



kasneb



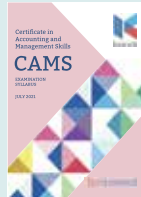
RENEWAL OF ASPIRATIONS

CORPORATE STRATEGIC PLAN
2022 - 2027

VOCATIONAL QUALIFICATIONS



CERTIFICATE QUALIFICATION



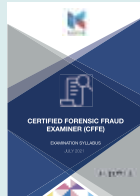
DIPLOMA QUALIFICATIONS



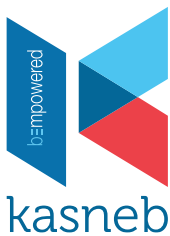
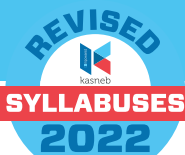
PROFESSIONAL QUALIFICATIONS



POST - PROFESSIONAL QUALIFICATION



Enhance your professional skills with the revamped kasneb qualifications.



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P.O. Box 41362-00100, Nairobi, Kenya
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kasneb

**CORPORATE
STRATEGIC PLAN
2022 -2027**

VISION, MISSION AND CORE VALUES

Vision

Empowered and globally recognised business professionals.

Mission

Transforming business professionals through Examinations, Certification, Accreditation, Research, Innovation and Consultancy.

Core Values

kasneb is dedicated to championing “*kasneb*” the guiding principles for operations.

k

KNOWLEDGE FOCUS

We endeavour to steer knowledge-based processes and focus on continuous enhancement of knowledge to respond to the changing environment.

a

ACCOUNTABILITY

We are responsible for our words, our actions and our results. We empower each other to take ownership of our actions. We honour commitments to our stakeholders, maintain individual and team responsibility to accomplish our work, on-time, with quality, even when it is uncomfortable or hard.

s

SUSTAINABILITY

We integrate the economic, environmental and social dimensions of sustainability into all our business operations and practices for the long-term shared success of *kasneb*.

n

NOBILITY

We endeavour to foster the integral development of the whole person, inspiring honesty, integrity, trust, high moral standards and authenticity through personal leadership and the courage to become the agents of change.

e

EXCELLENCE

We strive to excel in every aspect of our business and approach every challenge with a determination to succeed and deliver the highest quality services, constantly raising the bar on our performance through simple, easy and relevant solutions.

b

BELONGING

We embrace diversity and inclusivity to create a sense of belonging.

Brand Promise

Be empowered



Ready for the Real World



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Foreword



DR. JULIUS M. MUIA, PHD, CBS
PRINCIPAL SECRETARY, THE NATIONAL
TREASURY, THE NATIONAL TREASURY AND
PLANNING

The 6th Corporate Strategic Plan (2022-2027) marks the beginning of a journey towards delivering quality examinations and services and enhancing kasneb's sustainability against the backdrop of various uncertainties and disruptions which include; impact of COVID-19, national and global economic uncertainties, stiff global competition, evolving generations leading to new demands and evolution of technology among other developments. I have no doubt that kasneb will be able to surmount these challenges in the business operating environment.

As you are aware, over the years, kasneb has been committed to providing skilled professionals who have been well tested to operate in diverse environments in the national, regional and international markets. The initiatives in the strategic plan come at an opportune time to shape the future strategic direction and better positioning of kasneb in the global arena. Lately, we have witnessed a world where organisations have to keep reinventing themselves to operate in the prevailing competitive markets. This strategic plan enables kasneb to proactively revolutionise service delivery through adoption of digitalization.

The Government is continuously focused on ensuring that public service is responsive to the needs of members of the public. To this end, public sector reforms were introduced which included development and implementation of organisational strategic plans, signing and implementation of performance contracts

and Rapid Results Initiatives among other programmes. I am pleased to acknowledge that over the years, kasneb has been a champion in implementing public sector reforms and policy guidelines. I am particularly impressed to note that kasneb has been a trailblazer in strategic planning.

Over the years, kasneb's role has been clearly demonstrated by the active role played by the kasneb alumni who participate in nation building in all sectors of the economy. Indeed, kasneb has had a big impact on the Kenyan economy. I am informed that kasneb has produced over 500,000 graduates in various professional, diploma and certificate examinations since its inception in 1969. This is commendable and I encourage you to strive to move to greater heights and break new ground to become the professional examination body for Africa. This will not only bring honour, but also pride to Kenya.

To sustain Kenya's status as a middle income country and to fulfill the aspirations of Vision 2030 calls for continued supply of empowered and globally recognized business professionals. Competing globally implies adherence to international standards. I am delighted to note that kasneb examinations are based on syllabuses that entrench international standards and best practices.

This plan sets a sense of direction geared towards enhanced operational efficiency, customer efficiency, enhanced internal business processes, learning and growth and diversification of the qualification portfolio to address growing market needs.

I note that kasneb's automated system has enhanced service delivery. This is indeed revolutionary and is in consonance with the government policy of automating services and enhancing efficiency for the benefit of the stakeholders.

It is noteworthy that the disruptions occasioned by COVID-19 have served as a wake-up call to all players in the education and training sector to seize the opportunities presented by the pandemic by embracing technology in delivery of e-learning programmes, e-resources and administration of examinations. kasneb has not been left behind in embracing technology. I am pleased to note that

kasneb has introduced an e-learning platform for both students and members of staff. This is indeed the right step towards enhancing access to reading materials which is an enabler for research and development and a prerequisite for growth and development of any country.

I am aware that kasneb has recently commenced computer based examinations through a phased approach which will further improve access to kasneb examinations not only within the country but also regionally and internationally. I am also informed that kasneb has revitalized its service delivery through the introduction of the Enterprise Resource Planning system which will among other things enhance operational efficiency and as such promote efficient utilization of public resources. This will go a long way in ensuring that scarce resources are utilized prudently and optimally which is one of the objectives that the National Treasury seeks to achieve across the public sector.

I note that a consultative and participatory engagement process was adopted in the development of this strategic plan which included; key industry players, regulators, professional bodies, training institutions and employers to ensure that stakeholder needs and expectations were clearly identified.

I commend the collaboration between kasneb and the Kenya National Qualifications Authority (KNQA) and Technical and Vocational Education and Training Authority (TVETA). KNQA has been instrumental in coordinating and harmonizing education, training, assessment and quality assurance of all qualifications awarded in the country. I laud KNQA for accrediting kasneb qualifications. I also wish to commend the collaboration between kasneb and Strathmore Research and Consultancy Centre for the noble initiative towards development of study and reading materials for kasneb courses. Indeed, this initiative will significantly support student learning and enhance performance.

I congratulate the kasneb fraternity and wish you success in implementing the 6th Corporate Strategic Plan (2022-2027).

Dr. Julius M. Muia, PhD, CBS
PRINCIPAL SECRETARY, THE NATIONAL
TREASURY, THE NATIONAL TREASURY
AND PLANNING

Preface

In line with Kenya Vision 2030, provision of highly skilled and competent human resource is a key pillar for social and economic growth for our nation, region and the world as a whole. kasneb has continued to play a vital role in developing business professionals who have made valuable contributions globally. From the humble beginnings in 1969, kasneb has had a clear vision. Our current vision; 'empowered and globally recognised business professionals' is focused on ensuring skilled and competent business professionals to support the dynamic market and industry needs in all sectors. kasneb is therefore intent on 'transforming business professionals through examinations, certification, accreditation, research, innovation and consultancy'. In fulfilment of our mandate, we will be guided by core values which define our deeply held culture and identity namely; knowledge focus, accountability, sustainability, nobility, excellence and belonging (kasneb).

Over the years kasneb has continued to fulfill its mandate of developing syllabuses; administering post-professional, professional, diploma and certificate examinations in accountancy, finance, credit, governance and management, information technology and related disciplines; promotion of its qualifications nationally and internationally; and accreditation of relevant training institutions offering courses examinable by kasneb in liaison with the Ministry in charge of Education.

It is in the spirit of this mandate that kasneb continually assesses, reviews and improves its syllabuses and processes to ensure that the quality of examinations meets customer requirements. Many of our alumni are key decision makers in different sectors all over the world. The qualifications offered by kasneb are benchmarked internationally to ensure they are responsive to emerging global trends. kasneb endeavours to continue reviewing its qualification and services in line with market and industry needs. In this regard, the 6th Corporate Strategic Plan recognises the needs of the new crop of customers; the Alpha and Z generations to align to the dynamic market needs.

The Corporate Strategic Plan (2022-2027) provides robust strategies



to facilitate the renewal of kasneb against the backdrop of a myriad of disruptions that have presented both challenges and opportunities to business and global economies. This strategic plan takes cognisance of the global agenda defined through the Sustainable Development Goals (SDGs). In particular, kasneb has mainstreamed Goal number four which advocates for inclusive and equitable quality education and promotion of lifelong learning opportunities for all.

kasneb will continue to play a key role in skills development as envisioned in the Constitution, Kenya Vision 2030 and the fourth medium-term plan which aims to transform lives by advancing socio-economic development. The strategic plan has taken into consideration; the needs and expectations of stake-

holders; reforms in the education sector, emergent policy, legal and regulatory changes.

kasneb will leverage the opportunities presented by Information, Communication and Technology (ICT) to enhance product and service offerings to its customers. Towards this end, digitalisation, research and innovation will be key strategies in the implementation of the strategic plan. kasneb will collaborate with key partners to enhance access to computer-based examinations and development of study packs.

Finally, on behalf of the Board of kasneb and on my behalf, I wish to sincerely thank all the stakeholders for their invaluable support and contribution in the development of our strategic plan. I wish to most sincerely thank the Government of Kenya and our parent Ministry, the National Treasury and Planning for their continued support and guidance in fulfilling the mandate of kasneb.

I look forward to the successful implementation of this Corporate Strategic Plan.

Dr. Nancy N. Muriuki
CHAIRMAN, KASNEB



Acknowledgement

Since inception, kasneb has lived to its mandate as evidenced by the continued provision of globally competitive professionals who drive the national, regional and global development agenda in diverse sectors.

In delivering its mandate, kasneb has continued to partner with like-minded institutions to meet the ever-growing needs and expectations of its customers. This has resulted in the development of new qualifications and expansion of geographical coverage nationally, regionally and globally. The dynamic business environment has brought about various opportunities, challenges and threats. In response, kasneb has developed appropriate strategies to address these overriding factors and remain competitive.

kasneb realised key milestones during the implementation of the last strategic plan which included the major review of examination syllabuses which culminated in the revised structure of kasneb qualifications and the introduction of new qualifications in line with market and industry needs.

This 6th Corporate Strategic Plan (2022-2027) builds on the achievements and lessons learnt during the implementation of the previous plan whilst introducing new initiatives aimed at renewal of kasneb for a sustainable growth trajectory. These initiatives include: digitalisation of business processes; roll out of computer-based examinations; establishment of centres of excellence; administration of examinations in French language in French-speaking countries; operationalisation of the customer experience centre to enhance customer relations; biometric registration and the identification of customers; upgrading of the data centre to tier II standard; operationalisation of research, innovation and consultancy function.

kasneb will continue to develop and implement risk mitigation strategies to ensure business sustainability

focusing on the renewal of kasneb. The implementation of the strategies identified in the corporate strategic plan will enable kasneb to empower business professionals, offer quality services and proactively address emerging stakeholder needs.

I wish to appreciate the Board of kasneb for the guidance and support during the development of this plan. I look forward to continued support and guidance in the successful implementation of this plan. To all our stakeholders, I thank you all for your goodwill and invaluable contribution in the development of this plan. We are confident that you will continue to support kasneb in its endeavour to provide empowered and globally recognised business professionals.

**Dr. Nicholas K. Letting', PhD, EBS
SECRETARY/CHIEF EXECUTIVE
OFFICER**

Definition of Terms

Africa Agenda 2063 – A strategic framework for the socio-economic transformation of the continent over the next 50 years from 2013 to 2063.

Balanced Scorecard (BSC) – This is a strategy performance management tool. A well-structured report that can be used by managers to keep track of the execution of activities by the staff within their control and to monitor the consequences arising from these actions.

Big Four Agenda – A four-point plan by H. E. the President outlining what his government will focus on during his second term of office, 2017 -2022, to improve the living standards of Kenyans. They are: Food and Nutrition security, Manufacturing, Affordable housing, and Universal health coverage.

Candidate – A person who is registered to take a *kasneb* examination.

Flagship Projects – These are development projects of substantial size with high strategic impact with regard to their financial volume, the number of project partners, resources and the running time.

Knowledge Management – It is the capacity of organisations/individuals to identify, capture, retrieve, share, protect and analyse the knowledge of individuals and groups across the organisation.

Mainstreaming – Integration of cross-cutting actions into various stages of decision making by sectors.

Monitoring – Is a continuous assessment that aims at providing all stakeholders with early detailed information on the progress or delay of the ongoing assessed activities. It is an oversight of the activity's implementation stage.

Scheme of Service – A policy document that provides clearly defined career structures, well-defined job descriptions and specifications, standards for recruitment, training, advancement, career planning, and succession management.

Student - A person who is studying to take *kasneb* examinations for certification purposes. The student is a customer of *kasneb*.

Sustainable Development Goals – Also known as 'Global Goals', are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The Sustainable Development Goals (SDGs) are a new, universal set of goals, targets and indicators that UN member states are expected to apply to guide their national development agenda up to 2030.

Kenya Vision 2030 – A Kenyan long-term development blueprint that aims to transform the country into a newly industrialising middle-income nation providing high quality of life to all its citizens by 2030 in a clean and secure environment.

Acronyms and Abbreviations

AGPO	Access to Government Procurement Opportunities
ATD	Accounting Technicians Diploma
BCG	Boston Consulting Group
BSC	Balanced Scorecard
BOD	Board of Directors
CA	Current Assets
CAMS	Certificate in Accounting and Management Skills
CBA	Competency-Based Assessment
CBET	Competence-Based Education and Training
CBETA	Competence-Based Education, Training and Assessment
CEO	Chief Executive Officer
CCP	Certified Credit Professionals
CFFE	Certified Forensic Fraud Examiner
CICT	Certified Information Communication Technologists
CIFA	Certified Investment and Financial Analysts
CISSE	Certified Information Systems Solutions Expert
CL	Current Liabilities
CMA	Capital Markets Authority
CSI	Customer Satisfaction Index
COMESA	Common Market for Eastern and Southern Africa
COVID-19	CoronaVirus Disease
COGS	Cost of Goods Sold
CPA	Certified Public Accountants
CRM	Customer Relationship Management
CS	Certified Secretaries

CSP	Corporate Strategic Plan
CSR	Corporate Social Responsibility
CUE	Commission for University Education
DCM	Diploma in Credit Management
DCSNA	Diploma in Computer Networks and Systems Administration
DDMA	Diploma in Data Management and Analytics
DICT	Diploma in Information Communication Technology
DSA	Drug and Substance Abuse
EAC	East African Community
ERM	Enterprise Risk Management
ERP	Enterprise Resource Planning
ESG	Economic Social Governance
FY	Financial Year
GDP	Gross Domestic Product
HELB	Higher Education Loans Board
IBP	Internal Business Processes
ICIFA	Institute of Certified Investment and Financial Analysts
ICMK	Institute of Credit Management of Kenya
ICPAK	Institute of Certified Public Accountants of Kenya
ICS	Institute of Certified Secretaries
ICT	Information Communication Technology
ISMS	Information Security Management System
ISO	International Organisation for Standardisation
<i>kasneb</i>	Kenya Accountants and Secretaries National Examinations Board
KEPSA	Kenya Private Sector Alliance
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNLS	Kenya National Library Service

KNQA	Kenya National Qualifications Authority
KPIs	Key Performance Indicators
KUCCPS	Kenya Universities and Colleges Central Placement Service
LMO	Labour Market Observatory
MEL	Monitoring, Evaluation and Learning
MoU	Memorandum of Understanding
MTP	Medium Term Plan
NAQMIS	National Qualification Management Information System
NHIF	National Hospital Insurance Fund
NITA	National Industrial Training Authority
NRF	National Research Fund
NSSF	National Social Security Fund
ODEL	Open, Distance and E-Learning
OUC	Open University of Kenya
PAT	Profit after Tax
PBT	Profit before Tax
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PLAR	Prior Learning Assessment and Recognition
PRSK	Public Relations Society of Kenya
QMS	Quality Management System
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goal
SCAC	State Corporations Advisory Committee
SWOT	Strengths, Weaknesses, Opportunities and Threats
STEM	Science, Technology, Engineering and Mathematics
ToR	Terms of Reference
TVCs	Technical and Vocational Colleges
TVET	Technical and Vocational Education Training
TVETA	Technical and Vocational Education and Training Authority
UN	United Nations
UNES	University of Nairobi Enterprises and Services
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Executive Summary

kasneb is a state corporation operating under the National Treasury which was established on 24 July 1969. The mandate and functions of *kasneb* are laid out in the Accountants Act, No. 15 of 2008 (which repealed the Accountants Act, Cap.531 of 1977), the Certified Public Secretaries of Kenya Act, Cap.534 of 1988 and the Investment and Financial Analysts Act, No. 13 of 2015. The core mandate of *kasneb* is to develop syllabuses; administer post-professional, professional, diploma and certificate examinations; certify students in accountancy, finance, credit, governance and management, information technology and related disciplines; promote its qualifications nationally and internationally; and accredit relevant training institutions offering courses examinable by *kasneb* in liaison with the Ministry in charge of education. Since its inception in 1969, *kasneb* has been a key player in provision of globally competitive business professionals to the national, regional and global market.

The 6th Corporate Strategic Plan (2022/2027) was developed taking into account the changing operating environment and evaluations of the implementation of the previous strategic plan. In developing this strategic plan, a participatory approach for all categories of stakeholders was adopted. Various documents were reviewed, discussions and strategic planning workshops were held. A review of the core business, vision, mission and core values was undertaken, an analysis of *kasneb's* past performance and the operating environment were also carried out focusing both on the internal and external environment. A variety of tools were used to understand the business environment in detail including, SWOT Analysis, PESTEL Analysis and Stakeholder Analysis.

SWOT analysis resulted in the identification of the strengths, weaknesses, opportunities and threats facing *kasneb*; PESTEL analysis was used to appreciate the macro-environment that *kasneb* will be operating in. Stakeholder mapping and analysis provided the clarity *kasneb* requires in stakeholder engagement and relations. The situational analysis culminated in identification of the strategic themes. The strategic themes were developed using the Balanced Scorecard (BSC) Model which was adopted in developing the 2022/23 – 2026/27 strategic plan. The strategic theme for each perspective is as listed below.

- i. **Financial Perspective** – Financial Sustainability.
- ii. **Customer Perspective** – Growth.
- iii. **Internal Processes Perspective** – Business Process Reengineering.
- iv. **Learning and Growth Perspective** – Staff Engagement and enhanced Productivity.

By addressing these strategic themes, *kasneb* will be able to deliver projected strategic objectives. To achieve the desired objectives, an implementation matrix was developed which outlined strategies, expected outcomes, activities, implementation indicators, implementing actors, time frames and related costs for each strategic objective.

To enhance successful implementation of the strategic plan, a monitoring, evaluation and learning (MEL) framework which emphasizes periodic performance reviews was developed. The Strategy and Planning Directorate will be responsible for the coordination and review of the implementation status of the strategic plan. In addition, *kasneb* commits to implement the strategic plan by ensuring annual allocation of resources and providing a risk framework to mitigate against any emergent risks while harnessing opportunities.



kasneb

**CORPORATE
STRATEGIC PLAN**

2022 -2027



CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter provides the background information for *kasneb* including the mandate of *kasneb*, rationale for strategic planning, global, regional and national trends in education, methodology and organisation of the plan.

1.1 Background

kasneb was established as a state corporation under the National Treasury and Planning by the Government of Kenya on 24th July 1969. The establishment and operations of *kasneb* are governed by the following main Acts, among others:

- a) The Accountants Act, No. 15 of 2008 empowers and recognises *kasneb* as the examining body for the Certified Public Accountants (CPA) qualification.
- b) The Certified Public Secretaries of Kenya Act, Cap 534 of 1988 empowers and recognises *kasneb* as the examining body for the Certified Secretaries (CS) qualification.
- c) The Investment and Financial Analysts Act, No. 13 of 2015 empowers and recognises *kasneb* as the examining body for the Certified Investment and Financial Analysts (CIFA) qualification.

The mandate of *kasneb*, is the development of syllabuses, conduct of post-professional, professional, diploma and certificate examinations and certification of students in accountancy, finance, credit, governance and management, information technology and related disciplines, promotion of its qualifications nationally and internationally and the accreditation of relevant training institutions in liaison with the ministry in charge of Education.

1.2 Mandate and Core Functions of *kasneb*

The core functions of *kasneb* are to:

- i. Prepare syllabuses for post-professional, professional, diploma and certificate examinations in accountancy, finance, credit, governance and management, information technology and related disciplines.
- ii. Make rules with respect to such examinations.
- iii. Arrange and conduct examinations and issue certificates to students who have satisfied examination requirements.
- iv. Promote recognition of its examinations in foreign countries.
- v. Investigate and determine cases involving indiscipline by students registered with *kasneb*.
- vi. Promote and carry out research relating to its examinations.
- vii. Promote the publication of books and other materials relevant to its examinations.
- viii. Liaise with the ministry in charge of education in accreditation of institutions offering training in courses examinable by *kasneb*.
- ix. Do anything incidental or conducive to the performance of any of the preceding functions.

1.3 Rationale for Strategic Planning

Corporate strategic planning is critical to corporate success. Based on this foundational understanding, *kasneb* has continued to embrace one of the best practices in corporate leadership and management by adopting a culture of planning and implementing plans. This is the basis for development of the sixth Corporate Strategic

Plan (CSP) for *kasneb* spanning over the financial year 2022/23 through the financial year 2026/27.

As the leading examiner of business professionals, *kasneb* desires to establish profound objectives to guide its operations and retain its competitiveness and respect as an examiner in Kenya and globally. This necessitates *kasneb* to develop a corporate strategic plan to achieve the following:

- a) Provide clarity, direction, and focus for *kasneb*.
- b) Drive alignment of *kasneb* operations with its mandate.
- c) Provide a communication vehicle for what must be done to create short and long-term sustainability for *kasneb*.

1.4 Methodology of Developing the Plan

A participatory strategic planning process was adopted in the preparation of this strategic plan. This was aimed at ensuring ownership, inclusivity of all stakeholders and effective implementation of the strategic plan. The process entailed involvement of the Board, Management, staff and all categories of stakeholders in the strategic plan preparation process. Different categories of stakeholders were engaged through a customised questionnaire, webinar and face-to-face meetings to capture their views on different aspects of *kasneb* and areas for consideration in the strategic plan. Specifically, the following methodologies were used:

1.4.1 Document Review

The 6th *kasneb* Corporate Strategic Plan (CSP) 2022-2027 is coming into being at a time when Sustainable Development Goals (SDGs) will be transiting to the next 10 years of implementation since its adoption in 2015 by the United Nations General Assembly. In addition, this Strategic Plan is coming at the tail end of the first ten-year plan of Agenda 2063 which is the African Union's blueprint for development for the next 50 years beginning from 2013 to 2063. In addition, the Strategic Plan will be implemented during the fourth Medium Term Plan of the vision 2030 (MTP IV) which runs from 2022-2027.

Various documents were reviewed to extract key information for use in the strategic planning process. These documents included amongst others;

- i. UN Sustainable Development Goals.
- ii. Africa Agenda 2063.
- iii. Kenya Vision 2030/Medium Term Plans
- iv. *Kasneb's* 4th Corporate Strategic Plan (2012-2017).
- v. *Kasneb's* 5th Corporate Strategic Plan (2017-2022).
- vi. Performance reports for the 2017-2022 plan period.
- vii. Kenya Economic Survey Report 2021.
- viii. UNESCO report: Issues and trends in Education for Sustainable Development.

1.4.2 Stakeholder Engagement

Stakeholder engagement sessions were held with *kasneb* Board, senior management, all members of staff and interns, *kasneb* Rwanda office, customers, training institutions, suppliers, examiners, examination agents, government agencies/ministries and professional institutions. This was aimed at gathering information that informed the strategic planning process including the development of corporate objectives and setting of targets for the next five years.

1.4.3 Strategic Planning Workshops

A three-day workshop with the management team was held in December 2021, to prepare the draft framework for the strategic plan. This was followed by various stakeholder engagement sessions in January and February 2022 to appreciate stakeholders, identify their needs and ensure alignment of the objectives with their needs. Follow-up sessions on 20th January 2022; 9th February 2022 and 28th March 2022 were conducted to ensure completeness and alignment of the strategic plan. A strategic plan validation workshop and meetings with the Board of Directors, Key stakeholders and senior management were held on 25th May 2022 to refine the strategic plan for adoption.

1.5 Industry Analysis

The 2018 World Development Report on the transformation of labour markets outlined important changes brought about by the digitalisation of the economy in the context of the Economic Revolution (World Bank, 2018). First, the boundaries of the traditional firm are becoming blurred, as illustrated by the rapid growth of

platform marketplaces that connect customers, producers, and providers in new ways. Second, technology is reshaping the demand for skills. Technological change is driven, to a large extent, by the development of digital firms, which require well-qualified information and communication technology (ICT) specialists and technicians trained locally. This evolution, in turn, provokes the transformation of many jobs in traditional firms. Growth in economic activity and jobs is stronger in countries that are experiencing accelerated technological advances.

The World Development Report found that, while the demand for low skills profiles is declining, “the demand for advanced cognitive skills, socio-behavioural skills, and skill combinations associated with greater adaptability is rising” (World Bank 2018, 6). Emerging economies such as Kenya can seize this opportunity by giving a higher priority to human capital development. In that respect, Kenya’s results in the Human Capital Index (HCI), a new measure of countries’ human capital capacity launched in 2018 by the World Bank, are relatively satisfactory. At 0.52 in 2017, Kenya’s HCI is higher than the average for its region (0.40) and income group (0.48), with females doing slightly better than males. Ranked 94 out of the 157 countries, Kenya has the third-best score among all Sub-Saharan African countries, after Seychelles (43) and Mauritius (52), and well ahead of South Africa (124). However, there is room for improvement. The country’s HCI of 0.52 means that the expected productivity, as a future worker, of a child born today in Kenya is only 52 percent of what it could be with complete basic education and full health.

A recent assessment of the rising demand for skills in Africa, prepared by the World Economic Forum (2017), indicates that many employers in Sub-Saharan Africa view an inadequately skilled labour force as a major constraint. This is often because a growing proportion of jobs in the region are becoming ICT intensive. The World Economic Forum predicts that 52 percent of all work activities in Kenya are likely to be automated in the next few years, compared to 44 percent in South Africa and 46 percent in Nigeria. Statistics reveal that jobs with high ICT intensity represent 18.4 percent of all formal sector employment in Kenya, compared to 6.7 percent in Ghana.

On the positive side, Kenya is ranked one of the fastest growing digital economies with high momentum and potential for growth. About 25 percent of digital innovation start-ups in Africa are based in Kenya. The country is widely regarded as the leading ICT innovation hub

in Sub-Saharan Africa, as illustrated by the success of the mobile payment service pioneered by the Kenyan telecom operator Safaricom. Since 2010, gross domestic product (GDP) growth has averaged 5.6 percent, which is 1.8 percentage points higher than the average for Sub-Saharan African countries during this period (3.8 percent) and 2.0 percentage points higher than the growth rate of the Kenyan economy in the previous decade (3.6 percent growth). Though all sectors have contributed to the increase in growth, the rapid increase in the services sector (especially the ICT and financial subsectors) has accounted for more than half of the increase in GDP growth.

With this understanding, Kenya’s development efforts for the next few years, articulated in the ‘Big Four Agenda’, aim to enhance the country’s competitiveness in line with Vision 2030 aspirations. Further, in 2018, the government formulated a new five-year education plan (2018–2022) which includes priority areas for investments in higher education. Higher education initiatives in the education plan focus on translating what students learn into labour market demands, with thematic areas around increasing access and equity, improving quality and relevance, and addressing governance and accountability. Priorities outlined in the national education strategy include establishing the Open University of Kenya (OUK); improving retention, well-being, and productivity of university students; and increasing access to science, technology, engineering, and mathematics (STEM) Programmes. Specifically, the plan proposes the following key objectives:

- a) Increase the gross enrolment ratio in university education from 7 percent to 15 percent.
- b) Enhance the quality and relevance of training and research.
- c) Create access to STEM Programmes to 60 percent of the student population.
- d) Create opportunities for academic staff to acquire PhDs and appropriate pedagogical skills.
- e) Establish the OUK (30 percent of degree Programmes available through an e-learning mode by 2022).
- f) Enhance equity and inclusion in university education, especially for females and students from low-income families.
- g) Strengthen governance and management of university education.

In this context, the policy report seeks to explore a range of options for designing and implementing a sustainable higher education financing strategy in Kenya, improving the quality and relevance of existing higher education institutions and Programmes, and leveraging technology to achieve the twin goals of quantitative expansion and quality improvement. This involves careful consideration of the following key questions:

- 1) Expansion scenarios. Are available resources sufficient to support the likely expansion of the higher education system in the next two decades? What are the policy implications of the various scenarios considered?
- 2) Shape and size of the system. What institutional configuration would allow for a balanced and financially sustainable expansion of the higher education system? What is required to make this configuration a viable option?
- 3) Resource mobilisation. How can public and private funding sources be mobilised in the most effective manner? How can financial barriers be effectively removed for students coming from poor and vulnerable groups?
- 4) Resource allocation. What are appropriate mechanisms to distribute public resources in a manner that rewards improved performance, promotes innovation, and encourages efficient use of available resources?
- 5) Quality and relevance. How successful are the Kenyan higher education institutions in training highly-qualified graduates who perform well in the labour market? Is the national quality assurance (QA) system adequately fulfilling its regulatory and quality enhancement missions? What could the Kenyan higher education institutions do to improve their curriculum and pedagogical practices? What is needed to increase the effectiveness of the QA system? How can the country build a reliable and useful labour market observatory (LMO)?
- 6) Harnessing technology. How can Kenyan universities learn from successful developments in the use of modern technology to leverage online platforms and resources as effective ways of increasing access and improving quality/relevance?

The selection of the areas of focus of this Policy Report was informed by the policy priorities expressed by the Kenyan government. It also considered the themes al-

ready covered in the 2016 World Bank report. That report, entitled 'Expanding Tertiary Education for Well-Paid Jobs - Competitiveness and Shared Prosperity in Kenya', extensively analysed the governance structures and processes in place in the higher education system and reviewed good practices in the area of student loans.

Diagnosis of the Present Situation

On one hand, five Kenyan universities are among the top 100 African institutions. The University of Nairobi, in particular, has established itself as one of the top performers in Sub-Saharan Africa after the leading South African universities. Several Kenyan universities are recognised as hotbeds of innovation. On the other hand, the Kenyan public universities are in a dire financial situation. Quantitative expansion seems to have occurred at the expense of quality. The number of universities and colleges climbed from 31 in 2009 to 68 in 2014, and the net enrolment rate increased to 7.5 percent in 2014 from 4 percent in 2009. Even though the share of public expenditures going to higher education has grown in recent years, from 15.5 percent in 2013/14 to 22.7 percent in 2018/19, representing a special effort from the Government of Kenya, it has barely kept pace with the increase in the number of public universities.

There is, therefore, a sense that it will be difficult, if not impossible, to continue increasing the volume of public resources allocated to higher education. While the university leaders have called for fee raises to keep up with the financing needs of their institutions, the students have strongly rejected any increase.

This has led the vice-chancellors of public universities to express their concern over a looming 'cash crisis' that could have a negative impact on the quality of their Programmes. Indeed, the fast enrolment growth has created a tension between the social demand for further expansion and the need to improve quality and relevance through appropriate Programmes and effective learning models. The fact that the government had to close down many private institutions in recent years confirms the prevalence of poor quality in many parts of the system. In this context, the performance of the Kenyan higher education system can be measured by looking at three aspects:

- (a) Coverage and equity.
- (b) Quality and relevance of university graduates.
- (c) Research and technology transfer output.

kasneb needs to embrace these three-key metrics of measurement for higher education in the development and implementation of this strategic plan and incorporate them as some of the key performance indicators to track over the plan period.

1.6 Global Trends in Higher Education

Since the onset of the COVID-19 pandemic, schools and universities have been forced to put a lot of their teaching online. On the surface, this seems to have spurred a series of innovations in the education sector. Colleges around the world embraced more flexibility, offering both virtual and physical classrooms. These changes might give the illusion that education is undergoing some much-needed reform. However, if we look closely, these measures do not address the real problems facing higher education. In most countries, higher education is inaccessible to the socio-economically underprivileged, certifies knowledge rather than nurtures learning, and focuses on easily-outdated knowledge. In brief, it is failing on both counts of quality and access.

From 2021, some true reforms were seen, addressing the root causes of the education challenge. Higher education is currently experiencing six key trends namely:

a) Learning from everywhere

There is recognition that as schools and universities all over the world had to abruptly pivot to online teaching, learning outcomes suffered across the education spectrum. However, the experiment with online teaching did force a re-examination of the concepts of time and space in the education world. There were some benefits to students learning at their own pace. Hybrid learning does not just mean combining a virtual and physical classroom, but allowing for truly immersive and experiential learning, enabling students to apply concepts learned in the classroom out in the real world. So rather than shifting to a “learn from anywhere” approach (providing flexibility), education institutions should move to a “learn from everywhere” approach (providing immersion).

Kasneb being an examiner for students located in various parts of the world, needs to embrace the “learn from everywhere approach” by ensuring availability of learning materials for all examined units/subjects in every qualification. This calls for digitalisation and reforms in the model of access to both examinations and respective learning materials.

b) Replacing lectures with active learning

Lectures are an efficient way of teaching and an ineffective way of learning. Universities and colleges have been using them for centuries as cost-effective methods for professors to impart their knowledge to students. However, with digital information being universal and free, it seems ludicrous to pay thousands of dollars to listen to someone providing information that could be found elsewhere at a much cheaper price. Education institutions need to demonstrate effective learning outcomes, and some are starting to embrace teaching methods that rely on the science of learning. Real learning relies on principles such as spaced learning, emotional learning and the application of knowledge. The educational establishment has gradually accepted this method, known as ‘fully active learning’. There is evidence that it not only improves learning outcomes but also reduces the education gap among the socio-economically disadvantaged students.

Kasneb has a responsibility to challenge and support the training institutions to adopt modern learning methods to ensure *kasneb* graduates are competitive and market ready as they complete their qualifications. This will continuously position *kasneb* qualifications and graduates as the preferred choice in the market.

c) Teaching skills that remain relevant in a changing world

According to a recent survey, 96% of Chief Academic Officers at universities think they are doing a good job preparing young people for the workforce. Less than half (41%) of college students and only 11% of business leaders shared that view. Universities continue to focus on teaching specific skills involving the latest technologies, even though these skills and the technologies that support them are bound to become obsolete. As a result, universities are forever playing catch up with the skills needed in the future workplace. What we need to teach are skills that remain relevant in new, changing, and unknown contexts.

kasneb has the mandate to ensure that each qualification and certification is holistic and disruption ready. This perspective on various curricula increases the relevance and competitiveness of *kasneb* qualifications and certifications.

d) Using formative assessment instead of high-stake examinations

In the past, examinations did not focus on measuring our learning, but rather what information we retained at that point in time. Formative assessment, which entails both formal and informal evaluations through the learning journey, encourages students to improve their performance rather than just have it evaluated. The documentation and recording of this assessment include a range of measures, replacing alphabetical or numerical grades that are uni-dimensional.

Kasneb, in line with current developments in education in Kenya, needs to realign the orientation of its examinations to adopt a competence-based orientation. This calls for major changes including capacity development of all examiners and re-orientation of examinations.

Education reform requires looking at the root cause of some of its current problems. We need to look at what is being taught (curriculum), how (pedagogy), when and where (technology and the real world) and whom we are teaching (access and inclusion). Those institutions which are ready to address these fundamental issues will succeed in truly transforming higher education.

e) Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process used to identify, assess and certify a candidate's knowledge, skills and competencies acquired in non-formal or informal learning such as work or life experiences against prescribed standards or learning outcomes. RPL facilitates mobility, personal development, credit award to a qualification, entry into a learning institution, advancement in the workplace, lifelong learning, social inclusion and self-esteem.

The history of Recognition of Prior Learning dates back to the 1930s in France and early 1970s in the United States of America where it was used to broaden access to higher education for the disadvantaged war veterans. In Canada, RPL is used to promote labour force development and contribute to organisational effectiveness. While in the Australian system, RPL is used to grant credit waiver for the units in which the person is already competent, thus reducing the time needed to obtain a qualification.

According to the Kenya National Bureau of Statistics (KNBS), 2019, Kenya has a high number of youthful pop-

ulations with 75.1% below 35 years of age. Consequently, the country requires a comprehensive RPL policy to recognize the many diverse competencies regardless of when, where and how they were acquired against prescribed standards or learning outcomes. Most of the young people have perfected their skills but lack recognition of their competencies. More so, Kenya has continued to host and integrate vulnerable populations fleeing conflict in their countries of origin since the 1980s.

In Kenya, the National Industrial Training Authority (NITA) and *kasneb* have been implementing a form of RPL since the 1960s and 1970s respectively. Kenya is one of the few countries in East Africa that has a fully-fledged National Qualifications Framework. KNQA developed the Recognition of Prior Learning Policy Framework in Kenya (June, 2021) and guidelines for assessment by accredited qualification awarding institutions. The policy seeks to establish a national database of the numerous skills, knowledge and competencies currently contributing to national development but which are yet to be recognized.

f) Priority Action Areas for Education Sustainable Development (ESD): Progress and Challenges

Practices implemented as part of the Global Action Programme (GAP) on ESD are dedicated to the five Priority Action Areas of the GAP that include:

- a) Advancing policy;
- b) Transforming learning and training environments;
- c) Building capacities of educators and trainers;
- d) Empowering and mobilising youth;
- e) Accelerating sustainable solutions at local level.

To catalyse ESD's capacity to help achieve these global commitments, countries must of primary importance consider the educational policy to ensure the inclusion and uptake of ESD in education systems. There are several existing policy frameworks for ESD that are supporting the practice of ESD in many countries around the world. ESD requires far-reaching changes in the education system, which has major policy implications. These changes include:

- 1) Strengthening curricula,
- 2) Innovating pedagogies and teacher training,
- 3) Transforming learning environments,
- 4) Building diverse partnerships,
- 5) Creating local learning opportunities.

This process can be undertaken in a holistic manner –

rather than advancing ESD by adding more topics and content to an already overcrowded curriculum, it can serve as a model for transforming education systems, with the result that the entire system serves as a practical learning model for sustainable development. National education strategies can be aligned with the SDGs by defining clear learning objectives with relevance to the targets of each goal and systematically mainstreaming ESD into educational policy.

1.6.1 Role of KASNEB in Sustainable Development Goals

Through the Mandate of *kasneb*, the Sustainable Development Goals (SDGs) specifically No.4 – ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all- can be achieved by aligning *kasneb*'s CSP 2022-2027 to work towards the following:

- a) By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- b) By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- c) By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- d) By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- e) By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development.
- f) Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

1.6.2 Role of KASNEB in Agenda 2063

In developing this strategic plan, the team put in perspective African Union Agenda 2063. *kasneb*'s 6th corporate strategic plan (2022/2027) will enact provisions of African Union Agenda 2063 in the following aspirations in relation to catalysing education and skills revolution and actively promote science, technology, research and innovation, to build knowledge, human resources, capabilities and skills for the African century:

- a) Strengthen the technical and vocational education and training through scaled-up investments, the establishment of a pool of high-quality TVET centres across Africa, greater links with industry and alignment to labour markets, with a view to improving the skills profile, employability and entrepreneurship of especially youth and women, and closing the skills gap across the continent;
- b) Build and expand an African knowledge society through transformation and investments in universities, science, technology, research and innovation; and through the harmonisation of education standards and mutual recognition of academic and professional qualifications.
- c) Establish an African Accreditation Agency to develop and monitor educational quality standards across the continent.

1.6.3 Role of KASNEB in the Fourth Medium Term Plan of the Kenya Vision 2030

The contribution of *kasneb* through its CSP 2022-2027 will be crucial in the achievement of the social pillar in the Fourth Medium Term Plan of the Kenya Vision 2030. Through the education and training flagship in the social pillar, it is envisaged that *kasneb* will provide globally competitive and quality examinations, research and innovation.

Kenya aims to be a regional centre of research and development in new technologies. This will be achieved through; strengthening partnerships with the private sector; developing key Programmes for learners with special needs, rejuvenating ongoing adult training Programmes; revising the curriculum for university and technical institutes to include more science and technology; and in partnership with the private sector, the Government will also increase funding to enable all these institutions to support activities envisaged under the economic pillar.

1.7 National Trends in the Education Sector in Kenya

1.7.1 Technical Accreditation and Quality Assurance

The number of public and private TVET institutions rose from 2,028 in 2018 to 2,191 in 2019 and 2,379 in 2020 as presented in the table below:

Category	2018	2019	2020
Public Vocational Training Centres	1,200	1,200	1,200
Private Vocational Training Centres	63	47	86
Public Technical and Vocational Colleges	109	191	238
Technical Trainers College	1	1	1
Private Technical and Vocational Colleges	645	742	843
National Polytechnics	10	10	11
Total	2,028	2,191	2,379

Source: Economic Survey 2019, TVETA and MOE.

The overall enrolment in Public TVET institutions increased from 162,071 in FY 2018/19 to 217,017 in the FY 2019/20 and 235,607 in the FY 2020/21. This increase over the years was attributed to:

- The establishment of new TVCs in the country,
- Expansion of existing TVET Institutions;
- Increased funding of special needs TVET institutions,
- The introduction of annual capitation to each trainee in the TVET institutions under the sector
- Enhancement of Higher Education Loans Board trainees' loan allocation.

The sector disbursed capitation amounting to Kshs 2,446M, Kshs 2,673M and Kshs 4,946M in the FY 2018/19, FY 2019/20 and FY 2020/21 respectively. The TVET HELB loan expenditure grew from Kshs 300M in FY 2018/19 to Kshs 4,062M for FY 2019/20 but reduced to Kshs 2,555M in FY 2020/21.

1.7.2 Accreditation of TVET Institutions, Trainers and Standards Development

The sector accredited 434, 305 and 414 TVET institutions in FY 2018/19, FY 2019/20 and FY 2020/21 respectively. In FY 2018/19, six training standards were gazetted including:

- Competence-Based Education, Training and Assessment (CBETA) TVETS 01:2019;
- Prior Learning Assessment and Recognition (PLAR) TVETS 02:2019;
- CBET Trainers Qualification Framework - Part 1 TVETS 03:2019;
- National Polytechnics TVETS 04:2019;
- Open, Distance and E-Learning (ODEL) TVETS 05:2019;
- Centre of Excellence TVETS 06:2019.

In FY 2019/20 the following eight training standards were developed:

- Assessment tools standards and guidelines;
- Assessment Centre Standards and guidelines;
- TVC and VTC standards and guidelines;
- TVET Manager Training Standards;
- TVET Verifiers Training Standards;
- TVET Instructor Training Standards;
- Entrepreneurship level 5 Training Standards;
- Entrepreneurship level 6 Training Standard.

Mapping of training standards initiated in FY 2019/20 was achieved in FY 2020/21 and presented as the "National TVET Standards: Kenya Report 2020".

The sector accredited 1,178 trainers in FY 2018/19, 1,829 trainers in FY 2019/20 and 2,640 trainers in FY 2020/21. The sub-sector also developed three capacity building manuals in Internal Quality Assurance; Career guidance, Leadership and management; and gender mainstreaming in TVET institutions. The sector sensitised 300, 176 and 310 managers of TVET institutions on the provisions of the TVET Act and lessons learnt from inspection exercises in FY 2018/19, FY 2019/20 and FY 2020/21 respectively. In addition, an Online TVET registration system was deployed in FY 2018/19. The system facilitates the online submission of applications for accreditation by institutions and trainers. In FY 2020/21, the system was upgraded to facilitate applications for additional courses and auto-generation of certificates and licences.

1.7.3 Competency Based Education and Training (CBET) Implementation

Under the review period, the sector developed 164, 163 and 51 curricula from the occupational standards in the FY 2017/18, FY 2019/20 and FY 2020/21 respectively. Digital content was developed for 10 CBET courses in FY 2020/21, while 69 and 81 learning guides were developed in the FY 2019/2020 and FY 2020/21. A total of 43, 11 and 15 Sector Skills Advisory Committees were appointed in the FY 2018/19, FY 2019/20 and FY 2020/21 respectively. The sector developed and launched a CBET policy framework in the FY 2018/19 which is guiding in the implementation of CBET.

On Competency Based Assessment, the sector capacity-build 5,194, 5,610 and 2,368 trainers and industry experts as assessors and verifiers in FY 2018/19, FY 2019/20 and FY 2020/21 respectively. A total of 1,000, 4,114 and 701 assessment tools for units of competency were developed in FY 2018/19, FY 2019/20 and FY 2020/21 respectively. In addition, 220 mentoring tools were developed in FY 2019/20 and 123 in FY 2020/21. The sector conducted assessments of 172, 238 and 854 students in the FYs 2018/19, 2019/20 and 2021/21 respectively. Under the review period, the sector digitised the certification process for the CBET graduates.

1.7.4 Qualifications Framework

The KNQF Regulations were gazetted in FY 2018/19. This paved way for the development of requisite National policies, Standards and Guidelines in the subsequent years. Notably, a total of ten (10) national policies to inform the implementation of the National Qualifications Framework were developed. The Authority further developed 100 guidelines to inform recognition, equation and verification of qualifications. In addition, 1,318 National Qualifications and 9 Qualifications Awarding Institutions (QAIs) were assessed and Registered in the KNQF. Further, a total of 108 institutions including QAIs, professional bodies, Education and Training providers were sensitised on the role of the KNQF during the period. A National Qualifications Management Information System (NAQMIS) that will allow for the creation, storage and access of national learner's records was also developed. To facilitate credit transfers and exemptions, vertical and horizontal mobility at all levels of learning and to enable entry, re-entry and exit, a national policy on Credit Accumulation and

Transfer system was developed during the period under review. The Credit Accumulation and Transfer system for Agricultural qualifications was also developed and implementation was underway. KNQA continues to enhance capacity building and sensitization of stakeholders to ensure that they all understand their role in the implementation of the national qualifications framework.

1.7.5 University Education Programme

In the review period (2018/19 – 2020/21), the number of universities remained at 74, comprising thirty-one (31) public chartered universities, seven (7) Public University Constituent Colleges, one (1) specialised degree-awarding university (public) twenty-one (21) private chartered universities, eleven (11) universities operating with Letters of Interim Authority (LIA) and three (3) Private University Constituent colleges. Enrolment of students increased in both public and private universities by 1% from 542,005 in 2018/19 to 547,133 in 2019/20 and further by 3% to 566,042 in 2020/21. These numbers are projected to increase.

The sector realised increased capitation through loans and bursaries over the review period 2018/19 – 2020/21 as well as an exponential growth in the placement of government sponsored students to private universities thus lowering average funding per student.

1.8 Emerging Issues in Education in Kenya

a) Curriculum Reforms:

Education curriculum reforms were initiated in 2017 in line with The Kenya Vision 2030. Among the changes are; the adoption of a Competency Based Curriculum (CBC), Competency Based Assessment (CBA), Competency Based Teacher Education Assessment (CBTA) and Competency Based Education and Training (CBET).

The Education Curriculum reforms have necessitated re-organisation of educational levels and introduced new pathways. This calls for concerted efforts by the Sector and Other stakeholders to ensure successful implementation and development of relevant standards and guidelines that will regulate schools to enhance quality. The reforms also call for retraining of teachers to enable them to handle the new curriculum.

b) ICT Integration in Education, Training and Management

The education curriculum throughout the world undergoes reforms from one that lays emphasis on the acquisition of content knowledge to the one that emphasises on competency development. In Kenya, the competency-based curriculum will heavily rely on ICT to enable the learners acquire the much needed 21st century competencies. There is a need to equip teachers with the relevant ICT skills. Further, it will be important that learners gain useful skills in the area of coding, robotics and artificial intelligence in general.

c) COVID-19 Pandemic

The COVID-19 pandemic has had a devastating effect on education affecting the schools' academic programmes and calendar. It has affected the management of all learning institutions after reopening. The pandemic has strained the existing resources that enable learning institutions to comply with the health protocols in terms of social distancing, provision of adequate water points and other infrastructure.

d) Implementation of Recognition of Prior Learning (RPL)

RPL is a process used to identify, assess and certify a candidate's competencies regardless of where, when and how they were acquired against prescribed standards of learning outcomes. The program will create more opportunities for Kenyans to advance their career development, labour mobility and create employment opportunities in the formal sectors. Implementation of this initiative will require additional resource support.

e) Increasing number of Universities establishing TVET schools

Universities have been increasingly establishing TVET schools to accommodate Diploma students. However, there has been no capitation to support their training in the Universities.

In the new plan period (2022/23 – 2026/27), *kasneb* will need to realign its qualifications to adopt the new orientation to competency based examinations. Reskilling of examiners would be a paramount consideration for the

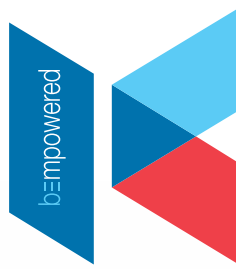
successful implementation of desired change and alignment with national standards. In addition, there is need to fast-track developments in the integration of ICT in *kasneb* examination administration and assessment; development and implementation of disruption-ready systems and culture; and lobbying for recognition of *kasneb* qualifications by both learners and employers and increased uptake of qualifications by students.

1.9 Challenges

The Education sector has made great progress towards the realisation of the national Education goals and objectives. The sector focuses on promoting access, equity, quality and relevance in Education. Despite the progress made, there still exist significant variations between the targets set out and achievements made so far. Some of the key challenges experienced are:

- i) Inadequate Financial resources.
- ii) Increased Litigation and Court Awards.
- iii) Overlapping Mandates.
- iv) Health-related issues such as Mental Health, HIV and AIDS, Drug and Substance Abuse (DSA).
- v) Rise in teenage pregnancy cases.
- vi) Disparities in Access to and Participation in Education and Training.
- vii) Governance and Management - Delay in replacement of expired Boards/Councils of management.





kasneb

**CORPORATE
STRATEGIC PLAN
2022 -2027**



CHAPTER TWO

SITUATIONAL ANALYSIS

CHAPTER TWO

SITUATIONAL ANALYSIS

2.0 Overview

This chapter presents an analysis of the past performance of *kasneb* for the plan period 2017/18 - 2021/2022, milestones achieved, lessons learnt as well as the operating environment which includes internal and external environments that influence the conduct of *kasneb* operations and realisation of the desired goals and objectives. Several tools were used to evaluate the environment which included: SWOT Analysis, PESTEL Analysis, Stakeholder Analysis and the BCG matrix.

2.1 Review of *kasneb* Performance for the Year 2017 – 2022

2.1.1 Trend Analysis of Registration, Examinations Booking and Candidature

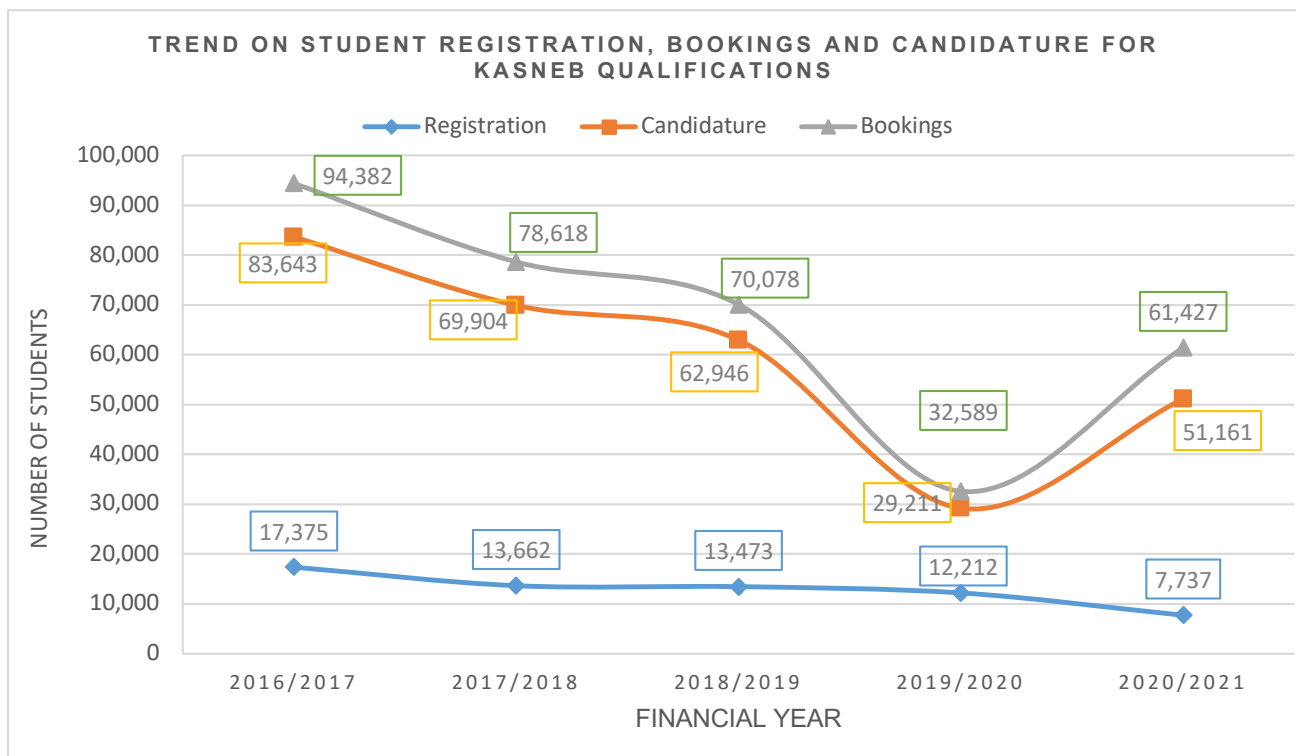


Figure 1: Trend Analysis for Registration, Examinations Booking and Candidature for the FY 2016/17-2020/21

Figure 1 above illustrates the trends that *kasneb* has experienced over the plan periods spanning from 2016/17 through to 2020/21 with respect to key (primary) metrics that are key indicators of organisational performance. All the three metrics (Registration, Examination booking and Candidature) captured in the graph point to a decline over the plan period under review with a steep dip in the FY 2019/20. The dip was as a result of administration of a single examination sitting occasioned by the negative impact of COVID-19 pandemic that disrupted the operating environment.

2.1.2 Financial Performance Over the Past Five Years

Following a decline in the primary performance indicators i.e. Registration, Examination booking and Candidature, *kasneb's* income has been on a downward trend over the last plan period as illustrated by figure 2 below (Income from operations). Further, the organisation experienced a 50% decline in income from other sources. The decline in financial performance was mainly attributed to the following:

- a) The impact of placement of Diploma students in Technical Training institutes by KUCCPS and subsequent funding of the diploma students through HELB loans.
- b) The impact of the downward trend of students' performance in KCSE leading to all students with grade C+ and above being admitted to both Public and Private Universities.
- c) The impact of the requirement for students admitted to the University to report in the same year when the KCSE results are released. The previous practice was that students undertook *kasneb* qualifications as they waited to join universities.
- d) The impact of the transition to the revised syllabuses which were implemented effective from 1 July 2015 including the phasing out of Technician qualifications effective from January 2016. This contributed to a major decline well into the plan period of 2017-2022.
- e) The syllabus review led to the introduction of Diploma examinations whose minimum entry requirement was KCSE mean grade C- compared to the D+ which was required for entry into the Technicians Qualifications.

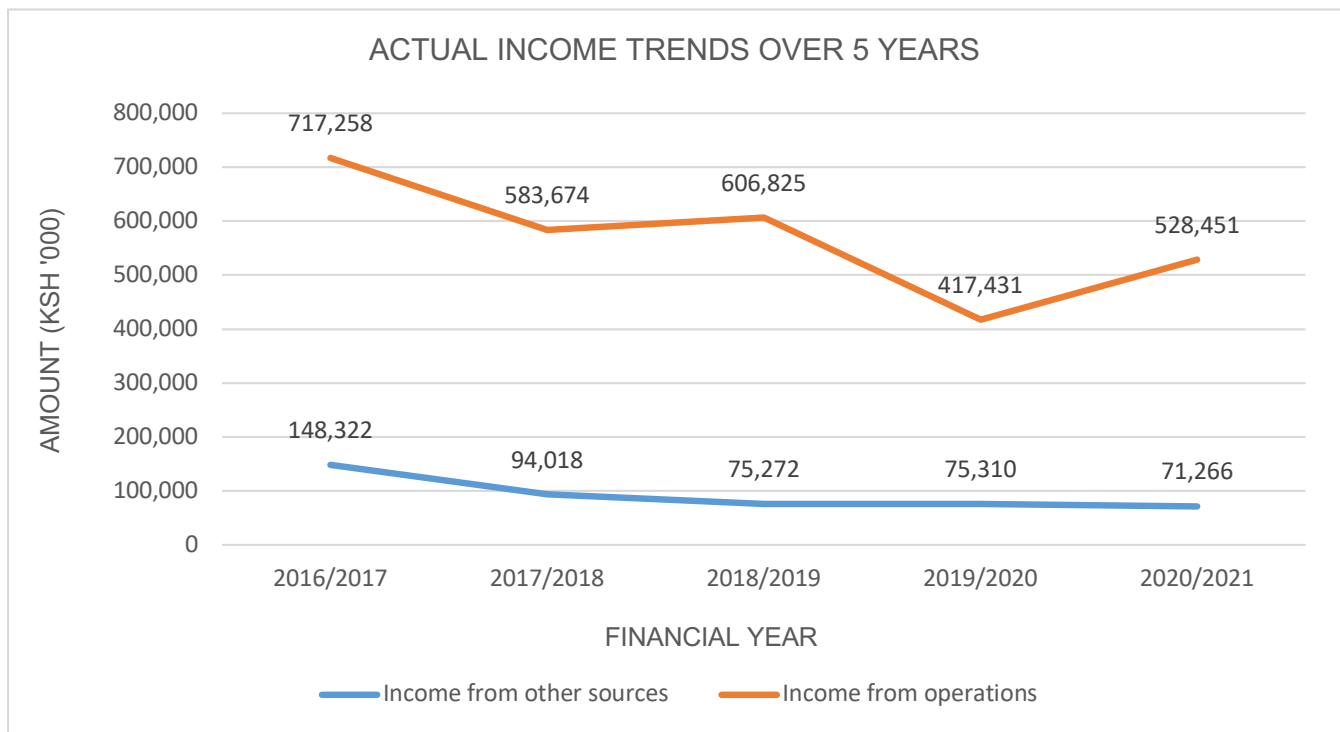


Figure 2: Income Trends for the FY 2016/17 - 2020/21

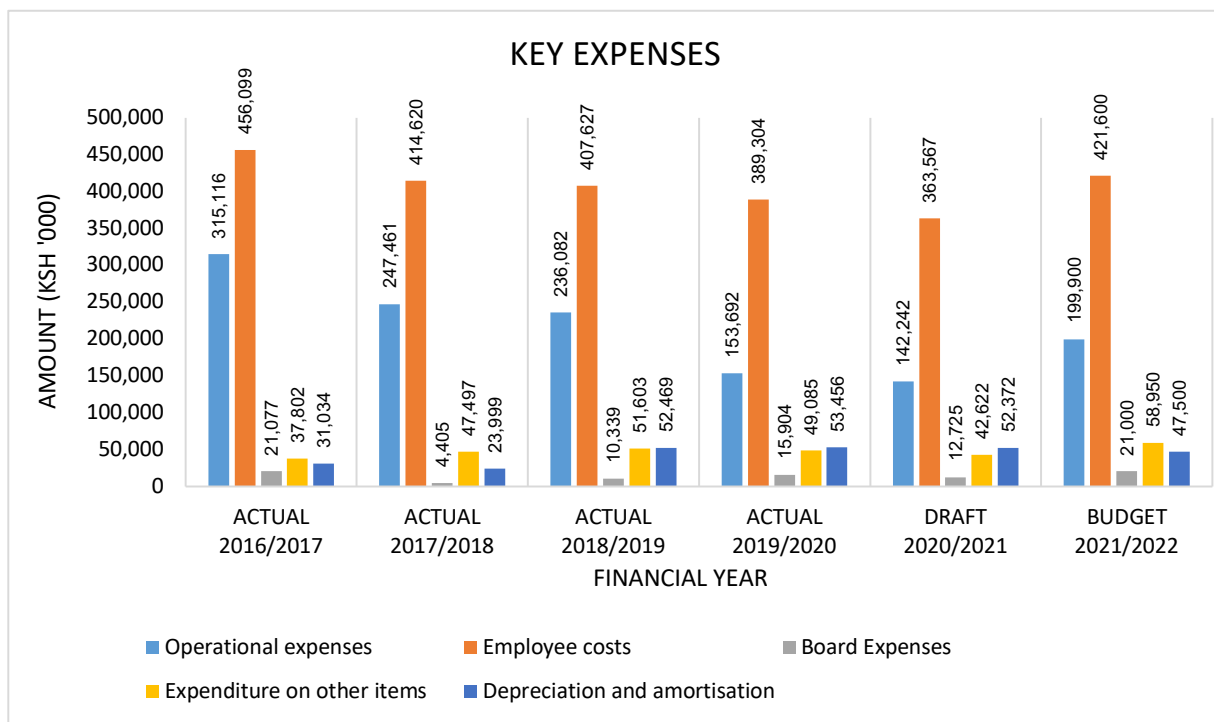


Figure 3: Trend in Expenses for FY 2016/17 - 2020/21

Figure 3 above summarises expenses over the past five years. While the general operating expenses have been reducing over the past five years, staff costs have remained very high with a very low decline over the last five financial years. This has had a major impact on *kasneb's* capacity to register surplus (See figure 4 below) and keep the organisation sustainable.

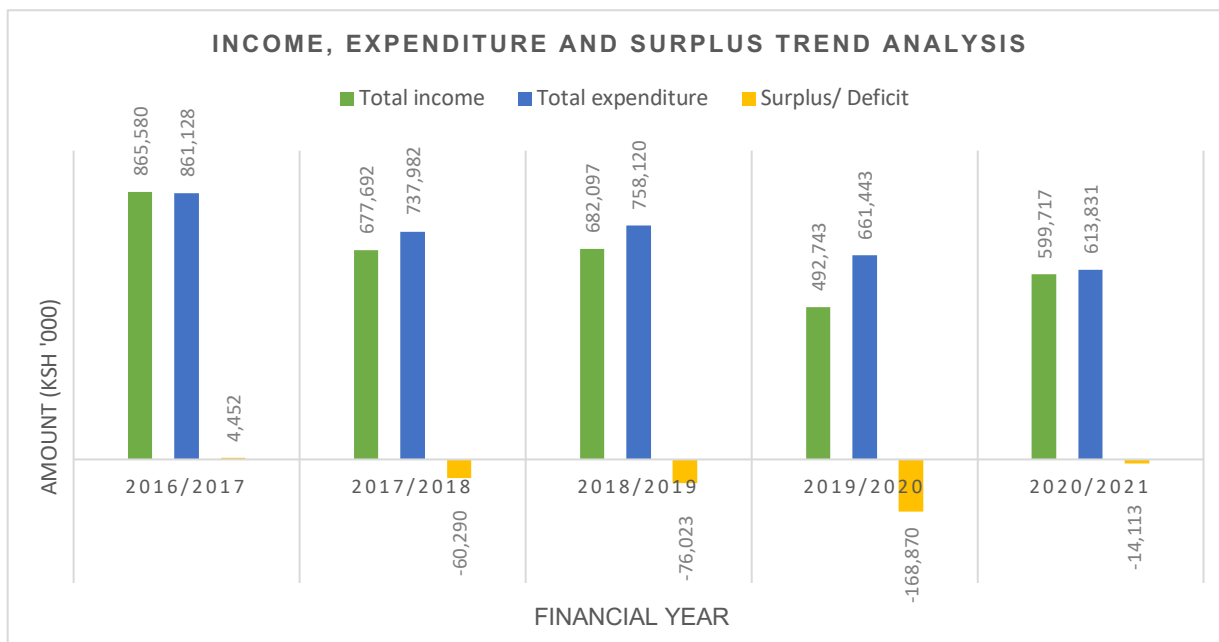


Figure 4: Income, Expenditure and Surplus FY 2016/17 - 2020/21

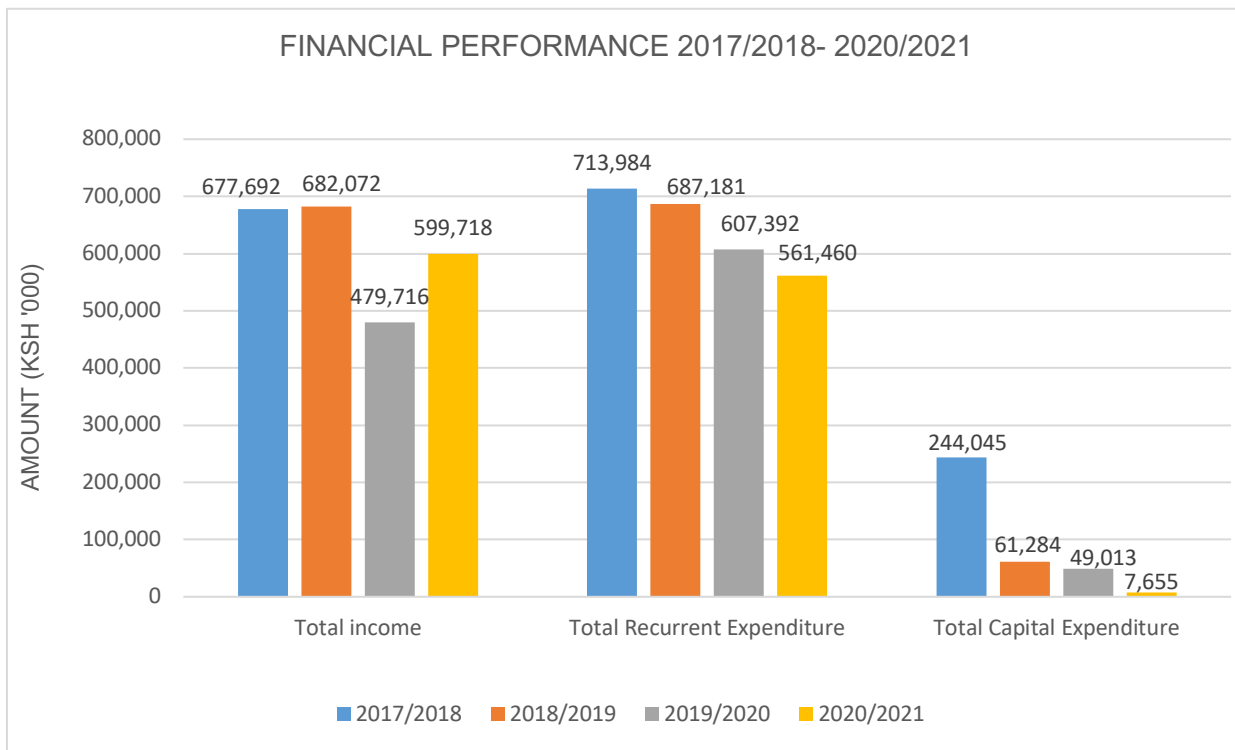


Figure 5: Overall Financial Performance 2017 – 2022

2.1.3 Key Achievements of Previous (2017 – 2022) Strategic Plan

The implementation of the fifth Corporate Strategic Plan (2017-2022) commenced on 1 July 2017 and expired on 30 June 2022.

The cumulative key achievements for the five (5) years (1 July 2017 to 30 June 2022) are as follows:

1. Syllabus for Certificate in Accounting and Management Skills (CAMS) with a minimum entry requirement of KCSE mean grade of D+ (plus) was launched on 20 April 2018 and the first examinations were administered in November 2018. The qualification was introduced to respond to the market following the impact of the major syllabuses review in 2015 to address decline in new student registration and candidature. The minimum entry requirement for CAMS qualification was revised from KCSE mean grade of D+ (plus) to KCSE mean grade of D (plain) to align with the Kenya National Qualification Framework and enhance uptake of the qualification.

2. Two (2) reviews of syllabuses were undertaken and revised syllabuses implemented:

- (a) The mid-term review of syllabuses for *kasneb* examinations was undertaken in 2017 following the major syllabuses review in 2015.
- (b) The major syllabus review of *kasneb* examinations was undertaken in 2020. The revised syllabuses were launched on 23 July 2021 with the first examinations under the revised syllabuses implemented in December 2021 examination sitting. The revised syllabuses culminated in the review of existing qualifications and introduction of the following new qualifications:
 - (i) Post-professional qualification: Certified Forensic Fraud Examiner (CFFE).
 - (ii) Professional qualifications: Certified Information Systems Support Expert (CISSE).
 - (iii) Diploma qualifications: Diploma in Data Management and Analytics (DDMA); and Diploma in Computer Network and Systems Administration (DCNSA).
 - (iv) Short (Vocational) Skills Based Courses: En-

- preneurship and Innovation (VCEI); Graphic Design (VCGD); Information and Cyber Security (VCICS); and BlockChain Technology (VCBT).
3. Ten (10) *kasneb* examination sittings were administered successfully and results released, with administration of three (3) sittings effected from 2021.
 4. *kasneb* commenced implementation of computer-based examinations from December 2021 examination sitting whereby CAMS examination was successfully administered in seven (7) examination centres under the first phase of implementation of computer-based examinations.
 5. A contract was signed between *kasneb*/ICPAK and Ordre des Professionnels Comptables Du Burundi (OPC, Burundi) to develop professional accountancy qualifications for Burundi. The final syllabuses in French were delivered to Burundi OPC Institute with the first examinations envisaged to be administered in 2022.
 6. Registration of the Association of Certified Information Communication Technologists (A-CICT) on 25 September 2019.
 7. A total of 15,304 students accessed e-learning resources as at 31 December 2021. Past examination papers were uploaded in the students' portal.
 8. Construction of *kasneb* Towers II and extension of *kasneb* Towers I was completed within the projected budget.
 9. The Marking Centre was operationalised at *kasneb* Towers II in May 2018. Simultaneous marking of professional, diploma and certificate qualifications was adopted from November 2019 examinations which culminated in finishing of marking in twenty (20) days and release of results within thirty (30) days.
 10. The annual *kasneb* open days/forums were successfully held since 2018 which provided an avenue for *kasneb* to interact with its customers, showcase different qualifications and services, sensitise the public on *kasneb*'s professional brand and available opportunities arising from *kasneb*'s partnership with KUCCPS, TVETA and HELB.
 11. *kasneb* has consistently complied with the implementation of 30% allocation on AGPO (Youth, Women and Persons with Disabilities) and 40% procurement for local content and surpassed targets on an annual basis.
 12. The implementation of the ERP system was in progress whereby standard modules were at the completion stage while examinations modules were at 67.5% completion. The following modules were operationalised:
 - Student module for registration, exemptions and booking of students was migrated from the POS to ERP with effect from Friday, 1 October 2021.
 - Employee Self Service (ESS) Module covering leave application, imprest processing, staff claim, stores requisition, purchase requisition and ICT help desk.
 - Employee management module.
 - Payroll administration module.
 13. The annual performance contracts were developed, vetted and approved. The quarterly progress reports and annual reports on the implementation of the performance contracts were prepared and submitted to the relevant authorities.
 14. Evaluations of the performance contracts were successfully undertaken on an annual basis where the composite score continually improved from the "good" category to the "very good" category.
 15. *kasneb* sustained ISO 9001:2015 QMS certification. Re-certification audit was conducted by KEBS on 17 July 2019 and 18 July 2019 and *kasneb* was re-certified under ISO 9001:2015 QMS Standard. The certification contract between *kasneb* and KEBS was renewed for (3) years effective from 26 August 2019 to 17 July 2022. The following audits were undertaken:
 - Six (6) internal quality audits
 - Two (2) surveillance audits and one (1) re-certification audit
 16. The following ICT related systems were developed:
 - New examinations processing system was operationalised in processing the November 2018 examinations.
 - The online accreditation system was developed.
 - Integration interface with the Equity Bank and KCB Systems Integration Test (SIT) and User Acceptance Test (UAT) was completed and was awaiting demonstration to pave the way for going live.

17. Employee satisfaction, Work Environment, Employee Competency and Customer Satisfaction surveys were undertaken biennially by external consultants with an improvement of indices being realised. The indices for surveys undertaken in 2021 were:
- Employee satisfaction was 74%, an increase of 6.4% from the previous survey
 - Competency Development index was 85%, an increase of 16% from the previous survey
 - Work Environment index was 75%, a status quo from the previous survey
 - The customer satisfaction (82.35%), net promoter score (86%) and brand awareness indices (83.43%) increased by 1.66%, 1% and 3.77% respectively from the previous survey
18. The following strategic partnerships were operationalised:
- The MoU between *kasneb* and KIPRA was executed on 17 November 2020 to collaborate on policy, research, youth mentorship and matters of national development.
 - The MoU between *kasneb* and KEBS was executed on 2 December 2020 to collaborate in the development of a professional qualification for quality management practitioners.
 - The MoU between *kasneb* and the Public Relations Society of Kenya (PRSK) was signed and executed on 1 July 2021
 - The MOU between *kasneb* and UNES was executed on 8 April 2021.
19. The Accountants Act, 2008 and Investment and Financial Analysts Act, 2015 were amended via the Statute Law (Miscellaneous Amendments) Act, 2020 assented to on 11 December 2020 as follows:
- The amendment in the Accountants Act, 2008 incorporated the registration of trainee accountants by *kasneb* and ICPAK.
 - The amendment in the Investment and Financial Analysts Act, 2015 incorporated the requirement for practising investment and financial analysts to be registered by ICIFA.
20. Draft Accountant regulations pursuant to the Accountant's Act, 2008 were prepared.
21. The internal culture change Programme was developed and was being implemented. The *kasneb* culture change manual highlighting desired culture change enablers, proposed behaviours to realise the enablers and indicators for measuring the achievement of the enablers was prepared and shared with members of staff for implementation.
22. The *KASNEB* Foundation was launched on 24 July 2020. The following initiatives were undertaken after the launch:
- Trust deed and Rules for the *KASNEB* Foundation were approved.
 - Service Contract between *KASNEB* Foundation and HELB was approved.
 - Strategies for resource mobilisation were developed and approved.
 - The sensitisation session was held with all accredited training institutions on 4 November 2020, majority of whom have submitted bank details to facilitate channelling of loans and bursaries to needy students.
 - The HELB loan portal to facilitate disbursement of *KASNEB* Foundation loans and bursaries to *kasneb* students was developed. The platform for the application of loans and bursaries by needy students was opened with effect from 16 December 2021 to 31 January 2022.
23. The following cost reduction initiatives were continually being implemented, resulting in cost savings:
- Reduction in number of examination days from 5 to 3 with effect from November 2019 examination sitting.
 - Merging of examination centres (closed 32 centres) to enhance operational efficiency and risk mitigation.
 - Reduction in Newline issues from 4 to 3 issues; reduction in Newline production from 50,000 copies to 5,000 copies per issue; and uploading Newlines in *kasneb* website.
 - Stoppage in printing and postage of examinations timetables and syllabuses.
 - Adoption of in-house training for members of staff rather than in hired venues.
 - Introduction of examination centre at *kasneb* Towers II with effect from May 2019 examination sitting.
 - Recruitment of interns and apprentices to supplement staff gaps in non-sensitive areas.

- Adoption of courier services for delivery of examination scripts.
24. Board and staff training and development/capacity building Programmes on the following thematic areas:
- Mwongozo Code of Governance for state corporations.
 - Customer service and corporate communication.
 - Strategic Leadership Development Programme (SLDP), Senior Management Course (SMC) and Supervisory Skills Development Course (SSDC).
 - National cohesion and national values
 - Organisational change management
 - ISO 9001:2015 Quality management system
 - Cyber security, artificial intelligence and data analytics
 - Public procurement and asset disposal
 - The e-board management systems (EBMS)
 - Corporate governance and leadership
 - Workplace Environment, Ethics and Culture Post COVID-19.
 - Public Service code of conduct
 - Performance management
25. Approval of Human Resource Instruments namely:
- Organisational Structure, Staff Grading and Establishment
 - Career Guidelines
 - Human Resource Policy and Procedures Manual
26. Development and review of policies:

Various policies have either been reviewed or newly developed namely;

- Business Development policy (revised/approved)
- Strategic Alliances Policy (revised/approved)
- Monitoring and Evaluation Policy (newly developed/approved) and Results Based Monitoring, Evaluation and Reporting Framework (revised/approved).
- ICT policy review (review in progress).
- Anti-fraud Policy (newly developed).
- Stakeholder Engagement Policy (newly developed).

The following mainstreaming policies were reviewed:

- Whistle-blowers Protection Policy.

- Gender Mainstreaming Policy.
- Alcohol and Drug Abuse Prevention Policy.
- Disability Mainstreaming Policy.
- Workplace policy on prevention of HIV/AIDS.
- Environmental Sustainability Policy.
- Security Policy.
- Road Safety Policy (New).
- Fire Safety Policy (New).

2.1.4 Challenges Experienced

The following challenges were experienced in the implementation of the previous strategic plan:

- i. COVID-19 Pandemic that slowed down most operations for two years (2020 and 2021) affecting registration, bookings, candidature and examination sittings in the year 2020.
- ii. Freeze in employment and capital expenditure causing a stretch on current staff thus hindering implementation of some objectives.
- iii. CSP did not have a budget aspect from the beginning – figures were rising and were therefore not adequate.
- iv. Silo Mentality.
- v. Measuring tool for the CSP was not very clear thus creating inconsistency in tracking of progress.
- vi. Slow speed of decision-making.
- vii. Education reforms: the reduction in university entry waiting period that was initiated did not favour *kasneb*. This lowered registrations and candidature for *kasneb* qualifications.
- viii. Limited resources.
- ix. Prioritisation of activities: crowding of major projects in a short period especially in the last quarter did not produce favourable results.
- x. Slow uptake of technological advances.
- xi. Changing government policies in Education – Adoption of competency based curriculum.
- xii. Increased cost of operations for sanitisers, masks, work from home among others that had not been envisioned, affected the bottom-line adversely.

2.1.5 Lessons Learnt

In implementation of the previous plan, the following lessons were learnt:

- a. Offices are not the ultimate – you can work from anywhere, so we should be prepared to adapt to change and disruptions at any time.
- b. Need to be always ready for business disruptions.
- c. Need to prioritise on projects to realise impactful results.
- d. Business continuity planning was very critical for business continuity in times of disruption.
- e. Adoption of a speedy response to the changing business environment allows the organisation to be more resilient.
- f. Need to build a culture that responds to technological changes and fast adoption to most changes.
- g. Development and implementation of new ways of administering examinations is urgently needed.
- h. Staffing for critical positions to ascertain service delivery irrespective of changes realised.
- i. Need to address declining student numbers.
- j. Need to strengthen strategic partnerships and alliances.
- k. Develop a multi-skilled workforce to build a more versatile team.
- l. Mentorship and coaching are crucial approaches to sustainable staff competence development and need to be formalised.

2.2 Environmental Analysis

In conducting the environmental analysis, the following tools were used: SWOT Analysis; PESTEL Analysis and Stakeholder Analysis. The results of the analysis are presented in the subsequent tables that follow:

2.2.1 SWOT Analysis

SWOT analysis provides a tool to explore both internal and external factors that may influence the organisation's environment. It allows an organisation to evaluate any changes that may have occurred consequently plan and act effectively. A SWOT analysis was carried out and the table below details the outcome of the analysis.

Table 1: SWOT Analysis Table

Swot Analysis	
Strengths	
<ul style="list-style-type: none"> ■ Superior brand name and corporate image. ■ Competent, committed and motivated staff. ■ Experienced, committed, competent and supportive Board. ■ Strong/solid financial base. ■ Cordial relationship with stakeholders. ■ Diversified portfolio of qualifications. ■ Internationally recognised qualifications. ■ Reliable examination processes assurance systems. 	<ul style="list-style-type: none"> ■ An up-to-date students' database. ■ Adoption of ERP System – Integrated systems. ■ Ownership of office premises. ■ Authority to accredit training institutions ■ Vast experience (over 50 years) in offering professional examinations. ■ De-centralisation of operations. ■ Inclusivity of people living with disability. ■ Provision of staff financial support platform.
Weaknesses	
<ul style="list-style-type: none"> ■ Inadequate study, training and reading materials. ■ Slow uptake of technological advances in operations. ■ Slow transition to Computer Based Examinations. ■ Inadequate data management and analysis. ■ Conservative organisational culture. ■ Delays in issuance of certificates to students. ■ Inadequate national, regional and international partnerships and collaborations. 	<ul style="list-style-type: none"> ■ Inadequate communication. ■ Inadequate lobbying and advocacy. ■ Low level of research and development/innovation. ■ Inadequate career growth and development. ■ Low visibility and non-robust marketing strategies. ■ Inadequate staff forums to address views and grievances. ■ Infrequent updates on student portal.

Opportunities

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Existence of potential employment opportunities for graduates of <i>kasneb</i> nationally, regionally and globally. ■ Recognition of ICT as a key driver of business success. ■ Availability of reputable training institutions and trainers. ■ Adoption of Computer-Based Exams on demand basis. ■ Growth of TVET institutions. ■ Influence policy frameworks and schemes of service in the public and private sector. | <ul style="list-style-type: none"> ■ Steady growth in the national and regional economies. ■ Potential for diversification of business portfolio. ■ Recognition of <i>kasneb</i> qualifications by KUCCPS and KNQA. ■ Venturing into research and innovation. ■ Established publishers. ■ Government goodwill. ■ Youth opting for self-employment. |
|--|---|

Threats

- | | |
|---|--|
| <ul style="list-style-type: none"> ■ Competition for potential students by other professional bodies and from other educational institutions offering short-term courses. ■ Slow uptake of our qualifications. ■ Recognition of other qualifications as substitutes for the examinations of <i>kasneb</i>. ■ Disruptive forces e.g. Pandemics such as COVID-19. ■ Perception that the examinations of <i>kasneb</i> are difficult to pass. | <ul style="list-style-type: none"> ■ Breach in examination processes. ■ Social-economic changes. ■ Political instability and insecurity. ■ Disruptive legislative and regulatory changes impacting the mandate of <i>kasneb</i>. ■ Absence of legal instrument for establishing ICT and Credit Professionals. ■ Dynamic nature of ICT. |
|---|--|

2.2.2 PESTEL Analysis

Table 2: PESTEL Analysis Table

PESTEL Analysis			
	Factors	Effects	Mitigation
Political Factors	<ul style="list-style-type: none"> ■ Political instability (national, regional and international). 	<ul style="list-style-type: none"> ■ Slow growth in students' registration and candidature. ■ Displacement of students ■ Delayed administration of examinations. 	<ul style="list-style-type: none"> ■ Strategic Lobbying. ■ Adopt e-commerce /online services. ■ Establish mutual recognition agreements.
	<ul style="list-style-type: none"> ■ Devolution. 	<ul style="list-style-type: none"> ■ Demand for <i>kasneb</i> services at county levels. 	<ul style="list-style-type: none"> ■ Review and implement the county strategy. ■ Establish a seamless digital support platform for CRM.
	<ul style="list-style-type: none"> ■ Regional integration such as COMESA/EAC/ SADC. 	<ul style="list-style-type: none"> ■ Fluctuation in demand for <i>kasneb</i> qualifications in the region. ■ Increased competition from other examining bodies. 	<ul style="list-style-type: none"> ■ Strategic lobbying. ■ Adopt e-commerce /online services. ■ Establish mutual recognition agreements.

PESTEL Analysis

	Factors	Effects	Mitigation
	<ul style="list-style-type: none"> Education reforms and government policies such as free primary and secondary education, internship and competency-based curriculum. 	<ul style="list-style-type: none"> Increase/decrease in student numbers. Increased internship opportunities for students. 	<ul style="list-style-type: none"> Comply with government policies. Create awareness on new initiatives. Align <i>kasneb</i> programmes to competency-based curriculum.
Economic factors	<ul style="list-style-type: none"> Global economic changes. 	<ul style="list-style-type: none"> Decrease or increase in the number of students. Expansion or limitation in market access. 	<ul style="list-style-type: none"> Establish strategic alliances and partnerships.
	<ul style="list-style-type: none"> Slow economic growth. 	<ul style="list-style-type: none"> Job losses. Decrease in disposable income and purchasing power. Increased levels of unemployment. Decrease in students' registration and candidature. Inefficiency in payment of fees. 	<ul style="list-style-type: none"> Deploy cost optimisation approaches. Avail E-learning resources for self-study as a competitive alternative to instructor-led approach. Lobby for consideration of <i>kasneb</i> students for bursaries in CDF bursaries, and other available funds. Bursaries and loans through <i>kasneb</i> Foundation.
	<ul style="list-style-type: none"> Inflation. 	<ul style="list-style-type: none"> Fluctuation in students' registration and candidature. Increased cost of doing business. Increased levels of unemployment. 	<ul style="list-style-type: none"> Automate operations. Adopt cost saving measures. Partner with relevant institutions. Implement <i>KASNEB</i> Foundation Programmes.
	<ul style="list-style-type: none"> Development of infrastructure such as roads, railways and energy projects. 	<ul style="list-style-type: none"> potential markets. Increased number of students. Improved examination operations/logistics. Increased employment opportunities for graduates. 	<ul style="list-style-type: none"> Penetrate/exploit potential untapped regions. Partner with relevant institutions.
	<ul style="list-style-type: none"> Growth of emerging markets. 	<ul style="list-style-type: none"> Increased student registration and candidature. Increased employment opportunities. 	<ul style="list-style-type: none"> Establish strategic partnerships. Opening of branches/or liaison offices. Intensive marketing / Optimise awareness of <i>kasneb</i> in new markets.
	<ul style="list-style-type: none"> Discovery and exploitation of natural resources. 	<ul style="list-style-type: none"> Increased employment opportunities hence increased purchasing power. Demand for relevant qualifications. 	<ul style="list-style-type: none"> Enhance market intelligence and assessment of the opportunities thereof. Partner with relevant institutions to provide relevant accredited courses in mining and exploitation.

PESTEL Analysis

	Factors	Effects	Mitigation
	<ul style="list-style-type: none"> ■ Unemployment. 	<ul style="list-style-type: none"> ■ Decline in new student registration and candidature. ■ Reduced purchasing power. 	<ul style="list-style-type: none"> ■ Introduction of qualifications that facilitate self-employment. ■ Enhance awareness among employers about <i>kasneb</i> qualifications. ■ Lobby for recognition of <i>kasneb</i> qualifications. ■ Encourage self-employment. ■ Lobby financial institutions to offer financing to self-employed graduates.
	<ul style="list-style-type: none"> ■ Implementation of government economic policies and priorities. 	<ul style="list-style-type: none"> ■ Increased candidature and enrolment. ■ Increased employment opportunities. 	<ul style="list-style-type: none"> ■ Implement the Kenya Vision 2030, Big four agenda and other economic policies.
	<ul style="list-style-type: none"> ■ Goodwill to pass relevant laws. ■ Regional political Instability. 	<ul style="list-style-type: none"> ■ Low product uptake/ Low market penetration in the region. 	<ul style="list-style-type: none"> ■ Lobbying and advocacy.
	<ul style="list-style-type: none"> ■ Rising country debt rate. 	<ul style="list-style-type: none"> ■ Low purchasing power. ■ Re-ordered priorities. 	<ul style="list-style-type: none"> ■ Optimise use of <i>Kasneb</i> foundation to source for funds for <i>kasneb</i> students. ■ Use the TVET Funding model
Social Economic Factors	<ul style="list-style-type: none"> ■ Poverty levels. 	<ul style="list-style-type: none"> ■ Low student numbers. 	<ul style="list-style-type: none"> ■ Maintain moderate examination fees. ■ Implement <i>KASNEB</i> Foundation Programmes.
	<ul style="list-style-type: none"> ■ Global uncertainties such as pandemics and epidemics. 	<ul style="list-style-type: none"> ■ Low student registrations. ■ Disruption of examination calendar. ■ Transitional gap due to disruption of examinations. 	<ul style="list-style-type: none"> ■ Optimise digital/online services. ■ Administer computer-based examinations. ■ Increase examination sittings. ■ Promote e-learning/distance learning through partnership and collaboration with existing content providers. ■ Review business continuity plan and risks associated with COVID-19 pandemic. ■ Develop and implement post COVID-19 recovery strategy.
	<ul style="list-style-type: none"> ■ Poor performance in national examinations (KNEC) in certain areas. 	<ul style="list-style-type: none"> ■ Low student numbers. ■ Low pass rates. 	<ul style="list-style-type: none"> ■ Develop and administer certificate level examinations.

PESTEL Analysis

Factors	Effects	Mitigation
<ul style="list-style-type: none"> ■ Increased population growth/demographic. 	<ul style="list-style-type: none"> ■ Increase in student numbers. ■ Large pool of potential students. 	<ul style="list-style-type: none"> ■ Increase institutional capacity. ■ Improve customer service delivery. ■ Automate operational systems.
<ul style="list-style-type: none"> ■ Educational reforms such as free primary and secondary education, internship and competence-based curriculum. 	<ul style="list-style-type: none"> ■ Availability of more potential students in all regions in the country. 	<ul style="list-style-type: none"> ■ Intensify marketing and promotional activities across all regions to increase awareness of <i>kasneb</i> qualifications.
<ul style="list-style-type: none"> ■ Gender imbalance. 	<ul style="list-style-type: none"> ■ Low enrolment of male/female students in some areas. 	<ul style="list-style-type: none"> ■ Collect gender disaggregated data. ■ Undertake targeted marketing activities.
<ul style="list-style-type: none"> ■ Alcohol, drug abuse and HIV/AIDS. 	<ul style="list-style-type: none"> ■ Loss of potential and existing students. 	<ul style="list-style-type: none"> ■ Partner with other relevant government agencies to provide counselling, awareness and rehabilitation services as appropriate.
<ul style="list-style-type: none"> ■ Mental Health Challenges. 	<ul style="list-style-type: none"> ■ Low productivity. ■ Increased absenteeism. ■ Unhealthy work environment. 	<ul style="list-style-type: none"> ■ Clear and effective communication and education on mental health to enhance knowledge among staff. ■ Leadership training to enhance capacity to spot situation of mental health challenge and facilitate mitigation. ■ Strengthen <i>kasneb</i> employee assistance program (EAP). ■ Enhance healthy work relationships. ■ Rationalise task allocation to eliminate opportunities for burnout.
<ul style="list-style-type: none"> ■ Language barrier. 	<ul style="list-style-type: none"> ■ Low student enrolment. ■ Low pass rate. 	<ul style="list-style-type: none"> ■ Implement the foreign market policy.
<ul style="list-style-type: none"> ■ Gender-based violence. 	<ul style="list-style-type: none"> ■ Biased support for disadvantaged gender to access education. 	
<ul style="list-style-type: none"> ■ Diversity and inclusion concerns/Marginalisation. 	<ul style="list-style-type: none"> ■ Marginal uptake of qualifications for certain categories of persons. 	

PESTEL Analysis

	Factors	Effects	Mitigation
	<ul style="list-style-type: none"> ■ Generational gap and uniqueness of generation Z in relation to work. 	<ul style="list-style-type: none"> ■ Unsynchronised staff demands/expectations of each other. ■ Increasing conflicts. ■ Need for review of work practices and procedures. ■ Demand to digitise operations. 	<ul style="list-style-type: none"> ■ Mentoring and coaching to bridge the gap. ■ Adoption of contemporary work practices and flexibility to accommodate diversity. ■ Digitise operations in sync with trends.
	<ul style="list-style-type: none"> ■ Prevalence of Communicable and non-communicable diseases. 	<ul style="list-style-type: none"> ■ Low product uptake. 	<ul style="list-style-type: none"> ■ Implement public health recommendations to deter transmission of diseases. ■ Sensitise staff on public health initiatives. ■ Partner with public health officers for information on emerging health concerns.
	<ul style="list-style-type: none"> ■ Alternative income generating streams for the youth. 	<ul style="list-style-type: none"> ■ Self-reliance on personal and professional development. ■ Reduced desire for professional qualifications. 	<ul style="list-style-type: none"> ■ Enhance awareness of <i>kasneb</i> qualifications for their consideration. ■ Increase sensitization on the need to enhance personal competence in running enterprises.
Technological factors	<ul style="list-style-type: none"> ■ Technological advances / Rapid technological changes. 	<ul style="list-style-type: none"> ■ Demand for new skill sets. ■ Outdated ICT Infrastructure. ■ Enhanced quality and efficiency in service delivery. ■ Increase in Cybercrime. ■ Easy access to information. ■ Efficient administration of examinations. ■ Informed students ■ Improved customer service. ■ Financial Constraints due to the need to upgrade to new technology. 	<ul style="list-style-type: none"> ■ Review and implement the ICT policy manual. ■ Implement the Enterprise Resource Planning (ERP) system. ■ Offer online services. ■ Train members of staff on ICT security issues. ■ Enhance use of the social media platforms. ■ Enhance the usage of digital platforms. ■ Implement paperless office initiatives.
	<ul style="list-style-type: none"> ■ ICT adoption. 	<ul style="list-style-type: none"> ■ Growth in mobile telephony capacity and internet penetration. ■ Efficiency in online service delivery. 	<ul style="list-style-type: none"> ■ Develop and administer computer-based examinations. ■ Offer online services.

PESTEL Analysis

	Factors	Effects	Mitigation
	<ul style="list-style-type: none"> ■ Increase in Cyber-crime /security. 	<ul style="list-style-type: none"> ■ Threat to the security of examinations. 	<ul style="list-style-type: none"> ■ Institute stringent security measures – Firewalls. ■ Real-time monitoring / detection of intrusions into our systems.
	<ul style="list-style-type: none"> ■ Rapid change in technology. 	<ul style="list-style-type: none"> ■ Low demand for <i>kasneb</i> qualifications. 	<ul style="list-style-type: none"> ■ Align curriculum with the changes in technology.
Environmental factors	<ul style="list-style-type: none"> ■ Adverse climate changes. 	<ul style="list-style-type: none"> ■ Interference in administration of examinations. ■ Decreased student numbers. 	<ul style="list-style-type: none"> ■ Partner with the established government institutions. ■ Develop strategy to address conduct of examinations in arid and semi-arid areas. ■ Introducing online examinations. ■ Create awareness on the use of <i>e-kasneb</i>.
	<ul style="list-style-type: none"> ■ Green and Blue economy. 	<ul style="list-style-type: none"> ■ Decrease in operational costs. ■ Demand to be a more energy sustainable corporate. 	<ul style="list-style-type: none"> ■ Adopt green technologies and energy saving practices. ■ Use of biodegradable materials. ■ Implement an ICT strategy. ■ Apply green technologies in all operations - Use environmentally friendly building materials. ■ Consider solar energy and water conservation. ■ Recycling of waste.
	<ul style="list-style-type: none"> ■ Safe production requirements and Environmental Regulations. 	<ul style="list-style-type: none"> ■ A more sensitive workforce. ■ Cautionary uptake of hazardous assignments. 	<ul style="list-style-type: none"> ■ Invest in OHS Programmes. ■ Reduce incidents that may have a negative impact on human resource productivity.
	<ul style="list-style-type: none"> ■ E- waste. 	<ul style="list-style-type: none"> ■ Environmental pollution. 	<ul style="list-style-type: none"> ■ Adopt responsible e-waste management practices. ■ Follow guidelines by manufacturers on disposal of e-waste.
	<ul style="list-style-type: none"> ■ Natural calamities such as floods. 	<ul style="list-style-type: none"> ■ Displacement of students. ■ Destruction of property and infrastructure. 	<ul style="list-style-type: none"> ■ Ensure accredited training institutions and examination Centres are spread across the counties.

PESTEL Analysis

	Factors	Effects	Mitigation
Legal Factors	<ul style="list-style-type: none"> ■ Dynamics of Legal requirements. 	<ul style="list-style-type: none"> ■ Increased/decreased opportunities for <i>kasneb</i>. 	<ul style="list-style-type: none"> ■ Comply with legal and regulatory provisions. ■ Lobby for the enactment of laws favourable to <i>kasneb</i> operations. ■ Strengthen the legal and compliance function.
	<ul style="list-style-type: none"> ■ Foreign laws. 	<ul style="list-style-type: none"> ■ Inability to offer examinations of <i>kasneb</i> directly. 	<ul style="list-style-type: none"> ■ Partner with foreign governments and tertiary institutions. ■ Offer specific examination streams in foreign countries.
	<ul style="list-style-type: none"> ■ Regional integration protocols. 	<ul style="list-style-type: none"> ■ Increased/decreased access to wider market. 	<ul style="list-style-type: none"> ■ Partnerships and collaborations with regional institutions and governments.
	<ul style="list-style-type: none"> ■ International standards. 	<ul style="list-style-type: none"> ■ Varying global recognition of qualifications. 	<ul style="list-style-type: none"> ■ Comply with relevant international standards. ■ Lobby for recognition of <i>kasneb</i> qualifications.
	<ul style="list-style-type: none"> ■ Change in policy and regulatory framework. 	<ul style="list-style-type: none"> ■ Numbers in candidature. 	<ul style="list-style-type: none"> ■ Lobby to influence national policy decisions.
	<ul style="list-style-type: none"> ■ Global trends. 	<ul style="list-style-type: none"> ■ Demand for competitive qualifications. 	<ul style="list-style-type: none"> ■ Continuous research and monitoring of key trends in business qualifications. ■ Redesign of qualifications to embrace changes in the market and emerging demands.
	<ul style="list-style-type: none"> ■ Adverse changes in enabling legislation. 	<ul style="list-style-type: none"> ■ Dissolution of <i>kasneb</i>. 	<ul style="list-style-type: none"> ■ Lobby for enactment of the <i>kasneb</i> Act.

2.2.3 BCG Matrix

Table 3: BCG Matrix

		KASNEB Products	
		Low	High
Market Growth	High	<ul style="list-style-type: none"> ■ CFFE ■ CIFA ■ CAMS ■ Vocational Certificate Qualifications 	<ul style="list-style-type: none"> ■ CISSE ■ DDMA ■ DCSNA
	Low	<ul style="list-style-type: none"> ■ CCP ■ CS 	<ul style="list-style-type: none"> ■ ATD ■ CPA
		Low	High
		Market Share	

2.3.4 Stakeholders Analysis / Mapping

Table 4: Stakeholder Analysis Table

Stakeholder	What do they expect of <i>kasneb</i> ?	What does <i>kasneb</i> expect of stakeholders?
Students (existing and potential)	<ul style="list-style-type: none"> ■ Easy access to standardised study packs and reading materials customised to <i>kasneb</i> qualifications. ■ Easy access to and retrieval of e-learning resources. ■ Enhanced partnership with training institutions. ■ Appropriate advice, proactive solutions and value adding services. ■ Online services and examinations. ■ Fair marking and evaluation of students. ■ Improved customer experience through effective and efficient services. ■ Regular career days. ■ Reliable and fully integrated CRM System. ■ Formal credit transfer system with universities - Favourable exemptions to <i>kasneb</i> graduates. ■ Regular forums with students. ■ Examinations in other languages such as French for French-speaking countries ■ Liaison with universities to harmonise examination periods. ■ More examination sittings/On demand Examinations. ■ Integration of payment system with banks. ■ Examination syllabus aligned to labour market needs. ■ Enhanced awareness and recognition of <i>kasneb</i> qualifications globally. ■ Timely release of results and certificates. ■ Vocational Certificate level examinations. ■ Post Qualification Examinations. ■ Decentralised services / Reliable online support system. ■ Timely and quality examinations. ■ Integrity of the examination process. ■ Up-to-date detailed and market-responsive syllabus. ■ Timely issuance of certificates to qualified students. ■ Timely Timetables. ■ Timely Communication on changes in <i>kasneb</i>. ■ Comprehensive and accurate fees structure. ■ Marketable qualifications. ■ Proper and timely communications via all communication platforms. ■ Clear guidelines on project papers. ■ Reviewing examinations pass marks. 	<ul style="list-style-type: none"> ■ Compliance to examination rules and regulations. ■ Integrity of examinations. ■ Fool-proof examination processes – Zero leakage. ■ Adequate preparation for examinations. ■ Integrity. ■ Timely payment of fees and relevant charges. ■ Timely booking of examinations. ■ Goodwill from students. ■ Marketing of <i>kasneb</i> qualifications to potential students. ■ Feedback on service levels. ■ High uptake of <i>kasneb</i> qualifications.

Stakeholder	What do they expect of <i>kasneb</i> ?	What does <i>kasneb</i> expect of stakeholders?
FKE and Employers	<ul style="list-style-type: none"> ■ Introduction of other relevant qualifications. ■ Decentralised <i>kasneb</i> services. ■ Online examinations. ■ Marketing of all qualifications. ■ Regular engagement with employers. ■ Communication on changes at <i>kasneb</i>. ■ Cooperation. ■ Curricula that are matched with market demands. ■ Regular engagement with employers. ■ Quality professionals. 	<ul style="list-style-type: none"> ■ Inclusion of <i>kasneb</i> qualifications in schemes of service for employee career progression. ■ Offer employment opportunities to <i>kasneb</i> graduates. ■ Offer internship opportunities to graduates. ■ Competitive remuneration for graduates. ■ Promotion of <i>kasneb</i> qualifications. ■ Sponsor staff for training. ■ Partnerships. ■ Participate in syllabuses reviews.
Examiners, Coordinators, Invigilators and Checkers	<ul style="list-style-type: none"> ■ Regular forums. ■ Competitive remuneration. ■ Conducive work environment. ■ Strengthened supervision of examinations. ■ High examination standards. ■ Timely remuneration. ■ Timely information on any curriculum/syllabus changes. ■ Effective facilitation to administer examinations. ■ Security in examination Centres. ■ Security of exams. 	<ul style="list-style-type: none"> ■ Quality test items. ■ Honesty and integrity. ■ Professionalism and ethical conduct. ■ Timely feedback on areas of concern/ improvement. ■ 100% compliance with examination setting, administration and marking guidelines/policy. ■ Proper Resource management.
Trainers and Training Institutions	<ul style="list-style-type: none"> ■ Decentralised services. ■ Efficient service delivery. ■ Regular engagement with students and institutions. ■ Enhanced information dissemination through efficient communication and feedback mechanisms. ■ Favourable exemptions of their students to pursue <i>kasneb</i> qualifications. ■ Relevant training materials for <i>kasneb</i> qualifications. ■ Practical exposure of <i>kasneb</i> graduates through internships and exchange Programmes. ■ Timely release of results and certificates. ■ Introduction of certificate level examinations and short courses. ■ Enhanced awareness and marketing of <i>kasneb</i> qualifications. ■ Curriculum that matches market demand ■ Availability of past papers and solutions. ■ Communication on policies or rules concerning conduct of examination. ■ Introduction of graduation ceremonies for graduates. ■ Trainers' manuals. ■ Speedy processing of accreditation. 	<ul style="list-style-type: none"> ■ Adequate and conducive infrastructure for training/tuition. ■ Compliance with accreditation guidelines, standards and rules. ■ Mutually beneficial partnership in areas of common interest. ■ Timely submission of the requisite information to <i>kasneb</i>. ■ Adequate preparation of students for <i>kasneb</i> examinations. ■ Participation in syllabuses reviews. ■ 100% compliance with examination administration guidelines. ■ Correct advice to learners enrolled for <i>kasneb</i> qualifications. ■ Enforcement of students' code of conduct.

Stakeholder	What do they expect of <i>kasneb</i> ?	What does <i>kasneb</i> expect of stakeholders?
Kenya National Library Service (KNLS)	<ul style="list-style-type: none"> ■ Enhanced provision of study packs and reading materials including past papers. ■ Copies of the <i>kasneb</i> Newline publications and promotional materials. ■ Recommendations by <i>kasneb</i> on key resources to support qualifications. 	<ul style="list-style-type: none"> ■ Enhanced customer service. ■ e-learning facilities. ■ Stock of study materials relevant to <i>kasneb</i> qualifications.
Service Providers / Suppliers	<ul style="list-style-type: none"> ■ Prompt service delivery. ■ Improved customer service. ■ Reduction of the turnaround time for processing of tenders. ■ Decentralised services. ■ Transparency in the selection of suppliers. ■ Increased opportunities for local service providers. ■ Enhanced communication to suppliers. ■ Adequate time for delivery of products and services. ■ Support to special groups, youths and women. ■ Timely payment for delivered products and services. 	<ul style="list-style-type: none"> ■ Adherence to procurement laws and regulations. ■ Timely delivery of quality goods and services. ■ Competitive prices. ■ Supply of quality products and services. ■ Integrity.
University of Nairobi Enterprises and Services (UNES)	<ul style="list-style-type: none"> ■ Robust ICT infrastructure. ■ Cooperation from online examination centres ■ Up-to-date guidelines on examinations' requirements. ■ Support in administration of online examinations. 	<ul style="list-style-type: none"> ■ On demand administration of examinations. ■ Zero hitches on Computer-Based Examinations (CBE). ■ Scalable examination platform.
Parents / guardians / sponsors	<ul style="list-style-type: none"> ■ Decentralised <i>kasneb</i> services. ■ Introduction of other qualifications. ■ Study packs, reading materials and past papers to students. ■ Internships and employment opportunities for students. ■ Improved customer experience. ■ Enhanced information dissemination through efficient communication and feedback mechanisms. ■ Favourable fees. ■ Marketable qualifications. ■ Quality examinations. ■ Fair Marking System. ■ A better understanding of their aspirations and education needs. ■ Appropriate advice, proactive solutions and value adding services. ■ Updated syllabuses. ■ Timely release of students' certificates. ■ Timely release of examination timetables. ■ Communication of changes in <i>kasneb</i>. ■ Accurate fee structure(s.) 	<ul style="list-style-type: none"> ■ Payment of fees and charges on time. ■ Mentorship, guidance and counselling of students. ■ Promotion of <i>kasneb</i> qualifications. ■ Prompt payment of fees for students. ■ Cooperation. ■ Advice to their dependants.

Stakeholder	What do they expect of <i>kasneb</i> ?	What does <i>kasneb</i> expect of stakeholders?
National, Regional and International professional bodies	<ul style="list-style-type: none"> ■ Decentralised <i>kasneb</i> services. ■ Quality examinations. ■ Enhanced collaboration. ■ Mutual recognition of qualifications. ■ Timely updates on scope of Qualifications. ■ Market-responsive syllabus. 	<ul style="list-style-type: none"> ■ Professional advice. ■ Setting of industry standards. ■ Recognition of <i>kasneb</i> qualifications. ■ Internships to <i>kasneb</i> students/ graduates. ■ Partnership and collaboration.
National Government / MDAs	<ul style="list-style-type: none"> ■ Availability of competent professionals. ■ Curricula in tandem with market demands. ■ Enhanced access to Examinations. ■ Adherence to government regulations. ■ Employment opportunities. ■ Sponsor staff for Continuous Professional Development (CPD) training. 	<ul style="list-style-type: none"> ■ Enabling legal, regulatory and institutional framework. ■ Inclusion of <i>kasneb</i> qualifications in schemes of service. ■ Employment and internship opportunities. ■ Support in administration of examinations in foreign markets.
County Governments	<ul style="list-style-type: none"> ■ decentralised services. ■ Online services. ■ Enhanced awareness of <i>kasneb</i> qualifications. ■ Relevant qualifications. ■ Curricula in tandem with market demands. ■ Online examinations. 	<ul style="list-style-type: none"> ■ Inclusion of <i>kasneb</i> qualifications in schemes of service. ■ Employment and internship opportunities. ■ Goodwill from county governments.
Public	<ul style="list-style-type: none"> ■ Good corporate image. ■ Quality examinations. ■ Competent and competitive graduates. ■ Economic Social Governance. ■ Corporate Social Investment (CSI). 	<ul style="list-style-type: none"> ■ Goodwill from the public. ■ Support for initiatives. ■ Uptake of products/ services.
Publishers	<ul style="list-style-type: none"> ■ Collaboration in the publishing of syllabuses, study packs and reading materials. ■ Effective distribution of published content (in bookshops and libraries) for wide reach. 	<ul style="list-style-type: none"> ■ Partnerships/strategic alliances.
Media	<ul style="list-style-type: none"> ■ Provision of timely and accurate information. ■ Purchase of business advertisement space ■ Feature articles. 	<ul style="list-style-type: none"> ■ Timely and accurate reporting of <i>kasneb</i> information. ■ Favourable rates for marketing/ advert spots.
Regulatory bodies: KUCCPS, TVETA, CMA, CUE, HELB, KNQA, NRF, KICD	<ul style="list-style-type: none"> ■ Adherence to set regulations. ■ Quality examinations. ■ Competent and competitive graduates. ■ Effective collaborations. ■ <i>kasneb</i> policies aligned to the national qualifications framework. 	<ul style="list-style-type: none"> ■ Financial support to <i>kasneb</i> students. ■ Availability of research funds. ■ Sharing of publications and research reports. ■ Participation in development/review of syllabuses.

SITUATIONAL ANALYSIS

Stakeholder	What do they expect of <i>kasneb</i> ?	What does <i>kasneb</i> expect of stakeholders?
National Treasury and Planning	<ul style="list-style-type: none"> ■ Prudent financial management. ■ Organisational sustainability. 	<ul style="list-style-type: none"> ■ Approval of budgets and other requests. ■ Timely communication.
Auditor General	<ul style="list-style-type: none"> ■ Facilitation during audit. ■ Transparency. 	<ul style="list-style-type: none"> ■ Consultations during the audit. ■ Representative reporting
Kenya Revenue Authority	<ul style="list-style-type: none"> ■ Timely payment of taxes. 	<ul style="list-style-type: none"> ■ Timely response to enquiries.
NHIF, NSSF, HELB, NITA	<ul style="list-style-type: none"> ■ Timely remittance of dues. 	<ul style="list-style-type: none"> ■ Timely availability of services.
Financial Sector Regulators	<ul style="list-style-type: none"> ■ Competent graduates. ■ Aligned curriculum to market needs. 	<ul style="list-style-type: none"> ■ Entrenched requirement for professional qualifications for core functions in regulated entities.
Banks / Financiers	<ul style="list-style-type: none"> ■ Funding of accounts. ■ Patronise their financial services/products. ■ Honour their obligations. 	<ul style="list-style-type: none"> ■ Timely and quality services. ■ Efficient disbursement of payments as advised. ■ Provision of credit facilities. ■ Competitive lending rates. ■ Strategic financial advice/partnerships.
Safaricom	<ul style="list-style-type: none"> ■ Ethical use of the service. 	<ul style="list-style-type: none"> ■ Timely remittance of money and uptime of services.
KASNEB Foundation	<ul style="list-style-type: none"> ■ Funding. ■ Operational support. 	<ul style="list-style-type: none"> ■ Enhanced <i>kasneb</i> visibility. ■ Enhanced strategic partnerships and collaborations. ■ Sourcing for funds to support <i>kasneb</i> students.
Board	<ul style="list-style-type: none"> ■ Timely submission of reports. ■ Timely implementation of approved Programmes. ■ Effective and efficient delivery of services. ■ Achievement of set targets. 	<ul style="list-style-type: none"> ■ Good governance. ■ Timely decisions. ■ Strategic leadership and direction. ■ Lobbying for <i>kasneb</i> recognition ■ Support in establishment of strategic partnerships.

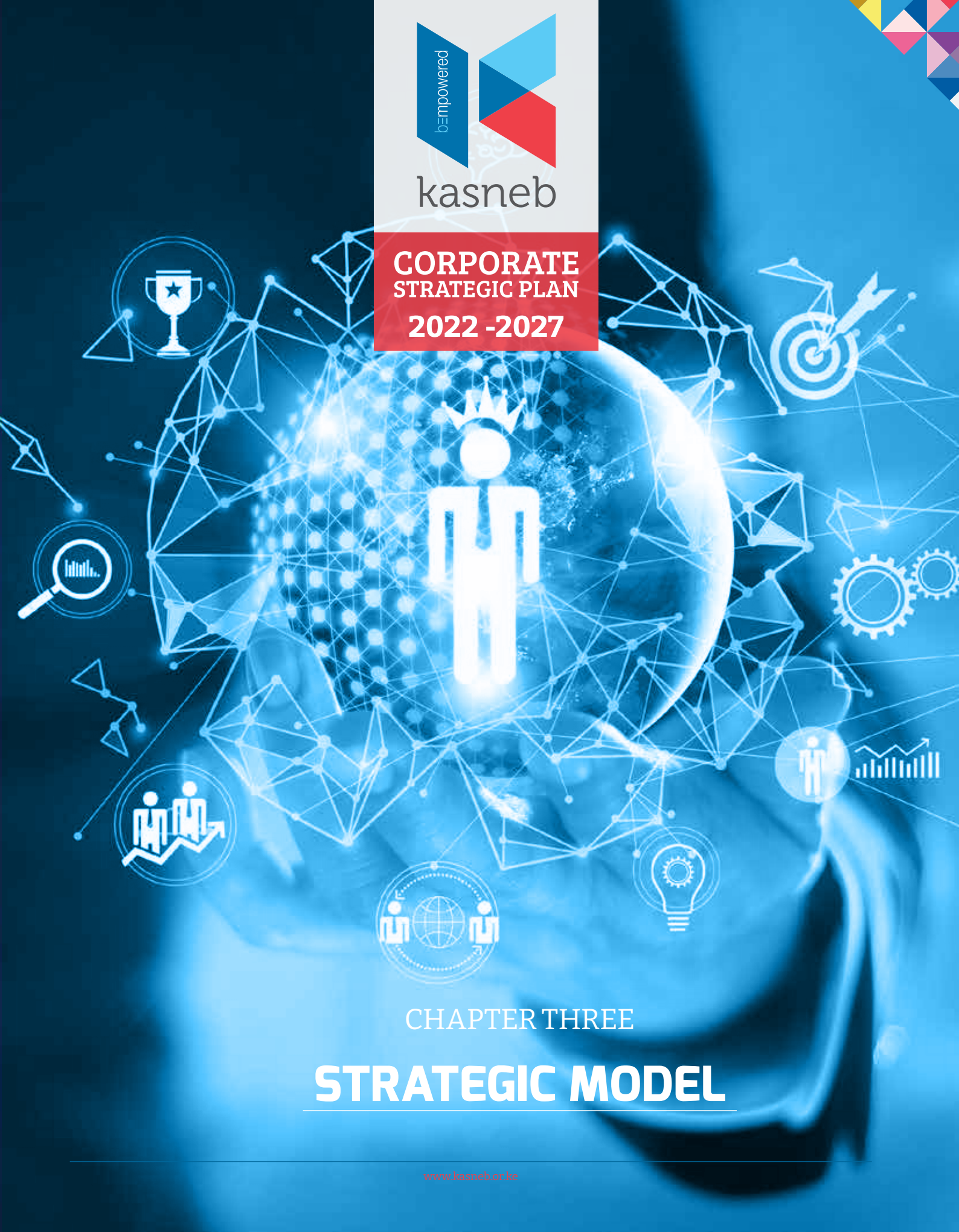
Stakeholder	What do they expect of <i>kasneb</i> ?	What does <i>kasneb</i> expect of stakeholders?
Staff	<ul style="list-style-type: none"> ■ Competitive remuneration package. ■ Clear career progression guidelines. ■ Staff recognition and rewards. ■ Automation of business operations. ■ Enhanced teamwork across functional areas. ■ Improved communication. ■ Engagement in decision-making process. ■ Capacity development Programmes. 	<ul style="list-style-type: none"> ■ Motivated, committed and productive staff. ■ Performance of duties and meeting set targets. ■ Adherence to the human capital policies and procedures and code of conduct. ■ Good representation of <i>kasneb</i>. ■ Integrity. ■ Professionalism.
KEPSA	<ul style="list-style-type: none"> ■ Market and industry driven qualifications. ■ Alignment of qualifications to business reforms. ■ Competitive and innovative professionals. 	<ul style="list-style-type: none"> ■ Partnerships, collaborations and networks with industry. ■ Industry support. ■ Internship opportunities. ■ Employment opportunities for <i>kasneb</i> graduates. ■ Sustainable and inclusive economic growth. ■ Conducive business environment.



kasneb

**CORPORATE
STRATEGIC PLAN**

2022 -2027



CHAPTER THREE

STRATEGIC MODEL

CHAPTER THREE

STRATEGIC MODEL

3.0 Overview

This chapter presents the strategic model that *kasneb* will adopt for the next plan period. In designing the objectives and strategies, the Balance Scorecard (BSC) model was adopted which categorises the strategies into four perspectives namely: Customer Perspective, Financial Perspective, Internal Business Process Perspective and Learning and Growth. Lastly the chapter details the implementation matrix that captures the key activities, implementation indicators, timelines and related costs.

3.1 Vision Statement, Mission Statement and Core Values

Vision	Empowered and globally recognised business professionals.
Mission	Transforming Business Professionals through Examinations, Certification, Accreditation, Research, Innovation and Consultancy.
Core Values	<i>kasneb</i> is dedicated to championing “ <i>kasneb</i> ” the guiding principles for operations.
	Knowledge Focus We endeavour to steer knowledge-based processes and focus on continuous enhancement of knowledge to respond to the changing environment.
	Accountability We are responsible for our words, our actions and our results. We empower each other to take ownership of our actions. We honour commitments to our stakeholders and maintain individual and team responsibility to accomplish our work, on-time, with quality, even when it is uncomfortable or hard.
	Sustainability We integrate the economic, environmental and social dimension of sustainability into all our business operations and practices for a long-term shared success of <i>kasneb</i> .
	Nobility We endeavour to foster the integral development of the whole person, inspiring honesty, integrity, trust, high moral standards and authenticity through personal leadership and the courage to become the agents of change.
	Excellence We strive to excel in every aspect of our business and approach every challenge with a determination to succeed and deliver the highest quality services of unmatched value, constantly raising the bar on our performance through simple, easy and relevant solutions.
	Belonging We embrace diversity and Inclusivity to create a sense of belonging.
Brand Promise	Be Empowered

3.2 Strategic Themes / Key Result Areas and Must Win Battles (MWB)

In the development of the sixth corporate strategic plan (2022 – 2027), the following four strategic themes were adopted to guide the *kasneb* business/ operations for the plan period:

Table 5: BSC Perspectives, Strategic Themes and Strategic Objectives

S. No.	BSC - Perspective	Strategic Theme	Strategic Objectives
1	Customer Perspective	Growth	To increase new student registration by 10% annually from 11,850 in FY2020/2021 to 22,798 in FY2026/2027.
			To increase candidature by 10% annually from 65,747 in FY2020/2021 to 105,887 in FY2026/2027.
			To enhance customer satisfaction index (CSI) from 82.4% in FY2020/2021 to 85% in FY2026/2027.
			To promote a positive corporate image and enhance brand awareness index from 83% in FY2020/2021 to 85% in FY2026/2027.
2	Financial Perspective	Sustainability	To increase revenue by 10% per annum from KSh 602.9M in FY2020/2021 to KSh 1,154 M in FY2026/2027.
			To grow the net surplus by 12% per annum from a deficit of KSh 13.8 M in FY2020/2021 to a surplus of KSh71.4 M in FY2026/2027.
			Compliance to financial, legal and regulatory framework.
3	Internal Business Processes	Business Process Re-engineering	To offer quality and competitive examinations.
			To enhance corporate performance from 82% in FY2020/2021 to 100% in FY2026/2027.
			To enhance operational efficiency and effectiveness.
			To provide independent and objective assurance.
4	Learning and Growth	Staff Engagement and Enhanced Productivity	To ensure good governance and compliance.
			To reduce staffing gap from 12.34% to operate at optimal capacity in three years.
			To enhance staff competency level from 85% in FY2020/2021 to 90% by FY 2026/2027.
			To improve corporate culture index from 69% in FY2018/2019 to 74% in FY2026/2027.
			To enhance employee satisfaction, engagement and work environment score from 74% in FY2020/2021 to 80% in FY2026/2027.
			To ensure effective and efficient provision of administration and asset management services.

3.3 The Corporate Strategy Map and Must Win Battles (MWB)

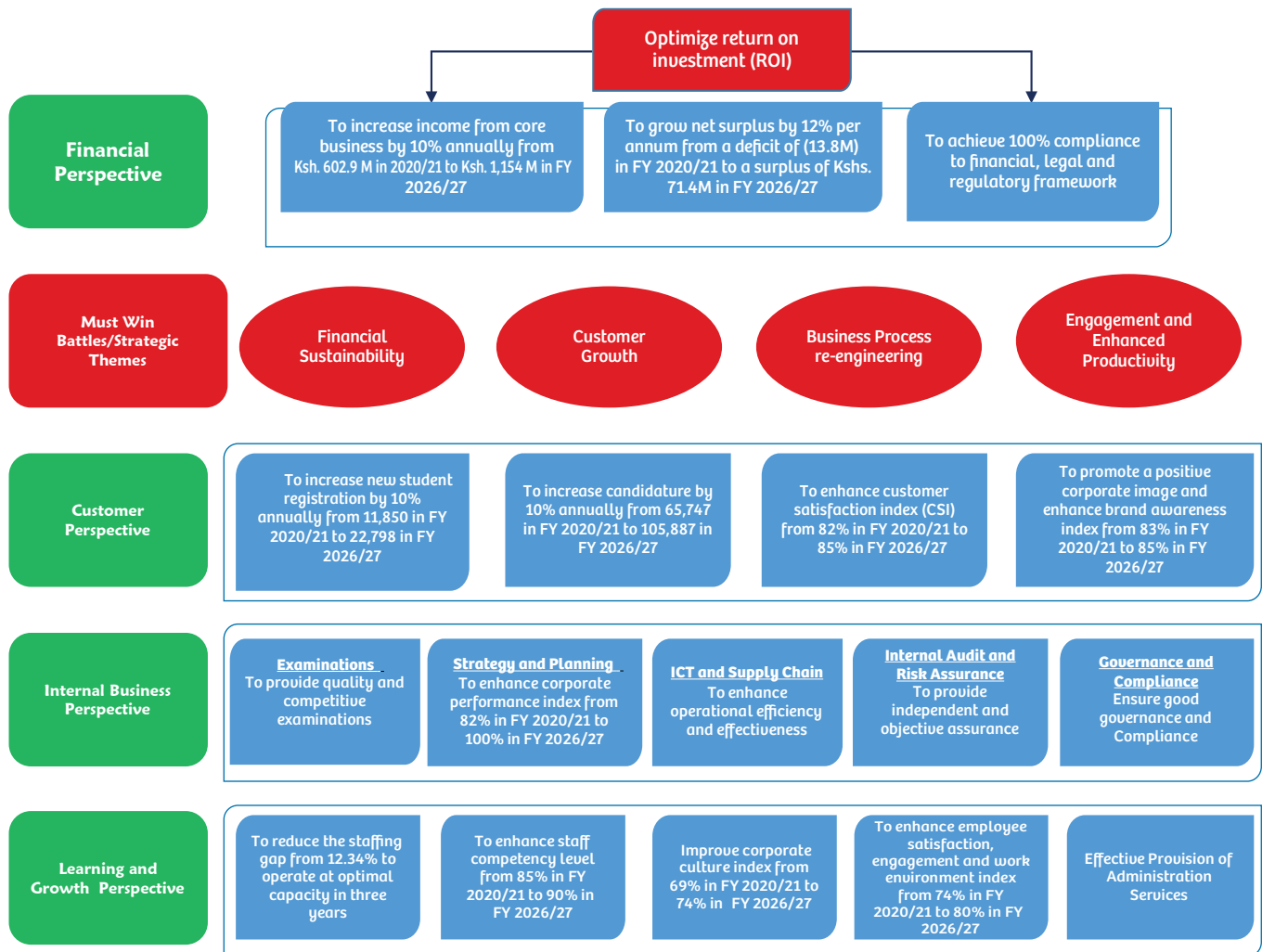


Figure 6: Strategy Map



kasneb

**CORPORATE
STRATEGIC PLAN**

2022 -2027

CHAPTER FOUR

IMPLEMENTATION MATRIX

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CHAPTER FOUR

IMPLEMENTATION MATRIX

4.0 Overview

The implementation matrix provides a framework for enacting strategic objectives to realise intended results/outcomes. The matrix provides the strategic objectives under each perspective, the strategies to achieve the strategic objectives, activities to achieve the strategic objectives, the key performance indicators for the identified activities, the set targets and financial projections (costs or revenue) for each activity/set of activities during the strategic plan period.

4.1 Customer Perspective

Table 6: Implementation Matrix - Customer Perspective

Customer Perspective - Growth								
Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
Output 1 - Increased number of students								
Objective 1: To increase new student registration by 10% annually from 11,850 in FY2021/22 to 22,798 in FY 2026/27	Enhanced targeted marketing and promotional activities	1. Develop comprehensive/holistic annual marketing plan	Approved Annual marketing plan	Approved annual marketing plan	Approved Marketing plan	Deputy Director, Marketing and Communication	Annually	Nil
		2. Target training institutions with direct marketing activities	Number of direct marketing activities in training institutions	200 institutions (40 annually)	Number of new registered students attained		Annually	25,000
		3. Review of RPL framework to attract more interest for enrolment by existing professionals/graduates;	Approved RPL framework	Approved RPL framework	Approved Framework	Director, Curriculum Research and Development	June 2023	
		4. Engagement with regulators to enforce requirements for professional qualifications.	No. of professional qualifications aligned	All	Circulars of enforcement by regulators		June 2024	

Customer Perspective - Growth

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
		5.Hold Career talks in Secondary Schools, colleges and universities Inter-University Challenge symposiums	Number of Institutions (secondary schools, TTI's, National Poly-technics, Universities;)	500 secondary schools annually 11 National Poly-technics annually 50 Universities annually	Contacts generated for direct marketing communication	Deputy Director, Marketing and Communication	2026/2027	22,500
		6.Facilitate completion of attempted unsuccessful applicants from the student portal	No of students successfully registered	100% of pending applications	Registration data	Deputy Director, Finance	2026/2027	100
		7.Lobby TTI's to include <i>kasneb</i> in their curriculum	No. of TTIs listing <i>kasneb</i> qualifications in their curriculum/courses No. of Symposiums Held	100 5 annually	Adverts Monitoring reports Attendance lists	Director, Quality Assurance and Accreditation	2026/2027	10,000
		8. Lobby for <i>kasneb</i> 's inclusion in the KUCCPS website as a partner to net more students registration in TTI's, TVC's	No. of <i>Kasneb</i> qualifications listed No. of students registered in TTIs and TVCs	All 8,000 annually	KUCCPS website Student registration report	Deputy Director, Marketing and Communication	June 2023 Annually	1,000
		9. Strategic partnership with TTI's, TVC's, Universities; - with specific personal connections	No. of partnerships No of forums conducted	10 annually 2 forums annually	Attendance lists		Annually	5,000
		10. Re-model <i>kasneb</i> 's student registration structure to encourage students to enrol in a training institution	No. of institutions registering <i>kasneb</i> students	All students	Percentage of students enrolled in training institutions	Director, Quality Assurance and Accreditation	2026 / 2027	Nil
		11. Identify Influential brand ambassadors and social influencers to market <i>kasneb</i> qualifications (e.g. Deans, Heads of Departments, Trainers, Registrars, HODs Business Department, students.)	Number of brand ambassadors ■ Universities ■ TTIs ■ TVCs ■ Colleges ■ National poly-technics	100 annually 6,000 Registered students from the Brand ambassadors' program	Brand ambassadors appointed Students enrolled from each category of institutions	Deputy Director, Marketing and Communication	Annually	10,000

Customer Perspective - Growth

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
		12. Advertise <i>kasneb</i> qualifications in electronic, print and social media	<ul style="list-style-type: none"> No. of platforms utilised No. of students registered 	10 8,000	Advertising reports Registration Data		Annually	10,000
		13. Participate in digital marketing campaigns, run short videos on digital channels like True caller, WPS, Google ads	<ul style="list-style-type: none"> Number of campaigns run Registrations realised 	60 digital events (12 annually)	<ul style="list-style-type: none"> Increase in number of enquiries and registrations realised Number of viewers, clicks and comments on digital ads 	Deputy Director, Marketing and Communication	Bi-monthly	10,000
	Segmentation, targeting and positioning of <i>kasneb</i> qualifications	1. Develop and disseminate communication targeting different segments (Local, regional and international markets and categories of students)	<ul style="list-style-type: none"> No. of engagements/enquiries from different markets /categories of students Number of new students from each identified segment/category of market/ students Number of New students registered 	50,000 enquiries per annum Conversion rate of 10% of enquiries	Qualifications segment	Deputy Director, Marketing and Communication	Annually	Nil
		2. Identify product managers for the respective identified segments/qualifications	<ul style="list-style-type: none"> No. of product managers appointed for various segments. No. of new registered students per segment 	Conversion rate of 10% of enquiries	Quarterly reports		June 2023	Nil
		Output 1 - Increased number of students						
Objective 2: To increase candidature by 10% annually from 65,747 in FY 2021/22 to 105,887 in 2026/27	Enhanced customer engagement	1. Activate booking campaigns three months prior to administration of examinations	<ul style="list-style-type: none"> Number of campaigns run Annual candidature 	3 Campaigns Annually 2022/23 - 72,322 2023/24 - 79,554 2024/25 - 87,510 2025/26 - 96,260 2026/27 - 105,887	<ul style="list-style-type: none"> Bookings Candidature realised 	Deputy Director, Marketing and Communication	2022 - 2027	Nil

IMPLEMENTATION MATRIX

Customer Perspective - Growth

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
		2.Operationalise Customer Experience Centre – The Call Centre	Functional Call Centre	Fully Operationalised Call Centre	<ul style="list-style-type: none"> Customer satisfaction index Reduced resolution waiting time by clients 	Deputy Director, Marketing and Communication	December 2023	10,000
		3.Review the performance and viability of Huduma centres	<ul style="list-style-type: none"> Performance reports No of recommendations implemented 	Review report	<ul style="list-style-type: none"> Performance reports Review report 		June 2023	Nil
		4. Engage dormant students to resume and complete studies	Number of dormant students activated and booked for examinations	1000 (200 annually)	Bookings and candidature from activated students accounts		2026/2027	1,000
		5.Facilitate approval of e-applications for exemptions	Number of processed applications	100% of processed applications	Exemptions Data	Director, Examinations Administration and Processing	Annually 2026/2027	Nil
		6.Implement the Service Charter Commitments	Level of Compliance	100%	Annual Compliance Reports		Annually	Nil
		7.Market <i>kasneb</i> qualifications in foreign markets	<ul style="list-style-type: none"> Approved foreign market strategy Number of partnerships in foreign markets Number of activities in foreign markets Number of registered students in foreign markets 	6 Countries; Rwanda, Burundi, DRC South Sudan, Uganda and Tanzania 4 activities annually 1,000 annually	<ul style="list-style-type: none"> Foreign markets strategy Number of students Number of MOU's signed Number of activities undertaken 	Deputy Director, Marketing and Communication	Annually	25,000
Output 2 – Increased Candidature								
Enhance strategic alliances, partnerships and collaborations		1. Establish Regional Centres of Excellence	Number of Centres of Excellence established	20 (4 Annually)	Established Centres of Excellence	Director, Quality Assurance and Accreditation	2026/2027	8,000

Customer Perspective - Growth

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
		2. Partner with the County Government in marketing <i>kasneb</i> qualifications (Target secretariat for Council of Governors)	Number of partnerships with Counties	47 Counties	Number partnerships with county Governments Number of counties	Deputy Director, Marketing and Communication	Annually	10,000
		3. Partner with universities for recognition of <i>kasneb</i> qualifications for credit transfers.	Number of universities awarding credit transfers to <i>kasneb</i> graduates	5 annually	25 MoUs	Director Curriculum Research and Development	Annually	1,000
		4. Develop a proposal for recognition of <i>kasneb</i> qualifications by CUE	Recognition Letter	Recognition of <i>kasneb</i> qualifications by CUE	Recognition Letter	Director Curriculum Research and Development	December 2022	Nil
		5. Apply to KNQA to accredit more <i>kasneb</i> qualifications	No. of qualifications accredited	3	Accredited qualifications		June 2024	1,000
		6. Partner with the County Public Service Boards to align <i>kasneb</i> qualifications with County schemes of service	Number of Counties aligned	47 Counties	No. of qualification recognised in the schemes of service		2026/2027	1,000
		7. Partner with training institutions to sensitise students on <i>kasneb</i> qualifications (work with KATTI)	Number of institutions engaged and partnered Number of students enrolled in the institutions	TTIs - 331 TVCs - 100 75 - Universities and Colleges National Polytechnics - 11 8,000 annually	Partnerships report	Deputy Director, Marketing and Communication	Annually	5,000

IMPLEMENTATION MATRIX

Customer Perspective - Growth

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
Output 3 - Enhanced Customer experience								
Objective 3: To enhance customer satisfaction index (CSI) from 82.4% in 2021/2022 to 85% by 2026 /2027	Identify key success factors in every customer touch point	1. Develop customer journey maps for all services and mark key customer touch points	<ul style="list-style-type: none"> Approved customer journey maps 	Customer journey maps for all customer touch points	<ul style="list-style-type: none"> Communication of approved customer journey maps Communication of all touch points Minutes of Customer experience meetings 	Deputy Director, Marketing and Communication	June 2023	1,000
		2. Identify the Key Success Factors (KSFs) in each touch point	<ul style="list-style-type: none"> Completed KSFs matrix Communication of KSFs 	Identified KSFs for each customer touch point	<ul style="list-style-type: none"> Published KSF Matrix Communication of KSFs 	Deputy Director, Marketing and Communication	June 2023	Nil
		3. Sensitise staff on the Touch points and KSFs for each touch point	Enhanced service levels	90% CSI score	<ul style="list-style-type: none"> Survey results 	Deputy Director, Marketing and Communication	Quarterly	200
		4. Carry out customer experience, customer satisfaction and brand awareness survey	<ul style="list-style-type: none"> Satisfaction index Net Promoter Score (NPS) 	90% CSI score	<ul style="list-style-type: none"> Survey report 	Deputy Director, Marketing and Communication	Biennially	3,000
		5. Implement recommendations of the survey report	<ul style="list-style-type: none"> Implementation plan 	100%	<ul style="list-style-type: none"> Approved implementation plan Monitoring report 	Deputy Director, Marketing and Communication	Quarterly	1,000
Output 3 - Enhanced customer experience								
Enhance customer relationship management	<ol style="list-style-type: none"> Implement the CRM system Integrate CRM with ERP 	<ul style="list-style-type: none"> integrated system 	Implemented and integrated CRM system	Fully implemented CRM System	Deputy Director, Marketing and Communication	December 2022	Nil	

Customer Perspective - Growth

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget (Ksh'000)			
Output 4 - Increased brand awareness											
Objective 4: To promote a positive corporate image and enhance brand awareness index from 83% in 2020/21 to 85% by 2026/27	Enhance <i>kasneb</i> brand visibility	1. Position <i>kasneb</i> in key strategic events nationally, regionally and globally 2. Co-branding of institutions 3. Market Activations – Digital Banners 4. Co-sponsor graduation booklets and bargain for centre page branding 5. Run branded activations and distribute corporate merchandise.	■ No. of events participated in ■ No of institutions co-branded	■ 30 events (5 annually) ■ 20 Institutions	■ Contacts generated ■ Events memoirs and Registration registers ■ Events Media – Photos, videos ■ Videos on <i>kasneb</i> YouTube channel	Deputy Director, Marketing and Communication	Annually	50,000			
			■ Number of contacts generated from the events	■ 5000 (1000 annually)	■ Contact registers						
			■ Conversion rate of contacts to students	■ 10%	■ Registration, bookings and candidature						
			6. Exploit the digital communication platforms to enhance visibility						■ Number of platforms utilised	■ At least four (4) – Facebook; LinkedIn; Twitter; Instagram;	■ Inspection of <i>kasneb</i> social media handles
			■ Number of messages in circulation	■ Number of sponsored Ads	■ Stores digital media content - Videos ■ Survey reports	Deputy Director, Marketing and Communication	Quarterly				
			■ Number of sponsored digital adverts ■ No. of students registered	■ 20 (4 annually) ■ 8,000 annually	■ Videos ■ Enhanced enquiries and registrations						
			■ Enquiries generated	■ 20,000	■ Enquiry registers ■ Registrations ■ Bookings and candidature						

IMPLEMENTATION MATRIX

Customer Perspective - Growth

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
		7. Undertake Competitor Analysis	<ul style="list-style-type: none"> Terms of Reference Implementation plan 	Competitor analysis survey report	Survey Report	Deputy Director, Marketing and Communication	June 2024	1,500
Output 4: Increased brand awareness								
	Enhance Economic Social Governance (ESG)	1. Identify and participate in relevant, viable and strategic ESG activities	Number of viable and strategic activities identified	20 (4 annually)	ESG activities	Deputy Director, Marketing and Communication	Annually	7,500
		2. Support <i>kasneb</i> Foundation in marketing activities	Number of activities supported	5 (1 annually)	Foundation activities Foundation reports		Annually	5,000

4.2 Financial Perspective

Table 7: Implementation Matrix - Financial Perspective

Financial Perspective - Sustainability

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
Output 1: Increased income								
Objective 1: To increase revenue by 10% per annum from KSh. 602.9 M in 2020/21 to KSh. 1,154M by FY 2026/27	Grow income from current product offering	1. Aggressive and targeted marketing <ul style="list-style-type: none"> Activations in schools, colleges and universities Activations in exhibition forums 	<ul style="list-style-type: none"> Number of new students registered Actual Revenue Realised Percentage of revenue increase 	1,154 Million	<ul style="list-style-type: none"> No. of Registrations Candidature Financial Statement on income received 	Deputy Director, Marketing and Communication	June 2027	851,000 (Revenue)
		2. Increased sensitisation and campaign on completion of courses	<ul style="list-style-type: none"> Number of students per examination sitting Successful bookings per examination sitting 	As per annual KPI for candidature	<ul style="list-style-type: none"> Number of Registrations Candidature 	Deputy Director, Marketing and Communication	2022-2027	
		3. Revise the fees	Approved revised fees structure	Revised and approved fees structure	Revised approved fees structure	Deputy Director, Finance	June 2024	

Financial Perspective - Sustainability

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)	
		4. Increase accredited training Institutions	Number of new approved training institutions	100	No of candidates	Director, Quality Assurance and Accreditation	2026/2027	335,000 (Revenue)	
		5. Increase approved examination centres	Number of newly approved centres	30	Registration and booking statistics	Director, Examination Administration and Processing	2026/2027		
	Diversify revenue streams	1. Lease of space in <i>kasneb</i> Towers II	100% occupancy rate	Ksh.335M	Lease agreements signed	Deputy Director, Administration and Property Management	June 2027		
		2. Develop a resource mobilisation strategy	Resource mobilisation strategies identified	Approved resource mobilisation Strategy	Approved resource mobilisation strategy	Director, Strategy and Planning	June 2023		200
		3. Implement resource mobilisation strategy	Approved implementation Plan Income proceeds from new revenue streams	Ksh. 50M	Approved Plan New income reported in financial statements		June 2023 2023/2024 – 2026/2027		50,000 (Revenue)
Output 2: Increased surplus									
Objective 2: Grow the net surplus by 12 % per annum from a deficit of KSh. 13.8 Million in FY2020 /21 to a surplus of KSh.71.4 Million in FY 2026/27	Deploy prudent financial management practices	1. Review Finance Policy and Procedures Manual	Reviewed Finance Policy and Procedure Manual	Approved revised Finance Policy and Procedures Manual	Approved policy	Deputy Director, Finance	2022/2023	200	
		2. Implement reviewed finance policy and Procedures Manual	Level of adherence to the policy provisions	100%	Progress reports	Deputy Director, Finance	Annually	Nil	

IMPLEMENTATION MATRIX

Financial Perspective - Sustainability

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
			Compliance with internal financial controls	100%	Compliance report	Deputy Director, Finance	Annually	Nil
		3. Develop all-inclusive annual budgets	Rationalised and Approved budgets	Approved annual budgets	Approved budgets		Annually	300
		4. Fully automate budgeting process	Automated budget process	December 2022	System report	Deputy Director, Finance	December 2022	Nil
		5. Monitor implementation of annual budgets	Absorption rate	100%	Budget absorption reports		Annually	Nil
	Invest surplus funds	Invest surplus funds in treasury bills and bonds	Amount of surplus invested Interest amount earned	Ksh. 50 M Annually Ksh.100 M (annually)	Cash Invested report Advisory statements Annual CBK statements	Deputy Director, Finance	2026 / 2027	Nil
	Cost optimisation	Number of cost optimization initiatives	5 (Transport, Utilities, Printing and Stationery, Casual; Examination setting, Marking of examinations; Cleaning Services; Security and Recruitment process)	KShs.30M savings in costs	Budget variance analysis report		Annually	Nil
	Objective 3: Compliance to financial legal and regulatory framework	Timely and accurate compilation of financial data	Undertake data cleaning	Accurate financial statements	Real time	System reports	Deputy Director, Finance	Quarterly
Reconcile data			Timely reporting	Quarterly	Financial Reports	Quarterly		Nil
Full Integration of system modules		Integrate ERP System with two banks	Integrated banks	Integrated ERP system with 2 banks	Real time System reports	Deputy Director, Finance	December 2022	Nil
		Reconcile the data	Timely reporting	Quarterly	Financial Reports		December 2022	Nil

Financial Perspective - Sustainability

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
	To monitor employee cost management in compliance with the provisions of the Public Finance Management Act, 2012	Monitor compliance with requirements to achieve 35% of employee cost as a percentage of the total revenue. Implementation of income growth strategies identified	Percentage of employee cost to total income	Percentage of employee cost to income reported at 35% and below	Quarterly Financial Statements	Deputy Director, Finance	Quarterly	Nil

4.3 Internal Business Processes Perspective

4.3.1 Examinations

Table 8: Implementation Matrix - Examinations

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
Objective 1: To offer Quality and Competitive examinations	1. Review the Examination Policy and procedures manual	<ul style="list-style-type: none"> Review and standardise the examination policy and procedures manual 	<ul style="list-style-type: none"> Revised and approved examination policy and procedures manual 	Approved examinations policy and procedures manual	<ul style="list-style-type: none"> Quality assurance reports Approval Minutes Communication of the Examination policy and procedures manual to relevant internal and external stakeholders 	Director, Test Development	December 2022	1,500
	2. Syllabuses Review	<ul style="list-style-type: none"> Undertake content review 	<ul style="list-style-type: none"> Reviewed content for each of the papers 	Revised content for all papers	<ul style="list-style-type: none"> Revised content for each of the papers 	Director, Curriculum Research and Development	Annually	2,500
		<ul style="list-style-type: none"> Communicate changes to stakeholders 	<ul style="list-style-type: none"> Timeliness of communication 	Changes communicated within one month	<ul style="list-style-type: none"> Communication 		Within one month	2,500
		<ul style="list-style-type: none"> Undertake Major review of syllabuses 	<ul style="list-style-type: none"> Approved logical framework Revised and approved Syllabuses 	Approved logical framework	<ul style="list-style-type: none"> Revised Syllabuses 	2026 /2027	12,000	

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
	3. Enhance integration and alignment of examinations with curriculum	<ul style="list-style-type: none"> Validate all set examinations to align with approved curriculum 	<ul style="list-style-type: none"> Number of examination papers validated. 	<p>All set examinations validated</p> <p>Zero complaints on out of scope examinations</p>	<p>Customer feedback</p> <p>Moderation reports</p> <p>Audit reports</p> <p>Tables of specifications</p>	Director, Test Development	Every examination Sitting	7,500
	4. Maintain a competent pool of examiners (staff, Setters, markers, moderators) checkers, and invigilators.	<ul style="list-style-type: none"> Identify and contract competent examiners in all categories 	<ul style="list-style-type: none"> Number of qualified and competent examiners 	<p>At least 130 Setters – Every three years</p> <p>Invigilators – 600 -</p> <p>Markers – 200 - Every three years</p> <p>Subject matter experts – 30</p> <p>Checkers – 150 – Every three years</p>	<p>Appointment letters</p> <p>Approved memo</p>	<p>Director, Test Development</p> <p>Director, Examination Administration and Processing</p>	Every three years	1,000
		<ul style="list-style-type: none"> Identify critical areas of focus for capacity development 	<ul style="list-style-type: none"> TNA for all categories of examiners (staff, setters, markers, subject matter experts), checkers and invigilators. 	TNA approved by June 30 th Annually	Minutes of meeting approving examiners' TNA		Annually	500
		<ul style="list-style-type: none"> Conduct specialised capacity building training 	<ul style="list-style-type: none"> Number of Examiners, Checkers and Invigilators trained Frequency of training 	<p>At least 80%</p> <p>Twice a year</p>	<p>Training attendance schedules</p> <p>Training reports</p>	<p>Director, Test Development</p> <p>Director, Examination Administration and Processing</p>	Semi-annually	2,000
		<ul style="list-style-type: none"> Evaluate impact of the training 	<ul style="list-style-type: none"> Percentage of training needs addressed 	100%	Evaluation report		Annually	Nil

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
		<ul style="list-style-type: none"> Conduct Performance appraisal of Examiners, Checkers and Invigilators 	<ul style="list-style-type: none"> Number of examiners, Checkers and invigilators appraised 	Every examination sitting	Appraisal reports		Every examination sitting	Nil
	5. Maintain Integrity and security of Examinations	<ul style="list-style-type: none"> Security vetting of all officers that handle examinations 	<ul style="list-style-type: none"> Number of officers vetted 	100%	Vetting reports	Director, Test Development	Annually	1,000
		<ul style="list-style-type: none"> Install electronic and multiple layer access control and surveillance system in the strong rooms/moderation area/rooms 	<ul style="list-style-type: none"> Installed surveillance system 	Installed surveillance system	Installed system		December 2023	5,000
		<ul style="list-style-type: none"> Enhance monitoring of conduct of examinations in all examination centres 	<ul style="list-style-type: none"> Percentage of examination centres monitored 	100%	Monitoring reports	Director, Examinations Administration and Processing	Every examination sitting	52,500
		<ul style="list-style-type: none"> Implement recommendations from examination monitoring reports 	<ul style="list-style-type: none"> Implementation plan Percentage of recommendations implemented 	100%	Implementation report Approved implementation plan	Director, Examinations Administration and Processing	Every examination sitting	500
		<ul style="list-style-type: none"> Enhance security features of examination question papers 	<ul style="list-style-type: none"> Number of security features 	3	Applied features	Director, Test Development	June 2023	2,500
		<ul style="list-style-type: none"> Re-engineer packing of examinations 	<ul style="list-style-type: none"> Re-engineered packing 	Fully re-engineered packing of examinations	Packing reports	Director, Test Development	June 2024	1,500
		<ul style="list-style-type: none"> Biometric registration and identification of students – Integrated with existing systems 	<ul style="list-style-type: none"> Installed and integrated system Percentage of students on biometric system 	50%	System reports	Director, Examinations Administration and Processing	2026/27	10,000

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
	6. Maintain quality database of moderated bank of examination papers for all qualifications	<ul style="list-style-type: none"> Moderate examination question papers to create banks of live papers 	<ul style="list-style-type: none"> Number of complete moderated live examination papers for each examinable paper. 	Minimum of three sets of moderated live papers.	Secured moderated examination sets	Director, Test Development	Biannually	7,000
Objective 2: Deliver superior service to students	1. Deliver timely and responsive service	<ul style="list-style-type: none"> Register students for examination in time 	<ul style="list-style-type: none"> Number of students successfully registered per year 	2022/23 – 13,035 2023/24 – 14,990 2024/25 – 17,238 2025/26 – 19,085 2026/27 – 22,798	System reports	Director, Examinations Administration and Processing	Annually	Nil
		<ul style="list-style-type: none"> Book students for examinations on time 	<ul style="list-style-type: none"> Number of students successfully booked per exam sitting 	2022/23 – 72,322 2023/24 – 79,554 2024/25 – 87,510 2025/26 – 96,260 2026/27 – 105,887	System reports		Annually	Nil
		<ul style="list-style-type: none"> Run a student migration to the portal campaign to facilitate on-boarding of all students in the student's portal 	<ul style="list-style-type: none"> % of active students successfully onboarded on the portal 	100% on-boarding of active students	System reports Sensitisation reports		December 2022	500
		<ul style="list-style-type: none"> Integrate student management module with examination processing system 	<ul style="list-style-type: none"> Integrated system 	Fully integrated student management system	Integrated system		Each sitting	1,000

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
	2. Roll out E- Certificate for all qualifications	<ul style="list-style-type: none"> Design and rollout e-certificates 	<ul style="list-style-type: none"> Timely release of certificates 	One month after release of results	Certificates/E-Certificates	Director, Examinations Administration and Processing	2026/2027	200
	3. Re-Engineer examination marking processes	<ul style="list-style-type: none"> Digital capturing of marks 	<ul style="list-style-type: none"> Level of accuracy 	100%	Data capture system		Every examination sitting	2,000
		<ul style="list-style-type: none"> E-allocation of envelopes packed with scripts to markers 	<ul style="list-style-type: none"> Re-engineered process 	Fully re-engineered process of e-allocation of packed envelopes to markers	System report		December 2022	Nil
		<ul style="list-style-type: none"> Implement conveyer belt marking approach 	<ul style="list-style-type: none"> Re-engineered process 	Implemented conveyer belt marking approach	Marked scripts	August 2023	2,000	
	4. Implement Computer-based Examinations (CBE)	<ul style="list-style-type: none"> Develop a transition strategy for migration from paper-based examinations to CBE 	<ul style="list-style-type: none"> Developed and approved strategy % of CBE uptake 	Approved transition strategy 100% CBE uptake	Transition strategy CBE transition report	Director, Test Development	December 2022 2026/2027	10,000
		<ul style="list-style-type: none"> Enhance computer-based examinations system to include on-demand examinations 	<ul style="list-style-type: none"> Number of qualifications offered on-demand 	6 (Vocational, CAMS; CFFE) By - 2024 3 – DDMA; DCNSA; CISSE by 2026/27	CBE System report		2026/2027	5,000

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
	5. Increase number of approved computer-based examination centres	<ul style="list-style-type: none"> Identify potential Computer-based examination centres 	<ul style="list-style-type: none"> Number of new centres identified 	40 Computer Based Examination centres by 2026/27	Report on the number of examination centres for CBE	Director, Examinations Administration and Processing	Annually	1,200
		<ul style="list-style-type: none"> Verify compliance 	<ul style="list-style-type: none"> Number of centres assessed 		<ul style="list-style-type: none"> Visitation checklists Minutes of meetings 			
		<ul style="list-style-type: none"> Certify the centres 	<ul style="list-style-type: none"> Number of new centres certified 		<ul style="list-style-type: none"> Contracts/ agreements signed 			
6. Increase number of accredited training institutions		<ul style="list-style-type: none"> Identify potential training institutions 	<ul style="list-style-type: none"> Number of new institutions identified 	20	Progress report	Director, Quality Assurance and Accreditation	Annually	1,500
		<ul style="list-style-type: none"> Assess compliance to accreditation standards 	<ul style="list-style-type: none"> Number of institutions assessed 	75	Vetting Report		Annually	
		<ul style="list-style-type: none"> Accredit the institutions 	<ul style="list-style-type: none"> Number of new institutions Accredited 	20	Accreditation Certifications issued		Annually	
7. Establish partnerships for development of study packs/ reading materials		<ul style="list-style-type: none"> Compile sets of past examination paper questions and suggested solutions 	<ul style="list-style-type: none"> Compiled sets of past paper questions and suggested solutions 	Compiled sets of past paper questions and suggested solutions	Compiled sets of past paper questions and suggested solutions for 14 qualifications	Director, Test Development	June 2023	5,000
		<ul style="list-style-type: none"> Identify partners Review recommended study pack sets Enter into contracts Implement provisions of the contracts 	<ul style="list-style-type: none"> Number of partners Number of qualifications with complete study pack sets Number of contracts Revenue generated from partnerships for development of reading materials 	3 14 3 As per service level agreement	<ul style="list-style-type: none"> Contracts Additional revenue 	<ul style="list-style-type: none"> Director, Curriculum Research and Development 	2026/2027 Annually	5,000

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
Objective 3: To increase the range of products and services	Design and Develop new competitive qualifications	■ Develop curriculum for new qualifications	■ Number of new qualifications curriculum completed	5 Qualifications	Published curriculum for new qualifications and certifications	Director, Curriculum Research and Development	2026 /2027	5,000
		■ Launch new and post- Professional qualifications	■ Number of new Post professional qualifications developed and launched	2 – New qualifications 3 – Certifications	Approved post-professional qualifications		June 2023	2,000
		■ Provision of examinations in French for French speaking countries (Burundi and DRC)	No. of examinations administered in French ■ No. of students undertaking examinations in French.	3 500 annually	Examinations report	Director, Test Development	Annually	2,000
Objective 4: To Maintain Quality Assurance of examinations	1. Enhance the resource centre	■ Increase sensitisation on access to e-resources	■ Sensitisation undertaken	All subscribers	Sensitisation report	Deputy Director, Research, Innovation and Consultancy	Annually	200
		■ Procure additional books and study materials	■ Number of new books and study materials procured	500 (100 Books per year)	Procured Books		Annually	2,500
		■ Install appropriate ICT Equipment	■ Installed ICT Equipment	2023/24	Fully installed ICT Equipment		2026/2027	1,500
		■ Extend E-Library access to trainers in accredited institutions	■ Number of trainers accessing e-library	100	System Report		Annually	Nil
	2. Evaluate viability of <i>kasneb</i> qualifications	■ Analyse examination registrations and bookings statistics	■ Number of qualifications analysed ■ Quarterly reports for examinations registrations ■ Reports for examinations booking	14 qualifications analysed 3 reports for examination registration and booking	Examinations registrations and bookings reports	Director, Quality Assurance and Accreditation	Biannually	500

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
	3. Renew expired accreditation certificates of training institutions	<ul style="list-style-type: none"> Send reminders for renewal Reassessment Re-certification 	<ul style="list-style-type: none"> % of renewal 	70%	<ul style="list-style-type: none"> Accreditation certificates Assessment reports 	Director, Quality Assurance and Accreditation	Annually	2,500
	4. Monitoring of Accredited institutions	<ul style="list-style-type: none"> Prepare monitoring schedules Implement the approved schedules 	<ul style="list-style-type: none"> Prepared and approved monitoring schedules Number of accredited institutions monitored 	<ul style="list-style-type: none"> Approved annual monitoring schedules 75 annually 	<ul style="list-style-type: none"> Approved monitoring report Accredited institutions monitoring report 	Director, Quality Assurance and Accreditation	Annually	
	5. Identify and launch Centres of Excellence (CoE)	<ul style="list-style-type: none"> Establish guidelines/framework for CoEs Identify potential CoE institutions Launch CoEs 	<ul style="list-style-type: none"> Approved guidelines/framework Number of CoE launched 	<ul style="list-style-type: none"> Approved guidelines/framework for CoEs 10 10 (Total - 20) institutions 	<ul style="list-style-type: none"> CoE Guidelines Certifications and report 	Director, Quality Assurance and Accreditation	September 2022	Nil
	6. Accredit face-to-face and e-learning trainers	<ul style="list-style-type: none"> Schedule desk-check and accreditation assessment visits 	<ul style="list-style-type: none"> Number of accredited institutions Number of accredited individuals 	<ul style="list-style-type: none"> 30 institutions per year 30 trainers per year 	<ul style="list-style-type: none"> Accreditation certificates 	Director, Quality Assurance and Accreditation	Annually	5,000

4.3.2 IBP – Information Communication Technology

Table 9: Implementation Matrix – Information Communication Technology (ICT)

Internal Business Processes Perspective - Business Process Re-engineering									
Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)	
Objective 1 To enhance operational efficiency and effectiveness	Digitalise <i>kasneb</i> processes and services	Output 1: Digitised products, processes and services							
		1. Develop a digitilisation policy	Approved digitalisation policy	Approved policy by June 2023	Approved policy	Deputy Director, ICT	June 2023	300	
		2. Identification and digitalisation of processes	Number of processes identified and fully digitalised	5 Processes	User sign-offs	Deputy Director, ICT	June 2024	5000	
		3. Identify and subscribe to a secure cloud storage platform	Secured Platform	Secure cloud platform	Cloud Licence	Deputy Director, ICT	June 2023	12,000	
		4. Upgrading the primary Data Centre	Number of data Centre upgrades operationalised	Fully operationalized Data Centre by June 2024	Certificate of completion	Deputy Director, ICT	June 2024	60,000	
			Increased internet bandwidth	100Mbps	Speed test	Deputy Director, ICT	June 2025	10,000	
		5. Enhanced implementation of ERP	Number of modules fully automated and stabilised in the ERP system	9 modules	ERP dashboard	Deputy Director, ICT	June 2023	20,000	
		6. Enhance the capacity for sustaining automation	Number of staff trained on automation and support processes	All <i>kasneb</i> staff	<ul style="list-style-type: none"> ■ Training reports ■ % of processes automated 	Deputy Director, ICT	June 2024	200	
		7. Undertake automation level survey	Automation level index	70%	Automation level survey report	Deputy Director, ICT	June 2024 June 2026	500	
8. Enhance ICT systems uptime	Average system uptime	99%	System uptime report	Deputy Director, ICT	June 2023	1,000			

IMPLEMENTATION MATRIX

Internal Business Processes Perspective - Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
	Enhance ICT infrastructure	Instal efficient ICT Network	Undertake assessment of the ICT infrastructure.	Assessment report on networks, end user devices, data centre	Number of assessments undertaken	Deputy Director, ICT	December 2023	300
			Implement the recommendations of the assessment report.	Audit recommendations implemented on networks, end user devices, data centre	Percentage of recommendations implemented	Deputy Director, ICT	June 2024	5,000
			Acquire and deploy ICT devices to meet optimal requirements of <i>kasneb</i>	ICT devices acquired and deployed	Number of ICT devices acquired and deployed	Deputy Director, ICT	Annually	25,000
			Upgrade LAN/WAN	Reliable Network	Uptime of the Network	Deputy Director, ICT	June 2024	25,000
			Upgrade IPBX to ISDN telephony	Functional ISDN telephony	An ISDN telephony	Deputy Director, ICT	December 2022	5,000
			Enhance systems and applications to realise value on ICT investment	Ensure efficient and reliable systems	Undertake assessment of systems and applications to identify gaps.	Assessment report on systems and applications	Number of assessments undertaken	Deputy Director, ICT
			Implement the recommendations of the systems and applications assessment report.	Assessment recommendations implemented	Percentage of recommendations implemented	Deputy Director, ICT	December 2024	5,000
			Customise CBE System.	Customised CBE System to include additional qualifications	CBE system customised	Deputy Director, ICT	December 2023	10,000
			Implementation of E-Proctoring	Proctoring software in place	5,000			

Internal Business Processes Perspective - Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
	Ensure Business Continuity plan in the event of disruption	1. Guaranteed continuity of business operations	Develop a Business Continuity Plan (BCP) and a Disaster Recovery Plan (DRP)	ICT BCP in place	Number of ICT BCPs	Deputy Director, ICT	June 2023	10,000
			Undertake regular testing of BCP plans	BCPs Implemented	Percentage of BCPs implemented	Deputy Director, ICT	Quarterly	100
		2. Enhance security of information in end user devices.	Sensitise users on information security	Users sensitised on information security	Number of sensitisation forums held	Deputy Director, ICT	December 2022	-
			3. Enhance physical security ICT infrastructure	Upgrade Bio-metric access and IP CCTV system for the server room/strong room.	Secure data centre and strong room	Updated Bio-metric access and IP CCTV system	Deputy Director, ICT	December 2023
Objective 2: To maintain integrity of systems and <i>kasneb</i> network	Enhance cybersecurity resilience for <i>kasneb</i> network	1. Real time monitoring of systems and network	<ul style="list-style-type: none"> Percentage of system intrusions successfully barred/ blocked. 	100%	ICT Security dashboard	Deputy Director, ICT	Annually	2,000
			<ul style="list-style-type: none"> Time taken to effectively block unauthorised intrusion 	Immediately	System reports	Deputy Director, ICT	Annually	
		2. Assessment of information security gaps	<ul style="list-style-type: none"> Number of assessments undertaken 	1	Assessment reports	Deputy Director, ICT	June 2024	1,000
		3. Close identified security gaps	<ul style="list-style-type: none"> Number of security gaps identified and addressed 	Number of blocked intrusions	Intrusion report	Deputy Director, ICT	Annually	
		4. Enhance ICT risk management	Improved ICT risk management	Identify organisational ICT risks	ICT risks identified and documented	Deputy Director, ICT	January 2023	-
			Develop ICT risk management framework	ICT risk management framework developed and maintained	ICT risk management framework developed and maintained	Deputy Director, ICT	March 2023	1,000

4.3.3 IBP – Strategy and Planning

Table 10: Implementation Matrix –Strategy and Planning

Internal Business Processes Perspective – Business Process Re-engineering								
Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
Output 1: Continual Improvement of Management Systems								
Objective 1: To enhance <i>kasneb</i> business processes by undertaking annual reviews of QMS processes	Sustain the quality management systems	1. Review all QMS processes	Revised QMS processes	Fifty (50) revised QMS processes	Approved revised processes	Deputy Director, Quality Management System and Risk Management Coordination	Annually	-
		2. Operationalize ISO/IEC 27001: 2013 ISMS	ISMS Certification	ISMS Certification by June 2023	ISMS Certificate		June 2023	1,500
		3. Undertake internal quality audits/ISMS audits	Number of internal quality audits/ISMS audits conducted	2 annually	Audit reports	Deputy Director, Quality Management System and Risk Management Coordination	Semi-annually	500
		4. Undertake follow-up audits of proposed areas of improvement and corrective action plans	Number of follow-up audits undertaken	2 annually	Follow-up audit reports		Semi-annually	250
		5. Undertake management review meetings	Number of management review meetings held No. of actions implemented	2 annually	Follow-up audit reports Management review Minutes		Semi-annually	100
		6. Coordinate quality improvement team forums	Number of quality improvement team forums convened	Semi-annually	Forum reports	Deputy Director, Quality Management System and Risk Management Coordination	Semi-annually	1,000
		7. Sensitize members of staff on QMS and ISMS	Number of sensitisation forums undertaken	2 Annually	training reports		Annually	1,000

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget (Ksh'000)
		8. Facilitate training of Quality Improvement Team (QIT) and members of staff on quality management systems	Number of training forums undertaken	2 Annually	training reports	Deputy Director, Quality Management System and Risk Management Coordination	Annually	5,000
		9. Facilitate capacity building for quality improvement team	No. of QIT members sponsored to participate in quality management forums/capacity building	All QIT members	Quality management forums reports Capacity building reports		Annually	5,000
		10. Integrate ISMS and QMS systems	Integrated Management system	Fully integrated management system	Integrated audit reports		December 2023	2,000
		11. Coordinate surveillance audits	Number of surveillance audits coordinated	1 annually	Surveillance reports		Annually	1,000
Output 2: Improved corporate performance								
Objective 2: To enhance corporate performance from 82% in 2020/2021 to 100% in 2026 /2027	Implement performance contracting	1. Develop annual performance contract (PC)	Signed PC	Signed PC annually	Signed PC	Deputy Director, Planning and Performance Management	Annually	500
		2. Oversee the implementation of the annual performance contract	PC score	<less than weighted score of 3.00	Quarterly reports Annual evaluation report		Quarterly	500
	Undertake Corporate Strategy Development, implementation and Review	1. Oversee development of the CSP	Approved logical framework for development of the CSP	Developed CSP	Approved CSP document		June 2026/ 2027	6,000
		2. Coordinate implementation of CSP	Level of implementation of CSP activities	100% implementation	Quarterly Progress reports		Quarterly	1,000

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)	
		3. Coordinate annual review of CSP	Approved framework for annual review of CSP	Approved CSP	Approved revised CSP document	Deputy Director, Planning and Performance Management	Annually	2,500	
		4. Undertake monitoring and evaluation of Strategic plan implementation	Number of M & E activities undertaken	Monitoring and evaluation reports	Monitoring and evaluation reports		Quarterly	-	
	Implement business intelligence framework	1. Update the databank on key business parameters	Up to date databank	Quarterly	Up to date databank	Deputy Director, Planning and Performance Management	Quarterly	-	
		2. Analyse key business parameters	Number of business intelligence reports	4 annually	Quarterly reports		Quarterly	-	
	Monitor implementation of <i>kasneb</i> policies	1. Maintain policy Inventory	Up to date policy inventory	Once a quarter	Up to date policy inventory		Quarterly	-	
		2. Prepare status report on policy implementation	Number of reports compiled	Annually	Annual status reports		Annually	-	
		3. Undertake policy analysis	Number of policies analysed	3	Annual reports	Annually	-		
		4. Monitor the implementation of strategic alliances and partnerships	Monitoring reports	2	Status reports	Semi-annually	-		
	Output 3: Improved service delivery and efficiency								
	Objective 3: To enhance research, innovation and knowledge management for income generation of KSh. 10 million per annum	Establish <i>kasneb</i> research, innovation and knowledge management Function	1. Operationalise Research, Innovation and Consultancy Function	Operationalized Function	June 2023	Status reports	Deputy Director, Corporate Research, Innovation and Consultancy	June 2023	5,000

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000)
		2. Develop knowledge management framework	Approved knowledge management framework	Approved knowledge management framework by June 2023	Approved knowledge management framework	Deputy Director, Corporate Research, Innovation and Consultancy	June 2023	2,000
		3. Identify and implement knowledge management initiatives	Number of knowledge management initiatives identified and implemented	At least 2 initiatives annually	Quarterly reports		Annually	Nil
		4. Develop research and innovation policy	Approved Research and Innovation Policy	Approved policy by June 2023	Approved Research and innovation policy		June 2023	5,000
		5. Undertake research	Number of researches undertaken	Three annually	Research Reports		Annually	5,000
		6. Disseminate research findings to relevant stakeholders	Number of reports disseminated Number of workshops held	3	Research reports		Annually	Nil
		7. Implement the research and innovation policy	Number of Innovations identified and implemented	2 innovations annually	Status reports		Annually	5,000
		8. Develop Consultancy management framework	Approved consultancy framework	Approved Consultancy framework by December 2023	Approved Consultancy framework		December 2023	2,000
		9. Implement Consultancy management framework	Number of Consultancies identified and implemented	2 Consultancies annually	Status reports		Annually	Nil
		10. Operationalise enterprise arm of <i>kasneb</i>	Incorporated entrepreneurial arm of <i>kasneb</i>	Incorporated Commercial arm	Incorporation documents		June 2025	500
			Additional revenue streams	Ksh. 10 Million per annum	Revenue generated		2025/2026 – 2026/2027	

4.3.4 IBP – Supply Chain Management

Table 11: Implementation Matrix - Supply Chain Management

Internal Business Processes Perspective - Business Process Re-engineering								
Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget (KSH'000)
Output 1: Enhanced compliance levels with regulations and frameworks								
Objective 1: To enhance operational efficiency	Strategy 1 Promote strategic sourcing	1. Review the Supply Chain Management (SCM) Policy and Procedures Manual	Approved SCM Policy and Procedures Manual	Approved SCM Policy and Procedures Manual by December 2022	Approved SCM Policy and Procedures Manual	Director, Supply Chain Management	December 2022	1,500
		2. Develop Annual Procurement and Asset Disposal Plan	Approved Annual Procurement and Asset Disposal plan	Approved Annual Procurement and Asset Disposal plan	Approved Annual Procurement and Asset disposal plan	Director, Supply Chain Management	Annually	200
		3. Establish framework contracts	Number of framework contracts established	5 per year	Signed contracts		Annually	15,000
		4. Implementation of preference and reservation schemes	Compliance level	30% for AGPO	Quarterly and annual reports	Director, Supply Chain Management	Semi-annually	30,000
			Compliance level	40% for Local content	Quarterly and annual reports		Quarterly	50,000
		5. Constitute Contract Implementation Teams (CIT)	Number of CITs Constituted	1 CIT per contracted service	CIT reports	Director, Supply Chain Management	Quarterly	Nil
		6. Coordinate training of procurement committees' members	Number of trainings undertaken Number of procurement committees' staff trained	4 trainings annually	Training Reports	Director, Supply Chain Management	Annually	2,500
7. Outsource identified critical services	No of services outsourced	All critical services outsourced	Outsourced services report	Director, Supply Chain Management	Quarterly	1,000		

Internal Business Processes Perspective - Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget (KSH'000)
Output 2: Improved quality of goods, works and services								
		1. Undertake procurement audits	Number of procurement audits conducted	2 per year	Audit reports	Director, Supply Chain Management	Semi-annually	1,000
		2. Optimization of Transportation and Logistics	Percentage of logistics cost reduction	8% per year	Transportation and Logistics Reports/Records	Director, Supply Chain Management	Annually	2,000
	To maintain optimal inventory levels for critical supplies	1. Maintain an accurate record of key lead times.	Lead time Schedule	21 days	Delivery Reports	Director, Supply Chain Management	Quarterly	1,000
		2. Establish and maintain optimal target inventory levels	No. of stock levels established	Annually	Stock levels report	Director, Supply Chain Management	Annually	500
Objective 2 Reduce Supply Chain Risks and Ensure Security of Inventory	Strategy 1 Ascertain quality of supplies	1. Develop and share comprehensive specifications of all supplies	Inspections conducted	1 per year Every consignment of supplies	Up to date Database of products / services specs Inspection reports	Director, Supply Chain Management	Annually	2,000
		2. Inspect supplied goods/ service/works for quality						
	Strategy 2 Safeguard all supplies and inventory	1. Limit access of inventory to authorised staff	Access Controls implemented	Inventory Access controls implemented	Access control records	Director, Supply Chain Management	Annually	500
		2. Maintain up-to-date and accurate stock movement schedules	Stock movement schedules updated	Updated and accurate stock movement schedules	Stock movement schedules Reports	Director, Supply Chain Management	Quarterly	500
Strategy 3 Asset Disposal	1. Conduct Board of Survey	Board of survey undertaken and assets for disposal identified	1 per year	Board of Survey Report	Director, Supply Chain Management	Annually	250	
	2. Undertake Asset Disposal	Advertisement Notice Disposal Committee meeting convened	Annually	Asset disposal report	Director, Supply Chain Management	Annually	1,000	

IMPLEMENTATION MATRIX

Internal Business Processes Perspective - Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget (KSH'000)
Objective 3: Lower Procurement Costs and ensure Value for Money	Strategy 1 Leverage on technology	1. Automate Procurement Processes	Levels of Automation	Entire process	Implemented system System reports	Director, Supply Chain Management	Annually	4,000
		2. Integrate all processes	Number of processes integrated	All processes	System log	Director, Supply Chain Management		
	Strategy 2 Competitive sourcing	1. Undertake market surveys and due diligence to determine pricing and quality.	No. of Market surveys and due diligence exercises undertaken	Market surveys undertaken every two years	Survey reports Approved and updated rate cards	Director, Supply Chain Management	Semi-Annually	2,500
		2. Undertake Negotiations before Contract awards	No. of Negotiations undertaken	All Major Contracts	Negotiation reports	Director, Supply Chain Management	Semi-Annually	2,500
	Strategy 3 Implement sustainable procurement practices	1. Undertake analysis of common user items	Number of analysis	4 Reports annually	Common user reports	Director, Supply Chain Management	Quarterly	2,000
		2. Undertake supplier performance appraisal	Number of suppliers appraised	100% of all suppliers engaged	Appraisal reports	Director, Supply Chain Management	Annually	200
		3. Comply with ethical practices in procurement	Zero unethical practices	100% compliance	Issues/queries raised on ethics	Director, Supply Chain Management	Annually	Nil
		4. Identify and Implement Green Procurement Initiatives	No. of Green Procurement Initiatives	4 per year	Quarterly procurement reports	Director, Supply Chain Management	Quarterly	5,000

Internal Business Processes Perspective - Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget (KSH'000)
Objective 4: Manage relationships for long-term engagement with strategic suppliers	Strategy 1 Supplier capacity building	1. Identify strategic competencies, knowledge and skills for supplier capacity development	TNA for Suppliers	one every year	Approved TNA	Director, Supply Chain Management	Annually	2,500
		2. Implement strategic competencies, knowledge and skills for supplier capacity development	Number of Sensitisation programmes undertaken	one every year	Sensitisation Report	Director, Supply Chain Management	Annually	1,000
	Strategy 2 Establish supplier feedback mechanisms	1. Publish Tenders and Contracts Information in the PPIP Portal and website	No. of Tenders and Contract Information published	Every tender and Contract	<i>kasneb</i> website PPIP Portal	Director, Supply Chain Management	Monthly	500
		2. Host suppliers for feedback forum and document feedback	No. of Forums held	2 every year	Pre-Bid Conference Reports	Director, Supply Chain Management	Annually	1,500

4.3.5 IBP – Internal Audit and Risk Assurance

Table 12: Implementation Matrix - Internal Audit and Risk Assurance

Internal Business Processes Perspective – Business Process Re-engineering								
Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget (Ksh '000)
Objective 1: To provide independent and objective assurance on the internal control processes	Provide assurance of internal financial, operational and compliance controls	Revise Management Control Framework	Revised framework	Revised management control framework	Approved management control framework	Director, Internal Audit and Risk Assurance	June 2023	2,000

IMPLEMENTATION MATRIX

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
		Assess implementation of the revised management control framework	Assessment report	Annual assessment report	Assessment report		Annually	Nil
		Develop annual audit plans	Approved annual audit plan	By 30 th June every Year	Approved Audit Plan	Director, Internal Audit and Risk Assurance	Annually	Nil
		Implement Audit Plans	Number of Audits conducted	50	Audit reports (Risk-Based and Process-based)		Annually	16,000
		Conduct Systems Audit and other Special Audits (Forensic)	Number of Systems Audits and/or special audits conducted	4	Audit reports Implementation Plan of the recommendations	Director, Internal Audit and Risk Assurance	Annually	8,000
		Develop anti-fraud/anti corruption policy	Approved policy	Approved anti-fraud/anti-corruption policy	Approved policy		June 2023	Nil
		Develop anti-fraud/anti corruption strategy	Approved strategy	Approved anti-fraud/anti-corruption strategy	Approved strategy	Director, Internal Audit and Risk Assurance	June 2023	Nil
		Assess the implementation of the anti-fraud/anti-corruption strategy	Assessment report	Annual assessment report	Assessment report		Annually	Nil
Objective 2: To provide assurance on the risk Management, and governance process	Strengthen enterprise risk and opportunities management	Assess the identification and implementation of Strategic risks and opportunities	Strategic Risks identified and mitigated	100%	Risks and opportunities management reports	Director, Internal Audit and Risk Assurance	Quarterly	Nil
			Number of strategic opportunities identified and harnessed	100%	Strategic Risks and opportunities management reports		Quarterly	Nil
			Number of members of staff sensitised on risks and opportunities management	All staff	Sensitization reports	Director, Internal Audit and Risk Assurance	Annually	1,000

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh '000)
		Assess and evaluate effectiveness of risk mitigation measures	Evaluation report	Risk evaluation report	Evaluation report	Director, Internal Audit and Risk Assurance	Quarterly	Nil
	To enhance business continuity and growth	Assess the implementation of the Business Continuity and Disaster Recovery plan	Assessment reports	4 Business Continuity assessment reports	Assessment reports	Director, Internal Audit and Risk Assurance	Quarterly	10,000
			Number of members of staff trained/sensitised on the BCP	All staff	Sensitization reports	Director, Internal Audit and Risk Assurance	Annually	2,000
		■ Coordinate the implementation of crisis mitigation strategies	Percentage of crisis mitigation strategies implemented	100%	Status reports		Quarterly	1,000
		To enhance risk governance process	■ Review the internal audit and risk committee charters	Reviewed charters	Annually	Reviewed Charters	Director, Internal Audit and Risk Assurance	Annually
	■ Assess the implementation status of the charters		Assessment reports	Annually	4 reports		Annually	Nil
	■ Coordinate the evaluation of the Audit and Risk Committee		Number of evaluations	Annually	Evaluation Reports	Director, Internal Audit and Risk Assurance	Annually	2,000
	Undertake an external evaluation of the Audit and Risk Assurance Directorate		External evaluation report	1 evaluation	Evaluation Report		June 2024	4,000
	Implement the recommendations of the external assessment		Percentage of recommendations implemented	100%	Status reports	Director, Internal Audit and Risk Assurance	2026-2027	3,000

4.3.6 IBP – Corporation Secretary and Legal Services

Table 13: Implementation Matrix – Corporation Secretary and Legal Services

Internal Business Processes Perspective – Business Process Re-engineering								
Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget (Ksh'000)
Output 1: Improved corporate governance and leadership								
Objective 1: To ensure 100% compliance with corporate governance practices	Implement good corporate governance practices	1. Coordinate governance audit	No. of audits undertaken Level of compliance Governance Index	100% compliance level	Governance audit reports	Corporation Secretary & Director, Legal Services	Biennially	1,650
		2. Oversee implementation of governance audit recommendations	Approved action Plan Percentage of audit recommendations implemented	100% audit recommendations implemented	Action plan Quarterly Progress reports		Annually	-
		3. Coordinate Board Evaluation	Number of evaluations Board evaluation score	One evaluation every year 100% score	Board evaluation report		Annually	2,000
		4. Conduct Capacity building for Board members	Number of Board members trained	All Board members trained	Training reports		Annually	15,000
Output 2: Improved legal compliance and Corporate performance								
Objective 2: To defend and ensure full protection of <i>kasneb</i> interests	Advise on compliance with existing and new laws and regulations	Coordinate legal and compliance audits	Number of legal and compliance audits conducted	2	Audit reports	Corporation Secretary & Director, Legal Services	June 2024 June 2026	3,000
		Develop an action plan and oversee implementation of the recommendations of the audit	Approved Action Plan Percentage of recommendations implemented	100%	Approved Action Plan Quarterly Progress reports		Annually	-

Internal Business Processes Perspective – Business Process Re-engineering

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget (Ksh'000)
		Monitor Bills, laws and regulations affecting <i>kasneb</i>	Quarterly Monitoring Reports	4 reports annually	Quarterly Monitoring Reports	Corporation Secretary & Director, Legal Services	Annually	-
		Coordinate the implementation of Presidential and Government directives, guidelines and circulars	Compliance level	Annually	Status reports		Annually	-
	Provide legal guidance on all corporate matters	Draft and review legal documents	Number of Contracts drafted and reviewed	All legal documents	Reviewed contracts	Corporation Secretary & Director, Legal Services	Annually	1,000
		Fully operationalise Legal and Compliance Directorate	Number of staff recruited	3	Appointment Letters		June 2025	-
		Monitor implementation of contracts	Number of contracts Monitored	All	Contract Monitoring report		Quarterly	-
		Coordinate sensitization on changes in laws and regulations affecting staff	Number of sensitizations Number of members of staff sensitized	Within one month following enactment	Sensitisation reports		Quarterly	250
	Safeguard the autonomy of <i>kasneb</i>	Lobby for approval of legal instruments to govern <i>kasneb</i> professionals	Number of Acts enacted	Enacted Acts	Gazetted legal instruments	Corporation Secretary & Director, Legal Services	Annually	1,000
		Continually monitor strategic developments affecting <i>kasneb</i>	Number of Laws and regulations revised Number of Laws enacted	Identified enacted Acts and Regulations	Law review reports		Annually	1,000
		Re-establish <i>kasneb</i> by a separate Act	<i>Kasneb</i> Act	Enacted <i>kasneb</i> Act	Gazetted <i>Kasneb</i> Act		June 2026	2,000
		Gazettement of examination rules and regulations	Examination rules and regulations gazetted	Gazetted examinations rules and regulations	Gazette Notice		June 2023	1,000

4.4 Learning and Growth Perspective

Table 14: Implementation Matrix – Learning and Growth Perspective

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity								
Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
Output 1: Optimal Staffing level								
Objective 1: To operate at optimal staffing level by reducing the current staffing gap of 12.3% in the first three years (by 2024/2025)	Align staffing to revised organisation structure	1. Develop a HR Plan (HRP)	<ul style="list-style-type: none"> Approved HR Plan 	Approved HR Plan by July 15 every year	<ul style="list-style-type: none"> Approved HR Plan 	Deputy Director, Human Resource Management	Annually	-
		2. Develop and share an implementation plan for structure alignment	<ul style="list-style-type: none"> Approved Implementation Plan Sensitization Schedule(s) 	Less than 6% staffing gap by 2027	<ul style="list-style-type: none"> Approved Implementation Plan Sensitization Reports 		Annually	200,000
		3. Capacity-build for alignment to revised structure	<ul style="list-style-type: none"> No. of trainings undertaken in line with re-skilling, up-skilling, proficiency enhancement No. of staff redeployed 	Training needs assessment reports	<ul style="list-style-type: none"> Training reports Staff skills upgrade reports 		Annually	90,000
	Competitively source for competent staff	1. Phase recruitment on a priority basis	<ul style="list-style-type: none"> Approved Plan Time taken to fill new positions after creation 	Less than 6% staffing gap by 2027	<ul style="list-style-type: none"> Approved priority recruitment report Interview reports 		2026/2027	-
		2. Fill new positions						
	Roll out Management Trainee Program	1. Review and implement Management trainee policy	Approved Policy Guideline	Revised and approved management trainee policy	Approved Policy		December 2022	-
		2. Recruit and deploy management trainees	Number of Management trainees deployed	12 annually Partial 6 biannually	Appointment/ contract letters	Deputy Director, Human Resource Management	Annually	30,000
	Effectively implement Short term engagement policy	3. To advertise, recruit and place the most suitable candidates to fill positions on contract basis	<ul style="list-style-type: none"> Time taken to fill open positions Number of vacant positions filled in time 	Four (4) months turnaround time	<ul style="list-style-type: none"> Recruitment Reports Engagement / contract letters Issued 		3 Months per recruitment cycle	40,000

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
		4. Partner with PSC for provision of adequate interns to bridge staffing gaps	<ul style="list-style-type: none"> Number of Positions filled with interns 	5% of the total number of staff	<ul style="list-style-type: none"> Deployment letters Internship Reports HR Audit reports 		Annually	10,000
Output 2: Competent and Productive Staff Complement								
Objective 2: To enhance staff competency level from 85% in 2020/2021 to 90% by FY 2026/2027	Continuous training and development initiatives	1. Undertake annual training needs assessment	TNA Report	By 30th June every year.	Duly completed Training Needs Assessment forms	Deputy Director, Human Resource Management	Annually	125,000
		2. Develop and implement annual training and development plan	<ul style="list-style-type: none"> Approved comprehensive annual training Plan 	Training Plan approved by the third month of every FY / or in the first HRMAC Meeting for the FY	<ul style="list-style-type: none"> Approved Training Plan Minutes approving the training Plan 		Annually	Nil
	<ul style="list-style-type: none"> Number of trainings undertaken 		25 total trainings annually	<ul style="list-style-type: none"> Training reports Training Attendance Lists 				
	<ul style="list-style-type: none"> Number of members of staff trained 		At least five days training for each member of staff Annually	<ul style="list-style-type: none"> Training reports Training Attendance Lists 				
	3. Undertake Training evaluation and training impact assessment.	Compiled training evaluation	Two weeks after the training for the evaluation. Training impact assessment to be undertaken after 6 months for training above 5 days.	<ul style="list-style-type: none"> Filled training evaluation report Minutes recording training evaluation report 	Deputy Director, Human Resource Management	Six (6) months after trainings designated for impact Assessment	Nil	

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
			Compiled impact assessment reports	Six (6) months after training	<ul style="list-style-type: none"> ■ Filed impact assessment report ■ Minutes recording impact assessment report 			
	Identify and Implement Professional Development Programmes	4. Coordinate design of Continuous Professional Development plan	Approved Annual Continuous Professional Development plan	Approved annual continuous professional development plan	<ul style="list-style-type: none"> ■ Approved CPD training Plan ■ Communication to members of Staff on approved CPD training Plan 	Deputy Director, Human Resource Management	Annually	50,000
	Implement Mentoring and Coaching Policy	1. Review the Mentoring and Coaching Policy	<ul style="list-style-type: none"> ■ Reviewed and approved Policy 	Revised and approved policy	Approved Policy	Deputy Director, Human Resource Management	December 2022	15,000
		2. Identify and train Mentors and Coaches	<ul style="list-style-type: none"> ■ Number of Mentors and coaches trained and qualified ■ Time of training mentors and coaches 	5 mentors/ Coaches annually	Training Reports	Deputy Director, Human Resource Management	Annually	
				Within the first FY (2022/23)	<ul style="list-style-type: none"> ■ Training Attendance lists ■ Number of qualified mentors/coaches 			
		3. Design key tools for use to formalise mentorship and coaching practice at kasneb	<ul style="list-style-type: none"> ■ Approved Coaching/mentoring Tools 	Approved tools by December 2022	<ul style="list-style-type: none"> ■ Minutes approving the tools ■ Published Tools ■ Communication of the tools to staff 			
4. Run a mentorship / coaching awareness campaign	<ul style="list-style-type: none"> ■ Number of staff effectively Mentored 	3 Mentees/ Coachees per Mentor/ coach annually	Communication of the tools to staff					

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
		5. Measure impact of coaching and mentoring	<ul style="list-style-type: none"> Impact assessment reports 	Every Six (6) months. Reporting within 1 month after the period	<ul style="list-style-type: none"> Mentoring / coaching evaluation reports – Midterm and Final evaluation 			
	Implement succession management	1. Implement revised career progression guidelines	<ul style="list-style-type: none"> Compliance level to career progression guideline framework 	100% Compliance	Number of Staff/positions aligned to progression guidelines	Deputy Director, Human Resource Management	June 2023	25,000
		2. Develop and Implement succession management plans	<ul style="list-style-type: none"> Approved succession management plans 	June 2023	Continuity of Service and smooth flow of operations on exit of any staff			
	Output 3: High performance culture across all teams							
Objective 3: Improve corporate culture index from 69% in FY 2018/2019 to 74% by 2026/27	Define desired culture aligned to new corporate values to enhance the desired culture	1. Redefine kasneb values	<ul style="list-style-type: none"> Approved and adopted values Communication on new set of values 	Approved kasneb values Communicated values	Communication to staff on new values and desired culture	Deputy Director, Human Resource Management	Annually	5,000
		2. Implement Cross functional team assignments to promote group synergy	<ul style="list-style-type: none"> Number of team assignments initiated 	4 annually	<ul style="list-style-type: none"> Reports completed on team assignments Easy flow of key information Harmony of operations 			
		3. Undertake Team building initiatives to build group synergy	<ul style="list-style-type: none"> Number of Team building events /initiatives held 	1 annually	<ul style="list-style-type: none"> Team Building Reports filed 			
	Reinforce Positive and high-performance culture	4. Establish and implement recognition initiatives for high performance behaviour	<ul style="list-style-type: none"> Number of recognition initiatives established and implemented 	Five (5) Initiatives	<ul style="list-style-type: none"> Minutes of recognition ceremonies/events held/communicated Schedule of recognitions issued. 	Deputy Director, Human Resource Management	Annually	3,000

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
		5. Conduct Culture audits to track change	<ul style="list-style-type: none"> ■ Culture Audit Reports ■ Culture Index 	Biannual	<ul style="list-style-type: none"> ■ Filed culture audit reports 			
Objective 4: To enhance employee satisfaction, engagement and work environment score by 2026/27	To conduct a baseline survey on employee engagement	1. Design and commission an employee engagement survey	<ul style="list-style-type: none"> ■ Approved TOR 	Commissioned survey	<ul style="list-style-type: none"> ■ Approved TOR ■ Survey contract award 	Deputy Director, Human Resource Management	2023/2024 2026/2027	-
		2. Conduct the survey	<ul style="list-style-type: none"> ■ Survey Report 	Employee engagement survey report	<ul style="list-style-type: none"> ■ Survey Report ■ Approved implementation plan 		2023/2024 2026/2027	-
		3. Implement recommendations of the survey report	<ul style="list-style-type: none"> ■ Percentage of recommendations implemented 	100%	<ul style="list-style-type: none"> ■ Progress reports on the implementation of the recommendations 	Deputy Director, Human Resource Management	2024/2025 2026/2027	-
	Deploy employee well-being initiatives.	1. Maintain a well negotiated comprehensive medical cover for members of staff	<ul style="list-style-type: none"> ■ Comprehensive medical cover in place 	Zero days of medical cover lapse	<ul style="list-style-type: none"> ■ Signed medical cover policy documents ■ Communication to staff on renewal and availability of medical cover 	Deputy Director, Human Resource Management	Biennially	172,500 (In-patient and outpatient) 60,000 (Staff welfare incl. Car loan schemes but exclusive of mortgage)
		2. Deploy Staff wellness and Employee Assistance Programmes/ initiatives (psychosocial support)	<ul style="list-style-type: none"> ■ Number of Employee Assistance Programmes in place ■ Number of Staff utilising the services ■ Staff Welfare Programmes in place. 	5 Programmes <ul style="list-style-type: none"> ■ Staff Counselling services ■ Mental health Programme ■ Sick off / Leave ■ Staff Benevolent Services ■ Staff Health Club Programme 	<ul style="list-style-type: none"> ■ Employee satisfaction index. ■ Work environment index ■ Retention/ Turnover indices ■ Reduced absenteeism 	Deputy Director, Human Resource Management	Annually	-

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000	
		3. Promote mental health and well-being by providing initiatives for prevention, care, treatment and rehabilitation	■ Number of mental health initiatives in place	Mental health program on prevention and care	■ Uptake of preventive and after care service	Deputy Director, Human Resource Management	Annually	-	
		4. Undertake employee satisfaction and work environment surveys	Number of Surveys Conducted	One formal survey every two years	■ Contracts signed for conducting the surveys ■ Survey tools used ■ Surveys reports	Deputy Director, Human Resource Management		7,500	
					Attain an Employee Satisfaction Index of at least 80% by FY 2026/27			Annually	
					Attain a work environment index of at least 80% by FY 2026/27			Biennially	7,500
					Percentage of recommendations implemented			100%	Deputy Director, Human Resource Management
			5. Implement policy guidelines on remote work	Level of compliance with policy provisions	Productivity Index of at least 75%	Productivity report		Quarterly	15,000
Provide a safe and secure work environment			1. Conduct OSH Audit and fire preparedness Assessment	No. of Audits conducted	One Annually (5 audits by 2026/27)	OSH Audit Report	Deputy Director, Administration and Property Management	Annually	750

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
		2. Implement OSH Audit and fire preparedness Assessment recommendations	Percentage of recommendations implemented	100%	Progress reports on implementation		June 2023	5,000
		3. Maintain a conducive work environment	Work environment index	80% index	Work environment report		June 2023	40,000
		4. Undertake office design, partition, fit-out and reallocation	Partitioned offices	Fully partitioned, redesigned and reallocated offices	Office design, fit-out and reallocation report			
	Undertake Diversity Mainstreaming Initiatives	1. Develop annual work plans for mainstreaming activities	Approved plan	Approved annual work plans for mainstreaming activities	■ Implementation reports for approved annual work plans for mainstreaming activities	Deputy Director, Human Resource Management	Annually	12,500
		2. Sensitise members of staff on related diversity policy areas	No. of sensitizations conducted No of staff sensitised	Annual Programmes	Sensitization Reports Attendance registers for sensitization forums	Deputy Director, Human Resource Management	Annually	10,000
Output 4: Increased productivity								
Objective 5: To Embrace result-based staff performance management practices	Define and communicate organisational goals /performance objectives	Cascade organisational goals to individual targets	Individual performance targets	Individual staff performance targets	Performance appraisal reports	Deputy Director, Human Resource Management	Annually	1,250
	Measure/ evaluate performance against set targets	Undertake staff appraisal through the ERP	Number of Staff appraised	All staff appraised	Staff Performance Appraisal Reports		Semi-annually	Nil

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity

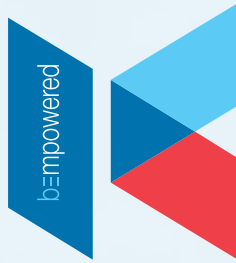
Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
	Identify the needs of various generations in the workplace to develop programmes to enhance performance	<ul style="list-style-type: none"> Develop concept paper Generate targeted activities 	Number of prescribed programmes in place	Programmes to address identified workplace generational needs	Level of satisfaction for the various generations given staff satisfaction survey		Biennially- (Aligned to staff satisfaction survey)	10,000
	Reward and recognise exceptional performance	Implement reward and recognition in line with Performance Management Framework	Number of staff	All staff	<ul style="list-style-type: none"> Annual rewards reports 		Annually	15,000
Objective 6: To Review and improve the Remuneration and Benefits Structure	Expand Salary bands by at least six (6) points	Expand salary bands for all job grades	Approved expanded salary bands	6 bands	<ul style="list-style-type: none"> Approved salary bands 	Deputy Director, Human Resource Management	December 2023	25,000
		Review and Implement honoraria payments for all examination agents	Revised honoraria rates	Approved honoraria rates	Approved rates		July 2024	5,000
	Re-categorisation of kasneb by SCAC	Engage SCAC, SRC and National Treasury to consider re-categorisation of kasneb to Executive Agency category	Revised categorisation under Executive Agency category	Approved re- categorisation of kasneb	SCAC and SRC Circular	Deputy Director, Human Resource Management	December 2024	1,500
	Maintain Staff Retention Strategies	Increase employee compensation and rewards streams	Number of new compensation streams created	10 (2 per annum)	New compensation streams	Deputy Director, Human Resource Management	Annually December 2024	10,000

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
		Enhance management of Staff pension and benefits schemes	Optimised returns	Annually	Return On Investments (ROI) Statements		Annually	10,000
			Timely remittance of contributions	Three months in advance	Real Time Gross Settlement (RTGS) balances			
			Timely payments of benefits	1 month upon retirement	Discharge voucher			
			Timely access to pension-backed mortgage	90 days	RTGS			
		Institute and operationalise post-retirement medical scheme	Implementation of post-retirement medical scheme	Approved post-retirement medical scheme	Implementation report	December 2023	50,000	
Objective 7: Effective and efficient provision of Administration and asset management services	Effectively manage outsourced services	Identify services to be outsourced	Implemented outsourced services	Identified outsourced services	Implementation report	Deputy Director, Administration and Property Management	December 2023	15,000
		Competitively source for service providers	No. of sourced service providers	Peripheral services for maintenance of subsystems and fixtures	ToRs/Engagement Contracts		Annually	10,000
		Appraise and provide feedback on service delivery	No. of appraisals done	100%	Appraisal reports		Annually	-
	Effective Management of Investment Property and Leases	Coordinate property management & maintenance	SLA Automated Facility Management System	Coordinated property management and maintenance	Property Management Reports	Deputy Director, Administration and Property Management	Quarterly	18,000
Ensure full occupancy of lettable space			% occupancy of lettable space	Full occupancy of rental space	Occupancy records		2026/2027	

Learning and Growth Perspective – Staff Engagement & Enhanced Productivity

Strategic objective	Strategies	Activities	Implementation indicators (KPIs)	Target	Means of Verification	Responsibility	Time Frame	Budget Ksh'000
		Rent collection	Rent collection statements	Zero rent arrears	Rent collected Commission on rent collection by Property Manager		Monthly	10,000
		Service Charge Maintenance	Timely payment of Utilities	All utilities Paid for	Service Charge Schedules/Reports		Annually	10,000
		Monitor lease agreements	Compliance level	100% compliance	Lease Agreements in place		Annually	-
		Repairs and maintenance of motor vehicles, general fittings, furniture/related assets	Service levels attained	On need basis -Monthly	Repairs and maintenance Schedule-Quarterly	Deputy Director, Administration and Property Management	Annually	25,000
	Enhance assets management and maintain asset records	Develop asset management policy	Approved policy	Approved asset management policy	Approved policy	Deputy Director, Administration and Property Management	December 2022	450
		Implement the policy	Level of implementation	100% implementation	Implementation reports		Quarterly	5,000
		Monitor implementation of the policy	Level of adherence to policy	100% adherence	Monitoring report		Quarterly	-
	Maintain Accurate records and Archives Management	Review document management policy	Reviewed policy	Approved document management policy	Approved document management policy	Deputy Director, Administration and Property Management	December 2022	-
		Implement the reviewed policy	Approved policy	Implement policy	Implementation reports		Annually	-
		Digitization of physical records	Digitalisation Proposal	Approved digitalisation proposal	Digitised record Implementation reports		December 2024	10,000
		Monitor implementation of the policy	Level of implementation	Monitoring reports	Monitoring and implementation reports		Annually	-



kasneb

**CORPORATE
STRATEGIC PLAN**

2022 -2027

CHAPTER FIVE

INSTITUTIONAL STRUCTURE

CHAPTER FIVE

INSTITUTIONAL STRUCTURE

5.0 Overview

This chapter presents the institutional structure of *kasneb* that will facilitate effective and efficient execution of the strategic plan for the plan period 2022/2023 – 2026/2027.

The Management of *kasneb* is vested in the Board of Directors who provide policy direction and oversight while the day to day operations are delegated to the Secretary/Chief Executive Officer.

5.1 The Board and Board Committees

5.1.1 The Board

Kasneb Board is responsible for the following:

- i. Setting the strategic direction in order to ensure the achievement of objectives and fulfilment of the mandate as established by Law.
- ii. Formulating policy for the good governance and management of the organisation.
- iii. Guiding the Chief Executive Officer on effective leadership of the organisation.
- iv. Ensuring the welfare of staff and security of the assets and resources of the organisation.

5.1.2 Committees of the Board

The Board functions through four (4) Committees which have been aligned with the provisions of Mwongozo: The Code of Governance for state corporations. The Committees and their terms of reference are as follows:

(a) Examinations Committee

- i. Developing syllabuses to comply with the generally accepted international standards.
- ii. Developing strategies for effective and efficient management of examinations.
- iii. Receiving and considering examiners' reports and approving the release of results.
- iv. Advising the Board on matters incidental to good strategies for administration of examinations.
- v. Accrediting training institutions offering tuition for the examinations of *kasneb*
- vi. Remaining attentive to market needs and incorporating the needs in the planning process.
- vii. Promoting research and innovation.
- viii. Carrying out other duties as may be assigned by the Board.

The Examinations Committee has an Examinations Technical Sub-Committee which deals with syllabuses and other technical examinations matters from time to time.

(b) Finance and General Purposes Committee

- i. Developing and overseeing finance and investment matters.
- ii. Developing and overseeing human capital and administration matters.
- iii. Overseeing budget and procurement matters.
- iv. Developing and overseeing Information Communication Technology (ICT) matters.
- v. Carrying out other duties as may be assigned by the Board.

(c) Planning and Business Development Committee

- i. Formulating and overseeing the implementation of the business development policy.
- ii. Overseeing the development of the CSP and operational plans.
- iii. Monitoring the implementation of the CSP.
- iv. Overseeing the performance contracting process.
- v. Monitoring the implementation of the ISO quality management system.
- vi. Advising the Board on topical and potential business growth opportunities.
- vii. Advising committees on issues incidental to their respective mandates.
- viii. Carrying out other duties as may be allocated by the Board.

(d) Audit and Risk Committee

- i. Evaluating the adequacy of management procedures with regard to issues relating to risk management, control and governance and particularly with respect to input risk, process risk and output risk.
- ii. Reviewing and approving the audit charter where applicable and the internal audit annual work plans.
- iii. Reviewing the internal and external audit findings and recommendations and proposing corrective and preventive action where necessary.
- iv. Reviewing the systems established to ensure sound public financial management and internal controls, as well as compliance with policies, laws, regulations, procedures, plans and ethics.
- v. Initiating special audit/investigation on any allegations, concerns and complaints regarding corruption, lack of accountability and transparency in consultation with the Chief Executive Officer.
- vi. Carrying out any other duties as may be allocated by the Board.

In addition to the above committees, ad-hoc committees and task forces may be appointed for specific pur-

poses as need arises and dissolved or wound up after the achievement of the purpose for which they were established.

5.2 Management Structure

Kasneb is organised into (9) Directorates directly reporting to the Secretary/CEO as indicated below;

- i. Corporation Secretary and Legal Services Directorate
- ii. Curriculum Research and Development Directorate
- iii. Test Development Directorate
- iv. Examination Administration and Processing Directorate
- v. Quality Assurance and Accreditation Directorate
- vi. Strategy and Planning Directorate
- vii. Corporate Services Directorate
- viii. Supply Chain Management Directorate
- ix. Internal Audit and Risk Assurance Directorate

5.2.1 The Chief Executive Officer

The Chief Executive Officer is responsible to the Board for:

- i. Providing effective leadership for the realisation of the vision and mission.
- ii. Implementing the strategic plans.
- iii. Implementing the Board's policies.
- iv. Effective governance and management of the operations of *kasneb*.
- v. Legal and compliance matters.
- vi. Corporate communication.

The following Directorates report directly to the Chief Executive Officer (CEO):

a) Corporation Secretary and Legal Services Directorate

The mandate of this Directorate is to provide the Board with Secretariat services as per Mwongozo: The Code of

Governance for State Corporations; and advice on legal and compliance matters.

The directorate comprises the following Division and Unit:

- (i) Legal Services Division
- (ii) Board Secretarial Unit

b) Curriculum Research and Development Directorate

The mandate of the Directorate of Curriculum Research and Development is derived from Section 17 (1)(a), (b) and (f) of the Accountants Act, No. 15 of 2008 which requires the Examinations Board to prepare syllabuses for accountancy, corporate secretarial and related disciplines, to promote and carry out research and to promote the publication of books and other materials relevant to the examinations of the Board.

The Directorate comprises the following two (2) Divisions:

- (i) Curriculum Research and Standards
- (ii) Curriculum Development

c) Test Development Directorate

The mandate of the Directorate of Test Development is derived from Section 17 (1)(c) of the Accountants Act, No 15 of 2008 which requires the Examinations Board to arrange and conduct examinations and issue certificates to candidates who have satisfied examination requirements. The Directorate will be responsible for developing examinations aligned to the curriculum.

The Directorate comprises the following four (4) Divisions:

- (i) Accountancy Examinations
- (ii) Corporate Secretarial Examinations
- (iii) Investment and Financial Analysis Examinations
- (iv) Other Business Related Examinations

d) Examination Administration and Processing Directorate

The mandate of the Directorate of Examination Administration and Processing is derived from Section 17 (1) (b), (c) and (e) of the Accountants Act, No 15 of 2008 which requires the Examinations Board to make rules with respect to examinations, arrange and conduct examinations and issue certificates to candidates who have satisfied examination requirements, and to investigate and determine cases involving indiscipline by students registered with the Examinations Board.

The Directorate comprises the following three (3) Divisions:

- (i) Examinations Administration
- (ii) Examinations Processing
- (iii) Information, Communication and Technology

e) Quality Assurance and Accreditation Directorate

The Directorate is established pursuant to the Accountants Act, No. 15, 2008, Section 17 (a) and (h) and is responsible for Quality Assurance of examination processes and activities and coordination of the Accreditation of training institutions.

The Directorate comprises the following two (2) Divisions:

- (i) Quality Assurance
- (ii) Accreditation

f) Strategy and Planning Directorate

The Directorate is established pursuant to the provisions of the performance contracting regulations, 2004 and is responsible for; conducting research, development and implementation of the Corporate Strategic Plan, Performance Monitoring and Evaluation, Quality Management System, Risk Management, Corporate Research, Innovation and Consultancy.

The Directorate comprises the following three (3) Divisions:

- (i) Planning and Performance Management
- (ii) Quality Management System and Risk Management Coordination
- (iii) Corporate Research, Innovation and Consultancy

g) Corporate Services Directorate

The mandate of the Corporate Services Department is to provide Strategic leadership in Finance and Accounts, Human Resource Management, Administration and Property Management, Marketing and Communications functions.

The Directorate comprises the following four (4) Divisions:

- (i) Finance
- (ii) Human Resource Management
- (iii) Administration and Property Management
- (iv) Marketing and Communication

h) Supply Chain Management Directorate

The mandate of the Directorate is derived from the provisions of the Public Procurement and Asset Disposal

Act, No. 33 of 2015, the Public Procurement and Asset Disposal Regulations, 2020 and is responsible for procurement of goods, works and services, inventory management and asset disposal.

The Directorate comprises the following three (3) Divisions:

- (i) Procurement and Disposal
- (ii) Inventory Management and Logistics
- (iii) Compliance and Reporting

i) Internal Audit and Risk Assurance Directorate

The mandate of the Directorate is derived from the provisions of Public Finance Management Act, 2012 and responsible for providing assurance on internal control systems, risks and other governance structures.

The Directorate comprises the following two (2) Divisions:

- (i) Process Audit
- (ii) Risk Assurance and Forensic Audit

5.3 kasneb Organisation Structure

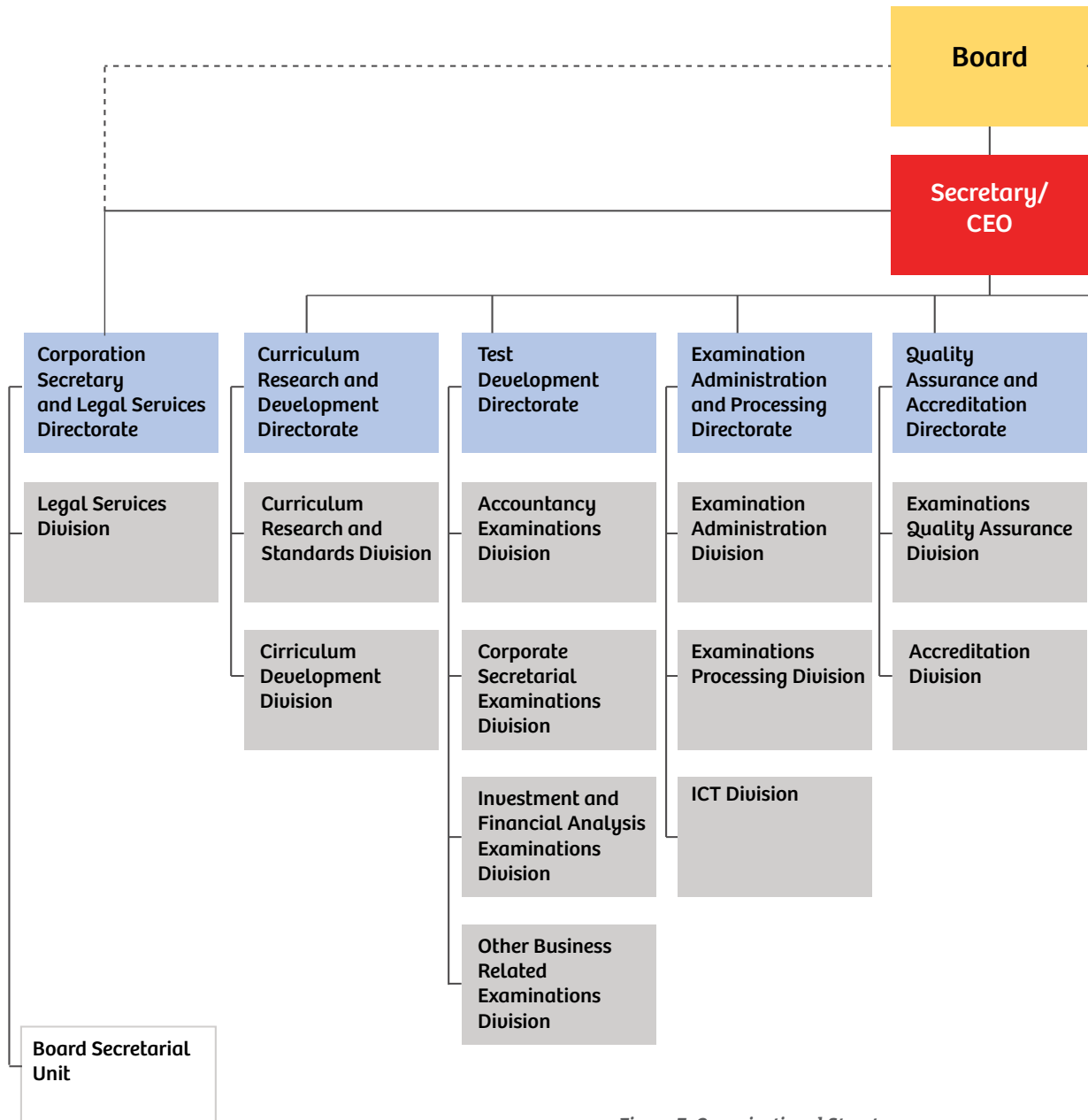
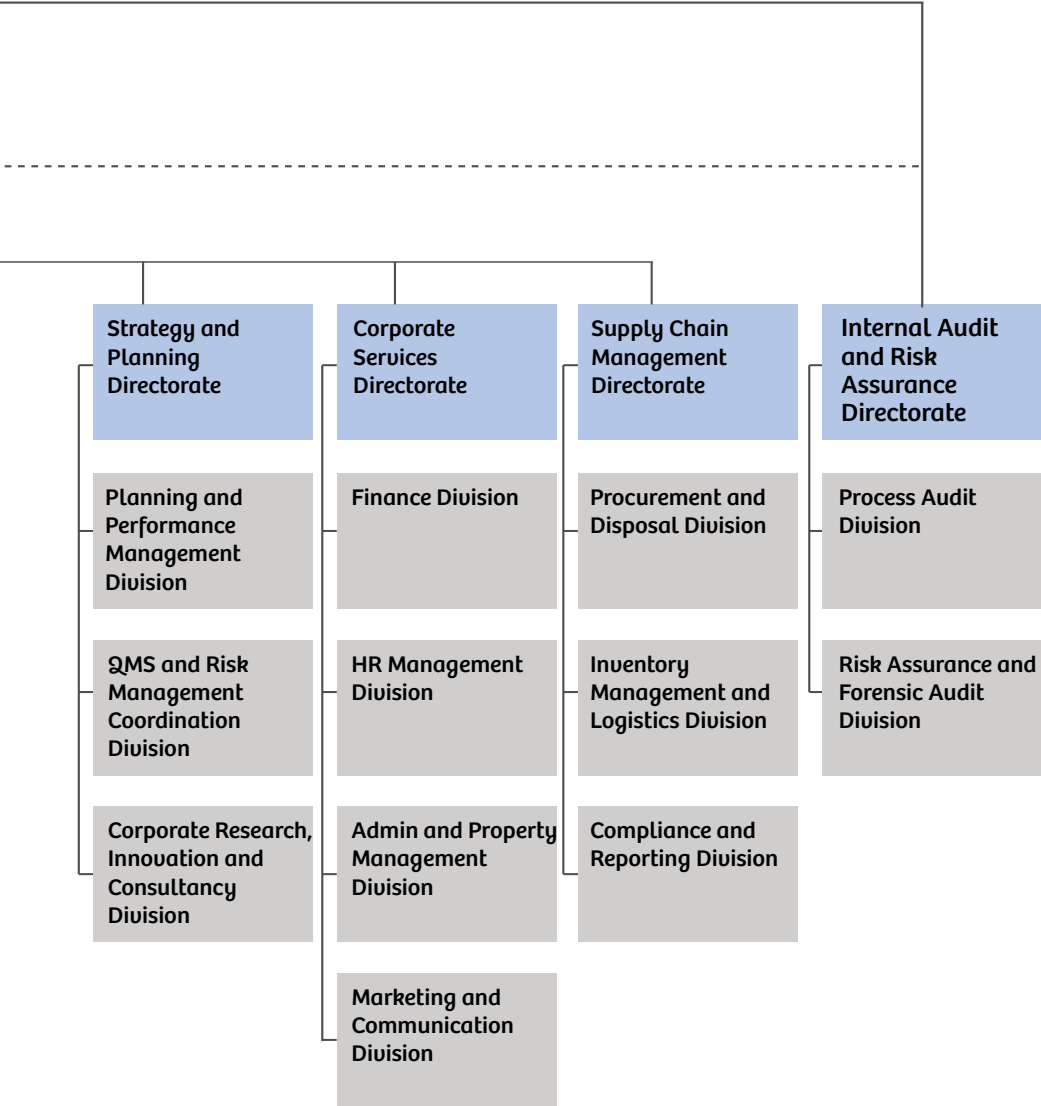


Figure 7: Organisational Structure



5.4 Staff establishment

Adequate staffing levels will be maintained and the effectiveness of staff enhanced through performance management, motivation, training and continuous professional development. Where necessary, non-core functions will be considered for outsourcing. The optimal staff requirements will be evaluated against the backdrop of re-engineered business processes and implementation of ERP. Table 15 shows the current authorised establishment following the implementation of the revised Human Resource Instruments effective 1 July 2022.

Table 15: Staff establishment

S/No.	Designation	Job Level	Authorised Establishment	Staff In-Post	Variance
1.	Secretary/ Chief Executive officer	1	1	1	0
2.	Director	2	9	1	8
3.	Deputy Director	3	18	8	10
4.	Principal Officer	4	22	7	15
5.	Senior Officer	5	22	15	7
6.	Officer/ Principal Assistant Officer	6	24	23	1
7.	Senior Assistant Officer/ Principal Driver	7	9	16	-7
8.	Assistant Officer/ Senior Driver	8	9	7	2
9.	Senior Office Assistant/ Driver	9	3	4	-1
10.	Office Assistant	10	1	13	-12
	Total		118	95	23



kasneb

**CORPORATE
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CHAPTER SIX

MONITORING, EVALUATION AND LEARNING FRAMEWORK

CHAPTER SIX

MONITORING, EVALUATION AND LEARNING FRAMEWORK

6.0 Overview

To attain the targets that *kasneb* has set, various strategies will be implemented as envisaged in the implementation matrix. Successful implementation of the plan requires sourcing and deploying requisite resources and putting in place an adequate monitoring, evaluation and learning (MEL) framework among others. This chapter provides a brief on how *kasneb* will monitor, evaluate and learn from the progress of strategy implementation as well as the risk management framework for *kasneb*.

6.1 Monitoring Implementation of the Strategic Plan

Kasneb will coordinate the monitoring of strategy implementation through the Strategy and Planning Directorate. The following monitoring, evaluation and learning (MEL) framework will be put in place to ensure successful implementation of the strategic plan:

- 1) Cascade the strategic plan into annual work plans and budgets which will be further cascaded to the Directorates, Divisions and individual members of staff.
- 2) The Strategy and Planning Directorate will coordinate implementation of the strategic plan and programmes thereof.
- 3) All Directorates will hold monthly meetings to review the status of the strategic plan implement-

tation as it relates to their respective functional areas.

- 4) The Strategy and Planning Directorate will report quarterly to the Board on the progress of the strategic plan implementation.
- 5) The strategic plan will be reviewed annually to ensure that necessary changes in the objectives, strategies and activities among others (informed by new information regarding developments at *kasneb* or the environment) are incorporated.
- 6) A mid-term review of the Corporate Strategic Plan (2022-2027) will be undertaken in the financial year 2024/2025 to assess the extent to which planned results are on target and any areas that may require improvement.
- 7) A summative review of the implementation of the CSP (2022-2027) will be undertaken to assess the progress and achievement of the proposed outcomes and their impact.

6.2 Corporate Key Performance Indicators for The Plan Period 2022/2023 – 2026/2027

In implementing the strategic plan, the following Key Performance Indicators (KPIs) will provide the basis of monitoring and measuring progress towards achievement of the objectives set out for the plan period.

MONITORING, EVALUATION AND LEARNING FRAMEWORK

Table 16: Key Performance Indicators (KPIs) for the Corporate Strategic Plan 2022 – 2027

S/ No.	KPI	Unit	2020/2021 (Baseline)	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027
Financial perspective								
1.	Total Revenue	Sh. (Mil- lion)	602.9	840.8	896.5	974.5	1,060.2	1,154.4
2.	Net surplus	Sh. (Mil- lion)	(13.8)	46.2	23.7	53.1	61.1	71.4
3.	Costs/Revenue	%	98	88.4	91.8	89.5	89.9	90.1
4.	Staff costs/Revenue	%	60	51.6	50.9	48.7	48.6	47.5
5.	Time taken to pay service providers	Working Days	10	10	10	10	10	10
6.	Budget absorption rate	%	91.5	95	95	95	98	98
7.	Pending Bills	%	<1%	<1%	<1%	<1%	<1%	<1%
8.	Current Ratio	Ratio	3:1	3:1	3:1	4:1	4:1	5:1
Customer perspective								
9.	New student registration	No.	11,850	13,035	14,990	17,238	19,824	22,798
10.	Number of candidates	No.	65,747	72,322	79,554	87,510	96,260	105,887
11.	Time taken to resolve customer complaints	Days	4	4	3	3	2	2
12.	Customer satisfaction Index	%	82	82	84	84	85	85
13.	Net Promoter Score	%	86	86	88	88	90	90
14.	Brand awareness index	%	83	83	84	84	85	85
Internal Business Processes Perspective								
15.	Fully accredited training institutions	No.	66	85	105	125	140	150
16.	Time taken to issue certificates	Months	4	4	3	3	2	2
17.	Time taken to release examination results	Days	30	28	26	24	22	20
18.	Internet bandwidth	Mbps	40	60	70	80	90	100
19.	Time taken to resolve reported ICT Incidences	Days	2	2	2	2	2	2
20.	ERP systems uptime	%	90	100	100	100	100	100

S/ No.	KPI	Unit	2020/2021 (Baseline)	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027
21.	Automation index	%	69	69	70	70	75	75
22.	Preference and reservation index (AGPO)	%	30	30	30	30	30	30
23.	Preference and reservation index (Local Content)	%	40	40	40	40	40	40
24.	Supplier performance	%	80	85	90	95	100	100
25.	Procurement Lead time	Days	60	58	56	54	52	50
26.	Performance contracting score	Score	2.93	<3.0000	<3.0000	<3.0000	<3.0000	<3.0000
27.	Implementation of CSP Activities	%	82	85	89	94	98	100
Learning and Growth Perspective								
28.	Staffing gaps	%	17	12	10	8	6	6
29.	Staff competency index	%	85	85	87	87	90	90
30.	Corporate Culture Index	%	69	69	71	71	74	74
31.	Employee satisfaction index	%	74	74	77	77	80	80
32.	Work environment index	%	75	75	77	77	80	80
33.	Staff engagement Index	%	-	-	78	78	80	80
34.	<i>kasneb</i> II occupancy rate	%	65%	70%	75%	80%	85%	100%

6.3 Budget

6.3.1 Income and Expenditure Projections for FY 2022/2023 – 2026/2027

Table 17: Income and Expenditure Projections for FY 2022/2023 – 2026/2027

Financial Year	Amount in Kshs. '000'				
	2022/23	2023/24	2024/25	2025/26	2026/27
Total Income	840,700	896,462	974,508	1,060,219	1,154,369
Total Recurrent Expenditure	743,350	822,800	872,450	953,055	1,039,655
Total Capital Budget	130,100	94,500	76,500	29,100	26,000
Gross Expenditure	873,450	917,300	948,950	982,155	1,066,655
Allow for 10% Contingencies	87,345	91,730	94,895	98,216	106,566
Total Expenditure	960,795	1,009,030	1,043,845	1,080,371	1,172,231

MONITORING, EVALUATION AND LEARNING FRAMEWORK

6.3.2 Cash Flow Projections for FY 2022/2023 – 2026/2027

Table 18: Cash Flow Projections for FY 2022/2023 – 2026/2027

Particulars	Amount in Kshs. '000'				
	2022/23	2023/24	2024/25	2025/26	2026/27
Opening Balance	700,000	549,905	407,337	308,000	257,848
Revenue receipts	840,700	896,462	974,508	1,060,219	1,154,369
Cash available	1,540,700	1,446,367	1,381,845	1,368,219	1,412,217
Total Expenditure	960,795	1,009,030	1,043,845	1,080,371	1,172,231
Staff Mortgage and advances	30,000	30,000	30,000	30,000	30,000
Closing balance	549,905	407,337	308,000	257,848	209,986

6.3.3 Key Strategic Assumptions for the Plan Period

The financial projections for the plan period take into account the objectives in the Corporate Strategic Plan (2022–2027) and the need to adopt a new business model that is adaptive and flexible in light of the dynamic environment. The main assumptions and key economic parameters that have been considered in preparing the projections for the financial year 2022/2023–2026/2027 are as follows:

- The economic growth rate over the period will average 6%.
- The inflation rate will remain relatively stable during this period at an average of 5%.
- There will be a steady growth in income from operations of 10% annually.
- There will be a steady growth in net surplus of 12% annually.
- The number of students will grow at the rate of approximately 10% per annum, while the candidature will grow by 8% per annum during the plan period.
- The investment of surplus funds in Treasury bills will attract an average interest rate of between 7% and 8% while the average interest rate on Treasury bonds will be 12%.
- 65% of the office space earmarked to be leased out in *kasneb* Towers II will be occupied during the financial year 2022/2023 and occupancy levels shall incrementally increase by an average of 12% annually. The occupancy levels by 2026/2027 will be over 85%.
- Impacts of Covid-19 pandemic will continue to be felt at least for the next five years hence the reserved income growth projections.
- The Enterprise Resource Planning (ERP) system will be fully implemented.
- E-learning resources and study packs will be available to the students through the Research and Innovation Centre on subscription basis.
- The short-term qualifications mainly at the vocational level and the post professional qualifications that were recently introduced to the product portfolio will be implemented, benefit of which will be realised from the 2022/2023 financial year.

6.3.4 Resource Mobilisation

Resource mobilisation refers to all activities involved in securing new and additional resources for *kasneb*. During the plan period, a resource mobilisation strate-

gy will be developed and implemented which will lead to creative efforts in using our own assets to grow income and expand the resource base. This will enhance the financial sustainability of the organisation.

6.4 Flagship Projects

Cross functional Project Implementation Teams (PIT) will be appointed to ensure successful implementation of the flagship projects identified below:

1. Digitalisation of *kasneb* operations.
2. Upgrading of the Primary Data Centre (Tier II data centre).
3. Operationalisation of the Customer Experience Centre.
4. Biometric registration and identification of students.
5. Rolling out of Computer Based Examinations (CBE) for all qualifications.
6. Establishment of twenty (20) Centres of Excellence (CoEs).
7. Development and publishing of Study Packs for all qualifications.
8. Operationalisation of the Research, Innovation and Consultancy Function.



kasneb

**CORPORATE
STRATEGIC PLAN**

2022 -2027



CHAPTER SEVEN

RISK MANAGEMENT FRAMEWORK

CHAPTER SEVEN

RISK MANAGEMENT FRAMEWORK

7.0 Overview

kasneb has developed a risk management policy and framework to guide the risk management processes within the organisation and to support the achievement of the Mandate, Vision, Mission and Strategic Pillars set out in this strategic plan. This is in line with the Public Finance Management Act 2012; Public Finance Management (National Government) Regulations, 2015 and Mwongozo (the code of governance for state corporations). Successful implementation of the risk management framework will entail integration of risks and opportunities management in every aspect of the *kasneb* operations and will ensure:

- (i) Alignment of *kasneb*'s strategy to its risk appetite
- (ii) Enhancement and optimization of risk response decisions.
- (iii) Seizing and seeking opportunities.
- (iv) Reduction of operational surprises and losses.
- (v) Timely identification and management of multiple and cross-functional risks.
- (vi) Improvement of deployment of Organisational resources.

7.1 Risk Management Process

The risk management process has been designed to ensure that risk management decisions are based on a robust approach; assessments are conducted consistently and a common risk language is used and understood across the organisation. This is aimed at ensuring that risks and opportunities are identified and reported as a

basis for decision making, resource allocation and accountability at all relevant levels.

The Board is responsible for setting the risk appetite and determining the nature and extent of the significant risks. The setting of the risk appetite shall enable the Board and Management to:

- (i) Better understand the organisation's Mandate, Vision and Mission and be able to prioritise the strategic goals.
- (ii) Guide in decision making when faced with a situation where it is necessary to trade off one objective for the achievement of another.
- (iii) Identify objectives that are in areas that exhibit risks that *kasneb* has the capacity to manage and those that are not.
- (iv) Set risk/performance tolerance for each strategic objective to enable the Board and Management to identify at an early stage, events that may impact adversely on the achievement of these objectives and ultimately the related strategic goal. This will also ensure over or under risk management is avoided.

7.2 Risk Response

The risk response entails developing strategies for responding to the identified risk events. Risk responses should manage the events to be within the acceptable risk tolerance set by the Board and Management. Risk treatment shall involve implementation of policies and procedures approved by Management and adopted by the Board falling within the following broad areas:

- (i) Reduction: action shall be taken to reduce the

events' likelihood or impact, or both.

- (ii) Sharing: action shall be taken to reduce risk likelihood or impact by transferring or otherwise sharing a portion of the risk with a third (3rd) party. This shall involve activities such as but not limited to insurance, outsourcing and co-sourcing.
- (iii) Acceptance: this shall involve acceptance of the potential benefit of gain, or burden of loss, from a particular event.
- (iv) Avoidance: an informed decision shall be made not to be involved in, or to withdraw from an activity in order not to be exposed to a particular event.

During the plan period, *kasneb* will continuously devise strategies to exploit identified opportunities and create value.

7.3 Risks and Opportunities Registers

Risks and opportunities registers shall be maintained to document, manage, monitor, review and update strategic and operational risk information. The CEO shall ensure an updated strategic risks and opportunities register is maintained for all events that have an impact on the achievement of the Corporate Strategic Plan while the Heads of the respective Directorates shall ensure an updated operational risks and opportunities register is maintained for their respective functions.

7.4 Risks and Opportunities Monitoring and Reporting

The Risk Management Committee comprising the Heads of the respective Directorates and chaired by the CEO shall hold quarterly meetings where they shall report progress on the actions already taken or being taken to manage the risks and opportunities. Risks that are beyond the control of Management shall be consolidated and reported to the Board through the Audit and Risk Committee.

On a quarterly basis, the CEO shall present to the Audit and Risk Committee a report which shall detail how the top (no more than 10) strategic risks and opportunities were being managed and any changes thereto. This will also involve highlighting the risks and opportunities that were beyond Management's control and suggested management strategies. The following is the summary of the key risks that are likely to impact the implementation of the strategic plan:

No.	Risk Event	General risk response
1.	Inadequate and ineffective ICT systems to support <i>kasneb</i> programs.	Reduce/Share
2.	Inadequate human capital both in number and skills.	Reduce/Share
3.	Inability to build a consistent and credible customer experience.	Reduce
4.	Inadequate financial resources to sustain operations.	Reduce
5.	Inability to repair and restore brand and reputation of <i>kasneb</i> .	Reduce
6.	Inadequate security and Integrity of examinations.	Reduce
7.	Inadequate disaster preparedness.	Reduce/Share/Transfer
8.	Cybersecurity risk.	Reduce/Transfer

7.5 Business Continuity and Disaster Recovery

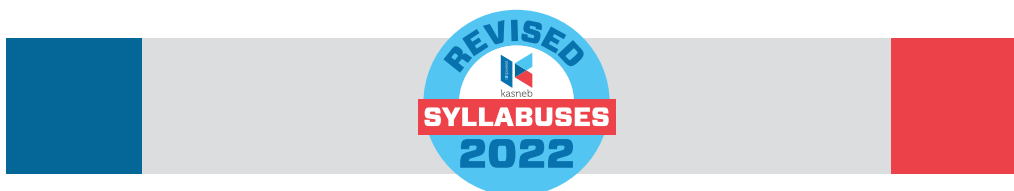
The successful implementation of the strategic plan would require a robust business continuity and disaster recovery plan. The outbreak of the COVID-19 pandemic which disrupted the operating environment of *kasneb* made it even more urgent to have a working business continuity management. *kasneb* has developed a business continuity plan taking into consideration the outbreak of pandemics, epidemics and other disruptors. Alternative working arrangements have been factored into the plan to ensure continuity of business in case of a disruption.



Diploma Qualifications

Minimum entry requirement - KCSE mean grade C- (C Minus)

Enhance your professional skills with the revamped kasneb qualifications.



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