



**National Council for Nomadic
Education in Kenya**

**STRATEGIC PLAN:
2023-2027**



**NATIONAL COUNCIL FOR NOMADIC
EDUCATION IN KENYA**

STRATEGIC PLAN: 2023-2027

VISION

A well-educated population in marginalised Areas, proactively engaged in the transformation of Kenya.



MISSION

To promote access to equitable, inclusive, quality, and relevant education to learners in marginalised areas of Kenya.



QUALITY STATEMENT

NACONEK commits to address the educational needs of Kenya's marginalised communities by actively considering their traditions, values, and norms while striving to achieve universal Basic Education.



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FOREWORD



On behalf of the Board, I am delighted to present this Strategic Plan of the National Council for Nomadic Education in Kenya (NACONEK) for the period 2023-2027. To paraphrase Nelson Mandela, Education is the most powerful tool to build a just and cohesive society that enjoys inclusive and equitable social development. This, therefore, underscores the need to ensure equitable access to quality education for all citizens, regardless of their geographic location or socio-economic background, as a fundamental goal for our Country.

Kenya's marginalised communities, with their unique culture, lifestyle and challenges, deserve special attention to ensure that they are not left behind in the pursuit of a knowledge-based society. NACONEK plays a pivotal role in addressing the educational needs of these communities, and this Strategic Plan sets forth a comprehensive roadmap to guide our programmes towards this objective over the next five years.

In crafting this Plan, the Council has taken into consideration the diverse needs and aspirations of marginalised communities across the Country. Therefore, the Plan reflects a commitment to provide accessible, quality education to children from these communities. The strategic priorities outlined in this Plan are aligned with the broader national education agenda, emphasising inclusivity, quality and relevance. We recognise that 21st Century education goes beyond conventional classrooms, requiring innovative approaches that embrace the cultural dispositions while imparting essential knowledge and skills.

As we embark on the implementation of this Plan, I call upon all stakeholders to join hands in the realisation of its objective. Together, we can bridge the educational gap and create opportunities for marginalised learners to reach their full potential.

I take this opportunity to commend and appreciate NACONEK senior management and the secretariat for their dedication in developing this Strategic Plan. May it serve as a guiding beacon as we strive to build a more inclusive and equitable education system for all learners.

A handwritten signature in blue ink, appearing to read 'Fr. Linus Evans Ekai'. The signature is stylized and includes a horizontal line above it.

**Fr. Linus Evans Ekai,
CHAIRPERSON, NACONEK BOARD**



PREFACE



The National Council for Nomadic Education in Kenya (NACONEK) 2023-2027 Strategic Plan exemplifies the aspirations spelt out in the UN-Sustainable Development Goals (SDGs) Agenda 2030, Africa’s Agenda 2063 and the East Africa Community (EAC) Vision 2050, among other key international policies. At national level, the Plan is anchored on the Kenya Constitution, Kenya Vision 2030, Fourth Medium Term Plan (MTP) and the Bottom-Up Economic Transformation Agenda (BETA); Basic Education Act (2013); Sessional Paper No. 1 of 2024; National Education Sector Strategic Plan (NESSP, 2023-2027) and relevant sub-sector policies, key amongst them, the National Curriculum Policy (2018). The Plan also takes cognizance of the recommendations of the Report of the Presidential Working Party on Education Reform: “Transforming Education, Training and Research for Sustainable Development in Kenya” (2023) on equitable access and inclusion in Basic Education provision.

In drafting this Plan, the National Treasury’s Revised Guidelines for Preparation of Fifth Generation Strategic Plans, 2023-2027 was adopted. A systematic, participatory, and collaborative approach was adopted to ensure leadership, ownership, recognition and commitment from the Council’s various stakeholders. The process entailed a series of internal assessments and extensive consultations with stakeholders. Conventional analytical tools were employed, including questionnaires, focus group discussions, and document analysis, engaging key stakeholders of the Council throughout the process. In addition, a comprehensive desk review was conducted to examine the legal and policy documents governing the Basic Education sub-sector.

The Strategic Plan was subjected to validation by the Council’s Board, management among other stakeholders. Accordingly, as articulated in Chapter Four, over the next five years NACONEK commits to pursue a strategic direction to enhance equitable access and participation to quality Basic Education for the marginalised communities and vulnerable groups.

Various Key Result Areas (KRAs) and their corresponding strategic objectives, strategies and activities will serve as the basis for decision-making, resource allocation, implementation, and performance evaluation within the framework of this Strategic Plan. The Council will need support from all stakeholders to realise this strategy. I take this opportunity to assure the management and staff of my full support.

A blue ink handwritten signature, appearing to be 'Harun Mohamed Yussuf', written in a cursive style.

Harun Mohamed Yussuf
CHIEF EXECUTIVE OFFICER, NACONEK



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ACRONYMS AND ABBREVIATIONS

AEP(s)	Accelerated Education Programmes
ACE	Action for Climate Empowerment
APBET	Alternative Provision of Basic Education and Training
ASAL(s)	Arid and Semi-Arid Land(s)
AU	African Union
AVSI	Association of Volunteers in International Services
BETA	Bottom-up Economic Transformation Agenda
BoM(s)	Boards of Management
BPR	Business Process Re-engineering
CAJ	Commission on Administrative Justice
CEMASTEА	Centre for Mathematics Science and Technology Education in Africa
CBC	Competency Based Curriculum
CDP	Competency Development Programme
CBDR&RC	Common But Differentiated Responsibilities and Respective Capabilities
CEB(s)	County Education Board(s)
CEC(s)	County Executive Committee Member
CEO	Chief Executive Officer
CESA	Continental Education Strategy for Africa
CS	Cabinet Secretary
CSO(s)	Curriculum Support Officer(s)
DAA	Digital Attendance Application
DRC	Danish Refugee Council
DRR	Disaster Risk Reduction
EAC	East Africa Community
EiE	Education in Emergencies
ERP	Enterprise Resource Planning
ESA	Education Sector Analysis
ESD	Education for Sustainable Development
FCDC	Frontier Counties Development Corporation
FY	Fiscal Year
GoK	Government of Kenya
GER	Gross Enrolment Rate
HDI	Human Development Index
HI	Hearing Impairment
HR	Human Resource

HRM	Human Resource Management
ICT	Information Communication Technology
IEC	Information Education Communication
IFMIS	Integrated Financial Management System
ISO	International Organisation for Standardisation
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
KPA(s)	Key Priority Areas
KRA(s)	Key Result Area(s)
KNQA	Kenya National Qualifications Authority
LCB&PS	Low Cost Boarding and Peace Schools
LCPS	Low Cost Private Schools
LSE	Life Skills Education
M&E	Monitoring and Evaluation
MERL	Monitoring Evaluation Reporting and Learning
MoALD	Ministry of Agriculture and Livestock Development
MDCA(s)	Ministries, Departments, Commissions and Agencies
MDNKOAL	Ministry of State for Development of Northern Kenya and Other Arid Lands
MoE	Ministry of Education
MoU	Memorandum of Understanding
MTP	Medium Term Plan
NACONEK	National Council for Nomadic Education in Kenya
NASMLA	National Assessment System for Monitoring of Learner Assessment
NDMA	National Drought Management Authority
NER	Net Enrolment Rate
NEMIS	National Education Management Information System
NESSP	National Education Sector Strategic Plan
NIMES	National Integrated Monitoring and Evaluation System
NIWFESS	NACONEK Integrated WASH Food Energy Solutions for Schools
NTSA	National Transport and Safety Authority
OOSC	Out Of School Children
OOSY	Out Of School Youth
PAS	Performance Appraisal System
PC	Performance Contract
PESTELE	Political, Economic, Social, Technological, Environmental, Legal and Ethics

PFM	Public Finance Management
PH	Physically Handicapped
PoP	Pockets of Poverty
PPG	Pastoral Parliamentary Group
PPPs	Public Private Partnerships
PPRA	Public Procurement and Regulatory Authority
PSS	Psycho-Social Support
PSPMMU	Public Service Performance Management and Monitoring Unit
SAGA	Semi-Autonomous Government Agency
SCMU	Supply Chain Management Unit
SD	State Department
SDG(s)	Sustainable Development Goal(s)
SHNM	School Health Nutrition and Meals
SLDP	Strategic Leadership Development Programme
SMC	Senior Management Course
SMP	School Meals Programme
SO	Strategic Objective
SOP(s)	Standard Operating Procedures
STEM	Science, Technology, Engineering and Mathematics
SWOT	Strength, Weaknesses, Opportunities and Threats
ToR	Terms of Reference
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFCCC	United Nations Framework Convention on Climate Change
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
VI	Visually Impaired
WASH	Water Sanitation and Hygiene
WFP	World Food Programme

DEFINITION OF CONCEPTS AND TERMINOLOGIES

Term(s)	Definition
Accelerated Learning	Flexible age-appropriate education programmes provided for the disadvantaged, over-aged Out of School Children and Youth.
Bottom-Up Economic Transformation Agenda (BETA)	Kenya's national economic transformation agenda designed to address the challenges facing the economy, in the process stimulating economic recovery and strengthening resilience.
Climate smart practices	Approaches that guide environmentally resilient practices.
Dignity kits	A package of underpants, hygiene materials and sanitary towels.
Duksi/Chuo	Elementary Islamic institution found largely in areas inhabited by people of Islam faith, whose primary mode of learning is memorisation of the Qur'an.
Farmer Field Schools	A training institution where practice sessions are conducted in farming fields with a view to improving the farming skills of small-scale farmers and contributing to sustainable agriculture.
Fuel efficient cooking technologies	Techniques that are designed to maximise the energy efficiency of food preparation processes, thereby reducing fuel consumption and minimising harmful carbon emissions.
Homegrown food and nutrition	The practice of cultivating, producing and consuming locally grown food within the community and school with a focus on improving nutrition and overall wellbeing.
Non-formal schools	Institutions offering structured education outside the formal learning system through a flexible approach, often targeting groups with unique learning needs such as mobile schools, Out of School Youth, Adult and Continuing Education (ACE).
Integration of <i>Duksi</i> and <i>Madrassa</i>	The process of mainstreaming of <i>Duksi</i> and <i>Madrassa</i> subjects into the formal schooling system.
Low Cost Boarding and Peace Schools (LCB&PS)	Government subsidised boarding schools in the marginalised areas whose transport, uniform, learning, sports materials and food costs are supported by parents and communities.
Low Cost Private Schools (LCPS)	Private low fee-paying schools situated in Kenya's urban informal settlements.
<i>Madrassa</i>	Structured educational institutions that offer Islamic and other subjects and are laddered from Primary to Secondary level.
Marginalised areas	Designated arid and semi-arid areas, pockets of poverty regions and urban informal settlements.

Term (s)	Definition
Marginalised communities	Pastoral persons and communities who are nomadic or settled but due to their relative geographic isolation have participated only marginally in the social and economic life of Kenya.
Minimum essential kit	A package comprising school uniform, backpacks, books and stationery distributed to the re-enrolled Out of School Children.
Mobile schools	A formal but flexible foundational learning institution that allows for mobility of learners and teachers and is specifically designed to suit the needs of migrant communities.
NACONEK Integrated WASH, Food and Energy Solutions for schools	A climate resilient and adaptive approach that combines safe WASH interventions, home-grown food nutrition and affordable energy efficient solutions to sustainably address the needs of learners and schools in ASALs contexts.
Out of School Children (OOSC)	5-14-year-olds who have never attended school, attended but later dropped out or have enrolled but are not attending school.
Out of School Youth (OOSY)	13-17 and 18-35 year olds who dropped out of basic education, and are not enrolled or are at risk of not enrolling in the formal education system.
Pastoral Programmes of Instruction (PPI)	A faith-based curriculum programme that is designed to instruct Primary school learners in different faith traditions (Catholic, Protestants, SDAs, Islam and Hindu) with a view to developing the knowledge and practise of their faith.
Pockets of Poverty	The gazetted peripheral and rural areas below the poverty line.
School Health Nutrition and Meals complementary services	Water Sanitation and Hygiene (WASH), deworming, Vitamin A and Folic Acid supplementation as well as other interventions that support the School Meals Programme.
South-South Peer Learning	Cooperation between Kenya and other developing Countries, for sharing of expertise and resources through regional level collective actions such as partnerships between Governments, regional, civil society, academia and private sector organisations.
Triangular cooperation	Partnerships between Kenya and other developing countries supported by a developed country, countries or multilateral organisations to implement specific development programmes.
Urban Informal Settlements	Gazetted residential areas that do not comply with local authority requirements.
Vulnerable groups	Includes persons with disabilities, children, youth, members of minority or marginalised communities, and members of particular ethnic, religious or cultural communities.

CHAPTER ONE

1.0 INTRODUCTION

Overview

This Chapter describes the contribution of the National Council for Nomadic Education in Kenya (NACONEK) to key international and national development priorities and policies including, the: Sustainable Development Goals (SDGs), Africa Union’s Agenda 2063, East Africa Community (EAC) Vision 2050, Kenya Constitution, Kenya Vision 2030, Fourth Medium Term Plan (MTP) and the Bottom-Up Economic Transformation Agenda (BETA). The history of NACONEK is herein explained and the methodology employed in developing this Strategic Plan is also outlined.

1.1 Strategy as an Imperative for NACONEK Success

Globally, education is envisaged to contribute to the building of a just and cohesive society that enjoys inclusive and equitable social development. The Government of Kenya (GoK) has prioritised access, equity, quality and relevance of education and training at all levels since independence. In this regard, various measures have been adopted to protect the rights of children to education, food and health and, to realise equitable and inclusive Basic Education. These include the enactment of regulatory policy frameworks on inclusion and provision of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) respectively.

The Government has also implemented targeted initiatives to address the safety of learning environments and to ensure protection of children and adolescents from harmful practices such as sexual and gender-based violence, drug and alcohol abuse. Further, NACONEK’s establishment in 2015, under Section 94 (1) of the Basic Education Act (2013) was envisaged to enhance GoK’s efforts to address education disparities among Kenya’s nomadic and marginalised communities.

Despite these efforts however, access remains particularly low among learners from the ASALs, nomadic communities, conflict-prone regions, less endowed areas, rural areas, urban informal settlements and poor households as well as among girls and learners with special needs (NESSP) 2018-2022.

The NACONEK operational scope encompasses 14 nomadic Counties, Pockets of Poverty (PoPs) and urban informal settlements. The nomadic Counties are: West Pokot, Turkana, Samburu, Isiolo, Marsabit, Garissa, Wajir, Mandera, Tana River, Kajiado, Lamu, Narok, Baringo and Homa Bay (Ndhiwa, Mbita, Karachuonyo and Suba). The identification of PoP regions is subject to Government updates and currently includes Kwale (Kinango and Lunga Lunga Sub-Counties), Taita Taveta (Wundanyi, Mwatate and Voi Sub-Counties), Kilifi (Magarini and Kaloleni), Nyeri (Kieni East Sub-County), Laikipia (Laikipia East Sub-County), Kitui (Mwingi East and West and Kitui

East), Kiambu (Ndeiya), Siaya (Bondo and Rarieda Sub-Counties), Meru (Igembe North, Igembe Central, Tigania East and Buuri), and Tharaka Nithi (Igamba-Ng'ombe Sub-County). The seven officially gazetted urban informal settlements are, Nairobi, Mombasa, Kisumu, Nakuru, Eldoret, Thika and Kitale.

Kenya's land mass is over 80% arid and semi-arid with 23 out of 47 Counties classified as ASALs and hosting approximately 38% of the Country's population¹. These regions have suffered prolonged inequality and marginalisation relative to regions classified as non-ASAL. The ASALs have higher poverty levels compared to the national average². Access to basic services and social amenities such as water, electricity and road infrastructure is low compared to the national average³.

Kenya's National Climate Change Action Plan 2023-2028 recognises ASAL areas as being "particularly vulnerable" to the impacts of climate change. This makes learners in these areas to be at the frontline of the climate crisis. The impacts of climate change manifested in terms of droughts and floods, have a direct impact on the wellbeing of learners in the ASAL areas, which tends to hinder their access to basic education. Additionally, over time, the harsh climate in the ASAL areas has led to poor learning environments and compromised continuity of education programmes. Other challenges faced by the ASALs include a high prevalence of Out of School Children (OOSC); long distances to schools; low staffing levels due to insecurity and hardships; retrogressive cultural practices such as female genital mutilation, child marriage and pregnancy, poor attitudes towards education and, Out of School Youth (OOSY) who dropped out of basic education and are not enrolled in formal schools.

The ASALs, PoPs and urban informal settlements collectively account for the lowest enrollment and retention rates, constituting 60% of the 2.4 million children currently not attending school in Kenya. Consequently, these areas have consistently shown poor education indicators over the years according to Out of School Children Report by United Nation Educational, Scientific and Cultural Organisation (UNESCO) 2022.

Since its inception in 2015, NACONEK has implemented targeted and innovative programmes and initiatives to address the education challenges among marginalised learners. These include championing the cause for integration of *Duksi* and *Madrasa* in formal Basic Education; provision of school meals in food insecure regions and those with high prevalence of malnutrition; re-enrolment of OOSC; adoption of Information Communication Technology (ICT) for remote learning; as well as implementing Low Cost Boarding and Peace Schools (LCB&PS) in regions that are characterised by vast terrain and insecurity. The Council has also coordinated Low Cost Private Schools (LCPS) currently referred to as Alternative Provision of Basic Education and Training (APBT), in Kenya's urban informal settlements as well as mobile schools (in the hard-to-reach areas). Further, the NACONEK Integrated WASH, Food, Energy Solutions for Schools (NIWFESS) framework has been successfully piloted as a model for building community resilience and adaptive capacity of schools in the ASALs to cope with the climate change impacts.

1 <https://www.asalrd.go.ke>

2 Kenya Integrated Household Budget Survey 2015/16.

3 GoK and The World Bank. The North and Northeastern Development Initiative: Boosting Shared Prosperity for the North and North Eastern Counties of Kenya.

In the 2023/24 - 2027/28 strategic period, NACONEK aims to strengthen the LCBS currently referred to as LCB&PS with a view to enhancing the quality of learning environments, fostering access and retention of learners from nomadic communities. This will entail establishment of climate smart learning and boarding infrastructure, staff housing and fencing. ICT integration in the LCB&PS will be strengthened to enhance education delivery and management for school clusters in the marginalised areas. The Council will also pilot the integration of *Duksi* and *Madrassa* curricula into formal Basic Education, to increase access, retention and completion for learners from Muslim communities.

Age-appropriate programmes will be established to support entry and re-entry for the OOSC. Moreover, a universal climate smart and sustainable School Meals Programme (SMP) will be rolled out progressively, to benefit 10 Million learners, with a view to increasing access and retention for all learners through a low carbon climate resilient pathway. Psycho-Social Support (PSS) will be facilitated, to support retention of the re-enrolled OOSC and other learners faced with social insecurities. The capacities of LCB&PS, non-formal schools to deliver quality Basic Education will be strengthened; and, school-level climate change initiatives will be promoted in line with the relevant policies and regulations. In addition, the Council's reach and impact will be expanded to address the educational needs of other cohorts of vulnerable and marginalised learners identified by the report of the Presidential Working Party on Education Reforms (2023).

In order to ensure effective implementation of the planned activities, NACONEK will strengthen coordination of existing partnerships and seek out new strategic partnerships with relevant government agencies, communities, international and private sector organisations. Research and advocacy will be scaled up to strengthen policy as well as community support for education equity and inclusion.

1.2 The Context of Strategic Planning

This section outlines the national development priorities, regional and international frameworks that have informed the planning and that will shape the implementation of the Council's programmes during the 2023/24 - 2027/28 strategic period.

1.2.1 UN 2030 Agenda for Sustainable Development

The Sustainable Development Goals (SDGs) are a set of 17 global goals established by the United Nations in 2015 as part of the 2030 agenda for sustainable development, to address a wide range of global challenges. The SDGs recognise the critical role of education in shaping individual and collective knowledge, skills, values and attitudes that catalyse the sustainable development agenda. SDG 4 calls on nations to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". SDG 4 target 7 specifically commits Governments to promote Education for Sustainable Development (ESD) and sustainable lifestyles, human rights, gender equality, peace, global citizenship and appreciation of cultural diversity by 2030. This implies that meaningful education should go beyond content acquisition to include development of skills, values and positive attitudes with active links to a peaceful sustainable productive life for the learner.

In this Strategic Plan, NACONEK will continue aligning its programmes and initiatives with SDG 4 and its clarion call of “leave no-one behind”. Focus will be on ensuring equitable and inclusive quality education, vocational training for skills empowerment and lifelong learning. Through innovative programming and interventions, the Council will contribute to achievement of the other SDGs in the following ways:

- **SDG 1 (No Poverty):** Strengthening education provision and implementing initiatives that improve economic opportunities for marginalised communities.
- **SDG 3 (Health and well-being):** Establishing a universal SMP and mainstreaming of health and nutrition education in the curriculum.
- **SDG 5 (Gender Equality):** Strengthening gender mainstreaming; as well as skills development to empower girls and women in marginalised communities.
- **SDG 6 (Clean Water and Sanitation):** Promoting adoption of the NIWFESS model, which entails among others, solarised solutions for water generation to aid hygiene and sanitation, irrigation of crops, trees and pasture.
- **SDG 7 (Affordable and Clean Energy):** Promoting adoption of sustainable green infrastructure and technologies through use of eco-friendly materials and renewable energy sources by schools.
- **SDG 8 (Decent Work and Economic Growth):** Empowering OOSY to enhance their employability as well as support for entrepreneurship initiatives.
- **SDG 10 (Reduced Inequality):** Implementing programmes that address educational disparities and promote social inclusion; as well as, targeting resources and support to the most vulnerable populations.
- **SDG 13 (Climate Action) and SDG 14 and 15 (Life Below Water and Life on Land):** Implementing Climate Change in Education programmes and projects such as Loss and Damage through OOSC, Clean Energy through Carbon Markets and Climate Education through Action for Climate Empowerment (ACE).
- **SDG 16 (Peace, Justice and Strong Institutions):** Advocacy and support for peace education to create a stable environment for education.
- **SDG 17 (Partnerships for the Goals):** Collaboration with Governmental agencies, private sector organisations, international partners and communities to foster policy alignment, mobilisation, and the sharing of knowledge, expertise, technology, and financial resources for equity and inclusion.

1.2.2 African Union Agenda 2063

The African Union’s (AU) Agenda 2063: “The Africa We Want” is the Strategic Framework for Africa’s socio-economic transformation for 50 years (2013 - 2063). Agenda 2063 aims to deliver on SDG 4; building on and accelerating delivery of past and existing continental initiatives for growth and sustainable development, through key flagship programmes. Under Agenda 2063, the:

- i) **Continental Strategy for Education (2016-2025);**
- ii) **Science, Technology and Innovation Strategy for Africa (2024);** and
- iii) The **Continental Strategy for Technical and Vocational Education and Training** have been identified as critical to advancing education, science, technology and innovation.

NACONEK aims to contribute to Agenda 2063 by expanding Basic Education opportunities. This will be achieved through targeted interventions such as re-

enrollment of OOSC and OOSY implementation of the universal SMP and strengthening adoption of ICT for remote learning. Additionally, the Council will support integration of *Duksi* and *Madrassa* into formal Basic Education, enhance the quality of education in the LCB&PS, LCPS and non-formal educational settings.

1.2.3 East Africa Community Vision 2050

The East Africa Community (EAC) Vision 2050 emphasises cooperation, regional integration and sustainable development among the member states (Burundi, Kenya, Rwanda, South Sudan, Tanzania, DR Congo, Somalia and Uganda). The EAC Vision seeks to harmonise Primary, Secondary and Tertiary Education curricula and education programmes within the Partner States; undertake joint capacity building and research in education, with a view to preparing the citizens to operate effectively in a globalised economy. In this strategic period, NACONEK commits to contribute to the EAC Vision by expanding educational opportunities and strengthening Basic Education provision for marginalised communities. This will equip the youth with relevant skills to enter the workforce and to contribute to sustainable development in the East Africa region.

1.2.4 Constitution of Kenya

The Kenya Constitution underscores the importance of quality education, gender equality, inclusivity and diversity in education provision. Article 43(1)(f) places a premium on the right to education. **Article 53(1)(b)** affirms the right of all Kenyans to free and compulsory Basic Education while, **Article 54(1) (b) (c) (e)** make provision for access to educational institutions for every child (including those with special needs). The State, as indicated in Article 56(b), is required to implement affirmative action towards ensuring that minorities and marginalised groups are provided with special opportunities in educational and economic fields.

Article 10(2) of the Constitution sets out the national values and principles of governance. These include among others, the rule of law and the participation of the people; equity, inclusiveness, equality, human rights, non-discrimination and the protection of marginalised groups, good governance, integrity, transparency and accountability, and sustainable development. Moreover, NACONEK's establishment was informed by a Constitutional affirmative action aimed at addressing inequitable education and inclusion for minority and marginalised groups.

Through NACONEK, the Government has made significant progress in addressing Basic Education equity and inclusion for learners from nomadic communities, PoPs and urban informal settlements through various initiatives. During this strategic period, the Council commits to expand its reach and impact in addressing the educational gaps for the marginalised groups, as envisioned in the Kenya Constitution as well as in the Report of the Presidential Working Party on Education Reforms (2023), through innovative curriculum programming and strategic partnerships.

1.2.5 Kenya Vision 2030, Bottom-Up Economic Transformation Agenda and Fourth Medium Term Plan

The Kenya Vision 2030, Bottom-Up Economic Transformation Agenda (BETA) and Fourth Medium Term Plan (MTP IV) recognise education as a crucial driver to the Country's realisation of its social progress and economic development. These commit to provide a “globally competitive quality education, training and research for sustainable development and enhanced individual well-being. The general objective is to reduce illiteracy by enhancing access to education, improvement of transition rates from Primary to Secondary schools and enhancing education relevance and quality. The attainment of this Vision is heavily dependent on the quality of Kenya's human capital as well as responsiveness of the curriculum offered. The societal benefits include among others, a sustainable national development and economic growth made possible by increased productivity and technological expertise due to increment in the school transition and completion rates.

Over time, NACONEK has contributed significantly to the Vision's attainment through implementation of context-specific programmes and initiatives aimed at addressing disparities in access to Basic Education amongst the marginalised populations. In this Strategic Plan, the Council will continue leveraging the available opportunities to drive the Kenya Vision 2030 and BETA agenda through its programming that aims to enhance the quality of education in the marginalised areas while ensuring equity, curriculum relevance and quality. The Council will promote access to free and compulsory Basic Education for all learners in the marginalised areas.

1.2.6 Sector Policies and Laws

The success of this Strategic Plan hinges on aligning its strategies and operations with international and national conventions, statutes and legal frameworks that promote equitable, inclusive and quality education. Globally, it is guided by the Universal Declaration of Human Rights (1948), which recognises education as a legal right to every child on the basis of equal opportunity. Article 28 guarantees free compulsory Primary education for all; progressive free secondary education that should in any case be available and accessible to all; and accessibility to higher education on the basis of capacity. Article 11 of the African Charter on the Rights and Welfare of the Child emphasises the protection of a child against abuse, negative social and cultural practices, and exploitation to ensure a safe and nurturing educational environment.

At the national level, the Basic Education Act (2013) provides for values and principles that guide provision of Basic Education in Kenya. Section 9 (c) of the Act pledges to ensure that children from marginalised, vulnerable or disadvantaged groups are not discriminated against and prevented from pursuing and completing Basic Education. The Children Act (2022) under Section 13 provides for the right to Basic Education as articulated in the Constitution. This includes education that is relevant, inclusive and reflective of diverse cultural and religious identities. The Act stipulates that in all actions concerning children, the interests of the child shall be treated as the first and paramount consideration to the extent that this is consistent with adopting a course of action calculated to safeguard and promote the rights and welfare of the child in order to conserve and promote the welfare of the child.

Sessional Paper No. 1 of 2019 on a Policy Framework for Reforming Education and Training for Sustainable Development in Kenya; acknowledges that access and equity in education are constrained by marked regional disparities in access among other factors. It stipulates policies and strategies targeting the marginalised, disadvantaged, hard-to-reach and vulnerable groups. Similarly, the National Education Sector Strategic Plan (NESSP) 2023-2027 outlines various programmes that are aimed at reducing disparities in access and retention in the marginalised areas. These include a framework for integrating *Duksi* and *Madrassa* into formal Basic Education in targeted counties.

In addition, the objectives outlined in this Strategic Plan will be executed in accordance with relevant legislation such as the Kenya Institute of Curriculum Development Act (2013); Kenya National Examinations Council Act (2012); and the Kenya National Qualifications Framework Act (2014) alongside other enabling laws. NACONEK also commits to implement its programmes and initiatives in accordance with Government guidelines and relevant sub-sector policies, key amongst them, the National Curriculum Policy (2018); Basic Education Curriculum Framework (2017); Kenya School Health Policy (2018) and the supporting provisions; Education for Sustainable Development Policy for the Education Sector (2017); National Education Quality Assurance and Standards Framework (NEQASF) 2021 and the Kenya National Climate Change Action Plan 2023-2028. Further, the Council's programmes will be implemented in mutual agreement with the strategic interests of its partners.

1.3 History of NACONEK

The Kenya Economic Recovery Strategy of 2003 acknowledged the potential of the ASALs to contribute to the national development agenda. This led to the establishment of the Ministry of State for Development of Northern Kenya and other Arid Lands (MDNKOAL) in 2008, in accordance with Agenda 4 of the National Accord and Reconciliation Act. The MDNKOAL was a deliberate outcome of public policy decisions aimed at expediting sustainable development in the ASALs. It was expected to enhance policy direction and leadership in the planning, implementation, and coordination of development initiatives in Northern Kenya and other Arid Lands.

Across 2009 to 2014, the MDNKOAL engaged a team of experts from the International Institute for Environment and Development (IIED) to aid in designing a national strategy for facilitating access to quality education for nomadic communities. The team conducted comprehensive research to address the challenge of education and skilling that would enable Kenyan pastoralists to compete equally with other national population groups, while preserving their pastoralist livelihoods as producers. This included study missions to Nigeria and Singapore to glean insights from best practices.

With the advent of devolution in Kenya, the MDNKOAL was converted to the Ministry of Devolution and Planning. This re-organisation further led to the establishment of a State Department for Devolution; a Directorate of Special Programmes; the National Drought Management Authority (NDMA) and NACONEK. The creation of NACONEK in May 2015 was expected to contribute to improved delivery of education in the ASALs, a crucial step for fast tracking Kenya's progress toward achieving the Millennium Development Goals and Education for All targets, while unlocking the potential of ASALs for the benefit of the entire nation.

NACONEK's establishment was anchored on:

- i) Article 56 of the Kenya Constitution, addressing minorities and marginalised groups.
- ii) The Basic Education Act No. 14 of 2013, Section 94 (1) and the Sixth Schedule.
- iii) Sessional Paper No. 1 of 2019 on a Policy Framework for Reforming Education and Training for Sustainable Development in Kenya.
- iv) Sessional Paper No. 8 of 2012 on the Policy for Development of Northern Kenya and other Arid Lands; and
- v) The Policy Framework for Nomadic Education in Kenya (2010). The Kenya Vision 2030 further recognised the Council's establishment as pivotal in enhancing involvement of ASALs and nomadic communities in education.

The inaugural Director of NACONEK served during the years 2015-2016, supported by a team of seven (7) technical staff from the Ministry of Education (MoE). The second director served from 2016 to 2017, with the MoE continuing its support for all of the Council's functions. In 2018, the Council established a fully functional Secretariat and appointed its first Secretary to the Board/Chief Executive Officer (CEO). The initial Board of Directors was appointed in 2016, with the first Chair serving for a specified period. Later, the Vice Chair of the Council succeeded the initial Chair and held the position until 2021.

Presently, NACONEK's reach spans 14 ASAL Counties, seven (7) urban informal settlements and ten (10) PoPs, showcasing its commitment to addressing education equity and inclusion. Over time, the Council has successfully executed innovative initiatives to address the context - specific issues of marginalised communities. These include the return to school programme, SMP, LCB&PS, NIWFESS, *Duksi* and *Madrassa* support programmes, collaboratively with relevant state and non-state actors.

The Council's strategic partners include MoE, school Boards of Management (BoMs); marginalised communities; United Nations International Children's Emergency Fund (UNICEF), UNESCO, United Nations High Commissioner for Refugees (UNHCR); UN-World Food Programme (WFP); Association of Volunteers in International Services (AVSI) Foundation, Aga Khan Foundation, Danish Refugee Council (DRC), Frontier Counties Development Corporation (FCDC); and Islamic Relief-Kenya (IRK).

Over the years, NACONEK staff have increased significantly and the annual budgetary allocations have risen substantially in view of added responsibilities. The Council is housed at *Uchumi House* along *Aga Khan Walk*, within *Nairobi City*.

1.4 Methodology of Developing the Strategic Plan

This Strategic Plan has been crafted through a systematic, participatory and collaborative approach. The primary objective was to ensure leadership, ownership, recognition and commitment from the Council's numerous stakeholders. The process was spearheaded by the Strategic Planning Committee at NACONEK, under the guidance of the CEO, who is also the Council's Secretary. This involved a series of internal assessments and extensive consultations with stakeholders.

The internal assessments commenced by reviewing the Council's previous Strategic Plan (2015/2016-2020/2021) to gauge the level of implementation. This was followed

by a comprehensive analysis of the historical development, the current state of affairs, achievements, and the external and internal environment. Conventional analytical tools were employed, including questionnaires, focus group discussions, and document analysis, engaging key stakeholders of the Council throughout the process. In addition, a comprehensive desk review was conducted to examine the legal and policy documents governing the Basic Education sub-sector. These include the Kenya Constitution, Vision 2030, Sessional Papers and Medium-Term Plans.

The synthesis of stakeholder input and document analysis, combined with completed reports on the implementation progress of the previous Strategic Plan, revealed both successes and challenges. These insights, highlighted areas that require focused attention to achieve sustainable, equitable, and quality education in the marginalised areas moving forward. The Committee brainstormed the Plan's content and reviewed NACONEK's continued relevance, its mission, goal and objectives. This analysis culminated in development of the initial draft of the Strategic Plan in September 2023. A deliberate effort was made to incorporate all essential ideas and suggestions to make the document and its associated activities shared responsibilities.

The Council's Strategic Planning Committee convened again, in October and November, 2023 in which the document was revised and subjected to internal validation by the Board. The document was then edited and published.

This Strategic Plan represents a consultative process aimed at creating a shared strategy and future for NACONEK. The continuity of this momentum relies on the commitment of the Council's stakeholders to ensure that the initiatives outlined in this Plan are effectively implemented.

CHAPTER TWO

2.0 STRATEGIC DIRECTION

Overview

This Chapter outlines the mandate, vision, mission, strategic goals, and quality policy statement of the National Council for Nomadic Education in Kenya (NACONEK). It underscores the Council's commitment to enhancing quality education in marginalised areas, playing a pivotal role in Kenya's transformation, and establishing a lasting legacy of inclusivity and excellence in the education sector.

2.1 Mandate

NACONEK is mandated in the Sixth Schedule of the Basic Education Act, 2013 to:

- i) Initiate the development and review of policies on all matters relating to education in ASAL regions, PoPs and urban informal settlements of Kenya.
- ii) Mobilise funds and other resources from various sources for the development of nomadic education in order to support relevant activities of the Council.
- iii) Institutionalise mechanisms for effective coordination, monitoring, and evaluation of the activities of agencies involved in the provision of education in ASAL regions, PoPs, and urban informal settlements of Kenya.
- iv) Implement guidelines and ensure geographical spread of education activities and targets for ASAL regions, PoPs, and urban informal settlements of Kenya.
- v) Establish appropriate linkages and partnerships with other participating departments and agencies.
- vi) Determine standards and skills to be attained in schools and institutions of learning within ASAL regions, PoPs, and urban informal settlements of Kenya and review such standards from time to time.
- vii) Prepare reliable statistics of the nomadic communities' school-aged children and establish a data bank.
- viii) Coordinate research activities on nomadic education in Kenya.

2.2 Vision Statement

NACONEK envisions "A well-educated population in marginalised areas proactively engaged in the transformation of Kenya".

2.3 Mission Statement

To promote access to equitable, inclusive, quality and relevant education to learners in marginalised areas of Kenya.

Strategic Goals

NACONEK's strategic goals are tailored to ensure that the interests of its stakeholders are addressed within the stipulated time-frame. The goals include to:

- i) Enhance equitable access and participation in Basic Education for the marginalised areas.
- ii) Promote the quality of Basic Education in the marginalised areas.
- iii) Improve collaborations and coordination of education partners and initiatives in the marginalised areas.
- iv) Strengthen research and development.
- v) Mainstream pertinent and contemporary issues in schools in the marginalised areas.

2.4 Core Values

NACONEK is committed to upholding core values that will drive its performance and ensure good governance throughout the general management and implementation of its Strategic Plan. These values will serve as the hallmark of good governance in enhancing various activities and programmes of the Council. They encompass:

S/N	Core Values	Description
1.	Respect for the rights of the child	NACONEK will ensure that every child, regardless of their background, is treated with dignity and fairness, guaranteeing access to quality education and safeguarding their well-being and rights throughout their educational journey.
2.	Integrity	NACONEK will operate with honesty and ethical conduct, ensuring that its actions and decisions are guided by moral principles. This integrity will be reflected in all aspects of policy-making to the implementation of educational programmes.
3.	Teamwork	The Council will foster a collaborative environment that values and encourages teamwork. Through effective communication and cooperation, staff will work together seamlessly, pooling their diverse skills and expertise to achieve common goals for implementation of Basic Education in marginalised areas.
4.	Transparency and accountability	Transparency will be upheld by providing clear information about the Council's activities, decisions and financial matters. Further, NACONEK will hold itself accountable for its actions, regularly evaluating its programmes and initiatives to ensure they align with set objectives and serve the marginalised communities effectively.
5.	Professionalism	NACONEK is committed to maintaining the highest standards of professionalism in both its internal operations and engagements with stakeholders. The Council will adopt merit-based employment for the selection and retention of highly qualified personnel, ensuring fair and unbiased recruitment processes. Furthermore, the Council will adhere strictly to professional codes of conduct and relevant ethical guidelines in the delivery of educational services, demonstrating unwavering dedication and expertise.

S/N	Core Values	Description
6.	Respect for diversity	NACONEK acknowledges and appreciates the cultural diversity internally and externally, as a source of strength, creativity, and vitality, which nurtures an inclusive environment that upholds the values of respect and celebration. In view of this, the Council will promote an inclusive environment that respects and celebrates the unique cultural heritage of various groups by fostering an atmosphere of mutual respect and understanding.
7.	Gender equity	NACONEK will actively work to bridge gender gaps in education, ensuring that both boys and girls from marginalised backgrounds have equal access to educational opportunities. By promoting gender-sensitive policies and initiatives, the Council will aim to empower girls and boys alike, fostering a more equitable educational landscape.
8.	Continuous Learning	NACONEK emphasises continuous learning and development for its staff, the marginalised communities and stakeholders. The Council will invest in training and development programmes, research, and resources to stay updated with the latest educational practices, enabling the continuous improvement of education for the marginalised groups.

2.5 Quality Policy Statement

NACONEK commits to address the educational needs of Kenya’s marginalised communities by actively considering their traditions, values, and norms while striving to achieve universal Basic Education. The Council upholds an unwavering commitment to identifying key issues related to Quality Assurance through:

- i) Ensuring the fulfilment of client needs and expectations at a standard of excellence that completely satisfies their requirements.
- ii) Communicating consistently within the Council on the significance of meeting client needs, and adhering to the relevant statutory and regulatory requirements.
- iii) Establishing the Quality Policy and its objectives to ensure full compliance with ISO standards.
- iv) Conducting periodic management reviews to assess the effectiveness and implementation of the Quality Management System, aligning with the annual ISO audit.
- v) Monitoring processes to drive continual improvement, recognising and preventing non-conformance issues.
- vi) Ensuring the availability of necessary resources to support its commitment to quality.

The Council will consistently adhere to all Kenyan legislations and government regulations. It will also conduct regular reviews of the Quality Policy Statement to ensure its ongoing appropriateness.

CHAPTER THREE

3.0 SITUATIONAL AND STAKEHOLDER ANALYSES

Overview

This Chapter presents a situational and stakeholder analysis of NACONEK. The external environment is examined through a Political, Economic, Social, Technological, Environmental, Legal and Ethical (PESTELE) analysis. The internal environment is explored by detailing the governance and administrative structure, and internal Business Process Re-engineering (BPR) processes. An analysis of the Council's historical performance is provided, drawing valuable lessons from its past experiences. The resources and capabilities in place are described as well.

3.1 Situational Analysis

This section analyses the external (PESTELE) factors and internal factors to be considered in developing this Strategic Plan. These encompass the governing and administrative structures, internal business processes, resources and capabilities.

3.1.1 External environment

The PESTELE analysis provides a basis for identifying strategies that will foster NACONEK's continual adaptation to changing contexts while capitalising on emerging prospects and mitigating potential risks.

Macro-environment

The PESTELE analysis in **Table 3.1** explores the emergent opportunities and threats that may have a direct or indirect influence on the Council's ability to operate and discharge its mandate.

Table 3.1: Summary of Opportunities and Threats

OPPORTUNITIES	THREATS
POLITICAL FACTORS	
<ul style="list-style-type: none"> • Sustained Government attention and political support for inclusive educational programmes that cater to the needs of marginalised communities. • A stable political environment and long-term policies that foster continuity and consistency in education initiatives (for example, Sessional Papers and NESSP). 	<ul style="list-style-type: none"> • Changes in Government policies and priorities may disrupt the Council’s goals and programmes, making it difficult to plan for and implement effective long-term strategies. • Political interference by stakeholders and conflict of interest by the Council’s Board may hamper delivery of its assigned mandate. • Government bureaucracy may slow down decision-making, challenging timely delivery and response to the needs of the marginalised groups.
ECONOMIC FACTORS	
<ul style="list-style-type: none"> • Economic growth projections advocated by the BETA model may foster economic stability, investment and growth in education in the marginalised areas. • The FPE and FDSE programmes contribute to the Council’s impact. • Partnership with funding and research agencies can be leveraged for effective delivery of the Council’s mandate. • Existing social support initiatives (for example, school meals and bursaries) for learners in the marginalised areas contribute to the Council’s impact. • Ongoing economic empowerment initiatives for youth can be leveraged to strengthen the Council’s impact. 	<ul style="list-style-type: none"> • Budgetary constraints or funding cuts may directly affect the Council’s financial stability, hampering its capacity to realise the set strategic goals and programmes. • Poverty levels, inflation and economic uncertainty may affect the ability of families to support their children’s education, leading to increased prevalence of OOSC in the Council’s jurisdiction. • Conflicting interests and duplication of interventions by partners and interest groups may affect implementation of the Council’s programmes negatively.
SOCIAL FACTORS	
<ul style="list-style-type: none"> • Initiatives that address social stigma, discrimination and socio-cultural barriers to education contribute positively to the Council’s impact. • LCB&PS contribute to enhanced access, retention and completion of Basic Education in the ASALs. • Culturally responsive curriculum materials, trained teachers and education administrators who understand and respect the cultural diversity of marginalised communities. • Advocacy programmes and platforms for public awareness by state, non-state actors and communities on the right to education and anti-discrimination. 	<ul style="list-style-type: none"> • Inaccessible schools, inadequate WASH and food may hamper access to education in the marginalised areas and curtail ability to deliver on the Council’s mandate. • Marginalised communities may face isolation from mainstream society. • Insecurity and inter-ethnic conflicts continue to derail development and may hamper the Council’s ability to deliver on its mandate. • A culturally sensitive approach that nurtures respect and integrates the diverse cultures of marginalised communities is challenging to foster.

OPPORTUNITIES	THREATS
ECOLOGICAL FACTORS	
<ul style="list-style-type: none"> • The Council’s responsive governance structure, skilled staff and efficient administrative processes enable it to operate effectively. • Functional decentralised Regional, County and Sub-County Education structures that can be leveraged to strengthen NACONEK’s operations. • Collaborations with Government agencies, partners and communities can enhance NACONEK’s reach and impact. 	<ul style="list-style-type: none"> • Inadequate field staff may hamper effective implementation of the Council’s programmes. • Logistical challenges due to the vast and rugged terrain may limit the Council’s reach and impact. • Inadequate learning facilities and resources in the schools may hinder implementation of planned initiatives. • Climate change effects and pandemics may disrupt learning processes and continuity of education. • Negative media coverage or public perception of education may indirectly affect NACONEK’s credibility.
ENVIRONMENTAL FACTORS	
<ul style="list-style-type: none"> • Existing environmental conservation resources, programmes and organisations can be leveraged to enhance the Council’s impact. • NACONEK’s membership to the Education Climate Change Unit of the State Department for Basic Education provides a platform to enhance linkages with external governmental and non-governmental climate change stakeholders. • Curriculum platforms such as environmental clubs can positively influence environmental awareness activities within communities. • On-going opportunities to mainstream climate change in education programmes with focus on adaptation, resilience, action for climate empowerment and climate mitigation, which are being realised through initiatives such as, NIWFESS, Climate smart SMP and SMART access. 	<ul style="list-style-type: none"> • Lack of policy coordination/ harmonisation. • Prolonged drought, floods and other climate change effects that disrupt learning, limit access to essential services and worsen poverty among affected communities. • Increased vulnerability of marginalised communities due to climate-related challenges necessitates context specific planning and programmes. • Inadequate emergency preparedness among schools and communities.

OPPORTUNITIES	THREATS
TECHNOLOGICAL FACTORS	
<ul style="list-style-type: none"> • A digitised curriculum, computer studies, digital devices in the schools. • Various existing digital platforms can be leveraged by the Council for remote learning, training and resource sharing. • On-going Government and partnership initiatives to expand ICT infrastructure and internet connectivity for Schools. • The National Education Management Information System (NEMIS) and other data analytics tools aid in educational planning and monitoring of learners' achievements. • On-going initiatives to retool teachers in digital literacy, to enhance their ability to effectively integrate ICT. 	<ul style="list-style-type: none"> • Limited access to technology in remote areas can create a digital divide, hindering online learning and access to digital resources. • Inefficiency of NEMIS and its low uptake may lead to inaccurate resource allocation and tracking of learner's enrolment, affecting the Council's operations. • Cyber-security threats pose a risk to privacy and security of educational data in NEMIS and other E-Platforms. • Fast-paced evolution of educational technology may challenge NACONEK's ability to adapt. • E-waste management practices and disposal of obsolete ICT equipment.
LEGAL FACTORS	
<ul style="list-style-type: none"> • Legitimacy and a guaranteed mandate for the Council under the Basic Education Act (2013), Policy Framework for Nomadic Education and related Sessional Papers (section 1.2.6). • On-going legal reforms that seek to strengthen access, equity and inclusion in education for marginalised communities, potentially through new legislation or amendments. • Advocacy organisations that promote education for marginalised communities contribute to the Council's impact. 	<ul style="list-style-type: none"> • A fragmented legal framework may make it challenging for the Council to operate effectively. • Changes in education laws and regulations may slow down the impact of programmed activities. • Non-compliance to regulations may lead to sanctions for the Council. • Legal actions against the Council can be costly and damaging to its reputation.
ETHICAL FACTORS	
<ul style="list-style-type: none"> • Government's commitment to uphold the Constitutional principle of equal educational opportunities. • Curriculum programmes that integrate values and social justice (for example, Value-based Education, Community Service Learning, Parental Empowerment and Engagement, Environmental and Citizenship Education). • Opportunities to integrate the cultural norms and traditions of marginalised groups in conventional education programmes (for example, music, drama, poetry and sports activities). • Existing oversight mechanisms for monitoring the Council's performance such as Monitoring and Evaluation (M&E) and audits. • Increased entitlement, awareness and demand by citizens for accountability and results in the public sector. 	<ul style="list-style-type: none"> • Inequitable access and lack of inclusion in education may perpetuate societal disparities. • Inequality in educational opportunities and resources threaten effectiveness of the Council's programmes. • Fostering cultural sensitivity in the Council's operations may be challenging to achieve. • Ensuring transparency and accountability in resource allocation may be challenging to implement. • Conflict of interest by stakeholders, partners and interest groups may undermine effectiveness of programmes. • Unprofessionalism including tribalism/regionalism and cronyism can directly affect the Council's credibility.

3.1.2 Internal environment

The Council's organisational structure has been revised to address the Human Resource (HR) gaps and strengthen the organisation's ability to realise the strategic objectives spelt out in this Strategic Plan. The changes are aimed at strengthening the reporting and coordination, staff establishment, grading system and career progression gaps. In addition, the Human Resource Policy and Procedures Manual will serve as a basis for determining human resource capabilities, skills competencies and establishing a performance culture.

3.1.2.1 Governance and Administrative Structures

The NACONEK Board of Management will provide strategic leadership and policy direction, with the CEO serving as the Council's Secretary to the Board. The Board will be responsible for providing oversight, including, approval of management resolutions pertaining to staff recruitment, establishment and training, procurement plans and policies. They will convene meetings four times a year to deliberate on administrative matters, address emerging issues and sanction senior management resolutions.

The Council's administrative structure comprises two Directorates; the **Directorate of Technical Services** and **Directorate of Corporate Services** respectively (*see section 6.2.2*). In this structure various departments and divisions are provided under each Department. The functions of the two Directorates, their respective departments and divisions are aligned to the strategic objectives outlined in this Strategic Plan.

The Risk Management Framework and the Monitoring Evaluation and Learning (MERL) Framework will be adopted, in order to strengthen the Council's governance and management (as outlined in relevant sections of this Strategic Plan). These frameworks will also enhance performance, accountability and provide guidance for strategic decisions during the implementation of the Strategic Plan in the period under review. In addition, the Council will ensure sound financial management by consistently adhering and complying to the Risk Management Framework, Financial Regulations, the Public Finance Management (PFM) Act of 2012, Public Procurement and Asset Disposal (PPAD) Act of 2015 and its attendant regulations of 2020, regularly updating financial controls and optimising the budgeting process.

A comprehensive Procurement and Disposal Manual will be adopted in order to enhance procurement and disposal practices. In addition, annual procurement plans will be executed for the efficient acquisition and disposal of goods, works and services. Accurate asset registers will be maintained and quarterly reports submitted to the National Treasury. As part of the Council's dedication to customer satisfaction, its Citizen Delivery Charter will be prominently displayed at key entry points for easy access and compliance with commitment to customer focus.

3.1.2.2 Internal Environment

The Council's current organisational structure is sufficient to address needs and support the organisation's ability to achieve the strategic objectives outlined in this Strategic Plan. It provides effective reporting and coordination, appropriate staff establishment, a sound grading system, and clear career progression pathways. In

addition, the HR Policy and Procedures Manual will serve as a basis for determining human resource capabilities, skills competencies, and establishing a performance culture.

3.1.2.3 Resources and Capabilities

NACONEK has experienced a consistent growth in its budgetary allocation over time, from KShs. 40 million in 2015 to KShs. 5.3 billion in 2023. Additional operational infrastructure including office space, additional vehicles, provision of essential furniture and ICT equipment will be progressively acquired within the designated time frame of this Strategic Plan. In addition, the Council will steadily expand its human capital pool, in aligning with the human capital requirements highlighted in section 6.2.2.

Further, a robust Competency Development Programme (CDP) will be consistently implemented, to enhance the skills and capabilities of the Council’s staff. The planned changes are envisaged to effectively address the gradual extension of the Council’s services while aligning it fully with the expanded mandate.

3.1.3 Summary of strengths and weaknesses

Table 3.2 presents a concise overview of key strengths and weaknesses within the Council, strategically categorised into three pivotal aspects: Governance and Administrative Structures, Internal Business Processes and Resources and Capabilities. This serves as a foundation for targeted enhancements, aligning NACONEK’s efforts with the overarching goals of efficiency and sustained growth.

Table 3.2: Summary of Strengths and Weaknesses

STRENGTHS	WEAKNESS
GOVERNANCE AND ADMINISTRATIVE STRUCTURES	
<ul style="list-style-type: none"> Comprehensive legal framework for establishment of the Council as defined in relevant Sessional Papers, the Basic Education Act (2013); and, the Policy on Nomadic Education in Kenya (2009). Experienced leadership with a wealth of extensive expertise. Existence of clear accountability mechanisms with well-defined roles and responsibilities within the governance structure. Proven ability to coordinate programmes on education equity and inclusion for marginalised communities. Compliance to legal and regulatory standards demonstrating a commitment to ethical conduct, transparency and accountability. 	<ul style="list-style-type: none"> A weak organisational culture that poses a significant obstacle to the Council’s optimal performance. Ineffective communication leading to weak coordination of the Council’s operations and stakeholder engagement.

STRENGTHS	WEAKNESS
INTERNAL BUSINESS PROCESSES	
<ul style="list-style-type: none"> ● Openness to embracing change and adapting to new processes in alignment with the dynamic shifts in the educational landscape. ● Well established risk management mechanisms for proactive identification and mitigation of risks that may hamper delivery of programmes. ● Well established monitoring and evaluation mechanisms for timely feedback, evidence-based decisions and continual improvement. ● Continuous improvement capacities that can foster continuous learning and promote organisational growth. 	<ul style="list-style-type: none"> ● Lack of rigorous quality control mechanisms leading to inconsistent quality across board. ● Lack of standard operational procedures resulting in uncoordinated operations that negatively impact performance. ● A weak performance management culture that adversely affects accountability in staff performance. ● Ineffective coordination reducing the capacity by departments and divisions to achieve a shared vision. ● Absence of modernised technology impeding successful automation of processes.
RESOURCES AND CAPABILITIES	
<ul style="list-style-type: none"> ● A skilled workforce that supports effective implementation of the Council’s programmes. ● A youthful and resilient workforce that can be leveraged for continuity and succession management. ● Multi-cultural diversity among the Council’s staff fostering national unity. ● An innovative culture that nurtures creativity and contributes to organisational growth and impact. ● A strong technological orientation that contributes positively to enhancing service delivery. 	<ul style="list-style-type: none"> ● Insufficient financial, human and infrastructural resources hindering effective implementation of the Council’s mandate. ● Limited partnerships leading to sub-optimal implementation of the Council’s mandate. ● Ineffective coordination of partnerships and collaborations leading to inability to fully leverage the existing resources. ● Weak asset base characterised by inadequate physical asset.

Analysis of Past Performance

NACONEK’s Strategic Plan for the period 2015-2021 aimed to improve access, equity, retention, transition, and quality in Basic Education provision among nomadic communities. The Plan was guided by six strategic objectives, each with associated outcomes and activities. The period served as a pivotal learning phase for the Council, with a primary focus on establishing organisational priorities, key programmes and enhancing its competitiveness. Across this period, NACONEK achieved notable milestones, encountered challenges, and learned crucial lessons as outlined below.

3.1.4.1 Key achievements

NACONEK made significant strides in various aspects of its operations, demonstrating a commitment to advancing education for marginalised communities. The key achievements are summarised below:

Strengthening the policy framework

- Reviewed the Policy Framework for Nomadic Education in Kenya.
- Developed the Guidelines for Accelerated Education Programmes (AEPs) collaboratively with Danish Refugee Council (DRC), and UNICEF.
- Established various corporate governance policies. These include HR, Finance, Procurement and Disposal, and Code of Conduct as well as Enterprise Resource Planning (ERP) system.

Research and baseline surveys

Adopted institutional-based data platforms such as Open Data Kit (ODK) to conduct:

- Baseline survey on the impact of climate change on LCB&PS in 12 ASAL Counties collaboratively with the MoE, National Treasury (Greening Kenya Initiative) and the NDMA.
- Baseline survey on OOSC in 16 ASAL Counties with support from UNICEF.
- Baseline survey on Vocational Training Centres in the ASALs of Kenya and Refugee education.
- Mapping of Mobile and Feeder Schools in five Arid Counties of Turkana, Samburu, Isiolo, Wajir and Garissa, whose findings indicated that the Mobile Schools model was fast diminishing due to the emergence of feeder schools supported by County Governments and reducing community migration trends.
- Mapping of the APBET schools operating in the urban informal settlements of Kisumu and Nairobi.

Leveraging Public-Private Partnerships (PPPs)

- Established collaborations with various strategic partners to advance the agenda of education for nomadic communities. These partners include UNICEF, UNHCR, Association of Volunteers in International Service (AVSI) Foundation, UN-World Food Programme (WFP), FCDC, DRC, Aga Khan Foundation and IRK to implement activities relevant to specific strategic areas of interest.

Advocacy building on relevant aspects

- Participated in a Continental Conference on the impact of education on nomadic populations in Africa as well as in various National and County level Conferences to share findings on the impact of climate change on LCB&PS and mapping of LCPS currently referred to as APBET schools.
- Held sensitisation forums for education stakeholders, including parents, teachers, and school managers in the nomadic Counties, for policy dissemination and capacity strengthening on various relevant aspects.

Innovative solutions for education in nomadic contexts

- Initiated the NIWFESS pilot project at Kuno LCB&PS in Garissa County, based on the LCB&PS Baseline Survey findings (*see above*).
- Implemented its Kuno Green Schools Project, which supported the Installation of climate smart WASH infrastructure at Kuno LCB&PS in Garissa.
- Established a solar-powered containerised ICT classroom at Kuno LCB&PS in Garissa County, to facilitate education continuity during the COVID pandemic.

- Piloted remote learning in two schools in Wajir and Isiolo Counties.
- Piloted the Digital Attendance Application (DAA) and its integration into the mainstream NEMIS for efficient data capture and sharing.
- Piloted steam cooking technology in 6 schools; *Nairobi School, Kwale Boys, Kwale Girls, St. John's Kaloleni Girls, Garissa High School, and Madogo High School* under the "Schools for Carbon Offset Project".

Capacity development initiatives

- Facilitated rehabilitation of infrastructure in four (4) LCB&PS in Garissa and Wajir.
- Conducted sensitisation forums for County Education Boards (CEBs), Education Officers and head teachers from 14 nomadic Counties.
- Trained all Sub-County Directors of Education, County Quality Assurance and Standards Officers and Curriculum Support Officers in 16 Counties on use of the DAA app to monitor school attendance of re-enrolled OOSC.
- Conducted three cycles of training on an annual basis for BoMs and head teachers of LCB&PS and Special Schools in 14 nomadic Counties; as well as 22 Refugee schools in Dadaab.

Curriculum development and integration

- Initiated development of the Framework for Integration of *Duksi* and *Madrassa* into Kenya's formal Basic Education, collaboratively with the Kenya Institute of Curriculum Development (KICD), UNICEF and other relevant stakeholders.

Corporate visibility and governance

- Continually enhanced corporate visibility through branding, development of the corporate logo and a website; as well as dissemination of Information Education Communication (IEC) materials (for example, brochures, banners, flyers and publications).

Infrastructure and resource development

- Was headquartered at Uchumi House, Nairobi, with investments in ICT office equipment and programming, as well as four vehicles for field operations.
- Established a substantive staff of 83 personnel, both seconded from MoE and NACONEK Secretariat staff.
- Conducted capacity-building of Council Board members and staff on ICT; equipped Council members with iPad tablets, and staff with necessary ICT skills and equipment.
- Mobilised additional finances from progressive allocations, for implementation of its programmes.

3.1.4.2 Key challenges

The Council encountered the following challenges that impeded the achievement of its set targets:

- Expiry of the term of the Council Board hindered decision making and subsequent operations related to some high-level managerial responsibilities.

- Lack of a substantive data resource centre posed a significant impediment to efficient data management and analysis.
- Slow-paced information sharing with stakeholders due to sluggish communication negatively impacted response to critical issues.
- Inadequate personnel in information management affected the Council's capacity to handle data effectively.
- Lack of a structured strategy for establishing partnerships hindered resource mobilisation, delayed implementation of planned initiatives and constrained the general effectiveness of partnerships.
- Limited funding for implementation of planned initiatives in LCB&PS and LCPS.

3.1.4.3 Lessons learnt

The strategic management approach adopted by NACONEK is comprehensive and aligns with best practices in effective governance, continuous improvement and adaptability. Here are the key lessons learnt:

- **Leadership focus:** Clear communication of administrative priorities and direction through a unified vision, long-term goals, and supporting strategies is vital for guiding the Council towards its desired outcomes.
- **Planning foundation:** The Strategic Plan serves as the bedrock for all operational and managerial functions, providing the necessary guidance for programmes and management initiatives and ensuring alignment of resources with strategic goals.
- **Utilising the strategic goals and objectives to steer implementation and management:** The establishment of detailed objectives, indicators and performance goals to monitor and interpret progress is critical.
- **Engagement and collaboration:** The strategic goals and objectives serve as a tool for engaging partners in fostering the achievement of set goals. This necessitates collective effort by Government, partners and stakeholders and effective coordination of partnership efforts.

3.2 Stakeholder Analysis

Achieving equity and inclusion in Basic Education for marginalised communities demands significant investment. This underscores the importance of forging collaborative partnerships with Government ministries, agencies and departments at both the National and County levels; private sector organisations and stakeholders with related strategic interests and matching priorities. The successful implementation of the Council's priority programmes also hinges on the active participation of the affected communities. Thus, the Council conducted a comprehensive stakeholder mapping and analysis during the Strategic Plan development, to guide its interactions with relevant individuals, groups or entities.

This is illustrated in **Table 3.3**.

Table 3.3: Stakeholder Analysis

Stakeholder Role(s)	Stakeholder Expectations of NACONEK	NACONEK Expectations of the Stakeholders
INTERNAL STAKEHOLDERS		
COUNCIL BOARD		
Responsible for strategic leadership and policy direction of the Council.	<ul style="list-style-type: none"> Accountability and compliance. Timely reports on the status of implementation. 	<ul style="list-style-type: none"> Policy direction. Approval of senior management resolutions.
MINISTRY OF EDUCATION (MOE)		
Formulate national level education policy, funding; curriculum standards, quality assurance and regulation; and, national-level partnerships.	<ul style="list-style-type: none"> Facilitate NACONEK to implement its mandate as outlined in Section 94 and Schedule 6 of the Basic Education Act (2013). 	<ul style="list-style-type: none"> Facilitate the budgeting process. Policy development and implementation support. Collaboration in addressing legal and administrative barriers.
EXTERNAL STAKEHOLDERS		
TEACHING AND SUPPORT STAFF		
Facilitate implementation of education programmes in schools for the marginalised communities.	<ul style="list-style-type: none"> Facilitate establishment of safe and conducive work and learning environments. Provision of learning resources to support in implementing curriculum programmes. Facilitate capacity building in relevant aspects. 	<ul style="list-style-type: none"> Create safe and inclusive learning environments. Advocacy on education access, equity and inclusion. Implement effectively the planned programmes and activities.
PARENTS AND GUARDIANS		
Monitoring their children’s learning, growth and development; Provision of basic necessities for learning.	<ul style="list-style-type: none"> Facilitate creation of safe, inclusive and well-resourced learning environments. Involvement in decision-making processes. Mapping of OOSC. 	<ul style="list-style-type: none"> Adherence to policies and regulations on education equity and inclusion. Support implementation of NACONEK’s programmed activities.
COMMUNITY		
Provide support for implementation of education programmes (Cultural insights, Lands).	<ul style="list-style-type: none"> Foster collaborations on education for marginalised communities. Uphold respect for cultural traditions in programming. Involvement in decision-making processes. 	<ul style="list-style-type: none"> Collaborations in NACONEK-led education initiatives and decision-making.

Stakeholder Role(s)	Stakeholder Expectations of NACONEK	NACONEK Expectations of the Stakeholders
TEACHERS SERVICE COMMISSION (TSC)		
Managing the teaching professions in Kenya.	<ul style="list-style-type: none"> • Provide conducive environment for teachers. • Support the capacity building of teachers. 	<ul style="list-style-type: none"> • Adequate staffing. • Collaborations with NACONEK for capacity building of teachers. • Avail on need basis.
NATIONAL TREASURY AND PLANNING		
Formulate national economic policies, manage annual budget and public finances.	<ul style="list-style-type: none"> • Prudence, transparency, accountability and integrity in managing resources. • Submission of timely reports. 	<ul style="list-style-type: none"> • Funding of programmes. • Formulate and enforce financial policies, regulations and circulars.
OFFICE OF THE AUDITOR GENERAL		
Primary oversight and ensuring accountability within the three arms of Government.	<ul style="list-style-type: none"> • Compliance to the Risk Management Framework. • Effective implementation of funded programmes. • Timely submission of accounts for audit. 	<ul style="list-style-type: none"> • Budgetary oversight. • Timely Auditing.
OFFICER OF THE ATTORNEY GENERAL		
Provide legal advisory.	<ul style="list-style-type: none"> • Compliance with legal provisions. 	<ul style="list-style-type: none"> • Administrative legal support.
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT		
Development of the Basic Education curriculum, instructional materials and resources.	<ul style="list-style-type: none"> • Technical input into curriculum related discussions. • Guidance and support to teachers for school-level curriculum delivery. 	<ul style="list-style-type: none"> • Monitoring and Evaluation of curriculum. • Collaborations on curriculum and research. • Implementation of government policy on review reforms on curriculum.
KENYA EDUCATION MANAGEMENT INSTITUTE		
Capacity building for education sector managers and administrators.	<ul style="list-style-type: none"> • Facilitate leadership mentoring and coaching of school management and administration. 	<ul style="list-style-type: none"> • Training of school leadership and BoMs on related aspects. • Development of training content.

Stakeholder Role(s)	Stakeholder Expectations of NACONEK	NACONEK Expectations of the Stakeholders
CENTRE FOR MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION IN AFRICA		
STEM Education and ICT Integration in Education.	<ul style="list-style-type: none"> Integration of ICT and STEM Education in LCB&PS and LCPS. 	<ul style="list-style-type: none"> Information and resources for ICT initiatives. Capacity building in ICT and STEM Education integration. Technical input into STEM Education and ICT integration in LCB&PS and LCPS.
KENYA NATIONAL QUALIFICATIONS AUTHORITY		
Accreditation, recognition and equation of qualifications; credit accumulation and transfer.	<ul style="list-style-type: none"> Support in mapping <i>Duksi</i> and <i>Madrassa</i> institutions for accreditation. Mapping the learning outcomes for equation of qualification. 	<ul style="list-style-type: none"> Information, resources and technical expertise on recognition of prior learning initiatives. Implement all the RPL related initiatives.
THE NATIONAL DROUGHT MANAGEMENT AUTHORITY (NDMA)		
Coordination of drought preparedness and response, especially in ASALs	<ul style="list-style-type: none"> Mobilizing resources and partnerships to support education during droughts. Monitoring the impact of drought on education to inform policy improvements. 	<ul style="list-style-type: none"> Coordinating disaster preparedness for schools during droughts. Providing early warning systems to help schools prepare for disruptions. Enhancing school infrastructure resilience to climate challenges. Promoting drought awareness through education.
NATIONAL ASSEMBLY		
Enactment of legislation and oversight of budget implementation.	<ul style="list-style-type: none"> Programme alignment with national development priorities. Accountability and transparency in use of public funds and resources. 	<ul style="list-style-type: none"> Approval of financial estimates for NACONEK programmes. Assenting to relevant bills to the Council. Advocacy for education equity and inclusion.

Stakeholder Role(s)	Stakeholder Expectations of NACONEK	NACONEK Expectations of the Stakeholders
COUNTY ASSEMBLY OF TARGETED COUNTIES.		
Enactment of legislation to support education activities and programmes within the County and oversight of budget implementation at the County-level.	<ul style="list-style-type: none"> • Spearheading integration of <i>Duksi</i> into formal Basic Education. • Development of <i>Duksi</i> curriculum. 	<ul style="list-style-type: none"> • Advocacy and support the integration of <i>Duksi</i>.
PARTNERS (INCLUDING, GOVERNMENT AGENCIES, INTERNATIONAL AND LOCAL ORGANISATIONS AND INDIVIDUALS)		
Advocate for the rights of marginalised communities.	<ul style="list-style-type: none"> • Alignment of programmes and strategies as their area of operations. • Transparency and accountability of the resources provided. • Data sharing and collaboration in programmed activities. • Provide evidence of impact and sustainable outcomes. 	<ul style="list-style-type: none"> • Alignment of support with NACONEK's mandate. • Financial and technical support for programmes. • Collaboration in advocacy and implementation of programmed activities. • Information and data sharing to improve programme effectiveness.
RESEARCHERS AND RESEARCH ORGANISATIONS		
Conducting research on education and publicising research findings for policy decision-making purposes.	<ul style="list-style-type: none"> • Recognition of their role in shaping evidence-based policies and practices. • Data and information sharing for research use. • Collaborations in research activities. • Evidence-based approaches and best practices. 	<ul style="list-style-type: none"> • Collaborations in research activities. • Capacity strengthening and technical support for research.
MEDIA		
Communication, awareness creation and advocacy.	<ul style="list-style-type: none"> • Access to relevant information (on a need-to-know basis). • Insights into trends and challenges in education for marginalised communities. 	<ul style="list-style-type: none"> • Accurate coverage and dissemination of information on NACONEK programmes and operations.
SUPPLIERS		
Supply of food, materials, resources and services.	<ul style="list-style-type: none"> • Fair play in procurement decisions. • Timely payment for services rendered. 	<ul style="list-style-type: none"> • Timely provision of quality products and services.

CHAPTER FOUR

4.0 STRATEGIC ISSUES, GOALS AND KEY RESULT AREAS

Overview

This Chapter outlines the strategic issues emerging from the situational and stakeholder analyses, which may impact the Council's programmes and services. The Chapter also presents the strategic issues, strategic goals and Key Result Areas (KRAs) that the Council will pursue in delivering its mandate.

4.1 Strategic Issues

The strategic issues that the Council seeks to address during the period of implementation of this Strategic Plan include:

4.1.1 Inequitable access and participation in Basic Education for marginalised communities and vulnerable groups

According to the United Nations Development Programme (UNDP) Report (2020), Kenya's Human Development Index (HDI) improved to 0.601 in 2019, elevating the Country to the medium human development category. This progress is attributed in part to advancements made nationally in education, health and the poverty index over the past two decades. However, upon adjusting for inequality, the HDI reflects a 26% loss, plummeting to 0.44. Notably, there is a 30% inequality in education and a 33% disparity in income. These inequalities are most pronounced in the ASALs such as Mandera, Wajir, Garissa and Turkana⁴.

The 2020 National Assessment System for Monitoring Learner Achievement (NASMLA) report further indicates that the Gross Enrolment Ratio (GER) for both Primary and Secondary education remains below 50% in these areas, a stark contrast to the national average. Additional Counties grappling with GER below the national average in both Primary and Secondary education include Samburu, Isiolo, Marsabit, Wajir and Tana River⁵. Similarly, the 2021 UNESCO report on OOSC reveals that nearly 2.4 million children and adolescents, aged 4-17 years, were not enrolled in school at the time of the study. According to the report, the out-of-school rates for Primary school-age children in Mandera, Wajir, and Garissa Counties, exceeded 70%. Other Counties that recorded high prevalence of OOSC were Mandera (170,050), Garissa (166,010), Wajir (152,130) and Turkana (144,520). Notably, the OOSC prevalence persists despite the implementation of the Kenya Government's FPE and FDSE initiatives.

Thus, the marginalised areas collectively account for the areas that have consistently recorded poor education indicators over time as well as for more than half of Kenya's

⁴ UNDP Human Development Report, 2020.

⁵ Ministry of Education, 2019 Education Statistical Booklet.

OOSC, as reported by UNESCO in 2022. This situation underscores the need for collaborative efforts to identify and overcome barriers to Basic Education access and quality in the ASALs, PoPs and urban informal settlements.

Summary of key issues

Despite the gains made in expanding access to Basic Education, the areas hosting the marginalised communities:

- Manifest the highest prevalence of OOSC.
- Have low Primary and Secondary Education retention and completion rates due to late enrolment to formal Basic Education among other factors.
- Have high drop-out rates resulting in lower GER and NER.
- Have low Primary to Secondary Education transition rates due to high poverty levels and lack of basic survival skills, which often results in lack of school fees, early marriages and child labour.
- Are amenable to intervening factors such as climate change, drought, floods, conflicts, insecurity, wide spatial distribution of populations and long distances to school; retrogressive cultural practices among others.
- Have long term drought and hunger, which significantly affects the ability of children to enroll in and to stay in school.
- Have dilapidated infrastructure which does not provide the child with a conducive secure learning environment according to studies on LCB&PS.

4.1.2 Low quality of Basic Education in the marginalised areas

Over time, learners from conflict prone and marginalised areas have consistently achieved lower scores in comparison to their counterparts from other Counties, as evidenced by the Early-Grade Mathematics and Reading Assessments⁶. This implies a noticeable disparity in academic achievements across different regions, with a considerable number of the counties exhibiting lower academic performance situated in areas that typically host marginalised communities. Factors contributing to this situation include insufficient school infrastructure, acute teacher shortage and socio-economic and cultural barriers that hinder the attainment of high-quality education.

Summary of key issues

The areas hosting the marginalised communities:

- Register lower learning outcomes in national assessments with many learners failing to achieve set benchmarks in literacy and numeracy in Monitoring Learner Achievement Report.
- Lack of access to ICT, which leads to limited exposure of learners to digital resources and 21st Century CBC skills, consequently hampering equitable educational opportunities.

4.1.3 Coordination of education partners and initiatives in the marginalised areas

The fragmented and uncoordinated endeavours of various partners addressing education disparities in marginalised areas have led to duplication of beneficiaries

⁶ Monitoring Learner Achievement at Class 7 Level in Kenya, 2020.

and activities in certain regions, leaving others entirely underserved. This lack of coordination not only results in inefficiencies in resource utilisation but also fails to comprehensively tackle education inequalities. The repercussions are extensive, adversely impacting the educational opportunities and future prospects of learners in the affected regions. This calls for a comprehensive coordination framework that synchronises the efforts of Government agencies, private sector organisations and communities thereby ensuring efficient resource utilisation.

4.1.4 Research and Development

Across the strategic period 2017/18 to 2021/22, the Council encountered challenges in addressing its research mandate. This was particularly the case in effectively utilising research efforts to address the complex issues prevalent in marginalised areas. Moreover, the research findings did not effectively reach the public and failed to exert the intended influence on policy decision-making. This has posed a hindrance in addressing the specific needs and inequalities faced by marginalised areas.

Similarly, data management has emerged as a critical challenge within the Council, particularly with regards to the availability and accuracy of statistics on nomadic populations and their school-aged children. The absence of reliable data has caused significant barriers to evidence-based planning and policy decision-making, as the fundamental information required to understand and address the unique needs and disparities within these communities is lacking.

4.1.5 Pertinent and contemporary issues

Marginalised areas face heightened vulnerability during crises and emergencies, leading to disruptions in schooling and an increased risk of drop outs. These challenges are often linked to inter-ethnic conflicts, insecurity and negative cultural practices. Additionally, the impact of climate change on education has become a growing concern. Rising global temperatures and extreme weather events attributed to climate change have led to a rise in the frequency and severity of floods, droughts and wildfires.

Negative climate occurrences destroy educational facilities, displace learners and teachers, resulting in significant interruptions to education. Moreover, changed weather patterns tend to compound agricultural setbacks, exacerbating food insecurity and impacting learners' nutrition and cognitive development negatively. Additionally, schools in Sub-Saharan Africa, including those in Kenya, are the second-largest biomass energy consumers, trailing only households. In Kenya, about 90% of schools rely on wood biomass for cooking. It is estimated that collectively, schools in Sub-Saharan Africa consume 8 million tons of firewood annually, leading to emissions of 12-14 million tonnes of CO₂ equivalent⁷. This calls for the need to invest in clean energy technologies.

⁷ World Bank. P174232 Kenya Primary Education Equity in Learning Program. Washington, D.C.: World Bank Group, 2023.

Summary of key issues

- Post-traumatic stress and shocks from displacements as a result of insecurity, conflicts, poverty, and abuse in households and communities.
- Adverse weather events such as drought, floods, wildfires and heavy wind, often devastate school structures and disrupt local agriculture, resulting in reduced food availability at household and community levels.
- Climate induced migration and food insecurity in the ASALs, which affect access to education.
- Schools, being the biggest consumers of woodfuel, need to be transitioned to clean cooking technologies with keen focus on those that can support engagement into the carbon markets.
- Climate induced OOSC translated to education loss which can be categorised as part of non-economic loss under climate change loss and damage agenda.
- Child abuse, both within and outside the learning environment, has various negative impacts on education at different levels.

4.2 Strategic Goals

To address the issues in 4.1 (*above*), the following strategic goals will serve as the building blocks of the 2023-2027 NACONEK Strategic Plan, providing direction, focus and a sense of purpose towards achieving the Council's Vision and Mission.

4.2.1 To enhance equitable access and participation in Basic Education for the marginalised communities and vulnerable groups

This Plan envisions a future where every learner, regardless of their background or location, enjoys universal access to Basic Education. Addressing the lack of Basic Education equity and inclusion in marginalised areas is expected to lead to:

- i) Increased enrolments and retention of learners in schools in the marginalised areas.
- ii) Improved quality of infrastructure in the LCB&PS.
- iii) A significant reduction in the number of OOSC.
- iv) OOSY accessing and actively participating in education and economic opportunities.
- v) Schools in marginalised areas equipped with ICT facilities leading to expansion of educational opportunities.

4.2.2 To promote quality of Basic Education in the marginalised areas

The Strategic Plan further envisions an educational landscape where learners from marginalised areas have improved learning outcomes.

4.2.3 To improve collaborations and coordination of education partners and initiatives in the marginalised areas

This Strategic Plan seeks to establish a coordination framework for education partners in the marginalised areas. This will enable the Council to collaborate with relevant Government agencies, private sector organisations, and community leaders, to create a synchronised approach to education interventions in the marginalised areas.

4.2.4 To strengthen research and data management

This Strategic Plan prioritises a proactive research agenda driven by community needs and policy alignment. It aims to cultivate a research culture that encourages interdisciplinary collaboration and community involvement, ensuring that research is both relevant and impactful. Research findings will be disseminated and the reports made accessible and comprehensible to the policymakers and other stakeholders. Additionally, the Council aims to digitalise data management to address the longstanding challenge of inaccurate statistics on education in the marginalised areas. This will transform the Council into a beacon of evidence-based decision-making, paving the way for a future where marginalised communities have improved educational opportunities and outcomes as well as sustainable livelihoods.

4.2.5 To mainstream pertinent and contemporary issues in schools in the marginalised areas

During this strategic period, the resilience of educational institutions in marginalised areas will be strengthened to cope with climate change effects, crises and threats to learner safety. This will encompass:

- i) Establishing safe, secure and inclusive learning environments.
- ii) Minimising disruptions and ensuring continuity of education during crises.

4.3 Key Result Areas

Table 4.1 identifies fourteen KRAs for the strategic period 2023-2027. These KRAs will serve as the basis for decision-making, resource allocation, implementation, and performance evaluation within the framework of the NACONEK Strategic Plan. The coherence between the strategic issues, strategic goals and KRAs eases planning and reporting on the Strategic Plan outputs, outcomes and impacts.

Table 4.1: Strategic Issues, Goals and Key Result Areas

Strategic Issue 1: Inequitable Access and Participation in Basic Education for Marginalised Communities and Vulnerable Groups	
Strategic Goal(s)	Key Result Area(s)
Enhance equitable access and participation in Basic Education for the marginalised communities and vulnerable groups.	KRA 1.1: Universal School Health, Nutrition and Meals. KRA 1.2: Integration of <i>Duksi</i> and <i>Madrassa</i> into formal Basic Education. KRA 1.3: Low Cost Boarding and Peace Schools (LCB&PS). KRA 1.4: Come-to-School Programme. KRA 1.5: ICT-enabled education delivery and management. KRA 1.6: Youth access and active participation.
Strategic Issue 2: Low Quality of Basic Education in the Marginalised Areas	
Promote the quality of Basic Education in the marginalised areas.	KRA 2.1: Low Cost Private Schools (LCPS). KRA 2.2: Non-formal schools.

Strategic Issue 1: Inequitable Access and Participation in Basic Education for Marginalised Communities and Vulnerable Groups

Strategic Goal(s)	Key Result Area(s)
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Strategic Issue 3: Coordination of Education Partners and Initiatives in the Marginalised Areas

Improve collaborations and coordination of education partners and initiatives in the marginalised areas.	KRA 3.1: Partnerships and linkages. KRA 3.2: Partnership Coordination framework.
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Strategic Issue 4: Research and Development

Strengthen research and data management.	KRA 4.1: Evidence-based research. KRA 4.2: Data management.
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Strategic Issue 5: Pertinent and Contemporary Issues

Mainstream pertinent and contemporary issue in schools in the marginalised areas.	KRA 5.1: Climate change in education. KRA 5.2: Psychosocial support, social security and life skills of learners.
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CHAPTER FIVE

5.0 STRATEGIC OBJECTIVES AND STRATEGIES

Overview

This Chapter highlights the identified strategic issues, goals, KRAs, strategic objectives and specific strategies, as they link across board. The alignment demonstrates consistency and is critical to ensuring that NACONEK fulfills its mandate.

5.1 Strategic Objectives

Table 5.1 outlines 14 strategic objectives that will steer the implementation of this Strategic Plan, aligning with the strategic issues and goals. A 5-year projection for attainment of these strategic objectives and associated outcomes is also provided.

Table 5.1: Outcomes Annual Projections

STRATEGIC ISSUE 1: INEQUITABLE ACCESS AND PARTICIPATION IN BASIC EDUCATION FOR THE MARGINALISED COMMUNITIES AND VULNERABLE GROUPS							
STRATEGIC GOAL 1: TO ENHANCE EQUITABLE ACCESS AND PARTICIPATION IN BASIC EDUCATION FOR THE MARGINALISED COMMUNITIES AND VULNERABLE GROUPS							
Strategic Objective	Outcome	Outcome Indicator	PROJECTIONS				
			Y1	Y2	Y3	Y4	Y5
KRA 1.1: Universal School Health Nutrition and Meals							
To improve access, participation, health and nutrition status of learners in a sustainable, climate smart environment.	Increased participation, retention and transition in basic education for learners in marginalised areas.	Retention rates of learners in marginalised areas.	103.2	104.2	105.2	106.2	107.2
KRA 1.2: Integration of <i>Duksi</i> and <i>Madrassa</i> into Formal Basic Education							
To Improve enrolment, retention, transition and completion of learners in predominantly Muslim communities.	Increased access to formal Basic Education.	NER of learners in predominantly Muslim Counties.	73.6	74.5	75	76	77

STRATEGIC ISSUE 1: INEQUITABLE ACCESS AND PARTICIPATION IN BASIC EDUCATION FOR THE MARGINALISED COMMUNITIES AND VULNERABLE GROUPS

STRATEGIC GOAL 1: TO ENHANCE EQUITABLE ACCESS AND PARTICIPATION IN BASIC EDUCATION FOR THE MARGINALISED COMMUNITIES AND VULNERABLE GROUPS

Strategic Objective	Outcome	Outcome Indicator	PROJECTIONS				
			Y1	Y2	Y3	Y4	Y5
KRA 1.3: Low Cost Boarding and Peace Schools (LCB&PS)							
To improve retention, transition and completion of learners in Basic Education in the marginalised areas.	Increased number of learners benefiting from LCB&PS.	Number of learners benefiting from LCB&PS.	130,000	140,000	145,000	150,000	160,000
KRA 1.4: Come-to-School Programme							
To increase access, enrolment, retention, transition and completion of learners in the marginalised areas.	Increased enrollment in formal Basic Education in the marginalised areas.	GER in formal Basic Education in the marginalised areas.	92	92.5	93.5	94	94.5
KRA 1.5: ICT-Enabled Education Delivery and Management							
To enhance equitable access to Basic Education in the marginalised areas.	Increased integration of ICT for effective education delivery and management in marginalised areas.	Percentage integration of ICT into education in marginalised areas.	30	40	45	50	60
KRA 1.6: Youth Access and Active Participation							
To Improve access and active participation in education and economic opportunities for OOSY in the marginalised areas.	Enhanced access and active participation in education and economic opportunities for the OOSY in the marginalised areas.	Number of OOSY accessing and actively participating in education and economic opportunities in the marginalised areas.	0	500	1000	1500	2000

STRATEGIC ISSUE 2: LOW QUALITY OF EDUCATION IN THE MARGINALISED AREAS**STRATEGIC GOAL 2: TO PROMOTE QUALITY OF BASIC EDUCATION IN THE MARGINALISED AREAS**

Strategic Objective	Outcome	Outcome Indicator	PROJECTIONS				
			Y1	Y2	Y3	Y4	Y5
KRA 2.1: Low Cost Private Schools (LCPS)							
To enhance the quality of basic education in LCPS.	Improved provision of quality education in the LCPS.	Number of LCPS conforming to the minimum basic education standards.	4,000	4,000	4,000	4,000	4,000

KRA 2.2: Non-formal Schools

To enhance the quality and relevance of basic education in the non-formal schools.	Improved provision of quality education in non-formal schools.	Number of non-formal schools conforming to the minimum Basic Education standards.	30	40	45	50	60
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STRATEGIC ISSUE 3: COORDINATION OF EDUCATION PARTNERS AND INITIATIVES IN THE MARGINALISED AREAS**STRATEGIC GOAL 3: TO IMPROVE COLLABORATION AND COORDINATION OF EDUCATION PARTNERS AND INITIATIVES IN THE MARGINALISED AREAS****KRA 3.1: Partnerships and Linkages**

To strengthen linkages of state and non-state actors in the delivery of education in marginalised areas.	Enhanced collaboration between state and non-state actors.	Number of partnerships established with state and non-state actors.	3	5	7	10	12
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KRA 3.2: Partnership Coordination Framework

To strengthen concerted and participatory approaches for implementation of interventions.	Enhanced collaboration and knowledge sharing for education partners working in the marginalised areas.	Number of collaborative programmes implemented with state and non-state actors in the marginalised areas.	3	6	9	10	11
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STRATEGIC ISSUE 4: RESEARCH AND DEVELOPMENT**STRATEGIC GOAL 4: TO STRENGTHEN RESEARCH AND DATA MANAGEMENT**

Strategic Objective	Outcome	Outcome Indicator	PROJECTIONS				
			Y1	Y2	Y3	Y4	Y5
KRA 4.1: Evidence-based Research							
To Improve the quality and relevance of research conducted by NACONEK.	Increase in the uptake of recommendations from researches conducted by NACONEK.	Number of research policy reviews initiated.	1	2	3	3	3
KRA 4.2: Data Management							
To enhance the accuracy, storage and security of all data pertaining to nomadic education.	Increased data accessibility and usability.	Number of users accessing the established data bank.	1,000	1,500	2,500	3,000	4,000

STRATEGIC ISSUE 5: PERTINENT AND CONTEMPORARY ISSUES**STRATEGIC GOAL 5: TO MAINSTREAM PERTINENT AND CONTEMPORARY ISSUES IN SCHOOLS IN THE MARGINALISED AREAS****KRA 5.1: Climate Change in Education**

To address climate change as a barrier to access Basic Education in the marginalised areas.	Reduced vulnerability and enhanced resilience of learners in the marginalised area to the impacts of climate change.	Number of schools implementing climate change education programmes.	20	70	130	180	200
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KRA 5.2: Psychosocial Support, Social Security and Life Skills of Learners

To foster resilience and well-being among learners in marginalised areas.	Enhanced resilience, mental well-being, PSS and life skills of learners in the marginalised areas.	Number of schools with enhanced mechanisms on resilience, mental well-being and life skills.	20	70	130	180	200
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5.2 Strategic Choices

Table 5.2 identifies 14 KRAs required to ensure realisation of the NACONEK mandate, each with its corresponding strategic objective and strategies.

Table 5.2: Strategic Objectives and Strategies.

STRATEGIC ISSUE 1: INADEQUATE ACCESS, EQUITY AND PARTICIPATION IN BASIC EDUCATION IN THE MARGINALISED AREAS	
KRA 1.1: Universal School Meals, Health and Nutrition	
Strategic Objective(s)	Strategies
1.1.1: To improve access, participation, health and nutrition status of learners through sustainable climate-smart actions.	<ul style="list-style-type: none"> ● Strengthen the policy framework for school meals. ● Improve the health and nutrition status of learners. ● Promote adoption of Integrated WASH, food and clean energy solutions in schools for sustainable school meals, health and nutrition of learners. ● Enhance home-grown food and nutrition initiatives. ● Mainstream nutrition education into the curriculum of SMP beneficiary schools.
KRA 1.2: Integration of <i>Duksi</i> and <i>Madrassa</i> into Formal Basic Education	
1.2.1: To improve enrolment, retention, transition and completion of learners in predominantly Muslim communities.	<ul style="list-style-type: none"> ● Promote policy advocacy, stakeholder engagement and community sensitisation on <i>Duksi</i> and <i>Madrassa</i>. ● Strengthen the <i>Duksi</i> and <i>Madrassa</i> curriculum and teacher qualification. ● Mainstream <i>Duksi</i>, <i>Madrassa</i> into formal Basic Education.
KRA 1.3: Low Cost Boarding and Peace Schools (LCB&PS)	
1.3.1: To improve retention, transition and completion of learners in Basic Education in the marginalised areas.	<ul style="list-style-type: none"> ● Promote adherence to minimum Basic Education infrastructure standards by Model LCB&PS. ● Strengthen the capacity of LCB&PS to provide quality Basic Education.
KRA 1.4: Come-to-School Programme	
1.4.1: To increase access, enrolment, retention, transition and completion of learners in the marginalised areas.	<ul style="list-style-type: none"> ● Strengthen the policy framework for accelerated learning. ● Increase stakeholder engagement and community sensitisation on OOSC. ● Promote accelerated learning for re-enrolled learners. ● Enhance school readiness for preschool learners.
KRA 1.5: ICT-Enabled Education Delivery and Management	
1.5.1: To enhance equitable access to Basic Education in the marginalised areas.	<ul style="list-style-type: none"> ● Promote ICT-enabled learning in schools in the marginalised areas. ● Strengthen ICT integration capacities for effective education delivery and management.

STRATEGIC ISSUE: INADEQUATE ACCESS, EQUITY AND PARTICIPATION IN BASIC EDUCATION IN THE MARGINALISED AREAS

KRA 1.6: Youth Access and Active Participation

Strategic Objective (s)	Strategies
1.6.1: To Improve access and participation in education and economic opportunities for OOSY in the marginalised areas.	<ul style="list-style-type: none"> ● Enhance skills pathway through demand-driven Competency-Based Education and Training (CBET) standards in the marginalised areas. ● Increase employment and linkages to financing for OOSY in the marginalised areas.

STRATEGIC ISSUE 2: LOW QUALITY OF BASIC EDUCATION IN THE MARGINALISED AREAS

KRA 2.1: Low Cost Private Schools (LCPS)

2.1.1: To enhance the quality of Basic Education in LCPS.	<ul style="list-style-type: none"> ● Strengthen the Policy framework for LCPS. ● Promote adherence by LCPS to minimum Basic Education standards.
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KRA 2.2: Non-formal Schools

2.1.2: To enhance the quality and relevance of basic education in the non-formal schools.	<ul style="list-style-type: none"> ● Promote provision of flexible education in the marginalised areas. ● Strengthen the capacities of non-formal schools to offer quality Basic Education.
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STRATEGIC ISSUE 3: COORDINATION OF EDUCATION PARTNERS AND INITIATIVES IN THE MARGINALISED AREAS

KRA 3.1: Partnerships and Linkages

3.1.1: To strengthen linkages of state and non-state actors in the delivery of education in marginalised areas.	<ul style="list-style-type: none"> ● Improve partnerships and linkages. ● Streamline operations of education partners in marginalised areas.
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KRA 3.2: Partnerships Coordination Framework

3.1.2: To strengthen concerted and participatory approaches for implementation of interventions.	<ul style="list-style-type: none"> ● Promote joint resource mobilisation initiatives between government and stakeholders. ● Promote joint delivery of interventions and programmes.
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STRATEGIC ISSUE 4: RESEARCH AND DEVELOPMENT

KRA 4.1: Evidence-based Research

4.1.1: To improve the quality and relevance of research conducted by NACONEK.	<ul style="list-style-type: none"> ● Strengthen research. ● Enhance the dissemination and utilisation of research findings.
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KRA 4.2: Data Management

4.2.1: To enhance the accuracy, storage and security of all data pertaining to nomadic education.	<ul style="list-style-type: none"> ● Strengthen MERL. ● Enhance data accessibility and usability.
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STRATEGIC ISSUE: INADEQUATE ACCESS, EQUITY AND PARTICIPATION IN BASIC EDUCATION IN THE MARGINALISED AREAS.

STRATEGIC ISSUE 5: PERTINENT AND CONTEMPORARY ISSUES

KRA 5.1: Climate Change in Education

Strategic Objective(s)	Strategies
5.1.1: To address climate change as a barrier to access to Basic Education in the marginalised areas.	<ul style="list-style-type: none">● Align NACONEK Programmes to the Climate Change Policies and Strategies.● Enhance climate change mitigation, adaptation, and resilience through targeted interventions.● Enhance climate change education (Action for Climate Empowerment).

KRA 5.2: Psychosocial support, Social Security and Life Skills of Learners

5.2.1: To foster resilience and well-being among learners in the marginalised areas.	<ul style="list-style-type: none">● Promote PSS and LSE in Schools in the marginalised areas.● Enhance learner protection mechanisms in the marginalised areas.● Strengthen the PSS and LSE capacities of schools.● Strengthen Education in Emergency EIE initiatives.
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CHAPTER SIX

6.0 IMPLEMENTATION AND COORDINATION FRAMEWORK

Overview

This Chapter serves as a blueprint for executing and coordinating the Strategic Plan, offering a roadmap to translate strategic choices into tangible activities. It delves into the details of implementing the Plan, focusing on human resources, work planning, budgeting and performance contracting. The goal is to provide a clear and comprehensive guide for the effective operationalisation of the Plan.

6.1 Implementation Plan

The Implementation Plan stands as the backbone for translating strategic goals into actionable steps. This section acts as the organisational compass, setting out the journey from strategic goals to on-the-ground implementation.

6.1.1 Action plan

Embedded within the broader Implementation Plan is an Action Plan that provides a breakdown of strategic choices. **Table 6.1** outlines the priority activities that will be implemented, their expected outputs, output indicators, annual targets, annual budgets and responsibilities for the execution of planned activities. This comprehensive approach ensures clarity and accountability throughout the implementation process. In the context of this Plan:

- **Key activities** are specific actions or tasks that NACONEK will undertake in order to achieve the strategic objectives.
- **Expected outputs** refer to immediate results that NACONEK anticipates to achieve from implementation of the key activities.
- **Output indicators** are specific measures that will determine successful completion of outputs.
- **Annual targets** are quantifiable goals that the Council intends to achieve within a financial year.
- **Annual budget** is the Council's projected annual costs required to perform the identified key activities.
- **Responsibilities** are specific divisions within the Council responsible for implementing key activities with support from relevant partners.

Table 6.1: Implementation Matrix

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
STRATEGIC ISSUE 1: INEQUITABLE ACCESS AND PARTICIPATION IN BASIC EDUCATION FOR THE MARGINALISED COMMUNITIES AND VULNERABLE GROUPS																
STRATEGIC GOAL 1: TO ENHANCE EQUITABLE ACCESS AND INCLUSION IN BASIC EDUCATION IN THE MARGINALISED COMMUNITIES AND VULNERABLE GROUPS																
KRA 1.1: UNIVERSAL SCHOOL MEALS, HEALTH AND NUTRITION																
OUTCOME: INCREASED PARTICIPATION, RETENTION AND TRANSITION IN BASIC EDUCATION FOR LEARNERS IN MARGINALISED AREAS																
STRATEGIC OBJECTIVE 1.1: TO IMPROVE ACCESS, PARTICIPATION, HEALTH AND NUTRITION STATUS OF LEARNERS IN A SUSTAINABLE CLIMATE SMART ENVIRONMENT																
Strategy 1.1.1: Strengthen the Policy Framework for the School Meals Programme (SMP)																
I. Review the School Meals Policy.	School Meals Policy reviewed.	Revised School Meals Policy.	1	0	0	0	1	0	0	0	0	0	0	0	0	SMP Unit MoE, MoH and Partners
II. Initiate development of the School Meals Policy Implementation Guidelines.	School Meals Policy Implementation Guidelines developed.	School Meals Policy Implementation Guidelines.	1	0	1	0	0	0	0	0	5	0	0	0	0	SMP Unit MoE, MoH, and Partners
III. Revise the School Health Nutrition & Meals Strategy.	School Health Nutrition & Meals Strategy reviewed.	Revised School Health Nutrition & Meals Strategy.	1	1	0	0	0	0	0	5	0	0	0	0	0	SMP Unit MoE, MoH and Partners
IV. Facilitate the review of the Kenya school Meals safety and Quality Guidelines.	School meals and quality guidelines reviewed.	Reviewed school meals safety and quality guidelines.	1	0	1	0	0	0	0	0	10	0	0	0	0	SMP Unit MoE, MoH and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
V. Monitor implementation of the School Meals Policy Framework.	School Meals Policy Framework monitored.	Number of monitoring sessions conducted.	3	0	1	1	1	0	0	10	10	10	0			
VI. Convene National School Meals Coalition Conferences.	National School Meals Coalition Conferences convened.	Number of School Meals Coalition Conferences convened.	5	1	1	1	1	2	2	2	2	2		SMP Unit	MoE, MoH and Partners	
VII. Facilitate South-South and Triangular cooperation and peer learning to promote climate smart HGSM approach- es.	South-South peer learning knowledge exchange forums participated in.	Number of knowledge exchange forums participated by NACONEK.	15	3	3	3	3	5	5	5	5	5		SMP Unit	MoE, MoH and Partners	
Strategy 1.1.2: Improve the Health and Nutrition of Learners																
I. Provide healthy, safe and nutritious meals during school days.	Enrolled learners in the marginalised areas fed with nutritious meals.	Number of learners in marginalised areas fed.	10,000,000	4,000,000	6,000,000	8,000,000	10,000,000	10,000,000	10,000,000	4,900	7,350	9,800	12,250	12,250	SMP Unit	MoE, MoH and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT
II. Conduct training for national and county level actors.	Education officers and school heads trained on the SMP implementation.	Number of trainings held.	15	3	3	3	3	3	63	63	63	63	63	SMP Unit	MoE, MoH and Partners
III. Monitor the distribution, storage, safety and preparation of SMP commodities.	SMP implementation monitored.	Number of monitoring visits conducted.	15	3	3	3	3	3	30	30	30	30	30	SMP Unit	MoE, MoH and Partners
IV. Conduct a retargeting exercise to upscale the SMP.	Retargeting exercise conducted.	Number of retargeting exercises conducted.	2	1	0	0	0	1	30	0	0	0	35	SMP Unit	MoE, MoH and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
Strategy 1.1.3: Promote Adoption of Integrated WASH Food, and Clean Energy Solutions in Model Schools, for Sustainable School Meals, Health and Nutrition of Learners																
I. Drill and equip solarised boreholes with elevated water tanks and desalination systems, to store water for domestic use and irrigation of School farms.	Solarised boreholes drilled and equipped.	Number of Schools with solarised boreholes and elevated water tanks.	20	0	5	5	5	5	0	182	182	182	182	182	SMP Unit	MoE, MoW and Partners
II. Establish SMART School farms to enhance School-level food production.	SMART School farms established.	Number of SMART School farms.	20	0	5	5	5	5	0	30	30	30	30	30	SMP Unit	MoE, MoALD and Partners.
III. Capacity build Schools to effectively manage the school farms.	Capacity building conducted.	Number of schools capacity built.	20	0	5	5	5	5	0	5	5	5	5	5	SMP Unit	MoE, MoALD and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT
Strategy 1.1.4: Enhance Home Grown Food and Nutrition Initiatives															
I. Establish farmer field schools.	Farmer field schools established.	Number of farmer field schools established.	21	2	7	5	4	3	12	42	30	24	18	SMP Unit	MoE, MoALD and Partners
II. Link registered small-scale holder farmers to supply food to schools.	Registered small-holder farmers linked.	Number of registered small-holder farmers.	112	10	35	25	20	15	0.5	0.5	0.5	0.5	0.5	SMP Unit	MoE, MoALD and Partners
Strategy 1.1.5: Mainstream Nutrition Education into the Curriculum of SMP Beneficiary Schools															
I. Train teachers to integrate nutrition into the curriculum.	Teachers trained.	Number of trainings held.	10	2	2	2	2	2	6	6	6	6	6	SMP Unit	MoE, MoH and Partners.

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT
II. Conduct stakeholder advocacy and community sensitisation forums to promote the uptake of locally available food commodities.	Community advocacy and sensitisation conducted.	Number of advocacy campaigns conducted.	15	3	3	3	3	3	1	1	1	1	1	SMP Unit	MoE, MoH and Partners.
III. Coordinate provision of School Meals, Health and Nutrition (SHNM) complementary support services.	SHNM complementary support services coordinated.	Number of complementary support services coordinated.	20	4	4	4	4	4	12	12	12	12	12	SMP Unit	MoE, MoH and Partners.

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
KRA 1.2: INTEGRATION OF DUKSI AND MADRASSA INTO FORMAL BASIC EDUCATION																	
OUTCOME: INCREASED ACCESS TO FORMAL BASIC EDUCATION																	
STRATEGIC OBJECTIVE 1.2: TO IMPROVE ENROLMENT, RETENTION, TRANSITION AND COMPLETION OF LEARNERS IN PREDOMINANTLY MUSLIM COUNTIES																	
Strategy 1.2.1 : Promote Policy Advocacy, Stakeholder Engagement and Community Sensitisation on Duksi, Madrassa Integration																	
I. Conduct advocacy meetings with the County Assembly, County Education Committees and Education officers.	Advocacy meetings conducted.	Number of advocacy meetings conducted.	9	0	0	9	0	0	0	0	0	0	30	0	0	Duksi and Madrassa Unit	MoE and County Governments
II. Conduct sensitisation of the target community on integration of Duksi and Madrassa into Formal Basic Education.	Community sensitised on the integration of Duksi and Madrassa.	Number of sensitisation forums held.	8	8	0	0	0	0	0	8	0	0	0	0	0	Duksi and Madrassa Unit	MoE

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
III. Conduct sensitisation of Muslim scholars on integration of <i>Duksi</i> and <i>Madrassa</i> into formal Basic Education.	Muslim scholars sensitised.	Number of sensitisation forums held.	5	0	0	0	0	0	0	0	0	0	0	0	0	<i>Duksi</i> and <i>Madrassa</i> Unit	MoE and Partners.
Strategy 1.2.2: Strengthen the <i>Duksi</i> and <i>Madrassa</i> Curriculum Framework and Teacher Qualification																	
I. Conduct needs assessment on the <i>Duksi</i> and <i>Madrassa</i> curriculum.	Needs assessment conducted.	Needs assessment report.	1	0	0	0	0	0	0	0	0	0	0	0	0	<i>Duksi</i> and <i>Madrassa</i> Unit	KICD
II. Develop a Curriculum Framework for <i>Duksi</i> and <i>Madrassa</i> .	Curriculum framework developed.	Curriculum framework.	1	0	0	0	0	0	0	0	0	0	0	0	0	<i>Duksi</i> and <i>Madrassa</i> Unit	KICD
III. Train the <i>Duksi</i> subjects' panelists.	<i>Duksi</i> subject panelists trained.	Number of training sessions.	3	0	0	0	0	0	0	0	0	0	0	0	0	<i>Duksi</i> and <i>Madrassa</i> Unit	KICD

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
IV. Develop scope and sequence charts for the respective <i>Duksi/Chuo</i> subjects.	Scope and sequence charts developed.	Scope and sequence charts.	3	0	3	0	0	0	0	0	0	0	0	0	0	<i>Duksi and Madrasa</i> Unit	KICD
V. Develop curriculum designs for the respective <i>Duksi/Chuo</i> subjects.	Curriculum designs developed.	<i>Duksi</i> curriculum designs.	3	0	3	0	0	0	0	0	0	23	0	0	0	<i>Duksi and Madrasa</i> Unit	KICD
VI. Develop curriculum support materials for <i>Duksi and Madrasa</i> to include learners with VI, HI & PH.	Curriculum support materials developed.	List of curriculum support materials approved.	1	0	1	0	0	0	0	0	0	15	0	0	0	<i>Duksi and Madrasa</i> Unit	KICD

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
VII. Adapt the <i>Duksi and Madrassa</i> Curriculum designs and curriculum support materials.	Curriculum designs and curriculum support materials adapted.	Number of curriculum designs and curriculum support materials adapted.	3	0	3	0	0	0	0	0	0	0	0	0	0	Duksi and Madrassa Unit	KICD
VIII. Initiate development of the assessment framework for work for qualification and recognition of <i>Duksi and Madrassa</i> instructors	Assessment framework developed.	Assessment framework.	1	0	1	0	0	0	0	0	0	0	0	0	0	Duksi and Madrassa Unit	MoE (KICD, KNEC & KNOQA) and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
IX. Facilitate assessment for qualification and recognition of <i>Duksi and Madrassa</i> instructors in accredited institutions (on pilot basis).	<i>Duksi and Madrassa</i> instructors assessed.	Number of <i>Duksi and Madrassa</i> instructors assessed.	1000	0	1000	0	0	0	0	0	0	0	0	0	<i>Duksi and Madrassa</i> Unit	MoE (KICD, KNEC & KNQA) and Partners
Strategy 1.2.3: Mainstream <i>Duksi Madrassa</i> into Formal Basic Education																
I. Initiate development of Guidelines for integration of <i>Duksi and Madrassa</i> into formal Basic Education.	Guidelines for integration of <i>Duksi and Madrassa</i> Developed.	Guidelines for integration of <i>Duksi and Madrassa</i> .	1	1	0	0	0	0	0	0	0	0	0	0	<i>Duksi and Madrassa</i> Unit	MoE

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
II. Conduct sensitisation of Education officers, CECS and BoMs on implementation guidelines of <i>Duksi</i> and <i>Madrassa</i> integration.	Education officers, BoMs and parents trained.	Number of sensitisation forums conducted.	8	3	3	2	0	0	30	30	20	0	0			<i>Duksi</i> and <i>Madrassa</i> Unit	MoE
III. Undertake training of school heads on the Guidelines.	School heads trained.	Number of training sessions held.	15	3	3	3	3	3	3	3	3	3	3			<i>Duksi</i> and <i>Madrassa</i> Unit	MoE
IV. Develop a professional training Manual for <i>Duksi</i> and <i>Madrassa</i> instructors.	Training manual developed.	Training manual.	1	0	1	0	0	0	10	0	0	0	0			<i>Duksi</i> and <i>Madrassa</i> Unit	MoE, KICD & KNEC

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
V. Facilitate training for the pilot cohort of <i>Dukxi</i> and <i>Madrassa</i> instructors.	<i>Dukxi</i> and <i>Madrassa</i> instructors trained.	Number of <i>Dukxi</i> and <i>Madrassa</i> instructors trained.	200	0	100	100	0	0	0	0	12.5	0	0		<i>Dukxi</i> and <i>Madrassa</i> Unit	MoE, KICD & KNEC
VI. Pilot integration of the <i>Dukxi</i> and <i>Madrassa</i> curricula in formal Basic Education.	Integration of the <i>Dukxi</i> and <i>Madrassa</i> curricula piloted.	Number of Schools piloting integration of the <i>Dukxi</i> and <i>Madrassa</i> curricula.	200	0	100	100	0	0	0	0	20	0	0		<i>Dukxi</i> and <i>Madrassa</i> Unit	MoE, KICD & KNEC
VII. Review the <i>Dukxi</i> and <i>Madrassa</i> curriculum designs and curriculum support materials.	<i>Dukxi</i> and <i>Madrassa</i> curriculum designs and curriculum support materials reviewed.	Number of curriculum designs and support materials revised.	3	0	0	0	3	0	0	0	0	20	0		<i>Dukxi</i> and <i>Madrassa</i> Unit	MoE, KICD & KNEC
VIII. Conduct on-going mentoring and support of <i>Dukxi/Chuo</i> instructors.	Mentoring and support of teachers and <i>Chuos</i> conducted.	Number of mentoring sessions.	15	3	3	3	3	3	3	15	15	15	15		<i>Dukxi</i> and <i>Madrassa</i> Unit	MoE, KICD & KNEC

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT
IX. Monitor the implementation of Duksi and Madrasa curriculum.	Duksi and Madrasa curriculum monitored.	Number of monitoring visits conducted.	5	1	1	1	1	1	10	10	10	10	10	Duksi and Madrasa Unit	MoE, KICD & KNEC
KRA 1.3: LOW COST BOARDING SCHOOLS (LCB&PS)															
OUTCOME: INCREASED NUMBER OF LEARNERS BENEFITING FROM LCB&PS															
STRATEGIC OBJECTIVE 1.3: TO IMPROVE BASIC EDUCATION RETENTION, TRANSITION AND COMPLETION OF LEARNERS IN MARGINALISED AREAS															
Strategy 1.3.1: Promote Adherence to Minimum Basic Education Infrastructure Standards by Model LCB&PS															
I. Construct and equip classrooms in model LCB&PS.	Learning facilities constructed.	Number of learning facilities constructed.	20	0	5	5	5	5	0	10	10	10	10	LCB&PS Unit	MoE and Partners
II. Establish ICT hubs in the model LCB&PS.	ICT hubs established.	Number of ICT hubs established.	20	0	5	5	5	5	0	50	50	50	50	LCB&PS Unit	MoE and Partners
III. Construct boarding facilities in model LCB&PS.	Boarding facilities constructed.	Number of boarding facilities constructed.	20	0	5	5	5	5	0	125	125	125	125	LCB&PS Unit	MoE and Partners
IV. Construct climate friendly WASH facilities in the model LCB&PS.	Climate friendly WASH facilities constructed.	Number of climate friendly WASH facilities constructed.	20	0	5	5	5	5	0	5	5	5	5	LCB&PS Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
V. Construct housing units for teaching staff of model LCB&PS.	Staff housing constructed.	Number of housing units constructed.	40	0	10	10	10	10	0	50	50	50				LCB&PS Unit	MoE and Partners
VI. Construct fencing in model LCB&PS.	Fencing of LCB&PS constructed.	Number of LCB&PS fenced.	20	0	5	5	5	5	0	25	25	25				LCB&PS Unit	MoE and Partners
Strategy 1.3.2: Strengthen the Capacity of LCB&PS to Provide Quality Basic Education																	
I. Conduct baseline surveys of LCB&PS.	Baseline survey of LCB&PS conducted.	Number of baseline surveys of LCB&PS conducted.	2	1	0	0	0	0	10	0	0	0				LCB&PS Unit	MoE
II. Capacity build the BoMs of LCB&PS on relevant thematic aspects.	LCB&PS BoMs capacity built.	Number of capacity building sessions held.	12	0	3	3	3	3	0	30	30	30				LCB&PS Unit	MoE
III. Capacity build teachers of LCB&PS on curriculum delivery.	LCB&PS teachers capacity built.	Number of capacity building sessions held.	5	1	1	1	1	1	10	10	10	10				LCB&PS Unit	MoE

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
IV. Initiate development of Operational Guidelines for LCB&PS; LCB&PS;	Operational Guidelines for LCB&PS developed	Operational Guidelines for LCB&PS	1	0	0	1	0	0	20	0	0	0	0	0	LCB&PS Unit	MoE
V. Monitor LC-B&PS' to strengthen education quality.	LCB&PS' monitored.	Number of monitoring sessions conducted.	5	1	1	1	1	1	10	10	10	10	10	LCB&PS Unit	MoE	
KRA 1.4: COME-TO-SCHOOL PROGRAMME																
OUTCOME: INCREASED ENROLMENT IN FORMAL BASIC EDUCATION IN MARGINALISED AREAS																
STRATEGIC OBJECTIVE 1.4: TO INCREASE ACCESS, ENROLMENT, RETENTION, TRANSITION AND COMPLETION OF LEARNERS IN THE MARGINALISED AREAS																
Strategy 1.4.1: Strengthen the Policy Framework for Accelerated Learning																
I. Initiate development of Guidelines for Accelerated Education Programmes (AEPs).	Guidelines for AEPs developed.	Guidelines for AEPs.	1	1	0	0	0	0	5	0	0	0	0	0	OOSC Unit	MoE and partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
II. Conduct training of Education officers on the Guide-lines.	Education officers trained.	Number of trainings conducted.	2	0	2	0	0	0	0	0	0	0	0	0	0	OOSC Unit	MoE and partners
III. Monitor implementation of the AEP Guide-lines.	Monitoring sessions conducted.	Number of monitoring sessions conducted.	2	0	0	1	1	0	0	0	0	3	3	0	0	OOSC Unit	MoE and partners
Strategy 1.4.2: Increase Stakeholder Engagement and Community Sensitisation on OOSC																	
I. Establish OOSC campaign committees.	OOSC Campaign Committees established.	Number of OOSC committees established.	3,000	1,000	1,000	1,000	0	0	0	1	1	1	0	0	0	OOSC Unit	MoE and partners
II. Develop IEC materials for OOSC advocacy campaigns.	IEC materials developed.	Number of IEC materials.	20,000	0	20,000	0	0	0	0	0	0	10	0	0	0	OOSC Unit	MoE and partners
III. Facilitate community-led back to school campaigns on OOSC.	OOSC campaign drives conducted.	Number of OOSC campaign drives conducted.	7	0	2	2	2	1	2	0	2	2	2	1	1	OOSC Unit	MoE and partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY				
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT			
Strategy 1.4.3: Promote Accelerated Learning for Re-enrolled Learners																		
I. Train teachers to offer psycho-social support and mentoring to the re-enrolled learners.	Teachers trained on psycho social support and mentoring.	Number of trainings.	10	2	2	2	2	2	2	2	2	2	2	2	2	OOSC Unit	MoE and part-ners	
II. Provide desks for re-enrolled OOSC.	Desks provided.	Number of desks provided.	15,000	0	3,000	4,000	5,000	3,000	4,000	5,000	3,000	0	13.8	23	18.4	13.8	OOSC Unit	MoE and part-ners
III. Provide dignity kits to re-enrolled girls.	Dignity kits provided.	Number of re-enrolled girls provided with dignity kits.	10,000	0	2,000	3,000	3,000	2,000	3,000	3,000	2,000	0	9.12	13.7	13.7	9.12	OOSC Unit	MoE and part-ners
IV. Provide minimum essential kits to re-enrolled learners.	Minimum essential kits provided.	Number of minimum essential kits provided.	30,000	0	5,000	8,000	10,000	7,000	8,000	10,000	7,000	0	12.5	25	20	17.5	OOSC Unit	MoE and part-ners
V. Provide bursaries for re-enrolled OOSC.	Scholarships awarded.	Number of scholarships awarded.	200	0	50	70	50	30	70	50	30	0	7.6	7.6	10.7	4.6	OOSC Unit	MoE and part-ners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
VI. Provide mentorship and psychosocial support for re-enrolled learners.	Mentorship sessions conducted.	Number of mentorship sessions conducted.	8	0	2	2	2	2	2	0	1	1	1	1	OOSC Unit	MoE and partners
VII. Monitor performance of the OOSC intervention.	Performance of the OOSC programme monitored.	Number of monitoring visits conducted.	5	1	1	1	1	1	1	10	10	10	10	10	OOSC Unit	MoE and partners
Strategy 1.4.3: Enhance school readiness for preschool learners																
I. Provide healthy, nutritious and fortified porridge to preschool learners in marginalised areas during school days.	Enrolled learners in the marginalised areas fed with nutritious porridge.	Number of learners in marginalised areas fed.	1,000,000	0	600,000	700,000	800,000	1,000,000	1,000,000	0	950.4	1,100	1,267	1,584	SMP Unit, OOSC Unit	MoE, County Governments and partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT
II. Capacity build early childhood teachers on modern teaching methods.	Early childhood capacity built on modern teaching methods.	Number of capacity building forums held.	14	0	3	4	3	3	0	10	11	10	10	OOSC Unit	MoE, County Governments and partners
III. Conduct parental engagement forums on the importance of early childhood education.	Parental engagement forums conducted.	Number of parental engagement forums held.	14	0	3	4	3	3	0	10	11	10	10	OOSC Unit	MoE, County Governments and partners
IV. Conduct advocacy campaigns on early childhood education.	Advocacy campaigns on early childhood education conducted.	Number of advocacy campaigns held.	14	0	3	4	3	3	0	10	11	10	10	OOSC Unit	MoE, County Governments and partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
KRA 1.5: ICT ENABLED EDUCATION DELIVERY AND MANAGEMENT																	
OUTCOME: INCREASED INTEGRATION OF ICT FOR EFFECTIVE EDUCATION DELIVERY AND MANAGEMENT IN MARGINALISED AREAS																	
STRATEGIC OBJECTIVE 1.5: TO ENHANCE EQUITABLE ACCESS TO BASIC EDUCATION IN THE MARGINALISED AREAS																	
Strategy 1.5.1: Promote ICT Enabled Learning in Schools in the Marginalised Areas																	
I. Deploy solarised digital classrooms deployed digital ICT classrooms.	Solarised digital classrooms deployed.	Number of solarised digital classrooms deployed.	30	0	10	10	5	5	0	100	100	50	50	0	50	ICT Unit	MoE and Partners
II. Deploy a centralised secure operational offline server with a comprehensive digital library for Schools.	Centralised digital library deployed.	Number of centralised digital libraries deployed.	10	0	3	5	2	0	0	15	25	10	0	0	0	ICT Unit	MoE and Partners
III. Expand internet connectivity in Schools.	Internet connectivity expanded.	Number of Schools connected.	140	0	30	50	50	20	0	60	100	100	40	0	40	ICT Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
IV. Provide computing technologies for all learners (including learners with special needs).	Computing technologies provided.	Number of computing technologies provided.	900	0	300	300	150	150	0	9	9	4.5	4.5		ICT Unit	MoE and Partners
V. Provide an ICT learning platform.	ICT learning platform provided.	ICT learning platform.	1	0	1	0	0	0	0	25	0	0	0		ICT Unit	MoE and Partners
VI. Customise the DAA to track the progress of individual learners as well as the re-enrolled OOSC.	DAA tool customised.	Number of customisation workshops conducted.	10	2	2	2	2	2	2.8	2.8	2.8	2.8	2.8		ICT Unit	MoE and Partners
Strategy 1.5.2: Strengthen ICT Integration Capacities for Effective Education Delivery and Management																
I. Conduct training for teachers on use of ICT for curriculum delivery.	Teachers trained.	Number of teachers trained.	500	0	150	100	150	100	0	12	10	12	10		ICT Unit	MoE, KICD, CEMAS-TEA and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT
II. Conduct sensitisation of CEBs and BoMs on ICT for Management.	CEBs and BoMs sensitised.	Number of sensitisation forums held.	10	0	2	3	3	2	0	10	15	15	10	ICT Unit	MoE, KICD, CEMAS-TEA and Partners
III. Monitor the use of ICT for Education delivery.	ICT use monitored.	Number of schools using ICT for Education delivery.	12	0	3	3	3	20	0	15	15	15	ICT Unit	MoE, KICD, CEMAS-TEA and Partners	
IV. Conduct surveys on integration of ICT in learning, for remote locations.	ICT integration surveys conducted.	Number of monitoring exercises surveys conducted.	8	0	2	2	2	2	0	12	12	12	ICT Unit	MoE, KICD, CEMAS-TEA and Partners	

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
KRA 1.6: YOUTH ACCESS AND ACTIVE PARTICIPATION																
OUTCOME: ENHANCED ACCESS AND ACTIVE PARTICIPATION IN EDUCATION AND ECONOMIC OPPORTUNITIES FOR THE OUT-OF-SCHOOL YOUTH (OOSY) IN THE MARGINALISED AREAS																
STRATEGIC OBJECTIVE 1.6: TO IMPROVE ACCESS AND ACTIVE PARTICIPATION IN EDUCATION AND ECONOMIC OPPORTUNITIES FOR OUT OF SCHOOL YOUTH (OOSY) IN THE MARGINALISED AREAS																
Strategy 1.6.1: Enhance Skills pathway through demand-driven competency-based education and training (CBET) standards in the marginalised areas																
I. Map the demand-driven industry needs and provide jobs matching to skills of OOSY.	Industry needs mapped and jobs matched.	Number of mappings conducted.	4	0	1	1	1	1	1	0	3.7	3.7	3.7	1.3	OOSY Unit	KNQA, NITA & Partners.
II. Conduct personal-ability mapping; vulnerability, risks and resilience analyses; and stress-trauma indices among OOSY.	Mapping, Analyses and Indices outcomes.	Number of mapping, analyses and indices conducted.	5,000	0	500	1,500	1,500	1,500	1,500	0	0.6	1.7	1.7	1.7	OOSY Unit	KNQA, NITA and Partners.

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
III. Provide sponsorship to OOSY to demand-driven CBET courses.	Sponsorship provided to OOSY.	Number of OOSY sponsored to demand-driven CBET courses.	5000	0	500	1,500	1,500	1,500	1,500	1,500	0	10.9	32.6	32.6	32.6	OOSY Unit	MoE, KNQA, NITA and Partners.
IV. Provide mentorship to OOSY as they undertake Apprenticeship, match to jobs and in peer-to-peer meetups.	Mentorship provided to OOSY.	Number of OOSY mentored.	5,000	0	500	1,500	1,500	1,500	1,500	1,500	0	2.5	7.3	7.3	7.3	OOSY Unit	Partners
Strategy 1.6.2: Increase Employment and Linkages to financing for OOSY in the Marginalised Areas																	
I. Equip climate-resilient hubs for innovative action on mitigation and adaptation in their school fraternity and community.	Climate-resilient hubs set up and equipped.	Number of climate-resilient hubs equipped.	12	0	3	6	3	0	0	0	0	79.7	159.4	79.7	0	OOSY Unit	MoE, KNQA and Partners.

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
II. Provide startup kits to monitor and train on business modeling.	Start-up kits provided.	Number of start-up kits provided.	5,000	0	500	1,500	1,500	1,500	1,500	1,500	0	7.9	23.5	23.5	23.5	OOSY Unit	MoE and Partners.
III. Facilitate linkages to financing/job fairs/peer-to-peer exchanges.	Youth linked to financing/ job fairs/peer-to-peer exchanges.	Number of youth linked.	5,000	0	500	1,500	1,500	1,500	1,500	1,500	0	1.7	5.0	5.0	5.0	OOSY Unit	MoE and Partners.
STRATEGIC ISSUE 2: LOW QUALITY OF BASIC EDUCATION IN THE MARGINALISED AREAS																	
STRATEGIC GOAL 2.1: TO PROMOTE QUALITY OF BASIC EDUCATION IN THE MARGINALISED AREAS																	
KRA 2.1: LOW COST PRIVATE SCHOOLS (LCPS)																	
OUTCOME: IMPROVED PROVISION OF QUALITY EDUCATION IN THE LOW COST PRIVATE SCHOOLS																	
STRATEGIC OBJECTIVE 2.1: TO ENHANCE THE QUALITY OF BASIC EDUCATION IN THE LOW COST PRIVATE SCHOOLS																	
Strategy 2.1.1: Strengthen the Policy Framework for LCPS																	
I. Initiate development of APBET Policy Framework.	APBET Policy Framework developed.	APBET Policy Framework.	1	0	1	0	0	0	0	0	0	20	0	0	0	LCPS Unit	MoE and Partners.

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
II. Initiate development of APBET Policy Implementation Guidelines.	APBET Policy Implementation Guidelines developed.	APBET Policy Implementation Guidelines.	1	0	1	0	0	0	0	0	0	0	0	0	0	LCPS Unit	MoE and Partners.
III. Monitor implementation of the APBET Policy Framework work.	Implementation of the APBET Policy Framework monitored.	Number of monitoring sessions conducted.	3	0	0	1	1	1	0	0	10	10	10	10	10	LCPS Unit	MoE and Partners.
Strategy 2.1.2: Promote Adherence by LCPS to Minimum Basic Education Standards																	
I. Conduct mapping of LCPS for purposes of registration.	Mapping of LCPS conducted.	Number of mapping exercises conducted.	5	1	1	1	1	1	5	5	5	5	5	5	5	LCPS Unit	MoE and Partners.
II. Conduct sensitization of Education officers and proprietors of LCPS on the APBET Policy and relevant aspects.	Education officers and LCPS proprietors trained.	Number of training sessions conducted.	8	0	2	2	2	2	0	6	6	6	6	6	6	LCPS Unit	MoE and Partners.

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
III. Conduct training for teachers of LCPS on curriculum delivery.	LCPS teachers trained, in curriculum delivery.	Number of training sessions held.	4	0	1	1	1	1	0	2	2	2	2	2	LCPS Unit	MoE and Partners.
IV. Monitor the LCPS.	LCPS monitored.	Number of sessions conducted.	5	0	1	1	1	1	0	5	5	5	5	5	LCPS Unit	MoE and Partners.
KRA 2.2: NON-FORMAL SCHOOLS																
OUTCOME: IMPROVED PROVISION OF QUALITY EDUCATION IN THE NON-FORMAL SCHOOLS																
STRATEGIC OBJECTIVE 2.2: TO ENHANCE THE QUALITY AND RELEVANCE OF BASIC EDUCATION IN THE NON-FORMAL SCHOOLS																
Strategy 2.2.1: Promote Provision of Flexible Education in the Marginalised Areas																
I. Conduct mapping of mobile schools.	Mobile schools mapped.	Number of mapping exercises conducted.	2	0	1	0	1	0	0	10	0	10	0	0	Non-formal Schools Unit	MoE and Partners
II. Develop Guidelines for Non-Formal Schools.	Guidelines for Non-Formal Schools developed.	Guidelines for Non-Formal Schools.	1	0	1	0	0	0	0	15	0	0	0	0	Non-formal Schools Unit	MoE and Partners
III. Train Education officers and stakeholders on the Guidelines for Non-Formal Schools.	Education officers and stakeholders trained on the Guidelines.	Number of trainings held.	2	0	0	1	1	0	0	0	5	5	0	0	Non-formal Schools Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
Strategy 2.2.2: Strengthen the Capacities of Non-formal Schools to Offer Quality Basic Education																
I. Provide equipment for targeted mobile caravans.	Mobile caravans procured and equipped.	Number of mobile caravans.	25	5	5	5	5	5	10	10	10	10	10	10	Non-formal Schools Unit	MoE and Partners
II. Provide basic infrastructure and curriculum resources for feeder schools.	Basic infrastructure and curriculum resources provided to feeder schools.	Number of schools benefiting.	200	10	50	70	40	30	5	25	35	20	15		Non-formal Schools Unit	MoE and Partners
III. Conduct training for teachers of Non-Formal Schools and Mobile Schools on relevant thematic aspects.	Teachers of Non-formal Schools and Mobile Schools trained.	Number of training sessions held.	5	1	1	1	1	1	2	2	2	2	2		Non-formal Schools Unit	MoE and Partners
IV. Monitor the Non-Formal Schools and Mobile Schools.	Non-formal Schools and Mobile Schools monitored.	Number of monitoring sessions conducted.	5	1	1	1	1	1	10	10	10	10	10		Non-formal Schools Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY				
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT			
STRATEGIC ISSUE 3: COORDINATION OF EDUCATION PARTNERS AND INITIATIVES IN THE MARGINALISED AREAS																		
STRATEGIC GOAL: IMPROVE COLLABORATIONS AND COORDINATION OF EDUCATION PARTNERS AND INITIATIVES IN THE MARGINALISED AREAS																		
KRA 3.1: PARTNERSHIPS AND LINKAGES																		
OUTCOME: ENHANCED COLLABORATION BETWEEN STATE AND NON-STATE ACTORS																		
STRATEGIC OBJECTIVE: TO STRENGTHEN LINKAGES BETWEEN STATE AND NON-STATE ACTORS IN THE DELIVERY OF EDUCATION IN MARGINALISED AREAS																		
Strategy 3.1.1: Improve Partnerships and Linkages																		
I. Conduct mapping exercises of stakeholders supporting delivery of education in the marginalised areas.	Mapping exercises conducted.	Number of Mapping exercises conducted.	2	0	1	0	1	0	2.5	0	0	2.5	0	0	2.5	0	Partnerships Unit	MoE and Partners
II. Develop and sign MoUs with partners supporting delivery of education in the marginalised areas.	MoUs developed and signed.	Number of MoUs developed and signed.	15	3	3	3	3	3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	Partnerships Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY				
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT			
Strategy 3.1.2: Streamline Operations of Partners in Marginalised Areas																		
I. Initiate development of a Partnership Engagement Guidelines	Partnership Engagement Guidelines developed.	Partnership Engagement Guidelines.	1	0	0	0	0	0	0	0	0	0	0	0	Partnerships Unit	MoE and Partners		
II. Hold International and National Conferences on Education for Nomadic and Marginalised Populations in Kenya.	Conferences conducted.	Number of Conferences held.	2	0	1	0	1	0	0	0	0	100	0	100	0	0	Partnerships Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
III. Conduct compliance audits on activities/ interventions being implemented by partners in the nomadic regions.	Compliance audits conducted.	Number of compliance audits conducted.	5	1	1	1	1	1	3	3	3	3	3	3	Partnerships Unit	MoE and Partners
KRA 3.2: PARTNERSHIP COORDINATION FRAMEWORK																
OUTCOME: ENHANCED COLLABORATION AND KNOWLEDGE SHARING FOR EDUCATION PARTNERS WORKING IN THE MARGINALISED AREAS																
STRATEGIC OBJECTIVE: TO STRENGTHEN CONCERTED AND PARTICIPATORY APPROACHES FOR IMPLEMENTATION OF INTERVENTIONS																
Strategy 3.2.1: Promote Joint Resource Mobilisation Initiatives Between Government and Stakeholders																
I. Develop a joint Resource Mobilisation Strategy.	Resource Mobilisation Strategy developed.	Resource Mobilisation Strategy.	1	1	0	0	0	0	0	10	0	0	0	0	Partnerships Unit	MoE and Partners
II. Conduct information exchange forums.	Information exchange forums conducted.	Number of information exchange forums conducted.	5	1	1	1	1	1	1	1	1	1	1	1	Partnerships Unit	MoE and Partners
III. Conduct resource mobilisation forums.	Resources mobilisation forums conducted.	Number of resources mobilisation forums conducted.	5	1	1	1	1	1	1	1	1	1	1	1	Partnerships Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
Strategy 3.2.2 Promote Joint Delivery of Interventions and Programmes																	
I. Jointly implement programmes with partners working in the education sector in marginalised areas.	Programmes jointly implemented with partners.	Number of Programmes jointly implemented with partners.	15	3	3	3	3	3	3	3	1	1	1	1	1	Partnerships Unit	MoE and Partners
II. Conduct joint monitoring exercises with partners working in the education sector in marginalised areas.	Joint monitoring exercises conducted.	Joint monitoring exercises conducted.	50	10	10	10	10	10	10	10	5	5	5	5	5	Partnerships Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT

STRATEGIC ISSUE 4: RESEARCH AND DEVELOPMENT

STRATEGIC GOAL 4: STRENGTHENED RESEARCH AND DATA MANAGEMENT

KRA 4.1: EVIDENCE BASED RESEARCH

OUTCOME: INCREASE IN THE UPTAKE OF RESEARCH RECOMMENDATIONS FROM RESEARCHES CONDUCTED BY NACONEK

STRATEGIC OBJECTIVE 4.1: TO IMPROVE THE QUALITY AND RELEVANCE OF RESEARCH CONDUCTED BY NACONEK

Strategy 4.1.1: Strengthen Research and Development

I. Develop a Research, Monitoring and Evaluation (M&E) Framework-work.	Research & M&E Framework developed.	Research & M&E Framework-work.	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Research Unit	MoE and Partners
II. Review the Research, M&E Framework-work.	M&E Framework revised.	Revised M&E Framework.	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	Research Unit	MoE and Partners
III. Capacity build research staff on conducting quality research.	Research staff capacity built.	Number of research staff capacity built.	5	0	0	0	5	0	0	0	0	0	0	0	0	0	0	Research Unit	MoE and Partners
IV. Develop research proposals.	Research proposals developed.	Number of research proposals developed.	13	1	3	3	3	3	3	0.1	0.3	0.3	0.3	0.3	0.3	0.3	0.3	Research Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
V. Conduct research on NACONEK programmes.	Research on NACONEK programmes conducted.	Number of Research studies conducted.	5	1	1	1	1	1		10	10	10	10	10	Research Unit	MoE and Partners
VI. Conduct peer review meetings for evaluations and feedback on researches conducted.	Peer review meetings conducted.	Number of peer review meetings conducted.	5	1	1	1	1	1		0.5	0.5	0.5	0.5	0.5	Research Unit	MoE and Partners
VII. Hold meetings with universities and research institutions for knowledge exchange.	Meetings held with universities and research institutions.	Number of meetings held with universities and research institutions.	5	1	1	1	1	1		1	1	1	1	1	Research Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
Strategy 4.1.2: Enhance the Dissemination and Utilisation of Research Findings																	
I. Produce accessible summaries of research findings for non-expert stakeholders.	Research summaries produced.	Number of research summaries produced.	5	1	1	1	1	1	1	1	1	1	1	1	1	Research Unit	MoE and Partners
II. Participate in public presentations, webinars, and conferences to share research results.	Public sharing forums participated in.	Number of public sharing forums participated in.	15	3	3	3	3	3	3	3	3	3	3	3	3	Research Unit	MoE and Partners
III. Initiate discussions on policy review based on research findings.	Policy review discussions initiated.	Number of policy review discussions initiated.	5	1	1	1	1	1	1	1	0	0	0	0	0	Research Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
IV. Conduct research impact Assessments to track adoption of research findings.	Research impact assessments conducted.	Number of research impact assessments conducted.	5	1	1	1	1	1	1	1	1	1	1	1	1	Research Unit	

KRA 4.2: DATA MANAGEMENT

OUTCOME: INCREASED DATA ACCESSIBILITY AND USABILITY

STRATEGIC OBJECTIVE 4.1: TO IMPROVE THE ACCURACY, STORAGE AND SECURITY OF ALL DATA PERTAINING TO NOMADIC EDUCATION

Strategy 4.2.1 : Strengthen Monitoring, Evaluation, Reporting and Learning (MERL)

I. Assess progress in implementation of the Strategic Plan and report annually.	Implementation, progress assessed and reported.	Number of monitoring sessions conducted.	5	1	1	1	1	1	1	1	0	0	0	0	0	0	M&E Unit	Planning Unit
II. Conduct Mid-term evaluation of the Strategic Plan.	Mid-term evaluation conducted.	Mid-term evaluation.	1	0	0	1	0	0	0	0	0	0	6	0	0	0	M&E Unit	Planning Unit
III. Conduct End-Term Evaluation of the Strategic Plan.	End-Term Evaluation conducted.	End-term evaluation.	1	0	0	0	0	0	0	1	0	0	0	0	7	0	M&E Unit	Planning Unit

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
IV. Develop the 2028-2032 NACONEK Strategic Plan.	2028-2032 NACONEK Strategic Plan developed.	2028-2032 NACONEK Strategic Plan.	1	0	0	0	0	1	0	0	0	0	0	0	11	M&E Unit	Planning unit
Strategy 4.2.2: Strengthen Data Accessibility and Usability																	
I. Establish a robust data bank.	Data bank established.	Data bank.	1	0	1	0	0	0	0	0	0	10	0	0	0	ICT Unit	M&E unit
II. Conduct regular security audits and penetration testing on the data bank.	Security audits conducted on the data bank.	Number of security audits conducted.	5	1	1	1	1	1	1	1	1	1	1	1	1	ICT Unit	M&E unit
III. Establish a knowledge management system.	Knowledge management system established.	Functional Knowledge Management System.	1	0	1	0	0	0	0	0	0	8	0	0	0	ICT Unit	M&E unit

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
IV. Capacity build planning and M&E staff on data analysis and visualisation.	Staff capacity built.	Number of staff capacity built.	6	3	3	0	0	0	1	1	0	0	0	0	HRM&D Unit	M&E unit
STRATEGIC ISSUE 5: PERTINENT AND CONTEMPORARY ISSUES																
STRATEGIC GOAL 5: TO MAINSTREAM PERTINENT AND CONTEMPORARY ISSUES IN SCHOOLS IN THE MARGINALISED AREAS																
KRA 5.1: CLIMATE CHANGE IN EDUCATION																
OUTCOME: REDUCED VULNERABILITIES AND ENHANCED RESILIENCE OF LEARNERS THROUGH A LOW CARBON CLIMATE RESILIENT PATHWAY																
STRATEGIC OBJECTIVE 5.1: TO ADDRESS CLIMATE CHANGE AS A BARRIER TO ACCESS TO BASIC EDUCATION IN THE MARGINALISED AREAS																
Strategy 5.1.1: Align NACONEK Programmes to the Climate Change Policies and Strategies																
I. Develop a Nomadic Education Climate Change Implementation Strategy that aligns with National Climate Change Action Plan 2023 - 2027 and the ESD Roadmap.	Climate change strategy developed.	Nomadic Education Climate Change Implementation Strategy.	1	0	1	0	0	0	0	0	0	0	0	0	Climate Change Unit	MOE, Ministry of Environment, partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
II. Develop a Schools Climate Change Action Plan	Schools Climate Change action Plan developed.	Schools Climate Change Action Plan.	1	0	1	0	0	0	0	0	0	0	0	0	0	Climate Change Unit	MOE, Ministry of Environment, partners
III. Monitor implementation of the “Nomadic Education Climate Change Implementation Strategy”.	NACONEK Climate Change Strategy monitored.	Number of monitoring activities conducted.	5	0	1	1	1	1	0	3	3	3	3	3	0	Climate Change Unit	MOE, Ministry of Environment, partners
Strategy 5.1.2: Enhance climate change mitigation, adaptation, and resilience through targeted interventions																	
I. Identify and nurture School innovations on climate change mitigation and ESD,	Innovations developed.	Number of innovations developed.	5	0	2	2	1	0	0	2	2	1	0	0	0	Climate Change Unit	MOE, Ministry of Environment, partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
II. Undertake a schools Climate Change needs assessment undertaken.	Climate Change assessment undertaken.	Number of Climate Change assessments undertaken.	1	0	1	0	0	0	0	0	5	0	0	0	Climate Change Unit	MOE, Ministry of Environment, partners
III. Pilot Identified climate change interventions from the schools climate change needs assessment.	Climate change interventions piloted in schools.	Number of climate change interventions piloted in schools.	3	0	1	1	1	0	0	0	2	2	2	0	Climate Change Unit	MOE, Ministry of Environment, partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT
IV. Main-stream Climate Change mitigation, adaptation and resilience pilots into existing programmes and projects.	NACONEK Programmes and projects with Climate Change interventions.	Number of NACONEK Programmes and projects with Climate Change interventions.	5	1	1	1	1	1	1.5	1.5	1.5	1.5	1.5	Climate Change Unit	MOE, Ministry of Environment, partners
Strategy 5.1.3: Enhance Climate Change Education (Action for Climate Empowerment)															
I. Develop a Community Resilience Framework to work to facilitate engagement between schools and communities on Climate Change.	NACONEK -Community Resilience Framework developed.	NACONEK -Community Resilience Framework.	1	0	1	0	0	0	0	0	0	0	0	Climate Change Unit	MOE, Ministry of Environment, partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT
II. Integrate green life skills and knowledge into the various curriculum channels.	Green life skills and knowledge integrated into the curriculum.	Number of schools that have relevant projects implemented.	200	20	50	50	50	30	4	10	10	10	6	Climate Change Unit	MoE, KICD, Ministry of Environment, partners
III. Establish school green spaces of climate resilient tree species, green spaces and tree nurseries.	School green spaces established.	Number of schools with green spaces.	200	20	50	50	50	30	40	100	100	60	Climate Change Unit	MoE, Department of Forestry and Partners.	
IV. Develop educational resources for training teachers, learners and stakeholders on Climate Change and ESD.	Educational resources developed.	Number of Educational resources.	3	0	1	2	0	0	0	20	40	0	Climate Change Unit	MOE, Ministry of Environment, partners	

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
V. Train education officers, BoMs and teachers to promote Climate Change education and ESD.	Education officers, BoMs teachers and trained.	Number of training forums conducted.	8	0	2	2	2	2	2	0	10	10	10	10	Climate Change Unit	MOE, Ministry of Environment, partners
VI. Establish communities of practice for Schools to collaborate and share experiences, resources and strategies.	Platforms established.	Number of communities of practice established.	8	0	2	2	2	2	2	0	2	2	2	2	Climate Change Unit	MOE, Ministry of Environment, partners
VII. Provide on-going technical support for School Climate Change and ESD initiatives.	Technical support provided.	Number of technical support missions conducted.	7	0	2	2	2	2	1	0	10	10	10	5	Climate Change Unit	MOE, Ministry of Environment, partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY					
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT				
VIII. Identify and nurture School innovations on Climate Change mitigation and ESD.	Innovations developed.	Number of innovations developed.	5	0	2	2	1	0	0	2	2	1	0	0	0	0	0	Climate Change Unit	MOE, Ministry of Environment, partners
IX. Conduct community outreach and advocacy on ESD and Climate Change.	Community outreach and sensitisation conducted.	Number of community outreach, and sensitisation forums conducted.	5	0	2	2	1	0	0	3	3	1.5	0	0	0	0	0	Climate Change Unit	MOE, Ministry of Environment and Partners
KRA 5.2: PSYCHOSOCIAL SUPPORT, SOCIAL SECURITY AND LIFE SKILLS OF LEARNERS																			
OUTCOME: ENHANCED RESILIENCE, MENTAL WELL BEING, PSYCHOSOCIAL SUPPORT AND LIFE SKILLS OF LEARNERS IN THE MARGINALISED AREAS																			
STRATEGIC OBJECTIVE 5.2: TO FOSTER RESILIENCE AND WELLBEING AMONG LEARNERS IN THE MARGINALISED AREAS																			
Strategy 5.2.1: Promote Psychosocial Support (PSS) and Life Skills Education (LSE) in the Marginalised Areas																			
I. Develop a Learners Safety and Protection Framework.	Learners Safety and Protection Framework developed.	Learners Safety and Protection Framework.	1	0	1	0	0	0	0	20	0	0	0	0	0	0	0	Mental Health and PSS Unit	MOE, SD-Social Services and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY	
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT
II. Conduct advocacy to promote awareness and adoption of peer-mentorship and support programmes in Schools.	Peer-peer mentoring and support programmes promoted.	Number of schools with functional peer mentoring programmes.	200	0	50	70	70	10	0	5	7	7	1	Mental Health and PSS Unit	MoE
III. Facilitate access to school counsellors for individualised and group counselling of learners.	Access to school counsellors facilitated.	Number of schools offering individual and group counselling sessions.	200	0	50	70	70	10	0	1	1.4	1.4	0.2	Mental Health and PSS Unit	MoE

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
Strategy 5.2.2: Enhance Learner Protection Mechanisms in Schools in the Marginalised Areas																	
I. Develop educational resources for training school staff and parents on learner protection policies, procedures, PSS and LSE.	Educational resources developed.	Educational resources.	3	0	1	2	0	0	0	0	0	20	40	0	0	Mental Health and PSS Unit	MoE and Partners
				0	0	0	0	0	0	0	0	0	0	0			
II. Create safe and supportive learning environments that foster diversity and inclusion for all.	Safe and supportive school environments created.	Number of schools with safe and supportive environment in place.	200	20	50	50	50	30	4	10	10	10	6	6	Mental Health and PSS Unit	MoE and Partners	
				0	0	0	0	0	0	0	0	0	0	0			
III. Facilitate access to PSS services during crises.	PSS services deployed.	Number of schools offering PSS services.	200	0	50	70	70	10	0	1	1.4	1.4	0.2	0.2	Mental Health and PSS Unit	MoE, SD-Social Services and Partners	
				0	0	0	0	0	0	0	0	0	0	0			

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
Strategy 5.2.3: Strengthen the LSE and PSS Capacities of Schools																	
I. Conduct sensitisation for School staff and parents on LSE and PSS of learners.	School staff and parents sensitised.	Number of sensitisation forums held.	4	0	1	1	1	1	1	0	1	1	1	1	1	Mental Health and PSS Unit	MoE and Partners
II. Facilitate access to additional resources and support for learners in crisis, collaboratively with relevant professionals and organisations.	Mental health professionals working with NA-CONEK.	Number of mental health forums held in schools.	10	0	3	3	3	3	1	0	1	1	1	0.3	1	Mental Health and PSS Unit	MoE and Partners

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY			
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT		
III. Conduct advocacy to promote community awareness on mental health, LSE and PSS.	Community advocacy and sensitisation promoted.	Number of advocacy and sensitisation initiatives.	5	0	2	2	1	0	0	2	2	1	0			Mental Health and PSS Unit	MoE, SD-Social Services and Partners
Strategy 5.3.4 Strengthen Education in Emergency EIE initiatives																	
I. Conduct safety audits in schools	Safety audits in schools conducted	Number of Safety audits in schools conducted	2	0	0	1	0	1	0	0	10	0	10			EIE unit	MoE
II. Conduct assessments following a disaster	Post disaster assessments conducted	Number of post-disaster assessments conducted	4	0	1	1	1	1	0	10	10	10	10			EIE unit	MoE
III. Develop a data base of disasters and response activities for reference and use during emergency response	Disaster database developed	Disaster database in place	1	0	0	1	0	0	0	0	1	0	0			EIE unit	MoE

KEY ACTIVITIES	EXPECTED OUTPUT	OUTPUT INDICATOR(S)	5-YEAR TARGET	TARGET					BUDGET (KSHS. MILLIONS)					RESPONSIBILITY		
				Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	LEAD	SUP-PORT	
IV. Provide psychosocial support to the affected communities, teachers and learners following a disaster	psychosocial support sessions held	Number of psychosocial support sessions held	4												EIE unit	MoE
				0	1	1	1	1	0	2	2	2	2			
V. Carry out joint monitoring on emergency preparedness among schools	Number of joint monitoring sessions conducted	Number of joint monitoring sessions conducted	2												EIE unit	MoE
				0	0	1	0	1	0	0	5	0	0			

6.1.2 Annual work plan and budget

The Council will employ a systematic approach to derive Costed Annual Work Plans from the Action plan. This will involve a collaborative process that will begin at the individual level and end in a comprehensive NACONEK annual work plan as outlined in the step-by-step description below:

- i) Individual staff will initiate the process by preparing their work plans, which will be submitted to the respective Heads of Divisions for consolidation, initial costing and forwarding to the Heads of Departments.
- ii) Departmental heads will consolidate the work plans for their various Divisions and submit the Departmental Work Plan to the respective Directorate Heads, for onward submission to the Planning Division.
- iii) The M&E and Planning Department will assess and validate the Departmental work plans ensuring alignment of the proposed activities with the Council's Strategic Plan. The costs will be reviewed in conjunction with the Finance Division to ascertain conformity with the approved budget for the respective Fiscal Year.
- iv) The M&E and Planning Department will consolidate the Departmental work plans into a draft costed annual work plan, incorporating feedback from the Finance Department and ensuring alignment with the Strategic Plan.
- v) The finalised work plan will be presented to the Director, Corporate Services for review and initial approval.
- vi) The approved Plan will then be forwarded to the Council's CEO for final approval and, to the Council Board for adoption.
- vii) The approved work plan will then be cascaded to the various Divisions for the Council's staff to derive their individual work plans.

6.1.3 Performance contracting

The Council will develop annual Performance Contracts (PC) based on guidelines provided by the Ministry of Public Service, Performance and Delivery Management while incorporating the core mandate section derived from the annual work plans. This will entail the following process:

- i) Initiating the process, the Public Service, Performance Management Unit (PSPMU) will issue guidelines for the preparation of Performance Contracts across Ministries, Departments, Commissions and Agencies (MDCAs).
- ii) The M&E and Planning head will incorporate specific activities and indicators from the Council's Annual Work Plan into the Performance Contract (PC).
- iii) The draft PC will be submitted to the CEO for concurrence.
- iv) The PC will be submitted to the PSPMU for vetting, negotiation and approval; and, to the Council's Board for signature, signifying ownership and commitment.
- v) The signed PC will then be submitted to the Cabinet Secretary, Education and the Cabinet Secretary, National Treasury and Economic Planning for signature, formalising the commitment at the highest levels of Government, emphasising the alignment of NACONEK's goals with national priorities.

6.2 Coordination Framework

The Framework for coordinating implementation of this Strategic Plan is described in this section. Emphasis is on ensuring a cohesive and efficient execution of the plan by aligning efforts, optimising resources, fostering collaboration, adapting to changing contexts and successfully achieving the strategic goals in the long term.

6.2.1 Institutional framework

The Council will operationalise a streamlined organisational structure that aligns processes and systems with the human capital, ensuring consistency with the mandates of the respective Directorates and their respective Departments and Divisions (See **Figure 6.1**). The structure assigns specific responsibilities aligned to the strategic goals, with a view to ensuring clear ownership of the planned programmes and initiatives. Additionally, various committees will oversee relevant Human Resource (HR) operations. These include, the: *Performance Management Committee*, *Human Resource Advisory Committee* and *Anti-corruption Committee*. Moreover, the Council has adopted a well-structured and purposeful approach to strategic planning. The key initiatives include:

- Establishment of a dedicated **Strategic Planning Committee** comprising Directors, heads of Departments and Divisions. The committee will provide leadership, guidance and oversee the implementation of the Strategic Plan.
- Development and review of the following policies and regulations to strengthen effectiveness of the Strategic Plan's implementation:
 - i) Performance Management Policy;
 - ii) Human Resource Policies and Procedures Manual;
 - iii) Procurement Policy;
 - iv) Procurement and Disposal Manual;
 - v) Communication Strategy;
 - vi) Complaints Handling Manual;
 - vii) Health and Safety Policy;
 - viii) Road Safety Policy;
 - ix) Productivity Mainstreaming Policy;
 - x) Gender Mainstreaming Policy;
 - xi) Disability Mainstreaming Policy; and,
 - xii) Ethics Enhancement Policy.

6.2.2 Staff establishment, skills set and competence development

The Council has a total staff of 73 across both corporate and technical. These include 53 secretariat staff members and 20 deployed from the MoE. In addition, technical services have been contracted on a needs basis to enhance the delivery of the council's mandate over time. The organisational structure is illustrated in **Figure 6.1**.

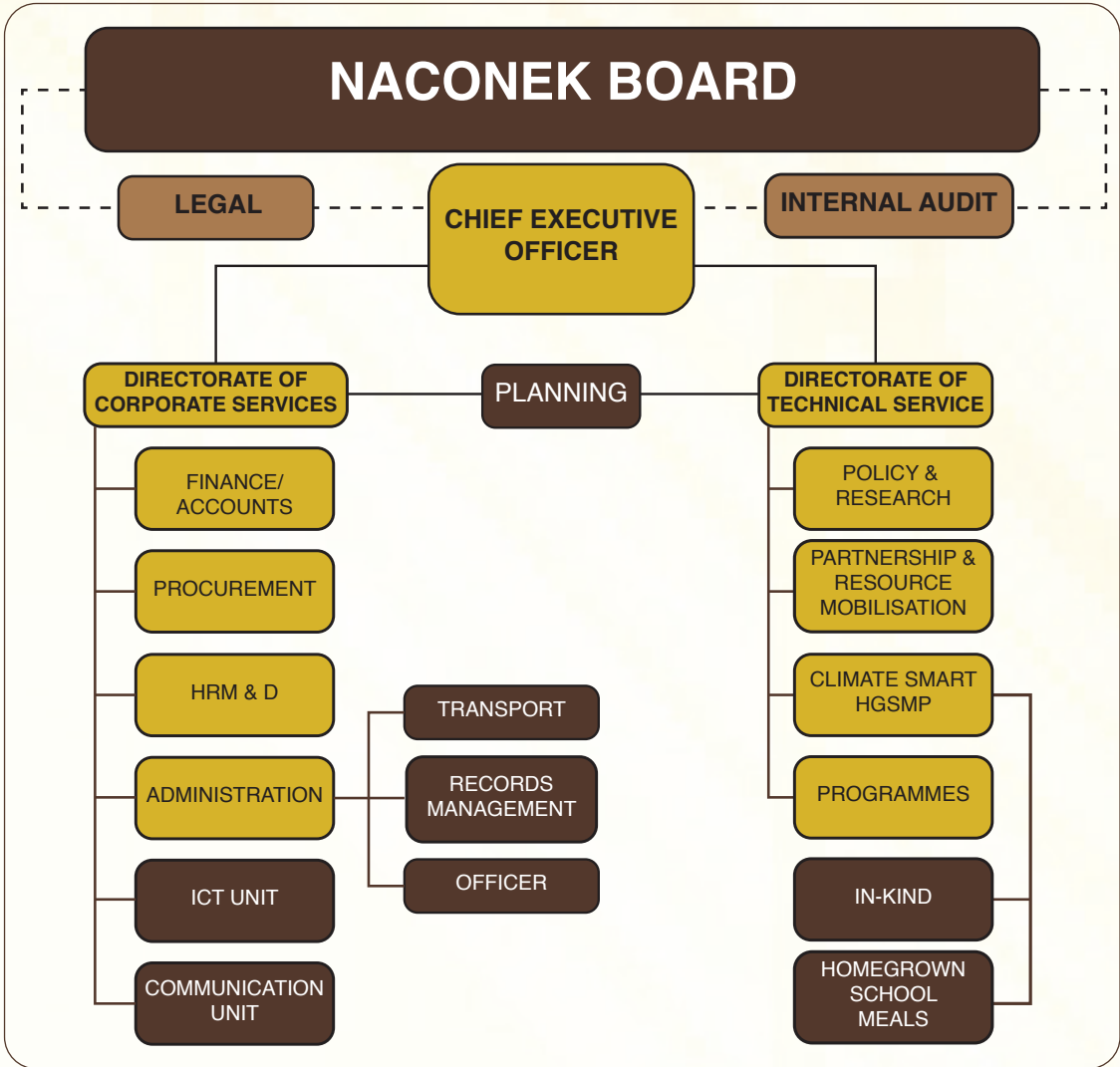


Fig. 6.1: NACONEK Organisational Structure

The figure disaggregates the Council into two Directorates: Technical Services and Corporate Services, under the CEO. The Directorate of Technical Services is further divided into four Departments: Climate SMART School Meals and Nutrition; Policy, Research and Advocacy, Partnerships and Resource Mobilisation and Programmes and Project Coordination.

The Directorate of Corporate services is divided into six departments: Human Resource and Development; Administration; Supply Chain Management; Finance and Accounts; Public Communication and ICT. The Central Planning and Project Monitoring Department (CPPMD) serves both the Technical and Corporate Services Directorates.

The respective Departments are further broken down into operational Divisions that are aligned with the key mandates. The Division of Legal Services reports directly to the CEO, while Internal Audit Division reports directly to the NACONEK Board.

Table 6.2 presents a detailed overview of the Council’s staff, organised by their designated cadres, establishment, and staffing levels. The table offers insights into the variances in staffing levels across specific cadres and provides a comprehensive view of the Council’s workforce.

Table 6.2: Staff Establishment

S/N	Cadre	Approved Establishment	Optimal Staffing Levels	In-Post	Variance
1.	Chief Executive Officer	1	1	1	0
2.	Director Policy and Programmes	1	1	0	-1
3.	Director Research and Advocacy	2	2	0	-2
4.	Director Partnership and Resource Mobilisation	1	1	0	-1
5.	Director Corporate Services	1	1	0	-1
6.	Deputy Director Finance and Accounts	1	1	1	0
7.	Deputy Director Research and Advocacy	1	1	0	-1
8.	Deputy Director Partnerships and Resource Mobilisation	1	1	0	-1
9.	Deputy Director Human Resource and Administration	1	1	0	-1
10.	Assistant Director Legal	2	2	0	-2
11.	Assistant Director Internal Audit	1	1	0	-1
12.	Assistant Director Policy and Programme	1	1	0	-1
13.	Assistant Director Research	1	1	1	0
14.	Assistant Director Advocacy	1	1	0	-1
15.	Assistant Director Resource Mobilisation	1	1	1	0
16.	Assistant Director Monitoring and Evaluation	3	3	0	-3
17.	Principal Administrative Officer	1	1	2	1
18.	Principal Internal Auditor	0	1	1	0
19.	Principal Programme Officer	1	1	1	0
20.	Principal Research Officer	1	1	0	-1
21.	Principal Advocacy Officer	1	1	1	0
22.	Principal Resource Mobilisation Officer	1	1	1	0

S/N	Cadre	Approved Establishment	Optimal Staffing Levels	In-Post	Variance
23.	Principal Monitoring and Evaluation	1	1	0	-1
24.	Principal Human Resource Officer	1	1	1	0
25.	Principal Information Communication Officer	1	1	2	1
26.	Principal Finance and Accounts Officer	1	1	2	1
27.	Principal planning officer	1	1	0	-1
28.	Principal Public Communications Officer	1	1	1	0
29.	Senior Internal Auditor	1	1	0	-1
30.	Senior Programme Officer	1	1	1	0
31.	Senior Research Officer	1	1	3	2
32.	Senior Advocacy Officer	1	1	1	0
33.	Senior Resource Mobilisation Officer	1	1	2	1
34.	Senior Monitoring and Evaluation Officer	1	1	2	1
35.	Senior Human Resource Officer	1	1	2	1
36.	Senior Administrative Officer	1	1	1	0
37.	Senior Records Management Officer	1	1	0	-1
38.	Senior Finance and Accounts Officer	1	1	1	0
39.	Senior Information and Communication Officer	1	1	1	0
40.	Senior Planning Officer	1	1	3	2
41.	Senior Public and Communication Officer	1	1	2	1
42.	Senior Assistant Office Administrator II/I	2	2	0	-2
43.	Senior Supply Chain Management Officer	0	0	4	4
44.	Research Officer	1	1	0	-1
45.	Advocacy Officer	1	1	0	-1
46.	Resource Mobilisation Officer	1	1	0	-1
47.	Human Resource Officer	1	1	0	-1

S/N	Cadre	Approved Establishment	Optimal Staffing Levels	In-Post	Variance
48.	Finance and Accounts Officer	1	1	0	-1
49.	Information Communication Officer	1	1	0	-1
50.	Planning Officer	1	1	0	-1
51.	Supply Chain Management Officers	4	4	0	-4
52.	Public Communication Officer	1	1	0	-1
53.	Legal Officer	0	1	0	-1
54.	Records Management Officer	1	1	1	0
55.	Administrative Officer	1	1	0	-1
56.	Programme Officer	1	1	0	-1
57.	Monitoring and Evaluation Officer	1	1	0	-1
58.	Principal Driver	1	1	0	-1
59.	Senior Clerical Officer	1	1	0	-1
60.	Senior Driver	1	1	0	-1
61.	Clerical Officers II/I	4	4	3	-1
62.	Assistant Office Administrative II/I/Senior	2	2	0	-2
63.	Assistant Office Administrative II/I	5	5	3	-2
64.	Office Assistant	1	1	0	-1
65.	Driver II/I	3	3	2	-1
66.	Customer Service	0	3	0	-3

Table 6.2 indicates that the Council has an approved staff establishment of 81, compared to an optimal staffing level of 84. Presently, there are 52 staff members in post, resulting in a variance of 32. Notably, the majority of the vacant positions fall within the top management (levels 1-3) and middle management (levels 4-6) categories. This suggests that the Council is currently operating below optimal capacity. Inadequate staffing levels pose potential risks, including a potential decline in the quality of overall outputs, lower morale and job dissatisfaction. Such challenges can have a detrimental impact on the effective delivery of the Council’s mandate. In light of these findings, it is imperative for the Council’s management to conduct a thorough review of staffing levels. This review should aim to ensure staff adequacy and alignment with the assigned mandate.

Table 6.3 is a summary of skill sets, skills gaps, and competence development needs for the Council’s staff, categorised by four tiers: Top Management (Levels 1-3), Middle Management (Levels 4-6), Technical Staff (Level 7), and Support Staff (Levels 8-10).

Table 6.3: Skills Set and Competence Development

Cadre	Skills Set	Skills Gap	Competence Development
Top Management NACONEK Level (1-3)	<ul style="list-style-type: none"> • Networking and relationship building. • Strategic leadership and management. • Communication. • Project management. • Conflict resolution. 	<ul style="list-style-type: none"> • Transformational leadership. • Team development • Delegation. • Technology proficiency. • Public service protocols and etiquette. • Governance and ethics. • Performance management. • Resource management. 	<ul style="list-style-type: none"> • Strategic Leadership Development Programme (SLDP). • Transformational leadership. • Capacity enhancement for public sector directors. • Corporate governance. • Performance management course.
Middle Management NACONEK Level (4-6)	<ul style="list-style-type: none"> • Leadership. • Communication. • Team management. • Collaboration. • Problem solving and decision making. • Delegation. 	<ul style="list-style-type: none"> • Governance ethics and integrity. • Public service protocols and etiquette. • Performance management. • Knowledge of relevant Government laws, policies, regulations, and compliance procedures. • Resource management. • Soft skills ((problem solving, teamwork, emotional intelligence, adaptability and conflict resolution). • Change management. • Report writing. 	<ul style="list-style-type: none"> • Professional courses. • Senior Management Course (SMC). • SLDP. • Finance course for non-finance managers. • Supervisory course • Development course. • Performance management. • Report writing course.
Technical staff NACONEK Level (7)	<ul style="list-style-type: none"> • Relevant technical skills and competencies. • Technology proficiency. • Communication. • Collaboration. • Programme planning and organisation. 	<ul style="list-style-type: none"> • Governance ethics and integrity. • Public service protocols and etiquette. • Research and data analytics. • Report writing and presentation. • Project Management. • Records Management. • Knowledge of relevant government laws, policies, regulations, and compliance procedures. • Resource management. • Soft skills (problem solving, teamwork, emotional intelligence, adaptability and conflict resolution). 	<ul style="list-style-type: none"> • SMC. • Research and monitoring course. • Project Management course. • Report writing and presentation course. • Risk management in development. • Project proposal writing course. • Record keeping course. • First aid training.

Cadre	Skills Set	Skills Gap	Competence Development
Support staff NACONEK Level (8-10)	<ul style="list-style-type: none"> • Relevant technical skills and competencies. • Customer care and service. • Teamwork. • Confidentiality. • Time management and organisation. • Adaptability. • Communication. 	<ul style="list-style-type: none"> • Governance ethics and integrity. • Public service protocols and etiquette. • Resource management. • Soft skills (problem solving, teamwork emotional intelligence, adaptability and conflict resolution). • Planning and Organisation skills. • Basic computer skills. 	<ul style="list-style-type: none"> • Defensive driving skills. • First Aid training. • Customer service training. • Office administration course. • Record keeping course.

Table 6.3 highlights significant capacity gaps within the Council’s staff across the tiers and cadres. The common skills gaps include; governance and ethics, public service protocols and etiquette, performance management, resource management, integrity and knowledge of the relevant government laws and regulations. This emphasises the need for the Council’s management to enhance human capital competencies to cultivate a performance-driven culture that aligns with HR policies and meets the capacity requirements for different responsibility levels.

6.2.3 Leadership

The Council’s Board will offer strategic leadership and establish policy direction to guide the Strategic Plan’s implementation. The Heads of various departments will oversee and coordinate specific activities aligned with related Key Result Areas (KRAs) as per the Council’s annual work plan. This arrangement is intended to enhance responsibility and accountability in the execution of strategic initiatives.

6.2.4 Systems and procedures

The Council will operationalise comprehensive internal systems, processes, and Standard Operating Procedures (SOPs) to enhance the effective and efficient implementation of this Strategic Plan. These internal frameworks will undergo a mid-term evaluation to bolster operations aligned with the implementation of the Strategic Plan. Additionally, the Council is committed to obtaining International Organisation for Standardisation (ISO) certification and will actively pursue the digitisation of its programmes and operations for streamlined execution.

6.3 Risk Management Framework

The Risk Management Framework in **Table 6.4** identifies, describes, and categorises potential risks that may hinder the realisation of this Strategic Plan. Within this framework, actionable mitigation strategies are outlined to empower the Council to take concrete steps in addressing and reducing the likelihood or impact of identified risks, thereby navigating uncertainties and challenges effectively.

Table 6.4: Risk Management Framework

Risk Likelihood (L/M/H)	Severity (L/M/H)	Overall Risk Level (L/M/H)	Mitigation Measure(s)
Risk 1: Inadequate financial management and skills capacity			
Medium	Medium	Medium	<ul style="list-style-type: none"> Conduct department specific training to familiarise staff with their mandates.
Risk 2: Delay in release of funds leading to low utilisation and pending bills			
High	High	High	<ul style="list-style-type: none"> Adhere to the cash-flow projections and related instruments. Proactively engage National Treasury to ensure timely release of funds. Enforce adherence to the approved work plans.
Risk 3: Lack of integrity in use of funds			
High	High	High	<ul style="list-style-type: none"> Strengthen internal controls, systems and related Government regulations. Enforce accountability, transparency, rules and regulations. Entrench the national values and principles of good governance.
Risk 4: High labour turnover			
High	High	High	<ul style="list-style-type: none"> Review and implement career guidelines and scheme of service. Continuously review the terms and conditions of service. Undertake succession planning and management. Conduct research to inform HR policies. Deliberately plan training programmes for staff development.
Risk 5: Inadequate legal framework			
High	High	High	<ul style="list-style-type: none"> Strengthen the legal framework for the Council to operate effectively.
Risk 6: Overlapping mandate between Departments in the Council			
Medium	Medium	Medium	<ul style="list-style-type: none"> Clearly define the roles and mandates of departments.

Risk Likelihood (L/M/H)	Severity (L/M/H)	Overall Risk Level (L/M/H)	Mitigation Measure(s)
Risk 7: Non-compliance with statutory regulatory requirements and contractual obligations			
High	High	High	<ul style="list-style-type: none"> Establish clear Terms of Reference for engaging suppliers, contractors, consultants and partners. Sensitise staff on basic legal requirements. Prepare quarterly and annual compliance reports.
Risk 8: Unauthorised access to information			
High	High	High	<ul style="list-style-type: none"> Define the level of access to information and actively enforce the need-to-know basic principle. Implement file, policy, print and application servers to ensure controls in the networks. Streamline the records management system. Establish cloud backup system.
Risk 9: Weak ICT systems			
High	High	High	<ul style="list-style-type: none"> Implement System Performance Tuning to optimise resources and ensure correct configuration. Undertake maintenance of ICT systems on timely basis. Operationalise a backup system. Promptly settle all pending bills.
Risk 10: Lack of emergency preparedness			
High	High	High	<ul style="list-style-type: none"> Provide emergency response equipment and personnel. Clearly mark all emergency exits. Train staff on emergency preparedness.
Risk 11: Inadequate knowledge management			
Medium	Medium	Medium	<ul style="list-style-type: none"> Procure genuine software on existing ICT systems. Develop Knowledge Management and Information Policy.
Risk 12: Untimely reconciliation of bank accounts			
Low	Low	Low	<ul style="list-style-type: none"> Undertake reconciliation of bank accounts on timely basis.
Risk 13: Ineffective internal audit unit capacities			
Medium	Medium	Medium	<ul style="list-style-type: none"> Adequately staff the audit unit. Conduct regular internal audits.

Risk Likelihood (L/M/H)	Severity (L/M/H)	Overall Risk Level (L/M/H)	Mitigation Measure(s)
Risk 14: Untimely preparation of financial reports			
Low	Low	Low	<ul style="list-style-type: none"> • Customise the Enterprise Resource Planning (ERP) system for generating monthly reports.
Risk 15: Delay in the procurement process			
Medium	Medium	Medium	<ul style="list-style-type: none"> • Enforce adherence to standard bidding documents.
Risk 16: Non-compliance by contractors and suppliers			
Low	Low	Low	<ul style="list-style-type: none"> • Use performance guarantees. • Conduct due diligence on contractor/supplier capacities.
Risk 17: Corruption in procurement			
Low	Low	Low	<ul style="list-style-type: none"> • Enforce the anti-corruption policy. • Actively involve internal auditors in the procurement process.
Risk 18: Ghost workers			
Low	High	Medium	<ul style="list-style-type: none"> • Regularly audit the HR systems. • Allocate payroll numbers to staff. • Operationalise the Integrated Financial Management System (IFMIS).
Risk 19: Inadequate partnership coordination			
Low	Low	Low	<ul style="list-style-type: none"> • Develop and operationalise a Partnership Coordination Framework.
Risk 20: Insecurity of educational data			
Medium	Medium	Medium	<ul style="list-style-type: none"> • Implement robust data security measures and infrastructure. • Conduct training in digital literacy.
Risk 21: Disposal of obsolete ICT equipment			
Low	High	Medium	<ul style="list-style-type: none"> • Enforce environmental regulations and standards on e-waste management.
Risk 22: Adverse climate change effects			
High	Medium	High	<ul style="list-style-type: none"> • Establish learner friendly environs. • Enforce compliance with the Education Sector Disaster Management Policy (2017).

Risk Likelihood (L/M/H)	Severity (L/M/H)	Overall Risk Level (L/M/H)	Mitigation Measure(s)
Risk 23: Inadequate infrastructure for curriculum implementation			
Low	Low	Low	<ul style="list-style-type: none"> • Construct the requisite infrastructure. • Mobilise resources for additional infrastructure. • Enforce compliance with basic infrastructure standards.
Risk 24: Loss of school meals food commodities			
Medium	Medium	Medium	<ul style="list-style-type: none"> • Procure an integrated Transport Management System. • Construct secure food storage facilities. • Automate all the SMP procedures. • Sign contracts with transporters. • Institute legal procedures on food theft and other related non-compliances.
Risk 25: Food poisoning			
Medium	High	Medium	<ul style="list-style-type: none"> • Construct food storage, food preparation and WASH facilities. • Enforce adherence to safe food handling and preparation regulations. • Sensitise stakeholders on food storage, handling and preparation.

CHAPTER SEVEN

7.0 RESOURCE REQUIREMENTS AND MOBILISATION STRATEGIES

Overview

This Chapter defines NACONEK’s approach to resource MOBILISATION and management, including the strategies to be employed. It also identifies the Council’s financial requirements and correlated resource needs for the duration of the Strategic Plan. The aim is to provide guidance for planning and decision-making processes.

7.1 Financial Requirements

NACONEK draws its funding majorly from the Government. Additional funding, technical expertise and material resources are mobilised from strategic partners. **Table 7.1** provides a summary of the financial requirements for implementing the 14 KRAs over a period of 5 years.

Table 7.1: Financial Requirements for Implementing the Strategic Plan

Cost Item	Projected Resource Requirements (Ksh. Millions)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
KRA 1.1: Universal School Meals, Health And Nutrition	6,012.50	8,037.50	10,564.50	12,919.50	12,663.50	50,197.50
KRA 1.2: Integration Of Duksi Madrassa Into Formal Basic Education.	127.50	218.50	110.50	48.00	28.00	532.50
KRA 1.3: Low-Cost Boarding Schools (LCB&PS)	30.00	315.00	315.00	315.00	325.00	1,300.00
KRA 1.4: Come To School Programme	20.00	1,056.42	1,216.80	1,386.30	1,675.02	5,354.54
KRA 1.5: Ict Enabled Education Delivery And Management.	2.80	260.80	288.80	221.30	144.30	918.00
KRA 1.6: Youth Access And Active Participation	-	107.00	233.20	153.50	71.40	565.10
KRA 2.1: Low-Cost Private Schools (Lcps)	5.00	58.00	28.00	28.00	28.00	147.00
KRA 2.2: Non-Formal Schools	27.00	72.00	62.00	57.00	37.00	255.00

Cost Item	Projected Resource Requirements (Ksh. Millions)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
KRA 3.1: Partnerships And Linkages	11.40	105.90	3.40	105.90	3.40	230.00
KRA 3.2: Partnership Coordination Framework	18.00	8.00	8.00	8.00	8.00	50.00
KRA 4.1: Evidence Based Research	18.10	14.80	16.80	16.30	14.80	80.80
KRA 4.2: Data Management	2.00	20.00	7.00	1.00	19.00	49.00
KRA 5.1: Climate Change Education And Mitigation	45.50	235.50	185.50	142.00	87.50	696.00
KRA 5.2: Mental Health, Social Security And Life Skills Of Learners.	4.00	73.00	91.80	34.80	30.70	230.30
	6,489.30	10,791.92	13,253.80	15,533.60	15,307.62	61,372.24

According to **Table 7.1**, the Council will need approximately **Kshs. 61,372,240,000** to implement this Strategic Plan over its duration. Majority of the resources will be allocated to **KRA 1: Universal School Meals, Health, and Nutrition (KShs. 50,197,500,000)**. This will be followed by **KRA 4: Come to school Programme (KShs. 5,354,540,000)** and **KRA 3: Low-Cost Boarding Schools (LCB&PS) (KShs. 1,300,000,000)**. The least expenditure will be on **KRA 9: Partnerships Coordination Framework (KShs. 50,000,000)** and **KRA 12: Data Management (KShs. 49,000,000)**. The Council's resource requirements will progressively increase over the years, with FY 2026/27 reaching its peak at **KShs. 15,424,600,000**.

Table 7.2 further summarises the Council's resource gaps by illustrating the difference between the required and the available resources.

Table 7.2: Resource Gaps

Financial Year	Estimated Financial Requirements (KSh. Mln)	Estimated Allocations (KSh. Millions)	Variance (KSh. Millions)
2023/2024	6,489.30	5,392.00	(1,097.30)
2024/2025	10,791.92	3,400.00	(7,391.92)
2025/2026	13,253.80	4,400.00	(8,853.80)
2026/2027	15,533.60	6,450.00	(9,083.60)
2027/2028	15,307.62	6,450.00	(8,857.62)
Total	61,372.24	26,092.00	(35,280.24)

According to **Table 7.2, FY 2026/2027** presents the highest requirement for the Council, at **-KShs 15,533,600,000**, closely followed by **FY 2027/2028** at **-KShs. 15,307,620,000**. This underscores the need to mobilise additional resources for the Plan's implementation as well as meet other emerging needs while ensuring the prudent management of the available resources.

Resource Mobilisation Strategies

The Council will employ a systematic and well-coordinated strategy to secure and manage resources, ensuring the successful execution of this Strategic Plan. Resource mobilisation is an ongoing process demanding continuous effort, adaptability, and creativity to attract and secure the necessary resources.

To this end, a Resource Mobilisation Strategy will be developed to seek funds from diverse sources, including Government agencies, partners and stakeholders. This strategy will entail analysing the local resource environment and directing mobilisation efforts towards partners sharing similar or matching priorities.

Some commonly considered resource mobilisation strategies include:

- Partnering with local and international organisations to seek joint funding opportunities and share resources. This includes mobilising financial support, technical expertise, in-kind donations or sponsorship for targeted initiatives.
- Developing funding proposals for consideration by Government agencies, foundations, multi-lateral and private sector organisations that support education development. This includes incentivising staff who develop proposals and innovations that generate revenue for the Council.
- Establishing revenue generating and investment projects that benefit schools in the marginalised areas. These include school gardening projects and large scale woodlots.

7.2 Resource Management

Resource management involves the efficient and effective allocation, utilisation, and optimisation of an organisation's resources to attain its goals and objectives. Within the context of NACONEK, resources encompass financial assets, human capital, physical assets, time, technology, and other elements essential to the Council's operations. The prudent and frugal use of the Council's resources is crucial, and resource management plays a pivotal role in achieving this goal.

To ensure judiciousness, NACONEK will establish a robust framework that emphasises efficient, effective and economic utilisation of resources. Key responsibilities for resource management will be distributed across the Finance and Accounts Department, Planning and Accounts Department, Supply Chain Management Department and the Audit Department as outlined in the following steps:

- NACONEK's Finance Division will conduct an assessment of the available resources as a foundation for establishing a clear understanding of the Council's resource base.
- Further, the Finance and Accounts Department in collaboration with the ICT Department will implement mechanisms to enhance resource efficiency. This will include process optimisation and automation.

- The Planning and Finance Departments will develop and operationalise performance metrics and KPIs to monitor the effectiveness of resource allocation. They will also conduct regular reviews and adjust resource allocation based on performance data.
- The Supply Chain Management Department will ensure cost-effective use of resources including exploring options for cost reduction, such as bulk purchasing, negotiations with suppliers and streamlining operations.
- The Planning and Accounts Departments will collaboratively establish a system for continuous monitoring and reporting of resource utilisation. This will include regular financial reports, project implementation progress updates and resource allocation dashboards.
- The Finance Division will allocate resources for both short-term success and long-term sustainability while ensuring that the resource allocation aligns with these objectives.
- The Audit Department will spearhead risk management by identifying and assessing potential risks that could impact resource utilisation and developing contingency plans to mitigate risks and ensure resource availability.
- The Heads of Department will identify specific skill gaps and staff training needs, collaboratively with the HR department. This will inform relevant training opportunities to enhance the knowledge and competencies of staff on targeted aspects. This includes resource management and utilisation.
- The Finance and Accounts Department will periodically review and adapt the Resource Management Strategy to align with changing organisational needs, dynamics, and emerging contexts while holding individuals and teams accountable for their resource management responsibilities (in accordance with established policies and partnership agreements, in the case of partner funded initiatives).

CHAPTER EIGHT

8.0 MONITORING, EVALUATION AND REPORTING FRAMEWORK

Overview

This Chapter explores the system to be adopted in Monitoring, Evaluation (M&E), and reporting on the implementation of this Strategic Plan. It outlines the process to be adopted for tracking and assessing activities and programmes; reporting and utilising M&E feedback.

8.1 Monitoring and Evaluation Framework

The Council will operationalise a robust Monitoring, Evaluation, Reporting and Learning (MERL) Framework to assess the effectiveness, impact, and sustainability of the Strategic Plan, spanning from 2023/24 to 2027/28. The primary objectives of the Framework are two-fold:

- (a) To provide essential information for decision-making at both implementation and administrative levels, and
- (b) To consistently track progress and measure results in alignment with the Plan's objectives. The M&E activities will include surveillance, surveys and evaluations.

Recognising the pivotal role played by both internal and external stakeholders in achieving the Plan's goals, the Framework is designed with clear indicators that will guide the NACONEK staff, partners, and stakeholders in monitoring and evaluating implementation as well as performance review of planned activities and programmes. To ensure timely reporting and improved data management, a web-based database with core indicators will be established, promoting data sharing and streamlining the production of M&E products.

As a management and governance tool, the Framework will facilitate effective communication and information sharing among stakeholders, fostering efficient response, enhanced transparency, and accountability in the implementation of the Strategic Plan. Accordingly, the Council's staff, partners and stakeholders are expected to align their internal M&E systems with this framework and report through designated channels.

The Council's Planning and M&E Department will coordinate all M&E activities, work planning, and reporting at activity-level; by the various divisions. The Department will be responsible for preparing reporting formats, measuring the performance of administrative jurisdictions and staff, submitting progress reports; instituting follow-up actions and controls to ensure the recommended corrective actions are undertaken and the laid-down strategies executed. **Table 8.1** details the Baseline, Mid-term and End-term outcome targets and Key Performance Indicators (KPIs) for the various Key Result Areas (KRAs) as a basis for reporting.

Table 8.1: Outcome Performance Matrix

Key Result Area	Outcome	Outcome Indicator	Baseline		Target	
			Value	Year	Mid-Term Period	End-Term Period
Strategic Issue 1: Inequitable access and Participation in Basic Education for Marginalised Communities and Vulnerable Groups						
KRA 1.1: Universal School Health, Nutrition and Meals.	Increased participation, retention and transition in Basic Education in the Marginalised areas.	Retention rates of learners in the marginalised areas.	103.2	2023	105.2	107.2
KRA 1.2: Integration of <i>Duksi</i> and <i>Madrasa</i> into formal Basic Education.	Increased access to formal Basic Education.	Net Enrollment Rate of learners in predominantly Muslim Counties.	73.6	2023	75	77
KRA 1.3: Low Cost Boarding Schools (LCB&PS).	Increased number of learners benefiting from LCB&PS.	Number of learners benefiting from LCB&PS.	130,000	2023	145,000	160,000
KRA 1.4: Come-to-School Programme.	Increased enrollment in formal Basic Education in the marginalised areas.	Gross Enrollment Rate in formal Basic Education in the marginalised areas.	92	2023	93.5	94.5
KRA 1.5: ICT-enabled Education delivery and Management.	Increased integration of ICT for effective education delivery and management in the marginalised areas.	Percentage integration of ICT into education in the marginalised areas.	20	2023	40	60

Key Result Area	Outcome	Outcome Indicator	Baseline		Target	
			Value	Year	Mid-Term Period	End-Term Period
KRA 1.6: Youth Access and Participation.	Enhanced access and active participation in education and economic opportunities for the Out of School Youth (OOSY) in the marginalised areas.	Number of Out of School Youth (OOSY) accessing and actively participating in education and economic opportunities in the marginalised areas.	300	2023	1,000	2,000
Strategic Issue 2: Low Quality of Basic Education in the Marginalised Areas						
KRA 2.1: Low Cost Private Schools (LCPS)	Improved Provision of Quality Education in the LCPS.	Number of LCPS conforming to the minimum basic education standards.	0	2023	2,000	4,000
KRA 2.2: Non-formal schools.	Improved Provision of Quality Education in the non-formal schools.	Number of non-formal schools conforming to the minimum basic education standards.	30	2023	45	60
Strategic Issue 3: Coordination of Education Partners and Initiatives in the Marginalised Areas						
KRA 3.1: Partnerships and Linkages.	Enhanced collaboration between state and non-state actors.	Number of partnerships established with state and non-state actors.	2	2023	7	10

Key Result Area	Outcome	Outcome Indicator	Baseline		Target	
			Value	Year	Mid-Term Period	End-Term Period
KRA 3.2: Partnership Coordination Framework.	Enhanced collaboration and knowledge sharing for education partners working in the marginalised areas.	Number of collaborative programmes implemented with state and non-state actors, in the marginalised areas.	2	2023	9	11
Strategic Issue 4: Research and Development						
KRA 4.1: Evidence based research.	Increase in the uptake of research recommendations from researches by NACONEK.	Number of research policy reviews initiated.	0	2023	3	3
KRA 4.2: Data Management.	Increased data accessibility and usability.	Number of users accessing the established data bank.	0	2023	2,500	4,000
Strategic Issue 5: Pertinent and Contemporary Issues						
KRA 5.1: Climate Change in Education.	Reduced vulnerability and enhanced resilience of learners in the marginalised areas to the impacts of climate change.	Number of schools implementing climate change education programmes.	20	2023	130	200
KRA 5.2: Psychosocial Support, Social Security and Life Skills of Learners.	Enhanced resilience, mental well-being, Psychosocial Support (PSS) and life skills of learners in the marginalised areas.	Number of schools with enhanced mechanisms on resilience, mental well-being and life skills.	20	2023	130	200

8.2 Performance Standards

The Council's MERL Framework constitutes a well-defined results-based monitoring and reporting system, describing the systematic collection of relevant data over time. Its primary purpose is to monitor and demonstrate progress towards achieving anticipated outcomes. The Framework includes a comprehensive performance measurement plan for use as the basis for evaluating performance of the Plan, biennial Work Plan and associated budgets. Accompanying this framework are various tools designed to facilitate the collection and analysis of programme performance data. These are guided by specific measurable criteria, typically relying on KPI data. The utilisation of these tools will enable evidence-based feedback, informing necessary adjustments to both the Strategic Plan and operational activities.

8.3 Evaluation of the Strategic Plan

Mid-term and end-term evaluations will be conducted to comprehensively gauge the extent of achievement of the intended results with a view to determining the relevance, efficiency, effectiveness, sustainability and impact of the planned programmes. This will adopt the template in **Annex IV**. The evaluation will measure achievement of planned activities and overall impact of the Council's programmes.

8.3.1 Mid-term evaluation

A mid-term evaluation of the Strategic Plan will be undertaken in mid-2025 by external independent experts. This evaluation will assess achievement of the KRAs and strategic objectives, in order to determine their continued relevance and feasibility and inform adjustments. A detailed evaluation protocol will be adopted to ascertain the achievements against what was planned. Findings of this evaluation will inform a comprehensive review of this Strategic Plan.

8.3.2 End-term evaluation

An end of term evaluation will be conducted in 2027 by independent experts. This will assess the Plan's overall implementation effectiveness in order to draw lessons for preparation of the subsequent Strategic Plan. Thus, the findings of the end-term evaluation will inform the development of the next Strategic Plan.

8.4 Reporting Framework and Feedback Mechanism

The MERL Framework highlighted in section 8.2 establishes a structured approach to progress reporting on the implementation of the Strategic Plan. This involves tracking baseline data, setting targets, and ensuring the regular collection of performance information. The framework designates specific responsibilities for data collection to the Planning, M&E Department, collaboratively with the various Departmental Heads. Progress reporting will be conducted quarterly, during scheduled meetings.

Two distinct reports will be prepared, following a predetermined structure that will be guided by the Planning, M&E Department:

- **Quarterly Progress Reports:** These reports will present information on key output indicators, comparing actual progress against set targets for the quarter (*refer to Annex II*).
- **Annual Progress Reports:** These reports will focus on highlighting key achievements in relation to set targets. They will also identify challenges, lessons learnt and propose recommendations for review (*refer to Annex III*).

During subsequent meetings, the departmental heads will provide updates on actions taken in response to previously reported performance variances. The CEO will then enforce sanctions for non-compliance with reporting requirements.

ANNEX I: COSTED FY 2023/2024 WORK PLAN

S/N	STRATEGIES	ACTIVITIES	OUTPUTS/ RESULTS	KEY PERFOR- MANCE INDICA- TOR(S)	RESPONSI- BILITY	PART- NERS	BUDGET												
							FY 2023						FY 2024						
DIRECTORATE OF TECHNICAL SERVICES							J	A	S	O	N	D	J	F	M	A	M	J	
SCHOOL MEALS, HEALTH AND NUTRITION																			
	Strengthen the Policy Framework for the School Meals Programme (SMP).	Revise the School Health Nutrition and Meals Strategy. Convene National School Meals Coalition Conferences. Facilitate South-South and Triangular cooperation and peer learning to promote climate smart HGSMF approaches.	School Health Nutrition & Meals Strategy reviewed. National School Meals Coalition Conferences convened. South-South peer learning knowledge exchange forums participated in.	Revised School Health Nutrition & Meals Strategy. Number of School Meals Coalition Conferences convened. Number of knowledge exchange forums participated by NACONEK.	School Meals Department School Meals Department School Meals Department	WFP WFP	5,000												

S/N	STRATEGIES	ACTIVITIES	OUTPUTS/ RESULTS	KEY PERFORMANCE INDICATOR(S)	RESPONSIBILITY	PARTNERS	BUDGET												
							FY 2023						FY 2024						
LEGAL DEPARTMENT							J	A	S	O	N	D	J	F	M	A	M	J	
	Enhance Legal Compliance to statutory laws and regulations.	Develop the NACONEK partnership Engagement Strategy and Guidelines.	NACONEK partnership Engagement Strategy and Guidelines Developed.	A draft of Partnership Engagement Guidelines and Regulations.	Partnership and Resource Mobilisation/ Legal Department	MoE													
	Capacity Building for legal unit on the legal compliance and legislative framework - in house counsel.	Legal department capacity built on legal compliance and legislative framework - in house counsel.	Legal department capacity built on legal compliance and legislative framework - in house counsel.	Number of staff in the legal Department capacity built on legal compliance and legislative framework - in house counsel.	Legal/HR Departments	LSK													
	Develop the Board Charter.	Board Charter Developed.	Board Charter Developed.	Board Charter.	Legal Department	MoE													
	Develop and review of the general and department-based policies.	Development of mandate-based policies proposed by the Board.	Development of mandate-based policies proposed by the Board.	Policy Framework.	Legal Department	MoE													
	Capacity Build the legal department on Public Policy Designing and Management.	Legal department capacity built on policy designing and management.	Legal department capacity built on policy designing and management.	Number of staff in the legal Department capacity-built on policy designing and management.	Legal/HR Department	Kenya School of Government													

S/N	STRATEGIES	ACTIVITIES	OUTPUTS/ RESULTS	KEY PERFORMANCE INDICATOR(S)	RESPONSIBILITY	PARTNERS	BUDGET	FY 2023				FY 2024						
								J	A	S	O	N	D	J	F	M	A	M
	Strengthen procurement management and disposal of goods, works and services.	Prepare a Comprehensive procurement Plan.	Streamlined Procurement Management.	A comprehensive Procurement Plan prepared.	SCMU HoDs HoUs	PPRA, Auditor General, Controller of Budget, Development Partners The National Treasury	1,500											
		Develop a comprehensive Procurement Policy and Manual.	Procurement manual developed.	Comprehensive Procurement Policy and Manual developed.	CEO SCMU HoCS		2,000											
		Build capacity of SCMU officers.	SCU officer's capacity built.	Number of SCU officers trained.	HoCS HoSCMU HoHRM&D		2,000											
		Update Assets register regularly.	Asset Register updated.	Up-to-date Asset register.	SCMU Finance Unit		-											
		Disposal of Idle Assets.	Idle Assets disposed.	Comprehensive report on Idle Assets to be disposed.	Assets Disposal Committee		-											
		Quarterly reports to the National Treasury and Economic Planning.	Quarterly reports prepared to the National Treasury and Economic Planning.	Quarterly reports			-											

S/N	STRATEGIES	ACTIVITIES	OUTPUTS/ RESULTS	KEY PERFOR- MANCE INDICA- TOR(S)	RESPONSI- BILITY	PART- NERS	BUDGET	FY 2023			FY 2024							
								J	A	S	O	N	D	J	F	M	A	M
		Develop an action plan and implement the recommendations emanating from the staff appraisal reports.	Action plan developed and recommendation emanating from appraisal reports implemented.	Action Plan Implementation report.			-											
		Youth Internships /Attachments.	Internees/Attaches engaged.	Number of Interns/ Attaches.			600											
	Implementation of the Citizens' Service Charter.	Display the Citizens Service Delivery Charter at service entry/ delivery points in swahili/English.	Citizen delivery Service Charter displayed at service entry/ delivery points in swahili/English.	Displayed Citizen Delivery Service Charters.	HoCS HoAdmin. HoSCMU	PSC	120											
		Display Service Delivery Quality Statements.	Service Delivery Quality Statements Displayed.	A Service Delivery Quality Statement.			-											
		Translate the Citizens' Service Delivery charter into Braille.	Citizens' Service Delivery charter translated into braille.	Braille Citizens' Service Charter.	HoAdmin HoSCMU		60											
		Sensitise staff on Citizens' Service Charter.	Sensitised staff on Citizens' service Charter Delivery.	List of Staff Sensitised. Report on Sensitisation.	HoCS HoHRM&D		80											
		Maintain Records on Service delivery through a register.	Records of Service delivery maintained through a register.	Up-to-date Service delivery register.	HoAdmin		-											

S/N	STRATEGIES	ACTIVITIES	OUTPUTS/ RESULTS	KEY PERFORMANCE INDICATOR(S)	RESPONSIBILITY	PARTNERS	BUDGET												
							FY 2023						FY 2024						
							J	A	S	O	N	D	J	F	M	A	M	J	
	Resolution of Public Complaints.	Appoint a senior officer to be in charge of public Complaints.	A senior officer appointed in charge of Public Complaints.	Appointment letter and acknowledgement.	CEO HoCS	CAJ													
		Sensitise staff and management on Resolution of Public Complaints.	Staff and management sensitised on Resolution of Public Complaints.	List of Sensitised staff and management on Resolution of Public Complaints.	HoCS HoHRM&D HoAdmin														
		Develop mechanisms Complaints resolution mechanism.	Complaints resolution mechanisms developed.	1 Complaints/ resolution boxes. 2. Email address 3. Telephone line for complaints.	HoAdmin HoAdmin. Unit		20												
		Prepare and submit quarterly reports to CAJ.	Quarterly reports prepared and submitted to CAJ.	Quarterly reports															
	Enhance Customer Satisfaction.	Baseline survey for Customer Satisfaction.	Customer satisfaction baseline carried out.	Customer satisfaction baseline survey report.		PSC													
		Implement recommendations of baseline survey.	Recommendations implemented.	Implementation report.															
	Enhance Communication capacity.	Develop a Communication Strategy for NACONEK.	Communication developed for NACONEK.	Communication strategy document.	HoCS HoPC HoSCMU		12,000												

ANNEX II: TEMPLATE FOR QUARTERLY PROGRESS REPORTING - QUARTERLY PROGRESS REPORT FOR QUARTER ENDING

Expected Output	Output Indicator	Annual Target (A)	Quarter for Year			Cumulative to Date			Remarks	Corrective Intervention
			Target (B)	Actual (C)	Variance (C- B)	Target (E)	Actual (F)	Variance (F- E)		

ANNEX III: TEMPLATE FOR ANNUAL PROGRESS REPORTING - ANNUAL PROGRESS REPORT FOR YEAR ENDING

Expected Output	Output Indicator	Achievement for Year			Cumulative to Date (Years)			Remarks	Corrective Intervention
		Target (A)	Target (B)	Variance (B- C)	Target (D)	Actual (E)	Variance (E- D)		

ANNEX IV: TEMPLATE FOR EVALUATION REPORTING

KRA	Outcomes	Outcome Indicator	Baseline		Mid-term Evaluation		End of Plan Period Evaluation		Remarks	Corrective Action
			Value	Year	Target	Achievement	Target	Achievement		
KRA- 1										
KRA- 2										

ANNEX V: LIST OF WRITERS

S/N	OFFICER(S)	DESIGNATION
1.	Murumba Chiuli	Head of Corporate Services
2.	Z. K. Wandera	Ag. Head of Programmes & Projects
3.	Dr. Edwins Saka	Consultant
4.	Millicent Ochola	SMP Coordinator
5.	Joyce Amuga	Head of LCB&PS
6.	Kimosop Yano	LCB&PS
7.	Davis Ndambo	Head of Partnerships
8.	Paul Muthoka	Head of Research & Advocacy
9.	Abdi Osman	Head of Programmes
10.	Dr. John Nyangena	Economist- SD, HE&R
11.	Nichola Ambundo	Economist, Basic Education
12.	Evon Mogere	Economist, SD, Basic Education
13.	Joel Okoth	Head of Human Resource
14.	Nathan Mutua	Head of Monitoring and Evaluation
15.	Noel Cheboryot	Head of ICT
16.	Dolphine Magero	Climate Change
17.	Grace Jayo	Youth Skilling
18.	Nicholas Kimutai	Legal Counsel
19.	Patricia Tulel	Head of Administration
20.	France Auda	Head of Communication
21.	Derrick Wekesa	Head of Planning
22.	Dennis Bundi	Planning
23.	Beatrice Mose	Planning
24.	Lucy Mureithi	Planning
25.	Harrison M. Ngugi	Head of Accounts
26.	Hared Mulla	Head of Audit
27.	Faith Makori	Procurement
28.	Angela Wambugu	Secretariat
29.	Daisy Owino	Secretariat



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