

2022

Knowledge Management and Learning Framework

TECHNICAL EDUCATION, VOCATIONAL & ENTREPRENEURSHIP TRAINING AUTHORITY

TABLE OF CONTENTS

1.0. INTRODUCTION.....	3
2.0. The Knowledge Management Framework (KMF)	3
2.1. TEVETA’s KML Vision.....	5
2.2. Goals of KM.....	5
2.3. Objectives of the Knowledge Management and Learning Framework	5
2.4. Benefits from Knowledge Management and Learning Framework.....	5
3.1. Types of Knowledge.....	6
3.2. Knowledge Components.....	6
3.3. Knowledge Value Creation.....	7
3.4. TEVETA’s Explicit and Tacit Knowledge Types	8
4.0. Data Mining.....	9
5.0. Data Capturing.....	10
5.1. TEVETA’s Data Inventory	10
5.2. TEVETA’s Data Classification	11
5.3. Data Processing (Knowledge Value Discovery).....	12
6.0. TEVETA’s Statistical Information.....	17
7.0. Data Processing: From Data to Knowledge.....	20
7.1. TEVETA Data Processing.....	21
8.0. Knowledge Management System Repository Process	22
8.1. Data to Knowledge Transformation Processing Examinationple:	23
9.0. TEVETA KM Coordination	26
10.0. Establishing TEVETA’s KM Baseline	27
11.0. Monitoring, Review and Reporting.....	27
11.1. KM Evaluation Metrics.....	28
12.0. Key Performance Indicators (KPIs).....	29
12.1. Classes of KM Indicators	29
12.2. General Indicators for TEVETA’s Knowledge Transfer.....	30
14.0. KM Budget	36
Measuring cost	36

List of Figures

Figure 1: APOC's Knowledge Management Program Framework	4
Figure 2: The Knowledge Value Chain	6
Figure 3: Knowledge Components	6
Figure 4: The Knowledge Value Chain	7
Figure 5: Processing Data into Knowledge	20
Figure 6: TEVETA Data Processing	21
Figure 7: Knowledge Management System Repository Process ...	Error! Bookmark not defined.

List of Tables

Table 1: Knowledge Management and Learning Components	7
Table 2: TEVETA's Explicit and Tacit Knowledge Types	8
Table 3: TEVETA's Data Inventory	11
Table 4: TEVETA's Data Classification	12
Table 5: TEVETA's Knowledge Value Discovery	16
Table 6: TEVETA's Statistical Information	20
Table 7: Data to Knowledge Transformation Process	25
Table 8: Source: Jackson (2019)	27
Table 9 The four quadrants of measurement enhancing the framework of Deking (2002)	28
Table 10 Classes of Indicators (North et. al.)	29
Table 11: Objective One KPI	31
Table 12: Objective Two KPI	31
Table 13: Objective Three KPI	33
Table 14: Objective Four KPI	34
Table 15: Objective Five KPI	35
Table 16: Objective Six KPI	35
Table 17: Cost of Measuring KMF	36

1.0.INTRODUCTION

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is a statutory body whose mandate stems from the Technical Education, Vocational and Entrepreneurship Training (TEVET) Act No.13 of 1998 as amended by TEVET Act No. 11 of 2005 to regulate, coordinate and monitor TEVET in Zambia. To realize its vision of becoming “a dynamic, credible and reliable regulator for technical education, vocational and entrepreneurship training,” TEVETA has focused on three key thematic areas;

- i) *Operational Excellence:* For effective and efficient service delivery.
- ii) *Stakeholder Collaboration:* For effective programme implementation resulting in satisfied stakeholders.
- iii) *TEVET Regulatory Service Excellence:* For an adequate and skilled labour force.

Through the Strategic Plan (2021-2026), TEVETA has committed itself to scale up on quality assurance, enhancing implementation, accreditation and sensitisation on key deliverables, reviewing standards, strategies, processes, and key operational areas, as well as developing capacities, systems and programmes to ensure the achievement of overall goals and objectives. At the core of these commitments is Knowledge Management and Learning (KML) - the deliberate process of defining, structuring, retaining, and sharing knowledge and/or organisational expertise to facilitate the efficient and effective realization of the Authority’s goals.

A Knowledge Management Framework (KMF) is a structure designed to help TEVETA map, create, distribute, scale, and optimize its knowledge and knowledge resources. This knowledge ranges from information such as the employee handbook, which is a step-by-step instructional manual for using various software programmes to responses to customers’ frequently asked questions.

The role that KM plays in fostering an environment in which TEVETA efficiently carries out its mandate cannot be underplayed, rather, it should be leveraged to promote best practices and enhance collaboration with key stakeholders. TEVETA’s unparalleled knowledge and experience in technical education, vocational and entrepreneurship training should be leveraged as a tool for socio-economic development, not just at the local level, but at regional and global levels as well. Most importantly, when put in context, this knowledge will help inform Zambia’s realisation of the Eighth National Development Plan (8NDP), Vision 2030 and Sustainable Development Goals (SDGs).

2.0. The Knowledge Management Framework (KMF)

Knowledge in the KMF context refers to facts, information, awareness and understanding gained through experience, education, or learning. A KMF provides a guiding structure around the understanding, organising, delivering, and disseminating of information that incorporates standard processes to use and maintain over time.

This KMF outlines a broad and achievable knowledge vision for TEVETA and provides guiding principles for implementation. It identifies and specifies key areas that TEVETA needs to produce the level of impact required to bring about socio-economic development. The Framework recognises the role that the Authority plays at community and national levels and draws on these experiences for learning, collaboration, best practices, as well as equipping the

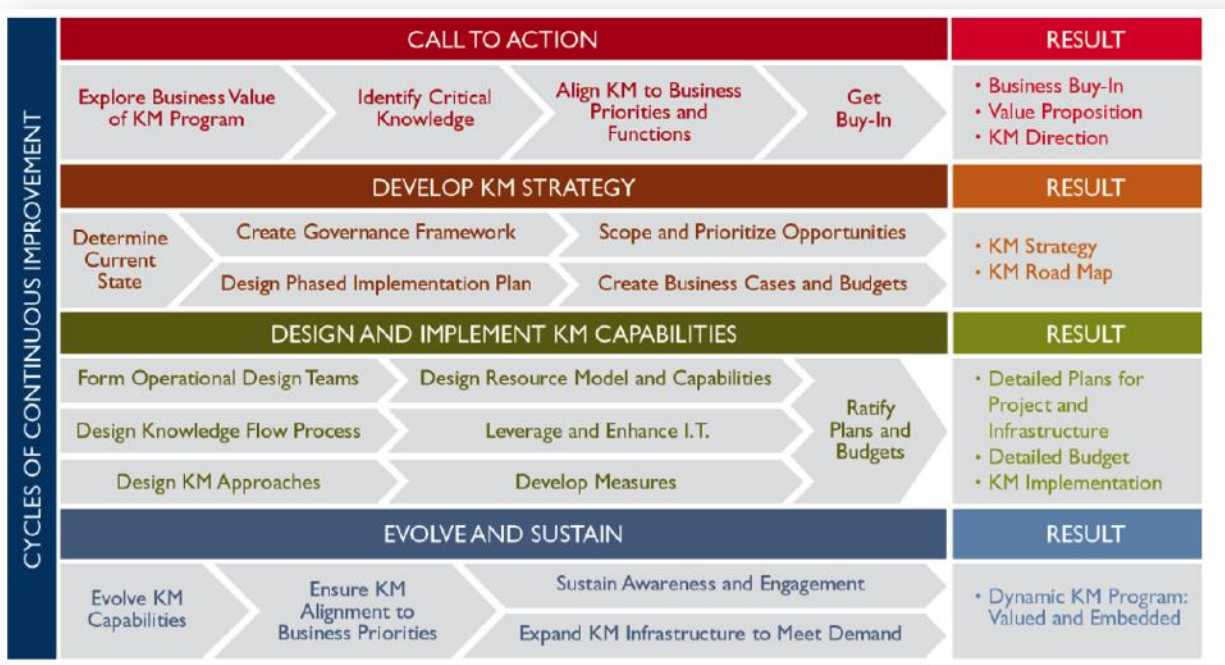


Figure 1: Knowledge Management Programme Framework

institution to effectively deal with major emerging changes in the socio-economic sphere.

This KML framework is a product of a participatory process that highlighted the systemic nature of TEVETA's knowledge challenges, gaps, and opportunities. The framework intends to address this by promoting the development of demand-driven and solutions-oriented knowledge products and services for TEVETA's internal and external stakeholders, provision of practical guidance on KM in operational guidelines, and the inclusion of learning through the deliberate contextualising of information and data which does not reveal much on its own but does when packaged in knowledge form.

TEVETA's commitment to learning and development is the inspiration behind this KMF. By prioritising and contextualising knowledge from various sources and learning from project and partner experiences, TEVETA will position itself as an industry thought leader, equipped to provide professional expertise, leverage from strategic partnerships, and even inform policy that guides innovative industrial change.

2.1. TEVETA's Knowledge Management and Learning Vision

To optimise and scale up TEVETA's mandate by integrating knowledge sharing and learning functions into its processes to foster a culture of innovation and learning.

2.2. Goals of Knowledge Management

There are two main goals for Knowledge Management:

- 2.2.1. To enhance TEVETA's effectiveness by leveraging its knowledge,
- 2.2.2. To facilitate decision-making to increase efficiency and enhance learning

2.3. Objectives of the Knowledge Management and Learning Framework

- 2.3.1 To categorize, organize, classify, sort, store, access, and share information to accomplish daily tasks,
- 2.3.2 To improve the quality of information through systematic organization and classification that turns it into useful quality or multi-purpose knowledge,
- 2.3.3 To help TEVETA identify critical information according to document type and relevance to the audit life cycle,
- 2.3.4 To protect documents based on relevant rules,
- 2.3.5 To help TEVETA's authorised individuals increase their ability to locate information,
- 2.3.6 To promote and enable information sharing,
- 2.3.7 To ensure the protection of information according to rules

2.4. Benefits from Knowledge Management and Learning Framework

- 2.4.1 Improve TEVETA's efficiency and effectiveness in carrying out its mandate through improved processes and systems, which in turn will facilitate faster and better decision-making
- 2.4.2 Strengthen TEVETA's capability to learn, adapt, and improve
- 2.4.3 Save and maximise the effectiveness of TEVETA's collective knowledge
- 2.4.4 Enable TEVETA to make faster and better decisions
- 2.4.5 Ensure that people with knowledge are easily accessible by others for consultation or addressing queries
- 2.4.6 Allow TEVETA to assert itself as an expert or authority in its fields of operation by packaging its knowledge in a manner that adds value to both internal and external stakeholders,
- 2.4.7 Allow TEVETA to design and use spaces to facilitate knowledge exchange,
- 2.4.8 Enhance TEVETA's collaborative efforts,
- 2.4.9 Facilitate employee on-boarding and training process,
- 2.4.10 Enhance employee happiness and retention

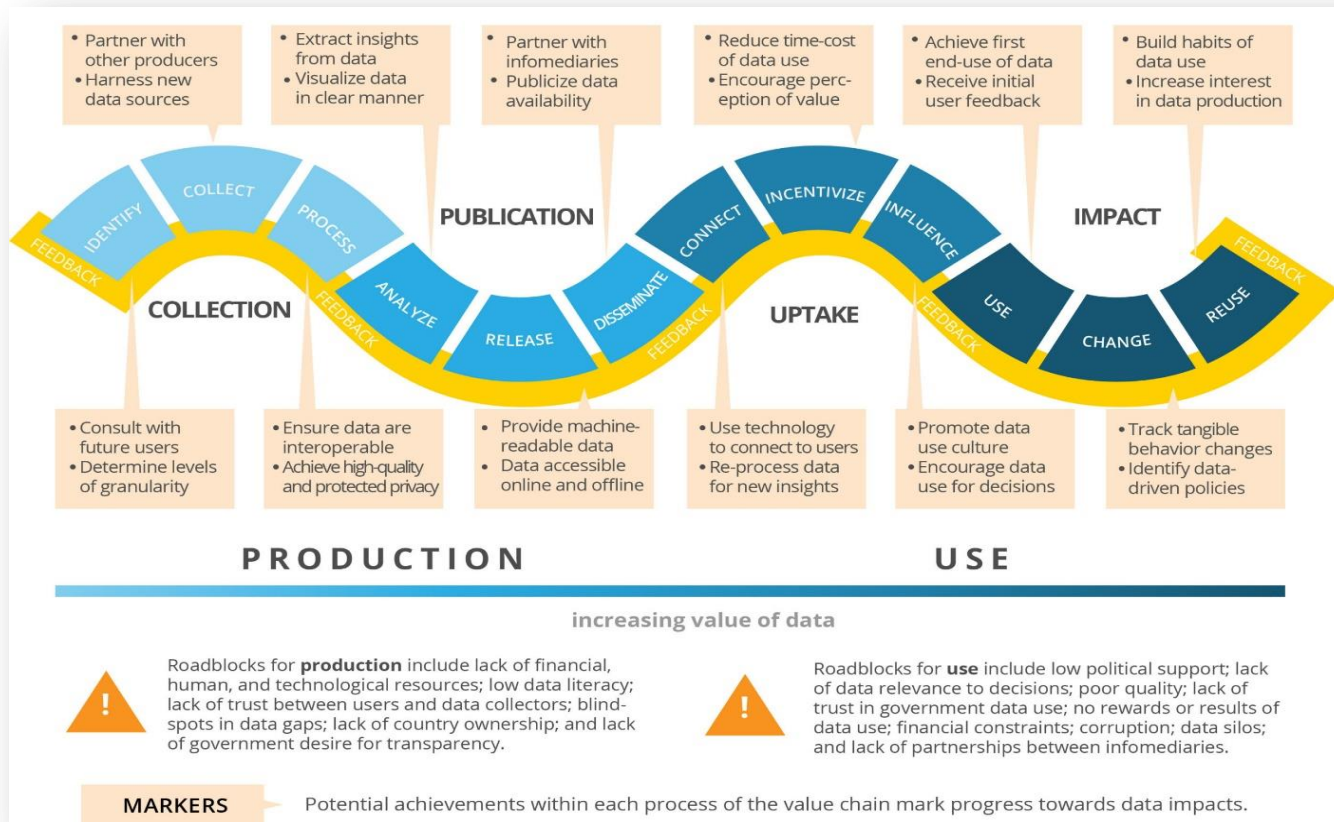


Figure 2: The Knowledge Value Chain

3.0. Knowledge Value Chain

3.1. Types of Knowledge

TEVETA's knowledge can be divided into two types;

- 3.1.1. *Explicit Knowledge:* Knowledge that is objective, logical, codified, written, and easily transferable,
- 3.1.2. *Tacit Knowledge:* Acquired through experience, not easily expressed or transferable.

3.2. Knowledge Components

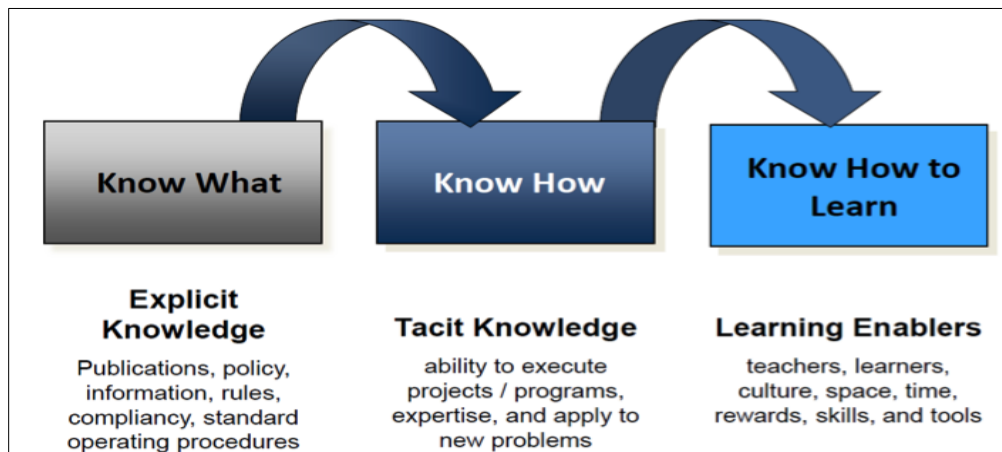


Figure 3: Knowledge Components

Knowledge Management And Learning Components		
Knowledge Type	Component	Effort Required
People	<ul style="list-style-type: none"> - Vision - Objectives - Team work - Innovation - Motivation - Attitudes - Sharing - Skills - Standards - Communities 	70%
Processes	<ul style="list-style-type: none"> - Best practices - Work flows - Standards - Business intelligence - Integration - KM maps 	20%
Technology	<ul style="list-style-type: none"> - Networks - Internet - Data mining and analysis - Data stores and formats - Automation - standards 	10%

Table 1: Knowledge Management and Learning Components

3.3. Knowledge Value Creation

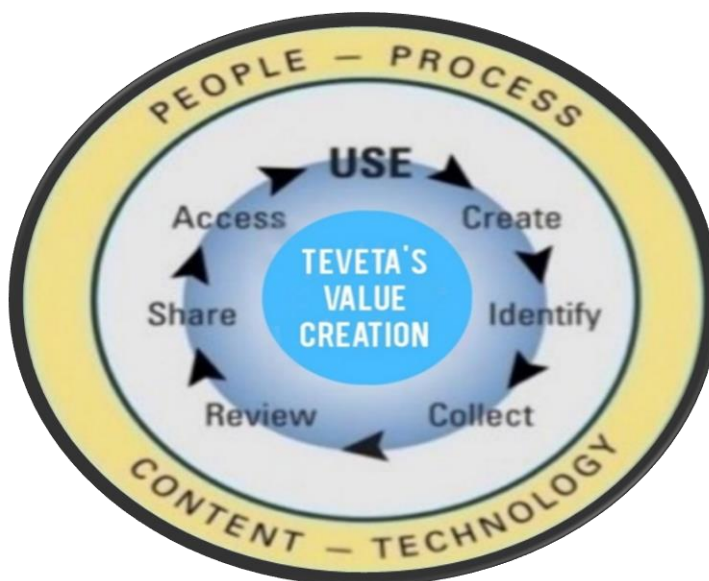


Figure 4: The Knowledge Value Chain

3.4. TEVETA's Explicit and Tacit Knowledge Types

		Knowledge Source (division/unit)	Responsible Party
Explicit Knowledge	Manuals	Finance and Administration	Human Resources and Administration Unit
	Documents	All Divisions	All units
	Procedures	Finance and Administration	Human Resources and Administration Unit
	How-to-guides	Finance and Administration	Human Resources and Administration Unit
	Videos	Corporate Affairs and Communications	Corporate Affairs and Communications Unit
	Databases	Information Technology	Information Technology Unit
	Memos	All Divisions	All units
	Notes	All Divisions	All units
	Records	All divisions	All units
	Strategy	Senior Management	Director General
	Statistics	All divisions	All units
	Technical	<ul style="list-style-type: none"> - Training Standards - Assessment & Certification - Development 	<ul style="list-style-type: none"> - Training Standards - Assessment & Certification - Development
	Financials	<ul style="list-style-type: none"> - Finance and Administration - Director General 	<ul style="list-style-type: none"> - TEVET Fund Unit - Audit Unit - Procurement Unit
Tacit Knowledge	Organisational culture	Finance and Administration	Human Resources and Administration Unit
	Individual skills	Finance and Administration	Human Resources and Administration Unit
	Support <ul style="list-style-type: none"> - Communications - Training 	<ul style="list-style-type: none"> - Corporate Affairs and Communications - Training Standards 	<ul style="list-style-type: none"> - Corporate Affairs and Communications - Training Standards
	Values/Attitudes	Finance and Administration	Human Resources and Administration Unit
	Ideas	All divisions	All divisions
	Expertise	All divisions	All divisions
	Education	Corporate Affairs and Communication (through KM)	Corporate Affairs and Communications Unit
	Experience	All divisions	All divisions

Table 2: TEVETA's Explicit and Tacit Knowledge Types

4.0.Data Mining

When packaged correctly and purposively, knowledge has the potential to give businesses and organisations a competitive advantage. The process of using tools to discover valuable information hidden in data and transforming it into valuable and useful knowledge is known as Data Mining. In KM, the Data Mining process involves the following steps:

- 4.1.Data Capturing
- 4.2.Data Classification
- 4.3.Data Processing (Knowledge Value Discovery)
- 4.4.Data Storage
- 4.5.Data Distribution Format/Tools

5.0. Data Capturing

5.1. TEVETA's Data Inventory

TEVETA Division	Data Type
Training Standards	<ol style="list-style-type: none"> 1. Training institutions and relevant information such as: <ol style="list-style-type: none"> a) Ownership, b) Level of qualifications for their programmes, c) Accredited programmes for each training institution, d) Grades of each training institution according to quality of training e) Institutions per province 2. Accredited programmes for each training institution 3. Accredited trainers, examinationiners and assessors 4. Trained and certified Business Development Service providers
Assessments & Certification	<ol style="list-style-type: none"> 1. Enrolled students per program, per level of qualification, institution, each year and gender statistics on students exiting the TEVET sector according to gender and categorization i.e. <ol style="list-style-type: none"> a) Science b) Technology c) Engineering d) Social Sciences e) Business f) Hospitality and Tourism 2. Statistical data
Finance & Administration	<ol style="list-style-type: none"> 1. Employee records (skills, academic background, health, family, credit, remuneration, etc.) 2. Employee Turnover 3. Management information systems 4. TEVET Fund sponsored programmes 5. Statistical data on beneficiaries of funded programmes
Development	<ol style="list-style-type: none"> 1. Curriculum Development and review information 2. Information on sector-specific skills advisory groups 3. Work-Based Learning information 4. Learnership Programme (apprenticeship training) information 5. Companies implementing Work-Based Learning, institutions partnered with, skills areas and number of learners 6. Developed learning materials 7. Cooperating partners in curriculum development/SAGs, R&D, skills competitions,
Units Under Director-	<ol style="list-style-type: none"> 1. Audit queries

General	2. Identified risks across divisions 3. TEVETA credit status 4. Risk interventions 5. Student queries 6. Communication products
----------------	---

Table 3: TEVETA's Data Inventory

5.2. TEVETA's Data Classification

Data Class	Data Source
Manuals/Policies/ Guidelines	Finance and Administration Division (Human Resources)
Employee Records	Finance and Administration Division (Human Resources)
Student Records	Assessments and Certification Division (Administration and Certification Unit)
Organizational Culture	Finance and Administration Division (Human Resources)
Curriculum-based Information	Development Division (Curriculum Development Unit)
Training Information	Training Standards Division: a) Training Quality Assurance Unit b) Training Provider Support Unit c) Training Systems Development Unit
Programmes	Assessments and Certification Division: a) Trades Test Unit b) Engineering and Science Programmes Unit c) Business and Hospitality Programmes Unit d) Administration and Certification Unit
Assessments, Examinations and Certification	Assessments and Certification Division (Administration and Certification Unit)
Projects (Capacity Building/Skills Development, Incubations)	All Units (To be moved to Corporate Affairs Unit)
Industry Technical Expertise	Projects, Curriculum Division, Assessments, Communications Units, etc.
Systems and Technological Processes	Finance and Administration Division (Information Technology Unit)
Finance Information	Finance and Administration Division (Finance Unit)
Auditing Information	Auditing Unit
Procurement Information	Procurement Unit
Student Funding Opportunities	Finance and Administration Division (TEVET Fund Unit)
Stakeholder Information	Corporate Affairs Unit
Statistics	All Divisions
Communications Resources	Corporate Affairs Unit

Table 4: TEVETA's Data Classification

5.3. Data Processing (Knowledge Value Discovery)

Data Class	Knowledge Value/Purpose	Knowledge Users/Stakeholders
Manuals/Policies/ Guidelines	<ul style="list-style-type: none"> a) Provide awareness of processes and protocols b) Facilitate employee orientation and team building c) Improve processes d) Promote efficiency, effectiveness and accountability 	<ul style="list-style-type: none"> - Employees - Employer - Investors/Financiers - GRZ - Clients - General public
Employee Records	<ul style="list-style-type: none"> a) To track employee performance b) To identify employees' potential for growth/promotion c) For skills development d) To attract skilled labour e) For retention purposes f) To reduce employee turnover g) To identify training needs h) To facilitate and coordinate employee welfare i) Internal policy development 	<ul style="list-style-type: none"> - Employees - Employees' next of kin/family - Investors/Financiers - GRZ - Clients - General public
Student Records	<ul style="list-style-type: none"> a) To facilitate student continuous assessment b) Track academic performance c) Track payments d) To mitigate malpractice e) For certification f) To identify opportunities (bursary/sponsorship/exchange program) 	<ul style="list-style-type: none"> - Clients/students - Finance Unit
Organisational Culture	<ul style="list-style-type: none"> a) Facilitate teamwork b) Encourage collaboration c) Assess and integrate best practices d) Encourage learning 	<ul style="list-style-type: none"> - Employees - Employer - HRA Unit - Partners - Investors/Financiers - Communications Unit - Media
Training Information	<ul style="list-style-type: none"> a) Registered Institutions: To inform the public about registered institutions offering surety of recognition of their qualifications b) Policy: To inform policy on matters relating to the concentration of training institutions (along the line of rail, provinces or locality) to 	<ul style="list-style-type: none"> - Training Standards Division - Development Division (Curriculum Development Unit) - Assessments and Certification Division

	<p>influence decision-making on matters relating to institutional investment.</p> <p>c) Quality of Training Institutions: To inform training institutions' management about the information on quality gaps in their training institutions they need to fill such as capacity building, training and development, etc.</p> <p>d) Examinationinations: For selecting examination setters and makers</p> <p>e) Assessments: For assessing paid-up trainers, examinationiners and assessors</p> <p>f) To facilitate invoicing for stakeholders whose accreditation is expiring/expired</p> <p>g) Program Accreditation: To aid the TEVET Fund unit in accreditation data for programmes that qualify for financing based on the accreditation status of trainers to implement funded programmes</p> <p>h) TCRA Information: To aid the Technical Committee on Registration and Accreditation (TCRA) of the TEVETA Board in their decision making on areas of priority to enhance the quality of training in the sector</p> <p>i) Programmes Offered: To inform the public on programmes being offered by various registered colleges based on accreditation status.</p> <p>j) Employer-Based Training: To inform employers accessing the Employer-Based Training about colleges to partner with in accredited programmes to ensure they get value on their investment in skills training.</p> <p>k) MSME Mentorship: To inform lending institutions about MSME mentorship services for possible financing</p> <p>l) BDS Providers: To provide GRZ agencies such as CEEC, ZDA and others with a list of certificated BDS providers for MSMEs mentorship programmes across sectors of the economy</p> <p>m) MSME Competency: To inform MSMEs on the value of competencies imparted on BDS providers relevant to their business management requirements</p> <p>n) Training Expertise: To provide sector-specific data to other stakeholders interested in MSME development, growth and sustainability</p>	<p>(Administration and Certification Unit</p> <ul style="list-style-type: none"> - General public - Parents /Guardians - Students - Media - Employers/Employees - Government ministries/agencies - Policymakers - Registered institutions - TEVET Fund Unit - Communications Unit - Technical Committee on Registration and Accreditation - Business Development Service providers - MSMEs
Examinations, and	a) Examination Registration: To provide information on candidates	- Clients

Certification	<p>registered for examinations per level of qualification</p> <p>b) Test Instruments: To provide data on Test instruments (examination questions) developed by examination setters, questions used from the set test items, questions in the question bank, etc.</p> <p>c) RPL: Students assessed under Recognition of Prior Learning (RPL)</p> <p>d) Statistical Data on:</p> <ul style="list-style-type: none"> - The number of students in the sector in line with national targets in the 8NDP - The number of programmes examined each year - Overall performance of candidates who sit for examinations at different levels of qualifications (technologist, technician, artisan, handyman and skills awards) each year according to gender - The number of candidates who failed in each level of qualification, gender, and year. - The number of students in each training institution in line with STEM (science, technical engineering, and mathematics programmes) - The number of students registered to re-sit their arrears per level of qualification, program, institution, - The number of certified students in different programmes, their gender or category of programmes - Number of students engaged in malpractice per examination session, in each programme - Number of printed certificates per examination session/year 	<ul style="list-style-type: none"> - Guardians/Parents - General public - Training Institutions - GRZ - Employees/Employers - Policymakers - TEVET Fund Unit - Communications Unit
Projects (Capacity Building/Skills Development, Incubations)	<p>a) Projects implemented in the sector the Authority coordinates</p> <p>b) Objectives of each project and outcomes</p> <p>c) Partners in each project</p> <p>d) Project lifespan</p> <p>e) TTIs implementing the projects</p>	<ul style="list-style-type: none"> - All divisions and units - Employees - Employees' next of kin/family - Investors/Financiers - GRZ - Clients - General public
Industry Technical Expertise	<p>a) To provide sector expertise on;</p> <p>a) Capacity building</p> <p>b) Skills development</p> <p>c) Mentorship</p>	<ul style="list-style-type: none"> - Sector stakeholders - GRZ and agencies - Policymakers - Clients

	<ul style="list-style-type: none"> d) Incubation of enterprises e) Quality Training Institutions f) Curriculum development g) Accreditation 	<ul style="list-style-type: none"> - Employers/employees - General public
Systems and Technological Processes	<ul style="list-style-type: none"> a) Number and types of management information systems <ul style="list-style-type: none"> - Ensure relevant systems are developed - Know the data/knowledge to be obtained from the systems - Identify skills required among employees to utilise the systems - Identify the kind of systems required to capture relevant data by different departments 	<ul style="list-style-type: none"> - Sector stakeholders like TTIs - GRZ and agencies - Policymakers - Clients - Employers/employees - General public
Finance Information	<ul style="list-style-type: none"> a) For auditing and accounting b) To track expenditure, revenue, imprest retirement, and others c) To keep stakeholders updated on financial activities d) To inform the Annual Report e) To identify investment opportunities f) To measure the growth/success rate of the organisation 	<ul style="list-style-type: none"> - Sector stakeholders - GRZ and agencies - Policymakers - Clients - Employers/employees - General public
Auditing Information	<ul style="list-style-type: none"> a) Risk profiling and Enterprise Risk Management b) Audit queries c) Financial regulation compliance d) Compliance to Standard Operating Procedures (SOPs) 	<ul style="list-style-type: none"> - All divisions - Sector stakeholders - GRZ and agencies - Policymakers - Clients - Employers/employees - General public
Procurement Information	<ul style="list-style-type: none"> a) Procurement plans b) Procurement standards c) SOPs on requisitioning and receiving goods from suppliers d) Goods and services requirements notices 	<ul style="list-style-type: none"> - All divisions - Sector stakeholders - GRZ and agencies - Policymakers - Clients - Employers/employees - General public - Suppliers
Student Funding Opportunities	<ul style="list-style-type: none"> a) Beneficiaries of the TEVET Fund sponsored programmes: <ul style="list-style-type: none"> - MSMEs that benefited from the tailored made funded programmes - Youths funded through the TEVET Fund - Women that we skilled through financed programmes 	<ul style="list-style-type: none"> - All divisions - Sector stakeholders - GRZ and agencies - Policymakers

	<ul style="list-style-type: none"> - Employees benefited from the Employer-Based Training - Programmes funded for both MSME and Employer-Based Training - Continuous Professional Development (CPD) beneficiaries from the TEVET Fund <p>b) Funded skills areas in different sectors/constituencies/provinces</p> <ul style="list-style-type: none"> - Number of training institutions failing to access the TEVET Fund and reasons why they are failing - Feeding into capacity building activities - Developing tailor-made interventions 	<ul style="list-style-type: none"> - Clients - Employers/employees - General public
--	---	--

Table 5: TEVETA's Knowledge Value Discovery

6.0. TEVETA's Statistical Information

Type of Statistics	Source	Value
Statistical Data on: a) The number of students in the sector in line with national targets in the 8NDP b) The number of programmes examined each year c) Overall performance of candidates who sit for examinations at different levels of qualifications (technologist, technician, artisan, handymen and skills awards) each year according to gender d) The number of candidates who failed in each level of qualification, gender, and year e) The number of students in each training institution in line with STEM (science, technical engineering, and mathematics programmes) f) The number of students registered to re-sit their arrears per level of qualification, programme and institution	Training Standards, Assessment and Certification, Finance and Administration	GRZ - to know the number of students in each training institution in line with STEM (science, technical engineering, and mathematics programmes) <ul style="list-style-type: none"> - Internally used for planning examinations, procuring examination answer booklets, setting of examinations, printing etc. - Policymakers – Statistical capturing of the number of students in the sector in line with national targets in the 8NDP - Internal use by like Assessments Division for selecting examination setters and makers - Revenue collection internally - the revenue accountants the data to assess paid-up trainers, examiners and assessors and send invoices for those whose accreditation is expiring/expired - TEVET Fund unit needs the accreditation data to decide which programmes to finance based on the accreditation status of trainers to implement funded programmes - the Technical Committee on Registration and Accreditation of the TEVETA Board requires this information for decision making on areas of priority to enhance the quality of training in the sector

<p>Curriculum-based Statistics:</p> <p>a) Number of curricula developed</p> <p>b) Number of curricula reviewed</p> <p>c) Number of curricula evaluated</p> <p>d) Number of curricula due for review</p> <p>e) Number of curricula implemented by training institutions</p>		<ul style="list-style-type: none"> - Internal use to monitor KPI and inputting current subjects into the student portal according to the syllabus - Training institutions to know if the curriculum they are implementing is current and due to review - GRZ for performance assessment of the PS and TEVETA CEO's KPIs - GRZ to allocate resources for curricula review to align it to industry needs - Skills Advisory Groups (SAGs) for curricula review planning
<p>Communications-based Statistics:</p> <p>a) TEVET financing</p> <p>b) Student enrolments</p> <p>c) Performance rates of students in each examination session</p> <p>d) Number of registered and deregistered institutions</p> <p>e) Available curriculum</p> <p>f) Examination malpractices</p> <p>g) Management information systems and their usability</p>		<ul style="list-style-type: none"> - The public needs to know funding opportunities in the TEVET sector and how to access it, know legitimate trades training institutes (TTIs), - GRZ KPI on access to education and skills - Internal use (analysis of student performance, to assess programmes and institutions with higher numbers of students engaging in malpractices, etc.) - Students and trainers to know how to the portal for different purposes - Media
<p>Human Resources based Statistics:</p> <p>a) Number and quality of employees</p> <p>b) Number of employees leaving the organisation</p> <p>c) Number and types of management information systems</p>		<ul style="list-style-type: none"> - Internal (to assess quality employees, ensure the right talent is attracted to the organisation. assess the availability of the right number of employees, feed into employee retention strategies,) - GRZ to invest in relevant management information systems - Training institutions to know the data to input into the systems for onward usage

d) Beneficiaries of the TEVET Fund sponsored programmes e) Number of training institutions failing to access the TEVET Fund and reasons why they are failing		<ul style="list-style-type: none"> - Public – know available funding opportunities for both MSME and Employer-Based Training; participate in training needs analysis (TNA) to ensure funded programmes meet the economic mainstay of communities, - MPs – know funded skills areas in different sectors/constituencies/ provinces
Funding Based Statistics: a) Funded skills areas in different sectors/ constituencies/provinces b) Number of MSME and Employer-Based Training beneficiaries c) Invested money into MSME and Employer-Based Training d) Budgetary allocations towards the TEVET Fund e) Number of projects with different partners f) Focus areas and objectives of each project g) Project lifetimes h) Funding estimates for each project	TEVET Fund Unit	<ul style="list-style-type: none"> - TEVETA staff and collaborating partners in implementing funded programmes - Cooperating partners - Policy makers and GRZ agencies - MPs – know funded skills areas in different sectors/constituencies/ provinces - Employers – eligible institutions to implement Employer-Based Training and criteria for accessing the funds - MSMEs – who need up-skilling in technical and entrepreneurship training
Projects based Statistics: a) Number of projects with different partners b) Focus areas and objectives of each project c) Project lifetimes d) Funding estimates for each project		<ul style="list-style-type: none"> - TEVETA staff and collaborating partners in implementing funded programmes - Cooperating partners - Policy makers and GRZ agencies - MPs – know funded skills areas in different sectors/constituencies/ provinces - Employers – eligible institutions to implement Employer-Based Training and criteria for accessing the funds
Student Records Based Statistics a) Number of students enrolled per program	Assessment Division	<ul style="list-style-type: none"> - GRZ and GRZ agencies - Internally – planning examinations, marking sessions, M & E,

b) Students registered for examinations c) Number of females in male-dominated programmes d) Students that pass and fail the examination according to gender e) Students on bursary		<ul style="list-style-type: none"> - MPs – know policy implementation such as the affirmative actions in TEVET
Audit Based Statistics: a) Number of audit queries b) Risk profile c) Risk register	Audit Unit	<ul style="list-style-type: none"> - TEVETA staff - MP who needs to be aware about the Authority's compliance to financial regulations and SOPs - General public

Table 6: TEVETA's Statistical Information

7.0. Data Processing: From Data to Knowledge

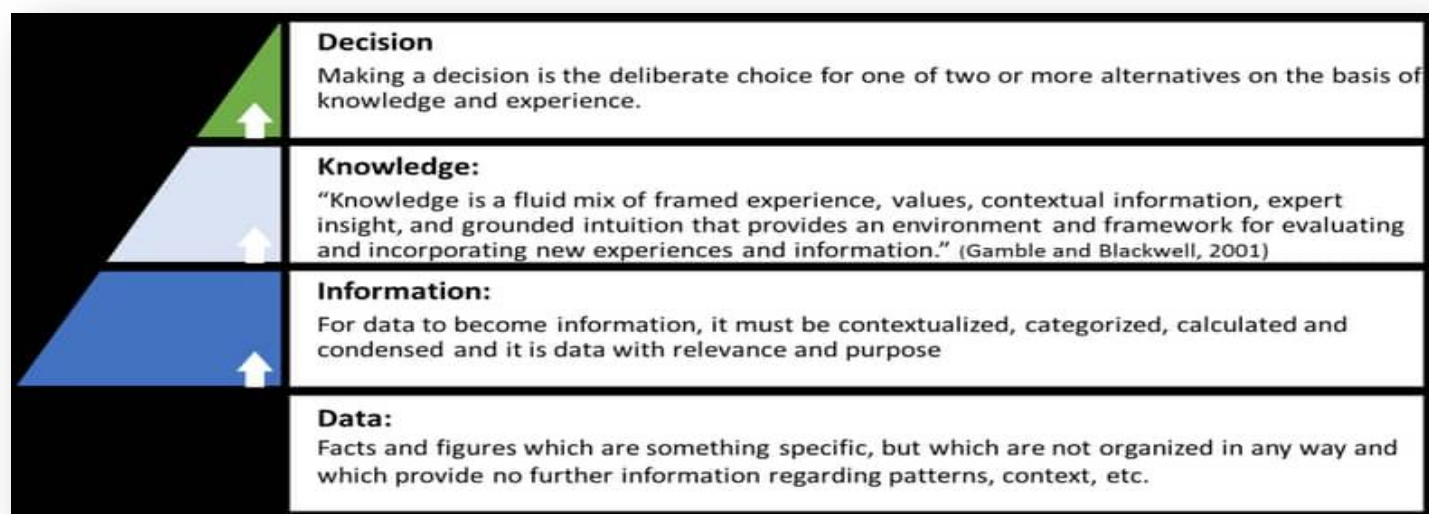


Figure 5: Processing Data into Knowledge

7.1. TEVETA Data Processing

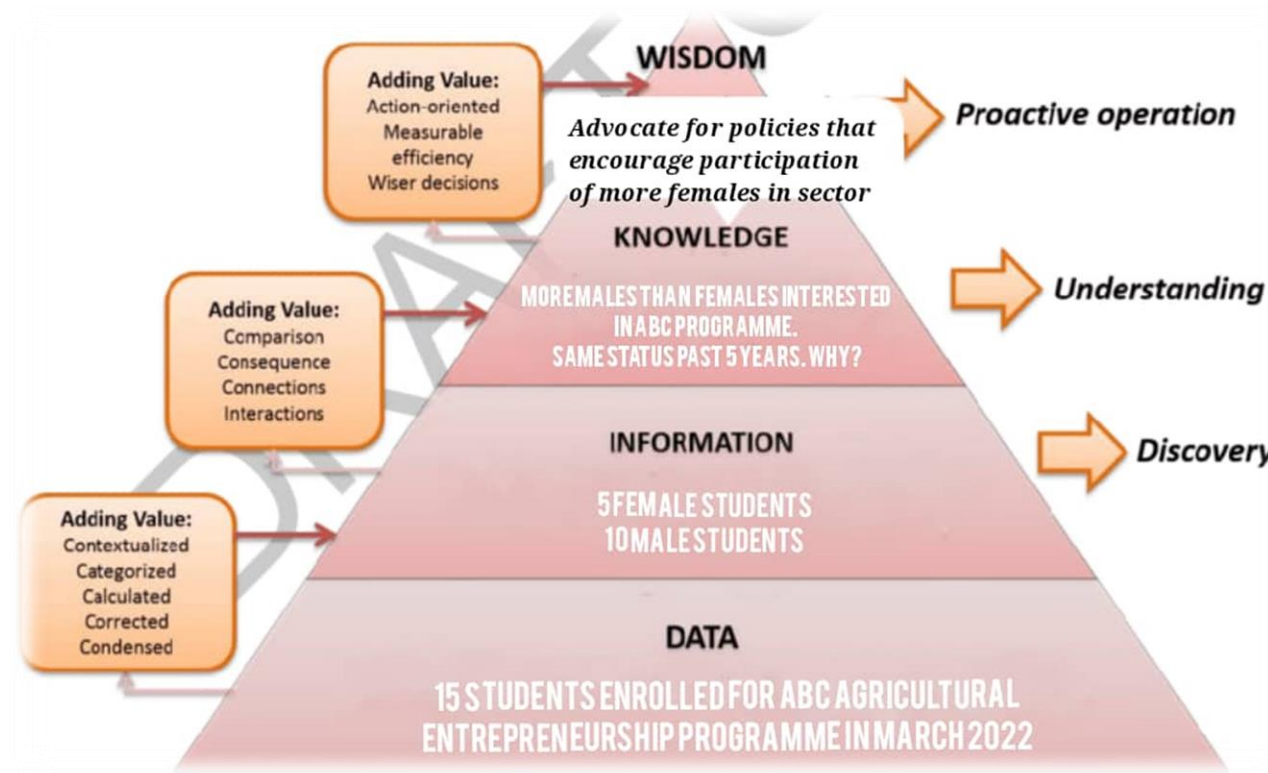


Figure 6: TEVETA Data Processing

8.0. Knowledge Management System Repository Process

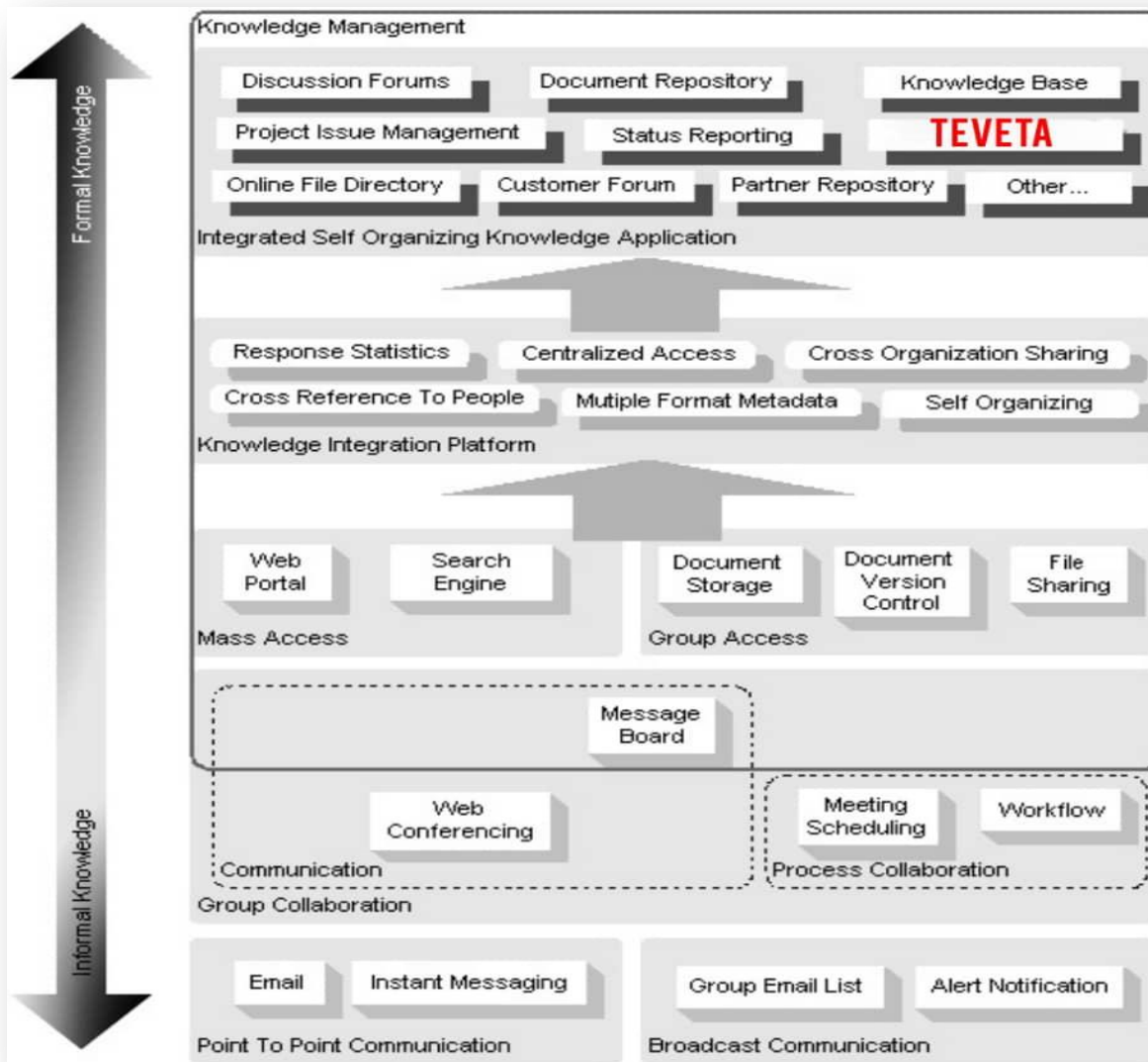


Figure 7: Knowledge Management System Repository Process

8.1. Data to Knowledge Transformation Processing Example:

Data Source/Type	KM Entry Example
Human Resources Unit: Organisational Culture: <i>Manuals /Policies/ Guidelines</i>	<p>Data Stage:</p> <ul style="list-style-type: none"> - New Employee A in X Unit/Division trained/oriented from Monday-Friday on ABC. (Manuals /Policies/ Guidelines were used) - 03 employees from XX units trained/oriented.... - Xx employees read/accessed/shared HR manuals guidelines - Xx staff dismissed/fired. - Xx staff resigned. <p>Information Stage:</p> <ul style="list-style-type: none"> - xx employees in the Curriculum Development Unit passed probation, confirmed as full-time employees because they performed to expectations, met their deliverables - XX employees failed probation, not confirmed. - XX employees in the Administration and Certification Unit dismissed/fired/employment contracts terminated <p>Knowledge Stage:</p> <ul style="list-style-type: none"> - Xx unconfirmed staff struggled with adopting TEVETA's work culture on ABC despite reading/accessing manuals - Xx staff were motivated to perform exceptionally well because they understood their roles/ expectations/ organizational culture/etc. - Motivation to adopt/adapt organizational culture is remuneration (need to secure job) and not buy-in into culture/values/beliefs/etc. - Organizational policies/codes of conduct/etc. are too complex or far-fetched to result in staff buy-in - The Assessments and Certification Division continues to face more disciplinary cases, termination of employment, etc. than any other Unit. The % rate has increased on an average of xx since 2015. <p>Wisdom/Decision-Making Stage:</p> <ul style="list-style-type: none"> - Adjust organizational/divisional/unit culture to reduce employee turnover - Add or revise cultural fit assessments at the recruitment level to assess fit during the initial stages - Provide incentives for compliance with more complex policies - Subject candidates applying for positions in the Assessments and Certification Division to rigorous background checks, cultural-organizational fit, as well as Behavioural Assessments. Provide incentives to mitigate temptations towards malpractice/misconduct.
Corporate Affairs Unit:	Data Stage:

<p><i>Queries</i></p>	<ul style="list-style-type: none"> - 22 queries on Student Portal logging in challenges - March 2021. - 56 queries on Student Portal logging in challenges – March 2022 - 26 queries about resetting passwords on Student Portal - March 2021 - 56 queries about resetting passwords on Student Portal - March 2022 <p>Information Stage:</p> <ul style="list-style-type: none"> - Students failing to log in to Student Portal due to system overload/crash - Students are unable to reset their passports as this can only be done by an authorized TEVETA employee in the IT unit. <p>Knowledge Stage:</p> <ul style="list-style-type: none"> - Challenges with logging in are delaying the registration process and causing a media storm as students have taken the conversation to social media. This isn't a new development. The situation has not been addressed since 2019. - Other processes are being slowed down as a result of logging in challenges. - Students' inability to independently create/update/renew their login information is a negative reflection of TEVETA's processes/systems. - Poor/no efficiency and effectiveness in meeting deliverables by key personnel. - Key stakeholders concerned, call for PR mitigation by the Corporate Affairs Unit. <p>Wisdom/Decision-Making Stage:</p> <ul style="list-style-type: none"> - The IT department should on-board a more appropriate server (able to host over xx number of students at the same time pronto) - TEVETA must design a digital system that allows students to independently complete the logging in and registration system without the direct involvement of TEVETA personnel to enhance efficiency and effectiveness in delivery. - Develop or intensify systems/processes that allow TEVETA personnel to test-out key functions/systems of the Student Portal before they're launched for use by students/other stakeholders.
<p>Statistics:</p>	<p>Data Stage:</p> <ul style="list-style-type: none"> a) 73% of 2021 queries about whether xx course is being offered by TEVETA registered institutions b) 61% of students registered to re-sit their arrears in xx programme. c) 88% of students enrolled in xx program in 2021 d) 3% of employees resigned in 2021 <p>Information Stage:</p> <ul style="list-style-type: none"> a) A lot of people are interested in xx course/program. They have been asking about it since 2016. The number of

	<p>queries especially increased in 2021. Xx course is not available for offer.</p> <p>b) Over half students failed to clear xx programme. The rate of failure has risen by 5% in just 2 years. No other program has recorded such a high failure rate.</p> <p>c) More students are enrolling for the xx program. The number has increased by 15% compared to 2020.</p> <p>d) TEVETA's employee turnover rate has increased by 10% since 2017.</p> <p>Knowledge Stage:</p> <p>a) Demand for xx program is on the rise due to changing marketing dynamics (innovative technology, political shift/focus, etc.). TEVETA should explore the opportunities presented by this situation.</p> <p>b) Students are faring well on the theoretical parts of xx program but failing the practical. The theoretical side will need to be enhanced/revised to allow students to understand and retain knowledge for application during practical examinations.</p> <p>c) 49% of xx program applicants are female, a significant improvement since 2010 which had recorded only 5% female enrolment. The government's policy on enhancing the participation of females in xx sector is bearing fruit (real impact achieved).</p> <p>d) Employees are leaving TEVETA in search of better conditions of service, better pay, and career advancement opportunities.</p> <p>Wisdom/Decision-Making Stage:</p> <p>a) TEVETA engages key stakeholders to influence the development or review of the policy that ensures the success of the new market area. TEVETA starts offering xx programmes to fill the skills gap.</p> <p>b) Theoretical syllabus revised, mock examinations introduced.</p> <p>c) Research data compiled to provide knowledge on best practices to key stakeholders in sector/ecosystem, thereby establishing TEVETA as an expert or authority on promoting the participation of women in xx sector/program.</p>
--	---

Table 7: Data to Knowledge Transformation Process

9.0. TEVETA KM Coordination

Successful implementation of this KMF will fully depend on the undivided support of TEVETA's top management before it trickles down to the rest of the employees. The KM roll-out will take the following form:

9.1. The overall KM Coordinator (The Key Champion) stationed under the Corporate Affairs Division will have a lengthy meeting with the Director-General, explaining the KMF and its value in organizational effectiveness and efficiency. This is to ensure that KM is prioritized by senior management and taken into account in strategic planning, and that resource requirements are given due consideration. Their buy-in will inspire and motivate the rest of the organization to follow suit.

9.2. From top management, buy-in should trickle down to departmental or divisional heads, then to the rest of the employees. The Corporate Affairs division will work closely with other divisional KM champions responsible for managing departmental knowledge to ensure coordination throughout the organization. The duties of this team are as follows:

- a) Regularly review progress in the implementation of the KM plan
- b) Identify and encourage opportunities for collaboration and improved coordination
- c) Identify key issues and challenges
- d) Identify the most effective and efficient ways to monitor and evaluate KM in TEVETA
- e) Map TEVETA's key business processes and make recommendations to the Lead KM Coordinator on how they can better integrate KM and learning
- f) Promote discussion on the linkages between knowledge management, innovation and scaling up
- g) Identify new trends in KM and innovation
- h) Report to the Lead KM Coordinator annually on implementation progress and propose changes to the framework as required.

9.3. At the strategic level, KM is to be integrated into TEVETA's Human Resources Framework under Key Performance Indicators as part of the Annual Employee Performance Review and Annual Work Plans. Employees are to be assessed on their traceable or measurable contributions towards building TEVETA's knowledge base. This will help cultivate a culture of systematic knowledge processing, management, sharing, and learning.

10.0. Establishing TEVETA's KM Baseline

Before implementing this KMF, TEVETA's core KM team must conduct a baseline study to assess TEVETA's knowledge needs and status. Establishing a baseline will allow the team to measure the impact of KM/organisational learning (KM/OL) initiatives because without them, change over time cannot be robustly assessed. A baseline describes and measures conditions for those intended to benefit from the intervention and its operating context before it starts. This KMF forms part of the baseline study.

High-level aim – contribution to:	Knowledge proxy indicator	Attitude proxy indicator	Practice proxy indicator
Achieving strategic/operational objectives	What do staff know about staff experience and know-how currently helping to achieve strategic (or) operational objectives?	How do staff perceive the contribution of staff experience and know-how to achieving strategic (or) operational objectives?	How widespread in the last 12 months is the practice of staff drawing on the experience and know-how of other colleagues to help achieve strategic (or) operational objectives?
Utilisation of explicit knowledge assets	What do staff know about how explicit knowledge assets are intended to be used?	What do staff believe are appropriate ways that others are using explicit knowledge assets?	How widespread in the last 12 months is the practice of staff using explicit knowledge assets produced for them?
Socialisation of tacit knowledge between actors	What do staff know about ways to share their experience and know-how informally with others?	How do staff believe others would view them taking time out for informal knowledge sharing?	How widespread in the last 12 months is the practice of staff using experience and know-how shared with them informally?
Deepening of learning culture/behaviours	What do staff know about the desired learning culture (or) learning behaviours?	How do staff perceive the priority attached to learning culture (or) learning behaviours?	How widespread in the last 12 months is the practice of staff observing leadership on learning culture (or) learning behaviours?
Participation in reflective/discursive processes	What do staff know about ways to facilitate reflective (or) discursive processes?	How do staff believe others would view their participation in reflective (or) discursive processes?	How widespread in the last 12 months is the practice of staff taking time out to reflect (or) discuss with others?
Navigation of peer networks	What do staff know about the experience and know-how available from their peers?	What do staff believe are appropriate ways that others are using their peer network?	How widespread in the last 12 months is the practice of staff seeking advice from peers outside of their immediate team?

Table 8: KM Baseline

11.0. Monitoring, Review and Reporting

If TEVETA management is going to invest considerable resources in tools and infrastructure to activate KM across the organization, they'll want proof of its usefulness, value, and adoption.

This proof will be attained by asking the following questions:

- Is the KM software working? If not, what needs to be adjusted?
- Is the implementation on course, and if not, how do we get it back on track?
- Are team members producing as expected?
- Is the KM system delivering value to TEVETA?

There are three primary metrics recommended for evaluating the performance of the KM system. These are usage statistics, workspace usability metrics, and business process and outcome measurements.

11.1. KM Evaluation Metrics

Knowledge	Business Impact of Knowledge Assets Instrument (example): <ul style="list-style-type: none">• Balanced Scorecard• Intellectual Capital Audits• Knowledge Portfolio• Tobin's Q• CIV	Location and Value of Knowledge Assets Instrument (example): <ul style="list-style-type: none">• Analysis of Knowledge Quality• Technology Broker
	Business Impact of Knowledge Management Instrument (example): <ul style="list-style-type: none">• Success Stories• Cost Saving Analysis• Scoring Models	Quality of Knowledge Management Initiative Instrument (example): <ul style="list-style-type: none">• Questionnaires• Cross Organizational Benchmarking
Knowledge Management	Value	Status

Table 9: Four quadrants of measurement enhancing the framework

11.1.1. Measuring KM Implementation

Measuring implementation metrics from the point of launch lays the baseline for tracking all forms of progress, or lack thereof of the KM system in place. Baseline metrics will help determine the improvement of business processes which will facilitate the pinpointing of obstacles and blockers to knowledge flow. This metric sets the foundation for all other metrics.

11.1.2. Measuring KM Value

This matrix quantifiably justifies the investment (financial) value and implementation of the KM system. Measuring the effectiveness of this can be facilitated by identifying TEVETA's knowledge gaps, setting a baseline metric, introducing KM as the solution to filling the gap, and then tracking progress by taking measurements throughout the process to establish benchmark changes.

11.1.3. Measuring KM Compliance

This involves establishing clear accountabilities and expectations through the KM standards and policies. One way to achieve this is to measure how employees are complying with the established expectations. Compliance can be determined by tracking and monitoring via a dashboard displaying various TEVETA projects.

11.1.4. Measuring Usability

It involves measuring ease of use, adequacy of support and training, the confidence of users, workspace performance, and overall customer/user satisfaction ratings. This is determined by how well TEVETA staff members use KM principles, concepts, and techniques. The metric also

measures the number of registered user accounts of all employees who access KM databases, systems and processes, and the frequency of use.

11.1.5. Measuring Business Value

This metric will demonstrate improved responses to rapid changes, the value of knowledge mined from collaboration, business process efficiency and improvement, and outreach of contributions.

11.1.6. Measuring KM Activities

Activity-based measurements may include: the frequency of updates of best practices, number of users of knowledge base, number of KM champions, number of people being trained in KM, etc.

11.1.7. Measuring Business Outcomes

Knowledge Management facilitates the continued monitoring of business processes for improvement. Results of this metric will show if there's growth at the point of KM adoption, implementation, and deployment.

12.0. Key Performance Indicators (KPIs)

The KM Coordination team under the Corporate Affairs Division will engage a range of methods to gather qualitative information about the perceptions of staff and other stakeholders on TEVETA's progress in KM through annual surveys, interviews, focus group discussions, and the use of the KM self-assessment tool during the departmental/divisional roll-out of the KMF.

The KM Coordination team will decide on any other specific methods for assessing implementation progress and will draft the annual progress report to the Lead Coordinator. The Lead Coordinator will then convene meetings with the KM Coordination team to finalize the annual progress report to senior management.

12.1. Classes of KM Indicators

Class of indicators	Definition of term
Class I: Knowledge base indicators	- Constituents of the organizational knowledge base in qualitative and quantitative terms
Class II: Cost indicators	- Processes and inputs for changes in the organisational knowledge base (Costs)
Class III: Intermediation and transfer indicators	- Measure direct usage of the knowledge base and the results of knowledge transfer resulting in intermediate effects on the organization.
Class IV: Effect indicators on business results	- Evaluation of the effects on business results

Table 10 Classes of Indicators

12.2. General Indicators for TEVETA's Knowledge Transfer

Performance Topic	Indicator
Knowledge transfer from TEVETA to employees	Period of vocational adjustment: The time to adjust a (new) employee to the given processes within the organization decreases, because most of the necessary knowledge is readily available and easier to access and share
Knowledge transfer from TEVETA to projects	Reuse Rate: indicates the percentage of failed objects. This performance measure can be applied to several "re-inventing the wheel" cases: another measure is the reuse of the opportunities ratio – the ratio between actual reuse content compared to opportunities.
Knowledge transfer from Training, Curriculum Development, Quality Assurance, TEVET, and Corporate Affairs Divisions	Effectiveness of knowledge transfer from these divisions. A rating-based performance measure shows the closeness of working relationships between divisions using an internal self-assessment based on ratings.
Knowledge transfer from TEVETA to clients/stakeholders	<ul style="list-style-type: none"> - Response time to client/stakeholder queries: The response time can be tracked electronically and is closely correlated to client/stakeholder satisfaction. - Response quality of client/stakeholder queries: Average stakeholder rating (internal and external) of the overall technical capability of the organization in providing technical service and new opportunities or project innovations to bring value to the clients' future problems. - An average rating by key external or internal stakeholders using a 1 to 5 interval rating scale to evaluate various dimensions regarding innovations or integration of technology or process technology in project implementation.
External knowledge spill over	<p>Innovations: Refers to TEVETA's commitment toward the application of innovation in TEVET issues</p> <p>Thought Leadership: This indicates the ability of the organization to maintain a leadership position in TEVET. The knowledge is generated by both internal and external experts and is consumed by relevant stakeholders in the TEVET ecosystem.</p>

13.0. General Indicators for TEVETA's Knowledge Transfer

The following are the objective-specific Key Performance Indicators (KPIs) for TEVETA's successful implementation of this KMF:

13.1. Objective One: To categorise, organise, classify, sort, store, access, and share information to accomplish daily tasks

Key Performance Areas	Implementation of KPIs	Measures of Success
Categorizing, organization, classification, and sorting information	- KM champions to ensure that the KM software has a systematic way of organizing departmental/ divisional information that makes it easy to access, update, and share.	- Number of KM documents created, organized, classified, and sorted accordingly
Storage of and access to information	- Information should be stored in a safe place that allows to track anyone that has had access to it (feedback)	- Number of stored documents - Number of times a KM document is accessed
Quality of knowledge distribution	- Information should be stored in a format that makes sharing easy. - The KM should have a tracker for the number of times a document is shared (feedback)	- Number of times a document has been shared - Number of times a document is viewed or accessed

Table 11: Objective One KPI

13.2. Objective Two: To improve the quality of information/content through saving and maximizing the effectiveness of TEVETA's collective knowledge

Key Performance Areas	Implementation of KPIs	Measures of Success
Quality of content in the repository	- Key documents to have a feedback functionality attached to them. - Higher rated documents should be scaled up in the search lists.	- Repeated usage of the content will indicate a high-quality document. - The content listed at the top of searches will be considered high-quality
Reliable, relevant, and accurate content	- Internal ranking - Feedback buttons - Trust buttons referring to the author of the document	- Reliability of content in meeting user's needs - Relevance, and accuracy of the content
Updated information	- A schedule for when specific documents must be updated detailing weekly, monthly, or annually frequencies must be created and dates attached for anyone accessing the information to know if the information they're viewing is up-to-date or not.	- Number of KM documents with an expired review date - Number of documents updated

Table 12: Objective Two KPI

13.3. Objective Three: Improve TEVETA's efficiency and effectiveness in carrying out its mandate through improved processes and systems, which will, in turn, facilitate faster and better decision-making

Key Performance Areas	Implementation of KPIs	Measures of Success
Completion rate of tasks	<ul style="list-style-type: none"> - KM system must have feedback buttons for all document-related activities 	<ul style="list-style-type: none"> - How long it takes to locate/access information - How long it takes to complete tasks
Incidences and Resolutions	<ul style="list-style-type: none"> - Monitor the number of KM documents that lead to resolutions of Incidents 	<ul style="list-style-type: none"> - Number of KM documents used to resolve Incidents - Time taken to resolve internal, stakeholder, and client-related incidences
Information Management	<ul style="list-style-type: none"> - Put in place mechanisms to ensure TEVETA maintains and retains corporate knowledge - KM Champions in collaboration with the IT division to build a recognized library service system that feeds specialised information to staff in support of KML - Information governance policy & strategy to be developed - Information management to be included in the corporate risk register - Targeted surveys on information accessibility & IT solutions to be undertaken - A systemic approach to succession planning & handover to be introduced for TEVETA heads of divisions managers for succession planning and handover procedures 	<ul style="list-style-type: none"> - Information is quickly and easily available to users for use, re-use and sharing. - TEVETA staff satisfied with library services - Library statistics
Meeting client/stakeholder Needs	<ul style="list-style-type: none"> - TEVETA's archives to be recognized as a source of corporate memory and used for research and development of publications for key stakeholders - Develop knowledge feedback loops between key business processes - KM surveys - Stakeholders Assessment Tool 	<ul style="list-style-type: none"> - Client or stakeholder feedback - Improved client satisfaction
Continuous Performance Improvement	<ul style="list-style-type: none"> - Establishing operational guidelines - KM survey - Quality of M&E at all stages of implementation - Innovation and scaling up indicators - KM self-assessment matrix to be extensively employed to track 	<ul style="list-style-type: none"> - Better quality M&E systems built to provide evidence of impact and enable TEVETA to apply lessons learned. - Best practices and lessons learned are consistently integrated into the design of

	<p>all KM-related activities</p> <ul style="list-style-type: none"> - Conducting After-Action Reviews on specific KM innovations and scaling up successful experiences based on solid, evidence-based knowledge of what works and why. - Key project personnel with the resources and expertise to capture, process, and document and share lessons as part of their core business. 	<p>new projects and disseminated to stakeholders</p> <ul style="list-style-type: none"> - Reduced operational costs
--	---	--

Table 13: Objective Three KPI

13.4. Objective Four: Strengthen TEVETA's capability to learn, adapt, and improve

Key Performance Areas	Implementation of KPIs	Measures of Success
Culture of learning and sharing	<ul style="list-style-type: none"> - TEVETA top management to lead the development of an organizational culture that values learning and sharing by actively using the KM Framework. - Reviewing existing mechanisms to remedy consistent areas of weakness. - The findings and conclusions from evaluations are to be used to improve the design and implementation of projects and programmes. - Guidelines for key business processes must integrate KM, learning and sharing. - TEVETA to establish partnerships that support networking, collaborative learning and sharing to provide rapid access to advice and experience, and feedback on priority issues. - KM self-assessment tool - Stakeholders Assessment Tool 	<ul style="list-style-type: none"> - Number of KM initiatives, activities, etc. that have integrated KM, learning, and sharing - Number of stakeholders supporting networking, collaborative learning and sharing - The number of documents organized, classified, stored, accessed, and shared.
Continuous Performance Improvement	<ul style="list-style-type: none"> - Learning and sharing behaviours to be included in the corporate competency and performance management framework, job descriptions and ToRs. - Incentives to be put in place in business processes and performance frameworks that foster sharing, reporting, lesson learning, documentation and innovative behaviour, including learning from failures. 	<ul style="list-style-type: none"> - The number of documents organized, classified, stored, accessed, and shared. - Number of staff successfully trained in KM - Number of knowledge base contributions per staff - Staff KM Performance Review Scores and feedback

		<ul style="list-style-type: none"> - The number of errors reported by staff or detected at audit gives an idea of how much improvement can be done to the knowledge base.
Training and Development	<ul style="list-style-type: none"> - TEVETA management to prioritize training and invest in a fully developed and well-resourced learning curriculum that gives staff adequate opportunities for learning and professional development. - Methods, approaches and tools for systematization and documentation of experiences and lessons to be widely used and adapted by TEVETA staff and partners in their work. 	<ul style="list-style-type: none"> - Amount of time taken to train and on-board new staff - Amount of time taken for new staff to integrate - Number of staff who have up-skilled - Number of competent staff - Number of staff promoted - Quality of candidates interviewed for employment

Table 14: Objective Four KPI

13.5. Objective Five: Assert TEVETA as an expert or authority in its fields of operation by packaging its knowledge in a manner that adds value to both internal and external stakeholders.

Key Performance Areas	Implementation of KPs	Measures of Success
Promoting TEVETA's image to position it as a leader, centre of knowledge and effective global advocate in TEVET	<ul style="list-style-type: none"> - TEVETA should focus on establishing its core competencies where it has the best knowledge and practice readily available. - KM core team to implement a reputation strategy that clearly outlines the planning process and guidelines that will help TEVETA to be recognised as a source for quality information and approaches to TEVET - TEVETA is encouraged to regularly produce high quality, practice-based knowledge products based on an in-depth analysis of its work in TEVET - TEVETA to optimize its strategic policy engagement through a community of TEVET practitioners guided by an annual corporate engagement plan. - Tracking will be done through client surveys, download statistics, bounce rates/clicks, surveys, and citation indices - Key project personnel with the resources and expertise to capture, process, and document and share lessons as part of their 	<ul style="list-style-type: none"> - Number of knowledge products on priority themes published and distributed - Number of citations per knowledge product - The number of times TEVETA is invited or asked to address or contribute to TEVET-related activities at the community, national, regional, and global levels. - The number of clicks or people who have accessed information, shared it, etc.

	core business.	
Technical knowledge expertise	<ul style="list-style-type: none"> - TEVETA should continuously source, analyse and synthesize technical knowledge and avail it to TEVETA-supported projects, programmes and partners. - TEVETA grants and opportunities to be strategically targeted to fill knowledge gaps and used as opportunities to develop new ideas and approaches. - Key project results and success factors to be regularly analysed and shared with key stakeholders - Practical, solution-oriented knowledge products should be used to guide design and implementation, and support uptake of evidence-based good practices in TEVET that can be scaled up. - Rigorous analysis of issues and policies related to TEVET should inform TEVETA's strategies, operations, and country-level policy dialogue. - Stakeholders Assessment Tools. 	<ul style="list-style-type: none"> - The number of 'Best Practices' manual, texts, etc. published and utilized by TEVET partners. - Number of grants dedicated to knowledge development in priority thematic areas - The quality of technical experts scaled by the use of content supplied based on feedback from stakeholders

Table 15: Objective Five KPI

13.6. Objective Six: Enhancing employee happiness and retention

Key Performance Areas	Implementation of KPIs	Measures of Success
Conflict Resolution	<ul style="list-style-type: none"> - Manuals, Guidelines, policy documents, etc. should be developed, updated, and distributed to staff periodically to ensure everyone is up-to-date on processes, systems, and protocols to be followed regarding particular situations - Internal and external stakeholder management manuals and simulations on conflict resolutions are to be instituted. 	<ul style="list-style-type: none"> - Number and/or type of KM documents used to resolve conflicts - Number of KM documents that lead to resolutions - Number of conflicts averted and resolved
Conducive work environment	<ul style="list-style-type: none"> - TEVETA should foster a culture of collaboration, learning, sharing, training, retaining, and empowering employees to bring out the best in them and increase productivity 	<ul style="list-style-type: none"> - Employee turnover rate - Attitudes, commitment, and motivation toward work - Number of training programmes - Number of trained staff
Employee confidence, satisfaction, and retention	<ul style="list-style-type: none"> - Employees empowered to up-skill and motivated to collaborate, learn, and share leads to employee happiness, satisfaction, and retention. 	<ul style="list-style-type: none"> - Employee turnover rate - Attitudes, commitment, and motivation toward work

Table 16: Objective Six KPI

14.0. KM Budget

Measuring cost

Measuring the cost of implementing this KMF will involve the following:

Cost	Items
Hardware	Server, network, infrastructure
Software	Portal software, network (purchase or development cost)
Implementation	Consulting, customising, testing, training and communication costs
Support (maintenance)	Annual system administration, support and maintenance costs

Table 17: Cost of Measuring KMF

15.0. Conclusion

The Knowledge Management Framework will help TEVETA to systematically and deliberately collect, store, process and distribute information and knowledge in a manner that influences decision making, policy making and other interventions in the country based on empirical evidence from our work. The framework facilitates coordination in the management of data for the production of useful knowledge that feeds back into the organisation for efficient utilisation of resources to achieve organisational goals and national skills development aspirations. The framework is a strategic tool in organisation efficiency, effectiveness, learning and development. Effective knowledge management will allow TEVETA to assert its position as a thought leader (provider of in-depth insight) in the TEVET sector.