

NNP/ADM/OCSP/013/A



**THE NYERI NATIONAL  
POLYTECHNIC**

## **CAREER SERVICES STRATEGIC PLAN**

**2021-2026**



**OFFICE OF CAREER SERVICES STRATEGIC PLAN APPROVAL**

This strategic plan has been authorized for use at the Nyeri national polytechnic and approved by the full Council on this 23<sup>rd</sup> Day of December, 2021.

Signed:



**ANNE N. MWANGI  
CHIEF PRINCIPAL/COUNCIL SECRETARY**



**FCS. RICHARD K. GIKUHI  
CHAIRMAN OF THE COUNCIL**

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## **PREFACE**

Impartial career guidance and the development of career management skills have a significant contribution to play in, not only helping to deliver inclusive economic growth, but also in equipping individuals of all ages with the skills to plan and manage their career decisions; now and in the future. The type of society we will be in the future is reliant on the choices that people make about their future today.

How we and our partners support individuals to make choices, and to access the career information, advice and guidance that will lead them towards the next step in their career journey, is crucial. I firmly believe that the key to achieving this is having high quality career information, advice and guidance support available to people when they need it, regardless of age, circumstance or background and which is accessible to all.

At Nyeri National polytechnic we have established a career services office which we have mandated with ensuring that our trainees, NNP alumni and potential or prospective trainees obtain optimum career guidance and counseling and information required to make effective decisions in career life. This strategy therefore sets out our vision for a model, nationally recognized career services program, providing optimal and comprehensive career development services to trainees, NNP alumni and potential or prospective trainees, assisting them in reaching their highest levels of intellectual and personal development in order to attain their career goals.

As a polytechnic, our ambition is for an approach to provide career support and employability skills development that focuses on the needs of our individual trainees. A system that builds on an individual's strengths and capabilities is one that is comprehensive and enables everyone to fulfill their potential. At the heart of this wider reform is our acknowledgment that our approach will require more effective integration and alignment of all our career, employability skills support and services. We must have the systems and approaches in place to recognize and address the wide range of decisions, and in some instances barriers that some people face when choosing their education or training options; when seeking to enter into employment; or when progressing through their career or learning journey.

When developing our systems and approaches, we must genuinely collaborate to ensure that we fully utilize the resources we have and target them in a way that will provide the greatest benefits to our trainees. It is only through co-operation and collaborative partnership that we will be able to undertake this noble activity.

We have developed this strategy collaboratively alongside a dedicated working group, and I am grateful to all those who were involved for their time, commitment, expertise and passion they have shown. As the council, we look forward to working in partnership with the career services office to undertake actions that we will collectively and subsequently deliver on the ambitions of this strategy.

**FCS. RICHARD K. GIKUHI**  
**CHAIRMAN OF THE COUNCIL**

## **FOREWORD**

For both young people and adults, career information, advice and guidance (CIAG) is becoming ever more important. As trainees go through the education system, they need to make more frequent decisions about what education and training they will pursue, where they will study and what other experiences they will require in order to enter the labour market with the knowledge and skills that employers want.

Not only do trainees need to make more decisions, the decisions themselves are becoming more difficult due to growing choice over education and training pathways and changes in how people work and what skills employers demand. Being able to respond to the increasingly fluid and rapidly changing economy, with different expectations of work, requires effective and efficient career information, advice and guidance.

High quality career information, advice and guidance enable people to take stock of their interests, abilities, ambitions and constraints. It supports young people and adults to understand what opportunities are available and find prospects that meet their needs. It helps them to make better decisions about the education, training and experiences needed to build successful careers. It helps people to make sense of the world of work and how to make it work best for them.

Research studies are clear about the need for career guidance. Individuals' career ambitions are typically shaped by their social backgrounds and are often a poor reflection of actual employer demand. In Kenya as elsewhere, employers often struggle in recruitment while ambitious and capable individuals find it hard to locate work that matches their aspirations. Research undertaken on the impact of career guidance on young people shows that provision of career services can make a positive difference to trainees, helping them into successful careers.

The process starts early and helps individuals to connect classroom learning with future working lives. It challenges expectations and assumptions that can be narrow, stereotypical and unrealistic. It broadens aspirations and targets especially those facing challenges in finding work.

In this Strategy, the polytechnic is working towards ensuring all trainees can expect high quality provision of career services that addresses their career needs. It provides an opportunity to build on what works, to consider what more can be done to enable smooth transitions of trainees, and to create a fairer society with opportunities for all.



**Anne N. Mwangi**  
**Chief Principal**

## **LIST OF ABBREVIATIONS AND ACRONYMS**

OCS	-	Office of Career Services
NNP	-	Nyeri National polytechnic
CIAG	-	Career Information, Advice and Guidance
CIDPs	-	County Integrated Development Plans
MCDAs	-	Ministries, Counties, Departments and Agencies.
KNEC	-	Kenya National Examination Council
KUCCPS	-	Kenya Universities & Colleges Central Placement Services
STEM	-	Science, Technology, Engineering and Mathematics.
ICT	-	Information Communication Technology
ILO	-	Industrial Liaison Office
KLMIS	-	Kenya Labour Markets Information System
KRA	-	Key Result Area
OVI	-	Objectively Verifiable Indicators
MOE	-	Ministry of Education
IGA	-	Income Generating Activities
HOD	-	Head of Department

## TERMS DEFINITIONS

**Career** Refers to one's progress through his/her working life, particularly in a certain profession or line of work

**Career Guidance** Refers to the process through which an individual is helped to choose a suitable occupation, make the necessary preparations for it, enter into it, and develop in it.

**Tertiary educational institutions** Post-secondary education institutions including higher education and vocational and technical training

**Tracer studies** Refers to a systematic approach of monitoring labour market outcomes of an education institute or curricula, tracing the career steps and labour market status of graduates over a period of time.

**Work based learning** Refers to all forms of learning that take place in a real work environment



## **EXECUTIVE SUMMARY**

Office of Career Services at NNP has developed the career services strategic plan 2021–2026 in line with the national policy on career guidance and counseling, Kenya vision 2030, the constitution of Kenya among other legal and policy documents. A mid-term review of this strategic plan will be undertaken with an aim of taking stock of the successes realized and drawing lessons learnt as a result of its implementation for the next two and a half years. This strategic plan is organized into five chapters.

### **Chapter One**

This chapter contains a brief historical background about the office of career services, its mandate, other legal frameworks and the polytechnic's role in supporting the office.

### **Chapter Two**

This section provides a broad sectoral overview of the critical issues that impact on Kenya's progress towards achieving effective career guidance and counseling system. The situational analysis focuses on key issues that are thematically sequenced. A range of key issues have been identified in each thematic area. A SWOT analysis has also been undertaken and documented.

### **Chapter Three**

This chapter presents the polytechnics long term direction as captured in the fundamental statements. The key result areas and elaboration of the corresponding strategies are also outlined.

### **Chapter Four**

This chapter details the OCS strategic plan implementation and coordination frameworks. It also stipulates the action plan and the financial resources required to ensure successful implementation of the plan as well as resource mobilization strategies.

To fund this strategic plan NNP OCS requires an estimated **Twenty Eight Million, two hundred twenty thousand Shillings only** spread over the period of five It is anticipated that the polytechnic will ensure adequate allocation of funds while the OCS will rationalize expenditure by cutting down on costs as applicable.

### **Chapter Five**

This chapter captures the monitoring and evaluation reporting framework to ensure effective implementation of the strategic plan. Strategic implementation models are also presented. Finally, the guidelines on the review of the strategic plan document and acknowledgement of the contribution of the strategic plan development committee are presented.

## **CHAPTER ONE: INTRODUCTION**

### **Overview**

This chapter contains a brief historical background on the office of career services, its mandate, and other legal frameworks and the Polytechnic's role in supporting the OCS office

### **1.1 Background**

A Trainee's life is an important and dynamic component of an active tertiary Education experience. It provides the trainee with an opportunity to develop not only academically, but also socially. Tertiary Institutions have a responsibility to prepare trainees for eventual entry into the work force. In addition, it is the responsibility of these institutions to educate the trainee about the nature of the work force and the trainees' potential place in it, and how the course of study pursued may eventually affect the traineesplace in the workforce. Career services staff provides immediate assistance that the trainee need to maximize his or her capacity to begin a career.

It is on this premise that the Ministry of Education through State Department of Vocational and Technical training issued a directive that all tertiary institutions establish the Office of Career services (OCS) aimed at establishing high quality career development programmes for trainees towards providing a seamless link from learning to earning and reducing the skills mismatch which has contributed to low absorption of graduates in the labour market and high unemployment levels.

In compliance with the Directive, the polytechnic appointed OCS Staff(see annex 1) from the members of staff and provided them with adequate office space and associated utilities in form of furniture and ICT equipment. The appointed staffs were taken through training on the mandate, roles and responsibilities associated with the office. This OCS strategic plan contains the action plan and the resource mobilization strategies and is a culmination of a need to deliver OCS activities in a structured and organized manner. During the summative review of the polytechnic overall strategic plan, the OCS shall be incorporated as a key result area for the seamless funding and monitoring of the strategies geared towards career services.

### **1.2 About the Office of Career Services at NNP**

The Nyeri national polytechnic (NNP) office of career services provides dynamic career services to help trainees, alumni and prospective trainees make proper career choices that

enable seamless transition from learning to earning. The office supports the polytechnic's core identity in line with its vision, mission, motto and core values.

This support is achieved by offering a wide range of learning opportunities, career development resources and real-world experiences to help trainees develop skills and meaningful connections they need to successfully work and contribute in the global community. Strategically aligned with the polytechnic's overall strategic Plan and hence by extension, to Kenya constitution, vision 2030, big four agenda well as the national career guidance and counseling. The office of career services is innovative, data-driven and trainee-focused providing critical insight into post-graduate employment, hiring trends, and employer and alumni engagement.

The office has embarked on a change process to envision and develop the next generation of career services at the polytechnic having examined environmental and industry trends that impact on career services and developed strategies to make the running of career services better. This provides the anchor for the resulting 5-year strategic plan that comprises 4 thematic areas providing visionary framework to guide the transformation of the polytechnic's career exploration landscape.

By delivering on the priorities outlined in this strategic plan for 2021-2026, we recommit to the polytechnic's mission "to provide trainees with globally competitive education and training, research skills; and provision of consultancy services for sustainable development".

### **1.3 The Mandate of the OCS Office**

The mandate of the OCS is to prepare all trainees for global citizenship and success by enhancing trainee career readiness and outcomes through:-

- |   |   |
|---|---|
| a) Advising on academic matters             | h) Apprenticeship services                    |
| b) Career services                          | i) Establishing alumni network                |
| c) Counselling services                     | j) Create entrepreneur incubator              |
| d) Graduate tracker services                | k) Conduct the trainees ambassador activities |
| e) Linkages between industries and trainees | l) Recruitment career fairs                   |
| f) High school student recruitment          | m) Establish venture capital fairs            |
| g) Intra institutional linkages             |   |

The office derives its mandate from the:-

- 1) The Constitution of Kenya, 2010 –This strategic plan is well-aligned to the constitutional provisions on education and employment. The Constitution affirms the right to education, in Article 43; and the right to employment for the youth, marginalized and minorities in Articles 55 and 56; and the right of women and men to equal opportunities in political, social, economic and cultural sphere.
- 2) The Basic Education Act, 2012 - Provides for guidance and counseling for all learners including special needs learners.
- 3) The Technical and Vocational Education and Training Act (TVET), 2013.
- 4) National Employment Authority Act (2016) -provides for employment counseling.
- 5) Kenya Vision 2030 -outlines Kenya’s vision of creating a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy.
- 6) Kenya Youth Development Policy (2019) -provides the perspective of youth in regard to career guidance and counseling service.
- 7) The National Guidelines for the establishment of Office of Career Services in tertiary educational institutions (2018) -requires all tertiary education institutions to establish Offices of Career Services.
- 8) Handbook on establishment of career services in all Universities and tertiary institutions (2018).
- 9) Monitoring and Evaluation Framework on Career services 2020/2021.
- 10) Treaty for the Establishment of the East African Community (2007) -provides a framework for partner states to exchange information and experience on issues common to the educational systems of the Partner States.
- 11) County Integrated Development Plans (CIDPs - presents an opportunity to integrate career guidance and counseling programmes in the CIDPs.
- 12) Sessional Paper on Reforming Education and Training for Sustainable Development in Kenya, 2019.
- 13) Overall NNP strategic plan.
- 14) The national career guidance policy.

#### **1.4 The Role of NNP in career services**

NNP has a responsibility to instigate and ensure that career services activities take place through:-

- a) Identifying and equipping the personnel with the necessary work capability.
- b) Facilitating the integration of career service activities into organizations processes.
- c) Ensuring provision of resources needed for career services activities.

- d) Directing and supporting staff under the OCS department.
- e) Ensuring that the established OCS achieves its intended outcome(s).

**1.5 Expected Outcomes**

- a) Increased Career placement for trainees.
- b) Increased entrepreneurship opportunities for trainees.
- c) Improved trainee performance.
- d) Valuable feedback between trainee and administration.
- e) Increased partnership with the private sector.
- f) Increased funding opportunities for trainee entrepreneur.

## **CHAPTER TWO: SITUATIONAL ANALYSIS**

### **Overview**

This section provides a broad sectorial overview of the critical issues that impact on Kenya's progress towards achieving effective career guidance and counseling system. The situational analysis focuses on key issues that are thematically sequenced. A range of key issues have been identified in each thematic area. The SWOT analysis has also been undertaken and documented.

### **2.1 Governance and Management**

The Government provides career guidance and counseling services through various Ministries, Counties, Departments and Agencies (MCDAs). The pursuit of these mandates has led to diverse guidelines, programmes monitoring and tracking mechanisms. For instance there are several career related guidelines such as the: Kenya National Examination Council (KNEC), Career Guidance guidelines (2015); Mentorship Policy on Early Learning and Basic Education (2016); National Guidelines for the establishment of Office of Career Services in Tertiary Educational Institutions (2018); Monitoring and Evaluation Framework for Office of Career Services (2020); Kenya Universities and Colleges Central Placement Service (KUCCPS),STEM Career Guidelines (2021) and the Career Progression Guidelines for Teachers (2018) which have a component on career guidance. Hence, the career guidance and counselling system is fragmented and not well integrated. Inter-agency and inter-sectorial mechanisms have not been effectively promoted to enhance coordination or coherence. The role of the private sector, social partners and stakeholders in service provision of career guidance and counselling is not well articulated.

#### **2.1.1 Key issues**

- a) Fragmentation of the career guidance and counselling system.
- b) Lack of harmonized national guidelines for career guidance and counselling for education and training institutions, and workplaces.
- c) Weak inter-agency and inter-sectorial linkages.
- d) Lack of a national monitoring, evaluation and reporting system.

### **2.2 Financing**

In order to enhance increased access to quality career guidance and counselling services, there is need to provide adequate resources for these services. However, public funding for career guidance and counselling services is inadequate.

#### **2.2.1 Key issues**

- a) Inadequate public funding for career guidance and counselling in general.

- b) Inadequate funding for training for career guidance and counselling staff.
- c) Weak financing inter-sectorial collaborations.

### **2.3 Infrastructure**

The infrastructural resources required to support career guidance and counselling services are inadequate. Career guidance and counselling staff lack adequate resources required to undertake their work effectively. Such resources include a private space where individuals can be interviewed, up-to-date career information, computers, telephones, secretarial assistance etc. In the absence of these infrastructural requirements, it is difficult for the career guidance and counselling staff to deliver services effectively.

#### **2.3.1 Key issues**

- a) Inadequate infrastructural resources required to deliver career guidance and counselling services effectively.

### **2.4. ICT Integration**

ICT integration in career guidance and counselling is limited. Hence career services continue to be provided largely through the face-to-face model with career information accessed using traditional method of printed materials. This reduces the capacity of the service to respond to the needs of all learners.

#### **2.4.1 Key issues**

- a) Inadequate ICT skills are a hindrance to ICT integration in career guidance and counselling.

### **2.5 Facilitators**

Trainers and lecturers are considered to be in a suitable position to relate what they teach to the world of work and occupational choices. In this regard, they have been increasingly used as career educators. There are several limitations related to this approach. Trainers and lecturers handling career counselling are non-specialists and have limited capacity to undertake career counselling. The qualifications in fields such as psychology or pedagogy are regarded as sufficient for career counselling, even though such qualifications pay little or no attention to career guidance competencies. Career counselling requires specialized skills. Overall, the multiple and competing roles put a strain on the quality of career guidance and counselling services.

In addition, the capacity development of career guidance and counselling practitioners has several gaps which include: Few educational institutions offering specialized training in

career guidance and counselling; qualifications for career guidance and counselling practitioners are not well defined; lack of graded and integrated learning pathways that enable career guidance and counselling practitioners progress from non-expert to expert status; and limited data to enable human resource planning for career guidance and counselling practitioners and investment in training to take place.

### **2.5.1 Key issues**

- a) Staff engaged in career counselling in education and training institutions are non-specialists and lack requisite competencies.
- b) Career counselling is provided together with career education and socio psychological counselling, yet they require different competencies.
- c) Lack of training to enable trainers to integrate career education in curriculum implementation.
- d) Few training institutions provide specialized career guidance and counselling training programmes.
- e) Lack of a qualifications framework for career guidance and counselling practitioners.
- f) Lack of national data on career guidance and counselling practitioners.

## **2.6. Career information resources**

Career information is the foundation for the provision of career guidance and counselling services and includes all the information that assist people to make informed education, training and occupational choices throughout their working lives (ILO, 2006). The Government established the Kenya Labour Market Information System (KLMIS) in July, 2017 to provide labour market information and periodic reports on labour market indicators. However, there is a major gap between the collection of labour market information and its transformation into usable learning form for career guidance and counselling. Yet, the Kenya Youth Development Policy (2019) indicates that there should be a deliberate effort to inform the youth about the options available and dynamics of the labour market. Furthermore, there is lack of a coordinated responsibility for career information dissemination which results in fragmentation of the information. This further limits access to career information resources.

### **2.6.1 Key issues**

- a) Inadequate production and dissemination of career information.
- b) Limited production of self-service career information resources.
- c) Weak linkage between labour market information and career guidance and counselling.
- d) Lack of a national coordination mechanism for disseminating career information resources.



## 2.7 Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

In the process of developing this OCS strategic plan, the polytechnic undertook an environmental scan aimed at determining emerging issues that will need to be addressed or taken into account during the plan period. The analysis was undertaken through SWOT model.

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>a) Established career services office</li> <li>b) Furnished career services office (furniture and ICT equipment)</li> <li>c) Staff with wide knowledge and experience in the trade area</li> <li>d) Able and willing trainers to undertake Career Services</li> <li>e) Wide range of courses offered</li> <li>f) High trainee enrolment</li> <li>g) Existing industrial liaison office</li> <li>h) Available infrastructure to access Labor Market Information reports</li> <li>i) Established work based programs</li> <li>j) Strategically located with good corporate image</li> </ul>	<ul style="list-style-type: none"> <li>a) Lack of specialized competencies in career guidance and counselling</li> <li>b) Lack of adequate trained Career Services facilitators</li> <li>c) Inadequate career services training</li> <li>d) Lack of integration of career education in the courses offered</li> <li>e) Limited industrial linkage and collaborations</li> <li>f) Mechanism to access Labor Market Information reports not in place</li> <li>g) Lack alumni database</li> <li>h) Lack of incubations and innovations policy</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>a) Developing sustainable industrial linkages and collaborations</li> <li>b) Establishment of Career Service policy</li> <li>c) Integrate career education in NNP courses</li> <li>d) Liaison with research department to develop research, incubation and innovation policy</li> <li>e) Mount career education course for trainers and/or facilitators</li> </ul>	<ul style="list-style-type: none"> <li>a) Competition from other training institutions in industrial linkages and collaborations</li> <li>b) Low enrolment in the career education course</li> <li>c) Staff turnover</li> <li>d) Reputational erosion</li> <li>e) Conflict between school-work balance for trainees</li> <li>f) Conflicting dual role between career services facilitators and training</li> </ul>

## 2.8 Stakeholder Analysis

Stakeholder	Role
Trainee	<ul style="list-style-type: none"> <li>➤ Seeking advice and guidance from the OCS.</li> <li>➤ Implementation of guidance offered by OCS.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>➤ Guidance and counseling on career information to trainees</li> </ul>
Industry	<ul style="list-style-type: none"> <li>➤ Partnership with the polytechnic through OCS on career services.</li> </ul>
Government through its agencies	<ul style="list-style-type: none"> <li>➤ Policy direction to the polytechnic on various issues relating to career guidance.</li> <li>➤ Enactment of enabling legislative frameworks.</li> </ul>

## **CHAPTER THREE: STRATEGIC MODEL**

### **Overview**

This chapter presents the Office of Career Services long term direction as captured in the fundamental statements. The key result areas and elaboration of the corresponding strategies are also outlined.

### **3.1 Fundamental Statements**

#### **Vision**

A model office nationally recognized in career services.

#### **Mission**

To empower trainees to own and shape their specialized journeys in the workplace through inspiring excitement about the future and supporting them to attain their highest levels of intellectual and personal development.

#### **Motto**

"Everyone needs a coach"

### **3.2 Core Values**

1. **Ethics** - Create an environment of mutual respect, openness, and truthfulness while balancing the needs of those affected by our actions, and abide by the highest standards of our profession.
2. **Collaboration** – Work as a team to build partnerships to achieve common goals.
3. **Character** - Advocate for what is right, even if contrary to conventional wisdom.
4. **Assessment** – Use data for planning and continual improvement to provide the best possible services.

### **3.3 Our Believe System**

At the Office of Career Services, we believe;

- a) In NNP trainees and alumni and in their potential to have successful, fulfilling careers.
- b) Education provides trainees with the knowledge, skills and experiences to succeed in a continually changing workplace.
- c) There are many career options that align with a trainee's interests, skills, personality and values; major does not have to equal career.
- d) Career exploration can be inspiring and fun and that it is never too early to begin exploring.
- e) There is no "right" place to start; we help trainees at every stage of their journey.

- f) Preparing career-ready trainees requires an integrated effort from staff and other polytechnic's partners.
- g) Employers are essential partners who provide meaningful experiences, industry knowledge that informs and is a vital connection to the communities in which our trainees and alumni live.

### 3.4 Summary of key result areas and overall strategic objectives

During the plan period NNP OCS shall focus on the following six key result areas:

Theme	Objective	Strategy
Access to career services	To provides services and assistance, alumni and prospective trainees in order to support their career development.	i. Establish career services office by assigning 4-10 members of staff, 2 drawn from middle and/or upper level management
		ii. Allocate adequate furniture
		iii. Allocate adequate ICT equipment
		iv. Build capacity for effective delivery in OCS
		v. Develop an OCS strategic plan
		vi. Develop an annual work plan to achieve strategies in the action plan
Career orientation	Provide opportunities and options that assist trainees make informed career choices	i. Hold career orientation seminars and workshops
		ii. Integrate career education in courses/programmes
		iii. Provide career information, education and communication materials.
		iv. Hold career fairs /symposiums and conferences
		v. Sensitize trainees students on entrepreneur and life skills
Work based programmes	Increase the number of trainees and graduates accessing work based learning programmes.	i. Develop a work based learning strategy
		ii. Establish and maintain an inventory of industries/organizations offering work based learning programmes
		iii. Placement of trainees in work based learning programmes
		iv. Provide trainees with access to information on work based learning opportunities.
Incubations and innovations	To establish incubation programmes to assist trainees to commercialize their innovations.	i. Develop a policy on incubation and innovations
		ii. Undertake trainees policy awareness
		iii. Facilitate the commercialization of innovations

Theme	Objective	Strategy
Employment information	Facilitate employment information to trainees and graduates that can assist them get employment	<ul style="list-style-type: none"> <li data-bbox="807 264 1452 320">i. Identify and document job vacancies</li> <li data-bbox="807 331 1452 409">ii. Capture, organize and process the information obtained in a database</li> <li data-bbox="807 421 1452 477">iii. Digitize the database developed and make it accessible</li> <li data-bbox="807 488 1452 544">iv. Put in place a customer feedback mechanism for the database</li> </ul>
Linkage industry to	Facilitate enhancement of the relevance of training programmes in the labour market.	<ul style="list-style-type: none"> <li data-bbox="807 566 1452 611">i. Establish alumni databases,</li> <li data-bbox="807 622 1452 678">ii. Conduct graduate tracer surveys and, disseminate the survey findings</li> <li data-bbox="807 689 1452 745">iii. Establish linkages with institutions that provide labour market intelligence</li> <li data-bbox="807 757 1452 813">iv. Establish and operationalize education/industry partnerships.</li> </ul>

## CHAPTER FOUR: IMPLEMENTATION AND COORDINATION FRAMEWORK

### 4.0 Overview

This chapter details the OCS strategic plan implementation and coordination frameworks. It also stipulates the action plan and the financial resources required to ensure successful implementation of the plan as well as resource mobilization strategies.

### 4.1 Action plan

#### 4.1.1 Action Plan Requirements

Key Result Area	Strategies / Activities	OVI	Responsibility	Financial Resource and Timeframe						
				Projected Estimates (KShs. in 000,000)						
				21/22	22/23	23/24	24/25	25/26	Total	
Access to career services	Access to career services	<ul style="list-style-type: none"> <li>➤ Assigned members</li> <li>➤ 2 from Management</li> </ul>	HOD career Services and Chief Principal	0.02	0.0	0.0	0.0	0.0	0.0	0.02
	Allocate adequate furniture	<ul style="list-style-type: none"> <li>➤ Adequate Furniture availability</li> </ul>	Chief Principal HOD career Services	0.5	0.0	0.5	0.0	0.0	0.0	1.0
	Allocate adequate ICT equipment and stationary	<ul style="list-style-type: none"> <li>➤ ICT equipment and stationary</li> </ul>	Chief Principal HOD career Services	0.3	0.0	0.3	0.0	0.0	0.0	0.6
	Build capacity for effective delivery in OCS	<ul style="list-style-type: none"> <li>➤ Records of capacity building</li> </ul>	HOD career Services and staff	0.4	0.0	0.4	0.0	0.0	0.4	1.2
	Develop an OCS strategic plan	<ul style="list-style-type: none"> <li>➤ Strategic plan</li> </ul>	HOD career Services and staff	0.4	0.0	0.0	0.0	0.4	0.4	0.8
	Develop annual work plan activities to achieve strategies in the action plan	<ul style="list-style-type: none"> <li>Annual work plans</li> </ul>	HOD career services and staff	0.02	0.02	0.02	0.02	0.02	0.02	0.1

Key Result Area	Strategies / Activities	OVI	Responsibility	Financial Resource and Timeframe						
				Projected Estimates (KSh.s. in '000,000')						
				21/22	22/23	23/24	24/25	25/26	Total	
Career orientation	Career orientation	No of career orientation seminars/workshops held	HOD career services and staff	0.0	0.3	0.3	0.3	0.3	0.3	1.2
		Integrate career courses in the programs/courses	ALL HODS	0.0	0.1	0.1	0.1	0.1	0.4	
		Provide career information, education and communication materials.	HOD career services and staff	0.0	0.3	0.3	0.3	0.3	1.2	
		Hold career fairs and /symposiums and conferences	HOD career services and staff	0.0	0.3	0.3	0.3	0.3	1.2	
		Sensitize students on entrepreneur and life skills	HOD career services and staff	0.0	0.3	0.3	0.3	0.3	1.2	
		Work based programmes	HOD career services and staff	0.1	0.0	0.0	0.0	0.0	0.1	
		Establish and maintain an inventory of industries/organizations offering work based learning programmes	HOD career services and staff	0.0	0.2	0.2	0.2	0.2	0.8	
		Placement of students in work based learning programmes	HOD career services and staff	0.0	0.5	0.5	0.5	0.5	2.0	
		Provide trainees with access to information on work based learning opportunities.	HOD career services and staff	0.0	0.3	0.3	0.3	0.3	1.2	

Key Result Area	Strategies / Activities	OVI	Responsibility	Financial Resource and Timeframe					
				Projected Estimates (KShs. in '000,000')					
				21/22	22/23	23/24	24/25	25/26	Total
Incubations and innovations	Incubations and innovations	Policy on incubation and innovation	HOD career services, staff and HOD research	0.2	0.0	0.0	0.0	0.0	0.2
	Undertake trainees policy awareness	No of trainees trained	HOD career services, staff and HOD research	0.0	0.1	0.1	0.1	0.1	0.4
	Facilitate the commercialization of innovations	No of innovations commercialized	HOD career services, staff and HOD research	0.0	0.3	0.3	0.3	0.3	1.2
Employment information	Employment information	Documented job vacancies	HoD and career staff	0.1	0.1	0.1	0.1	0.1	0.5
	Capture, organize and process the information obtained in a database	Operational Database	HoD and career staff	0.0	0.1	0.1	0.1	0.1	0.4
	Digitize the database developed and make it accessible	Digitized database	HoD and career staff	0.0	0.1	0.1	0.1	0.1	0.4
Linkage to industry	Put in place a customer feedback mechanism for the database	Customer feedback mechanism	HoD and career staff	0.1	0.1	0.1	0.1	0.1	0.5
	Linkage to industry	Alumni Data base	HoD and career staff	2.0	0.05	0.05	0.05	0.05	2.2
	conduct graduate tracer surveys and disseminate the survey findings	NO of surveys conducted	HoD and career staff	2.0	1.0	2.0	2.0	2.0	7.0

Key Result Area	Strategies / Activities	OVI	Responsibility	Financial Resource and Timeframe					
				Projected Estimates (KShs. in '000,000')					
				21/22	22/23	23/24	24/25	25/26	Total
	Establish linkages with institutions that provide labour market intelligence	Accessible labour market Information	HOD and career staff	0.0	0.05	0.05	0.05		2.0
	Establish and operationalize education/industry partnerships.	No of MOUs signed	HOD and career staff	0.0	0.1	0.1	0.1		0.4



## 4.2 Resource Mobilization Strategies

To fund this strategic plan NNP OCS requires an estimated **Twenty Eight Million, two hundred twenty thousand Shillings only (KShs 28.22 million)** spread over the period of five (5) years. It is anticipated that the polytechnic will ensure adequate allocation of funds while the OCS will rationalize expenditure by cutting down on costs as applicable

A summary of Financial Resources requirement for the period July, 2021 to 30<sup>th</sup> June 2026

	Strategic Issue	Budget in Kshs '000,000'					
		2021/22	2022/23	2023/24	2024/25	2025/26	Total
1.	Access to career services	1.64	0.02	1.22	0.02	0.82	3.72
2.	Career orientation	0.00	1.3	1.3	1.3	1.3	5.2
3.	Work based programme	0.1	1.0	1.0	1.0	1.0	4.1
4.	Incubation and innovation	0.2	0.4	0.4	0.4	0.4	1.8
5.	Employment Information	0.2	0.4	0.4	0.4	0.4	1.8
6.	Linkages with industries	4.0	1.2	2.2	2.2	2.2	11.6
<b>TOTAL</b>		<b>6.14</b>	<b>4.32</b>	<b>6.52</b>	<b>5.32</b>	<b>6.12</b>	<b>28.22</b>

## 4.3 Anticipated funding of the OCS Strategic Plan

Source of funds	BUDGET in Kshs '000,000'				
	2021/22	2022/23	2023/24	2024/25	2025/26
Polytechnic	6.14	4.32	3.52	1.82	1.12
Proposal writing for funding	0.00	0.00	2.00	2.00	3.00
Income generating activity (IGA)	0.00	0.00	1.00	1.5	2.00
<b>Total</b>	<b>6.14</b>	<b>4.32</b>	<b>6.52</b>	<b>5.32</b>	<b>6.12</b>

### Notes on roles and responsibility

1. Governing council - Mobilize funding from MOE and other donors to meet the budget
2. Chief principal - To ensure prudent utilization of available funds

## CHAPTER FIVE: MONITORING ANDEVALUATION REPORTING

## 5.0 Overview

This chapter captures the monitoring and evaluation reporting to ensure effective implementation of the OCS strategic plan. Strategic implementation models are also presented. Finally, the guidelines on the review of the OCS strategic plan document and acknowledgement of the contribution of the strategic plan development committee are presented.

## 5.1 Monitoring

In order to facilitate effective monitoring on implementation of the strategic plan, the department will be required to prepare annual work plans in line with annual performance contracts. Progress reports, review meetings and control systems will be setup with intervention programmes used where necessary.

### 5.1.1 Monitoring and Evaluation Work Plan

Level of monitoring	Monitoring cycle	Expected results
Council level	Annually	Report
Management Level	Bi-Annually	Report
Department Level	Quarterly	Report

### 5.1.2 Implementation Management Models

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

- 1) Budgeting
- 2) Procurement planning
- 3) PC management model

### 5.1.3 Transforming Career services at NNP

OCS strategy for the future represents a new paradigm shift to new status. To be successful, OCS must transform itself while being guided by a set of core values. These values are not only for the office but they are also essential to the achievement of NNP Vision and Mission. With these values as NNP's solid foundation, NNP will pursue its objectives.

#### **5.1.4 Implementing Strategies**

To fulfill NNP challenging Mission and realize the full potential of the benefits NNP can provide to mankind, NNP will base its office on a foundation of sound planning and management practices.

#### **5.2 Evaluation of the Strategic Plan**

The aim of evaluation is to determine the efficiency, impact and sustainability. The evaluation will be undertaken in the month of June in each financial year. The chief principal will receive and review progress reports on the Key Result Areas (KRAs) bi-annually.

#### **5.3 Development of the Strategic Plan – Mid-term and End-term or when need arises**

The development of this strategic plan was undertaken in June 2021. The implementation plans will be reviewed annually during the implementation period.

This document will be reviewed as and when need arises in course of its implementation. A comprehensive review will be conducted at mid-term and end of the plan period and the findings will be used in the formulation of the next strategic plan.

#### **5.4 Strategic plan development committee**

The development of this strategic plan was made possible through the effort and contribution of the strategic plan committee comprising of:


1. Richard K. Gikui - Council Member
2. Evelyn Anupi - Council Member – P.S. State Department for VTT Representative
3. Grace Bruno - Council Member – National Treasury Representative
4. Victor M. Muyembe - Council Member
5. Julia M. Mwangi - Council Member
6. Joseph Muhota - Council Member
7. Maureen Cheserek - Council Member
8. Jane Mugure - Council Member
9. Anne N. Mwangi - Chief Principal
10. Samuel Mugeca - Deputy Principal Administration Affairs
11. Charity N. Mugo - Deputy Principal Academic Affairs
12. Naftaly G. Muriuki - Dean of Students
13. Rachel N. Kimani - G & C Coordinator
14. Grace Mukuru - HOD Career Services
15. Jane W. Njuki - PC Coordinator
16. Kenneth Kariuki - Management Representative
17. Washington Gitonga - Internal Auditor



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