



**TECHNICAL AND VOCATIONAL EDUCATION  
AND TRAINING AUTHORITY**



# STRATEGIC PLAN 2018-2022



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AND TRAINING AUTHORITY**

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©Technical and Vocational Education and Training Authority

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# Contents

## CHAPTER 1

1	INTRODUCTION.....	1
1.1	Background.....	1
1.2	Context.....	3
1.3	Kenya’s TVET systems overview.....	3
1.4	Legislation relevant to TVETA.....	4
1.5	Rationale and Justification.....	5
1.6	Mandate and functions of TVETA.....	6

## CHAPTER 2

2	SITUATIONAL ANALYSIS.....	9
---	---------------------------	---

## CHAPTER 3

3	STRATEGIC FRAMEWORK.....	13
3.1	TVETA’s Foundational Messaging Statements.....	13
3.2	TVETA Strategic Areas.....	13
3.3	TVETA’s Strategic Objectives.....	15

## CHAPTER 4

4	STRATEGIC AREAS AND IMPLEMENTATION MATRICES.....	16
4.1	Quality and Relevance.....	16
4.2	Access and Equity.....	30
4.3	Governance and Management.....	46
4.4	Funding and Financing.....	56

## CHAPTER 5

5	ORGANISATIONAL STRUCTURE.....	64
---	-------------------------------	----

## CHAPTER 6

6	FINANCE.....	69
---	--------------	----

## CHAPTER 7

7	MONITORING AND EVALUATION.....	76
---	--------------------------------	----

## ANNEXES

ANNEX 1.....	77
--------------	----

Situational Analysis:.....	77
ANNEX 2.....	87
Swot Analysis.....	87
ANNEX 3.....	93
Stakeholder Analysis.....	93
ANNEX 4.....	96
International Benchmarking.....	96
ANNEX 5.....	108
Documentation and Resources consulted.....	108



## FOREWORD



The Technical and Vocational Education and Training Authority (TVETA) is a State Corporation established by the Technical and Vocational Education and Training (TVET) Act No 29 of 2013 (*Kenya Gazette Supplement* No. 44). TVETA is a regulatory body whose mandate is to regulate and coordinate the TVET sector through accreditation of institutions, programs and trainers as well as assure access, quality, equity and relevance in education and training.

A Strategic Plan that is aligned to both the dynamic operating environment and the strategic priorities of the Government as outlined in the Kenya Vision 2030, the Constitution of Kenya 2010, and other relevant regional and international policy documents serves as a guide for the organization. I am, therefore, pleased to participate in unveiling of TVETA's 2018-2022 Strategic Plan which provides a clear road map for the achievement of competitive human capital.

The development of this Strategic Plan was based on a review of the Authority's performance and experiences since its inception, and is a culmination of an extensive consultative process among the Authority's staff, board of directors and key stakeholders in the country. Our vision and mission are geared towards realizing our mandate by clearly identifying strategic objectives to pursue that conform to our core values. We are aware that this can only be achieved if we continuously align with the dynamism of our operating environment with a view to facilitating fair and competitive practices, while catalyzing the ever-evolving creativity and innovation of the Kenyan public.

Moving forward, I wish to acknowledge that we will face exciting challenges in the course of executing our mandate, which include the effective management of this change initiative. The development of this Strategic Plan is therefore imperative as it creates an opportunity to outline strategies for tackling such challenges, identifying lessons learnt, and recognizing gaps witnessed during our brief period of existence, while effectively determining our critical success factors that should subsequently inform future planning. Based on the contextual analysis of our operating environment, we have formulated strategic objectives that the Authority will pursue over the next five years as we continually engage key stakeholders at all levels. In addition, I wish to highlight that this Strategic Plan is a step forward in our commitment to effectively realize our mandate through aggressive pursuit of our

mission, “To regulate, coordinate, promote and develop TVET through registration, licensing, accreditation and development of institutions, programs and trainers to deliver a labour market relevant and competent workforce.

The Board will oversee the setting up of an institutional framework, requisite structures, policies and operational procedures that will enable the Authority to achieve the objectives set out in this Strategic Plan. We will regularly monitor and evaluate its implementation to ensure that any performance gaps are identified early and mitigation measures put in place to address them. I am optimistic that we shall all live up to the challenge bestowed upon us in pursuit of the goals and objectives of the Authority.

I pledge my personal, and the Board’s commitment to ensuring successful implementation of this Strategic Plan. I also encourage both the Board and staff to adhere to the principles of corporate governance. To foster commitment and motivation, my Board will endeavour to provide an enabling environment for staff to realize their full potential. We will also closely engage all key stakeholders to ensure we remain attuned to our operational, social and economic context.

Lastly, I take this opportunity to sincerely thank the entire team involved in the formulation and development of this Strategic Plan, including Board Members, Management and all staff of the Authority, as well as all relevant stakeholders for their dedication and commitment to the process. With commitment and teamwork at all levels, I have no doubt whatsoever that we will be successful in implementing this Strategic Plan.



**Ahmed Ferej, PhD**  
*CHAIRMAN TVET AUTHORITY BOARD*





*Stakeholders during Regional Knowledge Sharing Workshop on Lifeskills and Career Guidance*



*TVETA Board Members: Seated from Left, Mrs. Jane Wambugu, Eng. Catherine Nyambala, Dr. Ahmed Ferej, Prof. Faith Muli, Standing from left, Dr. Kipkirui Langat, Mr Sammy Milgo, Mr Patrick Wadaka, Prof. Hazel Gachunga. (Missing in the photograph Mr. Burua Sanga).*

## PREFACE



The mandate of the TVET Authority (TVETA) is to coordinate and regulate TVET in Kenya through registration, licensing and accreditation of TVET institutions, programmes and trainers, and the implementation of National Assurance System for the development of competent work force.

To realise this mandate, TVETA will continue engaging all relevant stakeholders which include Government Ministries, Universities, TVET Institutions, Industry and Development Partners

among others to operationalize the TVET Act, 2013 and subsequently facilitate achievement of its objectives in Technical and Vocational Education and Training in the country as this bears the Authority's roadmap for the next five years.

The Authority's strategic obligations revolve around promoting access and equity, quality and relevance, governance and management, and funding and finance. As we implement this plan, we are keen on mitigating the challenges faced in quality and relevant training in TVET institutions which include, institutions issuing internal certificates, use of unqualified trainers and inferior infrastructure that cannot support quality and relevant training. Quality TVET programmes guarantee a strong link between skills learnt and the needs of the labour market by ensuring production of graduates with superior employability. The Authority further seeks to make its impact in the legislation and governance reforms in TVET to ensure relevant governance and management of the sector. It is also imperative to note that there is need for increased TVET research and its capacity to contribute to innovations and enterprise creation. We are seeking to establish better Public Private Partnerships (PPPs) that will mobilize more financial resources for funding research, and development TVET.

To inform the Strategic Plan, the Authority assessed developmental and operational challenges taking into consideration both internal and external environments, strengths, weaknesses as well as opportunities and threats while considering existing policy, political, economic, social, technological, environmental and legal frameworks. The programmes and activities in the Plan will be financed by both internal and external sources. Anticipated internal sources of finance include registration fees; quality assurance fees; and other supplementary payments. External sources of finance include the Exchequer and Development Partnerships.

The overall responsibility of implementation of the Plan lies with the Board.

The Authority recognizes that successful implementation of this Plan will depend on the cooperation and commitment of key internal and external stakeholders and timely availability of resources. Towards this, the Authority will therefore continue to build partnerships with all stakeholders to ensure that planned activities are implemented within budget. Premised on this, I posit that actualization of the partnerships, guided and supported by our highlighted core values and our dynamic culture, the Authority will accelerate realization of its Vision; ‘A coordinated, labour-market responsive TVET system, delivering a high quality competent workforce for sustainable economic, social, and environmental development.’

It is worth mentioning that the development of this plan was made possible with the support of the African Development Bank (AfDB) through the Ministry of Education. It is that support that enabled the Niras group to develop the plan. In conclusion, I wish to sincerely appreciate the Authority’s Board of Directors’ guidance and support during the development of this Plan, and look forward to further guidance and support to inform its successful implementation. To my colleagues in the Management, I wish to express my gratitude in your role in the process of developing this Plan and assure you of my guidance, unfettered support and availability in order for us to actualize the Plan successfully; for the benefit of all Kenyans.



**Dr. Kipkirui Langat, PhD. FIETK.**  
*DIRECTOR GENERAL/CEO*

## ABBREVIATIONS AND ACRONYMS

AfDB	African Development Bank
AiA	Appropriation in Aid
CBET	Competence Based Education and Training
CDACC	Curriculum Development Assessment and Certification Council
DG	Director General
GoK	Government of Kenya
HELB	Higher Education Loans Board
HR	Human Resources
ICT	Information and Communication Technology
ISO	International Standards Organisation
KASNEB	Kenya Accountancy and Secretaries National and Examination Board
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
KNQA	Kenya National Qualifications Authority
Ksh	Kenyan Shilling
LMIS	Labour Management Information Systems
MDA	Ministries, Departments and Agencies
MEC	Monitoring and Evaluation Committee (Board)
MIS	Management Information System
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
MTP	Medium Term Plan
M&E	Monitoring and Evaluation
NICHE	Netherlands Initiative for Collaboration in Higher Education
NITA	National Industrial Training Authority
NSDC	National Skills Development Council
PC	Performance Contract
PPP	Public Private Partnership
PR&D	Policy, Research and Development (Directorate)
PS	Principal Secretary
PWG	Permanent Working Group on TVET
QA	Quality Assurance
S&C	Standards and Compliance (Directorate)
SET	Science, Engineering and Technology
SOP	Standard Operating Procedures
SSAC	Sector Skills Advisory Committee
TTI	Technical Training Institute
TVC	Technical and Vocational Colleges
TVET	Technical Vocational Education and Training
TVETA	Technical Vocational Education and Training Authority
VTC	Vocational Training Centre



*Engineering trainees demonstrating to TVETA Director General, Dr. Kipkirui Langat, the use of a hyacinth extraction machine*

## EXECUTIVE SUMMARY

This Strategic Plan for the period 2018-2022 presents a renewed foundation for TVETA to carry out its mandate and functions to achieve a modern and labour-market responsive TVET system for Kenya. TVETA was created by the TVETA Act, 2013 and started its operations in 2014. A draft strategic plan was developed at that time which has been guiding TVETA in its first years of operation as a state corporation.

The first years have shown TVETA embarking on huge tasks while operating environment and TVET reforms. While the draft strategic plan (2014) had a more inward-looking approach, and focusing on getting TVETA's operations started, the current strategic plan takes a more outward looking approach taking the entire TVET-system as a point of reference. Furthermore, national policies such as Vision 2030 and international policies (e.g. from EAC and AU) are guiding.

TVETA has formulated the following foundational statements:

**Purpose (Vision):** A coordinated, labour-market responsive TVET system, delivering a high quality competent workforce for sustainable economic, social and environmental development.

**Way (Mission):** To regulate, coordinate, promote and develop TVET through registration, licensing, accreditation and development of institutions, programs and trainers for delivering a labour market relevant and competent workforce.

**Impact:** A continuously improving and world-class TVET system which delivers sought after graduates, creates employment and entrepreneurship opportunities, and contributes to sustainable economic, social and environmental development for Kenya within a regional and global context.

The core of the Strategic Framework is based on four distinctive Strategic Areas:

- Quality and Relevance
- Equity and Access
- Governance and Management
- Funding and Financing

These strategic areas are also chosen as they reflect the most common themes in national and international TVET policy, strategy and development. They also follow the PESTEL, SWOT and stakeholder analysis which was conducted as part of the

strategic planning process as well as benchmarking against the strategic plans from a variety of regional and international TVET authorities.

Within each of the strategic areas a number of strategic objectives have been formulated, all of them accompanied by strategies and activities, which have to be completed within the strategic plan period.

While developing strategic plans is a required start, the real proof lies in the implementation of strategic plans. The current strategic plan is ambitious in its objectives and implementation will require adequate resources, which in the current situation are limited and might impact the implementation of the plan.

# *Chapter 1*

## **INTRODUCTION**

### **1.1 Background**

A skilled workforce is a basic requirement for driving the engine of industrial and economic growth. Technical and Vocational Education and Training (TVET) holds the key to building the technical and entrepreneurial workforce. TVET, therefore, is one of the key priorities of the Government's development agenda. Since the year 2000, a fresh awareness of the critical role that TVET can play in economic growth and national development has dawned. One of the most important features of TVET is orientation towards the world of work and the acquisition of relevant skills. TVET delivery systems are, therefore, well placed to train the skilled and entrepreneurial workforce that Kenya needs to create wealth and attain Vision 2030. Training for high-quality skills however requires standards on the appropriate training equipment and tools, relevant training materials, operation manuals, CBET curriculum and trainers. This has often been a weakness with both public and private TVET providers and thus, one of the key reasons for regulation of the TVET system.

The Technical and Vocational Education and Training Authority (TVETA) is a public corporate agency established under the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013 to regulate and coordinate training in the country through licensing, registration and accreditation of programs, institutions and trainers. Section 7 of the Act, 2013 gives the powers and functions of the Authority to regulate and coordinate training; inspect, license and register and accredit training institutions; accredit and inspect programmes and courses; promote access and relevance of training programmes; determine the national technical and vocational training objectives; assure quality and relevance in programmes of training among other functions.

The Authority is governed by a Board appointed by the Cabinet Secretary responsible for Technical and Vocational Education and Training while the day to day affairs are managed by the Board's Secretariat, headed by a Director General.

Prior to the establishment of TVETA, a Directorate of Technical Accreditation and Quality Assurance and Directorate of Youth Training had been established to undertake inspection and registration of TVET institutions with the purview of the mandate of the Ministries of Higher Education Science and Technology and Youth Affairs and Sports respectively.



## 1.2 Context

The Kenyan TVET sector comprises of National Polytechnics, Technical Training Institutes (TTIs), Vocational Training Centres (VTCs), Technical Trainer Colleges and any other category specified by the Cabinet Secretary, Ministry of Education Science and Technology.

The TVET Act (2013) places a premium on quality CBET programmes offered in the Country with the aim of guaranteeing a strong link between skills learnt and the needs of the labour market, by producing graduates with superior employability. The Kenya Vision 2030 has further placed new demands on Technical and Vocational Education and Training (TVET) as a leading engine that the economy will rely upon to produce adequate levels of middle level work force that will be needed to drive the economy towards the attainment of the vision goals. The Vision's Medium Term Plan II (2013-2017) envisaged the establishment of a TVET Authority to play a key role towards institutionalisation of quality assurance and accreditation system, monitoring, evaluation and reporting of the TVET system; as well as undertake surveys on employability of TVET graduates in partnership with industry.

Despite the progress made in enhancing access, retention, quality, completion rates and gender parity in education and training, the TVET sector continues to face many challenges. These include an insufficient number of trainers with the required CBET trainers' competency, limited industry participation and inadequate research support services. Other challenges include poor geographical distribution and location of TVET institutions, negative perception of TVET, low enrolment for females in Science, Engineering and Technology (SET) related courses and unfriendly environment for people with special needs. Furthermore, there is uncoordinated admission of students to TVET institutions. There is also low enrolment in TVET institutions due to the high cost of technical training and lack of awareness. The result is that many trainees end up in cheap alternative programmes whose graduates do not acquire the requisite skills relevant to the world of work.

TVET is expensive and improving quality comes at a price. TVETA's current financing to undertake its broad mandate has until recently only come from Government sources. Whereas TVETA's core funding comes from the Government, recently TVETA has gazetted a service fee structure for services rendered. However, the projected revenue from these service fees will still not be adequate to fully fund TVETA's activities. For example, investments in labour market information systems, tracer studies and skills audits are expensive but do provide useful feedback for the revision of training programmes, training delivery mechanisms, standards and regulation in enhancing employability of TVET trainees.

The occupational skills and CBET competence of the technical trainer is crucial to the successful implementation of any quality assurance system in TVET. Registration of TVET trainers and their development has not often followed the quality demands of the labour markets and has often not been guided by any quality standards. Moreover, there has not been any specific training and development of TVET managers on the various aspects of management and quality delivery. The delivery of quality TVET is also closely linked to the building of strong management and leadership capacity to drive the entire system. TVET system managers, professional skills and policy makers will therefore also have to be trained and their skills upgraded to enable them confidently drive the system with its various implementation structures, including qualifications framework, accreditation standards, inspection guidelines, quality assurance and accountability frameworks.

Quality should be seen as “fit for purpose” and should be dynamic and improve as the purpose or the job to be done upgrades. A decentralised and diverse TVET system that includes institutional-based training, enterprise-based training, and apprenticeship training, hence requires a strong regulatory framework for overseeing training curricula, standards, qualifications and funding. This has been lacking besides a suitable qualifications framework and inspection system to provide necessary quality assurance and control mechanisms within such a broad and diverse system.

### **1.3 Kenya’s TVET systems overview**

TVET systems differ from one country to the other and are delivered at different levels in different types of institutions, including technical and vocational schools (both public and private), polytechnics, enterprises and apprenticeship training centres. In some countries, traditional apprenticeship offers the largest opportunity for the acquisition of employable skills in the informal economy. Trainees can enter the vocational education track at the end of primary school, corresponding to 8 years of education in Kenya. The vocational education track has the unfortunate perception, amongst some of being a dead-end, so far as academic progression is concerned. Furthermore, it is considered only for those pupils who are unable to continue to higher education.

The duration of institutional-based technical and vocational education varies. In Kenya, the oversight responsibility of TVET has been shared between the Ministries responsible for technical education and labour, although some specialised vocational training programmes (for example in Agriculture, Health, Transport, Water among others) fall under the supervision of the sector Ministries. In spite of the large variety of training programmes, from hairdressing to electronics and automobile repair, the place of TVET in the overall education system in Kenya is marginal in terms of enrolments.

The socio-economic environment and the contextual framework in which the TVET delivery system currently operates in Kenya is characterised by shrinking or stagnant wage employment opportunities, especially in the industrial sector where a large percentage of the Kenyan workforce is in the informal, non-wage employment sector. There also exists the problem of a large number of educated but unemployed college and university graduates in Kenya. This situation has brought into sharp focus the mismatch between training and labour market skills demands. One of the arguments for this scenario is that there lacks a clear institutional and regulatory framework that ensures employers' participation in curriculum design and training delivery of TVET in universities, institutions and colleges.

The formerly partially uncoordinated, unregulated and fragmented TVET delivery systems cited earlier has had adverse implications in the standardization of training, cost-effectiveness, quality assurance, recognition of prior learning and the furtherance of education by TVET graduates. The diverse TVET management structures and the sharing of supervisory responsibilities by various ministries and government bodies account for some significant inefficiencies in the TVET system, duplication and segmentation of TVET, and creates the absence of a common platform for developing coherent standards and joint initiatives in TVET delivery.

TVET in Kenya is also characterised with a low quality of training, occasioned by inadequate instructor training; obsolete training equipment and lack of instructional materials amongst other factors that require regulation and coordination. High quality skills training requires qualified instructors, appropriate workshop equipment, adequate supply of training materials, and practice by learners which can only be addressed through coherent and sector-wide standardisation and regulation.

#### **1.4 Legislation relevant to TVETA**

TVETA is guided by the Technical and Vocational Education and Training Act, 2013. In addition, TVETA is regulated by subsidiary regulation through the Technical Vocational Education and Training Regulations, 2015.

The following are some of the Acts of Parliament which also touch upon education and training:

- The Basic Education Act, 2012
- The Universities Act, 2012
- State Corporations Act, 2012
- Science, Technology and Innovation Act, 2012
- Kenya National Qualification Framework Act, 2014
- Kenya National Examination Council Act, 2012
- Kenya Institute of Curriculum Development Act, 2012

- Accountants Act, 2008, Revised 2012
- Industrial Training Act, 2012

## **1.5 Rationale and Justification**

The TVETA Strategic Plan 2018-2022 has been revised following the draft Strategic Plan 2016-2020 which was developed in 2014, at the time when TVETA started its operations. It has been developed on the basis of the Government's policy framework and the current national development agenda. It has been formulated under the guidance of the TVETA Board.

The Strategic Plan covers a five-year period. The process used in preparing the plan was participatory involving, among others, senior staff of TVETA and key stakeholders through consultations, workshops and support of consultants. In preparation of the Plan, reference was made to national, sectoral and institutional frameworks, plans and policies. Key amongst these was the Constitution of Kenya 2010, Kenya Vision 2030, Second Medium Term Plan (MTP) 2013-2017 and Sessional Paper No. 14 of 2012: A Policy Framework for Education and Training, and Sector Plan 2013-2017. Further reference was made to the TVET Act, 2013, and TVETA's Performance Contract for the financial year 2016/2017 which provided the baseline figures for targets and review of achievements. The review took specifically into account the regional and international context of policies, systems and governance relevant to TVET. These include the Sustainable Development Goals especially 4 and 8, African Union TVET Policy, and EAC Common Market Protocol, articles 5 and 102.

The draft Strategic Plan has, therefore, been reviewed and further developed into the current Strategic Plan at a critical moment for TVET reforms. TVETA will continue to spearhead the coordination, regulation and quality advancement of TVET through its mandate and functions. This Plan is a tool for further positioning TVETA strategically to enable it to effectively discharge its core mandate. It provides a roadmap for guiding the Authority to accomplish its strategic objectives. The Plan has identified strategic issues and challenges in the PESTEL and SWOT Analysis, which have been considered critical and/or guiding in the formulation of strategic objectives, strategies, activities, outputs and indicators.

A major assumption in this Strategic Plan is that TVET reforms will continue be undertaken during the implementation period of this Plan. Furthermore, reviews of legislation and policies are expected to take place and will enhance TVETA's ability to perform its functions. TVETA will play an active role to support Government in the review and reform of TVET in the country.

The plan presents an updated Vision and Mission (formulated as “Purpose, Way, Impact”), as well as Strategic Objectives within four Strategic Areas, which set a new strategic direction for the Authority to achieve a coordinated, labour-market responsive TVET system in Kenya.

## **1.6 Mandate and functions of TVETA**

The mandate of TVETA is derived from the TVET Act, 2013. The Act empowers the Authority to ensure and assure quality and relevance in TVET through registration, licensing and accreditation of TVET institutions, TVET programs and trainers, and for connected purposes. Section 7 of the TVET Act, 2013 gives the powers and functions of the Authority, which are:

- (i) Regulate and coordinate training under TVET Act, 2013;
- (ii) Inspect, license, register and accredit training institutions;
- (iii) Accredit and inspect programmes and courses;
- (iv) Advise on the development of schemes of service for trainers;
- (v) Establish a training system which meets the needs of both the formal and informal sectors as provided under this Act;
- (vi) Approve the process of introduction of new training programmes and review existing programmes in Technical and Vocational Education and Training institutions;
- (vii) Prescribe the minimum criteria for admission to training institutions and programmes in order to promote access, equity and gender parity;
- (viii) Promote access and relevance of training programmes within the framework of the overall national socio-economics development plans and policies;
- (ix) Collect, examine and publish information relating to training
- (x) Advise and make recommendations to the Cabinet Secretary on all matters relating to training;
- (xi) Determine the national technical and vocational training objectives;
- (xii) Recognise and equate qualifications awarded by local or foreign technical and vocational education institutions in accordance with the standards and guidelines set out by the Authority from time to time;
- (xiii) Develop plans, and guidelines for the effective implementation of the provisions of the TVET Act 2013;
- (xiv) Assure quality and relevance in programmes of training;
- (xv) Liaise with the national and county governments and with the public and the private sector on matters related to training;
- (xvi) Undertake, or cause to be undertaken, regular monitoring, evaluation and inspection of training and institutions to ensure compliance with set standards and guidelines;
- (xvii) Mobilise resources for development of training;
- (xviii) Ensure the maintenance of standards, quality and relevance in all aspects of training, including training by or through open, distance and electronic learning;

- (xix) Approve the process of introduction of new training programmes and review existing programmes in Technical and Vocational Education and Training Board institutions;
- (xx) Perform any other functions necessary for the better implementation of this Act.



*TVETA staff facilitating Visitors' book signing at the Agricultural Show of Kenya held in Kisumu (ASK Kisumu)*



*TVETA staff conducting general public sensitization at the Agricultural Show of Kenya held in Nairobi. (ASK-Nairobi)*

# Chapter 2

## SITUATIONAL ANALYSIS

The Situational Analysis conducted for this Strategic Plan consists of a PESTEL Analysis, SWOT Analysis and Stakeholder Analysis. The Summary tables are presented below while the full Situational Analysis including the narrative is as follows.

**Table 1. PESTEL Analysis**

Political	Economic
<ol style="list-style-type: none"> <li>1. Political goodwill and prioritisation of TVET Subsector by the Government (Vision 2030).</li> <li>2. TVET Policy guided by Sessional Paper (2012), draft TVET Policy (2014), MTP-II; TVET and other Education Policy reforms ongoing; however, no comprehensive formalised TVET Policy in place.</li> <li>3. Constitutional requirement for access to equitable, quality and relevant education and training.</li> <li>4. Government’s commitment to Development of TVET.</li> <li>5. Devolution/multi-layered policy implementation (more explicitly: Counties have responsibility for TVET; requires counties to work with TVETA).</li> <li>6. EAC education policy initiatives (incl. harmonisation).</li> <li>7. Development partners’ policies and priorities for TVET.</li> </ol>	<ol style="list-style-type: none"> <li>1. Economic growth prospects (GDP growth 5-6% annually forecasted)</li> <li>2. Skills requirements (especially technical) by Vision 2030 for the 97 flagship projects (e.g. Infrastructure, Energy).</li> <li>3. Increased funding requirements of TVET (caused by increased access and introduction of CBET and modernisation of TVET).</li> <li>4. Opportunities facilitated by Public Private Partnership Act (2013).</li> <li>5. Gap between political prioritisation and actual budget allocation for TVET.</li> <li>6. Sustainable Development Goals 4 and 8 (also relevant for other PESTEL categories).</li> </ol>
Social	Technological
<ol style="list-style-type: none"> <li>1. Increasing demand and opportunities for education and training.</li> <li>2. The Bill of Rights and its requirements for provision of relevant skills for decent jobs.</li> <li>3. Increased relevance of self-employment and skills development for job creation and poverty alleviation.</li> <li>4. Limited awareness and negative perception of TVET and its opportunities.</li> <li>5. Increasing demand for provision and access to quality TVET training across the country.</li> <li>6. Need for improved quality of TVET institutions and programs (image, management, resources etc.) to accompany for re-branding TVET.</li> <li>7. Cultural perception/ stereotyping of some TVET fields (e.g. gender tagged skills and the ‘fundi’ perception)</li> <li>8. HELB Funding now also accessible for selected TVET-institutions and programs; and other sources of funding becoming available (e.g. NGOs and County Governments).</li> </ol>	<ol style="list-style-type: none"> <li>1. Rapid change in technology and its impact on skills development.</li> <li>2. Technological and skills requirements for mega-projects.</li> <li>3. Culture of innovation, creativity and maintenance.</li> <li>4. Use of ICT in delivery of government and other services.</li> <li>5. Competency-based Education and Training as catalyst of improvement of TVET.</li> <li>6. Need for continuous improvements in infrastructure of TVET institutions.</li> <li>7. Use of ICT in education and training (e.g., smart classrooms).</li> <li>8. Trend towards adherence to International Quality Standards.</li> </ol>



Environmental	Legal
<ol style="list-style-type: none"> <li>1. Emerging issues in environment (such as e-waste management, recycling, climate change) need to be addressed in programs delivered by TVET institutions.</li> <li>2. Sustainable management of environmental resources.</li> <li>3. Inculcation of green TVET values, attitudes in training programmes.</li> <li>4. Inclusion of environmental issues and management in TVET QA Framework.</li> </ol>	<ol style="list-style-type: none"> <li>1. Existence (and possible review) of TVET legal framework (e.g., TVET Act).</li> <li>2. KNQF launched and will become operational.</li> <li>3. TVET Funding Board to be operationalised.</li> <li>4. Impact of regional and international protocols (incl. recognition of qualifications).</li> <li>5. Impact on TVET governance due to fragmented and multiple legislation and policies (Ministries, authorities, councils, institutions etc.).</li> <li>6. Rigid (inherited) demarcation in regulation of pre-employment training (Ministry of Education/TVETA) and industrial training (Ministry of Labour/NITA).</li> <li>7. Mainstreaming of Competency-Based Education and Training Framework (incl. Occupational Standards) in TVETA legal and policy frameworks.</li> </ol>

**Table 2. TVETA SWOT Analysis**

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1. TVETA established under an Act of Parliament (TVET Act, 2013), which provides a legal framework; supplemented by TVET Regulations (2015) to operationalise the Act.</li> <li>2. TVETA Board in place with relevant and varied experience and competences, now in its second term and set for continuity in TVETA governance.</li> <li>3. TVETA is able to perform core tasks on the basis of a draft strategic plan and accompanying organisational structure.</li> <li>4. TVETA Secretariat with competent staff.</li> <li>5. TVETA Performance Contracts in place since 2015/2016.</li> <li>6. Draft guidelines and tools for registration, licensing and inspection developed and in use.</li> <li>7. Some TVET QA standards and documents in draft form available (e.g., on CBET program, Trainer Qualifications Framework, PLAR).</li> </ol>	<ol style="list-style-type: none"> <li>1. Inadequate human resource capacity (skills shortages and skills gaps).</li> <li>2. Secondments/deployments and terms of service of staff are impacting organisational capacity.</li> <li>3. Limitations in organisational capacity: absence of comprehensive SOPs, except for draft HR Manual.</li> <li>4. No tools in place to support TVET institutional capacity building.</li> <li>5. Directorate of Policy, Research and Development hardly functioning, hence limited impact on TVET planning, coordination and development.</li> <li>6. Inadequate funding (although TVETA can now charge fees for services as gazetted).</li> <li>7. Limited awareness of TVETA and its mandate amongst most stakeholders.</li> <li>8. TVETA still in process of developing a TVET National QA-framework.</li> <li>9. Inadequate coordination between CDACC and TVETA in development of CBET curricula and programs.</li> <li>10. TVETA has limited engagement with private sector/“world of work”.</li> <li>11. Limited access/influence/impact of TVETA on industrial training and institutions under line-Ministries.</li> <li>12. Unclear on the roles of TVETA and KNQA in terms of equation of local and foreign certificates.</li> </ol>

Opportunities	Threats
<ol style="list-style-type: none"> <li>1. TVETA can contribute to strengthening the TVET providers leading to competent workforce.</li> <li>2. Benchmarking and adopting examples of good practice on QA through relevant regional and international partnerships.</li> <li>3. Private sector and industry has expressed willingness to engage more with TVETA.</li> <li>4. Use of technology in government service delivery will enable TVETA to implement an online service portal.</li> <li>5. Improvement of service delivery leading to ISO Certification and improved credibility as QA-authority.</li> <li>6. Expansion of TVET institutions and inherent workload justifies more funding for TVETA.</li> <li>7. Establishment of National Skills Development Council to address critical policy issues.</li> <li>8. TVETA's role to contribute to TVET and other Education Reforms.</li> <li>9. Renewed momentum of development partners for supporting TVET.</li> <li>10. Improvement of career guidance systems and rebranding TVET.</li> </ol>	<ol style="list-style-type: none"> <li>1. Negative perception of TVET.</li> <li>2. Issue of fragmented and multiple policies and legislation, impacting negatively on TVET governance not adequately being addressed.</li> <li>3. Lack of integration of pre-employment training and industrial training in the TVET system.</li> <li>4. Absence of comprehensive Occupational Standards guiding development of CBET and TVETA's QA-Framework.</li> <li>5. TVETA's limited human resource capacity and terms of service issues not adequately being addressed.</li> <li>6. Possible change of government priorities and funding.</li> <li>7. Counties have limited capacity to fund TVET.</li> </ol>



# Chapter 3

## STRATEGIC FRAMEWORK

### 3.1 TVETA's Foundational Messaging Statements

TVETA's foundational messaging statements consist of the "Purpose-Way-Impact" concept and Core Values, which is a modern way of stating vision and mission statements for organisations that want to make an impact in a changing world.

#### **Purpose (Vision)**

A co-ordinated, labour-market responsive TVET system, delivering a high quality competent workforce for sustainable economic, social and environmental development.

#### **Way (Mission)**

To regulate, co-ordinate, promote and develop TVET through registration, licensing, accreditation and development of institutions, programmes and trainers for delivering a labour market relevant and competent workforce.

#### **Impact**

A continuously improving and world-class TVET system which delivers sought after graduates, creates employment and entrepreneurship opportunities, and contributes to sustainable economic, social and environmental development for Kenya within a regional and global context.

#### **Core Values**

- Integrity
- Professionalism
- Accountability
- Public participation
- Team work
- Efficiency

### 3.2 TVETA Strategic Areas

The TVETA Strategic Plan focuses on four distinctive strategic areas, which all contribute to carrying out TVETA's legal mandate and functions as stipulated in the TVET Act (2013).

The four Strategic Areas are:

- Quality and Relevance

- Access and Equity
- Governance and Management
- Funding and Financing

The four strategic areas are each to be considered as distinctive areas, although sometimes cross-cutting. While the draft strategic plan (2014) had a more inward-looking approach, and focusing on getting TVETA's operations started, the current strategic plan takes a more outward looking approach taking the entire TVET-system as a point of reference.

Furthermore, these strategic areas are also chosen as they reflect the most common themes in national and international TVET policy, strategy and development.

The four strategic areas are outlined below:

**Quality and Relevance** is about the core of TVET delivery. This encompasses the setting of standards, regulating, inspecting, registering, accrediting and licensing of TVET institutions, programmes and trainers, which all forms part of the TVET QA-Framework. Quality and relevance also relates to and impacts the management of the TVET system as a whole and the relationships with labour market and stakeholders.

**Access and Equity** shall ensure that all trainees, regardless of origin and status have access to TVET programmes meeting the quality training standards, equitably to males, females, underprivileged and the physically disadvantaged. This area also addresses re-branding of TVET, including career guidance and promotion of TVET amongst learners and labour market. Furthermore, this area addresses policy and research as well as benchmarking and adopting relevant international examples of good practice. Finally, this area includes the strengthening of TVET providers and trainers, and the relationships with the county governments in relation to TVET development.

**Governance and Management** addresses the way TVETA and TVET are governed and managed. For TVETA this specifically refers to its human resource capacity, organisational capacity and technical infrastructure. Furthermore, this area addresses improvements in TVETA's service delivery and the use of ICT-based systems. This strategic area also addresses how TVETA will spearhead TVET legislation, governance and reforms.

**Funding and Financing** is the strategic area that ensures that there is financial sustainability and ongoing ability to source and generate adequate resources for

financing TVETA’s activities and operations in pursuit of objectives of this strategic plan. This area also addresses the need for TVETA to diversify its sources of funding and to engage more with development partners, county governments, TVET Funding Board and industry on the financing of TVET development. Furthermore, this area addresses the need for TVETA to strengthen its financial management systems.

### 3 TVETA’s Strategic Objectives

For each of the strategic areas a number of strategic objectives have been defined, which are summarised in the diagram below.

**Table 3. TVETA’s Strategic objectives**

QUALITY AND RELEVANCE	ACCESS AND EQUITY
<ul style="list-style-type: none"> <li>• To develop, implement and review the TVET QA Framework.</li> <li>• To co-ordinate the development of comprehensive Occupational Standards for CBET implementation.</li> <li>• To develop and improve the engagement with labour market and stakeholders.</li> <li>• To improve TVETA’s engagement with all TVET institutions and other training providers.</li> </ul>	<ul style="list-style-type: none"> <li>• To lead in Advocacy and Re-branding of TVET.</li> <li>• To promote gender equity and equal opportunities in TVET</li> <li>• To promote access and equity in TVET.</li> <li>• To benchmark, sensitise and adopt examples of international good practise in TVET.</li> <li>• To conduct and contribute to TVET policy, research, development, and innovative projects.</li> <li>• To strengthen the engagement with county governments on the development of TVET.</li> </ul>
GOVERNANCE AND MANAGEMENT	FUNDING AND FINANCING
<ul style="list-style-type: none"> <li>• To increase and strengthen TVETA’s human and organisational capacity.</li> <li>• To increase the use of ICT in service delivery and office operations.</li> <li>• To spearhead TVET legislation and governance reforms.</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve financial sustainability for TVETA to carry out its mandate and functions.</li> <li>• To mobilise financial resources for TVET research, development, innovative projects, and rebranding.</li> <li>• To strengthen the engagement with government, industry, TVET Funding Board and development partners for contributions to TVET development and implementation.</li> <li>• To strengthen the engagement with county governments on the funding of TVET.</li> <li>• To strengthen TVETA’s financial management systems.</li> </ul>



# Chapter 4

## STRATEGIC AREAS AND IMPLEMENTATION MATRICES

This chapter describes, within each of the strategic areas, the strategic objectives, as well as the strategies and activities, the outputs and performance indicators in greater detail. Each strategic area is also summarised in a strategy matrix.

### 4.1 Quality and Relevance:

#### **Strategic Objective 1: To develop, implement and review the TVET QA Framework**

In order to fulfil its core function of regulation, TVETA will develop and implement a comprehensive TVET Quality Assurance Framework, Quality Assurance System and its associated cycle of development, implementation and review.

Within this strategic objective the following strategies are defined:

- Development of the QA-Framework: This includes the following activities: Strengthening the Standards and Compliance Directorate; development of the QA framework; development of QA standards and the development of a framework for standards enforcement and compliance.
- Development of tools and guidelines for registration, licensing, inspection and accreditation of institutions, programmes, trainers and managers. This includes the following activities: Development of tools and guidelines for accreditation and inspection of institutions, programmes, trainers and managers.
- Implementation of the QA Framework: This includes the following activities: Strengthening the Accreditation Directorate; Implementation of QA framework; Undertaking the accreditation process of institutions, trainers and managers; Undertaking the accreditation process of TVET programmes; Undertaking quality audits of TVET institutions; Monitoring training delivery; Enforcing of measures as defined in the QA Framework in case of non-compliance; Recruitment and training of monitors and evaluators.
- To review and improve the elements of the QA Framework: Activities include: Review and improve QA framework; Review and improve QA standards; Review and improve tools and guidelines; Review and improve the implementation process of the QA Framework.

## **Strategic Objective 2: To coordinate the development of comprehensive Occupational Standards for CBET implementation**

As CBET has been adopted as the guiding principle for TVET in Kenya, it will be necessary that all stakeholders will be working collaboratively and in a co-ordinated manner to further develop and implement CBET. Currently, there are various processes/activities and initiatives, which originate from various sources (e.g., TVETA, NITA, CDACC, LIWA, development partners' projects, etc.).

TVETA will strengthen its role in co-ordinating the process of CBET development and delivery. In order to fulfil this role, TVETA will also finalise the “CBET Standards and Guidelines”, which need to be endorsed and adopted by all stakeholders by early 2018.

Within this strategic objective, the following strategies are defined:

- The identification of the sectors and areas for development of occupational standards as a benchmark to the implementation of CBET.
- Ensuring that curriculum developers establish Sector Skills Advisory Committees (SSACs) to develop occupational standards for Curriculum development. This includes the following activities: Ensuring that curriculum developers establish SSACs; Nominating a representative of TVETA as member of SSACs.

## **Strategic Objective 3: To develop and improve the engagement with labour market and stakeholders**

Currently, TVETA's engagement with the private sector has been relatively limited, mainly due to the limited resources and other priorities, e.g., registering and accrediting institutions. As a result, other stakeholders have been taking the lead in developing initiatives in TVET-private sector collaboration projects.

Within this strategic objective, the following strategies are defined:

- Establishing technical committees with sectors in the labour market (formal and informal). Activities include: Establish technical committees for the formal labour market and for the informal labour market.
- Using labour market information for national TVET planning and co-ordination. Activities include: the development of mechanisms for accessing and using labour market information for TVET training needs; Training of staff and relevant stakeholders in accessing and analysing labour market information.



- Improving the co-ordination and collaboration between industry, informal sector, stakeholders and TVET providers in regard to the implementation of CBET. Activities include: Developing coordination mechanisms for industry, stakeholders and TVET providers in implementing CBET; Lobbying industry to avail more attachment opportunities to trainees and graduates.
- To enhance the relevance of TVET through introduction of entrepreneurial educational models. Activities include the training of TVETA staff on entrepreneurial educational models and the introduction of these entrepreneurial educational models in TVET institutions.

#### **Strategic Objective 4: To improve TVETA's engagement with all TVET institutions and other training providers**

Although TVETA has the mandate to regulate all technical vocational and training, there are challenges to engage with TVET institutions other than the TVET institutions under the Ministry of Education and private ones. This includes the TVET institutions under line-Ministries and parastatals (e.g., NITA-centres under the Ministry of Labour, medical training institutes under Ministry of Health), professional bodies, regulators of practice and other training institutions, e.g., within industry and the informal sector. Furthermore, TVETA has not yet been accrediting Certificate and Diploma-programmes offered by universities.

TVETA will continue to enhance its efforts to engage with all these institutions through a collaborative dialogue in order to fulfil its mandate in registering and licensing all institutions and programmes. TVETA intends to have completed the registration and licensing of all TVET institutions and programs by the end of 2019.



**Table 4**

Strategic Area Quality and Relevance						
Strategic Objectives	Strategies	Activities	Output	Performance Indicators	Target and Timeframe	Responsibility
<b>SO1: To develop, implement and review the TVET QA Framework</b>	S1.1: To develop the QA Framework	<ul style="list-style-type: none"> <li>Strengthen the Standards and Compliance Directorate</li> </ul>	<ul style="list-style-type: none"> <li>Standards and Compliance Directorate strengthened</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of positions filled</li> <li>Percentage of staff undertaken capacity building</li> <li>Percentage increase on performance review of directorate staff</li> </ul>	<ul style="list-style-type: none"> <li>50% filled (2020) and 100% filled (2022)</li> <li>100% of staff undertaken capacity building annually</li> <li>5% annual increase</li> </ul>	<ul style="list-style-type: none"> <li>DG &amp; Board</li> <li>Director S&amp;C</li> <li>Director S&amp;C</li> </ul>
		<ul style="list-style-type: none"> <li>Develop QA framework</li> </ul>	<ul style="list-style-type: none"> <li>QA framework developed</li> </ul>	<ul style="list-style-type: none"> <li>QA framework adopted by the Board</li> </ul>	<ul style="list-style-type: none"> <li>QA framework adopted by 2018</li> </ul>	<ul style="list-style-type: none"> <li>Director S&amp;C and Board</li> </ul>
		<ul style="list-style-type: none"> <li>Develop QA standards</li> </ul>	<ul style="list-style-type: none"> <li>QA Standards Developed</li> </ul>	<ul style="list-style-type: none"> <li>Number of QA Standards developed</li> <li>Number of QA Standards adopted by Board</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 3 standards annually</li> <li>Minimum 3 standards annually</li> </ul>	<ul style="list-style-type: none"> <li>Director S&amp;C</li> </ul>
		<ul style="list-style-type: none"> <li>Develop framework for standards enforcement and compliance</li> </ul>	<ul style="list-style-type: none"> <li>Framework for standards enforcement and compliance developed</li> </ul>	<ul style="list-style-type: none"> <li>Framework for standards enforcement and compliance adopted by the Board</li> </ul>	<ul style="list-style-type: none"> <li>Framework adopted by 2018 by the Board</li> </ul>	<ul style="list-style-type: none"> <li>Director S&amp;C and Board</li> </ul>

	<p>1.2: To develop tools and guidelines for registration, licensing, inspection and accreditation of institutions, programmes, trainers and managers</p>	<ul style="list-style-type: none"> <li>• Develop tools and guidelines for accreditation and inspection of institutions</li> <li>• Develop tools and guidelines for accreditation of programmes</li> <li>• Develop tools and guidelines for accreditation of trainers</li> <li>• Develop tools and guidelines for accreditation of managers</li> </ul>	<ul style="list-style-type: none"> <li>• Tools and guidelines for registration, licensing and inspection of institutions developed</li> <li>• Tools and guidelines for registration, licensing and inspection of programmes developed</li> <li>• Tools and guidelines for registration, licensing, and inspection of trainers developed</li> <li>• Tools and guidelines for registration, licensing and inspection of managers developed</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of tools and guidelines for all relevant categories developed</li> </ul>	<ul style="list-style-type: none"> <li>• 100% developed by 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Director S&amp;C</li> </ul>
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**Strategic Area  
Quality and Relevance**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
	S1.3: To implement the QA Framework	<ul style="list-style-type: none"> <li>Strengthen the accreditation Directorate</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation Directorate strengthened</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of positions filled</li> <li>Percentage of staff undertaken capacity building</li> <li>Percentage increase on performance review of directorate staff</li> </ul>	<ul style="list-style-type: none"> <li>50% filled by 2020 and 100% by 2022</li> <li>100% of staff undertaken capacity building annually</li> <li>5% annual increase</li> </ul>	<ul style="list-style-type: none"> <li>DG and Board</li> <li>Director Accreditation</li> <li>Director Accreditation</li> </ul>
		<ul style="list-style-type: none"> <li>Implement QA framework</li> </ul>	<ul style="list-style-type: none"> <li>QA framework fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of QA framework implemented</li> </ul>	<ul style="list-style-type: none"> <li>50% by 2020 and 100% by 2022</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> </ul>
		<ul style="list-style-type: none"> <li>Undertake accreditation process of institutions</li> </ul>	<ul style="list-style-type: none"> <li>Accredited institutions</li> </ul>	<ul style="list-style-type: none"> <li>Number of institutions to be accredited and/or re-accredited</li> </ul>	<ul style="list-style-type: none"> <li>500 annually</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> </ul>
		<ul style="list-style-type: none"> <li>Undertake accreditation process of trainers and managers</li> </ul>	<ul style="list-style-type: none"> <li>Accredited trainers and managers</li> </ul>	<ul style="list-style-type: none"> <li>Number of trainers and managers to be accredited and/or re-accredited</li> </ul>	<ul style="list-style-type: none"> <li>5,000 trainers annually</li> <li>500 managers annually</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> </ul>
		<ul style="list-style-type: none"> <li>Undertake accreditation process of TVET programmes and courses</li> </ul>	<ul style="list-style-type: none"> <li>Accredited TVET programmes and courses</li> </ul>	<ul style="list-style-type: none"> <li>Number of TVET programmes and courses to be accredited</li> </ul>	<ul style="list-style-type: none"> <li>2,500 programmes and courses annually</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> </ul>

**Strategic Area  
Quality and Relevance**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
		<ul style="list-style-type: none"> <li>Undertake quality audit of TVET institutions</li> </ul>	<ul style="list-style-type: none"> <li>Quality audit of TVET institutions undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Number of TVET institutions audited</li> </ul>	<ul style="list-style-type: none"> <li>300 annually</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> </ul>
		<ul style="list-style-type: none"> <li>Monitor training delivery</li> </ul>	<ul style="list-style-type: none"> <li>Training delivery monitored</li> </ul>	<ul style="list-style-type: none"> <li>Number of TVET institutions monitored on training delivery</li> </ul>	<ul style="list-style-type: none"> <li>300 annually</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> </ul>
		<ul style="list-style-type: none"> <li>Enforce measures as defined in the QA Framework in case of non compliance</li> </ul>	<ul style="list-style-type: none"> <li>Measures enforced</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of adherence to enforcement measures</li> </ul>	<ul style="list-style-type: none"> <li>50% by 2020 and 100% by 2022</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> </ul>
		<ul style="list-style-type: none"> <li>Recruit and train monitors and evaluators</li> </ul>	<ul style="list-style-type: none"> <li>Recruited monitors and evaluators trained</li> </ul>	<ul style="list-style-type: none"> <li>Number of monitors and evaluators recruited</li> <li>Number of monitors and evaluators trained and implementing</li> </ul>	<ul style="list-style-type: none"> <li>300 by 2018</li> <li>300 by 2018</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> <li>DG and Board</li> </ul>

**Strategic Area  
Quality and Relevance**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
	S1.4: To review and improve the elements of the QA Framework	• Review and improve QA framework	• QA framework reviewed and improved	• QA framework is reviewed at least every 5 years	• First review 2022	• Director S&C
		• Review and improve QA standards	• QA standards reviewed and improved	• QA standards reviewed at least every 5 years	• First review 2022	• Director S&C
		• Review and improve tools and guidelines	• Tools and guidelines reviewed and improved	• Tools and guidelines reviewed every 5 years	• First review 2022	• Director S&C
		• Review and improve implementation process of QA framework	• QA framework implementation process reviewed and improved	• QA framework implementation process reviewed and improved every 5 years	• First review 2022	• Director S&C
<b>SO2: To coordinate the development of comprehensive Occupational Standards for CBET implementation</b>	S2.1: To identify the sectors and areas for development of occupational standards as a benchmark to the implementation of CBET	• Identify sectors and areas for development of occupational standards	• Sectors and areas identified	• Number of sectors and areas identified	• 25 sectors by 2020 • 3 areas per sector by 2020	• Director S&C

	S2.2: To ensure that curriculum developers establish Sector Skills Advisory Committees to develop occupational standards for Curriculum development	<ul style="list-style-type: none"> <li>• Ensure that curriculum developers establish SSACs</li> <li>• Nominate a representative of TVETA as member of SSACs</li> </ul>	<ul style="list-style-type: none"> <li>• SSACs are established</li> <li>• TVETA represented in SSACs</li> </ul>	<ul style="list-style-type: none"> <li>• Number of SSACs established</li> <li>• Number of TVETA representatives in SSACs</li> </ul>	<ul style="list-style-type: none"> <li>• 20 new SSACs (sector and/or area) annually from 2018 onwards</li> <li>• At least one representative in each SSAC</li> </ul>	<ul style="list-style-type: none"> <li>• Directorate S&amp;C</li> </ul>
<b>SO 3: To develop and Improve the engagement with labour market and stakeholders</b>	3.1: To establish technical committees with sectors in the labour market (formal and informal)	<ul style="list-style-type: none"> <li>• Establish technical committees for formal labour market</li> <li>• Establish technical committees for informal labour market</li> </ul>	<ul style="list-style-type: none"> <li>• Committees established for formal labour market</li> <li>• Committees established for informal labour market</li> </ul>	<ul style="list-style-type: none"> <li>• Number of committees established (formal labour market)</li> <li>• Number of committees established (informal labour market)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 committees by 2018 and others (need-based)</li> <li>• 2 committees by 2018 and others (need-based)</li> </ul>	
	S3.2: To use labour market information for national TVET planning and co-ordination.	<ul style="list-style-type: none"> <li>• Develop mechanisms for accessing and using labour market information for TVET training needs</li> <li>• Train staff and relevant stakeholders in accessing and analysing labour market information</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms developed</li> <li>• Staff and stakeholders trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms in place</li> <li>• Number staff and stakeholders trained and using labour market information.</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanism in place by 2020</li> <li>• At least 15 staff and 50 stakeholders trained (2020).</li> </ul>	<ul style="list-style-type: none"> <li>• Dir PR&amp;D</li> </ul>



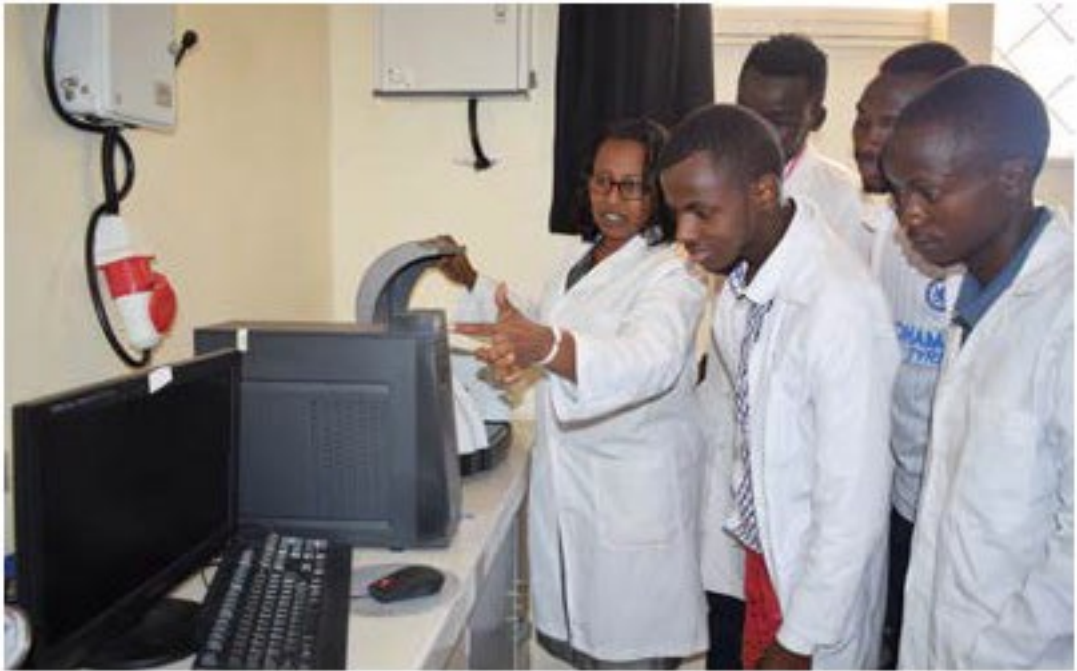
**Strategic Area  
Quality and Relevance**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
	S3.2: To use labour market information for national TVET planning and co-ordination.	<ul style="list-style-type: none"> <li>• Develop mechanisms for accessing and using labour market information for TVET training needs</li> <li>• Train staff and relevant stakeholders in accessing and analysing labour market information</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms developed</li> <li>• Staff and stakeholders trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms in place</li> <li>• Number staff and stakeholders trained and using labour market information.</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanism in place by 2020</li> <li>• At least 15 staff and 50 stakeholders trained (2020).</li> </ul>	<ul style="list-style-type: none"> <li>• Dir PR&amp;D</li> </ul>
	S3.3: To improve co-ordination and collaboration between industry, informal sector, stakeholders and TVET providers in regard to the implementation of CBET	<ul style="list-style-type: none"> <li>• Develop co-ordination mechanisms for industry, informal sector, stakeholders and TVET providers in implementing CBET</li> <li>• Lobby industry to avail more attachment opportunities to trainees and graduates</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordination mechanisms developed</li> <li>• Increased attachment opportunity providers</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordination mechanisms in place</li> <li>• Number of attachment opportunity providers increased</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms in place by 2019</li> <li>• 250 annual increase</li> </ul>	<ul style="list-style-type: none"> <li>• DG, Director Standards and Compliance</li> </ul>

	S3.4: To enhance the relevance of TVET through the introduction of improved entrepreneurial educational models	<ul style="list-style-type: none"> <li>• Train TVETA staff on entrepreneurial educational models</li> <li>• To introduce improved entrepreneurial educational models in TVET institutions</li> </ul>	<ul style="list-style-type: none"> <li>• TVETA staff trained on entrepreneurial educational models</li> <li>• Introduction of improved entrepreneurial educational models</li> </ul>	<ul style="list-style-type: none"> <li>• Number staff trained and implementing</li> <li>• Entrepreneurial educational models in place</li> </ul>	<ul style="list-style-type: none"> <li>• 25 TVETA staff trained (2019)</li> <li>• In place at additional 50 institutions annually (2019 onwards)</li> </ul>	<ul style="list-style-type: none"> <li>• Director PR&amp;D</li> </ul>
<b>SO4: To improve TVETA's engagement with all TVET institutions and other training providers</b>	S4.1: To improve TVETA's engagement with all TVET institutions	<ul style="list-style-type: none"> <li>• Increase the awareness of TVETA's regulatory function amongst all TVET institutions (public and private)</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness increased</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness in place</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness in place 2018.</li> </ul>	<ul style="list-style-type: none"> <li>• DG, Director S&amp;C, Director Accreditation, Director PR&amp;D</li> </ul>
		<ul style="list-style-type: none"> <li>• Perform TVETA's regulatory function amongst all TVET institutions (public and private)</li> </ul>	<ul style="list-style-type: none"> <li>• TVETA's Regulatory function performed</li> </ul>	<ul style="list-style-type: none"> <li>• Regulatory function performed</li> </ul>	<ul style="list-style-type: none"> <li>• 100% by 2020</li> </ul>	<ul style="list-style-type: none"> <li>• DG, Director S&amp;C, Director Accreditation, Director PR&amp;D</li> </ul>

**Strategic Area  
Quality and Relevance**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
	S4.2: To improve TVETA's engagement with other training providers	<ul style="list-style-type: none"> <li>Increase the awareness of TVETA's regulatory function amongst regulators of practice, professional bodies, universities, industrial training providers and informal sector training providers</li> </ul>	<ul style="list-style-type: none"> <li>Awareness increased</li> </ul>	<ul style="list-style-type: none"> <li>Awareness in place</li> </ul>	<ul style="list-style-type: none"> <li>Awareness in place 2018</li> </ul>	<ul style="list-style-type: none"> <li>DG, Director S&amp;C, Director Accreditation, Director PR&amp;D</li> </ul>
		<ul style="list-style-type: none"> <li>Perform TVETA's regulatory function amongst other training providers</li> </ul>	<ul style="list-style-type: none"> <li>TVETA's Regulatory function performed</li> </ul>	<ul style="list-style-type: none"> <li>Regulatory function performed</li> </ul>	<ul style="list-style-type: none"> <li>100% by 2020</li> </ul>	<ul style="list-style-type: none"> <li>DG, Director S&amp;C, Director Accreditation, Director PR&amp;D</li> </ul>



*Technical trainer demonstrating to trainees*



*Engineering trainees operating machine during a class session*

## 4.2 Access and Equity

### **Strategic objective 1: To lead in advocacy and re-branding of TVET**

In order to increase equity and access to TVET, it will be necessary to strengthen career guidance and counselling in primary and secondary schools in order to inform prospective students/trainees and parents/guardians about the opportunities with TVET. While career guidance and counseling is part of the education systems it is felt that these are biased towards university education, resulting from limited awareness among career and study counsellors. TVETA will establish job placement advisory services to assist TVET graduates find internships and jobs.

TVETA has already been working with Permanent Working Group on TVET in the first National Skills Show (Hands on the Future) in January 2017. TVETA has included the rebranding of TVET in the NICHE capacity development project (2017-2020).

TVETA will continue to work with the PWG on annual events and improve systems for study and career counselling.

To rebrand TVET and improve negative perception, TVETA will conduct well-designed awareness campaigns to improve public perception of TVET and publicise and actively market TVET programmes through various media outlets: radio, TV, drama, web, local vernacular, etc. to increase public awareness, support and involvement;

TVETA will inform and educate the public on possible opportunities TVET can procure for individuals and families;

TVETA will identify underrepresented groups, including, girls, women, persons with disabilities, and geographically disadvantaged populations and develop special programs to increase their access to TVET institutions and programmes;

Within this strategic objective, the following strategies are defined:

- To improve the perception of TVET through advocacy and re-branding. This includes the following activities: Establishing and participating in networks focusing on Education and TVET access and equity; Organising and participating in TVET awareness campaigns and events.
- To strengthen TVET career guidance and counselling. This includes the following activities: Developing TVET career guidance and counselling tools and materials; Promoting TVET career guidance and counselling in primary and secondary schools; Distributing TVET career guidance and counselling

materials; Train educators and other professionals in TVET career guidance and counselling; Review TVET career guidance and counselling tools and materials.

- Enhance TVETA's marketing and public relations activities. This includes the following activities: Establish a TVETA Marketing and Public Relations Office as a management function; Develop and review TVETA's Marketing and Public Relations Plan; Implement TVETA's Marketing and Public Relations Plan.

### **Strategic objective 2: To promote gender equity and equal opportunities in TVET**

In the context of national and education policy to promote gender equity and equal opportunities for other traditionally disadvantaged groups, there is a need for TVETA to promote gender policies. These will specifically target more balanced enrolments in TVET institutions and across programs and the measures that have to be in place to make this happen.

Within this strategic objective, the following strategies are defined:

- To promote gender equity in TVET. Activities include advocating gender balance across institutions and programmes; advocating gender mainstreaming in programmes and to advocate gender friendly learning environments.
- To promote equal opportunities in TVET: to advocate policies for disadvantaged groups in TVET.

### **Strategic objective 3: To promote access and equity in TVET**

Currently TVETA is not playing a major role in strengthening the capacity of TVET providers (and TVET) trainers. While the function of capacity building in TVET and TVET-institutions is not clearly regulated in the TVET Act and policies, there are many ongoing projects and activities, involving the Ministry of Education and development partners.

The role of TVETA in TVET trainer development is more clearly defined in the (draft) TVET policy documents, and TVETA will finalise and adopt the TVET Trainers Qualifications Framework.

The TVET Trainers Qualifications Framework will set the minimum standards for TVET trainers. TVETA will develop and maintain a register a database of qualified TVET Trainers and issue the relevant certificates. This TVET trainers development programme will specifically target increasing the number of qualified TVET trainers as well as to enhance the competences in CBET delivery for new and existing

TVET Trainers. The framework will also set standards for mandatory professional development and requirements for maintaining registration as TVET Trainer.

Within this strategic objective, the following strategies are defined:

- To strengthen the organisational capacity of TVET providers. This includes the following activities: Facilitate leadership and management training to TVET-providers; Develop Standard Operation Procedures and QA Manuals for TVET providers; Train TVET providers in SOPs and QA.
- To strengthen the capacity of TVET trainers. This includes the following activities: To develop and implement the TVET trainers and managers qualification framework.
- To advise on the schemes of service of TVET trainers, management and support staff. This includes the following activity: Advise the TSC, County Governments and Boards of Governors on the schemes of services of TVET trainers, management and support staff.
- To promote access and equity of training programmes within the overall framework of the national socio-economic development plans and policies. This includes the following activity: Prescribing the minimum criteria for admission to training institutions and programmes in order to promote access, equity and gender parity.
- To advocate increased provision and access to training facilities to suit special needs groups. This includes the following activities: Promote provision of and access to TVET special needs institutions; Facilitate capacity development of trainers in TVET special needs institutions.
- To promote Recognition of Prior Learning in TVET. Activities include the development and implementation of a RPL Framework.
- To promote alternative learning modes in TVET. Activities include the development and implementation of a Framework for alternative learning modes.

#### **Strategic objective 4: To benchmark, sensitise and adopt examples of international good practice in TVET**

TVETA's vision is a high quality TVET system in Kenya, generating internationally competitive skills. In order to achieve this, it will be necessary for TVETA (and the TVET-system) to benchmark and adopt examples of good practises in the region and beyond.

Kenya needs internationally competitive skills in order to reduce the reliance on skilled labour that has to be sourced from abroad. At the same time, it has to

be recognised that supply and demand of technical skills are part of the global competitiveness of nations and sectors. Skilled labour has the ability to move across the world if there is demand that cannot be met at home. Simultaneously, Kenya has to increase its skilled labour force to increase its competitiveness and attractiveness for foreign investors and to implement the projects, such as defined in Vision 2030. In addition with increased skilled labour force, Kenya can become a net supplier of skilled labour in the region and beyond.

This will mean that TVETA has to create a TVET-system which:

- Responds to regional and international supply and demand in skills.
- Enables institutions to deliver these skills.
- Is governed by TVETA applying best practises in TVET QA that are relevant for the Kenyan and regional context.

For TVETA this means:

- Engaging in international networks and projects to monitor international supply and demand of skilled labour.
- Engaging in regional and international networks and projects to improve the TVET QA Frameworks.
- Continuously adopting best practises in governance and management of TVETA.

Within this strategic objective, the following strategies are defined:

- To benchmark examples of good practice in TVET through relevant county, regional and international visits and partnerships. This includes the following activities:
- Develop and participate in relevant county, regional and international networks and partnerships; Conduct and host benchmarking visits; Establish collaborative programmes and projects with local, regional and international institutions and organisations.
- To identify, sensitise and adopt examples of good practice in TVET. This includes the following activities: Develop dissemination materials on examples of good practice; Organise conferences and seminars on examples of good practise; Promote adoption of examples of good practice.

### **Strategic objective 5: To conduct and contribute to TVET policy, research, development, and innovative projects**

It has been mentioned throughout the situational analysis that numerous pieces of legislation exist that govern the TVET-system (including the legal and policy framework). It is increasingly considered to be fragmented and in some areas



incomplete and/or leading to different interpretations. This has now been recognised by most stakeholders and there are various TVET reforms underway, led by the Ministry of Education as well as the (formally to be established) Skills Development Council (under the Office of the Deputy President).

As the TVET Authority, it will continue to contribute to TVET Policy reforms and other education reforms, which will be impacting TVET. Furthermore, as it is assumed that at least one review of the TVET legislation and TVET Policy will take place during the lifespan of this strategic plan, TVETA will continue to pursue to take initiatives towards harmonising the different laws and policies governing the TVET-sector. TVETA will continue to participate in all relevant platforms, including the KSDC, (and PWG on TVET).

In order to contribute meaningfully to these reforms, TVETA will have to increase its Research and Development capacity in order to provide relevant research, e.g tracer studies and/or joint research with Ministry of Labour and/or industry and their organisations. Furthermore, TVETA has agreed to take over the responsibility for the continuation of the Kenyan Journal of TVET from Rift Valley TTI.

Within this strategic objective, the following strategies are defined:

- To strengthen the Directorate of Policy, Research and Development. This includes the following activities: Recruit additional competent staff for the Directorate; Enhance the capacity of the Directorate's staff; Establish technical committee for policy, research and development.
- To advise on TVET policy and strategy issues. This includes the following activities: Advise the MoE on TVET policy and strategy issues; Determine on the national technical and vocational training objectives; Provide input to the PWG on TVET.
- To co-ordinate, conduct and participate in TVET research. This includes the following activities: Conduct research on TVET; Publish the Africa Journal of TVET; Promote joint TVET research projects with centres of excellence, institutions, associations, industrial groupings and other stakeholders; Conduct TVET graduate tracer studies; Conduct evaluation studies and impact assessments; Disseminate on research findings through workshops and publications.
- To initiate and engage in projects promoting innovation and development in TVET. This includes the following activities: Initiate and engage in innovative projects, pilot projects and joint projects; Initiate and engage in capacity building projects in TVET; Promote green technology and

- environmental friendly initiatives in TVET; Promote documentation and utilisation of indigenous knowledge and skills in TVET.
- To promote green technology in TVET.

### **Strategic objective 6: To strengthen the engagement with county governments on the development of TVET**

With the devolution, the responsibility for the VET-centres (formerly Youth Polytechnics) has been devolved to County Governments. However, currently the county governments are insufficiently aware of TVET-governance and secondly the counties don't have adequate funding for VET-institutions.

TVETA will strengthen the engagement with the county governments to strengthen responsibility and capacity and will support them better through the establishment of a number of regional offices.

Within this strategic objective, the following strategies are defined:

- To increase the responsibility and capacity of the county governments' in TVET infrastructure and trainer development. This includes the following activities: Hold consultative meetings with county governments on TVET development; Strengthen the capacity of county government TVET officers and County skills development co-ordination committees; Provide technical support to county skills development co-ordination committee.

Table 5

Strategic Area Access and Equity						
Strategic Objectives	Strategies	Activities	Output	Performance Indicators	Target and Timeframe	Responsibility
<b>SO1: To lead in Advocacy and Re-branding of TVET</b>	S1.1 To improve the perception of TVET through advocacy and re-branding	<ul style="list-style-type: none"> <li>Establish and participate in networks focusing on Education and TVET access and equity</li> <li>Organise and participate in TVET awareness campaigns and events</li> </ul>	<ul style="list-style-type: none"> <li>Networks established</li> <li>Awareness campaigns and events organised and participated</li> </ul>	<ul style="list-style-type: none"> <li>Number of networks established</li> <li>Number of campaigns and events</li> </ul>	<ul style="list-style-type: none"> <li>2 new networks annually</li> <li>5 events and campaigns annually</li> </ul>	<ul style="list-style-type: none"> <li>DG, Director PR&amp;D, Director S&amp;C, Director Accreditation</li> </ul>
	S1.2 To strengthen TVET career guidance and counselling	<ul style="list-style-type: none"> <li>Develop TVET career guidance and counselling tools and materials</li> <li>Promote TVET career guidance and counselling in primary and secondary schools</li> <li>Distribute TVET career guidance and counselling materials</li> <li>Train educators and other professionals in TVET career guidance and counselling</li> </ul>	<ul style="list-style-type: none"> <li>TVET career guidance and counselling tools and materials developed</li> <li>TVET career guidance and counselling promoted</li> <li>TVET career guidance and counselling materials distributed</li> <li>Educators and professionals trained and implementing</li> </ul>	<ul style="list-style-type: none"> <li>Number of tools and materials developed</li> <li>Number of promotional activities</li> <li>Percentage of materials distributed</li> <li>Number of educators and professionals trained (ToT) and implementing</li> </ul>	<ul style="list-style-type: none"> <li>10 per year</li> <li>50 per year</li> <li>75% schools reached by 2020; 100% by 2022</li> <li>250 ToT per year</li> </ul>	<ul style="list-style-type: none"> <li>Director PR&amp;D</li> </ul>

		<ul style="list-style-type: none"> <li>• Review TVET career guidance and counselling tools and materials</li> </ul>	<ul style="list-style-type: none"> <li>• TVET career and guidance and counselling materials reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Tools and materials reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Review by 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Director PR&amp;D</li> </ul>
S1.3 Enhance TVETA's marketing and public relations activities	<ul style="list-style-type: none"> <li>• Establish a TVETA Marketing and Public Relations Office as a management function</li> <li>• Develop and review TVETA's Marketing and Public Relations Plan</li> <li>• Implement TVETA's Marketing and Public Relations Plan</li> <li>• Review TVETA's Marketing and Public Relations Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing and PR Office established</li> <li>• Marketing and PR Plan developed</li> <li>• Marketing and PR Plan implemented</li> <li>• Marketing and PR Plan reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing and PR Office in place</li> <li>• Marketing and PR Plan in place</li> <li>• Marketing and PR Plan implemented</li> <li>• Marketing and PR Plan reviewed annually</li> </ul>	<ul style="list-style-type: none"> <li>• In place by 2018</li> <li>• In place by 2018</li> <li>• From 2019 onwards</li> <li>• From 2019 onwards</li> </ul>	<ul style="list-style-type: none"> <li>• Director Corporate Services</li> </ul>	

**Strategic Area  
Access and Equity**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
<b>SO2: To promote gender equity and equal opportunities in TVET</b>	S2.1: To promote gender equity in TVET	<ul style="list-style-type: none"> <li>• Advocate gender balance in enrolment across institutions and programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Gender balance enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage change in gender balance in enrolment across institutions and programmes</li> </ul>	<ul style="list-style-type: none"> <li>• 10% average change by 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Director PR&amp;D</li> </ul>
		<ul style="list-style-type: none"> <li>• Advocate gender mainstreaming in TVET programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Gender mainstreaming enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Gender mainstreaming in TVET programmes increase</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline study conducted 2018</li> <li>• Evaluation in 2020 and 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Director PR&amp;D</li> </ul>
		<ul style="list-style-type: none"> <li>• Advocate gender friendly learning environment in TVE</li> </ul>	<ul style="list-style-type: none"> <li>• Environment more gender friendly</li> </ul>	<ul style="list-style-type: none"> <li>• More gender friendly environment in place</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline study conducted 2018</li> <li>• Evaluation in 2020 and 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Director PR&amp;D</li> </ul>
	S2.2: To promote equal opportunities in TVET	<ul style="list-style-type: none"> <li>• Advocate policies to improve enrolment of disadvantaged groups in TVET</li> </ul>	<ul style="list-style-type: none"> <li>• Policies to improve enrolment of disadvantaged groups developed</li> <li>• Policies to improve enrolment of disadvantaged groups implemented</li> <li>• Enrolment of disadvantaged groups increased</li> </ul>	<ul style="list-style-type: none"> <li>• Policies in place and implemented</li> <li>• Percentage of enrolments from disadvantaged groups</li> </ul>	<ul style="list-style-type: none"> <li>• Policies in place and implemented by 2019</li> <li>• 10% enrolment increase by 2022</li> </ul>	<ul style="list-style-type: none"> <li>• Director PR&amp;D</li> </ul>

<b>SO3: To promote access and equity of TVET</b>	S3.1: To strengthen the organisational capacity of TVET providers	<ul style="list-style-type: none"> <li>Facilitate leadership and management training to TVET providers</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and Management Training facilitated</li> </ul>	<ul style="list-style-type: none"> <li>Number of leadership and management trainings facilitated</li> </ul>	<ul style="list-style-type: none"> <li>10 per year</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> </ul>
		<ul style="list-style-type: none"> <li>Develop Standard Operations Procedures and QA Manuals for TVET providers</li> <li>Train TVET providers in SOPs and QA</li> </ul>	<ul style="list-style-type: none"> <li>SOP and QA Manuals developed</li> <li>TVET providers trained in SOP and QA</li> </ul>	<ul style="list-style-type: none"> <li>SOP and QA Manuals developed</li> <li>Number TVET providers trained and implementing</li> </ul>	<ul style="list-style-type: none"> <li>In place by 2019</li> <li>250 per year</li> </ul>	<ul style="list-style-type: none"> <li>Director Accreditation</li> </ul>
	S3.2: To strengthen the capacity of TVET trainers and managers	<ul style="list-style-type: none"> <li>Develop TVET trainers and managers qualification framework</li> <li>Ensure implementation of the TVET trainers and managers qualification framework</li> </ul>	<ul style="list-style-type: none"> <li>TVET Trainers and Managers Qualification Framework developed</li> <li>TVET Trainers and Managers Qualification Framework implemented</li> </ul>	<ul style="list-style-type: none"> <li>TVET Trainers and Managers Qualification Framework in place</li> <li>Compliance with the TVET Trainers and Managers Qualification Framework</li> </ul>	<ul style="list-style-type: none"> <li>In place in 2018</li> <li>50% by 2020 and 100% by 2022</li> </ul>	<ul style="list-style-type: none"> <li>Director S&amp;C Accreditation</li> <li>Director Accreditation</li> </ul>

**Strategic Area  
Access and Equity**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
	<ul style="list-style-type: none"> <li>S3.3: To advise on the schemes of service of TVET trainers, management and support staff</li> </ul>	<ul style="list-style-type: none"> <li>Advise the TSC, County Governments and Boards of Governors on the schemes of services of TVET trainers, management and support staff</li> </ul>	<ul style="list-style-type: none"> <li>Revised schemes of services</li> </ul>	<ul style="list-style-type: none"> <li>Revised schemes of services adopted</li> </ul>	<ul style="list-style-type: none"> <li>Adopted in 2019</li> </ul>	<ul style="list-style-type: none"> <li>DG and Board</li> </ul>
	<ul style="list-style-type: none"> <li>S3.4: To promote access and equity of training programmes within the overall framework of the national socio-economic development plans and policies</li> </ul>	<ul style="list-style-type: none"> <li>Allow flexibility in admission criteria to training institutions and programmes in order to promote access and equity</li> <li>Promote policies for opportunities for marginalised groups</li> </ul>	<ul style="list-style-type: none"> <li>Flexibility in admission criteria allowed</li> <li>Policies promoted</li> <li>Access and equity increased</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of TVET trainees increased</li> <li>Increased opportunities for marginalised groups in place</li> </ul>	<ul style="list-style-type: none"> <li>10% increase</li> <li>Baseline study in 2018 and follow-up in 2020 and 2022</li> </ul>	<ul style="list-style-type: none"> <li>Director PR&amp;D and Director S&amp;C</li> </ul>
	<ul style="list-style-type: none"> <li>S3.5: To advocate increased provision and access to training facilities to suit special needs groups</li> </ul>	<ul style="list-style-type: none"> <li>Develop a Framework for TVET special needs education</li> <li>Implement a TVET Special Needs Education Framework</li> </ul>	<ul style="list-style-type: none"> <li>TVET Special Needs Education Framework developed</li> <li>TVET Special Needs Education Framework implemented</li> </ul>	<ul style="list-style-type: none"> <li>Number of institutions increased</li> <li>Percentage of trainees increased</li> <li>Percentage of existing trainers' capacity increased</li> <li>Percentage of special needs trainers increased</li> </ul>	<ul style="list-style-type: none"> <li>2 additional per type of special need by 2022</li> <li>10% increase by 2022</li> <li>10% increase by 2022</li> <li>10% increase by 2022</li> </ul>	<ul style="list-style-type: none"> <li>Director S&amp;C, Director Accreditation</li> </ul>

	S3.6: To promote recognition of Prior Learning (RPL) in TVET	<ul style="list-style-type: none"> <li>• Develop an RPL Framework</li> <li>• Implement an RPL Framework</li> </ul>	<ul style="list-style-type: none"> <li>• RPL Framework developed</li> <li>• RPL Framework implemented</li> </ul>	<ul style="list-style-type: none"> <li>• RPL Framework in place</li> <li>• Number of RPL arrangements in place</li> </ul>	<ul style="list-style-type: none"> <li>• In place by 2018</li> <li>• 1,000 per year</li> </ul>	<ul style="list-style-type: none"> <li>• Director S&amp;C, Director Accreditation</li> </ul>
	S3.7: To promote alternative learning modes in TVET (e.g. E-learning)	<ul style="list-style-type: none"> <li>• Develop a Framework for alternative learning modes</li> <li>• Implement the Framework for alternative learning modes</li> </ul>	<ul style="list-style-type: none"> <li>• Framework for alternative learning modes developed</li> <li>• Framework for alternative learning modes implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Framework for alternative learning modes in place</li> <li>• Number of programmes with alternative learning modes in place</li> </ul>	<ul style="list-style-type: none"> <li>• In place by 2020</li> <li>• 25 additional per year from 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Director S&amp;C, Director Accreditation</li> </ul>
<b>SO4: To benchmark, sensitize and adopt examples of international good practice in TVET</b>	S4.1: To benchmark examples of good practice in TVET through relevant county regional and international visits and partnerships	<ul style="list-style-type: none"> <li>• Develop and participate in relevant county regional and international networks and partnerships</li> <li>• Conduct and host benchmarking visits</li> <li>• Establish collaborative programmes and projects with county, regional and international institutions and organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Networks and partnerships developed</li> <li>• Benchmarking visits conducted</li> <li>• Programmes and projects established</li> </ul>	<ul style="list-style-type: none"> <li>• Number of networks and partnerships</li> <li>• Number benchmarking visits</li> <li>• Number programmes of projects</li> </ul>	<ul style="list-style-type: none"> <li>• 2 additional per year</li> <li>• 2 per year</li> <li>• 4 per year</li> </ul>	<ul style="list-style-type: none"> <li>• Board, DG and all Directorates</li> </ul>
	S4.2: To identify, sensitise and adopt examples of good practice in TVET	<ul style="list-style-type: none"> <li>• Develop communication materials on identified examples of good practice</li> <li>• Organise conferences and seminars on identified examples of good practice</li> <li>• Promote adoption of identified examples of good practice</li> </ul>	<ul style="list-style-type: none"> <li>• Communication materials developed</li> <li>• Conferences and seminars organised</li> <li>• Adoption of Examples of good practice promote</li> </ul>	<ul style="list-style-type: none"> <li>• Number of communication materials developed</li> <li>• Number conferences and seminars organised</li> <li>• Number adopted examples</li> </ul>	<ul style="list-style-type: none"> <li>• 25 per year</li> <li>• 5 per year</li> <li>• 10 per year</li> </ul>	<ul style="list-style-type: none"> <li>• Director PR&amp;D</li> </ul>





**Strategic Area  
Access and Equity**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
<b>SO5: To conduct and contribute to TVET policy, research, development, and innovative projects</b>	S5.1: To strengthen the Directorate of Policy, Research and Development	<ul style="list-style-type: none"> <li>Recruit additional competent staff for the Directorate</li> <li>Enhance the capacity of the Directorate's staff</li> <li>Establish technical committee for policy, research and development</li> </ul>	<ul style="list-style-type: none"> <li>Additional staff recruited</li> <li>Capacity of Directorate's staff enhanced</li> <li>Technical committee established</li> </ul>	<ul style="list-style-type: none"> <li>Number of positions filled</li> <li>Number of staff undertaken capacity building</li> <li>Number increase on performance review of directorate staff</li> <li>Technical committee in place</li> </ul>	<ul style="list-style-type: none"> <li>50% filled (2020) and 100% filled (2022)</li> <li>100% of staff undertaken capacity building annually</li> <li>5% annual increase</li> <li>TC in place by 2018</li> </ul>	<ul style="list-style-type: none"> <li>DG, Board and Director PR&amp;D</li> </ul>
	S5.2: To co-ordinate, conduct and participate in TVET research	<ul style="list-style-type: none"> <li>Conduct research on TVET</li> <li>Publish the Africa Journal of TVET</li> <li>Promote joint TVET research projects with centres of excellence, institutions, associations, industrial groupings and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>TVET research conducted</li> <li>Africa Journal of TVET published</li> <li>Joint TVET research projects promoted</li> <li>TVET graduate studies conducted</li> </ul>	<ul style="list-style-type: none"> <li>Number TVET research projects</li> <li>Number issues published</li> <li>Number joint TVET research projects</li> <li>Number TVET graduate tracer studies</li> </ul>	<ul style="list-style-type: none"> <li>5 per year</li> <li>2 per year</li> <li>2 per year</li> <li>1 per year</li> <li>1 per year</li> <li>5 per year</li> </ul>	<ul style="list-style-type: none"> <li>Director PR&amp;D</li> </ul>

		<ul style="list-style-type: none"> <li>• Conduct TVET graduate tracer studies</li> <li>• Conduct evaluation studies and impact assessments</li> <li>• Disseminate on research findings through workshops and publications</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation studies and impact assessment conducted</li> <li>• Research findings disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• Number evaluation studies and impact assessments</li> <li>• Number research findings disseminated</li> </ul>		
S5.3: To advise on TVET policy and strategy issues	<ul style="list-style-type: none"> <li>• Advise the MoE on TVET policy and strategy issues</li> <li>• Review the national technical and vocational training objectives</li> <li>• Provide input to the PWG on TVET</li> </ul>	<ul style="list-style-type: none"> <li>• TVET policy and strategy advise provided</li> <li>• Training Objectives reviewed</li> <li>• PWG input provide</li> </ul>	<ul style="list-style-type: none"> <li>• Number of policy and strategy issues addressed</li> <li>• Revised Training Objectives in place</li> <li>• Number of inputs provided to PW</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 10 per year</li> <li>• Revised training objectives in place by 2020</li> <li>• Minimum 10 per year</li> </ul>	<ul style="list-style-type: none"> <li>• DG and Director PR&amp;D</li> </ul>	
S5.4: To initiate and engage in projects promoting innovation and development in TVET	<ul style="list-style-type: none"> <li>• To initiate and engage in innovative projects, pilot projects and joint projects</li> </ul>	<ul style="list-style-type: none"> <li>• Projects initiated and engaged in</li> <li>• Capacity building projects initiated and engaged in</li> <li>• Indigenous knowledge and skills promoted</li> </ul>	<ul style="list-style-type: none"> <li>• Number of projects</li> <li>• Number of capacity building projects</li> <li>• Number indigenous skills promoted and documented</li> </ul>	<ul style="list-style-type: none"> <li>• 3 per year</li> <li>• 2 per year</li> <li>• 3 per year</li> <li>• 3 per year</li> </ul>	<ul style="list-style-type: none"> <li>• Director PR&amp;D</li> </ul>	

**Strategic Area  
Access and Equity**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
	S5.5: To promote green technology in TVET	<ul style="list-style-type: none"> <li>To promote green technology and environmental friendly initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Green technology and environmental friendly initiatives promoted</li> </ul>	<ul style="list-style-type: none"> <li>Number of initiatives promoted</li> </ul>	<ul style="list-style-type: none"> <li>3 per year</li> </ul>	<ul style="list-style-type: none"> <li>Director PR&amp;D</li> </ul>
<b>SO6: To strengthen the engagement with county governments on the development of TVET</b>	S6.1: To increase the county governments' responsibility and capacity in TVET infrastructure and trainer development	<ul style="list-style-type: none"> <li>Hold consultative meetings with County Governments on TVET infrastructure and trainer development</li> <li>Strengthen the capacity of County Government TVET officers and county skills development co-ordination committees</li> <li>To provide technical support to County Government skills development committees</li> </ul>	<ul style="list-style-type: none"> <li>County Governments' responsibilities and capacity on TVET development increased</li> <li>Capacity of TVET officers and county skills development coordination committees strengthened</li> <li>Technical support provided</li> </ul>	<ul style="list-style-type: none"> <li>County governments' responsibilities and capacity on TVET development in place</li> <li>Number of TVET officers and committees capacitated and applying</li> <li>Number of technical support activities</li> </ul>	<ul style="list-style-type: none"> <li>In place by 2019</li> <li>30 per year from 2019</li> <li>10 per year from 2019</li> </ul>	<ul style="list-style-type: none"> <li>DG and all Directorates</li> </ul>



*Graphic Design trainees in a modern computer lab*



*Trainees in an applied science class*

## 4.3 Governance and Management

### **Strategic objective 1: To spearhead TVET legislation and governance reforms**

The TVET system is currently in the process of going through reforms, many of them which started in 2012 with revised policy papers and the TVET Act, 2013. However, these policies and legislation have now been in place for three to four years and have been a learning experience for the TVET Sector. It is clear to all stakeholders that in the next five years more reforms will take place and reviews of policies and legislation will be required.

Within this strategic objective the following strategies are defined:

Contributing to TVET legislation and governance reforms. Activities include:

- Engaging with the National Skills Development Council to address policy, governance and legal issues.
- Contribute to TVET legislation reforms; Contribute to TVET governance reforms.

### **Strategic Objective 2: To increase and strengthen TVETA's human and organisational capacity**

One of the main areas of concern within TVETA is the human resource capacity. The issues are mainly in the following three different areas:

- Insufficient staff numbers in comparison to approved establishment (37 out of 112).
- The need to increase the skills and knowledge of TVETA staff.
- The terms of service of TVETA staff.

The insufficient staff numbers (67% understaffing) are caused by the budget which is actually allocated by the government and which is not synchronised with the approved establishment. Only recently it has been gazetted that TVETA has been authorised to charge fees for its services. However, this revenue will mainly contribute to TVETA's operational expenses. In addition, TVETA will continue to mobilise more (financial) resources for specific activities and projects.

The structural underfunding cannot be solved by TVETA alone and will require commitment from the Government. TVETA will continue to work with Government to attract, recruit and retain the required and competent staff in order to reach the approved establishment.

While TVETA's staff is qualified for the tasks they have to carry out as the staff has all been working within the TVET Sector (and mostly within the MoE's Directorate for Quality Assurance) it is still felt that there are various skills and gaps in many areas that are critical to fulfil TVETA's mandate. TVETA will implement on a staff development plan, which will to a great extent be implemented with the support of the Netherlands funded NICHE project. The NICHE-project will contribute to address these gaps through a competency/training needs analysis and a professional development programme of TVETA staff. TVETA and MDF will implement an agreed NICHE 3-year work plan for the period 2017-2020. The main areas of professional development will be implemented with funding from the NICHE-programme.

Furthermore, there will be two capacity development projects implemented with AfDB-funding in collaboration with IBF International Consulting on Developing TVETA accreditation procedures and manuals and conduct training of TVETA staff monitors and evaluators, as well as a project to develop occupational standards and the corresponding competency based curricula.

Finally the issue of TVETA's staff terms of service has been explained in the situational analysis. TVETA has only one employee (DG/CEO), while everyone else is seconded by MoE. This arrangement has a negative impact on the continuity, performance and motivation of TVETA's staff. The Board of TVETA and the Ministry of Education are working together to solve the issues of the terms of service and they are aiming to have all TVETA staff to be regular employees of TVETA.

As a state corporation, TVETA and the Government have entered into annual Performance Contracts. The first was in 2015-2016, the second ended at the end of the financial year 2016-2017.

In order to improve the service delivery, TVETA also needs to improve infrastructure and equipment in order to provide a conducive work environment (office space, work stations, equipment and vehicles). Furthermore, the planned regional offices will require additional office space. The NICHE project will also support, to a limited extent, investments in equipment and technical infrastructure. TVETA has been housed by the Ministry of Education, Science and Technology (Telposta Towers) since 2014 with limited office space and other infrastructure. However, TVETA will relocate to more spacious offices in Utalii House.

Within this strategic objective, the following strategies are defined:

- Increasing and strengthening TVETA's human resource capacity. Activities include: Recruit for all approved positions; Review TVETA's HR Policies and Manual; Develop and implement Human Resource Development

- Plan and activities (to be further aligned with NICHE and AfDB projects).
- Improving TVETA’s staff terms of service. Activities include: Ensuring all staff are directly employed by TVETA and ensuring terms of service are in line with Salary and Remuneration Commission.
  - Strengthening TVETA’s organisational capacity: Activities include: Strengthening the Corporate Services Directorate; Developing Standard Operating Procedures; Implementing SOP Manuals; developing and implementing risk management framework; develop and implement internal audit framework; Improving and implementing M&E framework and tools; Compliance with national gender policies; Adopting a culture of organisational learning; (to be further aligned with NICHE and AfDB projects).
  - Enhancing TVETA’s governance and organisational structure. Activities include: Reviewing TVETA’s governance and organisational structure (including the Board bylaws regarding its duties and rules of procedure); Establishing and reviewing relevant TVETA Board committees; Establishing relevant TVETA technical committee and conducting its meetings.
  - Increasing TVETA’s technical infrastructure. Activities include: Securing adequate office space and facilities (central and regional offices); Securing adequate office equipment and consumables; Securing required office vehicles; Complying with occupational health and safety rules and regulations.
  - Increasing TVETA’s service delivery: Activities include: the establishment of at least 3 regional offices (North Rift, Coastal, Upper Eastern); Review the Service Charter; Deliver against Service Charter; Deliver against annual Performance Contract; Achieve relevant ISO Certification; (to be further aligned with NICHE and AfDB projects).

### **Strategic Objective 3: To increase the use of ICT in service delivery and office operations**

Currently TVETA has no online MIS or service portal for its clients. However, there is a website in place presenting the key issues, with download areas for the public. TVETA will develop and implement an online Management Information System, supported by a web-based user interface to support the core processes. Within this strategic objective, the following strategies are defined:

- Enhancing the use of ICT in office operations and processes. Activities include the development and implementation of an ICT-policy and the increase of ICT-infrastructure and ICT-security.

- Development and implementation of an ICT-based TVET MIS: Activities include: The Design and development of an TVET MIS; Roll-out the TVET MIS; Reviewing the TVET MIS and linking TVET – MIS with Labour market Information System (LMIS); to be aligned with NICHE project document.
- Development of an online customer service portal. Activities include: Design and develop an online customer service portal; Link service portal with relevant components of MIS; Roll-out of service portal to the public; Review the service portal; Align with NICHE project document.



Table 6

Strategic Area, Governance and Management						
Strategic Objectives	Strategies	Activities	Output	Performance Indicators	Target and Timeframe	Responsibility
<b>SO1: To spearhead TVET legislation and governance reforms</b>	S1.1: To contribute to TVET legislation and governance reforms	<ul style="list-style-type: none"> <li>Engage with the National Skills Development Council to address policy, governance and legal issues</li> <li>Contribute to TVET legislation reforms</li> <li>Contribute to TVET governance reforms</li> </ul>	<ul style="list-style-type: none"> <li>Policy, governance and legal issues addressed with NSDC</li> <li>Contributions to TVET legislation reforms</li> <li>Contributions to TVET governance reforms</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with NSDC in place</li> <li>Percentage of Issues addressed with NSDC</li> <li>Percentage of contributions to TVET legislation reforms</li> <li>Percentage of contributions to TVET governance reforms</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with NSDC in place by 2018</li> <li>50% addressed by 2019 and 75% by 2020</li> <li>100% contribution to TVET legislation reforms by 2022</li> <li>100% of contributions to TVET governance reforms by 2022)</li> </ul>	<ul style="list-style-type: none"> <li>DG and Board</li> <li>Director PR&amp;D</li> </ul>
<b>SO2: To increase and strengthen TVETA's human and organisational capacity</b>	S2.1: To increase and strengthen TVETA's human resource capacity	<ul style="list-style-type: none"> <li>Recruit for all approved positions</li> </ul>	<ul style="list-style-type: none"> <li>All approved positions filled</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of staff recruited</li> </ul>	<ul style="list-style-type: none"> <li>50% filled (2018) and 100% filled (2020)</li> </ul>	<ul style="list-style-type: none"> <li>DG &amp; Board</li> </ul>
		<ul style="list-style-type: none"> <li>Review TVETA's HR Policies and Manual</li> </ul>	<ul style="list-style-type: none"> <li>HR Policy and Manual Reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Updated HR Policy and Manual in place</li> </ul>	<ul style="list-style-type: none"> <li>Updated HR Policy and manual in place by 2018</li> </ul>	<ul style="list-style-type: none"> <li>Director Corporate services</li> </ul>
		<ul style="list-style-type: none"> <li>Develop and implement Human Resource Development Plan and activities</li> </ul>	<ul style="list-style-type: none"> <li>HRD Plan Developed</li> <li>HRD Plan implemented</li> </ul>	<ul style="list-style-type: none"> <li>HRD Plan in place</li> <li>Percentage of staff undertaken capacity building</li> </ul>	<ul style="list-style-type: none"> <li>HRD plan in place by 2018</li> <li>100% of staff undertaken capacity building annually</li> </ul>	<ul style="list-style-type: none"> <li>Director Corporate services</li> </ul>

S2.2: To improve TVETA's staff terms of service	<ul style="list-style-type: none"> <li>• Ensure all staff are directly employed by TVETA</li> </ul>	<ul style="list-style-type: none"> <li>• All staff employed by TVETA</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of staff employed by TVETA</li> </ul>	<ul style="list-style-type: none"> <li>• 50% filled (2018) and 100% filled (2020)</li> </ul>	<ul style="list-style-type: none"> <li>• DG &amp; Board</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure Terms of service are in line with Salary and Remuneration Commission (SRC)</li> </ul>	<ul style="list-style-type: none"> <li>• Terms of service in line with SRC</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment of terms with SRC in place</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment of terms with SRC in place by 2018</li> </ul>	<ul style="list-style-type: none"> <li>• DG &amp; Board</li> </ul>
S2.3: To strengthen TVETA's organisational capacity,	<ul style="list-style-type: none"> <li>• Strengthen Corporate Services Directorate</li> </ul>	<ul style="list-style-type: none"> <li>• Corporate Services Directorate Strengthened</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of positions filled</li> <li>• Percentage of staff undertaken capacity building</li> <li>• Percentage increase on performance review of directorate staff</li> </ul>	<ul style="list-style-type: none"> <li>• 50% filled (2018) and 100% filled (2020)</li> <li>• 100% of staff undertaken capacity building annually</li> <li>• 5% annual increase</li> </ul>	<ul style="list-style-type: none"> <li>• DG &amp; Board</li> <li>• Director Corporate services</li> <li>• Director Corporate services</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop Standard Operating Procedures</li> <li>• Implement SOP Manuals</li> </ul>	<ul style="list-style-type: none"> <li>• SOPs developed</li> <li>• SOP Manuals implemented</li> </ul>	<ul style="list-style-type: none"> <li>• SOPs in place</li> <li>• SOP Manuals in place</li> <li>• Percentage of compliance to SOP</li> </ul>	<ul style="list-style-type: none"> <li>• SOPs in place by 2018</li> <li>• SOP Manuals in place by 2019</li> <li>• 100% compliance by 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Director Corporate services</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop and implement risk management framework</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Management Framework developed</li> <li>• Risk Management Framework implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Management framework in place</li> <li>• Percentage of compliance to risk management framework</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Management framework in place by 2019</li> <li>• 100% compliance by 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Director Corporate services</li> </ul>

**Strategic Area  
Governance and Management**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
		<ul style="list-style-type: none"> <li>Comply with national gender policies</li> </ul>	<ul style="list-style-type: none"> <li>Gender policies complied with</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of compliance to gender policies</li> </ul>	<ul style="list-style-type: none"> <li>100% compliance by 2018</li> </ul>	<ul style="list-style-type: none"> <li>DG and Director Corporate services</li> <li>Director Corporate services</li> </ul>
		<ul style="list-style-type: none"> <li>Adopt a culture of organisational learning</li> </ul>	<ul style="list-style-type: none"> <li>Culture of organisational learning adopted</li> </ul>	<ul style="list-style-type: none"> <li>Elements of organisation learning in place</li> </ul>	<ul style="list-style-type: none"> <li>Elements of organisation learning in place by 2020</li> </ul>	<ul style="list-style-type: none"> <li>DG and Board and Directors</li> </ul>
	S2.4: To enhance TVETA's governance and organisational structure	<ul style="list-style-type: none"> <li>Secure adequate office space and facilities (central and regional offices)</li> <li>Secure adequate office equipment and consumables</li> <li>Secure required office vehicles</li> </ul>	<ul style="list-style-type: none"> <li>Adequate office space and facilities secured</li> <li>Adequate office equipment and consumables secured</li> <li>Required office vehicles secured</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of adequate office space and facilities secured</li> <li>Percentage of adequate office equipment and consumables secured</li> <li>Percentage of office vehicles secure</li> </ul>	<ul style="list-style-type: none"> <li>50% secured by (2018) and 100% secured by (2020)</li> <li>50% secured by (2018) and 100% secured by (2020)</li> <li>50% secured by (2018) and 100% secured by (2020)</li> </ul>	<ul style="list-style-type: none"> <li>DG and Board</li> <li>Director Corporate services</li> </ul>
		<ul style="list-style-type: none"> <li>Comply with occupational health and safety rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>Occupational health and safety rules and regulations complied with</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of compliance</li> </ul>	<ul style="list-style-type: none"> <li>100% compliance by 2018</li> </ul>	<ul style="list-style-type: none"> <li>Director Corporate services</li> </ul>

	S2.5: To increase TVETA's technical infrastructure	<ul style="list-style-type: none"> <li>Secure adequate office space and facilities (central and regional offices)</li> <li>Secure adequate office equipment and consumables</li> <li>Secure required office vehicles</li> </ul>	<ul style="list-style-type: none"> <li>Adequate office space and facilities secured</li> <li>Adequate office equipment and consumables secured</li> <li>Required office vehicles secured</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of adequate office space and facilities secured</li> <li>Percentage of adequate office equipment and consumables secured</li> <li>Percentage of office vehicles secured</li> </ul>	<ul style="list-style-type: none"> <li>50% secured by (2018) and 100% secured by (2020)</li> <li>50% secured by (2018) and 100% secured by (2020)</li> <li>50% secured by (2018) and 100% secured by (2020)</li> </ul>	<ul style="list-style-type: none"> <li>DG and Board</li> <li>Director Corporate services</li> </ul>
		<ul style="list-style-type: none"> <li>Comply with occupational health and safety rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>Occupational health and safety rules and regulations complied with</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of compliance</li> </ul>	<ul style="list-style-type: none"> <li>100% compliance by 2018</li> </ul>	<ul style="list-style-type: none"> <li>Director Corporate services</li> </ul>
	S2.6: To increase TVETA's service delivery	<ul style="list-style-type: none"> <li>Establish at least 3 regional offices (North Rift, Coastal, Upper Eastern)</li> </ul>	<ul style="list-style-type: none"> <li>Regional offices established</li> </ul>	<ul style="list-style-type: none"> <li>Number of regional offices established</li> </ul>	<ul style="list-style-type: none"> <li>3 regional office established by 2021</li> </ul>	<ul style="list-style-type: none"> <li>DG and Board</li> </ul>
		<ul style="list-style-type: none"> <li>Review Service Charter</li> <li>Deliver against Service Charter</li> </ul>	<ul style="list-style-type: none"> <li>Service charter reviewed</li> <li>Services delivered against charter</li> </ul>	<ul style="list-style-type: none"> <li>Revised service charter</li> <li>Percentage of customer satisfaction</li> <li>Percentage of public complaints resolved</li> </ul>	<ul style="list-style-type: none"> <li>Service charter revised by 2018</li> <li>100% customer satisfaction by 2020</li> <li>100% of public complaints resolved by 2020</li> </ul>	<ul style="list-style-type: none"> <li>DG and Board</li> </ul>

**Strategic Area**  
**Governance and Management**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
		<ul style="list-style-type: none"> <li>• Deliver against annual Performance Contract</li> </ul>	<ul style="list-style-type: none"> <li>• Duties and functions delivered against performance contract</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage Compliance with agreed indicators</li> </ul>	<ul style="list-style-type: none"> <li>• 100% compliance with agreed indicators by 2018</li> </ul>	<ul style="list-style-type: none"> <li>• DG and Board and Director Corporate services</li> </ul>
		<ul style="list-style-type: none"> <li>• Achieve relevant ISO Certification</li> </ul>	<ul style="list-style-type: none"> <li>• ISO Certification achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage achievement towards ISO certification</li> </ul>	<ul style="list-style-type: none"> <li>• 100% achievement of ISO certification by 2022</li> </ul>	<ul style="list-style-type: none"> <li>• DG and Board</li> </ul>
<b>SO3: To increase the use of ICT in service delivery and office operations</b>	S3.1: To enhance the use of ICT in office operations and processes	<ul style="list-style-type: none"> <li>• Develop an ICT-policy</li> <li>• Implement ICT-policy</li> <li>• Increase ICT-infrastructure and ICT-security</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Policy developed</li> <li>• ICT policy implemented</li> <li>• ICT-infrastructure increased</li> <li>• ICT-security increased</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Policy in place</li> <li>• Percentage of ICT policy in place</li> <li>• Percentage of ICT-infrastructure in place</li> <li>• ICT-security in place</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Policy in place by 2018</li> <li>• 100% by 2018</li> <li>• 50% of ICT-infrastructure in place by 2018 and 100% by 2020</li> <li>• ICT-security in place by 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Director Corporate services</li> </ul>
	S3.2: To develop and implement an ICT-based TVET MIS	<ul style="list-style-type: none"> <li>• Design and develop of an TVET MIS</li> <li>• Roll-out the TVET MIS</li> <li>• Review TVET MIS</li> <li>• Link TVET – MIS with Labour market information system (LMIS)</li> </ul>	<ul style="list-style-type: none"> <li>• TVET MIS designed and developed</li> <li>• TVET MIS rolled out</li> <li>• TVET MIS reviewed</li> <li>• TVET MIS linked with LMIS</li> </ul>	<ul style="list-style-type: none"> <li>• TVET MIS Design in place</li> <li>• Percentage of roll-out completed</li> <li>• Revised TVET MIS in place</li> <li>• TVET MIS and LMIS linkage in place</li> </ul>	<ul style="list-style-type: none"> <li>• TVET MIS Design in place by 2018</li> <li>• 75% roll-out by 2018 and 100% by 2019</li> <li>• Revised TVET MIS in place by 2021</li> <li>• TVET MIS and LMIS linkage in place by 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Director Corporate services and Director Accreditation and Director Standards</li> </ul>

	<p>S3.3: To develop an online customer service portal</p>	<ul style="list-style-type: none"> <li>• Design and develop an online customer service portal</li> <li>• Link service portal with relevant components of MIS</li> <li>• Roll-out of service portal to the public</li> <li>• Review the service portal</li> </ul>	<ul style="list-style-type: none"> <li>• Customer service portal designed and developed</li> <li>• Customer Service portal linked with MIS</li> <li>• Customer Service portal rolled-out</li> <li>• Service portal reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Customer service portal Design in place</li> <li>• Linkage of customer service portal and MIS in place</li> <li>• Percentage of roll-out completed</li> <li>• Revised customer service portal in place</li> </ul>	<ul style="list-style-type: none"> <li>• Customer service portal Design in place by 2019</li> <li>• Linkage of customer service portal and MIS in place by 2020</li> <li>• 75% roll-out by 2018 and 100% by 2019</li> <li>• Revised customer service portal in place by 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Director Corporate services and Director Accreditation and Director Standards</li> </ul>
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## 4.4 Funding and Financing

### **Strategic objective 1: To achieve financial sustainability for TVETA to carry out its mandate and functions.**

Currently TVETA's financial resources are below what is required. TVETA has received an allocation of 145 million Kenyan Shilling in 2017/18 from the national budget appropriations against a resource requirement of approximately KShs 500 million for its operations.

All staff (except the DG/CEO) are being seconded by the MoE and paid directly by the MoE. As TVETA will be working with the Ministry towards employing their staff directly instead of working with seconded staff, there will be impact on the management of human (and financial) resources required. TVETA will put in place enhanced HR and financial management systems which are required once it will be able to employ its own staff.

TVETA will now be able to charge fees for services rendered (as gazetted in May 2017). The projected annual revenue from service charges is (approximately KSh 100 million which would increase the revenue with approximately 100%). These additional resources will be used for enhanced service delivery.

Within this strategic objective the following strategies are defined:

- To increase Government funding according to the approved establishment and budget by the Board. This includes the following activity: Lobby with government to increase the budget allocation according to the approved establishment and budget.
- To increase revenue by charging fees for services rendered. This includes the following activities: Review service fees structure; Charge and collect fees according to gazetted structure of fees for services rendered.

### **Strategic objective 2: To mobilise financial resources for TVET research, development, innovative projects, and re-branding**

As mentioned in previous sections of this plan TVETA will need to increase its research capacity and its capacity to implement TVET innovation and development projects and relevant research.

It is assumed that part of TVETA's research activities will be funded through its own funding, while another part will be externally funded. TVETA will increase its research budget from 2018 onwards.

Research themes will include national and sectoral graduate tracer studies, regional and international research driven by initiatives and research agendas of relevant regional and international TVET networks, impact studies on TVET innovation projects and case studies on best practices.

In order to mobilise more financial resources, it will be necessary to develop and/or to become engaged in more public-private partnerships (PPPs). PPPs are effective mechanisms for funding development projects. During the plan period the Authority will implement key priority programmes and projects including the flagship projects which require massive financial resources. These projects may not be adequately funded under the MTEF budgetary process. The Government has adopted the PPP strategy and enacted the PPP legislation which is expected to strengthen the legal framework for public and private sector partnerships in investment and funding of programmes. The Authority will collaborate closely with private sector and other public institutions in the development of relevant PPPs.

The objective to enhance resource mobilisation will also require to strengthen TVETA's capacity for resource mobilisation, such as networking, proposal development, project management etc.

Within this strategic objective the following strategies are defined:

- To mobilise financial resources through development of project proposals. This includes the following activities: Train senior TVET staff in proposal writing; Develop relevant TVET project proposals.
- To commercialise and generate revenue from TVET research, training seminars and workshops. This includes the following activities: Collect subscription fees from publications (e.g., TVET journal); Organise and collect fees from dissemination, training seminars and workshops.

### **Strategic objective 3: To strengthen the engagement with government, industry, TVET Funding Board and development partners for contributions to TVET development and implementation.**

As mentioned, there is renewed momentum from development partners for TVET and other skills development/youth employment programmes in Kenya. Funding includes projects from Germany (GIZ, KfW), Netherlands, DFID/UK, USAID, Canada, World Bank, AfDB, China, South Korea etc.

TVETA itself is currently receiving direct support through projects funded by the AfDB and the NICHE program (Netherlands).



While many development partners' projects are focusing on strengthening the TVET-institutions it will be necessary to strengthen TVETA's engagement in such projects especially in relation to TVETA's mandate. Furthermore, through a greater involvement will be able to be in a better position to coordinate and regulate the TVET-system.

Within this strategic objective, the following strategies are defined:

- To advocate policies for an integrated skills development levy system supporting all modalities of training. This includes the following activity: Lobby the NSDC to develop mechanisms for a skills development levy system for TVET development and implementation.
- To strengthen the engagement with industry, for contributions to TVET development and implementation. This includes the following activities: Organise joint events with the industry to identify areas of collaboration and support; Develop mechanisms for industry contributions.
- To develop engagement with the TVET Funding Board for contributions to TVET development and implementation. This includes the following activities: Hold consultative meetings with TVET funding Board; Contribute to proposals on TVET funding mechanisms; Identify priority areas in TVET for funding.
- To strengthen the engagement with development partners for contributions to TVET development and implementation. This includes the following activities: Hold consultative meetings with development partners on TVET development; Contribute to proposals on TVET funding mechanisms; Identify priority areas in TVET for funding.

#### **Strategic objective 4: To strengthen the engagement with county governments on the funding of TVET**

With the devolution the responsibility for the VET-centres (formerly Youth Polytechnics) has been devolved to county governments. However, currently the county governments are insufficiently aware of TVET-governance and secondly the counties don't have adequate funding for VET-institutions.

Within this strategic objective, the following strategies are defined:

- To increase the awareness of the county governments' responsibility on TVET Funding. This includes the following activities: Hold consultative meetings with county governments on TVET funding; Lobby County Government to allocate more resources to TVET.

### **Strategic objective 5: To strengthen TVETA's financial management systems**

TVETA will be strengthening its Financing and Accounting function as a result from increased budget responsibility, e.g., resulting from collecting service fees and projected income from projects.

Within this strategic objective, the following strategies are defined:

- To strengthen financial management systems to meet the requirements resulting from increased budget responsibilities. This includes the following activities: Review the finance and accounting systems; Introduce automated finance and accounting systems; Comply with PFM Act and Treasury circulars; Comply with government procurement regulations.
- To develop human capacity in financial management. This includes the following activities: Establish additional positions in finance and accounting; Recruit staff in finance and accounting; Conduct staff capacity development programmes.

Table 7

Strategic Area Funding and Finance						
Strategic Objectives	Strategies	Activities	Output	Performance Indicators	Target and Timeframe	Responsibility
<b>SO1: To achieve financial sustainability for TVETA to carry out its mandate and functions.</b>	S1.1: To increase Government funding according to the approved establishment and budget by the Board	<ul style="list-style-type: none"> <li>Lobby with government to increase the budget allocation according to the approved establishment and budget</li> </ul>	<ul style="list-style-type: none"> <li>Increased budget allocation resulting from lobby</li> </ul>	<ul style="list-style-type: none"> <li>Percentage increase in budget allocation</li> </ul>	<ul style="list-style-type: none"> <li>15% increase annually</li> </ul>	<ul style="list-style-type: none"> <li>DG and Board</li> </ul>
	S1.2: To increase revenue by charging fees for services rendered	<ul style="list-style-type: none"> <li>Review service fees structure</li> <li>Charge and collect fees according to gazetted structure of fees for services rendered</li> </ul>	<ul style="list-style-type: none"> <li>Service fee structure reviewed</li> <li>Service fees collected</li> </ul>	<ul style="list-style-type: none"> <li>Revised service fee structure in place</li> <li>Amount of fees collected</li> </ul>	<ul style="list-style-type: none"> <li>15 staff trained and implementing (2018)</li> <li>15 proposals submitted per year (2018)</li> <li>3 projects awarded annually</li> </ul>	<ul style="list-style-type: none"> <li>Director Corporate Services</li> </ul>
<b>SO2: To mobilise financial resources for TVET research, development, innovative projects, and re-branding</b>	S2.1: To mobilise financial resources through development of project proposals	<ul style="list-style-type: none"> <li>Train senior TVET staff in proposal writing</li> <li>Develop relevant TVET project proposals</li> </ul>	<ul style="list-style-type: none"> <li>Senior staff trained in proposal writing</li> <li>Project proposals developed</li> </ul>	<ul style="list-style-type: none"> <li>Number of senior staff trained and implementing</li> <li>Number of proposals developed and submitted</li> <li>Number of projects awarded</li> </ul>	<ul style="list-style-type: none"> <li>15 staff trained and implementing (2018)</li> <li>15 proposals submitted per year (2018)</li> <li>3 projects awarded annually</li> </ul>	<ul style="list-style-type: none"> <li>Director PR&amp;D, all Directorates</li> </ul>

	S2.2: To commercialise and generate revenue from TVET research, training seminars and workshops	<ul style="list-style-type: none"> <li>• Collect subscription fees from publications (e.g., TVET journal)</li> <li>• Organise and collect fees from dissemination, training seminars and workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Fees collected from publications</li> <li>• Fees collected from seminars and events</li> </ul>	<ul style="list-style-type: none"> <li>• Amount of revenue collected from publications</li> <li>• Amount of revenue collected from seminars and events</li> </ul>	<ul style="list-style-type: none"> <li>• 1 million KSh. annually (2019 onwards)</li> <li>• 2 million KSh annually (2019 onwards)</li> </ul>	<ul style="list-style-type: none"> <li>• DG and Board</li> </ul>
<b>SO3: To strengthen the engagement with government, industry, TVET Funding Board and development partners for contributions to TVET development and implementation</b>	S3.1: To advocate policies for an integrated skills development levy system supporting all modalities of training	<ul style="list-style-type: none"> <li>• To lobby the NSDC to develop mechanisms for a skills development levy system for TVET development and implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Skills development levy system for TVET introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Skills development levy system for TVET in place</li> <li>• Revenue available</li> </ul>	<ul style="list-style-type: none"> <li>• Skills development levy system in place (2020)</li> <li>• Revenue from skills development levy available (2021 onwards)</li> </ul>	<ul style="list-style-type: none"> <li>• Director Corporate Services</li> </ul>

**Strategic Area  
Funding and Finance**

<b>Strategic Objectives</b>	<b>Strategies</b>	<b>Activities</b>	<b>Output</b>	<b>Performance Indicators</b>	<b>Target and Timeframe</b>	<b>Responsibility</b>
	S3.2: To strengthen the engagement with industry, for contributions to TVET development and implementation.	<ul style="list-style-type: none"> <li>Organise joint events with the industry to identify areas of collaboration and support</li> <li>Develop mechanisms for industry contributions</li> </ul>	<ul style="list-style-type: none"> <li>Areas of collaboration and support identified</li> <li>Mechanisms for industry contributions developed</li> </ul>	<ul style="list-style-type: none"> <li>Number of areas identified</li> <li>Mechanisms for industry contributions in place</li> </ul>	<ul style="list-style-type: none"> <li>5 per year (2019 onwards)</li> <li>Mechanisms in place (2019)</li> </ul>	<ul style="list-style-type: none"> <li>DG, Director PR&amp;D, Director Corporate Service</li> </ul>
	S3.3: To develop engagement with the TVET Funding Board for contributions to TVET development and implementation	<ul style="list-style-type: none"> <li>Hold consultative meetings with TVET funding Board</li> <li>Contribute to proposals on TVET funding mechanisms</li> <li>Identify priority areas in TVET for funding</li> </ul>	<ul style="list-style-type: none"> <li>Consultative meetings held</li> <li>Funding mechanisms proposed</li> <li>Priority areas identified</li> </ul>	<ul style="list-style-type: none"> <li>Funding mechanisms in place</li> <li>Number of priority areas</li> </ul>	<ul style="list-style-type: none"> <li>Funding mechanisms in place (2019)</li> <li>5 priority areas per year (from 2019)</li> </ul>	<ul style="list-style-type: none"> <li>DG, Director PR&amp;D, Director Corporate Services</li> </ul>
	S3.4: To strengthen the engagement with development partners for contributions to TVET development and implementation	<ul style="list-style-type: none"> <li>Hold consultative meetings with development partners on TVET development</li> <li>Contribute to proposals on TVET funding mechanisms</li> <li>Identify priority areas in TVET for funding</li> </ul>	<ul style="list-style-type: none"> <li>Consultative meetings held</li> <li>Funding mechanisms proposed</li> <li>Priority areas identified</li> </ul>	<ul style="list-style-type: none"> <li>Funding mechanisms in place</li> <li>Number of priority areas</li> </ul>	<ul style="list-style-type: none"> <li>Funding mechanisms in place (2019)</li> <li>5 priority areas per year (from 2019)</li> </ul>	<ul style="list-style-type: none"> <li>DG, Director PR&amp;D, Director Corporate Services</li> </ul>

<b>SO4: To strengthen the engagement with county governments on the funding of TVET</b>	S4.1: To increase the awareness of the county governments' responsibility on TVET Funding	<ul style="list-style-type: none"> <li>• Hold consultative meetings with county governments on TVET funding</li> <li>• Lobby county government to allocate more resources to TVET</li> </ul>	<ul style="list-style-type: none"> <li>• Consultative meetings held</li> <li>• More resources allocated by county governments</li> </ul>	<ul style="list-style-type: none"> <li>• Amount of additional resources allocated to TVET sector</li> </ul>	<ul style="list-style-type: none"> <li>• KSh 500 million annually (2019 onwards)</li> </ul>	<ul style="list-style-type: none"> <li>• DG</li> </ul>
<b>SO5: To strengthen TVETA's financial management systems</b>	S5.1: To strengthen financial management systems to meet the requirements resulting from increased budget responsibilities	<ul style="list-style-type: none"> <li>• Review the finance and accounting systems</li> <li>• Introduce automated finance and accounting systems</li> <li>• Comply with PFMA Act and Treasury circulars</li> <li>• Comply with government procurement regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Finance and Accounting systems reviewed</li> <li>• Automated finance and accounting systems introduced</li> <li>• Compliance with PFM Act and treasury circulars</li> <li>• Compliance with government procurement</li> </ul>	<ul style="list-style-type: none"> <li>• Revised finance and accounting systems in place</li> <li>• Automated finance and accounting systems in place</li> <li>• Unqualified audit report</li> </ul>	<ul style="list-style-type: none"> <li>• Systems in place (2018)</li> <li>• Automated system in place (2018)</li> <li>• Unqualified audit report (Annually)</li> </ul>	<ul style="list-style-type: none"> <li>• Director Corporate Services, DG, Board</li> </ul>
	S5.2: To develop human capacity in financial management	<ul style="list-style-type: none"> <li>• Establish additional positions in finance and accounting</li> <li>• Recruit staff in finance and accounting</li> <li>• Conduct staff capacity development programme</li> </ul>	<ul style="list-style-type: none"> <li>• Additional positions established</li> <li>• Staff recruited</li> <li>• Capacity development programmes conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Number additional positions</li> <li>• Number staff recruited</li> <li>• Number staff trained and implementing</li> </ul>	<ul style="list-style-type: none"> <li>• 5 additional positions by 2019</li> <li>• 2 staff in 2018, 3 in 2019</li> <li>• All staff trained and implementing (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• DG, Board, Director Corporate Services</li> </ul>

## Chapter 5

### ORGANISATIONAL STRUCTURE

The TVET Authority is governed by a Board consisting of nine members. The chairperson and members of the Board hold office for a term not exceeding four and three years respectively and are eligible for re-appointment for one further term.

The Board will review and adopt its own bylaws, specifying the function and rules of procedures (including the establishment of Board Committees).

The top management comprises the Director General and four Directors. The Director General is the Chief Executive Officer of the Authority and is subject to the directions of the Board, and is responsible for the day to day management of affairs of the Authority.

TVETA has four Directorates:

#### **Directorate of Standards and Compliance**

The core mandate of this Directorate is to establish standards and benchmarks for training, inspect institutions to ascertain compliance with set standards and recommend curriculum review. It is headed by a Director and assisted by two managers.

The functions of the directorate are:

1. Establish standards for training.
2. Categorise and schedule institutions for standards compliance assessments.
3. Inspect institutions for compliance with set TVETA standards and guidelines.
4. Co-ordinate evaluation of standards compliance assessment reports.
5. Liaise with National and County Governments on compliance with TVETA standards.
6. Co-ordinate field offices and liaise with field officers on mapping of TVET institutions.
7. Monitor advertisement by TVET institutions in print and electronic media for enforcement and compliance with standards.
8. Update TVET database for standards compliance.
9. Enforce industrial attachment and internship policies as per the TVET Act, 2013.
10. Advise on the development of schemes of service for trainers.
11. Benchmark best practises on training standards compliance.

12. Develop guidelines for TVET training facilities.
13. Curriculum review for programmes or course of study.
14. Monitor examinations by various examining bodies for standards compliance.
15. Vetting of foreign examining bodies for compliance with TVETA standards.

## **Directorate of Accreditation and Outreach Services**

The core mandate of this Directorate is accreditation of institutions, course approval, accreditation of trainers and equation of certificates. It is headed by a Director assisted by two managers.

The functions of the directorate:

1. Evaluate applications for accreditation of institutions and licensing of programmes and courses.
2. Categorize and schedule institutions for assessments.
3. Assess TVET institutions and prepare reports.
4. Co-ordinate evaluation of assessment reports.
5. Accredite institutions.
6. License programmes and courses.
7. Develop and maintain database of accredited institutions, and programmes and courses licensed.
8. Liaise with TVET examining bodies and curriculum developers on the examination centre.
9. Maintain and disseminate updated record of all courses examined by various examining bodies.
10. Equate certificates and undertake recognition of prior learning.
11. Evaluate applications for registration and accrediting of trainers.
12. Develop, manage and maintain register of TVET trainers.
13. Liaise with professional bodies on accreditation of programmes.

## **Directorate of Policy, Research and Development**

The core mandate of this Directorate is to advise on TVET policies, conduct and contribute to TVET research and publish information on TVET issues; to initiate and engage in development and innovative projects; they also develop and participate in networks and collaborations within and outside the country. The directorate is headed by a Director assisted by two managers.

The functions of the directorate are:

1. Advise on policies, plans and guidelines for implementation of the TVET Act, 2013



2. Conduct research on TVET.
3. Initiate and engage in development and innovative projects.
4. Collect, examine and publish information relating to TVET.
5. Establish linkages and collaborations for best practice in TVET.
6. Coordinate tracer studies of TVET graduates.
7. Determine training needs and objectives in TVET to inform policy.
8. Enhance public private partnership in TVET and industry.
9. Develop and participate in relevant local, regional and international networks and partnerships.
10. Monitor implementation of policies guiding TVET.

### **Directorate of Corporate Services**

The core mandate of the Directorate is responsibility for Human Resource issues, Organisational capacity, Finance matters, administration, legal matters, and ICT services. It is headed by a Director, assisted by three managers.

The functions of the directorate are:

1. Staff Recruitment and placement.
2. Staff training and development.
3. Staff welfare, discipline and remuneration.
4. Advice on legal matters concerning the Authority.
5. Coordinate the development of SOPs and Manuals.
6. Ensure implementation and reporting of the Performance Contract.
7. Financial management of the Authority.
8. Ensure the Authority obtains goods and services in a timely manner.
9. Management and coordination of ICT services and ICT technical support.
10. Maintaining of professional standards and practices in procurement.
11. Coordination and management of all aspects of corporate communication.
12. Managing the audit function.
13. Coordinate the risk management function.
14. Ensure the smooth logistical operation of the Authority.

A number of staff and functions within this Directorate will work closely and directly with the DG and/ or the Board (e.g., Internal Audit/Risk Management, Legal, M&E). The middle level management of the Authority comprises nine Managers in charge of the following sections: Accreditation of institutions infrastructure, Programmes and trainers, Recognition and Equation of qualifications, Training Standards development and approval of programs. Enforcement; Policy and Planning; and Research and Development, Human Resource, Finance and Internal Audit and Risk.

TVETA staff currently perform duties across Directorates if required. This is due to the fact that the approved establishment is not fully funded.

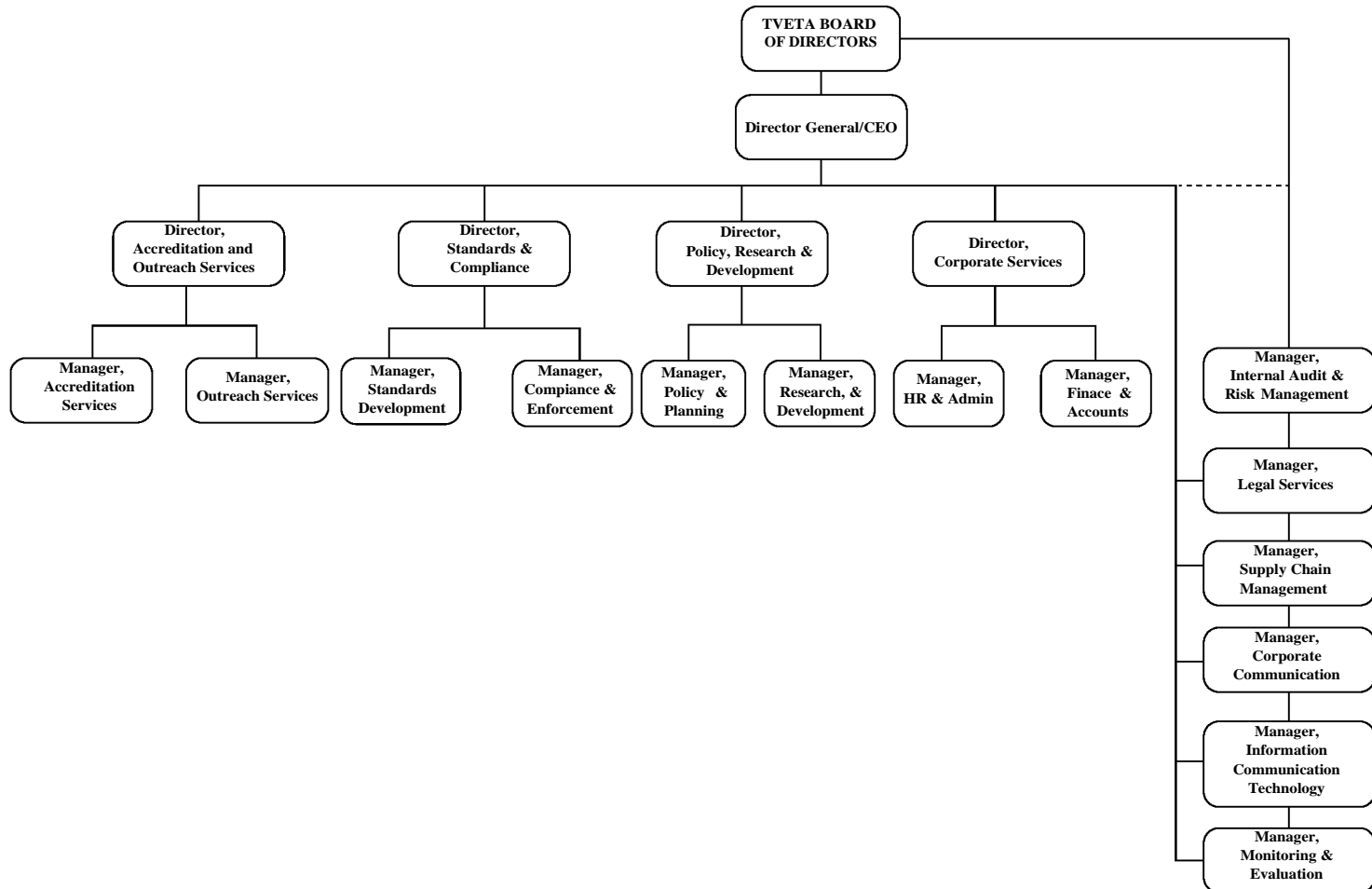
An organisational chart is attached at the end of this chapter. However, the organisation of TVETA is currently being reviewed as part of a technical assistance project funded by AfdB and the structure might change after this review which is due to be completed in 2018. Meanwhile, it has been agreed that the responsibility for ICT will be under Corporate Services and that a number of functions will be reporting directly to the DG and the Board. This includes the functions M&E, Internal and Risk Management, Legal, Supply Chain Management and Corporate Communication.

### Current Staff Establishment

The Authority has an approved establishment of 112 staff. The breakdown by Directorate and level is as follows:

	Director	Manager	Staff	Total
Director General/ CEO	1	-	-	1
Standards and compliance	1	2	26	29
Accreditation	1	2	29	32
Policy, Research and Development	1	2	10	13
Corporate Services	1	8	28	37
<b>Total</b>	<b>5</b>	<b>14</b>	<b>93</b>	<b>112</b>

*Diagram 1. TVETA Organisation Structure*



## Chapter 6

### FINANCE

The TVETA will rely more on Government funding through the MTEF budgeting process to implement its programmes, projects and activities. However, the allocated resources are inadequate to achieve the various agreed strategic objectives in the planned period. A review of the 2017/2018 financial year expenditures indicates that the Authority will utilise its allocated resources as follows.

**Table 8: Financial year 2017/2018 (Million KSh)**

Vote	Approved (in million Ksh)
	2017/2018
Recurrent	111.0
Development	34
<b>Total</b>	<b>145</b>

***Projected Financial Resource requirements for Strategic Plan implementation:***

The strategic objectives of this strategic plan fall under the four strategic areas and within those its strategic objectives. The projected resource requirements are presented in the following table.

**Table 9: The project resource requirements (Million KSh)**

Vote	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023
Government	280	322	370	425	489
AiA	77	81	85	89	93
External funding	50	55	61	67	73
<b>Total</b>	<b>407</b>	<b>458</b>	<b>516</b>	<b>581</b>	<b>655</b>

The recurrent resource requirements will be obtained through government funding through the MTEF budgeting process and revenues from the collection of service fees. The government funding is projected to grow 15% annually. These amounts will have to be revisited once TVETA has started employing their staff instead of the current arrangement of deployed staff from MoE.

The revenue projection from service fees (AiA) is based on the gazette fees and applicable units. The main variable unit will be student enrolment, which is projected to increase with 10% per year during the period 2018-2023. Furthermore, it is assumed that 75% of the payable fees is actually collected by TVETA. Based on the current data, the revenue for 2018/2019 is KSh. 77 million.

The budget for external funding will be predominantly sourced from proposals for policy support, research, development and innovative projects. The budget is assumed to be predominantly coming from activities, directly or indirectly funded by development partners, industry and possibly the TVET Funding Board, as well as revenue from publications and events. These projects will either directly be targeting TVETA or can be projects in which TVETA will have a role and will be funded for its contributions to the projects. It is assumed that through the capacity building on resource mobilisation and increased engagement in such projects the development budget will increase annually. The financial arrangements in such projects, hence the development budget amounts will either go to TVETA directly or will be funded through other finance mechanisms according to financial regulations and priorities of development partners.

The budget amounts are indicative targets, based on the capacity to generate external funding, as well as development partners' priorities. The target for 2018/2019 is Ksh 50 million and the projected growth rate is 10% annually.

A detailed budget projection is provided in the next page.

**Table 8**

Strategic Area:															
Quality and Relevance															
	2018			2019			2020			2021			2022		
	GoK	AiA	Ext	GoK	AiA	Ext	GoK	AiA	Ext	GoK	AiA	Ext	GoK	AiA	Ext
<b>Strategic Objective 1: To develop, implement and review the TVET QA Framework</b>	87,000	30,000	10,000	100,000	41,000	10,000	115,000	50,000	5,000	134,000	51,000	5,000	155,000	53,000	5,000
<b>Strategic Objective 2: To coordinate the development of comprehensive Occupational Standards for CBET implementation</b>	13,000	15,000		15,000	11,000	5,000	18,000	5,000	5,000	22,000	5,000	5,000	25,000	5,000	5,000
<b>Strategic Objective 3: To develop and improve relationships with labour market and stakeholders</b>	5,000	7,500		8,000	11,000		11,000	5,000		13,000	5,000	2,000	18,000	5,000	5,000
<b>Strategic Objective 4: To improve TVETA's engagement with other training providers</b>	5,000	7,500		6,000	11,000		7,000	5,000		8,000	5,000		10,000	5,000	
<b>Subtotal</b>	<b>110,000</b>	<b>60,000</b>	<b>10,000</b>	<b>129,000</b>	<b>74,000</b>	<b>15,000</b>	<b>151,000</b>	<b>65,000</b>	<b>10,000</b>	<b>177,000</b>	<b>66,000</b>	<b>12,000</b>	<b>208,000</b>	<b>68,000</b>	<b>15,000</b>

**Strategic Area: Access and Equity**

<b>Strategic objective 1: To lead in advocacy and re-branding of TVET</b>	26,000		10,000	28,000		10,000	31,000	5,000	10,000	35,000	5,000	5,000	38,000	6,000	10,000
<b>Strategic objective 2: To promote gender equity in TVET</b>	5,000		5,000	7,000		5,000	9,000	2,000	5,000	10,000	2,000	5,000	13,000	2,000	5,000
<b>Strategic objective 3: To promote access and equity of TVET</b>	5,000	10,000		6,000	5,000		7,000	5,000		7,000	5,000	2,500	10,000	5,000	5,000
<b>Strategic objective 4: To benchmark, sensitize and adopt examples of international good practice in TVET</b>	22,000			25,000		5,000	28,000	2,000	5,000	31,000	2,000	10,000	33,000	2,000	10,000
<b>Strategic objective 5: To conduct and contribute to TVET policy, research, development, and innovative projects</b>	12,000			15,000			17,000			20,000	500	5,000	23,000	1,000	3,500

<b>Strategic objective 6: To strengthen the engagement with county governments on the development of TVET</b>	5,000	7000		6,000	2000		7,000	5000	1000	8,000	3500	2500	9,000	3000	2000
<b>Subtotal</b>	<b>75,000</b>	<b>17,000</b>	<b>15,000</b>	<b>87,000</b>	<b>7,000</b>	<b>20,000</b>	<b>99,000</b>	<b>19,000</b>	<b>21,000</b>	<b>111,000</b>	<b>18,000</b>	<b>30,000</b>	<b>126,000</b>	<b>19,000</b>	<b>35,500</b>

### Strategic Area: Governance and Management

<b>Strategic Objective 1: To increase and strengthen TVETA's human and organisational capacity</b>	13,000		10,000	15,000		7,500	17,000	1,000	5,000	21,000	1,000	5,000	23,000	1,000	5,000
<b>Strategic Objective 2: To increase the use of ICT in service delivery and office operations</b>	27,000		10,000	29,000		7,500	31,000		5,000	35,000	1,000	5,000	38,000	1,000	5,000
<b>Strategic objective 3: To spearhead TVET legislation and governance</b>	5,000			6,000			7,000			8,000	1000		11,000	1000	
<b>Subtotal</b>	<b>45,000</b>	<b>0</b>	<b>20,000</b>	<b>50,000</b>	<b>0</b>	<b>15,000</b>	<b>55,000</b>	<b>1,000</b>	<b>10,000</b>	<b>64,000</b>	<b>3,000</b>	<b>10,000</b>	<b>72,000</b>	<b>3,000</b>	<b>10,000</b>





**Strategic Area: Funding and Financing**

<b>Strategic objective 1: To achieve financial sustainability for TVETA to carry out its mandate and functions.</b>	5,000			6,000			7,000		5000	8,000		2500	9,000	2500
<b>Strategic objective 2: To mobilise financial resources for TVET research, development, innovative projects, and re-branding</b>	11,000			12,000			14,000		5000	16,000		5000	19,000	2500
<b>Strategic objective 3: To strengthen the engagement with government, industry, TVET Funding Board and development partners for contributions to TVET development and implementation</b>	5,000			6,000			7,000		5000	8,000		5000	9,000	5000

Strategic objective 4: To strengthen the engagement with county governments on the funding of TVET	5,000			6,000			7,000			8,000			9,000		
Strategic objective 5: To strengthen TVETA's financial management systems	24,000		5,000	26,000		5,000	30,000		5,000	33,000	1,000	2,500	37,000		2,500
<b>Subtotal</b>	<b>50,000</b>	<b>0</b>	<b>5,000</b>	<b>56,000</b>	<b>0</b>	<b>5,000</b>	<b>65,000</b>	<b>0</b>	<b>20,000</b>	<b>73,000</b>	<b>1,000</b>	<b>15,000</b>	<b>83,000</b>	<b>1,000</b>	<b>12,500</b>
<b>Total</b>	<b>280000</b>	<b>77000</b>	<b>50000</b>	<b>322000</b>	<b>81000</b>	<b>55000</b>	<b>370000</b>	<b>85000</b>	<b>61000</b>	<b>425000</b>	<b>87000</b>	<b>67000</b>	<b>489000</b>	<b>90500</b>	<b>73000</b>

## *Chapter 7*

### **MONITORING AND EVALUATION**

The TVETA Board will be responsible for the development and review of the M&E Framework. A comprehensive Monitoring and Evaluation framework is required to enable assessment of progress towards achieving the objectives of the strategic plan.

The strategic plan has four strategic areas, each with a number of strategic objectives, which will be achieved over the course of five years. Strategies which are defined for each strategic objective contain specific activities, with outputs, indicators, targets, timelines and budgets, with the responsible office identified for each activity.

The implementation of this strategic plan will be closely monitored to ensure that the strategic objectives are realised as planned. The monitoring process will help determine whether the implementation is on course and help establish the need for any adjustment in light of emerging issues, e.g., from socio-political environment, and availability of resources.

The TVETA Board will establish a Monitoring and Evaluation Committee (MEC), which will inform the Board on M&E related issues. A dedicated M&E Officer/position will be created and will be reporting to the DG and the Board. This M&E Officer will support the MEC and develop, in collaboration with the DG and Directorates, the M&E plans and co-ordinate the implementation of the plans as defined in the M&E Framework.

Comprehensive reports on the implementation of the Strategic Plan 2018-2022 and the annual Performance Contracts will be compiled by the M&E Officer in collaboration with the DG and Directorates and submitted to the MEC, which will subsequently report to the Board on a quarterly and annual basis.

A mid-term review and final evaluation of the plan will be conducted to review and evaluate achievements against objectives.

## ANNEXES

### ANNEX 1:

#### PESTEL Analysis

The Situational Analysis conducted for this Strategic Plan consists of a PESTEL Analysis, SWOT Analysis and Stakeholder Analysis. Analysis including the narrative is as follows.

#### Political

The TVET-subsector has been characterised by political goodwill of subsequent governments and features prominently in Vision 2030, which stresses the importance of skills for economic development/growth. The importance is also reflected in Sessional Paper 14 (2012) and MTP-II. Nevertheless, the TVET-sector is still structurally underfunded due to budget constraints in the Kenya Government; only 3.2% of the total education allocation goes to TVET and close to 95% of the allocation to TVET goes to recurrent expenditure.

The policy framework for TVET in Kenya is fragmented and builds on subsequent documents with various formal statuses: Sessional Paper 14 (2012); Draft TVET Policy (2012 and 2014; not formalised); reference to TVET in the Medium Term Plan II (2013-2018). Legal framework is derived from (draft) policy.

The Kenya Constitution 2010 prescribes the requirement for access to equitable, quality and relevant education, which has resulted in free primary education, while free secondary education which started in January 2018. However, it is not clear whether this will also apply to the TVET sector. Regardless of this, free secondary education will increase demand for post-secondary education such as TVET.

Government has shown a commitment to developing TVET, which is amongst others demonstrated by establishing a Technical Training Institute (TTI) in each of the 47 counties. Government has initiated education reforms, which includes integration of elements of technical and vocational education in secondary education. Previously the Government has upgraded some national polytechnics to technical universities. Government's commitment to TVET is also demonstrated by the fact that it has been able to raise funding for TVET from development partners as TVET is seen as linked to job creation.

TVET has partly been devolved to the Counties in order to avoid duplication and improve the ability to match supply and demand in skills and skills development at both national and local levels. The TTI's have a responsibility for national skills

development, whereas through devolution of TVET the responsible for funding of YP/VTCs is under the county governments with the central government still providing additional funding through capitation grants.

The East African Community has embarked on a number of initiatives for harmonisation of education and training in the Community. The EAC has also recently developed a specific harmonisation strategy for TVET which covers a wide range of issues geared towards harmonising the EAC Partner States education systems and curricula.

Development partners are committed to supporting TVET in Kenya. The main contributing partners (multilateral and bilateral) include USA (USAID), World Bank, AfDB, Netherlands, Germany, China, South Korea and Canada. Most of the support is coordinated through the Ministry of Education rather than through TVETA.

Funding from the Higher Education Loans Board (HELB) is now also accessible for selected TVET-institutions and programmes; furthermore, at the county level other sources of funding are becoming available through NGOs and County Governments.

The policy context of TVET in Kenya consists of Chapter 15 of the Sessional Paper 14 (2012) as well as a Draft TVET policy document of March 2014. It is understood that TVET policy reforms/reviews are ongoing.

## **Economic**

Annual economic growth (GDP growth) in Kenya is forecasted between 5-6% until 2020 (IMF panelists). Nevertheless, the Kenya Government will remain to suffer from general budget constraints and will not be able to fund the policies.

In Vision 2030, there are 97 flagship projects that have been announced, many of which have a huge impact on skills requirements and development, especially those where technical skills are scarce, such as infrastructure, energy, agriculture and environment.

The adoption and proper implementation of CBET will have major budget implications as it will set higher requirements in TVET in terms of technical infrastructure and equipment and qualified human resources (more and better skilled trainers, due to lower trainee-trainer ratios and trainers that will have to be competent in delivering and assessing CBET).

The PPP Act provides a regulatory framework, especially for large infrastructural projects to utilise private sector efficiency and innovation to deliver public services and by extension skills development through collaboration between industry and training providers.

Given the limitations in the Government's budget, there has always been a mismatch between the budgets in the policy documents and strategies of governments and authorities. Approved strategies cannot be implemented in full due to the absence of the required funding.

The Sustainable Development Goals particularly Goals No 4 and 8 are useful guides for development policies in TVET and employment. They have also impact in other policies.

## **Social**

Kenya is witnessing an increasing demand and opportunities for education and training. Demand will still be growing due to demographic reasons and increased access to free primary and secondary education.

The Bill of Rights provides requirements for provision of relevant skills for decent jobs. This will continue to drive government policies to promote skills development programs for job creation (formal employment and self-employment) for economic development.

There is increased relevance of self-employment and skills development for job creation and poverty alleviation. As formal and permanent employment is decreasing globally, youth will have to be prepared for more flexible employment arrangements and entrepreneurship. Skills development has to prepare trainees for entrepreneurship and self-employment, and preparing for skills and attitudes to cope with flexible employment arrangements.

Limited awareness and negative perception of TVET and its opportunities: TVET is still too often seen as the only option left for "failures", i.e., those who don't meet the entry requirements for secondary and university. TVET is not seen as the pathway to real jobs and doesn't have the status as it has in many developed countries where TVET-graduates have better jobs prospects than university graduates. This is also to be attributed to limited career guidance at primary and secondary education.

There is increasing demand for provision and access to quality TVET training across the country. Despite the perception issues there is still an increasing demand for high quality TVET. While the number of TTIs will be expanded (in all counties) there

is also the need that this expansion will be accompanied by appropriate resources (technical, human, financial) and good management.

Need for improved quality of TVET institutions and programmes (image, management, resources etc.) as prerequisite for re-branding TVET. It has been noted that TVETA and stakeholders have embarked on re-branding TVET/ “demystifying TVET”, which is way overdue, although some initiatives launched recently (e.g., Hands on the Future) are the way forward. However, it will be necessary that TVET is adequately resourced and its quality improved. Communication and awareness campaigns have to be backed by a reality on the ground, otherwise the impact of campaigns will be limited and/or may even create/reinforce even more negative perceptions.

Cultural perception and stereotyping of some TVET fields (e.g., gender tagged skills and the *fundi* perception) are there. While gender stereotyping of TVET-fields is a global phenomenon, the perception that TVET is for low or semi-skilled careers only is more dominant in developing countries, especially if they are less industrialised and/or if there are limited career opportunities in larger companies.

HELB Funding is now also accessible for selected TVET-institutions and programmes; and other sources of funding becoming available (e.g., NGOs and County Governments) will enable more trainees to enroll especially those from vulnerable background.

## **Technological**

Rapid change in technology and its impact on skills development: Changes in technology are accelerating faster than ever and technical skills will have to be up to date to remain competitive nationally, regionally and globally.

Culture of innovation, creativity and maintenance: Kenya is one of the leading countries in Africa in terms of innovation, creativity, entrepreneurship and start-up companies. In order to maintain this advantage, Kenya needs a skilled workforce which inculcates the culture of maintenance.

Use of ICT in delivery of government and other services: Delivery of government services is increasingly done through the use of ICT (“E-government”). For TVETA this means that online service portals for the public will have to be implemented.

Technological and skills requirements for mega-projects: Kenya has embarked on a number of so-called mega-projects (e.g., infrastructure, oil and gas, energy, ports,

pipelines, railway etc.). These mega-projects require up-to-date technical skills of which there is still a shortage in Kenya. What are also lacking are institutions which have been accredited by international organisations to certify the quality of some of these skills e.g., welding petroleum pipeline.

Competency-based Education and Training as catalyst of improvement of TVET: Within the next 5 years Kenya will introduce CBET as the guiding principle in TVET. CBET is flexible and not time based. It is trainee centered and has higher requirements in terms of infrastructure/equipment in institutions, trainers, assessors, curricula etc.

There is need for continuous improvements in infrastructure of TVET institutions. The tools and equipment being used by some TVET institutions are often inadequate, inappropriate, outdated or broken. Some TVET institutions have challenges in acquiring appropriate tools and equipment due to limited funding and lack of mechanisms to source for funds. This state of affair affects the quality of the trained graduates from these institutions because there may not be enough equipment for each trainee to have necessary time for practical sessions and expected level of quality and technological know-how required by the growing market. In most TVET institutions, training facilities – that is classrooms used for theory sessions and workshops used for practical sessions and also sanitary facilities are mostly inadequate in terms of numbers, capacity and how they are equipped. The obsolescence of training equipment and tools, the inadequacy of teaching and learning facilities contribute to the poor quality of TVET delivery.

Use of ICT in education and training (e.g., smart classrooms): The introduction of Smart Classrooms at Kenya Technical Trainers College and 9 Technical Training Institutes has provided Kenya with world-class learning facilities for TVET. It has introduced a unique TVET teaching and learning concept, combining state-of-the-art technologies, software, simulations, experiments and hands-on practical education. The Smart Classroom acts as an incubator area for ideas based on industry and labour market requirements.

The Smart Classroom improves the traditional TVET teaching through introduction of trainee-centred learning, interdisciplinary work, Competence Based Education and Training (CBET), and maximizes on the use of the existing equipment at the workshops, through presentations, digital lessons, investigations, on-screen simulations, virtual experiments, practical exercises, project and group work. It changes trainees and instructors' mind-sets and brings innovation, spur creative and catalytic thinking, triggers trainees' exploration skills, enhance problem solving based learning, and provide the opportunity to teach and learn design, programming and production skills.



## **Environmental**

Emerging issues in environment (such as e-waste management, recycling, climate change) will create opportunities for TVET institutions: E-waste encompasses various forms of electrical and electronic equipment that are old, end-of-life electronic appliances, or have ceased to be of any value to their owners. Kenya generates 11,400 tonnes from refrigerators, 2,800 tonnes from TVs, 2,500 tonnes from personal computers, 500 tonnes from printers and 150 tonnes from mobile phones (UNEP, 2010). E-waste includes electronics which are destined for reuse, resale, salvage, recycling, or disposal. E-waste is the most rapidly growing problem in the waste stream due to its quantity, toxicity and carcinogenicity. Often, the toxic material is improperly disposed of and thus poses a threat to human health and the environment.

In order to manage e-waste, TVET institutions need to:

- Create awareness and conduct sensitization campaigns on responsible e-waste management.
- Develop Memorandum of Understandings (MoUs) with producer responsibility organisations for take-back, recycling and refurbishing of e-waste at life-end.
- Develop mechanisms to ensure that inspection certificates clearly specify end-of-life date and who bears responsibility thereafter.
- Develop and mainstream e-waste education in curricula.

Climate change and environmental degradation is a consequence of unsustainable business and consumption patterns but, albeit presenting severe global and local challenges, it also provides for new prospects for economic activity that were not previously pursued. Through promotion of a green economy, Kenya has the opportunities to create substantial numbers of new jobs and address the concerns about climate change, and environmental and social challenges at the same time. This requires a mindset change and with it the development of appropriate skill sets.

### **Sustainable management of environmental resources:**

Sustainable development processes cannot be implemented without the appropriate education and training. Environmental protection and efficient use of resources are not the job of specialists, male or female, but energy and resource efficiency is a matter for all of us. As both a consumer and a producer of resources, or more accurately a sector involved in the transformation of resources, TVET has multiple concerns about sustainability. The over-exploitation of natural resources, ill-health and grinding poverty can threaten the ability of future generations to satisfy their needs and wants. The challenge for TVET is to re-orient and re-direct its curricula

to imbue students and trainees with respect for the conservation and sustainable use of resources, social equity and appropriate development, plus with competencies to practise sustainable tasks at the workplaces of today and tomorrow.

TVET institutions have a vital role of inculcating in the youth the importance of sustainable management of environmental resources by avoidance of institution and workplace-related negative environmental impacts, and especially to:

- (a) explain possible negative environmental impacts from the institution and workplace and its contribution to environmental protection using examples;
- (b) apply applicable environmental protection regulations in the institution and workplace;
- (c) use possibilities of economic and environmental friendly energy and material consumption;
- (d) avoid waste;
- (e) dispose of substances and materials in an environmentally-friendly manner.

Besides integration of environmental protection aspects into TVET in the form of basic qualifications, new fields of activity in environmental protection and specialised environmental jobs have also evolved due to new environment-related legal, technical and/or economic requirements in Kenya. For example: “supply and disposal expert”; these include “sewage engineering technician”, “recycling and waste management technician”, “pipe, sewer and industrial service technician” and “water supply engineering technician”. Gas and water installation technicians use leading edge technology and precise craftsmanship to ensure that we have clean drinking water and that wastewater is disposed of in an environmentally friendly manner. Skill areas seen as typical environmental protection trades includes: plumbing, heating, refrigeration and air conditioning.

### **Inculcation of green TVET values, attitudes in training programmes:**

Green TVET Institutions have a special profile and integrate green issues in training. Ideally, they live what they preach and try to reduce the carbon footprint on their campuses. They integrate their internal and – as far as possible – external stakeholders in the greening process, train their trainers, provide further training for companies and improve the living conditions of their communities by means of green projects.

To inculcate green TVET values, attitudes in training programmes, the following activities can be done:

- (a) Support qualified TVET lecturers in their continuous professional development through training in renewable energy and energy efficiency technologies.

- (b) Incorporate a new optional vocational subject on renewable energy and energy efficiency technologies in the curriculum.
- (c) Initiate various greening of TVET institution activities as essential awareness raising and cross-cutting themes for sustainable development.

In its simplest expression, a green economy can be thought of as one which is low-carbon, resource-efficient and socially inclusive. A green economy is one whose growth in income and employment is driven by public and private investments that reduce carbon emissions and pollution, enhances energy and resource efficiency, and prevents the loss of biodiversity and ecosystem services” (UNEP 2011).

Greening of industries implies ensuring that all industries, regardless of sector, size or location, continuously improve their environmental performance through using resources more efficiently, phasing out toxic substances, substituting fossil fuels with renewable energy sources, improving occupational health and safety, taking increased producer responsibility and reducing the overall risks. The greening of economies has the potential to be a new engine of growth, a net generator of decent jobs and a vital strategy to eliminate persistent poverty.

#### **Inclusion of environmental issues and management in TVET QA Framework:**

TVET institutions have a unique position in their communities as a source of technical skills and knowledge for the current and future labour force, they can ensure that their graduates acquire the training and education to promote environmental protection and enhancement and responsible resource management. As institutions which have links with local industry and employers, they can model sound environmental practise. TVET institutions have the responsibility of ensuring that training offered to trainees meet national standards for environmental protection. As well, they can take leadership in integrating international best practises for environmental protection and management into their training programmes.

The TVET Quality Assurance frameworks should have standards and indicators which will ensure environmental issues are addressed. Areas for consideration to include:

- Suitable buildings and facilities according to curriculum offered.
- Classrooms and workshops suitable in number and size according to curriculum.
- Suitable sanitary facilities in number according to trainees and staff population.
- Instructors, staffrooms suitable in number and size.
- Suitable tools, equipment and machinery according to curriculum offered.
- Procedure for waste disposal, e.g. used oil and grease in motor vehicle

- mechanics workshop
- Safe use of renewable energy and recycling where possible.

## Legal

Existence (and possible review) of TVET legal framework (e.g., TVET Act): The TVET Act 2013 has been enacted by Parliament and it regulates TVET, TVET Providers, TVETA, CDACC and TVET Funding Board. The Act has been supplemented by TVET Regulations in 2015. While the TVET Act is guiding for now it became clear during the Situational Analysis that most TVET stakeholders expressed that the legal framework needs an urgent review as it is considered by many to be not comprehensive enough, allowing to be interpreted differently (and/or “for own organisation’s purposes”), it was developed too quickly and it lacked the participation/contribution of other ministries with an interest/stake in TVET.

Furthermore, the TVET legal framework and TVET governance system is relatively fragmented. Most countries in East and Southern Africa have chosen different approaches and have created a less fragmented governance system. In most countries the TVET Authority is not just the regulator/quality assurer but it has also a leading role in national TVET Planning and Development and has various degrees of delegated authorities regarding TVET funding and management of skills development levies.

The Kenya National Qualifications Authority was established by an Act of Parliament in 2014 and the National Qualifications Framework (NQF) was launched in May 2017 for review and will be implemented over the coming years. The NQF will support TVETA in the QA of programmes offered by TVET-institutions. While in the above paragraph it was mentioned that other countries have less fragmented TVET systems, it has to be confirmed that Qualifications Authorities are not just part of the TVET system and are established/operating independently. Furthermore, Qualification Authorities normally have the responsibility for establishing the equivalencies of foreign qualifications. However it is observed that in Kenya, this is still considered a responsibility for TVETA as far as TVET qualifications are concerned.

TVET Funding Board to commence operations: The TVET Funding Board (enacted in the TVET Act, 2013) is not operational yet. It is understood that a Board is in the process of being established. As mentioned previously an institution like this and/or the management of TVET funding (other than direct funding from Government) is in most countries in the region within the mandate of the TVET Authority.

Impact of regional and international protocols (incl. recognition of qualifications): The EAC is initiating harmonisation of education systems and training (curricula, standards, assessment and evaluation of (university and TVET) education in order to facilitate more mobility of human resources. It can be assumed that this harmonisation will also impact the regulatory frameworks (TVET and Higher Education (HE)) in the countries of the EAC.

**Impact on TVET governance due to fragmented and multiple legislation (Ministries, authorities, councils, institutions (etc.):**

During the Situational Analysis multiple issues were expressed by stakeholders varying from lack of awareness/clarity of TVET institutions and their mandates, to duplications, gaps and up to conflicts on the interpretations of mandates. An example is the legal basis of SSACs, e.g., in the development of occupational standards.

**Rigid (inherited) demarcation between pre-employment training (Ministry of Education) and industrial training (Ministry of Labour):**

As mentioned previously, there is rigid demarcation between these two training systems, which has been existing given the fact that NITA had been established before TVETA through the TVET Act. However, in almost all countries both pre-employment training and industrial training are ultimately the responsibility of the Ministry of Education and/or the authorities under one ministry.

**Mainstreaming of Competency-Based Education and Training Framework in TVET legal and policy frameworks:**

CBET is gradually being implemented in Kenya and will replace the knowledge and time-based education and training system. It is believed that the concept of CBET is not sufficiently mainstreamed yet in the TVET legal and policy frameworks. CBET is slowly implemented due to inadequate facilities, limited existence of CBET curricula, limited CBET-qualified trainers and assessors etc.

## **ANNEX 2:**

### **SWOT Analysis**

The Situational Analysis conducted for this Strategic Plan consists of a PESTEL Analysis, SWOT Analysis and Stakeholder Analysis. Analysis including the narrative is as follows.

#### **Strengths**

The Strengths of TVETA can be characterised that most of the fundamentals are in place to make the Authority perform the core mandates and tasks.

TVETA has been established through an Act of Parliament (TVET Act, 2013) and the Act is supported by TVET Regulations in 2015 for operationalisation. Secondly a Board is in place, which has been established through a competitive process and the Board is now in its second term. Board members expressed satisfaction that the necessary arrangements are in place to enable them perform their duties.

Furthermore, TVETA has a draft Strategic Plan for the period 2016-2020 (which is currently being reviewed) and TVETA has an approved organisational structure, which allows it to perform its duties. The TVETA Secretariat consists of competent staff mainly seconded from the MOE. However, in the view of the consultants the draft SP was mainly developed as an internal operations document for its tasks and functions related to regulation: licensing, inspection and registration, while it has missed the opportunity to develop strategies for TVET development and external engagement.

TVETA is performing its core duties of regulation: registration, inspection and licensing of institutions and courses/programmes, on the basis of tools and guidelines, which are also available on their website. Furthermore, a number of draft documents and standards (e.g., CBETA and Trainers Qualifications Framework, and Prior Learning Assessment and Recognition) are being drafted, which will ultimately have to contribute to the establishment of a TVET Quality Assurance Framework and other instruments for the improvement of the TVET system in Kenya.

TVETA operates on the basis of Performance Contracts, the first of which (2015-2016) has been concluded and evaluated. The second (2016-2017) has ended on 30 June 2017 and internal reports are available.

#### **Weaknesses**

Despite the strengths illustrated in the section above, there are still many weaknesses that have serious impact on the capacity of TVETA to perform its duties.

First of all, there is a huge discrepancy between the staff projection in the draft Strategic Plan and the reality. While the draft SP projects a need of more than 120

staff, the reality is that only just over 30 positions are filled. The technical staffs are allocated across the various Directorates but in practice all are involved in core activities of registration and licensing, which leave little room for other tasks. Furthermore, while all staffs are considered to have the competences to perform their duties, there are still many skill gaps, which have to be addressed (For example, the Capacity Analysis in the NICHE/KEN/283 tender-document). Many tasks and duties are new to TVETA's staff and a major management development plan needs to be in place to close these gaps (the NICHE-project is supposed to address these).

Another major concern is the terms of service for TVETA staff. Only the DG/CEO of TVETA is an employee of TVETA, while all other staffs are seconded by the Ministry of Education (most of them used to work in the QA-Department before TVETA was established). It has been expressed by all involved (staff, Board, Ministry) that this is an undesirable situation and is contributing to increased risk for TVETA, since the Authority has already lost quite a few staff with no replacement. Various staff members expressed that this situation has impact on the motivation on the individuals and the team in which they operate. Although it has been expressed by those who are responsible that the issue "will be solved soon", no evidence of this has been found.

The overall organisational capacity is still limited. While core tools and guidelines for registration, licensing and inspection are available, there are, for example, no comprehensive Standard Operating Procedures (SOPs) for TVETA internally.

Furthermore, TVETA has not developed tools/manuals to support institutional capacities building in TVET institutions, despite that many neighbouring countries have QA Manuals that can be offered to TVET institutions to improve their quality.

The Directorate of Policy, Research and Development is hardly functioning. It is understood to have only two staff members and the impact and relevance appear to be very limited despite its importance. It was expressed by certain respondents that such a Directorate is not relevant for TVETA, as this would be the responsibility of MoE. However, the consultants believe that a Policy, Research and Development Directorate is essential for any TVET Authority (and this is found with all regional TVET Authorities), and with a proper mandate and resources will be able contribute to TVETA and the development of TVET sector in Kenya.

Many of the weaknesses described above can be attributed to structural underfunding of TVETA. This is not unique to TVETA since others like CDACC and KNQA operate with even less government funding. This situation is just not in line with the

strategic plan and the tasks of the Authority. Hence the available funding determines the actual activities as agreed upon in performance contracts between TVETA and the Cabinet Secretary. Until recently, TVETA was not in a position to charge service fees, however these have recently been gazetted.

The situational analysis (external stakeholders consultation) revealed that there is still limited awareness of TVETA and its mandate. This was expressed by implementing organisations and training institutions. The comments varied within the types of respondents, however, a general impression is that, due to the limited HR capacity, TVETA staff have not been able yet to reach out widely and communicate their mandate. In addition, despite the fact only few TVET institutions were consulted, they complain about lack of responsiveness from TVETA, especially if the institutions need a service from TVETA. The perception is that TVETA determines the priorities, while their clients are kept waiting and/or not informed. Other respondents are actually expressing their concern if TVETA has at all the capacity to do what they are mandated for and criticism (from moderate concerns to outspoken cynicism) is all too common.

The TVET-system in Kenya will be transformed into a CBET-based TVET system (from a knowledge based system and time-based programmes). This will require TVETA to develop and transform their QA Framework accordingly (and it will have to be relevant for CBET-implementation on the ground. It is felt that TVETA is not ready yet for a CBET-based QA Framework, also because of limited engagement with employers/industry, lack of clarity in the development of standards (occupational, training and quality), some overlaps of roles in the curriculum development and approval process, etc. Some draft standards for CBET have been developed by TVETA. At the same time, in the view of the consultants, documents and guidelines related to CBET developed by TVETA and CDACC sometimes take different points of departure. An example is the proposal from TVETA to work with Kenya Bureau of Standards (Tertiary Technical Committee), while CDACC proposes to work with SSACs in relation to developing standards.

Stakeholders from the labour market, employers (“the world of work”) expressed that TVETA still has too little engagement with them, although they invite TVETA to be more engaged. This is partly caused by the fact that some have already initiated these engagements with MoE, CDACC, LIWA, NITA and SSACs.

TVETA has still insufficient access to and impact on institutions that are providing industrial training, institutions under the line-Ministries, and emerging training institutions operating within the private sector and universities offering certificate



and diploma programmes. There has been discussion on which types of training institutions and programs TVETA should focus on within their mandate, which according to the Act refers to any technical, industrial and vocational training; (e.g., ranging from driving schools to Kenya Airways Training Institute – Pride Centre). However, according to the Act, the focus should be on any training institution offering programmes that are leading to certificates and diplomas, as defined in the National Qualifications Framework.

The role of TVETA and KNQA in relation to equation of national and foreign qualifications needs to be revisited by all parties involved. In most countries, this role is performed by the National Qualifications Authority.

## **Opportunities**

It is believed that TVETA should and can contribute more to the capacity of the TVET institutions than that it is doing now. While TVETA is the regulator of TVET in Kenya and its core focus is on quality assurance, it should go beyond registration, licensing and inspection. TVET Authorities in the region also have a mandate to contribute to enhancing the quality of TVET, e.g., through capacity building programmes, developing for example, QA Manuals, providing management training to TVET-institutions, supporting institutions with CBET implementation, etc.. It is recommended that TVETA should be in a position to become more involved in TVET coordination and development (and therefore working closer with Ministries and simultaneously strengthening the co-ordination with development partners); this enhanced involvement would contribute to the TVET development and it would contribute to the visibility and awareness of TVETA within the sector.

The private sector has expressed both its concerns of lack of engagement by TVETA and at the same it has expressed its willingness to strengthen the relationships. This relationship would support the engagement with SSACs but also the role SSACs, LIWA and private sector can play in the enhancement of quality and relevance in TVET. The private sector engagement and co-ordination function could be under the Policy, Research and Development Directorate.

TVETA (and the TVET Sector) has an opportunity to benchmark its activities against practices in the region, e.g., through the harmonisation initiatives in the EAC which will happen in the next five years but TVETA can also adopt best practises from other countries in Africa, e.g., Southern Africa and Ghana. In general, TVET Authorities in the region play a more comprehensive role in TVET Development than TVETA currently has (or: is able to undertake due to the limited HR capacity). As mentioned in previous sections these roles include TVET sector development as well as developing and managing specific funding mechanisms for TVET outside

the regular government funding (e.g., through skills development levies or the management of TVET Fund, although it is appreciated that a separate TVET Fund Board is being established.

Kenya is introducing increasingly technology in the provision of government services. TVETA has already expressed that it wants to increase their service delivery and the establishment of an online TVET Management Information System and an interfaced on-line service portal (“one-stop-shop”) should be set as priority.

Improvement of service delivery and its own internal quality by TVETA creates also the opportunity for TVETA to apply for ISO-certification. Currently, TVETA’s ISO certification level is 27% (2015/2016), while the Performance Contract sets a target for 65% in 2016/2017. ISO certification for TVETA will add to its credibility as an Authority that has the mandate for QA within the TVET Sector.

The expansion of the TVET system will create more work for TVETA. This increased workload would justify an increased budget allocation by Government to TVETA and it would create opportunities for increased efficiency through economies of scale. The expansion of TVET institutions in the regions could also justify the establishments of regional offices/units to support TVET in the counties and to increase TVETA’s visibility and awareness.

The establishment of the National Skills Council is an opportunity for TVETA (and the TVET Sector) to address critical policy issues undermining development in the sector. As mentioned in this analysis there are many issues that cannot just be solved by TVETA itself but will require a co-ordinated effort, especially to clarify, and possibly review mandates and practises between implementing organisations, as well as bridging barriers between TVETA and Ministries with institutions offering TVET programmes and courses.

Kenya is seeing a renewed Momentum to support TVET from development partners. Currently, most of the funding goes to the Ministry of Education or directly to institutions rather than to TVETA (in 2017 it is mainly AfDB and Nuffic funding which is directed to TVETA). Enhanced engagement with development partners will create an opportunity for TVETA to play a stronger role in national TVET development.

TVETA needs to enhance its role and capacity in rebranding TVET. While participation in national and regional career fairs are a good start it will also be necessary and an opportunity to enhance career guidance and counselling in primary and secondary schools in Kenya. Regional offices could play a role here.

## Threats

The following threats have been identified:

There is still a negative perception of TVET in Kenya. Although much has been done to improve the quality and relevance of TVET, this is not yet enough. Expansion of TVET institutions is welcome but they need to be adequately resourced with qualified staff (trainers and management) and infrastructure in order to offer programmes that meet the quality requirements of TVETA.

Possible inefficiency of TVET governance is due to existence of fragmented and multiple policies and legislation and implementing organisations governing TVET. This has also been addressed as a weakness, while the threat is that the fragmentation will not be solved in the near future without deliberate intervention.

The current TVET Act dates from 2013. While most informants agree on the issue that TVET legislation and governance needs another review, it is not clear if and when this review will take place.

TVETA's limited human resource capacity and terms of service issues not adequately addressed. While it has been expressed that these issues will be solved soon, there is no clear indication that this will actually happen very soon.

**Lack of integration of pre-employment training and industrial training in the TVET system:** While the consultants (and most respondents within the MoE-sector agree that the demarcation is not desirable and no contributing to an integrated TVET-system, there is no indication that this issue will be addressed by Government. The National Skills Development Council will be a key platform to address this issue.

**Possible change of government priorities and funding:** While TVET is a priority in Vision 2030 the TVETA Strategic Plan is not adequately funded by Government. This could obviously impact TVETA's contribution to the quality and relevance of TVET.

Counties have limited capacity to fund TVET. While part of TVET is devolved and counties have to fund TVET institutions, they don't have enough funding available for resourcing their TVET institutions. Without capitation grants, funding is inadequate and this underfunding will impact on quality and relevance of TVET.

## ANNEX 3: Stakeholder Analysis

Stakeholder	What they do	What's our mutual interest	Comments and issues
<b>Stakeholder Government/ Ministries</b>	<ul style="list-style-type: none"> <li>• Make policies</li> <li>• Budget allocation</li> <li>• Law enforcement</li> <li>• Labour market Information</li> <li>• Develops TVET infrastructure</li> <li>• Ensure expansion of TVET provision</li> </ul>	<ul style="list-style-type: none"> <li>• Increased budget allocation</li> <li>• Policy Guidelines and Formulation</li> <li>• Labour market information for TVET Co-ordination and Planning</li> <li>• Improved access and equity</li> </ul>	<ul style="list-style-type: none"> <li>• Limited co-ordination</li> <li>• Ministries to accept the role of TVETA on TVET development</li> <li>• Priority in establishment of national skills council</li> <li>• Devise policies on effective utilisation of skills development levy fund</li> </ul>
<b>Parliament</b>	<ul style="list-style-type: none"> <li>• Oversight and accountability</li> <li>• Legislation</li> <li>• Provide adequate funding</li> </ul>	<ul style="list-style-type: none"> <li>• Enactment of laws affecting the operations of the Authority</li> <li>• Enactment of laws supporting TVET reforms</li> <li>• Increased funding</li> </ul>	<ul style="list-style-type: none"> <li>• Enact law to entrench national skills council</li> </ul>
<b>Judiciary</b>	Arbitration	Fair settlement of disputes	Provide speedy justice
<b>Examining bodies (CDACC / KNEC/ KASNEB / NITA)</b>	<ul style="list-style-type: none"> <li>• Examine and assess TVET programmes</li> <li>• Award certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Certificate of Competence</li> <li>• Credibility of assessment and certification process</li> <li>• Assess and certify competences</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual understanding between KNEC, CDACC and NITA</li> <li>• Smooth transition of activities from KNEC to CDACC</li> </ul>
<b>Curriculum Developers</b>	<ul style="list-style-type: none"> <li>• Design and develop TVET curriculum.</li> <li>• Assessment and certification of programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Programmes that meet occupational standards are implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Trough training needed in the CDET curriculum development at all levels</li> </ul>

<b>Employers</b>	<ul style="list-style-type: none"> <li>• Provide sector specific experts on occupational standards</li> <li>• Additional Resource Mobilisation</li> <li>• Provide internships and attachments</li> <li>• Employment</li> <li>• Participate in training delivery and assessments</li> <li>• Contribute to skills development levy fund</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in development of relevant occupational standards</li> <li>• Competent Monitors and Evaluators</li> <li>• Workplace attachment</li> <li>• Employment of TVET graduates</li> <li>• More resources for TVET development</li> </ul>	<ul style="list-style-type: none"> <li>• Keep an updated employers data base by sector</li> <li>• Collaborate with TVET institutions on attachment</li> <li>• More engagement with TVETA</li> </ul>
<b>Training Institutions</b>	<ul style="list-style-type: none"> <li>• Make TVET visible</li> <li>• Internal Quality Assurance</li> <li>• Approved Programmes implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in re-branding TVET</li> <li>• Institution meet set quality standards</li> <li>• Sound management of TVET institutions</li> </ul>	TVETA to accelerate accreditation of TVET institutions
<b>Development Partners</b>	Resource Mobilisation Offer Technical Assistance	<ul style="list-style-type: none"> <li>• Technical Assistance in Quality Assurance</li> <li>• Funding QA programmes</li> <li>• Supporting TVET development</li> </ul>	Have strong link with TVETA
<b>KNQA</b>	Providing National Qualification Framework	Qualification levels Equation of certificates Create credibility of certificates	Create employer confidence on qualification
<b>TVET Funding Board</b>	Mobilise resources for TVET Sector	Increased funding More sources of funding	<ul style="list-style-type: none"> <li>• Conflicting priorities? Who decides on allocation?</li> <li>• Conflict with the training levy fund with NITA</li> </ul>

<b>Occupational Standards Developers</b>	Development of Occupational Standards through SSAC	Skills Upgrading Setting Training Standards	<ul style="list-style-type: none"> <li>• SSAC not institutionalised/ no legal mandate</li> <li>• Who is the custodian of the occupational standards</li> </ul>
<b>Regulators of practice/ professional bodies</b>	License TVET graduates	Recognition of TVET skills	Collaboration with TVET institutions
<b>Media</b>	Publishing (information, education and communication)	Enhanced publicity/ advocacy, communication	Important in re-branding TVET Raise visibility of TVETA
<b>Trainees</b>	Consumers of TVET Manage the learning / training	<ul style="list-style-type: none"> <li>• Beneficiaries of TVET Access to quality TVET Learn and acquire</li> <li>• occupation competence</li> <li>• Potential employees</li> </ul>	<ul style="list-style-type: none"> <li>• Principal stakeholder Their views/opinions not usually sought</li> <li>• Gender equity to be observed</li> </ul>
<b>Community</b>	Support implementation of TVET programmes Raise visibility of TVET	Benefit from TVET programmes at local level	Supporting TVET in cash and kind

## **ANNEX 4:**

### **International benchmarking**

As part of this situational analysis a benchmarking exercise was conducted with the purpose to analyse how TVET Authorities are governed and which role they play in terms of TVET regulation and development, in a number of countries that are considered relevant for Kenya. While no country is the same, in terms of stages of development, TVET systems and governance, a number of countries in Africa and a few others from developing or emerging countries have been selected including:

- Rwanda
- Tanzania
- Malawi
- Zambia
- Ghana
- India

### **Rwanda**

TVET in Rwanda resorts under the State Minister for TVET within the Ministry of Education (MINEDUC). The Workforce Development Authority (WDA), [www.wda.gov.rw](http://www.wda.gov.rw) is responsible for the implementation of the TVET Policy. As such it has a comprehensive mandate which goes further than “regulation and accreditation”. WDA’s activities and scope of services are organised and managed around the following four strategic pillars:

- (i) Skills Development through Vocational Training
- (ii) Business Incubation (Entrepreneurship Development)
- (iii) Setting Industry Standards
- (iv) Regulation and Accreditation.

The philosophy behind WDA is that of a demand-led competency-based skills development. This philosophy shall ensure that all curricula that are implemented under the WDA framework arises out of the need of the employers and the curricula would have gone through thorough consultation with employers concerning the skill needs. The platform for consultation with employers will be through employer-led councils called Manpower Skills Training Council (MSTC). It is through this mechanism of employer-driven and employer consultation that we will be able to ensure that future workforce of Rwanda will have the right skills competent to perform the job that they are hired to do. To further the philosophy of demand-

led skills development in Rwanda context, WDA will focus on implementing investment-driven training, entrepreneurship-driven training, productivity/service driven training and agricultural driven training. These four programmes shall ensure that participants of WDA endorsed skills development programme do not end up in the street.

However, there have been ongoing discussions on whether the mandate is not too broad, causing possible conflicts of interest. This has resulted in a revision of the mandate of WDA and implementation (co-ordination of the institutes) will be transferred to the “Rwanda Polytechnic” under which all TVET institutes will resort as “colleges”. WDA will remain responsible for “standards”. The new Laws have been gazetted in October 2016.

### **WDA Strategic Plan and Quick-win Plan**

To ensure a successful and sustainable implementation of WDA, a Strategic Plan has been established. The list of goals for the strategic plan is given below:

The strategies of WDA are (but will have to be reviewed, given the new legislation)

- (i) To establish 5 IPRCs in the five regions of Rwanda.
- (ii) To absorb and align all TSSs and VTCs with the national TVET arrangement.
- (iii) To develop partnership with industry.
- (iv) To implement the accreditation of industry-based training programmes.
- (v) To integrate the established TQF into the National Qualifications Framework (NQF).
- (vi) To develop a national TVET certification system.
- (vii) Publicity of TVET and WDA and Promotion of National Policy based Gender balance in all preceding strategies.
- (viii) To develop and implement a structured mechanism for soliciting relevant labour market information
- (ix) To introduce and apply DACUM approach to TVET curriculum development.
- (x) To put in place qualified and competent TVET lecturers and instructors in accordance with the National Gender Policy.
- (xi) Establish a local pedagogical and technical training system for TVET lecturers and instructors.
- (xii) Formation and functions of the organ of WDA in adherence with the National Gender Policy.
- (xiii) Development of HR management and operational systems that



- monitor and hence ensure adherence to the National Gender Policy.
- (xiv) Adequate facilitation of WDA Office Operations.
  - (xv) To establish a collaboration framework with regional and international TVET institutions
  - (xvi) To establish the WDA HQ infrastructure and facilities.
  - (xvii) To establish standard training equipment list (STEL) for the new curriculum.
  - (xviii) To ensure adequacy of equipment, machinery, consumable training materials and infrastructure of physical facilities for IPRCs, TSSs, VTCs in line with industrial standards in training delivery, as well as all other functions.
  - (xix) To establish training levy.
  - (xx) To establish income generating activities to supplement cost of training.
  - (xxi) To establish model industrial parks.
  - (xxii) To establish entrepreneurship skills training.
  - (xxiii) To establish infrastructure as well as funding mechanism that will enhance skills in business incubation and entrepreneurship development.
  - (xxiv) To develop a system for training lecturers and instructors in the use of English as a common medium for instruction.

## **Tanzania**

At the national level, the Ministry of Education and Vocational Training is responsible for TVET. Particularly, the Technical and Vocational Education Training Division under the Ministry is responsible for developing TVET related guidelines and standards, and conducting research on the provision of TVET programmes.

In Tanzania TVET is divided into Vocational Education and Training (VET) and Technical Education and Training (TET). VET centres are under the administration of the Vocational Education and Training Authority (VETA).

VETA's objectives include co-ordinating, regulating, financing, promoting and providing vocational education and training in Tanzania. Currently, VETA is responsible for VET programmes in training centres, including Regional Vocational Training and Services, Vocational Training Centres, Vocational Teachers Training College and District Vocational Training Centre.

TET centres are under the administration of the National Council for Technical Education (NACTE). NACTE is in charge of delivering technical education at all tertiary non-university institutions. The Council provides courses for technician, semi-professional and professional levels leading to the award of certificates, diplomas, degrees and related qualifications.

NACTE is also responsible for:

- Co-ordinating technical education and training;
- Registration and accreditation of public and private technical training institutions; and
- Establishing a central database for technical education and training and a national qualifications framework for technical education.

Financing VET is mainly funded by the VET Fund, administered by the VET board. The fund is composed of:

- All assets previously owned by VETA's predecessor, the National Vocational Training Department;
- Sums paid as Skills and Development Levy (SDL);
- Sums paid by the Government;
- Grants and donations from external sources; and
- Internally generated income through training fees and training material recovery.

According to VETA, SDL makes up for the largest share of the VET Fund (81%). SDL is payable by employers with four or more employees as a monthly fee at 6% of the total employee payroll. The Tanzania Revenue Authority collects the levy and gives a third of the money collected to VETA. The other two thirds go to the Government. TET is financed through cost sharing between providers and clients (students, parents, communities and private institutions). TET providers mainly rely on internally generated funds through consultancy, production, maintenance and international student exchange programmes.

The Vocational Education and Training Authority (VETA) and the National Council for Technical Education (NACTE) are responsible for registering public and private institutions and accrediting their programmes. Both bodies contribute to analysing the labour market and subsequently developing the TVET curricula. In VET, the Trade Advisory Committees ensure that vocational education and training programmes meet the needs of the labour market, assess training needs, determine training standards and related specifications, and co-ordinate related trade training activities. In TET, NACTE, through the Subject Boards and Standards Setting Committees, is responsible for developing standards of training programmes based on occupational standards.

## Malawi

The TEVET Policy resorts under the Ministry of Labour of Malawi

The TEVET Policy of the Government is built on four pillars:

The TEVET Authority is a statutory corporation responsible for technical, entrepreneurial and vocation education and training in Malawi. The institution reports to government through the Ministry of Labour, which is responsible for TEVET. The Authority has its secretariat in Lilongwe. At the Secretariat, there is the Executive Director with four directorates namely: Training Programmes, Quality Assurance, Finance, and Human Resource and Administration. The Authority has three established regional centres in Blantyre, Lilongwe and Mzuzu to act as implementation units for Authority's activities in the southern, central and northern regions respectively. These regional centres are headed by Centre Managers.

The TEVET Authority's Strategic Plan is built on five strategic pillars (more or less aligned with the TVET Policy):

- Access and Equity
- Quality and Relevance
- Governance and Management
- Funding and Financing
- Cross-cutting issues

## Zambia

TEVETA is an institution created under the Technical Education, Vocational and Entrepreneurship Training Act (No.13 of 1998) read together with TEVET (Amendment) Act No. 11 of 2005. The functions of TEVETA are defined in the Act as follows:

- Advise the Minister on the development of the quality of human resources in Zambia through technical education, vocational and entrepreneurship training;
- Regulate and advise management boards;
- Regulate and co-ordinate apprenticeship and trade testing facilities;
- Provide technical consultancy to management boards and private training institutions;
- Promote the technical capacity of management boards;
- Develop the national curricula in consultation with all stakeholders;
- Set minimum standards and qualifications for any occupation, skill, technology or trade for institutions in accordance with developments in industry;
- Provide guidelines for the development of institutional curriculum;
- Approve examinations to be taken by persons attending courses at an

institution established or registered under this Act;

- Regulate and conduct national examinations relating to technical education, vocational and entrepreneurship training;
- Charge and collect fees in respect of examinations set under this Act;
- Award certificates to persons who succeed in examinations set under this Act;
- Guide institutions in preparing rules for the recruitment of students and teachers;
- Approve curricula and standards of certificates in institutions established or registered under this Act;
- Register institutions;
- Cancel the registration of an institution established under this Act; and
- Do all such things connected with or incidental to the functions of the Authority.
- TEVETA has four Divisions:
  - Assessment and Qualification
  - Development
  - Finance and Administration
  - Training Standards

Zambia has recently (December 2016) gazetted the Skills Development Levy, which will also be administered by TEVETA (under the TVET Fund).

## **Ghana**

### **TVET Mission**

Technical and Vocational Education and Training (TVET) in Ghana aims to contribute to the development of a productive workforce by linking the education system to the needs of the economy. It equips youth with the skills necessary to enhance their employability and livelihoods and provides equitable access to competency-based training.

TVET Strategy TVET developments in Ghana are influenced by increasing demands for post-basic education and training opportunities. TVET related policy directives aim to enhance the TVET system in Ghana by promoting, among others:

- Industry led and demand driven Competency-Based Training (CBT). CBT programmes are outcome-based and aim to promote equitable access, opportunities and career pathways for students and employees to develop their vocational, technical and generic skills; and,
- Workplace Experience Learning (WEL) ensures that the theoretical and practical aspects of the CBT model are integrated and adequately prepares

students for the world of work. Policies promoting WEL and increased industry participation in the TVET system aim to enable students to relate theory to practice by simulating real world scenarios.

## **TVET legislation**

- The Council for Technical and Vocational Education and Training (COTVET) Act, 718 (2006) establishes the COTVET. The Act mandates the COTVET to co-ordinate and oversee TVET in Ghana across all sectors.
- The National Accreditation Board Act, 744 (2007) establishes the National Accreditation Board and mandates it to accredit public and private tertiary-level institutions with regard to the contents and standards of their programmes.
- The Polytechnic Act, 745 (2007) mandates Polytechnics to provide tertiary education in the fields of manufacturing, commerce, science, technology, and to provide opportunities for skills development, applied research and the publication of research findings.
- The National Board for Professional and Technician Examination Act, 492 (1994) administers examination schemes for professional bodies and non-university institutions at the tertiary level.
- The COTVET Legislative Instrument LI 2195 (2012) regulates the TVET system and ensures that it is linked to the National Qualifications Framework (NQF).

## **Governance**

The TVET system in Ghana is governed by the Ministry of Education (MoE). Other ministries involved in the provision of TVET include the:

- Ministry of Employment and Labour Relations;
- (Ministry of Youth and Sports;
- Ministry of Local Government and Rural Development; and the
- Ministry of Health and Environment. Within the MoE, the Ghana Education Service (GES) is responsible for implementing pre-tertiary education policies formulated by the Ministry.

Other actors involved in the governance of TVET include:

- The Council for Technical and Vocational Education and Training (COTVET) under the Ministry of Education – co-ordinates and oversees TVET developments in Ghana.

The Board is supported by five Technical Standing Committees, namely:

- The National TVET Qualifications Committee (NTVETQC);
- The Industrial Training Advisory Committee;
- The Training Quality Assurance Committee (TQAC);
- The National Apprenticeship Committee.
- The Skills Development Fund Committee.

The Committees function as national bodies and are set up in collaboration with stakeholders.

- The National Vocational Training Institute (NVTI) – under the Ministry of Employment and Labour Relations – provides non-formal and informal sector apprenticeships. The NVTI operates 38 vocational centres all over the country that provide training opportunities in 28 skill areas.

## **Financing**

The government is responsible for financing TVET in Ghana and all the ministries that are involved in TVET receive funding for their activities. The funds entail budgetary allocations as well as contributions from development partners. TVET is also financed by civil society and faith based institutions.

## **India**

### **TVET mission**

The mission of TVET in India is to help the country's economic and social development, and specifically transform its increasing manpower to a skilled and competent workforce.

### **TVET strategy**

TVET policies are supported by the Twelfth Five Year Plan (2012-2017) which aims to help the government of India achieve its development objectives. Specifically, Volume three deals with education and highlights the importance of education for social, economic and political transformation. The Plan sets a number of TVET related objectives including to:

- Link secondary, and specifically vocational and technical programmes, to the needs of the labour market in collaboration with the Ministry of Labour and Industry;
- Improve residual access and equity gaps to TVET programmes by, for example, targeting out-of-school children;
- Expand the number of TVET programmes;

- Encourage and facilitate students to take pre-vocational programmes in the secondary education level;
- Develop a mechanism for convergence of vocational programmes offered by various ministries, private institutions, and vocational educational institutions;
- Improve TVET teacher and training programmes to ensure a high quality of education; and
- Integrate and closely align vocational programmes with the academic curriculum. TVET programmes should contain modules on various generic and specific vocational skills with the involvement of industry.

In addition, the National Youth Policy (2012) sets a number of policy interventions, and specifically highlights the need to enhance the employability of youth by developing more vocational secondary programmes.

The National Policy on Skill Development aims to empower individuals through improved skills, competences, knowledge and nationally and internationally recognised qualifications. The objectives of the policy are to:

- Develop opportunities for lifelong learning, and especially for youth, women and disadvantaged groups;
- Encourage stakeholders to develop skill development initiatives;
- Develop a high-quality skilled workforce relevant to current and emerging labour market needs;
- Establish flexible delivery mechanisms that respond to the needs of stakeholders; and
- Co-ordinate between different ministries, and the States and public and private providers.

## **TVET legislation**

The National Constitution guides Federal and State policy in all sectors including education. The Right of Children to Free and Compulsory Education (RTE) Act No. 35 (2009) guarantees the right of children to free and compulsory education until the completion of primary education. TVET is addressed in the following Acts:

- The National Institute of Technology Act (2007) allocates additional funding and government support to National Institutes of Technology (NIT) established in the Institutes of Technology Act (1961).
- The All India Council for Technical Education Act (1987) has instituted the All India Council for Technical Education and provides for the structure of the Council. The Act delineates the functions of the Council and calls on the Council to co-ordinate and integrate development of technical and management education and maintenance of standards.

- The Institutes of Technology Act (1961) has established certain institutes of technology to be institutions of national importance. The Act calls on institutes to provide programmes and research in engineering and technology, sciences and art.
- The Apprentices Act (1961) regulates the provision of apprenticeship training programmes. The Act also calls on the Central Apprenticeship Council to ensure that programmes are taught according to the prescribed syllabi and period of training.

## Governance

Education in India is governed on the Federal and State level. At the Federal level, the Ministry of Human Resource Development (MHRD) is responsible for national education policy and governance, including developing Education for All (EFA) initiatives. Specifically the Department of Higher Education – under the MHRD – is in charge of secondary and post-secondary education. The department is divided into a number of Bureaux, of which the bureau for Technical Education is responsible for formal and non-formal TVET institutions in each respective state. Specifically the bureau is responsible for revising the curriculum, the quality of TVET teachers, and student admission.

Other Ministries involved in TVET governance at the Federal level include:

- The Ministry of Labour and Employment (MOLE) and specifically the Directorate General of Employment and Training (DGET) collaborate with the MHRD in providing apprenticeship programmes;
- The Ministry of Agriculture;
- The Ministry of Mines; and
- The Ministry of Health.

At the State level, State Departments of Education are responsible for administering secondary education level programmes. Specifically Boards of Secondary and Senior Secondary Education regulate and supervise the secondary education system in their respective regions.

Other actors involved in TVET governance include:

- The Central Board of Secondary Education (CBSE) – under the MHRD – is responsible for academic matters and examinations. The CBSE also develops innovations and reforms at the secondary and upper secondary education levels.
- The Council for the Indian School Certificate Examinations (CISCE),



established in 1958, conducts the Certificate of Vocational Education examinations along with the Indian Certificate of Secondary Education and the Indian School Certificate.

- The National Council of Educational Research and Training (NCERT) provides advice on qualitative improvements in school and teacher education. The NCERT works in collaboration with different institutions, including: the National Institute of Education, the Central Institute of Educational Technology; Regional Institutes of Education; and the Central Institute of Vocational Education.
- The National Skills Development Agency has been mandated by the Government of India to:
  - (i) develop a strategy for skill development at the national level;
  - (ii) identify new areas for employability; and
  - (iii) promote greater use of information technology in the area of skill development.
- The All India Council for Technical Education (AICTE) is responsible for the administration of TVET programmes. Specifically the AICTE establishes new technical teaching institutions and accredits new technical programmes through the National Board of Accreditation.
- The National Council for Vocational Training (NCVT) awards certificates of proficiency to craftsmen in various engineering and construction trades. The NCVT is a tripartite body headed by the Minister of Labour, with members representing Federal and State Government departments, employers' and workers' organisations, professional and learned bodies, the All India Council for Technical Education (AICTE), and other organisations. State Council for Vocational Training assist the NCVT in providing advice on: TVET policy and programmes, the approval of new trades, and quality standards.
- The National Council for Teacher Education (NCTE) provides norms and procedures that ensure the quality of teacher education. The NCTE functions through four regional committees.
- The Pandit Sunderlal Sharma Central Institute for Vocational Education (PSSCIVE) develops the vocational education curricula in accordance with the National Vocational Education Qualifications Framework (NVEQF).

Industry Councils also play an important role in the Indian TVET system. The Confederation of Indian Industry (CII), a non-governmental and non-profit industry organisation, collaborates closely with the Federal government on policy issues including TVET to enhance efficiency and competitiveness. The Federation of Indian Chambers of Commerce and Industry (FICCI) also work closely with the Indian Government on national economic policy, including education and TVET.

## Financing

Formal TVET programmes are financed by the government through the Ministry of Human Resource Development. State Departments of Education are responsible for allocating funding in their respective regions. Non-formal TVET programmes are funded by a number of actors, including the Ministry of Labour and Employment, private institutions, and industry.

Organisations also provide funding for students enrolled in TVET programmes. For example, students enrolled in apprenticeships under the National Scheme for Apprenticeship Training are paid a stipend to cover costs, and the National Skills Development Corporation (NSDC), provides skill development funding through loans equity or grants, and supports financial incentives to select private sector initiatives to improve financial viability through, for example, tax breaks.

## **ANNEX 5:**

### **Documentation and Resources consulted**

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