TEACHERS SERVICE COMMISSION

STRATEGIC PLAN

FOR

THE PERIOD 2019 – 2023

Vision

A transformative teaching service for quality education

Mission

To professionalize the teaching service for quality education and development

Core Values

Professionalism

Customer Focus

Integrity

Team spirit

Innovativeness

FOREWORD

The Teachers Service Commission Strategic Plan (2019-2023) is a deliberate effort by the Commission to transform the teaching service for quality education in line with its vision and mission statements. The broad objective is to align the Commission's reform agenda to the national priorities. The Strategic Plan is thus aimed at providing the basis for planning, resource mobilization and allocation for the effective and efficient execution of the Commission's mandate.

This Plan is the outcome of a number of processes that included an in-depth analysis of the previous Strategic Plan (2015-2019), National Policy Frameworks, Sector Reports and Recommendations from the Customer Satisfaction Survey conducted during the 2016/17 Financial Year. The process involved a series of consultative meetings with various stakeholders with a view to building consensus on priorities and appropriate strategies for implementation of the Plan. The consultations culminated in the stakeholder forum held in March 2019 at the Kenya School of Government, Nairobi, when stakeholders validated priorities proposed in the plan.

Through this Strategic Plan, a clear road map on transforming the teaching service and protection of learners for the next five years has been outlined. Specifically, the plan will provide for continuity and deliveries of services within the 3 strategic pillars outlined in the 2015- 2019 period, address emerging issues and provide a basis for planning and budgeting under the Medium Term Expenditure Framework (MTEF).

I wish to thank the National Government for the continued support given at both the national policy level and provision of resources. I trust that stakeholders and development partners will reinforce the government support in ensuring that this strategic plan is successfully implemented.

DR. LYDIA NZOMO, CBS
CHAIRPERSON

PREFACE

The National Government has initiated major reforms in the education sector aimed at realizing the aspirations of the Constitution and the Kenya Vision 2030 Strategy. The reforms that include a shift towards a Competency Based Education System underpin the national development priorities. In particular, the "Big Four" initiatives of *food security; universal health care; affordable housing and manufacturing* must be driven and delivered by a skilled human resource. These development goals, among other emerging strategic interventions, have informed the TSC Strategic Plan for the period 2019-2023.

The TSC Strategic Plan is aimed at providing the basis for resource allocation in the execution of the Commission's mandate. Programme priorities and targets will be delivered within three Strategic Focus Areas namely: Teacher Competence Conduct and Performance Management; Reforms and Innovations in Provision of Teaching Services and Service Delivery Re-engineering.

In order to guarantee continuity and flexibility in the implementation of the activities set out in this Plan, the Commission will develop an annual review process. The review process is critical as a means of taking stock of milestones achieved and any challenges experienced in the course of Plan implementation. The Commission is committed to instituting appropriate interventions and mobilization of the necessary resources to facilitate full implementation of this Strategic Plan.

Finally, I wish to acknowledge all stakeholders who participated directly or indirectly towards the successful preparation of the 2019- 2023 Strategic Plan. Specifically, the participation, input and support from various Departments and Agencies of the National Government, Teacher Professional Associations and Unions, members of the Commission and the secretariat staff contributed significantly to the timely production of this Plan. I also wish to convey my sincere appreciation to the State Department for Planning and the Eastern and Southern Africa Management Institute (ESAMI) for the provision of consultancy services and technical support during the plan development process. I further appeal for continued financial and technical support from our development partners and all stakeholders to ensure the successful implementation of this Strategic Plan.

DR NANCY NJERI MACHARIA, CBS
SECRETARY/CHIEF EXECUTIVE OFFICER

DEFINITION OF TERMS

Baseline: An analysis describing the initial state of an indicator before the start of a project/programme against which progress can be assessed or comparisons made

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

Medium term expenditure framework: A three expenditure plan setting out the medium term expenditure priorities

Outcome: An end result of a process or an intervention in relation to the objectives

Indicator: A measurement that evaluates the success of the Commission's activities, projects or programs

Output: Immediate results obtained from activities outlined in the Strategic Plan

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: An educational institution maintained and administered by private individuals or groups

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 authorized positions for teachers at a certain level in a given year to the enrolment at the same level in the same year

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 organization to identify its internal strengths and weaknesses, external opportunities and threats

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ACRONYMS & ABBREVIATIONS

AUC: African Union Commission
BOM: Board of Management
CBE: Curriculum Based Establishment
CEMASTEA: Centre for Mathematics, Science & Technology Education in   Africa
COCE: Code of Conduct & Ethics
CORT: Code of Regulations for Teachers
DLP: Digital learning Progamme
DMEC: Departmental Monitoring & Evaluation Committee
EGMA: Early Grade Mathematics Assessment
ESAMI: Eastern & Southern Management Institute
FPE: Free Primary Education
FDSE: Free Day Secondary School Education
HRMIS: Human Resource Management Information System
ICT: Information Communication Technology
IFMIS: Integrated Financial Management Information System
KNEC: Kenya National Examinations Council
MTEF: Medium Term Expenditure Framework
MTP: Medium Term Plan
PESTEL: Political, Economic, Social, Technological, Environmental & Legal
PPP: Public Private Partnership
PTR: Pupil Teacher Ratio
QAS: Quality Assurance & Standards
SDGs: Sustainable Development Goals
SAGA: Semi-Autonomous Government Agency
SFA: Strategic Focus Area
STEM: Science Technology Engineering & Mathematics
SWOT: Strengths, Weaknesses, Opportunities & Threats
TMIS: Teacher Management Information System
TPAD: Teacher Performance Appraisal & Development
TPD: Teacher Professional Development

EXECUTIVE SUMMARY

The Teachers Service Commission is established as an independent Commission under Article 237(1) of the Constitution. By the end of June, 2018, the Commission was responsible for a working force of 317,069 teachers deployed to 30,892 public educational institutions in the country. These include 217,291 teachers serving in public primary and 99,778 in Post-Primary institutions. The learner population served by these teachers stood at 8,071,662 and 2,761,769 for primary and Post-Primary institutions respectively.

The Government recognizes investment in quality education as a critical factor in the supply of skilled manpower to support development across all sectors of the economy. The national development agenda has given priority to improving four key sectors popularly known as "the Big Four Agenda" which include food security, universal health care, affordable housing and manufacturing, which will greatly depend on skilled manpower as primary drivers. Thus investment in quality education will underpin these initiatives.

It is noteworthy that the Commission plays a significant role in the implementation of the national curriculum that equips learners with desired values, attitudes, knowledge, skills and competencies, particularly in technology, innovation and entrepreneurship. The manner in which the country manages teachers largely determines the quality of education for its citizens and their contribution to national development. Accordingly, the Commission must position itself strategically in formulating a framework that addresses the peculiar needs of the teaching profession not only at the national but also at global levels.

The TSC Strategic Plan for the period 2015-2019 was based on three broad areas of focus namely; Teacher Competence, Conduct and Performance Management; Reforms and Innovations in Provision of Teaching Services and Service Delivery Re-engineering and Decentralization. Remarkable achievements, particularly on the Teacher Competence Strategic Pillar were realized during this period. Some of the milestones include the roll-out of the Teacher Professional Development (TPD) Framework; Teacher Performance Appraisal and Development (TPAD) instruments and the review of the Code of Regulations for Teachers (CORT) and Code of Conduct and Ethics (COCE). In addition, various policies and administrative guidelines were reviewed during the 2015-19 period. These initiatives have led to improved teacher-learner contact time, efficiency in curriculum delivery and enhanced professionalism in the teaching service, among other envisaged outcomes.

The 2019-2023 Strategic Plan will reinforce the gains made over the last 5 years and guarantee improved learning outcomes and safety of learners. During the next five years,

the Commission will maintain focus on the three key result areas namely, Teacher Competence, Conduct and Performance Management, Reforms and Innovations in provision of teaching Service and Service Delivery Re-engineering. However, strategic objectives, strategies and targets have been redefined to address emerging national priorities that include the shift towards a Competency Based Curriculum and realization of 100 percent transition from primary to secondary school.

The Strategic Plan has provided for an effective implementation and coordination framework in terms of human and financial resource allocation. The overall budget required for the successful delivery of planned targets is estimated at Kshs.114.5 billion. This includes the cost of recruiting 95,000 additional teachers and 20,000 interns per annum in the next five years. The estimated cost for this critical investment is Kshs.82.4 billion. The bulk of this funding is expected from the National Government. The Commission will however continue engaging the various development partners in resource mobilization and budget support. Additionally, the Commission will identify areas of collaboration under the Public Private Partnership (PPP) initiative.

The Commission has rolled out an Institutional Risk Management Framework and Policy to mitigate the strategic risks that may impede efficient implementation of the plan. A description of the identified risks, their categorization and mitigating action is included in this plan. Further, the Commission has established structures for monitoring and evaluation of programmes outlined in this plan in order to track progress, achievements and challenges in the course of implementation.

The Monitoring and Evaluation of the plan will be done at various levels. The Reports and feedback from the process will inform corrective measures and realignment of resources. A mid-term review and end of plan evaluation are also envisaged during the Plan implement

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter provides an introduction to the establishment and mandate of the Teachers Service Commission (TSC). The chapter also outlines the global, regional and national development perspectives relevant to the mandate of the Commission. The role of the Commission in supporting the national development agenda is also amplified in this chapter.

1.1   Background

The Teachers Service Commission (TSC) was first established by an Act of Parliament in 1967. It operated as a statutory Semi-Autonomous Government Agency (SAGA) under the Ministry of Education until 2010. Article 237 of the Constitution (2010) established the Commission as an independent entity with a redefined mandate to regulate the teaching profession and manage teachers under the employment of government.

As at June, 2018, the Commission was responsible for a working force of 317,069 teachers deployed to 30,892 public educational institutions in the country. These include 217,291 teachers serving in 22,263 public primary and 99,778 in 8,629 Post-Primary institutions. The learner population served by these teachers stood at 8,071,662 in primary and 2,761,769 in Post-Primary institutions.

1.2   Mandate of the Teachers Service Commission

The Commission, under Article 237 of the Constitution is mandated to; to register trained teachers, recruit and employ teachers, assign teachers employed by the Commission, exercise disciplinary control over registered teachers, terminate employment of teachers, review the standards of education and training of persons entering the teaching service, review demand for and supply of teachers and advise the national government on matters relating to the teaching profession.

In addition, the TSC Act clarifies the legal framework and the autonomy under which it operates. Specifically, the Act empowers the Commission to formulate policies to regulate the teaching profession and guide teacher management functions. Broadly, this entails ensuring compliance with teaching standards prescribed from time to time, facilitating career progression and professional development of teachers and monitoring their conduct and performance in the course of curriculum implementation.

1.3 Global, Regional and National Development perspective on the Teacher Management Sub-Sector

1.3.1 Kenya is committed to implementation of *the 2030 Agenda for Sustainable Development*. Specifically, SDG number 4 commits member states to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. One of the means of implementing this SDG is to ensure that by the year 2030 there will be a substantial increase in the supply of qualified teachers, including through international cooperation for teacher training in developing countries. The SDG number 4 goals are to be realized within the framework of a revitalized Global Partnership for Sustainable Development, supported by tangible policies and actions by member states.

1.3.2 In addition, the Commonwealth Teacher Recruitment Protocol adopted in 2004, aims to balance the rights of teachers to migrate internationally against the need to protect the integrity of national education systems. The Protocol also seeks to safeguard the rights of recruited teachers and the conditions relating to their service in the recruiting country.

1.3.3 At the regional level, *the African Union Commission (AUC) Agenda 2063* on inclusive growth and sustainable development recognizes education as the main vehicle for inter-generational social mobility. It emphasizes quality education that is free at the basic level (primary and secondary) and further emphasizes on the significance of investing in science, technology and innovation. In addition, there are concerted efforts under *the East African Community (EAC) Common Market Protocol*, to harmonize education standards and share good professional practices across the East African Community member states.

1.3.4 From a national perspective, the Vision 2030 Strategy identifies availability of skilled manpower as a critical component to the realization of the vision. The recently launched National Development Agenda also known as ``the Big Four'' underpins the need for a knowledge based economy that supports the delivery of service along the four pillars of food security, universal health care, affordable housing and manufacturing. Investment in quality education therefore serves as an integral component to the delivery of skilled manpower required across the identified sectors.

1.4 The role of TSC in delivering the National Development Agenda and related International Conventions

1.4.1 The government recognizes investment in quality education as critical in the supply of skilled manpower to support development across all sectors of the economy. The manner in which the country manages and regulates its teaching service determines the quality of its human resource and contribution to national development. Accordingly, the Teachers Service Commission, as a regulator and manager of teaching services, plays a crucial role in shaping the requisite skilled manpower for the country's economic and social development. The Commission must therefore position itself strategically to leverage on opportunities presented at the national and global levels.

1.4.2 In support of the AUC Agenda 2063, Kenya has so far implemented part of the aspirations through the adoption of free primary, free day secondary education and the 100% transition from the primary school to the secondary school initiative. In addition, TSC envisages increasing the number of qualified teachers by at least 30% with focus on Science Technology Engineering and Mathematics (STEM).

1.4.3 Through *the East African Community (EAC) Common Market Protocol*, an opportunity to exploit the abundant supply of trained teachers in the country to export labor to the EAC countries and beyond presents itself to the Commission. This will not only create employment opportunities to the Kenyan youth but will also benefit the recipient countries with skilled teaching services.

1.4.4 Kenya is also a signatory to the United Nations Conventions on Sustainable Development Goals (SDGs). This places an obligation on the TSC through its Strategic Plan to maintain focus in delivery of SDG 4, other SDG goals and linking them with existing national education priorities.

CHAPTER TWO: SITUATION ANALYSIS

2.0 Overview

This chapter broadly describes the current status and the environment in which the 2019-2023 TSC Strategic Plan is contextualized. The chapter presents an overview of the performance of Commission over the last five years, challenges experienced and the lessons learnt. Cursory look at both internal and external factors that may influence the implementation of the Plan also inform the analysis. The review has further identified the main stakeholders and their varied interests and expectations from the Commission.

2.1 Review of the 2015-2019 Strategic Plan implementation

The TSC Strategic Plan for the period 2015-2019 was based on three broad areas of focus namely: Teacher Competence, conduct and Performance management; Reforms and innovations in provision of teaching Services; and Service Delivery Re-engineering and Decentralization. Remarkable achievements were realized, especially on the Teacher Competence Strategic Pillar.

2.1.1 KEY ACHIEVEMENTS

2.1.1.1 STRATEGIC PILLAR 1: Teacher competence, conduct and performance management:

This pillar sought to ensure quality of the teacher at entry, effective induction and in-service programmes, supervision and reliable appraisal systems at all levels. The following milestones were realized on the two Strategic Objectives under this pillar:

2.1.1.1.1 Strategic objective 1: To improve teaching standards in public educational institutions

  i. A policy framework on Teacher Professional Development (TPD) was developed and rolled out.
 ii. Two modules were developed and currently being implemented. These include: *Introductory Modules* and *Module Level 1* (for teachers and instructional leaders). Through the modules, teachers are expected to continuously build their capacity in skills, knowledge, attitudes and values to improve learning outcomes.
iii. The Teacher Performance Appraisal and Development (TPAD) and Performance Contracting were introduced and implemented in all public basic education institutions. The tools are designed to improve teacher-leaner contact hours and accountability in these institutions.

2.1.1.1.2 Strategic objective 2: To enhance integrity and professionalism in the teaching service

i. Key policy instruments including Code of Regulations for Teachers (2015), Code of Conduct and Ethics (2015) were reviewed.
ii. The TSC Act, CORT and COCE were distributed and disseminated to 30,000 basic learning institutions across the country.
iii. Capacity building was done for school administrators and staff at the county level in management and prevention of professional misconduct among teachers.

2.1.1.2 STRATEGIC PILLAR 2: Reforms and innovations in provision of teaching Services:

The aim of this pillar was to optimize utilization of the teaching resource and also improve efficiency and quality of the teaching service. The pillar also focused on integrating ICT in teaching, identifying other approaches in curriculum delivery and addressing disparities in teacher distribution at all levels. The following were the achievements on the two Strategic Objectives under this pillar:

2.1.1.2.1 Strategic objective 3: To optimize utilization of the teaching resource.

i. The Teacher Management Information System (TMIS) was enhanced through design and rolling out an online data capture system.
ii. A total of 28,843 teachers were recruited as indicated in Table 2.1

Table 2.1: Trends in recruitment of teachers 2014-2018

Teachers recruited from 2014-2018			
	INSTITUTIONS		
YEAR	**PRIMARY**	**POST-PRIMARY**	**TOTAL**
2014	2,479	2,521	**5,000**
2015	2,481	2,662	**5,143**
2016	1,225	3775	**5,000**
2017	2,205	2,795	**5,000**
2018	-	8700*	**8700***
Total	**8,390**	**20,453**	**28,843**

Source: TSC Data: 2018

Note: *To facilitate the 100% transition from primary to secondary schools, the Commission recruited 8,700 post primary school teachers. This was a major shift in government policy in teacher recruitment which necessitated* reallocation of resources in favour of secondary school teachers.

2.1.1.2.2   Strategic objective 4: To integrate ICT in curriculum delivery

i. Approximately 66 ICT champions at the primary school level were trained through the Digital Learning Programme (DLP).
ii. A total of 90,000 teachers were trained on ICT integration and curriculum implementation under the same Programme (DLP).

2.1.1.3   STRATEGIC PILLAR 3: Service Delivery Re-engineering and Decentralization:

The pillar was aimed at facilitating decentralization of services to the counties and sub counties. It sought to strengthen the integrated support systems and structures for more efficient operations with focus on responsiveness to customer needs. The following the milestones realized on the Strategic Objective under this pillar:

2.1.1.3.1   Strategic objective 5: To improve efficiency and effectiveness in service delivery at the Commission

i. TSC on-line services including, the on-line teacher registration were upgraded. As a result, all qualified teachers are registered through the online platform. In addition, the turn-around time in the registration process has reduced from an average of three months to less than one month. Mechanisms have also been established to update the register on real time basis.
ii. Key TSC functions were decentralized. These include the management of discipline, recruitment, transfer and promotion of teachers. Accordingly, the rate of determination of discipline cases has improved considerably. The turn-around time has reduced from an average of six to three months from inception to determination. In addition, efficiency in teacher recruitment and transfer processes at the County and Sub-county level has improved significantly.
iii. An Institutional Risk Management Framework and Policy was developed and rolled out to provide mitigation measures against risks that may impact the Commission's mandate and functions.
iv. A workload analysis and review of the TSC Organizational Structure was undertaken in an effort to optimize the capacity of human resource.
v. Other achievements in the management of human resource include:
   a) Promotion of 11,177 teachers between Job Groups K and R.

b) Upgrading of 35,887 teachers through the common establishment process.
c) Implementation of the 2017-2021 Collective Bargaining Agreements (CBA) with Teachers' Unions pursuant to Job Evaluation findings.
d) Development of the Policy on Identification and Appointment on Institutional Administrators together with Career Progression Guidelines for the teaching service to streamline career growth and succession management.

2.1.2 CHALLENGES EXPERIENCED IN THE IMPLEMENTATION OF THE 2015-2019 STRATEGIC PLAN

In the course of implementation of Strategic Plan 2015-2019, the Commission faced the following challenges in the execution of its mandate:

2.1.2.1 Review of teaching standards
i. Lack of a harmonized qualification framework to determine entry standards for teacher training institutions.
ii. Insufficient structures and co-ordination framework for teacher in-service and professional development programmes.

2.1.2.2 Teacher shortage
By 30th June, 2018, the Commission estimated teacher shortage of 96,345 with 38,054 at Primary and 58,291 at Post-Primary school level respectively. This shortage is attributed to rapid growth in school enrolment and various initiatives in the education sector that have necessitated the establishment of new and expansion of existing schools. These initiatives include the Government policy of 100% learner transition from primary to secondary. By 2023, the teacher shortage is projected at 61,671 for secondary and 34,941 for primary schools as illustrated in Table 2.2.

Table 2.2: Net projections on teacher shortages -2019-2023 using February 2018 as a base year

Projections in Teacher Shortage (2019-2023)			
Year	Primary	Post-Primary	TOTAL
2019	37,410	61,671	99,081
2020	36,777	61,671	98,448
2021	36,155	61,671	97,826
2022	35,543	61,671	97,214

2023	34,941	61,671	96,612

Source: TSC Data: 2018

The projections indicate either a reducing or a constant teacher demand for the secondary school and primary school sub sectors, respectively. At the primary school level, the declining demand is attributable to continuous teacher recruitment focusing on this sub-sector over the years. At the secondary school level, the constant projected shortage between 2019 and 2023 is premised on the assumption that the government will sustain provision of 12, 626 teachers per year at this level. The full implementation of Competency Based Curriculum is however expected to impact the teacher demand significantly.

2.1.2.3   Teacher distribution and utilization

Despite several interventions to achieve teacher balance and rationalization, there are still disparities in the distribution and utilization of teachers across the country. The imbalance is as a result of a combination of factors that include; insecurity in certain regions; preferences by teachers for urban and high potential areas; unwillingness of teachers to be separated from their families; medical issues; and in a few instances, establishment of unviable schools. In addition, the Commission has experienced a high turnover of teachers in specific subject areas such as ICT that are in high demand even in the private sector. The imbalance in teacher distribution has not only undermined the principle of equity but also the delivery of education curricula.

2.1.2.4   Teacher discipline

Despite several interventions in exercising effective disciplinary control over teachers, the Commission has recorded an increase in teacher indiscipline. This may be attributed to; non-adherence to the law specifically CORT and COCE by teachers, inadequate mastery of discipline procedures and processes by the TSC agents and lack of a structured induction, coaching and mentoring programme for teachers.

2.1.2.5   Inadequate budgetary provision

Over the last five years, the Government has been implementing financial austerity measures across Ministries, Departments and Agencies (MDAs), targeting expenditures considered discretionary and non-productive. As a result, the Commission has been subjected to significant budget cuts, which has impacted on the implementation of several reform initiatives and strategic plan priorities.

2.1.3 LESSONS LEARNT DURING THE IMPLEMENTATION OF THE 2015-2019 STRATEGIC PLAN

The following were the lessons learnt during the implementation of the 2015-2019 Strategic Plan.

2.1.3.1 Review of Teaching Standards

The Commission has so far developed a framework that incorporates global approaches in teacher professional development that seeks to improve and sustain teaching standards. In order to ensure effectiveness, this framework and related instruments will require substantive investment and buy-in by all stakeholders. Presently, the Commission lacks appropriate structures to effectively regulate the teaching profession. In addition, the introduction of the Teacher Performance and Appraisal Development (TPAD) for teachers and Performance Contracting has significantly enhanced supervision and implementation of curricular in public learning institutions. These instruments are expected to contribute to improved learning outcomes and general performance and motivation of teachers.

The Strategic Plan (2019-2023) must therefore design strategies that address establishment of a comprehensive in-service programme for teachers in public schools, harmonization of entry requirements for teacher training and structures for the effective regulation of the teaching service applicable to all registered teachers in both public and private sectors.

2.1.3.2 Teacher Shortage

As a measure to cope with teacher shortages, various Boards of Management for institutions have engaged approximately 80,000 teachers in public schools some of whom may not be qualified. This has compromised the standards of education and learner achievement and also undermined the Government's commitment to free/affordable basic education.

The Strategic Plan (2019-2023) should therefore provide for strategies that will optimally utilize the available teaching resource. This may include the use of alternative modes of curriculum delivery. In addition, the Commission will be required to consider hiring of teachers on part-time basis and formalize teacher internship programme as some of the measures to bridge the gap.

2.1.3.3 Teacher distribution and utilization

While access to education at the primary school level has considerably improved, the increase in school enrolment has had an adverse effect on teaching and learning. This is

manifested in overcrowded classrooms hence inappropriate pupil-teacher ratio in certain regions. There is therefore need to establish a national standard for teacher distribution and utilization that will address appropriate teaching load under the Competence Based Curriculum.

2.1.3.4   Teacher Discipline

Contemporary Human Resource Management practices prescribe preventive rather than corrective approaches in addressing employee discipline. Appropriate strategies will be given priority in the Strategic Plan for 2019-2023. They include; the establishment of structured induction, coaching and mentoring programmes for all teachers and continuous capacity building for TSC agents and school administrators in the management of discipline function will be enhanced.

2.1.3.5   Resource mobilization and utilization

To mitigate on the challenge posed by inadequate budgetary resources, the strategic plan should be flexible enough to absorb the effects of financial austerity measures and other dynamic issues that may affect implementation. This may include institutionalization of a robust and effective risk mitigation plan.

2.2   Environmental Scan

Environmental scan is critical in understanding the Commission operation environment as it plays a big role in effective implementation of its programmes. The environmental scan has been carried out using SWOT, PESTEL and Stakeholder Analysis.

2.2.1   Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

This is a framework for identifying and analyzing the internal and external factors that may impact the implementation of the 2019-2023 Strategic Plan. The successful implementation of the Plan will depend on the Commission's ability to exploit established success factors and embracing available and emerging opportunities for improvement.

Table 2.3: Summary of SWOT Analysis

1	STRENGTHS	2	WEAKNESSES
	▪ Existence of a clear legal and institutional framework. ▪ Structures for governance and effective execution of the TSC mandate. ▪ Operational autonomy in the planning and execution of the TSC mandate. ▪ Continuous funding from the National Government		▪ Lack of harmonized system for managing and sharing of data related to the teaching resource. ▪ Inadequate policy framework for engaging partners in resource mobilization. ▪ Largely manual processes & low ICT utilization.

	- Existence of a trained and qualified teaching force. - A highly skilled and professional secretariat staff - Established policies, procedures, and guidelines in performing the TSC functions. - Established Institutional Risk Management and Framework - Responsive decentralized services and functions		- Discrete/isolated ICT systems - Lack of a branding & communication strategy - Ineffective mechanisms to enforce compliance with regulations and standards within the teaching service. - Ineffective mechanism for talent identification, staff retention and succession management.
3	**OPPORTUNITIES**	**4**	**THREATS**
	- Abundant supply of teachers - Existing development partners willing to collaborate with and support Teacher Management Reforms and Initiatives. - Availability of technology to leverage on in service delivery.		- Misinterpretation of the nature and scope of the TSC mandate by some stakeholders - Industrial action and/or agitation by unions leading to disruption in curriculum implementation. - Unplanned establishment of schools leading to constraints on the teaching resources. - Change in Government Policy and priorities - Negative public perception of the Commission. - Security concerns leading to high turnover of teachers from certain regions.

2.2.2 Summary of the Political, Economic, Social, Technological, Environmental and Legal Analysis (PESTEL) Analysis

The analysis will help to determine how these factors may affect performance and activities of the Commission during the plan period.

Table 2.4: PESTEL Analysis

CATEGORY	ISSUES	DESCRIPTION/STRATEGIC IMPLICATION
Political	A stable and predictable political climate together with an informed	Positive influence on the teaching services through

	political class.	▪ legislation. ▪ Conversely unstable environment may impede implementation of the Commission programmes
	Political influence in establishment of schools.	▪ Constraints in the provision and distribution of the teaching resource. ▪ Cases of under-enrolled schools.
Economic	Economic Stability	Enhanced funding for teacher management.
	Decreased/inadequate funding for teacher recruitment	High pupil- teacher ratio and compromised quality of education
Social	An increased number of youthful teachers joining the profession.	• Sustainable supply of qualified teachers adaptable to technological trends. • To ensure succession Management and mentorship. Flexibility in assigning and deployment of young teachers.
	High unemployment rate.	Opportunity to export teaching labour force through intergovernmental cooperation. Need for framework to guide the coordination and protocol for international labour migration.
	More informed and involved stakeholders	▪ Enhanced Stakeholder support ▪ Enhanced accountability and the consultative approach to management.
	Cultural Beliefs, values and practices.	▪ Formal education is often not given priority in certain cultures

		▪ Interference with regulations and standards in the teaching profession. ▪ Low literacy levels.
	HIV/AIDS pandemic and stigma	Productivity and quality of teaching & learning is compromised.
Technological	Integration of technology in curriculum delivery and management of teacher processes.	Efficiency in curriculum delivery, reliable and accurate data for decision making.
Environmental	Natural and man-made disasters, working environment and climate.	▪ Disruption of teaching and learning in the affected areas. ▪ Demotivation and discomfort of human resource.
	Insufficient institutional infrastructure.	Congested classrooms negatively affect the quality of education.
Legal	Conflicting legal and policy provisions in management of the teaching resource	▪ Unclear guidelines and inadequate structures in management of certain categories of teachers (ECDE and TVET teachers).
	Increased litigation by teachers	▪ Reduce teacher-learner contact time ▪ Disruption of learning ▪ Strained labour relations

2.2.3 Stakeholder Analysis

The Commission has a diverse range of stakeholders most of them being in the education sector. Among them are learners who are the beneficiaries of education and teachers as key drivers in delivery of quality education. Other stakeholders are institutions whose mandates have implications on the teaching service and development partners. Table 2.5 presents an analysis of the principal stakeholders, their roles and interests in the functions of the Teachers Service Commission and a summary of expectations from these stakeholders.

Table 2.5: Stake holder analysis

No.	Stakeholder	Stakeholder Expectation from TSC	TSC Expectation from Stakeholder
1.	**Learners**	▪ Access to uninterrupted teaching/tutorial services ▪ Emotional & physical safety. ▪ Peculiar special teaching needs e.g. special needs. ▪ Access to a holistic education ▪ Provision of mentorship and guidance and Counselling.	▪ Student/learner discipline. ▪ Student/learner attendance.
2.	**Teachers**	▪ Safe work environment ▪ Professional development. ▪ Motivation through several initiatives (promotion, remuneration etc.) ▪ Industrial harmony	▪ Provision of quality teaching services to learners. ▪ Industrial harmony ▪ Adherence to the Code of Regulations for teachers and other regulations. ▪ Maintain professionalism in all aspect of teaching. ▪ Ensure learner protection (both emotional & physical) ▪ Pursue continuous professional development ▪ Efficiency in the use of resources.
3.	**Secretariat staff**	▪ Continuous support, professional development and improved welfare. ▪ Safe work environment ▪ Motivation through several initiatives (promotion, remuneration etc.) ▪ Industrial harmony	▪ Adherence to the spirit of Chapter 6 of the Constitution and the related statutory provisions (Act, COCE & the administrative circulars on public service). ▪ Pursue continuous professional development ▪ Efficiency in the use of resources ▪ Efficiency in performance of duties. Implementation of this Strategic Plan and related policies.

No.	Stakeholder	Stakeholder Expectation from TSC	TSC Expectation from Stakeholder
4.	Ministry of Education	- Quality teaching service leading to quality education - Effective management of learning institutions. - Stakeholder engagement - Partnership in resource mobilization and management	- Support in administrative initiatives towards the realization of quality teaching. - Stakeholder engagement - Observe the statutory demarcation of roles and duties within the education sector. - Partnership in resource mobilization and management - Partnership in the utilization of human resource
5.	The National Treasury	- Effective management of financial resources in accordance with PFM Act - Effective management of all the Government asset in its custody.	- Provision of adequate budgetary support for PE, O&M and development for TSC programmes in accordance with the MTEF. - Timely release of the allocated funds. - A continuous engagement on emerging financial gaps that may arise from time to time.
6.	The National Assembly	- Accountability and efficient use of resources including the teaching resource. . Compliance to the law. - Render advice on matters relating to teaching service.	- Adequate resource allocation for TSC programmes. Support the execution of the TSC mandate under the Constitution under legislation. - Support in the implementation of Teacher management programs.
7.	Kenya Institute of Curriculum Development (KICD)	- Effective implementation of the curriculum at all levels. - Stakeholder consultation.	- Provision of relevant national curriculum for implementation by TSC. - Stakeholder consultation
8.	Kenya	Support through accreditation	Develop programs that

No.	Stakeholder	Stakeholder Expectation from TSC	TSC Expectation from Stakeholder
	Education Management Institute (KEMI)	of their programs. ▪ Stakeholder consultation	enhance quality teaching and institutional management ▪ Stakeholder consultation
9.	**Centre for Mathematics, Science and Technical Education in Africa (CEMASTEA)**	▪ Effective implementation of the curriculum, particularly STEM subjects ▪ Stakeholder consultation	▪ Undertake capacity and competency building initiatives in STEM subjects ▪ Stakeholder consultation
10.	**Kenya Institute of Special Education (KISE)**	▪ Effective implementation of the special needs curriculum ▪ Support capacity building in Special Needs and inclusive Education ▪ Support research in Special Needs and Inclusive Education to inform practice ▪ Support rehabilitation of teachers and TSC staff	▪ Provision of relevant national special needs curriculum for implementation by TSC. ▪ Promote Quality training in Special Needs and Inclusive Education
11.	**Kenya National Examinations Council (KNEC)**	▪ Stakeholder consultation ▪ Support through our staff the effective management of national examinations. ▪ Help in the enforcement on National exam regulations ▪ Help in the standards and quality control in setting national exams. ▪ Stakeholder consultations and feedback.	▪ Proper and efficient framework for National examination management. ▪ To investigate/ facilitate investigation of examination irregularities involving teachers. ▪ Motivate the teachers involved in examination management ▪ Stakeholder consultation and feedback. ▪ To ensure the examination set conform to the curriculum implemented by teachers.
12.	**Private Sector**	▪ Undertake efficient teaching	▪ Support in the

No.	Stakeholder	Stakeholder Expectation from TSC	TSC Expectation from Stakeholder
		service to ultimately realize a competent labour force to serve the different sectors	implementation of TSC programmes. ▪ Provision of specialized services/products to TSC employees through PPP. ▪ Support social corporate responsibility initiatives.
13.	**Development Partners**	▪ Effective and efficient utilization resource availed. ▪ Achievement of programme goals ▪ Adherence to principles of good governance.	▪ Technical and financial support in implementation of TSC programs. ▪ Stakeholder consultation ▪ Agreed favourable terms of cooperation
14.	**Trade Unions**	▪ Fair, just treatment and improved welfare of teachers. ▪ Industrial harmony to be realised through bi-lateral engagements ▪ Fair labour practices ▪ Adherence to labour laws	▪ Industrial harmony to be realised through bi-lateral engagements ▪ Fair labour practices ▪ Adherence to labour laws ▪ Support the teacher management initiatives.
15.	**Financial Institutions including cooperative societies.**	▪ Cooperation in areas that will mutually benefit teachers (loans) ▪ Facilitate timely remittances. ▪ Availability of market and opportunities for commercial services.	▪ Provision of socio-economic support to teachers. ▪ Support social corporate responsibility initiatives. ▪ Support of TSC programs.
16.	**Teacher Training Institutions**	Set entry standards to teaching service Co-opt them in the development and implementation TPD programs where necessary	▪ Adherence to required standards and relevant curricula in pre-service teacher training. ▪ Qualified teachers who meet the entry standards to the teaching profession. ▪ Modules that incorporate TSC's legal and regulatory framework as a subject.

No.	Stakeholder	Stakeholder Expectation from TSC	TSC Expectation from Stakeholder
17.	**Professional Associations**	- Collaboration to enhance standards of professionalism - Effectively regulate the profession - Set and enforce the professional standards - Address teacher welfare - Patronize and participate in their programs (KESSHA, KEPSHA)	- Collaborate and support the Commission in enhancing standards of professionalism. - Support social corporate responsibility initiatives. - To have internal codes of conduct for their members.
18.	**Parents and Boards of management**	- Provision of adequate qualified teachers - Uninterrupted Quality curriculum delivery - Involvement in decision making and feedback	- Ensure that all school going children are enrolled in school - Participation of the parent in school programme and physical development
19.	**Sponsors**	- Provide chaplains to schools with such facilities - Consider their preferences of the sponsor in appointment of institutional heads. - Provide adequate teaching staff to the sponsored schools	- To maintain religious traditions and moral values in sponsored institutions. - To support school projects and academic programmes

CHAPTER THREE: STRATEGIC MODEL

3.0   Overview

This chapter outlines the strategic direction and focus of the Commission in the next five years. The Strategic Plan provides for an accelerated and effective implementation of TSC reform agenda which is informed by the global, regional and national contexts in the education sector.

3.1   Vision, Mission and Core values

Vision

A transformative teaching service for quality education

Mission

To professionalize the teaching service for quality education and Development

Core Values

Professionalism: All TSC staff shall observe requirements for professional conduct. The employees are expected to apply the skills, knowledge and competencies that meet the standards needed for the work assigned.

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

Integrity: TSC staff members are expected to conduct themselves in a manner that demonstrates honesty, moral and ethical standards, and commitment to work.

Team spirit: The TSC staff members are committed to working through cross-status and cross functional teams. Staff members are equipped to handle work relationships; and share new information with colleagues.

Innovativeness: Employees are encouraged to always explore, share and implement new ideas and approaches in service delivery.

3.2 STRATEGIC FOCUS AREAS

The TSC strategy is structured into three (3) broad Strategic Focus Areas addressing the Commission's mandate and intended reforms on the teaching service over the next five years. The Strategic Focus Areas include:

Strategic Focus Area 1: Teacher Competence, Conduct and Performance Management
This focus area seeks to ensure quality of the teacher at entry, effective support systems for teacher professional conduct and development during a teacher's career path. The strategy will focus on establishing a framework for regulation and enforcement of standards in the teaching service.

Strategic Focus Area 2: Reforms and Innovations in provision of teaching services
The expected result under this SFA is optimal utilization of the teaching resource and the deepening of efficiency measures in provision of teaching services at all levels. The reforms identified in this Strategic Plan will address various approaches in curriculum implementation while guaranteeing equity and inclusivity in the management of the teacher resource. The Commission will also explore and adopt appropriate alternative modes of curriculum implementation.

In order to enhance professionalism and integrity among employees, preventive strategies that forestall indiscipline will be put in place. These will include mentoring and coaching programmes for all employees.

Strategic Focus Area 3: Service Delivery Re-engineering
This focus area seeks to strengthen the integrated support systems and structures to improve efficiency and effectiveness in service delivery at the Commission. It is aimed at enhancing responsiveness to customer and stakeholder concerns by TSC employees at all levels. Under this focus area, the Commission will review its processes and systems and strengthen its capacity development and utilization.

Table 3.1 provides a summary of objectives and strategies to be implemented along the 3 Strategic Focus Areas during the 2019-2023 Plan period.

Table 3.1: Proposed strategic objectives and strategies

STRATEGIC FOCUS AREA 1: TEACHER COMPETENCE, CONDUCT & PERFORMANCE MANAGEMENT	
STRATEGIC OBJECTIVE	STRATEGY

1. To improve the level of legal compliance on teaching standards.	1.1 Develop and implement a framework for entry requirements in the teaching service.
	1.2 Institutionalize induction and in-service programmes in the teaching service.
	1.3 Establish a teachers regulatory and Compliance unit within the Commission.
	1.4 Raise levels of awareness on the laws and regulations on teaching standards among the agents, teachers and field officers.
2. To improve the quality of teaching services in basic education learning institutions	2.1 Roll out the reviewed performance management tools for the teaching service by 2020.
	2.2 Implement the Teacher Professional Development programme for all teachers.
	2.3 Establish an institute for teacher support and Professional Development
	2.4 Strengthen quality assurance and standards for the teaching service.
3. To improve professionalism in the teaching service and reduce cases of indiscipline among teachers	3.1 Build the capacity of field officers, BOMs and heads of institutions in management of teacher conduct.
	3.2 Institutionalize coaching and mentorship in the teaching service
4. To improve the quality of teacher support infrastructure and data management at the County and Sub-county levels	4.1 Establish and equip county and sub-county teacher support infrastructure
	4.2 Strengthen the TSC data governance and management
STRATEGIC FOCUS AREA 2: REFORMS AND INNOVATIONS IN PROVISION OF TEACHING SERVICES	
STRATEGIC OBJECTIVE	**STRATEGY**
5. To reduce the teacher shortage at the basic education	5.1 Recruit and deploy additional teachers to support the implementation of the 100% transition to secondary school initiative.

learning institutions	5.2 Recruit and deploy additional teachers to address the existing teacher shortage
	5.3 Develop and implement a framework for hiring teachers on internship.
6. To improve equity and efficiency in utilization of the teaching resource.	6.1 Establish a national standard for teacher distribution and utilization.
	6.2 Institutionalize appropriate alternative modes of curriculum implementation.
	6.3 Build capacity of teachers on the Competence Based Curriculum
	6.4 Establish a framework to promote utilization of the teaching resource outside the Kenyan borders.
7. To grow the TSC financial resource base	7.1 Increase the TSC revenue (Appropriation-in-Aid) by 5% every year.
	7.2 Enhance the TSC financial management systems
	7.3 Mobilize resources from non-traditional sources.
8. To improve corporate governance in teacher management	8.1 Review the TSC Act and the Code of Regulations for Teachers.
	8.2 Implement provisions of the Leadership and Integrity Act at all levels.
	8.3 Institutionalize risk management in Commission
	8.4 Implement the Audit Committee business Plan.
STRATEGIC FOCUS AREA 3: SERVICE DELIVERY RE-ENGINEERING	
STRATEGIC OBJECTIVE	**STRATEGY**
9. To optimize human resource and productivity in the Commission	9.1 Conduct a comprehensive skills audit for secretariat staff
	9.2 Develop and implement strategic Human Resource Plans for Secretariat Staff.
	9.3 Implement the recognition, reward and sanction policy for TSC employees.
	9.4 Design and implement a flexible working programme for secretariat staff.
	9.5 Develop and implement flexible career guidelines to fast track high performing staff.
	9.6 Establish and implement a coaching and mentoring programme for Secretariat Staff.

10. To establish Information Security and ICT Disaster Recovery Systems	10.1 Establish an ICT Disaster Recovery Environment Solution.
	10.2 Establish and maintain an ICT Information security system.
11. To automate the core TSC processes	11.1 Transform the manual processes into electronic platforms
	11.2 Establish multiple ICT based service delivery channels.
12. To improve responsiveness to customer and stakeholder concerns	12.1 Develop and implement a communication and media strategy.
	12.2 Develop and implement a Commission brand strategy.
	12.3 Enhance the Customer Relationship Management System
	12.4 Convert all manual teacher records to digital formats.
	12.5 Mainstream applicable laws, regulations and commitments across all service delivery points and processes.
	12.6 Establish a framework on research and innovation within the teaching service

CHAPTER FOUR

IMPLEMENTATION AND COORDINATION FRAMEWORK

4.0   Overview

This chapter provides for the implementation and coordination framework for the Strategic Plan for 2019-2023. This includes the organizational structure, human and financial resource planning necessary for implementation. The Plan will inform the budgeting and procurement planning of the Commission at the beginning of each Financial Year.

4.1   Organizational Structure

The TSC organizational structure has been redesigned to support the execution of its mandate and ensure the successful implementation of this Strategic Plan. The structure is expected to facilitate assignment and delegation of duties, improve operations and ensure effective communication at all levels (See figure 1).

4.1.1   The Commission

The Commission consists of a Chairperson and eight members appointed in accordance with the Constitution. In addition, the Commission has established Committees under five thematic areas namely; Strategy and Innovation, Finance, Field Services, Audit and Human Resource Committees.

4.1.2   The Commission Secretary

The Commission Secretary is responsible for the day-to-day running of the Commission. The overriding role of the Commission Secretary is to ensure the Commission mandate under the Constitution and Statute law is executed effectively and efficiently. S/He is the Chief Executive, head of secretariat, the accounting and authorizing officer and a link between the Commissioners and the secretariat.

4.1.3   Directorates, Divisions and Sections

Currently, the Commission's services are delivered and managed under three Departments, namely, Teacher Management; Human Resource and Development; and Finance and Administration. The Departments in turn consist of nine (9) Directorates. The Directorates include; Administrative Services; Human Resource Management and Development; Finance and Accounts; Staffing; Field Services; Quality Assurance and Standards; Internal Audit; ICT and Legal Services. Each Directorate comprises Divisions, Sections and specialized Units. The Commission has also decentralized its functions through offices headed by Regional

Coordinators, County Directors, Sub-county Directors and Curriculum Support Officers.

4.2 Staff Establishment and Human Resource Development Strategies

4.2.1 Staff Establishment

The current staff establishment of the Commission is 2,468 but only 1,721 are in-post, as summarized in Table 4.1.   This implies a staff shortage of 747 which has adversely impacted on effective delivery of services. The significant shortage is mainly on operational and technical staff required at the County and sub-county levels. This gap will be addressed through appropriate Human resource management and development strategies outlined in this plan.

Table 4.1: Staff Establishment

DESIGNATION	ESTABLISHMENT	IN-POST	VARIANCE
Heads of Directorate	9	8	(1)
Senior Management	73	26	(47)
Middle Level Managers	502	265	(237)
Operational Managers /Supervisory Staff	1884	1422	(462)
TOTAL	**2468**	**1721**	**(747)**

SOURCE: HRM&D as at December 2018:

The Commission is presently conducting interviews to fill some of the declared vacancies

Key

  i. *Heads of Directorate include Directors at Job Group S*
 ii. *Senior Management comprises Senior Deputy Directors: Heads of Division, Regional Coordinators and County Directors at Job Group R.*
iii. *Middle Level Managers comprises Heads of Section (Deputy Directors), County Directors and Deputy County Directors mostly at Job Group Q; Deputy Heads of Section (Assistant Deputy Director and Sub County Directors mostly at Job Group P.*
 iv. *Operational or Supervisory Managers comprise of technical and professional staff at Job Groups N, M, L and K.*

4.2.2 Human Resource Management Development strategies

The Commission will institute appropriate measures to mitigate staff shortages which include; regular skills audit to determine long term human resource needs; recognition and rewarding officers for exemplary performance; job enrichment and enlargement; continuous talent identification and development; continuous training and capacity building for staff; coaching and mentorship programmes for new employees and other staff retention incentives. In addition, the Commission, in

liaison with the National Treasury, will continue recruitment of staff in strategic areas to fill gaps occasioned by natural attrition.

4.3   Financial resources

The Commission receives allocations on both recurrent and development funds from the National treasury. Tables 4.2(a), 4.2 (b) and 4.3 summarize resource requirements for each Strategic Focus Area, the estimated cost of recruiting additional teachers in the next five years and the projected resource gaps respectively.

4.3.1   Financial resources requirements

The Commission will require approximately Kshs.114.5 Billion to implement the plan in the next five years.   Table 4.2 (a) provides a summary of resource requirements on both recurrent and development provisions.

Table 4.2 (a): Strategic Plan resource requirements

STRATEGIC FOCUS AREA	Resource requirements						
	Baseline Estimates (Kshs.Mn)	Projected Estimates (Kshs.Mn)					
		2019/20	2020/21	2021/22	2022/23	2023/24	**TOTALS**
Teacher Competence, Conduct and Performance Management	31	5,660	3,625	3,950	3,999	3,944	**21,180**
Reforms and Innovations In Provision of Teaching Service	5300	21,810	21,725	21,715	13,382	13,423	**92,057**
Service Delivery Re-engineering	662	498	219	175	160	152	**1,203**
TOTAL	5993	27,968	25,569	25,841	17,541	17,520	**114,439**

Table 4.2(b): Estimated cost of recruitment of additional teachers

ITEM	2019/20	2020/21	2021/22	2022/23	2023/24
100% Transition	8.3B	8.3B	8.3B	8.3B	-

Shortage cover up	8.1B	8.1B	8.1B	8.1B	8.1B
TOTAL	**16.4B**	**16.4B**	**16.4B**	**16.4B**	**8.1B**

4.3.2 Resource gaps

As indicated in Table 4.2(b), the Commission will require Ksh 16.4 billion to recruit additional teachers each year, over the next four years and Ksh 8.1 billion in the fifth year. This sums to Ksh. 73.7 billion for the five years. In addition, Ksh 2.8 billion over and above the existing allocations under the MTEF will be required on both recurrent and development provisions in the next 5 years. This translates to a projected resource gap of Ksh. 76.5 billion for the successful implementation of the 2019-2023 Strategic Plan.

Table 4.3: Resource gaps (Excluding Personnel Emoluments)

RESOURCE GAPS					
Expenditure	**Requirement Estimates (Ksh Mn) (As per**			**Allocation (Ksh.Mn)**	**Variance (Ksh. Mn)**
	2019/20	**2020/21**	**2021/22**	**2022/23**	
Recurrent	1,598	931	1,288	1,881	(1,936)
Development	960	960	960	2,015	(865)
Total	2,558	1,891	2,248	3,896	(2,801)

4.3.3 Mobilization Strategies

The Implementation of the strategic objectives envisioned in the 2019-2023 Strategic Plan is expected to cost the Commission Kshs.114.5 billion. The Government of Kenya will provide the bulk of funding for the programmes in the plan. Over the last five years, the Commission received significant financial and technical support from its developmental partners.   In order to supplement the budget, the Commission will continue engaging these partners to provide the necessary support to meet the plan objectives. It will also evaluate potential areas of collaboration to forge Public Private Partnership approaches to programme implementation.

Specific strategies to be pursued by the Commission will include but not limited to:
i. Strengthening the implementation of the policy on resource mobilization and Public-Private Partnerships.
ii. Developing Proposals for funding by identified development partners.
iii. Collaborating with National and County Governments.

4.3.4   Risk Analysis and mitigation measures

The Commission has rolled out an Institutional Risk Management Framework and Policy to help in identification and management of strategic risks.   The framework is aimed at strengthening risk management processes in the Commission.   On the other hand, the policy requires all process owners to embrace proactive risk management initiatives to reinforce realization of set objectives in service delivery.

In this regard, all proposals on policy, programs and projects in the Commission will be subjected to risk assessment at every stage and mitigation efforts against risks properly identified and documented for implementation. Table 4.4 categorizes the strategic risks and proposed mitigation measures

Table 4.4: Risk Analysis and Mitigation Measures

S/NO	Risk	Category (High(H) Medium(M) Low(L)	Mitigation Measure
1.	Budgetary constraints	H	• Intensify and diversify resource mobilization • Prudent financial management and prioritization
2.	Change in Government Policy and priorities	M	• Lobbying for resource ring-fencing • Proactivity in addressing emerging issues through review of internal regulations and procedures
3.	Stakeholder interests	H	Strengthen Stakeholder engagement
4.	Negative attitude and perception	M	Design and implement appropriate communication strategy
5.	High staff turnover	M	• Lobby for more attractive packages/benefits • Improve terms and conditions of service • Introduce non-monetary incentives • Develop and implement succession Management plans
6.	Disruption of teaching services due to insecurity	M	• Engagement with relevant government agencies. • Strengthen disaster preparedness and management mechanisms

CHAPTER FIVE: MONITORING, EVALUATION AND REPORTING

5.0   Overview

This chapter outlines the process of monitoring, evaluation and reporting requirements of the plan.

5.1   Institutional framework and frequency of monitoring and reporting

The Commission monitors its programmes on a continuous basis guided by the TSC Monitoring and Evaluation Hand Book and other guidelines issued by the Public Service Performance Management Unit from time to time. The monitoring process will help to track input deliveries, outputs and also to record the key performance indicators. This is to identify deviations during implementation of the plan period and take a corrective action. Heads of Directorates and other process owners are expected to report on progress on delivery of set objectives on a quarterly basis. The reports will be presented for analysis and input at various management review meetings.

Consolidated Quarterly reports on the overall performance of the Commission will then be prepared and shared with the relevant Committees of the Commission and the Board.

5.2   Responsibility for Monitoring

1. Departmental Monitoring and Evaluation Committee (DMEC)

The DMEC of the Commission in conjunction' with the Policy, Planning, Research and Innovations (PPRI) Section will be responsible for overall performance monitoring of this Strategic Plan. This will focus on tracking the outcomes envisaged in the Plan and other emerging national policy and strategy documents. The DMEC will provide general guidance to ensure intervention programmes remain on track.

2. The Policy, Planning, Research and Innovations Section

The PPRI Section will be responsible for:
   i.   Guiding the implementation of the strategic plan
   ii.   Validating periodic reports submitted by various process owners
   iii. Conducting internal evaluation on achievement of set targets
   iv.   Preparation and submission of evaluation reports to the management for corrective measures where appropriate.

3. TSC County Directors

The TSC County Directors in conjunction with the PPRI Section will coordinate monitoring of activities at the county and school level.

5.3   Mid-term and end-year Evaluation and Review of the Plan

Evaluation of the Commission's programmes is carried out at mid- year and end year in accordance with Public Service Performance Monitoring Unit (PSPMU) guidelines. Annual reviews will be organized to assess the extent to which Medium-Term objectives have been achieved during the plan period. Ad-hoc evaluation shall also be provided for on specific objectives and strategies in the Plan as and when need arises.

5.5 Review of the strategic plan

An in-depth mid-term evaluation of this Strategic Plan shall be conducted during the 2021-2022 financial year for purposes of realigning the plan with emerging issues during the implementation. The feedback from the midterm evaluation will inform the development of subsequent strategic plan at the end of Plan period. Annex 2: provides the detailed monitoring and evaluation for the 2019-2023 TSC strategic plan

Annex 1: Plan Implementation Matrix (2019-2023)

STRATEGIC FOCUS AREA 1:TEACHER COMPETENCE, CONDUCT AND PERFORMANCE MANAGEMENT															
Strategic Objective 1: To improve the level of legal compliance on teaching standards															
Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	
1.1 Develop and implement a framework for entry requirements in the teaching service	Qualified persons entering teaching service	New framework on entry requirements. All teacher training institutions complying with new requirements.	▪ **Timeliness in developing the teacher entry requirements framework** % of qualified teachers entering the teaching service under the new framework	Frame work fully rolled out and implemented by 2022.	Concept paper & framework Shared	Piloting and validation	Roll out	**M&E**	**M&E**	**50**	**20**	**10**	**-**	**-**	DQAS
1.2 Institutionalize induction and in-service programmes in the teaching service	Standardized teaching and learning in all basic education learning institutions	All teachers adhering to approved induction and in-service programmes	Proportion of teachers in public basic learning institutions undergoing the approved induction programmes by 2023. No. of BOMS	At least 20,000 basic learning institutions and BOMs sensitized on the policy.				Draft Policy	Approved induction and in-service policy	**20**	**20**	**200**	**100**	**100**	DQAS

No	Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
						19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	
				trained on TSC policy provisions												
1.3	Establish a teachers regulatory and Compliance unit within the Commission	Teachers and stakeholders complying with laws and regulations related to the teaching profession	Established and functional regulatory and compliance unit	Functional regulatory and compliance unit set up records	Established and functional regulatory and compliance unit. All public institutions reached by 2023	Stakeholder Engagement	Legal status established				100	100	30	30	30	DQAS
1.4	Raise levels of awareness on the laws and regulations on teaching standards among the agents, teachers and field officers.	All stakeholders comply with set standards	Stakeholders in the education sector sensitized on the requirements	Number of universities and teacher training colleges trained on the laws and regulations. Level of awareness on laws and regulations on teaching standards.	All Universities and teacher training colleges reached and sensitized. Conduct a survey to gauge awareness levels.											

Strategic Objective 2: To improve the quality of teaching services in Basic Education learning institutions

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	

No.	Activity	Outcome	Output	Indicator												Responsibility
2.1	Roll out the reviewed performance management tools for the teaching service by 2020	Improved teacher performance	Teachers capacity built on TPAD and PC	Number of teachers trained and entered on the reviewed TPAD and PC system. % of teachers recording improved subject mean scores in national exams.												
2.2	Implement the Teacher Professional Development programme for all teachers	Effective teaching and learning in public basic education learning institutions	All teachers able to access TPD programmes at Cluster levels	Number of teachers attending TPD programmes at Cluster levels. % of sub-counties with TPD clusters.	TPD modules at Level 2 developed and rolled out. TPD clusters established in all sub-counties by 2023.	No. of teachers	No. of teachers	No. of teachers	No. of teachers	No. of teachers	10	10	10	10	10	DQAS
2.3	Establish an institute for teacher support and Professional Development by 2022	Teachers able to access harmonized professional support and development programmes	A functional national teacher support and professional Development Resource Center	Teachers accessing teacher support services	At least 50% of teachers at all levels accessing support services.	Concept paper on establishment of the institute developed and approved	Secured resources (funding and site)	100			200	200	150	100	100	CEO D F& A DQAS
2.4	Strengthen quality assurance	Improved service	Quality assurance	% of counties with Quality	Quality assurance		47 QAS officer				200	200				DQAS

and standards for the teaching service.	delivery on quality assurance and standard	and standard officers at County &Sub County	assurance and standard officers.	and standard officers deployed in all counties and sub counties		s recruited. 290 QAS officers Sub-County									

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24						
3.1 Build the capacity of field officers, BOMs and heads of institutions in management of teacher conduct	Reduced indiscipline among teachers and improved image of the TSC	All field officers and TSC agents better equipped to handle teacher indiscipline effectively and efficiently	Proportion of field officers and members of BOM trained on relevant regulations and skills on management of teacher conduct. % reduction of indiscipline cases reported per year	All field officers at County and sub-county levels(400) and 20,000 BOM members in 10,000 public educational institutions	4080	4080	4080	4080	4080						DFS
3.2 Institutionalize coaching and mentorship in the teaching service	High standards of professional conduct and integrity in the teaching service.	Structured mentoring and coaching programmes established at all levels	Number of teachers undergoing relevant coaching and mentoring programme. No of schools with	125,000 teachers	25000	25000	25000	25000	25000						DFS

| | | | | | structured Programme for coaching and mentoring of teachers. | | | | | | | | | | | |

Strategic Objective 4:T To improve the quality of teacher support infrastructure and data management at the County and Sub-county levels

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	
4.1 Establish and equip county and sub-county Teacher Support infrastructure	A motivated teaching force and improved curriculum implementation	Teacher Support facilities in all counties and sub-counties established and equipped	No. of county centres established and equipped. No. of sub-county centres established and equipped. % of teachers accessing county and sub-county support services	47County & 330 Sub-County centres		20	27	150	180	**400**	**400**	**400**	**400**	**400**	**DAS**
4.2 Strengthen the TSC data governance and management	Reliability and stakeholder confidence on TSC decisions.	Unified source of real time data for easy access and retrieval.	Proportion of users able to access accurate data from TSC. Timeliness of accessing accurate data from TSC	Single source of teacher management data established by 2022	20%	20%	20%	20%	20%						

STRATEGIC FOCUS AREA 2:REFORMS AND INNOVATIONS IN PROVISION OF TEACHING SERVICES

Strategic Objective 5: To reduce the teacher shortage at the basic education learning institutions

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	
5.1 Recruit and deploy additional teachers to support the implementation of the 100% transition to secondary school initiative	Effective curriculum coverage for all learners transiting to secondary schools over the 5 year period.	50,800 teachers recruited at the secondary school level to cater for the increased enrolment caused by the 100% transition policy.	Number of teachers recruited annually to meet the requirement of the 100% transition initiative	50,800 teachers recruited	12700 teachers recruited	12700 teachers recruited	12700 teachers recruited	12700 teachers recruited		8.3B	8.3B	8.3B	8.3B	8.3B	DSTAFFING
5.2 Recruit and deploy additional teachers to address the existing teacher shortage	Effective curriculum coverage for all learners at the basic education learning institutions	61,500 additional teachers recruited to address critical shortages at primary. Post primary & tertiary institutions.	% teacher shortages at all levels	61,500 teachers recruited to reduce the existing shortage	12,300 teachers recruited	12,300 teachers recruited	12,300 teachers recruited	12,300 teachers recruited	12,300 teachers recruited	8.1B	8.1B	8.1B	8.1B	8.1B	DSTAFFING
5.3 Develop and implement a framework for hiring teachers on internship	Existing teacher shortages mitigated. Newly recruited teachers to undergo induction	An established framework to guide on internship programmes for teachers	% of teachers hired on internship. % reduction in teacher shortages; % increase in	Fully implemented framework. Internship for teachers institutio	Concept paper & Shared framework	Piloting and validation	Roll out	M&E	M&E	50	20				

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		budgets for hiring of teachers.	nalized.												
and mentorship programme															

Strategic Objective 6: To improve equity and efficiency in utilization of the teaching resource

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	
6.1 Establish a national standard for teacher distribution and utilization.	Equity in teacher distribution and determination of workload based on the CBC	New guidelines and standards in deployment and assigning of teaching load to teachers at all levels	Proportion of schools staffed as per the new staffing norms and guidelines on teaching loads.	New staffing norms fully rolled out by 2022	TORs and study commissioned	TORs and study commissioned					750 m				DSTAFFING
6.2 Institutionalize appropriate alternative modes of curriculum implementation by 2023	Efficiency in utilisation of teacher resource	All basic learning institutions adopting alternative modes of curriculum implementation	Proportion of basic learning institutions adopting alternative modes of curriculum implementation. No of alternative modes used in curriculum implementation	Alternative modes of curriculum implementation adopted in all schools by 2023.	Feasibility studies done	25% implementation	25% implementation	25% implementation	25% implementation						DQAS DSTAFFING

6.3 Build capacity of teachers on the Competence Based Curriculum	Aligning teaching and learning with competency based global standards.	All teachers at the primary school level to be able to handle the new CBC	Proportion of teachers trained on CBC. % of schools that have adopted the CBC	200,000 teachers	40,000	40,000	40,000	40,000	40,000						DQAS
6.4 Establish a framework to promote utilization of the teaching resource outside the Kenyan borders.	Extended professional support to registered teachers in the event of migration	Policy Framework to regulate migration of teachers to other countries within the region.	Number of teachers supported to migrate under the framework	All the counties within the East African Region recruiting Kenyan teachers	Concept paper & Shared framework	Piloting and validation	Roll out	M&E	M&E						

Strategic Objective 7:To grow the TSC financial resource base

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	
7.1 Increase TSC Revenue (A-in-A) by 5% every year	Higher sustainability of TSC programmes	At least 5% increase in annual revenue	% increase in revenue received	Cumulative 25% revenue increase	5	5	5	5	5						
7.2 Enhance the TSC financial management systems	Higher sustainability of TSC programmes	Reduced wastage of resources	% of cost savings resulting from efficient utilization of TSC assets	100% implementation	20%	20%	20%	20%	20%						
7.3 Mobilize resources from non-traditional sources	Higher sustainability of TSC programmes	Higher funding of TSC programmes by	% growth of TSC revenue base	50% growth projected	10	10	10	10	10						

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Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
		Development Partners													

Strategic Objective 8: To improve corporate governance in teacher management

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	Responsibility
8.1 Review the TSC Act and the Code of Regulations for Teachers.	Procedures and processes executed within the law	TSC Act and Code of Regulations and administrative guidelines communicated.	Proportion of teachers and stakeholders complying with both legal and administrative expectation.	All TSC procedure, operations and processes undertaken within the law	Draft instruments and stakeholder engagement	Parliamentary approval	Publication and roll out	M&E	M&E						
8.2 Implement provisions of the Leadership and Integrity Act in service delivery	Improved accountability, ethical culture and respect for the rule of law among TSC employees	All TSC employees observing relevant provisions of the law in the performance of their duties	% of TSC employees observing relevant provisions of the law in the performance of their duties	100% implementation	20%	20%	20%	20%	20%						
8.3 Institutionalize risk management in Commission	Increased uptake of Risk Based approach in Commission programmes and activities	Reduced number of risk related incidents. Timely responsiveness to addressing risk incidents	No. of corporate/strategic risk related incidents. Time taken to respond to risk related incidents	100 % Corporate /strategic risks identified fully resolved and closed.	20%	20%	20%	20%	20%						
8.4 Implement the Audit Committee business Plan	Improved accountability, organizational learning, value for	All Audit Committee objectives streamlined into TSC	% non-compliance/non-conforming services	Zero incidences of non-compliance by 2023	20%	20%	20%	20%	20%						

| | money, stewardship and corporate governance | processes | | | | | | | | | | | | | |

STRATEGIC FOCUS AREA 3: SERVICE DELIVERY RE-ENGINEERING

Strategic Objective 9: To optimize human resource and productivity in the Commission

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	
9.1 Conduct a comprehensive skills audit for secretariat staff	Increased job satisfaction amongst TSC staff	TSC staff satisfied working at the Commission	Proportion of staff satisfied working at the Commission	Develop human resource plan fully rolled out	10	20	20	25	25						
9.2 Develop and implement strategic Human Resource Plans for Secretariat Staff.	A motivated and more productive work force	Standard criteria for rewarding high performing employees developed	Number of staff recognized and rewarded as per policy. No. of departments registering improvement in performance	Reward and recognition policy in force by 2020.											
9.3 Implement the recognition, reward and sanction policy for employees	Enhanced staff motivation and productivity	Increase in employee motivation and productivity	Proportion of employees improving their overall annual performance appraisal score	Maintain a 70% overall performance score by all secretariat staff.											
9.4 Design and implement a flexible working programme for	Enhanced staff motivation and	Reviewed Human Resource Procedures	Timeliness in reviewing the HR policies and	At least 20% of the Secretariat staff fast											

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Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	Responsibility
TSC secretariat staff.	productivity	and policies to incorporate recognition of outstanding performers	procedures. Proportion of staff fast tracked in accordance to the reviewed procedures. No. of outstanding performers recognized	tracked by 2022											
9.5 Develop and implement flexible career guidelines to fast track high performing staff.	Improved staff motivation and professionalism among Secretariat staff	Programmes for coaching and mentoring institutionalized	Number of staff undergoing coaching and mentorship programme No. of institutions with coaching and mentorship programme	At least 80% of staff taken through coaching and mentoring programmes by 2022											
9.6 Establish and implement a coaching and mentoring programme for Secretariat Staff.	Improved productivity and high standards of professionalism amongst Secretariat Staff	Mentoring and coaching programmes established at the TSC	Number of Secretariat staff undergoing relevant coaching and mentoring programme	All newly deployed Secretariat staff	600	600	600	600	600						

Strategic Objective 10: To establish Information Security and ICT Disaster Recovery Systems

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	50%	40%	10%			100	48.5	26.5	26.5	26.5	DICT
10.1 Establish an ICT Disaster Recovery Environment Solution by 2020	Business continuation and recovery of TSC operations in the event of a disaster	Disaster Recovery equipment & Plan in place	Number of successful test runs. Amount of budget allocated for Disaster recovery	Fully functional Disaster Recovery Equipment & Plan (DRP) and environment	50%	40%	10%			100	48.5	26.5	26.5	26.5	DICT
10.2 Establish and maintain an ICT Information security system	A secure information system with reduced incidences of system compromised	Information Security System established for all TSC automated ICT operations	Reduced % of incidences of systems compromise	Functional ICT information Security System at HQs and County level	20%	40%	30%	5%	5%						

Strategic Objective 11: To automate the core TSC processes

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	
11.1 Transform the manual processes into electronic platforms	Improved efficiency in service delivery	Most manual processes executed through electronic system	% reduction of time in processing matters	Turn - around time reduced and services delivered electronically	10%	20%	50%	10%	10%	324	131	97.6	97.6	97.6	DICT
11.2 Establish multiple ICT based service delivery channels.	Improved communication and service Delivery between the commission	Increased technological means of service delivery access	% increment of services available on various technological means	Various services available in technological solutions i.e mobile	10%	15%	35%	20%	20%						DICT

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	and its key stakeholders			text and apps, web											

Strategic Objective 12: To improve responsiveness to customer and stakeholder concerns

Strategy	Expected Outcome	Expected Output	Output Indicators	Target for 5 years	TARGET					BUDGET (MN)					Responsibility
					19/20	20/21	21/22	22/23	23/24	19/20	20/21	21/22	22/23	23/24	
12.1 Develop and implement a communication and media strategy	Enhanced image of the Commission	Communication strategy developed and implemented	Customer satisfaction index	Communication strategy commissioned and implemented	Concept paper & Shared strategy	Validation	Roll out	M&E	M&E						**CEO** **DD (CC)**
12.2 Develop and implement a brand strategy	Enhanced image of the Commission	Structured resolution of customer complaints	% of Customer complaints resolved on timely basis	100% implementation	Concept paper & and shared strategy	Piloting and validation	Roll out	M&E	M&E						
12.3 Enhance the Customer Relationship Management System	Enhanced image of the Commission	Structured resolution of customer complaints	% of Customer complaints resolved on timely basis	100% implementation	Concept paper & and shared strategy	Piloting and validation	Roll out	M&E	M&E						
12.4 Institute measures for compliance with specific requirements of the law and related cross-cutting commitments related to the TSC activities and operations	Enhanced image of the Commission	Cross-cutting issues mainstreamed into service delivery systems	Customer satisfaction index	100% implementation	100	100	100	100	100	8	8	8	8	8	**DAS**
12.5 Establish a framework on research and	Improved evidence based	Adopted and rolled out research and	Proportion of decisions and policies made	100% implement	Concept paper & Shared	Piloting and validat	Roll out	M&E	M&E						

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innovation within the teaching service	policies and decision making	innovation system	based on research evidence	ation	framewor k	ion									

Annex 2: Monitoring and Evaluation Reporting Framework

STRATEGIC FOCUS AREA 1: TEACHER COMPETENCE, CONDUCT AND PERFORMANCE MANAGEMENT				
Strategic Objective 1: To improve the level of legal compliance on teaching standards				
Outcome	**Key Performance Indicator**	**Baseline**	**TARGET**	
			Mid-Term Period Target	**End-of Plan Period Target**
1.1 Qualified persons entering teaching service	i. Approved standards/policy framework ii. Timeliness in developing the teacher entry requirements framework iii. Percentage of qualified persons entering the teaching service	No existing information on qualified and registered teachers employed by learning institutions	Policy guidelines developed and disseminated in all learning institutions	Full compliance (100%)
1.2 Qualified persons entering teaching service	iv. Approved standards/policy framework v. Timeliness in developing the teacher entry requirements framework vi. Percentage of qualified persons entering the teaching service	No existing information on qualified and registered teachers employed by learning institutions	Policy guidelines developed and disseminated in all learning institutions	Full compliance (100%)
1.3 Standardized teaching and learning in all	Proportion of teachers in public basic learning	Presently in-service and induction	Approved induction and in-service	At least 20,000 basic learning institutions and

basic education learning institutions	institutions undergoing the approved induction programmes by 2023 No. (or %) of BOMS trained on TSC policy provisions	programmes taking place but in an unstructured manner.	programmes disseminated in all basic education learning institutions	BOMs sensitized on the policy guidelines.
1.4 Teachers and stakeholders complying with laws and regulations related to the teaching profession	Proportion of non-conforming/non-compliant cases registered and resolved.	Role of enforcing regulations and laws not covering all intended targets.	Awareness creation materials and roll out approved.	Established and functional regulatory and compliance unit
1.5 All stakeholders complying with set standards	▪ Number of universities and teacher training colleges trained on the laws and regulations ▪ Level of awareness on laws and regulations on teaching standards			

Strategic Objective 2: To improve the quality of teaching services in Basic Education learning institutions

Outcome	Key Performance Indicator	Baseline	Target	
			Mid-Term Period Target	**End-of Plan Period Target**
2.1 Improved teacher performance	No of teachers trained and entered on the reviewed TPAD and PC system % of teachers recording improved subject mean scores in national exams	First Generation of TPAD and PC system applied to all teachers at the public basic education learning institutions.	TPAD and PC instruments reviewed and approved	Train at least 200,000 for primary school for year 1 and year 2 and 100,000 for secondary
2.2 Effective teaching and learning in	Number of teachers attending TPD programmes at	TPD module Level 1 rolled out	TPD Modules Level 1 rolled out	TPD modules at Level 2 developed

	public basic education learning institutions	Cluster levels **% of sub-counties with TPD clusters**			
2.3	Teachers able to access harmonized professional support and development programmes	Teachers accessing teacher support services	No established national institute catering for teacher support and professional development.	Secured resources (funding &site	A functional national teacher support and professional Development Resource Center
2.4	Improved service delivery on quality assurance and standard	% of counties with Quality assurance and standard officers % of sub-counties with Quality assurance and standard officers	Number Quality assurance officer at county and sub-county levels	Proposal for establishment and funding approved by relevant government ministries.	Quality assurance and standard officers recruited and deployed in all counties and sub counties

Strategic Objective 3:To improve professionalism in the teaching service and reduce cases of indiscipline among teachers

Outcome		Key Performance Indicator	Baseline	Target	
				Mid-Term Period Target	Mid-Term Period Target
3.1	Reduced indiscipline among teachers and improved image of the TSC	Proportion of field officers and members of BOM trained on relevant regulations and skills on management of teacher conduct. % reduction of indiscipline cases reported per year	Only the 47 County Directors so far trained on aspects of management of teacher conduct	About 10,000 staff/agents capacity built	All field officers at County and sub-county levels(400) and BOM members from at least 10,000 public basic education learning institutions(20,000)
3.2	High standards of professional conduct and integrity imparted to newly recruited teachers and	Number of teachers undergoing relevant coaching and mentoring programme No of schools with structured Programme for	No existing structures for coaching and mentoring	Proposal and funding for the roll out approved; at least 62,500 newly recruited teachers, newly appointed institutional	All newly recruited teachers, newly appointed institutional administrators and those with professional conduct challenges over the five year period

those with professional conduct challenges	coaching and mentoring of teachers.		administrators and those with professional conduct challenges covered	(125,000).

Strategic Objective 4: To improve the quality of teacher support infrastructure and data management at the County and Sub-county levels

Outcome	Key Performance Indicator	Baseline	Target	
			Mid-Term Period Target	Mid-Term Period Target
4.1 A motivated teaching force and improved curriculum implementation	Number of county centres established and equipped Number of sub-county centres established and equipped % of teachers accessing county and sub-county support services	One (1) county office under construction	Twenty (20) county offices established	Forty seven(47) county and 330 sub-county centres
4.2 Reliability and stakeholder confidence on TSC decisions.	Proportion of users able to access accurate data from the TSC. Timeliness of accessing accurate data from the TSC	Main sources of data on teacher management processes- (TMIS; HRMIS and IPPD) are not harmonized	Integrated platform identified for conversion and harmonization of existing sources of data on teachers	Existing data sources on teacher management process integrated under a single platform(HRMIS)

STRATEGIC FOCUS AREA 2:REFORMS AND INNOVATIONS IN PROVISION OF TEACHING SERVICES				
Strategic Objective 5: To reduce the teacher shortage at the basic education learning institutions				
Outcome	**Key Performance Indicator**	**Baseline**	**Target**	
			Mid-Term Period Target	**Mid-Term Period Target**
5.1 Effective curriculum coverage for all learners transiting to secondary schools over the 5 year period.	Number of teachers recruited annually to meet the requirement of the 100% transition initiative	8000 teachers so far recruited under this programme	25,400 teachers recruited	50,800 teachers recruited
5.2 Effective curriculum coverage for all learners at the basic education learning institutions	% teacher shortages at all levels.	Current shortage estimated at 96,345.	36,900 teachers recruited	61,500 teachers recruited to reduce the existing shortage
Strategic Objective 6: To improve equity and efficiency in utilization of the teaching resource				
Outcome	**Key Performance Indicator**	**Baseline**	**TARGET**	
			Mid-Term Period Target	**Mid-Term Period Target**
6.1 Equity in teacher distribution and recruitment ensured	Proportion of schools staffed as per the new staffing norms and guidelines on teaching loads.	Staffing norms currently in use are outdated and do not consider emerging trends in teaching and learning	Study completed and adopted	New staffing norms fully rolled out by 2022
6.2 Efficiency in utilisation of teacher resource	Proportion of basic learning institutions adopting alternative modes of curriculum implementation No of alternative modes used in curriculum implementation	No alternative modes of curriculum implementation formally in use	Feasibility studies and pilot testing of alternatives concluded	100% implementation of viable alternative modes
6.3 Extent of ICT	Proportion of	Approximately	120,000	200,000 teachers

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	teachers trained on ICT integration % of schools that have integrated ICT in teaching and learning	63,000 teachers so far trained under phase 1 of the DLP	teachers train ed.	trained
integration in teaching and learning at the Basic education level				
6.4 Terms of service for teachers wishing to serve outside the country harmonized	Number of teachers seconded outside Kenya under the new regulations	No existing framework on exporting teaching services	Proposal for structure and funding approved	Fully operational international liaison office

Strategic Objective 7: To grow the TSC financial resource base

Outcome	Key Performance Indicator	Baseline	TARGET	
			Mid-Term Period Target	**Mid-Term Period Target**
7.1 Higher sustainability of TSC programmes	• % growth of TSC revenue base • Incidences of overpayment entries on the payroll • Amount overpaid on the payroll	Operation and Maintenance and Development allocations presently at **Ksh. 1.2** billion.	Legal instruments and financing criteria from non-traditional sources adopted	Projected 50% growth from baseline

Strategic Objective 8: To improve corporate governance in teacher management

Outcome	Key Performance Indicator	Baseline	TARGET	
			Mid-Term Period Target	**Mid-Term Period Target**
8.1 Procedures and processes executed within the law	Proportion of teachers violating provisions of the TSC Act and Code of Regulations.	The TSC Act enacted in 2012 is in force but needs to incorporate emerging legal and regulatory issues on the TSC mandate.	TSC Act and Code of Regulations reviewed and adopted.	100% implementation
8.2 Improved accountability, ethical culture and respect for the rule of law among TSC	% of TSC employees observing relevant provisions of the law in the performance of their duties	No existing structures and data to document and sanction violations of the LIA	Structures and procedures in handling cases of violation of LIA established and adopted.	All reported non-compliant cases fully resolved and closed.

employees				
8.3 Increased uptake of Risk Based approach in Commission programmes and activities	Proportion of identified corporate/strategic risks successfully mitigated	Risk management unit fully established and major potential risks identified and mitigated	Fully functional Risk Management unit to coordinate the risk management processes, track and provide advisory services on Risk mitigations.	100 percent corporate/strategic risks identified fully resolved and closed.
8.4 Improved accountability, organizational learning, value for money, stewardship and corporate governance	% non-compliance/non-conforming services/qualified audit reports	Audit Committee constituted and developed Business Plan	At least 30% of objectives in Business Plan realized.	Audit Committee objectives streamlined into TSC functions and fully implemented
8.5 Sustainability of TSC programmes	% of cost savings resulting from efficient utilization of TSC assets			

STRATEGIC FOCUS AREA 3: SERVICE DELIVERY RE-ENGINEERING				
Strategic Objective 9: To optimize human resource and productivity in the Commission				
Outcome	Key Performance Indicator	Baseline	TARGET	
			Mid-Term Period Target	Mid-Term Period Target
9.1 Increased job satisfaction amongst TSC staff	Proportion of staff satisfied working at the Commission	Draft career guidelines handbook for Secretariat staff in drafting stage	Final Career Guidelines Handbook finalized and approved.	Develop human resource plan fully rolled out
9.2 A motivated and more productive work force	Number of staff recognized and rewarded as per policy No. of departments registering improvement in performance	Draft Recognition and Reward Policy in place.	Final Recognition and reward policy and guidelines finalized and approved	100% implementation
9.3 Enhanced staff motivation and productivity	Proportion of employees improving their overall annual performance appraisal score	Some service areas are operating in shifts in an informal manner. No existing guidelines in place yet.	Policy framework to be prepared, approved and piloted for feasibility.	100% implementation
9.4 Enhanced staff motivation and productivity	Timeliness in reviewing the HR policies and procedures Proportion of staff fast tracked in accordance to the reviewed procedures No. of outstanding performers recognized	No existing policy framework in place.	Policy framework to be prepared, approved and piloted for feasibility.	100% implementation
9.5 Improved staff motivation and professionali	Number of staff undergoing coaching and mentorship programme	Supervisors mandated do institute coaching and mentorship	Policy framework to be prepared and approved	100% implementation

		programmes but no standardized guidelines in place		
sm among Secretariat staff	No of institutions with coaching and mentorship programme			

Strategic Objective 10: To establish Information Security and ICT Disaster Recovery Systems

Outcome	Key Performance Indicator	Baseline	TARGET	
			Mid-Term Period Target	Mid-Term Period Target
10.1 Predictable continuation and recovery of TSC operations in the event of a disaster	Number of successful test runs

Amount of budget allocated for Disaster recovery | Back-up systems at the TSC Hqs exist but not structured. | Functional Disaster Recovery Equipment & Plan (DRP) and environment in place and tested. | Fully functional Disaster Recovery Equipment & Plan (DRP) and environment |
| 10.2 A secure information system with reduced incidences of system compromised | Reduced % of incidences of systems compromise | Existing ICT security system not well structured. | Functional ICT information Security System at HQs tested for applicability. | Functional ICT information Security System at HQs and County level |

Strategic Objective 11: To automate the core TSC processes

Outcome	Key Performance Indicator	Baseline	TARGET	
			Mid-Term Period Target	Mid-Term Period Target
11.1 Improved efficiency in service delivery	% reduction of time in processing matters	Electronic Document Management system commissioned under the HRMIS.	All automation infrastructure and software procured	Turnaround time reduced and services delivered electronically
11.2 Improved communication and service Delivery between the commission and its key stakeholders	% increment of services available on various technological means	Several communication channels in use but need to be up-scaled and formally adopted.	Identified channels adopted	Various services available in technological solutions i.e mobile text and apps, web

Strategic Objective 12: To improve responsiveness to customer and stakeholder concerns

Outcome	Key Performance	Baseline	TARGET

	Indicator		Mid-Term Period Target	Mid-Term Period Target
12.1 Enhanced image of the Commission	Customer satisfaction index	Existing communication policy needs review to incorporate new trends	Communication policy and strategy developed and adopted.	Communication strategy commissioned and implemented
	% of stakeholders aware of the TSC brand	No branding strategy existing	Branding strategy and roadmap adopted	100% implementation

TEACHERS SERVICE COMMISSION

ORGANOGRAM

COMMISSION

COMMISSION SECRETARY/CEO

Deputy Commission Secretary
Teacher Management Directorate

Deputy Commission Secretary
Finance & Administration Directorate

Deputy Commission Secretary
Human Resource Management & Development Directorate

Director
Legal, Labour & Industrial Relations Division

Director
ICT Division

Director
Internal Audit Division

Director
Staffing Division

Director
Quality Assurance & Standards Division

Director
Field Services Division

Regional Cordinators

County Directors

Sub-County Directors

Curriculum Support Officers

Director
Finance & Accounts Division

Director
General Administration Division

Director
Human Resource Management & Development Division

Senior Deputy Director
Corporate Communications Section

Senior Deputy Director
Supply Chain Management Section

Senior Deputy Director
Planning Research & Innovation Section

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