



EMBU UNIVERSITY COLLEGE

(A Constituent College of the University of Nairobi)

Strategic Plan

2014-2018



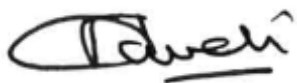
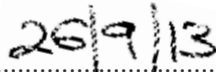
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(A Constituent College of the University of Nairobi)

Strategic Plan

2014-2018

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STATEMENT FROM CHAIRMAN OF COUNCIL



Dr. Margaret Gikui

The establishment of Embu University College (EUC) as a constituent college of the University of Nairobi, vide Legal Notice No. 65 of 17th June 2011 by his Excellency the President was in recognition of the critical role higher education continues to play in our Country's development. Indeed, the enactment of the Universities Act 2012, which supports access to quality higher education in the country, is a further testimony to this.

The place of education as a catalyst for development cannot be overemphasized. Education remains a key driver of economic growth in both developing and developed countries. Indeed, education is one of the key anchors in the social pillar for the realization of the Country's Vision 2030, the blue print for development; and a major catalyst in the attainment of the Millennium Development Goals.

Embu University College is two years since its establishment in June 2011. As a young institution, timely determination of the strategic direction to steer its development and the realization of its mandate is imperative. The development of its Strategic Plan 2014-2018 is a step in the right direction.

In line with modern management practices, EUC has developed the strategic road map upon which to build a legacy for success. The Strategic Plan clarifies specific targets to be achieved and outlines the mechanisms for doing so. It also outlines the framework through which EUC will consolidate its strengths to tackle the challenges and threats in its operating environment and exploit available opportunities for the ultimate realization of its mandate.

The successful implementation of the Plan will depend not only on the availability of resources, but also on the skills, commitment and teamwork of all our stakeholders. I wish to thank the EUC Management and staff, led by the founding Principal, Prof. Daniel Mugendi, for their effort in the development of the Strategic Plan. As a Council, we are committed to the development of EUC and will provide the necessary support for the realization of its mandate. Let us continue working together to harness our strength and synergy to consolidate the gains made so far and utilize all available resources efficiently as we strive to meet this mandate, and more importantly as we aim to be a fully-fledged University in the near future.

DR. MARGARET GIKUHI
CHAIRMAN, EMBU UNIVERSITY COUNCIL

MESSAGE FROM THE PRINCIPAL



Prof. Daniel Mugendi Njiru, Ph.D

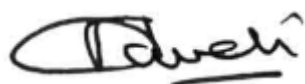
The mandate of Embu University College is to play a leading role in the development and expansion of opportunities for higher education and training, research and support for innovative approaches for the development of humanity. In the discharge of this mandate, EUC upholds the following core values; integrity, professionalism, teamwork, innovativeness and customer focus.

In the endeavour towards the realization of this mandate, EUC has developed the Strategic Plan 2014-2018. This will be the principal tool in the Institution's strategic governance and a guide in its performance and development for the next five years. The Plan outlines EUC's strategic direction, providing a clear focus with defined priorities and the specific strategies to achieve them. It focuses on our immediate and long term goals and objectives to steer EUC's destiny into the future.

The Strategic Plan 2014-2018 will play a critical role in guiding Management in its endeavor to position the University College as a major player in the Country's development. This will be done against the backdrop of the implementation of the Kenya Constitution 2010, and the provisions of the Universities Act, 2012. Of even greater significance, is the active participation of EUC and other institutions of higher learning in the realization of Kenya Vision 2030, which envisages a globally competitive and prosperous country by 2030. The Strategic Plan will serve as a compass to point EUC towards the desired direction in this endeavor.

I must confess that the development of this Strategic Plan was a daunting task. It was a collaborative effort between different players for ownership. The product is good but the result is likely to be even more rewarding. I am aware that the Strategic Plan is not an end in itself, but rather the beginning of a long journey; marked with distinct milestones on the roadmap for direction.

I wish to thank the University Council, Management, Staff and key stakeholders and partners for their role in the development of this Plan. I specially acknowledge the core team whose hard work and tireless effort led to its timely completion. My appeal is that we walk this road together, as we march towards becoming an epicenter of excellence and the institution of choice.

A handwritten signature in black ink, appearing to read 'Daniel Njiru', written in a cursive style.

PROF. DANIEL MUGENDI NJIRU
PRINCIPAL, EMBU UNIVERSITY COLLEGE



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Abbreviation

BSC	-	Balanced Score Card
B.Sc.	-	Bachelor of Science
CUE	-	Commission for University Education
EAST	-	Embu Agricultural Staff Training
E-Learning	-	Electronic Learning
EUC	-	Embu University College
GDP	-	Gross Domestic Product
HELB	-	Higher Education Loans Board
HIV & AIDS	-	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
ICT	-	Information Communication Technology
IGAs	-	Income Generating Activities
IPRs	-	Intellectual Property Rights
ISO	-	International Organizations for Standardization
JAB	-	Joint Admissions Board
JTAs	-	Junior Technical Assistants
KAPE	-	Kenya African Preliminary Examination
LAN	-	Local Area Network
M & E	-	Monitoring and Evaluation
MDG	-	Millennium Development Goals
MOU	-	Memorandum of Understanding
NACC	-	National Aids Control Council
PESTEL	-	Political, Economical, Social, Technological, Environmental, Legal status
QMS	-	Quality Management Systems
R & D	-	Research and Development
ROCE	-	Return On Capital Employed
ST & I	-	Science, Technology and Innovation
SP	-	Strategic Plan
SWOT	-	Strengths, Weaknesses, Opportunities, Threats
UN	-	United Nations
UNESCO	-	United Nations Educational, Scientific and Cultural Organization




Executive Summary

This Strategic Plan which is organized into five chapters highlights the current situation and challenges facing Embu University College (EUC). It also extensively elaborates specific priorities and interventions to be undertaken to accelerate development of the University during the five years of the Plan period.

In the introductory chapter, the Plan provides background information on its establishment and the progressive development it has realized to date. Having developed from its parent institution that was established in 1947, EUC has progressively recorded steady growth in programme offering and professional training, from an institute offering Kenya African Preliminary Examination (KAPE), to the current College offering a full range of courses from certificate to degree. This is in response to the increasing demand for market oriented skills and competencies. The Institution attained University College status through EUC order vide University of Nairobi Act (Cap 210), legal notice no. 65 of 17th June 2011.

The introductory chapter further elaborates opportunities and the potential for further development of the Institution and the methodology used in the development of the Plan. The potential growth and development of the University is anchored on the expansive nature of land (240 acres) and the historical link with the agricultural training institute which deepens the efforts of the Institution to realize its core mandate. Cognizant of the international commitment to achievement of the Millennium Development Goals, especially in the areas of education; as well as the national development agenda, Kenya Vision 2030, the Institution aims at making major contributions in the attainment of these goals in general, and education in particular at national, regional and global levels. The overall goal of the Institution is to contribute to global intellectual capacity development for betterment of humanity through university training and research. To extensively review and appreciate the potential opportunities and constraints that may influence prioritization of development programmes, the planning team undertook a SWOT and PESTEL approaches to comprehensively analyze the internal and external environments.

Being a newly established University College, the institution is faced with a number of challenges but also has opportunities. First, leadership and governance of the Institution is not at its optimum level due to lack of Institutional policies and operational frameworks to support administration and student organization. Second, the lack of infrastructure for administration, learning, teaching and health care systems remains a major challenge for institutional growth and development. This Strategic Plan lays a strong foundation for prioritizing and sequencing these capital developments. In addition, the escalating energy cost is projected to be a major hindrance to rapid University development.




Third, although the University College is at its infancy, developing adequate, skilled and motivated human resource is central to its accelerated growth. The challenge of attracting and retaining highly qualified academic staff is still a major concern. Fourth, today's teaching and training, communication and networking are interdependent on modern Information, Communication and Technology (ICT). This modern ICT has transformed the world into a global village. However, the existing ICT infrastructure is not developed and this constrains the University from joining the league and the platform of global leading institutions of higher learning. Fifth, although it is premature to estimate the anticipated rate of the University development, it is envisaged that by the year 2018, student population would have grown to 8,000. This high target is challenged by the weak system including underdeveloped marketing and networking strategies. Sixth, joint approaches to training and learning amongst universities has become the norm. The University has underdeveloped collaborative structures and mechanisms to support inter-university activities including South to South collaborations. Seventh, in addition to facing the challenges of the six issues listed above, the emerging concerns of environment, communicable and non-communicable diseases, especially AIDS and drug abuse within the youth, require urgent attention. Finally, the University acknowledges the breadth, depth and magnitude of the issues to be tackled against the backdrop of resource constraints. This calls for innovative resource mobilization mechanisms to help the University College bridge the huge financial gap to support development of its programmes.

Chapter two gives a succinct account of the situational analysis that candidly describes the existing situation at the College, highlighting its areas of strength while acknowledging other areas that require concerted effort for improvement. It is upon these analyses that the Plan has been developed.

Chapter three focuses on the fundamental statements of the organization which include the Vision and Mission Statements, Motto, Quality Management statement and Core Values that the organization intends to inculcate within the institution to accelerate its development. The Vision is *“To be a dynamic epicenter of excellence in training and research for service to humanity”*. The Mission is *“To generate, advance and disseminate knowledge through training, research and innovation for the development of humanity”*. The core values of the University are - integrity, professionalism, teamwork, innovativeness and customer focus. A balance scorecard (BSC) is given to map out EUC's strategic objectives into a performance metric in four perspectives: financial performance, internal processes, University customers and learning and growth. These perspectives will provide relevant feedback as to know how well the Strategic Plan is being executed so that adjustments can be made when necessary.

In chapter four, the Plan outlines the detailed strategic objectives and strategies that will be applied to address the challenges identified in the situation analysis, in order to build a strong foundation for current and future development, in line with the Vision. It also gives a detailed breakdown of the financial implication of actualization of the planned activities. The total resources required to fully implement this Plan is KShs. 5.5 billion.



The Plan sets out these objectives around eight key challenge areas. The first objective is to develop and enhance infrastructure for effective delivery of the Institution's mandate. Being an Institution which is newly established, this objective is fundamental since it lays the overall infrastructural development focus for the University College beyond the five year plan. Some of the key strategies under this objective include site plan development, expansion of existing infrastructure for administration, students and learning facilities. Other areas of importance are transport and intra-university road network system, diversification and development of energy sources and health system strengthening.


The second objective is to promote good governance and leadership structures and systems that will create a culture of a successful learning organization. This critical priority area forms the foundation that drives the Institution's Vision and Mission. The main focus under this strategy during the planning period will include policy and organizational development which will also cover arrangements for student leadership governance.

The third objective is to expand the capacity of operations and quality of services. The strategies considered under this objective are enhancement of students' enrolment as well as development and expansion of academic programmes, leveraging on technology. This will be in addition to establishing mechanisms for extension services together with strengthening collaboration in research and development.

The fourth objective is to recruit, develop and retain highly qualified, motivated and committed human resource. This particular objective underpins quality, value of the final outputs and outcomes of the University College against which global reputation and fame will rest. Selected key strategies are; development and implementation of human resource policies, promotion of best human resource management practices and ensuring employee satisfaction.

The fifth objective under this chapter is to mainstream Information, Communication and Technology (ICT) in training and operations. The University recognizes the role of ICT accelerating the institutional development but also for facilitating quality improvement in its operations and training. The strategies will include; policy development, establishment of critical connectivity and infrastructure.

The sixth objective is to establish effective collaborations and partnerships with national, regional and international organizations. The growth and development of the institution will depend on the establishment of networks with other organizations including universities. To realize this objective the strategies to be used include; establishment of collaborations and partnerships mechanisms with other institutions in various areas of training and research.



The seventh objective entails response to emerging issues especially with regards to diseases, gender, disability and environment. The main strategy is the development of mechanisms to address these emerging issues.

The eighth and final objective is to mobilize and effectively manage resources to ensure financial stability and sustainability. In order to mobilize adequate resources for massive investments proposed in this Plan, innovative approaches to resource mobilization must be adopted. The strategies will include; diversification of income generating activities and promotion of fiscal discipline.

Chapter five covers the implementation, monitoring and evaluation framework, capturing the communication strategies for the Plan. In addition, it provides details on monitoring and evaluation through a matrix based on key performance indicators for the objectives on an annual cycle.



Chapter One: Introduction

1.1 Background

Historical perspective

Embu University College was started as Embu Institute of Agriculture in 1947 by the Ministry of Agriculture, Government of Kenya. At inception, the Institute offered a course in general agriculture to holders of Kenya African Preliminary Examination (KAPE), leading to award of Junior Certificate in Agriculture. The Institute was later upgraded and started admitting Cambridge School Certificate holders for a Certificate in General Agriculture. The College continued to train both KAPE and Cambridge School Certificate holders but the former was later phased out. The holders of the two-year certificate were employed by the Ministry of Agriculture as Technical Assistants. The Junior Technical Assistants (JTAs), a one year upgrading course was introduced in 1989. From 1989 the two courses went concurrently up to 1992 when the two year Technical Assistant course was abolished.


In 1993, the Institute was again upgraded and renamed Embu Agricultural Staff Training (EAST) College to offer short management and technical courses for the agricultural sector. The College also offered workshop and seminar facilities to other ministries, non-governmental organizations and private organizations. The subsequent upgrading of EAST College in 2011 to Embu University College was:

- I. There existed enormous unmet demands for agricultural management training in terms of quantity, quality and relevance from the then existing training institutions in the country.
- ii. Since most of the staff did not undertake induction training when joining public service, there was need to have a college that could introduce and institutionalize such courses for the sector.
- iii. Due to dynamic nature of agricultural technology, information and extension methodology, and practices, there was need to introduce and update competencies in certain areas in conformity with needs assessment report, hence the need for short courses.

1.2 Attainment of the University College Status

In 2011, EAST College was upgraded to Embu University College through The Legal Order No. 65, dated 17th June 2011 under the University of Nairobi Act (Cap. 210), Kenya Gazette Supplementary Notice No. 49

The University College is located 3 km from Embu town, along the busy Embu-Meru Road. Its mandate is to play a leading role in development and expansion of opportunities for higher education and research in agriculture, agribusiness, forestry, water and land management, biological and physical sciences. It has a total acreage of 240 acres, 86% of it being arable. This puts the Institution in a most suitable position to foster agricultural training in practical terms to the students as well as serving the local, national, regional and international farmers and other interest groups.



1.3 The University College and the Millennium Development Goals.


Positioning of EUC to Millennium Development Goals

The Millennium Development Goals (MDGs) are eight international development [goals](#) that were officially established following the Millennium Summit of the [United Nations](#) in 2000 and following the adoption of the United Nations Millennium Declaration. All 193 United Nations member states and at least 23 international organizations have agreed to achieve these goals by the year 2015. The goals are:

1. Eradicating extreme poverty and hunger;
2. Achieving universal primary education;
3. Promoting gender equality and empowering women;
4. Reducing child mortality rates;
5. Improving maternal health;
6. Combating HIV/AIDS, malaria, and other diseases;
7. Ensuring environmental sustainability; and
8. Developing a global partnership for development.

Education is a major catalyst for human development; through an exhibition and side event at the high-level meeting on the Millennium Development Goals (UN, September 2010), UNESCO demonstrated how rapid advances in education can help to achieve all of the MDGs. Education can help lift people out of poverty; education opens doors to jobs and credit. One year of schooling can increase a person's earnings by 10%; each additional year of schooling can lift average annual GDP by 0.37%. Greater equity in education can help fuel a virtuous cycle of increased growth and accelerated poverty reduction, with benefits for the poor and for society as a whole. Education equips people with the knowledge and skills they need to increase income and expand employment opportunities. When education is broadly shared and reaches the poor, women and marginalized groups, it holds out the prospect that economic growth will be broadly shared.

Universal primary education involves entering school at an appropriate age, progressing through the system and completing a full cycle. These children eventually transit through secondary to university. In order to promote gender equality and empowering women, no other policy intervention is likely to have a more positive multiplier effect on progress across all the MDGs than the education of women and girls. Evidence shows a strong correlation between educating women and girls and an increase in women's earnings, improved child and family health and nutrition, an increase in school enrolment, protection against HIV infection, higher maternal and child life expectancy, reduced fertility rates and delayed marriage. In reducing child mortality rate, educating a girl greatly reduces the chance that her child will die before the age of five. In many countries, having a mother with secondary or higher education reduce the risk of child mortality compared to having a mother with no education. To improve maternal health, fewer mothers would die if they had education. Maternal education is one of the strongest antidotes to childbearing-related risks. Educating girls and women empowers them to make better health-related decisions. Complications in pregnancy and childbirth are a leading cause of



death and disability among women of childbearing age, claiming over 500,000 lives a year. Girls who are educated are more likely to seek antenatal care.

In combating HIV/AIDS, malaria and other diseases, education is the best vaccine. With an estimated 6,800 people newly infected with HIV every day, education must be at the forefront of any response to HIV and AIDS. Education can impart knowledge and skills and encourage positive attitudes and behaviour that will reduce a person's chance of getting HIV. Educational institutions take a central role in HIV prevention efforts because they are one of the most effective ways of reaching large numbers of young people. Similarly, school health, awareness and hygiene programmes help to combat malaria and other diseases.

Education is an agent for sustainable development; it helps individuals to make decisions that meet the needs of the present without compromising those of future generations. Education for Sustainable Development (ESD) addresses key issues such as poverty reduction, sustainable livelihoods, climate change, gender equality, corporate social responsibility and protection of indigenous cultures. ESD can help us to live sustainably. It aims to change the way we think, behave, look at the world, interact with nature and address social, economic and environmental challenges. A global partnership is needed to fill the financial gap for education. Although aid for education in the world's poorest countries is still needed, developing countries can also do more by making education a priority.

During the Plan period, Embu University College will play a key collaborative role with other universities in defining the role of institutions of higher learning in responding to the attainment of MDGs.

1.4 Alignment to Vision 2030 and the Constitution

Kenya Vision 2030 is a national long-term development blue-print to create a globally competitive and prosperous nation with a high quality of life by 2030. The vision aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment.

The vision is anchored on three key pillars;

- I. Economic pillar which aims at achieving economic growth rate of 10 % per annum and sustaining the same till 2030;
- II. Social pillar whose objective is to invest in the people of Kenya in order to improve the quality of life for all Kenyans by targeting a cross-section of human and social welfare projects and programmes, specifically; education and training, health, environment, housing and urbanization, gender, children and social development, youth and sports;
- III. Political governance: The objective is moving to the future as one nation and envisions a democratic system that is issue-based, people-centered, results-oriented and is accountable to the public. The pillar is anchored on transformation of Kenya's political governance across the following strategic areas: The rule of law, the Kenya Constitution 2010, Electoral and political



processes, Democracy and public service delivery, Transparency and accountability, Security, peace building and conflict management.

These pillars of Kenya Vision 2030 are anchored on macroeconomic stability; continuity in governance reforms, enhanced equity and wealth creation opportunities for the poor. The Vision 2030 strategy is to undertake reforms in 8 key sectors that form the foundation of society for socio-political and economic growth. Macroeconomic - Stability for long term development Infrastructure, Energy, Science Technology and Innovation, Land reforms, Human resource development, Security and Public sector reforms. The Government in an effort to operationalize Vision 2030 formulated the Medium Term Plan (MTP I: 2008 - 2012) which prioritized economic transformation through infrastructural development. The second Medium Term Plan MTP II: 2013 - 2017) has as its theme - Transforming Kenya: Pathway to Devolution, Socio-Economic Development, Equity and National Unity. While building on the successes of MTP I, MTP II has placed strategic emphasis on all three pillars of Vision 2030 to improve all aspects of livelihood for Kenyans.

In line with this, EUC has identified key areas within the Vision 2030 that it will address in its operations. These are:

- Producing highly qualified professionals to participate effectively in the socio-economic development of the Nation and beyond;
- Imparting knowledge and skills for social equity and cohesiveness
- Enhancing access to higher education;
- Providing the required educational infrastructure and equipment;
- Training using modern technologies;
- Expanding of courses especially in science and technology;
- Strengthening and widening collaboration, linkage and partnership with the private sector, local and international communities in order to make its curricula responsive to market needs;
- Enhancing research activities geared towards achievement of vision 2030;
- Committing to the principle of equal opportunity that reflects national diversity, gender and other socio-economic differences in Kenya.

The Constitution of Kenya identifies various rights to its citizens. Among them is the right to free and compulsory basic education. This has in essence increased demand for higher education. The government is in cognizant of this demand. In its various strategies to meet this demand, the government has facilitated the establishment of various Public Universities, with at least each County having a public University. Embu University College was established as one of the institutions of higher learning with clear mandate; among them, is to increase access to higher education.



1.5 Methodology and Rationale for the Plan Development

The 2013-2018 Strategic Plan has been developed to enable EUC achieve its mandate by ensuring long term vitality and excellence of the University College. It enables EUC to focus on clear and long term goals to be achieved. In developing the Strategic Plan, consideration of all possible options were taken while paying attention to the changing environment. Through the Strategic Plan, EUC will be proactive in shaping its destiny. Being a new institution, the Strategic Plan has provided an opportunity for the stakeholders to develop, in a participatory manner, its corporate/fundamental commitments/statements. The Strategic Plan will contribute greatly to commitment to mutual goals and a sense of organizational unity, viz motto, vision, mission, and core values. It will guide the University College in its core areas of training, research, student life and physical infrastructure. It will also enable linkage with International and National development projections as contained in the Millennium Development Goals and Vision 2030 respectively. The Strategic Plan will help in positioning the University College to provide quality service and also to meet the challenges facing humanity, grow and create opportunities for Kenyans and the global economy and enhance student learning for success in a changing world. In addition, the Public Sector Reforms require government ministries and state corporations such as University Colleges to develop their strategic plans to outline roadmaps in achieving desired goals.

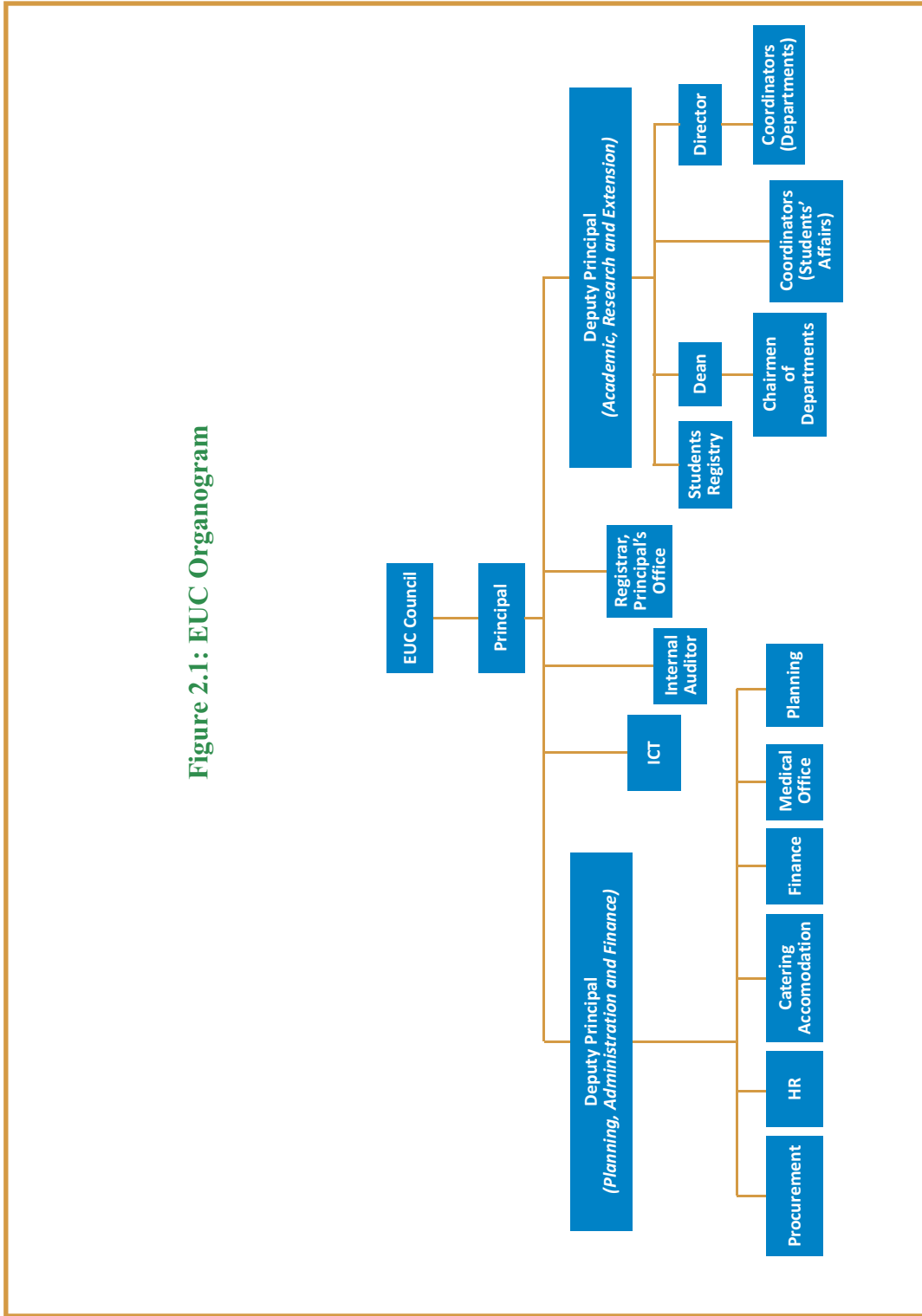
Chapter Two: Situational Analysis

2.1 Introduction

An overview of the internal and external analysis of the strengths, weaknesses, opportunities and threats (SWOTs) as well as political, environmental, social, technological, economic and legal (PESTEL) of the university was intensively done. It is upon these analyses that the situation was analysed. The University College has an administrative structure given in Figure 2.1 as the University Organogram.



Figure 2.1: EUC Organogram



2.2 Situational Analysis

2.2.1 Human Resource

EUC has a total of 25 teaching staff whose profile is shown in Table 2.1. The table also shows the distribution of staff by gender.

Table 2.1: EUC Teaching staff profile

Grade	Male	Female	Total
Full Professors	0	0	0
Associate Professors	2	1	3
Senior Lecturers	3	0	3
Lecturers	3	2	5
Assistant Lecturers	2	0	2
Tutorial Fellows	6	6	12
Grand Total	16	9	25

EUC has a total of 109 non teaching staff whose profiles are tabulated in Table 2.2.

Table 2.2 Non-Teaching Staff Profile of Embu University College

Grade	15	14	13	12	11	E/F	C/D	A/B	III/IV	I/II	Grand Total
Female	1	0	0	0	1	7	18	12	13	3	55
Male	0	0	2	1	1	5	16	12	13	4	54
Total	1	0	2	1	2	12	34	24	26	7	109

EUC embraces the need to grow the human resource. In response to this, EUC is committed to the development of human resource related policies that will enhance recruitment of highly qualified staff, training of the staff to within required levels and promotion, appraisal, reward and remunerations of its staff.

2.2.2 Infrastructure

EUC recognizes the importance of renovating the existing buildings to meet its immediate demand for offices, staff residence, students' hostels and lecturing space. The buildings were not designed for University status; they are thus few, inadequate and require modernization. These structures are currently used as both administration and tuition blocks. It is planned that new administration and learning facilities will be developed in line with the envisaged student and staff population growth.

The current hostels have a bed capacity of only 304. With the projected increases in student population to 8,000 by 2018, there is need to construct additional hostels. The sewage line also requires a lot of improvement for the projected University growth. The University plans to use the sewage as a source of energy generation and it is in the process of constructing a bio-digester.

Agriculture forms one of the key components of EUC mandate. The current state of the EUC farm is wanting. It requires modernization, improvements and re-organization in order to support agricultural courses, research and extension services.

The electricity supply line being used in EUC, is inadequate and will therefore require upgrading to meet the envisaged University energy demand. The current intra- college road network is only dry weather road. Some sections of the University College cannot be accessed during wet seasons while some sections of the compound do not have motorable access roads. EUC will improve the road and the road network. A summary of the current infrastructural layout is given in Table 2.3



An Artist impression of the upcoming Student Hostel

Table 2.3 Current infrastructural layout at Embu University College

Infrastructure		Current status
Students' accommodation		304 bed capacity
Transport		9 vehicles
Intra- college road network		Not all weather road
Water Supply System		4
Sewerage		1
Staff Houses		54
Electricity		3 phase
Library		
Sports and Games		1 Field
Farm Field		50 acres
Telephone	Direct Lines	4
	Extensions	13
	Mobile lines	4
Administration block offices		13
Laboratories		5
Teaching Halls		8
Teaching Equipment (computers and overhead projectors)		6 Laptops 4 Projectors
Teaching Staff Office Space		1
Staff restaurant		1
Dining Halls		1
Mosque		0
Health Unit Facility		1
Security Premises		1
Parking Lot		1
Common Rooms (Teaching and non-teaching)		1
Seminar/Conference rooms		0
Boardrooms		2
Farm stores		2
Animal sheds		1
Daily units		1

EUC has planned to develop adequate infrastructure based on development of the Site Plan for the whole University College. It will develop the administrative on teaching, learning and research facilities to meet the current and anticipated demand. The farm is an important aspect of the agricultural expansion and improvement mandate of EUC. It is also an important source of revenue. EUC envisages developing the farm to a modern facility that will serve as a model farm for teaching, research and commercial activities.



2.2.3 ICT Infrastructure

EUC recognizes the importance of information and communication technology (ICT) in the quest to meet its growth demands. At the moment, EUC is relying on the Telecom broad band and mobile services modems for internet provision. This makes internet and intranet services inadequate, expensive and slow as a result of which EUC has poor intra-connectivity. This is an area that requires a lot of financial and technological attention in the Strategic Plan period. EUC therefore, plans to develop ICT policies that will be in line with the e-government and Vision 2030 guidelines. During the Plan period, EUC envisages to develop inter and intranet connectivity that will eventually lead to automation of all the University operations. Once completed, this will improve the efficiency of the University operations.

2.2.4 Operations and Services

The Joint Admissions Board (JAB) allocated EUC 329 students for 2012/2013 as its first intake. Out of these, only 130 students reported. The low turn-out could be attributed to the long period the students were kept waiting as the College was renovating and refurbishing its facilities. EUC is determined to grow this population to not less than 8,000 in this strategic period.

Academic programmes drive an institution of higher learning. EUC is starting off with only eight academic programmes, namely; Bachelor of Science, B.Sc. (Biology), B.Sc. (Agriculture), B.Sc. (Horticulture), B.Sc. (Agricultural Education and Extension), B.Sc. (Agribusiness Management), B.Sc. (Management of Agro-ecosystems and Environment), B.Sc. (Water Resources Management).

During the strategic period, EUC commits to develop and expand academic programmes in line with market and dynamic working environment, incorporation of ICT in its teaching, learning and research activities. Further, EUC will establish and develop strong collaborations and partnerships with private and public sectors.

2.2.5 Resource Mobilization

EUC recognizes that the exchequer will provide limited resources to meet all University's operations. The current income is inadequate for the future plan of EUC. During the financial year 2012/2013, the exchequer provided KShs. 248 million for both recurrent and capital expenditure while income generating activities (IGA) brought in another KShs. 8 million.

EUC plans to diversify and develop various income generating activities through, for example, improving on production and quality of farm output, development of agro-tourism as well as increasing student enrollment. EUC also plans to develop policies that will guide on generating income from royalties, research innovations and patents. It will also develop and promote fiscal discipline.



2.2.6 Emerging Issues

EUC is awake to the current trend and emerging issues. It will establish and strengthen awareness on issues like HIV/AIDS, alcohol and drug abuse programmes for its internal and external community. It will involve both local and national governance to create a conducive learning and teaching environment from the new programmes to be established. Further, EUC is committed to improving the physical environment by promoting planting of trees, management of waste through recycling, re-use and reduction on waste production.

2.3 External Environmental Analysis


This focuses mainly on the external environment (local, national and international) and how its activities affect the daily running of the University College. PESTEL (Political, Economic, Social, Technological and Legal) model has been used to analyze these situations.

Kenya is a multiparty democracy governed under the Kenya Constitution 2010 that was promulgated in August 2011. Although EUC is apolitical, political events affect the running of the University. The University College will take advantage of the current government's policy for rapid expansion and access to higher education. It also takes cognizance of the birth of devolved system of governance and the benefits that it comes with, especially in mobilization and infrastructural development. EUC acknowledges and aspires to use the political good will to thrive in its operations. The University College will enhance a culture of compliance with laws of Kenya among the University community.

Millennium Development Goals (MDGs) and the Vision 2030 stipulate that the economy should grow by at least 10% per annum. To achieve the above target, Kenya needs both skilled and semi-skilled human resource to drive the various economic activities. The Institution will first focus on extensive training (anchored on Research Development and Innovation) of human resource in the areas of agriculture, agribusiness, land and water resource management and forestry conservation. Furthermore, EUC being a corporate entity has been tasked to initiate flagship projects to aid in the attainment of the national development agenda. EUC is surrounded by a society with a farming culture. Formerly an agricultural training centre, the Institution will endeavour to nurture the same culture and indeed keep archival records of its developmental aspects since its inception in 1947.

With the increase in the number of middle income earners in the country, there is a projected increase in demand for higher education. EUC will respond to this by offering increased opportunities for access to higher education.

The Institution will use its legal capacity to broker partnerships with private, public and non-governmental organisations for support in infrastructural, human and academic developments.



Kenya's population is approximately 41 million with the youth accounting for about 38 percent. It is at this age that much of the human capital is formed despite the many challenges such as unemployment, lack of opportunity for advancement of education, poverty, HIV/AIDS, alcohol and drug abuse, among others. These social issues impact negatively on our students. The University College will develop and improve focused intervention mechanisms such as counseling, pastoral care, facilities for sports and games and recreational center. The Institution will play a critical role of sharing potent knowledge and skills which have a great effect on the cultural values, practices and beliefs of the surrounding community.

Vision 2030 recognizes the role of science, innovation and technology in a modern economy. It is in this view that the University College acknowledges the contribution of technology in advancement of its development agenda. The automation of the many processes in the Institution is therefore a task to be well nurtured. This will reduce on paper work and ease source of the tedious processes such as student registration, access to information, payments and staff and student records. The use of Science, Technology and Innovation (S T & I) in academia will be greatly emphasized. This is in lieu of the need to introduce modern scientific research in all sectors.

Many developments anticipated by Vision 2030 will increase pollution levels and generate larger quantities of waste. In an effort to manage the environment, Embu University College has formed an environmental committee which will continue to create a clean, secure and sustainable environment. EUC also recognizes its role in the national and global efforts for conservation of the environment and climate change mitigation measures. As such, the Institution will utilize the natural resources that it has at its disposal responsibly. These include the forest resource, water harvesting using dams and artificial tanks and soil conservation and planting of more trees. The sloppy terrain will act as a good drainage system for the sewerage, which will be converted into bio-energy and the solid waste used as organic manure in the farms.

Embu University College exists legally through Legal Notice No. 65, dated 17th June 2011 under the University of Nairobi Act (Cap. 210), Kenya Gazette Supplement Notice No. 49. Consequently, EUC is governed by the constitution of Kenya, Laws of the land and the University College Act. Thus, the Institution has been given semi-autonomy in its operations. Many of the legislations passed by parliament have great impact on the daily under-takings of the University College. They mainly guide the entity in such matters as service delivery, national cohesion and integration and gender equity. The government, through legal notices has created institutions such as Commission for University Education (CUE) and Higher Education Loans Board (HELB). They augment the Institution in providing quality assurance guidelines and substantial financial aid for students respectively. With the guide from these policies, the University college aspires to attain a full university status within 2 years

2.4 Stakeholders' Analysis

Embu University College acknowledges the pivotal role that stakeholders play in its growth and development agenda. This is illustrated by seminars and workshops that are regularly held for stakeholders.



Stakeholders, Suppliers and Contractors in a seminar at Embu University College.

Following is a summary of the stakeholders, what they expect of the institution and what the institution expects of them.

Table 2.4: Stake Holder Analysis

No	Stakeholder	What they expect of the institution	What the institution expects of them
1.	Students	<ul style="list-style-type: none"> a. Quality, appropriate and varied academic programmes b. Ambient learning and living environment c. Industrial linkages d. Adequate research facilities e. Fairness in admission in non-academic services f. Automation of services 	<ul style="list-style-type: none"> a. Observation of University's College code of conduct and national laws b. Adherence to deadlines c. Protection of the environment and Institution's facilities d. Academic excellence e. creativity and innovativeness f. Prudent use of available resources.
2.	Parents	<ul style="list-style-type: none"> a. Students safety and security b. Quality education to the students c. Provision of mentorship to the students. 	<ul style="list-style-type: none"> a. Timely payment of University College dues b. Guidance and co-operation c. Mentorship
3.	The Government of Kenya	<ul style="list-style-type: none"> a. Compliance with statutory requirements b. Foster research in Science, Technology & Innovation (ST& I). c. Develop competent human resource for the Vision 2030 achievement. d. Community outreach programmes 	<ul style="list-style-type: none"> a. Expand funding opportunities. b. Fair Policies and laws c. Creation of a unitary state where peace and integration is nurtured. d. Create job opportunities for the graduates e. Infrastructure development
4.	Staff	<ul style="list-style-type: none"> a. Job security b. Ambient working and living environment c. Capacity building initiatives d. Fairness e. Competitive terms and conditions of service 	<ul style="list-style-type: none"> a. Adherence to the Institutions terms of service and national laws b. Timely service delivery to clientele c. Commitment to work d. Professionalism e. Prudent use of available resources
5.	The University of Nairobi	<ul style="list-style-type: none"> a. Commitment to the EUC vision and mission 	<ul style="list-style-type: none"> a. Ample relations and support
6	Related institutions	<ul style="list-style-type: none"> a. Collaborations in research and development. b. Sharing of research information 	<ul style="list-style-type: none"> a. Collaborations in research and development. b. Sharing of research information
7.	Development Partners	<ul style="list-style-type: none"> a. Development impact of the funds donated b. Transparent use of the funds 	<ul style="list-style-type: none"> a. Fundraising b. Collaborations in projects initiation



Chapter Three: Fundamental Statements

3.1 Overview of the Plan

The current system of education policy in Kenya embraces the education for all (EFA) and Millennium Development Goals (MDG's). While the country's education policy has evolved, beginning with the Ominde Education Report (1964) that sought to reform education system in the independence era and lead Kenya to self-determination, the policy which guides operations of the Government of Kenya in the education sector currently, is the Sessional Paper No. 1 of 2005 on Policy Framework for Education, Training and Research. It spells out the education policy towards the realization of the National economic blueprint that is to be actualized through Vision 2030. For the Higher Education sector, the recently enacted University Act 2012 informs the college policy and focus in training and research.

In tandem with the Government's commitment towards the realization of universal access to basic education as prescribed in the Education for All initiatives and the UN Millennium Development Goals, the College is determined in its efforts to offer quality university education.

3.2 Vision, Mission, Motto and Core Values

Vision

To be a dynamic epicenter of excellence in training and research for service to humanity

Mission

To generate, advance and disseminate knowledge through training, research and innovation for the development of humanity

Motto

Knowledge Transforms

Core Values

Integrity - we embrace honesty, truthfulness, accountability and transparency in all our engagements

Professionalism - we embrace work ethics in provision of all services we offer.

Teamwork - we acknowledge and continuously strengthen unity of purpose as an important ingredient within our work environment. We embrace collective responsibility for the efficient delivery of services

Innovativeness - innovation is the engine for our institutional development. We will continue to facilitate and encourage novelty in ideas and technologies in all our endeavours.

Customer focus - we ensure that our objectives and operations are linked to customer needs and expectations. We therefore, focus on strategies to meet current and future expectations of our customers.



3.3 Quality Management Statement

Embu University College is committed to operating every aspect of the institution in an efficient and effective way, while consistently offering the highest possible standards of quality in training, research and extension.

In this regard, The University College is committed to continual improvement and review of the Quality Management System in line with customer and market demands.

3.4 Balanced scorecard

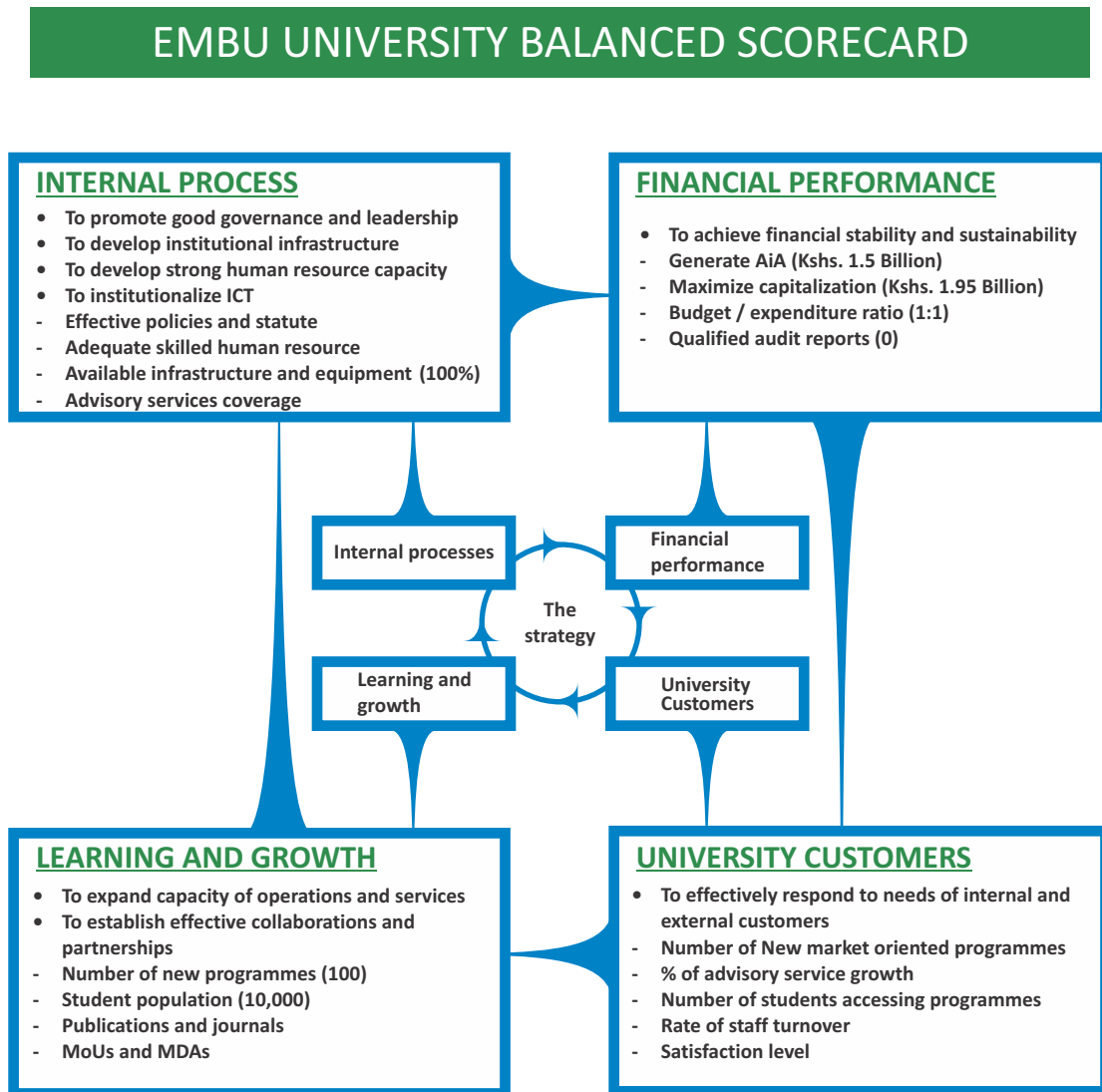
A balanced scorecard (BSC) maps out EUC strategic objectives into a performance metric in four perspectives: financial performance; internal processes; university customers; and learning and growth. These perspectives will provide relevant feedback as to how well the Strategic Plan is being executed so that adjustments can be made as and when necessary. The diagram given summarizes how this can be depicted. This balanced score card will be used to evaluate EUC efforts for future improvements using the four dimensions. The scorecard signifies quantified performance measures.

- Short-term objectives and long-term objectives
- Financial measures and non-financial measures
- Lagging indicators and leading indicators
- Internal performance and external performance perspectives.

The four dimensions on the BSC form a chain of cause-and-effect relationships. Learning and growth lead to better business processes with higher customer satisfaction and thus higher return on capital employed (ROCE).

This strategy is meaningful to management but must be translated into objectives and measures that are actionable at lower levels in the University. The BSC will be applied to translate this.

FIGURE 3.1





Chapter Four: Priority Focus Areas

4.1 Infrastructure

Strategic Objective 1: To develop and enhance infrastructure for effective delivery of the Institution's mandate

Strategies

- I. Institution site plan development
- II. Expansion of the current teaching, learning and research facilities
- III. Development of the farm
- IV. Development of administrative and students' facilities
- V. Development of transport system
- VI. Development of intra-university road network
- VII. Diversification and development of energy sources (electricity, solar, bio-energy)
- VIII. Establishment of Institutional health system.
- X. Upgrade water and sewerage system

Strategy	Activity	Cost Millions (Ksh)	Timeframe				
			Yr1 13/ 14	Yr2 14/ 15	Yr3 15/ 16	Yr4 16/ 17	Yr5 17/ 18
Institution site plan development	Procure consultancy services	0.5	✓	-	-	-	-
	Develop the plan	0.5	✓	-	-	-	-
	Approve plan	-	✓	-	-	-	-
Expansion of the current teaching, learning and research facilities	Construct and equip lecture halls	400	✓	✓	✓	✓	✓
	Construct and equip teaching and research laboratories	500	-	-	✓	✓	✓
	Construct and equip the library	500	-	-	-	✓	✓
	Establish new Schools	700	✓	✓	✓	✓	✓
	Establish Centers	10	✓	✓	-	✓	-
	Establish new Campuses	100	-	-	-	-	✓
Development of the farm	Develop a site plan for the farm	0.2	✓	-	-	-	-
	Construct and equip the farm structures	305	✓	✓	✓	✓	✓
	Establish an agricultural resource centre	200	-	✓	✓	✓	✓
	Improve and diversify livestock breeds and crop varieties	25	✓	✓	✓	✓	✓
Development of administrative and students' facilities	Refurbish halls of residence, laboratories, offices, lecture halls and dining hall	50	✓	✓	✓	✓	✓
	Construct an administration block	300	✓	✓	-	-	-
	Construct students' hostels	650	✓	✓	✓	✓	✓
	Construct a students' centre	200	-	-	✓	✓	-
	Construct sports and recreational facilities	100	✓	✓	✓	✓	✓
	Construct a dining hall	150	-	-	-	✓	✓
	Construct storage facilities	50	✓	✓	✓	✓	-
Enhancement of security	Fence the University land	10	✓	-	-	-	-
	Construct gates	10	✓	✓	-	-	-
Development of transport facilities	Procure vehicles	100	✓	✓	-	✓	✓
	Construct a motor yard and service bay	20	-	✓	-	-	-
Development of intra-university facilities	Improve on the existing road network	90	✓	✓	✓	✓	✓
	Expand the road network	120	✓	✓	✓	✓	✓
	Construct an estates maintenance department	20	-	✓	-	-	-
	Renovate and refurbish staff houses	20	✓	✓	✓	-	-
Development and diversification of energy sources	Construct a bio-digester system	15	✓	-	-	-	-
	Upgrade the existing electricity network	140	✓	✓	✓	✓	✓
	Procure and install generators	40	✓	✓	✓	✓	✓
	Procure and install solar panels	6	✓	✓	✓	✓	✓
Establishment of institutional health system.	Renovate the health facility	2	✓	-	-	-	-
	Equip the health facility	20	-	✓	✓	-	-
	Procure ambulances	12	-	✓	-	-	✓
Upgrading of water and sewerage system	Construct a bio-digester	10	✓	-	-	-	-
	Connect EUC sewerage to the County sewer system	5	-	✓	✓	✓	✓
	Construct water storage system	10	-	✓	✓	✓	✓
	Harness rain water	2	✓	✓	✓	✓	✓
	Tap water from Kapingasi stream	5	✓	✓	-	-	-
	EWASCO water system	10	✓	✓	-	-	-
Sub-total		4,413.2					

4.2 Leadership and Governance

Strategic Objective 2: To promote good governance and leadership

Strategies

- I. Development of governance policies/statutes
- II. Development of the organizational structure
- III. Strengthen integrity instruments and mechanisms (level 2- 5)
- IV. Establishment of students government
- V. Development of Quality Management Systems
- VI. Communication of the strategic plan

Strategy	Activity	Cost Millions (Ksh)	Timeframe				
			Yr1 13/ 14	Yr2 14/ 15	Yr3 15/ 16	Yr4 16/ 17	Yr5 17/ 18
Development of governance policies, statutes and operational manuals	Develop policies and statutes	6.5	✓	✓	✓	✓	✓
	Develop operation manuals	5	✓	✓	✓	✓	✓
Strengthen integrity instruments and mechanisms	Develop integrity policies	1	✓	✓	✓	✓	✓
	Implement integrity strategies	2	✓	✓	✓	✓	✓
Establishment of students government	Develop and implement constitution	3.5	✓	-	✓	-	✓
Development of quality management systems	Procure ISO consultancy services	5	✓	✓	✓	✓	✓
	Train on quality management	5	✓				
	Implementation and documentation of quality management system	5	✓	✓	✓	✓	✓
	Audit on quality management and certification	5		✓			
Communication of the strategic plan	Launch of the strategic plan	4	✓				
	Develop and implement publicity mechanisms	10	✓	✓	✓	✓	✓
Sub-total		52.0					

4.3 Operations and services

Strategic objective 3: To expand the capacity of operations and services Strategies

- I Enhancement of students' enrolment
- II Development and expansion of academic programmes
- III Adoption of innovative approaches to teaching and learning
- IV Establishment of mechanisms for extension and outreach services
- V Strengthening collaboration in research and development

Enhancement of students' enrolment		Millions (Ksh)	Yr1 13/14	Yr2 14/15	Yr3 15/16	Yr4 16/17	Yr5 17/18
	Market and advertise	40	✓	✓	✓	✓	✓
Academic programmes development and expansion	Carry out market survey	10	✓	✓	✓	✓	✓
	Develop and mount new programmes	50	✓	✓	✓	✓	✓
Adoption of e-learning	Develop e-resource centre	50	-	✓	✓	✓	✓
	Train resource persons	5	-	✓	✓	✓	✓
	Procure e-learning software	10	-	✓	✓	✓	✓
Establishment of mechanisms for extension and outreach services	Provide agricultural advisory services	5	✓	✓	✓	✓	✓
	Establish annual agricultural exhibition	5	✓	✓	✓	✓	✓
Development of collaboration in research and development	Establish collaboration for research	25	✓	✓	✓	✓	✓
	Develop university journals	6	-	✓	✓	✓	✓
	Promote publications	5	✓	✓	✓	✓	✓
Sub-Total		211.0					



Students going through educational books

4.4 Human Resources

Strategic objective 4: To recruit, develop and retain highly qualified, motivated and committed human resource

Strategies

- I. Development and implementation of human resource policies (promotion, training, appraisal, recruitment, discipline, reward & remuneration)
- II. Promotion of best human resource management practices (promotion, training, appraisal, recruitment, discipline, reward & remuneration)
- III. Ensure employee satisfaction

Strategy	Activity	Cost Millions (Ksh)	Timeframe				
			Yr1 13/ 14	Yr2 14/ 15	Yr3 15/ 16	Yr4 16/ 17	Yr5 17/ 18
Development of human resource policies	Develop and implement policies	90	✓	✓	✓	✓	✓
	Conduct competency needs assessment	3	✓			✓	
Promotion of good human resource management practices	Develop and Implement intervention programmes	5	✓	✓	✓	✓	✓
	Conduct annual performance appraisals	0.5	✓	✓	✓	✓	✓
	Assess and implement career progression	-	-	-	-	-	-
	Conduct employee satisfaction and work environment survey	1.5	✓		✓		✓
Ensure employee satisfaction	Develop and implement intervention programmes	5	✓	✓	✓	✓	✓
	Establishment of employee health, safety and welfare	2.5	✓	✓	✓	✓	✓
Sub-total		107.5					



Embu University College Staff & Students during the Principal's Tea.

4.5 Information Communication Technology

Strategic Objective 4: To mainstream ICT in training and operations Strategies

- I. Development of ICT policies
- II. Establishment internet and intranet connectivity
- III. Construction and equipping of modern ICT laboratories
- IV. Automation of University operations

Strategy	Activity	Cost Millions (Ksh)	Timeframe				
			Yr1 13/ 14	Yr2 14/ 15	Yr3 15/ 16	Yr4 16/ 17	Yr5 17/ 18
Development of ICT policies							
	Develop policy	0.1	✓	-	-	-	-
Establishment of internet and intranet connectivity	Procure internet provision	30	✓	✓	✓	✓	✓
	Develop and maintain website	5	✓	✓	✓	✓	✓
	Procure LAN	100	✓	✓	✓	✓	-
	Create intranet system	10	✓	✓	✓	✓	✓
Construction and equipping of ICT laboratories and workshops	Construct ICT laboratories and workshops	100	-	✓	✓	-	-
	Procure computers	40	✓	✓	✓	✓	✓
Automation university operations	Procure and install software	50	-	✓	✓	✓	-
	Train staff	5	-	-	✓	✓	✓
Sub-total		340.1					



ICT Server

4.6 Collaborations and partnerships

Strategic objective 6: To establish effective collaborations and partnerships with national, regional and international organizations

Strategies

- I. Establishment of collaborations and partnerships with other institutions
- I. Exchange programmes (with universities)
- II. Research and development
- III. Staff and students training
- IV. Public - Private Partnerships (PPPs)

Strategy	Activity	Cost Millions (Ksh)	Timeframe				
			Yr1 13/ 14	Yr2 14/ 15	Yr3 15/ 16	Yr4 16/ 17	Yr5 17/ 18
Establishment of collaborations and partnerships with other institutions	Establish exchange programmes	5	✓	✓	✓	✓	✓
	Develop collaborations for research and development	5	✓	✓	✓	✓	✓
	Establish public-private partnerships	5	✓	✓	✓	✓	✓
	Sub-total	15.0					

4.7 Other Emerging Issues

Strategic objective 8: To respond to emerging issues Strategy

Development of mechanisms to address emerging issues (environment, Gender Mainstreaming, Disability Mainstreaming, Alcohol & Drug Abuse and HIV/AIDS)


Strategy	Activity	Cost Millions (Ksh)	Timeframe				
			Yr1 13/ 14	Yr2 14/ 15	Yr3 15/ 16	Yr4 16/ 17	Yr 17/ 18
Development of mechanisms to address emerging issues (environment, Gender Mainstreaming, Disability Mainstreaming, Alcohol & Drug Abuse and HIV/AIDS)	Develop and implement policies	3	✓	✓	-	-	-
	Conform to the legal provisions	2	✓	✓	✓	-	-
	Carry out sensitizations and trainings	2.5	✓	✓	✓	✓	✓
	Sub-total	7.5					
GRAND TOTAL		6,259					

4.8 Resource Mobilization and Management

Strategic objective 8: To achieve financial stability and sustainability Strategies

- I. Diversification of income generating activities
 - a. Farm outputs
 - b. Value addition
 - c. Conference and entrepreneurial services
 - d. Agro-tourism
- II. Enhance and strengthen grant and fund sourcing
- III. Establishment of relevant consultancy services
- IV. Generate Royalties from innovations and patents
- V. Promotion of fiscal discipline

Strategy	Activity	Cost Millions (Ksh)	Timeframe				
			Yr1 13/ 14	Yr2 14/ 15	Yr3 15/ 16	Yr4 16/ 17	Yr5 17/ 18
Diversification of income generating activities.	Increase production and quality of farm outputs	10	✓	✓	✓	✓	✓
	Market survey	5	✓	✓	✓	✓	✓
	Develop value addition mechanisms	45	✓	✓	✓	✓	✓
	Establish conference facilities and entrepreneurial services	300	-	-	-	-	✓
	Increase self sponsored program enrolment	10	✓	✓	✓	✓	✓
	Develop Agro-tourism	200	-	-	-	-	✓
	Enhance and strengthen grant and fund raising	Develop and implement policy	5	✓	✓	✓	-
Train in grant proposal writing		2.5	✓	✓	✓	✓	✓
Establishment of relevant consultancy services	Develop and implement policy	1	✓	✓	✓	-	✓
Generate royalties from innovations and patents	Develop and implement intellectual property policy	5	✓	✓	✓	✓	✓
	Train staff on patent drafting	5	✓	✓	✓	✓	✓
Promotion of fiscal discipline	Procure, install and train on financial management software	22	✓	✓	✓	✓	✓
	Employ cost reduction mechanisms	1	✓	✓	✓	✓	✓
	Employ financial control measures	1	✓	✓	✓	✓	✓
Sub-total		612.5					



Chapter five: Implementation, Monitoring and Evaluation

5.1 Communication plan for the strategic plan

EUC recognizes the importance of communicating the objects of the SP to all its stakeholders. The SP will be publicized in the following ways:-

1. The official launch will be carried out in a ceremony within the University to which stakeholders will be invited.
2. The SP will be accessible from the EUC website.
3. Stakeholder forums will be organized to discuss the various objects of the SP with considerations to funding the various EUC projects it envisages.
4. The SP will be availed to the stakeholders through brochures, University documentaries, and the complete SP document. The SP document will also be made available to all EUC offices and official meetings where stakeholders are invited.

5.2 Monitoring and Evaluation

The Management of the College would appoint an M&E Committee whose mandate will be to provide a mechanism for the continual interaction with all players to ensure that the objectives of the Strategic Plan are achieved in a timely and cost-effective manner. Table 5.1 shows the key performance indicators and targeted trends

Table 5.1: Key Performance Indicators and Targeted Trends

Strategic Objective	Indicator	Unit of Measure	Targeted trends					
			Baseline (2013)	2014	2015	2016	2017	2018
To promote good governance and leadership	Number of policies (20)	Number	0	15	20			
	Statute ¹	Number	0	1				
	ISO certification	Percentage	0	90	100			
To develop and enhance infrastructure for effective delivery of the Institution's mandate	Approved site plan	Number	0	1				
	Proportion of facilities constructed and in use (21 in number)	Percentage	0	10	30	50	70	100
	Upgraded electricity network	Percentage	5	35	50	70	85	100
	Campuses (2)	Number	1	1	1	1	1	2
	Centers (3)	Number	0	1	2	2	3	3
	Operational agricultural resource centre (1)	Number	0	0	1	1	1	1
	Vehicles (20)	Number	9	14	14	16	18	20
	Ambulances (2)	Number	0	0	1	2	2	2
	Survey Reports (18)	Number	3	6	9	12	15	18
	Performance appraisals (staff (6), Student-Lecturer evaluation(5))	Number	1	3	5	7	9	11
	Competency Reports (3)	Number	0	1	1	2	2	3
	Intervention Programmes developed	To be done with results of survey and performance appraisal reports						
	Services on the website	Number	2	5	7	10	13	15
	Functional ICT Laboratories	Number	0	1	1	1	1	1
Proportion of the University College automated	Percentage	10	40	60	80	90	100	
To expand the capacity of operations and services	Programs	Number	8	20	50	70	80	100
	Students enrolled	Number	124	700	2000	3000	6,000	8,000
	Operational e-centre	Number	0	0	1	1	1	1
	Agricultural advisory services offered	Number	2	6	10	15	18	20
	Journals	Number	0	0	1	1	2	2
	Publications	Number	0	10	50	60	80	100
To establish effective collaborations and partnerships with national, regional and international organizations	MOUs and MDAs	Number	1	4	8	15	20	30
	Exchange programmes	Number	0	1	1	2	3	5
To achieve financial stability and sustainability	Generate A in A from Income generating activities	Kshs (millions)	10	30	200	1000	1500	3000
	Capitation (Million)	Kshs (millions)	246	400	600	750	850	1000
	Funded Projects (Quantified MOUs, MDAs, BOTs, Donations)	Kshs (millions)	0	20	300	600	1000	2000
	Operation manual	Number	0	1	1	1	1	1
	Budget expenditure ratio	Ratio	1:1	1:1	1:1	1:1	1:1	1:1
	Qualified audit report	Number	0	0	0	0	0	0

Appendices

Appendix I

STRATEGIC PLAN DEVELOPMENT TEAM

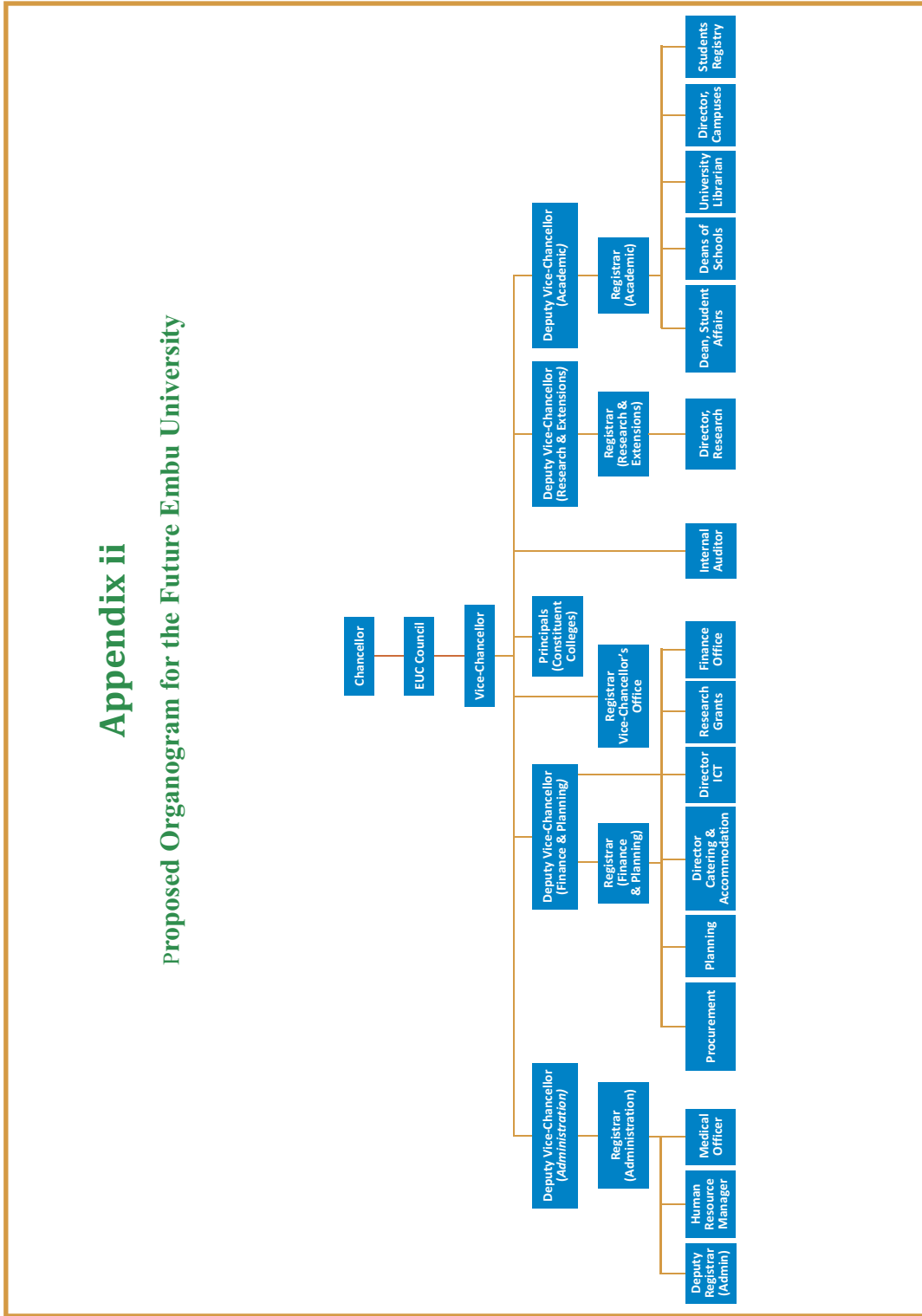
Table 5.2 shows the participants who developed this Strategic Plan

Table 5.2: Strategic Plan Development Team

SNO	MEMBERS	DESIGNATION
1.	Prof. Daniel Mugendi Njiru	Principal
2.	Prof. Eucharika Kenya	Deputy Principal – PAF (Chairman)
3.	Prof. Kiplagat Kotut	Deputy Principal – ARE
4.	Ms. Margaret Otolo	Registrar, Principal's Office
5.	Dr. Fredrick Njoka	Dean, School of Agriculture
6.	Dr. Wachira Muthengia	Director, School of Biological and Physical Science
7.	Dr. Jamleck Muturi	Coordinator, Biological Science
8.	Mr. Kirema Nkanata Mburugu	Coordinator, Performance Contracting
9.	Mr. Isaac Ominde	Human Resource Manager
10.	Mr. Munyi Nyaga	Farm Manager
11.	Mr. Joseph Ogeto	Accountant
12.	Mr. Alex Kipnyargis	Research Assistant
13.	Ms. Janice Nyaga	Senior Administrative Assistant
14.	Ms. Christine Njue	Administrative Assistant
14.	Ms. Lindajean Kaaria	Assistant Procurement Officer
15.	Ms. Emily Khahoya	Secretary
16.	Dr. Samwel Were	Facilitator

Appendix ii

Proposed Organogram for the Future Embu University





Strategic Plan

2014-2018



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