



THE **QUARTERLY** OUTLOOK

OFFICIAL NEWSLETTER OF THE KENYA SCHOOL
OF REVENUE ADMINISTRATION (KESRA)

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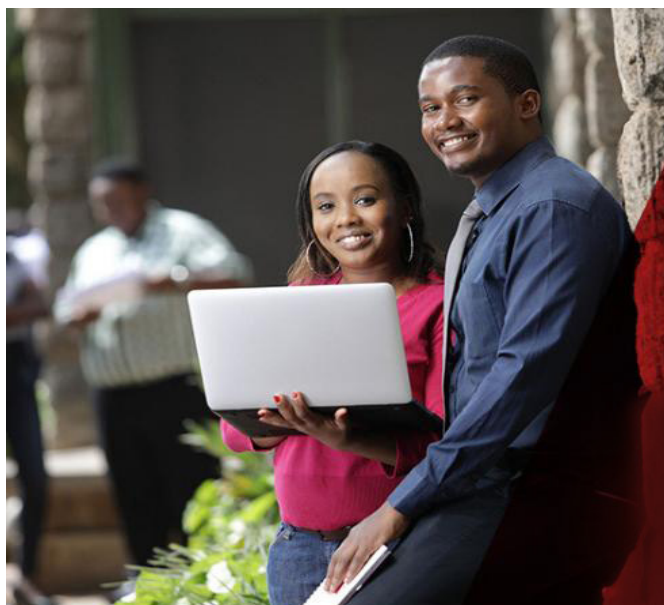
TAX PRISM

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TAX PRISM KNOWLEDGE CHALLENGE.

Editor: Faith Boke Marwa.

Kenya School of Revenue Administration (KESRA) is the Kenya Revenue Authority's premier training school specializing in Tax and Customs Administration, and Fiscal Policy. The school is one of the four accredited World Customs Organization (WCO) Regional Training Centers (RTC) in East Africa and Southern Africa. KESRA seeks to develop competent and globally competitive professionals in the Taxation, Customs and Fiscal Policy industries, to mainstream management of affairs in the public and corporate sectors in Kenya and the East Africa region.



VISION

To become a world-class training institution in public finance management for human capital development.

VALUES

- Leadership
- Innovation
- Integrity
- Collaboration



MISSION

To provide globally competitive training, research and consultancy in public finance management by leveraging on skilled and experienced faculty and technology.

CAMPUSES

- Main Campus (Nairobi)
- Mombasa
- eAcademy





**Dr. Fred Mugambi
Mwirigi (PhD)**
Commissioner /
Head, Kenya
School of Revenue
Administration

KESRA is positioning herself as the most preferred training institution in Africa in the areas of Tax, Customs and Fiscal policy, with a primary focus on capacity building for the Kenya Revenue Authority (KRA). To achieve this ambitious goal the School has committed to a robust transformation process which is supported by equally robust and ambitious Strategic and Business Plans.

Further to this, KESRA is leveraging on national and international experiences to deliver cutting edge training with 50% of our effort going into capacity building for KRA staff while the other 50% focuses on external capacity building and consultancy at the national and regional levels. To attain this, the School has put together a robust and broad-based six-pronged strategy whose pillars are as follows:

1. Continuous review and enrichment of curriculum and training delivery methodologies in line with the ever-changing industry needs and dynamics.
2. Staff development and morale enhancement to align staff skills, knowledge and attitude sets to emerging training needs
3. Infrastructure, facility expansion and modernization in both Nairobi and Mombasa campuses.
4. Leveraging on modern technologies for effective and efficient management and delivery of processes and products respectively including rolling out a fully-fledged e-campus.
5. Developing and leveraging on strategic partnerships with distinguished organizations and institutions in Africa and across the world. Currently, KESRA has running partnerships with WCO, ROCB, EAC, FEAFFA, KIFWA, OECD, ATAF, GIZ, NITA, INCU, JKUAT, Moi University and London School of Economics and Political Science among others.

6. Enhancement of research including setting up a fully-fledged research unit, organizing a major annual research conference and developing an international research journal.

In terms of training products, KESRA shall continue to offer targeted skill-based Certificate and Diploma programs internally and Postgraduate Diploma and Master's Degree programs in partnership with respected universities. This is besides the targeted short courses and consultancy engagements that the School runs for KRA staff and other audiences of interest. The future is indeed exciting for KESRA. As we walk towards this future, we invite you to partner with us so that we can take this journey together.

50%

This is the effort going into capacity building for KRA staff by KESRA.



STUDENT Spotlight

Felix Oguda

Unlike traditional accountants who tend to their client's overall financial statements and positions, tax accountants focus solely on a client's taxes. Felix Oguda is an accountant by profession and a tax and financial Consultant. Currently, he works as Director of Finance & Hr at Somo Africa. He is currently pursuing a Post Graduate Diploma in Tax at KESRA.

Tax accounting is regulated by the Internal Revenue Code, which outlines specific tax laws that individuals and businesses must follow when filing their tax return documents. Tax accountants ensure their clients abide by all of the tax laws. In addition, prevent them from accruing any penalties from the government. Felix chose KESRA because of its affiliation with Kenya Revenue Authority and its unrivalled training. He emphasized that getting the right and updated information was key to him in his tax consultancy work.

With the increase in globalization and cross-border transactions, including the ability of businesses to remotely participate in the economic life of a country without a physical presence, understanding of tax law principles, effective tax costing, dealing with anti-abuse regulations, and knowing the implications on business have proved to be invaluable in any business setup. Companies are often seeking assurance on how they should benchmark relative to their peers in terms of managing their tax operations and risks. This enables them to better articulate their tax-risk profile to auditors and various stakeholders (BDO Global). Felix seeks to debunk the myths associated with tax collection once he completes his course.

Organization management seeks to create a scenario of 'no surprises when it comes to managing tax on a global basis, notwithstanding that tax administration globally are differently placed in their areas of focus and levels of maturity. Rightly said (Terry Hayes), 'Every business owner should get their head around the very real benefits of tax risk management.

Felix Oguda Believes that those who have not yet enrolled at KESRA, are missing out on a lot of information as KESRA is the only tax school with in-depth tax training. A leadership mantra he stands by is 'One day at a time.' He is an avid reader and is currently reading The Art of War by Sun Tzu.

“Every business owner should get their head around the very real benefits of tax risk management.”

OUR COURSES

CERTIFICATE PROGRAMS

Programmes	Admission Requirements	Course Duration
Certificate in Tax Administration	KCSE Certificate with a mean grade of C- and D+ in English and Mathematics	One year
Certificate in Customs Administration	KCSE Certificate with a mean grade of C- and D+ in English and Mathematics.	One year
East Africa Customs Freight Forwarding Practicing Certificate Course (EACFFPC)	KCSE Certificate with a mean grade of C-	One year

DIPLOMA PROGRAMS

Programmes	Admission Requirements	Course Duration
Diploma in Tax Administration	<ul style="list-style-type: none"> • KCSE Certificate with a mean grade of C plain and C- in Mathematics and English. • Certificate in Tax Administration or Certificate in Customs Administration 	Two years
Diploma in Customs Administration	<ul style="list-style-type: none"> • KCSE Certificate with a mean grade of C plain and C- in Mathematics and English. • Certificate in Tax Administration or Certificate in Customs Administration • Customs Freight Forwarding Practicing Certificate Course (EACFFPC) 	Two years
Diploma in Maritime and Logistics Management	<ul style="list-style-type: none"> • KCSE Certificate with a mean grade of C plain and C- in Mathematics and English. • Certificate in Tax Administration or Certificate in Customs Administration 	Two years

OUR COURSES

POSTGRADUATE DIPLOMA PROGRAMS

Programmes	Admission Requirements	Course Duration
Postgraduate Diploma in Tax Administration	A holder of a Bachelor's Degree (with at least 2nd class Honors, Lower division) in any discipline from a University or Institution recognized by the commission for University Education (CUE).	One year
Postgraduate Diploma in Customs Administration	A holder of a Bachelor's Degree (with at least 2nd class Honors, Lower division) in any discipline from a University or Institution recognized by the commission for University Education (CUE).	One year

MASTERS PROGRAMS

Programmes	Admission Requirements	Course Duration
Master's in Tax Administration (with specialization in Tax or Customs)	<p>A holder of Bachelor's Degree in Economics or Business related area from a University recognized by Commission for university education (CUE) with at least 2nd Upper Division OR</p> <ul style="list-style-type: none"> • A holder of Bachelor's Degree in any discipline recognized by Commission for university education (CUE) and a Postgraduate Diploma in Economics, Business or related disciplines from a University or an Institution recognized by Moi University Senate OR • Applicants with at least 2nd Class Honors, Lower Division are required to provide evidence of 2 years work experience 	Two years

Modular Course Comprising of 15 Modules.



ADVANCED DIPLOMA IN TAX / CUSTOMS ADMINISTRATION

QUALIFICATIONS

Bachelors Degree / CPA (K) or ACCA

DURATION

15 Months



ADDITIONAL INFORMATION

Mode of Study:

Day,
Evening,
Weekend or
e-learning (Diploma and Certificate Programs)

Semester:

January – April
May – August
September – December
Our Intakes: January | May | September

Attendance:

Students must attend a minimum of 80% of all lectures, seminars and tutorials, failure to which he/she will not be allowed to register for examinations.

Certification:

a) For a student to qualify for an award of a certificate, he/she must complete and pass in all the course units.

b) Diploma, Postgraduate and Master's students must undertake a Research Project and submit a complete Research Report as part of their course work.

How To Apply

To apply, complete the application form and deliver it to KESRA Centre Nairobi or KESRA Mombasa with a non-refundable application fee of Kshs. 2,000 payable to the account details below.

MPESA

Pay bill Number: 833613
Account Name: Applicant's two names
Bank details (Kshs)
Account Name: Kenya School of Revenue Administration
The National Bank of Kenya
Account No: 01023015000900
Branch: Times Tower
Bank details (USD)
Account Name: Kenya School of Revenue Administration
The National Bank of Kenya
Account No: 02020015000900
Branch: Times Tower.



KESRA PARTNERSHIPS

The World Customs Organization Regional Training Center, Kenya is known as the Kenya School of Revenue Administration (KESRA), formerly the Kenya Revenue Authority Training Institute (KRATI). It is owned by the Kenya Revenue Authority (KRA). RTC Kenya is one of the four WCO RTC in the WCO East and southern Africa region. The other WCO RTC are in Mauritius, South Africa and Zimbabwe. KESRA seeks to build a cadre of professionals drawn from both the public and private sectors at the National, regional and international level.



WCO RTC – Mombasa, Kenya

KESRA is an amalgamation of three training schools – the Customs Training Centre (this is located in Mombasa), the Income Tax Training School and the Value Added Tax Training School (both were located in Nairobi). When the Kenya Revenue Authority (KRA) was formed in 1995, the three schools were merged and placed under the Human Resources Department. In January, 2012, KRATI was granted semi-autonomy, and detached from the Human Resources Department. Simultaneously, being re-branded to the Kenya School of Revenue Administration (KESRA).

Currently, the School has two campuses; Mombasa and Nairobi campuses. The Mombasa Campus is the WCO RTC is situated in the up-market suburb of Nyali, Mombasa, an attractive tourist environment that offers a serene environment for conducive learning. The Mombasa Campus is also strategically located in regard to Customs and Border Control as it is a short distance from the Port of Kilindini, the Airport, and other regional offices including border stations, the trainees have access to hands-on practical training. The Nairobi Campus is located on the outskirts of the Central Business District in Westlands, Nairobi.

The Head of the RTC is Commissioner/Head KESRA, Dr. Fred Mugambi Mwirigi. Dr. Fred Mugambi Mwirigi is instrumental in steering visionary transformation of the RTC. The RTC hosts WCO activities as a priority and is the center of excellence for the Economic Competitive package in the East and Southern African region of the WCO.

Area of focus

The School's training, consultancy and research was largely internally focused, with the emphasis being on capacity development for KRA. However, the it has transitioned into an outward looking institution by offering various programmes to the public in Fiscal Management, Tax and Customs Administration.

The RTC has been instrumental in training in the East African region, countries including Burundi, Rwanda, Uganda, Tanzania and the South Sudan. In the East African Region, the RTC is the oldest Customs training center that used to train Customs under the old East Africa Community.

KESRA has running partnerships with WCO, ROCB, EAC, FEAFFA, KIFWA, OECD, ATAF, GIZ, NITA, INCU, JKUAT, Moi University and London School of Economics and Political Science among others.

TAX PRISM.

Tax Prism is a quarterly publication focused on increasing the readers' knowledge on tax, customs, fiscal policy and management matters. Further, the publication seeks to provide a conversational platform for businesses with an aim of connecting, informing and promoting innovation for better positioning and improved business compliance. The magazine actively keeps its audience up to date with changing trends in the business environment (macro and micro).

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National Skills Development Policy – Learn to Earn



Mr. Alfred Cheruiyot

Principal Secretary, State
Department for Skills
Development for Post
Training

For many years Kenya has not had a National Skills Development Policy that seeks to address skills mismatch in the country. Skills mismatch is the disconnect between skills produced and those required for the labour market. The reality is that if skills mismatch is left unattended, it will hinder the realisation of Kenya Vision 2030 goals which aim at transforming Kenya into a highly industrialized, middle-income country providing a high quality of life to all citizens in a clean and secure environment.

It is in this context, that the State Department for Post Training and Skills Development formulated the National Skills Development Policy, to ensure that education and training in the country consistently supplies the skills required by the labour market in the right quantity, the right quality, and at the right time. Moreover, the Medium Term Plan III (2018-2022) had indicated that this policy should be developed within the plan period.

The goal of the National Skills Development Policy is to promote sustainable socio-economic growth through the development of a skilled workforce that is employable, productive, enterprising, innovative, adaptable and competitive. It covers the broad areas of governance and management, human capital development, education and employability, entrepreneurship education, labour market information and skills anticipation, learning to earning transition, skills for national development priorities, skills for the formal and informal economy, and skills for non-traditional and new occupations.

According to the Kenya National Bureau of Statistics, August 2020, the current unemployment rate stands at 10.4 percent and labour underutilization rate at 17.2 percent. The highest

proportion of the unemployed was recorded among the age cohort 20–24 years and 25–29 years, registering 22.8 percent and 21.7 percent respectively. Further, the highest rate of labour underutilization is observed in the age group 20–24 at 32.7 percent. The policy is expected to be a game-changer in addressing the skills mismatch that has contributed to youth unemployment.

In addition, youth aged 15–34 years recorded the highest percentage of persons who are Not in Employment, Education or Training (NEET) at 18.2 percent. The NEET youths are particularly at risk as they are neither improving their employability through training nor gaining work experience through employment. This indicates that the potential of young people, to contribute to socio-economic development and foster increased prosperity for the country, is not fully harnessed.

Key Government reports had drawn attention to the importance of providing education and training that is responsive to the needs of the labour market. These reports included the Commission of Inquiry on Public Service Structure and Remuneration Commission Report (1971), also known as the Ndegwa Report; the Report of the National Committee on Educational Objectives and Policies (1976), popularly known as the Gachathi Report; the Report of the Commission on the establishment of the Second University (1981), also known as the Mackay Report; the Manpower Survey Report (2011); the Sessional Paper on Employment Policy and Strategy for Kenya (2013); and the Sessional Paper on Reforming Education and Training for Sustainable Development in Kenya (2019).

OUR STORY

In 2018, the President through, an Executive order created the State Department for Post Training and Skills Development to develop, harmonize and implement training and skills policies across the Government.

The primary functions for the State Department for Post Training and Skills Development are;

1. Initiate and coordinate development of the National Skills Development Policy and Strategies and integrate those strategies within the National Qualification framework.

2. Coordinate and supervise skills development amongst various actors.
3. Develop a framework for the establishment of sector-specific skills councils and professional bodies.
4. Establish and manage an institutional framework for industry and skills and industry and entrepreneur linkages.
5. Develop and maintain skills and employment database system among many other functions.

As not to further delay the aspirations of Kenyans, the Department embarked on an aggressive coordination of the National Skill Development Policy with resounding success. In a short period of time, the technical team has come up with a draft document that was unanimously voted as the best for the Country by all stakeholders.

Ministries, Departments, Agencies, both National and County Governments, Non-Governmental Organisations, National and International Organisations gave the National Skills Development Policy a clean bill of health and a thump up in all forums of discussions with a rider of a 'belated document that should have come up several years ago.

One of the major breakthroughs of the draft policy is that it found out several glaring disparities between our education system and the labour market. According to the policy, it was found that poor coordination of skills and trainings causes upheavals in the employment fields.

In their recommendation, the experts behind the policy advised that the only way out is to create linkages along our education, skills developments, and training lines.

Like a tall tree, the education system must be deep-rooted, strong with several branches that at the end must have many fruits. The learning process should end in earning, the fruits of education learning to earning should be made a signature tune in all our institutions of learning.

NATIONAL SKILLS DEVELOPMENT POLICY

The National Skills Development Policy was undertaken through a consultative and participatory approach. The process involved various stakeholders both at national and county levels. These included the public sector, private sector, Non-Governmental Organizations, civil society, development partners, and youth groups.

It is a milestone for the State Department which was created to promote skills development to fulfil the growing need in Kenya for quality and relevant skills across sectors, and bridge the existing gap between the demand and supply of skills. It is envisioned that the current problems observed will drastically reduce when the Policy takes effect as evidenced in some countries.

A survey across other Countries shows that the document is so important that some Countries have dedicated a whole Ministry to coordinate it. For example, in India, there is a Ministry in

charge of skills development and this has led to remarkable steps towards industrialisation. Other Countries which have elevated skills development like Russia have also made a noticeable move in industrialisation.

Kenya Vision 2030 aims at transforming Kenya into a highly industrialized, middle-income country providing a high quality of life to all citizens in a clean and secure environment. However, the skills mismatch issue if left unattended it will impede the realization of this goal and this is what the National Skills Policy aims to counter.

As a State Department charged with this responsibility, it is our duty to ensure that the ball will not fall again. Once the policy is in place it will chart the way forward in all spheres of development, addressing the clarion call in our dailies on the need to skill and upskill the workforce.

The National Skills Development Policy and its functions is not new rather a reinforcement of other sessional papers that have been put forward before by the Government.

PARTNERSHIPS & SKILLS DEVELOPMENT

The Department has created the Office of Career Services and has forged close ties with other actors in Government and Private Sector. It has also created a conducive work environment with national and international development partners all geared at improving the Kenyan workforce through skills development. Recently the Department in collaboration with other key players demonstrated how best education -industry linkage can be achieved.

Some youths were identified for training in garment-making skills. then a potential employer was also identified. After a short time, the youths who were initially under the KAZI MTAANI programme were so skilled that the potential company absorbed all of them.

Collaboration with the Chandaria Business Incubation Centre and Kenyatta University (KU) has also led to the organization of an entrepreneurship training for youths. Besides by extending its coordinating function, Rivatex East Africa Ltd and Moi University have also provided the youths with workplace learning skills in the textile industry. If more industries, companies and businesses can open a window of extending training to our youths, a sizeable number of them will not only get skills but also business managerial skills which will lead to self-employment.

This in essence illustrates the expected situation between institutions and the industries. There should be close linkage for maximum benefit for both sides and this is what is envisaged in the Policy which will create pathways that lead to various fields of employment.

The many pathways created for the learners, will ensure a smooth transition from learning to earning. It will also end the current situation where many youths are groping in the dark when it comes to seeking employment by removing bottlenecks that hinder their movement in the job market.

CONCLUSION

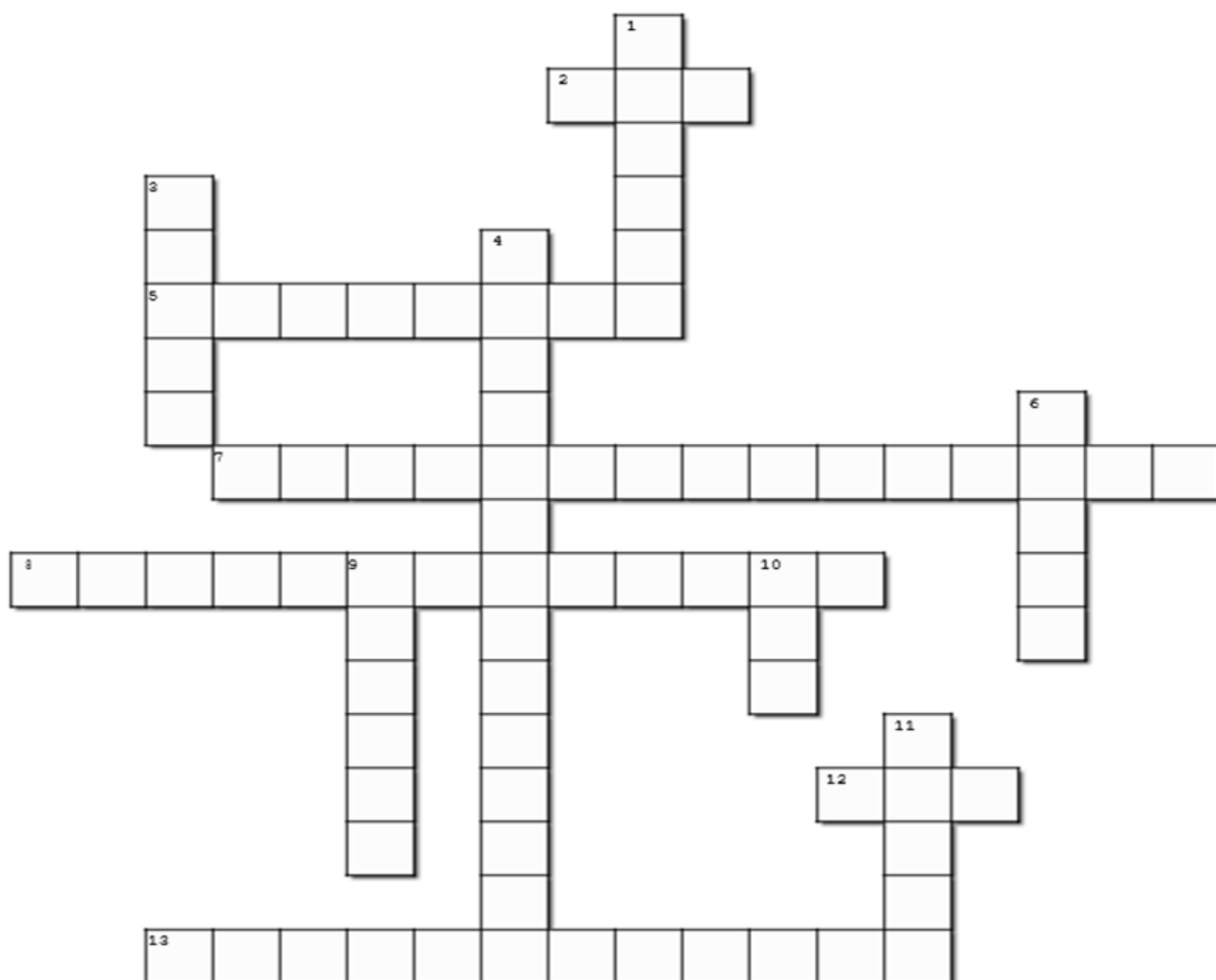
In every scenario, there are at least three actors when it comes to employment. There are candidates or potential employees, employers, and trainers who are the major actors. However, for several years the education system might have lagged behind in skills survey hence resulting in the skills mismatch, that has seen thousands of youths churned out but lacking employability skills.

The missing link here is that the system has not been very responsive, and transitioning from training institutions to the labour market has not been easy for many young Kenyans for many years.

We are confident that soon the woes of the education system will be resolved, enabling each individual to play a critical role in the growth and development of the country. This will ensure that Kenya is ready to leverage the opportunities of the African Continental Free Trade Agreement (AfCFTA).

7th Tax Prism Knowledge Challenge.

Complete the crossword puzzle below



Across

2. Africa accounts for just..... percent of global trade and only 17% of African exports are intra-continental.
- 5.The largest Sub-Saharan footwear supplier to the United States
- 7.A good tax system promotes a country's and productivity
8. The..... sector in Kenya contributed 7.2% to the GDP and 17.5% of tax revenues in the Financial Year 2019/20.
- 12.....economy as coined in 2009 involves the use of temporary or freelance workers to perform jobs typically in the service sector.
- 13.A good tax system should meet basic conditions: fairness, adequacy, simplicity, and

Down

- 1.Has the highest percentage of women in the parliament in the world
- 3.Charged with a broad mandate of coordinating and regulating training in the TVET sector through the licensing.
- 4.An arrangement in which someone learns an art, trade, or job under another.
- 6.On starting a business, Kenya is ranked number 129 with business registration taking almost steps.
- 9.Launched on 1st January 2021, touted as the biggest trade deal in the world, secretariat based in Accra.
- 10..... a digital asset that represents real-world objects like art, music, and videos.
- 11.Tax Laws Amendment Act 2020, provide for investment allowance deductions for industrial buildings at a rate ofpercent in the first year.

Solution for Previous Issue No.6**Across.**

2.EIGHTY

5.SME

9.STORYTELLING

10.AVERSION

11.WATER

Down.

1.SDG

3.TWENTY

5.MILLENNIAL

6.HOUSING

7.INFLUENCER

8. ECOSYSTEM