



KENYA NATIONAL QUALIFICATIONS AUTHORITY



**KENYA NATIONAL QUALIFICATIONS  
AUTHORITY**

# **STRATEGIC PLAN**

**2018-2023**

QUALIFICATIONS /

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## ***VISION***

***Globally Recognized and Competitive Qualifications Transforming Kenya***

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## ***MISSION***

To Establish and Manage the Kenya National Qualifications Framework, Register and Accredite qualifications, Recognize and Equate foreign qualifications and Create a Credit Accumulation and Transfer system to achieve global Recognition and Competitiveness.

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## ***CORE VALUES***

Professionalism  
Integrity  
Teamwork  
Accountability  
Responsiveness  
Commitment

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## ***Motto***

**Shaping the Future of Kenya**

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## ABBREVIATIONS AND ACRONYMS

ACRONYM	DEFINITION
<b>AFS</b>	Administration, Finance and strategy Committee
<b>APSEA</b>	Association of Professional Societies of East Africa
<b>ARC</b>	Audit and Risk Committee
<b>AWPs</b>	- Annual Work Plans
<b>CATs</b>	Credit Accumulation and Transfer
<b>COTU</b>	Central Organization of Trade unions
<b>CS</b>	Cabinet Secretary
<b>E&amp;T</b>	- Education and Training
<b>EDE</b>	- Ending Drought Emergencies
<b>EMIS</b>	- Education Management Information System
<b>ESQAC</b>	Education Standards and Quality Assurance Council
<b>FHC</b>	Finance and Human Resources Committee
<b>FKE</b>	Federation and of Kenya Employers
<b>GATS</b>	General Agreement on Trade in Services
<b>IA</b>	- Institutional Accreditation
<b>ICD</b>	Institutional Capacity Development
<b>ICT</b>	- Information Communication Technology
<b>KCATs</b>	Kenya Credit Accumulation and Transfer System
<b>KNLRD</b>	Kenya National Learners Record Database
<b>KNQA</b>	- Kenya National Qualifications Authority
<b>KNQF</b>	Kenya National Qualifications Framework
<b>LAPSSET</b>	- Lamu Port, Southern Sudan and Ethiopia Transport

<b>LIS</b>	-	Library and Information Services
<b>MoE</b>		Ministry of Education
<b>MTP</b>	-	Mid Term Plans
<b>NITA</b>		National Industrial and Training Authority
<b>NLRD</b>		National Learners Record Database
<b>P&amp;RM</b>	-	Planning and Resource Mobilization
<b>PC</b>	-	Performance Contract
<b>PESTEL</b>	-	Political Economical Social Technological Environmental Legal
<b>PPP</b>	-	Public Private Partnership
<b>PRS</b>	-	Planning Resource Mobilization and Strategy
<b>PROSP</b>		Planning, Research, Outreach, Strategy and Policy
<b>PROPS</b>		Planning, Research, Outreach, Policy and Strategy
<b>QAC</b>	-	Qualifications Accreditation
<b>QA</b>	-	Quality Audit
<b>QAIs</b>		Qualifications Awarding Institutions
<b>QAS</b>	-	Quality Audits and Standards
<b>QF</b>		Qualifications Framework
<b>RAD</b>		Registration, Accreditation and Documentation
<b>RBM</b>	-	Results-Based Management
<b>REQ</b>		Recognition and Equation of Qualifications
<b>SAQA</b>		Standards, Assessment and Quality assurance
<b>SCAC</b>	-	State Corporations Advisory Committee
<b>SR</b>	-	Standards and Recognition
<b>ST&amp;I</b>	-	Science, Technology and Innovation
<b>SWOT</b>	-	Strengths Weaknesses Opportunities Threats
<b>TC</b>		Technical Committee
<b>TVET</b>		Technical and Vocational Education and Training
<b>TVETA</b>		Technical, Vocational
<b>WTO</b>		World Trade Organization



*Figure 1: Members of the Strategic Planning Committee during a retreat in Naivasha to finalize the KNQA Strategic plan 2018-2023*

KENYA NATIONAL

## FOREWORD



A well-coordinated and harmonized education sector is crucial in the production of the human resources required for implementing Vision 2030. The Kenyan education system is quite fragmented, and it is difficult to compare and equate qualifications offered by different sub-systems and by different educational and training institutions. Moreover, the growing demand for education has triggered the establishment of many educational and training institutions and alternative modes of delivery, offering both local and foreign qualifications whose comparability is very difficult to discern.

The Authority's challenge is to ensure that there is transparency in the education system, and that qualifications at the same level impart the same knowledge, competences and skills.

To achieve this the Authority has developed the Kenya National Qualifications framework; which describes learning outcomes in form of knowledge, skills and competences gained at each level of our education system. These developments do not compromise the quality of education and training sector in Kenya. The mandate of the Authority is to ensure the maintenance of standards, quality and relevance at all levels of the education and training sector in Kenya. The Authority has established and maintains the Kenya National Qualifications framework. The framework has increased transparency and brought better coordination and harmony in our education system.

This Strategic Plan is a positive step by Kenya National Qualifications Authority (KNQA) in addressing the underlying challenges facing the education and training sector in Kenya. The sector has multiple and unique issues which call for a coherent and comprehensive approach. The plan will guide the Authority in the delivery of tangible results to its stakeholders for the next five years, as well as playing its role in achieving the national goals of the country and society. The Strategic Plan endeavors to address issues affecting the sector by providing broad-based strategies that can enable Kenya to meet its international obligations describing its education and training system in a way that is understandable by all and ensuring international comparability of its qualifications.

I wish to emphasize that the Strategic Plan is a statement of intent. Its key result areas will only be realized effectively during its implementation. Responsibility for the execution of the Strategy rests with all stakeholders. I sincerely thank all those who participated in the formulation of the Strategic Plan for their ideas and commitment.

A handwritten signature in blue ink, appearing to read 'B. Kerre'.

**PROF. BONAVENTURE KERRE, PHD  
CHAIRMAN**

## PREFACE



The Authority is mandated to promote better coordination of the education and training sector by creating harmony among the various levels of our education and training system. To realize this mandate, KNQA will employ a participatory and inclusive approach in working with the relevant government ministries, education and training sectors, industries and other relevant stakeholders in the development of a globally competitive education system for Kenya.

This Strategic Plan articulates the shared vision, mission, core functions, policy priorities, strategic objectives and resource requirements of the Authority for the period 2018-2023. In developing this Strategic Plan, we have recognized the Authority's strengths, weaknesses, opportunities and threats. Similarly, KNQA has been able to fully appreciate some of the underlying challenges facing the sector. In realizing its Vision and Mission, the Authority is guided by its mandate, key result areas and strategic objectives which also take into consideration the environment within which the Authority operates.

To actualize the strategies and activities outlined in this document, the Authority shall continue to engage key stakeholders. The operational processes will be reviewed continuously to provide any necessary strategic adjustments. The formulation of this Strategic Plan was made possible through serious engagement and consultations. I would like to appreciate the commitment of the Council Members and KNQA Management team for constituting an effective Strategic Planning Committee. They played a major coordinating role and generated valuable information. We profoundly acknowledge the professional input provided by the various Council Committees and stakeholders from our parent Ministry and SCAC.

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

**DR. JUMA MUKHWANA, PHD., HSC**  
**DIRECTOR GENERAL/CEO**



## EXECUTIVE SUMMARY

The Strategic Plan of the Kenya National Qualifications Authority has been developed in cognizance of Kenya's Vision 2030, Millennium Development Goals, the Constitution of Kenya and other legal and policy government and sectorial documents. The implementation of this Strategic Plan is based on stakeholder participation, good governance and a professional approach to institutional management.

The vision of the Authority is ***“Globally Recognized and Competitive Qualifications Transforming Kenya”*** while its mission is ***“To Establish and Manage the Kenya National Qualification Framework, Register and Accredite qualifications, Recognize and Equate foreign qualifications and Create a Credit Accumulation and Transfer system to achieve global Recognition and Competitiveness”***. The Mission statement actions the mandate of the Authority which is to ensure the establishment and maintenance of the Kenya National Qualifications framework.

The historical, legal and institutional framework presents the development of KNQA, the rationale and the methodology of the Strategic Plan. It also provides an institutional framework which expounds on the Authority's mandate in relation to the education sector in Kenya; and its international obligations.

The Authority positions itself to play its role in the national agenda and developmental challenges. The third Medium Term Plan (MTP; 2018-2023) of Vision 2030 outlines policies designed to implement devolution, accelerate growth, reduce poverty and transform the structure of the economy and create more quality jobs. The Authority's role in the third MTP will be to develop quality and adequate human resource capacity through establishment of a national database of qualifications (institutions offering qualifications, qualifications and learners), recognition of prior learning, creating a system of credit accumulation and transfer and recognizing and equating local and foreign qualifications.

In this regard, KNQA has also presented its agenda and the challenges in the dynamic environment of the sector. It also takes cognizance of the importance of the linkages and collaborations in the achievement of the set strategic objectives. The situational analysis stipulates the achievements of the Authority, challenges and lessons learnt. It also deals with the environmental analysis as they affect KNQA using the SWOT and PESTEL models. Key stakeholders were identified, analyzed and KNQA management requirements from them acknowledged.

During the Plan period, the Strategy focus for the Authority will emphasize four key result areas (KRAs):

- 1. Registration, Accreditation and Documentation (RAD);**
- 2. Standards, Assessment and Quality Assurance (SAQA);**
- 3. Planning, Research, Outreach, Strategy and Policy (PROSP);**
- 4. Institutional Capacity Development (ICD);**

The key result areas will be actioned through the following strategic objectives:

1. *To Register and Accredite Institutions, qualifications and Learners in Kenya;*
2. *To Establish and maintain the Kenya National Qualifications Framework;*
3. *To Develop and Maintain the National Learners Record Database;*
4. *To Develop and enforce Standards and Guidelines to support implementation of the Assessment, QA and the KNQF;*
5. *To Develop and enforce Standards and Guidelines to support REQ and CATs;*
6. *To Develop Planning, Research, Outreach and Policy Capacity of KNQA;*
7. *To Promote and Institutionalize Research, Innovation, Outreach and International partnerships;*
8. *To establish proper management and mobilization of Human and Financial resources;*
9. *To embrace ICT in all sectors of the Authority; and*
10. *To enhance corporate image and branding.*

A strategy matrix has been developed to match the identified key result areas with strategic objectives and appropriate strategies that will enable the Authority to achieve the KRAs. Institutional capacity and resource mobilization were analyzed to determine the organizational structure and staffing levels. An appropriate implementation and coordination mechanism has been developed which identifies what the Authority must accomplish before, during and post-implementation period.

A set of risk factors were identified which might affect the implementation of the Strategic Plan and appropriate mitigating factors have been recommended. The Plan puts in place Monitoring, Evaluation and Reporting which include monitoring methodologies, evaluation mechanisms, progress reports, internal audit, monthly and quarterly management meetings, performance management, staff appraisal and external reporting in the achievement of the Plan results. A mid-term review will be undertaken, and appropriate amendments made at that time. A final evaluation will be done to create the baseline for the next Strategic Plan.

## CHAPTER ONE

# HISTORICAL, LEGAL AND INSTITUTIONAL FRAMEWORK

## 1.0 Background

The Kenya National Qualifications Authority (KNQA) was established in 2015 to develop and implement the Kenya National Qualifications Framework (KNQF); which is a mandatory qualifications framework as stipulated by the KNQF Act No. 22 of 2014; and KNQF Regulations, 2018.

### 1.1 Mandate

The mandate of the Authority is to establish, maintain and report on the Kenya National Qualifications Framework (KNQF). This inter alia involves to establish standards for recognizing qualifications obtained within and outside Kenya; develop a system of competence, lifelong learning and attainment of national qualifications; align qualifications obtained in Kenya with global benchmarks in order to promote national and trans-national mobility of workers; strengthen the national quality assurance systems for national qualifications; and facilitate mobility and progression within education, training. This will create harmony and better coordination within the education and training sectors in Kenya, and a globally competitive workforce.

To accredit, register, recognize and equate local and foreign qualifications. To create and maintain Kenya Credit Accumulation and Transfer System (KCATs), and the National Learners Record Database (NLRD).

### 1.2 Functions of the Authority

According to the KNQF act, 2014; The Main functions of the KNQA are;

1. Co-Ordinate and Supervise the Development of Policies on National Qualifications;
2. Develop A Framework for The Development of An Accreditation System on Qualifications;
3. Develop A System for Assessment of National Qualifications;
4. Develop and Review Inter-relationships and Linkages Across National Qualifications in Consultation with Stakeholders, Relevant Institutions and Agencies;
5. Maintain A National Database of National Qualifications;
6. Publish Manuals, Codes and Guidelines on National Qualifications;
7. Advise and Support Any Person, Body or Institution Which Is Responsible for The Award of National Qualifications;

8. Publish an Annual Report on The Status of National Qualifications;
9. Set Standards and Benchmarks for Qualifications and Competencies Including Skills, Knowledge, Attitudes and Values;
10. Define the Levels of Qualifications and Competencies;
11. Provide for The Recognition of Attainment of Competencies Including Skills, Knowledge, Attitudes and Values;
12. Facilitate Linkages, Credit Transfers and Exemptions and A Vertical and Horizontal Mobility at All Levels to Enable Entry, Re-Entry and Exit;
13. Conduct Research on Equalization of Qualifications;
14. Establish Standards for Harmonization and Recognition of National and Foreign Qualifications;
15. Build Confidence in the National Qualifications System that Contributes to the National Economy;
16. Provide Pathways that Support the Development and Maintenance of Flexible Access to Qualifications;
17. Promote the Recognition of National Qualifications Internationally; And
18. Perform Such Other Functions as May Be Provided Under This Act.

### **1.3 Authority of the KNQA**

The Authority shall be a body corporate with perpetual succession and a common seal and capable, in its corporate name, of;

- ✓ Suing and being sued;
- ✓ Taking, purchasing, or otherwise acquiring, holding, charging and disposing of movable and immovable property, and
- ✓ Doing or performing all such other things or acts necessary for the proper performance of its functions under this Act as may lawfully be done or performed by a body corporate.

### **1.4 Quality Policy Statement**

The Authority is committed to ensuring improved quality of Kenyan qualifications through better registration and accreditation, that training meets the right volume of learning; and that the country recognizes and wards continuous, informal and prior learning. In pursuit of this commitment, the Authority shall:

- i) Endeavour to recognize customer requirements and their challenges;
- ii) Meet and strive to exceed customer expectations;

- iii) Ensure that the quality objectives are implemented, monitored and reviewed regularly to be in line with the changing environment of education and training sector education in Kenya and beyond;
- iv) Align its quality management system with the requirements of ISO 9001:2008 statutory and regulatory requirements;
- v) Communicate the policy within the organization and ensure it is reviewed for continued suitability.

## 1.5 Legislations relevant to KNQA

The legal framework within which the KNQA operates includes among others;

- a. The KNQF Act No. 22 of 2014;
- b. The Basic Education Act, 2013;
- c. Technical and Vocational Education and Training Act, 2013;
- d. Science, Technology and Innovation Act, 2013;
- e. The Universities Act, 2012;
- f. State Corporations Act, 2012;
- g. Public Procurement and Disposal Regulations Act, 2015;
- h. Public Finance Management Audit Act, 2005
- i. HELB Act, 1995;
- j. Industrial Training Amendment Act of 2011;
- k. Public Officers Ethics Act, 2003;

## 1.6 Policy framework

Since the first Education Authority Commission (1964), several policy documents have been developed to guide the development of education and training in Kenya. This Strategic Plan will operate within the current policy framework for education and training in Kenya. Specifically, the Plan will continue to operationalize ongoing reforms in the Basic, TVET and universities education and training sectors articulated by the *Sessional Paper No. 1 of 2005* on Education, Training and Research and *Sessional Paper No. 14 of 2012* on Reforming Education and Training Sectors in Kenya. The reforms which are anchored in the National Strategy for the Development of Education (2008) provide opportunities for the Authority to act as a major player in helping to achieve the desired reforms within the education and training sector in Kenya.

## 1.7 The KNQA and the Constitution

The Authority recognizes the Constitution of the Republic of Kenya as the Supreme Law of the Republic which binds all persons and all state organs at all levels. The Authority shall respect, uphold and defend the Constitution.

## 1.8 Rationale for Development of the Strategic Plan

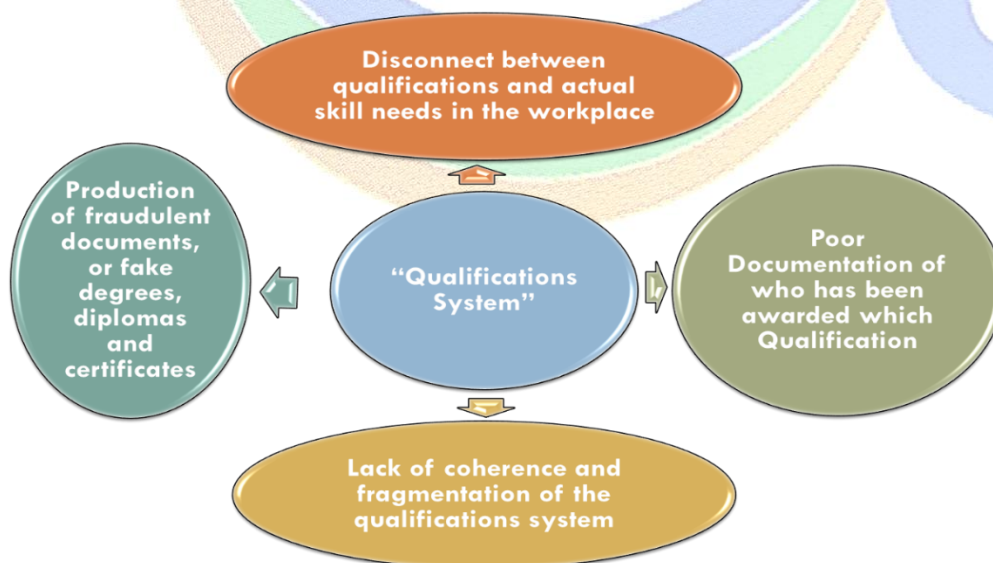
The Public Sector has been undergoing reforms to improve quality, efficiency and transparency in service delivery. It has developed Results Based Management (RBM) and Performance Contracting (PC) strategies. To implement these reforms, the Authority like all other Public Institutions will develop and carry out periodic reviews of the Strategic Plan which clearly define the strategic direction of the institution.

The plan provides the Authority with a framework of medium-term goals and outcomes to guide annual work plans and a means to optimize the use of resources. The Strategic Plan process enables KNQA to examine the environment in which it operates, explore the factors and trends that affect the way it does business, attain its strategic vision and mission, identify strategic issues which must be addressed and find ways to address them.

## 1.9 Methodology of Developing the Strategic Plan

This Strategic Plan was prepared by the members of the KNQA Council and KNQA Management, through extensive consultations and deliberations on the internal and external environments to determine the key result areas, strategic objectives, strategies and activities. Primary data was generated through brain storming sessions, while secondary data was drawn from the appropriate legal instruments, policy documents, including the Constitution of Kenya 2010 and the Kenya Vision 2030.

Government guidelines for the preparation of strategic plans and other sectoral policy documents also informed the process. This enabled the strategic planning team to identify the national, sectoral, ministerial and the Authority's policy priorities that the strategic plan addresses.



**Figure 2: The Current Challenges facing the Education and training Sector in Kenya**

## CHAPTER TWO

### NATIONAL AGENDA AND DEVELOPMENTAL CHALLENGES

#### 2.0 Overview of Kenya Vision 2030 Framework

Kenya Vision 2030 is the long-term development blue print for the country. It reaffirms the government's commitment to create a conducive economic, social and political environment that will lead to higher living standards for Kenyans by the year 2030. The Vision aims at creating a globally competitive and prosperous country and transforming Kenya into a newly industrialized middle-income country. The Vision is anchored on three key interdependent pillars namely: **Economic, Social and Political**. The Economic pillar aims at achieving an economic growth rate of 10 per cent per annum and sustaining the same till 2030 to generate adequate resources for achieving the Vision goals and the Millennium Development Goals (MDGs). The Social pillar seeks to achieve a just, cohesive and equitable social development in a clean and secure environment. The Political pillar aims for an issue-based, people-centered, results-oriented and accountable democratic system. Although KNQA falls under the Social pillar, its functions are also greatly influenced by the Economic and Political pillars. KNQA, through this Strategic Plan will play a role in the implementation of the Political, Economic and Social pillars. Implementation of the Vision is structured into five-year Medium-term Plans (MTP).

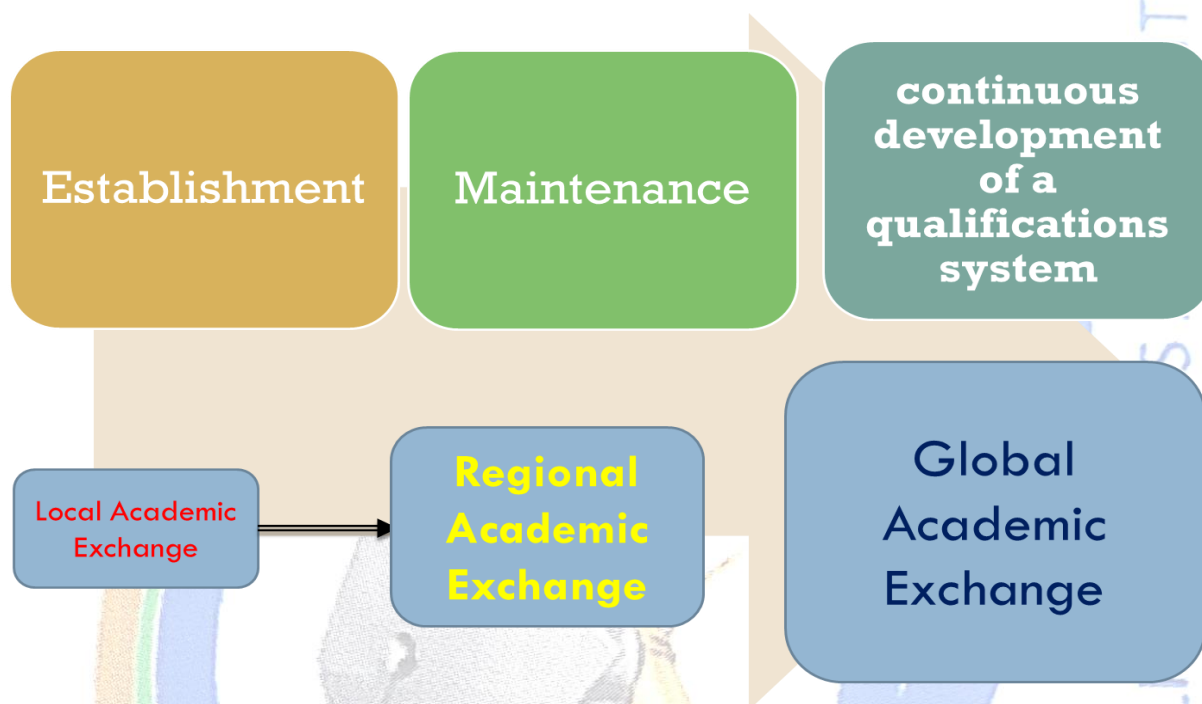
#### 2.1 Progress under the First MTP (2008-2012)

In the initial year of the First MTP, several projects aimed at national healing and reconciliation following the post-election violence were implemented. Repair of damaged infrastructure; assistance to affected small scale businesses; and resettlement of IDPs were all undertaken to raise GDP growth (which fell to 1.5 per cent in 2008) and to promote National reconciliation. Up to the year 2012, progress recorded included the following:

- Enrollment in early childhood education increased by 40 % from 1.72 million in 2008 to 2.4 million in 2012;
- Transition rate from primary to secondary education increased from 64 % in 2008 to 77 % in 2012;
- The number of students enrolled in education and training sector education increased by 103 % from 118,239 in 2008 to 240,551 by 2012;
- A total of 2,200 km of roads were constructed exceeding the MTP target of 1,500 km;
- Three undersea submarine fibre optic networks linking Kenya to the global internet networks were completed including 5,500 km of terrestrial fibre optic network;
- Total installed capacity for generation of electricity increased by 22%; and
- Enactment of the Constitution of Kenya (2010).

## 2.2 Critical Issues, Remaining and Emerging Challenges

Despite the achievements made during the first MTP, Kenya still faces significant development challenges which need to be addressed during the Second MTP. These include:



*Figure 3: Development of the KNQF is part of Kenya's international commitment to create harmony and better coordinate its education and training system*

- Low domestic savings and investments - Kenya's saving rate was 13 per cent of GDP during the last MTP period, just half of the average for low income countries, and less than the 17 per cent of sub-Saharan Africa average;
- Low per-capita income growth – Real per-capita income grew by 7.8 per cent in the last 5 years;
- High levels of unemployment and poverty – The last published rate of unemployment by the Kenya National Bureau of Statistics is 12.7 per cent based on the 2005/6 Kenya Integrated Household Budget Survey. Recent estimates by non-Bureau sources puts the youth unemployment rate at 25 per cent which suggest almost doubling of the unemployment over the last 8 years given that the youth unemployment rate the world over is generally lower than the overall unemployment;
- High energy costs – of up to 21 US cents per Kwh – compared to approximately 6 US cents per Kwh in India and China;
- High costs of finance – high bank lending rates and wide interest rates spread;
- Inefficiencies in rail and port operations, inhibiting regulations and procedures to business and investors;
- Major economic and social disparities across regions of the country;
- A rapid population growth rate, proliferation of informal settlements, governance problems and insecurity;



- High dependence of the country on rain-fed agriculture and, low agricultural productivity, remain problems in the sector which employs more Kenyans than any other;
- Slow structural transformation exemplified by low and declining share of manufacturing to GDP and low share of export to GDP;
- Narrow range of exports and the slow growth in their value compared to the growth of imports;
- Upsurge in non-communicable diseases across the country and global pandemics;
- Cybercrime;
- Threats emanating from climate change;

### **2.3 The Second MTP 2013-2017**

In general, Kenyans concede that many of the objectives of the first MTP have been achieved, but there is consensus that a more concerted effort is vital if the Vision is to be achieved by the year 2030. In addition, there is need to review our priorities as a nation, ensure that Kenya sustains the gains so far registered beyond the first MTP and build further momentum towards achievement of the Vision.

The Second MTP will, as its predecessor, be guided by the country's long-term development strategy Kenya Vision 2030 which seeks to transform Kenya into a newly industrialized globally competitive middle-income country providing a high quality of life to all its citizens by 2030. Its medium-term development strategy will endeavour to move the economy towards a growth trajectory to achieve the 10 percent economic growth rate by the end of the Plan period including meeting the other goals and targets outlined under the social and political pillars of Vision 2030. It will prioritize policies, programmes and projects to reduce poverty and inequality including meeting the remaining Millennium Development Goals (MDGs) targets.

The Second MTP is unique in that it will be developed and implemented within the context of the Kenya Constitution 2010, which gives rise to a devolved structure of government and hence new and distinct governance structures at the national and county levels. As such, all aspects of the development and implementation of the Second MTP take cognizance of and are guided by the Constitution.

### **2.4 The Third MTP 2018-2023**

The Authority positions itself to play its role in the national agenda and developmental challenges. The third Medium Term Plan (MTP; 2018-2023) of Vision 2030 outlines policies designed to implement devolution, accelerate growth, reduce poverty and transform the structure of the economy and create more quality jobs. The Authority's role in the third MTP will facilitate development quality and adequate human resource capacity through establishment and maintenance of the KNQF.

## 2.5 The Role of the Authority in implementing Kenya Vision 2030

The KNQA will contribute to the education and training agenda by creating an enabling environment within the education and training sectors in the delivery Vision 2030 And the Big Four Agenda. The Authority will oversee seven thrusts of the education and training sector: registration and accreditation of qualification awarding institutions; registration of qualifications; create a credit accumulation and transfer system; recognize and equate foreign qualifications; establish and maintain the KNQF; establish and maintain the national learner's database record and recognize prior and informal learning.

The successful achievement of the three pillars of Vision 2030 will largely depend on the production of human resources with the relevant innovative, competitive and entrepreneurial skills and values. The Education and training sector play a central role in producing this kind of resource. Kenya's global competitiveness will also depend on its ability to sustain a human resource base that will be constantly retrained and re-oriented to keep pace with new scientific and technological developments. The Authority promotes the use of competence-based training and education; which will improve the competencies of learners and the productivity of learning graduating out of our education system.

KQF Levels	General and Further Education and Training Sub-Framework	Experiential/RPL Sub-Framework	Notional hours (minimum)
10	Doctorate Degree		3600 after KNQA level 9
9	Masters Degree	Professional MCP	2400 after KNQA level 7
8	Postgraduate Diploma and Certificate		1200/600 after KNQA level 7
7	Bachelors Degree	NSC-VI(MCP-III)	4800/3600 after KNQA level 4 or 2400 after KNQA level 5 or 1200 after KNQA level 6
6	National Higher Diploma	NSC-V(MCP-II)	1200 after KNQA level 5
5	National Diploma	NSC-VI(MCP-I)	3600 after KNQA level 4
4	NAV&TC	NSC-III(GTT-I)	2400 after KNQA level 3
3	NV&TC	NSC-II(GTT-II)	2400 after KNQA level 2
2	Secondary certificate NVC	NSC-I(GTT-III)	Depending to skills acquisition
1	Primary certificate		

**Figure 4: The Various Levels and sub-frameworks of the Kenya National Qualifications Framework (KNQF)**

KNQA is mandated to promote the objectives of lifelong learning and creating international comparability for our education system. To realize this mandate, KNQA will employ a participatory and inclusive approach in working with government ministries, education and training institutions, TVET sector, education and training sector, industries and other relevant stakeholders in the development of a globally competitive education system. KNQA will also focus on the following key areas in the education sector that are equally central to the realization of Vision 2030: improve the quality of qualifications, create international compatibility, create harmony and better coordination of the education and training sector in the country.

## 2.5 Quality of Qualifications

Quality Education will be crucial in the production of the human resources required for implementing Vision 2030. Rapid increase in education and training enrolment without commensurate increase in infrastructure and staff has led to over stretched facilities and high staff/student ratios which are now posing serious challenges to realization of quality education in the country. Financial constraints have also led to a lack of requisite investments in equipment and the development of additional Faculty. KNQA's challenge is to ensure that these developments do not compromise the quality of education and training in Kenya. There have been perceptions by the public that the development of education institutions has been carried out in an *ad hoc* manner thus leading to questions of quality, relevance and regional equity. Through this Strategic Plan KNQA will provide a clear road map for planned development of education to meet local and regional demands for labor.

The KNQA will improve the quality of education in the country through setting of minimum entry requirements for various levels of education, promoting the use of competence-based training, and ensuring that only qualifications that meet the requisite volume of learning and included and registered in the KNQF. KNQA will work with registered and recognized quality assurance agencies in the country to develop and implement robust methods for assessment and assuring ten quality of qualifications.

### 2.5.1 Creating International Recognition and Equivalence

Although Kenya contributes a significant number of employees to the regional and international market; our education and training system has not been internationally competitive. Many operational and technical issues prevent many regional and international students from accessing the Kenyan education and training system. Kenyan students also face difficulties when attempting to study in foreign country owing to lack of comparability of the Kenyan and international education and training systems. KNQA will bring international exposure to the Kenyan system through listing of qualifications on an open and internationally accessible data base, recognizing

and equating foreign qualifications and promoting the Kenyan education and training system to the international market.

### **2.5.2 Better Coordination and Harmony in the Education and training system of Kenya**

The Kenyan education and training system operate in silos. There is a lot of confusion for students trying to move from one level of learning to another and between different training institutions and education and training systems (formal, informal, vocational and professional etc.). This leads to a lot of wastage, dead ends and inefficiencies in our education and training system. To realize the strategic thrusts of Vision 2030, it is imperative to place more emphasis improving the coordination of our education sector, improving transparency in the system and removing teething bottlenecks and setbacks.

This will lead to the production of human resources that will effectively address the needs of a knowledge-based economy and society; in an efficient and cost-effective manner. KNQA will work with the Basic, TVET, Education and training sector, Government and other stakeholders to address the mismatch between the competencies imparted through our education and training system and the requirements of the modern labor market; and work towards creating an efficient and better coordinated education and training system in the country. KNQA will create the Kenya Credit accumulation and Transfer system (KCATs) to support movement of students between different levels and institutions of learning.

### **2.5.3 National Learners Record Data Base (NLRD)**

Lack of data and information is a major challenge within the education and training and labour sectors of the Kenyan economy. When data is missing, it is difficult to plan for institutional, the right training skills and where to direct scarce resources.

KNQA will liaise with the Government and other stakeholders to formulate policies and create databases ensure keeping of accurate records of students, their performance and the qualifications that they obtain.

### **2.5.4 Recognizing Prior and informal learning**

Kenya has a lot of competence and skills manpower that does not possess evidence to support what they know and can do. The KNQA is mandated by law to develop and implement a system for recognizing prior and informal learning. This will bring into our education and training system and database many people that have skills obtained out of the formational education system.

### **2.5.5 Producing ethical all-round graduates**

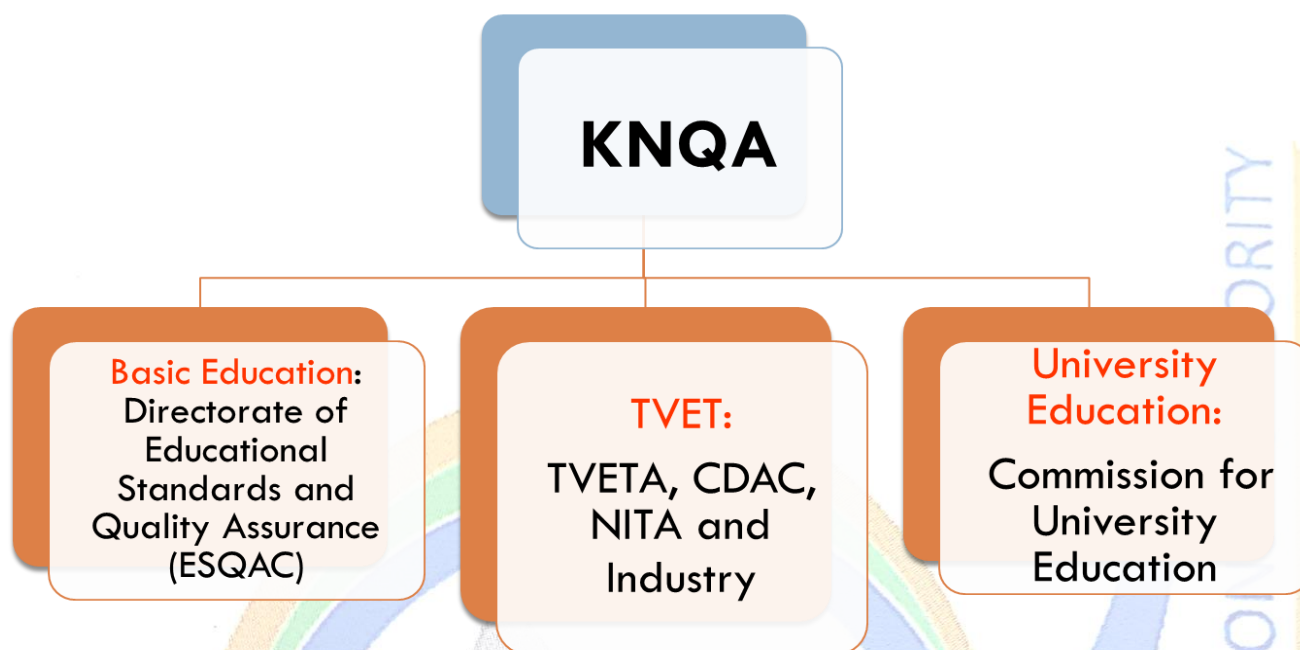
The Authority will promote effective and efficient management practices in the education and training sector which will culminate in the production of highly skilled graduates with the requisite social values and ethics; which will greatly advance the country's achievement of the three pillars of Vision 2030. Vision 2030 will be operationalized through Medium Term Plans that articulate strategies, action plans and expected outcomes spread over a period of five years. KNQA is already working closely with education and training and training institutions to ensure they fulfill their central role of producing human resources with relevant, innovative, competitive and entrepreneurial skills to drive the three pillars of Vision 2030.

### **2.5.6 Contributing to the achievement of vision 2030**

KNQA falls under the social pillar but its functions also significantly contribute to the other two pillars. Conversely, the success of KNQA's operations will largely depend on the realization of the aspirations of the other two pillars. Kenyan's economy has started showing human resource constraints, particularly in the specialized sciences. KNQA will ensure that training institutions fulfill their responsibility of creating a knowledge-based society that upholds justice, democracy and accountability besides encouraging issue-based and results-oriented political engagements. In so doing, KNQA will ultimately play a leading role in realizing the education and training objectives of Vision 2030 which is to provide globally competitive quality education, training and research for development.

## **2.6 Linkages and Collaborations**

Authority will recognise and collaborate with other stakeholders and partners either directly or indirectly supporting implementation of the Authority's objectives. We will benchmark worldwide with the best to make sure that we are offering the best to our stakeholders; to the country, economy and education and training sector.



**Figure 5: The Basic, TVET and University education and training sub-systems are treated as Chapters in the book that is the KNQF. Coordination and harmony among and between the various levels of Education is the main work of KNQA**

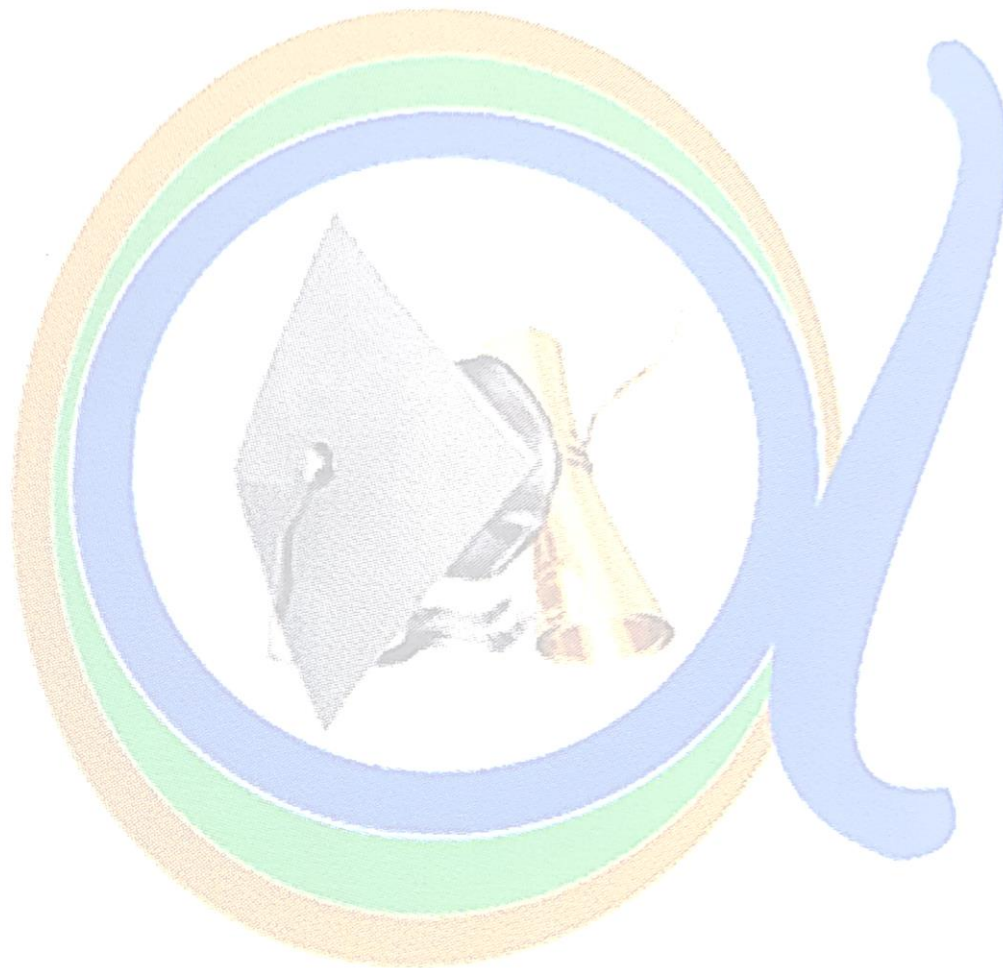
## 2.7 Contributing to the Big 4 Agenda

On 12th December 2017, His Excellency President Uhuru Kenyatta announced his new plan, the ‘**Big Four**’, which will guide the development agenda of the country in the period 2018-2022. The plan focuses on key basic needs that are critical in uplifting the standard of living of Kenyans on the path to becoming an upper middle-income country by 2030. The plan has prioritized *affordable and decent housing, affordable healthcare, food and nutritional security, and employment creation through manufacturing*. These four areas are expected to bolster strong inclusive economic growth.

The educational sector is a major driver of the economy, through training and supplying of critical human resources to the whole economy. Getting the right skills that meet industry requirements is the work of KNQA. The Authority is working with various Qualifications awarding Institutions (QAIs), quality assurance agencies and professional bodies to ensure that the right skills and competencies are produced to meet the country’s need.

Manufacturing has the potential to advance socio-economic development through increased and diversified exports, reduced import bills and enhanced employment creation. As such, policy interventions towards promoting the competitiveness of the manufacturing sector through supplying of manpower especially from our TVET educational systems. This will enhance product diversity and complexity, improve the business environment, develop relevant infrastructure, enhance credit and market access, strengthening technology transfer and innovation, and build an industrial culture. KNQA’s work ensures that the skills that are being produced at all levels of our

education system meet industry needs; and that education and training between different levels is harmonious and seamless. Through the KNQF, the authority has described the various competencies that need to be acquired at each level of our education and training. The authority also recognizes and equates foreign qualifications brought into the country; which bring in best practices from other countries and helps the country achieve its set goals and targets.



KENYA NATIONAL QUALIFICATIONS AUTHORITY

## CHAPTER THREE

### SITUATIONAL ANALYSIS

#### 3.0 Introduction

Kenya's education and training sectors continue to evolve through on-going reforms and other emerging issues in the provision of education. Challenges and opportunities created by the internationalization and cross-border education are already impacting on our education and training sector. There has also been tremendous technological advancement, and the emerging concept of knowledge economy and sustainable development all of which now call for innovative and transformative education and training and training practices. This requires formulation of appropriate regulations, standards and guidelines to deal with each emerging development effectively.

The World Trade Organization (WTO) and the General Agreement on Trade in Services (GATS) treat education as a trade-able service and aim at liberalizing international access to the education and training market. This has a considerable impact on Kenya's qualifications system requiring establishment of a robust and dynamic framework. The Authority has and will continue to liaise with regional and international parties for progress in this area.

#### 3.1 Milestones

The Authority has completed development of the KNQF after through the process of stakeholder engagement. The Framework is a ten-level qualification system with descriptors for each level. The Authority has also developed policies, standards and guidelines on various aspects of the KNQF. These include Recognition and equation of qualifications, credit accumulation and transfer, registration of qualifications awarding institutions.

##### A. Previous strategic plans

This is the first strategic plan to be developed by the KNQA.

##### B. Challenges Encountered

- 1. Operational Challenges:** The Authority was established in 2015 and continues to experience operational challenges including; inadequate staff and funding; lack of public awareness of the KNQA's mandate; and sub-optimal investment in ICT infrastructure, which is the bedrock of many of our planned activities.



2. **Inadequate legislative framework:** Implementation of the KNQA activities has been hampered by duplication of some of its roles with other state agencies. The authority is yet to develop critical policies, regulation and guidelines and other working documents to operationalize the mandate of the organization.
3. **Increased Demand for Services:** Demand for the services from KNQA has continued to outstrip its capacity.

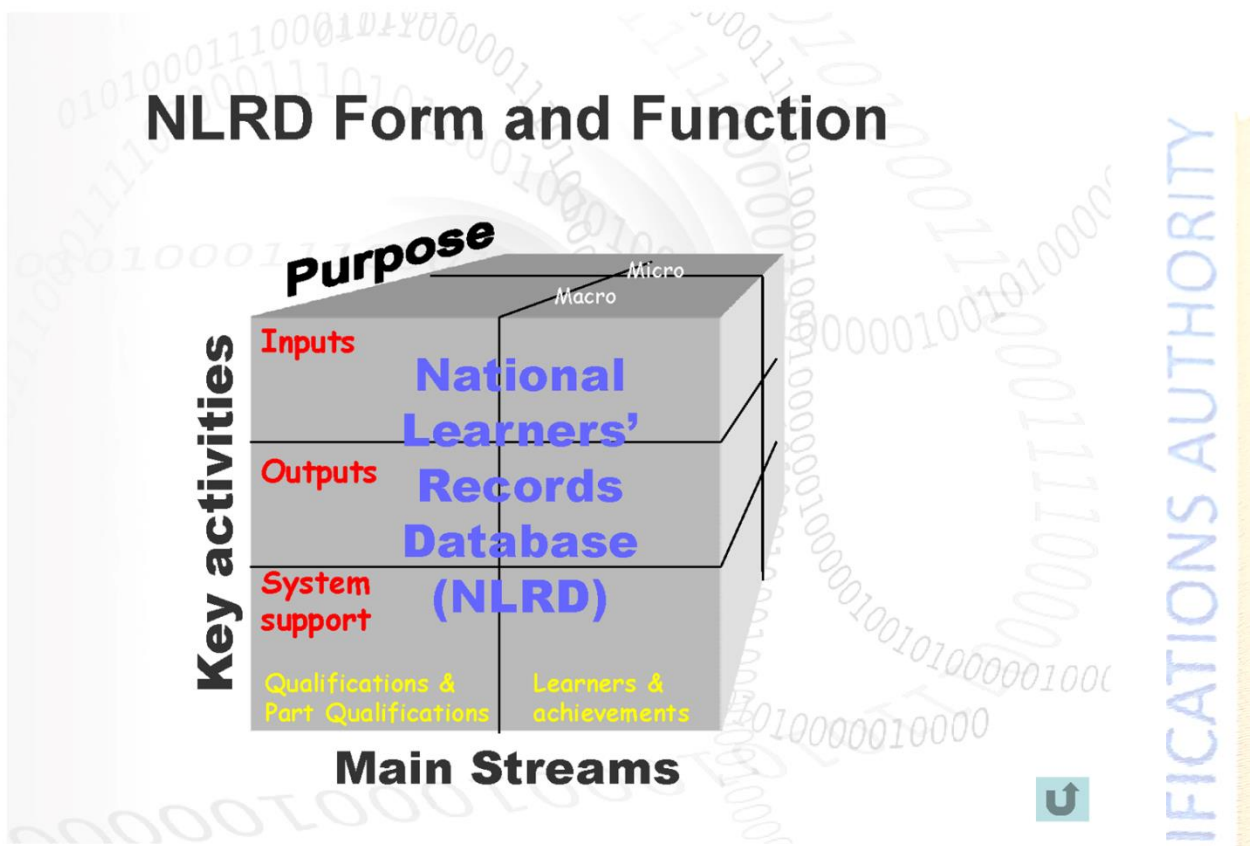
#### C. **Our Responses to these challenges**

1. **Periodic reviews** of the working documents are critical to the success of the KNQA hence the need to lobby relevant stakeholders to minimize such adverse effects.
2. **Forward Planning and Partnerships are important:** to be able to respond to the demands for services for KNQA in an efficient and effective manner, there should be very strong involvement of all key stakeholders both internal and external in the evolution and development of the work of KNQA.
3. **Linking strategic plan to the Performance Contract:** Performance contracting is supposed to action relevant deliverables of the Strategic Plan each year. KNQA will use performance contracting to improve implantation and monitoring and evaluation of the strategic plan.

### 3.2 Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

#### Internal Environment Analysis

An analysis of the Authority's internal and external environment was undertaken as part of the strategic planning process. The objective of this Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis was to provide detailed information on how internal and external environments impact on the operations of the Authority. The internal environment explores the strengths and weaknesses of the Authority while the external environment provides the opportunities that are available and the threats that may affect the Authority's operations. Stakeholder and Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis was also undertaken in order to describe and appreciate the environment under which the Authority operates.



*Figure 6: Development and maintenance of the Kenya National Learners Record (KNLRD) database is one of the critical mandates of KNQA; that will capture learners/graduates and their associated qualifications in one searchable on-line database.*

### 3.2.1 STRENGTHS-WEAKNESSES

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1. Access to a large and diverse pool of experts in the education and training sector in Kenya;</li> <li>2. An enabling legal framework- KNQAF act 2014; KNQF Regulations, 2018;</li> <li>3. A Council with diversified competencies;</li> <li>4. Available office space;</li> <li>5. Growing international practice for establishment of qualification framework</li> <li>6. Organization has a clear niche within the Kenyan education and training sector;</li> <li>7. Availability of an Education Management Information System for sector to integrate with KNQA systems; (EMIS)</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of ICT skills and infrastructure;</li> <li>2. Inadequate funding;</li> <li>3. Poor corporate visibility of the Authority;</li> <li>4. Inadequate structural and human resource capacity to carry out the mandate of KNQA;</li> <li>5. Limited International relevant exposure for development and implementation of QF;</li> <li>6. Weak enforcement mechanisms of existing standards;</li> <li>7. Inadequate exposure to international best practices in various aspects of QF;</li> <li>8. Inadequate flow of communication between the KNQA and its various stakeholders;</li> <li>9. Duplication of KNQA mandate with other state agencies;</li> <li>10. Resistance to KNQA work by some institutions in the sector;</li> </ol>

#### External Environment Analysis

As the Authority sets out to implement its Strategic Plan, there are bound to be opportunities and threats. Opportunities are the operational potentials that the Authority will exploit to achieve its stated goals and objectives. Threats are the external operational challenges that are likely to hinder the Authority from realizing its mandate. Analysis of the Authority's opportunities and threats are outlined below:

### 3.2.3 OPPORTUNITIES-THREATS

Opportunity	Threats
<ol style="list-style-type: none"> <li>1. Goodwill and support from Government;</li> <li>2. National recognition and commitment to the need to transform the education and training sector;</li> <li>3. Opportunity to charge fees for KNQA services;</li> <li>4. Supportive legal and policy framework;</li> <li>5. The advent of the knowledge economy as a driving factor in achieving competitive advantage;</li> <li>6. High demand for education and training services in Kenya;</li> <li>7. Public expectation of effectiveness harmony in the education and training sector;</li> <li>8. The vital role that education plays in development;</li> <li>9. Increased investment in education by the government and the private sector;</li> <li>10. Increased commitment to quality education by stakeholders;</li> <li>11. Increased utilization of Information and Communication Technologies in the delivery of services;</li> <li>12. Legal mandate to operate as the apex regulatory authority in the Education and training sector;</li> <li>13. Strong regional and international partnerships and for the development and implementation of the QF;</li> </ol>	<ol style="list-style-type: none"> <li>1. Liberalization and commercialization of education and training sector;</li> <li>2. Regional and international protocols demanding automatic recognition of academic credentials;</li> <li>3. Tight budgetary allocations;</li> <li>4. Stakeholders that benefit from the chaos in the sector will resist changes;</li> <li>5. Mushrooming of fake and sub-standard;</li> <li>6. Reluctance by stakeholders to comply with the law and regulations;</li> <li>7. Inadequate enforcement of rules and regulations;</li> <li>8. Lack of adequate research to inform policy on QF;</li> <li>9. Conflicting legislations;</li> </ol>

### 3.3 Environmental Scanning (PPESTEL Analysis)

A broad Policy, Political, Economic, Social, Technological, Environmental and Legal (PPESTEL) scan was undertaken with a view to describing the circumstances under which the Authority operates to be able to appreciate the factors that will either support or impede the process of implementing the strategic plan. A synthesis of the outcome of the PESTEL analysis is presented in the table below:

#### 3.3.1 POLITICAL-ECONOMIC FACTORS

Political	Economic
<ol style="list-style-type: none"> <li>1. Constitutional requirement to equity, relevance and quality of education;</li> <li>2. Lengthy government concurrence bureaucracy processes;</li> <li>3. Multi-layered government policy implementation framework;</li> <li>4. Economic and political stability;</li> </ol>	<ol style="list-style-type: none"> <li>1. Dependence on household income to fund education;</li> <li>2. Rise in the cost of education and training services;</li> <li>3. Poverty and its impact on funding education;</li> <li>4. Tight Government budget allocations;</li> <li>5. Inadequate exchequer funding on education and training sector education;</li> <li>6. Non-rationalized costing of academic programmes;</li> <li>7. Inadequate human resource capacity in KNQA and the education and training sector;</li> <li>8. Mismatch between curricula and market needs;</li> </ol>

#### 3.3.2 SOCIAL-TECHNOLOGICAL FACTORS

Social	Technological
<ol style="list-style-type: none"> <li>1. Inequitable access to education and training sector services;</li> <li>2. Increasing demand of education beyond available capacity;</li> <li>3. Cultural practices that do not support delivery of efficient education and training services;</li> <li>4. Poor culture of record keeping;</li> <li>5. Fragmented education services in the country;</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of an operational Education and training Management Information System (EMIS);</li> <li>2. Inadequate ICT skills and systems;</li> <li>3. Low utilization of ICT Capacity;</li> <li>4. Lack of enhanced communication systems;</li> <li>5. Rapid technological changes;</li> </ol>

### 3.3.3 ENVIRONMENTAL-LEGAL FACTORS

Environmental	Legal
<ol style="list-style-type: none"> <li>1. Lack of Facilities at KNQA;</li> <li>2. KNQA Facilities not adapted for people with special needs;</li> <li>3. Inadequate and/or inappropriate physical facilities in institutions offering education and training services;</li> </ol>	<ol style="list-style-type: none"> <li>1. Existence of legal framework;</li> <li>2. Regional and international recognition QF protocols;</li> <li>3. Conflict in governance structures in the education and training sector;</li> <li>4. Regulations and standards on KNQF gazette;</li> </ol>

## 3.4 STAKEHOLDER ANALYSIS

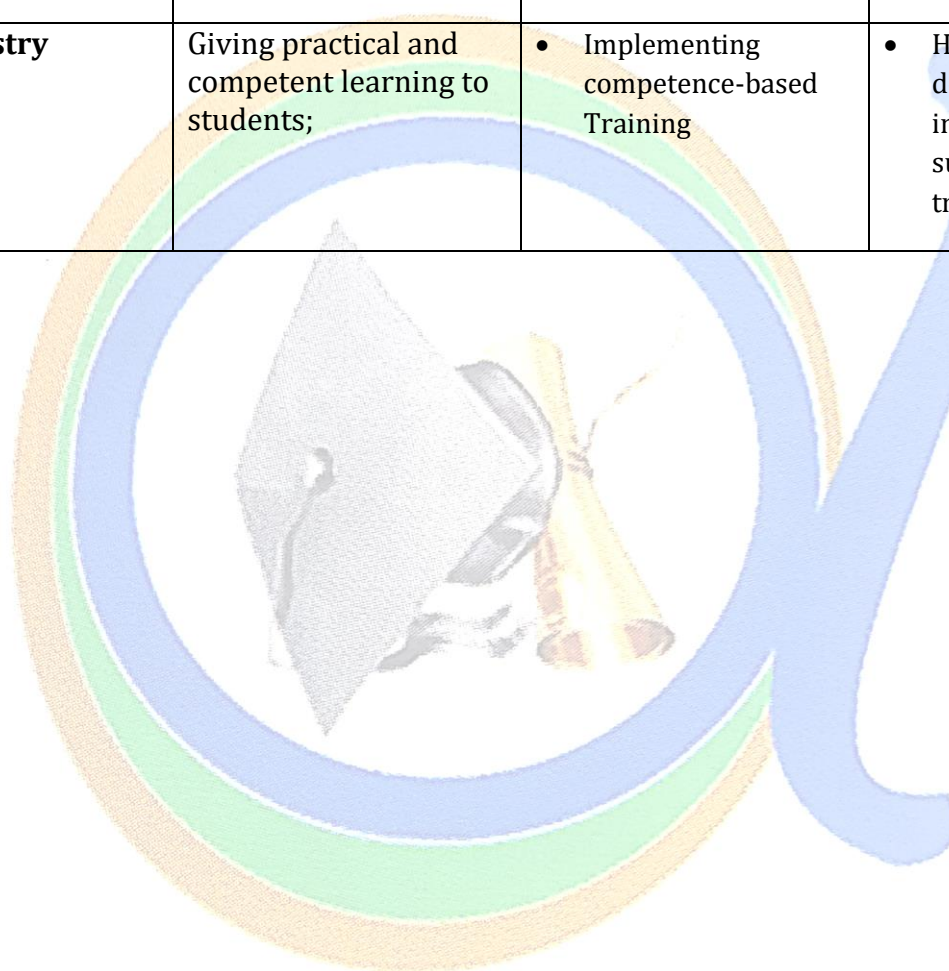
Stakeholder analysis was conducted to identify the interests and expectations of the Authority by its Stakeholders. This involved taking an inventory of all parties that have a stake in this Strategic Plan taking into consideration the various ways they may influence its implementation. This analysis was conducted to understand the nature and extent of the functional relationships and the various stakeholder expectations. The table below gives the summary of the analysis.

### 3.4.1 Stakeholders

Stakeholders	Functional Responsibility	KNQA Expectations	Stakeholders' Expectation
<b>1. Education and training Institutions and Students</b>	<ul style="list-style-type: none"> <li>• Quality education;</li> <li>• Curriculum development and review</li> <li>• Admission criteria;</li> <li>• Participation in national education and training sector functions</li> <li>• Mobilization of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Curricula designed according to KNQA guidelines and minimum standards</li> <li>• Accredited education and training institutions which meet set standards;</li> <li>• Harmonized and equitable admission criteria;</li> <li>• Sharing of the best practices and dissemination of information;</li> <li>• Provision and proper utilization of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Resource mobilization by KNQA;</li> <li>• Curriculum that is relevant and market responsive and that produces socially adjusted graduates for local, regional &amp; world markets;</li> <li>• Leadership and proactive action;</li> <li>• Training and Capacity building</li> <li>• Liaison with various stakeholders;</li> <li>• Revise all curricula to be competence based;</li> </ul>
<b>2. Government/Government Agencies</b>	<ul style="list-style-type: none"> <li>• Budgetary allocations</li> <li>• Legal framework</li> <li>• Policy framework</li> </ul>	<ul style="list-style-type: none"> <li>• Recurrent and development budgetary allocation;</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of timely budget estimates;</li> <li>• Compliance with statutory requirements;</li> </ul>

Stakeholders	Functional Responsibility	KNQA Expectations	Stakeholders' Expectation
		<ul style="list-style-type: none"> <li>• Legal and policy framework that reaffirms the oversight role of KNQA in the education and training;</li> </ul>	<ul style="list-style-type: none"> <li>• Action on legal frameworks;</li> <li>• Policy guidelines on education and training sector reforms;</li> </ul>
<b>3. Funding Partners</b>	Technical and Financial Support	<ul style="list-style-type: none"> <li>• Funding of specific programmes and activities;</li> <li>• Provision of Technical Support;</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of funding proposals;</li> <li>• Accountability;</li> <li>• Timely reports;</li> </ul>
<b>4. Agencies for Technical Cooperation</b>	Harmony and better coordination of the education and training sector	<ul style="list-style-type: none"> <li>• Sharing best practices;</li> <li>• Better integration of various levels of education in the country;</li> <li>• Help with development of ICT systems and infrastructure;</li> </ul>	<ul style="list-style-type: none"> <li>• Developed standards and guidelines are adhered to by all;</li> <li>• Respect for all levels of education;</li> </ul>
<b>5. Suppliers</b>	Provision of goods and services	Timely supply of quality goods and services	Timely payments for goods and services
<b>6. Public</b>	<ul style="list-style-type: none"> <li>• Better coordination of education sector;</li> <li>• Payment for services received</li> </ul>	<ul style="list-style-type: none"> <li>• Duly completed applications</li> <li>• Timely payment for services</li> </ul>	Quality services
<b>7. Media</b>	<ul style="list-style-type: none"> <li>• Dissemination of Information;</li> <li>• Awareness about the work of KNQA</li> </ul>	Objective reporting	Receive timely reports and accurate information
<b>8. Council Members and Staff</b>	Provision of services	Provision of effective and efficient services to stakeholders and the public	<ul style="list-style-type: none"> <li>• Conducive work environment and resources</li> <li>• Training and Development</li> <li>• Fair Appraisal</li> <li>• Commitment to their welfare</li> </ul>
<b>9. Sponsors of education and training sector</b>	Establishment of education and training sector	<ul style="list-style-type: none"> <li>• Mobilization of resources to put up facilities</li> <li>• Adherence to standards and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance on education and training sector establishment</li> <li>• Timely processing of application</li> </ul>

Stakeholders	Functional Responsibility	KNQA Expectations	Stakeholders' Expectation
<b>10. Professional bodies</b>	Quality assurance in professional areas	<ul style="list-style-type: none"> <li>Maintenance of standards in professional disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Programs in professional areas approved with input from the professional bodies</li> <li>Professional bodies comply with set guidelines;</li> </ul>
<b>11. Industry</b>	Giving practical and competent learning to students;	<ul style="list-style-type: none"> <li>Implementing competence-based Training</li> </ul>	<ul style="list-style-type: none"> <li>Helping with development of industry standards and supporting practical training.</li> </ul>





# CHAPTER FOUR

## STRATEGY FOCUS

### 4.0 Introduction

The Authority intends to strategically focus on its core functions and operations as stipulated in the Vision, Mission, Motto and Core Values to realize its objectives. The Vision is the mental desired picture of the organization. The Mission is the overriding reason that gives KNQA its identity and unique purpose. The Motto is an expression of the guiding principle. The Core Values reflects the Authority 's culture and common belief to which all members subscribe.

### 4.1 Vision, Mission, Motto and Core Values

#### Vision

*Globally Recognized and Competitive Qualifications Transforming Kenya.*

#### Mission

To Establish and Manage the Kenya National Qualifications Framework, Register and Accredite qualifications, Recognize and Equate foreign qualifications and Create a Credit Accumulation and Transfer system to achieve Global Recognition and Competitiveness.

#### Motto

*Shaping the Future of Kenya*

#### Core Values

- |                    |                    |
|--------------------|--------------------|
| i) Professionalism | v) Equity          |
| ii) Integrity      | vi) Accountability |
| iii) Teamwork      |                    |
| iv) Responsiveness |                    |

## 4.2 Key Result Areas (KRA's)

1. Planning, Research, Outreach, Policy and Strategy (PROPS);
2. Standards, Quality Assurance and Assessment (SAQA);
3. Accreditation, Registration and Documentation (RAD);
4. Institutional Capacity Development (ICD);

## 4.3 Strategic Objectives

1. To Develop, Implement and Maintain the KNQF;
2. To Develop and Enforce Standards and guidelines to support implementation of the KNQF;
3. Register awarding institutions (QAIs).
4. To Establish Planning, Research, Strategy and Policy Capacity of KNQA;
5. To Promote and Institutionalize Research and Innovation in KNQF;
6. To Establish Proper Management and Mobilization of Financial Resources;
7. To integrate ICT in all Sections of the Authority;
8. To Attract, Develop and Retain Competent Staff; and
9. To Enhance Corporate Image and Branding; and

## 4.4 Strategy Focus Analysis

**VISION:** A GLOBALLY RECOGNIZED AND COMPETITIVE QUALIFICATIONS TRANSFORMING KENYA

**MISSION:** TO ESTABLISH AND MANAGE THE KENYA NATIONAL QUALIFICATION FRAMEWORK, REGISTER AND ACCREDIT QUALIFICATIONS, RECOGNIZE AND EQUATE FOREIGN QUALIFICATIONS AND CREATE A CREDIT ACCUMULATION AND TRANSFER SYSTEM TO ACHIEVE GLOBAL RECOGNITION AND COMPETITIVENESS

Key Result Areas

**Registration, Accreditation and Documentation**

**Standards, QUALITY ASSURANCE AND ASSESSMENT**

**Planning, Research, Outreach, Policy and Strategy**

**Corporate Services**

Strategic Objectives

1. To Accredite Register and QAIs Qualifications and Learners;
2. To Establish and Maintain the KNQF;
3. To Establish and Maintain the NLRD;

3. To Develop and enforce Standards and Guidelines to support implementation of the Assessment, QA and the KNQF;
4. To Develop and enforce Standards and Guidelines to support REQ and CATs;

5. To Develop Planning, Research, Outreach and Policy capacity;
6. To promote and institutionalize Research, Innovation and International partnerships

7. To establish proper management and mobilization of Human and Financial resources;
8. To embrace ICT in all sectors of the Authority;
- and
9. To enhance corporate image and branding.

## CHAPTER FIVE

### INSTITUTIONAL CAPACITY AND RESOURCE MOBILIZATION

#### 5.0 Introduction

Human resource development is critical for organizational growth and the ability for the Authority to meet its desired goals. The Authority will ensure a human resources' policy for attraction, development, utilization and retention of staff.

#### 5.1 Membership of the Council

According to section 10 of the KNQF act, the Council of KNQA is composed of ten (10) members as follows:

1. A Chairperson Appointed by The Cabinet Secretary;
2. The Principal Secretary Responsible for Matters Relating to Education;
3. The Principal Secretary Responsible for Matters Relating to Labor;
4. The Principal Secretary Responsible for Matters Relating to Finance;
5. Six Persons Appointed by The Cabinet Secretary as Follows —
  - a. *One Person Representing the Commission for University Education (CUE);*
  - b. *One Person Representing the Technical and Vocational Education and Training Authority (TVETA);*
  - c. *One Person Representing the Education Standards and Quality Assurance Council (Basic Education, ESQAC);*
  - d. *One Person Nominated by An Organization Representing Professional Associations in Kenya (APSEA);*
  - e. *One Person Nominated by The Federation of Kenya Employers (FKE);*
  - f. *One Person Nominated by An Organization Representing Workers Unions (COTU); and*
  - g. *The Director-General Who Shall Be the Secretary.*

## 5.2 Authority's Committees

The Authority executes its functions through specialist Committees. The Committees examine and determine specific issues and advise the Authority on the actions to be taken. These Committees engage the services of resource persons where necessary.

- ✓ Finance and Human Resources Committee (FHC);
- ✓ Technical Committee (TC);
- ✓ Planning, Research, Strategy and Policy Committee (PROSP); and
- ✓ Audit, Risk and Compliance Committee (ARC).

### 5.2.1 The Director General/Chief Executive

The Authority's Secretary who is the Chief Executive and an ex-officio member of the Authority is head of the Secretariat. The Chief Executive is appointed by the Council, for five years.

### 5.2.2 Directorates and Departments

There are two directorates in the Authority headed by a Director; with the departments named. These are:

- i. Technical Services (TS) Directorate**
  - a. *Registration and accreditation (REA);*
  - b. *Research, Outreach and policy (ROP);*
  - c. *Standards, Equivalence and Recognition of Qualifications (SEREQ);*
  - d. *Assessment, CATs and Quality Assurance (ACQA); and*
  - e. *The Kenya National Learners Record Database (KNLRD).*
  
- ii. Administration, Finance and Strategy (AFS) Directorate**
  - a. *Planning, Resource Mobilization and Strategy (PRS);*
  - b. *Finance and Accounts (FA);*
  - c. *Human Resources and Administration (HRD); and*
  - d. *Information Communication Technology (ICT).*
  
- iii. Four departments/sections** are directly under the Director General: *Legal & Enforcement; Internal Audit; Corporate Communications; Supply Chain Management.*

### 5.2.3 The Secretariat

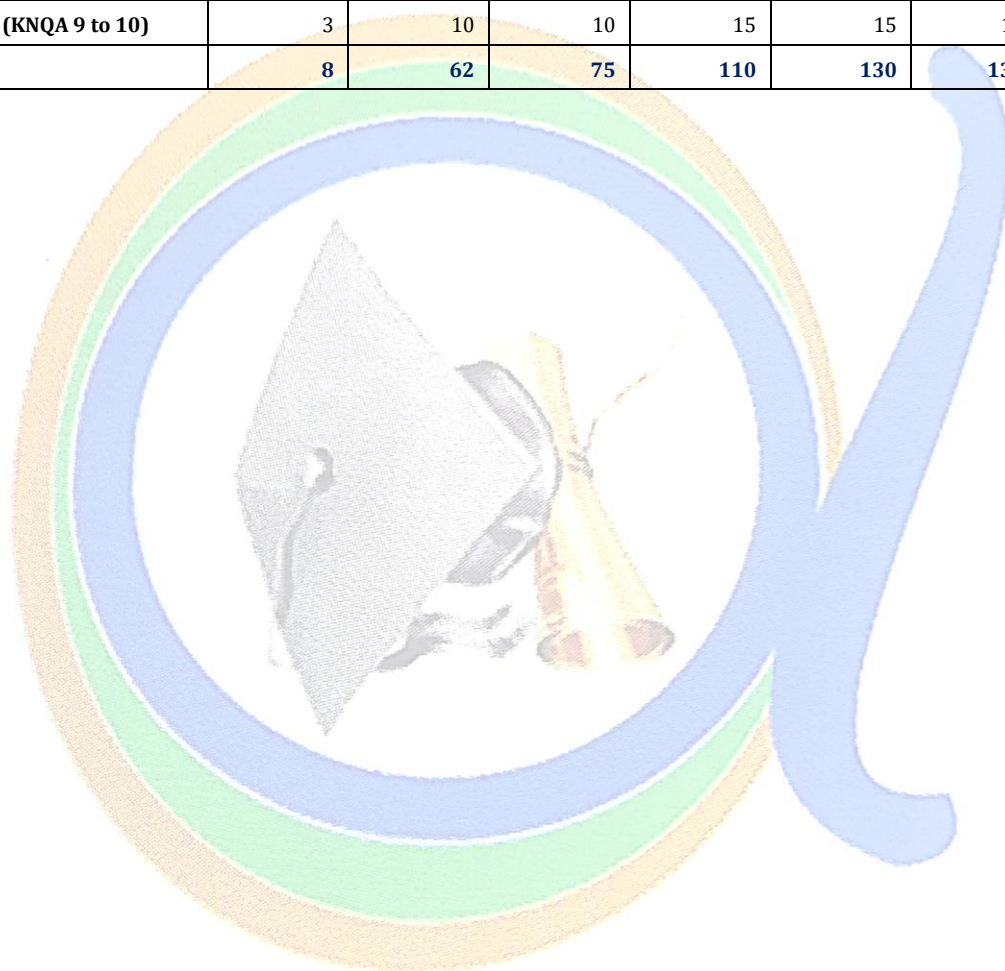
The Secretariat implements the functions of the Authority. The Secretariat consists of competitively recruited professionals with experience in education, ICT, planning, finance, HR, Research, outreach and other related fields.

## 5.3 Staffing Levels

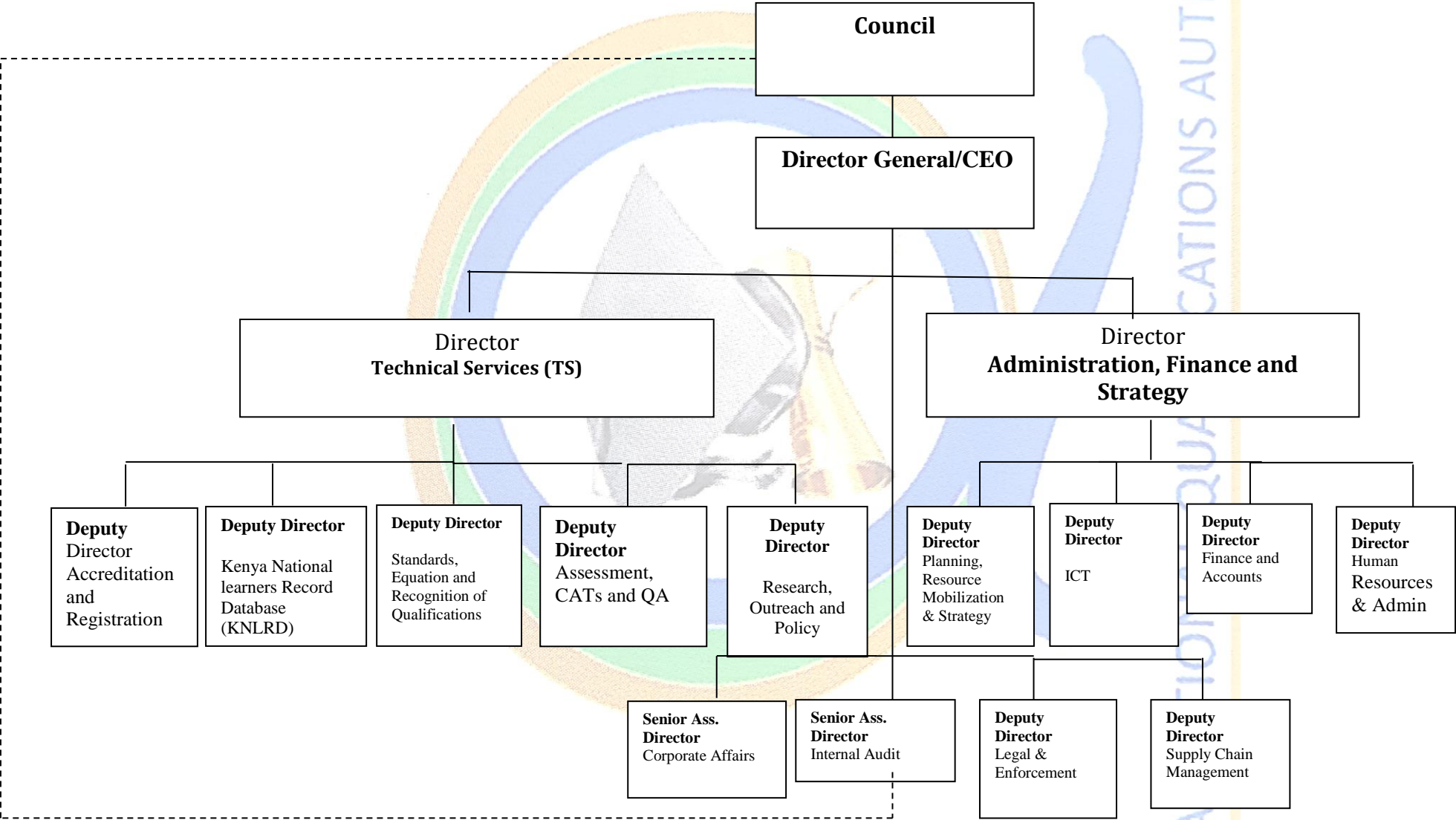
The following table shows the staff progression over the strategic Plan period.

### 5.3.1 KNQA STAFF ESTABLISHMENT-OCTOBER 2018

Staff Level	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/204
Top Management Staff (KNQA 1 to 3)	1	12	15	15	15	15
Senior Management (KNQA 4 to 6)	3	20	30	40	50	50
Middle Level Staff (KNQA 7 to 8)	1	20	30	40	50	50
Lower level Staff (KNQA 9 to 10)	3	10	10	15	15	17
<b>Total</b>	<b>8</b>	<b>62</b>	<b>75</b>	<b>110</b>	<b>130</b>	<b>132</b>



**Figure 6: Organization Structure – Kenya National Qualifications Authority (KNQA)**



**Table 1: Projected budget for the financial in ksh (000) for years 2018–2023**

Particulars	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	Totals
Personal emoluments and related expenses for KNQA members	8	35	42	45	50	50
Maintenance, Operation & Capital Expenditure (Strategy implementation)	24	235	250	270	270	270
<b>Gross Resource Requirement</b>	<b>32</b>	<b>270</b>	<b>292</b>	<b>315</b>	<b>320</b>	<b>320</b>
KNQA fees, Rent & Related Income	6	12	15	15	15	15
Capitation Grant from Gok	24	250	250	300	300	300
<b>Expected Gross Income</b>	<b>30</b>	<b>262</b>	<b>265</b>	<b>315</b>	<b>315</b>	<b>315</b>
<b>Resource Gap to be raised from partners and extra funding from GoK</b>	<b>2</b>	<b>8</b>	<b>27</b>	<b>0</b>	<b>5</b>	<b>5</b>

### 5.3.2 Strategies for Resource Mobilization (Growth-gap)

Resource mobilization strategies for the planned period will include:

#### 1. Lobbying for increased annual funding by national Government

The Authority will lobby the national government for the enhancement of its annual capitation to adequately cover both recurrent and development expenditure. It is worth noting that whereas the mandate of the Authority is extremely big, resources to support implementation of the Authority's mandate have not been forthcoming. The Authority will endeavor to convince government that this big mandate calls for increased funding. As a beginning the Authority will be seeking an initial funding of the Ksh 250,000,000 during the period 2019/2020 to purchase and install crucial infrastructure to lay a firm foundation for the organization. The target will be hire critical staff, partition the offices of KNQA located at 6<sup>th</sup> floor Uchumi house and furnish (furniture, computers and servers); and develop the ICT infrastructure necessary to start registering and accrediting institutions, qualifications and learners.

#### 2. Licensing and service fees



To bolster its revenue base, the Authority will review upwards the various charges for both licensing and other services. The fees charged for services like recognition and equation of qualifications, programmes and institutional accreditation and licensing of learners will increase significantly. Of importance, is the plan to change the flat rate annual subscription by employers to access the Authority's database. If this is actualized, education and training employer subscription based on the current numbers will bring in ksh10,000,000 annually as opposed to the current subscription income of less than Ksh. 70,000.

### **3. Development of strategic partnerships**

The Authority plans to engage strategic partners to support some of its activities especially in capital development. The Authority will seek to raise funds from development partners and it is estimated that Ksh. 30m will be raised in this way during the coming three years.

### **4. Research and Consultancy services**

With the creation of a Planning, Research, Outreach, strategy and Policy Division the Authority envisages increased activity in research and consultancies. With at least one project annually, the Authority hopes to raise an estimated Ksh. 50 million in development funding over the plan period. With the various resource mobilization strategies, the Authority is optimistic that it will be able to bridge the resource gap of Ksh. 15m.

### **5. Prudent Resource Management Strategies**

The Authority shall prepare procurement and resource flow plans on financial management. Cost reduction will be a standard practice in KNQA. The Authority will improve its financial position through establishment of prudent financial practices. The following are measures taken to curb wastage:

- ✓ Reduce, Reuse or Recycle;
- ✓ Adherence to budget allocations;
- ✓ Adherence to procurement plans;
- ✓ Appointment of monitoring and evaluation committees;
- ✓ Awareness creation among all staff;
- ✓ Purchase of products designed to use less space and material;
- ✓ Integration of ICT in all operations to increase efficiency; and
- ✓ Develop and implement waste management policy.

## CHAPTER SIX

### IMPLEMENTATION AND COORDINATION

#### 6.0 Implementation Management Structure

The Strategic Plan (2018 - 2023) is a management tool that will be implemented within the approved organizational structure which consists of the Director General and the Heads of the two Divisions namely:

- (a) **Technical Services; and**
- (b) **Finance, Administration and Strategy.**

The Authority will provide overall leadership in the strategic plan implementation process. In addition, the Strategic Plan Committee (SPC) will be created to ensure successful implementation of the plan. The pivotal role of the Committee will be to ensure that the Plan remains a vibrant document and an important yardstick for measuring progress, achievements and success. Prior to implementation, the SPC will disseminate the Strategic Plan to the staff and ensure that it is embraced and clearly understood. The Strategic Plan Committee will report its functions and activities directly to the Director General.

The Implementation Management Structure will therefore be as follows:

- i) *Strategic leadership/direction: The Chairman;*
- ii) *Overall leadership and commitment – Director General;*
- iii) *Support, coordination and M&E – Directors*
- iv) *Implementation and supervision – Strategic Plan Committee*

The Division of Planning, Research, Outreach, Strategy and Policy will be responsible for overall implementation, monitoring and evaluation as well as feedback reporting, documentation and dissemination throughout the plan period. However, implementation, monitoring and evaluation as well as management and coordination will be the responsibility of the Divisions, departments and sections units. This will be achieved through preparation of Annual Work Plans (AWPs) and Operational Plans (OPs); preparation and operationalization of a comprehensive monitoring and evaluation system, budgetary allocation and efficient utilization of resources. The management and coordination systems for the Plan should be integrated, efficient and effective.

#### 6.1 Human Resource

Under the current organization structure, the Authority has 8 staff members. During the plan period, the Authority is expected to develop a comprehensive scheme of service, undertake job analysis and evaluation, establish optimum staffing levels and redeploy staff.

The Authority will also institutionalize a capacity development strategy for improved staff performance. These strategies will enable the Authority to recruit, develop and retain qualified and motivated staff.

## **6.2 Physical Infrastructure and Transport**

Additional infrastructure is necessary for effective implementation of this plan. This strategic plan has therefore articulated mechanisms of improving the current infrastructural situation. Emphasis is placed on proper utilization and maintenance of the available equipment and physical facilities. In addition, office space and furniture will be enhanced to create a more conducive environment for staff and clients. Transport will also be adequately provided to ensure that field activities and other operations are not compromised and that the activities are carried out in the most cost-effective manner.

## **6.3 ICT Infrastructure and Communication**

During the plan period the Authority will exploit the potential of its modern ICT capacity and accessories including fibre optic connectivity to carry out the Authority's mandate. The strategies to be adopted include automation of systems and processes, website interactivity and improving the ICT skills of technical and professional officers. The planned establishment of EMIS will facilitate effective networking between the Authority, the Ministry of Education, Education and training sector and other stakeholders.

## **6.4 Financial Requirements**

The Authority will require adequate funding to implement the outlined strategic objectives for the plan period covering financial years 2018/2019 to 2022/2023. Prioritized budgeting will be entrenched to ensure that critical areas are adequately funded. These areas and estimated detailed amounts are provided in the annexed implementation matrix.

## **6.5 Funding Sources**

The successful implementation of this strategic plan will depend not only on the quality and commitment of Authority staff but also on the availability and efficient utilization of the resources that are required. The Authority expects government funding to implement its development plans and realize set targets. The Authority will explore various mechanisms of raising funds to augment government disbursements. Additional revenue will be generated from collection of user fees. Most importantly, support will be sought from development partners and other key stakeholders.

## 6.6 Key Assumptions

The Strategic Plan 2018-2023 has been developed and will be implemented with the following key assumptions:

- i) The KNQF act no 22 of 2014, will be fully adhered to and upheld to facilitate holistic regulation of the education and training sector;
- ii) There will be enhanced budgetary support from the government;
- iii) Partners especially the Parent Ministry, Development Partners and the Private Sector as well as other education and training sector education stakeholders will collaborate with the Authority in realizing its mandate and responsibilities; and
- iv) The socio-economic and political changes and dynamics will favor development of education and training sector education especially given the current and future demand both nationally and regionally.

## 6.7 Risk Management

Despite the detailed plans encapsulated in this Strategic Plan, risks abound that may militate against realization of the plan. The Authority is awake to these possible adverse developments and will put in place strategies for risk management. These will include:

- i) Establishment of a Risk Management Committee of the Authority;
- ii) Development of a risk management policy;
- iii) Training staff and Council Members on risk management;
- iv) Mapping out risks at the Authority;
- v) Implementation of the risk management policy.

## 6.8 Detailed Implementation Plan

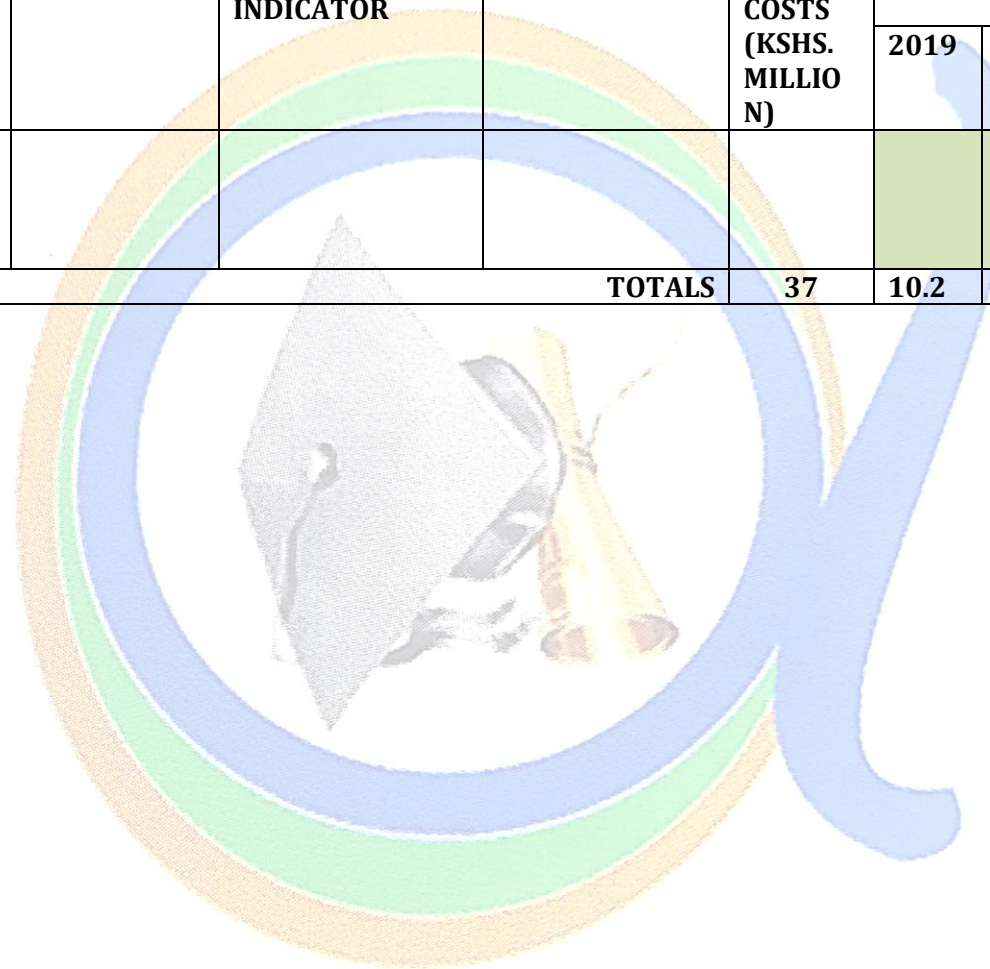
The detailed Implementation Plan is presented in the Implementation Matrix below. The matrix illustrates the Key Result Areas (KRAs), Strategic Objective(s), Expected Outcomes, Strategies and Activities. The Matrix also gives Verifiable Performance Indicators, Targets, and Timeframes for implementation of the Plan as well as the partners involved. Included in the matrix are Projected Costs of the planned activities. The detailed budgets will be part of Annual Work Plans (AWPs). The Plan Implementation Matrix will be a critical and important management tool for:

- i) Mobilizing, allocating and utilizing resources during plan implementation;
- ii) Efficient and effective management and coordination of plan implementation;
- iii) Soliciting collaboration and support from partners and stakeholders in education and training sector education;
- iv) Monitoring and evaluation;
- v) Facilitating mid-term and end of plan reviews/evaluations.

**APPENDIX 1: IMPLEMENTATION STRATEGY MATRIX**

<b>KRA 1: REGISTRATION, ACCREDITATION AND DOCUMENTATION</b>											
<b>STRATEGIC OBJECTIVE 1: To Develop and Implement the KNQF; Register and accredit Institutions, Qualifications and Learners in Kenya</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORMANCE INDICATOR	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Establishment, maintenance & development of the KNQF;	Develop level descriptors; and learning outcomes	KNQF developed	KNQF Gazetted		2	1	0.4	0.2	0.2	0.2	RAD
	Develop and Implement regulations, standards, guidelines, processes and instruments for the KNQF	Regulations, standards, guidelines, processes and instruments for implementing the KNQF	Gazetted regulations, standards, guidelines, processes and instruments	<ul style="list-style-type: none"> <li>Legislations</li> <li>Framework</li> </ul>	4	3	0.4	0.2	0.2	0.2	RAD
	Create awareness of the KNQF	Awareness created	<ul style="list-style-type: none"> <li>Web Page Hits</li> <li>Registers</li> <li>Media</li> <li>Venue</li> </ul>	ICT Materials	10	2	2	2	2	2	RAD
	Establishment of a Resource center on KNQF	Library established	<ul style="list-style-type: none"> <li>materials assembled</li> </ul>	<ul style="list-style-type: none"> <li>Library Tools</li> </ul>	1	0.2	0.2	0.2	0.2	0.2	REA
	Train and build capacity for various stakeholders on review and revision of curricular to meet KNQF	Training and learning materials developed; professional trained	No. of participants trained	HR/ Finances/ Peer Reviewer	20	4	4	4	4	4	REA

<b>KRA 1: REGISTRATION, ACCREDITATION AND DOCUMENTATION</b>											
<b>STRATEGIC OBJECTIVE 1: To Develop and Implement the KNQF; Register and accredit Institutions, Qualifications and Learners in Kenya</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORMANCE INDICATOR	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	requirements (competence-based and outcomes based)										
<b>TOTALS</b>					<b>37</b>	<b>10.2</b>	<b>7</b>	<b>6.6</b>	<b>6.6</b>	<b>6.6</b>	

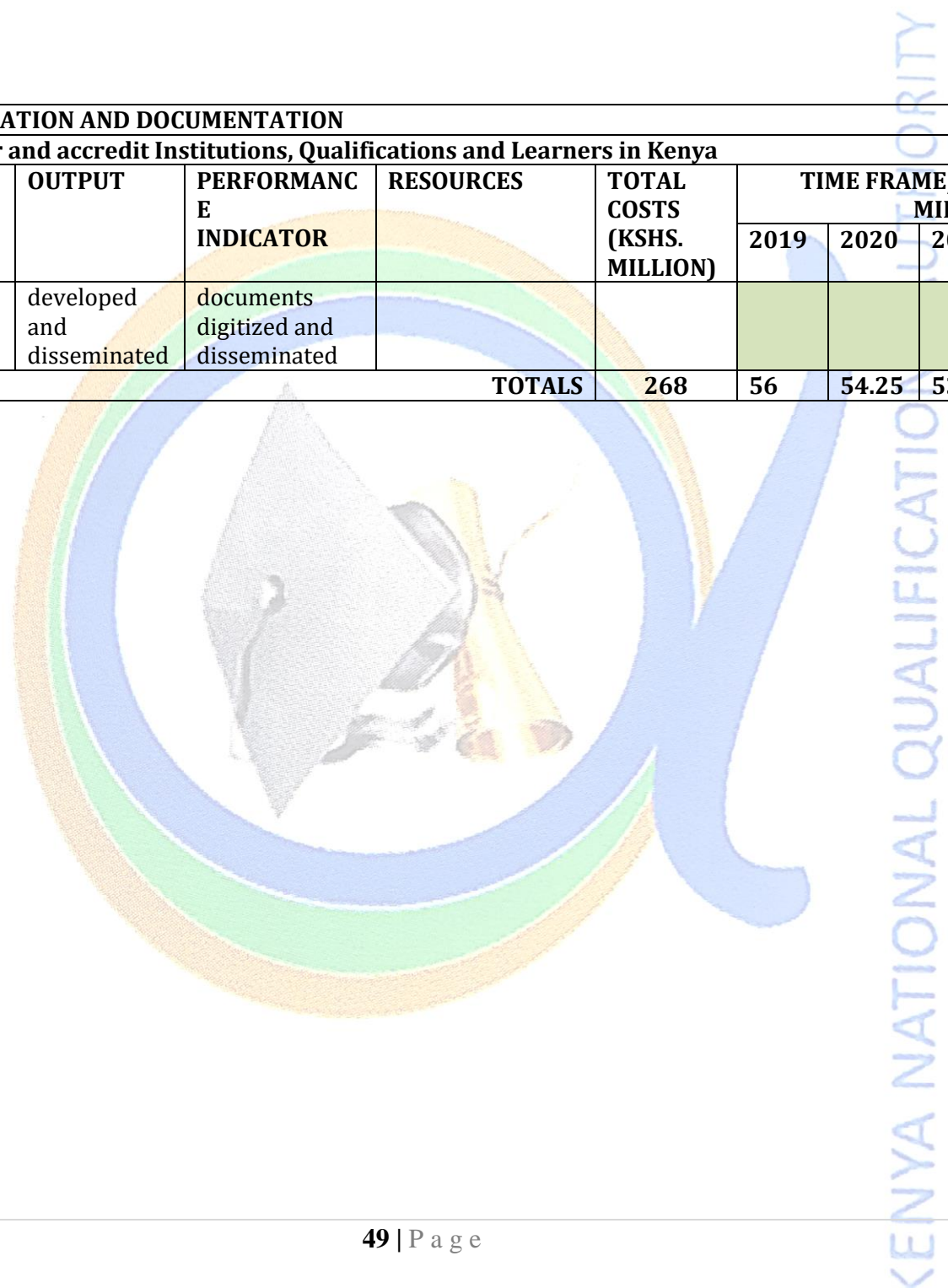


<b>KRA 1: REGISTRATION, ACCREDITATION AND DOCUMENTATION</b>											
<b>STRATEGIC OBJECTIVE 2: Register and accredit Institutions, Qualifications and Learners in Kenya</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORMANCE INDICATOR	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Register and Accredit qualifications awarding institutions	Evaluate proposals for Registration of Education and training institutions; qualifications and learners	evaluated proposals	<ul style="list-style-type: none"> <li>• Evaluation reports</li> <li>• Register of submitted proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Templates</li> <li>• Proposals</li> <li>• Evaluation Tools</li> <li>• Expert Panels</li> </ul>	150	30	30	30	30	30	RAD
	Carry out inspections of institutions and qualifications for registration and accreditation	Inspection reports	<ul style="list-style-type: none"> <li>• Registers</li> <li>• External Quality Agencies</li> </ul>	ETQA's Tools	10	2	2	2	2	2	RAD
	Develop and Automate registration and accreditation of qualifications awarding institutions	registration and accreditation tools developed & automated	ICT tools developed and used	<ul style="list-style-type: none"> <li>• Experts</li> <li>• Resource Persons</li> <li>• ICT Software &amp; Hardware</li> <li>• Storage</li> </ul>	20	5	5	4	3	3	REA
	Develop and establish the Kenya National Learners Record Database (KNLRD)	KNLRD developed	KNLRD developed and no. of learners registered in the system		10	2	2	2	2	2	
	Create awareness and publicize registered and	Awareness created	<ul style="list-style-type: none"> <li>• IEC material</li> <li>• Registers</li> <li>• Venue</li> </ul>	<ul style="list-style-type: none"> <li>• Venue</li> <li>• Media</li> </ul>	20	4	4	4	4	4	REA

KRA 1: REGISTRATION, ACCREDITATION AND DOCUMENTATION											
STRATEGIC OBJECTIVE 2: Register and accredit Institutions, Qualifications and Learners in Kenya											
STRATEGY	ACTIVITY	OUTPUT	PERFORMANCE INDICATOR	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	accredited qualifications and institutions		<ul style="list-style-type: none"> <li>• coverage</li> <li>• Publications</li> </ul>								
	Carry out stakeholder consultations with professional bodies, QA agencies, assessment agencies	Consultations Reports	<ul style="list-style-type: none"> <li>• Registers</li> <li>• Invitations</li> <li>• Agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Venue</li> <li>• IEC materials</li> </ul>	5	1	1	1	1	1	REA
Enhance the capacity of the Authority to accredit institutions, qualifications and learners	<ul style="list-style-type: none"> <li>• Identify and train peer reviewers</li> <li>• Training of Staff</li> </ul>	<ul style="list-style-type: none"> <li>• A register of prequalified and trained peer reviewers</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Adverts</li> <li>• Selection Criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Media</li> <li>• Panel</li> </ul>	15	3	3	3	3	3	REA
	Undertake and recommend staff for benchmarking	List of staff identified	List of staffs recommended	HR/ Finances	10	2	2	2	2	2	REA
	Undertake benchmarking for best practices	Benchmarking Reports	List of staffs involved in benchmarking Reports	Venue	20	4	4	4	4	4	REA
Collate and disseminate information and data on Registered and accredited	Provide library and information services	Library and information Services provided	Number of Information resources acquired		5	1	1	1	1	1	REA
	Digitize KNQA documents	Institutional repository	Number of KNQA		3	2	0.25	0.25	0.25	0.25	REA



<b>KRA 1: REGISTRATION, ACCREDITATION AND DOCUMENTATION</b>											
<b>STRATEGIC OBJECTIVE 2: Register and accredit Institutions, Qualifications and Learners in Kenya</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORMANC E INDICATOR	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
qualifications		developed and disseminated	documents digitized and disseminated								
<b>TOTALS</b>					<b>268</b>	<b>56</b>	<b>54.25</b>	<b>53.25</b>	<b>52.25</b>	<b>52.25</b>	



<b>KRA 2: STANDARDS, ASSESSMENT AND QUALITY ASSURANCE</b>											
<b>STRATEGIC OBJECTIVE 3: To Develop and enforce Standards &amp; guidelines to support implementation of the KNQF;</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Develop standards on various aspects of the KNQF	Develop standards for Institutions	Standards Develop	<ul style="list-style-type: none"> <li>Standards</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Framework</li> <li>Legislation</li> <li>Regulations</li> <li>Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	SEREQ
	Develop standards for Qualifications	Standards Develop	<ul style="list-style-type: none"> <li>Standards</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Framework</li> <li>Legislation</li> <li>Regulations</li> <li>Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	
	Develop standards for Data generated	Standards Develop	<ul style="list-style-type: none"> <li>Standards</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Framework</li> <li>Legislation</li> <li>Regulations</li> <li>Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	
	Develop standards for Volume of learning	Standards Develop	<ul style="list-style-type: none"> <li>Standards</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Framework</li> <li>Legislation</li> <li>Regulations</li> <li>Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	
	Develop standards for Admission criteria	Standards Develop	<ul style="list-style-type: none"> <li>Standards</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Framework</li> <li>Legislation</li> <li>Regulations</li> <li>Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	
	Develop standards for Curriculum ( that it is CBET)	Standards Develop	<ul style="list-style-type: none"> <li>Standards</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Framework</li> <li>Legislation</li> <li>Regulations</li> <li>Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	
	Develop standards for Assessments –	Standards Develop	<ul style="list-style-type: none"> <li>Standards</li> <li>Reports</li> </ul>	<ul style="list-style-type: none"> <li>Framework</li> <li>Legislation</li> </ul>	4	3	0.25	0.25	0.25	0.25	

	the examinations and who administers			<ul style="list-style-type: none"> <li>• Regulations</li> <li>• Statutes</li> </ul>							
	Develop standards for Quality Assurances systems incorporated into the instructing	Standards Develop	<ul style="list-style-type: none"> <li>• Standards</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	
	Develop standards for Recognition of foreign qualifications	Standards Develop	<ul style="list-style-type: none"> <li>• Standards</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	
	Develop standards for	Standards Develop	<ul style="list-style-type: none"> <li>• Standards</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	
	Recognition of prior learning	Standards Develop	<ul style="list-style-type: none"> <li>• Standards</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	4	3	0.25	0.25	0.25	0.25	
Develop Guidelines on various aspects of the KNQF	Develop Guidelines for Institutions	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	
	Develop Guidelines for Qualifications	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	
	Develop Guidelines for Data generated	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	
	Develop Guidelines for	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> </ul>	3	2	0.25	0.25	0.25	0.25	

	Volume of learning			<ul style="list-style-type: none"> <li>• Regulations</li> <li>• Statutes</li> </ul>							
	Develop Guidelines for Admission criteria	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	
	Develop Guidelines for Curriculum (that it is CBET)	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	
	Develop Guidelines for Assessments – the examinations and who administers	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	
	Develop Guidelines for Quality Assurances systems incorporated into the instructing	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	
	Develop Guidelines for Recognition of foreign qualifications	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	
	Develop Guidelines for	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	
	Recognition of prior learning	Guidelines Develop	<ul style="list-style-type: none"> <li>• Guidelines</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Framework</li> <li>• Legislation</li> <li>• Regulations</li> <li>• Statutes</li> </ul>	3	2	0.25	0.25	0.25	0.25	

Quality Assurance	Identify panelists to conduct institutional audit	<ul style="list-style-type: none"> <li>• A register of prequalified Panelist</li> <li>• Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Adverts</li> <li>• Selection Criteria</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Media</b></li> <li>• <b>Panel</b></li> </ul>	<b>3</b>	2	0.25	0.25	0.25	0.25	SEREQ
	Conduct institutional audit	<ul style="list-style-type: none"> <li>• A register of Audited Institutions</li> <li>• Reports</li> </ul>	Register	Venue	<b>10</b>	2	2	2	2	2	SEREQ
	Identify panelists for auditing of qualifications	Identified and inducted panelists	Register	Venue	<b>1</b>	0.2	0.2	0.2	0.2	0.2	SEREQ
	Conduct Audit institutional qualifications	<ul style="list-style-type: none"> <li>• A register of Audited Institutions &amp; qualifications</li> <li>• Reports</li> </ul>	Register	Venue	<b>20</b>	4	4	4	4	4	SEREQ
Harmonize academic Qualifications of education and training institutions in related areas of study	standards of academic qualifications using experts	standards	Academic Qualifications	Experts	<b>10</b>	2	2	2	2	2	SEREQ
	Involvement of stakeholders to validated minimum standards	Reports	<ul style="list-style-type: none"> <li>• Registers</li> <li>• Workshops</li> </ul>	Venue	<b>15</b>	3	3	3	3	3	SEREQ
	Publication and dissemination of standards	Published and disseminated standards	Number of qualifications with minimum standards developed and distributed	Finances	<b>0.5</b>	0.1	0.1	0.1	0.1	0.1	SEREQ
	Develop and implement minimum entry criteria for various levels of	Minimum entry requirements developed and gazetted	Entry requirements gazetted		<b>5</b>	1	1	1	1	1	SEREQ

	education in the country										
	Harmonize the structure of curricular; and grading systems in the Kenyan education system	Standards and guidelines for development of curricular and grading systems in Kenya	Reports of implementation		<b>20</b>	10	10				SEREQ
Recognize and equate foreign qualifications in line with Kenyan standards	Develop criteria for recognition of qualifications	Reviewed criteria	Percentage review	Finances	<b>0.5</b>	0.5					SEREQ
	Recognize and equate qualifications from foreign institutions	Recognized qualifications	Number of qualifications recognized and equated	Finances	<b>1</b>	0.2	0.2	0.2	0.2	0.2	SEREQ
Develop and Implement the Kenya Credit Accumulation and Transfer System (KCATs)	Develop Standards and guidelines for the KCATs	Standards and guidelines developed	No. of standards and guidelines		<b>2</b>	2					SEREQ
	Develop discipline level instruments for CATs and link it to admission systems	No. of discipline levels CAT systems developed	No. of instruments developed		<b>20</b>	10	10				SEREQ
	Implement the KCATs system and regularly audit it	Reports of implementation and audit	Reports of implementation and audit		<b>5</b>	3	2				SEREQ
Develop and implement a system of Recognition of prior learning (RPL) and other learning systems	Develop and implement standards and guidelines for RPL and alternative learning system (ALS)	Standards and guidelines developed	Standards and guidelines developed		<b>6</b>	3	2	1			SEREQ

	Implement and audit systems for RPL and ALS	Audit reports	Audit reports		3	2	1				SEREQ
Develop and implement standards for assessment of qualifications	Develop standards and guidelines for assessment of qualifications	No. of standards developed	Standards developed	HR/Finance s	5	3	1	1			SEREQ
	Panelists recruited to carry out auditing of assessment agencies	No of panelists recruited	No. pf panelists								
	Audit assessment agencies using developed standards	No. of audits carried out	No. of audits and reports from auditing of agencies	HR/Finance s	5	2	2	1			SEREQ
Institutionalize Internal quality assurance (IQA) in the sector	Sensitize and train stakeholders on implementation of IQA mechanisms.	Sensitized Education and training sector on implementation of IQA mechanisms	Number of education and training sectors sensitized on IQA		2	0.4	0.4	0.4	0.4	0.4	SEREQ
	Periodically monitor and evaluate implementation of IQA mechanisms in education and training sector	Monitoring and Evaluation Reports	Number of education and training sectors monitored and evaluated		5	2	2	1			SEREQ
Maintaining Internal Quality of KNQA	Undertake self-assessment of KNQA quality audit processes.	Self-assessment Reports	Number of internal processes assessed	Human Resources	2			2			SEREQ
	Request for external assessment of	External Assessment Report	International Recognition Status		10				10		SEREQ

	KNQA quality audit processes										
<b>TOTALS</b>					<b>228</b>	<b>107</b>	<b>48.65</b>	<b>24.65</b>	<b>28.65</b>	<b>18.65</b>	
<b>KRA 2: STANDARDS, ASSESSMENT AND QUALITY ASSURANCE</b>											
<b>STRATEGIC OBJECTIVE 2: To Implement international Best practices in Standards development</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2014	2015	2016	2017	2018	
Establish Partnerships, Linkages, and Networking with organizations working in QF	Identify areas for linkages, partnerships and networking	Areas for partnerships, linkages and networking identified	Number of areas identified	HR	0	x	x	x	x	x	SEREQ
	Develop criteria for entering into partnerships, Linkages and networks by KNQA	Criteria for partnerships, linkages and networking developed	MOU or MOA developed	HR/ Finances	0.5	0.1	0.1	0.1	0.1	0.1	SEREQ
Facilitate policy dialogue and regular reviews based on international best practices	Write up policies and lessons learnt from international best practices	Policies and lessons written	No of policies	HR	1	0.2	0.2	0.2	0.2	0.2	SEREQ
	Share finding and lessons with stakeholders in Kenya	Stakeholder workshops held	No. of participants	HR/ Finances/ peer reviewers	30	6	6	6	6	6	SEREQ
	Facilitate annual workshops to discuss the implementation of KNQF	Annual KNQF conference held to discuss milestone and challenges	No. of participants		0	0	0	0	0	0	SEREQ
<b>TOTALS</b>					<b>31.5</b>	<b>6.3</b>	<b>6.3</b>	<b>6.3</b>	<b>6.3</b>	<b>6.3</b>	
<b>TOTALS KRA 2</b>					<b>20</b>	<b>41</b>	<b>38</b>	<b>40</b>	<b>4</b>	<b>8</b>	



<b>KRA 3: PLANNING, RESEARCH, OUTREACH, STRATEGY AND POLICY</b>											
<b>STRATEGIC OBJECTIVE 4: To establish Planning, Research, strategy and Policy Advisory Capacity</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Develop Policies on QF and share widely within the country	Develop policies on various aspects of the KNQF.	Policies	No. of Policies developed	HR/Finances	25	5	5	5	5	5	ROP
	Review existing policies and recommend improvements	Review reports	No. of policy reports produced	HR/Finances		x	x	x	x	x	ROP
	Provide evidence-based policy advisories	Policy advisory	No. of policy advisories given	HR/Finances		x	x	x	x	x	
Facilitate annual planning of KNQA activities	Develop and implement policies on annual planning	Annual planning policies developed and implemented	Policies developed and implemented	HR/Finances	6	2	1	1	1	1	ROP
	Develop reporting mechanisms, M and E for annual work plans.	M & E system developed and implemented	Policy developed.	HR/Finances	4		4				ROP
Monitor and evaluate the state of Qualification awarding institutions (QAI), qualifications and learners	Conduct periodic surveys to establish the status of QAIs	Surveys report	No. of surveys conducted.	HR/Finances	10	2	2	2	2	2	ROP
	Develop an Education Management Information System (EMIS) to support data	EMIS developed	Level of development	HR/Finances	25	25					ROP

<b>KRA 3: PLANNING, RESEARCH, OUTREACH, STRATEGY AND POLICY</b>											
<b>STRATEGIC OBJECTIVE 4: To establish Planning, Research, strategy and Policy Advisory Capacity</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	collections from QAIs										
	Collect and synthesize data and information	Data bases on education and training sector education	Updated database	HR/ Finances	10	2	2	2	2	2	ROP
	Report annually on the state of QAIs and qualifications in the country	Annual report	No. of reports	HR/ Finances	25	5	5	5	5	5	ROP
	Advise the Cabinet Secretary on the status of KNQF	Status advisory	No. of advisories provided	HR	0	x	x	x	x	x	
<b>TOTALS</b>					<b>125</b>	<b>23</b>	<b>36</b>	<b>17</b>	<b>37</b>	<b>12</b>	

<b>KRA 3: POLICY ADVISORY, RESEARCH AND INNOVATION</b>											
<b>STRATEGIC OBJECTIVE 5: To promote and institutionalize Research and Innovation in KNQF</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Promotes relevant research and innovation in the education and training sector	Develop a research and innovation policy for KNQF	Research policy developed	Policy developed.	HR/ Finances	5	2.5	2.5				ROP
	Implement research and innovation policy for KNQF	Policy implemented	Level of Implementation	HR/ Finances	10			4	3	3	ROP
	Undertake motivational activities that promote quality research and innovation in KNQF	Increased research & innovation	No. of research and innovations undertaken	HR/ Finances	10			4	3	3	ROP
Research and monitor national and global QF trends and emerging issues	Develop indicators for monitoring KNQF in Kenya	Indicatory system	Indicators developed	HR/ Finances	10	2	2	2	2	2	ROP
	Implement the indicator system	Indicatory system implemented	system implemented	HR/ Finances	5	1	1	1	1	1	ROP
	Benchmark with best practices from other countries	Bench marking done	Number of collaborations	HR/ Finances	15	3	3	3	3	3	ROP
	Review the indicator system	Indicatory system reviewed	Systems reviewed		5					5	ROP

<b>KRA 3: POLICY ADVISORY, RESEARCH AND INNOVATION</b>											
<b>STRATEGIC OBJECTIVE 5: To promote and institutionalize Research and Innovation in KNQF</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Undertake operational strategic research on topical issues that impact on the KNQF	Identification of topical issues for research on KNQF	Needs assessment	Topical issues identified	HR/Finances	0						ROP
	Develop research proposal	Proposals	No. of proposals developed.	HR/Finances	10	2	2	2	2	2	ROP
	Identify funding	Funding	Amount of funds availed.	HR/Finances		x	x	x	x	x	ROP
	Conduct research; contract researchers	M& E report	Research report	HR/Finances	25	5	5	5	5	5	ROP
	Disseminate research findings.	Research findings disseminated.	No. of Dissemination report No. of workshop conducted. No. of publications.	HR/Finances	5	1	1	1	1	1	ROP
Develop/promote knowledge sharing platforms	Develop research and innovation repository database for KNQF	Repository developed.	Updated database	ICT/HR/Finances	10	5	5				ROP Corporate Affairs ICT
	Organize inter-education and training sector research symposia/workshops & seminars	Symposia/workshop & seminars conducted.	No of research symposia/workshop & seminars	HR/Finances	5	1	1	1	1	1	
	Briefing meetings with the Ministry	Briefs	No. of policy briefs	HR/Finances	5	1	1	1	1	1	

<b>KRA 3: POLICY ADVISORY, RESEARCH AND INNOVATION</b>											
<b>STRATEGIC OBJECTIVE 5: To promote and institutionalize Research and Innovation in KNQF</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	and relevant partners for advocacy & lobbying in support of KNQF										
Collect, Analyze and Disseminate information relating to KNQF and its various elements	Develop tools for data collection	Tool developed	Tool developed.	HR/Finances	2.5	0.5	0.5	0.5	0.5	0.5	ROP
	Administer the tool	Tool administered	Level of administrating the tool	HR/Finances	12	3	3	2	2	2	ROP
	Analyze data	Data analyzed	Updated database	HR/Finances	5	1	1	1	1	1	ROP
	Publication and dissemination	Publications Workshops	No of publications/workshops held	HR/Finances	5	1	1	1	1	1	ROP
Develop an integrated Education Management Information System for collecting data from QAIs	Develop/procure and install EMIS system (ERP)	Working system	Level of installation	HR/Finances	60	20	15	10	10	5	ROP
	Train staff on the use of the system	Staff competent in the use of EMIS	Number of staffs trained								
	Generate education and training sector data using the system	Integrated information on education and training sector	Number of data sets								
<b>TOTALS</b>					<b>274.5</b>	<b>84</b>	<b>54</b>	<b>48.5</b>	<b>46.5</b>	<b>41.5</b>	
<b>TOTALS FOR KRA 3</b>					<b>399.5</b>	<b>107</b>	<b>90</b>	<b>6</b>	<b>83</b>	<b>53</b>	

<b>KRA 3: POLICY ADVISORY, RESEARCH AND INNOVATION</b>											
<b>STRATEGIC OBJECTIVE 5: To promote and institutionalize Research and Innovation in KNQF</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
<b>KRA 4: INSTITUTIONAL CAPACITY</b>											
<b>STRATEGIC OBJECTIVE 6: To establish Proper Management and Mobilization of Financial Resources</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Develop and implement annual financial plan	Request for resource requirements from Departments	Requirements requested	Reports for resource requirements	Human resource, Finances	5	1	1	1	1	1	HOD Finance
	Prepare annual Financial Plan	Financial plans prepared	Report on financial plan	Human resource	0	x	x	x	x	x	HOD Finance
Develop and implement internal control systems	Purchase and implement an accounting software	Accounting system purchased and implemented	Accounting system implemented	Human resource, Finances	0.5	0.1	0.1	0.1	0.1	0.1	HOD Finance
	Develop and implement financial and procurement manuals	Financial and procurement manuals reviewed	Financial and procurement manuals	Finances, Human resources	0.5	0.1	0.1	0.1	0.1	0.1	HOD Finance, HOD SCM
	Develop and implement internal audit and financial control systems	Internal Audit and Financial Control Systems reviewed	Internal Audit and Financial Control Systems in place, Accurate quarterly and annual audit reports	Human resource, Finances	0.5	0.1	0.1	0.1	0.1	0.1	HOD Finance, HOD Internal Audit

<b>KRA 3: POLICY ADVISORY, RESEARCH AND INNOVATION</b>											
<b>STRATEGIC OBJECTIVE 5: To promote and institutionalize Research and Innovation in KNQF</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	Establish budget implementation committee	Budget implementation committees established	Budget implementation committees in place	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	DG
Enhance efficiency in utilization of funds	Undertake capacity building of staff on financial management	Staff capacity enhanced	No. of Staff trained on financial management	Human resources, Finances	10	2	2	2	2	2	HOD Finance
	Sensitize staff on cost saving measures	Staff sensitized	Number of staffs sensitized	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	HOD Finance
	Develop a mechanism for outsourcing non-core services	Non-core services outsourced	Percentage saving on outsourced services	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	DG
Streamline fees collection mechanism	Review of fees and charges	Gazetted fees/rates	Operational new rates	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	DG
Mobilize resources from external sources	Identify areas requiring external funding	Areas identified	List of area identified/projects	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	ROP
	Identify relevant funding partners	Relevant funding partners identified	List of funding partners	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	DG
	Prepare funding proposals and submit to relevant funding partners	Proposals prepared and submitted for funding	No. of proposals submitted to development partners	Human resources, Finances	10	4	3	1	1	1	ROP

<b>KRA 3: POLICY ADVISORY, RESEARCH AND INNOVATION</b>											
<b>STRATEGIC OBJECTIVE 5: To promote and institutionalize Research and Innovation in KNQF</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	Prepare collaboration agreements with funding partners	Agreement on collaboration with funding partners prepared	No. of agreement prepared and signed	Human resources, Finances	5	1	1	1	1	1	DG
Purchase land and construct the KNQF headquarters	Drawing and approvals	Drawings approved	Approved drawings	Human resources, Finances	5	5					DGO ROP AFS
	Mobilize resources	Resources mobilized	Amounts mobilized	Human resources, Finances	200	0	150	50	50		DG ROP AFS
	Undertake Construction of the facility	Facility completed	Completion certificate	Human resources, Finances							
	Equip the facility	Equipped facility	Functional facility	Human resources, Finances	200			100	100		DG ROP AFS
Develop and implement Monitoring, Evaluation and Reporting strategy	Develop monitoring and evaluation instruments	Monitoring and evaluation instruments developed	Monitoring and evaluation instruments in place	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	ROP
	Conduct quarterly monitoring of activities and projects and prepare reports	Report on quarterly monitoring and evaluation of activities and projects and prepared	No. of reports prepared	Human resources, Finances	5	1	1	1	1	1	ROP



<b>KRA 3: POLICY ADVISORY, RESEARCH AND INNOVATION</b>											
<b>STRATEGIC OBJECTIVE 5: To promote and institutionalize Research and Innovation in KNQF</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	Disseminate and discuss the M&E reports	Report discussed and disseminated	No. of reports discussed and disseminated	Human resources, Finances	5		3			2	ROP
Develop risk management framework	Develop risk management policy	Risk Management policy developed	Risk management policy in place	Human resources, Finances	0.25	0.25					HOD Internal audit
	Develop disaster management plan	Disaster management plan developed	Disaster management plan in place	Human resources, Finances	0.25		0.25				HOD HRM, HOD Internal audit
	Train staff on risk management and disaster management	Staff trained on risk management and disaster management	No. of staff trained on risk management and disaster management	Human resources, Finances	10		4	3	3		HOD HRM, HOD Internal audit
<b>TOTALS</b>					<b>1820</b>	<b>267</b>	<b>268</b>	<b>262</b>	<b>262</b>	<b>761</b>	

<b>KRA 4: INSTITUTIONAL CAPACITY</b>											
<b>STRATEGIC OBJECTIVE 7: To Embrace Information Communication Technology in all Sections of the Authority</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Enhance information generation, gathering and dissemination	Develop and implement ICT policy	ICT policy developed	ICT policy in place	Finances, Staff & Infrastructure	5	1	1	1	1	1	HOD ICT
	Procure appropriate software and hardware to support ICT and ERP	Appropriate hardware and software for ICT and ERP procured	ICT and ERP infrastructure in place	Finances	40	15	15	2.5	2.5	5	HOD ICT
	Train staff in ICT	Staff trained on ICT	No. of staff trained on ICT	Staff	5	1	1	1	1	1	HOD ICT
	Automate key processes	Key processes automated	No. of key processes automated	Finances	5	1	1	1	1	1	HOD ICT
	Develop a comprehensive databank	Comprehensive databank	Databank of activities in place	Finances	10	2	2	2	2	2	HOD ICT
<b>TOTALS</b>					<b>45</b>	10	10	7.5	7.5	10	

<b>KRA 4: INSTITUTIONAL CAPACITY</b>											
<b>STRATEGIC OBJECTIVE 8: To Attract, Develop and Retain Competent Staff</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Recruit and retain qualified and competent staff	Develop and Implement HR and Administration Policy manual	HR manual reviewed	Human Resource Manual approved and implemented	Human resources, Finances	1	0.5			0.5		HOD Admin, HR
	Develop and implement scheme of service	Scheme of service developed and implemented	Management compliance to Scheme of service	Human resources, Finances	1	0.5			0.5		HOD Admin& HR
	Undertake organizational Job Evaluation exercise	Job Evaluation exercise carried out	Job Evaluation report	Human resources, Finances	3		3				HOD Admin, HR
Undertake training and development for both the Council Members and Staff	Conduct Training Needs Assessment (T.N.A.)	Training Needs Assessment (T.N.A.) Report	Training Needs Assessment (T.N.A.) Report implemented	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	HOD Admin & HR
	Develop and implement relevant training activities	Report on Staff Trained	Training Report, Increased performance and productivity	Human resources, Finances	5	1	1	1	1	1	HOD Admin & HR
	Evaluate the impact of training	Training Impact Report	Skills gaps to be addressed	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	HOD Admin & HR
Enhance staff teamwork and motivation	Develop an attractive grading	Staff salaries reviewed	Operational new salaries	Human resources, Finances	10	2	3	3	2		HOD Admin & HR

<b>KRA 4: INSTITUTIONAL CAPACITY</b>											
<b>STRATEGIC OBJECTIVE 8: To Attract, Develop and Retain Competent Staff</b>											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION)	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	and salary structure.										
	Develop and implement an employee car loan scheme	Car loans enhanced	Enhance car loans scheme	Human resources, Finances	40	0	40				HOD Admin & HR
	Establish employer negotiated mortgage scheme			Human resources, Finances	80	80					HOD Admin & HR
Develop and institutionalize a sound Performance Management Framework	Implement performance contracting framework	Performance contracting framework institutionalizing	Operational Performance contracting framework	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	HOD Admin & HR
	Monitor and evaluate staff performance	Performance targets, indicators and measures set at all levels	Performance targets, indicators and measures achieved, Have an evaluation report	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	HOD Admin & HR
	Reward staff based on performance recognition scheme	Staff performance reward recognition scheme	Higher staff satisfaction	Human resources, Finances	5	1	1	1	1	1	HOD Admin & HR
<b>TOTALS</b>					<b>1243</b>	<b>372</b>	<b>366</b>	<b>18</b>	<b>467</b>	<b>18.4</b>	

RA 4: INSTITUTIONAL CAPACITY											
STRATEGIC OBJECTIVE 9: To Enhance Corporate Image and Branding of the Authority											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION )	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
Adopt good corporate governance practices	Develop and implement a KNQA Charter	Authority Charter developed	Charter booklet	Human resources, Finances	2	2					HOD LED
	Provide training on corporate governance for Council Members and Management	Board members and staff trained	Training report	Human resources, Finances	5	2	1	1	0.5	0.5	HOD LED
Improve on the Work Environment	Hold regular interdepartmental	Regular inter-departmental meetings held	Number of inter-departmental meetings held per year and resolutions implemented	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	HOD Admin & HR
	Establish and implement a welfare association for staff	A registered Staff Welfare Association	Staff Welfare Association implemented	Human resources, Finances	0.5	0.1	0.1	0.1	0.1	0.1	HOD Admin & HR
	Develop and implement a policy on occupational safety and health	Policy on Occupational, safety and Health developed	Develop and implement a Policy on Occupational, safety and Health in place and operational	Human resource Finances	0.6	0.2	0.1	0.1	0.1	0.1	HOD Admin & HR
	Acquire, furnish and maintain	Office space acquired	Office space acquired	Human resource Finances	30	0	0	20	10	0	HOD Admin & HR

RA 4: INSTITUTIONAL CAPACITY											
STRATEGIC OBJECTIVE 9: To Enhance Corporate Image and Branding of the Authority											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION )	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	additional office space										
	Acquire and maintain adequate working tools and equipment	Working tools and equipment procured	% increase in No. of working tools and equipment procured	Human resource Finances	10	0	0	5	5	0	HOD Admin & HR
Mainstream HIV/AIDS, drug and substance and Gender issues in the Authority	Develop and implement HIV/AIDS workplace policy	HIV/AIDs policy developed	HIV/AIDs policy	Human resource Finances	5	1	1	1	1	1	HOD Admin & HR
	Undertake Campaign against drug and substance abuse	Campaign against drug and substance abuse carried out	Annual reports on campaigns against drug and substance abuse	Human resource Finances	5	1	1	1	1	1	HOD Admin & HR
	Develop Gender policy and implement Gender specific programmes	Gender specific programmes developed	No. of beneficiaries programmes	Human resource Finances	1	.2	.2	.2	.2	.2	HOD Admin & HR
	Undertake Disability mainstreaming	Disability mainstreaming undertaken	Manuals	Human resource Finances	1	.2	.2	.2	.2	.2	HOD Admin & HR
Put in place appropriate corporate instruments and practices	Create awareness on the corporate values throughout the organization	Awareness creation on the corporate values carried out	All staff trained on corporate values	Human resource		x	x	x	x	x	HOD Admin & HR

<b>RA 4: INSTITUTIONAL CAPACITY</b>											
<b>STRATEGIC OBJECTIVE 9: To Enhance Corporate Image and Branding of the Authority</b>											
<b>STRATEGY</b>	<b>ACTIVITY</b>	<b>OUTPUT</b>	<b>PERFORM. INDIC.</b>	<b>RESOURCES</b>	<b>TOTAL COSTS (KSHS. MILLION )</b>	<b>TIME FRAME/ALLOCATION IN MILLIONS</b>					<b>RESP. PERSON</b>
						2019	2020	2021	2022	2023	
	Establish Corporate Communication function	Corporate Communication Unit	Corporate Communication Policy document developed and implemented	HR/Finance	3.2	1.6		1	0.3	0.3	HOD Admin & HR
	Develop a Corporate Social Responsibility (CSR) policy	CSR Policy developed	CSR Policy implemented	HR/Finance	6	3		1	1	1	HOD Admin & HR
	Develop a Service Delivery Charter	Service Delivery Charter developed	Service Delivery Charter implemented	HR/Finance	2		2				HOD Admin & HR
	Undertake annual customer & Employee satisfaction surveys	Annual Customer & Employee Satisfaction Surveys carried out	Customer and Employee Satisfaction survey questionnaire developed and report and Index	HR/Finance	7.5	1.5	1.5	1.5	1.5	1.5	HOD Corporate Affairs HOD Admin & HR
	Develop Corporate Communication Strategy	Corporate Communication Plan developed	Corporate Communication Plan implemented	HR	0		x				HOD Admin & HR
	Enforce adherence to code of conduct	Code of Conduct for all staff developed and enforced	Code of Conduct manual	HR/Finance	2	1	1				HOD Admin & HR

RA 4: INSTITUTIONAL CAPACITY											
STRATEGIC OBJECTIVE 9: To Enhance Corporate Image and Branding of the Authority											
STRATEGY	ACTIVITY	OUTPUT	PERFORM. INDIC.	RESOURCES	TOTAL COSTS (KSHS. MILLION )	TIME FRAME/ALLOCATION IN MILLIONS					RESP. PERSON
						2019	2020	2021	2022	2023	
	for all staff and corruption policy										
	Undertake corporate branding	Branding undertaken	Appropriate artifacts in place	HR/Finance	20		20				HOD Admin & HR
<b>TOTALS</b>					<b>419.3</b>	<b>85.5</b>	<b>99.8</b>	<b>78.8</b>	<b>77.6</b>	<b>77.6</b>	
<b>TOTALS KRA 4</b>					<b>35</b>	<b>73</b>	<b>74</b>	<b>36</b>	<b>81</b>	<b>86</b>	



## CHAPTER SEVEN

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### **MONITORING, EVALUATION AND REPORTING**

#### **7.0 Introduction**

The successful implementation of the Strategic Plan will depend on how effectively the planned activities and outputs are monitored and evaluated with a view to ensuring that implementation remains on course. Through M&E the Authority will ensure that identified strategic objectives, strategies, expected outputs, targets and timeframes are achieved. An effective and results-based monitoring and evaluation system will be set up that will guarantee continuous monitoring using the identified indicators.

#### **7.1 Monitoring and Evaluation Framework**

A committee will be formed to provide leadership in ensuring effective KNQA monitoring and evaluation comprising of senior officers from relevant Divisions/Sections and will be chaired by the Director General/Chief Executive Officer. The Planning and Resource mobilization department will convene a session with management and HODs to develop KNQA annual implementation work plan at the beginning of every financial year. It will also provide day-to-day coordination in ensuring monitoring and evaluation activities are carried out in the most efficient manner where regular meetings will be held to discuss the Strategic Plan implementation. The M&E Committee will hold meetings once every quarter to evaluate progress of implementation of various strategic objectives. The Committee will focus on whether existing or new approaches to implementation are working effectively, implementation status, challenges encountered and possible remedies.

#### **7.2 Data Collection, Processing and Analysis**

Data will be collected through secondary sources, field visits, supervision missions, workshops, exchange visits, sample surveys and in-depth investigation. All collected data will be processed and analyzed. To guarantee efficient repository of generated information, KNQA will maintain databases that capture the information needed for M&E Databases.

#### **7.3 Evaluation Mechanisms**

A mid-term and a terminal evaluation of the Strategic Plan are foreseen during the plan period. The evaluation will entail the following: measuring actual performance against target levels and establishing variances, if any; identifying the causal factors for the variance; and identifying & recommending appropriate remedial measures including a review of the objectives and/or strategies. The Monitoring and Evaluation Committee will ensure these two important evaluations are carried out.

#### **7.4 Linking M&E to Performance Management**

The M&E will be an integral part of the KNQA performance management system and will be linked to staff appraisal and reward systems. KNQA will monitor and evaluate its activities and

performance in the process of reporting on its performance contract on quarterly and annual basis.

**TABLE 2: SHOWING LINKAGES BETWEEN M & E AND PERFORMANCE MANAGEMENT**

To coordinate and monitor the implementation of KNQA strategic plan on semi-annual basis.	Develop annual work plan for KNQA about the SP.	KNQA annual work plan	KNQA annual work plan
	Monitor implementation the activities	Quarterly performance reports	Quarterly performance reports

## 7.5 Reporting

**Progress Reports:** Monitoring will be continuous and three different reports will be prepared as follows

- i) **Quarterly Progress Report:** Quarterly progress reports shall include information on key process and output indicators against set targets for the quarter. The quarterly progress reports shall be used for reviewing progress and forward planning by project implementers.
- ii) **Semi – Annual Progress Report:** This report will capture the same information as the quarterly review report and is a cumulative report for two quarters.
- iii) **Annual Review Report:** At the end of every calendar or financial year, annual progress reports will be prepared that objectively highlight key achievements against set targets (both physical progress and financial status), constraining factors, lessons learned and recommendations on the way forward.

## 7.6 Communication/Dissemination of Reports

KNQA will put in place an aggressive dissemination strategy to ensure that reports are widely disseminated to influence effective programme management and policy making. Forums like meetings, review workshops, retreats, and seminars will be organized annually for the secretariat and stakeholders to share the findings and recommendations of the reports. Other channels such as newsletters, news releases, press conferences, public debates and electronic (e-mail, internet, websites) transmission will also be used.



***Council Members of the Kenya National Qualifications Authority with Education Cabinet Secretary Amb. Amina Mohamed***

## APPENDIX 2: STRATEGIC PLANNING TEAM

	NAME	DESIGNATION
1.	Prof. Bonaventure Kerre	Chairman
3	Ms. Gilda Odera	Council Member
4.	Ernst Nadome	Council Member
5	Isaac Gathirwa	Council Member
6	Dr Juma Mukhwana	Director General/CEO
7	Ephraim Munene	Principal Technical Officer
8	Samwel Angulu	Supply Chain Officer
9	Ms. Catherine Muthui	Senior Officer Administrator
10	Ms. Mary Thiiru	Ass. Supply Chain Officer
11	Grace Wairimu	SAD, HRM & D
12	Titus Mbindyo	Logistics

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