BUNGOMA COUNTY

EDUCATION

SECTOR PLAN FOR THE PERIOD 2023 - 2032

"Accelerating Socio-Economic Transformation through Increasing Access to Quality Education and Training"

KENYA

VISION 2030

Towards a Globally Competitive and Prosperous Kenya

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Education

Sectoral Plan for Bungoma County

Vision

'A globally competitive provider of quality and inclusive education and training for socio-economic development'

Mission

'To enhance quality of education and training by providing, promoting and coordinating relevant education and training programmes, social and child support for socio-economic development.'

FOREWORD

Development planning is paramount for proper utilization of scarce resources. The Public Finance Management Act, 2012, outlines the key stages for county governments planning and budgeting process and comprises integrated development planning process which should include both long term and medium-term planning; planning and establishing financial and economic priorities for the county over the medium term; and making an overall estimation of the county government's revenues and expenditures.

The County Government Act, 2012, requires that counties prepare ten-year County Sectoral Plans. The County Sectoral Plans shall be programme-based and will be used as the basis for budgeting and performance management and shall be reviewed every five years by the County Executive and approved by the County Assembly. The Act also requires that the County Sectoral Plans be updated annually.

County financial and institutional resources through this plan have been aligned to policies, objectives, and programmes. The plan is also aligned to National - Vision 2030, Regional -Agenda 2063 and Global Sustainable Development Goals among others for consistency and collaboration in economic development.

The Sectoral plan will stimulate distinct interest in policies, programmes and projects and allow feed- back to the executing CDAs so that they can keep their progress on track. The plans were developed based on public assessment of status of government service delivery, identified gaps therein and suggested interventions.

The County Government will work with stakeholders to foster a broader use of the plan in ensuring efficiency, effectiveness, transparency and accountability in its implementation and resource utilization. I am confident that this collaboration will provide an effective feedback mechanism to the Government and where necessary, remedial actions will be undertaken to keep our development agenda on track.

It is my expectation that this Sectoral plan will be useful in providing a transformative development agenda for Bungoma County in the next ten years as well as fulfil the aspirations of Kenya Vision 2030.

H.E. KENNETH MAKELO LUSAKA, EGH.
THE GOVERNOR
COUNTY GOVERNMENT OF BUNGOMA

PREFACE

This Sector Plan is a 10 year planning document that will set pace in allocation of resources in line with the identified gaps in policy formulation, infrastructure development and resource availability to spur county development.

The Plan has been prepared through a participatory and inclusive process involving Environment, Water and Natural Resources sector departments at the county and national levels, County Budget and Economic Forum, NGOs, Academic Institutions, Research institutions, development partners, religious institutions, private sector, Public Benefit Organizations (PBOs) and County citizens amongst other stakeholders. Public Participation Fora, Key Stakeholders' Fora, Key Informant Interviews and Several Group Discussions were conducted to collect relevant Information and inputs from the stakeholders. The technical committee tasked with the preparation of this Sector Plan held various workshops, which came up with a draft copy as per the guidelines set out by national treasury issued in December, 2020. The drafts were then subjected to stakeholder's validation meetings including ratification by the County Executive Committee.

This Sector Plan places great emphasis on Education as well as training services. These will be supported by enactment and enforcement of relevant legislations, strengthening of governance institutions, leveraging on cross-sector linkages and mobilization of more resources towards the sector to support inclusion and equitable allocation of resources to assure efficient service delivery across the County. The implementation of this plan will require continued support from all stakeholders including other County departments, national government MDAs, private sector, development partners, civil society and the wider public. I am hopeful that with the contribution of all stakeholders, the sector will realize its main vision of "A globally competitive provider of quality and inclusive education and training for socio-economic development"

HON DAVID MAMILI WANYONYI
COUNTY EXECUTIVE COMMITTEE MEMBER
EDUCATION AND VOCATIONAL TRAINING

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

ADP – Annual Development Plans
APR – Annual Progress Report
ASDSP –Agriculture Sector Development Support Programme
AU – African Union
CBC – Competency-Based Curriculum
CBEF – County Budget and Economic Forum
CBET - Competency Based Education and Training
CBROP – County Budget Review Outlook Paper
CEC – County Executive Committee
CECM – **County Executive Committee Member**
CFSP – **County Fiscal Strategy Paper**
CIDP – **County Integrated Development Plan**
CIMES – County Integrated Monitoring and Evaluation System
CO – Chief Officer
COG – Council of Governors
CPD - Continuous Professional Development
CRC - Convention on the Rights of the Child
CSO – Civil Society Organizations
CSP – County Strategic Plan
ECD –Early Childhood Development
ECDE – Early Childhood Development Education
GCP – Gross County Product
GDP – Gross Domestic Product
GESIP - Green Economy Strategy and Implementation Plan
GoK – Government of Kenya
HIV – Human Immunodeficiency Syndrome
IBEC - Intergovernmental Budget and Economic Council

ICESCR - International Covenant on Economic, Social and Cultural Rights
ICT – Information Communication Technology
IGRTC - Intergovernmental Relations Technical Committee
KICD - Kenya Institute of Curriculum Development
KIPPRA – Kenya Institute of Public Policy Research and Analysis
KNBS – Kenya National Bureau of Statistics
KPHC – Kenya Population and Housing Census
LREB – Lake Region Economic Block
MDAs – Ministries, Departments and Agencies
MED – Monitoring and Evaluation Directorate
M&E – Monitoring and Evaluation
MoE – Ministry of Education
MTEF – Medium Term Expenditure Framework
MTP – Medium Term Plans
NGO – Non Governmental Organization
NSP – National Spatial Plan
OAU – Organization of African Unity
PBO – Public Benefit Organizations
SDG – Sustainable Development Goals
SNE – Special Needs Education
SWG – Sector Working Group
TOR – Terms of Reference
TSC – Teachers Service Commision
TVET - Technical Vocational Education and Training
UN – United Nations
VTC – Vocational Training Centre

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.

Blue Economy: The use of the sea and its resources for sustainable economic development and covers both aquatic and marine spaces including oceans, seas, coasts, lakes, rivers, and underground water.

Demographic Dividend: The accelerated economic growth that may result from a decline in a country's mortality and fertility rates and the subsequent change in the age structure of the population.

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: This refers to 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: These are projects with high impact in terms of employment creation and increasing county competitiveness and revenue generation, among others. They may be derived from the Kenya Vision 2030, the Medium Term Plans and the County Transformative Agenda/Long-term Plans.

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.

Sectoral Plan: Refers to 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.

Sectors: 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: The 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

County planning and development is one of the functions assigned to the County Governments in the Fourth Schedule of the Constitution of Kenya 2010. Article 174 of the Constitution provides the objects of devolution of government, which include, amongst others: to promote democratic and accountable exercise of power; to recognise the right of communities to manage their own affairs and to further their development; and, to promote social and economic development and the provision of proximate, easily accessible services throughout Kenya.

Part XI of the County Government Act, 2012 provides for amongst others, the principles of county planning and development facilitation; objectives of county planning; Obligation to plan by the county; integrating national and county planning; and types and purposes of county plans. Section 102 (h) of the Act underscores the relevance of planning at the county level with a view to aligning county financial and institutional resources to policies, objectives and programmes; providing a platform for unifying planning, budgeting and financing programme implementation, as well as performance review.

Counties align their development policies, programmes and projects to the national development framework. It is on this basis that this sectoral plan is prepared. The plan is organised into six chapters as follows;

Overview of the County; this section should give highlights on the county size, the overall demographics, a summary of major economic activities driving the economy of the county.

Situation analysis; discusses the environment within which the sector operates in terms of macro-economic, political (administration), socio-cultural, demographics, environmental, technological issues among others while giving factors influencing the performance of the sector. Resource management to finance its programmes for the previous ten (10) years is discussed showing clearly the sources of funds and the expenditures.

Sector Performance Trends and Achievements; an analysis of the sector performance trends based on the key sector outcomes, Sectoral Development Issues and their causes as well as any cross-cutting and emerging issues and how they affect the performance of the sector.

Sector Development Strategies and Programmes; the sector objectives and strategies in relation to development issues identified in the previous chapter.

Implementation Mechanisms; Institutions and their specific roles in the implementation of the sectoral plan. County Government institutions may include County Executive Committee, County Assembly, County Planning Unit, Council Sectoral Committees, County Budget and Economic Forum (CBEF), Regional Economic Blocs, Intergovernmental Sectoral Committees

under Intergovernmental Budget and Economic Council (IBEC), among others. A structure for effective coordination of the implementation of the sector plan as well as the potential financing mechanism is discussed.

Monitoring and Evaluation Framework; a framework that will enable tracking implementation of the CSP and its continual review and updating is highlighted in line with the County Integrated Monitoring and Evaluation system (CIMES) as well as the County Monitoring and Evaluation Policy

CHAPTER ONE: INTRODUCTION

1.1 Overview of the County

1.1.1 Size and Location

Bungoma County is one of the 47 County Governments in the Republic of Kenya created under the Constitution of Kenya 2010. It is located in the western part of Kenya. The County lies between latitude 0o 28' and latitude 1o 30' North of the Equator, and longitude 34o 20' East and 35o 15' East of the Greenwich Meridian. The County covers an area of 3032.4 Km². It boarders the republic of Uganda to the North west, Trans-Nzoia County to the North-East, Kakamega County to the East and South East, and Busia County to the West and South West.

Map 1: Position of Bungoma County in Kenya
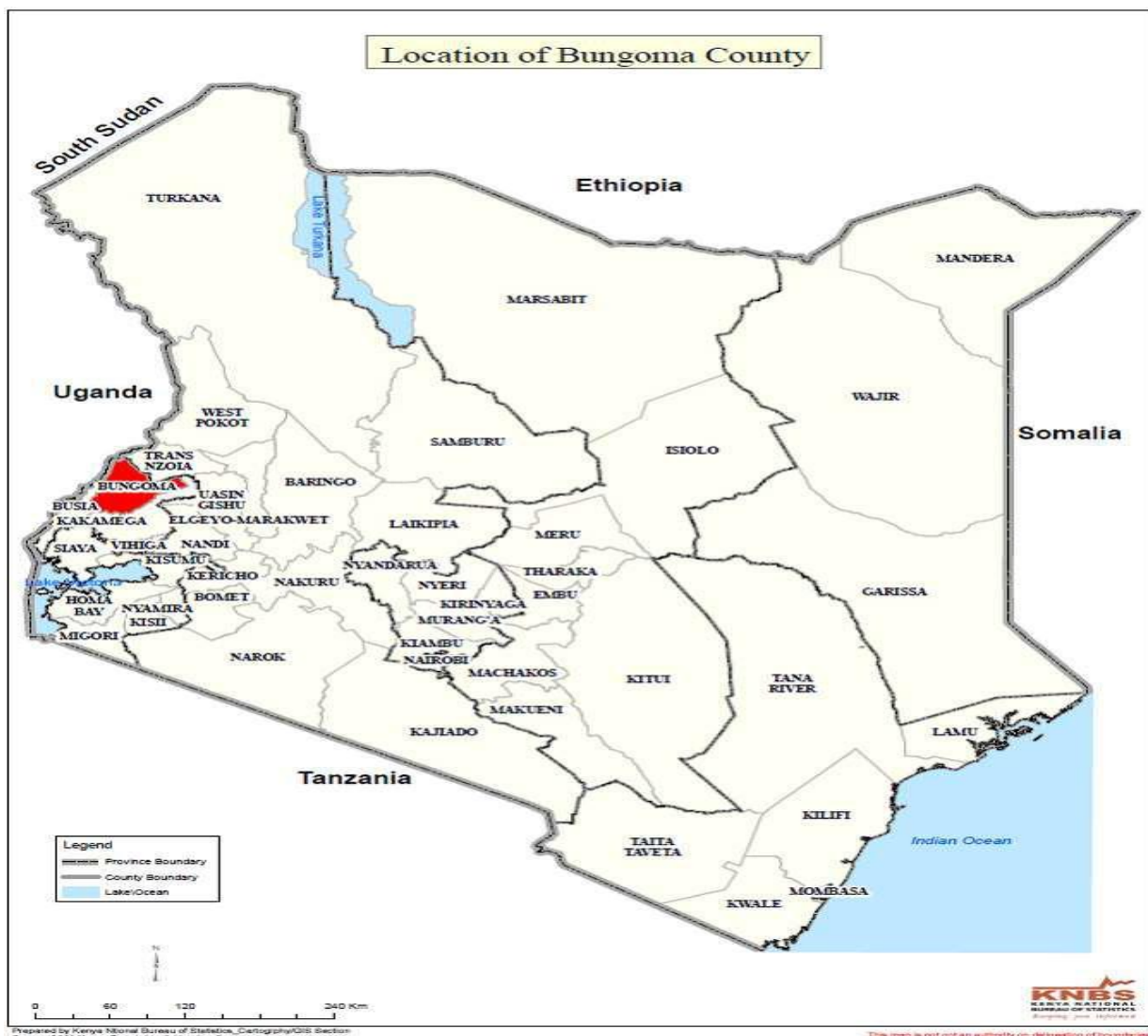
1.1.2 Physical and Topographic features

The county covers a land area of 3032.4 km2, of which 618 km2 is gazetted forest reserve (the Mt. Elgon Forest reserve), 61 km2 is non-gazetted forest, and 50.7 km2 is Mt. Elgon National Park. The altitude of the county ranges from 1,200 m above sea level to 4,321 m above sea level at the summit of Mt. Elgon. The County's major physical features include Mt. Elgon; Chetambe, Sang'alo, and Kabuchai hills; the Nzoia, Kuywa, Sosio, Kibisi and Sio-Malaba/Malakisi rivers; and waterfalls like Nabuyole and Teremi.

The county's topography is home to scenic tourist attraction sites for instance the highest point in the county, Mount Elgon forms one of Kenya's five water towers; Wind energy can be tapped in the hills and mountain-tops. However, the steep terrain in the highland areas of the county constrains infrastructural expansion; there is soil erosion during heavy rains from Mount Elgon slopes and other hilly areas caused by human encroachment and poor farming practices on these fragile sites and the Low-lying areas such as Bumula experience flooding from run-off from the hilly areas.

1.1.3 Ecological conditions

The county environment supports the interaction of a dynamic complex of plant, animal, micro-organism communities and their non-living components to form a functional unit. The most critical ecosystems in the County include forests, hills, wetlands, riparian areas, rivers and streams. These ecosystems are key natural and cultural heritage resources which support diverse biodiversity and provide natural capital for economic development and support livelihoods.

Land is the basis of livelihoods for a vast majority and a foundation of economic development. Existing forest, hill ecosystems and vegetation provide energy, housing for flora and fauna and are important in conservation of soil, water catchment areas and biodiversity. High rainfalls favor agricultural production.

Freshwater resources and wetlands form an important part of the county's natural resources including: the storage and retention of water for domestic, agricultural and industrial use; modifying water flows, recharging and discharging groundwater resources and diluting or removing pollutants; soil formation and retention as well as nutrient cycling as well as providing habitats for a great number of plant and animal species.

The ecosystems face numerous threats from human population pressure and land use changes for instance deforestation, housing developments, mining, uncontrolled grazing, encroachment and the effects of climate change. About 90% of the households in Bungoma County report noticing changes in long-term environmental trends (ASDSP, 2014). These include; changes in average temperatures and amounts of rainfall (indicated by degraded soils, the drying up of wells and rivers, reduced water volumes generally, floods and landslides); deforestation; incidences of new

pests and diseases; the disappearance of indigenous plants and animals; loss of biodiversity and the emergence of new plants and animals not previously found in the area.

With the ecosystems being vulnerable to natural shocks, mismanagement and unsustainable use, many are facing the threat of depletion and degradation. This will result in catastrophic and permanent change in the county's ecology with consequent loss of agricultural productivity, industrial potential development, living conditions and aggravated natural disasters such as floods and landslides. They also greatly influence the climate of the area hence the need for the conservation.

The County Government in Collaboration with relevant stakeholders shall formulate strategies to increase forest cover to a minimum of 18% by 2030, involve and empower communities in land utilization and management as well as management of forest/hill ecosystems and water catchment/wetlands areas.

1.1.4 Climatic conditions

Historically (defined as 1985-2015), the County has had monthly temperatures of 15-29°C. The annual average temperature range for Bungoma is between 10-25°C, although elevation affects temperatures and most of the land area experiences an annual average temperature of more than 20°C while the highest point of Mt Elgon records less than 0oC. The average wind speed is 6.1 km/hr.

The total annual rainfall has remained stable since 1985 and is expected to decrease slightly until 2040. The long rains season, which runs between February and June, is wetter than the second rainy season, experienced between late July and December. A dry season (characterized by fewer than 80 mm rainfall) is experienced from December to February. April and May receive the highest rainfall (more than 200 mm per month). The annual average precipitation in the county is 1100-1700 mm. Most of the County receives an annual average precipitation of more than 1400 mm. The eastern part of the county, primarily Tongaren and Webuye sub-counties, is the driest, receiving less than 1000 mm of average rainfall every year. The northern part of the county, covering the Mt. Elgon region, is significantly cooler than the southern parts (Mainly covering Bumula and Kanduyi sub-counties), with temperature differences on the order of 10°C or more.

1.1.5 Administrative Units

Bungoma County is divided into 12 Sub-Counties, 45 Wards and 236 Village Units. Map 2 shows Bungoma County administrative units.

Map 2: Bungoma County Administrative Units

BUNGOMA COUNTY,SUBCOUNTY AND WARD BOUNDARIES
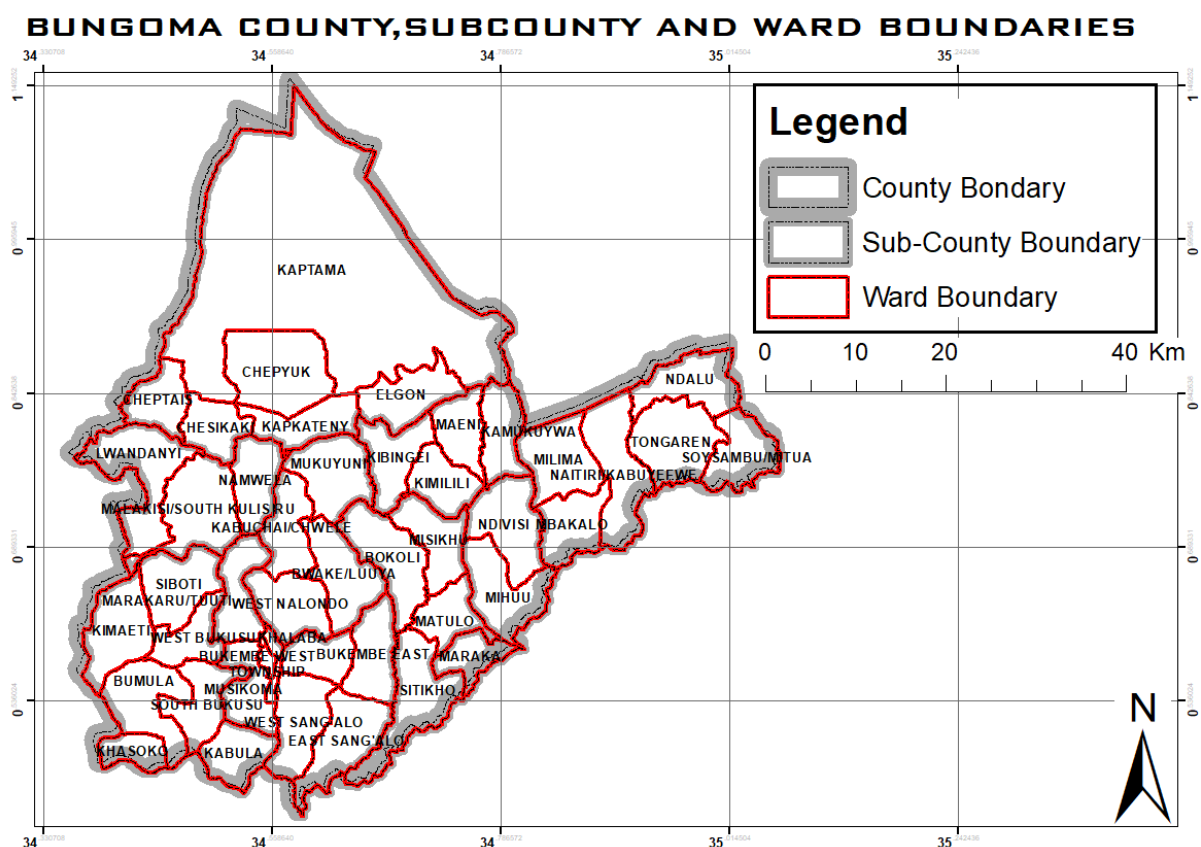
1.1.6 Demography

The population of Bungoma County is 1,670,570 with female and male population of 858,389 and 812,146 respectively, while intersex population is 35. It hasa population density of 552 people per sq.km. The total number of households is 358,796 with an average household size of 4.6. (KNBS, Kenya Population and Housing Census, 2019)

The employable population (age 5 years and above) was 1,445,146 as at 2019. The working population was 629,607, the population seeking work was 40,627 while 774,779 were outside the labour force.

Table 1: Distribution of Population by Sex and Sub-County

National/ County	Sex			Total
	Male	Female	intersex	
Kenya	23,548,056	24,014,716	1,524	47,564,296
Bungoma	812,146	858,389	35	1,670,570
Webuye East	55,775	58,771	2	114,548
Sirisia	58,225	61,649	1	119,875
Webuye West	74,180	78,331	4	152,515
Kimilili	78,560	83,475	3	162,038
Kabuchai	86,302	91,438	8	177,748
Bumula	103,368	112,523	1	215,892
Tongaren	107,475	114,183	2	221660

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Mt.Elgon	108,556	109,964	9	218529
Kanduyi	139,705	148,055	5	287,765

Source: KNBS 2019 census

Table 2: Distribution of urban and rural population by sex, no. of HH, land area, population density

Area	Total	Male	Female	Intersex	No. of Households	Land area(km²)	Population density
Urban	190,112	91,911	98,195	6	50,815	112	1,699
Rural	1,480,458	720,235	760,194	29	307,981	2,912	508
Total	**1,670,570**	**812,146**	**858,389**	**35**	**358,796**	**3,024**	**552**

Source: KNBS 2019 census

Table 3: Distribution by Age groups

Age Group	Bumula	Kabuchai	Webuye West	Webuye East	Tongaren	Kanduyi	Kimilili	Sirisia	Mt. Elgon	Total
0-14	98,433	78,098	67,195	49,596	97,951	117,246	71,040	54,783	105,094	739,436
15-64	108,869	92,886	79,746	60,380	115,560	162,205	85,073	60,038	106,207	870,964
65+	8,589	6,756	5,570	4,570	8,147	8,309	5,922	5,053	7,219	60,135
Total	**215,891**	**177,740**	**152,511**	**114,546**	**221,658**	**287,760**	**162,035**	**119,874**	**218,520**	**1,670,535**

NB: The County has 35 intersex persons

Table 4: Population Development of Urban Centres in the County

Urban Centre	1999 Census Total	2009 Census Total	2019 Census population Male	Female	Total	2022 population projection Male	Female	Total	2025 population projection Male	Female	Total	2027 population projection Male	Female	Total
Bungoma	44,196	54,469	32,706	32,720	68,031	34912	34927	72621	37268	37284	77520	38926	38942	80968
Kimilili	10,261	40,928	27,225	28,824	56,050	29062	30769	59831	31022	32844	63868	32402	34305	66709
Webuye	19,606	23,364	20,746	21,894	42,642	22146	23371	45519	23640	24948	48590	24691	26057	50751
chwele	3,018	-	4,487	5,310	9,797	4790	5668	10458	5113	6051	11163	5340	6320	11660
Kapsokwony	5,687	3,663	3,435	3,641	7,077	3667	3887	7554	3914	4149	8064	4088	4333	8423
Cheptais	3,675	0	2,124	2,295	4,419	2267	2450	4717	2420	2615	5035	2528	2731	5259
Sirisia	-	-	991	1,105	2,096	1058	1180	2237	1129	1259	2388	1179	1315	2495

Table 5: Projection of Population by Age Group

Age Group	2019 KNBS Census population Male	Female	Total	2023 (Projections) Male	Female	Total	2027 (Projections) Male	Female	Total	2032 (Projections) Male	Female	Total
0-4	109,105	110,069	219,174	118,563	119,610	238,173	128,840	129,978	258,818	142,948	144,211	287,160
5-9	126,822	126,486	253,308	137,815	137,450	275,266	149,762	149,365	299,126	166,161	165,721	331,882
10-14	133,033	133,921	266,954	144,565	145,530	290,094	157,096	158,145	315,241	174,299	175,462	349,761
15-19	109,337	106,485	215,822	118,815	115,715	234,530	129,114	125,746	254,860	143,252	139,516	282,768
20-24	65,615	74,162	139,777	71,303	80,591	151,893	77,483	87,576	165,060	85,968	97,166	183,135
25-29	49,457	59,132	108,589	53,744	64,258	118,002	58,403	69,828	128,231	64,798	77,474	142,272
30-34	46,615	57,000	103,615	50,656	61,941	112,597	55,047	67,310	122,357	61,075	74,681	135,755
35-39	35,762	35,486	71,248	38,862	38,562	77,424	42,231	41,905	84,135	46,855	46,493	93,348
40-44	32,035	34,866	66,901	34,812	37,888	72,700	37,830	41,173	79,002	41,972	45,681	87,653
45-49	26,584	26,841	53,425	28,888	29,168	58,056	31,393	31,696	63,089	34,830	35,167	69,997
50-54	19,025	22,101	41,126	20,674	24,017	44,691	22,466	26,099	48,565	24,926	28,957	53,883
55-59	18,428	21,266	39,694	20,025	23,109	43,135	21,761	25,113	46,874	24,144	27,863	52,007
60-64	14,478	16,289	30,767	15,733	17,701	33,434	17,097	19,235	36,332	18,969	21,342	40,311
65-69	9,746	11,977	21,723	10,591	13,015	23,606	11,509	14,143	25,652	12,769	15,692	28,461
70-74	6,750	8,655	15,405	7,335	9,405	16,740	7,971	10,221	18,191	8,844	11,340	20,183
75-79	4,028	5,840	9,868	4,377	6,346	10,723	4,757	6,896	11,653	5,277	7,652	12,929
80-84	2,841	3,896	6,737	3,087	4,234	7,321	3,355	4,601	7,956	3,722	5,105	8,827

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85-89	1,629	2,503	4,132	1,770	2,720	4,490	1,924	2,956	4,879	2,134	3,279	5,414
90-94	555	848	1,403	603	922	1,525	655	1,001	1,657	727	1,111	1,838
95-99	253	465	718	275	505	780	299	549	848	331	609	941
100+	41	100	141	45	109	153	48	118	167	54	131	185
Not Stated	7	1	8	8	1	9	8	1	9	9	1	10
Total	812,146	858,389	1,670,535	882,545	932,797	1,815,342	959,047	1,013,655	1,972,702	1,064,066	1,124,654	2,188,720

KNBS, KPHC Report, 2019 (Annual Growth Rate, 2.1%)

Table 6: Distribution of Population by Religion

Catholic	**291,998**
Protestant	715,732
Evangelical	467,570
Other Christian	133,854
Islam	21,687
Hindu	424
Traditional	3,884
Other Religion	15,342
No Religion	11,813
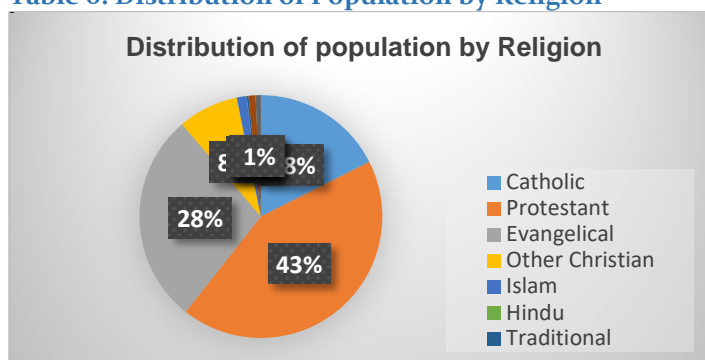
1.1.7 Major Economic Activities

Agriculture, forestry and fishing contributed the most to the Gross County Product at 44.2% in 2020. In the same year, Transport and Storage services contributed 11.6% while manufacturing only contributed 3.93% to the GCP. Other key economic activities include public administration and defence, education, water supply and waste collection, wholesale and retail and real estate activities. The table below highlights the contribution of the various economic activities in the County (KNBS Gross County Product Reports, 2019 and 2021)

Table 7: Gross County Product (GCP) by Economic Activities in millions, 2017 and 2020

Economic Activity	GCP (In Kshs, millions) - 2017	GCP (In Kshs, millions) - 2020	Deviation	Percent contribution to GCP 2017	Percent contribution to GCP 2020	Deviation	% contribution to National GVA and GDP-2020s	% contribution to National GVA and GDP-2020	Deviation
Agriculture, forestry and fishing	107,829	91,795	(16,034)	58.76%	44.20%	(14.56)	3.8	3.7	(0.1)
Mining and quarrying	304	355	51	0.17%	0.17%	0	0.5	0.5	0
Manufacturing	1,720	8,162	6,442	0.94%	3.93%	2.99	0.3	1.1	0.8
Electricity supply	433	760	327	0.24%	0.37%	0.13	0.3	0.5	0.2
Water supply; waste collection	1,203	1,357	154	0.66%	6.53%	5.87	2.1	2.2	0.1
Construction	4,123	6,294	2,171	2.25%	3.03%	0.78	0.9	0.8	(0.1)
Wholesale and retail trade; repair of motor vehicles	6,650	10,327	3,677	3.62%	4.97%	1.35	1.1	1.2	0.1
Transport and storage	10,388	24,093	13,705	5.66%	11.60%	5.94	1.7	2.1	0.4
Accommodation and food service activities	394	1,349	955	0.21%	0.65%	0.44	0.7	1.7	1.0
Information	1,576	4,031	2,455	0.86%	1.94%	1.08	1.4	1.4	0

and communication									
Financial and insurance activities	9,933	2,381	(7,552)	5.41%	1.15%	(4.26)	1.6	0.3	(1.3)
Real estate activities	9,217	9,979	762	5.02%	4.80%	(0.22)	1.6	1.0	(0.6)
Professional, technical and support services	14	3,142	3,128	0.01%	1.51%	1.5	0.0	0.9	0.9
Public administration and defence	8,742	16,869	8,127	4.76%	8.12%	3.36	2.6	2.8	0.2
Education	15,730	16,571	841	8.57%	7.98%	(0.59)	4.9	4.1	(0.8)
Human health and social work activities	3,067	4,623	1,556	1.67%	2.23%	0.56	2.4	2.1	(0.3)
Other service activities	3,761	4,286	525	2.05%	2.06%	(0.24)	4.1	2.0	(2.1)
FISIM1	1,574	1,310	(264)	0.86%	0.63%	(0.23)	0.6	0.6	0.0
Total	183,509	207,684	24,175	96.96%	105.9%	8.94	2.4	2.1	(0.3)

1.2   Background of the Sector

1.2.1. Overview of the Sector

The Kenyan education sector comes under the aegis of the Ministry of education, Science and Technology, the role of which is to provide quality education to all Kenyans. It hosts the State Department of Basic Education, which has responsibility for basic education, and the department of Science and Technology, which is mandated to formulate, promote and implement higher education policies and strategies. Technical Vocational Education and Training resides in the Department of Science and Technology.

The education sector in Kenya has undergone tremendous changes since independence. Before independence elementary education was based on the colonial system of education. After independence, the Ominde's Commission was formed to introduce changes that would reflect the nation's sovereignty. The commission focused on identity and unity, which were critical issues at the time. Changes in the subject content of history and geography were made to reflect national cohesion. Between 1964 and 1985, the 7-4-2-3-system was adopted, seven years of primary, four years of lower secondary (form 1 -4), two years of upper secondary (form 5-6), and three years of university. This does not include the 'pre-primary' schooling provided to children under the age of six.

However, the 7-4-2-3 system of education was criticized for lack of capacity and flexibility to respond to the changing aspirations of individual Kenyans and the labour market needs, in terms of new skills, new technologies and the attitude to work. The Gachathi report of 1976 also raised issues of unemployment in relation to the 7-4-2-4 system of education. Therefore the 8-4-4 system of education was introduced in January 1985, following the Mackay report of 1982. The system adopted 8 years of primary education, 4 years of secondary education and 4 years of university education. The 8-4-4 policy emanated from the assumption that it would equip pupils

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with employable skills thereby enabling school dropouts at all levels to be either self-employed or secure employment in the informal sector. The 8-4-4 system has been criticized for being broad, expensive and burdensome to pupils and parents. Since its inception, 8-4-4 system has been changed to be more accommodative. Several commissions have been formed with the view of improving the system: The Wanjigi Report (GoK, 1983); The Kamunge Report (GoK, 1985), The Mungai Report (GoK, 1995); The Ndegwa Report (GoK, 1991) and The Koech Report (GoK, 1999). A majority of these reports were either rejected or partially implemented. For instance, The Kamunge Report (1985) on Education and training which recommended the reduction of examination subjects under the 8-4-4, was implemented in secondary schools but ignored at the primary schools' level.

The education sector Is undergoing key reforms, including a shift to Competency-Based Curriculum (CBC) based on 2-6-3-3-3 system of education since 2017. The designing, development and launching of the new curriculum was spearheaded by the Kenya Institute of Curriculum Development (KICD) and is the product of the Task Force on re-alignment of the Education Sector, which was mandated to review and align the education, training and research sector in accordance with the Constitution of Kenya. The system focuses on the achievement of learning outcomes in terms of the desired behavioral change for the effective performance of a real-world task or activity.

1.2.2 Sub-Sectors and their Mandates

The sector has two sub sectors with respective mandates as follows in table 8:

Table 8: Sub-Sectors and their Mandates

	SUB SECTOR	MANDATE
	Education	• Ensure access to quality education • Improve health, nutrition, and protection of pre-primary learners
	Vocational Training and Skill Development	• Enhance Access to quality Technical Vocational Education and Training (TVET) • Facilitate informal/ unformal skill acquisition through promotion of home craft industry

1.2.3. Contribution of the Sector towards Social Economic Development

The significance of Education sector is premised in the fact that it contributes to human capital development that is needed in the development of a nation. Education is a key determinant of earnings and therefore an important exit from poverty. Education improves people's ability to take advantage of the opportunities that can improve their well-being as individuals and be able to participate more effectively in the community and markets.

In addition, the Education sector is one of the fundamental factors of economic development. No country can achieve sustainable economic development without substantial investment in human capital. Economic gains are reflected in the higher income earned later in life, the greater economic contribution to society that these salaries tent to reflect and the higher resulting tax

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payments. There are also gains that yield fiscal savings for the government, reduced reliance on social support programmes and less engagement with the criminal justice system. Consequently, the sector raises people's productivity, creativity and promotes entrepreneurship and technological advances. It thus plays a very crucial role in securing economic and social progress and improving income distribution through employment and entrepreneurship practises.

1.3   Rationale for the County Sectoral Plan

Education and training is the most important social economic activity in the county. It contributes to the development of human capital that is vital for the wellbeing of the county. The rationale of this sectoral plan emanates from various constitution of Kenya, basic education act (2013), TVET act (2013) as well as other sessional papers particularly on education and training. Therefore,this sectoral plan will therefore provide a framework for key players to mobilise resource so as to improve the efficiency of education and training in Bungoma County

1.3.1Linkage of County Sectoral Plans with Existing Legal and Policy Framework

The legal basis for the preparation of the county sectoral plans include:

County Government Act, 2012

The County Government Act, 2012 Section 107 specifies the types and purposes of county plans. These plans include County Integrated Development Plans, County Sectoral Plans, County Spatial Plans, and Cities and Urban Area Plans. The plans shall guide, harmonize and facilitate development and shall be the basis for all budgeting and spending in a county.

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

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

Public Finance Management Act, 2012

The Public Finance Management Act, 2012 Section 125 provides for stages in the county budget process. The key stages for county governments planning and budgeting process in any financial year shall consist of, among others: integrated development planning process which shall include both long term and medium-term planning; planning and establishing financial and economic priorities for the county over the medium term; and making an overall estimation of the county government's revenues and expenditures.

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

Section 137 of the Act provides for the establishment of County Budget and Economic Forum (CBEF) to facilitate county budget consultation process and provide means for consultation by the county government on the preparation of county plans. In addition, section 187 of the Act provides for the establishment of the Intergovernmental Budget and Economic Council (IBEC) that shall among others provide a forum for matters relating to budgeting, the economy and financial management and integrated development at the national and county level.

Urban and Cities Act, 2011

Section 37 (1) of Urban and Cities Act, 2011 states that a city or urban area integrated development plan shall be aligned to the development plans and strategies of the county governments. In addition, section 36(2) states that an integrated urban or city development plan shall bind, guide and inform all planning development and decisions and ensure comprehensive inclusion of all functions.

Intergovernmental Relations Act, 2012

Section 7 of the Intergovernmental Relations Act, 2012, establishes the Summit responsible for, among others, monitoring the implementation of national and county development plans and recommending appropriate action. Section 11 of the Act establishes the Intergovernmental Relations Technical Committee (IGRTC) while Section 12 gives its functions which include, among others, providing secretariat services to the summit.

Sections19 and 20 (1) (f), (1) (g), (3) of the Act establishes the Council of Governors and gives it, among other functions, to coordinate the receiving of reports and monitoring the implementation of inter-county agreements on inter-county projects. The Council of Governors is also mandated to establish sector working groups or committees for the better carrying out of its functions.

1.3.2 Domestication of Inter-County Regional and International Obligations and Commitments

For the County Sectoral Plan to be all inclusive there is a need to link it with other plans including international conventions. Such Plans include:

Lake Region Economic Bloc (LREB)

The counties that constitute the Lake Region Economic Bloc are Bungoma, Busia, Homa-Bay, Kakamega,Kisii, Kisumu, Migori, Nyamira, Siaya,Trans Nzoia, Kericho,Bomet, Nandi and Vihiga.

They not only have similar ecological zones and natural resources; they have analogous cultural histories that date back to historical migrations and trading routes.

LREB was developed with the support of Deloitte East Africa and Ford Foundation in partnership with the county governments of the member 14 counties. The objective of the BLOC was to have an integrated approach in bringing together all the available resources, identify the opportunities and purposefully have all policies, programs and activities in the Lake Region aligned towards raising and sustaining the quality of peoples' life and ecosystems.The lake region economic block is anchored on the following sectors: productive, social and enabling sectors. The education pillar is captured under the social sector.

Kenya Vision 2030 and Medium-Term Plans

Kenya's Vision 2030 is an economic blueprint that seeks to create "a globally competitive and prosperous nation with a high quality of life by 2030". The Vision aims to transform the country into a middle-income country providing a high quality of life to all its citizens in a clean and secure environment. It is anchored on three key pillars: economic; social; and political. Each pillar has a clearly set out objectives. The Economic Pillar seeks to attain and sustain a growth rate of 10% per annum on average with respect to the Gross Domestic Product (GDP) till 2030. The sectors that have been prioritized under this pillar include: Infrastructure; Tourism; Agriculture; Trade; Manufacturing; Business Process Outsourcing and Information Technology, and financial services.

The Social Pillar targets a cross-section of human and social welfare projects and programmes so as to improve the quality of life for all Kenyans. The sectors prioritized under this pillar include; Education and Training; Health, Environment; Housing; Gender, Children and Social Development; Labour and Employment; Youth and Sports. The Political Pillar envisions a democratic system that is issue based, people centred, results oriented and is accountable to the public. The pillar is anchored on transformation of Kenya's political governance across five strategic areas; the rule of law – the Kenya Constitution 2010; Electoral and political processes; Democracy; Public Service delivery; Transparency and accountability Security, peace building and conflict management.

Kenya Vision 2030 is implemented through successive five years Medium Term Plans (MTP) at the national level while the CIDPs implement it at the county level. The first MTP covered the period 2008-2012, the second, 2013-2017 while the third MTP 2018-2022 is coming to an end this year. The fourth MTP is in the final process of preparation and seeks to implement projects and programs identified under Vision 2030 over the five-year period.

County governments are thus envisaged to support implementation of Vision 2030 projects that may be domiciled in or cut across the counties and further identify specific projects and programmes for implementation towards achievement of the Kenya Vision 2030.

Constitution of Kenya 2010

The Constitution of Kenya, 2010 created a two-tier system of governance, the national and devolved governments that are distinct but interdependent, each with specific functions as set out in the fourth schedule. It creates the national government and 47 county governments.

The Fourth Schedule delineates the functions of the national and county governments. A total of 14 functions have been devolved to the counties. The main ones being; county planning and development; agriculture; county health services; control of air pollution, noise pollution, other public nuisances and outdoor advertising; cultural activities, public entertainment and public amenities; county roads and transport; animal control and welfare; trade development and regulation; pre-primary education and village polytechnics; specific national government policies on natural resources and environmental conservation; county public works and services; fire-fighting services and disaster management; and, control of drugs and pornography. In view of this the Sector Plan is drawn from the fourth schedule of the Constitution.

The national government has since 2010 enacted Acts of parliament to address the issues of devolution. The main Acts include; Urban Areas and Cities Act, 2011; County Governments Act, 2012; The Transition to Devolved Government Act, 2012; The Intergovernmental Relations Act, 2012 and The Public Finance Management Act, 2012. These Acts have in effect operationalized the County Governments.

National Spatial Plan (NSP) framework

Kenya has prepared a thirty-year spatial plan (2015-2045) that aims at harmonizing development in the country. The plan envisages optimal productivity, sustainability, efficiency and equitability in the use of the scarce land in Kenya and the territorial space. The plan seeks to distribute the population and activities on the national space to sustainable socio-economic development as outlined in its Vision 2030 blue print in areas such as agriculture, tourism, energy, water, fishing and forestry.

In view of this, the County Government has developed a County Spatial Plan that is intended to serve as a broad-based and indicative framework for development coordination. It represents shared strategic direction regarding the spatial organization of the County as a whole, and relies on the agency of the adopted spatial structure in engendering sustainable growth and development of the County.

Green Economy Strategy and Implementation Plan (GESIP)

The plan seeks to guide Kenya's transformational path way in five thematic areas namely; sustainable infrastructure development, building resilience, sustainable natural resources management, resource efficiency, social inclusion and sustainable livelihood.

Implementation of GESIP will be guided by a set of principles meant to boost sustainable consumption and production, namely: equity and social inclusion; resource efficiency; Polluter-Pays-Principle; precautionary principle; good governance; and public participation. This will

contribute to the national implementation of the Paris Agreement on climate change and the attainment of the Sustainable Development Goals.

The GEISP lays emphasis on mitigating the socio-economic challenges facing the achievement of the Kenya vision 2030.These are; food insecurity, poverty, inequalities, unemployment, poor infrastructure, environmental degradation, climate change and variability.

Transitioning to a green economy requires significant resources in terms of finance, investment, technology and capacity building. Therefore, integration of GE in the planning and budgeting processes is crucial at both the national and county level for successful implementation of GESIP.

Agenda 2063 of the African Union

Africans of diverse social formations and in the Diaspora in 2015 affirmed the AU Vision of "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena" as the overarching guide for the future of the African continent. Further, they reaffirmed the relevance and validity of the OAU/AU 50th Anniversary Solemn Declaration.

The converging voices of Africans of different backgrounds, including those in the Diaspora have painted a clear picture of what they desire for themselves and the continent in the future. From these converging voices, a common and a shared set of aspirations have emerged:

i. A prosperous Africa based on inclusive growth and sustainable development;
ii. An integrated continent, politically united, based on the ideals of Pan Africanism and the vision of Africa's Renaissance;
iii. An Africa of good governance, respect for human rights, justice and the rule of law;
iv. A peaceful and secure Africa;
v. An Africa with a strong cultural identity, common heritage, values and ethics;
vi. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children; and
vii. Africa as a strong, united, resilient and influential global player and partner.

The aspirations reflect the desire of Africans for prosperity and well-being, for unity and integration, for a continent of free citizens and expanded horizons, with freedom from conflict and improved human security. They also project an Africa of strong identity, culture and values, as well as a strong and influential partner on the global stage making equal, respected contribution to human progress and welfare.

The aspirations embed a strong desire to see a continent where women and the youth have guarantees of fundamental freedoms to contribute and benefit from a different, better and dynamic Africa by 2063, and where women and youth assume leading roles in growth and transformation of African societies. The County government through this plan will develop strategies that are in line with the Africa Agenda 2063.

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Sustainable Development Goals

The Sustainable Development Goals (SDGs) are a comprehensive development plan with a set of 17 goals and 169 targets agreed upon at the UN General Assembly and adopted as the post development agenda in September 2015. The world will use them for strategic planning, policy review and action for sustainable development so as to bring about economic progress, social justice and inclusion, protection of the climate, environment and biodiversity while ensuring no one is left behind.

As the excerpt from the 2030 Agenda describes, the SDGs and targets are aspirational and global with each government called to decide how the SDGs should be incorporated into national/County planning processes, policies and strategies.

The country's Vision 2030 blueprint is in line with the goals and targets of the new agenda which undergoes review every 5 years. The national blueprint defines the strategies and programs that will translate into efficient, effective, and responsive actions that are achievable. In view of this, the County government will undertake the following steps in addressing the post 2015 agenda;

a. Identify SDGs relevant to the sectors and functions allocated to the counties via the schedule four of the constitution.
b. Mainstream and integrate in their strategies and plan the identified global SDGs considering the three dimensions of sustainable development: economic, social and environmental.
c. Set County-relevant targets: for County-adapted and inclusive SDGs that are achievable, yet ambitious.
d. Put in place an information management system that will support performance, monitoring and reporting of results and progress.
e. Appoint at least one officer to serve as the County's SDGs champion

The County Government will continue to create opportunities for real dialogue between people about the implementation of the post-2015 agenda, especially marginalized and excluded groups and authorities by institutionalizing dialogue structures, such as debates – at the County assembly, and also within communities and County conferences.

Figure 1: CSP Linkage with Other Plans
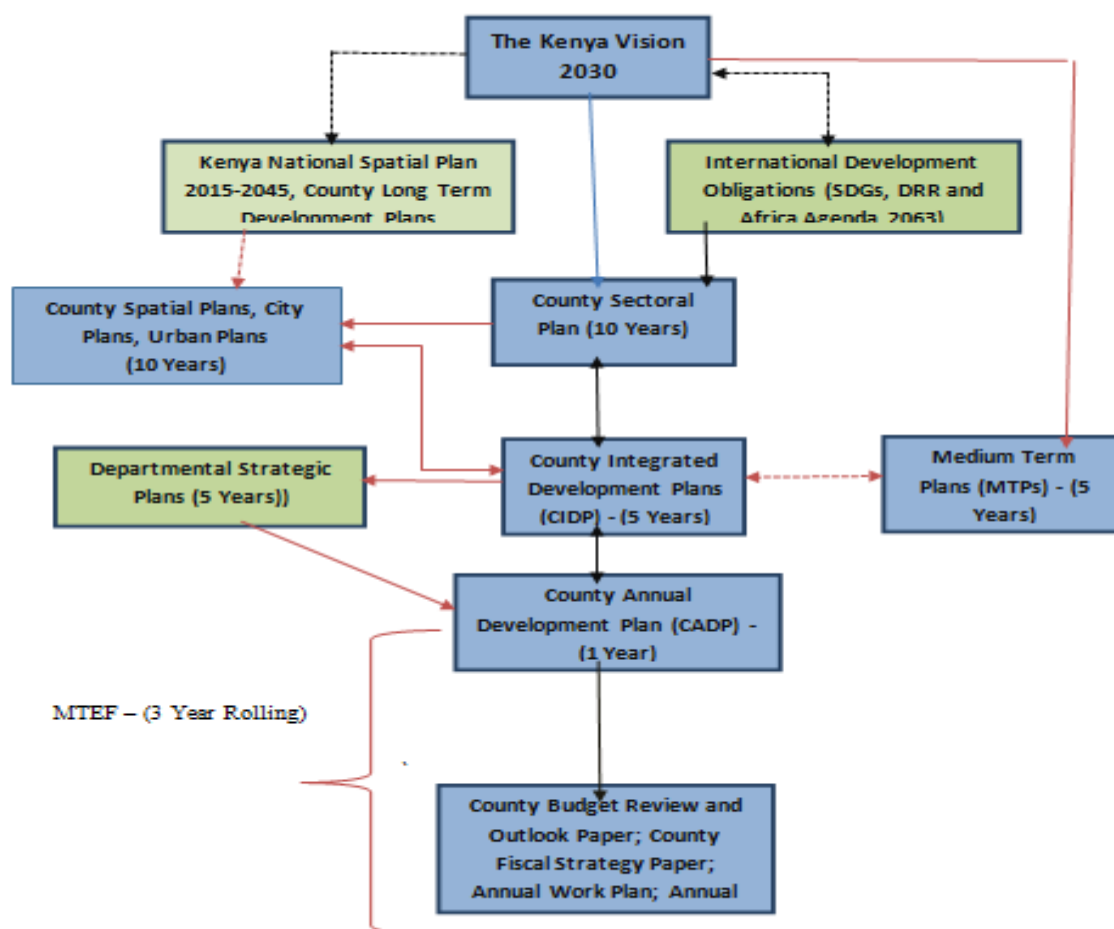
1.4 Approach/methodology in the preparation of the sector plan

1.4.1 Steps in Preparation of the CSP

Phase I: Preliminary stage

(44)   The County Executive Committee (CEC) Member for Finance and Economic Planning issued a circular to initiate CSP preparation process. The circular clearly outlined county sectors, composition of sector working groups and their terms of reference (TORs) and timelines for accomplishment of milestones in the preparing of the CSP.

(ii) The CEC member for Education and Vocational Training constituted the Sector Working Group (SWG) secretariat for the Education Sector which was responsible for spearheading the Sector Plan preparation process. The Chair of the SWG Secretariat was the Chief Officer while the sector economist was the secretary to the SWG secretariat. The other SWG secretariat members included technical officers from the ECDE and VTC sub-sectors.

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(iii) Sensitization sessions on the CSP guidelines and the preparation process of CSP was conducted by the sector economist to the sector working group secretariat.

Phase II: Drafting Process

    (i)   Data collection and analysis

The SWG undertook a desktop and secondary data review on sector performance to determine the level of achievement, programmes implementation challenges and lessons learnt. Departmental reports, M&E Reports, sector related policies and laws, CIDP, Kenya Vision 2030, ASTGS, Previous Sector Plans, Community Social Audit Reports, Financial Statements, Controller of Budget Reports, Economic Surveys, National Government Agriculture Development Strategies, National and county Spatial Plans, Statistical Abstracts and other KNBS Publications were comprehensively reviewed for data collection and to generate content for the sector plan preparation process.

The SWG undertook stakeholder mapping that included relevant Education sector departments at the county and national levels, County Budget and Economic Forum, NGOs, Academic Institutions, Research institutions, development partners, religious institutions, private sector, Public Benefit Organizations (PBOs) and County citizens amongst other stakeholders. Public Participation Fora, Key Stakeholders' Fora, Key Informant Interviews and Several Group Discussions were conducted to collect relevant Information and inputs from the stakeholders.

    (44)   The SWG retreated for drafting workshops and consolidation of the collected data and information. A draft Education Sector Plan was then developed as per the guidelines.

Phase III: Validation

The draft sector plan was further subjected to a key stakeholders' forum for input and comments for incorporation by the SWG.

Phase IV: Approval

The SWG presented the draft Sector Plan to the county executive committee member for Education and Vocational Training for presentation to the County Executive Committee for consideration and adoption before submission to the county assembly for approval.

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CHAPTER TWO: SITUATION ANALYSIS

2.1 Sector Context Analysis

This section describes the environment within which the sector operates.

2.1.1 Kenya's Curriculum Reforms

Kenya's education and training system was until 2017 based on an 8:4:4 structure that provided 2 years of pre-primary education, 8 years of primary education, 4 years of secondary education and a minimum of 4 years of university education. In addition, the system incorporated technical education and training and non-formal education programmes including adult and continuing education for those learners who for some reasons or another did not continue to enrol in the regular education system either at primary, secondary school or university levels.

The Competency Based Curriculum (CBC) was introduced in 2017 by the Kenya Institute of Curriculum Development (KICD) with the aim of churning out 'engaged, empowered and ethical citizens. The CBC curriculum runs on a 2-6-3-3-3 System of Education where basic education has been organized in three levels; Early Years Education, Middle school Education, and Senior School. Under CBC, learners will now spend 2 years in Pre-primary, 6 years in primary (Grade 1-6), 3 years in junior secondary (Grade 7,8,9) 3 years in senior secondary (grade 10,11,12) and 3 years in university. TVET education is on the other hand offering Competence Based Education and Training.

2.1.2 Demographics

According to the Kenya Population and Housing Census (KPHC) 2019 results, the County population stood at 1,670,570 (858,389 female, 812,146 male and 35 intersex). It is projected to have a total population of 1,972,702 in 2027 and 2,188,720 in 2032. This represents an increase of 23 per cent for the period 2019 to 2032. These projections are based on a population growth rate of 2.1% per cent, assuming constant mortality rates and fertility rates. The increase in the overall population will call for more investment in economic and social facilities such as health services and educational facilities and prudent management of the population and introduction of specific programmes.

Table 7 shows the population projections of selected age groups with 2019 as the base year. These include pre-primary school going age (4-6 years), primary school going age (7-12 years), secondary school going age (13-18 years), the youth (15-29 years), reproductive age years (15-49 years), the labour force (15-64 years) and the aged population of 65 years and above. These age groups have been identified for analysis because of their critical role in the socio-economic development of the county, labour force for the 15 to 55 years population and the dependent population. Similarly, it offers policy makers with the necessary information to analyse and interpret the causes of various dynamics that result in population structure changes and the arising challenges.

Pre-school going age (below 1 year)

The population of this age group is expected to increase from 219,174 in 2019 to 228,475 in 2027 and 233,273 by 2032. Male children stand at 109,105 while the girls at 110,069 in 2019.

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Important decisions or priorities includes making decisions regarding early childhood development (ECDE) which provide a foundation for meeting the child's cognitive, psychological, moral and emotional needs.

Primary school age (6-13 years)

The population for this age group in 2019 was 147,775. It will grow to 154,047 in 2027 and is expected to increase to 157,281 by 2032. This growth is expected to maintain the pressure on primary school facilities and the teacher pupil ratio at primary school level is not expected to change significantly.

Secondary School Age (14-17 years)

The population in this age group now stands at 283,580 and is expected to rise to 301,823 by 2032. Increase in population for this age group implies that the education facilities should be equipped to handle the marginal increase. This calls for continued investment in social and physical infrastructure like schools, training institutions and employment creation.

Youth (15-29 years)

This age group had a population projection of 464,188 in 2019 increasing to 483,888 in 2027 and is expected to reach 494,050 in 2032. Over the last few years, the government and other development partners have initiated projects geared towards empowering the youth economically. For these initiatives to succeed, it is prudent to analyse the age dynamics of this age group and how its growth rate will affect the focus and success of projects.

Labour Force (15 – 64 years)

This age group was 441,979 in 2009 and is projected to increase to 535,597 in 2012. This represents 49.34 percent of the total population. This is the economically active age group whose increase will require a commensurate increase in creation of job opportunities. Due to increase of this age group, it becomes necessary to offer training to the group to make it more productive. Majority of the population in this age group are engaged in trainings. In order to absorb the increasing labour force, investment in diverse sectors such as modern agriculture, livestock marketing, mining, fishing, agribusiness and ecotourism is required. The increase in devolved funds in the County has created employment opportunities. Local contractors employ casual labourers from among the community members and also offices are set up at devolved levels absorb the community members amongst their staff.

Table 9: Population *projections by special age groups*

Age-group	2019 census			2023 Projection			2027 Projection			2032 Projection		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below 4 years	109,105	110,069	219,174	111,396	112,380	223,776	113,735	114,740	228,475	116,123	117,150	233,273
Pre-primary 4-6	74,074	73,701	147,775	75,629	75,248	150,878	77,217	76,828	154,047	78,839	78,442	157,281
Primary school 7-12	156,026	156,534	312,560	159,302	159,821	319,124	162,647	163,177	325,825	166,063	166,604	332,667
Secondary school 13-18	142,431	141,149	283,580	145,422	144,114	289,535	148,475	147,139	295,615	151,593	150,229	301,823
Youth population 15-29	224,409	239,779	464,188	229,122	244,814	473,936	233,933	249,955	483,888	238,845	255,204	494,050
Labour force 15-64	417,336	453,628	870,964	426,100	463,154	889,254	435,048	472,880	907,928	444,184	482,810	926,995

2.1.3 Political (administrative) coordination

Bungoma County number 039 is located in western Kenya and borders Uganda to the North West and three counties, Busia County to the South West, Kakamega County to the South West and South East and Trans-Nzoia County to the North East. The County Government comprises of the Executive and the County Assembly.The County Executive is responsible for the execution of county government's functions as per the Fourth Schedule of the Constitution of Kenya (2010). The County Executive consists of the Governor and the Deputy Governor elected every five years by the citizens of the county.The CEC is responsible for the preparation of county policies, plans and budgets for approval from the County Assembly; and the submission to external regulatory offices of the National Treasury and Office of the Controller of Budget. Each department has a Chief Officer reporting to the CEC also appointed by the Governor, and county public service staff recruited through the County Public Service Board.

The functions of Educational and training are shared between the national and county governments as contained in Schedule 4 of the Constitution. The functions of the National Government are: education policy, standards, curriculum, examinations, granting of university charters, universities, tertiary educational institutions, institutions of research, higher learning, primary schools, special education, secondary schools, special education institutions and promotion of sports and sports education. The functions of the County Government in relation to education are: pre-primary education, village polytechnics, home-craft centres, farmers training centres and childcare facilities.

In addition, Parliament, over the years has enacted a series of Acts on various dimensions of education whose objects and goals the Ministry is expected to implement to give effect to the Constitutional provisions pertaining to education and training of Kenyans.

University Education Policy Management; University education; Public Universities and Tertiary Institutions; Science technology innovation policy; Management of Technical Training Institutes including Youth Polytechnics; Management of Institutes of Science and Technology; Management of National Polytechnics; National Council for Sciences and Technology.

2.1.4. Socio-cultural

The urban centres in Bungoma County consist of all the tribes in Kenya. However, the majority are still the local people who are Bukusu, which is a sub tribe of the dominant Luhya tribe of western Province of Kenya. Rural areas are mainly inhabited by the local people who speak Tachoni, Batura, Sabaot, Iteso and the Ogiek.

Evaluation of data shows a gender gap in favour of boys in many wards across the county. Studies done in Kenya by Eshiwani (1984) and Kinyanjui (1993) showed that there are gender disparities in educational opportunities and achievements, with females being disadvantaged. However, the

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education of girls and women is seen as essential to achieve equitable development. Mwiria (1997) pointed out five compelling reasons for investing in the education of women. First, literate women are more likely than illiterate ones to promote the education of their children. Second it ensures gender equity as educated have more access to formal employment than their illiterate counterparts. Third, educated women serve as role models for their children and girls in general, thus enhancing the latter's chances of enrolling in school. Fourth, educated women add to the pool of human resources available to nations confronting the difficult challenges related to environmental degradation, ignorance and disease. Fifth, increasing female literacy by 10% has the potential to lower infant mortality by the same percentage or more. According to Schultz (1961), education of women has more social returns than that of males. Similarly, the forum for Africa Women Educationists (1998) notes that the total benefits of education multiply where there is increased female participation in schooling.

2.1.5. Socio-economic factors

Children are entitled to a free, quality basic education. This right, is however determined by such factors like family income levels, parents' level of education and gender. These factors, all influence the quality and availability of education as well as the ability of education to improve life circumstances. Education provides individual children with the knowledge and skills necessary to advance themselves and their nation economically.

The education sector in the county is faced with a myriad of socio-economic factors such as family incomes, parents' level of education and gender that influence the quality and availability of education as well as the ability of education to improve life circumstances. The problem in many developing countries is that either the financial resources or the political will to meet their citizens' educational needs.

The financial status of the family influences a number of factors that either help or hinder children in gaining education. Wealthy families in the county have the financial resources to send their children to high quality schools, hire tutors and obtain supplementary education schools. Financial stress on the parents causes children to leave school early and or perform income generating activities. Worries about financial hardship at home can negatively affect low-income children's ability to learn.

2.1.6. Technological factors

The government of Kenya is prioritizing the use of information and communication (ICT) in teaching and learning at both basic and higher education levels, including through collaboration with international agencies and organizations. In response to technological changes, the 2006 National ICT policy was revised, resulting in the development of the 2019 National ICT policy, which aims to achieve a knowledge-based society and ensure the availability of accessible, efficient and affordable ICT services.

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The digital literacy programme was initiated in 2016, with the aim to distribute digital devices to primary school students and to train teachers in the delivery of digital learning content. Overall, approximately 81,000 teachers were trained under the programme. The MoE, Science and Technology and the Teachers Service Commission, (TSC) have also targeted teachers for ICT training to provide both basic and enhanced ICT competences.

Despite the various initiatives, a range of challenges are present including: inadequate infrastructure, including electricity and internet connectivity, lack of training and continuous professional development (CPD) opportunities in the pedagogical use of digital technologies; multiple data systems in use, leading to a mismatch of teacher, student and school information and data sets; high costs of digital device and funding shortfalls and delays in disbursement impacting the operations of programmes and capacity-building of teachers. A digital divide between rural and urban areas continues to perpetuate existing education inequalities.

2.1.7. Teacher employment

In 2014, the County Government employed 2,040 ECD teachers in the public centres on a contract basis. They were later confirmed on permanent and pensionable terms in the year 2018, against a pupil enrolment of 85,790. This gives a 1:41 teacher pupil ratioand poses a major challenge owing to the Basic Education Act and the international teacher pupil standard ratio of 1:25.

Thus, the 2,044 Bungoma County ECD employed teachers only constitute 50% of the target population. In the Bungoma County context, high levels of poverty often result in home environments which may not be able to provide the kind of stimulation needed to support school readiness. This may be accompanied by higher levels of stress brought about by circumstances of poverty, resulting in limited care and stimulation. The combination of a lack of enriched home environment, with poor access to quality early learning and care programmes means that many children are ill-prepared for school learning.

Learners living in areas with few or no centres, such as rural areas, have limited or no access to early learning and care programmes. Due to long distances ECD learners get to school tired and this affects their learning.

2.1.8. Teacher Training and Professional Development

Kenya's education has embraced the three conventional teacher education processes: pre-service, in-service and CPD. The government is committed to producing a qualified teaching workforce that is able to carry out a well-developed teaching and learning agenda. Teacher education is offered at three levels of qualification: certificate, diploma and degree. It is carried out in teacher training colleges, technical training colleges and universities. Teacher education programmes are offered as follows:

Early Childhood Development and Education: Teacher training is provided through in-service courses in district centres for early childhood education and is run by the National Centre for

Early Childhood Education, which is mandated to develop the curriculum, to train supervisors and trainers and to conduct monitoring and evaluation processes.

Primary teacher education: training is offered in 30 public and private certificate -level colleges and technical institutes through a two-year residential programme.

Secondary teacher education: teachers are trained in teacher training colleges and universities graduating with diplomas and degrees respectively.

Technical teacher education: training is provided at the Kenya Technical Trainers College, where teachers for secondary schools, technical training institutes, primary teachers' colleges, institutes of technology and vocational polytechnics are trained at diploma level.

Special needs education: Training is provided to professionally qualified practicing teachers through a two-year diploma programme at the Kenya Institute.

The expansion of primary and secondary education as a result of the government's policy of free primary and secondary education as a result of the government's policy of free primary and secondary education and its commitment to 100 per cent primary to secondary transition, have necessitated the training of more teachers. There are currently four public diploma teacher training colleges in the country: Kagumo, Kibabii, Lugari and Moiben)

2.1.9. Legal Context

The Constitution of Kenya 2010, Article 43 on the Economic and Social Rights guarantees every person the right to education as well as the right to access adequate housing and reasonable standards of sanitation, while Article 53 provides free and compulsory basic education to all children, basic nutrition, shelter and health care; protection from abuse, neglect, harmful cultural practices, all forms of violence, in human treatment and punishment, and hazardous or exploitative labor; parental care and protection.

International Covenant on Economic, Social and Cultural Rights (ICESCR) 1966, Article10 provides special measures for care and education of dependent children.

The Convention on the Rights of the Child (CRC) 1989 provides for appropriate legislative, administrative, social; and educational measures to protect the child.

The Children's Act (2001) stipulates the rights of children and identifies the right holders and duty bearers in ensuring the achievements of these rights.

The Convention of Rights of Persons with Disabilities (2006) guarantees persons with disability the right to enjoy their rights including early education.

The Kenya Vision 2030 underscores the need for promoting education for development. It propagates for increased access to quality education from the formative years of development and integration of pre-primary education into basic education.

The Basic Education Act (2013) operationalizes the constitution by providing for access to free and compulsory quality basic education to all children.

The National Children's policy (2010) assigns responsibilities to ensure survival, development, participation and protection rights of the child.

The National Plan of Action for Children 2015 – 2022 provides for the children's right to survival, protection, health, education among others.

The National Government Pre-Primary Policy, 2018-it is a policy that provides rights to education for every child below the age5.

2.1.10. Food and Nutrition

An area of great concern is the high level of poor nutrition among young children: some 10%of children especially in the rural formal areas are stunted, and Vitamin A deficiency and worm infestation are regarded as significant public health problems.

Malnutrition remains a key driver of under-five mortality in Bungoma and a number of direct underlying factors result in malnutrition in young children. Two immediate determinants are inadequate food intake and illness. Key underlying determinants are food insecurity, inadequate maternal care, and insufficient health service, poor hygiene and unhealthy environments. A great number of young children live in households that ran out of money to buy food, others live in households which skip meals because of insufficient food, and others eat a small variety of food because there is no enough food in the house.

2.1.11 Childcare and Protection Services

Children exposed to violence, abuse and neglect are more likely to suffer from psychological problems including stress as well as internalizing and externalizing behavior. This has been shown to affect the learners' self-regulatory and executive functioning which are key school readiness skills. The constitution of Kenya, 2010 the Basic Education Act (2013), the children's Act 2001, United Nations convention on the rights of the child and the African Charter on the Rights and Welfare of the child provides for child rights and identify responsibilities for children. In this regard, all teachers, caregivers and child protection officers are obliged to ensure that every child enjoys their prescribed rights in all settings and are well trained on their responsibilities as per their evolving capacities.

In spite of the commitments enshrined in the legal documents, the child's right to protection and care especially in the childcare facilities and pre-primary is hampered by shortage of appropriate play and learning materials, unsafe learning environment, insecurity (trafficking, kidnapping and molestation), far distances to pre-primary education schools, shortage of appropriate sanitation facilities and poor childcare practices among others. Teachers' capacity to handle leaners with special needs is

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inadequate. The Pre-primary education teachers should be well trained on the developmental needs and milestones in order to carry out early identification of children with special needs and disabilities as soon as possible and provide a supportive environment so that every child can achieve optimum physical, cognitive, emotional and social development. Children need safe environment to explore and manipulate objects so as to discover, understand and appreciate their world. Teachers and other stakeholders should ensure safe learning environments that will provide each child adequate opportunities to experiment, explore dialogue, discover, reflect and apply new knowledge, skills and attitudes.

All children should have a right to access adequate and appropriate leisure, recreation and play for their holistic development. Therefore, pre-primary education schools should ensuremaximumenjoymentofeachcategoryofrightsbyeverychildandalsoaneffectiveprevent ion and response strategy to child care challenges. In this respect, there is need for development and implantation of child safety and protection guidelines for all pre-primary education schools

2.1.12. Gaps in the current education sector

The public provision of Education sector by the County Government of Bungoma requires the development of a county education system which provides, and which is capable of holding the Bungoma County Government accountable for the provision of:

- A comprehensive suite of quality age-appropriate and needs-appropriate Education services for all students / learners in Bungoma County;
- Human resource and infrastructure necessary to deliver universally available quality Education services for all students / learners in Bungoma County and to ensure that all access barriers, including age, poverty and disability are addressed;
- Adequate funding to ensure availability of quality Education services and to address access barriers, including user-fees for children living in poverty and /or with disability;
- Adequate quality and safety standards, control, improvement and evaluation systems to ensure and measure availability of quality of services and equitable outcomes for all children and access for vulnerable children;
- Government management structures and systems for population-based assessments for the determination of numerical demands and context, age and developmental needs for the full range of Education services at a county and departmental level and planning for provision to meet the determined demand; and
- A body of enabling policies, laws and programmes mandating, obligating, regulating, enabling and harmonizing the respective Education roles and responsibilities of all role players, including government departments across the county and non-government role players

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2.2 Review of Sector Financing

This section discusses the trends on how the sector has been previously allocated resources to finance its Programmes for the previous ten (10) years and since the commencement of devolution. A comparison has been done between the sub-sector budget against the total Sector budget, and sector budget against the total county budget. It highlights budgets financed by County Government, National Government and non-state actors. This is as indicated in Table 10.

Table 10: Source of Sector Budget Financing

Source of Financing	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
County Government(equitable share, and Own source revenue)	567,420,724	1,056,335,684	770,588,974	809,118,974	909,574,343	1,540,302,413	1,400,359,835	1,493,993,354	1,568,693,354	
National Government(conditional grants)						76,000,000	53,000,000	67,000,000		-
Development Partners(conditional grants)	-	-	-	-	-	-	-	-		
A.I.A(CSOs)	-	-	-	-	-	-	-	-		

Table 11: Analysis of Sector budget by sub-sector

Sub-SectorName	Financing									
	2013-14	2014-15	2015-16	2016-17	2017-2018	2018-2019	2019-2020	2020-21	2021-2022	2022-2023
Total Sector Budget Financing	567,420,724	1,056,335,684	770,588,974	809,118,974	909,574,343	1,540,302,413	1,400,359,835	1,493,993,354	1,568,693,354	
Total county Financing	6,363,299,906	7,699,407,628	8,402,660,129	8,937,315,111	9,452,667,557	12,909,521,835	12,198,149,224	11,902,328,884	12,808,056,685	

2.3. Sector Performance Trends and Achievements

This section provides an analysis of the sector performance trends based on the key sub-sector statistics and outcomes. It also highlights the key achievements of the sub-sectors performance trends as well as the challenges encountered.

2.3.1 Pre-primary education

The National Enrolment in pre-primary 1 and 2 went up by 12,400 to 2,845,300 in 2021 school year from 2,832,900 in 2020 school year. Total enrolment in primary schools increased by 1.1 per cent to 10,285,100 in 2021 school year. Similarly, total enrolment in secondary schools rose by 4.9 per cent to 3.7 million in 2021. Number of teachers in public primary schools increased by 1.2 per cent to 220,744 in 2021, while number of teachers in public secondary schools and teacher training colleges increased by 6.3 per cent to 120,279 in 2021. In Bungoma County, there are over 860 pre-primary education centres most of which are attached to primary schools.

2.3.2 Basic education

The primary schools increased from 31,449 in 2017 to 32,344 in 2019, representing an increase of 2.8 percent. Public primary schools increased by 0.6 percent, from 23,139 schools in 2017 to 23,286 schools in 2019 while private primary schools increased by 9 percent, 8,310 schools in 2017 to 9,058 schools in 2019. Unlike the case in the pre-primary sub-sector, there was a higher rate of increase in the number of private primary schools relative to public schools. Nevertheless, public primary schools still account for the largest share of primary schools, at 72 percent.

In Bungoma County, there are 1,115 primary schools (Basic Education Statistical Booklet 2019) with total enrolment of 500,157 (251,543 males and 248,614 females). There are 11,273 teachers translating to a teacher pupil ratio is 1:44.

According to Basic Educational and Statistical Booklet, there are 389 secondary schools comprising of 369 public and 20 private schools, with total enrolment of 153,688 (78,378 females and 75,310 males). There are 4,160 (TSC- Bungoma, 2022) teachers translating to a teacher pupil ratio is 1:36 in public secondary schools.

2.3.3 Technical, Vocational Education and Training

Technical and vocational training is an economic driver as anchored in the Sustainable Development Goals number 4:4 and Kenya's economic blue print Vision 2030. There are four functional public technical training institutions namely; Kisiwa, Sang'alo, Matili and Musakasa. The current enrolment in this technical and vocational colleges is. There are plans to establish

other colleges. This is in line with national government policy of having technical training institutions in every constituency.

The County Polytechnics are currently offering the following 12 courses namely, 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 and Leather work technology.

The county government has upgraded 10 polytechnics to centres of excellence. Centres of Excellence bring together a wide range of local partners, such as providers of vocational education and training, employers, research centres, development agencies, and employment services (among others), to develop "skills ecosystems" that contribute to regional, economic and social development, innovation, and smart specialisation strategies.

2.3.4 Tertiary / University Education
There is one public university, Kibabii which was chartered in 2015. Other universities that have campuses within the county include MMUST campus, Sang'alo Institute of Science and Technology, Matili Technical Training College and Kibabii Diploma Teachers College. There are other medical institutions in the County at Webuye, Bungoma and Sichei.

Implication
This therefore implies that both the national and county governments need to put in place long term strategies aimed at addressing both structural and human resource issues such as increased infrastructural development, recruitment of more teachers and capacity building, in order to cater for the increasing number of students.

Table 12: Sector Performance Outlook

PROGRAMME: Early Childhood Development and Education							
OBJECTIVE: To provide effective and quality ECDE programmes for sustainable development							
SNO.	Key Outcome	Outcome Indicator	Unit of measure	Baseline Value	End term target	End term actual	Remarks
44.1	Improved access to quality basic education	Net enrolment rate	%	34.2	100	79	Inspite of the increase of entry age from three to four years, there was improved rate of enrolment attributed to increased investment in ECDE. key outputs included construction of 223 ECDE classrooms in 45 wards, and provision of learning materials in 860 schools. in addition, the national government embarked on construction of extra classes in primary and secondary schools to ensure implementation of CBC The government will continue investing in education infrastructure development, engagement of stakeholders and sensitization in order to attain 100 per cent enrolment.
		Gross enrolment rate	%	82.2	100	89	
		Teacher-Pupil ratio	Ratio	1:65	100	1:40	The improved ratio, signifying improvement in quality of education resulted from recruitment teachers. The government continues to direct more resources towards recruiting teachers in order to attain universally recommended

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							standards
		% Increase in teachers with formal training	%	-	100	100	All teachers employed have formal training and continue to undergo in-service refresher courses on curriculum implementation

Programme: Tertiary/ Technical Vocational Education And Training

Objective: To equip youth in the Vocational Training Centres with relevant skills, knowledge and capacity to engage in meaningful activities

Sno.	Key Outcome	Outcome Indicator	Unit of measure	Baseline Value	End term target	End term actual	Remarks
44.2	**Improved access to technical Vocational Training across the County**	Increase in enrolment of trainees	Number	5,120	25,500	15,469	This increment indicates an increase in skilled youths. This was majorly attributed to the establishment of 58 more centres, construction of 12 workshops and provision of tools and equipment in TVET However, the county strives to increase more investments in infrastructure development, upgrading and provision of tools and equipment
		Increased number of TVET institutions	No	34	100	97	There are 90 vocational centres spread in 45 wards and 7 technical and vocational training colleges
		Increase in number of instructors deployed in TVET institutions	No	150	1250	2500	

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2.3.5. Challenges facing the Sector

a. Poverty

Poverty is widely recognized as `a root cause of poor child development`. Low socioeconomic status is a key predictor of poor early childhood development. Persistent cumulative poverty and exposure to hardship in the early years of life have a detrimental effect on cognitive functioning.

b. Malnutrition

Poor child nutrition has led to irreversible developmental stunting and delays resulting in poor cognitive development, and ultimately lower educational performance. The impact of poor nutrition on the child`s development is particularly pronounced in the early years of life. Even if children catch up in terms of height, the impact of stunting on brain development in this critical early period may well endure.

c. Resources

The pre-primary education programmes have been inadequately resources in terms of financial, human capital and physical resources

d. Quality & relevance

Challenges affecting quality and relevance of pre-primary education include: poor learning environment, inappropriate curriculum delivery methods, inadequate teaching and learning materials, inadequate supervision and monitoring of curriculum delivery; low teacher motivation and high teacher attrition. In addition, poverty and poor economic growth hampers the sustainability of pre-primary education.

e. Governance& Accountability

There are weak management structures and lack of regulatory framework at all levels of preprimary education provision including unclear linkages between various institutions /organizations that provide and / or manage pre-primary education. There is low community awareness on their roles in the provision of quality pre-primary education.

f. Access to the services

A significant proportion of children are not accessing pre-primary education in spite of it being critical in laying the foundation for performance in the subsequent levels of education. This situation is mainly attributed to: low budgetary allocation, low parental and community awareness on the importance of pre-primary education, cost

of pre-primary education, inadequate pre-primary schools within reach especially in rural areas, inadequate and inappropriate infrastructure and sanitation facilities, engagement of unqualified personnel, high turnover of personnel and lack of structured feeding program.

g. **Exposure to Violence**

The social and emotional development of young children who are exposed to violence in their families and communities (including corporal punishment) and who do not enjoy the protective buffering of strong and supportive caregiving is compromised. They are at a greater risk of insecure attachments, increased risk of behavior problems, reduced levels of pro-social behavior, increased aggressive behavior, and an inability to regulate their own emotions.

h. **Developmental delays and disabilities**

These are indicative of their compromised development and are at risk of low access to ECD service and at an increased risk of poor quality care.

2.4. Sectoral Development Issues

This section presents the development issues and their causes. The section further highlights the available opportunities and the possible challenges that hinder achievement of the development objective in relation to each development issue. The information is captured in the template provided in Table 13.

Table 13: Sectoral Development Issues, Causes, Opportunities and Challenges

Sub-sector	Development Issue	Causes	Opportunities	Challenges
Education	Child Development	Delayed commencement of education	• Existing ECDE institutions • Existing MOE guidelines on school going age	• Poverty • Lack of special purpose facilities • Family dis-integration • Inadequate awareness
		Inadequate child development facilities	• Existing public primary schools; • Existing private academies; • pool of well-trained teachers • legal framework; • political good will	• Inadequate financial resources; • Inadequate personnel; • Limited availability of specialised learning equipment; • insecurity • Low uptake of technology
	access to quality education	poor education infrastructure	• Existing learning institutions; • Pool of well-trained	• Inadequate land for constructing learning centres; • Inadequate financial

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Sub-sector	Development Issue	Causes	Opportunities	Challenges
			teachers and instructors • legal framework; • political good will	resources; • Inadequate personnel; • Limited availability of specialised learning equipment; • insecurity • Low uptake of technology
		low enrolment of learners	• Existence of special schools • Availability of policies on special needs education • Availability of special needs education instructors and Teachers	• low awareness on special needs education • Low awareness among parents on enrolment of children with special needs, marginalised people and girls • Low awareness of parents on existence of learning institutions • inadequate number of teachers specialising on SNE • lack of SNE friendly facilities • Negative perception/ low attitude of the community on technical and vocational training; • lack of modern infrastructure • Inadequate financial resources; • High levels of poverty; • low capacity of managers to effectively manage the institution • low funding of vocational training institutions • Lack of local Special Needs Education policy • low capacity of trainers on Special Needs Education • lack of specialised equipment for trainee with SNE • low community perception • slow pace of registration of vocational training institutions
		poor curriculum implementation	• facilities available • teacher available • support system available • Existing national QAS officer for collaboration • Availability of a Capacity	• low number of trained teachers • lack of training material • Absenteeism by instructors and learners • Inadequate funds to undertake

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Sub-sector	Development Issue	Causes	Opportunities	Challenges
			building centre; • National standards / curriculum / syllabus guidelines • instructor trainers available	curriculum implementation, QAS and co-curricular activities; • Lack of operational Education Management Information Systems; • Lack of policy and legal framework; • Inadequate capacity building and staff training; • Inadequate personnel • Inadequate training instructors with pedagogy; • Uncoordinated admission of trainees • inadequate resources to undertake quality assurance visit • Low uptake of technology • Inadequate nutrition and health support services •
		high dropout rates	• Availability though inadequate funding institutions. • availability of legal framework for scholarship	• inadequate funding from available schemes • High levels of poverty • high cost of education • Social discrimination • Inadequate alternative financing arrangement for higher education students
		Poor management of established learning institutions	• Availability of institutions • Established redress mechanisms • Established institutional leadership	• Inadequate capacity • Inactive management committees • Inadequate resources • Low staff motivation
Vocational Training and Skill Development	Access to quality Technical Vocational Education and Training (TVET)	Inadequate infrastructure	• Existing vocational training centres in every ward • Pool of well-trained teachers and instructors • political good will	• Inadequate financial resources; • Too many VTCs for efficient infrastructural
		Inadequate number of instructors	• Existing instructors • Existing curriculum • Existence of higher learning institutions in the Country	• Inadequate financial resources to hire staff •
		Lack of capitation	• Political good will • Supportive Government policies	• Inadequate financial resources; •

2.5. Crosscutting Issues

This section briefly discusses crosscutting issues. For each issue, the current situation, how it is affecting the sector, the existing gaps (policy, legal and institutional), measures and recommendations for addressing the gaps. This should be as shown inTable12.

Table 14: Analysis of Sector Crosscutting Issues

Cross-Cutting issue	Currentsituation	Effects oftheissue	Gaps(policy, legal andinstitutional)	Measuresfor addressingthegap	Recommendations
Alcohol and substance abuse	High rates among learners and teaching staff	Absenteeism, dropouts	No work place policy to contain the issue	Develop and implement workplace policy on ASA	Domestication of the NACADA policy Establish and operationalize Alcohol and Substance Abuse committee
HIV / AIDS	2.8% HIV prevalence rates in Bungoma county; High prevalence among youth	Reduces productivity among teachers; Lost investment opportunities among students	Lack of workplace policy	Develop and implement workplace policy	Domesticate National HIV policy and action plan; Allocate finances on HIV /AIDS activities
Gender Mainstreaming	Cases of inequality, discrimination and marginalization in all development sectors	Gender discrimination in appointments, promotions and employment	Lack of workplace policy	Adopt and implement gender policy	Sensitive staffs on gender mainstreaming
Disability Mainstreaming	Most of trainers and support staff are not trained to handle students with special needs	Reduced productivity among PWD	No county policy on affirmative action	Customize and implement government policy on affirmative action	Domesticate / adopt national government and implement policy on affirmative action
Environmental sustainability	Environmental sustainability measures being followed	Adverse weather conditions have a negative impact on education	Lack of relevant environmental policies	Domesticate environmental policies and regulations	Establish and operationalize County Environment Committees

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2.6. Emerging Issues

2.6.1. Education reforms

The education and training system is moving away from objective to competence approach which envisages the combination of knowledge, skills, values and attitudes to enable learners to successfully perform expected functions. Development of Basic Education Curriculum Framework which proposes a new education system with tiers (early years; middle school; senior school; tertiary and university) has been concluded and pilot of curriculum for early years was done ahead of roll out in 2018. The new curriculum proposes new learning areas that are nonexistent in the current education system. There is therefore need to adequately improve infrastructure and build the capacity of teachers to enable them implement the new curriculum expected that was rolled out in January 2018.

Skills development system in Kenya has been following a curriculum-based, time-bound approach rather than demand-driven approach leading to a severe mismatch between the labour force skills and economy/industry needs. The majority of courses are designed, delivered and assessed on a centralized standard curriculum and certification is based on completion of courses and passing examinations rather than demonstration of competency. This weak linkage between the training institutions and industry hampers appropriate skills training. The reform to Competency Based Education and Training (CBET) require increased resources to cater for establishment of assessment centers, establishment of Sector Skills Advisory Councils (SSACs), development of occupational standards and training TVET trainers, assessors & verifiers on CBET.

2.6.2. Covid-19 pandemic

Before the onset of the Covid – 19 pandemics, Kenya had a well-structured calendar of education. The preprimary primary and secondary school calendar ran from January to December. The syllabi were structured to be covered in nine months at most. During the one-month break, both teachers and learners would seize the opportunity to rest and refresh before getting back to another engaging three months.

On March 15th 2020, the Kenyan government closed all schools and colleges nationwide in response to the first positive test of covid-19. This led to disarray of learning programmes countrywide. The closure of institutions affected learners and teachers and also led to challenges on economic and social issues including interrupted and loss of learning, financial constraints on households, homelessness, poor childcare, sexual exploitation and early pregnancies.

2.6.3. Radicalization and Terrorism

There have been trends of violence in learning institutions including vandalism of institutions property. Some students and out of school youth have been victims of recent recruitment into radicalized groups and have been engaged in acts that have obviously infringed on the rights of other citizens and in some cases even caused loss of life. In isolated instances, radicalization literature has been found with learners and teachers/trainers which is an indication that our learning institutions may be porous for anyone who may want to take advantage of children and youth in the sector.

2.7. Stakeholder analysis

This section should highlight the different stakeholders relevant to the sector and their roles and possible areas of collaboration. This can be presented as indicated inTable5.

Table 15: Stakeholders Analysis

Stakeholder	Roles	Possible areas of collaboration
National government MDAs	• Policy formulation and reviews • Curriculum development and implementation • Funding of education and training • Quality assurance and registration of new schools • Appointment of board of management • Development of infrastructure • Curriculum evaluation • Student bursaries	• Policy formulation and reviews • Funding of infrastructure projects, • Capacity building of teachers and other personnel • Student bursaries
County government of Bungoma Departments and Agencies	• Development of infrastructures • Capacity building of teachers • Bursaries and scholarships • Provide tuition support grants • School feeding programmes • Supervision of curriculum	• Development of infrastructure e.g. Classroom, workshops, labs and hostel • Capacity building of teachers on curriculum implementation • Implementation of school feeding programme • Provision of learning and training materials/equipment
Development Partners	• Funding of educational and training programmes, • Technical support and capacity building of teachers • Provision of appropriate infrastructure and equipment • Community outreach	• Support for Policy development • Training of teachers and instructors • Implementation of feeding programmes
Special Interest Groups	• Mobilizefunds, technical support and capacity building • Worker's welfare and advocacy • Provide spiritual and counselling services as well as volunteer teacher for adult and continuing education programme.	• Advocacy / community sensitization • Sponsor some public and private institutions

	• In addition, they are involved in training of teachers, learners and trainees at all levels	
Education and training Institutions	• Curriculum implementation • Admission of students • Research and dissemination of information	• Training, research and development
Media	• Provide information awareness to the public	• Advocacy / community sensitization
Research Institutions (private and public)and academic	• Collaborative research, collaboration in programme development, policy guidelines, synergies and capacity building	• Research and development
Industry	• Providing Industrial Attachment to trainees, • Employment of graduates, competency assessment	• Student placement and employment
Private sector	• Policy support, advocacy and financing	• Advocacy

CHAPTER THREE: SECTOR DEVELOPMENT STRATEGIES AND PROGRAMMES

3.1. Sector Vision, Mission and Goal

3.1.1. Sector Vision

A globally competitive provider of quality and inclusive education and training for socio-economic development

3.1.2. Sector Mission

To enhance quality of education and training by providing, promoting and coordinating relevant education and training programmes, social and child support for socio-economic development

3.1.3. Sector Goal

'To attain equitable, affordable, accessible and quality education and training for all.'

3.2. Sector Development Objectives and Strategies

This section presents the sector objectives and strategies in relation to development issues identified in the previous chapter. The information is captured in the format as provided inTable6.

Table 16: Sector Developmental Issues, Objectives and Strategies

Sub-sector	Development Issue	Development Objective	Strategies
Education	Child Development	To increase enrolment and retention of school going children	• Strengthen Policy, Legal and Institutional Framework • Promote child development infrastructure • Enhance child development support • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.

	Access to quality education	To improve quality of education and sustain high transition rates	• Strengthen Policy, Legal and Institutional Framework • Support curriculum Implementation • Enhance education quality assurance management • Provide social support services • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.
Vocational Training and Skill Development	Access to quality Technical Vocational Education and Training (TVET)	To enhance skill acquisition	• Strengthen Policy, Legal and Institutional Framework • Support VTC Infrastructure Development • Promote skill acquisition for job market • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.

3.3. Sector Programmes and Interventions

This section provides the programmes, their objectives and the key interventions. The programmes are in line with the strategies identified in Section 3.2. Consideration of projects the programmes are in accordance with the Public Investment Management guidelines. The detailed sector programmes and interventions are presented in the implementation matrix providedintheTable7 (To be included as an Annex).

Table 17: Sector programmes and interventions

Programme	Objective	Strategies / Interventions
Early Childhood Development Education	To increase enrolment and retention of school going children	• Strengthen Policy, Legal and Institutional Framework • Promote child development infrastructure • Enhance child development support • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.
Training and Skill	To enhance skill	• Strengthen Policy, Legal and Institutional Framework

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Development	acquisition	• Support VTC Infrastructure Development • Promote skill acquisition for job market • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.
Education Improvement and Support Services	To improve quality of education and sustain high transition rates	• Strengthen Policy, Legal and Institutional Framework • Support curriculum Implementation • Enhance education quality assurance management • Provide social support services • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.
General Administration, Planning and Support Services	To enhance efficient service delivery	• Strengthen Policy, Legal and Institutional Framework • Capacity Development and Motivation • Administration Services • Financial Services, Planning and Stewardship • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.

3.4. Sector Flagship Projects

This section captures major projects/large scale initiatives with high socio-economic impact interms of creating employment, enhancing competitiveness, revenue generation, and ability to deliver services including promoting peace and co-existence across the county. The impact generates rapid and widely shared growth that is felt beyond the locality where it is being implemented. The projects are presented in Table 8.

Table 18: Sectoral flagship projects

Project Name:(Location n)	Objective	Outcome	Description of key Activities	Time Frame	Beneficiary Yes (No)	Estimated Cost	Source of Funds	Implementing Agency
Education Support Program	To facilitate needy students to access basic and tertiary education	Enhanced access to basic and tertiary education	Provision of education support to students	2023-2027	Secondary and tertiary students	1 billion	CGB, Private entities	Department of Education
VTCs Centers of Excellence in specific trade area	To enhance access to specialized trades	Enhanced quality and relevance of courses offered	-construction of workshops, classroom, seminar room, hostels and playground -capacity building of trainers -Provision of tools and equipment	2023-2027	Youth	800 million	CGB, development partners National government	Department of Education
Model ECDE centres in every ward	To increase access and quality of preprimary education	Enrollment in preprimary education centres increased	-construction of modern classroom, offices and toilets - provision of learning and play equipmen	2023-2032	Community Children	500 million	CGB, development partners National government	Department of Education

3.5. Cross-Sectoral Linkages

This section provides mechanisms/actions on how sectors will build synergies and address adverse effects that may arise from the implementation of the programmes. For each programme considerations are made in respect to harnessing cross-sector synergies arising from programmes, and mitigation measures that may be adopted to avoid or manage potential adverse cross-sector effects.

Table 19: Cross-Sectoral linkages

Programme Name	Linked Sector	Cross-sector Linkages		Measures to Harness or Mitigate the Effects
		Synergies	Adverse Effects	
Pre-primary Education	Transport and energy	Design and infrastructure development	Noise pollution, noise pollution	-Compliance with Environmental Management and Coordination Act
	Environment, water and natural resources	Conducting EIAs and provision of water		
	Finance Economic Planning	Processing of funds, planning, budgeting, implementation		-Enhance the capacity of finance and planning -automation of services
	Lands and Urban Development	Processing title deeds		Build the capacity of all stakeholders involved in land title processing
Basic education	Educational institutions	Admission of students and delivery of curriculum		Engages partners for additional support for scholarships and bursaries -mobilize resources for additional classrooms
Vocational Training Development	Transport and energy	Supervising implementation of projects	Reduction in arable land within the locality	-increase capacity of supervision staff -outsource services to consultants Speedy implementation of works
	TVETA	Registration of TVET institutions Quality assurance and standards	-	Decentralize TVETA service Build capacity of departmental to undertake quality assurance and standards

CHAPTER FOUR: IMPLEMENTATION MECHANISMS

4.1. Introduction

This chapter gives a framework through which the County Education Sector Plan 2023 - 2032 will be implemented. It discusses the institutions responsible for the actualization of the plan, resource requirements, resource mobilization strategies, resource gaps and measures the county will put in place to address the resource gaps.

4.1.1. Institutional Arrangement

To implement the County Education Sector Plan 2023-2032,variousactorswillbeinvolved.Theactorsrangefromthe Regional Economic Blocs, County Government departments, County Assembly, National Government Ministries, development partners and donors, Non-Governmental Organizations, civil society as well as the Bungoma County citizens. An elaborate organizational structure with clear roles and responsibilities will be put in place to guide and co-ordinate the implementing partners. This will help harness the potential of every partner in the county development process therefore guaranteeing efficiency and effectiveness in service delivery.

Table 20: Institutional Arrangement

| S/No	Institution	Role in Implementation of the Sectoral plan
1	County Executive Committee	• Policy formulation, implementation, and evaluation. • Preparation of plans and budgets • Coordination and facilitation of Program implementation, monitoring, evaluation, and reporting. • Coordinate with County Assembly for approval of plans and budgets.
2	County Assembly	• Legislation on policies, bills, and regulations • Oversight on program implementation • Representation of community on project identification and prioritization
3	County Government Departments	• Policy formulation, implementation, evaluation and reporting. • Program implementation, monitoring, evaluation, and reporting • Facilitates extension services • Provides technical services
4.	County Planning Unit	• Preparation of county plans (CIDP, Sectoral, Strategic, ADPs, etc) • Preparation of county budget documents (CBROP, MTEF, CFSP, CDMSP, Appropriation Acts) • Monitoring, evaluation, and reporting on program implementation. • Plans/Budget review • Collect county statistical data
5.	Office of the County Commissioner	• Coordinate peace and security of county citizens • Public sensitization on government projects in the county • Coordinate National Government's MDAs in the county

		• Monitor, evaluate and report on National Government projects in the county.
6.	National Planning Office at the county	• Technical backstopping • Streamlining National programs in the CIDP • Resource mobilization
7.	Other National Government Departments and Agencies at the county	• Collaborate with counterpart county departments and agencies on policy formulation, implementation and evaluation. • Collaborate with counterpart county departments and agencies on programs/project implementation in their respective departments. • Provide information concerning the programs in the department
8.	Development Partners	• Technical and Policy Support • Capacity Development • Project and Program funding
9.	Civil Society Organizations	• Advocacy and community sensitization • Resource Mobilization
10.	Private Sector	• Provide market for produce • Promote value addition • Resource mobilization
11.	Training and Research institutions	• Capacity building and Research • Knowledge dissemination • Policy formulation
12.	Regulatory Bodies	• Establishment of standards • Quality controls • Regulation of practices • Policy formulation
13.	Regional bodies/associations	• Resource Mobilization. • Capacity development • Value Addition
14.	Public/Citizens	• Participate in project identification, monitoring and evaluation. • Use of service/ Products • Service provision • Value addition
15	Special Interest Groups	• Provide technical support • Mobilization of funds • Advocacy • Spiritual and Counselling services
16.	Media	• Advocacy • Dissemination of information

4.1.2. Coordination Framework

The figure below illustrates the coordination mechanism

Figure 2: Co-ordination Framework
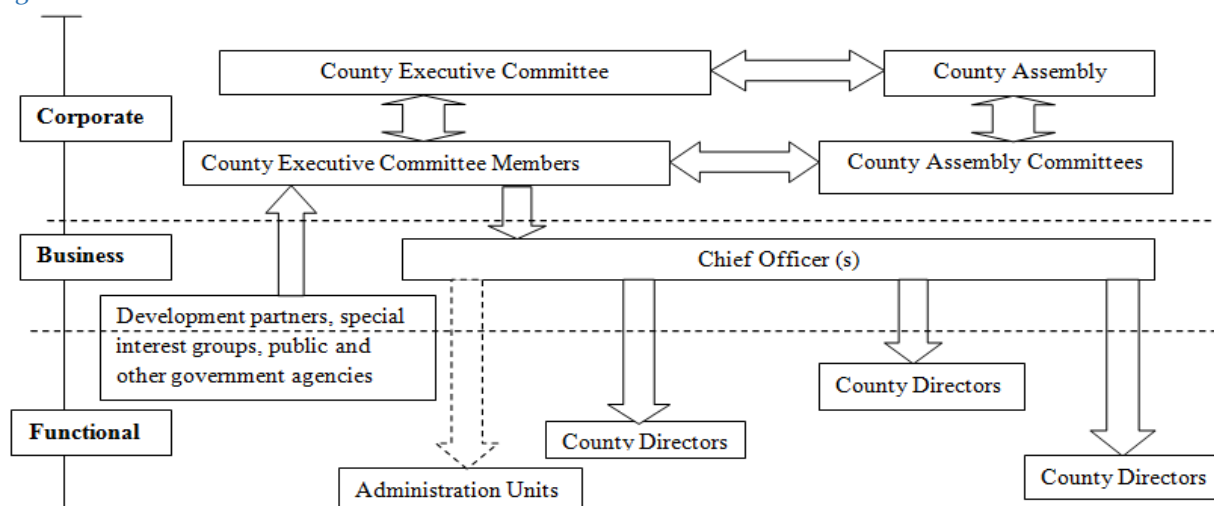
4.2. Financing Mechanism

The financing of education and training is the responsibility of governments at both levels and parents. Due to inadequate financial resources, the provision of quality training in VTCs has been hampered. The situation is compounded by lack of financial support from the private sector. This is due to lack of proper guidelines to enable the private sector to fully participate. There exist opportunities for vocational training centres to generate extra financial resources through income generating projects. However, the managements of most VTCs have not embraced the concept of income generating projects. There is therefore need for adequate financial and budgetary allocations to the sector to enable it achieve its policy objectives.

Table 21: Financing Mechanism

Programme	Source of Funding	Amount (IN MILLION)
Early Childhood Development Education	CGB	4,000
	NG	5,000
	Partners	3,930
Training and Skill Development	CGB	1500
	NG	2000
	Partners	505
Education Improvement and Support Services	CGB	3,000
General Administration Planning and support services	CGB	12,000

4.3. Capacity Development

This section provides measures to address capacity gaps that may hinder efficient and effective implementation of the initiatives in the sectoral plan.

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Table 22: Capacity Development

Sno.	Existing gap	Proposed interventions
1.	Inadequate staff capacity	• Hiring and training of staff
2.	Dysfunctional administrative Structures	• Develop appropriate administrative structures from the ward to county level.
3.	Institutional gaps	• Capacity building of Boards of management in schools and TVET institution on good governance, financial management • timely auditing of institutional funds
4.	Reporting mechanisms	• Use of ICT for timely reporting and action • Develop an appropriate complain and feedback system

4.4. Risk Management

This section provides possible risks that may hinder implementation of the sectoral plan and the proposed mitigation measures as indicated in Table 23.

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Table 23: Risks, Levels, Owners and Mitigation Measures

Risk Category	Risk	Risk Owners	Risk Implication	Risk level (Low, Medium, High)	Mitigation measures
Financial	Limited financial resource	Implementing agencies	Scaled down, delayed or non-implementation of projects	High	Mobilization for more resources
	Volatile economic environment	Implementing agencies	Delayed implementation/utilization of projects Low investment levels	High	Prioritize projects according to community needs Develop measures to cushion citizenry.
	Supplier risk	Implementing agencies	Failure/Faulty/inadequate supplies	Moderate	Supplier sensitization/empowerment. Enforcement of legal framework
	Grants delay/failure risk	Implementing agencies	Slow /stalled implementation of projects	High	Enhancing compliance to MOUs/agreements
	Fraud	Implementing agencies	Loss of resources	Moderate	Enhanced internal control mechanisms.
Technological	Rapid technological changes	Operating agencies	Outdated systems	High	Keep updating systems to move with the times.
	Cyber attack	Operating agencies	Loss of information	High	Enhance data security.
Climate Change	Natural disasters such as floods, droughts, fires, Landslides, Thunderstorms and Lightning among others.	Implementing agencies	Slow project implementation. Destruction of infrastructure resources. Displacement of human settlements.	Moderate	Enhance emergency support. Developing early warning systems, capacity development of the actors/vulnerable, and insurance of enterprises
	Pests and diseases	Implementing agencies	Reduced production/productivity Loss of crops and livestock.	High	Developing early warning systems, farmer capacity development for pest and disease management, facilitating insurance of the enterprises
	Increased weather variability	Implementing agencies	Slow project implementation. Environmental degradation Reduced	High	Promotion of Climate Smart Agriculture (CSA) and Green Growth (GG) technologies. Developing early warning systems,

Risk Category	Risk	Risk Owners	Risk Implication	Risk level (Low, Medium, High)	Mitigation measures
			production/productivity Loss of crops and livestock.		insurance of the enterprises
Organizational	Attrition of human resource	Implementing agencies	Loss of specialized knowledge	High	Continuous capacity building. Keeping government workers happy and motivated by; Use of modern technology; offer remote/hybrid job roles; highlight good work and provide feedback
	Workplace security (theft, terrorist attacks, degraded infrastructure)	Implementing agencies	Loss of human resource/assets	Moderate	Enhance security measures.
	Workplace injuries and infections	Operating Agencies	Low productivity	High	Provide protective gears to workers
	Liabilities arising from service provision	Implementing agencies	Loss of value for money	Low	Enforcement of professionalism Operationalize Risk fund
	Drugs and substances abuse	Implementing agencies	Low productivity	High	Enhance guidance, counselling and mentorship programs

CHAPTER FIVE: MONITORING AND EVALUATION FRAMEWORK

5.1 Overview

This chapter outlines how the plan will be monitored and evaluated during and after its implementation. The M&E processes, methods and tools are guided by Section 232 of the Constitution and all the legal provisions that provide for M&E, County M&E policy, CIMES guidelines, Kenya Norms and Standards for M&E and Kenya Evaluation Guidelines. This chapter also highlights the; the proposed M&E structure; data collection, analysis, reporting and learning; M&E outcome indicators tracking; dissemination and feedback mechanism.

5.2 County Monitoring and Evaluation Structure

This section summarizes established systems and structures in the county to organize the M&E process for implementing the plan. This includes the institutional arrangement of the M&E function (Directorate/Unit), various committees and coordination of M&E activities i.e., departmental focal persons, champions and stakeholder engagement fora as stipulated in the CIMES guidelines.

5.3 M&E Institutional Framework

This section provides the M&E institutional arrangements in the county. The institutional structures will strengthen coordination of the County M&E system. The institutions encompasses both levels of government, non-state actors (development partners working in the county, private sector and civil society organizations) and the citizens.

Figure 3: County Committees

Table 24: Responsibilities of Major Committees on M&E Preparation and Reporting

Committee or Forum	Members	Responsibilities	Frequency of Meetings	Remarks
County Assembly Committee responsible for Finance & Planning	MCAs	• Receive county M&E reports, review and present to the County Assembly for approval • Authorize the governor to present the report at the summit	As per the county assembly calendar	The Committee is in place
County Inter-governmental Forum (CIF)	Chair: • Governor or Deputy Governor in Governor's absence, or member of Executive Committee nominated by the Governor (As per the IGRA 2012) Membership: • All Heads of Department of National Government	• Receive, review and endorse M&E reports from CoMEC • Present M&E reports to the County Assembly Committee responsible for • Economic Planning • Give policy directions on M&E at the county level	Quarterly	The Committee is in place

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Committee or Forum	Members	Responsibilities	Frequency of Meetings	Remarks
	at • County level including County Commissioner • County Executive Committee members or their nominees in writing Convenor: • CEC member responsible for fi nance and economic planning functions at the county level			
County Citizen Participation Fora (As per the Public Participation Bill 2018)	Chair: • CEC or Chief Officer responsible for the topic of the forum Membership: • Representatives of NGOs, and Civil Society Organisations • Representative of Evaluation Society of Kenya • Representatives of rights of minorities, marginalized groups and communities • Representative of private sector business community. • Development partners' representatives in the county Convenor: • Responsible CEC or Chief Officer.	• Participate in development of M&E indicators to monitor and evaluate CIDP • Review and give feedback to M&E reports	Annually	The Committee is in place
County M&E Committee (CoMEC)	Co-Chairs: • County Secretary and senior representative of the national government nominated by the • County Commissioner in writing Membership: • Heads of technical departments of the national government at county level • County chief officers	• Oversee delivery, quality, timeliness and fitness for purpose of M&E reports • Drive service delivery through Results Based Management • Receive, review and approve county and sub-county M&E work plans and M&E reports • Convening County	Quarterly	The Committee is in place

Committee or Forum	Members	Responsibilities	Frequency of Meetings	Remarks
	• County Assembly Clerk • Court Registrar • Representatives from devolved funds • Technical Representatives managing all other Non- • Devolved Funds in the County Convenor: • Chief Officer responsible for Economic Planning	Citizen Participation fora to discuss M&E reports • Mobilization of resources to undertake M&E at county and sub-county level • Approve and endorse final county indicators • Submission of M&E reports to NIMES, CIF, CoG, constitutional offices and other relevant institutions • Dissemination of M&E reports and other findings to stakeholders, including to • County Fora		
Technical Oversight Committees (TOC)	Chaired by: • Chief Officer responsible for Economic Planning Membership: • Up to ten technical officers versed in M&E from a balanced group of county departments and non-devolved function department Convenor: • M&E Director	• Identify, commission and manage evaluations • Review of the M&E reports • Present M&E reports to CoMEC • Capacity building for M&E • Sets the strategic direction for CIMES • Approves M&E Directorate's work plan and advises M&E Directorate on actions to be taken on various M&E issues • Approves indicator reports for use by • CoMEC • Endorses M&E Directorate's reports to be presented to CoMEC	Quarterly	The Committees are in place
Sector Monitoring & Evaluation Committees	Chair: • Co-chaired between a Chief Officer from a relevant county	• Produce sector M&E reports • Develop sector indicators	Quarterly	The Committees are in place

Committee or Forum	Members	Responsibilities	Frequency of Meetings	Remarks
(SMEC)	government department and Director from the relevant department of the National government at county Membership: • Sector relevant county departments' Chief Officers, equivalent national government representative from that sector and sector relevant CSOs. (The • County to define sector as per MTEF) Convenor: • Chief Officer responsible for the relevant department	• Undertake sector evaluations • Present sector M&E reports to the TOC		
SCoMEC	Co-chair: • Sub-county administrator and • DCC Membership: • HODs at the sub-county level, development partners, CSOs etc. Convener: • Sub-county M&E officer	• Produce sub-county M&E reports • Present M&E reports to the TOC • Develop M&E indicators	Quarterly	The Committees are in place
Ward MEC	Co-chair: • Ward Administrator and ADCC Membership: • HODs at the ward level, development partners, CSOs etc. Convener: • Ward Administrator	• Produce ward M&E reports • Present M&E reports to the TOC • Develop M&E indicators	Quarterly	The Committees are in place
Village MEC	• As per the village council composition	• Participate in the development of indicators process • Participate in monitoring of projects in respective villages • Provide feedback on M&E reports	Quarterly	The Committees are in place

Responsibilities and Functions of Stakeholders in the Institutional Framework

The Responsibility and functions of the different stakeholders with relevance for M&E at county level are outlined in Table 25. Governance, monitoring and reporting of the CIDP implementation progress are prescribed in section 54 of County Government Act (2012), including committee structures, roles, responsibilities and memberships. Performance Management joins up all aspects of county operations and development within a single, integrated strategic process. The performance management framework connects activities from the M&E Results Matrix in CIDP III, MTP IV and Vision 2030, to the Performance Contracts of individual senior management staff members, and to the operation of service delivery and the implementation of projects and programmes in the county. The M&E system should generate reports to be shared between the project manager and the M & E director, who approves the project M&E information, the Performance Management System (PMS) Unit, and the governors' and county commissioners' offices, which uses the information. To support the Performance Management and M&E processes of the county, the CIMES organogram is presented in Figure 4.

Table 25: Responsibilities of Stakeholders in M&E Reporting

Stakeholder	Responsibilities
County Governor	• Chair of the CIF • Presents county M&E reports to the Summit • Provides vision and leadership and drives delivery of the CIDP • Holds county CEC Members to account for their M&E targets • Holds CEC Members and County Secretary to account for use of the PMS to provide realtime reporting on service delivery and results • Ensuring that M&E structures are established in the county • Championing M&E and Performance Management as tools for delivery of development and services in the county • Promoting the role of the M&E Directorate in advancing Results Based Management and public service delivery that ensures the CIDP objectives and outcomes meet the needs of citizens
County Commissioner	• Coordinate the national government agencies in the county
County Secretary	• Co-chair of the CoMEC • Responsible for coordination of activities in county government • Personally accountable for ensuring that all county government officers operate as required • Provide timely and accurate reporting according to the County PMS Policy • Ensure that the Chief Officer responsible for Economic Planning operationalizes the M&E function as a tool for delivery of development and services in the county
Chief Officers in Respective Sectors	• Co-chair respective SMEC • Develop sector specific M&E indicators • Oversee preparation of sector M&E reports • Present sector M&E reports to the TOC

Stakeholder	Responsibilities
	• Collaborate with M&E Directorate in undertaking sector evaluations
	• Liaise with sector heads of National government agencies at the county on M&E
Directors of National Government Agencies of Respective Sectors at the County	• Co-chair respective SMEC • Develop sector specific M&E indicators • Oversee preparation of sector M&E reports • Collaborate with M&E Directorate in undertaking sector evaluations • Liaise with sector heads at the county government level on M&E
Economic Planning Director	• Ensures that M&E is mainstreamed in county economic planning
Directors of Sector Departments at the County Government Level	• Prepare departmental M&E reports • Prepare M&E indicators for the department • Collaborate with M&E Directorate in undertaking evaluations in their respective departments • Present departmental M&E reports to the SMEC • Focal persons for M&E in their respective departments
County M&E Director	**A. Set up the monitoring and evaluation system:** • Develop the overall CIMES framework • Prepare the M&E plan with a detailed budget • Prepare county M&E framework • Supervise the work of the Monitoring and Evaluation office staff; provide guidance and technical support • Develop county M&E indicators in collaboration with KNBS and MED to ensure standard definition and classification • Establish contacts with national and other county monitoring and evaluation stakeholders • Review and provide feedback to programmes on the quality of methodologies established to collect monitoring data, and document the protocols that are in place for the collection and aggregation of this data • Establish an effective system for assessing the validity of monitoring and evaluation data through a review of CIDP implementation activities, completed monitoring forms/databases, and a review of aggregate-level statistics reported **B. Implementation of monitoring and evaluation activities** • Oversee the monitoring g and evaluation activities included in the CIDP, with particular focus on results and impacts as well as in lesson learning • Promote a results-based approach to monitoring and evaluation, emphasizing results and impacts • Coordinate the preparation of all monitoring and evaluation reports; guide staff and executing partners in preparing their progress reports in accordance with approved reporting formats and ensure their timely submission • Prepare consolidated progress reports for the CoMEC, including identification of problems, causes of potential bottlenecks in implementation, and provision of specific recommendations • Check that monitoring data are discussed in the appropriate committees,

Stakeholder	Responsibilities
	(including citizens participation fora), and in a timely fashion in terms of implications for future action
	• Undertake regular field visits to support implementation of monitoring and evaluation, check the quality of data produced, and identify where adaptations might be needed; monitor the follow up of evaluation recommendations with Programme Managers
	• Foster participatory planning and monitoring
	• Organize and provide refresher training in monitoring and evaluation for CIDP projects/ programmes and other agencies implementing staff, county-based NGOs and key county stakeholders with a view to developing local monitoring and evaluation capacity
	• Undertake evaluations in the county
	C. Knowledge management
	• Promote knowledge management and information sharing of best practices
	• Facilitate exchange of experiences by supporting and coordinating participation in network of CM&EOs among counties
	• Organize county M&E day to share experiences
	• Identify and participate in additional networks such as NIMES networks that may also yield lessons that can benefit implementation of CIMES
The National Treasury and Planning (MED)	• External Facilitator and neutral validator
	• Receive and consolidate county M&E reports
	• Capacity building for CIMES
	• Set evaluation standards
	• Update the CIMES Guidelines
	• Technical backstopping for CIMES
County M&E Directorate: With two sub-units (1 for county & 1 for national)	**Composition:** To be headed by a County M&E Director, assisted by several sector M&E officers/ Focal persons, each responsible for compilation of M&E data for a number of projects/ programmes of specified departments and national government: Several IT Officers assisting the county departments with M&E computerization activities. The M&E Officer and ICT Officer ensure that the PMS system is supported by projects in their county departments. M&E officer works with the M&E Technical Committee.
	Responsibilities: • The overall responsibility for ensuring use of the M&E system in the county lies with the Director of M&E, who works closely with all Directors in the county to ensure timely production of M&E reports
	• Provide technical support and coordination of CIMES, including its institutionalization within the county
	• Prepare periodic CIMES performance reports for presentation to CoMEC
	• Supporting the development of capacity for M&E through training, coaching and mentoring.
	• Coordinate regular M&E reports produced within the county departments and other agencies resident in county
	• Support the implementation of the CIMES Guidelines and Standards as the main M&E tool across the county
	• Maintaining the support systems that underpin reporting, such as the monitoring website and database of M&E (APR), comprehensive Public Expenditure Review (CPER), evaluations, Public Expenditure Tracking Surveys

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| Stakeholder	Responsibilities
	(PETS) and Metadata, etc.) • Systematically capture lessons learnt from successes, challenges and failures
Service Delivery Unit (SDU)	• Is located in the Office of the Governor, and provides the engine to drive priority projects and programmes for the Governor • To remove duplication of efforts from the M&E Directorate, SDU undertakes monitoring of county government activities • Is led and managed by a director • Provides timely reporting to the governor on service delivery • Conducts field visits on service delivery sites and stations to monitor the quality of services given to the citizens • Uses technology-supported Performance/M&E/Reporting systems for efficient, accountable and transparent working • Ensures programmes are implemented as per, the CIDP and the Annual Work Plans • Shares its findings with line departments to enhance service delivery • Monitors service charter to ensure citizens expectations are met • Provides a platform to address citizens' concerns e.g the governors hotline, website, social media etc.

Figure 4: CIMES Organogram
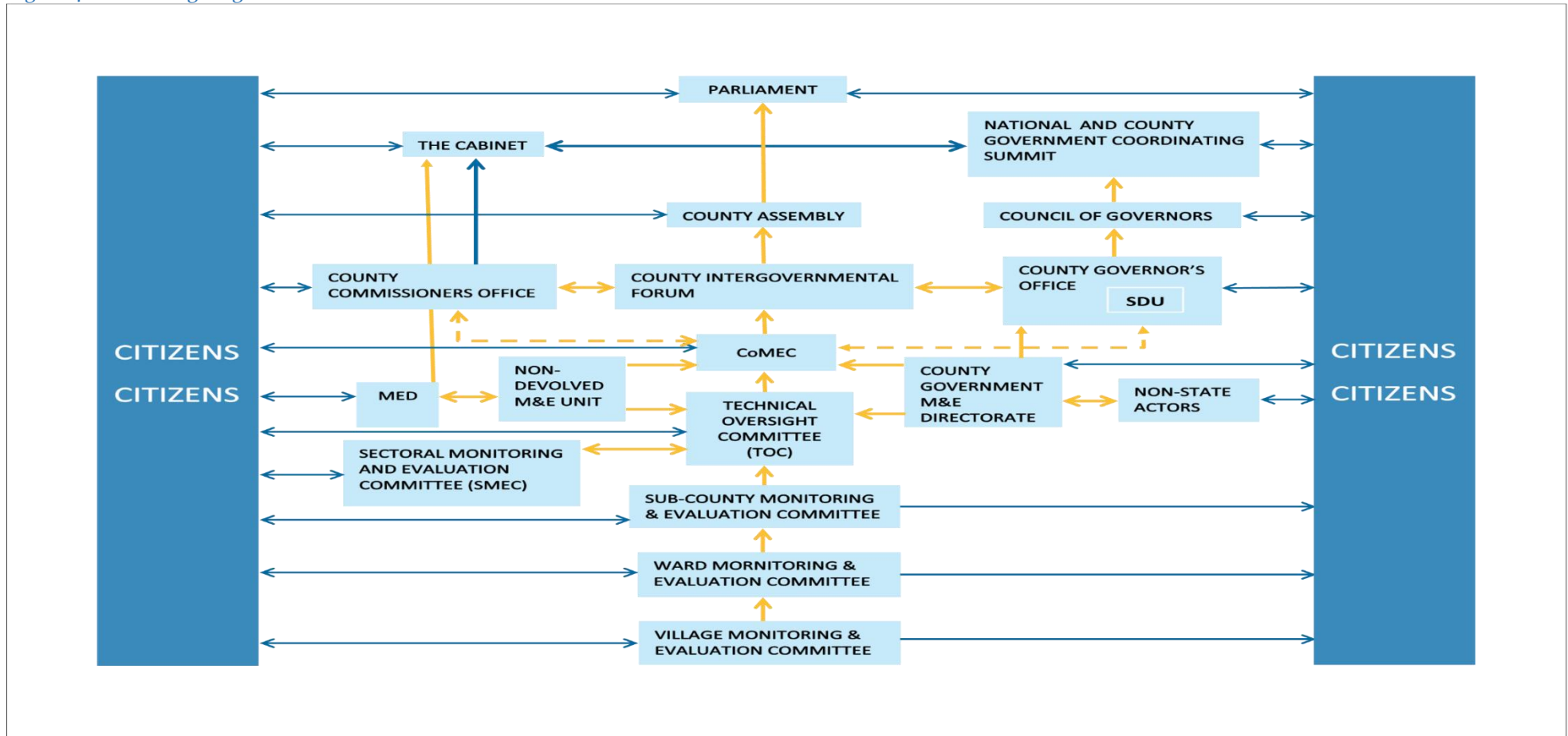
Figure 7: Proposed CIMES organogram

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5.4 M&E Capacity

This section discusses M&E skills available, the resources allocated for M&E function and technological requirements to implement M&E function.

Capacity Development

The officers charged with overseeing M&E activities at all levels are equipped with skills and capacities to perform their roles effectively. To embrace automation for real time reporting, training on ICT platforms (e-CIMES, ODK, amongst others) was done to support data collection, uploading, downloading and data analysis for continuous updating of databases and use of M&E information by all stakeholders. The directorate responsible for M&E in collaboration with stakeholders shall develop a Capacity Development Strategy to guide M&E capacity development in the County.

Financing Arrangements

Effective implementation of the M&E function requires provision of adequate financial resources. The budget will cover staffing, external technical support, capacity building; capital expenses and operational expenses. The National M&E Policy requires Ministries, Departments, Agencies and Counties (MDACs) to have a separate budget component for M&E with adequate resources. In addition, all development programmes/projects will provide budgets earmarked for monitoring and evaluation. The Directorate responsible for M&E in the County in collaboration with stakeholders will develop a Resources Mobilization Strategy to enhance the capability to undertake M&E function.

5.5 M&E Outcome Indicators

This section presents programme outcome indicators by sectors as presented in chapter four. This is presented in Table 26.

Table 26: Monitoring and Evaluation Matrix

Programme	Outcome	Outcome indicators	Baseline Year	Value	Midterm Target	End-term Target	Reporting Responsibility
Early Childhood **Development Education**	Increased access to quality ECDE	ECDE Gross Enrolment Rate (disaggregated by sex)	2022	144	110	100	Department of Education
		Net Enrolment Rate (disaggregated by sex)	2022	68	95	100	Department of Education
		Transition rate from ECDE to Primary	2022	90	97	100	Department of Education
		ECDE Teacher Pupil Ratio	2022	1:44	1:35	1:25	Department of Education

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Programme	Outcome	Outcome indicators	Baseline Year	Value	Midterm Target	End-term Target	Reporting Responsibility
		ECDE boys to toilet ratio	2022	1:209	1:90	1:30	Department of Education
		ECDE girls to toilet ratio	2022	1:206	1:100	1:20	Department of Education
		ECDE classroom to pupil ratio	2022	1:198	1:137	1:100	Department of Education
Training and Skill Development	Improved access to skill acquisition	VTC enrolment	2022	4,830	5,321	8,120	Department of Education
		TVET enrolment	2022	-	-	-	Department of Education
		Tertiary institution enrolment	2022	-	-	-	Department of Education
		VTC completion rate	2022	58	74	85	Department of Education
		Trainee instructor ratio	2022	1:17	1:15	1:14	Department of Education
Education Improvement and Support Services	Improved access to quality education and sustained high transition rates	ECDE Gross enrollment rate	2022	144	110	100	Department of Education
		ECDE Net enrollment rate %	2019	68.3	80	85	Department of Education
		ECDE Teacher Pupil Ratio	2019	42	35	30	Department of Education
		Primary Gross enrollment rate	2019	119.23	123.12	130.21	Department of Education
		Primary Teacher Pupil Ratio	2019	50	-	-	
		Primary to secondary transition rates	2022	-	-	-	
		Secondary Gross enrollment	2019	79.38	84.2	100	Department of Education
		Secondary Teacher Pupil Ratio	2019	38	-	-	Department of Education
		Enrolment in Adult and continuing education (disaggregated by sex)	-	-	-	-	Department of Education

5.6 Data Collection, Analysis and Reporting

This section provides the main methods and tools that will be used for data collection, archiving, analysis and reporting arrangements in line with the National M&E Norms and Standards. This includes development of CIDP Indicator Handbook, standard reporting templates based on the County Annual Progress Reports Guidelines. The County

Government will also state how they integrate technology in M&E through the use of e-CIMES. The section also provides the types of M&E reports to be prepared and the frequency of reporting.

The CIDP monitoring strategy includes a clear data collection and analysis plan, detailing the following: units of analysis (for example, county, sub-county, village, department and section); sampling procedures; data collection instruments to be used: frequency of data collection; expected methods of data analysis and interpretation; those responsible for collecting the data; data collection partners, if any; those responsible for analyzing, interpreting and reporting data; for whom the information is needed; dissemination procedures; and follow up on findings. The system will provide an integrated platform for generating and sharing M&E data without duplication.

Monitoring &Evaluation Tools
  i.   M&E plan:
All projects and programmes shall include an M&E plan prior to approval. Minimum requirements for Monitoring and Evaluation plan shall include SMART indicators for implementation and results; Baseline data for the project or programme indicators; and identified reviews and evaluations to be undertaken.

County departments are accountable for establishing M&E plans for their individual departments, and also for the M&E results structure, which links all programmes/ projects of the department to the expected outcomes. This is the basis for performance monitoring and reporting, to ensure adherence to the CIMES guidelines and the Kenya National M&E Policy

CIDP Indicator Handbook will be generated from the Programme Result Matrix and the Sectoral Outcome Indicator Reporting Section in Chapter 6. The Indicator Handbook will guide performance review and preparation of Results Based M&E framework.

  ii.   Results Based M&E Framework:
Effective monitoring and evaluation is based on a clear, logical pathway of results, in which results at one level lead to results at the next level. Results from 'one level flow towards the next level, leading to the achievement of the overall goal. If there are gaps in the logic, the pathway will not flow towards the required results. The major levels that the plan focuses on are: Inputs; Outputs, including processes; Outcomes and Impacts.

  iii.   Data Sources and Collection Method

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The plan has highlighted data collection activities that will involve desktop data collation through participatory social activities from various media platforms, field surveys, daily observations and measurement sheets by project supervisors. Key data sources will include relevant institutions for administrative data, surveys and data documented by established government statistics agencies including KNBS and county statistics unit.

Table 27: Commonly Used Data Collection Methods

Recording Data Through Administrative Actions	• Recording data through administrative actions is primarily a method of quantitative data collection.
Electronic Data Harvesting	• *Electronic data harvesting* encompasses data collection of electronically generated data. Electronic data harvesting is a method of quantitative data collection.
Survey	• A *survey* comprises a structured series of questions that respondents are asked according to a standard protocol. • Surveys are primarily a method of quantitative data collection, though survey questions can be either quantitative or qualitative in nature, and can measure coverage (i.e., who received an intervention), satisfaction, perceptions, knowledge, attitudes, and reported actions or behaviors.
In-depth Interview (IDI)	• An *in-depth interview* is usually conducted one-on-one by an interviewer who asks an interviewee about their knowledge, experiences, feelings, perceptions, and preferences on a certain topic. IDIs can also be conducted with a group though this may not always be appropriate or optimal. The interviewer relies on a structured, semi-structured, or unstructured question guide or list of themes/points to be discussed and often encourages a free flow of ideas and information from the interviewee. • A *Key Informant Interview (KII)* is a type of IDI, whereby an interviewee is selected for their first-hand knowledge of the topic of interest or geographical setting (e.g., community). • IDIs are a method of qualitative data collection.
Focus Group Discussion (FGD)	• A *focus group discussion* involves a skilled moderator who stimulates discussion among a group of individuals to elicit experiences, feelings, perceptions, and preferences about a topic. The moderator uses a list of topics to be discussed, ensures all voices are represented, and keeps the discussion on track. Typically, groups comprise 6-12 purposively selected participants; however, size and selection techniques may vary. Focus groups differ from group interviews in format, how they are facilitated, who may be chosen to participate, and the types of data that come out of the process. • FGDs are a method of qualitative data collection.
Observation	• Direct observation entails a trained (human) observer who records data based on what they see, hear, or touch, often based on a guided protocol. Examples include observation of skills-based performance and observations of a physical environment or setting of an intervention. • *Participant observation* involves a researcher participating in an activity and making observations informed by their experience interacting with others during the activity.

	• *Remote observation* or *remote sensing* entails gathering observational data through observation at a distance with the assistance of technology (e.g., satellite or aircraft-based imagery). Remote data collection is particularly useful in non-permissive environments. • *Observation* is more often used as a method of qualitative data collection but can also be used for quantitative data collection, especially when focused on the number of occurrences of a specific item, event or action.

iv.   Reporting Structures

M&E reporting is essential because it is used to: (a) determine the extent to which the CIDP and other county plans are on track and to make corrections accordingly; (b) make informed decisions regarding operations, management and service delivery; (c) ensure the most effective and efficient use of resources; (d) evaluate the extent to which the programme/project is having or has had the desired impact; and (e) whether new information has emerged that requires a strengthening and/or modification to the project management plan.

Standard reporting templates will be used to collect data and other information that will be used in compiling M&E progress reports. Tracking of progress and reporting of results will focus on inputs, processes, outputs, outcomes, and impacts of development initiatives in the County.

Performance reports will be prepared in these categories:
- Monthly reports by implementing agencies
- Quarterly reports by implementing agencies
- Annual progress reports
- Field visits and observations of programme activities and projects
- End of programme/project reports by the implementing agencies and County Monitoring and Evaluation Unit.
- Mid -Term Evaluation (Review).
- End -Term Evaluation (Review)

The table 28 presents some of the reports to be prepared.

Table 28: Monitoring and Evaluation Reports

	Report	Frequency	Responsibility	Target Consumers
1	Project progress reports	Daily, Monthly, Quarterly, annually	Project Supervisor	• Project implementation committee • Funding agencies • Oversight agencies • Public

2	Monitoring and Evaluation Reports	Quarterly	Monitoring and Evaluation Agencies	• Implementation agencies • Funding agencies • Oversight agencies
3	Audit Reports	Annually	Internal audit directorate/ Kenya National Audit Office	• Implementation agencies • Funding agencies • Oversight agencies • Public
4	Review Reports(ADP, APR, CIDP Reviews and Sectoral plans reviews)	Yearly, Three year, Five Year	County Government of Bungoma	• Implementation agencies • Funding agencies • Oversight agencies • Public

Most of the existing M&E information is compiled manually hence the need to explore the possibilities of computerizing the existing manual systems for M&E operations. The e-CIMES will facilitate computerization of M&E data which will address issues of cooperative partnership in M&E information activities, systems compatibility and sustainability.

The respective departments, the county Intergovernmental Forum, and CoMEC should review these progress reports as a basis for decision making and for agreeing on action plans for development. To facilitate a smooth decision-making process, all agendas of relevant county meetings should include a review of indicators and sector progress reports as a standing item, with full reporting documents sent in advance to the participants. Where possible, progress reports should be available in an electronic format, and should combine data and associated narrative commentary and evidence

5.7 Dissemination, Feedback Mechanism, Citizen Engagement and Learning
This section highlights how the County Government will disseminate, get feedback, and engage citizens in M&E process as well as learning. Specific means of communicating M&E information based on unique needs of various stakeholders will be identified. The section also presents how M&E reports produced will be used for evidence based decision making.

Dissemination of M&E Reports
The Constitution of Kenya requires that M&E Reports must be available to the public, and should be shared with county citizens and other stakeholders. Disseminating M&E results is also necessary: (i) to improve programme/project interventions; (ii) to strengthen projects/programmes institutionally; (iii) to advocate for additional resources; (iv) to create citizen awareness and ownership, and promote "people-friendly" policies; (v) to

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ensure that county development activities are captured in CIMES and NIMES; and (vi) to contribute to the county and national understanding of what works.

Channels for disseminating M&E Reports and information will include:
- Written reports
- Oral presentation
- Press releases
- Fact sheets
- Social and new media platforms
- Performance Dashboards
- Open Data Portals
- Adhoc analyses (comparison and benchmarking)
- E-mail, text messages and mobile notification messages
- County websites

The reports shall be utilized to inform policy actions, planning and budgeting. These reports shall be widely disseminated to key stakeholders including legislators, policy makers, research institutions, development partners and members of the public for their use.

Feedback Mechanisms and Citizen's Engagement
Public participation is a legal responsibility in implementation of the CIDP. In the spirit of the Constitution, citizen participation is about engaging, understanding and meeting the needs of people in the county by mobilizing all the insight, energy and commitment of individuals and groups. Participation allows the county to understand what is needed and to gain commitment to a way forward. Participation will include dissemination and gathering feedback as part of a holistic development process.

The County Executive will mobilize more innovation, opportunity, commitment and resources through community participation in development planning. Participation in development, monitoring, review and evaluation of the CIDP will strengthen county citizen awareness and ownership of the CIDP programmes/ projects that will be implemented by the county government. It will also provide a check formula to ensure value for money, accountable spending and good governance.

Participation will be used to:

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- Capture the ideas, attitude, voice and commitment of stakeholders;
- Ensure and provide evidence that the county executive has met the legal duty of participatory development;
- Strengthen accountability and good governance

Knowledge Management

Knowledge management is a process by which state and non-state actors generate value and improve their performance by gaining insights and understanding from experience, and by applying this knowledge to improve programmes' and projects' planning and delivery. Knowledge management is linked to performance enhancement and management for development results. The main purposes of knowledge management of monitoring and evaluation information are to: (a) promote a culture of learning and (b) promote application of lessons learned and evidence-based decision-making at all levels.

M&E Reporting systems and tools shall provide for documentation of success stories and best practice for cross learning (intra and inter agency peer learning at departmental levels).

5.8 Evaluation Plan

This section identifies key policies/programmes/projects for evaluations during or after the plan period. This may include rapid evaluations, impact evaluations, CIDP mid-term or end-term reviews or any other type of evaluation. The evaluations proposed are at program or sector level. Due to the cost implication of evaluations, the proposals are limited to key priority programs/Areas (The criteria for selecting programs to include in this plan as well as template for presenting the plan are available in the Kenya Evaluation Guidelines, 2020).

ANNEX 1: IMPLEMETATION MATRIX

Table 29: Implementation Matrix

Programme	Objectives	Strategies/ Interventions	Implementing Agency(s)	Time Frame	Funding	
					Total Budget(Kshs in Millions)	Source
Early Childhood Development Education	To increase enrolment and retention of school going children	• Strengthen Policy, Legal and Institutional Framework • Promote child development infrastructure • Enhance child development support • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.	➢ National government ➢ County government ➢ development partner, UNICEF, Hongera Foundation	10 years	5,000	✓ National government ✓ County government Development partners
Training and Skill Development	To enhance skill acquisition	• Strengthen Policy, Legal and Institutional Framework • Support VTC Infrastructure Development • Promote skill acquisition for job market • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons	➢ National government ➢ County government ➢ development partners	10 years	1,500	✓ National government ✓ County government ✓ Development partners

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		with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.				
Education Improvement and Support Services	To improve quality of education and sustain high transition rates	• Strengthen Policy, Legal and Institutional Framework • Support curriculum Implementation • Enhance education quality assurance management • Provide social support services • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.	➢ National government ➢ County government ➢ development partners	10 years	1,000	✓ CGB ✓ Development partners
General Administration, Planning and Support Services	To enhance efficient service delivery	• Strengthen Policy, Legal and Institutional Framework • Capacity Development and Motivation • Administration Services • Financial Services, Planning and Stewardship • Mainstream cross-cutting issues such as green growth and green economy; climate change; HIV and AIDS; Gender, Youth and Persons	County Government of Bungoma	10 years	500	CGB

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		with Disability (PWD); Disaster Risk Management (DRM); Ending Drought Emergencies (EDE) among others.				

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