



TVET CURRICULUM DEVELOPMENT, ASSESSMENT  
AND CERTIFICATION COUNCIL (TVET CDACC)

# STRATEGIC PLAN

(2021 – 2025)

## **Vision**

A Centre of excellence in curriculum development, assessment and competence certification in TVET for a globally competitive labour force.

## **Mission**

To provide demand driven curricula, conduct assessment and undertake competence certification of TVET graduates for competitive global labour market.

## **Core Values**

The operational environment of the Certification Council is guided by:

- i. Integrity
- ii. Professionalism
- iii. Teamwork
- iv. Efficiency
- v. Transparency
- vi. Good governance
- vii. Accountability

## **Motto**

Competence certification for economic development

## **Strategic Considerations**

The strategic considerations of the Certification Council are to provide demand driven curricula, competence assessment and certification for a globally competitive labour force.

## **FOREWORD**

The establishment of TVET CDACC by the TVET ACT No. 29 of 2013 was a major milestone in the transformation of Technical and Vocational Education and Training in Kenya. One of the major challenges entrusted to the TVET CDAC Council by this Act was the development and implementation of policy guidelines for the effective introduction of an industry-based, demand-driven, modular and competency-based curriculum development, assessment and certification system.

With the onset of the COVID-19 in Kenya, there is need for the Council to come up with various initiatives in a bid to develop an online platform for dissemination of the training content to TVET trainees while at home. The heart of the discussions is mainly centred on identifying and implementing a national online learning and evaluation platform for use in TVET during and after the COVID-19 pandemic. During a number of discussions and presentations from the partners it was noted that a number of organizations were willing to partner with the Government of Kenya to provide and roll out solutions that will address challenges of training and evaluation mainly during the COVID 19 period and after the pandemic. In view of the foregoing the National Technical Committee was formed and tasked to develop a proposal that will outline what needs to be done in the short term, in the medium term and in the long term in as far as e-learning in TVET is concerned.

I am glad to state that CDACC has taken major steps in this direction. The implementation of this strategic plan can only be successful if all key stakeholders execute all the policies and decisions of the CDAC Council. This plan is designed to guide all the stakeholders of the TVET system in actively assuming their roles and responsibilities towards the effective implementation and evaluation of the plan.

I would like to challenge industry to assume a leading role in the development and implementation of the TVET policy in order to promote the development of our human resources and economy. This will spur the Nation towards the achievement of Vision 2030. I would like to take this opportunity to thank all members of TVET CDACC Management Council and its sub-committees, the Council Secretariat, representatives of public and private sectors for their contributions towards the development of this strategic plan.

**Chairman, TVET CDACC**



**STRATEGIC PLAN  
(2021-2025)**



## **PREFACE**

TVET Curriculum Development Assessment and Certification Council (TVET CDACC) adopted a consultative and participatory process in development of this Strategic Plan (2021-2025) with inputs from relevant stakeholders. This participatory approach has increased the ownership of the plan by stakeholders. The completion of this Strategic Plan is an important milestone for the council at large in moving towards realization of its mandate.

The development process commenced with constitution of an internal technical working committee to spearhead the process. The steps taken in development of the Strategic Plan included the following; review of relevant documents to review past experiences, challenges faced and lessons learnt; analysis of the strengths, weaknesses, opportunities and threats (SWOT) of the Council. It further included consultative meetings with various stakeholders to solicit their inputs and participation.

This strategic plan provides strategic direction for the Council in regard to resource targeting and programmes implementation for a period of five years. The development of the Strategic Plan has been informed by the need for a paradigm shift from a curriculum-based, time-bound approach to a demand-driven approach. In addition, it will also embrace competence assessment and certification instead of summative assessment which focused on completion of courses and passing examinations. The plan will be used as a tool for partnerships with other organizations and development partners.

The successful implementation of this Strategic Plan will be determined by the commitment of all stakeholders as the Council provides the appropriate governance and policy direction. The management of the Council will coordinate the implementation process. It also requires involvement of all staff so that every day is spent implementing the plan. Implementation responsibilities of this strategy will therefore be cascaded to all levels in order to allow for maximum participation of all the relevant stakeholders. I would like to thank my colleagues in the secretariat for co-coordinating and facilitating the development of this strategic plan

**Dr. Lawrence Guantai, PhD**  
**Council Secretary, TVET CDACC**



**STRATEGIC PLAN**  
**(2021-2025)**

## **EXECUTIVE SUMMARY**

The Strategic Plan of Curriculum Development, Assessment and Certification Council (CDACC) has been developed in cognizance of Kenya's Vision 2030, Sustainable Development Goals (SDGs) and the Constitution of Kenya 2010 among other legal and policy documents. The implementation of this Strategic Plan will be informed by stakeholder's needs and good governance. The vision of the council is "To be a leader in competency-based education and training curriculum development, assessment and certification for a globally competitive labour force" while the Mission is "To provide a demand driven, flexible and Industry led competency-based curricula, assessment and certification of competent Technical and Vocational Education and Training graduates for the labour market".

The background presents the establishment of Certification Council, the rationale and the methodology of the Strategic Plan. It also provides an institutional framework which explains on the council's mandate in relation to the TVET. The Council positions itself to play its role in the National agenda and developmental challenges. In this regard, it has also presented its agenda and the challenges in the dynamic environment of the TVET. It also appreciates the importance of linkages and collaborations in the achievement of the set strategic objectives. The situational analysis lays down the accomplishments of the council's and challenges. It also deals with the contextual analysis as they affect the council using the SWOT and PESTEL models. Key Stakeholders' were identified, analyzed and their expectations acknowledged. The council's expectation from them has also been stated.

The Council will emphasize on seven Key Results Areas (KRAs) during the plan period:

- i. Demand-driven curricula
- ii. Competency based assessment and certification
- iii. Research and advocacy
- iv. ICT integration
- v. Infrastructural facilities and equipment
- vi. Human resource capacity development
- vii. Resource Mobilization

An implementation matrix has been developed to match the identified Key Result Areas with strategic objectives, appropriate strategies and activities that will enable the council achieve the KRAs.

Council's capacity and resource mobilization were explored to determine the organizational structure and staffing levels. An appropriate implementation and coordination mechanism has been developed which identifies what the council must accomplish before, during and post implementation period. A set of risk factors were identified which might affect the implementation of the Strategic Plan and appropriate mitigating factors have been recommended. The Plan puts in place Monitoring, Evaluation and Reporting which include monitoring methodologies, evaluation mechanisms, progress reports, internal audit, monthly and quarterly management meetings, performance management, staff appraisal and

external reporting in the achievement of the Plan results. A midterm review will be undertaken and appropriate amendments made at that time. A final evaluation will be done to create the baseline for the next Strategic Plan.

The plan is divided into five chapters: Chapter one explores the background and mandate of TVET CDACC; the role of the Council and the sector outlook and its role in the National development agenda and the rationale for the strategic plan. Chapter two covers the situational analysis that looks at the current operating context for CDACC. It covers the vision, mission and core values, internal and external analysis, structure and stakeholder analysis. Chapter three highlights the strategic model which presents the strategic issues, goals; strategic objectives and strategies. Chapter four discusses the plans implementation strategy which includes the implementation approach, action plans, implementation matrix and capacity requirements. It also looks at the financing of the strategic plan, risk assessment and mitigation. The cash flow projections for the plan period and the various resource mobilization strategies are included. Finally, Chapter five looks at the monitoring and evaluation framework for the strategic plan.



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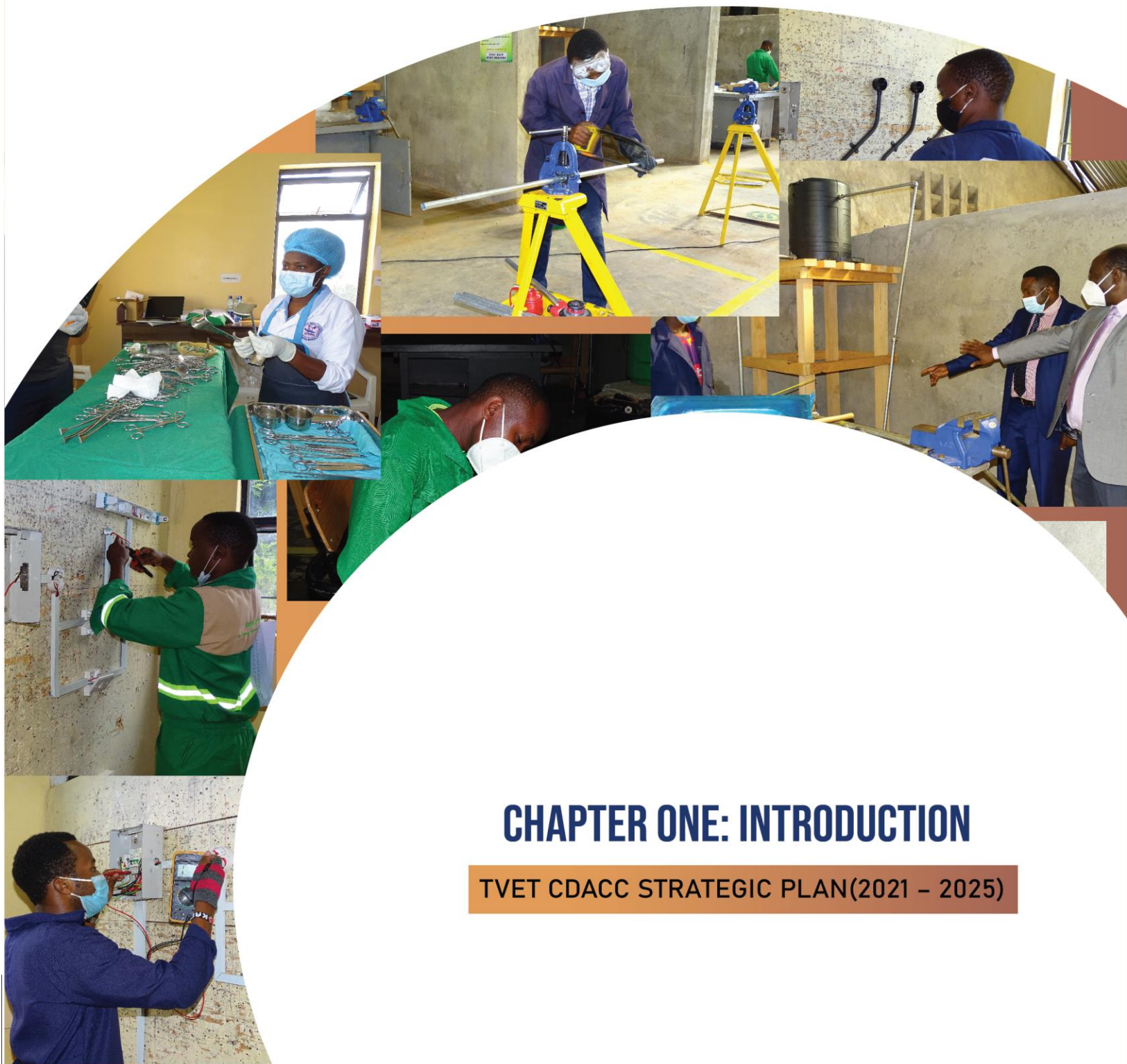
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## **ABBREVIATION AND ACRONYMS**

CBET	Competency Based Education and Training
CBETFK	Competency Based Education and Training Framework of Kenya
CDACC	Curriculum Development, Assessment and Certification Council
CEO	Chief Executive Officer
EFA	Education for All
ICT	Information Communication Technology
IFMIS	Integrated Financial Management Information System
ISBN	International Standard Book Number
KNQF	Kenya National Qualification Framework
KQF	Kenya Qualification Framework
MoE	Ministry of Education
NTS	National Training Strategy
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
R & D	Research and Development
SSACs	Sector Skills Advisory Committees
SWOT	Strengths, Weaknesses, Opportunities and Threats
TSC	Teachers Service Commission
TQF	TVET Qualification Framework
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
VET	Vocational Education and Training



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## CHAPTER ONE: INTRODUCTION

TVET CDACC STRATEGIC PLAN(2021 – 2025)

## 1.1 Background

The Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council (TVET CDACC) is a state agency established under the Technical and Vocational Education and Training (TVET) Act No. 29 of 2013. This is in line with the Sessional Paper No. 1 of 2019 that provides for strengthening implementation of Competency Based Education and Training (CBET) approach in TVET.

The technical education and training sector has been a neglected area in Kenya despite its potential to ease the growing issue of unemployment among the youth in the country. In the recent past however, there has been a revival of interest in technical and vocational education and training among various stakeholders and most importantly the government. A successful skills training and development program is an integral part of a dynamic workforce, and is a prerequisite for economic and social development of a country. TVET CDACC was established following the enactment of the TVET Act No.29 of 2013 in order to contribute towards training people so that they can have requisite skills for improved workers' productivity, economic competitiveness, occupational integration, raising income levels as well as expanding opportunities for employment.

## 1.2 Mandate and Functions of TVET CDACC

The main mandate of the Council is to undertake design and development of curricula, examination, competence assessment and certification in TVET.

The Council also carries out the following core functions as stipulated in the TVET Act No.29 of 2013 and they include

- i. Undertake design and development of curricula for the training institutions' examination, assessment and competence certification;
- ii. Make rules with respect to such examinations and competence assessments;
- iii. Issue certificates to candidates who satisfy national TVET examination and competence assessment requirements; and
- iv. Promote recognition of its qualifications in foreign systems;
- v. Investigate and determine cases involving indiscipline by candidates registered with it;
- vi. Promote and carry out research relating to its examinations;
- vii. Promote the publication of books and other materials relevant to its examinations;
- viii. Do anything incidental or conducive to the performance of any of the preceding functions.

The mandate of the Education Sector is to provide relevant and quality universal basic education that is accessible to all Kenyans in line with the Constitution of Kenya (2010). Investments in TVET aims at enhancing skills and attitudes necessary to produce skilled artisans, crafts persons, technicians and technologists for both the formal and informal sectors. The Constitution guarantees every child to free and compulsory basic education. It further provides for access to affordable tertiary education, training and skills development for all persons including those with disabilities, and from minorities and marginalized groups.

The education and training reforms emphasizes on the link between education and the labour market, the need to create entrepreneurial skills and competences and strong public and private sector partnerships as per aspirations of Vision 2030. It articulates the development of a middle-income country in which all citizens will have; embraced entrepreneurship, be able



to engage in lifelong learning, be capable of more complex problem-solving require less supervision, and assume more responsibility.

## 1.2 Key Policy and Legal Documents; relevant to TVET

TVET in Kenya is guided by a number of legal and policy documents which include:

### 1.2.1: Laws

- i. The Kenya Constitution 2010
- ii. TVET Act 2013
- iii. Universities Act 2012
- iv. Kenya National Qualifications Framework Act 2014,

### 1.2.2: Policies

- i. Kenya Vision 2030,
- ii. Policy document on Reforming Education and Training
- iii. National Training Strategy
- iv. CBET Framework, 2018
- v. The “Big Four” agenda

## 1.3 Role of TVET CDACC in the National Development Agenda

TVET CDACC has the mandate to design and develop curricula for the training institutions’, conduct competency assessment and conduct competence certification. This section outlines the role of TVET CDACC in actualization of Kenya Vision 2030, Big Four agenda and Sustainable Development Goals.

### 1.3.1: Kenya Vision 2030

The Vision 2030 has placed special demands on TVET as the leading engine that the economy must essentially rely upon to produce adequate levels of middle level professionals needed to drive the economy towards the attainment of the vision. This has considerable importance for the kind of education and training system required to deliver the requisite skills, competencies and attitudes.

As such, there is need to address issues related to quality, service delivery, curriculum, relevance, trainer development and management at all levels in areas of technology and entrepreneurial skill development. Most TVET programmes were developed long before the conception of the Vision 2030 and are not well aligned to the vision and the reform in education and training has shifted emphasis from knowledge-reproduction to knowledge-production.

**Table 1: Role of TVET CDACC in achievement of Vision 2030**

S/No	Programme	Role of TVET CDACC
1.	Curriculum Reforms	<ul style="list-style-type: none"> <li>• Develop industry endorsed and demand driven</li> <li>• Periodically Review developed curriculum</li> <li>• Lobbying for better legal framework that backs the TVET sub-sector</li> <li>• Promoting Life-long learning</li> </ul>
2.	Raising the transition rates	<ul style="list-style-type: none"> <li>• Creating more awareness on CBET through</li> </ul>



		career counseling and media campaigns <ul style="list-style-type: none"> <li>• Work towards ensuring stronger public-private partnerships</li> </ul>
3.	Raising the quality of education	<ul style="list-style-type: none"> <li>• Integration of ICT in TVET</li> <li>• Involving seasoned industry professionals in development of occupational standards</li> <li>• Conducting research on new TVET trends and benchmarking against best practices.</li> </ul>
4.	Meeting the human resource needs of current industry	<ul style="list-style-type: none"> <li>• Equipping trainees with skills and knowledge that is in line with new technology</li> <li>• Institutionalizing the involvement of Industry in the TVET ecosystem</li> <li>• Emphasizing life skills/21<sup>st</sup> century skills in development and revision of curricula.</li> </ul>

### 1.3.2: The Big Four agenda

The Government has prioritized policy objectives under the Big Four Agenda that will lead to accelerated economic growth. The Agenda sets out to:

- i. Support value addition and raise the manufacturing sector share of GDP to 15 percent by 2022;
- ii. Focus on initiatives that guarantee food security and nutrition to all Kenyans by 2022;
- iii. Provide Universal Health Coverage thereby guaranteeing quality and affordable healthcare to all Kenyans; and
- iv. Provide Housing to all Kenyans by construction of at least five hundred thousand affordable houses by 2022

The Council will play a role in the implementation of the Big Four Agenda as follows:

**Table 2: TVET CDACC role in Achievement of Big Four Agenda**

S/No	Programme	Role of TVET CDACC
1	Manufacturing	<ul style="list-style-type: none"> <li>• Promoting entrepreneurship through introduction of CBET in TVET institutions.</li> <li>• Reducing instances of skill mismatch between the skills acquired in TVET institutions and those demanded by the industry through developing industry led Curricula</li> </ul>
2	Food Security	<ul style="list-style-type: none"> <li>• Promote and ensure technical and vocational job opportunities to bridge the skills gap in food production.</li> <li>• Develop courses that align to this specific sector</li> </ul>
3	Health	<ul style="list-style-type: none"> <li>• Develop courses geared towards equipping health sector trainees with skills and knowledge that meets the demand of current era.</li> <li>• Formalizing and strengthening training of trainers</li> </ul>
4	Housing	<ul style="list-style-type: none"> <li>• Working with the informal sector towards formalization to include the sector in the TVET system.</li> <li>• Encouraging and promoting African culture standards in</li> </ul>

		<p>TVET curricula design</p> <ul style="list-style-type: none"> <li>• Assist in producing adequate and skilled middle level human resource required to meet the demands of this sector</li> </ul>
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#### **1.4 Rationale For the review of Strategic Plan**

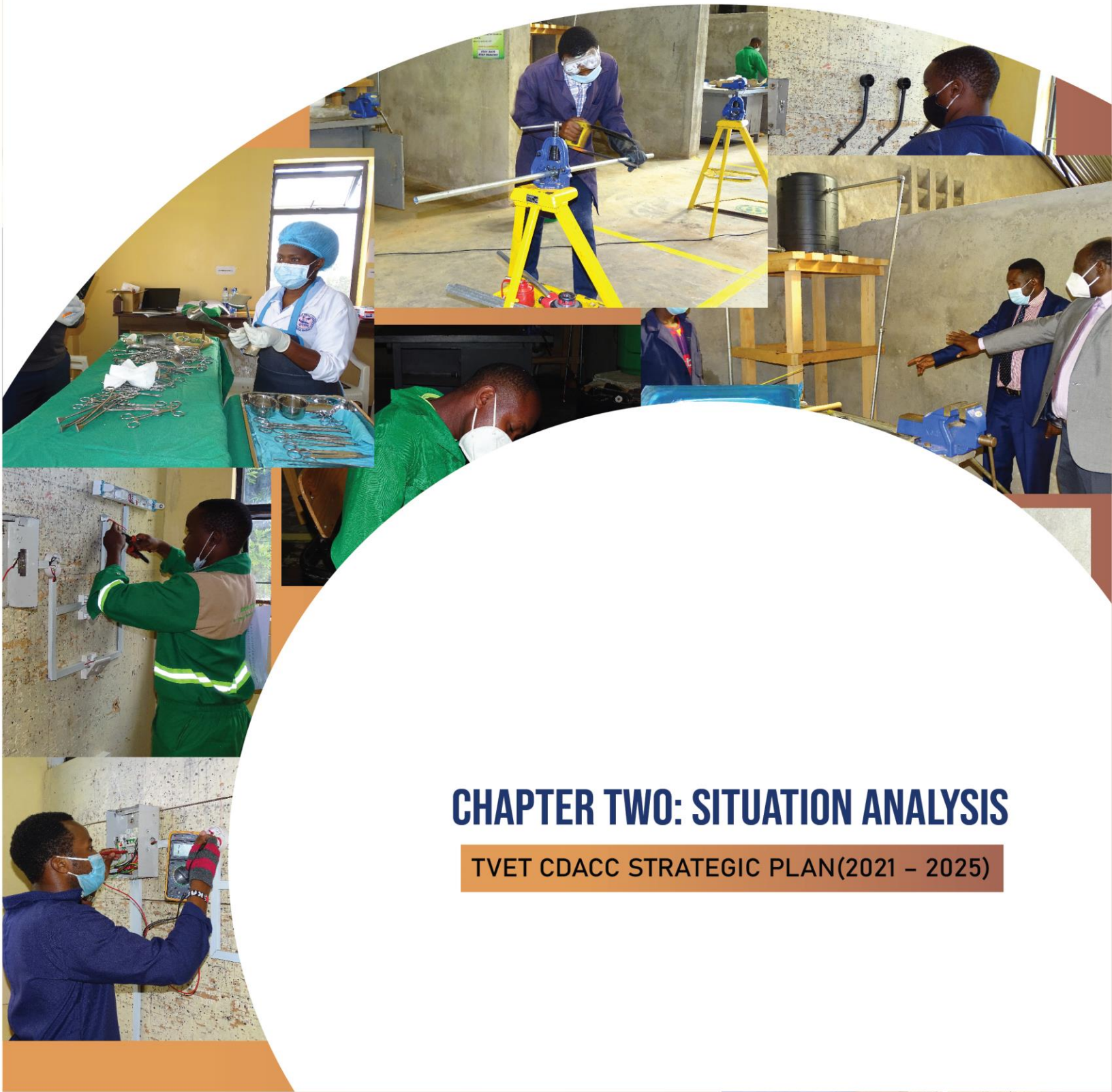
The Council's programmes in the last five years were guided by the strategic plan covering the period 2012-2022. That particular strategic plan was implemented with significant achievements as outlined in this strategic plan. At the end of that planning period, there was need to establish a planning framework for the next period of implementation. The review of the TVET CDACC Strategic Plan 2021-2025 has been done to incorporate emerging issues and trends following the partial implementation of the Strategic Plan 2018-2022 which was developed in 2018. It has been developed on the basis of the Government's policy framework and the current national development agenda. It has been formulated under the guidance of the TVET CDACC Council.

The development of this Strategic Plan is therefore informed by the need to:

- i. Provide TVET CDACC's strategic direction for the period 2021-2025;
- ii. Align the Strategic direction with the relevant global, regional and national, development agenda in particular, the Big four agenda, Kenya Vision 2030 and SDGs
- iii. Provide an overall framework for prioritization and allocation of resources



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## CHAPTER TWO: SITUATION ANALYSIS

TVET CDACC STRATEGIC PLAN(2021 – 2025)

## **2.1 Mandate and Functions of TVET CDACC**

### **2.1.1 Mandate**

To undertake design and development of curricula, examination, competence assessment and certification in TVET

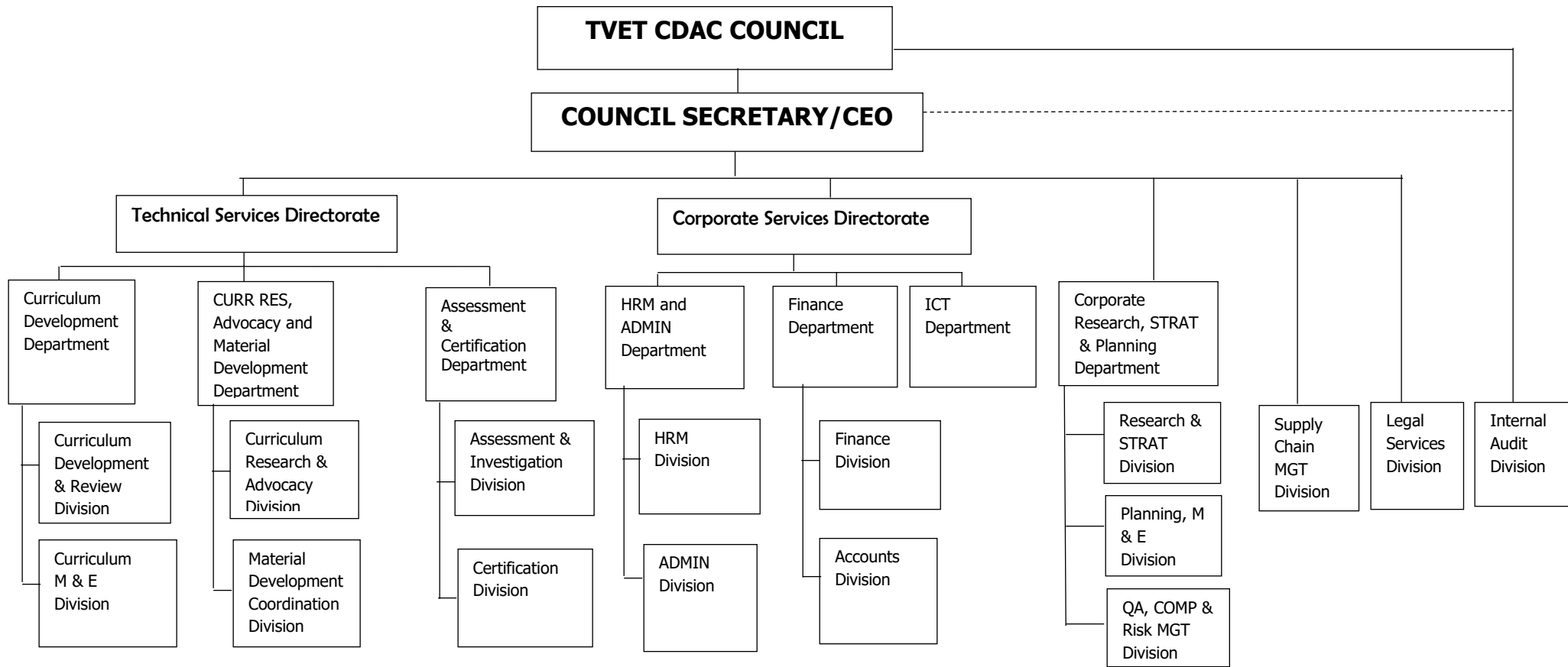
### **2.1.2 Core Functions**

According to the TVET Act No 29 of 2013, the Council has the following functions: -

- i. Undertake design and development of curricula for the training institutions' examination, assessment and competence certification;
- ii. Make rules with respect to such examinations and competence assessments;
- iii. Issue certificates to candidates who satisfy national TVET examination and competence assessment requirements; and
- iv. Promote recognition of its qualifications in foreign systems;
- v. Investigate and determine cases involving indiscipline by candidates registered with it;
- vi. Promote and carry out research relating to its examinations;
- vii. Promote the publication of books and other materials relevant to its examinations;
- viii. Anything incidental or conducive to the performance of any of the preceding functions

## 2.2 Current Organizational Structure of TVET CDACC

TVET CDACC has developed an organization structure as indicated below.





### 2.3 Staff Establishment

The Council currently has 51 members of staff deployed in various departments, divisions and units. However, due to the huge mandate of the Council, there is still a deficit of staff in some key areas.

### 2.4 Facilities and Infrastructure

The Council offices are located at ABSA Towers, 9<sup>th</sup> and 10<sup>th</sup> floor, Loita street. The current space and equipment are inadequate for the Council to dispense its mandate optimally.

### 2.5 Achievements

TVET CDAC Council has made progress as indicated in table 2.1:

**Table 3: TVET CDACC Achievements**

Strategic Area	Achievements	Deficit Area	Planned Action
Human resource capacity	<ul style="list-style-type: none"> <li>Recruitment of 51 members of staff</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate staff</li> </ul>	<ul style="list-style-type: none"> <li>Review of HR instruments</li> <li>Recruit additional staff.</li> <li>Engagement of interns and attachees</li> </ul>
	<ul style="list-style-type: none"> <li>Staff skills development</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of staff</li> </ul>	<ul style="list-style-type: none"> <li>Develop HR plans and schedules</li> </ul>
Competency Based curriculum	<ul style="list-style-type: none"> <li>Developed 406 curricula</li> </ul>	<ul style="list-style-type: none"> <li>Low uptake of developed curricula by TVET institutions</li> <li>Inadequate coverage of some sectors</li> <li>Rapid change in technology and emerging trends</li> </ul>	<ul style="list-style-type: none"> <li>Create more awareness on CBET</li> <li>Develop curricula in all sectors</li> <li>Review of the Curricula</li> </ul>
	<ul style="list-style-type: none"> <li>Developed curriculum support materials                             <ol style="list-style-type: none"> <li>Learning Guides</li> <li>Mentoring tools</li> <li>Assessment tools</li> </ol> </li> <li>Capacity building of trainers on development of training programs.</li> </ul>	<ul style="list-style-type: none"> <li>Digitization of the curriculum support materials</li> <li>Not all trainers have been capacity built</li> </ul>	<ul style="list-style-type: none"> <li>Digitize curriculum support materials</li> <li>Capacity building of more trainers on development of training programs</li> </ul>

Strategic Area	Achievements	Deficit Area	Planned Action
	<ul style="list-style-type: none"> <li>Establishment of 96 Sector Skills Advisory Committees (SSACs) in various sectors</li> </ul>	<ul style="list-style-type: none"> <li>Lack of SSACs in some sectors</li> <li>Some SSACs have broad coverage areas</li> </ul>	<ul style="list-style-type: none"> <li>Establish SSACs in all sectors</li> <li>Restructure existing SSACs</li> </ul>
Competency based assessment and certification	<ul style="list-style-type: none"> <li>Capacity built 12,000 trainers and industry experts on Competency Based Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Not all trainers and Industry experts have been capacity built on CBA</li> </ul>	<ul style="list-style-type: none"> <li>Capacity build more trainers and industry experts</li> </ul>
	<ul style="list-style-type: none"> <li>Conducted two external assessments</li> </ul>	<ul style="list-style-type: none"> <li>High cost of assessment</li> <li>Negative attitude of some trainers towards CBA.</li> </ul>	<ul style="list-style-type: none"> <li>Lobby for more funds for assessment.</li> <li>Create more awareness on CBA</li> </ul>
	<ul style="list-style-type: none"> <li>Developed assessment guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Low awareness</li> </ul>	<ul style="list-style-type: none"> <li>Create more awareness on the guidelines</li> </ul>
	<ul style="list-style-type: none"> <li>Registered 79 assessment centers</li> </ul>	<ul style="list-style-type: none"> <li>Few registered assessments centers</li> <li>Limited number of industry assessment centers</li> </ul>	<ul style="list-style-type: none"> <li>Create more awareness</li> </ul>
	<ul style="list-style-type: none"> <li>Digitized the certification process</li> </ul>	<ul style="list-style-type: none"> <li>Delay by assessment Centers to submit candidates' data</li> </ul>	<ul style="list-style-type: none"> <li>Undertake continuous follow up on the assessment centers</li> </ul>
Facilities and equipment	<ul style="list-style-type: none"> <li>Acquired office space at ABSA towers</li> <li>Procured office equipment and furniture for most of the staff</li> </ul>	<ul style="list-style-type: none"> <li>Office space is still inadequate</li> <li>Office equipment and furniture is not adequate.</li> </ul>	<ul style="list-style-type: none"> <li>Procure more office space</li> <li>Procure adequate furniture and equipment</li> </ul>
Resource Mobilization and financial	<ul style="list-style-type: none"> <li>Allocation of funds in the MTEF Budget</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate budget allocation</li> </ul>	<ul style="list-style-type: none"> <li>Lobby for more resources Through MTEF process</li> </ul>

Strategic Area	Achievements	Deficit Area	Planned Action
efficiency	<ul style="list-style-type: none"> <li>• Raised A-I-A</li> <li>• Established partnerships, collaborations and linkages</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to meet the target</li> <li>• Low engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden A-I-A sources</li> <li>• Creating awareness</li> <li>• Develop proposals for funding</li> </ul>
ICT Integration	<ul style="list-style-type: none"> <li>• Development of Council's website and portal</li> </ul>	<ul style="list-style-type: none"> <li>• Third party hosting</li> </ul>	<ul style="list-style-type: none"> <li>• Procure Council servers</li> </ul>

## 2.6 Challenges

In its effort to develop and implement a reformed CBET curriculum, the Council continues to face the following challenges:

- i. Weak linkages among training institutions, curriculum developers and industry. There is inadequate industry participation in the formulation of the curriculum, and therefore graduates do not have relevant skills that match the labour market needs. This mismatch between demand and supply of labour has led to unemployment and low productivity.
- ii. Limited of awareness by the stakeholders on CBET
- iii. Inadequate staffing: The Council has recruited 51 staff against a staff establishment of 67.
- iv. Inadequate funding: Given the importance of CBET and the mandate of TVET CDACC the available resources are inadequate.
- v. Inadequate facilities: The Council lacks adequate facilities and equipment to effectively carry out its mandate.
- vi. Inadequate assessment centers
- vii. Overlap of the functions of the bodies created by TVET Act

## 2.7 Stakeholder Analysis

The Council conducts its core business in collaboration with a number of key stakeholders. The Council's stakeholders are outlined in the table below:

**Table 4: Stakeholders' Analysis**

S/No	Stakeholder	What they do	What's our interest
1.	Industry e.g., KEPSA, KAM, FKE	<ul style="list-style-type: none"> <li>Demand for skills from TVET sector</li> </ul>	<ul style="list-style-type: none"> <li>Formation of SSACs</li> <li>Identify Skill/Trade areas</li> <li>Develop and review Occupational Standards</li> <li>External assessors/verifiers</li> <li>Offer Industrial Attachment and Internship</li> <li>Provide specialized assessment centers</li> <li>Validate Curricula</li> <li>Absorb TVET graduates</li> <li>Discipline external assessors and verifiers</li> </ul>
2.	Ministries, Departments and Agencies	<ul style="list-style-type: none"> <li>Policy, Budgeting and appropriation, Labour Market Information, Teacher Management,</li> <li>Regulate the TVET sector</li> </ul>	<ul style="list-style-type: none"> <li>Policy guidelines</li> <li>Adequate funding</li> <li>Decision making on: Market driven curricular, qualified trainers and assessors</li> <li>Collaborate on discipline of assessors</li> <li>Provide security during examinations and assessments</li> </ul>
3.	Professional bodies e.g., KMLTB, EBK, KETRB	<ul style="list-style-type: none"> <li>Register professionals, regulation of professionals,</li> <li>International benchmarking of skills</li> </ul>	<ul style="list-style-type: none"> <li>Involved in curriculum development and assessment;</li> <li>Benchmarking of curriculum</li> </ul>
4.	Training institutions	<ul style="list-style-type: none"> <li>Implement TVET curricula</li> <li>Assessment of trainees</li> <li>Participate in Curriculum Development</li> <li>Provide equipment and facilities</li> </ul>	<ul style="list-style-type: none"> <li>Implement CBET curricula</li> <li>Provide internal assessors/verifiers</li> <li>Assessment centers</li> <li>Provide training and assessment materials</li> </ul>
5.	Development Partners	<ul style="list-style-type: none"> <li>Technical assistance</li> <li>Funding</li> </ul>	<ul style="list-style-type: none"> <li>Provide facilities and equipment</li> </ul>

		<ul style="list-style-type: none"> <li>Benchmarking for international standards</li> </ul>	<ul style="list-style-type: none"> <li>Technical assistance</li> <li>Provide benchmarking opportunities</li> </ul>
6.	TVETA	<ul style="list-style-type: none"> <li>Accreditation and Quality Assurance of TVET institutions</li> <li>Registration of trainers</li> <li>Approving training programmes</li> </ul>	<ul style="list-style-type: none"> <li>Accredit institutions</li> <li>License trainers</li> <li>Approve training programmes</li> <li>Discipline internal assessors and verifiers</li> </ul>
7.	KNQA	<ul style="list-style-type: none"> <li>Harmonize national qualifications</li> <li>Accredit certificate awarding bodies</li> </ul>	<ul style="list-style-type: none"> <li>Provide qualification levels and level descriptors</li> <li>Accredit the Council</li> </ul>
8.	Parliament	<ul style="list-style-type: none"> <li>Legislative organ of the government</li> </ul>	<ul style="list-style-type: none"> <li>Enact laws affecting the operations of the council</li> <li>Budgetary allocations</li> </ul>
9.	Trainees	<ul style="list-style-type: none"> <li>Consumers of the TVET system</li> </ul>	<ul style="list-style-type: none"> <li>Enroll in TVET institutions</li> <li>Participate in their assessment</li> <li>Provide feedback on assessors performance</li> </ul>
10.	Parents/ Guardians	<ul style="list-style-type: none"> <li>Financial support to trainees</li> <li>Influence the course choices of trainees</li> </ul>	<ul style="list-style-type: none"> <li>Pay fees</li> <li>Mentor trainees</li> </ul>
11.	Universities	<ul style="list-style-type: none"> <li>Train trainers</li> <li>Train TVET trainees</li> </ul>	<ul style="list-style-type: none"> <li>Supply TVET trainers</li> <li>Promote recognition of TVET qualifications by upgrading their skills and credit transfers</li> </ul>
12.	County governments	<ul style="list-style-type: none"> <li>Provide VET and home craft training</li> <li>Provide VET infrastructures</li> <li>Manage VET instructors</li> </ul>	<ul style="list-style-type: none"> <li>Participate in curriculum development</li> <li>Provide assessment centers</li> <li>Provide VET facilities and equipment</li> <li>Provide VET assessment materials</li> </ul>
13.	Media	<ul style="list-style-type: none"> <li>Publicity/communication and advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Provide medium for TVET popularization</li> <li>Disseminate TVET programmes</li> <li>Participate in re-branding of TVET</li> <li>Provide feedback platform for TVET stakeholders</li> </ul>



## 2.8 SWOT Analysis

The SWOT analysis as summarized below will inform strategy formulation by identifying the strengths, weaknesses, opportunities and threats for consideration in the delivery of the Council's mandate.

**Table 4: SWOT Analysis**

<b>STRENGTHS</b>			
<b>No</b>	<b>Strengths</b>	<b>Strategic Implication</b>	<b>Strategic Response</b>
1	CDACC is established by an Act of Parliament, which provides a legal framework	<ul style="list-style-type: none"> <li>CDACC is anchored in the law</li> <li>Effective delivery of mandate</li> </ul>	<ul style="list-style-type: none"> <li>Execute mandate within the law</li> </ul>
2	Government Support	<ul style="list-style-type: none"> <li>Budgetary allocation through MTEF Budget</li> </ul>	<ul style="list-style-type: none"> <li>Support government programmes</li> <li>Prioritization of vocational and technical issues affecting the citizens</li> </ul>
3	Competent human Capital	<ul style="list-style-type: none"> <li>Effective as well as efficient service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Develop as well as implement staff retention strategies</li> <li>Continuous training and bench marking</li> </ul>
4.	Competent Board of Management	<ul style="list-style-type: none"> <li>Provide strategic Direction</li> </ul>	<ul style="list-style-type: none"> <li>Enhance engagement between TVET CDACC and outside stakeholders</li> </ul>

<b>Weaknesses</b>			
<b>No</b>	<b>Weaknesses</b>	<b>Strategic Implication</b>	<b>Strategic Response</b>
1.	Inadequate financial resources	<ul style="list-style-type: none"> <li>Low level of programmes implementation</li> </ul>	<ul style="list-style-type: none"> <li>Lobby for increased budget from exchequer</li> <li>Diversify revenue</li> </ul>

			streams
2.	Inadequate Human Resource	<ul style="list-style-type: none"> <li>Inadequate capacity to deliver on the mandate</li> </ul>	<ul style="list-style-type: none"> <li>Enhance human resource capacity</li> <li>Capacity Building</li> </ul>
3.	Weak Linkages with industry	<ul style="list-style-type: none"> <li>Slow implementation of the mandate</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the linkages with other industry stakeholders</li> <li>Develop new linkages with new and relevant</li> </ul>
4.	Limited awareness on CBET	<ul style="list-style-type: none"> <li>Low adoption of CBET</li> </ul>	<ul style="list-style-type: none"> <li>Create more awareness on CBET</li> <li>Strengthen the organization's brand.</li> </ul>
5.	Inadequate Infrastructure	<ul style="list-style-type: none"> <li>Low productivity</li> </ul>	<ul style="list-style-type: none"> <li>Acquisition of adequate infrastructure</li> </ul>

<b>Opportunities</b>			
<b>No</b>	<b>Opportunities</b>	<b>Strategic Implication</b>	<b>Strategic Response</b>
1	Availability of established TVET institutions in the country	<ul style="list-style-type: none"> <li>Existing platform for introduction of CBET Kenya to fill existing skills gap.</li> </ul>	<ul style="list-style-type: none"> <li>Create awareness so as to have more institutions shift to the CBET approach.</li> </ul>
2	Vision 2030 development blueprint	<ul style="list-style-type: none"> <li>Call for more skilled employees who are work-ready</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with other stakeholders to equip trainees for the current work market.</li> </ul>
3	Technological advancement	<ul style="list-style-type: none"> <li>Improved service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream ICT in CBET implementation and the organization's service delivery</li> </ul>
4	Supportive development partners and Government	<ul style="list-style-type: none"> <li>Support to improve service delivery and capacity building</li> <li>Opportunity for mobilizing resources</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen collaborations with stakeholders at all levels</li> <li>Leverage on the</li> </ul>

			goodwill to support the implementation of CBET
5	Increased public awareness on CBET and, vocational and technical training	<ul style="list-style-type: none"> <li>• Support for vocational and technical training matters</li> <li>• Increased public support and goodwill on matters to do with CBET</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance and sustain public awareness</li> </ul>
6	Revenue generation	<ul style="list-style-type: none"> <li>• Financial sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance its revenue stream through diversifying the sources of income.</li> <li>• Align programmes to relevant areas for funding</li> </ul>

<b>Threats</b>			
<b>S/No</b>	<b>Threats</b>	<b>Strategic Implication</b>	<b>Strategic Response</b>
1	Overlapping in mandates of organizations in TVET	<ul style="list-style-type: none"> <li>• Conflicting acts that have led to duplication of some duties</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the TVET act.</li> <li>• Establish and strengthen the coordination and supervision framework with other TVET stakeholders such as TVETA and KNQA</li> </ul>
2	Inadequate funding	<ul style="list-style-type: none"> <li>• Low level of implementation of programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Lobby for more funds</li> <li>• Diversify sources of funds for the organization</li> </ul>
3	Low level of engagement from stakeholders	<ul style="list-style-type: none"> <li>• Inadequate support and implementation of vocational and technical training in the country</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the CBET framework to strengthen coordination with</li> </ul>

			partners.
4	Negative perception of TVET	<ul style="list-style-type: none"> <li>Inadequate support from some stakeholders in the implementation of CBET</li> </ul>	<ul style="list-style-type: none"> <li>Create more awareness in order to change the perception regarding TVET</li> </ul>

## 2.9 PESTEL Analysis

A broad Political, Economic, Social, Technological, Environmental and Legal (PESTEL) scan was undertaken with a view to describing the circumstances under which CDACC operates so as to be able to appreciate the factors that will either support or impede the process of implementing the strategic plan. A synthesis of the outcome of the PESTEL Analysis is presented in the table 2.4.

**Table 5: Pestel Analysis**

Political Factors			
S/No	Factor	Favourable factors	Risk factors
1.	Political Goodwill and stability	<ul style="list-style-type: none"> <li>Government manifesto prioritizes TVET and curriculum reforms</li> <li>Political stability in Kenya gives room for long-term planning for CBET implementation</li> </ul>	<ul style="list-style-type: none"> <li>Change in government priorities and policies which might affect implementation of CBET</li> <li>Political instability</li> </ul>
2.	East Africa Community Integration	<ul style="list-style-type: none"> <li>Commitment of EA presidents to establish political integration. This favours TVET CDACC in:               <ul style="list-style-type: none"> <li>✓ Free movement of trainee in the region</li> <li>✓ Increased partnerships</li> <li>✓ Flexible curricula</li> <li>✓ Increased resource mobilization</li> <li>✓ Bigger TVET expert pool</li> <li>✓ Labour market information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Different political ideologies</li> <li>Disintegration of EAC</li> </ul>

		<ul style="list-style-type: none"> <li>✓ TVET skills inventory in the EA region</li> <li>✓ TVET skills circulation</li> <li>✓ Harmonized EAC qualifications framework</li> </ul>	
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<b>Economic Factors</b>			
<b>S/No</b>	<b>Factor</b>	<b>Favourable factors</b>	<b>Risk factors</b>
1.	Economic growth	<ul style="list-style-type: none"> <li>• Kenyan economy has been expanding over the years leading to:               <ul style="list-style-type: none"> <li>✓ Absorption of more TVET graduates</li> <li>✓ Creating resources for the TVET sector to grow</li> <li>✓ Growth and diversification of industries that serve as the training ground for TVET</li> <li>✓ Demand for new TVET skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Economic decline</li> <li>• Change of economic policy</li> <li>• Stringent austerity measures</li> <li>• Change of policy by external partners</li> <li>• Unfavourable macro-economic conditions</li> </ul>
2.	Budgetary allocation	<ul style="list-style-type: none"> <li>• Support by the government through the MTEF programme.</li> </ul>	Inadequate allocation for CBET implementation hampers realization of mandate.

<b>Social Factors</b>			
	<b>Factor</b>	<b>Favourable factors</b>	<b>Risk factors</b>
1.	Employment and labour demand	<ul style="list-style-type: none"> <li>• Expansion of employment opportunities due to increased demand from industry</li> </ul>	<ul style="list-style-type: none"> <li>• Retrenchment</li> <li>• Low remuneration against the skills</li> <li>• Poor working conditions</li> </ul>
2.	Population structure and growth rate	<ul style="list-style-type: none"> <li>• Young population demanding for TVET</li> <li>• Growing middle class demanding for skills</li> </ul>	<ul style="list-style-type: none"> <li>• Youth unemployment</li> <li>• HIV AIDs and drug abuse</li> <li>• High dependency rate</li> </ul>
3.	Career attitudes	<ul style="list-style-type: none"> <li>• Increasing appreciation of TVET in Kenya</li> <li>• Media influence in creating TVET awareness</li> <li>• Opportunities for self-</li> </ul>	<ul style="list-style-type: none"> <li>• Negative TVET perception by the older age group</li> </ul>



		employment	
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### Technological Factors

	Factor	Favourable factors	Risk factors
1.	Automation	<ul style="list-style-type: none"> <li>Improvement of management of the Council's process and delivery of services</li> </ul>	<ul style="list-style-type: none"> <li>Security problems to the systems</li> <li>Rapid change in the management and production systems</li> </ul>
2.	Technological change	<ul style="list-style-type: none"> <li>Improved delivery of the curriculum and assessment</li> <li>Increased access, quality, equity and relevance of TVET</li> <li>Demand for new skills</li> </ul>	<ul style="list-style-type: none"> <li>Use of obsolete technology</li> <li>Cost of technology</li> <li>Mismatch of skills supplied and those demanded by the industry</li> </ul>

### Environmental Factors

	Factor	Favourable factors	Risk factors
1.	Environmental conservation	<ul style="list-style-type: none"> <li>Creating demand for TVET skills in environmental conservation</li> <li>Conducive environment for TVET</li> <li>Adoption of the green economy</li> </ul>	<ul style="list-style-type: none"> <li>Occupational safety and health hazards</li> <li>Climate variability</li> </ul>
2.	Natural Resources	<ul style="list-style-type: none"> <li>Discovery of new resources (such as petroleum, natural gas, coal, titanium, uranium)</li> <li>Demand for skills in the emerging technologies</li> </ul>	<ul style="list-style-type: none"> <li>Environmental degradation</li> </ul>
3	Emerging issues in Environment sector	<ul style="list-style-type: none"> <li>Need to equip trainees on issues relating to waste management, recycling, climate change</li> </ul>	<ul style="list-style-type: none"> <li>Limited knowledge on environment related emerging issues</li> </ul>

### Legal Factors

	<b>Factor</b>	<b>Favourable factors</b>	<b>Risk factors</b>
<b>1.</b>	Legal framework	<ul style="list-style-type: none"> <li>• The constitution, 2010</li> <li>• The TVET Act, 2013</li> <li>• Universities Act, 2012</li> <li>• KNQF Act, 2014</li> <li>• Basic Education Act, 2013</li> <li>• S, T and I Act, 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Existence of many legal frameworks governing TVET spread across government ministries</li> </ul>
<b>2.</b>	Policy framework	<ul style="list-style-type: none"> <li>• Education and Training policy</li> <li>• Science Technology and Innovation policy</li> <li>• The Kenya Vision 2030 and MTP II</li> <li>• Youth policy</li> <li>• Other government policies that affect TVET</li> </ul>	Change in policies
<b>3.</b>	Regulatory framework	<ul style="list-style-type: none"> <li>• Existence of various professional bodies that assure quality and relevance in TVET</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict in legal framework governing government and professional regulatory bodies</li> </ul>



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## CHAPTER THREE: STRATEGIC MODEL

TVET CDACC STRATEGIC PLAN(2021 – 2025)

### 3.0 overview

The Council has adopted an issue-based strategic model owing to limited resources and the complexity of competence-based training and assessment needs. This model will position CDACC for a much more successful outward-looking and longer-term planning in the later Strategic Plans.

### 3.1 Vision

A centre of excellence curriculum development, assessment and competence certification in TVET for a globally competitive labour force

### 3.2 Mission

To provide demand driven curricula, conduct assessment and undertake competence certification of TVET graduates for competitive global labour market.

### 3.3 Core Values

The Council is guided by:

- **Integrity** – Committed to acting in an honest, accountable and transparent manner in all our undertakings.
- **Professionalism** – Committed to the highest levels of achievement obtainable through competence and critical skills.
- **Teamwork** -Embrace collaboration both within the Council and with all partners in the provision of services.
- **Efficiency** – Strive to achieve the highest value of benefit from the deployment of resources, particularly to the TVET graduates and industry.
- **Transparency**- Ensure timely disclosure and access of adequate information to allow for active public participation in the Council's processes, as espoused in the Constitution.
- **Good governance**-Committed to the protection of stakeholders' rights and the enforceability of contracts with service providers.
- **Accountability**- responsible for decisions and actions, including stewardship of public funds and performance though clarity of responsibilities and roles.



### 3.4 Strategic Issues, Objectives and Strategies

The CDACC Strategic Plan focuses on seven distinctive strategic areas, which all contribute to carrying out the Council's legal mandate and functions. The seven strategic areas and objectives as well as a number of strategies derived from analysis in chapter one and two fit into TVET CDACC's overall direction for the next five years. The strategies have also been formulated to fit into the Council's resources, including a variety of the agents of change required to realize competency-based training and assessment.

The strategic areas include:

- i. **Competency Based curricula:** This strategic area focusses on development and review of industry led competency-based curricula.
- ii. **Competency based assessment and certification:** This strategic area focusses on assessing trainees against occupational standards developed by the industry and issuing competence certificates.
- iii. **Research and advocacy:** This strategic area focusses on research and creating awareness on competency-based education, training and assessment.
- iv. **ICT integration:** The strategic area focusses on improved efficiency through development of ICT infrastructure to enhance e-learning, automation of assessment and digitization of learning materials and certification process.
- v. **Infrastructural facilities and equipment:** The strategic area focusses on establishing of a publishing and printing facility as well as equipment.
- vi. **Human resource capacity development:** The strategic area focusses on enhancing the human capital for CBET implementation.
- vii. **Resource Mobilization and financial efficiency:** The strategic area ensures that there is financial sustainability and ongoing ability to source and generate adequate resources for financing TVET CDACC's activities and operations in pursuit of objectives of this strategic plan. This area also addresses the need for CDACC to diversify its sources of funding and to engage more with development partners, industry and other stakeholders on the financing of implementation of CBET.



### 3.5 Strategic Objectives

The Strategic plan has stipulated strategic objectives for each of the strategic issues as summarized below:

**Table 6: Strategic Objectives**

<b>i. Competency Based curricula</b>	<b>ii) Infrastructural facilities and equipment:</b>
<ul style="list-style-type: none"> <li>To develop and review competency-based curriculum</li> <li>To develop and review curriculum support materials</li> </ul>	<ul style="list-style-type: none"> <li>To provide infrastructure and equipment for CBET implementation</li> </ul>
<b>iii) Competency based assessment and certification</b>	<b>iv) Human resource capacity development</b>
<ul style="list-style-type: none"> <li>To enhance and implement competency-based assessment system</li> </ul>	<ul style="list-style-type: none"> <li>To strengthen the human resource capacity for effective implementation of CBET approach.</li> </ul>
<b>v) Research and advocacy</b>	<b>vi) Resource Mobilization and Financial Efficiency</b>
<ul style="list-style-type: none"> <li>To undertake research on emerging trends in CBET</li> <li>To create awareness on CBET and assessment</li> </ul>	<ul style="list-style-type: none"> <li>To mobilize financial resources for implementation of CBET and assessment</li> <li>To enhance financial efficiency</li> </ul>
<b>vii) ICT integration</b>	
<ul style="list-style-type: none"> <li>To enhance ICT integration in operations and service delivery</li> </ul>	



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## CHAPTER FOUR: STRATEGIC AREAS

TVET CDACC STRATEGIC PLAN(2021 – 2025)

#### 4.0 Overview

This chapter describes, within each of the strategic areas, the strategic objectives, as well as the strategies and activities, the outputs and detailed performance indicators. Each strategic area is also summarized in a strategy matrix. The implementation of the strategic plan will be done over a 5-year period (2021-2025).

#### 4.1 Strategic area 1: Competency Based curricula

The Competency based curricula being developed by the Council in collaboration with the industry is demand driven and based on occupational standards. It is flexible as it allows for multiple entry and exit and is not time bound. The curriculum allows for recognition of prior learning and credit transfer. The process allows for continuous curriculum review in line with emerging trends and technological changes. In order to strengthen the competency-based curriculum the following objectives and strategies will be pursued.

S/No	Strategic Objectives	Strategies
1	<b>To develop and review competency-based curriculum</b>	i. Develop and review Competency Based Curriculum
		ii. Capacity build and register curriculum developers
		iii. Monitor and evaluate curriculum implementation
2	<b>To develop and review curriculum support materials</b>	i. Facilitate the development of training programs
		ii. Develop and review learning guides
		iii. Develop and review mentoring tools
		iv. Develop and review evaluation tools
		v. Develop and review assessment tools
		vi. Develop and review assessment requirements

#### 4.2 Strategic Area 2: Competency Based Assessment And Certification

Competency-Based Assessment (CBA) is the measurement of trainee's competence against a standard of performance defined in the approved occupational standards. It is a process of collecting evidence by both the trainer and the trainee which is maintained in a Portfolio of Evidence (POE). The evidence collected is judged against the requirements of the occupational standards to give trainee's progress and achievement. To ensure quality of the assessment the Council conducts external assessment and verification while trainers who are the internal assessors conduct internal verification. The CBET approach allows for a trainee to be awarded a certificate of competency for a partial qualification or a national certificate for full qualification. The following objective and strategies will be pursued:

S/No	Strategic Objective	Strategies
1.	<b>To enhance and implement competency-based assessment and certification system</b>	i. Develop and implement an assessment and certification framework
		ii. Develop and review of assessment guidelines
		iii. Register assessors and verifiers
		iv. Establish assessment centers
		v. Conduct assessment and verification
		vi. Award certificates to competent candidates

#### 4.3 Strategy Area 3: Research and Advocacy

Development of a demand driven Curriculum is informed by labour market information. In this regard the council will carry out skills gap analysis and identify emerging trends in the labour market. The Council will also undertake research on best practices in CBET implementation and assessment. In order to promote and enhance the uptake of CBET courses there is need to publicize TVET CDACC courses nationally, regionally and globally. There is need for timely dissemination of developed curriculum and curriculum support materials to the Trainers and Trainees in varied formats that take cognizance of technological advancements and emerging issues such as Covid-19 containment measures. This will be achieved through the following objectives and strategies.

S/No	Strategic Objectives	Strategies
1.	<b>To undertake research on emerging trends in CBET</b>	i. Develop and implement research and advocacy framework
		ii. Benchmark on CBET implementation
		iii. Predict demand for future skills and emerging issues in CBET
2.	<b>To create awareness on CBET and assessment</b>	i. Develop, review and implement a communication policy and strategy
		ii. Promote recognition of TVET CDACC qualifications in international systems



		iii. Publish and disseminate curriculum and curriculum support materials
		iv. Enhance corporate image

#### 4.4 Strategy Area 4: ICT Integration

The use of ICT enhances efficiency in management as well as improving service delivery in an organization. TVET CDACC is committed to strengthening ICT integration in its operations as it seeks to deliver its mandate. This will involve strengthening the ICT capacity through the following objective.

S/No	Strategic Objective	Strategies
1	<b>To undertake research on emerging trends in CBET</b>	i. Develop an ICT strategy
		ii. Revamp ICT infrastructure
		iii. Digitize of curriculum and curriculum support materials
		iv. Automate operations and services
		v. Digitize assessment and certification process

#### 4.5 Strategy Area 5: Infrastructural Facilities and Equipment

TVET Act mandates the Council to publish and print Curriculum and assessment materials. Additionally, the Council has experienced remarkable increase in the number of staff over the past few years and anticipates an expanded staff establishment. Therefore, there is need to expand the infrastructure as well as acquire equipment for the Council to dispense its mandate effectively. This will be achieved through the following objective.

S/No	Strategic Objective	Strategies
1.	<b>To provide infrastructure and equipment for CBET implementation</b>	i. Establish a printing and publishing unit
		ii. Provide office space and equipment



#### **4.6 Strategy Area 6: Human Resource Capacity Development**

Currently, the council has 51 members of staff against an approved establishment of 67. The Council envisages to have its establishment expanded during this planning period as well as put in place an appropriate succession plan through the following objective and strategies.

<b>S/No</b>	<b>Strategic Objective</b>	<b>Strategies</b>
<b>1.</b>	<b>To strengthen the human resource capacity for effective implementation of CBET approach</b>	<ul style="list-style-type: none"><li>i. Attract, Recruit and retain qualified staff</li><li>ii. Conduct capacity building of the Council and staff members</li><li>iii. Review the human resource instruments</li></ul>

#### **4.7 Strategy area 7: Resource Mobilization and Financial Efficiency**

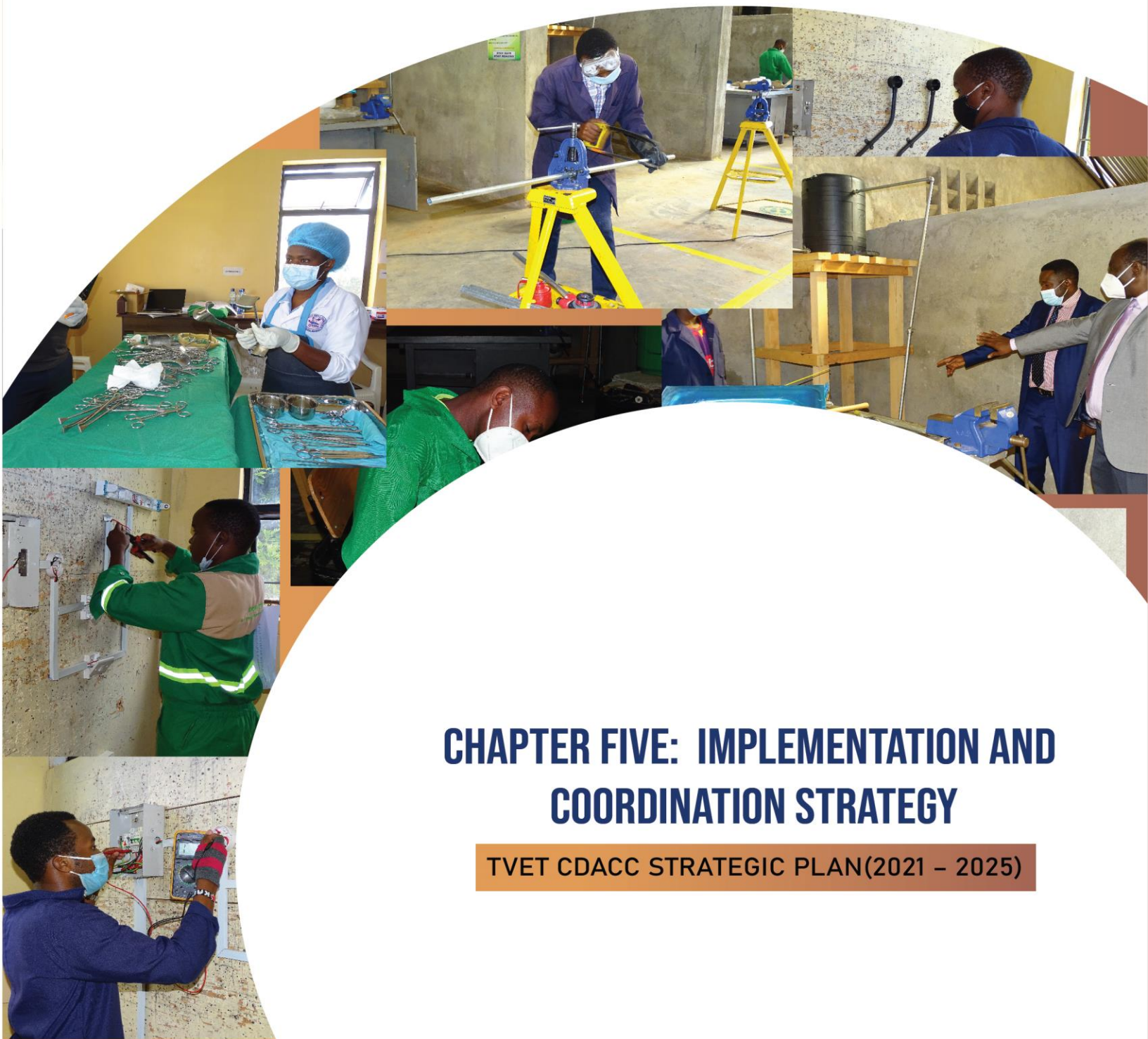
TVET CDACC has made progress in resource mobilization through the MTEF process over the past few years. The Council is funded by the national budget appropriations as well as through A-I-A. However, the council requires additional funding so as to effectively actualize its mandate. The council also intends to ensure efficient utilization of its resources so as operate optimally. The major concern is ensuring financial sustainability which will be pursued through resource mobilization initiatives. The Council will pursue the following to improve its resource base and enhance financial efficiency:

##### ***Strategic objective 1: To mobilize financial resources for implementation of CBET and assessment***

- i. Develop and implement resource mobilization strategy
- ii. Enhance prudent utilization of resources



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## CHAPTER FIVE: IMPLEMENTATION AND COORDINATION STRATEGY

TVET CDACC STRATEGIC PLAN(2021 – 2025)

## 5.1 Overview

The council will seek to strengthen its institutional capacity and put in place the requisite implementation and coordination frameworks so that it can successfully implement this particular Strategic plan. This plan does also require sound governance framework, which specifies roles, responsibilities and accountabilities that will facilitate its successful implementation. The implementation of the strategic plan will be done over a 5-year period (2021-2025).

## 5.2 Structure of The Organization

The Council is currently composed of the following structures:

### 5.2.1 The Council

This body forms the apex of TVET CDACC and is responsible to the Cabinet Secretary for the development and coordination of the organization's strategic plan, Policy development, oversight for finance prudence and account in the delivery of the Authority's mandate. The Council oversees overall operations of the organization through regular reports from management through the Chief Executive Officer.

### 5.2.2 Office of the Council Secretary/Chief Executive Officer

The Council Secretary is the Chief Executive Officer of the Council and shall be responsible to the Council for the day-to-day operations of the Council, overall management, provision of strategic leadership and the Chief Advisor to the Council.

### 5.2.3 Technical Services Directorate

The Technical Services Directorate will be headed by a Director, Technical Services, CDACC Grade 2 who will be answerable to the Council Secretary/CEO, for all curriculum development, research, advocacy & material development and assessment & certification function at the Council. The Directorate will comprise three (3) Departments namely: -

- i. Curriculum Development
- ii. Research, Advocacy and Material Development Department
- iii. Assessment and Certification Department

These departments will have the following divisions:

**Table 7: Technical Services Directorate**

	Department	Division/Responsibilities
1.	Curriculum Development	Curriculum Development and Review
		Curriculum evaluation and accreditation

<b>2.</b>	Assessment & Certification	Assessment and Investigations
		Certification
<b>3.</b>	Research, Advocacy and Material Development	Research and Advocacy
		Material Development

### 5.2.4 Corporate Services Directorate

The Directorate will comprise the following three (3) Departments namely:

- i. Human Resource Management and Administration Department;
- ii. Finance Department; and
- iii. Information Communication Technology Department;

**Table 8: Corporate services directorate**

<b>S/No</b>	<b>Department</b>	<b>Division/Responsibilities</b>
<b>1.</b>	Corporate Research, Strategy and Planning	Corporate Research and Strategy
		Planning, Monitoring and Evaluation
		Quality Assurance, Compliance and Risk Management
<b>2.</b>	Human resource and Administration	Human Resource Management
		Administration
		Information & Communication Technology
		Accounts
<b>3.</b>	Supply Chain Management	Finance
		Coordination of procurement processes
		Coordination and management of the legal services function
		Coordination and management of the internal audit function and administratively report to the Secretary /CEO
<b>4.</b>	Legal Services	Coordination and management of the legal services function
<b>5.</b>	Internal Audit	Coordination and management of the internal audit function and administratively report to the Secretary /CEO
<b>6.</b>	Communication	The Department is responsible for proactively managing and enhancing the corporate image and public relations of the Council. It also provides advisory functions on communication related matters.



### 5.3 Staff Establishment

The Council has a substantive Council Secretary/CEO working with a team of 51 secretariat staff that have been recruited to assist in the actualization of the mandate given to the Council. This falls short of the authorized establishment of 67 staff.

**Table 9: Staff Establishment**

<b>Technical Services Directorate</b>	<b>Grade CDACC</b>	<b>Authorized</b>	<b>In-post</b>	<b>Variance</b>
Council Secretary/ Chief Executive Officer	1	1	1	0
Director Technical Services	2	1	1	0
Deputy Director, Research, Advocacy and Material Development	3	1	1	0
Deputy Director Assessment & Certification Officer	3	1	0	1
Principal Research, Advocacy and Material Development	4	2	1	1
Principal Assessment & Certification Officer	4	2	1	1
Principal Curriculum Development Officer	4	2	1	1
Senior Research, Advocacy and Material Development Officer	5	2	1	1
Senior Assessment & Certification Officer	5	3	0	3
Senior Curriculum Development Officer	5	5	0	5
Research, Advocacy and Material Development Officer	6	2	2	0
Assessment & Certification Officer	6	3	3	0
Curriculum Development Officer	6	5	5	0
		<b>30</b>		<b>30</b>
<b>Corporate Services Directorate</b>				
Director, Corporate Services	2	1	1	0
Deputy Director, Human Resource and Administration	3	1	1	0
Deputy Director, Finance	3	1	0	1
Deputy Director, Information Communication Technology	3	1	0	1
Human Resource Officer/Senior/ Principal	6/5/4	1	0	1
Senior /Principal Corporate Communication Officer	4	1	0	1
Senior/ Principal, Finance/Accounts Officer	5/4	2	1	1
Officer/senior /Principal Information Communication Technology Officer	6/5/4	1	1	0
Senior /Principal Corporate Communication Officer	5/4	1	1	0
Administration Officer/Senior Administration Officer	6/5	1	1	0
Senior Accounts Officer	5	1	0	1
Records Management Officer /Senior Office	6/5	1	1	0



Accountant	6	1	1	0
Human Resource Assistant/Senior Assistant	8/7	1	1	0
Driver II/I/Senior	9/8/7	4	4	0
Assistant Security Officer/Senior Assistant Security Officer	8/7	1		1
Office/Senior Office/Chief Office Administrator	9/8/7	3	0	3
Account Assistant/Senior Account Assistant	7	1	1	0
Assistant/Senior Assistant Information Communication Technology Officer	8/7	1	1	0
Office Assistant II/I/Senior	10/9/8	2	1	1
		27		27
<b>Corporate Research, Strategy &amp; Planning Department</b>				
Deputy Director, Corporate Research, Strategy & Planning Department	3	1	0	1
Senior/Principal Planning officer	5/4	1	0	1
Planning Officer	6	1	1	1
Quality assurance & risk management officer/Senior	6/5	2	1	1
		5	1	4
<b>Supply Chain Management Division</b>				
Principal Supply Chain Management	4	1	1	0
Supply Chain Management Assistant/Senior Assistant	8/7	1	1	0
		2	0	0
<b>Legal Services Division</b>				
Principal legal Officer	4	1		1
Legal Assistant/ Legal Officer	7/6	1		1
		2		2
<b>Internal Audit Division</b>				
Principal Internal Audit	4	1	0	1
Senior Internal Audit Assistant/Auditor	7/6	1	1	0
		2	1	1
<b>Total</b>		<b>67</b>	<b>51</b>	<b>16</b>

#### 5.4 Proposed Organizational Structure

The Council has developed an organizational structure and optimum staffing levels needed to seamlessly deliver the strategic plan. (Annex II)

#### 5.5 Human Resource Development Strategies

The Council will ensure optimal staffing, attraction, development and retention of qualified and competent staff for quality service delivery in the execution of its mandate. The following steps are being actively undertaken;

### ***5.5.1 Staff Recruitment***

The Council will endeavour to undertake periodic recruitments as per the approved staff establishments in order to fill the gaps that fall vacant from time to time. This is aimed at ensuring optimal staffing is achieved. The Council will apply meritocracy in all its staff recruitments.

### ***5.5.2 Education and Training***

The success of the Council depends on a wide range of skills and competencies. TVET CDACC shall provide continuous professional development for all staff to meet the demands of the industry and ensure quality service delivery.

### ***5.5.3 Career Development***

The Authority shall provide a clear career progression path for all staff and availing opportunities for internal development by rewarding excellence in service delivery.

### ***5.5.4 Terms of Service***

The Council shall continually improve the terms of service for all staff commensurate to their skills and facilitate training with the aim of retaining and attracting high quality human resource.

### ***5.5.5 collaboration with other institutions***

The Authority shall benchmark with other institutions to adopt best practices in the industry to retain and increase the efficiency of its human resource.

### ***5.5.6 Coaching and mentorship***

The Council shall provide a clear Business Continuity Plan (BCP) through coaching and mentorship at all levels by senior and experienced staff to the new and young staff. This is aimed at transferring and retaining knowledge, skills and institutional memory of the Council which can be transferred from generation to generation.

### ***5.5.7 performance Management and rewards***

The Council provides periodic assessment of staff deliverables to reward best practices and performance. Using the government mechanisms of performance management, the Authority will identify and reward good performance and sanction under performa

## 5.6 Financing

### 5.6.1 Resource Mobilization and Utilization

Successful implementation of the 2021-2025 Strategic Plan will not only depend on the quality and commitment of all the stakeholders, but also on the availability and efficient utilization of resources for undertaking the various activities. The Authority will strive to enhance its capacity to mobilize resources in order to implement prioritized programs and contribute to the realization of the country's development agenda. A summary of financial resource requirements for implementing the strategic plan is as shown in table below:

**Table 10: resource mobilization and utilization**

Key Result Area	Strategic Objective	Financial Resources Requirements ( in'000)				
		2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Demand driven curricula	Develop and review competency-based curriculum	204,520	198,520	198,520	198,520	198,520
	To develop and review curriculum support materials	198,100	198,100	198,100	198,100	198,100
Competency based assessment and certification	Enhance competency-based assessment and certification system.	82,550	82,550	82,550	82,550	82,550
Research and Advocacy	Undertake research on emerging trends in CBET	10,000	8,000	8,000	8,000	8,000
	Create more awareness on CBET	1,518,000	1,516,000	16,000	16,000	16,000
ICT Integration	To enhance ICT Integration in operations and service delivery	116,400	106,400	101,400	101,400	101,400
Infrastructural facilities and equipment development	Develop infrastructure and acquire equipment for CBET implement	153,000	153,000	38,000	38,000	38,000

ent	ation					
Human resource capacity development	Strengthen the human resource capacity for effective implementation of CBET approach	39,900	39,900	39,900	39,900	39,900
Resource Mobilization and financial prudence	To mobilize financial resources for implementation of CBET and assessment	8,000	6,000	6,000	6,000	6,000
	Ensure Prudent utilization of resources	3,000	3,000	3,000	3,000	3,000

### 5.6.2 Strategies for Resource Mobilization

The Council largely relies on government funding for its recurrent and development activities. Based on the past trends with respect to Government funding levels, TVET CDACC must intensify resource mobilization and expand the resource base to bridge shortfalls in the budgetary allocation from the Government of Kenya. Funding this Plan will therefore require a Public-Private Partnership.

Key mobilization strategies that will be applied during this strategic plan duration will be:

- Lobbying for increased government funding.
- Lobbying for grants from development partners to supplement government funding.
- Establishing networks for technical and financial assistance.
- Maximizing income from assets.
- Carrying out training/capacity building for external clients.
- Enhance Collection of A-I-A

In order to leverage on the relationship and harness more resources from the Development Partners, the Council will build capacity and put emphasis on the following:

- Improving formulation of programmes and projects aimed at achieving Kenya's development goals and objectives.
- Improving the absorption capacity of the Development Partners' funds.
- Enhancing transparency and accountability in management of programmes and projects supported by Development Partners.
- Championing improvement of the Governance image in order to gain confidence of Development Partners.

### **5.6.3 Measures to Eliminate Wastage and Losses**

During the Strategic Plan period 2018-2022, TVET CDACC plans to make efficient and timely resource utilization on key priority areas. In this regard, it will ensure that current government efficiency monitoring and evaluation guidelines, such as performance contracting, performance management and appraisal system are fully applied.

In addition, TVETCDACC will improve costing of programmes and activities, in order to avoid duplication and wastage as well as improving efficiency in the use of resources. It will put in place measures to ensure prudent resource management. These will include implementation of efficient and effective systems, processes and procedures such as:

- Integrated Financial Management Information System (IFMIS)
- Risk assessments
- Cost-rationalization of the available resources in order to realize the stated objectives
- Outsourcing of non-core activities
- Hire out facilities and services
- Pooling resources
- Sensitize all staff on combating wastage
- Enhance audit of resources and systems
- Undertaking feasibility studies on projects

### **5.7 Risk Assessment and Mitigation Measures**

The implementation of the 2021 - 2025 Strategic plan faces potential risks that have to be mitigated if the strategic objectives are to be achieved. Table 4.4 gives a list of the risks, their ranking and suggested mitigation strategies.



### 5.7.1 Risk analysis

**Table 11: Risk Analysis**

<b>STRATEGIC RISKS</b>				
<b>S/No</b>	<b>Risk Description</b>	<b>Rank</b>	<b>Risk Drivers</b>	<b>Measures to mitigate the effects of the Risk</b>
1	Dependence on government grants	Medium	<ul style="list-style-type: none"> <li>Inadequate allocation of funds from the National Treasury</li> <li>Delay in disbursement of funds from the National Treasury</li> <li>Change in Government policy</li> </ul>	<ul style="list-style-type: none"> <li>Lobby for adequate and timely allocation of funds from the National Treasury</li> <li>Diversify Revenue Streams</li> <li>Lobby for more TVET sector support from the Government</li> </ul>
2	Low awareness regarding CBET in the Country	High	<ul style="list-style-type: none"> <li>Inadequate awareness on the need for CBET among many stakeholders</li> <li>Limited funding to undertake public awareness campaigns.</li> </ul>	<ul style="list-style-type: none"> <li>Lobby for more funds to undertake awareness campaigns</li> </ul>
3	Low level of stakeholder's goodwill	Medium	<ul style="list-style-type: none"> <li>Poor stakeholder's sensitization and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Engage the different stakeholders in planning and implementation process for the purpose of Buy-in</li> </ul>

<b>ORGANIZATIONAL RISKS</b>				
<b>S/No</b>	<b>Risk Description</b>	<b>Rank</b>	<b>Risk Drivers</b>	<b>Measures to mitigate the effects of the Risk</b>
1	Inadequate awareness on the Strategic Plan	Medium	<ul style="list-style-type: none"> <li>Poor dissemination of the strategy</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate and sensitize staff, key clients and stakeholders on the strategic plan</li> </ul>
3	Changes in operating environment	Low	<ul style="list-style-type: none"> <li>Poor monitoring of CBET trends</li> </ul>	<ul style="list-style-type: none"> <li>Continuously monitor trends in the external environment and align appropriately</li> </ul>
2	Resistance to change	Medium	<ul style="list-style-type: none"> <li>Low morale or teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Ensure effective communication of</li> </ul>

				change initiatives <ul style="list-style-type: none"> <li>• Encourage incentives and sanctions</li> </ul>
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<b>Operational Risks</b>				
<b>S/No</b>	<b>Risk Description</b>	<b>Rank</b>	<b>Risk Drivers</b>	<b>Measures to mitigate the effects of the Risk</b>
1	Weak implementation of the strategic plan	Medium	<ul style="list-style-type: none"> <li>• Weak monitoring and evaluation structures</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen monitoring, evaluation and reporting of the implementation process</li> </ul>
2	Turnover of skilled staff	High	<ul style="list-style-type: none"> <li>• Low morale, poor terms of service and uncondusive work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Improve on staff motivation</li> <li>• Attractive career progression guidelines for employees.</li> <li>• Improve working environment</li> </ul>
3	Loss of institutional knowledge and memory owing to inadequate harnessing of knowledge	Low	<ul style="list-style-type: none"> <li>• Weak mentorship and coaching strategies and organizational continuity plan programs</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen knowledge management systems</li> <li>• Introduce succession planning</li> </ul>
4	Inadequate staff to effectively implement the strategic plan	High	<ul style="list-style-type: none"> <li>• Inadequate human resource</li> </ul>	<ul style="list-style-type: none"> <li>• Mobilize adequate human resources to effectively undertake the mandate</li> </ul>
5	Weak monitoring and evaluation(M&E) framework	Low	<ul style="list-style-type: none"> <li>• Weak M&amp;E systems</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and implement a robust M&amp;E framework</li> </ul>

<b>Financial Risks</b>				
<b>S/No</b>	<b>Risk Description</b>	<b>Rank</b>	<b>Risk Drivers</b>	<b>Measures to mitigate the effects of the Risk</b>
1	Inadequate resources and overreliance on the exchequer for funding	High	<ul style="list-style-type: none"> <li>• Low funding from the government</li> <li>• Low levels of A-I-A</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and implement resource mobilization strategy</li> <li>• Strengthen linkages with partners</li> </ul>
2	Weak Budgeting	Low	<ul style="list-style-type: none"> <li>• Weak departmental</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a participatory</li> </ul>

			participation	approach when it comes to budgeting
3	Inadequate financial management controls	Low	<ul style="list-style-type: none"> <li>• Delayed and weak execution of standard internal control systems</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance financial monitoring and adherence to international public</li> <li>• Implement automation</li> </ul>
4	Wasteful expenditure	Low	<ul style="list-style-type: none"> <li>• Weak execution of standard internal control</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen the organization's internal control systems</li> </ul>

<b>Technological Resources</b>				
<b>S/No</b>	<b>Risk Description</b>	<b>Rank</b>	<b>Risk Drivers</b>	<b>Measures to mitigate the effects of the Risk</b>
1	Rapid technological changes	High	<ul style="list-style-type: none"> <li>• Low level of ICT security awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure regular upgrading of technology and skills.</li> </ul>
2	Systems and information security	High	<ul style="list-style-type: none"> <li>• Insecurity attacks(hacking)</li> <li>• Inadequate maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Improve information security</li> <li>• Ensure regular updates of systems' firewalls</li> </ul>



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## CHAPTER SIX: MONITORING AND EVALUATION

TVET CDACC STRATEGIC PLAN(2021 – 2025)



## **6.1 Introduction**

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

The Monitoring, Evaluation and Reporting plan will help TVET CDACC in:

- i. Tracking implementation progress internally.
- ii. Assessing whether objectives are being achieved efficiently and effectively.
- iii. Promoting public, private and political co-operation.
- iv. Promoting organizational learning and encouraging adaptive management approaches.
- v. Benchmarking on best practices.
- vi. Dissemination and feedback.

## **6.2 Monitoring Methodologies**

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

- i. Developing of monitoring and evaluation indicators at all levels of implementation
- ii. Establishing the Council's Monitoring and Evaluation Committees (CMEC)
- iii. Carrying out continuous data collection, analysis and reporting on a monthly basis to the CMEC.
- iv. Conducting specially designed surveys and rapid assessments to assess progress
- v. Carrying out participatory M&E (Stakeholder's fora)

## **6.3 Evaluation Mechanism**

The Council will undertake three types of evaluations.

- i. Formative evaluation will take place at the beginning of the programme in the concept or design stage. It will define realistic goals, objectives and strategies.
- ii. Process evaluation will take place once activities are stated and will focus on tracking efficiency of a given programme.
- iii. Mid-term evaluations will be conducted to inform progress realized midway and put in place strategies to improve on any short comings.
- iv. Effectiveness evaluations (impact and final evaluations) will take place toward the end of the programme and will be focused on outcomes and impacts realized.



## ANNEXES

### ANNEX I

Activity	Output	Performance Indicator	Target	Timeframe	Cost '000'	Ksh.
<b>STRATEGIC AREA ONE: DEMAND DRIVEN CURRICULA</b>						
<b>Strategic objective 1: To Develop and review competency-based curriculum</b>						
<b>Strategy 1: Develop and review competency based curriculum</b>						
Develop and review curriculum development framework	Curriculum development framework developed and reviewed	Curriculum development framework developed and reviewed	1	2021-2022	2,000	
Training Needs Assessment reports evaluation	Training Needs Assessment Evaluation Report	Number of TNAs reports	25	2021-2025	2,500	
Stakeholders identification and Mapping	Stakeholder Database	A stakeholder database	1	2021-2025	0	
Formation of SSACs	SSACs Formed	Number of SSACs formed	100	2021-2025	10,000	
Curriculum development/review	Draft Occupational Analysis chart, Occupational Standards and Curriculum	Number of Draft Occupational Analysis chart, Occupational Standards and Curriculum developed	500	2021-2025	750,000	
Curriculum evaluation	Curriculum Evaluated	Number of Curriculum Evaluated	500	2021-2025	71,100	
Validation of curriculum	Curriculum validated	Number of curriculum validated	500	2021-2025	77,000	
Registration of Curriculum	Curriculum registered	Number of curriculum registered	500	2021-2025	5,000	
Develop a policy on work integrated learning	Work integrated learning policy developed	Work integrated learning policy developed	1	2021-2022	2,000	
Develop a framework on industry engagement	Framework on industry engagement developed	Framework on industry engagement developed	1	2021-2022	2,000	
Adapt curriculum for trainees with special needs	Curriculum for trainees with special needs adapted	No of curriculum for trainees with special needs	50	2021-2025	50,000	

		adapted				
<b>Sub-Total</b>						<b>971,600</b>
<b>Strategy 2: Capacity building and registration of curriculum developers</b>						
Training of Curriculum Developers	Curriculum developers trained	Number of curriculum developers trained.	250	2021-2025		3,000
Registration of Curriculum Developers	Curriculum developers database	Database of Curriculum Developers	1	2021-2025		0
<b>Sub-Total</b>						<b>3,000</b>
<b>Strategy 3: Monitor and evaluate curriculum implementation</b>						
Develop Monitoring and evaluation tools	M&E tools developed	Percentage development	100	2021-2025		500
Piloting of M&E tool	Pilot Report	Pilot reports developed	5	2021-2025		1,000
Conduct M&E	M&E conducted	Number of M&E conducted	5	2021-2025		12,500
Prepare and disseminate M&E report	M&E report prepared and disseminated	Number of M&E reports prepared and disseminated	5	2021-2025		10,000
<b>Sub-Total</b>						<b>24,000</b>
<b>Strategic Objective 2: To develop and review curriculum support materials</b>						
<b>Strategy 1: Facilitate the development of Training Programs</b>						
Capacity building of trainers	Trainers capacity built	Number of trainers capacity built	10,000	2021-2025		58,000
Quality assurance of training program implementation	Training program quality assurance reports	Number of training programs quality assured	500	2021-2025		55,000
<b>Sub-Total</b>						<b>103,000</b>
<b>Strategy 2; Develop Learning guides</b>						
Identification of courses and mapping of trainers	Courses identified and trainers mapped	% courses identified and trainers mapped	100	2021-2025		0
Trainer capacity building on development of learning guides	Trainers capacity built	Number of trainers capacity built	5,000	2021-2025		29,000
Development of learning guides	Learning guides developed	No of learning guides developed	500	2021-2025		70,000
Evaluation of learning guides	Learning guides evaluated	No of learning guides	500	2021-2025		75,000

		evaluated			
Adapt learning guides for trainees with special needs	Learning guides for trainees with special needs adapted	No of learning guides for trainees with special needs adapted	50	2021-2025	100,000
<b>Sub-Total</b>					<b>274,000</b>
<b>Strategy 3: Develop Mentoring tools</b>					
Identification of courses and mapping of trainers and industry experts for development of mentoring tools	Courses identified and trainers mapped	No of courses identified and trainers mapped	500	2021-2025	0
Stakeholders capacity building on development of mentoring tools	Stakeholders capacity built on development of mentoring tools	No of stakeholders capacity built on development of mentoring tools	500	2021-2025	2,500
Development of mentoring tools	Mentoring tools developed	No of mentoring tools developed	500	2021-2025	5,000
Evaluation and validation of mentoring tools	Mentoring tools evaluated and validated	No of mentoring tools evaluated and validated	500	2021-2025	37,500
Adapt mentoring tools for trainees with special needs	Mentoring tools adapted for trainees with special needs	No mentoring tools adapted for trainees with special needs	50	2021-2025	50,000
<b>Sub-Total</b>					<b>95,000</b>
<b>Strategy 4: Develop assessment tools</b>					
Identification of courses and mapping of trainers for development of assessment tools	Courses identified and trainers mapped	No of Courses identified and trainers mapped	500	2021-2025	0
Trainer capacity building on development of assessment tools	Trainers capacity build on development of assessment tools	No trainers capacity build on development of assessment tools	10,000	2021-2025	58,000
Development of assessment tools	Assessment tools developed	No of assessment tools developed	500	2021-2025	30,000
Evaluation of assessment tools	Assessment tools evaluated	No of assessment tools	500	2021-2025	126,250

		evaluated			
Adopt assessment tools for trainees with special needs	Assessment tools adapted for trainees with special needs	No of assessment tools adapted for trainees with special needs	50	2021-2025	50,000
<b>Sub-Total</b>					<b>264,250</b>
<b>Strategy 5: Develop assessment requirements</b>					
Identification of courses and mapping of trainers and industry expert for development of assessment requirements	Courses identified and trainers and industry expert mapped	No of courses identified and trainers and industry expert mapped	500	2021-2025	0
Capacity building of trainers and industry experts	Trainers and expert workers capacity built on development of assessment requirements	No of trainers and expert workers capacity built on development of assessment requirements	5,000	2021-2025	29,000
Development of assessment requirements	Assessment requirements developed	No of assessment requirements developed	500	2021-2025	30,000
Evaluation and validation of assessment requirements	Assessment requirements evaluated and validated	No of assessment requirements evaluated and validated	500	2021-2025	63,125
<b>Sub-Total</b>					<b>122,125</b>
<b>Strategy 6: develop and review evaluation tools</b>					
Identification of courses and mapping of trainers and industry expert for development of evaluation tools	Courses identified and trainers and industry expert mapped	No of courses identified and trainers and industry expert mapped	500	2021-2025	0
Capacity building of trainers and industry experts	Trainers and expert workers capacity built on development of evaluation tools	No of trainers and expert workers capacity built on development of Evaluation tools	5,000	2021-2025	29,000
Development and review of evaluation tools	Evaluation tools developed	No of Evaluation tools developed	500	2021-2025	30,000
Evaluation and validation of	Evaluation tools evaluated	No of Evaluation tools	500	2021-2025	63,125

evaluation tools	and validated	evaluated and validated			
<b>Sub-Total</b>					<b>122,125</b>
<b>STRATEGY AREA 2: COMPETENCY BASED ASSESSMENT AND CERTIFICATION</b>					
<b>Strategic Objective 1: To enhance and Implement Competency based assessment and certification System</b>					
<b>Strategy 1: Development and Implementation of an assessment and certification framework</b>					
Identification of relevant stakeholders	Relevant stakeholders identified	No of stakeholders identified	10	2021	0
Develop assessment and certification framework	Assessment and certification framework developed	Assessment and certification framework developed	1	2021-2022	2,000
Validation by stakeholders	Assessment and certification framework validated	Assessment and certification framework validated	1	2021-2022	750
<b>Sub-Total</b>					<b>2,750</b>
<b>Strategy 2: Develop and Review of assessment guidelines</b>					
Development and review of assessment guidelines	Assessment guidelines developed and reviewed	No of assessment guidelines developed and reviewed	3	2021-2023	6,000
Stakeholders Validation of assessment guidelines	Assessment guidelines validated	No of assessment guidelines validated	3	2021-2023	2,250
<b>Sub-Total</b>					<b>8,250</b>
<b>Strategy 3: Registration of assessors and verifiers</b>					
Development and review of training content	Training content developed and reviewed	Training content developed and reviewed	1	2021-2022	2,000
Capacity build trainers and industry experts on CBA	Trainers and industry experts capacity built on CBA	No of trainers and industry experts capacity built on CBA	10,000	2021-2025	116,000
Register trainers and industry experts as assessors and verifiers	Assessors and verifiers registered	No of registered assessors and verifiers	10,000	2021-2025	0
<b>Sub-Total</b>					<b>118,000</b>
<b>Strategy 4; Establish assessment centers</b>					
Register training institutions assessment centers	Assessment centers registered	Number of assessment centers registered	300	2021-2025	0



Register industry as assessment centers	Industry centers registered as assessment centers	Number industry centers registered as assessment centers	50	2021-2025	4,000
Audit of assessment centers	assessment centers audited	Number assessment centers audited	350	2021-2025	56,000
<b>Sub-Total</b>					<b>60,000</b>
<b>Strategy 5: Conduct assessment and verification</b>					
Registration of candidates	Candidates registered	No of Candidates registered	200,000	2021-2025	0
Identification and mapping of assessors and verifiers	Assessors and verifiers identified and mapped	No of assessors and verifiers identified and mapped	1750	2021-2025	0
Briefing of assessors and verifiers	Assessors and verifiers briefed	No. of assessors and verifiers briefed	1750	2021-2025	4,375
Conduct assessment planning	Assessment planning conducted	% of assessment planning conducted	100	2021-2025	14,000
Undertake assessment and verification	Assessment and verification undertaken	% of assessment and verification undertaken	100	2021-2025	70,000
Review of portfolio of evidence	Portfolio of evidence reviewed	% Portfolio of evidence reviewed	100	2021-2025	49,000
Preparation and dissemination of assessment and verification results and reports.	Assessment and verification results and reports prepared and disseminated	No of assessment and verification results and reports prepared and disseminated	15	2021-2025	30,000
Monitoring and Evaluation of assessment process	M&E report	No of M&E report	15	2021-2025	25,000
<b>Sub-Total</b>					<b>74,625</b>
<b>STRATEGY AREA 3: RESEARCH AND ADVOCACY</b>					
<b>Strategy Objective 1: To Undertake research on emerging trends in CBET</b>					
<b>Strategy 1: Develop research and advocacy framework</b>					
Identify key research areas	Key research areas identified	No of key research areas identified	10	2021-2025	0

Develop the research framework	Research framework developed	Research framework developed	1	2021-2022	2,000
Validate the research framework	Research framework validated	Research framework validated	1	2022	0
<b>Sub-Total</b>					<b>2,000</b>
<b>Strategy 2: Benchmark on CBET implementation</b>					
Identify organizations with best practices in CBET implementation	Organizations identified	No. of organizations identified	10	2021-2025	0
Develop proposals	Proposals developed	No of proposals developed	20	2021-2025	0
Undertake benchmarking	Benchmarking undertaken	No of organizations benchmarked	10	2021-2025	15,000
Prepare and disseminate benchmarking reports	Benchmark reports prepared and disseminated	No of benchmark reports prepared and disseminated	10	2021-2025	0
<b>Sub-Total</b>					<b>15,000</b>
<b>Strategy 3: Predict demand for future skills and emerging issue in CBET by use of model</b>					
Identify a model for predicting emerging trends	model for predicting emerging trends identified	model for predicting emerging trends identified	1	2021-2025	0
Conduct research on emerging trends	Research on emerging trends conducted	No of research on emerging trends	5	2021-2025	15,000
Prepare and disseminate the reports	Research reports prepared and disseminated	No of research reports prepared and disseminated	5	2021-2025	10,000
<b>Sub-Total</b>					<b>25,000</b>
<b>Strategy Objective 2: To Create awareness on CBET</b>					
<b>Strategy 1: Develop and Review a Communication policy and strategy</b>					
Identification of relevant stakeholders	Relevant stakeholders identified	No of relevant stakeholders identified	20	2021-2025	●
Develop and review communication policy	communication policy developed	communication policy developed	1	2021-2022	<b>2,000</b>
Validation of communication policy by stakeholders	communication policy validated	Communication policy validated	1	2021-2022	●

<b>Sub-Total</b>						<b>2,000</b>
<b>Strategy 2: Promotion of recognition of CDACC qualifications in International Systems</b>						
Enhance online presence	Online presence enhanced	Number of online platforms established	10	2021-2025	2,000	
Participation in international fora	International fora attended	Number of International fora attended	15	2021-2025	20,000	
Establish partnership with international bodies	Partnership with international bodies established	No of partnership with international bodies established	20	2021-2025	0	
Develop and publish journals and articles	journals and articles developed and published	No of journals and articles developed and published	25	2021-2025	15,000	
<b>Sub-Total</b>						<b>37,000</b>
<b>Strategy 3: Publish and disseminate curriculum and curriculum support materials</b>						
Produce publications	Publications produced	No of publications produced	500	2021-2023	3,000,000	
Disseminate publications	Publications disseminated	No of publications disseminated	500	2021-2025	1,000	
<b>Sub-Total</b>						<b>3,000,100</b>
<b>Strategy 4: Enhance corporate image</b>						
Develop Corporate Social Responsibility strategy	Corporate Social Responsibility strategy developed	Corporate Social Responsibility strategy developed	1	2021-2022	2,000	
Undertake CSR activities	CSR activities undertaken	No of CSR activities undertaken	10	2021-2025	10,000	
Undertake corporate branding	Branded merchandise and assets	% of Branded merchandise and assets	100	2021-2025	2,000	
<b>Sub-Total</b>						<b>14,000</b>
<b>STRATEGY AREA 4: ICT INTEGRATION</b>						
<b>Strategic Objective 1: To enhance ICT integration in operations and service delivery</b>						
<b>Strategy 1: Develop an ICT strategy</b>						
Identification of relevant stakeholders	Relevant stakeholders identified	No of stakeholders identified	20	2021-2022	0	
Develop and review ICT	ICT strategy developed and	ICT strategy developed	1	2021-2025	2,000	

strategy	reviewed	and reviewed			
Validation of ICT strategy by stakeholders	ICT strategy validated	ICT strategy validated	1	2021-2025	0
<b>Sub-Total</b>					<b>2,000</b>
<b>Strategy 2: Revamp ICT infrastructure</b>					
Identification of ICT needs	ICT needs identified	ICT needs reports	5	2021-2025	0
Upgrade ICT infrastructure	ICT infrastructure upgraded	% ICT infrastructure upgraded	100	2021-2025	25,000
<b>Sub-Total</b>					<b>25,000</b>
<b>Strategy 3: Digitization of Curriculum and curriculum support materials</b>					
Identification of the support systems	Support systems identified	Support systems reports	5	2021-2025	0
Identify courses for digitization	Courses identified for digitization	No of courses identified	500	2021-2025	0
Develop a training content for digitization of curriculum and curriculum support materials	Training content developed	No of training content developed	1	2021	2,000
Capacity build trainers on digitization of curriculum and curriculum support materials	Trainers capacity built on digitization of curriculum and curriculum support materials	No of trainers capacity built	2,000	2021-2025	15,000
Develop digital content for CBET courses	Digital content developed	No of digital content developed	500	2021-2025	65,000
Evaluate the digital content	Digital content evaluated	No of digital content evaluated	500	2021-2025	75,000
Sensitization of stakeholders	Stakeholders sensitized on digitization of curriculum and curriculum support materials	No of stakeholders digitization of curriculum and curriculum support materials	5,000	2021-2025	0
Adapt digital content for trainers and trainees with special needs	Digital content adapted for trainees with special needs	No of digital content adapted for trainees with special needs	50	2021-2025	100,000
<b>Sub-Total</b>					<b>257,000</b>

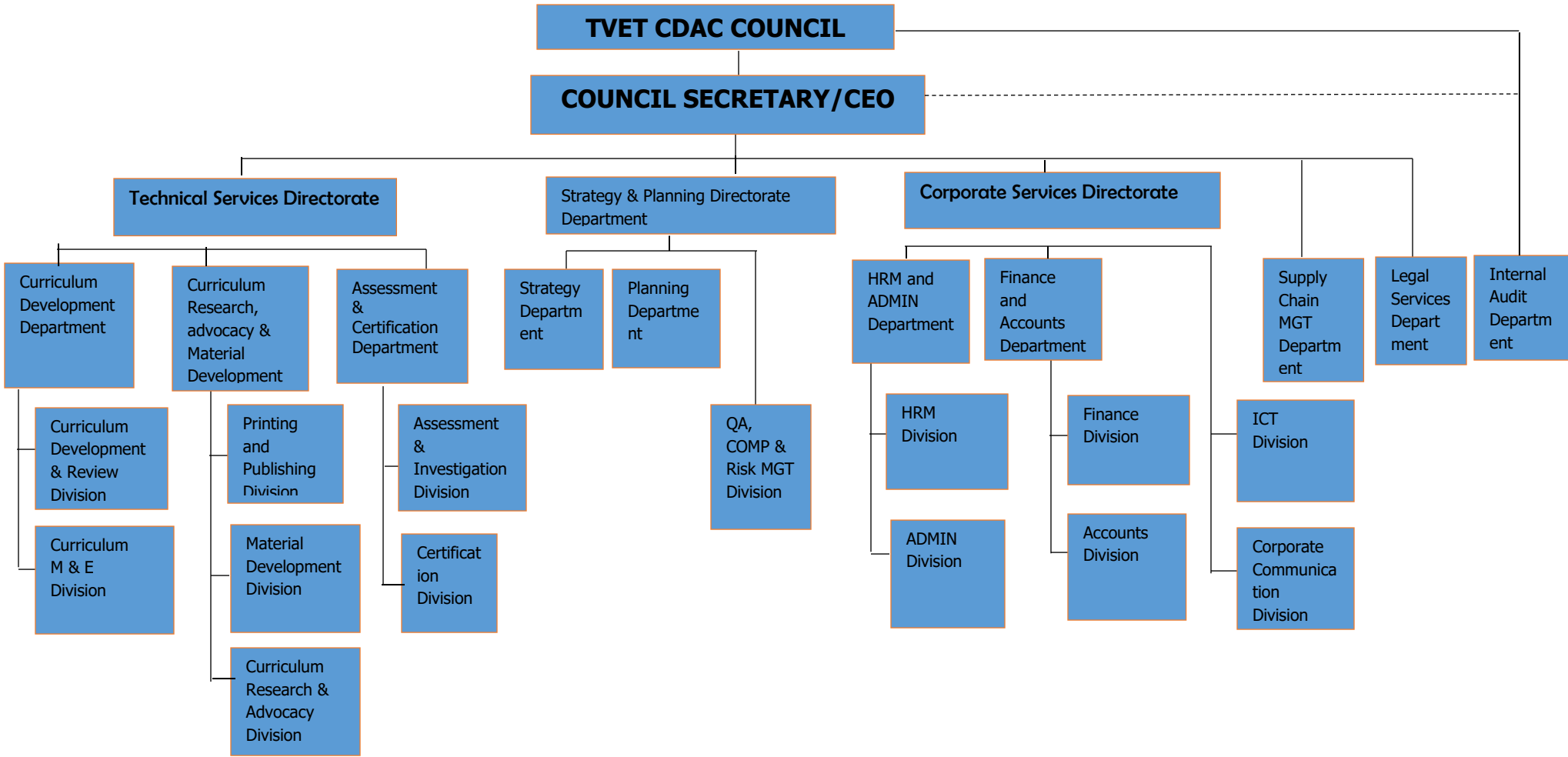
<b>Strategy 4: Automation of CDACC operations and services</b>					
Identify key areas for automation	Key areas of automation identified	% of key areas of automation identified	100	2021-2025	0
Develop Management Information System	Management information system developed	MIS developed	1	2021-2023	10,000
Develop and Manage LMS	LMS developed and managed	LMS developed	1	2021-2022	10,000
Sensitize staff and stakeholders on MIS and LMS	Staff and stakeholders sensitized on MIS and LMS	No of staff and stakeholders sensitized on MIS and LMS	2,000	2021-2025	0
Automation of assessment centers	Assessment centers automated	No of assessment centers automated	50	2021-2025	250,000
<b>Sub-Total</b>					<b>270,000</b>
<b>Strategy 6: Digitize assessment and Certification process</b>					
Develop and maintain an assessment and certification portal	Assessment and certification portal developed and maintained	% development of assessment and certification portal	100	2021-2025	10,000
Sensitize stakeholders on the assessment and certification portal	Stakeholders sensitized on assessment and certification portal	No of stakeholders sensitized	1,500	2021-2025	4,000
Roll out the portal	Portal rolled-out	% roll out	100	2021-2025	0
Monitor and Evaluate utilization of the portal	M&E report	No of M&E reports	15	2021-2025	0
<b>Sub-Total</b>					<b>14,000</b>
<b>STRATEGY AREA 5: INFRASTRUCTURAL FACILITIES AND EQUIPMENT</b>					
<b>Strategic Objective 1: To provide infrastructure and equipment for CBET</b>					
<b>Strategy 1: Establish a Printing and Publishing Unit</b>					
Construct a printing and publishing unit	Printing and publishing unit constructed	% completion of printing and publishing unit	100	2021-2023	230,000
Equip printing and publishing unit	Printing and publishing unit equipped	% equipping of printing and publishing unit	100	2023-2025	100,000
<b>Sub-Total</b>					<b>330,000</b>
<b>Strategy 2: Provide office space and equipment</b>					



Establish office space	Office space established	Office established	1	2021-2025	80,000
Procure office furniture and equipment	Office and furniture procured	% of office furniture and equipment procured	100	2021-2025	25,000
Procure vehicles	Vehicles procured	No. of vehicles procured	5	2021-2025	75,000
<b>Sub-Total</b>					<b>180,000</b>
<b>STRATEGY AREA 6: HUMAN RESOURCE CAPACITY DEVELOPMENT</b>					
<b>Strategic Objective 1: To strengthen the human resource capacity for effective implementation of CBET approach</b>					
<b>Strategy 1: Attract, recruit and retain qualified staff</b>					
Review Human Resource instruments	Human resource instruments reviewed	Percentage reviewed	100	2021-2025	3,000
Undertake skills gap analysis	Skill gap analysis undertaken	Skill gap analysis undertaken	1	2021-2025	1,500
Recruit qualified staff	Qualified staff recruited	No. of staff recruited	16	2021-2025	120,000
Motivate and retain staff	Staff motivated	Percentage of staff motivated and retained	100	2021-2025	60,000
Seek for re-classification of the Council by SCAC.	Re-classified Council	Re-classification letter	1	2021-2022	0
Review Human Resource Instruments	Reviewed Human resource Instruments	Approved Human Resource Instruments		2021-2022	
<b>Sub-Total</b>					<b>184,500</b>
<b>Strategy 2: Conduct Capacity building of the Council and staff members</b>					
Undertake Training Needs Assessments and projections	Training needs assessment and projections undertook	Percentage undertaken	100	2021-2025	5,000
Carry out Council and staff development	Council and staff developed	No. of Council and staff developed	77	2021-2025	10,000
<b>Sub-Total</b>					<b>15,000</b>
<b>STRATEGY AREA 7: RESOURCE MOBILIZATION AND FINANCIAL EFFICIENCY</b>					
<b>Strategic Objective 1: To mobilize financial resources for implementation of CBET and assessment</b>					
<b>Strategy 1: Develop resource mobilization strategy</b>					
Identification of relevant stakeholders	Relevant stakeholders identified	No of relevant stakeholders identified	70	2021-2025	0
Develop review and implement	Resource mobilization	Percentage developed	100	2021-2022	2,000

resource mobilization framework drafted					
Enhance partnerships, linkages and collaborations	Increased external funding	Number of MoUs and development partners	50	2021-2025	10,000
Broaden A-I-A	Increased A-I-A	Percentage Increase A-I-A	50	2021-2025	5,000
<b>Sub-Total</b>					<b>27,000</b>
<b>Strategy 2: Enhance prudent utilization of resources</b>					
Capacity build Council and staff members on efficient use of resources	Council Members Capacity built on efficient use of resources	No. of Council and staff members capacity built	77	2021-2025	5,000
Strengthen internal audit and controls	Internal audit and controls strengthened	Percentage of internal audit and controls strengthened	100	2021-2025	10,000
<b>Sub-Total</b>					<b>15,000</b>
<b>Grand-Total</b>					<b>6,535,200</b>

**ANNEX II**



<b>KEY:</b>					
CURR	-	Curriculum	ADMIN	-	Administration
MGT	-	Management	COMP	-	Compliance
HRM	-	Human Resource Management	QA	-	Quality Assurance
			ICT	-	Information Communication Technology

**STRATEGY AREA ONE: DEMAND DRIVEN CURRICULUM**

**Strategic objective 1: To Develop and review competency-based curriculum**

**Strategy 1: Develop and review competency-based curriculum**

Activity	Cost in Ksh. '000'					Total Cost Ksh. '000'	Source of funding
	2021/22	2022/23	2023/24	2024/25	2025/26		
Develop and review curriculum development framework	2,000	-	-	-	-	2,000	GOK
Training Needs Assessment reports evaluation	500	500	500	500	500	2,500	
Stakeholders identification and Mapping	-	-	-	-	-	0	GOK
Formation of SSACs	2,000	2,000	2,000	2,000	2,000	10,000	
Curriculum development/review	150,000	150,000	150,000	150,000	150,000	750,000	GOK
Curriculum evaluation	14,220	14,220	14,220	14,220	14,220	71,100	
Validation of curriculum	15,400	15,400	15,400	15,400	15,400	77,000	GOK
Registration of Curriculum	1,000	1,000	1,000	1,000	1,000	5,000	
Develop a policy on work integrated learning	2,000	-	-	-	-	2,000	GOK
Develop a framework on industry engagement	2,000	-	-	-	-	2,000	
Adapt curriculum for trainees with special needs	10,000	10,000	10,000	10,000	10,000	50,000	GOK
<b>Sub-total</b>	<b>199,120</b>	<b>193,120</b>	<b>193,120</b>	<b>193,120</b>	<b>193,120</b>	<b>971,600</b>	
<b>Strategy 2: Capacity building and registration of curriculum developers</b>							
Training of Curriculum Developers	600	600	600	600	600	3,000	





<b>Strategy 3: Develop Mentoring tools</b>							
Identification of courses and mapping of trainers and industry experts for development of mentoring tools	-	-	-	-	-	0	
Stakeholders capacity building on development of mentoring tools	500	500	500	500	500	2,500	GOK
Development of mentoring tools	1,000	1,000	1,000	1,000	1,000	5,000	
Evaluation and validation of mentoring tools	7,500	7,500	7,500	7,500	7,500	37,500	GOK
Adapt mentoring tools for trainees with special needs	10,000	10,000	10,000	10,000	10,000	50,000	
<b>Sub-Total</b>	<b>19,000</b>	<b>19,000</b>	<b>19,000</b>	<b>19,000</b>	<b>19,000</b>	<b>95,000</b>	GOK
<b>Strategy 4: Develop assessment tools</b>							
Identification of courses and mapping of trainers for development of assessment tools	-	-	-	-	-	0	
Trainer capacity building on development of assessment tools	11,600	11,600	11,600	11,600	11,600	58,000	GOK
Development of assessment tools	6,000	6,000	6,000	6,000	6,000	30,000	
Evaluation of assessment tools	25,250	25,250	25,250	25,250	25,250	126,250	GOK
Adopt assessment tools for trainees with special needs	10,000	10,000	10,000	10,000	10,000	50,000	
<b>Sub-Total</b>	<b>52,850</b>	<b>52,850</b>	<b>52,850</b>	<b>52,850</b>	<b>52,850</b>	<b>264,250</b>	GOK
<b>Strategy 5: Develop assessment requirements</b>							
Identification of courses and mapping of trainers and industry	-	-	-	-	-	0	

expert for development of assessment requirements							
Capacity building of trainers and industry experts	5,800	5,800	5,800	5,800	5,800	29,000	GOK
Development of assessment requirements	6,000	6,000	6,000	6,000	6,000	30,000	
Evaluation and validation of assessment requirements	12,625	12,625	12,625	12,625	12,625	63,125	GOK
<b>Sub-Total</b>	<b>24,425</b>	<b>24,425</b>	<b>24,425</b>	<b>24,425</b>	<b>24,425</b>	<b>122,125</b>	
							GOK
<b>Strategy 6: develop and review evaluation tools</b>							
Identification of courses and mapping of trainers and industry expert for development of evaluation tools	-	-	-	-	-	0	GOK
Capacity building of trainers and industry experts	5,800	5,800	5,800	5,800	5,800	29,000	
Development and review of evaluation tools	6,000	6,000	6,000	6,000	6,000	30,000	GOK
Evaluation and validation of evaluation tools	12,625	12,625	12,625	12,625	12,625	63,125	
<b>Sub-Total</b>	<b>24,425</b>	<b>24,425</b>	<b>24,425</b>	<b>24,425</b>	<b>24,425</b>	<b>122,125</b>	GOK
<b>STRATEGY AREA TWO: COMPETENCY BASED ASSESSMENT AND CERTIFICATION</b>							
<b>Strategic Objective 1: To enhance and Implement Competency based assessment and certification system</b>							
<b>Strategy 1: Development and Implementation of an assessment and certification framework</b>							
Identification of relevant stakeholders	-	-	-	-	-	0	
Develop assessment and	2,000	-	-	-	-	2,000	GOK



<b>Strategy 5: Conduct assessment and Verification</b>							
Registration of candidates	-	-	-	-	-	0	
Identification and mapping of assessors and verifiers	-	-	-	-	-	0	GOK
Briefing of assessors and verifiers	875	875	875	875	875	4,375	
Conduct assessment planning	2,800	2,800	2,800	2,800	2,800	14,000	GOK
Undertake assessment and verification	14,000	14,000	14,000	14,000	14,000	70,000	
Review of portfolio of evidence	9,800	9,800	9,800	9,800	9,800	49,000	GOK
Preparation and dissemination of assessment and verification results and reports.	6,000	6,000	6,000	6,000	6,000	30,000	
Monitoring and Evaluation of assessment process	5,000	5,000	5,000	5,000	5,000	25,000	GOK
<b>Sub-Total</b>	<b>38,475</b>	<b>38,475</b>	<b>38,475</b>	<b>38,475</b>	<b>38,475</b>	<b>192,375</b>	
<b>STRATEGY AREA THREE: RESEARCH AND ADVOCACY</b>							
<b>Strategy Objective 1: To Undertake research on emerging trends in CBET (RESEARCH AND ADVOCACY)</b>							
<b>Strategy 1: Develop research and advocacy framework</b>							
Identify key research areas	-	-	-	-	-	0	
Develop the research framework	2,000	-	-	-	-	2,000	GOK
Validate the research framework	-	-	-	-	-	0	
<b>Sub-Total</b>	<b>2,000</b>	-	-	-	-	<b>2,000</b>	GOK
<b>Strategy 2: Benchmark on CBET implementation</b>							
Identify organizations with best practices in CBET implementation	-	-	-	-	-	0	
Develop proposals	-	-	-	-	-	0	GOK
Undertake benchmarking	3,000	3,000	3,000	3,000	3,000	15,000	





articles								
<b>Sub-Total</b>	<b>7,400</b>	<b>7,400</b>	<b>7,400</b>	<b>7,400</b>	<b>7,400</b>	<b>37,000</b>		
								GOK
<b>Strategy 3: Publish and disseminate curriculum and curriculum support material;</b>								
Produce publications	1,500,000	1,500,000	-	-	-	3,000,000		GOK
Disseminate publications	200	200	200	200	200	1,000		
<b>Sub-total</b>	<b>1,500,200</b>	<b>1,500,200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>3,000,100</b>		GOK
<b>Strategy 4: Enhance corporate image</b>								
Develop Corporate Social Responsibility strategy	2,000	-	-	-	-	2,000		
Undertake CSR activities	2,000	2,000	2,000	2,000	2,000	10,000		GOK
Undertake corporate branding	400	400	400	400	400	2,000		
<b>Sub-Total</b>	<b>4400</b>	<b>2400</b>	<b>2400</b>	<b>2400</b>	<b>2400</b>	<b>14,000</b>		GOK
<b>STRATEGY 4: ICT INTEGRATION</b>								
<b>Strategic Objective 1: To enhance ICT integration in operation; and service delivery (ICT Implementation)</b>								
<b>Strategy 1: Develop an ICT strategy</b>								
Identification of relevant stakeholders	-	-	-	-	-	0		GOK
Develop and review ICT strategy	400	400	400	400	400	2,000		
Validation of ICT strategy by stakeholders	-	-	-	-	-	0		GOK
<b>Sub-Total</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>2,000</b>		
								GOK
<b>Strategy 2: Revamp ICT infrastructure</b>								
Identification of ICT needs	-	-	-	-	-	0		GOK



<b>Sub-Total</b>	<b>65,000</b>	<b>55,000</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>270,000</b>	
							GOK
<b>STRATEGY AREA FIVE: INFRASTRUCTURAL FACILITIES AND EQUIPMENT DEVELOPMENT</b>							
<b>Strategic Objective 1: To provide infrastructure and equipment for CBET</b>							
<b>Strategy 1: Establish a Printing and Publishing Unit</b>							
Construct a printing and publishing unit	115,000	115,000	-	-	-	230,000	
Equip printing and publishing unit	2,000	2,000	2,000	2,000	2,000	100,000	GOK
<b>Sub-Total</b>	<b>117,000</b>	<b>117,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>330,000</b>	
							GOK
<b>Strategy 2: Provide office space and equipment</b>							
Establish office space	16,000	16,000	16,000	16,000	16,000	80,000	GOK
Procure office furniture and equipment	5,000	5,000	5,000	5,000	5,000	25,000	
Procure vehicles	15,000	15,000	15,000	15,000	15,000	75,000	GOK
<b>Sub-Total</b>	<b>36,000</b>	<b>36,000</b>	<b>36,000</b>	<b>36,000</b>	<b>36,000</b>	<b>180,000</b>	
							GOK
<b>STRATEGY AREA SIX: HUMAN RESOURCE DEVELOPMENT</b>							
<b>Strategic Objective 1: To strengthen the human resource capacity for effective implementation of CBET approach</b>							
<b>Strategy 1: Attract, Recruit And Retain Qualified Staff</b>							
Review Human Resource instruments	600	600	600	600	600	3,000	
Undertake skills gap analysis	300	300	300	300	300	1,500	GOK
Recruit qualified staff	24,000	24,000	24,000	24,000	24,000	120,000	
Motivate and retain staff	12,000	12,000	12,000	12,000	12,000	60,000	GOK
<b>Sub-Total</b>	<b>36,900</b>	<b>36,900</b>	<b>36,900</b>	<b>36,900</b>	<b>36,900</b>	<b>184,500</b>	
							GOK
<b>Strategy 2: Conduct Capacity building of the Council and staff members</b>							

Undertake Training Needs Assessments and projections	1,000	1,000	1,000	1,000	1,000	5,000	GOK
Carry out Council and staff development	2,000	2,000	2,000	2,000	2,000	10,000	
<b>Sub-Total</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>15,000</b>	GOK
<b>STRATEGY AREA SEVEN: RESOURCE MOBILIZATION AND FINANCIAL PRUDENCE</b>							
<b>Strategic Objective 1: To mobilize financial resources for implementation of CBET and assessment</b>							
<b>Strategic Objective 1: To mobilize financial resources for implementation of CBET and assessment</b>							
Identification of relevant stakeholders	-	-	-	-	-	-	GOK
Develop review and implement resource mobilization framework	2,000					2,000	GOK
Enhance partnerships, linkages and collaborations	2,000	2,000	2,000	2,000	2,000	10,000	GOK
Broaden A-I-A	1,000	1,000	1,000	1,000	1,000	5,000	GOK
<b>Sub-Total</b>	<b>5,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>17,000</b>	GOK
<b>Strategic Objective 2: Ensure prudent use of resources</b>							
Capacity build Council and staff members on efficient use of resources	1,000	1,000	1,000	1,000	1,000	5,000	
Strengthen internal audit and controls	2,000	2,000	2,000	2,000	2,000	10,000	
<b>Sub-Total</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>3,000</b>	<b>15,000</b>	
<b>Grand-Total</b>							