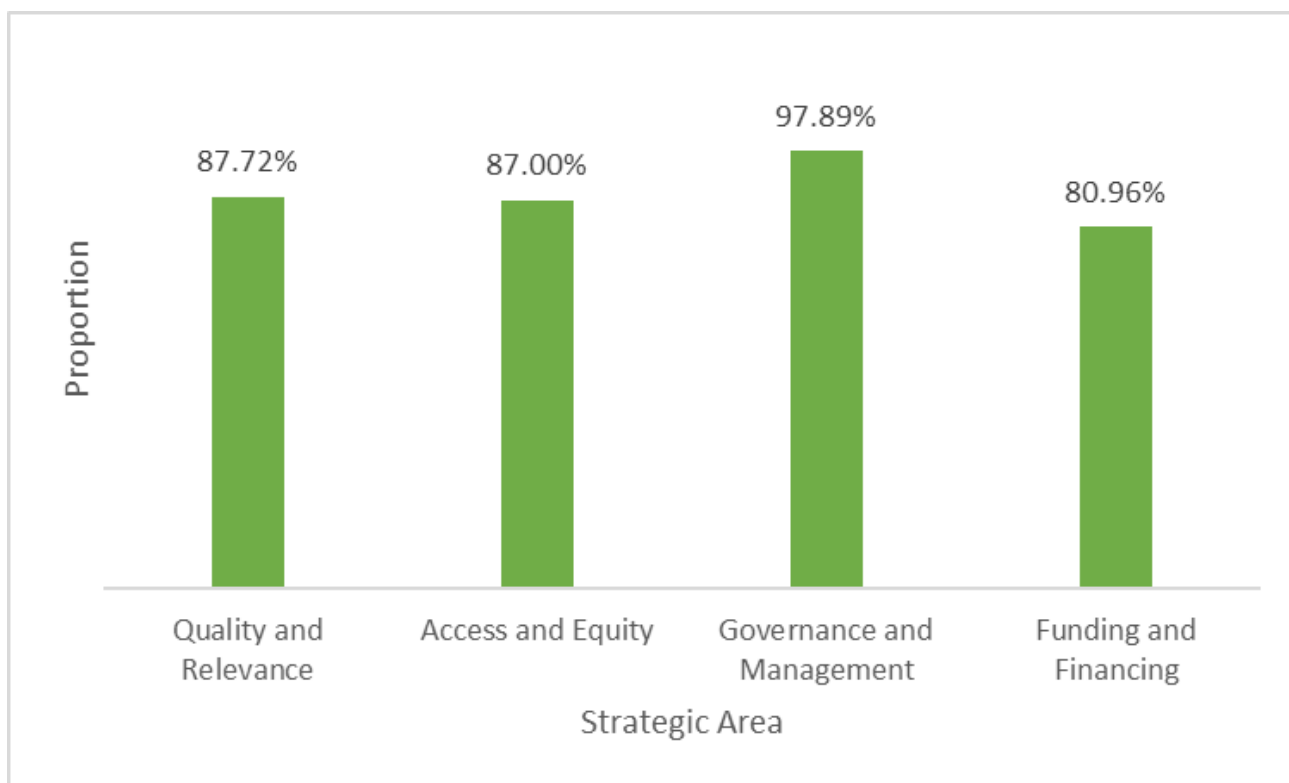
Figure 3.8: Percentage Achievements for Each Strategic Area

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 applicability/ relevance and rolled forward to the current Strategic Plan period.

3.1.5.2   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.

3.1.5.3 Lessons Learnt

During implementation of the Strategic Plan 2018 – 2022, the following lessons were learnt:
  i.   There is a 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.

3.2   Stakeholders Analysis

The Satisfaction of external stakeholders is an important aspect for attracting sufficient support to accomplish the mandate of the Authority. Relevant stakeholder requirements shall be incorporated in TVETA objectives to ensure effective and efficient implementation of all the Authority's activities. The Authority shall continually endeavor to win the commitment of all key stakeholders, some of which are listed in Table 3.6:

Table 3. 6: Key Stakeholders Analysis

No	Stakeholder	Role	Stakeholder Expectation from TVETA	TVETA expectation from stakeholders
1	National Government/ MDAs	Provide training facilities; Regulate training; Recruit trainers and support staff; Make laws and formulate policies	• 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 • Gazettement of policies • Expanded infrastructure
2	County Government	Recruit trainers and support staff Provide training facilities	• 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

No	Stakeholder	Role	Stakeholder Expectation from TVETA	TVETA expectation from stakeholders
3	TVET Providers	Provide qualified trainers and training facilities; Offer training	• Efficient service delivery • training standards • Accreditation • Quality monitoring, • Prompt feedback	• Adherence to TVETA regulations, standards and guidelines • Prompt feedback, • Participate in TVETA stakeholders' fora
4	TVET Trainees	Enroll and participate in training programs	• 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
5	Parents /Guardians	Provide training facilities; Provide financial Support to trainees	• Accredited programmes • Accredited institutions • List of accredited institutions and programmes	• Feedback on TVETA services • Awareness of TVET regulations • Enroll trainees in accredited TVET institutions
6	Industry	Provide opportunities for practical training; Provide decent job opportunities to graduates	• 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

No	Stakeholder	Role	Stakeholder Expectation from TVETA	TVETA expectation from stakeholders
7	TVET Curriculum Developers and Assessment Bodies	Coordinate development and review Curricula; Coordinate assessment and award certificates	• 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, • Develop and administer quality assessment • Award recognized certificates • Participate in TVETA stakeholders' fora
8	KNQA	Develop National Qualification Framework; Register approved qualifications; Maintain register of graduates in all training programmes	• 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	RPL players	Assess and certify skilled persons;	• RPL standard, • Accreditation of RPL Centres • Collaboration	• Compliance with RPL standards and regulations • Participate in TVETA stakeholders' fora • Capacity building
10	Ministry of Labour	Establish SSACs; Seek and advise on job opportunities for graduates in other countries.	• 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

No	Stakeholder	Role	Stakeholder Expectation from TVETA	TVETA expectation from stakeholders
11	Universities	Training of trainers; Further training of TVET graduates.	- Collaboration in research - Training standards, - Prompt feedback Consultancy service	- Collaboration in research and knowledge sharing - Innovation and incubation of inventions - Competent trainers - Provision of credit transfer for progression - Capacity development
12	TVET Regulators in other countries	Provide platform and opportunities for learning and sharing best practices; Harmonization of curricula	- Collaboration in research and knowledge sharing - Exchange programmes - Mutual recognitionS	- Collaboration in research and knowledge sharing - Exchange programmes - Mutual recognitions
13	Development partners	Support acquisition of training facilities and capacity building of staff	- 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

CHAPTER FOUR

STRATEGIC ISSUES, GOALS AND KEY RESULT AREAS

Overview

This chapter covers a detailed presentation of the strategic issues, goals and key result areas the Authority is expected to implement during the plan period. The strategic issues, goals and key result areas form the bedrock of TVETA's development plan for the next five years in addressing the mandate challenges and client expectations.

4.1   Strategic issues

The Strategic Plan 2023-2027 focuses on distinctive strategic issues, which all contribute to carrying out TVETA's legal mandate and functions as stipulated in the TVET Act 2013 and addresses key challenges as well as stakeholder expectations. The Authority, in the plan period, will deal with the following fundamental challenges, in order to realize its vision and mission; Quality and relevance; Access, equity and inclusivity; Governance and management; Funding and financing; and Integration of technology in service delivery and knowledge management. The strategic issues are explained in details below

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.

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.

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.

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.

Technology Integration and Knowledge Management

Both 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.

4.2 Strategic Goals

The strategic goals for the Authority shall be:
i. Improved quality and relevance in TVET;
ii. Enhanced Access, Equity and Inclusivity;
iii. Strengthened governance and management;
iv. Sustainable Funding and Financing;
v. Improved Technology Integration in service delivery and knowledge management.

4.3 Key Results Areas

The Authority has identified a number of strategic issues and goals as outlined in section 4.1 and 4.2 respectively. Each of these shall be linked to a key result area(s) as part of the overall framework to realize its mandate. The strategic issues and goals as well as their respective key result areas are summarized in Table 4.1.

Table 4. 1: Strategic Issues, Goals and Key Result Areas (KRAs)

Strategic Issue	Goal	KRAs
Quality and Relevance	Improved quality relevance and in TVET	Quality TVET
		Relevant TVET
Access, Equity and Inclusivity	Enhanced Access, Equity and Inclusivity	TVET Advocacy and Rebranding
		Training programmes accreditation
		TVET in Emergencies and post crisis recovery
		Inclusivity in TVET
Governance and management	Strengthened governance and management	Organizational Capacity
Funding and Financing	Sustainable Funding and Financing	Resource Mobilization and Accountability
Technology in service delivery and knowledge management	Improved Technology Integration in service delivery and knowledge management	Automation of processes service and delivery

CHAPTER FIVE

STRATEGIC OBJECTIVES AND STRATEGIES

Overview

This chapter covers the strategic objectives and choices which will guide the Authority during this plan period. The Authority has set SMART strategic objectives to guide in the development of strategies, activities, key performance indicators and expected outcomes in an endeavor to achieve its vision and mission

5.1 Strategic Objectives

The implementation of this strategic plan is dependent on Specific, Measurable, Achievable, Relevant, and Time-Bound

(SMART) strategic objectives. The objectives are designed to enable the Authority to realize sustainable growth and development under the Sustainable Balanced Scorecard perspectives in terms of; financial performance, customer focus, internal business processes, learning and growth, social justice, and environmental performance. Table 5.1 provides 5-year projections for the formulated strategic objectives. The projections are informed by realistic achievements under the prevailing circumstances.

Table 5. 1: Outcomes Annual Projections

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Y1	Y 2	Y 3	Y 4	Y 5
Strategic Issue 1: Quality and Relevance							
KRA 1: Quality TVET							
SO1.1 Enhance compliance with TVET regulatory requirements	Compliance with TVET regulatory requirement enhanced	TVET Quality index (%)	58	62	66	68	72
KRA 2: Relevant TVET							
SO2.1 Ensure Relevance in TVET to labour market needs	Relevant TVETProgrammes approved	% of TVET Programmes evaluated	100	100	100	100	100
Strategic Issue 2: Access, Equity and Inclusivity							
KRA3: TVET Advocacy and Rebranding							
SO3.1 Promote TVET visibility and perception	Enhanced campaigns to improve visibility and perception of TVET	Advocacy and awareness campaigns conducted (Number)	4	4	4	4	4

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Y1	Y 2	Y 3	Y 4	Y 5
KRA4: Training Programme Accreditation							
SO4.1 Promote Access to TVET	Enhanced TVET access	Increase in TVET courses licensed in institutions (Number)	500	600	700	800	900
KRA 5: TVET in Emergencies and post crisis recovery							
SO5.1 Promote safe TVET in emergencies and post crisis recovery	Enhanced safety in TVET in emergencies and post-crisis recovery	Standard and guidelines for TVET institutionson emergency preparedness, safety and security, and post-crisis recovery (No.).	-	1	-	-	-
KRA 6: Inclusivity in TVET							
SO6.1 Promote inclusivity in TVET	Increased inclusivity initiatives targeting persons of all gender, PWD and other marginalized	Baseline survey on proportion of TVET institutions with socially integrated systems	-	1	-	-	-
		Inclusivity initiatives implemented (Number)	-	-	1	1	
	Enhanced support to informal training initiatives	Accreditation of RPL Centres	5	10	20	30	40
		Develop standards and norms for homecraft centres and apprenticeships	100%	100%	100%	100%	100%
Strategic Issue 3: Governance and Management							
KRA 7: Organizational Capacity							
SO7.1 Strengthen VETA Institutional capacity	Organizational culture and systems strengthened	% customer satisfaction	70	75	80	85	90
		Employee satisfaction index	85	86	87	88	89
Strategic Issue 4: Funding and Financing							
KRA 8: Resource Mobilization and Accountability							
SO8.1. Enhance resource mobilization	Increased financial resources mobilised	Increase in resources mobilized (Ksh. in Millions)	597.85	652.8	670.6	677.5	708.75
SO8.2. Strengthen financial accountability	Enhanced accountability in financial management	Unqualified financial reports (No.)	1	1	1	1	1

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Y1	Y 2	Y 3	Y 4	Y 5
Strategic Issue 5: Technology in service delivery and knowledge management							
KRA 9: Automation of processes and service delivery							
SO9.1 Enhance efficiency in service delivery	Improved service delivery and processes	% of services and processes automated	-	-	50%	-	80%

5.2   Strategic Choices

The authority has outlined strategies and activities that shall be implemented to achieve strategic objectives during the plan period. The authority has identified a number of feasible alternatives, evaluated those alternatives, and chosen specific strategies to further the realization of its mandate.

Table 5. 2: Strategic Objectives and Strategies

KRAs	Strategic Objective	Strategies
KRA 1: Quality TVET	**Objective1:** Enhance compliance with TVET regulatory requirements	Review and Implement Kenya National TVET Quality Assurance framework
		Enhance institutions' internal and external QA
		Strengthen TVET regulation and coordination
		Strengthen compliance in TVET
		Harmonize national and Foreign TVET qualifications
		Strengthen Regional regulatory framework
		Strengthen training delivery systems
KRA 2: Relevant in TVET	**Objective 2:** Ensure Relevance in TVET to labour market needs	Promote relevance in TVET
KRA 3: TVET Advocacy and Rebranding	**Objective 3:** Promote TVET visibility and perception	Enhance awareness creation and branding of TVET
		Promote research and knowledge management in TVET
		Strengthen engagement with national, county governments and other stakeholders on matters relating to TVET
KRA 4: Training Programme Accreditation	**Objective 4:** Promote Access to TVET	Accredit training programmes

KRAs	Strategic Objective	Strategies
KRA 5: TVET in Emergencies and post crisis recovery	**Objective 5:** Promote TVET in emergencies and post crisis recovery	Promote safe TVET in emergencies and post- crisis recovery
KRA 6: Inclusivity in TVET	**Objective 6:** Promote inclusivity in TVET	Promote Gender, PWD and other aspects of inclusivity in TVET
		Promote formal and informal training systems
KRA 7: Organizational Capacity	**Objective 7:** Strengthen TVETA institutional capacity	Strengthen TVETA's human capital
		TVET legislation, governance and reforms
		Strengthen TVETA Quality Management System
KRA 8: Resource Mobilization and Accountability	**Objective 8:** Enhanced resource mobilization	Mobilize financial resources
	Objective 9: Strengthen financial accountability	Sustain accountability in financial management
KRA 9: Automation of processes and service delivery	**Objective 10**: Enhance efficiency in service delivery and processes	Enhance ICT infrastructure and governance
		Automate service delivery (e-services)
		Enhance ERP system
		Enhance office collaboration systems
		Strengthen records management system

CHAPTER SIX

IMPLEMENTATION AND COORDINATION FRAMEWORK

Overview

This chapter covers the implementation plan, coordination framework and risk management framework which guide the Authority in implementing its strategic objectives during this plan period. The chapter provides in-depth information on TVETA Organizational Structure, staff establishment and risk management.

6.1   Implementation Plan

The successful implementation of the strategies and activities outlined in this strategic plan shall be dependent on the capacity of the Authority. Elaborate implementation matrix for this plan are presented in Table 6.1. 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

Table 6. 1: Implementation Matrix

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
Strategic Issue: Quality and Relevance																	
Strategic Goal: Improved quality and relevance in TVET																	
KRA1: Quality TVET																	
Outcome: Compliance with TVET regulatory requirement Enhanced																	
Strategic Objective: Enhance compliance with TVET regulatory requirements																	
Review and Implement Kenya National TVET QA framework	Review TVET QA framework	Reviewed QA Framework	% completion	100%	-	-	100%	-	-	-	-	2	-	-	2	DD Stds	Director Stds, C&E
	Disseminate Kenya National TVET QA framework	Approved Kenya National TVET QA Framework Disseminated	No. of Dissemination forums	5	1	1	1	1	1	0.5	0.5	1	1	1.5	4.5	DD Stds	Director Stds, C&E
Enhance institutions' internal and external QA	Develop and Review QA tools	Developed/Reviewed QA tools	% completion of review of QA tools	100%	-	100%	-	-	100%	-	2	-	-	1	3	DD stds	Director Stds, C&E
	Undertake quality monitoring and evaluation	Quality Audits conducted	No.of Quality Audits conducted	3,500	415	550	700	850	985	22.15	30.65	40.1	49.55	58.06	200.51	DD C&E	Director Stds, C&E
	Undertake enforcement follow-up	Enforcement follow-ups conducted	No.Of enforcement follow-ups conduct	2615	100	415	550	700	850	2.91	3.85	4.9	5.95	6.90	24.51	Director Stds, C&E	M&E
	Build capacity of trainers on quality assurance	Trainers' capacity built	No. of trainer's capacity built on QA	2,000	400	400	400	400	400	4	4	4	4	4	20	DD OS	Director A&OS
	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	DD Stds	Director Stds, C&E
	Review TVET regulations 2015	Reviewed TVET regulations	No. of Gazette notices on reviewing TVET regulations	1	1	-	-	-	-	7	-	-	-	-	7	DD Stds	Director Stds, C&E

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
Strengthen TVET regulation and coordination	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	DD Stds	Director Stds, C&E
	Review TVET Regulatory standards	TVET Regulatory Standards reviewed	No. of standards reviewed	6	-	-	2	2	2	-	-	4	4	4	12	DD Stds	Director Stds, C&E
	Disseminate TVET Standards and regulations	TVET Standards and regulations disseminated	No. of standards and regulations disseminated	52	10	9	11	11	11	4	4	4	4	4	20	DD Stds	Director Stds, C&E
Strengthen compliance in TVET	Inspect TVET Institutions for	New institutions inspected	No. of new Institutions inspected	500	100	100	100	100	100	5	5	5	5	5	25	DD Accreditation	Director A&OS
	Accreditation and reaccreditation	Institutions reaccredited	No. of Institutions reaccredited	1600	300	310	320	330	340	13	13	13	13	13	65	DD Accreditation	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	DD Accreditation	Director A&OS
	Develop CPD framework for trainers	CPD Framework for Trainers developed	No. of CPD framework for Trainers	1	-	1	-	-	-	-	15	-	-	-	15	DD Stds	Director Stds, C&E
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	DD Accreditation	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	DD Stds	Director Stds, C&E

KRA 2: Relevance in TVET

Outcome: Relevant TVET Programmes approved

Strategic Objective: Ensure Relevance in TVET to labour market needs

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
Strengthen Training delivery systems	Analyze data on training delivery and organize capacity building fora	Report on training delivery gaps	No. of reports	5	1	1	1	1	1	4	4	4	4	4	20	DD C&E	DD R&D
Promote relevance in TVET	Evaluate TVET programmes	Programmes Accredited	%of programmes accredited	100%	100%	100%	100%	100%	100%	4	4	4	4	4	20	DD Accreditation	Director A& OS
	Conduct tracer Studies in TVET	Tracer study report	No. of tracer study reports	1	-	-	0	-	1	0	0	0	0	4	4	DD R&D	Director SP&R
Sub Total 1										87.06	107.50	108.50	117.00	129.95	550.01		

Strategic Issue 2: Access, Equity and Inclusivity

Strategic Goal: Enhanced Access, Equity and Inclusivity

KRA3: TVET Advocacy and Rebranding

Outcome: Enhanced campaigns to improve visibility and perception of TVET

Strategic Objective: Promote TVET visibility and perception

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
Enhance awareness creation and branding of TVET	Develop/ review advocacy materials	Advocacy Materials developed/ reviewed	No. of Advocacy Materials developed/ reviewed	10	2	2	2	2	2	2	2	2	2	2	10	DD OS	Director A&OS
	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	DD OS	Director A&OS / 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	DD OS	Director A&OS

| Strategy | Key Activities | Expected Output | Output Indicators | Timelines (2023-2027) | | | | | | Budget (Ksh. Millions) | | | | | | Responsibility | |
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
	Advocacy for engagement of TVET trainees in National priority programmes and projects	TVET trainees engaged in programmes and projects	No. of programmes involving TVET trainees	10	-	1	2	3	4	-	1	1	1	1	4	AD Corporate Communications	-
	Operationalize the Kenya Skills Gateway portal	Updated content on the Kenya Skills ateway portal	% Up todate content	100%	30%	30%	40%	-	-	5.4	5.4	7.2	-	-	18	DD R&D	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	Director S, P&R
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	1	8	8	8	8	4	36	DD R&D	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		Director S, P&R
	Publish statistical handbook	Statistical handbook published	No. of statistical handbooks	4	-	1	1	1	1	-	3.75	3.75	3.75	3.75	15		Director S,P&R
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	DD S&P	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		Director S, P&R

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
KRA 4: Training Programmes Accreditation																	
Outcome: Enhanced TVET access																	
Strategic Objective: Promote Access to TVET																	
Accredit training programmes	License training courses	Increase in training courses licensed	No. Of training courses licensed	3500	500	600	700	800	900	-	-	-	-	-	0	DD AS	Director A&OS
KRA 5: TVET in Emergencies and Post Crisis Recovery																	
Outcome: Enhanced safety in TVET in emergencies and post-crisis recovery																	
Strategic Objective: Promote safe TVET in emergencies and post crisis recovery																	
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	DD Stds	Director Stds, C&E
KRA 6: Inclusivity in TVET																	
Outcome: Increased inclusivity initiatives targeting persons of all gender, PWD and other marginalized																	
Strategic Objective: Promote inclusivity in TVET																	
Promote Gender, PWD and 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	DD R&D	Director S, P&R
		Survey conducted in private institutions	No. of surveys	1	-	-	1	-	-	-	-	5	-	-	5	DD R&D	Director S, P&R
		Data repository on disaggregated data in TVET	% completion of publication of disaggregated TVET data	100%	-	-	100%	-	-	-	-	2	-	-	2	DD R&D	Director S, P&R

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
		Status of Trainee support services in TVET institutions established.	No. of Reports on trainee support services in TVET	1	-	-	-	1	-	-	-	-	2	-	2	DDR&D	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	DD Stds	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	DD Stds	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	DD	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	R&D	Director S, P&R
Sub Total 2										44.40	78.90	72.70	60.50	54.5	311.00		

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
Strategic Issue 3: Governance and Management																	
Strategic Goal: Strengthened governance and management																	
KRA 7: Organizational Capacity																	
Outcome: Organizational culture and systems strengthened																	
Strategic Objective: Strengthen TVETA Institutional capacity																	
Strengthen TVETA's human capital	Undertake and implement recommendations of workload analysis	Workload analysis undertaken	No. of Workload Analysis report	1	1	-	-	-	-	18	-	-	-	-	18	DD HRM	DSP&R
		Workload recommendations implemented	No. of implementation reports	4	-	1	1	1	1	2	-	-	-	-	2	DD HRM	DSP&R
	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	-	-	-	-	18	-	-	18	DD HRM	DSP&R
		Regional offices operations Strengthened	No. of restructured regional offices	3	-	-	3	-	-	-	-	12	-	-	12	DD HRM	DSP&R
		Regional offices established	No. of regional offices established	3	0	0	1	0	2	-	-	6	-	18	24	DD HRM	DSP&R
	Recruit staff	Staff recruited	No of staff recruited	13	4	4	4	1	-	7.2	7.1	6.9	6.8	-	28	DD HRM	DSP&R
	Seek for Authority's recategorization	Authority recategorized	Letter of recategorization	1	-	1	-	-	-	-	2	-	-	-	2	DDHRM	DG
	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	DSP&R
		Staff appraised	No. of Appraisal reports	5	1	1	1	1	1	0.4	0.4	0.4	0.4	0.4	2		

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
	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	DDHR M	DSP&R
		TNA implemented	No. of staff trained	70	15	20	20	20		5	10	10	10	-	35	DDHR M	DSP&R
	Develop Staff ortgage scheme	Operationalize Staff Mortgage Scheme	Mortgage fund established (Ksh M)	100	50	20	10	10	10	54.6	24.6	14.6	14.6	14.6	123	DDHR M & DDF&A	DSP&R
	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	DDHR M & DDF&A	DSP&R
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	AD Legal Services	
		Consultative forums	No. of stakeholder consultative forums	5	1	1	1	1	1	2	2	2	2	2	10	AD Legal Services	
Strengthen TVETA Quality Management System	Review the scope of ISO certification	Reviewed ISO scope	Re-certification	1	1	-	-	-	-	3	-	-	-	-	3	MR	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	MR	Director S, P&R
	Enhance customer satisfaction	Customer satisfaction enhanced	Customer satisfaction index (%)	90	65		90			-	-	4	-	-	4	DD S&P	Director S, P&R
	Enhance employee satisfaction	Employee satisfaction enhanced	Employee satisfaction index	90%	-	87%	-	-	90%	-	2	-	-	2	4	DD HRM	Director S, P&R
	Implement recommendations from employee and customer satisfaction survey	Recommendations implemented	% of recommendations implemented	100	-	-	100	-	100	-	-	1	-	1	2	DD HRM	DG

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
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	Committee	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	DG
	Develop and implement M&E framework	M&E framework developed	No. of Approved M&E framework	1	1	-	-	-	-	1.5	-	-	-	-	1.5	DD S&P	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	DD S&P	Director S, P&R
	Review and implement Risk	Risk Management Framework reviewed	% completion of review	100%	-	-	100%	-	-	-	-	1.5	-	-	1.5	DD S&P	Director S, P&R
		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	DD S&P	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	No. of policies reviewed/developed	25	5	5	5	5	5	5	5	5	5	5	25	DD S&P	Director S, P&R

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
		implemented															
	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	MR	Director S, P&R
		Service charter implemented	% level of implementation	100%	100%	100%	100%	100%	100%	1	1	1	1	1	5	MR	Director S, P&R
	Compliance with statutory requirement s	Governance audit conducted	No. of governance audits conducted	2	-	1	-	-	1	-	1	-	-	1	2	AD Legal services	DG
Sub Total 3										123.40	84.30	106.10	63.00	68.70	445.50		

Strategic Issue 4: Funding and Financing

Strategic Goal: Sustainable Funding and Financing

KRA 8: Resource Mobilization and Accountability

Outcome: Increased financial resources mobilized

Strategic Objective: Enhance resource mobilization

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
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 on strategy developed	No. Of Resource Mobilizati on Strategy developed	1	1	-	-	-	-	1	-	-	-	-	1	Director S, P &R	
	Implement resource mobilization strategy to Cover the resource gap	Resource mobilizati on 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 activities	Funding proposals developed	No. of proposals developed	15	3	3	3	3	3	5	5	5	5	5	25	Director S, P &R	
	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	

Outcome: Enhanced accountability in financial management

Strategic Objective: Strengthen financial accountability

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
Sustain accountability in financial management	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		

Strategic Issue 5: Technology in service delivery and Knowledge Management

Strategic Goal: Improved Technology Integration in service delivery and knowledge management

KRA 9: Automation of processes and service delivery

Outcome: Improved service delivery and processes

Strategic Objective: Enhance efficiency in service delivery

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
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	

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
	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 ISO27001 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							
	Purchase end user devices.	End user devices purchased	% of Staff issued with end user devices	100%	100%	100%	100%	100%	100%	4							
	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							
Automate service delivery (e-services)	Implement MIS Version 3 with GPS capabilities	Enhanced MIS designed and implemented	% completion MIS V3	100%	-	-	-	50%	50%	-							

Strategy	Key Activities	Expected Output	Output Indicators	Timelines (2023-2027)						Budget (Ksh. Millions)						Responsibility	
				Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Lead	Support
	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	
	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	
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	
Strengthen records management system	Develop EDRMS for records management and knowledge management	EDRMS developed	% implementation of EDRMS	100%	50%	50%	-	-	-	12.5	12.5	-	-	-	25	AD- ICT	
Sub Total 5										26.30	26.80	17.30	43.90	32.70	147.00		
Grand Total										300.16	316.50	323.60	303.40	304.85	1548.51		

6.1.1 Action Plan

The TVETA action plan constitutes the Strategic Issues, Strategic Goals, KRAs, Outcomes, Strategic Objectives, Strategies, Key Activities, Expected Outputs, Output Indicators, Annual Targets, Annual Budgets and Responsibility for execution of the activities. The Plan is presented in the Implementation Matrix depicted in Table 6.1.

6.1.2 Annual Work Plan and Budget

The Strategic Plan will be implemented through the annual work plans (AWP) which will be linked to the Bottom-Up Economic Transformation Agenda (BeTA). The AWP will be cascaded to departments and individual staff through the Staff Performance Appraisal System (SPAS). This will ensure that the planned initiatives are also factored in the TVETA budget and procurement plan. The annual work plan will outline the strategies, strategic activities, priorities, and financial allocations for each activity. The annual work plan will be developed at the department level and later on consolidated by the department of strategy and planning. The annual work plan template is appended (Appendix 6).

6.1.3 Performance Contracting

TVET Authority shall set specific performance targets in accordance with Performance Contracting Guidelines issued every year. The Performance Contracts (PCs) will be cascaded by linking specific deliverables and targets to individual officers through work plans and the staff performance appraisal. The PCs will be aligned to other planning tools such as the Procurement plan, approved budget and Bottom-up Economic Transformation Agenda (BeTA) which lays out the economic and socio-political plan of the Kenya Kwanza government.

6.2 Coordination Framework

The successful implementation of the strategies and activities outlined in this strategic plan shall be dependent on the institutional capacity of the Authority. The Authority has established a structured collaborative system to ensure effective planning, implementation, and appraisal of its activities. The coordination framework is aligned to the Authority's goals, objectives and resources; it is, therefore, a systematic approach to ensure effective and efficient implementation of the key priorities in the strategic plan, coordinating monitoring and evaluation, and risk management to achieve the desired outcomes.

The TVET Authority's coordination framework include its; institutional framework, Staff Establishment, Skills Set and Competence Development, Leadership and, Systems and Procedures.

6.2.1 Institutional Framework

TVETA relies on its organizational structure, institutional policies, procedures, rules and regulations as part of the framework for decision making and implementation in fulfillment of its commitment in the SP 2023/27. The Authority has an approved organizational structure, Appendix 2, whose overarching goal is 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 as well as new developments have emerged. These includes;

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

Subsequently, the Authority has established a committee to review its human resource instruments including the organogram, HR manual and policies, and career progression guidelines in order to address the gaps identified and improve service delivery. The new organizational structure shall be aligned to ensure effectiveness and efficiency in the implementation of this strategic plan.

Further, TVETA has developed and is implementing eighteen institutional policies and a performance management system which are under continuous monitoring and evaluation. Some of the institutional policies are implemented by cross functional teams or workplace committees. The institutional policies and performance management system will be periodically reviewed to guarantee their suitability in guiding all processes as part of

maintaining an efficient quality management system (QMS).

6.2.2 Staff Establishment, Skills Set and Competence Development

This section presents the staff establishment for the effective and efficient implementation of this Plan. The approved staff establishment is one hundred and forty one (141) while the current staff in-post is seventy-three (73) staff. Table 6.2 below shows a summary of the Authority's in- post staff establishment.

Table 6.2: Staff Establishment and in Post

Cadre	Approved Establishment (A)	Optimal Staffing Level (B)	In Post (C)	Variance C= (A-C)
Director General	1	1	1	0
Directors	4	3	2	2
Accreditation Officers	17	24	5	12
Outreach Officers	15	8	4	11
Standards Development Officers	11	11	5	6
Compliance and Enforcement Officers	31	24	12	19
Strategy and Planning Officers	7	7	2	5
Research and Development Officers	10	7	4	6
Finance and Accounts	5	5	4	1
ICT Officers	3	3	3	0
Corporate Communication Officers	2	2	1	1
Supply Chain Management Officers	5	3	3	2
Legal Services Officers	2	1	1	1
Internal Auditors	2	2	2	0
HRM and Administration				
HRM	4	3	3	1
Administration officers	2	1	3	-1
Office Administrators	3	6	3	0
Drivers	9	12	8	1
Record Management Officers	2	3	2	0
Clerical Officers	4	7	4	0
Office Assistants	2	6	1	1
Total	**141**	**139**	**73**	**68**

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

The Authority has 73 staff in post comprising 35 technical and 38 of corporate service excluding the CEO. This translates to a ratio of 49:51 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. 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.

Table 6. 3: Skills Set and Competence Development

Cadre	Skills Set	Skills Gap	Competence Development
Accreditation Officers	Communication skills, digital literacy, analytical, critical thinking and decision-making skills, report writing, leadership and adaptability	Communication skills, Report writing	Public Relations, Report writing
Outreach Services Officers	Communication, digital literacy, analytical, critical thinking and decision-making skills, report writing, leadership, adaptability and presentation, creativity	Presentation, digital literacy	Collaboration tools, infographics
Standards Development Officers	Communication skills, digital literacy, analytical, critical thinking and decision-making skills, report writing, leadership and adaptability, research skills and collaboration	Team work, standards drafting skills	Technical skills drafting standards
Compliance and Enforcement Officers	Communication, digital literacy, analytical, critical thinking and decision making, report writing, leadership and adaptability skills, Investigative and Persuasion	Report writing, Team work, Investigative, Persuasion	Report writing, Investigation skills
Strategy and Planning Officers	Communication, Report writing, Digital literacy, Critical thinking, strategic planning, Leadership, Problem solving, Decision Making	Report writing, Presentation, Digital literacy	Finance for non-finance officers, Collaboration tools, Infographics
Research Officers	Communication, Presentation, Report writing, Analytical, Technical skills, Digital literacy, leadership, Research skills, Critical thinking, Problem solving, Decision Making, Collaboration, Adaptability Funded proposal writing and Investigative	Funded proposal writing, Report writing, Digital literacy, Collaboration	Data analysis and presentation, Computer- Assisted Personal Interviews (CAPI) scripting, Collaboration tools and Infographics, SLDP
Human Resource Management Officers	Communication, Presentation, Report writing, Analytical, Digital literacy, Critical thinking, Supervisory, Leadership, Problem solving, Decision Making, Collaboration, Conflict resolution	Conflict resolution, Leadership, Reporting writing skills, Analytical skills	Leadership, Report writing, Analytical
Administration Officers	Communication, adaptability report writing, digital literacy, critical thinking, leadership	-	-
Accountants and Finance Officers	Communication, report writing, analytical, accounting, digital literacy, Critical thinking, leadership skills, Decision Making, adaptability, Creativity and Numeracy skills	Digital literacy, report writing	ICPAK-CPD, SMC, SLDP
Information Communication Technology officers	Communication skills, digital literacy, analytical, critical thinking and decision-making skills, report writing, leadership and adaptability	Adaptability, Critical thinking	Technical skills, infographics
Corporate Communication Officers	Report writing, public relations, communication, analytical, Digital literacy, Critical thinking, Leadership	Public relations Digital literacy, videography and photography, blogging	Public relations
Supply Chain Management Officers	Negotiation, communication, persuasion, Report writing, Digital literacy, Leadership, Collaboration	Report writing, leadership	SLDP, KISM CPD

Cadre	Skills Set	Skills Gap	Competence Development
Legal Officers	Communication, legal knowledge, legal drafting, negotiation, persuasion, Report writing, Digital literacy, Critical thinking, Leadership, Planning	Collaboration, Teamwork, Planning, Digital literacy	LSK CPD
Internal Auditors	Auditing, problem solving, communication, investigative, report writing, analytical, supervisory, leadership	-	ICPAK CPD
Records Management officers	Record keeping, Communication, Presentation, Listening, Report writing, Digital literacy, Critical thinking, Supervisory, Leadership, Decision Making, Signing	Sign language	Digital literacy, Sign language
Office Administrator	Communication, public relations, signing, Listening, Writing, Secretarial skills, Digital literacy, and Leadership skills, Sign language	Sign language	Sign language, Supervisory course, SMC
Legal Officers	Communication, legal knowledge, legal drafting, negotiation, persuasion, Report writing, Digital literacy, Critical thinking, Leadership, Planning	Collaboration, Teamwork, Planning, Digital literacy	LSK CPD
Internal Auditors	Auditing, problem solving, communication, investigative, report writing, analytical, supervisory, leadership	-	ICPAK CPD
Clerical Officers	Communication, signing, digital literacy, Decision Making skills, Adaptability and Creativity skills	Teamwork, digital literacy	MS Office suite
Drivers	Driving, defensive driving, first aid, Basic MV, Communication skills, digital literacy, analytical, critical thinking and decision-making skills, adaptability, teamwork, creativity	Basic MV Mechanics, Digital literacy and Communication skills	Digital literacy, time management, Basic MV Mechanics, Communication skills
Office Assistants	Communication skills, digital literacy, decision making skills, leadership and adaptability	Digital literacy	MS Office suite
Clerical Officers	Communication, signing, digital literacy, Decision Making skills, Adaptability and Creativity skills	Teamwork, digital literacy	MS Office suite
Drivers	Driving, defensive driving, first aid, Basic MV, Communication skills, digital literacy, analytical, critical thinking and decision-making skills, adaptability, teamwork, creativity	Basic MV Mechanics, Digital literacy and Communication skills	Digital literacy, time management, Basic MV Mechanics, Communication skills
Office Assistants	Communication skills, digital literacy, decision making skills, leadership and adaptability	Digital literacy	MS Office suite

6.2.3 Leadership

Leadership will play a pivotal role in the successful implementation of this strategic plan. Strategic theme teams will be established to drive the transformation of the SP from a blueprint to tangible reality. The teams will coordinate effective implementation of activities and ensure that the SP remains aligned with the Authority's vision and mission while adapting to evolving circumstances. The proposed Strategic Theme Teams and their terms of reference are provided in Appendix 5.

6.2.4 Systems and Procedures

To effectively and efficiently implement this strategic plan, the Authority has established and maintained an internal quality management system, service delivery charter and processes, and standard operating procedures (SOPs) to guide its staff towards realization of organizational goals, vision and mission using the same procedures. The Authority is also ISO 9001:2015 Certified hence shall during this plan period strive to maintain certification through continuous audit of its processes and improving them in line with the recommended corrective action.

The Authority's systems and procedures are founded on support systems whose efficiency largely determines the success of service provision, capacity development and overall progress of the TVETA. The support systems include;

i. Communication systems: both internal and external should be aligned to enable effective communication within the organization for exchange of information,

collaboration and feedback like email, instant messaging, and video conferencing

ii. Performance management systems: designed to measure and manage employee performance through a performance appraisal system (PAS), performance contracting, work planning, reporting and documentation, and feedback mechanisms.

iii. Workplace committees: cross functional teams to plan, execute, and monitor implementation of cross cutting issues, projects, policies and directives effectively and efficiently. The work place committees are aligned to the core function department for resourcing and reporting.

iv. Quality management system: a set of processes and with established SOPs that will assist TVETA to ensure standard and timely service delivery and that products and services meet the requisite quality standards. Hence it establishes quality control procedures, quality assurance processes, and other tools to maintain quality standards.

v. Risk management systems: processes in place to identify, assess, and manage risks. The necessary tools include risk assessment structures and tools, risk management software and risk mitigation plans.

vi. Monitoring and Evaluation system: includes tools, processes, and plans used to measure the progress, efficiency and effectiveness of program implementation. It also includes documentation and reporting framework.

6.3   Risk Management Framework

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 3 provides details on the risks identified and

CHAPTER SEVEN

RESOURCE REQUIREMENTS AND MOBILIZATION STRATEGIES

Overview

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

7.1   Financial Requirements

Successful implementation of this strategic plan will depend on efficient utilization of resources required to undertake the various activities. The KRAs and administrative cost informs the total annual budget as demonstrated in Table 7.1.

Table 7. 1: Financial Requirement for Implementing the Strategic Plan

Cost Area	Projected Resource Requirement (KSH. Mn)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Quality and Relevance	87.06	107.50	108.50	117.00	129.95	**550.01**
Access, Equity and Inclusivity	44.40	78.90	72.70	60.50	54.50	**311.00**
Governance and management	123.40	84.30	106.10	63.00	68.70	**445.50**
Funding and Financing	19.00	19.00	19.00	19.00	19.00	**95.00**
Technology Integration and Knowledge Management	26.30	26.80	17.30	43.90	32.70	**147.00**
Personal emoluments and related expenses	182	200	220	242	266	**1,110.00**
Governance expenses	25	25	30	30	30	**140.00**
Operation & Maintenance expenses	90	95	100	105	110	**500.00**
Total	**597.16**	**636.50**	**673.60**	**680.40**	**710.85**	**3,298.51**

The resource requirements for implementing this strategic plan is Ksh. 3,298.51 million but the estimated exchequer allocation is Ksh. 2,475 million resulting in a resource gap of Ksh. 823.51 million as presented in Table 7.2.

Table 7. 2: Resource Gaps

FY	Estimated Financial Requirement (Ksh. Mn)	Estimated Allocation (Ksh. Mn)	Variance (Ksh.Mn)
Year 1	597.16	375	(222.16)
Year 2	636.5	435	(201.50)
Year 3	673.6	495	(178.60)
Year 4	680.4	555	(125.40)
Year 5	710.85	615	(95.85)
Total	**3,298.51**	**2,475**	**(823.51)**

7.2 Resource Mobilization Strategies

The Authority relies 90% on government exchequer 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 strategy 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. 3,298.51 million whereas the total expected funding from the exchequer for the period is Kshs. 2,475 million. Therefore, additional resources will be required to be mobilized through other sources such as support from development partners and improved collection of revenues for services rendered. 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. In order to ensure realization of all the planned activities, the Authority shall:

a) Optimize existing revenue streams by:
   i.   Advocating for Exchequer Allocation
   ii. Raising A-i-A through enhanced collection of all Gazetted fee (Accreditation fee, Quality assurance, sale of standards)
   iii. Cost Sharing for Services Offered

b) Identify additional revenue streams including but not limited to:
   i.   CBET Curriculum Quality Assurance Fees
   ii.   ODeL Centre Registration Fees
   iii. RPL Centre Registration fees
   iv.   Improved Partnership and Collaborations
   v.   TVET Consultancy Services
   vi.   Commercialization of TVET Eye Magazine

c) **Identify innovative and flexible ways of revenue collection**

    i.   Installment Payments for those in Arrears

d) **Negotiation in quality assurance fee debt recovery**

e) **Adverts on the TVET Skills Gateway Platform**

7.3   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:

    i.   Adherence to budget allocations, work plans and procurement plans;

    ii.   Awareness creation among staff on prudent use of resources and wastage reduction;

    iii.   Purchase of products designed to use less space and material;

    iv.   Integration of ICT in all operations to increase efficiency;

    v.   Pooling resources and outsourcing of non-core activities;

    vi.   Enhance audit of resources and processes;

    vii.   Risk assessment on programmes and projects;

    viii.   Cost-rationalization measures to optimize organizational efficiency;

    ix.   Undertaking feasibility studies on projects.

    x.   Adopt greening approaches in all TVETA operations

CHAPTER EIGHT

MONITORING, EVALUATION AND REPORTING FRAMEWORK

Overview

Monitoring, Evaluation and Reporting (M, E&R) 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 reporting requirements of the plan. A monitoring, evaluation and reporting framework is provided in Appendix 4.

8.1   Monitoring Framework

TVETA will employ result-based management and monitoring approach to ensure implementation of this strategic plan within stipulated time frames and budget in line with approved departmental work plans. 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 a result matrix with specific indicators for tracking the implementation of the strategic plan at periodic intervals. A performance monitoring matrix is provided in Appendix 1.

8.2   Performance Standards

The Strategic Plan is assessed in line with international performance standards. Setting such standards for the Authority establishes benchmarks and guidelines that the Authority can use to assess and improve their effectiveness in overseeing the TVET system in Kenya. The Authority shall track performance

with focus on the following indicators:

1. TVET quality index
2. Training standards development
3. Accreditation of institutions, trainers and programmes
4. Automation
5. Customer satisfaction index
6. Employee satisfaction index
7. Resource mobilization and accountability

The assessment is done to ensure effectiveness, efficiency, relevance and sustainability of the programs/activities undertaken in the implementation period. This sets criteria to ensure the actions undertaken meet the needs of the Authority and relevant Stakeholders. The Authority shall develop productivity metrics and comply with the following criteria in Monitoring and Evaluation practice;

i. **Effectiveness** – This is essential for ensuring that programs and activities are on track, achieving their objectives, and delivering value. This requires a systematic and well- designed approach that involves clear objectives, stakeholder engagement, quality data, analysis, feedback mechanisms, learning, and adaptation.

ii. **Efficiency** – This is the criteria to be used to measure and evaluate the effectiveness and productivity of the organization. These standards are often set to ensure that resources are utilized optimally and that desired outcomes are achieved in a timely and cost-effective manner.

iii. **Relevance** – This is crucial in ensuring that they align with your goals and contribute effectively to your achievements. It ensures that your projects remain relevant, impactful, and aligned with your strategic objectives.

iv. **Sustainability** – This is essential to ensure that the program or activities undertaken are effective, meet their intended goals, and contribute positively to

environmental, social, and economic well-being; and align with the principles of sustainable development.

8.3 Evaluation Framework

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 shall also be undertaken when need arises. The evaluation will be based on the outcome matrix presented in Table 8.1

Table 8. 1: Outcome Performance Matrix

KRA	Outcome	Outcome Indicator	Baseline		Target	
			Value	Year	Mid term	End- Term
Quality TVET	Compliance with TVET regulatory requirement Enhanced	TVET Quality index (%)	56	2022	66	72
Relevant TVET	Relevant TVET Programmes approved	% of TVET Programmes evaluated	100	2022	100	100
TVET Advocacy and Rebranding	Enhanced campaigns to improve visibility and perception of TVET	Advocacy and awareness Campaigns conducted (Number)	4	2022	12	20
Training Programme Accreditation	Enhanced TVET access	Increase in TVET courses licensed in institutions (Number)	11399	2022	12099	12999
TVET in Emergencies and post crisis recovery	Enhanced safety in TVET in Emergencies and post-crisis recovery	Standard and guidelines for TVET institutions on emergency preparedness, safety and security, and post-crisis recovery (No.).	0	2022	1	1
Inclusivity in TVET	Increased inclusivity initiatives targeting persons of all gender, PWD and other marginalized	Baseline survey on proportion of TVET institutions with socially integrated systems	0	2022	1	1
		Inclusivity initiatives implemented (Number)	0	2022	1	1
	Enhanced support to informal training initiatives	Accreditation of RPL Centres	5	2023	20	40
Organizational Capacity	Organizational culture and systems strengthened	% customer satisfaction	65	2023	80	90
		Employee satisfaction index	85	85	87	89
Resource Mobilization and Accountability	Increased financial resources mobilized	Increase in resources mobilized (Ksh. in Millions)	365	2022	670.6	708.75
	Enhanced accountability in financial management	Unqualified financial reports (No.)	0	2022	3	5
Automation of processes and service delivery	Improved service delivery and processes	% of services and processes automated	-	2022	50	80

8.3.1 Mid- Term Evaluation

The Mid-term evaluation of this Strategic Plan shall be undertaken in 2025 to determine the extent to which the planned activities have been achieved or identify areas that require improvement. The mid-term review will assist in establishing new measures to mitigate new risks and harness new opportunities that were unforeseen during the development of the Strategic Plan. The mid-term review will also help investigate what has been missed and what should be incorporated into the revised strategic plan. The findings obtained from the mid-term evaluation shall be used to make informed decisions on improvement to be made in implementation of subsequent periods of the Strategic Plan.

8.3.2 End-Term Evaluation

The end-term review shall be used to take stock of the milestones achieved and provide opportunities to improve strategies and approaches in continually enhancing the standards of training in Kenya.

8.4 Reporting Framework and Feedback Mechanism

The reporting will be done on quarterly, annually, midterm and end term basis using reporting templates provided in Tables 8.2, 8.3, 8.4. 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. The Authority shall also adopt the best practices learnt from other organizations.
Table 8. 2: Quarterly Progress Reporting Template

Table 8. 2: Quarterly Progress Reporting Template

Expected Output	Output Indicator	Annual Target (A)	Quarter for year.....			Cumulative to Date			Remarks	Corrective Intervention
			Target (B)	Actual (C)	Variance (C- B)	Target (E)	Actual (F)	Variance (F- E)		

Table 8.3: Annual Progress Reporting Template

Expected Output	Output Indicator	Achievement for the year.....			Cumulative to Date			Remarks	Corrective Intervention
		Target (B)	Actual (C)	Variance (C-B)	Target (E)	Actual (F)	Variance (F-E)		

Table 8.4: Evaluation Reporting Template

KRA	Outcome	Outcome Indicator	Baseline		Mid-term Evaluation		End term Evaluation		Remarks	Corrective Intervention
			Value	Year	Target	Achievement	Target	Achievement		
Quality TVET	Compliance with TVET regulatory requirement Enhanced	TVET Quality index (%)	56	2022						
Relevant TVET	Relevant TVET Programmes approved	% of TVETProgrammes evaluated	100	2022						
TVET Advocacy and Rebranding	Enhanced campaigns to improve visibility and perception of TVET	Advocacy and awareness Campaigns conducted (Number)	4	2022						
Training Programme Accreditation	Enhanced TVET access	Increase in TVET courses licensed in institutions (Number)	113 99	2022						
TVET in Emergencie s and post crisis recovery	Enhanced safety in TVET in emergencies and post-crisis recovery	Standard and guidelines for TVET institutions on emergency preparedness, safety and security, and post-crisis recovery (No.).	0	2022						
Inclusivity in TVET	Increased inclusivity initiatives targeting persons of all gender, PWD and other marginalized	Baseline survey on proportion of TVET institutions with socially integrated systems	0	2022						
		Inclusivity initiatives implemented (Number)	0	2022						

KRA	Outcome	Outcome Indicator	Baseline		Mid-term Evaluation		End term Evaluation		Remarks	Corrective Intervention
			Value	Year	Target	Achievement	Target	Achievement		
Organizational Capacity	Organizational culture and systems strengthened	% customer satisfaction	65	2023						
		Employee satisfaction index	85	85						
Resource Mobilization and Accountability	Increased financial resources mobilised	Increase in resources mobilized (Ksh. in Millions)	365	2022						
	Enhanced accountability in financial management	Unqualified financial reports (No.)	0	2022						
Automation of processes and service delivery	Improved service delivery and processes	% of services and processes automated	-	2022						

APPENDICES

Appendix 1:
Outcome Performance Matrix

Key Result Area	Outcome	Key Performance Indicator	Baseline (2022-23) 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

Key Result Area	Outcome	Key Performance Indicator	Baseline (2022-23) Value	Target Mid-term period target	End of plan period target
		% 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 for a 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
	Enhanced research and knowledge management in TVET	No. of volumes of KJ – TVET published	1	2	5
		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-crisisrecovery	-	1	1

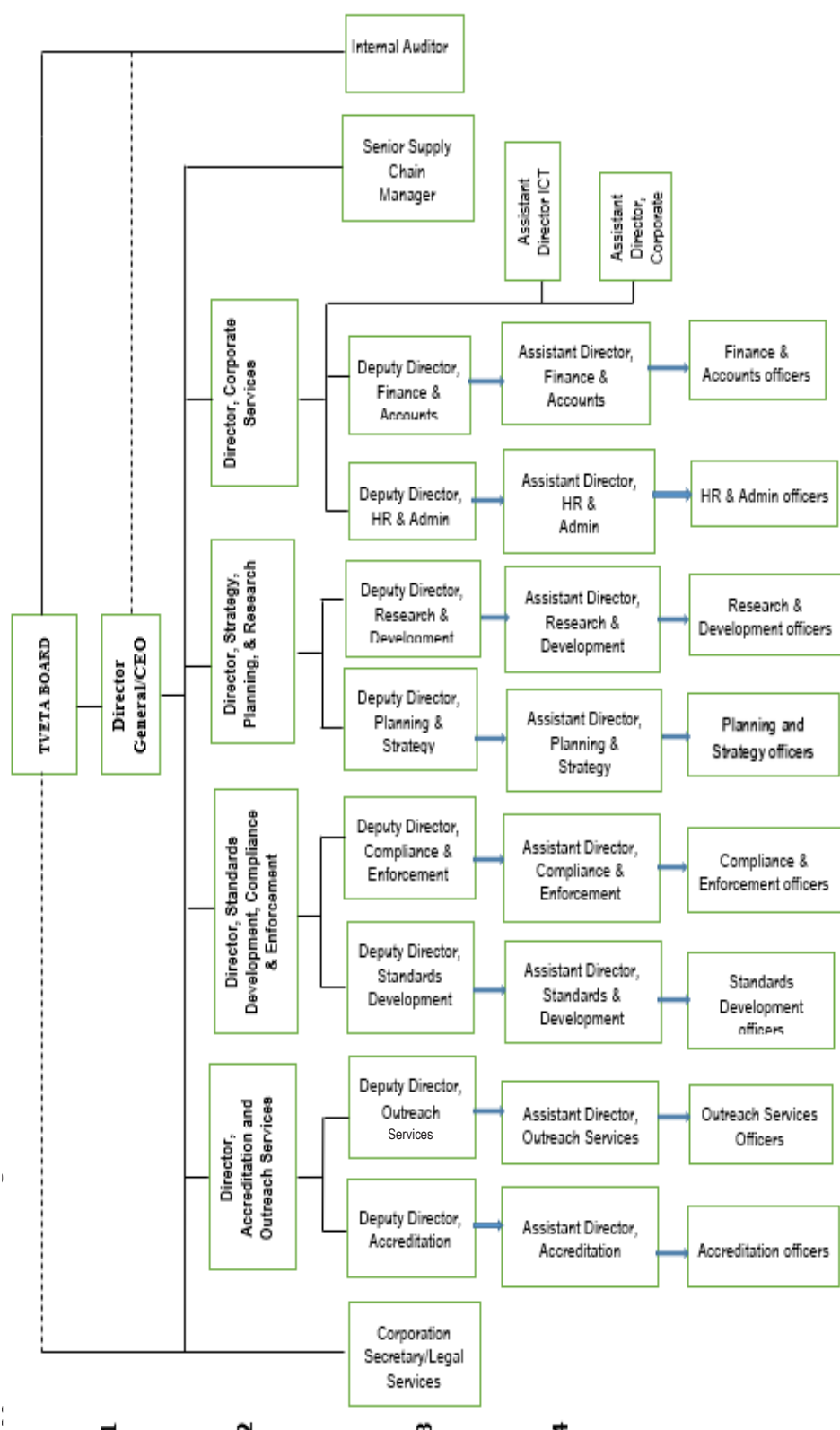| Key Result Area	Outcome	Key Performance Indicator	Baseline (2022-23) Value	Mid-term period target	End of plan period target
	Enhanced support to informal training initiatives	No. of counties mapped for informal training providers	-	4	12
		No. of informal training providers sensitized.	-	150	400
KRA3: 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 ISO9001:2015	Certified	Recertified	Certified

Key Result Area	Outcome	Key Performance Indicator	Baseline (2022-23) Value	Target Mid-term period target	End of plan period target
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
	Enhanced accountability in financial management	No. of unqualified financial reports	1	2	5
		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 securityand 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 2:
TVETA Organizational Structure

TVETA BOARD

Director General/CEO

Internal Auditor

Senior Supply Chain Manager

Assistant Director ICT

Assistant Director, Corporate

Director, Corporate Services
- Deputy Director, Finance & Accounts → Assistant Director, Finance & Accounts → Finance & Accounts officers
- Deputy Director, HR & Admin → Assistant Director, HR & Admin → HR & Admin officers

Director, Strategy, Planning, & Research
- Deputy Director, Research & Development → Assistant Director, Research & Development → Research & Development officers
- Deputy Director, Planning & Strategy → Assistant Director, Planning & Strategy → Planning and Strategy officers

Director, Standards Development, Compliance & Enforcement
- Deputy Director, Compliance & Enforcement → Assistant Director, Compliance & Enforcement → Compliance & Enforcement officers
- Deputy Director, Standards Development → Assistant Director, Standards & Development → Standards Development officers

Director, Accreditation and Outreach Services
- Deputy Director, Outreach Services → Assistant Director, Outreach Services → Outreach Services Officers
- Deputy Director, Accreditation → Assistant Director, Accreditation → Accreditation officers

Corporation Secretary/Legal Services

Appendix 3

Identified Risks and Mitigation Measures

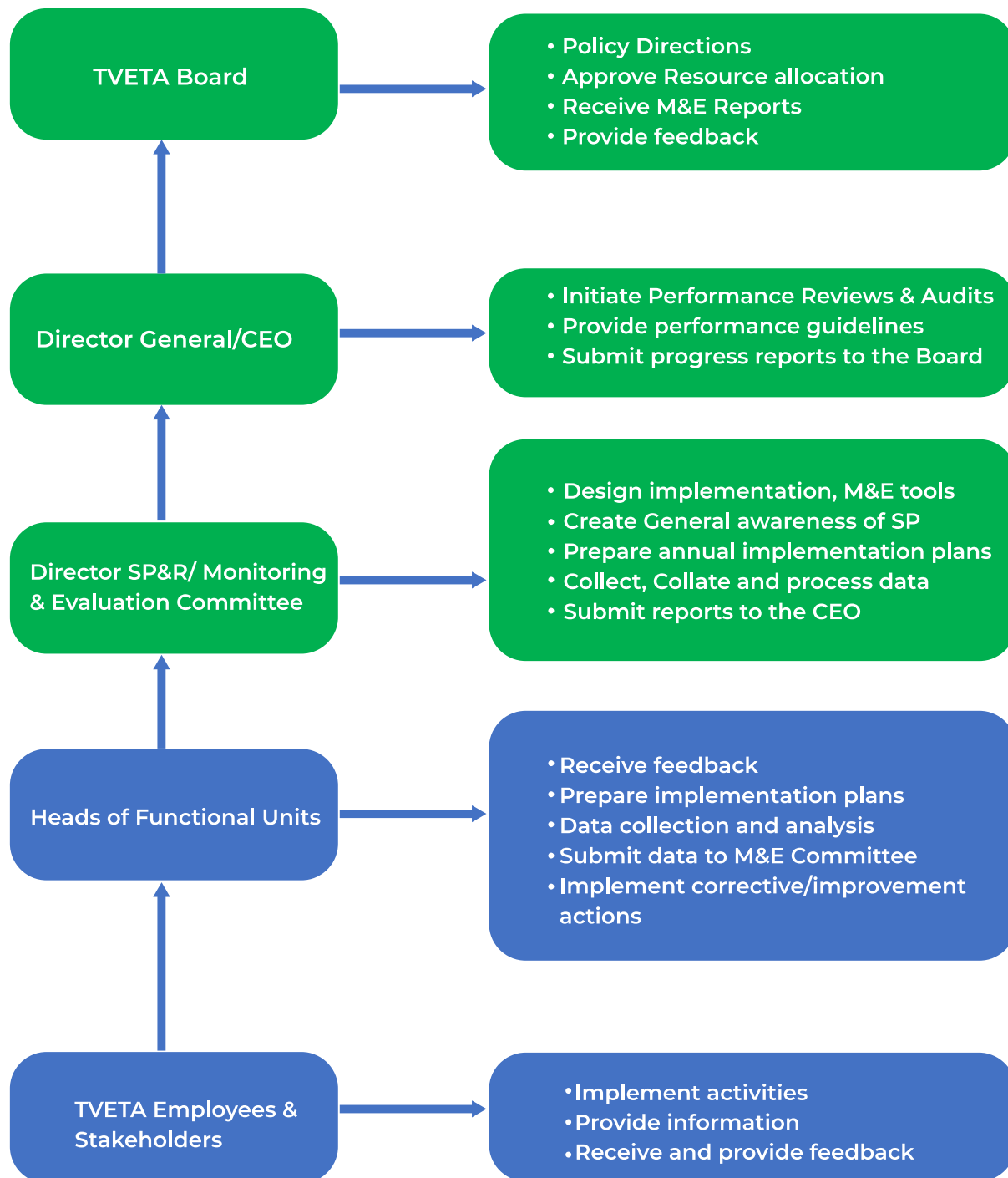| Risk Category	Risk Description	Likelihoo d (L/H/M)	Impact (L/H/M)	Risk Level (L/H/M)	Causes	Risk Owner
Strategic Objective 1: Enhance compliance with TVET regulatory requirements						
Strategic Risks	Poor Quality training	M	H	M	– Failure to meet QA Annual targets – Outdated regulatory standards – Weak Internal Quality assurance systems	Director, A&OS; Director Stds, C&E
	Noncompliant institutions	M	H	M	- Weak enforcement/surveillance mechanism	Director, A&OS; Director Stds, C&E
Strategic Objective 2: Ensure Relevance in TVET to labour market needs						
Strategic Risks	Weak training delivery systems	M	H	M	Limited resources to conduct quality audits and enforcement	Director C&E
Strategic objective 3: Promote TVET visibility and perception						
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	Director SP&R
Strategic Objective 4: Promote Access to TVET						
Strategic risks	Limited access to TVET	M	L	M	- Limited applications for course licensing	Director A&OS
Strategic Objective 5: Promote safe TVET in emergencies and post crisis recovery						

Risk Category	Risk Description	Likelihoo d (L/H/M)	Impact (L/H/M)	Risk Level (L/H/M	Causes	Risk Owner
Strategic Risks	**Limited access to quality TVET**	M	L	M	**Poor quality standards**	**Director CE&SD**
Objective 6: Promote inclusivity in TVET						
Strategic Risks	Exclusion in TVET access	M	L	M	Disability and gender unfriendly training facilities	Director CE&SD
Strategic Objective 7: Strengthen TVETA institutional capacity						
Strategic risks	High staff turnover	M	L	L	- Low staff morale - Lack of competitive terms	DD HRM
	Loss of institutional memory	M	H	M	- Inadequate succession management	DD HRM
	Unsafe workplace	L	H	M	- Lack of safety policy	DD HRM
	Logistical challenges	M	H	M	- Shortage of vehicles - Frequent breakdown of vehicles	DD HRM
	Failure to meet performance targets	L	H	M	- Weak monitoring and evaluation - Skills gaps	DD HRM
	Loss of records and data	M	H	M	- Fire - Theft - Water and other weather elements	RMO AD ICT

Risk Category	Risk Description	Likelihood d (L/H/M)	Impact (L/H/M)	Risk Level (L/H/M)	Causes	Risk Owner
					- Technology disruption	
	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	DG Board Chairperson
	Possible unfavorable changes in legal environment	M	M	M	Changes in law	Board of Directors DG
	Change in government policies and priorities	H	H	H	Change in administration	Director SP&R

Objective 8: Enhance resource mobilization

Risk Category	Risk Description	Likelihood d (L/H/M)	Impact (L/H/M)	Risk Level (L/H/M)	Causes	Risk Owner
Financial Risks	Failure to mobilize resources	M	H	M	Low capacity of staff	DD Finance and Accounts

Strategic Objective 9: Strengthen financial accountability

Risk Category	Risk Description	Likelihood d (L/H/M)	Impact (L/H/M)	Risk Level (L/H/M)	Causes	Risk Owner
Financial Risks	Budget overruns and under absorption	L	M	M	- Delayed funds - Delay in accounting of funds	DD Finance and Accounts
	Loss of funds	L	H	M	Weak internal financial controls	DG, Board of Directors

Risk Category	Risk Description	Likelihood (L/H/M)	Impact (L/H/M)	Risk Level (L/H/M)	Causes	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	DD Finance and Accounts
Objective 10: Enhance efficiency in service delivery and processes						
Technological Risks	Frequent system downtime	L	H	M	- Unauthorized changes - Cyber attacks - Human errors - Poor system maintenance - Hardware failure	AD ICT
	Cyber-security	L	H	M	- Inadequate IT controls (firewalls, IT security tools) - Malicious attacks	AD ICT
	Substandard vendor support	L	M	M	- Weak SLA framework	AD ICT
	Non-compliance with data protection/ privacy laws	L	H	H	- Weak IT security controls - Low staff awareness	AD ICT AD Legal services

Appendix 4: Monitoring, Evaluation and Reporting 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 5:
Strategic Theme Teams

	Strategic Theme	Team	Terms of Reference
1.	Quality and Relevance	Accreditation Services, Compliance and Enforcement, Standards Development, Regional Offices	- Review and Implement Kenya National TVET Quality Assurance framework - Enhance institutions' internal and external QA - Strengthen TVET regulation and coordination - Strengthen compliance in TVET - Harmonize national and Foreign TVET qualifications - Strengthen Regional regulatory framework - Strengthen training delivery systems - Promote relevance in TVET
2.	Access, Equity and Inclusivity	R&D, Outreach, Accreditation, Communication	- Enhance awareness creation and branding of 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 Gender, PWD and other aspects of inclusivity in TVET - Promote formal and informal training systems
3.	Governance and Management	HR, IA, Legal, MR	- Strengthen TVETA's human capital - TVET legislation, governance and reforms - Strengthen TVETA Quality Management System - Strengthen TVETA Quality Management System
4.	Funding and Financing	Finance and Accounts, Strategy and Planning, Regional Offices	- Mobilize financial resources - Sustain accountability in financial management
5.	Technology Integration and Knowledge Management	ICT, RMU, SCM	- Enhance ICT infrastructure and governance - Automate service delivery (e-services) - Enhance ERP system - Enhance office collaboration systems - Strengthen records management system

Appendix 6:
Annual Work Plan Template

Projected Output	Activities	Approved budget	Target in FY	Means of verification	Delivery UnitS	1st Q			2nd Q			3rd Q			4th Q		
						J	A	S	O	N	D	J	F	M	A	M	J
Strategic issue 1: Quality and Relevance																	
Strategic objective 1: To ensure TVET graduates are competent and demand-driven																	
Strategic issue 2: Access, Equity and Inclusivity																	
Strategic objective 2: To promote access, equity and inclusivity																	
Strategic issue 3: Governance and management																	
Strategic objective 3: To strengthen organizational capacity																	
Strategic issue 4: Funding and financing																	
Strategic objective 4: To achieve financial sustainability and accountability for TVETA																	
Strategic issue 5: Technology Integration and Knowledge Management																	
Strategic objective 5: To enhance efficiency in service delivery																	

Appendix 7:
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