



**COUNTY GOVERNMENT OF BUNGOMA
DEPARTMENT OF AGRICULTURE, LIVESTOCK,
FISHERIES, IRRIGATION AND COOPERATIVES**



Bungoma County Agricultural Technical and Vocational Education and Training (ATVET) Promotion Policy

2024



COUNTY GOVERNMENT OF BUNGOMA
DEPARTMENT OF AGRICULTURE, LIVESTOCK, FISHERIES,
IRRIGATION AND COOPERATIVES

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Foreward

Agriculture continues to be the dominant economic activity in the county, accounting for 43 percent of the Gross County Product, more than 60 percent of employment and contributing 3.5 percent to the National Agricultural GVA. The sector contributes significantly to other economic activities in the county such as manufacturing, wholesale and retail trade, transport and storage.

Higher agricultural productivity and increasing yields is a precondition for growth and development in the county and is the key to raising incomes in rural areas. Farmers and commercial producers may benefit especially if they can diversify their production into higher-value, but knowledge-demanding, specialized crops. Strong agricultural education and training systems are necessary to underpin such productivity gains. Agricultural Education and Training (AET) through ATVET directly raises agricultural productivity by developing producer capacities and indirectly increases agricultural productivity by generating human capital for support services. Investments in Agricultural Education and Training clearly enable research, extension, and commercial agriculture to generate higher payoffs. As stated by NEPAD, “The quality of tertiary agricultural education is critical because it determines the expertise and competencies of scientists, professionals, technicians, teachers, and civil service and business leaders in all aspects of agriculture and related industries.” Higher agricultural education also contributes directly to research and advisory services.

Agricultural education and training has been demonstrated to be a vital, but much neglected, component of agricultural development in Kenya. It is undervalued, under-resourced, and underprovided. Human capital in agriculture has been depleted by long term neglect. Further neglect of AET risks constraining agricultural recovery, economic growth and poverty reduction. Market-driven agriculture and agriculture innovation systems place new demands on the knowledge and skills of those working in the agricultural sector. The County is therefore keen to do its part to address the shortcomings of current approaches to human capital formation in agriculture and to train a new generation of agricultural professionals. This goal is not amenable to a quick fix. Long-term, patient support is needed from government, AET institutions, and development partners.

The need to invest more in building capacities for agricultural education and training cannot be overemphasized. Rapidly changing market conditions require a major shift in the content of agricultural education from a production to a market orientation. This is especially critical given the current need to “substitute growth through increased input use” with “growth driven by a more knowledge-intensive agriculture”. The existence of Agricultural training centers, technical and vocational training centers and a national polytechnic can be launch pads for market-driven agricultural training in the county. Development of this County ATVET Promotion Policy is necessary for consensus building and mobilization of resources for building agricultural technical and vocation training capacity in the county.

This Policy is in line with the Kenya Vision 2030 which places special demands on TVET as the leading engine that the economy must essentially rely upon to produce adequate levels of middle level professionals needed to drive the economy towards the attainment of the vision. It places great emphasis on the link between education and the labour market, the need to create entrepreneurial skills and competences, and strong public and private sector partnerships.



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

Preface

ATVET focuses on strengthening agricultural training and contributing to a professionalized and more productive agricultural sector. ATVET offers a solution to inadequate trained and qualified smallholder farmers.

Schedule 4 of the Constitution of Kenya 2010, the County Government Act 2012 and the Legal Notice No.139, allow County Governments among other responsibilities to formulate and review county specific policies and strategies. Bungoma County has no published policy on ATVET promotion, therefore, there was need for the County to develop a Policy to be aligned to the wider National government legislations.

To promote TVET in Agriculture in the county, the County Government has developed this ATVET Promotion Policy which benefited from the input of relevant stakeholders across the county. The development of this policy was led by the County Department of Agriculture, Livestock, Fisheries, Irrigation and Cooperatives: and Department of Education and Vocational Training in consultation with other stakeholders. The Policy was developed with financial and technical support from the county government and MESPT through AgriFi. Our appreciation goes to all stakeholders for their invaluable input in the policy development process.

Implementation of this Policy will go a long way to enhance competencies in agricultural extension services and hence productivity in key value chains. It is therefore our hope that all stakeholders will play their part in making the policy vision a reality.

ENG. HERBERT KIBUNGUCHY
COUNTY EXECUTIVE COMMITTEE
MEMBER (CECM)
DEPARTMENT OF AGRICULTURE,
LIVESTOCK, FISHERIES, IRRIGATION
AND COOPERATIVES

ENG. AGNES WACHIYE
COUNTY EXECUTIVE COMMITTEE
MEMBER (CECM)
EDUCATION AND VOCATIONAL TRAINING

Acknowledgement

The drafting of the Agribusiness policy is an outcome of efforts and contributions of various stakeholders. We wish to acknowledge Micro Enterprise Support Programme Trust (MESPT) and GIZ- Pro Soil through whose resources supported the County in the formulation and printing of this policy.

We are grateful to the County Executive Committee, under the leadership of H.E. the Governor, for adopting and approving the Policy. Special thanks to the County Executive Committee Members for Agriculture, Livestock, Fisheries, Irrigation and Cooperatives; and Education and Vocational Training for his invaluable guidance throughout the policy's preparation.

We also appreciate the County Assembly for its legislative role in ensuring the policy's passage, with special thanks to the Sectoral Committee on Agriculture, Livestock, Fisheries, Irrigation, and Cooperatives.

Our sincere gratitude extends to the technical working group (TWG)- Annex 3 for their dedication in drafting the policy and facilitating stakeholder consultations. The TWG included staff from the County Departments of Agriculture, Livestock, Fisheries, and Cooperatives; Education and Vocational Training; Trade and the County Attorney's office.

Finally, we acknowledge the contributions of county MDAs, research institutions, universities, CSOs, NGOs, and CBOs, whose representatives actively participated in the formulation and validation of this policy. Your input has been invaluable to the success of this process.



DINAH N. MAKOKHA
COUNTY CHIEF OFFICER
AGRICULTURE & IRRIGATION



GEORGE KOMBO
COUNTY CHIEF OFFICER
EDUCATION AND VOCATIONAL
TRAINING

Executive Summary

Production, productivity and employment opportunities in the agriculture sector in Kenya are not in tandem with the demands resulting from population growth and globalization. The education and training systems have not developed adequate technical, entrepreneurial and life skills for an attractive, vibrant and well-paying agriculture sector.

The critical challenge facing training providers is to prepare 'market ready' graduates to meet industry demand. The situation is further exacerbated by weak institutional governance framework, inadequate infrastructural development and lack of ICT integration linkages between training providers and the skills users (labour market). To achieve this, the ATVET institutions needs to improve on skills development efforts, infrastructure development, improved governance and accountability and ICT integration to match global trends and sector linkages for increased employability.

The introduction of Competency-Based Education and Training (CBET) is intended to improve the development of required practical competencies. However, a broad understanding of this approach and its implementation is still lacking in most ATVET institutions. The capacity of ATVET instructors to develop, deliver and assess CBET is especially limiting the introduction of the approach, as many of these instructors are graduates themselves of a more traditional and theoretical approach and have not had pedagogical training.

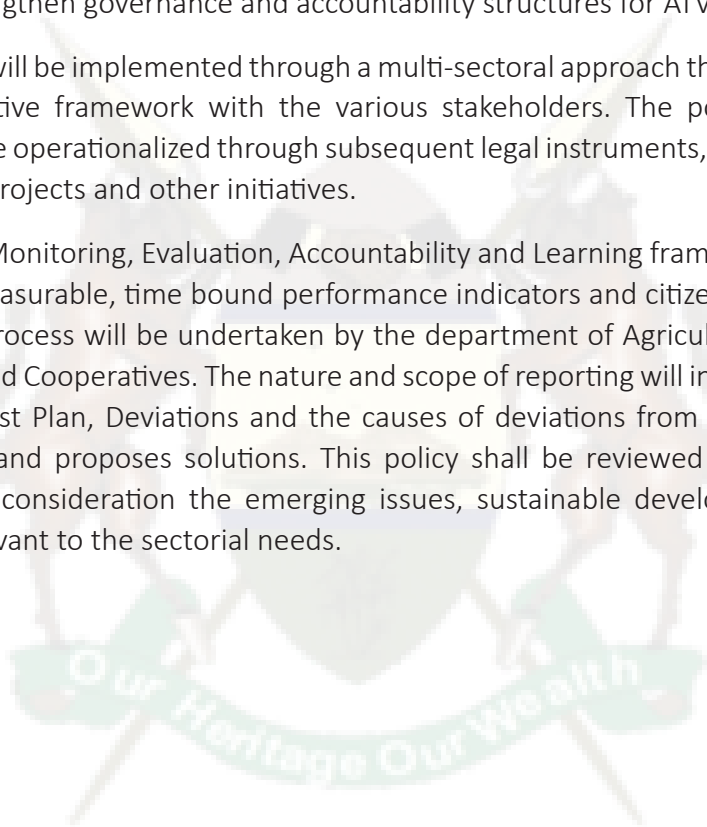
Schedule 4 of the Constitution of Kenya 2010, the County Government Act 2012 and the Legal Notice No.139, allow County Governments among other responsibilities to formulate and review county specific policies and strategies. Bungoma County has no published policy on ATVET promotion hence the need for the County to develop a Policy to be aligned to the wider National government legislations.

The policy vision is a 'A skilled, entrepreneurial and adaptable agricultural workforce equipped to drive innovation, create value and contribute to sustainable development of the agriculture sector.' and the overall objective is 'to promote ATVET in Bungoma County that is capable of producing quality skilled human resources, with the right attitude and values'. Specific objectives and a number of guiding principles are identified herewith for the realization of the policy vision.

The policy objectives have been derived from specific policy issues and key interventions incorporated for the realization of the objectives. The specific objectives include: to enhance knowledge and attitude towards ATVET; to develop human resource capacity for ATVET institutions; to enhance development of relevant infrastructure for ATVET institutions; to promote and support integration of ICT in ATVET institutions; to promote sustainable funding models for ATVET institutions; and to strengthen governance and accountability structures for ATVET institutions.

This policy will be implemented through a multi-sectoral approach that will establish a collaborative framework with the various stakeholders. The policy provisions made will be operationalized through subsequent legal instruments, Strategic Plans, Programs, Projects and other initiatives.

The Policy Monitoring, Evaluation, Accountability and Learning framework provides specific, measurable, time bound performance indicators and citizen participation. The M&E process will be undertaken by the department of Agriculture, Livestock, Irrigation and Cooperatives. The nature and scope of reporting will include: Progress made against Plan, Deviations and the causes of deviations from the plan if any, challenges and proposes solutions. This policy shall be reviewed as need arises taking into consideration the emerging issues, sustainable development and to remain relevant to the sectorial needs.



Acronyms

AHITI	Animal health and industry training institute
ATC	Agricultural training centre
AMS	Agricultural mechanization services
ATDC	Agricultural technology development centre
ATVET	Agricultural Technical Vocational Education and Training
ATVETMIS	
BoG	Board of Management
CBET	Competency based education and training
CDAAC	Curriculum Development, Assessment and Certificate Council (Kenya)
CECM	County Executive Committee Member
CIDP	County Integrated Development Plan
CUE	Commission for university education
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
ICT	Information Communication Technology
KICD	Kenya Institute of Curriculum Development
KNQA	Kenya national qualification authority
KNEC	Kenya National Examination Council
MOALF	Ministry of agriculture livestock and fisheries
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
NITA	National Industrial Training Agency
SDG	Sustainable Development Goals
VEMIS	Vocational Education Management System
VTC	Vocational Training Center
TVETA	Technical Vocational Education and Training Authority

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Chapter 1: Introduction

1.0 Introduction

This chapter delves into the background information outlining the international, national and county and contextual analysis of the agricultural technical and vocational education and training impact relevance in the agriculture sector.

1.1 Background Information on ATVET

The Comprehensive Africa Agriculture Development Programme (CAADP) has been the framework for action for agricultural transformation on the continent since 2003. It aims to achieve agricultural growth rates of more than 6 per cent in order to promote food security and economic development in Africa. In many African countries, however, the agricultural sector has not been sufficiently modernized to help reduce poverty and boost economic growth. Farmers lack the necessary skills, qualifications and access to training to professionalize and expand agricultural production, processing and marketing.

The ATVET concept focuses on strengthening agricultural training in Africa and hence contributing to a professionalized, productive agricultural sector. ATVET offers a solution to Africa's lack of trained and qualified smallholder farmers. Income-boosting value chains were initially identified in six partner countries. In 2017, following successful implementation of ATVET in Kenya, Malawi, Ghana, Benin, Burkina Faso and Togo, the number of partner countries was increased from six to 12 through the addition of Tunisia, Sierra Leone, Rwanda, Uganda, Namibia and South Africa. This has enabled the development of teaching and study materials relevant to the labour market in collaboration with selected ATVET institutions. The ensuing training and continuing education opportunities are geared primarily towards smallholder farmers and young people in rural areas. ATVET is thus creating prospects for Africa's young and growing population.

Production, productivity and employment opportunities in the agriculture sector in Kenya are not in tandem with the demands resulting from population growth and globalization. The education and training systems have not developed adequate technical, entrepreneurial and life skills for an attractive, vibrant and well-paying agriculture sector.

The post-school development of manpower in Kenya was decentralized to line ministries for coordination and implementation. In the agriculture sector under the Ministry of Agriculture Livestock and Fisheries (MOALF) several technical tertiary institutions were established at the level of certificate and diploma plus a system of 33 Agricultural Training Centres (ATCs) previously farmers training centres for skilling farmers. By 2017, there were 3 Animal Health and Industry Training Institutes (AHITIs), the Dairy Training Institute (DTI), Bukura Agricultural College and Bee Keeping Training Institute. In addition, there were 10 Agriculture Technology and Development Centres (ATDCs), 24 Agricultural Mechanization Stations (AMs) and several private institutions. In the ministry of education over 700 youth polytechnics and technical training institutes spread all over the republic have agricultural training programmes.

The Agricultural Training Centres previously under the national government but currently devolved to county governments were designed to offer unaccredited, practical short courses in various technologies geared towards increasing production and productivity. Further, they provided a range of rural advisory services, including farmer training via demonstrations, field days, farmer fields schools and ad hoc courses.

Agricultural training in Bungoma County is provided by County strategic institutions; Mabanga Agricultural Training Centre (ATC) offering unaccredited courses in Greenhouse management, Poultry production, Dairy production, Tree nursery management, Bee keeping, Horticultural Crops production, Pig production and Dairy cow production. The 23 Vocational Training Centres offer Agriprenuership which is examined by KNEC and a non-accredited course in soil conservation. ATVET concept strengthens agricultural training by adopting accredited curriculum and courses that are relevant to the needs of the agriculture sector.

In the previous training model ATVET institutions adopted an unaccredited curriculum which was not geared towards employment creation and developing competence required to enhance the productivity of agri enterprises. Through adoption of ATVET concept the institutions shall offer TVETA CDACC accredited courses such as Aquaculture level 3, Dairy farm management level 3 and 4, Horticultural processing level 3, Horticultural production level 3 and 4, Kienyeji chicken production level 3, Bee product and processing level 3 and 4, agriprenuership level 3 and 4, soil management level 3 and 4 poultry hatchery operator level 4.

Institutions of higher learning within the County include; Kibabii University and Bungoma National Polytechnic. TVETs offering diploma courses include; Kisiwa

TTI, Matili TTI, Bungoma North TVC, Webuye West TVC, Sirisia TVC, Musakasa TVC, Chepkurkur TVC and Machwele TVC. There are 8VTCs that have been piloted to offer Agriculture CBET courses, Mabanga ATC and Chwele Fish Farm however, they are poorly distributed in 5 out of 9 sub counties in Bungoma County. ATVET enrolment has noticeably been lower than other TVET courses largely arising from lack of awareness of available agricultural courses.

ATVET enrolment has noticeably been lower than other TVET courses largely arising from lack of awareness of available agricultural courses. The enrollment rates for CBET courses for instance, in 2023, Mabanga ATC had an enrollment of 132 trainees while enrollment for agricultural CBET courses in VTCs was 104 compared to 6000 for other courses. Agriculture in its present state appears to be unattractive to many young people, and they seem to be turning away from agricultural and rural futures. While this trend falls within the dominant discourse around youth considering agricultural work dirty and degrading, underlying serious issues around land ownership and access to training, capital and technology play a role, too.

Bungoma County has 23 Vocational Training Centres offering agricultural courses in addition to Mabanga ATC and Chwele Fish Farm. The TVET Centers offering agricultural courses have inadequate technical staff in various disciplines as well as critical support staff, such as matrons, accounts clerks, security personnel and ground men.

Provision of quality training in Vocational Training Centers offering agricultural courses has been hampered due to inadequate financial resources. The situation is compounded by low financial support from the private sector and partners. Infrastructure development in ATVETS is vital for enhancing the quality and relevance of agricultural training. The lack of proper infrastructure affects the quality of education and training provided by ATVET institutions, poor implementation of CBET curricula ,reduces student enrollment capacity, and limits the institutions' ability to meet industry standards and demands.

In this changing world, Information Communication and Technology is key since it has permeated in all sectors of life. For ATVET Centres to develop a qualified labour force that will compete globally in the rapidly changing trends in technology and industry reforms, integrating Information Communication and Technology (ICT) in vocational training is paramount. ICT could play an important role in teaching, record management as well as tracking the academic progress of the trainees.

1.2 Policy and Legal Framework

The Constitution of Kenya (2010): Articles 43, 53, 54, 55 and 56 makes education a right of every Kenyan. The Constitution guarantees every child to free and compulsory basic education. It further provides for access to affordable tertiary education, training and skills development. The reform in education and training shifts emphasis from knowledge-reproduction to knowledge-production.

The Fourth Schedule (Parts 1 & 2) on the distribution of functions between the National and County governments gives the National Government the mandate over education policy, standards, curricula, examinations, university education and the granting of university charters, tertiary education and institutions and other institutions of research and higher learning. It also has the mandate for primary education, special education, secondary education and the promotion of sports and sports education. The County governments have mandate over pre- primary education, village polytechnics, home-craft centres and childcare facilities.

The Kenya Vision 2030: places special demands on TVET as the leading engine that the economy must essentially rely upon to produce adequate levels of middle level professionals needed to drive the economy towards the attainment of the vision. It places great emphasis on the link between education and the labour market, the need to create entrepreneurial skills and competences, and strong public and private sector partnerships.

Kenya has ratified two key regional conventions which make provision for education. These are; the **African Charter on the Human and Peoples'** Rights, Article 17, which provides that every individual shall have a right to education; and the **African Charter on the Rights and Welfare of the Child**, Article 11, which provides detailed provisions on the right to free and compulsory basic education for the child and, state's obligation towards that right.

Of the UN Conventions, Kenya has ratified the **International Convention on Social and Economic Rights**, Article 13, which declares the recognition of the right of all to education and the objectives thereof, and the **Convention on the Rights of the Child**, Articles 28, 29 and 30, which secure the rights of a child to free and compulsory basic education.

Basic Education Act 2012: emphasizes the need for access to free and compulsory quality education for all children.

TVET Act (2013): provides for a framework for the regulation of technical and vocational education and training in Kenya. It defines vocational training centres as those institutions offering artisan certificates to trainees.

The Kenya National Qualifications Framework (KNQF) Act No.22 of 2014: provides for the coordination and harmonisation of the education and training sector through the development of a Kenya Qualifications Framework for the articulation, classification, registration, quality assurance, maintaining a national database of national qualifications, recognition of attainment or competencies including skills, attitudes and values; and the monitoring and evaluation of national qualifications.

Sessional Paper No. 1 of 2019: on Education and Training: emphasizes the need for reforming, strengthening technical and vocational training at all levels of education.

Sessional Paper No. 1 of 2005 on Education and Training Policy Framework identifies skills and competencies required by Kenya in its quest to accelerate and sustain economic growth for better quality of life.

Sustainable Development Goal no 4: the goal obligates the government to ensure boys and girls access free primary and secondary education. It also aims to provide affordable vocational training, eliminate gender and wealth disparities and achieve universal access to quality higher education.

National Skills Development Policy (NSDP), 2020: recognizes the incoherent and uncoordinated skills development systems in Kenya, and the weak linkages between training providers and the labour market. It sets out a number of measures to enhance governance, coordination and planning of skills development, provide a framework to strengthen labour market information systems, provide an avenue for lifelong learning, and institutionalize recognition and qualification of prior learning.

CBET Policy Framework of October 2018: The Government of Kenya is implementing Competency Based Education and Training Curriculum (CBET) that is expected to ensure provision of relevant and high quality human resource for development which entails the involvement of industry in all aspects of training.

Bungoma County Youth Polytechnic Act 2015: The Act provides for establishment of youth polytechnics to offer courses in technology, applied science, management and other technical studies, to provide for their registration and administration and for connected purposes.

1.3 Rationale

The economy of Kenya relies primarily on agriculture with 69.1% of its population living in the rural areas and is directly or indirectly engaged in agricultural activities. In 2021 Agriculture contributed 21.2% to the national GDP. The agriculture sector contributed 43% of the total Gross County product in 2022. The sector contributes significantly to other economic activities in the county such as manufacturing, wholesale and retail trade, transport and storage. Agriculture remains the main source of employment offering 26% of the available jobs followed by occupation by skilled artisans and traders both of which contribute 20% of the jobs in the county. Those that have never been employed constitute 20% of the labour market while the unskilled labour force contributes 6%. The most sought-after employment by government agencies only contributes 3% of the jobs in the county.

The County population was 1,670,535 as per the 2019 Population and Housing Census out of which 1,470,494 people live in rural areas. The youth population was 509,382, of whom 60% are unemployed. In order to absorb the increasing labour force, investment in diverse sectors such as modern agriculture, livestock and agribusiness is critical in order to increase the employment opportunities.

The County has a poverty index of 43.9% with the National index at 38.6% and food poverty rate of 31.0% against the National rate of 30.5%. This is mainly due to the fact that although the main economic activity in the County is Agriculture majority of the youth still shun agribusiness as a way of living due to the negative perception of agricultural training and agribusiness as employment opportunities.

The critical challenge facing training providers is to prepare 'market ready' graduates to meet industry demand. The situation is further exacerbated by weak institutional governance framework, inadequate infrastructural development and lack of ICT integration linkages between training providers and the skills users (labour market). To achieve this, the ATVET needs to improve on skills development efforts, infrastructure development, improved governance and accountability and ICT integration to match global trends and sector linkages for increased employability.

The introduction of Competency-Based Education and Training (CBET) is intended to improve the development of required practical competencies. However, a broad understanding of this approach and its implementation is still lacking in most ATVET institutions. The capacity of ATVET instructors to develop, deliver and assess CBET is especially limiting the introduction of the approach, as many of these instructors are graduates themselves of a more traditional and theoretical approach and have not had pedagogical training.

Schedule 4 of the Constitution of Kenya 2010, the County Government Act 2012 and the Legal Notice No.139, allow County Governments among other responsibilities to formulate and review county specific policies and strategies. Bungoma County has no published policy on ATVET promotion, therefore, there is a need for the County to develop a Policy to be aligned to the wider National government legislations.

1.4 Policy development process

The development of this policy was led by the Department of Agriculture, Livestock Fisheries, Irrigation and Cooperatives in consultation with other stakeholders. The Policy was developed with the financial support from the county government and MESPT through AgriFI. The technical team undertook desk top research for secondary information and drafted the policy through focused group discussions. The draft policy was subjected to internal validation and review through presentations to stakeholders and later public participation where the input from stakeholders and public was incorporated. The draft policy was presented to the cabinet for approval and subsequent submission to the county assembly for input and approval.

Chapter 2: Policy Framework

2.0 Introduction

This chapter provides the policy direction with regard to ATVET promotion in Bungoma County by outlining the goal and specific objectives. It also spells out the guiding principles and values that will underpin the implementation of the policy.

2.1 Vision Statement

A skilled, entrepreneurial and adaptable agricultural workforce equipped to drive innovation, create value and contribute to sustainable development of the agriculture sector.

2.2 Mission Statement

To promote quality agricultural Competency Based Education and Training that responds to the labour market.

2.3 Policy Objectives

2.3.1 Broad Objective

The general objective of this policy is to promote ATVET in Bungoma County that is capable of producing quality skilled human resources, with the right attitude and values.

2.3.2 Specific objectives

1. To enhance knowledge and attitude towards ATVET
2. To develop human resource capacity for ATVET institutions
3. To enhance development of relevant infrastructure for ATVET institutions
4. To promote and support integration of ICT in ATVET institutions
5. To promote sustainable funding models for ATVET institutions
6. To strengthen governance and accountability structures for ATVET institutions

2.4 Policy guiding principles

- a. **Access and equity** – Every Kenyan has a right to access quality and relevant education and training.
- b. **Inclusivity and respect for cultural and social diversity**- National values shall be respected and promoted in all ATVET institutions and this includes principles and in particular paying greater attention to trainees with disability, human dignity, equity, equality and protection of marginalized societies.
- c. **Non-discrimination**- There shall be no discrimination on grounds of race, colour, gender, religion, national or social origin, political or other opinions, economic status.
- d. **Quality and Relevance** –Emphasis shall be placed on demand driven training. This principle shall promote technical performance thresholds, professionalism, knowledge and qualification needed in the agriculture sector.
- e. **National integration**- Structures, employment opportunities, occupational standards and development prospects within ATVET shall be made available and accessible to all Kenyans.
- f. **Life-long Learning**- The training will be designed to operate within a framework of open-ended and flexible structures in the context of lifelong education and facilitate the achievement of the MDG on training for all. The principle of continuing training shall aim for improvement of professional qualifications and updating of knowledge, skills and understanding.
- g. **Entrepreneurship Culture**- ATVET examination and competence assessment shall be centered on promoting and developing innovation, creativity and entrepreneurial minds for self-reliance.
- h. **Environmental enhancement** –Curriculum content selection will infuse material on sustainable enjoyment, preservation and protection of the environment and the common heritage of the country.
- i. **Collaboration and Partnerships** – ATVET sector will aim at creating an enabling environment for promoting public-private partnerships and for enhancing investment in technical training.
- j. **Information and communication sharing** – ATVET sector will aim at promoting integration of information and marketing of training opportunities through ICT-mediated channels and systems.

- k. **Integrity and Ethical Practice:** ATVET sector will aim at providing leadership structures and organs based on integrity and ethical practices to promote the servant leadership principles of respect for human rights and fairness for the people.
- l. **Competitiveness** –meeting the needs of local and global labour markets.



Chapter 3: Policy Issues and Strategic Policy Interventions

3.0 Introduction

This chapter outlines the County's priority intervention measures for ATVETs. It identifies the key policy issues that shall be the main focus of the County Government and consequently unlock the ATVET potential of the county.

3.1 Policy Issue 1: Inadequate knowledge and negative attitude towards ATVET

The enrollment rates for CBET courses are still low for instance, in 2023, Mabanga ATC had an enrollment of 132 trainees while enrollment for agricultural CBET courses in VTCs was 104 compared to 6000 for other courses. ATVET enrolment has noticeably been lower than other TVET courses largely arising from negative attitude towards agriculture and lack of awareness of available agricultural courses.

The county has 88 VTCs, with only 23 offering agricultural courses. Out of the 88 VTCs, 8VTCs in addition to Mabanga ATC and Chwele Fish Farm have been piloted to offer Agriculture CBET courses, however they are poorly distributed within the county.

Partners such as KCIC, MESPT, GIZ, Mabanga ATDC and Kenya Industrial Estates have mentored and incubated individual youth and groups on specific value chains with limited scope due to funding. The county has not had an elaborate mentorship and incubation program in agriculture due to inadequate mentors and information on existing incubation institutions.

Underdevelopment of key agricultural value chains in the county has contributed to negative perception resulting in poor uptake and enrolment of some courses. Most institutions have not embraced modern agricultural technologies making them not attractive to youth.

Policy intervention

In order to enhance knowledge and attitude towards ATVET, the County Government of Bungoma and stakeholders shall:

- i. Promote mentorship programs on agricultural value chains
- ii. Develop a framework for county mentorship
- iii. Support capacity building and development of key agricultural value chains
- iv. Promote equitable distribution of agriculture training institutions

3.2 Policy Issue 2: Inadequate Human Resource

The 23 TVET institutions offering agricultural courses have inadequate technical staff in various disciplines as well as critical support staff.

Development partners have previously made efforts in supporting ATVETs in capacity building of staff. MESPT supported four trainers in Mabanga ATC who have successfully completed pedagogical training and are certified trainers. GIZ on the other hand supported 10 trainers in TTIs online pedagogical training. In the 23 Vocational Training Centers, only 7 are certified trainers while 10 have enrolled for the pedagogical training. Majority of the remaining trainers lack professional and pedagogical training and subsequently they are not certified by Regulatory bodies.

The county has no human resource policy for ATVET institutions which presents a big challenge for career progression and succession management in ATVET leading to demoralized staff.

Policy Interventions

In ensuring that the Human Resource concerns are addressed, the county Government of Bungoma and stakeholders shall:

- i. Enhance capacity building and certification of personnel in ATVET Centres
- ii. Promote Public Private Partnerships in training of human personnel in ATVET Centres
- iii. Develop legal framework for Human Resource in ATVET Centres
- iv. Develop and implement a succession management plan for the ATVET Centres

3.3 Policy Issue 3: Inadequate infrastructure

The ATVET institutions have inadequate land which is not fully committed to ATVET utilization. Most VTCs offering agricultural courses own less than 3 Acres of land while Mabanga ATC, Machwele VTC, Naitiri VTC and Khasoko VTC own more than 7 Acres of land.

The lack of model enterprises for practical and experiential training in the existing centres have led to current trainees to seek practical and experiential training from private model enterprises which are restrictive in nature.

These institutions lack proper training facilities, such as instructional rooms, workshops, laboratories, modest accommodation (hostels) among others. Most of the TVET institutions have inadequate modern tools and equipment for practical and industry related training. In addition, the trainers and trainees with special needs are not catered for in terms of appropriate training resources, equipment, tools and access to instructional facilities.

Development partners have offered infrastructural support to some institutions for instance Mabanga ATC was supported by MESPT in renovation of the administration block, equipping of computer laboratory and internet connectivity. GIZ on the other hand supported 8 VTC; Mufule, Kabula, Sawa, Kiptirok, Machwele, Chwele, Cheptais and Mukuyuni in implementing prosoil project; to develop demonstration sites, acquire learning, training guides and conservation agriculture tools, however the support is inadequate to cover critical skill areas.

Policy Interventions

To enhance infrastructural development in ATVET Centres, the County Government of Bungoma and stakeholders shall:

- i. Facilitate acquisition of land for ATVET Centres
- ii. Promote establishment and enhancement of model enterprises for practical training in ATVET Centres
- iii. Promote development of buildings and acquisition of relevant tools, equipment and machinery in ATVET Centres
- iv. Promote development of appropriate infrastructure for trainees and staff with special needs
- v. Promote Public Private Partnerships for infrastructural development in ATVET Centres

3.4 Policy Issue 4: Low integration of Information & Communication Technology (ICT)

Most of the county centres lack an operational academic learning management system, mobile learning platform and developed E- learning content. Additionally, most trainers have inadequate capacity to develop digital content to operationalize learning management systems and utilize the integrated infrastructure.

Development partners have previously supported Mabanga ATC and the other 23 VTC centres with various ICT equipment including; desktop computers, laptop computers, projectors, television and video conferencing equipment to be used in digital literacy however the ICT infrastructure is still inadequate to facilitate adoption of digital training in the county centres.

The lack of ICT integration hinders the adoption of modern teaching methods, limits access to online resources and e-learning platforms, reduces opportunities for interactive and practical learning experiences, and diminishes the overall quality and competitiveness of ATVET programs.

Policy Interventions

In order to support integration of Information & Communication Technology in ATVET centres, the County Government and stakeholders shall;

- i. Promote capacity building of ATVET personnel on the use of ICT in management and instruction
- ii. Promote Public Private partnership in investment in ICT infrastructure
- iii. Enhance integration of ICT infrastructure in ATVET Centres
- iv. Enhance digital Content Development
- v. Promote establishment of E-Learning Platforms

3.5 Policy Issue 5: Inadequate Funding

Provision of quality training in Vocational Training Centers offering agricultural courses has been hampered due to inadequate financial resources. In 2021, the poverty headcount rate in Bungoma was 43.9% implying many households are unable to meet costs related to education and training. Although Funds and Bursary Schemes exist that offer scholarships and bursaries to assist needy potential trainees

enroll for ATVET courses, priority has been given to students in secondary and other tertiary institutions due lack of a favorable framework and low level of awareness.

The County Government has been allocating resources towards procurement of land and construction of workshops and classrooms for VTCs. There has been no uniformity in resource allocation to the VTCs due to lack of a funding framework. Institutions are also supported through trainee fees, bursaries and partners to run training programs based on enrollment rates which negatively affects institutions with low enrollment. Low funding for these institutions discourages them from engaging in income generating activities.

Mabanga ATC receives a county budgetary allocation annually largely procuring farm inputs, hospitality inputs, payment of staff salaries and utilities. The institution has had minimal funding from the County Government towards the ATVET component. The ATC operations are significantly inefficient due to lengthy decision making and control structures arising from inadequate institutional framework.

The County ATVET underfunding situation is further compounded by low financial support from the private sector and partners. This is due to lack of proper guidelines to enable the private sector to fully participate.

Policy Interventions

To ensure sustainable funding models for the ATVET institutions, the County Government in collaboration with stakeholders shall;

- i. Promote establishment of a Funding Framework for ATVET in the County
- ii. Promote innovative income generating activities in ATVET institutions
- iii. Promote Public Private Partnerships in funding ATVET institutions
- iv. Support alternative funding models for ATVET institutions
- v. Support the development and domestication of ATVET institutional frameworks

3.6 Policy Issue 6: Weak Governance

The Bungoma Youth Polytechnic Act 2015 provides for establishment and management of youth polytechnics but does not adequately address current management issues in VTCs. All the 88 VTCs have Boards of Management but

lack other complimentary operational structures such as personnel for financial management. The County has no elaborate capacity building programmes for management structures of County ATVET institutions. The County still relies on TVET Act 2013 though it has Bungoma County Youth Polytechnic Act 2015 whose frameworks are not **elaborate**.

Policy Intervention

To strengthen governance and accountability structures in ATVET institutions, the County Government of Bungoma and the stakeholders shall:

- i. Promote development of institutional governance and accountability framework
- ii. Support capacity building of Boards of Management
- iii. Enhance monitoring and evaluation in institutions
- iv. Develop a holistic framework to guide ATVET institutions



Chapter 4: The Policy Implementation Framework

4.0 Introduction

This chapter presents the policy implementation framework and highlights the key institutions, partners and stakeholders responsible for the successful implementation of the policy.

4.1 Institutional Framework

The successful implementation of this policy will depend on collaboration, cooperation and partnership amongst the various stakeholders. These stakeholders include, the County Government and its departments, the National Government and its institutions, learning institutions, development partners, non-state actors such as International and local NGOs, Private Sector, among others.

4.1.1 The County Government

4.1.1.1 Department of Agriculture, Livestock, Fisheries, Irrigation and Cooperatives

The Department shall be responsible for coordination during the implementation of this policy. It will be the entity in which other government departments, actors and agencies will collaborate in planning, implementation, monitoring and evaluation of ATVET activities.

4.1.1.2 Department of Education and Vocational Training

The Department shall be responsible for quality assurance and standards assessment in the implementation of this policy; oversight the implementation of technical and vocational training programmes, and management of ATVETs.

4.1.1.3 Department of Finance and Economic Planning

The Department shall be responsible for coordination of development of budget and planning documents such as the County Integrated Development Plan, Annual Development Plan, and Annual Budgetary documents among others.

4.1.1.4 Department of Trade, Energy and Industrialization

The Department shall develop and support favorable programmes that will stimulate investment in ATVET activities.

4.1.1.5 Department of Information Communication Technology (ICT)

The Department shall promote and support ICT integration in ATVET.

4.1.1.6 County Assembly of Bungoma

The County Assembly shall approve the policy and budgetary documents, appropriate funds and offer oversight on policy implementation.

4.1.2 National Government

4.1.2.1 Ministry of Education

The State department for Vocational and Technical Training shall develop and coordinate the implementation of national skills training policy and strategy; facilitate tertiary technical education and training (TVET); formulate policy for technical and vocational skills instruction, curricula development and assessment; oversight the implementation of technical and vocational training programmes, and management of middle-level tertiary institutions; offer advisory services to the county department of TVET on quality assurance and standards assessment in the implementation of this policy.

4.1.3 Regulatory Agencies

4.1.3.1 Curriculum Development Assessment and Certification Council (CDACC)

The role of CDACC shall include:

- i. Sourcing, adapting or developing and reviewing suitable CBET curricula
- ii. Organizing validation of CBET curriculum
- iii. Developing, reviewing and disseminating guidelines for preparation of CBET learning materials and preparing the materials in liaison with other stakeholders
- iv. Registering assessment centres, assessors and verifiers

- v. Conducting training on CBET curriculum development and assessment for CBET curriculum developers and assessors

4.1.3.2 Technical and Vocational Education and Training Authority (TVETA)

The role of TVETA shall include:

- i. Establishment of standards, qualifications, registration and accreditation systems for institutions/providers, programmes and trainers
- ii. Development of national occupational standards and competence-based curricula and qualifications through employer-led Sector Skills Councils (SSCs)
- iii. Coordinates quality assurance for implementation of CBET curriculum including Maintain databases of standards, qualifications, accredited institutions and providers, Lecturers, Tutors, Instructors, Trainers and successful candidates at all levels of ATVET.
- iv. Quality assurance of these standards and qualifications which include: Approving ATVET programmes to be assessed by the respective body or bodies, Development and maintenance of the ATVET Qualifications Framework and through Sector Skills Councils ensure that employers, offer hands-on training opportunities including mentoring of the learners through; internships apprenticeships and industrial attachments to the trainees.

4.1.3.3 Kenya National Qualifications Authority (KNQA)

The role of KNQA shall include:

- i. Development and management of the national qualifications framework
Equation of qualifications
- ii. Credit transfers and exemptions
- iii. Ensuring Kenyan qualifications are nationally and internationally recognized

4.1.4 Development Partners

Development partners will provide financing and technical support for the implementation of this policy.

4.1.5 Non-State Actors

They will collaborate with the County government in the implementation of the policy through financing, offering technical support, oversight and review of the policy.

4.1.6 Research institutions and Institutions of higher learning

The institutions shall carry out research and develop appropriate technologies and approaches for ATVET.

4.1.6.1 ATVET Institutions

The role of the ATVET institutions shall include;

- i. Ensuring that the policy is communicated to stakeholders including staff, students, B.o.Gs and community
- ii. Establish training needs by carrying out training needs assessments
- iii. Provide competent staff (accredited assessors & verifiers)
- iv. Provide the necessary tools, equipment and materials
- v. Assist in the development and acquisition of training materials
- vi. Management of trainees records
- vii. Ensuring CDACC assessment guidelines are applied and maintained in the assessment centre
- viii. Assessment and certification of ATVET trainees

Chapter 5: Policy Monitoring and Evaluation, Reporting and Review

5.0 Introduction

This chapter outlines how the process of monitoring, evaluation, reporting and review shall be carried out during the implementation of the policy

5.1 Monitoring, Evaluation and Learning

This policy will be integrated into the County Result Based Monitoring and Evaluation Framework for coordinated implementation and linking to the CIMES. To effectively ensure that this happens, there shall be an integrated monitoring and evaluation system on ATVET in the county.

For successful implementation of this policy, a MEL framework will be developed as an integral component to ensure the policy objectives are achieved in a cost effective, coordinated and harmonized approach. The County will develop a MEL framework within six months of the policy implementation.

The MEL framework is expected to be consistent with the County Integrated Monitoring and Evaluation Systems (CIMES) and have clear terms of reference for relevant stakeholders in data collection, standardization, storage and sharing at all levels using standard format. This will also inform establishment of a multi-sectoral MEL committee, develop MEL tools and set performance targets.

5.2 Reporting and Communication

Implementation of the policy will adopt existing county reporting and communication strategy. ATVET stakeholder's platform will be established to enhance information sharing and coordination amongst stakeholders. CASSCOM will act as the apex organ in fostering reporting, coordination and communication amongst stakeholders.

5.3 Operationalization and Review of Policy

The ATVET policy shall become operational as soon as it is passed by the County Assembly, published and publicized by the County Government of Bungoma. The policy shall be reviewed when need arises to sustain its relevance.

Annexes

Annex 1: Vocational Training Centres

Vocational Training Centres that Offer Agriculture Related Courses

SNO	NAME	WARD
1	Machwele	Siboti
2	Khasoko	Khasoko
3	Kabula	Kabula
4	Masuno	Bumula
5	Mufule	East Sangalo
6	Lwanda	West Sangalo
7	Chwele	Chwele/ Kabuchai
8	Mukuyuni	Mukuyuni
9	Kiptirok	Kaptama
10	Cheptais	Cheptais
11	Sawa	Bokoli
12	Naitiri	Mbakalo
13	Sirakaru	Naitiri /Kabuyefwe
14	Milimani	Tongren
15	Tabani	Ndalu
16	Namubila	Lwandanyi
17	Malakisi	Malakisi/ Kulusiru
18	Sirare	West Nalondo
19	Magemo	Mihuu
20	Lukhokhwe	Milima
21	St Cosmas Matili	Kimilili Township
22	Sulwe	Kamukuywa
23	Chebwek	Cheptais

Annex 2: VTC's Piloted For ATVET Courses by Partners

SNO	NAME	WARD
1	Kabula	Kabula
2	Mufule	East Sangalo
3	Chwele	Chwele/ Kabuchai
4	Sawa	Bokoli
5	Machwele	Siboti
6	Cheptais	Cheptais
7	Kiptirok	Kaptama
8	Mukuyuni	Mukuyuni

Annex 3: Policy Technical Working Group Members

1. James Kaunda- Directorate Agriculture (Team leader)
2. Cynthia Nanyiokia-Legal Officer County Attorney's Office
3. Stephen Sitati- Trade Energy and Industrialization
4. James Musito- Mabanga ATC
5. Christine Masibo- Education and Vocational Training
6. Christine Nang'unda Wamalwa- Education and Vocational Training
7. Erick Muge-Directorate Livestock (Secretary)
8. Daisy Simiyu- Directorate of Fisheries



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