

REPUBLIC OF KENYA



COUNTY GOVERNMENT OF NYAMIRA

**DEPARTMENT OF EDUCATION  
AND ICT.**

**FIRST STRATEGIC PLAN**

## **VISION AND MISSION**

### **VISION**

To be a lead County in the provision of Education and ICT for sustainable development

## **MISSION**

To provide quality ICT- Integrated education and skills for innovation and development.

# TABLE OF CONTENT

## ACRONYMS AND ABBREVIATIONS

ACEC	-	Adult and Continuing Education Centres
BOM	-	Board of Management
CDE	-	County Director of Education
CDF	-	Constituency Development Fund
CDTSC	-	County Director teachers Service commission
CEB	-	County Education Board
CQASO	-	County Quality Assurance and Standards Officer
DICECE	-	District Centre for Early Childhood Education
DQASO	-	District Quality Assurance and Standards Officer
ECDE	-	Early Childhood Development Education
EFA	-	Education For All
GER	-	Gross Enrolment Rate
GoK	-	Government of Kenya
GPI	-	Gender Parity Index
HRO	-	Human Resource Officer
ICT	-	Information and Communications Technology
ISP	-	Internet Service Provider
KCPE	-	Kenya Certificate of Primary Education

KCSE	-	Kenya Certificate of Secondary Education
KEPSHA	-	Kenya Primary Schools Heads Association
KESSHA	-	Kenya Secondary Schools Heads Association
KESSP	-	Kenya Education Sector Support Programme
M.S.S	-	Mean Standards Score
MDGs	-	Millennium Development Goals
M&E	-	Monitoring and Evaluation
MOEST	-	Ministry Education Science and Technology
MOH	-	Ministry of Health
NEMA	-	National Environment Management Authority
NER	-	Net Enrolment
NESSP	-	National Education Sector Support Programme
NGOs	-	Non-Governmental Organizations
PESTEL	-	Political Environmental Social Technological and Legal
QASOs	-	Quality Assurance and Standards Officers
SCDE (DEO)	-	Sub-County Director of Education
SO	-	Staffing Officer
SWOT	-	Strengths Weakness opportunities and Threats
TAC (Tutor)	-	Teacher Advisory Centre (Tutor)
TSC	-	Teachers Service Commission
PABX	-	Private Automated Branch Exchange
YP	-	Youth Polytechnic

## **FOREWORD**

Nyamira County is currently experiencing declining standards in education and ICT. I have taken up the department when a radical surgery is needed in our institutions by way of turning around the continued trend of negative performance. It is against this backdrop that I put together a team that constituted of my Chief Officer, Quality Assurance & Standards officers and other education officer to help me come up with this important document.

The content of this strategic plan is informed by the need to improve performance; provide quality education; increase access, equity, retention and transition rates. It also purposes to integrate ICT both in education and in the provision of other functions by the County Government.

My team and I did the scanning of learning environments within the County in full consideration of the Political, Environmental Social Technological and Legal (PESTEL) considerations. In every aspect mentioned herein, we looked at the strengths and opportunities at our disposal and compared them with our weaknesses and threats that stare us in the eye. It is after careful analyses of the aforementioned matrices that we came up with a document that is not only relevant but also critical in achieving our vision by the year 2017.

Much may be said but what matters are the achievements of the set performance targets. In this respect, I call upon people of good will from the political, religious and business circles to help in the implementation of this strategic plan.

**GLADYS MOMANYI**  
**EXECUTIVE COMMITTEE MEMBER**  
**EDUCATION AND ICT**

## **PREFACE AND ACKNOWLEDGMENT**

The Nyamira County Educational Strategic Plan could not have come at a better time. It is a tool that has been coined in full view of the enormous challenges that the County faces in respect of wanting performance. It delineates important components from the National Education Sector Support Programme (2006 – 2011), the Ministry of Education strategic plan (2006 – 2011), the Integrated County Development Plan (2013-2017) and the Vision2030. Its uniqueness emanates from the fact that it identifies the key thematic areas of concern, and which are peculiar to our County, and proposes realistic and objective action plans for implementation.

While we emphasize on performance as a pertinent element in this document, it is imperative that the equally important key areas like access, equity, transition, retention and quality be emphasized. It is in this light that in the course of the development of this strategic plan, both the PESTEL and SWOT analyses were done so as to come up with a document that not only stands the test of time but also a relevant one .

It is worth noting at this particular point in time that whereas consultations have been done in drafting this all –inclusive document, the culture of Education Stakeholders must change. The lives of our children are in our hands and unless we gear up accordingly, the implementation of this document will only be a sham.

This Strategic Plan stretches over a period of four years (2013 -2017). In ensuring objective implementation towards the realization of positive change, we must work as a team. It is reckoned that both personnel from the County and the National Governments will spare no effort in a bid to realize every other strategic objective as outlined in this document.

**THOMAS ONGERI GENI**

**CHIEF OFFICER**

**EDUCATION AND ICT**



## **EXECUTIVE SUMMARY**

It is through the provision of quality and relevant Education that Nyamira county will share in the realization of Education for all (EFA), Millennium Development Goals (MDGs) and Vision 2030. These Milestones can only be achieved through an all-inclusive Strategic Plan.

This plan takes into cognizance the components of National Education Sector Support Programme (NESSP) Sessional paper No. 14 of 2012 and the Basic Education Act of 2013, among other policy documents that govern management of Education programmes in Kenya. Nyamira County suffers from low enrolment in learning institutions, laxity in leadership in its learning Institutions and below average performance. This plan therefore focuses on key priority areas to mitigate against these factors such as enhancement of access, quality, equity and efficiency; capacity and quality of leadership in schools, state of teaching/learning resources and infrastructure, ICT in Educational Institutions and the inputs of Community and other Education partners.

To effectively and efficiently address these challenges, the County will be driven by the following Vision and Mission;

**Vision:** To be a lead County in the provision of Education and ICT for sustainable development.

**Mission:** To provide quality ICT- Integrated education, knowledge and skills for innovation and development.

The Plan also states the core values and core functions of the department. The core values include Professional integrity, Customer focus, Innovation and visionary, Transparency and accountability and Partnership. Some of the core functions include; Administration and management of education programmes, quality assurance, supervision and maintenance of Standards, providing policy guidelines and advisory services at ECDE and Youth Polytechnics, Home Craft Centres and Child care facilities.

The strategic issues will be realized within short term, medium term and/or long term as will be outlined in departmental work plans. Strategic objectives and strategies have been developed to address each issue with corresponding resource requirements and the stakeholders responsible for the implementation. There will be established a strategic plan implementation team who will be tasked with the Monitoring and Evaluation. They will give feedback reports to stakeholders on termly basis, annually and at the end of the plan period. The Monitoring and Evaluation will necessitate review and accountability during the implementation stages. Through this mechanism, the County will be evaluated as to the extent of achievement of the set Vision.

## **CHAPTER ONE**

### **1.0 INTRODUCTION.**

#### **1.1 An Overview**

This is the first generation of the Strategic Plan prepared by the Department of Education and ICT in the County to fast track the implementation of the County Integrated Development Plan (CIDP) 2013-2017 within the Department's structure and framework. The Constitution of Kenya 2010 created a two-tier system of government, a national government and 47 county governments. Under this system, county governments have been established to promote social and economic development and provision of proximate, easily accessible services throughout the Country.

The Strategic Plan of Nyamira County articulates the vision for the development and management of education and ICT Programmes. The Plan identifies Strategic objectives necessary for the realization of the envisaged vision and mission.

This document is necessitated by the basic requirement that a strategic reference Plan must guide key tactical and work plans – if the implementations of programmes are to be both objective and realistic. It is a concerted effort between the County government on one hand and the National Government on the other. This strategic plan is not only a follow up effort by the September 2013 stakeholders forum but it aims at actualizing recommendations of the educational task force on devolved functions of March 2014. The plan also does provide a strategic direction for the sector in line with the vision 2030.

### **1.1.1 Strategic plan preparation process**

The Strategic Plan has been developed through a participatory and inclusive process led by the top management team of the department and the secretariat of economists in the county from the county development planning unit. The process has been well-informed by lessons learnt from the previous plans before the county government and was steered from a team selected within the Department. It also involved a series of workshops and consultative meetings with the primary and secondary data being relied upon to inform the processes. The plan was then subjected to internal reviews and revisions before the production of the final report which represents the crystallized direction the Department must now take.

### **1.1.2 Strategic planning in the current development context**

Strategic Planning is a key component of Results Based Management. As a tool, it helps the Department, and by extension the County government to remain focused towards achieving the results. This and other tools, such as Performance Contracts, Service delivery Charters, Performance Appraisal Systems- among others, have been recognized as part of public Service Reforms Programme meant to improve the overall performance of the Public Service itself recognized as one of the important foundations for the realizations of the aspirations of the Vision 2030, MDGs, CIDP and the constitution of Kenya 2010. This strategic plan will take cognizance of the anticipated challenges at the international, regional, national and county levels down to the decentralized levels. Through the stipulated initiatives, the plan has been tailored to meet those anticipated challenges while also ensuring the achievements of the CIDP as well as Vision 2030, MDGs and the constitution of Kenya 2010. Consequently, all the departmental plans have been designed to ensure that the county maintains sustainable growth with poverty reduction while raising the county's national competitiveness.

## **1.2 Departmental Development Challenges**

### **1.2.1 High population growth**

According to the Population and Housing Census 2009, the county population stood at 598, 252 persons, with an inter-censal growth rate of 1.83 per cent from the year 1999, which is below the national rate of 3 per cent. The population growth in the county has not been matched with economic growth as well as the corresponding growth in employment opportunities. With 80 per cent of the population relying on agriculture for their livelihood, rapid increase in population will continue to exert pressure on land. This pressure on land will be manifested in environmental degradation, encroachment on forests and water catchments areas, which will have counter effects on the ability of the county to sustain its development.

### **1.2.2 Poverty**

The poor persons or households are described as those with inability to access basic needs such as food, shelter, clothing, health, water and education due to geographical, economic and social factors. According to the KIBHS 2005/2006, the county was estimated to have 46.3 per cent of its population living below the poverty line. About 21.8 per cent were food poor and 1.9 per cent was hardcore poor meaning that they could not meet the basic minimum food requirements even after spending all their income on food alone. The major causes of poverty in the county include:- poor

roads network, limited electricity connection, small land sizes, poor crop and animal husbandry practices, inadequate safe and clean drinking water, low educational standards and high prevalence of human diseases. Urban and rural poverty in the county stands at 13 per cent and 46.3 per cent respectively. This is because the county is predominantly rural thus majority of the population live in the rural area. Poverty in the urban areas is mainly caused by rural urban migration.

### **1.2.3 HIV and AIDS**

HIV and AIDS continue to pose a major challenge to the development programmes in the county. According to the NASCOP, County HIV Profiles 2012; HIV and AIDS prevalence rate in the County is estimated to be 6.9 per cent. The main cause of the spread of HIV and AIDS in the county is unsafe sexual behavior and transmission of mother to child. There are approximately 900 new infections annually. Adult ART coverage is 84 per cent as at 2011 and child ART coverage is 21 per cent. Low uptake of HIV testing and Counselling services, infrastructure inadequacies, stigma, human resource and commodities constraints remain as key challenges in the fight against HIV and AIDS in the county. According to the NASCOP report, in 2011 it was estimated that 17, 028 people of whom 15 per cent are children live with HIV and AIDS in Nyamira County. The county is expected to face various socio-economic impacts of HIV and AIDS if interventions are not enhanced. Household expenditure on health care will increase, reducing savings and investments. Pressure on health services will increase, reducing the quality of service offered; households will spend more time in caring for the sick, further affecting productive activities at the household and community levels. An increase in orphans is expected to raise dependency ratios at the household levels. There is need therefore to upscale interventions to mitigate the socio-economic impacts of the pandemic in the county development agenda.

### **1.2.4 Disaster Risk Management**

The disasters/calamities in the county are mainly caused by lightning and thunderstorms. However, their impacts has gone down as a result of installation of lightning arrestors in most learning institutions, government buildings, health institutions and community awareness. Others include road accidents affecting the busy roads like Kisii-Sotik and Kisii-Ngoina and potential industrial areas. The causes of disaster and factors that exacerbate them include climatic conditions, poor environmental management; road accidents; fires and epidemics due to poor sanitation. The county is generally unprepared to handle and manage most of these disasters due to limited information and preparedness. The county needs to develop strategies that will reduce the vulnerability of the populace and the magnitude of the effect of such emergencies.

## **1.3 Departmental Development Agenda**

The main goal of the Department is management of education programmes at ECDE and Youth Polytechnics, Home Craft Centres and Child care facilities as well as strengthening the ICT infrastructure, policy framework and capacity development in the county. Kenya is working towards a middle income economy and eventually a knowledge society in line with the Vision 2030. The Education and ICT Department will give priority to programmes aimed at achieving the objectives of the Vision as well as other national and international agreements such as the Millennium Development Goals (MDGs), The Convention on the Rights of the Child among others.

The directorate of ECDE will endeavor to manage Basic education which covers two years of pre-school. The Youth Polytechnics directorate will also strive to ensure that there are adequate technical human capacities that are enhanced with ICT skills required by industry. More importantly, it will provide adequate and appropriate skilled artisans and craftsmen through practical training and work experience. The ICT directorate will development of the required ICT infrastructure, policy and human capacity in the county. The Home craft centres & Child care facilities directorate will provide effective learning environment for child growth as well as develop skills for entrepreneurship.

#### **1.4 Departmental Resources and Contribution to the Nyamira County Economy**

Education is seen as the primary means of social mobility, national cohesion and socioeconomic development. The mandate of the Department is to provide relevant and quality education that is accessible to all Kenyans in line with the Constitution of Kenya (2010). The Department of Education and ICT will provide services that promote socioeconomic development by ensuring that all learners acquire the requisite knowledge, skills and competencies to make them productive citizens and play a part in the nation's development at a local and national level. Through the directorates of Youth polytechnics and Home craft centres, the department will produce a pool of skilled labour force necessary for economic development. ICT will be used both as a teaching- learning tool in educational institutions and also for efficient administration and management functions within the County for public service.

#### **1.5 Department's Vision, Mission, and Core values and functions**

##### **1.5.1 Vision**

To be a lead County in the provision of Education and ICT for sustainable development.

##### **1.5.2 Mission**

To provide quality ICT- Integrated education and skills for innovation and development.

##### **1.5.3 Core Values**

Our operations will be guided by a set of core values which form the desired organizational culture. We value:-

- **Professional integrity:** All staff shall uphold the highest standards of professional competence and integrity.
- **Customer focus:** The Department is committed to uphold customer driven and customer focussed service delivery.
- **Innovation and visionary:** The Department is committed to innovative, creative and visionary ICT and educational best practices.
- **Transparency and accountability:** The Department will conduct its business in a transparent and accountable manner.
- **Partnership:** The Department will endeavour to promote and embrace partnerships and participatory process of implementing its activities.

#### **1.5.4 Core Functions**

- Administration and management of education programmes at ECDE and Youth Polytechnics, Home Craft Centres and Child care facilities
- Quality assurance, supervision and maintenance of Standards in ECDE Centres, Youth Polytechnics and Home Craft Centres and Child Care Institutions
- Teacher Management, development and utilization,
- Mobilization of curriculum support materials,
- Auditing of institutional accounts,
- Provision of bursaries and grants to institutions,
- Mobilization of resources for infrastructure development,
- Providing policy guidelines and advisory services.
- Strengthening the ICT infrastructure, policy framework and capacity development.

## **CHAPTER TWO**

## **2.0 SITUATIONAL ANALYSIS OF THE DEPARTMENT**

### **2.1 Introduction**

This chapter describes the current situation of the department both internally and externally. In particular it focuses on the organization of the Department and its current staff establishment. The chapter identifies the key stakeholders in the Department and the complimentary roles that they play in assisting the Department achieve its objectives. The chapter also looks at the SWOT and PESTEL analysis of the Department and identifies some of the major challenges in carrying out its functions. The chapter also examines the performance and achievement of the Department. It concludes by highlighting the ongoing and proposed projects and programmes.

### **2.2 An overview of the Department's achievements**

Beside a myriad of challenges, a number of achievements have been recorded over the relatively short period the Department has been operational. The Department has carried out baseline surveys on ICT, Youth Polytechnics and ECDE and come up with the necessary policy documents. A number of Bills are ready for discussion such as the Village Polytechnics Bill. On infrastructure, construction of modern ECDE centres and YP workshops is at advanced stages of completion. Similarly, 406 ECDE teachers have already been deployed in the various schools across the County. On ICT, the County website and e-mail address have been developed, installation of PABX and point to point IFMIS connection have been done. Capacity building of all YP managers and BOG members has also been successfully completed.

### **2.3 Performance review under previous plans**

The attainment of Education for All (EFA) by 2015 is a major goal pursued by previous and current administration regimes in Kenya. The Children's Act, 2001 aims at guaranteeing availability of education to all children. Equally, the Bill of Rights affirms the right of every Kenyan to education. Under the Constitution of Kenya (2010), education and training in Kenya is governed and managed under a two tier government, the National Government and the County Government. The functions of the County Government in relation to education are: Pre- primary education, Village polytechnics, home craft centres and child care facilities.

Previously, before the County Government assumed its functions, YPs and ECDEs were run by the ministry of Youth Affairs and Sports and the ministry of Education, Science and Technology respectively. The YPs have effective administrative structures and staff. These included training officers carrying out administration and supervisory roles and instructors teaching in the institutions. The YPs have continued to receive Subsidized Youth Polytechnic tuition funds from the National government to cater for their training operations. But the YPs have continued to face many challenges, which include; acute shortage of instructors with pedagogical competency, limited availability of customized teaching and learning materials, limited industry participation and inadequate research support services.

Access, equity and quality of education services in the ECDE sub-sector, are constrained by insufficient number of trained teachers and care givers, inadequate number of pre-primary and day care centres, limited availability of teaching, learning and play materials, low morale of teaching staff due to poor remuneration, poor enforcement of standards of pre-primary institutions and inadequate nutrition and health support services. The government has been providing community support grants to support instructional materials, infrastructure development and top up salaries for teachers in selected public Pre-primary schools. However, these grants have not been adequate. The ECDE teachers were employed by the BOGs.

The Government has continued to make education the platform for equipping the nation with ICT skills in order to create dynamic and sustainable economic growth. To this end, the Ministry of Education has continued to supply ICT equipment, content and training of teachers on ICT.

ICT in the education sector has broadly been categorized into E-Government and Interactive e-learning. E-Government which aims at mainstreaming ICT in all government operations and service delivery such as Education Management Information Systems (EMIS) and Educational Financial Management and Information Systems (EFMIS). These aim at facilitating education managers and administrators with accurate and timely data for better and informed decision-making and financial management. Interactive e-learning aims at mainstreaming ICT as a tool for teaching and learning.

Human capacity has to be developed, and the Government recognizes that this begins at school level.

The challenges facing ICT in education sector include access, funding, inadequate ICT facilities, high cost of development of interactive e-learning content, ICT not embraced as medium of instruction and management tool, inadequate capacity for teachers, absence of ICT Curriculum at ECD and primary levels, dynamic nature of ICT technology, inadequate capacity for maintaining ICT equipment, inadequate use of ICT by the Ministry of Education, and inadequate capacity to monitor utilization of ICT in schools

A key issue affecting ICT provision especially in rural areas is the limited access to electricity and where this exists, frequent power disruptions. Further, high costs of Internet provision and other costs associated with ICT; equipment, infrastructure and support costs are obstacles to rolling out a national ICT programme.

The ICT directorate had neither staffs nor infrastructure in place till the County Government started it altogether.

## **2.4 Strengths Weaknesses Opportunities and Threats analysis**

During the development of this first strategic plan, the Department undertook a SWOT analysis which provided insights that will enable it take advantage of the existing opportunities, build on its strengths and improve or mitigate on its weaknesses and threats. Below is a summary of the SWOT Analysis.

<b>STRATEGIC ISSUE</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>	<b>OPPORTUNITIES</b>	<b>THREATS</b>
------------------------	------------------	-------------------	----------------------	----------------



Infrastructure development in ECDE centres, Youth Polytechnics, Home craft Centres and Child Care facilities	Already existing structures in YPS and ECDE Centres	Lack of child care facilities	Budgetary allocation by County Government to construct ECDE, YPs, HCC and CCs.	Misallocation of funds
	Available road Networks	Some roads to Institutions are impassable	NGO's and other development partners to support infrastructure	Inadequate funding
	Land and title deeds available in most Institutions	Inadequate power supply	Multinational/tea companies to support	Abuse of procurement procedure
	Co-operation with Departments of Public works, Water and Sanitation, Ministry of Health.	Capacity to develop strategic plans is inadequate	Financial Institutions to give loans e.g School buses	Rivalry in selection of wards to fund by MCA's
		Thunder and lightning is common	Political goodwill e.g CDF, Harambee	Inadequate land for expansion
		Some buildings are uncondusive for use		Difficult terrain in some arrears
		Some YPs operating in Primary Schools		Lack of sensitization on YPs, HCCs and CCs
		Poor maintenance of existing structures		
		High cost of construction in swampy areas		
Strengthening Curriculum Implementation and Supervision	Qualified Staff at YPS and ECDE	Lack of feeding Programmes at ECDE centres	Devolution of the ECDE, YPs, HCCs and CCs so that they are funded locally	No proper legal framework for HCCs and CCCs
	Availability ECDE and YP Curriculum	Negative attitude by communities towards YPs	ECDE and YPs can customize legal framework from National MOE	Feeding programme not funded at ECDE
	Presence of QASO's	People not aware of	NGO's and other	Early marriages

	to assess Standards and Quality of education and training provided	HCCs and CCs	development partners support.	and pregnancies
		Narrow Curriculum offered by YPs		Inadequate funds to employ teachers and Instructors
		Most YPs have no boarding facilities		Negative attitude towards YPs, HCCs and CCs
		No Curriculum for HCCs and CCCs		Poor reward systems
		Inadequate instructional Materials		Inadequate classrooms, workshops, etc
		Inadequate provision of learning materials and equipment in YPs		
		Some Instructors in YPs have not undergone pedagogy		
		Lack of fees by trainees		
Human resources capacity building	Budgetary allocation to recruit ECDE teachers and YP instructors. Availability of institutions to train teachers and instructors. References and re-engineering activities	Bureaucracy in recruitment and deployment. Favoritism during recruitment. Inadequate funds to mount INSETS. No guidelines on recruitment of HCCs and CCs personnel	Large data bank to pick qualified candidates for jobs	Low remuneration High turnover Clannism / Nepotism.

<p>Collaboration and partnership</p>	<p>Many partners available to collaborate with. Availability of peace and tranquility in the County to attract partners. Scholarship opportunities. Support the OVC's and the marginalized. Political goodwill Donors present e.g. World vision, that support infrastructure and capacity building in institutions. Interdepartmental co-operation e.g. culture, youth and sports, public works, water and sanitation, national MOE.</p>	<p>Misallocation of resources. Increasing dependency syndrome by communities. Inadequate sustainability of projects started by donors. Inadequate monitoring of projects. Abuse of procurement procedures / tendering. Projects being sponsored by more than one donor.</p>	<p>People in diaspora to open link with the county. Institutions benefiting to support projects. Political goodwill. Peace and stability. Legal framework at the county level.</p>	<p>Lack of community ownership. Politization of projects. Insecurity. Lack of sustainability. Internal conflicts. Clannism / nepotism.</p>
<p>Governance and management of devolved functions</p>	<p>Qualified personnel at the sub-county and county levels e.g. Education directors, Youth Polytechnic managers, ECDE teachers.</p>	<p>Inadequate number of teachers / Instructors employed. Inadequate supervision. Weak monitoring and evaluation process. Inadequate allocation of funds / budgetary constraints. Misdirected priorities.</p>	<p>Sponsorship and seminars and workshops by County Government. County endowed with high caliber professionals. Willingness of County Government to provide funds.</p>	<p>Inadequate funds. Lack of accountability. Bloated personnel in devolved structure. Inadequate supervision structures at the county, sub-counties and war levels. Political interference in governance.</p>

		Favoritism in service provision and even recruitment.		Clannism, Nepotism and cronyism. Mismatch in placement of personnel.
Research and Development	Establishment of R & D department	Inadequate Research Assistants	Support from the County Government	Recommendations may not be implemented
	Area of research attracts donor funding	Inadequate funds	Findings will give room for further research	
		Inaccurate data analysis		
Finance & resource mobilization	Allocation of funds by County Government to the devolved functions	Funds allocated are inadequate	Availability of other financiers e.g business communities, NGO's, CBOs, FBO's	Misappropriation and embezzlement of funds
	Other stakeholders willing to support education	Poor book keeping and accounting	Networking through project proposals to willing donors	
	Availability of Budgets, financial regulations and guidelines	Lack of adherence to predetermined criteria for funding of projects.		
	Written proposals to solicit for funding			
Policy and legal framework	Bills can be passed into law quickly by the County Assembly	Bureaucracy in law formulation	The County Government has given room for formulation of laws that Govern Management of devolved functions in Education	Misuse of the law to suppress people
	Other policy documents are	Inadequate legal officers to interpret		Some laws may take long to be

	available for reference e.g policies from National Government	laws and policing guidelines		repeated.
Monitoring & Evaluation	Formation of M & E Committee	Inadequate funds to finance M & E activities	Formation and operationalisation of M & E committee	Inability to act on M & E reports
	Allocation of funds for M & E activities by the County Government	Inadequate training for officers in data analysis	Funding of the M & E activities	Failure by the M & E team to use the M & E tool.
			Action on M & E reports to Improve on project implementation	
			Feedback to citizens at a stakeholders forum	
Lack proper ICT infrastructure, policy framework and capacity development.	Support from the top management. Availability of electricity. Some schools in the County are offering ICT curriculum under the Ministry of Education. CBO's offering ICT literacy programmes Mobile phone penetration.	County ICT policy not yet adopted. There are inadequate ICT personnel. Low ICT literacy level. Low internet connectivity and use in the offices. Inadequate linkages with stakeholders. Low utilization of IT in government services. Inadequate monitoring systems on	Availability of National ICT policy. Support from the Central government and other partners. Availability of media through newspaper, radio and TVs, social media. Mobile phone penetration. PPP.	Low attitude towards ICT. Resistance to change. Security-vandalism of ICT equipment and systems insecurity.

		utilization of ICT resources in the county.		
--	--	---	--	--

<b>Factor analyzed</b>	<b>Strength identified</b>	<b>Action plan</b>
Human resource capacity	Existence of qualified staff	Motivation and skills upgrading
Technical capacity	Presence of technically qualified personnel	Technical skills upgrading
Finance	Compliance with financial regulations	Continuous sensitization on finance management regulations
<b>Factor analyzed</b>	<b>Weakness identified</b>	<b>Action plan</b>
Management system	Poor inter and intra departmental coordination	Enhance coordination through staff sensitization, communication and continuous trainings
Human resource capacity	Inadequate staff	Recruitment of additional staff
ICT	Inadequate ICT facilities and skills	Acquire ICT facilities and conduct ICT related trainings  Networking all the departments
Technical capacity	Insufficient technical capacity	Conducting technical skills upgrading programs
Finance	Inadequate and erratic funding	Enhancement of funding  Timely release of funds from the county treasury

Facilities/premises	Inadequate office space	Secure enough space
---------------------	-------------------------	---------------------

## 2.5 PESTEL analysis

In preparing this strategic plan, a broad Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis was undertaken. This enables the Education and ICT Department to telescope and candidly describe the environment in which it operates and therefore be able to appreciate the factors that will either support or impede the process of implementing the strategic plan. The table below shows the PESTEL Analysis.

ENVIRONMENT	OPPORTUNITIES	THREATS
<b>POLITICAL</b>	-Resource Mobilization	Resource Misallocation
	-Capacity building Through Seminars and Rallies/barazas	Lack of Commitment
	-Strong Human Resource Base	Corruption
	Peace Building	Clannism, nepotism, tribalism
	Bursaries, Grants, CDF, County funding – Equalization funds	Poor planning
	Initiating Schools	Child Labour in Tea/Coffee/Markets/brick making industries
<b>ECONOMIC</b>	Income Generating activities e.g Commercial Farming, Brick making, Pedi-cycle/BodaBoda transportation, attachments	Dropout/High wastage rates
	Business Enterprises (Innovativeness)	Early Marriages for Youth Polytechnic trainees
	Infrastructure Development – Good roads, classrooms etc	HIV/AIDS, Drug abuse and substance
	Sufficient food	Poor planning
<b>SOCIAL</b>		
	- Media exposition	FGM,
	- Church activities	Lack of role models

	- Exchange programmes and bench marking with other Youth Polytechnics	Lack of Social amenities e.gStadias, Social halls
	- Support from Children's department	Drug & substance abuse
	- Guidance & Counselling in Schools	Cattle rustling
	- Clubs and Societies	Child Labour& abuse



	- <b>Dept of Interior and National Co-ordination oversight role</b>	<b>Commercial Sex</b>
	- Positive Cultural Values e.g norms regarding Socialization	Early Marriage & Pregnancies
		Pool games, ajua, Videos, cards
	- Community Welfare associations e.g MYW and CBOS	Bodaboda transport
	- Youth Groups	
	- Participation in Co-Curricular activities	HIV/AIDS
		Clannism
		Insecurity
		(Poor parenting and neglect of OVC s)
	- Availability of donors e.g NGOs – World Vision, Aphia plus, CDF, World Bank, OPEC, Financial Institutions e.g Equity bank, KCB etc.	Understaffing in Schools
<b>TECHNOLOGICAL</b>		
	- Mobile Phones	
	- T.Vs and Radios	T.Vs/Radio programme are obscene to students
	- Motor Bikes for ease of transport.	Bikes
	- Education & ICT Networking	Easy transport
	- County & National	Cybers, Social Media e.g face book,

	Government goodwill to supply Computers	Twitter and Whatsapp
<b>ECOLOGICAL/ ENVIRONMENTAL</b>		
	Human Resource/Personnel availability	Overpopulation
	Conducive climate – Not too hot and not too cold	High poverty Index

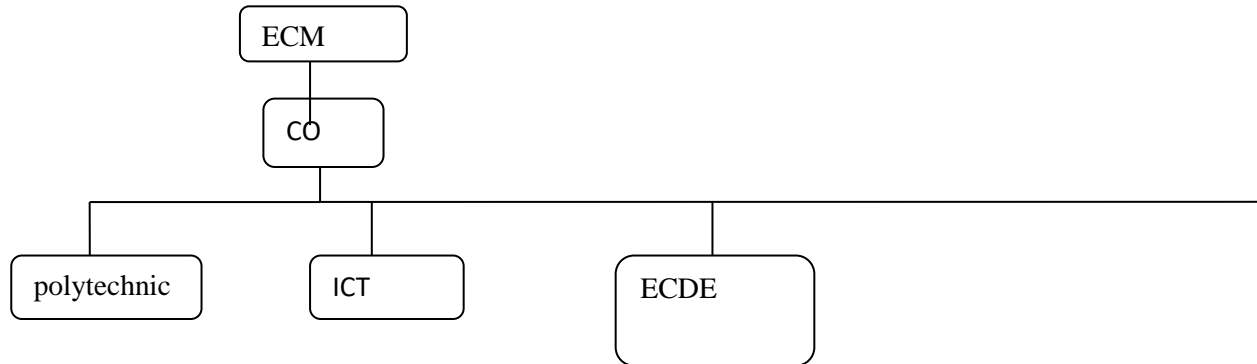
	Diversity with regard to many surrounding Counties – e.g Rachuonyo, Bomet and Kisii ( benchmarking and interaction are easy)	Inaccessibility due to heavy rains e.g bridges are at times washed away
	Topography/Landscaping is good	Thunder and lightning challenges during rainy season
	Lunch Programmes in Schools – Saves on time	Infrastructure- School building e.g in most Primary Schools ECD don't have classes
		Negative attitudes in some areas
		Poor Roads network- Most of our roads not tarmac, impassable during rainy season.

<b>LEGAL</b>	The Constitution makes basic education compulsory	Discipline problem
	The Government has put in place relevant bodies to help in the running of Schools – PTAs, and BOM	Funding not adequate
	Subsidized funding by the Government	General breakdown of discipline because of the rights of the Child
		Overloaded Curriculum
		Understaffing in Most Schools especially Primary
	Availability of legal and regulatory framework to guide education programmes	In adequate Funding

## 2.6 Departmental current Organization structure and functions

### 2.6.1 Current Organization Structure

The current structure has the following offices; Executive Committee Member, Chief Officer, ECDE, ICT, YPs, Home craft centers & Child care facilities. In the ICT directorate, there is a director in charge and also an administrative support staff. There is one secretary and one driver attached to the office of the ECM.



### 2.6.2 An analysis of the current Organization structure and Functions

The functions of the Department are mostly derived from the various acts which support the devolution framework and the constitution of Kenya 2010. They are currently executed through four units namely the Youth Polytechnics, ECDE, Home craft Centres and Child Care Facilities and ICT. At the administration level, the Department has Executive committee member and the chief officer providing supervisory and coordination services.

#### Executive Committee Member

The Executive Committee Member is the head of the Department who coordinates policy formulation and overseeing the implementation of departmental policies. The office is responsible for the supervision and overall coordination of the Department. The ECM also represents the Department in the County Executive Committee, appoints subcommittees to help in the implementation of the policies. Mobilization of resources for the Department through internal and external linkages is a key duty performed by the ECM. The Department therefore gets proper direction on the realization of its mandate through this office.

#### Chief Officer

The chief officer is responsible to the executive committee member for the administration of the department of Education and ICT as provided under section 46 of the County government Act, 2012. The chief officer is the authorized officer in respect of exercise of delegated power. He or she is the accounting officer of the Department and ensures proper implementation of the strategic plan as well as the annual plans to conform with the requirements of the Kenya vision 2030 and the constitution 2010.

**Directorate of Early Child Development and Education (ECDE).**

The mandate of this directorate is the administration and management of education programmes at ECDE. The directorate of ECDE consists of professionals mainly teachers specialized in early childhood Education and development and supervisory staff who are employees of the Teachers Service Commission.

**Directorate of Information Communication Technology (ICT).**

The mandate of this directorate is strengthening the ICT infrastructure, policy framework and capacity development in the County. This directorate consists of the director ICT and an administrative support staff.

**Directorate of Youth Polytechnics.**

The mandate of this directorate will be the management of Technical and vocational education programmes at Youth Polytechnics. This directorate consists of Technical and vocational education professionals referred to as instructors teaching in various YPs.

**Directorate of Home Craft Centres and Child Care Facilities.**

This directorate is yet to have its own staff to oversee the management and administration home craft centres and child care facilities which are soon to be established.

**2.7 Departmental current Staff Establishment**

The Department is operating at sub-optimal staffing levels. The total technical and support staff in the department is shown in table below:

<b>Units</b>	<b>Positions</b>	<b>In-Post</b>
Administration.	ECM.	1
	CO.	1
	Secretary/ assistant.                      admin	1

	Clerical officers.	0
	Drivers.	1
	Support services.	0
Youth Polytechnics	Director	0
	Deputy Director	0
	Assistant Directors/sub - counties	0
	Managers	0
	Instructors	0
ECDE	Director	0
	Deputy Director	0
	Assistant Directors/sub - counties	0
	Ward coordinators	0
Home craft Centres & Child Care Facilities	Director	0
	Deputy Director	0
	Managers.	0
ICT	Director	1
	Principal ICT Officer	0
	Chief ICT officer	0
	ICT Administrators	1
<b>Total</b>		<b>6</b>

## 2.8 Stakeholder Analysis

This strategic plan takes cognisance of the Department's stakeholders and their assistance to the Department. The stake holders are analysed for both in Education and ICT as shown below.

### i) EDUCATION

<b>NAME</b>	<b>INTERESTS</b>	<b>OUTCOME</b>
County Government	Co-ordination and implementation of policy and programmes for ECDE and Youth Polytechnics e.g Staffing, Supervision, Monitoring and advisory	Improved access, transition and retention
Ministry of Education (State department of Education)	Oversight role, quality assurance, policy formulation, partnerships	Improve quality of education and training being provided
Pupils/Trainee's	Access to and acquisition of quality education and training	Improved performance, quality of life and self employment
Teachers/Care Givers/Instructors)	Effective Curriculum implementation	Increase in transition to Primary level/many trainers complete training and get placed at work
Parents/Guardians	Attainment of quality education and food care of Children/trainees	Numeracy, Literacy and writing skills acquired/Trainees acquire skills in areas of specialization
ECDE/Youth Polytechnics Board of Management	Institutional development, management and Governance	Improved development in ECDE and YPs
County Education Board	Governance in ECDE Centres and Youth Polytechnics	Registration of ECDE Centre and Youth Polytechnics, Provision of quality education and training.
Non Governmental Organizations	Infrastructure, OVC support, Capacity building, Bursaries	Improved access, transition and completion of children; skills development for Teachers/Instructors and Education Managers
Ministry of Health	Primary health care, Deworming, Vaccination, hardworking programmes, etc	Healthy children and environment free of diseases
Sponsors (Church)	Spiritual guidance, Infrastructure development.	Improved access, moral growth, discipline.

ii) ICT

<b>STAKEHOLDER</b>	<b>FUNCTIONS</b>	<b>TARGET</b>	<b>ASSISTANCE TO THE COUNTY</b>
ICT Authority	Regulatory. Capacity building. Security. Funds and creating linkages	Development of e-government policies.	Technical Assistance. Capacity building. Financing.
CCK	Oversight and regulatory.	Compliance in information delivery,	Arbitration. Technical support. Licensing.
Media	Information and oversight.	Provide right information	Publicity
County Government	Funding. Integration of its core functions. Service delivery to its citizens.	Service delivery.	Mobilization of resources.
The Public	Mobilize resources. Provide information.	Creation and utilization of resources.	Capacity building. They are active participants in public affairs.
NGOS & CBO	Capacity building. Advisory services. Provide oversight.	Public. County Government. National government.	Capacity building. Technical assistance. Funding.
Training	Training.	Citizens	Capacity building

Institutions			
Financial Institutions	Financing. Mobilize resources. Provide infrastructure for financial services.	Customers/citizens.	Funding/ service delivery through mobile banking
Telecommunication / Service Companies.	Consultancy services. Provide infrastructure. Employment opportunities	Companies/county government/citizens	Consultancy and service delivery
Internal Staff in the county government( other Departments in the County Government)	Co-ordination, implementation of Key government projects	Citizens/public	Service delivery

## 2.9 Ongoing and Proposed Projects and Programmes

The following are the proposed, on-going and flagship projects as outlined in the CIDP 2013-2017 relevant to the Department.

### 2.9.1 Village Polytechnics

#### i) On-going projects/programmes

Project Name Location(Constituency)	Objectives	Targets	Description of activities	
Construction of twin workshops at Nyaikuro Model Polytechnic. Manga ward.	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover
Construction of twin workshops at Morako polytechnic. Manga ward.	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover



Construction of twin workshop at Riomego catholic youth polytechnic. Magwagwa ward.	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover
Construction of twin workshops at Nyamanagu Youth Polytechnic. Magombo ward	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover
Renovation of workshops at Kenyerere Polytechnic. Magombo ward.	Technical training	skills	Complete construction of classrooms	Tendering, construction, supervision and handover
Construction of classrooms at Nasari village polytechnic. Itibo ward	Technical training	skills	Complete construction of classrooms	Tendering, construction, supervision and handover
Construction of twin workshop at Ekerubo Gietai village polytechnic. Itibo ward	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover
Construction of classrooms at Tinga youth polytechnic. Bosamaro ward.	Technical training	skills	Complete construction of classrooms	Tendering, construction, supervision and handover
Construction of classrooms at Bigege village poly. Bosamaro ward.	Technical training	skills	Complete construction of classrooms	Tendering, construction, supervision and handover
Construction of twin workshops at Mariba youth poly. Bosamaro ward.	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover
Construction of classrooms at Matongo village poly. Bokeira ward.	Technical training	skills	Complete construction of classrooms	Tendering, construction, supervision and handover
Construction of classrooms at St. Francis poly. Isise ward	Technical training	skills	Complete construction of classrooms	Tendering, construction, supervision and handover
Construction of twin workshops at Bonyunyu youth poly. Gachuba ward	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover
Construction of twin workshop at Geteni. Gachuba ward	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover
Construction of twin workshop at Kiangende youth polytechnics. Gachuba ward	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover
Construction of twin workshops at Mwongori poly. Mekenene ward	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover

Construction of twin workshop at Kiobwoye YP. Kembra ward	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover
Construction of classrooms at Manga Orotuba YP. Kembra ward	Technical training	skills	Complete construction of classrooms	Tendering, construction, supervision and handover
Construction of classrooms Kiendege YP. Kembra ward	Technical training	skills	Complete construction of classrooms	Tendering, construction, supervision and handover
Construction of twin workshop at Nyairanga YP. Ekerenyo ward	Technical training	skills	Complete construction of workshops	Tendering, construction, supervision and handover

### ii) Stalled Projects in Village polytechnics

Project Name Location/District/Constituency	Priority ranking	Objectives	Targets	Description of activities
Construction of classrooms, twin workshops and equipping at Mag'ong'o polytechnic.	1	Improve skills of the youth create employment	Completed and equipped polytechnic	Tendering, construction, supervision and handing over
Completion of the following youth polytechnic-workshop - Mariba, Nyakoria	2	Improve skills of the youth create employment	Completed polytechnic-workshop	Tendering, construction, supervision and handing over
Bobembe youth Polytechnic	4	To train youths in relevant skills	All eligible youth	complete construction furnish equipments and open the institute

### iii) New project proposals- Polytechnics

Project Name Location(Constituency)	Priority ranking	Objectives	Targets	Description of activities
Proposed Riensune village polytechnic. Nyansiongo ward.	1	Technical training	skills Complete construction of workshops	Tendering, construction, supervision and handover
Proposed Gesore village poly. Township ward.	2	Technical training	skills Complete construction of workshops	Tendering, construction, supervision and handover

<b>Project Name Location(Constituency)</b>	<b>Priority ranking</b>	<b>Objectives</b>	<b>Targets</b>	<b>Description of activities</b>
Proposed Nasari village poly. Itibo ward.	3	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
Mang'ong'o village poly. Nyamaiaya ward.	4	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
Nyabweri polytechnic- workshop. Bomwagamo ward.	6	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
St Andrews Kerema Poly-wkshops, hostel, adm block, toilets, tools and equipments. Kiabonyoru ward.	7	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
Nyangoge YP- workshop	8	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
Bonyarorande (NEW PROPOSED)	9	Technical training skills	1 new polytechnic completed	Tendering, construction, supervision and handover
Ritibo VP. Gesima ward.	10	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
Bogwendo VP (NEW PROPOSED). Magombo ward.	12	Technical training skills	1 new village polytechnic completed	Tendering, construction, supervision and handover
Nyamanagu polytechnic Classrooms, admin block and fencing. Magombo ward	13	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
Kenyerere polytechnic renovations. Magambo ward.	14	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
Engoto Village P. Bokeira ward.	15	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
Nyabigege VP (NEW PROPOSED). Gachuba ward.	16	Technical training skills	Complete construction of workshops	Tendering, construction, supervision and handover
Kiamogiti VP (NEW PROPOSED)	17	Technical training skills	1 new village polytechnic completed	Tendering, construction, supervision and handover

<b>Project Name Location(Constituency)</b>	<b>Priority ranking</b>	<b>Objectives</b>	<b>Targets</b>	<b>Description of activities</b>
Gachuba ward.				
Rigoma VP (NEW PROPOSED) Gachuba ward.	18	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Riamrefu VP (NEW PROPOSED) Gachuba ward.	19	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Gesure VP (NEW PROPOSED) Manga ward.	20	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Kebuse VP (NEW PROPOSED) Esise ward.	21	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Raitigo VP (NEW PROPOSED) Esise ward.	22	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Gitwebe village poly (NEW PROPOSED) magwagwa ward.	23	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Mobamba VP (NEW PROPOSED) Bonyamatuta ward.	24	Technical skills training	Complete construction of workshops	Tendering, construction, supervision and handover
Nyamwetureko VP (NEW PROPOSED) Bonyamatuta ward.	25	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Nyainagu village poly (NEW PROPOSED).Bonyamatuta ward.	26	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Riamogaka village poly (NEW PROPOSED)kembra ward.	27	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Nyaronge village poly (NEW PROPOSED). Mekenene ward.	28	Technical skills	1 new village polytechnic	Tendering, construction, supervision and

<b>Project Name Location(Constituency)</b>	<b>Priority ranking</b>	<b>Objectives</b>	<b>Targets</b>	<b>Description of activities</b>
		training	completed	handover
Gekendo VP (NEW PROPOSED) Ekerenyo ward	29	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
IKonge village poly (NEW PROPOSED) Ekerenyo ward.	30	Technical skills training	1 new village polytechnic completed	Tendering, construction, supervision and handover
Establishment of Ikonge youth polytechnic.	32	Technical skills training	Complete construction of workshops	Tendering, construction, supervision and handover
Establishment of Bosiango polytechnic.	33	Technical skills training	Complete construction of workshops	Tendering, construction, supervision and handover
Establishment of Sironga youth complex	34	Technical skills training	Complete construction of workshops	Tendering, construction, supervision and handover
Proposed Mageri Polytechnic with boarding facilities.	35	Technical skills training	Complete construction of workshops	Tendering, construction, supervision and handover
Supply of computers to all polytechnics.	36	To enhance technical training and ICT.	Purchase materials, equipment and computers.	Tendering, installation and use.
Kiabwora youth polytechnic	38	Establish and nurture talents among youth	All youth	Construct and equip one polytechnic
Morako polytechnic workshop	39	To diversify and improve skills training	Put up 1 workshop for motor vehicle mechanics	Procurement and construction

## 2.9.2 On-going projects in ECDE

<b>Project Name Location(Constituency)</b>	<b>Priority ranking</b>	<b>Objectives</b>	<b>Targets</b>	<b>Description of activities</b>
Construction of ECDE centers in all public primary	1	To improve access, retention and	All the public primary	Tendering, construction, supervision and

<b>Project Name</b> <b>Location(Constituency)</b>	<b>Priority ranking</b>	<b>Objectives</b>	<b>Targets</b>	<b>Description of activities</b>
schools in the county.		completion rates.	schools.	handover

### 2.9.3 On-going projects/programs in ICT.

<b>Sub Sector</b>	<b>Priority Ranking</b>	<b>Objectives</b>	<b>Targets</b>	<b>Strategies</b>
Expansion of mobile phone network - County Wide	1	Facilitate use of the Internet and ease communication	Install 1 mobile phone transmitters to the per year county wide.	Extend telephone coverage in the rural centres by providing more distribution lines and expanding existing exchanges: Installation of more transmitters for cell phones.
Establishment of Community Library in Nyamira Town.	2	To enhance information sharing and dissemination and establish reference centre for students hence promote education standards in the county.	All Nyamira students, community and the public in general.	Construct, identify and avail staff, seek assistance for donation of books from KNLS, private sector, Government Departments and the community.
Geographical Information System Installation and training Nyamira town.	3	Enhanced monitoring and better progress reporting by NGOs and Government departments.	CIDC.	Training of more officers on GIS Installation of GIS in key departments
Strengthen the Rural Press - County wide	4	To strengthen the rural press	Produce magazines at a monthly basis	Publication of rural press magazine on topical socio cultural and economic issues
Establishment of constituency Digital villages and cyber cafes.  County wide.	5	Expand use of ICT services	Have a digital village in Nyamira town and 2017 and a cyber café in each divisional headquarter by 2017	Establish digital villages to provide internet, email, fax and internet services to the community
ICT Uptake	6	Increase efficiency in public delivery.	Government department.	ICT centres are started at county level Mobilize resources for ICT and training.
Establish community resource centres in each constituency.	7	Promote education standards in the county.	The academia and research.	Procure and construct.

## **CHAPTER THREE**

### **3.0 STRATEGIC MODEL**

#### **3.1 Introduction**

This chapter discusses the key issues that the Department has identified and which it needs to address in order to effectively achieve its mission while also providing the leadership required to accelerate the realisation of the first CIDP and second MTP aspirations of the Kenya vision 2030. The strategic objectives and strategies to be pursued in addressing the issues are also presented. The chapter lastly discusses the cross cutting issues affecting the Department. This plan will therefore be anchored on strategic areas as stated below:

STRATEGIC ISSUES	STRATEGIC OBJECTIVES	STRATEGIES
<p>Infrastructural development for ECDE Centres, Youth Polytechnics, Home Craft centres and Child Care facilities.</p>	<p>To improve teaching learning environment, quality training and increased enrolment. To improve access, transition and retention rates in education.</p>	<p>Construction of workshops, classrooms, Home craft centres and Childcare facilities and sanitation facilities for them. Starting of a feeding programme. Enhancing environmental conservation and promotion of green institutions. Creation of recreational facilities for the devolved Institutions. Ensuring safety and Security measures by installing fire extinguishers and fencing of Institutions. Provide all these Institutions with lighting facilities e.g HEP, Solar. Promotion of Co-curricular activities by providing playgrounds, play equipment and liaising with department of Culture and Sports on identifying talents for talent academies.</p>
<p>Strengthening Curriculum implementation and Supervision.</p>	<p>To improve content delivery and quality training. To improve and sustain quality education and training. To increase transition to Primary school level.</p>	<p>Purchase of tools, instructional material and equipment. Acquire relevant teaching and learning materials. Improve human resource capacity in ECDE, YPs, HCCs and CCs. Recruitment and remuneration of teachers/Instructors in ECDE Centres, YP- Managers of HCC/CCCs and support staff.</p>
<p>Enhancement of collaboration</p>	<p>Increase collaboration and</p>	<p>Community sensitization on</p>



and partnership	partnership of all institutions with relevant stakeholders. To reduce public spending, increase access, equality and equity in provision of education and training. Increase transition of YP trainees to places of work.	County Government Mandate of the ME and ICT. Establishing of Private, Public partnership networks. Organize stakeholder's forum.
Finance and Resource Mobilization	To increase production units.  To improve access to education and training opportunities.	Emphasis on budget preparation and presentation. Preparation of annual work plans for each of the devolved functions. Diversify the revenue base by creating income generating and investment centres. Develop cost cutting measures by focusing on internal control audit.
Promotion of Research and development	To improve learner performance through encouragement of critical thinking.	Strengthen research and development by creating a Directorate of Research and Development.
Formulation of Policy and Legal framework	To guarantee the right of every child to quality and relevant education.	Development of strategic plans. Undertake baseline Survey. Preparation of policy documents for YPs, ECDE, CCC and HCC. Preparation, Presentation and passing of bills for the devolved functions.
Strengthening of governance and management of devolved functions.	To achieve effective administration and management for delivery of quality education and training.	Establish devolved functions Education Management Board. Provide operational costs for the Management boards in HCC and CCC.

		Capacity building of members of the Management Boards and Directors.
Monitoring and Evaluations.	To assess progress of activities and programs for the achievement of educational goals.	Establish M & E teams Submission of periodic reports.
Strengthening of ICT infrastructure, policy frame-work and capacity development.	<p>Develop a legal and policy framework that will guide the operations of ICT department.</p> <p>Provide advice and give direction on ICT related issues for the county community.</p> <p>Plan, design and maintain a reliable, efficient and secure ICT infrastructure that can support and enhance effective and efficient service delivery.</p> <p>Develop efficient and responsive ICT personnel to support the County on all ICT related issues.</p> <p>To collect and Geo-reference data to inform the county Government policy and planning in all departments.</p> <p>To co-ordinate mobilization of funds and resources for successful implementation of ICT in the County.</p>	<p>Legal &amp; policy documents formulation.</p> <p>Improve ICT infrastructure.</p> <p>Human resource and capacity building.</p> <p>Funds and resource mobilization.</p> <p>Develop linkages and partnerships with other stakeholders.</p> <p>To develop and maintain a Geo-referenced data system to inform policy and planning in the county.</p>

	Develop linkages and partnerships with other relevant stakeholders.	
--	---	--

## 3.2 Cross-cutting Issues

### 3.3.1 Equity (inclusiveness)

The lack of involvement and consideration of the views of the public has led to lack of ownership and sustainability of the initiatives implemented since the communities at large were not wholly involved in the decision making process. The Kenyan constitution currently provides for the inclusion of the disabled and marginalized and ensures public participation is exercised in all ventures.

### 3.3.2 Alcohol, drug and substance abuse

The misuse of alcohol and abuse of drugs in educational institutions is a continuing menace which impacts negatively in attainment set goals and objectives. Consumption of illicit local brews is prevalent among the youth and adult population in Nyamira County.

### 3.3.3 Information and Communication Technology (ICT)

The limited access and availability of the ICT facilities hampers development in the county by reducing the effectiveness and efficiency in fulfilling the Department's mandate. Mainstreaming ICT at all levels of education and training is a critical issue. The lack of appropriate technologies in the service and business sectors creates an impediment to development as a result of over reliance on manual technology.

### 3.3.4 Environmental and climate change

Increase in population has put immense pressure on the natural resources leading to degradation of the ecosystem balance. Climate changes whose impacts are aggravated by human activities have adverse effect on the environment and the livelihoods of a people. The impact hampers development by causing a strain in access to raw materials, poses a risk to food security and also increases conflicts among communities.

### 3.3.5 HIV and AIDS

HIV and AIDs continues to pose a major challenge to all sectors of the economy and is affecting the development programmes in the county. Its prevalence rate in Nyamira County is 6.9 per cent (NASCOP, County HIV Profiles 2012). HIV and AIDS pandemic has impacted negatively on the productivity of the work force that is either infected or affected thus affecting service delivery and education and training operations. For instance, there are children and teachers in schools who are HIV positive yet there no health services specifically meant for them.

### **3.3.6 Gender mainstreaming**

Women constitute 52 per cent of the county's population. Although they are the majority, they are generally left out of development decision making processes through lack of representation. Policies, plans and strategies rarely take into consideration gender roles and responsibilities. Considering that in 2009 Kenya Population and Housing Census ; 41,539 out of the 131,039 households (37 per cent) in Nyamira county were female headed, they were certainly more disadvantaged and more likely to be poor compared to other households. The full participation of women in economic activities is often hampered by legal and actual discriminatory practices. There is need for liaison with key stakeholders in removing obstacles that encourage full participation of women in economic development. Factors exacerbating gender disparities in the county are rooted in socio-cultural practices such as ownership of production resources like land and capital; participation in decision making and early/child marriages.

# CHAPTER FOUR

## 4.0 IMPLEMENTATION OF THE STRATEGIC PLAN

### 4.1 Introduction

The implementation of this Strategic Plan will require the full involvement, effort, commitment and leadership from the Department staff and all the stakeholders. It will require that the resource mobilization is focused on the achievement of the objectives laid out in the plan. The following matrix details the implementation of the identified issues in the Department.

Strategy	Activity	Output	Key Indicator	Reporting schedule	Target for 5 years	Target by Plan Year					Responsibility	Budget (Kshs. Million) per Plan Year					
						Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5	Total
<b>Strategic issue 1: Infrastructural development for ECDE Centres, Youth Polytechnics, Home Craft centres and Child Care facilities.</b>																	
<b>Strategic objective 1.1: To improve teaching learning environment, quality training through infrastructural development</b>																	

Constructi on of workshops in YPs.	Site Identification for construction of workshop.  Survey and Design.  Construction Works.  Refurbishme nt.	Worksh ops built.  Worksh ops refurbish ed.	No. of workshops built.  No. of BQs prepared.  No. of Yps refurbished.	Annual ly.	182	30	33	36	40	43	Chief Officer.	2 9. 7	33	36	39 .9	44	1 8 2
Constructi on of classes, sanitation facilities, installation of water harvesting equipment and putting up of recreation facilities.	Site Identification .  Survey and Design.  Construction Works.  Refurbishme nt.	ECDE centres establish ed.  Sanitatio n facilities put in place.  Water harvesti ng equipme nt establish ed.  Recreati onal	No. of ECDE centres established.  No. of sanitation facilities put in place.  No. of water harvesting equipment established.  No. of recreational facilities constructed.  No. of children	Annual ly	243	40	44	48	53	58		1 1 7	13 0	14 3	15 7. 3	17 3	7 2 0

		facilities constructed.  Children accommodation.	accommodated														
Institutional safety and security enhancement	Training of ECDE teachers, managers on safety and security standards and practices.  Installation of safety and security apparatus.  Demonstration on safety and security.	Trained ECDE teachers, managers on safety and security standards and practices  Installed safety and security apparatus.  Demonstrations on	Training reports.  No. of perimeter walls.  No. of lockable gates.  No. of lockable doors and padlocks	annually	2030	406	406	406	406	406		30	33	36	40	44	183

		safety and security															
Construction and Equipping Home craft centres.	Development of BQs and plans. Advertising and publicity of tender. Evaluation and award of tenders. Project Management. Installation of fire extinguishers. Improvement of street parking.	Constructed and Equipped Home craft centres.	No. of BQs and plans. Evaluation and award of tenders' reports. Project Management reports. No. of fire extinguishers installed. Number of bus parks, bays and walkways.	annually	20	4	4	4	4	4		56.7	63	69	76	83.9	34.86



**Strategic Issue 2: Strengthening Curriculum implementation and Supervision.**

**Strategic objective 2.1 Purchase of tools, instructional material and equipment for YPs**

<p>Equipping YPs with tools, instructional material and equipment.</p>	<p>Carry out a needs assessment for each YP.</p> <p>Stakeholders meeting to validate the report.</p> <p>Potential partners for Tools and Equipment donations and develop a proposal.</p> <p>Carry out a survey on the tools costs.</p> <p>Purchase of essential tools and equipment.</p>	<p>Needs assessment reports.</p> <p>Minutes/ reports of stakeholders meeting.</p> <p>Proposal developed to source for tools and equipment.</p> <p>Survey report on cost of tools and equipment.</p> <p>List and</p>	<p>No. of needs assessment reports.</p> <p>Stakeholder attendance list.</p> <p>No. of proposals funded.</p> <p>List of tools and equipment donated.</p> <p>Reports on costs of tools and equipment.</p> <p>Quotations from suppliers.</p> <p>Delivery notes of tools and equipment supplied.</p> <p>Tools and equipment</p>	<p>Annually.</p>	<p>31</p>	<p>5</p>	<p>6</p>	<p>6</p>	<p>7</p>	<p>7</p>	<p>Director Youth Polytechnics.</p>	<p>3.3</p>	<p>3.7</p>	<p>4.1</p>	<p>4.5</p>	<p>4.9</p>	<p>20.5</p>
--	--	---	---	------------------	-----------	----------	----------	----------	----------	----------	-------------------------------------	------------	------------	------------	------------	------------	-------------

		number or inventory of tools and equipment purchased.	inventory records in YPs.															
<b>Strategic objective 2.2: Improvement of human resource capacity</b>																		
Recruitment of staff for YPs and training of instructors	Recruitment of YP Director, sub-county Directors  Training of instructors	Staff recruited  Trained instructors.	The number of staff recruited.  No. of instructors trained.  Training report.	once	12	12	0	0	0	0	Chief Officer	63	-	-	-	-	63	
Capacity build youth polytechnic managers and BOG members.	Workshops and seminars	Trained YP manager and BOG members	Number of managers and BOG members trained.  Training report.	annually	670	110	120	135	145	160		Director YPs	2.3	2.6	2.86	3.15	3.46	14.37
To recruit, induct and capacity build ECDE	Recruitment of 812 ECDE teachers.  Capacity	Recruited and inducted ECDE	No. Recruited ECDE teachers.  No. Inducted	Annually	4168	406	812	890	980	1080			5	10.3	11.3	12.46	13.7	52.79

teachers and supervisors.	building of ECDE teachers.	teachers. Trained ECDE supervisors.	ECDE teachers. No. trained ECDE supervisors. Training report.														
Implementation of the STD curriculum in ECDE	Purchase of learning Materials for ECDE.  Constituting and training of Management committees.		No. of ECDE centres implementing uniform curriculum.  No. of ECDE centres supported with learning materials.  No. of Constituted and trained management committees.  Training report.	Annually	4168	406	812	890	980	1080	Director ECDE	18	36	40	43	48	185
Training and capacity building of staffs	Train and capacity build 20 staffs. Train officers on	HCCs staffs trained.  Officers trained	No. of HCCs staffs trained. No. of Officers trained on management. No. of HCC	Quarterly.	20	-	4	4	4	4	Director HCCs & CCFs	-	7.8	7.8	7.8	7.8	31.2

Capacity building Home craft centres officers on management	management. Form 4 HCC management boards. Establish and strengthen 4 M/E teams. Develop 1 HCC operational manual. Quality Assurance & Standards Inspection surveys	on manage ment. HCC manage ment boards formed. Establis hed M/E teams. HCC operatio nal manual.	management boards formed. No. of Established M/E teams. HCC operational manual Training reports. Quality Assurance & Standards Inspection reports.								Chief Officer						
<b>Strategic Issue 3: Enhancement of collaboration and partnerships</b>  <b>Strategic Objective 3.1: Increase collaboration and partnership of all institutions with relevant stakeholders</b>																	
To partner and strengthen collaboration and partnerships.	Proposal writing. Negotiations with potential donors. Stakeholders, partners' forums.	Partners hips and collabor ations made.	No. of partnerships and collaborations	Quarte rly.	23	4	4	4	5	5		6.12	6.8	7.5	8.2	9	37.62

	Discussions with potential Partners.																
<b>Strategic issue 4: Finance and Resource Mobilization</b>																	
<b>Strategic objective 4.1: Mobilize resources and diversify the revenue base of Youth Polytechnics.</b>																	
To mobilize resources and diversify revenue base of YPs.	Community sensitization on the function of the Polytechnics.  Stakeholders and partners forums on polytechnics roles and dev.	Good working relation and high levels of development	Reports on sensitizations done.  Number of production units established.  Sensitization workshops done..  No. of Forums held.	Quarterly	125	25	25	25	25	25	Director of Youth Polytechnics.	5	5	5	5	5	25
<b>Strategic Issue 5: Strengthening of ICT infrastructure, policy frame-work and capacity development</b>																	
<b>Strategic objective 5.1 To establish and improve infrastructure in ICT</b>																	
Establishment and improvement of infrastructure in ICT	Mapping of sites.  Site Identification  Survey and Design.	ICT infrastructure developed in sub-county, internet connection to	(i) Identify and map 20 ICT sites for village based projects  (i) Identify and map 20 ICT sites for	once	20	20	0	0	0	0	Director ICT	155					155

	<p>Installation of Georeferencing equipment &amp; infrastructure .</p> <p>Networking and connectivity of and subcounty headquarters</p> <p>Installation of LAN(executive offices).</p> <p>Installation of PABX (executive offices).</p> <p>Policy infrastructure stakeholder meetings (developing and sensitization)</p>	<p>county HQs, village ICT centres set up.</p>	<p>village based projects No. of sites installed with ICT and computer equipment. System developed for Georeferencing data system to Connect subcounties and county headquarters to internet .</p> <p>ICT policy document developed.</p>														
<b>Strategic objective 5.2 : ICT collaboration and partnerships</b>																	
To improve	ICT county collaboration	ICT collaborat	Reports of meetings	Quarte	60	10	11	12	13	14		2.	2.	2.	3.	3.	14.

collaboration and partnership.	meetings. ICT stakeholders Conference.  ICT consultations with national office.	ion meetings, Conferences and consultations.	held.  No of stakeholders partnership workshops.  No of consultations held.  No of stakeholder conference held.	rly								3	6	86	15	46	37
<b>Strategic objective 5.3 : ICT Human Resource capacity building</b>																	
To improve services delivery through staff capacity building	Recruitment of ICT staff.  Induction of ICT staff.  Training needs analysis and skills inventory.  Report validation workshop.  Establish ICT	Recruited staff.  Report on ICT staff inducted.  Training needs analysis reports.  ICT Board established.	No of qualified staff recruited.  Training needs and skills inventory . ICT board established. Report on validation workshop done	once	55	55	0	0	0	55		5.8	-	-	-	-	5.8

	board.																
--	--------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

### 4.3 Financial Resource Mobilization

#### 4.3.1 Financial Requirements by Directorate over the Plan Period

Directorate of Early Childhood Dev. (ECDE)	Division	Budget in Kshs. Million					
		2013/14	2014/15	2015/16	2016/17	2017/18	Total
	ECDE	190	210.6	231.7	254.8	280.3	1167.4
	Monitoring and evaluation						
<b>Support Services</b>	Administration	8.4	9.3	10.23	11.25	12.4	51.6
<b>Total Requirements</b>		<b>198.4</b>	<b>219.9</b>	<b>241.93</b>	<b>266.05</b>	<b>292.7</b>	<b>1218.9</b>

Directorate of ICT	Department	Budget in Kshs. Million					
		2013/14	2014/15	2015/16	2016/17	2017/18	Total
	ICT	21.56	23.95	26.3	28.9	31.8	132.51
<b>Support Services</b>	Administration	3.96	4.4	4.84	5.32	5.86	24.38



Directorate of ICT	Department	Budget in Kshs. Million					
		2013/14	2014/15	2015/16	2016/17	2017/18	Total
<b>Total Requirements</b>		<b>25.52</b>	<b>28.35</b>	<b>31.14</b>	<b>34.22</b>	<b>37.66</b>	<b>156.89</b>

Directorate of Youth Polytechnics	Department	Budget in Kshs. Million					
		2013/14	2014/15	2015/16	2016/17	2017/18	Total
	Youth Polytechnics	50	104.2	114.62	126.1	138.69	533.61
<b>Support Services</b>	Administration	11.7	13	14.3	15.73	17.3	72.03
<b>Total Requirements</b>		<b>61.7</b>	<b>117.2</b>	<b>128.92</b>	<b>141.83</b>	<b>155.99</b>	<b>605.64</b>

Directorate of Home Craft & Child care	Department	Budget in Kshs. Million					
		2013/14	2014/15	2015/16	2016/17	2017/18	Total
	Home craft centres & Child care facilities	56.25	62.5	68.75	75.63	83.19	346.32
<b>Support Services</b>	Administration	9.45	10.5	11.55	12.71	14	58.21

Directorate of Home Craft & Child care	Department	Budget in Kshs. Million					
		2013/14	2014/15	2015/16	2016/17	2017/18	Total
Total Requirements		65.7	73	80.3	88.34	97.19	404.53

#### 4.4 Human Resources.

To achieve the plan's objectives, the Department will require human resources with various skill levels as indicated below.

##### 4.4.1 Proposed Staff Establishment analysis

Department	Designation	Authorized Establishment	In-Post	Vacancies	Variance
Administration	CEC	1	1	0	0
	Chief Officer	1	1	0	0
	Secretary/Admin Assistants	20	1	19	-19
	Clerical officers.	20	0	20	-20
	Support staff.	20	0	20	-20
	Drivers	11	1	10	-10
	Directors	5	1	4	-4

	Deputy Directors	2	0	2	-2
	Assistant Directors	15	0	15	-15
	<b>Specialist officers</b>				
	Principal ICT officer	1	0	1	-1
	Senior Chief ICT Officer	1	0	1	-1
	IT Administrative Support	4	1	3	-4
	ECDE Ward coordinators	20	0	20	-20
	HCC CCFs Centre Managers	5	0	5	-5
	Librarians.	6	0	6	-6

#### 4.4.2 Rationale (Explanations)

Titles	Number	Rationale
Directors	5	Four directors to head the four directorates and one to be in charge of Quality Assurance (M/E)
Deputy Directors	2	To deputize the directors in the ECDE and YP departments.
Assistant Directors	15	To run departmental operations at sub- counties for ECDE, YP and Home craft centres & Child care facilities.
Secretary/Admin Assistant	20	Deployed in different offices as follows ECM-1, Chief Officer-1, Directorates-5, Sub counties-13
Specialist officers	31	Deployed in the headquarters and the sub-counties for each departments. ECDE department will coordinators at ward levels.
Librarians.	6	To be deployed at the County and five sub-counties offices.

Clerical officers.	20	To be deployed at the headquarter offices and sub-counties.
Drivers	11	Deployed in different offices as follows ECM-1, Chief Officer-1, Directorates-4, Departments-4, Sub counties-5.
Support staffs	10	To be deployed at the headquarter offices and sub-counties.

## 4.5 Implementation Strategy

### Executive Committee Member

The Executive Committee Member will head the Department and coordinate policy formulation and overseeing the implementation of departmental policies. The office will be responsible for the supervision and overall coordination of the Department. The ECM will also represent the Department in the County Executive Committee; appoint subcommittees to help in the implementation of the policies. Mobilization of resources for the Department through internal and external linkages will be a key duty performed by the ECM. The Department therefore will get proper direction on the realization of its mandate through this office.

### Chief Officer

The chief officer will be responsible for the executive committee member for the administration of the department of finance and planning as provided under section 46 of the county government act. The chief officer is the authorized officer in respect of exercise of delegated power. He or she is the accounting officer of the Department and ensures proper implementation of the strategic plan as well as the annual plans to conform with the requirements of the Kenya vision 2030 and the constitution 2010.

### Directorate of Early Child Development and Education (ECDE).

The directorate of ECDE will consist of professionals mainly teachers specialized in early childhood Education and development.

The directorate will be headed by the Director of ECDE who will be directly answerable to the Chief Officer Education and ICT. The director will be deputized by a deputy director. The directorate will also consist of sub-county and ward offices to be run by assistant directors and ward coordinators respectively.

The mandate of this directorate will be administration and management of education programmes at ECDE.

### Directorate of Information Communication Technology (ICT).

This directorate will consist of ICT experts headed by the director ICT in the county.

The mandate of this directorate will be strengthening the ICT infrastructure, policy framework and capacity development in the county.

### **Directorate of Youth Polytechnics.**

This directorate will consist of Technical and vocational education professionals. It will be headed by the director of Youth Polytechnics. The director will be deputized by a deputy director. The directorate will also consist of sub-county offices run by assistant directors.

The mandate of this directorate will be the management of education programmes at Youth Polytechnics.

### **Directorate of Home Craft Centres and Child Care Facilities.**

The directorate will consist experts in crafts. The directorate will be headed by the Director Home craft centres & child care facilities.

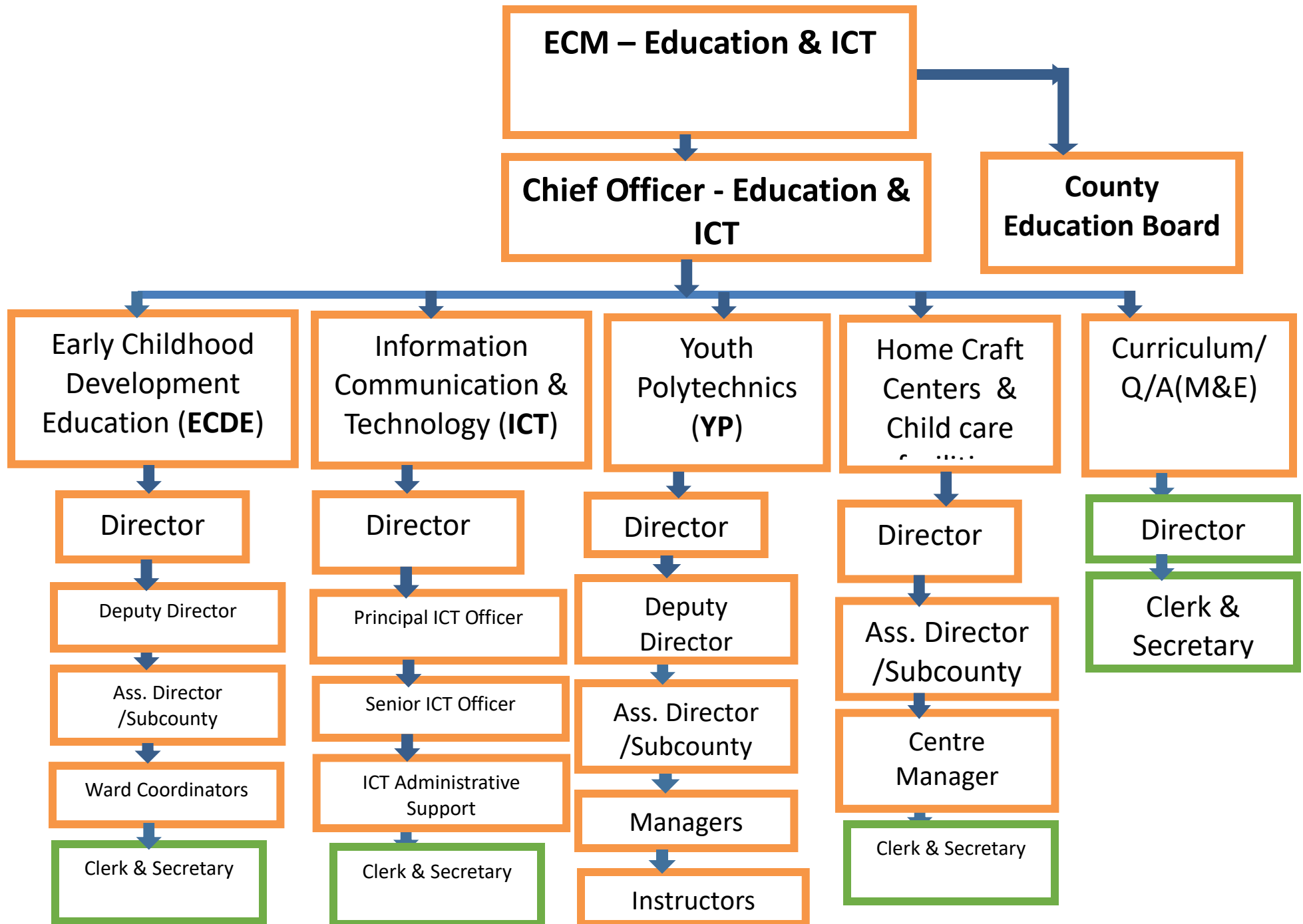
The directorate will endeavor to establish sub-county offices run by sub-county directors and centre managers to oversee home craft centres and child care facilities.

### **The Monitoring and Evaluation Division**

This division will be responsible for tracking results for the Education and ICT department in the county. The M&E will be conducted monthly to fast track the results. It will be run by a director M & E.

The mandate of this division will be quality assurance, supervision and maintenance of Standards in ECDE Centres, Youth Polytechnics and Home Craft Centres and Child Care Institutions.

#### 4.6 Proposed Organizational Structure



# CHAPTER FIVE

## 5.0 MONITORING AND EVALUATION

### 5.1 MONITORING AND EVALUATION STRATEGY

This strategic plan will be implemented through a multi-stakeholders approach spearheaded by the County Education Board. The County Government and Ministry of Education Science and Technology will take a leading role in ensuring that the strategies are fully implemented and monitored. Progress made will be ensured through medium term and end term evaluation. It is envisaged that education stakeholders will play critical roles in ensuring its success.

The table below shows the roles of each target group in the monitoring and evaluation process.

TARGET GROUP	ROLE	TIME OF MONITORING	M&E INDICATOR
COUNTY GOVERNMENT AND MOEST	Collection and analysis of data to inform stakeholders on review strategies	Annually Mid-term End of plan	Quarterly progress reports. Annual progress reports
STAKEHOLDERS FORUM	Receive and discuss reports on implementation plan, progress review and monitoring	Annually	Monitoring reports
STRATEGIC PLAN IMPLEMENTATION COMMITTEE	Oversee implementation Draw annual work plans Mobilize resources Report to stakeholders	Quarterly Annually	Committee progress reports  Annual work plans
<b>REVIEW PROGRAMME</b>			
MID-TERM REVIEW	A mid-term review will be carried out by the stakeholders within the strategy period to determine progress and impact	By June 2015	Mid-term review report

<b>END-TERM REVIEW</b>	An end-term review will be carried out to ascertain the results of the strategic plan. The plan will be subjected to a full review and a new way forward will be drawn.	By November 2017	End-term review report
----------------------------	--	------------------	------------------------