

BUSIA COUNTY GOVERNMENT



STAFF SKILLS AUDIT REPORT



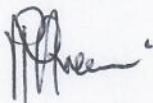
MARCH, 2026

FORWARD

The Busia County Skills Audit has been developed within the context of key national frameworks that guide public service delivery and workforce development in Kenya. These include the Constitution of Kenya (2010), the Public Service (Values and Principles) Act (2015), the Leadership and Integrity Act (2012), the Human Resource Policies and Procedures Manual for the Public Service (2016), the County Governments Act (2012), and the Public Finance Management Act (2012). Collectively, these frameworks emphasize efficiency, accountability, continuous skills development, and alignment of the labor force with the country's socio-economic aspirations, particularly in the realization of Kenya's Vision 2030. It is against this backdrop that the County Government of Busia undertook this skills audit as a strategic step toward strengthening institutional capacity and improving service delivery.

The preparation of this report was anchored in a robust and participatory process, designed to ensure inclusivity, accuracy, and credibility of findings. Using a systematic methodology, data was collected through online surveys administered across all departments, capturing demographic details, technical skills, soft skills, and training needs of employees. A stratified random sampling technique was employed to guarantee equitable departmental representation, while both qualitative and quantitative analysis was undertaken to identify trends, gaps, and opportunities. Benchmarking against national policies such as the National Skills Development Policy (2023) and the Employment Act (2007), further enriched the analysis, ensuring that the outcomes reflect both local realities and global standards.

The ultimate goal of this audit is to provide a clear and evidence-based understanding of the current workforce competencies within Busia County, while highlighting the critical skill gaps that hinder optimal service delivery. This report not only offers actionable recommendations for capacity building and professional development but also provides a roadmap for aligning the county's human resource base with its long-term strategic vision.



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ACKNOWLEDGEMENT

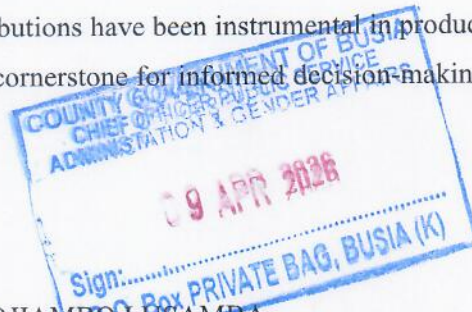
The successful completion of the Busia County Skills Audit was made possible through the commitment and support of various leaders, officers, and teams who contributed to this important exercise. I wish to sincerely acknowledge H.E. the Governor, Chair of the Steering Committee for KDSP II, for his strategic leadership and guidance throughout the process. We also extend our appreciation to the County Secretary for effectively coordinating this exercise and ensuring that the necessary structures were in place.

Special recognition is accorded to CECM Pamela Awori, for her role during her tenure as CEC for Devolution, and to Chief Officer Elijah Chessa Mwaro, for his dedication and for mobilizing the financial resources required to support this important exercise, which also fulfilled one of the Minimum Conditions under KDSP II, KRA II.

We further recognize the contribution of Chief Officer Patricia Okello (Public Service Management and Administration), Director Maureen Onyango (Director of Service Delivery and KDSP II County Coordinator), and Director Stephen David Kiror (KRA II Lead in KDSP II) for their technical guidance and stewardship.

Our gratitude also extends to the analyst team, led by Mr. Bruno Were Mbalwe, Economist at the Department of Finance and Economic Planning, for their analytical rigor and dedication in shaping the findings of this report and Emily Ongaya for her invaluable secretarial role.

Their collective contributions have been instrumental in producing this comprehensive audit, which will serve as a cornerstone for informed decision-making and workforce development in Busia County.



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EXECUTIVE SUMMARY

This Executive Summary presents the findings of the skills audit conducted across various departments within Busia County, aimed at evaluating the current workforce's capabilities, identifying skill gaps, and offering strategic recommendations to optimize service delivery. The audit is aligned with national frameworks such as the Constitution of Kenya (2010), Public Service (Values and Principles) Act (2015), Leadership and Integrity Act (2012), Human Resource Policies and Procedures Manual for the Public Service (2016) . These legal frameworks guide the development of a skilled workforce critical to achieving Kenya's Vision 2030.

In almost all the departments, employees demonstrated strong communication and problem-solving skills, strong leadership and teamwork capabilities. Furthermore, the departments demonstrated department-specific problems. In Health and Sanitation department, there are critical gaps in medical equipment management, diagnostic skills, and pharmaceutical management. Water, Environment, and Climate Change department faces critical gaps in GIS, climate change adaptation, and sustainable water management practices. The Transport, Roads, and Public Works department struggles with inadequate transport resources and limited civil engineering skills. Strategic Partnerships and Digital Economy department is limited by outdated equipment and insufficient motivation. The Education and Industrial Skills Development department faces challenges due to job stagnation and insufficient training materials. The County Attorney's department lacks legal tools and office space, which negatively impacts its ability to deliver legal services effectively. The Smart Agriculture, Livestock, Fisheries, Climate Change, Blue Economy, and Agribusiness departments face critical gaps in agriculture technology and climate-smart farming practices, which are crucial for the sustainability of the agricultural and livestock sectors.

Furthermore, the report discusses the possible recommendations that involve closing skill gaps in GIS, civil engineering, legal technologies, and industrial management that will help align the county's workforce with national standards and improve service delive

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CHAPTER ONE

INTRODUCTION

The Busia County Skills Audit was conducted to assess the current workforce's capabilities across various departments and identify skills gaps that hinder optimal service delivery. As the county strives to achieve sustainable growth and development, it is essential to evaluate the alignment of its workforce with national policies and legal frameworks. This audit will provide a comprehensive analysis of the skills available within each department and offer actionable recommendations for improvement.

The findings will serve as a foundation for strategic decisions to enhance human resource development, optimize service delivery, and ensure that the county's workforce meets both national and international standards in key sectors. The audit process engaged relevant stakeholders, collected data, and analyzed existing skills to foster a more efficient and productive workforce that supports the county's long-term goals.

1.2 Objectives

1. To assess the current skills and competencies available within Busia County's workforce.
2. To identify key skills gaps in each department that impact service delivery and operational efficiency.
3. To evaluate the alignment of the county's workforce with national policies and legal frameworks.
4. To provide actionable recommendations for addressing skill gaps and optimizing workforce performance.
5. To benchmark workforce skills against national and international standards to promote continuous improvement.
6. To foster human resource development strategies that contribute to the achievement of Busia County's long-term strategic goals.

1.3 Scope

This report covered all the employees at the county covering all the departments.

1.4 Methodology

The methodology for the Busia County Skills Audit followed a systematic and scientific approach to ensure the collection of relevant data, accurate analysis, and reliable conclusions. The process was structured to provide a comprehensive evaluation of the workforce's

capabilities across various departments, identifying key skills gaps and offering actionable recommendations. The methodology was designed to align with national and international standards for workforce assessment.

1.5 Data Collection:

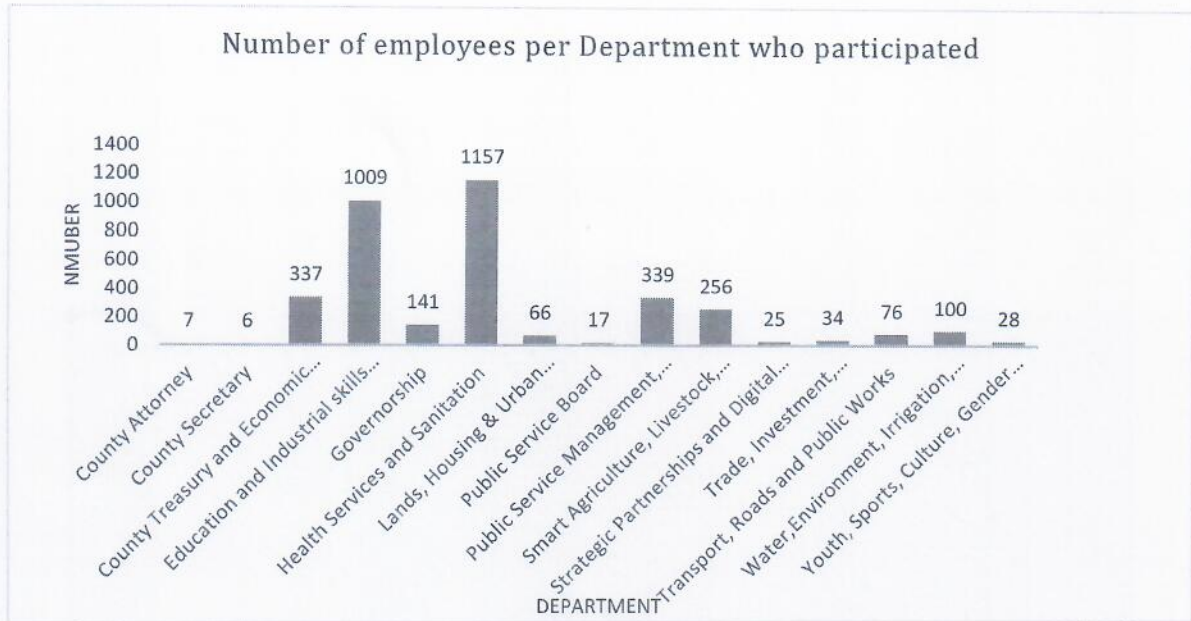
The skills audit for Busia County was conducted through an online data collection exercise using a Google Form. A template was designed for summarizing the responses for each employee and then submitted to Google sheet. Employees across all departments were required to fill and submit the form between 9th and 16th July. The form captured demographic details, employment data, education and training background, technical and soft skills, as well as workplace challenges and training needs. A total of 3,578 responses were received, with 3,577 valid entries analyzed.

Sampling:

A stratified random sampling technique was used to ensure that all departments were adequately represented in the audit process. The sample size was determined to be statistically significant to produce reliable results, ensuring that diverse perspectives from different employee categories were captured. This approach ensured a balanced representation of both technical and administrative staff from each department.

The table below shows the stratified units which were used in the skills audit survey. Each unit was represented by a department

Fig 1: Number of Employees Per Department in Busia



1.6 Data Analysis:

The collected data was analyzed using both qualitative and quantitative techniques. Qualitative data from open-ended survey questions were coded and thematically analyzed to identify common trends, challenges, and skills gaps. Quantitative data was analyzed using descriptive statistics to provide insights into the distribution of skills, training needs, and gaps across departments. This analysis allowed for a detailed comparison between departments and a clear identification of critical skills gaps.

1.7 Benchmarking:

The audit process included a benchmarking component, where the skills within Busia County were compared against national standards and best practices. National policies such as the National Skills Development Policy (2023) and the Employment Act (2007), as well as international standards in relevant industries, were used as benchmarks to evaluate the current state of the workforce. This comparison allowed for the identification of areas where the county's workforce could be improved to meet or exceed industry standards.

Limitations:

While the methodology employed is robust, certain limitations were noted during the audit process. These include potential biases in self-reported data, limited access to certain



departmental records, and the variability of training opportunities across different departments. Despite these limitations, the audit provides a comprehensive assessment of the workforce's skills, enabling the county to take informed action to address identified gaps.

1.5.1 Ethical Considerations:

Ethical considerations were integral to the methodology, ensuring the confidentiality and anonymity of respondents. Informed consent was obtained from all participants, and the data collected was used solely for the purpose of the skills audit. The findings of the audit will be shared with relevant stakeholders within the county for action and improvement.

CHAPTER TWO

2.0 INTRODUCTION

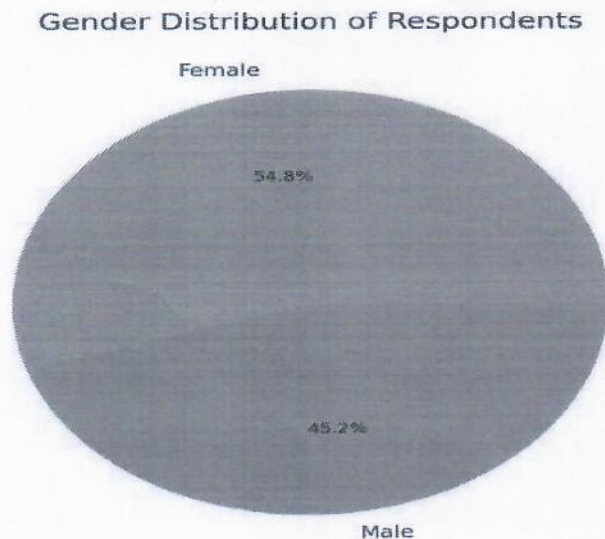
This section provides the findings of the survey. This section will present the results in three categories. The first category will present the workforce demographics of the employees in Busia County. The second section will present the employee skills inventory while the third section will present the technical skills available within each department of Busia County, identifying key strengths and gaps that require attention. The analysis is tailored to assess the technical competencies of the workforce, enabling the county to align its human resources with operational needs and national priorities.

2.0 SECTION A: WORKFORCE DEMOGRAPHICS

Below are the findings of workforce demographics across Busia County. The findings represent the gender distribution, age distribution, highest level of education and the years of service.

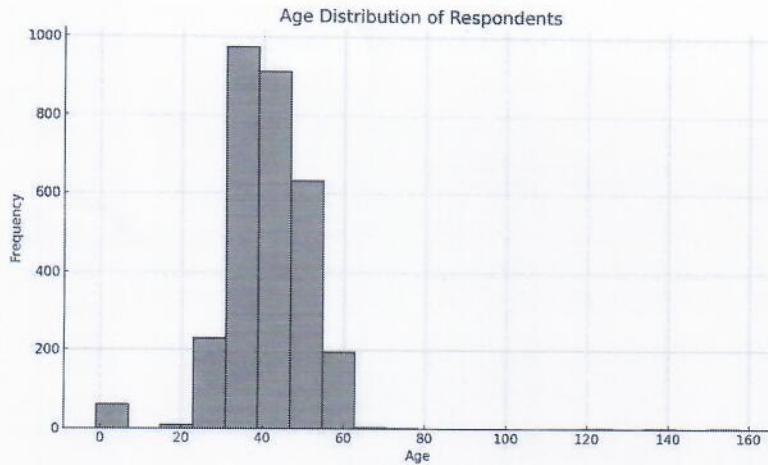
2.2.1 Gender Distribution

The workforce is composed of 1,960 females and 1,616 males. The chart below shows the distribution:



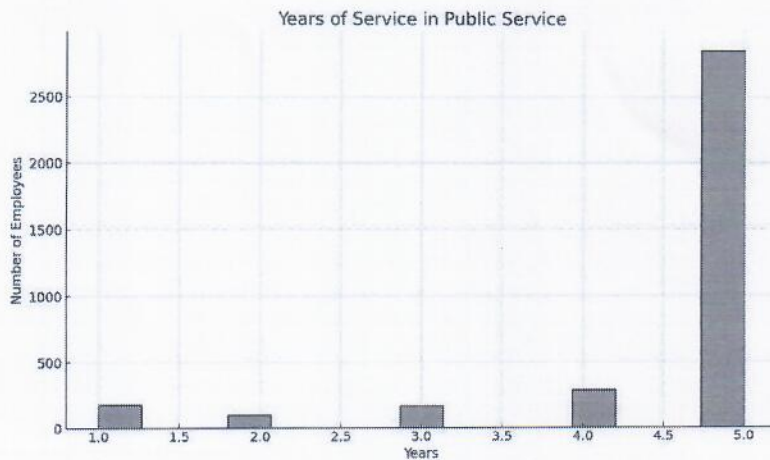
2.2.2 Age Distribution

The average age of employees is approximately 40.6 years, with most falling between 32 and 48 years.



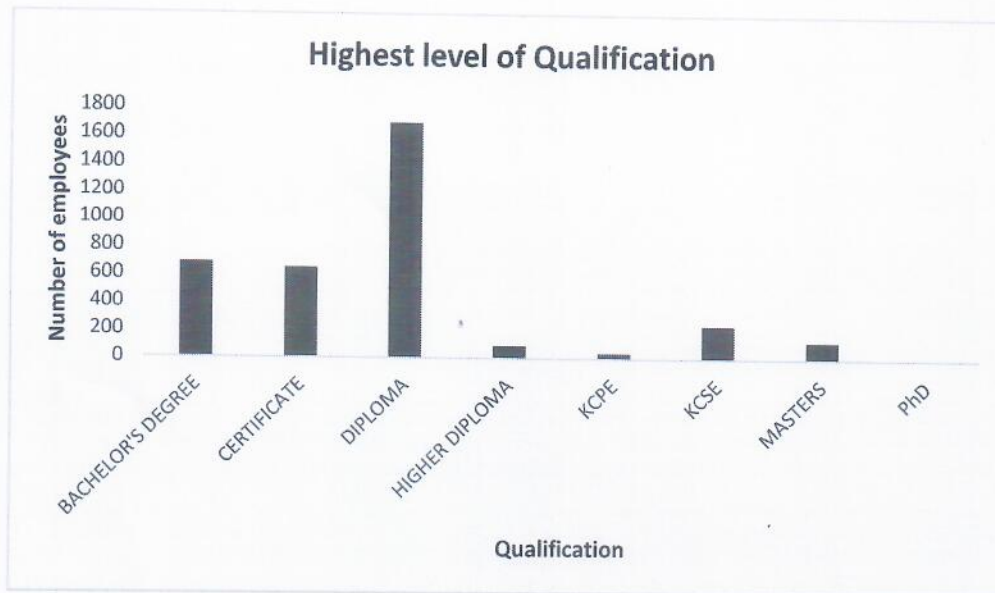
2.2.3 Years of Service

The average years of service is 4.5 years, with most employees having served between 1 and 5 years.



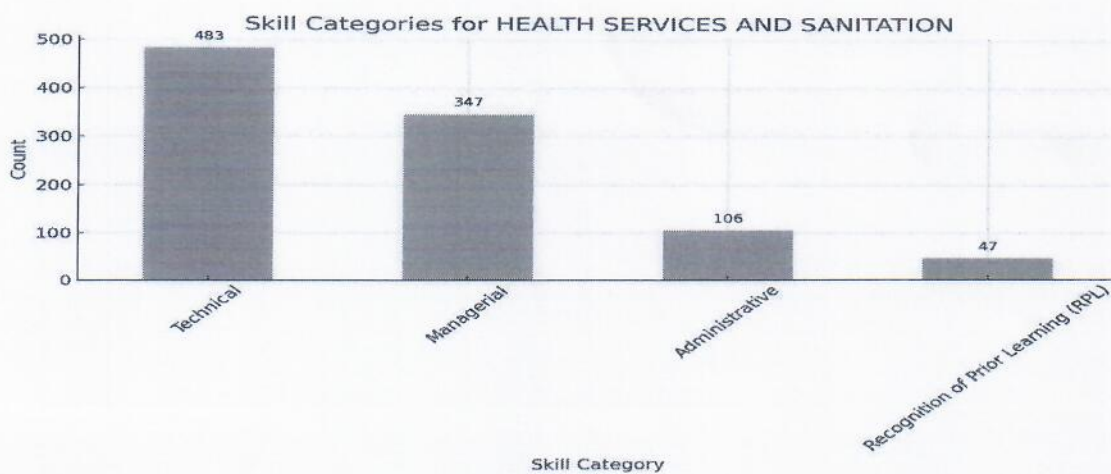
2.2.4 Highest Level of Education

From the survey, we had 6 respondents having PHD as their highest level of education, and 126 participants having a masters degree, 687 participants had bachelor's degree as the highest level of education. 91 participants had higher diploma and a total of 1690 participants had diploma as the highest qualification. 646 participants had attained certificate as their highest level and 241 employees attained KCSE and 36 had KCPE as the highest level attained.



2.1 SECTION B: SKILLS CATEGORY ANALYSIS BY DEPARTMENT.

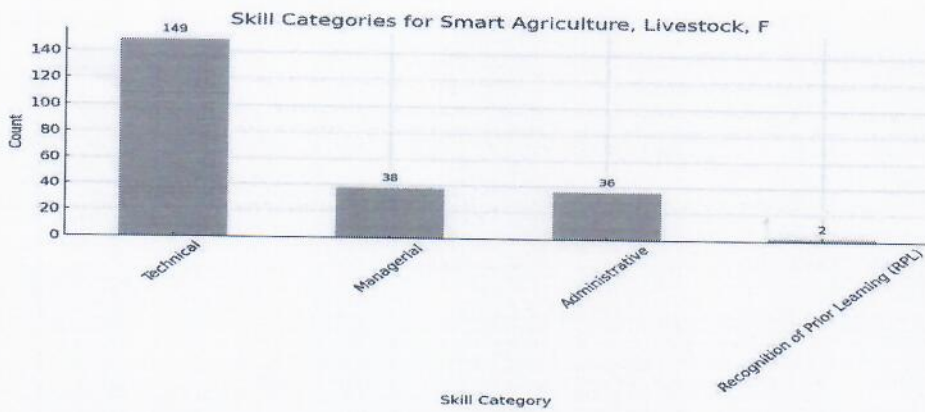
2.3.1 Department of Health and Sanitation



A total of 1157 responses were recorded under the department of health. 483 respondents indicated that they have technical skills. 387 respondents reported that they have managerial skills. Further, 106 respondents indicated that they have administrative skills. Only 47 respondents indicated that they have Recognition of Prior Learning (RPL). Key technical skills include medical diagnostics, nursing care, pharmaceutical management, and medical equipment handling. However, there are gaps in specialized diagnostic skills, such as

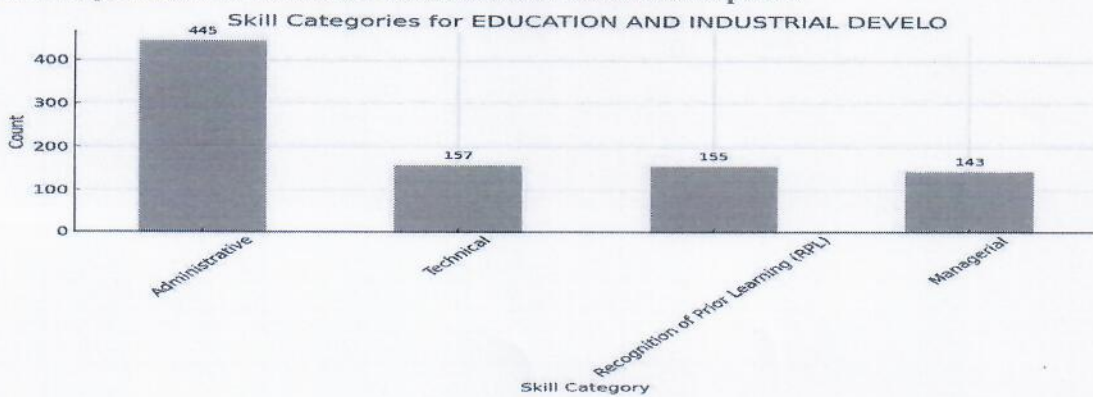
radiology, pathology, and the management of advanced medical equipment. Addressing these gaps through targeted training programs is essential for improving service delivery.

2.3.2 Department of Smart Agriculture, Livestock, Fisheries, Climate Change, Blue Economy and Agribusiness



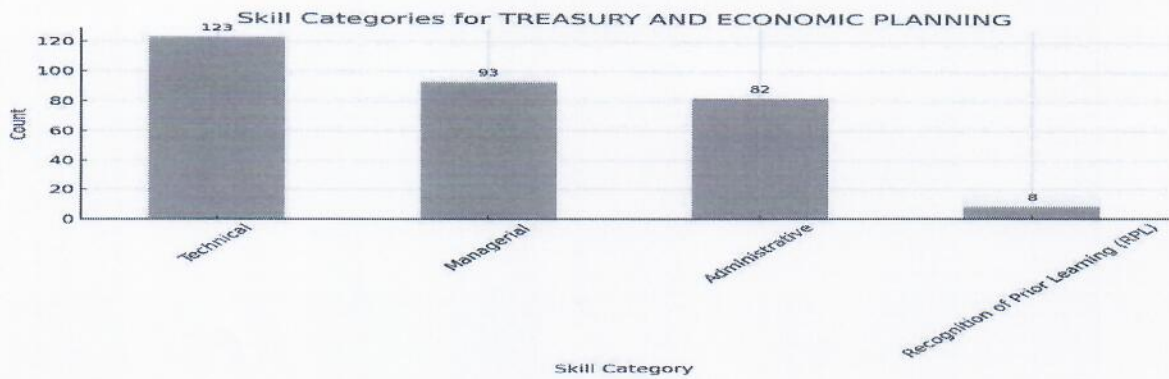
A total of 256 respondents participated. The findings indicate that, 149 respondents possessed technical skills and 38 possessed managerial skills. 36 respondents possessed administrative skills and 2 possessed Recognition of Prior Learning. On technical skills, a majority of the respondents indicated that they had skills in agriculture technology, sustainable farming, livestock management, and aquaculture technology.

2.3.3 Department of Education and Industrial Skills Development



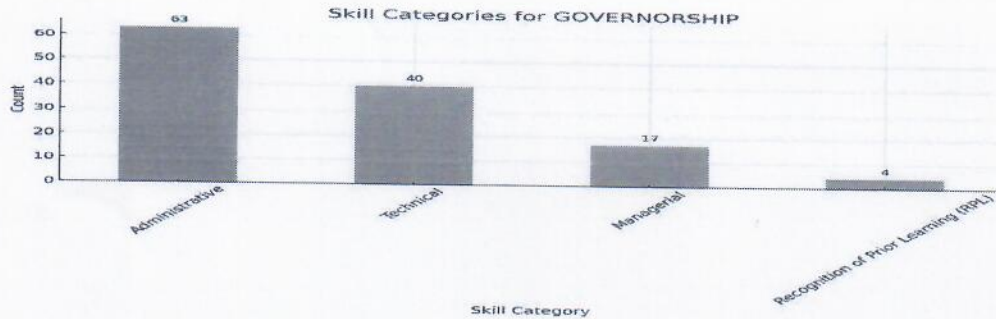
A total 1009 respondents participated in this survey under the department of education. From the respondents, 445 indicated that they possessed administrative skills while 157 possessed technical skills. 155 respondents possessed recognition of prior learning and 143 possessed managerial skills. The skill category distribution reflects the emphasis on various skills. For example, the predominant technical skills indicate a strong focus on specialized knowledge, while administrative and managerial categories highlight the need for organizational and leadership capabilities. This is especially for the County of Busia, where the workforce may need a balance of both specialized and managerial expertise.

2.3.4 Department of County Treasury and Economic Planning



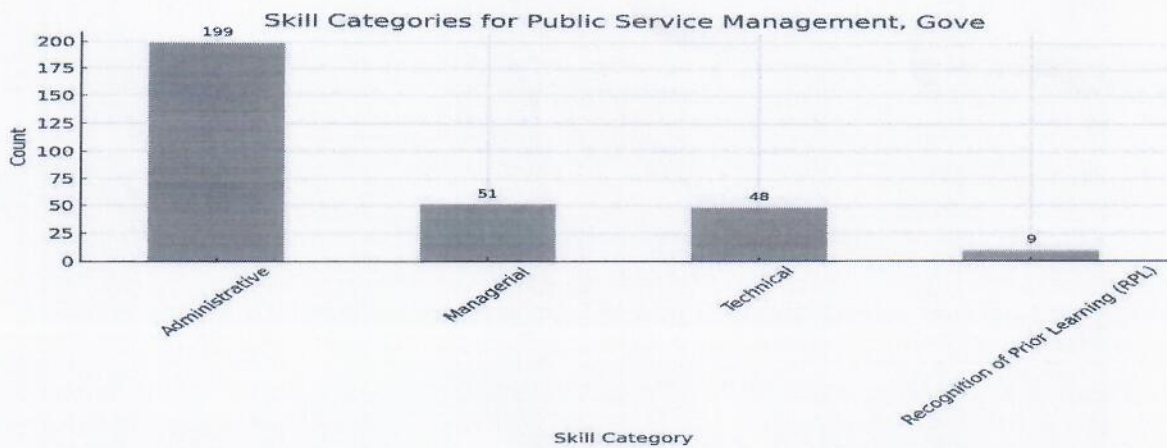
A total of 337 responses were filled. 123 respondents had technical skills, 93 respondents had managerial skills, 82 respondents had administrative skills and 8 respondents had recognition of prior learning (RPL). The skill category distribution reflects the emphasis on various skills. For example, the predominant technical skills indicate a strong focus on specialized knowledge, while administrative and managerial categories highlight the need for organizational and leadership capabilities.

2.3.5 Department of Governorship



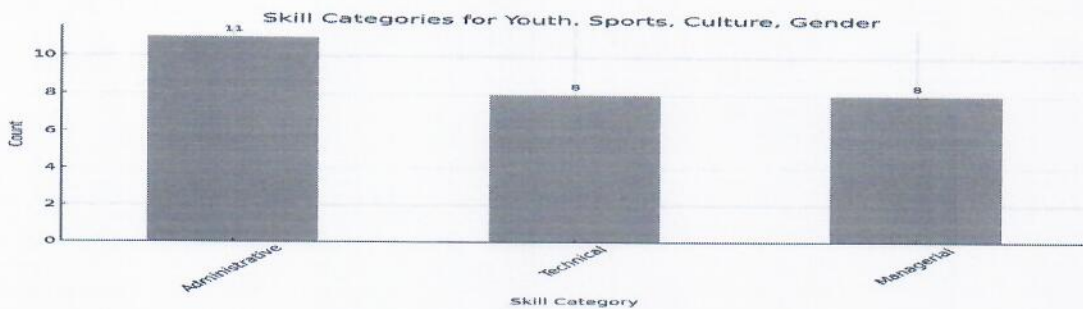
A total of 141 responses were filled. 63 respondents had administrative skills, 40 respondents had technical skills, 17 respondents had managerial skills and 4 respondents had recognition of prior learning (RPL). The predominant administrative skills indicate a strong focus on governance, while administrative and managerial categories highlight the need for organizational and leadership capabilities.

2.3.6 Department of Public Service Management, Governance and Administration



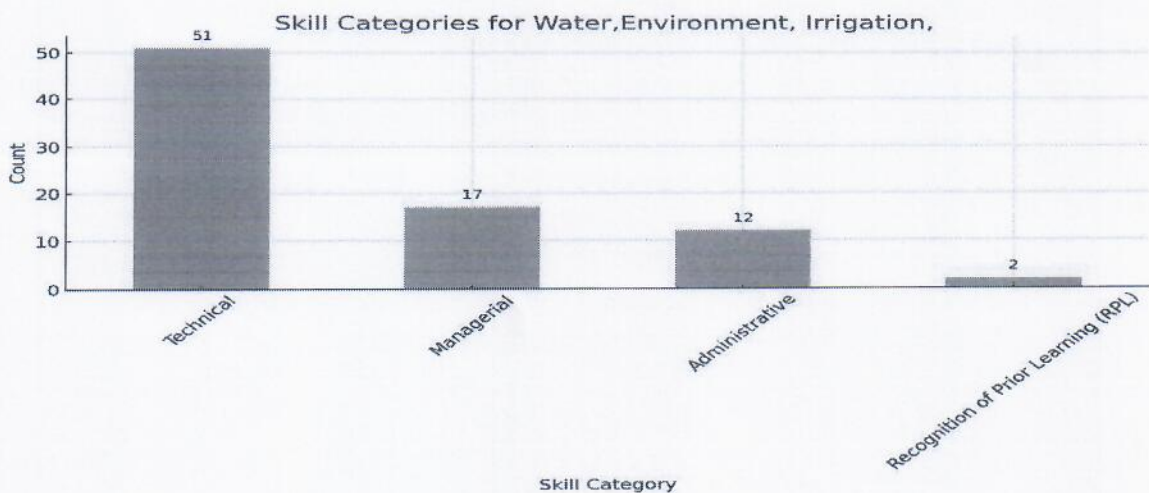
A total of 339 responses were filled. 199 respondents had administrative skills, 51 respondents had managerial skills, 17 respondents had technical skills and 4 respondents had recognition of prior learning (RPL). The predominant technical skills indicate a strong focus on specialized knowledge, while administrative and managerial categories highlight the need for organizational and leadership capabilities.

2.3.7 Department of Youth, Sports, Culture, Gender and Creative Arts



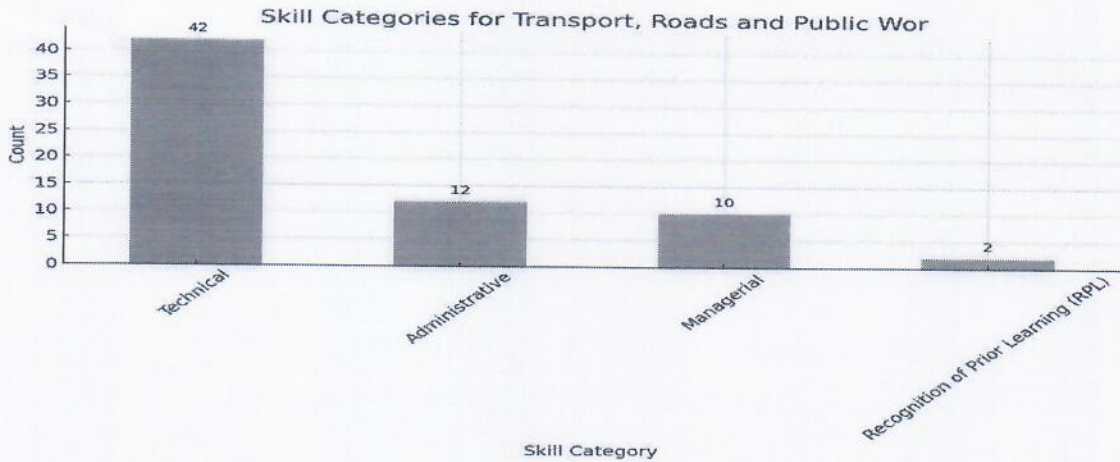
The responses from the respondents indicated that 11 had administrative skills, 8 had technical skills, and 8 had managerial skills. For the respondents who went further to note the specific skills, 6 indicated that they had qualifications in sports science and strength and conditioning.

2.3.8 Department of Water, Environment, Irrigation, Natural Resources and Climate Change



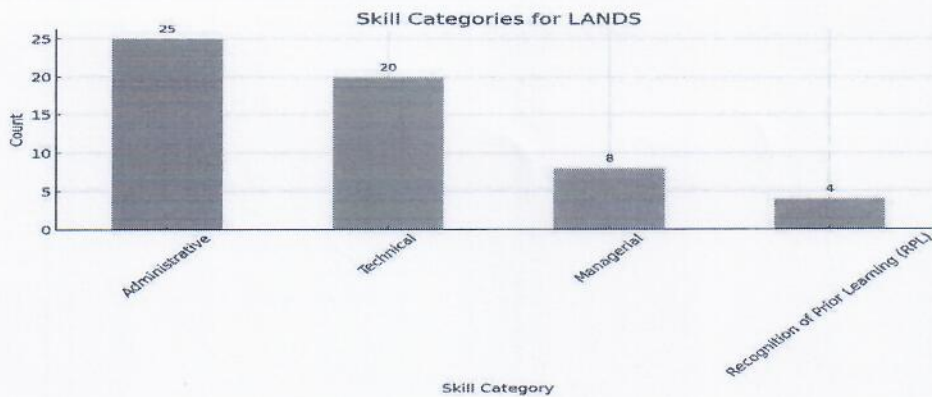
The feedback obtained from the department shows a total of 100 respondents. 51 respondents possessed technical skills while 17 respondents possessed managerial skills. 12 respondents possessed administrative skills and 2 possessed RPL. 18 respondents did not fill this particular section.

2.3.9 Department of Transport, Roads and Public Works



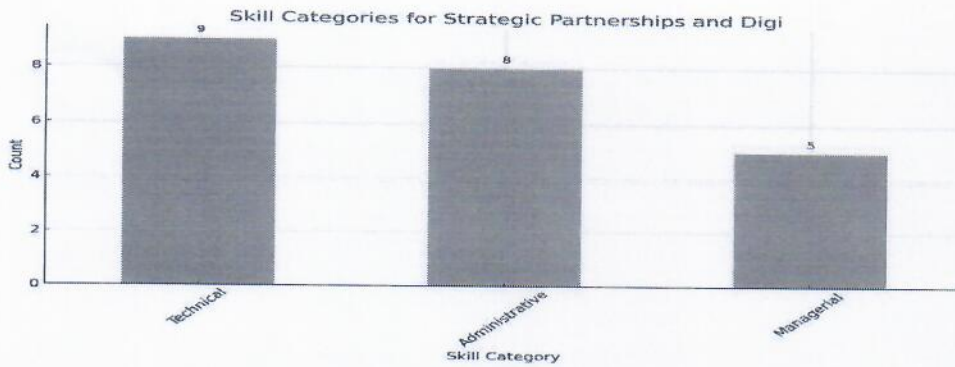
A total of 76 responses were received. 42 respondents indicated that they had the technical skills, 12 respondents had administrative skills, 10 had managerial skills and 2 had RPL. The skill category distribution reflects the emphasis on various skills. For example, the predominant technical skills indicate a strong focus on specialized knowledge, while administrative and managerial categories highlight the need for organizational and leadership capabilities.

2.3.10 Department of Lands, Housing & Urban Development



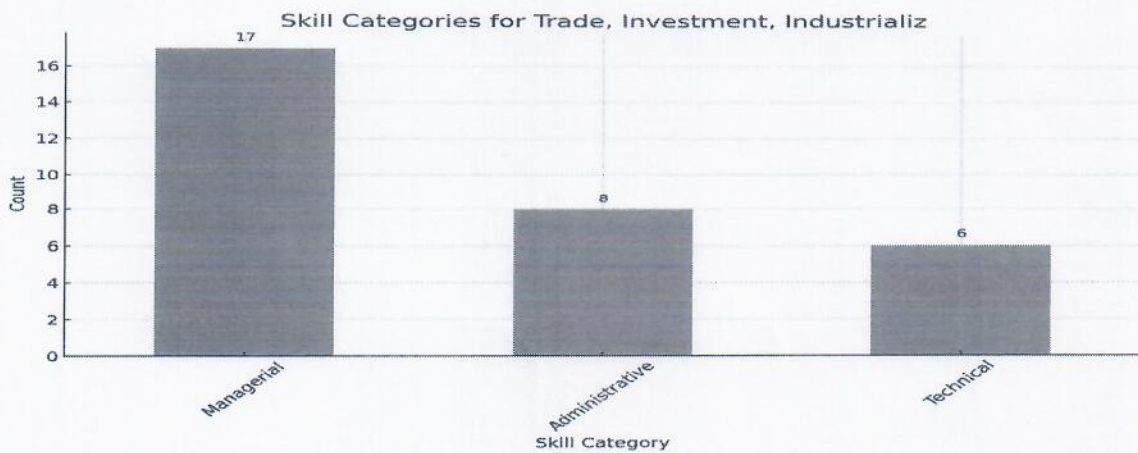
A total of 66 responses were recorded under this department. 25 respondents had administrative skills, 20 had technical skills, 8 had managerial skills and 4 had RPL. Other respondents did not fill this section.

2.3.11 Department of Strategic Partnerships and Digital Economy



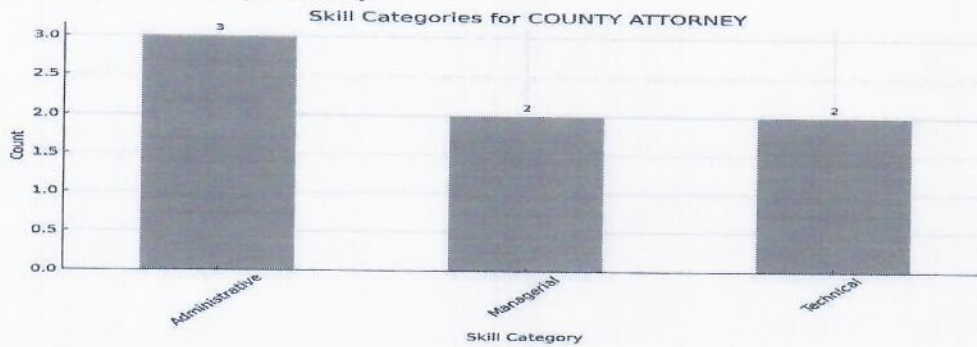
A total 25 responses were recorded. 9 respondents indicated that they had technical skills, 8 respondents had administrative skills and 5 had managerial skills. The skill category distribution reflects the emphasis on various skills. For example, the predominant technical skills indicate a strong focus on specialized knowledge, while administrative and managerial categories highlight the need for organizational and leadership capabilities

2.3.12 Department of Trade, Investment, Industrialization, Cooperatives, Small and Micro Enterprises (SMES)



A total of 34 responses were recorded. 17 respondents indicated that they had managerial skills, 8 respondents indicated that they had managerial skills, and 6 respondents indicated that they had technical skills. The predominant technical skills indicate a strong focus on specialized knowledge, while administrative and managerial categories highlight the need for organizational and leadership capabilities. This is especially relevant for regions like Busia, where the workforce may need a balance of both specialized and managerial expertise.

2.3.13 Office of County Attorney



A total of 6 respondents were recorded under county attorney. 3 respondents had administrative skills, and 2 had managerial skills. 2 respondents had technical skills.

2.3.14 Public Service Board

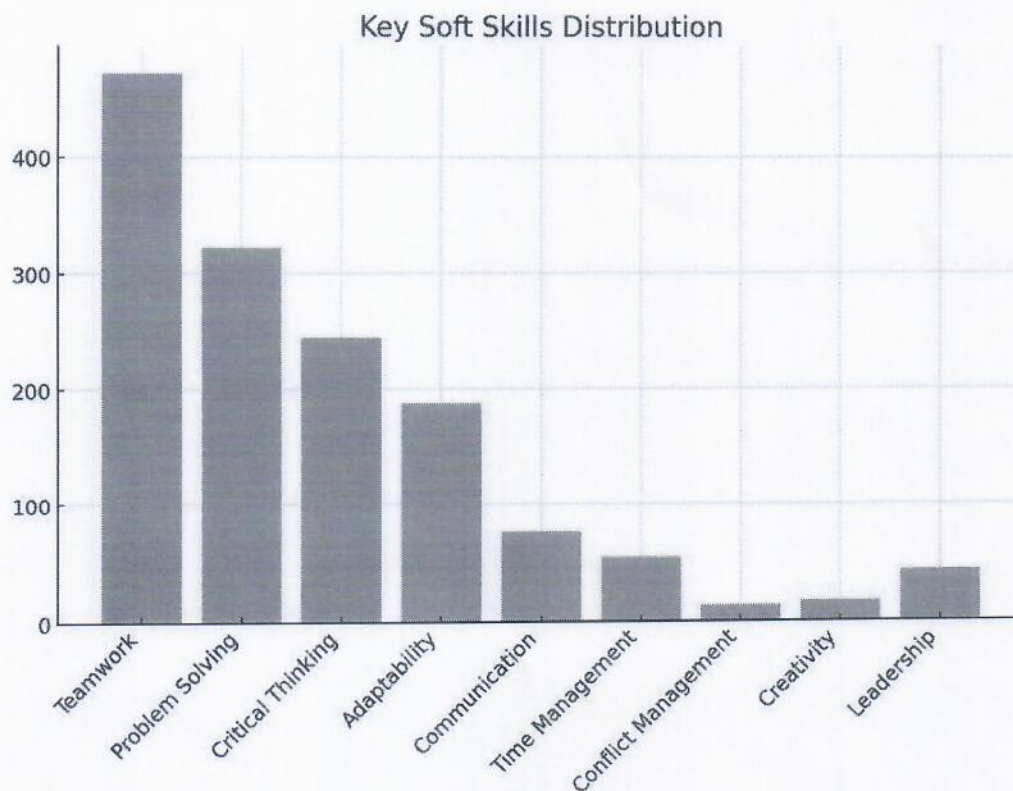
A total of 17 respondents were recorded under the Busia county service Board. From the 17 responses, a majority had administrative skills at 9 and 6 had technical skills related to finance. 2 respondents had managerial skills.

2.4 SECTION C: SOFT SKILLS RESULTS

Soft skills constitute essential behavioral and personal attributes that shape how employees perform their duties and collaborate within an organizational setting. In Busia County, the skills audit has revealed notable strengths in areas such as teamwork, problem-solving, and critical thinking across various departments. These competencies complement technical expertise and are indispensable for adaptability, leadership, and the effective delivery of public services. The subsequent analysis presents a departmental overview of soft skills, providing insights into the overall capacity and preparedness of the workforce.

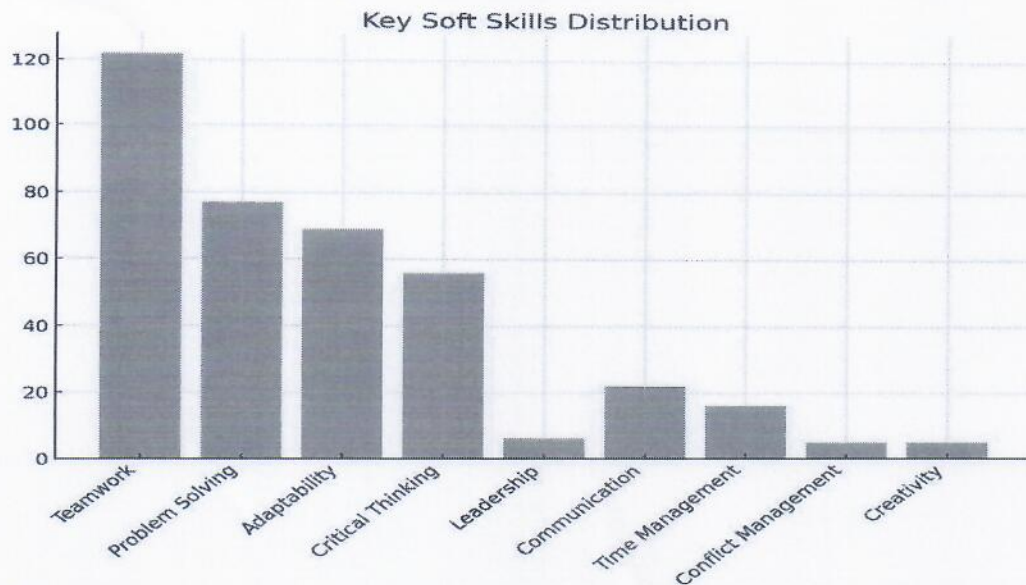
2.4.1 Department of Health and Sanitation

A total of 1157 responses were submitted under health department. The responses among the health practitioners indicated the following findings. 470 respondents viewed teamwork as their top soft skill, while 322 respondents viewed problem solving as their major soft skill. 245 respondents indicated critical thinking as their major soft skill in Health. The rest of the respondents did not answer this section.



2.4.2 Department of Smart Agriculture, Livestock, Fisheries, Climate Change, Blue Economy and Agribusiness

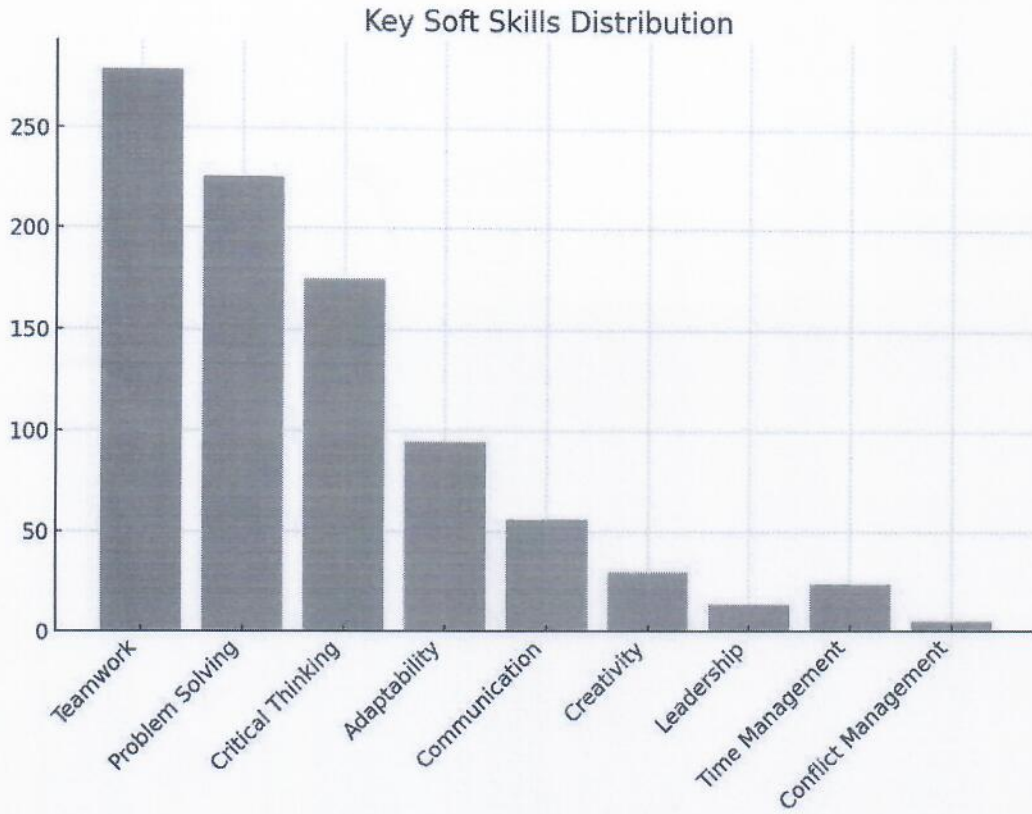
A total of 256 Responses was received from Agriculture. From the responses, 122 respondents viewed Team work as the dominant soft skill that they possess while 77 provided problem solving skills as the major soft skill. 69 of those respondents provided adaptability as the major skill. The rest of the respondents did not fill this section.



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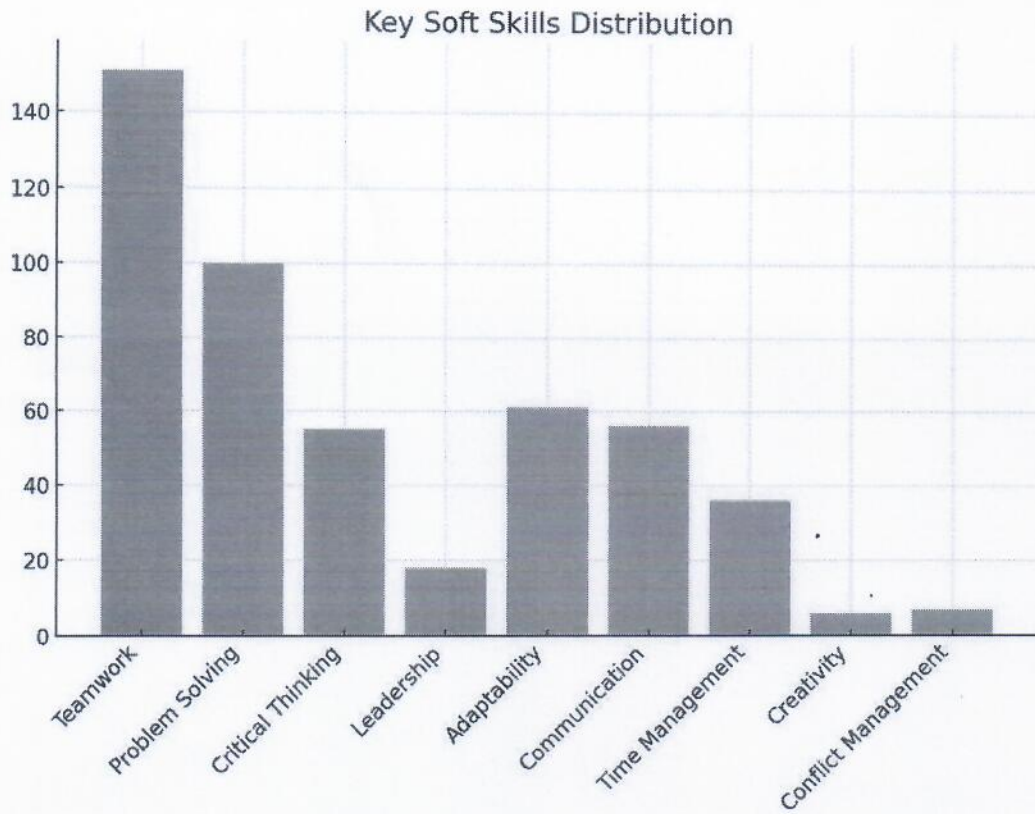
2.4.3 Department of Education and Industrial Skills Development

In Education department, the respondents provided a range of soft skills and the results indicated the following. A total of 1009 responses were recorded under education. From the responses, 279 respondents indicated teamwork as the major soft skill while 226 indicated problem solving as the other skill. 175 respondents indicated critical thinking as the other major skill. 148 respondents failed to respond to this section.



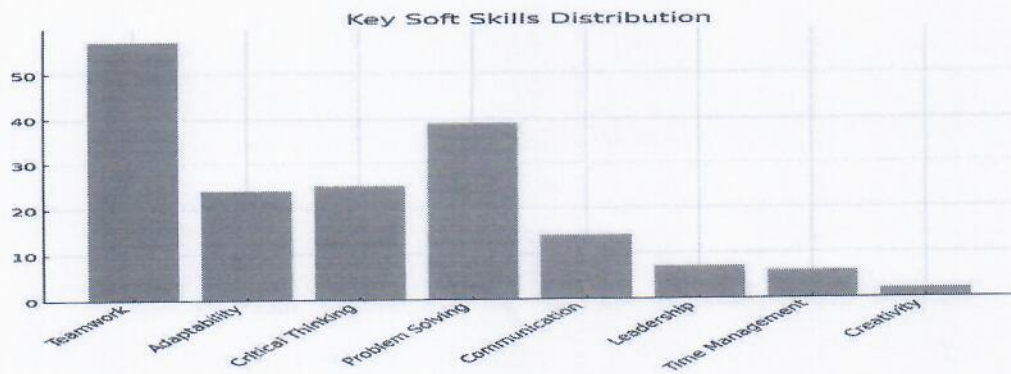
2.4.4 County Treasury and Economic Planning

A total of 337 responses were received under Economic Planning. From the responses, 151 respondents indicated that teamwork was the dominant skill while 100 respondents indicated that problem solving was the major skill. Further, 61 respondents indicated that adaptability was the major soft skill.



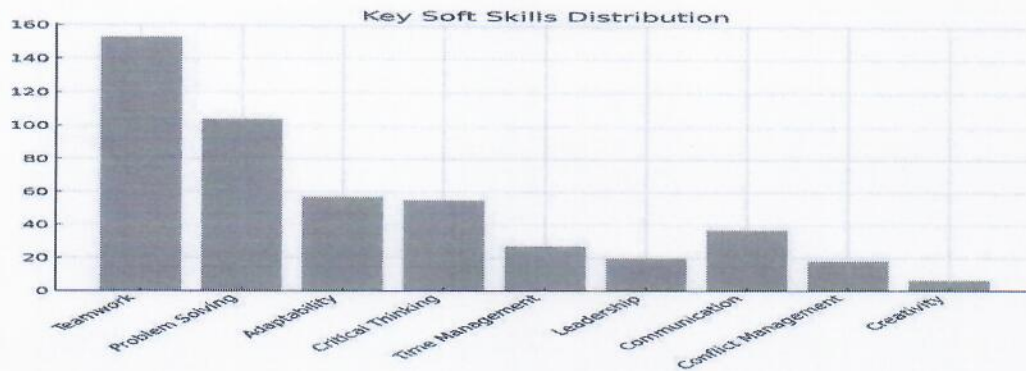
2.4.5 Department of Governorship

Under Governorship, a total of 141 responses were received. From the responses, 57 respondents had teamwork as the major skill, 39 had problem solving as the major skill, and 25 had critical thinking as the major skill. The rest of the respondents did not fill this section.



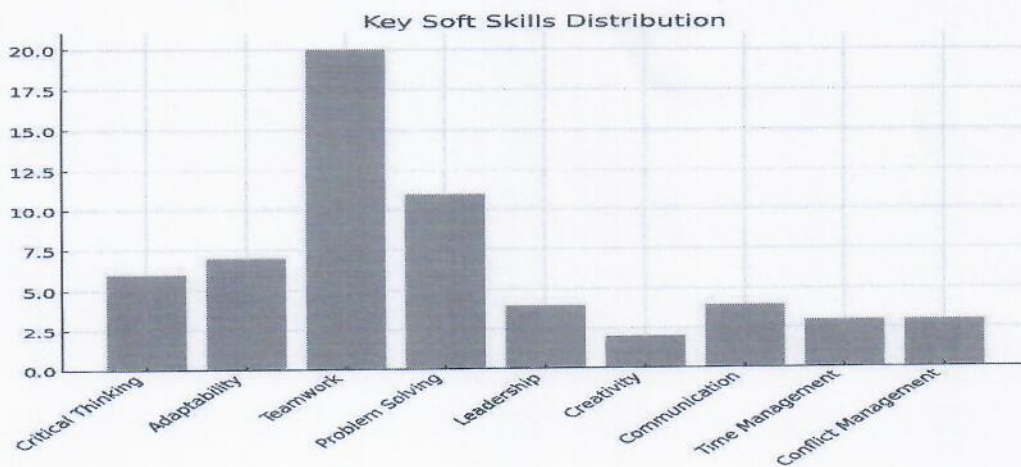
2.4.6 Department of Public Service Management, Governance and Administration.

A total of 339 responses were received. From the responses, 153 respondents indicated teamwork as the major skill, 104 indicated problem solving as the major skill and 57 indicated adaptability as the major skill. The rest of the responses were not filled.



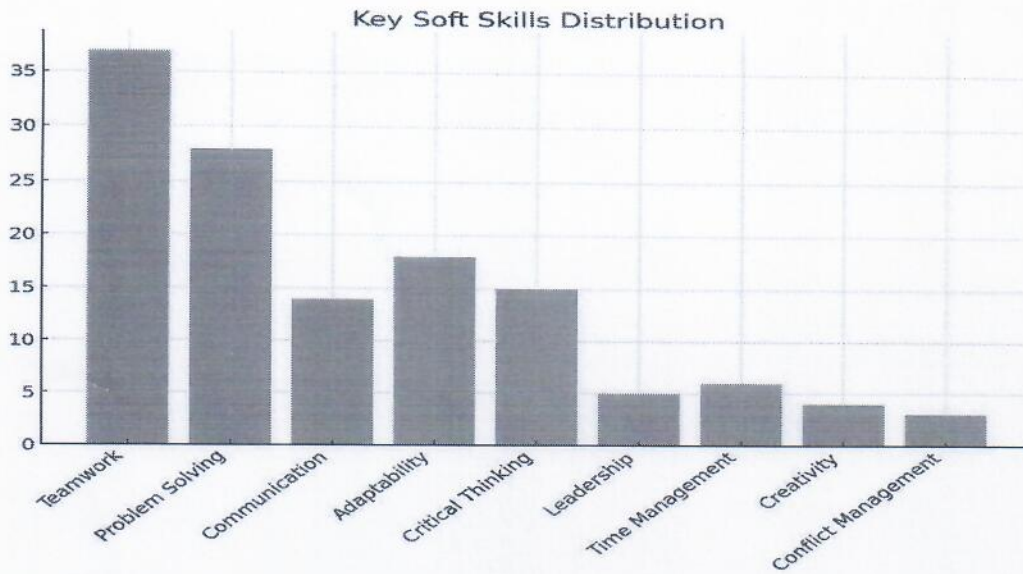
2.4.7 Department of Youth, Sports, Culture, Gender and Creative Arts

Under this department, a total of 28 responses were received. From the responses, 20 respondents had teamwork as the major skill, 11 had problem solving as the major skill, and 7 had adaptability as the major skill. The rest of the respondents did not fill this section.



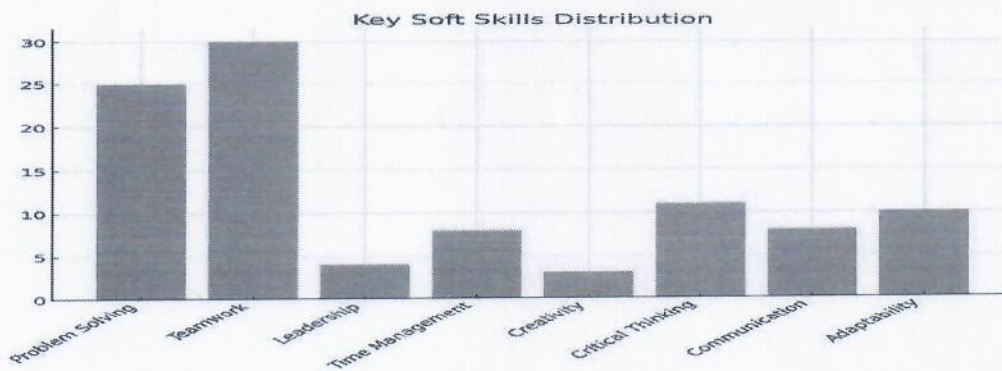
2.4.8 Department of Water, Environment, Irrigation, Natural Resources and Climate Change

Under water department, a total of 100 responses were received. From the responses, 37 respondents had teamwork as the major skill, 28 had problem solving as the major skill, and 11 had critical thinking as the major skill. The rest of the respondents did not fill this section.



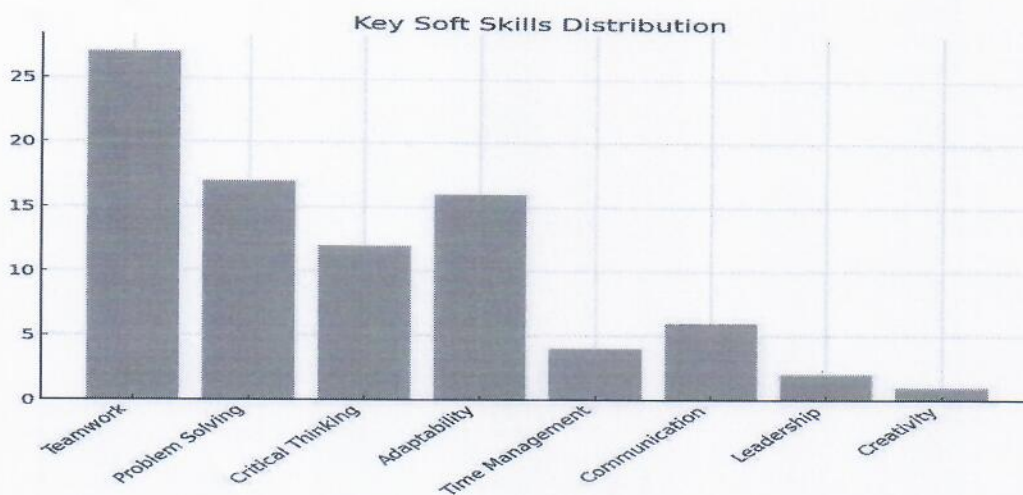
2.4.9 Department of Transport, Roads and Public Works

In this department, the respondents provided a range of soft skills and the results indicated the following. A total of 76 responses were recorded under education. From the responses, 30 respondents indicated teamwork as the major soft skill while 39 indicated problem solving as the other skill. 11 respondents indicated critical thinking as the other major skill. Other respondents failed to provide responses under this section.



2.4.10 Department of Lands, Housing & Urban Development

In Lands department, the respondents provided a range of soft skills and the results indicated the following. A total of 66 responses were recorded under education. From the responses, 27 respondents indicated teamwork as the major soft skill while 17 indicated problem solving as the other skill. 16 respondents indicated critical thinking as the other major skill. 15 respondents failed to provide responses under this section.

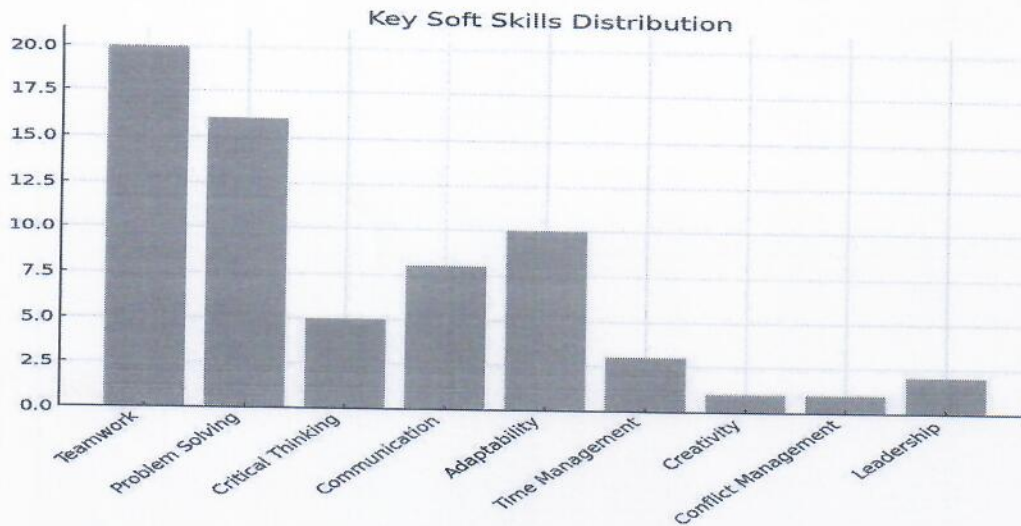


2.4.11 Department of Strategic Partnerships and Digital Economy

In this department, we had 25 responses with a majority indicating teamwork as the major soft skill while 10 indicated problem solving as the major skill. 10 respondents indicated adaptability as the major skill. The rest of the responses were not filled.

2.4.12 Department of Trade, Investment, Industrialization, Cooperatives, Small and Micro Enterprises (SMES)

Under the department, a total of 34 responses were received. From the responses, 20 respondents had teamwork as the major skill, 16 had problem solving as the major skill, and 10 had adaptability as the major skill. The rest of the respondents did not fill this section.



2.4.13 Office of the County Attorney

An analysis of this department showed that a total of 7 responses were received. 2 respondents indicated teamwork as the major skill while critical thinking was filled by two respondents. 3 respondent filled time management as the major skill.

2.2.14 County Public Service Board

From the review, the Busia County Service Board had 17 respondents. From the responses, 10 respondents indicated critical thinking as the major skill while 5 respondents indicated time management as a major skill. 2 respondents indicated critical thinking as there major skill.

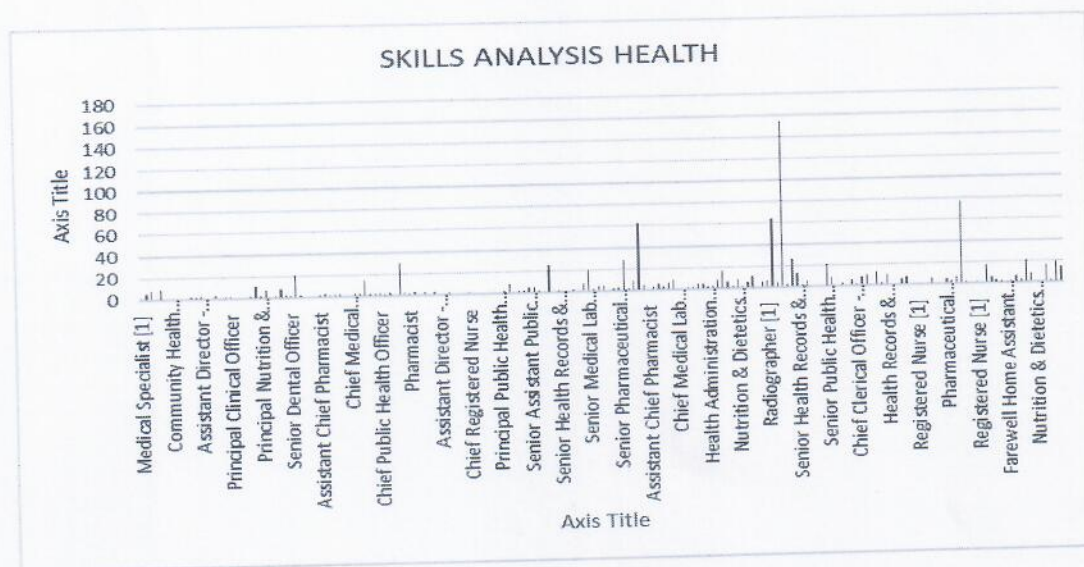
2.4.15 Overview of Soft Skills

The skills audit revealed that teamwork stands out as the most dominant soft skill across nearly all departments, underscoring the strong culture of collaboration within Busia County’s workforce. Problem-solving and critical thinking were also consistently highlighted, reflecting employees’ ability to address challenges effectively in their respective roles. Adaptability and communication skills featured prominently as well, demonstrating flexibility and strong interpersonal capacities across departments. Leadership-related skills were identified but with lower frequency, suggesting an opportunity for targeted capacity building in this area. Overall, the findings indicate a workforce with well-developed collaborative and problem-solving abilities, positioned to enhance service delivery and meet the dynamic needs of the County.

2.5 SCETION D: SKILLS INVENTORY

2.5.1 Health and Sanitation

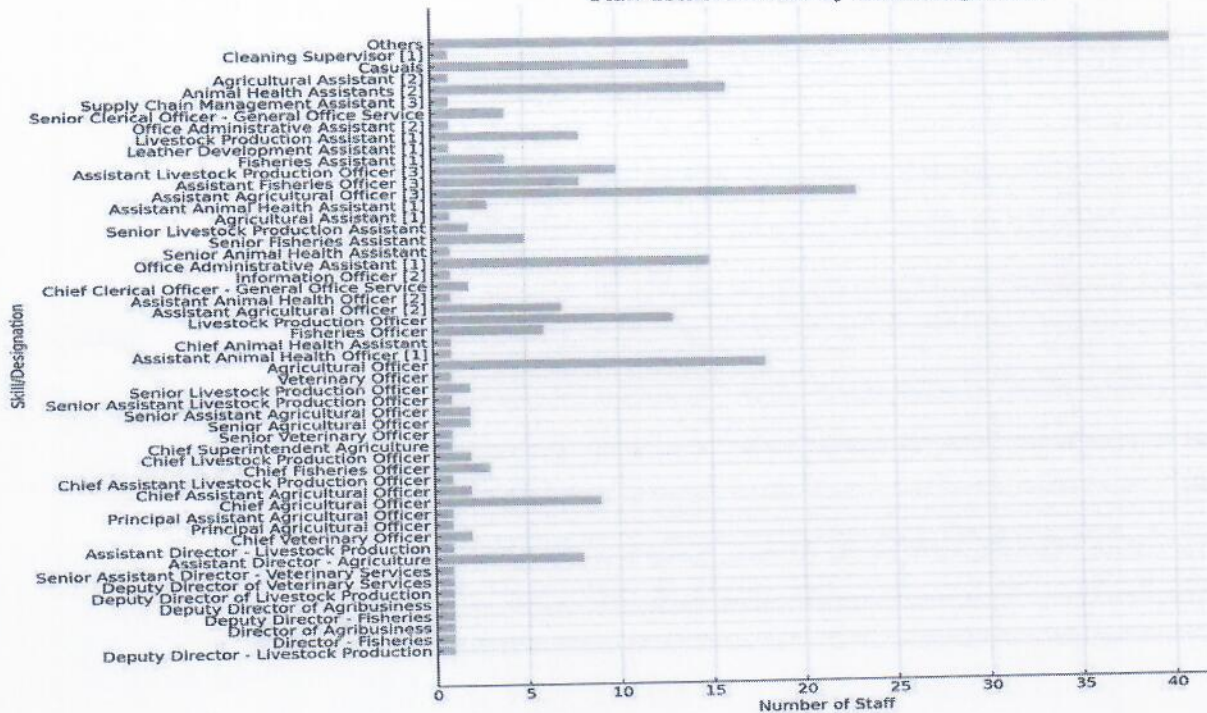
A total of 1157 responses were received. Among the responses, nurses had the highest entries at 219. In the Health Services and Sanitation department, technical skills are critical for the delivery of high-quality healthcare. Key technical skills include medical diagnostics, nursing care, pharmaceutical management, and medical equipment handling. However, there are gaps in specialized diagnostic skills, such as radiology, pathology, and the management of advanced medical equipment. Addressing these gaps through targeted training programs is essential for improving service delivery.



2.5.1 Smart Agriculture, Livestock, Fisheries, Blue Economy and Agribusiness

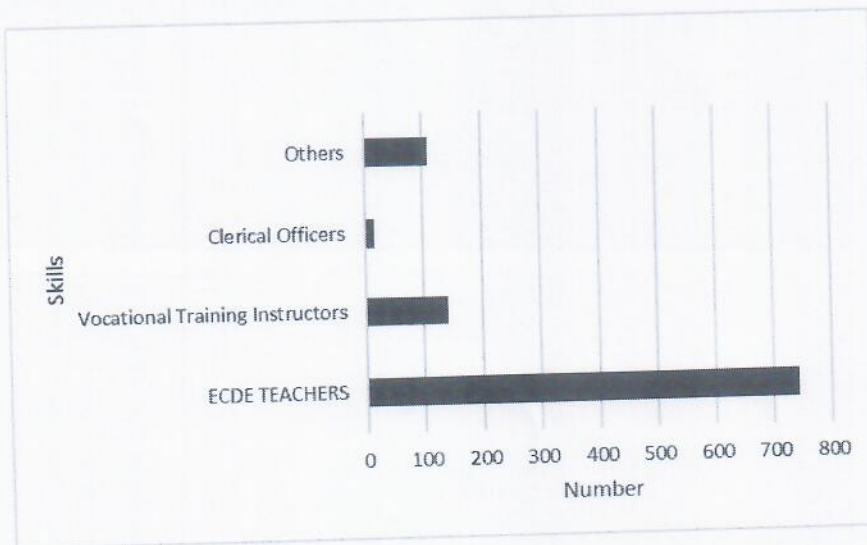
A total of 256 responses were received for agriculture. The breakdown is as shown in the table. For the Smart Agriculture, Livestock, Fisheries, Climate Change, Blue Economy, and Agribusiness department, technical skills in agriculture technology, sustainable farming, livestock management, and aquaculture are essential. The department also requires expertise in climate change adaptation, agro-processing, and agribusiness management.

Staff Establishment by Skill/Designation



2.5.2 Education and Industrial Skills Development

A total of 1007 responses were received. The breakdown of the major responses is represented in the table below.



2.5.3 County Treasury and Economic Planning

A total of 338 responses were recorded under finance. A majority of the responses had skills in revenue collection at 128, while 70 had accountancy skills.

2.5.4 Governorship

A total of 141 responses were received. 75 respondents had the technical skills in security, 29 had administrative skills, and 35 had clerical skills. The other respondents had mixed skills.

2.5.5 Public Service Management, Governance and Administration

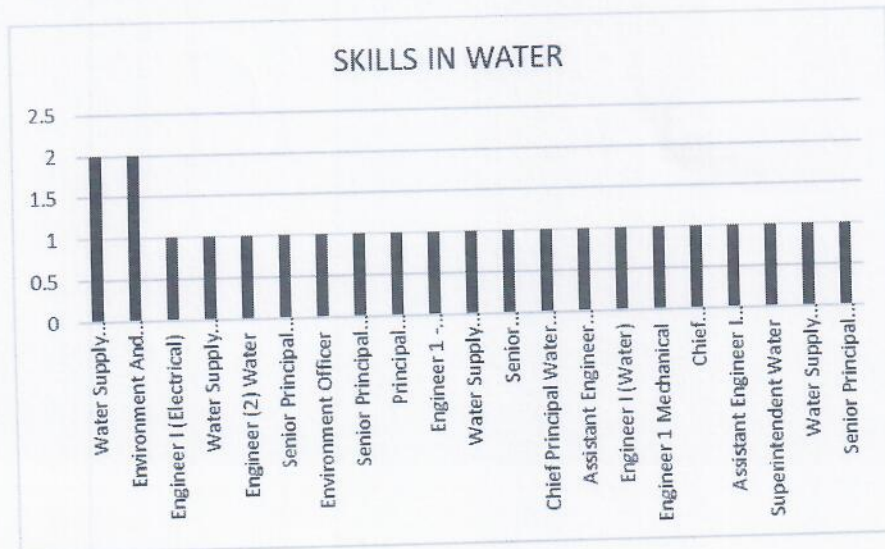
A total of 339 responses were received. From the responses, 135 respondents had skills in security while 155 had skills in administration. The remaining respondents gave mixed skills.

2.5.6 Youth, Sports, Culture, Gender and Creative Arts

A total of 28 responses were received. From the responses, a majority of the respondents had skills in sports management and administration.

2.5.7 Water, Environment, Irrigation, Natural Resources and Climate Change

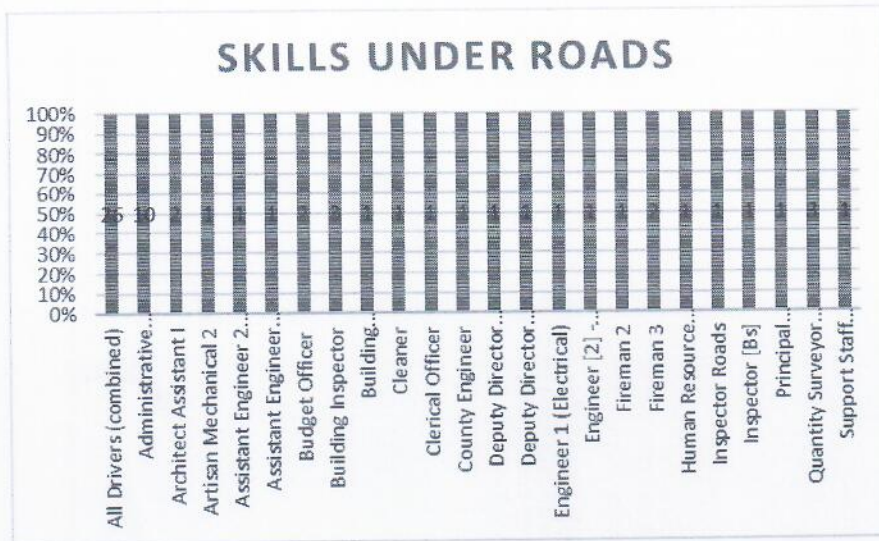
The following technical roles were identified in the Water, Environment, and Irrigation Department based on the 'Designation as per the payroll' column:



2.5.8 Roads, Transport and Public Works

A total of 77 responses were received.

The distribution of the skills based on the cadres are as indicated below.



2.5.9 Lands, Housing and Urban Development

A total of 67 responses were received. 8 respondents had administration skills, two respondents had survey skills, 1 respondent had town planning skills, and 2 respondents had land rates skills.

2.5.10 Strategic Partnerships and Digital Economy

Based on the responses, the ICT Directorate currently has the following roles:

DESIGNATION	NUMBER
ICT Officer	3
Chief ICT officer	1
Assistant Director ICT	1
Deputy Director ICT	1
ICT Assistant	1
Systems Analyst	1
System Analyst II	1
Computer Programmer	1

Computer Programmer I	1
Computer Programmer [2]	1

2.5.11 County Public Service Board

From the 17 respondents under the CPSB, 7 had administrative skills while 5 had managerial skills. The remaining 5 respondents had zero response.

2.6 Section E: Workforce Mobility

From the analysis, there were **650** responses on employees who felt that they were misaligned pegged on their qualifications and the current departments. The highest mobility interest is from Education (886) and Health (879), accounting for over 60% of total employees interested in moving.

Administrative-heavy departments like Public Service Management (291) and Treasury (259) also have significant mobility interest. A majority of the employees under these departments pointed out a movement towards supervisory and management roles within the county due to acquisition of more qualifications and work experience. Technical departments such as Water, Agriculture, Lands, and Transport show fewer employees wanting to move. Strategic functions such as Digital Economy, Attorney, and Secretary have the lowest interest, likely due to smaller workforce sizes.

CHAPTER THREE

DISCUSSION OF THE RESULTS

3.1 Health Services and Sanitation

A total In the Health Services and Sanitation department, technical skills are critical for the delivery of high-quality healthcare. Key technical skills include medical diagnostics, nursing care, pharmaceutical management, and medical equipment handling. However, there are gaps in specialized diagnostic skills, such as radiology, pathology, and the management of advanced medical equipment. Addressing these gaps through targeted training programs is essential for improving service delivery.

3.2 Public Service Management and Governance

The Public Service Management and Governance department requires a mix of administrative and technical skills. Key technical skills in this department include project management, budgeting, policy analysis, and strategic planning. While the department demonstrates strength in general administration, there is a need for enhanced skills in data analysis and public sector financial management to align with modern governance practices. Training in advanced project management and public sector governance will be crucial to closing these gaps.

3.3 Water, Environment, and Climate Change

For the Water, Environment, and Climate Change department, key technical skills include water resource management, irrigation techniques, climate change adaptation, and environmental impact assessments. The department also requires proficiency in Geographic Information Systems (GIS) for mapping and data analysis. A significant gap exists in advanced climate modeling and sustainable water management technologies. Enhancing the department's capacity in these areas will ensure that the county can better address its climate and environmental challenges.

3.4 Transport, Roads, and Public Works

In the Transport, Roads, and Public Works department, technical skills in civil engineering, road design, construction project management, and traffic management are crucial. The department also requires expertise in urban planning and environmental engineering for the development of infrastructure projects. There is a need to recruit civil engineers with expertise in road safety engineering and transportation planning to fill gaps in critical infrastructure development.

3.5 Strategic Partnerships and Digital Economy

The Strategic Partnerships and Digital Economy department requires technical skills in information technology, network infrastructure, and digital strategy development. Key technical areas include software development, data analytics, cloud computing, and cybersecurity. The department faces significant gaps in emerging technologies such as AI and machine learning, which are essential for supporting the county's digital transformation. Upskilling in these areas will ensure that the county can meet the growing demands of the digital economy.

3.6 Trade, Investment, Industrialization, Cooperatives, and SMEs

The Trade, Investment, Industrialization, Cooperatives, and SMEs department requires technical skills in market analysis, investment facilitation, supply chain management, and industrial process engineering. There are gaps in advanced industrial engineering, supply chain optimization, and trade policy analysis. Enhancing these skills is crucial for driving industrialization and attracting foreign investment into Busia County.

3.7 Education and Industrial Skills Development

The Education and Industrial Skills Development department needs technical expertise in vocational training, curriculum development, industrial skills training, and labor market analysis. Gaps are identified in digital education tools, curriculum design for emerging industries, and advanced vocational training techniques. Addressing these gaps will ensure that the workforce is equipped with the skills necessary to meet the demands of modern industries.

3.8 County Attorney

In the County Attorney department, key technical skills include contract law, public law, legal research, and litigation. The department also requires expertise in legal technologies, such as contract management software and data privacy law. The primary gap is in the use of modern legal technologies and digital legal tools, which are essential for enhancing efficiency and improving legal services.

3.9 County Secretary

The County Secretary department requires technical skills in administrative management, records management, and policy execution. Additional technical skills needed include e-government systems, data management, and public policy analysis. There is a need for enhanced digital literacy and project management skills to streamline internal operations and improve service delivery.

3.10 Smart Agriculture, Livestock, Fisheries, Climate Change, Blue Economy, and Agribusiness

A total of 256 responses were received for agriculture. The breakdown is as shown in the table. For the Smart Agriculture, Livestock, Fisheries, Climate Change, Blue Economy, and Agribusiness department, technical skills in agriculture technology, sustainable farming, livestock management, and aquaculture are essential. The department also requires expertise in climate change adaptation, agro-processing, and agribusiness management. Significant gaps exist in advanced agricultural technologies, climate-smart agriculture, and sustainable fisheries management. Targeted training in these areas will support the county's agricultural growth.

Animal health Officers	18
Livestock Health Officers	43
Agriculture Officers	18
Fisheries Officers	23
Leather Officers	2
Coxswain	6
Drivers	30
Veterinary	7

3.11 Public Service Board

The Busia County Service Board recorded 17 responses. From the responses, there was an enhanced effort to acquire further skills from 9 employees. The employees reiterated need to enhance their skills through government training institutions like Kenya School of Governance.

CHAPTER FOUR

4.0 RECOMMENDATIONS

The skills audit highlights the need for Busia County to strengthen recruitment across departments by bringing in specialized professionals such as doctors, engineers, ICT experts, and legal specialists. This will ensure that critical technical gaps are addressed, particularly in health, infrastructure, governance, and digital transformation. In addition, standardizing job titles across cadres will eliminate duplication, enhance clarity, and improve workforce management.

Capacity building and professional development are central to improving service delivery. Continuous training in areas such as advanced diagnostics, project management, ICT, cybersecurity, GIS, and climate-smart practices will not only equip staff with emerging skills but also align the workforce with national and global standards. Offering career progression pathways and upskilling opportunities will boost staff motivation, reduce stagnation, and enhance productivity across departments.

To modernize service delivery, Busia County must invest in future-oriented roles. These include ICT project managers, cybersecurity officers, data analysts, urban planners, and climate change specialists. Establishing units dedicated to urban planning, research, and innovation will improve evidence-based decision-making and prepare the county to handle emerging challenges such as climate change, urbanization, and digital economy expansion.

Finally, resource optimization and improved infrastructure are necessary to support workforce efficiency. Investment in modern tools, office facilities, and digital systems will improve working conditions and enable departments to function effectively. Strengthening internal research and innovation capacities will also ensure that Busia County develops sustainable, long-term solutions tailored to its unique socio-economic context.

4.1 CONCLUSION

The Busia County Skills Audit effectively assessed the workforce across departments, fulfilling Objective 1. The results show strong soft skills such as teamwork and problem-solving, which support collaborative service delivery. However, technical competencies are unevenly distributed, with Health, Education, and Agriculture demonstrating stronger specialization than departments like Trade, Digital Economy, and Transport.

Objective 2 was met by identifying critical gaps hindering service delivery. Health lacks advanced diagnostic and pharmaceutical skills, Water and Environment require GIS and climate adaptation expertise, Transport is constrained by shortages of civil engineers, and the Digital Economy department lags in emerging technologies. These deficiencies emphasize the need for targeted recruitment, training, and equipment investment.

Objective 3, alignment with national frameworks, was confirmed by benchmarking Busia's workforce against the National Skills Development Policy (2023) and NITA guidelines.

While foundational competencies exist, gaps in specialized and digital skills hinder Vision 2030 realization. The Education sector, for example, requires stronger vocational training and curriculum design aligned with national standards.

Through specific departmental recommendations, the audit fulfilled Objective 4 by outlining actionable strategies: recruitment of engineers, ICT experts, and agronomists; standardization of job titles; and continuous professional development in climate-smart agriculture, digital law, and project management.

Objective 5 was achieved through benchmarking against national and international standards, which revealed weaknesses in industrial engineering, legal technologies, and cloud computing. This highlights the urgency of adopting global best practices in governance, infrastructure, and digital transformation.

Lastly, Objective 6 was realized by linking skills to Busia County's strategic vision. Strengthening agriculture, modernizing health, and advancing digital capacities will sustain growth and enhance service delivery. Continuous training, specialist recruitment, and infrastructure improvement will ensure a resilient, future-ready workforce aligned with both national and global aspirations.

Therefore, the analysis of technical skills and soft skills per department highlights key areas where Busia County's workforce excels and where there are critical gaps. By focusing on filling these gaps through targeted training and recruitment, the county can align its workforce with national and global standards, enhancing service delivery and supporting sustainable growth. Recommendations for each department have been outlined to address these gaps and ensure a highly skilled, efficient workforce.



BUSIA COUNTY GOVERNMENT

SKILLS AUDIT SKILLS IMPLEMENTATION PLAN



MARCH 2026

COUNTY GOVERNMENT OF BUSIA
CHIEF OFFICER PUBLIC SERVICE
ADMINISTRATION & GENDER AFFAIRS
09 APR 2026
Sign:.....
P. O. Box PRIVATE BAG, BUSIA (K)