

COUNTY GOVERNMENT OF BUNGOMA



COUNTY ASSEMBLY OF BUNGOMA

OFFICE OF THE CLERK

THIRD ASSEMBLY  
FOURTH SESSION



COMMITTEE ON AGRICULTURE, LIVESTOCK, FISHERIES, IRRIGATION AND  
COOPERATIVE DEVELOPMENT

REPORT ON THE BUNGOMA COUNTY AGRICULTURAL TECHNICAL AND  
VOCATIONAL EDUCATION AND TRAINING (ATVET) PROMOTION POLICY,  
2024



Clerks Chambers  
County Assembly Buildings  
P.O BOX 1886 - 50200  
BUNGOMA, KENYA

JUNE, 2025

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## 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
CBET	Competency based education and training
CDAAC	Curriculum Development, Assessment and Certificate Council
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
NGOs	Non-Governmental Organizations
VEMIS	Vocational Education Management System
VTC	Vocational Training Center
TVETA	Technical Vocational Education and Training Authority

## **CHAPTER ONE**

### **PREFACE**

**Hon. Speaker,**

Pursuant to the provisions of Standing Order 217(5) (d) of the County Assembly of Bungoma, which mandates a sectoral committee to study and review all County legislation referred to it. The sectoral Committee on Agriculture, Livestock, Fisheries, Irrigation and Cooperative Development undertook a detailed consideration of the Bungoma County Agricultural Technical and Vocational Education and Training (ATVET) Promotion Policy.

The policy was tabled before the County Assembly on 12<sup>th</sup> February, 2025 and was subsequently committed to this Committee for examination, review and reporting.

In adherence to Article 196(1) (b) of the Constitution of Kenya 2010 as read together with section 87 County Government Act 2012, the Committee ensured meaningful public participation in its review process. A public notice was published in the Daily Nation newspaper on Thursday 3<sup>rd</sup> April, 2025 (Annexed) inviting members of the public and key stakeholders to submit memoranda and input on the policy on or before Thursday 10<sup>th</sup> April, 2025.

It is therefore my pleasant duty and privilege, on behalf of the Sectoral Committee on Agriculture, Livestock, Fisheries, Irrigation and Cooperative Development to table this report and its recommendations to this House for consideration.

Sign..........Date..........

**HON. WAFULA WAITI –MCA NAITIRI KABUYEFWE WARD**

**CHAIRPERSON, COMMITTEE ON AGRICULTURE, LIVESTOCK,  
FISHERIES, IRRIGATION AND COOPERATIVE DEVELOPMENT**



## **1.1 MANDATE OF THE COMMITTEE**

**Hon. Speaker,**

The Committee on Agriculture, Livestock, Fisheries, Irrigation and Cooperative Development is constituted under Standing Order 217 (1) of the County Assembly of Bungoma Standing Orders and whose mandate pursuant to standing order 217(5) shall be to -

- a) Investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations, coordination, control and monitoring of budget;
- 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 the effectiveness of the implementation;
- d) Study and review all county legislation referred to it;
- e) Study, access 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 House as often as possible, including recommendation of the proposed legislation.

## **1.2 COMMITTEE MEMBERSHIP**

**Hon. Speaker,**

The Committee on Agriculture, Livestock, Fisheries, Irrigation and Cooperative Development as currently constituted comprises the following Members:

- |                           |                |
|---------------------------|----------------|
| 1. Hon. Wafula Waiti      | Chairperson    |
| 2. Hon. Idd Owongo        | V. Chairperson |
| 3. Hon. Busolo Sudi       | Member         |
| 4. Hon. Everlyne Mutiembu | Member         |

5. Hon. Meshack Simiyu	Member
6. Hon. Anthony Lusenaka	Member
7. Hon. Simotwo Franklin	Member
8. Hon. Jerusa Aleu	Member
9. Hon. Alfred Mukhanya	Member
10. Hon. Caleb Wanjala	Member
11. Hon. Edwin Opwora	Member
12. Hon. George Tendet	Member
13. Hon. Benard Kikechi	Member
14. Hon. Martin Chemorion	Member
15. Hon. Nganga Sifuna	Member

### **1.3 LEGAL FRAMEWORK**

#### **Hon. Speaker,**

In the legislative context, a policy is a formal document that articulates the strategic intentions and objectives a government seeks to realize for the benefit of society at large.

Article 185 of the Constitution of Kenya, 2010 clearly affirms that the legislative authority of a County is vested in its County Assembly and mandates the Assembly to make laws that are necessary for the effective performance of the functions and exercise of the powers of the County Government.

The provisions of Article 185 states that;

1. The Legislative Authority of a county Assembly is vested in, and exercised by, it's County Assembly.
2. A County Assembly may make any Laws that are necessary for or incidental to, the effective performance of the functions and exercise of the powers of the County Government under the fourth schedule.
3. A County Assembly, while respecting the principles of separation of powers, may exercise oversight over the County Executive Committee and any other County Executive Organs.
4. A County Assembly may receive and approve plans and policies for:

- a. The management and exploitation of the counties resources; and
- b. The development and management of its infrastructure and institutions.

Bungoma County lacks a published policy framework specifically dedicated to the promotion and development of Agricultural Technical and Vocational Education and Training (ATVET).

The absence of such a policy hinders the systematic growth and coordination of ATVET programs within the County which are critical for enhancing skills development, promoting youth employment and driving agricultural innovation.

The ATVET policy will facilitate resource mobilization and enable effective implementation of ATVET initiatives across the County in accordance with national development priorities and standards.

#### **1.4 PUBLIC PARTICIPATION**

##### **Hon. Speaker,**

The Constitution obligates the County Assembly to ensure adequate public participation on all public policies, legislation or any decision that is likely to impact on the residents of Bungoma County. The requirement of the Committee to conduct public participation on the policy is provided for in Article 196(1) (b) of the constitution of Kenya 2010 which states that the County Assembly shall;

b) Facilitate public participation and involvement in the legislative and other business of the Assembly and its committees.

In compliance with the above laws, the committee sought for views from the public through a notice on the Daily Nation newspaper on Thursday 3<sup>rd</sup> April, 2025 (Annexed) where members of the public were invited to submit memoranda on the Policy on or before Thursday 10<sup>th</sup> April, 2025. By close of business Thursday 10<sup>th</sup> April, 2025 the Committee had not received any memoranda from the public and stakeholders on the Policy.

## **CHAPTER TWO**

### **2.1 CONSIDERATION OF THE BUNGOMA COUNTY AGRICULTURAL TECHNICAL AND TRAINING (ATVET) PROMOTION POLICY**

#### **BACKGROUND**

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. 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, agripreneurship level 3 and 4, soil management level 3 and 4 poultry hatchery operator level 4.

Bungoma County has 23 Vocational Training Centers (Annexed) offering agricultural courses in addition to Mabanga ATC and Chwele Fish Farm. The 23 Vocational Training Centers offer Agri-prenuership which is examined by KNEC and a non-accredited course in soil conservation. 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.

### **Policy Objectives**

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.

### **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 institution

## **CHAPTER THREE**

### **POLICY ISSUES AND INTERVENTIONS**

#### **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 Centers.
- ii. Promote Public Private Partnerships in training of human personnel in ATVET Centers.
- iii. Develop legal framework for Human Resource in ATVET Centers.
- iv. Develop and implement a succession management plan for the ATVET Centers.

### **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 centers 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 pro-soil 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 Centers, the County Government of Bungoma and stakeholders shall:

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

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

Most of the county Centers 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 centers 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 centers.

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 centers, 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 Centers.
- 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 to 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.

#### **POLICY IMPLEMENTATION**

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 County Government**

##### **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.

### **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.

### **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.

### **Department of Information Communication Technology (ICT)**

The Department shall promote and support ICT integration in ATVET.

### **County Assembly of Bungoma**

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

## **National Government**

### **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.

### **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.

## **MONITORING AND EVALUATION**

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, Fisheries, Irrigation and Cooperative Development. 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.

## **POLICY REVIEW**

This policy shall be reviewed as need arises taking into consideration the emerging issues, sustainable development and to remain relevant to the sectorial needs.

## **COMMITTEE OBSERVATIONS**

### **Hon. Speaker,**

After scrutiny of the policy the committee made the following observations;

1. Enrolment in Agricultural Technical and Vocational Education and Training (ATVET) programs remains significantly lower compared to other Technical and Vocational Education and Training (TVET) courses largely arising from negative attitude towards agriculture and lack of awareness of available agricultural courses.
2. It was noted that there is a shortage of certified trainers in the 23 Vocational Training Centers (VTCs) currently offering Agricultural Technical and Vocational Education and Training (ATVET) courses across the County. Majority of the trainers lack professional and pedagogical training and subsequently not certified by Regulatory bodies. The deficiency in trainer certification significantly affects the quality, credibility and effectiveness of ATVET programs.
3. Most Vocational Training Centers (VTCs) offering agricultural courses possess limited land resources, with the majority owning less than three (3) acres. This constraint significantly hampers the ability of the institutions to establish adequate demonstration fields which are essential for practicals. Furthermore, the limited land sizes also restrict the development of critical infrastructure, including classrooms, workshops and storage facilities, thereby undermining the overall quality and effectiveness of the training programs.
4. Mabanga Agricultural Training Centre (ATC) is endowed with substantial infrastructure and land resources, including demonstration fields, classrooms and accommodation facilities. However, it was observed that these facilities are underutilized, representing a missed opportunity to enhance agricultural training and extension services in the County.
5. The Committee observed that Information and Communication Technology (ICT) remains a critical pillar in the effective implementation of the Competency-Based Curriculum within Agricultural Technical and Vocational Education and Training (ATVET) Centers across the County.

It was further noted that the integration of ICT in education and training is increasingly becoming a national trend, with institutions of higher learning progressively adopting virtual and remote learning platforms to enhance access and flexibility.

6. Inadequate budgetary allocation remains one of the most significant challenges affecting the effective implementation and sustainability of Agricultural Technical and Vocational Education and Training (ATVET) programs across the County.

## **COMMITTEE RECOMMENDATIONS**

### **Hon. Speaker,**

The Committee made the following recommendations;

1. **THAT**, the ATVET Promotion Policy should incorporate clear and structured mechanisms for public sensitization and awareness creation through barazas and radio talks by agricultural Officers with the primary objective of encouraging youth and farmers enrolment in Agricultural Technical and Vocational Education and Training (ATVET) Centers within the County.
2. **THAT**, the Policy should explicitly address the employment of qualified, competent and duly certified trainers to facilitate effective teaching and skills development within the Agricultural Technical and Vocational Education and Training (ATVET) Centers across the County.
3. **THAT**, upon adoption of the Policy, the department should develop and implement robust mechanisms for resource mobilization, aimed at supporting the infrastructure development and expansion of Agricultural Technical and Vocational Education and Training (ATVET) institutions across the County.
4. **THAT**, the department should Prioritize the upgrading and equipping of the 23 existing ATVET Centers and develop a phased implementation plan for the establishment of at least one fully functional ATVET Centre in each ward, to promote equitable access to agricultural training opportunities the County.
5. **THAT**, the department should also fully revitalize Mabanga ATC which has enormous land and other resources that can be utilized to assist Bungoma County farmers and generate more revenue for the County.

6. **THAT**, upon adoption of the policy, the department should mobilize resources including development partners to fund establishment of ICT infrastructure in all existing ATVETs across the County. The County should invest in ICT infrastructure and capacity building within ATVET institutions to enhance the delivery of competency-based training in agriculture.

## **CONCLUSION**

### **Hon. Speaker,**

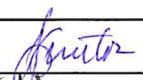

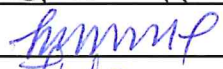

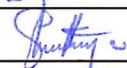
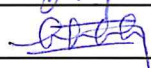

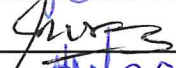




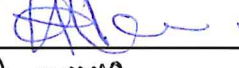


The Committee notes that the proposed ATVET Promotion Policy is both timely and strategic as it aligns with the County Government's objective of enhancing agricultural productivity through targeted skills development.

The Committee further notes that Agricultural Technical and Vocational Education and Training (ATVET) serves as a critical tool in strengthening agricultural training contributing to the professionalization and increased productivity of the agricultural sector. In particular, ATVET addresses the persistent challenge of inadequately trained and under-skilled smallholder farmers, by equipping them with practical, market-relevant competencies necessary for modern and sustainable agriculture.

In light of the above and having considered the policy's relevance, potential impact, and alignment with County development priorities, the Committee recommends that this House considers and approves the Bungoma County Agricultural Technical and Vocational Education and Training (ATVET) Promotion Policy.

### ADOPTION SCHEDULE

We the undersigned Members affix our signatures adopting this report with the contents therein

	MEMBERS NAME	DESIGNATION	SIGN
1	Hon. Wafula Waiti	Chairperson	
2	Hon. Idd Chamawi	V. Chair	
3	Hon. Busolo Sudi	Member	
4	Hon. Everlyne Mutiembu	Member	
5	Hon. Meshack Simiyu	Member	
6	Hon. Anthony Lusenaka	Member	
7	Hon. Edwin Opwora	Member	
8	Hon. Alfred Mukhanya	Member	
9	Hon. Caleb Wanjala	Member	
10	Hon. Franklin Simotwo	Member	
11	Hon. Bernard Kikechi	Member	
12	Hon. Martin Chemorion	Member	
13	Hon. Jerusa Aleu	Member	
14	Hon. Nganga Sifuna	Member	
15	Hon. George Tendet	Member	

## **ANNEXURES**

1. Gazette notice on the Daily Nation newspaper inviting the public for public participation.
2. Copy of the Bungoma County Agricultural Technical and Vocational Education and Training (ATVET) Promotion Policy.
3. Vocational Training Centers that Offer Agriculture related Courses.



# COUNTY ASSEMBLY OF BUNGOMA



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BUNGOMA, Kenya

### THIRD ASSEMBLY-FOURTH SESSION

In the Matter of Consideration by the County Assembly of Bungoma on  
Bungoma County Agricultural Technical and Vocational Education and  
Training (ATVET) Promotion Policy

#### PUBLIC PARTICIPATION AND SUBMISSION OF MEMORANDA

Pursuant to Article 196 (1) (b) of the Constitution of Kenya and the County Assembly of Bungoma Standing Orders 140 (3) the Committee on Agriculture, Livestock, Fisheries, Irrigation and Cooperatives hereby invites members of the public and stakeholders to submit memoranda on the Bungoma County Agricultural Technical and Vocational Education and Training (ATVET) Promotion Policy.

The Policy can be accessed from the County Assembly website at: [www.bungomaassembly.go.ke](http://www.bungomaassembly.go.ke)

The written memoranda should be addressed to the Clerk of the County Assembly, P.O Box 1886-50200 **BUNGOMA**; hand-delivered to the Office of the Clerk, County Assembly Building, Bungoma, or emailed to [info@bungomaassembly.go.ke](mailto:info@bungomaassembly.go.ke); to be received on or before Wednesday 10<sup>th</sup> April, 2025

**CHARLES W. WAFULA**

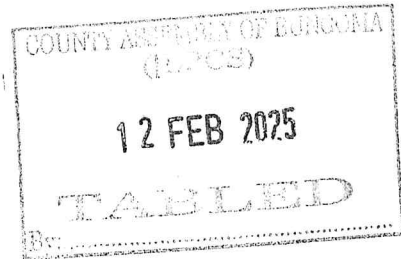
**CLERK OF THE COUNTY ASSEMBLY**

**COUNTY GOVERNMENT OF BUNGOMA**

# COUNTY GOVERNMENT OF BUNGOMA

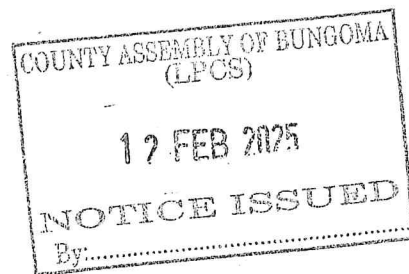


DEPARTMENT OF AGRICULTURE, LIVESTOCK, FISHERIES, IRRIGATION AND  
COOPERATIVES



BUNGOMA COUNTY AGRICULTURAL TECHNICAL AND VOCATIONAL  
EDUCATION AND TRAINING (ATVET) PROMOTION POLICY

2024



## **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 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 Kibung'uchi**

**County Executive Committee Member (CECM)**

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

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.

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# **CHAPTER ONE**

## **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



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 Centers 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 Centers 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.

**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.

### **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 institution 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,

- 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.

## **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.

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.

## **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

### **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