

REPUBLIC OF KENYA



COUNTY GOVERNMENT OF NYAMIRA

COUNTY EDUCATION SECTOR PLAN 2023-2033



SECTOR VISION AND MISSION

VISION

To be a lead County in the provision of Education, Vocational Training and Entrepreneurial skills for sustainable development

MISSION

To provide, promote and coordinate quality Education and Vocational Training skills for creativity, innovation and development.



Foreword

The Constitution of Kenya 2010, the Kenya Vision 2030 and its Medium-Term Plans, provide the foundation for the preparation of the First Sector Plans for Nyamira County. This Sector Plan, will be used to inform resource distribution, a tool of resource mobilization in the face of limited and competing priorities for the betterment of the lives of the people of Nyamira County. The Kenya Vision 2030 is the country's development blueprint covering the period 2008 to 2030. It aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens by the year 2030. The County's vision of embracing urbanization for accelerated socio-economic growth is in tandem with this overall national vision. The Sector Plans identify a number of flagship projects to be implemented across the country for all sectors. The County Government has identified county-specific flagship projects and Programmes that will be implemented at county level and work with the National Government and Key Stakeholders to ensure these projects are implemented in a responsible, transparent and cost-effective manner. The preparation of this first Sector Plan is based on the County Governments Act, 2012 section 109 which mandates every county to prepare Sector Plans. The Sector Plan is a ten-year blue print that highlights the socio-economic challenges faced by the County, strategies for resources mobilization and Programme interventions aimed at realizing our socioeconomic goals and desired impact. The preparation of the Sector plan was done through a participatory process that involved various stakeholders. The sector plans will provide a structured roadmap for planning, budgeting, implementation, monitoring, evaluation and reporting for Programmes and projects within the sector over the ten-year planning period.

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EDUCATION AND VOCATIONAL TRAINING



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EDUCATION AND VOCATION TRAINING

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LIST OF ABBREVIATIONS

ECDE	Early childhood Development Education
CCC	Child Care Centre
CIDP	County Integrated Development Plan
SDGS	Sustainable Development Goals
CBC	Competency Based Curriculum
CECM	County Executive Committee Member
CCO	County Chief Officer
KNBS	Kenya National Bureau Statistics
KNUT	Kenya National Union of Teacher
ICT	Information and Communication Technology
AIDS	Acquired Immune Deficiency Syndrome
VTC	Vocational Training College
SNE	Special Needs Education
COG	Council of Governors
EAC	East Africa Community
UN	United Nations
CRS	Children Relief Services
MOH	Ministry of Health
KICD	Kenya Institute of Curriculum Development
CDF	Constituency Development Fund
CBOS	Community Based Organizations

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EXECUTIVE SUMMARY

The Education Sector comprises of Ministry of Education (MOE); Ministry of Higher Education, Science and Technology; the Teachers Service Commission (TSC) and their affiliated Institutions. The sector envisions “a globally competitive education, training, research and innovation for sustainable development”. In so doing it undertakes “to provide, promote and coordinate quality education and training; integration of Science, Technology and Innovation in sustainable socio-economic development processes.” The sector’s overall goal is to increase access to education, raise the quality and relevance of education, reduce inequality as well as exploit knowledge and skills in science, technology and innovation for global competitiveness. In terms of sector performance, ECDE witnessed a surge in enrolment from 1.69 million children in 2007 to 2.13 million in 2010. At the primary school level, the introduction of free primary education in 2003 saw a tremendous increase in admission from 5.9 million in 2002 to 9.38 million in 2010. The gender parity index at primary level was 0.97 in 2007, then 0.98 in 2009 while in 2010 it stood at 1.02. The pupil completion rate remained impressively above 75 per cent during the period with transition from primary to secondary increasing from 59.6 per cent in 2007 to 72.5 per cent in 2010. The number of public secondary schools increased from 6,485 in 2007 to 7,308 in 2010 while enrolment grew from 1.18 million in 2007 to 1.7 million in 2010. Accreditation of TVET institutions almost doubled in the period with 288 institutions receiving accreditation in 2007/08 compared to 487 institutions in 2010/11. The increased admission also saw an increase in the number of students who benefitted from Higher Education Support Services and Bursaries. Teacher management services saw a total of 32,000 teachers registered during the period under review, additionally, 24,000 teachers were recruited. The sub sector has been absorbing over 90 percent of its budget.

The sector will implement seven Programmes namely: General Administration and Planning; Basic Education; Secondary and Tertiary Education; Quality Assurance and standards; Teacher services; University and tertiary Education; and Research, Science, Technology and Innovations. Some of the challenges faced by the sector in implementing its Programmes include limited funding, poor and inadequate infrastructure, inadequate staffing and slow pace to ICT integration among legislative and policy limitations. In order to achieve its objectives, the education sub sector will need to pursue a number of interventions to improve education and training. This include: Integration ICT into ECDE program; provision of physical infrastructure at, ECDE, primary, secondary and Adult and

continuing levels of education; reduction of regional and gender disparity through strategies such as construction and rehabilitation of at least one boarding primary school in each constituency in the ASAL districts; and provision of water and sanitation facilities in schools. Integration of Special Needs Education will also be pursued. The TSC will seek to implement the proposed staffing norms to allow for distribution of primary teachers equitably. The government's initiative to hire more teachers in both ECDE, primary and secondary will go a long way in addressing gaps caused by absenteeism and long-term shortages. On resources, the sector had a resource requirement of KSH 3,139,726,926 from the 2018/2022. However, the net resource ceilings for the sector in the County Budget Review and Outlook Paper (CBROP) were 2,254,513,873. This translated to an absorption rate of 71.8% for both recurrent and development expenditures.

CHAPTER ONE

OVERVIEW AND THE BACKGROUND OF THE SECTOR

1.0 Introduction

This sector gives information in terms of the overview of the county, background of the county, mandate of the sector, rationale for the county sector plan and approach/methodology in the preparation of the sector

1.1 Overview of the county

Situated in the Western part of Kenya, Nyamira County has since evolved from different administrative creations and boundaries since independence. It is indeed formed part of one of the divisions of the larger Kisii district way back in 1970s. In 1987, the Nyamira as a divisional boundary was created a district which has since existed with four constituencies. The coming of the devolution in 2013, Nyamira forms part of the 47 County Governments with one extra Constituency created and 20 electoral wards.

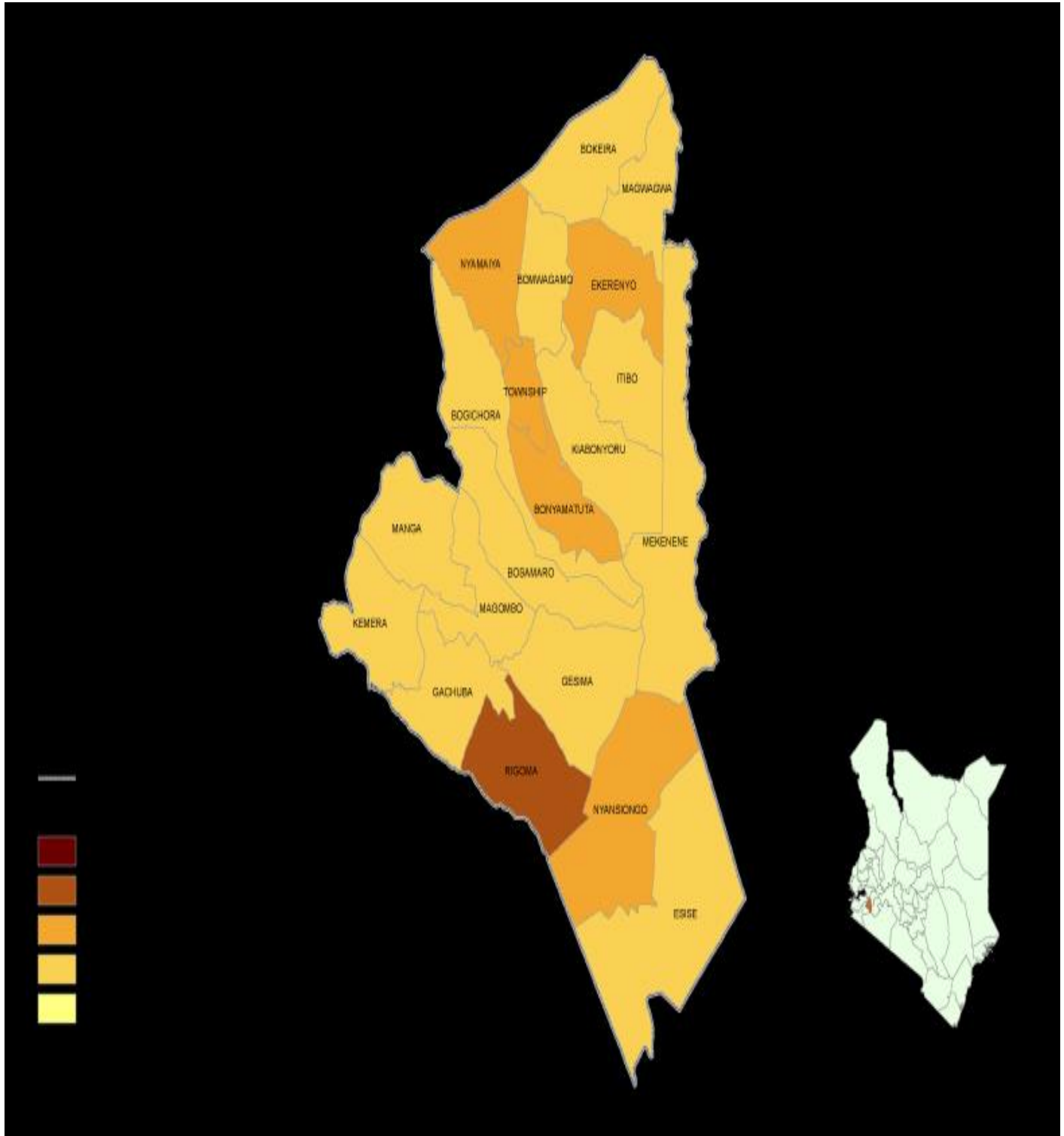
The Gusii Community predominantly occupies the county, however, the northern and eastern parts of the County has got some different ethnic significance being Luos and Kipsigis respectively. The County Headquarter is located in Nyamira South Sub County, Township ward formerly the headquarter for Nyamira District. It is located along Konate Junction Miruka Centre Road approximately six (6) kilometres from the Konate Junction, off the Kisii Chemosit Road.

Agriculture is the County's economic backbone where 90% of its population is dependent on agricultural production and marketing directly and indirectly. It supports 80% of total employment opportunities in the county. Nyamira County lies in the Lake Victoria region, a region whose thirteen (14) counties have come together and formed the Lake Region Economic Bloc with the common understanding that strategic connections between Counties with shared interests seated in a desire for mutual benefit can be an effective and intelligent means of increasing the possibility of creating notable development impact across several counties. The Lake Region Economic Bloc is made up of Bungoma, Busia, Homa Bay, Kakamega, Kisii, Kisumu, Migori, Nyamira, Siaya, Vihiga, Bomet, Trans Nzoia and Kericho Counties.

The County has inter- county relations; along the Homabay County (Rachuonyo) border there is ethnic intermarriages, this is evident in Miruka and Nyamusi areas that has promoted peace coexistence. Miruka and Keroka markets along the borders of Homabay and Kisii counties respectively have promoted exchange of goods and services for the people living along these borders. The existence of the tea zones in Kericho and Nyamira counties has promoted employment

among the tea factories and the dwelling

Figure 1: Nyamira county map



1.2 Background of the sector

Education sector was established in 2013 with two Programmes namely vocational training and early childhood development education under county governments while primary, secondary and tertiary institutions was left under national government. Both governments work hand in hand to ensure education is able to achieve their collective goals. The sector derives its mandate from the Constitution of Kenya, Chapter Four Articles 43, 53, 54, 55, 56, 57, and 59 have provisions on children's right to free and compulsory basic education, including quality services, and to access education institutions and facilities for persons with disabilities that are integrated into society, provisions on access for youth to relevant education and training; access to employment; participation and representation of minorities and marginalized groups, promote gender equality and equity and facilitate gender mainstreaming in education sector.

The following are the sector mandates;

- Administration and management of education Programmes at ECDE & Child Care Centers and Vocational Trainings & Home Craft Centre facilities
- Quality assurance, supervision and maintenance of Standards in ECDE centers, Vocational Trainings and Home Craft centers and Child Care Institutions
- ECDE Teacher and vocational training instructor Management, development and utilization,
- Mobilization of curriculum support materials,
- Provision of bursaries, scholarships and grants to institutions,
- Mobilization of resources for infrastructure development,
- Providing policy guidelines and advisory services.
- Monitoring and evaluation of institutional projects and service delivery

1.3 Rationale for the County Sector Plan

1.3.1: Legal framework for sector plans

There are various policies and legislations that have been put in place to facilitate development planning at both levels of government. The County Government Act, 2012 Section 107 specifies the types and purposes of county plans. These plans include County Integrated Development Plans, County Sectorial Plans, County Spatial Plans, and Cities and Urban Area Plans. The plans are meant to guide, harmonize and facilitate development, and form a basis for all budgeting and spending in a county. Specifically, Section 109 of the Act states that a County Department shall develop a ten-year county sector plan as component parts of the county integrated development plan. The County sector plans shall be Programme based, the basis for budgeting and performance management and shall be reviewed every five years by the county executive and approved by the county assembly, but updated annually. In order to strengthen development planning at the county level, Section 54 of the County Government Act, 2012 requires that the county establishes the county intergovernmental forum that will be in charge of harmonization of services rendered, coordination of development activities and intergovernmental functions in the county. The Public Finance Management Act, 2012 Section 126 provides that every county government shall prepare a development plan in accordance with Article 220 (2) of the Constitution, that includes: strategic priorities for the medium term that reflect the county government's priorities and plans; a description of how the county government is responding to changes in the financial and economic environment; and Programmes to be delivered with details for each Programme of the strategic priorities to which the Programme will contribute, the services or goods to be provided; measurable indicators of performance where feasible, and the budget allocated to the Programme.

1.3.2: Linkages of sector plans with the Kenyan vision 2030

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

the county level.

Sustainable development goals (SDGS) aims at providing quality education and quality infrastructural development.

1.4 Approach/methodology in the preparation of the sector plan

A concept note was issued by CECM finance regarding the preparation of the sector plans, then after a circular was circulated to departments by the budgeting and planning department to carry out public participation regarding the plan.

After that the county cabinet approved the concept note, the governor went ahead to launch the exercise.

As a constitutional requirement, an advert was gazetted to give the public information on the venue, dates and issues to be discussed during public participation.

Afterward, a five-day consultation exercise to operationalize the various sector working groups was held in Best Western hotel. This forum was meant to develop the sector plans. Several stakeholders allied to the sectors were invited for consultations. A template for the sector plans was shared by the National Treasury Planning department invited to the meeting to provide technical backstopping. The technical working group for the sector alongside the stakeholder went working into group to develop the sector plan. Various stakeholders were represented including the technical teams from the county government comprising the CEC Education, CCO Education, County directors of ECDE and VTC, County Director of Education and Teacher Service Commissioner Officer. The budget and planning team come up with a zero draft

CHAPTER TWO

PERFORMANCE REVIEW OF THE PREVIOUS CIDP PERIOD

2.0 INTRODUCTION

This chapter gives an overview of the sector revenue resources, Sector Budget Expenditure Analysis, Sector Programme Performance Review, challenges, emerging issues, lesson learnt and development issue

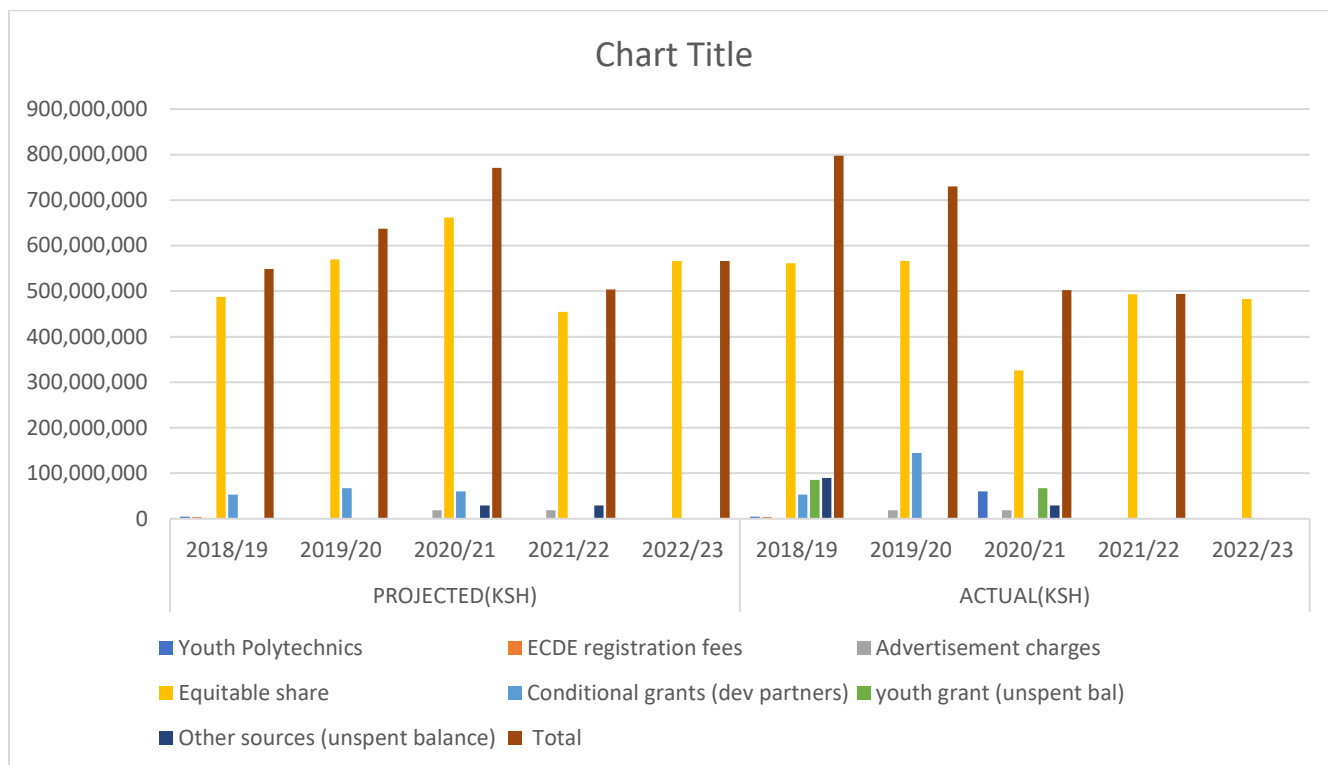
2.1 Analysis of the Sector Revenue Sources

Table 1 below tabulates information on annual projected revenues versus actual receipts within the period review

Table 1: Analysis of Sector Revenue Sources

REVENUE SOURCES	PROJECTED(KSH)					ACTUAL(KSH)				
	2018/19	2019/20	2020/21	2021/22	2022/23	2018/19	2019/20	2020/21	2021/22	2022/23
Youth Polytechnics	4,769,985	0	0	0	0	4,769,985	0	60,409,894	0	0
ECDE registration fees	3,724,180	0	0	0	0	3,724,180	0	0	0	651,300
Advertisement charges	0	0	19,024,962	19,024,962			19,024,962	19,024,962	0	0
Equitable share	487,557,927	569,992,055	661,810,551	454,255,398	566,482,963	561,666,182	566,173,380	325,877,301	492,938,693	482,930,009
Conditional grants (dev partners)	52,915,950	67,068,298	60,409,894	0		52,915,950	144,614,073	0	0	0
youth grant (unspent bal)	0	0	0	934,041	0	85,210,705	0	67,422,399	934,041	0
Other sources (unspent balance)	0	0	29,343,360	29,343,310	0	89,416,159	0	29,343,360	0	0
Total	548,968,042	637,060,353	770,588,767	503,557,711	566,482,963	797,703,161	729,812,415	502,077,916	493,872,734	483,581,309

Figure 2: Analysis of Sector Revenue Sources Chart



The graph above gives the trend of projected and actual own source revenue and equitable share, whereby the total actual revenue and equitable share decreased from the year 2019/20 to 2022/2023 due to Covid-19 outbreak and delay in exchequer release, in 2018/2019 the department was given an increase conditional grant.

2.2 Sector Budget Expenditure Analysis

Table 2 below explains analysis of total budget allocation and total actual expenditure by sector.

Table 2 Sector expenditure analysis

FY	TOTAL BUDGET	TOTAL ACTUAL EXPENDITURE	VARIANCE	ABSORPTION RATE (%)
2018/19	803,100,763	631,735,380	-171,365,383	78.7
2019/20	729,812,415	655,261,148	-74,551,267	89.8
2020/21	509,028,483	470,548,905	-38,479,578	92.4
2021/22	496,968,440	492,938,693	-4,029,747	99.2
2022/23	613,252,522	0	0	0
Total	3,139,726,932	2,254,513,873	-885,213,059	71.8

In the reviewed period 2018/2019- 2022/2023 the education sector was allocated a total budget of ksh 3,139,726,932 and the total actual expenditure of 2,254,513,873 this translated to variance of (-) 885,213,059 and absorption rate of 71.8%, the sector did not manage 100% absorption rate due to following challenges: delay in exchequer release, poor and inadequate infrastructure, inadequate staffing and slow pace to ICT integration among legislative and policy limitations.

2.3 Sector Programme Performance Review

In the planned year the management of ECDE and CCC aimed at enhancing access to quality early childhood development and education services. At the end of the plan period, the rate stood at 70% against a target of 95%. This achievement was attributed through construction of 50 more ECDE classes, reduction of absenteeism by 47%, induction of 900 ECDE teachers on CBC, employment of 524 teachers on permanent and pensionable basis. improvement of hygiene where 47 toilets were constructed, supply of teaching, learning materials and indoor and outdoor playing materials 408 ECDE centers, 2 policy drafted and enrollment increased by 3.6% in all the ECDE centers.

Vocational education and training targeted to integrate ICT in the youth polytechnic curriculum and adopt e-learning technology for education teaching and learning delivery systems at the end of the plan year they constructed 17 classes, refurbished 33 classes, constructed pit latrines in the 33 VTC centers, provision of furniture in all 33 VTC centers, utilities paid monthly, supply of teaching ,learning materials and assorted tools to all 33 VTC centers across the county, participation of skills development in all 33 VTC centers, Facilitation of co-curricular activities in all the 33 Centers, 940 youth empowered and 99,500 benefited from the bursary fund.

2.4 Challenges, Emerging issues and Lessons Learnt

2.4.1 Challenges

•This section highlights the constraints that prevented the Programme from fully realizing set targets. Projects not in CIDP were implemented.

- 1) Lack of proper consultation between the two levels of Government
- 2) Inadequate funding to implement the projects and Programmes in the CIDP
- 3) Political interference
- 4) Litigation as in the case of ECDE

- 5) Overreliance on the National Government grant for Vocational training centers
- 6) Staff going through psychological issues thereby affecting their mental health and service delivery

2.4.2: Emerging issues

• This section highlights the unforeseen issues that arose during implementation period that needed or needs to be addressed.

- 1) COVID- 19
- 2) HIV and AIDS
- 3) Threat of Ebola
- 4) Politics
- 5) Climate change leading to rising poverty

2.4.3: Lessons Learnt

• This section indicates the new knowledge gained during implementation of the previous CIDP

- 1) It is important to work in collaboration and consultation between the two levels of government
- 2) The CIDP should always be the main point of reference for project implementation and development in the entire county
- 3) It is always important to prioritize during resource allocation in consultation of the CIDP
- 4) Consider capitation for VTCs and ECDEs
- 5) Need to establish a counseling unit to handle psychosocial issues.

2.5: Development Issues

This section should present key sector development issues and their causes as identified during data collection and analysis stage. The information should be provided as indicated in Table 3

Table 3 Sector development issues

Development issue	Root Causes	Development Objective	Immediate Objective	Existing opportunities / strengths within the sector	Strategies
Early Childhood Development & Education (ECDE)					
Poor learning environment	Dilapidated ECDE	To enhance access to quality education	Infrastructural	Availability of space	Sensitize major

	infrastructure , classrooms in deplorable conditions Inadequate inappropriate ECDE furniture	through providing a conducive learning environment, provision of furniture	improvement in the learning environment by building new classrooms Procure and supply furniture to the ECDE centres	within the public primary schools Presence of classrooms Development partners Availability of teachers Willingness of the community to bring their children to school Willingness of the County Government to provide budget	stakeholders to support ECDE infrastructure development Resource mobilization Strengthening partnerships and linkages
Inadequate sanitation & wash facilities in ECDE centres	Existing toilets are not isolated for ECDE learners hence they are sharing with older pupils	To provide a conducive learning environment	Construction of ECDE friendly toilets, provided with water tanks for hand washing.	Availability of space within the public primary schools Willingness of the County Government to provide budget	Sensitize major stakeholders to support ECDE infrastructure development Resource Mobilization Strengthening partnerships and linkages
Inadequate teaching and learning support material	Inadequate funding to procure relevant and adequate teaching and learning support material	To enhance access to quality education through facilitating teaching and learning	Procurement and Provision of relevant and adequate assorted teaching and learning material	Partnerships with development partners Increase budgetary allocation by County Government treasury	Resource mobilization Innovation and creativity by using locally available material to prepare Teaching and learning support materials
Lack of school feeding programme	Lack of school feeding programme. Inadequate policy guidelines	To promote the health of the learners To enhance enrolment and retention To ensure full transition	Formulate feeding policy guidelines	Availability of locally available nutritious food in the community Availability of milk	Resource mobilization Stakeholder engagement for support Sensitization of the community

				processing plant in the County	on the importance of school feeding programme
Confirmation/employment of additional ECDE teachers on Permanent & Pensionable status	Lack of scheme of service for ECDE teachers	Recruit and deploy teachers to pre-primary school	To confirm /employ additional ECDE teachers on P&P.	Availability of the approved scheme of service for ECDE teachers Willingness of the County Government to allocate funds for employment Availability of qualified ECDE teachers	Allocate adequate resources to employ enough ECDE teachers
Inadequate ECDE policy guidelines	Disconnect Policy formulation with mainstream ministries eg MOE	Formulate policies in line with COG and mainstream ministries	To fast track ECDE policy development and facilitate its adoption	Devolved unit, COG and all major key stakeholder's willingness to formulate policies	Resource allocation, COG commitment on ECDE. Strengthening partnerships and linkages
Lack of appropriate outdoor play equipment	Lack of resources and safe space for play	Enhance ECDE development and learning through play	Identify safe space for installation of play equipment	Already existing structures including churches, social halls and school compound	Community engagement as well as Boards of management of schools to provide land Acquisition of government land
Lack of Child Care centre and responsive caregiving	Parental Attitude Deteriorating cultural value system		Promote integration of nurturing care in preschools	Existing community and school platforms where parents and caregivers meet regularly	Build capacity of caregivers in all available platforms
Inadequate curriculum support and supervision and ECDE resource centre	Lack of quality assurance and standards structures and staff Poor	To enhance monitoring and support of curriculum delivery	To employ additional curriculum support officers at Sub County	Scheme of service Willingness of the county employ the staff	Adoption of the scheme of service Leverage on the available staff and

	ECDE program coordination at ward and Sub- County Levels		and ward coordinators at Ward level		resources
Inadequate funding for capacity building on educational Programmes	Lack of adequate funding for Capacity building including special needs education (SNE)	To improve quality of education services	Identify the appropriate development partners to support in capacity building	Willing stakeholders	Strengthening partnerships and linkages Resource mobilization
Scholarship		Increase number of beneficiaries	Transparency in bursary disbursement		
Lack of ICT integration in ECDE	Lack of capacity on ICT skills Lack of ICT equipment like phones	To enhance delivery of the curriculum	Build capacity of the teachers on use of ICT gadgets Procure and provide the ICT gadgets	There is an existing KICD approved programme for digital learning (Tayari digital learning programme)	Embrace innovation Strengthen partnerships and linkages Benchmarking
Lack of teacher management structure	No structure in place	To provide psychosocial and professional support to teachers	To put in place teacher management at ward and zonal levels Construct and equip teacher management centres	Leverage on existing national government structure Availability of public land	Resource mobilization Strengthen partnerships and linkages
Vocational training (VTC)					
Inadequate infrastructure	High population density and large area of coverage	Construction of workshops, classrooms and dormitories	Constructing workshops, classrooms and dormitories	Availability of learners and makeshift classrooms	-provision of adequate budget for construction of workshops, classrooms and dormitories
Inadequate training materials	High enrolment	To provide training materials	To provide training materials	Utilization of locally available materials	Funding VTCs in form of capitation to trainees
Inadequate tools and equipment	High enrolment and change	Provision of adequate tools and equipment	Provision of modern tools and	Utilization of tools and equipment	Provision of adequate budget

	of technology		equipment		
Inadequate number of trainers	High enrolment and trainee interest in different trades/courses	To employ trainers in different specialties	To employ trainers in specific required trades	Utilization of available trainers	Provision of adequate budget to employ trainers
Lack of incubation centers	Lack of specialization in VTCs	To establish incubation centers	To establish one incubation center in every sub-county	Operationalize Nyaigesa VTC on textile	Provision of adequate budget to establish incubation centers
Inadequate policies on VTCs	overreliance on national government policies	To establish policies on VTCs operations	To develop policies on VTCs	Utilization of National government policies	To develop county VTC policies
TEACHER SERVICE COMMISSION					
Lack of teacher management structure	No structure in place	To provide psychosocial and professional support to teachers	To put in place teacher management at ward and zonal levels Construct and equip teacher management centres	Leverage on existing national government structure Availability of public land	Resource mobilization Strengthen partnerships and linkages

CHAPTER 3

DEVELOPMENT PRIORITIES, STRATEGIES AND PROGRAMMES

3.0 INTRODUCTION

This Chapter provides sector development priorities, strategies, Programmes, flagship projects, and cross-sector linkages.

3.1 SECTOR VISION, MISSION AND GOAL

3.1.1 Vision:

- To be a lead County in the provision of Education, Vocational Training and Entrepreneurial skills for sustainable development.

3.1.2 Mission:

- To provide quality Education and Vocational Training skills for creativity, innovation and development

3.1.3 Strategic Goals and Objectives:

- Administration and management of education programmes at ECDE & CCC and Vocational Training & Home Craft Centres
- Quality assurance, supervision and maintenance of Standards in ECDE& CCC, VCTs & HCCs
- Teacher Management, development and utilization for effective service delivery
- Mobilization and development of curriculum support materials
- Auditing of institutional accounts
- Provision of bursaries and grants to institutions,
- Mobilization of resources for infrastructure development,
- Providing policy guidelines and advisory services.
- Strengthening the ICT infrastructure, policy framework and capacity development.
- Establish Collaboration and Partnership with partners and line ministry

3.2 SECTOR COMPOSITION AND THEIR ROLES

3.2.1 ECDE MANAGEMENT AND CCC

- Enhance the capacity of the ECDE & CCC staff
- Administration and management of education Programmes at ECDE& Child Care centers.

- Quality assurance, supervision and maintenance of Standards in ECDE&CCC
- ECDE Teacher, Management, development and utilization
- Mobilization of curriculum support materials
- Implementation of nutrition and feeding program for ECDE centers
- Mobilization of resources for infrastructural development
- Providing policy guidelines and advisory services.
- Monitoring and evaluation of institutional projects and service delivery
- To equip, refurbish and upgrade infrastructure in county ECDE centers.
- To initiate and strengthen partnership with development partners and other stakeholders in order to enhance ECDE & CCC development

3.2.2 VOCATIONAL EDUCATION AND TRAINING

- To enhance the capacity of the Directorate and County Vocational Training centers (VTCs)staff
- To ensure that proper management systems and procedures are applied in managing departmental funds, records and other resources
- To mainstream and sustain county VTCs issues in relevant policies and policy documents
- To equip, refurbish and upgrade infrastructure in VTCs
- To improve the quality of training Programmes
- To equip trainee with relevant entrepreneurial skills, social skills, knowledge and attitude and enhance their capacity to engage in meaningful activities.
- To initiate and strengthen partnership with development partners and other stakeholders in order to enhance youth training
- To develop and implement County Polytechnic Bursary Fund.
- To develop effective and efficient systems and infrastructure that supports a harmonized and timely collection, processing, analysis, use and dissemination of data for education, training, planning and management

3.3 SECTOR DEVELOPMENT PRIORITIES AND STRATEGIES

The sector priorities are derived from the sector development issues documented in Chapters One and Two of this sector Plan. Strategies to achieve sector priorities are formulated from causes of the development issues as presented in Table 4 below

Table 4 Sector priorities and strategies

Sector Priorities (To be stated at the objective level of the development issues)	Strategies
Programme 1: Early Childhood Development & Education (ECDE)	
To enhance access to quality education through providing a conducive learning environment, provision of furniture	<ul style="list-style-type: none"> • Sensitize major stakeholders to support ECDE infrastructure development • Resource mobilization • Strengthening partnerships and linkages
To provide a conducive learning environment	<ul style="list-style-type: none"> • Sensitize major stakeholders to support ECDE infrastructure • Resource Mobilization • Strengthening partnerships and linkages
To enhance access to quality education through facilitating teaching and learning	<ul style="list-style-type: none"> • Resource mobilization • Innovation and creativity by using locally available material to prepare Teaching and learning support materials
To promote the health of the learners, enhance enrolment, retention and ensure full transition	<ul style="list-style-type: none"> • Resource mobilization • Stakeholder engagement for support • Sensitization of the community on the importance of school feeding programme
Recruit and deploy teachers to pre-primary school	<ul style="list-style-type: none"> • Allocate adequate resources to employ enough ECDE teachers
Formulate policies in line with COG and mainstream ministries	<ul style="list-style-type: none"> • Resource allocation, COG commitment on ECDE. • Strengthening partnerships and linkages
Enhance ECD development and learning through play	<ul style="list-style-type: none"> • Community engagement as well as Boards of management of schools to provide land • Acquisition of government land
Promote integration of nurturing care in preschools	<ul style="list-style-type: none"> • Promote integration of nurturing care in preschools
To enhance monitoring and support of curriculum delivery	<ul style="list-style-type: none"> • Adoption of the scheme of service • Leverage on the available staff and resources
To improve quality of education services	<ul style="list-style-type: none"> • Strengthening partnerships and linkages • Resource mobilization
Increase number of beneficiaries	<ul style="list-style-type: none"> • Transparency in bursary disbursement
To enhance delivery of the curriculum	<ul style="list-style-type: none"> • Embrace innovation • Strengthen partnerships and linkages • Benchmarking

To provide psychosocial and professional support to teachers	<ul style="list-style-type: none"> Resource mobilization Strengthen partnerships and linkages
Programme2: Vocational education and training (VTC)	
Construction of workshops, classrooms and dormitories	<ul style="list-style-type: none"> provision of adequate budget for construction of workshops, classrooms and dormitories
To provide training materials	<ul style="list-style-type: none"> Funding VTCs in form of capitation to trainees
Provision of adequate tools and equipment	<ul style="list-style-type: none"> Provision of adequate budget
To employ trainers in different specialties	<ul style="list-style-type: none"> Provision of adequate budget to employ trainers
To establish incubation centers	<ul style="list-style-type: none"> Provision of adequate budget to establish incubation centers
To establish policies on VTCs operations	<ul style="list-style-type: none"> To develop county VTC policies

3.4 Sector Programmes and flagship projects

The section provides sector Programmes and flagship projects to be implemented within the planned period as presented in tables 4 and 5 respectively.

3.4.1 Sector Programmes

Table 5 below presents information on sector Programmes to be implemented within the planned period.

Table 5 Sector Programmes

Programme Name: ECDE AND CCC MANAGEMENT SUPPORT SERVICES									
OBJECTIVE: To Enhance access to quality Early Childhood Development and Education services.									
Outcome: Improved access, equity, retention, completion, transition and holistic development of the child									
Sub	Key	Key	Linkages to SDG	Planned Targets and Indicative Budget (KSh. M)					
Programme	Output	Performance Indicators	Targets*	2023-2027		2028-2033		TOTAL TARGET	TOTAL(M)
				Target	COST(M)*	Target	COST(M)*		
Infrastructural development	ECDE classes constructed	No of ECDE classes constructed	SDG NO 7, SDG NO 4, SDG NO 9, SDG NO 17	100	300	100	300	200	600
	pit latrines constructed	No of pit latrines constructed	SDG 4.6,17	102	61.2	102	61.2	204	122.4

	Water tanks purchased	No of water tanks purchased	SDG 3,4,6	102	4.9	102	4.9	204	9.8
	Furniture purchased	No of furniture purchased	SDG 3,4,5	200	32	200	32	400	64
	Child care Centre established	No of child care centers established	SDG 3	5	25	5	25	10	50
	Special Needs Education (SNE) Centre established	No of SNE Centre established	SDG4	5	15	5	15	10	30
	Teacher management centers established	No of management centers established	SDG 4. 8	20	9	20	9	40	18
Teaching Learning Materials	CBC teaching/learning support materials provided	No of ECDE centers provided with CBC teaching and learning support materials	SDG 4,9,	2040	100	2040	100	4080	200
	Indoor and fixed outdoor play materials provided	No of ECDE centers provided with indoor and fixed outdoor play materials	SDG 4,517	82	20.5	82	20.5	164	41
	Integration of ICT in ECDE (Tayari Learning Programme)	No of centers integrated with ICT	SDG 4,9	410	8.2	410	8.2	820	16.4
	ICT gadgets for TAYARI ECDE learning program procured	No of ICT gadget provided	SDG 4,9	820	4.92	820	4.92	1640	9.84

	Students provided with ICT gadgets for TAYARI ECDE learning program procured	No of students provided with gadgets (smart phone)	SDG 4,9	40,000	90	40,000	90	80,000	180
Policy Planning and Administration	ECDE feeding program policy developed	No of policies developed		1	3	1	3	2	6
	Child care centres policy developed	No of policies developed		1	3	1	3	2	6
	ECDE policy guidelines developed	No of policies developed		1	3	1	3	2	6
School Feeding Program	ECDE learners provided	No of ECDE learners provided with milk	SDG 2,3,4,17	210,000	15	210,000	15	420,000	30
Quality Assurance and Standards	ECDE teachers Recruited on Permanent and pensionable basis	No of ECDE teachers recruited	SDG 1,2,4,5,8	350	12.25	350	12.25	700	24.5
	Ward and sub county ECDE coordinators recruited	No of ECDE coordinators recruited	SDG 1,2,4,5,8	24	1.3	24	1.3	48	2.6
	ECDE field vehicle procured	No of ECDE vehicle procured	SDG 4,16	1	4	1	4	2	8
	Staff laptops and printers procured	No. of laptops and printers procured	SDG 4	7	650,000	7	650,000	14	1,300,000
	ECDE teachers inducted	No of ECDE teachers and staff inducted	SDG 4,8	1000	5	1000	5	2000	10
	Stakeholders conference and annual	No of conference held		5	50	5	50	10	100

	education day held								
Co-curricular Activities	Costumes and uniforms provided	No of ECDE learners provided with costumes and uniform		20,000	10	20,000	10	40,000	20
Curriculum implementation	Supervision of curriculum implementation conducted	No of supervisory visits conducted		20	1.25	20	1.25	40	2.5

Programme Name: VOCATIONAL EDUCATION AND TRAINING

Objective: To impart competency-based training to trainees

Outcome: To ensure quality training

Sub	Key	Key	Linkages to SDG	Planned Targets and Indicative Budget (KSh. M)					
Programme	Output	Performance Indicators	Targets *	2023-2028		2028-2033		Total	Total budget
				Target	Cost (M)	Target	Cost (M)	Targets	ksh (M)
Improved informal employment	Workshop/classes constructed	Number of workshops/classes constructed	SDG4	55	165	55	165	110	330
	Classes refurbished	Number of classes refurbished	SDG4	40	20	40	20	80	40
	Incubation centers constructed	Number of incubation centers constructed	SDG4	5	50	5	50	10	100
	Policies developed	Number of policies developed		3	6	3	6	6	12
	Salaries paid	Number of support staff paid		500	60	500	60	1000	120
	Utilities paid	Number of VTCs utilities paid		60	50	60	50	120	100
	Trainers and supervisors recruited	Number of trainers and supervisors recruited	SDG 4,8	140	100	140	100	280	200
	Trainings done	Number of trainers trained		100	12.5	100	12.5	200	25

	Training and learning materials provided	Number of training and learning materials provided	SDG 4,9,	200	50	200	50	400	100
	Assorted tools and equipment provided	Number of assorted tools and equipment provided	SDG 4,9,	200	100	200	100	400	200
	Centers participated in skills development	Number of centers participated in skills development		200	25	200	25	400	50
	Co-curricular activities conducted	No of co-curricular activities conducted		200	25	200	25	400	50
	County education support fund beneficiaries	Number of county education support fund beneficiaries		200,000	700	200,000	700	400,000	1400
PROGRAMME NAME: TEACHER SERVICE COMMISSION									
Objective:									
Teacher management	Teacher management structure constructed	No of teacher management structure constructed	SDG4,8	20	9	20	9	40	18

3.4.2 FLAGSHIP PROJECT

Table 6 below explains the flagship projects for 10 years.

Table 6 Flagship Projects

Project Name	Location	Objective	Output/Outcome	Performance indicator	Timeframe	Implementation agency	Cost(ksh)
ECDE resource center	Township	To enhance quality Education	Improved access, equity, retention, completion, transition and holistic development of the child	No of ECDE resource centers established	2023-2033	County Government of Nyamira	100M

3.5 Sector Linkages with National Development Agenda, Regional and international Development Frameworks

This section indicates how the CIDP is linked with and is contributing towards the achievement of the following (among others):

- i. Kenya Vision 2030 and its Medium-Term Plans;
- ii. The UN 2030 Agenda and the Sustainable Development Goals;
- iii. Africa’s Agenda 2063;
- iv. Paris Agreement on Climate Change, 2015;
- v. EAC Vision 2050;
- vi. ICPD25 Kenya Commitments; and
- vii. Sendai Framework for Disaster Risk Reduction 2015 – 2030.

This information is presented in Table 7

Table 7: Linkage with Kenya vision 2030, other plans and international obligations

National Development Agenda/Regional/International Obligations	Aspirations/Goals	County Government contributions/Interventions*
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KENYA VISION 2030/ MEDIUM TERM PLAN	Social pillar: Education - e.g., Provide globally competitive quality education and training and research for development.	<ul style="list-style-type: none"> • Strengthening partnerships and linkages • Resource mobilization • Sensitize major stakeholders to support ECDE infrastructure development • Allocate adequate resources to employ enough ECDE teachers
SDGs	<ul style="list-style-type: none"> • SDG 4– quality education - To ensure inclusive and equality education and promote lifelong learning opportunities for all. 	<ul style="list-style-type: none"> • Improve infrastructure development to all VTCs and ECDE centers, construction of workshops and classes • Provision of water tanks and VIP toilets for ECDE learners • Recruiting trained instructors and ECDE care givers. • Recruiting quality assurance officers for ECDE centers and VTCs • Improving schemes of work for VTC trainers and ECDE care givers • In-service training of trainers
	•SDG 2 – Zero Hunger	<ul style="list-style-type: none"> • Sensitization of the community on the importance of school feeding programme
	<ul style="list-style-type: none"> • SDG 6-Clean water and sanitation 	<ul style="list-style-type: none"> • Sensitize major stakeholders to support ECDE infrastructure • Provision of water tanks and VIP toilets for ECDE learners
ICPD 25	Commitment 11: Improve employability and life skills of youths.	<ul style="list-style-type: none"> • Provision of adequate budget to establish incubation centers • Provision of adequate budget to employ trainers
KENYA DEMOGRAPHIC DIVIDEND ROAD MAP	Pillar 2: Education and skills development	<ul style="list-style-type: none"> • Funding VTCs in form of capitation to trainees • recruiting quality assurance officers for ECDE centers and VTCs
UN 2030 AGENDA	Goal 4: Providing quality education for all is fundamental to creating a peaceful and prosperous world.	<ul style="list-style-type: none"> • enhancing access to quality education through facilitating teaching and learning • Provision of adequate budget to employ trainers

3.6 Cross- sectoral linkages

This section provides the cross-sectoral impacts of each sectoral Programme and appropriate actions to harness cross-sector synergies or mitigate adverse cross-sector impacts.

- ✦ **Harnessing cross-sector synergies:** Indicates what considerations will be made in respect to harnessing cross-sector synergies arising from possible Programme impacts.
- ✦ **Mitigating adverse cross-sector impacts:** State the mitigation measures that may be adopted to avoid or manage potential adverse cross-sector impacts.

The cross-sectoral impacts and the mitigation measures are presented in the format indicated in Table

8

Table 8 Cross-Sectoral impacts

Programme Name	Linked Sector(s)	Cross-sector Impact		Measures to Harness or Mitigate the Impact
		Synergies*	Adverse impact	
ECDE management	Agriculture, Rural and Urban Development	-Improved health	-Malnutrition School dropout -Low enrollment, transition and retention	Initiate school feeding Programme in pre- school
	Energy, Infrastructure and ICT;	-Improved access to schools	Poor access to school hence low enrollment and retention	Open up and maintain the roads leading to schools
	Environmental Protection, Water and Natural Resources;	-Improve water and sanitation -Develop and implement educational and public awareness Programmes on climate change and its effects	-Sharing of toilets with the preschool and upper school -Direct effects due to infrastructure damages and possible injury can disrupt the learning process for a long time.	-Initiate separation of toilets preschool and upper school. -Install water tanks -Increasing environmental awareness and education on climate change can contribute to effective adaptation and mitigation
	Health;	-Improve nutrition	-Malnutrition and ill-health -School dropout	Training on nutrition Startup of school feeding Programme
Vocational Education and training	General, Economic and Commercial Affairs;	-Mass production of skilled labor	Low income hence challenge in education support from employers	Produce demand driven market oriented skilled labor
	Governance, Justice, Law and	More policies on education	Lack of Programmes	Initiate developing of policies such as school feeding Programme policy and

	Order;		implementation	child care centers
	Health;	Improve nutrition	Malnutrition School dropout	Training on nutrition Startup of school feeding Programme
	Energy, Infrastructure and ICT;	Improve access to schools	Poor access to school hence low enrollment and retention	Open up and maintain the roads leading to schools

*Synergies – areas of collaboration between sectors for greater impact

CHAPTER FOUR

IMPLEMENTATION FRAMEWORK

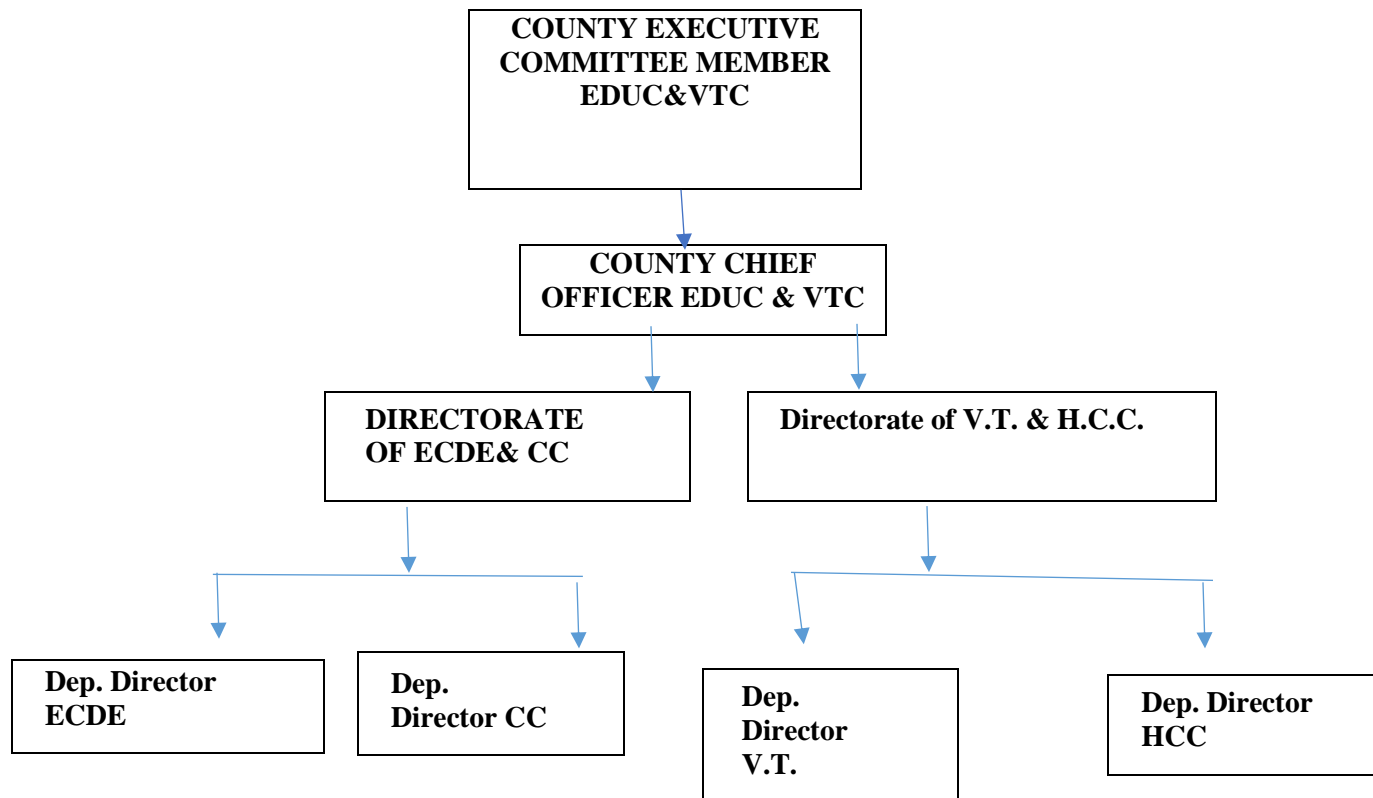
4.1. Overview

This chapter provides the sectors' stakeholders and their specific roles towards implementation of the sector plans. In addition, the chapter presents the resource mobilization and management framework, asset management, and risk and mitigation measures.

4.2. Institutional Framework

This section provides the institutional framework of the sector including an organizational chart that displays the implementation the sector plan and how the sector's internal transformation needs are addressed. The framework indicates the County Government's institutional arrangements and demonstrate linkages with the National Government Departments at the county as well as other key stakeholders.

Figure 3: Organizational Chart



4.3 ROLE OF THE STRUCTURE IN THE IMPLEMENTATION OF THE SECTOR PLAN

4.3.1 County Executive Committee Member: – Head of the Department. Coordinating policy formulation and implementation while overseeing the plan implementation. Representing the Department in the Executive Committee and Cabinet meetings, develop policy and assist in implementation. The CECM will also be responsible for Resource mobilization at county and outside the county levels.

4.3.2 County chief officer: In charge of administration and accounting for financial undertakings of the Department, overseeing the implementation of the strategic plan and coordinating all departmental activities.

4.3.3 Director ECDE and CCC: Management and co-ordination of ECDE AND CCC directorate

4.3.4 Deputy director ECDE and CCC: To deputize director and coordinate ECDE AND CCC functions

4.3.5 Director Vocational and training: To be in-charge of Vocational training and homecraft centers

4.3.6 Deputy Director VTC: To deputize the director VTC and HCC

Table 9 below shows the specific roles of the key stakeholders towards implementing sector plan.

Table 9:Stakeholders and their roles

Name of stakeholder	Role
MOEST	Provide personnel, funds for FPE, FDSE, SYPT, TOOLS AND EQUIPMENT, ECDE grant, VP Grants.
Bi-lateral, Multilateral Development partners	Build and strengthen linkages and collaboration, mobilize resources.
Private sector e.g. Equity Bank,	Provision of support, sponsorships to needy cases
Devolved funds – CDF, others	Funding construction of classrooms, labs, sanitation facilities, and admin blocks.
KICD	Development of curriculum and research
NGOs e.g. ADRA, world Vision, CRS	Capacity building, resource provision and promotion of opportunities, school health programme, infrastructural development.
BOM	Enhance effective institutional management
Media society.	Objective reporting and advocacy, audio visual programmes
CBOs	Provision of Moral and spiritual guidance, early education and infrastructure.
Community/ Parents	Provide learners, physical facilities and funds, land, protective environment and safeguard children’s rights.
Political class	Advocacy, resources

MOH	Primary health care, growth monitoring promotion, sanitation and nutrition and safety, community mobilization on health issues.
Public works	Approval of sites and building plans and supervision of projects
Ministry of interior and National coordination	Education awareness to the public on improving access, retention and transition and completion
Water services	Provision of safe and clean drinking water.
Teacher service commission	Registration of teachers,
KNUT and KUPPET	Advocacy on teacher's welfare
Sponsors	Spiritual growth and guidance
KESSHA and KEPSHA	Support co- curricular activities and INSETS
KNEC	Summative evaluation and assessment, certification
Council of Governors (COG)	Capacity Building Interfacing with National Government and development partners, as well as providing guidance on standards.
Other government ministries e.g. ministry of Environment, Energy, Agriculture etc.	Multi-disciplinary linkages, tree planting, environmental conservation
CDTF.	Provide grants for the construction of the classrooms.
Adult education department.	Provide literacy and continuing education.

4.4 Resource Mobilization and Management Framework

This section indicates the projected resource requirements by sector, revenue projections, estimated resource gap and measures of addressing the gaps.

4.4.1 Resource Requirements by Sector

Table 10 below shows the projected financial resources required for each sector during the plan period and the percentage of the total budget for each sector.

Table 10: Summary of sector Financial resource requirements

Sector Name	EDUCATION					
	5 Years		5 Years		Total	% of total budget requirements
	2023-2028	Total ksh (M)	2028-2033	Total ksh (M)		
Programme 1: ECDE AND CCC	472.5	472.5	472.5	472.5	945	24.8
Programme 2: VTC	1427.5	1427.5	1427.5	1427.5	2855	74.8
Programme 3: TSC	9	9	9	9	18	0.47
Total	1909	1909	1909	1909	3818	100

Source: Sectors

*1-2% of the total CIDP budget should be allocated to County Climate Change Fund to enhance county resilience and mitigation to climate change (Climate Change Act, 2016)

4.4.2: Revenue Projections

This section indicates the various sources of revenue in the Sector as in Table 11

Table 11: Revenue Projections

Type of Revenue	Base year 2022/23	Total	Total	Total
		2023-2027	2028-20233	
a) Equitable share	613,252,522	4,118,364,767	4,118,364,767	8,236,729,534

4.4.3 Estimated Resource Gap

This section highlights the County resource gap in terms of the estimated resource needs against the projected revenues as in Table 12

Table 12: Resource Gap

FY	Requirement (Ksh. M)	Estimated Revenue (Ksh. M)	Variance (Ksh. M)
2023/24	475.9	674.6	198.7
2024/25	501.9	742	240.1
2025/26	395.6	816.2	420.6
2026/27	261.3	897.9	636.6
2027/28	274.3	987.6	713.3
2028/29	475.9	674.6	198.7
2029/2030	501.9	742	240.1
2030/2031	395.6	816.2	420.6
2031/2032	261.3	897.9	636.6
2032/2033	274.3	987.6	713.3
Total	3818	8236.6	4418.6

4.4.4 Resource Mobilization and Management Strategies

This section identifies the feasible resource mobilization and management strategies to address the resource gap. The section also includes capital financing strategies, operational financing strategies and other strategies that will enhance cost effectiveness.

4.5 Asset Management

The section discusses the measures that County Government has put in place to manage its assets.

4.6 Risk Management

This section provides the key anticipated risks that may hinder the implementation of the CSP, potential risk implications and proposed mitigation measures to enhance sustainable development. The information is provided in the Table 13.

Table 13: Risk, Implication, level and mitigation Measures

Risk Category	Risk	Risk Implication	Risk Level (Low, Medium, High)	Mitigation measures
Financial	Inadequate financial resources	Stalled projects	Medium	Resource mobilization Strategies
Technological	Inadequate ICT resources	Literacy in ICT	High	Integration of ICT in ECDE
Climate Change	Drought	Low enrollment, retention and transition	High	Climate smart agriculture practices
Organizational	Inadequate Human Resource Capacity	Inefficiency in service delivery	Medium	Adequate capacity at national, county, sub-county and institutional level and well thought out capacity building plan.
Organizational	Changes in the county department top management personnel	Delay in service delivery	Medium	Timely recruitment

CHAPTER FIVE

MONITORING, EVALUATION AND LEARNING

5.0 INTRODUCTION

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 in line with the National M&E Policy, CIMES Guidelines, Kenya Norms and Standards for M&E and Kenya Evaluation Guidelines. The chapter highlights: The proposed M&E structure; data collection, analysis, reporting and learning; M&E outcome indicators tracking; and dissemination and feedback mechanism.

5.1 County Monitoring and Evaluation Structure

This section summarizes systems and structures put in place in the County to organize the M&E process for implementing the plan.

5.1.1 County Monitoring and Evaluation Committee (CMEC)

The CMEC has the responsibility of the overall supervision of the plans implementation and prepare the quarterly reports based on the monthly reports emanating from the DMEC and SCMEC through the technical scrutiny by the Technical Monitoring and Evaluation Unit. The CMEC will be in charge of monitoring and evaluating all the flagship projects and any programme and projects costing more than Ksh. 10,000,000. The process shall require the co-operation and collaboration of all stakeholders.

The findings and recommendations from the CMEC shall be submitted to the Executive Committee Member for Planning and Finance for the Cabinet Decisions. The findings and recommendations shall also be copied to the Head of Results Office for the analysis to Governor's office for the information and use. The CMEC shall be chaired by the County Executive Committee Member and that all the Accounting Officers of the County entities shall be members of the committees. The Accounting Officer Planning shall be the secretary and The Directorate of Economic Planning shall be the ex-official member of the committee.

5.1.2 Technical Monitoring and evaluation unit (TMEU)

This unit is anchored under Economic Planning directorate with responsibility of technically carrying out the site visits to all the County Projects and Programmes. The Unit is chaired by the

Directorate of County Economic Planning and membership shall comprise of the Planning and M & E Officers under the directorate of Economic Planning. The secretary and convener is the County M & E officer. The unit shall initiate all the project site visits together with the Head of accounts, Procurement, Revenue and Finance and Statistics. The same shall be done at the County departmental entities. The monitoring and evaluation reports from SCMEC and DMEC shall be submitted to the TMEU on monthly basis to be technically scrutinized and submitted to the CMEC on a quarterly basis. Technically it shall be the responsibility of the TMEU to provide site visit on the flagship projects and Programmes above Ksh. 10,000,000 on behalf of the CMEC and report quarterly to the same Committee.

5.1.3 The Departmental Monitoring and Evaluation Committee (DMEC)

This is a committee based at the departmental level of the County government and the membership shall comprise of the Accounting officer of the department being the chairperson and the Programme Managers appointed in writing by the Executive Committee Member for Finance and Economic planning to be members of the committee. Other members include the departmental accountant, procurement officers, revenue officers and finance officers. The Departmental head of Economic Planning shall be the secretary to the committee.

The departments shall ensure that Departmental Monitoring and Evaluation Units are created within the departments with the following memberships; Departmental Head of economic planning who shall be spearhead the process of project site visits of the departmental projects and Programmes, the departmental head of accounts, departmental head of revenue, departmental head of procurement shall be members. The departmental Monitoring and Evaluation Units shall be responsible for the day to day site visits of the projects and Programmes and shall monitor projects between Ksh. 5,000,000 to at most Ksh. 10,000,000. The DMEC shall submit its reports on a monthly basis to TMEU.

5.1.4 Sub-County Monitoring and Evaluation Committee (SCMEC)

The committee shall be constituted in the Sub-Counties to monitor and evaluate projects and Programmes within the Sub-County. The committee is chaired by the Sub-county Administrator and the secretary is the officer in charge of Planning at the Sub-county level who shall convene

the meetings. The membership is comprised of the Sub-county heads of departments. There shall be established Monitoring and Evaluation secretariat comprised of sub-county administrator, the in charge of economic planning, the sub-county procurement officer, sub-county accountant and sub-county revenue officers who shall be responsible on day to day monitoring and evaluation of projects and Programmes at the sub-county level. The SCMEC shall monitor all the projects and Programmes between Ksh.1,000,000 to Ksh.5,000,000 and shall report to the TMEU on monthly basis.

5.1.5 Ward Monitoring and Evaluation Committee

There established Ward Monitoring and Evaluation Committee to be chaired by the Ward Administrator and the secretary is the officer in charge of planning at the Sub-county level or his/her representative. The convener is the Ward Administrator. The membership comprises of the ward heads of departments and the Committee is in charge of coordinating M & E activities at the ward level. The committee shall report to the SCMEC on monthly basis and shall monitor the projects and Programmes below Ksh1,000,000.

5.2 M&E Capacity

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

5.3 M&E Outcome Indicators

This section presents Programme outcome indicators by sector as captured in Table 4 on sector Programmes in Chapter Four. The information is presented as in Table 14.

Table 14: Outcome Indicator Reporting

Programme	Outcome	Outcome Indicator (s)	Baseline*		Mid Term Target	End Term Target	Reporting Responsibility
			Value	Year			
Early childhood education management	Increased enrollment rate	Proportion of male and female pupils enrolled	100%	2022	100%	100%	Directorate of ECDE
	Increased retention rate	Proportion of male and female pupils retained for the 2-year	98%	2022	99%	100%	Directorate of ECDE

		period					
	Increased transition rate	Proportion of male and female pupils transited to the next level	100%	2022	100%	100%	Directorate of ECDE
	Increased completion rate	Proportion of male and female completed the 2-year period	100%	2022	100%	100%	Directorate of ECDE
Education Support Programmes	Improved access to quality education	No. of needy students accessing scholarship and bursaries	200	2022	1100	1100	Directorate of VTC
Vocational Education training	Increased quality training	Number of Centers provided with training and learning materials	33	2022	33	33	Directorate of VTC
	Increased enrollment	Number of trainers enrolled	940	2022	1050	1200	Directorate of VTC

.*Use most recent reliable statistics

5.4 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 Sector plan Indicator Handbook, standard reporting templates based on the County Annual Progress Report Guidelines. The County Government should also state how they integrate technology in M&E through the use of e-CIMES. The section provides the types of M&E Reports to be prepared and the frequency of reporting.