TVET Curriculum Development , Assessment and Certification Council (TVET CDACC)

STRATEGIC PLAN

2023-2027

KENYA VISION 2030

Competence Certification for Economic Development

Vision

To provide competence based TVET curricula, assessment and certification for development and advancement of labour force in line with industry training expectations.

Mission

A centre of excellence in curriculum development, assessment, and competence certification in TVET for creation of a globally competitive labour force.

Core Values

Commitment
Adaptability
Professionalism
Teamwork
Inclusivity
Value-driven
Accountability
Transparency
Equity

Foreword

TVET institutions have trained and certified 10% of Kenya's working population of 18 million. This underscores the critical role that TVET institutions play in establishing a workforce that contributes to the country's economic goals. When these TVET-trained workers go into the workplace, employers choose to place their faith in the credential that is presented to them as proof of the worker's competence. TVET CDACC's role in curriculum development, assessment, and certification gives gravitas to this strategic plan which lays the roadmap for what the council will implement over the next five years. TVET CDACC's Strategic Plan 2023-2027 is a blueprint for the

Council's priorities over the next five years. The Plan has taken into consideration pertinent global trends and emerging issues to ensure that the TVET sector remains internationally competitive. The Strategic Plan marks concerted efforts by the council to ensure that projects, activities, and strategic interventions are prioritized and implemented as planned. The Plan comes at a time when the Government is implementing the Bottom-Up Economic Transformation Agenda (BETA). The Council's Strategic Plan is aligned to Medium-Term Plan IV, which focuses on implementing a raft of strategic interventions geared towards an inclusive growth through realization of the BETA agenda. The plan has also fully responded to the nationally agreed priorities and development agenda as envisaged in the Sustainable Development Goals (SDGS), Africa Union Agenda 2063, East African Community Vision 2050, and the Kenya Vision 2020 aspirations.

As the Government implements the Bottom-up Economic Transformation Agenda, the Council remains committed to facilitating the training of Kenyan youth to provide a pool of skilled individuals that will support implementation of the agenda. This plan calls on the Council to continually review its curriculum development and assessment to remain relevant, it asks us to invest in institutional capacity to enable the Council to adapt to changing times, and it asks us to strengthen the backbone of governance and accountability as an anchor for all that we do. I would like to thank all members of TVET CDACC Management Council and its sub-committees, the Council Secretariat, representatives of public and private sectors for their contributions towards the development of this strategic plan. Most importantly, I would like to express my deepest gratitude to the World Bank and the ILO for funding this strategic planning exercise. The Council is committed to ensuring full implementation of this Strategic Plan.

Prof. Ahmed Ferej
CHAIRPERSON, TVET CDACC

Preface and Acknowledgment.

As the management of TVET CDACC, our role is to operationalize the vision of the Council in a manner that is consistent with our mandate as spelled out in the TVET Act No. 29 of 2013. The mission of TVET CDACC is to ensure a fit between the curriculum we offer and the needs of the workplace. This Strategic Plan reflects our Council's guidance on the specific outcomes we must achieve, how we should go about pursuing those outcomes, and the resourcing required to make that possible. It calls on the management of the Council to continually review the curriculum for relevance and value, to strengthen its internal capabilities, and to always do this in a way that reflects best practice in governance and accountability.

The 2023-2027 Strategic Plan charts the strategic direction within our wide mandate of developing CBET curriculum, conducting competency-based assessment and certifying competent candidates. This plan is the culmination of an extensive and comprehensive situational analysis, the achievements, lessons and challenges from the previous Strategic Plan, an evaluation of global and emerging trends in TVET and an internalization of the expectations from our stakeholders. More importantly the Plan is in line with BETA and has considered the aspirations of the Sustainable Development Goals and the African Union Agenda 2063 amongst other national aspirations.

To achieve this, the Council will have to enhance its internal capabilities around people, financial resources, and infrastructure. We must remain accountable in the execution of this strategy. We must account for the stewardship of our mandate to the Council and to the law by maintaining reporting mechanisms that provide visibility on our mandate and its execution. In doing this, we will ensure alignment with the government's Bottom-Up Economic Transformation agenda, Medium Term Plan (MTP IV), and Vision 2030.

This Strategic Plan has been driven from the bottom up and the secretariat is "fired up and ready to go" as we continue our contribution to the human capital of this great nation through relevant adaptable curriculum and conducting credible assessment. I thank all our staff members for the time and effort they put in constructing this plan.

Prof. Kisilu. M. Kitainge
Chief Executive Officer/ Council Secretary
TVET CDACC

Contents

List of Tables

List of figures

Definitions of concepts and terminologies

Africa Agenda 2063: A strategic framework for the socio-economic transformation of the continent over the next 50 years from 2013 to 2063.

Assessment Materials: Candidates' booklets and assessors' guides required in the assessment administration and marking processes

BETA: Bottom-up Economic Transformation Agenda, the Government Agenda that outlines development priorities under five core pillars: - 1) Agriculture, 2) Micro, Small and Medium Enterprise (MSME) Economy 3) Housing and Settlement, 4) Healthcare and 5) Digital Superhighway and Creative Economy.

Board: The nine Council Members as appointed by the Cabinet Secretary for the Ministry responsible for Education.

Candidate: A person registered to take TVET CDACC assessment.

CBET Practitioner: External individuals contracted by the Council to aid in delivery of the Core mandate.

Council: The Board and the Secretariat of the Council.

Indicator: A means for measuring progress/ change that results from an intervention. It measures a change in a situation or condition and confirms progress towards achievement of a specific result. It measures a project impact, outcomes, outputs, and inputs that are monitored during project implementation to assess progress.

Industry: A trade, occupation, profession or an economic sector where training and assessment of specific skills can be conducted.

Kenya Vision 2030: A Kenyan long-term development blueprint that aims to transform the country into a newly industrializing middle-income nation providing high quality of life to all its citizens by 2030 in a clean and secure environment

Key Activities: Actions taken or work performed through which inputs are mobilized to produce outputs.

Key Results Areas: The broad areas in which you are expected to deliver results.

Knowledge Management: The capacity of organizations/individuals to identify, capture, retrieve, share protect and analyse the knowledge of individuals and groups across the organisation.

Monitoring: A continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of the ongoing assessed activities. It is an oversight of the activity's implementation stage.

Outcome: The intermediate results generated relative to the objective of the intervention. It describes the actual change in conditions/ situation because of an intervention output(s) such as changed practices because of a programme or project.

Output: Products, services, or immediate results, tangible or intangible, resulting directly from the implementation of activities or applying input

Recognition of Prior Learning: Recognition of Prior Learning (RPL) is the process used to identify, assess, and certify a candidate's knowledge, skills, and competencies acquired in non-formal or informal learning such as work or life experiences, against prescribed standards or learning outcomes.

Strategies: Broad abstractions which are descriptive of the means for achieving the strategic objectives.

Strategic Goal: General qualitative statements on what an organization is hoping to achieve in the long term.

Strategic Issues: These are problems or opportunities emanating from situational analysis that an organization must manage to be able to fulfil its mandates and mission.

Strategic Objectives: These are what the organization commits itself to accomplish to achieve strategic goals.

Sustainable Development Goals: Also known as 'Global Goals', are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

Targets: A result to be achieved within a given time frame.

Acronyms and Abbreviations

ACD	Assessment and Certification Department
ADM	Administration
AU	African Union
BETA	Bottom-up Transformation Agenda
CBA	Competency Based Assessment
CBET	Competency Based Education and Training
CCS	Corporate Communications Section
CDACC	Curriculum Development, Assessment and Certification Council
CDD	Curriculum Development Department
CEO	Chief Executive Officer
CPMMD	Central Planning and Project Monitoring Department
CSD	Corporate Services Directorate
EAC	East Africa Community
EFA	Education for All
F&A	Finance and Accounts
GDP	Gross Domestic Product
HOD	Head of Department
HRM	Human Resources Management
ICT	Information Communication Technology
IFMIS	Integrated Financial Management Information System
ISMS	Information Security Management System
ISO	International Standards Organization
KCATS	Kenya Credit Accumulation and Transfer System
KNQF	Kenya National Qualification Framework
KNLRD	Kenya National Learners Records Database
KQF	Kenya Qualification Framework
KRA	Key Results Area
MDACs	Ministries, Departments, Agencies, and Counties
MoE	Ministry of Education
MTEF	Medium Term Expenditure Framework
MTP IV	Fourth Medium Term Plan
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PWPER	Presidential Working Party on Education Reform
QARM	Quality Assurance and Risk Management
QMS	Quality Management System
R & D	Research and Development
RMD	Records Management Department
RPL	Recognition of Prior Learning
SCD	Supply Chain Department
SDG	Sustainable Development Goal
SOE	State Owned Enterprises
SPD	Strategy Planning Department
SSACs	Sector Skills Advisory Committees
SWOT	Strengths, Weaknesses, Opportunities and Threats
TOR	Terms of Reference
TQF	TVET Qualification Framework
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
TVET CDACC	Technical and Vocational Education Training Curriculum Development Assessment and Certification Council
UN	United Nations
VET	Vocational Education and Training

Executive Summary

The Council is mandated to carry out curriculum development, assessment, and certification for the TVET sector in Kenya. The first section of the strategic plan lays the foundation for the council's existence, through the Technical Vocational and Educational Training Act No. 29 of 2013, Part VIII, through alignment with global, regional, and national frameworks including the United Nations 2030 Agenda for Sustainable Development, the African Union Agenda 2063, the East African Community Vision 2050, the Constitution of Kenya, Kenya Vision 2030, Bottom-up Economic Transformation Agenda, and Fourth Medium Term Plan, as well as sector policies and laws.

The context in which the Council operates is evaluated through a macro environment analysis, a microenvironment analysis, and an internal analysis which includes a review of the prior strategic plan. The takeaway from the macro analysis is that the curriculum the council develops needs to continually align with the evolving needs of the Kenyan economy. A key observation from the microenvironment analysis is that as the biggest source of skilled labor for Kenya's industries, the council's curriculum should reflect certain realities such as the primary role of the informal sector in job creation, and the primacy of agriculture as a driver of GDP and employment. The internal review reveals that the ability to diversify funding sources and the need to manage it public image will be key factors in the council's ability to execute its mandate.

Based on these analyses, the strategic plan is anchored around three strategic issues namely quality and relevance of CBET, institutional capacity, and governance and accountability. From these three pillars, eleven key results areas are identified, which when implemented would yield the outcomes envisaged in this strategic plan. To ensure this happens, the strategic objectives are defined for each key results area, and specific strategies to achieve each result are specified.

The next section of the strategic plan provides an implementation plan that outlines actions to be taken for each key results area, measures of progress for each indicator and the financial resources required to carry out each action. The aggregate implications for people, processes, and systems of the council are laid out along with a risk analysis.

The strategic plan concludes by quantifying and aggregating the financial resources required to implement the strategy, the gap between available versus requested budges and strategies to bridge the gap. The strategic plan then concludes with a plan for monitoring and evaluating progress in implementing the strategy over the five years.

CHAPTER ONE
INTRODUCTION

This chapter provides the context of the Strategic Plan by describing the importance of strategy for organizational success; the context for planning (international, regional, and national); the history of TVET CDACC, and the approach used in the development of the Strategic Plan for 2023-2027.

1.1 Strategy as an imperative for TVET CDACC success

TVET CDACC'S role in the education and training sector is to ensure that TVET institutions churn out manpower whose skills are aligned to the demands of the labour market at local, national, regional, and international levels as a driver of sustainable growth through competence-based curriculum development, assessment, and certification. The purpose of this strategic plan is to enable TVET CDACC to visualize and articulate the future state of how it fulfills its functions by setting long term objectives that focus its resources on a clear goal that will enable the Council to harness innovative opportunities for growth in implementation of its mandate. This plan ensures that the Council will carry out better resource allocation and prioritization and drive operational excellence by establishing measurable targets and frameworks for monitoring progress and maximizing efficiency by optimizing processes.

1.2 The context of strategic planning

This plan has been developed considering the national development priorities, and regional and global development agenda as espoused below:

1.2.1 United Nations 2030 Agenda for Sustainable Development

The TVET sector contributes to the advancement of the UN SDGs, specifically Goal 4 on Quality Education, Goal 8 on Decent Work and Economic Growth and Goal 10 on Reduced Inequalities. TVET CDACC contributes to these goals through the development of competency-based curriculum, assessment, and certification. To ensure labour market responsiveness, the Council collaborates with industry through Sector Skills Advisory Committees (SSACs). To ensure equal access for women, men, and persons with disabilities to affordable and quality technical, vocational, education and training, the Council offers CBET which is flexible in both curriculum and assessment. This increases the number of youth and adults who have relevant skills for employment and entrepreneurship.

1.2.2 African Union Agenda 2063

At the regional level, this strategic plan draws from the African Union Agenda 2063 whose goal is to create a prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena. TVET CDACC is essential to the development of a skilled workforce, fostering innovation, and promoting inclusive growth to contribute to Kenya's and Africa's development. The Council contributes to AU Agenda 2063 through development of competency-based curriculum, assessment, and certification. The Council promotes inclusivity and diversity and supports the AU's goal of empowering women and youth as key drivers of Africa's transformation. This strategy shall enhance the quality and relevance of TVET curricula, promoting entrepreneurship, fostering partnerships with industry stakeholders, and facilitating access to quality education and skills development opportunities for youth across the continent.

1.2.3 East Africa Community Vision 2050

This is a blueprint articulating the bloc's desired future of a prosperous, competitive, secure, stable, and politically united Community that by 2050, will have transformed into an upper-middle income region within a secure and politically united East Africa based on the principles of inclusivity and accountability. It recognizes that well-educated, enlightened, and healthy human resources are fundamental to development, wealth creation and employment. Vision 2050 focuses on improving access to quality education and training and ensuring internal efficiencies within the system particularly at higher levels of education and training, which is a necessity required to respond to the emerging transformational needs in the region and skills alignment. The Council is committed to offering quality education and training through CBET which ensures production of well-equipped manpower who are responsive to the demands of the labour market.

1.2.4 Constitution of Kenya

The Constitution of Kenya, in Article 43(1)(f) states that every person has the right to education. Article 55(a) states that the State shall take measures, including affirmative action programmes, to ensure that the youth access relevant education and training; access to employment; participation and representation of minorities and marginalised groups in governance and other spheres of life, special opportunities in educational and economic fields, and special opportunities for access to employment.

With 562,000 students enrolled in TVET institutions[1], the sector is playing its part in providing all persons with the right to education. And of these 562,000 students, 131,000 were government sponsored meaning that access to TVET institutions is not restricted to only those who can pay. Further, 10% of the employed population in Kenya has a TVET education which means that the curriculum they received through TVET CDACC is what enables them to secure gainful employment. In these ways, by developing curriculum, assessment, and certification, TVET CDACC is contributing to these requirements of the Constitution of Kenya.

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

Kenya Vision 2030

Kenya Vision 2030 aims to transform Kenya into a newly industrialised middle-income country providing a high quality of life to all its citizens by 2030. Vision 2030 has three pillars: economic pillar, social pillar, and political pillar. Education and Training is one of the sectors in the Social Pillar that aims to improve the quality of life for all Kenyans by targeting a cross-section of human and social welfare projects and programmes. On human capital, Vision 2030 recognises the potential inherent in its people – their creativity, work ethic, education, their entrepreneurial and other skills. It calls for the need to manage, reward and steer human resources to develop global competitiveness. TVET CDACC has an important role to play in achieving Vision 2030's aspiration of creating a globally competitive and adaptive human resource base by developing a flexible competency-based curriculum in collaboration with industry. This approach ensures flexibility in assessment of individuals including Recognition of Prior Learning (RPL).

---

1   Economic Survey 2023

Bottom-Up Economic Transformation Agenda

BETA emphasizes empowering local communities and individuals to drive economic growth from the grassroots level upwards. It prioritizes inclusive development strategies that focus on enhancing the capacities, skills and opportunities of individuals and communities particularly the marginalized. The success of the five pillars of the agenda is anchored on provision of quality and relevant skills. TVET CDACC develops curricula that is tailored to the specific needs and demands of international, regional, and local industries and businesses by equipping individuals with competencies that are relevant to economic activities therefore fostering employment and entrepreneurship. In doing this, the Council partners with stakeholders in the sector to ensure both relevance and recognition of prior learning.

Medium Term Plan IV

The Fourth Medium Term Plan (MTP IV) that incorporates BETA and the Presidential Working Party on Education Reforms (PWPER) is currently in implementation. MTP IV has adopted the theme "Accelerating socio-economic transformation to a more competitive, inclusive and resilient economy". The Plan seeks to transform the Kenyan economy; create wealth and employment; reduce poverty and create a conducive environment for investment. MTP IV policies, programmes and projects aim at achieving aspirations of the Five Sectors that form the Core Pillars of the Government Manifesto: Sustainable Development Goals and Africa's Agenda 2063 and other regional and international economic development frameworks. The Council plays a role in ensuring availability of competent and market relevant human resource through implementation of CBET.

1.2.6 Sector Policies and Laws

This Strategic Plan will operate within the current policy and legal framework for education and training and other laws that govern public entities in Kenya. The policies and legislations that affect TVET CDACC's day-to-day operations are discussed below:

TVET Act 2013

An Act of Parliament, Section 44 (1) provides for the establishment of a technical and vocational education and training system; for the governance and management of institutions offering technical and vocational education and training; to provide for 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. TVET Act 2013 is currently under review. This strategic plan broadly incorporates the likely implications of this act as reflected in PWPERR.

Sessional Paper No. 1 of 2019 on "A Policy Framework for Reforming Education, Training and Research for Sustainable Development"

The sessional paper has spelt out the Government's vision for education, training, and research as 'Quality, Relevant and Inclusive Education, Training and Research for Sustainable Development'. It proposes mainstreaming CBET in all training programs to enable TVET graduates to acquire skills, knowledge, and right attitudes to perform jobs to the required industry standards. TVET CDACC ensures that curricula developed are in tandem with the industry needs.

The National Education Sector Strategic Plan 2023-2027

The sector plan aims to provide, promote, and coordinate competency based equitable learner–centered education, training and research for sustainable development. The Plan's key

priorities under the TVET sub-sector include: Access and participation in TVET which focuses on infrastructure development, and rebranding and repositioning of TVET; Enhancing equity and inclusivity in TVET which seeks to improve parities in TVET training; Improve quality and relevance of TVET training in Kenya whose aim is to promote skills development for employability and self-sustainability; and Enhance governance and accountability in TVET including improving TVET industry linkages and strengthen institutional and inter-governmental linkages in TVET. The Council plays a role in ensuring a flexible curriculum and assessment for all TVET institutions nationally.

The Kenya National Qualifications Framework (KNQF) Act No. 22 of 2014

The Act Mandates KNQF to coordinate and harmonize the various levels of education and training through developing and implementing systems for accreditation and registration of qualification; establishing frameworks for the alignment and validation of both local and foreign qualifications; fostering the Recognition of Prior Learning; managing the Kenya National Learners Records Database (KNLRD) and implementation of the Kenya Credit Accumulation and Transfer System (KCATs) with the aim to promote the recognition of national qualifications internationally. The Council aligns its curricula and assessment to the KNQF, RPL and KCATS frameworks.

The Presidential Working Party on Education Reform Report (PWPERR)

The Presidential Working Party on Education Reform was constituted to address concerns relating to access, relevance, transition, equity, governance, finance and quality in education, training and research. The report is premised on effective implementation of Competency-Based Education that promotes an individual's wellbeing and acquisition of capabilities, skills, and values to contribute meaningfully to the economy and society. This report recommends that the council periodically review curriculum to ensure its relevance to the market, creating linkages with the Jua Kali sector, enhance progression of TVET graduates by enforcing CATS and RPL policies; facilitate digitisation of TVET curriculum content, strengthen capacity to carry out curriculum development, assessment, and certification in TVET, and absorb the training and assessment component from NITA among other recommendations. The findings of this report are likely to reflect in a new TVET Act.

Public Financial Management Act, 2012

This act provides for the effective management of public finances. The Council complies with the provisions of the Act.

Public Procurement and Assets Disposal Act, 2015 revised 2022

The Council complies with the provisions of this act in procurement and disposal of assets.

1.3 History of TVET CDACC

TVET CDACC is a body established under the Technical and Vocational Education and Training (TVET) Act, No. 29 of 2013. The Council is mandated to undertake design and development of Curricula for the training institutions' examination, assessment and competence certification and advise the Government on matters related thereto. This is in line with Sessional Paper No. 1 of 2019 that embraces Competency Based Education and Training (CBET) system. TVET CDACC started its operations on 8th October 2014 with the appointment of the Chairman, Council members and acting Council Secretary/CEO by the Cabinet Secretary in charge of Education. It

was categorized as a Service State Corporation by the State Corporations Advisory Committee (SCAC) on 11th January 2016.

The Council started its operations at Teleposta Towers 24th floor and later shifted its operations to 25th Floor Wing C. In March 2017, an inaugural CEO was recruited. The Council moved its offices to ABSA towers 10th Floor in TVET CDACC was later given authority to recruit and recruited 22 members of a staff in 2019 and later 31 members of staff in 2020. TVET CDACC has had two Councils. The inaugural Council was appointed in 2014 and completed its term in November 2020. The second and current Council was appointed in May 2023. The Council recruited its second and current CEO in November 2023.

1.4 Methodology of developing the strategic plan

This strategic plan was developed through a participatory approach, employing a systematic methodology that encompassed distinct stages as follows:

Initiation: The Council constituted a Strategic Plan Development Technical Committee composed of Heads of Departments with responsibility for overseeing the successful development of the 2023-2027 Strategic Plan as per the terms of reference.

Development: This phase had three principal activities: review of the macro-environment using a PESTEL analysis, review of curriculum development, assessment, and certification sector, and a review of the internal environment within which the Council operates. Activity involved a desk study of documents and data coupled with discussions to gather data, analyse it, generate insight, build consensus, and map recommendations.

Validation: Stakeholders validated the findings of the development phase to ensure that the Strategic Plan was aligned with their goals and priorities. This engagement was carried out through physical and virtual meetings.

Finalization: This involved incorporating stakeholder inputs into the plan, editorial work, review of the final draft by management and the Council, and then by the State Department of Planning. The Strategic Plan was then launched and disseminated to the public in readiness for implementation.

CHAPTER TWO
STRATEGIC DIRECTION

This chapter provides an overview of the mandate, vision, mission, and values of TVET CDACC as well as its strategic goals and quality policy statement.

2.1 Mandate

The Technical Vocational and Educational Training Act No. 29 of 2013, Part VIII outlines the functions of the Council:

a) Undertake design and development of curricula for the training institutions' examination, assessment, and competence certification.

b) Make rules with respect to such examinations and competence assessments.

c) Issue certificates to candidates who satisfy national TVET examination and competence assessment requirements.

d) Promote recognition of its qualifications in foreign systems.

e) Investigate and determine cases involving indiscipline by candidates registered with it.

f) Promote and carry out research relating to its examinations.

g) Promote the publication of books and other materials relevant to its examinations; and do anything incidental or conducive to the performance of any of the preceding functions.

2.2 Vision Statement

A centre of excellence in curriculum development, assessment, and competence certification in TVET for a globally competitive labour force

2.3 Mission Statement

To provide competence based TVET curricula, assessment and certification for development and advancement of labour force in line with industry training expectations.

2.4 Strategic Goals

This strategic plan will focus on three primary strategic goals:

- To improve quality and relevance of CBET
- To enhance institutional capacity
- To strengthen oversight, governance, and accountability systems

2.5 Core Values

TVET CDACC is guided by the following values matching the acronym 'CAPTIVATE'.

- **Commitment:** We are devoted to our mission, vision, and goals. we shall ensure that there is responsive, prompt, effective, impartial, and equitable provision of services.
- **Accountability:** We strive to uphold good governance by being answerable, open, and responsible.
- **Professionalism:** We are committed to upholding the highest standards of behaviour, ethics, and expertise.
- **Transparency:** We are committed to delivering services in an honest and open manner.
- **Inclusivity:** We strive to ensure that stakeholders feel valued and included in provision of our services.
- **Value-driven:** We are committed to delivering value in everything we do. We prioritize delivering quality products, services, and experiences that exceed expectations.

- **Adaptability:** In a rapidly evolving world, we remain flexible, open-minded, and agile in our operations.
- **Teamwork:** We are committed to embrace teamwork among internal team members and external stakeholders in delivery of service.
- **Equity:** We will be fair and impartial in our operations by creating an environment where everyone has equal opportunities to thrive, regardless of their background, identity, or circumstances.

2.6 Quality Policy Statement

TVET CDACC commits to provide curricula, conduct assessment and undertake competence certification in TVET for development of a labour force that meets industry needs as guided by the Technical Vocational and Educational Training Act No. 29 of 2013.

In accomplishing this commitment, the Council shall meet the requirements of ISO 9001:2015 and ISO/IEC 27001:2022 and continually improve on her effectiveness in the application of these Quality Standards. Management is committed to the ongoing development and maintenance of its processes to support curricula development, assessment and research. The Top Management will establish quality objectives on an annual basis to ensure continuing suitability.

CHAPTER THREE
SITUATIONAL AND STAKEHOLDER ANALYSES

This chapter presents the situational and stakeholder analysis. It includes a review of the achievements of the Council's prior strategic plan 2018 – 2022 and the lessons learned from that.

3.1 Situational Analysis

3.1.1 External Environment

3.1.1.1 Macro Environment
The PESTEL framework was used to analyse the macro environment.

Political Factors
Political factors are a major factor on the Council's ability to execute its mandate. The legislative arm of government makes budgetary allocation decisions for the education sector and the TVET sector. The legislature has also passed acts of parliament defining how the Council may be structured and how it may operate. The Council must ensure that this stakeholder has clarity on what TVET CDACC does so that the legislative environment remains supportive.

The executive arm of the government with bureaucrats and technocrats make day to day operational choices that aid or impinge the functioning of the Council. The Council must map all the different arms and entities in government that have a bearing on its activities and pursue and maintain strong relationships with these entities ensuring they have full and clear understanding of the function of the Council. As an example, the introduction of Competency Based Curriculum in primary schools and high schools is likely to be more aligned with CBET in TVET education.

Choices made in the political environment have broad implications for how potential trainees perceive TVET education, for what kinds of courses or programs are in demand, and for how the labour market behaves. The government's push to open opportunities for Kenyans to work in Europe and the Middle East, for example, suggests that the Council should ensure its curriculum is addressing a more global labour market. This may require familiarity with foreign languages or technology that is not necessary used in Kenya.

Economic Factors
Key variables in the economic analysis include interest rates, foreign exchange rates, taxation, inflation, and national debt. These factors do not directly shape how the Council develops curricula or carries out assessment and certification. Continuous improvements in productivity are the primary way that the workforce can cushion itself from the adverse effects of the above. The Council's curricula must be a curriculum that helps workers drive their productivity upwards. Curricula development should always wear this lens.

Economic growth forms the foundation for employment. The Council should develop curricula that is aligned with the requirements of the broader economy as reflected in the dominant sectors of the economy e.g. agriculture, as well as the faster growing sectors of the economy e.g. ICT and financial services. The curricula developed by the Council should be aligned with the workforce requirements created by the large or emergent sectors of the economy.

Kenya's economy is shaped by agriculture which contributes 22% to GDP as indicated in figure 3.1. Therefore, the Council must ensure that its curriculum creates skill sets that support the agricultural sector particularly in moving beyond primary production to post-harvest handling,

storage, processing, value addition, and market creation. Without these skills in the labour market, Kenya's agricultural sector will be hampered in its growth potential.

The fastest growing sectors of the economy are financial services, ICT, and transportation. The curricula developed by the Council must be agile enough to address the workforce requirements that these sectors present.
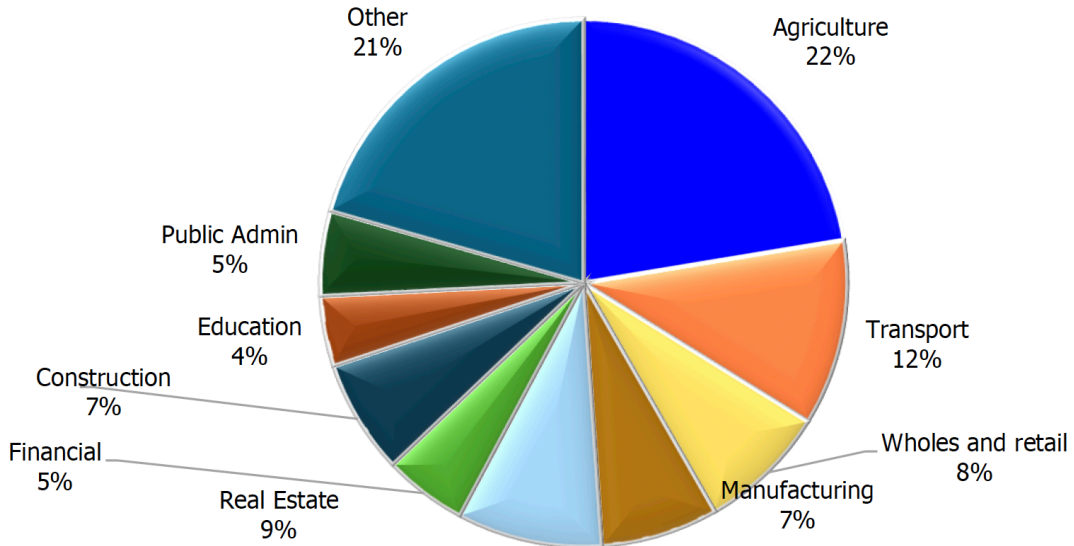
Figure 3.1 Sectoral contribution to GDP.

Social Factors

The social analysis focused on Kenya's demographic characteristics and the opportunities this presents. Kenya has a high dependency ratio of 77 young and old-age dependents (0-14 years and 65 years plus) for every 100 people of working age thus putting pressure on public and household resources including schooling, housing, and healthcare2. As child mortality declines, and fertility falls, Kenya should experience a youth bulge that will increase in the ratio of working age population relative to young dependents. But a demographic dividend requires a workforce that is skilled for the labour market and increased investment in creating jobs and businesses. TVET CDACC must play its role in preparing the labour force that result from the demographic dividend. Labour mobility is a growing trend which contributes to skills demands in different areas. Improved perception of TVET, provides opportunities for increased CBET uptake. On the contrary, retrogressive cultures and beliefs influence societal dynamics, hindering participation in Education and Training. Insecurity hinders the Council's operations such as conduct of assessment.

Technology

The rapid change in technology presents both opportunities and threats to the Council. On the one hand, technology improves access to curriculum through digitization, allows for remote interaction with the Council thus improving efficiency, and productivity, and makes it easier to disseminate learning and to leverage new technology and best practices. On the other hand, technology creates risk such as cyber-threats that could cripple services, violate privacy, or result in fraudulent or criminal activity. The Council must adopt ICT practices that enable it to leverage the opportunities presented by technology whilst mitigating the risks. Figure 3.2

---

2   Kenya Population and Housing Census 2019

below shows that Kenyans increasingly spend time on social media platforms. They also break down the activities that Kenyans carry out on social media platforms. The Council must be innovative enough to leverage trends such as these. According to the Media Council of Kenya3, Kenya has 10.5 million users on social media. Kenyans use social media for communications and entertainment4. They also use it to access news and information and research. Facebook, WhatsApp, and YouTube are the most used social media platforms as show in Figure 3.3.

Activities carried out by Kenyans on Social Media

- Gossip, 3%
- Activism/ advocacy, 1%
- To pass time, 7%
- Entrepreneurship, 7%
- Networking, 9%
- Research, 16%
- Communication (calling, chatting etc), 20%
- Entertainment, 20%
- News and information, 17%
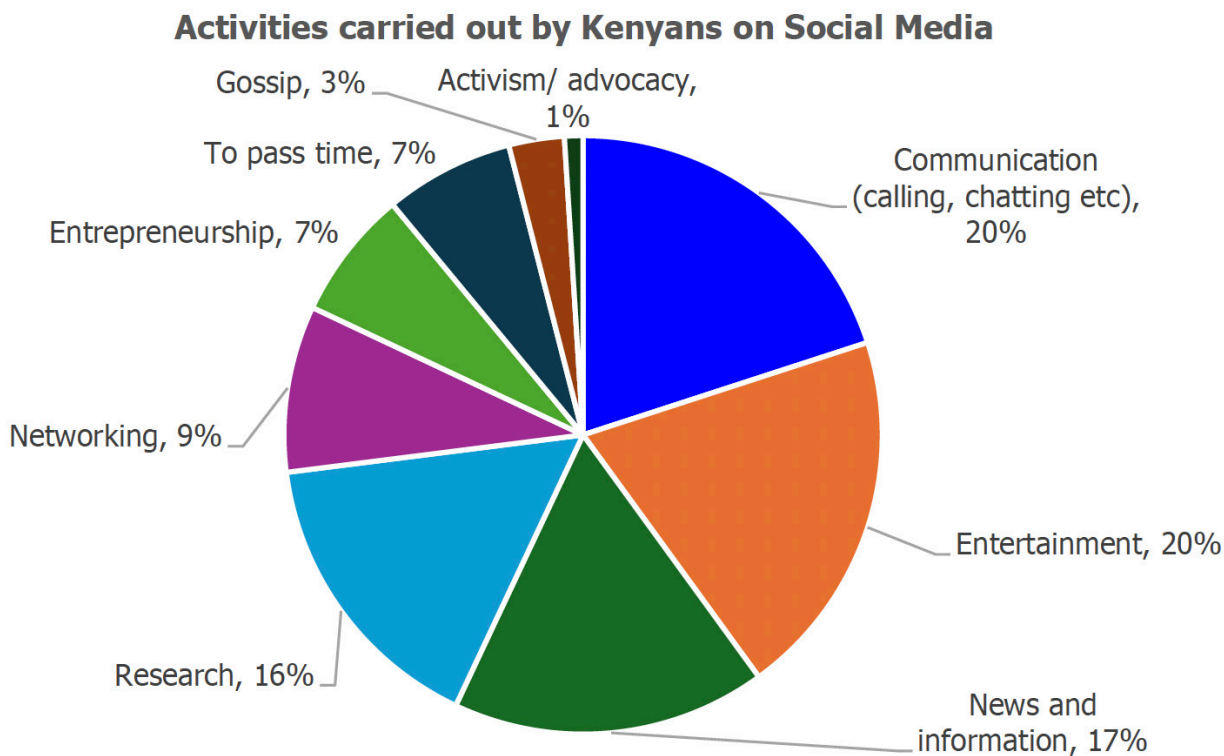
Figure 3.2 Social media usage by Kenyans.

Preferred Social Media Platforms

- Do not use digital media, 17%
- Podcasts, 0.30%
- Blogs, 0.40%
- LinkedIn, 1%
- Snapchat, 2%
- Telegram, 2%
- Instagram, 7%
- Tik Tok, 7%
- Twitter, 8%
- Facebook, 23%
- Whatsapp, 22%
- YouTube, 11%
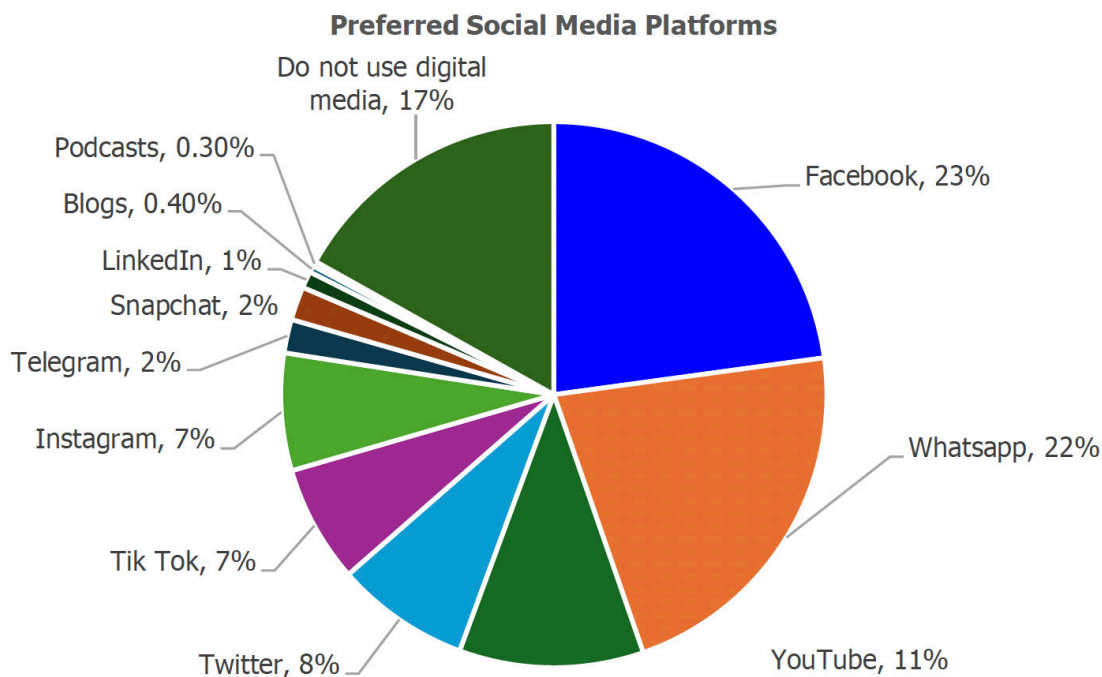
Figure 3.3 Social media preferences of Kenyans.

---

3   Media Council of Kenya Report 2020

4   Communications Authority of Kenya Q4 2023

Legal Factors

TVET CDACC's existence is rooted in TVET Act No. 29 of 2013. As noted earlier, the Council's mandate and functions are likely to be affected by the ongoing review of the TVET Act which will be shaped by PWPERR. The Council exists to contribute to fulfilling certain aspects of the Constitution of Kenya, specifically section 43 (1) (f) and 55 (a). The requirements of the Data Protection Act, 2019 also have ramifications for how the Council manages or handles data under its care. Among other things, it requires the establishment of a Data Protection Officer, seeking of consent, and ensuring the privacy and security of data.

Environmental Factors

A key factor in the macro environment is the reality of drought and erratic rainfall patterns in Kenya. The fact that Kenya's agriculture is rain-fed means that the erratic weather results in erratic food production with consequent effects on the broader economy. The Council must play its part in contributing to creation of a workforce that is equipped to help mitigate the effects of drought. The reality of climate change and the imperative to proactively address it will also over time create a demand for a workforce that is skilled in the different facets and elements of 'greening' including use of renewable energy, reforestation, water conservation, the circular economy, and waste management.

3.1.1.2 Microenvironment

The Nature of Employment in Kenya

Agriculture: Agriculture is the biggest employer in Kenya as shown by Figure 3.55. The Council's curriculum must prepare candidates for jobs across the entire agricultural value chain.
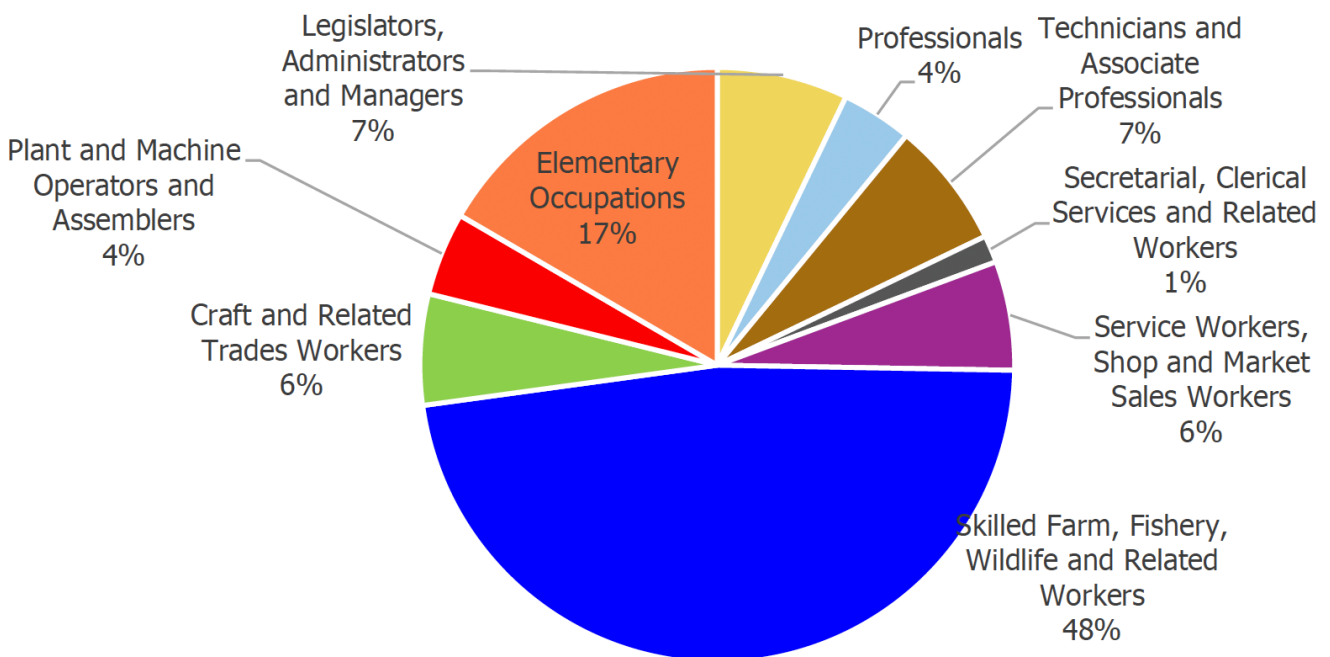
Figure 3.4 Employed population by occupation.

_____

Informal sector: 90% of new jobs in Kenya are being created in the informal sector as indicated by Figure 3.6. The Council's curriculum must prepare candidates for this reality.
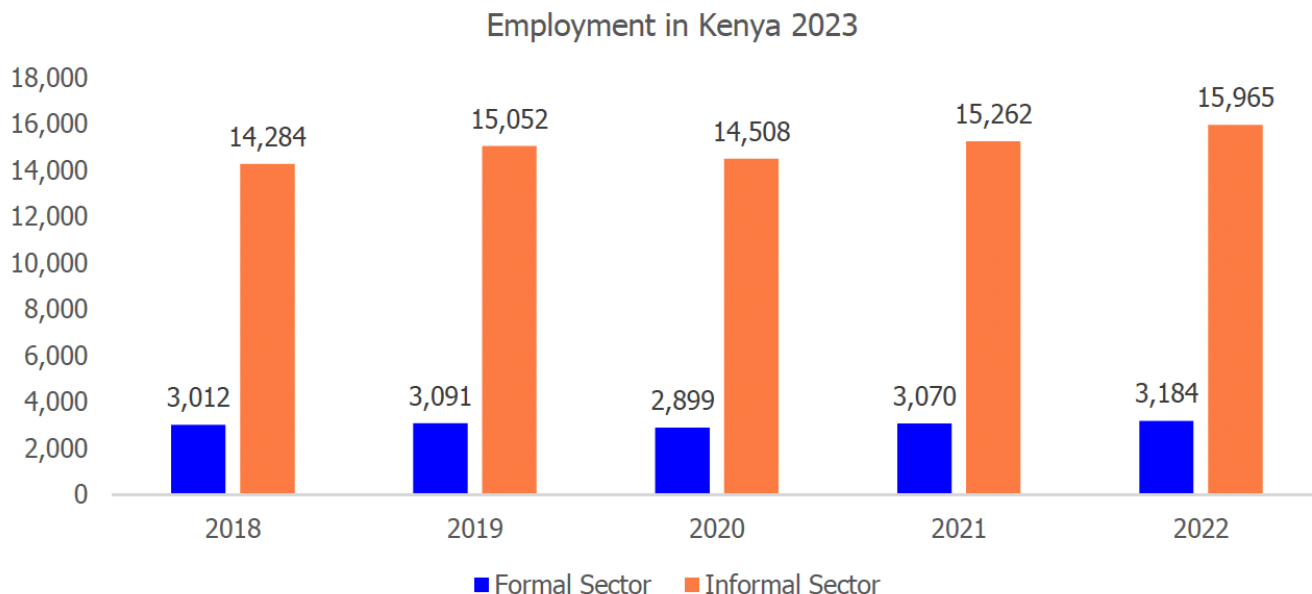
Figure 3.5 Employment in Kenya.

Sectors creating informal sector jobs: In Kenya, informal jobs are concentrated in trade, manufacturing, transport, and other services activities. The informal sector remains the main source of employment in Kenya. In 2022 employment in the informal sector rose by 4.6% to record 15.9 million jobs6. Wholesale and Retail Trade, Hotels and Restaurants continues to be the leading sector that provides formal employment followed by Manufacturing as shown in Figure 3.77.
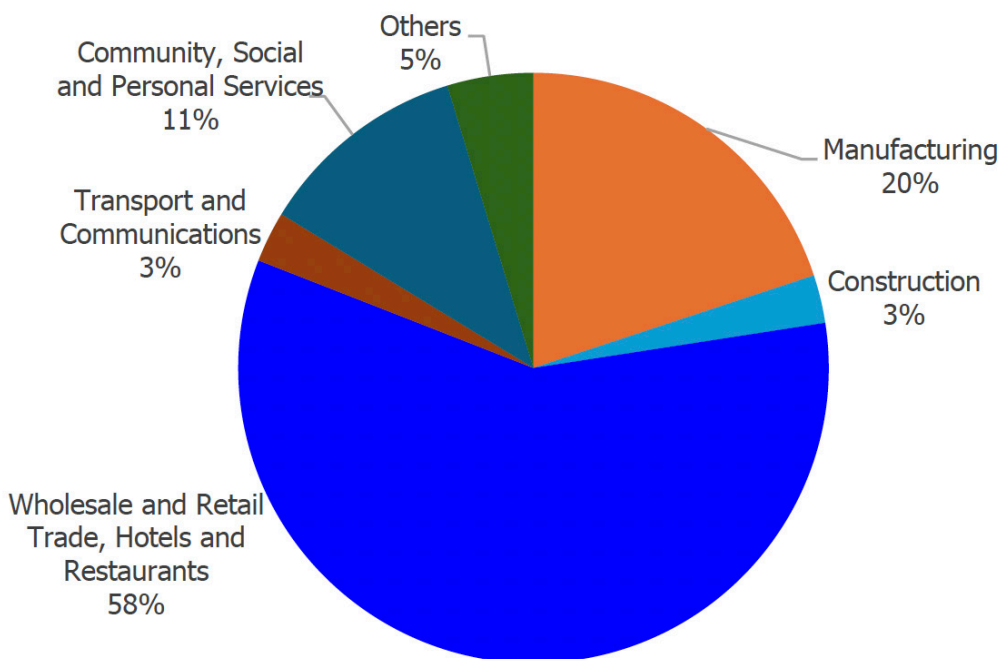
Figure 3.6 Distribution of jobs in the informal sector.

6   Economic Survey 2023

7   Kenya Population and Housing Census. Labour Force Analytical Report. Volume XVIII.

Employment and educational attainment: Figure 3.8 summarizes the distribution of employed population age 15-64 years by highest level of education completed8. It shows that 39.4% of employed persons had completed primary education level, 28.2% had completed secondary education, 10.4% had completed middle level college education and 5% had completed university education of whom 60% were male.
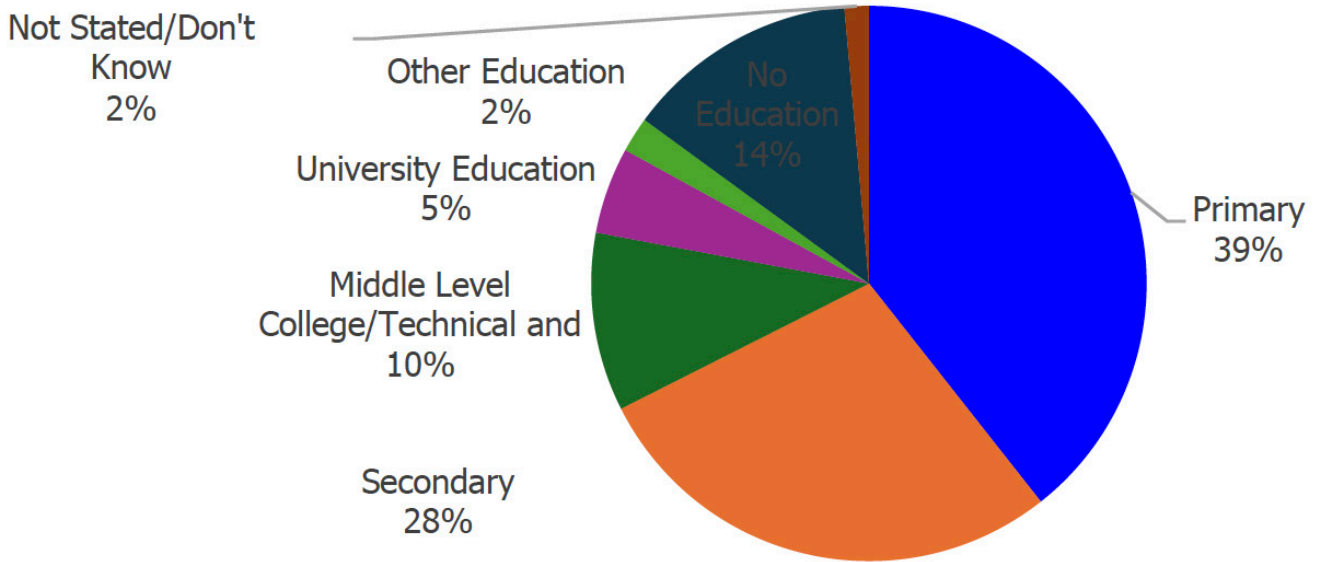
Figure 3.7 Employed population by highest level of education attained.

TVET Sector Stakeholders

Student Enrolment in TVET Institutions: The most important stakeholder in TVET Institutions is the student. Enrolment in TVET institutions grew by 11.7% from 50,000 to 562,000 in 2022 as shown in Figure 3.99. Female students increased by 20.4% to 207,000. Enrolment in National Polytechnics increased by 10.6% from 102 thousand in 2021 to 113 thousand in 2022. Student enrolment in Vocational Training Colleges declined marginally by 0.5% to 162 thousand in 2022. Similarly, student enrolment in Public and Private Technical Training institutes increased by 12.4% and 34.2% to 169 thousand and 117 thousand, respectively, in 2022.
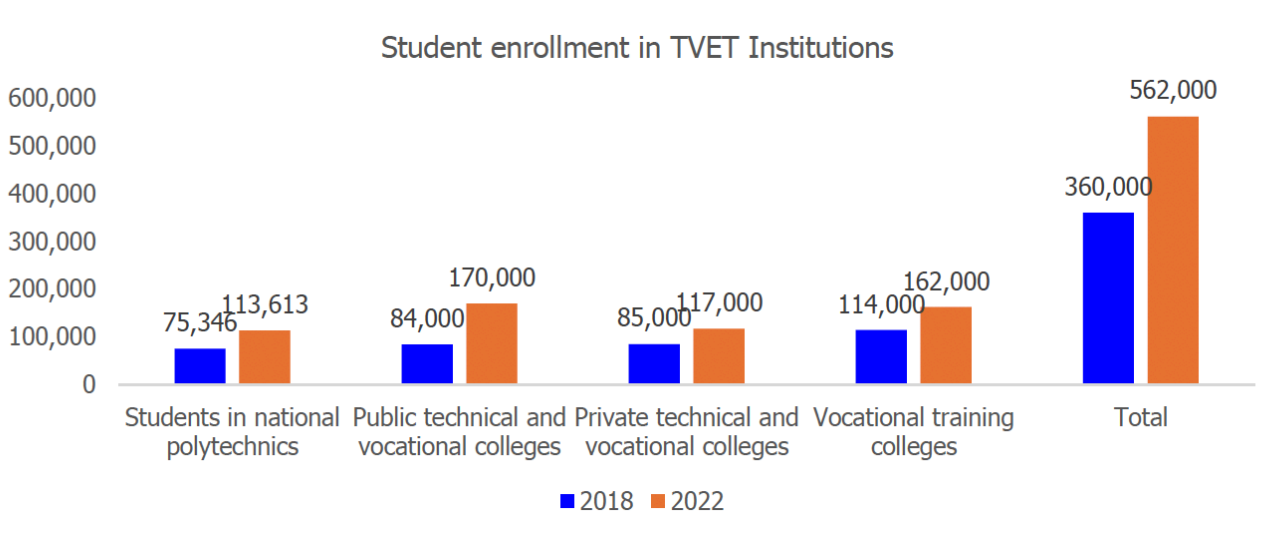
Figure 3.8 Enrollment in TVETs.

---

8   Kenya Population and Housing Census. Labour Force Analytical Report. Volume XVIII.

9   Economic Survey 2023

TVET Institutions: The total number of TVET institutions increased from 2301 in 2020 to 2401 in 202210 as shown in Figure 3.10.
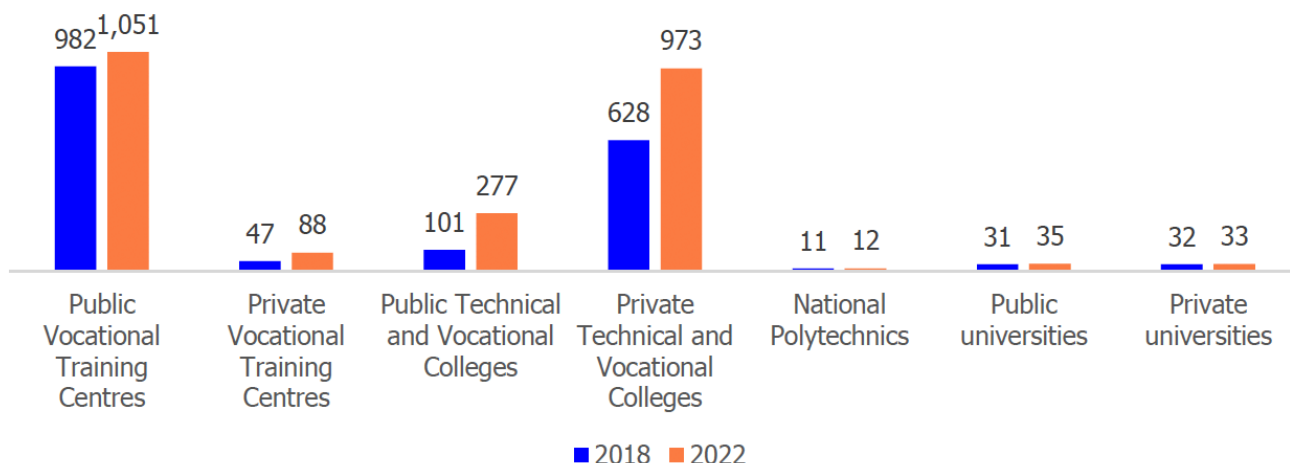
Figure 3.9 Number of TVET institutions in Kenya.

National polytechnics educate approximately 20% of the total TVET institution student population.

The 2401 TVET institutions provide a wider access to tertiary education than universities.

Trade unions

Trade unions engage in negotiations or advocate for changes in working conditions, wages, or benefits for the contracted professionals. Moreover, trade unions may exert influence on government policies related to vocational education and training, indirectly impacting the Council's operations through regulatory changes or shifts in funding allocations.

Suppliers

Suppliers are an important part of the Council's value delivery network providing inputs that enable the Council to deliver on its mandate. Key service providers of this mandate include curriculum developers, assessors, verifiers, examiners, and validators. Other suppliers include providers of office space, equipment, tools, vehicles, materials, and sundry services. The ability to keep these services and products is pegged first and foremost to having a clear budgetary plan, obtaining approval, and funding of those budgets, and procuring those services in a manner that is consistent with the Public Procurement and Asset Disposal Act 2022. The Council has not experienced a shortage of supply, or undue supplier leverage, in any of its key services and does not anticipate any specific supplier impact on its ability to deliver on its mandate over the strategy period.

Public

TVET CDACC's ability to successfully execute its mandate is shaped by a varied range of stakeholders who do not directly participate in the functions of the Council. These include mass media stakeholders (print and broadcast) whose communication about the activities of the Council affect the level of goodwill it generates from its core stakeholder constituencies. It includes students (and their parents) graduating from high school whose choice of higher

education is shaped in part by their perception of whether TVET institutions will contribute to their education and career objectives. It includes governmental actors such as legislators, bureaucrats, technocrats, and judicial officers making decisions, in the course of their duties, that will affect the effectiveness and efficiency with which the Council and its staff operate. It includes multilateral and bilateral bodies and public benefit organizations whose desire or willingness to engage with the Council is shaped by their perception of it. In this strategy, the Council must pay particular attention to its corporate image and positioning because the image affects conscious and unconscious choices by these varied stakeholders that will impact the success of this strategy.

3.1.2 Summary of opportunities and threats

This section provides a summary of emergent opportunities and threats facing the Council from the external environment. This summary is provided in Table 3.1.

Table 3.1 Summary of opportunities and threats.

Factor	Opportunities	Threat
Political	• Political stability • Political goodwill • Regional and international cooperation • Education reforms and Policy emphasis on TVET systems and CBET implementation	• Changes in government typically result in a change in policy or priority. • Delay in approval of policies and bills hinders execution. • Overlapping mandates
Economic	• Supportive development partners • Economic growth leading to skills demand. • A participatory budget allocation process	• Depressed Economic environment • Unpredictable business environment. • Inadequate allocation of resources
Social	• Population growth • Progressive human rights act • Labour mobility • Improved perception of TVET • Social media	• Cultural beliefs, attitudes, and practices • Increased crime • Increased substance abuse • Safety and security issues • High dependency ratio • Social media
Technological	• Technological advancement • Internet connectivity • Enhanced data systems & data management • Availability of Open Educational Resources	• Rapid technology change leading to obsolescence. • Unstable power and internet connectivity. • Increased cybercrime • Inadequate E-waste management systems.
Legal	• Constitutional provisions • Favourable laws	• Non-compliance with Acts and regulations • Increased litigiousness
Environmental	• A more stringent regulatory climate regime • Climate change interventions • Innovations related to climate financing	• Natural calamities/disasters • Pollution

3.1.3 Internal environment

The Council employed a functional analysis model to gauge its capacity and suitability to implement the Strategic Plan. This assessment is outlined below:

3.1.3.1 Governance and administrative structures

• Definition: The Council is a body corporate with perpetual succession and a common seal and capable, in its corporate name, of (a) suing and being sued (b) purchasing, holding, and disposing of movable and immovable property and (c) doing all such other acts or things as

may be done by a body corporate.

- Structure: The Certification Council consists of (a) a chairman appointed by the Cabinet Secretary (b) the Principal Secretary of the State Department of TVET (c) the Director General of the TVET Authority (d) six members appointed by the Cabinet Secretary from the senate of a technical university, a principal of technical colleges, a principal of national polytechnics, and three representatives of industry (e) the Council secretary

- Tenure of the Council: The chairman and members hold office for three years with eligibility for reappointment. They vacate office if they are convicted of offences and sentenced to prison for six month or more, if they become bankrupt or if they are unable to perform their functions because of physical or mental incapacity.

- Chief Executive: The Chief Executive is appointed by the Cabinet Secretary on the recommendation of the Council following competitive recruitment and serves for five years, renewable once. He is accountable to the Council and responsible for day-to-day management of the Council.

- Staffing: The Council appoints officers and staff as necessary for discharge of its functions under the act upon terms and conditions determined by the Council.

3.1.3.2 Internal business processes

To carry out its mandate, the Council has developed policies, processes, and procedures which are reviewed and updated regularly to drive effectiveness, improve efficiency, support automation, and digitization. During this strategy period, the Council will seek certification of ISO 9001: 2015 (QMS) and ISO/IEC 27001:2022 (ISMS) as a measure of its commitment to and achievement of best standards in policies, processes, and procedures.

3.1.3.3 Resources and Capabilities

- The financial year of the Council runs for 12 months ending on 30th June every year.
- The Council is funded from moneys provided by parliament, from gifts, from moneys and assets accrued in the exercise of its functions and from any other sources.
- The Council prepares estimates of revenues and expenditures three months before each financial year covering payment of salaries and allowances, pensions, and gratuities, rent and utilities, property and equipment maintenance and repair, as well as reserve funds. These estimates are submitted to the cabinet secretary for approval.
- The Council keeps proper books and records submitting quarterly and annual financial statements to the Cabinet Secretary. The Council is audited by the auditor general at least once every six months. The Council can invest monies not immediately required in securities on approval from the treasury. The Council has latitude to deal with its immovable property, shares, fund, and securities subject to the conditions upon which grants, endowments, or donations to it are made.

3.2 Summary of Strengths and Weaknesses

Table 3.2 Summary of strengths and weaknesses.

S/No	Strengths	Weaknesses
Governance and Administrative structures	• Existence of Legal and elaborate mandate • Existence governance and management structures. • Existence of enabling internal policies & guidelines • Strong Internal communication mechanisms	• Partial implementation of policies due to inadequate financial resources • Undeveloped policies • Inefficient internal workflows
Internal Business Processes	• Available guiding frameworks • Integration of technology • Regular performance assessments and improvement initiatives • Increased public awareness of CBET	• Lack of ISO certification • Data management system • Slow adoption of technology advancements • Low uptake and utilization of research • Low public awareness of the Council's mandate • Inefficient internal workflows
Resource and Capabilities	• Competent Staff • Facilitative work environment • Diverse sources of Appropriation In Aid (AIA) • Access to a diverse range of qualified professionals and partnerships	• Low brand visibility • Low staff establishment • Inadequate physical and technological infrastructure • Inadequate financial resources

3.1.5 Analysis of past performance

This section outlines the key achievements, challenges faced, and lessons learned during the implementation of the Strategic Plan 2018-2022.

3.1.5.1 Key achievements

- **Strategy Area 1: Demand Driven Curricula**. The Council formed 43, 11, 15 and 34 SSACs in 2018, 2019, 2020 and 2021 respectively to aid in development of Occupational Standards as the basis for packaging CBET Curricula. The Council developed 164, 163, 51 and 51 curricula in 2018, 2019, 2020 and 2021 respectively. The Council adapted one curriculum for trainees with special needs. It trained and registered 343 trainers, digitized 21 courses, and developed 69, 81 and 34 learning guides in 2019, 2020, and 2021 respectively. It also developed 186 mentoring tools to standardize industrial attachment of TVET institution candidates.

- **Strategy Area 2: Competency Based Assessment and Certification**. The Council developed an assessment portal to streamline Competency Based Assessments nationally. The Council trained 5194, 5610, and 2368 trainers as assessors and verifiers in 2018, 2019 and 2020 respectively to support implementation of the Council's mandate. The Council registered 134 TVET institutions (both national polytechnics and TVCs) as CBET assessment centres with guidelines for the different processes. A total of 54,567 candidates were assessed during the strategy period.

- **Strategy Area 3: Research and Advocacy.** The Council carried out research on several areas including research on CBET implementation in November 2021, a tracer study on CBET graduates in January 2022 as well as benchmarking exercises in other countries implementing CBET including Canada, US, Australia, Germany, South Africa, Philippines, and India. As part of its advocacy, the Council planted 1000 trees in 3 TVET institutions in Nairobi and Kajiado in 2021.

- **Strategy Area 4: ICT Integration.** The Council installed a Learning Management System for addressing internal and external capacity building requirements and trained staff on its use. It launched a portal for enhanced assessment functions including registration of

assessment centres, registration of candidates, carrying out assessments, and generation of results slips and certificates.

- **Strategy Area 5: Infrastructure.** In 2020, the Council signed a lease for 7215 square feet on the 10th floor of ABSA Towers off Loita Street in Nairobi adding 3515 square feet in 2021. Office furniture and IT equipment were purchased for employees.
- **Strategy Area: 6 Human Resources.** The Council has an approved staff establishment of 67. 22 staff were recruited in 2019 and 31 in 2020. Staff undergo training in professional development and benefit from a medical cover. In 2020, the Council was declared a Public Service entity enabling it to place Council employees on permanent and pensionable terms.
- **Strategy Area 7: Resource Mobilization.** To address resource allocation gaps, the Council partnered and collaborated with development agencies such as GIZ, ILO, and CICan to support implementation of initiatives and activities such as curriculum development. The Council also diversified sources for raising A-I-A (Appropriations in Aid).

3.1.5.2 Challenges
- Budget allocations were less than required making it difficult to deliver on plans.
- The Council was understaffed making it difficult to execute functions.
- Infrastructure was inadequate hindering execution of the council's role e.g. lack of a printing press.
- Overlapping mandates with other MDAs resulted in unclear ownership and jurisdiction.
- Limited data-based decision-making created poor visibility on opportunities for optimization.
- There was limited participation of industry in curriculum development, assessment, and certification.
- There was low uptake of CBET by TVET institutions.
- Inadequate standard operating procedures hindered effective performance.

3.1.5.3 Lessons Learnt
- The Council requires a multi-functional, multi-skilled workforce to effectively carry out its mandate. This necessitates ongoing mentorship, coaching, and training.
- ICT improves service delivery driving operational efficiency & effectiveness.
- Accurate and real time data is key for planning and decision making.
- It is necessary to prioritize initiatives and activities in line with budgets because resources are limited.
- Promotion of research and innovation is critical for the Council's operations.
- Partnerships, collaborations, and synergies increase avenues for resource mobilization.
- Advocacy, and stakeholder engagement facilitate smooth implementation of the Council's mandate.
- Successful implementation of CBET will require better linkages with industry.

3.2 Stakeholder Analysis

TVET CDACC has a wide range of stakeholders with varied priorities. Synergy with these stakeholders is vital for the successful implementation of this Plan. The Council works closely with various partners at national, county government and community levels. At the national government, the Council continually liaises with, partners, and works with the different government ministries whose functions overlay and intersect with the Council in the execution of its mandate. Table 3.3 presents an analysis of the stakeholders involved in CBET implementation,

their expectations from the Council, and Council's expectations.

Table 3.3 Stakeholder analysis.

Stakeholder	Role	What they expect of CDACC	What CDACC expects of them
Ministry of Education and SD-TVET	Policy formulation	• Implement policies. • Compliance with statutory requirements • Prudent utilisation of resources • Financial and Non-financial Reporting • Budget preparation	• Sufficient funding • Technical support • Provide enabling policy framework.
TVET institutions	Train and assess trainers.	• Provide quality and relevant curriculum. • Regular review of Curriculum • Conduct assessment and certification. • Support capacity building in TVET INSTITUTIONS to enable them deliver curricula.	• Implement CBET Curricula • Carry out formative assessment. • Provide internal assessors & verifiers. • Provide training & assessment materials. • Provide feedback on assessments
KNQA	Develop qualifications framework	• Develop quality qualifications. • Submit qualifications. • Register graduates to the KNLRD	• Accredit QAI • Register qualifications
TVETA	Quality assurance of CBET programmes	• Develop quality CBET curricula. • Conduct credible assessment. • Engage accredited trainers	• Register and accredit TVET Institutions. • Approve training programmes. • Accredit trainers
KS-TVET	Capacity building of trainers	• Develop quality & relevant CBET training programs	• Provide competent trainers. • Retool trainers for CBET implementation
Universities	Capacity building of trainers	• Develop quality and relevant CBET training programs	• Provide competent trainers. • Retool trainers for CBET implementation.
Business Member Organizations and industry associations including jua kali groups	Create employment and training opportunities.	• Develop industry-relevant training programs. • Collaborate in curriculum development and assessment processes. • Establish credible certification processes. • Provide opportunity for Recognition of Prior Learning • Develop quality, relevant, practical, and flexible curricula.	• Participate in policy formulation. • Provide work-based training opportunities. • Develop occupational standards. • Provide industry verifiers and assessment centres.
Professional associations and regulatory bodies.	Set professional standards, oversight, and licensing.	• Develop quality curricula. Comply with relevant policies, standards, rules, and regulations.	• Provide feedback on qualifications. • Support Council's awareness initiatives. • Registration and licensing of professionals.
Ministry of Labour	Policy formulation on skills development	• Involve industry in curriculum development and assessment. • Develop curricula on all skills areas. • Review curricula to capture emerging trends and technological changes.	• Provide labour market information. • Establish National Sector Skills Councils • Coordinate development of occupational standards • Strengthen linkages between industry and TVET.
The National Treasury and Economic Planning	Finance, mobilise and allocate resources	• Manage funds prudently. • Submit reports in a timely manner. • Comply with financial management laws and regulations.	• Timely disbursement of funds • Formulate financial policies.
National Assembly and Senate	Enact legislation.	• Adhere to policies and legislative frameworks. • Timely submission of parliamentary reports	• Enact laws, provide oversight, and appropriate & approve adequate resources.

Stakeholder	Role	What they expect of CDACC	What CDACC expects of them
Development Partners	Provide financial and technical support	• Utilize resources effectively and efficiently. • Develop project proposals and justifications, for funding and technical assistance	• Provide technical and financial assistance. • Support projects aligned to the Council's mandate.
County Governments	Carry out functions devolved from national government	• Active participation in county education and training activities. • Develop curriculum for VTCs. • Conduct assessment and certification	• Implement policies, standards, and guidelines. • Provide resources for VTCs. • Implement CBET programs
Trainers	Impart knowledge skills, & attitudes	• Develop quality and relevant curricula and curriculum support materials. • Capacity building on CBET implementation	• Register with regulatory bodies. • Provide quality training. • Maintain assessment records
Trainees	Acquire skills, knowledge, and altitudes	• Conduct credible assessment and certification. • Provide curriculum and curriculum support materials. • Provide relevant information	• Pay assessment fees on time. • Provide accurate personal data. • Be innovative and creative during the training process
CBET Practitioners	Provide contracted services	• Fairness in recruitment • Prompt and commensurate payment • Relevant capacity building • Provide guidelines and instructions	• Provide quality professional service. • Uphold high integrity. • Adhere to laid down regulations
Suppliers	Provide goods, works and services	• Timely payment for services • Fair and transparent procurement process • Provide clear specifications	• Supply quality goods and services in a timely manner. • Comply with procurement guidelines.
Media	Inform and educate	• Provide accurate, appropriate, and timely information	• Fair and accurate reporting • Grant media interviews on request
Parents and guardianS	Bring trainees for skills development programmes	• Provide effective curricula. • Assess and certify trainees. • Provide information on Council's services	• Provide monetary and non-monetary support to trainees
Public	Pay taxes and provide goodwill	• To provide quality and relevant Curricula • Have a credible assessment and certification process	• Provide feedback on policy and regulatory proposals. • Provide goodwill

CHAPTER FOUR

STRATEGIC ISSUES, GOALS, AND KEY RESULTS AREAS

This chapter highlights the key strategic issues and goals. The chapter breaks down each strategic issue into strategic goals and key results areas.

4.1 Strategic Issue 1: Quality and Relevance of CBET

Quality and relevance is a critical aspect when it comes to the Council's mandate of undertaking design and development of Curricula for the training institutions' examination, assessment and competence certification. Curriculum developed must be demand-driven and industry-led to address challenges of mismatch between skills of graduates and labour market expectations. To ensure the quality of assessment and credibility of the certification process, the Council will strengthen the assessment process and build the capacity of assessment tools developers, assessors, verifiers, and examiners. The Council will strengthen the research function and integrate ICT in its functions. Under this issue, the Council will implement the following strategic goal:

4. 1.1 Strategic Goal: To improve the quality and relevance of CBET.

The Council will pursue quality and relevance of CBET through ensuring that the Curriculum is continuously aligned to the emerging industry needs, streamlining the assessment and certification processes used to validate the candidates' competencies through ICT integration, research, and development. The Council will focus on the following key result areas to achieve this goal:

4. 1.2 Key Results Areas

*   **KRA 1.1 – Curriculum development:** The Council is committed to implementing initiatives that enhance quality of training in TVET through developing curricula from National Occupational Standards.
*   **KRA 1.2 – Assessment and certification:** It is imperative to ensure that the assessment process accurately measures the competencies of candidates against the National Occupational Standards.
*   **KRA 1.3 – Research and innovation**: the Council will leverage on research to inform curriculum development, assessment and certification and other internal processes.
*   **KRA 1.4 – ICT integration:** there is a fundamental need for the Council to build its ICT infrastructure and integrate use of technology in Curriculum development, Assessment and Certification.

4.2 Strategic Issue 2: Institutional Capacity

The Council will endeavour to implement its mandate and dispense various services in a seamless manner. The ability to execute its mandate is fundamentally tied up in its human resource capacity, in its financial capacity, and in its infrastructural capacity.

4.2.1 Strategic Goal: To strengthen the institutional capacity of TVET CDACC.

Effective implementation of the Council's mandate is pegged on its general capacity, more specifically the human, financial and infrastructural capacity. Strategic improvement of its human and financial resources as well as infrastructural capacity is imperative to enable the Council to achieve its mandate.

4.2.2 Key Results Areas:

- **KRA 2.1 - Human resources management:** in order to achieve this goal, the Council will focus on strengthening how it recruits, develops, and retains its employees.
- **KRA 2.2 - Financial resources management:** the Council will diversify its sources of financial resources to execute its functions and ensure prudent utilization of those resources.
- **KRA 2.3 - Infrastructural development:** The Council will focus on improving its physical space, tools and equipment including technology to improve the working conditions and ease the process of service delivery.

4.3 Strategic Issue 3: Governance and Accountability

Adhering to values and principles of governance as outlined in the Article 10, 73 and 232 and Chapter 6 of the Constitution of Kenya 2010 is imperative for service delivery. The Council has an obligation rooted in law and policy, to provide an account on how it has met its defined responsibilities.

4.3.1 Strategic Goal: To Strengthen governance and accountability.

Strengthening governance and accountability systems within the Council is a proactive approach to enhancing transparency, ethical conduct, and overall effectiveness. The Council will employ deliberate efforts geared to fortify structures, processes, and cultural elements that promote responsible decision-making and open communication to achieve this goal. By combining well-defined policies, effective training, regular monitoring and evaluation, and a commitment to continuous improvement, the Council shall build a foundation for responsible and transparent governance, ultimately contributing to long-term success and stakeholder trust.

4.3.2 Key Results Areas

- **KRA 3.1 – Corporate image:** The Council will continuously grow its corporate image through effective and efficient delivery of its services, cultivation of its brand to build trust with stakeholders.
- **KRA 3.2 - ISO certification:** The Council will work on implementing and maintaining ISO 9001:2015 (QMS) and ISO/IEC 27001:2022 (ISMS) systems to provide credibility, by demonstrating that the Council's services meet the international standards.
- **KRA 3.3 - Data management:** The Council is increasingly creating, consuming, and sharing data at unprecedented rates. The Council will strengthen data management systems to enable it to make sense of the vast quantities of data so that reliable, up-to-date data is always used for evidence-based decision making.
- **KRA 3.4 - Oversight, policy, and legal framework:** The Council will ensure that all the legal and policy requirements are in place to enable it to effectively discharge its functions and comply with legal, statutory and policy requirements.

Table 4.1 Strategic issues, goals, and key results areas.

Strategic issue	Strategic goal	Key Results Area
1. Quality and relevance of CBET	To improve quality and relevance of CBET	1.1 Curriculum development
		1.2 Assessment and certification
		1.3 Research and innovation
		1.4 ICT integration
2. Institutional capacity	To enhance institutional capacity	2.1 Human resources management
		2.2 Financial resources management
		2.3 Infrastructural development
3. Governance and accountability	To strengthen oversight governance and accountability systems	3.1 Corporate Image
		3.2 ISO certification
		3.3 Data management
		3.4 Oversight, policy and legal framework

CHAPTER FIVE

STRATEGIC OBJECTIVES AND STRATEGIES

This chapter defines the strategic direction of the Council. It highlights the Strategic Objectives and Strategies that will enable the Council to deliver on the Plan.

5.1 Strategic Objectives

The Plan has eleven (11) Strategic Objectives which are aligned to address the various KRAs. This section highlights the outcomes, outcome-indicators and annual targets for each indicator over the five-year plan period. The specific objectives are as follows:

Strategic Goal 1: To improve quality and relevance of CBET

5.1.1: To strengthen curriculum development

The council will carry out curriculum development to achieve the outcome of improving employability of TVET institution graduates. This process will involve developing curriculum and curriculum support materials from National Occupational Standards. The objective will enhance the relevance of the CBET curriculum.

5.1.2: To strengthen the assessment and certification

The council will strengthen the assessment and certification process, by ensuring the credibility of the process, to promote employability of TVET institution graduates and life-long learning.

5.1.3: To mainstream research and innovation

This objective aims to strengthen research and innovation in CBET to improve quality of products, processes, and practices through continuous re-engineering and improvement.

5.1.4: To enhance ICT integration in CBET implementation

This objective is geared towards enhancing ICT integration in all the Council's processes and services.

Strategic Goal 2: To enhance institutional capacity

5.1.5: To attract, develop, and retain competent human resources

This objective is linked to the interventions that will aid to attract, develop and retain the right human capital to support in delivery of Council's mandate.

5.1.6 To enhance resource mobilization and utilization

This objective is linked to the interventions that will aid to attract, develop and retain the right human capital to support in delivery of Council's mandate.

5.1.7 To improve the physical infrastructure and equipment

This strategic objective focuses on interventions geared towards improvement of the physical environment, tools and equipment. The infrastructure must be available, functional, and reliable and it must reflect current standards and capabilities for optimal functioning.

Strategic Goal 3: To strengthen oversight governance and accountability systems

5.1.8 To enhance the Council's corporate image

This objective aims to enhance the corporate image of the council which in turn will ensure that the stakeholders in the sector have a better awareness of the role of TVET CDACC and how it contributes to CBET. The council's ability to effectively carry out its functions is tied in part to how it is perceived by stakeholders. The Council will set in place strategic activities that emphasize service excellence, stakeholder engagement and public awareness to improve the public perception and reputation of the Council.

5.1.9 To enhance the quality, security, and efficiency of services and systems

The Council commits to implementing ISO certification to enhance the quality, security, and

efficiency of systems and services. ISO certification provides a visible and tangible measure of the Council's adherence to international standards.

5.1.10 To strengthen data management

The Council is committed to strengthen data management to realize the outcome of data driven decision making. This will improve the quality of reports that the Council uses for planning and evidence-based decision making.

5.1.11 To strengthen oversight, legal, and policy frameworks

This strategy will strengthen oversight, legal, and policy frameworks to maintain compliance with applicable laws and regulations so that the Council can carry out its mandate effectively.

Table 5.1 Outcomes and projections.

Strategic Objective	Outcome	Outcome Indicator	PROJECTIONS				
			Year 1	Year 2	Year 3	Year 4	Year 5
KRA 1.1 Curriculum development							
To strengthen curriculum development	Increased employability of TVET institution graduates	% employability rate of TVET institution graduates	65.5	67	69	71	73
KRA 1.2 Assessment and Certification							
To strengthen the assessment and certification	Reduced retraining cost of TVET institution graduates by industry	% Reduction of retraining cost of TVET institution graduates by industry	1.5	2	2.5	3.5	5
KRA 1.3 Research and Innovation							
To mainstream research and innovation	Increased re-engineering of business processes based on research	Number of business processes re-engineered based on research.	3	3	3	3	3
KRA 1.4 ICT integration							
To enhance ICT integration in CBET implementation	Increased availability of council systems and services.	% availability of council systems and services	90	92	94	96	97
	Improved Security of council systems	% of security intrusion incidents prevented.	100	100	100	100	100
	Increased integration of the services to ICT platforms	% of services integrated into ICT	50	60	80	90	95
KRA 2.1 Human Resource management							
To attract, develop, and retain competent human resources	Improved employee productivity	% improvement in productivity index	5	5	5	5	5
KRA 2.2 Financial resources management							
To enhance resource mobilization and utilization	Improved resource mobilization	% increase in resources mobilized	50	40	40	40	40
	Improved prudence in utilisation of Council's finances	No of unqualified audit reports	1	1	1	1	1
KRA 2.3 Infrastructure development							
To improve physical infrastructure and equipment	Employee satisfaction	Employee satisfaction index	3	3.2	3.5	3.8	4
KRA 3.1 Corporate image							
To enhance the Council's corporate image	Improved awareness of the Council and its functions.	% improvement in public perception index	5	5	5	5	5
		Number of new partnerships per year	2	5	8	9	10
KRA 3.2 ISO certification							
To enhance the quality, security, and efficiency of services and systems	Improved customer satisfaction.	% increase in customer satisfaction index.	2	3	4	5	6
KRA 3.3 Data management							
To strengthen data management	Data-driven decision making	% Increase in analytic reports derived from data.	10	8	6	5	3

Strategic Objective	Outcome	Outcome Indicator	PROJECTIONS				
			Year 1	Year 2	Year 3	Year 4	Year 5
KRA 3.4 Oversight, policy, and legal frameworks							
To strengthen oversight, legal, & policy frameworks	Compliance with legal & policy frameworks	% of compliance with applicable laws and policies	100	100	100	100	100

5.2. Strategic Choices

To achieve the strategic objectives, the council will execute the following strategies:

Strategic Goal 1: To improve quality and relevance of CBET.

Strategic objective 1.1: To strengthen curriculum development

The council will ensure that as it develops curriculum and reviews it, the process is informed by insight into industry needs. This strategy will promote and package curricula for labour migration. Kenya's biggest export is its labour. The council will ensure that curricula is packaged in a way that it can be easily understood and interpreted across different geographical domiciles. This strategy will promote development of curricula for green TVET skills in keeping with the focus on mitigating the effects of climate change. This strategy will promote development of curriculum support materials to make it easier for TVET institutions to deliver curricula in line with the intent of the council. This strategy will promote implementation of competency-based programs so that the focus is on the competencies required to successfully execute tasks rather than on abstract knowledge.

Strategic objective 1.2: To strengthen the assessment and certification

It is important that industry be confident that the skills represented on a certificate match the industry's expectation of those skill sets and that the trainee has those skills. This strategy will achieve this by involving industry in assessment and certification

The strategy will strengthen recognition of prior learning (RPL), to help adults with work experience or unrecognised training, to obtain partial or full recognition and certification of what they already know how to do. This strategy will ensure assessments are continually appraised in terms of reliability (consistent standards) and validity (assessing the right competences). To maintain validity, the council will review the capacity of assessments to accurately measure the ability of the candidate to perform well in the target occupations. The strategy will also ensure that assessments are reliable applying the same standards to different individuals, in different contexts, with different assessors.

Strategic objective 1.3: To mainstream research and innovation

The council must carry out research to generate insight into both best practices in curriculum development, assessment, and certification as well as insight into the needs of industry and the broad orientation that trainees bring as they enroll in TVET institutions. This will require close collaboration with peer agencies, with other stakeholders in the TVET sector, and with industry actors. Based on the insight generated by this, the council will roll out innovations to enhance curriculum development, assessment, and certification.

Strategic objective 1.4: To enhance ICT integration in CBET implementation

To effectively implement CBET, this strategy will leverage ICT. The ICT backbone of network services such as servers, storage, bandwidth, and redundancy are foundation to providing stable service and ensuring availability of services. On this foundation, the strategy will ensure that systems and applications reflect user requirements and are updated to current software

and versions. All of this must be wrapped up in strong system security protocols to protect against cybersecurity risks.

Strategic Goal 2: To enhance institutional capacity
Strategic objective 2.1 - To attract, develop, and retain competent human resources

Human resource planning will be necessary to achieve the strategic objectives. There must be clarity about the roles and responsibilities, as well as the competencies and attributes required to perform each role effectively. The council must reflect equity in assignment of work and compensation, it must reflect the diverse face of Kenya, and it must be inclusive of women, minorities, and persons with disabilities. The overarching goal is to drive productivity and performance of employees.

Strategic objective 2.2 - To enhance resource mobilization and utilization

This strategy will diversify how the council mobilizes its resources using varied mechanisms. It will strengthen financial management of available resources and the utilization of those resources. This will include sustainable practices in procurement and disposal of assets.

Strategic objective 2.3: To improve the physical infrastructure and equipment

This strategy will address the diverse components that shape the workplace at the council to drive productivity and engagement. The strategy will pay attention to every component of the physical environment including infrastructure and equipment to ensure it is conducive to employee engagement and productivity.

Strategic Goal 3: To strengthen oversight governance and accountability systems.
Strategic objective 3.1: To enhance the Council's corporate image

This strategy will enhance awareness of the existence and mandate of the council. The strategy will map key stakeholders and their relationship to the council as well as the expectations and touch points with each stakeholder. Activities will be carried out to carefully choreograph the perception that each stakeholder has of the council to support an optimum working relationship.

Strategic objective 3.2: To enhance quality, security, and efficiency of services and systems

This strategy will review and optimize standard operating procedures so that there is consistency in how tasks and activities are carried out. The strategy will map out key internal policies, processes, and procedures; prioritize the procedures in terms of impact on the council's mandate, map each process, clearly define how each task is performed, ensure that there is sufficient direction to execute the task the same way every time, and identify opportunities to enhance each process.

Strategic objective 3.3: To strengthen data management

This strategy will mainstream data management and evidence-based decision making. The objective is to ensure all decisions are data driven and to support monitoring and reporting. The council must be clear about which data is required, how it is collected and stored, and how it is retrieved, analyzed, and reported.

Strategic objective 3.4: To strengthen oversight, legal, and policy frameworks

This strategy will ensure continued compliance with regulatory and statutory guidelines that shape the council's mandate. Attention will be paid to strengthening governance through the board's oversight of the council's activities.

Table 5.2 Strategic objectives and strategies.

KEY RESULTS AREAS	STRATEGIC OBJECTIVES	STRATEGIES
KRA 1.1 Curriculum Development and Review	To strengthen curriculum development	Align curriculum development to industry needs.
		Promote and package curricula for labour migration.
		Promote development of curricula for green TVET skills, blue economy and waste management.
		Promote development of curriculum support materials.
		Promote implementation of competency-based programs.
KRA 1.2 Assessment & Certification	To strengthen the assessment and certification	Mainstream industry participation in assessment
		Strengthen assessment tool development process
		Strengthen assessment administration process
		Promote RPL assessment
		Strengthen the certification process.
		Implement E-assessment system
KRA 1.3 Research & Innovation	To mainstream research and innovation	Strengthen research and innovation
		Promote research collaborations and linkages
KRA 1.4 ICT Integration	To enhance ICT integration in CBET implementation	Enhance ICT infrastructure
		Enhance systems and applications
		Enhance cybersecurity resilience
KRA 2.1 Human Resource Management	To attract, develop, and retain competent human resources	Strengthen human resource planning and capacity
		Enhance diversity, equity, and inclusivity
		Strengthen staff productivity and performance management
KRA 2.2 Financial Resource Management	To enhance resource mobilization and utilization	Strengthen financial management.
		Promote adoption of sustainable procurement and asset disposal.
KRA 2.3 Infrastructure Development	To improve the physical infrastructure and equipment	Improve infrastructure and equipment
KRA 3.1 Corporate Image	To enhance the Council's corporate image	Enhance public engagement and awareness initiatives.
KRA 3.2 ISO Certification	To enhance quality, security, and efficiency of services and systems.	Institutionalize standard operating procedures.
KRA 3.3 Data Management	To strengthen data management.	Mainstream data management and evidence-based decision making.
KRA 3.4 Oversight, Policy, and Legal Frameworks	To strengthen oversight, legal, & policy frameworks	Strengthen oversight, legal and policy frameworks

CHAPTER SIX
IMPLEMENTATION AND COORDINATION FRAMEWORK

This chapter provides information on implementation and coordination framework for the strategic plan. It details the action plan / implementation matrix; linkage of the strategic plan with performance contracting process; institutional framework – current and proposed organizational structure, staff establishment, skills set and competence development; leadership; systems and procedures; and risk management framework.

6.1 Implementation Plan

This section breaks down how the Strategic Plan will be operationalized detailing the various components of the implementation plan including the action plan, budgeting, and performance contracting.

Table 6.1 Implementation matrix.

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Strategic Goal: To improve Quality and relevance of CBET																
KRA 1: Curriculum development																
Outcome: Increased employability of TVET institution graduates																
Strategic Objective: To Strengthen curriculum development																
Align curriculum development process to industry needs	Capacity building of sector skills committees in curriculum development	Sector Skills Committees capacity built	No. of Sector Skills Committees capacity built	71	7	11	15	18	20	1.5	1.5	1.5	1.5	1.5	CDD	SCM, Research
	Adopt National Occupational Standards	Adopted occupational standards	No. of adopted occupational standards	210	20	40	45	50	55	0.55	1.5	1.6	1.7	1.8	CDD	Research
	Develop curricula from National Occupational Standards	Developed Curriculum	No. of Curriculum Developed	210	20	40	45	50	55	12.24	36.72	52.02	64.26	77.112	CDD	ACD
	Validate developed curricula	Validated Curriculum	No. of validated Curriculum	210	20	40	45	50	55	5.5	16.5	26.375	28.875	34.65	CDD	ACD, Research
	Present Curricula for Approval, accreditation and registration	Approved, accredited and registered curricula	No. of Approved, accredited, and registered curricula	210	20	40	45	50	55	0.2	0.6	1.7	2.10	2.52	CDD	CSD
	Adapt curriculum to special needs	Curriculum adapted to special needs trainees	No. of curriculum adapted to special needs	10	-	2	2	3	3	0	6	6	9	9	CDD	ACD, Research

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target Y1	Y2	Y3	Y4	Y5	Budget (Ksh Million) Y1	Y2	Y3	Y4	Y5	Responsibility Lead	Support
Promote Development curricula for labour migration	Determine labour needs from destination countries	Labour needs mapped	No. of labour-needs reports	2	-	1	-	1	-	0	1.2	0	1.2	0	Research	CDD
	Develop technical training packages based on international market labour needs	Technical training packages developed based on international market labour needs	No. of packages developed	20	-	5	5	5	5	0	8	8	8	8	CDD	Research, ACD
	Develop pre-departure training package for migration	Pre-departure training packages developed	No. of Pre-departure training packages developed	20	-	5	5	5	5	0	8	8	8	8	CDD	Research, ACD
Promote development of curricula for green TVET skill, blue economy and waste management	Source for labour market information on climate smart and green skills	Labour needs mapped	No. of labour needs reports	8	-	2	2	2	2	0	2.2	2.2	2.2	2.2	Research CDD	ACD
	Adopt industry standards that promote climate smart and green skills, blue economy and waste management	Industry standards that promote climate smart and green skills, blue economy & waste management adopted	No. of industry standards that promote climate smart & green skills, blue economy & waste management adopted	44	4	10	10	10	10	8	20	20	20	20	CDD	Research
	Package climate smart curricula from industry National occupational standards	climate smart and green skills curricula packaged	No. of climate smart curricula packaged	44	4	10	10	10	10	8	20	20	20	20	CDD	Research, ACD
	Validate curricula with industry experts	climate smart and green skills curricula validated	No. of climate smart and green skills curricula validated	44	4	10	10	10	10	8	20	20	20	20	CDD	Research, ACD
	Adapt climate smart curricula to special needs	Climate smart and green skills curricula adapted to special needs training	No. of Climate smart and green skills curricula adapted to special needs training	8	-	2	2	2	2	0	6	6	6	6	CDD	Research, ACD

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target Y1	Y2	Y3	Y4	Y5	Budget (Ksh Million) Y1	Y2	Y3	Y4	Y5	Responsibility Lead	Support
Enhance development of curriculum support materials	Develop/ Review mentoring tools	Mentoring tools developed	No. of mentoring tools developed	446	256	40	45	50	55	12.24	4.6	4.4	3.1	3.1	CDD	Research, ACD
	Develop Dual Training plans	Dual Training plans developed	No. dual training plans developed	210	20	40	45	50	55	1.5	3	3.5	4	4.6	CDD	Research, ACD
	Evaluate and approve learning guides	Evaluated and approved learning guides	No of Evaluated and approved learning guides	210	20	40	45	50	55	2	2.5	3	3.5	4	CDD	Research, ACD
	Develop curricula digital content	Developed curricula, digital content, virtual realities, simulations	Developed curricula, digital content, virtual realities, simulations	140	10	20	30	35	45	3	12	20	25	30	CDD	Research, ACD
	Develop assessment requirements	Developed assessment requirements	No. of developed assessment requirements	210	20	40	45	50	55	2	4	4.5	5	6	CDD	Research, ACD
Promote implementation of competency-based education and training programmes	Capacity build trainers on CBET Implementation	Trainers' capacity built on CBET implementation	No of Trainers capacity built on CBET implementation	15,000	3,000	3,000	3,000	3,000	3,000	5.5	5.5	5.5	5.5	5.5	CDD	SCM, F&A, ICT
	Implement systems for credit accumulation, transfer, and exemptions	Systems for credit accumulation, transfer and exemptions Implemented	Percentage implementation of systems for credit accumulation, transfer, and exemptions	170	10	70	100	-	-	0.1	2	6	0	0	CDD	ACD, ICT
	Capacity building of industry trainers and Industrial Liaison officers on industry training	Industry experts' capacity built on industrial training	No. of Industry experts' capacity built on industrial training	2200	-	550	550	600	500	2.5	2.5	2.5	2.5	2.5	CDD	SCM, F&A, ICT, Research
	Develop a Coding system for CBET Curriculum	Coded Curricula	No. of Curricula coded	600	-	450	45	50	55	0	5	0.2	0.2	0.2	CDD	ICT, Research

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Strategic Issue: Quality and Relevance of CBET																
KRA 2: Assessment and certification																
Outcome: Reduced retraining cost of TVET institution graduates by industry																
Strategic Objective: To strengthen the assessment and certification																
Mainstream industry participation in assessment	Develop guidelines on industry participation	Guidelines on industry participation developed	Industry participation guidelines	1	-	1	-	-	-	0	2	0	0	0	ACD	Research, SPD
	Capacity build industry assessors and verifiers on CBA	Industry assessors and verifiers capacity built	No. of industry assessors and verifiers capacity built	1500	-	150	450	450	450	0	3.5	3.5	3.5	3.5	ACD	ICT, Research
	Register industry assessors and verifiers	Registered industry assessors and verifiers	No. of industry assessors and verifiers registered	1500	-	150	450	450	450	0	0	0	0	0	ACD	ICT
	Engage industry assessors and verifiers	verifiers and assessors engaged	No. of industry assessors and verifiers engaged	500	-	50	150	150	150	0	0.3	1.5	1.5	1.5	ACD	ICT, F&A
Strengthen assessment tools development process	Develop guidelines on assessment tools development	Guidelines developed	Assessment tools development guidelines developed	1	-	1	-	-	-	0	2	0	0	0	ACD	SPD, Research QARM
	Capacity build Assessment tool developers	Assessment tools developers' capacity built	No. of Assessment tools developers' capacity built	3900	900	1500	500	500	500	3.3	1.2	1.2	3.3	1.2	ACD	ICT, CDD, Research
	Register assessment tools developers	Registered assessment tools developers	No. of assessment tools developers registered	3900	900	1500	500	500	500	1.4	1.4	1.4	1.4	1.4	ACD	ICT Research
	Develop assessment tools	Assessment tools developed	No. of assessment tools sets developed	22	3	6	5	4	4	31	62	51.6	41.3	41.3	ACD	CDD, ICT, F & A,
	Validate assessment tools	Assessment tools validated	No. of assessment tools sets validated	22	3	6	5	4	4	108	216	180	144	144	ACD	CDD, ICT, F&A, RESEARCH
	Develop an assessment tools data bank	Assessment tools data bank developed	No. of assessment tools sets in the bank	66	3	9	14	18	22	0.4	0.4	0.4	0.4	0.4	ACD	F&A, Research

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Strengthen assessment administration process	Develop guidelines on assessment administration	Developed assessment administration guidelines	Assessment administration guidelines developed	1	-	1	-	-	-	0	2	0	0	0	ACD	F&A, Research
	Capacity Build and register Assessors and verifiers	Assessors and verifiers capacity built	No. of verifiers and assessors' capacity built	15,000	-	3,750	3,750	3,750	3,750	0	11	11	11	11	ACD	Research, F&A
	Sensitize and register supervisors and invigilators	Supervisors and invigilators sensitized and registered	No. of invigilators and supervisors sensitized and registered	6,000	-	1,000	1,500	1,500	2,000	0	0.5	0.5	0.5	0.5	ACD	Research, F&A, ICT
	Register assessment centres	Assessment centres registered	No. of assessment centres registered	2000	314	600	500	450	136	0.5	0.5	0.5	0.5	0.5	ACD	CDD, CSD
	Register candidates	Candidates registered	No. of candidates registered	598,000	40,000	80,000	130,000	160,000	188,000	0.5	0.5	0.5	0.5	0.5	ACD	CDD, CSD
	Print assessment tools for all registered units	Assessment tools for all registered units printed	Percentage of assessment tools printed	100	-	-	100	100	100	0	0	28	32	35	ACD	CDD, CSD
	Print assessment materials	Assessment materials printed	Percentage of assessment materials printed	100	100	100	100	100	100	75	150	244	300	353	ACD	Research, CSD
	Dispatch assessment tools and materials and collect written answer scripts	Assessment tools and materials dispatched	% of assessment tools and materials dispatched	100	100	100	100	100	100	5.1	5.3	5.6	5.9	6.1	ACD	Research, CSD
	Conduct of Practical Assessment	practical assessment conducted	No. of candidates assessed	598,000	40,000	80,000	130,000	160,000	188,000	54	157	243	320	344	ACD	Research, CSD
	Conduct of theory assessment	Theory assessment conducted	Percentage of theory assessment conducted	598,000	40,000	80,000	130,000	160,000	188,000	60	120	190	240	282	ACD	Research, CSD
	Monitor conduct of Assessment	CBET assessment monitored	No. of centres monitored	2000	314	914	1414	1864	2000	80	90	100	110	120	ACD	Research, CSD
	Develop guidelines on storage and review of POE	Guidelines on storage and review of PoE developed	Developed storage PoE review guidelines	1	-	1	-	-	-	0	1	0	0	0	ACD	Research, CSD
	Train trainers on review of PoE	Trainers trained on review of PoE	No. of trainers trained on review of PoE	2,000	-	500	500	500	500	0	0.5	0.5	0.5	0.5	ACD	Research, CSD
	Review of Portfolio of evidence (PoE)	Portfolio of Evidence reviewed	No. of institutions PoE reviewed	2000	314	914	1414	1864	2000	39	41	44	47	50	ACD	Research, CSD
	Training of examiners	trained examiners	No. of examiners trained	3,700	400	650	750	900	1000	0.8	1.5	1.7	1.8	2	ACD	Research, CSD
	Marking of answer scripts	Answer scripts marked	Percentage of answer scripts marked	100	100	100	100	100	100	130	180	200	220	240	ACD	Research, CSD

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target Y1	Y2	Y3	Y4	Y5	Budget (Ksh Million) Y1	Y2	Y3	Y4	Y5	Responsibility Lead	Support
Establish E-Assessment	Develop E-assessment guidelines	E-assessment guidelines developed	Copy of e-assessment guidelines	1	-	1	-	-	-	0	3	0	0	0	ACD	Research, CSD
	Develop an E-assessment system	developed E-assessment system	Percentage of E-assessment system developed	80	-	-	30	60	80	0	0	60	10	10	ACD	Research, CSD
	Pilot E-Assessment	E-assessment piloted	No. of units piloted	10	-	-	3	7	-	0	0	5	5	0	ACD	Research, CSD
	Train E-assessment users.	E-assessment users trained	No. of E-assessment users.	6,000	-	-	-	2,000	4,000	0	0	0	5	5	ACD	Research, CSD
	Implement e-assessment	e-assessment system implemented	No. of units assessed	150	-	-	-	-	150	0	0	0	0	5	ACD	Research, CSD
Promote RPL assessment	Develop RPL Assessment and Certification guidelines	RPL assessment and certification guidelines developed	RPL assessment and certification guidelines	1	-	1	-	-	-	0	5	0	0	0	ACD	Research, CSD
	Develop an online platform for RPL Candidates registration	E-registration for RPL candidates implemented	Percentage implementation of e-registration for RPL candidates	100	-	100	-	-	-	0	5	0	0	0	ACD	Research, CSD, ICT
	Create awareness on RPL	Awareness on RPL created	No. of RPL candidates registered	5,004	4	500	1,000	1,500	2,000	0	5	3	2	1	ACD	Research CSD
	Training of RPL practitioners	RPL practitioners trained	No. of RPL practitioners trained	2,500	-	500	700	800	500	7.2	1.2	1.2	1.2	1.2	ACD	Research CSD
	Register RPL assessment centres	RPL assessment centres registered	No. of RPL assessment centres registered	100	-	15	20	30	35	0	0.2	0.3	0.4	0.5	ACD	Research, CSD
	Verify Portfolio of Evidence	Portfolio of Evidence verified	No. of candidates Portfolio of Evidence verified	7050	-	1000	1500	2000	2550	0	0.5	1.5	1.8	2.1	ACD	Research CSD
	Develop RPL assessment tools	RPL assessment tools developed	No. of sets of RPL assessment tools developed	19	-	6	5	4	4	0	0.8	0.8	0.5	0.5	ACD	Research CSD
	Validate assessment tools	Assessment tools validated	No. of assessment tools validated	19	-	6	5	4	4	0	3	3	2.5	2.5	ACD	Research CSD
	Conduct RPL assessment	RPL assessment Conducted	No. of candidates assessed	7054	4	1000	1500	2000	2550	0	2	6	8	10.3	ACD	Research CSD

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Strengthen the certification	Analyse results and present to Board for Approval	Results approved	Percentage of candidates' results approved	100	100	100	100	100	100	0.2	0.25	0.3	0.4	0.5	ACD	Research, ICT
	Release of approved results	Results release	Percentage of released results	100	100	100	100	100	100	1	1.5	1.7	1.8	1.9	ACD	CSD
	Print result slips for assessed candidates	Results slips of assessed candidates printed	No. of results slips printed	610,554	40,004	81,000	131,500	162,000	192,550	4	8	13	16	19	ACD	ICT, SCM
	Print certificates for competent candidates	Certificates for competent candidates printed	No. of Certificates for competent candidates printed	366,333	24,000	48,600	78,900	97,200	115,500	4	8	14	17	20	ACD	Research, CSD
	Dispatch results slips and certificates	Results slips and certificates released	No. of candidates whose Results slips and certificates are released	610,554	40,004	81,000	131,500	162,000	192,550	0.3	0.4	0.5	0.6	0.8	ACD	Research, CSD

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
KRA 3: Research and innovation																
Outcome: Increased re-engineering of business processes based on research																
Strategic Objective: To mainstream research and innovation																
Promote research and innovation	Develop research strategy	Research strategy developed	Research strategy	1	-	1	-	-	-	0	1.2	0	0	0	Research	SPD
	Develop fundable research proposals/concept notes	Fundable research proposals developed	No of fundable research proposals developed	62	2	15	15	15	15	0	1.4	1.6	1.8	2	Research	F&A
	Map research areas	Research areas mapped	No. of reports developed	5	1	1	1	1	1	0.5	0.5	0.5	0.5	0.5	Research	CDD, ACD, F&A
	Develop research tools	Research tools developed	No. of research tools developed	90	5	25	20	20	20	0	3	2.3	2.3	2.4	Research	CDD, ACD, F&A
	Piloting of the research tools	Research tools piloted	Percentage of research tools piloted	100	100	100	100	100	100	0	0.4	0.5	0.5	0.6	Research	CDD, ACD, F&A
	Conduct research	Research conducted	No. of research reports developed	90	5	25	20	20	20	0	33.5	30	30	30	Research	CDD, ACD, F&A
	Disseminate research findings	Research finding disseminated	No. of stakeholders reached	90	5	25	20	20	20	0	3.2	4.0	4.0	4.0	Research	CDD
	Develop a CBET handbook	CBET handbook developed	A CBET handbook	1	-	1	-	-	-	0	7	0	0	0	Research	CDD
	Set up feedback infrastructure from industry on quality of workers	Feedback infrastructure from industry set-up	Percentage of feedback infrastructure set-up	100	-	30	70	100	-	0	0.4	0.9	0.4	-	Research	CDD, ACD
	Map occupational labour markets skills demand	Skills gap reports	No. of skills gap reports	5	-	1	1	1	1	0	1.2	1.4	1.6	1.9	Research	CDD

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Promote research collaboration and linkages.	Conduct research conferences and seminars	Conferences / Seminar/workshops hosted	No. of conferences hosted	3	-	-	1	1	1	0	0	4	4	4	Research	F&A, SCM, CDD
		Conferences / Seminar/workshops participated	No. of conferences participated in	32	-	8	8	8	8	0	1.0	1.0	1.0	1.0	Research	F&A, SCM, CDD
	Undertake regional and international benchmarking	Regional and international benchmarking undertaken	No. of regional and international benchmarking reports.	21	4	4	4	4	5	1.0	1.5	2	2	2.5	Research	F&A, SCM

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support

KRA 4: ICT integration

Outcome: Increased availability of council systems and services, Improved Security of Council system and Increased integration of the services to ICT platforms

Strategic Objective: To enhance ICT integration in CBET implementation

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Enhance ICT infrastructure	Undertake ICT infrastructure needs assessment	ICT infrastructure assessment report	No. of reports on ICT infrastructure assessment	2	-	1	-	1	-	0	1.2	0	1.2	0	ICT	F&A, SCM, ADM
	Acquire and install servers	Installed and functional servers	Percentage Servers installed and functional	100	0	50	50	-	-	0	15	10	2	2	ICT	F&A, SCM, ADM
	Acquire ICT devices	ICT devices acquired	Percentage of ICT devices requirement met	100	65	10	10	5	5	3	6	4	3	4	ICT	F&A, SCM, ADM
	Upgrade LAN/WAN	Reliable network	Percentage uptime of the network	100	100	100	100	100	100	1	2	2	2	2	ICT	F&A, SCM, ADM
	Implement Biometrics Access Control	Biometric access control system	Percentage of access points with biometric access controls	100	0	20	50	70	100	0	3	3.5	4	5	ICT	F&A, SCM, ADM

Strategic Issue: Quality and Relevance of CBET

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Enhance systems and applications	Develop and implement a Management Information System (MIS)	Developed and implemented MIS	Percentage development and implementation of MIS	100	70	100	-	-	-	22.0	3.0	0.5	0.5	0.5	ICT	F&A, SCM, ACD, CDD
	Implement Enterprise Resource Planning (ERP) system	ERP implemented	Percentage implementation of ERP	100	60	100	-	-	-	22	7	0.5	0.5	0.5	ICT	F&A, SCM
	Implement Learning Management System (LMS)	LMS implemented	Percentage implementation of LMS	100	40	100	-	-	-	0	5.5	0.5	0.5	0.5	ICT	F&A, SCM
	Conduct Preventive maintenance of ICT infrastructure and systems	Maintained infrastructure and systems	Quarterly Preventive maintenance performance reports	17	1	4	4	4	4	0.1	0.1	0.1	0.1	0.1	ICT	ADM, QARM
	Implement and maintain an anti-plagiarism system for assessment tools development	Anti-plagiarism system implemented and maintained	Percentage of anti-plagiarism system implemented	100	-	100	-	-	-	0	0.35	0.1	0.1	0.1	ICT	F&A
	Implement an E-portfolio system for formative assessment	An E-portfolio system	Percentage implementation of E-portfolio system	100	-	40	100	-	-	0	1.8	2.6	0.4	0.4	ICT	F&A, ACD, Research
	Develop and maintain platform to share digital content	Platform for sharing digital content developed	Percentage development of the digital content sharing platform	100	-	50	50	-	-	0	5	5	0.4	0.4	ICT	F&A, SCM
	Identify and adopt innovative research technologies	Research technologies identified	No of technologies adopted	8	-	3	2	2	1	0	4	1.5	1.5	0.8	ICT	Research
	Establish interactive research data repository	Developed research Data repository	Percentage implementation of a research data repository	100	-	30	60	100	-	0	2.5	2.5	3	0	ICT	Research
	Sensitise user on implemented systems	Users sensitised	No. of users sensitised	6,000	300	2,000	2,000	1000	700	0	2	2	2	2	ICT	F&A, SCM
Enhance cyber-security	Sensitise staff on information security	Sensitised staff on information security	No. of staff sensitised	200	3	30	50	67	50	0.1	0.1	0.1	0.1	0.1	ICT	HRM, QARM
	Capacity Build ICT staff members on cyber-security issues	ICT officers capacity built on cyber security	No. of ICT officers capacity-built on cyber-security	48	-	6	7	15	20	0	0.4	0.5	1.25	1.7	ICT	F&A, SCM
	Institute and maintain security measures for ICT security and data protection	Implemented firewall, secure socket layer certificates & anti-virus updates	Percentage implementation of ICT security Measures	100	60	100	-	-	-	1	1	1	1	1	ICT	F&A, ADM, SCM
	Implement real time monitoring of systems and networks	Barred/Blocked system intrusion attempts	Percentage of system intrusions successfully barred/blocked.	100	100	100	100	100	100	0.5	0.5	0.5	0.5	0.5	ICT	F&A, ADM, SCM
	Implement Business Continuity Plan (BCP) and data Disaster Recovery Plan (DRP)	Implemented BCP and DRP	Percentage implementation of data disaster recovery plan	100	-	100	100	100	100	0	1.5	0.5	0.5	0.5	ICT	F&A, ADM, SCM

Strategic Issue: Institutional Capacity

Strategic Plan: To enhance institutional capacity
KRA 5: Human Resource management
Outcome: Improved employee productivity
Strategic Objective: To attract, develop and retain competent human resources

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Strengthen human resource planning and capacity	Review HR instruments	Reviewed HR instruments	Number of HR instruments reviewed	5	-	5	-	-	-	0	10	0	0	0	HRM	F&A, ICT
	Identify skills needs for the Council	Skills needs report	An annual skill needs report	4	0	1	1	1	1	0.5	0.5	0.5	0.5	0.5	HRM	HODs
	Recruit and induct staff members	Recruited and inducted staff members	Number of staff recruited and inducted	250	8	11	50	85	96	2	2.1	2.2	2.4	2.5	HRM	F&A, ICT, SCM
	Undertake training needs assessment	Training needs assessment undertaken	Training Needs Assessment Reports	2	-	1	-	1	-	0	0.3	0	0.3	0	HRM	Research
	Capacity build, train and develop staff	Trained and developed staff	Number of staff trained and developed	150	10	20	30	40	50	0.5	2	2.6	3	5	HRM	HODs
	Implement staff mentorship and coaching programme	Staff members mentored or coached	No of Staff members mentored or coached	40	-	10	10	10	10	0.5	0.5	0.5	0.5	0.5	HRM	HODs
	Establish and implement in service employee welfare schemes	Functional employee welfare schemes	Percentage of staff members covered by the schemes	100	100	100	100	100	100	13	14.5	20	25	30	HRM	F&A, SCM
	Establish and implement Staff Mortgage scheme	Established Staff Mortgage Scheme	No of staff benefitting from the scheme	30	-	-	5	10	15	0	0	150	200	250	HRM	F&A, SCM
	Develop Staff Car Loan scheme	Operationalize Staff car loan Scheme	No of staff benefitting	30	-	-	5	10	15	0	0	40	70	100	HRM	F&A, SCM
	Initiate Council re-categorization process	Re-categorisation of the Council	Re-categorisation letter	1	-	1	-	-	-	0	3	0	0	0	HRM	F&A, Research
Enhance diversity, equity, and inclusivity	Recruit PWD staff members	Recruitment of PWDs	Percentage of in-post PWD staff	7	3.5	4	5	6	7	0.2	0.2	0.2	0.2	0.2	HRM	F&A
	Maintain gender Balance	Mainstreamed gender balance	Ratio of male to female employees	1:1	50:50	50:50	50:50	50:50	50:50	0	0	0	0	0	HRM	F&A
	Increase ethnic representation and regional balance	Balanced ethnic representation	Percentage ethnicity representation	70	30	40	50	60	70	0	0	0	0	0	HRM	F&A
Strengthen staff productivity and performance management	Undertake workload analysis and implement recommendations	Workload analysis undertaken	Workload analysis reports	2	-	1	-	1	-	0	1	0	1.5	0	HRM	Research
		workload analysis recommendation implemented	Percentage implementation of the recommendations	100	-	10	30	80	100	0	0.3	0.5	0.9	0.4	HRM	HODs
	Conduct staff performance appraisal	Performance appraisal report	An annual report	5	1	1	1	1	1	0	0	0	0	0	HRM	HODs
	Develop reward and sanction framework	Reward and sanction framework developed	A reward and sanctions framework	1	-	1	-	-	-	0	5	0	0	0	HRM	F&A, Research
	Implement reward and sanctions framework	Approved reward and sanction framework	Percentage of the reward and sanction framework implemented	100	100	100	100	100	100	0.3	0.5	0.7	1	1.5	HRM	HODs
	Implement team building activities	Team building activities implemented	No. of team building activities undertaken	4	-	1	1	1	1	0	5	5	5	5	HRM	HODs
	Institutionalize succession planning	Succession planning activities	Annual report on succession planning	5	1	1	1	1	1	0.2	0.2	0.2	0.2	0.2	HRM	HODs

Strategic Issue: Institutional Capacity

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
KRA 6: Financial Resources management																
Outcome: Increased resource availability and utilisation																
Strategic Objective: To enhance resource mobilization and utilization																
Strengthen financial mobilization and management processes	Develop resource mobilisation strategy	Mobilisation strategy developed	Resource mobilisation strategy	1	-	1	-	-	-	0	2	0	0	0	F&A	Research, SDP
	Implement resource mobilisation strategy	Activities funded	No. of activities funded by Development Partners	55	7	9	11	13	15	0	1	1	1	1	F&A	HODs
		Amount of A-I-A raised	Percentage increase in A-I-A raised	100	30	60	90	100	100	0	0	0	0	0	F&A	HODs
	Implement annual budget	Annual budget implemented	Percentage budgetary absorption	100	100	100	100	100	100	0	0	0	0	0	F&A	HODs
	Undertake financial reporting	Financial reports	Number of financial reports generated	25	5	5	5	5	5	0	0	0	0	0	F&A	ADM
	Facilitate financial audit	Financial audit	Number of financial audit reports prepared.	5	1	1	1	1	1	0.5	0.7	0.9	1.1	1.3	F&A	ADM
	Maintain Asset register	Asset register maintained	Percentage maintenance of Asset register	100	100	100	100	100	100	0	0.5	0	0	0	F&A	SCM, ICT
Promote adoption of sustainable procurement and asset disposal procedures	Coordinate development of the Annual Procurement & Disposal Plan	Procurement plan developed	Approved annual procurement	5	1	1	1	1	1	0	0	0	0	0	SCM	F&A
		Disposal Plan developed	Approved annual disposal plan	4	-	1	1	1	1	0	0	0	0	0	SCM	F&A
	Conduct pre-qualification of suppliers	Suppliers pre-qualified	Approved and published pre-qualification list	3	1	-	1	-	1	2.2	0	2.4	0	2.5	SCM	ICT/F&A
	Undertake market surveys	Market survey report	No. of market survey reports	17	1	4	4	4	4	0	0	0	0	0	SCM	Research
	Coordinate disposal of assets	Obsolete assets disposed	Asset Disposal reports	4	-	1	1	1	1	0	0.6	0.7	0.8	1	SCM	ADM
	Undertake statutory reporting	Quarterly reports	No. of quarterly reports generated	20	4	4	4	4	4	0	0	0	0	0	SCM	F&A, SPD
	Capacity build disadvantaged groups	Disadvantaged people capacity built	No. of disadvantaged people capacity build	4	-	1	1	1	1	0	1	1.2	1.4	1.6	SCM	Research/ QARM
	Establish and maintain optimal inventory levels	Optimal periodic stock levels	Quarterly Optimal periodic stock levels report/ records	17	1	4	4	4	4	0	0	0	0	0	SCM	ADM
	Comply with Public procurement and asset disposal Act and ethical practices in procurement	compliance with PPRA act and ethical procurement practices	Percentage compliance with PPRA act and ethical procurement practices	100	100	100	100	100	100	0	0	0	0	0	SCM	Legal/Audit

Strategic Issue 2: Institutional Capacity

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support

KRA 7: To improve physical infrastructure
Outcome: To improve the work environment.
Strategic Objective: To Improve physical infrastructure and equipment

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Improve infrastructure and equipment.	Acquire land	Council owned Land	Acreage of land acquired	1	-	-	1	-	-	0	0	50	0	0	SCM	ADM, F&A
	Construct office space, printing & publishing press	0ffice space, Printing & Publishing Press established	Percentage 0ffice space, Printing & Publishing Press established	100	-	-	-	40	100	0	0	0	250	550	ADM	F&A, SCM
	Develop & maintain inclusive physical infrastructure	Inclusive infrastructure developed	Percentage level of inclusive infrastructure	100	-	-	-	40	100	0	0	0	4	0	ADM	F&A, SCM
	Purchase of vehicles	Vehicles purchased	No. of Motor Vehicles	12	3	2	3	2	2	34.5	24	27	18	18	ADM	F&A, SCM
	Lease of storage facility	Storage facility Leased	Percentage of required storage facility leased	100	100	100	100	100	100	1.1	1.3	1.35	1.6	1.8	ADM	F&A, SCM
	Purchase of furniture	Furniture purchased	No. of Furniture Purchased	250	8	11	50	85	96	0.6	0.9	4	6.8	7.6	ADM	F&A, SCM
	Acquire additional office space	Office space acquired	Percentage of office space acquired	100	100	100	100	100	100	25	0	0	30	0	ADM	F&A, SCM

Strategic Issue 3: Governance and accountability

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target Y1	Y2	Y3	Y4	Y5	Budget (Ksh Million) Y1	Y2	Y3	Y4	Y5	Responsibility Lead	Support

Strategic Goal: Strengthen Governance and accountability

KRA 8: Corporate Image

Outcome: Improved awareness of the existence of TVET CDACC and its functions.

Strategic Objective: To enhance the Council's corporate image

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Enhance public engagement and awareness initiatives.	Review of Communication Strategy	Communication strategy reviewed	Communication strategy	1	-	1	-	-	-	0	1.2	0	0	0	CCS	F&A
	Leverage technology in customer engagement	Technology leveraged in engagement with customers	Percentage increase in social media engagement	100	20	20	20	20	20	0.3	0.4	0.5	0.6	0.7	CCS	F&A, SCM
	Develop and implement branding strategy	Branding strategy Developed	A branding strategy	1	-	1	-	-	-	0	1.3	0	0	0	CCS	F&A, SCM
		Branding Strategy implemented	Percentage increase in the visibility of the Council	100	-	10	70	100	100	0	0.7	1.4	1.6	1.6	CCS	F&A, SCM
	Promote publicity through media	Publicity promoted through media	No. of publicity activities undertaken	18	2	4	4	4	4	2	5	5	5	5	CCS	F&A, SCM
	Undertake Corporate Social Responsibility	CSR activity undertaken	No. of CSR activities undertaken	5	1	1	1	1	1	1	1	1	1	1	CCS	F&A, SCM
	Publish quarterly newsletter	Newsletter published	Copy of published newsletter	16	0	4	4	4	4	1	1	1	1	1	CCS	All HODs
	Publish annual journal	Published annual journal	Annual Journal	4	-	1	1	1	1	0.5	0.5	0.5	0.5	0.5	CCS	ICT, F&A
	Exhibit in career fairs and shows	Career fairs and shows exhibited	No. of career fairs and shows.	20	4	4	4	4	4	2	2	2	2	2	CCS	F&A, SCM

Strategic Issue 3: Governance and accountability

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target Y1	Y2	Y3	Y4	Y5	Budget (Ksh Million) Y1	Y2	Y3	Y4	Y5	Responsibility Lead	Support

KRA9: ISO certification

Outcome: Improved customer satisfaction.

Strategic Goal: To enhance quality, security and efficiency of services and systems

Strategic Issue 3: Governance and accountability

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Institutionalize standard operating procedures	Train management & staff on ISO standards	Management and staff trained on ISO standards	Percentage of management and staff trained	100	-	60	20	10	-	0	4	2	1	0	QARM	All HODs
	Train ISO internal auditors	ISO internal auditors trained	Percentage of ISO internal auditors trained	100	-	100	-	-	-	0	2	0	0	0	QARM	All HODs
	Develop QMS documents	QMS documents developed for internal processes	Percentage of ISO documents developed	100	-	100	-	-	-	0	7.5	0	0	0	QARM	All HODs
	Undertake ISO Internal audit	Internal ISO audit undertaken after QMS documents are developed	Percentage of ISO Internal audit undertaken after QMS documents are developed	100	-	100	-	-	-	0	1	0	0	0	QARM	All HODs
	Undertake ISO external audit	QMS procedures externally audited	Percentage of QMS processes externally audited	100	-	100	-	-	-	0	0	3	0	0	QARM	All HODs
	Develop ISMS documents	ISMS documents developed for all processes	Percentage of ISMS documents developed	100	-	100	-	-	-	0	5	0	0	0	QARM	All HODs
	Undertake ISO internal audit for ISMS	Internal ISO audit undertaken after QMS documents are developed	Percentage of ISO Internal audit undertaken after QMS documents are developed	100	-	100	-	-	-	0	1	0	0	0	QARM	All HODs
	Undertake ISO external audit of ISMS	ISMS procedures audit externally	Percentage of ISMS procedures audited externally	100	-	100	-	-	-	0	1	0	0	0	QARM	All HODs
	Undertake ISO internal audit	ISO internal audit undertaken	No. of ISO internal audits undertaken	6	-	-	2	2	2	0	0	0.5	0.5	0.5	QARM	All HODs
	Undertake ISO External audit	ISO external audit undertaken	No. of ISO external audits undertaken	3	-	-	1	1	1	0	0	1.2	1.5	1.5	QARM	All HODs
	Obtain ISO certifications	ISO certification obtained	No of ISO certification obtained	2	-	-	1	1	-	0	0	1	1	0		
	Undertake Quality Audit of internal processes	Quality audit of internal processes undertaken	No of quality audits conducted	4	-	1	1	1	1	2	2.5	2.5	2.5	2.5	QARM	All HODs
Strengthen risk management function	Coordinate training of Management and board on risk management	Board and Management trained	Percentage of officers/ board members trained	100	-	100	-	100	-	0	3.2	0	3.2	0	QARM	All HODs
	Evaluate & assess the Council's risks	Risk management framework updated	Updated risk management framework	4	-	1	1	1	1	0	0	0	0	0	QARM	All HODs
	Develop Risk based Audit annual work plan	Audit plan prepared	Annual Audit work plan	4	-	1	1	1	1	0	0	0	0	0	QARM	All HODs
	Execution of audit plan	Actual audit exercise undertaken	Audit report	32	-	8	8	8	8	0	1.5	1.5	1.5	1.5	QARM	All HODs
	Follow-up on Implementation of recommendations	Recommendations implemented	Follow-up audit report	16	-	4	4	4	4	0	0.8	0.8	0.8	0.8	QARM	All HODs

Strategic Issue 3: Governance and accountability

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
KRA 10: Data management																
Outcome: Evidence based decision making																
Strategic Objective: To strengthen data management																
Mainstream data management and evidence-based decision making	Implement a records management system	Implemented records management system	Percentage implementation of records management system	100	10	30	100	-	-	1	1.5	2	0	0	ICT	RM, F&A
	Implement an integrated knowledge management system (KMS)	Implemented Integrated knowledge management system (KMS)	Percentage implementation of integrated knowledge management system	100	-	80	100	-	-	0	3	1	0	0	ICT	RM, F&A
	Establish a centralised registry	Centralised registry established	Percentage established centralised registry	100	-	100	-	-	-	0	0	3	1	1	ICT	RM, F&A
	Digitise active and inactive records in archived files	Active and inactive files digitised	Percentage of records stored in digitized registry	100	10	70	100	—	-	1.1	4	2	0	0	Records	ICT
	Register with the Office of Data Protection Commissioner	Registration with the Office of Data Protection Commissioner	Registration certificate	1	-	1	-	-	-	0	2	2	2	2	ICT	F&A, QARM
	Establish filing system for marks sheets & marked scripts	Filling system for mark sheets & marked scripts established	Percentage of marks sheets and marked scripts filed	100	-	100	100	100	100	0	3	0.2	0.2	0.2	A&C	SCM, F&A,

Strategic Issue 3: Governance and accountability

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
KRA11: Oversight, Policy and legal direction																
Outcome: Compliance with legal and policy frameworks																
Strategic Goal: To strengthen oversight, governance and accountability frameworks																
Strengthen oversight function	Train Board on corporate governance	Board trained on corporate governance	No. of trainings undertaken	2	-	1	-	1	-	0	0.64	0	0.64	0	DCS	SPD, QARM
	Coordinate Board's meetings	Board meetings	No. of Board meetings held	20	4	4	4	4	4	2.4	2.4	2.4	2.4	2.4	DCS	SPD, QARM
	Coordinate Board's evaluation	Board evaluated	Board evaluation report	4	-	1	1	1	1	0	0.5	0.5	0.5	0.5	DCS	SPD, QARM
Develop frameworks and policies	Develop policies & frameworks for operational areas	Policies & Frameworks developed for operational areas	Number of policies and Frameworks developed	29	5	18	3	3	-	3	7	2	2	0	SPD	QARM
	Participate in review of legal frameworks	Participation in consultative forums on review of legal frameworks	No. of legal framework consultative forums attended	3	1	1	-	-	1	0	0.5	0	0	0	Legal	SPD, QARM
	Undertake legal audit	Legal audit undertaken	No. of legal audit reports	4	-	1	1	1	1	0	0.2	0	0	0.2	Legal	DCS
	Review Citizens Delivery Service Charter	Reviewed Citizen delivery Service Charter	A reviewed Service Charter	2	1	-	-	1	0	0.8	0	0	0	1	SPD	DCS

Strategic Issue 3: Governance and accountability																
Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Ksh Million)					Responsibility	
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Lead	Support
Enhance performance contracting and annual workplans implementation and monitoring	Develop annual performance contract	Annual Performance Contract developed	Signed Performance Contract	4	-	1	1	1	1	0	0	0	0	0	SDP	HODs
	Cascade PC targets to individual departments heads	Cascaded PC targets	Percentage of PC targets cascaded to departments heads	100	-	100	100	100	100	0	0	0	0	0	CEO	SPD
	Monitor the implementation of the annual performance contract.	Performance Contract Monitored	Quarterly Report of Performance Contract	16	-	4	4	4	4	0	0	0	0	0	SPD	HODs
	Coordinate annual performance evaluation	PC evaluation coordinated	Annual Performance Evaluation Report	5	1	1	1	1	1	0.2	0.2	0.2	0.2	0.2	SPD	HODs
	Coordinate development of departmental work-plans	Development of departmental work-plans coordinated	Percentage of Departmental work-plans developed	100	100	100	100	100	100	0	0	0	0	0	SPD	HODs
	Develop the Council's Annual Work-Plan	Annual workplan developed	Approved annual workplan	5	1	1	1	1	1	0	0	0	0	0	SPD	HODs
	Coordinate Implementation of the Annual Work-Plan	Annual work-plan implemented	Percentage implementation of annual work-plan	100	100	100	100	100	100	0	0	0	0	0	SPD	HODs
	Monitor & evaluate the implementation of work plan	Monitoring and evaluation conducted	Quarterly Monitoring & evaluation report	16	-	4	4	4	4	0	0	0	0	0	SPD	HODs

6.1.2 Annual Workplan and Budget

When developing its annual work plan during the strategic plan period, TVET CDACC will extract and cost the annual work plans from the action plan implementation matrices to inform its annual budgets. The Annual Budget is informed by the Annual Work plan and is an activity-based costing approach.

6.1.3 Performance Contracting

During the strategic plan period, the council shall comply with the government policy on utilization of Performance Contract (PC) as a framework for implementing the strategic plans. TVET CDACC will negotiate and sign Performance Contracts with the Ministry of Education. The costed annual work plans in section 6.1.2 will constitute the annual Performance Contracts for the council. The PC shall also draw from the annual PC Guidelines. At the end of each quarter, the council will submit a report on implementation of the Performance Contract to the Public Service Performance Management Unit (PSPMU), the Inspectorate of State Corporations (ISC) and the Ministry of Education. The Performance Contracts will be aligned to the Government's priorities under the Bottom-Up Economic Transformation Agenda (BETA).

6.2 Coordination Framework

Implementation of the Strategic Plan will be guided by the Senior Management, while monitoring of its implementation will be coordinated by the council's Finance and General-Purpose Committee. The activities and targets for each Strategic Plan year will be incorporated into the targets for each annual work plan, whose monitoring will be conducted on a quarterly basis.

6.2.1 Institutional Framework

The Council is composed of nine members appointed by the Cabinet Secretary as follows:

- A Chairman appointed by the Cabinet Secretary.
- The Principal Secretary of the Ministry for the time being responsible for TVET.
- The Director General of the TVET Authority.
- Six members appointed by the Cabinet Secretary as follows:
  - one member from the Senate of a Technical university
  - one member from among the principals of Technical Colleges
  - one member from the national polytechnics
  - not more than three members from industry with complementary competencies
- The Council Secretary who shall be the secretary to the Council.

Council Committees

The Council works through committees which operate within defined Terms of Reference (ToRs). Other committees are formed on an ad-hoc basis as the need arises. The following are the Council committees:

- The Finance and General-Purpose Committee: This committee has oversight for finance and general matters including budgets, reporting process and controls and procurement.
- The Audit and Risk Management Committee: This committee has oversight for reviewing, assessing adequacy, and monitoring of internal controls, risk management and corporate governance processes. This committee is also responsible for examining internal and external audit reports and recommendations as well as overseeing financial reporting and reviewing the accounting principles, policies and practices adopted in the preparation of Annual Report and Financial Statements.
- The Curriculum Development Committee: This committee has oversight for all matters relating to curriculum development and creation of necessary support materials.
- Assessment and Certification Committee: This committee provides oversight for assessment and certification processes including development of assessment tools, administration of assessment, marking and results analysis and credibility of the certification process.

6.2.2 Staff Establishment, Skills set and Competence Development

This section describes the staffing level, skills set, and competencies that will be required for effective implementation of the strategic plan. The Council will evaluate existing staffing levels, skill sets, and competencies to ascertain their adequacy toward supporting implementation of the strategy. This section also assesses optimal staffing levels as well as the relevance and appropriateness of the skills and competencies required for execution of the strategy. Tables 6-2 and 6-3 indicate how the Council will bridge gaps between required and existing skill sets and competencies.

Table 6.2 Establishment

	Designation	Cadre	Approved establishment (A)	Optimal staffing Levels (B)	In-Post (C)	Variance D= (B-C)
1	Chief Executive Officer	1	1	1	1	0
2	Director	2	2	5	1	4
3	Deputy Director	3	7	20	2	18
4	Principal Officer	4	9	35	2	33
5	Senior Officer	5	5	10	3	7
6	Officer	6	28	141	23	118

	Designation	Cadre	Approved establishment (A)	Optimal staffing Levels (B)	In-Post (C)	Variance D= (B-C)
7	Senior Assistant Officer	7	3	25	3	22
8	Assistant Officer	8	5	24	6	18
9	Driver/Office Administrator	9	6	14	4	10
10	Office Assistant	10	1	28	1	27
	TOTAL		67	303	46	227

Skills Set

TVET CDACC requires a diverse skill set, encompassing both technical knowledge and administrative capabilities in all cadres. TVET CDACC is focused on building the following skills and qualifications for its staff:

- **Curriculum Development**: Equipping TVET officers with the expertise in designing and updating TVET curricula to match industry requirements, technological advancements, and workforce demands to integrate relevant skills and knowledge into the curriculum.
- **Assessment and Certification**: Knowledge of assessment methods and certification processes to standardize and ensure quality of assessments and qualifications in all TVET institutions.
- **Communication Skills**: Effective verbal and written communication skills are crucial for engaging with stakeholders.
- **Legal and Regulatory Knowledge:** To understand the legal framework governing TVET CDACC for compliance and adherence to relevant laws.
- **IT and Technology Proficiency**: To familiarize with educational and training technology tools and systems for curriculum development, assessment, and certification.
- **Financial Management Skills**: For prudent budget management, resource allocation, and ensuring financial accountability for programs and projects to ensure efficient utilization of resources.
- **Interpersonal Skills:** Building and maintaining relationships with colleagues, partners, and stakeholders to foster collaboration and support for initiatives for successful partnerships.
- **Leadership and Teamwork**: Effective leadership skills are necessary to guide teams and departments in achieving council goals. Collaboration with other government agencies and stakeholders requires strong teamwork.
- **Monitoring and Evaluation**: To establish mechanisms to track and evaluate the performance and impact of programs and initiatives to ensure accountability and continuous improvement.
- Equipping staff with the above skills and qualifications is instrumental in their effective contribution to the mandate of TVET CDACC.

Competence Development

Competence development within TVET CDACC is crucial for preparing a skilled workforce that contributes to the country's economic development and competitiveness. To strengthen the competence and capacity of TVET CDACC, the Council will apply the following strategies:

- Assessment of the current staff to evaluate their qualifications, experience, and skills.
- Recruitment of new staff members with the required skills and qualifications.
- Implementation of HR policies for career progression.
- Implementation of training and professional development programs such as workshops, seminars, online courses, and on the job training for existing staff.
- Implement mentorship and coaching programs.

- Encourage cross-training among staff members to broaden their skill sets and promote flexibility within TVET CDACC and enhance the versatility of the workforce.
- Collaborate with other stakeholders to access their expertise and resources and to foster knowledge exchange and mutual growth.
- Explore international collaborations and partnerships.
- Provide incentive such as scholarships, study leave, and bonuses to staff members who pursue further education or training related to TVET to encourage ongoing learning and development.
- Conduct regular skills audit to ensure that the departments staff establishment remains aligned with the evolving needs of the TVET sector.
- Continuous monitoring and evaluation of the effectiveness of competence development initiatives

By implementing these strategies, TVET CDACC can build a highly competent workforce that is aligned with the evolving needs of the TVET sector, ultimately contributing to the Council's effectiveness and overall success.

Table 6.3 Competence development.

Cadre	Skills Set	Skills Gap	Competence Development
Corporate Services	☐ Communication Skills ☐ IT and Technology Proficiency	☐ Poor communication skills. ☐ Lack of proficiency in using office software and collaboration tools.	☐ Trainings, workshops, and resources. ☐ Regular feedback, performance evaluations, and opportunities for career growth. ☐ Staying informed about industry trends and best practices in administrative management.
Accounts	☐ Financial Management	☐ Lack of skills in identifying and managing financial risks. ☐ Lack of Audit preparedness skills. ☐ Lack of regulatory compliance knowledge. ☐ Lack of financial analysis skills.	☐ Training, workshops, and resources for Accounts officers. ☐ Encouraging Accounts professionals to pursue relevant certifications, such as Certified Public Accountant (CPA) or Chartered Accountant (CA). Regular feedback, performance evaluations, and opportunities for professional development. ☐ Staying informed about industry trends, accounting regulations, and best practices.
Supply Chain Management	☐ Financial Management ☐ Interpersonal Skills	☐ Lack of skills in identifying and managing financial risks. ☐ Lack of negotiation skills. ☐ Lack of regulatory compliance knowledge. ☐ Inventory management skills. ☐ Contract management skills.	☐ Provide training programs, workshops, and resources for procurement and supply chain management officers. ☐ Encouraging professionals to pursue supply chain certifications. ☐ Regular performance evaluations and feedback. ☐ Staying informed about industry trends and best practices.
Human Resource Management and Development	☐ Data Analysis ☐ Legal & Regulatory Knowledge ☐ Communication Skills ☐ IT & Technology Proficiency ☐ Cultural Sensitivity	☐ Lack of proficiency in data analytics and using HR metrics. ☐ Lack of knowledge on HR software. ☐ Lack of understanding and implementing effective diversity and inclusion practices ☐ Lack of legal compliance. ☐ Ineffective communication.	☐ Combination of formal education ☐ on-the-job training ☐ workshops, and seminars ☐ Certifications and continuous learning. ☐ Regular feedback ☐ Performance evaluations and opportunities for career development.

Cadre	Skills Set	Skills Gap	Competence Development
Public Communications	▢ Interpersonal Skills	▢ Public speaking and presentation skills. ▢ Media relations ▢ Digital and social media proficiency. ▢ Content creation and storytelling skills.	▢ Provide training, mentorship, and professional development opportunities for public communication officers. ▢ Encouraging PR professionals to pursue certifications in public relations. ▢ Regular feedback and performance evaluations to identify individual areas for improvement. ▢ Staying informed about industry best practices and emerging trends.
Information Communication Technology	▢ IT and Technology Proficiency ▢ Data Analysis	▢ Cyber security skills ▢ Data management and analytics skills. ▢ IT vendor management skills. ▢ Network and cloud computing skills. ▢ Programming and coding skills.	▢ Provide training, professional development programs and certification opportunities for ICT officers. ▢ Encouraging IT professionals to pursue relevant certifications. ▢ Regular performance evaluations and feedback. ▢ Staying informed about industry trends and best practices is essential to keep up with the rapidly evolving field of ICT.
Transport	▢ Interpersonal Skills ▢ Communication Skills	▢ Communication and Customer Service ▢ Enhancing communication skills, including effective written and verbal communication. ▢ Safety Regulations and Compliance ▢ Fleet Management ▢ Transportation Technology ▢ Transportation Law and Regulations	▢ Invest in training and development programs for transport officers. ▢ Encouraging professionals to pursue certifications related to transportation, logistics, and safety. ▢ Regular feedback, performance evaluations, and opportunities for mentorship. ▢ Staying informed about industry trends, regulations, and best practices.
Clerical Officers	▢ Communication Skills ▢ Interpersonal Skills	▢ Data Entry and Accuracy ▢ Communication Skills to enhance written and verbal communication skills. ▢ Proficiency in organizing files, documents, and records ▢ Developing strong customer service skills ▢ Understanding and adhering to confidentiality and data privacy guidelines	▢ Provide training, workshops, and resources for clerical officers. ▢ Encouraging clerical professionals to pursue relevant certifications. ▢ Staying informed about industry trends, regulations, and best practices
Record Management Unit	▢ Communication Skills ▢ Interpersonal Skills	▢ Digital Record Management ▢ Data Classification and Organization ▢ Information Security and Privacy ▢ Records Auditing and Compliance ▢ Documentation Standards ▢ Continuous Learning and Technology Adoption	▢ Provide training, workshops, and resources for record management officers. ▢ Encouraging record management professionals to pursue relevant certifications. ▢ Regular feedback, performance evaluations, and opportunities for professional development.
Messenger Services	▢ Communication Skills ▢ Interpersonal Skills	▢ Communication Skills ▢ Record-Keeping ▢ Customer Service ▢ Resource Management ▢ Time Management	▢ Provide training, workshops, and resources for messengers. ▢ Encouraging messengers to pursue relevant certifications in logistics and delivery.
Secretarial / Office Administrators	▢ Communication Skills ▢ Interpersonal Skills	▢ Communication Skills ▢ Organizational Skills ▢ Digital Literacy ▢ Confidentiality and Integrity ▢ Meeting and Event Coordination ▢ Problem-Solving Skills	▢ Provide training, workshops, and resources for secretarial officers. ▢ Encouraging secretarial professionals to pursue relevant certifications.

Cadre	Skills Set	Skills Gap	Competence Development
Finance	⬜ Financial Management ⬜ Interpersonal Skills ⬜ Problem-Solving	⬜ Financial Analysis ⬜ Financial Reporting ⬜ Risk Management ⬜ Regulatory Compliance ⬜ Cash Flow Management ⬜ Cost Control and Expense Management ⬜ Ethical and Professional Conduct	⬜ Provide training, workshops, and resources for finance officers. ⬜ Encouraging finance professionals to pursue relevant certifications, such as Certified Public Accountant.

6.2.3 Leadership

The Council will ensure that leadership is fully equipped to execute the strategic plan through formation of strategic theme teams that are aligned with strategic issues for purposes of responsibility and accountability in leading and coordinating the execution of strategic activities relevant to the KRAs. Each strategic team will have clear terms of reference for its area of oversight.

6.2.4 Systems and Procedures

This strategy will include a review of existing systems, processes, and procedures to ascertain their suitability in supporting implementation of the strategy. As part of this review, the Council will adopt quality standards based on Quality Management System under ISO 9001:2015 and ISO 270001:2022 to guide operations. Annual quality assurance reviews of internal control systems will be carried out to ensure processes support strategic objectives.

6.3 Risk management framework

Risk management is a critical element of strategy implementation because it identifies, quantifies, and mitigates factors that could impinge on achievement of strategic objectives. During the strategic plan period, the Council shall continuously monitor, analyse, and review risks, putting in place appropriate controls and mitigation measures as guided by its approved Risk Management Policy and Framework (RMPF). The Council shall implement an Integrated Risk Management System (IRMS) to support monitoring and analysis of risks across all functions. Management will provide quarterly risk updates to the Council. A summary of the Council's risk and their mitigation is provided in Table 6.4.

Table 6.4 Risk management framework.

S/No	Risks (L—1, M—2, H-3)	Risk Likelihood	Severity	Overall Risk Level. (L:1-3, M:4-6, H:7-9)	Mitigation Measures
1	Funding risk	Medium 2	High 3	Medium 6	Intensify lobbying for adequate and timely disbursement of funds from the Government of Kenya. Develop and implement financial planning policies. Develop and implement resource mobilization strategies to increase the revenue base. Strengthen budgetary controls.
2	Assessment malpractices	Low 1	Medium 2	Medium 2	Regularly review the examination management process to strengthen checks and balances. Enhance purposive monitoring of the administration of assessments. Enforce assessment rules and regulations.
3	Rapidly evolving industry trends and demands	Low 1	Low 1	Low 1	Strengthen the research function in the Council. Implement clear feedback channels in the Council. Review Curriculum periodically

S/No	Risks (L–1, M–2, H-3)	Risk Likelihood	Severity	Overall Risk Level. (L:1-3, M:4-6, H:7-9)	Mitigation Measures
4	Cyber risks, data insecurity ICT inadequacy risk	Medium 2	High 3	Medium 6	Implementation of IS0/IEC 27001:2022 (ISMS) Upgrade the current ICT systems to allow integration. Institutionalization of data security systems. Procure and install cyber security surveillance tools. Adherence to ICT policy Improve access control measures for users. Train staff on IT policies and procedures Use data backups that include off-site or remote storage
5	Insecurity	Low 1	High 3	Low 3	Increased integration of technology in assessment administration Strengthen linkage with other stakeholders e.g. security organs
6	Human resource risk	Low 1	Low 1	Low 1	Institutionalize Succession planning and people development. Improve employee welfare
7	Changes to legal and regulatory framework	Low 1	Low 1	Low 1	Sensitize stakeholders on the recent changes in legal, regulatory, and global assessment standards. Discourage disregard for law, guidelines, and regulations.
8	Reputational damage risk	Medium 2	Medium 2	Medium 4	Improve internal control systems. Develop and disseminate guidelines on key processes. Develop clear and enforce assessment development and administration procedures. Protect the organisation against data breaches. Encourage culture of upholding ethical values Comply with the Citizen Service delivery Charter

CHAPTER SEVEN

RESOURCE REQUIREMENTS AND MOBILIZATION STRATEGIES

This chapter presents the financial requirements for implementing each Key Result Area, resource flows and gaps, resource mobilization strategies and resource management.

7.1 Financial Requirements

During the previous plan period, the Council's annual budget was largely financed by the Government of Kenya. Part of the budget was financed through strategic development partners. As the Council implements the organizational structure, more human and capital resources will be required. The key drivers of institutional spending during the plan period will include: i) implementation of the proposed new organizational structure; ii) Acquiring land and construction of Council's office and publishing and printing press; and iii) Expansion of the Council's products and services and institutionalization of ICT. Implementing the strategic plan over the 2023/24–2027/28 period will require an estimated Ksh 10,154.842 million.

Table 7.1 Financial requirements for implementation.

	Projected Resource Requirements (Ksh Mn)					
Cost Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Curriculum development and review	78.83	189.32	222.995	241.635	266.682	999.462
2. Assessment and certification	605.7	1093.45	1419.2	1557.3	1718.7	6394.35
3. Research and innovation	1.5	54.3	48.2	48.1	48.9	201
4. ICT integration	49.7	61.95	37.4	24.55	22.1	195.7
5. Human resource management	0.7	15.2	46.6	78.8	107.3	248.6
6. Financial resource management	2.7	5.8	6.2	4.3	7.4	26.4
7. Infrastructural development	61.2	26.2	82.35	310.4	577.4	1057.55
8. Corporate image	6.8	13.1	11.4	11.7	11.8	54.8
9. ISO certification	2	29.5	12.5	12	6.8	62.8
10. Data management	2.1	13.5	10.2	3.2	3.2	32.2
11. Policy and legal framework	6.4	11.44	5.1	5.74	4.3	32.98
Administrative cost	149	160	170	180	190	200
Total	**966.63**	**1673.76**	**2072.145**	**2477.725**	**2964.582**	**10154.8**

Table 7.2 Resource gaps.

Financial Year	Estimated Financial Requirements (Ksh. Mn)	Estimated Allocations (Ksh. Mn)	Variance
Year 1	966.63	757	209.63
Year 2	1673.76	1424	249.76
Year 3	2072.145	1791	281.145
Year 4	2477.725	2123	354.725
Year 5	2964.582	2581	383.582
Total	**10154.8**	**8676**	**1478.84**

7.2 Resource mobilization strategies

The objective is to ensure there are well defined approaches to expanding and diversifying the resource base of the Council to ensure sustainable resource availability and utilization to enable implementation of Council activities in this Strategic Plan.

- **Innovation to create new services and revenue streams:** The Council will encourage innovation within its core mandate as a way of diversifying revenue sources. This will include offering consultancy services as far as CBET implementation is concerned among other chargeable services.
- **Advocacy:** The Council will aim to justify enhanced funding from the government in view of its broad and national mandate as far as development of curricula for TVET training and assessment of candidates is concerned.
- **Increase awareness of TVET-CDACC:** To successfully execute its mandate, the Council interfaces with a wide variety of stakeholders. Not only is this necessary for effective execution of its role, but also, it provides the basis on which the Council can mobilize resources to pursue its objectives. In general, increased awareness and visibility tends to result in increased opportunity as stakeholders reach out with queries, requests, and opportunities.
- **Partnerships:** The Council will develop funding proposals and draw synergies from development partners, which support implementation of respective mandate, aimed at promoting national development outcomes and contributing to better skilling of the Youth. The Council will develop and implement the resource mobilization strategy to guide the process of attracting financial aid from development partners.
- **Events, conferences, and publications:** The Council will host events with stakeholders to discuss the TVET sector from a curriculum, assessment, and certification perspective. This will be undergirded by the publishing of reports in journals and other publications to reflect the research and findings of the Council as it executes its mandate. Apart from supporting awareness, this will have the effect of positioning the Council as a thought leader, it will allow the Council to charge fees to conference partners and participants, and to draw in funding partners.

7.3 Resource management

An organization's success is embedded in its ability to manage the resources at its disposal. To ensure prudent utilization of the resources, the Council will:

- Enhance its internal control systems by carrying out regular internal audits.
- Ensure that investment of the Council's resources is as per the PFM Act and other government regulations in place.
- Demonstrate prudence and frugality in the management of its resources.
- Adapt a value chain execution framework in ensuring resources are targeted on strategic critical activities.
- Ensure value for money by acquiring best practices and by eliminating bottlenecks and red tape in its systems and processes.
- Adoption of technology and innovation in its operational and administrative processes.
- Keep abreast with emerging technological opportunities and best practices.

CHAPTER EIGHT
MONITORING, EVALUATION AND REPORTING FRAMEWORK

This chapter addresses how the Council will monitor, evaluate, and report on implementation of the strategy to stakeholders. This will be done consistently with guidelines from the state department of planning.

8.1 Monitoring framework

Implementation of the strategy will be monitored through variance analysis carried out by the Planning and Strategy department which will continuously compare targets with actual results highlighting and analysing variances. This analysis will be reported quarterly and annually and as requested by the Council and other stakeholders. The monitoring schedule is outlined below.

8.2 Performance standards

The strategic plan will be implemented through annual work plans prepared as per balanced scorecard approach (BSC), and performance contracts negotiated and signed with the Ministry of Education and the National Treasury. These will cascade into departmental, team and individual staff annual performance contracts.

To facilitate effective monitoring, at the beginning of each year, an annual monitoring plan will be prepared based on the approved work plan that contains targets set by Directorates and Departments reflecting on the strategic plan. Implementation of M&E activities will be coordinated by the Council's Planning and Strategy Department. Monitoring and Evaluation of implementation will entail the following:

- Monthly progress review meetings at the departmental level
- Quarterly progress reviews at the Council.
- Quarterly progress reports for the annual work plans and performance contracts
- Internal Audit Reports every 6 months.
- Annual Performance Reports
- Independent mid-term review in the last quarter of FY 2025/2026.

8.3 Evaluation framework

This will form the basis for assessing the level and extent of achievements of the objectives towards attainment of the strategic goals along respective KRAs. Evaluation will involve a systematic and objective process of examining the relevance, effectiveness, efficiency, and impact of the strategies. It will be done through formal surveys and assessments to look at what will be achieved against the set targets. Two major evaluations will be conducted, namely: mid-term and end-term evaluations. The evaluation framework defines outcome indicators, baselines and targets as summarized in Table 8.1.

Table 8.1 Outcome performance matrix.

Key Result Area	Outcome	Outcome Indicator	Baseline		Target	
			Value	Year	Mid-Term	End Term
1. Curriculum development	Increased employability of TVET institution graduates	% employability rate of TVET institution graduates	65.5	1	69	73
2. Assessment and certification	Reduced retraining cost of TVET institution graduates by industry	% Reduction of retraining cost of TVET institution graduates by industry	1.5	1	6	14.5
3. Research and innovation	Increased re-engineering of business processes based on research	Number of business processes re-engineered based on research.	3	1	9	15
4. ICT integration	Increased availability of council systems & services.	% availability of council systems and services	90	1	94	97
	Improved Security of council systems	% of security intrusion incidents prevented.	100	1	100	100
	Increased integration of services to ICT platforms	% of services integrated into ICT	50	1	80	95
5. Human Resource Management	Improved employee productivity	% improvement in productivity index	5	1	15	25
6. Financial Resource Management	Improved resource mobilization	% increase in resources mobilized	50	1	130	210
	Improved prudence in utilisation of Council's finances	No of unqualified audit reports	1	1	3	5
7. Infrastructural Development	Employee satisfaction	Employee satisfaction index	3	1	3.5	4
8. Corporate image	Improved awareness of the Council & its functions.	% improvement in public perception index	5	1	15	25
		Number of new partnerships per year	2	1	15	34
9. ISO certification	Improved customer satisfaction.	% increase in customer satisfaction index.	2	1	9	20
10. Data management	Data-driven decision making	% Increase in analytic reports derived from data.	10	1	24	32
11. Policy and legal framework	Compliance with legal & policy frameworks	% of compliance with applicable laws and policies	100	1	100	100

8.3.1 Mid-term evaluation

The Council will carry out a mid-term evaluation in the last quarter of FY 2025/2026. This evaluation will show the extent to which planned results are on target and highlight areas that require improvement. It will be done consistently with the Kenya Evaluation Guidelines 2020 and the Kenya Norms and Standards for M&E available at www.planning.go.ke.

8.3.2 End-term evaluation

The Council will carry out an end-term evaluation of the strategic plan in the last quarter of Financial Year 2027/2028. The summative review will assess the progress and achievement of proposed outcomes and actual results. Documentation of achievements, gaps, challenges, lessons learned, and recommendations will inform the next strategic planning cycle.

8.4 Reporting framework and feedback mechanism

Reporting the progress of implementation of the Strategic Plan will be done on a quarterly and annual basis. Quarterly and monthly periodic progress reports will be prepared in accordance with the annexure templates below.

ANNEXURES

Annexure – Quarterly 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)		

Annexure – Annual progress report

Expected Output	Output Indicator	Annual Target (A)	Achievement for Year …			Cumulative to Date (Years)			Remarks	Corrective Intervention
			Target (B)	Actual (C)	Variance (C-B)	Target (E)	Actual (F)	Variance (F-E)		

Annexure – Evaluation reporting template

Key Results Area	Outcome	Outcome Indicator	Baseline		Mid-Term Evaluation		End of Plan Period		Remarks	Corrective Intervention
			Value	Year	Target	Achievement	Target	Achievement		
curriculum development	Increased employability of TVET graduates	% increased employability of TVET graduates								
Assessment & certification	Reduced retraining cost of TVET graduates by industry	% reduction in retraining cost of TVET graduates								
Research & innovation	Increased re-engineering of business processes based on research	No of business processes re-engineered based on research								
ICT integration	Increased access to digital services	% availability of Council's systems and services								
		% of security intrusion incidents prevented								
		% of services integrated into ICT systems/automated								
Human Resources Management	Improved employee productivity	% improvement in productivity index								
Financial Resources Management	Increased resource mobilization	% increase in resource mobilized								
	Improved prudence in utilization of Council's finances	No of unqualified audit reports								
Infrastructure development	Employee satisfaction	% improvement in employee satisfaction								
Corporate image	Improved awareness of the Council and its functions	% improvement in public perception index								
		Number of new partnerships per year								
ISO certification	Improved Customer satisfaction	% increase in customer satisfaction index								
Data management	Evidence based decision making	% increase in analytical reports derived from data								
Oversight, policy and legal frameworks	Compliance with legal and policy frameworks	5 of compliance with applicable laws and policies								