



**MAASAI MARA**  
**UNIVERSITY**



**STRATEGIC PLAN**  
**2014-2019**

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## FOREWORD



**Prof. Philip Ngunjiri, Phd.**  
**Chancellor MMU**

Knowledge-based competition within a globalizing economy is prompting a fresh consideration for the role of higher education in development and growth. Previously higher education was often viewed as an expensive and inefficient public service that largely benefited the wealthy and the privileged. Now it is undoubtedly an indispensable tool for virtually all national efforts towards productivity, competitiveness and economic growth. Viewed from this perspective, higher education assumes its rightful place as a priority area in economic planning of a country. It also complements national initiatives aimed at boosting innovation and performance across other economic

sectors.

The World Bank acknowledged this understanding within its Africa Action Plan 2006-2008 that is still a relevant pedestal. The Plan highlighted several roles for higher education under its strategic objective of building skills for growth and competitiveness. These include: provision of relevant skills to the labour market; a capacity to understand and use global knowledge in science and technology, particularly for agriculture; a capability to assess existing information and generate new understanding through research; and a much closer working relationship with the productive sectors of the economy. In short, a more balanced and strategic approach to human capital development is sought in an effort to boost prospects for economic growth in Africa. In addition, MMU Strategic Plan is formulated to address problems facing the pastoralist community in Kenya.

Although the number of Universities in Kenya has increased over the past decades, challenges on access and equity still persist. The Kenyan government has responded favourably by expanding higher education opportunities in both urban and rural areas. The growth in the number of universities opens up opportunities available for research, adoption of technology, innovation and development of market driven programmes which will enhance employability of University graduates leading to economic development. Also in spite of what is known about the development process, gaps in understanding still linger. One of the gaps concerns the interactions among educational achievements, output performance, and improved national income. Therefore continuous search for more knowledge must be encouraged and sustained.

With the above in mind, Kenya will likely feature in the new market trend of exporting skills to other needy parts of the world in general and specifically within the East African community member states, a tendency that is already evident. For example, many Kenyans are currently working in Rwanda and Southern Sudan. This is important as it will have a positive effect on the Country's balance of trade. The Maasai Mara University (MMU) strategic plan for the period 2014–2019 is hinged on this national direction through its strategic goals and strategies that focuses the University to the global educational perspective.

**Prof. Philip Gichonge Ngunjiri, PhD, Reg. Arch., AAK Fellow (A & LA), EIA lead expert**

**CHANCELLOR**

## PREFACE



**Prof. John Joseph Okumu, PhD**  
**Council Chairman MMU**

Maasai Mara University (MMU) is a successor of Narok University College which was established as a University College of Moi University in 2008. The University has made significant strides in establishing requisite infrastructure to mount quality degree programmes. Currently, the University has a student population of about eight thousand, made possible through support of the Government of Kenya.

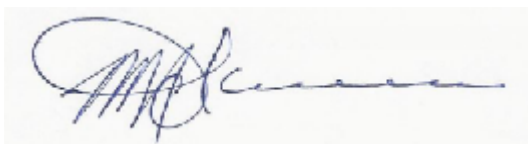
The Strategic Plan has been developed through a process of wide consultations with many stakeholders including the University Management, heads of academic and administrative departments.

It captures MMU's strategic objectives for the period 2014-2019 while taking cognisance of the 2009-2012 strategic plan of its predecessor, Narok University College.

In the strategic plan period, MMU aims to expand access to University education in Kenya by increasing student enrolment levels and providing requisite infrastructure and industry focused programmes. Research conducted in the institution is expected to help provide solutions to environmental, social, economic and cultural resource utilization challenges facing the Country.

MMU will also increase equity in the provision of University education particularly for the marginalized communities and other disadvantaged people in the country. This will be done through affirmative action programmes in admission of students and setting up of satellite campuses. Maasai Mara University will aim at producing graduates who are socially responsible and have skills, attitudes and entrepreneurial spirit necessary in the development of this country as outlined in Vision 2030.

Implementation of this Strategic plan calls for support from the Government of Kenya and other stakeholders. In particular, the University will expect Narok County Government to contribute adequate resources including land and finances to facilitate the growth and strategic direction of the University. On its part, the University will assist the County Government in building its human resource capacity and also in identifying its training needs. Finally, the University expects community involvement and industry linkages to facilitate its growth as a budding world class institution.



**Prof. John Joseph Okumu, PhD**  
**CHAIRMAN OF COUNCIL**



## ACKNOWLEDGEMENTS



**Prof. Mary K. Walingo PhD, MKNAS, EBS.**  
**VICE-CHANCELLOR,**  
**MAASAI MARA UNIVERSITY**

Review of this Strategic Plan was informed by the need to incorporate all University's activities as well as link the plan to Kenya's Vision 2030 and MoEST's Strategic Plan (2012-2017). The review was also guided by the University's mandate to teach, conduct research, provide consultancy and community services in accordance with the Universities ACT , 2012 and the Maasai Mara University Charter, 2013.

The Strategic Plan provides the vision and mission that encompasses views of all those involved in its execution. It presents an analysis of the internal and external environment using Strengths, Weaknesses, Opportunities and Threats (SWOT) and Political, Economic, Social, Technological, Environmental, and Legal (PESTEL) analysis. Subsequently, it identifies the strategies to address them. The plan prioritizes activities to be implemented under the strategies and provides an implementation plan, a monitoring and evaluation system and a projection of resource requirements.

Development of the Strategic Plan was a participatory process which involved many stakeholders from a cross section of the society who contributed immensely to its completion. My gratitude goes to the University Council for their cooperation in facilitating the development of this plan through good-will from, the University Chancellor Prof Philip Ngunjiri and the Council Chairman, Prof John Joseph Okumu. Appreciation also goes to all those who participated in the compilation of this strategic plan that included: the stakeholders, University Management, Senate, Heads of Academic and Administrative Divisions. I therefore call upon all stakeholders of Maasai Mara university to give their full support in the implementation of this Strategic Plan.

A handwritten signature in blue ink, reading "Khakhoni".

**Prof. Mary Khakhoni Walingo. PhD, MKNAS, EBS.**  
**VICE CHANCELLOR**



## LIST OF ABBREVIATIONS AND ACRONYMS

<b>HELB</b>	Higher Education Loans Board
<b>IUCEA</b>	Inter University Council of East Africa
<b>M&amp; E</b>	Monitoring and Evaluation
<b>EAC</b>	East African Community
<b>ODeL</b>	Open and Distance e-Learning
<b>CUE</b>	Commission for University Education
<b>GOK</b>	Government of Kenya
<b>PSSP</b>	Privately Self Sponsored Programmes
<b>UEF</b>	University Expenditure Framework
<b>ICT</b>	Information and Communication Technology
<b>MoEST</b>	Ministry of Education Science and Technology
<b>PESTEL</b>	Political, Economic, Social, Technological, Environmental & Legal
<b>PCC</b>	Performance Contract Committee
<b>ST&amp;I</b>	Science Technology and Innovation

## EXECUTIVE SUMMARY

This Strategic Plan presents the strategic direction for Maasai Mara University for the period 2014 to 2019. The plan highlights key issues, goals, objectives and strategies that will assist the University in the development and management of its resources. Key strategic activities have been identified to achieve the set objectives for the University, after considering relevant policies particularly Kenya Vision 2030, the First Medium Term Plan (2008- 2012), and the Ministry of Higher Education, Science and Technology's policy guidelines. The review of this Strategic Plan was also guided by the Maasai Mara University (MMU) mandate to teach, conduct research, provide consultancy and community services in accordance with the Universities ACT 2012 and the Maasai Mara University Charter 2013 and the Education Act Cap 211.

The plan is organized in six chapters to help realize the University's overall objective and the University's activities as well as link it to Kenya's Vision 2030 and MoEST's Strategic Plan (2012-2017). The highlights of each chapter is summarized in subsequent paragraphs.

Chapter One provides background information on the University indicating the historical background, the University Reforms forming the base upon which the Plan is developed .

Chapter Two covers vision, mission and core values. It also outlines Stakeholder Analysis, SWOT and PESTEL Analysis

Chapter Three details the Strategic Direction and implementation matrix indicating the six identified Strategic goals to be addressed by this Strategic Plan, namely; Marketing and Branding, Human resource management, Finance, Administration, quality management and ICT. For each of the stated goals, relevant strategic objectives were formulated along with appropriate activities that will address them.

Chapter Four presents Resource mobilization and the implementation plan.

Chapter Five provides a Monitoring and Evaluation (M&E) mechanism for the strategies. M&E is to ensure accountability to all parties involved in the programmes, help assess the use and delivery of resources in accordance with the implementation plan and monitor the achievement of intended outputs in a timely manner. Alternative M&E methodologies including regular reviews, spot inspections and observations as well as special and rapid assessment surveys will also be adopted. It also proposes establishment of a Performance Contract Committee (PCC) and Strategic Plan implementation Committee (SPIC) to manage M&E process.

## CHAPTER ONE: INTRODUCTION

### 1.0 BACKGROUND

Maasai Mara University is a successor of the then Narok University College which was established as a University College of Moi University in 2008. The university is located within Narok County. It attained full university status following the enactment of the University's Act, 2012 and the award of the charter on 12<sup>th</sup> February 2013 from which it draws its mandate. The University now operates five Schools namely: School of Science and Information Sciences, School of Education, School of Business and Economics, School of Tourism and Natural Resource Management and the School of Arts and Social Sciences.

The Kenyan education sector has generally in the last decade witnessed substantial growth especially in the University sub-sector. This has seen expansion in the number of universities and university colleges. The expansion threatens the quality of higher education due to high costs of infrastructural and human capital investment required. However, the increased number of universities has failed to meet the demand for University education. In the 2012/13 academic year, the Joint Admissions Board (JAB) could only admit about 35% of the students who qualified for admission to public universities. The rest were left to seek admission through parallel degree programmes or join private universities. Lack of capacity in public universities will adversely affect access to higher education since only a few students can afford the fees for self-sponsored programmes in public and private universities. It is against this background that Maasai Mara University ought to enhance its image as a world class teaching, learning and research institution and participate fully in the national development agenda. To this end, the University will boldly face the challenges and strategically utilize opportunities and resources available in order to transform itself into a centre of excellence in Higher Education.

As an Institution of higher learning, MMU has defined its strategic direction in line with the Strategic planning issued by the Ministry for Planning and National Development and Kenya's Vision 2030. It incorporates key policy documents and provides the University's rallying vision, mission, core functions, core values, principles, strategic issues, strategic objectives, organizational structure and resource requirements.

Preparation of this Strategic Plan took cognizance of the strengths, weaknesses, opportunities and threats of MMU revealing key priority areas that needs to be addressed. In addition, national, regional and international issues affecting University Education have been considered to maintain relevance and competitiveness. This Strategic Plan will assist MMU to overcome its weaknesses

and threats as well as maximize on its strengths and opportunities for the benefit of the country in the face of global economic uncertainties. Further, it will provide MMU with an opportunity to unite with stakeholders in addressing issues facing the University.

## **1.2 VISION**

To be a world Class University committed to Academic Excellence for Development.

## **1.3 MISSION**

To provide quality University education through innovative teaching, research and consultancy services for development

## **1.4 VALUES**

The core values of MMU constitute the fundamental beliefs that drive the University. These beliefs are essential and must be upheld because they make the University visionary for the standards of behaviour that define her culture. MMU therefore upholds the following core values:

### **1.4.1 Teamwork**

Adopt a participatory approach in discharging the mandate of the University.

### **1.4.2 Professionalism**

Maintain high standards of professionalism in executing the mandate of the University.

### **1.4.3 Creativity and Innovativeness**

Utilize up-to-date and most appropriate technology in achieving the University's objective.

### **1.4.4 Transparency and Accountability**

Uphold clarity and simplicity in all endeavors of the University.

### **1.4.5 Excellence**

Uphold the practice and orientation for excellent performance within the University.

### **1.4.6 Equity and Social Justice**

Uphold equal treatment to all and practice fair judgment in all matters of the University.

These values will help MMU in the transformation of human conduct in governance and management practices.

## **1.5 STATEMENT OF PRINCIPLES**

MMU's achievement of the objectives articulated in its Strategic Plan 2014-2019 shall be governed by the following principles:

**Equity** : The provision of conscious balance in distribution of opportunities and benefits derived from the University's programmes and projects.

**Social justice :** The provision of fair judgment and sensitivity to all forms of vulnerability in the management of affairs of the University.

**Responsiveness:** Demands for informed engagements to direct the utilization of the University resources.

**Internationalization :** Provision for expansion of the scope and level of benchmarking of knowledge and products of the University.

**Subsidiarity:** Provision for multi-level participation and involvement of a wide range of stakeholders in the realization of University's aspirations.

**Asymmetry:** Recognition of the need to address the differentials and imbalances in the University programmes and projects.

## 1.6 MANDATE AND FUNCTIONS

The mandate of Maasai Mara University is to teach, conduct research, provide consultancy and community services in accordance with the Universities ACT, 2012 and the Maasai Mara University Charter, 2013.

The University is required to :

- i. Provide directly or in collaboration with other institutions of higher learning, facilities of University education (including technological, scientific and professional education), the integration of teaching, research and effective application of knowledge and skills to the life, work and welfare of the citizens of Kenya
- ii. Participate in the discovery, transmission and preservation, and enhancement of knowledge and to stimulate the intellect, participation of students in the economic, social, cultural, scientific and technological development of Kenya
- iii. Provide and advance University education and training to appropriately qualified candidates, leading to the conferment of degrees and award of diplomas and certificates and such other qualifications as the Council and the Senate shall from time to time determine and in so doing contribute to manpower needs
- iv. Conduct examinations for such academic awards as may be provided in the statutes pertaining to the University
- v. Examine and make proposals for new faculties, schools, institutes, departments, resource and research centres, degree courses and subjects of study

- vi. Play a leading role in the development and expansion of the opportunities for higher education and research
- vii. Develop as an institution of excellence in teaching, training, scholarships, entrepreneurship, innovation, research and consultancy services
- viii. Participate in commercial ventures and other activities to the benefit of the institution, community and stakeholders
- ix. Develop and provide educational, cultural, professional, technical and vocational services to the community and in particular foster corporate social responsibility and the practical arts
- x. Provide programmes, products and services in ways that reflect the principles of equity and social justice
- xi. Facilitate student mobility between different programmes at different training institutions, universities and industry
- xii. Foster the general welfare of all staff and students

## CHAPTER TWO: SITUATIONAL ANALYSIS

### 2.0 INTRODUCTION

MMU is a creation of its history, traditions, background, surroundings and its relationship with all its stakeholders. Further, MMU exists within the context of macro, political, economic, social, technological and legal environment. Issues of cultural, economic and regional diversity are critical for its existence. These factors which are both internal and external affect the way MMU accomplishes its mission and realizes its vision.

### 2.1 CRITICAL ISSUES

#### 2.1.1 Access and Equity

The government policy on subsidized secondary education has led to exponential demand for higher education in Kenya. Further demand will arise from the EAC Integration process under the auspices of IUCEA.

As at the 2011/2012 academic year Maasai Mara University had a student population of 4,000. It is anticipated that the student numbers will be grown to approximately 18,500 by the end of the plan period to represent an annual growth rate of 36% from the base year. The admission criteria that takes care of age and work experience for deserving cases will be developed to further expand access.

By the beginning of the 2011/12 academic year the University had established learning centers in; Nairobi, Nyandarua, Bomet, Kilgoris, Kajiado and collaborating with ESMART (Kisii, Mumias), Highlands State College, AICO, KSPS, and Karen International College. The University will use existing centres to grow student numbers and increase access within the plan period. Other viable areas will be explored for setting up new campuses.

Internal policies on credit transfer and exemptions that are aligned with IUCEA regulations will be revised to allow credit transfer and exemptions for qualified students from other institutions. Online application and registration will be implemented to expedite the admission process. Open and Distance Learning (ODL) approaches will be established to reach out to learners world wide.

#### 2.1.2 Academic Programmes

Currently MMU has 30 academic programmes cutting across the following schools: School of Education, School of Business and Economics, School of Tourism and Natural Resource Management, School of Science and Information Sciences and School of Arts and Social Sciences. Two flagship programmes will be established in the plan period, in an effort to strategically position the University in the market.



The University will carry out market surveys to be able to develop market driven programs that are in line with industry. Collaboration with industry, through student attachments, apprenticeship, linkages with professional bodies and internship programs will be done to enable the University produce relevant skills.

The University will rationalize, review, redesign and develop attractive academic programmes to attract quality students and staff. MMU will also seek to gain comparative advantage in the areas of Tourism and Natural Resource Management and Sciences. MMU will offer specific professional certification programs in line with the degree programs being offered and integrate its programs with community service. The University will liaise with relevant regulatory bodies with the aim of ensuring that the academic programs are accredited.

The University is committed to integrating ICT into all University programmes. This will ensure that MMU graduates are well equipped with modern ICT knowledge and are able to cope with the dynamic market needs. Currently, there is a teaching computer lab with internet connectivity and two hotspots for the University community. Further, the University intends to enhance its research activities by establishing a computer research laboratory for computer scientists.

### **2.1.3 Research, Innovation and Extension**

MMU continues to engage in research as per its mandate and has had a number of research projects funded by different research agencies. The current level of research funding within the University stands at 2.5% of the University budget. This will be improved to 5% as recommended by Commission of University Education (CUE).

In this plan MMU seeks to strengthen its research capacity by attracting leading researchers to produce research outcomes of highest international standards. It will also give postgraduate research training in applied research and knowledge transfer activities to further enhance research output.

The University will continue to monitor its own research performance using benchmarking as a basis for continuous improvement in research outcomes and devise recognition criteria to honour individual researchers. In this regard, a directorate of research will be established to coordinate research activities and encourage a culture of research and innovation through training, establishment of university journals and fostering seminar series in the institution. Innovations will be encouraged by establishing incubation centers. Research findings and innovations will continually be communicated to enhance application.

#### **2.1.4 Infrastructure Development**

The available lecture halls and standard lecture rooms have a total capacity of 4000 students. Lecture halls are fitted with inbuilt Public Address system to facilitate ease of communication. A modest library is available, however due to the growing numbers of students there is an urgent need to expand the facility. Other facilities in the University are: Hostels with a capacity of 1200, three science laboratories, catering halls for students and staff, health centre and water and sewerage system. Sports facilities within the University include: a standard football pitch, basket ball pitch, athletics track, hockey pitch/hand ball and tennis pitch.

Maasai Mara seeks to develop additional facilities and maintain existing ones. On-going developments will continue and more effort will be directed to source for more funds to allow expansion. Public-Private Partnerships will be adopted as a strategy to improve on the facilities.

#### **2.1.5 Engagements, Linkages and Partnerships**

MMU continues to embrace partnerships and engagements as a central theme of academic and scholarly activity. Currently the University has established partnerships with a number of reputable universities such as Clemson State University (USA), The University of Pau (France) among others. The University will develop and communicate a campus-wide range of activities that involves corporate and community partnerships. The University will ensure that undergraduates participate in community-engaged learning experience during their academic career. The University will improve communication, coordination and marketing of university partnerships and engagement activities and capacity. Efforts will be made to use talents and disciplines of the University community to foster economic development in the region. International partnerships will be developed to increase international students enrolment and enhance faculty and student exchange. Further linkages will be established with the industry and other relevant insitutions to enhance academic growth through industrial attachments and teaching practice.

#### **2.1.6 Community Service**

MMU seeks to be a force, locally, nationally and internationally by bringing knowledge to bear on the great issues facing the world and by producing graduates prepared to exercise social leadership and environmental responsibility. The University has an important contribution to make to the sustainability of economic systems, the environment and civil societies. This commitment means that its graduates will be trained to be informed, ethically aware, socially responsible citizens, having critical thought and equiped to aid in maintenance of a just, properous and sustainable society.

In an effort to play an active role in socio-economic development in the country, the University will provide need-based community extension services through consultancy, transfer of appropriate knowledge and technologies for industrialization. The extension services to be provided by the University will be derived from community surveys done from time to time and enquiries from individuals and community groups. The key areas of focus will be the establishment of a bio-gas production unit for demonstration to the community, conservation and preservation of the diverse Kenyan cultural heritage through setting up of a Cultural Institute among others.

### **2.1.7 Institutional Management and Leadership**

The University will adopt a structured approach to planning based on clear policies and procedures for efficient short-term, medium, and long-term planning processes. It will maintain strategic and operational plans at all levels and adopt a rigorous annual planning and accountability cycle to ensure meaningful reporting of performance. A culture of continuous improvement will be embedded in all management systems and processes, and measurement will be done through accurate benchmarking and gap analysis against appropriate national and international comparable institutions.

The University requires that all managers and supervisors accept a binding personal responsibility for meeting its compliance and/or reporting obligations, particularly those relating to work performance, personal health and safety, risk management and legal and regulatory compliance.

### **2.1.8 Financial Resources**

The GoK policy for allocating funds to universities was initially based on the number of students joining the University and the cost of running specific programmes. However, the current practice of funds allocation does not match the actual cost of running programmes hence the financial constraints experienced particularly by young universities. Like other public universities, most of MMU's programmes are funded by the GoK. However, allocations from Treasury and funds generated through both Privately Sponsored Students Program (PSSP) are insufficient to cover the growing needs of the University.

The University seeks to increase the budget and improve the budget planning process of the entire University departments, develop and maintain a goal-oriented balanced budget supporting strategic priorities and contingencies for future uncertainties. The University will seek to apply the principles of organizational development to provide a framework for managing the change process, to assess and solve university problems and to achieve greater effectiveness.

The University recognizes the need to diversify and expand funding from non-government sources to achieve longer term competitiveness and sustainability. In this spirit, Maasai Mara will develop resource mobilization strategies to provide a strong support to the financial base. In evaluating opportunities for revenue generation, the University will be business like, requiring fully-costed business plans before approving entrepreneurial activities, and identifying and concentrating especially on strategies promising optimal long-term growth prospects, profit-margins and scalability.

The University requires all budget holders to consistently deliver financial outcomes within or better budgets, to manage resources prudently and efficiently, to contribute to revenue growth, and to understand and implement financial management in strategic terms. MMU attaches the highest possible priority to managing financial resources and capital assets efficiently, achieving value for money from public funds.

### **2.1.9 Human Resources**

The University is committed to attracting, recruiting and retaining a highly qualified and motivated multidisciplinary workforce.

Currently the lecturers/student ratio is below the recommended ratio by CUE. However the gap will be bridged by hiring competent part time lecturers. To this end, the University is committed to recruitment policies and processes designed to secure academic and support staff of the highest calibre. The University seeks to make academic appointments to people who are producing or have the potential to produce significant research outputs. The University will pursue policies and practices that ensure equality and diversity in the workplace. Maasai Mara encourages and assists staff to achieve their full potential by recognising and rewarding excellence and by providing all staff with systematic feedback on their performance and opportunities for improving their skills.

2.2 STAKEHOLDER ANALYSIS

STAKEHOLDER ANALYSIS			
No.	Stakeholder	What they do	What's our Interest
1	<b>Government Ministries and Departments</b>	Provide funding	A source of funds for development programmes
		Develop relevant national policies	Policy direction to align the University policies to the national development goals
		Enact and review relevant laws and regulations	Provide the requisite legal environment
		Development of standards and Curriculum approval	Alignment of the Curriculum delivered at Maasai Mara univeristy to the national skills needs as well as industry standards
		Employment of graduands	Employment of Maasai Mara University graduates
2	<b>Industry</b>	Employ human resources for management and production	Graduates of Maasai Mara University will be employed in the Industry
		Innovation for productivity and competition	Industrial innovation will guide curriculum review in the university for global competitiveness
		Take in interns for learning and benchmarking (attachment)	The attachments provided by Industry improve the relevance of students and practical experience in training
		Uptake of modern technology for production and services	The technology in industry is a signal to the University on the training equipment and facilities upgrade requirements from time to time
3	<b>Parents/ Guardians</b>	Parental financial and material support to students	Parents provide students for training in the university and pay fees for them
		Link the University and the Community	Being members of the Community the parents ensure linkages and collaboration of the University and the Community
4	<b>Civil Society and the Media</b>	Offer development support to the Community and university	The civil society will support university in its development programmes

<b>STAKEHOLDER ANALYSIS</b>			
<b>No.</b>	<b>Stakeholder</b>	<b>What they do</b>	<b>What's our Interest</b>
		Dessimination of information	Accurate reporting of the university activities and programmes
		Provide sponsorship to needy students	They will pay fees for needy students
<b>5</b>	<b>Suppliers/ Contractors</b>	Supply of goods and services	Suppliers will supply goods and services to the University and the contractors undertake infrastructure development
<b>6</b>	<b>Development Partners</b>	Provide funding and material support	Financial and material support

### 2.3 SWOT ANALYSIS

The strengths, weaknesses, opportunities and threats of Maasai Mara University are given below.

1. Strengths	2. Weaknesses
<ul style="list-style-type: none"> <li>a) Diversified University programmes.</li> <li>b) The strategic location of the University within Narok Town.</li> <li>c) Proximity to Maasai Mara and Mau complex.</li> <li>d) Availability of University land for expansion purposes</li> <li>e) Committed and visionary Council and University leadership</li> <li>f) Funding from the exchequer</li> <li>g) Qualified and diverse workforce.</li> <li>h) Ability to attract research funding, initiate linkages and networks</li> </ul>	<ul style="list-style-type: none"> <li>a) Bureaucracy in approval and implementation of policies</li> <li>b) Inadequate marketing</li> <li>c) Untimely response to market needs</li> <li>d) Inadequately linkages with industry in hotels and tourism</li> <li>e) Inadequate infrastructure (teaching and non-teaching)</li> <li>f) Inadequate financing</li> <li>g) Lack of clear policy framework to guide staff training and development</li> <li>h) Limited ICT infrastructure</li> <li>i) Mismatch in work tasks and qualifications</li> <li>j) Inadequate modern equipment in laboratories.</li> <li>k) Lack of clear focus on core functions of the University</li> <li>l) Inadequate human Resource.</li> <li>m) Drug and substance abuse among staff and students</li> <li>n) Reluctance on adhering to university operational guidelines</li> <li>o) Insufficient reference materials</li> <li>p) Staff turnover</li> <li>q) Insufficient research output</li> </ul>
3. Opportunities	4. Threats
<ul style="list-style-type: none"> <li>a) Sharing of the university name with a tourism brand name</li> <li>b) Many areas in our country not covered by universities</li> <li>c) The high output of Secondary school leavers and private sector technopreneurs who seek to acquire university education.</li> <li>d) Presence of devolved governance systems in the country</li> <li>e) Public private sector partnership in infrastructural development</li> </ul>	<ul style="list-style-type: none"> <li>a) Competition from other universities</li> <li>b) Frequent change in the rules that govern university programmes by Regulatory Bodies</li> <li>c) Data security and integrity</li> <li>d) HIV/AIDS menace affecting staff and students.</li> <li>e) Dwindling financial support from exchequer</li> </ul>



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	f) Goodwill from the surrounding community g) A wide catchment area.		
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## 2.4 PESTEL ANALYSIS

### 2.4.1 Political Factors

The political factors favouring the growth of the University include the following;

- a) The Government's policy papers and strategies such as the Sessional paper No. 1 of 2012 on Education Training and Research, and the Vision 2030 give high priority to skills development for national development process that will enable growth and international competitiveness.
- b) Promulgation of the new constitution giving emphasis to devolution and rights to education and training provides high opportunity for the University to expand to meet demands of the Counties in developing skills.
- c) Provision of support to needy students through CDF, HELB, Bursaries and scholarships

The following may hinder the growth of the University in fulfilling its mandate:

- The possible reorganization of Ministries driven by reorganization of government from time to time may affect the internal policy documents and the Strategic Plan of the University during implementation.

### 2.4.2 Economic Factors

The following economic factors favour the growth of Maasai Mara University;

- a) The Kenya Vision 2030 has accorded human resource development high priority. Vision 2030 is based on the realization that in an increasingly knowledge-based and globalized world, technical training is essential, both for social and economic progress and for global competitiveness of our nation. In view of this, the University has a special role in human resource development, research and knowledge generation
- b) High economic growth has created opportunities for investment in Higher Education.

The following economic aspects hinder the growth of Higher Education initiatives;

- a) The policy, planning and budgeting processes do not fully reflect the importance of University and Higher Education in driving economic growth and achieving the MDGs or the reduction of poverty.
- b) Low investment by private sector in University education.
- c) Weak inter-linkages currently exist among research, extension and production systems.
- d) Lack of mechanisms to capture the contribution of University Education in national production.

- e) In 2010, the Kenyan economy grew by 5.6% compared to a growth of 2.6% in 2009. The economic growth is likely to continue but at a reduced rate of between 3.5-4.5 % in 2014. Inflation rate was maintained within the GoK target of 5.0% over the same period. Used as economic indicators, these fluctuations impact negatively in the demand for education and government support to higher education. By extension, the high inflation rate affects the ability of students to access basic needs and impact negatively on their academic lives.

### 2.4.3 Social Factors

Social-cultural factors that favour promotion and growth of Maasai Mara University include;

- a) A growing young population that is available to exploit potentialities offered by the University and Higher education.
- b) The new constitution that caters for equity
- c) The change of culture in promoting female education and training

The social-cultural factors that negatively influence the growth of University education in National development include:

- a) Though Kenya still has a large pool of qualified personnel, this is threatened by the significant emigration from Kenya to other growing Countries like Rwanda and Southern Sudan.
- b) Major natural catastrophes such as HIV/AIDS have led to loss of Kenyans in the age bracket 15 to 49 years. This leads to loss of many skilled University personnel.
- c) The current education and University training curricula in Kenya do not adequately encourage acquisition of skills and knowledge in science and technology and change of attitude towards sciences posing a challenge to the growth of Science education.
- d) The high rate of unemployment of the University graduates discourages potential students from enrolling for University Education programmes
- e) Over the last couple of years, terrorism has become a threat, particularly in Kenya which for long was hailed as an island of peace. Kenya has witnessed an emergence of terror gangs which have infiltrated the jobless and despondent youth. This will affect the University because some of the Development partners might shy off from helping or investing in the University

### 2.4.4 Technological Factors

The technological factors that favour the growth of the University are as below:

- a) The Government views a strong human resource capacity as a necessity for the nation to participate as a full partner in the world's fast forming, knowledge-based economy. The use of Education as a tool for national development and international competitiveness requires an effective system for innovation, technology adoption, diffusion and transfer.
- b) University Education supported to a large extent by ICT, has become a major driving force of economic change in many nations. ICT has also improved the rate of communication and information exchange. The ICT sectors are rapidly developing in Kenya.
- c) The Government is committed to expanding communication network through fiber optic network which will facilitate telecommunication, and open distance (OD) and E-Learning.
- d) Adoption of knowledge management information system by the government

Technological related factors that negatively affect University education include:

- a) Currently there is a wide disparity in capacity between Kenya and the industrialized nations. The widening technological gap and the rate of adoption of technology in training is a threat to the growth of University in Kenya in terms of training tools and equipment.
- b) Low investment in technology in the country.

#### **2.4.5 Environmental Factors**

Environmental factors that favour adoption and application of University education include:

- a) Kenya recognizes the value of her environmental resources. It also recognizes that degradation of the environment can adversely affect productivity and increase levels of poverty in the country.
- b) The Environmental Management and Coordination Act (1999) provides that everybody in Kenya are entitled to a healthy environment that they are required to safeguard and enhance.

Environmental factors that limit the adoption and application of University education include:

- a) A number of human related activities around University have led to environmental harm. The rate of exploitation of the land and biological resources is considered unsustainable. Natural ecosystems, important for a number of natural services and products are being converted to other uses or face the threat of degradation due to pollution.
- b) Enhanced emission of greenhouse gases into the atmosphere has led to global warming and climatic change, and the changes to the earth surface through various human activities, including waste disposal, has contributed to global environmental change, the local magnitude and potential impact of which is yet to be established. To Maasai Mara

University, these changes pose both potential risks and opportunities for food production, human health and energy availability, among many others.

- c) High Electricity tariffs are conduits for Kenyans to seek alternative energy supply thereby destroying the environment.

#### **2.4.6 Legal Factors**

There exists a variety of policies and policy instruments that positively or negatively impact upon the effectiveness with which Kenya harnesses its potential.

The major factors favouring adoption of University education is existence of a functional legal framework. The University Act and Education Acts provide the policy and legal framework to guide the growth of Universities in the country and in effect the growth of Maasai Mara University. However, a limiting factor to the application of the act could be conflicting legal instruments governing provision of University education.

**CHAPTER THREE: STRATEGIC DIRECTION AND IMPLEMENTATION MATRIX**

**3.0 INTRODUCTION**

The Strategic goal, strategies together with the corresponding activities and expected outputs are tabulated in the implementation matrix below. Financial estimates are also provided for the indicated period of actualization.

**3.1 STRATEGIC GOAL 1: TO INCREASE UNIVERSITY VISIBILITY THROUGH COMMUNICATION, MARKETING AND BRANDING**

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
<b>Strategy 1: Increase the marketing activities</b>							
1	To advertise in both print and electronic media	Advertisement in print and electronic media	Percentage	100	Registrar Administration	2014/19	40M
2	Make roadshows in our catchment areas	Road shows made in our catchment area	Number of roadshows per year	5	Director Linkages marketing and collaboration	2014/19	8.7M
3	Make visits and sensitize the public on the University programmes	visits and sensitize the public on the University programmes made	Percentage	100	Director Linkages marketing and collaboration	2014/2019	7M
4	Production of banners and brochures	banners and brochures produced	Number produced annually	20,000 brochures and 50 banners	Director Linkages marketing and collaboration	2014/2019	3.8M
<b>Strategy 2: To enhance the University image</b>							

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
5	Production of branded T-shirts, caps, bags and Umbrellas	Branded T-shirts, caps, bags and Umbrellas produced	Number	1,000 for each item	Director Linkages marketing and collaboration	2014/2019	10.3M
6	Organizing of conferences and seminars	Conferences and Seminars organized	Number annually	4	DVC(AI		
<b>Strategy3: To improve the Response on market needs</b>							
7	Development of new demand driven programmes	Demand driven programmes developed	Number	5	DVC(ARSA)	2014/2016	3.75M
8	Roll out needed programmes at the satellite Campuses	Needed programmes at the satellite Campuses rolled out	Percentage	100	DVC(ARSA)	2014/2019	1M
<b>Total: To increase University visibility through, Communication, Marketing and Branding</b>							<b>80.55M</b>



STRATEGIC PLAN 2014-2019

**3.2 STRATEGIC GOAL 2: TO ENHANCE HUMAN RESOURCE MANAGEMENT**

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
<b>Strategy 1: Establish the Policy framework on staff training and development</b>							
1	Develop policy framework for training and development	Policy framework for training and development developed	Number	1	Registrar Administration (admin staff)/ Registrar Academics (Academic staff)	2014/2015	0.25M
2	Training and development of academic staff	Academic staff trained and developed	Percentage of identified staff	100	Registrar Academics	2014/2019	14M
3	Training and development of Non teaching staff	Non teaching staff trained and developed	Percentage of identified staff	100	Registrar Administration	2014/2019	5M
4	Start scholarship programme for staff	Scholarship programmes for staff started	Percentage	50	DVC(ARSA)	2014/2019	6.3M
<b>Strategy 2: To Develop a Promotion and Retention Policy Framework for University Staff</b>							
5	Develop a promotion and Retention policy	Promotion and Retention policy developed	Number	1	Registrar Administration	2014/2015	0.25M
6	Regular staff reviews for promotion	Staff reviewed and promoted	Percentage of identified staff	100	Registrar Administration	2014/2019	0.25
<b>Strategy 3: To Develop relevant skills in non teaching staff</b>							

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
7	Carry out skills Audit among the non teaching	skills Audit among the non teaching carried out	Report	1	DVC(AF&P)	2014/2015	0.3M
8	To train the workforce in line with their duties	Workforce restructured	Report	1	DVC(AF&P)	2015/2019	5M
<b>Total: For Enhancing Human Resource Management</b>							<b>31.35M</b>

STRATEGIC PLAN 2014-2019

**3.3 STRATEGIC GOAL 3: TO EXPAND AND DEVELOP FINANCIAL AND INFRASTRUCTURAL RESOURCES**

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
<b>Strategy 1: To enhance the University income streams</b>							
1	Increase the number of students under PSSP	Students number under PSSP increased	Percentage of the preceeding year	40	Registrar Academics	2014/2019	Already covered in marketing activities
2	Enhance ways on fee collection	Fee collection enhanced	Percentage per semester	100	Finance Officer	2014/2019	12M
3	Develop IGA policy	IGA policy developed	Number	1	DVC(AF&P)	2014/2015	0.25M
4	Implement the IGA policy	IGA policy implemented	Number of projects in place	5	DVC(AF&P)	2014/2019	184M
5	Develop a policy on consultancy services	Consultancy services policy developed	Number	1	Dean School of Business and Economics	2014/2015	0.2M
6	Implement the consultancy policy	Consultancy policy implemented	Percentage of consultancy services offered	40	Dean School of Business and Economics	2014/2019	1M
7	Develop a policy on establishment of Campuses	Policy on establishment of campuses developed	Number	1	Vice Chancellor	2014/2015	0.25M
8	Implement the establishment of campuses policy	Establishment of campuses policy implemented	Number	2	Vice Chancellor	2015/2019	14M

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No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
9	Establish ODeL programmes	ODeL programmes established	Percentage	50	DVC (ARSA)	2015/2019	5M
10	Identify Development Partners for Collaboration	Development Partners for Collaboration identified	Number of signed MOUs	6	DVC(AF&P)	2014/2019	3M
11	Write Fundable Development Proposals	Fundable development Proposals Written	Number per Year	12	DVC(AF&P)	2015/2019	6M
12	Establish an Alumni	Alumni established	Number	1	DVC(ARSA)	2015/2016	0.1M
<b>Strategy 2: Improve the University infrastructure</b>							
13	To construct a Modern Library	Modern Library constructed	Number	1	Vice Chanchellor	2015/2019	800M
14	Construct Laboratory Block	Laboratory block constructed	Number	1	Vice Chanchellor	2015/2019	900M
15	Construct a Modern Administration block	Modern Administration block constructed	Number	1	Vice Chanchellor	2015/2019	200M
16	Construct and equip Lecturers Block	Lecturers offices constructed and equiped	Number	1	Vice Chanchellor	2015/2019	350M
17	Construct Student Centre	Student centre constructed	Number	1	Vice Chanchellor	2016/2019	350M

STRATEGIC PLAN 2014-2019

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
18	Construct and equip University Health Centre	University Health centre constructed	Number	1	Vice Chancellor	2015/2019	300M
19	Complete the Student Hostel	Student hostel completed	Number	1	Vice Chancellor	2014/2017	70M
20	Construct a Perimeter Fence and Modern Gates	Perimeter fence and Gate Constructed	Number	2	Vice Chancellor	2015/2017	60M
21	Construct a Dinning Hall	Dinning hall constructed	Number	1	Vice Chancellor	2015/2019	100M
22	Contract a Sewerage System	Sewerage system constructed	Number	1	Vice Chancellor	2014/2019	35M
23	Construct and equip a Referral hospital	Referral hospital constructed and equiped	Number	1	Vice Chancellor	2015/2019	8400M
<b>Total: To expand University Financial and infrastructural Resources</b>							<b>11.7908B</b>

**3.4 STRATEGIC GOAL 4: TO IMPROVE THE WORK ENVIRONMENT**

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
<b>Strategy 1: To reduce mismatch between job description and actual work assigned</b>							
1	Carry out staff placement appraisal	Staff placement appraisal report	Number of employees mismatched	100 % identification	Registrar Administration	2014/15	0.05M
2	Implement staff placement appraisal report	staff placement appraisal report implemented	Number of employees aligned	100 % alignment	Registrar Administration	2015/16	0.05M
<b>Strategy 2: To improve on non adherence to university operational guidelines/policies</b>							
3	Carry out senzitization on University policies	Senzitization on University policies carried out	Number per year	3	Vice Chancellor	2014/19	3.75M
4	Establish and implement reward and sanction mechanisms	Reward and sanctions mechanisms established and implemented	Percentage of implementation	100	DVC(AF&P) & DVC(ARSA)	2014/2019	0.25M
<b>Strategy 3: Expand the linkages between the University and industry for scholarly activities</b>							
5	Develop a policy for linkages and collaborations with the industry	Policy for linkages and collaborations developed	Number	1	Director Linkages and Collaborations	2014/15	0.25M
6	Implement the policy on linkages	Policy for linkages and	Number of MOUs signed	5 per year	Director Linkages and Collaborations	2014/2019	2.5M

STRATEGIC PLAN 2014-2019

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
	and collaborations with the industry	collaborations implemented					
<b>Strategy 4: To ensure general repairs and maintenance of university facilities and equipment</b>							
7	Carry out periodic repairs and maintenance	Periodic repair and maintenance carried out	Percentage	100	Estate Officer	2014/2019	30M
<b>Strategy 5: To reduce the rate of drug and substance abuse among University staff and students</b>							
8	Identify those affected for guidance and counseling	The affected are identified and counseled	Percentage	100	Univeristy Counselor	2014/2015	0.3M
9	Carry out sensitization exercise on drug and substance abuse	senizitization exercise on drug and substance abuse carried out	Number	2 per year	University counselor	2014/2019	1M
<b>Total: To Improve the Work Environment</b>							<b>38.15M</b>



**3.5 STRATEGIC GOAL 5: TO ENHANCE QUALITY SERVICE DELIVERY BY THE UNIVERSITY**

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
<b>Strategy 1: Ensure quality of the University academic programmes</b>							
1	Institute Quality management system for ISO certification	Benchmarked operations and management to best international practices	Percentage	100	DVC (AF&P)	2014/15	0.6M
2	Review the existing programmes in line with CUE guidelines	Existing programmes reviewed	Percentage	100	Deans of Schools	2014/15	7.5M
3	Devise evaluation mechanism of learning in line with CUE guidelines	Evaluation mechanism of learning in line with CUE guidelines devised	Percentage	100%	Director Quality Assurance	2014/2019	1M
4	Rationalize existing academic programmes	Academic programmes rationalized	Number	20	DVC (ARSA)	2014/2015	1M
5	Develop policy to guide continuous review of academic programmes	policy to guide continuous review of academic programmes developed	Number	1	Director Quality Assurance	2014/2015	0.25M



STRATEGIC PLAN 2014-2019

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
6	Equip the laboratories	Laboratories equipped	Number	22	Vice Chancellor	2014/2019	193M
7	Buy relevant reference materials	Relevant reference materials bought	Percentage of identified	60	Librarian	2014/2019	20M
8	Establish Directorates (Post Graduate & Research)	Directorates established	Number	2	DVC (ARSA)		
9	Enhance access to e-Library services	e-Library services enhanced	Percentage	100	Librarian	2014/2019	7M
<b>Strategy 2: Improve research output of the University</b>							
10	Develop research policy	Research policy in place	Number	1	DVC (ARSA)	2014/2015	0.25M
11	Organize seminars and workshops in research	Seminars and workshops organized	Number Per year	2	DVC (ARSA)	2014/2019	2.5M
12	Establish a database on publications by staff	Database established	Number	1	DVC(ARSA)	2014/2015	0.1M
<b>Total: To Enhance Quality Service Delivery By The University</b>							<b>235.2M</b>

**3.6 STRATEGIC GOAL 6: TO ENHANCE ICT INFRASTRUCTURE**

No.	Activity	Output	Performance Indicator	Target	Responsibility	Timeframe	Cost (Ksh.)
<b>Strategy 1: Increase the ICT coverage</b>							
1	Build and sustain a Robust ICT infrastructure	Robust ICT infrastructure built	Number	1	ICT Officer	2014/2019	32.6M
2	Increase the network coverage to all offices	network coverage to all offices increased	Percentage	100	ICT Officer	2014/2017	2M
3	Integrate the use of ICT in University operations e.g.ERP	Use ICT in University operations integrated	Percentage	100	ICT officer	2014/2019	25M
4	Buy computers for all offices	Computers for all offices bought	Number Per year	50	ICT Office	2014/2018	15M
5	Develop a comprehensive ICT master plan	ICT master plan developed	Number	1	HoD, ICT	2014/2015	1M
<b>Total: To Enhance Ict Infrastructure</b>							<b>75.6M</b>
<b>GRAND TOTAL FOR IMPLEMENTATION OF THE STRATEGIC PLAN</b>							<b>12.25B</b>



## CHAPTER FOUR: RESOURCE MOBILIZATION

### 4.0 INTRODUCTION

Successful implementation of this strategic plan, therefore, will depend not only on commitment of the University Community but also on the availability and efficient utilisation of resources.

Strategic objectives outlined in this plan will be attained through the strategies and specific activities given therein. A total of Ksh. 3851.05 Million is required to implement the strategic plan over the period. The table below shows a summary of resource requirements.

No.	STRATEGIC OBJECTIVE	AMOUNT
1.	To Increase the University Visibility through marketing and Branding	80.55M
2.	To Enhance Human Resource Management	31.35M
3.	To Increase the University Financial Base and Infrastructure	11790.8M
4.	To Improve the Work Environment	38.15M
5.	To Enhance Quality Service Delivery by the University	235.2M
6.	To Enhance ICT Infrastructure	75.6M
	<b>Total for Establishing Adequate Source of Funding For The University's Projects</b>	<b>12.25B</b>

### 4.1 STRATEGIES FOR RESOURCE MOBILIZATION & UTILIZATION

Maasai Mara University has been in operation for about three years hence has very limited resources to support its core functions. Given the resource constraints, the University will vigorously pursue additional funding and technical support from Government funding and development partners. At the University level, activity-based costing method will be adopted both as a tool for activity planning and financial control. The University allocates costs of inputs based

on each planned and prioritized activity. This means that the costs of activities will be traced to the product or service for which the University's activities are performed over the planned period. The approach will be relevant to performance budgeting in that it will lead to much improved program costing, hence provide a systematic way of determining how to apply the limited resources to the right activities to produce the right results and as a means of developing a tighter relationship between the planned outputs and funding.

In this regard, the University will lobby and mobilize financial resources for Technical Training, Innovation and Research from sources outlined in subsequent sections.

#### **4.1.1 Cost Optimization**

To further enhance service delivery through effective financial management the University will concentrate efforts on the following optimization of resource use and identification of cost saving measures to eliminate wastages; planning and budget execution through quarterly expenditure reviews of the University's Expenditure Framework (UEF) and prompt preparation and implementation of annual work plans.

#### **4.1.2 Government Funding**

With regard to Government funding, the University will prepare, present and justify proposals as a basis for resource bidding within the Government's budgetary processes. In this regard, the University will coordinate with the MoEST to ensure that the respective annual Sector Reports accommodate the needs of this plan.

#### **4.1.3 County Government**

With regard to County Government of Narok, the University will prepare, present and justify proposals on development projects within the plan. The proposals will be sent to the County Development Committee through relevant authorities for considerations.

#### **4.1.4 National ST&I Fund**

The University through the Ministry of Education, Science and Technology (MoEST) will seek for funding from the Kenya National ST&I Fund on initiatives in the University that are ST&I based. This will be in line with the objective of the foundation which is to secure adequate local and international funding in support of national ST&I competitiveness in Kenya.

#### **4.1.5 Venture Capital**

The private sector will be targeted to provide capital to bridge the gaps in financing the programmes outlined in this plan. The programme will focus on Public-Private Partnership (PPP) funding.

#### **4.1.6 Donors**

The University currently has a working relationship with development partners across the globe and will continuously seek collaborations with like-minded institutions all over the world. The University as part of its national and international linkages will engage the support of development partners to fill in the resource gap between the resources allocated by the government through recurrent and development allocations as well as grants.

### **4.2 RISK AND MITIGATION FACTORS**

It is assumed that during the period of the implementation of this strategic plan, a reasonably stable and conducive political environment will exist. It is also assumed that development partners will continue to offer supplementary funding as well as technical assistance as has been anticipated in the Strategic Plan. In addition, it is hoped that there will be no significant calamities such as civil unrests, droughts, floods, epidemics that will constrain the implementation of the plan. The University is however, determined to stay focused and deter any unforeseen obstacles through its committed staff and the Support of the Government through MoEST.

### **4.3 THE IMPLEMENTATION APPROACH**

The strategic model and the coordination framework form the basis upon which the Logical Framework is developed. The implementation of the plan will, however, employ the approaches described below.

#### **4.3.1 Phasing and Sequencing**

This strategic plan will be implemented in phases. Due to the large number of activities, funding may not be available to facilitate implementation of all activities at the same time. As a result, it will only be possible to implement the strategic activities in phases during the 2014/2019 period.

#### **4.3.2 Action Plans**

Action plans indicate what activities are going to be undertaken, by who, when, with what resources and the expected results. Action plans serve as a link between plan formulation and monitoring and evaluation; helps in both appraisal of performance and in the identification of any remedial actions, and contribute to better motivation of staff through explicit assignments of responsibilities for implementing and monitoring programmes. The Strategic Plan has to be devolved into Annual Operational plans which constitute Departmental Annual Work Plans. These will in turn form the basis of the Individual Annual Work Plans. This process creates a clear line of oversight between the individual's work performance and the accomplishment of University objectives, which should in turn fit into achievement of the national development agenda.

#### **4.3.3 Quick Wins**

To ensure that momentum is maintained, the plan will also focus on programmes/activities with quick wins for instance in the development of policies and approval of finished draft policies. The quick win approach is prudent for implementation of the plan as it produces rapid results which motivate people and keep them enthusiastic to support the rest of the activities.

#### **4.3.4 Plan Performance Management**

Implementation of the plan will also embrace performance management concept which entails setting up of standards and targets, measuring actual performance against set targets, and reporting on the results. This approach aligns the plan with the Public Sector Reforms and the Kenya Vision 2030 that requires that the public sector improves its provision of services to attain competitiveness.



## CHAPTER FIVE: MONITORING AND EVALUATION

### 5.0 INTRODUCTION

Monitoring is an important management tool that helps management to, among others, make decisions aimed at improving performance, allowing managers to determine whether the programme is on course and if it is likely to achieve the intended objectives, ensuring accountability to all parties involved in the programme, to assess the use and delivery of resources in accordance with the implementation plan and to monitor achievement of the intended outputs in a timely manner. The main purpose is to enable managers to verify progress based on evidence-based decisions about any corrections needed in implementation. In this regard, the University will monitor and evaluate the inputs, activities and outputs to ensure that the strategic plan objectives are delivered in accordance with the implementation plan. An effective monitoring and evaluation mechanism will be designed and applied.

Evaluation of the plan will serve two main purposes; first, to enquire into the feasibility of the plan and second, to assess the overall impact. Evaluation of the strategic plan will be useful in several ways; first, to avoid the possibility of wasting money by aiding in selection of the most effective options. Second, it will detect and correct some of the factors that may reduce the positive impact of the strategic plan.

### 5.1 MONITORING METHODOLOGIES

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

1. Developing of monitoring and evaluation indicators at all levels of implementation
2. Carrying out continuous data collection, analysis and monthly reporting to the Institution's Senior Management
3. Carrying out random inspections and making objective observations
4. Conducting specially designed surveys and rapid assessments to assess progress



5. Linking the Institutions M&E framework to the PC
6. Carrying out participatory Monitoring and Evaluation (Stakeholders Fora)
7. Facilitating independent assessment and reviews of the programmes under implementation in all the departments in the University

The implementing units will submit periodic review reports to the University's Senior Management. These reports will be reviewed regularly against the indicators to ensure there is positive progress.

## **5.2 EVALUATION MECHANISM**

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

A logical framework will be designed for each strategic objective showing the expected outputs, activities, Monitoring and Evaluation tasks, means of verification, the action centres, time frame and resource requirements in the implementation of the plan.

## **5.3 PLAN MONITORING AND EVALUATION FRAMEWORK**

Monitoring and Evaluation function will be spread across all Departments and therefore, each will create a framework to collect, analyze data, prepare and disseminate reports.

The M&E plan outlines the outputs and key activities to be undertaken under each of the strategies. The logical frame work extends this information by specifying indicators of achievement of various outcomes and activities; means of verifying the various outcomes and activities, means of verifying the achievements and a time table for doing so, and the facilitating and constraining factors expected to affect achievement.

Alternative M&E methodologies including; regular reviews, spot inspections and observations as well as special and rapid assessment surveys will also be adopted. It is also suggested that management of M&E programmes be done through establishment of a Performance Contract Committee (PCC) and Strategic plan implementation Committee (SPIC).

#### **5.4 LINKING M&E TO ANNUAL PERFORMANCE CONTRACTS**

All Plans must translate to work. The University's corporate objectives (targets) will be translated into departmental objectives. The latter will in turn be translated into sectional and individual objectives (targets).

Performance Contract (PC), which the Chairman of Council signs annually with the Permanent Secretary, MoEST will form the primary monitoring and evaluation framework. That is, actual performance of various administrative levels will continually be monitored and evaluated at the end of the fiscal year against the agreed targets in the PC. The PC will also be used for staff appraisal which will in turn feed the reward/sanction framework.

Progress reports will be prepared regularly by departments according to the budgetary cycles. Reports will describe actions taken by departments toward achieving specific strategies of the plan and may include costs, benefits, performance measures and progress to date. In this regard, MMU will undertake sensitization of stakeholders and staff in order to promote teamwork and closer working relationship among the various players.

The Strategic Plan will be evaluated on quarterly, annually and at the end of every five year horizon to ensure it remained relevant, feasible and delivers expected outputs that contribute to sustainable impacts.

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