STRATEGIC PLAN
2023 – 2027

VISION, MISSION AND CORE VALUES

Vision

A motivated, ethical, and globally competitive teacher

Mission

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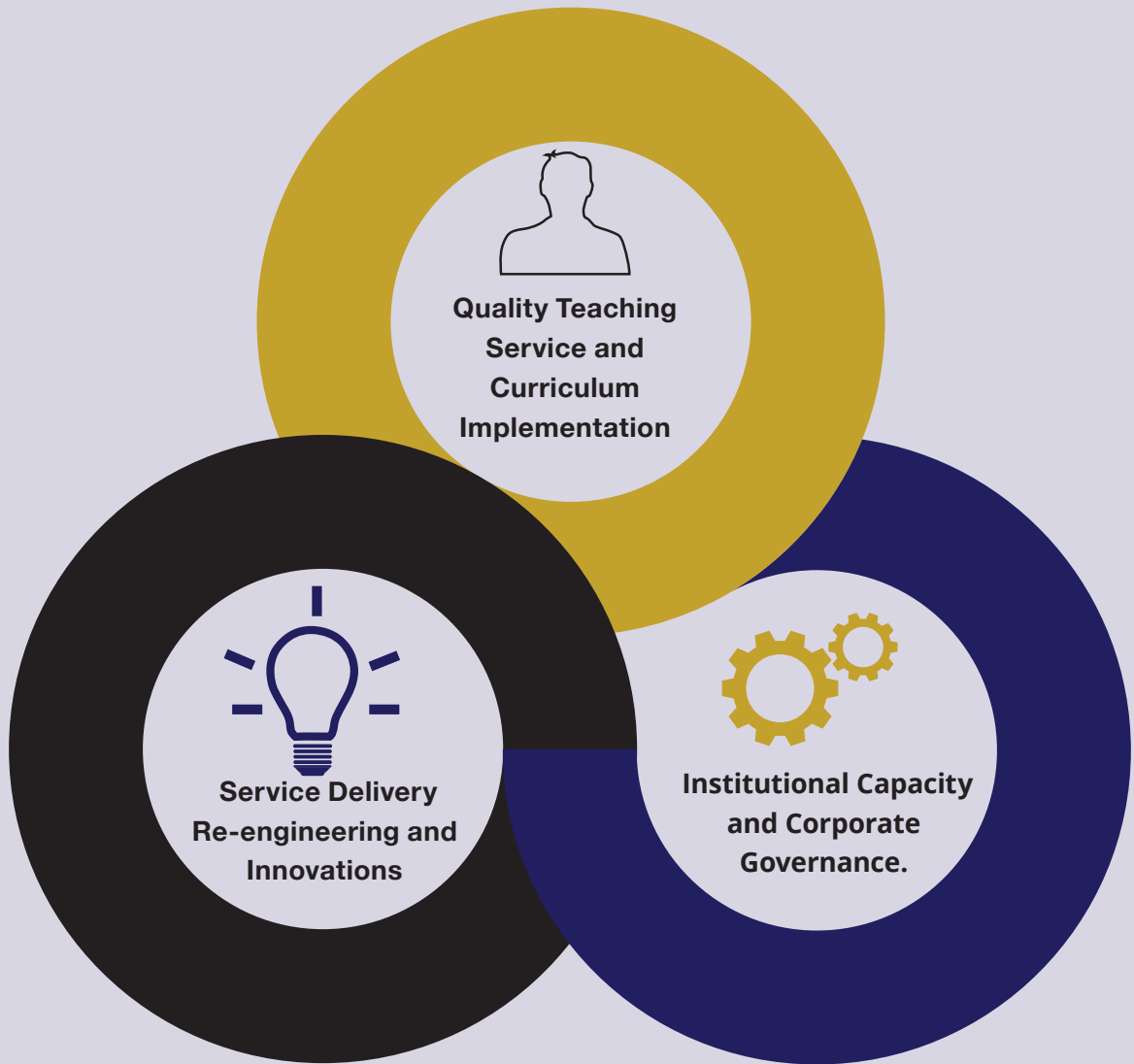
Core Values

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

STRATEGIC FOCUS AREAS

Quality Teaching Service and Curriculum Implementation

Service Delivery Re-engineering and Innovations

Institutional Capacity and Corporate Governance.

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ACRONYMS AND ABBREVIATION

AFTRA	Africa Federation of Teaching Regulatory Authorities
AU	African Union
BCM	Business Continuity Management
BCP	Business Continuity Plan
BETA	Bottom-Up Economic Transformation Agenda
BIA	Business Impact Assessment
CAJ	Commission on Administrative Justice
CBA	Competency Based Assessment
CBC	Competency Based Curriculum
COCE	Code of Conduct and Ethics
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CESA	Continental Education Strategy for Africa
CORT	Code of Regulation for Teachers
CPG	Career Progression Guidelines
CUE	Commission for University Education
EAC	East African Community
EACC	Ethics and Anti-Corruption Commission
EDMS	Electronic Document Management System
HRMIS	Human Resource Management Information System
ICT	Information Communication Technology
INSET	In-service Education and Training
ISMS	Information Security Management System
ITSPD	Institute of Teacher Support and Professional Development
JSS	Junior Secondary Schools
KePTS	Kenya Professional Teaching Standards
KIP	Key Performance Indicators

KIB	Kenya Institute for the Blind
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examination Council
KUCCPS	Kenya Universities and Colleges Central Placement Service
MTP	Medium Term Plan
PESTELE	Political, Economic, Social, Technological, Environmental, Legal, Ethical
PFM	Public Finance Management
QAS	Quality Assurance and Standards
RBM	Result Based Management
SDG	Sustainable Development Goals
SFA	Strategic Focus Area
SP	Strategic Plan
SNE	Special Needs Education
STEM	Science, Technology, Engineering and Mathematics
STISA	Science, Technology, and Innovation Strategy for Africa
SWOT	Strength Weakness Opportunities Threats
TIMEC	Teacher Induction, Mentorship and Coaching
TMIS	Teacher Management Information System
TPAD	Teacher Performance Appraisal and Development
TPD	Teacher Professional Development
TSC	Teachers Service Commission
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

DEFINITION OF TERMS

Baseline	The description of the current status of the identified indicators prior to the implementation of the plan. The base line date is 30th June 2023.
Board	Members of the Commission including the Chairperson and Commission Secretary as appointed pursuant to the TSC Act, 2012.
Performance Indicator	A measure for evaluating the performance of the Commission's projects, or programmes under the Strategic Plan 2023-2027.
Teacher Intern	A teacher engaged by the Commission on temporary terms acquire pedagogical knowledge and practical work experience.
Pedagogy	It describes the theory and practice used by the teacher to promote desired learning outcomes in terms of knowledge, skills and attitude.
Staffing norms	The standards developed by the Commission from time to time to determine the cadre and number Teachers/Lectures needed in the public learning institutions.
The ACT	Teachers Service Commission Act No. 20 of 2012

FOREWORD

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

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

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

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

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

DR. JAMLECK MUTURI JOHN
COMMISSION CHAIRMAN

PREFACE

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

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

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

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

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

DR. NANCY NJERI MACHARIA, CBS
COMMISSION SECRETARY/CHIEF EXECUTIVE

EXECUTIVE SUMMARY

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

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

a) Development of a Policy framework for entry requirements to Teaching service

b) Institutionalisation of a Teacher Induction, Mentorship and Coaching (TIMEC) Program.

c) Development and implementation of Teacher Internship Policy and Guidelines.

d) Retooling teachers to implement Competency Based Curriculum and Assessment .

e) Automation of key processes through development of Electronic Document Management System (EDMS) and Human Resource Management Information System (HRMIS).

The 2023-2027 plan identifies three main Strategic Focus Areas: Quality Teaching Service and Curriculum Implementation; Service Delivery Re-engineering and Innovations; and Institutional Capacity and Corporate Governance. To attain the aspirations set out in the three focus areas , 10

(Ten) strategic objectives with a total of 26 (Twenty Six) strategies have been identified.

The Commission envisages to achieve the following milestones at the end of Plan Period: recruitment of 111,870 additional teachers, engagement of 100,000 Teacher Interns, establishment of a Institute of Teacher Support and Professional Development , decentralisation of additional key functions, enhancement of service delivery, and strengthening of partnerships and collaboration with key stakeholders.

The budgetary requirement for implementation of this Plan is estimated at Kshs .135 Billion to be allocated for: recruitment of teachers on permanent and pensionable terms and Internship; establishment of a Institute of Teacher Support and Professional Development; decentralisation of key functions; and promotion of teachers among others . The funding of the Plan's activities will be drawn from Government and collaboration with development partners and stakeholders.

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

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

CHAPTER ONE: INTRODUCTION

This chapter provides background information on TSC as well as its mandate under the law. It also sets out for the global, regional and national issues towards provision of quality teaching for sustainable development.

1.1   Background

The TSC was established in July 1967 through an Act of Parliament to place teachers under single employer with standard terms and conditions of service. It was charged with the mandate to register, employ, remunerate, promote, and exercise disciplinary control over teachers.

In 2010, the Commission was elevated to a Constitutional Commission under Article 237(I) of the Constitution. Article 237(2) of the Constitution mandates the Commission to regulate the teaching service and undertake various teacher management functions.

The relevant provisions of the Constitution are further underpinned and operationalised by the Teachers Service Commission Act, 2012 (the Act). The Act not only provides for the governance structure but also outlines the functions of the Commission. In addition, the Act lays the foundation for a Policy and regulatory framework that elucidates the processes and procedures relevant to its mandate and function.

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

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

of registered teachers are engaged by private learning institutions, non-governmental organisations and other government agencies.

At inception (1967), the Commission had a secretariat staff of 35 that has progressively grown to 2,856 as at June, 2023. The Commission has nine Commissioners including the Chairperson. The Secretariat of the Commission is headed by the Commission Secretary, who is also the Chief Executive and Accounting Officer. The Secretary coordinates the implementation of Policies and Resolutions of the Board. Pursuant to the Act, the Commission has created within itself directorates, divisions, units, and various service areas to facilitate the implementation of its mandate. Currently, the Directorates are: Staffing; Field Services; Quality Assurance and Standards; Finance and Accounts; Internal Audit; Operations Information Communication Technology, Human Resource Management and Development; Administrative Services; and Legal, Labour and Industrial Relations. The specialised Divisions are Supply Chain Management Services, Corporate Communications, and Research and Data Centre.

In line with the Constitution, the Commission decentralised teacher management services to the 47 Counties with a view to improving access and service delivery.

1.2 Mandate of the Commission

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

    a) Register trained teachers;

    b) Recruit and employ teachers;

    c) Assign teachers employed by the Commission for service in any public school or institution;

    d) Promote and transfer teachers;

    e) Exercise disciplinary control over teachers; and

    f) Terminate the employment of teachers.

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

    g) Review the standards of education and training of persons entering the teaching service;

h) Review the demand for and supply of teachers; and

i) Advise the National Government on matters relating to the teaching profession.

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

a) Formulate policies to achieve its mandate;

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

c) Ensure that teachers comply with the teaching standards prescribed by the Commission under the act;

d) Manage the payroll of teachers in its employment;

e) Facilitate career progression and professional development for teachers in the teaching service including the appointment of head teacher and principals

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

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

1.3   Legal Framework

The Commission conducts its business in accordance with relevant legal and Policy frameworks. The frameworks embody global and national principles of governance and they include:

a) The United Nations' Sustainable Development Goals (SDGs).

b) African Union Agenda 2063

c) Continental Teacher Mobility Protocol (English Version)

d) East Africa Common Market Protocol

e) The Constitution of Kenya, 2010

f) The Basic Education Act, 2013

g) The Teachers Service Commission Act No. 20 of 2012

h) Code of Regulation for Teachers 2015

i) Policy on Teacher Recruitment and Selection, 2022

j) Teacher Internship Policy and Guidelines, 2019

k) Policy on Appointment & Deployment of Institutional administrators, 2017

l) Career Progression Guidelines for Teachers, 2018

m) Code of Conduct and Ethics for Teachers, 2015

n) Career Progression Guidelines for Curriculum Support Officers, 2019

o) Human Resource Policies and Procedures Manual for Secretariat, 2018

p) The Public Finance Management Act, 2012

q) Public Procurement and Asset Disposal Act, 2015

r) Public Officer Ethics Act ,2003

s) Leadership and Integrity Act, 2012

t) Public Service (Values and Principles) Act 2015

u) Office of Controller of Budget Act, 2016

v) The Ethics and Anti- Corruption Act, 2011

w) Occupation, Health, and Safety Act, 2007

x) Fair Administrative Action Act, 2015

y) Sessional Paper No. 1 of 2019 on Policy Framework on Reforming Education and Training for Sustainable Development

z) Basic Education Curriculum Framework 2017

aa) National Curriculum Policy, 2018

ab) Competency Based Assessment Framework 2021

ac) Kenya Vision 2030

ad) Bottom-Up Economic Transformation Agenda (BETA)

ae) Executive Order No. 1 of 2023 Organization of The Government of the Republic of Kenya

1.4 Rationale of the Plan 2023-2027

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

1.5 Overview on Teacher Management

Article 237 of the Constitution grants the Commission the mandate to undertake teacher management functions in Kenya. In discharging this mandate, the Commission has ensured that its policies and objectives are aligned to the relevant global, continental, regional and national principles. These principles are embedded in international instruments such as conventions, treaties, charters, protocols, and national development plans.

1.5.1 Global Perspective

Globally, teacher management involves preparation, recruitment, deployment, welfare, and exit of teachers. The United Nations' 2030 Agenda for Sustainable Development Goals conceptualises the Sustainable Development Goals (SDG) as a universal call to action by member states to end poverty, protect the planet and ensure that humanity enjoys peace and prosperity. Specifically, SDG 4 focuses on education and aims to ensure inclusive and equitable education and promote lifelong learning opportunities for all. Target 4 (c) of the SDG requires that, by 2030, member states shall substantially increase the supply of qualified teachers including through international cooperation for teacher training in developing countries especially least developed countries and small islands developing states. This Plan aligns the Commission's policies and vision to various relevant SDGs as shown in Table 1.1.

Table 1.1 Relevant Sustainable Development Goals

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

1.5.2   Continental Perspective

African countries are expected to adopt the aspirations of Africa Agenda 2063 (AA 2063) which envisions *"A prosperous Africa based on inclusive growth*

and sustainable development". In this regard, education and training have been identified as key enablers. Hence, African states are required to make significant investment in their respective Education sectors with a view to develop appropriate human and social capital. This will be achieved through education, training and impacting of skills in areas of innovation, science, and technology.

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

The AU Science, Technology, and Innovation Strategy for Africa (STISA) places science, technology, and innovation at the epicentre of Africa's socio-economic development and growth. It also emphasises the impact of sciences as learning areas to the critical economic sectors such as agriculture, energy, environment, health, infrastructure development, mining, security, and water among others.

 In view of this, the Plan has aligned the activities to the aspirations of the Africa Union Agenda 2063 as shown in Table 1.2.

Table 1.2 Relevant Aspirations of African Agenda 2063

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

1.5.3   Regional Perspective

In the regional context, Kenya is a member of the East African Community that comprises of seven states. The Community has a Common Market Protocol that fosters education and training within the Community. Further, Article 10 of the Protocol on Free Movement of Workers provides for harmonisation of

the education curricula, standards, assessment, and evaluation of education programmes in East Africa Community (EAC). To this end, the Commission has put in place Policy and administrative structures to ensure teacher mobility within the Community.

1.5.4 National Perspective

The Constitution acknowledges education as a social and economic right critical to growing human resources for national development. To this end, Article 237(2) and (3) of the Constitution mandates TSC to undertake teacher management function to realise this right. The quality of a nation's human resource and its contribution to national growth is determined by how well it manages its teaching service. In recognition of the important role education plays in national development, the Government has integrated education, training and research in all national development plans and strategies including the MTP IV of Vision 2030 and BETA.

1.5.4.1 Kenya Vision 2030

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

The Social Pillar in Vision 2030 aims at creating a comprehensive, equitable and just society based on democratic ideals. Under this pillar, education and training are expected to be the principal catalysts towards realisation of the vision. The vision is implemented through 5-year medium term Plans (MTP). The implementation of this Plan coincides with MTP IV (2023-2027). The Commission's role under the respective pillars is as illustrated in Table 1.3.

Table 1.3 Pillars of Vision 2030

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

1.5.4.2 Bottom-Up Economic Transformation Agenda (BETA)

The Government has identified BETA as the key model for implementing the MTP IV. The agenda identifies five critical sectors for national transformation. These sectors are: Agricultural Transformation; Micro, Small and Medium Enterprise (MSME); Housing and Settlement; Healthcare; Digital Superhighway, and Creative Industry. Education is a key enabler in providing the skills required in achieving the aspirations of the Agenda. The Commission's role under the BETA is illustrated in Table 1.4.

Table 1.4 TSC's Role in Achieving BETA

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

CHAPTER TWO: SITUATIONAL ANALYSIS

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

2.1   Review of the 2019-2023 Strategic Plan

The TSC Strategic Plan for the period 2019-2023 was underpinned by three broad areas of focus namely: Teacher Competence, Conduct, and Performance Management; Reforms and Innovations in the provision of teaching services; and Service Delivery Re-engineering.

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

2.1.1   Key Achievements

Over the period under review, the Commission recorded the following key achievements:

a) A Policy framework for entry requirements to teaching service was developed. All Principals, Tutors from Teacher Training Colleges, and Deans from 60 out of 90 universities were sensitised on the legal and Policy framework on teaching standards.

b) A Teacher Induction, Mentorship, and Coaching (TIMEC) Policy was developed to institutionalise the induction, mentorship and

coaching programme. A total of 56,519 teachers were sensitised on the programme. The Commission also built capacity of 1,712 field officers, 28,741 Board of Management (BOMs) and 38,354 heads of institutions in management of teacher conduct.

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

d) The Commission recruited 35,000 additional teachers.

e) Teacher Internship Policy and related Guidelines were developed and implemented. During the period, the Commission engaged 54,300 teacher interns as shown in Table 2.1.

Table 2.1 Number of Intern Teachers Recruited

No.	Financial Year	Number of Teacher Interns Recruited
1.	2019/2020	10,300
2.	2020/2021	12,000
3.	2021/2022	6,000
4.	2022/2023	26,000
	TOTAL	**54,300**

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

g) The Commission rolled out remote learning as an innovative strategy for alternative mode of curriculum implementation and sensitized 163,938 teachers.

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

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

   ii. The Human Resource Management System (HRMIS) which includes Teacher recruitment, leave applications, and transfers.

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

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

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

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

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

2.1.2 Challenges in the Implementation of the 2019-2023 Strategic Plan

The implementation of the 2019-2023 Plan was affected by the following challenges:

2.1.2.1 Inadequate Budgetary Provisions

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

2.1.2.2 Teacher Shortage

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

2.1.2.3 Low Uptake of Technology

There was a low uptake of technology by teachers and secretariat staff in the implementation of teacher management automated systems. Utilisation of these systems required staff capacity building and sensitisation, which was not achieved due to budgetary constraints.

2.1.2.4 Limited System Integration

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

2.1.2.5 Competing Stakeholder Interests

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

2.1.2.6 COVID-19 Pandemic

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

2.1.2.7 Change of Education System

Transition from the Knowledge Objective Based Curriculum (8-4-4) to the Competency-Based Curriculum (6-3-3-3) resulting to establishment of new structures in the education system. The change in the education system affected the staffing of schools as it required more teachers for implementation. Further, for effective delivery of the new curriculum, teachers required capacity building programmes to improve their pedagogical content knowledge. Additionally, introduction of new learning areas and curriculum

designs required teachers to be retooled within a short period under a constrained budget.

2.1.2.8 Insecurity in some parts of the Country

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

2.1.3 Lessons learnt during the implementation of the 2019-2023 Strategic Plan

During the 2019-2023 Plan, a number of lessons learnt will form the basis for implementation of 2023-2027 Plan. These include the need to:

a) Enhance operational efficiency and service delivery at the Commission through sustained automation of processes and integration of systems.

b) Fully implement Corporate Business Continuity Management strategies with a view to mitigate unforeseen circumstances that may affect service delivery.

c) Enhance an effective communication strategy and stakeholder engagement to raise awareness and promote communication, co-operation and collaboration.

d) Build synergy between the Board and Management for successful implementation of the Plan.

e) Enhance effective performance management mechanisms, continuous staff professionalism and motivation.

f) Have a robust partnership with State and Non-State actors for resource mobilization.

g) Strengthen prudent planning and coordination of programmes and projects for successful implementation of the Plan.

h) Embrace innovative approaches in execution of the functions and service delivery.

i) Enhance an effective monitoring, evaluation, and reporting strategy.

2.2   Environmental Scan

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

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

STRENGTHS   WEAKNESSES   OPPORTUNITIES   THREATS

Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is a framework for identifying and analysing the internal and external factors against the known and unknown factors that may impact the implementation of the 2023-2027 Strategic Plan. The successful implementation of the Plan will depend on the Commission's ability to exploit available strengths and opportunities, address and mitigate the apparent weaknesses and threats. Table 2.2 summarises the SWOT analysis for the Commission.

Table 2.2 Summary of SWOT Analysis

STRENGTHS	WEAKNESSES
a. Competent and skilled teaching and secretariat staff.	a. Inadequate financial and human resource.
b. The Commission's mandate and independence are entrenched in the Constitution, TSC Act and Regulations.	b. Inadequate teaching resource with specific required skills and competencies in the areas of STEM and the new learning areas in CBC.
c. Sustained financial resources to support the functions of the Commission.	c. Insufficient physical and ICT infrastructure for effective service delivery, especially in the field offices.
d. A well-defined corporate governance structure for clear strategy, Policy direction, and implementation.	d. Lack of an integrated data management system.
e. Embraced Risk Based approaches in the implementation of teacher management functions.	e. Slow ICT uptake among employees.

OPPORTUNITIES	THREATS
a. Adequate supply of qualified and competent teachers for the job market.	a. Competing stakeholder interests affecting implementation of the TSC mandate.
b. Available international market for unemployed teachers.	b. Insecurity in certain regions of the country leading to under-staffing.
c. Cordial relationship with social and development partners.	c. Uncoordinated establishment of schools leading to constraints on the teaching resource.
d. Leveraging on technology and innovation to support service delivery.	d. Inadequate government funding.
e. Membership to international and regional bodies.	e. Changes in legislative frameworks, Government policies and priorities.
f. Decentralising key functions and services to the field offices.	f. Negative public perception of the Commission.
	g. Technological disruptions and Cyber security threats.
	h. Increased litigation.

2.2.2 Political, Economic, Social, Technological, Environmental, Legal and Ethical (PESTELE) Analysis

The Commission undertook a Political, Economic, Social, Technological, Environmental, Legal and Ethical (PESTELE) analysis. This analysis focuses on the environment in which the Commission operates. The analysis is presented in Table 2.3.

Table 2.3 PESTELE Analysis

CATEGORY	ISSUES	STRATEGIC IMPLICATION	
POLITICAL	Political stability	a.	Political Stability in the country presents an opportunity for effective delivery on the Commission's mandate.
	Political goodwill	b.	Positively influence the teaching services through appropriate legislation and the support of the Commission's programmes.
	Change in government priorities	c.	Change in government priorities may render Commission's key policies, programmes, and practices obsolete.
ECONOMIC	Economic growth/ stability	a.	Adequate funding of the Commission's programmes from the National Treasury and development partners.
	Economic recession	b.	Disruption of services and poor productivity due to the high cost of living, unrest and disruption of services.
SOCIAL	An increased number of youthful people joining the teaching profession.	a.	Assured succession management in the teaching service.
		b.	Flexibility in assigning and posting of youthful teachers.

CATEGORY	ISSUES	STRATEGIC IMPLICATION
	High unemployment rate.	a. Opportunity to export teaching labour force through inter-governmental cooperation. b. Need for a framework to guide the coordination and protocol for International labour migration.
	Enlightened stakeholders	a. Tedious and prolonged decision-making process. b. Improved accountability.
	Repugnant cultural and religious beliefs.	a. Need for increased sensitisation to teachers on values and acceptable cultural and religious practices. b. Policy intervention.
	Employee wellness	a. This will likely affect employee performance and productivity occasioned by morbidity, absenteeism, and loss of skilled manpower.
	Insecurity	a. Disrupts posting of teachers in the affected areas as well as teaching.
TECHNOLOGICAL	Automation of public services	a. Improves service delivery in teacher management function and Realignment of Commission's policies to the Government's Agenda on ICT.

CATEGORY	ISSUES	STRATEGIC IMPLICATION	
	Technological change and innovation	a.	leveraging on technology to reduce operational costs and improve service delivery.
		b.	Rendering existing ICT systems and infrastructure obsolete.
	Cyber Security Threats	a.	Disruption of key business processes leads to loss of data.
		b.	Enhance information security management system.
ENVIRONMENTAL	Climate Change, natural disasters, and calamities.	a.	Disruption of teaching and learning in the affected areas.
LEGAL	Increased litigation	a.	Poor productivity due to court attendance by teachers thus reduced teacher-learner contact time.
		b.	Strained resources to fund the litigation process.
		c.	Strained labour relations.
	Change of laws and policies that could impact the Commission's operations	a.	May lead to Commission's key policies, programmes, and practices obsolete.
		b.	Review of legal and Policy framework.
	Special interest groups	a.	Increased litigation.
		b.	Strategies for affirmative action.

CATEGORY	ISSUES	STRATEGIC IMPLICATION
ETHICAL	Moral and integrity issues, attitude, and organisational culture	a. Need to inculcate the national values and principles and develop strategies to mitigate against corruption in teaching service. b. Fully implement relevant mentorship and coaching programmes. c. Need to undertake and implement a culture audit.

2.3   Stakeholder Analysis

Stakeholders play an important role in the ability of the Commission to effectively carry out its mandate. The Commission is committed to an effective stakeholder engagement to build strong relationships that meet their expectations. A stakeholder analysis was conducted to understand their interests and expectations. Conversely, through this analysis, the Commission underscored its expectation from the respective stakeholder. The analysis is as shown in Table 2.4.

Table 2.4 Stakeholder Analysis

No.	Stakeholder	Stakeholder expectations from TSC	TSC expectations from the stakeholder
1.	Teachers	a. Prompt registration upon qualification and application. b. Provision of an equal opportunity for employment. c. A safe and conducive working environment. d. Provide a framework for continuous professional development. e. Favourable terms and conditions of service. f. Responsiveness to customers' needs. g. Promote bipartite negotiations and freedom of association. h. Continuous Teacher Induction, Mentorship and Coaching. i. Fairness and transparency in resolving grievances.	a. Teacher to provide all the requisite documents for registration. b. Application for advertised vacancies by all qualified teachers c. Provision of quality teaching services to learners. d. Emotional and physical protection of learners under their care. e. Pursue continuous professional development and provide quality teaching services to learners. f. Adherence to the terms and conditions of service. g. Provide timely, accurate and complete information on requests. h. Industrial harmony. i. Maintain professionalism in teaching service. j. Adhere to set rules and regulations.
2.	Learners	a. Access to uninterrupted quality teaching services. b. Improved teacher-learner contact time. c. Emotional and physical safety within the learning environment. d. Competent special needs teacher.	a. Learner discipline and classroom attendance. b. Learner active participation in the learning process and acquire knowledge, skills, values, attitude, and competencies. c. Learners to report incidents of abuse. d. Classroom attendance.

No.	Stakeholder	Stakeholder expectations from TSC		TSC expectations from the stakeholder	
		e.	Provision of Mentorship, Guidance and Counselling.	e	Attend the counselling sessions and disclose the issues affecting them.
3.	Secretariat Staff	a.	Adherence to the law in staff management	a.	Comply with relevant Policy and administrative directions.
		b.	Continuous support for professional development and improved welfare.	b.	Pursue continuous professional development programmes and effective performance of duties.
		c.	Provision of Induction, Mentorship and Coaching opportunities.	c.	Participate in the mentorship programme.
		d.	Provision of a safe and conducive work environment	d.	Adherence to policies and procedures on safety at the workplace.
		e.	Favourable terms and conditions of service	e.	Adherence to the terms and conditions of service
		f.	Timely response to requests and correspondences.	f.	Provide timely, accurate and complete information on requests.
		g.	Fairness and transparency in resolving grievances	g.	Adhere to set rules and regulations.
4.	Ministry of Education	a.	Provision of quality teaching services.	a.	Support initiatives towards the realisation of quality teaching and learning.
		b.	Effective curriculum implementation.	b.	Conducive learning environment.
		c.	Continuous consultation and collaboration.	c.	Availability in the consultative forums.
		d.	Partnership in resource mobilisation and management.	d.	Collaboration and Partnership in resource mobilisation.
		e.	Industrial harmony in the teaching sector.	e.	Consultations on policies affecting the teaching sub-sector.

No.	Stakeholder	Stakeholder expectations from TSC		TSC expectations from the stakeholder	
		g.	Collaboration in provision of services and a harmonious complementary relationship.	f.	Effective utilisation of the shared human and infrastructural resources in the sector.
		h.	To promote learner safety and a conducive learning environment.	g.	Provision of policies on learner safety and conducive infrastructural environment.
		j.	Implement and support the relevant national sectoral programmes.	h.	Champion Commission's policies and programmes at the National Government level.
5.	National Treasury	a.	Effective management of allocated financial resources in accordance with the PFM Act.	a.	Provide a framework for resource allocation, utilisation, and reporting.
		b.	Compliance with the financial and related guidelines	b.	Expeditious provision and interpretation of relevant guidelines to enhance compliance.
		c.	Effective management of Government assets.	c.	Timely approval of projects/ programmes and guidelines on asset management.
		d.	Prompt submission of relevant reports	d.	Provide timeliness, guidelines, and formats for submission of reports.
		e.	Timely completion of budgeted projects.	e.	Timely release of allocated funds to support budget implementation.
		f.	Harmonious working relationship	f.	Continuous engagement.
6.	National Assembly	a.	Effective execution of TSC mandate and functions under the Constitution and the law.	a.	Provide a legal framework for the effective and efficient execution of TSC mandate.
		b.	Prudent utilisation and accountability over allocated resources.	b.	Provide oversight in the utilisation of allocated resources.
		c.	Implementation of the recommendations on matters relating to teaching service.	c.	Provide recommendations on matters relating to teaching service presented before committees.

No.	Stakeholder	Stakeholder expectations from TSC		TSC expectations from the stakeholder	
		d.	Timely and accurate response to Parliamentary questions.	d.	Timely submission of parliamentary questions.
		e.	Submit the Annual Report within the stipulated period.	e.	Interrogate the Report and consider allocating adequate resources.
7.	Kenya Institute of Curriculum Development (KICD)	a.	Provide a competent teaching resource for effective implementation of the curriculum.	a.	Development and dissemination of the basic education institutions curriculum.
		b.	Provide subject experts to support the curriculum development and evaluation of instructional materials.	b.	Timely communication of the support/resource required.
		c.	Collaboration in areas such as capacity building, training, publications, curriculum material evaluation and research.	c.	Create opportunities for collaboration in areas such as capacity building, training, publications, curriculum material evaluation and research in curriculum development.
8.	Kenya Education Management Institute (KEMI)	a.	Opportunities for collaboration in training programmes.	a.	Opportunities for collaboration in areas such as capacity building, training, and publications
9.	Centre for Mathematics, Science and Technical Education in Africa (CEMASTEA)	a.	Opportunities for collaboration to strengthen curriculum implementation in the STEM learning areas.	a.	Develop appropriate programmes to enhance effective learning in STEM areas.
		b.	Collaboration in the areas of research and innovation in the STEM areas.	b.	Opportunities for collaboration in areas such as capacity building, training, publications, and research in STEM learning.

No.	Stakeholder	Stakeholder expectations from TSC		TSC expectations from the stakeholder	
10.	Kenya Institute of Special Education (KISE)	a.	Providing teaching resources for training in special needs education.	a.	Develop and implement special needs and disabilities training programmes for TSC employees.
		b.	Collaboration in SNE training and research.	b.	Opportunities for collaboration in SNE training and research.
11.	Kenya National Examinations Council (KNEC)	a.	Provide human resources for management of examinations and assessment.	a.	Develop an adequate framework for national examination and assessment.
		b.	Enforce national examination and assessment regulations.	b.	Provide standards and quality control in learner evaluation and timely remunerate teachers who support examination management.
		c.	Promote examination integrity.	c.	Investigate/facilitate investigations into examination irregularities involving teachers.
		d.	Collaboration in learner evaluation/assessment.	d.	Create opportunities for collaboration in learner evaluation and assessment.
12.	Private basic learning institutions	a.	To register qualified teachers.	a.	Engage qualified and registered teachers.
		b.	collaboration in teacher discipline.	b.	Collaborate in maintaining professional conduct of teachers.
		c.	Provision of TPD framework and requirements.	c.	Compliance with TPD framework and requirements.

No.	Stakeholder	Stakeholder expectations from TSC		TSC expectations from the stakeholder	
13.	Development partners	a.	A framework for engagement.	a.	Adhere to the agreed terms of engagement.
		b.	Prudent utilisation of mobilised resources.	b.	Timely disbursement of allocated funds.
		c.	Adhere to principles of good governance.	c.	Provide governance framework for the funded projects.
		d.	An effective monitoring, evaluation, and reporting mechanism.	d.	Support for effective monitoring, evaluation and reporting of implementation.
		e.	Compliance with the relevant treaties, laws, and ethical standards.	e.	Provide relevant treaties laws and ethical standards for compliance
14.	Suppliers and contractors	a.	A competitive and fair playing field in the procurement of goods and services.	a.	Timely supply of works, goods, and services as per the contractual obligations.
		b.	Prudent utilisation of resources as per the contractual obligations.	b.	Adherence to ethical and integrity requirements/ standards.
		c.	Adherence to principles of good governance.	c.	Adherence to the industry standards in offering service/goods/services.
		d.	An effective monitoring, evaluation, and reporting framework.	d.	Compliance with contractual terms.
15.	Teacher training institutions including institutions of higher learning	a.	Entry requirements to the teaching service.	a.	Adherence to the entry requirements to the teaching service.
		b.	Registration of qualified trained graduates.	b.	Adherence to the registration requirements.
		c.	Provide new learning areas in the market and employ their graduates.	c.	Provide competent and skilled human resource for the country.

No.	Stakeholder	Stakeholder expectations from TSC		TSC expectations from the stakeholder	
16.	Trade Unions	a.	Compliance with the laws and regulations governing employee-employer relationships.	a.	Adherence to the relevant labour laws and regulations, especially those that promote industrial harmony.
		b.	Bipartite engagement on labour relations to promote Industrial harmony.	b.	Create a conducive environment for bipartite engagement on labour relations.
		c.	Better terms and conditions of service for their members.	c.	Create an environment for collective bargaining negotiations.
		d.	Timely remittance of Union dues.	d.	Recruit members in compliance with the prevailing labour laws.
17.	Teacher Associations	a.	Effective management of teaching service.	a.	Support teacher management.
		b.	Promote teacher welfare.	b.	Advocate for teacher welfare in compliance with the relevant laws and regulations.
		c.	Collaboration to enhance standards of instructional leadership.	c.	To enforce the prescribed teaching standards.
		d.	Timely deduction and remittance of monthly membership fees.	d.	Compliance to the laws and regulations relating to recruitment of members.
18.	Parents Associations and Boards of management	a.	Provision of adequate and qualified teachers.	a.	Prudently exercise the delegated authority on teacher management.
		b.	Provide quality teaching service.	b.	Create a conducive environment for teaching and learning.
		c.	Capacity building for proper execution of delegated functions.	c.	Participate in the capacity building programmes

No.	Stakeholder	Stakeholder expectations from TSC		TSC expectations from the stakeholder	
19.	Institutional sponsors	a.	Provide adequate and qualified teaching resources to the sponsored schools.	a.	Provide guidance to learners on spiritual development, national values and principles.
		b.	Collaboration on institutional management, teacher and learner mentorship, ethical and moral issues.	b.	Create a conducive environment within the existing legal framework for collaboration on institutional management, teacher and learner mentorship, ethical and moral issues.
20.	Kenya Universities and Colleges Placement Service (KUCCPS)	a.	Set the entry requirements in the teaching service.	a.	Placement of teacher trainees to colleges and universities as per the set standards.
21.	Commission for University Education (CUE)	a.	Register and employ teachers from accredited institutions	a.	Regulate and accredit institutions of higher learning and programmes related to the teaching service.
22.	Commission on Administrative Justice (CAJ)	a.	Fair administrative action in Commission's processes.	a.	To render accurate and objective advice to reported cases.
		b.	Responsiveness to complaints from teachers and members of the public relating to teaching service.	b.	To carry out objective, independent, and fair investigation of complaints made against the Commission.
		c.	Enforcing Access to Information Act.	c.	Due process on complaints relating to access to information.

No.	Stakeholder	Stakeholder expectations from TSC		TSC expectations from the stakeholder	
23.	Ethics and Anti-Corruption Commission (EACC)	a.	Compliance with the constitution and relevant statutory provisions that promote ethical conduct.	a.	Framework for preventing, and combating unethical conduct in the teaching service.
		b.	To proactively undertake measures to promote ethical behaviour and strategies to prevent corruption.	b.	Provide national standards and practices of integrity, ethics, and anti- corruption.
		c.	A framework / code of conduct and ethics for teachers	c.	Capacity building staff on corruption prevention strategies.
		d.	Submission of relevant reports.	d.	Provide feedback on findings derived from the submitted reports
24.	Office of the Auditor General (OAG)	a.	Prudent use and management of resources.	a.	A fair audit on the management of public resources allocated to the Commission.
		b.	Implement audit recommendations.	b.	Audit reports pointing out the areas for improvement and recommendations.
		c.	Submission of relevant reports.	c.	Provide feedback on findings derived from the submitted reports
25.	General public	a.	Provide quality teaching service.	a.	Fair criticism informed by an objective assessment of TSC processes.
		b.	Responsiveness to public complaints.	b.	Support the TSC programmes.
		c.	Provide channels for access and dissemination of information.	c.	Access the required information through the provided communication channels.
		d.	Prudent utilisation of resources.	d.	Report on utilisation of resources
26.	Media	a.	Provision of accurate information in matters affecting the teaching service	a.	Accurate and fair coverage and reporting of matters affecting the teaching service.

2.4 Strategic Issues

Strategic issues are fundamental Policy choices, critical challenges/gaps or opportunities that must be addressed for the Commission to achieve its mandate and mission. The key strategic issues are illustrated in Table 2.5.

Table 2.5 Strategic Issues

No.	STRATEGIC ISSUE	INTERVENTION
1.	Enhance the Regulatory function of the Commission	a. Align the Organization structure to the regulatory mandate of the Commission. b. Develop a framework for strategic communication on the regulatory function.
2.	High number of qualified but unemployed teachers.	a. Provide elaborate resource mobilisation framework to recruit more teachers. b. Establish a framework to export the teaching resource.
3.	Education reform affecting the teaching service.	Align policies and programmes to conform to the reforms.
4.	Structured Customer Relationship Management.	Establish and implement a Customer Relationship Management system.
5.	Teacher shortage at the basic learning institutions.	Lobby for adequate funding to facilitate recruitment of teachers.
6.	Compliance with the regulatory requirements on TPD Programmes.	Implement TPD programmes for all teachers.
7.	Roll out of TIMEC.	Resource mobilisation for roll out of TIMEC.
8.	Adoption of alternative modes of curriculum implementation by basic learning institutions.	Resource mobilisation for roll out of alternative modes of curriculum implementation.

No.	STRATEGIC ISSUE	INTERVENTION
9.	Harmonisation of teacher support, professional development and performance evaluation programmes.	a. Establish an institute for teacher support and Professional Development. b. Resource mobilisation for establishment of the institute. c. Enhance performance evaluation in the teaching service
10.	Slow uptake of technology and lack of system integration.	a. Capacity building and skills development of staff. b. Integrate the ICT systems and provide the requisite infrastructure and support services.
11.	Implementation of Business Continuity Management framework.	Institutionalise Corporate Business Continuity Management System.
12.	Enhance service delivery at the field offices.	a. Provide adequate human and financial resources to field offices. b. Capacity building of field officers on customer relation management.

CHAPTER 3: STRATEGIC MODEL

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

3.1 Vision, Mission and Core Values

The Vision, Mission and Core Values are to direct and inspire the Commission's strategic focus towards the realisation of its mandate. The Vision is essential for effective strategic leadership while the Mission gives the Commission an identity and exclusive purpose. The Core Values provide the guiding philosophy for the Commission's organisational culture.

Vision Statement

A motivated, ethical, and globally competitive teacher.

Mission statement

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

Core Values

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

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

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

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

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

3.2   Strategic Focus Areas

This Plan identifies three main Strategic Focus Areas (SFAs) aligned to the Commission's mandate, vision, mission, and core values. The SFAs are:

    i.   Quality Teaching Service and Curriculum Implementation;

    ii.   Service Delivery Re-engineering and Innovations; and

    iii.   Institutional Capacity and Corporate Governance.

These Strategic focus areas have incorporated the lessons, the emerging strategics issues and feedback from stakeholders

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

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

3.2.1   Strategic Focus Area 1: Quality Teaching Service and Curriculum Implementation

In this focus area emphasis is on enhancing teacher professional knowledge, entry into the teaching service and effective curriculum implementation. The Commission will put in place robust mechanism to support teachers to attain the desired teaching standards as stipulated in the Kenya Professional Teaching Standards (KePTS).

3.2.2 Strategic Focus Area 2: Service Delivery Re-engineering and Innovations

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

3.2.3 Strategic Focus Area 3: Institutional Capacity and Corporate Governance

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

3.3 Strategic Objectives and Strategies

The strategic objectives and the respective strategies that the Commission commits to implement over the Plan period are detailed in Table 3.1

Table 3.1 Strategic Objectives and Strategies

STRATEGIC OBJECTIVE	STRATEGIES
SFA 1: QUALITY TEACHING SERVICE AND CURRICULUM IMPLEMENTATION	
Reduce the national teacher shortage by 100% of the baseline.	Recruit and equitably distribute additional teachers.
To strengthen curriculum implementation in learning institutions.	Establish mechanisms to provide adequate and competent teachers for curriculum implementation
	Enhance teacher performance management and strengthen feedback mechanism.
To strengthen teacher competencies and promote positive conduct.	Strengthen Teacher In-service programmes.
	Improve teacher professionalism and integrity.
	Establish an Institute For Teacher Support and Professional Development.
	Establish a community of practice for teachers to share knowledge and strengthen their practice.
	Strengthen teachers' internship programmes.
SFA 2: SERVICE DELIVERY RE-ENGINEERING AND INNOVATIONS	
To improve operational excellence	Enhance responsiveness and service delivery to the customers.
	Enhance the Automation of business processes and integration of systems.
	Institutionalise the Corporate Business continuity management system.
	Enhance decentralisation of services.
	Strengthen data governance, information security and ICT infrastructure.

STRATEGIC OBJECTIVE	STRATEGIES
To strengthen research and innovation	Institutionalise research culture.
	Promote and reward innovation in service delivery.
SFA3: INSTITUTIONAL CAPACITY AND CORPORATE GOVERNANCE	
To improve the human resource capacity	Enhance human resource capacity for professionalism and productivity.
	Enhance performance management.
To increase financial resources	Enhance resource mobilization.
To enhance employee motivation, welfare, and wellness	Develop/review policies to improve employee welfare.
	Establish and implement mechanisms to promote employee motivation.
	Implement programmes for employee health and wellness.
To promote partnership and collaboration with key stakeholders.	Review the Policy framework on collaboration and partnership.
	Establish partnerships and linkages with national and international organisations to improve the teaching service.
To strengthen corporate governance of the Commission	Strengthen the legal and Policy framework of the Commission.
	Enhance the corporate governance at the Commission.
	Enhance the corporate image of the Commission.

CHAPTER 4: IMPLEMENTATION MATRIX AND COORDINATION FRAMEWORK

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

4.1 Organizational Structure

4.1.1 Commission

The Commission consists of a Chairperson and eight members appointed in accordance with the TSC Act. In addition, the Commission has established committees under five thematic areas namely: Strategy and Innovation, Finance, Field Services, Audit and Human Resource Committees. The Board provides overall leadership on the implementation of the Strategic Plan.

4.1.2 Commission Secretary

The Commission Secretary is the Chief Executive, head of secretariat, the accounting officer and the link between the Board and management. The Commission Secretary shall lead in the implementation of the Plan through the established Directorates.

4.1.3 Directorates, Divisions and Sections

The Commission is structured into Directorates, Divisions and Sections/Units or as directed by the Board. The Directorates are required to develop work plans and performance contract instruments aligned to this Plan to ensure successful implementation. Currently, the Directorates are:

4.1.3.1 Staffing

The Directorate is responsible for recruitment, posting, deployment, promotion and transfer of teachers in basic public learning institutions. The Directorate has the responsibility to ensure equitable distribution and optimal utilisation of teachers.

4.1.3.2 Administrative Services

The Directorate offers an overaching support services to the service areas of the Commission for effective implementation of the Commission's mandate. The support is in the areas of facility management and logistical services. To this end, the Directorate manages the physical infrastructure, employee welfare and safety, and records.

4.1.3.3 Finance and Accounts

The Directorate is responsible for prudent financial management as required under the Public Finance Management Act through application of sound principles, systems and techniques in accounting. It is also in charge of budgetary control as well as preparation of the Commission's financial statements. To mitigate the risks on insufficient budgetary allocation, the Directorate is also responsible for growing the TSC's financial resource base and enhancing efficiency in the mobilisation and utilisation of resources for sustainable teaching service.

4.1.3.4 Information Communication and Technology

The Directorate is responsible for the creation of an appropriate technological environment to support the effective and efficient execution of the Commission's mandate. It develops and implements ICT related policies, guidelines, standards and procedures as well as advise the Commission on new technologies and innovations.

4.1.3.5 Quality Assurance and Standards

The Directorate is responsible for enhancing compliance of quality assurance and standards in the teaching service, teacher performance evaluation to improve quality of teaching services in basic education learning institutions. It is also responsible for programmes that promote continuous teacher professional development and appraisal

4.1.3.6 Human Resource Management and Development

The Directorate has the responsibility to effectively manage the human resources of the Commission through implementation of appropriate Policy guidelines. Among other initiatives, the Directorate implements strategies for optimal utilization of the human resource to enhance productivity at all levels of the Commission. The strategies employed in this regard include; effective human resource planning, succession management, payroll management, employee motivation and the promotion of best practices in human resource management.

4.1.3.7 Internal Audit

The Internal Audit Directorate offers an independent, objective assurance and consulting services designed to enhance institutional risk management, controls and governance processes in the Commission. It is also responsible for spearheading good corporate Governance practices within the Commission. Further, the Directorate contributes to the enhancement of the internal control systems that promote efficiency and effective service delivery.

4.1.3.8 Legal, Labour and Industrial Relations

The Directorate is responsible for offering legal support services including labour and industrial relations to the Commission. This includes representation of the Commission in court and in tribunals, rendering legal advisory, drafting and /or vetting of legal instruments including contracts, agreements and developing subsidiary legislations. The Directorate also ensures proper development and interpretation of the laws and regulations governing the operations of the Commission. Further, the Directorate is responsible for the strategies that enhance industrial harmony in the teaching sector.

4.1.3.9 Field Services

The Directorate is responsible for coordinating the teacher conduct and professionalism function of the Commission and implementing strategies to improve professionalism and compliance with regulations governing the teaching service.

4.1.3.10 Operations

The Directorate is responsible for coordinating the activities between Board and management on behalf of the Commission Secretary. The Directorate offers support to the Commission Secretary by ensuring effective planning

of key programmes, coordinating decentralised functions, monitoring and evaluation and timely reporting. In addition, the Directorate ensures responsiveness to customer and stakeholder concerns and promotes strategies for positive corporate brand.

4.1.4 Specialised Divisions

The Commission's services are also supported by specialised divisions/ service areas. These includes;

4.1.4.1 Supply Chain Management Services

The Division coordinates all procurement and management of inventories for the Commission. The overall function of the Division involves undertaking procurement planning, contract management, asset and inventory management and disposal of assets in the Commission.

4.1.4.2 Corporate Communications

The Division is responsible for strategic corporate communications, management of public relations and coordination of customer relationship. It is also responsible for building partnerships and enhancing public awareness through elaborate public relations, communication, and advocacy programmes. Additionally, the Division is responsible for corporate branding, image and profile.

4.1.4.3 Research and Data Centre

The key functions of the division include; collecting and collating relevant information on the execution of the Commission mandate, Policy review, planning and implementation, knowledge creation and dissemination, monitoring, evaluation and reporting. Specifically, it co-ordinates Performance Contracts evaluation. Additionally, the Division conducts research to promote innovation in the execution of the Commission's functions.

4.1.5 Decentralised Functions

The Commission has decentralised its functions to the field offices. This is aimed at enhancing service delivery by making them available closer to the teacher and other stakeholders.

4.2 Staff Establishment and Human Resource Development Strategies

Successful implementation of the Plan will require appropriate and adequate human capital with requisite skills and competencies.

4.2.1 Secretariat Staff Establishment

The Commission has defined the establishment necessary to implement the Plan as shown in Table 4.1

Table 4.1 Secretariat Staff Establishment

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

4.2.2 Teacher requirement

The Commission will recruit teachers to address teacher shortage over the Plan period. The number of additional teachers envisaged to be recruited under this Plan is as shown in Table 4.2.

Table 4.2 Proposed Teacher Requirement

Item	2023/24	2024/25	2025/26	2026/27	2027/28	Total
Interns	20,000	20,000	20,000	20,000	20,000	100,000
Permanent & Pensionable	22,374	22,374	22,374	22,374	22,374	111,870

4.3 Financial Resources

The Commission receives allocations for both recurrent and development expenditure from the National Treasury. To address budgetary constraints,

the Commission will engage partners to mobilise additional resources to fund its programmes.

4.3.1 Resource gaps

For the successful implementation of this Plan over the five years, the Commission will require an additional budget of **Kshs. 134,493,190,000**. The resource requirements on both recurrent and development provisions are as summarised in Table 4.3.

Table 4.3 Resource Requirement for the Strategic Plan

Strategic Focus Area	Projected Estimates (Kshs. Billions)					
	2023/24	2024/25	2025/26	2026/27	2027/28	Total
SFA 1: Quality teaching service and curriculum implementation	23.34	23.66	23.33	23.37	23.34	117.02
SFA 2: Service Delivery Re engineering and Innovation	0.91	0.95	0.94	1.06	0.94	4.80
SFA3: Institutional Capacity and Corporate Governance	2.57	2.53	2.5	2.51	2.54	12.67
TOTAL	**26.82**	**27.14**	**26.77**	**26.94**	**26.82**	**134.49**

4.3.2 Resource Mobilisation Strategies

The activities under the SP will be primarily funded by the Government of Kenya. On its part, the Commission will continually engage development partners to supplement the budgetary gap. Some of the Commission's potential partners include: the World Bank, United Nations International Childrens' Emergency Fund (UNICEF), British Council, Centre for Character, and Leadership, among others. Strategies to attract technical and financial support from development partners will be explored through proposals writing to potential partners, establishing linkages with potential partners and stakeholders, lobbying for

additional resources from the National Government, and innovations to improve revenue in form of Appropriation in Aid, among others.

4.3.3   Resource Utilisation and Efficiency

To ensure prudent utilisation of the available resources, the Commission will strengthen planning, budgeting, and financial management systems. Further, the Commission will ensure that its procurement processes are aligned with the constitutional principles of fairness, equity, transparency, competitiveness, and cost effectiveness. In addition, accurate and informative annual financial statements will be prepared in accordance with the International Public Sector Accounting Standards to achieve excellence in Financial Reporting.

4.4   Business Process Re-engineering

In the realisation of the service delivery and innovations, the Commission will re-engineer some of its key processes. Business Process Re-engineering (BPR) will involve reviewing existing service delivery processes to be more responsive to the customer. In the context of the Commission, the service delivery and innovation will focus on:

a)   performance management

b)   competence of employees

c)   improved processes for effective service delivery and customer response

d)   data management and systems integration

e)   re-organisation of commission's structure

f)   promoting research and innovations

4.5 Risk Analysis and Mitigation Measures

The Commission has identified risks that may potentially hinder the successful implementation of this Plan and consequently put in place appropriate mitigating measures to minimise or eliminate the impact of such risks. The identified risks are summarised in Table 4.4.

Table 4.4 Risk Analysis and Mitigation Measures

No	Risk	Risk Description	Rating			Mitigation Measures	Risk Owner
			L	I	RL		
1.	Budget constraints.	Inadequate budgetary allocation Unplanned budget cuts.	H	H	HH	Lobbying for enhanced allocation. Implement resource mobilisation strategies.	D (F&A)
2.	Technological challenges.	Slow uptake of emerging technologies Inadequate capacity in ICT Cybersecurity Rapid technological change rendering some systems and processes obsolete.	H	H	HH	Capacity building on ICT. Invest in security of Commission data and information system. Roll out the disaster recovery plan. Research and innovation Upgrade of ICT Infrastructure.	D (ICT)
3.	Exposure of confidential data.	Failure to comply with data privacy/ protection regulations.	M	H	MH	Ensure compliance with relevant laws and regulations on data protection.	D(ICT)
4.	Change in Government priorities.	Policies and Programmes in the education sector affect the execution of the Commission's mandate.	M	H	MH	Enhance stakeholder engagement and lobbying. Aligning policies with Government agenda.	CS

No	Risk	Risk Description	Rating			Mitigation Measures	Risk Owner
			L	I	RL		
5.	Competing stakeholder interests.	Vested interests from stakeholders affect discharge of the Commission's mandate.	M	H	MH	Continuous stakeholder engagement and collaboration.	D(O)
6.	Industrial Action	Disruption of learning.	M	H	MH	Embrace social dialogue and bipartite negotiations in solving industrial grievances.	D(LLIR)
7.	Insecurity	Disruption of learning in some parts of the country .	M	H	MH	Collaborate with national government agencies on security matters.	CS
8.	Negative corporate image	Negative public perception.	M	H	MH	Implement a brand building communication strategy and improve corporate culture.	DD(CC)

CHAPTER 5: MONITORING, EVALUATION AND LEARNING

This Chapter outlines the process of monitoring, evaluation, learning and reporting requirements of the Strategic Plan.

5.1 Monitoring

The Commission monitors its programmes on a continuous basis guided by the TSC Monitoring and Evaluation Handbook and other guidelines issued by the Public Service Performance Management Unit from time to time. The monitoring process will help to track input deliverables and outputs and record the key performance indicators. This is to identify deviations during implementation of the plan period and take corrective action.

5.2 Evaluation

The Commission shall conduct the midterm and end term review on the implementation of this Strategic plan. This shall be conducted by external reviewers to enhance objectivity of the process and outcome. Evaluation of the Commission's programmes is carried out at mid-year and end-year in accordance with Public Service Performance Monitoring Unit (PSPMU) guidelines. Annual reviews will be organised to assess the extent to which Medium-Term objectives have been achieved during the Plan period. *Ad-hoc* evaluation shall also be provided for on specific objectives and strategies in the Plan as, and when need arises.

5.3 Learning

The Commission shall continually document lessons learnt through implementation of this Plan. Strategies to leverage on the successes should be enhanced while those to mitigate against risks and challenges should be designed and implemented. All the lessons learnt shall inform the development of subsequent strategic plan at the end of the Plan period.

5.4   Reporting

Heads of Directorates and other process owners will report on the progress on delivery of set objectives on a quarterly basis. The reports will be presented for analysis and input at various management review meetings. Consolidated quarterly reports on the overall performance of the Commission will then be prepared and shared with the relevant Committees of the Commission and the Board.

SFA 1: QUALITY TEACHING SERVICE AND CURRICULUM IMPLEMENTATION.

STRATEGIC OBJECTIVE 1.1: TO REDUCE TEACHER SHORTAGE IN BASIC PUBLIC LEARNING INSTITUTIONS BY100% OF THE BASELINE TEACHER SHORTAGE

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
1.1.1 Recruit & equitably distribute additional teachers	Recruit 111,870 additional teachers for the implementation of CBC	Additional teachers recruited annually	Number of teachers recruited.	111,870 teachers recruited	22,374	22,374	22,374	22,374	22,374	21,418.40	21,440.40	21,415.40	21,445.40	21,413.40	71,434.20	D(Staffing)
			% Reduction in teacher shortage	100% reduction on the baseline shortage												
	Roll-out and implement the reviewed staffing norms	Reviewed Staffing Norms rolled out.	No of copies published. No of Field Officers sensitized including HOIs	100% implementation of the staffing norms	Publishing of Teachers staffing Norms	Sensitization of Field Officers	Sensitization of Field Officers	M&E	M&E	105	450	902.58	2.24	2.24	1,462.1	

STRATEGIC OBJECTIVE 1.2: TO IMPROVE CURRICULUM IMPLEMENTATION IN THE LEARNING INSTITUTIONS

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
1.2.1 Establish mechanisms to provide adequate and competent teachers for curriculum delivery	Review teacher entry requirements for Teaching service	Reviewed framework on entry requirements.	Number of Teachers registered under the new framework.	Entry requirement framework fully operational.	1	1	-	-	1	2	-	2	-	2	6	D(QAS)
	Establish and implement teacher competencies framework for effective curriculum	Teachers' competencies framework	Teachers' competencies index.	100% implementation.	100,000	100,000	100,000	100,000	M&E	10	10	10	10	45	85	

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	implementation															
	Train teachers for effective CBC & CBA implementation	Teachers trained on CBC	No OF Teachers trained	200,000 Teachers trained.	50,000	50,000	50,000	50,000	50,000	300	300	300	300	300	1.5b	
				All J,S.S and S.S.S teachers trained.												
1.2.2 Enhance performance management and strengthen feedback mechanism	Train 5000 Teachers annually on TPAD and PC	Trained teachers	No. of teachers trained on TPAD &PC. Training Report	25000 Teachers trained	5,000	5,000	5,000	5,000	5,000	150	150	150	150	150	750	
	Monitor and provide Feedback on TPAD and PC Implementation every term	Implementation of PC and TPAD monitored	Monitoring reports	Termly monitoring of PC and TPAD implementation	3	3	3	3	3	21	21	21	21	21	105	
	Carry out Impact assessment on TPAD and PC implementation on Curriculum delivery.	Impact assessment report.	No of assessments carried out.	5 impact assessments carried out	1	1	1	1	1	17	17	17	17	17	85	
			No of field officers capacity build													

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
1.2.3 Establish and Implement alternative modes of curriculum delivery	Train 100 champions per county on remote learning alternative methodologies on curriculum delivery	Trained champions.	No of champions trained.	23500 champions trained	4,700	4,700	4,700	4,700	4,700	18.6	18.6	18.6	18.6	18.6	93	
	Evaluate the implementation of alternative methods in schools	Evaluation of Alternative Methods	M&E reports	100% implementation of alternative methods in all school	20%	20%	20%	20%	20%	17	17	17	17	17	85	
STRATEGIC OBJECTIVE 1.3: TO STRENGTHEN TEACHER COMPETENCIES AND PROMOTE POSITIVE CONDUCT																
1.3.1 Strengthening Teacher In –service programmes.	Develop and Roll out additional modules for in-service programs (TPD Modules)	Additional modules for in-service programme s In service programme s developed and rolled out.	No of additional in-service programme s developed and rolled out.	2 additional modules	-	1	-	-	1	45	45	45	45	45	225	D(QAS)
	Implement and monitor the in-service programs in schools	All teachers able to access the in-service programs	No of Teachers undertaking the program	Train all teachers in in-service program	All	All	All	All	All	2,220	2,220	2,220	2,220	2,220	11,100	
			Monitoring report.													
	Retooling Teachers to improve their pedagogical skills (TPD)	Teacher needs identified and retooled	Identified Teacher needs.	100% implementation of identified Teacher Needs.	20%	20%	20%	20%	20%	15	15	15	15	15	75	

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
		Retooled teachers	No of teachers retooled		20%	20%	20%	20%	20%	36	36	36	36	36	180	
1.3.2 Improve teacher professionalism and integrity	Induct all newly recruited teacher, interns and appointed HOIs	Newly recruited teachers, interns and HOIs inducted	number of newly recruited teachers, interns and HOIs inducted	111,870- Teachers 5000-HOIS	23,374	23,374	23,374	23,374	23,374	36	36	36	36	36	180	D (FS)
	Capacity Building of 750 field staff on management of Discipline process.	Field officers trained in handling discipline cases	No of field officers trained annually	750 field officers capacity built on discipline process.	150	150	150	150	150	4	4	4	4	4	20	
	Training Master trainers, TOT and champions on TIMEC	Master trainers, TOT and Champions trained	NO. of Master trainers, TOT and Champions trained	3400 TOTS Master trainers and champions trained	–	1700	–	1700	–	–	30	–	30	–	60	
	Monitor and Evaluate implementation of TIMEC in all counties annually	implementation of TIMEC monitored	Proportion of counties monitored. Monitoring report	Implementation of TIMEC monitored in 47 Counties	47	47	47	47	47	34	34	34	34	34	170	
1.3.3 Establish a Teacher Support and Professional Development Institute	Establish an Institute for Teacher Support and professional development	Institute of Teacher support and professional development	An Institute for Teacher support and Professional development	100,000 teachers supported	–	1	–	50,000	50,000	–	200	–	–	–	200	D(QAS)

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
1.3.4 Establish a community of practice among teachers (Knowledge sharing)	Establish & support cluster teams for teachers in every zone	Cluster teams established in every zone	No. of clusters teams established	2600 clusters for both Primary and Secondary	2,600	2,600	2,600	2,600	2,600	15	15	15	15	15	75	
	Monitor the Impact of the clusters on Teacher performance	Monitoring reports	Trends in Teacher performance	Improved teacher performance index	1	1	1	1	1	36	36	36	36	36	180	D(S)
1.3.5 Strengthen Teachers' Internship Programme	Review the Teacher Internship policy.	Reviewed Teacher Internship policy	Reviewed policy in place	Implementation of reviewed policy	-	Review of the Teacher Internship Policy	100% implementation of the policy	100% implementation of the policy	100% implementation tation of the policy	-	3	-	-	-	3	D(S)
	Engage intern teachers.	Teacher interns engaged	No of teacher interns.	100,000 Teacher interns engaged	20,000	20,000	20,000	20,000	20,000	4,800	4,800	4,800	4,800	4,800	24,000	
SFA 2: SERVICE DELIVERY AND INNOVATIONS																
STRATEGIC OBJECTIVE 2.1: TO IMPROVE OPERATIONAL EXCELLENCE																
2.1.1 Enhance responsiveness and service delivery to the customers.	Undertake ISO certification process	ISO certification	ISO certificates	ISO certified(9001;2015)	1	1	-	-	-	10	10	-	-	-	20	D(O)
	Acquire and Implement a customer relationship management and queue management system both at the HQs and field offices	CRM and queue system	CRM and Queue system in place. Implementation reports	100 % implementation	Procure and operationalise the systems	All Regions offices	50 %counties offices	50% counties offices	M&E	60	60	45	45	15	225	D(ICT) DD(CC)
	Develop and implement a Complaints	Structured resolution of	% of customer complaints	100% implementation	Concept paper	institutionalize	M&E	M&E	M&E	3	-	-	-	-	3	DD(CC)

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target Y1	Y2	Y3	Y4	Y5	Budget (Kshs Millions) Y1	Y2	Y3	Y4	Y5	Total	Responsibility
	Managemen t framework	customer complaints	resolved on timely basis													
	Develop and implement the standard operation procedure for customer handling	Standard operation procedure for handling customer developed.	Standard Operation Procedure for customers in place	Improved customer handling and customer satisfactio n.	Concept paper	-	Develop ing the standard operating proced ure.	100% Implem entatio n	M&E	-	3	-	-	3	1 b	
			Proportion of staff sensitised.													
	Setting up of customer care desks at the counties	Customer care desks at the counties established	No of counties with customer care desks.	47 COUNTIES	10	10	10	10	7	200	200	200	200	200	1 b	
	Upgrade and integrate Commissio n systems.	Upgraded and integrated systems	No of systems upgraded and integrated.	Real-time data changes in the systems.	20%	20%	20%	20%	20%	30	30	30	30	30	180	D(IC T)
				100% integratio n.												
	Establish a centralised data warehouse to cater for all core systems	Centralised data warehouse in place.	No of data systems centralised in the warehouse.	Unified data warehous e.	1	1	1	1	1	40	40	40	40	40	200	
	Automate at least 3 manual process to enhance service delivery	3 manual processes executed electronicall y	No of processes automated	Turnarou nd time reduced in service delivery	10%	10%	10%	10%	10%	20	20	20	20	20	100	D(AS) D(IC T)
	Re-engineer additional 5 key processes:	Pilot testing of Re-engineered processes in	No of counties and regions monitored.	All regions and counties	Mappin g of Field Offices	Roll-out in identifie d	M&E	M&E	M&E	1.4	1.68	-	1.4	1.68	6.16	

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	CRM. Disciplinary process. Deploymment of Institutional administrators. Payroll Administration. Leave management	field offices in 16 sampled counties in the 8 Regions	Monitoring Report.		and Regions to be piloted	sample counties and regions										
	Develop and Implement a Business Continuity Management Policy	Developed Business Continuity Management Policy	BCM policy in place.	Operational BCM policy	Development	Roll out	M&E	M&E	M&E	60.375	60.375	60.375	60.375	36	277.5	
	Implement & operationalise ICT Disaster Recovery plan and Cold site	ICT Disaster Recovery plan in place	Implementation reports. Implementation report.	100% implementation	Testing and upgrade.	M&E	M&E	Cold site in place	M&E	8	8	8	33	33	90	DI(ICT)
	Decentralise Key support services to the field offices	Key services operationalized at the field offices	No of services decentralized at the counties.	Support services decentralised to the field offices	1	1	1	1	1	6	6	6	6	6	30	D(O) D(AS) DI(ICT) D/H RM &D)
	Roll out Electronic Document management systems to Regions	EDMS rolled out to the field offices	No of regions and counties accessing EDMS	All regions and counties using EDMS	1	1	1	1	1	20	20	20	20	20	100	

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	and County offices															
	Roll out the financial management system all counties	Financial management systems rolled out.	No of counties using the system	Linking counties with Headquarters	10	10	10	10	7	3	3	3	3	3	15	
	Decentralise some Payroll Management functionalities to the 47 Counties and Sub Counties as per the implementation plan.	Payroll management functions carried out at the counties	Implementation plan in place.	All counties and sub-counties undertaking payroll functions.	68.5	68.5	68.5	68.5	68.5	4.7	4.7	4.7	4.7	4.7	23.5	
			No of counties carrying out Payroll management t functions													
			Decentralize d Payroll functions.													
	Establish and Equip County and Sub- County Teacher Support Infrastructure.	Counties equipped with Teacher Support Infrastructure	Number of equipment purchase.	equipment purchase d	equipment purchased	equipment purchased	equipment purchased	equipment purchased	equipment purchased	74.49	70.64	70.64	70.64	70.64	357.05	
			Number of Vehicles purchased	175 motor vehicles	35	35	35	35	35	210	210	210	210	210	1,050	
			no of county offices constructed	11 county offices.	Complete Kilifi and Machak os	2	2	3	2	240	240	240	240	240	1,200	

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	Institutionalise Data Governance	Data governance policy in place.	No of stewards and governance council sensitized	100 % implementation of the policy. Compliance ce levels of sensitized staff	20%	20%	20%	20%	20%	10	10	10	10	10	50	D(ICT)
			No of employees and 3rd party users sensitized on data protection and governance													
			Data Classified	Credible and accurate data												
	Digitisation of active and inactive records in archived files	Inactive files digitised	% of records digitized and stored in digitized registry	200,000 archived records	25%	25%	25%	25%	25%	100	100	100	100	100	500	D(ICT) D(AS)
	Expand and Re-design the Local Area Network at the Head Office and 47 county offices.	Local Area Network re-designed	Implementation report. Number of counties with LAN.	Improved LAN at HQ and Field Offices. Improved service delivery at the decentralized offices.	20%	20%	20%	20%	20%	44	44	44	44	44	220	D(ICT)
	Upgrade the Core Network and Information Security	Core network and Information security infrastructure upgraded.	Upgraded Core network in place. Number of security	Improved network coverage in the HQ	1	1	1	1	100%	24	24	24	24	24	120	D(ICT)

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	Infrastructure at HQ		infrastructures in place.													
	Improve the computing equipment user ratio for secretariat staff in the Commission	Computer acquired and distributed	Number of commuters acquired	1:1 ration computer to user	200	200	200	200	200	36	36	36	36	36	180	D(ICT)
	Enhance Data center Server Capacity	Data Centre servers upgraded	Number of servers upgraded	Data storage capacity improved	1	1	1	1	1	20	20	20	20	20	100	D(ICT)
	Equip the Sub-counties with Internet Connectivity, Computers, multi-functional printers and LAN	Multi-functional printers procured	Number of sub-Counties with Multi-functional printers	All sub counties provided with multi-functional printers	59	59	59	59	59	42.64	42.64	42.64	42.64	42.64	203.2	D(ICT)
	implement Information Security Management System (ISO 27001)	ISMS standard in place	ISO certificate.	100% implementation.	100%	100%	100%	100%	100%	6	6	6	6	6	30	D(ICT)
			Implementation report	ISO certified 2 assessments reports.												
	Undertake Bi-annual Information Systems Security Assessments and Penetration Testing	Penetration testing undertaken	Testing reports.		-	1	-	1	-	-	10	-	10	-	20	D(ICT)

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
				100% Implementation of the recommendations												

2.2. TO STRENGTHEN RESEARCH AND INNOVATIONS

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
2.2.1 Institutionalise research culture	Operationalise the national science, technology and innovation mainstreaming strategy within the Commission	STI mainstreaming strategy operationalised	STI mainstreaming strategy developed	100% Operational STI strategy	100%	100%	100%	100%	100%	3	-	-	3	-	6	DDRDC
	Undertake annual solution-based research to inform continuous improvement in the Teaching service	Research undertaken. Evidence-based decision making	No of research conducted.	10 Research conducted (2 annually)	2	2	2	2	2	5	5	5	5	5	25	
	Finalise and Implement the Research and Innovation policy	Research and Innovation in place	Proportion of the policy implemented	Approved and Operational policy	1	-	-	1	-	2.5	-	-	2.5	-	5	
	Organise Commissions innovation -day annually	Rewarding of Innovations and innovators	Annual innovation days	5 Innovation days	1	1	1	1	1	5	5	5	5	5	25	DD(RDC)

SFA3: INSTITUTIONAL CAPACITY AND CORPORATE GOVERNANCE

STRATEGIC OBJECTIVE 3.1: TO IMPROVE THE HUMAN RESOURCE CAPACITY

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
3.1.1 Enhance Human Resource capacity for professionalism and productivity	Undertake annual secretariat staff Training Needs Analysis (TNA)	Secretariat staff Training Needs Analysis (TNA) undertaken	TNA reports.	5 TNA undertaken and recommendations implemented	1	1	1	1	1	60	60	60	60	60	300	D(DHR M&D)
			Implementation report of the recommendations.													
	Capacity-build secretariat staff on the performance gap identified	Capacity building of staff carried out	No of secretariat staff trained. Training report	3000 staff capacity built	600	600	600	600	600	110.4	110.4	110.4	110.4	110.4	552	
	Carryout continuous professional development to staff	Continuous professional development of staff facilitated	No of staff trained of professional development	100 % implementation of TNA reports	100%	100%	100%	100%	100%	15	15	15	15	15	75	

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	Upgrade the Resource e center to strengthen employees' competencies skills and continuous learning.	Resource e Center upgraded.	Virtual library in place. Number of journals, resource materials and the range of information accessible. Number of staff subscribing to the resource center. Number of e-learning programs running	E-learning Resource Center in place	Online resource center in place	2 subscriptions per year	2 subscriptions per year	2 subscriptions per year	2 subscriptions per year	20	20	10	5		55	
	Review and implement the TSC succession management policy framework	Succession management policy framework reviewed and implemented	Number of staff sensitized on the policy.	100% implementation	100%	100%	100%	100%	100%	5	5	5	5	5	25	
			Implementation report													
	Identify and recruit deploy staff to address the resource gaps	Human Resource gaps addressed	No of staff recruited / deployed to address the resource gap.	Staff establishment data bank	100%	–	–	–	100%	1.6	1.6	1.6	1.6	1.6	8	D(HRM &D)
3.1.2 To Enhance performance management	Develop Commissions strategic plan	Strategic plan	Strategic plan in place	Operational Commission s strategic plan	–	–	–	–	1	–	–	–	–	6	6	D(O) DD RDC

STRATEGIC OBJECTIVE 3.2: TO ENHANCE FINANCIAL RESOURCE CAPACITY

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	Prepare annual work plans and performance Contracting agreements	Signed performance contracts and annual work plans	annual work plans and performance contracting agreements	Annual Perfor mance index (%)	16	16	16	16	16	3	3	3	3	3	15	
			Evaluation Reports.	Annual evaluati on reports												
	Monitor, evaluate and report on the implementa tion of the SP	M & E reports	Implementa tion index %	5 annual progres s reports.	1	1	1	1	1	3	3	3	3	3	15	
3.2.1 Enhance resource Mobilisatio n	Develop and implement a resource mobilisation framework	Resource mobilisation framework	Resource mobilisation framework in place.	% implem entatio n of the progra ms. Fundin g of TSC progra ms by Develo pment Partner s	Framewor k developed	100% Implem entatio n	100%	100%	100%	5.88	–	–	–	–	5.88	D(F&A) F&A
			% growth in the baseline mobilised funds													
	Capacity Building of resource mobilization teams	Trained Resource Mobilisation teams.	No of staff /teams trained. Training report.	5 capacit y buildin g session	1	1	1	1	1	3.168	3.168	3.168	3.168	3.168	15.84	

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Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Res pon sibil ity
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
				s for resourc e mobilis ation												
	Identify and implement methods of increasing A-I-A by 2% every year	at least 2% increase in annual revenue	% increase in TSC revenue base.	cumula tive 10% revenu e increas e	2%	2%	2%	2%	2%	–	–	–	–	–	–	
	Mainstream public financial managemen t reforms	Mainstream ed reforms in the Commission	No of reforms mainstream ed and operationali sed	10 worksh ops for financia l manag ement for Heads of section s	2	2	2	2	2	4.98	4.98	4.98	4.98	4.98	24.9	

STRATEGIC OBJECTIVE 3.3 TO ENHANCE EMPLOYEE MOTIVATION, WELFARE AND WELLNESS

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Res pon sibil ity
3.3.1 Develop/re view policies to improve employee welfare	Review and implement the Career Progression Guidelines (CPG) for secretariat staff	CPG reviewed and implemente d	Reviewed CPG. Proportion of staff promoted under the guidelines	100% implem entatio n of Review ed CPG	Review of CPG	100%	100%	100%	Review of CPG	6.3	-	-	-	6.3	12.6	D(HRM &D)
	Review and implementa tion the Career Progression Guidelines (CPG) for teachers	CPG reviewed and implemente d.	Reviewed CPG Proportion of staff promoted under the guideline	100% implem entatio n of Review ed CPG	Review of CPG	100%	100%	100%	Review of CPG	6.3	-	-	-	6.3	12.6	
3.3.3 Establish & implement	Promote 60,000 teachers	Teachers promoted	Number of teachers promoted	60000 teacher s	12,000	12,000	12,000	12,000	12,000	2,200	2,200	2,200	2,200	2,200	11B	

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
mechanisms to promote secretariat employees' motivation	Review and implement a flexible working policy for secretariat staff	Reviewed-flexible working policy for secretariat	No of number working under flexible working arrangement.	promoted Employee motivated	100% implementation	1	M&E	M&E	M&E	M&E	2	-	-	-	2	
			Proportion of policy implemented													
	Implement the recognition, reward and sanction policy for secretariat staff	Recognition, reward and sanction policy for secretariat staff implemented	Proportion of policy implemented	100% implementation of the policy	100%	100%	100%	100%	100%	3	3	3	3	3	15	
	Undertake workload analysis for secretariat staff	Workload analysis undertaken	Workload analysis reports.	100% implementation of recommendations	100%	100%	100%	100%	100%	10	-	-	-	-	10	
3.3.4 Implement programme for employee health and wellness	Sensitise of 30000 employees on Non Communicable Diseases, Mental Health, ADA, HIV and mobile VCT budget in 8 regions for 6 days	Sensitisation of employees	NO of staff sensitized at both HQ and Field Service	30000 employees sensitized. Both at HQ and Field Offices	6000	6000	6000	6000	6000	62.516	62.516	62.516	62.516	62.516	312.58	D(AS)
			Sensitization Report													

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	Train 300 peer educators on psychosocial support groups across the country	Peer educators trained on Psychosocial support	No of peer educators trained across the country	300 peer educat ors	60	60	60	60	60	6.666	6.666	6.666	6.666	6.666	33.33	
	Carry out regular fire safety inspections	Fire safety Inspections undertaken	Number of Fire safety inspections carried out. Inspection report	Regular Fire safety inspecti ons conduc ted and recom mendat ions implem ented	1	1	1	1	1	2	2	2	2	2	10	
	Capacity build Marshals on fire safety protocols	Fire marshals capacity built	Training report	Fire safety protoco l awaren ess created .	1	1	1	1	1	1	1	1	1	1	5	
	Carry out a Mental health survey	Mental health survey	Mental health survey report.	implem entatio n of the Mental health survey report recom mendat ions	-	1			100% implemen tation of the survey recomme ndation.	-	7			-	7	
	Establish partnership and collaboratio n to promote	Partnerships and collaboratio ns established	Number of partners engaged to promote employee wellness.	Employ ees benefitt ing from welfare	1	1	1	1	1	KSH	KSH	KSH	KSH	KSH	KSH	

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)						Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	
	employee wellness			initiativ es												
			Amount received (KSH) for support MOU signed													
			No of employees who have benefited from the intervention s													

STRATEGIC OBJECTIVE 3.4 TO PROMOTE PARTNERSHIP AND COLLABORATION WITH KEY STAKEHOLDERS

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Responsibility
3.4.1 Establish partnership s and linkages with national and internation al organisatio ns on improving the teaching service	Review and Institutionali se the TSC Policy framework on collaboratio n and partnership	Reviewed partnership and collaboratio n framework.	Policy framework in place.	Increase d partners hip with internati onal organizat ions	concept paper	Roll out	M&E	M&E	M&E	3	-	-	-	-	3	D/Ope ration s)
			No of engaged internationa l partners													

STRATEGIC OBJECTIVE 3.5: TO STRENGTHEN THE CORPORATE GOVERNANCE OF THE COMMISSION.

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Total	Responsibility
3.5.1 Strengthen the legal and policy framework of the Commissio n	Develop and implement Code of Conduct and Ethics (COCE) for secretariat staff.	Developed COCE for secretariat staff	COCE for secretariat in place.	All proced ures, operati ons and process es underta ken	Developm ent	Roll out	100% implem entatio n	100% implem entatio n	M&E	3	-	-	-	-	3	D(AS) D(LLIR)

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	Review and implement the CORT for teachers	Reviewed CORT for teachers	Reviewed CORT in place	All procedures, operations and processes undertaken within the law	Draft CORT and stakeholder engagement	Parliamentary approval	Roll out	M&E	M&E							
	Carry out 6 Internal audits	Legal audits conducted	Number of legal audits conducted	6 legal audits conducted	-	2 service areas	2 service areas	2 service areas	-	-	2	2	2		6	D(LLIR)
	Coordinate at least 2 legal / compliance governance audit by external consultant	Legal audits by consultant conducted	Number of Legal audits by consultants.	2 externally legal audits conducted	1	-	-	-	1	5	-	-	-	5	10	D(LLIR) D(IA)
3.5.2 Enhance the corporate governance at the Commission	Build capacity of the board on various topical issues	Capacity of board built	No of training on various topical issues.	10 training sessions	2	2	2	2	2	12.125	12.125	12.125	12.125	12.125	60.625	D(F&A)
	Undertake Annual Board Self Performance Evaluation.	self-evaluation by board undertaken	Evaluation reports	Annual board evaluation	1	1	1	1	1	1.5	1.5	1.5	1.5	1.5	7.5	D(O)
	Implement the Audit Plan	Audit plan implemented.	Implementation reports	100% implementation of the plan	100%	100%	100%	100%	100%	20	20	10	10	587,600	67,587,600	D(IA)

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target Y1	Y2	Y3	Y4	Y5	Budget (Kshs Millions) Y1	Y2	Y3	Y4	Y5	Total	Responsibility
	Identify and undertake in Environmental Social Governance initiatives	ESG initiatives undertaken.	No of ESG initiatives undertaken	Commission involvement in ESG initiatives	1	1	1	1	1	0.2	0.2	0.2	0.2	0.2	1	D(O)
3.5.3 Strengthen the corporate image of the Commission	Conduct TSC culture audit and implement its recommendation	Culture audit conducted	Culture audit reports. Implementation and follow up on the recommendations.	Positive Culture inculcated.	Audit conducted	100%	100%	M&E	M&E	10	10	10	10	10	50	DD(CC)
	Review and implement the Customer Service and Information Management policy	Policy reviewed and implemented	Proportion of the policy implemented	Improved customer handling and customer satisfaction.	Review of the policy	100% Implementation	100% Implementation	100% Implementation	Review of the policy	5	-	-	-	-	5	
	Implementation Communication and media strategy	Communication strategy in place	Customer satisfaction index	100% implementation	100% Implementation	100% Implementation	100% Implementation	100% Implementation	100% Implementation	15	15	15	15	15	75	
	Develop and implement Brand strategy	Brand strategy developed	Brand Audit	100% implementation	Concept paper and strategy developed	Piloting and validation	Roll - out	M&E	M&E	20	20	20	20	20	100	
	Development of a Corporate Social Investment strategy	Developed social investment Strategy.	Social Investment Strategy in place	100% implementation of the strategy	Concept paper	Piloting and validation	Roll out	M&E	M&E	1	1	1	1	1	5	

Strategies	Key Activities	Expected Output	Performance Indicators	5 Year Target	Annual Target					Budget (Kshs Millions)					Total	Responsibility
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5		
	Undertake stakeholder and media engagements	Stakeholder and media engagements undertaken	Number of stakeholders and media engagements/ events.	5 stakeholder events.	1	1	1	1	1	0.2	0.2	0.2	0.2	0.2	2	

Annex 2: Outcome Performance Matrix

Strategic Focus Area	Outcome	Key Performance Indicator	Baseline		Targets	
			Value	Year	Mid Term Period Target	End Term Period Target
Quality Teaching Service and Curriculum Implementation	Reduction of teacher shortage in basic public learning institutions by100% of the baseline teacher shortage	111,870 teachers recruited	111,870	June 2023.	55,935	111,870
		% Reduction in teacher shortage	100%		50%	100%
	Improved curriculum implementation in the learning institutions	No of Teachers registered under the new framework.		June 2023.		
		No. of teachers trained on TPAD &PC.	25,0000	June 2023.	12,500	25,000
		No of teachers trained on CBC	200,000	June 2023.	100,000	200,000
		23,500 champions trained on alternative modes of curriculum delivery	23,500	June 2023.	11,750	23,500
	Establishment of a teacher support Institute	Teacher support Institute established	N/A	2022/2023	Framework in place Teacher support programmes rolled-out	Institute for teacher support
Service Delivery Re	Enhanced service delivery	Improved customer satisfaction index	59.8%	September 2019	85%	100%

Strategic Focus Area	Outcome	Key Performance Indicator	Baseline		Targets	
			Value	Year	Mid Term Period Target	End Term Period Target
engineering and Innovation		Compliance to Service Charter commitments	96.7%	April 2023	100% compliance with service charter	100% compliance with service charter
	Research and Innovations institutionalised at the Commissions	Number of topical issues researched on	-	2022/2023	5	10
		Number of innovations approved and implemented.	-	2022/2023	3	5
	Additional services decentralised	No. of county offices constructed and equipped	1	2022/2023	12 county offices	20 county offices
		No. of field offices executing selected payroll functions	-	2022/2023	47 counties	47 counties 295 sub counties
		No. of field offices accessing teachers' digital files	-	2022/2023	47 counties	47 counties 295 sub counties
		No. of field offices using the financial management system	-	2022/2023	47 counties	47 counties
Institutional Capacity and	Enhanced human resource capacity	No. of secretariat staff trained for not less than 5 days in a year.	1,500	2022/2023	1,500	2,984

Strategic Focus Area	Outcome	Key Performance Indicator	Baseline		Targets	
			Value	Year	Mid Term Period Target	End Term Period Target
Corporate Governance		No. of staff recruited / deployed to address the resource gaps.	128	2022/2023	128	128
	Enhanced financial capacity	% growth in the baseline mobilized funds	1.54 B	2022/2023	0.7B	1.54B
		% increase in TSC revenue base.	640million	2022/2023	679,million	707million
	Motivated employees	Promotion of teachers	60,000	2022/2023	36,000	60,000
		Improved employee satisfaction index	64.3%	2022/2023	100%	100%
	Strengthened partnership and collaboration with key stakeholders	Number of MOUs signed with key stakeholders	12	2022/2023	6	12
		Number of programmes rolled out	12	2022/2023	6	12
	Improved corporate image	Improved Public Perception index	67	April 2020	80	100