COUNTY GOVERNMENT OF KAKAMEGA

EDUCATION AND TRAINING

SECTOR PLAN

2023-2032

Globally Competitive In Education, Training, Research And

Prepared by:

**The Department of Finance and Economic Planning and
Department of Education, Science and Technology**

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Vision

Globally competitive in education, training, research and innovation for sustainable development

Mission

To provide, promote, and coordinate quality lifelong education, training, integration for Science and technology and innovation for sustainable development

STATEMENT FROM THE COUNTY EXECUTIVE COMMITTEE MEMBER OF FINANCE, ECONOMIC PLANNING AND ICT.

The Kenyan Government adopted Kenya vision 2030 as the long term development blue print in 2008 which is being implemented through a Five year Medium Term Plans (MTPs). With the inception of the two tier governments under the constitution of Kenya 2010, the development framework for the county government required the implementation of the projects and programmes through the County Integrated Development Plans (CIDPs) implemented through the Annual Development Plans (ADPs). The County Government of Kakamega has so far implemented the First and Second generation County Integrated Development Plans with the Third generation being implemented between 2023-2027.Equally the County Government Act, 2012 Section 109 requires the development of a ten year County Sectoral Plan as component part of the County Integrated Development Plan which shall be revised every five years but updated annually. The County Government developed Ten Sector plans by the established Ten Sector Working Groups which provide the background information for the third generation CIDP.

The Sector Plans provide in greater detail the outline of specific plans to be implemented in each sector during the 2023-2032 Plan period with provision for revision every Five years as provided by Section 109 of the County Government Act, 2012.The Sector Plans have been prepared through a participatory and inclusive process which involved representatives from both the National as well as the County Government Departments, Private Sector, NGOs, Civil Society Organizations, Faith Based Organizations, Academia and Research Organizations, Professional Organizations as well as the Organizations representing Women, Youth and Differently Abled Persons among other stakeholders. All the sector priorities have incorporated views from the Community areas, Ward, Sub-County and County forums which captured the views and priorities of the residents of Kakamega in different levels. The Sector Plans have also taken into consideration the broad priorities outlined in the National and County policies including the Governors Manifesto.

The Third generation CIDP, the Spatial Plans, Departmental and Agencies Strategic Plans 2023-2027 as well as future plans will be aligned to the Sector Plans. In addition, the implementation of the plans will be linked to the Result Based Management Framework through the Performance Contract, Staff Performance Appraisal System and other performance management tools for effective service delivery. To ensure tracking of progress, my Department will put in place a robust Monitoring, Evaluation and Reporting Framework constituting the County Integrated Monitoring and Evaluation System (CIMES) and the electronic Project Monitoring Information System (e-CIPMIS). These will be fully integrated in the County Government Financial System that will boost public investment and confidence.

Finally, I take this opportunity to sincerely thank H. E the Governor and Deputy Governor for their visionary leadership, guidance and direction that enabled this process to be undertaken. I also appreciate the County staff who formed part of the Ten Sector Working Groups for their valuable inputs. In addition, I commend the Department of Economic Planning and Investments staff led by the Chief Officer Planning for the effective co-ordination of the Sector plan preparation process.

Dr. Beatrice A. Sabana, Ph.D.
County Executive Committee Member,
Finance, Economic Planning and ICT.

FOREWORD

The county government of Kakamega has been on the fore front in implementing devolution at the grassroots as provided for by the constitution of Kenya 2010 and the county government act 2012. My administration has continued to allocate recourses to the Department of Education, Science and Technology to discharge its mandate as provides in basic education act 2013, TVET act 2013, and Polytechnic act 2014, ECDE Act 2014 and among other regulations.

In order to achieve the goals and objectives outlined in vision 2030 blue print, the department of education science and technology has developed an elaborate plan geared towards achieving, quality training and skills learning in our county polytechnics which are aligned to the current labor market demands and changing world of industrial technology and innovation. This has been enhanced by hiring of highly qualified and trained trainers as per TVET policy, constructed modern twin workshops and classes, purchase modern tools and equipment to facilitate training and provision of

subsidized capitation of Ksh 15,000 per trainee. In order to nature trainee's talents, enhance industrial linkages and field studies, the department has acquired three buses to provide reliable transport means for the start and we will continue to allocate more funds so as to acquire more buses.

While I take it as a noble role and responsibility to nature the young early learning children so as to grow mentally, physically and psychologically and prepare them for pre- primary education, I have continued to allocate recourses to acquire teaching and learning resources, hire trained and well qualified teachers, construction of modern ECDE classrooms, toilets and provision of water collecting tanks. To promote access to education to all, the department has continued to allocate bursary funds for the needy students in secondary and colleges and HELB for university students.

It is my expectation that this sector plan will enhance development planning in my county which will in turn ensure equity and sustainable development in line with the aspirations of Kenya vision 2030, regional and international obligations and commitments.

Dr. George Akolo Lutomia
Chief Executive Committee Member
Education and Training

PREFACE

The County's Sector Plan has been prepared in consultation with sector stakeholders in line with the Constitution of Kenya (2010) and the County Government Act 2012, Article 109 that requires 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 of the sector. The plan is aligned to Sustainable Development Goals (SDGs), Agenda 2063 and Kenya Vision 2030.

The sector seeks to offer vibrant, modern and up to date technical skills and technology as per the TVET act 2013, Kakamega county polytechnic act 2014 and develop active and well-coordinated IGAs to enhance practical skills and self-reliance financially. Linkages between our county polytechnics and industries and other labor markets has been my prioritized to address skills gap and bench marking by trainers and principals is emphasized. The plan considers the sector's gaps and strengths. Over the plan period construction of modern classrooms, employment of trained and qualified ECDE teachers, provision of teaching/learning materials and provision of learner friendly furniture shall be prioritized. A feeding program for ECDE centers to address malnutrition is also one of the key priorities.

This plan will guide the sector in addressing the development issues so identified. The Sector plan contains detailed analysis of the sector covering: the various challenges experienced; the emerging issues affecting the performance of the sector; the environment through which the plan will be implemented; and key developmental issues within the county with the relevant interventions has informed the formulation of the programmes. The plan has mainstreamed various cross cutting issues and clearly has outlined the implementation framework as well as the monitoring, evaluation and reporting mechanism.

The implementation of this plan will immensely contribute towards the realization of the aspirations of the Kenya Vision 2030 and the county transformative agenda. This will in turn contribute to balanced growth and development throughout the county.

Dan Borter
Chief Officer
Economic Planning and Investment

ACKNOWLEDGEMENTS

It is with great honor that I present this sector Plan for the period 2023 – 2032. The plan will guide the Sector's aspirations to implement its mandate and contribute towards achieving the goals of Kenya's development blueprint christened Kenya Vision 2030.

First, I acknowledge the valuable leadership and support of H.E The Governor. His guidance and general goodwill enabled the process to be completed in good time. Great thanks go to our CECM Dr. George Akolo Lutomia for the moral support, guidance and commitment he continues to offer in the day to day running of the department.

This sector plan could not have been developed had it not for been for the dedication, commitment and self-sacrifices made by the Monitoring and Evaluation Officer Mr., Victor Matakaya, acting directors for county polytechnics and ECDE, field officers and all the stake holders across the entire county. Further appreciation goes to the department of Finance, Economic Planning and ICT through the Chief Officer-Economic Planning and Investments, Mr. Dan Borter, Chief Officer-Finance, CPA Samson Otieno, Director-Economic Planning Mr. Ondari Cyrus and the Sector Planning Officer, Mr. Oscar Simon Nyangweso for organizing public participation workshops and giving professional guidelines.

I look forward to the full implementation of this sector plan in order to improve the living standards of the many youths by imparting relevant technical skills, support qualified but vulnerable students by providing bursaries to achieve their dreams and improve learning environment in our ECD centers.

Doreen Amwoga
County Chief Officer
Education Science and Technology

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ACRONYMS AND ABBREVIATIONS

ACE	Adult and Continuing Education
ADP	Annual Development Plan
AIDS	Acquired Immune Deficiency Syndrome
ATVET	Agricultural Technical and Vocational Education and Training
BOM	Board of Management
CBO	Community Based Organization
CECM	County Executive Committee Member
CBEF	County Budget and Economic Forum
CBET	Competency Based Education and Training
CDACC	Curriculum Development Assessment and Certification Council
CG	County Government
CIDP	County Integrated Development Plan
CP	County Polytechnics
CSO	Civil Society Organization
CSR	Corporate Social Responsibility
DOEST	Department of Education, Science and Technology
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
ECDE	Early Childhood Development and Education
HELB	Higher Education Loans Board
HIV	Human Immunodeficiency Virus
IBEC	Intergovernmental Budget and Economic Council
ICT	Information and Communication Technology
IGA	Income Generating Activities
KICD	Kenya Institute of Curriculum Development
KLB	Kenya Literature Bureau
Km	Kilometer
KNBS	Kenya National Bureau of Statistics

KNEC	Kenya National Examinations Council
Ksh.	Kenya Shilling
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MOH	Ministry of Health
MTEF	Medium Term Expenditure Framework
MTP	Medium Term Plan
MMUST	Masinde Muliro University of Science and Technology
NEMA	National Environment Management Authority
NG	National Government
NG-CDF	National Government Constituency Development Fund
NGO	Non-Governmental Organization
OSHA	Occupational Safety and Health Act
PFMA	Public Finance Management Act
PWD	People Living with Disabilities
SAGAs	Semi-Autonomous Government Agencies
SDG	Sustainable Development Goal
SNE	Special Needs Education
SWG	Sector Working Group
TSC	Teachers Service Commission
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

GLOSSARY OF COMMONLY USED TERMS

Activities: Actions taken through which inputs are utilized to produce outputs.

Baseline: A value that shows the initial state of an indicator at the start of a phase/ project/ programme, against which progress can be assessed or comparisons made.

Development Issue: The key constraint/emerging concern in a sector that needs to be addressed or tapped into through various interventions and programmes.

Emerging Issues: Recent occurrences/events/phenomena which might impact a sector negatively or positively. They range from environmental, policy, legal, technological, economic, political, social and cultural.

Flagship/Transformative Projects: Projects with high impact in terms of employment creation and increasing county competitiveness and revenue generation, among others.

Green Economy: An economy that aims at reducing environmental risks and ecological scarcities, and that aims at sustainable development without degrading the environment.

Inclusivity: The practice of ensuring all stakeholders are involved at all stages of the plan preparation, implementation, monitoring and evaluation processes.

Inputs: The financial, human, material and information resources used to undertake activities to produce outputs.

Mainstreaming: Integration of cross cutting actions into various stages of decision making (design, implementation, monitoring and evaluation of development policies and programmes).

Outcome Indicator: This is a specific, observable, and measurable characteristic or change that will represent achievement of the outcome. Outcome indicators include quantitative and qualitative measures. Examples: Enrolment rates, transition rates, mortality rates, customer satisfaction levels, etc.

Outcome: The intermediate results generated relative to the objective of a programme or intervention.

Output: The immediate tangible or intangible result (products, services etc) achieved directly from the implementation of an activity.

Participatory: Ensuring engagement of stakeholders in decision making at various stages of the plan preparation, implementation, monitoring and evaluation processes.

Performance indicator: A measurable variable that assesses the progress of a particular project/ programme.

Programme: A grouping of related projects and/or services performed by a Ministry, Department or Agencies to achieve a common objective. The Programmes must be mapped to strategic objectives.

Project: A set of coordinated activities implemented to meet specific objectives within defined time, cost and performance parameters/deliverables.

Result: A measurable change in state expected to be achieved from implementation of an intervention. Results are at three levels: outputs, outcomes and impact.

Sector Plan: A framework for identification of development issues, challenges and opportunities in a given sector with the aim of setting policy initiatives and strategies towards achievement of the set goals.

Sector: A composition of departments, agencies and organizations that are grouped together according to services and products they provide. They produce or offer similar or related products and services, and share common operating characteristics.

Sub-sector: An individual department, agency or organization that provide specific service/ product.

Sustainable Development: Development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.

Synergy: The benefit that results when two or more sectors work together to achieve set targets, they could not have achieved at individual sector level.

Target: A level of result desired to be achieved within a given time frame.

EXECUTIVE SUMMARY

Kenya adopted a new constitution in 2010 whose major milestone was the changing of the governance structure adopted at independence from a centralized system to a decentralized system comprising of the national government and forty-seven (47) county governments each with specific delegated functions and powers. As per the fourth schedule of the Constitution, 2010, decentralized units were delegated fourteen (14) functions while the national government delegated thirty-five (35) functions. Among the functions allocated to county governments were early child development and education, childcare facilities, village polytechnics, home craft centers and other institutions that train vocational trades and skills.

The first County government of Kakamega was formed in 2013 following the general elections held in March of the same year. The County Government established the Department of Education, Science and Technology to; manage vocational training in polytechnics; manage early child development and education in public ECDE centres; implement education support programmes such as infrastructure development in primary and secondary schools and support financing to needy students to enable them access education.

The County Government, in an effort to promote uptake of technical skills and early child development and education, has initiated several projects and programmes. The government has established sixty-three polytechnics, constructed and equipped thirty-five workshops in various polytechnics, equipped all the polytechnics, recruited 331 instructors and extended tuition support to all trainees enrolled. These interventions have resulted in increased enrolment in polytechnics from 3,555 trainees in 2013 to 9,559 trainees in 2022. The government also established 916 public ECDE centres, constructed 632 ECDE Classrooms, hired 2,016 teachers to provide a firm foundation for our children and provided free tuition to all children in the centres.

In order to address the serious gaps in primary, secondary and university education, the government instituted several interventions including infrastructure development in primary and secondary schools and extended financial support to needy students in secondary schools, colleges and universities. The County government partnered with HELB to support administration of a fund for supporting needy undergraduate students which has so far supported 7,781 students in universities and colleges. The ward-based bursary fund for supporting students in secondary schools has benefited

137,782 students. The Government also established a university education scholarship programme for bright and needy students that is supporting seventy-three students studying in local universities and University of Shanghai of Science and Technology.

The sector plan is presented as follows;

Chapter one presents the county background information in terms of size and location, demographic features which are important parameters to consider while implementing the plan. The chapter also explains the rational for preparing the sector plan, the linkage of the sector plan with other plans and the plan preparation process.

Chapter two provides information on the context in which the plan is prepared, analyzing the current situation, policies and laws that influence operations and performance of the sector and the achievement made in the sector. The section also reviews the sector financing, cross cutting and emerging issues affecting the sector, the challenges and lessons learnt.

Chapter three presents the sector development strategies and programmes. It highlights the development issues facing the sector and proposed programmes and interventions to address the sector needs/issues for the plan period 2022 – 2023. The chapter further outlines the sector flagship projects and stakeholders key in supporting their implementation.

Chapter four deals with implementation mechanisms. It provides information on institutional and coordination framework, identifying the key institutions crucial in implementing the plan. The chapter also highlights the total budget required to implement this plan and also analyses the capacity development needs and risk management.

Chapter five presents information on monitoring, evaluation, reporting and learning. It covers data sources, collection methods, types of reports to be produced, their frequency and consumers. The chapter further outlines the dissemination feedback mechanisms and citizen engagement as part of accountability mechanism on the part of the county government. Finally, the chapter presents the monitoring and evaluation indicators that will be useful in monitoring progress of implementation of the plan.

CHAPTER I: INTRODUCTION

1.1 Overview of the County

1.1.1 Location and Size

The Constitution of Kenya, 2010 created a decentralized system of government, the national government and forty-seven county governments, as provided for under Article 6 and specified in the First Schedule,[1]. Kakamega County is located in the Western part of Kenya bordering Vihiga County to the South, Siaya County to the West, Bungoma and Trans Nzoia Counties to the North and Nandi and Uasin Gishu Counties to the East. The County covers an area of 3,051.3 Km^2 and is the fourth populous county after Nairobi, Kiambu and Nakuru with the largest rural population. Map 1 below shows the County administrative units and their boundaries.

Map 1: Map of Kakamega County Showing the Administrative Units
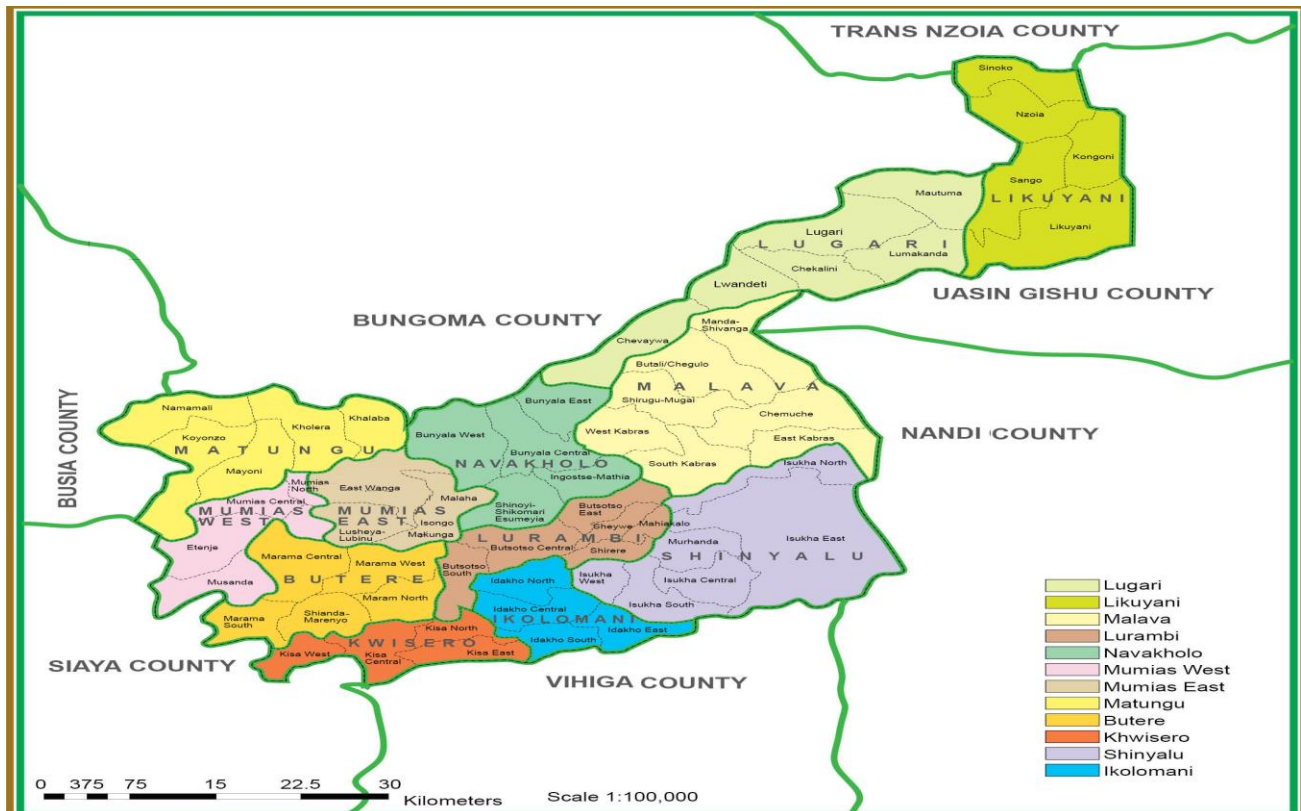
Source: Kakamega County Administrative Boundaries Committee, 2017

1.1.2   Administrative Units

The County administrative units comprise 12 Sub-counties, 60 wards, 187 Village Units and 400 Community Areas. This information is provided in table 1.

Table 1: Administrative Units in the County

S/No.	Sub-county	No. of Wards	No. of Village Units	No. of Community Areas
1.	Likuyani	5	14	31
2.	Lugari	6	20	43
3.	Malava	7	23	49
4.	Navakholo	5	14	32
5.	Lurambi	6	17	35
6.	Ikolomani	4	12	26
7.	Shinyalu	6	19	38
8.	Khwisero	4	11	25
9.	Butere	5	17	38
10.	Mumias West	4	13	26
11.	Mumias East	3	11	23
12.	Matungu	5	16	34
	Total	**60**	**187**	**400**

Source: Kakamega County Integrated Development Plan, 2018 – 2022

1.1.3   Demographic Features

1.1.3.1 Population Size and Composition

Knowledge of the population and its distinct features is an important aspect while planning. Based on 2019 Population and Housing Census, the County population was 1,867,579 consisting of 897,133 males and 970,406 females with a population distribution of 48.04% and 51.96% for male and female respectively. The County population is growing at a rate of 1.1% and is projected to increase to 1,930,196 by the end of the year 2022. The population below 4 years represents 12.1% of the total population, indicating the need to provide child care facilities, healthcare, investment in ECDE and provision of social amenities. Another important statistic is the school going population aged between 5 and 19 years who makes up 42.81% of the population.

The youthful population aged between 15 and 34 years comprises 33.16% of the total population. The rapid increase of the youth population calls for quick government intervention in terms of

job creation to minimize unemployment, increased establishment of training institutions such as youth polytechnics to equip the youth with necessary life skills and help reduce dependency ratio and vices such as drug use, alcoholism and crime. The labor force, aged between 15 and 64 years comprises of 53.28% of the total population. The high labor force implies that the government should put appropriate policies in place to create employment and encourage setting up of private enterprises to absorb this labor force. The elderly population above 65 years comprises of xx %. There is need to establish a social protection fund, construct The analysis of County population by age group is presented in table 2.

Table 2: County Population by Age Group

Age Group	2019 Census			2020			2021			2022		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	897,133	970,406	1,867,539	907,056	981,139	1,888,195	917,089	991,992	1,909,080	927,232	1,002,964	1,930,196
0 - 4	112,360	113,559	225,919	113603	114815	228418	114859	116085	230944	116130	117369	233,499
05-09	134,230	134,555	268,785	135715	136043	271758	137216	137548	274764	138733	139069	277,803
10-14	144,975	147,002	291,977	146579	148628	295206	148200	150272	298472	149839	151934	301,773
15-19	120,265	118,406	238,671	121595	119716	241311	122940	121040	243980	124300	122379	246,679
20-24	70,440	79,144	149,584	71219	80019	151239	72007	80904	152911	72803	81799	154,603
25-29	50,363	63,950	114,313	50920	64657	115577	51483	65372	116856	52053	66096	118,148
30-34	50,695	66,096	116,791	51256	66827	118083	51823	67566	119389	52396	68314	120,709
35-39	41,408	43,063	84,471	41866	43539	85405	42329	44021	86350	42797	44508	87,305
40-44	38,070	42,651	80,721	38491	43123	81614	38917	43600	82517	39347	44082	83,429
45-49	30,545	33,453	63,998	30883	33823	64706	31224	34197	65422	31570	34575	66145
50-54	24,415	29,797	54,212	24685	30127	54812	24958	30460	55418	25234	30797	56031
55-59	22,399	27,417	49,816	22647	27720	50367	22897	28027	50924	23150	28337	51487
60-64	19,330	23,048	42,378	19544	23303	42847	19760	23561	43321	19979	23821	43800
65-69	14,387	17,267	31,654	14546	17458	32004	14707	17651	32358	14870	17846	32716
70-74	10,503	12,321	22,824	10619	12457	23076	10737	12595	23332	10855	12734	23590
75-79	5,649	8,419	14,068	5711	8512	14224	5775	8606	14381	5839	8701	14540
80-84	3,879	5,278	9,157	3922	5336	9258	3965	5395	9361	4009	5455	9464
85-89	2,105	3,276	5,381	2128	3312	5441	2152	3349	5501	2176	3386	5562
90-94	746	979	1,725	754	990	1744	763	1001	1763	771	1012	1783
95-99	306	554	860	309	560	870	313	566	879	316	573	889
100+	47	156	203	48	158	205	48	159	208	49	161	210

Source: KNBS National Population and Housing Census Report, 2019

1.1.3.2 Population Density and Distribution

The County population density is 612 persons per square kilometre, which is projected to increase to 626 persons per square kilometre by the year 2022. The population distribution per administrative unit is indicated in table 3. From the table, Lurambi Sub County is the most

densely populated with a population density of 1,164 people per square kilometre. This high population density can be attributed to urbanization and several higher learning institutions within Lurambi which hosts Kakamega town.

On the other hand, Shinyalu Sub county has the lowest population density of 376 people per square kilometre. The low population density can be attributed to the presence of Kakamega Forest that covers a large part of the Sub county. Population density is an important parameter while planning for services to be provided in different localities. The high population density in Lurambi and other urban areas like Mumias, Malava, Butere, Lumakanda, Moi's Bridge and Matunda has led to sub-division of parcels of land into uneconomical sizes that have reduced agricultural productivity, leading to high levels of unemployment and pressure on the available infrastructural and social facilities.

Table 3: Population Distribution by Sub-County

S/No.	Sub-County	(Km²)	2019 (Census)	
			Population	**Population Density (Km²)**
1.	Lurambi	161.7	188,206	1,164
2.	Navakholo	258	153,970	597
3.	Ikolomani	143.6	111,743	778
4.	Shinyalu	445.5	167,637	376
5.	Malava	427.2	238,325	558
6.	Butere	210.4	154,097	732
7.	Khwisero	145.6	113,473	779
8.	Mumias West	165.3	115,353	698
9.	Mumias East	149.2	116,848	783
10.	Matungu	275.8	166,936	605
11.	Likuyani	302	152,051	503
12.	Lugari	367	188,900	515
	Total	**3,051.30**	**1,867,539**	**612**

Source: KNBS National Population and Housing Census Report, 2019

1.2 Sector Background Information

Kenya adopted a new constitution in 2010 whose major milestone was the changing of the governance structure adopted at independence from a centralized system to a decentralized system comprising of the national government and forty-seven (47) county governments each with specific delegated functions and powers. Kakamega County is one of the 47 counties established. As per the fourth schedule of the Constitution of Kenya, 2010, decentralized units

were delegated fourteen (14) functions while the national government delegated thirty-five (35) functions.

The Constitution allocated the responsibility for development of education and training to both the national government (Education Policy, Standards, Curricula, National Examinations, Granting of University Charters, Universities, Tertiary Educational Institutions and other Institutions of Research and Higher Learning, Primary Schools, Special Education, Secondary Schools and Special Education Institutions) and County governments (early childhood development and education, childcare facilities, village polytechnics, home craft centers and other institutions that train operators in vocational trades and skills). This sector plan thus identifies programmes for implementation on functions that were devolved.

The first County government of Kakamega was formed in 2013 following the general elections held in March of the same year. The County Government established the Department of Education, Science and Technology. The Department comprises of the following Directorates; Polytechnics, Early Childhood Development Education (ECDE), Education Support and General Administrative and Support Services (Accounting; Planning; Supply Chain Management; Human Resource; Monitoring and Evaluation; and Administration).

The Department performs the following functions; managing vocational training in County polytechnics; managing ECDE; and implementing specific support programmes related to education and training such as; infrastructure development in primary and secondary schools and financial support to needy students to enable them access education and training. The sectors seek to promote access, equity, quality and relevant education and training and strengthen strategic partnerships and linkages in promotion of education in the County.

1.3 Rationale for Preparing the Sector Plan

The Constitution of Kenya, 2010 is the basis for the process of devolution in Kenya. To implement devolution and realize its objectives, the National Assembly enacted the County Government Act, 2012 and the Public Finance Management Act, 2012. Part XI of the County Governments Act, 2012 requires county governments to prepare development plans which include County Spatial Plans, Sector Plans, County Integrated Development Plan (CIDP), and

cities and urban areas plans. These plans form the basis for all budgeting and spending in the County.

1.4 Linkage of Sector Plan with other Plans

The Kenya Vision 2030 is the national blueprint that forms the national development agenda that is being implemented through a series of 5-year Medium Term Plans (MTPs) at the National level. At the County level, the Kenya Vision 2030 is implemented through 10-year long-term plans (Sector Plan). The Sector Plan identifies programmes for implementation over the ten-year period which are which are then presented in the CIDP for a 5-year period and then an annual development plan prepared to implement projects and programmes identified in the CIDP.

Figure 1 provides a diagrammatic presentation of the link between the Sector plan, the CIDP, the ADP, the Budget and other plans.

Figure 1: Linkage of the Sector Plan with other Plans
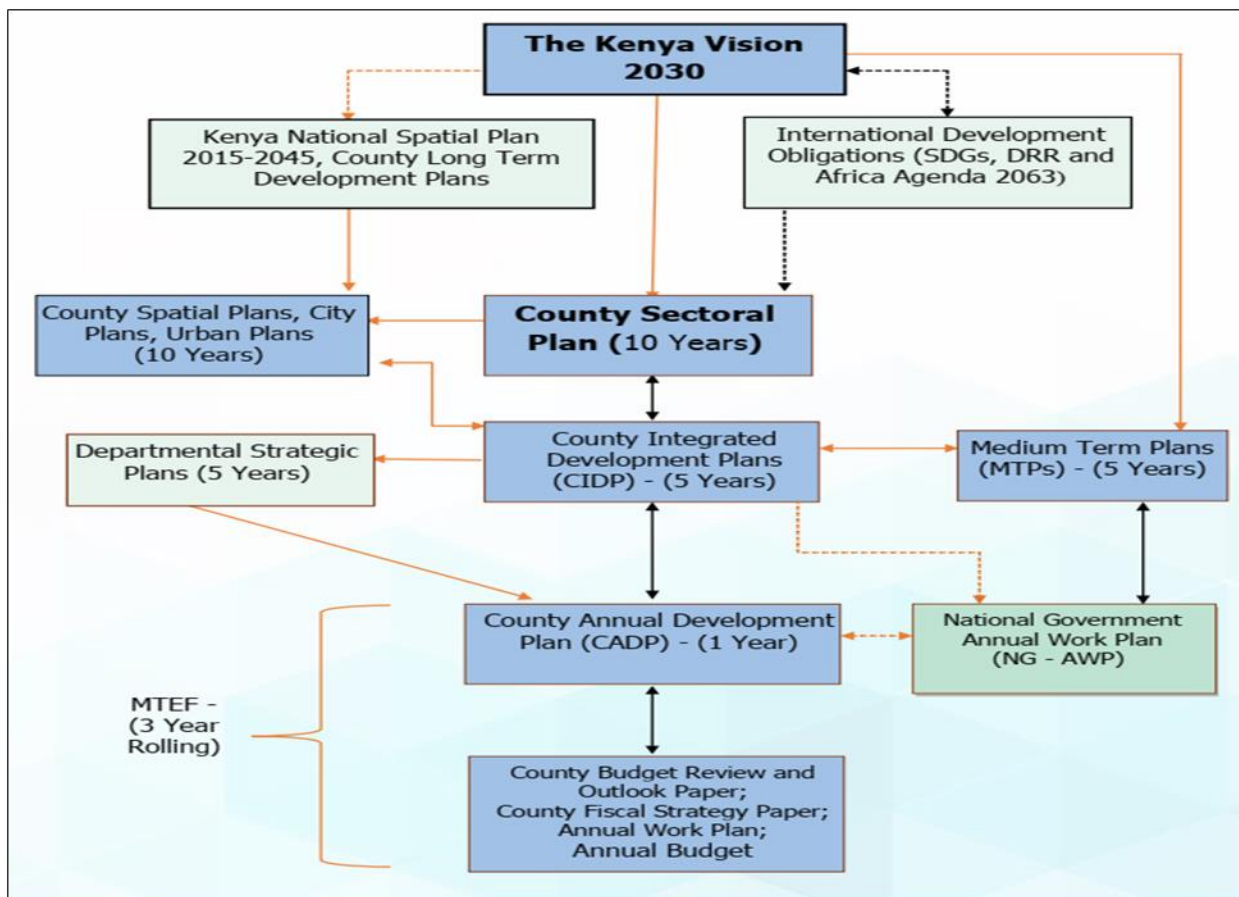
1.5 Preparation Process

This sector plan was developed through a consultative process as provided for in Article 201 of the Constitution of Kenya, 2010, Section 115 of the County Government Act, 2012 and in line with the Kakamega County Public Participation Act, 2015. Consultations were done with all stakeholders and their submissions were compiled, analysed and used in developing this plan. Key documents used for reference include the Sector Plan for Education and Training, 2018 – 2022, TVET Act 2013, Kakamega County ECDE Act 2014 and Polytechnics Act 2014, ECDE National Policy 2018, Basic Education Act 2013, the CIDP 2018 – 2022, National Education Sector Strategic Plan 2018 – 2022, The Children Act among others.

Consultations were held with various stakeholders including representatives from national government Ministry of Education, Teachers Service Commission (TSC), Adult and Continuing Education (ACE), Directorate of Vocational training, TVETA Authority and development partners, UNICEF, USAID, World Vision, Masinde Muliro University of Science and Technology (MMUST), Civil Society Organizations (CSOs), Community Based Organizations (CBOs) among others. A Sector Working Group (SWG) was then established to provide secretariat services and direction to the whole preparation process. A workshop was held to build consensus on the contents and address any gaps. The SWG consolidated, revised and fine-tuned the information from each session to populate the document better. A validation meeting was held with all the stakeholders and thereafter, the plan was tabled to the Cabinet and forwarded to the County Assembly for approval.

CHAPTER II: SITUATION ANALYSIS

2.1 Introduction

The section discusses the environment within which the sector operates. It presents the sector policies and legal framework, highlights the current situation of key parameters in the sector, reviews the sector financing and performance trends and further highlights the cross-cutting and emerging issues, challenges and lessons learnt.

2.2 Sector Policies and Legal Framework

There are various laws and policies that influence operations and performance of the sector. The laws and policies include;

Kakamega County Early Childhood Development and Education Act, 2014 and **National Early Childhood Development and Education Policy** – Gives direction and guidance on implementation of programmes and all legal matters in ECDE.

The Basic Education Act, 2013 – It provide direction on formulation of policies and guidelines on implementation of free and compulsory Basic Education.

Children's Bill 2021 - It provide guidance on understanding children rights and penalties for denying a child the right to; Life, survival, wellbeing and development in Kenya. It provides protection for the children from violence and ensures that all their rights are protected.

Technical Vocational Education and Training (TVET) Act, 2013 – It gives direction and guidance on the following; Registration and licensing of qualified trainers, Inspection, accreditation and certification of training programmes. Inspection, recommendation, accreditation and registration of TVET training Centres.

Kakamega County Polytechnics Act, 2014 – It gives direction and guidance on the following; Employment and staffing trainers in registered Training Centres at the County level, Planning, Management and organization of training programmes in County Polytechnics, expenditure and accounting of funds. Selection and appointments of Board of Managements, and Inspect and recommend for registration of new Vocational Trainings Centres.

Occupational Safety and Health Act (OSHA) 2007 - Formulate guidelines on safe working environment and industries.

Technical Vocational Education and Training Authority (TVETA) Act, 2013 – It deals with registration of vocational training institutions and certification of trainers.

Kakamega County Education Fund Regulations, 2015 – It gives direction and guidance on fund establishment, administration, management and winding up of the fund.

2.3 Sector Context Analysis

2.2.1 Early Childhood Development Education (ECDE)

Investments in the early year education, from 0 to 5 years are the most important time for supporting holistic development and preparing the child for future success in life. The Sustainable Development Goals target 4.2 is to ensure that by 2030 "all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education." The target elaborated in the SDG points out the importance placed on early education in the global policy agenda. Following on this, the Constitution of Kenya, 2010 provides for free and compulsory basic education as a basic human right to every Kenyan child.

There were 892 public ECDE Centres in the year 2014, a figure that has grown to 916 as of 2022. The ECDE Centres are financed, operated and managed by the County Government and are mostly established within existing public primary schools. The County government is in the process of developing infrastructure in these centres by constructing classrooms, equipping the centres with child-sized chairs and tables and providing teaching and learning materials to teachers and children. The funding for ECDE Centres is based on a capitation program where each enrolled child is allocated Ksh. 1,000 annually. The Capitation funds are used to cater for day-to-day running of the Centres, purchase learning materials, pay utility bills and pay wages for casual workers. Table **4** presents a summary of key ECDE indicators from 2014 to 2022.

Table 4: Key ECDE Indicators

Indicator	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
Number Of Public ECDE Centres	892	894	895	896	897	899	906	907	916
No. of ECDE Teachers Employed	-	-	901	1,000	-	-	-	80 (Replacement)	90
No. of ECDE Centres Constructed	-	60	60	34	30	25	35	22	27
Enrolment in	75,469	76,983	87,465	102,531	107,777	112,219	123,961	124,321	121,853

Indicator	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
ECDE Centres									

Source: Department of Education, Science and Technology Records, 2022.

To ensure development of better-quality policies in the sector and further promote growth of early child education, the County government will collaborate with the NG besides investing in infrastructure, increasing the quality and quantity of workforce through hiring new teachers, improving their employment terms and continuously capacity building them.

2.2.2 Primary Education

Based on data from County Director of Education, there are 910 public and 220 private primary schools in Kakamega County. The total enrolment in primary schools is 555,080 where 518,846 pupils were enrolled in public primary schools while 36,234 were enrolled in private primary schools. The enrolment in primary schools comprised of 277,964 (50.08%) boys while 277,116 (49.92%) girls. The data is presented in table 5.

Table 5: Distribution of Public and Private Primary Schools Per Sub-County

NO	Sub county	Public primary schools		Private schools	
		Number	Enrolment	Number	Enrolment
1	Mumias East	49	34,797	15	1,368
2	Kakamega East	111	48,079	21	3,313
3	Likuyani	69	39,910	40	6,909
4	Matungu	68	51,414	16	2,334
5	Navakholo	64	47,937	7	1,697
6	Lugari	55	32,066	28	3,895
7	Kakamega Central	65	37,668	25	7,007
8	Butere	79	42,207	11	1,522
9	Mumias West	52	35,522	9	1,513
10	Kakamega South	80	34,061	7	539
11	Kakamega North	113	63,769	28	4,171
12	Khwisero	61	29,803	8	1,011
13	Matete	44	21,613	5	955
		910	**518,846**	**220**	**36,234**

Source: County Director of Education, Ministry of Education, Kakamega County 2022.

Records by Teachers Service Commission (TSC) for the period 2018 – 2021 as presented in table 6 shows that the number of teachers employed in primary schools has grown by 8.34% from 9,674 in 2018 to 10,481 in 2021. The teacher to pupil ratio has however remained the same,

moving from 1:51 to 1:52 which can be attributed to the increased enrolment. The measure of teacher to pupil ratio is an important determinant of the workload and human resource allocations in the schools and gives an indication of average amount of time and individual attention a pupil is likely to receive from the teachers which eventually plays a key role in the quality of education system.

Table 6: Number of Employed Teachers in Primary Schools

Year	2018	2019	2020	2021
Number of employed Teachers.	9,674	9,751	10,095	10,481
Teacher to Pupil ratio (Public)	01:51	01:52	01:53	01:52

Source: Teachers Service Commission, Kakamega County, 2022.

2.2.3 Non formal Education

Non-formal education refers to education that occurs outside the formal school system targeting out of school children and youth below the age of 18 years. Emphasis for non-formal education is on practical skills for self-reliant i.e. specialization, and acquisition of knowledge and skills required in the labor market. Non–formal primary and secondary centres are found in Lurambi, Mumias West and Navakholo Sub counties.

2.2.4 Youth Polytechnics

County Polytechnics are legally referred to as Vocational Training Centres (TVET Act, 2013). County Polytechnics offer training that is an economic driver as anchored in the Sustainable Development Goals target 4:4 and Kenya's economic blue print Vision 2030. Kakamega County has 67 polytechnics out of which 63 are public while 4 are private with an enrolment of 9,559 (4,600 females and 4,959 males). The private polytechnics are: St. Charles Lwanga in Chekalini ward; Lutaso, in Navakholo Sub County, Lurare, in Manda Shivanga ward and Bukhungu Polytechnic in Lurambi Sub County. The staff establishment at County Polytechnics stands at 331: where 170 instructors are employed by the County Government under permanent and pensionable terms while the remaining 161 are contracted under Board of Management (BOM) terms.

The County Polytechnics currently offer the following eleven courses, Building and construction technology; Appropriate carpentry and joinery; Metal processing technology; Food processing

technology; Agribusiness technology; Motor vehicle technology; Electrical and electronic technology; Hair dressing and beauty therapy; Refrigeration and air conditioning; Information communication technology and Garment making and fashion design. Plans are underway to introduce a twelfth course: Leather work technology.

The County government upgraded fourteen polytechnics to centres of excellence by constructing workshops, expansion of land acreage and development of other infrastructure facilities. The government also initiated a number of flagship programmes to transform other polytechnics including; construction of modern workshops, equipping all polytechnics, providing free tuition capitation, recruiting and training instructors, rebranding and improving sanitation and other facilities within the county polytechnics and also developed a Polytechnics Act 2014 was in an effort to align polices and guidelines for proper management of polytechnics.

2.2.5 Home Craft Centres

The concept of Home Craft Centres has not been fully conceptualized in the vocational training programmes and therefore appears to have no role in formal education though recognized by the Constitution of Kenya 2010 in the fourth schedule. It is among the four functions the were devolved under education. The Home Craft Centres should become operational as soon as possible since Kenya is almost a decade old since devolution. Kakamega County aims at taking the bold step to set the operationalization of Home Craft Centres with the existing legal framework. Some Counties have kept their traditional skills of pottery, weaving, carving and blacksmithing for the main goal of attracting tourists.

Kakamega County has no single home craft centre, however, the County has a rich store of traditional skills from diverse cultures of all Luyha sub-tribes and other ethnic groups that reside within. It is upon this background that the department of education, science and technology has taken stock of the traditional skills to establish the county's strength as well as opportunities for socio-economic development.

The findings from the current status indicate that Ilesi pottery organization found in Ilesi area of Isukha West Ward produces products that meet global standards yet no attention has been given to this great venture. The organization produce pottery products for both ornamental and domestic use. The returns from these products are minimal due to exploitation by middle men.

The activities and methods of production have remained traditional with no support for technological advancement which can improve on quality and enhance mass production. The envisaged objective of establishing home Craft Centres is to provide an opportunity for the traditional skills to be utilized in production of goods and services for both local consumption and export. There is need to formulate and implement policies of Home Craft Centres.

2.2.6 Secondary Education

Records by the County Director of Education, shows that there are 442 secondary schools where 417 are public while 25 are privately owned schools. The total enrolment was 167,302 where 163,585 students were enrolled in public schools while 3,717 were enrolled in private schools. Of those enrolled, 83,003 (49.61) were male while 84,299 (50.39%) were female. The data is presented in table 7.

Table 7: Distribution of Public and Private Secondary Schools per Sub-County

S/No.	Sub County	Public Schools		Private Schools	
		No. of Schools	Enrolment	No. of Schools	Enrolment
1	Mumias East	27	10,312	1	77
2	Kakamega East	50	17,113	3	705
3	Kakamega Central	23	11,465	4	547
4	Likuyani	35	14,042	2	354
5	Matungu	38	13,785	2	203
6	Navakholo	31	12,421	1	62
7	Lugari	34	13,109	2	145
8	Kakamega North	49	18,673	1	127
9	Butere	31	12,347	1	108
10	Mumias West	27	11,235	6	1,202
11	Kakamega South	30	12,933	0	0
12	Khwisero	25	9,148	1	132
13	Matete	17	7,002	1	55
	Total	**417**	**163,585**	**25**	**3,717**

Source: County Director of Education, Ministry of Education, Kakamega County 2022.

Records by Teachers Service Commission (TSC) for the period 2018 – 2021 as presented in table 8 shows that the number of teachers employed in secondary schools increased by 31.73% from 4,198 in 2018 to 5,530 in 2021. The teacher to pupil ratio has however on average remained the same, moving from 1:46 to 1:47. This can be attributed to the national government policy of 100% transition from primary to secondary school which has ensured that all pupils sitting for

KCPE examinations are admitted to secondary schools. As noted earlier, this statistic is an important determinant of the quality of education.

Table 8: Number of Employed Teachers in Primary Schools

Year	2018	2019	2020	2021
Number of employed Teachers.	4,198	4,277	5,340	5,530
Teacher to Student ratio (Public)	01:46	01:46	01:49	01:47

Source: Teachers Service Commission, Kakamega County, 2022.

2.2.7 Special Needs Education

Special needs education is education provided to learners with special needs which includes those intellectually, mentally, physically, visually or emotionally challenged or hearing-impaired; or with intellectual difficulties; or pupils with multiple disabilities; and gifted and talented pupils. The education for learners with disabilities is provided in special schools, in integrated schools and in special units within regular schools. In Kakamega County, there are 24 special needs education centres with a total enrolment of 3,187 learners. The teaching staff is 183 members.

2.2.8 Tertiary Education

Tertiary education is important as it fosters personal growth and development thereby reducing poverty, inequality and boosting shared prosperity. Well-educated people are more employable and productive, earn higher wages, are innovative and a prerequisite for growth. Tertiary education institutions provide people with adequate and relevant job skills and also makes them to be active members of their communities and societies.

Kakamega County hosts one public university, Masinde Muliro University of Science and Technology (MMUST) that is located 1 Km from Kakamega CBD. The university offers Degree, Masters and PhD programs and also operates MMUST TVET Institute which is accredited to offer certificate and diploma courses. The mode of learning is week day classes for undergraduate students, weekend classes for working staff and Online and Distance E-learning for those far away. Other universities that have campuses within the County include Jomo

Kenyatta University of Agriculture and Technology, University of Nairobi and Mount Kenya University.

The County hosts two public teacher's training colleges i.e. Eregi and Lugari Teachers Training Colleges (TTC). Eregi TTC is found in Ikolomani Sub county with a total student enrolment of 579 and a teaching staff of 36 members while Lugari TTC is found in Lugari Sub county with a total student enrolment of 468 and teaching staff of 26 members. There are also private teacher training colleges targeting ECDE teachers and several middle-level colleges that offer various diploma and certificate courses. There are also two agricultural training centres namely; Bukura Agricultural Training College and Bukura Agricultural Training Centre.

2.2.9 Adult and Continuing Education (ACE)

Adult and Continuing Education refers to a practice where adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes and values. ACE is a social policy of government whose purpose is to provide a second chance to those who didn't have access to education in order to achieve social justice. ACE can help adults maintain certifications, fulfill job requirements and stay up to date on new developments in their field and self-development in other spheres of life. ACE leads to the growth of the whole society by enabling citizens to keep up with societal change and maintain good social order.

As highlighted in Kenya's Vision 2030, the country endeavors to develop the relevant human resource base through, among others, ACE where the Directorate of Adult and Continuing Education in the Ministry of Education is responsible for provision of basic adult education. In Kakamega County, the Directorate implements ACE in five (5) major programmes; Basic literacy, Post Literacy, ACE Primary, ACE Secondary and Computer Literacy.

There are a total of one hundred and seventy five (175) centres offering ACE programmes i.e. Basic literacy (108), Post Literacy (37), ACE Primary (17) and ACE Secondary (13). The teaching staff in the ACE Centres comprises of full-time instructors (26) who are permanent civil servants and part-time instructors (95) who work on contract terms. During the first quarter of 2022, the total enrollment in ACE Centres was 1,762 comprising of 1,087 females and 675 males. However, the average attendance is 67.60%.

2.2.10 Technical, Vocational Education and Training

Skills and competencies are provided through Technical, Vocational, Education and Training (TVET) institutions. This is critical for development of any society focused on generating its own wealth in a sustainable manner. The overall goal of TVET is to produce a critical mass of well-trained human resource to implement activities identified in Kenya's Vision 2030. At the devolved units, the focus should be placed on how to train the local people to help in the production of goods and services for socio-economic development.

Kakamega County is home to eight (8) public technical training institutions namely; Bushiangala TTI, Shamberere TTI, Mumias West TVC, Navakholo TVC, Wanga TVC, Sigalagala National Polytechnic, Kongoni TVC, Butere TVC. The national government is implementing a policy of establishing a technical training institute in every constituency which has led to an increase in the number of these institutions.

The technical training institutions have a teaching staff of 540 members comprising of 331 males and 209 females. As of 2021, the enrolment was 17,471 students comprising of 9,702 (55.53%) males and 7,769 (44.47%) females. The enrolment in the TVET institutions for the period 2018 – 2021 is presented in table 9.

Table 9: Enrolment in TVET Institutions

S/No.	Name of Institution	2018	2019	2020	2021
1	Bushiangala TTI	717	1,416	1,518	1,236
2	Shemberere TTI	1,291	1,489	1,872	2,280
3	Mumias West TVC	62	173	214	540
4	Navakholo TVC	-	-	52	172
5	Wanga TVC	-	150	63	208
6	Sigalagala National Polytechnic	7,318	8,757	8,078	11,099
7	Kongoni TVC	-	65	137	454
8	Butere TVC	908	969	1,213	1,482
	Total	**10,296**	**13,019**	**13,147**	**17,471**

Source: County Director, Technical, Vocational Education and Training, Kakamega County.

2.2.11 The Kenya Medical Training College (KMTC)

The Kenya Medical Training College (KMTC) is a State Corporation established for training Health professionals. The College is managed by the Ministry of Health, headquartered in Nairobi and has 71 Campuses distributed across 43 Counties. The College offers short courses

and academic programmes in Certificate, Diploma and Higher Diploma. Within the County, there are two Campuses, the Kakamega and Lugari Campus. Further, the College established an Annex Campus at Shianda during the rapid expansion period and has Campuses under construction at Iguhu in Ikolomani and Navakholo supported by the area Constituency Development Fund (CDF) who provided land and are undertaking construction of supportive infrastructure.

The Kakamega Campus was established in 1932 and is located in Kakamega town, next to the County Referral Hospital. The Campus offers the following courses; Diploma in Kenya Registered Community Health Nursing (KRCHN), Kenya Registered Nursing Midwifery, Medical Laboratory Sciences, Clinical Medicine & Surgery and Certificate and Diploma in Public Health, and Short Course in Community Health Development. The Campus has a student population of 1,120. The Lugari Campus located in Lugari Sub county was established in 2016 through a community initiative. The Campus offers Certificate courses in Community Health Assistant, Health Records and Information Technology, Foundation Course in Community Health and Public Health. The Campus has a student population of 161.

2.4 Review of Sector Financing

Since the year 2013 when County governments were established, the total budget allocation to the Department of Education, Science and Technology has been Ksh. 6,487,633,944 of which Ksh. 4,067,025,313 was spent, translating to a budget absorption rate of 62.69%. Figure 2 provides an analysis of variations in budget allocation and expenditure for the financial years 2013/14 to 2021/22 (half year up to 31st December, 2021).

Financing	FY 2013/2014	FY 2014/2015	FY 2015/2016	FY 2016/2017	FY 2017/2018	FY 2018/2019	FY 2019/2020	FY 2020/2021	FY 2021/2022
Total Sector financing	1,233,550,000.00	816,440,000.00	612,287,532.00	571,212,592.00	391,479,229.00	810,059,502.00	721,787,209.00	602,775,960.00	728,041,920.00
Actual sector Expenditure	497,823,942.00	469,754,628.00	467,844,702.00	478,798,315.00	378,687,464.00	688,979,018.00	671,585,960.00	345,239,767.00	407,270,177.00
Total county Financing	**1,731,373,942**	**1,286,194,628**	**1,080,132,234**	**1,050,010,907**	**770,166,693**	**1,499,038,520**	**1,393,373,169**	**948,015,727**	**1,135,312,097**

Figure 2: Variation in Budget Allocation and Expenditure
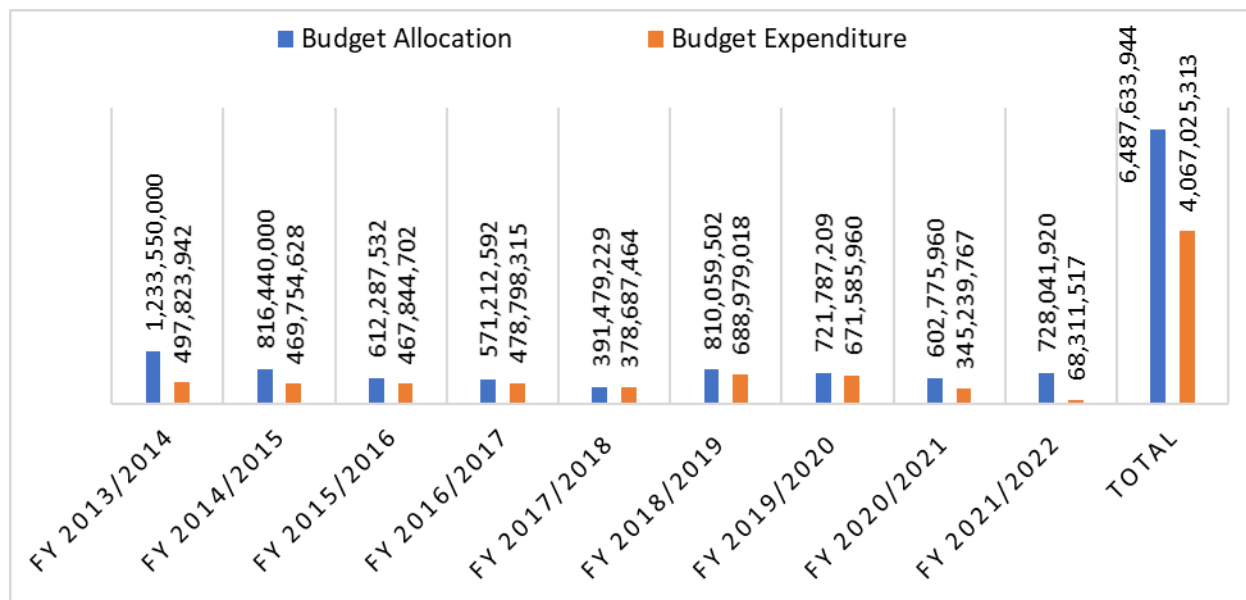
2.5 Sector Performance Trends and Achievements

Polytechnics Directorate

1. Established and operationalized 63 County Polytechnics with Board of Management (BOM) for each;

2. Increased enrolment in County Polytechnics by over 196 % from 3,555 trainees in 2013/14 to 9,559 trainees in 2021;

Figure 3: Enrollment of Trainees in County Polytechnics

	2014	2015	2016	2017	2018	2019	2020	2021
Polytechnic Enrolment	3,555	4,061	5,001	5,166	6,966	7,186	8,251	10,539
Percentage Increase	0.00	14.23	23.15	3.30	34.84	3.16	14.82	27.73
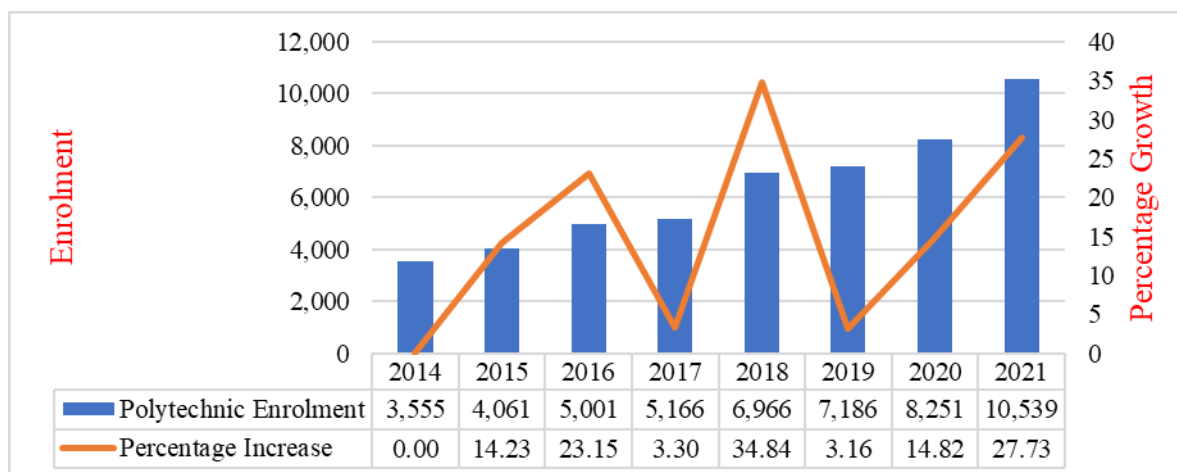
Source: Department of Education, Science and Technology, 2022

3. Recruited 331 Polytechnic instructors working in various polytechnics in the County;

4. Constructed 35 twin workshops and other infrastructure including classrooms, administration blocks, toilets, fencing polytechnic land and installation of gates;

5. Equipped all the 63 County polytechnics with assorted tools and equipment to a ratio of approximately 1 equipment to 2 trainees (1:2);

6. Supplied branded teaching and learning materials to all County Polytechnics;

7. Through the ATVET Programme implemented jointly with the Department of Agriculture, trained 1,609 farmers in the fields of agribusiness, aquaculture, dairy farming and horticulture;

8. Acquired 9.33 acres of land for establishment of new County Polytechnics in Bunyala West and Butali Chegulo wards;

9. Developed schemes of service for Polytechnic Instructors.

Photo 1: *H.E The Governor using ECDE furniture prepared by Matungu County Polytechnic*

ECDE Directorate

10. Established and operationalized 916 ECDE Centres across the County;

11. Increased enrollment in public ECDE Centres by 64.97% from 76,469 learners in 2013/14 to 124,500 learners in 2021;

Figure 4: Enrolment of Children in Public ECDE Centres

	2014	2015	2016	2017	2018	2019	2020	2021
ECDE Enrolment	75,469	76,983	87,465	102,531	107,777	112,219	117,475	124,500
Percentage Increase	0	2.01	15.90	35.86	42.81	48.70	55.66	64.97
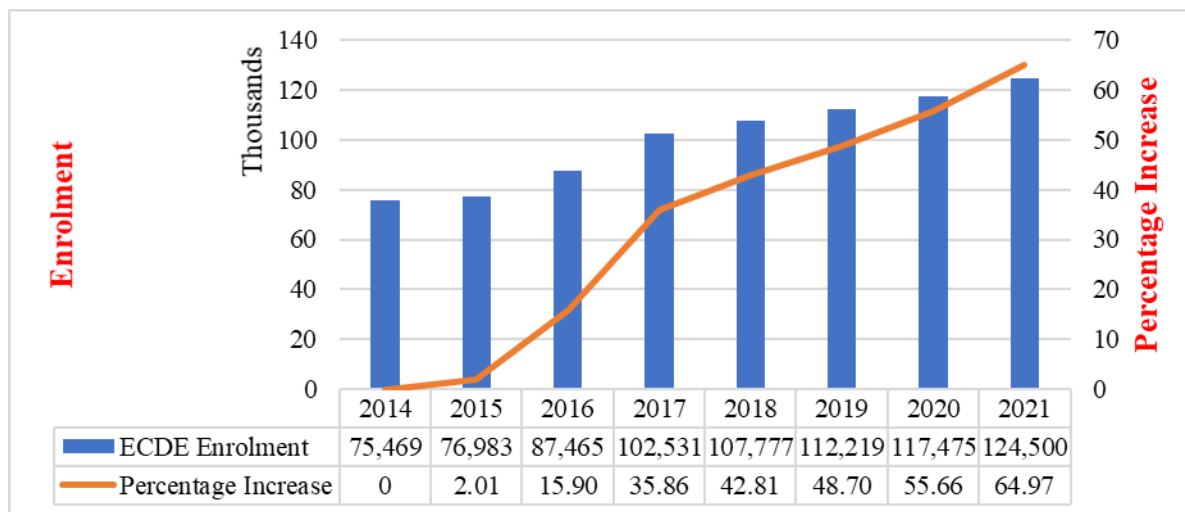
Source: Department of Education, Science and Technology, 2022

12. Recruited 2,016 ECDE teachers working in various ECDE Centres in the Sub county

13. Constructed 283 Public ECDE Centres with 578 ECDE Classrooms, 283 offices and stores, toilets and 5,000-litre water storage tanks;

14. Acquired 65,891 and 10,065 child-friendly chairs and tables respectively which were distributed to 638 ECDE Centres across the County;

15. Supplied branded teaching and learning materials to all ECDE Centres;

16. Developed schemes of service for ECDE Teachers;

17. Trained ECDE teachers on implementation of CBC and financial management.

Photo 2: *Kakamega primary ECDE Centre. The County government has constructed 316 ECDE Centres across the County*

Education Support Directorate

18. Constructed Administration and Tuition blocks (**Centres of Excellence**) in 25 secondary schools;

19. Constructed 11 **dormitory blocks** at Musingu Boys, Kilimo Girls, Mundoli Girls, Kongoni Secondary, Namirama Girls, Ingotse Boys, St. Peters Mumias Boys, St. Elizabeth Bumia Girls; Buchenya Girls and Mwihila Boys; Mutoma Girls;

20. Constructed administration **blocks** at Kilimo Girls; Bishop Sulumeti Girls; Mabole Boys; and in 10 primary schools;

21. Developed infrastructure facilities in 183 primary and secondary schools including classrooms (239) **staff quarters (1)**, **halls** (2), laboratory (3), computer laboratory (1), toilets and supplied furniture including desks, lockers, beds to 10 schools,

22. Constructed a **Dining hall, Modern gate** and **600 Metres tarmac road** at Kakamega High School;

23. Established a County Higher Education Loans Scheme administered by HELB that has benefited **7,781 students** while County Afya Elimu Fund has benefited **1,107 students**;

24. Established the Ward Bursary Scheme that has disbursed bursary to **137,782 students;**

25. Established a County University **Education Scholarship** Scheme for supporting bright and needy students that has benefited **70 students** studying in local universities and Shanghai university in China;

26. For the period 2013 – 2018, contracted **545 BOM** teachers in secondary schools across the County;

27. Purchased a Mini Bus for Musoli Boarding primary school.

Photo 3: *Some of the beneficiaries of County Scholarship Programme studying in China*

2.6 Sectoral Development Issues

The development issues, their causes and available opportunities as identified during stakeholder meetings are presented in table 10.

Table 10: Sector Development Issues, Causes and Opportunities

Sub-Sector	Development issues	Causes	Opportunities
Early Childhood Development	Inadequate access to early	Inadequate ECDE infrastructure	Existing Primary schools to act as ECDE Centres; Availability of partners;
		Poverty leading to child	Community socio-economic empowerment

Sub-Sector	Development issues	Causes	Opportunities
and Education	childhood education	labor	programmes available (Social safety programmes)
		Food insecurity	Agricultural extension officers available to support uptake modern farming technologies
	Poor quality and standards of education	Inadequate qualified human resource (teachers and field staff)	Availability of trained teachers who are unemployed
		Inadequate teaching and learning materials	Availability of learning materials commercially and locally
		Inadequate ECDE infrastructure	Funding by the government Availability of partners
	Poor health, nutrition and sanitation status in public ECDE Centres	Lack of policy to support feeding programme Lack of funding Poor sanitation and hygiene practices	Availability of partners to support Dairy factory being established to partner in food provision
	Lack of equity and inclusivity in early child education	Inadequate trained personnel Lack or equipment and resources	Availability of trained teachers on special education who are unemployed Availability of policies Partners available to support
	Inadequate childcare facilities	Lack of policy	KICD developed curriculum Partners available to support development Availability of private sector support
Vocational Training	Inadequate access to Vocational Training	Inadequate infrastructure	Availability of community support Availability of alternative funding sources Policy developed by CBC under TVETA
		Long distances to Vocational Training Centres	Available land to establish training centres
		Inaccessibility caused by poor road infrastructure	County Government support in improving road infrastructure
		High poverty levels	Community socio-economic empowerment programmes available (Social safety programmes) Capitation funding by County Government
	Poor quality and standards of training	Inadequate human resource (instructors and field staff)	Availability of trained instructors who are unemployed
		Unavailability of skilled human resource in some trades	TVET Curriculum (CDACC and CBET) available National Qualification framework available
		Inadequate training and learning materials	Capitation funding by County Government
		Poor motivation	Approved schemes of service for implementation
		Inadequate training infrastructure in VTCs	Funding by the government
	Mismatch between skills taught and labor market demands	Inadequate modern tools; Inadequate academia-industry partnership Lack of refresher courses for instructors	Availability of industries and research institutions for partnerships Available funding by government for training staff
	Inadequate Community support and	Inadequate community sensitization on importance of technical	Availability of administrative structures to support sensitization; Regulatory framework in place;

Sub-Sector	Development issues	Causes	Opportunities
	stigmatization	and vocational training	Department of ACE and Vocational Training to support sensitization ATVET Programme to support modern agricultural training
	Poor health and safety measures while undertaking practical lessons	Inadequate sensitization; Inadequate funding;	Increase funding to acquire safety gears Available insurance policy Availability of policies
	Lack of equity and inclusivity in vocational training	Inadequate trained personnel for SNE trainees Inadequate equipment and resources	Availability of trained instructors on special education who are unemployed Availability of policies Partners available to support
	Lack of home craft centres	No policy to enable establishment Lack of infrastructure	Existing community driven home craft centres Existence of CBET curriculum that recognizes short term competent courses.
Education Support	Inadequate learning infrastructure	Inadequate funding	Partners available to support Budgetary allocation
		Inadequate qualified human resource	Availability of trained human resource in the market
	Inadequate Student financing	High poverty levels	Partners available to support
		High cost of education	Government support

2.7 Crosscutting Issues

The cross-cutting issues as identified by the sector stakeholders are presented in table 11. The main cross-cutting issues discussed are HIV&AIDS, Persons Living with Disabilities, Nutrition, ICT, Poverty, Drug and Substance Abuse, Gender based violence, teenage pregnancies, Disaster Management and Risk Reduction, Environment and Climate Change, Women, Youth and PWD and Mental health. For each issue, the discussion presents the current situation, how it is affecting the sector, the existing gaps (policy, legal and institutional), measures and recommendations for addressing the gaps.

Table 11: Sector Cross-Cutting Issues

Cross- cutting Issue	Current Situation	Effects of the Issue on the sector	Gaps (policy, legal and institutional)	Measures for addressing the gaps
HIV&AIDS	HIV prevalence is 4.0%. The prevalence	Reduction in budgetary allocation	HIV&AIDS policy does not cover all sub-sectors	Domestication of the National Policy to county

Cross- cutting Issue	Current Situation	Effects of the Issue on the sector	Gaps (policy, legal and institutional)	Measures for addressing the gaps
	among women is higher (4.9%) than that of men (3.0%)			specific Awareness creation
Persons Living with Disabilities	Constitutes approximately 1.3% of the county's population	Integration of SNE into programmes and plans	Inadequate trained teachers and instructors on special needs education	Recruit and train more human resource Enforce the policies
Nutrition	Malnutrition among ECDE children	Learning time wasted on treatment	Lack of policy on feeding in place; No funding for food	Develop a feeding policy Allocate adequate funding
ICT	Low ICT penetration and use in learning institutions	Mismatch of skills taught and labor market requirements	Lack a policy on ICT for ECDE and County polytechnics	Develop policy Allocate budget to enhance learning
Poverty	High poverty levels in the County	Children forced to stay at home due to lack of food; Children forced to work (Child labor)	Supporting poor households improve their economic situation	Available community socio-economic empowerment programmes available; Capitation funding by County Government
Drug and Substance Abuse	High use of drugs and substances	Absenteeism Abuse at home	Enforcing the available laws and policies	Creating community awareness
Gender based violence	Experienced across the County	Absenteeism and low concentration	Victims not reporting	Creating community awareness
Teenage pregnancies	Prevalence is high	Drop-out from learning institutions; Low completion rates	Victims not reporting	Creating community awareness
Disaster Management and Risk Reduction	Major disasters include road accidents from trailers and boda boda, collapse of mines and quarries, lightning, fires, floods along major rivers and landslides	Diversion of budgetary allocation to mitigate the effects of the disaster	Inadequate funding of mitigation strategies; Lack of early warning systems; Lack of disaster risk, reduction preparedness plans.	Develop and implement disaster risk reduction preparedness plan
Environment and Climate	Occurrence of disasters;	Diversion of budgetary	Lack of a climate change mitigation	Develop a climate change mitigation

Cross- cutting Issue	Current Situation	Effects of the Issue on the sector	Gaps (policy, legal and institutional)	Measures for addressing the gaps
Change	Erratic weather patterns	allocation	and adaptation plan	and adaptation plan
Women, Youth and PWD	Low rate of participation in governance	Lack of inclusivity and participation in community development	Lack of community awareness	Creating awareness to facilitate women and youth to participate and benefit equally from governance systems
Mental health	Increasing cases of mental stress among teachers and learners	Compromised service delivery and increased school drop-out rates	Inadequate guiding and counselling services and work-related sensitization	Undertake periodic guiding and counselling services and work-related sensitization

2.8 Emerging Issues

The emerging issues and the interventions in place or proposed to mitigate the negative effects or harness the positive effects are presented in table 12.

Table 12: Analysis of Sector Emerging Issues

S/No	Emerging issues	Measures to mitigate the negative effects or harness the positive effects
1.	Reforms in education – Change of education curriculum, KNEC Assessment procedures and regulations	• Capacity building of staff • Community sensitization • Allocate additional funding for implementation • Development of instructional materials for new curriculum • Shift from summative to both formative and summative evaluation • Shift from academic to skills and competencies
2.	Integrating ECDE and vocational training into formal education system	• Develop policy to allow harmonious integration and operations between the CG and NG
3.	Covid-19	• Immunization • Awareness creation • Observe hygiene
4.	Mainstreaming SNE	• Mainstreaming to allow absorption of special needs learners
5.	Increasing demand for technical skills	• Expand capacity of VTCs institutions to match demand of technical skills

S/No	Emerging issues	Measures to mitigate the negative effects or harness the positive effects
6.	Radicalization and violent extremism	• Involve all religious leaders and security agencies in creating awareness

2.9 Challenges

The Department has faced the following challenges:

i) Inadequate funding which has negatively impacted on the sector's ability to meet development needs and not able to cater for the many needy cases of student financing;

ii) Uniform allocation of funds to projects without considering issues like terrain and topography of the area which attracts variation in contracts;

iii) Low repayment of the HELB funds that was expected to be a revolving fund hence affecting later beneficiaries;

iv) Delayed disbursement of funds from the exchequer has interfered with implementation of projects and payment of bursary and HELB funds to beneficiaries;

v) Political interference especially in project citing;

vi) Land disputes and prolonged court cases that delay the commencement of projects.

vii) Lack of enough personnel both at County head office, field offices, polytechnic instructors and ECDE teachers;

viii) High poverty prevalence;

ix) Mismatch between skills taught and labor market demands;

2.10 Lessons Learnt

i) Need to assess land for establishing infrastructure to address issues like terrain and topography before allocation of funds to projects;

ii) Need to enhance collaboration with the national government, other County departments like the Public Works, other agencies and the Community to ensure smooth implementation of projects;

iii) Procurement process should be initiated early to ensure that projects commence in time and are completed within the planned period;

iv) Need to lobby for increase in budgetary allocation for development needs and support student financing;

v) There is need to enhance resource mobilization strategies through establishment of strategic partnerships to bridge revenue shortfall.

vi) Increased public participation can help mitigate the challenge of political interference;

CHAPTER III: SECTOR DEVELOPMENT STRATEGIES AND PROGRAMMES

3.1 Sector Vision, Mission and Goal

3.1.1 Sector Vision

Globally competitive in education, training, research and innovation for sustainable development.

3.1.2 Sector Mission

To provide, promote, and coordinate quality lifelong education training integration for science and technology and innovation for social development.

3.1.3 Sector Goal

To promote access, equity, quality and relevant education and training, manage vocational training, ECDE and strengthen strategic partnerships and linkages in promotion of education in the County.

3.2 Sector Development Objectives and Strategies

The sector development issues identified by stakeholders, the development objectives and strategies to be used are presented in table 13.

Table 13: Sector Developmental Issues, Objectives and Strategies

Sub-Sector	Development issues	Development Objective	Development Strategies
Early Childhood Development and Education	Inadequate access to early childhood education	To increase enrolment rate in ECDE Centres	• Construct ECDE classrooms; • Establish feeder ECDE Centres and second trained teachers there; • Create community awareness on importance of early child education and childrens' right to education; • Liaise with transport sector to develop road infrastructure; • Review of existing regulatory and policy guidelines • Introduce a school feeding program
	Inadequate In Service Teacher Training	To improve the quality and standards of early child	• Recruit more trained personnel • Capacity building • Decentralization of training mandate to relevant

Sub-Sector	Development issues	Development Objective	Development Strategies
		education	sectors; • Train teachers in first aid and safety • Enhance quality assurance and standards • Increase budgetary allocation for acquisition of learning and instructional materials • Encourage use of locally available learning materials • Enhance partnerships with both private and public publishers; • Implement a scheme of service; • Improve the working conditions through appropriate facilitation, provision of office space;
	Inadequate childcare facilities	To support holistic development of children below 4 years	• Establish Childcare centres • Recruit trained personnel • Equip childcare centres with appropriate facilities • Establish partnerships with relevant stakeholders to promote childcare
Vocational Training	Inadequate access to Vocational Training	To increase enrolment rate in vocational training Centres	• Construct classrooms, workshops and other infrastructure; • Establish additional CPs; • Enhance community sensitization on importance of vocational training; • Liaise with transport sector to improve road infrastructure; • Review existing regulatory and policy guidelines
	Mismatch between skills taught and labor market demands	To equip trainees with relevant skills required in the labor market	• Acquire adequate modern and relevant tools and equipment • Develop academia-industry partnerships; • Enhance refresher courses for instructors; • Strengthen quality assurance; • Encourage uptake of IGAs in the CPs; • Benchmark with best practices; • Review curriculum and align the courses offered in CPs to market demands • Implement CBET. • Implement ATVET Programme and Soil Mangement
	Poor quality and standards of training in CPs	To improve the quality and standards of training provided in CPs	• Capacity building; • Facilitate instructors to go for pedagogical training • Decentralization of training mandate to relevant sectors; • Train Instructors in first aid and safety; • Enhance quality assurance and standards; • Increase budgetary allocation to acquire tools & equipment, learning and instructional materials; • Enhance partnerships with both private and public publishers; • Implement a scheme of service; • Increase trades offered in vocational training centres
	Inadequate Community support and stigmatization	To change the negative attitude and perception of community towards training provided in CPs	• Community sensitization on technical education; • Improve physical infrastructure in CPs; • Encourage all gender to enroll for all courses provided; • Train courses based on the needs of surrounding community; • Undertake CSR Initiates;

Sub-Sector	Development issues	Development Objective	Development Strategies
			- Mentorship of CPs by established technical institutions and private sector; - Encourage IGAs ,exhibitions and establish and commemorate Annual County Polytechnics open Day; - Undertake annual graduation for trainees; - Encourage co-curricular activities; - Support trainees with Start-up capital; - Revise the Polytechnic Act
	Poor health and safety measures while undertaking practical lessons	To improve the health and safety of trainees while undertaking practical lessons	- Provision of clean and safe water; - Sensitization of trainees and community on hygiene and safety measures; - Provision of personal protective equipment to trainees; - Provide insurance to buildings, equipment and trainees; - Provide safety posters in workshops; - Enforce OSHA
	Lack of equity and inclusivity in vocational training	To improve equity and inclusivity in VTCs	- Recruit instructors trained in SNE; - Provide in-service training on SNE to instructors; - Partner with stakeholders to promote SNE; - Community sensitization; - Encourage all gender to enroll for all courses provided; - Establish SNE CPs;
	Lack of homecraft centres	To nurture local talent and support development of apprenticeship	- Establish homecraft centres; - Recruit trained personnel; - Community sensitization; - Develop policy on homecraft centres; - Establish partnerships with relevant stakeholders to promote homecraft centres; - Support marketing of homecraft centres
Education Support	Inadequate learning infrastructure	To improve learning environment in institutions within the County	- Acquire land; - Support infrastructure development; - Support development of human resource;
	Inadequate Student financing	To promote access to quality education and training by needy students/trainees	- Provision of student financing; - Development of strategic partnerships to support students access education;

Photo 4: *Staff members displaying uniform made by trainees at Shianda County Polytechnic. The County government is encouraging uptake of income generating activities by polytechnics to make them sustainable*

3.3 Sector Programmes and Interventions

This section provides the programmes, their objectives and the key interventions for the plan period 2022 – 2032.

3.3.1 Early Childhood Development and Education

a) Development Issue 1: Access to Early Childhood Education

The objective is to ensure that all children aged 3 – 6 years access quality early childhood development and education. The key interventions to be taken to ensure this is achieved include;

i)   Create community awareness on importance of early child education and children right to education
ii) Develop supportive infrastructure in all ECDE Centres;
iii) Establish feeder ECDE Centres
iv) Review of existing regulatory and policy guidelines

b) Development Issue 2: Poor Quality and Standards of Education

The objective is to improve the quality and standards of early child education. The key interventions to be taken to ensure this is achieved include;

i) Recruit more trained personnel;
ii) Capacity building through in-service training;
iii) Enhance quality assurance and standards;
iv) Increase budgetary allocation to acquire learning and instructional materials;
v) Encourage use of locally available learning materials;
vi) Create partnerships with both private and public publishers;
vii) Implement a scheme of service;
viii)   Improve the working conditions through appropriate facilitation, provision of office space e.t.c

c)   Development Issue 3: Trends in Education

The objective is to ensure teachers are equipped with relevant and market driven skills. The key interventions to be taken to ensure this is achieved include;

i) Provide in-service training to teachers and officers
ii) Enhance budgetary allocation for training
iii) Integrate ICT into teaching and learning
iv) Renovate the ECDE Teacher resource centre at Eshisiru
v) Establish new teacher resource centres in all Sub-counties

d)   Development Issue 4: School Feeding for ECDE Children

The objective is to enhance health and nutritional status of learners. The key interventions to be taken to ensure this is achieved include;

i) Budgetary allocation for feeding programme
ii) Develop partnerships with stakeholders;
iii) Benchmarking with other organizations
iv) Create Community awareness

e)   Development Issue 5: Health and sanitation status

The objective is to improve the health and sanitation status of learners. The key interventions to be taken to ensure this is achieved include;

i) Provision of clean and safe water
ii) Training in first aid and safety
iii) Create awareness to learners and community on proper hygiene
iv) Liaise with MOH for immunization and deworming children
v) Liaise with partners in treatment and eradication of jiggers

f)   Development Issue 6: ack of equity and inclusivity in early childhood education

The objective is to improve equity and inclusivity in early childhood education. The key interventions to be taken to ensure this is achieved include;

   i)   Establish SNE Centres
   ii) Recruit teachers trained in SNE
   iii) Provide in-service training on SNE to ECDE teachers
   iv) Partner with stakeholders to promote SNE
   v)   Create community awareness on the rights of children living with disabilities;

g)   Development Issue 7: Inadequate childcare facilities

The objective is to support holistic development of children below 4 years. The key interventions to be taken to ensure this is achieved include;

   i)   Develop policy on childcare facilities
   ii) Develop curriculum on Childcare;
   iii) Establish Childcare centres
   iv) Recruit trained personnel
   v)   Equip childcare centres with appropriate facilities
   vi) Establish partnerships with relevant stakeholders to promote childcare;

3.3.2   Promotion of Vocational Training

h)   Development Issue 8: Inadequate access to Vocational Training

The objective is to increase enrolment rate in vocational training Centres. The key interventions to be taken to ensure this is achieved include;

   i)   Create community awareness on importance of technical skills and encourage eligible persons to enroll in CPs
   ii) Develop and improve training infrastructure in CPs
   iii) Acquire land for expansion and establishment of additional CPs
   iv) Review of existing regulatory and policy guidelines

i)   Development Issue 9: Mismatch between skills taught and labor market demands

The objective is to equip trainees with relevant skills required in the labor market. The key interventions to be taken to ensure this is achieved include;

   i)   Acquire adequate modern and relevant tools and equipment

ii) Develop academia-industry partnerships and support industrial attachment
iii) Enhance refresher courses for instructors
iv) Strengthen quality assurance
v) Benchmark with best practices
vi) Encourage uptake of IGAs in the CPs
vii) Review curriculum and align courses offered in CPs to market demands
viii)   Implement Competency Based Education and Training (CBET).

j)   Development Issue 10: Poor quality and standards of training in CPs

The objective is to improve the quality and standards of training provided in CPs. The key interventions to be taken to ensure this is achieved include;

i) Recruit more trained personnel
ii) Capacity building through provision of in-service and industrial training
iii) Enhance quality assurance and standards
iv) Acquire more up to date tools and equipment, learning and instructional materials
v) Encourage use of locally available learning materials
vi) Enhance partnerships with both private and public publishers
vii) Implement a scheme of service
viii)   Improve the working conditions of instructors
ix) Provide mentorship and talent development
x) Undertake research in education and training
xi) Integrate ICT into teaching, learning and training
xii) Increase trades offered in CPs

k)   Development Issue 11: Inadequate Community support and stigmatization

The objective is to change the negative attitude and perception of community towards training provided in CPs. The key interventions to be taken to ensure this is achieved include;

i) Create Community awareness on importance of technical skills provided in CPs
ii) Improve physical infrastructure in CPs
iii) Encourage all gender to enroll for all courses provided
iv) Train courses based on the needs of surrounding community
v) Promote uptake of CSR activities by CPs
vi) Mentorship of CPs by established technical institutions and private sector
vii) Support uptake of IGAs and exhibitions
viii)   Develop exhibition rooms at entry point in all CPs
ix) Establish and commemorate Annual County Polytechnics Open Day
x) Undertake annual graduation for trainees
xi) Encourage co-curricular activities among the CPs

xii) Support graduating trainees with Start-up capital

l)   Development Issue 12: Poor health and safety measures while undertaking practical lessons.

The objective is to improve the health and safety of trainees while undertaking practical lessons. The key interventions to be taken to ensure this is achieved include;

i)   Provision of clean and safe water;
ii)   Sensitization of trainees and community on hygiene and safety measures
iii) Train instructors and trainees in first aid and safety
iv)   Provision of safety gears to trainees
v)   Provide insurance for instructors, trainees and equipment
vi)   Provide safety posters in workshops
vii) Enforce Occupational Safety and Health Act (OSHA)

m)   Development Issue 13: Lack of equity and inclusivity in CPs

The objective is to improve equity and inclusivity in CPs. The key interventions to be taken to ensure this is achieved include;

i)   Recruit instructors trained in SNE
ii)   Provide in-service training on SNE to instructors
iii) Partner with stakeholders to promote SNE
iv)   Create Community awareness on importance of technical skills for both gender and PWDs
v)   Encourage all gender to enroll for all courses provided
vi)   Establish CPs for trainees with special needs
vii) Provide Specialized tools and equipment to trainees with special needs and disabilities

n)   Development Issue 14: Lack of home craft centres

The objective is to nurture local talent and support development of apprenticeship. The key interventions to be taken to ensure this is achieved include;

i)   Develop policy on home craft centres
ii)   Establish home craft centres;
iii) Recruit trained personnel
iv)   Create community awareness
v)   Establish partnerships with relevant stakeholders to promote home craft centres
vi)   Support marketing of products from homecraft centres

***Photo 5:** Polytechnic trainees*

3.3.3   Education Support Services

o)   Development Issue 15: Inadequate learning infrastructure

The objective is to improve learning environment in primary, secondary and tertiary learning institutions within the County. The key interventions to be taken to ensure this is achieved include;

i)   Acquire land for establishment and expansion of education institutions
ii)   Support infrastructure development;
iii)   Support development of capacity of human resource.

3.3.4   Student Financing

p)   Development Issue 16: Inadequate Student financing

The objective is to ensure that needy students/trainees are adequately funded to fully participate and complete their education and training as scheduled in the curriculum. The key interventions to be taken to ensure this is achieved include;

i)   Enhance budget allocation for student financing;
ii)   Provision of student financing to needy students/trainees;

iii) Development of strategic partnerships to support students access education;

3.3.5 Administrative and Support Services

q)   Development Issue 17: Service delivery

The objective is to improve service delivery, promote knowledge sharing, learning and strengthen governance and accountability. The key interventions to be taken to ensure this is achieved include;

i)   Undertake human resource planning and management;
ii) Enforce the public officers code of conduct;
iii) Develop and enforce service delivery standards;
iv) Effective planning, support and coordination in implementation of programmes;
v)   Organize and hold an annual education day involving all stakeholders of education and training in the County;
vi) Capacity building of all teachers, instructors and officers;
vii) Operationalize an automated monitoring, evaluation and reporting system

3.4 Sector Flagship Projects

The sector flagship projects are presented in table 14.

Table 14: Sector Flagship Projects

Project Name	Outcome	Description of Key Activities	Time Frame	Beneficiaries (No.)	Estimated Cost (Ksh Millions)	Source of Funds	Implementing Agency
ECDE Resource Centre	Improved quality and standards of learning in ECDE Centres	Construction of 12 No. Resource Centres	2022 – 2032	ECDE Teachers	840	CGK	DOEST
County Polytechnics production units	Improved practical learning	Establish income generating activities through production units in 44 No. County polytechnics	2022 – 2027	44 Polytechnics	220	CGK	DOEST
University Education Scholarship Scheme	Improved access to quality education and training by needy students	Award of scholarship	2022 – 2032	12 Students enrolled annually	250	CGK	DOEST Participating universities

Project Name	Outcome	Description of Key Activities	Time Frame	Beneficiaries (No.)	Estimated Cost (Ksh Millions)	Source of Funds	Implementing Agency
Higher Education Loan Scheme	Improved access to quality education and training by needy students	Award funds	2022 – 2032	Students enrolled in colleges and universities	100	CGK	DOEST HELB

3.5 Cross-Sectoral Linkages

In implementation of the sector plan, there will be cross-sector linkages and therefore need to develop mechanisms/actions on building synergies and addressing adverse effects. For each programme, the considerations that will be made in respect to harnessing cross-sector synergies and mitigation measures that may be adopted to avoid or manage potential adverse cross-sector effects are presented in table 15.

Table 15: Cross-Sectoral linkages

Programme Name	Linked Sector	Cross-sector Linkages		Measures to Harness or Mitigate the Effects
		Synergies	Adverse Effects	
ECDE Feeding	Agriculture	Provide market for farm produce	Displacement of people	Partner with education institutions to modernize farming Develop resettlement plan for displaced persons; Value addition
	Health	Improving health status of learners	-	Engage more partner to upscale the programme
	Environment	-	Pollution from packaging materials	Comply with NEMA guidelines
ATVET	Agriculture	Modernizing agricultural production	-	Increase enrolment into the programme and expand to other institutions
		Increased acquisition and dissemination of agricultural skills, knowledge and technologies		
Education,	All Sectors	Create a pool	-	Allocate more resources to

Programme Name	Linked Sector	Cross-sector Linkages		Measures to Harness or Mitigate the Effects
		Synergies	Adverse Effects	
training and scholarships		of skilled labor force		enhance training provision

3.6 Stakeholder Analysis

The different stakeholders relevant to the sector and possible areas of collaboration are presented in table 16.

Table 16: Analysis of Sector Stakeholders, Roles and Collaboration Areas

S/No.	Stakeholder	Possible areas of Collaboration
1.	UNICEF	• Expatriate support in development of policy documents • Support in development of instructional materials • Support in funding feeding programmes
2.	World Vision Kenya	• Infrastructure development in ECDE Centres • Support in funding feeding programmes • Provision of learning materials • Training of teachers
3.	Ministry of Education	• Policy and curriculum development • Quality assurance • Assess and registration of institutions • Conduct examinations and award certifications
4.	Ministry of Health	• Support immunization and deworming learners • Sanitation and hygiene
5.	Ministry of Interior and Coordination of National Government	• Provision of security • Public awareness and sensitization
6.	NEMA	• Environmental assessment
7.	TSC	• Regulation of teaching profession
8.	KICD and CDACC	• Curriculum development • Development of instructional materials • Conduct lessons
9.	Kenya Technical Teachers College	• Training technical teachers in methodology
10.	TVETA	• Registration of Vocational training centres
11.	MMUST	• Research
12.	HELB	• Administration of student support funds
13.	USAID	• Expatriate support in development of policy documents • Training of staff
14.	Private Sector	• Support industrial attachment of trainees

S/No.	Stakeholder	Possible areas of Collaboration
		• Facilitate in-service training of instructors
15.	County Government Departments and agencies	• Support ATVET training • Employee recruitment, training and discipline • Technical services during construction
16.	GIZ	• Support ATVET training

CHAPTER IV: IMPLEMENTATION MECHANISMS

4.1   Institutional and Coordination Framework

4.1.1   Institutional Arrangement

The various institutions and their specific roles in the implementation of this Sector plan are presented in table 17. The institutions range from County Government Departments and Agencies as well as other players such as the National Government Ministries, Departments and Agencies (MDAs), the Civil Society, development partners among others.

Table 17: Sector Institutions and their Role

S/No.	Stakeholder	Role
1.	County Assembly	Legislation, budget allocation and oversight
2.	NG-CDF	Construction, rehabilitation and equipping of education facilities
3.	Religious organizations	Participate in decision making and sponsorship of education facilities
4.	CSOs/FBOs/NGOs	Creation of awareness on rights and privileges of the public. Promotion of good governance.
5.	Community/Citizen	Active participation in development and decision making and enhance sustainability of projects and programmes.
6.	Development Partners	Inject resources in form of credit, grants and material and technical support.
7.	National Government MDAs	Policy formulation, guidance, service provision, enforcement of rules and regulations and quality assurance.
8.	Kenya National Bureau of Statistics (KNBS)	Collection and dissemination of consumable data for planning purposes
9.	Business community/Industries/ Private Sector	Provides market directly and indirectly; Provides opportunity for attachment/internship/in-service training Create employment opportunities.
10.	National Council for Persons with Disability	Support educational institutions for physically challenged persons
11.	Higher learning/Research Institutions	Undertaking research and dissemination of findings to all stakeholders; Mentoring VTCs
12.	SAGAs e.g. HELB, KICD, KNBS,	Facilitate access to education

S/No.	Stakeholder	Role
	KNEC, KLB	
13.	Finance Institutions	Avail affordable credit and support disbursement of funds

4.1.2   Coordination Framework

The coordination framework, elaborated through the organization structure defines how activities such as task allocation, coordination and supervision are directed towards the achievement of an organizational goals. The implementation of this sector plan will be executed by the Department of Education, Science and Technology supported by relevant County and National Government departments/agencies. Such support may include supervision on project implementation, sourcing of goods and services and provide sector policy direction and technical knowledge.

The organization structure, as elaborated in figure 3 is designed to ensure effective coordination of the implementation of the Sector plan based on the mandates. The structure exists to enable the performance of work activities in line with an organization's strategy and is designed around the mandate of the organization. The Department will be headed by a County Executive Committee Member and a Chief Officer appointed by the Governor. There are four directorates headed by Directors assisted by several technical staff. The Directorates are; Vocational Training; ECDE; Education Support; and Administration and Support Services.

The County Executive Committee Member is responsible for overall administration and providing policy direction. The Chief Officer is responsible for coordination and administration and is the accounting and authorized officer. The Directorates of Vocational Training is responsible for management of vocational training in polytechnics; ECDE is responsible for management of child development and learning in public ECDE centres; Education Support is responsible for implementing education support programmes such as infrastructure development in primary and secondary schools and student financing while Administrative and Support services is responsible for providing support services to all the directorates to ensure efficient and effective service delivery.
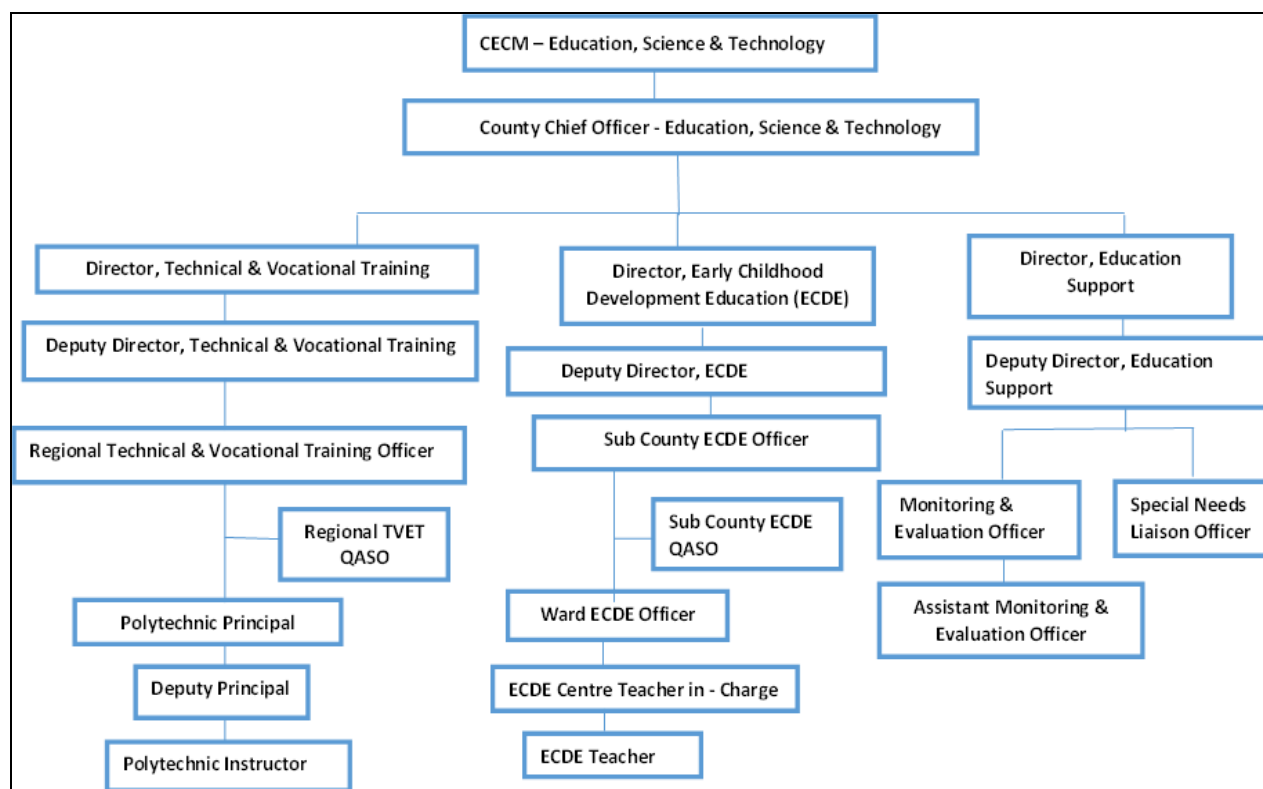
4.1.3   Financing Mechanism

The programmes identified in this sector plan will be funded by the County Government of Kakamega through monies appropriated by the County Assembly. Other sources of funding will be conditional grants from the national government and support from development partners. The total cost of implementing the programmes identified in the sectoral plan is Ksh. 25,816. The financing sources will mainly be the county government budgets, support from national budgets, Public- Private Partnerships, development partners, private sector, among others. The cost of funding the Sector plan and the funding sources is presented in table 18.

Table 18: Sector Financing

S/No.	Subsector	Budget (Ksh. Millions)	Source of Funds	
			CG	Others (Explain)
1	ECDE	10,725	CG	Development partners;
2	Vocational Training	6,387	CG	
3	Education Support Services	1,223.5	CG	
4	Administration and Support Services	112	CG	NG Grants
	Total	**18,448**		

4.1.4   Capacity Development

The implementation of this sectoral plan will face challenges if the identified capacity gaps are not addressed. Table 19 highlights some of the capacity gaps and proposed measures to address the gaps.

Table 19: Sector Capacity Gaps

S/No.	Capacity Gap	Measures to address the gap
1.	Teachers/Instructors trained in SNE	Recruit teachers and trained in SNE; Trained available teachers in SNE
2.	Inadequate human resource	Identify the human resource gaps and recruit suitable trained teachers, instructors and officers
3.	Lack of knowledge in new technology traits	Identify new traits and support in-service training/industrial training for instructors
4.	Outdated training tools and equipment	Identify outdated tools and equipment and acquire modern ones
5.	Inadequate funding	Lobby for additional funding and identify partners to support the funding deficit
6.	Monitoring, Evaluation and Reporting	Develop systems to support periodic monitoring, evaluation and reporting

4.2   Risk Management

The possible risks identified that may hinder implementation of the sectoral plan and measured proposed to mitigate the impact of the risks are indicated in Table 20.

Table 20: Risks, Levels, Owners and Mitigation Measures

Risk	Risk Level	Risk owner	Mitigation Measures
Political interference	High	Political leaders	Civic education and political tolerance
Inadequate revenue to implement the plan	High	CG, NG	Expanded revenue streams Sealing of loopholes in revenue leakage.
High rate of technological trends	Low	Sector	Continually train staff in new technological trends

CHAPTER V: MONITORING, EVALUATION, REPORTING AND LEARNING

5.1 Introduction

Monitoring and evaluation framework is critical to enable tracking the implementation of the programmes identified in the sector plan. This section presents the Monitoring and evaluation framework that will be put in place and reporting mechanisms that promotes knowledge sharing and learning.

5.2 M & E Reporting Structures

Monitoring of the entire process from planning, designing and implementation is important as it keeps the planned activities in check, reduces duplication and allows for remedial measures to be taken and ensures the projects/programmes delivery on time. The Department M & E Committee comprising the sectional heads and chaired by the Chief Officer together with the Monitoring and Evaluation Unit in the Directorate of Economic Planning will monitor progress of implementation of projects and programmes. The Committee will carry out annual, mid-term and end-term review of the progress of implementation of planned projects and prepare reports for submission to relevant personnel for action. The Department has put in place a Monitoring and Evaluation System that is in line with and will complement the County Integrated Monitoring and evaluation System. To maximize learning and to ensure wider accountability, it will be necessary to share key information with partners, programme beneficiaries and the wider public.

5.3 Data Sources and Collection Method

The monitoring and evaluation framework will comprise technical officers from the Department of Education, Science and Technology, Public Works, Quality Assurance Officers and representation from the Directorate of Economic Planning. Data collection will be by physical observation of the projects and programmes being implemented, actual verification of items delivered where applicable and survey of stakeholders to ascertain the impact of the projects/programmes.

5.4   Types of Reports to be Produced and their Frequency and Consumers

Reporting is important as it provides feedback to establish the challenges, successes and weaknesses in the implementation of various projects and programmes and whether the set objectives have been met or are on course. The Plan will be evaluated annually, after five years and at the end of the plan period.   The reports prepared will outline the achievements in comparison to targets, facilitating factors and challenges faced and lessons learnt. The reports will be submitted to the Governor's office for information, use and dissemination to stakeholders including the County Assembly and the Public. Issues requiring policy interventions will be submitted to the County Executive Committee for action. The reports shall be stored manually in the manual files and also electronically and will be posted on the official County website.

The following reports will be prepared and disseminated;

i) **Annual Review Report (ARR)** – The report will evaluate all the activities undertaken during the year, clearly showing the milestones, challenges and outlining plans for the next year.

ii) **Mid-term Review Report (MTER)** – The report will be undertaken midway in the implementation of the sector plan to assess the extent to which the implementation is meeting plan objectives and timelines.

iii) **End-term Review Report (ERR)** – At the end of the Plan period, there will be an external evaluation carried out by an external evaluator. The task will lead to identification of achievements against performance indicators; constraints encountered during the plan period and make recommendations towards the development of the next plan.

5.5   Dissemination, Feedback Mechanisms and Citizens Engagement

After preparation of the reports, there shall be review meetings to assess the report and map a way forward. This will keep the plans' activities and outputs on track during implementation, and enable the relevant personnel to identify and take necessary actions to address any emerging issues. The reports will be disseminated to stakeholders including the County Assembly and

shared on County digital platforms where citizens will be given an opportunity to provide feedback.

5.6 Mechanism for Reviewing and Updating the Sectoral Plan

The Monitoring and Evaluation data will be analyzed and reports prepared for submission to the Governor for his information and appropriate action. These reports will outline in summary the period achievements, shortcomings, challenges faced and recommendations. Based on these reports, a decision to review or update the Sectoral plan will be made.

The monitoring and evaluation Matrix presented in table 21 will be used to effectively monitor the progress of implementation of programmes in the plan and eventually evaluate them.

Table 21: Monitoring and Evaluation Matrix

Programme	Outcome	Key Performance Indicator (KPI)	Baseline Value (2022)	Targets	
				Five Year	Ten Year
County Polytechnics	Increased enrolment and completion rates in County polytechnics	Number of trainees enrolled	9,559	15,000	25,000
		No. of employed polytechnic instructors	331	536	616
		Subcounty youth training officers employed	8	12	12
		Quality assurance officers	0	3	12
		Instructor to Course ratio	1:1	2:1	3:1
		No. of Polytechnics Open day commemorated	0	5	10
		No. of operational polytechnics	63	67	77
		Completion rate (%)	74	100	100
		Gender Parity ratio (Female to Male)	2:3	3:3	3:3
		Percentage of Polytechnic Trainees on Capitation	100	100	100
		Numbers of trainees enrolled for ATVET	1,609	4,609	7,609
		Tool Kit/ trainee ratio in County Polytechnics	1:5	1:2	1:1
		Polytechnic classrooms constructed	35	130	200
		Twin Workshops	36	78	92

Programme	Outcome	Key Performance Indicator (KPI)	Baseline Value (2022)	Targets	
				Five Year	Ten Year
		constructed			
		No. of Polytechnics with Food labs	0	14	28
		No. of exhibition rooms constructed	0	14	77
		No. of Polytechnics offering SNE	0	3	12
		No. of developed homecraft centres Policy	0	1	1
		No. of developed homecraft centres	0	3	12
		Reviewed Polytechnic Act	0	1	1
		Polytechnics connected to 3-Phase Electricity	13	63	77
		No. of polytechnic buses	3	12	24
		Constructed and equipped ICT Laboratory	0	14	28
		No. of acres of land purchased for establishment of new polytechnics	4.48	15	25
Early Childhood Development Education (ECDE)	Increased access to quality early childhood development and education for children below 6 years	Number of learners enrolled in public ECDE Centtres	121,760	126,760	131,760
		No. of employed ECDE teachers	2,016	2,816	3,764
		ECDE Subcounty training officers employed	6	12	12
		ECDE ward training officers employed	0	60	60
		Quality assurance officers	0	12	14
		ECDE Teacher Pupil Ratio	1:60	1:45	1:35
		ECDE learners on Capitation (%)	100	100	100
		Completion rate (%)	100	100	100
		Gender Parity ratio (girls to boys)	1:1	1:1	1:1
		No. of operational public ECDE Centres	916	925	1000
		No. of acres of land purchased for establishment of feeder ECDE Centres	2.5	12	30
		No. of ECDE Feeder schools constructed	1	12	30
		No. of constructed	334	600	916

Programme	Outcome	Key Performance Indicator (KPI)	Baseline Value (2022)	Targets	
				Five Year	Ten Year
		public ECDE Centres			
		No. of ECDE Centres with 5,000-litre water tanks and ablution blocks	109	600	916
		No. of ECDE centres offering ICT Skills	0	12	60
		No. of developed ECDE Policy	0	1	1
		No. of ECDE Centres established that offer SNE	20	32	92
		Reviewed ECDE Act	0	1	1
		Child friendly chairs	65,891	126,760	131,760
		Child friendly tables	10,065	21,127	21,960
		No. of ECDE Centres with outdoor fixed equipment	0	300	600
		No. of ECDE Centres offering child feeding programme	0	916	916
		No. of childcare centers constructed and equipment	0	12	24
		No. of Childcare policies developed	0	1	1
		No. of ECDEs routinely renovated and maintained	20	120	300
Student financing	To ensure that needy students/trainees are adequately funded to fully participate and complete their education and training as scheduled in the curriculum	No. of students benefiting from County University Education Scholarship	69	129	189
		Amount of money disbursed to HELB for County Undergraduate Education Loans Scheme (Ksh. Millions)	120	220	220
		Amount of money disbursed to HELB for County Afya Elimu Loans Scheme (Ksh. Millions)	36	73.5	73.5
		Amount of money disbursed for Ward Based Bursary annually (Ksh. Millions)	120	600	1,200
Education Support	To improve learning environment in primary,	No. of projects implemented in primary, secondary and tertiary learning	78	78	78

Programme	Outcome	Key Performance Indicator (KPI)	Baseline Value (2022)	Targets	
				Five Year	**Ten Year**
	secondary and tertiary learning institutions within the County	institutions			
Administrative and Support Services	To improve service delivery, promote knowledge sharing, learning and strengthen governance and accountability	No. of developed human resource management and succession plan	0	1	1
		No. of developed service delivery standards for ECDE and Polytechnics	0	1	1
		No. of annual education days commemorated	0	5	10
		No. of teachers, instructors and officers who underwent in-service training	-	-	-
		No. of automated monitoring, evaluation and reporting systems operationalized	1	1	1

APENDIX: IMPLEMENTATION MATRIX

Sub-Programme	Objective	Expected Outputs	Key Performance Indicator (KPI)	Implementing Agency(s)	Time Frame	Funding	
						Total Budget (Ksh. Millions)	Source(s)
Programme: Early Childhood Development and Education							
Objective: To increase access to quality and equity in early childhood development and education for children below 6 years							
Early Childhood Development and Education	To ensure that all children aged 3 – 6 years access quality early childhood development and education	Awareness forums held on importance of early child education and children right to education	No. of forums held annually	DOEST	2022 – 2032	30	CGK
		Capitation funding for ECDE Children	Amount of money allocated	DOEST	2022 – 2032	1,300	CGK
		ECDE Centres constructed	No. constructed	DOEST	2022 – 2027	3,000	CGK
		ECDE Centres rehabilitated and renovated	No. rehabilitated and renovated	DOEST	2022 – 2027	280	CGK
		Land purchased for establishing feeder ECDE Centres	No. of Acres acquired	DOEST	2022 – 2027	30	CGK
		Feeder ECDE Centres established	No. established	DOEST	2022 – 2027	150	CGK
		Regulatory framework reviewed	No. of policies and acts reviewed or developed	DOEST	2022 – 2025	20	CGK
	To improve the quality and standards of early child education	Learning, teaching and play materials	Amount allocated for provision of Learning, teaching and play materials	DOEST	2022 – 2032	260	CGK
		Partnerships with publishers created	No. of Partnerships created with publishers	DOEST	2022 – 2032	10	CGK
	To ensure teachers are equipped with relevant and market driven skills	Teachers trained	No. trained in changing trends in education	DOEST	2022 – 2032	10	CGK
		Learning institutions with ICT infrastructure and equipment provided	No. of institutions with ICT infrastructure and equipment provided	DOEST	2022 – 2032	100	CGK

Sub-Programme	Objective	Expected Outputs	Key Performance Indicator (KPI)	Implementing Agency(s)	Time Frame	Funding	
						Total Budget (Ksh. Millions)	Source(s)
		Renovated ECDE Teacher resource centre	No. renovated of ECDE Teacher resource centre	DOEST	2022 – 2032	10	CGK
		Teacher resource centres established	No. of ECDE Teacher resource centres established	DOEST	2022 – 2032	275	CGK
	To enhance health and nutritional status of learners	Money allocated for feeding program	Amount of money	DOEST	2022 – 2032	4,000	CGK
		Benchmarking visits made	No. of benchmarking visits	DOEST	2022 – 2032	20	CGK
		Awareness forums held	No. of Community awareness forums held	DOEST	2022 – 2032	20	CGK
	To improve the health and sanitation status of learners	Institutions supplied with clean and safe water	No. of institutions supplied with clean and safe water	DOEST	2022 – 2032	300	CGK
		Awareness forums held	No. of forums held on proper hygiene	DOEST	2022 – 2032	20	CGK
		Deworming and immunizations done	No. of immunizations done	DOEST	2022 – 2032	15	CGK
		Jigger eradication campaigns done	No. of jigger eradication and treatments done	DOEST	2022 – 2032	15	CGK
	To improve equity and inclusivity in early childhood education	SNE Centres established	No. of SNE Centres established	DOEST	2022 – 2032	150	CGK
		Teachers trained in SNE recruited	No. of teachers trained in SNE recruited	DOEST	2022 – 2032	500	CGK
		Teachers trained on SNE	No. of teachers trained on SNE	DOEST	2022 – 2032	30	CGK
		Awareness forums held	No. of community awareness forums held on the rights of children living with disabilities	DOEST	2022 – 2032	20	CGK
Childcare centres Development	To support holistic development of children below 4 years	Childcare centres established	No. of Childcare centres established	DOEST	2022 – 2032	60	CGK
		Childcare policy developed	No. Of childcare policies developed	DOEST	2022 – 2032	10	CGK
		Personnel trained in childcare recruited	No. of personnel trained in childcare recruited	DOEST	2022 – 2032	30	CGK
		Childcare centres	No. childcare centres equipped	DOEST	2022 –	60	CGK

Sub-Programme	Objective	Expected Outputs	Key Performance Indicator (KPI)	Implementing Agency(s)	Time Frame	Funding	
						Total Budget (Ksh. Millions)	Source(s)
		equipped			2032		
Programme: Promotion of vocational training							
Objective: To promote access to vocational training and increase uptake of technical skills							
Vocational Training	To increase enrolment rate in vocational training Centres	Capitation funding for polytechnic trainees	Amount of money allocated	DOEST	2022 – 2032	1,580	CGK
		Awareness forums held	No. of awareness forums on importance of technical skills held	DOEST	2022 – 2032	30	CGK
		Workshops constructed	No. constructed in polytechnics	DOEST	2022 – 2032	560	CGK
		Classrooms constructed	No. of classrooms constructed in polytechnics	DOEST	2022 – 2032	200	CGK
		Exhibition rooms constructed in CPs	No. of Exhibition rooms constructed in CPs	DOEST	2022 – 2032	154	CGK
		Other infrastructure facilities established in CPs	No. established in CPs	DOEST	2022 – 2032	200	CGK
		Acquire land to establish new polytechnics	No. of Acres acquired	DOEST	2022 – 2032	20	CGK
		Policies reviewed	No. reviewed	DOEST	2022 – 2032	30	CGK
	To equip trainees with relevant skills required in the labor market	Assorted tools and equipment acquired	No. of assorted tools and equipment acquired	DOEST	2022 – 2032	500	CGK
		Routine repair and maintenance of tools and equipment	Amount allocated for repair and maintenance	DOEST	2022 – 2032	100	CGK
		Academia-industry partnerships developed	No. of academia-industry partnerships developed	DOEST	2022 – 2032	20	CGK
		Instructors undertaking refresher courses	Amount allocated for in-service training for instructors	DOEST	2022 – 2032	30	CGK
		Quality assurance officers hired	No. of quality assurance officers hired	DOEST	2022 – 2032	28.4	CGK
		Benchmarking visits made	Benchmarking visits made	DOEST	2022 – 2032	10	CGK

Sub-Programme	Objective	Expected Outputs	Key Performance Indicator (KPI)	Implementing Agency(s)	Time Frame	Funding Total Budget (Ksh. Millions)	Source(s)
		Polytechnics undertaking IGAs	No. of polytechnics undertaking IGAs	DOEST	2022 – 2032	220	CGK
		Reviewed and harmonized curriculum	% Level of review and harmonization	DOEST	2022 – 2025	10	CGK
	To improve the quality and standards of training provided in CPs	Staff Capacity build through in-service training and industrial training	No. of staff Capacity build through in-service training and industrial training	DOEST	2022 – 2032	20	CGK
		Partnerships developed with private and public publishers	No. of partnerships developed with private and public publishers	DOEST	2022 – 2032	10	CGK
		Research conducted	No. of research conducted	DOEST	2022 – 2032	50	CGK
		Learning institutions with ICT infrastructure and equipment provided	No. of Learning institutions with ICT infrastructure and equipment provided	DOEST	2022 – 2032	50	CGK
	To change the negative attitude and perception of community towards training provided in CPs	Uptake of CSR activities by County Polytechnics	No. of County Polytechnics implementing CSR activities	DOEST	2022 – 2032	80	CGK
		Supported mentorship of CPs by established technical institutions and private sector	No. of polytechnics being mentored by established technical institutions and private sector	DOEST	2022 – 2032	154	CGK
		Annual County Polytechnics open Day commemorate	No. of annual Polytechnics open Day commemorated	DOEST	2022 – 2032	50	CGK
		Annual graduation for trainees held	No. of annual graduation for trainees held	DOEST	2022 – 2032	350	CGK
		Trainees supported with Start-up capital	No. of trainees supported with start-up capital	DOEST	2022 – 2032	250	CGK
	To improve the health and safety of trainees while undertaking practical lessons	Polytechnics provided with clean and safe water	No. of Polytechnics provided with clean and safe water	DOEST	2022 – 2032	220	CGK
		Trainees sensitized on hygiene and safety	No. of Trainees sensitized on hygiene and safety measures	DOEST	2022 – 2032	10	CGK

Sub-Programme	Objective	Expected Outputs	Key Performance Indicator (KPI)	Implementing Agency(s)	Time Frame	Funding Total Budget (Ksh. Millions)	Source(s)
		measures					
		Trainees provided with safety gears	No. of trainees provided with safety gears	DOEST	2022 – 2032	1	CGK
	To improve equity and inclusivity in CPs	Instructors trained in SNE recruited	No. of instructors trained in SNE recruited	DOEST	2022 – 2032	500	CGK
		SNE polytechnics established	No. of polytechnics offering SNE established	DOEST	2022 – 2032	150	CGK
		Instructors trained on SNE	No. of Instructors trained on SNE	DOEST	2022 – 2032	30	CGK
		Community awareness on importance of technical skills for both gender and PWDs	No. of community awareness on importance of technical skills for both gender and PWDs held	DOEST	2022 – 2032	20	CGK
		Trainees with special needs and disabilities provided with specialized tools and equipment	No. of trainees with special needs and disabilities provided with specialized tools and equipment	DOEST	2022 – 2032	50	CGK
Home Craft Centres	To nurture local talent and support development of apprenticeship	Homecraft centres established	Number of homecraft centres established	DOEST	2022 – 2032	120	CGK
		Instructors/ Practitioners recruited/ contracted	No. of instructors/ Practitioners recruited/ contracted	DOEST	2022 – 2032	500	CGK
		Community awareness on importance of development of apprenticeship and homecraft centres	No. of community awareness	DOEST	2022 – 2032	60	CGK
		Policy developed on homecraft centres	No. of Policies developed on homecraft centres	DOEST	2022 – 2032	20	CGK
Programme: Education Support Services							
Objective: To improve learning environment in primary, secondary and tertiary learning institutions within the County and ensure that needy students/trainees are adequately funded to fully participate and complete their education and training as scheduled in the curriculum							
Education	To improve learning	Land acquired for	No. of acres of land	DOEST	2022 –	100	CGK

Sub-Programme	Objective	Expected Outputs	Key Performance Indicator (KPI)	Implementing Agency(s)	Time Frame	Funding Total Budget (Ksh. Millions)	Source(s)
Support	environment in primary, secondary and tertiary learning institutions within the County	establishment and or expansion of education facilities			2032		
		Assorted infrastructure facilities established in primary, secondary and tertiary learning institutions	No. of assorted Infrastructure facilities established	DOEST	2022 – 2032	100	CGK
Student financing	To ensure that needy students/trainees are adequately funded to fully participate and complete their education and training as scheduled in the curriculum	Students benefiting from County University Education Scholarship	No. of students benefiting from County University Education Scholarship	DOEST	2022 – 2032	250	CGK
		Money disbursed to HELB for County Undergraduate Education Loans Scheme	Amount of money disbursed to HELB for County Undergraduate Education Loans Scheme (Ksh. Millions)	DOEST	2022 – 2032	100	CGK
		Money disbursed to HELB for County Afya Elimu Loans Scheme	Amount of money disbursed to HELB for County Afya Elimu Loans Scheme (Ksh. Millions)	DOEST	2022 – 2032	73.5	CGK
		Money disbursed for Ward Based Bursary annually	Amount of money disbursed for Ward Based Bursary annually (Ksh. Millions)	DOEST	2022 – 2032	600	CGK
Programme: Administrative and Support Services							
Objective: To improve service delivery, promote knowledge sharing, learning and strengthen governance and accountability promote knowledge sharing and learning							
Administrative and Support Services	To improve service delivery, promote knowledge sharing, learning and strengthen governance and accountability promote knowledge sharing and learning	Developed human resource management and succession plan	No. of developed human resource management and succession plan	DOEST	2022 – 2032	10	CGK
		Developed service delivery standards for ECDE and Polytechnics	No. of developed service delivery standards for ECDE and Polytechnics	DOEST	2022 – 2032	10	CGK
		Annual education days commemorated	No. of annual education days commemorated	DOEST	2022 – 2032	30	CGK
		Teachers, instructors and officers who	No. of teachers, instructors and officers who underwent in-	DOEST	2022 – 2032	50	CGK

Sub-Programme	Objective	Expected Outputs	Key Performance Indicator (KPI)	Implementing Agency(s)	Time Frame	Funding	
						Total Budget (Ksh. Millions)	Source(s)
		underwent in-service training	service training				
		Automated monitoring, evaluation and reporting systems operationalized	No. of automated monitoring, evaluation and reporting systems operationalized and maintained	DOEST	2022 – 2032	12	CGK

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