



CORPORATE STRATEGIC PLAN
2011-2017
RAMOGI
INSTITUTE OF ADVANCED TECHNOLOGY

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VISION

To be a leader in quality training that responds to the vocational and technical needs of the local and global society

MISSION

- *To produce superior, creative and self-driven graduates*
- *To equip trainees with competencies in Technical Education*
- *To promote innovativeness, adaption, adoption and diffusion of technology*

PREFACE

This SP is a road map that leads RIAT from where it is now to where it would be and how to get there. In it, there is an assurance that RIAT will remain financially sound and be able to maintain its reserves. The institution is aware that in order for it to flourish, everyone needs to work to ensure the team's goals are met.

This document has planned development execution review and also provides a framework for planning and implementation of the government's policy on TIVET strategy. The review of the strategic plan is based on the government's vision 2030 to be implemented in five year period medium terms and in line values espoused in the new constitution.

It lays emphasis on our goals and targets of having an institution with adequate and qualified human resource, new managerial structure governed by university council in place of BOG and development of modern infrastructure to accommodate new programmes within the institution. Finally, on behalf of RIAT community, I wish to call upon all stakeholders to ensure that activities and programmes within their mandate the recommendations entailed in the SP.

PROFESSOR N. O. OPIYO
CHAIRMAN: BOARD OF GOVERNORS

FOREWORD

In the global arena, Science, Technology and Innovation (ST & I.) is the driver for rapid world's economic prosperity, social development and provide tools and solutions to address global challenges. For this reason, the government through the Ministry of Higher Education Science and Technology has strengthened the focus of Science, Technology and innovation and technical education policies as underlying the country's national development efforts.

The Government National Development agenda is clearly outlined in various key policy documents including the Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC) 2003-2007 and the National Development Plan 2002-2008. The government also recognizes that its development agenda can be accelerated if there is renewed focus on the integration of ST&I in all the social-economic sectors as outlined in the Kenya Vision 2030. The government has therefore embraced Science, Technology and Innovation and Technical Education (TE) as one of its top priorities.

The Ministry of Higher Education Science and Technology has been mandated to spearhead the integration of S.T & I. and T.E and Higher education in national development. It has prepared its strategic plan as a comprehensive statement on how it plans to pursue its mandate for the next five years. In line with the government and the ministry's development agenda, Ramogi Institute of Advanced Technology as one of the TIVET institutions charged with the mandate of training middle level technical manpower presents this strategic plan as its road map to guide its development agenda for the next five years.

The strategic plan reviews the vision and mission that will encompass all those involved in its execution. It also reviews the analysis of the internal and external environment using strengths, weaknesses, opportunities and threats (SWOT) and Political, Economic, Social, Technological, Environmental and legal (PESTEL) analyses. Subsequently, it identifies key stakeholders and their roles, outlines the strategic issues and objectives and identifies the strategies to address them.

The reviewed plan prioritizes activities to be implemented under the strategies, and provides an implementation plan, a monitoring and evaluation system and a projection of the resource requirements.

The Strategic plan is presented as follows:

Chapter one introduces the background information on RIAT; Chapter two addresses the Situation analysis including Stakeholders; Chapter three looks at Mission statement; Chapter four describes PESTEL analysis. Chapter five captures SWOT; Chapter six handles strategic issues, objectives and Strategies; Chapter seven highlights resource mobilization; Chapter eight covers monitoring and evaluation mechanisms. The implementation matrix is affixed in the Appendix while the Institutional Road map is shown in the Annex.

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ABBREVIATIONS AND ACRONYMS

HOD	Head of Department
HOS	Head of Section
CDF	Constituency Development fund
LAB	Laboratory
TIVET	Technical Industrial Vocational Entrepreneurship Training
HND	Higher National Diploma
KASNEB	Kenya Accountants Secretaries National Examination Board
TSC	Teachers Service Commission
PU	Production Unit
CEMASTEAF	Centre for Mathematics, Science & Technology Education in Africa
KNEC	Kenya National Examination Council
ILO	Industrial Attachment liaison officer
MOHEST	Ministry of Higher Education, Science and Technology
DIT	Directorate of Industrial Training
FKE	Federation of Kenya Employers
IEK	Institute of Surveyors of Kenya
NGOs	Non-Governmental Organizations
AAK	Architectural Association of Kenya
TE	Technical Institutions
IT	Information Technology
UON	University of Nairobi
KNLS	Kenya National Library Services
ICT	Information Computer Technology
KATTI	Kenya Association of Technical Training Institutes
SMES	Small and Medium Enterprises
SWOT	Strengths, Weaknesses, Opportunities and Threats analysis
PESTEL	Political, Economic, Technological, Environmental and Legal Analysis
CDF	Community Development Fund
NACC	National AIDS Control Council
KEMRI	Kenya Medical Research Institute

EXECUTIVE SUMMARY

The Strategic Plan of Ramogi Institute of Advanced Technology (RIAT) has been reviewed through an all inclusive participatory process. It articulates the college's Vision for Kenya's TIVET System and identifies the strategic imperatives to be implemented during the next five years. It goes on to prioritize specific resources upon which the TIVET System and other courses will be focused.

The strategic plan is developed in the context of increasing global competitiveness and the needs of Kenyans within Kenya Vision 2030. The underpinning values are inclusion, participation and relevance. In line with this, the Institute's priorities include tackling the various existing challenges. Through strategic planning the government responds to pressure to provide new relevant knowledge and skills that can address the needs of the domestic economy and beyond. There is therefore a need to significantly improve the quality of training at all levels. In this regard, the plan proposes a systematic facet of issues from which pertinent objectives are realized and addressed through derived strategies.

To provide appropriate evidence to Kenya's decision makers, TIVET should complement the efforts of the Government's Poverty Reduction Strategy; and its development objectives as articulated in various official policy documents. Strategic planning of TIVET is expected to lead to the realization of a wide range of other important benefits including, increased entrepreneurship, economic growth, enhanced productivity across sectors and increased income capacity.

The successful implementation of the plan requires devoted collaboration of all key stakeholders including the government. The plan therefore, contains the strategies for engendering increased collaboration between stakeholders in the sector in terms of resource mobilization, funding and sectoral governance.

The RIAT strategic plan essentially presents its corporate strategy and does not contain details of departmental level activities. It however, provides a sufficient framework within which annual work plans will be developed. In this regard, it has been aligned to the National TIVET strategy, Ministerial strategic plan, Medium Term plans within Kenya vision 2030 paradigm etc. The purpose of this strategic plan is therefore:-

- (i) To present key milestones in the Institution's TIVET programme
- (ii) To present the Institute's ideology on the TIVET's strategic options identified and modalities for the national respective agenda as a foundation for Vision 2030.
- (iii) To avail a tool for engagement and negotiation between the Government, key stakeholders and collaborators regarding the financing of TIVET.
- (iv) To provide a basis for resource targeting.
- (v) To provide a basis for programme implementation and performance evaluation.
- (vi) To provide a basis for expansion and growth through collaboration.
- (vii) To provide a basis to have production units that could bring income to the institution

CHAPTER ONE: BACKGROUND

1.1: Introduction

In 1968, the Luo students League (Universities of East Africa) a social and cultural organization the represented past and then Luo students at the University of Nairobi (Kenya); Makerere (Uganda) and Dar-es-Salaam (Tanzania) resolved at one of their annual gatherings in Kisumu to found an institution of higher learning in Nyanza Province in Kenya. This was an ambitious idea, which needed careful thought and planning before it could become a practical reality.

The proposal was strongly supported by The Luo Union (East Africa) – a cultural society of long standing in East Africa, whose aims and objectives were to knit together the community.

A committee of Nine (9) people was appointed to assess the needs of the region and come up with intervention programmes for jumpstarting education and training. The Committee submitted its report in May 1971 with the recommendation that a vocational training institute should be established in the Lake region.

The appearance of this planning report stimulated a great deal of discussion among the Community. Further to this, a Task Force to consider the proposal in detail was moted. After lengthy meetings it recommended that a new technological – oriented training institute – Ramogi Institute of Advanced Technology (RIAT) be established close to the then Municipality of Kisumu. The aim of the institution was to provide professional training in technical, business and applied science fields and cater for qualified students throughout the Republic.

The Inaugural Harambee (fundraising) was conducted in May 1971. In this regard, funds raised through this and subsequent harambees were used to put up the initial building called “Ramogi House”. The Donor Community also responded favourably through donation of training equipment. In 1976, RIAT opened its doors to the first batch of students and has never looked back ever since.

1.2: Governance structure

RIAT is a government middle level National Technical Training Institute. It is established under the Ministry of Higher Education, Science and Technology (Education Act, CAP 211). It offers a variety of courses to K.C.P.E and K.C.S.E graduates at Artisan, Craft and Diploma levels.

RIAT operates under the Education Act as stipulated in the laws of Kenya. The Institute's operations are also carried out in accordance with the Government policies and procedures as spelt out in official documents and circulars. The institute is conscious of the Government's policy of industrialization by the year 2020, and the Kenya Vision 2030. It is gearing towards playing a significant and leading role in the fulfillment of its mandate.

RIAT has put in place structures to establish a centre of excellence in Fisheries Technology. This will be achieved through: strengthened and improved delivery of tuition; acquisition of modern equipment and facilities; enhanced industrial attachment for lecturers and trainees; strengthened research and development activities and establishing a business incubator. To strengthen the management of the college, the Board of Governors has employed a number of support staff in various sections of boarding and tuition as well as security. Current populations stands at 102 (TSC teaching staff), 5 (BoG teaching staff), 40 (BoG non-teaching staff) and 714 student enrolment. Students are both boarders and non-boarders.

1.3: Current and future Courses offered at RIAT

RIAT is currently offering the following courses:

a. Diploma courses

- i. Electrical Power Engineering
- ii. Electronics
- iii. Automotive Engineering
- iv. Land surveying
- v. Building Construction
- vi. Clothing Technology
- vii. Information Technology
- viii. Information Communication Technology
- ix. Food and Beverage Management
- x. Social Work and Community Development
- xi. Business Management
- xii. Supplies Chain Management
- xiii. Human Resource Management

b. Certificate courses:

- i. Food and Beverage
- ii. Secretarial Studies
- iii. Management

- iv. Business Administration
- v. Human Resource Management
- vi. Electrical Installation Technology
- vii. Electronics
- viii. Garment Making
- ix. Motor Vehicle Mechanics
- x. Fisheries Technology
- xi. Plumbing
- xii. Masonry
- xiii. Carpentry and Joinery
- xiv. Land Surveying
- xv. Social Work and Community Development

c. Artisan courses:

- i. Motor Vehicle Mechanics
- ii. Garment Making
- iii. Plumbing
- iv. Masonry
- v. Carpentry and Joinery

d. Other courses:

- i. Computer Packages examined
- ii. TV Repair (Part time)
- iii. Solar Technology

Future proposed courses are as follows:

a. Higher diploma course

- i. Higher Diploma Entrepreneurship

b. Diploma courses:

- i. Medical Laboratory Technology
- ii. Pharmaceutical Technology
- iii. Nursing
- iv. Public Health
- v. Environmental Science/Studies

- vi. Agriculture
- vii. Mechanical Engineering
- viii. Human Resource Management
- ix. Sales and Marketing
- x. Refrigeration
- xi. Catering and Accommodation
- xii. Fashion and Design
- xiii. Fisheries
- xiv. Maritime Studies
- xv. Quantity Surveying

Certificate courses:

- i. Certificate in Welding and Fabrication
- ii. Mechanical engineering
- iii. Human Resource Management
- iv. Sales and Marketing

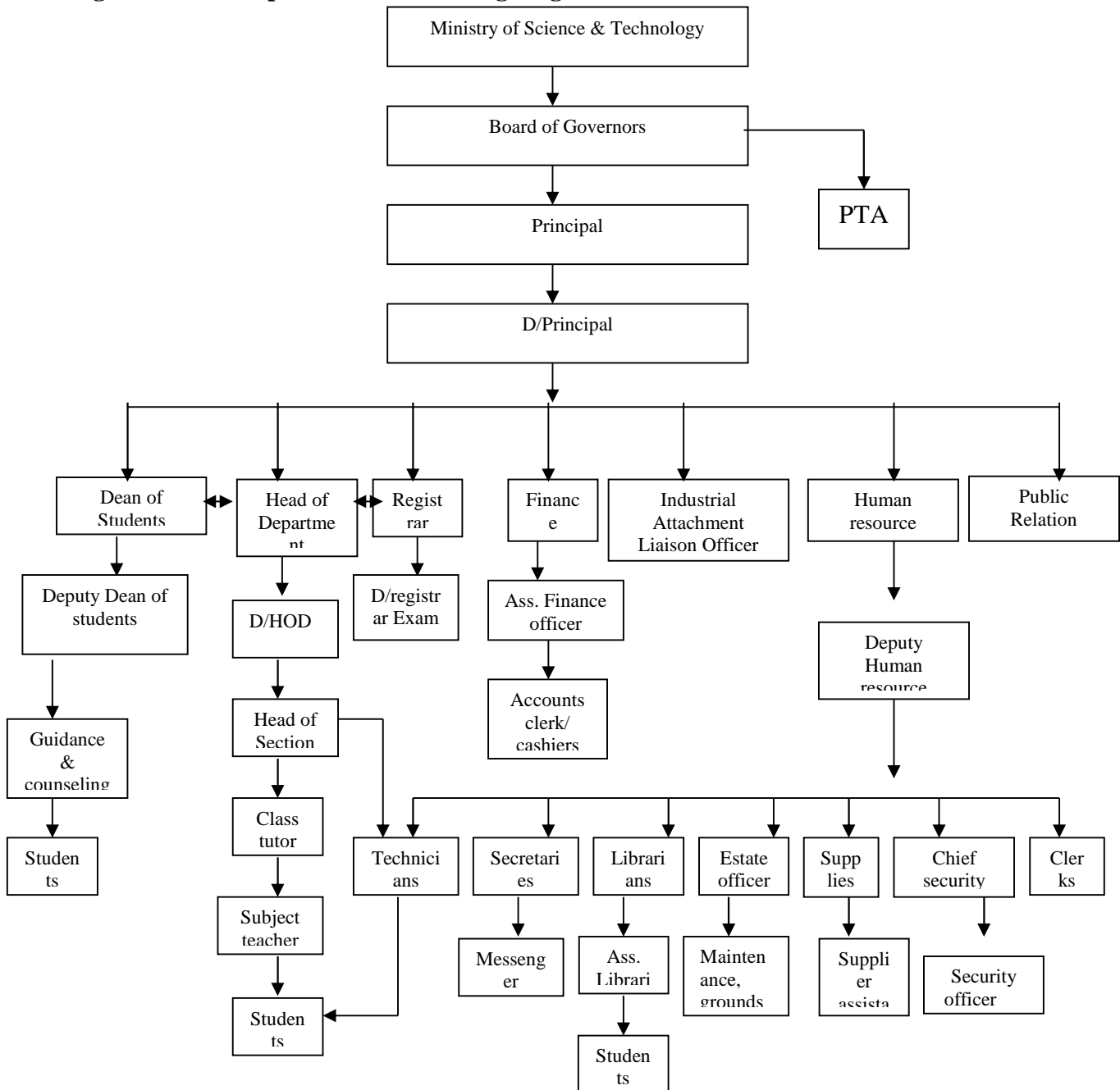
1.4: Institution structure

The Institution is headed by a Board of Governance (BoG). This Board undertakes its mandate in accordance to the Education Act (Cap 211). It is headed by a Chairman of international reputation as well as an academia and draws its membership from outstanding members of the Kenyan society. Specifically The BOG sets out internal policies and development priorities for the institute and approves the budget for both recurrent and development expenditure. The BOG is also responsible for the implementation of government policies and approving the Institutional Curriculum. The Principal is the chief Executive of the Institute and Secretary to the Board of Governors. The Principal is responsible for the day to day management of the institute on behalf of and in consultation with the BOG. In this the Principal is helped by the following committees, namely, the Management; Planning and Development; Head of Departments; Guidance and Counseling; Disciplinary and Academic.

In order to undertake effective and efficient teaching and training in the academic courses, the Principal Works with other senior officers such as Deputy Principal, Registrar, Dean of Students, Heads of Departments, Examinations Officers, Industrial Attachment coordinator, Sports Officer and the Bursar, assist the Principal. There is also an active Students' organization represented in the

management team to look after the interests of the students. The proposed structure for RIAT is shown the figure 1 below:

Figure 1: Proposed Institution Organogramme



1.5: Institutional Offices

Currently RIAT has the following institutional offices;

- i. Principal's Office
- ii. Registrar's Office
- iii. Dean of Students
- iv. Guidance & Counseling
- v. Industrial Liaison Officer
- vi. Business Centre
- vii. Support Staff

The functions of these institution offices are outlined in Table 1 below:

Table 1: Functions of Institution offices

NO.	INSTITUTION OFFICE	FUNCTIONS
1.	Principal	<ul style="list-style-type: none">• The Principal is answerable to the Board of Governors and the Government.• She is the chief executive of the institute managing it on a day to day basis and is the secretary to the Board of Governors.• She ensures implementation and execution of government policies and programmes.
2.	Registrar's Office	<ul style="list-style-type: none">• General students admissions• Effective management of students records• Management of trainee evaluation both internally and externally.• Marketing college programmes• Any other functions assigned by the principal.• Public
3.	Dean of Students	<ul style="list-style-type: none">• Organize proper utilization of all students recreational facilities• Oversee organization of student's government, clubs, societies, games etc.• Arrange regular consultative information oriented meetings with students council, HODs and Principal• Organize and supervise students elections with help of students council• Approve student's leave of absence during non-tuition time.• Prepare budget related to all co-curricular activities• Keep records and correspondence on students issues and welfare.
4.	Guidance & Counseling	<ul style="list-style-type: none">• Co-ordinate guidance and counseling committee

		<p>comprising members of all departments in the Institution</p> <ul style="list-style-type: none"> • Prepare a schedule detailing when trainees can visit the counseling office. • Organize open forums, orientation talks on issues and specific topics affecting trainees • Collect and disseminate information useful to trainees and college community • Handling and coordinating serious trainee issues that may require referral or professional help
5.	Industrial Liaison Officer	<ul style="list-style-type: none"> • Handle linkages with industries • Organize industrial attachment for all trainees in liaison with HODs and the Principal • Prepare and administer industrial attachment evaluation instruments at institutional and industry level. • Organize trainee insurance cover. • Ensure attachment of trainees to relevant and suitable industries for appropriate skills development • Handle all cases that may arise while trainees are attached in industries • Organize and ensure supervision and assessment of all trainees while on industrial attachment.
6.	Business Centre	<ul style="list-style-type: none"> • Main function is to advise, formulate and implement programmes that enhance optimum utilization of the available resources (physical and human) in a manner that contributes to the financial resources of the college.
7.	Support Staff	<ul style="list-style-type: none"> • Management of all college financial records and activities. • Ensure orderly day to day college operations in regard to support services

CHAPTER TWO: INSTITUTION SITUATION ANALYSIS

2.1: Introduction

While developing this strategic plan, RIAT is quite aware that the GoK has developed and is now implementing Kenya vision 2030. This vision is motivated by a collective aspiration for a better society by the year 2030. It aims at creating “a globally competitive and prosperous country with a high quality of life by 2030”; thereby transforming Kenya into “a newly –industrializing, middle-income country with a high quality of life to all its citizens in a clean and secure environment”. Kenya aspires to meet the MDGs for Kenyans by 2015 as it pursues its agenda on the basis of three key pillars: economic, social and political.

The successful implementation of *Kenya Vision 2030* and especially the First Medium Term Plan will be anchored on a number of cross cutting factors and themes that are in themselves the foundations of Kenya’s envisaged national transformation. These factors called enablers include the central role to be played by an improved and expanded national physical infrastructure; information Communication and Technology (ICTs), as well as the overreaching role of Science, Technology and Innovation. Other cross cutting themes include envisaged reforms in the management and utilization of land; reforms targeting the entire public sector as well as the overall national human resource development.

Technical Training Institutes(TTIs) were established by the Government in 1980s to provide technical industrial, vocational and entrepreneurship training(TIVET) to young primary and secondary school graduates who could not transit to middle level Institutes and universities. Graduates from these Institutes have been able to provide the much needed skilled labour that is required to propel the country to industrialization.

The National Development Agenda identifies TIVET institutions as key drivers in the following areas:

- i. Science, Technology and Innovation – the development of the necessary scientific and technological infrastructure, as well as the technical and entrepreneurial skills is an essential prerequisite to the transformation of Kenya into a knowledge based society.
- ii. Education and Training – the provision of quality education, training and research for all Kenyans
- iii. Human Resource Development - there will be need to create a globally competitive and adoptive human resource base to meet the requirements of *Vision 2030*. This will be mainly achieved through increased training.
- iv. ICT – to develop a critical mass of human resource required to support the capacity of the ICT industry
- v. Gender and Youth development – integration and harmonization of issues affecting youth as well as promoting gender equity in training.

In addition, the New Constitution under Chapter Two, Section 6 provides that *a National State Organ shall ensure reasonable access to its services in all parts of the Republic, so far as it is*

appropriate to do so having regard to the nature of the service. In addition, Chapter Two, Section 11 (b) provides that , “*the State shall recognize the role of Science, and indigenous technologies in the development of the nation*”. On the basis of the foregoing, the Government has the obligation to create the necessary structures and capacity that will ensure efficient and effective delivery of services. It is in this regard that RIAT has a further obligation to help realize improved fair access to its programmes by both gender.

2.2: Achievements

From inception of TIVET programmes RIAT has been able to record a number of successes. The Institute has achieved the following milestones in the past five years:

- i. Acquisition of 51 seat College Bus and
- ii. Acquisition of Double cabin pick up
- iii. Construction of Modern tuition block
- iv. Rehabilitation of Engineering workshops
- v. Construction of Perimeter wall around the workshop area
- vi. Expansion of courses
- vii. Construction of fisheries/Social Work Classrooms
- viii. Installation of Electronic voting systems
- ix. Installation of internet services
- x. Development of Institute’s web site
- xi. Participation in TIVET/Robot contest
- xii. Awarding of Bursaries
- xiii. Acquisition Modern Equipment from Netherlands
- xiv. Construction of fish ponds
- xv. Growing of Sugar cane
- xvi. Growing of maize/vegetables
- xvii. Improvement of workers’ salaries
- xviii. Purchase of Text Books for the library
- xix. Fostering closer links with the local community
- xx. Collaboration with Florida Agricultural and Mechanical University, Solar cooker International, KEREAA, BIAK, Moi university and TIVET Institutions
- xxi. Improved student enrollment
- xxii. Improved performance in national exams
- xxiii. General motivation of staff through awards/recognitions schemes
- xxiv. Installation of pump on the underground borehole
- xxv. Capacity building of teaching staff in collaboration with Netherlands government
- xxvi. Capacity building of staff on ICT, HIV/AIDs, Drug and substance abuse, fire fighting, Research design and Proposal development,
- xxvii. Acquisition of computers (80 in number)

- xxviii. Acquisition of additional training equipment
- xxix. Burglar proofing of administration block, staffroom, workshops and IT lab
- xxx. Renovation of Library
- xxxi. Installation of fire-fighting equipment

The need to analyze RIAT versus stakeholders is to define the strategic relations that can be exploited in order to achieve the mandate. The way in which different development stakeholders relate to each other determines the type of partnership that develops between them. It is important to identify the level of interest and power of each stakeholder in order to better define the relationship. Failure to do this, can lead to conflict, uncertainty, communication breakdown and eventual stalling of strategic projects. Table 2 below presents obligations of stakeholders and their positioning.

In Table 2, analysis has been based on the level of interest and power. The rating is as follows:

- i. High interest and high power = Class D
- ii. Low interest and high power = Class C
- iii. High interest and low power = Class B
- iv. Low interest and low power = Class A

Based on this analysis, it is very clear that the most important stakeholders under class D constitute the MoHEST and respective Departments and SAGAs; Parents, Sponsors and guardians and Industries.

Table 2: Obligations of Stakeholders and their positioning

Stakeholder	Obligation	Level of Interest	Level of Power	Positioning
MoHES&T	<ul style="list-style-type: none"> i. Policy Development and Implementation. ii. Providing enabling environment for science technology and innovation. ii. Facilitating the implementation of the Institutes' strategic plan v. Monitoring and evaluating PC of RIAT v. Facilitate identification of problem areas in matters pertaining to law and order 	High	High	Key player (Position D)
Students	<ul style="list-style-type: none"> i. Pay fees on time ii. Avail themselves for training iii. Be willing to learn/train iv. Maintain discipline v. Work hard vi. Be innovative/creative vii. Apply intelligence 	High	Low	Keep informed (Position B)
Suppliers	Supply goods and services on time	High	High	Keep informed (Position D)
Parents and guardians	<ul style="list-style-type: none"> i. Pay fees ii. Provide moral support iii. Guide and counsel 	High	Low	Key stakeholder (Position B)
Local NGOs and FBOs	<ul style="list-style-type: none"> i. Service the institute with trainees ii. Service the institute with local labour needs iii. Identify and promote peaceful coexistence initiatives 	Low	High	Minimal effort (Position C)
Media	<ul style="list-style-type: none"> i. Information gathering ii. Information analysis iii. Information dissemination 	Low	Low	Minimal effort (Position A)
MPs	<ul style="list-style-type: none"> i. Lobbying for resources and funding ii. CDF disbursement iii. Local community support 	Low	High	Keep satisfied (Position C)
Industries	<ul style="list-style-type: none"> i. Industrial training (attachment, internship and apprenticeship) ii. Material and Technical Support iii. Commercialization of products and services iv. Promotion of TIVET 	Low	High	Key player (Position C)
Contractors	<ul style="list-style-type: none"> i. To mobilize and undertake contracts on time 	High	Low	Keep informed (Position B))

2.4: Challenges facing RIAT

As a result of the high demand of skills for self reliance by school leavers, the government and donors established the present day institutes of technology. These institutions are currently offering post secondary school TIVET programmes. Inherited facilities and equipment have not been replaced or upgraded making it difficult to train reliable and competitive graduates. This scenario presents a myriad number of challenges that must be surmounted urgently. RIAT faces these challenges in equal measure. It faces inadequate infrastructure including a road that joins it to the main Kisumu-Kakamega road. Currently, it is in such a bad state that it needs urgent attention. This has made access to the institution quite difficult. The institute is not able to absorb the ever increasing number of secondary school leavers in its region of operation. To address this challenge, it will be prudent to lobby the government to increase the public funding to middle level training institutions.e.g RIAT.

It is a well known fact that a strong TIVET is needed in the country to participate as a full partner in the world's fast forming, knowledge-based economy. On the other hand, owing to its status, RIAT has not harnessed a scientific and technological innovation that can help in reversing poverty, hunger and disease that afflict Kenyans its location and adjoining areas. As much as it has tried to produce graduates in this regard, they have not been enough to spearhead wealth and employment creation. Like other TIVET institutions in Kenya, RIAT faces diverse challenges as it tries to achieve its mandate. Such challenges are well enumerated in the National TIVET Strategy (2008).

The fact that most Kenyans live below the poverty line (NES 2005/2006 statistics) it is becoming more difficult for such population segment to access TIVET. The status of RIAT is such that it has not developed enough requisite TIVET infrastructure and will no doubt need great consideration by the government in terms of allocation of development funds, funds for bursaries, scholarships etc.

Traditions and customs perceive women to be more suitable for courses such as secretarial, catering, knitting and dressmaking. Science, Engineering, Technology, mathematics and Information technology courses that normally attract male students have to be introduced and reviewed in line with affirmative action in order to attract female students.

At the moment, pragmatic efforts are needed to manage and mitigate against stigmatization and discrimination of students with HIV/Aids. Similarly, drug abuse among trainees has to be addressed. In addition, training-place Environmental concerns have acquired global dimensions and are today a concern to all. This therefore calls for a programme to institutionalize environment, health and safety enhancement issues in TIVET at RIAT.

In the recent past, it was realized that most of the TIVET institutions were developed without due regard to catering for the special needs of challenged persons. RIAT endeavours to devise means of encouraging challenged persons to participate effectively and efficiently in TIVET.

Capacity and quality of trainers at RIAT remains a thorny issue. This also applies to the quality of students being admitted and their subsequent training. Attraction and retention of such staff has been a challenge since the terms and conditions of service in the sector are managed by the TSC while the institution does not have enough A-in-A to hire and retain quality staff. The current infrastructure and training resources though improving are not adequate for the production of competent workforce required at the workplace. There is need for the GoK to devise and implement a suitable programme for upgrading, equipment and facilities.

The institute is currently trying to match TIVET to industry as it reviews the curricula. This is because the available curriculum structure for TIVET and some of the syllabus itself are outdated, as they were designed and developed for lower cadre student training more than a decade ago. Some trainers/lecturers lack requisite competencies and skills to handle the ever challenging and dynamic training. In this regard, RIAT has embarked within the Performance contracting framework to undertake competence building and skills acquisition in her staff.

One of the main challenges is about maintaining quality and consistency of programme delivery, assessment and certification. The consumer of our trainees has a problem in determining equivalence of certificates. In addition, while co-ordination mechanisms and linkages are improving, they remain weak and inadequate. To address this challenge, internal coordination and governance structures will be put in place while collaboration and linkages will be pursued for effective partnership, products and services.

For a long time, many TIVET institutions suffered inadequate ICT integration in training. However, this is set to change as all of them are embracing mandatory ICT integration. RIAT is devising and implementing a programme on integration of ICT for both professional and managerial applications. One of the most notable programmes under this plan is to attach more teachers to various industries in order for them to be at par with the ever changing and dynamic technology as well as through exchange programmes and strong linkages.

The institute has not been conducting research in the past. This was mainly because it suffers inadequate capacity and infrastructure. Capacity development is underway and the current library is being equipped with the requisite materials and books for research and development.

Government budgetary allocations to RIAT have been inadequate in the past, and neither has it been able to harness more A-in-A to evolve a positive funding environment. To this end, RIAT hopes that its budgetary allocation will improve from GOK and that it will do its best in harnessing, exploiting and improving on its A-in-A for future TIVET development.

CHAPTER THREE: PESTEL ANALYSIS

3.1: Introduction

The Political, Economic, Social-Cultural, Technological, Environmental and Legal (PESTEL) analysis details the situation under which the plan was developed. PESTEL analysis of the situations that will reflect in either way on this Strategic Plan include:-

3.2: Political factors

Whereas there was a lot of enthusiasm, vigour and support (both moral and financial) by the community and leaders at the inception of RIAT, this seems to have dwindled in recent years. RIAT is no longer a priority in the development agenda of the community and the good-will the institute enjoyed has since diminished. At the moment, the institution management is pursuing better relationships with the local community through capacity building.

It is sad, for example, to note that some of the local people whose parcels of land were acquired and paid for by RIAT, later resold the same parcels to others, creating a series of land wrangles currently facing the institute.

The handing over of the management of Ofafa Memorial Hall to RIAT in 1988 by the then Luo Union (E.A) has also added its shares of problems to the institute. Although RIAT has since handed back the Ofafa facility to the Luo Council of Elders, a number of court cases over the same are still pending which need to be brought to an end.

As one of the TIVET institutions in Kisumu County, it will be prudent for the administrators, political players and stakeholders not only to resolve to move with goodwill that will help in marshalling financial support which will no doubt be of great use to the institution; but also in helping this institution amongst others position themselves in terms of higher-level training in terms of Kenya Vision 2030.

The government's effort is appreciated within the context of Sessional paper No. 1 of 2005 on Education Training and Research. This has given much impetus to the allocation of funds to TIVET institutes. In summary, political factors favoring RIAT include the prioritization of Science Technology and Innovation, technical training as well as Sessional paper No 1 of 2005 by the GoK.

3.3: Economic

RIAT is located within the periphery of Kisumu in an area of poor to fair economic activities. The fair side is that of fish farming which is the livelihood of most people in the region. This is followed by businesses undertaken by various people, groups and firms within the lake city. Some of the students originate from poor households and this is the group that poses great challenges. Such challenges must be addressed by the County, City Council of Kisumu and the GoK at large. Since more than 60% of the student population originates from the immediate surroundings, it has become increasingly difficult to handle outstanding fees balances.

The location of the institution can be taken advantage of if the right focus is brought on board. For example, rapid development of RIAT can be favoured by the availability of government development plan policy documents i.e. ERSWEC, Kenya vision 2030 etc. which place ST&I and T.E at the centre of planned economic progress. This will focus on general attention and support towards TIVET institutions. The increasing focus of both the public and private sector and their realization of the great potential of technical graduates to their organizations and the rapid economic recovery may create opportunities for RIAT graduates in form of jobs and market for the products.

On the other hand there are factors that may hinder the progress of RIAT. In case government funding and support remains low and far below the college funding requirements and without any other funding from the private sector and other stakeholders, RIAT will not experience exponential growth as expected. Second if the economic prosperity of the local community does not move in tandem with current expectations at RIAT, there will be little potential in terms of products/service demand and other forms of support.

3.4: Socio-Cultural Factors

HIV and AIDS is affecting RIAT just as it is affecting other TIVET Institutions in Kenya. HIV and AIDS continues to affect and ravage our people especially those in their prime ages of between 15 and 49 years. Some of these people constitute our trainees and the workforce of our dear country Kenya. The illness and subsequent deaths of workers resulting from HIV/AIDS, has an enormous impact on the national productivity and earnings. Resources that would have been used for wealth creation and poverty reduction are diverted to treatment, care and support for HIV related illnesses. RIAT endeavors to offer guidance and sensitization towards mitigation of the day-to-day HIV /AIDS related issues and problems that arise within the workplace and our families and also promote responsible behavior.

The Institution has been involved vigorously in the sensitization and creating awareness to both the trainees and all stakeholders involved. The Management in liaison with the Professional Bodies and Social Groups in the area organizes clinics, counseling sessions and even VCT for all in the Institute. NASCOP and other relevant bodies have been so helpful in providing posters and other journals in this area. Use of condoms is emphasized to help curb the pandemic and bring down the prevalence rate. Though the institution doesn't have a condom dispenser for this purpose, plans are underway to procure one as well as have a fully equipped A&DCU (Aids and Drugs Control Unit)

in the Institution. The administration of the institutional policy on HIV/Aids will go a long way in helping realize this goal.

In addition, the ever rising population growth, potential students in the immediate catchment areas, and need for Education and Training Opportunities pose a challenge to the institution. There is growing need for education and training opportunities, raising of public awareness and training linked to virtually all areas in the institutes' strategic plan, and even more closely to those meeting operational needs, capacity-building, data and information, science, and the role of major groups will be addressed. It is clear that the introduction of free primary education and the partially free secondary education is projected to challenge the capacity of the institute to offer increasing need for opportunities for training. This is a great opportunity that the institute needs to exploit. In addition, there is need to help ameliorate the public thinking that TIVET education is for low performers through public barazas and essential RIAT-community partnerships.

3.5: Technological

In the recent past, the conjecture of technology and information has given birth to new technologies. With the advent of Fibre optic cable networks, there is high demand on ICT. Currently, the term "information technology" is largely used to describe the "computing and communications technology" that has revolutionized the world. For example the game of today is about market surveys, marketing strategies, e-learning, cyber cafes etc. This therefore means that there must be improved investments in information technology in order to keep abreast with changes in technology hence ensuring that training programs are not rendered irrelevant in the job market. For example the future is to enable RIAT to integrate ICT in curriculum delivery. This will mean that this institution will provide on-line Registration, tests & test results on-line, develop teaching/learning data base, apply customized lesson planning using e-based resources & tools, staff development programmes on the use of ICT in teaching, and finally develop a Management Information System (MIS)

There is also improvement of workshop equipment to embrace the digital age.

3.6: Environmental

RIAT aspires to have a clean, conducive environment with good Infrastructure. The institution is situated in a place with favorable weather and adequate land. It is in this regard that the administration is in agreement that more trees shall be planted in its acreage in order to harness soil stability and provide a conducive learning environment for students. Another pertinent area is the location of the institute on vast strata of rock that is viable for making ballast for construction. This shall prove handy in terms of A-in-A for the institution.

According to a research carried out in several schools, hospitals, colleges and prisons in November 2005 by KENGO (NGO), it became clear that a lot of wood fuel is consumed in Kenya. The study recommends use of efficient cooking stoves to lower the cost and in turn channel the saved funds to other activities. RIAT intends to improve energy conservation efforts by making more energy saving jikos. Further, it will be prudent to engage the environment within regulations and rules of

NEMA in such a way as to planting trees, conserve soil against erosion, absorb carbon dioxide and keep the environment clean. The institution will also continue with rain harvesting and prudent use of the available piped water.

More than ever before, there is increasing need to improve work place safety through appropriate safety measures. RIAT has not been left out and has developed an institutional policy in this area. In the course of its implementation it is envisaged that there will be a statement of health and safety policy in place and through sensitization of staff, there will be a general understanding about the much needed level of health and safety measures in the workplace and hygienic living standards. In implementing government policy in this area, RIAT draws its strength from the Factories and Other Places of Work Act 1990 and the Safety Committee Rules (Legal Notice No. 31 of 2004).

3.7: Legal Environment

Through performance contracting, RIAT is establishing an appropriate internal legal environment to manage its ever increasing challenges of governance. There exists a variety of GoK policies and Acts that help define our environment. Through past performance contracts RIAT developed various legal policies and regulations. Some of these policies and regulations include the following:

- i. Research and Development
- ii. Automation
- iii. Alcohol and drug (Substance) abuse,
- iv. Gender mainstreaming
- v. Disability mainstreaming
- vi. Corruption reduction
- vii. Guidance and counseling
- viii. Safety and Health

So far we have been able to assess the effectiveness of these policies and been able to administer further interventions for better institution management. As the institutional repositions itself in this paradigm, it is hoped that it will to compete favourably with other institutions offering TIVET curriculum.

CHAPTER FOUR: MISSION STATEMENT

4.1. Introduction

RIAT derives its mandate mainly from the legal framework governing TIVET as passed down to various technical training institutions; based on the mandate of the parent Ministry. These include the following:

- (i) The Constitution of Kenya
- (ii) The Education Act (Cap 211)
- (iii) The Higher Education Loans Board Act (Cap 213)
- (iv) The Industrial Training Act (Cap 237)
- (v) The Kenya National Examinations Council Act (Cap 225)
- (vi) The Local Government Act (Cap 265)
- (vii) The Teachers Service Commission Act (Cap 212)
- (viii) The Universities Act (Cap 210B)

The above legal instruments have evolved over a period of time. In this regard, the Kenya Government through the Ministry of Higher Education, Science and Technology initiated and developed the National TIVET Strategy (2007).

4.2: The mandate of RIAT

The Mandate of RIAT is stated as:

- Quality Technical training
- Skills-upgrading
- Inculcation of Entrepreneurial culture
- Applied research and development
- Institute-industry collaborations and linkages
- Innovativeness and technology promotion
- Community service

4.3. Objectives of RIAT

Kenyan national perspective states that TIVET Systems need to be; Conceived as components of comprehensive employment policies / strategies; Focus on lifelong learning approaches and must foster close links labour market services; Incorporate partnerships between government line organizations, private sector and civil society at all levels of decision-making; Rooted in comprehensive education systems, and observe strict quality management; and Pursue integrated interventions between the labour market and private sector involvement

In addition within, the paradigm of Kenya Vision 2030, the TIVET System must be buttressed within three pillars namely; economic, social and political; and in such a way as to engage in; Providing required SET skills for employability and job creation in support of priority growth sectors; Training for Micro and Small Enterprises through the technical, industrial, vocational and entrepreneurship (TIVET) institutions; Correcting disparities within the Kenyan society; Ensuring that there is a matching of skills to market demand; and Promoting utilization of ICTs in Kenya including e-learning

Now therefore the Objectives of RIAT are as follows:

1. To produce graduates who are knowledgeable, skilled and competent human resource
2. To extend technological solutions through research in appropriate and emerging technologies
3. To promote technology through linkages with institutions and the community
4. To expand and harness use of ICT in service delivery
5. To exploit the potential of the institutes' incubator facilities to stimulate a work situation for our graduates that will equip them with skills to meet challenges of the industry
6. To promote and maintain a qualified workforce

4.4: Vision

- ***To be a leader in quality training that responds to the vocational and technical needs of the local and global society***

4.5: Mission Statement

- ***To produce superior, creative and self-driven graduates***

- ***To equip trainees with competencies in Technical Education***
- ***To promote innovativeness, adaption, adoption and diffusion of technology***

4.6 Core Values

RIAT will be guided by the following values:

Accountability: The institute fraternity and stakeholders will make decisions that influence their lives

Honesty and Integrity: We will act with honesty and integrity and with respect for the individuals

Equity: We will ensure services are provided fairly to all people and groups, taking into account special needs

Partnerships: We will value and strengthen our collaboration with our stakeholders and the wider community in achieving the best possible outcomes

Quality: We will regularly review our performance to continually improve our service

Health and Safety: We will create a safe workplace culture for our employees, stakeholders and the community.

Gender Sensitivity: In order to uphold the principle of gender equality and fairness, we accord equal opportunities to both sexes.

Concern for the physically challenged: We are committed to providing training to all learners, including those with special needs.

Invention, Innovation and Creativity: We will strive to make these the driving force for the Centre of Excellence

CHAPTER FIVE: SWOT ANALYSIS

5.1: Introduction

This Chapter which deals with SWOT analysis, also summarizes the capacity and capabilities of RIAT in achieving its mission and vision. The analysis provides insights into the internal factors (strengths and weaknesses) and external factors (threats and opportunities) affecting the operations of the institution. Also, it highlights the measures that will be taken to exploit the existing strengths and opportunities on the one hand and curtail the weaknesses and threats on the other for better performance.

The analysis of the internal environment focuses on factors relating to the management of the institution vis-a-vis terms of its organization structure and human resource establishment as well as other support services while the analysis of the external environment focuses on factors that impact on the institution's operations with regards to governance and major national development goals.

5.2: Details of SWOT

The strengths, weaknesses, opportunities and threats identified are listed in Table 3 below:

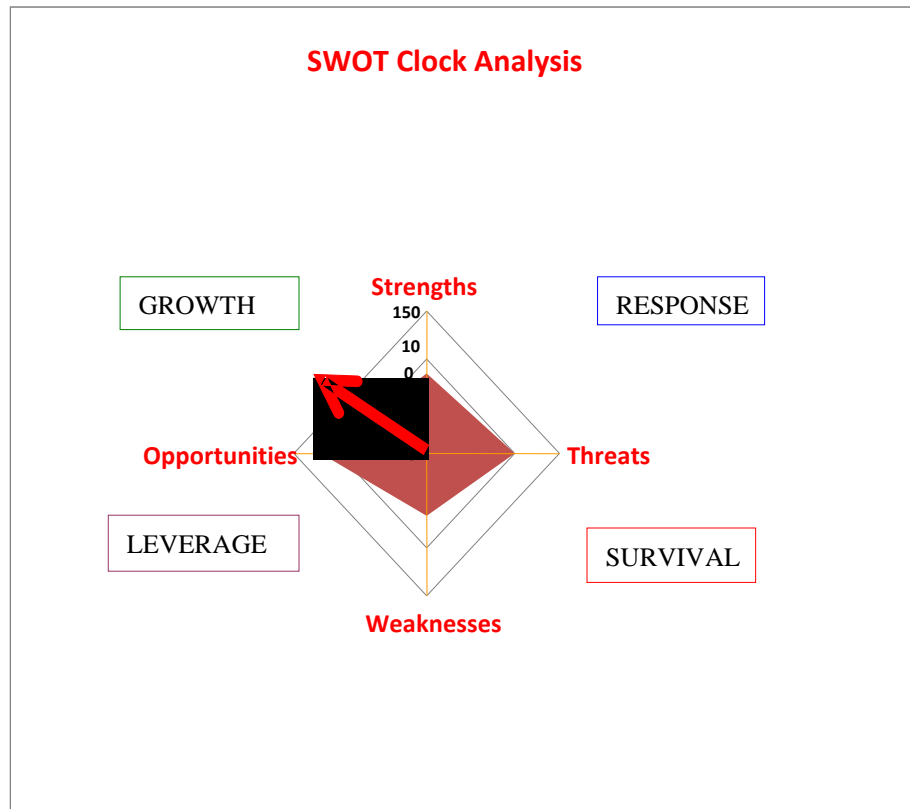
Table 3: The Institution SWOT

Strengths	Weaknesses	Opportunities	Threats
⇒ Availability of land ⇒ Existence of Management structure ⇒ Good learning environment ⇒ Availability of training tools and equipment ⇒ Availabilities of Lecturers/Trainers ⇒ Enrolled students ⇒ Market-driven courses ⇒ Provision of bursaries	⇒ Underutilization of available resources ⇒ Inadequate infrastructure ⇒ Inadequate skills provision ⇒ Weak collaborations and linkages with industries and other stake holders. ⇒ Inadequate staff ⇒ Weak management structure ⇒ Inadequate recognition of staff ⇒ Low student enrollment ⇒ Inadequate funds ⇒ No production unit	⇒ Goodwill from GoK and development partners ⇒ Potential for hiring BoG Trainers. ⇒ Potential for collaboration and linkages ⇒ Demand of trained manpower ⇒ Rich catchment areas ⇒ Potential for increased student enrolment ⇒ GoK Budgetary allocations ⇒ Ready market for products of the Institution's production unit ⇒ Potential for expansion ⇒ Potential for diverse A in A ⇒ Good public transport	⇒ High cost of technical training tools and equipment. ⇒ Changing technology ⇒ Competition from other training institutions ⇒ High cost of maintaining infrastructure and equipment ⇒ Resistance to change ⇒ Lack of community support. ⇒ HIV and AIDS pandemic ⇒ Land wrangles ⇒ No/Low admission

5.3: Strategic direction

After analyzing the situation of the SWOT through a clock, the following Diamond structure was realized. From this structure, it is very clear that RIAT is oriented towards growth. Therefore it is imperative that this institution zealously pursues the growth path (Figure 2). This will be realized by taking advantages of the available strengths and exploiting opportunities.

Figure 2: The institution Diamond SWOT Clock Analysis



CHAPTER SIX: STRATEGIC ISSUES, OBJECTIVES AND STRATEGIES

6.1: Introduction

Both the Institution and Diamond SWOT analyses reveal that RIAT has the following Strategic Issues that need to be addressed in order for it to fulfill its mandate:

- i. Access and equity
- ii. Institutional corporate governance/Management
- iii. ICT, Equipment and Technology
- iv. Research and Development
- v. Resources (funds and human)
- vi. Communication and public relations (Recognition)
- vii. Collaboration and linkages
- viii. Competitiveness
- ix. Infrastructure

6.2: Strategic Issues, Objectives and Strategies

After analyzing the prevailing situation in terms of institutional strategic Issues, it is quite clear that the following strategic objectives and strategies are pertinent to the prevailing situation:

Strategic Issue 1: Access and equity

To deal with the capacity challenge facing RIAT, there will be a need to expand existing facilities both in terms of number as well their utilization levels. Positive steps will be taken to improve the participation of persons with special needs as well as other disadvantaged groups. Measures to enhance positive public perception of TIVET in skills formation will be implemented, including steps to deal with relatively high indirect and direct cost of TIVET, and inculcating flexibility in modes of delivery to reach those already employed.

Strategic objective: Enhance Access and equity

Strategies:

- Expand facilities based on government priorities
- Support TIVET trainees

- Promote affirmative action for TIVET trainees
- Reform and enhance education, training and guidance services.
- Improve training programmes in MSE sector.
- Offer higher level programmes

Strategic Issue 2: Institutional corporate governance/Management

Corporate governance is the set of processes, customs, policies, laws, and GoK institutions affecting the way TIVET is directed, administered or controlled. Corporate governance also includes the relationships among the many stakeholders involved and the goals for which the corporation is governed. Since inception, RIAT has been governed and managed through the BoG and Principal respectively. With the advent of performance contracting, it has become mandatory for these governors and managers to harness more talents and competencies in order to be more efficient and effective. This work demands that players must develop and implement various internal policies, regulations and mechanisms.

Strategic objective: Improve institutional corporate governance

Strategies:

- Develop and implement institutional policies, strategies and programmes (HIV/AIDS, drug abuse and health and safety, and environment)
- Embrace results based management in the training system
- Develop and implement M&E systems
- Fast track institutional expenditure review

Strategic Issue 3. ICT, Equipment and Technology

RIAT experiences a high cost of purchasing and maintaining ICT hardware and software. The current level of investments in ICT in the TIVET system does not allow the full benefits of ICT to be realized. Like other TIVET institutions, our Graduates once released to industry are normally trained by the employers and this uses employers' resources thus affecting the returns on investment. Even those trained are inadequately prepared due to obsolete ICT technology and inadequate syllabi used. The challenge is how to devise and implement a programme on integration of ICTs in TIVET for both professional and managerial applications.

Globally, scientific and technological developments are taking place rapidly. Our institute needs to be in constant touch with the relevant technological innovation centers, locally, regionally and internationally. This means that we will have to connect to the internet. This will happen in every department such that they can be enabled to communicate on-line and exchange information in an efficient and effective way. The departments will be networked to improve procedures in their co-

ordination. In addition, the local scientists, industries, governing bodies need rapid information exchange mechanisms, systems and linkages to be established and utilized.

Strategic objective 1: Promote effective application of ICT

Strategies:

- Develop adequate ICT capacity and infrastructure
- Institutionnalise Management Information System (MIS)
- Promote the use of ICT in Curriculum delivery and management systems

Strategic objective 2: Enhance Equipment and Technology

Strategies:

- Develop institution incubator
- Promote use of modern equipment and Technology

Strategic Issue 4: Research and Development (R&D)

For a long time very few TIVET institutions have been undertaking R&D. Products and services emanating from this field have not had tangible effect at national level. RIAT endeavours to venture into this area in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications or technologies.

Strategic objective: Institutionalize effective research and development

Strategies:

- Develop mechanisms for R&D collaboration among TIVET institutions.
- Promote the use of research results in technology development and transfer
- Develop R&D infrastructure.

Strategic Issue 5: (a) Resources: Funding

For the institute to achieve its rapid economic growth and development, it requires sound and diversified financial base which will emanate from government support, school fees, donor support, departmental production units and hire of facilities. There must be appropriate institutional financial budget to guide the management towards achieving the institutional goals & objectives.

Strategic objective: Diversify sources and increase funding

Strategies:

- Increase GoK funding
- Exploit external funding possibilities through developed criteria
- Expand income generation at institutional level

Strategic Issue 5: (b) Resources: Human resource

One of the most important and urgent issue that needs to be addressed is the human resource factoring RIAT. The institute needs to develop, increase and upgrade all the elements all human resource at its disposal. There is need to develop the existing human capacity by re-training, providing refresher courses, attending workshops and seminars and going for further studies.

As the institution gears towards upgrading to a national polytechnic, there is need for expansion of its training programmes. In order for the institute to be a world class training center, training programmes have been structured to meet the needs of our clients. In this regard, the institution offers a variety of courses in engineering, information technology, business studies, applied & health sciences and institutional management. Trainees can attend lessons under various modes of study such as distance learning mode (DLM), evening, fulltime and weekends in order to enhance flexibility. The institution intends to expand the courses from the current 46 to 10 by the end of the plan period. The institute also intends to offer different modes of studies to accommodate the market needs. The Institute is focused in becoming a Centre of Excellence in Electrical & Electronics Engineering.

Strategic objective 1: Harness Human resource

Strategies:

- Increase staff at TSC and BoG levels
- Develop competencies in staff

Strategic objective 2: Improve and sustain relevance of skills

Strategies:

- Ensure quality assurance and standards
- Promote innovativeness in ST&I
- Establish the Center of excellence
- Improve the quality of work culture Strategy
- Encourage investment in the development and commercialization of TIVET products and services including ICT

Strategic Issue 6: Communication and public relations (Recognition)

Communication is the activity of conveying meaningful information across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the sender. In this regard, RIAT shall enhance its communication in order to create more awareness about what it offers as a TIVET institution. In addition, there will be need to undertake more public relations through programmes like community service.

Strategic objective: To develop an effective and efficient communication system internally and externally at all levels and to enhance the image and visibility of PCKTTI

Strategy: Improve the image of TIVET

Strategic Issue 7: Collaboration and linkages

In order to improve the quality of training in the institute, we need to be in constant touch with the relevant information technology centers, institutions of higher learning, Research and Development organizations, Universities; locally, regionally and internationally. The institute also needs rapid information exchange mechanisms, systems, recognition and linkages. Currently the ongoing collaborations include the following:

- i. Collaboration with Florida Agricultural and Mechanical University (USA) to start Paramedical Courses
- ii. Collaboration with Moi University Fisheries Department to start Diploma courses in Fisheries Development
- iii. Collaboration with Lake Victoria Fisheries Organization in fisheries development
- iv. Collaboration with Solar International in developing solar technology

Strategic objective: Enhance collaboration and linkages

Strategies:

- Establish collaborations and linkages
- Strengthen existing collaboration and linkages
- Establish benchmarks and joint cooperation networks with international TIVET institutions

Strategic Issue 8: Competitiveness

Greater national competition and growing awareness of TIVET programmes have led to the formulation of learning and training standards for best practices. Examples are ICT integration, the application of ISO 9000 (Quality Management Systems), Occupational Health and Safety Management Systems and general quality of curriculum. These standards represent national and international consensus for best practices on quality management, environmental management, occupational health and curriculum delivery. The aim of this project is to increase efficiency and effectiveness in all TIVET facets of learning and training.

Strategic objective: Enhance competitiveness

Strategies:

- Strengthen existing competitiveness benchmarks
- Establish new competitiveness benchmarks

Strategic Issue 9: Infrastructure

For the institute to achieve its goals, it will need modern physical facilities as a major focal area of development. The institute will invest in a good working environment and acquire modern equipment and facilities. The following have been identified as the physical facilities required:

Renovation and modification of the existing physical facilities; construction of a better gate; construction of a tuition block; construction of a college dispensary; construction of multipurpose hall; construction of a science complex; modern and technologically relevant equipment will also be acquired to facilitate training.

Strategic Objective: Upgrade infrastructure

Strategies:

- Develop a framework for improving and increasing physical facilities
- Improve TIVET equipment, information and communication systems

CHAPTER SEVEN: RESOURCE MOBILIZATION

7.1: Introduction

This chapter discusses the resource requirements for implementing the strategic plan, strategies for mobilizing such resources and areas targeted to ensure efficient utilization of funds.

7.2: Projected Resource Requirements

The strategic objectives identified will be realized through a number of strategies and activities as discussed in Chapter 6 and implementation matrix. The resources required for implementing the identified strategies have been aligned with budget projections for RIAT.

7.3: Strategies for Resource Mobilization

The main funding for RIAT is the GOK budgetary allocation via the line ministry budget based on treasury allocations. RIAT will depend on this to fund this strategic plan. RIAT will prepare its annual Public Expenditure Review (PER) reports to form the basis for resource bidding under the overall GoK budgetary process. Development partners are already supporting the Government on TIVET issues. RIAT plans to seek for extra support to fill in the resource gap between the GoK allocation and strategic plan budget. The relationship between RIAT and the development partners will be strengthened by, among others, developing strategic alliances based on the needs and policy direction of RIAT. The resource needs of RIAT are shown in Table 4 while resources needed for the identified strategic issues are shown in Table 5:

Table 4: Summary of Financial Resources required for the period 2011 – 2017

SN	PROJECT DESCRIPTION	CURRENT STATUS	EXPECTED DATE OF COMPLETION	COST (Ksh)
1.	Phase II and III of tuition block	On-going	2012	40,000,000
2.	Smoking Kiln	Planned	2012	200,000
3.	Aluminum Benches	Planned	2012	200,000
4.	Water from Kosida spring	Planned	2013	35,000,000
5.	Sinking of borehole	Planned	2013	20,000,000
6.	Roof catchments	On-going	2013	5,000,000

SN	PROJECT DESCRIPTION	CURRENT STATUS	EXPECTED DATE OF COMPLETION	COST (Ksh)
7.	Construction of water tanks	On-going	2013	2,000,000
8.	Construction of Training Restaurant	Planned	2013	30,000,000
9.	Construction of production workshop for Textile department	Planned	2014	30,000,000
10.	Construction of Masonry workshop	On-going	2012	32,000,000
11.	Construction of Automotive workshop	Planned	2012	44,000,000
12.	Construction of new staff houses	Planned	2017	150,000,000
13.	Construction of ladies hostels	Planned	2017	120,000,000
14.	Construction of men's hostels	Planned	2017	120,000,000
15.	Construction of new classrooms	On-going	2017	300,000,000
16.	Building of lecture theatre	Planned	2017	50,000,000
17.	Rehabilitation of Administration Block to become the library and furnishing it	Planned	2017	20,000,000
18.	Construction of Administration Block	Planned	2017	50,000,000
19.	Construction of student Centre	Planned	2017	150,000,000
20.	Construction of Dispensary	Planned	2017	20,000,000
21.	Construction matrons house	Planned	2017	5,000,000
22.	Repair of stone crusher	Planned	2017	3,000,000
23.	Tarmaking of 2 km Road to RIAT	Planned	2017	20,000,000
24.	Rehabilitation of staff houses	Planned	2013	10,000,000
25.	Stocking of the library	On-going	2017	20,000,000
26.	Creating an e-library section	On-going	2017	10,000,000
27.	Purchasing reprographic equipment	Planned	2017	10,000,000
28.	Purchasing Institute's Lorry	Planned	2013	12,000,000
29.	Purchase Institute Bus	Planned	2013	12,000,000
30.	Purchase Institute pick up	Planned	2013	3,000,000

SN	PROJECT DESCRIPTION	CURRENT STATUS	EXPECTED DATE OF COMPLETION	COST (Ksh)
31.	Purchase Institute Tanker	Planned	2013	3,000,000
32.	Purchase Institute Tractor complete with trailer	Planned	2013	5,000,000
33.	Rehabilitation of playing fields	Planned	2014	20,000,000
34.	Purchase of sporting equipment	On-going	2017	6,000,000
35.	Construction of a guest house	Planned	2017	60,000,000
36.	Construction of conference facility	Planned	2017	60,000,000
37.	Fencing of the compound	Planned	2017	30,000,000
38.	Landscaping of the compound	On-going	2017	10,000,000
39.	Construction of shaded walk ways	Planned	2017	20,000,000
40.	Improving lighting in the compound	On-going	2017	5,000,000
41.	Purchase of student and staff furniture	On-going	2017	15,000,000
42.	Furnishing the staff room	Planned	2017	3,000,000
43.	Sugarcane and maize growing	On-going	2017	10,000,000
44.	Furnishing of offices	On-going	2017	9,000,000
T O T A L				1,579,400,000

Table 5: Summary of proposed Financial Requirements based on Strategic issues

S/NO.	STRATEGIC ISSUE	PROPOSED BUDGET (KES)
1.	Access and equity	8,804,170,000
2.	Institutional corporate Governance /management	100,000
3.	ICT, Equipment and Technology	70,000,000
4.	Research and Development	1,000,000
5.	Resources (funds and human)	3,300,000
6.	Communication and public relations (Recognition)	1,650,000
7.	Collaboration and linkages	1,500,000
8.	Competitiveness	200,000
9.	Infrastructure	1,579,900,000
TOTAL		12,261,820,000

CHAPTER EIGHT: MONITORING AND EVALUATION MECHANISMS

8.1: Introduction

Monitoring and Evaluation is an important management tool that will help RIAT management to, among others;

- Make decisions aimed at improving performance
- Allow managers to determine whether the programme is on course or not.

It enables managers to verify progress based on scientific decisions about any corrections needed in implementation. There is an effective M&E mechanism developed in line with performance contracting criteria through which the institution is able to monitor and evaluate the inputs, activities and outputs; to ensure that objectives of the plan are delivered in accordance with the implementation plan.

8.2: The importance of Monitoring and Evaluation

Monitoring and evaluation allows the institution to do the following:

- i. Inquire into the feasibility of the plan
- ii. Assess the overall impact
- iii. Avoid the possibility of wasting money by aiding the selection of the most effective options.
- iv. Help RIAT to continue with a plan that is likely to produce the intended results
- v. Detect and correct some of the factors that may reduce the positive impact of the strategic plan.

8.3: Monitoring Methodologies

Monitoring will involve routine data collection and analysis on the success of the implementation of the strategic plan. The results from the analysis will then be used to inform decision making at all levels. The objectives of the strategic plan will be reinforced through corrective measures when and if necessary. This will be achieved by:

- i. Development of monitoring indicators at all levels of implementation
- ii. Carrying out internal periodic data collection, analysis and monthly reporting.
- iii. Carrying out spot inspections and making objective participant observations
- iv. Conducting specially designed surveys and rapid assessments to assess progress
- v. Carrying out participatory M&E with the line ministry officials
- vi. Facilitating independent assessment and reviews of the programmes under implementation.
- vii. Any other M&E related assignment given by the line ministry M&E Team

The implementing units will submit periodic review reports to the institutional M&E steering committee. These reports will be reviewed regularly against the indicators to ensure that there is positive progress.

8.4: Evaluation Mechanism

The strategic plan will be evaluated during and after implementation to ensure that it produces the intended results. The plan will inherently be subjected to independent evaluation to remove any element of bias. The evaluation will be carried out using relevance, efficiency, effectiveness, sustainability and impact measures.

A logical framework will be designed to track and monitor progress in the implementation of the plan.

8.5: Plan Monitoring and Evaluation Framework

The M&E function will be spread across all institutional departments and will create a framework to collect and analyze data and prepare and disseminate reports. The M&E plan outlines the outputs and key activities to be undertaken under each of the strategies. The logical framework extends this information by specifying indicators of the achievements of the various outcomes and activities, the means of verifying the various outcomes and activities, the means of verifying the achievements and a time table for doing so, and the facilitating and constraining factors expected to affect the achievement.

APPENDIX: IMPLEMENTATION MATRIX

Activities	Expected Output	Performance Indicators	Lead Agency & Collaborator	Target	Time Frame	Expected Impact	Budgetary Requirement (KES)
Strategic Issue 1. Access and equity Strategic objective: Enhance Access and equity							
Strategy 1: Expand facilities based on government priorities							
Develop and implement plans for construction and maintenance of physical infrastructure	Physical infrastructure plan developed	Completed Plan	BoG, Principal & Accountant	30% complete	2011-2017	Improved access to TIVET	100,000
	Infrastructure constructed/ maintained	Constructed and maintained Infrastructure				Improved working environment	
Strategy 2: Support potential TIVET trainees							
Sponsor more trainees through bursary scheme	More trainees sponsored through bursary scheme	Number of trainees	BoG, Principal, registrar & Accountant	10% bursary allocation increase yearly	2011-2017	Improved access	3,000,000
Strategy 3: Promote affirmative action for TIVET trainees							
Develop and implement affirmative action mechanism	Gender equity	Mechanism on affirmative action	BoG, Principal & registrar	100 %	2011-2017	Improved access	20,000
Strategy 4: Reform and enhance education, training and guidance services.							
Develop and implement mechanism on	Mechanism on reforming and enhancing	Mechanism in place	BoG, Principal and HoDs	100 %	2011-2017	Improved training,	50,000

reforming and enhancing education, training and guidance services	education, training and guidance services developed and implemented					services and products	
Activities	Expected Output	Performance Indicators	Lead Agency & Collaborator	Target	Time Frame	Expected Impact	Budgetary Requirement (KES)
Strategy 5: Improve training programmes in MSE sector							
Develop and implement market oriented curriculum	Market oriented curriculum developed and implemented	Curriculum in place	BoG, Principal and HoDs	100%	2011-2017	Socio-economic development	100,000
Strategy 6: Offer higher level programmes							
Upgrade institution to University	Institution upgraded to University	Status	BoG, Principal & stakeholders	100%	2011-2017	Better graduates	8,800,000,000
Strategic Issue 2: Institutional corporate governance/management							
Strategic objective: Improve institutional corporate governance							
Strategy 1: Develop and implement institutional policies, strategies and programmes (HIV/AIDS, drug abuse and health and safety, and environment)							
Establish institutional policies, strategies and programmes that are responsive to effective governance and management of TIVET	HIV/Aids, Drug and substance Abuse, Safety measures, Gender mainstreaming, Affirmation policies	Policies in place	BoG, Principal, Dean, Registrar and HoDs	4 policies	2012-2017	Enhanced governance Streamlined operations Improved performance Improved service delivery Enhanced customer satisfaction	100,000

Strategy 2: Embrace results based management in the training system							
Implement RBM	RBM implemented	RBM in place	BoG & Principal	Every Year	2011-2017	Improved performance Improved service delivery	RBM implemented
Strategy 3: Develop and implement M&E systems							
Establish an M&E committee	M&E committee established	M&E in place	BoG Principal & HoDs	One committee	2011-2017	Improved performance	50,000
Strategy 4: Fast track institutional expenditure review							
Review institutional expenditure	Reviewed expenditure	Expenditure report	BoG, Principal, Bursar or Accountant	One report per year	2011-2017	Streamlined accounting system Improved performance	100,000
Strategic Issue 3. ICT, equipment and Technology							
Strategic objective: Promote effective application of ICT							
Strategy 1: Develop adequate ICT capacity and infrastructure							
Procure ICT equipment	ICT equipment procured	Number and type of ICT equipment	BoG , Principal, Head ICT & Accountant	One ICT dept fully equipped	2011-2017	Advancement in ICT	15,000,000
Strategy 2: Institutionalize Management Information Systems (MIS)							
Procure and administer Management information systems	Management information systems procured and administered	Number of systems	BoG , Principal & Head ICT	Two systems	2011-2017	Improved management and service delivery	2,000,000

Strategy 3: Promote the use of ICT in Curriculum delivery and management systems							
Integrate ICT in curriculum delivery	Tests & test results online Teaching/learning data base Customized lesson planning ICT in teaching	ICT Systems in place	BoG , Principal, HoDs & Head ICT	Four systems	2011-2017	Competitive graduates	1,000,000
Strategic objective 2: Enhance Equipment and Technology							
Strategy: Develop institution incubator							
Develop technologies for commercialization	Developed technologies commercialized	Number of technologies	BoG , Principal, HoDs & Head ICT	One incubator	2012-2017	Quality graduates	2,000,000
Strategy: Promote use of modern Equipment and Technology							
Acquire and use modern equipment and Technology	Modern equipment and technology acquired and utilized	Equipment and Technology available	BoG , Principal, HoDs & Head ICT	Teaching and training equipment and technology	2012-2017	Quality graduates	50,000,000

Activities	Expected Output	Performance Indicators	Lead Agency & Collaborator	Target	Time Frame	Expected Impact	Budgetary Requirement (KES)
Strategic Issue 4. Research and Development							
Strategic objective: Institutionalize effective research and development							

Strategy 1: Promote R&D collaboration among TIVET institutions.							
Develop and implement collaboration policy in R&D	Collaboration policy in R&D developed and implemented	R&D Collaboration policy in place	BoG, Principal & HoDs	One policy	2014-2017	Enhance collaboration in R&D	500,000
Strategy 2: Promote the use of research results in technology development and transfer							
Organize open fora for technological exchange and transfer	Technological exchange fora organized	Number of fora organized	BoG, Principal & HoDs	Bi-annual fora	2011-2017	Technology information exchange	500,000
Strategic Issue 5. (a) Resources: Funding							
Strategic objective: Diversify sources and increase funding							
Strategy 1: Increase GoK funding							
Sensitize Ministry on the need for increased funding	Increased awareness	Number of policy-making target groups sensitized	BoG, Principal , HoDs & accountant	Annual sensitization	2011-2017	Improved prioritization in plans for Institute	50,000
Prepare, present and justify a proposal for increased budget allocation	Budget proposal prepared presented and justified	Budget proposal and Institutional Vote on Account Statement	BoG, Principal , HoDs & Accountant	100% of the increase proposed annually	2011-2017	Increased funding	50,000
Strategy 2: Exploit external funding possibilities through developed criteria							
Develop and submit proposal to donors	Proposal developed and submitted	Funding Proposal	BoG , Principal & HoDs	Two proposals	2011-2017	Increased funding Improved development	1,000,000
Strategy 3: Expand income generation at institutional level							
Develop and implement	Mechanism developed and	Funding mechanism	BoG , Principal & HoPU	One mechanism	2013-20137	Increased A in A	1,000,000

mechanisms for enhanced A in A	implemented						
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Activities	Expected Output	Performance Indicators	Lead Agency & Collaborator	Target	Time Frame	Expected Impact	Budgetary Requirement (KES)
Strategic Issue 5: (b) Resources: Human Strategic objective 2: Harness Human resource							
Strategy 1: Increase staff at TSC and BoG levels							
1. Assess and revise staff establishment of the Institution in consultation with relevant authorities	staff establishment revised	Revised staff establishment	Relevant authorities, BoG & Principal	Once bi-annually	2011-2017	Improved planning and Management	50,000
2. Recruit staff	Staff recruited	Number of staff recruited	Relevant authorities, BoG & Principal	Recommended staff	2011-2017	Increased efficiency in work performance	50,000
Strategy 2: Develop competencies in staff							
Train staff	Trained staff	Number of trained staff	Relevant authorities, BoG & Principal	Recommended staff	2011-2017	Improved competencies	500,000
Strategic objective 3: Improve and sustain relevance of skills							
Strategy 1: Ensure quality assurance and Standards							
Undertake M&E of quality assurance and standards	M&E of quality assurance and standards	Quality assurance and standards	Relevant authorities, BoG & Principal	Annual M&E	2011-2017	Competitive graduates	500,000

with relevant government authorities	undertaken						
Strategy 2: Recognize/ Promote innovativeness in TIVET							
Recognize innovativeness	Innovativeness recognized	Number of innovations	BoG, Principal & Stakeholders	Three awards yearly	2011-2017	Increased creativity	100,000
Activities	Expected Output	Performance Indicators	Lead Agency & Collaborator	Target	Time Frame	Expected Impact	Budgetary Requirement (KES)
Strategy 3: Establish the Center of excellence							
Develop and implement mechanism of establishing Centre of excellence	Mechanism of establishing Centre of excellence developed and implemented	Mechanism in place	BoG, Principal & Stakeholders	100%	2011-2017	Enhanced socio-economic development Enhanced quality of training Advancement and commercialization of TIVET innovations	30,000,000
Strategy 4: Improve the quality of work culture							
Develop and implement a Service Charter	Service charter developed and implemented 100%	% of Service charter developed and implemented	BoG, Principal & HoDs	One Charter	2011	Improved service delivery	50,000
Strategy 5: Encourage investment in the development and commercialization of TIVET products and services including ICT							
Establish an Industrial Incubators	One Industrial Incubator established	Industrial incubator in place	BoG, Principal & HoDs	One industrial incubator	2011-2017	Enhanced socio-economic development	10,000,000

						Enhanced quality of training Advancement and commercialization of TIVET innovations	
Strategic Issue 6. Recognition							
Strategic objective: Enhance visibility							
Strategy: Improve the image of TIVET							
Organize fora for TIVET awareness events and exhibition of products	Awareness creation fora organized	Number of Fora organized	BoG, Principal, HoD, Stakeholders	One forum per year	2011-2017	Better planning Increased awareness Social interaction	1,000,000
Develop and implement programme on Center of excellence	Programme on Center of excellence developed and implemented	Programme on Centre of Excellence	BoG, Principal & HoD	One programme	2011-2017	Better planning Enhanced service delivery	500,000
Participate in national Shows	Participation	Number of Shows	BoG, Principal & HoD	Two shows per year	2011-2017	Increased awareness	50,000
Participate in Community environmental conservation	Participation	Conservation work	BoG & Principal	Once per year	2011-2017	Increased awareness	100,000
Strategic Issue 7. Collaboration and linkages							
Strategic objective: Enhance collaboration and linkages							
Strategy 1: Establish collaborations and linkages							
Develop and implement TIVET exchange programmes	Exchange programmes developed and implemented	Number of exchange programs developed and	BoG, Principal & HoDs	Two programmes	2011-2017	Technology and knowledge acquisition	500,000

		implemented					
Strategy 2: Strengthen existing collaborations and linkages							
Review and strengthen existing frameworks for collaborations and linkages in TIVET	Collaboration and linkages frameworks reviewed	Number of Frameworks reviewed	BoG, Principal & HoDs	100 % review	2011-2013	Enhanced collaboration Technology transfer	500,000
Strategy 3: Establish benchmarks and joint cooperation networks with international TIVET institutions							
Develop and implement mechanisms for benchmarking and joint cooperation in TIVET	Mechanisms for benchmarking and joint cooperation in TIVET developed and implemented	Number of mechanisms	BoG, Principal & HoDs	One Mechanism	2011-2013	Improved services and products	500,000
Strategic Issue 8. Competitiveness Strategic objective: Enhance competitiveness							
Strategy 1: Strengthen existing competitiveness benchmarks							
Complete curriculum in time	Completed curriculum	Number of curriculum completed	BoG, Principal & HoDs	All curriculum annually	2012-2017	Confidence in students and trainees	-
Implement strategy on improving examination performance	Strategy on improving examination performance implemented	Strategy in place Improved performance	BoG, Principal & HoDs	Annually	2011-2017	Improved visibility	-
Strategy 2: Establish new competitiveness benchmarks							
Develop and implement market oriented TIVET curriculum	Market oriented TIVET curriculum developed and	Number of curriculum	BoG, Principal and HoDs	100 %	2011-2017	Enhanced collaboration Knowledge transfer	200,000

	implemented					Quality TIVET graduates	
Strategic Issue 9. Infrastructure Strategic objective: Upgrade infrastructure							
Strategy 1: Develop a framework for improving and increasing physical facilities							
Develop and maintain new physical infrastructure	New Physical infrastructure developed and maintained	Completed Plan Developed and maintained Infrastructure	BoG, Principal & Dev. Committee	One development and maintenance plan	2012-2017	Improved performance Improved services and products	1,579,400,000
Strategy 2: Improve TIVET equipment, information and communication systems							
Develop and implement plans for improvement and maintenance of equipment	Equipment improvement and maintenance Plan developed Equipment improved and maintained	Completed Plan Improved and maintained equipment	BoG, Principal & Dev. Committee	One development and maintenance plan	2012-2017	Improved performance Improved services and products	500,000
TOTAL							12,261,820,000

ANNEX: THE ROAD MAP

Introduction

To fully undertake the above activities in line with the objectives, the following management approaches shall be pertinent:

- i. Transforming RIAT
- ii. Implementing strategies
- iii. Education and inspiration as an integral part of all programs
- iv. Operating as One RIAT in pursuit of our Vision and Mission.

a. Transforming RIAT

RIAT's strategy for the future represents a new paradigm, in which strategic building blocks progressively create stepping stones to polytechnic status. To be successful, RIAT must transform itself while being guided by a set of core values. These values are not only central to responsible our organization but they are also essential to the achievement of our Vision and Mission. With these values as our solid foundation, we will pursue our objective(s).

b. Implementing Strategies

To fulfill our challenging Mission and realize the full potential of the benefits we can provide to mankind, we will base all institution on a foundation of sound planning and management practices. The following implementing Strategies will be utilized:

- i. Achieve management and institutional excellence as dictated by our mandate
- ii. Demonstrate our institution leadership in the use and application of GoK policies and regulations
- iii. Enhance RIAT's core management, capabilities and processes to ensure success and increase performance.
- iv. Ensure that all our work environments are safe, healthy, environmentally sound, and secure
- v. Manage risk and cost to ensure success and provide the greatest value to all customers
- vi. Ensure that we maintain the excellence and innovation that we expect, along with an unwavering commitment to safety and fiscal responsibility.

c. Education and inspiration as an integral part of all programs.

Over the last three years, our teaching and training have inspired and motivated countless individuals from all walks of life. The information/technology age has made our task easier in some ways, but more difficult in others. Our education and training programs must be modern, successful, exciting, and relevant. Today, competencies are being inculcated into every RIAT's staff member through programmes from the earliest stages. Several committees have been created to serve as the focal point for education planning and implementation, and the performance of our education and training programs will be tracked like that of any other activity. The result will be a much more effective use of the vast capacity of RIAT's innovativeness. Over time, this may help turn the tide of challenges facing the institution into profitable ventures.

d. Operating as one RIAT in pursuit of our Vision and Mission.

RIAT is envisaged to grow to a vibrant learning organization with a unified long-range Vision and Mission. By developing common procedures, capabilities, tools, and organizations, we will ensure that the overall functioning of our institution is as smooth and efficient as possible. The growth of RIAT must be hinged on hard work, commitment and teamwork from the ministry of higher education science and technology, the board of governors, the management, staff, students and the community at large.

e. Institution Human Resource

The institution human resource is set to increase in future in terms of Heads of Departments and their deputies because new courses are to be introduced. This also applies to amongst others the number of lecturers as well as security. Table 6 below presents the expected staff established.

Table 6 : Proposed human Resource

S/NO.	DESIGNATION	RIAT			ONE RIAT
		CURRENT ESTABLISHMENT NO.	STAFF IN PLACE	VARIANCE	PROPOSED ESTABLISHMENT
1.	Principal	1	1	0	1
2.	Deputy Principal	1	1	0	1
3.	DOS	1	1	0	1
4.	Deputy DOS	1	1	0	1
5.	Registrar	1	1	0	1
6.	Deputy Registrar	1	1	0	1
7.	Assistant Deputy Registrar	1	1	0	1
8.	Coordinators				
9.	Assistant Coordinators				
10.	Heads of Departments				
11.	Deputy Head of Department				
12.	Lecturers				
13.	Accounts				
14.	Procurement				
15.	Library				
16.	Security				
17.	Catering				

Table 7: Proposed Ramogi University of Technology requirements

STATUS: RAMOGI UNIVERSITY OF TECHNOLOGY PROPOSED COMMENCEMENT YEAR: 2012				
	2012-2017	2017-2022	2022-2027	2027-2032
VISION	To spearhead excellence in science and technology responsive to national and international needs through dynamic knowledge creation and application.			
MISSION	<ul style="list-style-type: none"> To generate, preserve and disseminate knowledge Integrate science and technology into quality programmes Innovate in research, training, teaching, and consultancy. 			
LAND SIZE	400 Acres	400 Acres	400 Acres	400 Acres
NUMBER OF LECTURERS	102-200	200-300	300-400	400-500
SURBODINATE STAFF	40-100	100-125	125-150	150-175
COURSES OFFERED	Certificate, Diploma, Higher diploma, Bachelors degree	Certificate, Diploma, Higher diploma, Bach, Master, & PhD Degrees	Certificate, Diploma, Higher diploma, Bach, Master, & PhD Degrees	Certificate, Diploma, Higher diploma, Bach, Master, & PhD Degrees
Campuses	<ul style="list-style-type: none"> Main Campus Two Town Campuses 	<ul style="list-style-type: none"> Main Campus Kisumu City Campuses Rural Research Campus 	<ul style="list-style-type: none"> Main Campus Kisumu City Campuses Rural Research Campus 	<ul style="list-style-type: none"> Main Campus Four Town Campuses (including Kisumu City campus) Rural Research Campus

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