



KENYA EDUCATION MANAGEMENT INSTITUTE

Motto: Exceeding Expectations

STRATEGIC PLAN

2023/24 – 2027/28



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Vision

Effectively Managed Institutions of Learning

Mission

To provide quality leadership training, conduct research, and undertake consultancy services that promote capacity development of education managers and stakeholders globally

Core Values

Integrity, Professionalism, Teamwork, Quality Customer Service, Inclusivity.

FOREWORD

Strategic Plan is fundamental for the success of any organization as it provides the organization's strategic direction and how to achieve it. KEMI's operations for the last five years have been guided by the 2018 – 2022 Strategic Plan whose implementation ended in December 2022, the current Strategic Plan therefore provides the institute's direction for the next five (5) years. A number of lessons have been learned from the successes attained and challenges encountered during the implementation of the last strategic plan. We have built on the successes and addressed the various challenges in the development of the new Strategic Plan.

Globally, organizations including those in education sector are aligning themselves with the changes in the community needs not only to remain relevant but also play active roles in addressing the challenges being faced by the community. KEMI cannot therefore be left behind but claim its space both nationally and in the global arena, failure to align ourselves to emerging education trends, may render us redundant. This Strategic Plan is therefore very important in ensuring that we achieve our vision and effectively deliver on our mandate.

The Kenya Kwanza Administration Education Charter intends to restructure KEMI to build capacity for Education staff and Institutional Managers at all levels of education. This provides the policy direction, rationale and commitment towards the implementation of this Strategic Plan. KEMI's stakeholders have been enhanced to covers the leadership role it has to play in education sector from the lowest to the highest level. It has a role in imparting leadership qualities to the class teacher, class master, teacher on duty, student leaders, the education managers among others at all levels of education sector.

KEMI staff and other stakeholders are very critical in the implementation of this strategic plan thus their respective support is very much needed. We must commit ourselves to KEMI vision as a team and together we shall succeed. I wish to thank the team that formulated this strategic plan and all members of staff. The Governing Council is committed to ensuring full implementation of the strategic plan.

Dr. Mercy Karogo, MBS
Chairperson, KEMI Council

PREFACE

KEMI Strategic Plan 2023/24 – 2027/28 was prepared through a consultative process with key stakeholders. It builds on previous successes and addresses the challenges experienced while implementing the fourth cycle Strategic Plan (2018 – 2022) whose implementation ended in December 2022. The fifth cycle Strategic Plan has been anchored on the Kenya Constitution (2010), the Kenya Vision 2030 fourth Medium Term Plan (MTP-IV) and the Bottom up Economic Transformation Agenda (BETA). The institute drives its legal mandate from the Legal Notice No.19 of 2010 and plays a key role in Education sector reforms. This plan has been developed with the view of enhancing KEMI's mandate of building capacity for education staff and institutional managers within the applicable levels of the education sector.

This Strategic Plan has been aligned with the Constitution of Kenya, Sustainable Development Goals, Africa Agenda 2063, Vision 2030 and MTP IV (2023-2027), Kenya Kwanza Education Charter and a host of legal and regulatory frameworks such as; the Basic Education Act (2013), Kenya's National Education Sector Plan (NESP) that has been the Government's blue print for education reforms. The plan focuses on KEMI focal areas such as demand-driven training; research and consultancy; excellence in service delivery, strategic partnerships, institutional visibility and institutional capacity. Strategic objectives aligned with these strategic focal areas will link the various initiatives and the vision.

I acknowledge the guidance of KEMI Governing Council, in the development and formulation of this policy, Strategic Plan Coordinating Committee led by Deputy Director Corporate, Senior Management, all other staff and other stakeholders for their invaluable input. I also recognize Sleek Management Consultancy Limited for their guidance that enable us to finalize this Strategic Plan.

Dr. Maurice Odondo
Chief Executive Officer

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CBC	Competence Based Curriculum
CBET	Competence Based Education & Training
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
ECDE	Early Childhood Development Education
ESD	Education for Sustainable Development
GoK	Government of Kenya
IAB	Istitut Aminudin Baki
ICT	Information Communication Technology
KEMI	Kenya Education Management Institute
KENET	Kenya Education Network
KESI	Kenya Education Staff Institute
KICD	Kenya Institute for Curriculum Development
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examination Council
KEPSHA	Kenya Primary School Teachers Heads Association
KESSHA	Kenya Secondary School Heads Association
KPSA	Kenya Private Sector Alliance
KIPPRA	Kenya Institute of Public Policy Research and Analysis
NACOSTI	National Commission for Science Technology & Innovation
KNATCOM	Kenya national Commission for UNESCO
MoE	Ministry of Education
NCOEP	National Committee on Educational Policies
ODEL	Open and Distance learning
SAGAs	Semi- Semi-Autonomous Government Agencies
SDGs	Sustainable Development Goals
TSC	Teachers Service Commission
TVET	Technical and Vocational Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
TPD	Teacher Professional Development

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CONCEPTS AND TERMINOLOGIES

S/No	WORD/ PHRASE	MEANING
1.	Baseline	An analysis describing an indicator's initial state before a project/programme starts, against which progress can be assessed or comparisons made.
2.	Indicator	An indicator is a sign of progress/change that results from a project. It measures a change in a situation or condition and confirms progress towards achievement of a specific result. It is used to measure a project impact, outcomes, outputs and inputs that are monitored during project implementation to assess progress.
3.	Key Results Areas	This is an outline of the organization's areas of focus. It also refers to the general areas of outputs or outcomes for which an organization's role is responsible.
4.	Outcome Indicator	This is a specific, observable, and measurable characteristic or change that will represent achievement of the outcome. Outcome indicators include quantitative and qualitative measures. Examples: Enrolment rates, transition rates, mortality rates etc.
5.	Outcome	The intermediate results generated relative to the objective of the intervention. It describes the actual change in conditions/situation due to an intervention output(s) such as changed practices as a result of a programme or project.
6.	Output	Products, services or immediate results, tangible or intangible resulting directly from the implementation of activities or applying inputs
7.	Performance Indicator	A measurement that evaluates the success of an organization or of a particular activity (such as projects, programmes, products and other initiatives) in which it engages.
8.	Programme	A grouping of similar projects and/or services performed by a Ministry or National/ County Department to achieve a specific objective; the programmes must be mapped to strategic objectives.
9.	Project	A project is a set of coordinated activities implemented to meet specific objectives within defined time, cost and performance parameters.

10.	Strategic Objectives	These are what the organization commits itself to accomplish in the long term; they establish performance levels to be achieved on priority issues and measures of success in fulfilling critical mission statement elements.
11.	Target	A result to be achieved within a given time frame through application of available inputs.
12.	Strategic Issues	These are fundamental policy choices, critical challenges/gap or opportunities that must be addressed or tapped in order for the organization to achieve its vision. They are the foundation upon which strategies are developed

CHAPTER ONE

INTRODUCTION

This chapter provides the setting and context for the Kenya Education Management Institute (KEMI) Strategic Plan for the period 2023/24 – 2027/28. This includes a brief history of KEMI, mandate, functions, challenges, as well as the role of the Institute in the National, Regional and Global development agenda.

1.1 Strategy as an Imperative for Organizational Success

The strategic plan for the period 2018-2022 has just ended, hence there is a need to develop another strategic plan to cover the next period 2023/24-2027/28. This is in line with government policy of undertaking reforms to improve quality, efficiency and transparency in service delivery in the public sector. This new strategic plan will enable KEMI to develop a framework that will incorporate policy changes at national, sector and ministerial level. KEMI will explore the factors and trends that dictate the way it operates, especially in the light of the changing mandate that now incorporates a wide stakeholder base and a changing internal and external environment. The plan will provide a framework for setting long-term goals and outcomes to guide the development and implementation of departmental and individual work plans. KEMI is therefore under obligation to develop and implement this Strategic plan.

In 2001, the Government of Kenya developed and launched a strategy for performance improvement in the Public Service, which sought to increase productivity and improve service delivery. A key aspect of the strategy was the Results Oriented Management approach, which culminated into the introduction of Results Based Management in 2004. This was a deliberate policy to improve performance, service delivery and governance.

The key tenets of this policy included: Strategic plans, service delivery standards, citizen service delivery charters, annual work plans, performance contracts, staff performance appraisal and merit-based promotion. It is in this respect that KEMI has continued to develop its strategic plans after every five years to conform to this policy directive.

The Kenya Education Management Institute (KEMI) is the capacity development agency for the Ministry of Education (MoE). KEMI, formerly KESI, was established in 1981 with funding from the Government of Kenya (GoK) in collaboration with the World Bank, International Development

Association 5th Credit (KESI) project. The Institute was developed with a view to strengthening the managerial capacity of personnel in the education sector. KEMI's role was modeled along the function of the Agency for Development of Education Management (ADEM) in Tanzania, which started in 1978; and National Institute for Educational Leadership and Management (Institut Aminuddin Baki - IAB) in Malaysia, which started in 1979.

The establishment of KEMI was based on the Commission of Inquiry of Public Service Structure and Remuneration 1970-71 (the Ndegwa Report), and the Training Review Committee 1971-72 (the Wamalwa Report), which were emphatic on the need for establishing in-service training programs for public servants to increase efficiency. In addition, a significant skills gap had been noted in the education sector. Education administrators were not adequately prepared for management responsibilities. Moreover, the Kenyanization program entrusted young and inexperienced teachers with heavy responsibilities as heads of institutions or education officers at different levels.

The 1973 Presidential decree abolished tuition fees for the first four years of primary education. This resulted in increased enrolment, a factor that necessitated the provision of well-trained and efficient education managers. The National Committee on Education Policies (NCOEP) report noted that continuous lifelong education training is an essential requirement for all those entrusted with the complexities and changes in public administration. A Service provision gap was also identified due to the fact that the Kenya Institute of Administration and East African Staff College could not adequately handle the capacity development of the education managers over and above their mandate. KESI was established under the Legal Notice No.19 of 2010 to undertake management training, research, and consultancy. The name of the institute was changed from Education Staff Institute (KESI) to Kenya Education Management Institute (KEMI) through the Legal Notice No. 163 of 2011.

1.2 Context of Strategic Planning

Some of the current issues on educational management globally include governance, effective schooling and in-service education. This calls the following questions; what different types of policy and operational decisions should be made by national, regional, and school bodies, what are the most important indicators of learner's performance that can be reliably assessed, how can we assure that teacher-evaluation practices are conducted fairly and appropriately so that the interests of both teachers and students are served, how can schools effectively integrate their teaching and continual professional development activities so that minimal disruption occurs with student learning. The

education system structures continuously fail to meet, or even make notable advancements, toward these demands. Inseparable from these problems is the very similar way in which education systems are managed.

Education helps in increasing production by equipping people with the latest knowledge hence increasing their productivity, cultivates talents and practical virtues, develops sound human resource which is an essential condition for the development, and plays a major role in development of social cohesion among others yet educational managerial structures have become so universal, perpetual, and therefore, deeply ingrained in society, that they remain almost entirely unchallenged; this encourages the misleading, nearly unquestioned assumption that managers are not responsible for educational failures and that teachers are at fault.

It is notable that the core of most educational problems lies within the educational management and leadership structures. It calls for a complete re-thinking and rebuilding of such structures in order to aid educational systems in reaching their full potential, therefore helping learners within these systems fully develop 21st century skills and meet future global challenges. KEMI as an institution has its role cut out in ensuring that this anomaly is corrected in Kenya and beyond right from the lowest to the highest levels.

1.2.1 United Nations 2030 Agenda for Sustainable Development

Provision of inclusive and equitable quality education and lifelong learning opportunities for all citizens is also guided by international agreements such as Sustainable Development Goals (SDGs). SDG number 4 aims at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. In addition, SDG number 9 focuses on building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation. To this end, the education sector in Kenya has fully embraced the rollout of the Competence-Based Curriculum (CBC) at the Early and Basic education level and Competence-Based Education and Training (CBET) curriculum at the higher levels. These new curricula coupled with the establishment of Post-training and skills development functions in the sector will address skills mismatch between training institutions and the job market. Owing to the new role KEMI has in nurturing educational leadership from the lowest to the highest levels of education, KEMI must respond to these changing demands. KEMI must capacity build all educational staff and institutional managers to respond to these changing demands

1.2.2 African Union Agenda 2063

From a regional perspective, Agenda 2063, adopted by the African States in 2013 as a strategic framework for socio-economic transformation outlines the significance of investing in education and training. It recognizes education as a main vehicle for intergenerational social mobility. It stresses the need to have expanded access and choice to study and work anywhere outside his or her country on the continent. This dream presents expanded mandate for KEMI globally since most education systems do not incorporate leadership and management as an important component in order to deliver this mandate. KEMI's strategy must now be outward looking and ensure the learner is well equipped to take leadership roles.

1.2.3 East Africa Community Vision 2050

The aspirations outlined in the EAC Vision 2050 encompass several key objectives, including promoting inclusivity in development and socio-economic transformation, enhancing access to modern, affordable infrastructure to drive economic growth and improve societal well-being, empowering citizens economically to stimulate growth and alleviate poverty, implementing proactive policies to align employment targets with skills development initiatives, facilitating smoother regional and international trade and investment, and establishing robust economic institutions and legal frameworks conducive to long-term socio-economic progress. During the current strategic planning period, the Institute aims to broaden its scope of policy research and analysis to encompass regional and global developments, aligning with its mandate of conducting impartial and objective research. It is envisioned that EAC partner States will facilitate effective coordination between the Vision 2050 and national economic policymaking through informed research and analysis. Priority areas for policy research and analysis include critical socio-economic issues such as food security, gender equality, governance, youth unemployment, education, healthcare, and economic inclusivity at both regional and global levels.

1.2.4 Constitution of Kenya

The constitution of the Republic of Kenya states that every person has the right to education in Article 43(1), every child has a right to free and compulsory basic education in Article 53 (1), a person with any disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interest of the person Article 54 (1), The state shall put in place affirmative action programmes designed to ensure that minorities and marginalized groups are provided special opportunities in educational and economic fields

Article 56. Our education system continuously fails to meet these demands. This is because for long we have failed to consider the way in which education systems are managed. KEMI now has a role to come up to the task and fill in this gap for prosperity in this sector

1.2.5 Kenya Vision 2030, Bottom-up Economic Transformation Agenda and Fourth Medium Term Plan

Kenya is aspiring to join the league of industrialized upper mid-income Countries by the year 2030. The Kenya Vision 2030 is anchored on three pillars; Economic, Social, and Political of which human capital development is a key component of the social pillar. The Social Pillar aims at creating a comprehensive, equitable, and just society based on democratic ideals. Education is classified under the social pillar. The key to success in any country lies in its concern and development of the education sector. When education is promoted, it reduces the rate of illiteracy which eventually reduces unemployment, education also supplies the needed manpower for national development. Thus, education as a key enabler is expected to make a significant contribution to the economy, by being the principal pillar since it impacts the political and economic pillars as well. KEMI has a major role in providing quality leadership for education staff and institutional managers right from the grassroots to the highest level, accelerating the realization of vision 2030. The Kenya Kwanza Education Charter intends to restructure KEMI to build capacity for education staff and institutional managers at all levels of education. This gives KEMI an expanded mandate of imparting quality leadership at all levels. With the expanded mandate, KEMI has a leadership role on basically school teachers, educational managers, and learners at all levels. It has a role in training leaders in the entire Early Learning and Basic Education, Vocational and Technical Training, University Education and Research, and Implementation of Curriculum Reforms. From the bottom of the pyramid, it has a role in quality leadership of the class teacher, class master, teacher on duty, and student leadership, up to colleges and universities. It will therefore play a role in supporting the Bottom-up Economic Transformation Agenda by providing quality leadership training and capacity-building programs hence supporting local institutions' development and promoting more effective education institutions' governance

1.3 Sector Policies, Regulations and Laws

The Education sector's strategic goal is to provide quality and relevant education, training, science, technology, research and skills development to all Kenyans, to enable them contribute to the building of a just and cohesive society that enjoys inclusive and equitable social-economic development.

1.3.1 Structure of Education system

The Education Sector comprises six sub-sectors namely: - Early Learning and Basic Education, Vocational and Technical Training, University Education and Research; Post Training and Skills

Development; Implementation of Curriculum Reforms, and Teachers Service Commission. The sub-sectors derive their mandates from Executive Order No. 1 of May 2020 (Revised) on “Organization of the Government of the Republic of Kenya”

1.3.1.1 Early Learning and Basic Education

The sub-sector facilitates the provision of basic education to all deserving citizens while addressing the provisions of the Constitution. The sub-sector is mandated to: develop strategies to address internal inefficiencies in the education system; improve financial management and accountability; and make education in the country more inclusive, relevant, and competitive regionally and internationally. In order to execute this mandate, the sub-sector implements four (4) programs namely; primary education, secondary education, quality assurance and standards, and general administration, planning, and support services.

1.3.1.2 Vocational and Technical Training

The sub-sector promotes access, equity, relevance, and quality technical and vocational education and training in Kenya. This is achieved through registering TVET institutions; formulating, coordinating, and reviewing policies and strategies in curriculum design, development, implementation, assessment, and certification in TVET; providing quality assurance services to TVET Institutions; setting trainees’ admission criteria to TVET institutions; promoting research, science, technology, and innovation in TVET; and overseeing the management of National Polytechnics, Technical and Vocational Colleges, Vocational Training Centers and Technical Trainer Colleges. The sub-sector has a major responsibility of ensuring the availability of middle-level manpower needed to drive the economy towards the attainment of Vision 2030. In order to execute this mandate, the sub-sector implements three (3) programs namely: technical vocational education and training, youth training and development and general administration, planning and support services

1.3.1.3 University Education and Research

The Sub-sector is responsible for; University Education Policy; Management of University Education and Continuing Education (Excluding TVETs); Science, Technology, and Innovation, and; Public Universities and Constituent Colleges. The investment climate is crucial, as are the right incentive structures, to guide the allocation of resources, and to encourage research and development. The institutional, legal, and policy reforms and funding in the university sub-sector reaffirm the realization of this crucial role that university education and Science Technology & Innovation play towards making Kenya a knowledge-based economy. In executing this mandate, the sub-sector implements

three programs namely: university education; research, science, technology, and innovation; and general administration, planning, and support services.

1.4 Implementation of Curriculum Reforms

The sub-sector is responsible for the overall management and coordination of the CBC reforms by ensuring an integrated and inclusive process across all the reform activities and actors. This is actualized through empirical research, formulation, review, and implementation of CBC policies; functional linkages, strategic collaborations, and partnerships for the effective and harmonious implementation of the CBC and assessment across the sector; coordinating the implementation of CBC programs across the sector; establishment and adoption of value-based standards and quality to sustain the relevance of the CBC, ensure equity and holistic development of learners.

The sub-sector is responsible for resource mobilization, technical support, and guidance to state and non-state actors and stakeholders, to build capacity for implementing the curriculum reforms. Further, the sub-sector is responsible for the establishment of a functional integrated multispectral monitoring and evaluation system to strengthen CBC implementation. These are implemented through one program of coordination of curriculum reforms.

1.5 Teachers Service Commission

The sub-sector is responsible for teacher management as provided for under Article 237 subsection 1-3 of the Constitution of Kenya (2010). The sub-sector registers trained teachers, recruits and employs teachers, assigns teachers employed by the Commission, exercises disciplinary controls over registered teachers, terminates the employment of teachers, reviews the standards of education and training of persons entering the teaching service, reviews the demand for and supply of teachers and advises the national government on matters relating to the teaching profession. Further, the sub-sector is mandated to: formulate policies to regulate the teaching profession and guide teacher management functions thus ensuring compliance with teaching standards prescribed from time to time, facilitating career progression and professional development of teachers, and monitoring their conduct and performance in the course of curriculum implementation.

In order to execute this mandate, the sub-sector is financed under three (3) programs namely: teacher resource management; governance and standards; and general administration and planning services. In order to effectively undertake its mandate, the education sector comprises 30 Semi-Autonomous Government Agencies (SAGAs) which are charged with various responsibilities. KEMI is one of the

Semi-Autonomous Government Agencies with a mandate of operating as an educational advisory, consultancy and acting as a resource center for the sector.

1.6 History of the Kenya Education Management Institute (KEMI)

Origin: KEMI was established in 1981, through funding under the GOK/World Bank IDA 5th Credit (KESI) project. The rationale for establishing KEMI was based on the following reasons:

- **Government reports:** The Ndegwa Report and Wamalwa Report emphasized the need to utilize in-service training for public servants to increase efficiency.
- **Skills gap:** Education administrators were originally trained for teaching and not necessarily for administration.
- **Free Primary Education (FPE) Initiative:** The 1973 FPE GoK initiative called for well trained and efficient education managers.
- **Service Provision Gap:** The Kenya Institute of Administration and the East African Staff College could not adequately handle the capacity development of the education managers in addition to their target groups.

Model: KEMI was modeled along two capacity development agencies, namely:

- The Agency for the Development of Education Management (ADEM) in Tanzania which was started in 1978 under the World Bank IDA 4th Credit project;
- Institut Aminuddin Baki (IAB) or National Institute for Educational Leadership and Management in Malaysia started in 1979.

Location: KEMI was relocated from Kenyatta University to the former Highridge Teacher Training College in 2006. The relocation of KEMI from Kenyatta University (KU) to Highridge TTC was recommended in the Report on Capacity and Training Needs Assessment for Ministerial Rationalization Program in the MOE of March 1997, the Report on Policy and Organization Review of July 1997 and Sessional Paper No.1 of 2005. In 2010, KEMI legally acquired the assets of the former Highridge TTC via Legal Notice 19/2010 of the Education Act.

1.7 Methodology of Developing the Strategic Plan

The Strategic planning process was participatory and consultative and involved four main phases namely, initiation, performance review; strategy development and validation. The management prepared the Terms of Reference for the preparation of the 2023 – 2027 Strategic Plan with the Chief

Executive Officer appointing the Technical Working Group to spearhead the process. The initiation phase commenced with internal consultations between management and the Council that culminated with the approval of the roadmap on the development of the strategic plan for the Authority covering the period 2023 – 2027. The Authority engaged an external consultant to facilitate the process of preparation of the plan. The consultant held consultative forums with the Council and Management to build consensus on the process, the outcomes and the key timelines.

The performance review phase involved collection and analysis of data from the Board, Management and Staff on the performance of the Authority for the 2018 – 2022 strategic planning period. A performance review report highlighting key achievements, challenges encountered as well as lessons learnt was developed and disseminated to the Council and Management. The report provided the required baselines and helped identify the benchmarks for the next planning period.

The strategy development phase involved the Council, Management and Staff. Key activities included internal and external environment analysis, development of the Vision, Mission and Strategic Goals, identification of objectives and strategies to achieve the goals and development of the implementation framework. Various models were employed during this phase that was undertaken through various consultative sessions with the Strategic Planning Committee, the Management and the Council. The process culminated with the development of a Draft Strategic Plan that was subjected to the various internal approvals.

The validation phase entailed approvals by management and the Council. Subsequently the approved plan was subjected to stakeholder validation through a workshop. The various inputs from stakeholders were then incorporated into the draft strategic plan. Thereafter, the strategic plan was forwarded to the State Department for Economic Planning for further input and approval. Upon approval, the Strategic plan was adopted by the Council for implementation.

CHAPTER TWO

STRATEGIC DIRECTION

This chapter provides the Vision, Mission, Core Values as well as the Strategic Goals for the Institute. The strategic direction was informed by the Institute's mandate and the analysis of the internal and external environment.

2.1 Mandate

The Kenya Education Management Institute as currently established, derives its mandate from the Legal Notice No.19 of 2010 which spell the following functions of the institute;

- (a) provide, directly or in collaboration with other institutions of learning, management training, research and consultancy services in the education sector on a commercial basis to the public and private sector and to any other persons, local or foreign, who may request for such services from it;
- (b) provide training programmes, seminars and workshops and produce publications aimed at promoting managerial competence and integrity in the education sector, while utilizing diverse learning methods including open and distance learning approaches;
- (c) produce, maintain and disseminate documentation and information services and equipment relating to administrative management, technical and educational reform issues;
- (d) serve as a management advisory, consultancy and resource center for personnel involved in educational work;
- (e) undertake research in relation to training needs assessments, quality assurance processes, training impact assessments, policy, management and emerging issues for the purpose of designing appropriate management training programs and ensuring the integrity of these programs;
- (f) provide a forum for effective collaboration between the public and private sectors and other interested parties for capacity building in the education sector;
- (g) conduct examinations and award diplomas, certificates and other awards to successful candidates;
- (h) undertake resource generative services in a cost-effective manner to build self-sufficiency; and
- (i) generally, promote and carry on the work of a management development institute.

2.2 Vision Statement

Effectively Managed Institutions of Learning

2.3 Mission Statement

To provide quality training, conduct research, and undertake consultancy services that promote capacity development of education managers and stakeholders nationally and internationally.

2.4 Strategic Goals

During the plan period, KEMI will seek to accomplish the following strategic goals: -

- a) Strengthen Research and Consultancy
- b) Enhance Leadership competencies and skills of Education Managers
- c) Improve effectiveness of internal processes
- d) Strengthen stakeholder engagement
- e) Enhance KEMI brand awareness
- f) Enhance Resource Mobilization
- g) Strengthen internal capacity

2.5 Core Values

Integrity

Professionalism

Teamwork

Quality Customer Service

Inclusivity.

2.6 Quality Policy Statement

KEMI is committed to improving quality of education by enhancing capacity of education managers through effective and efficient training, research and consultancy services.

CHAPTER THREE

SITUATIONAL AND STAKEHOLDER ANALYSES

This chapter provides a review of KEMI's operating environment. It provides an external analysis to identify opportunities and threats, an internal analysis to identify internal strengths and weaknesses and a stakeholder Analysis. The chapter concludes with an analysis of the performance of the Institute over the 2018 – 2022 planning period, challenges encountered as well as lessons learnt.

3.1 Situational Analysis

This involves an analysis of the external environment, internal environment and an analysis of the past performance of the Institute. The aim is to identify opportunities, threats, strengths, weaknesses and key lessons.

3.1.1 External Environment

The external environment analysis looks at the macro environmental factors, the micro environmental factors as well as the industry issues. The main objective of the analysis is to identify opportunities and threats that may have an impact on the implementation of the strategic plan.

3.1.1.1 Macro-environment

KEMI operates within a dynamic society with various challenges, hence it must take cognizance of the external factors that may impact its operations. PESTELE analysis involved identifying Political, Economic, Social, and Technological, Environmental and Legal factors, that are likely to affect KEMI in its effort to achieve its mandate.

a) POLITICAL

- **Government Policy Changes** -There has been reforms in the education sector including the Presidential working party on Education reforms (PWPER) which recommends the establishment of Kenya School of Teacher and Education Management to coordinate in-service training. This development has the potential of expanding the mandate of the institute in the realm of Capacity building in education sector. The implementation of the Competency Based curriculum framework presents an opportunity for in-servicing of school leaders at all levels of basic education. However, the Institute operates in an unregulated environment due to the lack of national capacity-building policy for education managers.
- **Political stability** - The country has had smooth transitions from one regime to another and this has created a conducive environment to conduct training throughout the country.

- **Political goodwill** - The government has consistently funded the education sector through school capitation grants. This has made it possible for the learning institutions to sponsor the school leaders to attend capacity development programs. In addition the Bottom up Economic Transformation Agenda (BETA) provides for restructuring of KEMI to build capacity of education staff and Institutional managers at all levels of education.
- **Devolution** - The devolved government has created functional structures across the counties that can support effective delivery of the KEMI mandate.

b) ECONOMIC

- **GDP growth rate** - The growth rate stood at 5.6% in 2023 and is expected to grow to 6.0% in 2024. This growth trajectory is expected to sustain throughout the plan period.
- **Inflation** - Kenya's inflation rate decreased from an average of 8.4% in 2023 to 6.8% in January 2024. The rates are expected to ease during the planned implementation period.
- **Non-state actors** - Kenya has a growing number of donors and private sector organizations who are highly interested in supporting education programs.

c) SOCIAL - CULTURAL

- **Vibrant Education Sector** - Kenya has experienced an exponential growth in the number of education institutions in the recent past. For instance, the number of public primary schools grew from 19000 in 2022 to 23000 in 2023. Similarly the number of secondary schools grew from 7000 to 9000 in 2023. This increases the demand for KEMIs programs.
- **Gender Dynamics** - Some communities do not support leadership by women leading to gender parity and this affects gender representation in KEMIs training programs.
- **Literacy Levels** - The level of education for some participants in KEMIs training programs have low literacy levels. This affects the mode of delivery for the program, increases operational cost and eventually compromising the overall quality of the training.
- **Culture** - Kenya has diverse cultural norms some of which affect delivery of training programs. Some of these include clannism, stereotyping, gender discrimination and exclusion.
- **Religion** - The religious landscape in the country is diverse. Some religions do not allow training to happen in specific days and times. This affects the training schedules and increases the operational costs.

d) TECHNOLOGY

- **Technological advancements** - Kenya's ICT sectors growth has outperformed every other sector, expanding by 23% annually during the last decade. The speed and scale of technological innovations in the education sector will affect course development and delivery.
- **Infrastructure and Connectivity** - Kenya has a robust technological infrastructure with a broadband and fibre optic coverage at 90%. Internet penetration rate of 87.2% with an approximate 43.7 million mobile internet subscribers. This widespread adoption of mobile devices especially smartphones has played a crucial role in expanding internet access and connectivity across the country. This growth is expected to continue to support the development and delivery of programs during the Plan period.

e) ENVIRONMENTAL

Climate change - Kenya experiences shifts in temperature, precipitation and the frequency of extreme weather events. These variations directly affect various economic sectors especially agriculture and infrastructure thus disrupting the delivery of KEMI's programs.

f) LEGAL

Constitution - This is the supreme law that provides for a framework of governance and legal principles. Particularly Article 10(1) states that the national values and principles of governance are binding on all state organs, state officers and public officers. Article 10(2c) sets out the national values and principles of governance which includes equity, inclusiveness, equality, good governance, integrity, transparency, and sustainable development, Article 201(a, d, e) and Article 226 and 227 have provisions of public finance relating to transparency, accountability and appropriate governance of public monies.

g) ETHICAL

Instruments for promoting ethics and integrity - There exists a framework for enhancing ethics and integrity in public institutions. This includes Article 10 of the Constitution on National Values and Principles of Governance EACC Act 22 of 2011, Leadership and Integrity Act 2012, Bribery Act of 2016, The Anti -corruption and economic crimes Act of 2003 and the Public Officers and Ethics Act of 2003.

3.1.1.2 Micro-Environment

An analysis of KEMI immediate operating environment revealed various challenges that the strategic plan must respond to. These include funding, collaboration and partnership, inadequate infrastructure, and trainers' capacity.

Table 3.1 *Micro – Environment Analysis*

Category	Issue	Implications on Strategy
Clients	<ul style="list-style-type: none"> ○ High enrolment rate ○ High drop-out rate ○ Delayed fee payment ○ Geographically dispersed clientele ○ Diverse entry behaviour 	<ul style="list-style-type: none"> ○ Insufficient funding for course development and training. ○ Increase in operation cost. ○ Low up-take of KEMI training programs
Suppliers	<ul style="list-style-type: none"> ○ List of pre-qualified reliable suppliers 	<ul style="list-style-type: none"> ○ Support timely implementation of strategic interventions.
Competitors	<ul style="list-style-type: none"> ○ Inadequately regulated environment ○ Many players offering same services 	<ul style="list-style-type: none"> ○ Reduced revenue generation

3.1.1.3 Summary of Opportunities and Threats

Based on the analysis of the external environment the table below summarizes emergent opportunities and or potential threats that may be encountered by the Institute

Table 2.2 *Summary of Opportunities and Threats*

ENVIRONMENTAL FACTOR	OPPORTUNITIES	THREATS
POLITICAL	<ul style="list-style-type: none"> ▪ Expanded mandate ▪ Enhanced government funding ▪ Uninterrupted training programs ▪ Increased enrollment of school leaders in training programs ▪ Leverage devolved government structure to support delivery of KEMI mandate 	<ul style="list-style-type: none"> ▪ Political unrests / instability

ENVIRONMENTAL FACTOR	OPPORTUNITIES	THREATS
ECONOMIC	<ul style="list-style-type: none"> ▪ Large client base ▪ Increased budget allocation ▪ Growth in training programs ▪ Large pool of non-state actors to finance education initiatives 	<ul style="list-style-type: none"> ▪ Budget cuts ▪ Inadequate funding
SOCIAL - CULTURAL	<ul style="list-style-type: none"> ▪ Increased demand for KEMIs programs. 	<ul style="list-style-type: none"> ▪ Gender disparity in KEMI's training programs ▪ Low perception of KEMIs programs ▪ Change in consumer preferences
TECHNOLOGICAL	<ul style="list-style-type: none"> ▪ Leveraging technology for service delivery 	<ul style="list-style-type: none"> ▪ Cyber-attacks and malware ▪ Negative social impact ▪ Job displacement
ENVIRONMENTAL	<ul style="list-style-type: none"> ▪ Access to green financing 	<ul style="list-style-type: none"> ▪ Disruptions in training programs
LEGAL	<ul style="list-style-type: none"> ▪ Framework for governance and legal principles for the delivery of KEMI mandate. 	<ul style="list-style-type: none"> ▪ Disruptions due to changes in legal framework / environment
ETHICAL	<ul style="list-style-type: none"> ▪ Robust framework for entrenching ethics and integrity in KEMI programs 	

3.1.2 Internal Environment

This section looks at the competitiveness of KEMI relative to its mandate. It explores the governance and administrative structures, internal business processes, resources and capability with a view of determining the strengths and weaknesses.

3.1.2.1 Governance and Administrative Structures

This entailed a review of the decision-making structure at KEMI and the distribution of the various functions. A functional analysis was undertaken with a view of identifying the key strengths and weaknesses of the various functions.

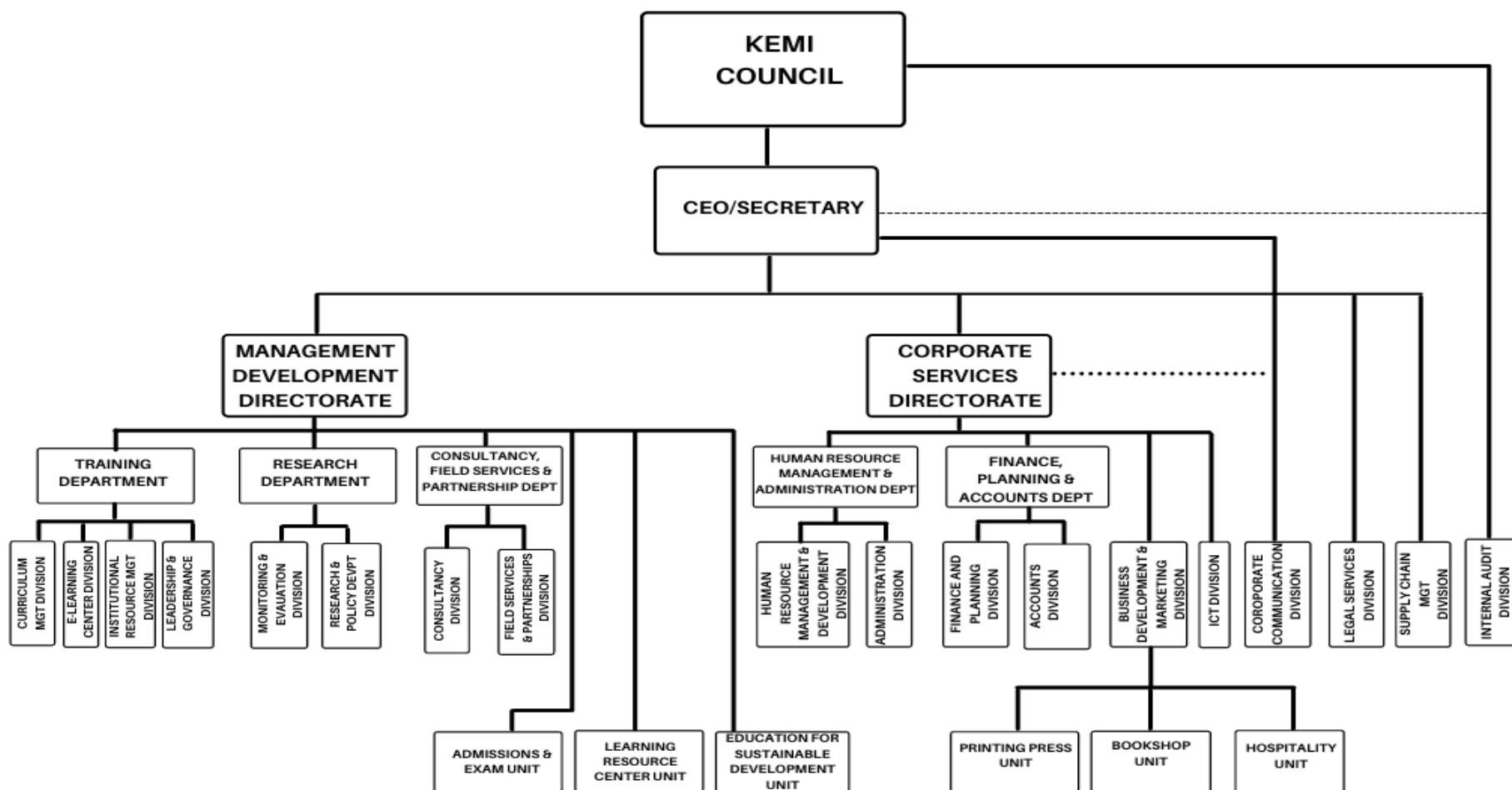
Table 3.3 KEMI Functional Analysis

No.	Functional Area	Mandate/Description	Areas of Excellence	Pain Points and Weaknesses
1.	Council	The Council is composed of representatives from different education institutions as guided by the legal notice and independent professionals. The council is responsible for formulation of policy, control and oversight of the Institute operations through committees.	<ul style="list-style-type: none"> Fully constituted and functional Requisite expertise 	Absence of critical representation from private schools.
2.	Office of the CEO	The CEO is the accounting officer of the Institute and secretary to the Council responsible for the day to day operations of the Institute and the overall management and provision of strategic leadership.	The office has a substantive officer holder continuously providing strategic direction	Inadequate support staff
3.	Training	The department is responsible for the development and implementation of education management and capacity development programmes. This includes development, implementation and review of capacity development plans, modules, manuals, curriculum and course outlines for the institute. The department has experienced trainers with deep knowledge in their respective fields.	Leveraging technology to deliver quality training to diverse clientele.	<ul style="list-style-type: none"> Inadequate resources for measuring behaviour change. Sub optimal staffing levels
4.	Research and Consultancy	This department is responsible for providing leadership in research, monitoring and evaluation, policy development and knowledge dissemination in education management. In addition, it oversees consultancy function in order to achieve the overall mandate of the Institute.	Aligning research with industry needs ensuring practical applications and outcomes.	Inadequate skilled staff.
5.	Partnerships and Business Development	This department is responsible for initiating the formulation, implementation and review of partnerships and business development policies, strategies, guidelines and procedures.	Strategic networking building and nurturing relationships with key players.	Lack of well-defined partnership and business development framework.

No.	Functional Area	Mandate/Description	Areas of Excellence	Pain Points and Weaknesses
6	Corporate Services	This department is responsible the provision of overall leadership and direction on management of finance, planning, resource mobilization, information technology, human resource and administration functions of the Institute.	Well managed resources.	Inadequate resources
7	Internal Audit and Risk Assurance	This department is responsible for continuous independent review of the adequacy of internal control systems, risk management, assessing compliance with policies and procedures and recommending ways of strengthening internal control mechanisms that could impact on the achievement of the strategic objectives of the institute.	Strong internal control systems	Sub optimal staffing levels
8.	Supply Chain Management.	This division is responsible for procurement planning, contract management, asset and inventory management and asset disposal for the Institute.	Well aligned procurement process	Sub optimal staffing levels

Figure 1: Current KEMI Organogram

KEMI ORGANIZATION STRUCTURE



3.1.2.2 Internal Business Processes

Involves an assessment of the Key functions and identifying the key processes, systems and operating procedures with a view of identifying the key strengths and weaknesses. Outcomes from this assessment also informs the business process reengineering.

The analysis is presented in table 3.4 and the results summarized in table 3.5.

Table 3.4 Internal Processes Analysis

No.	Functional Area	Key Processes and Systems	Areas of Excellence	Pain Points and Weaknesses
1.	Training	<ul style="list-style-type: none"> ● Curriculum development - This process involves conducting a training needs assessment, curriculum designing, content selection and instructional strategies. ● Delivery of training - This process starts with course advertisement, on-boarding of trainees, training sessions, assessment and evaluation, documentation and record keeping. ● Learning Management System (LMS) - This is a software application (Moodle) that facilitates administration, delivery and management of education learning resources. 	<ul style="list-style-type: none"> ● The process of curriculum development is undertaken within the stipulated time and cost. ● Interactive content adaptable to the needs of the trainees ● Skilled technical staff with requisite experience ● Reduction in the cost of running programs through leveraging technology 	<ul style="list-style-type: none"> ● Occasional system down times ● Sub optimal staffing of technical team
2.	Research	Research Process - This process involves proposal development, data collection, analysis, reporting and dissemination of findings.	Leveraging technology for data collection, analysis, and reporting	<ul style="list-style-type: none"> ● Inadequate skill set ● Sub optimal staffing levels.
3.	Consultancy, Field services and Partnerships	Consultancy starts with expression of interest, development of proposals and agreements with clients, execution of the assignment, reporting, closure and handover.	Leveraging technology for data collection, analysis, and reporting	<ul style="list-style-type: none"> ● Inadequate skill set ● Sub optimal staffing levels
4.	Corporate Services, Internal audit and supply chain management	Processes for Financial Management, accounting, human resource management, information communication technology, procurement and supply chain management, internal audit and risk	<ul style="list-style-type: none"> ● High levels of compliance with the existing legal framework 	<ul style="list-style-type: none"> ● Low levels of automation for the processes ● Sub optimal staffing levels ● Inadequate skills set

No.	Functional Area	Key Processes and Systems	Areas of Excellence	Pain Points and Weaknesses
		assurance are clearly defined in various, policies, legislations and regulations.	<ul style="list-style-type: none"> Effective and efficient service delivery. 	

3.1.2.3 Resources and Capabilities

KEMI derives its strategic advantage from a distinct set of assets both tangible and intangible, capabilities. KEMI as a brand is the only capacity building agency for education managers within the sector. The institute is endowed with intellectual resources which include curated curriculum and course materials developed by subject matter experts and protected through registration by Kenya Library Services. It has highly qualified and experienced technical staff complimented by a data base of industry experts for delivering trainings. The Institute has adequate prime land strategically located in Parklands and Embakasi areas of Nairobi County. Parklands Campus has infrastructure and physical facilities which include office blocks, conference halls, ICT laboratories, a number of vehicles and hostels. However, the facilities are inadequate and require an upgrade to match the quality of modern training and hospitality facilities. KEMI has collaborative relationships with government agencies, education institutions, NGOs and international organizations to leverage resources, share best practices and enhance the impact of its programs. The Institute has embraced technology in delivering of its mandate by investing in digital resources and tools however there is need for more investment to enhance Institutes technological capabilities.

Summary of Strengths and Weaknesses

Based on the issues arising from the internal analysis, the following key strengths and weaknesses have been identified. These are summarized in table 3.5

Table 3.5 *Summary of strengths and weaknesses of KEMI*

Factor	Strengths	Weaknesses
Governance and Administrative Structures	<ul style="list-style-type: none"> Fully constituted and functional council Strong internal control systems Team of competent technical staff 	<ul style="list-style-type: none"> Establishment of KEMI through a legal notice Sub optimal staffing levels. Uniform tenure of the council members Absence of critical representation from TSC and Private schools in the council Inadequate organizational structure
Internal Business Processes	<ul style="list-style-type: none"> Availability of software application (LMS) 	<ul style="list-style-type: none"> Low levels of automation for the processes Occasional system down times

Factor	Strengths	Weaknesses
	<ul style="list-style-type: none"> ○ Availability of standard operating procedures for key processes. ○ Digitized learning materials and resources 	
Resources and Capabilities	<ul style="list-style-type: none"> ○ Curated curriculum and course materials ○ Strong partnerships and networking ○ highly qualified and experienced technical staff ○ Availability of prime land ○ Institution is highly recognized 	<ul style="list-style-type: none"> ○ Inadequate staff ○ Inadequate facilities ○ Inadequate skills set in research, and consultancy.

3.1.3 Analysis of Past Performance

A review of the 2018-2022 strategic plan was done to determine the extent to which the set objectives were realized. Achievements and challenges were as follows;

3.1.3.1 Key Achievements

The following is a summary of key achievements realized from the implementation of the 2018-2022 Strategic Plan:

a) KRA 1: Training

The strategic objective was to enhance management competences and skills for leaders, administrators, education officers and quality assurance and standards officers in the education sector. The Institute achieved the following targets:

- A vibrant Learning Management System, 12 short-term training programs and a Diploma program offered through a blended approach.
- 150 ESD model centers established in all the 47 counties.
- Reviewed training programs curriculum, and aligned KEMI programmes to the recent MoE reforms, and updated the existing modules to incorporate the new MoE reforms, the review is ongoing and has been rolled over to the new plan.
- Conducted one enterprise risk management analysis.
- A total of 19,500 teachers were trained under the Teacher development Programme.
- One (1) exchange programme developed and implemented in collaboration with Agha Khan University and institute of education development.

However, the following targets were not achieved and have been rolled over to the current plan period:

- a. Four (4) exchange programmes for trainers
- b. Train KEMI staff on test development.
- c. Liaising with MoE and County governments to offer training to five hundred (500) education managers and administrators to enhance their managerial skills and raise awareness on MoE reforms.
- d. Expand KEMI's portfolio by introducing certificate courses for managers such as Education officers and QASOs.

b) KRA 2: Research & Consultancy

The strategic objective of this focus area was to enhance research and consultancy activities in KEMI for creation and dissemination of knowledge. The Institute achieved the following targets:

- a. Developed a Research Policy on education management for KEMI
- b. Trained staff on research skills and managed to conduct one (1) in-house research workshop.
- c. Developed a policy on monitoring and evaluation.
- d. Conducted impact assessment for ODFL.
- e. Conducted Training Needs Assessment (TNA) for various cadres of KEMI clients.
- f. The institute targeted to write ten (10) grant winning proposals. Six (6) proposals were developed and presented. As a result, KEMI was awarded accreditation as a TPD service provider by TSC and won UNESCO BEAR II project bid during the period.

However, the following targets were not achieved and have been rolled over to the current plan period:

- a. Benchmarking with universities that offer education management and planning on best practices in research and consultancy services.
- b. A research initiative in education management with intention of revitalizing the KEMI Journal.
- c. Establishment of a consultancy center on education management issues.

c) KRA 3: Infrastructure and Facilities

The strategic objective for this focus area was to improve and upgrade KEMI's physical facilities and infrastructure. The Institute achieved the following targets:

- a. Conducted annual Audit on facilities to determine level of utilization.
- b. The Institution had undertaken an initiative to enhance safety and security measures, which was successfully accomplished. This involved the establishment of fire safety, emergency, and evacuation protocols, along with the implementation of a fire suppression system in the ICT server room.

However, the following target was not achieved and has been rolled over to the current plan period

- a. Development of KEMI Kayole Campus and renovation of KEMI Parklands Campus.

d) KRA 4: Information Communication Technology (ICT)

The strategic objective was to leverage technology (ICT) to enhance training and delivery of administrative services. The Institute achieved the following targets:

- a. Conducted automation audit and undertook ICT training needs assessment for staff, audit was conducted by MoE ICT officers and staff trained on emerging issues in ICT.
- b. Trained staff to enhance their proficiency in LMS, HRMIS, IFMIS, ERP, and digital registration platform.
- c. Enhanced funding for ICT equipment and software, which included LMS, HRMIS, IFMIS, ERP, and a digital registration platform. This objective was successfully accomplished, resulting in the acquisition of 10 new laptops and 5 projectors, which were installed in halls. Additionally, the ERP was upgraded and integrated with the Learning Management System
- d. Consistently upgraded ICT software to adapt to rapid technological changes. This involved continuous activities such as updating antivirus programs and installing firewalls regularly to enhance cybersecurity.
- e. Improved its ICT security systems by procuring cloud hosting services from KENET and ensuring regular updates to antivirus programs.
- f. Monitored and evaluated the implementation of ICT policies and standards to guide service provision.
- g. Enhanced utilization of ICT in training, research, and administration. This goal was achieved through the use of laptops and projectors for training, employing video

conferencing for synchronous sessions, and utilizing various programs and software for training purposes.

However, the following target was not achieved and has been rolled over to the current plan period

- a. Review ICT policy to align it with the national ICT policy.

e) KRA 5: Resource Mobilization and Visibility of KEMI

The strategic objective was to expand KEMI's resource base and enhance its visibility. The Institute achieved the following targets:

- a. Enhanced partnerships and collaborations with alumni, donors, public and private sector for fund raising, partnerships developed with (VVOB Kenya, Agha Khan university AKU IEDEA, and Dignitas.
- b. Developed six (6) income generating units (IGUs) and increased revenue by,,,,,,.
- c. Leveraged on the growing demand for accommodation, catering services, conferences, exhibitions and meeting facilities which was not achieved.
- d. Increased grant from the MoE by 64%.
- e. Prepared a cost reduction plan, and put in place measures for cost reduction as guided by several government circulars and KEMI procedures/policies
- f. Promoted KEMI's corporate image through advertisement of training programmes in education forums, and mainstream media.

f) KRA 6: Governance, Leadership and Institutional Culture

The strategic objective was to create a culture of ownership, efficiency and effectiveness in policy execution among KEMI members of staff. The Institute achieved the following targets:

- a. Conducted skills gap analysis, this was developed, effected & Implemented
- b. Conducted training on accountability, good governance and resource management.
- c. Reviewed and updated staff establishment.
- d. Reviewed and updated career progression guidelines to align them with the PSC requirements.

However, the following targets were not achieved and have been rolled over to the current plan period:

- a. Policy on professional development of staff.
- b. Team building workshops/seminars for attitude change among members of staff.

3.1.3.2 Challenges and performance gaps

The following were not achieved in the 2018-2022 Strategic Plan

- a. Additional capacity building on test development.
- b. Undertook TNA and developed manuals for EMC course implementation pending due to inadequate financing
- c. Expand KEMI's portfolio by introducing certificate courses for managers such as Education officers and QASOs was not implemented
- d. Process of development of electronic library commenced currently collating relevant and current information, and digitizing data to upload on the library, this was not achieved as planned
- e. Benchmark with universities that offer education management and planning on best practices in research and consultancy services was not achieved
- f. Develop KEMI Campus at Kayole land and refurbish KEMI Parklands campus was not achieved as envisaged

3.1.3.3 Lessons Learnt

The major lessons learnt during the implementation of the strategic plan include:

- i. Technological changes and rapid demographical changes in the target clients call for an innovative approach to delivery of KEMI products.
- ii. Enhanced partnership stakeholder collaboration has led to increased uptake of training programs by education managers

3.2 Stakeholder Analysis

A stakeholder is a person or group with an interest in an Organization. Table 3.6 identifies the interests, power and influence of all stakeholders on the operations of KEMI

Table 3.6 Stakeholder Analysis

Stakeholder	Role	Stakeholder Expectation	KEMI Expectation
Ministry of Education	Education policy formulation	<ul style="list-style-type: none"> ▪ Good governance, transparency and accountability ▪ Effective delivery of the mandate 	<ul style="list-style-type: none"> ▪ Financing training programs ▪ Shared knowledge through partnership.
TSC	Teacher management	<ul style="list-style-type: none"> ▪ Provision of quality training ▪ Collaboration in development of curriculum 	<ul style="list-style-type: none"> ▪ Availing teachers for training ▪ Collaboration in development of curriculum
Other MoE Sagas KICD, KNEC, CEMASTE, KISE,	<ul style="list-style-type: none"> • Curriculum development • Examination management • Capacity development in STEM • Capacity development in SNE 	<ul style="list-style-type: none"> ▪ Professional support/technical support ▪ Accurate information. ▪ KEMI continues to produce graduates of repute ▪ Provision of quality-research based information on education management ▪ Market and client responsive training programs ▪ Collaboration in the development and 	<ul style="list-style-type: none"> ▪ Provision of policy framework for capacity development ▪ Regulation and standardization of capacity building programs ▪ Provide policy guidance and support ▪ Provision of expertise from partners ▪ Collaboration in development and delivery of training programs

Stakeholder	Role	Stakeholder Expectation	KEMI Expectation
		delivery of training programs	<ul style="list-style-type: none"> ▪ Timely disbursement of grants ▪ Adequate budgetary allocation
NACOSTI	Regulation and quality assurance in research, and ST&I	<ul style="list-style-type: none"> ▪ Sharing of research information ▪ Compliance with reporting requirement 	<ul style="list-style-type: none"> ▪ Collaboration and partnerships in research
KEMI Supplier	Supply quality goods, works and services	<ul style="list-style-type: none"> ▪ Prompt payment ▪ Transparency 	<ul style="list-style-type: none"> ▪ Quality and timely delivery of works, goods and services. ▪ Competitive prices
Development Partners	Provision of technical and financial support	<ul style="list-style-type: none"> ▪ Value for money ▪ Accountability in utilization of funds 	<ul style="list-style-type: none"> ▪ Effective Knowledge transfer ▪ Adequate funding
KEPSHA KESSHA KPSA	Teacher representation	<ul style="list-style-type: none"> ▪ Management Courses ▪ Quality learning outcomes 	<ul style="list-style-type: none"> ▪ Timely Sponsorship and marketing of KEMI Programs
Media	Information dissemination	<ul style="list-style-type: none"> ▪ Success stories ▪ Access to accurate and regular information 	<ul style="list-style-type: none"> ▪ Objective coverage ▪ Enhance Institute visibility ▪ Dissemination of accurate information

Stakeholder	Role	Stakeholder Expectation	KEMI Expectation
			<ul style="list-style-type: none"> ▪ Strengthen partnerships and relationships ▪ Elevate goodwill and support
Employees	effective and efficient delivery of Institute mandate	<ul style="list-style-type: none"> ▪ Structured professional development ▪ Conducive working environment ▪ Merit based recognition ▪ Improved welfare ▪ Remuneration of employees. ▪ Teamwork 	<ul style="list-style-type: none"> ▪ Dedication in tasks assigned ▪ Responsibility, transparency accountability and ethical practices ▪ Innovation ▪ Client-oriented service ▪ Uphold good values and character.
General Public	Public participation in policy formulation	<ul style="list-style-type: none"> ▪ Prudent management of resources ▪ CSR ▪ Effective and efficient service delivery 	<ul style="list-style-type: none"> ▪ Community support

A review of the 2018-2022 key result areas was done comprehensively and compared with the situation analysis conducted. This resulted in a roll-over of some aspects and coming up with new key result areas and strategic objectives as shown in Table 3.7

Table 3.7 2018-2022 and 2023-2028 Strategic Plan comparison

2018 – 2022	2023 – 2028	
	Remarks	New
Themes /Key Result Areas		
<ul style="list-style-type: none"> i. Training; ii. Research and consultancy; iii. Enhancing ICT infrastructure; iv. Infrastructure and facilities; v. Resource mobilization and visibility of KEMI; and, vi. Governance, leadership and institutional culture. 	<ul style="list-style-type: none"> i. Theme 1 and 2 merged and focused to respond to demand ii. Theme 3 on ICT included as part of theme 5 on Institutional capacity iii. Theme 4 Infrastructure and facilities covered under institutional capacity iv. Theme 5 resource mobilization is included under institutional capacity while Visibility is a new theme v. Theme 6 on Governance leadership and institutional culture is covered under institutional capacity, 	<ul style="list-style-type: none"> i. Demand-driven Training, Research and Consultancy ii. Excellence in Service Delivery iii. Strategic Partnerships iv. Institutional Visibility v. Institutional Capacity
Strategic Objectives		
<ul style="list-style-type: none"> i. To enhance management competencies for leaders, managers and administrators in the education sector. ii. To enhance research and consultancy in KEMI for creation, and dissemination of knowledge for continuous improvement of management of institutions. iii. To leverage technology (ICT) to enhance training and administrative activities. iv. To improve and upgrade KEMI's physical facilities and infrastructure. 	<ul style="list-style-type: none"> i. Objective 1 has been retained but rephrased ii. Objective 2 was revised to Strengthen research and consultancy iii. Objective 3 has been dropped as ICT is an enabler thus covered under objective 7 iv. Objective 4 dropped, infrastructure is now captured under the objective on strengthening internal capacity v. Objective 5 on resource mobilization is retained vi. A new objective on enhancing KEMI brand awareness is introduced 	<ul style="list-style-type: none"> i. To Strengthen Research and Consultancy ii. Enhance Leadership competencies and skills of education managers iii. To improve effectiveness of internal processes iv. Strengthen stakeholder engagement v. To Enhance KEMI brand awareness vi. Enhance Resource Mobilization

2018 – 2022	2023 – 2028	
	Remarks	New
v. To expand KEMI's resource base and enhance visibility vi. To improve a culture of ownership, efficiency and effectiveness in policy execution among KEMI staff.	vii. Objective 6 on Culture is covered under the objective on strengthen internal capacity	vii. Strengthen internal capacity

CHAPTER FOUR

STRATEGIC ISSUES, GOALS AND KEY RESULT AREAS

This chapter discusses the strategic issues, goals and key result areas for the planning period.

4.1 Strategic Issues

These are fundamental policy choices, critical challenges, gaps or opportunities that should be addressed or tapped for KEMI to achieve its vision and mission. The issues were identified through a context and situational analysis of the Institute. They are as stated below.

- i. Research and Consultancy:
- ii. Leadership competencies and skills of Education Managers
- iii. Effectiveness of internal processes
- iv. Strengthen stakeholder engagement
- v. KEMI brand awareness
- vi. Mobilize Resources
- vii. Internal Capacity

4.2 Strategic Goals

Based on the issues identified, KEMI shall pursue the following strategic goals:

- i. Strengthen Research and Consultancy
- ii. Enhance Leadership competencies and skills of Education Managers
- iii. Improve effectiveness of internal processes
- iv. Strengthen stakeholder engagement
- v. Enhance KEMI brand awareness
- vi. Enhance Resource Mobilization
- vii. Strengthen internal capacity

4.3 Key Result Areas

From the strategic issues, the Vision and Mission Statement, strategic areas of focus have been identified for the 2023/24 – 2027/28 planning period. The areas of focus or Key Result Areas include; Demand-driven Training, Research and Consultancy, Excellence in Service Delivery, Strategic Partnerships, Institutional Visibility, Institutional Capacity.

Table 4.1 *Summary of Key Result Areas*

Strategic Issue	Goal	Key Result Areas
Education leadership and management capacity	<ul style="list-style-type: none"> i. Strengthen Research and Consultancy ii. Enhance education Leadership and management capacity 	<ul style="list-style-type: none"> • Demand-driven Training Research and Consultancy
Resource mobilization	<ul style="list-style-type: none"> i. Enhance resource mobilization ii. Strengthen stakeholder engagement 	<ul style="list-style-type: none"> • Strategic Partnerships
Institutional capacity development	<ul style="list-style-type: none"> i. Strengthen internal capacity ii. Improve effectiveness of internal processes iii. Enhance KEMI brand awareness 	<ul style="list-style-type: none"> • Excellence in Service Delivery • Institutional Visibility • Institutional Capacity

KRA 1: Demand-driven Training Research and Consultancy

KRA 2: Excellence in Service Delivery

KRA 3: Strategic Partnerships

KRA 4: Institutional Visibility

KRA 5: Institutional Capacity

CHAPTER FIVE

STRATEGIC OBJECTIVES AND STRATEGIES

This section discusses the strategic results that KEMI seeks to achieve within the strategic planning period. It includes the performance projections on each of the Key Result Areas (KRA), the strategic objectives as well as the strategies to be deployed in achieving the desired results.

5.1 Strategic Objectives

KEMI will seek to achieve the following objectives during the plan period:

- i. Strengthen Research and Consultancy
- ii. Enhance Leadership competencies and skills of education managers
- iii. Improve effectiveness of internal processes
- iv. Strengthen stakeholder engagement
- v. Enhance KEMI brand awareness
- vi. Enhance resource Mobilization
- vii. Strengthen internal capacity

The strategic objectives show the results that the Institute seeks to achieve within the five years. They represent the specific changes that will be realized upon the successful implementation of the strategic plan. The performance projections under each KRA and strategic objectives are summarized in table 5.1.

Table 5.1 Outcomes Annual Projections

Strategic Objective	Outcome	Outcome Indicator			Annual Projections				
					Y1	Y2	Y3	Y4	Y5
KRA 1: Demand-driven Training Research and Consultancy									
S.O. 1 Strengthen Research and Consultancy	Increased generation of new knowledge on Education Leadership	Number of Research Publications Disseminated			13	20	25	30	35

Strategic Objective	Outcome	Outcome Indicator			Annual Projections				
					Y1	Y2	Y3	Y4	Y5
	and Management.								
	Increased Provision of Consultancy Services	Number of Consultancy Services Offered			1	1	1	1	1
S.O.2 Enhance Leadership competences of education leaders and managers	Improved Leadership Competencies and Skills	Number of Impact Assessments			1	1	1	1	1
	Increased Enrollment	Number of School Leaders enrolled in Training Programs			2,000	2,500	3,000	3,500	4,000
KRA 2: Excellence in Service Delivery									
S.O.3 Improve effectiveness of Internal Processes	Increased Customer Satisfaction	Customer Satisfaction Index (%)			-	%	-	%	—
KRA 3: Strategic Partnerships									
S.O.4 Enhance Resource Mobilization	Increased Revenue Streams	Proportion of Revenue from alternative Sources (%)			5%	5%	5%	5%	5%
S.O.5 Strengthen stakeholder engagement	Increased Stakeholder Engagement	No. of MoUs signed			-	1	1	1	1
		No. of Stakeholder Engagement forums held			2	4	5	6	7

Strategic Objective	Outcome	Outcome Indicator			Annual Projections				
					Y1	Y2	Y3	Y4	Y5
KRA 4: Institutional Visibility									
S.O.6 Enhance KEMI brand awareness	Improved Corporate Brand	Brand Awareness Index (%)			84	85	86	87	88
KRA 5: Institutional Capacity									
S.O.7 Strengthen Internal Capacity	Improved Organizational Performance	Organizational Productivity Index			X	X	X	X	X
	Improved staff welfare	Employee Satisfaction Index (%)			X	X+ X%	X+ X%	X+ X%	X+ X%

5.2 Strategic Choices

Strategic choices represent strategies that will be implemented to achieve the strategic objectives.

These are summarized in table 5.2

Table 5.2 KEMI Strategic Objectives and Strategies

Key Result Area	Strategic Objective	Strategies
Demand-driven Training, Research and Consultancy	Strengthen Research and Consultancy	i. Enhance research ii. Enhance Consultancy
	Enhance Leadership competencies and skills of Education Managers	i. Develop Innovative Training Approaches
Excellence in Service Delivery	Improve effectiveness of internal processes	i. Digitize Service Delivery Channels ii. Standardization of Services iii. Modernize Infrastructure
Strategic Partnerships	Strengthen stakeholder engagement	i. Foster strategic partnerships with MOE ii. Foster Strategic Partnerships with key stakeholders

Key Result Area	Strategic Objective	Strategies
		<ul style="list-style-type: none"> iii. Foster strategic partnerships with Government and non-governmental institutions
Institutional Visibility	Enhance KEMI brand awareness	<ul style="list-style-type: none"> i. Expand customer base ii. Promote KEMI brand
Institutional Capacity	Enhance Resource Mobilization	<ul style="list-style-type: none"> i. Explore innovative ways of raising funds ii. Enhance revenue generation activities iii. Optimize resource usage
	Strengthen internal capacity	<ul style="list-style-type: none"> i. Leverage on technology ii. Enhance policy environment iii. Undertake Enterprise Risk Management iv. Strengthen Institutional Governance v. Improve ICT infrastructure vi. Improve staff productivity

CHAPTER SIX

IMPLEMENTATION AND COORDINATION FRAMEWORK

This chapter presents the framework that will be used in the implementation of the strategic plan. It outlines the structure and outlines any gaps in the establishment. It also outlines the various human development strategies that will be employed. The risks and mitigation measures are also identified under each strategic objective.

6.1 Implementation Plan

Kenya Education Management Institute will develop an implementation plan to operationalize this strategic plan.

6.1.1 Action Plan

Implementation of the strategic plan will be undertaken through various activities that have been outlined under each strategy. This has been set out in the action plan found in **Annex 1**. It outlines the objectives, the strategies, activities, annual targets, budgets and responsibilities.

6.1.2 Annual Work plan and Budget

The Institute will prepare an annual work plan based on the strategic plan action plan to implement the Strategic Plan. This shall guide the development of the annual budget for KEMI. The annual work plan shall also form the basis of monitoring the implementation of the strategic plan.

6.1.3 Performance Contracting

The costed annual work plans shall be the basis of the performance contracts of which KEMI shall commit to annually. The management shall ensure that all the prerequisite objectives, targets and activities are included in the annual performance contracts.

6.2 Coordination Framework

6.2.1 Institutional Framework

Implementation of the strategic plan requires alignment of the various functions to create harmony, synergy and clearly defined relationships. The functional analysis undertaken pointed out deficiencies within the institutional framework that calls for a review. Recommendations on restructuring include to:

- i. Expansion of the Council to include private schools.
- ii. Strengthening human resource capacity of Training, Research, and Partnership and Business Development departments
- iii. Expansion of Research Department to include Consultancy
- iv. Elevation of Business Development to a department to be known as Partnership and Business Development Department to drive resource mobilization strategy.
- v. Elevation of Training, Research and Consultancy, Partnership and Business Development to departments headed by deputy directors with a direct reporting line to the CEO.

- vi. Elevation of Institutional Management, Admission and Examination and Resource Centre units into divisions.
- vii. Establishment of Corporation Secretary and Legal Services Department
- viii. Elevation of internal audit division to a department to be known as Internal Audit and Risk Assurance
- ix. Establishment of Planning and Strategy Division.

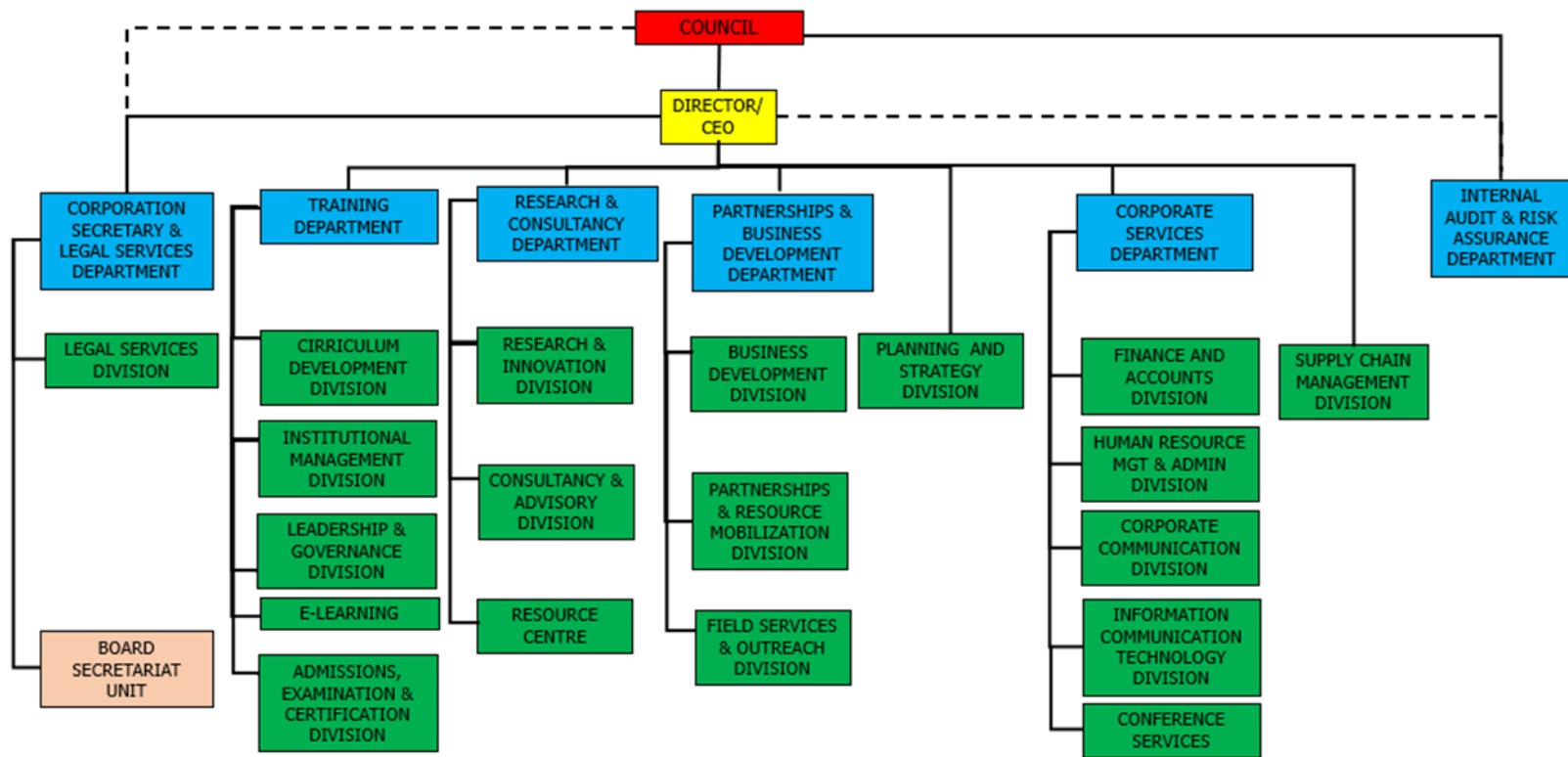


Figure 2: Proposed KEMI Organogram

6.2.2. Staff Establishment, Skills Set and Competence Development

Implementation of this Strategic Plan requires an optimum staffing level. The approved staffing level will be effective in facilitating the implementation of the Strategic Plan. The Table 8 shows the distribution of staff by cadre;

Table 6.1 Staff Establishment

S/NO	CADRE	APPROVED ESTABLISHMENT (A)	OPTIMAL STAFFING LEVEL (B)	IN-POST (C)	VARIANCE D = (B-C)
1.	Director /CEO	1	1	1	0
2.	Lecturer	44	25	13	12
3.	Librarian	5	1	0	1
4.	Office Administrator	5	3	2	1
5.	Accountant	6	4	3	1
6.	Human Resource Officer	6	2	1	1
7.	Records Management Officer	3	2	1	1
8.	Administration Officer	2	1	1	0
9.	Nurse	2	1	1	0
10.	Estate Officer	2	1	0	1
11.	Driver	7	7	3	4
12.	Hospitality Officer	22	10	9	1
13.	Corporate Communication Officer	2	2	1	1
14.	ICT Officer	3	2	1	1
15.	Supply Chain Management Officer	3	3	1	2
16.	Internal Auditor	3	2	1	1
17.	Legal Officer	1	1	0	1
18.	Technician	1	1	0	1
19.	Security Officer	1	1	1	0
20.	Receptionist	3	2	2	0

S/NO	CADRE	APPROVED ESTABLISHMENT (A)	OPTIMAL STAFFING LEVEL (B)	IN-POST (C)	VARIANCE D = (B-C)
21.	Clerical Officer	7	6	6	0
22.	Grounds man	3	3	3	0
23.	Cleaner	4	2	1	1
Approved Establishment		136	83	52	31

KEMI will progressively fill the vacant positions during the Plan Period as and when the need arises to ensure that the staffing levels are optimal to guarantee the delivery of the Plan. The plan proposes strategies to build staff capacity with technical and soft skills necessary for effectively delivering the strategy. The institute will prioritize staff capacity building to build skills necessary in delivering training, research, and consultancy services through innovative ICT-based approaches.

The focus shall be made on training on Leadership, Integrity, Change Management, Emotional Intelligence, and Communication Skills to equip staff with the soft skills necessary to institutionalize a high-performance culture. The Institute will undertake Business Process Re-engineering to increase efficiency in operations, coordination and enhance staff productivity.

Table 6.2 *Skills Set and Competence Development*

Cadre	Skills Set	Skills Gap	Competence Development
Chief Executive Officer	<ul style="list-style-type: none"> • Leadership skills; • Strategic and innovative thinking; • Interpersonal relationship skills; • Strong analytical skills; • Negotiation skills; • Problem solving skills; • Communication skills; 		
Corporation Secretary and Legal Officers	<ul style="list-style-type: none"> • Legal drafting and writing; • Leadership skills • Strategic and innovative thinking • Interpersonal relationship skills; • Negotiation skills; • Report writing skills; • Communication skills; • Analytical skills 	N/A	Recruit
Lecturers	<ul style="list-style-type: none"> • Research skills; • Analytical skills • Leadership and mentorship skills; • Strategic and innovative thinking; • Interpersonal relationship skills; • Strong analytical skills; • Negotiation skills; • Report writing skills; • Problem solving skills; • Communication skills; • Andragogical skills • Technological proficiency • Proposal writing skills • Networking skills • Organizational and time management skills 	<ul style="list-style-type: none"> • Research skills • Analytical skills • Report writing skills • Technological proficiency • Proposal writing skills • Networking skills • 	<ul style="list-style-type: none"> • Training • Coach and mentorship • Recruitment

Planning officers	<ul style="list-style-type: none"> • Interpersonal relationship skills • Analytical skills • Report writing skills • Communication skills • Quantitative skills • Problem solving skills; 	N/A	<ul style="list-style-type: none"> • Recruitment
Finance & Accountant	<ul style="list-style-type: none"> • Interpersonal relationship skills; • Analytical skills; • Report writing skills; • Communication skills; • Problem solving skills; • Technological proficiency 	<ul style="list-style-type: none"> • Analytical skills • Report writing skills • Technological proficiency 	<ul style="list-style-type: none"> • Training • Coach and mentorship
Human resource officers	<ul style="list-style-type: none"> • Leadership skills; • Interpersonal relationship skills; • Analytical skills; • Report writing skills; • Negotiation skills; • Problem solving skills; • Communication skills; • Technological proficiency 	<ul style="list-style-type: none"> • Analytical skills • Report writing • Technological proficiency 	<ul style="list-style-type: none"> • Training • Mentorship and coaching
Administration officers	<ul style="list-style-type: none"> • Leadership skills; • Interpersonal relationship skills; • Negotiation skills; • Report writing skills; • Problem solving skills; • Communication skills; 	<ul style="list-style-type: none"> • Report writing skill • Negotiation skills 	<ul style="list-style-type: none"> • Training • Mentorship and coaching
Conference Services/ Hospitality Officers	<ul style="list-style-type: none"> • Interpersonal relationship skills; • Report writing skills; • Communication skills; 	<ul style="list-style-type: none"> • Report skills • Communication skills 	<ul style="list-style-type: none"> • Training • Mentorship and coaching

Office Administrators	<ul style="list-style-type: none"> • Communication skills • Technological proficiency • Report writing skills • Customer care • Time management • Organizational skills 	<ul style="list-style-type: none"> • Technological proficiency • Customer care 	<ul style="list-style-type: none"> • Training
Record Management officers	<ul style="list-style-type: none"> • Organizational skills • Technological proficiency • Communication skills • Interpersonal relationship skills 	<ul style="list-style-type: none"> • Organizational skills • Technological Proficiency 	<ul style="list-style-type: none"> • Training
Drivers	<ul style="list-style-type: none"> • Communication skills • Time management skills • Inter personal skills • Customer care • Vehicle maintenance skills • Report writing skills 	<ul style="list-style-type: none"> • Interpersonal skills • Vehicle maintenance 	<ul style="list-style-type: none"> • Training
Office assistants	<ul style="list-style-type: none"> • Interpersonal relationship skills; • Communication skills; • Organization skills 	<ul style="list-style-type: none"> • Communication skills • Organization skills 	<ul style="list-style-type: none"> • Training
Communication officers	<ul style="list-style-type: none"> • Interpersonal relationship skills; • Report writing skills • Customer care • Organizational skills 	<ul style="list-style-type: none"> • Customer care • Report writing skills • Organizational skills 	<ul style="list-style-type: none"> • Training
ICT officers	<ul style="list-style-type: none"> • Interpersonal relationship skills; • Analytical skills; • Report writing skills; • Problem solving skills; • Communication skills; 	<ul style="list-style-type: none"> • Report writing skills • Analytical skills 	<ul style="list-style-type: none"> • Training

Supply chain officers	<ul style="list-style-type: none"> • Interpersonal relationship skills; • Strong analytical skills; • Negotiation skills; • Report writing skills; • Problem solving skills; • Communication skills; • Technological proficiency skills 	<ul style="list-style-type: none"> • Analytical skills • Technological proficiency skills • Report writing skills 	<ul style="list-style-type: none"> • Training • Mentorship and coaching
Internal Auditors	<ul style="list-style-type: none"> • Interpersonal relationship skills; • Strong analytical skills; • Negotiation skills; • Report writing skills; • Problem solving skills; • Communication skills; 	<ul style="list-style-type: none"> • Technological proficiency • Report writing skills 	<ul style="list-style-type: none"> • Training • Mentorship and coaching
Knowledge Management Officers/Librarian Assistant	<ul style="list-style-type: none"> • Interpersonal relationship skills; • Analytical skills; • Technological proficiency skills • Report writing skills; • Communication skills; • Research skills 	<ul style="list-style-type: none"> • Technological proficiency skills • Communication skills • Research skills 	<ul style="list-style-type: none"> • Training

6.2.3 Leadership

The office of the Chief Executive Officer shall be responsible for the overall coordination of strategic plan implementation. There shall also be strategic issue teams which will be responsible for each of the key strategic issue in the strategic plan. The teams will be responsible for spearheading implementation of strategic initiatives under their respective strategic issue.

Table 6.3 Strategic Issue Teams

KRA	Strategic Issues	Team Leader	Team Member
1.	Education leadership and Management Capacity	DD/MDD	<ul style="list-style-type: none"> • HOD Research • HOD Partnership and Business Development • HOD Training
2.	Resource mobilization	DD/MDD	<ul style="list-style-type: none"> • DD/CSD • ICT • Communication

3.	Institutional capacity development	DD/CSD	<ul style="list-style-type: none"> • ICT • HOD HR • HOD Administration
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6.2.4 Systems and Procedures

KEMI will focus on strengthening internal systems and processes to support the implementation of the strategic plan. Improving internal systems and processes in a learning institution is essential for enhancing efficiency, productivity, and overall effectiveness.

Internal systems

KEMI aims to make its systems seamless by upgrading the functionality of its ICT infrastructure and systems. Additionally, the Institute will Leverage technology to automate process for improved efficiency. In the plan period, the institute intends to acquire and install an integrated Enterprise Resource Planning (ERP). The Institute has also embarked on the process of revamping the Learning Management System (LMS) to enhance its capacity and functionality. Investment on staff training and development to enhance skills and knowledge related to system use.

Internal process

Streamlining processes and eliminating unnecessary steps can help reduce bottlenecks and delays, enabling smoother operations. Implementing technology solutions such as learning management systems, student information systems, and automated administrative tools will also streamline tasks and improve data management. To Comply with regulatory requirements, KEMI will be adhering to relevant legal, accreditation, and regulatory standards governing institutions, including data protection, health and safety. The institute will pursue ISO certification to achieve total quality management and for continuous improvement. The internal processes will cohere with Institute's commitment to performance contract.

One way of having a working system process is by KEMI will be conducting regular audits and evaluations of existing process to identify areas for improvement. This includes assessing workflows, communication channels, administrative procedures, and technology infrastructure.

6.3 Risk Management Framework

The Institute acknowledges that effectively managing risks is a crucial aspect of strategic management, and inadequately addressing these risks could impede the successful execution of the Strategic Plan. To ensure the successful implementation of the proposed strategies, KEMI has formulated and incorporated a comprehensive risk management strategy into the Plan, outlined in table 6.4

Table 6.4 Analysis of Key Strategic Risks and Mitigation

S/No	Category of risks	Risk Description	Likelihood (L/M/H)	Severity (L/M/H)	Overall Risk Level (L/M/H)	Risk Mitigation Measure(s)	Risk Owner
1.	Planning Risks	Inadequate implementation of the Strategic Plan and subsequent Annual Work Plans	L (3)	H (4)	M (12)	Coordinated and integrated planning	DD-CS
2.	People Risk	Risk that could arise from the inefficiency in human resource planning and management	H (4)	H (5)	H (20)	Annual approved human resource plan and related instruments by management and Board, and implementation of the same	DD-CS
3.	Training Risks	Risk related to trainings that may negatively affect the outcome of the same	H (4)	H (5)	H (20)	<ul style="list-style-type: none"> • Put in place and implement Training Calendar • Develop / implement Quality Control Plan • Develop / implement Code of Conduct for both Trainers and Trainees 	DD-MDD

S/No	Category of risks	Risk Description	Likelihood (L/M/H)	Severity (L/M/H)	Overall Risk Level (L/M/H)	Risk Mitigation Measure(s)	Risk Owner
4.	Trainee Enrollment Supply Risk	Risk of not getting optimal number / right trainees	M (4)	H (4)	M (16)	<ul style="list-style-type: none"> Fully automate trainee's admission processes and general training Offer relevant /demand driven courses 	DD-T
5.	Ergonomics Risk	Risk associated with not having proper / adequate infrastructure such as buildings, furniture among others	L (4)	M (4)	M (16)	<ul style="list-style-type: none"> Have phased replacement / renovation of old facilities / assets Implement work-life balance 	DD-CS
6.	Political Risk	Risks that result from policy directives or political influence that may affect or change the legal mandate of KEMI or the strategic priorities	L (3)	M (4)	L (12)	<ul style="list-style-type: none"> Pursue KEMI existence through an Act of Parliament to give it more legal existence stability Enhanced relationship management 	CEO

Note:

Risk Likelihood is stated on a scale of 1 – 5

Where;

1 = Rare, 2 = Unlikely, 3 = Probable, 4 = Likely, 5 = Almost certain). Hence Low (L) = 1 – 2; Medium (M) = 3; High (H) = 4 – 5.

Risk Impact is stated on a scale of 1 – 5 (where 1 = Insignificant, 2 = Minor, 3 = Medium, 4 = Major, 5 = Catastrophic). Hence Low (L) = 1 – 2; Medium (M) = 3; High (H) = 4 – 5.

Overall Risk Level is calculated by multiplying Likelihood by Impact. Hence Low (L) = 1 – 9; Medium (M) = 10 - 15; High (H) = 16 – 25.

During the strategic plan period, the Institute will continuously monitor, analyse and review the risks so as to ensure that the appropriate controls and mitigation measures are put in place to enable the Institute achieve its mandate. The office of the Chief Executive Officer will periodically provide assurance updates to the Board on effective implementation of the risk management framework in the Institute.

CHAPTER SEVEN

RESOURCE REQUIREMENTS AND MOBILIZATION STRATEGIES

This section looks at the financial requirements for implementing the strategic plan, the available financing, the funding gaps, resource mobilization strategies as well as financial management at the Institute.

7.1 Financial Requirements

Both internal and external sources will be used to finance the programmes and activities in this Strategic Plan. The anticipated sources of finance include revenue from operations, grants from the Government, development Partners and partnerships with the private sector

The five key result areas will be implemented through various strategies and activities as outlined in the strategic model to achieve the desired objective. The financial resources required for implementing the strategies and programmes/activities are outlined in the Implementation Matrix (Appendix 1). The total amount required to implement the Strategic Plan is KES. 2. Billion. The table 7.1 summarizes the cost of implementing the FY 2023/2024 - 2027/2028 Strategic Plan as per the key result areas.

Table 7.1 *Financial Requirements for Implementing Strategic Plan*

Cost Item	Projected Resource Requirements (Ksh. Mn)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
KRA 1	10	28	22	11	11	82
KRA2	51	63	40	33	29	216
KRA 3	19	53	40	37	35	184
KRA 4	22	36	29	41	29	157
KRA 5	47	169.5	77	121.5	60	475
Administrative cost	145	160	176	194	214	889
Total	294	509.5	384	437.5	378	2003

7.2 Resource Gaps

The resource requirements for the institute is more than the projected available resources based on historical growth rate. This plan however puts in place measures to improve generation of internal revenue as well measures to mobilize external financing that will bridge the gap. The Table 7.2 provides the resource gap based on historical revenue growth rate

Table 3.2 *Resource gaps*

Financial Year	Estimated Financial Requirements (KSh. Mn)	Estimated Allocations (KSh. Mn)	Variance (KSh. Mn)
Year 1	294	258.9	(35.1)
Year 2	509.5	278.9	(230.6)
Year 3	384	298.9	(85.1)
Year 4	437.5	318.9	(118.6)
Year 5	378	338.9	(39.1)
Total	2003	1494.5	(508.5)

7.3 Resource Mobilization Strategies

The institute will utilize internal and external sources of funds to finance the plan. During the period, it anticipates generating a total of KES. 700 Million from its operations. Additional resources will be mobilized from the Government, Development Partners and the Private Sector to finance infrastructure modernization and major programmes.

7.4 Resource Management

The Institute will implement measures to ensure prudent and efficient utilization of resources. It will undertake an energy audit and implement the recommendations, install a solar lighting and heating system, and harvest and store rain water as part of the cost-cutting measures. The institute will also fully adopt the Enterprise Resource Planning (ERP) to enhance efficiency in management of resources.

CHAPTER EIGHT

MONITORING EVALUATION AND REPORTING FRAMEWORK

This chapter discusses the monitoring, evaluation and reporting framework for the Strategic Plan. It provides the methodology for collection of data on indicators to monitor the extent of progress and achievement of Strategic Plan objectives.

8.1 Monitoring Framework

Effective planning ends up with effective strategy implementation. But this can only be achieved with an effective functional monitoring framework. An effective monitoring and evaluation mechanism will help ensure cost effectiveness, timeliness and quality in achieving the objectives in the strategic plan.

The following monitoring framework will be adopted in order to ensure successful implementation of the strategic plan: -

- i. The Council will oversight the implementation of the strategic plan.
- ii. The indicators for monitoring the plan with clear frequency for data collection as contained in the implementation matrix.
- iii. Persons responsible for implementation and monitoring of strategic plan.
- iv. Strategic issue teams for fast-tracking implementation and monitoring of strategic plan
- v. Monitoring and evaluation focal persons in each department for collection of data and reporting.
- vi. Establish standard formats for data collection and reporting

8.2 Performance Standards

The formulation of outputs and outcomes and respective indicators has been undertaken based on the Kenya Norms and Standards for M&E, 2020. This has ensured that the selected indicators are Clear, Relevant, Economic, Achievable and Measurable (CREAM). In addition, all monitoring and evaluation activities will focus on relevance, efficiency, effectiveness, success and sustainability of KEMI interventions. Consequently, the monitoring process will be based on the indicators and targets under each Key Result Area and as outlined in the Implementation Matrix.

8.3 Evaluation Framework

The evaluation plan will help determine objectively the relevance, effectiveness and efficiencies of the activities proposed in the strategic plan. A mid-term evaluation will be undertaken with the purpose of verifying that the implementation of the plan is on the right track and provides information to correct observed deficiencies including the revision of objectives, strategies or activities. The mid-term review will be conducted during the FY 2025/2026. The final evaluation to assess the achievement of the objectives of the plan and identify and document the lessons will be undertaken in the FY 2027/2028.

Table 8:1 Outcome Performance Matrix

Key Result area	Outcome	Outcome Indicator	Baseline		Target	
			Value	Year	Mid-term	End-Term
Demand-driven Training Research and Consultancy	Increased generation of new knowledge on Education Leadership and management.	Number of research publications disseminated	2	2022/23	45	123
	Increased provision of consultancy services	Number of consultancy services offered	2	2020/21	3	5
	Improved leadership competencies and skills	Number of impact assessments	1	2020/21	3	5
	Increased enrollment	Number of school leaders enrolled in training programs	1500	2022/23	6000	15000
Excellence in Service Delivery	Increased customer satisfaction	Customer satisfaction index (%)	-	%	-	%
Strategic Partnerships	Increased revenue streams	Proportion of revenue from alternative sources (%)	3	2022/23	12.5	25
	Increased stakeholder engagement	No. of MoUs signed	-	1	1	1
		No. of stakeholder engagement forums held	2	4	5	6

Key Result area	Outcome	Outcome Indicator	Baseline		Target	
			Value	Year	Mid-term	End-Term
Institutional Visibility	Improved Corporate Brand	Brand Awareness Index (%)	X	2022/23	X+X%	X+ X%
Institutional Capacity	Improved Organizational Performance	Organizational Productivity Index	X	X	X	X
	Improved Staff Welfare	Employee Satisfaction Index (%)	X	X+ X%	X+ X%	X+ X%

8.3.1 Mid -Term Evaluation

KEMI will conduct a mid-term evaluation of this strategic plan to examine the progress towards achieving the set outcome targets. The evaluation will be spearheaded internally by a technical committee that will be appointed by the Chief Executive Officer. This will be undertaken 2 and a half years into the implementation of the plan. The recommendations of mid-term evaluation will help in making improvements to the strategic plan implementation process.

8.3.2 End-term Evaluation

End-term evaluation will be conducted at the end of the strategic period. The process will be spearheaded by an independent expert with the guidance of KEMI management. The achievements, challenges, lessons learnt and recommendation will inform the next cycle of the strategic planning and management.

8.4 Reporting Framework and Feedback Mechanism

Departments and divisions implementing the Strategic Plan will conduct monitoring and report on the progress of achievement of results based on the key indicators and targets they are responsible for. This will be done on a quarterly basis using prescribed formats attached to this strategic plan and reports submitted to Senior Management and the Council. Reports prepared will be disseminated timely to relevant users for evidence-based decision making, feedback and information. Lessons on policies, programmes and projects successes (or failures) and innovations during the strategic plan implementation period will be documented using prescribed formats. This is to enable the upscaling of success stories, mitigating future failures and implementation, and sharing of innovations within and without the Institute. Lessons learnt will be shared through KEMI website, news links, stakeholder fora, and talk shows among others. Key information will also be published in the KEMI annual reports and posted on the website and other social media platform

ANNEXES

Annex I: Implementation Matrix

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	
KRA 1: DEMAND-DRIVEN TRAINING, RESEARCH AND CONSULTANCY														
SO:1 To Strengthen Research and Consultancy														
Strategy 1.1: Enhance Research														
Establish an international peer review journal on education leadership	Established peer review journal	Approved Peer Review Journal	1			1					5			MDD
Develop a e- repository for books and journals	Developed e-repository	Approved e-repository	1		1					2				MDD
Establish professional body for institutional leaders	Established professional body	Registered professional body	1			1					4			MDD
Establish partnerships and collaboration channels with research institutions	Established partnerships and collaboration channel	No. of partnerships and collaboration channels established	5	1	1	1	1	1	1	1	1	1	1	MDD
Establish and operationalize institutional research ethical committee	Established and operationalized ethical committee	Approved Institutional research ethical committee	1		1					3	1	1	1	MDD
Establish and operationalize a research panel	Established and operationalized panel	Approved research panel	1		1					1				MDD

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
Develop a framework for protection of intellectual property rights	Developed framework for protection of intellectual property rights	Approved framework	1		1					1				MDD
STRATEGY 1.2: ENHANCE CONSULTANCY														
Capacity build staff on funding proposals	Trained staff	No. of staff	35		5	10	10	10		1	2	2	2	MDD
Establish collaborative frameworks with consultancy and research firms	Established frameworks	No. of frameworks	1		1					3				MDD
Develop marketing materials consultancy services	Increased awareness	% increase in awareness	100%	20%	20%	20%	20%	20%	1	1	1	1	1	MDD
Map out opportunities for consultancy services.	Mapped out opportunities	No. of opportunities.	5	1	1	1	1	1	1	1	1	1	1	MDD
SO:2 To Enhance Leadership competencies and skills of Education Managers														
STRATEGY 2.1: DEVELOP INNOVATIVE TRAINING APPROACHES														
Champion Establishment of Kenya School of Teaching	Kenya School of Teaching Act enacted	Law setting up the school enacted	1			1					2			MDD
Design and develop online courses	Developed courses	No. of courses	5	1	1	1	1	1	2	2	2	2	2	MDD
Introduce new products	Short courses developed	No. of short course	5	1	1	1	1	1	2	2	2	2	2	MDD

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
Upscale the number of courses offered through educational applications	Courses offered through education applications	No. of courses offered	5	1	1	1	1	1	3	1	1	1	1	MDD
Develop online examination and certification modules	Developed online modules	No. of modules	1		1					2				ICT
Develop collaborative framework with training institutions to offer trainers	Developed collaborative framework	No. of Collaborative framework	1		1					2				MDD
Train facilitators on innovative pedagogical approaches	Trained facilitators	No. of facilitators trained	20		20					5				MDD
Sub Total KRA 1									10	28	22	11	11	
KRA2: EXCELLENCE IN SERVICE DELIVERY														
SO:3 To Improve effectiveness of internal processes														
Strategy 3.1: Digitize Service Delivery Channels														
Enhance ERP capacity by adding modules. (Payroll, Conference & Accommodation, Procurement)	Additional modules acquired and implemented	Additional modules acquired and implemented	4		1	1	1	1		3	3	3	3	ICT
Payment Integration with MPESA and VISA	Payment integration with additional modules i.e accommodation,	Payment integration for Additional Module implemented	2	1	1				1	1				ICT

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
	application portal													
Develop an online application portal	Launched online application portal	No of Users of the online application portal	1		1					3				ICT
Strategy 3.2: Standardization of Services														
Implement ISO/IEC 27001	ISO IEC 27001 Certification	SO IEC 27001 Certification	1			1					3			CS
Implement ISO 9001:2015	ISO 9001:2015 Certification	ISO 9001:2015 Certification	1		1					3				CS
Develop a Business Continuity Plan	Business continuity plan developed	Approved Business Plan	1		1					3				CS
Develop Hazard Analysis and Critical Control Point accreditation/ISO 22001	HACCP/ISO 22001 Certification	Implementation of a HACCP tool/ISO 22001 or procedures	100% Implementation		Training Documentation	Audits Management reviews Certification	Reevaluate	Reevaluate		2	1	1	1	Hospitality
Strategy 3.3: Modernize Infrastructure														
Audit hospitality facilities develop an improvement plan	Audit Conducted	Improvement plan developed	1		1					3				Hospitality

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	
Renovate hospitality facility as per the improvement plan	Hostels Renovated	% renovation	100%	22%	20%	20%	26%	12%	50	45	30	25	25	Hospitality
Establish a running Restaurant	running Restaurant Operational	Restaurant operationalized	1				1					4		Hospitality
Establish a Candy shop	Operationalized Candy shop	Shop established	1			1					3			Hospitality
Sub Total KRA 2									51	63	40	33	29	
KRA 3: STRATEGIC PARTNERSHIPS														
SO:4 To Strengthen stakeholder engagement														
Strategy 4.1: Foster strategic partnerships with key stakeholders														
Entrenchment of KEMI mandate through an Act of parliament	Cabinet paper submitted	No. of cabinet papers submitted	1	1						10				CS
Develop the capacity of education managers (EOs, QASOs)	Trained education managers	No. managers	500		120	120	140	120		12	12	14	12	MDD
Engage MOE to secure development funding	Development budget	Development grant received (Millions)	250	50	50	50	50	50	1	1	1	1	1	CS
Submit a memorandum to MOE on policy issues affecting KEMI operation	Developed memorandum	Memorandum submitted	1		1					2				
Lobby for KEMI certification to be the basis of promotion into school management roles.	Lobbying engagements undertaken	No. of engagement	5		2	1	1	1		2	1	1	1	MDD

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
Develop a collaboration framework with TSC in capacity building of education managers.	Developed framework	Approved framework	1		1					5				MDD
Partner with TSC to sensitize and train newly recruited teachers	Teachers Inducted	No. of teachers	50,000	10,000	10,000	10,000	10,000	10,000	10	10	10	10	10	MDD
Training of ECD Managers	Trained ECD managers	No. of managers	570			570								MDD
Develop courses that meet the demands of the stakeholders	Developed and approved courses	No. of courses	10	2	2	2	2	2	4	4	4	4	4	MDD
Validation of Programs with KICD	Validated programs	No. of programs	8		2	2	2	2		2	2	2	2	MDD
Collaborate on training programs and course development	Training programs and courses developed	No. of training and courses	10	2	2	2	2	2	3	3	3	3	3	MDD
Training development with KUCCPS	Trainings development	No. of Trainings	4		1	1	1	1		1	1	1	1	MDD
Develop a framework for engagement of NGOs for capacity building and consultancy services	Developed framework	No. of framework	1			1					5			MDD
														Consultancy
Develop MOUs with other regional institutions offering capacity development.	Developed MOUs	No. of MOUs	5	1	1	1	1	1	1	1	1	1	1	MDD
Sub Total KRA 3									19	53	40	37	35	

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
KRA 4: INSTITUTIONAL VISIBILITY														
SO:5 To Enhance KEMI brand awareness														
Strategy 5.1: Increase Customer Base														
Market courses outside Kenyan boundaries	Increased international enrolment	No. of participants	7500			500	2000	5000			2	4	5	MDD
Create social media campaigns and post	Awareness created	No of users reached	5,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1	1	1	1	1	CS
Optimize search engines	Increased awareness of KEMI	Average no of hits per day	5000	1000	1000	1000	1000	1000	1	1	1	1	1	CS
Client journey mapping	Client journey map	No. of maps prepared	5	1	1	1	1	1	1	1	1	1	1	MDD
Undertake customer satisfaction survey and implement recommendations to Improve services	Satisfied customers	% Increase in Customer satisfaction index	2		1		1			3		3		CS
Offer multi-channel support	Multi channels availed	No. of channels created	5		3	2				5	2			CS
Strategy 6.1: Promote KEMI brand														
Engage Mainstream Media (Morning shows, radios)	Engagements with mainstream media	No. of engagement	5	1	1	1	1	1	1	1	1	1	1	CS
Put in place a calendar of events to showcase training dates	Published calendar of events	No. of calendars of events	5	1	1	1	1	1	1	1	2	1	1	Training

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
Develop an interactive website	Interactive website launched	No of users accessing the website (Metrics)	100,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	5	5	5	5	5	ICT
Billboards, staff lanyards, T-shirts, Signage	Promotional merchandise developed	operationalization of merchandised tools	500,000	100,000	100,000	100,000	100,000	100,000	1	1	2	12	2	Corporate
Conduct surveys	Conduct online surveys	No of respondents reached, Analysis of survey	5000	1000	1000	1000	1000	1000	4	4	4	4	4	Corporate
Call back tune	Setup and installation of call back tune	Operationalization of call back tune	1		1					1				CS
Run adverts on mainstream media	Enhanced awareness	No of potential clients reached	5,000,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	2	2	2	2	2	Corporate
Engage partner organizations to backlink KEMI website	Engage Partners to backlink KEMI Website	No of backlinks created	50		10	10	10	10		1	1	1	1	CS
Establish a communications unit	Established Communications Unit	Operationalized Communication Unit	1		1					4				HR/Corporate
Develop promotional materials to market KEMI products	Increased awareness	% increase in enrollment	50	10	10	10	10	10	5	5	5	5	5	Corporate
Sub Total KRA 4:									22	36	29	41	29	
KRA5: INSTITUTIONAL CAPACITY														
SO:6 Enhance Resources Mobilization														
Strategy 6.1: Explore innovative ways of raising funds														

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
Explore private sector partnership	Proposal developed	No. of Successful proposals	10		3	3	2	2		3	3	2	2	MDD
Lobby for additional grants	increased revenue	Revenue raised (Millions)	50	10	10	10	10	10	5	5	5	5	5	CS
Engage with donors	Proposal developed	No. of successful proposals	10	2	2	2	2	2	2	2	2	2	2	MDD
Strategy 6.2: Enhance Revenue generation activities														
Develop and implement a business plan.	Business Plan developed	Approved Business Plan	1		1					3				Corporate
Establish KEMI Enterprise Unit.	Enterprise Unit Established	Enterprise Unit Operational	1		1					10	2	2	2	Corporate
Strategy 6.3: Optimize resource usage														
Rehabilitation of Water infrastructure	Rehabilitated water system	5 water tanks installed	5		5					15				Procurement
		260M ³ bore hole Rehabilitated	1				1					35		Procurement
		Water purified (M ³)	500			100	200	200			5	5	5	Hospitality
Develop a policy on the utilization of internal resources	Policy developed on usage	Internal Controls operationalized	1		1					2				Internal Audit
Conduct an energy audit and implement recommendations	Energy Audit Conducted	Audit Recommendations adopted and operationalized	1		1					2				Internal Audit/Corporate
SO. 7: Strengthen Internal Capacity														
Strategy 7.1: Leverage on Technology														

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
File sharing systems	File sharing System implemented	FSS Implemented	1		1					1				ICT
Document management systems.	Document Management System Implemented	DMS Implemented	1		1					2				ICT
E-board systems	Implemented E-board system	E-board Systems Implemented	1			1					5			ICT
Automate Risk Management Systems	Implement an online risk management system	Risk Management Systems Automated.	1		1					1				ICT/Internal Audit
Strategy 7.2: Enhance the policy environment.														
Develop a policy on fee payment.	Policy developed	Approved Policy	2		1		1			1		1		Finance
Develop a policy on the engagement of facilitators and mentors.	Policy developed	Approved Policy	2		1		1			1		1		MDD
Develop a debt management policy.	Policy developed	Approved policy	2		1		1			1		1		Finance
Develop Data Protection Policy.	Policy developed	Approved Policy	2		1		1			1		1		ICT
Stakeholder engagement policy.	Policy developed	Approved Policy	2		1		1			1		1		MDD
Develop communication policy.	Policy developed	Approved Policy	2		1		1			1		1		MDD
Develop research and consultancy policy.	Policy developed	Approved Policy	2		1		1			1		1		MDD

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
Develop Finance Policy	Policy developed	Approved Policy	2		1		1			1		1		Finance
Develop Procurement Policy.	Policy developed	Approved Policy	2		1		1			1		1		Procurement
Develop/Review Human Resource Development policy.	Policy developed	Approved Policy	2		1		1			1		1		HR
Develop/Review CSR policy.	Policy developed	Approved Policy	2		1		1			1		1		Corporate
Develop/Review Research Policy	Policy developed	Approved Policy	2		1		1			1		1		MDD
Develop training policy	Policy developed	Approved Policy	2	1			1		1			1		MDD
Develop relevant manuals	Manuals developed	Approved Manuals	2	1			1		1			1		MDD
Review ICT Policy	Policy developed	Approved Policy	2	1			1		1			1		ICT
Strategy 7.3: Undertake Enterprise Risk Management														
Undertake a risk assessment and Develop a mitigation plan	Approved risk assessment and mitigation plan	No. of risk assessment and mitigation plans approved.	5	1	1	1	1	1	1	1	1	1	1	Internal Audit
Define risk appetite	Approved risk appetite framework	No. of frameworks approved	5	1	1	1	1	1	1	1	1	1	1	Internal Audit
Strategy 7.4: Strengthen Institutional Governance														
Conduct council meetings	Meetings Conducted	No. of meetings	25	5	5	5	5	5	20	22	23	23	23	Corporate

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
Develop the Board Almanac	Approved Almanac	No. of almanac	5	1	1	1	1	1	0.5	0.5	0.5	0.5	0.5	Corporate
Develop/Review the Council Charter	Approved Charter	Charter Approved	2		1		1			1		1		Corporate
Undertake Council Evaluation	Council Evaluated	No. of evaluations	5	1	1	1	1	1	1	1	1	1	1	Corporate
Develop Council Committee Charters	Charter developed/R reviewed	No. of Charters	8		4		4			0.5		0.5		Corporate
Strategy 7.5: Improve ICT Infrastructure														
Construct a multimedia studio for video and audio production.	Operationalized multimedia studio	Completed multimedia studio	1		1					45				Corporate
Purchase additional computing equipment (laptops, desktop computers)	Purchased additional computing equipment	No of computers purchased	50		20	10	10	10		10	5	5	5	ICT
Installed Structured Networking, Wifi	% of structured networking completed, No of Hotspots installed	% of structured networking completed, no of hotspots completed	2		1	1				5	5			ICT
Purchase new certificate printers	Purchased printer	Improved quality of certificates	1	1					7					ICT
Upgrade Server Space (Cloud)	Upgrade Server Space	Quantity of available server space	1		1					5				ICT

Key Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Million)					Responsibility
				2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	
Strategy 7.6: Improve employee productivity														
Training needs assessment	TNA undertaken	No. of TNA undertaken	5	1	1	1	1	1	0.5	0,5	0,5	0,5	0,5	HR
Train staff to address the skills gap in the TNA	Improved performance	Number of staff trained	136	16	30	30	30	30	3	7	7	7	7	HR
Build capacity on life and soft skills	Improved performance	Number of staff trained	136			45	45	46			2	2	2	HR
Build capacity in ICT	Improved performance	Number of staff trained	136		45	45	46			2	2	2		HR
Maintain subscription to e-books and journals.	Subscription to e-books	Status of subscription	5	1	1	1	1	1	1	5	1	1	1	Training
Develop a knowledge management framework.	Knowledge Management framework	Knowledge Management framework developed	5	1	1	1	1	1	1	1	1	1	1	HR
Undertake Workload analysis and implement recommendations.	Efficient Work load	Workload Analysis	5	1	1	1	1	1	1	1	1	1	1	HR
Undertake Skills gap analysis and implement recommendations.	Skilled staff	Skills gap analysis	2		1		1			3		3		HR
Undertake a Culture Audit and implement recommendations.	Cultural transformation	Culture Audit	1			1					4	5		HR
Sub Total KRA5									47	169.5	77	121.5	60	

Annex II: Risk Analysis and Mitigation Measures

S/No.	Risk Class/ Category	Risk and Description	Likelihood (L/H/M)	Impact (L/H/M)	Overall Risk Level (L/H/M)	Mitigation Measure	Risk Owner	Strategic Objective Addressed
1.	Strategic	Training Risks	H (4)	H (5)	H (20)	a) Regular learner support (online & physical) b) Flexible learning time to provide Trainees with more time that is convenient for their respective learning c) Clearly define the calendar of events at the beginning of the year and try to adhere to it d) Regularly review training methodology to and adopt Phased assessment e) To address the issue of irrelevant course content, undertake the following; <ul style="list-style-type: none"> ➤ Develop demand-driven programs ➤ Develop programmes that are in line with the sector wide requirements ➤ Develop programmes Competency-based assessment (formative/summative) f) Competency-based assessment (formative/summative)	DD-MDD	Objective 1

S/No.	Risk Class/ Category	Risk and Description	Likelihood (L/H/M)	Impact (L/H/M)	Overall Risk Level (L/H/M)	Mitigation Measure	Risk Owner	Strategic Objective Addressed
						g) Regular retooling/skilling of trainers h) To address ICT related issues: <ul style="list-style-type: none"> ➤ Consider purchasing ICT equipment / devices and sell to the trainees / trainers at reasonable prices ➤ Upgrade of ICT infrastructure within the institution i) Continuous retooling / reskilling of the trainers j) Improve the infrastructure within the institution and for the hired training centers have bear minimum on the facilities that would be acceptable for consideration		
2.	Strategic	Trainee Enrollment Supply Risk	H (4)	H (4)	H (16)	a) To address admission challenges; <ul style="list-style-type: none"> ➤ Upgrade admission portal to be user friendly ➤ Make the application portal more accessible ➤ Capacity building of admission staff b) To address marketing issues:	DD-T	Objective 1

S/No.	Risk Class/ Category	Risk and Description	Likelihood (L/H/M)	Impact (L/H/M)	Overall Risk Level (L/H/M)	Mitigation Measure	Risk Owner	Strategic Objective Addressed
						<ul style="list-style-type: none"> ➤ Development of a marketing policy and Strategy, and implementation of the same ➤ Capacity building of staff on marketing skills ➤ Embrace social media marketing <p>c) Allocation of unique codes to differentiate courses</p> <p>d) Offer demand driven courses</p> <p>e) Enhance ICT infrastructure</p> <p>f) Offer relevant courses identified as a result of need assessment</p>		
3.	Strategic	People Risk	H (4)	H (5)	H (20)	<p>a) Develop and implement staff retention strategy</p> <p>b) Carry out culture audit and implement the outcome</p> <p>c) Develop reward and Sanction Policy and implement</p> <p>d) Lobbying with union representatives</p> <p>e) Develop knowledge management strategy and implement. For instance, documentation of institutional knowledge</p>	DD-CS	Objective 5

S/No.	Risk Class/ Category	Risk and Description	Likelihood (L/H/M)	Impact (L/H/M)	Overall Risk Level (L/H/M)	Mitigation Measure	Risk Owner	Strategic Objective Addressed
						f) Develop and implement change management strategy to address the issue of staff working in silos g) The organogram should be in such a way that it helps the institution to achieve its mandate		
4.	Strategic	Ergonomics Risk	H (4)	H (4)	H (16)	a) Provision of orthopedic chairs b) Develop work life balance policy c) Provide proper working tools d) Make ICT lab sound proof e) provide protective clothing f) Ensure proper ventilation in the kitchen and adhere to OSHA Act 2007	DD-CS DD-T	Objective 5
5.	Operational	Reputational Risk	H (4)	H (4)	H (16)	a) Review and update academic standards b) Enhance Media Policy to include social media guidelines and conduct c) Develop Brand Policy and implement d) Improve financial reporting e) Establish multi-channel customer support systems.	DD-T DD-CS	Objective 3 & 4

S/No.	Risk Class/ Category	Risk and Description	Likelihood (L/H/M)	Impact (L/H/M)	Overall Risk Level (L/H/M)	Mitigation Measure	Risk Owner	Strategic Objective Addressed
						f) To address academic misconduct, undertake the following: <ul style="list-style-type: none"> ➤ Develop / review Academic Misconduct Guidelines and Procedures ➤ Install plagiarism software etc. g) Establish proper channels for customer management including issues such as handling complaints and prompt feedback		
6.	Operational	Health & Safety Risk	H (4)	H (4)	H (16)	a) To address the issue of inadequate working environment, the following should be considered: <ul style="list-style-type: none"> ➤ Improve the working environment such as infrastructure ➤ Adhere to OSHA Act 2007 ➤ Adhere to WIBA Act 2007 b) Develop a workplace inclusivity policy c) Develop a detailed plan to address the pandemic-related issues	DD-CS&LS DD-CS	Objective 5
7.	Operational	Legal & Compliance Risk	H (4)	H (4)	H (16)	a) Strengthen the institute's existence through proper legal instruments such as Act of Parliament b) Ensure adherence to set statutory and regulatory requirements while	DD-CS&LS	Objective 5

S/No.	Risk Class/ Category	Risk and Description	Likelihood (L/H/M)	Impact (L/H/M)	Overall Risk Level (L/H/M)	Mitigation Measure	Risk Owner	Strategic Objective Addressed
						undertaking day to day operations to achieve its mandate		
8.	Operational	Cyber & Data Security Risk	H (4)	H (5)	H (20)	a) Develop and implement business continuity plan and backup restoration infrastructures b) Regularly update Antivirus programs c) Educate and raise awareness: Regularly train staff about social engineering techniques. a) Implement strong password policies b) Establish clear and comprehensive contractual agreements with third-party vendors that outline security requirements, data protection obligations, and incident response procedures. c) Implement strong access control measures to restrict physical access to IT infrastructure.	DD-T	Objective 5
						a) Implement network segmentation and application of firewalls b) Undertake accurate inventory of control system and eliminate exposure of equipment to external networks	DD-T	Objective 5

S/No.	Risk Class/ Category	Risk and Description	Likelihood (L/H/M)	Impact (L/H/M)	Overall Risk Level (L/H/M)	Mitigation Measure	Risk Owner	Strategic Objective Addressed
						<ul style="list-style-type: none"> c) Develop and enforce policies on unauthorized hardware / software d) Establish a robust cybersecurity strategy to encompass prevention, detection, response, and recovery measures to mitigate the impact of cyber espionage incidents 		
9.	Operational	Business Model Risk	H (4)	H (5)	H (20)	<ul style="list-style-type: none"> a) Customer satisfaction prioritization. b) Diversify revenue sources c) Provision of quality services by ensuring that Quality Control Policy and Quality Management System are in place and being implemented d) Evidence / analytics-based decisions making e) Stakeholders engagement f) Upgrading technological infrastructure and upskilling institutional capacity 	DD-R&C DD-P&B	Objective 2 & 6

S/No.	Risk Class/ Category	Risk and Description	Likelihood (L/H/M)	Impact (L/H/M)	Overall Risk Level (L/H/M)	Mitigation Measure	Risk Owner	Strategic Objective Addressed
						g) Develop 10 years masterplan to guide courses being offered or to be offered		
10.	Operational	Procurement Risk	H (4)	H (5)	H (20)	a) Develop Procurement Policy b) Develop Procurement Procedures Manual c) Adhere to the requirements of PPAD Act, 2015 and related regulations	DD-CS	Objective 5
11.	Financial	Limited Access to Funding	H (4)	H (5)	H (20)	a) Continuously engage the Ministry on the need to increase the budget for the institution and timely release of the same b) Engage the private sector / donors among others to aid in bridging the financing gap c) Develop and implement policy framework for revenue generation; do more research on alternative financing and implement	DD-CS	Objective 3,5 & 6

Risk Likelihood is stated on a scale of 1 – 5 (where 1 = Rare, 2 = Unlikely, 3 = Probable, 4 = Likely, 5 = Almost certain). Hence Low (L) = 1 – 2; Medium (M) = 3; High (H) = 4 – 5.

Risk Impact is stated on a scale of 1 – 5 (where 1 = Insignificant, 2 = Minor, 3 = Medium, 4 = Major, 5 = Catastrophic). Hence Low (L) = 1 – 2; Medium (M) = 3; High (H) = 4 – 5.

Overall Risk Level is calculated by multiplying Likelihood by Impact. Hence Low (L) = 1 – 9; Medium (M) = 10 - 15; High (H) = 16 – 25

ANNEX III: Quarterly Progress Reporting Template

Kenya Education Management Institute

Quarterly Progress Report

Quarter Ending.....

Expected Output	Output Indicator	Annual Target (A)	Quarter for Year.....			Cumulative to Date			Remarks	Corrective Action
			Target (B)	Actual (C)	Variance (C-B)	Target (E)	Actual (F)	Variance (F-E)		

ANNEX IV: Annual Progress Reporting Template

Kenya Education Management Institute

Annual Progress Report

Year Ending.....

Expected Output	Output Indicator	Achievement for Year.....			Cumulative to Date			Remarks	Corrective Action
		Target (B)	Actual (C)	Variance (B-C)	Target (E)	Actual (F)	Variance (E-D)		

ANNEX V: Evaluation Reporting Template

Key Result Area	Outcome	Outcome Indicator	Baseline		Mid Term Evaluation		End of Plan Evaluation		Remarks	Corrective Action
			Value	Year	Target	Achievement	Target	Achievement		

ANNEX VI: KEMI Technical Committee

S No.	Name	Designation	Department/Organization
1	Dr. Maurice Odondo	CEO/Director	Kenya Education Management Institute
2	CPA. Richard Thomi	Deputy Director-Corporate Services	Kenya Education Management Institute
3	Wycliffe Wasike	Deputy Director-Management Development	Kenya Education Management Institute
4	Joyce Githae	National Trainer	Kenya Education Management Institute
5	CPA Grace Wahura	Principal Finance/Accountant	Kenya Education Management Institute
6	CPA Samwel Mawega	Internal Auditor	Kenya Education Management Institute
7	Elijah Karimi	National Trainer	Kenya Education Management Institute
8	Jackline Lumwachi	Head Procurement and supply chain Management	Kenya Education Management Institute