



MWALA TECHNICAL & VOCATIONAL COLLEGE
STRATEGIC PLAN 2024–2029



FOREWORD

Welcome to Mwala Technical & Vocational College (MTVC) Strategic Plan 2024 – 2029 that has been developed with participation of board of Governors, staff, trainees and key stakeholders. At MTVC, from the Governing Body to every staff member are driven by a determination to generate opportunity, employment, and prosperity across Kenya. This is reflected in our vision statement, “*A Centre of Excellence in Technical Training and Development of Employable Workforce*”.

The college aspires to not only be excellent in the delivery of vocational and technical training but also in nurturing the individual as well as fostering entrepreneurship, innovation and enterprise. Mwala Technical & Vocational College aims to work with employers to support the local and regional economies. Our Strategic Plan has identified three Thematic Results Areas (TRAs) as pillars upon which implementation will be reported and results measured. These are curriculum implementation; institutional development and resource development & management (institutional strengthening and positioning, human capital and talent management, financial growth and sustainability). In focusing on these areas, the college will ensure that emphasis is placed on its core mandates.

We at Mwala Technical & Vocational College are proud to serve the communities around us and aim to be at the heart of helping the Mwala Constituency residents, Machakos county residents and the wider Kenyan region. We cannot achieve this ambition without the shared enthusiasm; passion and dedication of our staff, trainees and partners which makes the college such a fantastic place to learn and work. We believe to embark on a special journey in providing high quality education and training and improving the lives of our trainees.

Kioko Kilukumi

Chairman, BOM

PREFACE

It is with great pleasure I present the Strategic Plan 2024/2029 of Mwala Technical and Vocational College for which I had given the leadership during the development. It has been developed through a well-discussed participatory process as described in of this document. The Strategic Plan 2024/2029 has been formulated considering the current trends in the TVET Education sphere, with particular emphasis on Curriculum-Based Education Training (CBET). Globally, it is recognized that political, social and economic growth of any country is largely as a result of transformation of knowledge, skills and technology into goods and services. This strategic plan therefore, is aimed at transforming Mwala Technical and Vocational College into a knowledgeable, skilled and technological institution through enhanced engagement with industry and business sector for the period 2024/2029. The strategic plan also acknowledges that the college's operational environment is dynamic and thus need to be continuously adaptive to the changing circumstances. In this respect, the strategic plan is aimed at putting in place several strategies to ensure that the college's programs are continually and consistently addressing the needs of our customers. A concerted effort of all those who be charged with various responsibilities in the implementation of the strategic plan framework will be put in place for ensuring that the activities are specific enough.

Therefore, allow me to thank all stakeholders who contributed immensely either directly or indirectly towards successful preparation of this strategic plan. I recognize the immerse time and selfless effort given by our strategic plan steering committee and the keen interest and guidance given by our able Board of Governors. I thank you all sincerely and encourage you to partner with us in the implementation of the strategic plan. On behalf of all members of staff of Mwala Technical & Vocational College, I pledge our commitment towards ensuring that the SP is fully implemented. **God bless you all.**

I strongly believe that the new Strategic Plan will take Mwala Technical & Vocational College to the next level by 2026, motivated through a collective ownership by all stakeholders. I take this opportunity to express my gratitude to the Board of Governors, the management and the community of Mwala Technical & Vocational College for their valuable contributions in formulating the Strategic Plan 2024/2029



Kavita C. Kyuli
Principal/BOG Secretary

EXECUTIVE SUMMARY

Mwala Technical & Vocational College (MTVC) Strategic Plan is a five-year Plan, whose time period is 2024 /2029. The framework of the Strategic Plan is guided by the TVET Act 2013, Ministerial Strategic Plans and stakeholders' analysis. The strategic plan is organized into seven chapters. The plan draws strongly from the Kenya Vision 2030, the Bottom-Up Economic Transformation Agenda, the Constitution of Kenya among other legal and policy documents relevant to the education sector including the TVET Act 2013. The strategic plan is organized into seven chapters where chapter one presents a brief background of the college, its mandate and functions, the rationale for developing the strategic plan and policy priorities to be pursued for the period 2024/2029. Chapter two links the college's mandate, functions and programs to the national development agenda as provided in the constitution, Kenya vision 2030 and fourth medium term plan (MTP) 2023/2028. Chapter three is on the situational analysis. The situational analysis has been carried out using the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, P-PESTEL analysis and stakeholder Analysis. The SWOT analysis of the college's strengths, weaknesses, opportunities and threats is critical in understanding its immediate operational environment. In addition, the college's external environment plays a big role in defining its operations and has been assessed through an analysis of the Policy, Political, Economic, Social, Technological, Environmental and Legal (P-PESTEL) factors affecting it. Lastly, a review of the organizations and key individuals who influence the college's operations has been carried out in the Stakeholder Analysis. Chapter four presents the strategic framework comprising of the college's vision, mission statement and well elaborated core values. The college's vision is aimed at guiding the college's long-term aspirations while the mission statement details the path which the college takes in actualizing her long-term strategy. The core values are aligned to the prevailing college operational environment and focus on the college synergies on long-term goals. The vision, mission and core values form the primary communications tools for the college. The chapter also discusses three thematic result areas where five strategic results areas (SRAs) have been identified. The five identified strategic results areas each has a strategic objective, strategies and corresponding activities. Chapter five details the coordination, implementation and accountability framework for implementation of the

strategic plan, key strategies for implementation of the plan, structure of the college, risk analysis and key success factors.

Chapter six presents the resource flows by mainly analyzing the number of financial resources required to implement the plan and those expected to be mobilized from internal and external sources. The chapter, states the total amount of financial resources required for the implementation of strategic plan in the period 2024/2029 which is **Ksh 385.9 million**. However, the financial resources expected to be generated from internal and external sources over the period, based on the projected cash inflows is **Ksh 415.13 million**. This implies that the college is likely to end up with a surplus of **Ksh 29.23 million** over the strategic plan period. The management of resources will be guided by operational rationalization, while appropriate resource mobilization strategies, including creating partnerships and strategic alliances, will be deployed to strengthen the college's financial resource base. Several strategies will be deployed to mobilize additional funds for implementation of the programs outlined in this strategic plan. This will include: intensive marketing of training programs; expansion of programs; generation of additional revenues from income generating activities; and strengthening of linkages with key partners.

Chapter seven which is the last chapter discusses monitoring, evaluation and reporting framework of this strategic plan. The chapter, in deal discusses the importance of monitoring, evaluation and reporting in the achievement of intended results of the college strategic plan. The chapter indicates how progressive monitoring will be carried out based on the expected outputs and measurable indicators as set out in the implementation matrix. Several programs will be identified for evaluation at the end of specified periods to assess their impacts and to provide key learning points. Reporting of results will be continuously carried out to inform internal and external customers and thus build support for implementation.

ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
A-in-A	Appropriation in Aid
BOG	Board of Governors
CDF	Constituency Development Fund
CSR	Corporate Social Responsibility
GoK	Government of Kenya
HIV	Human Immune Virus
HOD	Head of Department
HRM	Human Resource Management
ICT	Information and Communication Technology
IFMIS	Integrated Financial Management System
ISO	International Organization for Standardization
KPI	Key Performance Indicator
Kshs.	Kenya Shillings
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MTP	Medium Term Plan
MTVC	Mwala Technical & Vocational College
NEMA	National Environmental Management Authority
NITA	National Industrial Training Authority
NG-CDF	National Government/Constituency Development Fund
NGO	Non-Governmental Organizations
OVI	Objectively Verifiable Indicator
PAS	Performance Appraisal System
PC	Performance Contract
P-PESTEL	Policy, Political, Economic, Social, Technological, Environmental and Legal
PPP	Public Private Partnership
PU	Production Unit
QA	Quality Assurance
QMS	Quality Management System

SET	Science Engineering and Technology
SCM	Supply Chain Management
SP	Strategic Plan
STI	Science, Technology and Innovation
SWOT	Strengths, Weaknesses, Opportunities and Threats
TNA	Training Needs Analysis
TRAs	Thematic Result Areas
TVETA	Technical Education & Vocational Training Authority
UNICEF	United Nations International Children Emergency Fund
USAID	United States Agency for International Development

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CHAPTER ONE: INTRODUCTION

1.1 Background Information

Mwala Technical and Vocational College (MTVC) is a public Technical and Vocational Education Training Institution established by Technical and Vocational Education and Training Authority (TVETA) in accordance with TVET Act No. 29 of 2013 in July 2021. The Institution is situated about 250 meters, off Makutano/Kithimani road, Mwala Subcounty of Machakos County in the Eastern region. The College is approximately 99.9 kilometers from Nairobi city and 36.9 kilometers East of Machakos Town. The college currently sits on a five acres parcel of land bought by Mwala Constituency NG-CDF.

The college is managed by a Board of Governors (BOG) which consists of nine (9) members appointed by the Cabinet Secretary, Ministry of Education to represent the community, industry, professionals and relevant Government departments. The principal serves as the secretary to the board. The college orientation is towards the world of work and the acquisition of relevant competency-based skills. Hence, the college delivery systems are well placed to trap and train skilled and entrepreneurial workforce that Kenya needs to create wealth, achieve Bottom-up Economic Transformation Agenda (BETA) of development for Kenya and attainment of Vision 2030.

1.2 Mandate of the Institution

The mandate of MTVC is derived from the TVET Act, 2013. The Act empowers the college to provide high quality technical skills and knowledge necessary to create entrepreneurial workforce for national development and labour market.

1.3 Functions of the Mwala Technical & Vocational College

The functions of Mwala Technical & Vocational College as stipulated in TVET Act, 2013 are:

- i. Provide technical training, research and development services designed to promote national development and standards of competence;
- ii. Develop collaborations with other technical institutions, the industry and other similar institutions across the world;
- iii. Monitor, evaluate and communicate the impact of strengthened education and training programs for national growth and development;

- iv. Deliver programs tailored to promote the college's mandate and clients' needs;
- v. Coordinate technical and business examinations of KNEC, KSNEB, TVET-CDACC leading to award of Diplomas, craft certificate, artisan and other forms of suitable awards to successful candidates;
- vi. Source and coordinate industrial attachment and internship for trainees
- vii. Ensure assurance of quality during curriculum implementation

1.4 Specific objectives of MTVC

The specific objectives of the college are: -

- i. Provide adequate and appropriate skilled Artisans, Craftsmen and Technicians at all levels of the economy through practical training and work experience;
- ii. Transfer technology continuously through collaborative approach between the college and relevant industries;
- iii. To improve training opportunities for the increasing school leavers and other trainees to improve employability;
- iv. Provide continuous upgrading of skills and knowledge at the pace and ability of the trainees;
- v. Provide a dynamic curriculum responsive to the manpower needs of a dynamic economy;
- vi. Impart marketable skills, technical know-how and attitudes that respond to contemporary labour market demands by the industry, informal sector and for self-employment;

1.5 Rationale of the MTVC Strategic Plan 2024/2029

Mwala Technical & Vocational College is developing this strategic plan as a minimum requirement to guide its mandate and other functions. The strategic plan identifies strategic issues and challenges in the PESTEL and SWOT Analysis, which are considered to be critical in guiding in the formulation of strategic objectives, strategies, activities, outputs and indicators. The preparation for this strategic plan is made in reference to Government's policy framework, current national development agenda and institutional frameworks, plans and policies. Amongst them is the, Constitution of Kenya 2010, Kenya Vision 2030, and the Bottom-Up Economic Transformation Agenda (BETA). Further reference is made to the TVET Act, 2013, and Sessional Paper No. 1 of 2019 on a policy framework for reforming education and training for sustainable development in Kenya.

The preparation of the strategic plan also takes account of the regional and international context of policies, systems and governance relevant to TVET which include the Sustainable Development Goals, African Union TVET Policy and African Union Agenda 2063.

1.6 Relevant Legislations

Beside the 2010 constitutions, MTVC is guided by the Technical and Vocational Education and Training Act, 2013 and subsidiary regulation through the Technical Vocational Education and Training Regulations, 2015 and 2019. Other parliamentary acts and policies that are relevant to education and training in the college include:

- a) The Basic Education Act, 2012
- b) The Universities Act, 2012
- c) The Science, Technology and Innovation Act (2013)
- d) Kenya National Qualification Framework Act, 2014
- e) Kenya National Examination Council Act, 2012
- f) Kenya Institute of Curriculum Development Act, 2012
- g) Accountants Act, 2008, Revised 2012
- h) Industrial Training Act, 2012
- i) Public Procurement and Disposal Regulations Act, 2015;
- j) Public Finance Management Audit Act, 2005
- k) The HELB Act, 2023;
- l) Industrial Training Amendment Act of 2011
- m) Public Officers Ethics Act, 2003;
- n) The Public Finance Management Act (2012);
- o) Sessional Paper No. 1 of 2019;
- p) Competency based Education and Policy Framework of 2018

1.7 Policy priorities

The college will pursue the policy priorities for the period between 2024/2029 which include:

- i. Continue to deliver training programs that are aligned to emerging clients' needs
- ii. Review the teaching delivery methodologies to meet modern emerging issues and client needs e.g., strengthening the adoption of new technologies in teaching and training.

- iii. Diversification of programs offered in the college to meet the client needs.
- iv. Building infrastructure and human resource capacity for effective delivery of the programs
- v. Strengthening internal systems for transparency and accountability.

1.8 Methodology

The SP was prepared through participatory process by BOG members, staff, trainees and other relevant stakeholders. The process also involved review of relevant documents, brainstorming sessions, discussions and consultations with internal and external stakeholders.

1.9 Critical assumptions

Several critical assumptions have been made in developing this strategic plan which include:

- a) Resources will be available on time for the implementation of the activities;
- b) The SP will be cascaded to lower levels of the college, including the departments and sections;
- c) The college's performance management system will be based on and aligned to the strategic plan;
- d) There will be effective support of the BOG and management in the implementation of the strategic plan;
- e) Regular monitoring and reporting of the implementation of the SP will be carried out throughout on a continuous basis.

CHAPTER TWO

MWALA TECHNICAL & VOCATIONAL COLLEGE IN THE CONTEXT OF THE NATIONAL DEVELOPMENT AGENDA

2.1. Introduction

The chapter presents a brief context of strategic planning of national, regional and international education and research priorities, frameworks and policies which include the Sustainable Development Goals (SDGs), African Union Agenda 2063, East Africa Community Vision 2050, Constitution of Kenya, Kenya Vision 2030, Fourth Medium Term Plan (MTP IV 2023/2027) of Bottom-Up Economic Transformation Agenda (BETA 2022/2027) and Aligning the College's Programs to the Constitution of Kenya.

2.1.1 United Nations 2030 Agenda for Sustainable Development,

The UN 2030 Agenda for Sustainable Development and 17 SDGs, adopted by all UN Member States in September 2015, provides a shared blueprint for peace and prosperity for people and the planet. Mwala Technical and Vocational College will position itself to contribute to SDG 2, 4, 9, 13 and 17 as outlined below.

a) SDG 2: Zero Hunger

This goal aims to end hunger, achieve food security and improved nutrition and promote sustainable agriculture. The College will re-purpose the Department of Agriculture and applied Science to take the lead in assisting the community achieve food security through training and offering extension services in its demonstration plots.

b) SDG 4: Quality Education

This goal aims at ensuring an inclusive and equitable quality education and to promote lifelong learning opportunities for all. The College will strive to improve not only access to technical education, but also quality and relevant skills for decent work. The College will review its curricular regularly to ensure it is relevant to current needs of the country and the world at large.

c) SDG 9: Industry, Innovation and Infrastructure

This goal seeks to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. The College will contribute to the achievement of the goal by continuous capacity building for staff and trainees on patenting of innovations. Dual-training with industry players will be emphasized in all the programmes to ensure trainees acquire skills relevant for the market.

d) SDG 13: Climate Action

The goal urges urgent action to combat climate change and its impacts. The College will sensitize and build the capacity of staff and trainees to play an active role in environmental conservation through the Agriculture and Environmental Studies. Tree planting in selected area and will be done on an annual basis.

SDG 17: Partnership for the Goals

The aim of this goal is to strengthen the means of implementation and revitalize the global partnership for sustainable development. The College intends to develop strategic partnerships and collaborations with the industry, academic and research institutions as well as international bodies. The College will be an active player in these collaborations and will seek to not only receive but also give back in terms of practical application of knowledge.

2.1.2 African Union Agenda 2063

The AU Agenda 2023 focusing on inclusive growth and sustainable development for Africa has seven aspirations to be pursued and achieved. The College will focus on all but more specifically on Aspiration 1 which aims at ‘A Prosperous Africa, based on Inclusive Growth and Sustainable Development as outlined below.

- a) The College will emphasize the role of Science, Technology and Innovation in its academic programmes and will put in place infrastructure that supports research by both staff and trainees;
- b) As a means of promoting innovation among trainees, regular startup competitions will be held with the aim of identifying unique ideas that can be commercialized;

- c) Tree planting will be undertaken on an annual basis both within the College and in collaboration with other players within Machakos County.
- d) As a means of ensuring healthy and well-nourished citizens, the College will train qualified manpower for both sectors and recruit health care promoters to support both trainees and the community.
- e) Adopt renewable energy such as solar power to gradually meet its electricity demands.

2.1.3 East Africa Community Vision 2050

The East Africa Community (EAC) Vision 2050 is premised on the collective commitment of the EAC Partner States to fast-track integration towards a political federation. It is organized along six (6) pillars namely: Infrastructure Development; Agriculture, Food Security and Rural Development; Industrialization; Natural Resources and Environment Management; Tourism, Trade and Services Development; and Human Capital Development. The goal is to transform EAC into an upper– middle income region within a secure and politically united East Africa based on the principles of inclusiveness and accountability. Some of the specific activities the College will undertake in furtherance of the vision include:

- a) Strengthen Research capacity and put in place mechanisms to disseminate research findings;
- b) Review and develop innovative programmes that include entrepreneurship and business skills training to grow self-employment.
- c) Entrench linkages and collaborations so as to allow for information flow and exchange.
- d) Establish an innovation centre to nurture startups and facilitate commercialization of ideas

2.1.4 Constitution of Kenya

The 2010 Constitution of Kenya provides the fundamental principles upon which the country's development Agenda is carried out and in all forms. The constitution touches on various aspects of the country's development based on the separation of powers between the three branches of government; the Executive, the Judiciary and the Legislature.

The current constitution also contains a progressive bill of rights that provide for expanded civil and political rights, socioeconomic, cultural and even solidarity rights. All these comes with establishment of key independent offices which play key critical roles mainly on oversight and allocation of resources. The right to education is one of key economic and social right provided under Article 43 of the Constitution of Kenya, 2010. The College will therefore offer academic programmes to all without discrimination.

2.1.5 Kenya Vision 2030 and its Fourth Medium Term Plan

The Kenya Vision 2030 is the national blue print to create a globally competitive and prosperous country by 2030. It aims to transform Kenya into a newly industrializing middle-income country providing a high quality of life for all its citizens by 2030 in a clean and secure environment. The Vision is organized along three pillars, the economic, political and social pillar. The College aspires to be a key driver in Kenya's journey towards prosperity, knowledge-based development, and a better quality of life for its citizens. This will be achieved through strengthening human capital development for science, technology and engineering courses.

The Vision is also anchored on the Economic, Social and Political pillars. The Vision is implemented through a series of successive five-year Medium-Term Plans. The First MTP was simultaneously launched with the Vision covering the period 2008/2012. The Second Medium Term Plan covered the period 2013/2017 while the Third Medium Term Plan covered the period 2018/2022. The Fourth Medium Term Plan (MTP IV) covers the period 2023/2028 and is aligned to the priority Agenda of the Government, Bottom-Up Economic Transformation Agenda (BETA).

2.1.5.1 Fourth Medium Term Plan

The MTP IV 2023 -2028 is the current phase of development for the country and is informed by the Kenya Vision 2030, Bottom-Up Economic Transformation Agenda, Global and Regional Development Commitments. The Fourth Medium Term Plan targets sectors which will improve economic transformation through the following sectors:

- a) Finance and Production

- b) Infrastructure
- c) Social
- d) Environment and Natural Resources
- e) Governance and Public Administration

The MTP IV is aligned to the Bottom-Up Economic Transformation Agenda (BETA) which is the plan of Government which is geared towards economic turnaround.

2.1.5.2 Bottom-Up Economic Transformation Agenda

Bottom-up Economic Transformation Agenda (BETA) is the Government development agenda for the period 2022/2027. The agenda focuses on five pillars that are expected to have the highest impact at the bottom of the economy. These are: Agricultural Transformation; Micro, Small and Medium Enterprise (MSME) Economy; Healthcare; Housing and Settlement; and Digital Superhighway and Creative Industry. This agenda is cognizant of the critical role played by training institutions and the education sector in general in the development of the Country. Mwala TVC is expected to play a central role in providing solutions in all the five (5) areas through training, research, innovation and extension. Some of the specific means through which this will be realized include:

- a) Agricultural Transformation– The college will train manpower and set up demonstration sites for purposes of farmer extension services.
- b) Micro, Small and Medium Enterprise (MSME) Economy– The college will organize capacity building for business enterprise owners to run their enterprises competitively. Trainees will also be equipped with entrepreneurial skills so as to develop an entrepreneurial mind-set while still at the College.
- c) Healthcare: The College will set up a specialized dispensary with a main focus on lifestyle diseases.
- d) Housing and Settlement: The College will continue working with the local community to develop decent accommodation facilities for trainees.
- e) Digital Superhighway and Creative Industry: The College has will enhance internet connectivity to enable trainees access and benefit from online resources.

Overall, the College will adopt an end-to-end approach to the value chain by ensuring that all trainees are developed in an all-round manner in preparation for formal, informal and self-employment.

2.2 Aligning the College's Programs to the Constitution of Kenya

In order to align the college's programs to the Constitution of Kenya 2010, the college is prepared to abide by Article 10 on national values and principles of governance and Article 232 on values and principles of public services of the Constitution. Article 10 of the Constitution provides for national values and principles of governance including: patriotism, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people; human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized; good governance, integrity, transparency and accountability; and sustainable development.

Article 232 of the constitution provides for the values and principles that inform public service which include high standards of professional ethics; efficient effective and economic use of resources; responsive, prompt effective impartial and equitable provision of services; accountability for administrative acts; transparency and provision to the public of timely and accurate information; fair competition and merit as a basis of appointment and promotions with respect to diverse communities, gender and physical disabilities; affording adequate and equal opportunities for appointment, training and advancement at all levels of public service in respect of diverse communities, gender and physical disabilities.

Chapter six of the constitution on leadership and integrity, outlines several guiding principles of leadership and integrity which include: selection on the basis of personal integrity, competence and suitability, or election in free and fair elections; objectivity and impartiality in decision making, and in ensuring that decisions are not influenced by nepotism, favoritism, other improper motives or corrupt practices; selfless service based solely on the public interest, demonstrated by honesty in the execution of public duties the declaration of any personal interest that may conflict with public duties; accountability to the public for decisions and actions; and discipline and commitment in service to the people.

Toward alignment of the college programs to chapter six of the constitution as outlined above, the college is aimed at delivering programs to a wide range of individuals from all corners of Kenya aimed at inculcating public service values and ethics. The college further strives to improve governance by enhancing transparency and accountability in the service delivery and implementing programs to promote leadership skills and competencies among the trainees. The Constitution provides that every citizen has the right of access to: information held by the State and information held by another person and required for the exercise or protection of any right or fundamental freedom. The college contributes to this through dissemination of information by way of research and publications.

CHAPTER THREE

SITUATIONAL ANALYSIS

3.1 Introduction

Mwala Technical and Vocational College operational environment is determined by internal and external dynamics which could have an impact on current and future programs. The assessment of the College's environment is very critical in understanding the strategic positioning and charting its immediate and medium-term strategies for improved institutional performance. This chapter outline the current situation, challenges and emerging issues. Lastly, a mapping of the college's stakeholders has been carried out in order to inform how they will be engaged during the strategic plan implementation process.

3.2 Mwala Technical and Vocational College Training Programs

Mwala Technical and Vocational College will continue to enroll an increasing number of the trainees qualifying for college admission. In order to increase access, the College will continue to address the challenges through diversification in the teaching and learning platforms of delivery. Mwala Technical and Vocational College will adhere to the principles of equal opportunity for all through gender equity, disability-mainstreaming and affirmative action. The College shall not discriminate directly or indirectly against any person on grounds of race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth. The college plans to continue offering the programs indicated in *appendix 2* to achieve its mandate and objectives. However, the curricular offered will be reviewed from time to time to suit the target clients and prevailing developmental issues.

3.3 Establishment of Partnerships and Linkages

The college will recognize and collaborate with other stakeholders and partners either directly or indirectly supporting implementation of the college's objectives. The college will benchmark worldwide with the best institutions to make sure that it is offering the best to the stakeholders. Further, the college aims to establish partnerships and linkages with national and international collaborators. A collaboration policy framework will be developed to facilitate this while linkages with local and international partners will be strengthened. This includes linkages with development partners to reduce dependency on government funding.

3.4 Governance

Towards strengthening the governance framework, the college will formulate the Board Charter, Constitute Board Committees and develop and implement management and governance structures. A risk management strategy will also be developed and implemented while appointment of quality assurance and standards department will be established to carry out quality controls.

3.5 Performance Contracting

The college will adopt performance contracting as a change management tool for increasing transparency and accountability for results by ensuring clear reporting frameworks for the college, departmental, and sectional targets. The Performance Contract will be cascaded to individual levels through an effective Performance Appraisal System (PAS).

3.6 Ongoing projects

In order for the college to effectively discharge its mandate and to continue in improving its capabilities and efficiency, the college has instituted certain projects and programs. Those currently on going include.

- a) Acquisition of equipment and furniture for classrooms,
- b) Acquisition and development of learning/teaching resource materials
- c) Construction of training sheds
- d) Development of an effective collaborative engagements with the industry, community, sister institutions and other interested parties.

3.7 Future Projects

The college will implement other demand driven projects in future to meet the needs of the upcoming customers and the society. The projects include:

- a. Construction of additional workshops
- b. Acquisition of training equipment and software.
- c. Expansion of IGU to supplement the college revenue like introduction of driving school and other farming enterprises
- d. Construction of a block of classrooms.
- e. Construction of catering facility for trainees

- f. Acquisition of a new college bus and van.
- g. Construction of trainees' health center.
- h. Construction of additional recreational facilities.
- i. Implementation of management information system.
- j. Acquisition of additional Training and Learning Materials.

3.8 Emerging Issues

The fast pace of changing technology and an increasingly younger clientele will compel the college to adopt new technologies faster if it is to remain relevant in its core area of training. Devolution of power to County Governments might also pose a challenge to the college especially in terms of increased numbers of trainees' population in need of training in merging areas. In addition, changes in the management structure are likely to continue causing challenges in rolling them out and harmonizing operations.

It is hoped that the introduction of ISO Standard 9001:2015 will likely help the college to improve on service delivery. On the same note, introduction of the integrated financial management information system (IFMIS) will be expected to bring about changes in management of financial, accounting and procurement operations. This is in addition to the changes introduced in the public procurement and asset disposal Act, 2015.

3.9 P-PESTEL Analysis

Mwala Technical & Vocational College's external environment plays a big role in defining its operations. Analysis of college's external environment in terms of Policy, Political, Economic, Social, Technological, Environmental and Legal (P-PESTEL) factors is done to develop a view of the external environment in which it operates. These are factors that exist in the external environment but which, in one way or the other, influence the activities and programs of the college.

These factors can be grouped as Policy, Political, Economic, Social, Technological, Environmental and Legal (P-PESTEL) factors. Therefore, MTVC carried out a broad Policy, Political, Economic, Social, Technological, Environmental and Legal (P-PESTEL) scan was

undertaken with a view to describing the circumstances under which the college operates so as to be able to appreciate the factors that will either support or impede the process of implementing the strategic plan. An analysis of the P-PESTEL factors and how it influences MTVC's Activities is presented below:

3.9.1 Policy

- a) Presence of policy guidelines to guide the college in training programs which include: Gender Mainstreaming Policy; Disability Mainstreaming Policy; and college Academic Policy; IGU Policy;
- b) Change in Government policy can affect the implementation of MTVC plans. The college is heavily dependent on Ministry of Education and other Government MDAs and a major shift in training related policies can have a considerable impact on its operations;
- c) The change in government policy on employment terms for trainers can affect the effectiveness in competence training.

3.9.2 Political

- a) Constitutional requirement for access to equitable, quality and relevant education and training.
- b) Political goodwill and prioritization of TVET Subsector by the Government as indicated in Vision 2030.
- c) Government's commitment to Development of TVET.
- d) Devolution presents opportunities for the college to expand its horizons and programs;
- e) Changes in political regimes at the national level often leads to restructuring of ministries and departments with the risk of having a regime that may not be very keen on capacity building of TVET institutions;
- f) Goodwill of Government to empower trainers;
- g) The relatively high level of political awareness amongst Kenyans is likely to lead to a demand for high quality services, and transparency and accountability in the college's operations.

3.9.3 Economic

- a) Rationalization of public expenditure may affect funding of the college's programs;
- b) Government expenditure priorities often cut out training first;
- c) Increased opportunities for the college to generate its own income;
- d) Macroeconomic factors such as inflation affect the college's operations by forcing it to procure goods and services at higher prices.
- e) Skills requirements (especially technical) by Vision 2030 for the 97 flagship projects (e.g., Infrastructure, Energy).
- f) Increased funding requirements of TVET caused by increased access and introduction of CBET and modernization of TVET.
- g) Opportunities facilitated by Public Private Partnership Act (2013).
- h) Gap between political prioritization and actual budget allocation for TVET.

3.9.4 Social factors

- a) The increase in demand for skills development amongst Kenyans is likely to increase the demand for the college's services.
- b) The Bill of Rights and its requirements for provision of relevant skills for decent jobs.
- c) Increased relevance of self-employment and skills development for job creation and poverty alleviation.
- d) Limited awareness and negative perception of TVET and its opportunities.
- e) Increasing demand for provision and access to quality TVET training across the country.
- f) Need for improved quality of TVET institutions and programs (image, management, resources etc.) to accompany for re-branding TVET.
- g) Cultural perception/ stereotyping of some TVET fields (e.g., gender tagged skills and the 'fundi' perception)
- h) HELB Funding now also accessible for selected TVET-institutions and programs; and other sources of funding becoming available (e.g., NGOs and County Governments
- i) The impact of HIV and AIDS on staff and trainees can also impact on the college's programs

3.9.5 Technological factor

- a) Outdated technologies in the college may hamper delivery of the programs;
- b) Access to technologies that facilitate the college's programs including teaching and learning such as e-learning;
- c) The high costs associated with upgrading ICT infrastructure may cause delays and add to obsolescence;
- d) E- Procurement and IFMIS provide opportunities for improving service delivery.
- e) Rapid change in technology and its impact on skills development.
- f) Culture of innovation, creativity and maintenance.
- g) Use of ICT in delivery of MTVC services.
- h) Competency-based Education and Training as catalyst of improvement of TVET.
- i) Need for continuous improvements in MTVC, ICT infrastructure
- j) Use of ICT in education and training (e.g., smart classrooms).
- k) Trend towards adherence to International Quality Standards.

3.9.6 Environmental

- a) Emerging issues in environment (such as e-waste management, recycling, climate change) need to be addressed in programs delivered by MTVC.
- b) Sustainable management of environmental resources.
- c) Inculcation of green TVET values, attitudes in training programs.
- d) Inclusion of environmental issues and management in MTVC Quality Assurance Framework
- e) Increased focus on sustainable environmental management globally will compel the college to design its operations and development projects around the environmental sustainability platform;
- f) The College has to plan its projects to comply with national environmental legislations;
- g) The threat of diseases due to environmental pollution;
- h) There are opportunities for mounting environmental programs such as on waste management and climate change.

3.9.7 Legal

- a) The presence of an act of Parliament establishing the College;
- b) The Constitution of Kenya offers numerous areas for the College to anchor its mandate and program;
- c) Existence and possible review of TVET legal framework (e.g., TVET Act 2013).
- d) TVET Funding Board to be operationalized.
- e) Impact of regional and international protocols (incl. recognition of qualifications).
- f) Rigid (inherited) demarcation in regulation of pre-employment training (Ministry of Education/TVETA) and Industrial Training (Ministry of Labour/ National Industrial Training Authority (NITA).
- g) Mainstreaming of Competency-Based Education and Training Framework (incl. Occupational Standards) in TVETA legal and policy frameworks.

Mwala Technical & Vocational College will exploit the opportunities provided and put in place strategies for limiting the effects of the threats for all the P-PESTEL factors outlined in above.

3.10 SWOT Analysis

An analysis of the college's internal and external environment was undertaken as part of the strategic planning process. The analysis of the college's internal and external environment examined the strengths, weaknesses, opportunities and threats (SWOT) that affect or might affect the immediate operational environment of the college. Mainly the analysis was done to provide detailed information on how internal and external environments impact on the operations of the College. The internal environment explored the strengths and weaknesses of the College while the external environment explored the opportunities that are available and the threats that may affect the College's operations.

3.10.1 The Internal Environment

An analysis of the college internal environment revealed strengths that are likely to promote the college operations and weaknesses that are likely to hinder the college from implementing the SP. The strengths are indicated below:

3.10.1.1 Strengths

Strength	Strategic Implication	Strategic Response
BOG in place with relevant and diverse experience and	Confidence and trust among staff and other stakeholders	-Create harmonious working environment - -Provide strategic
Teamwork	Increased Productivity	-Team building and bonding sessions
Consultation and inclusivity in decision making	Improve attitudes and perception about the process enhance better	-Host consultative forums for staff
Specialized staff in various disciplines	Increased productivity and cross functional excellence	-Opportunities for career growth -Dynamic and responsive schemes
Top management support for programs	Improved staff and institutional	-Provide and maintain a conducive working
Availability of capacity building opportunities	Improved performance and staff motivation	-Provide budget allocation for capacity building -Continuous Training
Collaborations and partnerships	Expansion of networking with other stakeholders	-Create and maintain sustainable partnerships and collaborations
Diverse staff cultural background	Diversity in taking different roles and	-Observing affirmative rule and regional balance
Strategic location of the College	Ease of accessibility and proximity	-Advertise and provide information on college
Legal backing by an Act of Parliament (TVET act 2013)	Mandate legally institutionalized and recognized	-Advocacy and Lobbying among the stakeholders Sensitize the stakeholders
Funding from Ministry of Education	Facilitates training delivery	Lobby for enhanced budget allocation
Large number of youthful populations	Increased trainee population	Advertise and market the institution

3.10.1.2. Weaknesses

Weakness	Strategic Implication	Strategic Response
MTVC not well known because it is a new college	Missed strategic opportunities	Creating awareness of MTVC services and programs
No service delivery	Poor customer satisfaction	Develop service charter
Manual operating systems	Slow dissemination of information and delivery of	Automate the operating systems
Weak monitoring and evaluation system	Failure to meet performance targets	Put effective and feasible monitoring and evaluation policy in
Lack of college vehicle	-Added expenditure on transport	Organize for acquisition for college vehicle

3.10.2 External Environmental Analysis

As the college sets to implement its SP, there are bound to be opportunities and threats.

Opportunities are the operational potentials that the college will exploit in order to achieve its stated goals and objectives. Threats are the external operational challenges that are likely to hinder MTVC from realizing its mandate. Analysis of the Colleges' opportunities and threats are outlined below:

3.10.2.1 Opportunities

Opportunity	Strategic Implication	Strategic Response
Improvement of service delivery	Improved service delivery	Embrace new ways of doing things for improved customer
Expansion of MTVC and inherent workload justifies more funding for the College.	Increased trainee	Develop strategies to improve marketing strategies for the
Government and other stakeholders support	Efficient and effective promotion	Increase trainee enrolment in subsequent years
Capacity building opportunities of teaching and non-teaching staff	Well skilled staff	-Develop proposals for capacity building -Develop personalized staff
Strong linkages between the College's mandates and the Constitution, Kenya Vision 2030 and the Bottom-Up	-Well trained citizens who are employable	-Develop and Implement partnerships strategies with government departments
Partnering with development partners/Industry for improved curriculum delivery	Enhanced partnership with development partners/Industry led to improved curriculum	-Establish partnerships and collaborations with industries and development partners Develop concepts/proposals to
Benchmarking and adopting examples of good practices on quality assurance through regional and international	Improve quality of teaching of trainees	Create partnership and linkages with other training colleges in Kenya and beyond
MTVC can contribute to strengthening TVET training leading to competent	Access to quality and relevant training programs	Sustained quality technical training
Social/political good will	Realization of the mandate/objective of the	Development of collaborations and partnerships
ICT infrastructure	Improved visibility and communication	Enhanced quality technical training

3.10.2.2 Threats

Threat	Strategic Implication	Strategic Response
Changes of customers' preferences and needs	-Creates a gap in customers' preferences and needs Implementation of courses and services	-Continuous customer satisfaction surveys and implemented
New competitors in CBET and technical courses	Conflict in MTVC mandate	Lobbying and Advocacy
Possible change of government priorities in funding College	Provision of compromised quality teaching services	-Lobbying and advocacy -Implementation of income
Migration to E- learning and digital	-Outdated technology for service delivery	-Develop strategies to adopt to new technologies
Regulated fees for programs	Constraint activities and development in the college	Lobbying and Advocacy
Alcohol, drug and substance abuse	Stigmatization of the affected trainees	Carry out sensitization against the vice of stigmatization
HIV & AIDS and COVID 19.	Stigmatization of the affected	Carry out sensitization against
Issue of fragmented and multiple policies and legislation	Impact negatively on TVET governance if not adequately	Lobbying and Advocacy
Pressure from the Government for the college to generate its own	Constraint activities and development of the college	Lobbying and Advocacy

The SWOT Analysis has been used in this SP to select strategies that will ensure the college effectively implements programs and achieves her strategic objectives. Therefore, MTVC will seek to build on the strengths outlined above so as to improve on her operations for better implementation of programs. The weaknesses on the other hand will be minimized or addressed to become areas of positive performance in the college

The opportunities will be exploited to gain a competitive advantage in the college operational environment which will be built on internal positives and gained support from stakeholders. The college notes that opportunities often have a finite timeline and will thus strive to take full advantage of them within the shortest time possible. On other hand, college management will be put in place strategies to manage effects of weakness whenever they arise. Threats which are external in nature and not directly managed by the college. The college is alive to the fact that some of these threats have the potential to inflict severe damage on its operations and may be endanger its very existence.

3.11. Stakeholder Analysis

The Stakeholder analysis involved taking stock of all parties who have different interests and expectations on the outputs and the operations of the college.

This analysis was conducted in order to understand the nature and extent of the functional relationships and the various stakeholder expectations. The analysis also will allow the college to gain insights into the roles it needs to play in meeting the expectations. In the context of this SP, stakeholders are individuals or organizations who are influenced by the operations of the college or those whose activities have the potential to influence its own operations. The stakeholder analysis for this SP is presented in the table below.

Table: Stakeholder Analysis

Stakeholder	Functions of Stakeholder	Stakeholder Expectations	Role of the College in meeting the stakeholder's expectations
National/County Government	<ul style="list-style-type: none"> • Public service delivery • Capacity development of staff 	Competent workforce	<ul style="list-style-type: none"> -Undertake regular public sector training needs analysis; -Implement competency-based training programs
Industry	Give practical and competent learning to trainees;	Helping with development of industry standards and supporting practical training.	Implementing competence-based Training
Trainers	Teaching service delivery	Training for knowledge, skills and competencies, conducive work enrolment	<ul style="list-style-type: none"> -Develop and implement relevant training programs; -Provide competent trainers; -Develop relevant and friendly learning environment. Provide affordable relevant training programs; -Continuously improving learning facilities
Development partners/NGOs	<ul style="list-style-type: none"> -Support to the College's programs. -Accountability in usage of funds -Provide complementary public services 	<ul style="list-style-type: none"> -Provide reliable reports; -Deliver programs as per agreements -Provide quality training; -Provide quality catering, accommodation facilities -Prudent mgt of public facilities 	<ul style="list-style-type: none"> -Regular updates and briefings on key projects and programs, -Implementation of decisions and recommendations. -Liaise appropriately with DP's Office in developing briefs for the Board; -Follow through with implementation of decisions and recommendations. -Provide competent trainers; -Develop relevant and affordable relevant training programs;

			-Continuously improve facilities
Non-Teaching staff	Delivery of services to clients	-Availability of relevant resources/ working tools; -Favorable terms and conditions of employment.	-Availability of adequate working tools and equipment; -Regular review of terms and conditions of employment
Research institutions	Generation of knowledge and dissemination of information	Collaboration in conducting research	-Identify areas of study; -Share information; -Disseminate research and studies' findings
Suppliers	Supply of goods and services	-Prompt communication, payment and proper item specifications	-Generate proper specifications; -Prompt payment for delivered products.
Media	-Dissemination of information on the College's programs and activities	-Information on the college's programs	-Timely provision of accurate information on the college's programs and activities.
Public/ Communities	-Consumers of the services offered -Provide financial support to trainees/payers of the service	-Provision of feedback -Effective communication; -Good media coverage on issues of public concern	-Regular engagement of the public on issues of interest
Trainees	-The primary customers of the college -Consumers of the college's services (education, training and research services) -Contribute to the increase of revenue base of the college operations -Project the image of the MTVC brand	-Quality technical training services -Sustain the operations of the college	- Provision of improved corporate image -Sustained college functions -Provide competent trainers; -Develop relevant and affordable relevant training programs; -Continuously improve training facilities

Board of Governors	<ul style="list-style-type: none"> -Provision of policy and strategic direction and review of institutional management performance -Resource mobilization and utilization 	-Sustenance of the college operations	<ul style="list-style-type: none"> -Provision of improved training services to the public - Implementation of the strategic plan
Kenya National Examination Council (KNEC)	<ul style="list-style-type: none"> -Conduct quality assessment of the learners based on the curriculum -Provide guidance on diagnostic tests 	-Quality, relevant and inclusive examinations	<ul style="list-style-type: none"> -Provide quality teaching on the set curriculum -Complete syllabus on the set period -Prevent cheating during examinations
Ministry of Education,	<ul style="list-style-type: none"> -Benchmarking and accreditation -Collaboration in research activities 	-Recognition of the College internationally	Provision of improved training services to the public
Regulatory bodies	<ul style="list-style-type: none"> -Provide accreditation and validation of training programs -Maintenance of ethics, standards and quality assurance -Regulate the quality of training programs/ curriculum -Effective enforcement of laws affecting the occupation -Advocacy with relevant authorities to provide conducive environment for training -Provide legal frameworks 	-Increased competency in service delivery	Continuous improvement of quality and standards of training
Professional bodies	<ul style="list-style-type: none"> -Control and oversight of the legitimate practice of the occupation -Monitor professional educational programs -Safe guard public interest -Professional certification 	-Maintain professionalism	-Networking and forum for updating skills

The Mwala Technical & Vocational College will utilize the information in the Stakeholder Analysis to improve service delivery to its numerous stakeholders. Strategies will be put in place to ensure that the needs and expectations of the various stakeholders are met.

3.12 Competitor Analysis

The College faces cut-throat competition in the market mainly from public universities, other TTIs, national polytechnics and private colleges providing specialized training entities. A detailed competitor analysis is given here below.

Table: Competitor Analysis

Name of competitor	Factors contributing to competitor edge	What MTVC should do
Public Universities	-Long period of existence -Visibility, image and positioning	-Enhance quality of products and services as well as methods of delivery to curve its niche in the market
Private college in Mwala town and its environs	-Visibility, image and positioning as destination of choice for short courses	-Enhance quality of products and services as well as methods of delivery to curve its niche in the market.
Other Established Public TTIs, TVCs and National Polytechnics	-Aggressive marketing strategies -Focus on areas of competitive advantage	-Enhance marketing strategies -Position itself as a training and consultancy institution of choice -Linkage with and alignment to industry requirements

5.4 Risk Management

Despite the detailed plans encapsulated in this Strategic Plan, risks abound that may militate against realization of the plan. The College is awake to these possible adverse developments and will put in place strategies for risk management. The analysis of the risks will be grouped into five categories namely:

- a) **Strategic Risks** are the prospective adverse impacts on the business arising from poor strategic decisions, improper implementation of decisions; or lack of responsiveness to changes in the operational environment;
- b) **Organizational Risks** are those that threaten the implementation of the Strategic Plan due to internal capacity or structural issues;
- c) **Financial Risks** emanate from failure to either mobilize adequate funds or lack of prudence in financial resource utilization;
- d) **Operational Risks** are those that arise from capacity inadequacies in the course of implementation of planned programs and activities;

- e) **Technological Risks** are those associated with deficiencies in Information and Communication Technology, or related thereto.

The comprehensive Risk Analysis and Mitigation measures is presented in the Table.

Table: Risk Analysis and Mitigation

Type of Risk	Description of the Risk	Measures to mitigate the effects of the risks on the College's activities
Strategic Risks	Weak internal and external communication structures	-Develop and implement a Communications Strategy; -Regular staff/departmental meetings -Regular updates on college programs.
	Failure to communicate the Strategic Plan effectively to all employees	-Dissemination of the Strategic Plan to all employees regardless their status.
	Delays in decision-making	-Improve decentralization of functions; -Accord departments greater levels of autonomy.
	Competition from similar organizations	-Benchmark with competitors and the best establishments in the industry; -Promote quality service delivery; -Train and motivate staff; -Develop a competitive price structure
	Utilization of revenue reserves to fund operational expenditure.	-Develop and implement strategies to boost the revenue of the College to finance operational expenses.
Organizational Risk	Inadequate awareness on the Strategic Plan.	-Disseminate and sensitize staff, key clients and stakeholders on the Strategic Plan.
	Weak follow up of BOG and Management decisions	-Strengthen the follow-up on checklists of BOG decisions and recommendations
	Resistance to change.	-Effective communication of change initiatives; -Rewards and sanctions.
	Inadequate staff and loss of highly qualified staff.	-Recruitment and deployment staff -Improved terms and conditions of service for staff.
Finance Risk	Poor budgeting.	-Promote a participatory approach in budgeting.
	Inadequate resources and overreliance on the government funding.	-Diversification of training programs; -Preparation and implementation of a Resource Mobilization Strategy -Strengthening linkages with partners.
	Wasteful expenditure.	-Develop and implement budget controls -Improve workplace practices

Operational Risk	Poor implementation of the Strategic Plan	-Strengthen monitoring of the implementation process.
	High turnover of skilled teaching staff.	-Develop and implement a staff retention Plan.
	Inadequate staff to effectively implement the Strategic Plan	-Recruitment of additional qualified staff;
	Weak Monitoring and Evaluation framework.	-Develop and implement a robust M&E Framework; -Build capacity on M&E.
	Weak teamwork	-Implement team building programs, -Strengthen interactions within and between campuses.
Technological Risks	Rapid changes in technology	-Regular upgrading of technology and skills.
	Changes in the preferred mode of delivery of learning material.	-Adoption of e-learning modes and updating of infrastructure.
	Systems and information security.	-Improve information security -Regular updates of systems' firewalls.

5.5 Key Success Factors

The college exists in a business environment defined mainly by the clients it serves in various forms. The success of the college in implementing this SP will therefore depend on several factors which are relevant to the interests and needs of these customers. These Key Success Factors are:

- a) A competent, regularly trained and motivated staff;
- b) Curricular and training programs which are relevant to the needs of clients;
- c) Development and implementation of integrated systems for core business processes;
- d) Automation of additional services;
- e) Streamlining of processes and reduction in bureaucracy; and
- f) A robust monitoring and evaluation framework

5.6 Key Assumptions

The SP 2024/2029 has been developed and will be implemented with the following key assumptions:

- a) The TVET act 2013, will be fully adhered to and upheld to facilitate holistic regulation of the education and training sector;
- b) There will be enhanced budgetary support from the government;

- c) Partners especially the parent ministry, development partners and the Private Sector as well as other education and training sector education stakeholders will collaborate with the authority in realizing its mandate and responsibilities;

The socio-economic and political changes and dynamics will favor development of education and training sector education especially given the current and future demand both nationally and regionally.

CHAPTER FOUR STRATEGIC FRAMEWORK

4.1 Introduction

This chapter sets in place policy direction of the Mwala Technical & Vocational College in the period 2024/2029. The college intends to strategically focus on its core functions and operations as stipulated in the vision, mission and core values to realize its objectives. The Vision is the mental desired picture of the organization. The mission is the overriding reason that gives MTVC its identity and unique purpose. The core values reflect the college's culture and common belief to which all members subscribe.

The chapter also discusses the three Thematic Results Areas (TRAs) that form the pillars upon which results will be pursued and measured. The strategic challenges under each strategic results area have been outlined and strategic objectives for each area formulated to address these. Finally, the strategies under each TRA have been identified alongside their corresponding activities.

4.2 Vision, Mission and Core Values

VISION

A Centre of Excellence in Technical Training for Employable Workforce.

MISSION

To Produce Competent Employable Graduates by Facilitating Learning, Research and Innovative Dissemination of Knowledge, Skills and Productive Work Attitudes to Meet Socio-Economic and Cultural Needs of the Citizens of Kenya and Beyond.

MOTTO

Unlocking Knowledge, Skills and Work Behaviour in The Heart of Africa

CORE VALUES

We commit ourselves to the following core values:

Accountability

- a) Upholding ethos that meet the expectations of the different stakeholders;*
- b) Providing accurate information to all our stakeholders in a transparent manner, including:*
 - i Information to prospective trainees about the programmes offered by the college, the duration of the programmes and the fees charged;*
 - ii Information to continuing trainees and staff about the learning environment and opportunities for improving it;*

- iii *Information to Government, parents and development partners on the mobilization and utilization of financial resources;*
- iv *Information to staff on the working environment and opportunities for improvement.*

c) Reports on assessment of our learning outcomes, including employability of our graduates.

Professionalism

a). Adoption of work ethics that demonstrate competence and capacity to generate results to the expected institutional, national, international and discipline specific standards

b) A culture of customer care that promotes Mwala TVC as a responsible public institution.

Integrity

Uphold ethical values that will ensure that we do the right thing in all circumstances as well as maintaining the value of honesty, trust and responsibility in all our actions.

Respect

Staff and trainees will conduct themselves with due regard and consideration for the rights of others and ensure acknowledgement, attention and good judgement in dealings with all our stakeholders.

Diversity, Equity, and Inclusion

Mwala TVC will be an equal opportunity institution that embraces diversity in order to achieve maximum potential without discrimination

4.3 Thematic Result Areas

The college has identified three (3) thematic result areas (TRAs) in which implementation will be carried out, performance measured and results communicated and reported. These areas are:

4.3.1 Curriculum Implementation;

This will be implemented through quality technical training and research & innovations development.

4.3.2 Institutional Development

This will be implemented through infrastructural development and positioning

4.3.3 Resource Development & Management

This will be implemented through human capital and talent management and financial growth and sustainability. The Thematic Result Areas (TRAs) have been carefully identified to cover the entire range of programs implemented by the college and provide the areas along which reporting will be carried out which include areas such as strategic issues, strategic objectives, strategies and activities.

4.3.1 THEMATIC RESULT AREA ONE: CURRICULUM IMPLEMENTATION	
4.3.1.1 STRATEGIC RESULT AREA I: QUALITY TECHNICAL TRAINING	
Strategic Issues	<ul style="list-style-type: none"> a) Quality Teaching; b) Delivery or methodology; c) Accessibility and relevance of training; d) Certification of the courses e) Market intelligence; f) Capacity building of trainers; g) Integration of admissions systems; h) Create a data base of trainees and establishment of Trainees' union; i) Transfer of learning and post training evaluation
Strategic Objective	To develop and implement relevant training programs that facilitate acquisition of the necessary skills for improved service delivery and employability
Strategy 1.1.1	Source and Implement of Market-Driven Programs
Activities	<ul style="list-style-type: none"> i. Carry out market intelligence surveys; ii. Pre-training consultations with stakeholders iii. Implement accredited training programs; iv. Source and implement CBET programs.
Strategy 1.1.2	Develop Peer to peer learning
Activities	<ul style="list-style-type: none"> i. Establish a platform for Peer-to-Peer learning; ii. Implement Peer-to-Peer learning iii. Sharing of experiences from Peer-to-Peer learning
Strategy 1.1.3	Harmonization and standardization of training
Activities	<ul style="list-style-type: none"> i. Harmonize training curricula; ii. Standardize admission guidelines; iii. Harmonize Examination process and review iv. Organize for industrial attachments for trainees v. Coordinate teaching of practicals
Strategy 1.1.4	Diversification of mode of teaching delivery
Activities	<ul style="list-style-type: none"> i. Introduce part-time programs; ii. Establish E-learning programs; iii. Accredited different programs offered in the institution iv. Used accredited trainers and facilitators

Strategy 1.1.5	Implementation of Management Information System (MIS)
Activities	<ul style="list-style-type: none"> i. Procure and install MIS; ii. Train users on the system; iii. Establish a data base of trainees;
4.3.1.2 STRATEGIC RESULT AREA 2: RESEARCH AND INNOVATIONS DEVELOPMENT	
Strategic Issues	<ul style="list-style-type: none"> a) Institutionalizing a research culture; b) Marketing the college as a research destination; c) Dissemination of research findings; d) Public trainers research findings in Refereed Journals; e) Policy oriented research; f) Uptake of available funding for research; g) Motivation for research; h) Working paper series/ position papers; i) Contributions to GOK policy issues; j) Regional conferences on topical issues
Strategic Objective	To promote and institutionalize Research and Innovation for informed decision-making in the college and Kenya as large
Strategy 1.2.1	Promotes relevant research and innovation in the education and training in the college
Activities	<ul style="list-style-type: none"> i. Develop a research and innovation policy for MTVC ii. Implement research and innovation policy for MTVC iii. Undertake motivational activities that promote quality research and innovation in MTVC iv. Capacity build and train staff on research and innovation
Strategy 1.2.2	Undertake operational strategic research on topical issues that impact on MTVC
Activities	<ul style="list-style-type: none"> i. Identification of topical issues for research on MTVC ii. Develop research proposal iii. Identify funding iv. Carry out Research v. Disseminate research findings.
Strategy 1.2.3	Develop and promote knowledge sharing platforms
	<ul style="list-style-type: none"> i. Develop research and innovation repository database for MTVC ii. Organize research symposia/workshops & seminars
4.3.2 THEMATIC RESULT AREA TWO: INSTITUTIONAL DEVELOPMENT AND MANAGEMENT	
Strategic Issues	<ul style="list-style-type: none"> a) Branding and visibility of the college and its services; b) Mainstreaming of ICT in training and support services; c) Governance and service delivery systems; d) Status of infrastructure facilities; e) Fostering linkages, partnerships and collaborations; f) Institutionalizing Monitoring, Evaluation and Reporting g) Develop and institutionalize a sound Performance Management and quality management system

	h) Mainstream HIV/AIDS, drug and substance and Gender issues in the college
Strategic Objective	To enhance the institutional capacity, profile and corporate image of the College to facilitate effective positioning in the market
Strategy 2.1	Institutionalization of Center of Excellence
Activities	<ul style="list-style-type: none"> i. Develop and implement a framework for established of Center of Excellence; ii. Develop internal capacities for the Centre of Excellence; iii. Regular review of the performance of the Center of Excellence iv. Conduct a benchmarking exercise on Best practices from National Polytechnics in Kenya
Strategy 2.2	Enhance Branding and Visibility
Activities	<ul style="list-style-type: none"> i. Production and dissemination of promotional materials; ii. Upgrade and update the college's website; iii. Develop and implement an institutional Marketing Strategy; iv. Participation in exhibitions and open days; v. Undertake public sensitization on mandate and programs of the College; vi. Develop and Implement a Corporate Social Responsibility framework.
Strategy 2.3	Leverage on ICT
Activities	<ul style="list-style-type: none"> i. Develop and Implement an ICT Policy and Strategy; ii. Train staff in ICT iii. Automate key processes iv. Create e-learning platform for MTVC courses; v. Create and operationalize contingency sites for data security.
Strategy 2.4	Adopt good corporate governance practices
Activities	<ul style="list-style-type: none"> i. Develop and implement functional organization structure; ii. Review and implement the Service Delivery Charter. iii. Capacity BOG Members and Management on corporate governance iv. Create awareness on the corporate values throughout the College v. Establish Corporate Communication function vi. Enforce adherence to code of good governance
Strategy 2.5	Development and upgrading of infrastructure
Activities	<ul style="list-style-type: none"> i. Develop a Master Plan for the college ii. Refurbishment of buildings, roads and pathways; iii. Equip the college with state of the-art-facilities; iv. Expand infrastructure facilities in the college; v. Develop and implement an annual maintenance schedule; vi. Upgrade security of facilities; vii. Management of transport services
Strategy 2.6	Strengthen linkages, collaborations and partnerships
Activities	<ul style="list-style-type: none"> i. Develop and implement policy on linkages, collaboration and partnership;

	<ul style="list-style-type: none"> ii. Carry out partners and collaborators mapping; iii. Establish new linkages for collaboration and partnership.
Strategy 2.7	Institutionalize Monitoring, Evaluation and Reporting
Activities	<ul style="list-style-type: none"> i. Develop and Implement Monitoring, Evaluation and Reporting Framework; ii. Build capacity for ME&R; iii. Carry out regular monitoring of projects and programs; iv. Carry out evaluation of identified programs; v. Prepare and disseminate Monitoring and Evaluation reports.
Strategy 2.8	Develop and institutionalize a sound Quality Management Systems (QMS)
Activities	<ul style="list-style-type: none"> i. Develop and implement a Quality Assurance Standards Policy; ii. Implement the ISO Standard; iii. Review and implement complaints resolution mechanism iv. Carry out annual customer satisfaction, employee satisfaction and work environment surveys.
Strategy 2.9	Mainstream HIV/AIDS and COVID 19 issues in the College
Activities	<ul style="list-style-type: none"> i. Develop and implement HIV/AIDs workplace policy ii. Develop and implement COVID 19 protocol at the workplace
Strategy 2.10	Mainstream drug and substance issues in the college
Activities	<ul style="list-style-type: none"> i. Undertake wellness campaigns of drug and substance abuse ii. Conduct guidance and counselling sessions for the affected groups
Strategy 2.11	Mainstream Gender issues in the college
Activities	<ul style="list-style-type: none"> i. Develop gender policy ii. Implement gender specific program iii. Undertake gender mainstreaming
4.3.3 THEMATIC RESULT AREA 3: RESOURCE DEVELOPMENT & MANAGEMENT	
4.3.3.1 STRATEGIC RESULT AREA 1: HUMAN CAPITAL AND TALENT MANAGEMENT	
Strategic Issues	<ul style="list-style-type: none"> a) College staff retention b) College an organizational culture c) Manage employee relations d) Develop performance among employees
Strategic Objective	To build human resource capacity for quality service delivery
Strategy 3.1	Attract and retain high performing staff
Activities	<ul style="list-style-type: none"> i. Develop human resource management policy ii. Develop and implement Career Guidelines; iii. Develop and implement a Rewards and Sanctions Policy for BOG staff; iv. Determine optimal staff for the institutional v. Recruitment of BOG teaching staff; vi. Conduct regular competency assessment. vii. Carry out job evaluation; viii. Staff establishment; ix. Work load analysis;

Strategy 3.2	Foster a MTVC Common culture
Activities	<ul style="list-style-type: none"> i. Establish, develop and maintain a common culture; ii. Review and implement Code of Conduct; iii. Implement coaching and mentorship programs; iv. Promote diversity and inclusion. v. Improve on the Work Environment
Strategy 3.3	Undertake training and development for both the BOG Members and Staff
Activities	<ul style="list-style-type: none"> i. Conduct Training Needs Assessment (T.N.A.) ii. Develop and implement relevant training activities iii. Evaluate the impact of training on service delivery iv. Develop and implement effective staff mentorship programs. i.e., Attach training staff to the industry
Strategy 3.4	Improve employee relations
Activities	<ul style="list-style-type: none"> i. Develop and implement employee welfare schemes; ii. Improve workplace safety and health standards
Strategy 3.5	Strengthening performance management
Activities	<ul style="list-style-type: none"> i. Implement performance contracting framework ii. Monitor and evaluate staff performance iii. Mainstream board and management evaluation; iv. Establish and implement an efficient and effective staff Performance Appraisal System; v. Automate staff performance management vi. Promote creativity, innovation and continuous learning amongst staff. vii. Reward staff based on performance recognition scheme
4.3.3.2 STRATEGIC RESULT AREA 2: FINANCIAL GROWTH AND SUSTAINABILITY	
Strategic Issues	<ul style="list-style-type: none"> a) Diversification of revenue b) Cost-effectiveness of programs c) Establishment of Income Generating activities d) Resource mobilization e) Effective budgeting and budgetary control f) Enhance efficiency in utilization of funds g) Streamline fees collection mechanism h) Strengthen the procurement function i) Strengthen of Internal Audit function j) Elimination of wastage k) Improve on financial reporting
Strategic Objective	To generate, mobilize and enhance efficiency in the utilization of financial resources
Strategy 3.2.1	Diversification of revenue streams
Activities	<ul style="list-style-type: none"> i. Develop a strategy paper on revenue diversification; ii. Formulate Income Generating policy; iii. Implement Income Generating policy; iv. Develop and implement IGUs
Strategy 3.2.2	Review cost effectiveness of the programs and activities

Activities	<ul style="list-style-type: none"> i. Carry out a market survey on pricing of training programs; ii. Develop and implement a pricing policy for all revenue streams.
Strategy 3.2.3	Resource mobilization
Activities	<ul style="list-style-type: none"> i. Review and implement the Resource Mobilization and Funding Strategies; ii. Identify areas requiring internal and external funding iii. Identify relevant funding partners iv. Lobby for funding from the Exchequer; v. Lobby for funding from partners
Strategy 3.2.4	Optimization of the cash and cash conversion cycle
Activities	<ul style="list-style-type: none"> i. Update receivables schedule; ii. Digitize the delivery of invoices.
Strategy 3.2.5	Effective budgeting and budgetary control
Activities	<ul style="list-style-type: none"> i. Request for resource requirements from Department ii. Prepare annual Financial Plan iii. Analysis of variance against actual.
Strategy 3.2.6	Enhance efficiency in utilization of funds
Activities	<ul style="list-style-type: none"> i. Undertake capacity building of staff on financial management ii. Sensitize staff on cost saving measures iii. Develop a mechanism for outsourcing noncore service
Strategy 3.2.7	Streamline fees collection mechanism
Activities	<ul style="list-style-type: none"> i. Create awareness to trainees on different avenues for fees sourcing ii. Create awareness on importance of timely fees payment iii. Collect fees within stipulated period in the term
Strategy 3.2.8	Strengthen the procurement function
Activities	<ul style="list-style-type: none"> i. Implementation of procurement disposal act 2015 ii. Develop and implement college Procurement Policy; iii. Develop and implement Procurement Plan; iv. Implement e-procurement; v. Develop and implement Disposal Plan
Strategy 3.2.9	Improve the Internal Audit function
Activities	<ul style="list-style-type: none"> i. Implement the Audit Policy; ii. Monitor implementation of the Risk Management Framework; iii. Procure and install audit systems.
Strategy 3.2.10	Elimination of wastage
Activities	<ul style="list-style-type: none"> i. Identify areas of wastage; ii. College cost cutting-measures iii. Establish a Financial Monitoring and Evaluation System.
Strategy 3.2.11	Improve financial reporting
Activities	<ul style="list-style-type: none"> i. Review and implement the Finance and Procurement Policy; ii. Bank reconciliations; iii. Maintenance of financial records; iv. Prepare Financial Statements

CHAPTER FIVE

COORDINATION AND IMPLEMENTATION FRAMEWORK

5.1 Introduction

This chapter stipulates the accountability framework and outlines key strategies which will be utilized by the college to ensure effective implementation of the Strategic Plan. In addition, the responsibilities for implementation have been outlined to enhance accountability. The chapter further presents the college's organizational structure and functions of the various departments and units. The Key Success Factors and Risk Analysis are also outlined.

5.2 Accountability Framework

The overall responsibility of implementing this Strategic Plan rests with the principal which will be charged with overseeing the actual implementation of the SP to meet the Strategic Objectives set and, in particular, the targets as outlined in the Results Matrix at the end of this document. He/she will be in charge of providing overall policy direction in the implementation of all activities outlined in the Strategic Framework, including the allocation and re-allocation of resources. Program/Project managers will prepare quarterly progress reports outlining achievements and gaps in implementation, where applicable. Continuous monitoring of performance will be cascaded to individual levels of relevant officers. Annual Progress Reports will also be prepared and discussed by management.

5.3 Strategies for implementation of the Strategic Plan

The college will pursue the following strategies to ensure effective implementation of the SP.

5.3.1 Capacity Development

Continuous training, capacity building and regular appraisal of staff will be carried out to ensure that they remain capable to implement the college's programs. This strategy is also in line with the college's endeavor to ensure that its programs remain relevant to the prevailing needs.

5.3.2 Quick Wins

These are programs which can realize results in a relatively short period during implementation of this Strategic Plan. These programs, also known as quick wins, can be used to demonstrate results, learn from and therefore provide impetus for implementation of other programs and activities. This strategic plan will implement Income Generating Units (IGU) that will realize results in relatively short period during the first financial year.

5.4 Structure of the Mwala Technical & Vocational College

5.4.1 Introduction

Mwala Technical and Vocational College TVC is mandated of teaching, research, innovations, and community outreach. Teaching takes place in academic departments which make up the College. Currently, the College has seven departments namely: Agriculture and Applied Sciences, Building and Civil Engineering, Business Studies and ICT, Electrical and Electronic Engineering, Fashion Design and Cosmetology, Hospitality and Tourism Management, Mechanical and Automotive Engineering.

In order to provide quality education and training, the College will continue to involve stakeholders in the determination of continuation of existing and introduction of new academic programmes. Practical orientation and relevance to market demand will guide the efforts in this direction. The College aims to continuously recruit, develop and retain quality academic staff and improvement of learning infrastructure through expansion and modernization.

5.4.2 Institutional Offices

Currently MTVC has the following institutional offices;

- a) Principal
- b) Deputy Principal.
- c) Registrar
- d) Dean of Trainees
- e) Academic HoDs
- f) Guidance & Counseling
- g) Finance Office

- h) Farm Office
- i) Security Office

STAFF ESTABLISHMENT PROJECTIONS

Staff Categories	Staff establishment Requirement				
	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029
Teaching staff	46	52	54	58	62
Non-teaching staff	16	18	22	24	26
Total	62	70	76	82	88

A) Teaching Staffing Levels

The current establishment of teaching staff is as given in the table below

Office	Number
Public Service Trainers	11
BOG Trainers	29
Total	40

B) NON-ACADEMIC STAFF PROJECTIONS

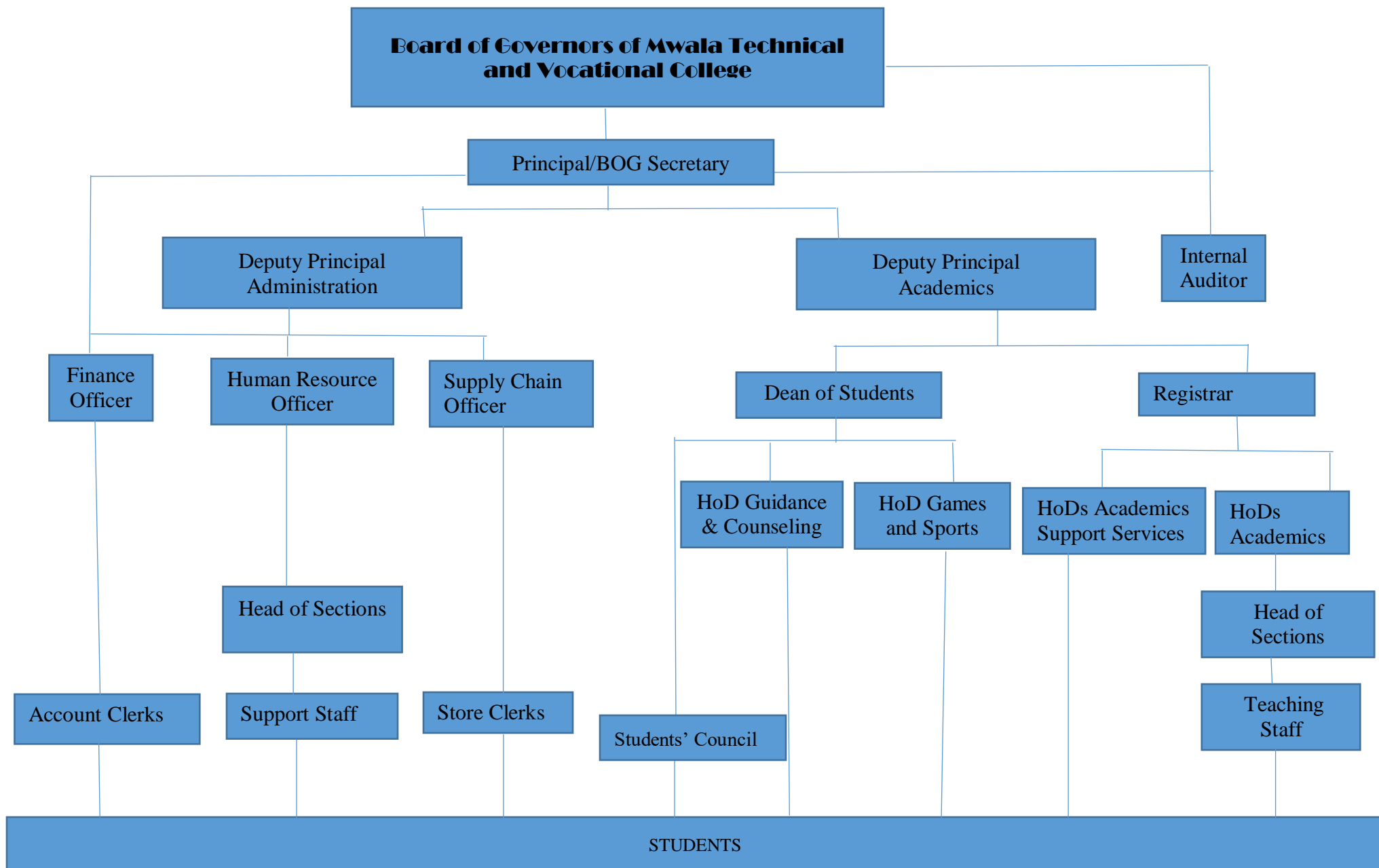
The current establishment of non-teaching staff is as given in the table below.

Office	2024//2025	2025/2026	2026/2027	2027/2028	2028/2029
Finance office	1				
Human Resource Office	0				
Cooks	2				
Secretary	2				
Drivers	0				
Security	3				
Technicians	0				
Cleaners	3				
Store keeper	0				
Total	11				

5.3 College's Proposed Organizational Structure

In order MTVC to undertake its mandate effectively, it will put in place an elaborate management structure, that will oversee the day-to-day activities and whose functions/ roles

are set out in the TVET act 2013 and public service HR manual. Therefore, to facilitate commencement of the implementation of 2024/2029 SP, the college has developed an interim organizational structure as shown in figure below;



5.3.1 Proposed Institutional Office functions

BOG Roles/Functions

- a) Overseeing the conduct of education and training in the institutions in accordance with the provisions of TVET Act 2013 and any other written law;
- b) Promoting and maintaining standards, quality and relevance in education and training in the institutions in accordance with TVET Act 2013 and any other written law;
- c) Administering and managing the property of the institutions;
- d) Developing and implementing the institutions' strategic plan;
- e) Preparing annual estimates of revenue and expenditure for the institution and incurring expenditure on behalf of the institutions;
- f) Receiving, on behalf of the institution, fees, grants, subscriptions, donations, bequests or other moneys and to make disbursement to the institution or other bodies or persons;
- g) Determining the fees payable and prescribing conditions under which fees may be remitted in part or in whole in accordance with the guidelines developed under the provisions of TVET Act 2013 and any other written law;
- h) Mobilizing resources for the institutions;
- i) Regulating the admission and exclusion of trainees from the institutions, subject to a qualification's framework and the provisions of TVET Act 2013 and any other written law;
- j) Determining suitable terms and conditions of service for support staff, trainers and instructors and remunerating the staff of the institutions, in consultation with the Authority;
- k) Making regulations governing organization, conduct and discipline of the staff and trainees;
- l) Preparing comprehensive annual reports on all areas of their mandate, including education and training services and submit the same to the Ministry;
- m) Providing for the welfare of the trainees and staff of the institutions;
- n) Encouraging, nurturing and promoting democratic culture, dialogue and tolerance in the institutions;
- o) Approving collaboration or association with other institutions and industries in and outside Kenya subject to prior approval by the Ministry of education;

- p) Recruiting and appointing trainers from among qualified professionals and practicing trades persons in relevant sectors of industry
- q) Discharging all other functions conferred upon it by TVET Act 2013 and any other written law.

Role of the Principal

- a) Chief Executive Officer or overall Head of the college under the direction of the Board of Governors
- b) Accounting officer for the college, be responsible for preparation of the estimates for recurrent and development expenditure for the college.
- c) Interpreting and implementing policy decisions pertaining to training.
- d) Overall organizer, co-coordinator and supervisor of all the activities in the college
- e) Responsible for improving and maintaining high training and learning standards in the college
- f) Responsible for planning, acquisition, development and maintenance of physical facilities at the college.
- g) Co-coordinating specific training and learning activities in the college.
- h) Promoting positive linkages between the college and the neighbouring communities and/or other nearby organizations.
- i) Promoting the welfare of all staff and trainee within the college.
- j) Promoting liaison between the college and other organizations.

Role of the Deputy Principal

- a) Class teaching
- b) Orderly and efficient implementation of the official curricula
- c) Admissions and general management of trainee affairs
- d) Acquisition and development of appropriate learning/teaching materials
- e) Advising on departmental capacity building
- f) Advising on all matters relating to curriculum development, implementation, review and evaluation

- g) Efficient management and optimum utilization of departmental assets, facilities and other resources
- h) In charge of all aspects of college administration when the principal is not available.
- i) Responsible to the Principal for guidance of lecturers and trainees as well as ensuring that proper discipline is maintained in the college.
- j) Ensuring that examinations and assessments are carried out and that proper scheduling of instructional programs are done.
- k) Supervision of college activities including maintaining cleanliness and general repairs of buildings.
- l) Responsible to the Principal for the supervisions of teaching staff and other college employees in the proper discharge of tuition programs.
- m) Any other related duties as maybe assigned by the principal.

The Role of Registrar

- a) Class teaching
- b) General trainees' admissions
- c) Effective management of trainees' records
- d) Management of trainee evaluation both internally and externally
- e) Class teaching
- f) Guiding and counseling trainees as well as maintaining their discipline
- g) Marketing college programs
- h) Involvement in formulating education plans and development strategies for the institution;
- i) Involvement in maintaining the academic standards and records, timetables at the institutions;
- j) Initiating and conducting educational courses, conferences, seminars and workshops;
- k) Inducting new trainers into the system
- l) Initiating and conducting research activities and publishing teaching materials/manuals
- m) Any other functions assigned by the principal.

The Role of Dean of Trainees

- a) Class teaching
- b) Organize proper utilization of all trainees' recreational facilities
- c) Oversee organization of trainee's government, clubs, societies, games etc.
- d) Arrange regular consultative information-oriented meetings with trainees' council, HODs and the Principal
- e) Organize and supervise trainees' elections with help of trainees' council
- f) Approve trainee's leave of absence during non-tuition time.
- g) Prepare budget related to all co-curricular activities
- h) Keep records and correspondence on trainees' issues and welfare.

The Role of Academic Heads of Department

- a) Class teaching
- b) Development of training programs, services and materials;
- c) Implementation of training programs;
- d) Supervision and evaluation of departmental staff performance
- e) Custodian of the departmental inventory
- f) Coordinating research in the department
- g) Advise the Principal on materials and equipment requirement
- h) Allocation of duties to staff within the department
- i) Coordination of departmental admissions, tuition and exams
- j) Coordinate discipline and welfare of trainees of the department
- k) Coordinate industrial attachment for departmental trainees
- l) Guidance and counseling of trainees

Role of Head of Guidance & Counseling

- a) Class teaching
- b) Co-ordinate guidance and counseling committee comprising members of all departments in the Institution
- c) Prepare a schedule detailing when trainees can visit the counseling office.
- d) Organize open forums, orientation talks on issues and specific topics affecting trainees
- e) Collect and disseminate information useful to trainees and college community

- f) Handling and coordinating serious trainee issues that may require referral or professional help

Role of Industrial Attachment Officer

- a) Class teaching
- b) Handle linkages with industries
- c) Organize industrial attachment for all trainees in liaison with academic HODs and the Principal.
- d) Prepare and administer industrial attachment evaluation instruments at institutional and industry level.
- e) Organize for trainee insurance cover.
- f) Ensure attachment of trainees to relevant and suitable industries for appropriate skills development
- g) Handle all cases that may arise while trainees are attached in industries
- h) Organize and ensure supervision and assessment of all trainees while on industrial attachment.

The Role of Head of Research and Development unit

- a) Class teaching
- b) Responsible for planning, coordination and execution of all research and consultancy activities within the college.
- c) In charge of developing funding proposals, generating research and consultancy business, management of linkages with stakeholders and clients
- d) In charge of conducting research to identify priority areas for policy intervention.

The Role of Head of E- Learning and ICT Services Section

The e-learning and ICT services section is in charge of training, research, consultancy in ICT. The Section coordinates and supports training programs in ICT and e-Learning.

The Role of Head of Library Unit

The unit coordinates collection, documentation and preservation of information resources, and management of library information programs and services. It also initiates collaboration and networking with library stakeholders.

The Role of Head of Housekeeping Unit

The head of housekeeping unit is responsible for ensuring efficient and proper organization and management of housekeeping services, and supervision of cleanliness in the classes and offices. He/she is also in charge of the housekeeping tools and equipment and general provision of housekeeping services to the college's guests.

The Role of Finance officer

- a) Ensure prudent financial management and utilization of resources.
- b) Ensure timely preparation of financial reports, development of financial and coordination of the budgeting process.
- c) In charge of management of the college's expenditure.
- d) Undertake expenditure forecasting and monitoring in addition of prioritization of projects and activities for the purpose of financial allocation of budgets.
- e) Prepare financial reports on all transactions and annual financial plans.
- f) Responsible for application of sound principles, systems and techniques in accounting for the college's finances, assets, revenue, expenditure and costs.
- g) Prepare quarterly and final accounts and related financial statements and/or returns in addition to maintenance of cash books for daily postings and balancing.

Head of Supply Chain Management Unit

- a) He/she supports the mandate of the college by ensuring continuous supply of quality goods and services at the right point of use, right time and price.
- b) It also carries out disposal of idle assets.

Head of Awareness and Marketing Unit

- a) Class teaching

- b) Create awareness of programs offered by the college
- c) Public relations
- d) Marketing college programs
- e) Oversee all Marketing communication activities of the college

The role of HOD Quality Assurance and Performance Contracting

- a) Class teaching
- b) Monitoring quality of teaching by ensuring regular feedback from trainees using standard tools
- c) Monitoring examination process to ensure examination quality standards are met
- d) Ensure departments monitor class attendance by both trainers and trainees
- e) Create and update a tool for collection of quality assurance data
- f) Develop and benchmark for best quality management practices
- g) Ensures effectiveness and effectiveness of internal controls in various departments/sections of the college.
- h) Ensures compliance of the college with established internal policies and procedures together with other government regulations and policies.
- i) Ensure accuracy, timeliness and reliability of information provided of Management of the college.
- j) Using financial year guidelines develop the college draft performance contract targets for negotiation with Ministry of Education
- k) Coordinate performance contracting steering committee meetings
- l) Prepare the college for negotiation and vetting of the performance contracts
- m) Prepare and cascade performance contract targets to lower levels
- n) Responsible for ensuring of all necessary actions are taken for effective implementation of the performance contracting
- o) Ensuring compliance with terms of the signed performance contracts targets
- p) Develop quarterly performance contracts reports and submit to relevant government agencies
- q) Compile performance contracts targets evidence
- r) Prepare annual performance contracts reports
- s) Prepare the college for performance contracts evaluation

Teaching Staff / Trainers

- a) Class teaching;
- b) Preparing and maintaining, schemes of work, course outlines, lesson notes, trainee assessment reports, records of work and other records;
- c) Developing and organizing relevant teaching and learning materials;
- d) Initiating and organizing curricula and co-curricular activities;
- e) Assessing and evaluating trainees' performance and provision of remedial action;
- f) Maintaining and improving trainee discipline;
- g) Guiding and counseling trainees;
- h) Participating in examination moderation and departmental activities
- i) Any other relevant duties assigned by the Head of Institution

CHAPTER SIX

FINANCIAL RESOURCES REQUIREMENT FOR STRATEGIC PLAN IMPLEMENTATION

6.1 Introduction

The implementation of the SP requires financial resources, which should be mobilized by the college from various sources. This chapter assesses the number of resources to be spent in implementing programs and compares them with the resources expected to be mobilized by the college over the SP period. While recognizing that resources are never adequate for full implementation of projects and a program. The chapter outlines some of the resource mobilization strategies which will be implemented to raise additional funds for implementation. Finally, the chapter provides implementation strategic matrix.

6.2. Financial Resource Requirement for the Implementation of the Strategic Plan

Implementation of this SP will be based on the Thematic Result Areas (TRAs) identified in the strategic framework. The financial resources required for implementation of each TRA for each year are presented in the table below.

Table: Financial Resource Requirement for 2024-2029

Thematic Result Area	Resource Requirements (Million Kshs.)					Total Resource Requirements (Million Kshs.)
	2024//2025	2025/2026	2026/2027	2027/2028	2028/2029	
Curriculum Implementation	7.05	7.45				
Institutional Development	65.2	66.7				
Resource Development and Management	22.05	23.85				
Total	94.3	98.0				

The table above, indicates the total amount of financial resources required for full implementation of the SP over the period 2024-2029 as **KSh.1 million**.

6.3 Financial Resource Inflows

The college is expected to mobilize financial resources from several sources and the amounts expected from these sources over the SP period are as indicated in the table below:

Table: Financial Resource Inflows

Strategic Sources of Funding	Financial resource mobilization (Million Kshs)					Total amount expected (Million Kshs)
	2024//2025	2025/2026	2026/2027	2027/2028	2028/2029	
Government grant allocation and Capitation	5.45	16.55	18.00	21.00	30.00	91.00
College Fees Collection	4.55	12.81	15.85	19.50	26.42	79.13
Partner support and Government Development grant	27.00	32.00	42.00	62.00	82.00	245.00
Total	37.00	61.36	75.85	102.50	138.42	415.13

The table above, indicates the total amount (**KSh 415.13** million) of financial resources expected to be mobilized by the college over the SP period 2024/2029. By comparing the total amount required for implementation and the financial resources inflows, the college is likely to end up with a surplus of **KSh 29.03** million at the of the SP period.

6.4 Strategies for Mobilization of Additional Financial Resources

The college will require additional resources if it is to fully actualize this Strategic Plan. Several strategies will be deployed to mobilize additional funds for implementation of the programs outlined in this SP. These will include:

- i. **Intensive marketing of training programs:** The college will utilize numerous channels to market its training programs and increase enrolments. This will include enhancing marketing to clients outside its traditional base.
- ii. **Expansion of programs through:** Introduction of evening/ weekend classes to tap into the market of those not able to attend classes during the normal hours.
- iii. **Increasing revenue from funding proposal development:** The two functions will be strengthened through establishment of linkages with Ministries, Departments, Agencies

and County Governments, and other partners for purposes of addressing identified needs or gaps.

- iv. **Strengthening of linkages with key partners namely:** the national Government; County Governments; development partners; and Non-Governmental Organizations

6.5 Implementation Strategy Matrix

The Implementation Strategy Matrix will illustrate the Thematic Result Areas (TRAs), Strategic Objective(s), Expected Outcomes, Strategies and Activities. The matrix will also give verifiable performance indicators, targets, and timeframes for implementation of the plan as well as the partners involved and the projected costs of the planned activities. The detailed budgets will also be part of annual work plans. The implementation strategic matrix will be a critical and important management tool for:

- i) Mobilizing, allocating and utilizing resources during plan implementation;
- ii) Efficient and effective management and coordination of plan implementation;
- iii) Soliciting collaboration and support from partners and stakeholders in education and training sector education;
- iv) Monitoring and evaluation;
- v) Facilitating mid-term and end of plan reviews/evaluations.

The Implementation Strategy Matrix for MTVC is presented below:

THEMATIC RESULT AREA 1: CURRICULUM IMPLEMENTATION											
STRATEGIC RESULT AREA I: QUALITY TECHNICAL TRAINING											
STRATEGIC ISSUES	a) Quality Teaching; b) Delivery or methodology; c) Accessibility and relevance of training; d) Certification of the courses e) Market intelligence; f) Capacity building of trainers; g) Integration of admissions systems; h) Create a data base of trainees and establishment of Trainees' union; i) Transfer of learning and post training evaluation										
STRATEGIC OBJECTIVE 1:	To develop and implement relevant training programs that facilitate acquisition of necessary skills for improved service delivery and employability										
Strategies for objective 1	Activities	Expected Output	Performance Indicator (Out Indicators)	Resources	Total cost (Kshs Millions)	Time Frame/Budgetary Allocation in Kshs. Million					Responsibility Centre/ Responsible Person
						2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	
Source and Implement of Market-Driven Programs	-Carry out market intelligence surveys	Information on courses being offered	Market intelligence reports	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	HOD MARKETING
	-Pre-training consultations with stakeholders	Agreement on market driven course	Number of programs agreed upon	Human resources, Finances	0.4	0	0.1	0.1	0.1	0.1	HOD MARKETING
	-Implement accredited training programs	Information on relevant training courses on offer	Number of accredited programs rolled out	Human resources, Finances	0.2	0	0.05	0.05	0.05	0.05	REGISTRAR
	Source and implement CBET programs	Sourced occupational standards and curricular	Number of CBET programs rolled out.	Human resources, Finances	1.8	0.2	0.4	0.4	0.4	0.4	PRINCIPAL

Develop peer to peer learning	-Establish a platform for Peer-to-Peer learning	Established system for Peer to-Peer learning	Operational platform for Peer-to-Peer learning	Human resources, Finances	0.2	0	0.1	0.1	-	-	HOD ICT
	-Implement Peer-to-Peer learning	Enhanced Peer-to Peer knowledge sharing	No. of Peer to-Peer learning programs implemented	Human resources, Finances	0.4	0	0.1	0.1	0.1	0.1	HOD ICT
	-Sharing of experiences from Peer-to-Peer learning	Enhanced Peer-to Peer knowledge sharing	No. of forums for sharing of experiences from Peer to-Peer learning	Human resources, Finances	0.4	0	0.1	0.1	0.1	0.1	HOD ICT
Harmonization and standardization of training	Harmonize training curricula	Standardized training curricula	No. of harmonized training curricula	Human resources, Finances	1.2	0.1	0.2	0.3	0.3	0.3	REGISTRAR
	Standardize admission guidelines	Streamline admission across departments	Operational standard admission guidelines	Human resources, Finances	2.0	0.1	0.4	0.5	0.5	0.5	REGISTRAR
	Harmonize Examination process and review	Standardized exams	Number of Harmonized Exams	Human resources, Finances	2.0	0	0.5	0.5	0.5	0.5	REGISTRAR
	Organize for industrial attachments for trainees	Organized industrial attachment for trainees	Number of trainees assessed on attachment	Human resources, Finances	2.0	0.2	0.4	0.4	0.5	0.5	ILO
	Coordinate teaching of practicals	Coordinated teaching of practicals	Number of practicals done during the term	Human resources, Finances	0	0	0	0	0	0	ACADEMIC HODs
Diversification of mode of teaching delivery	Introduce part-time programs	Increased flexibility in training programs schedules	No. of part-time programs introduced	Human resources, Finances	2.0	0.2	0.3	0.5	0.5	0.5	DP

	Establish E-learning programs	Enhanced delivery of E-Learning programs	No. of E-learning programs mounted	Human resources, Finances	6.0	0	1.0	1.5	1.5	2.0	DP
	Ensure different programs are offered in the institution	Accredited programs are offered in the institution	No. of accredited programs offered	Human resources, Finances	0	0	0	0	0	0	DP
	Use accredited trainers and facilitators	Used accredited trainers and facilitators in teaching	Number of accredited trainers and facilitators	Human resources, Finances	0	0	0	0	0	0	PRINCIPAL
Implementation of Management Information System (MIS)	Procure and install MIS	Procured and installed MIS	Operational MIS in place	Human resources, Finances	2.7	0.2	1.5	0.5	0.3	0.2	PRINCIPAL
	Train users on the MIS	Trained users of MIS	Number of trained users of MIS	Human resources, Finances	1.0	0.2	0.2	0.2	0.2	0.2	PRINCIPAL
	Establish a data base for the trainees	Established data base for the trainees	Operational data base for the trainees	Human resources, Finances	0	0	0	0	0	0	HOD ICT
THEMATIC RESULT AREA 1: CURRICULUM IMPLEMENTATION											
STRATEGIC RESULT AREA 2: RESEARCH AND INNOVATIONS DEVELOPMENT											
STRATEGIC ISSUES	<ul style="list-style-type: none"> i Institutionalizing a research culture; ii Marketing the College as a research destination; iii Dissemination of research findings; iv Public trainers research findings in Refereed Journals; v Policy oriented research; vi Uptake of available funding for research; vii Motivation for research; viii Working paper series/ position papers; ix Contributions to GOK policy issues; x Regional conferences on topical issues 										
Strategic Objective 2:	To promote and institutionalize Research and Innovation for informed decision-making in the College and Kenya as large										

Strategies for objective 2	Activities	Expected Output	Performance Indicator (Out Indicators)	Resources	Total cost (Kshs. Millions)	Time Frame/Budgetary Allocation in Kshs. Million					Responsibility Centre/ Responsible Person
						2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	
Promotes relevant research and innovation in the education and training in the college	Develop a research and innovation policy for MTVC	Developed research and innovation policy for MTVC	Operational research and innovation policy for MTVC	Human resources, Finances	0.1	0	0.1	0	0	0	HOD RESEARCH
	Implement research and innovation policy for MTVC	Implemented research and innovation policy for MTVC	Operational research and innovation policy for MTVC	Human resources, Finances	0	0	0	0	0	0	HOD RESEARCH
	Undertake motivational activities that promote quality research and innovation in MTVC	Undertaken motivational activities that promote quality research and innovation in MTVC	Number of motivational activities that promote quality research and innovation undertaken	Human resources, Finances	0.4	0	0.1	0.1	0.1	0.1	HOD RESEARCH
	Capacity build and train staff on research and innovation	Capacity built and train staff on research and innovation	Number of staff capacity built and trained on research and innovations	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	HOD RESEARCH
Undertake operational strategic research on topical issues that impact on MTVC	Identification of topical issues for research on MTVC	Identified topical issues for research on MTVC	Number of topical issues for research identified	Human resources, Finances	0	0	0	0	0	0	HOD RESEARCH
	Develop research proposals	Developed research proposals	Number of develop research proposals	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	HOD RESEARCH

	Identify funding sources	Identified funding sources	Number of identified funding sources	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	HOD RESEARCH
	Disseminate research findings	Disseminated research findings	Number of disseminated research findings	Human resources, Finances	0.4	0	0.1	0.1	0.1	0.1	HOD RESEARCH
Develop and promote knowledge sharing platforms	Develop research and innovation repository database for MTVC	Developed research and innovation repository database for MTVC	Number of developed research and innovation repository database for MTVC	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	HOD RESEARCH
	Organize research symposia/work shops & seminars	Organized research workshops & seminars	Number of organized research workshops & seminars	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	HOD RESEARCH
THEMATIC RESULT AREA 2: INSTITUTIONAL DEVELOPMENT AND MANAGEMENT											
STRATEGIC ISSUES	<ul style="list-style-type: none"> •Branding and visibility of the college and its services; •Mainstreaming of ICT in training and support services; •Governance and service delivery systems; •Status of infrastructure facilities; •Fostering linkages, partnerships and collaborations; •Institutionalizing monitoring, evaluation and reporting •Develop and institutionalize a sound performance management and quality management system •Mainstream HIV/AIDS, drug and substance and gender issues in the college 										
Strategic Objective 3	To enhance the institutional capacity, profile and corporate image of the college to facilitate effective positioning in the market										
Strategies for objective 3	Activities	Expected Output	Performance Indicator (Out Indicators)	Resources	Total cost (Ksh Millions)	Time Frame/Budgetary Allocation in Ksh. Million					Responsibility Centre/ Responsible Person
						2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	

Institutionalization of Center of Excellence	Develop and implement a framework for center of Excellence	Developed and implemented framework for center of Excellence	Develop and implement a framework for established of Center of Excellence	Human resources, Finances	0.5	0	0.5	0	0	0	PRINCIPAL
	Develop internal capacities for the Centre of Excellence	Enhanced capacities for trainers	Number of trainers with enhanced capacity	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
	Regular review of the performance of the Center of Excellence	Reports on reviewed performance of the Centre of excellence	Number of reports on reviewed performance of the Centre of excellence	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
	Conduct a bench marking exercise on the best practice from established National Polytechnic	Improved efficiency in trainers	Number of best practices implemented	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
Enhance Branding and Visibility	Production and dissemination of promotional materials	Produced and disseminated promotional materials	Number of Produced and disseminated promotional materials	Human resources, Finances	1.2	0.2	0.2	0.2	0.3	0.3	HOD MARKETING /HOD ICT
	Develop the college website	Upgraded and updated the college website	Operational upgraded and updated college website	Human resources, Finances	1.0	0.1	0.2	0.2	0.2	0.3	HOD ICT

	Develop and implement institutional Marketing Strategy	Enhanced institutional Marketing Strategy	Documented and operational institutional Marketing Strategy	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	HOD MARKETING
	Participation in exhibitions and open days	Enhanced publicity of the college programs	Number of exhibitions and open days participated in	Human resources, Finances	2.0	0.1	0.3	0.4	0.6	0.6	HOD MARKETING
	Create and manage alumni portal	Alumni portal created	An operational alumni portal	Human resources, Finances	1.0	0	0	0.2	0.4	0.4	HOD ICT
	Undertake public sensitization on mandate and programs of the college	Increased public awareness on the mandate and programs of the college	Public awareness index on the mandate and programs of the college	Human resources, Finances	1.6	0.1	0.2	0.3	0.5	0.5	HOD MARKEING
	Develop and Implement a Corporate Social Responsibility framework	Enhanced social responsibility by the college	Number of Corporate Social Responsibility programs implemented	Human resources, Finances	0.8	0	0.2	0.2	0.2	0.2	PRINCIPAL
Leverage on ICT	Develop and Implement an ICT Policy and Strategy	Framework for implementation and development of ICT	Operational ICT Policy and Strategy	Human resources, Finances	0.8	0	0.2	0.2	0.2	0.2	PRINCIPAL
	Train staff in ICT	Staff trained on ICT	Number of staff trained on ICT	Human resources	1.2	0	0.4	0.4	0.4	0.4	PRINCIPAL
	Automate key processes	Key processes automate	Number of key processes automated	Finances	2.0	0	0.5	0.5	0.5	0.5	PRINCIPAL

	Create e-learning platform for MTVC courses	Created e-learning platform for MTVC courses	Operational e-learning platform for MTVC courses	Human resources, Finances	1.5	0	0.2	0.3	0.5	0.5	HOD ICT
	Create and operationalize contingency sites for data security	Improved data security	Operational Data Recovery Plan	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
Adopt good corporate governance practices	Develop and implement functional organizational structure	Revised organization structure	Operational organization structure	Human resources, Finances	0.2	0	0.2	0	0	0	PRINCIPAL
	Review and implement the Service Delivery Charter.	A revised Service Delivery Charter	Customer satisfaction index	Human resources, Finances	0.5	0	0.1	0.1	0.1	0.1	PRINCIPAL
	Provide capacity building on corporate governance for BOG Members and Management	Board members and staff trained	No. of Board members and management staff trained on corporate governance -Training report	Human resources, Finances	2.0	0	0.5	0.5	0.5	0.5	PRINCIPAL
	Create awareness on the corporate values throughout the college	Staff sensitized on college corporate values	Number of staff sensitized on corporate value	Human resources, Finances	0.4	0	0.1	0.1	0.1	0.1	PRINCIPAL
	Establish Corporate	Established Corporate	Corporate Communication Policy	Human resources, Finances	0.2	0	0.1	0.1	0	0	PRINCIPAL

	Communication function	Communication Unit.	developed and implemented								
	Enforce adherence to code of good governance	Code of Conduct for all staff developed and enforced	Code of Conduct manual in place	Human resources, Finances	0	0	0	0	0	0	PRINCIPAL
Development and upgrading of infrastructure	Develop a Master Plan for the college	Improved physical planning -Developed college infrastructure	Master Plan for the college	Human resources, Finances	0.5	0	0.5	0	0	0	PRINCIPAL
	Refurbishment of buildings, roads and pathways	Improved state of infrastructure	% of buildings, roads and pathways refurbished	Human resources, Finances	6.5	0.3	0.5	1.7	2.0	2.0	PRINCIPAL
	Equip the college with state of the-art facilities	Facilities upgraded	No. of facilities equipped with state of the-art facilities	Human resources, Finances	5.0	0	1.0	1.0	1.0	1.0	PRINCIPAL
	Expand infrastructure facilities in the college	Increased capacity of the college infrastructure facilities	No. of infrastructure facilities in the school expanded	Human resources, Finances	195.0	25.0	38.00	41.0	46.0	51.0	PRINCIPAL
	Develop and implement an annual maintenance schedule	Annual maintenance of facilities carried out	Percentage of the facilities maintained annually	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	HOD R&M
	Upgrade security of facilities	Security of facilities upgrade	operational new security system	Human resources, Finances	1.0	0	0.4	0.2	0.2	0.2	PRINCIPAL
	Management of transport services	Improved transport services	No. of new vehicles procured	Human resources, Finances	10.0	2.0	0	4.0	4.0	0	PRINCIPAL

Strengthen linkages, collaborations and partnerships	Develop and implement policy on linkages, collaboration and partnership	Framework for linkages, collaboration and partnership	operational policy on linkages, collaboration and partnership	Human resources, Finances	1.0	0	0.25	0.25	0.25	0.25	PRINCIPAL
	Carry out partners and collaborators mapping	Partnership & collaboration mapping carried out	mapping framework	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
	Establish new linkages for collaboration and partnership	Increased collaboration with partners	No. of new linkages for collaboration established	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
Institutionalize Monitoring, Evaluation and Reporting	Develop and Implement Monitoring, Evaluation and Reporting Framework	Monitoring, Evaluation and Reporting (ME&R) Framework developed	operational Monitoring, Evaluation and Reporting (ME&R) Framework	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
	Build capacity for ME&R;	Enhanced organizational capacity for ME&R	No. of staff trained in ME&R	Human resources, Finances	2.0	0	0.4	0.5	0.5	0.6	PRINCIPAL
	Carry out regular monitoring of projects and programs	Regular monitoring of projects and programs carried out	No. of monitoring exercises carried out	Human resources, Finances	2.0	0	0.5	0.5	0.5	0.5	PRINCIPAL
	Carry out evaluation of identified programs	Assessment of the impact of programs	No. of evaluation exercises carried out	Human resources, Finances	2.1	0	0.4	0.5	0.6	0.6	PRINCIPAL
	Prepare and disseminate Monitoring	Monitoring and Evaluation	No. of Monitoring and Evaluation	Human resources, Finances	3.0	0	0.5	0.5	1.0	1.0	PRINCIPAL

	and Evaluation reports	reports disseminated	reports disseminated								
Develop and institutionalize a sound Quality Management Systems	Develop and implement a Quality Assurance Standards Policy	System for Quality Assurance	Operational Quality Assurance Standards Policy	Human resources, Finances	3.0	0	0.5	0.5	1.0	1.0	PRINCIPAL
	Implement the ISO Standard	Improved quality of service	Operational ISO Standard	Human resources, Finances	6.0	0	1.5	1.5	1.5	1.5	PRINCIPAL
	Review and implement complaints resolution mechanism	An operational complaints resolution mechanism	Percentage of public complaints resolved	Human resources, Finances	1.0	0	0.25	0.25	0.25	0.25	PRINCIPAL
	Carry out annual customer satisfaction, employee satisfaction and work environment surveys	Annual customer satisfaction surveys carried out	Customer satisfaction index	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	HOD RESEARCH
Mainstream HIV/AIDS, COVID 19, drug and substance and Gender issues in the college	Develop and implement HIV/AIDS workplace policy	HIV/AIDS policy developed	Operational HIV/AIDS policy	Human resources, Finances	1.0	0	0.2	0.2	0.2	0.4	DEAN OF TRAINEES
	Develop and implement COVID 19 workplace protocols	Implement COVID 19 protocols developed	Operational COVID protocols	Human resources, Finances	2.0	0.2	0.2	0.5	0.5	0.6	DEAN OF TRAINEES
	Undertake Campaign against drug	Campaign against drug and substance	Annual reports on campaigns against drug	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	DEAN OF TRAINEES

	and substance abuse	abuse carried out	and substance abuse								
	Develop Gender policy and implement Gender specific program	Gender specific programs developed	No. of beneficiaries' program	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	DEAN OF STUDENTS
	Undertake Disability mainstreaming	Disability mainstreaming undertaken	Disability mainstreaming Manuals	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	DEAN OF TRAINEES
THEMATIC RESULT AREA 3: RESOURCE DEVELOPMENT & MANAGEMENT											
STRATEGIC RESULT AREA 1: HUMAN CAPITAL AND TALENT MANAGEMENT											
STRATEGIC ISSUES	<ul style="list-style-type: none"> •College staff retention •College an organizational culture •Institutionalization of a performance management system •Manage employee relations 										
Strategic Objective 4	To build human resource capacity for quality service delivery										
Strategies for objective 4	Activities	Expected Output	Performance Indicator (Out Indicators)	Resources	Total cost (Kshs Millions)	Time Frame/Budgetary Allocation in Kshs. Million					Responsibility Centre/ responsible person
						2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	
Attract and retain high performing staff	Develop and implement Career Guidelines	Career guidelines developed and implemented	Operational career guidelines	Human resources, Finances	1.0	0	0.5	0.5	0	0	PRINCIPAL
	Develop and implement a Succession Planning Policy	Succession Planning Policy developed and implemented	operational Succession Planning Policy	Human resources, Finances	0.3	0	0	0	0.2	0.1	PRINCIPAL
	Develop and implement a Rewards and Sanctions Policy for BOG staff	Improved staff motivation	operational Rewards and Sanctions Policy	Human resources, Finances	3.0	0.2	0.6	0.7	0.7	0.8	PRINCIPAL

	Recruitment of BOG teaching staff;	Recruited BOG teaching staff	No. of adjunct staff engaged	Human resources, Finances	20.0	3.0	4.0	4.0	4.0	5.0	PRINCIPAL
	Conduct regular competency assessment	Staff competency assessed	No. of competency assessment carried out	Human resources, Finances	1.1	0	0.2	0.3	0.3	0.3	DP
Foster a MTVC common work place culture	Establish, develop and maintain a common culture	MTVC culture	Number of trainees	Human resources	0	0	0	0	0	0	PRINCIPAL
	Review and implement Code of Conduct	Code of Conduct reviewed and implemented	operational Code of Conduct	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
	Implement coaching and mentorship programs	Coaching and mentorship programs implemented	No. of coaching and mentorship programs implemented	Human resources, Finances	3.0	0	0.5	0.8	0.8	0.9	PRINCIPAL
	Promote diversity and inclusion	Enhanced diversity and inclusion	Annual diversity and inclusion report	Human resources	0	0	0	0	0	0	PRINCIPAL
	Improve on the Work Environment	Regular interdepartmental meetings held	Number of inter departmental meetings held per year and resolutions implemented	Human resources	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
Undertake training and development	Carry out job evaluation	Job evaluation exercise carried out	Job evaluation report	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	DP

for both the BOG Members and college Staff	Staff establishment	Staff establishment determined	Approved staff establishment	Human resources	0	0	0	0	0	0	PRINCIPAL
	Work load analysis	Work load analysis carried	Work load analysis report	Human resources, Finances	0.2	0	0.05	0.05	0.05	0.05	DP
	Automate staff performance management	Improved efficiency in staff performance	No. of staff on the automated staff PM	Human resources, Finances	2.0	0	0.5	0.5	0.5	0.5	PRINCIPAL
	Conduct Training Needs Assessment	Training Needs Assessment (T.N.A.) Report	Training Needs Assessment (T.N.A.) Report implemented	Human resources, Finances	4.0	0	1.0	1.0	1.0	1.0	PRINCIPAL
	Develop and implement relevant training activities	Report on Staff Trained	Training Report, Increased performance and productivity	Human resources, Finances	2.0	0	0.5	0.5	0.5	0.5	PRINCIPAL
	Evaluate the impact of training on service delivery	Training Impact Report	Skills gaps to be addressed	Human resources, Finances	1.4	0	0.1	0.4	0.4	0.5	PRINCIPAL
	Develop and implement effective staff mentorship programs. i.e., Attach training staff to the industry	Enhanced staff capacity	No. of staff mentored through industry collaboration	Human resources, Finances	2.0	0	1.0	1.0	1.0	1.0	PRINCIPAL
Improve employee relations	Develop and implement employee	Enhanced welfare of employees	No. of operational employee	Human resources, Finances	2.5	0.2	0.5	0.5	0.5	0.8	PRINCIPAL

	welfare schemes		welfare schemes								
	Improve workplace safety and health standards	Improved workplace safety and health standards	Workplace safety and health audit reports	Human resources, Finances	2.0	0	0.5	0.5	0.5	0.5	PRINCIAPAL
Strengthening performance management	Implement performance contracting framework	Performance contracting framework institutionalize	Operational Performance contracting framework	Human resources, Finances	3.0	0.2	0.6	0.6	0.6	1.0	PRINCIPAL
	Monitor and evaluate staff performance	Performance targets, indicators and measures set at all levels	Performance targets, indicators and measures achieved, Have an evaluation report	Human resources, Finances	2.0	0	0.5	0.5	0.5	0.5	PC CO-ORDINATOR
	Mainstream board and management evaluation	Mainstream board and management evaluation	Annual board evaluation report	Human resources, Finances	1.2	0	0.2	0.3	0.3	0.4	BOG CHAIR
	Establish and implement an efficient and effective staff Performance Appraisal System	Established Staff performance appraisal system	% of staff on Performance Appraisal System	Human resources, Finances	1.2	0.1	0.2	0.3	0.3	0.3	PRINCIPAL
	Promote creativity, innovation and continuous learning amongst staff	Enhanced staff creativity and innovation	No. of recognized staff	Human resources, Finances	1.5	0.2	0.2	0.3	0.3	0.5	ACADEMIC HOD & REGISTRAR

	Reward staff based on performance recognition scheme	Staff performance reward recognition scheme in place	Reports on staff satisfaction levels	Finances	2.0	0	0.5	0.5	0.5	0.5	PRINCIPAL
THEMATIC RESULT AREA 3: RESOURCE DEVELOPMENT & MANAGEMENT											
STRATEGIC RESULT AREA 2: FINANCIAL GROWTH AND SUSTAINABILITY											
STRATEGIC ISSUES	<ul style="list-style-type: none"> •Diversification of revenue •Cost-effectiveness of programs • Resource mobilization •Effective budgeting and budgetary control •Enhance efficiency in utilization of funds •Streamline fees collection mechanism •Strengthen the procurement function •Improve the Internal Audit function •Elimination of wastage •Improve on financial reporting 										
Strategic Objective 5	To generate, mobilize and enhance efficiency in the utilization of financial resources										
Strategies for objective 5	Activities	Expected Output	Performance Indicator (Out Indicators)	Resources	Total cost (Kshs. Millions)	Time Frame/Budgetary Allocation in Kshs. Million					Responsibility Centre/ responsible person
						2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	
Diversification of revenue streams	Prepare funding proposals and submit to relevant funding partners	Strategy funding proposal to source funds	Increased revenue from sourced Fund	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	IGU committee
	Formulate Income Generating policy	IGA policy formulated	Operational Income Generating activities policy	Human resources, Finances	0.2	0	0.2	0	0	0	IGU committee
	Implement Income	Increased revenue	Percentage of implementation of Income	Human resources, Finances	0.5	0	0.2	0.3	0	0	IGU committee

	Generating policy		Generating policy								
	Develop and implement IGUs	IGUs established	No. of IGUs established	Human resources, Finances	4.3	0.15	1.15	1.0	1.0	1.0	IGU committee
Review cost effectiveness of the programs and activities	Carry out a market survey on pricing of training programs	Market surveys carried out on pricing of programs	Report on market survey on pricing of MTVC training programs and other services	Human resources, Finances	1.5	0	0.2	0.3	0.5	0.5	HOD MARKETING
	Develop and implement a pricing policy for all revenue streams	Pricing policy developed and implemented	operational pricing policy	Human resources, Finances	0.1	0	0.05	0.05	0	0	HOD MARKETING & PRINCIPAL
Resource mobilization	Review and implement the Resource Mobilization and Funding Strategies	Institutional framework for resource mobilization and funding	-Resource Mobilization Strategy -No. of resource mobilization programs implemented	Human resources, Finances	1.5	0	0.2	0.3	0.5	0.5	BOG CHAIR/ PRINCIPAL
	Identify areas requiring internal and external funding	Identified areas requiring internal and external funding	Reports on identified areas requiring funding	Human resources, Finances	0.4	0	0.1	0.1	0.1	0.1	BOG CHAIR/ PRINCIPAL
	Identify relevant funding partners	-Identified funding partners -Increased collaboration with partners	A list of identified funding partners - No. of linkages for collaboration established	Human resources, Finances	1.2	0.1	0.2	0.2	0.3	0.4	BOG CHAIR/ PRINCIPAL

	Lobby for funding from the Exchequer	Increased funding from the Exchequer	Amount of funding from the Exchequer	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	BOG CHAIR/ PRINCIPAL
	Lobby for funding from partners	Increased funding from partners	Amount of funding from partners	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
Optimization of the cash and cash conversion cycle	Update receivables schedule	Receivable schedule updated	Updated receivables schedule	Human resources	0	0	0	0	0	0	FINANCE OFFICER
	Digitize the delivery of invoices	Increased efficiency in the delivery of invoices	Time taken for delivery of invoices	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	FINANCE OFFICER
Effective budgeting and budgetary control	Request for resource requirements from Department	Departmental annual resources requisition - Requirements requested	Reports for resource requirements	Human resources, Finances	0	0	0	0	0	0	ACADEMIC HODS/FINANCE OFFICER
	Prepare annual Financial Plan	Annual budgets prepared - Financial plans prepared	-Annual reports - Report on financial plan	Human resources, Finances	0	0	0	0		0	PRINCIPAL/ FINANCE OFFICER
	Analysis of variance against actual	Analysis of variance carried out	Analysis of variance reports	Human resources	0	0	0	0	0	0	FINANCE OFFICER
Enhance efficiency in utilization of funds	Undertake capacity building of staff on financial management	Staff capacity enhanced	No. of Staff trained on financial management	Human resources, Finances	1.2	0.1	0.2	0.2	0.4	0.4	PRINCIPAL
	Sensitize staff on cost saving measures	Staff sensitized	Number of staffs sensitize	Human resources, Finances	0	0	0	0	0	0	HODS

	Develop a mechanism for outsourcing noncore service	Non-core services outsourced	Percentage saving on outsourced services	Human resources, Finances	0.4	0	0.1	0.1	0.1	0.1	PRINCIPAL
Streamline fees collection mechanism	Create awareness to trainees on different avenues for fees sourcing	Awareness by trainees on different avenues for fee sourcing	Increased number of trainees sourcing fees from different avenue	Human resources, Finances	0	0	0	0	0	0	PRINCIPAL
	Create awareness on importance of timely fees payment	Awareness on importance of timely fees payment	Framework fee payment within the term	Human resources, Finances	0	0	0	0	0	0	ACADEMIC HODs
	Collect fees within stipulated period in the term	Collected fees with stipulated period in the term	Increased College fees collection	Human resources, Finances	0	0	0	0	0	0	ACADEMIC HODs
Strengthen the procurement function	Implementation of procurement disposal act 2015	Policy framework for the procurement function	Operational procurement policy	Human resources, Finances	0	0	0	0	0	0	SUPPLY CHAIN OFFICER
	Develop and implement college Procurement Policy	Streamlined usage of procurement policy	Operational procurement policy in place	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	SUPPLY CHAIN OFFICER
	Develop and implement Procurement Plan	Streamlined procurement planning	Annual Procurement Plans	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	SUPPLY CHAIN OFFICER

	Implement e-procurement	Digitized procurement function	Operational e-procurement portal	Human resources, Finances	1.5	0.1	0.2	0.3	0.4	0.5	SUPPLY CHAIN OFFICER
	Develop and implement Disposal Plan	Disposal plans develop and implemented	-Annual disposal plans -Annual disposal reports Percentage of declared unserviceable goods dispose	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL/ SUPPLY CHAIN OFFICER
Improve the Internal Audit function	Implement the Audit Policy	Internal audit policy framework	Operational Audit Policy in place	Human resources, Finances	0.8	0	0.2	0.2	0.2	0.2	PRINCIPAL
	Monitor implementation of the Risk Management Framework	Enhanced risk mitigation	Annual Risk Management Report	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
	Procure and install audit systems	Digital platform for audits	Operational e-audit system	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL
Elimination of wastage	Identify areas of wastage	Areas of resource wastage identified	Report on Resource wastage areas	Human resources, Finances	0.8	0	0.2	0.2	0.2	0.2	PRINCIPAL/ FINANCE OFFICER
	college cost cutting-measures	Improved cost efficiency	% reduction in costs	Human resources, Finances	0	0	0	0	0	0	PRINCIPAL/ FINANCE OFFICER
	Establish a Financial Monitoring and Evaluation System	Framework for of financial monitoring	Financial monitoring report	Human resources, Finances	1.0	0	0.2	0.2	0.3	0.3	PRINCIPAL/ FINANCE OFFICER

Improve financial reporting	Review and implement the Finance and Procurement Policy	Finance and Procurement Policy reviewed and implemented	-Operational Finance Policy -An operational Procurement Policy	Human resources, Finances	0.2	0	0.1	0.1	0	0	FINANCE OFFICER
	Bank reconciliations	Reconciled bank statements	Reconciled bank statement in place	Human resources	0	0	0	0	0	0	FINANCE OFFICER
	Maintenance of financial records	Improved management of financial records	Financial audit reports	Human resources,	0	0	0	0	0	0	FINANCE OFFICER
	Prepare Financial Statements	Compliance with financial requirements	Annual Financial Statements	Human resources,	0	0	0	0	0	0	FINANCE OFFICER

CHAPTER SEVEN

MONITORING, EVALUATION AND REPORTING

7.1 Introduction

This chapter discusses Mwala Technical & Vocational College monitoring, evaluation and reporting framework. The framework will allow for tracking of projects and programs outlined in the strategic framework, assessment of the impact of key programs and, in both processes, the reporting of results to stakeholders. This is because the successful implementation of the SP will depend on how the planned activities and outputs are effectively monitored and evaluated with a view to ensuring that implementation remains on course. Through M&E the college will ensure that identified strategic objectives, strategies, expected outputs, targets and timeframes are achieved through an effective and results-based monitoring and evaluation system which will be set up to guarantee continuous monitoring using identified performance indicators.

7.2 Objectives of M&E

7.3 Data Collection, Processing and Analysis

Data to be used in determining the success of the planned activities will be collected through secondary sources, field visits, supervision missions, workshops, exchange visits, sample surveys and in-depth investigation. After data collection, it will be processed and analyzed to tell the story of success, improvement or change of strategy in conducting various activities of the strategic plan. MTVC will maintain databases that capture the information needed for M&E Databases so as to guarantee efficient repository of generated information.

7.4 Monitoring the Strategic Plan

Monitoring is instrumental in tracking implementation of programs, assessing the extent of achievements and providing critical information regarding the implementation of activities and programs. It is the basis of an evidence-based system for initiating corrective actions where variances between what is planned and what is implemented are noted. It also provides the feedback necessary to arrest any deviations from the plan. This enables management to make informed decisions based on evidence. The overarching objective of monitoring the implementation of this Strategic Plan will be to obtain and provide information for purposes of decision making. The monitoring process will be based on the Results Matrix, which

provides sufficient details, especially indicators and targets, to enable the monitoring of progress of implementing the strategies and activities for each Strategic Result Area. Regular field visits will be conducted to ascertain implementation of programs and interact with actual implementers for information. Reports will thereafter be prepared for deliberation and decision making.

7.5 Evaluation Mechanisms

Evaluation is the assessment of the effects or impacts of a program based on the initial objectives. It is also the systematic and objective assessment concerning the relevance, effectiveness, efficiency and impact of activities in the light of specified objectives. Therefore, monitoring process will be carried out to examine the extent to which the objectives of strategic plan will have been met. The evaluation will entail the following: measuring actual performance against target levels and establishing variances, if any; identifying the causal factors for the variance; and identifying & recommending appropriate remedial measures including a review of the objectives and/or strategies.

7.6 Review of the Strategic Plan

The mid-term review of this Strategic Plan will be done in mid-2023, to determine the level of necessity for reviewing the Strategic Plan. The report of this review will guide implementation of programs during the remaining duration of the Plan. At the end of the implementation process, a terminal or end-term review will be carried out to assess overall implementation rate and provide critical learning points for the next Strategic Plan.

7.7 Linking M&E to Performance Management

The M&E will be an integral part of the MTVC performance management system. The college will monitor and evaluate its activities and performance in the process of reporting on its performance contract on quarterly and annual basis.

7.8 Reporting on Performance

Reporting provides a useful way of communicating with all stakeholders regarding the implementation of programs and thus gaining valuable feedback and support.

The reports of monitoring the college's activities will be done out by the college on a quarterly basis for discussion by the management. The monitoring of the college's activities will be continuous and will be prepared in three different reports as follows:

- i) **Quarterly Progress Report:** These reports shall include information on key process and output indicators against set targets for the quarter. This quarterly progress reports will be used in reviewing progress and forward planning by project implementers.
- ii) **Semi – Annual Progress Report:** This report will capture the same information as the quarterly review report and is a cumulative report for two quarters.
- iii) **Annual Review Report:** At the end of every calendar or financial year, annual progress reports will be prepared that objectively highlight key achievements against set targets (both physical progress and financial status), constraining factors, lessons learned and recommendations on the way forward.

7.9 Communication/Dissemination of Reports

MTVC will put in place a communication strategy to ensure that reports are widely disseminated to influence effective program management and policymaking. Forums like meetings, review workshops, and seminars will be organized annually for the board of governors and stakeholders to share the findings and recommendations of the reports. Other channels such as newsletters, news releases, press conferences, public debates and electronic (e-mail, internet, websites) transmission will also be used.

7.10 Indicators for Monitoring Implementation

The key indicators for external monitoring of implementation of this Strategic Plan will be:

- Number of training manuals developed and implemented;
- Number of new training programs developed and implemented.
- Number of curricula reviewed and implemented;

The key indicators for internal monitoring of implementation of this Strategic Plan will be:

- Percentage of public complaints resolved
- Amount of additional revenue generated
- Employee satisfaction index
- Customer satisfaction index

Appendix 1: College Administration Block



Appendix 2: Class in Session



Appendix 3: College Courses

S.N O	COURSE	LEVEL	MINIMUM QUALIFICATION	DURATI ON
1	Agricultural Extension	4/Artisan	K.C.S.E. Minimum Mean Grade D- Minus	3 Terms
2	Automotive Technology	4/Artisan	K.C.S.E. Minimum Mean Grade D-	3 Terms
3	Beauty Therapy	4/Artisan	K.C.S.E. Minimum Mean Grade D-	3 Terms
4	Building Technology	4/Artisan	K.C.S.E. Min. Mean grade D-	3 Terms
5	Carpentry and Joinery	4/Artisan	K.C.S.E. Min. Mean grade D-	3 Terms
6	Community Health	4/Artisan	K.C.S.E. Minimum Mean Grade D- Minus	3 Terms
7	Computer and Mobile Repair	4/Artisan	K.C.S.E. Minimum Mean Grade D- Minus	3 Terms
8	Electrical Installation	4/Artisan	K.C.S.E. Minimum Mean Grade D-	3 Terms
9	Electronics	4/Artisan	K.C.S.E. Min. Mean grade D-	3 Terms
1	Fashion Design	4/Artisan	K.C.S.E. Minimum Mean Grade D- Minus	3 Terms
1	Food and Beverage Sales Service	4/Artisan	K.C.S.E. Minimum Mean Grade D- Minus	3Terms
1	Hairdressing	4/Artisan	K.C.S.E. Min. Mean Grade D-	3 Terms
1	Housekeeping and Accommodation	4/Artisan	K.C.S.E. Minimum Mean grade D-	3 Terms
1	ICT	4/Artisan	K.C.S.E. Minimum Mean Grade D-	3 Terms
1	Masonry	4/Artisan	K.C.S.E. Minimum Mean Grade D- Minus	3 Terms
1	Motorcycle Mechanics	4/Artisan	K.C.S.E. Minimum Mean Grade D- Minus	3 Terms
1	Office Assistance/ Secretarial Studies	4/Artisan	K.C.S.E. Minimum Mean Grade D- Minus	3 Terms
1	Plumbing	4/Artisan	K.C.S.E Minimum Mean Grade D –	3 Terms
1	Poultry Broiler Production Operations	4/Artisan	K.C.S.E. Minimum Mean Grade D-	3 Terms
2	Poultry Layer Production	4/Artisan	K.C.S.E Minimum Mean Grade D –	3 Terms
2	Welding (Gas and Metal Arch Welding)	4/Artisan	K.C.S.E. Minimum Mean Grade D- Minus	3 Terms
2	Architectural Draftsman ship	5/Certificate	K.C.S.E. Minimum Mean grade D Plan	5 Terms

2	Automotive Engineering	5/Certificate	K.C.S.E. Minimum Mean grade D Plain	5 Terms
2	Baking Technology	5/Certificate	K.C.S.E. Minimum Mean Grade D Minus	5 Terms
2	Beauty Therapy	5/Certificate	K.C.S.E. Minimum Mean Grade D	5 Terms
2	Carpentry and Joinery	5/Certificate	K.C.S.E. Min. Mean grade D Plain	5 Terms
2	Community Health	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5Terms
2	Concrete Construction	5/Certificate	K.C.S.E Minimum Mean Grade D Plain	5 Terms
2	Cyber Security	5/Certificate	K.C.S.E. Minimum Mean grade D	5 Terms
3	Dairy Farm Management	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
3	Electrical Installation	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
3	Electronics Engineering	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
3	Fashion Design	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
3	Food Beverage Sales and Service	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5Terms
3	Hairdressing	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
3	Housekeeping and Accommodation	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
3	Human Resource Management	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
3	ICT Technician	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
3	Land Surveying	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
4	Mechanical Plant Technology	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
4	Mechanical Production Technology	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	5 Terms
4	Medical Engineering	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	6 Terms
4	Office Administration/Secretarial Studies	5/Certificate	K.C.S.E Minimum Mean Grade D Plain	6 Terms
4	Plumbing	5/Certificate	K.C.S.E Minimum Mean Grade D Plain	6 Terms
4	Science Laboratory Technology	5/Certificate	K.C.S.E. Minimum Mean Grade D Plain	6 Terms
4	Storekeeping Management	5/Certificate	K.C.S.E. Min. Mean grade D Plain	5 Terms

4	Supply Chain Management	5/Certificate	K.C.S.E. Min. Mean grade D Plain	5 Terms
4	Tourism and Travel Management	5/Certificate	K.C.S.E Minimum Mean Grade D Plain	5 Terms
4	Welding and Fabrication	5/Certificate	K.C.S.E. Min. Mean Grade D plain	5 Terms
5	Building Technology	5/Diploma	K.C.S.E. Min. Mean Grade D Plain	5 Terms
5	Accountancy	6/Diploma	K.C.S.E. Minimum Mean Grade C-	7 Terms
5	Agricultural Engineering	6/Diploma	K.C.S.E. Minimum Mean Grade C-	7 Terms
5	Agricultural Extension	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
5	Analytical Chemistry	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
5	Architectural Technology	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
5	Automotive Engineering	6/Diploma	K.C.S.E. minimum mean grade C- with at least D in Math, Eng & Physics	7 Terms
5	Baking Technology	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
5	Banking and Finance	6/Diploma	K.C.S.E. minimum mean grade C-Minus	7 Terms
5	Beauty Therapy	6/Diploma	K.C.S.E. minimum mean grade C-Minus	7 Terms
6	Building Technology	6/Diploma	K.C.S.E. Min. Mean grade C-	7 Terms
6	Civil Engineering	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
6	Community Health	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
6	Computer Science	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
6	Cyber Security	6/Diploma	K.C.S.E. Min. Mean grade C-	7 Terms
6	Dairy Farm Management	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
6	Electrical Engineering (power option)	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
6	Electronics Engineering	6/Diploma	K.C.S.E. Minimum Mean Grade C-	7 Terms
6	Fashion Design Management	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
6	Food and Beverage Sales and Service	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
7	Hairdressing	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
7	Housekeeping and Accommodation	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
7	Human Resource Management	6/Diploma	K.C.S.E. Minimum Mean Grade C-	7 Terms

7	ICT Technician	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
7	Land surveying	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
7	Mechanical Plant Technology	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
7	Medical Engineering	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
7	Network and System Administration	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
7	Office Administration/ Secretarial Studies	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
7	Quantity Survey	6/Diploma	K.C.S.E Minimum Mean Grade C –	7 Terms
8	Science Laboratory Technology	6/Diploma	K.C.S.E. Minimum Mean Grade C-Minus	7 Terms
8	Supply Chain Management	6/Diploma	K.C.S.E. Minimum Mean Grade C-	7 Terms
8	Telecommunication Engineering	6/Diploma	K.C.S.E. Min. Mean grade C-	7 Terms
8	Tourism and Travel Management	6/Diploma	K.C.S.E. Min. Mean grade C-	7 Terms
8	Water Laboratory Technology	6/Diploma	K.C.S.E. Minimum Mean Grade C-	7 Terms
8	Welding and Fabrication	6/Diploma	K.C.S.E. Min. Mean Grade C-Minus	7 Terms