KENYA FORESTRY COLLEGE

STRATEGIC PLAN

2017/2018 – 2022/2023
<table>
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<tr>
<th>ACRONYMS</th>
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<tbody>
<tr>
<td>CAO</td>
<td>Chief Administrative Officer</td>
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<tr>
<td>CCF</td>
<td>Chief Conservator of Forests</td>
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<tr>
<td>CFA</td>
<td>Community Forest Association</td>
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<tr>
<td>EMCA</td>
<td>Environmental Management and Coordination Act</td>
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<td>FCMA</td>
<td>Forest Conservation and Management Act</td>
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<td>GIS</td>
<td>Geographical Information System</td>
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<td>Ha</td>
<td>Hectares</td>
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<td>ICT</td>
<td>Information, communication and technology</td>
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<td>KFC</td>
<td>Kenya Forestry College</td>
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<td>KFS</td>
<td>Kenya Forest Service</td>
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<td>KWS</td>
<td>Kenya Wildlife Service</td>
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<td>MMMB</td>
<td>Miti Mingi Maisha Bora</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>MTP</td>
<td>Medium Term Plan</td>
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<td>OSHA</td>
<td>Occupational Safety and Health Act</td>
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<td>PESTLE</td>
<td>Political, Economic, Social, Technological, Environmental and Legal</td>
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<tr>
<td>PEMP</td>
<td>Participatory Forest Management Plan</td>
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<td>RSM</td>
<td>Regiment Sergeant Major</td>
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<td>SMEs</td>
<td>Small and Medium Enterprises</td>
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<td>SPMT</td>
<td>School of Para-Military Training</td>
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<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities and Threats</td>
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<td>Science, Technology and Innovation</td>
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<td>TIPs</td>
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<td>TVETA</td>
<td>Technical and Vocation Education Training Authority</td>
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<td><strong>Definitions of Technical Terms</strong></td>
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<tr>
<td><strong>Biodiversity</strong></td>
<td>The variability among living organisms from all sources including the Ecological complexes of which they are part, and the diversity within and Among species, and ecosystems.</td>
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<tr>
<td><strong>Community</strong></td>
<td>A group of local persons who have registered as an association or Other organization established to engage in forest management and Conservation.</td>
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<tr>
<td><strong>Forest</strong></td>
<td>The subjects comprising a course of study in a school or college.</td>
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<tr>
<td><strong>Community</strong></td>
<td>A group of local persons who have registered as an association or Other organization established to engage in forest management and Conservation.</td>
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<tr>
<td><strong>Forest</strong></td>
<td>A group of persons who have traditional associations with a forest For the purposes of livelihood, culture or religion; or (b) are registered as an Association or other organization engaged in forest conservation.</td>
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<tr>
<td><strong>Forest industries</strong></td>
<td>All businesses and organizations whose primary activities include Growing, managing, processing or marketing of trees.</td>
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<tr>
<td><strong>Forest management plan</strong></td>
<td>A written document establishing direction and goals for the management, conservation and utilization of a specific forest land area.</td>
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<td><strong>Indigenous</strong></td>
<td>A forest that has come about by natural regeneration of trees primarily native.</td>
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<tr>
<td><strong>Forest</strong></td>
<td>Development that seeks to satisfy the needs of the current Generations without compromising the ability of future generations to attain their own development needs.</td>
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Forward
Kenya Forest Service has a national mandate to “provide for the development and sustainable management, including conservation and rational utilization, of all forest resources for socio-economic development of the country and connected purposes”. To effectively implement this mandate and to also build the human capital with skills required within the sub sector training is an important activity that must be in place. In furtherance of this Service administers the Kenya Forestry College (KFC).

KFC is a technical training institution legally established through section 17 of the Forest Conservation and Management Act of 2016. It is the entity that provides for the promotion forestry education and training by the Kenya Forest Service.

The College is duly registered with both the Technical and Vocational Education and training Authority (TVETA) and the Kenya Universities and Colleges Central Placement Service (KUCCPS).

To provide the human capacity required to enhance the realization of Vision 2030 goals in the Forest Sector and to increase the national tree cover to at least 10% of the country's total land area as espoused in the Constitution as well as attaining the government ‘Big Four’ agenda, the Service has developed this Strategic Plan (2017-2022). The Plan provides a roadmap and the various milestones for the College to follow during implementation of her mandate during the period.

In order to fast track realization of the national forest sector goals, this Strategic Plan has identified key priority focus areas during the next five years. These are areas that will directly contribute to the organization's mission and delivery of desired results. In line with the Constitution, this Plan will be implemented in collaboration with the key stakeholders.

For effective implementation of the Strategic Plan, the KFS Board and top management is committed to providing overall strategy and policy guidance, mobilizing resources together with strengthening partnerships with development partners and other stakeholders for forestry development.

On behalf of the Service I want to thank the management of the College for making this bold decision to draw this road map that will help the Service attain her mandate.

Julius W Kamau
Chief Conservator of Forests
Preface

The Principal Kenya Forestry College (KFC) is proud to present the 2\textsuperscript{nd} Strategic Plan (2017-2018) for KFC. The plan is an output of a process that was quite engaging and involving intense consultations with a variety of internal and external stakeholders. The process involved undertaking an environmental scanning and performance review of the 1\textsuperscript{st} Strategic Plan.

The elaborate review identified four strategic objectives which if implemented in the plan period will help KFC effectively achieve its mandate and currently stated core functions.

The identified strategic objectives are likely to make KFC realize its mission and go a long way in also achieving the vision. The four strategic objectives focus on developing and implementing high quality training programmes, developing and maintaining the Masaita block as a model forest for training, production and conservation, developing effective partnerships and collaboration to support College programmes, and providing efficient and effective support services to all the College programmes.

The formulation of the plan was heavily guided by the Vision 2030 which is the nation’s economic development blueprint, the need to achieve the "Big Four" agenda as well as other international requirement such as the Global Sustainable Development Goals (SDGs).

The Plan addresses the areas of strengths and weakness as well as the opportunities and threats that may impact on its ability to actualize its mandate as well as the envisaged political, socio-economic, legal, environmental, and technological changes that are likely to emerge in the plan period and that could likely impact of effective attainment of College mandate.

In our endevour to realize full implementation of the Strategic Plan the management and staff of KFC are fully committed to play their respective roles. In so doing management will align internal governance with best management practices, inculcate a culture of innovation, promote partnerships and collaboration with stakeholders and peers, promote use of technology, prudent and accountable use of resources manage to minimize risks, enhance communication within the College and with stakeholders and put in place a robust monitoring and evaluation system to track performance during the plan period. Further, KFC will strive to put in place mechanisms for mobilization of resources required to implement the Plan. Students who are our largest clients have also been made aware of the contents and aspirations of the Plan.
As the vision leader and the main driver of achieving of this Plan, may I sincerely thank the very many people who played their respective roles in the preparation of the Plan especially Members of the Board of Directors KFS for the useful inputs and critique of the draft Plan, Management of KFS, Staff of KFC and other stakeholders for their invaluable inputs into the Plan. Going forward the Plan will provide the framework from which KFC will transform itself to be an institution of choice in forest and allied resources management resources training nationally and within the region.

Mr. Peter K Waweru, ‘ndc’ (K)
Principal
Executive Summary

Kenya Forestry College (KFC) under Kenya Forest Service (KFS) derives her mandate from the Forest Conservation and Management Act 2016 (FCMA); which is to provide quality education and training for sustainable management and utilization of forests and allied natural resources. The College executes her mandate through successive five year Strategic Plans. This second Strategic Plan has been developed after the expiry of the 1st Strategic Plan (2011/12-2015/16). This Plan will guide the Kenya Forestry College for the next five years. The Plan builds on the past experiences, current challenges and lessons learnt during implementation of the first strategic plan. The KFC 2nd Strategic Plan has been developed internally by the KFC management with strategic guidance from Kenya Forest Service headquarters staff and members of the Board of Directors KFS. A secretariat was appointed to spearhead the process. Different internal and external stakeholders were consulted during its preparation. The consultations generated very useful information which formed the basis for developing this Strategic plan. A number of important documents were reviewed to inform the strategy development process including the previous Strategic Plan, Technical Vocational Educational Training Act, 2013, Forest Conservation and Management Act, 2016 and the Constitution among others.

The 2018-2022 Strategic Plan Goal and Objectives

The goal of this Strategic Plan is improve training and achieve enrolment of 5,000 students with the requisite skills and competences by the end of the plan period. This will be attained through implementation of the following four strategic objectives

1. To develop and implement high quality training programmes in the Academic Programme.
2. Develop and maintain the Masaita block as a model forest for training, production and conservation in the Forest Management Programme.
3. To develop effective partnerships and collaboration to support college programmes in the outreach and Partnerships Programme.
4. To provide efficient and effective support services to the college programmes in the Support Services Programme.
Organization of the Plan

The strategic plan is divided into ten chapters. Chapter 1 provides an introduction to the Kenya Forestry College as well as articulating the Mandate, Vision and Mission. Chapter 2 looks at the country’s development challenges globally, regionally and locally, with a bias to areas relevant to the Forest Sector. Chapter 3 gives a review of the country’s development agenda. Chapter 4 lays emphasis on Vision 2030 and gives Kenya Forestry College’s specific role in the realization of Vision 2030. Chapter 5 presents a review of the past performance from the first Strategic Plan (2011/12-2015/16). Chapter 6 presents the KFC strategic framework for the period 2018-2022. Chapter 7 presents coordination of the plan during implementation and the organizational structure as provided by the current KFS human capital policies and carrier progression guidelines. Chapter 8 presents resource mobilization. A total of **KShs 930,000,000.00** will be required to actualize the plan. Chapter 9 presents accountability and risks while chapter 10 describes the monitoring, evaluation and reporting framework during the implantation of the Plan.
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Training for Sustainable Forest Management

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CHAPTER 1: INTRODUCTION

1.1 Historical Background of Kenya Forestry College
Kenya Forestry College (KFC) is a technical training institution established in 1957 when it was then referred to as Forestry Training School, Londiani. The school offered a two-year long course in forestry for Forest Assistants titled as Forest Rangers course. At independence, a one year advanced forestry course was introduced with a purpose of upgrading the serving Forest Rangers. At the beginning of 1970, the advanced course became the current ‘One-year In-service’ Diploma course in forestry. In 1971, the long course was converted into a ‘two-year Certificate Course in forestry for Forest Assistants. The Certificate course runs to-date together with the one year diploma course.

In an effort to improve on practical training, in 1972 advocacy to affiliate the 4152 hectares Masaita forest block to KFC as a practical training facility started. As a result, in 1976, the block was put under the management of the College.

KFC has trained many local and foreign students including from countries such as; Rwanda, Somalia, Zambia, Ethiopia, Malawi, Burundi, Comoro islands, Grenada, Botswana, Tanzania, Uganda, Namibia, Swaziland, Angola and Sudan. It has also trained Non-Governmental and Private Organizations’ sponsored students.

1.2 Legal Framework
1.2.1 Forest Estate and its Legal Status
Masaita forest block is part of West Mau forest complex. It has 4152 hectares and 13 compartments for purposes of administration and management. Much of the area of Masaita is Nakuru County while the rest is in Kericho County.

It borders Lalaikwen block of Makutano forest to the North, Mount Blanket forest block of Londiani forest to the South and to the East and West, it borders private farms of varied sizes.
Masaita block formerly existed as part of the Londiani forest, which was gazetted as a forest reserve vide a Proclamation Notice No. 44 Cap. 176 of the Laws of Kenya in 1932. Masaita block became a forest reserve in 1962 as per the provisions of Section 4 (1) and (2) of Cap. 385 of the Laws of Kenya.

The College has now been legally recognized with its establishment through the enactment of the Forest Conservation and Management Act of 2016 in clause 17. With this legal standing the college will be able to get registered by appropriate registration bodies such as Technical Vocation Education Training Authority (TVETA).

1.2.2 Administration of the College

The College has in the past been the training unit for then Forest Department and now the Kenya Forest Service. The current set up as per the Forest Conservation and Management Act 2016 is that, the KFS Board has overall mandate of how the institution is administered. A seven member Ad Hoc Committee of the KFS Board has been established with the overall mandate of overseeing the management of the College.

1.3 Mandate and Functions of the Kenya Forestry College

The mandate of the College is provide quality training education and training for sustainable management and utilization of forests and allied natural resources.

1.4 Core Functions of the Kenya Forestry College

The Following list indicates the core functions of the College.

- Training of high level technical manpower in forestry and allied natural resources management and utilization
- Paramilitary training for forestry and natural resource protection and management
- Sustainable management of Masaita block as a training and production forest
- Outreach services in forestry and allied natural resource management to the community.
1.5 Vision
The College’s vision is to be an international Centre of excellence for applied education in sustainable management of forests and allied resources.

1.6 Mission
Development and dissemination of best practices in the management of forests and allied resources through quality teaching, research and outreach is the Mission of the College.

1.7 Strategic Goal
The strategic goal for KFC is to be the training institution of choice in forestry and related courses in the region and beyond ensuring an optimal pool of graduates with required forestry knowledge and skills.

1.8 Value statement
KFC models and nurtures academic excellence, high ethical values, respect, equal opportunity and innovation in its services and practices.

1.9 Core Values
Kenya Forestry College will be guided by the following core values;

- Academic excellence
- Team work
- Courtesy, respect and humility
- Efficiency, effectiveness and competitiveness in performance
- Commitment to innovation and continuous improvement of service delivery
- Partnerships and collaboration

Training for Sustainable Forest Management
1.10 Strategic Objectives
The College aims to achieve 4 main strategic goals to be achieved in the plan period through the four established Programmes.

1. To develop and implement high quality training programmes in the Academic Programme.
2. Develop and maintain the Masaita block as a model forest for training, production and conservation in the Forest Management Programme.
3. To develop effective partnerships and collaboration to support college programmes in the outreach and Partnerships Programme.
4. To provide efficient and effective support services to the college programmes in the Support Services Programme.

1.11 Guiding Principles
The College in fulfilling its mandate shall be guided by the national values and principles of governance in Article 10 and the values and principles of public service in Article 232 of the Constitution which include among others.

- High standards of professional ethics;
- Efficient, effective and economic use of resources; responsive, prompt, effective, impartial and equitable provision of services;
- Involvement of the people in the process of policy making;
- Accountability for administrative acts;
- Transparency and provision to the public of timely, accurate information;
- Mainstreaming of disadvantaged groups in its programmes

Other principles guiding the development and realization of the strategic objectives within this Strategic Plan are:
• Public good: Taking into consideration the multiple roles played by forests such as Masaita, and that all forests, irrespective of ownership, must serve a common good for present and future generations.

• Sustainable forest management: Sustainable management of all forest resources to yield social, economic and ecological goods and services for current and future generations.

• Good governance: The rule of law, effective institutions, access to information, transparency and accountability, professional ethics, non-discrimination, and use of right’s based approaches.

• Public participation: Participatory approaches in forest conservation and management will be enhanced to ensure that the relevant government agencies, county governments, private sector, civil society and communities are involved.

• Partnerships: Establish partnerships to meet organizational objectives.

• Application of research, education, knowledge and technology: Decisions on forest management and conservation shall be informed by forestry science founded on appropriate knowledge derived from research, professionalism, international best practice and information sharing.

• Meritocracy, Creativity and Innovation: These will be encouraged and rewarded for pursuit of excellence and self-actualization.

1.12 Rationale of the KFC Second Strategic Plan

The preparation of this plan was informed by

a) The expiry of the first strategic plan

b) Enactment of a new forest law

c) Other relevant national and sector specific policies such as “Big Four” Agenda, legislations together with contemporary and emerging challenges
1.13 Methodology for Developing the Strategic Plan
The KFC 2nd Strategic plan has been developed internally by the KFC management with strategic guidance from KFS. A secretariat was appointed to spearhead the process. Different internal and external stakeholders were consulted during its preparation. The consultations generated very useful information which formed the basis for developing this Strategic plan.
A number of important documents were reviewed to inform the strategy development process including the previous strategic plan, Technical Vocational Educational and Training Act, 2013, Forest Conservation and Management Act, 2016, the Constitution among others.
Political, Economical, Socio-cultural, Technological, Legal and Environmental (PESTEL) and Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses were carried out to establish the factors in the environment that might affect implementation of this strategic plan. A stakeholder mapping was also made to identify the stakeholders who will be impacted on by the plan and their interests established. The risks that might stop realization of the strategic goal were also identified and mitigation measures mainstreamed in the plan.
The planning process followed the current national strategic planning guidelines issued by the Ministry of Devolution and planning.

1.14 KENYA’S DEVELOPMENT CHALLENGES
1.14.1 Introduction
Challenges to Kenya’s development occur at international, regional and local level. Global or international challenges are often prompted by events beyond the country’s specific control, but which appropriate measures must be put in place to ensure they do not derail Kenya’s development agenda. Although the challenges presented in this plan are quite broad, special focus is placed on those that potentially affect the operations and mandate of KFC.
1.14.2 Global Challenges
Despite the large number of global challenges that impact on the country’s development agenda, three key ones were identified and presented here.

1.14.2.1 Cyber Crime
Cybercrime is technologically based and is a real threat to most Information, communication and technology (ICT) based operations and data storage. Hacking of systems can negatively impact on service delivery and the security and fidelity of information.

1.14.2.2 Climate Change and Global Warming
The African continent is one of the most vulnerable regions to climate change and climate variability and is already subject to frequent droughts and resultant famine. The livelihoods of most Africans are largely dependent on utilization of land-based resources, as well as on freshwater riverine systems as sources of potable water, fish, transport, etc. As a result of this dependency and widespread poverty, most of the communities are particularly vulnerable to the effects and impacts of climate change.

1.14.2.3 Terrorism
Global terrorism and religious extremism continues to divert attention and critical resources away from the development agendas of nations around the world. In addition, targeted regions continue to suffer from loss of human life, destruction of livelihoods and infrastructure, as well as economic loss due to drops in tourist numbers. As affected countries continue to invest more in counter measures and anti-terrorism infrastructure, key sectors become neglected due to diversion of funds.

1.14.2.4 Obligations under Conventions and Treaties
Kenya is required to meet its obligations under the numerous international treaties, multilateral and bilateral agreements to which it is a signatory. The Government, though fully committed to their realization, may not always have the necessary resources to do so. Every effort will therefore be made to seek support from development partners to supplement budgetary allocations in meeting the
country’s commitments. Key among them and relevant to KFC is the country’s commitment to integrate the principles of sustainable development into national policies and programme.

1.14.3 Regional Challenges
A number of challenges confronting Kenya’s development agenda at the Regional level include; Trade barriers, smuggling of goods, cross border cattle rustling, illegal immigrants and refugees due to instable countries within the region, as well as unfriendly trading policies.

1.14.4 National Challenges
1.14.4.1 Climate Change and Global Warming: climate change and the accompanying global warming has caused a number of stressful conditions in the country. Drought has continued to negatively affect the food security situation while poor rainfall has resulted in reduced water flows in the rivers which are the key sources of energy required to run industries, Small and Medium Enterprises, and for domestic uses.
1.14.4.2 Youth Unemployment: data from World Bank indicates that 1 out of every 6 youth among the population of 24 million is currently unemployed. Overall the unemployment rate is 40%.
1.14.4.3 Poverty: Poverty is a major issue that Kenya has been grappling with over the last few years. About 50% of the population is estimated to be living below the poverty line. This has impacted negatively on our student enrolment and also in the ability of most parents to pay college fees.
1.14.4.4 Overlap of Sectoral Legislation and Policies: various policies that have been formulated by various state agencies are in a number of cases seen to overlap while in extreme cases some of these policies have been noted to contradict each other.
1.14.4.5 Uncertain Political Situations/General Insecurity: Insecurity such as the one associated with the post election violence, cattle rustling and theft of public property is among the challenges that impact negatively on national development.
1.14.4.6 Extensive forest Degradations and Excisions: Due to immense pressure exerted on the forest ecosystems this has resulted to unsustainable use and also loss to some of critical ecosystems such as the Mau.

1.14.4.7 Scourge of HIV/AIDS: Statistics indicate that Kenya has the joint fourth largest HIV epidemic in the world. This calamity has resulted in huge populations of children being orphaned while the productive segment of the population being negatively affected. Learning/training institutions have to some extent also been affected.

1.14.4.8 Drug and narcotic substance abuse: This has adversely affected performance and enrolment for youth in tertiary institutions including KFC.

1.15 KENYA’S DEVELOPMENT AGENDA

1.15.1 Introduction

Kenya’s development agenda is personified in the Kenya Vision 2030 that seeks to transform the country into a middle-income country by 2030. The agenda is broken down into medium term plans, each covering five year periods. The Country is currently in process of preparing the third Medium-Term Plan (MTP III) of Vision 2030, covering the period 2017/20122. The MTP II delineated the key policy actions, reforms, programmes and projects to be implemented during the period in line with the long-term objectives of Vision 2030, and the Constitution 2010. The central theme of MTP II is Transforming Kenya: Pathway to Devolution, Socio-Economic Development, Equity and National Unity.

Vision 2030 MTP II was anchored on three pillars:

The Political Pillar: Seeks to entrench a democratic people-centred political system. Focal areas are on devolution, governance and the rule of law.

The Economic Pillar: This pillar looks at seven priority areas: tourism, trade, manufacturing, financial services; agriculture livestock and fisheries; oil and other mineral resources; and business process outsourcing and IT enabled services.
The Social Pillar: The pillar focuses on six priority areas: Health; education and training; environment, water and sanitation; population, urbanization and housing; gender vulnerable groups and youth; sports, culture and arts. The current government is keen to fast track the development of the nation by adopting four key thematic areas popularly referred as the ‘Big Four’ Agenda.

1.15.2 Vision 2030 Foundations

The development agenda in Vision 2030 seeks to anchor the pillars on the following core foundations:

- Infrastructure
- Information and Communications Technology (ICT)
- Science, Technology and Innovation (STI)
- Land Reforms
- Public Sector Reforms
- Labour and Employment
- National Values and Ethics
- Ending Drought Emergencies
- Security, Peace Building and Conflict Resolution

Under the Economic Recovery Strategy (ERS) on Employment and Wealth Creation (ERS document for 2003-2007) several reforms were introduced including Strategic Planning, Results Based Management, and Performance Contracting all with the aim of addressing the key foundations of the Vision. Despite these achievements, numerous challenges remained. These included growing unemployment, large numbers of Kenyans still living in poverty, high inequality in income distribution, gender inequity, disparities in regional development, low savings and investment rates, insecurity, persistent corruption and weak governance, poor infrastructure, as well as slow structural changes in production and export trade.
The first Medium Term Plan (MTP I) 2008-2012 sought to overcome some of these challenges with the goal of achieving a high rate of economic growth and placing a premium on faster job creation, poverty reduction, improved income distribution, gender equity, and balanced development across all regions of the country.

The envisaged Medium-Term Plan III (2017-2021) will aim to address these challenges, and therefore informs the development of this strategic plan.

1.16 Government ‘Big Four’ Agenda

To enhance provision of critical services to the citizens the Government in its manifesto came up with the ‘Big Four’ Agenda which addresses the ‘Big Four’ priority areas. These are investments in Universal Health Coverage (UHC) to ensure access to quality and affordable healthcare for all Kenyans; quality and affordable housing; food and nutritional security to ensure all Kenyans are well fed; as well as industrialization and manufacturing to promote value addition to products, which will then create employment opportunities for the country’s working-age population by 2022.

KFS as a service oriented organization will be required to play its active role in either providing goods or services that promote attainment of the agenda. Provision of timber and other wood based materials will provide the impetus to the construction of suitable houses and growth of related industries. KFC will play a central role especially in personnel capacity building and in the promotion of affordable but quality housing.

1.17 Implementation of Global Sustainable Development Goals (SDGs)

The Government of Kenya is committed to promoting interventions on sustainable development in line with various global and regional frameworks. Kenya has domesticated global frameworks and conventions that support Sustainable Development into its Constitution and other legislation. The new Constitution 2010 and Article 10 describes sustainable development as a national value. Further, Article 42 and 69 makes it an obligation for the government and the citizens to protect the environment. In addition, Article
53 entitles every child with a right to free and compulsory education. The adoption of SDGs gave impetus to Kenya’s engagement with the need to actualize SD as a national goal.

In addition Kenya’s Vision 2030 is the government’s principal document guiding socio-economic and political development. Vision 2030 document aspires to revitalize the country’s economic growth through harnessing of its natural resources. Education is identified as a key driver under the social pillar. The inspiration was to have an Education Sustainable Development (ESD) policy developed and all education interventions reoriented to address ESD. Vision 2030 and GESIP have identified ESD as an effective strategy for building capacities to undertake a transition to a green economy in Kenya.


1.18 Role of Kenya Forestry College in National Development

The Constitution requires that at least 10% of land area be under tree cover to conform to the current international requirement. In line with this, KFC will play a critical role in training manpower to help in the realization of this requirement.

1.18.1 The Role of KFC in Empowering Youth

Through the skills development courses offered at the college, graduates most of whom are youthful are empowered to be self-supporting. The courses provided at the College impart both soft and hard skills including life skills which have assisted to transform them to individuals who are able to create employment themselves and for others.

1.18.2 The Role of KFC in Poverty Alleviation

The communities adjacent to KFC are mostly in the low income category. In implementation of the College programmes; the communities benefit from casual employment, and for local entrepreneurs, as contractors for supply of goods and services. Masaita
forest block also provides various products and services to the local community such as food grown through the plantation Establishment and Livelihood Improvement Scheme (PELIS), pasture grazing, water and firewood.

1.18.3 The Role of KFC in the National Economy

Forests are critical resources that not only provide products and services but also act as a backbone to other sectors such as agriculture, water, tourism, energy, construction industry among others some of which are critical in attainment of the ‘Big Four’ Agenda. In order to ensure sustainable forest management that support these sectors, KFC through its training programmes provides skilled personnel in forestry and other allied natural resource sectors thus contributing to national socio-economic development.

In addition Masaita forest block produces forest materials which are sold to generate revenues and also used in various sectors of development (building, roads, water etc.)

The newly established sawmill will provided for the requisite training for the sawmill industry in the country and also introduce cutting edge technology and workmanship in carpentry and wood joinery. The intention is to establish a wood village where materials would be converted to timber and subsequently high value products such as furniture and fittings are produced.
CHAPTER 2: ACHIEVEMENTS, CHALLENGES AND LESSONS LEARNT FROM THE FIRST STRATEGIC PLAN

2.1 Introduction
In order to make an informed outlook of this Strategic Plan it was imperative that an analysis of the success of implementation be made of the previous Strategic Plan 2011/12-2015/16. From this analysis the key achievements and lessons learnt were identified. The first KFC Strategic Plan 2011/12-2015/16 was implemented during this period with various levels of success. A review of what was achieved, challenges faced and lessons learnt forms the basis and inspiration for the development of the third strategic plan. A brief summary is presented in the following sections.

2.2 Major Achievements and Key Challenges
The major achievements together with the key challenges observed in the plan were as tabulated below:-

Strategic Objective 1: Develop ICT and Critical Learning Resources for Effective Training
Outcomes
- Adequate ICT and other learning equipments in place
- KFC has an up to date and stocked library and other training materials
- Critical KFC functions are automated
Table 1: Activities, Achievements and Challenges for Strategic Objective 1

<table>
<thead>
<tr>
<th>Activities</th>
<th>Units</th>
<th>Target</th>
<th>Achievements</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procure and install management information systems for library, students</td>
<td>No</td>
<td>3</td>
<td>None.</td>
<td>This was to be done through Navision which never took off</td>
</tr>
<tr>
<td>records, finance and Masaita forest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procure library books and reference materials</td>
<td>No</td>
<td>500</td>
<td>100% achieved</td>
<td>No challenges</td>
</tr>
<tr>
<td>Identify and procure equipments (including for ICT and furniture) for</td>
<td>No</td>
<td>All courses</td>
<td>90% achieved through MMB programme</td>
<td>Some ICT Equipment not installed due to lack of technical capacity</td>
</tr>
<tr>
<td>college programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a second computer lab with a capacity of 40</td>
<td>No</td>
<td>1</td>
<td>None</td>
<td>Not achieved due to lack of funds expected to have been available through MMB Project</td>
</tr>
<tr>
<td>Develop up to date training manuals</td>
<td>No.</td>
<td>50</td>
<td>.one done</td>
<td>The rest were not done due to funds which were to be availed by MMB Project</td>
</tr>
</tbody>
</table>

**Strategic Objective 2: Develop and Maintain Essential Infrastructure**

**Outcomes**

- KFC tuition, accommodation and student recreational infrastructure developed and maintained
- KFC security and health facilities enhanced
- KFC communication infrastructure upgraded and maintained
### Table 2: Activities, Achievements and Challenges for Strategic Objective 2

<table>
<thead>
<tr>
<th>Activities</th>
<th>Units</th>
<th>Target</th>
<th>Achievement</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Construct a library facility</td>
<td>No 1</td>
<td></td>
<td>Not done</td>
<td>The funds came in phases and by the time the whole amount was available the development vote was cut off</td>
</tr>
<tr>
<td>2 Completion and equipping of dispensary</td>
<td>No 1</td>
<td>1</td>
<td>85% complete</td>
<td>Inadequate funding to construct waiting bay and to equip laboratory</td>
</tr>
<tr>
<td>3 Fencing of college grounds</td>
<td>Km 9</td>
<td></td>
<td>Partly done (45%)</td>
<td>The lower campus wasn’t done due to lack of funds</td>
</tr>
<tr>
<td>4 Construct a gate and gate house</td>
<td>No 1</td>
<td></td>
<td>Wasn’t done.</td>
<td>Funds were withdrawn</td>
</tr>
<tr>
<td>5 Rehabilitation of roads in College and Masaita</td>
<td>Km 50</td>
<td></td>
<td>Achieved. Every year 11Km get rehabilitated through the Road Unit</td>
<td>None</td>
</tr>
<tr>
<td>6 Rehabilitate sewerage and sanitation facilities</td>
<td>No 10</td>
<td>10</td>
<td>70% of it done</td>
<td>A number of pit latrines were done in the village and at the School of Paramilitary Training (SPMT). The blocked sewerage line from the hostels was unblocked</td>
</tr>
<tr>
<td>7 Rehabilitate water reticulation and treatment system and roof catchment</td>
<td>No 1</td>
<td></td>
<td>Done at 60/%</td>
<td>Some funds were from development fund which was withdrawn.</td>
</tr>
<tr>
<td>8 Establish a GIS lab</td>
<td>No 1</td>
<td></td>
<td>Software and one laptop were procured</td>
<td>Was not fully done as funds were not released through the Miti Mingi Maisha Bora (MMMB) Project</td>
</tr>
<tr>
<td>9 Construct 50 person capacity barracks</td>
<td>No 3</td>
<td>3</td>
<td>Not done</td>
<td>Lack of planning for the resources Disjointed disbursements of development funds occasioned undue delays in planning for the same</td>
</tr>
<tr>
<td>10 Develop student sports and recreational facilities</td>
<td>No 3</td>
<td>4</td>
<td>40% was done through the Road Unit</td>
<td>The Road Unit did not finish the works</td>
</tr>
<tr>
<td>11 Develop paramilitary training facilities (parade square, assault course, shooting ranges)</td>
<td>No 4</td>
<td></td>
<td>90% done</td>
<td>Assault course not done due to lack of sufficient funds</td>
</tr>
<tr>
<td>12 Construct modern lecture halls</td>
<td>No 2</td>
<td></td>
<td>Not done</td>
<td>No funds</td>
</tr>
</tbody>
</table>

### Strategic Objective 3: Develop Masaita Block as a Model Forest

Outcomes
- Masaita model forest management plan approved and implemented
- KFC tree nursery upgraded
- Protection of Masaita forest enhanced

Table 3: Activities, achievements and challenges for Strategic Objective 3
### Activities, Achievements and Challenges for Strategic Objective 4

<table>
<thead>
<tr>
<th>Activities</th>
<th>Units</th>
<th>Target</th>
<th>Indicators</th>
<th>Budget Ksh Million</th>
<th>Achievements</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Develop PFM Plan</strong></td>
<td>No.</td>
<td>1</td>
<td>Progressive reports</td>
<td>10.0</td>
<td>50% done</td>
<td>Luck of funds and technical capacity</td>
</tr>
<tr>
<td><strong>2. Modernizing existing tree nursery</strong></td>
<td>No.</td>
<td>1</td>
<td>Number of seedlings produced</td>
<td>3.0</td>
<td>80% done. Green house and clonal technology already introduced</td>
<td>Soil less potting not yet done due to lack of funds</td>
</tr>
<tr>
<td><strong>3. Enhance protection of Masaita forest including electric fencing</strong></td>
<td>Ha</td>
<td>4,152</td>
<td>Reports on destruction</td>
<td>30.0</td>
<td>Electric fence not done.</td>
<td>Luck of funding</td>
</tr>
<tr>
<td><strong>4. Reforestation</strong></td>
<td>Ha</td>
<td>1,200</td>
<td>Progressive reports</td>
<td>18.0</td>
<td>100% done.</td>
<td>None</td>
</tr>
<tr>
<td><strong>6. Maintenance of forest plantations</strong></td>
<td>Ha</td>
<td>500</td>
<td>Progressive reports</td>
<td>9.0</td>
<td>80% achieved</td>
<td>Limited funding</td>
</tr>
<tr>
<td><strong>7. Inventory and valuation of Masaita forest</strong></td>
<td>Ha</td>
<td>4,152</td>
<td>Progressive report</td>
<td>6.0</td>
<td>100% achieved through the Inventory Section</td>
<td>None</td>
</tr>
</tbody>
</table>

### Strategic Objective 4: Attract and Retain Qualified and Motivated Staff

#### Outcomes

KFC has adequate, qualified and motivated staff

Quality and adequate housing provided to KFC staff

Table 4: Activities, Achievements and Challenges for Strategic Objective 4
Strategic Objective 5: To Develop and Implement Relevant and High Quality Training Programmes

Outcomes

KFC curricula for programmes regularly updated

KFC offers diverse competitive programmes

Table 5: Activities, Achievements and Challenges for Strategic Objective 5

<table>
<thead>
<tr>
<th>Activities</th>
<th>Units</th>
<th>Target</th>
<th>Achievements</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Implementation of training programmes</td>
<td>No.</td>
<td>5</td>
<td>100%.</td>
<td>None</td>
</tr>
<tr>
<td>2 Develop and operationalize a curricula review</td>
<td>No.</td>
<td>1</td>
<td>Curriculum meant to run for a full training cycle. Some revision has been</td>
<td>Limited funding</td>
</tr>
<tr>
<td>framework</td>
<td></td>
<td></td>
<td>done. Some revision has been done in terms of course time allocation and</td>
<td></td>
</tr>
<tr>
<td>3 Develop a comprehensive M&amp;E framework to meet the</td>
<td>No.</td>
<td>1</td>
<td>None</td>
<td>There currently exists no framework, however there are processes that are</td>
</tr>
<tr>
<td>program and curricula needs</td>
<td></td>
<td></td>
<td></td>
<td>used for M&amp;E such as progress reports, internal and external audits, ISO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>audits</td>
</tr>
</tbody>
</table>

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### Activities, Achievements and Challenges for Strategic Objective 6

#### Strategic Objective 6: To Mobilize Necessary Resources to Support KFC Programmes

**Outcomes**

**KFC Programmes adequately funded**

**KFC Enterprises diversified and return profit**

Table 6: Activities, Achievements and Challenges for Strategic Objective 6

<table>
<thead>
<tr>
<th></th>
<th>Activities</th>
<th>Units</th>
<th>Target</th>
<th>Achievements</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop and implement a business plan for KFC</td>
<td>No.</td>
<td>1</td>
<td>60%</td>
<td>Work done by the consultant was not approved</td>
</tr>
<tr>
<td>2</td>
<td>Develop and implement external funding strategy</td>
<td>No.</td>
<td>1</td>
<td>None</td>
<td>No framework for external funding exists</td>
</tr>
<tr>
<td>3</td>
<td>Increase production from KFC farm</td>
<td>Kg.</td>
<td>Bulk</td>
<td>90% achieved.</td>
<td>Variation in weather conditions</td>
</tr>
<tr>
<td>4</td>
<td>Commercialize the sawmill and workshop facility in KFC</td>
<td>-</td>
<td>-</td>
<td>Not achieved</td>
<td>Due to Policy change and lack of a Business plan</td>
</tr>
<tr>
<td>5</td>
<td>Establish and operate a poles treatment plant in KFC</td>
<td>No.</td>
<td>1</td>
<td>Not achieved</td>
<td>The plant at FITC is still on lease to a private person</td>
</tr>
</tbody>
</table>

#### 2.3 Lessons Learnt

During the implementation of the previous strategy a number of critical lessons were learnt as listed below;

Training for Sustainable Forest Management
There is need for milestones to be established within plan period which act as sign posts of progress so far being made in implementing the strategic plan.

There is need to involve all stakeholders in planning and implementation for successful implementation.

The importance of mobilizing required resources as required to implement strategy on a timely basis to curtail drags in implementation.

The need to establish a strategy implementation team for coordination purposes.

The importance of having the right expertise to guide in strategy implementation.
CHAPTER 3: STRATEGIC FRAMEWORK

The framework for analysis of underlying factors likely to impact on the successful implementation of the strategic plan is discussed here below;

3.1 Analysis Framework

The Political, Economical, Socio-cultural, Technological, Legal and Environmental (PESTLE) analysis formed the framework for the review of the external environment within which KFC operates. This analysis is as discussed below;

3.1.1 Political

A number of political developments have taken place in this country among which was the implementation of the Constitution of 2010 that ushered in a devolved two-tier system of Government: the National Government and the 47 County Governments. Considerable functions and powers were devolved to the county governments including natural resources and environmental conservation. The Constitution did also prescribe more stringent requirements for transparency and accountability from all public and state officers.

The County Governments’ currently play a key role in ensuring that the country achieves its development targets provided for in the Vision 2030 through the preparation and implementation of the County Integrated Development Plans (CIDPs). This has consequently offered the Kenya Forestry College a critical opportunity in providing skilled man power needed for implementation of some of devolved functions as envisaged in the Constitution.

3.1.2 Economic

Kenya’s forests contribute directly and indirectly to the national and local economies through revenue generation and wealth creation. In addition to providing skilled man power for the forest sector, The College through the Masaita forest and the sawmill will also contributes directly to the GDP through provision of raw materials to local industries such as timber, poles and fuel wood, and improvement of livelihood to local communities through PELIS, grazing, bee keeping, fire wood as well offering numerous...
employment and supplies opportunities. On the other hand prevailing economic conditions will normally dictate the pace and support provided by the government in the implementation of the strategy.

3.1.3 Socio-Cultural

Forests play a critical role in socio-cultural activities of the adjacent Communities. Forest land provides a major source for rural livelihoods, however rapid increase in populations, poverty, grazing and demand for wood fuel have increased the pressure on the land resulting in poor land use practices in many areas. Despite the pressure, the College continues to mitigate the pressure by allowing communities to use sustainably the forest for cultural activities, bee keeping, water, fire wood and grazing.

Since the enactment of the Forest Conservation and Management Act 2016, the role of communities surrounding forests have been strengthened by empowering them, and providing them with opportunities for benefit sharing though the formation and operalization of Community Forest Associations (CFAs). The Masaita CFA has been effectively used to conserve and sustainably manage the forest.

3.1.4 Technological

Technology is important in the conservation and sustainable management of forests. Technology is thus used for collection of critical forestry information by way of Forest Management Information System (FMIS), reduction in waste in wood processing and forest destruction by sharing information on various platforms.

The College has incorporated ICT in the curricula and embraced the use of technology in training and management of Masaita forest. The operationalization of a modern training sawmill, has made use technology which has greatly led to reduction of waste in wood processing. Consequently, it is envisaged the same skills acquired will be spread out in the entire timber industry.

If not well applied technology could also spell danger to a number of college programmes and activities that are ICT supported.
3.1.5 Legal

Kenya’s first forest policy was prepared in 1957, and later revised in 1968 as Sessional Paper No. 1 of 1968. The policy focused on management and conservation of forests on public land, with its implementation supported by the Forest Act of 1969. A revised policy was prepared in the mid-1990s and though never debated, resulted in the Forest Act, 2005 which has been revised to Forest Conservation and Management (FCMA) 2016. FCMA has seen the established Kenya Forestry College as a legal entity.

This law will facilitate the registration of the College with relevant bodies including Technical Vocational and Educational Training Authority (TVETA). In improving their professional skills, members of teaching staff are required to be members of Forestry Society of Kenya.

Some of following Acts have a bearing on our training programmes and other college activities: Public Health Act, Education Act, Technical and Vocational Education and Training (TVET) Act, 2013, Environmental Management and Coordination Act (EMCA), Occupational Safety and Health Act (OSHA), Employment Act, Public Finance Management Act, 2012 as well as Chapter 6 of the Constitution which gives guidance on matters to do with integrity in the public service.

3.1.6 Environmental

The College is located in a conducive environment suitable for learning with reliable water sources throughout the year. The weather and climatic conditions are suitable for forest production and in farming which plays a major role in subsidizing college food costs.

With presence of Masaita forest, provision of energy for cooking, heating and other use is available for the students and staff. The College is surrounded by a community which is well versed in forestry matters and able to supply the required manpower for silvicultural operations. The surrounding community has however been putting pressure on the forest resources such as grazing, firewood and in farming leading to the destruction of catchment area. Forest fires are also a problem during prolonged drought.
3.2 Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis for Kenya Forestry College

A critical evaluation of internal and external key factors that influence the KFC in attaining its stated mandate during the planned period is required for the KFC to be able to chart a path for the future. This involves the identification of the KFC’s Strengths, Weakness, Opportunities and Threats (SWOT).

The SWOT analysis below provides insights that will enable the KFC take advantage of existing opportunities, build on strengths, and improve or mitigate on threats during the implementation of this strategic plan.

A summary of the SWOT analysis is provided in table 7 below:

Table 7: Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis for KFC

<table>
<thead>
<tr>
<th>STRENGTHS (Internal)</th>
<th>WEAKNESSES (Internal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal recognition of the existence of the College in FCMA, 2016</td>
<td>Inadequate permanent skilled support staff</td>
</tr>
<tr>
<td>Establishment of KFC Adhoc Steering Committee</td>
<td>Inadequate infrastructure (Library, barracks, playground, hostel, drill square)</td>
</tr>
<tr>
<td>Competence based curriculum</td>
<td>Weak management information system</td>
</tr>
<tr>
<td>Availability of infrastructure and equipment for practical training</td>
<td>Weak partnerships with stakeholders</td>
</tr>
<tr>
<td>Adequate land for expansion</td>
<td>Insufficient modern equipment for forestry training</td>
</tr>
<tr>
<td>Available forest training block with approved Forest Management plan</td>
<td>Lack of backup power supply in the College</td>
</tr>
<tr>
<td>Qualified and motivated technical and professional staff</td>
<td>Inadequate sewerage and sanitation facilities</td>
</tr>
<tr>
<td>Semi-autonomy of the College in the management of the Masaita block</td>
<td>An aging water reticulation and treatment system</td>
</tr>
<tr>
<td>Availability of ICT facilities</td>
<td>Poor infrastructure for Masaita forest</td>
</tr>
<tr>
<td>Availability of own water supply</td>
<td>Inadequate sports facilities and recreation facilities</td>
</tr>
<tr>
<td>Conducive and serene learning environment</td>
<td>Inadequate housing for staff and trainees</td>
</tr>
<tr>
<td>Availability of conference and hospitality facilities</td>
<td>Poor access to the main highway</td>
</tr>
<tr>
<td>Existing partnerships with institutions of higher learning locally, regional and</td>
<td>Inability to attract non residential students due to location</td>
</tr>
<tr>
<td>internationally</td>
<td></td>
</tr>
<tr>
<td>Modern Sawmilling facilities</td>
<td>Inadequate transportation</td>
</tr>
</tbody>
</table>

Training for Sustainable Forest Management
Located at the centre of different eco-climatic zones
Existing Career development plan for staff (e.g. Lecturers, and support staff)

<table>
<thead>
<tr>
<th>OPPORTUNITIES (Internal)</th>
<th>THREATS (External)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile of forestry enhanced in the Constitution and Vision 2030</td>
<td>Low and untimely budgetary provisions</td>
</tr>
<tr>
<td>The only technical forestry college in Kenya</td>
<td>Competition from other training institutions</td>
</tr>
<tr>
<td>Potential to generate revenues</td>
<td>Low market absorption for graduates</td>
</tr>
<tr>
<td>Recognition as a renowned learning institution</td>
<td>High pressure exerted on Masaita forest by surrounding communities</td>
</tr>
<tr>
<td>Semi-autonomous status of the KFS</td>
<td>Unpredictable government training policies</td>
</tr>
<tr>
<td>Potential to offer diverse forestry related trainings including paramilitary courses</td>
<td></td>
</tr>
<tr>
<td>Availability of adjacent communities for training, supplies and labour</td>
<td></td>
</tr>
<tr>
<td>Potential for external funding</td>
<td></td>
</tr>
<tr>
<td>Increased demand for forestry training</td>
<td>Threat of natural calamities</td>
</tr>
<tr>
<td>Emerging forestry related issues</td>
<td></td>
</tr>
<tr>
<td>Potential to offer convention/conferencing facilities</td>
<td></td>
</tr>
<tr>
<td>Emerging regional integration</td>
<td></td>
</tr>
<tr>
<td>Presence of KFS band in college for marketing and branding</td>
<td></td>
</tr>
<tr>
<td>Increasing demand for continuing training</td>
<td></td>
</tr>
<tr>
<td>Potential to retain revenues collected from Masaita and other programmes</td>
<td></td>
</tr>
</tbody>
</table>
3.3 Stakeholder Analysis
Kenya Forestry College will endeavour to work closely and actively with her stakeholders in the implementation of this plan. The table below presents the stakeholder mapping.

Table 8: Key KFC Stakeholders and their Roles and Responsibilities

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Stakeholder Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>KFC Ad Hoc Committee</td>
<td>• Quality service delivery</td>
</tr>
<tr>
<td></td>
<td>• Prudent use of resources</td>
</tr>
<tr>
<td></td>
<td>• Realization of goals</td>
</tr>
<tr>
<td></td>
<td>• Facilitate implementation of KFC programmes</td>
</tr>
<tr>
<td></td>
<td>• Monitoring and evaluation of KFC programmes</td>
</tr>
<tr>
<td></td>
<td>• Staff appraisals</td>
</tr>
<tr>
<td>Kenya Forestry College staff</td>
<td>• Favourable working environment</td>
</tr>
<tr>
<td></td>
<td>• Good remuneration and benefits</td>
</tr>
<tr>
<td></td>
<td>• Enabling environment for career growth</td>
</tr>
<tr>
<td></td>
<td>• Management of Masaita block</td>
</tr>
<tr>
<td></td>
<td>• Generation of revenue</td>
</tr>
<tr>
<td></td>
<td>• Develop and review curriculum</td>
</tr>
<tr>
<td></td>
<td>• Carry out practical training in forestry and natural resources management.</td>
</tr>
<tr>
<td></td>
<td>• Offer professional services in forestry and related fields</td>
</tr>
<tr>
<td></td>
<td>• Monitoring and evaluation of students</td>
</tr>
<tr>
<td>Students</td>
<td>• Favourable living and study environment</td>
</tr>
<tr>
<td></td>
<td>• High academic standards</td>
</tr>
<tr>
<td></td>
<td>• Good grades and qualification</td>
</tr>
<tr>
<td></td>
<td>• Employment after graduating</td>
</tr>
<tr>
<td></td>
<td>• Participate in practical training</td>
</tr>
<tr>
<td></td>
<td>• Participate in outreach programme.</td>
</tr>
<tr>
<td></td>
<td>• Participate in paramilitary training</td>
</tr>
<tr>
<td></td>
<td>• Involved in basic research</td>
</tr>
<tr>
<td></td>
<td>• Pay training fees</td>
</tr>
<tr>
<td>County Governments</td>
<td>• Capacity development in forestry development</td>
</tr>
<tr>
<td></td>
<td>• Qualified staff for forestry extension</td>
</tr>
<tr>
<td></td>
<td>• Offer training areas for KFC students</td>
</tr>
<tr>
<td></td>
<td>• Offering employment for college graduates</td>
</tr>
<tr>
<td></td>
<td>• Providing trainees to College</td>
</tr>
<tr>
<td></td>
<td>• To provide policy and legal direction on matters of environment</td>
</tr>
<tr>
<td>KFS</td>
<td>• Quality service delivery</td>
</tr>
<tr>
<td></td>
<td>• Prudent use of resources</td>
</tr>
<tr>
<td></td>
<td>• Realization of set goals</td>
</tr>
<tr>
<td></td>
<td>• Student attachments and internships, recruitment of College graduates.</td>
</tr>
<tr>
<td></td>
<td>• Providing trainees to College</td>
</tr>
<tr>
<td></td>
<td>• Responsible for articulation, programme planning and implementation of the FCMA and Forest policy</td>
</tr>
<tr>
<td></td>
<td>• Provision of in – service trainees placement and recruitment of college graduates</td>
</tr>
<tr>
<td></td>
<td>• Facilitate smooth running of KFC by providing personnel and other resources</td>
</tr>
<tr>
<td></td>
<td>• Monitoring and evaluation of KFC programmes</td>
</tr>
<tr>
<td></td>
<td>• Provision of resources</td>
</tr>
<tr>
<td>Ministry of Environment and mineral Resources</td>
<td>• Delivery of mandate on training and conservation of forest resources</td>
</tr>
<tr>
<td></td>
<td>• To provide policy and legal direction on matters of environment</td>
</tr>
<tr>
<td>Kenya Forest Service</td>
<td>• Quality service delivery</td>
</tr>
<tr>
<td></td>
<td>• Prudent use of resources</td>
</tr>
<tr>
<td></td>
<td>• Provide overall direction to KFC</td>
</tr>
<tr>
<td></td>
<td>• Facilitate smooth running of KFC</td>
</tr>
<tr>
<td>Board</td>
<td>Forest Conservation Committee</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>• Realization of goals</td>
<td>• Represents aspiration of the community around Masaita</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• Employment of KFC graduates</td>
<td>• Over see the proper and efficient management of Masaita forest block</td>
</tr>
</tbody>
</table>

Training for Sustainable Forest Management
### 3.4 Strategic Plan Goal

The strategic goal of this plan is to **enroll 5,000 students by the end of five years.**

### 3.5 Strategic objectives

The College management has identified four strategic objectives for implementation during the plan period:

- To develop and implement high quality training programmes
- Develop and maintain the Masaita block as a model forest for training, production and conservation
- To develop effective partnerships and collaboration to support college programmes
- To provide efficient and effective support services to the college programmes

### 3.6 Strategic Objectives and Strategies

The Four strategic objectives have been illustrated indicating the strategy and activities that will need to be undertaken to actualize them for each of the four Programmes as summarized in the tables (8, 9, 10 and 11) in the next pages:

| Media | • Collaboration on accurate forest information  
|       | • Dissemination and advocacy on conservation  
|       | • Provide and sponsor trainees  
|       | • Communication and publicity  
|       | • Sensitization on forestry issues  
| Faith led institutions | • Capacity building  
|                      | • Resource mobilization  
|                      | • Awareness creation  
|                      | • Capacity building  
|                      | • Collaboration in forest management  
|                      | • Pastoral care  
| Opinion leaders/Politicians | • Community empowerment  
|                            | • Equity and affirmative action  
|                            | • Shape public opinion  
|                            | • Resource mobilization  
|                            | • Political goodwill  

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### 3.6.1 ACADEMIC PROGRAMME

#### Table 8: Strategic Objective, Outcome(s) and Strategies

<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Outcome(s)</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop and implement high quality training programmes</td>
<td>1.1. Developed and regularly reviewed curricula in place</td>
<td>1.1.1. Conduct tracer studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.2. Hold stakeholders meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.3. Develop draft curricula</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.4. Conduct peer review of curricula</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.5. Obtain provisional approval</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.6. Obtain final approval of curricula</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.7. Register and Comply with all requirements of the Technical, Vocational, Education and Training Authority (TVETA)</td>
</tr>
<tr>
<td>1.2 Effective marketing strategies for college programmes in place</td>
<td>1.2.1 Develop marketing strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.2 Develop content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.3 Carry out marketing activities</td>
<td></td>
</tr>
<tr>
<td>1.3 Diverse programmes based on needs assessment and benchmarking on offer</td>
<td>1.3.1 Execute different training programmes</td>
<td></td>
</tr>
<tr>
<td>1.4 A highly skilled pool of forestry graduates produced</td>
<td>1.4.1 Set and maintain high academic standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4.2 Improve on parade ground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4.3 Exams managed by TVETA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4.4 Bench mark with similar institutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4.5 Follow up with former graduands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4.6 Develop M&amp;E frame work for curricula</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4.7 Develop up to date training manuals</td>
<td></td>
</tr>
</tbody>
</table>
### 3.6.2 FOREST MANAGEMENT PROGRAMME

Table 9: Strategic Objective, Outcome(s) and Strategies

<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Outcome(s)</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Outcome:</strong> The level of forestry professionalism is enhanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0 Develop and maintain the Masaita block as a model forest for training, production and conservation</td>
<td>2.1 Management Plan updated</td>
<td>2.1.1 Update existing management plan</td>
</tr>
<tr>
<td></td>
<td>2.2 Revision of Masaita Forest Plantation map</td>
<td>2.1.2 Establish forest plantation</td>
</tr>
<tr>
<td></td>
<td>2.3 Participatory Forest Management Plan (PFMP) developed</td>
<td>2.1.3 Maintenance forest plantations</td>
</tr>
<tr>
<td></td>
<td><strong>2.1</strong></td>
<td>2.1.4 Inventory and valuation of Masaita forest</td>
</tr>
<tr>
<td></td>
<td><strong>2.1.5</strong></td>
<td>Develop PFMP for Masaita forest</td>
</tr>
<tr>
<td></td>
<td>2.4 College tree nursery upgraded</td>
<td>2.4.1 Improve access road to the nursery</td>
</tr>
<tr>
<td></td>
<td><strong>2.4.2</strong></td>
<td>Improve potting materials</td>
</tr>
<tr>
<td></td>
<td><strong>2.4.3</strong></td>
<td>Mechanized watering system</td>
</tr>
<tr>
<td></td>
<td><strong>2.4.4</strong></td>
<td>Fencing</td>
</tr>
<tr>
<td></td>
<td><strong>2.4.5</strong></td>
<td>Improve nursery store</td>
</tr>
<tr>
<td></td>
<td>2.5 Enhance protection of Masaita forest</td>
<td>2.5.1 Electric fencing</td>
</tr>
<tr>
<td></td>
<td><strong>2.5.2</strong></td>
<td>Motorized mobility</td>
</tr>
<tr>
<td></td>
<td>2.6 Restore and conserve key water catchments in Masaita</td>
<td>2.6.1 Enrichment planting</td>
</tr>
<tr>
<td></td>
<td><strong>2.6.2</strong></td>
<td>Electric fencing</td>
</tr>
<tr>
<td></td>
<td>2.7 Botanical garden and ecotourism site developed</td>
<td>2.7.1 Fencing the site</td>
</tr>
<tr>
<td></td>
<td><strong>2.7.2</strong></td>
<td>Contracting expertise</td>
</tr>
<tr>
<td></td>
<td><strong>2.7.3</strong></td>
<td>Clearing and basic landscaping</td>
</tr>
<tr>
<td></td>
<td><strong>2.7.4</strong></td>
<td>Construction of infrastructure</td>
</tr>
</tbody>
</table>

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### 2.7.5 Restocking the garden

### 2.7.6 Murals, Information board, Documentation and labeling

### 2.7.7 Maintenance of the site

### 2.7.8 Training and Benchmarking

### 2.7.9 Publication of the garden

#### 2.8 Infrastructure improved

- **2.8.1** Construct Forest Rangers Outposts
- **2.8.2** Improve road accessibility

### 3.6.3 OUTREACH AND PARTNERSHIP PROGRAMME

**Table 10: Strategic Objective, Outcome(s) and Strategies**

<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Outcome(s)</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 To develop effective partnerships and collaboration to support college programmes</td>
<td>3.1 Outreach and partnership framework developed</td>
<td>3.1.1 Identify more partners</td>
</tr>
<tr>
<td></td>
<td>3.2 Potential partners identified</td>
<td>3.1.2 Hold a partnership workshop to develop guidelines for partnering</td>
</tr>
<tr>
<td></td>
<td>3.3 KFC Website developed and maintained</td>
<td>3.1.3 Develop an M&amp;E framework for partnership</td>
</tr>
<tr>
<td></td>
<td>3.4 Internet connected improved</td>
<td>3.4.1 Establish an independent college website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4.2 Maintain college website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4.3 Improve connectivity</td>
</tr>
<tr>
<td></td>
<td>3.5 Exchange programmes for staff and trainees</td>
<td>3.5.1 Exchange visits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.5.2 Joint workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.5.3 External moderation of exams</td>
</tr>
<tr>
<td></td>
<td>3.6 Effective outreach strategy and programme in place</td>
<td>3.6.1 Participate in ASK shows and exhibitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.6.2 Participate in KFS outreach functions</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Outcome(s)</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6.3 Participate in other stakeholders outreach functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7 MoU with interested partners and stakeholders (locally, regionally and internationally) developed</td>
<td>3.7.1 Identify interested partners including Council of Governors</td>
<td>3.7.2 Hold meetings with interested partners</td>
</tr>
<tr>
<td>3.8 Collaboration framework with County governments on training and conservation in place</td>
<td>3.8.1 Holding meetings with county government representatives</td>
<td>3.8.2 Develop collaboration framework</td>
</tr>
<tr>
<td>3.9 Participate in corporate social responsibility</td>
<td>3.9.1 Participate in environmental improvement activities</td>
<td>3.9.2 Paying visits to orphanage homes</td>
</tr>
</tbody>
</table>

### 3.6.4 SUPPORT SERVICES PROGRAMME

Table 8: Strategic objective, Outcome(s) and Strategies

<table>
<thead>
<tr>
<th>Strategic objective</th>
<th>Outcome(s)</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 To provide efficient and effective support services to the college programmes</td>
<td>4.1 Strategic plan in place</td>
<td>4.1.1 Conduct Workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1.2 Write-up the plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1.3 Printing of the plan</td>
</tr>
<tr>
<td></td>
<td>4.2 College business plan in place</td>
<td>4.2.1 Hiring of consultant to do the plan</td>
</tr>
<tr>
<td>4.3 Conducive and adequate Accommodation (residential and office) facilities for Trainees and staff in place</td>
<td>4.3.1 Cleaning and landscaping</td>
<td>4.3.2 Construction two barracks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3.3 Construction of two hostel blocks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3.4 Construct and maintain student sporting and entertainment facilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3.5 Construction of 10 staff houses and two storey building for rangers</td>
</tr>
<tr>
<td>4.4 Adequate logistical facilities (transport and working</td>
<td>4.4.1 Procure one vehicle for deputy principal</td>
<td></td>
</tr>
</tbody>
</table>
### 4.4 Equipment and Facilities

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.2</td>
<td>Procurement of one 62 seater bus for the band, 1 minibus for staff welfare and two utility vehicles for operation purposes</td>
</tr>
<tr>
<td>4.4.3</td>
<td>Procurement of camping tents for field exercises</td>
</tr>
<tr>
<td>4.4.4</td>
<td>Maintenance and fueling of vehicles and motorized equipment</td>
</tr>
</tbody>
</table>

### 4.5 Utilities

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.1</td>
<td>Purchase and maintain</td>
</tr>
<tr>
<td>4.5.2</td>
<td>ICT Equipment, GIS Lab, 2nd Comp lab with capacity of 40</td>
</tr>
<tr>
<td>4.5.3</td>
<td>Drill one borehole</td>
</tr>
<tr>
<td>4.5.4</td>
<td>Procure and install standby generator for upper and lower campus</td>
</tr>
<tr>
<td>4.5.5</td>
<td>Procure services with more internet band with</td>
</tr>
</tbody>
</table>
CHAPTER 4: COORDINATION AND INSTITUTIONAL FRAMEWORK

4.1 Introduction
KFC’s mandate and functions are divided into divisions, units including Masaita forest block which is overseen by the Principal as directed by KFS Board of Directors through the Chief Conservator of Forests.

KFC has proposed an organizational structure better suited to delivering on its mandate and improving on service delivery. The proposed structure is presented in Figure 1 and described in the sections that follow.

4.2 Key Offices of the College. The College management has proposed as part this strategic plan, to have the Principal, Deputy Principal, Seven Departmental Heads and Fifteen heads of sections and other units. This plan will be implemented through teams/committees whose membership will be drawn from the heads of departments and sections.

4.2.1 Office of the Principal will be overall in charge whose main function is policy formulation and oversee implementation of the various College Programme activities.

4.2.2 The Deputy Principal will assist the Principal in administration of the college and its programmes. Some of the key functions will entail supervising academic curricula development and students welfare policy. This office will also develop research plans and monitor implementation of other college programmes.

4.2.3 The office of Chief Administrative Officer will coordinate administrative functions of the college including transport, disaster preparedness and management, coordination of staff welfare all other support services.

4.2.4 The Forester responsible for Masaita Block will oversee implementation of strategies of making the Block a model forest within the plan period.
4.2.5 The Commandant SPMT will ensure effective implementation of training activities in paramilitary as well as the operation of the KFS that will be located at KFC in line with the strategic plan. The Commandant will ensure high discipline standards among uniformed and disciplined staff.

4.3 Organization Structure
The proposed ideal KFC organization structure is illustrated in the next page.
CHAPTER 5: RESOURCE MOBILIZATION

For purposes of financing and implementing the plan, necessary resources will have to be mobilized. A total of 930,000,000.00 will be required to actualize the plan.

These funds will be sourced as follows:

- **Government funds**: Money appropriated by KFS for KFC programme implementation.
- **College internally generated revenue**: Funds internally generated by college through income generating activities and appropriation in aid.
- **External sources**: funds coming from donors, development partners and other agencies.
- **Forest conservation and management fund**: for effective management of Masaita forest block.

Budgetary requirement to implement the plan is given in table 12 in the next page:
Table 12: Budgetary Requirements for Implementation of the Plan

<table>
<thead>
<tr>
<th>No</th>
<th>Source of Funds</th>
<th>Type of Budget</th>
<th>2017/18</th>
<th>2018/19</th>
<th>2019/20</th>
<th>2020/21</th>
<th>2021/22</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GoK</td>
<td>Recurrent</td>
<td>47,000,000</td>
<td>56,125,000</td>
<td>57,080,000</td>
<td>57,640,000</td>
<td>58,105,000</td>
<td>275,950,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development</td>
<td>14,550,000</td>
<td>40,300,000</td>
<td>104,620,000</td>
<td>107,360,000</td>
<td>114,150,000</td>
<td>380,980,000</td>
</tr>
<tr>
<td>2</td>
<td>External</td>
<td>Recurrent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development</td>
<td>9,000,000</td>
<td>14,000,000</td>
<td>22,000,000</td>
<td>24,000,000</td>
<td>26,000,000</td>
<td>95,000,000</td>
</tr>
<tr>
<td>3</td>
<td>KFC Revenue</td>
<td>Recurrent</td>
<td>15,070,000</td>
<td>18,000,000</td>
<td>21,000,000</td>
<td>22,000,000</td>
<td>24,000,000</td>
<td>100,070,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development</td>
<td>2,000,000</td>
<td>16,000,000</td>
<td>18,000,000</td>
<td>20,000,000</td>
<td>22,000,000</td>
<td>78,000,000</td>
</tr>
<tr>
<td></td>
<td>Subtotals</td>
<td>Recurrent</td>
<td>62,070,000</td>
<td>76,105,000</td>
<td>78,080,000</td>
<td>79,640,000</td>
<td>80,125,000</td>
<td>376,020,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development</td>
<td>25,550,000</td>
<td>70,300,000</td>
<td>144,620,000</td>
<td>151,360,000</td>
<td>162,150,000</td>
<td>553,980,000</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td></td>
<td>87,620,000</td>
<td>146,405,000</td>
<td>222,700,000</td>
<td>231,000,000</td>
<td>242,275,000</td>
<td>930,000,000</td>
</tr>
</tbody>
</table>
CHAPTER 6: ACCOUNTABILITY AND RISK MANAGEMENT

6.1 Introduction
To enhance efficiency in the college operations, management will develop and implement a risk management framework during the plan period.

6.2 Accountability
KFC management will develop annual operation plans that are based on this strategic plan. Additionally, it will strengthen and implement the monitoring and evaluation reporting system which will track performance on a monthly, quarterly, semi-annual and annual basis.

6.3 Risk Management
The College will institute necessary measures to ensure that financial risks are managed. These will include enhancing existing internal controls and adopting necessary ones where necessary. The College will also make use of the internal and external audit units/reports to establish areas of weakness and take necessary steps to mitigate them. Table 13 indicates risk factors that may affect implementation of the plan and their mitigations.

Table 13: Key Risks that might affect Implementation of this plan and the Mitigation measures

<table>
<thead>
<tr>
<th>S/No</th>
<th>Risk Factor</th>
<th>Priority</th>
<th>Mitigation measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inadequate funding</td>
<td>H</td>
<td>Mobilize for resources more aggressively</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Developing funding proposals early to afford donors enough time to scrutinize the proposals and give approvals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sourcing for new partners and donors</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Changes in government structure</th>
<th>L</th>
<th>The strategic plan is dynamic enough to accommodate change in government structure or legislation that does not fundamentally alter the mandate of the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Inflation and volatility of prices of commodities</td>
<td>H</td>
<td>Informed budgeting and adequate market research to accommodate unforeseen eventualities.</td>
</tr>
<tr>
<td></td>
<td>Competition from other colleges and universities</td>
<td>H</td>
<td>Ensuring we offer best market driven courses to ensure our programs are among the best in the market</td>
</tr>
<tr>
<td>5.</td>
<td>High Poverty rates</td>
<td>M</td>
<td>Doing necessary registrations to enable our students access HELB funding</td>
</tr>
<tr>
<td>6.</td>
<td>Technological changes</td>
<td>L</td>
<td>Embrace and adapt appropriate technologies in training and in forest management and conservation.</td>
</tr>
</tbody>
</table>
CHAPTER 7: IMPLEMENTATION, MONITORING AND EVALUATION

The performance measures from the strategies provide a balance between those that track outcomes, and those that track drivers of performance, ensuring that there is adequate monitoring of how the outcomes are achieved.

7.1 Implementation

Implementation matrices for the strategic plan are presented in Annex 1. Contained therein is the timeline for achievement of the expected strategic objectives from implementation of the previously delineated strategies.

The implementation matrices will form the basis for annual action plans. Implementation will be facilitated by cascading the corporate strategic plan to the programmes for the development of programme strategic plans. These will provide a higher level of detail on how the strategies will be implemented to achieve the objectives. Regular meetings both at programme and corporate level will ensure coordination of activities and the exploitation of synergies as appropriate. The Office of the Principal will oversee the day-to-day implementation of the strategic plan; cascading and development of programme strategic plans; development of annual work plans and incorporation into the performance contract; and initiating and coordinating the mid-term strategic plan review.

7.2 Monitoring and Evaluation

To ensure consistent, timely and effective implementation of plan activities monitoring and evaluation (M&E) will have to be undertaken. Work plans will be developed and reviewed annually to guide programme implementation. Staff performance appraisals will be carried out periodically to assess effectiveness of the staff in the plan implementation.

The M & E framework will entail:

i. The establishment of clear reporting, channels and feedback mechanisms on ongoing process.

ii. A clear statement and definitions of actions to be taken on specified monitoring results in terms of resource adjustment, change strategy or review of programme/activity.
iii. Candid specifications of roles of individuals submitting or receiving reports taking into account internal processes for preparing progress, annual and terminal.

The Principal will be expected to be provided with the capacity, and be given the responsibility, to undertake performance measurement and reporting. The reporting will be based on the College annual plans, derived from its developed cascaded directorate strategic plans.

The proposed monitoring and evaluation (M&E) framework will have three components: setting performance targets, monitoring performance, and performance evaluation.

Staff will be trained to improve their M&E skills and the use of the following tools and procedures:

- Logical framework in project/programme planning
- Annual work plans
- Annual staff evaluation
- Testing of students’ performance
- Periodic progress reports
- Performance contracts and staff appraisals
- Annual reports
- Quarterly standing Committee reviews meetings
- Midterm internal evaluation
- Summative external evaluation
### 10.0 IMPLEMENTATION MATRIX ANNEX

The implementation matrix based on the 4 College programmes is as tabulated in Annex 1;

10.1 Annex 1: Implementation Matrix

<table>
<thead>
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Training for Sustainable Forest Management

pg. 54
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pg. 57
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Training for Sustainable Forest Management

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## Kenya Forestry College Strategic Plan (2017/18–2022/23)

### 2.7 Develop Botanical garden and Ecotourism site

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pg. 59
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<tr>
<td>Implementation of training for regular students</td>
<td>No</td>
<td>PC reports</td>
<td>160</td>
<td>1000</td>
<td>45</td>
<td>50</td>
<td>52</td>
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</table>

Training for Sustainable Forest Management

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Kenya Forestry College Strategic Plan (2017/18–2022/23)

<table>
<thead>
<tr>
<th>S/N</th>
<th>STRATEGIES</th>
<th>ACTIVITIES</th>
<th>UNIT OF MEASURE</th>
<th>KEY PERFORMANCE INDICATOR</th>
<th>BASELINE</th>
<th>TARGET</th>
<th>BUDGET IN MILLIONS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Y1</td>
<td>Y2</td>
</tr>
</tbody>
</table>

**PARTNERSHIP AND OUTREACH PROGRAMME**

1.1 Strategic objective: To develop effective partnerships and collaboration to support college programmes

1.2 Expected Outcome: College programmes publicized and effective partnerships established

<p>| | | | | | | | | | | | | | | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>To develop effective partnerships and collaboration to support college programmes</td>
<td>Develop outreach and partnership framework including identification of potential partners</td>
<td>No</td>
<td>No of implementation reports</td>
<td>0</td>
<td>5</td>
<td>0.1</td>
<td>0.15</td>
<td>0.25</td>
<td>0.3</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish and maintain KFC Website</td>
<td>No</td>
<td>Completion reports</td>
<td>0</td>
<td>2</td>
<td>0.4</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
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</tbody>
</table>

Training for Sustainable Forest Management

pg. 61
<table>
<thead>
<tr>
<th>Students and Staff Exchange visits</th>
<th>No</th>
<th>Implementation reports</th>
<th>0</th>
<th>10</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>2</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in trade shows and exhibitions</td>
<td>No</td>
<td>Completion reports</td>
<td>0</td>
<td>20</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Develop MoU with interested partners and stakeholders (locally, regionally and internationally)</td>
<td>No</td>
<td>No of signed and implemented MoUs</td>
<td>0</td>
<td>5</td>
<td>0.25</td>
<td>0.5</td>
<td>0.25</td>
<td>0.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Collaborate with County government on training and conservation</td>
<td>No</td>
<td>Implementation reports</td>
<td>0</td>
<td>5</td>
<td>0.25</td>
<td>0.5</td>
<td>0.25</td>
<td>0.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Participate in corporate social responsibility</td>
<td>%</td>
<td>Implementation reports</td>
<td>0</td>
<td>25</td>
<td>0.5</td>
<td>1</td>
<td>0.5</td>
<td>0.5</td>
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</tr>
</tbody>
</table>

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### Support Services Programme

#### 4.1 Plan for College Programmes and Activities

- **Prepare College Strategic Plan**
  - No
  - Strategic plan & reports
  - Baseline: 1
  - Target: 1.5
  - Budget in Millions: 1.5

- **Monitoring and Evaluation of Implementation**
  - No
  - Reports
  - Baseline: 0
  - Target: 5
  - Budget in Millions: 0.2 (Y1), 0.2 (Y3), 0.2 (Y5)

- **Develop College Business Plan**
  - No
  - Business plan & progress reports
  - Baseline: 0
  - Target: 1
  - Budget in Millions: 2

#### 4.2 Conducive and Adequate

- **Cleaning and Landscaping**
  - Ha
  - A landscape design and plan
  - Baseline: 20 ha
  - Budget in Millions: 0.25 (Y1), 0.3 (Y3), 0.25 (Y5)

- **Construction Two (200 Person Capacity) Barracks**
  - No
  - Completion reports
  - Baseline: 0
  - Target: 5
  - Budget in Millions: 30 (Y1), 30 (Y3), 115 (Y5)

- **Construction of Two Hostel Blocks (Each with Capacity of 300)**
  - No
  - Completion reports
  - Baseline: 0
  - Target: 5
  - Budget in Millions: 20 (Y1), 15 (Y3), 50 (Y5)
<table>
<thead>
<tr>
<th>Project Description</th>
<th>Status</th>
<th>Completion Report</th>
<th>0</th>
<th>20</th>
<th>0.4</th>
<th>2</th>
<th>2.9</th>
<th>1.5</th>
<th>2.2</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovate and maintain staff houses</td>
<td>No</td>
<td>Completion reports</td>
<td>0</td>
<td>20</td>
<td>0.4</td>
<td>2</td>
<td>2.9</td>
<td>1.5</td>
<td>2.2</td>
<td>9</td>
</tr>
<tr>
<td>Construction of 5 three bedroom senior staff houses</td>
<td>No</td>
<td>Completion reports</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Construct and maintain student sporting and entertainment facilities</td>
<td>No</td>
<td>Completion report</td>
<td>2</td>
<td>6</td>
<td>1.5</td>
<td>1.5</td>
<td>3.5</td>
<td>3</td>
<td>9.5</td>
<td></td>
</tr>
<tr>
<td>Construction of two storey building for band officers</td>
<td>No</td>
<td>Completion reports</td>
<td>0</td>
<td>2</td>
<td>-</td>
<td>5</td>
<td>30</td>
<td>45</td>
<td>-</td>
<td>80</td>
</tr>
<tr>
<td>College gate and Gate House</td>
<td>No</td>
<td>Completion report</td>
<td>0</td>
<td>1</td>
<td>-</td>
<td>2.5</td>
<td>-</td>
<td>-</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Provision of adequate logistical facilities (transport and working)</td>
<td>Procure one vehicle for deputy principal</td>
<td>Procurement documents Logbook</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

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pg. 64
<table>
<thead>
<tr>
<th>Equipment</th>
<th>Description</th>
<th>Procurement documents</th>
<th>Receipts</th>
<th>Stores records</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS</td>
<td>Procurement of one 62 seater bus for the band, 1 minibus (33 seater) for KFS Band and two utility vehicles for operation purposes</td>
<td>0</td>
<td>1</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>sets</td>
<td>Procurement of camping tents for field exercises</td>
<td>0</td>
<td>40</td>
<td>4.5</td>
<td>3</td>
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<tr>
<td>No</td>
<td>Maintenance and fueling of vehicles and motorized equipment</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>NO</td>
<td>Purchase and maintain (ICT Equipment, GIS Lab, 2nd Comp lab with capacity of 40)</td>
<td>2.5</td>
<td>1.5</td>
<td>1.5</td>
<td>3.5</td>
</tr>
<tr>
<td>NO</td>
<td>Drill one borehole</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Procure and install standby generator for upper and lower campus</td>
<td>Set</td>
<td>Completion certificates</td>
<td>0</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
<td>-------------------------</td>
<td>---</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>Refurbish college water treatment plant</td>
<td>No</td>
<td>Completion report</td>
<td>1</td>
<td>1</td>
<td>3.2</td>
</tr>
<tr>
<td>Operation and maintenance of sawmill</td>
<td>No</td>
<td>Progress Reports</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Procure services with more internet bandwidth</td>
<td>No</td>
<td>LSO</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

| 4.4 | Provision of quality catering services | Procure catering utilities e.g modern and large cooking sufurias, boilers | LS | Procurement documents | Inadequate utilities | 1 | 0.3 | - | - | 0.3 | - | 0.6 |

| 4.5 | Timely disbursement and accounting of resources | Make requisitions on time | % | % Improvement | 25 | 75% | - | - | - | - | - | 0 |
| Make approvals on time | % | % Improvement | 25 | 75% | - | - | - | - | - | - | 0 |
| Timely disbursement of funds | % | % Improvement | 25 | 75% | - | - | - | - | - | - | 0 |
| Timely accounting | % | % Improvement | 25 | 75% | - | - | - | - | - | - | 0 |

| 4.6 | Collection of revenue | Identifying revenue sources | No | Number identified | 6 | 10 | - | - | - | - | - | 0 |

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### Kenya Forestry College Strategic Plan (2017/18–2022/23)

<table>
<thead>
<tr>
<th>Area</th>
<th>Activity Description</th>
<th>Status</th>
<th>% Improvement</th>
<th>25%</th>
<th>75%</th>
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<th>-</th>
<th>-</th>
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</thead>
<tbody>
<tr>
<td>Developing effective methods of revenue collection</td>
<td>No</td>
<td>%</td>
<td>25%</td>
<td></td>
<td>75%</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>0</td>
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<tr>
<td>Increase revenue collection</td>
<td>% Improvement</td>
<td>25%</td>
<td>75%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td><strong>4.7</strong></td>
<td><strong>Develop guidance and counseling programme</strong> (Drugs and Substance abuse, HIV Aids and work related stress)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establish guidance and counseling framework</td>
<td>No</td>
<td>Framework developed</td>
<td>0</td>
<td>1</td>
<td>0.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.2</td>
</tr>
<tr>
<td></td>
<td>Implement counseling programmes</td>
<td>No</td>
<td>% implemented</td>
<td>0</td>
<td>1</td>
<td>-</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>0.3</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>4.8</strong></td>
<td><strong>Well-equipped and Functioning health unit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expand existing unit (build incinerator, pharmacy, HTC section, waiting bay) and equip the unit</td>
<td>LS</td>
<td>Completion reports</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>10</td>
</tr>
<tr>
<td></td>
<td>Improve College health facility</td>
<td>%</td>
<td>Progress reports on access by the community</td>
<td>0</td>
<td>1</td>
<td>0.6</td>
<td>2</td>
<td>3.4</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td><strong>4.9</strong></td>
<td><strong>Well equipped and functional library</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Build a modern library /New administration block</td>
<td>No</td>
<td>Completion report</td>
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<td>-</td>
<td>10</td>
<td>50</td>
<td>30</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Equip library with furniture, books, internet facilities</td>
<td>LS</td>
<td>Stores records</td>
<td>0</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>20</td>
<td>10</td>
<td>5</td>
<td>35</td>
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</table>

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## 4.10 Policy to be developed on the effective management and operation of the sawmill

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
<th>Completion Report</th>
<th>% Complete</th>
<th>Progress Reports</th>
<th>% Complete</th>
<th>Report</th>
<th>% Complete</th>
<th>Report</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realignment and fitting firmly of the sawmill on the ground</td>
<td>1</td>
<td>1.2</td>
<td>-</td>
<td>0.5</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>develop a policy framework % Policy document in place</td>
<td>0</td>
<td>30%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Pole treatment plant</td>
<td>1</td>
<td>Completion report</td>
<td>1</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

## 4.11 Adopt technology in the management of college operations e.g Enterprise Resource Planning (ERP)

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
<th>Completion Report</th>
<th>% Complete</th>
<th>Progress Reports</th>
<th>% Complete</th>
<th>Report</th>
<th>% Complete</th>
<th>Report</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automation of operations in place % Policy document in place</td>
<td>0</td>
<td>20%</td>
<td>75%</td>
<td>3</td>
<td>-</td>
<td>-</td>
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## 4.12 Capacity development

<table>
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<th>Description</th>
<th>Status</th>
<th>Completion Report</th>
<th>% Complete</th>
<th>Progress Reports</th>
<th>% Complete</th>
<th>Report</th>
<th>% Complete</th>
<th>Report</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out TNA No report</td>
<td>0</td>
<td>2</td>
<td>-</td>
<td>0.3</td>
<td>-</td>
<td>0.4</td>
<td>-</td>
<td>0.7</td>
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</tr>
<tr>
<td>Support training of KFC staff No certificates</td>
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<td>53</td>
<td>1.5</td>
<td>2.5</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refurbishment of student hostels/barracks and kitchen facilities No completion reports</td>
<td>7</td>
<td>-</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>construction of hall/stores for Band use No completion reports</td>
<td>1</td>
<td>0.9</td>
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<td></td>
<td></td>
<td></td>
<td>0.9</td>
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