

REPUBLIC OF KENYA



COUNTY GOVERNMENT OF NYAMIRA

**DEPARTMENT OF EDUCATION
AND VOCATIONAL TRAINING.**

SECOND STRATEGIC PLAN

2018 - 2022

VISION AND MISSION

VISION

To be a lead County in the provision of Education, Vocational Training and Entrepreneurial skills for sustainable development

Mission

To provide quality Education and Vocational Training skills for creativity, innovation and development.

1.1.6 CORE VALUES

The core values guiding the conduct of the directorate of County Polytechnic training include;

- a) Innovativeness and Creativity
- b) Integrity
- c) Professional work ethics, Team Work and Excellence
- d) Commitment
- e) Staff Development

1.1.8 DEPARTMENTAL GOALS

Goal 1: Enhance access, equity, retention, quality and transition rates in Education by 5%

Goal 2: To provide adequate and relevant skills and competencies for spurring industrial and economic development.

Goal 3: To open up new markets and allow businesses to bring in revenue and talent by concentrating on high value goods and services.

1.1.7 DEPARTMENTAL OBJECTIVES

- a) To ensure that proper management systems and procedures are applied in managing departmental funds, records and other resources
- b) To equip, refurbish and upgrade education infrastructural facilities
- c) To improve the quality of learning and training programmes
- d) To involve stakeholders in educational programmes in decision making.
- e) To provide county Education Support Fund for ECDE & CCC and Vocational Training & Home craft Centres

- f) To integrate ICT in ECDE and Vocational Training curriculum.
- g) To promote research and innovation for effective service delivery.
- h) To improve transition rates by 20%.

1.5.5 Mandate and Roles

- Administration and management of education programmes at ECDE & Child Care Centres and Vocational Trainings & Home Craft Centre facilities
- Quality assurance, supervision and maintenance of Standards in ECDE Centres, Vocational Trainings and Home Craft Centres and Child Care Institutions
- ECDE Teacher and vocational training instructor Management, development and utilization,
- Mobilization of curriculum support materials,
- Provision of bursaries and grants to institutions,
- Mobilization of resources for infrastructure development,
- Providing policy guidelines and advisory services.
- Monitoring and evaluation of institutional projects and service delivery

CHAPTER TWO: SITUATIONAL ANALYSIS OF THE DEPARTMENT

2.0 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.

The current organizational structure has the following offices; Executive Committee Member, Chief Officer, ECDE & CCC Directorate and VET & HCC Directorate.

The directorate of ECDE & CCC is headed by the director. Also in the directorate are officers in charge of Sub- County Programmes, Quality Assurance & Standards, Staffing and Ward Co-coordinators.

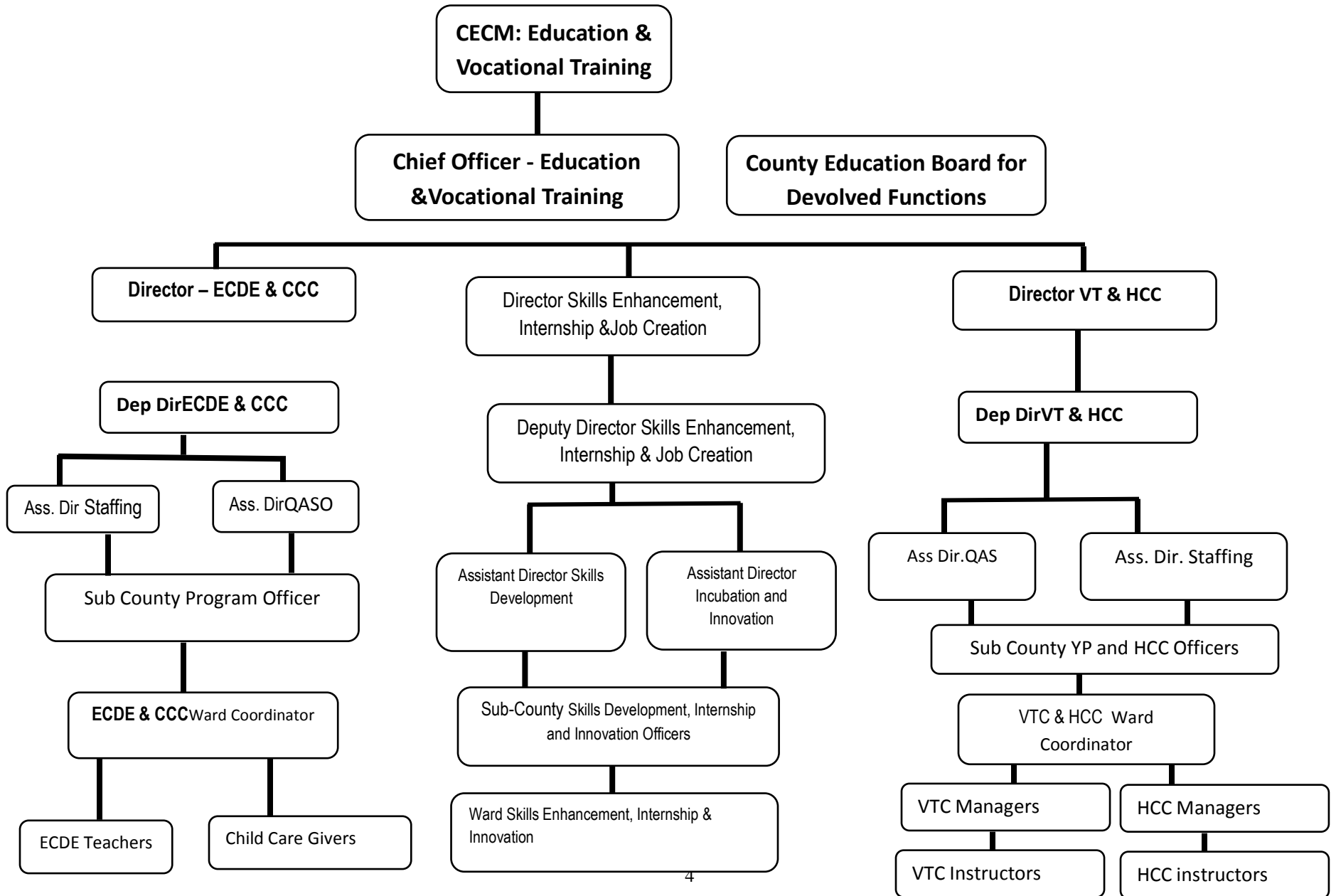
The directorate of Vocational and Home Craft Centres is headed by the director. Other officers in the directorate are. The department has an administrator and support staff. There is one secretary and one driver attached to the office of the ECM.

The directorate of Skills enhancement, Internship and Innovation shall be headed by the director. There shall be field officers in charge of skills development, internship and incubation & innovation.

The figure below shows the current organization structure of the Department of Education and Vocational Training.

2.1 Departmental Organization structure and staff establishment

2.1.1 Current Organization Structure



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 Vocational Trainings, ECDE, Child Care Facilities, VTCs and Home craft Centres. 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 Vocational Training 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&CCC. The directorate of ECDE&CCC consists of professionals mainly who are officers specialized in running Early childhood Development Education and childcare facilities. The officers supervise ECDE teachers and childcare givers.

Directorate of Vocational Training & Home Craft Centres

The mandate of this directorate is to manage Technical, Vocational and Education programmes. This directorate deals with Vocational Training infrastructure and human resource necessary for enhancing technical training programs in Vocational Training Centres and Home Craft Centres.

Directorate of Skills Enhancement, Internship and Innovation

This directorate is concerned on placement of skilled technical personnel and promotion of self-reliance to youths using available resources. Creation and management of incubation centres across the county is also its mandate.

Departmental Staff Establishment

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

	Cadre	Current Establishment	Vacant Position	Norm
	ECM – Education and YE	1	0	
	CCO – Education and YE	1	0	
	Secretary/ admin assistant.	1	0	
	Support Staff	9	0	
	Total	12	0	
Directorate of ECDE and CCC	County Director ECDE and CCC	1	0	
	County Deputy Director ECDE and CCC	0	1	
	Ass. Dir. ECDE& CCC Staffing	0	1	
	Ass. Director ECDE & CCC QASO	0	1	
	Sub-County Programme Officers	5	0	
	ECDE&CCC Ward Coordinators	3	17	
	ECDE Teachers	1391	0	
	Child Care Givers	0	20	
	Total ECDE and CCC Officers	1400	40	
Directorate of Vocational Education and Training and Home Craft Centres	County Director VET and HCC	1	0	
	County Deputy Director VET and HCC	0	1	
	Ass. Dir. ECDE Division of Staffing	0	1	
	Ass. Director Division of QAS	0	1	
	Sub-County VET and HCC Officers	0	5	
	Managers Vocational Education and Training	35	0	
	Vocational Education and Training Instructors	108	200	
	Managers HCC	0	20	
	HCC Instructors	0	40	
	Total VET and HCC Officers	144	268	
Directorate of Skills Enhancement, Internship & Innovation	Director Skills Enhancement, Internship & Innovation	0	1	
	Deputy Director Skills Enhancement, Internship & Innovation	1	0	
	Assistant Director Skills Development	0	1	
	Assistant Director Incubation and Innovativeness	0	1	
	Sub-County Skills Enhancement, Internship & Innovation	0	5	
	Ward Skills Enhancement, Internship & Innovation	0	20	
	Total Skills Enhancement & Employment Officers	1	28	
	TOTAL CUMULATIVE STAFF			

2.2 REVIEW OF SECTOR PERFORMANCE AND LESSONS LEARNT

An overview of the Department's achievements

Beside a myriad of challenges, a number of achievements have been recorded over five years of devolution the Department has been in operation. The Department has developed policies documents on ECDE and Vocational Training. Equally the Department is in the process of Developing Skills Enhancement, Internship & Innovation Policy, Childcare Policy and Home Craft Centers Policy. ECDE, Vocational Training and County Education support Bills have been developed, accented and are in use. On infrastructure, a number of modern ECDE centers and VTC workshops have been completed. Similarly, 1391 ECDE teachers have already been deployed in various schools across the County. Nine ECDE officers were devolved from National Government as supervisory team. Capacity building has been done on ECDE officers and teachers on Pedagogy and new curriculum –competency based. Twenty one Vocational Training Centers have been registered by TVET and the remaining 13 the process is underway.

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 centers and child care facilities.

Previously, before the County Government assumed its functions, VTCs and ECDEs were run by the ministry of Youth Affairs and Sports and the ministry of Education, Science and Technology respectively. The VTCs have effective administrative structures and staff. These included training officers carrying out administration and supervisory roles and instructors teaching in the institutions. The VTCs have continued to receive Subsidized Vocational Training tuition funds from the National government to cater for their training operations. But the VTCs 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, retention and quality of education services in the ECDE sub-sector is now improved and well-staffed by trained and qualified ECDE teachers, However there is limited availability of teaching/ learning materials indoor and outdoor play materials, low morale of teaching staff due to poor remuneration, unconducive learning environment and lack of nutrition and health support services. The county government has been providing instructional materials, improved infrastructural development. However, they are inadequate and at a slow pace of implementation.

Vocational training instructors were devolved from National Government however, the Centers are understaffed in most courses. Training tools and equipment have been given but still they are inadequate.

Infrastructural development is still wanting despite the fact that the county government has endeavored to improve the situation.

2.3 EXTERNAL ENVIRONMENT ANALYSIS (PESTEL)

In preparing this strategic plan, a broad Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis was undertaken. This enables the Education and Vocational Training 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
POLITICAL	-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 and interference from political class
	Initiating Schools	Child Labour in Tea/Coffee/Markets/brick making industries
ECONOMIC	Income Generating activities e.g Commercial Farming, Brick making, Pedi-cycle/BodaBoda transportation, attachments	Dropout/High wastage rates Non sustainability Corruption
	Business Enterprises (Innovativeness)	Early Marriages for Vocational Training trainees
	Infrastructure Development – Good roads, classrooms etc	HIV/AIDS, Drug abuse and substance
	Sufficient food	Poor planning
SOCIAL		
	- Media exposition	FGM,
	- Church activities	Lack of role models
	- Exchange programmes and bench marking with other Vocational Training	Lack of Social amenities e.g. Stadia, Social halls
	- Support from Children’s department	Drug & substance abuse
	- Guidance & Counselling in Schools	Cattle rustling

	- Clubs and Societies	Child Labour& abuse
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	- Dept of Interior and National Co-ordination oversight role	Commercial Sex
	- 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 ECDE Centres in every Public school.	Negative attitude towards ECDE learning.
	- Availability of donors e.g NGOs – World Vision, Aphia plus, CDF, World Bank, OPEC, Financial Institutions e.g Equity bank, KCB etc.	Understaffing in Vocational Training and lack of supervisory staff in both ECDE and VTCs.
TECHNOLOGICAL		
	- Mobile Phones	-access to pornography
	- T.Vs and Radios	T.Vs/Radio programme are obscene to students.
	- Motor Bikes for ease of transport.	High dropout rates of trainees for preference of bike transport.
	- County & National Government goodwill to supply Computers	Cybers, Social Media e.g face book, Twitter and Whatsapp
ECOLOGICAL/ ENVIRONMENTAL		
	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.
LEGAL	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
Breach of policy guidelines		

2.4 INTERNAL ENVIRONMENT ANALYSIS (SWOT)

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.

STRATEGIC ISSUE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Infrastructure development in ECDE centres, Vocational Trainings, Home craft Centres and Child Care facilities	Already existing structures in VTCS and ECDE Centres	Lack of child care facilities	Budgetary allocation by County Government to construct ECDE, VTCs, 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	Political goodwill e.g	Inadequate land

		lightning is common	CDF, Harambee	for expansion
		Some buildings are uncondusive for use		Difficult terrain in some arrears
		Some VTCs operating in Primary Schools		Lack of sensitization on VTCs, HCCs and CCs
		Poor maintenance of existing structures		
		High cost of construction in swampy areas		
Strengthening Curriculum Implementation and Supervision	Qualified Staff at VTCS and ECDE	Lack of feeding Programmes at ECDE centres	Devolution of the ECDE, VTCs, HCCs and CCs so that they are funded locally	No proper legal framework for HCCs and CCCs
	Availability ECDE and VTC Curriculum	Negative attitude by communities towards VTCs	ECDE and VTCs can customize legal framework from National MOE	Feeding programme not funded at ECDE
	Presence of QASO's to assess Standards and Quality of education and training provided	People not aware of HCCs and CCs	NGO's and other development partners support.	Early marriages and pregnancies support.
		Narrow Curriculum offered by VTCs		Inadequate funds to employ teachers and Instructors
		Most VTCs have no boarding facilities		Negative attitude towards VTCs, 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 VTCs		
		Some Instructors in VTCs have not undergone pedagogy		
		Lack of fees by trainees		
Human resources capacity building	Budgetary allocation to recruit ECDE teachers and VTC instructors.	Bureaucracy in recruitment and deployment. Favoritism during	Large data bank to pick qualified candidates for jobs	Low remuneration High turnover Clannism / Nepotism.

	Availability of institutions to train teachers and instructors. References and re-engineering activities	recruitment. Inadequate funds to mount INSETS. No guidelines on recruitment of HCCs and CCs personnel		
Collaboration and partnership	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.	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.	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.	Lack of community ownership. Politization of projects. Insecurity. Lack of sustainability. Internal conflicts. Clannism / nepotism.
Governance and management of devolved functions	Qualified personnel at the sub-county and county levels e.g. Education directors, Vocational Training managers, ECDE teachers.	Inadequate number of teachers / Instructors employed. Inadequate supervision. Weak monitoring and evaluation process. Inadequate allocation of funds / budgetary constraints. Misdirected priorities. Favoritism in service provision and even recruitment.	Sponsorship and seminars and workshops by County Government. County endowed with high caliber professionals. Willingness of County Government to provide funds.	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. Clannism, Nepotism and cronyism. Mismatch in placement of personnel.
Research and	Establishment of	Inadequate Research	Support from the	Recommendations

Development	R & D department	Assistants	County Government	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 available for reference e.g policies from National Government	Inadequate legal officers to interpret laws and policing guidelines		Some laws may take long to be repeated.
Monitoring & Evaluation	Formation of M & E Committee	Inadequate funds to finance M & E activities	Formation and operationalization 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	

Factor analyzed	Strength identified	Action plan
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
Factor analyzed	Weakness identified	Action plan
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
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 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 Vocational Training as shown below.

i) Education

NAME	INTERESTS	OUTCOME
County Government	Co-ordination and implementation of policy and programmes for ECDE and Vocational Trainings e.g Staffing, Supervision, Monitoring and advisory	Improved access, transition and retention
Ministry of	Oversight role, quality	Improve quality of education and training

Education (State department of Education)	assurance, policy formulation, partnerships	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/Vocational Trainings Board of Management	Institutional development, management and Governance	Improved development in ECDE and VTCs
County Education Board	Governance in ECDE Centres and Vocational Trainings	Registration of ECDE Centre and Vocational Trainings, 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.

CHAPTER 3: STRATEGIC DIRECTION

3.0 INTRODUCTION

This chapter gives the strategic direction of the plan by indicating strategic issues, their objectives and the strategies proposed in order to achieve the objectives. The chapter also discusses cross cutting issues and the proposed organogram for the department of Education and Vocational Training. The main factors that have influenced the direction and content of this strategic plan are the scope of the department's mandate and the un-achieved needs from the past experiences as well as the national policy objectives, programs and objectives as outlined in the mid-term plans anchored in Vision 2013. The mandate of the programs of the department is aligned with the organizational structure. Education and Vocational Training is mandated to run ECDE & CCC and VTC & HCC programs. Graduates of VTC and HCC have not been embraced in the development of the county. The directorate of Skills and Innovativeness is mandated to identify areas of interest for the technical graduates to venture into entrepreneurial opportunities and thus contribute to development and self-reliance.

3.1 Summary of Strategic issues, Objectives and Strategies

A summary of the above is illustrated and explained below.

STRATEGIC ISSUES	STRATEGIC OBJECTIVES	STRATEGIES	TIME FRAME					
			Y1	Y2	Y3	Y4	Y5	

<p>Infrastructural development for ECDE Centres & Child Care Centers, Vocational Trainings & Home Craft Centres and Incubation Centres</p>	<p>To improve teaching learning environment for quality training and increased enrolment, access, transition and retention rates in education and enhance employment</p>	<p>Construction of 100 twin ECDE class rooms in the 20 wards Establish 5 ECDE Resource Centres Construction of 10 Child Care Centres Construction of modern 100 VTC workshops Construction of 5 VET Centres of Excellence Establishment of 25 Incubation Centres Renovation of 100 ECDE classrooms Construction of 100 ECDE pit latrines Construction of 15 Modern Gates to VTC Put up 40 perimeter fence to Vocational Training Centres Construction of 40 Vocational Training Centres pit latrines</p>	<p>20 1 2 20 1 5 20 20 3 8 8</p>	<p>20 1 2 20 1 5 20 20 3 8 8</p>	<p>20 1 2 20 1 5 20 20 3 8 8</p>	<p>20 1 2 20 1 5 20 20 3 8 8</p>	<p>20 1 2 20 1 5 20 20 3 8 8</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 modern tools and equipment to 40 Vocational Training Centres Purchase of instructional materials to 40 Vocational Training Centres Equip the 25 incubation Centres with appropriate tools and equipment Purchase of teaching learning materials for the 412 ECDE Centres Equip 412 ECDE Centres with out-door and in-door play materials Equip 100 ECDE Centres with furniture Equip 5 ECDE Resource Centres with instructional resources Equip 10 Child Care Centres with play materials</p>	<p>8 8 5 412 412 20 1 2</p>	<p>8 8 5 412 412 20 1 2</p>	<p>8 8 5 412 412 20 1 2</p>	<p>8 8 5 412 412 20 1 2</p>	<p>8 8 5 412 412 20 1 2</p>
<p>Enhancement, collaboration and partnership</p>	<p>Increase collaboration and partnership of all institutions with relevant stakeholders.</p>	<p>Collaborate with i) World Vision ii) World Bank iii) Catholic Relief service iv) UNICEF v) KIHBIT to enhance driving and cycling trainings to Vocational Training Centres . vi) NITA to examine VTC trainees vii) KNEC to examine VCT trainees viii) MOEST to facilitate</p>	<p>3 3 3 3 3 3 2 3 3</p>	<p>3 3 3 3 3 3 3 3 3</p>	<p>3 3 3 3 3 3 3 3 3</p>	<p>3 3 3 3 3 3 3 3 3</p>	<p>3 3 3 3 3 3 3 3 3</p>

		education programmes in the county ix) AHADI Kenya to promote self-employment to technical skilled youths x) KLB xi) Moran xii) KICD And any other partners.	3 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3	3 3 3 3
Finance and Resource Mobilization	To increase resource productivity and create avenues for revenue collection	To create job opportunities to skilled technical graduates. To increase production units in VTCs. To collect revenue from private ECDE centres	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
Promotion of Research and development	To investigate issues affecting service delivery and float possible mitigation	Strengthen research and development through investigations, data collection and analysis and dissemination of findings to the 3 directorates	3	3	3	3	3
Formulation and Review of Policies and Legal framework	To guarantee the right of every learner and the skilled the access, equity, retention and quality relevant education that addresses the needs of the people	Review ECDE Policy Develop i) Child Care Centre Policy ii) Feeding Program Policy iii) Co-Curricular Policy iv) Home Craft Centre Policy v) Skills and Innovation Policy	1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1
Strengthening of governance and management of devolved functions.	To achieve effective administration and management for delivery of quality education and training.	Establish functional skills enhancement, Internship and job placement Board Establish VTC functional Board of Management Provide operational costs for the Management boards in HCC and CCC. Capacity building of members of the Management Boards	1 1 1 1 2	1 1 1 1 2	1 1 1 1 2	1 1 1 1 2	1 1 1 1 2
Monitoring and Evaluations.	To assess progress of activities and programs for the achievement of educational goals.	Establish M & E teams Submission of periodic reports.	1	1	1	1	1
Integration of ICT to learning / training environments	To incorporate Information and Communication Technology in education and training	Equip 100 ECDE & CCC Centres with ICT infrastructure Equip 40 VTC and HCC with ICT infrastructure Equip 25 Skills Enhancement & Innovation Centres with ICT infrastructure	20 8 5	20 8 5	20 8 5	20 8 5	20 8 5
Human Resource Development	To increase efficiency in service delivery	To fill the gaps in the departmental structure for the 3 directorates To capacity build departmental staff in areas of skills gap in the 3 directorates Award promotions to staff who qualify	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3

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: 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.

Table

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	
Strategic issue 1: Infrastructural development for ECDE Centers& Child Care Centers, Vocational Trainings & Home Craft Centers and Incubation Centers																		
Strategic objective 1.1: To improve teaching learning environment for quality training and increased enrolment, access, transition and retention rates in education and enhance employment																		
Construction of 100 twin ECDE classrooms in the 20 wards	Site Identification for construction of classrooms, resource centers, childcare centers, pit latrines and classes to be renovated.	classrooms, resource centers, toilets, childcare centers built and refurbished	No. of classrooms , Resource centers , toilets, Childcare centers built	Annually.	100	20	20	20	20	20	Chief Officer.							
Establish 5 ECDE Resource Centres	childcare centers,	pit latrines			5	1	1	1	1	1	Chief Officer							
Construction of 10 Child Care Centres	childcare centers,	pit latrines			100	20	20	20	20	20	Chief Officer							
Renovation of 100 ECDE classrooms	Survey and Design.	Renovated classrooms.	No of classrooms renovated		10	2	2	2	2	2	Chief Officer							
Construction of 100 ECDE pit latrines	Construction Works. Refurbishment.		No. of BQs prepared.		100	20	20	20	20	20	Chief Officer							
					7	7	-	-	-	-	Chief Officer							

				Annual ly														
Construction of modern 100 VTC workshops	Site Identification for construction of modern workshops, centers of Excellency, Incubation centers, fencing and Modern gates, Pit latrines, Home craft centers and Classrooms.	Modern VTC workshops, Centers of excellency, Incubation Centers, fenced compounds with modern gates ,VIP latrines and Home craft Centers constructed.	No. of VTC workshops, centers of excellency, Incubation Centers , fenced compounds with modern gates ,VIP latrines and Home craft Centers constructed.	100	20	20	20	20	20	20	Chief Officer							
Construction of 5 VT Centres of Excellence			5	1	1	1	1	1	1	1	Chief Officer							
Establishment of 25 Incubation Centres			25	5	5	5	5	5	5	55	Chief Officer							
Construction of 15 Modern Gates to VTC			40	8	8	8	8	8	8	8	Chief Officer							
Put up 40 perimeter fence to Vocational Training Centres			15	3	3	3	3	3	3	3	Chief Officer							
Construction of 40 Vocational Training Centres pit latrines	Survey and Design.	Modern VTC workshops, Centers of excellency, Incubation Centers, fenced compounds with modern gates,VI P latrines and Home Craft Centers constructed.	No. of Yps refurbished	40	8	8	8	8	8	8	Chief Officer							
	Construction Works.																	
	Refurbishment																	

Strategic Issue 2:Strengthening Curriculum.																
Strategic objective 2.1 To improve content delivery and quality training.																
Purchase of modern tools and equipment to 40 Vocational Training Centres	procurement	Modern tools and equipment procured	No of tools and equipment procured	Annual ly.	40	8	8	8	8	8						
Strategic issue 3. implementation and Supervision																
Strategic objective 3.1 To improve and sustain quality education and training. To increase transition to Primary school level																
Purchase of teaching learning materials for the 412 ECDE Centres Equip 412 ECDE Centres with outdoor and indoor play materials Equip 100 ECDE Centres with furniture Equip 5 ECDE Resource Centres		Teaching learning material purchased, ECDE centers equipped with play material, furniture and instructional material.	No of ECDE centers supplied with teaching learning materials, play material and furniture. No of equipped resource centers. No of CCC equipped with play	Annual ly	412	412	412	412	412	412	chief Officer					
					412	83	83	83	82	82	chief Officer					
					100	20	20	20	20	20	chief Officer					

with instructional resources Equip 10 Child Care Centres with play materials		Equip CCC Centers with play materials			5	1	1	1	1	1	chief Officer						
					10	2	2	2	2	2	chief Officer						
Purchase of instructional materials to 40 Vocational Training Centres Equip the 25 incubation Centres with appropriate tools and equipment		Instructional materials procured Incubation centers equipped with tools and equipment.		Annually	40	8	8	8	8	8							
					25	5	5	5	5	5							

Strategic issue 4: Enhancement, collaboration and partnership

Strategic objective 4.1: Increase collaboration and partnership of all institutions with relevant stakeholders.

Collaborate with i) World Vision ii) World Bank iii) Catholic Relief	Writing proposals for partnering. Programming for events	Increase collaboration and partner	Percentage of collaboration attained.	Quarterly	12	3	3	2	2	2	Chief officer						
					12	3	3	2	2	2	Chief officer						

<p>service iv) UNICEF v) KIHBIT to enhance driving and cycling trainings to Vocational Training Centres . vi) NITA to examine VTC trainees vii) KNEC to examine VCT trainees viii) MOEST to facilitate education programme s in the county ix) AHADI Kenya to promote self- employmen t to technical skilled youths x) KLB xi) Moran xii) KICD</p>		<p>ship with stakeho lders by 10%</p>												
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Strategic Issue 5: Finance and Resource Mobilization																				
Strategic objective 5.1 To increase resource productivity and create avenues for revenue collection																				
To collect revenue from private ECDE centres	Visit private ECDE centers	Increase revenue collection by 15%	Percentage of revenue collection attained	Annually																
To create job opportunities to skilled technical graduates. And collect revenue from VTCs.	Offer job opportunities relevant to training Visit VTCs to collect revenue.	Create job opportunities and revenue collection by 10%	Percentage of job opportunities and revenue collection attained.	Annually																
Strategic Issue 6: Promotion of Research and development																				
Strategic objective 6.1: To investigate issues affecting service delivery and float possible mitigation .																				
Strengthen research and development through investigations, data	Identify problems Collect and analyse data. Public dissemination	Investigations done to address problems		Annually		3	3	3	3	3										

collection and analysis and dissemination of findings to the 3 directorates	of findings and recommendations for action.																	
Strategic issue :7 Formulation and Review of Policies and Legal framework																		
Strategic objective :7.1 To guarantee the right of every learner to access, equity, retention , quality relevant education and training that addresses the needs of the people																		
Review and develop Policies on: ECDE i) Child Care Centres ii) Feeding Program. VTC iii) Co-Curricular. iv) Home Craft Centre. v) Skills and Innovation.	Cascading relevant national policies into county policies	5 policies developed	No of policies reviewed and developed	Annual ly	5	1	1	1	1	1								
						1	1	1	1	1								
						1	1	1	1	1								
						1	1	1	1	1								

Strategic Issue 8: Strengthening of governance and management of devolved functions

Strategic objective 8.1 To achieve effective administration and management for delivery of quality education and training.

Establish functional skills enhancement, Internship and job placement, Establish board inVTC Provide operational costs for the Management boards in HCC and CCC. Capacity building of members of the Management Boards	Keep trainee register, place them for internship and find suitable job placements. Constitute boards.	34 boards established	No of Boards established	Annual ly.	34	-	-	-	-	-							
		306 members capacity built	No of people capacity build.		306	-	-	-	-	-							

Strategic issue 9. Monitoring and Evaluations.

Strategic objective 9.1To assess progress of activities and programs for the achievement of educational goals.

Establish M & E teams Submission of periodic			No of M \$E established No. of periodic report	Annual ly							chief Officer						
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reports.			submitted									chief Officer					
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Strategic issue 10. Integration of ICT to learning / training environments.

Strategic objective 10.1 To incorporate Information and Communication Technology in education and training.

Equip 100 ECDE & CCC Centers with ICT infrastructure	training of TOTs, training of ECDE teachers. Equipping ECDE Centers with ICT equipment Roll out of use of ICT in teaching	100 ECDE & CCC centers equipped	No of ECDE & CCC centers equipped	Annual ly	100	20	20	20	20	20	chief Officer						
Equip 40 VTC and HCC equipped with ICT infrastructure	Training trainers. Equipping VT Centers with ICT equipment	40 VTCs and CCC Equipped	No of VTC and CCC equipped	Annual ly	40	8	8	8	8	8	chief Officer						
Equip 25 Skills Enhancement	Roll out of use	25 skill enhancement and	No of Skill enhancement and		25	5	5	5	5	5	chief Officer						

&Innovation Centers with ICT infrastructure	of ICT in teaching	innovation centers equipped	innovation centers equipped														
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Strategic issue 11 Human Resource Development.

Strategic objective 11.1 To increase efficiency in service delivery.

To fill the gaps in the departmental structure for the 3 directorates To capacity build departmental staff in areas of skills gap in the 3 directorates Award promotions to staff who qualify			No of directorates filled gaps, capacity built and awarded promotions,	Annual ly													
				9	3	3	3	3	3	3	chief Officer						
				9	3	3	3	3	3	3	chief Officer						
				9	3	3	3	3	3	3	chief Officer						

CHAPTER FIVE

MONITORING, EVALUATION AND REPORTING

Introduction

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.

Monitoring and evaluation will improve performance and achieve results through improvement of current and future management of outputs, outcomes and impact which will depend on independence of evaluators.

M & E Matrix.

Goal 1: Enhance access, equity, retention, quality and transition rates in Education by 5%.									
Strategic Issue 1: Strategic issue 1: Infrastructural development for ECDE Centers & Child Care Centers, Vocational Trainings & Home Craft Centers and Incubation Centers									
Strategic objective 1.1: To improve teaching learning environment for quality training and increased enrolment, access, transition and retention rates in education and enhance employment									
Outcome: improved learning environment in ECDE and Vocational Training Centers.									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
Construction of 100 twin ECDE class rooms in the 20 wards	Site Identification for construction of classrooms,	classrooms, resource centers, toilets, childcare centers built and refurbished		100					
Establish 5 ECDE Resource Centres	resource centers, childcare centers, pit latrines and classes to be renovated.	Renovated classrooms.		5					
Construction of 10 Child Care Centres	Survey and Design.	Modern VTC workshops, Centers of excellence, Incubation Centers, fenced compounds with modern gates, VIP latrines and Home Craft Centers constructed.		10					
Renovation of classrooms	Construction Works.			100					
Construction of 100 ECDE pit latrines	Refurbishment.								
Construction of modern 100 VTC workshops	Site Identification for construction of modern workshops, centers of			5					
Construction of 5 VT Centres of Excellence									
Establishment of 25 Incubation Centres									
Construction of				25					

15 Modern Gates to VTC Put up 40 perimeter fence to Vocational Training Centres	Excellence, Incubation centers, fencing and Modern gates, Pit latrines, Home craft centers and Classrooms. Survey and Design. Construction Works. Refurbishment			15 40					
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Goal 2: To provide adequate and relevant skills and competencies for spurring industrial and economic development.									
Strategic Issue 2: Strengthening Curriculum									
Strategic objective 2.1: To improve content delivery and quality training									
Outcome:									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
Purchase of modern tools and equipment to 40 Vocational Training Centres	Procurement and distribution	Modern tools and equipment procured	No of tools and equipment procured	40					

Goal 3: To open up new markets and allow businesses to bring in revenue and talent by concentrating on high value goodand services									
Strategic Issue 3: implementation and Supervision									
Strategic objective 3.1: To improve and sustain quality education and training, to increase transition to Primary school level									
Outcome:									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
Purchase of teaching learning materials for the 412 ECDE Centres Equip 412 ECDE Centres with out-door and in-door play materials Equip 100 ECDE Centres with furniture Equip 5 ECDE Resource Centres with instructional resources Equip 10 Child Care Centres with play materials	procurement	Teaching learning material purchased, ECDE centers equipped with play material, furniture and instructional material.	No of ECDE centers supplied with teaching learning materials, play material and furniture.	412					
		Equip CCC Centers with play materials	No of equipped resource centers.	412					
			No of CCC equipped with play materials	100					
				5					
Purchase of instructional materials to 40			40						

Vocational Training Centres Equip the 25 incubation Centres with appropriate tools and equipment			25						
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Strategic Issue 4: Enhancement, collaboration and partnership.									
Strategic objective 4.1: Increase collaboration and partnership of all institutions with relevant stakeholders.									
Outcome:									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
Collaborate with i) World Vision ii) World Bank iii) Catholic	Writing proposals for partnering. Programming for	Increase collaboration and partnership with stakeholders by	Percentage of collaboration attained.	12					

Relief service iv) UNICEF v) KIHBIT to enhance driving and cycling trainings to Vocational Training Centres . vi) NITA to examine VTC trainees vii) KNEC to examine VCT trainees viii) MOEST to facilitate education programmes in the county ix) AHADI Kenya to promote self-employment to technical skilled youths x) KLB xi) Moran xii) KICD	events.	10%							
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Strategic Issue 5: Finance and Resource Mobilization									
Strategic objective 5.1 To increase resource productivity and create avenues for revenue collection									
Outcome:									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	

To collect revenue from private ECDE centres	Visit private ECDE centers	Increase revenue collection by 15%	Percentage of revenue collection attained	180					
To create job opportunities to skilled technical graduates. And collect revenue from VTCs.	Offer job opportunities relevant to training Visit VTCs to collect revenue.	Create job opportunities and revenue collection by 10%	Percentage of job opportunities and revenue collection attained.	34					

Strategic Issue 6: Promotion of Research and development									
Strategic objective 6.1: To investigate issues affecting service delivery and float possible mitigation									
Outcome:									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
Strengthen research and development through	Identify problems Collect and	Investigations done to adress problems	No of investigations done	3					

investigations, data collection and analysis and dissemination of findings to the 3 directorates	analyse data. Public dissemination of findings and recommendations for action.								

Strategic issue :7 Formulation and Review of Policies and Legal framework									
Strategic objective :7.1 To guarantee the right of every learner to access, equity, retention , quality relevant education and training that addresses the needs of the people									
Outcome:									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
Review and develop Policies on: ECDE	Cascading relevantnational	5 policies developed	No of policies reviewed	5					

i) Child Care Centres ii) Feeding Program. VTC iii) Co-Curricular. iv) Home Craft Centre. v) Skills and Innovation.	policies into county policies.		and developed						
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Strategic Issue 8: Strengthening of governance and management of devolved functions									
Strategic objective 8.1 To achieve effective administration and management for delivery of quality education and training.									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
Establish functional skills enhancement, Internship and job placement, Establishboard	Keep trainee register, place them for internship and	34 boards established	No of Boards established	34					

inVTC Provide operational costs for the Management boards in HCC and CCC. Capacity building of members of the Management Boards	find suitable job placements. Constitute boards.	306 members capacity built	No of people capacity build.	306					
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Strategic issue 9. Monitoring and Evaluations.									
Strategic objective 9.1 To assess progress of activities and programs for the achievement of educational goals.									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
Establish M & E teams Submission of periodic	To prepare and implement M&Eprogrammes.	improved service delivery	No of M \$E established No. of periodic	412 34					

			report						
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Strategic issue 10. Integration of ICT to learning / training environments.									
Strategic objective 10.1 To incorporate Information and Communication Technology in education and training.									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
Equip 100 ECDE & CCC Centers with ICT infrastructure	training of TOTs, training of ECDE teachers. Equipping ECDE Centers	100 ECDE & CCC centers equipped	No of ECDE & CCC centers equipped	100					

	with ICT equipment Roll out of use of ICT in teaching								
Equip 40 VTC and HCC equipped with ICT infrastructure Equip 25 Skills Enhancement & Innovation Centers with ICT infrastructure	Training trainers. Equipping VT Centers with ICT equipment Roll out of use of ICT in teaching	40 VTCs and CCC Equipped 25 skill enhancement and innovation centers equipped	No of VTC and CCC equipped No of Skill enhancement and innovation centers equipped	40					

Strategic issue 11 Human Resource Development.									
Strategic objective 11.1 To increase efficiency in service delivery.									
Strategies	Activities	Outputs	KPIs	Output performance		Budget performance			Remarks
				Target	Achievement	Target	Achievement	Deviation	
To fill the gaps in the departmental structure for the 3 directorates To capacity build	Identify skills gaps Develop and implement training programme for	Staffs trained Training programme	No of directorates filled gaps, capacity built and awarded	9 9					

departmental staff in areas of skills gap in the 3 directorates Award promotions to staff who qualify	staffs.	implemented	promotions	9					
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CHAPTER SIX

RISK ANALYSIS AND MITIGATION

Risk management dimension eliminates or reduces or provides level of tolerance in monitoring and evaluation systems, these have an impact in achievement of objectives of the department. The department of Education and Vocational Training is committed to minimizing such risks in order to implement the strategies of achieving the goals.

The table below explains the possible risks and mitigation strategies.

	Risk	Rate	Mitigation
1	Inadequate financial allocation	medium	Increase budgetary allocation.
2	Adverse changes in government policy and structures.	low	Adjustment to new changes
3	Unprecedented changes in technology.	Medium	Embrace new Technology.
4	Corruption and poor governance	Medium	Eradication of the vices.
5	Political interference and instability	Low	Delink service delivery from politics.
6			