ST. PAUL'S KIBABII DIPLOMA TEACHERS' TRAINING COLLEGE

Excellence Beyond Borders
Praestantia Ultra Fines...

STRATEGIC PLAN

2023 – 2027

OUR VISION

A Premier Institution in Transformative Teacher Education in Kenya and Beyond…

OUR MISSION

To Develop a Transformative Value-driven Teacher through Quality Training and Innovation.

OUR MOTTO

Excellence beyond Borders

(Praestantia Ultra Fines)

CORE VALUES

{CO-INSPIRE}

Collaboration

Integrity

Excellence

Social Responsibility

Team Work

Patriotism

Self –Drive

Equity

Collaboration

FOREWORD

It is with great pride and a deep sense of responsibility that I present the Kibabii Diploma Teachers' Training College Strategic Plan for the period **2023–2027**. This plan is not merely a guiding document, it is our policy compass, our shared commitment, and our collective roadmap towards realizing the vision of becoming *A Premier Institution in Transformative Teacher Education in Kenya and Beyond.*

The policy direction outlined in this plan is deliberate and future-focused. We will deliver transformative and competency-based teacher education that is inclusive, value-driven, and aligned with both national and global standards, producing graduates who embody professional excellence and a lifelong learning mindset. We will promote innovation, research, and digital transformation, embedding technology and creativity in every aspect of teaching, learning, and institutional operations. We will mainstream values and ethics across our training, leadership, and community engagement, nurturing integrity, patriotism, and social responsibility in all we do. The College will enhance sustainable infrastructure and learning environments, ensuring that our facilities remain inclusive, accessible, and smart to support the holistic development of both staff and students.

Our blueprint is grounded in the need to respond proactively to the changing landscape of teacher education. We must equip educators who are not only academically competent but also adaptive, ethical, and globally competitive. This plan also ensures alignment with national and international development priorities, including Kenya Vision 2030, the Bottom-Up Economic Transformation Model (BeTa)**,** the Sustainable Development Goals (SDGs)**,** and the Medium-Term Plan III**,** ensuring that our work contributes directly to Kenya's social, economic, and human capital development.

As the Board of Management, we will work closely with the Principal, staff, students, and stakeholders to ensure that this Plan moves beyond paper into measurable action. We have granted the College full authority to track progress, measure performance against set benchmarks, and provide regular reports, ensuring accountability, transparency, and continuous improvement.

With this Strategic Plan, we are not just preparing for the future, we are actively shaping it. We will remain steadfast in our pursuit of excellence beyond borders, guided by our mission, united in purpose, and determined to transform teacher education in Kenya and beyond.

Thank you, and may God bless you all.

PROF. SIMIYU WANDIBBA
Chairman, Board of Management

PREAMBLE

The primary mandate of St. Paul's Kibabii Diploma Teachers' Training College (KDTTC) is to educate and train teachers for national and global development. This five-year Plan, outlines the Strategic Objectives of the College and subsequently focuses on the mechanisms for realizing targeted results. KDTTC will commit sufficient resources to the efforts of formulation, implementation, management and control of the Strategic Plan. The effective gains of this Plan will be collectively owned by the members of KDTTC and shall be used for the posterity of this College.

The implementation of the Strategic Plan is strongly guided by the College Vision, Mission, Motto, Core Values and its Mandate in line with the provisions of the Ministry of Education (MOE). In determining areas of priority, critical SWOT and PESTLE analyses were carried out. This analysis exposed the real situation on the ground within the prevailing PESTLE factors. Therefore, this Strategic Plan is a projection of what the College should have achieved by the end of five years.

It is therefore hoped that successful implementation of this Strategic Plan shall yield the desired results. The realization of the set objectives rests on the shoulders of specific human resource identified by the Strategic Plan; it is a collective task for every member of St. Paul's Kibabii Diploma Teachers' Training College to see to it that the Plan is a total success.

As the Principal of this College, I call upon all stakeholders to support the implementation of this Plan. To those who selflessly participated in the creation of this plan, thank you.

God bless St. Paul's Kibabii Diploma Teachers' Training College.

Thank you.

Mr. GODFREY MACHANJI YONAH
Chief Principal

ACKNOWLEDGEMENTS

The St. Paul's Kibabii Diploma Teachers' Training College Strategic Plan 2023–2027 is a broad-based statement on the future development of the College. The Plan is perceived as a pre-requisite for success since it seeks to identify and anticipate qualitative and quantitative factors that are likely to influence the development of the College. This Strategic Plan was developed through sufficient, broad-based consultations and wide reading of Education policies and other relevant legal policy documents.

The Performance Contracting Committee (PCC) acknowledges and sincerely thanks the Chairperson of BOM, Prof. Simiyu Wandibba and the Chief Principal (now retired), Mr. Saul Barasa for spearheading the challenging task aimed at institutionalizing programmes to be undertaken to realize access to quality education in KDTTC.

The PCC Chairperson appreciates the invaluable input by the staff and student body. Their proposals, suggestions and recommendations were of great significance in the preparation of this document. The development of this Strategic Plan would not have succeeded without the contribution, commitment and selfless sacrifice of the following members of the PCC:

1. Mr. Godfrey Machanji Yonah - Chief Principal
2. Mrs. Mungai Agnes - Deputy Principal
3. Ven. Wasike Elizabeth - PCC Chairperson
4. Mr. Anno Walivaha Josephat - PCC Vice Chairperson
5. Ms. Maua Beatrice - PCC Secretary
6. Mrs. Welimo Margaret - PCC Member
7. Ms. Mbaya Marystella - PCC Member
8. Dr, Katiambo Dorcas - PCC Member
9. Mr. Muchele David - PCC Member
10. Mr. Barasa John - PCC Member
11. Ms. Basakhila Mercyline - PCC Member
12. Mr. Wafula Stephen - PCC Member
13. Mr. Wechuli Joseph - PCC Member
14. Mr. Juma Ronald Masika - PCC Member
15. Ms. Wabukhe Victrine - PCC Member

VEN. WASIKE ELIZABETH
Chairperson, Performance Contracting Committee

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DEFINITION OF CONCEPTS AND TERMS

1. **Competency-Based Curriculum (CBC):** A learner-centered approach to education focused on skills, values, and knowledge that can be applied in real-life situations. It ensures teachers are prepared to deliver transformative learning.
2. **Strategic Goals, Objectives, Strategies, and Activities:** These represent the logical hierarchy of planning. Goals define broad intentions, objectives make them specific and measurable, strategies explain how to achieve them, and activities outline the practical steps.
3. **Key Result Areas (KRAs):** Priority themes in which the College seeks to achieve results. Each KRA is linked to specific outcomes, indicators, and targets to ensure focus and accountability.
4. **Results-Based Management (RBM) / Results-Based Implementation Matrix:** A planning and monitoring tool that links activities to measurable outputs, outcomes, and impacts. It allows progress tracking and resource alignment with expected results.
5. **Baseline and Targets:** The baseline is the starting point (current status) against which progress will be measured, while targets are the intended future achievements at mid-term and end-term stages.
6. **Appropriations-in-Aid (A-in-A):** Income generated internally by the College (such as tuition fees, consultancy, and facility hire) that supplements government funding.
7. **Public–Private Partnerships (PPPs):** Collaborative agreements between the College and private entities for shared investment in infrastructure, innovation, and service delivery.
8. **Monitoring, Evaluation, and Reporting (MER) Framework:** A structured system for continuous progress tracking, periodic performance assessment, and transparent reporting. It ensures evidence-based decision-making.
9. **Risk Management Framework:** A process for identifying, assessing, and mitigating risks that could hinder implementation, thereby enhancing resilience and adaptability.
10. **Mid-Term and End-Term Evaluation:** Mid-term evaluation (Year 3) reviews progress, identifies gaps, and allows adjustments, while end-term evaluation (Year 5) measures overall achievements, sustainability, and impact.
11. **Performance Standards:** Predefined levels of quality, efficiency, or outcomes against which actual performance is assessed. They set the benchmarks for service delivery.

ACRONYMS/ABBREVIATIONS

ACCES	-	African Canadian Continuing Educational Society
BOM	-	Board of Management
CATs	-	Continuous Assessment Tests
CDFs	-	Constituency Development Funds
DECTE	-	Diploma in Early Childhood Teacher Education
DTE	-	Diploma in Teacher Education
DSTE	-	Diploma in Secondary Teacher Education
ESD	-	Education for Sustainable Development
ET	-	End Term
EY	-	End year
HOS	-	Head of Subject or Head of Section
ICT	-	Information and Communication Technology
ISO	-	International Organization for Standardization
KCSE	-	Kenya Certificate of Secondary Education
KDTTC	-	St. Paul's Kibabii Diploma Teachers' Training College
KNEC	-	Kenya National Examinations Council
KPI	-	Key Performance Indicators
KRA	-	Key Results Activities
M&E	-	Monitoring and Evaluation
MDGs	-	Millennium Development Goals
MDAs	-	Ministries, Departments and Agencies
MOE	-	Ministry of Education
MTP III	-	Media Term Plan (III)
PE	-	Physical Education
PC	-	Performance Contracting
PCC	-	Performance Contracting Committee
PESTLE	-	Political, Economic, Social, Technological, Legal, Environment
QMS	-	Quality Management System
SPPMS	-	Strategic Plan Performance Management System
SWOT	-	Strengths, Weaknesses, Opportunities and Threats.
TP	-	Teaching Practice
TSC	-	Teachers Service Commission

EXECUTIVE SUMMARY

St. Paul's Kibabii Diploma Teachers' Training College (KDTTC) is mandated under the Basic Education Act and Chapter 212 of the Laws of Kenya to train diploma teachers for both primary and secondary schools. In fulfilling this mandate, the College serves as a vital pillar in preparing competent, value-driven, and transformative teachers capable of delivering the Competency-Based Curriculum (CBC) and advancing Kenya's broader development agenda while aligning with global educational standards.

This Strategic Plan (2023–2027) provides a clear roadmap to steer the College's growth, institutional transformation, and service delivery over the next five years. Its formulation was participatory, drawing input from the Board of Management, Senior Management Team, staff, students, and external stakeholders, thereby ensuring inclusivity, ownership, and collective commitment to implementation. The Plan is also firmly anchored in national and international policy frameworks, including the Constitution of Kenya (2010), Kenya Vision 2030, the Fourth Medium-Term Plan (MTP IV), the Bottom-Up Economic Transformation Agenda (BETA), the Sustainable Development Goals (SDGs), and the Bungoma County Integrated Development Plan (CIDP 2023–2027).

The Strategic Plan is guided by the College's Vision *"To be a Premier Institution in Transformative Teacher Education in Kenya and Beyond"* and its Mission *"To Develop a Transformative, Value-driven Teacher through Quality Training and Innovation."* In pursuit of this vision and mission, the College commits to its Motto *"Excellence Beyond Borders"* and is underpinned by the Core Values of Competence, Integrity, Social Responsibility, Patriotism, Resourcefulness, Integration, and Equity.

Six Key Result Areas (KRAs) provide the framework for implementation: delivering transformative and competency-based teacher education; promoting innovation, research, and digital transformation; mainstreaming ethics, values, and welfare in institutional life; expanding sustainable infrastructure and learning environments; strengthening ICT integration and e-learning; and enhancing partnerships, resource mobilization, and community engagement. Each of these goals is translated into clear objectives, strategies, and activities designed to yield measurable outcomes.

The financial requirement for implementing the Strategic Plan is projected at **Kshs. 4.235 billion** over the plan period. However, the College anticipates receiving only **Kshs. 771.43 million** from government allocations and other assured sources, representing 18% of the total requirement. This leaves a financing gap of **Kshs. 3.464 billion**. To bridge this deficit, the College shall intensify resource mobilization efforts through Public–Private Partnerships (PPPs), donor and alumni engagement, innovative income-generating ventures, expanded Appropriations-in-Aid (A-in-A), and strengthened community empowerment initiatives.

To ensure effective implementation, the Plan incorporates a Results-Based Implementation Matrix, a Risk Management Framework, and a Monitoring, Evaluation, and Reporting (MER) framework. These mechanisms shall provide a structured approach for measuring progress, reporting results, and instituting corrective actions where necessary. Monitoring will be continuous, supported by quarterly and annual reporting, while a mid-term evaluation shall be conducted in the third year to assess progress and make adjustments. An end-term evaluation shall provide a comprehensive assessment of the Plan's achievements, lessons learned, and sustainability.

CHAPTER ONE

1.0 INTRODUCTION

This chapter outlines the background of St. Paul's Kibabii Diploma Teachers' Training College, highlighting its history, legal mandate, location, and core functions. It situates the College within national and global education priorities, linking its teacher training role to key policy frameworks such as the Constitution of Kenya 2010, Vision 2030, the Bottom-Up Economic Transformation Agenda, and the Bungoma CIDP 2023–2027.

1.1 Strategic Planning as a Panacea to Institutional Success

Strategic planning is central to the success and sustainability of St. Paul's Kibabii Diploma Teachers' Training College. It provides the framework through which the College articulates its mandate, vision, and mission while committing to the achievement of its strategic objectives and key result areas. This Strategic Plan (2023–2027) is not merely a planning document but a deliberate instrument of transformation, designed to realign priorities with national and global education agendas for greater relevance, resilience, and impact.

The Plan is grounded in a situational analysis that weighed internal strengths and weaknesses against external opportunities and threats. While resource constraints, infrastructural needs, and technological gaps remain challenges, the Competency-Based Curriculum, devolved governance, education reforms, and international partnerships present opportunities for growth. The choices and priorities adopted therefore reflect a careful balance between institutional capacity and environmental demands.

By aligning with the Constitution of Kenya 2010, Vision 2030, the Bottom-Up Economic Transformation Agenda, the Fourth Medium-Term Plan, the Sustainable Development Goals, and the Bungoma CIDP, the College demonstrates responsiveness to both national and global priorities.

1.2 The Context of Strategic Planning

This strategic plan is developed within the dynamics of educational environment shaped by national reforms such as the Competency-Based Curriculum, policy frameworks including Kenya Vision 2030 and the Bottom-Up Economic Transformation Agenda, as well as global commitments like the Sustainable Development Goals. It also considers internal institutional realities, stakeholder expectations, and resource constraints that necessitate a structured approach to planning, ensuring that the College remains relevant, resilient, and responsive to both local and global demands.

1.2.1 UN 2030 Agenda for Sustainable Development

This Strategic Plan aligns with key UN Sustainable Development Goals (SDGs), notably SDG 4 on Quality Education, SDG 8 on Decent Work, and SDG 9 on Innovation and Infrastructure. The College's emphasis on equity, ethics, and partnerships also advances SDGs 10, 16, and 17, affirming its role as both a national hub for teacher education and a contributor to the global development agenda.

1.2.2 African Union Agenda 2063

This Strategic Plan aligns with the African Union's Agenda 2063, which envisions "The Africa We Want." The College's focus on transformative teacher education, innovation, and ethical leadership supports Aspiration 1 on inclusive growth, Aspiration 2 on integration, and Aspiration 6 on people-driven development. By preparing competent teachers and promoting research, digital transformation, and partnerships, the College contributes to building a skilled and ethical workforce that advances Agenda 2063.

1.2.3 East Africa Community Vision 2050

This Strategic Plan aligns with the EAC Vision 2050, which seeks a prosperous, competitive, and united region. By emphasizing transformative teacher education, digital integration, research, and partnerships, the College contributes to developing a skilled workforce and advancing regional cooperation in education and capacity building.

1.2.4 The Constitution of Kenya 2010

The Constitution of Kenya provides the overarching legal and policy framework for governance, equity, and service delivery, and anchors education as a fundamental right. This Plan aligns with Article 43 on the right to education, Article 10 on national values such as equity, inclusiveness, transparency, and integrity, and Chapter Four on equality and non-discrimination. As a public institution, the College is obliged to uphold these provisions by promoting access to quality teacher education, mainstreaming ethics and values, and ensuring fairness in all undertakings. Through this Strategic Plan, the College reaffirms its constitutional responsibility to prepare competent, value-driven teachers who advance the right to education and contribute to national development.

1.2.5 The Kenya Vision 2030, Bottom Up Economic Transformation Agenda and the Forth Medium Term Plan

This Strategic Plan aligns with Kenya Vision 2030, which emphasizes education and training as drivers of a globally competitive workforce. It also resonates with the Bottom-Up Economic

Transformation Agenda (BETA) that prioritizes inclusive growth, job creation, and youth empowerment, and supports the Fourth Medium-Term Plan (2023–2027), which operationalizes these priorities. Through teacher training, research, digital transformation, and partnerships, the College contributes directly to these national development goals.

1.2.6 Education Sector Policies and Laws

This Strategic Plan is guided by key education policies and laws, including the Basic Education Act (2013), Education Act (Cap 212), and Teachers Service Commission Act, which provide the legal and professional framework for teacher training. Complementary instruments such as the Universities Act, Kenya National Qualifications Framework Act, and relevant Sessional Papers support CBC implementation, accreditation, and progression, ensuring the College remains compliant, accountable, and aligned with national goals of producing competent, value-driven teachers.

1.3 Historical Background of KDTTC

Teacher training at Kibabii began in 1932 when the Mill Hill Fathers established a college alongside a primary school and Catholic Church. The institution trained P4 teachers (1932–1942) and later P3 teachers (1958–1961) at the present-day St. Mary's High School, before relocating to Eregi in 1962 after the local community prioritized having a secondary school. Community efforts revived the idea in 1978; a 1994–95 ADB-backed tender led to Metic General Contractors being awarded the construction in March 1997, but funding ceased. A 2007 feasibility study by the Ministry of Education and Public Works confirmed viability; the government posted pioneer Principal Mrs. Jessica Simiyu, and President Mwai Kibaki officiated the groundbreaking on 19 September 2007. In May 2014, the institution was re-registered as St. Paul's Kibabii Diploma Teachers' Training College to distinguish it from Kibabii University.

1.4 Strategic Plan Formulation Methodology

The formulation of this Strategic Plan began after the Board of Management sanctioned and approved the review process. It was carried out through a participatory approach involving stakeholders including the Board, staff, students, and representatives from the Ministry of Education and Teachers Service Commission. The process entailed document reviews, interviews, focus group discussions, and workshops, supported by SWOT and PESTEL analyses to assess internal and external factors. A reviewed draft was then prepared, validated with stakeholders, and finalized into the printed document now awaiting official launch.

CHAPTER TWO
STRATEGIC DIRECTION

2.0 INTRODUCTION

This chapter introduces the institutional identity of St. Paul's Kibabii Diploma Teachers' Training College. It sets out the College's legal mandate, vision, mission, motto, core values, and strategic goals, which collectively define its purpose and long-term direction. These elements serve as the compass for decision-making, resource allocation, and performance measurement, ensuring that the College remains true to its role.

2.1 Mandate

The mandate of the College as provided by the Basic Education Act and Chapter 212 of the Laws of Kenya is to train Diploma Teachers for secondary schools.

2.2 Vision Statement

A Premier Institution in Transformative Teacher Education in Kenya and Beyond

2.3 Mission Statement

To Develop a Transformative Value-driven Teacher through Quality Training and Innovation

2.4 Strategic Goals

a) **To Deliver Transformative and Competency-Based Teacher Education:** Providing inclusive, transformative, and value-driven teacher training aligned with national and global standards, emphasizing professional excellence and lifelong learning.

b) **To Promote Innovation, Research, and Digital Transformation:** Fostering a culture of innovation, applied research, and technology integration in teaching, learning, and institutional operations.

c) **To Mainstream Values and Ethics in Institutional Life :** Inculcating integrity, patriotism, and social responsibility into all aspects of training, leadership, and community engagement:

d) **To Enhance Sustainable Infrastructure and Learning Environment :** Developing inclusive, accessible, and smart infrastructure that supports effective training, staff development, and student welfare.

e) **To Strengthen Strategic Partnership and Global Engagement:** Expanding local and international partnerships that promote collaborative learning, innovation, research, and cross-border educational excellence.

f) **To Develop Sustainable Resource Mobilization and Community Empowerment:** Initiating and sustaining innovative income-generating activities and socially responsive programs that support institutional growth and community empowerment.

2.5 Core Values

This Strategic Plan is built upon a set of interrelated core values that are embedded in beliefs and desired behaviour among the College fraternity. The core values form the foundation and corporate culture of the KDTTC as they portray the general conduct among stakeholders and the publics. Adherence to these values influences the way the College relates and deals with its customers. The core values include the following:

a) **Competency:** This demonstrates high levels of knowledge, skills and professional ability in all aspects of teacher education.
b) **Integrity:** Upholding honesty, transparency, and accountability in all academic and administrative engagement.
c) **Social Responsibility:** Committing to positively impacting the community and promoting sustainable societal development.
d) **Patriotism:** Showing love, loyalty and dedication to the nation through service in education and community building.
e) **Integration:** Fostering inclusivity, unity, and collaboration among diverse individuals and groups.
f) **Resourcefulness:** Applying creativity, innovation, and adaptability to effectively utilize resources for maximum impact.
g) **Equity:** Ensuring fairness, justice, and equal opportunities for all stakeholders in education

2.6 Quality Policy Statement

St. Paul's Kibabii Diploma Teachers' Training College is committed to providing quality, inclusive, and transformative teacher education that meets national, regional, and global standards. The College strives to continuously improve its academic programs, support services, infrastructure, and management systems to ensure excellence in training and institutional performance. In pursuit of this commitment, the College upholds the principles of professionalism, integrity, innovation, and accountability while fostering a culture of continuous improvement. Through active stakeholder engagement, adherence to relevant education policies and legal frameworks, and alignment with international best practices, the College ensures the production of competent, ethical, and value-driven teachers who contribute to sustainable development.

CHAPTER THREE
SITUATIONAL AND STAKEHOLDER ANALYSIS

3.0 INTRODUCTION

In this chapter, we examine the internal and external environments of St. Paul's Kibabi Diploma Teachers' College to understand the factors influencing its performance. The chapter covers governance and administrative structures, internal business processes, resources and capabilities, as well as past performance, including key achievements, challenges, and lessons learned. Additionally, it presents a comprehensive stakeholder analysis, identifying stakeholders, their interests, and engagement strategies.

3.1 Situational Analysis

3.1.1 External Environment

St. Paul's Kibabii Diploma Teachers' Training College operates in a dynamic external environment influenced by political, economic, social, technological, legal, and environmental factors. Developments such as the Kenya Constitution (2010), Kenya Vision 2030, and the Kenya Kwanza Manifesto provide policy direction, while economic and social challenges, including poverty, HIV/AIDS, and substance abuse, affect operations. Advances in ICT and emerging legal and environmental requirements offer opportunities for improved service delivery. These factors present both threats and opportunities that the College must navigate to achieve its strategic objectives.

3.1.1.1 Macro Environment

The College operates within a macro environment shaped by political, economic, social, technological, environmental, and legal (PESTEL) factors. Government policies, including the Kenya Constitution (2010), Vision 2030, and Kenya Kwanza Manifesto, guide the College's mandate and priorities. Economic conditions, social trends such as mental health and substance abuse, and technological advancements influence resource allocation, teaching, and administration. Environmental and legal requirements further shape infrastructure, sustainability, and compliance. Together, these factors create both opportunities and constraints, guiding strategic decisions and operations.

3.1.1.2 Micro Environment

The immediate operating environment of St. Paul's Kibabii Diploma Teachers' Training College directly affects access to the resources required for achieving its strategic objectives. Factors such as the labor market influences the availability of qualified teaching staff and curriculum specialists. Teacher unions impact staff welfare, industrial relations, and professional development. Suppliers determine the timely provision of teaching and learning materials, ICT tools, and laboratory equipment. Additionally, financial institutions and government funding mechanisms affect the College's ability to mobilize resources for programs and infrastructure.

3.1.1.3 Education Sector Environment

KDTTC operates within Kenya's teacher education sector, guided by the Ministry of Education, Teachers Service Commission, and regulatory bodies like KNEC. The Competency-Based Curriculum and expanded learning areas shape curriculum delivery, staff capacity, and resource needs. Partnerships with other institutions and development partners enhance professional development, research, and teaching innovation. The sector environment influences strategic planning, requiring alignment with national education goals and emerging societal needs.

3.1.1.4 Target Market Analysis

The College attracts students nationally through KUCCPS placements, publicity, and partnerships with schools, sponsors, and community organizations. Market analysis considers student demand for teacher education programs, emerging learning areas under the Competency-Based Curriculum, and competition from other teacher training colleges. Understanding these factors enables the College to position its programs effectively, enhance its reputation, and respond to trends that influence enrollment and stakeholder satisfaction.

3.1.2 Summary of Opportunities and Threats

The external environment under which KDTTC operates present several areas of advantage (opportunities) that the college can harness for its growth and global market positioning. At the same time, it gets exposed to factors that impede its very existence (Threats). The table below summarizes the Opportunities and Threats that the college is exposed to.

1-3.1: Summary of Opportunities and Strengths

Environmental Factors	Opportunities	Threats
Political Variables	• The Kenya Constitution 2010 • The Kenya Vision 2030 and Education Sector Prioritization • The Five Pillars of Kenya Kwanza Manifesto • Increased Funding Government Funding for Teacher Training • Implementation of the Competency Based Curriculum (CBC) • Devolution and County Government Support	• Political interference in recruitment and appointments • Funding cuts, delays and budget reallocations • Politicization of the education sector • Overregulation and bureaucracy • Shifting priorities in government- donor relations

	• Government Supported Cultural, Sports, and Co-curricular Activities	
Economic Variables	• Growing demand for CBC skilled kitted teachers • Government Investment in Education Infrastructure • Access to National Government Constituency Development Funding and County Bursaries • Increasing middle class population and schools • Partnership with private sectors and NGOs • Tourism and Cultural Economy Linkages	• High inflation rates • Unemployment and low household incomes • Competition from other institutions • Currency depreciation • Reduced government education budgets
Social Variables	• 100% transition policy in education • Population growth and youthful demographics • Gender equality and affirmative actions • High Value placed on education in Kenyan society • Community support for local institutions • Rise in lifelong learning culture • Expansion of cultural and co-curricular activities • Growing social awareness of inclusive education	• Cultural resistance to gender equality • Poverty and hardship in communities • HIV/AIDs and other health challenges • Social Media influence and distractions
Technological Variables	• Expansion of digital learning platforms • Improved internet connectivity in Bungoma and its environs • Integration of educational technology in CBC • Access to Open Educational Resources (OERS) • Government ICT in education programs	• Rapid technology changes • High cost of ICT Infrastructure and maintenance • Cyber security risks • Limited ICT skills among staff • Online academic dishonesty
Legal Variables	• Legal provisions that supports public – private partnerships • Access to government funding through legal provision • Affirmative Action laws • Teachers Service Commission Accreditations • Supportive Education Acts and Policies	• Frequent policy and regulatory changes • Legal disputes and litigation risks • Complex procurement regulations • Labor laws and industrial actions • Intellectual property compliance

		• Health and safety litigation liabilities
Ecological Variables	• Availability of green energy initiatives • Tree planting and afforestation as a social responsibility • Eco-tourism and nature-based learning • Waste management and recycling opportunities • Integration of environmental sustainability in CBC • Climate change adaptation Funding	• Climate change impacts • Pest and rodent infestation risks • Pressure from surrounding deforestation

3.1.3 Internal Environment

St. Paul's Kibabii Diploma Teachers' Training College has strong resources and capacities, including land, government funding, and experienced teaching and administrative staff. Its capabilities encompass implementation of the Competency-Based Curriculum, ESD programs, and community engagement. The College has structured governance and administrative frameworks, and a culture that promotes academic excellence, innovation, and collaboration. These internal strengths support the achievement of strategic objectives while highlighting areas for improvement, such as infrastructure and resource gaps.

3. 1.3.1 Governance and Administrative Structure

The institution operates under a well-defined governance and administrative structure that ensures accountability, efficiency, and effective decision-making. The College is overseen by a Board of Management, which provides strategic direction and policy oversight, while the Principal and management team handle day-to-day operations. Departments and units are structured to support academic, administrative, and student services, facilitating smooth coordination and implementation of programs. This governance framework, combined with clear roles, responsibilities, and reporting lines, strengthens institutional leadership and enhances the College's capacity to achieve its strategic objectives.

3.1.3.2 Internal Business Processes

The College has established internal business processes that cover academic program management, student admissions, examinations, procurement, financial management, and support services. The College's adherence to ISO certification standards demonstrates its commitment to international quality management practices, ensuring consistency, transparency, and continual improvement in its operations. These streamlined processes enhance decision-making, optimize resource utilization, and contribute to the effective achievement the goals.

3.1.3.3 Resource and Capabilities

The college's competitive edge lies in its modern infrastructure, highly skilled human capital, strong institutional reputation, and adaptive capabilities, all organized through efficient systems that make these resources valuable, rare and difficult to replicate.

3.1.4 Summary of Strengths and Weaknesses

The strengths of the College include its resources and capabilities that enable it to carry out its mandate while weaknesses are internal factors that undermine its success if not worked round to overcome. Below is the summary of strengths and weaknesses in the Table 2

2-3.2: Summary of Strengths and Weaknesses

Factors	Strengths	Weaknesses
Governance and Administrative Structures	• Specialized administrative departments and committees • Board of Management with diverse knowledge and experience • Experienced and resourceful administrative personnel • Commendable and clear leadership roles • Policy driven management approach • Integration of Performance Contracting • Clear lines of communication and accountability	• Inadequate administrative blocks • Lack of proper storage and auxiliary facilities • Inadequate ICT and digital infrastructure • Shortage of office equipment and furniture • Lack of adequate staff accommodation • Limited health services for staff and students • Late or insufficient funding • Shortage of Workshops and Studios
Internal Business Processes	• Adherence to ISO Certification Standards • Established Academic and Administrative Procedures • Integration of ICT in administrative and academic processes • Streamlined Procurement and Financial Processes • Effective Monitoring and Reporting Systems	• Inadequate ICT Infrastructure and digital systems • Limited Teaching and Learning Resources • Inefficient Internal Coordination – Gaps in workflow between departments • Limited Process Automation
Resources and capabilities	• Availability of land for expansion and development • Government grants, fee subsidies, and income from college assets. • Strong backing from the Catholic Church, ACCES Kenya, CITAM, Jamia Mosque Committee, and KPEEL.	• Need for more professional staff to manage new curriculum areas effectively. • Insufficient government allocations, delayed funds, and unreliable student fee payments.

3.1.5 Analysis of the Past Performance

Between 2018 and 2022, St. Paul's Kibabii Diploma Teachers' Training College (KDTTC) effectively implemented its mandate of training diploma teachers for primary and secondary schools, producing graduates who are professionally competent, ethically grounded, and capable of implementing the Competency-Based Curriculum (CBC). The College leveraged its experienced staff, community support, and partnerships with sponsors and government agencies to sustain academic programs and institutional operations despite financial and infrastructural constraints.

3.1.5.1 Key Achievements (2018 – 2022)

Between 2018 and 2022, St. Paul's Kibabii Diploma Teachers' Training College (KDTTC) made significant strides in fulfilling its mandate to train competent and transformative teachers for both primary and secondary schools. The College produced a total of 507 graduates, contributing to the national pool of trained educators. In line with the evolving educational landscape, KDTTC introduced additional academic programs, enhancing its curriculum offerings and aligning with national educational reforms. The College received a clean bill of health in its audit reports for all financial years under review, demonstrating sound financial management and accountability. These achievements underscore KDTTC's commitment to excellence and its pivotal role in shaping the future of education in Kenya.

3.1.5.2 Challenges (2018 – 2022)

The College faced several challenges that affected optimal performance. Inadequate infrastructure, including limited tuition blocks, laboratories, ICT facilities, and staff housing, constrained expansion and learning. Financial constraints, arising from delayed government funding and inconsistent student fee payments, limited program implementation. Staffing shortages hindered the delivery of new curriculum areas, while student discipline issues, including substance abuse and peer pressure, affected academic focus and outcomes.

3.1.5.3 Lessons Learnt (2018 – 2022)

St. Paul's Kibabii Diploma Teachers' Training College (KDTTC) learned that inadequate infrastructure and staffing constrained program delivery, while financial delays highlighted the need for diversified funding and strong planning. The COVID-19 pandemic underscored the importance of remote working, virtual learning, and flexible program delivery to maintain continuity. Student discipline and support systems proved critical for academic performance, and strong partnerships with communities, government agencies, and sponsors were essential for effective resource mobilization. These lessons will guide the College in strengthening resilience, innovation, and operational efficiency during 2023–2027.

3.2 Stakeholder Analysis

To systematically present stakeholder insights, the College has conducted a stakeholder analysis, summarizing each group's interests, influence, and engagement strategies in the table below.

Table 3.3: Stakeholder Analysis

No.	Stakeholders	Roles	Expectations of Stakeholders	Expectations of the College
1	**Students**	• Primary beneficiaries of training programs	Quality education, supportive learning environment, access to facilities, academic guidance	Deliver quality training, provide support services, ensure safety and discipline
2	**Teaching & Administrative Staff**	• Curriculum delivery, administration, and institutional management	Fair employment, professional development, recognition, conducive work environment	Support and professional development, clear policies, adequate resources
3	**Ministry of Education (MOE)**	• Policy guidance, funding, regulation	Efficient use of resources, compliance with national education standards, reporting	Policy compliance, funding accountability, implementation of curricula
4	**Teachers Service Commission (TSC)**	• Recruitment, deployment, training standards	Well-trained teachers, adherence to teacher professional standards	Compliance with teacher training standards, produce competent graduates
5	**Sponsors & Benefactors** (e.g., Catholic Church, ACCES Kenya, CITAM, Jamia Mosque Committee, KPEEL)	• Financial and material support	Effective use of contributions, visibility and recognition, successful programs	Transparent use of resources, partnerships in programs, reporting and accountability
6	**Local Community**	• Support in security, labor, and cultural engagement	Community involvement, employment opportunities, social benefits	Engagement in community programs, mutual support, social responsibility
7	**Alumni**	• Advocacy, mentorship, financial support	Alumni engagement, recognition, opportunities to contribute	Alumni networks, support for mentoring and funding initiatives
8	**County Government**	• Policy support, bursaries, infrastructure	Support for regional development, quality teacher training	Collaboration on programs, access to bursaries, infrastructure support
9	**Regulatory & Accreditation Bodies** (KNEC, QA bodies)	• Quality assurance and accreditation	Compliance with standards, reporting, institutional integrity	Accreditation compliance, timely reporting, quality education delivery
10	**Development Partners & NGOs**	• Program funding, technical support	Successful project outcomes, alignment with goals	Collaboration, reporting, effective utilization of funds

CHAPTER FOUR
STRATEGIC ISSUES

4.0 INTRODUCTION

This chapter outlines the key strategic issues that influence St. Paul's Kibabii Diploma Teachers' Training College's ability to achieve its vision and mission. It identifies critical challenges and opportunities in curricula, academic performance, resources, staffing, student support, ICT integration, and stakeholder engagement.

4.1 Strategic Issues

St. Paul's Kibabii Diploma Teachers' Training College (KDTTC) faces strategic challenges in Curriculum relevance and Academic performance, Infrastructure, Staffing and Student support. Program Financing, ICT integration and virtual learning, especially after COVID-19, and Strong stakeholder engagement are also critical. Addressing these issues is essential to produce competent, value-driven teachers and strengthen the College's national and global impact.

4.2 Strategic Goals

KDTTC aims to;

a) **Academic Programs:** Provide quality academic programmes through curriculum enhancement, expanded subject combinations, co-curricular engagement, and professional staff development;

b) **Infrastructure Growth and Development:** Achieve sustainable infrastructural growth by constructing modern facilities, improving accessibility, and digitalizing operations;

c) **Financial Sustainability:** Expand and sustain college-initiated income-generating programmes and activities for financial sustainability;

d) **Staff and Student Welfare:** Promote staff and student welfare through health, safety, inclusion, equity, and counseling initiatives;

e) **Community outreach, partnerships, and networking**: Empower local communities and enhance institutional collaboration; Key Results Areas

f) **ICT Integration and e-Learning:** expand the digital space to accommodate virtual learning

4.3 Key Result Areas

Table 4.1: Strategic Issues, Goals and KRAs

Strategic Issue	Strategic Goal	Key Result Areas (KRAs)
Curricula	**1. Academic Programs**	KRA1: Modernize and expand library and learning resources
		KRA2: Expand subject combinations and professional courses
		KRA3: Strengthen ICT integration in teaching and learning
		KRA4: Enhance co-curricular engagement and student participation
		KRA5: Maintain competent and motivated teaching staff
Infrastructure	**2. Infrastructure Growth and Development**	KRA1: Construct and renovate classrooms, hostels, laboratories, and staff housing
		KRA2: Improve accessibility and facilities for persons with special needs
		KRA3: Establish sports, recreational, and co-curricular facilities
		KRA4: Digitalize and automate college operations
Financing	**3. Financial Sustainability**	KRA1: Introduce and market school-based programs and in-service training
		KRA2: Enhance hiring of college facilities
		KRA3: Develop agricultural and other value chain initiatives (bakery, farming, poultry, fish, dairy, bee-keeping)
		KRA4: Monitor and evaluate income-generating programme performance
	4. Staff and Student Welfare	KRA1: Health awareness programs (HIV/AIDS, communicable and non-communicable diseases)

Staffing and Support		KRA2: Counseling and mental health services
		KRA3: Promote gender equity, disability inclusion, and national cohesion
		KRA4: Safety, security, and emergency preparedness
		KRA5: Provide bursary and insurance support for needy students
Stakeholder Engagement	**5. Community outreach, partnerships, and networking**	KRA1: Promote environmental conservation and waste management initiatives
		KRA2: Conduct community health and awareness campaigns
		KRA3: Implement entrepreneurial outreach programs
		KRA4: Develop partnerships with national and county institutions
		KRA5: Organize staff and student exchange and benchmarking programs
ICT and Digital Space	**6. ICT Integration and E-learning**	KRA1: Establish equipped ICT classrooms and procure modern ICT tools
		KRA2: Expand online learning platforms and virtual learning resources
		KRA3: Train staff and students in e-learning and digital literacy
		KRA4: Maintain and enhance Educational Management Information System (EMIS)
		KRA5: Support continuity of learning during disruptions

CHAPTER FIVE
STRATEGIC OBJECTIVES AND STRATEGIES

5.0 INTRODUCTION

This chapter outlines the strategic objectives of St. Paul's Kibabii Diploma Teachers' Training College for the 2023–2027 period and the corresponding strategies designed to achieve them. It translates the College's strategic goals into actionable, measurable initiatives that will guide effective implementation, monitoring, and evaluation.

5.1 Strategic Goals, Objectives, Strategies and Activities

The Strategic Goals provide the broad aspirations that the College seeks to achieve within the plan period. These goals are broken down into Strategic Objectives, which outline specific areas of focus to realize the vision and mission. Each objective is further supported by Strategies, which define the approaches and methods to be adopted in addressing identified needs and priorities. Finally, the Activities translate the strategies into practical and measurable actions, with clear outputs, timelines, and responsible officers. Together, these elements create a logical results framework that ensures the Strategic Plan is both actionable and results-oriented.

Table 5.1: Goal 1: Academic Programs

No#	Strategic Goal	Strategic Objective	Strategies	Activities
1	Academic Programmes	1. Provide quality education and training	a. Modernize teaching and learning resources	✓ Procure current textbooks and digital resources annually
				✓ Partner with 3 institutions per year for resource sharing
				✓ Conduct student training on effective self-learning
			b. Enhance data-driven academic management	✓ Upgrade and maintain EMIS with real-time reporting
				✓ Network all departments to ensure data integration
				✓ Conduct quarterly EMIS training for staff
			c. Expand academic offerings	✓ Introduce at least 2 new subject combinations annually
				✓ Consult stakeholders before each curriculum review
				✓ Procure additional specialized teaching materials

		2. Enhance co-curricular opportunities	a. Strengthen student engagement programs	✓ Procure and maintain equipment for at least 5 co-curricular activities
				✓ Encourage 80% student participation in clubs and societies
				✓ Conduct biannual talent identification exercises
			b. Expand teaching practice and experiential learning	✓ Map and accredit 5 new teaching practice schools per year
				✓Coordinate teaching practice placements efficiently
				✓Monitor student performance through standardized evaluations
			c. Motivate and recognize performance	✓ Conduct annual staff and student appraisal
				✓ Reward top performers with merit awards and recognition
				✓ Implement promotion criteria for staff excellence
		3. Enhance staff competence and ICT integration	a. Integrate ICT in teaching and learning	✓ Establish 3 fully equipped ICT-enabled classrooms
				✓ Train 100% of teaching staff on ICT integration annually
				✓ Introduce online learning platforms for students
			b. Maintain a highly competent workforce	✓ Conduct annual staff development programs
				✓ Implement clear promotion and career progression policies
				✓ Benchmark staff remuneration with similar institutions
			c. Improve operational efficiency	✓ Re-engineer 2 key academic processes annually
				✓ Measure and monitor productivity using defined metrics
				✓ Review workflow efficiency quarterly

Table 5.2: Goal 2: Infrastructure Growth and Development

No# 2	Strategic Goal	Strategic Objective	Strategy	Activities
2	Infrastructural Growth and Development	1. Expand infrastructure	a. Construct modern academic & admin facilities	✓ Complete tuition blocks, labs, library within timelines ✓ Build workshops & media studios ✓ Upgrade existing facilities for safety & accessibility
			b. Construct staff housing	✓ Build 5 staff houses annually ✓ Complete foundations, roofing, plastering ✓ Provide basic utilities & furniture
			c. Strengthen campus security	✓ Erect perimeter fencing ✓ Install CCTV cameras ✓ Partner with local police for emergency response
		2. Ensure accessibility & recreation	a. Develop sports & recreational infrastructure	✓ Construct playgrounds, sports fields, pavilion ✓ Provide modern sports equipment ✓ Promote participation via tournaments
			b. Promote inclusive infrastructure	✓ Build ramps & accessible walkways ✓ Equip classrooms/offices for special needs ✓ Train staff on disability inclusion
			c. Acquire operational equipment	✓ Purchase vehicles & ICT tools ✓ Maintain equipment for efficiency ✓ Replace or upgrade equipment every 3 years
		3. Digitalize & automate operations	a. Implement ICT for service delivery	✓ Connect all campuses to national broadband ✓ Make 80% of college services online ✓ Establish integrated digital platform for staff & students
			b. Automate internal processes	✓ Digitalize finance, HR, academic operations ✓ Monitor automation outcomes monthly ✓ Continuously improve workflows
			c. Maintain ICT infrastructure	✓ Upgrade EMIS & IT systems ✓ Provide telemedicine & e-learning services ✓ Conduct annual staff ICT training

Table : 6-5.3: Goal 3: Financial Sustainability

No#	Strategic Goal	Strategic Objective	Strategy	Activities
3	Financial Sustainability	1. Expand school-based programs	a. Introduce DECTE	✓ Market program via brochures & media ✓ Conduct 2 outreach campaigns annually ✓ Partner with 3 institutions for enrollment
			b. Introduce UDPTE	✓ Promote programs in local media ✓ Conduct enrollment drives ✓ Offer info sessions for prospective students
			c. Introduce in-service programs	✓ Organize workshops for teachers ✓ Market to schools & institutions ✓ Track enrollment and completion annually
		2. Enhance income-generating activities	a. Develop farming & value chains	✓ Cultivate crops & livestock for sale ✓ Monitor yields & productivity ✓ Adopt sustainable farming practices
			b. Maintain bakeries & food production	✓ Train bakery staff ✓ Produce bread & pastries for sale ✓ Conduct routine maintenance on bakery equipment
			c. Hire college facilities	✓ Rent halls, classrooms, & sports facilities ✓ Monitor usage & revenue monthly ✓ Promote facilities to local organizations
		3. Sustain & monitor operations	a. Monitor productivity of income activities	✓ Track farm & bakery outputs ✓ Measure revenue vs cost quarterly ✓ Adjust processes to maximize returns
			b. Develop staff & student capacity	✓ Conduct training in enterprise management ✓ Monitor performance of income-generating units ✓ Implement mentorship programs
			c. Ensure quality standards	✓ Regular quality audits of outputs ✓ Maintain hygiene & safety standards ✓ Benchmark against similar institutions

Table: 5.4: Goal 4: Staff and Student Welfare

No#	Strategic Goal	Strategic Objective	Strategy	Activities
4	Staff & Student Welfare	1. Enhance student welfare	a. Strengthen guidance & counselling services	✓Recruit/train professional counselors ✓Establish peer-support groups ✓Conduct quarterly mental health workshops
			b. Promote extracurricular activities	✓Organize inter-college sports & arts festivals ✓Establish student clubs & associations ✓Allocate annual budget for co-curricular activities
			c. Provide quality accommodation & meals	✓Upgrade hostels & dining facilities ✓Ensure affordable, nutritious meals ✓Conduct biannual feedback surveys on services
		2. Promote staff welfare & motivation	a. Implement recognition & reward systems	✓Introduce "Staff of the Year" award ✓Recognize long service & innovations ✓Publish success stories in newsletters
			b. Provide continuous professional development	✓Sponsor training, seminars, & workshops ✓Support postgraduate studies ✓Conduct annual skills-gap assessments
			c. Enhance workplace safety & wellness	✓Conduct annual occupational safety audits ✓Provide medical cover for staff ✓Run annual wellness & fitness programs
		3. Foster inclusivity & equity	a. Implement gender & inclusivity policies	✓Train staff/students on gender mainstreaming ✓Create gender desk for grievances ✓Monitor gender balance in admissions & hiring
			b. Support students with disabilities	✓Provide assistive devices & materials ✓Adapt curriculum for inclusivity ✓Ensure accessible infrastructure & resources
			c. Promote student leadership & participation	✓Strengthen student council structures ✓Conduct annual leadership training ✓Involve students in governance committees

Table 7-5.5: Goal 5: Community Outreach, Partnerships and Networking

No#	Strategic Goal	Strategic Objective	Strategy	Activities
5	Community Outreach, Partnerships & Networking	1. Strengthen community engagement	a. Establish community service programs	✓ Organize annual student/staff community service days
				✓ Partner with local schools for mentorship
				✓ Conduct environmental clean-up and tree planting
			b. Promote civic education and awareness	✓ Host quarterly public forums on education & social issues
				✓ Develop information materials (flyers, posters)
				✓ Use media (radio/TV) for community education
			c. Enhance alumni involvement	✓ Establish active alumni association
				✓ Create alumni mentorship program
				✓ Hold annual alumni networking events
		2. Enhance institutional partnerships	a. Collaborate with higher learning institutions	✓ Sign 3 MOUs with universities by 2027
				✓ Implement joint research projects
				✓ Facilitate student/staff exchange programs
			b. Partner with government & NGOs	✓ Engage county/national government for joint initiatives
				✓ Seek grants & sponsorships from NGOs
				✓ Participate in government-driven education forums
			c. Build linkages with private sector	✓ Partner with industry for student internships
				✓ Secure corporate sponsorships for activities
				✓ Involve private sector in curriculum review
		3. Promote global networking	a. Establish international collaborations	✓ Join regional/global education networks
				✓ Sign MOUs with at least 2 foreign colleges
				✓ Invite international guest lecturers annually
			b. Integrate ICT for networking & outreach	✓ Develop online collaboration platforms
				✓ Host virtual international conferences
				✓ Promote college activities through social media
			c. Benchmark with best practices	✓ Participate in international benchmarking visits
				✓ Document & share best practices internally
				✓ Apply lessons to improve curriculum & management

Table: 8-5.6: ICT Integration and E-learning

No#	Strategic Goal	Strategic Objective	Strategy	Activities
6	ICT Integration & E-Learning	1. Strengthen ICT infrastructure	a. Upgrade ICT equipment & connectivity	✓ Install high-speed internet across the campus ✓ Procure modern computers & servers ✓ Establish computer labs in each department
			b. Develop ICT maintenance systems	✓ Recruit ICT support staff ✓ Create preventive maintenance schedules ✓ Establish an ICT helpdesk
			c. Enhance systems ICT security	✓ Install firewalls and antivirus software ✓ Conduct annual cybersecurity audits ✓ Train staff/students on data protection
		2. Enhance teaching & learning through ICT	a. Introduce e-learning platforms	✓ Deploy a Learning Management System (LMS) ✓ Train staff on e-teaching tools ✓ Create e-learning content for core courses
			b. Promote blended learning	✓ Develop guidelines for blended learning ✓ Pilot blended courses in 3 departments ✓ Provide online assessment tools
			c. Integrate ICT in curriculum delivery	✓ Review curriculum to embed ICT skills ✓ Adopt smart projectors & interactive boards ✓ Digitize lecture notes and reading materials
		3. Build ICT capacity for staff & students	a. Train staff in digital literacy	✓ Conduct annual ICT training workshops ✓ Develop e-learning facilitation manuals ✓ Certify staff in basic ICT skills
			b. Train students in digital skills	✓ Include ICT orientation in student induction ✓ Offer short courses in coding & digital tools ✓ Provide student access to online certifications
			c. Establish continuous ICT support & mentorship	✓ Create ICT user support desk ✓ Develop peer-to-peer ICT mentorship clubs ✓ Monitor ICT usage and provide refresher training

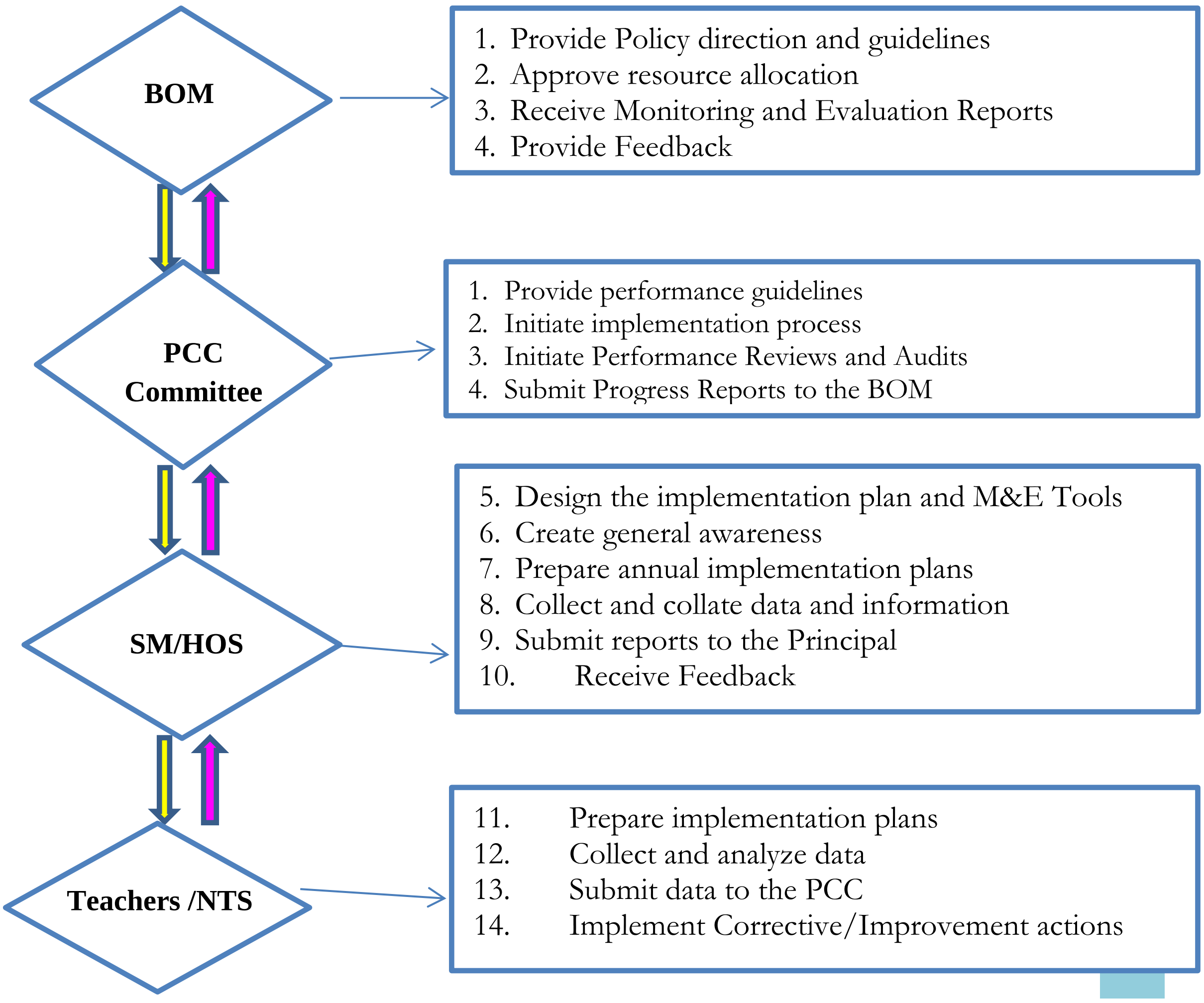
CHAPTER SIX
IMPLEMENTATION AND COORDINATION FRAMEWORK

6.0 Overview

This chapter focuses on translating the strategic plan into action by laying out the detailed implementation mechanisms, clarifying institutional roles and responsibilities, and establishing coordination structures, including systems, staffing, and performance management components to ensure seamless execution of the plan.

6.1 Implementation Plan

The Implementation Plan provides a roadmap for translating the College's strategic objectives into actionable programmes and activities within the 2023–2027 period. It emphasizes the preparation of annual work plans, integration of performance contracting, and allocation of resources to ensure timely and efficient execution of planned interventions. The framework also ensures that responsibilities are clearly assigned across all levels of management, promoting accountability, coordination, and alignment with national development priorities as described in the implementation structure below;



Implementation Matrix – Goal 1: Academic Programmes

Table 9-1: Implementation Matrix – Academic Programmes

No.	Strategic Objective	Strategy	Key Activity	Performance Indicator (KPI)	Targets					Responsible Officer(s)	Est. Budget (KES)
					Y1	Y2	Y3	Y4	Y5		
SO1	Provide quality education and training	Curriculum review & modernization	Conduct curriculum review workshops and align with CBC/TVET standards	No. of programmes revised & approved	2	4	6	8	10	Deputy Principal (Academic), HoDs	30,000,000
		Enhance teaching & learning methods	Train lecturers in modern pedagogy & digital tools; roll out competency-based assessment	% of staff trained; % courses using CBA	30	60	80	100	100	Principal, DP (Academic), ICT Coordinator	20,000,000
		Strengthen quality assurance	Institutionalize academic audits; implement QA guidelines; student feedback	QA reports; compliance rate; student satisfaction	1	2	2	2 ≥80	2 ≥90	QA Officer, Academic Board	15,000,000
SO2	Improve student exposure & experience	Co-curricular engagement	Procure equipment; expand teaching practice (TP) schools and supervision	No. of activities equipped; No. of TP schools; TP evaluation scores	3,5	5,10	7,12	8,14	10,15	Dean of Students, HoDs, TP Coordinator	35,000,000
SO3	Integrate ICT in teaching & learning	E-learning and content development	Deploy LMS and create e-content for core courses	No. of online courses; LMS usage analytics	10	25	40	55	70	ICT Coordinator, DP (Academic)	45,000,000
			Total Estimated Budget : KES 130,000,000								

Table: 10: Implementation Matrix – Infrastructure Growth and Development

SO/N	Strategic Objectives	Strategies	Key Activities	Performance Indicators	Annual Targets (2023–2027)					Responsible	Budget (KShs)
					Y1	Y2	Y3	Y4	Y5		
2.1	To expand and modernize physical infrastructure	Construct new learning & administrative facilities	Build tuition blocks, hostels, admin block, library, labs, workshops, sickbay, media studios, ICT classrooms, water towers, bridge	Number of new facilities completed and operational	0	2	3	3	2	Principal/ Council/MoE, Public Works Dept.	**1,800,000,000**
2.2	To provide a secure and conducive learning environment	Strengthen campus security systems	Construct permanent perimeter wall, install CCTV, floodlights, and collaborate with police	% perimeter secured and systems operational	25	50	100	0	0	Principal, /Security / Council	**15,000,000**
2.3	To improve institutional mobility and logistics	Expand transport and support facilities	Purchase lorry, buses, vans, pickups, posho mill	Number of vehicles & machinery procured	2	1	1	1	1	Principal/ Procurement Officer/Council	**55,000,000**
2.4	To promote student talent and wellness	Develop games, sports and recreational facilities	Construct sports fields, pavilion, and purchase sports equipment	Availability of functional sports & recreational facilities	1	2	3	4	5	Dean/ Sports Officer/ Council	**80,000,000**
2.5	To enhance inclusivity and accessibility	Develop infrastructure for special needs students	Construct ramps, walkways, communication systems for PWDs	% Number of inclusive facilities established	0	10	25	50	100	Principal, DM Committee	**30,000,000**
2.6	To improve staff welfare and retention	Provide staff housing facilities	Construct modern housing units for staff	Number of housing units completed and occupied	0	10	15	15	10	Principal, HR Office, Council	**250,000,000**
				Total Estimated Budget : 2,230,000,000							

Table 11:Implementation Matrix – Financial Sustainability

No.	Strategic Objectives	Strategies	Key Activities	Performance Indicators	Annual Targets (2023–2027)					Responsible	Budget (KShs)
					Y1	**Y2**	**Y3**	**Y4**	**Y5**		
3.1	To diversify income sources	Establish income-generating units (IGUs)	Develop and expand commercial ventures e.g., farm, bookshop, printing press, rental facilities	Number of IGUs established and operational	0	1	2	2	1	Principal, Finance IGU Committee	**100,000,000**
3.2	To strengthen resource mobilization	Enhance partnerships & linkages	Develop MoUs with donors, alumni, industry, and NGOs	Number of MoUs signed and funds raised	3	5	5	6	6	Principal, Partnerships Office, Council	**20,000,000**
3.3	To enhance financial management systems	Automate finance systems	Acquire and deploy modern accounting & ERP systems	% automation achieved	0	0	50	100	0	Principal, Finance, ICT Unit	**60,000,000**
3.4	To increase student enrollment and retention	Improve marketing & outreach	Conduct marketing campaigns, branding, alumni engagement, digital presence	% increase in student intake	3	5	7	10	10	Marketing/ Admissions, Alumni Office	**40,000,000**
3.5	To optimize use of existing resources	Strengthen cost efficiency measures	Implement energy-saving systems, bulk procurement, cost controls	% cost reduction realized	0	10	15	20	25	Principal, Finance/ Procurement Unit	**25,000,000**
				Total Estimated Budget : 245,000,000							

Table 12: Implementation Matrix – Staff and Student Welfare

No.	Strategic Objectives	Strategies	Key Activities	Performance Indicators	Annual Targets (2023–2027)					Responsible	Budget (KShs)
					Y1	Y2	Y3	Y4	Y5		
4.1	To enhance student welfare and support services	Improve health, counseling, and accommodation services	Establish student health unit, expand counseling services, improve hostels	Number of new/improved student welfare facilities (beds)	0	0	200b	300b	300 b	Dean/Principal Council	**300,000,000**
4.2	To strengthen staff welfare and motivation	Develop welfare schemes and benefits	Medical cover, SACCO, housing loans, staff awards	Number of welfare programs implemented	1	1	1	1	1	HR/ Principal/Staff Welfare Committee	**150,000,000**
4.3	To promote gender, inclusivity and safety	Implement gender-responsive and inclusivity programs	Disability-friendly infrastructure, GBV prevention programs, gender balance in leadership	% inclusivity compliance	0	0	0	50	100	Gender & Inclusivity Office, HR, Dean	**100,000,000**
4.4	To enhance co-curricular activities and student engagement	Strengthen sports, clubs, and talent development	Construct/upgrade sports fields, purchase equipment, support clubs & associations	Number of students participating in activities	1	1	1	1	1	Dean/Sports Office, Clubs Committee	**120,000,000**
4.5	To strengthen guidance and career development services	Establish career guidance and mentorship programs	Create career center, alumni mentorship forums, industry linkages	Number of career programs held annually	0	2	3	4	1	Dean/ Alumni Office, HR	**80,000,000**
					Total Estimated Budget : 750,000,000						

Table 13:Implementation Matrix – Community Outreach, partnerships and Network

No.	Strategic Objectives	Strategies	Key Activities	Performance Indicators	Targets (2023–2027)					Responsible	Budget (KShs)
					Y1	Y2	Y3	Y4	Y5		
5.1	Strengthen community engagement	Establish community service programs	Organize annual student/staff community service days	Number of community service initiatives	2	3	4	5	6	Dean of Students, Community Outreach Office	**20,000,000**
			Partner with local schools for mentorship								
			Conduct environmental clean-up and tree planting								
		Promote civic education & awareness	Host quarterly public forums	Number of civic forums/media programs held	4	6	8	10	12	Principal, Civic Education Committee	**10,000,000**
			Develop information materials								
			Use radio/TV for education								
		Enhance alumni involvement	Establish alumni association	Alumni association established and active	0	0	1	2	3	Alumni Office, Dean of Students	**10,000,000**
			Create alumni mentorship program								
			Hold annual networking events								

5.2	Enhance institutional partnerships	Collaborate with higher learning institutions	Sign MOUs with universities	Number of signed MOUs and exchanges	1	1	1	1	1	Principal, Research Office, Academic Depts.	**50,000,000**
			Implement joint research projects								
			Facilitate student/staff exchange								
		Partner with government & NGOs	Engage county/national government	Number of partnerships established	2	3	4	4	5	Principal, Partnership Office	**50,000,000**
			Seek grants & sponsorships								
			Participate in education forums								
		Build linkages with private sector	Partner with industry for internships	Number of private sector linkages	3	4	5	6	7	Career Office, Industry Liaison Unit	**100,000,000**
			Secure corporate sponsorships								
			Involve private sector in curriculum review								
5.3	Promote global networking	Establish international collaborations	Join regional/global networks	Number of international partnerships established	1	1	1	1	2	Principal, International Office	**100,000,000**
			Sign MOUs with 2 foreign colleges								

			Invite guest lecturers								
		Integrate ICT for networking & outreach	Develop online collaboration platforms	Number of ICT-enabled outreach initiatives	0	1	2	3	4	ICT Office, Communications Dept.	**10,000,000**
			Host virtual conferences								
			Promote college on social media								
		Benchmark with best practices	Participate in international benchmarking	Number of benchmarking activities undertaken	1	1	1	2	2	Principal, Academic Depts.	**20,000,000**
			Document & share best practices								
			Apply lessons in curriculum								
				Total Estimated Budget : 370,000,000							

Table 14:Implementation Matrix – ICT Integration and E-Learning

No.	Strategic Objectives	Strategies	Key Activities	Performance Indicators	Annual Targets (2023–2027)					Responsible	Budget (KShs)
					Y1	Y2	Y3	Y4	Y5		
6.1	Strengthen ICT infrastructure	Upgrade ICT equipment & connectivity	- Install high-speed internet	% internet coverage; No. of labs established	50	75	90	100	0	ICT Office, Procurement Unit	**70,000,000**
			- Establish computer labs in each department		1	2	3	3	0		
		Develop ICT maintenance systems	- Recruit ICT support staff	No. of ICT staff recruited; Helpdesk operational	2	3		4	0	ICT Office, HR	**10,000,000**
			- Create preventive maintenance schedules								
			- Establish ICT helpdesk		2	0		5	5		
		Enhance ICT security	- Install firewalls & antivirus	No. of systems secured; No. trained	0	1	1	1	1	ICT Office, ICT Security Committee	**10,000,000**
			- Conduct cybersecurity audits								
			- Train staff/students on data protection		0	200	300	400	500		
6.2	Enhance teaching &	Introduce e-learning platforms	- Deploy LMS	LMS operational; % of staff trained	0	10	20	30	50	Academic Depts., ICT Office	**70,000,000**
			- Train staff on e-tools								

	learning through ICT		- Create e-learning content		20	40	60	80	100		
		Promote blended learning	- Develop guidelines	No. of blended courses piloted	0	3	6	9	12	Academic Affairs, Quality Assurance	**20,000,000**
			- Pilot in 3 depts.								
			- Provide online assessment tools								
		Integrate ICT in curriculum delivery	- Review curriculum	% courses digitized; No. of smart tools installed	20	40	60	80	100	Academic Affairs, ICT Office	**100,000,000**
			- Adopt smart projectors & boards								
			- Digitize materials		5	10	15	20	30		
6.3	Build ICT capacity for staff & students	Train staff in digital literacy	- Conduct workshops	No. of staff trained/certified	50	100	150	200	250	HR, ICT Office	**30,000,000**
			- Develop manuals								
			- Certify staff								
		Train students in digital skills	- ICT orientation	No. of students trained/certified	200	400	600	800	1000	Dean of Students, ICT Trainers	**10,000,000**
			- Short courses								
			- Online certifications								
		Establish continuous ICT support & mentorship	- ICT helpdesk	No. of support structures active	0	2	3	4	5	ICT Office, Student Union	**10,000,000**
			- Peer mentorship clubs								
			- Refresher training								
					Total Estimated Budget : 270,000,000						

6.1.1 Action Plan

This breaks down strategic objectives into specific activities, timelines, outputs, and responsible officers to guide effective execution of the Strategic Plan. It provides a practical tool for resource allocation, performance tracking, and accountability, ensuring that institutional priorities in training, infrastructure, ICT, and stakeholder engagement are systematically implemented.

6.1.2 Annual Work plans and Budget

To ensure effective implementation of this Strategic Plan, the College will prepare annual work plans and budgets derived from the strategic objectives, strategies, and activities outlined herein. The work plans will specify yearly priorities, performance targets, timelines, and responsible officers, while the budgets will allocate resources to planned activities in line with institutional capacity and projected funding. This approach will facilitate prudent resource utilization, enhance accountability, and enable systematic monitoring and evaluation of progress towards the Strategic Plan goals.

6.1.3 Performance Contracting

The Performance Contracting Committee will use this plan as a key tool for translating the Strategic Plan into measurable results. Annual work plans and budgets will be cascaded into departmental and individual performance contracts, with clear targets, indicators, and timelines aligned to the Strategic Plan objectives. This will strengthen accountability, improve service delivery, and promote a results-oriented culture across the institution. Performance reviews will be conducted annually to assess progress, identify gaps, and inform corrective actions, thereby ensuring that resources are efficiently utilized and that the College remains on track towards achieving its strategic goals.

6.2 Coordination Framework

Effective implementation of this Strategic Plan will require a well-structured coordination framework. The Governing Council will provide overall policy direction and oversight, while the College Board of Management will be responsible for translating strategic objectives into operational priorities. Heads of Departments and Units will coordinate day-to-day execution of activities, supported by functional committees to ensure cross-departmental collaboration. A Strategic Plan Implementation Committee or Performance Contracting Committee will to track progress, harmonize efforts, and resolve emerging challenges.

6.2.1 Institutional Framework

The successful implementation of this Strategic Plan will be anchored on a clear institutional framework. The Governing Council provides strategic leadership and oversight, while the College Board of Management operationalizes policies, mobilizes resources, and ensures alignment of programs with the Plan. Departments and functional committees implement activities, supported by staff, students, and external stakeholders. Implementation is guided by key policies, Human Resource, Financial Management, Procurement, ICT, Research and Innovation, Quality Assurance, Health and Safety, ensuring accountability, compliance, and efficient resource use. Additional policies on gender, partnerships, e-learning, M&E, and alumni engagement will further strengthen delivery and achievement of the strategic objectives.

6.2.2 Staff Establishment, skills set and Competency Development

The College maintains a structured staff establishment aligned to operational needs, ensuring adequate staffing across all cadres. Continuous professional development, training, and performance management strengthen staff skills, competencies, and productivity, while recruitment and strategic deployment address gaps between approved and actual staffing levels.

Table 15: Staff Establishment

Cadre	Approved Establishment (A)	Optimal Staffing Level (B)	In-Post (C)	Variance D=(B-C)
Academic Staff	50	55	42	-13
Administrative Staff	35	40	30	-10
Technical/Support	20	25	18	-7
ICT Staff	10	12	8	-4
Totals	**115**	**132**	**98**	**-34**

Table 16:Skill set and Competency Development

Cadre	*Skill Set*	*Skill Gap*	*Competency Development*	*Estimated Annual Budget (KShs)*
Academic Staff	Subject knowledge, pedagogy, ICT integration	Limited ICT skills for teaching & online learning	Annual ICT training workshops, e-learning facilitation, refresher courses, certification programs	5,000,000
Administrative Staff	Financial management, HR, office operations	Limited knowledge of digital systems & policy updates	Training on finance, HR procedures, and ICT tools; on-the-job mentorship	1,500,000

Technical/Support Staff	Laboratory, workshop, and technical operations	Modern equipment handling, safety compliance	Regular technical training, safety workshops, and equipment operation refresher courses	1,000,000
ICT Staff	Network management, cybersecurity, system support	Advanced network security, digital system troubleshooting	Advanced ICT training, cybersecurity audits, helpdesk management training	2,000,000
Total/All Staff	Professionalism, teamwork, leadership	Gaps in leadership, performance management	Continuous professional development, appraisal systems, leadership workshops, and mentoring programs	9,500,000

6.2.3 Leadership

The College emphasizes leadership capacity across all cadres to strengthen governance, management, and operational efficiency. Leadership development includes training for academic heads, administrative officers, and functional committee members in strategic planning, performance management, decision-making, and team coordination. Mentorship programs, appraisal-linked leadership workshops, and targeted short courses will be implemented annually to ensure that both current and emerging leaders possess the skills to drive institutional objectives and sustain a culture of accountability, innovation, and professionalism.

6.2.4 Systems and Procedures

The successful implementation of the Strategic Plan will rely on robust systems and procedures that ensure accountability, efficiency, and continuous monitoring. Key mechanisms include annual workplans and budgets aligned to strategic objectives, performance contracting for measurable outputs, and a coordination framework that clearly defines roles and responsibilities across departments. The College will employ an institutional framework governed by the Board of Management, with established committees and operational units overseeing execution, compliance, and reporting. Policies, standard operating procedures, and regular audits will guide processes, while ICT systems will support data-driven decision-making, resource management, and communication. Continuous review and feedback loops will ensure that corrective actions are timely, resources are optimally utilized, and strategic goals are systematically achieved.

6.2.5 Risk Management Framework

The College implements a structured risk management system to identify, assess, and mitigate risks that may affect strategic objectives. Risks are evaluated for likelihood, severity, and overall impact, with mitigation measures integrated into annual workplans and monitored by the Board of Management, Principal, and departmental heads.

Table 6.4 Risk Management Framework

Table 17:Risk Register and Mitigation framework

S/ No	Risk	Likelihood (L/M/H)	Severity (L/M/H)	Risk Level (L/M/H)	Mitigation Measures
1	Insufficient funding for programs & infrastructure	M	H	H	Timely budget planning, diversify income streams, seek grants
2	Staff turnover and skill gaps	M	M	M	Staff retention strategies, continuous training, mentorship
3	ICT system failures	L	H	M	Regular maintenance, backups, cybersecurity measures
4	Delays in infrastructure projects	M	H	H	Effective project management, performance monitoring, contingency planning
5	Low student enrollment	M	M	M	Marketing campaigns, community outreach, partnerships
6	Poor academic performance	M	H	H	Curriculum review, staff development, academic support programs
7	Weak co-curricular participation	M	M	M	Strengthen student engagement, incentives, talent identification
8	Health & safety incidents	L	H	M	Regular safety audits, fire drills, emergency preparedness
9	Non-compliance with policies & regulations	L	M	L	Staff training, internal audits, performance monitoring
10	Poor stakeholder engagement & partnerships	M	M	M	Strengthen alumni & community engagement, MOUs, networking
11	Environmental & community challenges	M	M	M	Awareness campaigns, afforestation, waste management
12	Security breaches	L	H	M	CCTV, fencing, security protocols, staff & student training
13	Reputational risk	L	H	M	Quality assurance, proactive communication, compliance

HAPTER SEVEN
FINANCIAL REQUIREMENT

7.0 Overview

Chapter Seven outlines the financial resources needed to implement the Strategic Plan, linking activities to budget allocations. It highlights funding sources, efficient resource use, and prudent financial management to ensure the College achieves its strategic objectives in academics, infrastructure, staff and student welfare, ICT, and community engagement.

7.1 Financial Requirement

Table 18: Financial Requirement

Key Results Areas (KRAs)	Projected Resources Required (Kshs, Mn)					Total (Kshs, Mn / Bn)
	Y1	Y2	Y3	Y4	Y5	
KRA 1: Academic Programmes	25,000,000	30,000,000	25,000,000	25,000,000	25,000,000	**130,000,000**
KRA 2: Infrastructure Growth & Development	350,000,000	500,000,000	600,000,000	500,000,000	280,000,000	**2,230,000,000**
KRA 3: Financial Sustainability	40,000,000	50,000,000	55,000,000	50,000,000	50,000,000	**245,000,000**
KRA 4: Staff & Student Welfare	150,000,000	200,000,000	150,000,000	150,000,000	100,000,000	**750,000,000**
KRA 5: Community Outreach, Partnerships & Networking	70,000,000	75,000,000	75,000,000	75,000,000	75,000,000	**370,000,000**
KRA 6: ICT Integration & E-Learning	50,000,000	70,000,000	50,000,000	50,000,000	50,000,000	**270,000,000**
Admin Costs	40,000,000	50,000,000	50,000,000	50,000,000	50,000,000	**240,000,000**
TOTAL	**725,000,000**	**975,000,000**	**1,005,000,000**	**900,000,000**	**630,000,000**	**4,235,000,000**

Table 19: Resource Gaps

Financial Years	Financial Year (Kshs)	Estimated Financial Requirement (Kshs)	Estimated Allocation (Kshs)	Variance (Kshs)
2022/2023	Year 1	725,000,000	157,077,000	567,923,000
2023/2024	Year 2	975,000,000	142,580,240	832,419,760
2024/2025	Year 3	1,005,000,000	186,792,000	818,208,000
2025/2026	Year 4	900,000,000	86,992,000	813,008,000
2026/2027	Year 5	630,000,000	197,992,000	432,008,000
	Total	**4,235,000,000**	**771,433,240**	**3,463,566,760**

7.2 Resource Mobilization Strategies

To successfully implement the Strategic Plan, the College will employ diverse and sustainable resource mobilization strategies to bridge the funding gap between estimated financial requirements and allocated resources. Key approaches include:

a. **Government Funding** – Lobbying for increased grants from the Ministry of Education and other relevant government agencies, including development and infrastructure funds.
b. **Tuition and Fees Optimization** – Implementing structured fee collection mechanisms, promoting timely payment, and exploring differential fees for specialized courses to enhance internal revenue.
c. **Income-Generating Activities** – Expanding College-initiated ventures such as farming, bakery, printing services, facility hire, and consultancy services to supplement income.
d. **Alumni Contributions** – Establishing an active alumni network to support scholarships, infrastructure, and special projects through donations, mentorship, and fundraising events.
e. **Partnerships and Grants** – Building collaborations with NGOs, private sector organizations, development partners, and international institutions to secure grants, sponsorships, and technical assistance.
f. **Philanthropy and Endowments** – Soliciting support from well-wishers, foundations, and religious organizations to fund scholarships, infrastructure projects, and special programs.
g. **Digital Fundraising** – Leveraging ICT platforms for crowdfunding, online donations, and virtual fundraising campaigns to engage both local and global stakeholders.

7.3 Resource Management

The College will ensure optimal use of financial, human, and physical resources through effective budgeting, transparent procurement, staff development, and regular monitoring of assets and expenditures. Oversight by the Board of Management, supported by Finance, HR, and Administration units, will ensure accountability, efficiency, and alignment with strategic objectives.

CHAPTER EIGHT
MONITORING AND EVALUATION

8.0 Overview

This chapter outlines the framework for tracking the implementation of the strategic plan, assessing progress toward set objectives, and ensuring accountability. It defines key performance indicators, reporting schedules, and responsible officers. Through regular data collection, analysis, and feedback mechanisms, the College will identify gaps, inform decision-making, and guide timely interventions to enhance effectiveness and impact of programs and projects.

8.1 Monitoring Framework

The monitoring framework establishes structured systems for tracking progress in achieving the Strategic Plan's goals and objectives. It identifies **Key Performance Indicators (KPIs), data sources, frequency of reporting, responsible officers, and tools** for monitoring. The framework ensures that all activities are systematically tracked, enabling timely corrective actions, and informed decision-making.

8.2 Performance Standards

Performance standards define the expected levels of output, quality, and efficiency for each strategic objective, serving as benchmarks against which actual performance is measured. They help ensure accountability, consistency, and transparency in service delivery, guiding both staff and management in achieving the goals of the Strategic Plan.

8.3 Evaluation Framework

The evaluation framework provides structured methods for assessing the effectiveness, efficiency, and impact of the Strategic Plan. It defines evaluation types, timelines, responsible parties, and data sources to ensure that lessons learned inform future planning and decision-making.

Table 20: Outcome Performance Indicators

KEY RESULT AREA (KRA)	OUTCOME	OUTCOME INDICATORS	BASELINE		TARGET	
			Value	Year	Mid Term Period	End Term Period
ACADEMIC PROGRAMMES	Quality education & training	% of programmes reviewed & modernized	0	Y1	6	10

	Improved teaching & learning methods	% staff trained in modern pedagogy & CBA courses	0	Y1	60	100
INFRASTRUCTURE	Expanded & modernized facilities	No. of facilities completed & operational	0	Y1	4	10
STAFF & STUDENT WELFARE	Improved student support services	No. of student welfare facilities upgraded	0	Y1	200	300
ICT INTEGRATION & E-LEARNING	Strengthened ICT infrastructure	% of internet coverage & labs equipped	50	Y1	90	100
COMMUNITY OUTREACH	Strengthened community engagement	No. of community service initiatives	0	Y1	4	6

8.3.1 Midterm Evaluation

The midterm evaluation is a critical review conducted at the midpoint of the strategic plan period to assess progress toward achieving the set objectives and targets. It examines the effectiveness of implemented strategies, the efficiency of resource utilization, and the relevance of activities in addressing institutional priorities. The evaluation identifies successes, gaps, and emerging challenges, providing evidence-based recommendations for corrective actions and adjustments. By analyzing performance against the Key Result Areas (KRAs) and Outcome Indicators, the midterm evaluation ensures accountability, informs decision-making, and strengthens institutional capacity to meet end-term goals.

8.3.2 End Term Evaluation

The end-term evaluation shall be conducted at the conclusion of the strategic plan period to determine the extent to which the set objectives, targets, and Key Result Areas (KRAs) have been achieved. It shall assess the effectiveness, efficiency, and impact of implemented strategies, measuring outcomes against baseline indicators and midterm findings. The evaluation shall provide critical insights, lessons learned, and best practices to guide subsequent strategic planning and long-term institutional development.

8.4 Reporting Framework and Feedback Mechanism

A structured reporting framework shall be established to ensure timely and systematic documentation of progress against each Key Result Area (KRA). Periodic reports shall be prepared and submitted by responsible officers to the College Board of Management, capturing achievements, challenges, and resource utilization. Feedback mechanisms shall be instituted to facilitate informed decision-making, continuous improvement, and realignment of strategies where necessary, ensuring that all stakeholders remain engaged and accountable throughout the implementation of the strategic plan.

Table 21: Quarterly Progress Reporting Template

KRA / SO	Key Activities	Planned Targets (Quarter)	Achievements (Quarter)	Variance/ Deviation	Challenges / Bottlenecks	Proposed Corrective Actions	Responsible Officer	Remarks / Notes
Academic Programmes – Enhance Teaching & Learning	Train lecturers on modern pedagogy & digital tools							
Academic Programmes – Integrate ICT	Deploy LMS and e-content							
Infrastructure Growth – Construct new classrooms	Build 1 classroom block							
Staff & Student Welfare – Student Health Services	Expand counseling services							
Community Outreach – Civic Education	Host 1 public forum							
ICT Integration – Staff Training	Conduct digital literacy workshop							

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