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COUNTY GOVERNMENT OF BUNGOMA



COUNTY ASSEMBLY OF BUNGOMA
(LPCS)
24 JUL 2024
NOTICE ISSUED
By: Hon. Otsiua

COUNTY ASSEMBLY OF BUNGOMA

OFFICE OF THE CLERK

THIRD ASSEMBLY THIRD SESSION

COUNTY ASSEMBLY OF BUNGOMA
(LPCS)
24 JUL 2024
TABLED
Hon. Otsiua

EDUCATION AND VOCATIONAL TRAINING COMMITTEE

REPORT ON THE NEED FOR ESTABLISHMENT OF HOME CRAFT
CENTERS IN BUNGOMA COUNTY

APRIL, 2024

THE OFFICE OF THE CLERK
COUNTY ASSEMBLY BUILDING
BUNGOMA KENYA

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CHAPTER ONE

1.0 PREFACE

Honorable Speaker,

On behalf of the members of the Education and Vocational Training, it is my pleasure and duty to present to the House the Committee's report on the need to establish Home Craft Centers in Bungoma County.

1.1 THE MANDATE OF THE COMMITTEE

Honorable Speaker,

The Sectorial Committee on Education and Vocational Training is constituted pursuant to the provisions of Standing Order No. 217 of the County Assembly of Bungoma and executes its mandate in accordance with Standing order 217(5) which provides as follows:

- a) Investigate, inquire and report all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned departments.
- b) Consider quarterly reports of the assigned departments and report to the House within twenty-one (21) sitting days upon being laid;
- c) Study the programme and policy objectives of departments and the effectiveness of the implementation;
- d) study and review all county legislation referred to it;
- e) study, assess and analyze the relative success of the departments as measured by the results obtained as compared with their stated objectives;
- f) investigate and inquire into all matters relating to the assigned departments as they may deem necessary, and as may be referred to them by the County Assembly;
- g) to vet and report on all appointments where the constitution or any law requires the House to approve, except those under Standing order 208 (Committee on Appointments); and
- h) make reports and recommendations to the County Assembly as often as possible, including recommendations of proposed legislation.

1.2 Committee Membership

Honorable Speaker,

The Committee on Education and Vocational Training as currently constituted comprises of the following Members:-

- | | |
|----------------------------|------------------|
| 1. Hon. Benjamin Otsiula | Chairperson |
| 2. Hon. Stephen Kaiser | Vice chairperson |
| 3. Hon. Joan Kiron'g | Member |
| 4. Hon. Ali Machani | Member |
| 5. Hon. John Wanyama | Member |
| 6. Hon. Jacob Psero | Member |
| 7. Hon. Okasida Ipara | Member |
| 8. Hon. Christine Mukhongo | Member |
| 9. Hon. Abraham Obama | Member |
| 10. Hon. Aggrey Mulongo | Member |
| 11. Hon. Jack Kawa | Member |
| 12. Hon. Timothy Chikati | Member |
| 13. Hon. Angeline Rugut | Member |
| 14. Hon. Mildred Barasa | Member |
| 15. Hon. Allan Nyongesa | Member |

1.3 Acknowledgement
Honorable Speaker,

The Committee is thankful to the Offices of the Speaker and the Clerk of the County Assembly for the logistical support accorded to it during the report writing as it executed its mandate.

I wish to express my appreciation to the Honorable Members of the Committee for their resourceful input that informed the content of this report. My sincere gratitude also goes to the members of the Secretariat for their dedication towards compiling this report.

It is therefore my pleasant duty and privilege, on behalf of the Sectoral Committee on Education and Vocational Training to table this report on the need to establish Home Craft Centers in Bungoma County and its recommendations to the Assembly for deliberation and adoption.

Thank you.

Sign  Date 18/06/24

Hon. Benjamin Otsiula MCA- Khasoko Ward.

CHAIRPERSON, COMMITTEE ON EDUCATION AND VOCATIONAL TRAINING.

CHAPTER TWO

2.0 BACKGROUND INFORMATION

2.1.1 HISTORICAL PERSPECTIVE

Honorable Speaker,

Similar to the initial phases of missionary education, the colonial education policy in Africa was founded on the notion that women belonged in the domestic sphere while men's roles were centered on activities beyond the home, particularly in agriculture.

Through such actions, colonial education policy aimed to restructure the existing social dynamics of production before colonization. Elementary education in African schools emphasized gender-specific handicrafts and agricultural skills, prioritizing self-sufficiency over commercial pursuits. The focus was on honing practical skills rather than solely emphasizing the sale of goods. In the early 1930s, colonial authorities envisioned a gender-specific educational program for Africa, training boys and girls for distinct socio-economic functions. Consequently, the philosophy and practice of segregation were promoted in higher education institutions, with separate preparation for boys and girls in various socio-economic spheres.

As time has passed, numerous philosophies and scientifically supported studies have emerged, indicating that women are equally capable as men in various domains. The concept of segregating genders based on socio-economic roles has diminished, leaning more towards cultural or traditional beliefs rather than scientific evidence.

In the past decade, there has been an increasing government focus on rural development. Currently, the significance of home crafts has gained prominence on a global scale, being seen as crucial for both developing countries and overall rural development.

Governments and institutions are increasingly emphasizing rural development to counter the trend of population migration from rural regions. In regard to this, home crafts are recognized as a significant instrument for fostering local economic growth and generating employment opportunities.

2.1.2 THE SITUATION IN THE NATION AND COUNTY SETTING

Honorable Speaker,

Home crafts education has seen a resurgence in popularity across the country, with communities and educational institutions recognizing its value in fostering creativity, practical skills, and a sense of cultural heritage. From urban centers to rural areas, initiatives promoting home crafts education have been implemented, aiming to empower individuals of all ages with the ability to create and appreciate handmade items. These programs often encompass a wide range of disciplines, including knitting, sewing, woodworking, pottery, and more, catering to diverse interests and skill levels.

Through channels like workshops, online tutorials, and community gathering/ events, people are given the opportunity to learn traditional techniques alongside modern innovations, bridging the gap between past traditions and contemporary design. Additionally, home crafts education not only provides individuals with valuable skills for personal enrichment but also serves as a platform for entrepreneurship, encouraging small-scale artisans to turn their passion into viable businesses. By embracing home crafts education on a national scale, communities are fostering a culture of creativity, sustainability, and self-sufficiency, enriching lives and strengthening social bonds in the process.

In Bungoma County, the education sector has witnessed legislative advancements since the onset of devolution, such as: -

1. The Bungoma County Early Childhood Education Act, 2015
2. The Bungoma County Village Polytechnic Act, 2015
3. The Bungoma County Education Support Regulations 2019.

The initial two legislative sessions have greatly influenced education in early childhood and village polytechnics.

Although the education sector in Bungoma County has seen significant achievements, the government has faced challenges in setting up and implementing the home craft

education program, which is crucial under devolution. The CIDP plan from 2023-2027 prioritizes improving training and skill development. One major proposal is to establish five home craft centers within this framework. However, the lack of allocated funds for this initiative since the start of devolution and the absence of the program itself pose a significant setback.

Drawing from the context provided, this report explores the significance of integrating a home craft education program into the county's educational framework.

2.2 LEGAL FRAMEWORK

Honorable Speaker,

The Kenyan Constitution delineates the responsibilities of County Governments, particularly in devolved functions outlined in Schedule 4, which includes educational mandates. Paragraph 9 of this schedule specifies County Governments' roles in overseeing pre-primary education, village polytechnics, home craft centers, and childcare facilities. This establishes the operational scope for County Governments in education matters, requiring them to formulate policies and enact laws to manage the sector effectively, tailored to their areas' unique needs.

CHAPTER THREE

3.0 COMPARATIVE ANALYSIS

Honorable Speaker,

This section has outlined a comparative analysis that was carried out to explore the regulations concerning the formation of home craft centers in Busia and Kirinyaga county. These establishments were set up in line with the Busia County Vocational Training Centers Act, 2021 and the Kirinyaga County Education Act, 2016, respectively. Through this analysis, various significant resemblances and effective approaches were identified, which our county could consider incorporating.

3.1 Establishment of Home Craft Centers

1. Both legislations address the establishment of home craft centers.
2. The two assign the responsibility of establishment to the Executive Committee Member.
3. That each of them underlines similar entities eligible to establish home craft centers, such as religious organizations, public benefit organizations, individuals and groups.
4. All emphasize the importance of providing home craft skills training.
5. Both aim to promote, protect, and support indigenous products.
6. Both of them seek to foster home craft entrepreneurship.
7. Each of them contains clauses prohibiting the use of home craft centers for unlawful activities.

3.2 Regulation of Home craft Centers

1. Both counties, the Executive Committee Member is empowered to formulate regulations concerning the establishment and effective management of home craft centers. This setup facilitates centralized governance and supervision of these establishments.

2. Both counties outline similar areas that regulations may cover, including standards for premises, facilities, and programs, as well as provisions for administration, management, licensing, and registration. This comprehensive scope ensures that key aspects of home craft center operations are addressed.

3.3 Funding and Support

Honorable Speaker,

Both Counties stipulate that funding for home craft centers will originate from the annual allocation to the Directorate of Vocational Education and Training. This guarantees a consistent funding stream dedicated to the operation of these centers.

3.4 Home craft Enterprise Services

1. Both Counties stress the significance of furnishing essential training resources and facilities for home craft centers, demonstrating a commitment to bolstering the educational and training provisions for individuals in the home craft field.
2. Both counties underscore the importance of supplying requisite facilities and infrastructure to support home craft centers. This ensures that these establishments possess the necessary physical infrastructure for efficient operation.
3. Both acknowledge the necessity of allocating funds to cover operational expenses for the centers, indicating an understanding of the financial obligations involved in sustaining and managing these facilities.
4. Both permit home craft centers to partake in enterprise activities for revenue generation, underscoring an acknowledgment of the economic prospects within the home craft sector.

3.5 Contrast of the two selected counties

Honorable Speaker,

The Busia Home Craft Centre allows for the possibility of home craft centers to provide industrial attachment opportunities to trainees from vocational training centers, a provision absent in Kirinyaga's legislation.

The Busia County incorporates a clause allowing the Executive Committee Member to enact regulations governing the management and utilization of funds derived specifically from enterprise services of county home craft centers. In contrast, Kirinyaga County does not clearly address regulations pertaining to funds management within this context.

CHAPTER FOUR

4.0 IMPORTANCE OF HOME CRAFT EDUCATION

Honorable Speaker,

In the devolved counties of Kenya, home crafts stand as pillars of both economic vitality and cultural richness. In Bungoma county shaped by Kenya's devolution, diverse communities such as the Iteso, Sabaot, Bukusu, Bongomek, Tachoni, and Batura infuse their unique crafting traditions into the fabric of local life. Through investment in these centers, the county not only celebrates the diverse heritage but also nurtures sustainable livelihoods, fosters community growth, and elevates the profile of handmade treasures for generations to come.

Craft centers are crucial for safeguarding our cultural heritage, stimulating creativity, and enhancing local economies. They act as central hubs where traditional craftsmanship intersects with contemporary innovation, offering artisans a space to exhibit their expertise and engage with customers. Investing in home craft centers within our county enables us to honor our diverse heritage while also fostering sustainable livelihoods, nurturing community growth, and advancing the visibility of distinctive, handcrafted products.

Promoting home craft education in society can indeed have numerous benefits. Here are some reasons why it's important:

4.1 Economic Importance

Home crafts serve as a source of income for many families in devolved counties. Local artisans create a variety of handmade products such as baskets, pottery, beadwork, textiles, and wooden carvings. These crafts are often sold locally in markets or to tourists visiting the region, providing livelihoods for artisans and contributing to the local economy.

4.2 Therapeutic Benefits

Engaging in home crafts has been shown to have therapeutic benefits, reducing stress and anxiety while promoting mindfulness and relaxation.

4.3 Cultural Significance

Home crafts are deeply rooted in the cultural heritage of Kenya's diverse ethnic groups. Each community has its own traditional craft techniques and designs passed down through generations. Craft-making is not only a means of economic sustenance but also a way of preserving cultural identity and heritage.

4.4 Community Building

Home craft activities can foster a sense of community by providing opportunities for people to come together, share skills, and collaborate on projects.

4.5 Tourism and Cultural Promotion

Home crafts contribute to the tourism industry in devolved counties by attracting visitors interested in experiencing authentic Kenyan culture. Tourists often seek out locally made crafts as reminders, supporting local artisans and businesses. County governments may also promote these crafts through cultural festivals and events to showcase the region's cultural richness.

4.6 Empowerment and Skill Development

Home crafts offer opportunities for skill development and empowerment, particularly for women and marginalized groups. Many craft-making activities are carried out within households, allowing women to generate income while balancing family responsibilities. Additionally, initiatives supported by local governments or NGOs provide training programs to enhance craft-making skills and empower artisans to become self-reliant entrepreneurs. Furthermore, learning home crafts like knitting, sewing, or woodworking fosters valuable skills such as patience, creativity, problem-solving, and attention to detail.

4.7 Self-Sufficiency

Knowing how to make things at home can lead to increased self-sufficiency, reducing reliance on mass-produced goods and empowering individuals to create their own items.

4.8 Economic Empowerment

Home craft skills can open up avenues for entrepreneurship, allowing individuals to create and sell handmade products, thereby supplementing their income or even creating small businesses.

4.9 Environmental sustainability

Home craft skills are essential for environmental sustainability as they involve recycling materials like old clothing, furniture, and household items, reducing the need for new resources and lessening landfill waste. By creatively repurposing these materials, home crafters not only extend their usefulness but also minimize their environmental footprint. This approach encourages mindful consumption and waste reduction, fostering a more sustainable environment for the future.

CHAPTER FIVE

5.0 COMMITTEE OBSERVATIONS AND RECOMMENDATIONS

5.1 COMMITTEE'S OBSERVATIONS

1. A number of counties have established home craft centers in selected youth polytechnics to assist community members acquire skills for self-employment.
2. The centers in Kirinyaga offer skills in areas such as beadwork (beadwork products such as flower vases, pen holders, serviette holders as well as leather sandals, clothes and bags) weaving (door mats, weaved lesos commonly referred as kikois) soap making, leather work, knitting and clothes making.
3. There are no prerequisite academic qualifications for anyone to join the home craft Centre.

5.2 COMMITTEE'S RECOMMENDATIONS

1. **That**, the Bungoma County government should consider establishing home craft centers within existing vocational training facilities to minimize the expenses of creating new ones.
2. **That**, it's imperative for the county government to prioritize budget allocation in the upcoming fiscal year to effectively fulfill the responsibilities of the devolved education sector.
3. **That**, the County Assembly should amend The Bungoma County Village Polytechnic Act, 2015 to effectively govern the operation of the home craft centers.
4. **That**, the Centers should provide training that encompasses the cultural heritage of all communities residing in the county, including Batura, Tachoni, Bongomek, Bukusu, Iteso, and Sabaot, in order to promote and preserve the cultural identity of Bungoma County.
5. **That**, the County Education Committee should aim to conduct a benchmarking exercise on leading home craft centers prior to developing a policy framework for the Center.

ADOPTION SCHEDULE

We the undersigned Members of Education and Vocational Training append our signatures adopting this report with the contents therein.

NAME	DESIGNATION	SIGNATURE
1. Hon. Benjamin Otsiula	Chairperson	
2. Hon. Steve Kaiser	Vice Chairperson	
3. Hon. Ali Machani	Member	
4. Hon. Johnston Ipara	Member	
5. Hon. Joan Kirong	Member	
6. Hon. Abraham Obama	Member	
7. Hon. Timothy Chikati	Member	
8. Hon. Jacob Psero	Member	
9. Hon. Christine Mukhongo	Member	
10. Hon. Jack kawa	Member	
11. Hon. Aggrey Mulongo	Member	
12. Hon. Mildred Barasa	Member	
13. Hon. John Wanyama	Member	
14. Hon. Angeline Rugut	Member	
15. Hon. Allan Nyongesa	Member	

