



TECHNICAL AND VOCATIONAL EDUCATION  
AND TRAINING AUTHORITY

# STRATEGIC PLAN 2019-2023



# **STRATEGIC PLAN 2018 - 2022**

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AND TRAINING AUTHORITY**



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**2018 - 2022**



©Technical and Vocational Education and Training Authority

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*First published 2018*

*Revised 2019*

Published and printed by Kenya Literature Bureau



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## FOREWORD



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

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

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

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

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

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

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



**Prof. Ahmed Ferej**

*CHAIRMAN TVET AUTHORITY BOARD*

## PREFACE



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

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

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

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

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

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

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

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

A handwritten signature in black ink, appearing to read "J. Langat".

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



## ABBREVIATIONS AND ACRONYMS

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



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

## EXECUTIVE SUMMARY

This Strategic Plan for the period 2018-2022 presents a renewed foundation for TVETA to carry out its mandate and functions to achieve a modern and labour- market responsive TVET system for Kenya.

TVETA was established by the TVET Act, 2013 and started its operations in 2014. A draft strategic plan was developed at that time which guided TVETA in its first years of operation as a state corporation.

Since its establishment, TVETA has been embarking on its mandate while operating under an environment of TVET reforms. While the draft strategic plan (2014) had a more inward-looking approach, and focusing on getting TVETA's operations started, the current strategic plan takes a more outward looking approach taking the entire TVET- system as a point of reference. Furthermore, national policies such as Vision 2030, the Big Four Agenda and international policies such as EAC Protocol and AU Continental Strategy for TVET are guiding.

These strategic areas are also chosen as they reflect the most common themes in national and international TVET policy, strategy and development. They also follow the PESTEL, SWOT and stakeholder analysis which was conducted as part of the strategic planning process as well as benchmarking against the strategic plans from a variety of regional and international TVET authorities.

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

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

# Chapter 1

## INTRODUCTION

### **1.1 Background**

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

The Technical and Vocational Education and Training Authority (TVETA) is a state corporation established under the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013 to regulate and coordinate training in the country. Section 7 of the Act provides powers and functions of the Authority to regulate and coordinate training.

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

Prior to the establishment of TVETA, a Directorate of Technical Accreditation and Quality Assurance and Directorate of Youth Training had been established to undertake inspection and registration of TVET institutions within the purview of the Ministries of Higher Education Science and Technology, and Youth Affairs and Sports respectively under the repealed Education Act Cap 211.

### **1.2 Context**

The Kenyan TVET sector comprises of National Polytechnics, Technical and Vocational Colleges (TVCs), Vocational Training Centres (VTCs), Technical Trainer Colleges and any other category specified by the Cabinet Secretary responsible for Technical Education.

The TVET Act places a premium on quality CBET programmes offered in the country with the aim of guaranteeing a strong link between competences learnt and the needs of the labour market, by producing graduates with superior employability. The Big Four Agenda, MTP III and Kenya Vision 2030 have further placed new demands on TVET as a leading enabler that the economy will rely upon to produce adequate levels of middle level work force needed to drive the economy towards the attainment of the vision goals. The Vision's Medium Term Plan II (2013-2017) envisaged the establishment of a TVET Authority to play a key role towards institutionalisation of quality assurance and accreditation system, monitoring, evaluation and reporting of the TVET system; as well as undertake surveys on employability of TVET graduates in partnership with industry. The MTP III lays great emphasis on quality TVET through the establishment of Institution Based Quality Assurance System (IBQA).

Despite the progress made in enhancing access, retention, quality, completion rates and gender parity in education and training, the TVET sector continues to face many challenges. These include an insufficient number of trainers with the required CBET trainers' competency, limited industry participation and inadequate research support services. Other challenges include poor geographical distribution and location of TVET institutions,

negative perception of TVET, low enrolment for females in Science, Engineering and Technology (SET) related courses and unfriendly environment for people with special needs. Furthermore, there is inadequate funding, low enrolment in TVET institutions due to the high cost of technical training and lack of awareness. The result is that many trainees end up in low-cost alternative programmes whose graduates do not acquire the requisite skills relevant to the world of work.

TVET is expensive and improving quality comes at a price. TVETA's current financing to undertake its broad mandate has until recently only come from Government sources. Whereas TVETA's core funding comes from the Government, recently TVETA has gazetted a service fee structure for services rendered. However, the projected revenue from these service fees will still not be adequate to fully fund TVETA's activities.

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

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

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

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

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

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

### 3 TVETA Strategic Plan

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

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

#### 1.4 Legislation relevant to TVETA

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

The following legislations, among others, provide the legal framework under which TVETA operates:

- The Constitution of Kenya 2010
- Technical and Vocational Education and Training Act, 2013
- The Basic Education Act, 2012
- The Universities Act, 2012
- State Corporations Act, 2012
- Science, Technology and Innovation Act, 2012
- Public Procurement and Asset Disposal Act, 2015;
- Kenya National Qualification Framework Act, 2014
- Kenya National Examination Council Act, 2012
- Public Audit Act 2003
- Public Officer Ethics Act 2003
- Kenya Institute of Curriculum Development Act, 2012
- Industrial Training Act, 2012
- Public Finance Management Act 2015
- Employment Act 2007
- Sessional Paper No. 1 of 2019
- Public Private Partnership Act (2013)

#### 1.5 Rationale and Justification

***The revision of this Strategic Plan comes at a time when the Vision 2030, and the “Big Four” Agenda has placed demands on TVET as the leading engine that the economy must essentially rely upon to produce adequate and skilled middle level human resource required to meet the demands for national development.***

The review is based on the Government’s policy framework and the current national development agenda. It has been formulated through a consultative process under the guidance of the TVETA Board.

The process used in preparing and reviewing the plan was participatory involving, among others staff of TVETA and key stakeholders through consultations, workshops and provision of feedback. In preparation of the Plan reference was made to national, sectoral and institutional frameworks, plans and policies. Key amongst these was the Constitution 2010, Kenya Vision 2030, Second Medium Term Plan (MTP) 2013-2017, Education Sector and Training Plan for MTP III, the Draft National Education Sector Strategic Plan 2018-2022, and Sessional Paper 14 of 2012: A Policy Framework for Education and Training. Further reference was made to the TVET Act, 2013, and TVETA’s Performance Contract for the financial year 2017/2018 which provided

the baseline figures for targets and review of achievements. The review took specifically into account the regional and international context of policies, systems and governance relevant to TVET. These include the Sustainable Development Goals especially goal 4 and 8, African Union TVET Policy, and EAC Common Market Protocol, articles 5 and 102.

Following the promulgation of the Constitution in 2010, vocational education was devolved. The fourth schedule of the constitution shares out the roles between the national and county governments. In the schedule, vocational education is a devolved function while policy, curriculum, examination and quality assurance are national functions.

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

The plan presents an updated Vision and Mission, as well as Strategic Objectives within four Strategic Areas, which set a new strategic direction for the Authority to achieve a competitive market driven TVET system delivering competent workforce for sustainable development. .

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

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

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

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



*TVETA staff facilitating visitor's book signing at the Agricultural Show of Kenya held in Kisumu (ACK Kisumu)*



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

## Chapter 2

### SITUATIONAL ANALYSIS

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

**Table 1: PESTEL Analysis**

Political	Economic
<ul style="list-style-type: none"> <li>1. Political goodwill and prioritization of TVET subsector by the government (V2030 and the Big Four Agenda).</li> <li>2. TVET Policy guided by Sessional Paper on education and training, MTP-III; TVET and other Education Policy reforms ongoing.</li> <li>3. Constitutional requirement for access to equitable, quality and relevant education and training.</li> <li>4. Government's commitment to Development of TVET.</li> <li>5. Devolution- (Counties have some responsibility for VET and should work with TVETA).</li> <li>6. Regional and international TVET Policy initiatives- EAC, AU and SDGs</li> <li>7. Development partners' policies and priorities for TVET.</li> </ul>	<ul style="list-style-type: none"> <li>1. Economic growth prospects (GDP growth 5-6% annually forecasted)</li> <li>2. Skills requirements specifically for the Big Four Agenda and Vision 2030 in general.</li> <li>3. Increased funding requirements of TVET (caused by increased access and introduction of CBET and modernization of TVET).</li> <li>4. Opportunities facilitated by Public Private Partnership Act (2013).</li> <li>5. Gap between political prioritization and actual budget allocation for TVET.</li> <li>6. Sustainable Development Goals 4 and 8 (also relevant for other PESTEL categories).</li> <li>7. Capitation/ Grant for TVET trainees introduced by the national government</li> <li>8. HELB Funding and bursaries available to TVET trainees.</li> </ul>
Social	Technological
<ul style="list-style-type: none"> <li>1. Increasing demand and opportunities for education and training.</li> <li>2. The Bill of Rights and its requirements for provision of relevant skills for decent jobs.</li> <li>3. Increased relevance of self-employment and skills development for job creation and poverty alleviation.</li> <li>4. Limited awareness and negative perception of TVET and its opportunities.</li> <li>5. Increasing demand for provision and access to quality TVET training across the country.</li> <li>6. Need for improved quality of TVET institutions and programs to accompany re-branding of TVET.</li> <li>7. Cultural perception/ stereotyping of some TVET fields based on gender</li> </ul>	<ul style="list-style-type: none"> <li>1. Rapid change in technology and its impact on skills development.</li> <li>2. Technological and skills requirements for development projects.</li> <li>3. Culture of innovation, creativity and continuous improvement.</li> <li>4. Use of ICT in delivery of services.</li> <li>5. Need for continuous improvements in infrastructure of TVET institutions for delivery of CBET</li> <li>6. Use of ICT in education and training e.g smart classrooms.</li> <li>7. Need for open and distance learning in TVET.</li> <li>8. Trend towards adherence to International Quality Standards.</li> </ul>
Environmental	Legal
<ul style="list-style-type: none"> <li>1. Emerging issues in environment such as e-waste management, recycling, climate change needs to be addressed in programs delivered by TVET institutions.</li> <li>2. Sustainable management of environmental resources.</li> <li>3. Inculcation of green TVET values, attitudes in training programmes.</li> <li>4. Inclusion of environmental issues and management in TVET QA Framework.</li> <li>5. Inadequate and/or inappropriate physical facilities in TVET institutions</li> </ul>	<ul style="list-style-type: none"> <li>1. Existence of TVET legal framework</li> <li>2. Established regional and international protocols.</li> <li>3. Fragmented and multiple legislation and policies on TVET governance</li> <li>4. Rigid demarcation in regulation of pre- employment training and industrial training.</li> </ul>

**Table 2: SWOT Analysis**

Strengths	Weaknesses
<ol style="list-style-type: none"> <li>1. TVETA established under an Act of Parliament (TVET Act, 2013), which provides a legal framework.</li> <li>2. TVETA Board in place with relevant and varied experience and competences.</li> <li>3. TVETA can perform core tasks on the basis of a strategic plan.</li> <li>4. Qualified and competent staff</li> <li>5. Mainstreamed Performance Management</li> <li>6. Standards and Guidelines for regulation developed and in use</li> <li>7. Re-categorization of TVETA</li> <li>8. Government budgetary support</li> <li>9. Operational ICT infrastructure</li> </ol>	<ol style="list-style-type: none"> <li>1. Inadequate human resource capacity</li> <li>2. Inadequate funding</li> <li>3. Limited awareness of TVETA and its mandate amongst some stakeholders</li> <li>4. TVETA has limited engagement with private sector/ “world of work”</li> <li>5. Lack of a framework for engagement with institutions under Line-Ministries</li> <li>6. Inadequate publications on TVET</li> </ol>

Opportunities	Threats
<ol style="list-style-type: none"> <li>1. Capacity building of stakeholders</li> <li>2. Benchmarking and adopting examples of good practice on QA through relevant regional and international partnerships</li> <li>3. Willingness of private sector and industry to engage more with TVETA</li> <li>4. Use of technology in government service delivery</li> <li>5. ISO Certification and improved credibility as QA-authority</li> <li>6. Expansion of TVET sector.</li> <li>7. Implementation of education and training reforms</li> <li>8. Development partners support for TVET</li> <li>9. Improvement of career guidance systems and TVET rebranding</li> <li>10. Unaccredited diplomas and certificates in Universities</li> </ol>	<ol style="list-style-type: none"> <li>1. Negative perception of TVET</li> <li>2. Fragmented and multiple policies and legislation, impacting negatively on TVET.</li> <li>3. Possible change of government priorities and funding</li> <li>4. Low prioritization of VET by Counties</li> <li>5. Overlapping mandate with other Government Agencies</li> <li>6. Inadequate enforcement of regulations and standards</li> </ol>



## Chapter 3

# STRATEGIC FRAMEWORK

### **3.1 TVETA's Foundational Messaging Statements**

TVETA's foundational messaging statements consist of the "Purpose-Way-Impact" concept and Core Values.

#### **Vision**

*'A competitive market driven TVET system delivering competent workforce for sustainable development.'*

#### **Mission**

*'To develop a TVET system that meets national needs and aspirations.'*

#### **Impact**

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

#### **Core Values**

1. Integrity
2. Professionalism
3. Accountability
4. Public participation
5. Team work
6. Efficiency
7. Good governance

**Integrity** – Committed to acting in an honest, accountable and transparent manner in all our undertakings.

**Professionalism** – Committed to the highest levels of achievement obtainable through competence

**Accountability** - responsible for decisions and actions, including stewardship of public funds and performance though clarity of responsibilities and roles

**Public Participation** - Ensure timely disclosure and access of adequate information to allow for active Public participation in the Authority's processes, as espoused in the Constitution.

**Teamwork** - Embrace collaboration both within TVETA and with all partners in the provision of services

**Efficiency** – Strive to achieve the highest value of benefit from the deployment of resources

**Good Governance** - Committed to the protection of stakeholders' rights and the enforceability of contracts with service providers.





### 3.2 TVETA Strategic Areas

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

The four Strategic Areas are:

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

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

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

The four strategic areas are outlined below:

- **Quality and Relevance:** This is about the core of TVET delivery, encompassing the setting of standards, regulating, inspecting, registering, licensing and quality assurance of TVET institutions, programmes and trainers, which all form part of the TVET QA- Framework. Quality and relevance also relate to and impacts the management of the TVET system as a whole and the relationships with labour market and stakeholders.
- **Access and Inclusivity:** This encompasses efforts to ensure that all trainees, regardless of origin and status have access to TVET programmes that meet the quality training standards equitably to males, females, marginalized, underprivileged and the PWDs. The strategic area addresses re-branding and promotion of TVET amongst learners and labour market. It also addresses policy and research as well as benchmarking and adopting relevant international examples of good practice. Finally, this area includes the strengthening of TVET providers and trainers, and the relationships with the county governments in relation to TVET development.
- **Governance and Management:** This specifically refers to organizational systems and processes, human resource capacity and technical infrastructure to improve service delivery. The strategic area also addresses how TVETA will contribute to TVET legislation, governance and reforms.
- **Funding and Financing:** The focus is to ensure that there is financial sustainability and continuous effort to source and generate adequate resources for financing TVETA's planned activities and operations. It also addresses the need to diversify the Authority's sources of funding and to engage more with development partners, County Governments, TVET Funding Board and industry on the financing of TVET development. In addition, the area addresses the need for TVETA to strengthen its financial management systems.





### **3.3 TVETA's Strategic Objectives**

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

Quality and Relevance	Access and Inclusivity
<ul style="list-style-type: none"> <li>• To develop, implement and review the TVET QA Framework</li> <li>• To develop comprehensive training standards</li> <li>• To develop and improve the engagement with stakeholders</li> <li>• To improve TVETA's engagement with TVET institutions and other training providers</li> </ul>	<ul style="list-style-type: none"> <li>• To lead in Advocacy, Re-branding and repositioning of TVET</li> <li>• To promote gender equity and equal opportunities in TVET</li> <li>• To promote access and inclusivity in TVET</li> <li>• To conduct and contribute to TVET policy, research, development, and innovative projects</li> <li>• To strengthen the engagement with county governments and other stakeholders on the development of TVET</li> </ul>
Governance and Management	Funding and Financing
<ul style="list-style-type: none"> <li>• To increase and strengthen TVETA's human and organisational capacity</li> <li>• To increase the use of ICT in service delivery and improve records management and access to information.</li> <li>• To participate in TVET legislation and governance reforms</li> <li>• To Institutionalize performance management</li> <li>• Develop Standard Operating Procedures</li> <li>• To integrate national values in service delivery</li> <li>• To strengthen TVETA's corporate governance</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve financial sustainability for TVETA</li> <li>• To strengthen the engagement with government, industry development partners and other stakeholders for contributions to TVET development.</li> </ul>



## Chapter 4

# STRATEGIC AREAS AND IMPLEMENTATION MATRICES

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

### **STRATEGIC AREA 1: QUALITY AND RELEVANCE**

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

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

TVETA has a role to play in strengthening the capacity of TVET providers and trainers. The role of TVETA in TVET trainer development is more clearly defined in the Trainers Qualifications Framework while training providers are guided by the QA framework.

The TVET Trainers Qualifications Framework sets the minimum standards for TVET trainers. TVETA will develop and maintain a register of qualified TVET Trainers and issue the relevant training licenses. This TVET trainers' development program will specifically target increasing the number of qualified TVET trainers as well as to enhance the competences in CBET delivery for new and existing TVET Trainers. The framework will also set standards for mandatory professional development and requirements for maintaining registration as TVET Trainer.

Within this strategic objective the following strategies are defined:

- ***Development of the QA-Framework;*** This includes the following activities: Strengthening the Standards and Compliance Directorate; development of the QA framework; development of QA standards and the development of a framework for standards enforcement and compliance.
- ***Development of QA tools and guidelines;*** This includes the following activities: Development of tools and guidelines for accreditation and inspection of institutions, programs, trainers and managers
- ***Implementation of the QA Framework;*** This includes the following activities: Undertaking the accreditation of institutions, trainers, assessors and verifiers; Undertaking the accreditation of TVET programmes; Undertaking quality audits of TVET institutions; Monitoring training delivery; Enforcing of measures as defined in the QA Framework; Training of TVETA staff and internal quality assurance officers in TVET institutions; Recruitment and training of monitors and evaluators.
- ***Review the QA Framework;*** Activities include: Review QA framework; Review QA standards; Review tools and guidelines; Review the implementation process of the QA Framework
- ***Advise on the schemes of service of TVET trainers;*** This includes the following activity: Advise the government, Governing Councils and Boards of Governors on the schemes of services of TVET trainers.

#### ***Strategic Objective 2: To develop comprehensive training standards***

The adoption of CBET as the guiding principle for Kenya's TVET system requires that stakeholders should work collaboratively to develop and implement CBET. TVETA shall develop the training standards and guidelines for CBET implementation. The standards and guidelines shall be presented to all stakeholders for endorsement and adoption. TVETA shall also strengthen its role in regulating the process of CBET curricula development, delivery and assessment.

Within this strategic objective the following strategies are defined:

- Identification and development of training standards and guidelines for TVET sector.
- Dissemination of training standards and guidelines to ensure compliance
- Periodic reviews of training standards to address emerging issues and trends

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

TVETA's engagement with other MDAs, the private sector and other stakeholders has improved but more needs to be done in terms of availing resources and development of an engagement framework.

In order to improve on delivery of training, TVETA will continue to enhance its efforts to engage with all stakeholders through a collaborative dialogue.

Within this strategic objective the following strategies are defined:

- ***Improve TVET planning through use of labour market information;*** Activities include: development of a framework for collaboration with stakeholders in charge of labour market information; Training of staff in accessing and analysing labour market information
- ***Enhance the relevance of TVET through development of standards on entrepreneurial education models;*** Activities include the training of TVETA staff.

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

TVET institutions are the primary clientele of the Authority. They comprise National Polytechnics, TVCs, and VTCS both public and private. It is important to demystify TVETA's role and ensure consensus on quality of training, compliance to standards and capture feedback relating to their needs and challenges. TVETA shall endeavor to strengthen engagement with the training institutions through outreach services and stakeholder forums.

Within this area, the following strategies are defined;

- Share knowledge through regional outreach forums targeting TVET providers;
- TVET skills show and conferences;

<b>Strategic Area : Quality and Relevance</b>					
Strategies	Activities	Output	Performance indicators	Target and timeframe	Responsibility
<b>Strategic objectives: SO1: To develop, implement and review the TVET QA Framework</b>					
S1.1: To develop the QA Framework	Develop and implement QA framework	QA framework developed and implemented	% QA framework developed % QA framework implemented	<ul style="list-style-type: none"> <li>• QA framework adopted by 2018</li> <li>• 100% QAF implemented by 2022</li> </ul>	Director S&C
	Develop QA standards	QA Standards Developed	No. of QA Standards developed	Minimum 4 standards annually	Director S&C
S1.2 To develop QA tools and guidelines	Develop Tools and Procedures for standards enforcement and compliance	Tools and Procedures for standards enforcement and compliance developed	No. tools and procedures developed	1 Tool and Procedures adopted by 2019	Director S&C
	Develop tools and guidelines for accreditation of institutions and programmes	Tool and guidelines for accreditation of institutions developed	No. of tools and guidelines developed	1 tool developed by 2018	Director S&C
	Develop tool and guidelines for accreditation of trainers, assessors and verifiers	Tool and guidelines for accreditation Trainers, assessors and Verifiers developed	No. of tools and guidelines developed	1 tool developed by 2019	Director S&C
	Develop tool and guidelines for accreditation of managers	Tool and guidelines for accreditation of managers developed	No. of tools and guidelines developed	1 tool developed by 2019	Director S&C
S1.3: To implement the QA Framework	Undertake accreditation of institutions	Institutions Accredited	No. of institutions accredited	500 annually	Director Accreditation
	Undertake accreditation of trainers	Trainers Accredited	No. of trainers accredited	<ul style="list-style-type: none"> <li>• 2000 trainers</li> </ul>	DG, Director Accreditation
	Undertake accreditation of TVET programmes	TVET programmes Accredited	No. of TVET programmes accredited	2,500 programmes annually	Director Accreditation
	Undertake quality audit of TVET institutions	TVET institutions Quality audited	No of TVET institutions audited	<ul style="list-style-type: none"> <li>• 300 in 2018/19</li> <li>• 400 Institutions annually</li> </ul>	DG and Director S&C
	Recruit and train monitors and evaluators	Monitors and evaluators recruited and trained	No. of monitors and evaluators recruited and trained	300 by 2019	Board, DG and Director S&C
S1.4: To Review the QA Framework	Review QA framework	QA framework reviewed	% QA framework reviewed	<ul style="list-style-type: none"> <li>• First review by 2020</li> <li>• Next review as need arises</li> </ul>	Director S&C
	Review QA standards	QA standards reviewed	% QA standards reviewed	<ul style="list-style-type: none"> <li>• First review by 2020</li> <li>• Next review as need arises</li> </ul>	Dir. S&C
	Review tools and guidelines	Tools and guidelines reviewed	% Tools and guidelines reviewed	<ul style="list-style-type: none"> <li>• First review by 2020</li> <li>• Next review as need arises</li> </ul>	DG & Dir S&C
	Review QA framework implementation process	QA framework implementation process reviewed	% QA framework implementation process reviewed	<ul style="list-style-type: none"> <li>• First review by 2020</li> <li>• Next review as need arises</li> </ul>	DG and Director S&C

## Strategic Area : Quality and Relevance

Strategies	Activities	Output	Performance indicators	Target and timeframe	Responsibility
S1.5: To advise on the schemes of service for TVET trainers.	Advise the Government, Governing Councils and Boards of Governors on the schemes of services for TVET trainers	Schemes of service advisories issued	No. of advisories issued on schemes of services	One in 2019 and 2022	Board, DG and Dir PR&D

### Strategic objectives: SO2: To develop comprehensive training standards

S2.1 Identification and development of training standards and guidelines for TVET sector	Identify sectors and areas for development of training standards	Sectors and areas identified	No. of sectors and areas identified	25 sectors identified by 2022	Director S&C
	Develop training standards and guidelines for TVET	Training standards and guidelines for TVET developed	No of training standards and guidelines for TVET developed	4 standards annually from 2019	Director S&C
S2.2 Dissemination of training standards and guidelines to ensure compliance	Disseminate training standards through outreach forums	Training standards disseminated	<ul style="list-style-type: none"> <li>• No. of training standards disseminated</li> <li>• No. of outreach fora held</li> </ul>	<ul style="list-style-type: none"> <li>• 5 training standards disseminated annually</li> <li>• 6 outreach fora organized annually</li> </ul>	Director A& O and Director S&C
S2.3 Periodic reviews of training standards to address emerging issues and trends	Review training standards and guidelines	Training standards and guidelines reviewed	No of trainings standards and guidelines reviewed	5 annually from 2020	Director S&C

### Strategic objectives: SO3: To develop and improve the engagement with stakeholders

S3.1: Improve TVET planning through use of labour market information	Develop and implement a framework for collaboration with labour market stakeholders in charge of labour market information	Framework for collaboration with labour market stakeholders developed and implemented	% framework developed and implemented	<ul style="list-style-type: none"> <li>• 50% developed by 2020</li> <li>• 100% developed by 2021</li> </ul>	Dir SPR&D
	Train staff in accessing and analysing labour market information	Staff trained in accessing and analysing labour market information	No. of staff trained in accessing and analysing labour market information	7 staff trained by 2021	HRM
S3.2 Enhance the relevance of TVET through development of standards on entrepreneurial education models	Train staff on entrepreneurial educational models	Staff trained on entrepreneurial educational models	No. of staff trained on entrepreneurial educational models	6 staff by 2018	HRM
	Develop standards on entrepreneurial education models in TVET institutions	Standards on Entrepreneurial education models developed	% standards on entrepreneurial education models developed	100% by 2020	Dir S&C

### Strategic objectives: SO4: To improve TVETA's engagement with TVET institutions and other training providers

S4.1 Share knowledge through regional outreach forums targeting TVET providers	Develop training manuals	Training manuals developed	No. of training manuals developed	2 training manuals developed annually from 2019	Director A&O
	Organize six regional outreach forums	Six regional forums conducted	No. regional forums conducted	Minimum of 6 outreach forums annually	Director A&O
S4.2 TVET skills show and conferences	Organize the TVET skills show and conference	TVET Skills show	No of skill shows	1 skill show biennially	Director A&O,
		TVET conference	No. TVET Conference	1 TVET Conference by 2022	Director SPR&D



## STRATEGIC AREA 2: ACCESS AND INCLUSIVITY

### ***Strategic objective 1: To lead in Advocacy, Re-branding and repositioning of TVET***

In order to increase access and inclusivity in TVET it will be necessary to strengthen career guidance and counseling in primary and secondary schools in order to inform prospective students/trainees and parents/guardians about the opportunities in TVET. While career guidance and counseling is part of the education system, it tends to be biased towards university education, resulting from limited awareness among career and study counselors. TVETA will engage in advocacy, rebranding and repositioning of TVET in order to ensure wider access and inclusivity.

TVETA shall continue to work with the development partners and other stakeholders on various undertakings to improve training systems and career counseling.

To rebrand TVET and improve public perception, TVETA will conduct well-designed awareness campaigns to publicize and actively market TVET through various media outlets

Within this strategic objective the following strategies are defined:

- ***To improve collaborations and partnerships;*** This includes the following activities: Establishing and participating in collaborations and partnerships focusing on Education and TVET access and equity; Organising and participating in TVET awareness campaigns and events.
- ***To strengthen TVET career guidance and counselling;*** This includes the following activities: Collaborate with other stakeholders in promoting TVET career guidance and counselling in primary and secondary schools; Enhance TVETA's public relations and outreach activities. This includes the following activities: strengthening TVETA's corporate communication and outreach services; Develop, implement and review TVETA's communications strategy

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

In the context of national education policy to promote gender equity and equal opportunities for other traditionally disadvantaged groups, there is a need for TVETA to promote national gender policy. These will specifically ensure more balanced enrolment in TVET institutions and across programs.

TVETA will identify under-represented groups, , and provide policy advisories on increased access to TVET institutions and programs by these groups;

Within this strategic objective the following strategies are defined:

- ***To promote gender equity in TVET;*** Activities include advocating gender balance across institutions and programs; and to advocate gender friendly learning environments
- ***To promote equal opportunities in TVET;*** to advocate policies that promote enrolment of disadvantaged groups in TVET.

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

Within this strategic objective the following strategy is defined:

- ***To advocate increased provision and access to training facilities to suit special needs groups;*** This includes the following activities: Promote provision of and access to TVET special needs institutions; Facilitate capacity development of trainers in TVET special needs institutions; Conduct survey on SNE in TVET.

#### ***Strategic objective 4: To conduct and contribute to TVET policy, research, development, and innovative projects***

TVET Authority, will continue to contribute to TVET Policy reforms and other education reforms, which will be impacting TVET. Furthermore, it is assumed that at least one review of the TVET legislation and TVET Policy will take place during the lifespan of this strategic plan. TVETA will continue to pursue to take initiatives towards harmonizing the different laws and policies governing the TVET-sector.

In order to contribute meaningfully to these reforms, TVETA will have to increase its Research and Development capacity to conduct relevant research with stakeholders. The Authority shall also endeavor to publish its research findings.

Within this strategic objective the following strategies are defined:

- ***Establish a committee for research;*** This includes the following activity: Establish committee for policy, research and development.
- ***To advise on TVET policy and strategy issues;*** This includes the following activities: Advise the MoE on TVET policy and strategies; Determine the national TVET objectives;
- ***To coordinate, conduct and participate in TVET research;*** This includes the following activities: Conduct research on TVET; promote joint research projects with TVET institutions and other stakeholders; disseminate research findings through workshops and publications.
- ***To initiate and engage in projects promoting innovation and development in TVET;*** This includes the following activities: Initiate and engage in innovative projects; Promote green technology and environmental friendly initiatives in TVET; Promote documentation and utilisation of indigenous knowledge and skills in TVET.

#### ***Strategic objective 5: To strengthen the engagement with county governments and other stakeholders on the development of TVET***

In the spirit of sharing and devolution of power as enshrined in our national values and principles of governance, TVETA shall closely work with the county governments to strengthen VET. This engagement will focus on strengthening the capacity of counties to prioritize VET in their development strategies and budgetary allocation.

Within this strategic objective the following strategy is defined:

- ***To enhance the capacity of the county governments' in TVET development;*** This includes the following activities: Hold consultative meetings with county governments on VET; Strengthen the capacity of county government VET officers

<b>Strategic Area: Access and Inclusivity</b>					
Strategies	Activities	Output	Performance indicators	Target and timeframe	Responsibility
<b>Strategic objectives: SO 1: To lead in Advocacy, Re-branding and repositioning of TVET</b>					
S1.1 Improve Collaborations and partnerships	Establish collaborations and partnerships focusing on access and equity in TVET	Collaborations established	No. of collaborations established	2 new collaborations annually	Director A&O
	Organise and participate in TVET awareness campaigns	Awareness campaigns and events organised and participated in	No. of campaigns activities organized	5 campaigns annually	Director A&O
	Develop and implement a communication strategy	Communication Strategy developed and implemented	% completion of the communication strategy	100% complete communication strategy by 2019	Corporate Communication
S1.2 To strengthen TVET career guidance and counselling	Collaborate with other stakeholders in promoting TVET career guidance and counselling in primary and secondary schools	<ul style="list-style-type: none"> <li>• Develop a career guidance and counselling manual</li> <li>• Career guidance and counselling</li> </ul>	<ul style="list-style-type: none"> <li>• % completion of career guidance and counselling manual</li> <li>• No. of career guidance activities</li> </ul>	<ul style="list-style-type: none"> <li>• 100% by 2019</li> <li>• 20 activities by 2022</li> </ul>	Director A&O
<b>Strategic objectives: SO2: To promote gender equity and equal opportunities in TVET</b>					
S2.1: Promote gender equity in TVET	Conduct a baseline survey on gender parity, underprivileged and PWDs in TVET enrolment	<ul style="list-style-type: none"> <li>• Baseline survey conducted</li> <li>• Policy advisory to the Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>• % completion baseline survey report</li> <li>• 1 policy advisory</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline study conducted by 2019</li> <li>• 1 advisory by 2022</li> </ul>	Director SPR&D
<b>Strategic Objective: SO3 To promote access and inclusivity of TVET</b>					
S3.1: Advocate increased provision and access to training facilities for special needs	Promote provision of and access to TVET special needs institutions	Advocacy on provision and access to TVET Special Needs Education carried out	No. of Advocacies on TVET SNE	3 advocacies annually from 2020	Director A&O
	Conduct survey on SNE in TVET	Survey on SNE conducted	SNE Survey report	SNE Survey by 2020	Director SPR&D
<b>Strategic Objective: SO4: To conduct and contribute to TVET policy, research, development, and innovative projects</b>					
S4.1: Establish committee for research	Establish committee for research and development	Committee established	Technical committee in place	Technical committee in place by 2019	Board, DG, Dir SPR&D
S4.2 Advise on TVET policy and strategy issues.	Advise the MoE on TVET policy and strategies	Policy advisories issued to MoE	No. of advisories issued	Once annually	DG and Dir SPR& D
S4.3: To coordinate, conduct and participate in TVET research	Conduct research on TVET	TVET research conducted	No. of TVET research projects	2 per year	Dir SPR& D
	Promote joint research projects with TVET institutions and other stakeholders	Joint TVET research projects promoted	No. of joint TVET research projects	1 biennially	Dir SPR& D
	Disseminate research findings through workshops and publications	Research findings disseminated	No. of research findings Dissemination workshops	2 annually	Dir SPR& D
S4.4: To initiate and engage in projects promoting innovation and development in TVET	Initiate and engage in innovation projects	Innovation projects initiated and engaged in	No of projects initiated	2 per year	Dir SPR& D
	Promote green technology and environment friendly initiatives in TVET	Sensitization fora on promotion of Green technology and	No of fora	6 per year	Dir SPR& D

## Strategic Area: Access and Inclusivity

Strategies	Activities	Output	Performance indicators	Target and timeframe	Responsibility
S5.1: To enhance the capacity of county governments in VET development		environmentally friendly initiatives			
	Promote documentation and utilisation of indigenous knowledge and skills in TVET	Indigenous knowledge and skills documented	No of indigenous skills documented	2 per year	Dir SPR& D
<b>Strategic Objective: SO5: To strengthen the engagement with county governments and other stakeholders on the development of VET</b>					
S5.1: To enhance the capacity of county governments in VET development	Hold consultative meetings with county governments on VET	Consultative meetings held	No of consultative meetings held	1 per year	Director A & O
	Strengthen the capacity of county government VET officers	Capacity of VET officers strengthened	No of VET officers capacity built	100 per year	Director A & O



1. Trainees in an applied science class

2. Engineering trainees operating a machine during a class session

3. Graphic Design trainees in a modern computer lab

4. Technical trainer demonstrating to trainees

### STRATEGIC AREA 3: GOVERNANCE AND MANAGEMENT

#### ***Strategic Objective 1: To increase and strengthen TVETA's human and organizational capacity***

One of the main areas of concern within TVETA is the human resource capacity. The issues are mainly in the areas of staff numbers and the need to increase the skills and knowledge of TVETA staff.

TVETA will strive to attract and retain the required and competent staff in order to achieve optimum staffing levels. The Authority will also build capacity in order to enhance staff skills to perform their jobs effectively.

TVETA has acquired more spacious office space and procured office equipment. To increase efficiency in operations and service delivery, TVETA plans to automate most of its activities.

Within this strategic objective the following strategies are defined:

- **Increasing and strengthening TVETA's human resource capacity:** Activities include: Recruit staff for all approved positions; Review and implement TVETA's HR Policies and Manual, develop HR development plan
- **Strengthening TVETA's organisational capacity:** Activities include: Strengthening the Corporate Services Directorate; developing and implementing risk management framework; develop and implement internal audit framework; Improving and implementing M&E framework and tools; Develop institutional policies;
- **Enhancing TVETA's governance and organisational structure:** Activities include: Developing TVETA Board charter, Reviewing TVETA's governance and organisational structure;
- **Increasing TVETA's office infrastructure:** Activities include: Securing adequate office space and facilities; Securing adequate office equipment and consumables; procuring required vehicles; Complying with occupational health and safety rules and regulations
- **Enhancing TVETA's service delivery:** Activities include: Automating TVETA services, the establishment of at least 3 regional offices (North Rift, Coastal, Upper Eastern); Review and implement the Service Charter; Developing Standard Operating Procedures; Implementing SOP Manuals; Achieve relevant ISO Certification;

#### ***Strategic Objective 2: To enhance the use of ICT in service delivery and improve records management and access to information***

Currently TVETA lacks online MIS or service portal for its clients. However, there is a website in place presenting the key issues, with downloads for the public. TVETA will develop and implement an online Management Information System, supported by a web-based user interface to support the core processes. In addition, the management of records in TVETA requires improvement in its systems, procedures and practices with a view to promoting access to information.

Within this strategic objective the following strategies are defined:

- **Enhancing the use of ICT in office operations and processes:** Activities include the development and implementation of an ICT-policy, ICT strategy and the enhancement of ICT-infrastructure and security;
- **Development and implementation of an online registration portal;** Activities include: The Design and development of the portal; Roll-out the portal; Reviewing the portal and develop a collaboration framework with Ministry of Labour for linking the portal with Labour market information system (LMIS);
- **Development of an online customer service portal:** Activities include: Design and develop an online customer service portal; Link service portal with relevant components of MIS; Roll-out of service portal to the public; Review the service portal;
- **Improve systems in records creation, use, maintenance and disposal;** the activities include; formulate and implement a records management policy, establish file tracking procedures, streamline mail management procedures, develop and implement records retention and disposal schedules, undertake storage and preservation of records, develop and implement an archives management programme, develop and implement a vital records management programme and develop and implement a disaster management plan.
- **Improve access to information; the activities include;** review of file classification scheme, develop and share a database for institutions file and prepare access to information procedures.

#### ***Strategic objective 3: To participate in TVET legislation and governance reforms***

The TVET system has been undergoing reforms, many of which started in 2012 with revised policy papers and the TVET Act, 2013. Implementation of the policies has had its fair share of challenges and lessons. Therefore, there is likely to be a review of the reforms along with the policies and legislation in the coming years. At organizational level, the Authority shall endeavor to establish systems for service delivery and compliance with provisions of the law.

Within this strategic objective the following strategies are defined:

- ***Contributing to TVET legislation and governance reforms;*** Activities include: Stakeholder consultations, contribute to TVET legislation reforms through advisories to the MoE; Contribute to TVET governance reforms
- ***Mainstream performance management;*** Activities include; performance contracting, performance appraisal for all staff and strategic planning
- ***Integrate national values in service delivery;*** Activities include; review of TVETA specific code of conduct, develop a corruption prevention plan, sensitize staff and Board on national values
- ***Strengthen procurement function:*** Activities include; developing a procurement policy, establishing e-procurement

<b>Strategic Area: Governance and Management</b>					
Strategies	Activities	Output	Performance indicators	Target and timeframe	Responsibility
<b>Strategic objectives: SO 1: To increase and strengthen TVETA's human and organizational capacity</b>					
S1.1: To strengthen TVETA's human resource capacity	Recruit staff for the Authority	Staff recruited	% of staff recruited	50% of approved establishment by 2022	DG & Board
	Review TVETA's HR Policies and Manual	Reviewed HR Policy and Manual	HR Policy and Manual reviewed	Approved HR Policy and manual in place by 2019	Director Corporate services, Board
	Develop and implement Human Resource Development Plan	<ul style="list-style-type: none"> <li>• HRD Plan Developed</li> <li>• HRD Plan implemented</li> </ul>	<ul style="list-style-type: none"> <li>• No of TNAs</li> <li>• HRD Plan</li> <li>• % of staff capacity built</li> </ul>	<ul style="list-style-type: none"> <li>• 1 TNA biennially</li> <li>• 100% completion of HRD plan by 2019</li> <li>• 75% of staff capacity built biennially</li> </ul>	Director Corporate services, Board
S1.2: To strengthen TVETA's organisational capacity	Develop and implement risk management framework	<ul style="list-style-type: none"> <li>• Risk Management Framework developed</li> <li>• Risk Management Framework implemented</li> </ul>	<ul style="list-style-type: none"> <li>• A Risk Management framework in place</li> <li>• % of compliance to risk management framework</li> </ul>	<ul style="list-style-type: none"> <li>• One Risk Management framework in place by 2019</li> <li>• 100% compliance by 2022</li> </ul>	Director SPR & D
	Develop and implement internal audit framework	<ul style="list-style-type: none"> <li>• Internal Audit Framework developed</li> <li>• Internal Audit Framework implemented</li> </ul>	<ul style="list-style-type: none"> <li>• An Internal Audit framework in place</li> <li>• % of compliance to internal audit framework</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Audit framework in place by 2018</li> <li>• 100% compliance by 2019</li> </ul>	Internal Auditor
	Develop and implement M&E framework	<ul style="list-style-type: none"> <li>• M&amp;E framework developed</li> <li>• M&amp;E Framework implemented</li> </ul>	<ul style="list-style-type: none"> <li>• M&amp;E framework in place</li> <li>• % compliance to M&amp;E framework</li> </ul>	<ul style="list-style-type: none"> <li>• One M&amp;E framework in place by 2019</li> <li>• 100% compliance by 2020</li> </ul>	Director SPR & D
	Develop and review institutional policies	<ul style="list-style-type: none"> <li>• Gender mainstreaming policy</li> <li>• HIV/AIDS policy</li> <li>• Disability mainstreaming policy</li> <li>• Alcohol, Drug and Substance Abuse policy</li> <li>• Research policy</li> </ul>	No of Policies developed	5 policies by 2020	Director SPR & D
L.3: To enhance TVETA's governance and organisational structure	Develop a Board Charter	TVETA Board Charter developed	A Board Charter	One Board Charter by 2019	DG, Legal Officer and Board
	Review the organizational structure	Organizational Structure reviewed	A reviewed organizational structure	One reviewed organizational structure by 2019	
S1.4: To increase TVETA's office infrastructure	Secure adequate office space and facilities (central and regional offices)	Adequate office space and facilities secured	% of adequate office space and facilities secured	<ul style="list-style-type: none"> <li>• 50% secured by (2018) and</li> <li>• 100% secured by (2020)</li> </ul>	DG and Board
	Secure adequate office equipment	Adequate office equipment secured	% of office equipment secured	<ul style="list-style-type: none"> <li>• 50% secured by (2018) and</li> <li>• 100% secured by (2020)</li> </ul>	Director Corporate services

## Strategic Area: Governance and Management

Strategies	Activities	Output	Performance indicators	Target and timeframe	Responsibility
	Procure office vehicle	Office vehicle procured	No of office vehicles procured	1 vehicle by 2022	Director Corporate services
	Comply with occupational health and safety rules and regulations	Occupational health and safety rules and regulations complied with	% compliance	100% compliance by 2019	Director Corporate services
S1.5: To enhance TVETA's service delivery	Establish at least 3 regional offices (North Rift, Coastal, Upper Eastern)	Regional offices established	No. of regional offices established	3 regional office established by 2022	DG and Board
	Review and implement Service Charter	Service charter reviewed and implemented	% review and implementation	100% by 2019	DG, Director Corporate Services and Board
	Achieve relevant ISO Certification	ISO Certification	% achievement towards ISO certification	100% achievement of ISO certification by 2020	DG and Board
<b>Strategic Objective: SO2: To enhance the use of ICT in service delivery and office operations</b>					
S2.1: To enhance the use of ICT in office operations and processes	Develop an ICT-policy and strategy	ICT Policy and strategy developed	1 ICT Policy and strategy developed	ICT Policy and Strategy in place by 2018	Director Corporate services
	Implement ICT-policy	ICT Policy and strategy implemented	ICT Policy and strategy implemented 100%	100% implementation by 2022	Director Corporate services
	Enhance ICT-infrastructure and ICT-security	ICT-infrastructure and security enhanced	ICT-infrastructure and security in place	<ul style="list-style-type: none"> <li>• 50% of ICT-infrastructure in place by 2019 and 100% by 2022</li> <li>• ICT-security in place by 2019</li> </ul>	Director Corporate services
S2.2: To develop and implement an online registration portal	Design and develop an online registration portal	Portal designed and developed	% design and development	100% by 2019	Director Corporate services
	Roll-out the portal	Portal rolled out	% roll-out	100% by 2019	Director Corporate services
	Develop a collaboration framework for linking the portal with Labour market information system (LMIS)	Collaboration framework developed	A collaboration framework	One collaboration framework by 2020	Director A&O
S2.3: To develop an online customer service portal	Design and develop an online customer service portal	Customer service portal designed and developed	A Customer service portal Designed and developed	Customer service portal in operation by 2021	Director Corporate services
	Link service portal with relevant components of MIS	Customer Service portal linked with MIS	100% Linkage of customer service portal and MIS	Linkage of customer service portal and MIS in place by 2022	Director Corporate services
	Roll-out of service portal to the public	Customer Service portal rolled-out	% of roll-out of customer service portal	100% roll-out by 2022	Director Corporate services
2.4 Improve records management systems	Formulate and implement a records management policy	A records management policy	One RM policy	RM policy in place by 2019	Director Corporate Services
	Establish file tracking System	File tracking tools	No. of file tracking tools	5 File tracking tools in place by 2019	Director Corporate Services
	Develop a mail management procedures	A mail management procedure	% completion of mail management procedures	100% Mail management procedure in place by 2019	Director Corporate Services

## Strategic Area: Governance and Management

Strategies	Activities	Output	Performance indicators	Target and timeframe	Responsibility
	Develop and implement records retention and disposal schedules	Records retention and disposal schedules developed	No. of records retention and disposal schedules in place	1 records retention and disposal schedule by 2019	Director Corporate Services
	Undertake storage and preservation of records	Modern records storage equipment put in place	No. of bulk filers	1 bulk filers per year from 2019	Director Corporate Services
	Develop and implement archives management programmes	An Archives management programme developed	% completion of Archives management programme	100% Archives management programme by 2022	Director Corporate Services
	Develop and implement a vital records management programme	A vital records management programme developed and implemented	% completion of vital records management programme	100% vital records management programme developed by 2022	Director Corporate Services
	Develop and implement a disaster management plan	A disaster management plan developed	% completion of disaster management plan	A disaster management plan by 2022	Director Corporate Services
<b>Strategic Objective: SO3: To participate in TVET legislation and governance reforms</b>					
S3.1: To contribute to TVET legislation and governance reforms	Undertake stakeholder consultations	Stakeholder fora	No of Stakeholder fora	2 annually	DG and Board
	Prepare advisories to MoE	Advisories	No of advisories	2 advisories annually	Director SPR&D
	Sensitize stakeholders	Sensitization fora	No of sensitization fora	6 annually	Director A&O
S3.2: Mainstream performance management	Performance contracting	Signed performance contracts	A performance contract	One PC annually	Board, DG, Director SPR & D
	Performance appraisal for all staff	Appraisal of staff	% staff on appraisal	100% appraisal annually	DG, Director Corporate Services
	Strategic planning	Strategic plan	A strategic plan	<ul style="list-style-type: none"> <li>• One strategic plan by 2018</li> <li>• Annual work plans from 2019</li> </ul>	DG, Director SPR & D
S3.3: Integrate national values in service delivery	Develop and review a corruption prevention plan	Corruption prevention plan developed	A Corruption prevention plan	One Corruption prevention plan by 2019	DG, Legal Officer
	Sensitize staff and Board on national values	Staff and Board sensitized	No of staff and Board members sensitized	30 staff sensitized annually	DG, Legal Officer
S3.4: Strengthen procurement function	Develop and Implement procurement policy	Procurement policy developed	An operational procurement policy	1 Procurement policy developed by Sept 2019	Supply Chain Management
	Develop and Implement e-procurement	Digitized procurement function	A digitized procurement system	Digitized procurement system by 2020	Supply Chain management
	Update vendor database	Updated vendor database	List of updated vendors	Once every 2 years from 2018	Supply Chain management

## STRATEGIC AREA 4: FUNDING AND FINANCING

### ***Strategic objective 1: To achieve financial sustainability for TVETA***

TVETA receives budget allocation from the national treasury every financial year through recurrent budget. The Authority also mobilizes funds through its various activities and receives donor support from development partners. The Authority intends to lobby through the MTEF to increase allocation of Kshs.240 million in 2018/19 to Kshs 447 Million in FY 2021/2022 for implementation of the Strategic Plan.

The projected annual revenue from service charges is approximately 25 million. These additional resources will be used for enhanced service delivery.

In order to mobilize more financial resources, it will be necessary to develop and/or to become engaged in more public-private partnerships (PPPs). PPPs are effective mechanisms for funding development projects. The Government has adopted the PPP strategy and enacted the PPP legislation which is expected to strengthen the legal framework for public and private sector partnerships in investment and funding of programmes. The Authority will collaborate closely with private sector and other public institutions in the development of relevant PPPs.

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

Within this strategic objective the following strategies are defined:

- ***To increase funding according to the approved Strategic Plan;*** This includes the following activity: Lobby with government and development partners to increase the budget allocation according to the strategic plan adopted by the Board.
- ***To Mobilize Resources by charging fees for services rendered;*** This includes the following activities: Enhance fees collection; Charge and collect fees according to gazette notice of fees for services rendered.
- ***To mobilize financial resources through development of project proposals;*** This includes the following activities: Train TVETA staff in proposal writing; Develop relevant project proposals.

### ***Strategic objective 2: To strengthen the engagement with government, industry, development partners and other stakeholders for contributions to TVET development.***

As mentioned, there is renewed momentum from development partners for TVET and other skills development/youth employment programs in Kenya. Funding includes projects from international development partners. TVETA itself is currently receiving direct support through projects funded by the international development partners

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

Within this strategic objective the following strategies are defined:

- **To strengthen the engagement with industry, for contributions to TVET development;** This includes the following activities: Organize joint events with the industry to identify areas of collaboration and support; Develop mechanisms for industry contributions.
- **To develop engagement with the Government for contributions to TVET development;** This includes the following activities: Hold consultative meetings with MDAs for contributions to TVET development and implementation, contribute to proposals on TVET funding mechanisms; Identify priority areas in TVET for funding.
- **To strengthen the engagement with development partners for contributions to TVET development;** This includes the following activities: Hold consultative meetings with development partners on TVET development; Contribute to proposals on TVET funding mechanisms; Identify priority areas in TVET for funding

### ***Strategic objective 3: To strengthen TVETA's financial management systems***

TVETA will be strengthening its Financing and Accounting function as a result from increased budget responsibility.

Within this strategic objective the following strategy is defined:

- **To strengthen financial management systems to meet the requirements resulting from increased budget responsibilities;** This includes the following activities: Review the finance and accounting systems; Introduce automated finance and accounting systems; Comply with PFM Act and Treasury Circulars; Comply with government procurement regulations.

Strategic Area: Funding and Finance					
Strategies	Activities	Output	Performance indicators	Target and timeframe	Responsibility
<b>Strategic objectives: SO 1: To achieve financial sustainability for TVETA</b>					
S1.1: To increase funding according to the approved Strategic plan	Lobby with government and development partners to increase the budget allocation	Increased budget allocation	% increase in budget Allocation	20% increase annually	DG and Board
S1.2: To Mobilize Resources by charging fees for services rendered	Charge and collect fees according to gazetted notice of fees for services rendered	Fee collection enhanced Service fees collected	Amount of fees collected	20 million (2018), increasing by 5 million annually	Director Corporate Services
S1.3: To mobilize financial resources through development of project proposals	Train TVETA staff in proposal writing	Staff trained in proposal writing	No of staff trained	15 staff trained by 2018	DG, Director SPR&D, all Directorates
	Develop relevant project proposals	Project proposals developed	No of project proposals developed	5 proposals submitted annually	All Directors
<b>Strategic Objective: SO2: To strengthen the engagement with government, industry, development partners and other stakeholders for contributions to TVET development</b>					
S2.1: To strengthen the engagement with industry for contributions to TVET development	Organize joint events with the industry to identify areas of collaboration and support	Joint events with industry organized	No of joint events with industry	1 biennially	DG, Director SPR&D
	Develop mechanisms for industry contributions	Mechanisms for industry contributions developed	A mechanism for industry contributions	One mechanism in place by 2021	Director A&O
S2.2: To develop engagement with the MDAs and other stakeholders for contributions to TVET development	Hold consultative meetings with MDAs	Consultative meetings held	No of consultative meetings	4 consultative meetings by 2022	DG, Director A & O
	Contribute to proposals on TVET funding mechanisms	Funding mechanisms proposed	A funding mechanism in place	One funding mechanism in place by 2020	Director Corporate Services
	Identify priority areas in TVET for funding	Priority areas identified	No of priority areas	2 priority areas per year (from 2019)	DG, Director SPR&D
<b>Strategic Objective: SO3: To strengthen the engagement with county governments on the funding of TVET</b>					
S3.1: To increase the awareness of the county governments' responsibility on TVET Funding	Hold consultative meetings with county governments on TVET funding	Consultative meetings held	No of consultative meetings	2 meetings per year	Director A&O
	Lobby county governments to allocate more resources to TVET	Advocacy campaigns	No of advocacy campaigns	2 advocacy campaigns per year	Director A&O
<b>Strategic Objective: SO4: To strengthen TVETA's financial management systems</b>					
S4.1: To strengthen financial management systems to meet	Review the Finance Management Manual	Finance management manual reviewed	A revised finance management manual	One revised manual by 2020	Director Corporate Services

## Strategic Area: Funding and Finance

Strategies	Activities	Output	Performance indicators	Target and timeframe	Responsibility
the requirements resulting from increased budget responsibilities	Introduce automated finance and accounting systems	Automated finance and accounting systems introduced	ERP in place	ERP by 2019	Director Corporate Services
	Comply with PFM Act and Treasury Circulars	Compliance with PFM Act and Treasury Circulars	Unqualified audit report	Unqualified audit report (annually)	Director Corporate Services
	Comply with government procurement regulations	Compliance with government procurement regulations	Unqualified audit report	Unqualified audit report (annually)	Director Corporate Services

## Chapter 5

# ORGANISATIONAL STRUCTURE

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

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

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

TVETA has four Directorates:

### **1. Directorate of Standards Development, Compliance and Enforcement**

The core mandate of this Directorate is to establish standards and benchmarks for training, inspect institutions to ascertain compliance with set standards and recommend curriculum review.

The functions of the Directorate are to:-

- (i) Establish standards for training;
- (ii) Categorize and schedule institutions for standards compliance assessments;
- (iii) Inspect institutions for compliance with set TVETA standards and guidelines;
- (iv) Co-ordinate evaluation of standards compliance assessment reports;
- (v) Liaise with National and County Governments on compliance with TVETA standards;
- (vi) Co-ordinate field offices and liaise with field officers on mapping of TVET institutions;
- (vii) Monitor advertisement by TVET institutions in print and electronic media for enforcement and compliance with standards;
- (viii) Update TVET database for standards compliance;
- (ix) Enforce industrial attachment and internship policies as per the TVET Act, 2013;
- (x) Advise on the development of schemes of service for trainers;
- (xi) Benchmark best practices on training standards compliance;
- (xii) Develop guidelines for TVET training facilities;
- (xiii) Curriculum review for programmes or course of study;
- (xiv) Monitor examinations by various examining bodies for standards compliance; and
- (xv) Vet foreign examining bodies for compliance with TVETA standards.

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

The core mandate of this Directorate is accreditation of institutions, course approval, accreditation of trainers and outreach services.

The functions of the Directorate are to: -

- (i) Evaluate applications for accreditation of institutions and licensing of programmes and courses;
- (ii) Categorize and schedule institutions for assessments;
- (iii) Inspect TVET institutions and prepare reports;
- (iv) Co-ordinate evaluation of assessment reports;
- (v) Accredit institutions;

- (vi) License programmes and courses;
- (vii) Develop and maintain database of accredited institutions, and programmes and courses licensed;
- (viii) Liaise with TVET examining bodies and curriculum developers on the examination centre;
- (ix) Maintain and disseminate updated record of all courses examined by various examining bodies;
- (x) Evaluate applications for registration and accrediting of trainers;
- (xi) Develop, manage and maintain a register of TVET trainers;
- (xii) Liaise with professional bodies on accreditation of programmes;
- (xiii) Develop IEC materials and training manuals;
- (xiv) Sensitization of TVET stakeholders;
- (xv) Capacity building of TVET stakeholders;
- (xvi) Establish linkages and collaborations for best practice in TVET;
- (xvii) Coordinate outreach activities.

### **3. Directorate of Strategy, Planning, Research and Development**

The core mandate of this Directorate is to coordinate planning, conduct and contribute to TVET research and publish information on TVET issues; initiate and engage in development and innovative projects;

The functions of the Directorate are to:

- (i) Advise on policies, plans and guidelines for implementation of the TVET Act, 2013;
- (ii) Conduct research on TVET;
- (iii) Initiate and engage in development and innovative projects;
- (iv) Collect, examine and publish information relating to TVET;
- (v) Coordinate tracer studies of TVET graduates;
- (vi) Determine training needs and objectives in TVET to inform policy;
- (vii) Enhance public private partnership in TVET and industry;
- (viii) Develop and participate in relevant local, regional and international networks and partnerships;
- (ix) Monitor implementation of policies guiding TVET.

### **4. Directorate of Corporate Services**

The core mandate of the Directorate is responsibility for the human resource, organizational capacity, finance, administration, ICT, public relations and communications and record management issues. It is headed by a Director, TVETA grade 2.

The functions of the Directorate entails: -

- (i) Staff recruitment and placement, training and development, welfare, discipline and remuneration;
- (ii) Co-ordinate the development of Standard Operating Procedures and Manuals;
- (iii) Ensure implementation and reporting of the Performance Contract;
- (iv) Financial management of the Authority;
- (v) Management and coordination of ICT services and ICT technical support;
- (vi) Maintenance of professional standards and practices in procurement;
- (vii) Co-ordination and management of all aspects of corporate communication;
- (viii) Ensure the smooth logistical operation of the Authority; and
- (ix) Custodian of the Authority's documents.

A number of staff and functions within the Authority will work closely and directly with the DG and/ or the Board like Internal Audit/Risk Management, Legal Services, and Supply Chain Management.

TVETA currently has improved its staff establishment after recruiting approximately 40 staff in August 2018. However, the approved establishment has not been realized fully.

#### ***Staff Establishment***

The Authority has an approved establishment of 140 staff. The breakdown by Directorate and level is as follows:

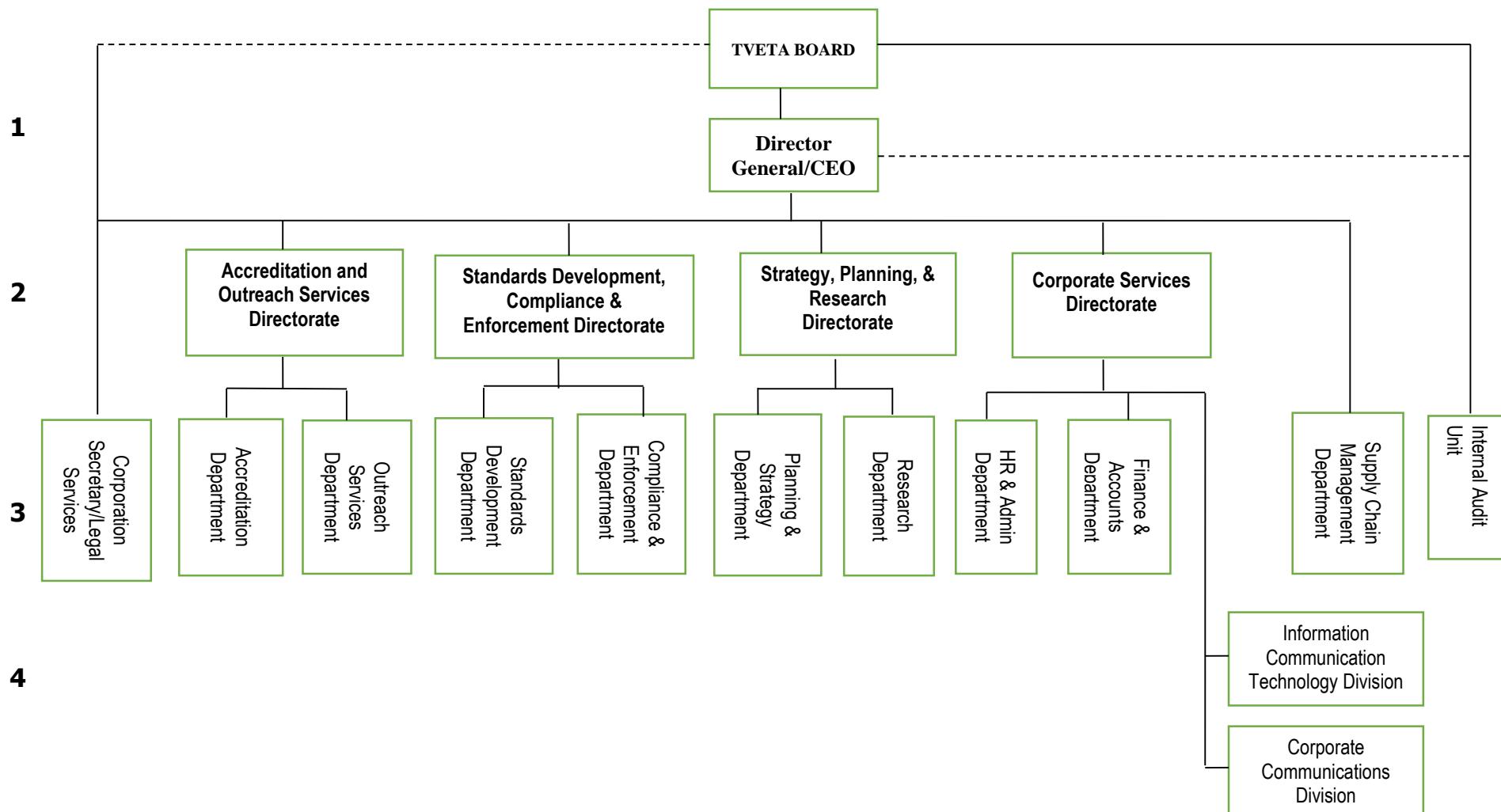
Summary of Approved TVETA Staff Establishment

<b>Directorate</b>	<b>Approved Establishment</b>	<b>In-Post</b>	<b>Variance</b>
Accreditation and Outreach Services	33	8	25
Standards Development, compliance and Enforcement	44	8	36
Strategy, Planning and Research	18	8	10
Corporate Services	39	16	23
Office of the Director General	6	6	0
<b>Total</b>	<b>140</b>	<b>46</b>	<b>94</b>



## Diagram of TVETA Organisational Structure

### Organizational Structure for TVETA





## Chapter 6

### FINANCE

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

The recurrent resource requirements will be obtained through government funding through the MTEF budgeting process and revenues from the collection of service fees.

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

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

Government funding is projected to grow 15% annually. These amounts will have to be revisited once TVETA has started employing their staff instead of the current arrangement of deployed staff from MoE.

#### **Project Financial Resource requirements for strategic plan implementation**

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

**Table 9: The project resource requirements (Millions Ksh)**

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

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

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

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

A detailed budget projection is provided in the next page.

Year	2018/2019			2019/2020			2020/2021			2021/2022			2022/2023		
Source of Funds	GOK	AIA	EXT	GOK	AIA	EXT	GOK	AIA	EXT	GOK	AIA	EXT	GOK	AIA	EXT
<b>Strategic Area: Quality and Relevance</b>	Kshs Millions	Kshs Millions	Kshs Millions	Kshs Millions	Kshs Millions	Kshs Millions									
SO1: To develop, implement and review the TVET QA Framework	45,000	3,000	10,000	55,000	3,300	10,000	63,250	3,630	5,000	72,738	3,993	5,000	83,648	4,392	5,000
SO2: To develop comprehensive training Standards.	10,000	1,000		13,000	1,100	5,000	14,950	1,210	5,000	17,193	1,331	5,000	19,771	1,464	5,000
SO 3: To develop and improve the engagement with stakeholders	7,000	5,000		12,000	5,500		13,800	6,050		15,870	6,655	2,000	18,251	7,321	5,000
<b>Sub total</b>	<b>62,000</b>	<b>9,000</b>	<b>10,000</b>	<b>80,000</b>	<b>9,900</b>	<b>15,000</b>	<b>92,000</b>	<b>10,890</b>	<b>10,000</b>	<b>105,800</b>	<b>11,979</b>	<b>12,000</b>	<b>121,670</b>	<b>13,177</b>	<b>15,000</b>
<b>Strategic Area: Access and Equity</b>															
SO1: To lead in Advocacy, Re-branding and repositioning of TVET	15,000		10,000	17,000	-	5,000	19,550	-	5,000	22,483	-	5,000	25,855	-	10,000
SO2: To promote gender equity and equal opportunities in TVET	5,000		5,000	7,000	-	5,000	8,050	-	5,000	9,258	-	5,000	10,646	-	5,000
SO3: To promote access and inclusivity of TVET	5,000	5,000		7,000	5,500		8,050	6,050		9,258	6,655	2,500	10,646	7,321	5,000
SO4: To conduct and contribute to TVET policy, research, development, and innovative projects	12,000			15,000	-	5,000	17,250	-	5,000	19,838	-	10,000	22,813	-	10,000
SO5: To strengthen the engagement with county governments and other stakeholders on the development of VET	10,500	7,000		12,000	7,700		13,800	8,470	-	15,870	9,317	7,500	18,251	10,249	5,500
<b>Sub total</b>	<b>47,500</b>	<b>12,000</b>	<b>15,000</b>	<b>58,000</b>	<b>13,200</b>	<b>15,000</b>	<b>66,700</b>	<b>14,520</b>	<b>15,000</b>	<b>76,705</b>	<b>15,972</b>	<b>30,000</b>	<b>88,211</b>	<b>17,569</b>	<b>35,500</b>

<b>Strategic Area: Governance and Management</b>															
SO1: To increase and strengthen TVETA's human and organizational capacity	76,000		10,000	125,000	-	7,000	143,750	-	5,000	165,313	-	5,000	190,109	-	5,000
SO2: To enhance the use of ICT in service delivery and office operations	19,000	2000	10,000	40,000	2,200	7,000	46,000	2,420	5,000	52,900	2,662	5,000	60,835	2,928	5,000
SO3: To participate in TVET legislation and governance reforms	4,000			7,000	-		8,050	-		9,258	-		10,646	-	
<b>Sub total</b>	<b>99,000</b>	<b>2,000</b>	<b>20,000</b>	<b>172,000</b>	<b>2,200</b>	<b>14,000</b>	<b>197,800</b>	<b>2,420</b>	<b>10,000</b>	<b>227,470</b>	<b>2,662</b>	<b>10,000</b>	<b>261,591</b>	<b>2,928</b>	<b>10,000</b>
<b>Strategic Area: Funding and Financing</b>															
SO1: To achieve financial sustainability for TVETA	3,500	-	-	6,000	-	-	6,900	-	5,000	7,935	-	2,500	9,125	-	2,500
SO2: To strengthen the engagement with government, industry, development partners and other stakeholders for contributions to TVET development	3,500	-	-	5,000	-	-	5,750	-	5,000	6,613	-	5,000	7,604	-	5,000
SO3: To strengthen the engagement with county governments on the funding of TVET	3,500	-	-	6,000	-	-	6,900	-	-	7,935	-	-	9,125	-	-
SO4: To strengthen TVETA's financial management systems	14,000	-	5,000	15,000	-	5,000	17,250	-	5,000	19,838	-	2,500	22,813	-	2,500
<b>Sub total</b>	<b>24,500</b>	<b>-</b>	<b>5,000</b>	<b>32,000</b>	<b>-</b>	<b>5,000</b>	<b>36,800</b>	<b>-</b>	<b>15,000</b>	<b>42,320</b>	<b>-</b>	<b>10,000</b>	<b>48,668</b>	<b>-</b>	<b>10,000</b>
<b>Total</b>	<b>233,000</b>	<b>23,000</b>	<b>50,000</b>	<b>342,000</b>	<b>25,300</b>	<b>49,000</b>	<b>393,300</b>	<b>27,830</b>	<b>50,000</b>	<b>452,295</b>	<b>30,613</b>	<b>62,000</b>	<b>520,139</b>	<b>33,674</b>	<b>70,500</b>

## Chapter 7

# MONITORING, EVALUATION AND RISK ASSESSMENT

### **Introduction**

Monitoring and Evaluation will be done to ensure timely implementation of the Strategic Plan. Annual work plans, monthly and quarterly reports shall form the basis of ongoing monitoring while periodic evaluation shall be conducted and released through the annual report.

The Monitoring, Evaluation and Reporting plan will help the Board in:

- Tracking implementation progress internally.
- Assessing whether objectives are being achieved efficiently, effectively and their impact on the vulnerable.
- Promoting public, partner (donor) and political co-operation with the other bodies.
- Promoting organizational learning and encouraging adaptive management approaches.
- Enabling the Board to celebrate best practices and success.

### **Monitoring Methodologies**

Monitoring will involve routine data collection and analysis on the success of the implementation of this strategic plan. The results from the analysis will then be used to inform decision making at all levels. The objectives of the strategic plan will be reinforced through corrective measures when and if necessary. This will be achieved by:

1. Developing of monitoring and evaluation indicators at all levels of implementation
2. Establishing the Board's Monitoring and Evaluation Committees (BMEC)
3. Carrying out continuous data collection, analysis and reporting on a monthly basis to the Board
4. Carrying out random inspections and making objective observations
5. Conducting specially designed surveys and rapid assessments to assess progress
6. Carrying out participatory M&E (Stakeholders fora)

### **Evaluation Mechanism**

The Board will undertake three types of evaluations.

- Formative evaluation will take place at the beginning of the programme in the concept or design stage. It will help define realistic goals, objectives and strategies.
- Process evaluation will take place once activities are stated and will focus on tracking efficiency of a given programme.
- Effectiveness evaluations (impact and final evaluations) will take place toward the end of the programme and will be focused on what results have been achieved; what short-term effects have been observed as a result of the programme effort; what the outcomes mean.

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

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

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

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

## **Risk Assessment**

A risk is a possible event or outcome that could lead to the Authority not being able to operate or fulfil its mandate. The implementation of the Strategic plan faces potential risks that have to be mitigated if the Authority's strategic objectives are to be achieved. Risk management in the Authority shall be guided by ISO 9001:2015, ISO 14001:2015 and ISO 31000:2018 standards, which provides guidelines for identification, assessment and mitigation of risks.

The Authority shall be proactive in analyzing and putting in place processes of mitigating risks that may deter it from achieving its objectives. The Authority shall undertake a comprehensive analysis of the anticipated risks and classify them into five categories namely: Strategic Risks; Organizational Risks; Operational Risks; Financial Risks; and Technological Risks.

1. Strategic Risks are the prospective adverse impacts on the Authority arising from poor strategic decisions, improper implementation of decisions; or lack of responsiveness to changes in the operational environment;
2. Organizational Risks are those that threaten the implementation of the Strategic Plan due to internal capacity or structural issues;
3. Operational Risks are those that arise from capacity inadequacies in the course of implementation of planned programs and activities;
4. Financial Risks emanate from failure to either mobilize adequate funds or lack of prudence in financial resource utilization;
5. Technological Risks are those associated with deficiencies in Information and Communication Technology

Several risk management strategies shall be put in place to mitigate these risks. These will include:

- i) Establishment of a Risk Management Committee;
- ii) Training staff and the Board on risk management;
- iii) Development of a risk management policy;
- iv) Mapping out all risks in the Authority;
- v) Implementation of risk based internal audit;
- vi) Managing risks at departmental level.

The table below shows the possible risks the Authority may be exposed to in the quest for fulfilling its mandate details of which are outlined in the risk registers maintained separately:



## Anticipated Risks and Mitigation Measures

Risk Category	Risk Description	Risk Level	Causes	Mitigation Measures
Strategic Risks	Unfavorable Perception of the Authority by the public	High	<ul style="list-style-type: none"> <li>Delayed service delivery</li> <li>Lack of information to the public</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening of M&amp; E</li> <li>Increased outreach services</li> <li>Prompt address of any complaints arising</li> </ul>
	Competition from institutions with overlapping mandate	Medium	<ul style="list-style-type: none"> <li>Lack of clarity in Acts establishing related bodies</li> <li>Poor interpretation of the legal mandate of related institutions</li> </ul>	<ul style="list-style-type: none"> <li>Consultations</li> <li>Joint workshops to iron out contentious issues</li> </ul>
	Unfavorable legal environment	Medium	<ul style="list-style-type: none"> <li>Changes in law</li> </ul>	<ul style="list-style-type: none"> <li>Lobbying</li> <li>Active participation in review of the law</li> </ul>
Organizational Risks	<ul style="list-style-type: none"> <li>Failure to recruit adequate staff</li> <li>Staff turnover</li> </ul>	Medium	<ul style="list-style-type: none"> <li>Inadequate funds</li> <li>Interference with the recruitment process</li> <li>Limited establishment</li> <li>Freezing of recruitment by GoK</li> <li>Lack of competitive terms</li> </ul>	<ul style="list-style-type: none"> <li>Allocation of PE funds</li> <li>Adhering to approved recruitment guidelines</li> <li>Seeking approval of a flexible establishment</li> <li>Introduce broad banding structure</li> <li>Aligning terms with the current categorization</li> </ul>
	Failure to ensure safety of staff	Medium	<ul style="list-style-type: none"> <li>Safety gadgets not installed</li> <li>Lack of training in safety</li> <li>Lack of safety policy</li> </ul>	<ul style="list-style-type: none"> <li>Safety committee in place</li> <li>Ensure installation of safety gadgets</li> <li>Identification tags for staff</li> <li>Sensitization of staff on safety</li> </ul>
	Insufficient logistical support	Medium	<ul style="list-style-type: none"> <li>Shortage of vehicles</li> <li>Insufficient allocation of fuel</li> <li>Misuse of the available vehicle</li> </ul>	<ul style="list-style-type: none"> <li>Implement vehicle requisition process</li> <li>Monitor Compliance documentation</li> <li>Undertake routine maintenance</li> <li>Acquisition of more vehicles</li> </ul>

Risk Category	Risk Description	Risk Level	Causes	Mitigation Measures
<b>Operational Risks</b>	Failure to meet set targets	<b>Medium</b>	<ul style="list-style-type: none"> <li>• Failure to carry out Monitoring and Evaluation</li> <li>• Inadequate resources</li> <li>• Inadequate skills</li> <li>• Lack of full cooperation from internal players</li> <li>• Lack of adequate staff</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Sensitization of staff involved in M&amp;E</li> <li>• Consultations and timely communication</li> <li>• Coopting staff from other departments</li> <li>• Development of M&amp;E framework</li> </ul>
	Failure to develop standards in some sectors	<b>Medium</b>	<ul style="list-style-type: none"> <li>• Lack of occupational standards in the said sectors</li> <li>• Lack of capacity</li> <li>• Lack of proper coordination of agencies involved</li> <li>• Inadequate funds</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building of Standards officers</li> <li>• Training/ capacity building for staff</li> <li>• Increased consultations</li> <li>• Lobbying for more funds from donors and GoK</li> <li>• Undertake needs assessment/standards mapping</li> </ul>
	Loss of records	<b>High</b>	<ul style="list-style-type: none"> <li>• Fire</li> <li>• Theft</li> <li>• Water and other weather elements</li> </ul>	<ul style="list-style-type: none"> <li>• Automation</li> <li>• Fire proof cabinets</li> <li>• Sensitization of staff</li> </ul>
	Failure to undertake quality audit in TVET institutions	<b>High</b>	<ul style="list-style-type: none"> <li>• Lack of adequate financial resources</li> <li>• Lack of adequate personnel</li> <li>• Hostility/ lack of cooperation from institutional management</li> <li>• Insecurity in some regions/counties</li> <li>• Lack of capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance budget allocation</li> <li>• Engage trained Monitors and evaluators</li> <li>• Prior communication and consultations</li> <li>• Use of police escort</li> <li>• Capacity building/training</li> </ul>
	Failure to evaluate TVET institutions for registration and licensing		<ul style="list-style-type: none"> <li>• Inadequate funding</li> <li>• Inadequate evaluation officers</li> <li>• Insecurity in some parts of the country</li> <li>• Failure of eligible institutions to apply for accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Lobby for enhanced allocation</li> <li>• Engage additional staff</li> <li>• Police escort</li> <li>• Sensitization</li> </ul>
<b>Financial Risks</b>	Budget overruns, under absorption and loss of funds	<b>Low</b>	<ul style="list-style-type: none"> <li>• Delayed funds</li> <li>• Delay in accounting of funds</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced budgetary controls</li> <li>• Automation of finance processes</li> </ul>
	Receiving qualified reports from office of the Auditor General	<b>Low</b>	<ul style="list-style-type: none"> <li>• Lack of proper records</li> <li>• Misappropriation of funds</li> <li>• Noncompliance with laws and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Prudent financial management</li> </ul>

Risk Category	Risk Description	Risk Level	Causes	Mitigation Measures
Technological Risks	Delayed operationalization of TVETA MIS	Medium	<ul style="list-style-type: none"> <li>• Failure to sensitize</li> <li>• Resistance from stakeholders</li> <li>• Inadequate financial resources</li> </ul>	<ul style="list-style-type: none"> <li>• Lobby for more funding from donors and GoK</li> </ul>

# *ANNEXES*

## **ANNEX 1**

### **PESTEL Analysis**

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

#### **• Political**

The TVET-subsector has been characterized by political goodwill of subsequent governments and features prominently in Vision 2030, which stresses the importance of skills for economic development/growth. The importance is also reflected in Sessional Paper 14 (2012) and MTP-II & III as well as the Big Four Agenda. Nevertheless, the TVET sector is still structurally underfunded due to budget constraints in the Kenya Government.

The Kenya Constitution 2010 prescribes the requirement for access to equitable, quality and relevant education, which has resulted in free primary education and free day secondary education. In the TVET sector trainees in some public institutions receive capitation and have access to HELB loans. The policy of 100% transition to secondary school will affect enrolment in VET to some extent.

Government has shown a commitment to developing TVET, which amongst others is demonstrated by establishing a Technical Training Institute (TTI) in each of the 290 sub counties in the country. Further it has initiated education reforms, which includes integration of elements of technical and vocational education in both primary and secondary education. Previously the Government had upgraded some national polytechnics to technical universities. Government's commitment to TVET is also demonstrated by the fact that it has been able to raise funding for TVET from development partners as TVET is seen as linked to job creation.

TVET has partly been devolved to the Counties in order to avoid duplication and improve the ability to match supply and demand in skills and skills development at both national and local levels. The TTI's have a responsibility for national skills development, whereas through devolution of TVET the responsibility for funding of YP/VTCs is under the county governments with the national government still providing additional funding through capitation grants.

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

Development partners are committed to supporting TVET in Kenya. The main contributing partners (multilateral and bilateral) include World Bank, AfDB, Netherlands, Australia, Germany, China, South Korea and Canada.



### • Economic

Global economic activity is expected to slow down to 3.2 percent in 2019 from 3.6 percent in 2018 with prospects across countries and regions remaining uneven. On the domestic scene, despite the challenging global environment, Kenya's economy has remained strong and resilient. The economy expanded by 6.3 percent in 2018 up from the 4.9 percent registered in 2017. The growth momentum continued in the first half of 2019, with the economy expanding by an average of 5.6 percent. The latest economic indicators in the third quarter of 2019 point to continued economic recovery that will culminate to an overall projected growth of about 5.9 percent in the FY 2019/20. Economic growth is further projected to rise to 6.2 percent in the FY 2020/21 and 7.0 percent in the medium term

In Vision 2030, there are 97 flagship projects that have been announced, many of which have a huge impact on skills requirements and development, especially those where technical skills are scarce, such as infrastructure, energy, agriculture and environment. This is amplified in the Jubilee government development agenda – the Big Four Agenda, whereby quality TVET is seen as an enabler for the realization of this agenda by the year 2022 and the Vision 2030.

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

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

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

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

### • Social

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

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

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

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

There is increasing demand for provision and access to quality TVET training across the country. Despite the perception issues there is still an increasing demand for high quality TVET. While the number of TVCs will be expanded (in all counties) there is also the need that this expansion will be accompanied by appropriate resources (technical, human, financial) and good management.

Need for improved quality of TVET institutions and programmes (image, management, resources etc.) as prerequisite for re-branding TVET: It has been noted that TVETA and stakeholders have embarked on re-branding TVET/ “demystifying TVET”, which is way overdue, although some initiatives launched recently (e.g., Hands on the Future) are the way forward. However, it will be necessary that TVET is adequately resourced and its quality improved.

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

#### • **Technological**

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

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

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

Technological and skills requirements for mega-projects: Kenya has embarked on a number of mega- projects (e.g., infrastructure, oil and gas, energy, ports, pipelines, railway etc.). These mega-projects require up-to-date technical skills of which there is still a shortage in Kenya.

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

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

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

### • Environmental

Emerging issues in environment have a direct impact in the TVET sector, these factors include ecological and environmental aspects which will have a direct impact in agriculture, industry, climate etc. All these factors will affect how companies and products are made. TVET sector skills will help create hands on skills for the emerging opportunities in the environment.

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

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

Sustainable development processes cannot be implemented without the appropriate education and training. As both a consumer and a producer of resources, or more accurately a sector involved in the transformation of resources, TVET has multiple concerns about sustainability. The over-exploitation of natural resources, ill-health and grinding poverty can threaten the ability of future generations to satisfy their needs and wants. The challenge for TVET is to re-orient and re-direct its curricula to imbue students and trainees with respect for the conservation and sustainable use of resources, social equity and appropriate development, plus with competencies to practice sustainable tasks at the workplaces of today and tomorrow.

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

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

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

Green TVET Institutions have a special profile and integrate green issues in training.

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

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

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



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

TVET institutions have a unique position as a source of technical skills and knowledge for the current and future labour force, they can ensure that graduates acquire the training and education to promote environmental protection, enhancement and responsible resource management. As institutions they have links with local industry and employers and can model sound environmental practices. TVET institutions have the responsibility of ensuring that training offered to trainees meet national standards.

The TVET Quality Assurance framework and TVET standards for accreditation and quality assurance have indicators which ensure environmental issues are addressed and maintained. The framework and the standards provide for:

- Suitable buildings and facilities according to curriculum offered.
- Classrooms and workshops suitable in number and size according to curriculum.
- Suitable sanitary facilities in number according to trainees and staff population.
- Instructors, staffrooms suitable in number and size.
- Suitable tools, equipment and machinery according to curriculum offered.

- **Greening of TVET which includes safe waste disposal, recycling and use of renewable energy**
- 
- **Legal**

### **Existence of TVET legal framework**

The TVET Act 2013 has been enacted by Parliament and it gives mandate to TVETA to regulate and coordinate Training in TVET sector. The Act has also established TVET CDACC and the TVET Funding Board. The Act has been operationalized by TVET Regulations of 2015 and the gazetted TVET standards and guidelines.

The Kenya National Qualifications Authority was established by an Act of Parliament in 2014 and the Kenya National Qualifications Framework (KNQF) was launched in May 2017. The KNQF supports TVETA in the QA of programmes offered by TVET institutions.

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

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

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

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

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

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



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

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

## ANNEX 2

### **SWOT Analysis**

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

#### ***Strengths***

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

TVETA has been established through an Act of Parliament (TVET Act, 2013) and the Act is supported by TVET Regulations in 2015 for operationalization hence it has a national mandate. Secondly a Board is in place, and the members are appointed through a competitive process. The Board comprises of experienced members with varied skills and competences to provide strategic direction.

TVETA has a Strategic Plan 2018-2022 which is currently being reviewed. The Strategic Plan will guide the Authority in prioritization of its activities, resource mobilization and allocation as well as ensure realization of its overall mandate. TVETA has an approved organizational structure, establishment, Career Guidelines and Manuals which enable it to perform its functions effectively. TVETA has recruited competent staff to carry out its mandate.

TVETA has adopted the national performance management approach whereby targets are identified clearly every year and achievements monitored over the period. TVETA operates on the basis of Performance Contracts, since 2015.

TVETA is performing its core duties of regulation, using internationally benchmarked standards and guidelines ensuring global recognition of TVET graduates.

The Authority was initially categorized by SCAC under PC 6C and this has since been upgraded to PC 6B. The re-categorization puts the Board in a better standing to attract and retain competent staff.

Government support in terms of financial resources is consistent in the planning period. This guarantees the performance of the planned activities.

TVETA is now in new office premises with its own LAN, sufficient facilities as per ICT Standards, reliable internet connectivity, an operational ERP and MIS, ICT policy, and a draft ICT strategy. However due to the dynamic nature of the ICT sector, the authority shall continue investing in appropriate technology and competencies.

#### ***Weaknesses***

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

The current approved establishment is 140. The Board has recruited 47 staff in all the directorates. This leaves a variance of 93 staff. Whereas all funtions are being undertaken, there is a strain on the available staff.

TVETA largely depends on funding from the Exchequer to finance its operations. In the recent past the money allocated is not commensurate to the activities projected in strategic plan. In the financial year 2019-2020, the requirement proposed to the treasury was more than Ksh 500 Million but the actual allocation is Ksh 240 Million.

The awareness level has been improving in the recent past, however there is need to have more outreach meetings and awareness campaigns to reach more stakeholders and get to every corner of the country.

The Authority has made efforts to engage stakeholders during standards development. However, the Authority's involvement with industry in terms of needs assessment, implementation of CBET and tracer studies is insufficient.

This situation has of late improved partly due direct engagement of the Authority by some stakeholders and the Authority's initiatives through outreach in validation of documents as well as organization of events like the Skills Show.

The role of Strategy, Planning and Research Development is being upgraded to address the challenges of data management and inadequate publication in TVET in order to promote evidence based decision making and knowledge sharing in the TVET sector. This drive can be enhanced through provision of adequate resources for planning and research.

Many of the weaknesses described above can be attributed to structural underfunding of TVETA. This is not unique to TVETA since others agencies operate with less government funding, this situation is just not in line with the strategic plan and the tasks of the Authority. Hence the available funding determines the actual activities as agreed upon in performance contracts between the TVETA Board and the Cabinet Secretary. The Authority tops up GoK funding through charging of service fees as approved and gazetted.

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

TVETA has still insufficient access to and impact on institutions that are providing industrial training, those under different line-Ministries. This is equally true on emerging training institutions operating within the private sector and universities offering certificate and diploma programmes.

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

### **Opportunities**

While TVETA is the regulator of TVET in Kenya and its core focus is on accreditation and quality assurance, it can go beyond these to cover capacity building of sector players. The Authority can contribute to enhancing the quality of TVET, through capacity building programmes, developing QA Manuals, providing management training to TVET institutions, supporting institutions with CBET implementation among other supplementary roles. TVETA will be more involved in TVET coordination, regulation and development, and therefore working more closely with Ministries and development partners.

The private sector is willing to engage with TVETA in the implementation of various reforms in the TVET sector. This relationship would support the engagement with SSACs, KNCCI, PWG and private sector which can play a role in the enhancement of quality and relevance in TVET. Some of the private sector players have interest in establishing training institutions within their premises and would therefore require TVETA Accreditation and Quality Assurance services.

TVETA and the TVET Sector has an opportunity to benchmark its activities against practices in the region, e.g., through the harmonization initiatives in the EAC which will happen in the next five years but TVETA can also adopt best practices from other countries in Africa, e.g., Southern Africa and Ghana.

Kenya is increasingly introducing technology in the provision of government services. TVETA has established a Management Information System – Online accreditation portal and ERP system. This sets a basis for integration with the already existing government systems such as ecitizen, IFMIS, IPPD among others.

ISO certification provides an opportunity for improvement of service delivery and internal quality management for the Authority. The Authority has developed SOPs and is currently in the process of applying for ISO certification. ISO certification will enhance TVETA's credibility as an Authority that has the mandate for QA within the TVET Sector.

The expansion of the TVET sector will create more responsibilities for TVETA. These increased responsibilities justify an increased budget allocation by Government to facilitate devolution of TVETA services to regional offices to meet increasing demand for services. The expansion of TVET institutions in the regions could also justify the establishments of regional offices/units to support the implementation of TVET reforms in the counties and also increase TVETA's visibility and awareness.

The Government focus on TVET reforms has gained momentum with special attention to trainer management, curriculum re- orientation, infrastructure and quality assurance. Consequently, TVETA must put in place clear mechanisms to play its critical role in the realization of these reforms.

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

Kenya is seeing a renewed momentum to support TVET from development partners. Enhanced engagement with development partners will create an opportunity for TVETA to play a stronger role in national TVET development.

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

Most Universities have diploma and certificate courses, however, the courses are not accredited by any approved body. TVETA therefore, should develop structures in collaborations with the Universities regulator to accredit and quality assure diplomas and certificates courses.

## **Threats**

The following threats have been identified:

### ***Negative perception of TVET***

Negative perception of TVET in Kenya is one of the major threats in the realization of the TVET sector agenda. However, the Government has put in place a re-branding strategy aimed at increasing enrollment in TVET institutions. TVETA shall endeavor to provide standards and actively participate in the rebranding.

There exist fragmented and multiple policies, legislation and implementing bodies with overlapping mandates governing TVET. whereas there have been efforts to build consensus among the implementing bodies there is still room for improvement.

### ***Possible change of government priorities and funding***

While TVET is a priority in Vision 2030 and the big Four Agenda there is a possibility of change of priorities which may negatively affect funding. Any change of priority will also affect development partner's engagement.

Counties are giving low priority to VET which negatively impacts quality and relevance. Without capitation grants, funding is inadequate and this underfunding will impact on quality and relevance of TVET.

## ANNEX 3

### Stakeholder Analysis

Stakeholder	What they do	What's our mutual interest	Comments and issues
<b>Government/ Ministries</b>	<ul style="list-style-type: none"> <li>• Make policies</li> <li>• Budget allocation</li> <li>• Law enforcement</li> <li>• Labour market information</li> <li>• Develops TVET infrastructure</li> <li>• Ensure expansion of TVET provision</li> </ul>	<ul style="list-style-type: none"> <li>• Increased budget allocation</li> <li>• Policy guidelines and formulation</li> <li>• Labour market information for TVET co-ordination and planning</li> <li>• Improved access and equity</li> </ul>	<ul style="list-style-type: none"> <li>• Limited co-ordination</li> <li>• Ministries to accept the role of TVET on TVET development</li> <li>• Priority in establishment of national skills council</li> <li>• Device policies on effective utilisation of skills development levy fund</li> </ul>
<b>Parliament</b>	<ul style="list-style-type: none"> <li>• Oversight</li> <li>• Accountability</li> <li>• Provide adequate funding</li> </ul>	<ul style="list-style-type: none"> <li>• Enactment of laws affecting the operations of the authority</li> <li>• Enactment of laws supporting TVET reforms</li> <li>• Increased funding</li> </ul>	<ul style="list-style-type: none"> <li>• Enact law to entrench national skills council</li> </ul>
<b>Judiciary</b>	<ul style="list-style-type: none"> <li>• Arbitration</li> </ul>	<ul style="list-style-type: none"> <li>• Fair settlement of disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Provide speedy justice</li> </ul>
<b>Examining bodies(CDACC/ KNEC/KASNEB)</b>	<ul style="list-style-type: none"> <li>• Examie and assess TVET programmes</li> <li>• Award certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Quality certificate of competence</li> <li>• Credibility of assessment and certification process</li> <li>• Assess and certify competences</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual understanding between KNEC, CDACC and NITA.</li> <li>• Smooth transition of activities from KNEC TO CDAC</li> </ul>
<b>Curriculum Developers</b>	<ul style="list-style-type: none"> <li>• Design and develop TVET curriculum</li> <li>• Assessment and certification of programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Programmes that meet occupational standards are implimented</li> </ul>	<ul style="list-style-type: none"> <li>• Through training needed,the CDET curriculum development at all levels</li> </ul>
<b>Employers</b>	<ul style="list-style-type: none"> <li>• Provice sector specific experts on occupational standards</li> <li>• Additional resource mobilization</li> <li>• Provide internships and attachments</li> <li>• Employment</li> <li>• Participate in training delivery and assessments</li> <li>• Contribute to skills development levy fund</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in development of relevant occupational standards</li> <li>• Competent monitors and evaluators</li> <li>• Workplace attachment</li> <li>• Employment of TVET graduates</li> <li>• More resources for TVET development</li> </ul>	<ul style="list-style-type: none"> <li>• Keep an updated employers database by sector</li> <li>• Collaborate with TVET institutions on attachement</li> <li>• More engagement with TVETA</li> </ul>
<b>Training institutions</b>	<ul style="list-style-type: none"> <li>• Make TVET visible</li> <li>• Internal quality assurance</li> <li>• Approved programmes implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in re-branding TVET</li> <li>• Institution meet set quality standards</li> <li>• Sound mangement of TVET institutions</li> </ul>	<ul style="list-style-type: none"> <li>• TVETA to accelerate accreditation of TVET institutions</li> </ul>

<b>Development partners</b>	<ul style="list-style-type: none"> <li>Resource mobilisation offer technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>Technical assistance in quality assurance</li> <li>Funding QA programmes</li> <li>Supporting TVET development</li> </ul>	<ul style="list-style-type: none"> <li>Have strong link with TVETA</li> </ul>
<b>KNQA</b>	<ul style="list-style-type: none"> <li>Providing National Qualification framework</li> </ul>	<ul style="list-style-type: none"> <li>Qualification levels</li> <li>Equation of certificates</li> <li>Create credibility of certificates</li> </ul>	<ul style="list-style-type: none"> <li>Create employer confidence on qualifications</li> </ul>
<b>TVET Funding Board</b>	<ul style="list-style-type: none"> <li>Mobilise resources for TVET sector</li> </ul>	<ul style="list-style-type: none"> <li>Increased funding</li> <li>More sources of funding</li> </ul>	<ul style="list-style-type: none"> <li>Conflicting priorities? Who decides on allocation?</li> <li>Conflict with the training levy fund with NITA</li> </ul>
<b>Occupational Standards Developers</b>	<ul style="list-style-type: none"> <li>Development of occupational standards through SSAC</li> </ul>	<ul style="list-style-type: none"> <li>Skills upgrading</li> <li>Setting training standards</li> </ul>	<ul style="list-style-type: none"> <li>SSAC not institutionalised/ no legal mandate</li> <li>Who is the custodian of the occupational standards</li> </ul>
<b>Regulators of practice/ professional bodies</b>	<ul style="list-style-type: none"> <li>License TVET graduates</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of TVET skills</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with TVET</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>Publishing(information, education and communication)</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced publicity/ advocacy, communication</li> </ul>	<ul style="list-style-type: none"> <li>Important in re-branding TVET</li> <li>Raise visibility of TVETA</li> </ul>
<b>Trainees</b>	<ul style="list-style-type: none"> <li>Consumers of TVET</li> <li>Manage the learning/ training</li> </ul>	<ul style="list-style-type: none"> <li>Beneficiary of TVET</li> <li>Access to quality TVET</li> <li>Learn and acquire</li> <li>occupation competence</li> <li>Potential employees</li> </ul>	<ul style="list-style-type: none"> <li>Principal stakeholder: Their views/ opinions not usually sought</li> <li>Gender equity to be observed</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>Support implementation of TVET programmes</li> <li>Raise visibility of TVET</li> </ul>	<ul style="list-style-type: none"> <li>Benefit from TVET programmes at local level</li> </ul>	<ul style="list-style-type: none"> <li>Supporting TVET in cash and kind</li> </ul>

## ANNEX 4

### ***International benchmarking***

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

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

#### ***Rwanda***

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

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

The philosophy behind WDA is that of a demand-led competency-based skills development. This philosophy shall ensure that all curricula that are implemented under the WDA framework arises out of the need of the employers and the curricula would have gone through thorough consultation with employers concerning the skill needs. The platform for consultation with employers will be through employer- led councils called Manpower Skills Training Council (MSTC). It is through this mechanism of employer-driven and employer consultation that we will be able to ensure that future workforce of Rwanda will have the right skills competent to perform the job that they are hired to do. To further the philosophy of demand- led skills development in Rwanda context, WDA will focus on implementing investment-driven training, entrepreneurship-driven training, productivity/service driven training and agricultural driven training. These four programmes shall ensure that participants of WDA endorsed skills development programme do not end up in the street.

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

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

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

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

- (i) To establish 5 IPRCs in the five regions of Rwanda.
- (ii) To absorb and align all TSSs and VTCs with the national TVET arrangement.
- (iii) To develop partnership with industry.

- (iv) To implement the accreditation of industry-based training programmes.
- (v) To integrate the established TQF into the National Qualifications Framework (NQF).
- (vi) To develop a national TVET certification system.
- (vii) Publicity of TVET and WDA and Promotion of National Policy based Gender balance in all preceding strategies.
- (viii) To develop and implement a structured mechanism for soliciting relevant labour market information
- (ix) To introduce and apply DACUM approach to TVET curriculum development.
- (x) To put in place qualified and competent TVET lecturers and instructors in accordance with the National Gender Policy.
- (xi) Establish a local pedagogical and technical training system for TVET lecturers and instructors.
- (xii) Formation and functions of the organ of WDA in adherence with the National Gender Policy.
- (xiii) Development of HR management and operational systems that monitor and hence ensure adherence to the National Gender Policy.
- (xiv) Adequate facilitation of WDA Office Operations.
- (xv) To establish a collaboration framework with regional and international TVET institutions.
- (xvi) To establish the WDA HQ infrastructure and facilities.
- (xvii) To establish standard training equipment list (STEL) for the new curriculum.
- (xviii) To ensure adequacy of equipment, machinery, consumable training materials and infrastructure of physical facilities for IPRCs, TSSs, VTCs in line with industrial standards in training delivery, as well as all other functions.
- (xix) To establish training levy.
- (xx) To establish income generating activities to supplement cost of training.
- (xxi) To establish model industrial parks.
- (xxii) To establish entrepreneurship skills training.
- (xxiii) To establish infrastructure as well as funding mechanism that will enhance skills in business incubation and entrepreneurship development.
- (xxvi) To develop a system for training lecturers and instructors in the use of English as a common medium for instruction.

#### **Tanzania**

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

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

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

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

NACTE is also responsible for:

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

Financing VET is mainly funded by the VET Fund, administered by the VET board.

The fund is composed of:

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

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

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

#### *Malawi*

The TEVET Policy resorts under the Ministry of Labour of Malawi. The TEVET Policy of the Government is built on four pillars:

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

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

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

#### *Zambia*

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

- Advise the Minister on the development of the quality of human resources in Zambia through technical education, vocational and entrepreneurship training;
- Regulate and advise management boards;
- Regulate and co-ordinate apprenticeship and trade testing facilities;
- Provide technical consultancy to management boards and private training institutions;
- Promote the technical capacity of management boards;
- Develop the national curricula in consultation with all stakeholders;

- Set minimum standards and qualifications for any occupation, skill, technology or trade for institutions in accordance with developments in industry; • Provide guidelines for the development of institutional curriculum;
- Approve examinations to be taken by persons attending courses at an institution established or registered under this Act;
- Regulate and conduct national examinations relating to technical education, vocational and entrepreneurship training;
- Charge and collect fees in respect of examinations set under this Act;
- Award certificates to persons who succeed in examinations set under this Act;
- Guide institutions in preparing rules for the recruitment of students and teachers;
- Approve curricula and standards of certificates in institutions established or registered under this Act;
- Register institutions;
- Cancel the registration of an institution established under this Act; and • Do all such things connected with or incidental to the functions of the Authority.
- TEVETA has four Divisions:
- Assessment and Qualification
- Development
- Finance and Administration
- Training Standards

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

#### *Ghana TVET Mission*

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

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

Industry led and demand driven Competency-Based Training (CBT). CBT programmes are outcome-based and aim to promote equitable access, opportunities and career pathways for students and employees to develop their vocational, technical and generic skills; and,

- Workplace Experience Learning (WEL) ensures that the theoretical and practical aspects of the CBT model are integrated and adequately prepares students for the world of work. Policies promoting WEL and increased industry participation in the TVET system aim to enable students to relate theory to practice by simulating real world scenarios.

#### *TVET legislation*

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

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

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

Other actors involved in the governance of TVET include:

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

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

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

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

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

#### *Financing*

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

#### *India TVET mission*

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

#### *TVET strategy*

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

- Link secondary, and specifically vocational and technical programmes, to the needs of the labour market in collaboration with the Ministry of Labour and Industry;
- Improve residual access and equity gaps to TVET programmes by, for example, targeting out-of-school children;
- Expand the number of TVET programmes;
- Encourage and facilitate students to take pre-vocational programmes in the secondary education level;
- Develop a mechanism for convergence of vocational programmes offered by various ministries, private institutions, and vocational educational institutions;
- Improve TVET teacher and training programmes to ensure a high quality of education; and
- Integrate and closely align vocational programmes with the academic curriculum. TVET programmes should contain modules on various generic and specific vocational skills with the involvement of industry.

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

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

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

#### **TVET legislation**

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

- The National Institute of Technology Act (2007) allocates additional funding and government support to National Institutes of Technology (NIT) established in the Institutes of Technology Act (1961).
- The All India Council for Technical Education Act (1987) has instituted the All India Council for Technical Education and provides for the structure of the Council. The Act delineates the functions of the Council and calls on the Council to co-ordinate and integrate development of technical and management education and maintenance of standards.
- The Institutes of Technology Act (1961) has established certain institutes of technology to be institutions of national importance. The Act calls on institutes to provide programmes and research in engineering and technology, sciences and art.
- The Apprentices Act (1961) regulates the provision of apprenticeship training programmes. The Act also calls on the Central Apprenticeship Council to ensure that programmes are taught according to the prescribed syllabi and period of training.

#### **Governance**

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

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

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

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

Other actors involved in TVET governance include:

- The Central Board of Secondary Education (CBSE) – under the MHRD – is responsible for academic matters and examinations. The CBSE also develops innovations and reforms at the secondary and upper secondary education levels.
- The Council for the Indian School Certificate Examinations (CISCE), established in 1958, conducts the Certificate of Vocational Education examinations along with the Indian Certificate of Secondary Education and the Indian School Certificate.
- The National Council of Educational Research and Training (NCERT) provides advice on qualitative improvements in school and teacher education. The NCERT works in collaboration with different institutions, including: the National Institute of Education, the Central Institute of Educational Technology; Regional Institutes of Education; and the Central Institute of Vocational Education.

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

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

#### ***Financing***

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

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

## ANNEX 5

### *Documentation and Resources consulted*

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