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*Paper laid on
3rd April 2014 on
the chair on Information
Committee on Technology (Sen
Mutahi Nguni)*
[Signature]

**REPORT ON THE RETREAT FOR THE SENATE
COMMITTEE ON EDUCATION, INFORMATION AND
TECHNOLOGY AND THE COUNTY EXECUTIVE MEMBERS
IN CHARGE OF EDUCATION AND ICT.**

HELD AT GREAT RIFT VALLEY LODGE IN NAIVASHA

SEPTEMBER 11TH - 14TH, 2013.

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The committee appreciates your individual and collective efforts that contributed to the success of the workshop.

ACRONYMS

CCK.....	Communication Commission of Kenya
ECD.....	Early Childhood Development
FDSE.....	Free Day Secondary Education
FPE.....	Free Primary Education
FTA.....	Free to Air
GDP.....	Gross Domestic Product
ICT.....	Information and Communication Technology
KICD.....	Kenya Institute of Curriculum Development
LIMS.....	Labour Information Management System
MCA.....	Member of the County Assembly
MOE.....	Ministry of Education
NOFBI.....	National Optical Fiber Backbone Infrastructure
SUNY.....	State University OF New York
TA.....	Transition Authority
TIVET.....	Technical Industrial Vocational and Entrepreneurship Training
TSC.....	Teachers Service Commission
UPE.....	Universal Primary Education

PREFACE

The Standing Committee on Education, Information and Technology is established under Senate Standing Order No. 206 and is mandated to *“consider all matters related to education, training, technology, engineering and electronic research, information, broadcasting and Information Communications Technology (ICT) development.”*

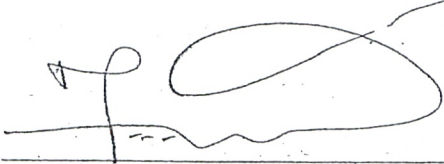
The Membership of the Committee is as follows:

1. The Sen. Mutahi Kagwe, MP - **Chairperson**
2. The Sen. Halima Abdille Mohamud, MP - **Vice Chairperson**
3. The Sen.(Prof.) John Lonyangapuo, MP
4. The Sen.(Prof.) Wilfred Lesan, MP
5. The Sen. Daniel Karaba, MP
6. The Sen. Joy Gwendu, MP
7. The Sen. Daisy Kanainza Nyongesa, MP
8. The Sen. Kennedy Mong'are Okong'o, MP
9. The Sen. Boy Juma Boy, MP

Based on its mandate, the Committee resolved to hold a retreat with County Executives in charge of Education and ICT at Great Rift Valley Lodge in Naivasha from 11th – 14th September 2013. This retreat served to discuss in depth, matters Education and ICT with sharp focus to the devolved function in the docket of Education and ICT. This workshop brought together all the Executives from the 47 Counties.

Various topics of greater significance to Education and ICT were deliberated upon. The workshop also brought together resource persons from different professions as part of the effort to demonstrate the dynamics in sub-sectors of Education and ICT. It was a great opportunity to both the Senate Committee members and the 47 County

Executives to share ideas and bond freely. A resolution was made to hold a similar forum with the counterpart chairpersons in the next forum in December 2013.

Signature 

DATE 12th March 2014

SEN. MUTAHI KAGWE

CHAIRMAN, COMMITTEE ON EDUCATION, INFORMATION AND TECHNOLOGY

CHAPTER TWO

2.0 Presentations

2.1 Remarks by the Chairperson of the Senate Committee on Education, Information and Technology (*Sen. Mutahi Kagwe, E.G.H.*)

In his remarks, the Chairman of the Senate Committee on Education and ICT underscored the significance of Parliamentary Committees as important oversight tools for a vibrant and functioning legislature. Almost all democratic legislatures depend on committees to conduct their business. Ideally, a committee is established and assigned to examine specific matters and report to the House, and indeed the Senate Education and ICT Committee, has been and will continue to be alive to this noble school of thought.

Based on the mandate the Education and ICT Committee, the Committee has been in the forefront in exercising its oversight mandate through the ongoing County Oversight and Networking Engagement (CONE). The Committee has been visiting counties, in a bid to forge a working relationship with the county officials in charge of Education and ICT, as well as identifying the stumbling blocks and gaps that may work to the detriment of Education and ICT for redress.

He stated that during the committee's visit to the counties for engagement, the Committee members noted the following challenges:

- ✓ Lack of standardization in the curriculum;
- ✓ Lack of basic infrastructure such as classrooms, teaching equipments among other basic facilities necessary for education;
- ✓ Inadequate allocation to the education sector from the county budgets; education is viewed as largely a Government function, thereby posing the question on whether County Governments are in a position to finance development of school infrastructure;

- ✓ Problem of training and hiring of teachers pitying the County Government against the National Government; and
- ✓ Little emphasis has been given to the ECD and Village polytechnics.

He informed the participants that the Senate Education Committee, in partnership with State University of New York (SUNY) and the respective Ministry is developing a strategy to revamp polytechnics, starting with rebranding and removing words such as “village” and “youth”, and replacing them with more appealing terminologies. The Committee also intends to develop a universal policy framework on curriculum development, training of early childhood development (ECD) teachers and polytechnic lecturers and instructors and financing of the same by the County Governments in regard to polytechnics, and E.C.Ds.

The Senate is charged with the responsibility of over sighting policy development. As such, it is looking towards fast tracking connection of infrastructure especially the fiber optic cable to schools.

2.2 Presentation (One); Reviewing Committees Mandate and the Linkage with County Governments (*Prof. Jacob Kaimenyi, Cabinet Secretary, Education*)

The Senate Committee on Education, Information and Technology is mandated under Standing Order 206 to consider all matters related to education, training, technology, engineering and electronic research, information, broadcasting and Information Communications Technology (ICT) development. As such the Committee is expected to establish links and play an oversight role to the counties in the areas assigned to it in the fourth schedule of the Constitution.

The Constitution of Kenya 2010 gives human rights based approach to delivering education. In Article 53 (1) (b), every child has a right to free and compulsory basic education , Article 43 (1) (f) every person has a right to

education. In the same manner, Article 55 (a) states that state shall take measures, including affirmative action programmes, to ensure that the youth access to relevant education and training *Youth Polytechnics or Village polytechnics?*

As per the mandate of the Committee, it must ensure that the Pre-Primary Education Policy is implemented for all 4 to 5 year old children in Kenya.

It should review and ensure the implementation of the Pre-Primary Education Policy, strategic development and implementation plan; Set quality standards and develop a Pre-Primary performance framework; work closely with the counties to create funding modalities for Pre-Primary to include; start-up grants, capitation grants, school feeding, maintenance and the development of infrastructure; mobilise resources and engage stakeholders; Develop and implement appropriate Pre-Primary programmes for all children with special needs, including the vulnerable and disadvantaged groups and develop modalities to ensure synergies are created between counties under devolution for pre-primary education.

Basic Education Act: this Act is meant to promote and regulate free and compulsory basic education; to provide for accreditation, registration, governance and management of institutions of basic; to provide for the establishment of the National Education Board, the Education Standards and Quality Assurance Commission, and the County Education Board and for connected purposes.

Several institutions created to guide aspects of education including devolved functions:

- National Education Board;
- Education Sector Quality Assurance Council;
- National Council for Nomadic Education; and
- County Education Boards.

2.3 Presentation Two (2): Teacher's Recruitment in Devolved System of Government

The Teachers Service Commission (TSC) recruits registered and qualified teachers as per the policy on selection and recruitment of teachers. The Commission has been using two approaches namely, supply driven and demand driven recruitment approaches.

Supply driven: Employment of teachers before 1998 was based on supply driven policy where by all teachers graduating from Universities, Diploma colleges, TIVET Institutions and Primary Teachers Training Colleges were absorbed directly from these institutions. In 1998 however, employment in the public sector was frozen including that of teachers.

- **Demand driven:** Recruitment of teachers resumed in 2001. This recruitment was meant to replace those exiting service through natural attrition with a view to maintaining the teacher ceiling of 235,000 at the time and which currently stands at 288,060 teachers.

2.3.1 Updates on the current recruitment

The Teachers Service Commission is recruiting ten thousand (10,000) additional teachers to mitigate the current national understaffing which stands at eighty two thousand (82,000), forty two thousand (42,000) primary and forty thousand (40,000) post primary.

The posts were distributed on pro rata basis as follows:

Post Primary	=	$\frac{40,000}{82,000} \times 10,000 = 4,878$
Primary	=	$\frac{42,000}{82,000} \times 10,000 = 5,122$

The vacancies were advertised in the Daily Nation and the Standard on Wednesday, 31st July, 2013. Candidates submitted their applications to schools and the TSC County Directors by 16th August, 2013. Consequently, interviews

were concluded by 30th August, 2013. Recruitment documents have been submitted by Friday, 6th September, 2013 and vetting is in process. Below is a table showing the distribution of the posts.

S/NO	COUNTY	ESTABLISHMENT	TEACHER SHORTAGES	ALLOCATED POSTS
1	BARINGO	5474	109	10
2	BOMET	5876	1449	177
3	BUNGOMA	8295	1394	170
4	BUSIA	5515	1389	170
5	ELGEYO/MARAKWET	3598	497	60
6	EMBU	3226	198	22
7	GARISSA	727	211	27
8	HOMA BAY	7968	1857	227
9	ISIOLO	637	103	13
10	KAJIADO	3754	900	109
11	KAKAMEGA	11568	2206	270
12	KERICHO	5361	934	114
13	KIAMBU	7135	627	69
14	KILIFI	6788	1843	232
15	KIRINYAGA	2819	91	10
16	KISII	8382	1075	131
17	KISUMU	6005	866	105
18	KITUI	10203	2263	280
19	KWALE	3844	1078	132
20	LAIKIPIA	2569	265	32
21	LAMU	841	78	10
22	MACHAKOS	8339	908	110
23	MAKUENI	9284	1883	229
24	MANDERA	1470	703	95
25	MARSABIT	1409	331	41
26	MERU	8462	1596	192
27	MIGORI	7184	2068	252
28	MOMBASA	1719	0	

29	MURANG'A	5871	496	60
30	NAKURU	3748	1371	169
31	NAIROBI	8494	0	0
32	NANDI	6214	1162	141
33	NAROK	5476	1909	236
34	NYAMIRA	4553	481	58
35	NYANDARUA	3892	802	102
36	NYERI	5000	609	69
37	SAMBURU	1471	494	60
38	SIAYA	6631	1345	164
39	TAITA/TAVETA	1884	112	15
40	TANA RIVER	1477	341	43
41	THARAKA-NITHI	2682	617	71
42	TRANS NZOIA	5334	655	8
43	TURKANA	1949	761	101
44	UASIN GISHU	5540	894	105
45	VIHIGA	4566	795	96
46	WAJIR	1423	542	67
47	WEST POKOT	4601	1596	195
	TOTAL	229257	41894	5122

2.3.2 Building New Schools and Expanding the Existing Ones

The Government has been providing funds to build new schools and expand existing ones to cater for the Free Primary Education (FPE) and the Free and Affordable Day Secondary Education (FDSE).

However, the opening and registration of such schools has been haphazard and unplanned. In the last five (5) years for instance, more than 6,500 new schools have been registered and the TSC is obligated to provide teachers from the existing compliment of teachers.

It should be noted that; - the TSC as a key stakeholder is never consulted and only learns about the existence of a school when the registration is submitted for provision of teachers to the school. Some of these schools are not viable due

to low enrolment and proximity to other schools and others lack essential infrastructure. This poses a major challenge to the TSC.

2.3.3 Regional Imbalance in Teacher Distribution

The Commission aims at equitable distribution and optimal utilization of teachers. However, there are pockets of acute understaffing in hand to staff regions. This issue has not been addressed by the annual teacher recruitment since distribution is done on pro rata basis.

2.4 Presentation Three: Necessary Legislation to Support Devolved Governments in Education

2.4.1 Implementation of Policy, Legislation, Administrative procedures

The executive arm of Government is the key implementer. As such they must be at the forefront when it comes to implementation. It should be a continuous process and most importantly based on the culture of constitutionalism.

National Government: the National Government is charged with the following:

- Education policy, standards, curricula, examinations and the granting of university charters.
- Universities, tertiary educational institutions and other institutions of research and higher learning and primary schools, secondary schools and special education institutions.

2.4.2 Legal Reforms in Education

1. The Basic Education Act, 2012 gives effect to Article 53(b) of the Constitution. The Act provides for the promotion and regulation of free and compulsory basic education; the accreditation, registration, governance and management of institutions of basic education; and the establishment of the National Education Board, the Education Standards and Quality Assurance Commission, and the County Education Board.

2. The Kenya National Examination Council (Amendment) Act, 2012 repeals some provisions of the KNEC Act CAP 225A and provides for the establishment, powers and functions of the Kenya National Examinations Council in its management and administration of national examinations in Kenya.
3. The Kenya Institute of Curriculum Development Act, 2012 provides for the establishment and functions of the Kenya Institute of Curriculum Development and its governing Council.
4. The Technical and Vocational Education Training Act, 2012 provides for the establishment of a technical and vocational education and training system; the governance and management of institutions offering technical and vocational education and training; the coordinated assessment, examination and certification and the institution of a mechanism for promoting access and equity in training to assure standards, quality and relevance.
5. The Science, Innovation and Technology Act, 2012 seeks to facilitate the promotion, coordination and regulation of the progress of science, technology and innovation in the country; assign priority to the development of science, technology and innovation; and to entrench science, technology and innovation into the national production system.
6. The Universities Act, 2012 provides for the development of university education; the establishment, accreditation and governance of universities; and the establishment of the Commission for University Education, the Universities Funding Board and the Kenya University and Colleges Central Placement Service Board.

2.4.3 Gaps in the Basic Education Act

1. The functional assignment of the Fourth Schedule to the Constitution is not wholly respected such that the National Government is given some responsibilities of County Governments.
2. Does not adequately address the practical needs of learners with disabilities.

3. Does not adequately provide for the inclusion of ICT in the education system.

2.5 Presentation Four (3): Cross National Comparisons: Devolved Functions

- Most often, education responsibilities are transferred to general-purpose/sub-national governments at the regional or local levels.
 - Examples are the decentralization of basic education to local (district) level governments in India and Pakistan.
- In rare cases additional responsibilities are given to single-purpose governments, such as the local school district in the United States.
- When education responsibilities are transferred to general-purpose governments, the elected governing bodies of those governments make decisions about how much to spend on education versus other local services.
- Some countries have transferred the finance and delivery of education to lower levels of government to help solve the central government's own fiscal problems e.g. Argentina transferred education from the national to the regional governments in order to reduce central government fiscal deficits.
- In other cases, the central government finances an inadequate number of teachers and other school resources to ensure schooling of adequate quality. In these cases, parents may form school councils to raise revenues to hire additional teachers, construct and equip school buildings, and provide other school resources.

2.5.1 Financing Education

- Countries where local governments finance education from their own source revenues (e.g., Brazil, the United States) have adopted intergovernmental grants to help even out spending inequalities.
- In the case of Brazil, the central government provides additional financing to ensure each jurisdiction spends a given minimum amount per student.

- In the case of the United States, school finance policies vary by state, but in general they, too, ensure a minimum level of spending and, in some cases, put a cap on the maximum amount a local school district can spend. Spending is based on needs funding formulae.
- The basic choice is whether to negotiate that amount between governments or to determine the amount using a capitation need formula. Negotiation has political advantages in that it allows central governments to reward their political allies, and thus it is often popular.
- Capitation formulas, however, are more equitable and may also provide incentives for educational performance. Chile, for example, determines how much it provides to each local government based on a formula that includes indicators of educational cost, educational need, and student average daily attendance.
- Since local governments receive more revenues if more students are enrolled and attending regularly, the formula has encouraged those governments to undertake campaigns to keep children in school.

2.5.2 Rationale for Education Decentralization

- Democratization - designed to increase the voice of the local citizen and to empower the citizen to more fully participate in decision-making at the local level e.g. Poland and Brazil.
- Regional and/or ethnic pressures-from regionally based ethnic and language groups to develop own curriculum, teach in own languages, and manage their own schools e.g. Spain
- Increased accountability to the citizen/beneficiary, resulting in improved efficiency in the use of school resources. The improved efficiency results from two effects. One effect is the better match between services provided and the preferences of citizens. The other effect is increased output relative to resources or expenditures. Chile is an example where education was decentralized to local governments primarily in the pursuit of greater efficiency.

- Enhanced quality of schooling e.g. large U.S. cities where school councils and school directors have been given greater decision-making autonomy. At the same time, however, the performance of schools is carefully monitored, and schools are held accountable for improved performance to both parents and system administrators.

2.5.3 International Experience with Education Decentralization

- Efficiency and effectiveness are most likely to improve under decentralization when service providers schools, local governments, or regional governments are held accountable for results e.g., El Salvador, New Zealand
- Accountability requires clear delineation of authority and responsibility; transparent and appropriate information on results (both educational and financial).
- Cultural context in which devolution of education takes place need to be considered.
- Adequate planning and management is critical.
- Local empowerment and capacity development.
- Decentralization of real decision-making power to schools or school councils is a means of increasing the voice of education's clients and can significantly increase *parental participation* in the school e.g. El Salvador, Nicaragua
- Decentralization of education to sub-national governments. A policy which is usually part of a larger reorganization of government--does not in and of itself empower parents and improve *school performance* (**Argentina, Chile**).
- Further decentralization to schools (school councils or school boards) or local communities a policy which is often initiated within the education sector itself does empower parents and can improve school performance, especially when changes in the organization of education are simultaneously accompanied by attempts to improve teaching and learning (**USA**).

- For decentralization to schools to be successful, *principals* must acquire new skills in leadership and management—financial, management of teachers, and work with the community.
- Most decentralization includes the transfer of financial resources to sub-national governments or schools. The *design of transfers* has powerful effects on both efficiency and equity. Formula-based capitation transfers ensure predictable revenues and can be designed to give schools serving the poor or disadvantaged higher levels of per student funding.
- When the capitation allocation unit is *average daily student attendance*, as opposed to the number of registered students, there are powerful incentives for schools to attract and retain students. (Chile, New Zealand).

2.5.4 Education Decentralization in Germany

The Federal Republic of Germany has 16 states, each with its own Ministry of Education and distinctive set of political, religious, and cultural traditions. The federal role in education is limited mainly to the regulation of educational and training assistance, including vocational education, and the promotion of scientific research. It has legislative authority over pay and pensions for civil servants (e.g. teachers, university lecturers) and general competence over regulation of legal relationships in the civil service as whole, as well as the legislative authority over foreign affairs.

Within the Federal Government, the Federal Ministry of Education and Research is primarily responsible for the Federation's education related issues. Federal and Land authorities can also cooperate, on the basis of agreements, in educational planning and in the funding of research projects and institutions of regional importance.

The supervision of the school system is structured in a two-tier system, in which the Ministries of Education and Cultural Affairs form the upper tier, and the schools' offices at local authority level form the lower tier. The primary schools are answerable to the schools' offices, and the other schools, including the vocational schools, to the Ministries of Education and Cultural Affairs. It

has developed a set of voluntary standards and guidelines for schools, a common curriculum, and mutual recognition of school completion qualifications, all of which are implemented by the individual states. The country ensures a high degree of comparability in the academic process and in implementation of standards.

2.5.4 Case study of Australia

The Commonwealth of Australia consists of six states and two territories: New South Wales, Queensland, South Australia, Tasmania, Victoria, Western Australia, the Australian Capital Territory and the Northern Territory.

There are three levels of Australian Government: Australian (Federal), state and territory, and local. Education and training is the responsibility of the Australian State and Territory Governments. The Australian Government plays a major role in policy setting and program development for schooling and provides supplementary funding for schooling.

The administration and financing of education is shared between the Australian Government and the State and Territory Governments. The Australian Government and the State and Territory Government cooperate at a ministerial level to progress education policy and planning while spatial and economic planning are linked.

Australia has strong decentralized education management information system that captures educational, socio-economic and financing data. All schools must be registered with the state or territory education department and are subject to Government requirements in terms of standards, infrastructure and teacher registration.

States and Territory Governments have primary responsibility for the organization, funding and delivery of school education. Each state and territory has its own education department and agencies which are responsible for publicly-funded education. Each state and territory determines its own policies and practices on organization of schooling, curriculum, course accreditation, student assessment and certification.

The Australian Government has no day-to-day responsibilities for schools but provides funding, co-ordination and undertakes research and analysis of nationally significant education issues.

A key priority for the Australian Government is to provide a nationally consistent school system through a common starting age, common national testing in key subject areas, consistency in curriculum outcomes, and a common information system for the transfer of student data when students move interstate.

2.5.5 Lessons from international experience

- a) There are greater chances for successful devolution if what is transferred to the Counties is positive opportunities rather than problems and burdens. Accountability, efficiency & effectiveness are most likely to improve when service providers (including regional governments) are held accountable *for results (e.g. New Zealand)*
- b) The design of financial transfers (needs based capitations) to sub-national governments or schools has powerful effects on both efficiency and equity. When regions are investing their own resources, they tend to be more careful and efficient.
- c) Full funding by the National Government diminishes local initiative.
- d) Shared vision of devolution (among centres of power) enhances outcomes of devolution.
- e) Power sharing arrangements work best when negotiated rather than imposed.
- f) The Ministry in charge of Education must possess the tools to protect against escalation of regional disparities in educational opportunity and quality.

2.6 Presentation Five (5): The Power of E-Learning to Deliver High Quality Content to Secondary, Primary and Pre-Primary Schools

The Government has made tremendous steps in including technology in education at a younger age. The laptop project is a noble idea but might take some time for the effect to be met.

The *Wananchi* Group has been moving around the country to find out on how e-learning can be improved and how ICT can be integrated into the education system. It has moved to several counties and will continue to seek for citizens issues and concerns on e-learning.

The group is now working on developing certain learning facilities for easier understanding of the concept taught in schools. Once the process is complete, it will be aired on satellite televisions.

The content being developed will then be transferred into Kiswahili and made relevant to the curriculum. E-Learning is a long time achievement. It might take quite a long time for the effects to be felt. In the meantime, the group is focusing on using other digitalized media as it waits to see the full benefits of e-learning process.

There have been several projects going on in the country. Some projects have been tested in places like Kawangware amid challenges such as lack of power supply, lack of experienced teachers among other things.

2.7 Presentation Six (6): Proposals for Legislative Development - Institutional Set Up and Curriculum Standardization (Director, Kenya Institute of Curriculum Development)

2.7.1 Early Childhood Education and Development

From 0 – 5 years lays foundation to all future learning activities. Most brain growth takes place at this period in a child. It is at this stage that a child establishes emotional and psychological stability.

Curriculum

Content of curriculum is made up of activities in language, mathematics, social; creative and psychomotor. The ECD teachers are trained at certificate and diploma level.

The following are also very crucial in terms of curriculum:

- ❖ Curriculum for trainers , teachers and learners
- ❖ Resource books for all activity areas
- ❖ Resource books for parents , community and board of management

The Institute has developed curricular for the following areas;

- ❖ Pre-primary syllabus;
- ❖ Islamic Integrated Education Programme (IIEP) syllabus;
- ❖ ECD Teacher Training Certificate Course Syllabus;
- ❖ ECD Teacher Training Diploma Course Syllabus;
- ❖ Parental and Community Education; and
- ❖ Child Caregivers Curricula.

Curriculum support materials to enhance interpretation and implementation of the curriculum include:-

- ❖ Guidance and Counselling Training Manual
- ❖ Children with special need training manual
- ❖ English language teachers' textbook
- ❖ *Mwongozo wa Silabasi ya Kiswahili kwa Shuleza Msingi – 2002*
- ❖ Early Childhood Development and Education Certificate Teacher's English Resource book
- ❖ Health and nutrition series (1, 2, 3)
- ❖ Child development training manual

2.7.2 Relevant Legislations: Technical and Vocational Education and Training Act 2013 (TVET)

The Act provides for the establishment of a technical and vocational education and training system; for the governance and management of institutions offering technical and vocational education and training; coordinate

assessment, examination and certification; to institute a mechanism for promoting access and equity in training; to assure standards, quality and relevance; and for connected purposes.

Children Act 2001: administration of children's institutions; principles of the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child and for connected purposes.

Persons with Disabilities Act, 2003; The Act provides for the rights and rehabilitation of persons with disabilities; to achieve equalization of opportunities for persons with disabilities; to establish the National Council for Persons with Disabilities; and for connected purposes.

Public Private Partnerships Act, 2013: The Act provides for the participation of the private sector in the financing, construction, development, operation, or maintenance of infrastructure or development projects of the Government through concession or other contractual arrangements; the establishment of the institutions to regulate, monitor and supervise the implementation of project agreements on infrastructure or development projects and for connected purposes.

Industrial Training Act, 2009: The Act makes provisions for the regulation of the training of persons engaged in the industry.

Industrial Training (Amendment) Act, 2012: The Act makes provisions for the regulation of the training of persons engaged in industrial attachment.

Science, Technology and Innovation Act, 2013: The Act facilitates the promotion, co-ordination and regulation of the progress of science, technology and innovation of the country. It aims at assigning priority to the development of science, technology and innovation and to entrench science, technology and innovation into the national production system and for connected purposes.

Ministry of Education, Science and Technology, Sessional Paper no. 14 of 2012, on, a Policy Framework for Education, Training

The main focus of this policy is to realize a Kenyan workforce trained and certified to international standards, stimulating employment, creating investments, contributing to the improved productivity, competitiveness and prosperity of individuals, enterprises and the nation.

The policy further seeks to provide quality and inclusive TVET, especially to disadvantaged groups including learners with disabilities, marginalized and rural populations, and to improve gender equality.

The policy also seeks to develop and strengthen TVET teaching standards at all levels to reflect realities in the industry.

Curriculum in place for use in youth polytechnic

Metal Processing Technology ,Electrical and Electronics Technology Motor Vehicle Technology, Building Technology, Refrigeration and Air Conditioning ,Appropriate Carpentry and Joinery ,Information Communication Technology, Food Processing Technology, Leather Work Technology, Fashion Design and Garment Making Technology, Hair Dressing and Beauty Therapy, Modern Methods in Agriculture (Agri-Business Development),Craft Certificate in Home care Management Level.

Other key curriculum areas developed are:

- ❖ Early childhood development service standard guidelines for Kenya
- ❖ Activities of daily living skills syllabus for learners with mental skills
- ❖ Child care givers syllabus
- ❖ Pre-vocational skills handbook for learners with mental handicap
- ❖ National early childhood development policy framework
- ❖ The National special Needs Education Policy Framework (MOE)

- ❖ Primary Education Curriculum Life Skills Education syllabus
- ❖ Secondary Education Curriculum Life Skills Education syllabus
- ❖ Secondary Education Curriculum Mathematics Alternative syllabus
- ❖ Pre-vocational skills for learners who are mentally handicapped
- ❖ Communication skills syllabus for learners with Autism (Foundation level)

Curriculum Standardization

Standardization refers to formulation, publication and implementation of guidelines, rules and specifications for common and repeated use, aimed at achieving optimum degree of order or uniformity in a given context, discipline or field. Discrepancies in content and levels of proficiency in different parts of the country would be minimized if not eradicated by having a set of common standards that are assessed across the Country.

Standardized curriculum supports some level of equity by ensuring all students have access to curriculum which has been found adequate by representatives of their communities. Standardized curriculum provides the same point of reference for all the teachers.

2.8 Presentation Seven (7): Information Communications Technology (ICT) Development and Broadcasting

2.8.1 Policy framework

Information and Communication Technology (ICT) is one of the fastest growing sectors in the country. Harnessing power of ICTs will therefore help the Government realize a number of its key policy objectives and in particular, ICT will contribute significantly to the process of improving Government operations and service delivery.

The ICT Sector Policy Guidelines, 2006 continue to provide policy stands and to provide for the converged ICT sector regulator. The policy recognises that the existence of a cohesive and well-functioning institutional framework is

essential for the attainment of its objectives. Due to the dynamic nature of the sector, the ICT Sector Policy is continuously being reviewed within to cope with changing public needs, markets and technological advances. As a matter of embracing ICT, the following are expected:

- Kenya to become the ICT hub for East Africa and beyond, building on the progress of recent years to connect every Kenyan to new ICT infrastructure, promote e-commerce and protect consumers.
- GoK to support deployment of an extensive Fibre Optic Network - 60,000KM over the next MTP.
- Deployment of Nationwide Wireless Broadband Networks to reach the critical mass required to impact the economy.
- Expand the fibre optic network to cover hospitals, schools, and police stations. Progressively roll out free WI-FI in major towns within the next 5 years;

2.8.2 ICT infrastructure development based externalities to economy - some revealing sector statistics

ICT infrastructure development has spiral effects that spur rapid sub-sectoral growth as here under evidenced:-

- Communication sector registered a growth of 5.3% in 2012 compared to 4.3% in 2011.
- Growth in the Communication sector was mainly attributed to growth in mobile telephony and internet markets recording growth of 17.4% and 37.1% respectively between 2011 and 2012.
- Mobile money transfer service continued to grow by 12.1% in 2012 albeit sluggishly compared to 64.2% in 2011.
- ICT subsector of Posts & Telecommunication share contribution to GDP in terms of gross value added has averaged 2.4% between 2008 & 2012
- Other ICT sub-sectoral growth statistics during 2011 to 2012.

Postal: The number of private courier operators outlets increased by 6.7%; Use of private letter boxes for delivery of postal articles grew by 4.4%.

Telecommunications: Mobile connections rose by 17.4% to stand at 29.7 million as at 30th June 2012. This pushed mobile penetration rate to 75.4%.

Mobile money transfer service subscribers rose by 12.1% to 19.5 million as at 30th June 2012.

2.8.3 Legislative Framework

The Kenya Information and Communications Act, (1998) Chapter 411A (As Amended), provides for a converged regulatory framework for the ICT sector and includes broadcasting, electronic transactions and e-government. The Constitution has also made it a requirement under Article 34, section 7 of the Sixth Schedule and the Fifth Schedule that within three years from 27th August 2010, Parliament shall enact legislation for the establishment of a body to meet the Constitutional imperatives

The Kenya Information and Communications (Amendment) Bill, 2013, has been published and is now before the National Assembly. The Bill will amend the Kenya Information and Communications Act, 1998 to comply with the requirements of the Constitution. The amendments will make the ICT sector regulator independent and "*free of control by government, political or commercial interests in the exercise of its powers and in performance of its functions*".

- National co-ordination in complementary infrastructure deployment:
 - Propose amendment to Roads Act to provide ICT infrastructure along and across roads and railways.
 - Propose amendment of the Building Act to ensure property developers make provisions for ICT infrastructure.
- Standards in ICT infrastructure deployment:
 - Develop and enforce minimum technical specifications for all fibre deployment
- Institutional Reform:
 - Establish agency responsible for all public ICT infrastructure

2.9 Presentation Eight (8): Leveraging Technology for Economic Growth - Policy Insights and Plans on ICT's in the Counties (Cabinet Secretary for ICT)

2.9.1 Integrated ICT infrastructure & Info-structure

The focus is to minimize duplication and create true integration in the investment in public services ICT to enable best practice application of shared services, national data infrastructure, open data, and policy frameworks.

Strategic pillars

1. Enhancing the delivery and access of public services for all through strategic and innovative use of ICTs and achieve exemplary governance.

2. Developing ICT Businesses

Develop Kenyan ICT Business that lead the world in understanding emerging market needs.

3. Strengthen ICT as a driver of industry

Rationale is for the transformation of key Vision 2030 economic sectors to significantly enhance their productivity and global competitiveness and growth.

National Broadband Strategy Vision

A knowledge – based society driven by a high capacity nationwide broadband network.

2.9.2 Cyber Security Strategy & Master Plan Benefits

- Promotes the strategic value of information and its fundamental role in managing risks to Government processes.
- Enables the continuity and effectiveness by assuring availability of information assets.
- Enables increased program performance and refinement of procedures through a more streamlined feedback.

- Enables increased communications and availability of government services and assets.
- Promotes an empowered workforce that understands the importance of sharing and securing information.

Fibre optic connection is very crucial in terms of bringing all the counties at speed with the global market and connectivity in terms of ICT. It is therefore imperative that all counties be connected to the cable. The National Government has been doing a lot on this. So far a good number of counties are already connected. The process is ongoing and all counties are expected to be connected within the shortest time possible.

2.9.3 Counties connected to fibre optic cable

County	Town	County	Town
1. Narok	Narok	15. Muranga	Muranga
2. Kericho	Kericho	16. Nyeri	Nyeri
3. Kisii	Kisii	17. Embu	Embu
4. Kisumu	Kisumu	18. Meru	Meru
5. Busia	Busia	19. Laikipia	Nanyuki
6. Kakamega	Kakamega	20. Isiolo	Isiolo
7. UasinGishu	Eldoret	21. Marsabit	Marsabit
8. Trans Nzōia	Kitale	22. Kilifi	Malindi
9. West Pokot	Kapenguria	23. Mandera	Mandera
10. Turkana	Lodwar	24. Wajir	Wajir
11. ElgeyoMarakwet	Iten	25. Garissa	Garissa
12. Baringo	Kabarnet	26. Tana River	Hola
13. Nakuru	Nakuru	27. Mombasa	Mombasa
14. Nyandarua	Nyahururu	28. Kitui	Kitui

3.0 Presentation Nine: Telecommunication and Broadcasting: Perspective on Radio, TV Broadcasting and Digital Migration (*Director General, CCK*)

3.1 Brief history of Broadcasting in Kenya

Monopoly (Up to 1989) one market segment Public Broadcasting. The broadcast was known as Voice of Kenya/ *Sauti ya Kenya* (later renamed KBC as established by the KBC Act 1989). However, there was liberalization from 1990

with the introduction of competition in the Broadcasting Sector in Kenya with KTN being licensed as the first commercial broadcaster.

3.2 Benefits of Broadcasting Coverage to the Counties

It is expected that broadcast connectivity in the Counties will catalyze the socio-economic growth through:

- Job Creation
- Enhanced access to information/awareness
- Enhanced citizens education and involvement in development projects

3.3 Application Procedure for County Broadcasting Licenses

Counties will be required to submit applications as per prescribed formats together with a Business plan and other specified requirements.

Application forms and Guidelines are available at

<http://www.cck.go.ke/licensing/broadcasting/application.html>.

3.4 Areas of Focus/Support for Success

- KICA (Amendment) Bill 2013 before Parliament is expected to achieve threshold of independence contemplated under Article 34 (3) and (5) in order for CCK to be able to regulate the broadcasting sector.
- Proposal for Government zero-rating all taxes on FTA set top boxes to encourage uptake.
- Consumer awareness campaigns in order to achieve smooth analogue switch off.

4.0 Presentation Ten (10): Review of the Education, Information and Technology Sectors in the Counties (Chairman, Transitional Authority)

On 9th April 2013 the Transition Authority completed its second phase of functions transfer. Earlier in February, the Authority had transferred initial functions, especially those performed by the defunct local authorities.

Transfer of functions is carried out in conformity of Schedule Four of the Constitution of Kenya, 2010. Such transfers are preceded by unbundling and determination of each function. The functions of Education, Information and Communication Technology (ICT) are the responsibility of the National Government. The only exception is childcare facilities, pre-primary education, home-craft centers and village polytechnics. These are functions of the County Level of Government.

It is crucially important to understand clearly who is responsible for every aspect of the Education, Information, Communication and Technology sectors. All functions, roles and responsibilities to be performed by either the national or county governments must be harmonized especially during this transition period. This can be suitably achieved through transition implementation plans for the sectors at both national level and county level. Such an approach will remove the prospects of conflicting and overlap of roles and responsibilities.

The transition plans will guide what has been devolved to the counties; the cost of all functions, standards and norms, policy direction and any need for amendment of laws. This will harmonize all activities that concern the sector.

Functional assignment and transfer is guided by the principle of subsidiary. This means that functions should be transferred to the level of government that is best placed to perform that particular function. The Fourth schedule to the CoK, 2010 assigns education, which is a shared function, to the two levels of government. However, the Constitution envisages that education beyond the basic level remains a primarily national responsibility. The National Government functions include setting education policy, standards, curricula, examinations and the granting of university charters.

The institutions that fall under the National Government include primary schools, secondary schools, special education institutions, universities, tertiary educational institutions and other institutions of research and higher learning. The county government functions on the other hand will cover pre-primary education, child-care facilities, home craft centers and village polytechnics. The

- **High student teacher ratio** compounded by a shortage of experienced teachers; yet the existence of large numbers of unemployed teachers because funding an deployment of teachers has not been rationalized;
- **Overcrowded classrooms** in some schools that compound the issue of poor quality education in public schools;
- **Inadequate teachers and training programmes** that are viewed as being largely unfit for purpose and in need of radical reform;
- **Transition** – though there has been increased access to secondary and other levels of education across the sector there is still a shortage of places in secondary schools to absorb primary education graduates. Those unable to transit to higher levels of education are forced to join the swelling ranks of the unskilled and unemployed youth;
- **Inadequacies in the provision of educational infrastructure**, especially in Arid and Semi- Arid Lands (ASAL) areas where the provision of alternative forms of schooling are non-existent; and Failures to ensure and meet the educational needs of vulnerable children and young adults, and those young person's requiring specialist support, equipment and disability friendly environment;
- **Prevalence of high levels of adult illiteracy.** Diminished community/parental support for government initiatives regarding FPE and FDSE;
- **Gender and regional disparities** and issues relating to the girl child and marginalized groups;
- **A more flexible curriculum and assessment** system;
- **Management limitations** especially the coordination of establishment of new schools;

- **Planning and financial information** - collection, management and use of accurate and current information is inadequate; and
- **Coordinating devolved funds** to avoid duplication and mismatch. The practice is to put up structures such as classrooms through CDF management committees in the constituencies without coordinating with the education sectors. These development projects end up being a waste of public funds if teachers and consideration of appropriate facilities for the classrooms are not taken into account in advance.

Information and technology

The success of devolution is largely dependent on the degree and manner in which information is freely shared within and between both levels of government and ultimately with the citizens. This is vital to understanding and responding to citizens' concerns. In this respect information technology should be effectively leveraged in order to ensure that there is information symmetry, especially across the counties. Information technology is also critical in the efficient and optimal performance of all functions at the county level.

New ICT indicators include management information, financial, payroll, procurement, reporting as well as asset and liability management systems. There are also higher prospects of developing more appropriate and responsive technologies and educational systems at the county level. Counties are obliged to ensure that they produce graduates from their institutions that are relevant to the job market and possess marketable skills.

There will be a need for a radical overhaul of the IT architecture within both levels of government that is better aligned to the new dispensation. The information and technology sectors should also remain closely aligned to the national development agenda and in particular Vision 2030. In this respect the pre-primary laptop project if properly rolled out could be a major driver in entrenching and enhancing the development of the information and technology infrastructure through the education system.

CHAPTER THREE

5.0 Way Forward and Resolutions

1 Best Classroom Project (BCP): The counties should invest in constructing best class rooms for the early childhood children. This should include the appropriate seats, teaching equipments and play equipments.

2 Rebranding of village polytechnics: the term village polytechnic doesn't augur well with most students who are interested in joining the institutions. They feel the term is demeaning. There is therefore greater need to rebrand the polytechnics, not just in names but also in equipping the institutions with modern facilities.

3 Universal Framework/Policy for Early Childhood Development and Education (ECDE): for purposes uniformity, counties need to work together with the National Government to develop universal policy framework which takes into account the devolved system of government.

4 Hiring of ECDE Teachers: the Constitution in the fourth schedule gives powers to the counties to manage early childhood education. The counties are therefore empowered by the Constitution to employ the ECD Teachers. But even as they do this, there is need to collaborate with TSC for purposes of uniformity and standards.

5 Financing of education, infrastructure and ICTs in the counties: in the counties budgets, education and ICT sectors needs adequate budgetary allocation to enable them carry out their responsibilities effectively. The counties should also think of engaging other stakeholders and corporate to supplement the deficit.

6 Collaboration between the County Executive and County Assemblies on matters relating to Education and ICTs: Both the Executive and the MCAs

have a responsibility to ensure that Education and ICT matters succeed in the county. This calls for continuous consultation and constructive engagements.

7 Consultative forums with the Cabinet Secretaries in charge of the Ministries responsible for Education, Devolution and Planning, and ICT

8 What is the role of the Transition Authority (TA) in the transition period? TA should work closely with counties to help them develop the framework for taking over the devolved functions in education and ICT.

9 Integration of school feeding program into the curriculum for ECDE: child nutrition is very critical in the development especially at the early childhood stage. Each early childhood centre should have a feeding program.

- Identify areas of possible collaboration with the TSC i.e. recruitment
- Identify areas of possible collaboration with the Ministry of Education.

10 Quality Assurance: this is crucial in the growth of the education sector and economy as a whole. Counties must make sure that even as they take up the role assigned to them in the fourth schedule, they don't compromise quality of education in such institutions.

- Development and Standardization of Curriculum.
- Orientation of Teachers:
- Training for County Executive, MCA's and teachers on ICT and establish champions for ICT in the counties.
- Lobby and fast track legislative and policy action on proposed bills and amendment to bills such as the (Ministry of ICT initiatives).
- Integrate ICT training in secondary/ high schools.
- Review the purported connectivity in the 28 counties to determine which counties actually have the NOFBI connectivity. Conduct this in

conjunction with the working group established in Nanyuki and the County Executive.

- Increase budget for last mile connectivity.

CHAPTER FOUR

5.1 Conclusion

The retreat was conducted successfully and this was evident in the turnout of the Members of the Senate Committee, the County Executive Members and the able resource persons with the educative and insightful presentations.

Appendices

References –documents

Minutes

Programme

List of attendants

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List of Participants (Senate)

1. Sen. Mutahi Kagwe, E.G. H. - Chairperson
2. Sen. Halima Abdille Mohamud - Vice-Chairperson
3. Sen. Kennedy Monga're Okong'o
4. Sen. Daniel Karaba
5. Sen. Prof. Wilfred Lesan
6. Sen. Prof. John Lonyangapuo
7. Sen. Joy Gwendo
8. Sen. Daisy N. Kanainza
9. Sen. Boy Juma Boy
10. Njenga Njuguna -Director, Committees
11. Rose Mudibo -Clerk Assistant
12. Joy Aluoch -Clerk Assistant
13. Leonard Opiyo - Intern

List of Participants (County Executive Members)

1. Mangale Munga Ndegwa - Kwale County
2. Salma Muhidon Ahmed - Kilifi County
3. Christine Mwaka Pekeshe - Kilifi County
4. Hassan Barhe Kuno - Tana River County
5. Grace Mburu - Lamu County
6. Khamis Ishmael Kaviha - Lamu County
7. Jemimah Kambe Tuja - Taita Taveta County
8. Hussein Hajir Hassan - Garissa County
9. Wajir County - Rukia Ahmed Sheikh
10. Abdi Osman Mohamed - Wajir County



11. Johora Mohamed Abdi - Mandera County
12. Stephen Longoida Labarakawe - Marsabit County
13. Ahmed Boru Shone - Isiolo County
14. Hellen K. Mangithia - Meru County
15. Jane C. Kithinji - Tharaka Nithi County
16. Dr. Jamleck Muturi John - Embu County
17. Peter Muigai Macharia - Nyandarua County
18. Elijah Karitu Nguyo - Nyeri County
19. Anne Wambui Mwangi - Kirinyaga County
20. Esther Wanjiru Ndirangu - Kiambu County
21. Margaret M. Kuchal - Turkana County
22. Mr. Peter Lolmodooni - Samburu County
23. Dr. Isaac Kogo Kiyeni - Trans Nzoia County
24. Barnabas Sang - Uasin Gishu County
25. Rebecca Nkowua - Uasin Gishu County
26. Morris Rotich - Elgeyo Marakwet County
27. Paul Kipchoge Rop - Nandi County
28. Emily C. Kibet - Baringo County
29. Rebeccah Seenoi Nkowua - Narok County
30. Ezekiel Kipngetch Rono - Narok County
31. Edna Ruto - Kericho County
32. Alividza Amugira Violet - Kakamega County
33. Elmanus Angalauki Vodoti - Vihiga County
34. Beryl N. Mutekhele - Bungoma County
35. Azida N. Ali - Busia County



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|-----|-------------------------|-----------------------------|
| 36. | Bernadette Muyomi | - Busia County |
| 37. | Rhoda Agibibadga | - Kisumu County |
| 38. | Naphtaly P. O. Mattah | - Homabay County |
| 39. | Migori County | - Dr. Kōdek Migiro Omwancha |
| 40. | Janet Bochaberi Komenda | - Nyamira County |
| 41. | Ruth Nduku Mutua | - Machakos County |

- | | | |
|-----|-----------------------------|--------------------------|
| 42. | Margaret M. Kibet | - Elgeyo-Marakwet County |
| 43. | Paul Kipchoge Rot | - Mandera County |
| 44. | Frank C. Kibet | - Baringo County |
| 45. | Rebecca Seena Okwira | - Narok County |
| 46. | Isackiel Kipng'etich. Erono | - North Rift |
| 47. | Paul Rot | - Mandera County |
| 48. | Widya Amighe | - Kisumu County |
| 49. | Lambert Ang'etich | - Mandera County |

Session 1

Introduction to the course and the instructor.

Session 2

Basic concepts of the course.

Session 3

Advanced concepts of the course.

Session 4

Practical applications of the course.

Session 5

Final review and assessment.

PARLIAMENT OF KENYA



THE SENATE

RETREAT FOR THE SENATE COMMITTEE ON EDUCATION,
INFORMATION AND TECHNOLOGY IN NAIVASHA

SEPTEMBER 12TH – 15TH, 2013

VENUE: GREAT RIFT VALLEY LODGE

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the implementation of data-driven decision-making processes. It provides examples of how data analysis can be used to identify trends, forecast future performance, and optimize resource allocation.

4. The fourth part of the document discusses the challenges associated with data management and analysis. It addresses issues such as data quality, privacy concerns, and the integration of data from different sources.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that the data-driven approach remains effective and relevant in a rapidly changing business environment.

DAY 1: Thursday 12th September, 2013

Arrival of Committee Members, County Executives, Resource Persons, Staff of Parliament, Government Officials and Partners at the venue

DAY 2: Friday 13th September, 2013

8.30 – 9.00 am REGISTRATION

OFFICIAL OPENING AND INTRODUCTORY REMARKS

Session Chair:

9.00 - 9.30 am

Opening Remarks

- Hon. Ekwe Ethuro, MP – *Speaker of the Senate*
- Development Partners (SUNY Kenya)
- Official Opening Remarks: Sen. Mutahi Kagwe, MP
Chairperson, Committee on Education, Information and Technology

SESSION 1:

REVIEWING COMMITTEE'S MANDATE AND THE LINKAGE WITH COUNTY GOVERNMENT

Session Chair:

Sen. Mutahi Kagwe, MP

9.30 -10.15 am

Topic 1: Policy and legislative review: Existing Policy on the devolved functions in the Education Sector and identification of the existing gaps

Presenter: Prof. Jacob Kaimenyi, Cabinet Secretary Education

10.15 – 11.00 am

Topic 2: Inter- relation of the Committee and Counties in matters of Education and ICT

Presenter: Kamotho Waiganjo – Commissioner, CIC.

11.00 – 11.15 am *Tea Break & Photo Session*

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11.15 – 12.00 pm Topic 3: Review of the Education, Information and Technology Sectors in the Context of Devolved Government: Understanding the New Institutional and Governance Structures

- *Functions under the County government (pre-primary education, village polytechnics, home-craft centres and childcare facilities)*
- *Functions under the National government*

Presenter: Transition Authority / CRA

12.00 – 12.30 pm Topic 4: Institutional Framework for Providing Devolved Components of Education by the County Governments

- *pre-primary education, village polytechnics, home-craft Centres and childcare facilities*
-

*Presenter: (Kenya Institute for Public Policy Research and Analysis)
KIPPRA*

12.30 – 1.00 pm Plenary Discussions

1.00 – 2.00 pm *Lunch Break*

SESSION 2: EMERGING ISSUES AND POLICY/STRATEGY FORMULATION

Session Chair: Sen. (Prof.) John Lonyangapuo, MP

2.00 - 3.30 pm Topic 5: Proposals for Legislative Development: Institutional Set up, Curriculum standardization and Financing of ECD and Technical Education

*Presenter 1: Director, Kenya Institute of Curriculum Development
(KICD)*

Presenter 2:

3.30 -4.00 pm Plenary Discussions

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4.00 pm

Tea Break

End of Day 2

DAY 3 : Saturday 14th September, 2013

SESSION 3: INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)
DEVELOPMENT AND BROADCASTING

Session Chair: Sen. Halima Abdille, MP

9.00 -9.45 am

Topic 6: Legislative, Policy Framework and Infrastructural Development
by the National Government

Presenter: Dr. Fred Matiangi, Cabinet Secretary for ICT

9.45 – 10.30 am Topic 7: Leveraging Technology for Economic

Growth: Policy insights and plans on ICTs in the

Counties *Implementing Kenya's National ICT Master Plan*

2017 *Implementing the National Broadband Strategy* *Developing*

infrastructure in counties to enhance spread of ICT

Presenter: Dr. Bitange Ndemo

10.30 – 11.00 am Plenary Discussions

11.00 – 11.15 pm

Tea Break

11.15 - 12.00 pm

Topic 8: Telecommunication and Broadcasting: Perspective on Radio, TV
Broadcasting and the Digital Migration

- *New dates for migration*
- *Local content on television: Meeting the legal requirement of having 40% local content on Television and Jubilee's manifesto of 60% local content on TV*
- *Improving signal coverage to include every county*
- *Possibility of setting up county specific television and channels (Digital migration*

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud. The text also mentions the need for regular audits and the role of independent auditors in ensuring the reliability of financial statements.

The second part of the document focuses on the role of the accounting profession. It highlights the need for accountants to adhere to high standards of ethical conduct and to maintain their professional competence through continuous education. The text also discusses the importance of transparency and the need for accountants to provide clear and concise information to their clients and the public.

The final part of the document concludes by reiterating the importance of these principles and the need for ongoing collaboration between all stakeholders in the financial system. It calls for a commitment to integrity, transparency, and the highest standards of professional conduct to ensure the long-term success and stability of the financial system.

MINUTES OF THE NINTH MEETING OF THE SENATE STANDING COMMITTEE ON EDUCATION, INFORMATION AND TECHNOLOGY , HELD ON THURSDAY, 22ND AUGUST 2013 IN THE SMALL BOARDROOM AT 10:30 AM, 3RD FLOOR, KICC BUILDING.

PRESENT

Sen. Mutahi Kagwe, MP - Chairperson
Sen. Halima Abdille, MP - Vice Chairperson
Sen. Kennedy Mong'are, MP
Sen. Boy Juma Boy, MP
Sen. Daisy N. Kanainza, MP

ABSENT WITH APPOLOGIES

Sen. Joy Gwendo, MP
Sen. Daniel Karaba, MP
Sen. (Prof.) John Lonyangapuo, MP
Sen. (Prof.) Wilfred Lesan, MP

IN- ATTENDANCE- SENATE

Ms. Rose Mudibo - Clerk Assistant
Ms. Zinzy Membo - Junior Legislative Fellow (SUNY-K)

Min.47/2013 Preliminaries

The Chairperson called the meeting to order at ten thirty followed with a word of prayer. Thereafter, the agenda was considered and adopted. The adoption of the agenda was proposed and seconded by Senators Halima Abdille, MP and Daisy Kanainza, MP respectively.

The Government of the State of New York
Department of Environmental Conservation
Office of the State Comptroller
1999-2000

The Comptroller has reviewed the financial statements of the Department of Environmental Conservation for the fiscal year ended June 30, 1999. The Comptroller has found that the financial statements are presented in accordance with generally accepted accounting principles and are a fair representation of the financial position of the Department of Environmental Conservation as of June 30, 1999.

State Comptroller

1999-2000
The Department of Environmental Conservation

State Comptroller

1999-2000
The Department of Environmental Conservation

Min.48/2013

Confirmation of Minutes of Previous Minutes

The minutes of the eighth sitting were confirmed as a true record of proceedings of the sitting. The confirmation of the Minutes was proposed and seconded by Senator Daisy Kanainza, MP and Senator Kennedy Mong'are, MP respectively.

Min.49/2013

Matters Arising

(a) Committee Leaflets

The Chairman informed the Committee that there was need to develop easily folded, hardcover leaflets for the Committee, the leaflets would entail the following:-

- i. The mandate of the Committee;
- ii. The mission and vision of the Committee and
- iii. The Biographies of the Committee Members.

The Committee further noted that this would be used by the Committee in any given interaction with County Executives and stakeholders during County Oversight and Networking (CONE) visits.

It was resolved that this would enable the Committee present this information concerning the Committee effectively to the targeted individuals. (Action: Secretariat)

(b) Media involvement in the County Oversight and Networking (CONE) visits.

The Committee resolved that they should be accompanied by the Media during its County visits so that critical matters discussed



during the meetings/workshops are captured and exposed to the mass audience.

The Committee further noted and recommended that:-

- i. They will make use of the media centers in the Counties visited and notify them in time before the visit.
- ii. Assign someone with a proven record to take care of alerting the media in the area visited.-(Action: Secretariat)

Min.50/2013

Any Other Business

a. Time management

The Chairperson informed the Committee that there was need to keep time during County visits to allow efficient travel time from one place to another. He further noted that any change of venue should be addressed to the Committee in time.

b. Program for Naivasha retreat

The Committee urged that the amended program for the retreat of the Committee and County Executives responsible for Education, Information and Technology to be held on 11th- 14th September at Great Rift Valley Lodge, Naivasha be forwarded to the Committee for finalization. *(Action: Secretariat)*

Min51/2013

Date of Next Meeting

The next meeting was to be called by notice.

Min.52/2013

Adjournment

There being no other business, the meeting was adjourned at eleven o' clock.



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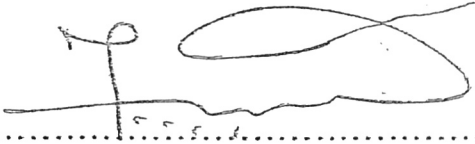
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PHYSICS 101
LECTURE 1

LECTURE 1: INTRODUCTION
PHYSICS 101

SIGNED: 

(CHAIRPERSON)

DATE:

1. The Board of Directors of the Corporation has authorized the issuance of shares of common stock of the Corporation in accordance with the following terms and conditions:

2. The shares of common stock to be issued shall be subject to the terms and conditions set forth in the certificate of incorporation of the Corporation and the bylaws of the Corporation.

3. The shares of common stock to be issued shall be subject to the terms and conditions set forth in the certificate of incorporation of the Corporation and the bylaws of the Corporation.

4. The shares of common stock to be issued shall be subject to the terms and conditions set forth in the certificate of incorporation of the Corporation and the bylaws of the Corporation.

5. The shares of common stock to be issued shall be subject to the terms and conditions set forth in the certificate of incorporation of the Corporation and the bylaws of the Corporation.

6. The shares of common stock to be issued shall be subject to the terms and conditions set forth in the certificate of incorporation of the Corporation and the bylaws of the Corporation.

7. The shares of common stock to be issued shall be subject to the terms and conditions set forth in the certificate of incorporation of the Corporation and the bylaws of the Corporation.

8. The shares of common stock to be issued shall be subject to the terms and conditions set forth in the certificate of incorporation of the Corporation and the bylaws of the Corporation.

9. The shares of common stock to be issued shall be subject to the terms and conditions set forth in the certificate of incorporation of the Corporation and the bylaws of the Corporation.

10. The shares of common stock to be issued shall be subject to the terms and conditions set forth in the certificate of incorporation of the Corporation and the bylaws of the Corporation.

MINUTES OF THE SIXTH SITTING OF THE SENATE STANDING COMMITTEE ON EDUCATION, INFORMATION AND TECHNOLOGY HELD ON TUESDAY, 16TH JULY, 2013 AT THE KENYATTA INTERNATIONAL CONFERENCE CENTRE, 4TH FLOOR AT 10.00 A.M.

Present

Sen. Mutahi Kagwe, MP - Chairperson
Sen. Halima Mohamud, MP - Vice-Chairperson
Sen. Kennedy O. Mongare, MP
Sen. Joy Gwendu, MP
Sen. (Prof.) Wilfred Lesan, MP
Sen. Daniel Karaba, MP
Sen. Daisy N. Kanainza, MP
Sen. (Prof.) John Lonyangapuo, MP

Absent with apology

Sen. Boy Juma Boy, MP

In attendance - Senate

Ms. Rose Mudibo - Clerk Assistant

Min/28/2013 Preliminaries

The Chairperson called the meeting to order at fifteen minutes passed ten, followed by a word of prayer.

Min/29/2013 Adoption of Agenda

The agenda was adopted as presented to the committee.

Min/30/2013 Confirmation of Minutes

Minutes of the fourth sitting

The minutes were proposed by Sen. (Prof.) Wilfred Lesan, MP and seconded by Sen. Halima Abdille Mohamud, MP.

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Second block of faint, illegible text, appearing to be a list or series of entries.

Third block of faint, illegible text, continuing the list or series of entries.

Fourth block of faint, illegible text, possibly a concluding paragraph or a separate section.

Minute of the fifth sitting

The minutes were proposed by Sen. Halima Abdille Mohamud, MP and seconded by Sen. Kennedy Okong'o, MP.

Minutes of the Sixth Sitting

The minutes were proposed by Sen. Kennedy Okong'o, MP and seconded by Sen. Joy Gwendo, MP with matters arising as follows:-

Min. 25

- I. The Chairperson informed the committee that during the last County Oversight and Networking (CONE) visit, the committee received quite some good media coverage having been the first committee to go out.
- II. Members acknowledged that they had been receiving positive feedback from the visits made.
- III. The secretariat was asked to establish a constant link or with the relevant officers in charge on the ground during the CONE visits to give the committee feedback or comments made during and after the visits.
- IV. It was resolved that the findings of the CONE on matters of education and ICT will be shared with the respective Governors.

Min. 23

- I. The Chairperson informed the committee that he had a meeting with the SUNY Kenya, and the Clerk of the Senate and agreed to have the proposed consultative meeting with all the 47 counties on Education and ICT sectors during the month of September, 2013 in Naivasha.
- II. The Chairperson further informed the committee that he has initiated a process through the office of the Majority Leader to have assistance in research for the committee.
- III. The committee clerk was tasked to get the Early Childhood Act and any other relevant Act and distribute to all the committee members.

Section 1: Introduction to the Project

The purpose of this project is to analyze the impact of climate change on the global economy. This report will discuss the various factors that contribute to climate change and the potential consequences for the world's population.

Section 2: The Causes of Climate Change

Climate change is primarily caused by the increase in greenhouse gases in the atmosphere. These gases trap heat from the sun, leading to a rise in global temperatures. The main sources of these gases are the burning of fossil fuels and deforestation.

Section 3: The Effects of Climate Change

The effects of climate change are widespread and include rising sea levels, more frequent and severe weather events, and the melting of glaciers and ice sheets. These changes can lead to the displacement of millions of people and the loss of biodiversity. Additionally, there is a significant impact on the global economy, particularly in agriculture and tourism.

- IV. It was proposed that before the seminar proposed for September with the county executives, each county should submit to the secretariat a brief account of what they have done on policy matters affecting education and ICT.
- V. The committee proposed to hold a meeting on 25th July, 2013 with the Principal Secretary in charge of Education together with the officers in charge of:-
- pre-primary education
 - village polytechnics
 - home craft centres
 - chldcare facilities
- VI. The secretariat was urged to ensure that communication on CONE to the Governors and security arrangements be done in good time for ample preparations.
- VII. Sen. Daniel Karaba, MP reported to the committee that the response on the ground in Kirinyaga County was good; and
- VIII. That after our visit to the Polytechnic it had been proposed to upgrade it to a higher technical training institute to benefit the county.
- IX. Members deliberated and resolved that the county visits will be referred to as County Oversight and Networking Engagement forthwith.
- X. Sen. Halima Mohamud, MP was tasked to liase with her counterpart from Wajir County for the possible CONE during the first week of September, 2013.
- XI. Members proposed to undertake a series of CONE visits i.e. Kwale, Mombasa and Lamu (end of September, 2013), Turkana and West Pokot, followed by Bomet and Narok Counties.
- XII. The Chairperson informed the committee that communication had been done to the Speaker of the Senate on the issue of Ipads to committee members.



Min.26

- I. Sen. (Prof.) Wilfred Lesan informed the meeting that he had held talks with the Malaysia High Commissioner to Kenya, and appreciated how developed it was in ICT matters. It was resolved that he continues to engage them for the benefit of the committee.
- II. The foreign countries proposed by the committee for familiarization and fact finding tours were as follows:-
 - Germany
 - India
 - China
 - Alabama – USA
 - Bangkok, Thailand
- III. The Chairman informed the committee on the invitation by the Ministry of ICT for the committee to attend the ITU Telecom World 2013 to be held in Bangkok, Thailand between the November 19th and 22nd 2013.

Min/31/2013 Adoption of the Induction Report

The induction report was adopted and duly signed by the present committee members.

Min/32/2013 Revised Work plan and Budget

The work plan and budget of the committee for the financial year 2013/2014 was considered and adopted with a few amendments to the budget.

Min/33/2013 Any Other Business

The committee clerk was asked:-

- I. to consult on how the committee can bring on board a media consultant to capture the committee activities;
- II. to put into consideration a gift for the prize giving day for the CONE visit to Kisumu; and
- III. To provide the committee with copies of all the legal notices affecting the teachers strike.

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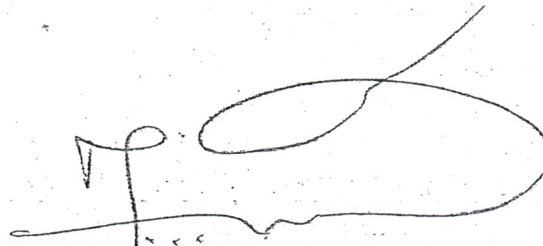
36. [Illegible text]

Min/34/2013 Date of Next Meeting

The committee unanimously resolved to have a meeting on Thursday, 18th July, 2013 at 12.00 noon to consider the CONE report for Nyeri, Kirinyaga and Laikipia Counties.

Min/35/2013 Adjournment

There being no other business the meeting was adjourned at fifteen minutes to one o'clock.



SIGNED:

(CHAIRPERSON)

DATE: 11/8/2013

CONFIDENTIAL

CONFIDENTIAL

CONFIDENTIAL

The report states that...

CONFIDENTIAL

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The CIA received information...

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The report indicates that...

MINUTES OF THE 14TH SITTING OF THE SENATE STANDING COMMITTEE
ON EDUCATION, INFORMATION AND TECHNOLOGY, HELD ON
THURSDAY, 6^H FEBRUARY, 2014 IN THE BOARDROOM AT 11:00 AM, 4TH
FLOOR, KICC BUILDING.

PRESENT

Sen. Halima Abdille, MP -Vice Chairperson (chairing)
Sen. (Prof.) Wilfred Lesan, MP
Sen. Joy Gwendo, MP
Sen. Daniel Karaba, MP
Sen. (Prof.) John Lonyangapuo, MP
Sen. Kennedy Mong'are, MP

ABSENT WITH APPOLOGIES

Sen. Mutahi Kagwe, MP -Chairperson
Sen. Daisy Kanainza, MP
Sen. Boy Juma Boy, MP

IN-ATTENDANCE- SENATE

Ms. Rose Mudibo -Clerk Assistant

Min.01/2014 Preliminaries

The Vice-chairperson called the meeting to order at eleven fifteen in the morning. The meeting started with a word of prayer.

Min.02/2014 Adoption of Agenda

The agenda was adopted as presented to the Committee being proposed by Sen. Daniel Karaba and seconded by Sen. (Prof.) Wilfred Lesan.



Min.07/2014

Adjournment of meeting

There Committee was adjourned at noon.

A handwritten signature in black ink, consisting of a large, stylized 'P' followed by a horizontal line and a small flourish.

SIGNED:

(CHAIRPERSON)

DATE: