



# KAGUMO TEACHERS' TRAINING COLLEGE


STRATEGIC PLAN — 2023-2028



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STRATEGIC PLAN

2023-2028





## Our Vision

A Transformative,  
Self-directing and  
Competent Teacher



## Our Mission

To provide inclusive and  
market-driven teacher  
education and training

## Core Values

We commit to championing  
the following core values as  
the guiding principles in our  
undertakings:

### GOD'S GUIDANCE



We depend on God and recognize God as the ultimate owner of all talents, resources, and opportunities that we use on a daily basis

### INTEGRITY



We are honest, impartial and trustworthy at all times as we relate with our colleagues, customers and all stakeholders. We deliver our services in a manner which is fair and free of discrimination or preferential treatment

### PROFESSIONALISM



We value our work, and act in a reliable manner that depicts our expertise and competences. We deliver as a team and take great pride in our accomplishments

### INNOVATION & CREATIVITY



We promote accessibility and affordability, seek new and more effective approaches to education, while exercising creativity as we chart inventive paths into the future

### TEAM WORK



We foster teamwork by creating a culture that values collaboration and seeks out different perspectives. We value the significant contributions that come from a wide range of viewpoints, experiences, and knowledge.

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# ACRONYMS AND ABBREVIATIONS

<b>ACU</b>	AIDS Control Unit
<b>BEd</b>	Bachelor of Education
<b>BoM</b>	Board of Management
<b>BSc</b>	Bachelor of Science
<b>CBC</b>	Competence Based Curriculum
<b>DTE</b>	Diploma in Teacher Education
<b>DSTE</b>	Diploma in Secondary Teacher Education
<b>HoSs</b>	Heads of Subjects/ Sections
<b>HR</b>	Human Resource
<b>ICD</b>	Institutional Capacity Development
<b>ICT</b>	Information Communication and Technology
<b>IMC</b>	Integrated Marketing Communication
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNEC</b>	Kenya National Examination Council
<b>KUCCPS</b>	Kenya Universities and Colleges Central Placement Service
<b>LLW</b>	Learning, Living and Working Environment
<b>MDAs</b>	Ministries, Departments and Agencies
<b>MEd</b>	Master of Education
<b>MoE</b>	Ministry of Education
<b>MEARL</b>	Monitoring, Evaluation, Accountability, Reporting and Learning
<b>MPH</b>	Multi-Purpose Hall
<b>NEMIS</b>	National Education Management Information System
<b>OVI</b>	Objectively Verifiable Indicator
<b>PCMU</b>	Performance Contract Monitoring Unit
<b>PESTEL</b>	Political, Economic, Social, Technological, Environmental and Legal
<b>SOPs</b>	Standard Operating Procedures
<b>SRC</b>	Students Representative Council
<b>STI</b>	Science, Technology and Innovation
<b>TOWS</b>	Threats, Opportunities, Weaknesses and Strengths
<b>TP</b>	Teaching Practice
<b>TSC</b>	Teachers Service Commission
<b>TT</b>	Timetable
<b>TTC</b>	Teacher Training College
<b>TVET</b>	Technical and Vocational Education and Training

# KEY TERMINOLOGIES

<b>Baseline</b>	An analysis describing the initial state of an indicator before the start of an activity, project/program, against which progress can be assessed or comparisons made
<b>County</b>	The unit of devolved governance for dispersing political power and economic resources to Kenyans at the grassroots.
<b>Indicator</b>	A sign of progress /change that result from a management's intervention
<b>Key Activity</b>	The important actions the College must perform to operate successfully
<b>Outcome</b>	Second level result/ value generated from a number of outputs relative to the objective of a strategic intervention or pre-meditated value
<b>Output</b>	First level result/ deliverable, achieved immediately after the implementation of an activity
<b>Performance indicator</b>	A measurement that evaluates the success of the College for a particular activity
<b>Program</b>	A grouping of similar activities, projects and/or services performed by the College to achieve a specific objective
<b>Project</b>	A set of coordinated activities implemented to meet specific objectives within defined time, cost and performance parameters/deliverables
<b>Target</b>	A result to be achieved within a given time frame through application of available inputs

# FOREWORD



It is my privilege to present to you the KTTC Strategic Plan, a transformative roadmap that will guide our institution in the pursuit of its noble mission. This plan represents our unwavering commitment to providing an inclusive and market-driven teacher education and training and serves as a testament to our dedication to shaping the next generation of transformative, self-directing and competent teachers.

In a world where the moral fabric is weakening, KTTC has taken on the crucial responsibility of nurturing the youth and instilling in them the timeless values that have guided humanity for centuries. Through this plan, we aim to equip our students with the knowledge, skills, and character necessary to thrive not only academically, but also as compassionate and responsible individuals.

The process of formulating this strategic plan has given us the opportunity to take stock of our strengths and weaknesses, to review our vision and future goals in light of the challenges ahead, and to put forward strategies for our developments not only in response to the dynamic operating environment but also as an active and participating ambassador in promoting high quality teacher education and training.

In order to implement the strategic aspira-

tions, we need to develop an enabling environment in which our human, financial and physical resources are optimally allocated and deployed to help us attain a sustainable well-governed institution. This Strategic Plan represents the concerted efforts of the stakeholders of the College, whose valuable input has been incorporated in this document. Let me take this opportunity to thank them all for giving us so much 'food for thought' during the process of consultation and drafting of the Strategic Plan. I would like to thank, in particular, the entire Board of Management for developing the Strategic Plan and taking up the responsibility of overseeing and monitoring its implementation.

I extend my heartfelt gratitude to the KTTC community for their unwavering support and active engagement in the development of this strategic plan. It is through your shared insights, passion, and dedication that we have crafted a roadmap that truly represents our collective aspirations.

Together, let us embark on this journey of growth and transformation, steadfast in our mandate in education and training empowering our students to make a positive impact in their communities and the world. I am confident that with the guidance of this strategic plan and the unwavering support of our KTTC community, we shall nurture a generation of leaders who will shine brightly as beacons of hope and righteousness.

Thank you for your dedication to the vision and mission of KTTC. Your partnership in this strategic endeavor is deeply appreciated.

**PROF. BEATRICE WARUE**  
**CHAIRPERSON, BOARD OF**  
**MANAGEMENT**



# PREFACE



The importance of a Strategic Plan in any College which aspires for growth and fulfilment of its mission cannot be over emphasized. More so for KTTC, this Strategic Plan is a summary of all the ambitions, hopes and desires of the College and its key stakeholders. The current and foreseen demands and challenges in the education sector require a clear direction from BoM and a strong institutional capacity development among others.

Strategic planning involves reviewing where the institution is now, where it would like to be in the future, and how it intends to get there. The process of strategic planning will help to invigorate and strengthen the College by focusing on longer term objectives and renewing the sense of purpose and commitment among the stakeholders. The plan will guide the institution in developing work plans and budgets and in allocating resources.

Strategic modelling is anchored on the Theory of Change Approach, ToC “What is the change the College is working towards and what needs to be done for that change to happen?” The ToC approach helps the College to understand the commitment among the stakeholders to bring lasting change in

their lives; giving a comprehensive approach of what has to happen to bring about ‘A Transformative, Self-directing and Competent Teacher. ToC calls for actors of the College to strengthen the best practices over the years, think and work differently in addressing the development needs of the College such as inconsistent academic performance and the need to enhance the environment for optimal learning.

This strategic plan outlines the implementation framework anchored on Four (4) Key Priority Areas: (1) Academics (2) Co-curriculum (3) Learning, Living and Working Environment, and (4) Institutional Capacity Development.

To address the Key Priority Areas and keep the focus on the future direction, the process included: setting objectives, strategies, key development activities and targets anchored on the key performance indicators for every activity. In addition, it involved assigning responsibility and estimating the total cost for delivery of the aspirations laid out in the plan.

I sincerely hope and count on all our stakeholders to walk with us in the implementation of this Strategic Plan as we partake in impacting the society positively.

We can only do this together!

**Dr. EUSTACE MUTHUI**

**CHIEF PRINCIPAL/ SECRETARY, BOARD OF MANAGEMENT**

# ACKNOWLEDGMENT



We would like to take this opportunity to express our heartfelt gratitude to the individuals and entities who have played a pivotal role in the development of the KTTC Strategic Plan. Their unwavering support, guidance, and expertise have been instrumental in shaping this transformative roadmap for our institution.

First and foremost, we extend our deepest appreciation to the BoM, led by Prof. Warue, our esteemed Chairperson, whose visionary leadership and unwavering commitment to high-quality education has been the driving force behind this strategic endeavor. Prof. Warue guidance and invaluable insights have been instrumental in shaping the direction our institution will take and ensuring that our strategic plan aligns seamlessly to our vision of developing a transformative, self-directing and competent teacher.

## We are deeply grateful to the following dedicated members of the Strategic Planning Team:

Name	Designation
Prof. Beatrice Warue	BoM Chairperson
Eng. Ndirangu Wangai	BoM ViceChairperson
Dr. Eustace Muthui	Chief Principal/ Secretary BoM
Adv. Samuel Gathiga	BoM Member
Rev. Fr. Paul Kimani	BoM Member
Dr. Patricia Gathia	BoM Member
Prof. Richard Mulwa	BoM Member

Dr. Paul Samuel Njuguna	BoM Member
Mr. Robert Olweny	BoM Member
Mr. Henry Kinyua	BoM Member
Dr. Christine Njiru	BoM Member

Name	Designation
Sylvia Mutunga	Deputy Principal Administration
Bakari Wasiliwa	Deputy Principal Academics
Karimi Kaburi	Registrar/Coordinator, Strategic Plan Committee
Susan Obimbo	Dean of Students
Alex Kiboi	ICT Officer
Dr. Robert Karanja	Director, Performance Contract
Moses Moturi	Secretary, Strategic Plan Committee
CPA Caroline Githinji	Finance Officer
Steven Ochieng	Procurement Officer
Margaret Mbugua	Human Resource Officer
Susan Wanjohi	Senior Master Languages

We would also like to extend our appreciation to our consultant and mentor Dr. Paul Kamaku from McSmart Consulting Center, without whose help and expert facilitation this project would not have been a reality. Thank you so much for sharing your expertise wealth of experience with us and coordinating the entire process to its successful completion. Lastly, we would like to acknowledge the parents, students, alumni, MoE, County Government of Nyeri and the wider community for their continuous support and trust in our institution.

We recognize that the successful development of this strategic plan is the result of collaborative effort, and we are deeply grateful to each and every individual who has contributed to its formulation. Your unwavering support, dedication, and expertise have been invaluable. We look forward to continuing this journey together as we work towards the realization of our shared vision.

**STEPHEN K. KABURI**

**REGISTRAR/ COORDINATOR, STRATEGIC PLAN COMMITTEE**

# EXECUTIVE SUMMARY

This Strategic Plan is a blueprint which reflects the priorities and commitments by key actors in the College to achieve the vision as 'A transformative, self-directing and competent teacher'. The vision will be realized by pursuing our mission 'To provide inclusive and market-driven teacher education and training'.

It is our sincere hope that the Strategic Plan 2023-2028 guided by the theme 'Delivering competence-based professional teacher for positive impact' will be implemented as we undertake the journey towards the realization of our aspirations spearheaded by our tagline, 'A Teacher for the Future'. Furthermore, our core values represent our commitment, behavior, and passion as engraved in the acronym GIPIT- God's guidance, Integrity, Professionalism, Innovation & Creativity, and Teamwork.

In this plan, the College addresses various needs and focal problems which is imperative for institutional strengthening and organizational effectiveness. Among the needs addressed are inconsistent and average academic performance, low engagement in co-curricular activities, weakening moral standards and social fabric and the need to enhance the environment of the College for optimal learning. Through the Theory of Change, ToC (What needs to change for the College to attain its vision?) and anchoring on the focal problems, the stakeholders were able to craft strategic responses, outcomes and goals.

Further, the implementation of the KTTC ToC will be executed under 4 Key Priority Areas comprising:

- 1 Academics
- 2 Co-curriculum
- 3 Learning, Living and Working Environment
- 4 Institutional Capacity Development.

The KPAs are clearly stipulated in the strategic model with corporate objectives and strategies that will deliver the key outputs, key performance indicators and targets, projected costs, timelines and responsibilities well outlined. The strategic plan also captures monitoring, evaluation, accountability, reporting and learning framework. This depicts data and information gathering which is necessary to track progress against the plan and determine attainment of set objectives. We note that action is ineffective without taking stock through measurement. As a result annual key performance indicators have been incorporated to enable the tracking of progress towards the achievement of the overall goals and the taking of corrective action where need arises.

In order to meet the aspirations of the College in the implementation of this Strategic Plan as anchored on the 4 KPAs, for the period 2023 – 2028, it will cost approximately Kshs. 1 billion. This excludes the recurrent expenditure and the cost of implementing the Physical Infrastructure Master Plan.

The strategy map is depicted hereinafter.

# KTTC 2023-2028 Strategic Map

## OUR VISION AND MISSION

A Transformative, Self-directing and Competent Teacher by providing inclusive and market-driven teacher education and training

## OUR KEY PRIORITY AREAS & GOALS

**Academics:** Improved proficiency in teacher education and training

**Co-Curriculum:** Active and meaningful participation in co-curriculum activities

**Learning, Living and Working Environment:** Improved and conducive learning, living and working environment

**Institutional Capacity Development:** Efficient internal processes and improved service

## WE INVEST IN THESE SYSTEMS & TOOLS

Fast-track Physical Infrastructural Master Plan

Integrate e-learning and Investing in ICT infrastructure (ICT center/hub)

Strengthen provision of essential services

Operationalization of ERP

Facilitate ease of service delivery

## WE PRIORITIZE THESE STRATEGIC INTERVENTIONS

Enhancement of human resource development

Streamlining of operations for efficiency in the internal business processes (SOPs, systems, compliance) and effective service delivery

Strengthening of leadership and governance

Ensure financial management

Resource mobilization strategies and revitalization of income generating projects

Institutionalization of Alumni Function

# BACKGROUND INFORMATION



Photo 1: Welcome to KTTC – Since 1933

## 1.1 Heritage

Kagumo TTC - which started as a primary school- has a long history as an institution of learning; a history that stretches back to the early years of the 20th century. The land parcels on which the College stands were acquired for institutional purposes through the intervention and mediation of the African council in 1928. However, the actual construction of the first buildings – offices for the principal – began in 1930. One, Mr. Carr, was the institution's first contractor.

The institution incorporated a primary teachers' training College in 1944 with a humble enrolment of eight (8) students and a small staff of six (6). Later, it expanded to cater for an increased demand for teachers in the country. This significant expansion was strengthened further when Kagumo became an academic

complex through the introduction of a secondary school wing in 1949.

In 1982, the College underwent another significant upgrading. It started offering the Diploma in Teacher Education (DTE) curriculum whose graduates were posted to secondary schools. In this upgrading, the College was responding to the demands of the social and economic dynamics of the time. The first batch of 283 DTE trainees graduated in 1984.

The College grew successfully through the 1980s. However, due to further challenges, adjustment to the curriculum was inevitable. The year 1990 saw the phasing out of some subjects in humanities; precisely, Kiswahili, C.R.E., History and Geography. Among other reasons, this consideration was aimed at increasing the capacity of the College to train teachers in the highly needed science-based subjects. Consequently, Physics, Chemistry, Biology and Mathematics were introduced into the diploma curriculum. The aforesaid transformation was taking place while the then first lot of the newly introduced 8-4-4 system of education was approaching its secondary level maturity stage with the first lot of the 8-4-4 system trainees being admitted for the DTE course in 1993.

Another concomitant consideration was the upward revision of the course duration from two (2) to three (3) years. Similarly, the duration of the teaching practice was increased to two terms taken during the final year of study. In 2022, in alignment to the Government's new education system, the first cohort of 314 students to train under the Competency-Based Curriculum was admitted

## 1.2 The KTTC Journey

1928-1959

- 1928-** Acquisition of land by African Council
- 1930-** Construction of the first building
- 1933-** Inception of Kagumo Pry Sch
- 1944-** Start of Pry Teacher Training College, 6 Staff & 8 Students
- 1949-** Introduction of Secondary Sch wing. Pry Sch and College which co-existed up to 1960.

1960-1989

- 1960-** Pry Sch wing renamed Kiambuiri Pry and relocated to adjacent parcel of land
- 1960-** Secondary Sch was relocated to Kiganjo and retained the name 'Kagumo'
- 1984-** First batch of Diploma Teachers graduated (283 graduates)

1990-2009

- 1990-** Humanity subjects were phased out and science subjects introduced
- 1993-** First group of 8-4-4 system students were admitted (3-year course) and the Teaching Practice duration revised from 1 to 2 terms
- 2009-** Humanities were re-introduced

2010-2022

- 2017-** Teaching Practice duration reverted back to one term
- 2022-** First cohort of CBC was admitted (314 students).

## 1.3 Rationale for the Strategic Plan

A strategic plan serves as a vital instrument for any Institution to accomplish its long-term objectives, adapt to changes in the education sector, optimize resource allocation, and cultivate a robust brand and reputation. In light of these considerations, the College has developed the present strategic plan to realize its overarching goals and aspirations. By articulating a clear and comprehensive roadmap, KTTC has established a framework for success, ensuring that all endeavors and resources are harmonized with its vision and mission. This strategic plan enables the identification of potential risks and opportunities, the establishment of priorities, the efficient allocation of resources, and the measurement of progress. Moreover, it empowers the College to anticipate shifts in the education landscape and respond effectively. Through the implementation of a well-defined strategy, the College aims to enhance performance, fortify its reputation, and attract and retain students, staff, and stakeholders.

As an institution committed to nurturing students' character, ethical principles, and social responsibility, the College has devised strategies that embody its professed values and that align with stakeholder expectations. Consequently, this strategic plan will aid KTTC in defining and conveying its unique value proposition, distinguishing itself from competitors, and cultivating a robust brand presence. Furthermore, the plan will facilitate the seamless integration of values-based education across all aspects of the operations and processes of the College, ranging from curriculum design and teacher training to parental and community engagement. By doing so, the College will provide a holistic and impactful learning experience for its students, thereby fulfilling its vision of a transformative, self-directing and competent teacher.

## 1.4 Process of Developing the Strategic Plan

The strategic planning process at KTTC is a thoughtful endeavor aimed at determining the institution's desired future while taking into account its current position. This process involves employing effective

tools to organize the present, thereby creating a blueprint that outlines the intended changes, the preservation of existing practices, and the strategic direction of the institutions and its resources in order to achieve its goals within the defined timeframe. The process addresses several key questions:

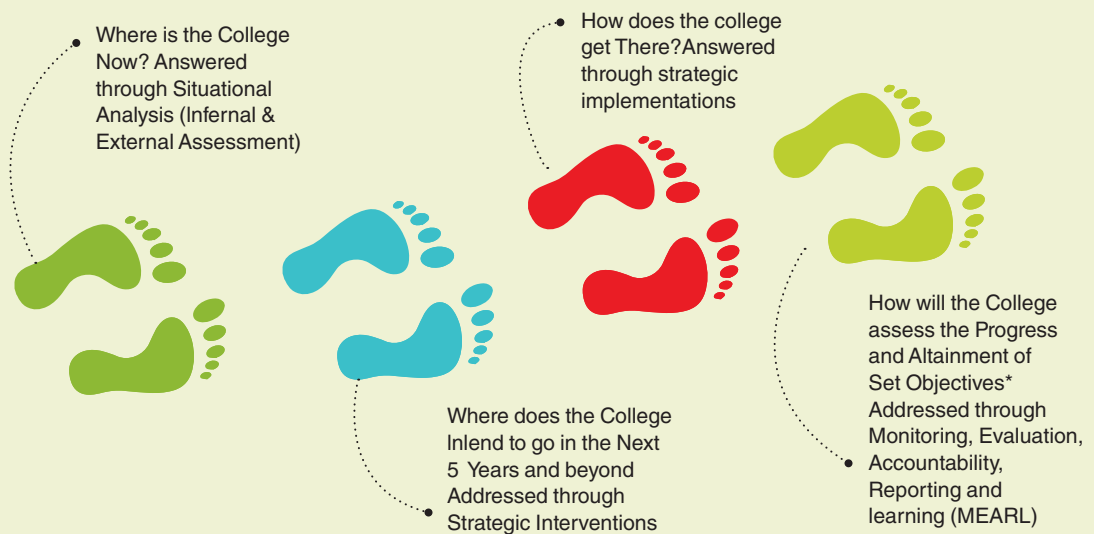


Figure 1: Strategic Plan Development Process

By engaging in this strategic planning process, KTTC is positioning itself to navigate towards a future aligned with its aspirations, leveraging a comprehensive understanding of its current situation, a

well-defined vision for the future, effective implementation strategies, and robust mechanisms for progress assessment and learning.

# SITUATIONAL ANALYSIS



**Photo 2: Cross-section of Students undertaking a 'Situational Analysis of their Knowledge Acquisition'.**

## 2.1 Overview

This chapter entails the situational analysis component which provides the College with a situational awareness. This is by presenting an in-depth analysis of the internal and external factors influencing the running of the institution. This analysis aids in the development of strategic interventions that are tailored to the realities facing the College for long-term impact. As such, the analysis involves documenting the key achievements, challenges, lessons learnt and recommendations made during the previous planning period 2018-2022. It then proceeds to present a Human Resource Analysis, Financial Analysis, and TOWS Analysis (Threats, Opportunities, Weaknesses and Strengths). These analyses help in assessing the current situation of the College and consequently in the development of effective strategies for the future. In addition, there is stakeholder's analy-

sis which provides a comprehensive examination of the various individuals and groups who have a stake in the operations and success of the College. Lastly, the Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis model which looks into the external environment that significantly influences College operations and how KTTC intends to respond to the various factors is presented. The situational analysis provides a platform to which Key Priority Areas (KPAs), strategic objectives, strategies, activities, outputs' targets and budgets are prepared.

As a result, the situational analysis serves as a foundation for defining the connections between envisioning, strategy development, implementation, organization performance, monitoring and evaluation, accountability as well as reporting and learning. This Strategic Plan has been designed with flexibility for adaptation to the changing external environment in the education sector. It is an effective communication tool which promotes a shared understanding of the institution's programs, activities and/or systems change efforts. Furthermore, the situational analysis informs the techniques for Institutional Capacity Strengthening that are adopted.

## 2.2 Review of Performance for the years 2018-2022

This section presents a review of performance based on the set objectives for the years 2018 – 2022 planning period. It captures the achievements, challenges, lessons learnt and recommendations made.



**Table 1: Key Achievements 2018-2022**

Strategic Objectives		Achievements
1	To train a competent professional diploma teacher to meet the 21 <sup>st</sup> Century demands	<ul style="list-style-type: none"> <li>◆ Consistent improvement of academic performance from 6.75 to 5.49</li> <li>◆ Increment in student enrolment from 183 to 314</li> <li>◆ Improvement in student completion rate from 93% to 98%</li> <li>◆ Introduction of new subject combination at 100%</li> </ul>
2	To enhance the motivation and capacity of the human resource for effective and efficient management	<ul style="list-style-type: none"> <li>◆ Annual rewarding of staff based on performance</li> <li>◆ Strengthened the capacity of all teaching staff on CBC in compliance with MoE requirements</li> <li>◆ Annual staff development on team cohesion and relationship building; refresher training for catering staff.</li> </ul>
3	To maintain, develop and expand College infrastructure and housing for improved service delivery	<ul style="list-style-type: none"> <li>◆ Installation of projectors in all lecture rooms; replacement of blackboards with white boards.</li> <li>◆ Renovation and furnishing of hostels, library, science labs, tuition rooms, kitchen and offices</li> <li>◆ Replacement of asbestos with galvanized sheets for all buildings for a safe living and working environment</li> <li>◆ Construction of the boundary wall</li> <li>◆ Development of a physical infrastructure master plan</li> <li>◆ Installation of solar street lights</li> </ul>
4	To strengthen the College financial management to achieve its financial obligations	<ul style="list-style-type: none"> <li>◆ Increment in development grant from Kshs. 2.7M to Kshs. 12.7M</li> <li>◆ Increment of rental income from Kshs. 1.3M to Kshs. 2M</li> </ul>
5	To enhance a conducive environment for working and learning to enable the human resource fulfil the College mandate	<ul style="list-style-type: none"> <li>◆ Upgrading of internet connectivity which improved service delivery</li> <li>◆ Construction of ramps in compliance with PWDs requirements</li> <li>◆ Enhancement of College aesthetics (planting of flowers and hedges, painting, signage, adding seating benches around Fanaka fountain)</li> <li>◆ Sinking a borehole to provide clean water for the institution</li> <li>◆ Procurement of ERP to assist in internal operations.</li> </ul>

**Table 2: Challenges, Lessons Learnt and Recommendations**

Challenges	Lessons Learnt & Recommendations
Emergence of Covid-19 delayed syllabus coverage	<ul style="list-style-type: none"> <li>◆ Introduction of eLearning</li> <li>◆ Full adoption of ERP system for operations</li> </ul>
Need to improve academic performance	<ul style="list-style-type: none"> <li>◆ Establish a reward system for both staff and learners</li> <li>◆ Adherence to curriculum implementation</li> <li>◆ Strengthen class monitoring tools</li> </ul>
Inadequate infrastructure and facilities	<ul style="list-style-type: none"> <li>◆ Fast-track the implementation of physical infrastructural master plan</li> <li>◆ Strengthen provision of essential services</li> </ul>
Few co-curricular activities and skilled facilitators	<ul style="list-style-type: none"> <li>◆ Upgrading existing facilities and establish new ones to enhance variety in sports and clubs</li> <li>◆ Train coaches</li> </ul>
Disposing non-serviceable assets	<ul style="list-style-type: none"> <li>◆ Disposal of assets as guided by the PPDA 2015</li> </ul>
Drought	<ul style="list-style-type: none"> <li>◆ Rainwater harvesting</li> <li>◆ Repair and construction of water pans</li> </ul>
Overdependence on government funding	<ul style="list-style-type: none"> <li>◆ Introduction of short professional courses for revenue generation</li> <li>◆ Strengthening of existing IGA projects.</li> </ul>

## 2.3 Academic Analysis

### 2.3.1 KNEC Diploma in Teacher Education (DTE) Examination

The following matrix illustrates the College performance in KNEC Diploma in Teacher Education (DTE) Examination from 2017 to 2022.

**Table 3: DTE Analysis Summary from 2017 – 2022**

Year	Entry	Distinction		Credit			Pass		Ref	Abs	CRNM	Fail	Mean	Deviation
<b>2022</b>	323	0	0	25	93	78	31	1	88	4	1	2	5.49	+0.02
<b>2021</b>	367	0	1	32	91	96	43	2	97	0	1	4	5.51	+0.28
<b>2020</b>	394	0	0	24	84	111	27	1	137	4	2	4	5.79	+0.31
<b>2019</b>	517	0	0	2	60	144	126	16	144	9	2	14	6.10	+0.31
<b>2018</b>	381	0	0	29	30	85	19	15	182	6	3	12	6.41	+0.34
<b>2017</b>	296	0	0	0	14	53	65	11	131	0	1	23	6.75	

### 2.3.2 Students Enrolment

The College enrolment for regular and school-based students between the years 2020 to 2022 was as follows.

**Table 4: Enrolment by Year Group and Gender**

Year	Male	Female	M: F	Total
2023	421	451	48:52	872
2022	560	584	49:51	1144
2021	411	451	48:52	862
2020	474	391	55:45	865
2019	675	459	60:45	1134
2018	559	455	55:45	1014
2017	780	647	55:45	1427

The data in table 4 above indicates that between 2017 and 2020 there were more males than females enrolled into the College. However, between 2021 and 2023, the female population surpassed the male. Further investigation through the MoE may be needed to explain the trends and provide responses to the evident population dynamics.

In 2017, the College admitted the second cohort of school-based students. The number of SB students decreased with every intake until the number could no longer support the program and it was phased out in 2020. This led to student numbers declining to below 1,000. In the year 2022 the College recorded a population of over 1,000 students due to a delay occasioned by Covid-19 which resulted in the College accommodating four-year groups at the same time.

### 2.4 TOWS Analysis

TOWS stands for Threats, Opportunities, Weaknesses and Strengths. The TOWS matrix is a strategic planning tool that helps organizations assess their current situation and develop effective strategies for the future. KTTC used the TOWS framework which combines external opportunities and threats with internal strengths and weaknesses to get a fuller awareness of the situation, consequently helping to generate strategic insights and to identify potential courses of action as presented hereinafter.

The TOWS analysis for the College is summarized in the chart as follows.

**Table 5: TOWS Matrix**

	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>(a) Competence Based Curriculum (CBC)</li> <li>(b) Availability of government funding</li> <li>(c) The rich and wide catchment of teacher trainees</li> <li>(d) High demand for graduates</li> <li>(e) High demand for agriculture produce</li> <li>(f) Advancement of ICT</li> <li>(g) Availability of educational &amp; research institutions and the industry players/ actors.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>(a) Litigation</li> <li>(b) High inflation rates</li> <li>(c) Inadequate security system and porous perimeter fence</li> <li>(d) Natural calamities e.g., climate change</li> <li>(e) Competition for students with Universities (C+ students)</li> <li>(f) Cybercrime and data security.</li> </ul>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>(a) Good reputation &amp; preferred training institution</li> <li>(b) Serene learning environment</li> <li>(c) Availability ERP (processes) &amp; ISO certification</li> <li>(d) Committed staff</li> <li>(e) Expansive land</li> <li>(f) Availability of basic infrastructure</li> <li>(g) Availability of recreational facilities</li> <li>(h) Availability of essential services (health facility, utilities)</li> <li>(i) Supportive leadership &amp; governance.</li> </ul>	<p><b>Maxi-Maxi Strategies [Strategies that use Strengths to maximize on Opportunities]</b></p> <ul style="list-style-type: none"> <li>(a) Undertake marketing of College programs</li> <li>(b) Full operationalization of ERP</li> <li>(c) Capacity building for staff based on training needs</li> <li>(d) Engage in agricultural activities according to market demand</li> <li>(e) Undertake marketing of the institution facilities to generate income</li> <li>(f) Register and upgrade the health facility</li> <li>(g) Membership drive for the alumni association.</li> </ul>	<p><b>Maxi-Mini Strategies [Strategies that use Strengths to minimize/ mitigate Threats]</b></p> <ul style="list-style-type: none"> <li>(a) Provision of firewall and encryption</li> <li>(b) Completion of perimeter wall and provision of security personnel</li> <li>(c) Enhancement of the forest cover.</li> </ul>
<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>(a) Poor reading culture</li> <li>(b) Inconsistent academic performance</li> <li>(c) Inadequate teaching staff</li> <li>(d) Dependence on government funding</li> <li>(e) Dependence on wood fuel</li> <li>(f) Inadequate physical infrastructure (working, learning &amp; living environment)</li> <li>(g) Inadequate ICT infrastructure</li> <li>(h) Inadequate transport facilities</li> <li>(i) Inadequate sports facilities and equipment</li> <li>(j) Weak risk management mechanisms.</li> </ul>	<p><b>Mini-Maxi Strategies [Strategies that minimize Weaknesses by taking advantage of Opportunities]</b></p> <ul style="list-style-type: none"> <li>(a) Provision of E-learning materials</li> <li>(b) Install bio gas plant and solar system</li> <li>(c) Complete construction of ongoing facilities (working, learning &amp; living)</li> <li>(d) Repair College facilities</li> <li>(e) Provision of ICT equipment and sufficient internet connectivity</li> <li>(f) Provision of transport and sports facilities</li> <li>(g) Develop risk management mechanism</li> <li>(h) Recruit an internal auditor.</li> </ul>	<p><b>Mini-Mini Strategies [Strategies that minimizes Weaknesses and mitigate Threats]</b></p> <ul style="list-style-type: none"> <li>(a) Enhancement of internal funding mechanisms</li> <li>(b) Completion of perimeter wall and provision of security personnel</li> <li>(c) Enhancement of data security.</li> </ul>

## 2.5 Stakeholder Analysis

Stakeholder analysis provides a comprehensive examination of the various individuals and groups who have a stake in the operations and success of the College. This analysis goes beyond identifying stakeholders to delving deep into their specific needs, expectations, and influence on KTTC. By gaining a deep understanding of the diverse stakeholders, including students, parents, staff, alumni, local community, and regulatory bodies, KTTC can effectively engage and collaborate with them to align strategies and initiatives. This section of the strategic plan ensures that the actions of the College are responsive to stakeholder requirements, foster strong relationships, and maximize support for KTTC's mission and goals.

**Table 6: Stakeholders Analysis**

Stakeholder	What KTTC Expects of Stakeholders	What Stakeholders Expect of KTTC
<b>Students</b>	<ul style="list-style-type: none"> <li>◆ Consistency in class attendance and other College programs</li> <li>◆ Adherence to Academic Policy &amp; College rules &amp; regulations</li> <li>◆ Good academic performance</li> <li>◆ Participation in co-curricular activities</li> <li>◆ Undertake all examinations</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provision of conducive learning environment</li> <li>◆ Taught in all lessons</li> <li>◆ Provision of learning materials</li> <li>◆ Provision of state-of-art ICT and connectivity</li> <li>◆ Provision of accommodation, food and health facilities</li> </ul>
<b>BoM</b>	<ul style="list-style-type: none"> <li>◆ Provide institutional policy &amp; strategic direction</li> <li>◆ Budgetary allocation &amp; facilitation of programs</li> <li>◆ Staff employment</li> <li>◆ Oversee implementation of PC &amp; ISO</li> <li>◆ Support academic programs</li> <li>◆ Discipline of students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Adherence to policies &amp; strategic directions</li> <li>◆ Good academic performance</li> <li>◆ Prudent use of finances</li> <li>◆ Good implementation of PC &amp; ISO</li> <li>◆ Effective performance of duty</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>◆ Preparation of professional documents &amp; adherence to them</li> <li>◆ Good academic performance</li> <li>◆ Effective performance of duty</li> <li>◆ Cordial relationship with students</li> <li>◆ Professionalism in duty performance</li> </ul>	<ul style="list-style-type: none"> <li>◆ Conducive working environment</li> <li>◆ Provision of Learning&amp; teaching materials</li> <li>◆ Prompt payment of salaries and wages</li> <li>◆ Provision of working gear and tools</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>◆ Timely payment of fees</li> <li>◆ Provide guidance &amp; counselling to students</li> <li>◆ Provide personal effects</li> </ul>	<ul style="list-style-type: none"> <li>◆ Good academic performance</li> <li>◆ Wellbeing of the students</li> <li>◆ Feedback of the students' performance</li> <li>◆ Graduation of their children</li> </ul>
<b>Alumni</b>	<ul style="list-style-type: none"> <li>◆ Cordial relationship</li> <li>◆ Offer financial support</li> <li>◆ Market the Institution</li> </ul>	<ul style="list-style-type: none"> <li>◆ Prudent financial management</li> <li>◆ Cordial relationship</li> </ul>
<b>National Government MDAs (MoE)</b>	<ul style="list-style-type: none"> <li>◆ Provision of guiding policies</li> <li>◆ Provide finances</li> <li>◆ Provide infrastructure</li> <li>◆ Staff development</li> <li>◆ Provision of learning materials &amp; equipment</li> <li>◆ Audit finances</li> <li>◆ Monitoring of academic programs/ infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>◆ Adherence to policies &amp; guidelines</li> <li>◆ Prudent use of finances</li> <li>◆ Good maintenance of infrastructure</li> <li>◆ Good academic performance</li> </ul>
<b>County Governments</b>	<ul style="list-style-type: none"> <li>◆ Bursary provision</li> <li>◆ Cordial relationship</li> <li>◆ Provision of guidelines to County compliances for educational institutions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Adherence to policies &amp; guidelines</li> <li>◆ Prudent use of finances</li> <li>◆ Good academic performance</li> </ul>

<b>TSC</b>	<ul style="list-style-type: none"> <li>◆ Provide teachers</li> <li>◆ Provide policy documents</li> <li>◆ Pay teachers</li> <li>◆ Appraisal of teachers</li> <li>◆ Staff promotion</li> </ul>	<ul style="list-style-type: none"> <li>◆ Implementation of curriculum</li> <li>◆ Adherence to policy documents</li> <li>◆ Good performance in teaching</li> </ul>
<b>KICD</b>	<ul style="list-style-type: none"> <li>◆ Development of curriculum</li> <li>◆ Provide the required learning materials</li> <li>◆ Facilitate staff training for teachers</li> <li>◆ Evaluation of learning and teaching materials</li> <li>◆ Development of designs/syllabus</li> </ul>	<ul style="list-style-type: none"> <li>◆ Good performance</li> <li>◆ Full implementation of the curriculum</li> <li>◆ Implementation of the designs/syllabus</li> <li>◆ Feedback from the College</li> </ul>
<b>KNEC</b>	<ul style="list-style-type: none"> <li>◆ Registration of exams</li> <li>◆ Prepare and administer exams</li> <li>◆ Marking of exams</li> <li>◆ Issuing of certificates and results</li> </ul>	<ul style="list-style-type: none"> <li>◆ College to facilitate registration</li> <li>◆ Students to sit for the exams</li> <li>◆ Good performance</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>◆ Cordial relationship</li> <li>◆ Provide workforce/labour</li> <li>◆ Provide goods &amp; services</li> </ul>	<ul style="list-style-type: none"> <li>◆ Good relationship</li> <li>◆ Prompt payment</li> </ul>
<b>Members of Parliament</b>	<ul style="list-style-type: none"> <li>◆ Bursary provision</li> <li>◆ Cordial relationship</li> <li>◆ Provision of infrastructure</li> <li>◆ Provision of learning materials</li> </ul>	<ul style="list-style-type: none"> <li>◆ Good academic performance</li> <li>◆ Cordial relationship</li> <li>◆ Signing of bursary forms</li> </ul>
<b>Media</b>	<ul style="list-style-type: none"> <li>◆ Marketing</li> <li>◆ Creation of positive image</li> </ul>	<ul style="list-style-type: none"> <li>◆ Cordial relationship</li> <li>◆ Efficiency in management</li> </ul>
<b>Civil Society Organizations</b>	<ul style="list-style-type: none"> <li>◆ Foster positive social relations</li> <li>◆ Promote values and ethics</li> <li>◆ Promote healthy cultural values</li> </ul>	<ul style="list-style-type: none"> <li>◆ Accountability</li> <li>◆ Positive social relations</li> <li>◆ Adherence to healthy cultural values</li> </ul>
<b>Development Partners</b>	<ul style="list-style-type: none"> <li>◆ Provide development resources</li> <li>◆ Capacity building</li> <li>◆ Resource mobilization</li> <li>◆ Cordial relationship</li> </ul>	<ul style="list-style-type: none"> <li>◆ Prudent management of resources</li> <li>◆ Accountability</li> <li>◆ Cordial relationship</li> </ul>
<b>Private Sector Actors</b>	<ul style="list-style-type: none"> <li>◆ Provision of goods &amp; services</li> <li>◆ Capacity building</li> <li>◆ Provision of jobs to our graduates</li> <li>◆ Cordial relationship.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Accountability</li> <li>◆ Effective management of resources</li> <li>◆ Cordial relationship.</li> </ul>

## 2.6 Critical Success Factors

Critical success factors document the best practices. They are standards or sets of guidelines known to produce good outcomes if followed. They shed light on the best way to carry out a task with optimal results. KTTC seeks to continue improving performance in all facets by adopting critical success factors while carrying out the College mandate. The factors are documented as follows.

**Table 7: Critical Success Factors**

Factor	Description
<b>Student Enrolment</b>	The going concern of the College depends fully on students' enrolment. With a high number of students, the College is assured of offering the prescribed curriculum programs and staying afloat
<b>Resource Mobilization</b>	For successful implementation of the strategic plan, there is need for increased and sustained government funding, student fees, IGAs and funding from development partners & private sector actors to cater for expenditure, renovation and expansion of the College infrastructure
<b>Community Involvement</b>	Successful implementation of this strategic plan is based on the increased role of parents and communities in resource mobilization and utilization, decision making and giving feedback. So as to efficiently initiate and sustain College programs in the strategic plan it is necessary that their roles and responsibilities are aligned and harmonized with the College human resource base
<b>Partnership</b>	It is envisaged that private/ public sector partnerships will be forged and strengthened in provision and broadening of access to post-secondary education opportunities. This is critical in enabling the government to meet the expected increase in demand for transition at all levels of education
<b>Capacity Building</b>	For effective implementation of the strategic plan, it is anticipated that the capacities of various organs of the KTTC institutional framework will be strengthened. The strategy will be to improve the capacity of the College in planning and management of programs. It will entail delegating greater responsibilities to the institution's departments so as to achieve focused planning, better information management and effective monitoring systems
<b>Performance Contracting</b>	To facilitate the implementation of this strategic plan, the College will continue to adapt the performance contracting model of results-based management. The College will refer to the provisions of the Kenya vision 2030 in setting appropriate performance targets for implementation by the members of staff. These targets will be in line with the strategic plan and the work plans. The College will continue using the performance contract quarterly monitoring and annual evaluation tools to oversee and coordinate the implementation of the performance targets and to report appropriately
<b>ISO</b>	The College is ISO 9001:2015 certified. Therefore, all undertakings should be aligned to the ISO processes and procedures
<b>Formal Authorization</b>	The aforesaid critical success factors will only be realized through appropriate formal authorization by relevant authorities.



Photo 3: Multi-Purpose Hall

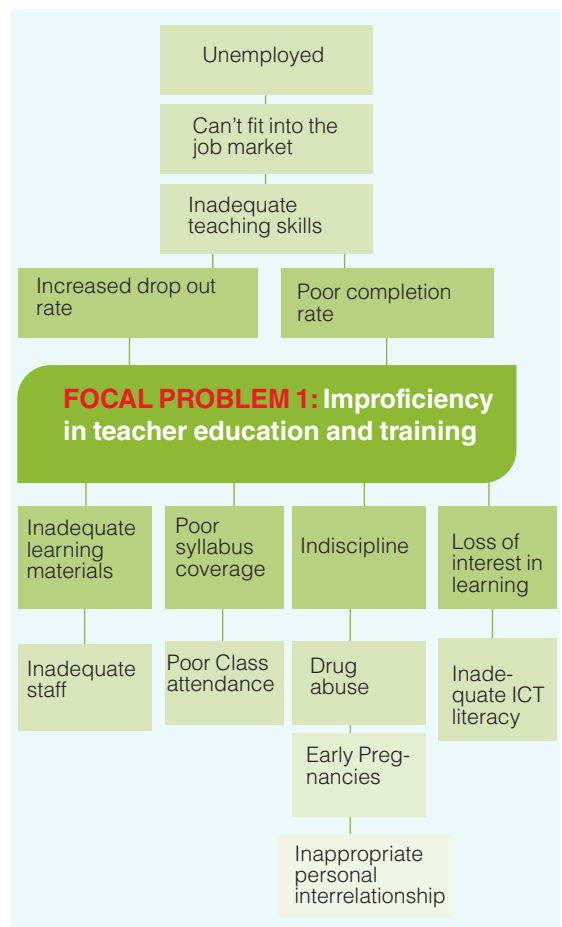
## 3.1 Introduction

In pursuit of its overarching vision, KTTC requires a meticulous strategic approach that ignites positive learner growth and sets in motion a cascading effect leading to the sustainable transformation of KTTC students. As an initial step, this strategic plan provided an invaluable opportunity to distill insights from comprehensive internal and external analyses, such as TOWS and PESTEL, aiming to identify the core areas of focus. The foundation of the strategic model commenced with a focal problem identification process using a problem tree analysis. This enabled a clear distinction between causes, effects, and the actual focal issues. Consequently, four focal problems emerged namely:

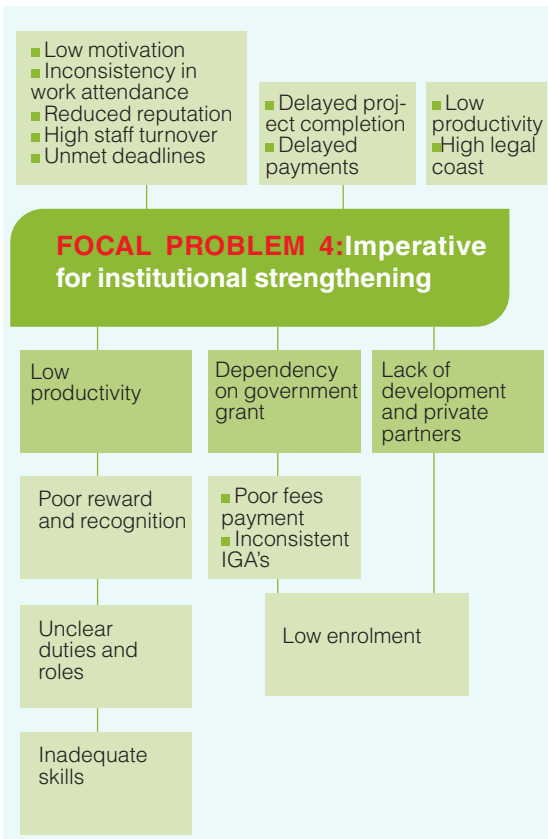
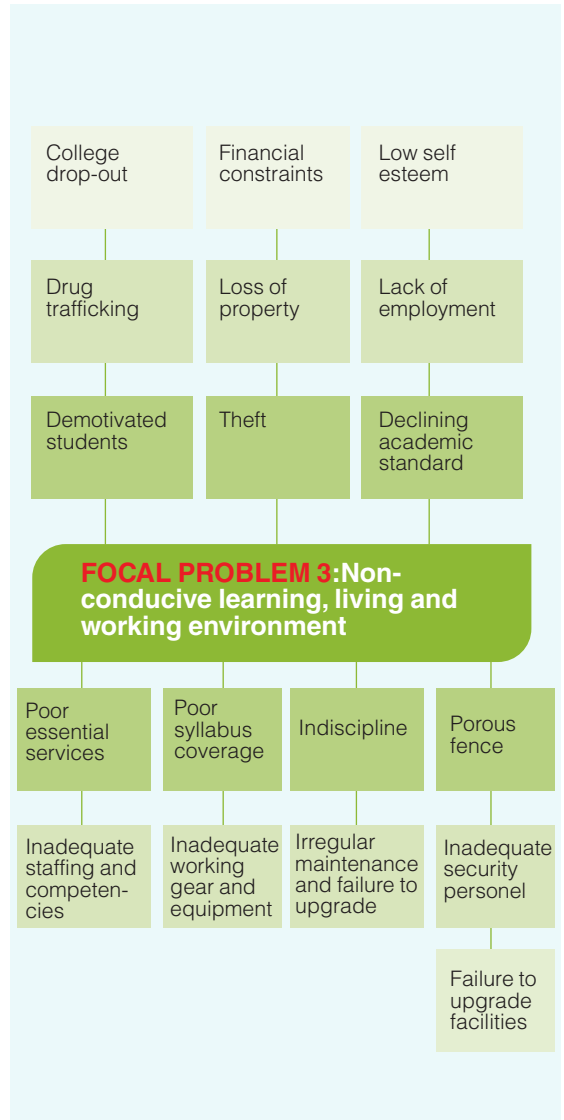
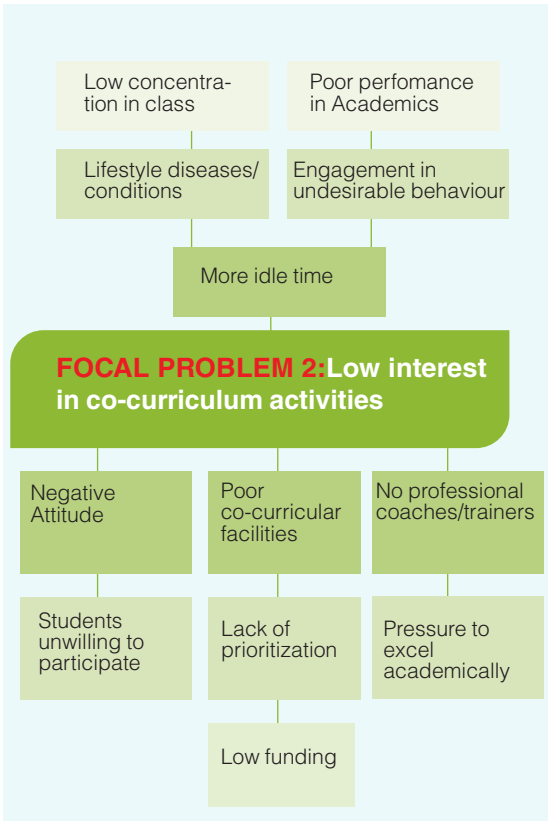
1. Improficiency in teacher education and training
2. Low interest in co-curriculum activities
3. Non-conducive learning, living and working environment
4. Imperative for institutional strengthening and effectiveness.

## 3.2 Root-cause (Focal Problem Trees)

The root-cause and problem tree analysis came out of the issue identification discussions with the actors mainly the students, staff, parents, BoM, community, alumni, MoE and the County Government of Nyeri. Having cast a vision for the College, a discussion on what needs to change for this vision to be a reality ensued. From these discussions, the areas of concern as expressed by the stakeholders were identified, synthesized and analyzed to show the cause and effects. Based on this, problem trees were developed as presented hereinafter.







In addressing the focal problems, KTTC adopted the Theory of Change (ToC) model which is a description of why a particular way of working will be effective, showing how change happens in the short, medium, and long term to achieve the intended outcomes. TOC is like a road map that helps institutions plot their journey from where they are now to where they want to be. It is a specific type of methodology for planning, participation, and evaluation that is used by organizations and institutions to promote social change.

### 3.3 Theory of Change (ToC)

*“What is the change the College is working towards and what needs to be done for that change to happen?”*

The Theory of change is a strategic thinking model that helps an institution to understand the real difficulties experienced by the stakeholders as they seek to achieve lasting change in their lives. ToC gives KTTC a comprehensive approach of what has to happen to produce a *A Transformative, Self-directing and Competent Teacher*. ToC assists in marking the pathway of change or the ‘mini-steps’ that we need to take as a College in order to have a real impact on our students. This makes it much easier to measure progress made and its contribution to long term change.

Developing this ToC has not been a one-person affair; rather it has involved consultations with various actors including students, staff, parents, BoM, community, alumni, MoE and the County Government of Nyeri. ToC calls for the actors of the College to think and work differently from what they are used to.

The crafting of the ToC for KTTC used a three-step process:

**STEP 1-** Agree on the change the stakeholders want. This was a discussion on the vision for the College in 2050, and a discussion on how this can be achieved, by whom, and using what means. This informed the overall vision of the College and the desirable long-term outcomes.

**STEP 2-** In this step, the stakeholders thought through what needs to change for transformation to take place. Questions considered included: ‘what problem has prevented the vision we want, what is the root cause, and what caused it?’

**STEP 3-** Under this step, the stakeholders considered how to change the situation, i.e., the step-by-step analysis of cause-effect relationships. This helped in identification of the strategic interventions.

KTTC ToC is depicted as follows.

**Table 8: KTTC ToC**

Focal Issue	STRATEGIC INTERVENTIONS	OUTCOMES	GOALS
<b>Academics</b>	<ul style="list-style-type: none"> <li>(a) Enhancement of proficiency in teacher education and training</li> <li>(b) Strengthen class monitoring tools</li> <li>(c) Provision of learning resources and materials</li> <li>(d) Promote learning and reading culture</li> <li>(e) Undertake exposure programs</li> <li>(f) Review of academic policy</li> <li>(g) Enhancement of research and knowledge management</li> </ul>	Competent Professional Teacher	Improved proficiency in teacher education and training
<b>Co-Curriculum</b>	<ul style="list-style-type: none"> <li>(a) Upgrade existing and establish new facilities for non-existent sports</li> <li>(b) Train coaches</li> <li>(c) Create Competition among Teacher Training Colleges</li> </ul>	All-rounded secondary school teacher	Active and meaningful participation in co-curriculum activities
<b>Learning, Living and Working Environment</b>	<ul style="list-style-type: none"> <li>(a) Assess the nature and extent of the risk of harm to human health or the environment</li> <li>(b) Fast-track physical infrastructural master plan</li> <li>(c) Strengthen provision of essential services</li> <li>(d) Facilitate ease of service delivery</li> </ul>	Adequate learning, living and working environment	Improved and conducive learning, living and working environment
<b>Institutional Capacity Development</b>	<ul style="list-style-type: none"> <li>(a) Enhancement of human resource development</li> <li>(b) Streamlining of operations for efficiency in the internal business processes (SOPs, systems, compliance) and effective service delivery</li> <li>(c) Strengthen leadership and governance</li> <li>(d) Ensure financial management</li> <li>(e) Resource mobilization</li> <li>(f) Institutionalization of Alumni Function</li> </ul>	High productivity, optimal utilization of resources and sustainable financial institution	Efficient internal processes and improved service delivery

A Transformative, Self-directing and Competent Teacher

### 3.4 Key Priority Areas

The identified focal problems provided KTTC with strategic gaps that required the College to respond through targeted interventions. These interventions aimed to build upon KTTC's strengths and leverage the presented opportunities. The responses to the focal problems were grouped into Key Priority Areas (KPAs). Four key priority areas, namely Academics, Co-curriculum; Learning, Living and Working Environment; and Institutional Capacity Development (ICD) were identified as central to KTTC's long-term goals. These KPAs were deemed crucial to the success of the College and are therefore addressed in detail hereinafter.

### 3.4.1 Academic Performance

Academic performance is a crucial component of the overall success of a College, and at KTTC, there have been consistent challenges in achieving excellence in this area. The underlying factors contributing to this include a pedagogical framework that needs to be enhanced, inadequate teaching and learning materials, an inadequate performance reward system, and a subpar learning culture. KTTC aims to carve out a distinctive strategic niche among the TTCs. The drive is to cultivate knowledgeable and studious students who possess the skills to navigate the complexities of the 21st century seamlessly. To realize this vision, KTTC College plans to adopt a unique pedagogical approach centered on blended and fully digitized learning and teaching methods. This sets the College apart from others and emphasizes on the inner drive guided by our core values. Information and communication technology (ICT) will play a crucial role in designing the next generation of classrooms that provide a safe, conducive, and participatory learning environment. By leveraging these innovative methods, KTTC aims to create a transformative learning experience that fosters student engagement, growth, and academic success.

### 3.4.2 Co-curriculum

Co-curriculum encompasses informal pursuits that complement the academic curriculum and take place outside the traditional classroom setting. However, at KTTC, the engagement in these activities has been limited due to lack of diverse offerings, inadequate student participation, and insufficient equipment and facilities. These activities play a pivotal role in enhancing a variety of skills such as problem-solving abilities, reasoning skills, critical and creative thinking, as well as communication and collaboration skills, all of which are crucial for the students overall personality development. At KTTC, co-curricular activities also serve as a platform to reinforce the core business of the College which is to offer education and training.

Aligned with its vision, KTTC strives to provide co-curricular activities that enable learners to excel in their talents and equip them with essential psychosocial skills. By enhancing the range and quality of co-curricular activities offered, KTTC aims to create an environment where students can actively participate, explore their interests, and develop a well-rounded skill set. The College recognizes the significance of these activities in fostering character development and preparing students for success in all aspects of their lives. Through intentional investment in equipment, facilities, and diverse activity options, KTTC is committed to creating a vibrant and engaging co-curricular program that instills confidence, nurtures talents, and reinforces the values cherished by the College community.

### 3.4.3 Learning, Living and Working Environment

Learning, living and working environment refers to the physical, social, and emotional conditions in which learning takes place. It encompasses the physical infrastructure, classroom setup, safety measures, and the overall atmosphere within the College. In the context of KTTC, the current state of the learning environment poses challenges as the existing physical infrastructure is insufficient to support the envisioned learning goals. This presents a significant obstacle to the ability of the College to provide a comprehensive and values-based education to its students. Creating a desired learning environment that is safe and conducive is one of the primary goals outlined in the strategic plan. To address the learning environment priority, KTTC is implementing various interventions. These include enhancing compliance with College safety standards to ensure a secure environment for students, strengthening security systems to safeguard the well-being of all individuals, and fast-tracking the master plan of the College to address infrastructural limitations. Additionally, KTTC College aims to leverage information and communication technology (ICT) by automating operations and procedures.

### 3.4.4 Institutional Capacity Development (ICD)

Institutional Capacity Development refers to the ongoing process of strengthening the overall capabilities of the College to effectively achieve its vision and mission. The strategic plan of KTTC places a strong emphasis on ICD as a critical component of its development. This encompasses various aspects, including enhancing human capital, improving internal business processes, ensuring prudent financial management, and fostering effective leadership and governance. KTTC recognizes the importance of investing in its workforce by empowering and equipping its staff. The College aims to enhance their capabilities and create a conducive environment for professional growth and excellence.

Furthermore, KTTC will focus on optimizing internal processes, leveraging information and communication technology (ICT) infrastructure, and implementing robust financial controls to ensure sustainable growth and efficient operations. This will include streamlining administrative procedures, embracing innovative technologies, and implementing sound financial management practices. In addition to internal

capacity building, KTTC recognizes the value of strong leadership and governance in guiding the institution towards its strategic objectives. It will undertake strengthening of effective governance mechanisms through development of leadership skills, fostering a culture of accountability, and promoting collaborative decision-making processes. Lastly, to further support ICD, KTTC will establish partnerships and collaborations with relevant stakeholders. By leveraging external expertise and resources, the College will enhance its overall functioning, improve service delivery, and create sustainable positive impact. As such, through comprehensive institutional capacity development efforts, KTTC aims to strengthen its foundation, enhance its operational efficiency, and ensure the long-term success and sustainability. By investing in its people, processes, and governance, KTTC is committed to delivering high-quality education and training for a teacher of the future.

### 3.5 Key Priority Areas and Strategic Objectives

The four (4) KPAs and strategic objectives are presented as follows.

Key Priority Area		Strategic Objectives
a.	<b>Academics</b>	To train a competent diploma secondary school teacher to meet the 21st century needs
b.	<b>Co-curriculum</b>	To enhance co-curriculum activities to produce an all-rounded secondary school teacher
c.	<b>Learning, Living &amp; Working Environment</b>	To maintain, develop and expand physical infrastructure for improved service delivery
d.	<b>Institutional Capacity Development</b>	To enrich human capacity and competences for improved productivity
		To improve operational efficiency for enhanced service delivery
		To enhance leadership competences for effective management
		To promote the College brand image for increased student enrolment
		To ensure financial sustainability and timeliness in service delivery

# INSTITUTIONAL AND COORDINATION FRAMEWORK



Photo 4: KTTTC into the Future- Administration Plaza

## 4.1 Overview

In accordance with the Basic Education Act, KTTTC, as a College, is entrusted with the responsibility of establishing robust institutional and governance structures. These structures entail several key responsibilities that KTTTC must fulfill. Firstly, the College must establish the necessary educational and governance structures to ensure effective management. Secondly, KTTTC is required to ensure that qualified professionals are employed. Thirdly, compliance with the approved curriculum is essential, guaranteeing that students receive the prescribed education. Furthermore, KTTTC must maintain premises that adhere to occupational health and safety regulations and building standards. The College is also responsible for providing the necessary teaching and learning materials.

When requested, the College must provide evidence of students' reasonable educational progress based on nationally recognized standardized achievement tests. Additionally, the County Education Board, in consultation with

the Teachers Service Commission, will assess KTTTC, including its teachers, non-teaching staff, educational programs, instructional materials, and facilities. The College must comply with such assessments and any other requirements set forth by the Cabinet Secretary. Through these responsibilities, KTTTC strives to establish a strong governance framework that ensures quality education and training. To remain compliant and exceed the basic requirements set by the MoE, KTTTC has set up various organs and offices to deliver on its multifaceted responsibilities. The functions of the various organs are mentioned herinafter.

## 4.2 Management and Administration

### 4.2.1 Board of Management

The College is managed by the Board of Management (BoM), appointed every three years by the Cabinet Secretary of Education in accordance with the Basic Education Act (2013).

The BoM structure comprises the following committees;

- Academic Standards, Quality and Environment Committee
- Finance, Procurement and General-Purpose Committee
- Discipline and Students Welfare Committee
- Audit Committee.

The BoM is the overall manager of the College and its powers and responsibilities are stipulated in Section 59 of the Basic Education Act, 2013 noted as follows.

- Promote quality education for students
- Provision of proper and adequate physical facilities for the College
- Manage occupational safety and health
- Advise the County Education Board on the staffing needs
- Recruit, employ and remunerate such number of non-teaching staff
- Encourage a culture of dialogue and participatory democratic governance
- Promote spirit of volunteerism among stakeholders
- Allow reasonable use of the facilities of the College for community, social and other lawful purposes
- Administer and manage the resources
- Receive, collect and account for any funds accruing to the College.

## **4.2.2 Administration**

### **4.2.2.1 Chief Principal**

The Principal is the Accounting Officer and Secretary to the BoM. He is assisted by the following committees to run the institution:

- Senior Management Committee
- Academic and Examinations Board
- Disciplinary Committee
- Central Graduation Committee
- Other Relevant Committees e.g., Teaching Practice, Performance Contract, House Allocation Committee and ISO.

### **4.2.2.2 Deputy Principals**

The institution has two (2) deputy principals, Academics and Administration. The Deputy Principal Academics handles the core business of the College in the enhancement of proficiency in teacher education and training.

Under the Deputy Principal Academics, there is the Registrar who is in charge of admission and enrolment of students. Reporting to the Registrar, is the Teaching Practice Director who is in charge of teaching practice and Senior Masters who head departments comprising a group of related subjects. Each of the subjects has a Head of subject. The Heads of Subjects work closely with the class secretaries who are the student representatives in each class.

Under the Deputy Principal Administration, there is the Dean of Students Office which is in charge of the teacher trainees welfare. Reporting to the Dean of Students there is the Senior Master Co-curricular activities in charge of games & sports, athletics, drama and music and is assisted by coordinators in the specific co-curricular activities. In addition, the Senior Master Wellness Department works under and in liaison with the Dean of Students to ensure Mentorship and Guidance & Counseling of teacher trainees. The Students Representative Council (SRC) which is the students leadership body operates under the Dean of Students Office.

Further, the Deputy Principal Administration oversees the non-teaching staff categorized into thirteen (13) Sections, namely;

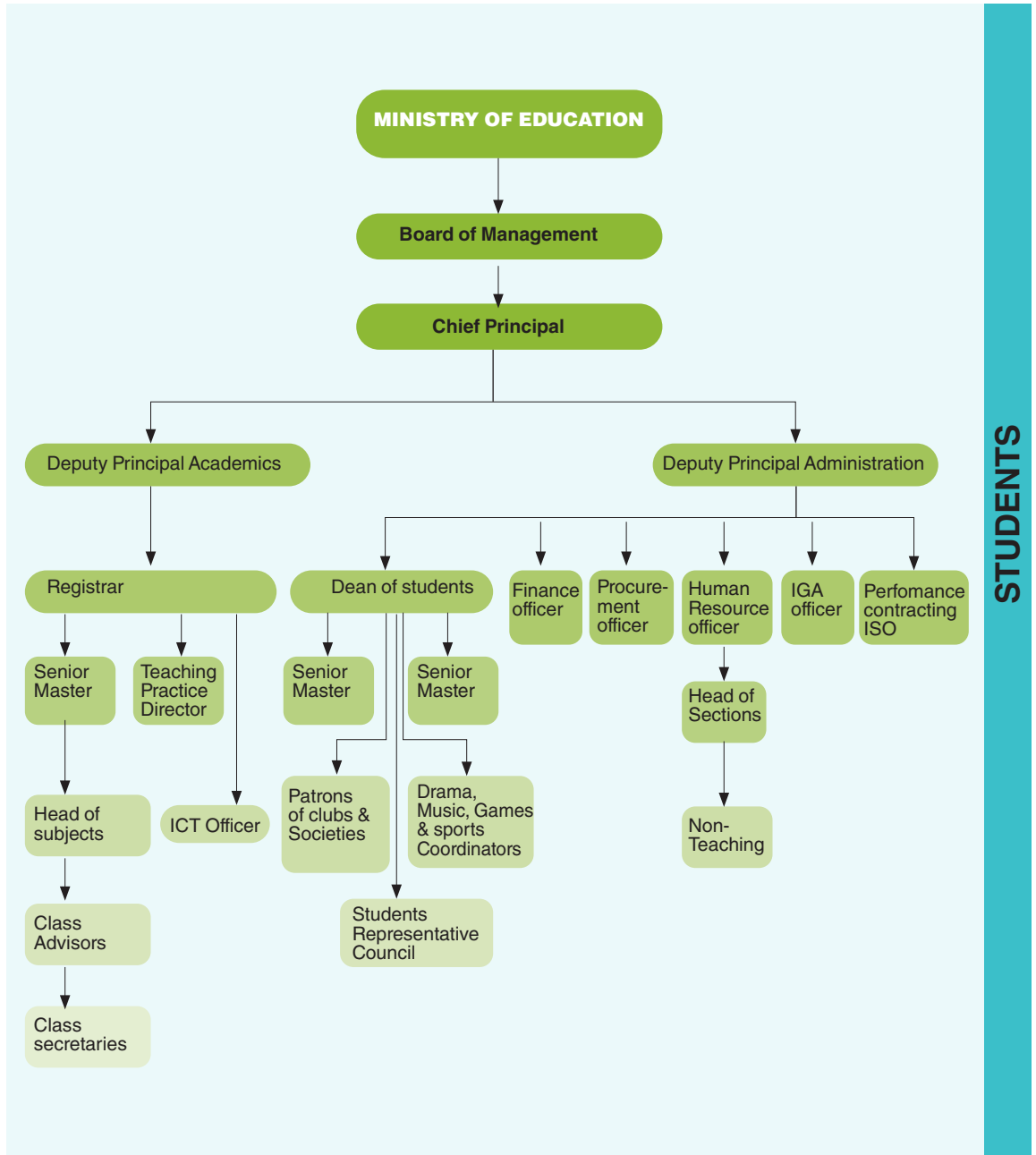
- Procurement
- Human Resource
- Accounts
- Health
- Catering
- Housekeeping
- Farm
- Maintenance
- ICT
- Secretarial
- Library
- Laboratory
- Transport

### 4.2.3 Organizational Structure

Sound organization and management of the College is a pre-requisite for successful implementation, monitoring and evaluation of the strategic plan. This will facilitate the assessment of

the extent to which the proposed strategic plan objectives are realized.

A summary of the Organizational Chart that indicates the level of authority geared towards implementation of the SP is depicted hereinafter.



STUDENTS

### 4.2.4 KTTCC Organizational Chart



### 4.3 Resourcing and Financial Management

This section provides the projected resource requirements by KPAs, revenue projections, estimated resource gaps and measures of addressing the gaps.

#### 4.3.1 Resource Requirements by Sector

This section indicates the projected financial resources required for each KPA during the planning period. The section also includes the percentage of the total budget for each KPA. This information is presented as follows.

**Table 9: Summary of Financial Resource Requirements (SP Budget) in Kshs. ‘000’**

	2023/24	2024/25	2025/26	2026/27	2027/28	
<b>Academics</b>	16,500	17,500	18,450	19,300	20,150	
<b>Co-curriculum</b>	13,030	11,030	12,030	11,030	41,030	
<b>LLWE</b>	82,400	11,550	135,350	145,350	131,450	
<b>ICD</b>	16,950	19,350	24,150	25,100	27,400	
<b>Total</b>	<b>128,880</b>	<b>179,430</b>	<b>189,980</b>	<b>200,780</b>	<b>220,030</b>	
						<b>919,100</b>
<b>Overheads</b>						
Baseline (83M) to increase at 5%	<b>87,150</b>	<b>91,508</b>	<b>96,083</b>	<b>100,887</b>	<b>105,931</b>	<b>481,559</b>
<b>Grand Total</b>	<b>216,030</b>	<b>270,938</b>	<b>286,063</b>	<b>301,667</b>	<b>325,961</b>	<b>1,400,659</b>

**Vote heads include:**

- a. Administration Cost
- b. Boarding, Equipment & Stores
- c. Electricity, Water & Conservancy
- d. Local Transport & Travel
- e. Medicare
- f. Personal Emoluments
- g. Repair, Maintenance & Improvements
- h. Tuition, Equipment & Stores.

### 4.3.2 Revenue Projections

This section indicates the various sources of revenue for the College for the 5-years, tabulated as follows.

**Table 10: Revenue Projections**

Baseline (Annual Average 2018-2022)		2023/24	2024/25	2025/26	2026/27	2027/28	
<b>Government Grant to decrease by 5% annually</b>	Recurrent	63,650,000	60,467,500	57,444,125	54,571,919	51,843,323	49,251,157
	Development	12,008,333	11,407,917	10,837,521	10,295,645	9,780,863	9,291,819
<b>Fees (to grow by 10%)</b>		31,700,438	34,870,481	38,357,529	42,193,282	46,412,611	51,053,872
<b>Other Revenue to grow by 20%</b>	Rental income	1,271,359	1,525,631	1,830,757	2,196,909	2,636,290	3,163,548
	Farm	587,585	705,102	846,123	1,015,347	1,218,417	1,462,100
	Hire of facilities	989,693	1,187,632	1,425,158	1,710,190	2,052,227	2,462,673
	Short Professional courses	-	-	1,000	2,000	4,000	5,000
	Disposal	151,571	181,886	218,263	261,915	314,298	377,158
	Savings	6,921,514	8,305,816	9,966,980	11,960,376	14,352,451	17,222,941
<b>Total</b>		<b>117,280,493</b>	<b>118,651,965</b>	<b>120,927,455</b>	<b>124,207,582</b>	<b>128,614,479</b>	<b>134,290,268</b>

### 4.3.3 Estimated Resource Gap

This section highlights the resource gaps in terms of the estimated resource needs against the projected revenues noted as follows.

**Table 11: Resource Gaps**

FY	Requirement (Kshs.. '000') from the Budget	Revenue Projections (Kshs.. '000')	Variance (Kshs.. '000')
2023/24	216,030	118,652	<b>97,378</b>
2024/25	270,938	120,927	<b>150,011</b>
2025/26	286,063	124,208	<b>161,855</b>
2026/27	301,667	128,615	<b>173,052</b>
2027/28	325,961	134,291	<b>191,670</b>
<b>Total</b>	<b>1,400,659</b>	<b>626,693</b>	<b>773,966</b>

## 4.4 Financial Management Strategies

The success of this plan will largely depend on the financial management systems and processes implemented by KTTC. Therefore, the College will pursue the following strategies:

- Reduce the level of receivables/debtors
- Embrace cost recovery model for its services
- Expand the existing ERP to provide end to end capabilities
- Enhance budget and expenditure control mechanisms
- Implement fees collection guidelines
- Adopt accountability systems through continuous monitoring, reporting and provision of timely financial information in accordance with accounting standards
- Ensure compliance with public procurement policies systems
- Adopt efficient cash management system
- Strengthen internal financial controls for efficiency and integrity
- Ensure adequate and qualified personnel in accounts and finance department
- Support financial planning/budgeting activities.

## 4.5 Asset Management

KTTC will enhance an efficient and effective asset management system that seeks to reduce operational costs, raise cash, improve service delivery and increase the useful life of available resources. KTTC assets include motor vehicles, ICT equipment and software, furniture and fixtures, office equipment and leasehold improvements. KTTC will institute prudent asset management systems and processes, which will include-

- Updating of asset register
- Updated valuation of all assets
- Uniform and consistent reporting formats for financial sustainability performance measures
- Continuous implementation of asset management accounting principles such as depreciation
- Disposal of obsolete assets as prescribed under the Public Procurement and Disposal Act, 2015
- Timely and efficient repair and maintenance of assets to reduce wastage and breakages
- Purchasing and operating high quality assets that generate value for money
- Sharing of assets among the departments to reduce on wastage
- Safeguarding and protection of assets to ensure maximum security and reduce cases of theft.

## 4.6 Assumptions

- Internally generated revenue from IGAs will continue to grow as per the stipulated strategies
- National government grants will continue to increase, but at a significantly lower rate than in the past
- Development partners should be managed to increase their funding through diversifying contributions to new partners – while maintaining and growing the current key partners.
- KTTC stakeholders have capacities and competencies sufficient to implement, monitor, report and evaluate the performance of the strategic plan
- Sufficient data in information systems is systematically available to stakeholders for decision making.

# MONITORING, EVALUATION, ACCOUNTABILITY, REPORTING & LEARNING



## 5.1 Overview

The successful implementation of KTTC's Strategic Plan relies on monitoring, evaluation, accountability, reporting and learning (MEARL). Monitoring involves systematically collecting and analyzing information to track the progress of strategic interventions aimed at transforming KTTC learners. Evaluation assesses whether the goals set in the Theory of Change (ToC) model have been achieved and examines long-term outcomes and impacts. Accountability is a commitment to respond to and balance the needs of the key stakeholders of the College (including students, staff, parents, BOM, alumni, MoE and partners). Reporting is crucial for communicating the implementation status of programs and projects to stakeholders, ensuring accountability, and facilitating informed decision-making.

Learning is about embedding processes for internal reflection (pause & reflect)– using data and raising questions to make smarter evidence-based decisions. This will involve report-

ing which is a very essential part of an effective M&E process as it provides an elaborate means of communicating to various stakeholders on the implementation status of planned activities and projects, not only as a matter of accountability, but also as a means to make informed decisions to ensure achievement of anticipated results.

MEARL aims to provide quality performance information for effective decision-making, linking goals, budgetary provisions, and results over the planning period. It encompasses components such as objectives, approach, mechanisms, and cycles. The learning component, discussed in detail later, facilitates continuous improvement and adaptation. By utilizing a robust MEARL framework, KTTC seeks to track progress, communicate implementation status, assess goal achievement, and drive informed decision-making. This framework plays a vital role in the successful execution of the Strategic Plan, ensuring accountability and facilitating the attainment of desired outcomes.

The College projects to set aside funds to cater for M&E expenses.

MEARL is based on a framework that consists of various components, which include objectives, approach, mechanisms, and cycle as discussed as follows.

## 5.2 MEARL Objectives

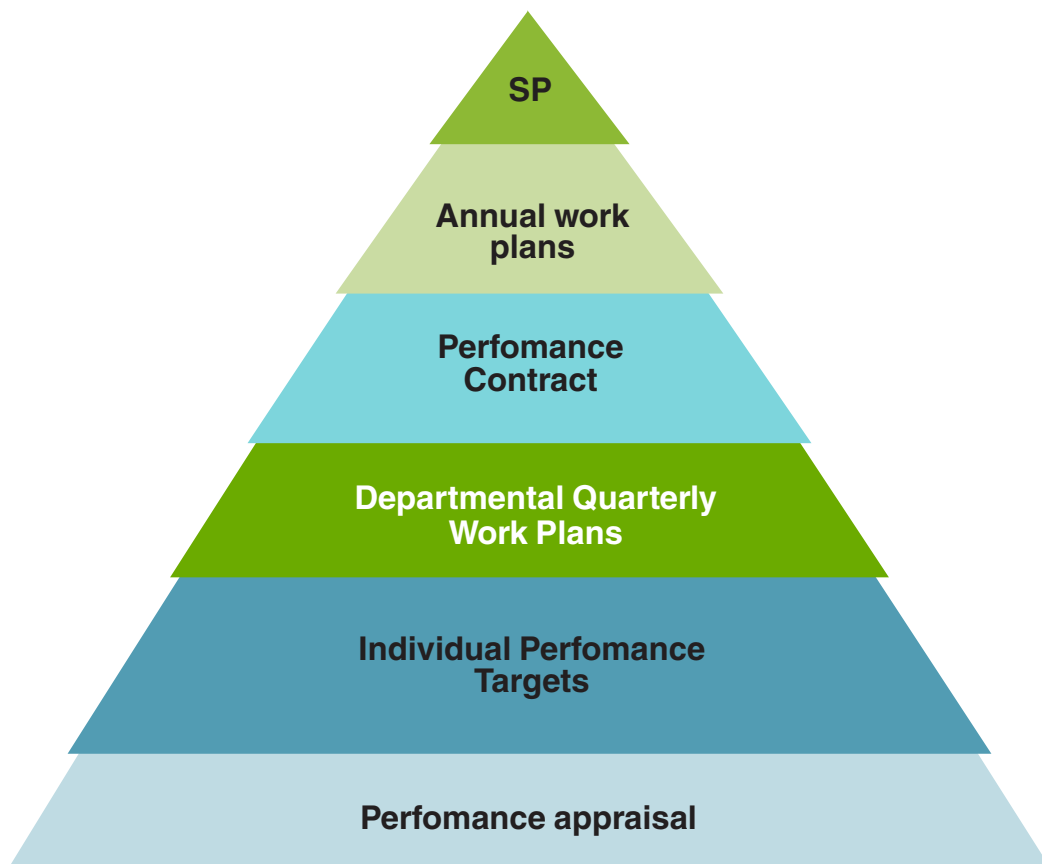
KTTC will continually improve the M&E system to ensure that planned activities are implemented; setbacks and variations are addressed as they arise. The system entails:

- Evaluation of strategies, activities and identifying areas that need adjustment;
- Providing a framework for reporting on progress;
- Documenting experiences, challenges and lessons learned;
- Improving the programming of new initiatives and strategies;
- Assessing results for informed decision-making in the implementation of the ToC strategies;
- Identify indicators for monitoring the key activities; and
- Identify data sources that are necessary to provide indicator values.

### 5.3 MEARL Approach

The College will institute a MEARL plan that shows the performance reporting framework on the set indicators and annual targets. This will ensure that all commitments made in this plan are translated into service delivery through performance contracting for Heads of Department, annual work planning/ performance targets at the Departmental and Individual level.

The Annual Work Plan will be the basis for execution of this Strategic Plan. Each Department/ Section shall thereafter derive their activities as stipulated in the Annual Work Plan which will then be cascaded downward to individual performance targets. Ultimately, the Individual performance targets will be the basis for performance appraisal. This is depicted in the diagram below:



**Figure 2: MEARL Approach**

## 5.4 MEARL Framework

The MEARL framework which ensures the implementation of the strategic plan will comprise of the following:

1. MEARL Committee comprising of the Chief Principal and Heads of Departments to take lead in the implementation of the strategic plan.
2. Ensuring that activities are kept within the parameters of agreed strategic objectives and targets.
3. Ensuring that activities are consistent with the vision, mission and values of the College.
4. Review of the internal and external changes which may require adjustments to the strategy of the College or affect its ability to achieve its objectives.
5. Biannual meeting by the MEARL Committee to review the status of the strategic plan implementation.
6. Annual reporting to the BoM and disseminating on the progress made towards the attainment of the objectives and set targets.
7. A comprehensive Mid-Term Evaluation of the implementation of the Strategic Plan. This review will aim to evaluate the cumulative successes achieved by the plan and focus on the half period remaining.
8. An End Term Evaluation will be undertaken at the end of the Plan period to assess overall implementation effectiveness and draw lessons for preparation of the subsequent Strategic Plan.

The reporting mechanism is tabulated as follows.

**Table 12: Reporting Mechanism**

Type of Report	Purpose	Frequency	Responsibility	Reports To
<b>Monthly Activities Reports</b>	These will provide information with regard to activities undertaken in the month as per the work plan e.g., status reports. It should highlight the timelines met, challenges and possible recommendations	Monthly	Staff	Heads of Departments
<b>Quarterly Reports</b>	Detail work plans with regard to achievement of the outputs providing opportunity for amendment and recommendations based on evaluation.	Quarterly	Heads of Departments	Chief Principal
<b>Semi-Annual Reports</b>	Provide mid-year evaluation of the of the key activities College	Biannually	Chief Principal	BoM
<b>Annual Reports</b>	Detail annual achievements of the Department vis-à-vis the outcome/ outputs; outlining the targets met, challenges and lessons learnt for the subsequent planning cycle	Annually	Chief Principal	BoM
<b>Mid-term Evaluation Report</b>	Detail achievements of the Department vis-à-vis the outcome/ outputs; outlining the targets met, challenges and lessons learnt for the remaining half-period of the SP.	Half-period of SP	Chief Principal	BoM
<b>End Term Evaluation Report</b>	Detail annual achievements of the Department vis-à-vis the outcome/ outputs; outlining the targets met, challenges and lessons learnt for the subsequent planning cycle.	5-Yearly	Chief Principal	BoM
<b>Performance Contracts/ appraisal annual evaluation report</b>	The annual performance contract report provides the status of achievements attained by the departments/ sections annually. This details actual performance against target contained in the performance contract.	Biannually & annually	HoSs	Principal & BoM

As noted, the reporting mechanism for tracking and assessing performance based on set targets is on a continuous and periodic basis. The mechanism covers inputs (particularly financial and human resource), outputs, as well as results.

## 5.6 Risk Management

This section provides the key anticipated risks that may hinder the implementation of the SP, potential risk implications and proposed mitigation measures to enhance sustainable development.

**Table 20: Risk, Implication, Level and Mitigation Measures**

Risk Category	Risk	Risk Implication	Risk Level (Low/Medium/High)	Mitigation measures
<b>Financial</b>	Inadequate financial resources	Stalled projects Soaring pending bills	Medium	<ul style="list-style-type: none"> <li>◆ Continuous improvement of revenue collection mechanisms</li> <li>◆ Resource mobilization mechanisms targeting the key actors/stakeholders</li> <li>◆ Prioritization of resource allocation</li> <li>◆ Income generating projects</li> <li>◆ Financial prudence</li> </ul>
<b>Technological</b>	ICT Systems breach	Financial irregularities	High	<ul style="list-style-type: none"> <li>◆ Frequent updating of the system firewalls</li> <li>◆ Real time Integration of systems and processes</li> <li>◆ Develop the system user privilege policies</li> </ul>
	Cyber risk security	Data integrity breach		<ul style="list-style-type: none"> <li>◆ Investment in cyber security risk management</li> </ul>
<b>Climate Change</b>	Drought	High cost of BES & RMI	High	<ul style="list-style-type: none"> <li>◆ Have a contingent plan for cushioning the high costs</li> </ul>
<b>Organizational</b>	Inadequate human resource capacity and low staff morale	Inefficiency in service delivery	Medium	<ul style="list-style-type: none"> <li>◆ Timely recruitment and promotion of staff</li> <li>◆ Institute rewards &amp; sanctions policy and operationalize the dispute resolution mechanism.</li> </ul>

Once the risks have been determined, there will be safeguards and procedures to mitigate the risks.

## Annex 1: BoM Members

S/N	NAME	Designation
1	Prof. Beatrice Warue	Chairperson
2	Eng. Ndirangu Wangai	Deputy Chairperson
3	Dr. Eustace Muthui	Secretary
4	Adv. Samuel Mwangi	Member
5	Rev. Fr. Paul Kimani	Member
6	Dr. Patricia Gathia	Member
7	Prof. Richard Mulwa	Member
8	Mr. Henry Kinyua	Member
9	Mr. Mohamud Sheik Ibrahim	Member
10	Mr. Joseph Mwangi	Member
11	Mrs. Jacqueline Onyango	Member
12	Mr. Robert Olweny	Member
13	Ven. Joseph Njakai	Member
14	Dr. Christine Njiru	Member
15	Arch. Thomas Mundia	Member
16	Dr. Paul Samuel Njuguna	Member
17	Mr. Titus Mainje	Member
18	Hon. Geoffrey Wandeto MP - TETU	Ex-Officio
19	Hon. Stanely Wakibia MCA Aguthi/Gaaki	Ex-Officio
20	Mr. Philip Mathenge – Chief Aguthi/Gaaki	Ex-Officio
21	TSC Regional Director	Ex-Officio
22	Regional Director of Education	Ex-Officio







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## CONTACTS

**P. O. Box:** 18-10100, Nyeri, Kenya

**Telephone:** 0701-972912 / 0796 632 055

**Email:** [info@kagumocollege.ac.ke](mailto:info@kagumocollege.ac.ke)

**Website:** [www.kagumocollege.ac.ke](http://www.kagumocollege.ac.ke)

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