



**COMMISSION FOR UNIVERSITY EDUCATION**



# **Strategic Plan**

**2019 - 2023**



**Our**

## **VISION**

**A Leading Regulator of Quality, Relevant  
and Sustainable University Education**

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**Our**

## **MISSION**

**To Promote Quality University Education  
through Regulation, Monitoring Compliance  
and Policy Advisory to Achieve Global  
Competitiveness**

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**Our**

## **CORE VALUES**

- **Professionalism**
  - **Integrity**
  - **Equity**
  - **Teamwork**
  - **Accountability**
  - **Responsiveness**
- 

**Our**

## **MOTTO**

*Quality: Our Agenda*

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## FOREWORD

Through its long-term plan, Kenya envisions a university education that is of quality, accessible, relevant and promotes equity. The country has made great progress in enhancing the vision of university education vision in the last five years and will strive to ensure sustainability through its short-term plans.

The Commission for University Education is mandated to ensure that standards, quality and relevance are maintained in all aspects of university education, training and research. In this regard, the Commission is an enabler of development priorities as it mainstreams quality assurance practices in universities through accreditation and quality audit processes enhanced by the peer review practice. This is to ensure compliance with the Universities Regulations, Standards and Guidelines.

This Strategic Plan outlines the strategic direction for the Commission in the next five years. It provides policy guidelines on issues of quality, access, relevance and equity. Through the achievement of its vision, the Commission will employ a collaborative approach to ensure that outcomes are informed by the views of stakeholders. The plan is an operational paradigm shift towards tackling critical issues and challenges in university education, as well as playing the critical role in achieving the national development goals.

Implementation of this plan will provide an opportunity for the Commission to carve a niche in assuring the highest standards of governance and to work closely with government in planning and development of university education in order to move university education to new levels of academic excellence.

Finally, I wish to take this opportunity to thank all the people who participated in various stages of the preparation of the Strategic Plan both from within and without the Commission. I trust that all stakeholders of the Commission for University Education will play their roles as we work together to grow a dynamic university education system in Kenya.

**Prof. Chacha Nyaigotti-Chacha**

**CHAIRMAN, COMMISSION FOR UNIVERSITY EDUCATION**





## PREFACE

The Commission for University Education was established to oversee the development of university education through the promotion of the objectives of university education. To undertake these tasks effectively, the Commission has institutionalized Strategic Planning for modern management of its practices. The plan has prioritized and aligned the Commission's programmes with institutional, industry and national aspirations. The Strategic Plan 2019-2023 provides a clear roadmap for addressing strategic areas of concern for the Commission and integrates relevant, sustainable and cost-effective programmes to deliver its mandate in the next five years. In developing this Strategic Plan, we have appraised the role of the Commission in the realization of national and international agenda, as well as appreciated some of the challenges facing the sub-sector.

The process of formulating the Strategic Plan has given us an opportunity to take stock of past successes and failures, to determine our visions and future goals in the light of challenges and opportunities that lie ahead. This Strategic Plan has been developed through wide consultations. It forms the basis for formulating our work plan to mobilize resources for effective regulation to assure quality university education. This plan will ensure a well-regulated sub-sector focused on student success and attainment of set goals in priority areas such as relevance, capacity building and equity will help make our university



education globally competitive. The Commission will deploy its resources to ensure that the performance targets set out herein will be met through realigning our organizational structure, ensuring effective communication between ourselves and our key stakeholders as well as by continuously improving our monitoring and evaluation mechanisms to support successful execution of this Plan.

I wish to extend my sincere gratitude to the team that put together this document, which will indeed provide a blueprint for the pace and direction that university education will be expected to move. I am confident that the team charged with the responsibility of overseeing the implementation of the plan will follow through with the strategies and comprehensively monitor and evaluate their efficacy.

Prof. Mwenda Ntarangwi, PhD  
COMMISSION SECRETARY/CEO





## EXECUTIVE SUMMARY

The Strategic Plan 2019-2023 provides a framework through which the Commission will implement its strategies towards the achievement of its goals during the five year plan period. The plan was developed through a consultative process involving the Commission's stakeholders whose expectations have been internalized and captured. It consists of five chapters that articulate the Commission's role in the national and international development agenda and strategies it will put in place to ensure that its goals are achieved.

Chapter one of the plan gives the background of the Commission, its mandate and role in the achievement of national and international development agenda. It also outlines the challenges facing the University sub-sector in Kenya and the rationale for the development of the Strategic Plan 2019-2023. The second chapter gives a synopsis of the Commission's achievements in implementing the previous Strategic Plan, an analysis of the Commission's internal and external environment using the SWOT, PESTEL analysis and stakeholder mapping to identify stakeholder expectations. These first two chapters give an insight into the environment in which the Commission is operating and its mandate so as to come up with suitable strategies for the actualization of its goals.

Chapter three outlines the strategy model of the Commission by defining the vision, mission core values, key result areas and strategic objectives. In order to achieve its vision and mission during the plan period, the Commission strategic focus will be driven by four key result areas namely: quality assurance; strategy, policy and research; corporate positioning; and institutional capacity. These key result areas will be achieved through the following eight (8) strategic objectives: re-engineering quality assurance processes; enhancing quality monitoring of universities; providing evidence based policy advisories; promoting corporate image and branding; institutionalizing the use of ICT; enhancing human resource management; enhancing resource mobilization and financial management; and enhancing the institutional planning.

Chapter four illustrates how the Commission will coordinate the implementation of the plan. The Chapter illustrates how the Commission will position itself using its optimal human resource needs and financial resources required to implement the plan. In addition, risks affecting the process have been identified, categorized and their mitigating measures put in place. Finally, chapter five outlines the monitoring, evaluation and reporting framework that will be used to track progress, assess outcomes and the impact of implementing this plan.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>AWPs</b>	-	Annual Work Plans
<b>CHE</b>	-	Commission for Higher Education
<b>CUE</b>	-	Commission for University Education
<b>DAAD</b>	-	Deutscher Akademischer Austauschdienst (German Academic Exchange Service)
<b>E&amp;T</b>	-	Education and Training
<b>EAQAN</b>	-	East African Quality Assurance Network
<b>EDE</b>	-	Ending Drought Emergencies
<b>FY</b>	-	Financial Year
<b>IA</b>	-	Institutional Accreditation
<b>ICT</b>	-	Information and Communication Technology
<b>IMS</b>	-	Information Management System
<b>INQAAHE</b>	-	International Network for Quality Assurance Agencies in Higher Education
<b>IQA</b>	-	Internal Quality Assurance
<b>IUCEA</b>	-	Inter-University Council for East Africa
<b>LIA</b>	-	Letter of Interim Authority
<b>LIS</b>	-	Library and Information Services
<b>MTP</b>	-	Medium Term Plan
<b>NICHE</b>	-	Netherlands Initiative for Capacity Development in Higher Education
<b>NUFFIC</b>	-	Netherlands Universities Foundation for International Cooperation
<b>ODEL</b>	-	Open, Distance and E-Learning
<b>P &amp; RM</b>	-	Planning and Resource Mobilization
<b>PA</b>	-	Programme Accreditation
<b>PC</b>	-	Performance Contract
<b>PESTEL</b>	-	Political, Economic, Social, Technological, Environmental and Legal
<b>PPP</b>	-	Public Private Partnership



<b>PR &amp; D</b>	-	Planning Research and Development
<b>QA</b>	-	Quality Audit
<b>QAS</b>	-	Quality Audits and Standards
<b>SDGs</b>	-	Sustainable Development Goals
<b>SPHEIR</b>	-	Strategic Partnerships for Higher Education Innovation and Reform
<b>SR</b>	-	Standards and Recognition
<b>ST &amp; I</b>	-	Science, Technology and Innovation
<b>SWOT</b>	-	Strengths, Weaknesses, Opportunities and Threats



To REPLACE



To REPLACE

# Chapter One

## INTRODUCTION

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### 1.1 Background of the Commission

The Commission for University Education (CUE) is a state corporation with the mandate of assuring quality university education, training and research in Kenya. It was established under the Universities Act No.42 of 2012 Rev. 2018 (2012) here after referred to as the Act. The Commission is the successor to the Commission for Higher Education (CHE). The growth and expansion of university education inspired the need to harmonize and monitor the issues of quality, standards and relevance in all aspects of university education. This necessitated the establishment of Commission for University Education.

### 1.2 Mandate

The mandate of the Commission is to ensure maintenance of standards, quality and relevance in all aspects of university education, training and research. This is achieved through execution of the functions of the Commission as stipulated in section 5 (1) of the Act. These functions include: Promoting the objectives of university education; setting standards relevant to quality of university education; monitoring and evaluating the state of university education in relation to the national development goals; licensing student recruitment agencies; developing and advising on policy relating to university education; recognizing and equating foreign qualifications; inspecting and accrediting universities and programmes; and promoting quality research and innovation. In the last Strategic Plan period, the Commission developed Universities Regulations and Universities Standards & Guidelines to enforce quality assurance in universities. The Commission embraces a peer process of audits and reviews, to mainstream quality assurance practices and promote continuous improvement. In furtherance of its mandate, CUE has provided evidence based policy advisory to government and engaged stakeholders through collaborations and partnerships.

### 1.3 Global, Regional and National Developmental Agenda

The Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The SDG 4 aims to ensure inclusive and equitable quality education that promotes lifelong learning. The university sub-sector will advance these goals through equal

access to higher education, relevant skills for decent work, gender equality and inclusion to provide education for sustainable development.

The Africa's Agenda 2063 envisions a prosperous Africa with social economic development driven by a well-educated citizenry with skills in science, technology and innovation. The agenda also envisages expansion of student and academic mobility across the continent as well as harmonized education standards and mutual recognition of academic and professional qualifications. In similar tread, the East African Community protocol on education advocates for harmonized curricula, and free movement of human resources. The commission will promote these aspirations through enhanced collaborations and partnerships towards internationalization of university education.

Kenya's long-term economic blueprint "The Vision 2030" aims to transform the country to a middle-income nation by the year 2030. The Vision has three pillars, namely: economic, social and political pillars which are supported by enablers/foundations. The implementation of the Vision is through five-year Medium Term Plans (MTPs), currently in its third phase. The government has prioritized "The Big Four Agenda" focusing on four key areas: enhancing manufacturing, food security and nutrition, universal health coverage and affordable housing. The Commission for University Education as an enabler will assure quality university education, training and research by employing a participatory approach to support the Vision 2030 and Big Four Agenda.

#### 1.4 Challenges Facing the University Sub-Sector in Kenya

The sub-sector has made great progress towards the realization of the national goals and objectives. In the last decade, the sub-sector has witnessed rapid expansion of university education. However, the sub-sector experiences challenges such as inadequate finances, human resources and physical infrastructure. In addition, the sub-sector has encountered weak university-industry linkages, low research outputs, inadequate capacity building of university staff and gaps in placement of graduates in appropriate skill areas. Ineffective systems of governance and management in the universities have led to wastage and inefficiencies in utilization of resources. Moreover, emerging regional and national security concerns have also affected the university sub-sector. The Commission in collaboration with stakeholders will continue to address these challenges.

#### 1.5 Rationale for Development of the Strategic Plan

The Commission made considerable success in the implementation of the Strategic Plan 2014-2018 and it will build on the successes, challenges and lessons learnt during the period. The lapse of the Strategic Plan and shift in government policy towards the Big Four Agenda and in line with the Results Based Management Framework



informed the Commission in developing a new Strategic Plan. Moreover, the rapid expansion of universities and a corresponding number of programmes call for a more strategic and effective approach towards quality assurance. The Strategic Plan 2019-2023 provides a clear implementation framework for the Commission's short and medium-term strategies for the next five years.

## 1.6 Methodology of Developing the Strategic Plan

The Strategic Plan was developed in line with Government guidelines on development of Strategic Plans and provisions of the Public Finance Management (PFM) Act, 2012 and regulations. The process began with an environmental scan of the sector through an in-depth review of the performance and lessons learnt from the Strategic Plan 2014-2018. A desk review of various relevant policy documents identified current and emerging issues in the education sector. Stakeholder engagement both internal and external was undertaken through meetings, interviews and focus group discussions. The technical committee synthesised the input from the stakeholders and prepared drafts which were subjected to reviews for improvement of the Strategic Plan. The final draft was adopted after validation by the stakeholders and experts.



# Chapter Two

## SITUATION ANALYSIS

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### 2.1 Overview

This chapter presents the performance review of the previous Strategic Plan, environmental scan and stakeholder analysis. This includes analysis of the Commission's internal and external factors to identify strengths, weaknesses, opportunities and threats as well as identification of political, economic, social, technological, environmental and legal factors that may have an impact on the Commission's operations.

### 2.2 Achievements of the Previous Strategic Plan 2014-2018

The Strategic Plan 2014-2018 determined four key result areas and nine strategic objectives for implementation through various activities. The major achievements during this plan period are outlined below:

1. **To expand Access and Equity in University Education**
  - i. Developed Universities Regulations (2014), Universities Standards and Guidelines (2014) and Harmonized Criteria and Guidelines for Appointment and Promotion for Universities Academic Staff in Kenya (2014).
  - ii. Evaluated 20 universities, recommending 10 universities for award of charter and accredited 80 university campuses.
  - iii. Evaluated 428 proposed programmes and accredited 116 programmes.
  - iv. Licensed 24 Student Recruitment Agencies.
  - v. Trained 232 peer reviewers involved in quality assurance process.
2. **To Enhance Institutional and Programme Quality Audit**
  - i. Developed self-assessment and audit instruments for institutional and programme quality audit.
  - ii. Conducted institutional quality audits for 39 Universities in the 5-year plan period.
  - iii. Conducted programme audits for eight (8) selected academic fields.
  - iv. Sensitized 328 staff in 70 universities on Internal Quality Assurance.
  - v. Conducted impromptu audits for 70 universities.
  - vi. Trained eight (8) Commissioners and 92 staff on preparation for self-assessment of CUE processes in readiness for external quality audit.



### 3. To Establish Collaborations between Foreign Universities and Local Institutions

- i. The Commission partnered with the East African Quality Assurance Network (EAQAN), Inter-University Council for East Africa (IUCEA), International Network for Quality Assurance Agencies in Higher Education (INQAAHE), Strategic Partnerships for Higher Education Innovation and Reforms (SPHEIR), German Academic Exchange Services (DAAD), Netherlands Universities Foundation for International Cooperation (NUFFIC) among others, to build capacity and share best practices.
- ii. Assessed collaborations between eight (8) local and foreign institutions in seven (7) programmes, verified resources for seven (7) programmes and granted authority to collaborate to ..... institutions in ..... programmes.

### 4. To Establish Policy and Advisory Capacity

- i. Developed two policies on university education: Post Graduate Research and Training in Kenya and Research and Innovation policy.
- ii. Provided evidence-based policy advisories to Ministry of Education including but not limited to postgraduate research and training, state of university education, rationalization of universities and universities security.
- iii. Conducted three (3) periodic surveys on: the status of university education; the relevance and impact of university education on national development; and relevance and alignment of university academic programmes to national development goals.

### 5. To Promote and Institutionalize Research and Innovations

- i. Conducted two (2) biennial conferences themed: Quality University Research and Innovation (2016); and Positioning Universities as the Nexus of Research, Innovation and Technology Transfer for Socio-economic Transformation (2018).
- ii. Developed one (1) successful research proposal for funding by Council for Legal Education.
- iii. Organized four (4) inter-university research symposia/workshops & seminars on data management, research repository and data validation.
- iv. Developed and reviewed a data collection tool for universities, and conducted training for universities.
- v. Disseminated research findings through symposia/workshops and seminars during the review period.

### 6. To Establish Proper Management and Mobilization of Financial Resources

- i. Developed three (3) successful proposals for funding by NUFFIC, INQAAHE and SPHEIR.

- ii. The commissions accounting information system was upgraded.
- iii. Financial and procurement manuals were reviewed and adopted.
- iv. Reviewed and implemented internal audit and financial control systems.
- v. Budget implementation committee established and operationalized.
- vi. Sensitized 22 staff on Public Finance Management Act, 2012.
- vii. Reviewed and gazetted fees chargeable for services rendered to universities.
- viii. Developed and adopted the Commission's risk management policy.

## 7. To Embrace Information Communication Technology in the Commission

- i. Developed and adopted the Commission's ICT policy.
- ii. Upgraded ICT infrastructure to enhance service delivery and automated key processes in Human Resource (Perpay), Commission (e-Board) and Registry (Electronic Document Management System).

## 8. To Attract, Develop and Retain Competent Staff

- i. Reviewed and adopted the Commission's Human Resources Policy manual.
- ii. Developed and adopted the Commission's scheme of service.
- iii. Implemented Salaries and Remuneration Commission (SRC) job evaluation recommendations.
- iv. Conducted annual training needs assessment, identified skills and competencies gaps and trained staff.

## 9. To Enhance Corporate Image and Branding

- i. Developed and adopted the Commission Charter.
- ii. Developed and adopted the Commission's Corporate Communication and Corporate Social Responsibility (CSR) policies.
- iii. Reviewed and adopted the Commission's Service Delivery Charter in both English and Kiswahili; and translated into braille.
- iv. Conducted two (2) Customer Satisfaction Surveys in the plan period and implemented recommendations.
- v. Developed the Commission's code of conduct and corruption prevention policy.
- vi. Undertook corporate branding.

## 2.3 Challenges Faced During Implementation of the Previous Plan

- 1. Financial constraints:** Due to the increase in number of universities and the number of programmes offered, the cost of running quality assurance programmes has increased significantly. However, the revenue from fees charged for services rendered to universities and allocation from the government was not adequate

to finance the Commission's programmes. This was exacerbated by delays in remittance of quality assurance charges from universities.

2. **Gaps and Conflicts in legislative framework:** There are gaps in some sections of the Universities Act of 2012 Rev. 2016 (2015) that hinder effective implementation of the Commission's mandate. In addition, conflict in accreditation between CUE and professional bodies and lack of enforceable sanction to universities for non-compliance have been a challenge.
3. **Inadequate staff:** The Commission was not able to replace staff who exited. This affected implementation of some activities in the plan period which affected the operations of the Commission.
4. **University staff and student unrest:** The unrest experienced in the plan period delayed implementation of planned accreditation and quality assurance activities.
5. **Quality Standards:** Though universities made strides in institutionalizing quality assurance, there was slow progress in fully embracing and sustaining the desired quality standards.
6. **Automation:** The Commission has not automated key processes such as accreditation, data collection, quality audit, procurement and library services. In addition, there was slow uptake of technology in processes that were automated which affected service delivery.
7. **Succession management:** Absence of mentorship programmes, staff development and low staff retention has led to inadequate knowledge management upon staff exits.

## 2.4 Lessons Learnt

1. **Change in policy direction:** The change in policy at the basic level of education will affect implementation of various policies at the university level. There is need to embrace and incorporate relevant directives such as Competence Based Curriculum.
2. **Revenue management:** An effective debt collection strategy is required to ensure timely collection of debts. At the same time, a strategy is required to ensure that quality assurance charges are remitted directly to the Commission from the Ministry of Education.
3. **Quality assurance process:** The process of quality audits and inspection is very involving and there is need to review to make it more efficient and effective. Positive engagement with universities will foster responsiveness in supporting the process of quality assurance.
4. **Planning and partnership:** Forward planning and strong partnerships with industry in supporting Government priorities and involvement of stakeholders is key. This can be enhanced through continuous positive engagement.

5. **Succession management plan:** Mentorship and coaching is important for enhancing succession management and organizational learning. There is need to have mentorship and coaching programs that will build, transfer and retain organizational knowledge.

2.5 Strengths, Weaknesses, Opportunities and Threats (SWOT Analysis)

The SWOT analysis explores the internal and external environment to identify strengths, weaknesses, opportunities and threats that impact on the operations of the Commission.

Table 1: SWOT Analysis

Strengths	Weaknesses
<div><div>1. Enabling legal framework</div><div>2. Supportive Ministries, Departments and Agencies</div><div>3. Qualified and competent staff</div><div>4. Conducive working environment</div><div>5. Effective leadership and corporate governance</div><div>6. Existence of a library resource and information centre</div><div>7. Functional organizational structure</div></div>	<div><div>1. Inefficient information data management system</div><div>2. Inadequate staff</div><div>3. Ineffective operational coordination</div><div>4. Ineffective internal communication</div><div>5. Ineffective performance management systems</div><div>6. Inadequate monitoring systems</div><div>7. Inadequate knowledge management system</div><div>8. Poor corporate visibility</div><div>9. Lack of succession management plan</div><div>10. Gaps, overlap and conflict in the legal framework</div></div>
Opportunities	Threats
<div><div>1. Education sector reforms</div><div>2. Partnerships and collaborations</div><div>3. Positive stakeholder engagement</div><div>4. Demand for university education data</div><div>5. Demand for quality university education</div><div>6. Innovation and technological advancements</div><div>7. Internationalization of university education</div><div>8. Public private partnerships</div><div>9. Established external quality assurance systems</div></div>	<div><div>1. Inadequate funding</div><div>2. Rapid changes in technology</div><div>3. Litigations</div><div>4. Weak university governance</div><div>5. University staff and student unrest</div><div>6. Insecurity</div></div>

## 2.6 Political, Economic, Social, Technological, Environmental and Legal (PESTEL) Analysis

PESTEL analyses the external factors that may support or impede the implementation of the Strategic Plan.

Table 2: *PESTEL Analysis*

S/no	Category	Strategic Impact	Strategic Measure
Political Factors			
1	Constitutional reforms	Increased access to university education	Advise on best mechanisms to implement constitutional requirements
2	Devolution	Supporting establishment of universities in Counties	Develop guidelines on establishment of universities in Counties
		Collaboration between national and county governments	Strengthen collaboration between national and county governments
3	National development agenda	Align university education to government priorities	Promote programmes aligned to the government priorities
4	Political influence and public demands	Rapid growth of universities	Enhance quality audit and surveillance
		Increased cost of compliance	Resource mobilization Review audit/inspection processes
Economic Factors			
1	Economic growth	Demand for skills	Relevant quality training
2	Government revenue	Austerity measures by government	Review programmes and budget
3	Inflation	High cost of university education	Diversify revenue streams Enhance operational efficiency
Social Factors			
1	Education and training (Vision 2030/MTP III)	Reforms in education sector especially CBC	Develop framework for implementation of CBC at university level
2	Cross border education (Agenda 2063)	Internationalization of university education	Promote student, staff and academic programme mobility
3	Demographic dividend	High demand for university education	Enhance access to quality university education
4	Graduate employability	Affects demand for university education	Review standards to enhance relevance of university programmes Promote university-industry linkage
5	Cultural practices affecting university education	Inequitable access to university education	Recommend policy intervention

S/no	Category	Strategic Impact	Strategic Measure
	Political Factors		
	Technological Factors		
1	Use of technology in delivery of university education	More use of ICT in universities	Promote the adoption of ICT in universities
		Regulatory challenges	Review and implement standards and guidelines on ODEL
2	Automation	Opportunity for ICT integration in data management	Establish a university integrated information management systems
		Threat to information security	Establish guidelines for university security
	Environmental Factors		
1	Location of universities and campuses	Unsuitable learning environment	Review standards and guidelines on location of universities and campuses
3	Green technology	Sustainable resource use	Promote green technology
4	Inappropriate physical learning facilities	Barrier in access to university Education	Review and enforce guidelines on learning resources

<b>Legal Factors</b>			
1	Litigations	Financial burden	Promote alternative dispute resolution mechanisms
		Backlog of CUE activities	
2	Conflicting legislations	Affects stakeholder relationships	Initiate the harmonization of conflicting laws
		Affect discharge of mandate	
3	Reviews of legislation	Changes in regulatory processes	Lobby for stakeholder involvement in reviews

2.7 Stakeholder Analysis

The Commission will embrace a collaborative approach in the implementation of its mandate. In this regard, a stakeholder analysis evaluated the perceptions and expectations of its internal and external stakeholders. A summary of stakeholder analysis is as shown below:

Table 3: Stakeholder Analysis

S/no	Stakeholder	Functional Responsibility	CUE Expectations	Stakeholders' Expectation
1	Students/ Guardians	Regulate university sub-sector to ensure quality university education	Requisite admission requirements	Create awareness on quality standards
			Aware of quality standards	Approved curriculum
			Feedback on quality issues	Provide mechanisms for feedback



S/no	Stakeholder	Functional Responsibility	CUE Expectations	Stakeholders' Expectation
2.	Universities	Accredit universities, colleges, campuses and programmes	Adherence to Universities Regulations and Universities Standards and Guidelines	Clarity of Universities Regulations, Universities Standards and Guidelines
				Timely accreditation
				Coordinated engagement with universities
		Monitoring of universities	Provide timely and accurate data	Timely feedback
3.	Government Agencies	Policy advisory on university education	Adequate budgetary allocation	Efficient utilization of resources
		Assuring production of quality manpower	Enabling policy, legal and regulatory framework	Actionable policy advisories compliance with statutory obligations
		Reliable data on university education	Data requirements	Provision of data and information
		Accountability and efficiency	Timely release of resources	Prudent use of resources
4.	Private sector	Assuring quality manpower	Provide job opportunities for graduates	Linkage with universities
		Promote sharing of research findings	Industry input on university programmes	
			Internship/attachment opportunities for students	Provide guidelines on internships/ attachments
			Support collaborative research and training	Involvement in programme accreditation process
		Ensure relevant and useful public private partnerships (PPP)	Supporting university programmes	Sustainability of PPP programmes
5.	Development Partners	Accountability, efficiency and transparency	Supporting programmes and projects of CUE	Prudent utilization of resources
				Timely reports and outputs

S/no	Stakeholder	Functional Responsibility	CUE Expectations	Stakeholders' Expectation
6.	Agencies for Quality Assurance	Quality assurance in university education	Sharing best practices	Quality assurance systems
			Agreed minimum standards in university education	Implementation of resolutions
7.	Suppliers	Clear specifications and prompt payments	Quality goods and services and value for money	Transparent and fair procurement process
			Timely delivery of goods and services	Timely payment for goods and services
8.	Peer Reviewers	Clear Terms of Reference (ToRs)	Quality evaluations	Provision of necessary resources Timely payments Capacity building
9.	Public	Effective service delivery	Payment for services where required	Efficient service delivery
		Access to information on university education	Fulfill requirements for the services required	Clarity on the requirements and accountability
10.	Media	Access to information	Objective reporting	Accurate and timely information
			Positive publicity	Sharing information
11.	Professional bodies	Accreditation of professional programmes	Collaboration in accreditation of professional programmes	Engagement on accreditation of professional programmes
12.	Commissioners	Policy and leadership	Oversight and sound leadership	Execute CUE mandate effectively
13.	Commission Staff	Execute CUE mandate	Effective and efficient service delivery	Provide conducive working environment
14.	Staff Union	To provide conducive work environment	Positive engagement	Positive engagement and good governance
15.	Student Recruitment agencies	Licensing	Compliance to set standards and guidelines	Timely processing of applications

# Chapter Three:

## STRATEGY MODEL

### 3.1 Overview

This chapter presents the strategy map and matrix of the Commission. The strategy map defines the vision, mission, key result areas, strategic objectives and core values. The strategy matrix provides a snapshot of the key result areas, objectives and strategies envisioned for the Commission in the next plan period.

### 3.2 Strategy Map

The strategy map illustrating the interface of the vision, mission, key result areas, strategic objectives and core values is shown in Figure 1.

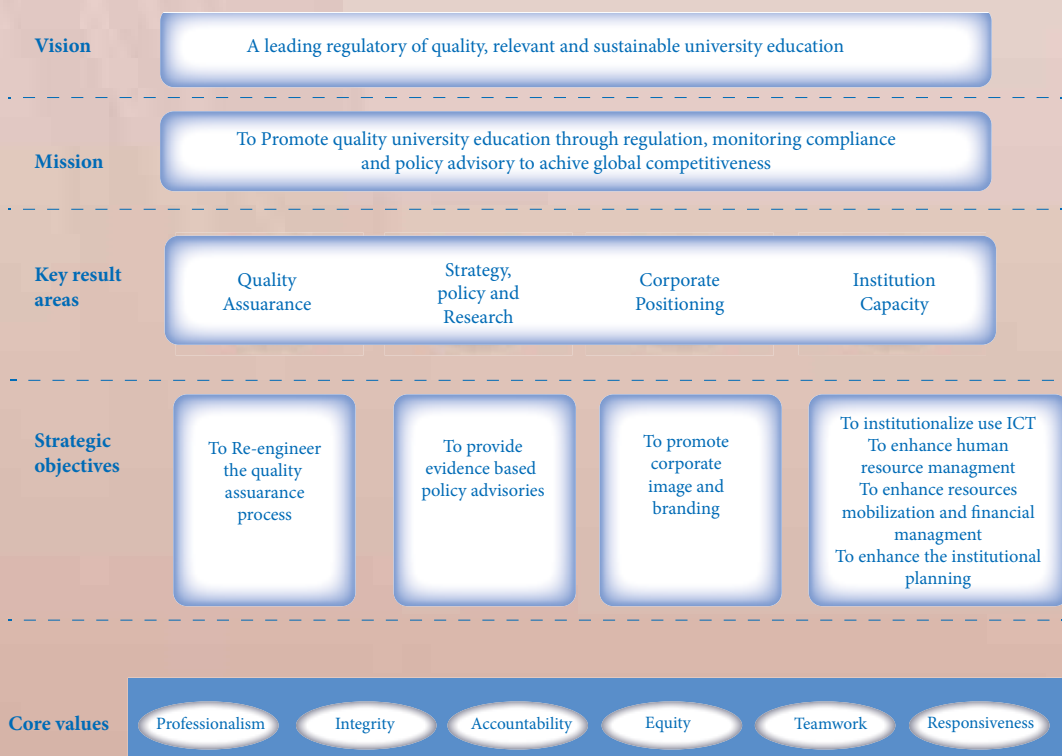


Figure 1: Strategy map

### 3.3 Strategy Matrix

Table 4 shows the strategy matrix having key result areas, objectives and strategies envisioned for the Commission in the plan period. The specific activities, expected outputs and their indicators are presented in the implementation matrix (Annex I).

**Table 4: Strategy Matrix**

S/no	Key result area	Strategic objectives	Strategies
1	Quality assurance	To re-engineer quality assurance processes	Strengthen the instruments of accreditation Accreditation of universities Accreditation of universities programmes Enhance collaborations between institutions Strengthening the peer review process Enhance monitoring of quality in universities Promote good governance in universities
2	Strategy, policy and research	To provide evidence based policy advisories	Review and promote development of human resource capacity in university Monitor and evaluate the state of university education in relation to national development agenda Promote quality research in universities Generate knowledge on pertinent issues on university education
3	Corporate positioning	To promote corporate image and branding	Build capacity on key areas in university education Establish strategic partnerships Enhance the corporate brand
4	Institutional capacity	To institutionalize use of ICT	Integrate ICT in all processes
		To enhance human resource management	Attract and retain competent staff Improve the performance management framework To establish a knowledge management system
		To enhance resource mobilization and financial management	Enhance the collection of fees charged for services rendered to universities Enhance the budgeting process Mobilize resources from external sources
		To enhance the institutional planning	Expand and modernize physical facilities Enhance business processes

## Chapter Four:

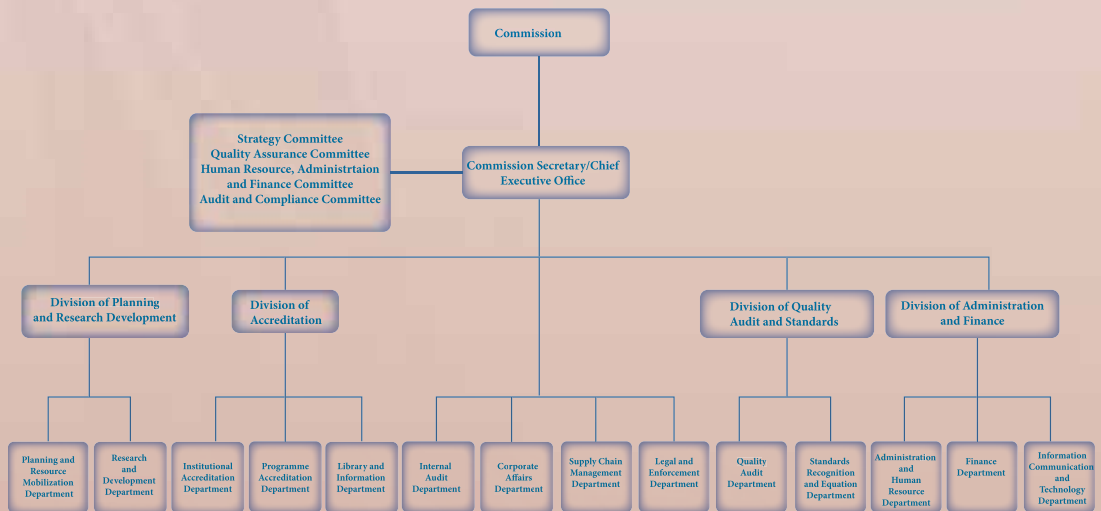
# IMPLEMENTATION AND COORDINATION

### 4.1 Overview

The Commission consists of eight (8) members as spelt out in the Universities Act of 2012 Rev. 2016 (2015). The Commission provides policy and oversight roles to the organization. The functions of the Commission are executed through the following committees: strategy committee; quality assurance committee; human resource, administration and finance committee; and audit and compliance committee. The Commission Secretary/CEO is responsible for day-to-day operations of the Commission, supported by four (4) Deputy Commission Secretaries.

The organization structure is shown in Figure 2.

### 4.2 Structure of the Organization



**Figure 2: Organization Structure**

4.3 Human Resources Management

In the strategic plan period, human resource development will be key in supporting the Commission’s ability to meet its desired goals. The Commission will implement policies and strategies that will attract, develop and retain staff.

4.3.1 Staff Establishment

Table 5 provides the staff establishment of the Commission. The commission has an authorized establishment of 188 staff with 93 positions in-post.

Table 5: Staff Establishment

Cadre	Authorized Establishment	Grades	In-post Staff	Variance
Top management Staff	5	CUE 13-14	4	1
Senior level staff	111	CUE 8-12	42	69
Middle level staff	36	CUE 4-7	26	10
Lower level Staff	36	CUE 2-3	21	15
Total	188		93	95

4.3.2 Human Resource Development Strategies

The Commission will focus on organization transformation to improve human resource productivity as follows:

- i. Enhance organizational structure, people, systems and processes for achieving desired productivity;
- ii. Enhance transparency, accountability and provide direction in the management of human resource in the Commission;
- iii. Enhance performance management framework of the Commission to the specific organizational strategies and national development goals;
- iv. Strengthen human capital capacity to meet the current and future needs of the Commission for effective and efficient delivery of services;
- v. Enhance harmony, fairness and consistency in human resource practices and entrench a work culture that promotes best practice and quality service delivery;
- vi. Optimally utilize the automated human resource system for effective and efficient service delivery; and
- vii. Improve the work environment in the Commission in line with the provisions of the Occupational Safety and Health Act (2007).



## 4.4 Financial Resources

Financial resources are critical in the implementation of the Commission's strategic plan. This plan has considered the financial resources required to implement the proposed strategies. This has been mapped against the current resource thresholds and resource gaps determined.

### 4.4.1 Financial Resource Requirement

The total projected cost of implementing the strategic plan is Kshs 3.38 billion. The financial requirement for each key result area is provided in Table 6.

**Table 6: Financial Resource Requirement**

Key Result Area	Baseline estimates (Ksh. Mn)	Resource Requirements					
		Projected Estimates (Ksh. Mn)					
		2019/20	2020/21	2021/22	2022/23	2023/24	Total
Quality Assurance	151.2	97	107	105	87	141	537
Strategy, Policy and Research	40.6	34	57	47	34	31	203
Corporate Positioning	53.74	35	38	33	38	32	176
Institutional Capacity	92.45	125	106	331	331	331	1,224
Personnel Emoluments	216.6	263.9	290.2	319.3	335.2	352	1,560.6
<b>Total</b>	<b>554.59</b>	<b>554.9</b>	<b>598.2</b>	<b>835.3</b>	<b>825.2</b>	<b>887</b>	<b>3,700.6</b>

### 4.4.2 Financial Resource Gaps

Comparing the resource requirements with the projected Net allocation for the National Exchequer the commission is faced with a total resource deficit of Kshs 2062 billion which will be mobilized through internal sources. Table 7 shows the resources gaps

**Table 7: Financial Resource Gaps**

Financial Year	Strategic Plan Requirements Kshs (Millions )	NET exchequer MTEF projections Kshs (Millions )	Variance Kshs (Millions )
2019/20	554.9	181	322.5
2020/21	598.2	220.0	305.3
2021/22	835.3	231.0	538.8
2022/23	825.2	242.6	521.9
2023/24	887	254.7	570.4
<b>Total</b>	<b>3,700.6</b>	<b>1,129.23</b>	<b>2,258.97</b>

**4.4.3 Resource Mobilization Strategies**

In order to bridge the resource gap, the Commission will employ the following strategies to mobilize resources in the plan period:

**i. Advocate for additional funding from Government**

The Commission will advocate for enhancement of government grants to cover both recurrent and development expenditure.

**ii. Quality assurance strategy**

The Commission collects revenue to support its operations as Gazetted. However, the Commission has not been able to achieve its revenue collection target due to non-remittance of quality assurance charges by universities. The Commission will justify to the National Treasury the need to allocate funds to the Commission specifically for quality assurance.

**iii. Rent from assets**

The Commission will continue to lease out some of its assets.

**iv. Strategic collaborations**

The Commission plans to engage strategic partners to support some of its programmes/projects.

**v. Strategic Training Unit**

The Commission will develop and implement consultancy strategy for research, training and advisory.

#### 4.4.4 Resource Management

The Commission will put in place measures to minimize wastage and losses in its operations. This shall include implementation of efficient and effective processes, systems and procedures which include:

- i. Reduce and reuse;
- ii. Adherence to budget allocations, work plans and procurement plans;
- iii. Awareness creation among all staff on prudent use of resources;
- iv. Purchase of products designed to use less space and material;
- v. Integration of ICT in all operations to increase efficiency;
- vi. Pooling resources and out sourcing of non-core activities;
- vii. Enhance audit of resources and processes; and
- viii. Risk assessment on programmes and projects.

#### 4.5 Risk Analysis and Mitigation Measures

**Table 8: Risk Analysis and Mitigation Measures**

No.	Risk Type	Identified Risk	Level of Risk	Mitigation Measure
1.	Financial	Inadequate financial resources to support CUE programmes and projects	High	<ul style="list-style-type: none"> <li>• Advocate for more funds from Government</li> <li>• Strengthen resource mobilization strategies</li> </ul>
2.	Strategy	Change in government policies and priorities	High	• Periodic review of strategic plan
		Frequent changes in the legislative framework affecting core operations	High	• Advocate for Government support
		Non-compliance to Universities Regulations and Universities Standards and Guidelines by universities	High	<ul style="list-style-type: none"> <li>• Enforce sanctions for non-compliance</li> <li>• Create awareness to universities</li> </ul>

3.	Human Resource	Inadequate staff	Medium	<ul style="list-style-type: none"> <li>Recruitment and replacement</li> </ul>
		Staff turnover	Medium	<ul style="list-style-type: none"> <li>Provide incentives to retain staff</li> </ul>
		Low staff morale and productivity	Medium	<ul style="list-style-type: none"> <li>Develop and implement career progression guidelines</li> <li>Enhance continuous capacity building</li> <li>Enhance performance appraisal</li> <li>Culture change and organization transformation</li> </ul>
4.	Technological	Rapid technological changes	Medium	<ul style="list-style-type: none"> <li>Frequent market surveys to inform changes in technology</li> </ul>
		Malware attack	Medium	<ul style="list-style-type: none"> <li>Regular back up of information and data</li> <li>Creating firewall and regularly updating anti-malware software</li> </ul>
5.	Legal	Litigation	High	<ul style="list-style-type: none"> <li>Continuous engagement with stakeholders</li> <li>Promoting use of alternative dispute resolution mechanisms</li> <li>Establishing appeal procedures/systems</li> <li>Promote harmonization of conflicting legislations</li> </ul>
6	Corporate image	Unco-ordinated communication to the public	Medium	<ul style="list-style-type: none"> <li>Streamline communication channels</li> <li>Adherence to the communication policy</li> </ul>

## Chapter Five:

# MONITORING, EVALUATION AND REPORTING

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### 5.1 Monitoring and Evaluation Framework

Successful implementation of the strategic plan 2019-2023 will be founded on stakeholder participation, good governance and professional approach to institutional management. To ensure implementation remains on course, monitoring and evaluation will be conducted with a view to ensure planned activities are achieved within the stipulated timeframe. The plan will be implemented through annual work plans cascaded to divisions and departments. The budgets, procurement plans and performance contracts for divisions and departments will be aligned to the annual work plans.

#### 5.1.1 Monitoring

Monitoring will be undertaken through an established framework spearheaded by the department of planning and resource mobilization. The department will ensure that the plan remains an important benchmark for tracking, measuring progress, achievements and success. This will be achieved through quarterly, mid-year and annual monitoring.

#### 5.1.2 Evaluation

The Commission will conduct a mid-term review to evaluate the progress made towards achievement of targets and align its activities to any new policy change and emerging issues. An end-term review will be undertaken to assess the outcomes and impact of the strategies implemented.

### 5.2 Reporting Framework

The quarterly, mid-year, annual, mid-term and end-term review reports will be submitted to management and the Commission. The end-term review report will inform the development of the next strategic plan. The reporting framework for the strategic plan is shown in Figure 3.



Figure 3: Reporting Framework

## Annexes

## Annex I: Implementation Matrix

KEY RESULT AREA I: QUALITY ASSURANCE															
Strategic Objective I: To Re-engineer Quality Assurance Processes															
Strategy	Activities	Expected Output	Output Indicators	Target for 5 years	Target					Budget (Kshs. Millions)					Responsibility
					Y1 <sup>1</sup>	Y2 <sup>2</sup>	Y3 <sup>3</sup>	Y4 <sup>4</sup>	Y5 <sup>5</sup>	Y1	Y2	Y3	Y4	Y5	
Strengthen the instruments of accreditation	Review the Universities Regulations	Gazetted Universities Regulations	Gazetted Universities Regulations	2	1			1		4	4	4	4	4	LEGAL
	Develop and review the Universities Standards and Guidelines	Approved Universities Standards and Guidelines	Approved Universities Standards and Guidelines	2	1			1		5	5	5	5	5	DCS QAS
Accreditation of universities	Evaluate proposed universities for establishment	Universities established under LIA or Legal notice	Universities evaluated for establishment under LIA/Legal notice (%)	100	100	100	100	100	100	5	5	5	5	5	DCS ACCRED
	Develop a framework for the establishment of the Open university of Kenya	A framework for establishment of an open university	Approved framework	1	1					4	4				DCS ACCRED "
	Evaluate/Re-inspect university campuses and ODEL centres	University campuses and ODEL centres evaluated/Re-inspected	Campuses and ODEL centres evaluated/Re-inspected (%)	100	100	100	100	100	100	5	5	5	5	5	DCS ACCRED"
	Annually monitor/evaluate institutions with transitional accreditation for award of charter	Institutions with LIA/Constituent colleges monitored/evaluated	Institutions with LIA /constituent colleges monitored/evaluated (%)	100	100	100	100	100	100	100	3	3	3	3	3

Where:

<sup>1</sup> Y1 = 2019/20<sup>2</sup> Y2 = 2020/21<sup>3</sup> Y3 = 2021/22<sup>4</sup> Y4 = 2022/23<sup>5</sup> Y5 = 2023/24



Accreditation of universities programmes	Evaluate curricula for university programmes	Curricula evaluated	Programmes evaluated and accredited (%)	100	100	100	100	100	100	100	25	25	25	25	25	DCS ACCRED
Approve collaborations between institutions	Evaluate proposals for collaborations	Proposals evaluated within set timelines	Collaborations evaluated and approved (%)	100	100	100	100	100	100	100	2	2	2	2	2	DCS QAS
Strengthening the peer review process	Review peer reviewers selection criteria and procedure	Revised selection criteria and procedure	Approved selection criteria and procedure	2	1					1					1	DCS ACCRED
	Develop/review peer review training modules	Training module developed	Number of training modules developed	5	1	1	1	1	1	1	2	2	2	2	2	DCS ACCRED
Enhance monitoring of quality in universities	Develop a quality monitoring strategy	Quality monitoring strategy developed	Approved quality monitoring strategy	1	1					1						DCS QAS
	Conduct Regular institutional quality audits	Regular institutional quality audits done	Number of universities audited	49	4	9	10	2	24	10	22	24	5	5	60	DCS QAS
	Undertake issue based quality audits	Impromptu/issue based audits	Institutions audited (%)	100	100	100	100	100	100	5	5	5	5	5	5	DCS QAS
	Undertake programme quality audits	Programme quality audits	University programmes audited per cluster (%)	100	100	100	100	100	100	10	10	10	10	10	10	DCS QAS
	Develop programme benchmarks for different academic fields	Programme benchmarks developed	Programme benchmarks developed (%)	100	20	20	20	20	20	5	5	5	5	5	5	DCS QAS
	Monitor universities internal quality assurance systems	Universities quality assurance systems monitored	Universities monitored (%)	100	100	100	100	100	100	5	5	5	5	5	5	DCS QAS
	License student recruitment agencies	Student recruitment agencies licensed	Student recruitment agencies licensed (%)	100	100	100	100	100	100	2	2	2	2	2	2	DCS QAS
	Monitor licensed student recruitment agencies	Student recruitment agencies monitored	Student recruitment agencies monitored (%)	100	100	100	100	100	100	2	2	2	2	2	2	DCS QAS
	Recognize and equate foreign qualification	Foreign qualifications recognized and equated	Foreign qualifications recognized and equated (%)	100	100	100	100	100	100	1	1	1	1	1	1	DCS QAS

KEY RESULT AREA 2: STRATEGY, POLICY AND RESEARCH																
Strategic Objective 2: To Provide Evidence Based Policy Advisories																
Strategy	ACTIVITIES		Expected Output	Output Indicators	Target for 5 years	Target					Budget (Kshs. Millions)					Responsibility
						Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
Monitor and evaluate the state of university education in relation to national development agenda																
	Develop indicator framework for university education	Indicator framework developed	Approved indicator framework	1	1			1		3			3		DCS PRD	
	Monitor university education indicators	University education monitoring report	Annual monitoring report	5	1	1	1	1	1	3	3	3	3	3	DCS PRD	
	Develop/review policy criteria and requirement for admission to universities in Kenya	Policy criteria and requirement for admission to universities developed	Policy criteria and requirement for admission to universities developed/reviewed	1	1					15					DCS PRD	
	Collect, analyse and disseminate data on university education	Data on university education collected, analysed and disseminated	Annual university statistics report	5	1	1	1	1	1	9	9	9	9	9	DCS PRD	
Promote quality research in universities	Prepare policy briefs and advisories on university education	Policy briefs and advisories	Number of policy briefs and advisories	10	2	2	2	2	2	1	1	1	1	1	DCS PRD	
	Monitor the status of research and innovation in universities	Research and innovation in universities monitored	Universities monitored (%)	100	100	100	100	100	100	5	5	5	5	5	DCS PRD	
	Develop the directory of credible universities journals	Directory of credible universities journals	Directory of credible university journals developed	1				1			1				DCS PRD	
	Develop university research repository	Research repository developed	Research repository developed	1			1				10				DCS PRD	
Generate knowledge on pertinent issues on university education	Hold symposiums/ workshops/ conferences to promote sharing of research outputs	Symposiums/ workshops/ conferences held	Number of symposiums/ workshops/ conferences	6	1	1	2	1	1	5	5	20	5	5	DCS PRD	
	Review the Commission research policy	Research policy reviewed	Approved research policy	1				1					1		DCS PRD	
	Undertake research on topical issues on university education	Research undertaken	No. of research reports	5	1	1	1	1	1	8	8	8	8	8	DCS PRD	

KEY RESULT AREA 4: INSTITUTIONAL CAPACITY																
Strategic Objective 5: To Institutionalize use of ICT																
Strategy	ACTIVITIES		Expected Output	Output Indicators	Target for 5 years	Target					Budget (Kshs. Millions)					Responsibility
						Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
Institutionalize ICT in all processes	Review ICT policy		Reviewed ICT policy	ICT policy approved	1	1					1					DCS A&F
	Acquire and maintain ICT infrastructure		ICT infrastructure acquired	ICT infrastructure acquired (%)	100	100	100	100	100	100	5	5	5	5	5	DCS A&F
	Develop and implement an integrated Information Management System (IMS)		IMS developed	IMS adopted	100	50	50				25	25				DCS A&F
	Develop and implement an ICT recovery plan		ICT recovery plan developed	An ICT recovery plan adopted	1	1					5	5	5	5	5	DCS A&F
Strategic Objective 5 : To Enhance Human Resource Management																
Attract and retain competent staff	Develop and implement career progression guidelines		Career progression guidelines developed	Career progression guideline approved	1	1					1					DCS A&F
	Recruit and place staff		Staff recruited and placed	Staff recruited and placed (%)	60	12	12	12	12	12	25	25	25	25	25	DCS A&F
	Develop and implement training plan		Staff trained	Staff trained (%)	100	100	100	100	100	100	15	15	15	15	15	DCS A&F
	Develop and implement a succession management plan		Succession management plan developed	Succession management plan adopted	1		1				2	2	2	2	2	DCS A&F
Streamline the Performance Management	Develop and implement mechanisms to promote culture change and organizational transformation		Organizational culture mechanisms developed	No. of mechanisms developed and implemented	10	2	2	2	2	2	2	2	2	2	2	DCS A&F
	Review and implement performance management framework		Performance management framework reviewed	Staff appraised (%)	100	100	100	100	100	100	1	1	1	1	1	DCS A&F
	Develop and implement rewards and sanction policy		Rewards and sanctions policy developed	Rewards and sanctions policy adopted	1	1					1	1	1	1	1	DCS A&F

To establish a Knowledge management System	Develop/review cross-cutting policies	Cross-cutting policies developed/reviewed	Number of cross-cutting policies adopted	5	5	5	5	5	5	2	2	2	2	2	2	DCS A&F
	Develop knowledge management strategy	Approved strategy on knowledge management	A knowledge management strategy adopted	1	1					1	1	1	1	1	1	DCS PRD
	Capacity building on knowledge management	Staff trained knowledge management	Staff trained (%)	100	100	100	100	100	100	3	3	3	3	3	3	DCS PRD
<b>Strategic Objective 6: To Enhance Resource Mobilization And Financial Management</b>																
Streamline the collection of charges	Develop revenue collection strategy	Revenue collection strategy developed	Revenue collection strategy adopted	1	1					1	1	1	1	1	1	DCS A&F
Streamline the budgeting process	Develop program based budgeting	Programme based budgeting developed	Annual programme based budget adopted	5	1	1	1	1	1	3	3	3	3	3	3	DCS A&F
Mobilize resources	Develop Resource mobilization strategy	Strategy developed	Resource mobilization strategy adopted	1	1					1	1	1	1	1	1	DCS PRD
	Develop funding proposals	Funding proposals developed	No. of successful funding proposals developed	5	1	1	1	1	1	1	1	1	1	1	1	DCS PRD
<b>Strategic Objective 7: To Enhance Institutional Planning</b>																
Expand and modernize physical facilities	Develop and implement a 10 year master plan	Developed master plan	Approved master plan	1	1					15						DCS A&F
	Design and construct the Research and Training Centre	Research and training center constructed	A research training centre commissioned	100		30	40	30			250	250	250	250	250	DCS A&F
Streamline business processes	Mainstream internal quality assurance mechanisms	Internal quality assurance mainstreamed	No. of IQA mechanisms	2						5	5	5	5	5	5	DCS PRD
	Develop and implement a corporate business continuity plan	Corporate business continuity plan	A corporate business continuity adopted	1	1					2						DCS A&F
	Monitor and evaluate programme/projects and policies	Monitoring and evaluation report	No. of M&E reports	20	4	4	4	4	4	8	8	8	8	8	8	DCS PRD

<b>KEY RESULT AREA 3: CORPORATE POSITIONING</b>															
<b>Strategic Objective 3: To Promote Corporate Image And Branding</b>															
<b>Strategy</b>	<b>ACTIVITIES</b>	<b>Expected Output</b>	<b>Output Indicators</b>	<b>Target for 5 years</b>	<b>Target</b>					<b>Budget (Kshs. Millions)</b>					<b>Responsibility</b>
					Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	
Build capacity on key areas in university education	Develop an external capacity building framework	Capacity building framework developed	Approved capacity building framework	1	1					3					DCS PRD
	Mapping the university sub-sector issues for capacity building	Capacity building mapping report	Adopted report on capacity building	5	1	1	1	1	1	2	2	2	2	2	DCS PRD
	Develop training modules	Training modules developed	No. of modules developed	10	2	2	2	2	2	5	5	5	5	5	DCS PRD
	Develop and implement the capacity building programmes	Capacity building programme developed and implemented	No. of programmes developed and implemented	10	2	2	2	2	2	10	10	10	10	10	DCS PRD
Establish strategic partnerships	Stakeholder engagement	Strategic partnerships established	No. of strategic partnerships established	20	5	5	5	5	5	8	8	8	8	8	CORPORAT E AFFAIRS
	Re-design the corporate website and continually update the website	Re-designed Website	A re-designed website	1				1		1	1	1	1	1	DCS A&F
Enhance the corporate brand	Revise and Implement the Citizens Service Charter	Service charter revised	Service Charter Adopted	1			1					1			CORPORAT E AFFAIRS
	Undertake Corporate Social Responsibility (CSR)	CSR activities undertaken	No. of CSR activities undertaken	5	1	1	1	1	1	2	2	2	2	2	CORPORAT E AFFAIRS
	Identify and implement corporate branding activities	Corporate branding undertaken	No. of branding activities undertaken	20	4	4	4	4	4	3	3	3	3	3	CORPORAT E AFFAIRS
	Develop media engagement strategy	Media engagement strategy developed and implemented	Adopted media engagement strategy	1	1					1	1	1	1	1	CORPORAT E AFFAIRS
	Undertake customer satisfaction survey	Customer satisfaction survey undertaken	Customer survey reports	2		1			1		6			6	CORPORAT E AFFAIRS

## Annex II: Commissioners



**Prof. Chacha Nyaigotti Chacha**  
Chairperson



**Prof. Collette A. Suda**  
Member



**Dr. Kamau Thugge**  
Member



**Prof. Anne Muigai**  
Member



**Eng. David Onyango**  
Member



**Lucy Kambuni (SC)**  
Member



**Dr. Elizabeth Muli**  
Member



**Prof. Mwenda Ntarangwi**  
Ex-officio Member



**ANNEX III: Strategic Planning Team**

S/No	Name	S/No	Name
1	Prof. Mwenda Ntarangwi	11	Dr. Francis Kibaru
2	Prof. Anne Nangulu	12	Ms. Margaret Kamoni
3	Prof. Walter Oyawa	13	Mr. Joseph Musyoki
4	Prof. Grace Njoroge	14	Mr. John Ndolo
5	Prof. Jackson Too	15	Ms. Stella Kiptoo
6	Dr. Alice Kande	16	Ms. Esther Gathungu
7	Ms. Hyrine Matheka	17	Ms. Angela Nyangera
8	Mr. Reynold Njue	18	Ms. Claris Adoyo
9	Mrs. Lynette Kisaka	19	Mr. Clifford Gicheru
10	Mr. William Mwangi	20	Mr. Shem Gichora





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