# TEACHERS SERVICE COMMISSION



# STRATEGIC PLAN

# 2015 – 2019

# VISION
*To be a transformative teaching service for quality education*

# MISSION
*To professionalize the teaching service for quality education and development*

## CORE VALUES
**Professionalism**
**Customer focus**
**Integrity**
**Innovativeness**
**Team spirit**

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# FOREWORD

The Teachers Service Commission (TSC) was established under Article 237 of the Constitution of Kenya (2010) as an Independent Commission that regulates the teaching service in Kenya. Prior to this, the Commission was a semi-Autonomous Government Agency (SAGA) under the Ministry of Education established by an act of parliament. The TSC plays a significant role in supporting the Government's efforts in the implementation of the policies relating to the Vision 2030, and Sustainable Development Goals.

The operations of TSC are thus anchored on the ongoing reforms in the education sector as articulated in the policy framework on Reforming Education and Training Sectors in Kenya (Sessional Paper No. 14 of 2012). A major element of these reforms is to enhance the quality of the teaching service by improving the professional capacity and conduct of teachers and providing them with the necessary support. Other key elements in Vision 2030 include provision of effective teaching services through a digital platform, hiring of additional teachers and ensuring teachers devote the required time to teaching and learning in order to improve the quality of education. The TSC Strategic Plan (2015-2019) is a framework upon which the Commission will implement these policy interventions.

This Strategic Plan outlines the vision, mission, goals, strategic objectives and strategies upon which TSC reforms are anchored for delivery of quality education and training. To achieve the purpose of realigning the TSC systems and processes to the provisions of the Constitution of Kenya (2010) and other national priorities, the Plan contains robust programmes and actions that focus on ways and means of improving the teaching service in the Country. The plan is structured into three broad thematic areas or pillars namely: Teacher Competence, conduct and Performance management; Reforms and innovations in provision of teaching Services and; Service Delivery re-engineering and decentralization.

During the Plan period, the Commission shall continue to engage stakeholders including the private sector and development partners, to support the identified programmes. At the same time, efforts will be made to strengthen governance structures and provide harmonious working atmosphere for improved efficiency in resource utilization, minimizing duplication of efforts and optimizing opportunities for inter-agency linkages in programme implementation.

I wish to call upon all stakeholders and the development partners to support and cooperate with us in achieving our goal which will empower the Kenyan child and ultimately the Kenya people.

**DR. LYDIA NZOMO, OGW,**
**COMMISSION CHAIRPERSON**

# PREFACE

The Teachers Service Commission rolled out its first strategic Plan in the 2005-2010 period. Throughout this period and the subsequent plan periods, the Commission registered considerable success in implementation of its programmes. It is from this success that the 2015-2019 Strategic Plan builds on. The plans provided basis for resource mobilization and utilization for enhanced accountability and organizational performance. However, an environment of high public expectations and the need to realign the TSC functions with the provisions of the Constitution of Kenya (2010) and the TSC Act (2012) requires a refocus of the strategic direction. In addition, the reforms in curriculum implementation and provision of teaching services must be appropriately aligned to the wider government policy agenda, as articulated in the Second Medium Term Plan of the Kenya Vision 2030, and the policy framework on Reforming Education and Training Sectors in Kenya (Sessional Paper No. 14 of 2012).

The development of the 2015-2019 Strategic Plan is thus a deliberate step by the Commission to roll out a comprehensive programme of action that engenders efficiency in operations while at the same time amplifying the legal and statutory provisions in the execution of its mandate. The Plan further provides a platform for continuity and delivery of services in the context of sectoral and the wider government reform agenda.

This strategic plan is the outcome of a number of processes that begun with a review of various documents including in-depth analysis of the TSC Strategic Plan 2005-2010 and subsequent plans, the Medium Term Plan II and reports from the Customer Satisfaction Surveys conducted over the years. The process also included consultative meetings and discussions with the stakeholders of the Commission and the TSC field officers. This was intended to ensure consensus—building and ownership in the design and implementation of the Strategic Plan.

In implementing this Strategic Plan, we shall be guided by our core values namely; professionalism, customer focus, integrity and team spirit. It is my belief that these norms shall propel the Commission towards its Vision, which is "To be a transformative teaching service for quality education" and eventually contribute to provision of globally competitive quality education, training and research for sustainable development.

I wish to convey my appreciation to the entire TSC staff for their effort, time and input that led to a successful completion of this plan. I further wish to thank the members of the Commission whose invaluable input shaped the quality of this plan. I also wish to thank most sincerely all the stakeholders who contributed either directly or indirectly to the successful preparation of the Strategic Plan 2015-2019.

**NANCY NJERI MACHARIA, OGW**
**COMMISSION SECRETARY/CEO**

# LIST OF ABBREVIATIONS AND ACRONYMS

**BOM:**        Board Of Management

**CBE**:        Curriculum Based Establishment

**CDF**:        Constituency Development Fund

**CEMASTEA**:   Centre for Mathematics, Science and Technology Education in Africa

**CIC**:        Constitution Implementation Committee

**COCE:**       Code of Conduct and Ethics

**COR**:        Code of Regulations

**CRM**:        Customer Relationship Management

**DICECE**:     District Centre for Early Childhood Education

**DMEC**        Departmental Monitoring and evaluation committee

**EFA:**        Education For All

**ESQAC:**      Education Standards and Quality Assurance Council

**FPE:**        Free Primary Education

**HIV**:        Human Immuno deficiency Virus

**HQ**:         Headquarters

**HRMIS**:      Human Resource Management Information System

**ICT:**        Information Communication Technology

**IFMIS**:      Integrated Financial Management Information System

**IPPD:**       Integrated Personnel Payroll data

**KEMI:**       Kenya Education management Institute

**KICD:**       Kenya Institute of Curriculum Development

**KISE**:       Kenya Institute of Special Education

**KLB:**        Kenya Literature Bureau

**KNBS:**       Kenya national Bureau of Statistics

**KNEC**:       Kenya National Examinations Council

**LAN:**        Local Area network

**MODP**:       Ministry of Devolution and Planning

**MOE:**        Ministry Of Education

**MOU**:        Memorandum of Understanding

**MTEF:**       Medium Term Expenditure Framework

**MTP:**        Medium Term Plan

**NIEMIS**:     National Integrated Education Management Information

System

**PESTEL:** Political, Economic, socio-cultural, Environmental and Legal **PPP**:

Public Private Partnership

**PPRI:** Policy Planing, Research and Innovations **PTR:** Pupil

Teacher Ratio

**QAS**: Quality Assurance and Standards **QMS**: Quality

Management System

**SAGA**: Semi Autonomous Government Agency

**SRC:** Salaries and Remuneration Commission

**SWOT:** Strengths, Weaknesses, Opportunities and Threats **TAC**:

Teacher Advisory Centre

**TMIS**: Teacher Management Information System **TOT**: Training

of Trainers

**TPC:** Teacher Proficiency Course

**TPD:** Teacher Professional Development **TTI**:

Technical Training Institute

**TSC:** Teacher Service Commission

**UNESCO**: United nations Educational and Cultural Organization **UPE:**

Universal Primary Education

**VPN**: Virtual Private Network

# DEFINITION OF TERMS

**1.     Enrollment:**
The total number of pupils/students who have registered in a class or school during the current school year.

**2.     Multi- grade teaching:**
This is a form of curriculum implementation where pupils of different levels are put together and taught within the same room/class.

**3.     Multi-shift teaching:**
This is a form of curriculum implementation where the school programme is staggered to allow pupils attend classes at different times, with a view to mitigate shortages in terms of infrastructure and teaching resources.

**4.     Private School:**
An educational institution maintained and administered by private individuals or groups.

**5.     Public School:**

A school established, operated and supported by the government.

**6.     Pupil-Teacher Ratio:**
The proportion of the number of authorized positions for teachers at a certain level in a given year to the enrolment at the same level in the same year.

**7.     Relief teachers:**
Teachers hired on short term basis to address shortages occasioned by prolonged absence of regular teachers.

**8.     Staffing Norms:**
Teaching load in terms of hours/number of lessons per week allocated to a teacher for optimum utilization.

**9.     Teachers on Duty:**
Refers to teachers on the TSC payroll at any point in time. This excludes teachers who may be on payroll but not physically in class and those temporarily out of the payroll for various reasons.

**10.     Teacher sharing:**
An arrangement made for teachers teaching elective subjects in more than one school in order to meet the minimum number of lessons required per week and ultimately achieve optimal utilization of teachers.

# EXECUTIVE SUMMARY

The Teachers Service Commission (TSC) was established under Article 237 of the Constitution of Kenya (2010) as an independent Commission that regulates the teaching service in Kenya. The Commission currently manages a force of over 298,000 teachers deployed in approximately 28,000 public educational institutions in the country. The learner population served by these teachers is more than ten (10) million, according to the most recent (2015) education statistics.

The TSC plays a significant role in supporting the Government's efforts in the implementation of the policies relating to the Vision 2030, Universal Primary Education (UPE) and subsequently, Education for All (EFA). The operations of TSC are thus anchored to the ongoing reforms in the education sector as articulated in the policy framework on *Reforming Education and Training Sectors in Kenya (Sessional Paper No. 14 of 2012)* .A major element of these reforms is to enhance the quality of the teaching service by improving the professional capacity and conduct of teachers and providing them with the necessary support. Ultimately, this will contribute to improved quality of education in public educational institutions.

### Purpose of the Teachers Service Commission Strategic Plan

The Teachers Service Commission (TSC) Strategic Plan (2015-2019) has been developed within the existing policy and legal framework of the Commission and the general policy framework of the education sector.

The purpose of the strategic plan is to: -

(i)   Realign the TSC systems and processes to the provisions of the Constitution of Kenya (2010).
(ii)  Outline the reform road-map of TSC for the next five years;
(iii) Provide a basis for performance planning, implementation and evaluation.

(iv)  Provide a tool for resource mobilization within the Medium Term Expenditure Framework (MTEF) of the Government; and
(v)   Present the various investment options available to the Commission for engagement with stakeholders and development partners;

### Policy Summary on the TSC mandate

The overall policy goal of TSC is to improve the quality of education and protect the rights of the Kenyan child within the learning environment. This shall be achieved through strategies aimed at effective regulation of performance and conduct of teachers at various levels. The decentralization of functions from the headquarters to lower level structures is a major element of the envisaged reforms that will contribute to improved teaching services and ultimately rising standards of education in the country.

### Strategic Pillars

The TSC strategic plan is structured into three (3) broad thematic areas (Strategic Pillars) covering key aspects of teacher management and intended reforms on the teaching services over the next five years.The Strategic Pillars are:

**Strategic Pillar 1**
**Teacher competence, conduct and performance management;**

This pillar seeks to ensure quality of the teacher at entry, effective induction and in-service programmes, supervision and reliable appraisal systems at all levels. The Pillar shall focus on establishing a framework to guide entry and performance standards expected in the teaching service, and regulation of professional development and ethical conduct of teachers engaged both in public and private learning institutions. Focus shall also be in strengthening quality assurance and standards of the teaching services at the county and sub-county levels.

**Strategic Pillar 2**
**Reforms and innovations in provision of teaching Services;**

The main thrust on this pillar is to optimize utilization of the teaching resource and at the same time improve efficiency and quality of the teaching service. This pillar focuses on integrating ICT in teaching, identifying other approaches in curriculum delivery and addressing disparities in teacher distribution at all levels. The reforms may ultimately lead to improved equity and access to learning opportunities across regions.

**Strategic Pillar 3**
**Service delivery re-engineering and decentralization;**

This pillar seeks to strengthen the integrated support systems and structures for more efficient TSC operations with focus on responsiveness of services delivered by the TSC staff at all levels. This pillar also provides a roadmap in the decentralization of key teacher management functions with the aim of improving the teacher-learner contact time.

**Financing the Strategic Plan**

The reforms envisaged in curriculum implementation are anchored on the wider government priorities as articulated in the Vision 2030 Medium Term Plan II (2013-2017), which is the basis for government resource allocation. These priorities include provision of teaching services more effectively through a digital platform; hiring of additional teachers; and ensuring teachers devote the required time to teaching and learning in order to improve the quality of education.

Implementation of this strategic plan is estimated to cost **Ksh. 15.7 billion** for the 2015/16 to 2019/20 Financial Years. The largest portion of this will be spent on optimal utilization of the teaching resource that entails recruitment of additional teachers to address projected growth in population and hence school enrolment. The indicative cost for this is Ksh. 2.3 billion per year. The other major component of the estimated budget will be in service delivery re-engineering and decentralization pillar.

This shall entail automation of teacher management processes and establishment of facilities and infrastructure at the county and sub-county levels. This is projected to cost Ksh. 2.8 billion spread over the five years. Provision of digital literacy services that incorporates integration of ICT in curriculum delivery shall cost the Commission approximately Ksh. 600 million, while strategies to roll out a teacher performance appraisal system and establishing teacher in-service/pedagogy internship centres

in selected regions, is estimated to cost Ksh. 423 million during the five year period.

The bulk of the funding, especially that related to personal emoluments shall be provided from the National Treasury. The Commission shall also engage other stakeholders, the private sector and development partners to support some of the programmes.At the same time, efforts shall be made to improve the efficiency in resource utilization, minimizing duplication of efforts and optimizing opportunities for inter-agency linkages in programme implementation during the plan period.

# CHAPTER ONE

## INTRODUCTION AND BACKGROUND

### 1.0.    Introduction

This chapter provides an introduction on the establishment of the Teachers Service Commission. The chapter also outlines the specific policy objectives of the TSC mandate. The rationale and process of developing the TSC 2015-2019 Strategic Plan and the institutional framework for the TSC are also highlighted in this chapter.

### 1.1    Background of the Teachers' Service Commission

The Teachers Service Commission (TSC) is an independent entity established under Article 237 of the Constitution of Kenya (2010) to regulate the teaching service in Kenya. Prior to assuming its present status, the Commission operated as a Semi-Autonomous Government Agency (SAGA) under the Ministry of Education since 1967. This was through an Act of parliament, namely, the Teachers Service Commission Cap 212 (now repealed).

The Commission currently manages a force of 298,060 teachers deployed in approximately 28,000 public educational institutions in the country.These include 211,809 teachers deployed in 20,760 public primary schools and 86,251 teachers serving in 7,755 public post primary institutions throughout the country. The learner population served by these teachers, according to the most recent statistics, (2015) is over 8 million at the primary school and over 2 million at the post primary school levels.

### 1.2    Mandate, Policy Objectives and Organization Structure

#### 1.2.1    Mandate:

The Constitution of Kenya (2010) mandates the Commission to register trained teachers; to recruit and employ registered teachers; to assign teachers employed for service in any public school or institution; to promote and transfer teachers; to exercise disciplinary control over teachers and to terminate the employment of teachers. The Constitution further charges the TSC with the responsibility of reviewing the standards of education and training of persons entering the teaching service; reviewing the demand for and the supply of teachers; and advising the national government on matters relating to the teaching profession. The TSC Act (2012) further mandates the Commission to facilitate career progression and professional development of teachers and to monitor the conduct and performance of teachers.

#### 1.2.2    Specific policy objectives

##### (i)    The policy on teacher registration

This provides that a person must be registered by the Commission in order to teach in any educational institution, whether public or private. This policy objective seeks to monitor and regulate teaching standards nationally.

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### (ii) The policy on recruitment and employment

This policy is demand-driven taking into consideration budgetary provisions and the establishments in public educational institutions. The policy also seeks to promptly replace teachers who leave service through natural attrition.

### (iii) The policy on assignment of teachers

This entails assignment, deployment and posting of teachers to institutions of learning where their services are required. The policy is guided by staffing norms obtaining from time to time. The objective is to achieve optimal utilization of teachers with the aim of reducing the intra and inter-regional disparities in teacher distribution. It is also designed to enhance competence in the management of educational institutions.

### (iv) The policy on promotion of teachers

This is guided by existing schemes of service and vacancies. The Schemes of service provide for promotion on common establishment and competitive promotion. The policy is also premised on projected and actual budgetary provisions on teacher career progression.

### (v) The policy on teacher discipline

This is aimed at regulating the professional conduct of teachers in and out of the classroom. The rationale is to ensure fairness in justice and to provide an opportunity for teachers with discipline cases to undergo a due process while at the same time injecting efficiency in the administration of disciplinary procedures.

### (vi) The employees' separation policy

This policy supports the separation process as a result of natural attrition and other lawful reasons. The objective is to ensure relevant documentation relating to employees' terminal benefits are processed and submitted to the Director of Pensions in good time.

### (vii) The policy on review of standards of education and training of persons entering the teaching service

The objective of this policy is to establish and maintain standards on professional qualifications and competencies within the teaching service. It also aims at ensuring that teachers comply with the teaching standards in accordance with regulations under the TSC Act. In addition, the policy empowers the Commission to establish a teacher professional development programme that prompts teachers to progressively acquire additional knowledge and skills in the course of service.

### (viii) The policy on the review of the demand for and supply of teachers

This is aimed at enhancing the TSC's ability to forecast medium and long term human resource needs to derive the desirable investment

options in teacher management. This will require the establishment and maintenance of effective Teacher Management Information Systems at all levels. It will also require establishment and deployment of planning and statistical analysis resources for efficient and reliable projections on teacher demand and supply.

**(ix) Advising the national government on matters relating to the teaching profession**

Entails identification of critical teacher management issues of national or public interest the Commission may wish to share with the government. This mandate is guided by government policies issued from time to time.

**(x) Facilitate career progression and professional development for teachers in the teaching service. This is as provided for in the TSC Act (2012)**

**(xi) Monitoring the conduct and performance of teachers**

This is in compliance with the TSC Act (2012).

### 1.2.3 Institutional Framework and organization structure of the TSC

The TSC as a national state organ provides teacher management services from its head office and has also established offices at the County level in accordance with Section 3(2) of the TSC Act No. 20 of 2012. In addition, the Commission has delegated certain aspects of teacher management functions to agents at the institutional level. The Institutional framework is presented in Appendix III.

All teacher management issues are governed by the Teachers Service Commission, which consists of a Chairperson and eight other members as per the provisions of the Constitution (2010) and Section 5(1) of the TSC Act No. 20 of 2012. The Commission is responsible for the provision of strategic direction, leadership and overall oversight.

The day to day operations of the Commission is the responsibility of the Commission Secretary/Chief Executive, who supports the Commission in the protection of the interests of the employees, coordination with all government agencies and engagement with other non-state actors. Appendix II presents the current organizational structure.

## 1.3    The Rationale for the Review of the TSC Strategic Plan

The first TSC Strategic Plan (2005-2010) provided a framework for planning, implementation and performance evaluation of TSC programmes. The plan also provided a basis for resource mobilization and utilization for enhanced accountability and organizational performance. The Commission registered considerable success in implementing its first Strategic Plan (2005-2010). However, an environment of high public expectations and the need to realign the TSC functions with the provisions of the Constitution of Kenya (2010) and the TSC Act (2012) requires a refocus of the strategic direction.

In addition, the reforms in curriculum implementation must be appropriately aligned to the wider government policy agenda, as articulated in the Second Medium Term Plan of the Kenya Vision 2030, and the policy framework on Reforming Education and Training Sectors in Kenya (Sessional Paper No. 14 of 2012).

The development of the 2015-2019 Strategic Plan is thus a deliberate step by the Commission to roll out a comprehensive programme of action that engenders efficiency in operations while at the same time amplifying the legal and statutory provisions in the execution of its mandate. The Plan further provides a platform for continuity and delivery of services in the context of sectoral and the wider government reform agenda.

## 1.4    Process of reviewing the strategic plan

This strategic plan is the outcome of a number of processes that begun with a review of various documents including in -depth analysis of the TSC Strategic Plan 2005-2010, the Medium Term Plan II and reports from the Customer Satisfaction Surveys conducted over the years. The process also included consultative meetings and discussions with the stakeholders of the Commission and the TSC field officers. These processes were intended to ensure consensus-building and ownership in the design and implementation of the Strategic Plan.

# CHAPTER TWO

## THE SITUATION ANALYSIS

### 2.0 Introduction

This chapter provides a contextual background under which the 2015-2019 Strategic Plan has been formulated. A highlight of Kenya's development agenda as articulated in the Vision 2030 Strategy and the role of TSC in realization of the agenda is discussed. The chapter also presents an overview of the performance of the Commission over the last ten years and the lessons learnt. A scan of both internal and external factors that may influence the implementation of the Plan also informs the analysis. This is presented in terms of Strengths, Weaknesses, Opportunities and Threats (SWOT) and Political, Economic, Socio-cultural, Technological, Environmental and Legal (PESTEL) analysis. The review has further identified the main stakeholders of the TSC and their varied interests and expectations.

### 2.1 Kenya's Development Agenda

The Kenya Vision 2030 Strategy is the overarching national development blue print which seeks to guide the transformation of the country into a modern, globally competitive, middle income economy by the year 2030. The Vision 2030 road map is highlighted by specific flagship projects targeted to have a transformative impact within the three core pillars of the Vision namely: economic, political and social pillars.
The social pillar of Vision 2030 identifies education and training as the primary means of upward social mobility, national cohesion and socio-economic development. The Kenya Vision 2030 is being implemented through a series of five year Medium Term Plans (MTPs). The first MTP (referred to as MTP1) covered the period 2008-2012. The Medium Term Plan II which covers the period 2013-2017 sets out, amongst others, a strategic framework for the development of the education and training sector.

The overall goal of education services in Kenya is to enhance access, quality and relevance of education. The Government has reiterated its commitment to the provision of quality education, training and research for all Kenyans. The thrust of the various policy interventions is the need to develop a quality human resource which is central to the achievement of the national goals and at the same time realize international commitments including the *Millennium Development Goals* and *Education for All.*

The targeted intervention programmes are articulated in various sectoral plans and policy documents, including the policy framework on Reforming Education and Training Sectors in Kenya (Sessional Paper No. 14 of 2012)and the *Kenya Vision 2030 Medium Plan II (MTP II) for 2013- 2017*. Among the interventions the government will focus on under the MTP II include: provision of teaching services more effectively through a digital platform; hiring of additional teachers in order to lower pupil-teacher ratio; and ensuring teachers devote the required time to teaching and learning in order to improve the quality of education.

## 2.2 Global trends in provision of education services

Globally, the education sector continues to embrace the power and promise of digital learning and the best that modern technology has to offer. The next-generation cloud-based, mobile, and app solutions are gradually replacing outdated learning management systems. In the developed world and even in some developing countries, access to knowledge in terms of flexibility and mobility has changed drastically as learners, especially those at post primary school levels prefer E-learning to the traditional classroom learning approaches. The underlying forces behind this shift include declining public funding, changing demographics, advancing technology, and a competitive job market. These trends have a direct effect on demand and supply of teaching services.

In addition, in a knowledge-based society and to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume greater responsibility for their own professional learning, continually developing their knowledge and skills. For example, the UNESCO ICT teacher competency standards requires teachers to possess and demonstrate the knowledge, skills, and attitudes composed of subject matter, pedagogy and technology in order to help their learners. Teachers in Kenya must therefore keep pace with modern trends in the profession.

At the policy level, performance management has become a constant organizational challenge globally. Among the developing countries, the concept has gained prominence quite rapidly as a productivity issue across all sectors and professions. Within the teaching profession, policymakers must establish systems of rewarding teachers for the quality of their teaching as opposed to the certificates acquired. Employers assess teacher performance using universally accepted standards that include classroom observation, principal reviews, and learner performance.

A study conducted by the Commission in 2012 in the United Kingdom established that there are national standards for head teachers and that new head teachers must be accredited by the National Professional Qualification body for headship. The Kenya National Qualification Framework could also provide a basis for aligning staff deployment and career growth instruments to relevant international sector standards. The TSC must therefore align its teacher management systems to such emerging performance management models.

## 2.3 The role of the TSC in delivering the Vision 2030

Article 237 of the Constitution of Kenya and the TSC Act No. 20 of 2012 provide the legal framework and operational autonomy under which the TSC operates.Specifically the TSC Act empowers the Commission to formulate policies to regulate the teaching profession and guide teacher management functions. Broadly, this entails ensuring compliance with teaching standards prescribed from time to time, facilitating career progression and professional development of teachers and monitoring their conduct and performance in the course of curriculum implementation.

Besides the crucial role in delivery of key outcomes envisaged in the MTP II of the Vision 2030 Strategy, the TSC also has an obligation to help realize aspirations and fundamental rights articulated in the Constitution of Kenya. These include:

(i)  Protecting the rights of the child within the learning environment by enforcing teacher professionalism and integrity,

(ii)  Contributing to the right to quality education to learners in public educational institutions,

(iii)  Effective and efficient service delivery to the citizens.

The Commission recognizes that substantial resources will be required to support the delivery of the Kenya Vision 2030 priorities and improving the quality of education. Towards this end, some of the key reforms the Commission intends to pursue include reviewing its policy guidelines and establishing a framework on teaching standards and professional development of teachers. In addition, the strategies for integration of ICT in curriculum implementation must lay emphasis on seamless incorporation of technology to support and enhance learner's engagement in meaningful learning and attainment of curriculum objectives.

## 2.4    Performance Review on the TSC mandate over the last ten years

The previous strategic plans (2005–2010) and the Transitional plan (2011-13) were driven by three strategic issues, namely, accountability, resource allocation and strengthening of internal capacity. Remarkable achievement was realized on various key results areas.A review of the most significant achievements, challenges and lessons learnt during the implementation phase is discussed along the core functions and cross-cutting issues that affect curriculum implementation in particular and teaching services in general.

### 2.4.1    Registration of trained teachers

The objective of this function is to ensure all persons engaged in teaching service are registered in accordance with the TSC Act. The Commission has made significant efforts in reforming the teacher registration process. A key milestone achieved in this area was the establishment of on-line teacher registration.

The main challenge and lesson learnt in this area is the need for the Commission to monitor and regulate teaching standards nationally. This will entail the establishment of adequate mechanisms to enforce the registration of all trained teachers, especially those engaged by private learning institutions.

### 2.4.2    Recruitment of teachers

The government through the TSC has been providing teachers in both Primary and Post primary institutions. Under the First Medium Term Plan (MTP I) of the Vision 2030, the TSC recruited 28,000 teachers to alleviate the teacher shortages. *Table 1* summarizes the trends in key education sector indicators over the last 5 years, including the growth in teacher numbers.

## Table 1: Trends in key Education Sector indicators 2010/2015

| | No. of schools | | Total enrollment | | No. of teachers | |
|---|---|---|---|---|---|---|
| | **Primary** | **Post Primary** | **Primary** | **Post Primary** | **Primary** | **Post Primary** |
| **2010/11** | 19,059 | 5,612 | 7,810,928 | 1,606,636 | 182,328 | 58,869 |
| **2011/12** | 19,848 | 5,994 | 7,889,037 | 1,716,790 | 184,963 | 62,216 |
| **2012/13** | 20,307 | 6,882 | 8,038,664 | 2,011,247 | 187,635 | 68,680 |
| **2013/14** | 21,205 | 7,427 | 8,181,204 | 2,089,717 | 190,112 | 71,240 |
| **2014/15** | 20,760 | 7,746 | 8,117,861 | 2,185,182 | 211,809 | 75,717 |
| **% Growth** | 8.9 | 38.0 | 3.9 | 36.01 | 16.2 | 28.6 |

*Source: Teacher Management data, 2015*

The Medium Term Plan II (MTP II) of the Vision 2030 Strategy has projected an allocation to recruit an average 5,000 teachers per annum between 2013 and 2017. At the same time, enrolment at the primary school level is projected to grow from 8.1 million in 2015 to 8.7 million in 2019, an estimated average growth rate of 1.3 percent per annum. At the post primary school level, enrolment is projected to grow from 2.2 million in 2015 to 2.9 million students in 2019, representing an estimated average growth rate of 7.2 percent per annum.

On the other hand, the gap in provision of the teachers has been growing over the years, from a net teacher shortage of 61,235 in 2010 to the currently estimated 92,000 teachers. Table 2. Summarizes projected teacher shortages over the next five years.

The analysis shows the government has provided additional funds in the provision of teaching resources to public educational institutions over the last five years. However, this investment is negated by the rapid growth in school enrolment and expansion of learning institutions. As indicated in table 2, the overall teacher shortage at public primary and post primary institutions is expected to grow to over 116,000 in the next five (5) years.

## Table 2: Net projections on teacher shortages -2016-2019

| TEACHER SHORTAGE PROJECTIONS 2015-2019 | | | |
|---|---|---|---|
| **YEAR** | **NUMBER** | | |
| | **POST PRIMARY** | **PRIMARY** | **TOTAL** |
| **2016** | 54,545 | 40807 | 95,352 |
| **2017** | 61,122 | 40455 | 101,577 |
| **2018** | 68,492 | 40107 | 108,599 |
| **2019** | 76,752 | 39761 | 116,513 |

*Source: Teacher Management data 2015*

Key lessons learned from the review of the teacher recruitment function are:

(i) There still is great demand for teachers occasioned by the implementation of the Free Primary Education (FPE), Affordable Day Secondary Education programmes and increased establishment of new schools under

Constituency Development Fund (CDF) and other community initiatives.

(ii) Public educational institutions still experience a significant teacher shortage, due to increase in learner enrolments. This implies that teacher shortages may continue to be the greatest challenge in provision of quality education, hence the need to explore more efficient approaches in utilization of the teaching resource.

(iii) The significant projected shortfall in supply of teachers will necessitate adoption of various policy options, such as enhancing the number of additional teachers to be recruited annually, reviewing the existing staffing norms and identifying alternative modes of curriculum delivery at the various levels.

### 2.4.3    Deployment of teachers

The main objective of teacher deployment is to ensure that equity in teacher distribution is achieved nationally. Rationalization of teacher deployment is also intended to ensure optimal utilization of teachers; and providing qualified and competent administrators to public educational institutions. The policy on deployment of teachers is guided by staffing norms revised from time to time. The national average Pupil-Teacher Ratio( PTR) at primary school level moved from 44:1 in 2007 to the current 42:1.There are however significant regional disparities in teacher distribution with schools in ASAL areas and urban slums being disadvantaged.

The main lessons learnt from past teacher deployment approaches include:

(i) The current staffing norms used to deploy and utilize teachers are inadequate and require review.

(ii) There is need to identify more innovative approaches to ensure optimal utilization of the teaching resource.

### 2.4.4    Teacher Promotion

The Commission manages the largest workforce in the public service. Due to the magnitude of the teaching force and implications on budgetary provisions, the current opportunities for teacher career progression are limited. The policy on promotion of teachers is guided by existing schemes of service and vacancies. The Schemes of service provide for promotion on common establishment and competitive promotion, subject to projected and actual budgetary provisions.

Over the last ten years, the Commission has institutionalized the Teacher Proficiency Course (TPC) as per the Scheme of service for Non-Graduate Teachers.Another milestone achieved is the partial automation of promotion process through introduction of on-line applications and feedback on results for advertised posts. This has injected efficiency and significantly reduced the waiting time teachers were subjected to in the past.

The main lessons learnt in performing teacher promotion function include:

(i) A significant number of Non-Graduate Teachers are disadvantaged, through stagnation on the same grade despite existence of a policy framework under the Sessional Paper No. 14 of 2012 that provides for an increase of budgetary allocations on Teacher Proficiency Courses (TPCs) to 10%.

(ii) The annual allocations still remain at the initial 2.5%.

(iii) The limited opportunities for upward mobility for the various cadres of teachers has resulted into a de-motivated teaching force, and turnover. This creates the potential of compromising the quality of education.

### 2.4.5    Teacher Discipline

The function of exercising disciplinary control over teachers is designed to regulate the professional conduct of teachers in and out of the classroom. The rationale is to ensure fairness in justice in the administration of disciplinary procedures. During the period under review, some aspects of management of the teacher discipline function were decentralized to the counties.

The main lessons learnt in management of teacher discipline over the years include:

(i) There is need for a comprehensive induction programme for newly recruited teachers on the expectations of the teaching profession.

(ii) Increased awareness among teachers on their rights has led to increasing litigation arising from Commission's decisions.

(iii) Disciplinary control of teachers should focus more on preventive measures, and other strategies that will not keep the teachers out of the classroom for prolonged periods.

### 2.4.6    Review of Teaching Standards

This mandate requires the Commission to establish and maintain standards of education and training of persons entering the teaching service in terms of basic requirements on professional qualifications and competencies. In addition, the TSC Act empowers the Commission to institutionalize a teacher professional development scheme that prompts teachers to progressively acquire additional knowledge and skills for purposes of recertification in the course of service.

During the period under review, key lessons learnt include:

(i) Over the years, the Commission has not effectively performed the mandate of maintenance of standards in the teaching service due to inadequate capacity and a weak legal framework.

(ii) The Commission must address weaknesses in teacher skills which include low subject mastery and insufficient pedagogical skills to improve teaching quality in schools.

(iii) For effective maintenance of standards in the teaching service, the Commission must establish a comprehensive performance management system at the institutional level and a continuous Teacher Professional Development programme.

(iv) There is also need to establish a teacher standards assessment policy and mechanisms and roll out the same at all levels in the teaching service.

### 2.4.7    Employees' Separation Function

The separation function supports the eventual exit of teachers from the service. The objective of the function is to ensure employees and dependants of former employees are paid their final dues in a timely manner. It also aims at provision

of requisite information on separation to employees and other stakeholders. Key lessons learnt on the performance of this function include:

(i)   The largely manual processes in preparing documentation for forwarding to the Director of pensions results in long delays before retirees and dependants of former TSC employees receive benefits due to them.

(ii)  There is need for a continuous awareness creation programme to improve the speed at which the required documents for processing of pension claims are submitted by the retired teachers or their dependants.

(iii) In order to improve efficiency and minimize delays in processing and settling retirement and death gratuity claims due to former employees, the government may consider granting TSC agency status as recommended in Sessional Paper Number 14 of 2012 – *Reforming Education and Training Sectors in Kenya.*

### 2.4.8    Cross Cutting Issues

In addition to the achievements and challenges highlighted above a number of cross-cutting emerging issues affected the operations of the Commission over the last ten years. Some of these issues may significantly impede efforts to improve service delivery at all levels if not adequately addressed. Key lessons learnt in this regard include:

(i)   The Commission must regularly update its database on teachers with special needs and establish mechanisms to rehabilitate teachers who develop disabilities while in service.

(ii)  Information and Communication Technology must be fully embraced in teaching and as a management tool.

(iii) There is need for a comprehensive programme in the integration of ICT in curriculum delivery and the commensurate investments for continuous skills upgrading of teachers.

(iv)  There is need for a more coordinated, multi-agency approach in the provision of capacity building programmes for teachers.

(v)   The Commission must play the lead role in ensuring that teacher training programmes are designed based on identified competency gaps for improved learner and school performance and professional development of teachers.

## 2.5 Summary of Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Successful implementation of the Plan will depend on how the Commission enhances established success factors and exploits the opportunities for improvement. It will also entail establishment of a risk management framework to address the systemic weaknesses and exogenous factors that may threaten the achievement of planned activities.

## Table 3: Summary of SWOT Analysis

| A | STRENGTHS | RESPONSE |
|---|---|---|
| 1 | A clear legal and institutional framework on teacher management. | Enhance awareness among TSC stakeholders on the legal provisions guiding teacher management.<br><br>Review TSC policies and develop subsidiary regulations to align them to the constitution and provisions of the TSC Act |
| 2 | Established procedures, structures and guidelines on service delivery at the TSC headquarters. | Continually review existing procedures and systems and cascade to the counties for improved service delivery at all levels. |
| 3 | Experienced and committed top management | Strengthen stakeholder engagement and networking to mobilize support for reforms in teacher management |
| 4 | Established structures for decentralization of functions to the Counties and sub Counties. | Strengthen the capacity of county and sub-county personnel in teacher management functions. |
| 5 | A large pool of qualified teaching force under TSC employment | Provide continuous professional development of teachers for them to remain relevant. |
| 6 | A pool of skilled and professional secretariat staff | Reposition and build staff capacity for improved service delivery.<br><br>Identify incentives to motivate and retain skilled staff |
| **B** | **WEAKNESSES** | **RESPONSE** |
| 1 | Ineffective supervision of curriculum implementation | Strengthen the capacity of county and sub-county personnel in teacher management functions. |
| 2 | Inadequate mechanisms to enforce compliance with regulations and standards within the teaching service. | Continuously review and roll out regulations and guidelines on the teaching standards |
| 3 | Inadequate systems to promote and protect safety of the learners within the school environment | Establish a structured teacher induction and vetting system.<br><br>Promote preventive programmes to reduce incidences of professional misconduct among teachers |

| B | WEAKNESSES | RESPONSE |
|---|---|---|
| 4 | Uneven distribution and utilization of teachers at various levels | Review teacher staffing norms and optimize teacher utilization |
| 5 | Poor linkages among the various agencies in managing and sharing of data related to the teaching resource. | Establish and roll out a centralized Teacher Management Information System |
| 6 | Slow/delayed services in critical areas due to largely manual processes of the Commission's functions | Fast track automation of all core functions of the Commission |
| 7 | Ineffective in-servicing and teacher professional development programmes | Establish national framework for pre-service and in-service teacher professional development |
| 8 | Inadequate awareness creation on the Commission's mandate to teachers and stakeholders in the education sector. | Strengthen stakeholder engagement and networking to create awareness on the TSC mandate and intended reforms in the sub-sector |
| C | OPPORTUNITIES | RESPONSE |
| 1 | Autonomy and protection provided under the Kenya Constitution 2010 in executing the TSC mandate. | Leverage operational autonomy to initiate and drive reforms in teacher management. Carry out the mandate of the Commission as stipulated in the TSC Act. |
| 2 | A pool of well-trained/qualified but unemployed teachers in the labour market | Establish a teacher vetting system at entry level. Attract the most suitable candidates during recruitment and replacement processes. |
| 3 | Goodwill among Development partners and stakeholders in supporting teacher management programmes. | Share information and lobby development partners in resource mobilization |
| 4 | Dynamic technology and more informed consumers of teaching services. | Integrate ICT in curriculum delivery. Leverage on modern technology in service delivery. |
| 5 | Political goodwill and support from National and County governments on teacher management functions. | Share information and lobby government agencies in resource mobilization and utilization |

| D | THREATS | RESPONSE |
|---|---------|----------|
| 1 | Role conflict between the TSC and some of its stakeholders with regard to approaches and policies in improving teaching standards. | Strengthen stakeholder engagement and networking to create awareness on the TSC mandate and intended reforms in the sub-sector. Lobby with various stakeholders on common interests. |
| 2 | Frequent disruptions in curriculum implementation as a result of industrial action and/or agitation by unions outside existing structures. | Formalize recognition and Collective Bargaining Agreements with teacher Unions. |
| 3 | Unplanned establishment of schools leading to constraints on the teaching resources | Share information and lobby government agencies in resource mobilization and utilization |
| 4 | Increasing teacher shortages and large class sizes compromising quality of education | Explore and embrace complementary modes of curriculum implementation |

## 2.6    Review of the External Environment (PESTEL analysis)

External factors which influence or impact on the operations of the TSC and related strategic objectives are summarized below: -

### 2.6.1    Political factors

A stable and predictable political climate greatly influences teaching services and the learning process in general. The establishment of new schools through initiatives such as the Constituency Development Fund (CDF) has witnessed positive trends in access to education. However, political pressure in such initiatives have occasionally resulted in establishment of unviable schools and this places increased demand on TSC to provide sufficient number of teachers to the sector. Political interference in deployment of school administrators has also been a major factor that contributes to disruption of the learning process. Appropriate strategies to enhance awareness creation among the stakeholders on these issues must therefore be sought during the plan period.

### 2.6.2    Economic Factors

The government has recognized the teacher resource as one of the most important inputs into the educational system and therefore the efficient management and utilization of teachers is critical. The main challenge to the Government is thus to revitalize economic performance which in turn is expected to generate the resources needed for hiring sufficient number of teachers to address the overall objectives of access, equity and quality in education services. Despite the significant shortage of teachers in public schools, the government is constrained by the rising public sector wage bill. The Medium Term Plan II of the Vision 2030 has provided for recruitment of 25,000 teachers between 2013 and 2017, while the teacher shortage is projected

at 95,000 by 2017.This imbalance in supply of teachers is likely to compromise the quality of education in public learning institutions. The government must therefore support proposals to identify alternative cost effective approaches in curriculum implementation while at the same time containing the wage bill at sustainable levels during the plan period.

### 2.6.3 Socio-cultural Factors

The provisions of the Constitution demand that all state organs spread services to all parts of the country. The Constitution further places an obligation to TSC to protect the rights of the Kenyan child through provision of quality education among other services. The rapid population growth in the country implies a great demand for education services, which include teaching resources, for the school going population. The diverse socio-cultural patterns among various communities have often posed serious challenges in management of the teaching resource. For instance, the nomadic life styles and occasional tribal conflicts in some parts of the country have often denied children from such regions access to quality teaching and learning opportunities. In order to address some of these challenges, the Commission has positioned reforms and innovations in curriculum implementation as the centre piece of this Strategic Plan.

### 2.6.4 Technological Factors

The Kenya Vision 2030 envisages a dramatic change in approaches to learning and teaching as the country enters the knowledge society. The Medium Term Plan II (MTP II), which is the basis for government resource allocation has identified provision of teaching services more effectively through a digital platform; among the strategies aimed at improving the quality of education in Kenya. Initiatives that must be fast tracked include the integration of ICT in the curriculum, enhancement of ICT infrastructure, digitalization of the curricula, the development of e-content and the actual teaching of ICT in some learning institutions. In addition, teachers must be adequately equipped to develop an understanding of these frameworks and organize their work accordingly. These initiatives must therefore be customized in the TSC strategic Plan.

### 2.6.5 Environmental Factors

Teachers play a critical role in environmental sustainability, both at the work place and among the communities they interact with. The geographical intra and inter- regional disparities in resource endowment and access to social amenities is one of the factors that influence the operational environment of the TSC employees. The reforms envisaged in the utilization of the teaching resource must therefore take these factors into account.

### 2.6.6 Legal Environment

The TSC is responsible for all regulatory and management aspects of the teaching services as per the provisions of Article 237 of the Constitution (2010) . The legal framework to operationalize this constitutional mandate is provided under the

Teachers Service Commission Act No. 20 (2012) and regulations issued there under. Specifically, the TSC Act (2012) provides substantive regulatory powers overlooked in previous statutes. These include the responsibility of ensuring that teachers comply with the teaching standards prescribed from time to time and monitoring the conduct and performance of teachers in the teaching service. In addition, the decentralization of teacher management functions to the county and sub-county levels shall require a clear legal framework to align it with the established County government structures. The TSC Strategic Plan (2015-2019) has thus been customized to the appropriate legal environment.

## 2.7    Stakeholder Mapping

The Commission has a diverse range of stakeholders. Most of these are in the education sector. Other stakeholders include government ministries, development partners and the private sector organizations that have direct or indirect relationship with the TSC. *Table* 4 presents an analysis of the Commission's principal stakeholders, their roles and interests in the functions of the TSC.

### Table 4: Stake Holder Analysis

| No. | Stakeholder | Role | Interest |
|---|---|---|---|
| 1 | Learners in primary and post-primary institutions | They are the primary stakeholders to be served by the teachers. | To acquire quality education that makes them relevant to society and the labour market. |
| 2 | Teachers | These are also primary stakeholders and the core customers who must be enabled by the Strategic Plan to provide quality teaching services to learners at all levels except the university. | To obtain gainful employment, professional growth and improved welfare. |
| 3 | Parent Teachers Association (PTA) | They are key stakeholders to be served by the teachers through the performance of the learners. | Quality and relevant education for learners; good management of schools |
| 4 | Secretariat staff | These are primary stakeholders who provide the core services of TSC to the other stakeholders. They are the direct implementers of the Strategic Plan. | Gainful employment, professional growth and improved welfare. |

| No. | Stakeholder | Role | Interest |
|-----|-------------|------|----------|
| 5 | Ministry of Education, Science and Technology | The Ministry is a key stakeholder whose main roles include provision of the policy and legal frameworks within which TSC operates. | Improved access, quality and equity in education; effective management of learning institutions. |
| 6 | The National Treasury | The Ministry of Finance is key stakeholder whose role is to provide budgetary support for PE, O&M and development for the Secretariat and salaries for teachers in accordance with the MTEF. | To obtain value for money invested in the education sector. |
| 7 | Kenya Institute of Curriculum Development(KICD) | KICD is a key stakeholder that provides the national curriculum for implementation by TSC. | Effective implementation of the appropriate curriculum at all levels. |
| 8 | Kenya Education Management Institute (KEMI) | KEMI is a key stakeholder that builds the management capacities of teachers. | Effective management of educational institutions by teachers. |
| 9 | Centre for Mathematics, Science and Technical Education in Africa (CEMASTEA) | CEMASTEA is a key stakeholder that builds teachers capacities in Mathematics, Science and Technical subjects. | Improved mastery and performance in teaching of mathematics, science and technical subjects by teachers. |
| 10 | Kenya Institute of Special Education (KISE) | KISE is a key stakeholder whose role is to build capacities of teachers in special education. | Integration of Special Education curriculum in learning institutions. |
| 11 | Kenya National Examinations Council (KNEC) | KNEC is a key stakeholder whose role is to evaluate the delivery of the national curriculum | Effective assessment of the national curriculum implementation by teachers. |
| 12 | Other Semi Autonomous Government Agencies (SAGAs) | Provide specific technical services. | Relevant synergy, conducive and enabling environment to fulfil their mandates. |

| No. | Stakeholder | Role | Interest |
|---|---|---|---|
| 13 | Private Sector | Collaborates with the MoE in the provision of education services including private schools. | Availability of opportunities to participate in the provision of education services to learners. |
| 14 | Development Partners | Provide technical and financial support in the provision of education services. | Effective and efficient resource utilization and adherence to principles of good governance. |
| 15 | Trade Unions | Advocate for collective bargaining and facilitate conducive industrial relations. | Fair and just treatment of teachers. |
| 16 | Financial Institutions including cooperative societies. | Provide support in form of financial services. | Availability of market for their services. |

# CHAPTER THREE

## THE STRATEGIC FOCUS

### 3.0. Introduction

This chapter outlines the overall goal of the Commission, the identified strategic pillars and objectives to be achieved in the next five years. The Strategic Plan provides for an accelerated and effective implementation of national development agenda as well as the sectoral programme priorities in the short and medium terms.

The Commission is guided by a vision, mission and core values as stated below:

**Vision:** To be a transformative teaching service for quality education

**Mission** :To professionalize the teaching service for quality education and
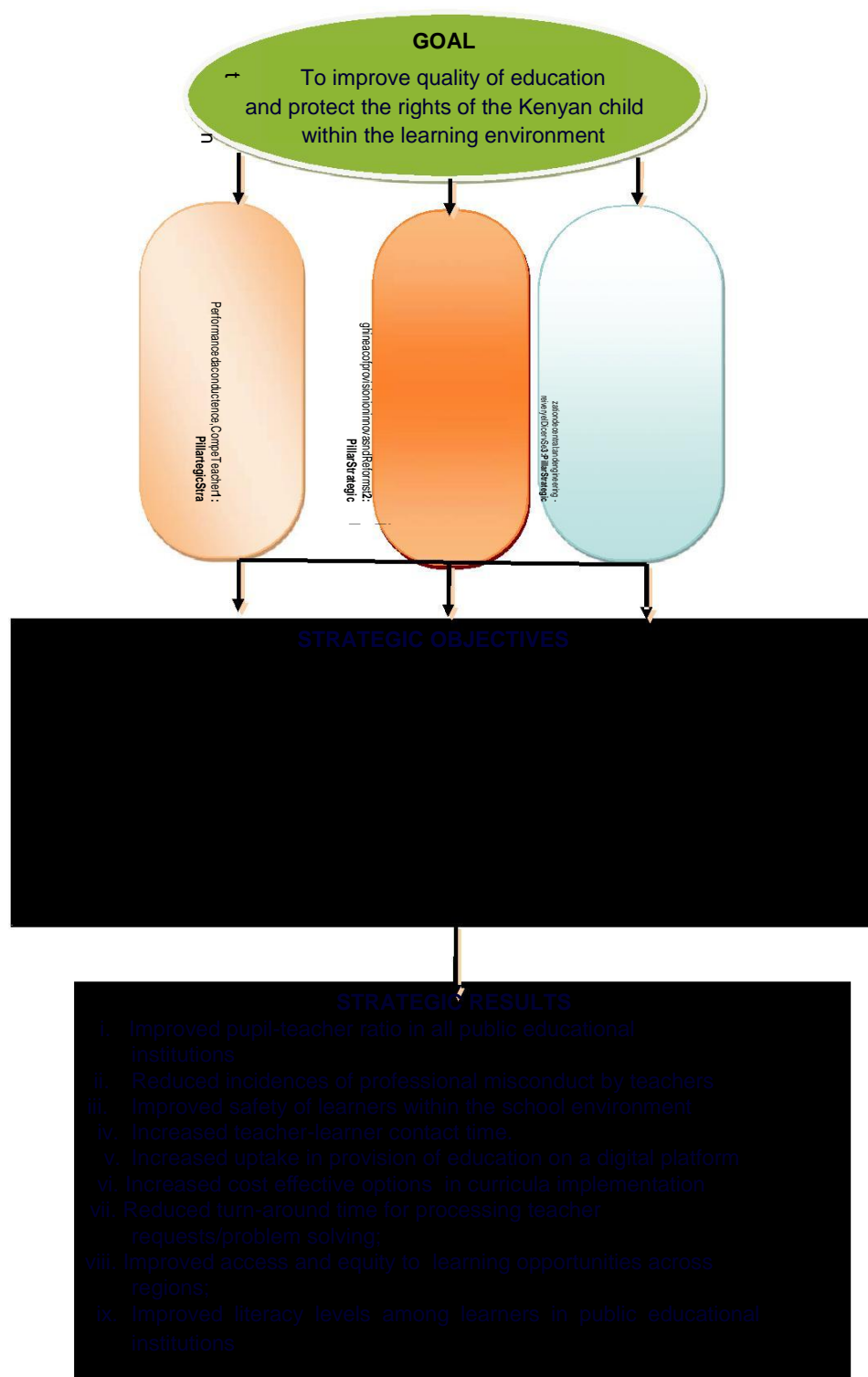development

**Core Values**

(i) **Professionalism:** All Teachers Service Commission (TSC) employees observe requirements for professional conduct. The employees apply knowledge, skills and competencies that meet the standards needed for the work assigned.

(ii) **Customer focus:** The Commission places the customer first by upholding the philosophy of customer driven-service delivery. Employees demonstrate a high level of responsiveness to customer needs.

(iii) **Integrity:** Employees conduct themselves in a manner that demonstrates honesty, high moral and ethical standards and commitment to work in line with Chapter Six of the Constitution and the Code of Conduct and Ethics for Teachers.

(iv) **Innovativeness:** Employees endeavour to inject new ideas and approaches in service delivery to increase customer satisfaction.

(v) **Team spirit:** Employees are committed to working through cross-status and cross functional teams. All employees are equipped to handle work relationships and share new information with colleagues.

### 3.1. Overall Goal and Strategic Results

The overall goal of the Commission is to improve quality of education and protect the rights of the Kenyan child within the learning environment. This will be achieved through effective management of the teaching service and efficient curriculum implementation strategies as specified under three pillars namely: teacher competence, conduct and performance management; reforms and innovations in provision of teaching services; and service delivery re-engineering and decentralization.

**Figure 1:** Graphic presentation of the TSC Strategic Focus



**GOAL**

To improve quality of education and protect the rights of the Kenyan child within the learning environment

STRATEGIC OBJECTIVES

STRATEGIC RESULTS
i. Improved pupil-teacher ratio in all public educational institutions
ii. Reduced incidences of professional misconduct by teachers
iii. Improved safety of learners within the school environment
iv. Increased teacher-learner contact time;
v. Increased uptake in provision of education on a digital platform;
vi. Increased cost effective options in curricula implementation
vii. Reduced turn-around time for processing teacher requests/problem solving;
viii. Improved access and equity to learning opportunities across regions;
ix. Improved literacy levels among learners in public educational institutions

### 3.1.1 Strategic Pillar 1

**Teacher Competence, Conduct and Performance Management**

This pillar shall focus on establishing a national framework and quality control mechanisms to ensure all teachers entering the profession have the requisite competencies and acceptable professional ethical standards. This will ultimately contribute to improved learning outcomes in public primary and secondary schools.

**Objective 1: To establish and maintain national standards on teacher competencies and practice**

**Implementation strategies**

(i)   Review and implement the framework on pre-service teacher qualifications and pedagogical approaches.

**Objective 2: To improve teaching services in public educational institutions**

**Implementation strategies**

(i)   Establish and maintain an in-service teacher professional development programme.
(ii)  Streamline career growth and establish mechanisms for retention of teachers in the service.
(iii) Establish training centres for in-service and capacity building for TSC employees in strategic regions.

**Objective 3: To enhance integrity and professionalism in the teaching service**

**Implementation strategies**

(i)   Promote integrity and ethical conduct in the Teaching profession
(ii)  Establish and implement a Quality Assurance and Standards (QAS) system for the teaching service

### 3.1.2 Strategic Pillar 2

**Reforms and innovations in provision of teaching services**

The focus in this pillar is to improve efficiency and quality of the teaching service on curriculum delivery. This shall be achieved through institutionalizing systems of expanding access to learning and leveraging modern technology in curriculum delivery. It will also address the optimal utilization and sustainability of the teaching resource.

**Objective 4: To optimize utilization of the teaching resource**

**Implementation strategies**

(i)   Enhance Teacher Management Information Systems (TMIS) for reliable and accurate data.

Rationalize teacher recruitment and deployment

(ii)    Institutionalize complementary modes of curriculum implementation

(iii)   Integrate talent identification and development in curriculum implementation.

## Objective 5: To integrate ICT in curriculum delivery

### Implementation strategies

(i)    Orient teachers and key stakeholders towards ICT integration in curriculum delivery

(ii)    Introduce virtual learning modes of curriculum delivery for learners in hard-to-reach areas and those experiencing severe teacher shortages.

### 3.1.3    Strategic Pillar 3

### Service delivery re-engineering and decentralization

The focus of this pillar is to inject efficiency in all teacher management processes. This will entail modernizing the human resource management systems, strengthening risk management and decentralizing key teacher management functions.

## Objective 6: To improve efficiency and effectiveness in service delivery at the Commission
## Implementation strategies

(i)    Leverage ICT in service delivery

(ii)    Institutionalize a risk management framework.

(iii)   Enhance human resource capacity of the TSC Secretariat

(iv)   Enhance corporate image of the Commission

(v)    Decentralize the TSC core functions to the county level

# CHAPTER FOUR

## THE IMPLEMENTATION PLAN

### 4.0.    Introduction

This chapter provides the proposed programme of interventions for the next five years. The implementation Plan will form the basis of detailed annual operational plans and performance contract targets to be developed by the Commission at the beginning of each Financial Year.

### 4.1.    Annual Work Plans and Performance Indicators

Implementation of this strategic plan will be in tandem with the government planning cycle. The TSC will therefore develop annual work plans that shall consider the financial, human and other resources available each financial year. The annual work plans will be underpinned by the departmental work plans which will focus specific responsibility to teams and individual members of staff. The *Strategy Implementation Matrix (Table 5)* summarizes the identified strategies under each strategic pillar and key activities that will deliver the expected results.

### 4.2.    Information flow

The TSC organizational structure shall be aligned appropriately with a view to improving service delivery and ensuring successful implementation of this Strategic Plan. The structure is expected to facilitate delegation, operations and information flow at headquarters, county and sub county level.

## Table 5: The TSC Strategy Implementation Matrix

| | Strategic Objective | | Strategies | Activities |
|---|---|---|---|---|
| PILLAR 1: TEACHER COMPETENCE, CONDUCT AND PERFORMANCE MANAGEMENT: | | | | |
| 1. | To establish and maintain national standards on teacher competencies and practice | 1.1. | Review and implement the framework on pre-service teacher qualifications and pedagogical approaches. | • Review and implement a teacher registration policy. |
| | | | | • Engage teacher training institutions and KICD on requirements of teacher qualification and standards. |
| 2. | To improve teaching services in public educational institutions | 2.1. | Establish and maintain an in-service teacher professional development programme. | • Establish and implement an induction program for newly recruited teachers. |
| | | | | • Roll out an open performance appraisal system for teachers in all public educational institutions. |
| | | | | • Review and implement standards on teacher entry levels and professional development. |
| | | | | • Develop and implement a policy on teacher qualifications and professional development. |
| | | | | • Develop a standard for identification and deployment of teacher educators |
| | | 2.2. | Streamline career growth and establish mechanism for retention of teachers in the service. | • Develop and implement progressive schemes of service for teachers |

| | Strategic Objective | | Strategies | Activities |
|---|---|---|---|---|
| | | | | • Strengthen competitive selection processes on teacher promotion and deployment to administrative positions |
| | | | | • Develop a framework for staff motivation and retention. |
| | | 2.3. | **Establish training centres for in-service and capacity building for TSC employees in strategic regions.** | • Liaise with the county governments to acquire appropriate sites for the training centres. |
| | | | | • Identify and develop a pool of resource persons to equip teachers at the training centres. |
| | | | | • Establish and operationalize the training centres for TSC employees. |
| | | | | • Institutionalize a continuous sensitization for serving teachers. |

| | Strategic Objective | | Strategies | Activities |
|---|---|---|---|---|
| 3. | To enhance integrity and professionalism in the teaching service. | 3.1. | Promote integrity and ethical conduct in the Teaching profession | • Sensitize teachers on the relevant policies and other legislations in performance of their duties. |
| | | | | • Build capacity of school administrators on basic management skills in collaboration with other stakeholders |
| | | | | • Build capacity of county staff in preventing professional misconduct among teachers. |
| | | | | • Identify and develop coaches and mentors to guide newly recruited teachers on ethical and professional aspects in teaching service. |
| | | 3.2. | Establish and implement a Quality Assurance and Standards (QAS)system for the teaching service | • Develop policy guidelines for standards assessment and supervision of curriculum delivery in educational institutions. |
| | | | | • Deploy QAS officers to every County and Sub County levels. |
| | | | | • Build capacity of County staff, head teachers and agents on standards assessment and supervision of curriculum implementation. |

| | Strategic Objective | | Strategies | Activities |
|---|---|---|---|---|
| PILLAR 2: REFORMS AND INNOVATIONS IN PROVISION OF TEACHING SERVICES: | | | | |
| 4. | To optimize utiliza-tion of the teaching resource | 4.1. | Enhance Teacher Management Information Systems (TMIS) for reliable and accu-rate data. | • Conduct a teacher audit to establish critical baselines. |
| | | | | • Review and apply appropriate teacher staffing norms at all levels. |
| | | | | • Develop a national plan on long term teacher requirements. |
| | | | | • Design and roll out the online data cap-ture system. |
| | | 4.2. | Rationalize teacher recruitment and deployment | • Develop and imple-ment a framework for hiring relief teachers to address prolonged teacher absence. |
| | | | | • Establish and adopt a model of teacher sharing across schools for elective subjects |
| | | | | • Share information on demand and supply of teacher with the rele-vant government agencies. |
| | | | | • Recruit additional teachers to cater for new enrolments as a result of popu-lation growth. |

| | Strategic Objective | | Strategies | Activities |
|---|---|---|---|---|
| | | 4.3. | **Institutionalize complementary modes of curriculum implementation** | • Develop and implement pol-icy guidelines on deployment of teachers to the mobile schools and other disadvan-taged areas. |
| | | | | • Institutionalize multi- grade and multi-shift teaching modes in selected regions. |
| | | 4.4. | **Integrate talent identification and development in curriculum implementation.** | • Equip teachers with skills on identifi-cation of talented learners and fast-track the same within the educa-tion system. |
| | | | | • Identify talented teachers to be used as champions to mentor and guide others in identifica-tion and nurturing of talent among learners. |
| | | | | • Liaise with MOE and other stake-holders to establish talent development centres within the formal schooling system |

| | Strategic Objective | | Strategies | Activities |
|---|---|---|---|---|
| 5. | To integrate ICT in curriculum delivery. | 5.1. | Orient teachers and key stakeholders towards ICT integration in curriculum delivery | • Re-direct the focus of teachers and key stakeholders towards ICT integration in curriculum delivery |
| | | | | • Identify ICT champions at school level and build capacity of teachers on basic ICT /e-learning skills |
| | | | | • Engage Public Private Sector Partnerships for ICT in education resource mobilization. |
| | | | | • Harmonize/regulate the various ICT integration training programs for teachers |
| | | | | • Develop module on ICT integration in curriculum delivery |
| | | | | • Incorporate ICT integration in the teacher education curriculum |
| | | | | • Mainstream ICT integration in all Teacher Professional Development courses |

| | Strategic Objective | | Strategies | Activities |
|---|---|---|---|---|
| | | 5.2. | **Introduce virtual learning modes of curriculum delivery for learners in hard-to-reach areas and those experiencing severe teacher shortages** | • Conduct a Feasibility study on types, scope and cost of virtual learning methods |
| | | | | • Liaise with MOE to provide schools with infrastructure for video conferencing |
| | | | | • Build capacity for teachers on virtual learning skills in pilot basis |
| **PILLAR 3: SERVICE DELIVERY RE-ENGINEERING AND DECENTRALIZATION** | | | | |
| 6. | **To improve efficiency and effectiveness in service delivery at the Commission** | 6.1. | **Leverage ICT in service delivery** | • Upgrade online services for Teacher Management functions |
| | | | | • Install and upgrade ICT infrastructure at HQs, Counties and Sub Counties |
| | | | | • Automate the core teacher management processes including digitization of teacher records |
| | | 6.2. | **Institutionalize a risk management framework.** | • Develop a Risk Management Framework |
| | | | | • Review and roll out policies and regulatory provisions that facilitate teacher management functions |
| | | | | • Establish a data disaster recovery / business continuity programme |

| | Strategic Objective | | Strategies | Activities |
|---|---|---|---|---|
| | | 6.3. | **Enhance human resource capacity of the TSC Secretariat** | • Conduct a work load analysis on the functions performed by the Commission at all levels. |
| | | | | • Upgrade the Human resource management systems and integrate the same with other existing systems. |
| | | | | • Liaise with the National Treasury to consider granting the TSC agency status for purposes of paying pensions benefits directly |
| | | 6.4. | **Enhance corporate image of the Commission** | • Develop and implement a change management programme |
| | | | | • Invest in Corporate Branding |
| | | | | • Develop and implement a communications strategy |
| | | | | • Institutionalize the Complaints reporting and feedback at all levels of the Commission |
| | | 6.5. | **Decentralize the TSC core functions to the county level** | • Review the TSC organizational structure to align the functions with the expanded mandate and decentralization policy. |

| | Strategic Objective | | Strategies | Activities |
|---|---|---|---|---|
| | | | | • Decentralize pay-roll management and core functions including teacher transfers, promotion and discipline to the county and sub county levels. |
| | | | | • Roll out the Quality Management System (QMS) to all TSC service points. |
| | | | | • Establish basic service delivery facilities and infrastructure at the county and sub-county levels. |

# CHAPTER FIVE

## RESOURCE MOBILIZATION AND FINANCING PLAN

### 5.0.    Introduction

This chapter highlights the cost implications for attainment of the set objectives established within this plan. The Chapter summarizes the estimated funding level required for the key activities and explores the various sources of funding the Commission could exploit.

### 5.1.    Linkages to Vision 2030 MTP II outcomes

The envisaged reforms in curriculum implementation are underpinned to the wider government priorities as articulated in the Vision 2030 Medium Term Plan II (MTP II). These priorities include provision of teaching services more effectively through a digital platform; hiring of additional teachers; and ensuring teachers devote the required time to teaching and learning in order to improve the quality of education.

The Commission has a critical role to play in the delivery of key outcomes aligned to the MTP II during 2015-2019 Plan period. The teaching force in the public educational institutions is expected to grow from the current 298, 060 to over 300,000 in the next five years. The onus of ensuring this national resource is optimally utilized is on the TSC. Substantial resources will therefore be required to support the delivery of the identified strategies, which include the establishment and entrenching standards in curriculum delivery, integration of ICT into teaching and learning and building the capacity of teachers on basic ICT/e- learning skills. In addition, enhancing the quality of education through an improved Pupil-Teacher Ratio (PTR) will demand the hiring of additional teachers.

### 5.2.    Proposed Cost of Implementing the Strategic Plan

Implementation of this strategic plan is estimated to cost **Ksh. 15.7 billion** from 2015/16 to 2019/20 Financial Years. The largest portion of this will be spent on optimal utilization of the teaching resource that entails recruitment of additional teachers to address projected growth in population and hence school enrolment. The indicative cost for this is Ksh. 2.3 billion per year. The other major component of the estimated budget will be in service delivery re-engineering and decentralization pillar. This shall entail automation of teacher management processes and establishment of facilities and infrastructure at the county and sub-county levels. This is projected to cost Ksh. 2.8 billion spread over the five years. Provision of digital literacy services that incorporates integration of ICT in curriculum delivery shall cost the Commission approximately Ksh. 600 million, while strategies to roll out a teacher performance appraisal system and establishing teacher in-service/pedagogy internship centres in selected regions, is estimated to cost Ksh. 423 million during the five year period.

The summary budget breakdown per Financial Year for the key activities is provided in **Table 6.**

*T*able 6: **Summary of Budget for Strategic Plan Implementation (Ksh.)**

| STRATEGIC OBJECTIVE | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2( |
|---|---|---|---|---|---|
| **Objective 1:** To establish and maintain national standards on teacher competencies and practice | 5,000,000 | 5,000,000 | 5,000,000 | 5,000,000 | 5,0( |
| **Objective 2:** To improve teaching services in public educational institutions | 111,000,000 | 71,000,000 | 100,000,000 | 21,000,000 | 120,0( |
| **Objective 3:** To enhance integrity and professionalism in the teaching service. | 107,507,300 | 155,172,000 | 0 | 0 | |
| **Objective 4:** To optimize utilization of the teaching resource | 2,382,973,850 | 2,301,837,000 | 2,300,000,000 | 2,364,832,000 | 2,300,0 |
| **Objective 5:** To integrate ICT in curriculum delivery. | 118,800,000 | 118,800,000 | 118,800,000 | 118,800,000 | 118,8( |
| **Objective 6:** To improve efficiency and effectiveness in service delivery at the Commission | 350,000,000 | 440,000,000 | 670,000,000 | 670,000,000 | 660,0( |
| **GRAND TOTAL** | **3,075,281,150** | **3,091,809,000** | **3,193,800,000** | **3,179,632,000** | **3,203,8** |

*Source: Annual Budget estimates; Kenya Vision 2030-Sector Plan for Education and training (2013-2017)*

## 5.3. Resource flow and utilization strategies

The resources required for implementing the identified strategies have been aligned with the MTEF budgetary cycle. While the Commission shall continue to draw the bulk of its funding from the exchequer it will continue to diversify the sources of funds during the plan period especially by improving the efficiency of collection of
Appropriations in Aid and optimizing other resource mobilization opportunities.

The Commission will concentrate its resources on the plan priority areas so that there is efficiency and effectiveness. Through effective management of the annual
Performance Contracts, the Commission shall strengthen its internal systems in resource utilization. The Commission shall invest in modern financial and accounting management systems and appropriate staff training. Periodic cost-benefit analysis shall be conducted and the reports used to redirect expenditure according to prioritized cost centres.

A significant resource outlay will be required in financing the activities of this plan.
In this regard, the TSC shall explore alternative sources of funding to supplement the normal recurrent expenditure allocations. Efforts shall be made to reach out to stakeholders with a view to securing support for the programme. The potential sources of funding to be explored are highlighted below:

### 5.3.1    Government of Kenya

Core funding will be provided by GoK based on the submission of the annual work plan and budget. TSC will develop annual programme based budgets as per the requirements of the Medium Term Expenditure Framework, National Sector Support Programme (NESSP) and the Kenya Vision 2030 Medium Term Plan (MTP). Funding from the National Treasury will largely be directed towards personal emoluments and operations and maintenance expenses.

### 5.3.2    Appropriations in Aid

The Commission has the capacity to raise an average of Ksh. 100 Million every year as A in A from internally generated funds used to support annual budgetary provisions. The Strategic Plan envisages an expansion of the Commission's revenue base as provided for in the TSC Act.

### 5.3.3    Private Sector Funding

The private sector has an active interest in being partners with TSC in various teacher management issues. In line with Public Private Partnership (**PPP)** TSC will pursue collaboration with the private sector in supporting some of its programmes.

### 5.3.4    Development Partners

Several development partners have expressed interest in supporting education programmes in Kenya. It is anticipated that some of the identified development partners will focus their support in the teaching resource. In this regard TSC will engage the development partners with a view to seeking support for the implementation of key programmes in the plan. The Commission will continue strengthening its internal administrative and monitoring systems in order to meet special funding requirements.

# CHAPTER SIX

## THE MONITORING AND EVALUATION FRAMEWORK

### 6.0. Introduction

This chapter outlines the process of monitoring the performance and progress towards the attainment of the set objectives established within this plan.

### 6.1. Monitoring and Evaluation Framework

The aim of the strategic plan is to help realize TSC's vision and objectives. The M&E Framework is, therefore, a management tool for systematically reviewing progress and assessing areas where the programme activities may need refocusing in order to ensure that the Plan remains on course. The monitoring process will help track input deliveries, outputs and record the key performance indicators to identify deviations and any corrective action as need arises.

### 6.2. Responsibility for Monitoring

(i) The TSC Departmental Monitoring and Evaluation Committee (DMEC) will be responsible for overall performance monitoring. This will focus on tracking the outcomes envisaged in this Strategic Plan and other emerging national policy and strategy documents. The DMEC shall provide general guidance to ensure intervention programmes remain on track.

(ii) The Policy, Planning, Research and Innovations (PPRI) Division, in collaboration with individual service areas, will be responsible for monitoring operational level programmes and disseminate the relevant reports to the stakeholders.

(iii) The TSC County Directors will coordinate monitoring of activities at the county and school level, in collaboration with School Heads and BOMs.

### 6.3. The monitoring and evaluation process

Tracking of specific activities will be on regular basis so that adjustments can be made appropriately. The process will focus on a number of key performance indicators for timely and reliable data collection and analysis.

The monitoring system will include performance monitoring, inspection and internal auditing:

(i) Performance monitoring will compare programme or component achievements with expected results at policy, strategic and programme levels and will relate the attained performance to efficiency and effectiveness in spending.

(ii) Inspection will measure how successfully service areas implement strategies and programmes, and contribute to the attainment of organizational targets.

(iii) Internal audits will establish the effectiveness of the established quality management systems and verify compliance with established guidelines and regulations.

## 6.4.    Reporting and Review

(i)   The PPRI Division, in collaboration with the M&E Technical Committee will be responsible for collation of the monitoring reports by various service areas into a consolidated Quarterly Monitoring Report for use by the Departmental Monitoring and Evaluation Committee. The reports will contain in-depth analysis of the progress made in implementation, updated benchmarks and targets achieved.

(ii)  The DMEC will then present recommendations to the TSC top management on required interventions. This will be done through review meetings and committees/task forces among others. The TSC will conduct surveys to determine the impact of various programmes. Data will be analyzed and results disseminated to those concerned to improve plan implementation. Annual reviews shall also be organized to assess the extent to which medium term objectives have been realized during the plan period.

## 6.5.    The Key Performance Indicators

*Table 7* provides the key performance indicators on the Strategic Plan.

## Table 7: Key Performance Indicators

| S/No | Strategy | | Activities | Indicator | Time Line |
|------|----------|---|-----------|-----------|-----------|
| **Strategic pillar 1: Teacher Competence, Conduct and Performance management:** | | | | | |
| **Objective 1: to establish and maintain national standards on teacher competencies and practice** | | | | | |
| **1.0** | **Review and implement the frame-work on pre-service teacher qual-ifications and pedagogical approaches.** | **1.0.1** | Review and imple-ment a teacher registration policy | • Policy in place <br><br> • Proportion of teachers registered as per Policy | By 30<sup>th</sup> June 2016 |
| | | **1.0.2** | Engage teacher training institu-tions and KICD on requirements of teacher qual-ification and standards | • Proportion of Institution reached <br><br> • Requirements implemented | By 31<sup>st</sup> Dec. 2016 |
| **Objective 2: To improve Teaching Services In Public Educational Institutions** | | | | | |
| **1.1.** | **Establish and maintain an in-service teacher pro-fessional development programme.** | 1.1.1. | To establish and maintain a teacher pro-fessional development programme. <br><br> Review and implement stan-dards on teacher entry levels and professional development. | • Revised copies of the standards on the entry levels <br><br> • TPD Programmes developed <br><br> • Proportion of teachers under the programme | By 30<sup>th</sup> June 2017 |
| | | 1.1.2. | Establish and implement an induction pro-gram for newly recruited teachers | • Induction Programme developed <br><br> • Proportion of newly recruited teachers inducted | By 30<sup>th</sup> June 2016 |

| S/No | Strategy | | Activities | Indicator | Time Line |
|------|----------|---|-----------|-----------|-----------|
| | | 1.1.3. | Roll out an open performance appraisal system for teachers in all public educational institutions. | • Proportion of teachers on open Appraisal system <br><br> • Monitoring Reports of the system | By 30th Sept 2016 |
| | | 1.1.4. | Develop and implement a policy on teacher qualifications and professional development. | • Copies of policy documents <br><br> • Proportion of teachers recruited as per policy <br><br> • Proportion of teachers developed as per policy | By 30th June 2017 |
| | | 1.1.5. | Develop a standard for identification and deployment of teacher educators | • Standards in place <br><br> • Proportion of teacher educators deployed using the standards | By 30th Sept. 2017 |
| 1.2. | **Streamline career growth and establish mechanism for retention of teachers in the service.** | 1.2.1. | Develop and implement progressive schemes of service for teachers | • Revised schemes of service | By 30th June 2017 |
| | | 1.2.2. | Develop a framework for staff motivation and retention. | • Framework in place <br><br> • Number of non- monetary schemes | By 31st Dec. 2016 |

| S/No | Strategy | | Activities | Indicator | Time Line |
|---|---|---|---|---|---|
| 1.3. | Establish training centres for in-service and capacity building for TSC employees in strategic regions. | 1.3.1. | Liaise with the county governments to acquire appropriate sites for the training centres. | • No. of site acquired | By 30<sup>th</sup>Sept. 2016 |
| | | 1.3.2. | Establish and operational-ize the training centres for TSC employees. | • Number of operational training centers<br><br>• Proportion of teachers trained in the centers | By 31<sup>st</sup> April 2018 |
| **Objective 3: To Enhance Integrity and Professionalism in the teaching service.** | | | | | |
| 2.1. | Promote integrity and ethical con-duct in the Teaching profession | 2.1.1. | Sensitize teachers on the relevant policies and other legislations in performance of their duties | • Proportion of teachers sensitized<br><br>• Sensitization reports | By 31<sup>st</sup> March 2017 |
| | | 2.1.2. | Build capacity of school adminis-trators on basic management skills in collabo-ration with other stakeholders | • Proportion of Administrators trained<br><br>• Training reports<br><br>• Reports on other areas of capacity Buildings | By 31<sup>st</sup> Dec 2017 |
| | | 2.1.3. | Build capacity of county staff in preventing professional mis-conduct among teachers. | • Proportion of staff trained<br><br>• Training reports<br><br>• Reports on other areas of capacity Buildings | By 31<sup>st</sup> Dec. 2017 |

| S/No | Strategy | | Activities | Indicator | Time Line |
|------|----------|---|-----------|-----------|-----------|
| 2.2. | Establish and implement a Quality Assurance and Standards (QAS) system for the teaching service | 2.2.1. | Develop policy guidelines for standards assessment and supervision of curriculum delivery in educational institutions | • Copies of the Policy <br><br> • Assessment and supervision reports | By 30th June 2016 |
| | | 2.2.2. | Deploy QAS officers to every County and Sub County levels | • Proportion of Quality Assurance Officers deployed | By 30th Sept 2016 |
| | | 2.2.3. | Build capacity of County staff, head teachers and agents on standards assessment and supervision of curriculum implementation | • Proportion of County Staff, Head Teachers and Agents trained <br><br> • Training reports | By 31st March 2017 |
| **Pillar 2: Reforms and Innovations in Provision of Teaching Services:** | | | | | |
| **Objective 4: To optimize utilization of the teaching resource** | | | | | |
| 3.1. | Enhance Teacher Management Information Systems (TMIS) for reliable and accurate data. | 3.1.1. | Conduct a teacher audit to establish critical baselines. | • Audit Repots | By 30th Sept. 2016 |
| | | 3.1.2. | Review and apply appropriate teacher staffing norms at all levels | • PTR and CBE ratios harmonized at all levels. | Continuous |
| | | 3.1.3. | Design and roll out the online data capture system. | • An Updated database through TMIS | By 30th Sept. 2016 |

| S/No | Strategy | | Activities | Indicator | Time Line |
|---|---|---|---|---|---|
| 3.2. | Rationalize teacher recruit- ment and deployment | 3.2.1. | Develop and implement a framework for hiring relief teach- ers to address prolonged teacher absence. | • Copies of the framework<br><br>• Proportion of relief Teachers hired<br><br>• Monitoring reports on the exercise. | By 30th Sept. 2016 |
| | | 3.2.2. | Establish and adopt a model of teacher sharing across schools for elective subjects | • Teacher Sharing Model rolled out<br><br>• Teaching load at all levels harmonized | By 30th June 2016 |
| | | 3.2.3. | Recruit additional teachers to cater for new enrol- ments as a result of population growth. | • At least 5000 additional teachers recruited each year. | By June 2020. |
| 3.3. | Institutionalize complemen- tary modes of curriculum implementa- tion | 3.3.1. | Develop and implement pol- icy guidelines on deployment of teachers to mobile schools and other disad- vantaged areas. | • Policy guidelines<br>• No. of institutions targeted<br><br>• Proportion of learners reached | By 30th Sept. 2017 |
| | | 3.3.2. | Institutionalize multi- grade and multi-shift teach- ing modes in selected regions. | • Framework for the Multi-shift and Multi grade modes.<br><br>• Proportion of regions reached | By 31st March 2017 |
| 3.4. | Integrate talent identi- fication and development in curriculum implementa- tion. | 3.4.1. | Equip teach- ers with skills on identification of talented learners and fast-track the same within the education system. | • Proportion of teachers trained<br>• Training reports | By 30th June 2017 |

| S/No | Strategy | | Activities | Indicator | Time Line |
|------|----------|---|-----------|-----------|-----------|
| | | 3.4.2. | Identify talented teachers to be used as champions to mentor and guide others in identification and nurturing of talent among learners. | • Proportion of talented teachers identified<br><br>• Proportion of other teachers mentored<br><br>• Proportion of learners reached | Continuous |
| **Objective 5: To integrate ICT in curriculum delivery.** | | | | | |
| **4.1.** | **Orient teachers and key stakeholders towards ICT integration in curriculum delivery** | 4.1.1. | Identify ICT champions at school level and build capacity of teachers on basic ICT /e-learning skills | • Proportion of teachers trained<br><br>• Training reports | By 31st Dec. 2016 |
| | | 4.1.2. | Harmonize/regulate the various ICT integration training programs for teachers | • Proportion of training progrmmes undertaken<br><br>• Number of institutions placed on the digital literacy programme | Continuous |
| **4.2.** | Introduce virtual learning modes of curriculum delivery for hard-to-reach learners | 4.2.1. | Conduct a Feasibility study on types, scope and cost of virtual learning methods | • Survey reports | By 30th Sept. 2016 |
| | | 4.2.2. | Build capacity for teachers on virtual learning skills in pilot basis | • Proportion of teachers trained<br><br>• Training reports | By 30th June 2018 |
| **Pillar 3: Service Delivery Re-Engineering and Decentralization** | | | | | |
| **Objective 6: To improve efficiency and effectiveness in service delivery at the Commission** | | | | | |

| S/No | Strategy | | Activities | Indicator | Time Line |
|---|---|---|---|---|---|
| **5.1.** | **Leverage ICT in service delivery** | 5.1.1. | Upgrade online services for Teacher Management functions | • Proportion of upgraded and operational online services<br><br>• Survey reports | Continuous |
| | | 5.1.2. | Install and upgrade ICT infra-structure at HQs, Counties and Sub Counties | • Proportion of HQs service points, Counties and sub Counties offices with upgraded ICT infrastructure | By 30th June2017 |
| | | 5.1.3. | Automate the core teacher management pro-cesses including digitization of teacher records | • Proportion of teacher management functions automated<br><br>• Proportion of digitized records | By 30th June 2017 |
| **5.2.** | **Institutionalize a risk man-agement framework.** | 5.2.1. | Develop a Risk Management Framework | • Copies of the Risk Management Framework | By 31st Dec. 2015 |
| | | 5.2.2. | Review and roll out policies and regulatory pro-visions that facilitate teacher management functions | • Copies of revised Policies | By 31st March 2016 |
| | | 5.2.3. | Establish a data disaster recovery / business conti-nuity programme | • Proportion of data backups in place<br><br>• Proportion of data security systems in Place | By 30th June 2016 |
| **5.3.** | ***Enhance Human resource capacity of the TSC Secretariat*** | **5.3.1.** | Conduct a work load analysis on the functions per-formed by the Commission at all levels. | • Workload Analysis reports | By 31st March 2016 |

| S/No | Strategy | | Activities | | Indicator | Time Line |
|------|----------|------|------------|------|-----------|-----------|
| | | 5.3.2. | Upgrade the Human resource management systems and integrate the same with other existing systems | • | Proportion of Human Resource Management Systems upgraded and integrated | By 31st Dec. 2017 |
| 5.4. | Enhance corporate image of the Commission | 5.4.1. | Develop and implement a change management programme | • | A change management programme in place | By 31st Dec. 2016 |
| | | 5.4.2. | Develop and implement a communications strategy | • | A Communication strategy in place | By 31st March, 2016 |
| 5.5. | Decentralize the TSC core functions to the county level | 5.5.1. | Review the TSC organizational structure to align the functions with the expanded mandate and decentralization policy | • | A revised TSC Revised structure that includes the Counties | By 31st Dec. 2015 |
| | | 5.5.2. | Decentralize payroll management and core functions including teacher transfers, promotion and discipline to the county and sub county levels | • | Proportion of teacher management functions provided at the Counties and sub county levels | By 30th June 2016 |
| | | 5.5.3. | Establish basic service delivery facilities and infrastructure at the county and sub-county levels. | • | Number of counties and sub-counties provided with office infrastructure and facilities. | By 31st Dec. 2018 |

## 6.6.  Risk Assessment and management

The increased demand for a more efficient and effective utilization of resources has necessitated a new approach that focuses in consistent risk assessment and

management programmes. Risk assessment mechanisms to be put in place will entail thorough systems auditing, implementation of the Quality Management Systems under the ISO 9001:2008 Certification standards and strengthening the TSC monitoring, evaluation and reporting systems. The risk management framework will demand the strengthening of the legal services, corruption prevention structures and a research and innovations function that should inform capacity utilization, and best practices in service delivery. The Commission will also put in place a comprehensive employee sensitization programme to ensure compliance with the codes of regulations, conduct and ethics. In addition the Commission will pursue specific mitigation measures for exogenous risks that might affect the implementation of this strategic plan. *Appendix I* provides a summary of the risks and mitigation measures.

## APPENDIX I: RISK ANALYSIS MATRIX

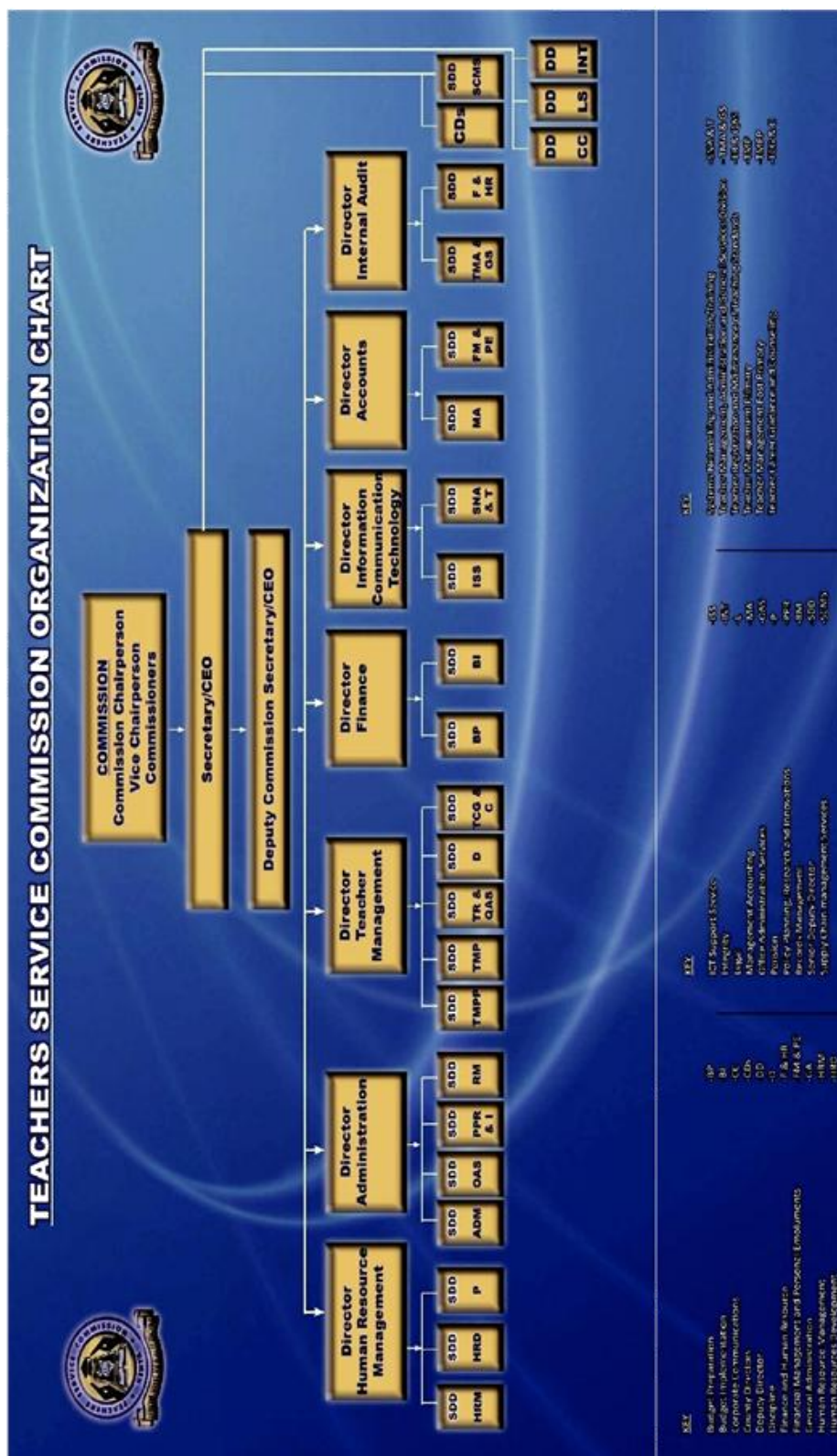| Issue | Risk | Rating | Mitigation measures | Actors |
|-------|------|--------|---------------------|--------|
| Clarity of Quality Assurance and Standards function | There is an overlap between the Commissions' and the Ministry of Educations' functions on quality assurance and standards which may lead to poor supervision of curriculum implementation | High | Lobby for subsidiary legislation to clarify roles and provide for collaborative roles in quality assurance and standards | CS |
| Harmonization of Education Management Information Systems. | The government does not have a centralized databank. This may lead to poor planning and allocation of education resources | Medium | Fast track roll out of National integrated Education Management Information System(NIEMIS) | Education Cabinet Secretary |
| Establishment and expansion of Schools | Unplanned establishment of schools and expansion of existing ones may increase the pupil teacher ratio and thus lead to teacher shortage. | High | Enforce regulations on establishment of new schools | Education Cabinet Secretary |

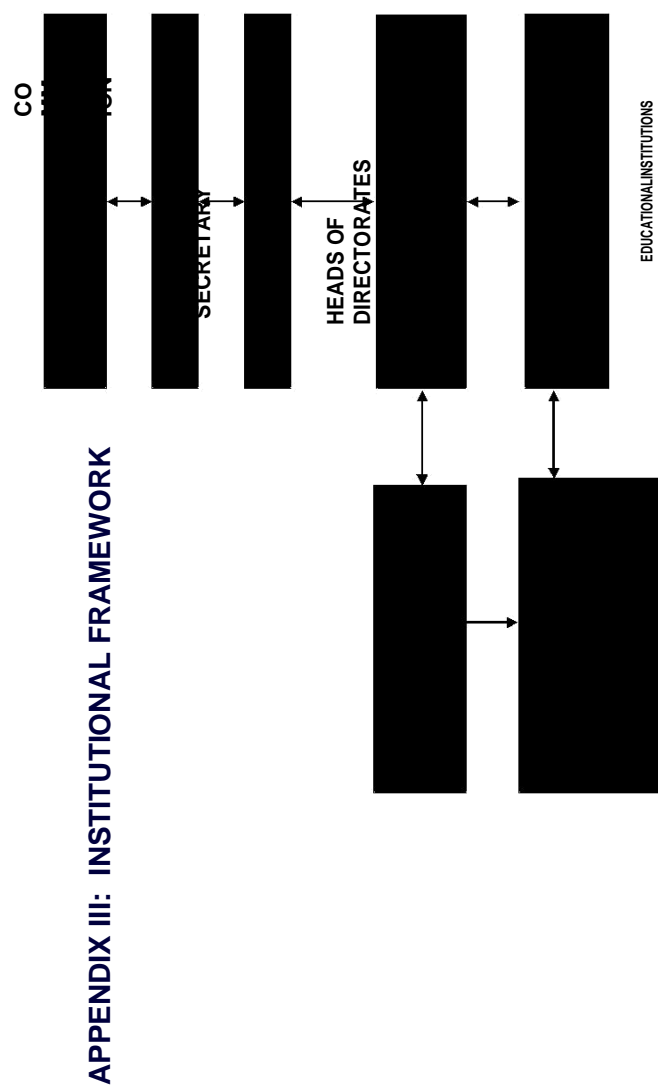| Issue | Risk | Rating | Mitigation measures | Actors |
|---|---|---|---|---|
| Teachers' wage bill | The high teachers' wage bill may prevent the government from realization one of the MTP II priority projects of recruiting additional teachers, thus worsening the teacher shortage | High | Lobby for ring-fencing of Vision 2030 MTP II priorities in annual budgetary allocations; Invest heavily in alternative modes of curriculum implementation | CS |
| Privatization of basic education | This has limited TSC in regulating Quality Assurance Standard in private education institutions. | high | Review the TSC Act to provide for quality assurance in private educational institutions. Liaise with key stakeholders in the provision of private education. | CS |
| High staff turn-over | May lead to the loss of qualified and experienced work force | Medium | Lobby for more attractive packages for TSC staff Introduce non monetary incentives for staff. | CS |

| Issue | Risk | Rating | Mitigation measures | Actors |
|-------|------|--------|---------------------|--------|
| Rising teacher's wage bill. | Recruitment of additional teachers may be halted | High | Lobby for implementation of new staffing norms for better utilization of teachers<br><br>Encourage alternative modes of curriculum delivery | Education Cabinet Secretary |
| Level of ICT infrastructure at the rural areas | Lack of ICT infrastructure at the rural areas. This may delay data capture at source and integration of ICT in curriculum implementation. | High | Lobby for more development support in ICT infrastructure development | Education Cabinet Secretary |
| Influence of Trade Unions on teacher management issues | Agitation by trade unions causing disruptions in curriculum implementation and ballooning wage bill | Medium | consultations with unions on appropriate channels of handling teacher management issues<br><br>Encourage introduction of professional bodies to champion professional issues affecting teachers | Education Cabinet Secretary |

| Issue | Risk | Rating | Mitigation measures | Actors |
|---|---|---|---|---|
| Changes in national priorities and projects | Change in national priorities may lead to diverting resources to implement the new emerging policies and projects. | High | Lobby for more resources and liaise with relevant government agencies | CS |
| Security/ socio-cultural situations in parts of the country | Changes in the security situation/socio-cultural/ climatic conditions is likely to affect the implementation of the plan | Medium | Liaise with the County government and national security agencies to improve on Insecurities/ socio-cultural/ climatic conditions | CS |

TEACHERS SERVICE COMMISSION ORGANIZATION CHART

## APPENDIX III:  INSTITUTIONAL FRAMEWORK