

THE COUNTY GOVERNMENT OF TANA RIVER



EDUCATION SECTORAL PLAN

2018-2028

**VISION:**

A competitive education, training, research and innovation sector for sustainable development

**MISSION:**

To provide quality and basic education foundation for the young children; develop technical skills and know-how for self-reliance.

SEPTEMBER 2019

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Draft - For Comments Only

## **Foreword**

The Constitution of Kenya 2010, the Kenya Vision 2030 and its Medium Term Plans, provide the foundation for the preparation of the First Sectoral Plans for Tana River County. This Sectoral Plan, will be used to inform resource distribution and as a tool or resource mobilization in the face of limited and competing priorities for the betterment of the lives of the people of Tana River County

The Kenya Vision 2030 is the country's development blueprint covering the period 2008 to 2030. It aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens by the year 2030. The County's vision of embracing urbanization for accelerated socio- economic growth is in tandem with this overall national vision. The Sectoral Plans identify a number of flagship projects to be implemented across the country for all sectors. The County Government has identified county-specific flagship projects and programmes that will be implemented at county level and work with the national government and key stakeholders to ensure these projects are implemented in a responsible, transparent and cost-effective manner.

The preparation of this first Sectoral Plan is based on the County Governments Act, 2012 section 109 which mandates every county to prepare Sectoral Plans. The Sectoral Plan is a ten-year blueprint that highlights the socio-economic challenges faced by the County, strategies for resources mobilization and programme interventions aimed at realizing our socioeconomic goals and desired impact.

The preparation of the Sectoral plan was done through a participatory process that involved various stakeholders. The sectoral plans will provide a structured roadmap for planning, budgeting, implementation, monitoring, evaluation and reporting for programmes and projects within the sector over the ten-year planning period

**H.E. RTD. MAJOR DHADHO GADAE GODHANA,**  
**Governor, Tana River County.**

## **Preface**

The County Government Act, 2012 requires that counties prepare 10-year County Sectoral plans as component parts of the County Integrated Development Plan, that shall be programme based and form the basis for budgeting and performance management. These Sectoral Plans will be aligned with other county and national long-term plans and will be implemented through 5-year County Integrated Development Plans (CIDP). Effective Sectoral planning will contribute significantly towards realization of the objectives of the devolution as envisaged in the Constitution, Vision 2030, as well as the various enabling legislations and policies on devolution.

The Sector plan should contain detailed analysis of the sector covering: the various challenges experienced; the emerging issues affecting the performance of the sector; the environment through which the plans will be implemented; and key developmental issues within the county with the relevant interventions that inform the formulation of the programmes. The plan should mainstream various cross cutting issues and clearly outline the implementation framework as well as the monitoring, evaluation and reporting mechanism.

It is envisaged that the effective use of these guidelines will go a long way towards realization of the aspirations the Kenya Vision 2030 and county transformative agenda. This will, in turn, contribute to balanced growth and development throughout the country.

**ABBAS KUNYO**

**CECM: EDUCATION,VOCATIONAL TRANING CULTURE ,GENDER SPORTS AND  
SOCIAL SERVICE**

## **Acknowledgement**

The 2018-2028 edition of the Energy, Infrastructure, ICT Lands and Physical Planning Sectoral Plan was prepared in accordance with section 109 of the County Government Act, 2012 and is the First version since the inception of the County Government of Tana River.

I would like to acknowledge the departments in the Sector for their various contribution without which this document would not be a success. All the county departments in the Sector were invited to contribute in the preparation of the Sectoral plan. This information was analyzed by the team lead by the CECMs in charge of the departments that form the sub sectors in the sector; Eng. Stephen Wachira and JavanBonaya. Acknowledgement is made to the Sector Working Group members who spent significant time and effort putting together the document; CCO Public Works, Housing and Urbanization Angelina Wama, CCO Lands and Physical Planning Francis Malibe, Ag. Director Roads and Public Works Eng. Eric Onjole, Director Physical Planning Mwenda Riungu, Director Urban Development Mohamed Mwatunza, Structural Engineer Omar Buya Said, ICT Officer John Githinji.

Special Acknowledgement is made to the Economic Planning Officer and Secretary of the Sector Working Group Arnold Odipo for coordinating the process of preparing this Sectoral Plan, as well as Monitoring and Evaluation Officer Amanda Korusu and the team from the National Treasury; Joseph Malonza, John Mbuthi and Anne Muriithi for provision of technical backstopping in the preparation of this document.

Finally, I am indebted to express my sincere gratitude to the entire staff of the Sub sectors for their dedication and commitment during the entire exercise.

**BONA FATUMA GAFO**

**CCO EDUCATION**

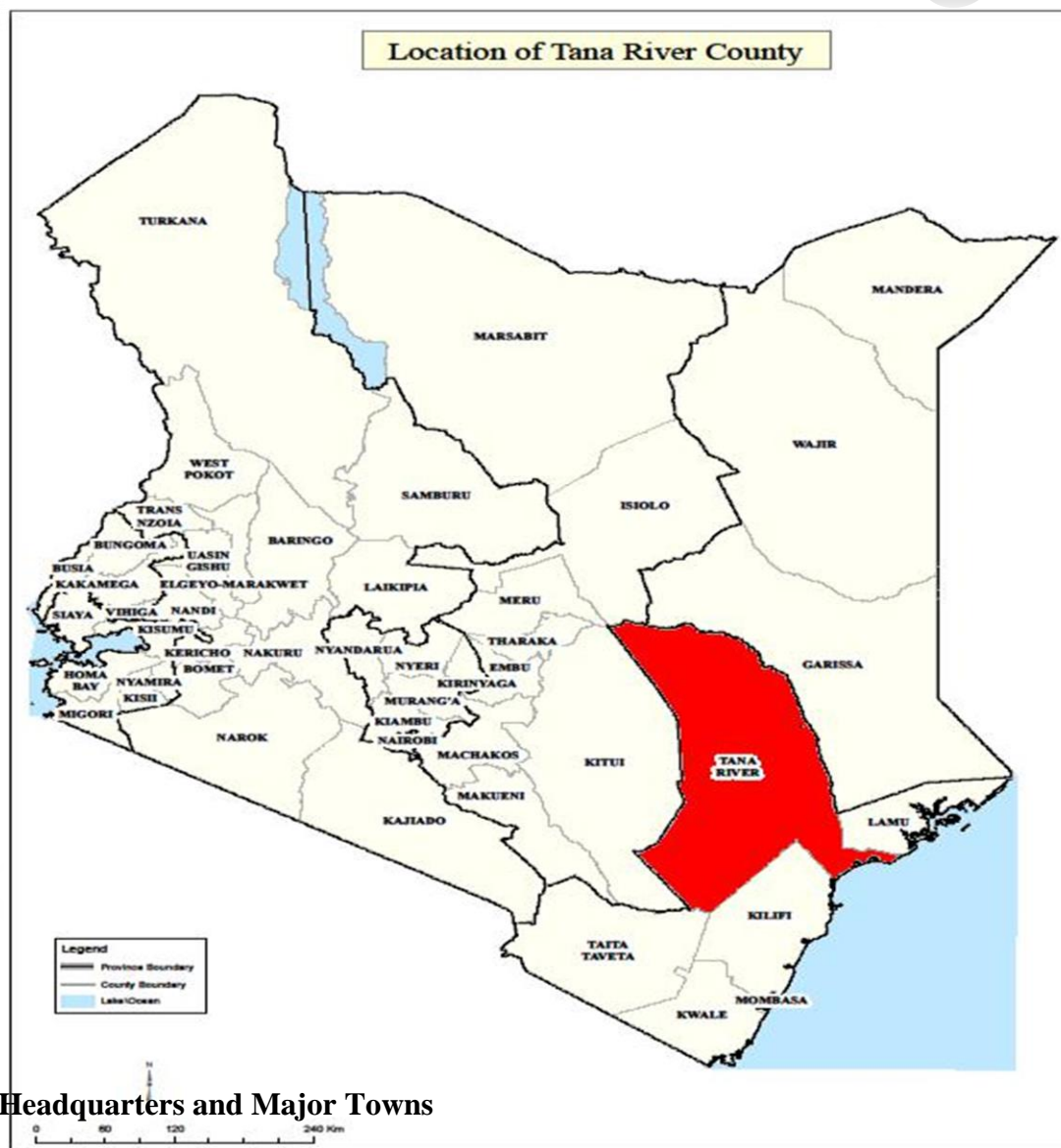
**CHAIRPERSON: EDUCATION SECTOR.**

# CHAPTER ONE: INTRODUCTION

## 1.1 Overview of the County

### Size and Location

Tana River County covers a total surface area of 38,437km<sup>2</sup> and accounts for 6.61 per cent of Kenya's total surface area. The County, named after the Tana River itself, borders Garissa to the North, Isiolo to the Northwest, Lamu to the Northeast, Kilifi to the Southeast, TaitaTaveta to the South, and Kitui to the West. Administratively the county has three Sub counties: Tana-Delta (16,013.4), Tana-North (13,191.5) and Tana-River (9,657.3)





The County's capital is the town of Hola which has a population of 17,337. Other major towns include Bura, Madogo and Garsen.

### **Administrative Subdivision**

The county is divided into three (3) administrative units namely; Bura, Galole and Tana Delta, 15 wards; 54 locations; and one hundred nine (109) sub-Locations. Table 1-1 shows the area of the county by administrative units.

**Table 1-1: Area of the County by Administrative Units**

<b>Constituency</b>	<b>Area(km<sup>2</sup>)</b>	<b>No. of wards</b>	<b>No. of Locations</b>	<b>No. of Sub-Locations</b>
Bura	13,191.5	5	16	25
Galole	9,657.3	4	21	45
Tana Delta	16,013.4	6	17	41
<b>Total</b>	<b>38,862.2</b>	<b>15</b>	<b>54</b>	<b>109</b>

*Source: Tana River County Development Planning Office, 2018*

Tana Delta is the largest with 16,013.4 Km<sup>2</sup> followed by Bura and Galole with 13,191.5Km<sup>2</sup> and 9,657.3Km<sup>2</sup> respectively.

### **Geography and Climate**

Tana River County is situated in a semi-arid area with annual relief rainfall varying between 400mm and 750mm with a mean annual temperature ranging between 30<sup>0C</sup> and 33<sup>0C</sup>. The district is generally dry and prone to drought. Rainfall is erratic, with rainy seasons in March–May and October–December. Conflicts have occurred between farmers and nomadic peoples over access to water. Flooding is also a regular problem, caused by heavy rainfall in upstream areas of the Tana River.

Tana River district comprises several areas of forest, woodland and grassland which are minor centres of endemism. Despite the apparent adequate natural resources, the region remains marginalized from the rest of the country.

### **Population Size and Composition**

The projected population of Tana River County in 2018 is estimated at 313,374 with 157,282 being female and 156,092 males. This is expected to increase to 344,595 in 2020 and to 366,661 by 2022, reflecting about 17.7 per cent increase. The county has an inter census population growth rate of 2.83 per cent slightly lower than the national average of 2.9 per cent. The ratio of male to female is 99:100 and the pattern is projected to remain the same over the plan period Tana River County with 62.2 per cent of the population living in

absolute poverty, and with the population growth rate of 2.8 per cent, the projected increase in population has a major and direct impact on the basic needs such as food, water, health and education for all ages. The first priority being food security, it implies that efforts should be made to increase food production to cater for the increased population. In the water sector, the expectation is that the available water sources of River Tana will have to be tapped to increase the volume of clean water for consumption. The health sector is expected to enhance its effort to increase the available facilities, personnel and supply of medicine accordingly.

#### **Percentage of Land with Title Deeds**

Only about 4.3 per cent of the land in the county has title deeds. Most land owners have no title deeds since the land is communally held in trust by the County Government/Government of Kenya.

#### **Main Crops Produced**

The main crops produced in the county are mangoes, cowpeas, bananas and green grams. Farmers in the county mainly rely on rain fed and flood recession farming systems with only a few practicing irrigated farming. Maize production also takes place in the irrigation scheme.

### **1.1 Background of the sector**

Education sector was established in 2013 with two sub sectors namely vocational training and early year education under county governments while primary, secondary and tertiary institutions was left under national government. Both governments work hand in hand to ensure education is able to achieve their collective goals

The sector derives its mandate from the Constitution of Kenya, Chapter Four Articles 43, 53, 54, 55, 56, 57, and 59 have provisions on children's right to free and compulsory basic education, including quality services, and to access education institutions and facilities for persons with disabilities that are integrated into society, provisions on access for youth to relevant education and training; access to employment; participation and representation of minorities and marginalized groups, promote gender equality and equity and facilitate gender mainstreaming in education sector.

### **1.2 Rationale for the County Sectoral Plan**

There are various policies and legislations that have been put in place to facilitate development planning at both levels of government. The County Government Act, 2012 Section 107 specifies the types and purposes of county plans. These plans include County Integrated Development Plans, County Sectoral Plans, County Spatial Plans, and Cities and Urban Area Plans. The plans are meant to guide, harmonize and facilitate development, and form a basis for all budgeting and spending in a county.

Specifically, Section 109 of the Act states that a County Department shall develop a ten-year county sectoral plan as component parts of the county integrated development plan. The County sectoral plans shall be programme based, the basis for budgeting and performance management and shall be reviewed every five years by the county executive and approved by the county assembly, but updated annually.

In order to strengthen development planning at the county level, Section 54 of the County Government Act, 2012 requires that the county establishes the county intergovernmental forum that will be in charge of harmonization of services rendered, coordination of development activities and intergovernmental functions in the county.

The Public Finance Management Act, 2012 Section 126 provides that every county government shall prepare a development plan in accordance with Article 220 (2) of the Constitution, that includes: strategic priorities for the medium term that reflect the county government's priorities and plans; a description of how the county government is responding to changes in the financial and economic environment; and programmes to be delivered with details for each programme of the strategic priorities to which the programme will contribute, the services or goods to be

provided; measurable indicators of performance where feasible, and the budget allocated to the programme.

The Kenya Vision 2030 is the country's development blueprint that aims at creating "a globally competitive and prosperous nation with a high quality of life by 2030". It further aims to transform Kenya into "a newly industrializing, middle income country providing a high quality of life to all its citizens in a clean and secure environment". The Vision is being implemented through successive five years Medium Term Plans at the national level and the CIDPs at the county level.

#### **1.4 Approach/methodology in the preparation of the sector plan**

A five day consultation exercise to operationalize the various sector working groups was held in Malindi at Breeze Point hotel between 22<sup>nd</sup> and 6<sup>th</sup> September, 2019. This forum was meant to develop the sectoral plans. On 4<sup>th</sup> September several stakeholders allied to the sectors were invited for consultations. A template for the sectoral plans was shared by the National Treasury Planning department invited to the meeting to provide technical backstopping.

The technical working group for the sector alongside the stakeholder went working into group to develop the sectoral plan. Various stakeholders were represented including the technical teams from the county government comprising the CCO Education, County directors of ECDE and VTC and other stakeholders.

## CHAPTER TWO: SITUATION ANALYSIS

### 2.1 Sector Context Analysis

#### 2.1.1 Sector socio-economic environment

The Tana-River population are mainly pastoralist and cultivators, with the pastoral communities occupying the greater area of the county in terms of population per km<sup>2</sup> across the arid land. This translates to sparse population distribution, with clustered settlement along the river line and the cultivatable low lands of Tana Delta with a population density of 6 and average household size of 5 (KNBS, 2009). Pastoral exercise has a negative effect on the enrolment of learners in schools. However, the distribution of schools in the county can be analysed as per the three sub-counties; Tana North, Tana River and Tana Delta, Adult education centres are 25, 32 and 45 consecutively. The number of primary schools in the area are 47,49 and 61 respectively across the three sub counties and a total ECDE centres being 328 across the county, (County Education Department, 2004). These Education Centres are spread over areas of 13, 191.50 km<sup>2</sup>9,657.30 km<sup>2</sup> and 16,013 km<sup>2</sup> in Tana North, Tana River and Tana Delta respectively (IEBC, 2005) *the county experiences a higher boys enrolment than that of girls, indicated by 72.8% and 67.3% for ECDE, 68.5% and 51.9% for primary education and secondary schools enrolment being 59.8% and 41.45%, boys and girls respectively which can partly be correlated by the societies' gender perception to education contributed by early/teenage marriages and pregnancies which has not only reduced the enrolment but also reduced the retention rate and increased incidences of girls' school dropout. The enrolment has however improved over the years at an average rate of 0.9% from 2012 which recorded an enrolment of 5476 learners, though the average attendance rate over the years of 50%.* The region has been experiencing a low teachers' student ratio of 1:40 in primary education and 1:32 in secondary school. The county has also been faced by low enrolments. The transition rates have been low due to increased school dropout rate mostly among girls and hence an effect on the completion rate. The literacy level is relatively low especially among pastoral communities. There has been efforts to increase adult education so as to improve the literacy rates in the region.

The region has recorded an average enrolment of 188 learners with special needs for the years between the years 2011 and 2014. These a quite high figures vis a vi the overall enrolment and this can be linked to the inaccessibility of proper health care and nutrition a total of Tana-River county has a poverty index of 4 (KNBS 2009). i.e. 4 out of 10 people are poor. This affects the number of households that can afford secondary and tertiary education. This has also affected nutrition of children and with untimely droughts being experienced. Although NDMA and Kenya Red Cross has always come to the aid of the people, there has been a need of having feeding programmes to foster nutrition to children.

Pastoral activities increase child involvement in herding activities and that not only affects enrolments but also the retention and the transition rate as well. As mentioned earlier, girls' education has been at stake contributing factors being the teenage pregnancies and early

marriages in the region that increases the number of drop outs and due to this reason there is decreased value of girl education amongst the members of the society. However, to improve and boost on transition rates and build a stronger work force and human resource base in the county, there has been established 4 polytechnics which enrolment registered was an average of 323 countywide for the period between 2012 and 2014. The polytechnics has incubation centres that improves youth preparedness to employment both self and formal. There has been a recent development of Kenya Medical Training Institute in the pursuit of rising the Human Capital Index in the region.

### **2.1.2 Sector Policy and legal environment**

#### **Children act 2011**

This act makes a provision for parental responsibility, fostering adoption, custody, maintenance, guardianship, care and protection of children, making provision for the administration of children institution, to give effect to the principles of convention on the rights of the child and the African charter on the rights and welfare of the child and connected purposes. The act has interpretation of terms relevant to child protection, spelling out how the realization of the rights of the child for their best survival. This act holds the rights of a child as paramount. It safeguards and promotes the rights and the welfare of the child which holds and spells the child while conserving and protecting the child against discrimination, child labour, armed conflict, harmful cultural rites, drugs, torture and deprivation of liberty. It stipulates how the rights are enforced and also parental responsibilities.

The children act 2011 is executed through the National council of children's service and the local authorities and promote rights within their jurisdiction, promoting good upbringing of children by families through the establishment of suitable family oriented programmes and creation of departments to deal with the rights and welfare of children to deal with the roles delegated to county council of children service and in Tana river county the child welfare officer serves the mandates delegated. However, children institutions in the form of rehabilitation schools and children courts which are elements of the children Act absent in the region.

#### **The university bill 2012**

This act provide for the development of university education, the establishment, accreditation and governance of universities, the establishment of university education and placement of students, aimed at advancement of knowledge through teaching, scholarly research and scientific investigation, promotion of learning in the student body and society in general, promotion of cultural and social life of the society, support and the contribution of the realization of national economic and social development, promotion of highest standards and quality of research, education training and retraining of higher level professional technical and management personnel, dissemination of outcomes of research conducted by the universities to the general community, facilitation of life-long learning through provision of adult and continuing

education, fostering of a capacity of independent critical thinking among its students and promotion of gender balance and equality of opportunity among employees.

#### Teachers Service Commission Act

This act makes further provision to the Teacher Service Commission established under Article 237 of the constitution, its composition, functions and powers, the qualification and procedure of appointment of members and connected purpose. The TSC has the power to establish offices in every county and is guided by national values and principles of public service under article 53. It is also subject to article 292(2) of the constitution of Kenya that brings inclusion of the state and non-state actors in the education sector. The Teachers Service Commission Act provides for registration and discipline of teachers and compliance with the teaching standards, explaining about the registration of trained teachers who meet the set qualification in the teaching service, it requires for publishing of staffs who due to misconduct has been removed from the teachers register, spelling out offence mitigation and provision for finance.

#### Technical and Vocational Education and Training TVET act no.29 of 2013

Technical and vocational training act no.29 of 2013 provides establishment of a technical and vocational education and training to provide coordinated assessment and examination of certification to institute a mechanism for promoting access and equity and training to ensure standards, quality and relevance and for the connected purposes, availing training to ensure standards quality and relevance for connected purposes. Its mandated to avail training to all qualified Kenyans without discrimination, promoting access, equity and relevance of the training, taking into account the educational, cultural and social economic backgrounds of the people and their economic background and working towards integration of information and communication technologies, the employment opportunities, standard and development prospects at the international, regional and local levels, protecting the environment and common heritage of the county with no discrimination. This will be done while making liaison with the national and county government, public and private sectors on matters of training, monitoring and evaluation.

The Technical and Vocational Training Act crystalizes on the licensing, registration and accreditation of institution and trainers and also curriculum development and certification council. The department of education has in place TVET centers as was described in chapter 2.1 above.

#### Basic Education Act 2013 no. 14 of 2013

Gives effect of article 53 of the constitution of Kenya and other enabling provision; to promote and regulate free and compulsory primary education, to provide for accreditation registration, governance and management of institutions of basic education; to provide for the education standards and quality assurance commission, and the County Education Board and for connected

purposes. This act establishes the power and functions of the National Education Board and also allows for establishment of County Education Board as an agent of the National Education Board.

The County Education Board oversees-in conjunction with the county government- operation and management of vocational and technical training centres and pre-primary education including Early Childhood Care and education programmes in the county; interpreting national policies in education based on the county's need and initiate proposal for policy reforms among others.

The Basic Education act explains the provision of free and compulsory basic education, spelling out how the cabinet secretary achieves free and compulsory basic education in conjunction with the County Education Board. It provides establishment of learning institutions, explaining payment payable to the public schools and in section 30, it makes it clear that parents must ensure that children regularly attend to school and other institutions of basic learning and further states that it is an offence to contravene that section and is liable to conviction.

This act also requires the parents and guardians to submit their children for admission for basic education without being charged. The act further lays out the system and structure of education as pre-primary education, secondary and middle level institution which are structured so as to enable learners to access education and training at every level in a sequence and a pace that may be commensurate with the individual learners with physical, mental and intellectual abilities, hence provides provision of special need education allowing for private education institutes.

The act requires for the establishment of Education Standards and Quality assurance, ensuring the standards and maintaining quality in institutions of basic education. It also administers policy guidelines while supervising and overseeing curriculum implementation and delivery, monitoring the conduct of assessment and examination of institutions of basic education while monitoring and evaluating standards and quality provided.

#### County Vocational Education and Training Bill

This act of parliament to provide a framework for the establishment of systems in the administration of training in vocational training in vocational education and training within a county and connected purposes.

This bill explains the categories of VTCs as Public and Private VTCs and it mandates the county government with consultation with relevant stakeholders to establish and maintain such VTCs that can also be privately sponsored by individuals or religious organisation. The bill explains the role of the donors in the performance of the VTCs.



It mandates the county government to be responsible over the overall governance of the VTCs, the CECM member in consultation with cabinet secretary determine the vocation education and training resources and infrastructure requirement within the county.

The standards and quality of education and training is elaborated by the bill, also describing the programmes offered and other miscellaneous provisions.

## 2.2 Sector Financing

The sector is financed through county budget, national government budget, constituency development fund, donor organizations, religious organizations.

The country allocation for education sector since 2015 to 2019 is as per the tabulated table

Year	Recurrent	Development	Bursary	Total
2015/16			75,000,00	168,077,249
2016/17	33,951,642	238,454,009	150,000,000	422,405,651
2017/18	238,451,642	221,900,000	150,000,000	610,351,642
2018/19	248,714,000	219,990,000	160,000,000	628,704,000

## 2.3 Sector Performance Trends and Achievements

The core mandate of county education sector is on Vocational training and ECDE. Through the allocations the sector had been able to carry out several projects and programs in support of these institutions in particular on infrastructure and administrative issues in both institutions. The sector has also given support on assisting needy students by introducing county bursary.

Through bursary fund the sector had been able to support more than 3,000 students annually which has progressed gradually.

Since devolution the sector has actively participated in development of education sector mainly in three key area,

### EYE centres

1. Before devolution the community owned EYE centres with no substantially felt support from the national governments. Most of them were attached to primary schools with little considerations in terms of infrastructure support. After devolution the sector was able to construct 150 ECDE classrooms, 3 model centres one per sub county this resulted to improved accessibility of pre-primary education and hence increased the enrolment from 16,800 before devolution to 25,666. 72 pit latrines has promoted hygiene in the centres and thus reducing chances of diseases caused by unhygienic environment , 22 centres has fenced improving the security of these centres and protecting them against Intrusion and other damages. .

In human resource EYE teachers were employed and managed by PTA with low pay. The sector had been able to employ and deploy 315 ECDE teachers across the county

from the previous voluntary teaching service before devolution to the current permanent and contract basis .This has improved the quality of learning In addition all centres have been supplied with teaching learning materials.

## 2. VTC

Before devolution the county had three VTC centres with enrolment of 230 trainees. The sector has boosted VTCs by constructing 7 new VTCs out of which three has been operationalized Making the total operationalVTC to be 6. This has seen the enrolment being boosted to 580 trainees. It has also supplied and equipped them with modern tools and learning materials resulting to improved quality of learning in the VTCs and has resulted to production of highly qualified grandaunts.

The county has also substituted trainees fees by paying for every enrolled student ksh15,000/= which has made training more affordable resulting to an expanded enrolment of youths in the centres as described above

## 3. BURSARY

The sector was able to come up with bursary fund to assist needy students across the country.The kitty has grown from 75,000,000 in 2015 to 150,000,000 at current. About 20,000 students benefit from the kitty annually, in comparison to enrolment at both tertiary and secondary institutions the number of enrolment in both institutions totals slightly above 15,000 implying that on average every student do receive bursary support annual. Which mean retention rate has improved.

## 2.4 Sectoral Development Issues

The information should be captured in the template provided in table 1.

**Table 1: Sectoral development issues, causes, opportunities and challenges**

SUB-SECTOR	DEVELOPMENT ISSUES	CAUSES	OPPORTUNITIES	CHALLENGES
ECDE /VTC separate the two sub-sector	Low level of education	Inadequate distribution of education centers And **inappropriate teaching staff**	Evenly distribution of Education centres Capacity building of teaching staff	Inadequate resources Poor infrastructure Cultural lifestyle
	Low access to education	Inadequate learning facilities	The sector is able to partner with donors and well wishers	Inadequate resources High illiteracy level
	Poor enrollment retention and transition rate in secondary and tertiary	Poverty and ignorance	Sensitization capacity	Retrogressive culture

	education		Capacity to offer bursary	Ignorance
	Poor access to education among PWDs	Unfriendly education facilities	Construction of user friendly facilities	Inadequate resources

## 2.5 Crosscutting Issues

Gender inclusivity in science and technology. The ratio of girl to boys in science and technology is 1:5 implying girls shy away from undertaking such courses. The sector has put up an effort to bridge the gap by offering bigger share to girls to encourage them join such courses.

HIV and AID: teenager are more susceptible to HIV and AIDs. The sector has introduced the programme as part of learning in vocational training centres to create awareness among youth.

**Disaster** risks and management: floods and draught in Tana River are common occurrence, the department therefore do partner with relevant departments during such occurrence to minimise their effects.

Environmental conservation; The sector had been able to participate at conserving environment by participating in tree planting in VTCs and ECDE centers.

Drug and substance abuse: the sector has been actively participating at sensitization of youth in learning institution on effect of drugs and substance abuse to minimise the abuse.

## 2.6 Emerging issues

ICT: the word is evolving very fast in terms of ICT. In this regard the sector has not been left out at embracing technology. This has been done by equipping education offices and learning institutions with modern ICT equipments.

CBET and CBC curriculum. Kenyas education system is changing from 844 curriculum to CBC curriculum in basic education and CBET in technical education. The sector is therefore actively participating at implementing these curriculums at both ECDE and VTC centers through provision of relevant learning training materials and training of teaching staff.

Over age learners. overage learner in education institutions in tana river is common. Such learner end up performing poorly in exams. The minimise this the sector do collaborate with local leaders to encourage parents prepare their children to attend schools at right age. The overage students are also encouraged to complete the learning cycle.

## 2.7 Stakeholder analysis

s/no	Stakeholder	Contributions
1	Ministry of education	Develop education policies, curriculum, quality management of education,
	Parents	Provide learners, participate in institution development, funding through fees, management of institutions
	BOM	Management of daily learning in institutions, institutional funds, employment & discipline of staff.
	TSC	Registration and management of teacher
	TVETA	Regulation of technical education
	Religious groups	Establishment and management of schools
	Student	Education beneficiary
	Donors	Provide resources in learning institutions.

## CHAPTER THREE: SECTOR DEVELOPMENT STRATEGIES AND PROGRAMMES

### 3.1 Sector Vision, Mission and Goal

**3.1.1 Sector Vision:** A competitive education, training, research and innovation sector for sustainable development

**3.1.2 Sector Mission:** To provide quality and basic education foundation for the young children; develop technical skills and know-how for self-reliance

**3.1.3 Sector Goal:** Promote social, economic, technological and industrial needs for county development

### 3.2 Sector Development Objectives and Strategies

The information should be captured in the format as provided in table 2

**Table 2: Sector Developmental issues, Objectives and strategies**

Sub-Sector	Developmental Issue	Developmental Objectives	Strategies
VTC	Poor quality of vocational training	To improve the quality of training equipments. Hire qualified trainers.	Construct and equip VTC with modern tools and equipments in servicing and capacity building appropriate for Tana River county
VTC/EYE/BASIC AND TERTIARY EDUCATION	Poor access to education among PWDs	To provide environmental conducive for PWDs To mainstream PWD into education systems	construction of special schools & modification of existing institutions to supports PWDs for both gender
VTC/EYE/BASIC AND TERTIARY EDUCATION	Low level of education	Increase the number of education institution to accommodate transitions	Construction of more learning institutions. In servicing and capacity building of staff, Develop

			& adopt a harmonized inter-county approach to address staff recruitment training and retention
VTC/EYE/BASIC AND TERTIARY EDUCATION	Low access to education	To evenly establish and distribute institutions	Construct and renovation learning facilities
VTC/EYE/BASIC AND TERTIARY EDUCATION	Poor enrolment, retention & transition rate in Education Institutions.	Promote enrolment, retention and transition in Education institutions.	Establish county bursary facilities by gender; Sensitize the community on importance of education for both genders
ADULT EDUCATION	High illiteracy level within the communities	To establish and maintain literacy centers	Construct and equip gender friendly adult learning centres
VTC/EYE/BASIC AND TERTIARY EDUCATION	Poor coordination and engagement with other players in the sector	improve partnership with stakeholders	Establish stake holder coordination stakeholders forum * mitigation
VTC, secondary & tertiary	Low job opportunities	To improve job oppurtunities	Increased technical training institution,to offer required skills,offer grants and loans for business start up.create market for goods and services.

### 3.3 Sector Programmes

*The detailed sector programmes and interventions should be presented in the implementation matrix provided in Annex 1*

#### Annex 1: Implementation Matrix

Programme	Objectives	Strategies/Actions	Implementing Agency(s)	Time Frame	Funding	
					Total Budget (Ksh)	Source(s)
Quality and standards in EYE	To train ECDE teachers.	Identification and training	County education sector, ministry of education, training college	2018 to 2028	85,600,000	TRCG Trainees Fees
	To establish and conduct quality assurance and standards unit	Establishment of the unit	Education	2018 To 2028	32,100,000	TRCG
	Establish internal performance appraisal	Establishment of performance management team	Education	2018 To 2028	5,000,000	TRCG
	To supply Learning material to ECD Centres	Enrolment data and supplies	Department of education	2018 To 2028	195,000,000	TRCG
	To provide Play & art materials	Need assessments and supplies	Department of education	2018 to 2028	220,000,000	TRCG
	To connect ECDE centres with ICT facilities	Need assessment and supplies	Department of education, ICT authority	2018 To 2028	50,000,000	TRCG
	To provide education bursary	Students data & awards	Bursary committees	2018 To 2028	1.650,000,00	TRCG, CDF,

Quality and standards in vocational training centres

To review policy framework	Needs assessments on policy gaps	County assembly. Education	2018 To 2028	5,000,000	TRCG
To recruit 824 qualified ECDE teachers	Needs assessment	CBSB Education	2018 To 2028	3,164,160,000	
To Supply electricity to training centres	Need assement on connectivity	Education department, KPLC	2018 to 2028	20,000,000	TRCG
To establish and conduct quality assurance and standards unit	Establishment of the unit	Education	2018 To 2028	10,000,000	
Establish internal performance appraisal	Establishment of performance management team	Education	2018 To 2028	3,000,0000	TRCG
To Supply tools & equipments	Need assessments and supplies	VTC division	2018 to 2028	120,000,000	TRCG, conditional grant from National GVT
To recruit 200 96VTC instructor	Needs assessment	CBSB Education department	2018 To 2028	960,000,000	TRCG
To Supplied furniture to VTC centres	Need assessments and supplies	VTC division	2018 to 2028	20,000,000	TRCG, conditional grant from National GVT
To Supplied ICT equipments to VTC institutions	Need assessments and supplies	VTC division	2018 to 2028	20,000,000	TRCG, conditional grant from National GVT
To conduct Sports activities	Training and competition	VTC division, training institutions	2018 to 2028	24,000,000	TRCG
Create awareness on HIV & AIDS	Undertaking Training program	VTC division, training institutions	2018 To 2028	5,000,000	TRCG
To conserved environment	Greening of training centres	VTC centres	2018 to 2028	5,800,000	TRCG
To establish business incubation centres	Identification of potential IGA and offer fund	VTC division. VTC institutions	2018 To 2028	60,000,000	TRCG
To improve	Attachment	VTC division.	2018	22,000,000	TRCG , trainees fees



	practical skills through internship and industrial attachments enhanced	and assessment of interns	VTC institutions	to 2028		
Enrollment & accessibility in ECDE education	Provide health services to pre primary pupils	Partnership with health department.	EYE directorate Health department	2018 To 2028	10,000,000	TRCG
	to provide school feeding program	Enrolment data and supplies	ECDE directorate	2018 To 2028	975,000,000	TRCG
	To Renovate ECDE centers	Procurement and renovation of centres	Eye education department	2018 to 2028	300,000,000	TRGG
	Construct and establish of ECDE centres	Procurement and renovation of centres	Eye education department	2018 to 2028	3,600,000,000	TRGG
	To Constructed resource centres	Procurement and construction of centres	Eye education department	2018 to 2028	45,000,000	TRGG
	To Mainstreamed PWD	Identify and mainstream PWD	Eye education department	2018 To 2028	50,000,000	TRGG
	To Supply water storage facilities	Need assessment and connectivity	Eye education department	2018 to 2028	200,000,000	TRGG
	To supply Furniture	Need assessment supplies	Eye education department	2018 To 2028	1,000,000,000	TRGG
	To establish ECDE teacher training colleges	Procurement ,construction and operationalize	Eye education department	2018 to 2028	240,000,000	TRGG
Enrollment & accessibility of vocational training centres	To construct and establish new VTC centres	Procurement ,construction and operationalize	VTC division	2018 to 2028	600,000,000	TRGG
	To enroll trainees in VTCs	Mobilization and enrollment	VTC division. VTC centres	2018 To 2028	15,000,000	TRGG
	To develop	Advertisem	VTC division.	2018	20,000,000	TRGG

and implement tailor made short courses	ent, mobilization and enrollment	VTC centres	to 2028		
To renovate dilapidated VTCs	Need assessment, procurement and renovations	VTC division	2018 To 2028	30,000,0000	TRCG. Conditional grant
To Conducted VTC exhibitions	Preparation and exhibiting	VTC centres, VTC division	2018 to 2028	20,000,000	TRCG
To offer Subsidized tuition to VTC trainees	Enrollment data and disbursement of fund	VTC division	2018 to 2028	60,000,000	Conditional grant, TRCG
To establish Model VTCs	Procurement, construction and operationalize	VTC division	2018 To 2028	150,000,000	Conditional grant, TRCG
To Mainstreamed PWDs in vocational training	Identify and mainstream	VTC division, ministry of education, social protection	2018 To 2028	5,000,000	TRCG
To establish Community learning resources	Procurement, construction and operationalize	Department of education	2018 to 2028	180,000,000	TRCG

### 3.4 Sector Flagship Projects

The information should be captured in the format as provided in table 3.

**Table 3: Sectoral flagship projects**

Project Name: establishment of 3 resource centres	Location: Garsen, Hola, Madogo
Objective: to offer learning learning and research materials	
Outcome: Quality education	
Description of key activities: Procurement and construction	
Key Outputs: constructed and operationalized resource centres	
Performance Indicators: Constructed institution	
Timeframe:2020- 2028	

Estimated Cost (Ksh):180,000,000,million	Source(s) of funds: county government
Implementing agency(s):Education	

Project Name: establishment of 3 model VTC centers	Location: tarasaa, Hola, Madogo
Objective: To act as centres of excellence	
Outcome: Quality training	
Description of key activities: Procurement and construction	
Key Outputs: established and operational model centers	
Performance Indicators: functional model centers	
Timeframe:2020- 2028	
Estimated Cost (Ksh) 240,000,000,million	Source(s) of funds:county government
Implementing agency(s):Education	

### 3.5 Cross-Sectoral Linkages

The information should be captured in the format as provided in table 4.

**Table 4: Cross-sectorallinkages**

ProgrammeName	Linked Sector	Cross-Sector Linkages		Measures To Harness Or Mitigate The Effects
		Synergies	Adverse Effects	
<b>Early Years Education &amp; VTC</b>	entrepreneurship development	Provide market for products and services		
<b>Vocational training services</b>	Trade,&labour	mass production of skilled labour		Produce demand driven market oriented skilled labour
Education and training services	Culture and social services	Change of retrogressive culture		Increase learning institutions Improve enrollment, retention & transition
Education and training services			Displacement of population	Find alternative land for the displaced. compensation .

## **CHAPTER FOUR: IMPLEMENTATION MECHANISMS**

### **4.1 Institutional and Coordination Framework**

#### **4.1.1 Institutional Arrangement**

The sector will work hand in hand with other development institution to spar sector growth in various programs .

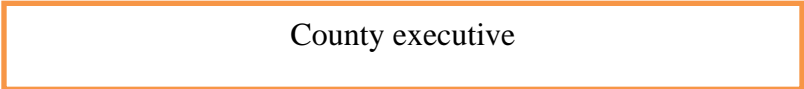
National government will be a key player in this sector where it will support the sector through technical support in at implementation processes. Other than this national government shall be a major resource provider where such resources shall be channelled to the department in form of equitable shares and conditional grant depending on finance guidelines. Support from national government can also be done directly to institutions and monitored either directly or indirectly as per the laid out guidelines.

CDFs shall also be key players in education sector. These institutions shall support education sectors through support in infrastructure, bursary to needy students, connection of water, power supplies and improvement of accessibilities to these institutions. For the purpose of cost effectiveness the sector shall coordinate with this institutions to minimize duplication of programs to bring out efficiency.

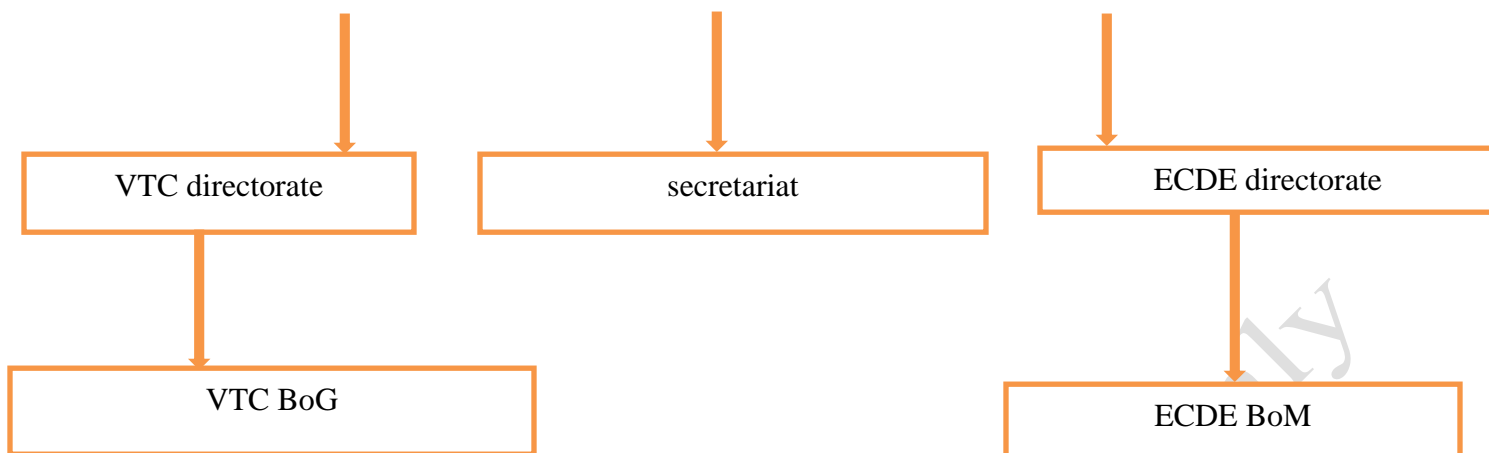
All government institutions are required to meet standards set by national construction authority (NCA). Education sector is not exempted from this, the sector therefore shall work hand in hand with public works in any construction work to be undertaken. Institutional have impacts on environment by adversely changing it in case of big projects. In such circumstances the sector shall work closely with NEMA to minimise such effects.

The sector is majorly regulated by TVET authority and ministry of education regulations. Therefore it cant wish to be isolated from these institutions during the implementation period. There shall be constant consultations in on various issues affecting the sector which shall be tackled jointly.

#### **4.1.2 Coordination Framework**



County executive



1. County executive: Its composed of the county executive committee member and the county chief office. their roles is to ensure the sector plans are implemented as per the time lines and give constant progress report to the executives.
2. Directorate of VTC: This is the technical team responsible in planning and implementing programs within the directorate & is constituted of the director and sub county training officers.
3. Directorate of ECDE: it is also a technical team responsible for ECDE matters pertaining planning and implementing sector plans. The directorate is constituted of the director, subcounty coordinators and ward quality standards officer.
4. VTC board of governors: this is a body legally constituted by stakeholders at the vocational training centre and is responsible at implementing education plans at the centers.
5. ECDE centres BOM: like BOG this body is constituted to run the daily programs of the center in line to sector plans.

## 4.2 Financing Mechanism

### Resource Requirements by Sector

Table 5-1 shows the resource requirements by sector. In the next five years, the county will require **Ksh. 48.8 billion**. Majority of the monies (23.9%) will be required in the provision of water and environmental conservation, followed by Social Protection, Culture, Gender, Social Services and Special Programs (18.5%); Health (13.5%); and Agriculture, Livestock, Fisheries And Cooperatives (13.3%).

**Table 5-1: Summary of Proposed Budget by Sector**

Sector Name	Amount (Ksh. Million)	As a Percentage (%) of the Total Budget
Agriculture, Livestock, Fisheries And Cooperatives	7,105.2	13.3
Education	2,356.5	4.9
Energy, Physical Infrastructure And ICT	480.7	1.0
Environmental Protection And Water & Sanitation	11,489.9	23.9
General Economics, Commercial and Labour Affairs	2,821.6	5.9
Governance Justice, Law and order	6,382.2	13.3
Health	6,503.5	13.5
Public Administration and Intergovernmental relations	2,737.5	5.7
Social Protection, Culture, Gender, Social Services And Special Programmes	8,881.4	18.5
<b>Total</b>	<b>48,758.5</b>	<b>100</b>

Sources of revenue for the county government will include but not limited to, {equitable shares} transfers from the National Government, conditional Grants Appropriation in Aid (A.I.A), fees and fines collected amongst others. Public Financial Management Act 2012 repealed the *External Loans Act Cap 422*, *Internal Loans Act Cap 420* and the *National Government Loans Guarantee Act, 2011*

Other mechanisms of attracting revenue in Tana County will include;

1. Cess collection
2. Land rent and plot rent
3. Bill boards and sign bill boards
4. Parking fees the towns of Hola, Bura, Madogo
5. Attracting investment in the county through effective business

**5. Table 1: Revenue Projections**

Type of Revenue	2018 (Ksh.)	2019 (Ksh.)	2020 (Ksh.)	2021 (Ksh.)	2022 (Ksh.)	Total (Ksh.)
Local revenue by category	60,000,000	66,000,000	72,600,000	79,860,000	87,846,000	366,306,000
Equitable share	5,557,800,000	5,780,112,000	6,011,316,480	6,251,769,139	6,501,839,905	30,102,837,524
Conditional grants	939,429,663	939,429,663	939,429,663	939,429,663	939,429,663	4,697,148,315
Equalization fund	859,000,000	893,360,000	929,094,400	966,258,176	1,004,908,503	4,652,621,079
Other sources (Specify)	1,663,125,981	1,722,031,469	1,783,373,908	1,847,258,850	1,913,796,874	8,929,587,082
<b>Total</b>	<b>9,079,355,644</b>	<b>9,400,933,132</b>	<b>9,735,814,451</b>	<b>10,084,575,828</b>	<b>10,447,820,945</b>	<b>48,748,500,000</b>

### 4.3 Capacity Development

The challenges facing the department as it discharges its mandate include: insufficient policy guidelines and standards, inadequate human resource capacity; inadequate recreational and educational infrastructure facilities, insufficient training program and natural occurrences that greatly impact on infrastructure.

It is also important to note that the tertiary education sector is grossly underdeveloped in the county this therefore calls for concerted efforts from all the stakeholders in the sector including the county government. Priority activities targeted to address these problems relate largely to improving ECDE and vocational training.

#### Measures to address capacity gaps

Capacity building should be emphasized since it's a major determinant of success. Employment of skilled staffs and regular training of staffs.

Monitoring and evaluation should be a priority in tracking performance as well as a key determinant for staff appraisal

Best practices should be adopted and learnt through benchmarking in areas deemed critical in

#### **4.4 Risk Management**

The effective working of the sectorial plan may face risks and its success they may include the following;

- i. The effectiveness of the institutional framework for implementation;
- ii. Changes in the county department top management personnel;
- iii. A satisfactory and sustained economic performance and financial scarcity;
- iv. The National and County governments in prioritizing the education sector priorities;
- v. Skilled implementing workforce in the department.
- vi. Effectiveness of public private partnerships in the sector and effective coordination of the sector stakeholders;
- vii. Modalities for improving efficiency and effectiveness in utilisation of available resources;
- viii. Institutional innovations to improve oversight and implementation; and
- ix. Effective monitoring and evaluation.

Critical internal factors that can mitigate the risks and work to ensure successful implementation of the plan include:

- i. Adequate allocation of required resources to ensure various activities of the plan is implemented.
- ii. Effective monitoring and evaluation framework accompanied with results-oriented management of the public and non-state spending on the sector.
- iii. Adequate capacity at national, county, sub-county and institutional level and well thought out capacity building plan.
- iv. A sector-wide approach to planning that enables coordination of on-budget and project support to enable effective CESP implementation.
- v. An effective communication strategy and dissemination plan to enable learners, counties and the larger Kenyan population share the strategic objectives of the education sector.
- vi. Adequate degree of flexibility and adaption to change towards embracing the sector



reforms.

## **CHAPTER FIVE: MONITORING, EVALUATION, REPORTING AND LEARNING**

### **5.1 Purpose of M&E**

To strengthen the public sector in tracking and reporting of implementation of the development policies, strategies, programs and projects in the County.

### **5.2 Performance indicators and how they will be used in tracking and reporting of progress/achievement**

1. The implementation of M&E in the County will be guided by the following tools; County Indicator Handbook; Formal Surveys, Public Expenditure Reviews; Public Expenditure Tracking Surveys (PETS); Customer Satisfaction Surveys (CSS); Budget Circulars, Approved Budgets, Equitable Development Act (EDA), Public Participation Act (PPA), and any Memorandum or petitions by interest groups and members of the public. The specific methodologies to be employed will vary depending on the nature of the M&E activity; reporting methods will be done according to the targeted stakeholders.
2. Monitoring the progress of projects/programs involves keeping track of lots of moving parts. Most projects involve multiple team members handling various aspects of the project at the same time. The monitoring officer will have to monitor elements such as the budget, scope, schedule, resources and tasks to be completed. When this is done effectively, we shall stick to the timeline and identify problems early in the process to ensure that the project is a success. Each sector will have to come up with expectations and ways to collect data to specific projects/programs.
3. Program evaluations are systematic studies conducted periodically or on an ad hoc basis to assess program performance. As tools to support good management practice, this helps determine if timely adjustments are needed in project/program design to improve the rate or quality of achievement relative to the committed resources. Evaluation may be done in the middle of a project/program or after the project/program has been completed.

### Summary of M&E Outcome indicators

Sector	Programme	Outcome Indicators	Source of Data	Reporting Responsibility	Situation in 2018	Mid-term Target (2020)	End-term Target (2023)
Education	Quality & standards in education	Increased Transition rate from ECD to Primary	Reports from learning institution	Teachers, head teachers, education officers	60%	80%	100%
		Increased Transition rate from VTC to TTI	Enrolment register	VTC manager, TTI principal and Trainers	5%	10%	30%
		Performance rate in VTCs	Graduation reports	Institutional managers, education officer	60%	70%	90%
	Enrolment & accessibility in education	Increased Enrolment rates in VTC centres	Admission register	Teachers, institutional managers Education officers	55%	75%	90%
		Increased Retention rate in ECDE	Attendance registers	Teachers, institutional managers	60%	80%	90%
		Increased Retention rate in VTC	Attendance register	Education officers	55%	60%	80%

### 5.3 M&E Reporting structures

There shall be a sector monitoring and evaluation committee (SMEC) which shall be constituted of:

1. The chief officer who shall be the chair of the team
2. Sector county planning officer secretary
3. Directors in respective directorates
4. National Government Representative in that sector
5. Sector officer from development partners in the county

#### Roles and Responsibilities of SMEC

- Prepare Sector M&E work plans
- Monitoring and Evaluation of all the programs, projects and policies within the sector
- Collect, correlate and analyze data in the sector
- Preparation of all M&E reports in the sector

- Propose the Evaluation Agenda in the sector
- Develop indicators for Monitoring and Evaluation within the sector
- Sector Reports shall be forwarded to the M&E Unit for compilation and presentation to the Intergovernmental Development Forum

### **Sub County M&E Committee (SCMEC)**

#### **Composition**

The composition of M&E committees in each Sub- County shall be as follows.

The Co- Chairs are:

- Sub-County Administrator
- Deputy County Commissioner-alternate chair

Members comprise of all Sub-County Departmental Heads and Non- state actors.

#### **Roles and Responsibilities of SCMEC**

- Promote M&E practices in the sub-county
- Prepare sub-county M&E plan
- Draft the sub-county sector M&E reports
- Validate the data supplied by the various sectors
- Approve and submit the M&E reports to the IDF through the County M&E Unit
- Disseminate M&E reports at the sub-county.

## **5.4 Data sources and Collection method**

The implementation of M&E in the sector will be guided by the following tools; County Indicator Handbook; Formal Surveys, Public Expenditure Reviews; Public Expenditure Tracking Surveys (PETS); Customer Satisfaction Surveys (CSS); Budget Circulars, Approved Budgets, Equitable Development Act (EDA), Public Participation Act (PPA), and any Memorandum or petitions by interest groups and members of the public. The specific methodologies to be employed will vary depending on the nature of the M&E activity; reporting methods will be done according to the targeted stakeholders.

Monitoring the progress of projects/programs involves keeping track of lots of moving parts. Most projects involve multiple team members handling various aspects of the project at the same time. The monitoring officer will have to monitor elements such as the budget, scope, schedule, resources and tasks to be completed. When this is done effectively, we shall stick to the timeline and identify problems early in the process to ensure that the project is a success. The sector will have to come up with expectations and ways to collect data to specific projects/programs.

Program evaluations are systematic studies conducted periodically or on an ad hoc basis to assess program performance. As tools to support good management practice, this helps

determine if timely adjustments are needed in project/program design to improve the rate or quality of achievement relative to the committed resources. Evaluation may be done in the middle of a project/program or after the project/program has been completed.

#### **5.5 Types of Reports to be produced and their frequency, and consumers**

Four kinds of reports will be produced:

- Quarterly progress report from programme implementers (actual practice).
- County level report to be discussed during the county level reviews.
- Short M&E National reports include summary indicators and budget execution.
- Detailed M&E National report including detailed indicators, budget execution and summary of programmes implementation.

The county level report will be based on county report cards and will examine education progress in the country and will include a brief summary of education interventions in the county. This report will be presented every year in March during the county review to the stakeholders at the local level including TSC representatives, KNEC, MoEST, NGOs and communities. This report will be presented by the M&E unit at county level, (or the new education county data centre).

The first draft National report will be prepared along with county reports by the M&E unit of the MoEST. It will include budget execution for the previous fiscal year, summary of key indicators and a brief update on programme implementation and action plan. The first joint sector review will focus on budget execution and programme implementation preparation. At this period of the year (March), each programme should be ready for implementation according to action plan and budget ready. The first National review will be restricted to the MoEST and donors and will list a series of corrective action to implement the NESP.

The comprehensive National Report will be the core M&E document and will contain detail information on budget execution and program implementation. The report should show how the recommendations formulated during the 1st review have been followed up. The core Joint sector review will include a broad audience including all stakeholders; donors, NGOs, unions, and communities. Reports will be published and transmitted to the GPE Secretariat.

### **Coordination**

The M&E process will be conducted by the M&E unit, (that could be merged with EMIS) that will be sufficiently staffed. Short-term action is required in terms of capacity building and staffing in order to implement the proposed M&E framework.

The reports will be prepared by the MoEST unit both at National and county level. For the National level, preparatory meetings will be held one month before the review and will include

representative of MoEST, EMIS, Education Standards and Quality Assurance Council, Kenya National Institute for Statistics, KNEC/NASMLA, TSC, Ministry of finance and focal point for sub sectors (TVET, Universities, S&T...)

The list of indicators and data to be collected will be communicated to the different bodies mentioned above. Specific protocol for information sharing shall be established between the MoEST and semi-autonomous body (KNEC and TSC). It is crucial that the harmonization of EMIS and TSC data collection platform is achieved.

The list of indicators and data to be collected will be communicated to the different bodies mentioned above. Specific protocol for information sharing shall be established between the MoEST and semi-autonomous body (KNEC and TSC). It is crucial that the harmonization of EMIS and TSC data collection platform is achieved.

#### **5.6 The use of M&E findings especially in planning, budgeting, decision making and policy formulation/review**

The M&E findings based on the key indicators will provide a response and effectiveness of policies and programmes that the department has undertaken, this will give an informed decision on the interventions that need to be implemented and also help decide how the implementation should be prioritized based on the findings. Some target set may be way too low compared to the needs of the community as much as education is concerned and may at a point be low compared to the targets and outcomes from the National Education Sectoral Plan and this will necessitate reallignment of policies.

The department of economic planning and budgeting will use these findings to plan on projects that will be prioritized so as to help achieve the unachieved projects or compliment the existing projects and programs to achieve better results. It will also aid in decision making of coming up achievable timelines for implementation of programs and scale of interventions to be made.

M&E findings will be used to determine efficient way of implementation and also the modes of service delivery and project prioritization that will ensure sufficient service coverage to the

targeted group of consumers of education services. It was also provide for determination whether additional allocations should be made to ongoing project to achieve the set targets and determine projects that has had target achieved and focus can diverted to other key areas in the education department. The findings may also form bases of informed decision on policies that should be reviewed and programs that should be discontinued.

## **5.7 Dissemination and Feedback mechanisms and citizens engagement**

Different mechanisms of public participation were found to have been established in all the counties. These mechanisms include public forums and meetings, budget preparation and validation meetings as well as town hall meetings as required by the County Governments Act, 2012, and the Public Finance Management Act, 2012, and citizen forums as required by the Urban Areas and Cities Act, 2011. Counties had also put in place information, communication technology based platforms especially for mobilizing citizens for forums as well as passing on information. All counties had functional websites. In communicating with the public, counties went beyond the use of social media. Word-of-mouth, radio and television channels and newspapers were also in use. The most prominent social media outlets in use were found to be WhatsApp, Twitter and Facebook.

All counties of study met the requirement for further decentralization by setting up sub-county and ward administrations in line with constitutional and legal requirements. Sub-county and ward administrators were found to be useful in mobilizing citizens for public participation in all the counties. However, none of the counties had established village administration units. They all cited inadequate resources as the key reason for not creating these units.

There was evidence in all counties of stakeholder engagement using different mechanisms. They attended forums organized by both the executive and legislative arms of the county governments including budget formulation and validation forums. They were found to be part and parcel of structures for public participation.

## **5.8 Mechanism for reviewing (evaluating) and updating the sectoral plan**

The sector-working group should carry out timely reviews of the sectorial plans according to the matters that may arise during the implementation. This will be done through joint sector review meetings as well as sector budget review meeting and with thorough consultations with the members.

The education sector will systematically review its operating experience within the education sector and explicitly document the findings incorporating those of M&E and identify challenges and gaps. The education sector will review the achievements of the outcomes and objectives with the involvement the department and stakeholders. It should objectively determine how much progress has been made towards targeted departmental and sectorial objectives and make remarks and recommendation

The department and stakeholders will specify the strategies that need to be incorporated to achieve the outcomes that were not achieved taking into consideration the development opportunities and constraints and other sector specific policy environment.

The policy makers will review problems and challenges being faced and anticipate likely problems and formulate a contingency plan to further support the sectorial plan. The policies formulated are incorporated in the sector.

**Table 5: Monitoring and Evaluation Matrix**

Programme/Project	Objectives	Expected Outcomes	Key Performance Indicator(s)	Time frame	Baseline		Targets		Data Collection Methods/ Sources	Responsibility
					Year	Value	Five Year Target(s)	Ten Year Target(s)		
<b>Quality and standards in EYE centers</b>	To improve education standards	number of pupils graduating in EYE Center annually	Annual graduation data	<b>2018-2028</b>			<b>5</b>		Reports from ECDE centers	ECDE teachers. Zonal QAS officers. Sub-county co-ordinators. Education Office.



<b>ECDE infrastructure</b>	To improve learning environment	Improved enrolment	No of ECDE pupils enrolled in the constructed ECDE centers	<b>2018-2028</b>	-				Reports from the constructed ECDE centers	Public Works Officer. Procurement Department. Education department
<b>ECDE teaching/learning facilities</b>	To improve education standards	number of pupils graduating in EYE Center annually	Annual graduation data	<b>2018-2028</b>						ECDE teachers. Zonal QAS officers. Sub-county coordinators. Education Office.
<b>Accessibility support in Education</b>	To improve access to education	Number of students enrolled per year	Annual enrollment data	<b>2018-2028</b>					Reports from educational institutions	Teachers. Zonal QAS officers. Sub-county coordinators. Education Office.
<b>Quality and standards in VTCs</b>	To improve the quality training in VTCs	Number of trainees graduating annually.	Graduation data	2018-2028	2018	141	423	600	Graduation reports from VTCs. Graduation certificates offered.	VTC instructors and managers CCO,Directors
<b>Enrolment and retention in VTCs</b>	To increase enrolment and retention in VTCs	No of trainees enrolled and retained in VTCs	Enrollment data	<b>2018-2028</b>	2018	380	800	1200	Enrolment reports from VTC managers	VTC managers, training officers and instructors
<b>Training facilities and resources in VTCs</b>	To improve quality of training	No of trainees graduating annually	Graduation data	<b>2018-2018</b>	2018	141	423	600	Graduation reports from VTCs. Graduation certificates offered.	VTC instructors and managers CCO,Directors
<b>Revenue and job</b>	To	Amount	Books of	<b>201</b>	201	0	200,	500,0	Books	BOM &

creation in VTCs	improve VTC's income and create job opportunities	t of revenue collected annually.	account.	8-2028	8		000	00	of account from VTCs	Managers of VTCs
Environmental conservation	To improve environment in education institutions	No. of trees planted annually	Data of tree planted	2018-2028	2018	500	5000	10000	Institutions head	Institutions head
Health development in ECDE Centers	To improve pupils' health in ECDE centers	No of children accessing health and nutrition services in ECDE centers	Health records in ECDE centers	2018-2028	2018		3	6		

## ANNEXES

### Annex 2: Implementation Matrix

Programme	Objectives	Strategies/Actions	Implementing Agency(s)	Time Frame	Funding	
					Total Budget (Ksh)	Source(s)
Quality and standards in EYE	To train ECDE teachers.	Identification and training	County education sector, ministry of education, training college	2018 to 2028	85,600,000	TRCG Trainees Fees
	To establish and conduct quality assurance and standards unit	Establishment of the unit	Education	2018 To 2028	32,100,000	TRCG
	Establish internal	Establishment of	Education	2018 To	5,000,000	TRCG

	performance appraisal	performance management team		2028		
	To review policy framework	Needs assessments on policy gaps	County assembly. Education	2018 To 2028	5,000,000	TRCG
	To recruit 824 qualified ECDE teachers	Needs assessment	CBSB Education	2018 To 2028	3,164,160,000	TRCG
ECDE infrastructure	To Renovate ECDE centers	Procurement and renovation of centres	Eye education department	2018 to 2028	300,000,000	TRGG
	Construct and establish of ECDE centres	Procurement and renovation of centres	Eye education department	2018 to 2028	3,600,000,000	TRGG
	To Constructed resource centres	Procurement and construction of centres	Eye education department	2018 to 2028	45,000,000	TRGG
	To establish ECDE teacher training colleges	Procurement, construction and operationalize	Eye education department	2018 to 2028	240,000,000	TRGG
ECDE teaching /learning facilities	To supply Learning material to ECD Centres	Enrolment data and supplies	Department of education	2018 To 2028	195,000,000	TRCG
	To provide Play & art materials	Need assessments and supplies	Department of education	2018 to 2028	220,000,000	TRCG
	To connect ECDE centres with ICT facilities	Need assessment and supplies	Department of education, ICT authority	2018 To 2028	50,000,000	TRCG
	To supply Furniture	Need assessment supplies	Eye education department	2018 To 2028	1,000,000,000	TRGG
Accessibility support in education	To provide education bursary	Students data & awards	Bursary committees	2018 To	1.650,000,00	TRCG, CDF,

Quality and standards in vocational training centres				2028		
	To establish and conduct quality assurance and standards unit	Establishment of the unit	Education	2018 To 2028	10,000,000	TRCG
	Establish internal performance appraisal	Establishment of performance management team	Education	2018 To 2028	3,000,000	TRCG
Enrolment and retention vocational training centres	To recruit 200 96VTC instructor	Needs assessment	CBSB Education department	2018 To 2028	960,000,000	TRCG
	To enroll trainees in VTCs	Mobilization and enrollment	VTC division. VTC centres	2018 To 2028	15,000,000	TRGG
	To develop and implement tailor made short courses	Advertisement, mobilization and enrollment	VTC division. VTC centres	2018 to 2028	20,000,000	TRGG
	To offer Subsidized tuition to VTC trainees	Enrollment data and disbursement of fund	VTC division	2018 to 2028	60,000,000	Conditional grant, TRCG
Training facilities & resources in VTCs	To Supply tools & equipment	Need assessments and supplies	VTC division	2018 to 2028	120,000,000	TRCG, conditional grant from National GVT
	To Supply electricity to training centres	Need assessment on connectivity	Education department, KPLC	2018 to 2028	20,000,000	TRCG
	To Supplied ICT equipments to VTC institutions	Need assessments and supplies	VTC division	2018 to 2028	20,000,000	TRCG, conditional grant from National GVT
	To Supplied furniture to VTC centres	Need assessments and supplies	VTC division	2018 to 2028	20,000,000	TRCG, conditional grant from National GVT
Revenues & Job creation in VTCs	To establish business incubation centres	Identification of potential IGA and offer fund	VTC division. VTC institutions	2018 To 2028	60,000,000	TRCG
	To Conducted VTC exhibitions	Preparations and exhibiting	VTC centres, VTC division	2018 to 2028	20,000,000	TRCG
	To improve	Attachment	VTC division.	2018	22,000,000	TRCG , trainees fees

Environmental conservations in education	practical skills through internship and industrial attachments enhanced	and assessment of interns	VTC institutions	to 2028		
	To conserved environment	Greening of learning/ training centres	VTC centres ECDE centres	2018 to 2028	15,800,000	TRCG
Health development in education	Provide health services to pre primary pupils	Partnership with health department.	EYE directorate Health department	2018 To 2028	10,000,000	TRCG
	to provide school feeding program	Enrolment data and supplies	ECDE directorate	2018 To 2028	975,000,000	TRCG
	To Supply water storage facilities	Need assessment and connectivity	Eye education department	2018 to 2028	200,000,000	TRGG
Infrastructure development in VTC	Create awareness on HIV & AIDS	Undertakin g Training program	VTC division, training institutions	2018 To 2028	5,000,000	TRCG
	To conduct Sports activities	Training and competition	VTC division, training institutions	2018 to 2028	24,000,000	TRCG
	To construct and establish new VTC centres	Procuremen t ,constructio n and operationali ze	VTC division	2018 to 2028	600,000,000	TRGG
	To renovate dilapidated VTCs	Need assessment, procuremen t and renovations	VTC division	2018 To 2028	30,000,0000	TRCG. Conditional grant
	To establish Model VTCs	Procuremen t ,constructio n and operationali ze	VTC division	2018 To 2028	150,000,000	Conditional grant, TRCG
	To establish Community learning resources	Procuremen t ,constructio n and operationali ze	Deparment of education	2018 to 2028	180,000,000	TRCG
Equity education in	To Mainstream ed PWD in all level of education	Identify and mainstream PWD	education department	2018 To	50,000,000	TRGG

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