**TEACHERS SERVICE COMMISSION**

# STRATEGIC PLAN
# 2023 – 2027

KENYA
VISION 2030

# STRATEGIC PLAN
# 2023 – 2027

# VISION, MISSION AND CORE VALUES

## Vision

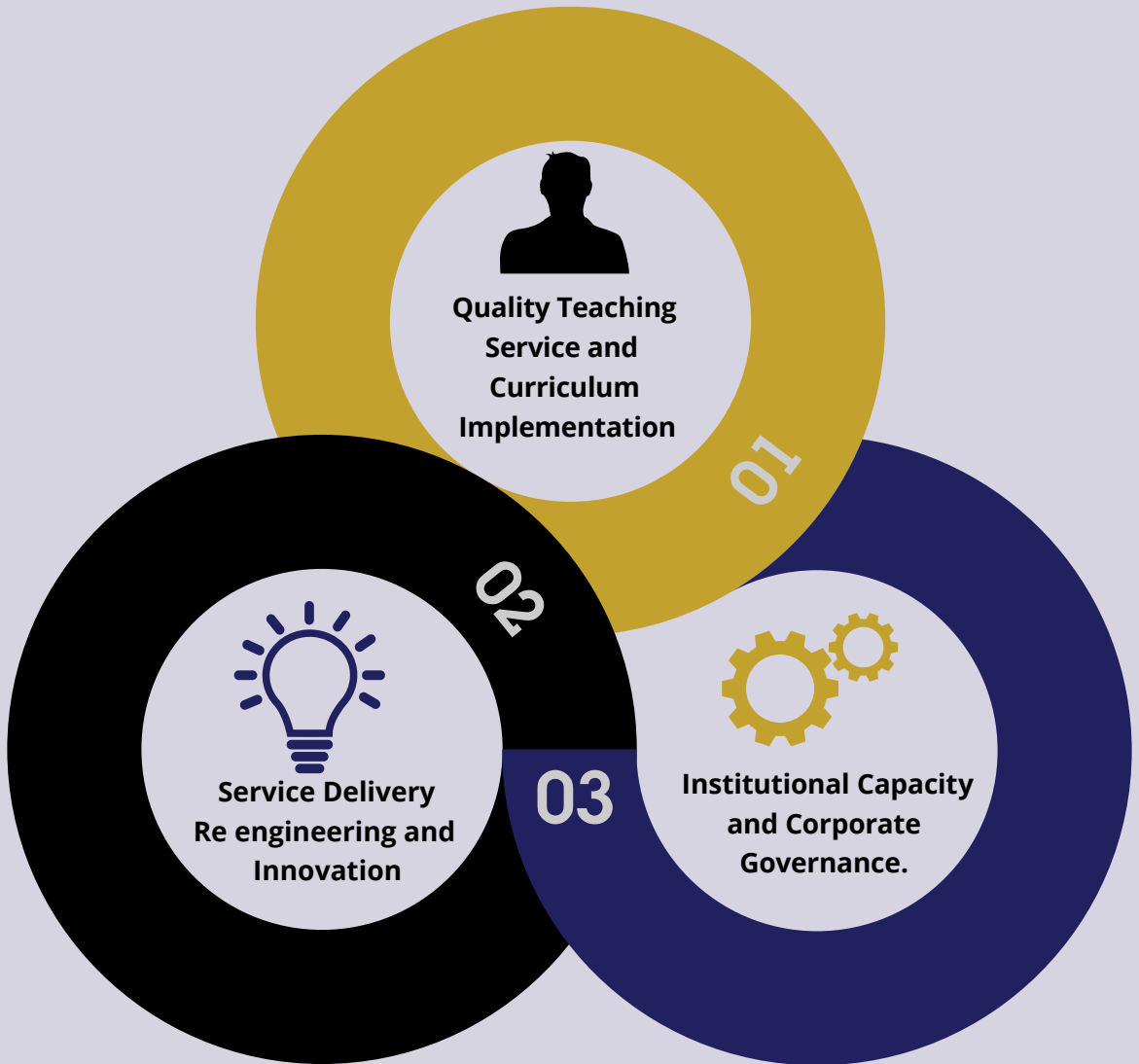A motivated, ethical, and globally competitive teacher

## Mission

To regulate, maintain and manage the teaching service through sound policies and operational excellence for quality teaching and lifelong learning.

## Core Values

- **Professionalism**
- **Customer focus**
- **Integrity**
- **Team spirit**
- **Innovativeness**

# STRATEGIC GOALS



Quality Teaching Service and Curriculum Implementation

01

02

Service Delivery Re engineering and Innovation

03

Institutional Capacity and Corporate Governance.

# FOREWORD

The development of the Teachers Service Commission Strategic Plan (2023-2027) was steered by the Board with the support of the management. The focus of this Plan is to promote conditions for a motivated, ethical, and globally competitive teacher to encourage productivity through quality teaching and lifelong learning. The overall goal of this Plan is to articulate the strategic direction of the Commission across a five-year period.

In developing this Plan, several processes were considered including: an in-depth analysis of the Commission's performance under the 2019-2023 Strategic Plan, extensive consultations with various stakeholders, examination of relevant international and national policy frameworks and relevant sectoral reports and policy direction.

The Plan outlines clear strategies and corresponding resource requirements to promote quality teaching and Curriculum Implementation in the next five years. Specifically, the Plan provides for continuity and delivery of services anchored on three strategic goals namely: Quality Teaching and implementation; Service Delivery Re-engineering and Innovations; and Institutional Capacity and Corporate Governance.

The Plan will also guide the Commission in fulfilling its constitutional and statutory mandate to attain a competitive edge in the current technological era. To implement the strategic pillars in the Plan, the Commission will create the necessary environment in which human, financial and physical resources will be appropriately allocated and deployed for effective service delivery.

I wish to thank the government for the continued support through the provision of resources to enable the Commission to execute its mandate. I trust that our stakeholders and development partners will complement the government's efforts towards ensuring that this Plan is successfully implemented.

DR. JAMLECK MUTURI JOHN, EBS
COMMISSION CHAIRMAN

# PREFACE AND ACKNOWLEDGEMENTS

The National Government has initiated reforms in the education sector that are linked to the Constitution, Kenya's Vision 2030, and the global commitments on education such as the Sustainable Development Goals (SDGs), the African Union's Continental Education Strategy for Africa (CESA) and East Africa Common Market Protocol.

Currently, the Government has identified the Bottom-Up Economic Transformation Agenda (BETA) as the framework for implementing the Medium-Term Plan (MTP) IV. BETA has identified five critical pillars as the anchors for national development, namely; Agriculture, Micro, Small and Medium Enterprises, Housing and Settlement, Healthcare as well as Digital and Creative Economy. Teaching service is a key enabler in providing the skills and competencies required in achieving the aspirations under BETA.

To this end, this Plan will serve as a basis for planning and resource allocation to not only support the education vision under BETA but also the efficient and effective execution of the Commission's mandate. The Strategic Focus Areas (SFA) outlined in this Plan will inform the annual performance targets and implementation priorities.

Effective implementation of this Plan will call for a robust Monitoring, Evaluation and Reporting mechanism. This will assist the Commission to identify challenges, risks and propose appropriate interventions in a timely manner. In this regard, the Commission is not only committed to appropriate monitoring and evaluation tool but also prudent utilization of the allocated resources.

Finally, I wish to thank all stakeholders for their valuable contributions that informed the development of the 2023-2027 Strategic Plan. In addition, I acknowledge the guidance of the Board and the participation of the secretariat staff whose input has been invaluable in the development of this Plan.

DR. NANCY NJERI MACHARIA, CBS

COMMISSION SECRETARY

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# DEFINITION OF TERMS

**Baseline**     An analysis describing the initial state of a performance indicator before the start of a project/programme against which progress by the Commission or comparison made can be assessed or comparisons made. The base line date is 30th June 2023.

**Board**     Means of the Commission including the Chairperson as appointed pursuant to the TSC Act, 2012.

**Enrolment**     Total number of learners registered in a class or school at any given time.

**Institutional Administrators**     A collective term referring to the lead educator or administrator appointed by the Commission and responsible for the implementation of educational policy guidelines and professional practices; this will include the principal, deputy principal, head teacher, deputy head teacher, dean, registrar, senior master and senior teacher

**Outcome**     A result of a process or an intervention in relation to the set objectives.

**Output**     Immediate results obtained from activities outlined in the Strategic Plan.

**Pedagogy**     It describes the theory and practice used by the teacher to promote desired learning outcomes in terms of knowledge, skills and attitude.

**Performance Indicator**     A measurement that evaluates the success of the Commission's activities, projects, or programmes.

**PESTEL Analysis**     A framework or tool used to analyse and monitor the external factors that may have an impact on the Commission during the implementation of the Strategic Plan.

**Private School**     A school established, owned and or operated by private individuals, entrepreneurs, and institutions.

| | |
|---|---|
| **Public School** | A learning institution registered as such, under the Basic Education Act and/or supported wholly or partially by the Government. |
| **Pupil-Teacher Ratio** | The proportion of the number of authorised positions for teachers at a certain level each year to the enrolment at the same level in the same year. |
| **Staffing norms** | Qualitative and quantitative standards developed by the Commission from time to time, to determine the cadre and number of Teachers/Lectures needed in the public learning institutions. |
| **Stakeholder Analysis** | An evaluation of expectations by the relevant stakeholders. |
| **Standard Assessments** | Evaluation of the performance of teachers in the teaching-learning process with respect to set standards and provision of professional advice for improvement. |
| **SWOT Analysis** | A study undertaken by an organisation to identify its internal strengths and weaknesses, opportunities, and threats. |
| **Teacher Intern** | A teacher who is engaged by the Commission on temporary terms to gain practical work experience. |
| **The ACT** | Teachers Service Commission Act No. 20 of 2012 |

# ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| **AFTRA** | Africa Federation of Teaching Regulatory Authorities |
| **AU** | African Union |
| **BCM** | Business Continuity Management |
| **BCP** | Business Continuity Plan |
| **BETA** | Bottom-Up Economic Transformation Agenda |
| **BIA** | Business Impact Assessment |
| **CAJ** | Commission on Administrative Justice |
| **CBA** | Competency Based Assessment |
| **CBC** | Competency Based Curriculum |
| **CEMASTEA** | Centre for Mathematics, Science and Technology Education in Africa |
| **CESA** | Continental Education Strategy for Africa |
| **COCE** | Code of Conduct and Ethics |
| **CORT** | Code of Regulation for Teachers |
| **CPG** | Career Progression Guidelines |
| **CUE** | Commission for University Education |
| **EACC** | Ethics and Anti-Corruption Commission |
| **EDMS** | Electronic Document Management System |
| **HRMIS** | Human Resource Management Information System |
| **ICT** | Information Communication Technology |
| **INSET** | In-service Education and Training |
| **ISMS** | Information Security Management System |
| **ITSPD** | Institute of Teacher Support and Professional Development |
| **JSS** | Junior Secondary Schools |
| **KePTS** | Kenya Professional Teaching Standards |
| **KIB** | Kenya Institute for the Blind |
| **KICD** | Kenya Institute of Curriculum Development |
| **KISE** | Kenya Institute of Special Education |
| **KNEC** | Kenya National Examination Council |
| **KPIs** | Key Performance Indicators (KPIs) |
| **KRA** | Key Results Area |
| **KUCCPS** | Kenya Universities and Colleges Central Placement Service |

| | |
|---|---|
| **PFM** | Public Finance Management |
| **SDG** | Sustainable Development Goals |
| **SFA** | Strategic Focus Areas |
| **SNE** | Special Needs Education |
| **SP** | Strategic Plan |
| **STEM** | Science, Technology, Engineering and Mathematics |
| **STISA** | Science, Technology, and Innovation Strategy for Africa |
| **TIMEC** | Teacher Induction, Mentorship and Coaching |
| **TMIS** | Teacher Management Information System |
| **TPAD** | Teacher Performance Appraisal and Development |
| **TPD** | Teacher Professional Development |
| **TSC** | Teachers Service Commission |
| **UN** | United Nations |
| **UNESCO** | United Nations Educational, Scientific and Cultural Organization |

# EXECUTIVE SUMMARY

The mandate of the Commission is to manage the country's teaching service as provided under Article 237 of the Constitution and the Teachers Service Commission Act, 2012. Consequently, the Commission has adopted various approaches to carry out its mandate. One of these approaches is Strategic Planning. This is also in line with the Public Service Performance Improvement Strategy (PSPIS), which focuses on Result Based Management (RBM).

To this end, the Commission has ensured that Strategic Planning is periodically undertaken. The Commission's 2019-2023 Strategic Plan (SP) expired in June, 2023 necessitating the development of the 2023- 2027 plan. The 2019-2023 SP was anchored on three broad strategic focus areas, namely: Teacher Competence, Conduct and Performance Management; Reforms and Innovations in the provision of teaching services; and Service Delivery Re-engineering. Achievements registered during the Plan period were:

a)  Development of a Policy Framework for entry requirements to teaching service
b)  Institutionalization of a Teacher Induction, Mentorship and Coaching (TIMEC) Program.
c)  Development and implementation of Teacher Internship Policy and Guidelines.
d)  Retooled teachers to implement Competency Based Curriculum (CBC).
e)  Automation of key processes through the development of an Electronic Document Management System (EDMS) and Human Resource Management Information System (HRMIS).

The 2023-2027 SP identifies three main strategic goals: Quality Teaching Service and Curriculum Implementation; Service Delivery Re-engineering and Innovations; and Institutional Capacity and Corporate Governance. To achieve these, 10 strategic objectives with a total of 26 strategies have been identified.

At the end of the Plan's period, the Commission envisages milestones in the following areas; recruitment of additional 111,870 teachers, engagement of 100,000 interns Teachers, establishment of a teacher support Institute, decentralization of additional key functions, enhancement of service delivery, and strengthening of partnerships and collaboration with key stakeholders.

The additional budgetary requirement for the implementation of this Plan is

estimated at Kshs. 134.45 Billion to be allocated for recruitment of teachers on permanent and pensionable terms and Interns; establishment of a teacher support institute; decentralization of key functions; and promotion of teachers. The bulk of this funding is expected to come from the National Government. However, to supplement the allocation from the government, the Commission will strengthen its collaboration with stakeholders.

In addition, the Commission will continue to institutionalize risk management framework. During the period, robust mechanisms will be applied to proactively identify and mitigate risks in all the processes, projects, and programmes. Further, the plan provides for the development and implementation of business continuity management systems to safeguard against adverse effects of any unforeseen disruptions.

Finally, the Commission shall continuously monitor the implementation of this Plan at various levels. This will serve to track input and output deliverables, record the key performance indicators and identify deviations for corrective action. The lessons learnt shall be continuously documented throughout the implementation period. Strategies to leverage on the successes will be enhanced and those to mitigate against risks and challenges will also be designed and implemented. The TSC Management shall apprise the Board of the progress of the Plan's implementation through periodic reports.

# CHAPTER ONE: INTRODUCTION

The chapter presents an overview of the Commission's strategy as an imperative for organizational success and the context of strategic planning. It also describes how the Commission's strategic plan is aligned to the national, regional and global agenda. The key guiding policies include the National Development Agenda - the Vision 2030, the Fourth Medium Term Plan (MTP IV) 2023-2027, the Bottom-Up Economic Transformation Agenda (BETA), the United Nations Agenda 2030 on Sustainable Development Goals (SDGs), African Union Agenda 2063, and the East Africa Community Vision 2050. Further, the chapter describes the process the Commission undertook to develop its 2023 – 2027 Strategic Plan

## 1.1. Strategy as an Imperative for Organizational Success

As a hallmark of good governance, the Commission is expected to review and develop a five-year Plan to address emerging issues in the socio-economic and political realm of the country. Consequently, strategic planning has been adopted by the Commission as a tool towards the realization of its goals and objectives. Strategic planning has enabled the Commission to align its goals and objectives with the national government priorities and commitments that are relevant to its mandate. It has also created a sense of collaboration and collective responsibility in areas such as teacher management, budget requirements, key projects and commitment of resources to critical areas.

In the last ten years, the Commission has increased its employee population and operational capacity. The number of teachers employed has grown from 301,665 in 2013 to 360,365 as at June 2023 and assigned to 32,235 public educational institutions in the country. A significant number of registered teachers are engaged by private learning institutions, non-governmental organizations and other government agencies. For the last ten years, the Commission's budget and teacher establishment have been on an upward trajectory as illustrated in Table 1.1;

**Table 1.1: Budget and Teacher Establishment for the Last 10 Years**

| FY | Total Budget (Kshs. In Billions) | Teacher establishment |
|---|---|---|
| 2013/2014 | 154.04 | 301,665 |
| 2014/2015 | 169.6 | 306,665 |
| 2015/2016 | 186.7 | 311,665 |
| 2016/2017 | 191.3 | 316,665 |
| 2017/2018 | 218.2 | 321,665 |
| 2018/2019 | 241.1 | 326,665 |
| 2019/2020 | 256.3 | 355,365 |
| 2020/2021 | 275.1 | 340,365 |
| 2021/2022 | 288.6 | 345,365 |
| 2022/2023 | 300.2 | 360,365 |

**Figure 1. Budget & Teacher Establishment in the Last Decade**



BUDGET & TEACHER ESTABLISHMENT
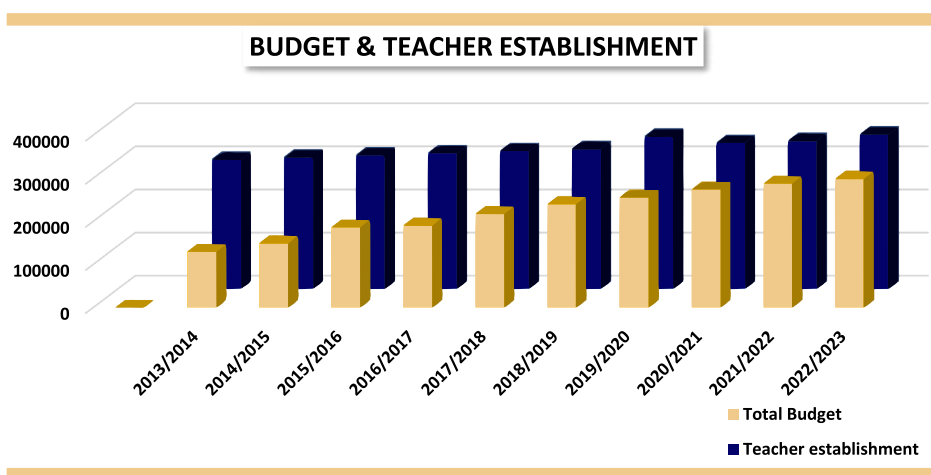
At inception (1967), the Commission had a secretariat staff of 35 that has progressively grown to 2,856 as at June, 2023.

The Commission has nine Commissioners including the Chairperson. The Secretariat of the Commission is headed by the Commission Secretary, who is also the Chief Executive and Accounting Officer. The Secretary coordinates the implementation of policies and resolutions of the Board. The Commission has created within itself directorates and divisions to facilitate the implementation of its mandate. In line with the Constitution, the Commission decentralized teacher management services to the 47 Counties with a view to improving access to service delivery.

The 2023-2027 Strategic Plan identifies three main Strategic Goals: Quality Teaching Service and Curriculum Implementation; Service Delivery Re-engineering and Innovations; and Institutional Capacity and Corporate Governance. To achieve these, 7 key results area, 12 strategic objectives with a total of 26 strategies have been identified for implementation during the plan period.

## 1.2. The Context of Strategic Planning

Good governance requires organizations to develop and review five-year Plans to meet emerging issues in the country's socio-economic and political realms. The Plan will enable the Commission to set overall goals and determine mechanisms of achieving them. Further, it will accord the Commission the opportunity to align its strategic direction with the relevant global, continental, regional and national goals. Apart from the above, development of the Plan is a statutory requirement under the Public Finance Management (PFM) Act to support the Medium-Term Fiscal planning and the fiscal Policy objectives of the Government. Ultimately, development and implementation of this Plan will lead to the transformation of teaching service for quality education and training in the country.

### 1.2.1 United Nations 2030 Agenda for Sustainable Development

Globally, teacher management involves preparation, recruitment, deployment, welfare, and exit of teachers. The United Nations' 2030 Agenda for Sustainable Development Goals conceptualizes the Sustainable Development Goals (SDG) as a universal call to action by member states to end poverty, protect the planet and ensure that humanity enjoys peace and prosperity. Specifically, SDG 4 focuses on education and aims to ensure inclusive and equitable education and promote lifelong learning opportunities for all. Target 4 (c) of the SDG requires that, by 2030, member states shall substantially increase the supply of qualified teachers including through international cooperation for teacher training in developing countries especially least developed countries and small islands developing states. This Plan aligns the Commission's Vision and policies to various relevant SDGs as shown in Table 1.2

**Table 1.2 Relevant Sustainable Development Goals**

| NO. | SDG | Activities undertaken by TSC |
|-----|-----|------------------------------|
| 1. | SDG 4: Quality education | a. To improve quality teaching through training.<br>b. Ensure equitable distribution of teachers across the country.<br>c. Develop and implement appropriate programmes for continuous professional development for teachers.<br>d. Setting appropriate standards for persons entering teaching service. |
| 2. | SDG 3: Good health and well-being | a. To mainstream safety measures at the workplace<br>b. To develop policies and practices that promote the wellbeing of employees |
| 3. | SDG 5: Gender Equality | To mainstream gender equality strategies in teaching service. |
| 4. | SDG 8: Decent work and Economic growth. | To ensure compliance with the statutory and policy framework including the Constitution, relevant laws, rules and regulations on Labor and Employment. |
| 5. | SDG 16: Peace, Justice, and Strong Institutions | a. Embrace Corporate Governance principles to improve governance and leadership.<br>b. Sensitization and training of teachers on the protection of children against abuse, exploitation, and other forms of violence. |
| 6. | SDG 17: Partnership for the goals | Strengthen linkages through partnerships with state and non-state stakeholders and cross border institutions for the realization of the Commission's mandate and mobilization of resources. |

## 1.2.2 African Union Agenda 2063

African countries are expected to adopt the aspirations of Africa Agenda 2063 (AA 2063) which envisions "A prosperous Africa based on inclusive growth and sustainable development". In this regard, education and training have been identified as key enablers. Hence, African states are required to make significant investment in their respective Education sectors with a view to develop appropriate human and social capital. This will be achieved through education, training and impacting of skills in areas of innovation, science, and technology.

Further, the Africa Union's (AU) Continental Education Strategy for Africa (CESA) aims to reorient Africa's education and training systems to meet the knowledge, competencies, skills, innovation, and creativity required to nurture African core values.

The AU Science, Technology, and Innovation Strategy for Africa (STISA) places science, technology, and innovation at the epicenter of Africa's socio-economic development and growth. It also emphasizes the impact of 'Sciences' as learning areas to the critical economic sectors such as agriculture, energy,

environment, health, infrastructure development, mining, security, and water among others.

In view of this, the Plan has aligned the activities to the aspirations of the Africa Union Agenda 2063 as shown in table 1.3.

**Table 1.3 Relevant Aspirations of African Agenda 2063**

| No. | Aspirations | Activities undertaken by TSC |
|-----|-------------|------------------------------|
| 1. | Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development. | a. To continuously review and improve quality education through effective curriculum implementation strategies.<br><br>b. To strengthen research in teaching and curriculum implementation.<br><br>c. To continuously build capacity of teachers.<br><br>d. To promote adoption of alternative methods of curriculum implementation and other innovations in the teaching sector. |
| 2. | Aspiration 3: An Africa of good governance, democracy, respect for human rights, justice, and the rule of law | a. To promote national values, practices, universal principles of human rights etc. in teaching service.<br><br>b. To strengthen disability mainstreaming through strategies such as Special Needs Education (SNE) and gender equality<br><br>c. Embrace Affirmative action, Inclusivity and the tenets of equity and fairness. |
| 3 | Aspiration 6: An Africa whose development is people driven relying on the potential offered by African people, especially its women and youth, and caring for children | Actualize the right to holistic education. |

### 1.2.3 East Africa Community Vision 2050

In the regional context, Kenya is a member of the East African Community. The East Africa Community Vision 2050 commits member countries to achieving universal access to primary education designed to enhance human capital. The Vision recognizes the need for better quality and access to education beyond the primary level. The Community has a Common Market Protocol that fosters education and training within the Community. Further, Article 10 of the Protocol on Free Movement of Workers provides for harmonization of the education curricula, standards, assessment, and evaluation of education programmes in East African Community (EAC). In this Plan, the Commission has committed to ensuring quality education and effective implementation of the curriculum.

### 1.2.4 Constitution of Kenya

The Constitution acknowledges education as a social and economic right critical to growing human resources for national development. To this end, Article 237(2) and (3) of the Constitution mandates the Commission to undertake teacher management function to realize this right. The quality of a nation's human resource and its contribution to national growth is determined by how well it manages its teaching service

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

The Kenya Vision 2030 is a blueprint that seeks to transform the country to a newly industrialized middle-income country providing high quality of life to all its citizens by the year 2030. Vision 2030 has three key pillars to transform and facilitate national growth, that is, Economic, Social and Political Pillars.

The Social Pillar in Vision 2030 aims at creating a comprehensive, equitable and just society based on democratic ideals. Under this pillar, education and training are expected to be the principal catalysts towards realization of the vision.

The vision is implemented through 5-year medium term Plans (MTP). The implementation of this Plan coincides with MTP IV (2023-2027). The Commission's role under the respective pillars is as illustrated in tables 1.4 to 1.6.

**Table 1.4 Pillars of Vision 2030**

| No. | Pillar Role of TSC | |
|---|---|---|
| 1. Social | a. | To offer quality teaching services for the growth of the education sector and the nation. |
| | b. | To actualize the right to education as stipulated by the Constitution. |
| | c. | Enhance social justice by ensuring an equitable distribution of teachers. |
| 2. Political | a. | To enhance national literacy and awareness. |
| | b. | To promote and strengthen linkages with stakeholders in the political realm e.g., Parliament, and the devolved units. |
| | c. | To promote national values and other noble principles espoused by the constitution through education and continuous training. |
| 3. Economic | a. | To help in nurturing and providing skilled manpower for economic development. |
| | b. | To promote and enhance productivity to accelerate economic development through training and capacity building of teachers. |

The Government has identified BETA as the key model for implementing the MTP IV. The agenda identifies five critical sectors for national transformation. These sectors are: Agricultural Transformation; Micro, Small and Medium

Enterprise (MSME); Housing and Settlement; Healthcare; Digital Superhighway, and Creative Industry. Education is a key enabler in providing the skills required in achieving the aspirations of the Agenda. The Commission's role under the BETA is illustrated in table 1.5.

**Table 1.5 TSC's Role in Achieving BETA**

| S/N | BETA | TSC Role |
|---|---|---|
| 1. | Pay for in-service teacher training initiated by Government (In-service Education and Training-INSET) | a. Coordination and harmonization of in-service teachers' programmes<br><br>b. Strengthening the framework on Teacher Professional Development (TPD).<br><br>c. Establish an Institute for teacher support and professional development. |
| 2. | Bridge the teacher shortage gap within the period. | Recruit and equitably distribute teachers to public schools. |
| 4. | Establish a one-year paid National Internship Programme for all students graduating from teachers, technical and medical colleges, and universities, by collaborating with industry players. | a. Review the Internship Policy  b. Strengthen teacher Internship programme. |
| 5. | Domesticate teacher recruitment and deployment at entry level according to the UNESCO teacher deployment practice which treats education as a cultural process conducted within a people's cultural context at the local level. | a. Recruit and equitably distribute teachers.<br><br>b. Implement the staffing norms policy.<br><br>c. Develop and operationalize affirmative action framework in teacher management. |

**Table 1.6 Fourth Medium Term Plan (MTP IV) 2023-2027**

| | Programme | Role of TSC |
|---|---|---|
| 1. | Automation of Education System | • Digitization of teachers' records<br>• Operationalization of teacher management and development system |
| 2. | Universal Primary Education | Recruitment of 48,326 Primary School teachers |
| 3. | Universal Secondary Education | Recruitment of 67,674 Secondary School teachers |
| 4. | Inclusion in Education and Training | Capacity building of trainers and teachers on Special Needs Education (SNE) |
| 5. | Teacher Management and Development | • Retooling of teachers<br>• Teachers trainees trained<br>• Inducting, mentoring and training of teachers<br>• Training of In-service teachers trained under the government programme |

### 1.2.6 Sector Policies and Laws

The Commission has ensured the Strategic Plan is in tandem with the Sector policies and laws. They include the Constitution, the Basic Education Act, 2013, Teachers Service Commission Act, 2012; Code of Regulation for Teachers 2015; Sessional Paper No. 1 of 2019 on Policy Framework on Reforming Education and Training for Sustainable Development; Competency Based Assessment Framework, 2021; Basic Education Curriculum Framework 2017 and National Curriculum Policy, 2018.

## 1.3 History of the Teachers Service Commission

The history of Teachers Service Commission (TSC) dates back to the 1950s when teachers vigorously agitated for the formation of one teacher body. Following the formation of the first teacher's union in Kenya – the Kenya National Union of Teachers (KNUT) in 1957, there was sustained agitation for the creation of an umbrella body to manage the affairs of all teachers. At the time, teachers were employed by either; missionaries, local authorities or the Central Government which led to a great disparity in remuneration and other terms and conditions of service.

In 1964, The Kenya Education Commission Report popularly known as The Ominde Report, strongly supported the need for a competent, respected and contented teaching force. As a result of these factors, the TSC was formed in July 1967 through an Act of Parliament to give teachers one employer and uniform terms and conditions of service. It was charged with the mandate of registering, employing, promoting, disciplining and paying teachers.

In 2010, Teachers Service Commission was elevated to a Constitutional Commission under Article 237(I) of the Constitution and its mandate specified in Article 237(2). The relevant provisions of the Constitution are further underpinned and operationalized by the Teachers Service Commission Act, 2012 (the Act). The Act not only provides for the governance structure but also outlines the functions of the Commission. In addition, the Act lays the foundation for a policy and regulatory framework that elucidates the processes and procedures relevant to its mandate and function.

To this end, the Act empowers the Commission to develop various operational instruments, key among them; The Code of Regulations for Teachers (CORT) and The Code of Conduct and Ethics for Teachers (COCE) to enhance quality teaching and professionalize the teaching service including promotion of integrity and ethical standards.

Over the years, the Commission has increased its employee population and operational capacity. The number of registered teachers has grown from 37,000 in 1967 to 901,770 as at June 2023. Out of the number of registered teachers, 360,635 are directly employed by the Commission and assigned to 32,235 public educational institutions in the country.

## 1.4 Methodology of Developing the Strategic Plan

In developing this Plan, several processes were undertaken. The management initiated the process of development of the strategic plan by establishing the Technical Working Group and consequently the terms of reference. The process of development involved an in-depth analysis of the Commission's performance under the 2019-2023 Strategic Plan, extensive consultations with various stakeholders, examination of relevant international and national policy frameworks, relevant sectoral reports and policy direction. The draft report was validated by stakeholders and their input was incorporated into the final Plan which was approved by the Board for dissemination and implementation.

# CHAPTER TWO: STRATEGIC DIRECTION

This chapter provides information on TSC mandate. It further highlights the Vision, Mission, Strategic goals, Core values and Quality policy statement.

## 2.1 Mandate

The mandate of the Commission as provided by Article 237(2) of the Constitution and operationalized by the Act as follows:

a)  register trained teachers;

b)   recruit and employ teachers;

c)  assign teachers employed by the commission for service in any public school or institution;

d)  promote and transfer teachers;

e)  exercise disciplinary control over teachers; and

f)  terminate the employment of teachers.

Further, Article 237 (3) mandates the Commission to:

a)  review the standards of education and training of persons entering the teaching service;

b)  review the demand for and supply of teachers; and

c)  advise the National Government on matters relating to the teaching profession.

In addition to the powers under the Constitution, Section 11 of the Act gives the Commission the following functions:

a)  formulate policies to achieve its mandate;

b)  provide strategic direction, leadership and oversight to the secretariat;

c)  ensure that teachers comply with the teaching standards prescribed by the Commission under the Act;

d)  manage the payroll of teachers in its employment;

e)  facilitate career progression and professional development for teachers in the teaching service;

f)  monitor the conduct and performance of teachers in the teaching service; and

g) do all such other things as may be necessary for the effective discharge of its functions and the exercise of its powers.

## 2.2 Vision Statement

A motivated, ethical, and globally competitive teacher.

## 2.3 Mission Statement

To regulate, maintain and manage the teaching service through sound policies and operational excellence for quality teaching and lifelong learning.

## 2.4 Strategic Goals

This Plan identifies three main Strategic Goals aligned to the Commission's mandate, vision, mission, and core values. The Goals are:

    i.   Quality Teaching Service and Curriculum Implementation;

    ii.  Service Delivery Re-engineering and Innovation; and

    iii. Institutional Capacity and Corporate Governance.

### 2.4.1 Strategic Goal 1: Quality Teaching Service and Curriculum Implementation

This Goal puts emphasis on the teachers' professional knowledge, engagement into the teaching service and effective curriculum implementation. Strategies under this Goal will ensure the acquisition of competencies, skills, values, and attitudes for effective implementation of the competency-based curriculum and assessment. In addition, measures will be put in place that focus on the Kenya Professional Teaching Standards (KePTS) and performance management system.

### 2.4.2 Strategic Goal 2: Service Delivery Re-engineering and Innovation

The Commission will continuously re-engineer its processes to enhance service delivery. In addition, it will encourage research and innovations to improve access to its services. To this end, the Commission will develop robust mechanisms to enhance responsiveness to customers and improve operational efficiency.

### 2.4.3 Strategic Goal 3: Institutional Capacity and Corporate Governance

This Goal focuses on institutional and structural initiatives to support the successful implementation of the Plan. It entails the enhancement of human resources in terms of optimum establishment, relevant skills, competencies, and employee welfare. It will also involve resource mobilization from Government and development partners to ensure adequate funding for the planned programmes and projects. Additionally, this Goal includes Corporate Governance, which focuses on formulation and compliance with policies

and legal frameworks to support Board oversight and promote a positive corporate brand.

## 2.5 Core Values

**Professionalism:** Members and employees of the Commission shall observe professional competence in discharging their duties. Employees are expected to apply technical knowledge, skills, values, and competencies that meet the standards for the task assigned.

**Customer Focus:** The Commission is committed to placing the customer first by upholding the philosophy of customer-driven business management. Employees shall exhibit high level of responsiveness to customer needs.

**Integrity:** Members and employees of the Commission shall conduct themselves in a manner that demonstrates honesty, ethical standards, transparency, accountability, and commitment to work.

**Team spirit:** Members and employees of the Commission are committed to embracing unity of purpose in the discharge of their duties. Employees shall be equipped to work in cross-status and cross functional teams, build relationships and share new information with colleagues.

**Innovativeness:** The Commission shall motivate employees to research, explore, share, and implement new ideas and approaches to improve service delivery. Employees shall leverage on technology to enhance service delivery.

## 2.6 Quality Policy Statement

The Commission is committed to providing and sustaining a quality teaching service geared to satisfying the practical needs and aspirations of its esteemed customers in the education sector.

# CHAPTER THREE:
# SITUATIONAL AND STAKEHOLDER ANALYSIS

This chapter describes the status and the environment in which the 2023-2027 Plan is contextualized. A detailed analysis of internal and external factors including internal business processes and administrative structures that may influence implementation of the Plan has also been carried out. It presents an overview of the achievements, challenges and lessons learnt while implementing the 2019-2023 Plan. The review has further identified key stakeholders of the Commission, their roles, varied interests and expectations.

## 3.1. Situational Analysis

## 3.1.1. External Environment

In carrying out the environmental scan of the Commission, Strengths, Weaknesses, Opportunities and Threats (SWOT) and Political, Economic, Social, Technological, Environmental Legal and Ethical factors (PESTELE) analysis were conducted.

### 3.1.1.1. Macro - Environment

The Commission undertook a Political, Economic, Social, Technological, Environmental, Legal and Ethical (PESTELE) analysis. This analysis focuses on the environment in which the Commission operates.

**Table 3.1: Summary of Opportunities and Threats**

| ENVIRONMENTAL FACTOR | OPPORTUNITIES | THREATS |
|---|---|---|
| **Political** | Support of the political leadership to support the teaching service through: appropriate legislation, resource allocation by parliament and the championing of the Commission's programmes in their respective areas. | • Change in government priorities may render Commission's key policies, programmes, and practices obsolete.<br>• Political unrest and insecurity. |

| ENVIRONMENTAL FACTOR | OPPORTUNITIES | THREATS |
|---|---|---|
| **Economic** | • Economic growth will translate to additional resources at a macro level hence adequate funding of the Commission and its programs.<br>• Diminished funding from national government provides opportunities for resources mobilization initiatives | • Industrial, unrest due to the high cost of living.<br>• High levels of inflation leading to low productivity<br>• Inadequate financial resources to fund the Commission's functions<br>• shifting of priority and focus by development partners. |
| **Social** | • Increase in the general population hence necessitating the sustained need for teaching service.<br>• Increased number of qualified registered teacher in the country's labor market.<br>• Opportunity to establish an enabling framework export teaching labor force<br>• Opportunity to collaborate and implement the Commission's CSI agenda. | • Insecurity disrupting the learning and teaching service<br>• Social - cultural practices and beliefs affecting execution of the Commission's mandate and functions such as teacher deployment.<br>• Incidences of Corruption and fraud affecting the teaching service. |
| **Technological** | • Leveraging on technology to reduce operational costs and improve efficiency in service delivery.<br>• Opportunity to use technology in deploying alternative modes of curriculum delivery.<br>• Opportunities to develop appropriate mitigating strategies to address cyber threats | • Cyber Security Threats<br>• High rate of technological change leading to high rate of obsolescence |
| **Environmental/ Ecological** | • Opportunity to collaborate and implement the Commission's ESG programs.<br>• Develop appropriate strategies to ensure teaching services are available in regions with harsh ecological conditions. | • Disruption of teaching and learning in the affected areas.<br>• Harsh environmental conditions affecting teaching service. |

| ENVIRONMENTAL FACTOR | OPPORTUNITIES | THREATS |
|---|---|---|
| **Legal** | • The expanded mandate of the Commission by the constitution and dynamic national legal environment hence the need to review the Commission legal and policy framework<br><br>• Increased employee awareness on employment and labor rights hence the opportunity for structured engagements | Increased litigations against the Commission. |
| **Ethical** | • National values and ethics -to promote national values and ethical conduct in teaching service<br><br>• Collaboration with state and non-state actors | • Diverse cultural practices and perceptions towards ethics and /or management of unethical conduct.<br><br>• External interference in the handling of unethical practices among employees. |

### 3.1.1.2. Micro – Environment

There are many actors in the education sector, key among them is the Commission which, has a broad mandate to regulate and manage the teaching service. The other key players include MOE, KICD, KNEC, CEMASTEA, KEMI, KISE, Teacher Training Institutions, Trade Unions, Teacher Associations, PTA, BOMs etc.

Inevitably, there exist a micro / sectoral environment with prevalent opportunities and threats in which the Commission operates as illustrated in the table below.

**Table 3.2: Opportunities and Threats in the Micro- Environment**

| FACTOR | OPPORTUNITIES | THREATS |
|---|---|---|
| Political | • Goodwill among key sectoral stakeholders<br><br>• A centralized planning and implementations of the national regional and global initiatives on education training and teaching.<br><br>• Opportunity for structured collaborations with other education sector players | • The challenges in establishing the Institute for Teacher Support and professional development<br><br>• Competing roles such as standard setting, training sectoral programs |

| FACTOR | OPPORTUNITIES | THREATS |
|---|---|---|
| Economic | • Opportunity to develop an overarching education sector strategy for resource mobilization. | • limited qualified teaching resource available for the new learning areas<br>• shifting priority and focus within the sector |
| Social | • Harmonization of programs and central planning<br>• Increased interest by development partners and key stakeholders in the marginalized population such as women, learners with special needs<br>• The sustained urge for lifelong learning among teachers and the corresponding need to enhance teacher competencies and skills | • Inter sectoral mobility of employees thereby upsetting staffing levels in the teaching service<br>• Unsustainable demands by the unions hence industrial unrest. |
| | • Existing institutional management structures that facilitate the execution of some functions e.g., Teacher discipline.<br>• Registered and recognized teacher associations and unions offering the opportunity for collaborative engagements | |
| Technological | Technological advancements in social media channels for inter -sectoral communication. Opportunity to integrate data management within the sector | lack of harmonized data management repository within the sector |
| Environmental/ Ecological | Collaboration in undertaking ESG activities | Vicarious liabilities Lack of enforcement of standards for learner and teacher safety. |
| Legal | Collaborative framework to address emerging cross-cutting sectoral legal and policy issues. | Perceived Conflict of functions and roles such as setting of standards, teaching training. |
| Ethical | • Mainstream national values and principles within the sector<br>• An appropriate sectoral framework to address corruption and unethical conduct. | • Corruption within the sector.<br>• Mismanagement of learner assessment and evaluation (national examinations) |

## 3.1.2. Internal Environment

### 3.1.2.1. Governance and Administrative Structures
The Commission consists of a Chairperson and eight members appointed in accordance with the TSC Act. The Commission Secretary is the Chief Executive

and secretary to the Commission. In addition, the Commission has established committees under five thematic areas namely: Strategy and Innovation, Finance, Field Services, Audit and Human Resource Committees. The Board will provide overall leadership on the implementation of the Strategic Plan.

Further, the Commission is structured into administrative units supervised by the Chief Executive. These include; Directorates, field offices, divisions and sections to undertake the implementation of the Plan. Table 3.3 brings out the areas of weakness and strengths of the Commission's governance and administrative structures.

### 3.1.2.2. Internal Business Process

In the context of this Plan, internal business process refers to the various strategies employed by the Commission in the implementation of its mandate and functions without the influence of external players. The Commission will continuously re-engineer its internal processes in order to enhance efficiency in service delivery. Table 3.3 brings out the areas of weakness and strengths of the Commission's internal business processes.

### 3.1.2.3. Resources and Capabilities

While implementing the 2019-2023 Plan, the Commission undertook an appraisal of its resources and capabilities in the context of value creation opportunities and other external factors. The Commission identified its human and financial resources and their capabilities as key factors in the development and successful implementation of the new plan. Hence, the effective implementation of this Plan will call for among other factors, enhanced resources and human capacity. Table 3.3 brings out the areas of weakness and strengths of the Commission's resources and capabilities.

### 3.1.2.4. Summary of Strengths and Weaknesses

The table below provides an extensive illustration of the internal environment factors as discussed above.

**Table 3.3: Summary of Strengths and Weaknesses**

| ENVIRONMENTAL FACTOR | STRENGTHS | WEAKNESS |
|---|---|---|
| Governance and Administrative Structures | a) The Commission's mandate and independence are entrenched in the Constitution, TSC Act and Regulations.<br>b) There exists a well-defined corporate governance structure for clear strategy, policy direction, and implementation. | • Inadequate framework in the reporting of decentralized functions. |

| ENVIRONMENTAL FACTOR | STRENGTHS | WEAKNESS |
|---|---|---|
| | c) Institutionalized Risk Based approaches in the implementation of teacher management functions<br><br>d) A well-structured engagement framework with partners and stakeholders | |
| Internal Business Processes | a) Continuous Re-Engineering Of Internal Processes.<br><br>b) Digitized And Automated Systems<br><br>c) Clear Policies, Guidelines And Standard Operating Procedures<br><br>d) An Effective Internal Communication And Knowledge Management Strategy.<br><br>e) Well-Structured Workflow System.<br><br>f) An Established Business Continuity Plan. | a) Insufficient physical and ICT infrastructure for effective service delivery, especially in the field offices.<br><br>b) Lack of an integrated data and repository management system.<br><br>c) Insufficient research and innovation initiatives<br><br>d) Inadequate awareness on cyber security. |
| Resources and Capabilities | a) Sustained Financial Resource to Support The Functions Of The Commission.<br><br>b) Competent And Skilled Teaching and Secretariat Staff.<br><br>c) Adequate Supply of Qualified and Competent Teachers for the Job Market | a) Inadequate teaching resource with specific required skills and competencies in the areas of STEM and the new learning areas in CBC.<br><br>b) Inadequate financial resource to employ enough teachers.<br><br>c) An ageing workforce in both teaching and secretariat.<br><br>d) High loss of experienced employees due to natural attrition<br><br>e) Slow uptake of technology among employees<br><br>f) Inadequate / inappropriate infrastructure |

### 3.1.3. Analysis of Past Performance

The TSC Strategic Plan for the period 2019-2023 was underpinned by three

broad areas of focus namely: Teacher Competence, Conduct, and Performance Management; Reforms and Innovations in the provision of teaching services; and Service Delivery Re-engineering.

Implementation of the 2019-2023 plan was monitored and evaluated through various strategies including performance contracting evaluations, compliance audits, mid-term, and end-term reviews. In addition, the achievements, challenges, and lessons learnt during the implementation period were documented and reported. The following are some of the key achievements, challenges and lessons learnt.

### 3.1.3.1. Key Achievements

The Commission recorded the following key achievements over the period under review,

a) The Commission recruited 35,000 additional teachers to meet the requirement for 100% transition of learners from primary to secondary school level leading to improved curriculum coverage

b) Teacher Internship Policy and related Guidelines were developed and implemented. During the period, the Commission engaged 54,300 teacher interns as shown in table 3.1.

**Figure 2 Number of Intern Teachers Recruited**



Teacher Interns Recruited
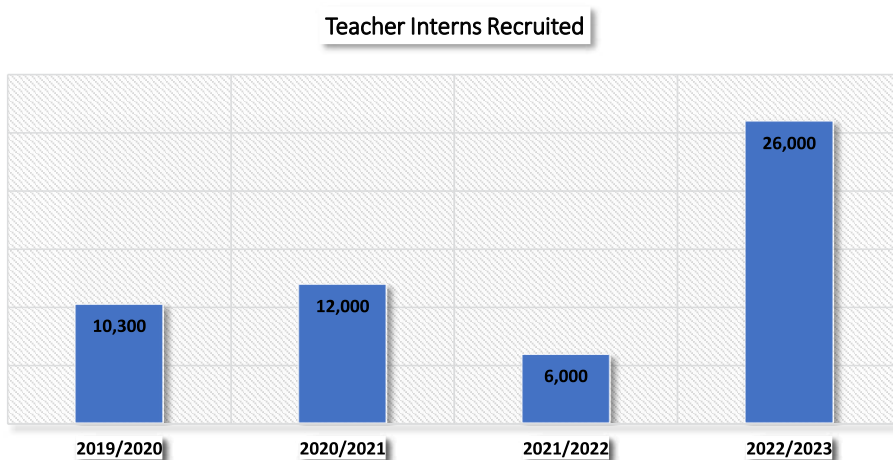
c) The Teacher Performance Appraisal and Development (TPAD) tool was reviewed and all teachers in public primary and post-primary institutions were sensitized. In addition, 95% of teachers were evaluated using the tool against the 89.2% reported at the baseline. The teacher appraisal system has enhanced teacher performance as demonstrated through increased teacher-learner contact time, effective lesson preparation, time management, the use of teaching

and learning materials in curriculum delivery.

d) To ensure the successful implementation of Competency Based Curriculum (CBC), the Commission used a multi-agency approach to retool 229,000 primary school teachers and 55,125 teachers for Junior Secondary Schools (JSS). The total number of teachers retooled for the new curriculum represents 82% of the total number of teachers employed by the Commission.

e) Developed a Policy framework for entry requirements to teaching service. All Principals, Tutors from Teacher Training Colleges, and Deans from 60 out of 90 universities were sensitized on the framework on teaching standards.

f) A Teacher Induction, Mentorship, and Coaching (TIMEC) Policy was developed to institutionalize the induction, mentorship and coaching programme. A total of 56,519 teachers were sensitized on the programme.

**Figure 3: Capacity Building on Teacher Conduct**



CAPACITY BUILDING ON TEACHER CONDUCT

- HOIs: 38,354
- BOM: 28,741
- Field Officers: 1,712
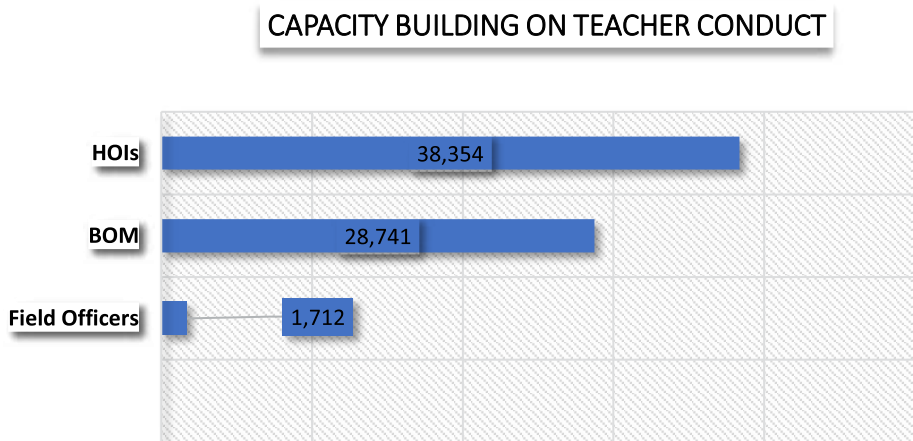
g) The Commission rolled out remote learning as an innovative strategy for alternative mode of curriculum implementation and sensitized 163,938 teachers

h) The Commission has automated key processes and systems among them:

i. The Electronic Document Management System (EDMS) where all the secretariat staff files and 92% of the teachers' files were digitized.

ii. The Human Resource Management System (HRMIS) which automated key processes including Teacher recruitment, leave

applications, transfers, entry-exit modules.

iii. An upgrade of the Teacher Registration System to enhance information on teacher profile.

iv. Automation of the Declaration of Income and Liabilities (Wealth Declaration) System where all employees declared their wealth.

v. Implementation of Microsoft Office 365 package to all employees (which includes Teams, Office, and E-mail).

i) The Commission developed an ICT Business Continuity and Disaster Recovery Plan. In addition, ICT Policy was reviewed and Information Security policy developed.

j) The Performance Recognition, Reward and Sanction policy for employees was developed and implemented during the plan period.

### 3.1.3.2. Challenges
The implementation of the Plan 2019-2023 was affected by the following challenges:

### i. Inadequate Budgetary Provisions
The downturn in economic performance led to limited resources and thus frequent financial austerity measures by the National Government. Inevitably, this resulted in budget cuts to state entities. In turn, the implementation of key programmes in the plan was affected.

### ii. Teacher Shortage
The increase in the general population and the growth in the number of basic learning institutions coupled with budgetary constraints led to a significant teacher shortage.

### iii. Low Uptake of Technology
There was a low uptake of technology by teachers and secretariat staff in the implementation of teacher management automated systems. Utilization of these systems required staff capacity building and sensitization, which was not achieved due to budgetary constraints.

### iv. Limited System Integration
The Commission has developed different teacher management systems including teacher online, HRMIS, TMIS, TPAY, TPAD, Teacher Register among others. These stand-alone systems required to be integrated for efficiency and effectiveness of the management of Commission's data. However, due to budgetary constraints, this has not been achieved, therefore affecting service delivery.

### v. Competing Stakeholder Interests

Increased competing stakeholder interests in the key functions of the Commission impacted the implementation of the plan. The areas that stakeholders demonstrated interest included institutional management, teacher recruitment, promotion, deployment and transfer.

### vi. COVID-19 Pandemic

The outbreak of the COVID-19 pandemic and the National lock downs that ensued from March 2020 adversely affected service delivery. The pandemic led to the indefinite postponement of implementation of key teacher management programs including the retooling of teachers for CBC implementation. The pandemic also led to the disruption of the school calendar, loss of learning time and the need to innovate and consider alternative modes of curriculum delivery. Further, the Pandemic affected the rollout of the Commission systems such as EDMS and HRMIS.

### vii. Change of Education System

The transition from the 8-4-4 to the Competency-Based Curriculum (CBC) led to a shift in the curriculum from Knowledge Objective Based Curriculum to CBC, resulting in the establishment of new structures in the education system. The change in the education system affected the staffing of schools as it required more teachers for implementation. Further, for effective delivery of the new curriculum, teachers required capacity building programmes to improve their pedagogical content knowledge. Additionally, the introduction of new learning areas and curriculum designs required teachers to be retooled within a short period under a constrained budget.

### viii. Insecurity in some parts of the Country

The government provides security for all the citizens including teachers. However, there have been reported cases of insecurity in some parts of the country which has adversely affected the deployment, staffing levels and teaching outcomes in the affected areas.

### 3.1.3.3. Lessons Learnt

Lessons learnt during the 2019-2023 Plan will form the basis for the implementation of 2023-2027 Plan. These include the need to:

### i. Empower Staff through Professional Development

Investing in continuous professional development for teachers enhances their skills and contributes significantly to improved educational outcomes. There is need for the Commission to prioritize professional development programs that align with teachers' needs, interests, and career goals, fostering a sense of empowerment and professional growth.

### ii. Effective Communication Channels

A clear and transparent communication strategy is crucial for successful

implementation of the Plan. There is need for the Commission to establish open communication channels that actively are all-inclusive to ensure that employees have access to accurate and up-to-date information about the strategic plan, goals, and changes in procedures and processes.

### iii. Recognition and Reward Systems
Recognizing and rewarding teacher excellence positively impacts motivation and job satisfaction. The Commission needs to Implement recognition programs that acknowledge employees' dedication, innovation, and exceptional contributions. This fosters a positive working environment and encourages a culture of excellence.

### iv. Wellness and Work-Life Balance
Employee well-being significantly influences overall performance. Therefore the Commission should recognize the importance of employee wellness and work-life balance, implement policies and practices that support employees' mental and physical health, ultimately contributing to a positive teaching environment.

### v. Feedback Mechanisms
Regular feedback helps in assessing the effectiveness of strategies and making necessary adjustments. An Established feedback mechanism in the Commission will allow employees to share their insights on the plan's implementation and encourages constructive feedback to ensure continuous improvement.

### vi. Collaborative Communities
Collaboration among teachers enhances knowledge-sharing and fosters a supportive community. The Commission shall promote collaborative learning environments through the creation of communities of practice where teachers can share experiences, resources, and best practices, contributing to professional camaraderie.

### vii. Technology Integration
Integrating technology enhances teaching and learning experiences. There is need to provide training and resources for teachers to effectively integrate technology into curriculum delivery. Further, it is necessary to recognize and celebrate innovative uses of technology by employees to enhance the learning process and service delivery.

## 3.2. Stakeholder Analysis

Stakeholders play an important role in the ability of the Commission to effectively carry out its mandate. The Commission is committed to effective stakeholder engagement to build strong relationships that meet their

expectations. A stakeholder analysis was conducted to understand their interests and expectations. Conversely, through this analysis, the Commission underscored its expectations from the respective stakeholders. The analysis is shown in Table 3.4.

**Table 3.4 Stakeholder Analysis**

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|---|---|---|---|---|
| 1. | Teachers | Curriculum implementation and assessment Institutional management Coaching and Mentorship of learners Uphold professionalism | a) Prompt registration upon qualification and application<br><br>b) Provision of an equal opportunity for employment.<br><br>c) A safe and conducive working environment.<br><br>d) Provide a framework for continuous professional development.<br><br>e) Favorable terms and conditions of service.<br><br>f) Responsiveness to customers' needs.<br><br>g) Promote bipartite negotiations and freedom of association.<br><br>h) Continuous Teacher Induction, Mentorship and Coaching.<br><br>i) Fairness and transparency in resolving grievances. | a) Teacher to provide all the requisite documents for registration.<br><br>b) Application for advertised vacancies by all qualified teachers<br><br>c) Provision of quality teaching services to learners.<br><br>d) Emotional and physical protection of learners under their care.<br><br>e) Pursue continuous professional development and provide quality teaching services to learners.<br><br>f) Adherence to the terms and conditions of service.<br><br>g) Provide timely, accurate and complete information on requests.<br><br>h) Industrial harmony.<br><br>i) Maintain professionalism in teaching service.<br><br>j) Adhere to set rules and regulations. |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|---|---|---|---|---|
| 2. | Learners | Active participation in the learning environment and uphold learner discipline | a) Access to uninterrupted quality teaching services.<br><br>b) Improved teacher-learner contact time.<br><br>c) Emotional and physical safety within the learning environment.<br><br>d) Competent special needs teacher.<br><br>e) Provision of Mentorship, Guidance and Counselling. | a) Learner discipline and classroom attendance.<br><br>b) Learner active participation in the learning process and acquire knowledge, skills, values, attitude, and competencies.<br><br>c) Learners to report incidents of abuse.<br><br>d) Classroom attendance.<br><br>e) Attend the counselling sessions and disclose the issues affecting them. |
| 3. | Ministry of Education | a) Setting education standards<br><br>b) Formulation of sectoral policies, strategies, planning and regulation.<br><br>c) Implementation of government programs in education and training. | a) Provision of quality teaching services.<br><br>b) Effective curriculum implementation.<br><br>c) Continuous consultation and collaboration.<br><br>d) Partnership in resource mobilization and management.<br><br>e) Industrial harmony in the teaching sector.<br><br>f) Collaboration in provision of services and a harmonious complementary relationship. | a) Support initiatives towards the realization of quality teaching and learning.<br><br>b) Conducive learning environment.<br><br>c) Availability in the consultative forums.<br><br>d) Collaboration and Partnership in resource mobilization.<br><br>e) Consultations on policies affecting the teaching sub-sector.<br><br>f) Effective utilization of the shared human and infrastructural resources in the sector. |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|---|---|---|---|---|
| | | | g) To promote learner safety and a conducive learning environment.<br><br>h) Implement and support the relevant national sectoral programmes. | g) Provision of policies on learner safety and conducive infrastructural environment.<br><br>h) Champion Commission's policies and programmes at the National Government level. |
| 4. | Secretariat Staff | a) Implement the decisions and resolutions of the Commission.<br><br>b) Recommend areas for policy formulation, direction and Review<br><br>c) Contribute towards the achievement of the Commission's goals, objectives and performance targets<br><br>d) Ensure sustained improvement in the quality and value of services offered by the Commission.<br><br>e) Promote the efficient and effective use of resources. | a) Adherence to the law in staff management<br><br>b) Continuous support for professional development and improved welfare.<br><br>c) Provision of Induction, Mentorship and Coaching opportunities.<br><br>d) Provision of a safe and conducive work environment<br><br>e) Favorable terms and conditions of service<br><br>f) Timely response to requests and correspondences.<br><br>g) Fairness and transparency in resolving grievances | a) Comply with relevant policy and administrative directions.<br><br>b) Pursue continuous professional development programmes and effective performance of duties.<br><br>c) Participate in the mentorship programme.<br><br>d) Adherence to policies and procedures on safety at the workplace.<br><br>e) Adherence to the terms and conditions of service<br><br>f) Provide timely, accurate and complete information on requests.<br><br>g) Adhere to set rules and regulations. |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|---|---|---|---|---|
| 5. | National Treasury | a) Formulation of national economic policy to which the Commission must align<br><br>b) Guide in formulation of national budget<br><br>c) Facilitate release of exchequer to ensure liquidity | a) Effective management of allocated financial resources in accordance with the PFM Act.<br><br>b) Compliance with the financial and related guidelines<br><br>c) Effective management of Government assets.<br><br>d) Prompt submission of relevant reports<br><br>e) Timely completion of budgeted projects.<br><br>f) Harmonious working relationship of budgeted projects. | a) Provide a framework for resource allocation, utilization, and reporting.<br><br>b) Expeditious provision and interpretation of relevant guidelines to enhance compliance.<br><br>c) Timely approval of projects/ programmes and guidelines on asset management.<br><br>d) Provide timeliness, guidelines, and formats for submission of reports.<br><br>e) Timely release of allocated funds to support budget implementation.<br><br>f) Continuous engagement. |
| 6. | National Assembly | a) Legislation and approval<br><br>b) Protection of the constitution<br><br>c) Resource allocation and oversight. | a) Effective execution of TSC mandate and functions under the Constitution and the law.<br><br>b) Prudent utilization and accountability over allocated resources.<br><br>c) Implementation of the recommendations on matters relating to teaching service. | a) Provide a legal framework for the effective and efficient execution of TSC mandate.<br><br>b) Provide oversight in the utilization of allocated resources.<br><br>c) Provide recommendations on matters relating to teaching service presented before committees. |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|-----|-------------|------|-----------------------------------|----------------------------------------|
| | | | d) Timely and accurate response to Parliamentary questions.<br><br>e) Submit the Annual Report within the stipulated period. | d) Timely submission of parliamentary questions.<br><br>e) Interrogate the Report and consider allocating adequate resources |
| 7. | Kenya Institute of Curriculum Develop-ment (KICD) | Curriculum creation and review | a) Provide a competent teaching resource for effective implementation of the curriculum.<br><br>b) Provide subject experts to support the curriculum development and evaluation of instructional materials.<br><br>c) Collaboration in areas such as capacity building, training, publications, curriculum material evaluation and research. | a) Development and dissemination of the basic education institutions curriculum.<br><br>b) Timely communication of the support/resource required.<br><br>c) Create opportunities for collaboration in areas such as capacity building, training, publications, curriculum material evaluation and research in curriculum development. |
| 8. | Kenya Edu-cation Man-agement Institute (KEMI) | Undertake capacity building for institutional management / administration. | Opportunities for collaboration in training programmes. | Opportunities for collaboration in areas such as capacity building, training, and publications |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|---|---|---|---|---|
| 9. | Centre for Mathematics, Science and Technical Education in Africa (CEMASTEA) | Capacity building in STEM learning areas | a) Opportunities for collaboration to strengthen curriculum implementation in the STEM learning areas.<br>b) Collaboration in the areas of research and innovation in the STEM areas. | a) Develop appropriate programmes to enhance effective learning in STEM areas.<br>b) Opportunities for collaboration in areas such as capacity building, training, publications, and research in STEM learning. |
| 10. | Kenya Institute of Special Education (KISE) | Build capacity in the area of special needs education training and learning. | a) Providing teaching resources for training in special needs education.<br>b) Collaboration in SNE training and research. | a) Develop and implement special needs and disabilities training programmes for TSC employees.<br>b) Opportunities for collaboration in SNE training and research |
| 11. | Kenya National Examinations Council (KNEC) | Undertake learner evaluation and assessment using the teacher resource. | a) Provide human resources for management of examinations and assessment.<br>b) Enforce national examination and assessment regulations.<br>c) Promote examination integrity.<br>d) Collaboration in learner evaluation/ assessment. | a) Develop an adequate framework for national examination and assessment.<br>b) Provide standards and quality control in learner evaluation and timely remunerate teachers who support examination management.<br>c) Investigate/facilitate investigations into examination irregularities involving teachers.<br>d) Create opportunities for collaboration in learner evaluation and assessment. |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|-----|-------------|------|-----------------------------------|---------------------------------------|
| 12. | Private basic learning institutions | Compliment the public institutions in the provision of education and learning | a) To register qualified teachers.<br>b) Collaboration in teacher discipline.<br>c) Provision of TPD framework and requirements. | a) Engage qualified and registered teachers.<br>b) Collaborate in maintaining professional conduct of teachers.<br>c) Compliance with TPD framework and requirements. |
| 13. | Development partners | Complement the funding of education programs and project | a) A framework for engagement.<br>b) Prudent utilization of mobilized resources.<br>c) Adhere to principles of good governance.<br>d) An effective monitoring, evaluation, and reporting mechanism.<br>e) Compliance with the relevant treaties, laws, and ethical standards. | a) Adhere to the agreed terms of engagement.<br>b) Timely disbursement of allocated funds.<br>c) Provide governance framework for the funded projects.<br>d) Support for effective monitoring, evaluation and reporting of implementation.<br>e) Provide relevant treaties laws and ethical standards for compliance |
| 14. | Suppliers and contractors | Provide goods and services that support teaching and learning | a) A competitive and fair playing field in the procurement of goods and services.<br>b) Prudent utilization of resources as per the contractual obligations. | a) Timely supply of works, goods, and services as per the contractual obligations.<br>b) Adherence to ethical and integrity requirements/ standards. |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|-----|-------------|------|-----------------------------------|----------------------------------------|
| | | | c) Adherence to principles of good governance.<br>d) An effective monitoring, evaluation, and reporting framework. | c) Adherence to the industry standards in offering service/goods/services.<br>d) Compliance with contractual terms. |
| 15. | Teacher training institutions including institutions of higher learning | Ensure teacher education and training meets and sustains the standards required for teaching service. | a) Entry requirements to the teaching service.<br>b) Registration of qualified trained graduates.<br>c) Provide new learning areas in the market and employ their graduates. | a) Adherence to the entry requirements to the teaching service.<br>b) Adherence to the registration requirements.<br>c) Provide competent and skilled human resource for the country. |
| 16. | Trade Unions | To engage the Commission in a bi-partisan approach for favorable terms and conditions of service for teachers | a) Compliance with the laws and regulations governing employee-employer relationships.<br>b) Bipartite engagement on labor relations to promote Industrial harmony.<br>c) Better terms and conditions of service for their members.<br>d) Timely remittance of Union dues. | a) Adherence to the relevant labor laws and regulations, especially those that promote industrial harmony.<br>b) Create a conducive environment for bipartite engagement onlabor relations.<br>c) Create an environment for collective bargaining negotiations.<br>d) Recruit members in compliance with the prevailing labor laws. |
| 17. | Teacher Associations | • To compliment efforts of the Commission in the realization of a professional teaching service | a) Effective management of teaching service.<br>b) Promote teacher welfare. | a) Support teacher management.<br>b) Advocate for teacher welfare in compliance with the relevant laws and regulations. |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|---|---|---|---|---|
| | | | c) Collaboration to enhance standards of instructional leadership.<br><br>d) Timely deduction and remittance of monthly membership fees.. | c) To enforce the prescribed teaching standards.<br><br>d) Compliance to the laws and regulations relating to recruitment of members. |
| 18. | Parents Associations and Boards of management | • Provide oversight in the administration of learning institution.<br><br>• Support learning and the learning environment to enrich the lives of the learners within the schools | a) Provision of adequate and qualified teachers.<br><br>b) Provide quality teaching service.<br><br>c) Capacity building for proper execution of delegated functions. | a) Prudently exercise the delegated authority on teacher management.<br><br>b) Create a conducive environment for teaching and learning.<br><br>c) Participate in the capacity building programmes |
| 19. | Institutional sponsors | • Compliment the resources available to learning institutions.<br><br>• undertake counselling and mentorship roles to support learners. | a) Provide adequate and qualified teaching resources to the sponsored schools.<br><br>b) Collaboration on institutional management, teacher and learner mentorship, ethical and moral issues. | a) Provide guidance to learners on spiritual development, national values and principles.<br><br>b) Create a conducive environment within the existing legal framework for collaboration on institutional management, teacher and learner mentorship, ethical and moral issues. |
| 20. | Kenya Universities and Colleges Placement Service (KUCCPS) | Facilitate the appropriate placement of learners in tertiary institutions | Set the entry requirements in the teaching service. | Placement of teacher trainees to colleges and universities as per the set standards. |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|-----|-------------|------|-----------------------------------|--------------------------------------|
| 21. | Commission for University Education (CUE) | Regulate university education and training. | Register and employ teachers from accredited institutions | Regulate and accredit institutions of higher learning and programmes related to the teaching service. |
| 22. | Commission on Administrative Justice (CAJ) | Highlight and address maladministration in the public sector institutions to ensure fairness and enforce the access to information Act | a) Fair administrative action in Commission's processes.<br><br>b) Responsiveness to complaints from teachers and members of the public relating to teaching service.<br><br>c) Enforcing Access to Information Act. | a) To render accurate and objective advice to reported cases.<br><br>b) To carry out objective, independent, and fair investigation of complaints made against the Commission.<br><br>c) Due process on complaints relating to access to information. |
| 23. | Ethics and Anti-Corruption Commission (EACC) | Develop strategies to prevent and combat corruption, economic crimes and unethical conduct. | a) Compliance with the constitution and relevant statutory provisions that promote ethical conduct.<br><br>b) To proactively undertake measures to promote ethical behavior and strategies to prevent corruption.<br><br>c) A framework / code of conduct and ethics for teachers<br><br>d) Submission of relevant reports. | a) Framework for preventing, and combating unethical conduct in the teaching service.<br><br>b) Provide national standards and practices of integrity, ethics, and anti- corruption.<br><br>c) Capacity building staff on corruption prevention strategies.<br><br>d) Provide feedback on findings derived from the submitted reports |

| No. | Stakeholder | Role | Stakeholder expectations from TSC | TSC expectations from the stakeholder |
|-----|-------------|------|-----------------------------------|----------------------------------------|
| 24. | Office of the Auditor General | Oversight and ensure accountability in the use of public resource | a) Prudent use and management of resources.<br><br>b) Implement audit recommend ations.<br><br>c) Submission of relevant reports. | a) A fair audit on the management of public resources allocated to the Commission.<br><br>b) Audit reports pointing out the areas for improvement and recommendations.<br><br>c) Provide feedback on findings derived from the submitted reports |
| 25. | General public | To consume and provide feedback and accountability on the services offered by Commission | a) Provide quality teaching service.<br><br>b) Responsiveness to public complaints.<br><br>c) Provide channels for access and dissemination of information.<br><br>d) Prudent utilization of resources. | a) Fair criticism informed by an objective assessment of TSC processes.<br><br>b) Support the TSC programmes.<br><br>c) Access the required information through the provided communication channels.<br><br>d) Report on utilization of resources |
| 26. | Media | To provide accountability and disseminate information on the programs and functions of the Commission | Provision of accurate information in matters affecting the teaching service | Accurate and fair coverage and reporting of matters affecting the teaching service. |

# CHAPTER FOUR:

# STRATEGIC ISSUES, GOALS AND KEY RESULT AREAS

This chapter focuses on the strategic intent of the Commission as outlined in its Vision, Mission, and Core Values. It presents the Strategic issues, Strategic Goals and Key Results Areas for the five-year period (2023-2027).

## 4.1. Strategic Issues

Strategic issues are fundamental policy choices, critical challenges, gaps or opportunities that must be addressed for the Commission to achieve its vision and mission. The key strategic issues are illustrated in Table 4.1.

**Table 4.1 Strategic Issues**

| STRATEGIC ISSUE | STRATEGIC GOAL | KEY RESULT AREA |
|---|---|---|
| a) Teacher shortage at the basic public learning institutions<br><br>b) High number of qualified but unemployed teachers | Quality Teaching Service and Curriculum Implementation | Adequate staffing of basic public institutions |
| c) Education reforms such as CBC affecting the teaching service<br><br>d) Need for alternative modes of curriculum delivery. | | A strengthened curriculum implementation framework in learning institutions. |
| e) Low uptake of Teacher Professional Development Programmes.<br><br>f) Weakening Teacher Professionalism and Conduct.<br><br>g) Inadequate implementation of the Teacher Regulatory Framework | | Improved teacher professionalism |

| STRATEGIC ISSUE | STRATEGIC GOAL | KEY RESULT AREA |
|---|---|---|
| h) Inadequate framework in the reporting of decentralized functions.<br><br>i) Slow uptake of technology and lack of system integration<br><br>j) Lack of Business Continuity Management framework.<br><br>k) Weak research and innovation culture | Service Delivery Re-Engineering And Innovation | A re-engineered service delivery |
| l) Budget constraints<br><br>m) Inadequate human resource capacity | Institutional Capacity and Corporate Governance | Strengthened the human and financial capacity |
| n) Weak partnerships and collaborations with key stakeholders.<br><br>o) Need for enhanced corporate governance | | Strengthened partnership and collaboration with key stakeholders. |
| p) Weak Customer Relationship Management<br><br>q) Overlapping Legal and policy frameworks. | | Strengthened corporate governance |

## 4.2. Strategic Goals

This Plan identifies three main Strategic Goals aligned to the Commission's mandate, vision, mission, and core values. The strategic goals are:

    i. Quality Teaching Service and Curriculum Implementation;

    ii. Service Delivery Re-engineering and Innovation; and

    iii. Institutional Capacity and Corporate Governance.

The three Strategic Focus Area (SFA) under the 2019-2023 Strategic Plan have been taken into consideration under the proposed new focus areas as highlighted below:

    i. The SFA on Teacher Competence, Conduct and Performance Management is covered under the strategic goal on Quality Teaching Service and Curriculum Implementation.

    ii. The SFA on Reforms and Innovations in Provision of teaching

services together with the strategic goal on Service Delivery Re-engineering have been combined under Service Delivery Re engineering and Innovation.

Additionally, to address the Commission's capacity deficiencies in both human and financial resources, a new strategic goal on Institutional Capacity and Corporate Governance has been introduced.

Each strategic goal is linked to its respective strategic objectives, key results area, strategies, and corresponding performance indicators. Each strategy will be implemented through various activities, which are clearly linked to the targets, Key Performance Indicators (KPIs), and corresponding resource requirements spread out across the Plan period. The strategic goals are discussed in the next section as follows:

### 4.2.1. Strategic Goal 1: Quality Teaching Service and Curriculum Implementation

This strategic goal puts emphasis on the teachers' professional knowledge, engagement into the teaching service and effective curriculum implementation. Strategies under this focus area will ensure the acquisition of competencies, skills, values, and attitudes for effective implementation of the competency-based curriculum and assessment. In addition, measures will be put in place that focus on the Kenya Professional Teaching Standards (KePTS) and performance management system.

### 4.2.2. Strategic Goal 2: Service Delivery Re-engineering and Innovation

The Commission will continuously re-engineer its processes to enhance service delivery. In addition, it will encourage research and innovations to improve access to its services. To this end, the Commission will develop robust mechanisms to enhance responsiveness to customers and improve operational efficiency.

### 4.2.3. Strategic Goal 3: Institutional Capacity and Corporate Governance

This goal focuses on institutional and structural initiatives to support the successful implementation of the Plan. It entails the enhancement of human resources in terms of optimum establishment, relevant skills, competencies, and employee welfare. It will also involve resource mobilization from Government and development partners to ensure adequate funding for the planned programmes and projects. Additionally, this strategic goal includes Corporate Governance, which focuses on formulation and compliance with policies and legal framework to support board oversight and promote a positive corporate brand.

# CHAPTER FIVE:
# STRATEGIC OBJECTIVES AND STRATEGIES

This chapter outlines the strategic objectives and strategic choices, which provide the Commission's aspirations over the Plan period (2023-2027).

## 5.1. Strategic Objectives

The strategic objectives and the respective strategies that the Commission commits to implement over the Plan period are detailed in Table 5.1.

**Table 5.1: Outcome Annual Projection**

| STRATEGIC OBJECTIVE | OUTCOME | OUTCOME INDICATOR | PROJECTIONS | | | | |
|---|---|---|---|---|---|---|---|
| | | | YR1 | YR 2 | YR3 | YR4 | YR5 |
| **KRA1: Adequate staffing in basic public Learning institutions** | | | | | | | |
| To Reduce the national teacher shortage by 100% of the baseline of 111,870. | Improved staffing levels | Number of teachers recruited | 22,374 | 22,374 | 22,374 | 22,374 | 22,374 |
| **KRA2: A strengthened curriculum implementation framework in learning institutions.** | | | | | | | |
| To strengthen curriculum implementation in learning institutions. | More Responsive teachers in curriculum implementation | Number of teachers Retooled. | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 |
| | | Number of teachers evaluated on PC&TPAD | All | All | All | All | All |
| **KRA3: Improved teacher professionalism** | | | | | | | |
| To strengthen teacher competencies and promote positive conduct. | A more competent teaching service. | Number of additional in-service programs developed and rolled out. | - | 1 | - | - | 1 |

| STRATEGIC OBJECTIVE | OUTCOME | OUTCOME INDICATOR | PROJECTIONS | | | | |
|---|---|---|---|---|---|---|---|
| | | Number of Teachers undertaking TIMEC programs | | | | | |
| | | Number of Interns hired | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 |
| | | Number of Teachers undertaking the TPD | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 |
| **KRA 4: A re-engineered service delivery** | | | | | | | |
| To improve operational excellence. | Enhance re-sponsiveness in service delivery | Number of services automated | 1 | - | 1 | - | 1 |
| | | Number of services decentralized at the counties. | 1 | 1 | 1 | 1 | 1 |
| To strengthen research and innovation | Research and innovation institutional-ized | Number of researches undertaken | 2 | 2 | 2 | 2 | 2 |
| | | Number of innovations recognized and rewarded | 1 | 1 | 1 | 1 | 1 |
| **KRA 5: Institutional strengthening** | | | | | | | |
| To improve the human resource capacity. | Competent staff | Number of staff's capacity built. | 600 | 600 | 600 | 600 | 600 |
| To strengthen the Monitoring and Evaluation framework | Improved performance | Number of monitoring reports | 1 | 1 | 1 | 1 | 1 |
| To increase financial resource | Adequate funding. | Enhanced budgetary allocation | 2% | 2% | 2% | 2% | 2% |

| STRATEGIC OBJECTIVE | OUTCOME | OUTCOME INDICATOR | PROJECTIONS | | | | |
|---|---|---|---|---|---|---|---|
| To enhance employee motivation, welfare, and wellness | A motivated employee | Number of teachers promoted. | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 |
| | | Number of staffs sensitized at both HQ and Field on ADA, HIV and Mental Health | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 |
| **KRA 6: Strengthened partnership and collaboration with key stakeholders.** | | | | | | | |
| To promote partnership and col-laboration with key stakeholders. | Industrial harmony | Number of MOU agreements and CBA signed | 2 | 2 | 2 | 2 | 2 |
| | | Number of fora/ engagements held | | | | | |
| **KRA 7: Strengthened corporate governance** | | | | | | | |
| To strengthen corporate governance of the Commission | Improved corporate image. | CRM system operationalized | CRM | 1 | 1 | 1 | 1 |
| | | Number of ESG initiatives undertaken | 1 | 1 | 1 | 1 | 1 |
| To Strengthen the legal and policy framework of the Commission | A clear and legal framework supporting Commission's mandate. | Reviewed enabling policies, ACT and regulations | Review | Legal Audit | Legal Audit | Review | Legal Audit |

## 5.2. Strategic Choices

This section presents the various strategies that the Commission will pursue to achieve the identified strategic objectives.

**Table 5.2 Strategic Objectives and Strategies**

| STRATEGIC OBJECTIVE | STRATEGIES |
|---|---|
| **KRA 1: Adequate Staffing in Basic Public Learning Institutions** | |
| Reduce the national teacher shortage by 100% of the baseline. | Recruit and equitably distribute additional teachers. |
| **KRA 2: A Strengthened Curriculum Implementation Framework in Learning Institutions.** | |
| To strengthen curriculum implementation in learning institutions. | Establish mechanisms to provide adequate and competent teachers for curriculum implementation |
| | Enhance performance management and strengthen feedback mechanism. |

| STRATEGIC OBJECTIVE | STRATEGIES |
|---|---|
| **KRA 3: Improved Teacher Professionalism** | |
| To strengthen teacher competencies and promote positive conduct. | Strengthen Teacher In-service programmes. |
| | Improve teacher professionalism and integrity. |
| | Establish an institute for teacher support and professional development. |
| | Establish a community of practice among teachers for knowledge sharing. |
| | Strengthen teachers' internship programmes. |
| To strengthen research and innovation | Institutionalize research culture. |
| | Promote and reward innovation in service delivery. |
| **KRA 5: Institutional Strengthening** | |
| To improve the human resource capacity | Enhance human resource capacity for professionalism and productivity. |
| To increase financial resources | Enhance resource mobilization. |
| To strengthen the Monitoring and Evaluation framework | Enhance performance management. |
| To enhance employee motivation, welfare, and wellness | Develop/review policies to improve employee welfare. |
| | Establish and implement mechanisms to promote employee motivation. |
| | Implement programmes for employee health and wellness. |
| **KRA 6 : Strengthened Partnerships and Collaboration With Key Stakeholders.** | |
| To promote partnerships, agreements and collaboration with key stakeholders. | Review the policy framework on collaboration, agreements and partnerships. |
| | Establish partnerships, agreements and linkages with national and international organizations to improve the teaching service. |
| **KRA 7 : Strengthened Corporate Governance** | |
| To strengthen corporate governance of the Commission | Enhance the corporate image of the Commission. |
| | Enhance the corporate governance at the Commission. |
| To Strengthen the legal and policy framework of the Commission | To review legal and policy framework of the Commission. |

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# CHAPTER SIX:

# IMPLEMENTATION AND COORDINATION FRAMEWORK

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This chapter provides the implementation and coordination framework that will ensure effective delivery of this Strategic Plan. Successful implementation requires full involvement, effort, commitment, and leadership from the Commission's Board, staff, and all stakeholders. This includes addressing the organizational structure, capacity building in human resource, and mobilizing adequate resources. It also outlines the optimal staffing levels required and risk management strategy.

## 6.1. Implementation Plan

The implementation plan describes how the strategic Plan will be operationalized. It describes the various components that include the action plan, budgeting and performance contracting.

### 6.1.1. Action Plan

The action plan constitutes the Strategic Issues, Strategic Goals, Key Result Areas, Outcomes, Strategic Objectives, strategies, Key Activities, Expected Outputs, Output Indicators, Annual Targets, Annual Budgets and Responsibility for execution of the activities as demonstrated in Table 6.1.

### 6.1.2. Annual Workplan and Budget

**Table 6.1: Costed Annual Work Plan for Year 1 (FY 2023/2024)**

| | ACTIVITIES | COST (Kshs. In Million) | RESPONSIBILITY |
|---|---|---|---|
| **STRATEGIC GOAL 1: QUALITY TEACHING SERVICE AND CURRICULUM IMPLEMENTATION** | | | |
| 1.01 | Recruit additional 111,870 teachers on P&P | 14,700 | D(Staffing) |
| 1.02 | Review the teacher entry requirements for entering the teaching service at all levels | 2 | D(TPM) |
| 1.03 | Establish and Implement a teachers Competency Framework | 7 | D(TPM) |
| 1.04 | Train Teachers on CBC and CBA | 1,500 | D(TPM) |
| 1.05 | Train Teachers on TPAD and PC | 50 | D(TPM) |
| 1.06 | Monitor implementation of TPAD & PC | 21 | D(TPM) |

| | ACTIVITIES | COST (Kshs. In Million) | RESPONSIBILITY |
|---|---|---|---|
| 1.07 | Carry out impact assessment of TPAD & PC on curriculum implementation | 7 | D(TPM) |
| 1.08 | Train 100 champions per county annually on remote learning methodologies | 19 | D(TPM) |
| 1.09 | Evaluate Implementation of alternative modes of curriculum implementation | 7 | D(TPM) |
| 1.1 | Develop and roll out additional modules for TPD | 45 | D(TPM) |
| 1.11 | Implement in-service programmes for teachers in schools (TPD Modules) | 2,160 | D(TPM) |
| 1.12 | Re-tooling teachers to improve their pedagogical skills | 46 | D(TPM) |
| 1.13 | Induct newly recruited teachers and HoIs | 27 | D(Staffing) |
| 1.14 | Capacity Build 150 Field officers annually on dispensation of Discipline cases | 9 | D(TDM) |
| 1.15 | Monitor Implementation of TIMEC in all counties | 15 | D(TDM) |
| 1.16 | Establish and support Cluster of teams in every zone | 15 | D(TPM) |
| 1.17 | Monitor the impact of cluster on teacher performance | 15 | D(TPM) |
| 1.18 | Engage Teacher Interns | 4,680 | D(Staffing) |
| | **Sub Total** | **23,325** | |
| **STRATEGIC GOAL 2: SERVICE DELIVERY RE-ENGEERING & INNOVATIONS** | | | |
| 2.01 | Undertake ISO Certification | 10 | D(O) |
| 2.02 | Implement a CRM, Modern Call center | 15 | D(O) |
| 2.03 | Develop and Implement Complaints Management system | 3 | D(O) |
| 2.04 | Setting customer care desks at the Counties | 20 | D(O) |
| 2.05 | Upgrade and integrate Communication systems | 30 | D(ICT) |
| 2.06 | Establish a centralized data warehouse | 20 | D(ICT) |
| 2.07 | Automate key processes | 20 | D(ICT) |
| 2.08 | Re-engineer 5 key processes | 3 | D(AS) |
| 2.09 | Develop and Implement a corporate business continuity plan | 60 | D(O) |
| 2.1 | Implement the ICT Disaster recovery Plan | 8 | D(ICT) |
| 2.11 | Decentralize key support services | 6 | D(O) |
| 2.12 | Roll out EDMS to the field offices | 20 | D(AS) |
| 2.13 | Roll out the Financial Management system to Counties | 5 | D(F&A) |

| | ACTIVITIES | COST (Kshs. In Million) | RESPONSIBILITY |
|---|---|---|---|
| 2.14 | Decentralize payroll mgt function | 5 | D(HRM&D) |
| 2.15 | Purchase of field services equipment | 74 | D(AS) |
| 2.16 | Purchase of 175 vehicles | 210 | D(AS) |
| 2.17 | Establishment of 11 County Offices | 100 | D(AS) |
| 2.18 | Institutionalize data Governance | 10 | D(O) |
| 2.19 | Digitization of records | 100 | D(AS) |
| 2.2 | Expand the Local Area Network | 44 | D(ICT) |
| 2.21 | Upgrade core network and security infrastructure | 24 | D(ICT) |
| 2.22 | Improve computer ratio to 1:1 for sec staff | 36 | D(ICT) |
| 2.23 | Enhance Data center servers | 20 | D(ICT) |
| 2.24 | Equip Counties with internet, computers and LAN | 41 | D(ICT) |
| 2.25 | Implement ISMS (ISO 27001) | 6 | D(ICT) |
| 2.26 | Operationalize and mainstream STI | 3 | D(O) |
| 2.27 | Undertake annual research | 5 | D(O) |
| 2.28 | Implement research and innovation policy | 3 | D(O) |
| 2.29 | Organize Innovations day annually | 5 | D(O) |
| | **Sub Total** | **906** | |
| **STRATEGIC GOAL 3: INSTITUTIONAL CAPACITY AND CORPORATE GOVERNANCE** | | | |
| 3.01 | Undertake training needs assessment | 10 | D(HRM&D) |
| 3.02 | Capacity build staff on identified gaps | 110 | D(HRM&D) |
| 3.03 | Enhance TPD for staff | 15 | D(HRM&D) |
| 3.04 | Upgrade the resource center | 10 | D(O) |
| 3.05 | Review and implement the succession mgt policy | 5 | D(HRM&D) |
| 3.06 | Promote teachers | 2,200 | D(HRM&D) |
| 3.07 | Recruit staff to fill gaps | 2 | D(HRM&D) |
| 3.08 | Prepare annual work plans and PC | 3 | D(O) |
| 3.09 | Monitor Implementation of the SP | 3 | D(O) |
| 3.1 | Develop and implement resource mobilization framework | 6 | D(F&A) |
| 3.11 | Capacity build resource mobilization teams | 3 | D(HRM&D) |
| 3.12 | Identify and implement methods of increasing A-IA | 0 | D(F&A) |
| 3.13 | mainstream public Finance mgt | 5 | D(F&A) |
| 3.14 | Review CPG for teacher &Secretariat staff | 13 | D(HRM&D) |
| 3.15 | Implement the reward recognition policy | 3 | D(HRM&D) |
| 3.16 | Undertake work load analysis | 10 | D(HRM&D) |

| | ACTIVITIES | COST (Kshs. In Million) | RESPONSIBILITY |
|---|---|---|---|
| 3.17 | Sensitization on non-communicable diseases | 63 | D(AS) |
| 3.18 | Train peer educators on psychosocial support groups | 7 | D(AS) |
| 3.19 | Framework on collaboration | 3 | D(O) |
| 3.2 | Development of CORT for secretariat staff | 3 | D(LL&IR) |
| 3.21 | Review CORT for teachers | 3 | D(LL&IR) |
| 3.22 | Undertake legal & compliance Audit | 5 | D(LL&IR) |
| 3.23 | Build capacity of the board on various issues | 12 | D(O) |
| 3.24 | Board self-evaluation | 2 | D(O) |
| 3.25 | Implement Annual Audit plan | 20 | D(IA) |
| 3.26 | Identify and implement ESG initiatives | 2 | D(O) |
| 3.27 | Review customer service mgt policy | 5 | D(O) |
| 3.28 | Conduct culture Audit and implement recommendations | 10 | D(O) |
| 3.29 | Develop and Implement brand strategy | 20 | D(O) |
| 3.3 | Implement media strategy and communication | 15 | D(O) |
| 3.31 | Corporate social investment strategy | 1 | D(O) |
| 3.32 | Undertake stakeholder and media engagement | 3 | D(O) |
| | Sub-Total | 2,571 | |
| Grand Total | | 26,801 | |

### 6.1.3 Performance Contracting

The Commission's costed Annual Work Plans in section 6.1.2 will constitute the Annual Performance Contracts. The Commission will develop Performance Contract for each Financial Year of the Plan period to operationalize the Plan as a key accountability tool to ensure effective monitoring and evaluation. This will enable the Commission to identify gaps and take appropriate corrective actions.

## 6.2. Coordination Framework

This framework describes how the activities and programmes in this Plan will be coordinated and implemented. The required institutional framework; staffing levels, skills set and competences; leadership; and systems and procedures are presented as follows:

### 6.2.1 Institutional Framework

This describes the necessary organizational structure, policies, rules and regulations established to support implementation of the strategic initiatives. The Commission has put in place the required structured policies, rules and regulations to support effective execution of the Plan. Further, the Commission

has decentralized several functions to the field offices to spear head service delivery. The decentralized functions include: teacher recruitment, posting and deployment, transfer, promotion discipline and performance evaluation

## 6.2.2 Staff Establishment, Skills Set and Competence Development

This section describes the existing staffing levels, skills set and competences required for effective and efficient implementation of the strategic plan are presented in Tables 6.2.1 and 6.2.2 below. The Commission has in its employment staff and teachers in various cadres and category of schools. However, the Commission is faced with the challenge of inadequate human resource with respect to numbers, skills and competencies needed for implementation of the plan. In order to enhance employee productivity, the Commission will pursue the following strategies: -

    i. Recruitment of additional teachers
    ii. Undertake institutional capacity building for staff and retooling of teachers
    iii. Promote employees based on their competencies and performance
    iv. Strengthen performance management for employees through performance appraisal and performance contracting
    v. Enhance the employee welfare
    vi. Strengthen the employees reward and recognition policy

**Table 6.2.1: Secretariat Staff Establishment**

| DESIGNATION | TSC Grade | ESTABLISHMENT | INPOST | VARIANCE |
|---|---|---|---|---|
| Heads of Directorates | 3 | 10 | 7 | 3 |
| Senior Management | 4,5 and 6 | 327 | 298 | 29 |
| Middle-level Managers | 7 | 661 | 628 | 33 |
| Operational Managers | 8 and 9 | 769 | 753 | 16 |
| Support officers | 10 to 14 | 1,217 | 1,169 | 48 |
| **TOTAL** | | **2,984** | **2,856** | **128** |

**Table 6.2.2: Establishment for Teachers**

| CATEGORY OF TEACHERS | OPTIMAL STAFFING LEVELS | IN POST | VARIANCE |
|---|---|---|---|
| Primary | 198,220 | 216,414 | (18,194) |
| Junior School | 83,899 | 18,378 | 65,521 |
| Secondary | 188,440 | 124,569 | 63,871 |
| TTCs | 1,646 | 974 | 672 |
| **TOTAL** | **472,205** | **360,365** | **111,870** |

**Table 6.3.1: Skills Set and Competence Development for Secretariat Staff**

| CATEGORY | SKILLS SET | SKILLS GAP | COMPETENCE DEVELOPMENT |
|---|---|---|---|
| Head of Directorates and Senior Management | a) Strategic thinking<br>b) Leadership Skills<br>c) Communication skills<br>d) Interpersonal Skills<br>e) Analytical Problem solving and decision-making skills<br>f) Policy and projects management Skills<br>g) People management and empowerment skills<br>h) Analyze and manage data<br>i) Performance management skills<br>j) Guidance, counselling, Mentorship, and Coaching skills<br>k) Alternative dispute resolution competences / knowledge<br>l) Risks management skills.<br>m) Interpersonal Skills<br>n) Time management skills<br>o) Adaptability skills<br>p) Financial management | a) Policy Implementation skills<br>b) Efficient Management of teams<br>c) Dispute resolution competences / knowledge<br>d) Data management skills<br>e) Leadership skills<br>f) Crisis management skills<br>g) Induction and mentorship skills<br>h) Adaptability skills | Capacity building initiatives in the following areas:<br>a) Policy implementation,<br>b) Organizational leadership<br>c) Negotiation, mediation and grievance handling skills<br>d) Strategic planning<br>e) Project management skills<br>f) Data management skills<br>g) Crisis management skills<br>h) Succession management skills<br>i) Resource and Knowledge management Skills<br>j) Risks management skills.<br>k) Interpersonal Skills<br>l) Change management skills |

| CATEGORY | SKILLS SET | SKILLS GAP | COMPETENCE DEVELOPMENT |
|---|---|---|---|
| Middle-level Managers | a) Mastery and in-depth knowledge in area of specialization; <br> b) Communication skills <br> c) Leadership skills <br> d) Report writing skills <br> e) Team management skills <br> f) Coaching and, mentorship skills <br> g) Adaptability skills <br> h) Risks management skills. <br> i) Computer literacy skills. <br> j) Time management skills <br> k) Financial management skills | a) Supervisory and management Skills <br> b) Evaluation of staff performance Skills <br> c) Data analysis and management Skills <br> d) Minute/ Report writing skills <br> e) Communication skills <br> f) Risk management skills <br> g) Computer literacy skills <br> h) Adaptability skills | Capacity building initiatives in the following areas: <br> a) Supervisory Skills <br> b) Data analysis Skills <br> c) Professional certification/ Continuous Professional Development <br> d) Minute and reporting writing Skills. <br> e) Interpersonal Skills <br> f) Computer literacy skills <br> g) Change management skills |
| Operational Managers | a) Knowledge and technical expertise in area of operation. <br> b) Induction, coaching and mentorship skills <br> c) Critical thinking and problem-solving skills <br> d) Creativity/ innovation skills <br> e) Supervisory skills <br> f) Data analysis and management skills <br> g) Computer literacy and application skills <br> h) Customer relations skills <br> i) Time management skills <br> j) Team work skills <br> k) Adaptability skills | a) Customer relation skills <br> b) In-depth understanding of the technical area <br> c) Supervisory Skills <br> d) Induction and mentorship skills <br> e) Creativity/ innovation skills <br> f) Data analysis and management skills <br> l) Computer literacy and application skills <br> m) Adaptability skills | Capacity building initiatives in the following areas: <br> a) Customer relation skills <br> b) In-depth understanding of the technical area <br> c) Supervisory Skills <br> d) Induction and mentorship skills <br> e) Creativity/ innovation skills <br> f) Data analysis and management skills <br> g) Computer literacy and application skills <br> h) Change management skills |

| CATEGORY | SKILLS SET | SKILLS GAP | COMPETENCE DEVELOPMENT |
|---|---|---|---|
| Support officers | a) Understanding of functions and processes of the Commission.<br>b) Records management skills<br>c) Customer care skills<br>d) Active listening skills<br>e) Operations Health and Safety skills<br>f) Time management skills<br>g) Interpersonal skills<br>h) Team work skills<br>i) Risk management skills<br>j) Computer literacy skills | a) Customer care Skills<br>b) Communication skills<br>c) Interpersonal and communication skills<br>d) Records management skills<br>e) Computer literacy skills<br>f) Knowledge on Commission's functions and processes | Capacity building initiatives in the following areas:<br>a) Customer care Skills<br>b) Communication skills<br>c) Interpersonal and communication skills<br>d) Records management skills<br>e) Computer literacy skills<br>f) Knowledge on Commission's functions and processes<br>g) Financial management skills |

**Table 6.3.2: Skills Set and Competence Development for Teachers**

| CATEGORY OF TEACHERS | SKILLS SET | SKILL GAP | COMPETENCE DEVELOPMENT |
|---|---|---|---|
| Institutional administrators | a) In-depth understanding of the delegated functions of the Commission.<br>b) Pedagogy skills<br>c) Mentorship & coaching, guidance & counselling skills<br>d) Leadership skills<br>e) Communication skills<br>f) Financial management skills<br>g) ICT and digital literacy skills<br>h) Interpersonal skills<br>i) Analytical Problem solving and decision-making skills | a) In-depth understanding of the policies and legal framework.<br>b) Human resource management skills<br>c) Financial management skills<br>d) Comprehensive Occupation Health and Safety management skills<br>e) Computer literacy skills<br>f) Data analysis and management skills<br>g) Research skills<br>h) Mentorship & coaching, | Capacity building through initiatives such as induction, sensitization, in service etc, in the following areas:<br>a) Relevant policies and legal frameworks<br>b) Mentorship and coaching skills<br>c) Learner protection and safety skills<br>d) Computer literacy skills<br>e) Human resource management skills<br>f) Financial management skills<br>g) Data analysis and management skills |

| CATEGORY OF TEACHERS | SKILLS SET | SKILL GAP | COMPETENCE DEVELOPMENT |
|---|---|---|---|
| | j) Policy and projects management Skills<br>k) People management and empowerment skills<br>l) Data analysis and management skills<br>m) Performance management skills<br>n) Grievance handling skills<br>o) Risks management skills.<br>p) Critical thinking skills<br>q) Time management skills<br>r) Report writing skills<br>s) Supervisory skills<br>t) Investigative skills<br>u) Resource Mobilization and management skills<br>v) Occupation Health and Safety skills<br>w) Risk management skills<br>x) Crisis management skills<br>y) Research skills | i) ICT and digital literacy<br>j) Collaborative skills | h) Research skills<br>i) ICT and digital literacy |
| Primary and post primary teachers | a) Pedagogy skills<br>b) Mentorship & coaching, guidance & counselling skills<br>c) Instructional Leadership skills<br>d) Communication skills<br>e) ICT and digital literacy skills<br>f) Interpersonal skills<br>g) Analytical Problem solving and decision-making skills | a) Competency Based pedagogy skills<br>b) Inadequate understanding of Occupational, Health and Safety measures.<br>c) Computer literacy skills<br>d) Action research skills<br>e) Mentorship & coaching skills, | Capacity building through initiatives such as induction, sensitization, in service etc. in the following areas:<br>a) Competency Based pedagogy skills<br>b) Occupational, Health and Safety measures.<br>c) Computer literacy skills<br>d) Action research skills |

| CATEGORY OF TEACHERS | SKILLS SET | SKILL GAP | COMPETENCE DEVELOPMENT |
|---|---|---|---|
| | h) People management skills | f) ICT and digital literacy | e) Mentorship & coaching skills, |
| | i) Learner assessment skills | g) Data compilation skills | f) ICT and digital literacy |
| | j) Grievance handling skills | h) Learner protection and safety skills | g) Data compilation skills |
| | k) Time management skills | | h) Active dispute resolution skills |
| | l) Report writing skills | | i) Learner protection and safety skills |
| | m) Occupation Health and Safety management skills | | |
| | n) Action research skills | | |
| | o) Learner protection skills | | |

## 6.2.3 Leadership

The Commission shall offer oversight and strategic direction in the implementation of this Plan. This will be achieved through the coordination, support and supervision of the Commission Secretary and senior management as per the structures already established.

## 6.2.4 Systems and Procedures

The Commission has developed systems and procedures that will ensure that the Plan is effectively implemented and report progress. In addition, it will also endeavor to continue achieving quality standards, enhance digitization and value chain in service delivery. This is evident through the institutionalization of performance management for employees, clear commitments through the service charter, digitization of teachers' records on the EDMS, automation of key functions like registration, teacher recruitment, promotion and processing of exit claims.

## 6.2.5. Risk Management Framework

The Commission has identified risk factors that may potentially hinder the successful implementation of this Plan and consequently put in place appropriate mitigating measures to minimize or eliminate the impact of such risks. A cross-section of these risks has been identified as summarized in Table 6.4.

**Table 6.4: Risk Analysis and Mitigation Measures**

| NO | RISK | RISK DESCRIPTION | RATING | | | MITIGATION MEASURES | RISK OWNER |
|---|---|---|---|---|---|---|---|
| | | | L | I | RL | | |
| 1. | Budget constraints | I. Inadequate budgetary allocation<br>II. Unplanned budget cuts | H | H | HH | i. Lobbying for enhanced allocation.<br>ii. Implement resource mobilization strategies | D (F&A) |
| 2. | Technological challenges | i. Slow uptake of emerging technologies<br>ii. Inadequate capacity in ICT<br>iii. Cybersecurity<br>iv. Rapid technological change rendering some systems and processes obsolete | H | H | HH | i. Capacity building on ICT.<br>ii. Invest in security of Commission data and information system.<br>iii. Roll out the disaster recovery plan.<br>iv. Research and innovation<br>v. Upgrade of ICT Infrastructure | D (ICT) |
| 3. | Exposure of confidential data | Failure to comply with data privacy/ protection regulations. | M | H | MH | Ensure compliance with relevant laws and regulations on data protection. | D (ICT) |
| 4. | Change in Government priorities | Policies and Programmes in the education sector affect the execution of the Commission's mandate. | M | H | MH | i. Enhance stakeholder engagement and lobbying.<br>ii. Aligning policies with Government agenda. | CS |
| 5. | Competing stakeholder interests | Vested interests from stakeholders affect discharge of the Commission's mandate | M | H | MH | Continuous stakeholder engagement and collaboration. | D(O) |
| 6. | Industrial Action | Disruption of learning due to staff unrest | M | H | MH | Embrace social dialogue and bipartite negotiations in solving industrial grievances. | D(LLIR) |

| NO | RISK | RISK DESCRIPTION | RATING | | | MITIGATION MEASURES | RISK OWNER |
|----|------|-----------------|--------|---|----|--------------------|-----------|
|    |      |                 | L | I | RL |                    |           |
| 7. | Insecurity | Insecurity in some parts of the country leading to disruption of learning | M | H | MH | Collaborate with national government agencies on security matters | CS |
| 8. | Negative corporate image | Negative public perception | M | H | MH | Implement a brand building communication strategy and improve corporate culture. | DD(CA) |

# CHAPTER SEVEN:
# RESOURCE REQUIREMENTS AND MOBILISATION STRATEGIES

The Commission will require financial resources to facilitate implementation of this plan hence the need to map out the financial needs to facilitate proper planning. This Chapter presents; the financial resource requirements; the funding gaps as per the key result area: mobilization strategies and resource management mechanisms within the plan period.

## 7.1. Financial Requirements

During the financial year 2022/23 the Commission's budget was Kshs. 321 Billion. In order to ensure the successful implementation of this Plan over the five-year period, the Commission will require an additional budget of Kshs. 134.49 Billion for the Plan period as illustrated in Table 7.2. A detailed breakdown of the supplementary resource requirements covering both recurrent and development provisions is provided in Table 7.1.

**Table 7.1: Resource Requirement for the Strategic Plan**

| PROJECTED RESOURCE REQUIREMENT (KSH Million) | | | | | | |
|---|---|---|---|---|---|---|
| COST ITEMS | Y1 | Y2 | Y3 | Y4 | Y5 | Total for 5 years |
| KRA1: Adequate staffing in basic public Learning institutions | 14,700 | 14,703 | 14,700 | 14,700 | 14,700 | 73,503 |
| KRA 2: A strengthened curriculum implementation framework in learning institutions. | 1,612 | 1,613 | 1,620 | 1,618 | 1,620 | 8,086 |
| KRA3: Improved teacher professionalism | 7,012 | 7,347 | 7,012 | 7,047 | 7,017 | 35,435 |
| KRA 4: A re-engineered service delivery | 905 | 952 | 943 | 1,058 | 940 | 4,800 |
| KRA 5: Institutional strengthening | 2,467 | 2,447 | 2,438 | 2,433 | 2,461 | 12,247 |

| | PROJECTED RESOURCE REQUIREMENT (KSH Million) | | | | | |
|---|---|---|---|---|---|---|
| COST ITEMS | Y1 | Y2 | Y3 | Y4 | Y5 | Total for 5 years |
| KRA 6: Strengthened partnership and collaboration with key stakeholders. | 3 | - | - | - | - | 3 |
| KRA 7: Strengthened corporate governance | 100 | 86 | 76 | 76 | 77 | 417 |
| TOTALS | 26,800 | 27,149 | 26,791 | 26,934 | 26,816 | 134,493 |

## 7.2. Resource Gaps

This section presents the deficiencies in the availability or allocation of resources required by the Commission in implementation of its functions in a period of five years.

**Table 7.2 Resource Gaps**

| FINANCIAL YEAR | ESTIMATED FINANCIAL REQUIREMENT (KSH.S MILLION) | ESTIMATED ALLOCATIONS (KSH.S MILLION) | VARIANCE (KSH.S MILLION) |
|---|---|---|---|
| YEAR 1 | 26,800.965 | 6,304.95 | 20,496.015 |
| YEAR 2 | 27,149.815 | 19,560 | 7,589.815 |
| YEAR 3 | 26,791.135 | 1,885 | 24,906.135 |
| YEAR 4 | 26,934.635 | 17,680 | 9,254.635 |
| YEAR 5 | 26,816.64 | 0 | 26,816.64 |
| Total | 134,493.19 | 45,429.95 | 89,063.24 |

## 7.3. Resource Mobilization Strategies

The activities under the Strategic Plan will primarily be funded by the Government of Kenya. However, there exists glaring resource gaps relating to shortfalls in the resources allocated. Accordingly, the Commission undertook a resource gap analysis between the financial resources for the proposed activities and the resources already allocated. The budget gap is currently estimated at Kshs. 89 Billion over the plan period as shown in table 7.2. This analysis has identified key priority areas that require adequate funding for the successful implementation of the Plan.

On its part, the Commission will upscale its resource mobilization initiatives to address the budget shortfall at both strategic and operational levels. At the strategic level, the Commission will seek enhanced funding to enable informed by research and data driven decision making. At the operational level, the funding will target areas of improvement especially in processes and services. In this regard, the Commission will identify and set priorities with a view to allocate corresponding resources to enhance effectiveness and efficiency in service delivery.

The Commission will have a sustained and structured engagement with development partners and key stakeholders to supplement the allocated budget or support its strategic programmes under this Play. Some of the partners include: The World Bank, United Nations International Children's Emergency Fund (UNICEF), British Council, Centre for Character, and Leadership, financial institutions, state and non-state actors among others.

Strategies to attract technical and financial support from these partners will be explored through agreements, bilateral arrangements, proposal writing, linkages, lobbying for additional resources from the National and county governments. The Commission will also explore innovative strategies to improve its internally generated revenue base.

## 7.4. Resource Management

To ensure prudent utilization of the available resources, the Commission will strengthen planning, budgeting, and financial management systems. In this regard, under this plan, the Commission has identified Key Result Areas, mapped out the key activities, timelines for implementation and the resource requirements.

Additionally, the Commission will ensure that its processes, including the procurement functions are aligned with the relevant statutory and constitutional principles such as: fairness, equity, transparency, competitiveness, and cost effectiveness. The Commission shall continuously put in place mechanisms to effectively manage its payroll such as enhancement of supervision, decentralization of non-core payroll functions and also increased automations.

To ensure accountability and efficient execution of the Plan, the Commission has in place a continuous monitoring and evaluation strategy that includes: a performance evaluation framework, internal audit mid-term and end term review of the Plan. To further ensure accountability and the prudent management of financial resources, the Commission will prepare and file accurate annual financial statements in accordance with the International Public Sector Accounting Standards.

# CHAPTER EIGHT:
# MONITORING, EVALUATION AND REPORTING FRAMEWORK

An effective monitoring and evaluation mechanism will ensure cost-effectiveness, timeliness, and quality in achieving the objectives in this Plan. This chapter highlights the monitoring, evaluation, and reporting framework that will guide in assessing the implementation of the Plan.

## 8.1. Monitoring Framework

The Commission will monitor its programmes continuously guided by the TSC Monitoring and Evaluation Handbook and other guidelines issued by the Public Service Performance Management Unit from time to time. The monitoring process will help to track input and output deliverables and record the key performance indicators as highlighted in the action plan and implementation matrix. This is to identify deviations during the implementation of the plan period and take corrective actions. To this effect, the Commission will undertake the following activities:

   I.   Collect data on the output indicators of the identified key results areas and report to management biannually.
   II.  The management will avail progress reports to the Board on the progress made towards the attainment of the goals.
   III. The management will hold regular meetings to review the status of the strategic plan implementation. In addition, areas requiring strategy change will be identified and proposed to the Board.

## 8.2. Performance Standards

The monitoring of implementation of the strategies will help the Commission assess the progress and effectiveness of the planned activities. Integrating the following performance standards will ensure a robust monitoring and evaluation process leading to informed decision making and continuous improvement in the implementation of the Plan.

   **I.    Resources**

The assessment will be against the various types of resources going into the Plan's strategies and key activities such as the number of teachers

employed, establishment of the Institute of Teacher Support and Professional Development.

### II. Output

The output indicator measures are critical in representing the immediate services offered by the Commission such as the number of teachers registered, capacity building initiatives, number of discipline cases dispensed etc.

### III. Quality Service

The quality of services will be measured through timeliness, turnaround time, accuracy and accessibility among others. Quality indicators will measure compliance with established standards and operating procedures, such as compliance to service charter commitments.

### IV. Outcomes

The outcome indicators will measure the extent to which the programs are realizing the intended outcomes. For instance, the outcome of implementing the TIMEC program is the notable reduction in the number of teacher discipline cases registered annually. Further, to convey a comprehensive view of the assessments, the monitoring system will consider the immediate, intermediate and long-term outcomes.

## 8.3. Evaluation Framework

Implementation of this Plan will be evaluated by analyzing the actual achievement of the set objectives that support the attainment of the strategic goals along the respective KRAs. Table 8.1 provides a summary on the outcome indicators, baselines, mid and end term targets.

### 8.3.1. Mid – Term Evaluation

The Commission will undertake a mid-term assessment of the Plan. This will be done pursuant to Kenya Evaluation Guidelines 2020 and the Kenya Norms and Standards for monitoring and evaluation. Specifically, among other strategies in this regard will be a thorough review of each strategic objective achievement This evaluation aims to confirm the Plan's alignment with its objectives, strategies, and activities, and to offer recommendations for addressing identified shortcomings. The mid-term evaluation is scheduled to take place in mid-2025- 2026 financial year.

### 8.3.2. End – Term Evaluation

Subsequently, at the lapse of the Plan period an assessment will be carried out to ascertain the level of accomplishment of the Plan. This will identify both successes and failures that will shape the formulation of the subsequent Plan. The final evaluation in this regard is scheduled for end of 2027- 28 financial year.

### 8.3.3. Ad -hoc Evaluation

The Commission will conduct ad hoc evaluations as and when required, to determine the extent to which implementation of certain aspects of the strategic plan are achieving the set targets. This will be done pursuant to Kenya Evaluation Guidelines 2020 and the Kenya Norms and Standards for Monitoring and Evaluation.

### 8.3.4. Reporting Framework and Feedback Mechanism

Heads of Directorates will report on the progress made in achievement of set objectives on a quarterly basis as per the recommended templates (table 8.2 and 8.3). The reports will be presented for analysis and input at management review meetings. The consolidated quarterly report on the overall performance of the Plan will be shared with the Board.

# TABLE 6.1 : Proposed Implementation Matrix

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| STRATEGIC ISSUE: Teacher shortage at the basic public learning institutions | | | | | | | | | | | | | | | |
| STRATEGIC GOAL: QUALITY TEACHING SERVICE AND CURRICULUM IMPLEMENTATION | | | | | | | | | | | | | | | |
| KEY RESULT AREA 1: Adequate staffing in basic public learning institutions | | | | | | | | | | | | | | | |
| OUTCOME: Improved staffing levels | | | | | | | | | | | | | | | |
| STRATEGIC OBJECTIVE: To Reduce the national teacher shortage by 100% of the baseline of 111,870. | | | | | | | | | | | | | | | |
| Recruit & equitably distribute additional teachers | Recruit 111,870 additional teachers for the imple-mentation the of CBC | Additional teachers recruited annually | Number of teachers recruited. | 111,870 teachers recruited | 22,374 | 22,374 | 22,374 | 22,374 | 22,374 | 21418.4 | 21,440.40 | 21,415.40 | 21,445.40 | 21,413.40 | D (Staffing) |
| STRATEGIC ISSUE: Need for alternative modes of curriculum delivery | | | | | | | | | | | | | | | |
| STRATEGIC GOAL: QUALITY TEACHING SERVICE AND CURRICULUM IMPLEMENTATION | | | | | | | | | | | | | | | |
| KEY RESULT AREA 2: A strengthened curriculum implementation framework in learning institutions | | | | | | | | | | | | | | | |
| OUTCOME: More Responsive teachers in curriculum implementation | | | | | | | | | | | | | | | |
| STRATEGIC OBJECTIVE: To strengthen curriculum implementation in learning institutions | | | | | | | | | | | | | | | |
| Establish mechanisms to provide adequate and competent teachers for curriculum delivery | Review teacher entry requirements for Teaching service | Reviewed framework on entry require-ments. | Number of Teachers registered under the new framework. | Entry requirement frame-work fully operational. | 1 | 1 | 1 | - | 1 | 2 | - | 2 | - | 2 | |
| | Establish and implement teacher com-petencies framework for effective curriculum implemen-tation | Teachers' compe-tencies framework | Teachers' competen-cies index. | 100% imple-mentation. | 100,000 | 100,000 | 100,000 | 100,000 | M&E | 10 | 10 | 10 | 10 | 45 | |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Train teachers for effective CBC & CBA implementation | Teachers trained on CBC | No OF Teachers trained | 200,000 Teachers trained. | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 300 | 300 | 300 | 300 | 300 | |
| Enhance performance management and strengthen feedback mechanism | Train 5,000 champions Teachers annually on TPAD and | Trained champions | No. of champions trained on TPAD &PC. Training Report | 25,000 Teachers trained | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 150 | 150 | 150 | 150 | 150 | |
| | Monitor and provide Feedback on TPAD and PC Implementation every term | Implementation of PC and TPAD monitored | Monitoring reports | Termly monitoring of PC and TPAD implementation | 3 | 3 | 3 | 3 | 3 | 21 | 21 | 21 | 21 | 21 | |
| | Carry out Impact assessment on TPAD and PC implementation on Curriculum delivery. | Impact assessment report. | No of assessments carried out. | 5 impact assessments carried out | 1 | 1 | 1 | 1 | 1 | 17 | 17 | 17 | 17 | 17 | |
| Establish and Implement alternative modes of curriculum delivery | Train 100 champions per county per year on remote learning alternative methodologies on curriculum delivery | Trained champions. | No of champions trained. | 23,500 champions trained | 4,700 | 4,700 | 4,700 | 4,700 | 4,700 | 18.6 | 18.6 | 18.6 | 18.6 | 18.6 | D(TPM) |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Evaluate the implementation of alternative modes of curriculum delivery in schools | Evaluation of Alternative Methods | M&E reports | 100% implementation | 20% | 20% | 20% | 20% | 20% | 17 | 17 | 17 | 17 | 17 | |

STRATEGIC ISSUE: Weakening Teacher Professionalism and Conduct

STRATEGIC GOAL: QUALITY TEACHING SERVICE AND CURRICULUM IMPLEMENTATION

KEY RESULT AREA 3: Improved teacher professionalism

EXPECTED OUTCOME: A more competent teaching service.

STRATEGIC OBJECTIVE: To strengthen teacher competencies and promote positive conduct.

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| Strengthening Teacher In-service programmes. | Develop and Roll out additional modules for in-service programs (TPD Modules) | Additional modules for in-service programmes In service programmes developed and rolled out. | No of additional in-service programmes developed and rolled out. | 2 additional modules | - | 1 | - | - | 1 | 45 | 45 | 45 | 45 | 45 | D(TPM) |
| | Implement and monitor the in-service programs in schools | All teachers able to access the in-service programs | No. of Teachers undertaking the program | Train all teachers in in-service program | All | All | All | All | All | 2,220 | 2,220 | 2,220 | 2,220 | 2,220 | |
| | Retooling Teachers to improve their pedagogical skills (TPD) | Teachers' gaps identified | Identified Teaching gaps. | 100% implementation of identified Teacher Needs. | 20% | 20% | 20% | 20% | 20% | 15 | 15 | 15 | 15 | 15 | |
| | | Retooled teachers | No. of teachers retooled | 100% of teachers retooled | 20% | 20% | 20% | 20% | 20% | 36 | 36 | 36 | 36 | 36 | |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| Improve teacher professionalism and integrity | Induct all newly recruited teacher, interns and appointed HOIs | Newly recruited teachers, interns and HOIs inducted | No. of newly recruited teachers, interns | 111,870- Teachers and newly appointed 5,000- HOIs | 23,374 | 23,374 | 23,374 | 23,374 | 23,374 | 36 | 36 | 36 | 36 | 36 | D(TDM) |
| | | | No. of newly appointed HOIs inducted | | | | | | | | | | | | |
| | Capacity Building of 750 field staff on management of Discipline process. | Field officers trained in handling discipline cases | No of field officers trained annually | 750 field officers capacity built on discipline process. | 150 | 150 | 150 | 150 | 150 | 4 | 4 | 4 | 4 | 4 | |
| | Training Master trainers, TOT and champions on TIMEC | Master trainers, TOT and Champions trained | No. of Master trainers, TOT and Champions trained | 3,400 TOTS Master trainers and champions trained | - | 1,700 | - | 1,700 | - | - | 30 | - | 30 | - | |
| | Monitor and Evaluate implementation of TIMEC in all counties annually | Implementation of TIMEC monitored | Monitoring reports | Monitoring of the implementation of TIMEC in 47 Counties | 47 | 47 | 47 | 47 | 47 | 34 | 34 | 34 | 34 | 34 | |
| Establish a Teacher Support and Professional Development Institute | Establish an Institute for Teacher Support and Professional Development. | Institute of Teacher support and | An Institute for Teacher support | Teacher support institute established | - | 1 | - | - | - | - | 200 | - | - | - | D (TPM) |

| STRATEGIES | KEY ACTIVITIES | EX-PECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| Establish a community of practice among teachers (Knowledge sharing) | Establish & support cluster teams for teachers in every zone | Cluster teams established in every zone | No. of clusters teams established | 2,600 clusters for both Primary and Secondary | 520 | 520 | 520 | 520 | 520 | 15 | 15 | 15 | 15 | 15 | |
| | Monitor the Impact of the clusters on Teacher performance | Monitoring reports | Trends in Teacher performance in each cluster | Improved teacher performance by 50% | 10% | 10% | 10% | 10% | 10% | 36 | 36 | 36 | 36 | 36 | |
| Strengthen Teachers' Internship Programme | Review and roll-out the Teacher Internship policy. | Reviewed Teacher Internship policy | Reviewed policy in place | Implementation of reviewed policy | - | Review of the policy | - | - | - | - | 3 | - | - | - | D(Staffing) |
| | Engage intern teachers. | Teacher interns engaged | No. of teacher interns. | 100,000 Teacher interns engaged | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 4800 | 4,800 | 4,800 | 48,000 | 4,800 | |

STRATEGIC ISSUE: Slow uptake of technology and lack of system integration

STRATEGIC GOAL: SERVICE DELIVERY RE-ENGINEERING AND INNOVATION

KEY RESULT AREA 4: A RE-ENGINEERED SERVICE DELIVERY

EXPECTED OUTCOME: Improved responsiveness in service delivery

STRATEGIC OBJECTIVE: To improve operational excellence

| STRATEGIES | KEY ACTIVITIES | EX-PECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Enhance re-sponsiveness and service delivery to the customers. | Undertake ISO certification process | ISO certification | ISO certificates | ISO certified (9001:2015) | 1 | - | - | - | - | 10 | 10 | - | - | - | D(O) |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Acquire and Implement a customer relationship management and queue management system both at the HQs and field offices. | CRM and queue system | CRM and Queue system in place. Implementation reports | Operational CRM in 48 offices | Procure the Sytem | Roll out to Regional offices | 16 counties | 16 counties | counties | 60 | 60 | 45 | 45 | 15 | D(O) |
| | Develop and implement a Complaints Management framework | Structured resolution of customer complaints | % of customer complaints resolved on timely basis | Complaints Management Framework developed | Framework Development | - | - | - | - | 3 | - | - | - | - | D(O) |
| | Develop and implement the standard operation procedure for customer handling | Standard operation procedure for handling customer developed. | Standard Operation Procedure in place | SOP Manual developed | - | | SOP development | - | - | - | 3 | - | - | 3 | D(O) |
| | Setting up of customer care desks at the counties | Customer care desks at the counties established | No of counties with customer care desks. | 47 Counties with Customer Care desk | 10 | 10 | 10 | 10 | 7 | 20 | 20 | 20 | 20 | 20 | |
| Enhance the Automation of Business Processes | Upgrade and integrate Commission systems. | Upgraded and integrated systems | No. of systems upgraded and integrated. | More responsive and Integrated systems | 20% | 20% | 20% | 20% | 20% | 30 | 30 | 30 | 30 | 30 | D(ICT) |
| | Establish a centralised data warehouse to cater for all core systems | Centralised data warehouse in place. | No. of data systems centralised in the warehouse. | Unified data source. | Concept paper | Establishment | - | - | - | | 20 | 20 | 20 | 20 | D(ICT) |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Automate at least 3 manual process to enhance service delivery | Turn-around time reduced in service delivery | No of processes automated | 3 manual processes executed electronically | 1 | 1 | 1 | - | - | 20 | 20 | 20 | 20 | 20 | D(ICT) |
| | Re-engineer additional 5 key processes; CRM. Disciplinary process. Deployment of Institutional administrators. Payroll Administration. Leave management | Pilot testing of Re-engineered processes in field offices in 16 sampled counties in the 8 Regions | No of processes re-engineered | 5 additional processes Re-engineered. | Mapping of the Field Offices and Regions | Roll-Out | - | - | - | 1.4 | 1.68 | - | 1.4 | 1.68 | D(AS) |
| Institutionalise the Corporate Business continuity management System | Develop and Implement a Business Continuity Management Policy | Developed Business Continuity Management Policy | BCM policy in place. | Institutionalised BCM policy | Development | Roll-Out | | - | - | 60.375 | 60.375 | 60.375 | 60.375 | 36 | D(ICT) |
| | Implement & operationalise ICT Disaster Recovery plan and Cold site | ICT Disaster Recovery plan in place | Implementation report. | Fully operationalized Disaster Recovery Plan and Cold site | Testing and upgrade. | - | - | Cold site in place | - | 8 | 8 | 8 | 33 | 33 | D(ICT) |
| Enhance decentralisation of services | Decentralize Key support services to the field offices | Key services operationalized at the field offices | No of services decentralized at the counties. | Support services decentralised to the field offices | 1 | 1 | 1 | 1 | 1 | 6 | 6 | 6 | 6 | 6 | D(O) |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Roll out Electronic Document Management Systems to County offices | EDMS rolled out to the field offices | No of counties accessing EDMS | All counties using EDMS | 10 | 10 | 10 | 10 | 7 | 20 | 20 | 20 | 20 | 20 | D(AS) |
| | Roll out the financial management system all counties | Financial management systems rolled out. | No of counties using the system | One source financial management system to counties | 10 | 10 | 10 | 10 | 7 | 3 | 3 | 3 | 3 | 3 | D(F&A) |
| | Decentralise some Payroll Management functionalities to the 47 Counties and Sub Counties as per the implementation plan. | Payroll management functions carried out at the counties | Implementation plan in place. | All counties and sub-counties undertaking payroll functions. | 69 | 69 | 69 | 69 | 69 | 4.7 | 4.7 | 4.7 | 4.7 | 4.7 | D (HRM&D) |
| Establish and Equip County and Sub-County Teacher Support Infrastructure. | Counties equipped with Teacher Support Infrastructure | Number of equipment purchased. | Number of Counties and Sub counties equipped. | 69 | 69 | 69 | 69 | 69 | 74.49 | 70.64 | 70.64 | 70.64 | 70.64 | D(AS) | |
| | | | No. of Vehicles purchased | 175 motor vehicles | 35 | 35 | 35 | 35 | 35 | 210 | 210 | 210 | 210 | 210 | |
| | | | No. of county offices constructed | 11 county offices. | Complete Kilifi & Machakos | 2 | 2 | 3 | 2 | 240 | 240 | 240 | 240 | 240 | |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| Strengthen data governance, information security and ICT infrastructure | Institutionalise Data Governance | Structured Data governance | Percentage of policy implementation | 100% implementation of the policy. | Roll Out | - | - | - | - | 10 | 10 | 10 | 10 | 10 | D(ICT) |
| | Digitisation of active and inactive records in archived files | Active and Inactive files digitised | Percentage of records digitized and stored in digitized registry | 200,000 archived records | 25% | 25% | 25% | 25% | 25% | 100 | 100 | 100 | 100 | 100 | D(AS) |
| | Expand and Re-design the Local Area Network at the Head Office and 47 county offices. | Local Area Network re-designed | Number of counties with LAN. | Improved LAN at HQ and 47 county Offices. . | 10 | 10 | 10 | 10 | 7 | 44 | 44 | 44 | 44 | 44 | D(ICT) |
| | Upgrade the Core Network and Information Security Infrastructure at HQ | Core network and Information security infrastructure upgraded. | Number of security infrastructures in place. | Enhanced network coverage in place | 20% | 20% | 20% | 20% | 20% | 24 | 24 | 24 | 24 | 24 | D(ICT) |
| | Improve the computing equipment user ratio for secretariat staff in the Commission | Computers acquired and distributed | Number of computers purchased | 1000 computers purchased to improve the 1:1 computer -user ratio | 200 | 200 | 200 | 200 | 200 | 36 | 36 | 36 | 36 | 36 | D(ICT) |
| | Enhance Data center Server Capacity | Data Centre servers upgraded | Number of servers upgraded | Data storage capacity improved | servers upgrade | servers upgrade | servers upgrade | servers upgrade | servers upgrade | 20 | 20 | 20 | 20 | 20 | D(ICT) |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Equip the Sub-counties with Internet Connectivity, Computers, multi-functional printers and LAN | Multi-functional printers, computers procured | Number of sub-Counties with Multi-functional printers, computers. | All sub counties provided with multi-functional printers, computers | 59 | 59 | 59 | 59 | 59 | 42.64 | 42.64 | 42.64 | 42.64 | 42.64 | D(ICT) |
| | Implement Information Security Management System (ISO 27001) | ISMS standard in place | ISO certificate. | 100% ISO certified | 20% | 20% | 20% | 20% | 20% | 6 | 6 | 6 | 6 | 6 | D(ICT) |
| | Undertake Bi-annual Information Systems Security Assessments and Penetration Testing | Penetration testing undertaken | Testing reports. | 2 Penetration Testing. | - | 1 | - | 1 | - | - | 10 | - | 10 | - | D(ICT) |

STRATEGIC ISSUE:  Weak research and innovation culture

STRATEGIC GOAL: service delivery re-engineering and innovation

KEY RESULT AREA 4:  a re-engineered  service delivery

EXPECTED OUTCOME: Research and innovation institutionalised

STRATEGIC OBJECTIVE:  To strengthen research and innovation

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| Institutionalise research culture | Operationalise and mainstream the National Science, Technology and Innovation (STI) strategy within the Commission | STI mainstreaming strategy operationalised | STI mainstreaming strategy developed | 100% Operational STI strategy | Strategy developed | – | – | Strategy Review | – | 3 | – | – | 3 | – | D(O) |
| | Undertake annual solution-based research to inform continuous improvement in the Teaching service | Research undertaken. Evidence-based decision making | No of research conducted. | 10 Research conducted (2 annually) | | 2 | 2 | 2 | 2 | 5 | 5 | 5 | 5 | 5 | |
| | Finalise and Implement the Research and Innovation policy | Research and Innovation in place | Proportion of the policy implemented | Approved and Operational policy | Roll Out | – | Review | – | | 2.5 | | – | 2.5 | – | |
| Promote and reward Innovation in Service Delivery | Organised Commissions innovation -day annually | Rewarding of Innovations and innovators | Annual innovation days | Innovations recognised and awarded | | 1 | 1 | 1 | 1 | 5 | 5 | 5 | 5 | 5 | D(O) |

STRATEGIC ISSUE: Inadequate human resource capacity

STRATEGIC GOAL: Institutional Capacity and Corporate Governance

KEY RESULT AREA 5: Institutional strengthening

EXPECTED OUTCOME: Competent Staff

STRATEGIC OBJECTIVE: To improve the Human Resource Capacity

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| Enhance Human Resource capacity for professionalism and productivity | Undertake annual secretariat staff Training Needs Analysis (TNA) | Secretariat staff Training Needs Analysis (TNA) undertaken | TNA reports. | 5 TNA undertaken and recommendations implemented | 1 | 1 | 1 | 1 | 1 | 60 | 60 | 60 | 60 | 60 | D(O) |
| | Capacity-build secretariat staff on the performance gap identified | Capacity building of staff carried out | No of secretariat staff trained. Training report | 3000 staff capacity built | 600 | 600 | 600 | 600 | 600 | 110.4 | 110.4 | 110.4 | 110.4 | 110.4 | |
| | Carry out Continuous Professional Development to staff | Continuous professional development of staff facilitated | No of staff trained of professional development | 1000 staff capacity built | 200 | 200 | 200 | 200 | 200 | 15 | 15 | 15 | 15 | 15 | |
| | Upgrade t Resource e- center to strengthen employees' competencies skills and continuous learning. | Resource e-Center upgraded. | Virtual library in place. | E-learning Resource Center established. | 2 | 2 | 2 | 2 | 2 | 20 | 20 | 10 | 5 | – | |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Review and implement the TSC succession management policy framework | Succession management policy framework reviewed and implemented | Number of staff sensitized on the policy. | 100% implementation | Review | - | - | - | - | 5 | 5 | 5 | 5 | 5 | D(O) |
| | Identify and recruit deploy staff to address the resource gaps | Human Resource gaps addressed | No of staff recruited / deployed to address the resource gap. | Staff establishment data bank | - | - | - | - | - | 1.6 | 1.6 | 1.6 | 1.6 | 1.6 | D(O) |

STRATEGIC GOAL: Institutional Capacity and Corporate Governance

KEY RESULT AREA 5: Institutional strengthening

EXPECTED OUTCOME: improved performance

STRATEGIC OBJECTIVE: To strengthen the Monitoring and Evaluation framework

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| Enhance performance management | Develop Commissions strategic plan | Strategic plan | Strategic plan in place | Operational Commissions strategic plan | - | - | - | - | Develop | - | - | - | - | 6 | D(O) |
| | Prepare annual work plans and performance Contracting agreements | Signed performance contracts and annual work plans Evaluation Reports. | annual work plans and performance contracting agreements Annual evaluation reports | Annual Performance index (%) | 16 | 16 | 16 | 16 | 16 | 3 | 3 | 3 | 3 | 3 | |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPON-SIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Monitor, evaluate and report on the implementation of the SP | M & E reports | Implementation index % | 5 annual progress reports. | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | |
| STRATEGIC ISSUE: Budget Constraints | | | | | | | | | | | | | | | |
| STRATEGIC GOAL: Institutional Capacity and Corporate Governance | | | | | | | | | | | | | | | |
| KEY RESULT AREA 5: Institutional strengthening | | | | | | | | | | | | | | | |
| EXPECTED OUTCOME: Adequate funding | | | | | | | | | | | | | | | |
| STRATEGIC OBJECTIVE: To increase financial resource | | | | | | | | | | | | | | | |
| Enhance resource Mobilisation | Develop and implement a resource mobilisation framework | Resource mobilisation framework | Resource mobilisation framework in place. | % implementation of the programs. Funding of TSC programs by Development Partners | Framework Development | — | - | - | - | 5.85 | - | - | - | - | D(F&A) |
| | Capacity Building of resource mobilization teams | Trained Resource Mobilisation teams. | No of staff/teams trained. Training report. | 5 capacity building sessions for resource mobilisation | 1 | 1 | 1 | 1 | 1 | 3.168 | 3.168 | 3.168 | 3.168 | 3.168 | |
| | Identify and implement methods of increasing A-I-A by 2% every year | at least 2% increase in annual revenue | % increase in TSC revenue base. | cumulative 10% revenue increase | 2% | 2% | 2% | 2% | 2% | - | - | - | - | - | |
| | Mainstream public financial management reforms | Mainstreamed reforms in the Commission | No of reforms mainstreamed and operationalised | 10 workshops for financial management for Heads of sections | 2 | 2 | 2 | 2 | 2 | 4.98 | 4.98 | 4.98 | 4.98 | 4.98 | |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| STRATEGIC ISSUE: Declining employee motivation | | | | | | | | | | | | | | | |
| STRATEGIC GOAL: Institutional Capacity and Corporate Governance | | | | | | | | | | | | | | | |
| KEY RESULT AREA 5: Institutional strengthening | | | | | | | | | | | | | | | |
| EXPECTED OUTCOME: A Motivated employee | | | | | | | | | | | | | | | |
| STRATEGIC OBJECTIVE: To enhance employee motivation, welfare and wellness | | | | | | | | | | | | | | | |
| Develop/re-view policies to improve employee welfare | Review and implement the Career Progression Guidelines (CPG) for secretariat staff | CPG reviewed and imple-mented | Reviewed CPG. Proportion of staff promoted under the guidelines | 100% imple-mentation of Reviewed CPG | Review | - | - | - | Review | 6.3 | - | - | - | 6.3 | D(O) |
| | Review and implemen-tation the Career Progression Guidelines (CPG) for teachers | CPG reviewed and imple-mented. | Reviewed CPG Proportion of staff promoted under the guideline | 100% imple-mentation of Reviewed CPG | Review | - | - | - | Review | 6.3 | | - | - | 6.3 | |
| Establish & implement mechanisms to promote secretariat employees' motivation | Promote 60,000 teachers | Teachers promoted | Number of teachers promoted | 60,000 teachers promoted | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 2200 | 2,200 | 2,200 | 2,200 | 2,200 | |
| | Review and implement a flexible work-ing policy for secretariat staff | Reviewed-flexible working policy for secretariat | No of number working under flexible working arrange-ment. Proportion of policy imple-mented | Employee motivated | Review | - | - | - | - | 2 | - | - | - | - | |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Implement the recognition, reward and sanction policy for secretariat staff | Recognition, reward and sanction policy for secretariat staff implemented | Proportion of policy implemented | 100% implementation of the policy | - | - | - | - | - | 3 | 3 | 3 | 3 | 3 | |
| | Undertake workload analysis for secretariat staff | Workload analysis undertaken | Workload analysis reports. | 100% implementation of recommendations | Analysis Undertaken | - | - | - | - | 10 | - | - | - | - | |
| Implement programme for employee health and wellness | Sensitise 30,000 employees on Non-Communicable Diseases, Mental Health, ADA, HIV and mobile VCT budget in 8 regions for 6 days | Sensitisation of employees | NO of staff sensitized at both HQ and Field Service | 30000 employees sensitized. Both at HQ and Field Offices | 6000 | 6000 | 6000 | 6000 | 6000 | 62.516 | 62.516 | 62.516 | 62.516 | 62.516 | D(AS) |
| | Train 300 peer educators on psychosocial support groups across the country | Peer educators trained on Psychosocial support | No of peer educators trained across the country | 300 peer educators | 60 | 60 | 60 | 60 | 60 | 6.666 | 6.666 | 6.666 | 6.666 | 6.666 | |
| | Carry out regular fire safety inspections | Fire safety Inspections undertaken | Number of Fire safety inspections carried out. Inspection report | Regular Fire safety inspections conducted and recommendations implemented | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| | Capacity build Marshals on fire safety protocols | Fire marshals capacity built | Training report | Fire safety protocol awareness created. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| | Carry out a Mental health survey | Mental health survey | Mental health survey report. | implementation of the Mental health survey report recommendations | - | 1 | - | - | - | 7 | - | - | - | - | |
| | Establish partnership and collaboration to promote employee wellness | Partnerships and collaborations established | Number of partners engaged to promote employee wellness. | Employees benefitting from welfare initiatives | 1 | 1 | 1 | 1 | 1 | - | - | - | - | - | |

STRATEGIC ISSUE: Weak partnerships and collaborations with key stakeholders.

STRATEGIC GOAL: Institutional Capacity and Corporate Governance

KEY RESULT AREA 6: Strengthened partnership and collaboration with key stakeholders

EXPECTED OUTCOME: Industrial harmony

STRATEGIC OBJECTIVE: To promote partnership and collaboration with key stakeholders

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Establish partnerships, agreements and linkages with national and international organisations to improve teaching service | Review and Institutionalise the TSC Policy framework on collaboration and partnership | Reviewed partnership and collaboration framework. | Policy framework in place. | Increased partnership with international organizations | concept paper | - | - | - | - | 3 | - | - | - | - | D[O] |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| STRATEGIC ISSUE: Need for enhanced corporate governance | | | | | | | | | | | | | | | |
| STRATEGIC GOAL: Institutional Capacity and Corporate Governance | | | | | | | | | | | | | | | |
| KEY RESULT AREA 7: Strengthened corporate governance | | | | | | | | | | | | | | | |
| EXPECTED OUTCOME: Improved corporate image. | | | | | | | | | | | | | | | |
| STRATEGIC OBJECTIVE: To strengthen corporate governance of the Commission | | | | | | | | | | | | | | | |
| Enhance the corporate image of the Commission | Conduct TSC culture audit and implement its recommendation | Culture audit conducted | Culture audit reports. | Positive Culture inculcated. | Audit Conducted | - | - | - | - | 10 | 10 | 10 | 10 | 10 | D(O) |
| | Review and implement the Customer Service and Information Management policy | Policy reviewed and implemented | Proportion of the policy implemented | Improved customer handling and customer satisfaction. | Review | - | - | - | - | 5 | - | - | - | - | D(O) |
| | Implementation Communication and media strategy | Communication strategy in place | Customer satisfaction index | 100% implementation of the Strategy | - | - | - | - | - | 15 | 15 | 15 | 15 | 15 | D(O) |
| | Develop and implement Brand strategy | Brand strategy developed | Brand Audit | 100% implementation of Brand strategy | Strategy Developed | Roll -out | - | - | - | 20 | 20 | 20 | 20 | 20 | D(O) |
| | Development of a Corporate Social Investment strategy | Developed social investment Strategy. | Social Investment Strategy in place | 100% implementation of the strategy | Strategy Developed | - | - | - | - | 1 | 1 | 1 | 1 | 1 | D(O) |

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| Enhance the corporate governance at the Commission | Build capacity of the board on various topical issues | Capacity of board built | No of training on various topical issues. | 10 training sessions | 2 | 2 | 2 | 2 | 2 | 12.125 | 12.125 | 12.125 | 12.125 | 12.125 | D(F&A) |
| | Undertake Annual Board Self Performance Evaluation. | self-evaluation by board undertaken | Evaluation reports | Annual board evaluation | 1 | 1 | 1 | 1 | 1 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | D(O) |
| | Implement the Audit Plan | Audit plan implemented. | Implementation reports | 100% implementation of the plan | - | - | - | - | - | 20 | 20 | 10 | 10 | 587,600 | DIA |
| | Institutionalise risk management | Risk management institutionalized | Risk management reports | Improved corporate risk culture | - | - | - | - | - | | | | | | D(O) |
| | Identify and undertake in Environmental Social Governance initiatives | ESG initiatives undertaken. | No of ESG initiatives undertaken | Commission involvement in ESG initiatives | 1 | 1 | 1 | 1 | 1 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | |

STRATEGIC ISSUE: Overlapping Legal and policy frameworks.

STRATEGIC GOAL: Institutional Capacity and Corporate Governance

KEY RESULT AREA 7: Strengthened corporate governance

EXPECTED OUTCOME: A clear and legal framework supporting Commission's mandate.

STRATEGIC OBJECTIVE: To Strengthen the legal and policy framework of the Commission

| STRATEGIES | KEY ACTIVITIES | EXPECTED OUTPUT | KPI | 5 YEAR TARGET | ANNUAL TARGET | | | | | BUDGET (KSHS MILLIONS) | | | | | RESPONSIBILITY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Y1 | Y2 | Y3 | Y4 | Y5 | Y1 | Y2 | Y3 | Y4 | Y5 | |
| To review legal and policy framework of the Commission | Develop and implement Code of Conduct and Ethics (COCE) for secretariat staff. | Developed COCE for secretariat staff | COCE for secretariat in place. | All procedures, operations and processes undertaken within the law | Development | Roll-out | - | - | - | 3 | - | - | - | - | D(LL&IR) |
| | Review and implement the CORT for teachers | Reviewed CORT for teachers | Reviewed CORT in place | All procedures, operations and processes undertaken within the law | Draft CORT and Stakeholder engagement | Parliamentary approval | Roll Out | - | - | 3 | - | - | - | - | D(LL&IR) |
| | Carry out 6 Internal audits | Legal audits conducted | Number of legal audits conducted | 6 legal audits conducted | - | 2 service areas | 2 service areas | 2 service areas | - | - | 2 | 2 | 2 | - | D(LL&IR) |
| | Coordinate at least 2 legal / compliance governance audit by external consultant | Legal audits by consultant conducted | Number of Legal audits by consultants. | 2 externally legal audits conducted | 1 | - | - | - | 1 | 5 | - | - | - | 5 | D(LL&IR) |

# Appendix 2

**Table 8.1 Outcome Performance Matrix.**

| KEY RESULT AREA | OUTCOME | OUTCOME INDICATOR | BASELINE | | TARGET | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | VALUE | YEAR | MID -TERM | END - TERM |
| KRA1: Adequate staffing in basic public Learning institutions | Improved staffing levels | 111,870 teachers recruited | 111,870 | June 2023 | 55,935 | 111,870 |
| KRA2: A strengthened curriculum implementation framework in learning institutions. | More Responsive teachers in curriculum implementation | Number of teachers evaluated on PC&TPAD | 25,000 | June 2023 | 12,500 | 25,000 |
| | | Number of champions trained | 23,500 | June 2023 | 11750 | 23,500 |
| | | Number of teachers trained on CBC | 200,000 | June 2023 | 100,000 | 200,000 |
| KRA3: Improved teacher professionalism | A more competent teaching service. | Number of interns engaged | 26,000 | June 2023 | 60,000 | 100,000 |
| | | Number of Teachers undertaking the TIMEC programs | 56,519 | | 55,935 | 111,870 |
| | | Institute of Teacher Support and Professional Development | - | | Framework in place for Teacher support programs rolled out | Institute for teacher support |
| KRA 4: A re-engineered service delivery | Improved responsiveness in service delivery | Improved customer satisfaction index | 59.8% | September, 2019 | 79.9% | 99.9% |
| | | Number of re-engineered processes | 5 | 2022-23 | 3 | 5 |
| | Research and innovation institutionalized | Number of researches conducted and innovations approved and implemented. | - | 2022-23 | 8 | 15 |

| KEY RESULT AREA | OUTCOME | OUTCOME INDICATOR | BASELINE | | TARGET | |
|---|---|---|---|---|---|---|
| | | | VALUE | YEAR | MID-TERM | END-TERM |
| KRA 5: Institutional strengthening | Competent staff | Number of secretariat staff trained for not less than 5 days in a year | 1,500 | 2022-23 | 1,500 | 2,984 |
| | | Number of teachers promoted | 60,000 | 2022-23 | 36,000 | 60,000 |
| | Improved performance through performance contracting | Improved annual performance contracting index | 10% | 10% | 10% | 10% |
| | Adequate funding. | % increase in TSC revenue base | 640 million | 2022/2023 | 679 million | 707 million |
| KRA 6: Strengthened partnership and collabora-tion with key stakeholders. | Industrial harmony | Number of MOUs signed with key stakeholders | 12 | 2022/2023 | 6 | 12 |
| KRA 7: Strengthened corporate governance | Corporate image | Improved public percep-tion index | 67% | April 2020 | 80% | 100% |

**Table 8.2: Quarterly Progress Reporting Template**

| STRATEGIES | EXPECTED OUTPUT | OUTPUT INDICATOR | ANNUAL TARGET (A) | QUARTER FOR YEAR…. | | | CUMULATIVE TO DATE | | | REMARKS | CORRECTIVE INTERVENTION |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | TARGET (B) | ACTUAL (C) | VARIANCE (C-B) | TARGET (E) | ACTUAL (F) | VARIANCE (F-E) | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

**Table 8.3: Annual Progress Reporting Template**

| STRATEGIES | EXPECTED OUTPUT | OUTPUT INDICATOR | ACHIEVEMENT FOR YEAR…. | | | CUMULATIVE TO DATE | | | REMARKS | CORRECTIVE INTERVENTION |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | TARGET (A) | ACTUAL (B) | VARIANCE (B-C) | TARGET (D) | ACTUAL (E) | VARIANCE (E-D) | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

**Table 8.4: Evaluation Reporting Template.**

| AREA | OUTCOME | OUTCOME INDICATOR | BASELINE | | MID-TERM EVALUATION | | END F PLAN PERIOD EVALUATION | | REMARKS | CORRECTIVE INTERVENTION |
| | | | VALUE | YEAR | TARGET | ACHIEVEMENT | TARGET | ACHIEVEMENT | | |
|---|---|---|---|---|---|---|---|---|---|---|
| KRA 1 | | | | | | | | | | |
| KRA 2 | | | | | | | | | | |
| KRA 3 | | | | | | | | | | |
| KRA 4 | | | | | | | | | | |

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