

18th – 24th July, 2026

KSG - SNA Training: Bridging between Policy & Implementation



KSG Director General, Prof. Nura Mohamed (seated centre) with the Public Policy and Governance Programme facilitators and course participants from the Kenya School of Government, KIPPRA, the Public Service Commission, the National Treasury, Kisii University and various Government Ministries. The three day program took place at the Lower Kabete Campus.

BY MARTHA MOKERA AND
BEATRICE CHEBET

Following a series of virtual learning sessions, the Kenya School of Government (KSG), in partnership with Italy's Scuola Nazionale dell'Amministrazione (SNA), this week convened a three-day in-person Public Policy and Governance Programme.

The program brings together participants from the Kenya School of Government, KIPPRA, Kisii University, the Public Service Commission, the National Treasury and some Ministries to deepen dialogue, strengthen institutional capacity, and

exchange practical governance experiences between Kenya and Italy.

At the heart of the programme was a comparative examination of the governance systems of Kenya and Italy, highlighting lessons on building capable, accountable, and responsive public institutions. Participants examined the gap between potential capacity: the resources, legal frameworks, skills, and budgets available to governments and effective capacity, reflected in the tangible results achieved through public policy and service delivery.

It was observed that while

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Left: Prof. Edoardo Amato of SNA. Right: Prof. Mohamed addresses the participants at the closing of the programme.

governments often allocate adequate budgets to deliver projects and public services, financial resources alone do not guarantee results. They noted that effective public policy depends on sound implementation, institutional coordination, and continuous oversight to translate policy intentions into tangible outcomes for citizens.

At the close of the program, KSG Director General Professor Nura Mohammed challenged participants to move beyond policy formulation and champion implementation, monitoring, and evaluation to deliver meaningful public service outcomes. “Strong policies alone are not enough real transformation happens through effective implementation,” he urged.

While governments may have sound policies, laws, and procedures, it is public administrators who turn these into tangible results. Through effective leadership, coordination, and problem-solving, they play a

role in identifying barriers and ensuring policies deliver meaningful outcomes for citizens.

It also emerged that policy effectiveness depends heavily on the availability and quality of administrative resources. Limited financial, human or technical resources can weaken policy implementation and policy evaluation therefore becomes essential because it identifies gaps, assesses resource adequacy and provides feedback that can be used to improve future policy formulation and implementation.

The training further emphasized the importance of distinguishing where capacity gaps exist and understanding how they affect institutional performance. Although forecasting and analysing these gaps before policy implementation would improve decision-making, such comprehensive assessments are often costly and difficult to undertake.

Additionally, capacity should be examined at multiple levels. Individual public officers may possess the necessary knowledge, training and skills, yet still fail to make an impact if they work within dysfunctional institutions. Institutional factors such as weak leadership, organizational culture, poor coordination and ineffective management can prevent individual potential from translating into effective performance.

Key takeaways from the deliberations underscored the importance of strengthening collaboration, knowledge sharing, and mutual accountability to support the effective implementation of Industrial Personnel and Management Services (IPAMS). Strengthening multilevel governance, maintaining continuous stakeholder engagement and adopting realistic implementation timelines supported by credible action plans will be critical in enhancing public sector performance and improving

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service delivery to citizens.

The program between the KSG and SNA has highlighted the value of shared learning and comparative governance experiences in strengthening public institutions. The combined online learning with face-to-face engagement, offered a platform for comparative learning, peer exchange, and collaborative problem-solving aimed at enhancing public sector performance.

The program was facilitated and coordinated by Prof. Edoardo Amato of SNA and KSGs Dr. Joseph Ndungu.



Dr. Joseph Ndungu, Deputy Director Academic Affairs and coordinator of the programme.



Top left: Abdi Mohamed doing a presentation after group work.

Right and bottom left: simulations formed part of the training.

KAPAM Elections Guidelines



Left: Prof. Mohamed, KSG Director General & KAPAM Executive Secretary. Right: Mr. Amos Gathecha, Chairperson & Deputy Head of Public Service, Mr. Amos Gathecha.



Left: Embu Campus Director, Dr. Ann Kangethe (in red) with Ms. Christine Rwamba, Communications Officer. Right: Ms. Halima Aden, KAPAM making a presentation.



Kenya Association for Public Administration and Management (KAPAM) Chairperson and Deputy Head of Public Service, Mr. Amos Gathecha and KSG Director General and KAPAM Executive Secretary, Prof. Nura Mohamed, at KSG Embu for an Executive workshop that focused on the review of the constitution and election guidelines.

The Hardest Institution to Build is not a New One; It is One that Renews Itself



Dr. Fred Mukabi (3rd left) leads the Mombasa Campus team in KSG@100 celebrations, through the streets of Mombasa.

BY GLENN LUMITI

Standing before staff, government officials and programme participants, Campus Director of the Kenya School of Government (KSG) Mombasa Campus, Dr. Fred Mukabi, joked that his carefully planned vintage outfit had been disrupted after a colleague failed to deliver the bell-bottom trousers he had hoped to wear. It was a light-hearted moment. Yet, almost unintentionally, it illustrated one of the oldest truths in leadership: institutions are not remembered for the plans they make, but for how they respond when plans inevitably change.

That lesson could not have provided a more fitting anecdote to the KSG@100 Centenary celebrations. Across the world, institutions often commemorate achievements by celebrating longevity. Far fewer use such

moments to interrogate relevance. KSG chose the latter. Rather than treating one hundred years as a ceremonial destination, the institution transformed its centenary into a strategic point of departure asking what kind of public service Kenya will require over the next century.

The week deliberately rejected the temptation of institutional nostalgia. Opening activities took staff beyond lecture halls and conference rooms to the Little Sisters of the Poor, where acts of fellowship and support reminded public servants that governance begins with human dignity.

Staff also walked the streets of Mombasa before participating in environmental conservation at Jomo Kenyatta Public Beach and Mama Ngina Waterfront, reinforcing an often-overlooked principle: the legitimacy of public

institutions is strengthened through visible citizenship.

The most consequential announcement of the celebrations, however, did not concern the past but organizational performance.

The ceremony coincided with the completion of the Campus' 100-day Rapid Results Initiative (RRI), an ambitious institutional reform programme launched to convert strategic intent into measurable outcomes. In government, ambitious plans are abundant; disciplined implementation remains the scarcer commodity.

Within one hundred days, the Campus reported successful delivery of nearly eighty per cent of its plans such as the One-Stop Shop Customer Service Centre that illustrates redesign of government around the citizen rather than around bureaucracy.

The Hardest Institution to Build is not a New One; It is One that Renews Itself

Dr. Mukabi observed that the past one hundred days had witnessed stronger teamwork, heightened staff commitment, increased institutional visibility and improved service responsiveness. These are not merely management achievements; they are indicators of institutional maturity.

Equally significant was the recognition of long-serving staff. Public administration often celebrates programmes while overlooking the people who quietly sustain them across decades of political transitions, administrative reforms and changing national priorities. By honouring institutional memory alongside emerging innovation, KSG acknowledge that resilience is built when experience and renewal coexist rather than compete.

The presence of Deputy Director Dr. Florence Kithinji, Mr. Simon Angote, senior campus leadership and programme



Swahili dinner set up ready!

participants reflected a broader truth that leadership development is cultivated through example, reinforced through institutional culture and measured by public impact.

The demonstration of KSG@100 innovations further illustrated that the School is positioning itself as a laboratory for public sector transformation, where ideas are expected to

migrate from concept to implementation.

Kenya enters an era defined by demographic expansion, digital governance, climate resilience, fiscal pressure and rising citizen expectations. These challenges cannot be addressed by stronger policies alone. They demand stronger institutions capable of continuous learning and rapid adaptation.

The true significance of KSG's centenary therefore lies in demonstrating that institutional renewal is possible when leadership deliberately aligns vision, execution and culture.

Nations, however, are transformed by institutions that refuse merely to endure—and instead choose, generation after generation, to reinvent themselves in service of the public good.

That may well prove to be the most important lesson from KSG's first century.



Vintage edition was part of the celebrations

KSG@100: Mombasa Campus Events

Staff spent time with the residents of the Little Sisters of the Poor, Nyumba ya Wazee.



Below: Environmental conservation Jomo Kenyatta Public Beach and Mama Ngina Waterfront



Disagree Better: Managing Difficult Conversations Among Peers

BY DR. JOHN BII

The perfect work environment is a dream for all well-meaning and strategic leaders who envisage optimized work environments, high productivity, well-functioning teams, excellence in customer service and mutual respect among employees.

The opposite is actually true when as expected, and due to perceived incompatibility of interests, needs and goals among two or more parties, conflicts ensue.

Organizations consequently must find ways to immunize their processes from harmful conflicts or outrightly embed conflict resolution capabilities and systems to deal with conflict as and when it occurs.

The very concept of conflict, conflict management and resolution relates to occurrences where disharmony occurs between two or more parties where their interests, needs and goals do not converge. Such disharmony may lead to negative outbursts of anger and resentment, hate and or even violent behavior.

Resolving conflict demands actions geared towards diffusing tensions and recreating harmony and peace in a specific situation to stem the negative effects of toxicity emanating from the discordance occasioned by certain conflicts.

Notably certain factors influence the manner in which conflicts can be resolved especially aspects of temperaments, culture, gender,



Dr. John Bii of KSG, is passionate about higher education lecturing, Public Sector Training, Reforms/Change Management, Research and Consultancy.

life experiences, context, position or power, belief systems and the concept of self among others. The foregoing factors may lead to communication breakdowns, divergence in work approaches, competition, jealousy, personality clashes among other negative effects. Key questions at this point are, what is the role of the actors in the conflict resolution process? What impact would the foregoing issues have during the conflict resolution process? Would their consideration hamper or support the approach towards restoring harmony among the disputing peers? Among the approaches used in dealing with conflicts are, listening, empathizing, acknowledging and resolving the key outstanding issues.

To ensure restoration of normalcy and peace among peers it is inevitable to ensure that we practice listening to ensure that we understand the situation through active listening and observance of the disputants' body language and feedback. This enables the understanding and appreciation of the underlying issues to avoid reacting subjectively to incidences or perceived causes of conflict. Both sides in the conflict must be heard.

Putting ourselves in the shoes of the disputants is undoubtedly crucial in attempting to internalize their concerns. The disputants' feelings must be acknowledged so that they are satisfied that their viewpoints or positions are valued and considered. Empathy therefore

Disagree Better: Managing Difficult Conversations Among Peers

plays a critical role; questions like what if I was in this situation? How would I feel? Would I be justified to act in that manner?

Acceptance and admission of certain facts especially inherent individual unique differences concerning an obtaining situation is prudent in seeking to recreate lost harmony among individuals or groups. Such an acknowledgement provides reassurance to the parties concerned and facilitates the journey towards tolerance and eventual harmonious co-existence.

Dealing with and actually addressing the outstanding issues creating disharmony must be addressed promptly with the help of suggestions from the conflicting parties. They should be assisted to find common ground and actionable compromises that work towards peace and mutual coexistence.

Difficult conversations therefore can be well managed by



using the approaches discussed to ensure that toxic work environments do not worsen. Caution must be exercised to stem the development of toxic work cultures based on unresolved conflicts. It is important to deal with such toxic effects like delayed task allocation, general bias, prejudice and favoritism and over-working

specific individuals without regard to succession planning, coaching and mentorship. Conflict resolution should be prioritized in organizations to ensure that negative cultures are not encouraged that hinder optimum outputs, high level performance and teamwork. It is possible to disagree better.

Meet Dr. John Bii;

Dr. John Kiplang'at Bii is the immediate former Director at the Kenya School of Government Baringo Campus after successfully holding the same position at the Kenya School of Government Matuga for over two years. Prior to that he has been Deputy Director Mombasa Campus and Assistant Director Correctional Services.

His career spans over 30 years in public sector Planning, Finance, Logistics, Reforms, Correctional Services and Training. He has conducted and published research findings in Strategic Management and other related studies. He is skilled and experienced in University Lecturing, Public Sector Training, Reforms/Change Management, Research and Consultancy. Dr. Bii is a self-driven, hardworking and an ardent believer in results, continuous learning and improvement.

Hopes, Dreams & Dignity Foundation Launch



Every generation is remembered by the choices it makes - A meaningful reflection shared by Kenya School of Government Director General, Prof. Nura Mohamed, a speaker at the launch of the Hopes, Dreams and Dignity Foundation on July 10th, 2026.

Prof. Mohamed joined leaders from across the business community, government, the diplomatic corps, the clergy, corporate Kenya and young leaders, at the event that was a call to move beyond good intentions and take deliberate action in creating opportunities for young people.

Prof. Mohamed commended the Foundation's Founder, Ms. Ruth Mueni, for championing a vision that restores hope through practical action, and announced the Kenya School of Government's intention to explore a partnership with the Foundation to expand opportunities for young people.

The launch also featured inspiring contributions from Dr. Wale Akinyemi, Dr. Ezekiel Mutua, Rev. Julian Kyula and other distinguished leaders, all united by the belief that the future of our nation depends on how intentionally we invest in its youth.

The Hopes, Dreams and Dignity (HDND) Foundation is a Kenyan non-profit founded that focuses on youth empowerment, eliminating menstrual poverty, and equipping marginalized individuals with leadership, diplomacy, and corporate readiness skills.

KSG@100: Growing the Future



Led by Deputy Director Mr. Nyamiaka Marube, Matuga Campus staff participated in tree planting - leaving a living legacy for generations to come. May every tree planted stand as a reminder that today's actions can inspire those who will follow in the next hundred years.

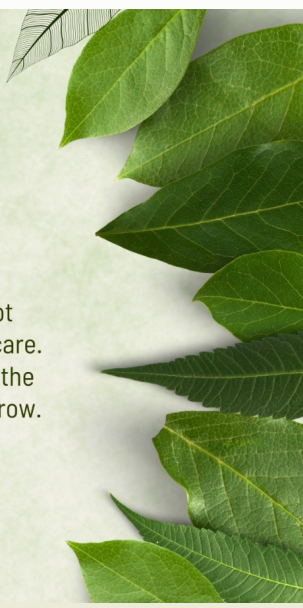
#MiaMojaPamoja #KSGat100



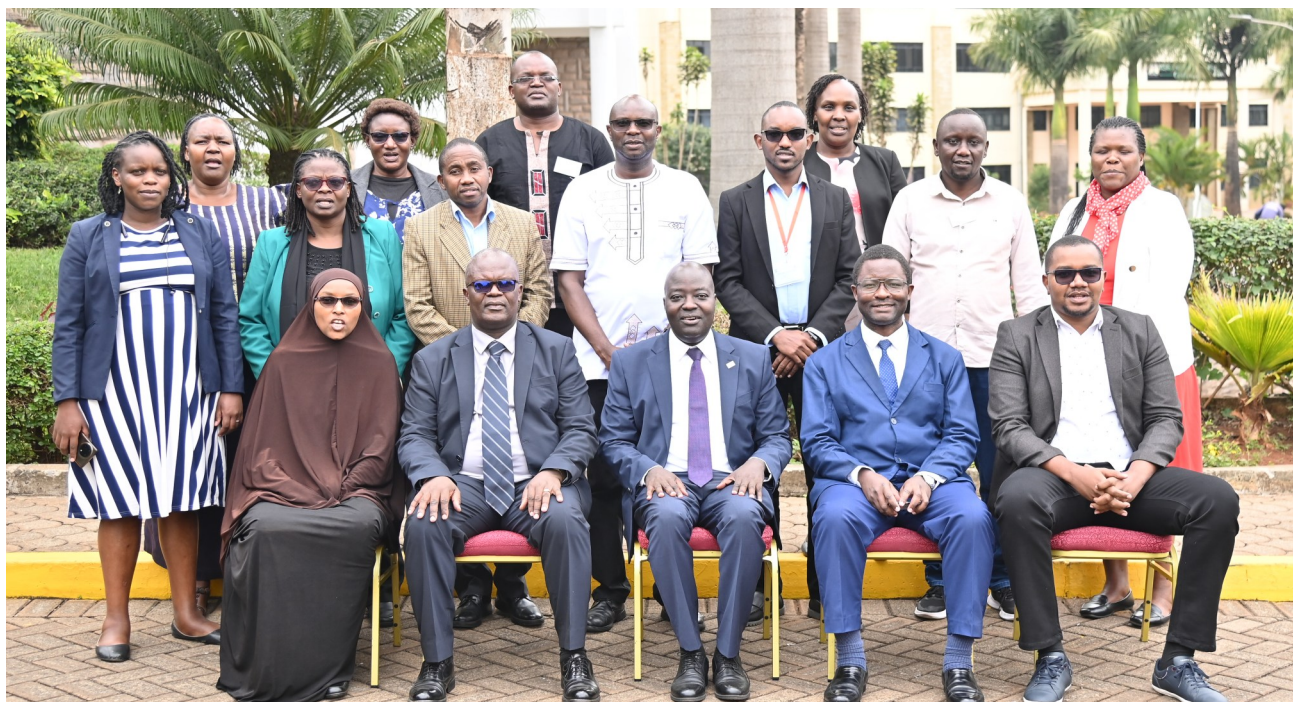
Kenya School of Government
Empowering the Public Service

PLANT A TREE

A tree does not grow overnight, just as meaningful change does not happen instantly. It requires patience, commitment, and consistent care. Every tree we plant is a symbol of faith in the future a reminder that the actions we take today will shape the world our children inherit tomorrow. Plant a tree, nurture it, and let your legacy grow with it.



The Inaugural Human Resource Audit Training



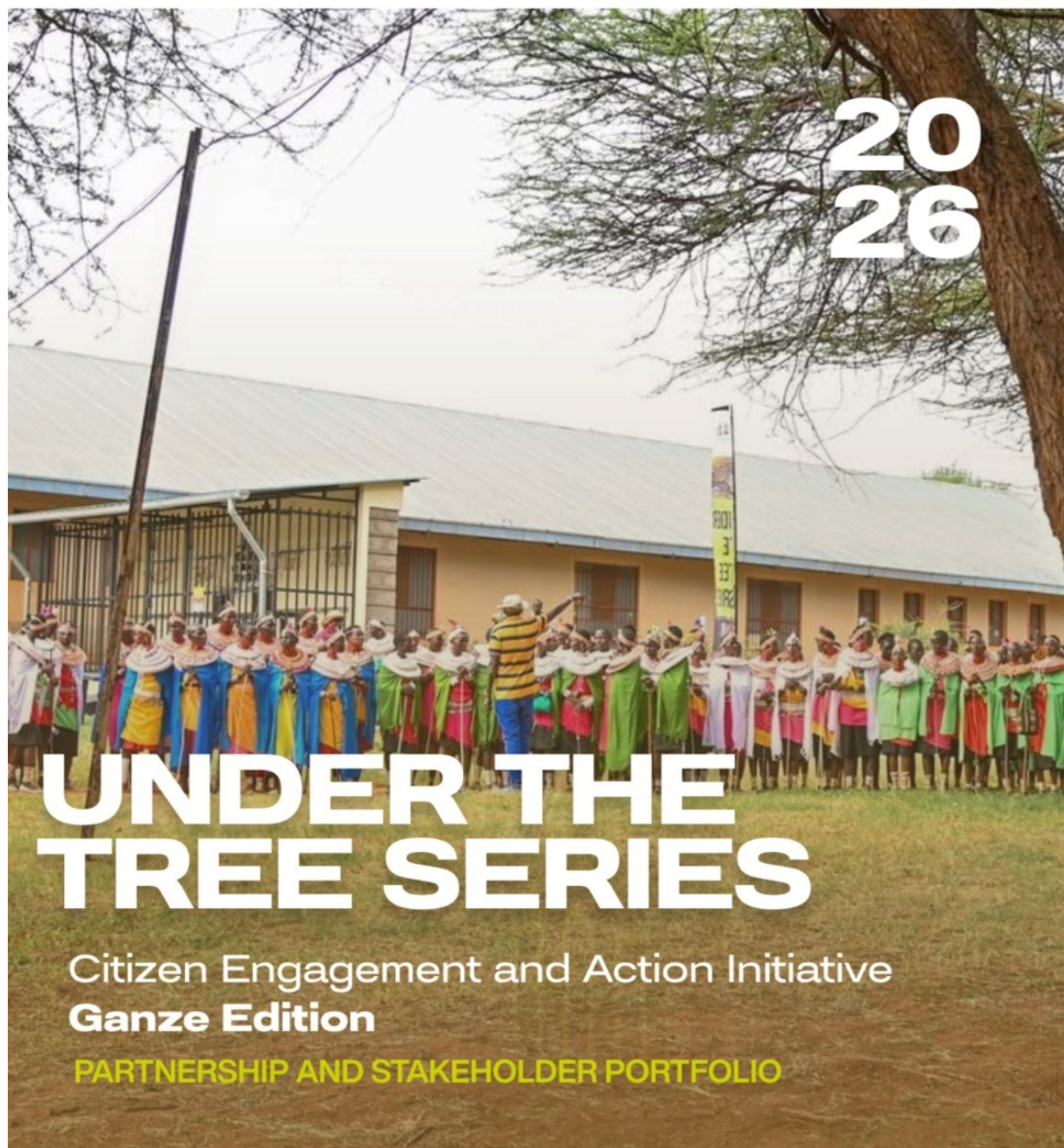
The inaugural Human Resource Audit Training Programme, conducted at the Kenya School of Government's Lower Kabete Campus, officially concluded today, marking the successful completion of a five-week learning journey designed to equip participants with practical skills to strengthen governance, accountability, and organisational performance.

Presiding over the closing ceremony, FCPA Andrew Rori, Director, Nairobi Campus, challenged participants to implement practical reforms that enhance governance. He noted that the true value of the programme would be measured by the positive changes participants inspire in their workplaces.

Programme Coordinator CS Joshua Ochuka highlighted the importance of human resource audits in promoting organisational effectiveness, strengthening institutional performance, and driving productivity. He also encouraged the participants to apply the knowledge and skills acquired to advance excellence in public service.

Also at the closing were Ms. Elizabeth Owino, Head of Training and Business Development, and Mr. Elias Odula, faculty member at the School.

Coming Soon!



Employing Feminist Pedagogies in Adult Learning: Transforming the Training Experience

Part 1 of 2 series; Every participant enters the classroom with knowledge, experience, and perspectives worth sharing. Part One explores how feminist pedagogies recognize these strengths and use them to enrich adult learning through dialogue, reflection, and collaboration. It is an invitation to rethink how learning happens – and who shapes it.

Written by FA Purity Kagendo Mugambi; Based on experiences and lessons learned from the Training of Trainers Certification for Gender Equality at Work conducted by the International Training Centre of the International Labour Organization (ITCILO).



FA Purity Kagendo Mugambi is a lecturer at KSG's Margaret Kenyatta Institute for Gender & Social Development.

Employing feminist pedagogies requires more than introducing a few interactive activities into a training programme. It calls for a fundamental shift in the way facilitators think about teaching and learning. Rather than viewing training as the transfer of knowledge from an expert to passive participants, feminist pedagogies recognise learning as a collaborative process where facilitators and participants learn

with and from one another.

The emphasis shifts from delivering content to creating meaningful learning experiences that enable participants to understand concepts, challenge assumptions, reflect on their experiences, and apply new knowledge in their professional practice.

This shift begins long before participants begin the training. Effective facilitation starts with careful preparation. Every

programme should be designed with the participants in mind. Facilitators need to understand who their learners are, the organisations they represent, their professional responsibilities, their existing knowledge, and the challenges they face in their workplaces.

Adult learners bring a wealth of experience into the classroom, and this experience should be recognised as an important resource for learning rather than overlooked. Understanding participants enables facilitators to select relevant examples, develop practical case studies, and choose learning methods that respond to their needs and expectations.

Clear learning objectives provide direction defining what learners should know, understand, or be able to do by the end of the training. They should be specific, measurable, achievable, relevant, and time bound.

Bloom's Taxonomy offers a useful framework for developing measurable objectives by encouraging facilitators to use action verbs such as explain, analyse, compare, evaluate, demonstrate, design, and create. Well written objectives provide a basis for assessing whether

Employing Feminist Pedagogies in Adult Learning: Transforming the Training Experience

learning has been achieved.

Preparation extends beyond writing objectives. Facilitators should invest time in developing quality learning materials that are relevant, accurate, and accessible. Presentations, policy documents, case studies, workplace scenarios, handouts, and practical exercises should be carefully organised and presented using clear and simple language.

The learning experience begins the moment participants enter the training room. The opening minutes are particularly important because they establish the atmosphere for the entire programme. Feminist pedagogies encourage facilitators to create learning spaces where participants feel welcome, respected, and valued regardless of their gender, age, professional position, disability, or cultural background.

Instead of beginning with lengthy presentations, facilitators should build rapport. Creating psychological safety encourages learners to ask questions, express opinions, and contribute confidently without fear of criticism or embarrassment.

The role of the facilitator also changes considerably under feminist pedagogies. Rather than positioning themselves as the centre of attention, facilitators become guides who support learning while encouraging participants to contribute their own knowledge and experiences. The classroom should never become a platform for demonstrating the facilitator's superiority or professional achievements. Instead, every



File Photo - Ms. Susan Wamae takes the Leadership Program for National Transformation participants through a practical session – Clarity 4D Emotional Intelligence Framework.

activity should focus on helping participants achieve the intended learning objectives.

Professional conduct is central to effective facilitation. Facilitators should communicate respectfully, dress appropriately, and use language that is inclusive and free from discriminatory or offensive expressions. References to books, research findings, policy documents, or professional experiences should be made objectively and naturally without creating the impression that the facilitator is promoting particular authors, organisations, or personal interests.

Equally important is maintaining professionalism throughout the training. Facilitators should avoid using the classroom to express personal frustrations, criticise employers or colleagues, or make political statements. Such discussions rarely contribute to learning and may undermine the facilitator's

credibility. Instead, discussions should remain objective, evidence based, and aligned with the learning objectives.

Questions and discussions are central to adult learning, encouraging reflection and deeper understanding. Rather than testing the facilitator's expertise, feminist pedagogies treat questions as opportunities for shared learning. When answers are not immediately available, facilitators should acknowledge this, invite participants' perspectives, and follow up with accurate information—building trust and professional credibility.

Managing group dynamics is essential to effective facilitation. Feminist pedagogies encourage inclusive participation by creating space for every voice, supporting quieter participants, and respectfully managing dominant contributors. Constructive disagreement is welcomed, as it promotes deeper reflection and

Employing Feminist Pedagogies in Adult Learning: Transforming the Training Experience

richer learning. Respectful disagreement should be welcomed because it often leads to deeper analysis and richer learning.

Inclusive learning environments are fundamental to feminist pedagogies. Effective facilitators recognise and accommodate learners' diverse backgrounds, abilities, and learning needs by ensuring accessible venues, inclusive learning materials, and supportive facilities. Inclusion is reflected not only in teaching methods but also in the learning environment itself. Such measures demonstrate that

inclusion extends beyond classroom discussions and is reflected in the learning environment itself.

Ultimately, feminist pedagogies recognise that adults learn best through participation. Learning becomes meaningful when participants analyse workplace situations, exchange experiences, solve problems collaboratively, challenge assumptions, and reflect on their practice.

Facilitators should therefore move beyond traditional lectures and intentionally incorporate opportunities for dialogue,

practical exercises, simulations, and collaborative problem solving throughout the training. These approaches not only strengthen understanding but also improve confidence, knowledge retention, and the application of learning in the workplace. When participants leave a training programme with new perspectives, practical skills, and a genuine commitment to improving their professional practice, training has achieved its true purpose.

Don't miss out on Part 2 in our next edition.



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Swahili Proverb

"Makali ya jicho yashinda wembe"


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Baringo: Recognizing Excellence in Hospitality Services



In recognition of the important role of the hospitality team, Baringo Campus Director, Dr. Wesley Kiprop, held a consultative meeting with members of the Catering Section to appreciate their contribution, listen to their views, and discuss ways of further improving hospitality services. The meeting also reflected the Campus' focus on staff welfare and professionalism, including the introduction of branded uniforms that have given the team a smart and unified appearance.

For members of the Catering Section, the initiative has gone beyond appearance. It has boosted morale, strengthened teamwork, and created a greater sense of belonging within the section. The renewed sense of pride and professionalism has given the team greater confidence as they continue serving participants and guests while supporting the School's broader mandate of delivering quality training and capacity development.

In his remarks, Dr. Kiprop commended the Catering team for their dedication. He said, "Our employees are one of our greatest strengths. When we invest in their welfare and create an environment where they feel valued, we also improve the quality of service we offer to everyone who comes to our Campus," said Dr. Kiprop.

Speaking on behalf of the Catering Section, Senior Chef Mr. Cyrus Kibuti said, "We appreciate the support the School has given us. We are encouraged to continue working hard and giving our best to ensure everyone receives the quality service they deserve." - Elias Makokha

#MiaMojaPamoja #KSGat100

Happy Birthday! Celebrating Life, Friendship and Purpose

At the Kenya School of Government (KSG), we recognize that a thriving workplace is built not only on excellence in service but also on meaningful connections. We embrace a culture that values work-life balance by creating opportunities for staff to come together, celebrate one another, and strengthen relationships. Today colleagues gathered to celebrate Quarter 4 birthdays, honoring staff born in April, May, and June.

Senior Director, Finance and Administration, Dr. Tom Wanyama, graced the occasion and encouraged staff to remain mindful of their purpose, both in serving the School and in their personal lives. He underscored the value of living intentionally and making a positive difference through everyday actions. FCPA Andrew Rori, Director, Nairobi Campus, urged staff to continue cherishing such moments of fellowship, strengthen bonds, nurture a sense of belonging, and enrich the workplace culture.



Happy Birthday! Celebrating Life, Friendship and Purpose



Book your Training with Us!



Kenya School of Government
Empowering the Public Service

ANNOUNCING | AUGUST LOWER KABETE PROGRAMS

Strategic Leadership Development Program

Officers in leadership and policymaking roles, in Job Group 'P' ('CSG 7') and above in the public service. The Officers should have undertaken the Senior Management Course.



Kshs. 79,576 (Exec. Residential)
Kshs. 172,140 (Non-Residential)



August 17 – September 25, 2026

Senior Management Course

Middle level managers in the public service typically in Job Group 'N' ('CSG 8') and above in the public service.



Kshs. 255,316 (Exec. Residential)
Kshs. 132,288 (Non-Residential)



August 31– September, 2026

Digital Skills Development

Employees at operational level from National and County Governments who play a vital role in shaping and implementing digital services. This includes officers from all departments who require enhancement of digital skills relevant to their roles.



Kshs. 154,675 (Exec. Residential)
Kshs. 77,236 (Non-Residential)



August 3 – September 14, 2026

Fraud Detection Investigation & Prevention

Law enforcement agents, internal auditors, treasurers, accountants and fund managers in all sectors.



Kshs. 79,576 (Exec. Residential)
Kshs. 44,774 (Non-Residential)



August 4–8, 2026

Asset Management Course

Officers responsible for development and management of assets and liabilities, and maintenance of asset registers.



Kshs. 79,576 (Exec. Residential)
Kshs. 44,774 (Non-Residential)



August 18–22, 2026

Project Planning and Management

Project managers, planners, agricultural officers, economists, human resource managers and other professionals responsible for project planning and management



Kshs. 255,316 (Exec. Residential)
Kshs. 132,288 (Non-Residential)



August 24 –September 18, 2026

Mombasa Campus

Sensitization on Government Protocol, Etiquette and Event Management - HELB	21st – 23rd July, 2026
Gender Mainstreaming Training - Nakuru County Government	20th – 24th July, 2026
Accounting Officers Program	20th – 24th July, 2026
Strategic Leadership Development Program No.550/2026	6th July– 14th August, 2026
Strategic Leadership Development Program No.551/2026 (Online)	6th July– 11 September, 2026
Senior Management Course No. 217/2026	6th - 31st July, 2026
Senior Management Course No. 218/2026 (Online)	6th July– 28th August, 2026

Lower Kabete

Report Writing Course	20th – 24th July, 2026
Strategic Leadership Development Programme No. 556/2026	6th July – 14th August, 2026
Strategic Leadership Development Programme No. 557/2026	6th July – 11th September, 2026
Strategic Leadership Development Programme No. 546/2026	25th May – 24th July, 2026
Strategic Leadership Development Programme No. 547/2026	22nd June – 31st July, 2026
Strategic Leadership Development Programme No. 548/2026	22nd June - 28th August, 2026
Senior Management Course No. 464/2026	6th – 31st July, 2026
Senior Management Course No. 465/2026	6th July – 28th August, 2026
Senior Management Course-Online No.462/2026	8th June – 31st July, 2026
Workshop: EACC	29th June - 28th July, 2026
TNA Analysis- Executive Office of the President	20th – 24th July, 2026
Workshop: Thika Water and Sewerage Company Limited	20th July, 2026
Public Service Commission: Training for SAGAS	21st July, 2026
Public Service Commission: Training for TVETs	22nd July, 2026
Public Service Commission: Training for MDACs	23rd July, 2026

Baringo Campus

Records Management Course	13th July - 7th September, 2026
Senior Management Course-No. 234/2026	6th – 31st July, 2026
Senior Management Course Online-No. 235/2026	6th July – 28th August, 2026
Strategic Leadership Development Programme-No.558	6th July – 14th August, 2026
Strategic Leadership Development Programme Online No.559	6th July – 11th September, 2026

Matuga Campus

Retirement Planning Program No. 27/2026	20th – 24th July, 2026
Public Relations and Customer Care No. 20/2026	13th - 24th July, 2026
Strategic Leadership Development Program No. 552/2026	July 6th – 11th September, 2026
Strategic Leadership Development Program No. 548/2026	1st June – 7th August, 2026
Senior Management Course No. 157/2026	July 6th – 28th August, 2026
Senior Management Course No. 156/2026	8th June - 31st July, 2026
Supervisory Skills Development Course No. 63/2026	6th – 31st July, 2026

Embu Campus

Senior Management Course No. 271/2026	20th July – 14th August, 2026
Proficiency Course For Clerical Officers	20th – 31st July, 2026
Strategic Leadership Development Programme No. 552/2026	6th July - 11th September, 2026
Strategic Leadership Development Program - State Department for Immigration	22nd June - 28th August, 2026
Senior Management Course No. 157/2026	6th July – 28th August, 2026
Senior Management Course No. 268/2026 - State Department for Immigration	22nd June - 14th August, 2026
Senior Management Course No. 265/2026- Regional Center for Ground Water	8th June – 31st July, 2026
Supervisory Skills Development Course No. 63/2026	6th – 31st July, 2026
Supervisory Skills Development - State Department for Immigration	29th June – 24th July, 2026
EGP Training- eLearning and Information Technology Institute (ELITI)	29th June – 24th July, 2026
Senior Management Course (SMC 270/2026)	13th July - 7th August, 2026
Induction Program for Public Service Excellence-The National Treasury	13th - 24th July 2026
Preparation of FY 2025/2026 - Tana Water Works Development Agency	13th - 24th July, 2026
National Treasury: Public Participation on PPP Regulations	23rd – 24th July, 2026
TSC: Preparation of TSC Annual Financial Statements TSC/DP/05/2026-2027	17th – 25th July, 2026
TSC: Shortlisting And Registration of Assessors	16th – 20th July, 2026
CUK: Target Setting Retreat	20th – 24th July, 2026



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CENTRES OF EXCELLENCE AND INSTITUTES

- Centre for Public Finance and Audit
- Centre for Leadership and Public Policy
- Centre for Advanced Training and Consultancy Services
- Centre for Research and Advisory Services
- Centre for Environmental Governance and Climate Change
- Centre for Customer Service Excellence
- Regional Centre of Competence for AI and Digital Skilling
- e-Learning and Information Technology Institute
- Security Management Institute
- Institute for Gender and Social Development
- Institute for Devolution Studies
- Institute for Public Service Leadership Ethics and Integrity

We welcome your feedback

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