REPUBLIC OF KENYA

Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA)

ORGANIZATIONAL CONTEXT FY 2026/27

Table 1.1 details a summary of opportunities and threats anticipated in the **external environment** of the Centre in terms of PESTEL.

Table 1.1: Summary of Opportunities and Threats

Environmental Factors	Opportunities	Threats
Political	• Political goodwill on STEMI education at global, continental, regional, national and county levels among key stakeholders. • Enabling legal and policy framework for resource mobilization, strategic partnerships, advocacy and research. • Establishing policy labs that unify leading STEM researchers, experts and policy makers, and young minds can strengthen the connection between robust scientific research and informed policy making in STEMI • Alignment with national, regional, continental and global education priorities creating opportunities for partnerships • Growing recognition of teacher professional development, research and innovation as drivers of national development. Increased commitment to the implementation of the Competency-Based Education (CBE) impacts Centre programmes.	• Instability associated with politics would affect the efficient and effective implementation of the Centre's programs. • Other players in the STEM education ecosystem • Cabinet decision to dissolve CEMASTEA as a state corporation • Changes in government priorities and policies • Changes in education reforms • Vacant staff positions that could not be filled externally due to a recruitment freeze
Economic	• Increasing demand for STEMI skills. • National development aspirations espoused by BETA and MTP IV require STEMI education to serve as an enabler for the achievement. • Collaboration between governments, institutions, private sector, and international partners can leverage resources and	• Economic instability may lead to changes in the fiscal and monetary policies that could reduce CEMASTEA's resources for implementing its programs. • Competing interests for STEM education resources.

Environmental Factors	Opportunities	Threats
	expertise for improved STEMI education, training and research, maximizing discoverability and impact. • Increased investment in Research and Development specifically geared to innovations in STEM education that leads to the development of new pedagogical practices and technologies that effectively address the requirements of learners in Africa to drive future knowledge innovations for economic transformation. • The increased interest of partners in working with CEMASTEA • Growing investment in STEM and digital transformation • Virtual delivery of training provides opportunities to reach more teachers at relatively lower marginal cost. • Donor shift to towards foundational literacy and numeracy • Imperative to expand training to private school teachers, SNE educators, and non-traditional curriculum implementers.	• Austerity measure • Inflation and rising operational costs may increase the cost of training, research and service delivery. • Dependence on government and donor funding may expose programmes to funding fluctuations. • Exogenous fiscal pressures; delayed Exchequer disbursements; budget cuts; • Budgetary constraints on capital projects; required diversification of revenue sources and competitive grant writing.
Social	• Many young people below 15 will increase learner enrolment in STEM subjects. • The Government requires that 60 % of senior school learners to pursue STEM Pathway • The global and national focus on alleviating poverty, reducing gender parity, and improving access and inclusion in the education sector. Targeted initiatives to encourage girls' participation in STEM can unlock potential and contribute significantly to the workforce. • Frontiers for young Minds: Creating Boundaries for Youthful Minds is a deliberate effort aimed at encouraging active involvement of young individuals in the scientific methods. Link to prominent figures in the scientific field prompts further inquiry about concepts currently enhancing the boundaries of science. • Increased interest in the integration of socio-emotional learning • Increasing public awareness of the importance of STEM education creates	• Negative perceptions towards STEM subjects. • Health pandemics and natural disasters. • Insecurity • Negative cultural practices • Drug and substance use, mental health and general illnesses. • Low-income settlements and far-to-reach areas hinder access to STEM education. • Staff natural attrition • Resistance to changes in teaching/learning approaches may slow adoption of learner-centred and competency-based pedagogies. • Large and diverse learner populations may increase demand for teacher capacity development beyond available resources. • Low parental/community understanding of emerging STEM pathways may affect

Environmental Factors	Opportunities	Threats
	demand for CEMASTEA's capacity-building role. • Growing interest among learners in science, technology, engineering and mathematics creates opportunities for STEM engagement programmes. • Collaboration with teachers, schools, communities and professional networks can strengthen STEM uptake. • Increasing demand for inclusive STEM professional development; focus on Special Needs Education (SNE) and Social-Emotional Learning.	learner participation and choices.
Technological	• Technological advancement leveraging technology such as; online learning platforms, virtual laboratories and simulations, maker spaces and innovation Hubs, gamification, Open Educational Resources (OER), and remote teaching and collaboration tools can expand access to quality STEM education and resources. • Increasing digital literacy and awareness among teachers and learners. • Focus on innovations that promote problem-solving skills, critical thinking, and entrepreneurship can empower Africans to develop solutions to address own challenges. • Virtual labs • Emerging prominence of artificial intelligence • Increased interest in blended learning • Digital platforms can strengthen monitoring, evaluation, knowledge management and dissemination of research findings. • Increased national connectivity provides opportunities for digital delivery of CEMASTEA services. • Opportunities to scale e-learning reach	• Cybersecurity,data privacy and information security risks • High costs associated with ICT infrastructure and connectivity • Rapid technological change may make existing systems, equipment and digital skills obsolete. • Digital divide and unequal internet/device access may exclude teachers and schools in disadvantaged areas. • Limited digital literacy among some teachers may constrain effective use of technology. • Risks associated with inappropriate or irresponsible use of AI • Sustainable e-waste management.
Legal	• Enabling legal and policy frameworks at global, regional and national levels. • SMASE-Africa constitution that clearly specify the role of CEMASTEA. • To strategically align the Centre's mandate to the STEM space, there is a need to develop a CEMASTEA Act of Parliament. • Approved STEM policy	• The Legal Notice No. 96 of 2006 establishing CEMASTEA did not clearly articulate its mandate. • TSC notice to withdraw teaching staff from CEMASTEA • Changes in education laws, regulations and government directives may require

Environmental Factors	Opportunities	Threats
	• The Kenya Artificial Intelligence Strategy 2025-2030 • The proposed amendment in TSC Act where TSC will facilitate career progression and professional development for teachers in the teaching service • CEMASTEA's statutory mandate provides a legal basis for implementing teacher professional development, research and STEM capacity-building programmes. • Compliance with national quality, information security, data protection and governance requirements can strengthen institutional credibility and stakeholder confidence. • Intellectual property and copyright frameworks provide opportunities to protect and appropriately commercialise CEMASTEA-developed training materials, research outputs and digital resources. • compliance directives for program accreditation, public procurement regulation (E-GP). • Presidential Working Report on Education Reforms report recommendations on STEM education pathway had implications of Centre's programs.	CEMASTEA to revise programmes, procedures and institutional processes. • Data protection and cybersecurity obligations create legal risks if personal, learner, teacher or institutional data are not adequately protected. • Non-compliance with procurement, financial management, employment, occupational safety and other statutory requirements may expose the institution to legal and financial consequences. • Copyright and intellectual property disputes may arise from the use or dissemination of training materials, digital content and research outputs. • Implementation of State Corporations' reforms Ref: DGIPE/A/1/85" A" (45) dated 5th February 2025, including restrictions on recruitment,
Ecological	• Opportunities to promote green technologies, renewable energy, sustainable agriculture, water conservation and waste management through STEM programmes. • Strategies for integration of carbon credits trading. • Efficient waste management systems. • Operationalization of ESD Policy in schools • Growing national and global emphasis on climate change, environmental sustainability and green education creates opportunities for CEMASTEA to integrate environmental sustainability into STEM teacher professional development. • Environmental initiatives can provide opportunities for partnerships	• Dependence on non-renewable energy sources. • The threat of global warming necessitates raising knowledge of its causes, effects, and control. • Extreme climatic conditions in some parts of the Country. • The rapid change in technological advancement leading to increased e-waste • Rising energy, water and waste-management costs may increase CEMASTEA's operational costs.

Environmental Factors	Opportunities	Threats
	with government agencies, development partners, schools and private-sector organisations. National directive on climate change adaptation, environmental conservation, and tree-growing campaigns. Government directive to integrate Education for Sustainable Development (ESD) and green technologies into STEM TPD modules.	
Market environment	• Increased number of teachers due to expansion in education (CBE). • Demand for structured STEM INSET programs in private schools. • There is high interest in STEMI education in Africa. • The ultra-modern ICT Centre • The STEM Pathway-all Senior schools • Math is compulsory for all learners in Senior School • The emerging prominence of Foundational Learning • Increasing demand for competency-based education and learner-centred pedagogues. • Demand for research, monitoring, evaluation and evidence to inform STEM education policies and programmes. • Growing demand for digital, AI and technology-enabled teacher training. • **Beneficiaries & Clients:** Client base expanded significantly beyond public basic education teachers. It now includes private school educators, teachers seeking specialized SEL/ICT modules, and international educators across Africa reached through blended learning. • • **Partners & Collaborators:** Development partners continue to co-fund STEM initiatives. • Shifts in partner priorities toward foundational learning require CEMASTEA to align its proposals and demonstrate secondary STEM impact.	• Competition for resources targeting teacher capacity programs • Uneven demand across counties may make some programmes difficult to scale. **Labor Market & Skills Availability:** Persistent staffing deficits remain a primary operational constraint. Government recruitment freezes prevented filling established vacancies, resulting in technical skill gaps: advanced AI/EdTech, grant writing, and digital marketing. **Suppliers & Service Providers:** Increased reliance on cloud infrastructure, software platforms, and specialized ICT vendors requires enhanced third-party risk management, robust SLAs, and adherence to the Public Procurement and Asset Disposal Act via the Electronic Government Procurement (E-GP) system. Duplication and overlap of teacher training programmes by other agencies

REPUBLIC OF KENYA

Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA)

ORGANIZATIONAL CONTEXT
FY 2026/2027

Table 1.2 details a summary of strengths and weaknesses anticipated in the **Internal environment** of CEMASTEA in terms of SWOT.

Table 1.2 Summary of strengths and weaknesses

Factor	Strengths	Weaknesses
Governance and administrative Structures	a) Existence of a Board of Management for the provision of strategic direction. b) Experience of over 25 years in planning and implementing continuous professional development programs for mathematics and science education teachers. c) Established under a legal order d) An established countrywide system of INSET centers and management through the cascade model. e) Existence of Human Resource Management instruments i.e HR Policies & Procedures manual, Organisational structure & staff establishment, and Career guidelines. f) Existence of a Human Resource planning & Succession Management policy. g) Existence of a Strategic Plan capturing strategic issues of the organization. H) Established partnerships and multi-agency collaboration mechanisms that facilitate implementation of large-scale programmes. CEMASTEA has, for example, worked with MoE, TSC, KICD, KNEC, KISE, county governments and other partners in	a) Gaps in implementation of the Human Resource Planning & succession management policy. b) Non-accredited training programs c) The Centre has not been anchored under an Act of Parliament d) The legal, business development, strategy and planning functions have not been operationalized. e) Limited staffing and capacity in some critical functional areas affects effective execution of institutional functions. f) Limited institutional capacity for business development and diversification of revenue sources. g) Gaps in systematic succession planning and development of a sustainable leadership pipeline.

Factor	Strengths	Weaknesses
	programme design and implementation.	
Internal Business Processes	a) The Centre is 9001:2015 ISO-certified b) Existence of an ERP system to automate processes. c) The Centre provides inclusive and continuous professional development d) Corporate communication function that enhances public participation in the Centre's programs and activities e) Availability of capacity-building opportunities for staff f) Availability of a system to track the impact of the training programs. G) Established institutional processes and procedures for planning, training, research, monitoring and evaluation, procurement, finance and administration.	a) The ERP system is not fully optimized. b) Lack of a knowledge management policy. c) Limited institutional capacity for systematic innovation and process re-engineering in response to emerging technologies and changing stakeholder needs.
Resource and Capabilities	a) Internationally recognized institution in STEM education with strong linkages in Africa b) Expanded training facility/infrastructure (Ultra-Modern) b) Capacity to network with partners in STEM education. c) Established structures for the delivery of training using various modes d) Existing infrastructure to support Centre e-learning programs e) A conducive work environment that is accessible, inclusive, friendly and inviting. f) Competitive conference facilities and resources g) Capitation funds h) Income generating facilities at the Centre. i) Capacity to organize and host research dissemination conferences, seminars, and symposia. j) Skilled research staff with expertise in STEM education, pedagogy, curriculum	a) Limited sources of funding to adequately support training and research programs b) Gaps in staff in terms of technical capacity c) Low staffing levels in some functional areas d) Insufficient infrastructure to support e-learning programs e) Inadequate and aged fleet of vehicles. f) Inadequate accommodation facilities g) Gaps in technical and emerging skills, particularly in areas such as AI, advanced digital technologies, data analytics, cybersecurity and other rapidly evolving STEM fields. i. Inadequate specialized skills and competencies, particularly in Special Needs Education,

Factor	Strengths	Weaknesses
	studies, and educational technology. k) Access to a pool of external STEM educational researchers l) Partnerships with universities, ministries, NGOs, and development partners for joint research and training projects m)Established e-learning and digital training infrastructure, supporting blended, virtual and technology-enabled professional development. i. Established capacity for delivery of quality teacher professional development programmes. ii. Enhanced capacity to deliver technology-enabled teacher professional development through e-learning. Strengthened capacity for development and utilization of virtual laboratories in STEM education	research, digital technologies, and resource mobilization. ii. Incomplete automation of institutional processes, including the ERP, resulting in continued reliance on some manual processes. Limited accreditation of some training and research programmes, affecting the Centre's ability to fully leverage its programmes and expertise.

REPUBLIC OF KENYA

Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA)

CEMASTEA INTERESTED PARTIES NEEDS AND EXPECTATIONS

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
School level			
Learners (participants).	1. Well-coordinated and executed training. 2. Addressing the gaps in PCK	1. Relevant training 2. Timely issuance of certificates 3. Prompt complaints handling	1. Adherence to training guidelines. 2. Transfer of knowledge and skills learnt to their classrooms. 3. Improved learning outcomes in STEM
Heads of Institutions (HOIs and Principals)	1. Need based training 2. Participate in pedagogical leadership programs 3. Dissemination of research findings on STEM.	1. Relevant quality training that is certified 2. Support teachers after training 3. Involve them when conducting STEM research.	1. Implement policies that promote STEM education 2. Support teachers to transfer knowledge and skills learnt to the classroom. 3. Improved learner performance

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
			in STEM
School Boards of Management (BoMs)	Need based training for their teachers	Relevant training for their teachers	1. Implement policies that promote STEM education 2. Provide resources for STEM education
INSET centres	1. Equip the centres 2. Funding for hosting training 3. Guidelines on management of TPD programs 4. Knowledge on budget disbursed to the INSET Centre for different activities. 5. Information on utilization of budget disbursed	1. Equip them with modern equipment 2. Timely disbursement of funds. 3. Comprehensive information related to training.	1. Implement CEMASTEA activities as per TPD management handbook 2. Improved learner performance in STEM 3. Utilization of funds as per approved budget
STEM Model Schools	1. Capacity building of teachers and principals in STEM 2. STEM equipment 3. Support of teachers in STEM	1. Equip them with STEM equipment 2. Monitoring and support 3. Training of their teachers and principals in STEM	1. Initiate STEM projects in their schools 2. Improved learner performance in STEM 3. Improved enrollment in STEM subjects 4. Modeling good classroom practices in STEM education
Parents and Guardians	1. Effective teaching and	1. Capacity building of teachers	Parental engagement with their children in

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
	learning 2. Parental empowerment and engagement 3. Enhanced skills and interest in STEM for learners	2. Implementation of activities for learners that promote STEM education such as STEM bootcamps, Kenya Mathematics Olympiad, School visits & STEM Outreaches	the learning process in STEM
ocal community	Good neighborhood relationship	Adherence to the neighborhood by-laws	Good neighborhood relationship
Parliament (National Assembly and the Senate)	1. Prudent utilization of resources 2. Transparency and accountability	1. Adherence and compliance with legal frameworks 2. Timely response to parliamentary questions.	1. Timely legislation in matters related to the Centre's mandate. 2. Timely approval of a budget
State Corporations Advisory Committee (SCAC)	1. Adherence to corporate standards and principles 2. Board of Governors evaluation	1. Compliance with corporate standards and principles. 2. Objective Board of Governors evaluation	1. Timely issuance of corporate governance guidelines. 2. Timely approval of human resource instruments and remuneration guidelines.
Salaries and Remuneration Commission (SRC).	Compliance with salary remuneration policies and guidelines.	Adherence to salary structures and guidelines	Timely issuance of guidelines on remunerations

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
Kenya National Qualification Agency (KNQA)	Offer accredited courses	Offer courses that meet accreditation criteria	Coordinates and quality-assures qualification awarded in CEMASTEA
Kenya National Innovation Agency (KENIA)	Develop Innovative teaching and learning resources	Participate in KENIA activities	1. Support STEM-based innovations 2. To participate in KENIA activities
National Research Fund (NRF)	Conduct research	Submission of research funding proposals	Funding research and dissemination
Commission on Administrative Justice (CAJ)	Effective public service and complaints handling	Compliance with administrative justice requirements	Guidance on complaints handling and administrative justice
Ethics and Anti-Corruption Commission (EACC)	Integrity and accountability in public institutions	Compliance with anti-corruption and ethics requirements	Guidance, monitoring and capacity building on ethics and anti-corruption
Office of the Data Protection Commissioner (ODPC)	Protection of personal data	Compliance with the Data Protection Act and data protection principles	Guidance and oversight on personal data protection
Directorate of Occupational Safety and Health Services (DOSHS)	Safe and healthy working environment	Compliance with occupational health and safety requirements	Guidance and inspection on occupational safety and health
County Level stakeholders			
County Governments	Collaboration in implementing STEM education at the ECDE level.	CEMASTEA conducts quality training that impacts positively to the teachers' classroom practices	Support training programs at the County level

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
		Quality training of ECDE teachers	
County Education Boards	Comply with education policies and guidelines	1. Efficient and effective communication 2. Involvement in CEMASTEA programs	Support training program at the county level
County Teacher Capacity Development Committee (CTCDC)	CEMASTEA to provide guidance on planning and implementation of INSET activities at county level	1. Efficient and effective communication 2. involvement in CEMASTEA programs 3. Certification of participants 4. Timely disbursement of SMASE funds	Support training program at the County Prudent utilization of resources
National Level Stakeholders			
MoE	1. Enhance competencies of teachers in STEM 2. Comply with policies to support teacher capacity development. 3. Comply with relevant legal and statutory requirements with regards of management of SMASE funds	1. High uptake of STEM courses in higher learning levels 2. improved learning outcomes in STEM education 3. increased startups in STEM innovative projects 4. Policy recommendations in STEM education	1. Adequate, reliable and prompt funding 2. An enabling policy framework 3. Administrative and legal support
TSC	1. Timely Communication regarding INSET activities 2. Comply with TPD policy 3. Reports on INSET activities	1. Provision of relevant training to teachers 2. Enhanced competencies of teachers, 3. improved performance and competencies in learners	1. Facilitative TPD policy 2. Timely approval of training requests 3. Release teachers to participate in INSET activities

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
SAGAs in Education (KICD, KEMI, KISE, KNEC, KSG, TVETA, KUCCPS, KSEF)	Collaborate with SAGAs in capacity building of curriculum implementers	1. Guide on STEM related issues 2. Participate in stakeholder engagements 3. Support STEM related activities eg robotics competition by KSEF	1. Support in successful implementation of CEMASTEA programs 2. Collaboration in implementing teacher capacity development activities.
State Law Office:	1. Involvement in Legal and governance advice related to INSET 2. Facilitating drafting and submission of legal documents	Compliance with the legal frameworks related to INSET	Timely Legal and governance advice related to INSET
Judiciary	Involvement in Dispensation of justice	Compliance with the legal frameworks	Impartial and timely dispensation of justice.
The National Treasury and Economic Planning.	Comply with PFM Act, 2012 and PPDA Act, 2015 by; a) Submission of budgets b) Submission of Quarterly and Annual financial reports c) Submission of quarterly and annual Asset and Liability Register	Prudent utilization of allocated resources and financial management	1. Timely disbursement of funds 2. Approval of budgets 3. Timely issuance of policy guidelines
Media	Comply with Constitution of Kenya, 2010 Section 35 (b) and Information Act 2015 on provision of information	Provision of information on STEM Training and Research.	1. Create brand awareness and visibility about the Centre 2. Factual, objective and fair reporting.
Kenya National Bureau of Statistics	Provision of accurate information about CEMASTEA	Provide information in a timely manner	Timely provision of accurate data and information.

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
Kenya Institute for Public Policy, Research and Analysis (KIPPRA)	Comply to the guidelines on the development of Intellectual Property Policy	1. Involvement in development of CEMASTEA Policy on Intellectual Property Compliance with the Intellectual Policy	Timely guidance on development of on Intellectual Property Policy
Regulatory agencies			
Kenya Revenue Authority KRA	Comply with Tax laws e.g PAYE, Withholding taxes, Housing levy, NITA	Timely filing , submission and payment of due tax amounts	Timely issuance of Tax Compliance Certificate
National Environment Management Authority (NEMA)	1. Apply for effluent discharge license 2. Apply for Environmental Impact Assessment (EIA)	Comply with the Environmental Management and Coordination Act, 2007	Timely issuance of effluent discharge license
NACOSTI	1. Apply for license to conduct research 2. Submit allocated budgets for mainstreaming STI in research	Share research findings of CEMASTEA after conducting research	Timely issuance of research license
KEBS	Compliance with the certification contract	Continued collaboration with CEMASTEA on certification	• Value addition to the CEMASTEA system • Continued collaboration with CEMASTEA on certification
Inspectorate of State Corporations	Comply with the State Corporation Act,	Adherence to guidelines of Mwongozo Code of Conduct for State Corporations	• Capacity build CEMASTEA Board of Governors • Offer guidance to the Board of Governors
Office of the Auditor General (OAG)	Submit financial statement Zero fault audit	Submit the FY statement by 30th September	Carry out audits Timely provision of Audit reports

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
Public Procurement and Regulatory Authority (PPRA)	Compliance with the PPADA, 2015, PPADR, 2020, circulars and directives	Submission of quarterly reports and annual plans	Capacity building of Procurement Officers
Kenya National archives and documentation service (KNADS)	Compliance with Public Archives and Documentation Act Cap. 19	Engagement Proper disposition of records as per the laid down procedures.	Updates on new guidelines.
Kenya Association of Records Managers and Archivist (KARMA)	Member registration Good standing with professional body Professional development	Annual subscription to membership Attendance of trainings and earning of CPD points	Management support to attain the CPD points
Public Service Commission (PSC)	Manage Public servants and officers	Adherence to management guidelines and policies e.g POEA 2003	Advisory and policy guidance on human resource management in public service.
Parliament			
Advisory Agencies			
Private Sector			
• KEPSA	Collaborate with KEPSA in capacity building of Teachers	1. Conduct quality training for the teachers in private schools 2. Issue certificates to trained teachers	Provide funding for capacity building of teachers from private schools
• Private Sector	Collaboration in TPD programs	Quality human resource	Program funding
Trade Unions and Associations			
Trade Unions (KNUT, KUPPET)	Collaborate in capacity building of curriculum implementers	Quality training of teachers	Support for CEMASTEA programs
Heads Associations. (KESSHA, KEPSHA, KPSA, SSHAK, KATTI)	Capacity building those who are members of the CTCDC	1. Involvement in CEMASTEA programs 2. Timely communication on training programmes	1. Prudent management of SMASE activities 2. Support teachers to apply TPD knowledge

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
			and skills
Suppliers			
Suppliers	Compliance with PPADA Act in procurement process	1. Access to CEMASTEA service requirements 2. Supply goods and services 3. Prompt payment for goods and services	1. Timely provision of quality goods and services 2. Compliance with established laws governing provision of good and services
Partners			
International Partners			
• Japanese International Cooperation Agency (JICA) • MASHAV, Israel • UNESCO-IICBA UNESCO-Paris • FAWE regional office • University of Waterloo, Canada • Allan and Gill Gray Philanthropy Rwanda, • MOE, Kenya and South Africa partnership. • System Analysis Program (SAP) Development • African Mathematical Union • African Institute for Mathematical Sciences	Collaborate in the implementation of partnership programs	1. Timely implementation of signed contracts and agreements 2. Adherence to terms and conditions of the signed contracts and MOU.	1. Timely provision of agreed resources 2. Adherence to terms and conditions of the signed contracts and MOU. 3. Expand partnerships

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
• Africa Academy of Science • Minesota University • PHET Colorado, USA • Global Peace Foundation • Oracle • Experimento • Kilimanjaro blind Trust • South-East Asia Ministers of Education – Regional Centre for Science and Mathematics (SEAMEO_RECSAM) • INTEL • Raspberry Pi Foundation • VVOB • Echidna Giving • SolarSPELL • Working to Advance Science and Technology Education for African Women (WAAW) Foundation • mEducation Alliance • Aga Khan Education Services			
Local Partners			
• Education Development Trust, Kenya office • ZERAKI, Kenya office • ISTART, • Masinde Muliro University of Science and Technology and Diversity for education institute • Sangyung Enterprises Limited	Collaborate in the implementation of partnership programs	1. Timely implementation of signed contracts and agreements 2. Adherence to terms and conditions of the signed contracts and MOU.	1. Timely provision of agreed resources 2. Adherence to terms and conditions of the signed contracts and MOU. 3. Expand

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
• Global Minimum Inc, • Mwalimu-Plus, Kenya • Junior Achievement – Kenya. • Meru University of Science and Technology • STEM Impact, Kenya, Kenya Medical Training College-Karen, • World Bank Secondary Education Equity and Quality Improvement Programme. • UNICEF – Kenya Office, • British Council – Kenya office • National Museums of Kenya • Kenya Conference for Catholic Bishops • Grace Academy • School Equipment Production Unit (SEPU) • STEMTRIX East Africa Limited • KODRIS – Africa • Dedan Kimathi University. • VVoB • Grow-X Education • Institute of the China-Africa Consortium of • Universities Exchange Mechanism • Global Teacher Professional • Development Institute for Africa			partnerships

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
(ZJNU) • African Foundation for Women and Youth in Education, Science, Technology and Innovation (AFoWYESTI) • mEducation Alliance • African Olympiad Academy • World Being • Basic Needs Basic Rights • Mizizi Africa Foundation • MPesa Foundation Academy • JUJA Preparatory • University of Nairobi • Technical University of Kenya • E-Kitabu • Soma Siri Afrika			
Linkages			
Ministries of education in SMASE-Africa member countries.	Supportive policy environment.	Excellent needs-based programs	Provide leadership, resources and personnel.
SMASE-Africa Country chapters	Implementation of country level programs	Excellent needs-based programs. Share programs	Coordination of programs or projects
Association for the Development of Education in Africa	Continental secretariat for ADEA's Inter-Country Quality Node on Mathematics and Science Education (ICQN-MSE)	Coordination of ICQN-MSE activities and all related projects	Leadership, financial and technical support
AUC's Education, Science, Technology and Innovation	The Co-Chair & Secretariat of the Continental Education Strategy in Africa's Cluster on Science,	Coordination of CESA cluster on STEM education and required activities	Leadership, financial and technical support

STAKEHOLDER	NEEDS OF STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM CEMASTEA	CEMASTEA'S EXPECTATIONS FROM THE STAKEHOLDER
	Technology, Engineering and Mathematics (STEM) education		
Partner' Affiliations			
Africa Federation of Teaching Regulatory Authority (AFTRA)	Associate Member	Participation in AFTRA conferences, contribute to policy-making decisions	Timely invitations to events
Teacher Task Force for Education For All (EFA)	Associate member	Participation in the annual Task Force forums	Timely invitations to events
CEMASTEA			
CEMASTEA Board of Management	1. Implement the strategic plan 2. Comply with all legal and regulatory requirements	1. Timely delivery of programs 2. Increase in productivity	Strategic leadership in the implementation of CEMASTEA's programs
CEMASTEA staff	1. Provision of working tools and infrastructure 2. Capacity building for enhanced competence 3. Good leadership 4. Career progression 5. Remuneration on time	1. Conducive working environment 2. Competitive remuneration 3. Rewards and recognition	1. Timely and Quality performance of duties and responsibilities 2. Adherence to CEMASTEA policies and guidelines

Signed

Gladys A. Masai
Chief Executive Officer
Date