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THE SENATE

COMMITTEE ON EDUCATION, INFORMATION AND  
TECHNOLOGY

RETREAT OF THE SENATE COMMITTEE FOR EDUCATION,  
INFORMATION & TECHNOLOGY, CHAIRPERSONS OF THE  
COUNTY ASSEMBLIES EDUCATION AND ICT COMMITTEES  
AND THE COUNTY EXECUTIVES IN CHARGE OF EDUCATION  
AND ICT HELD AT THE CONTINENTAL RESORT, MOMBASA

19<sup>TH</sup> - 22<sup>ND</sup> DECEMBER, 2013

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*Paper laid  
3<sup>rd</sup> April 2014 by  
the chair or Information  
or Technology (Sen  
Muteki Kagwe)*  
MS

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## **ACKNOWLEDGEMENT**

The Committee appreciates the appearance of all its Members , all the counterparty chairs from the 47 counties, the County Executives in charge of Education and ICT and the resource persons whose immense contributions was of great value to the retreat.

Special thanks also go to the development partner SUNY Kenya for their financial and moral support. They have been in deed determined to see such forums that aims at strengthening devolution and legislation in general work.

Finally, the Committee acknowledges the assistance of the Office of the Speaker and Clerk of the Senate of which without support and facilitation the retreat would have not occurred.

**ACRONYMS**

**BOM.....Board of Management**

**SMC.....School Management Committee**

**ECD.....Early Childhood Education**

**TSC..... Teachers Service Commission**

**MOICT .....Minister of Education, Information and Technology**

**RCC.....Radio Communication Conference**

**DTC.....Digital Television Committee**

**DVB-T2.....Digital Video Broadcasting -2<sup>nd</sup>Generation Terrestrial**

**ASO.....Analog Switch Off**

**FTA .....Free To Air**

**RRC.....Regional Radio communication Conference**

**KCR.....Kenya Communications Regulations**

**SIGNET.....Secure Integrated Global Network**

**YP.....Youth Polytechnic**

**VP.....Village Polytechnic**

**EICT.....Education, Information and Communication Technology**

## CHAPTER ONE

### 1.0 Introduction

The Standing Committee on Education, Information and Technology is established pursuant to the 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.”***

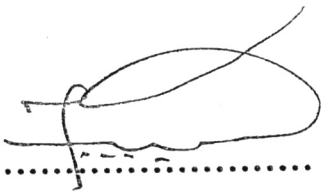
Pursuant to its mandate, the Senate Committee on Education, Information and Technology, in its meeting, resolved to hold a retreat with their Counterpart County Assembly Committee chairs in all the 47 counties. Previously, the Committee held a similar retreat in September with all the County Executives Committee Members in charge of Education and Information Technology in Naivasha. Some of the resolutions made at that forum were to undertake a follow up meeting with the county chairpersons.

This workshop aimed at developing a framework for working relationship between the Senators and County Assembly Representatives. The workshop was funded by the Parliamentary Developing partner SUNY-Kenya and the Parliament of Kenya (Senate). It was attended by the Senate Standing Committee on Education, Information and Technology and the County Assembly Education and ICT chairpersons. In the meeting, several resource persons were invited to give presentations on various topics which included but were not limited to legislative review of the policy on devolved functions in the education sector and identification of existing gaps with emphasis on functions devolved in Schedule 4 of the Constitution.

The meeting also deliberated on Policy and Institutional Framework Review for Delivery and Function of Early Childhood Education; Village Polytechnics and Home Craft Centers in the Counties; Implementation of Devolved Education Functions: Roles of the County Executive Officer in Charge of Education,; Capacity

professions as part of the effort to demonstrate the dynamics is sub-sectors of Education and ICT. It was a great opportunity to both the Senate Committee

Members and the 47 Chairpersons in charge of Education and ICT Committees at the county level to share ideas and bond freely.

Sen. Mutahi Kagwe, E.G.H.  Date: 13<sup>th</sup> - March 2014

**Chairman, Committee on Education, Information and Technology**

## **EXECUTIVE SUMMARY**

The Senate Standing Committee on Education, Information and Technology resolved to hold a retreat with the 47 County Executive Members in charge of Education and ICT and the Chairpersons in charge of Education and ICT at the county level. The retreat served to bring together the CEC's and MCA's to discuss in depth, matters Education and ICT. This was also an opportunity for the CEC's and their respective Chairpersons of Education and ICT to interact and share ideas for the betterment of their counties and the Nation at large.

The objectives of the retreat:

- ✓ To build networks for working with counties in developing policy and legislation on Early Childhood Development and youth polytechnic subsectors in the counties
- ✓ To indentify salient issues that promote and hinder the implementation of the devolved functions in education and ICT sectors in the counties
- ✓ To gain insights on the experiences of the county take off in the Education and ICT sectors, including the required financial resources that would guarantee equitable development of the infrastructure of the two sectors (Education and ICT)
- ✓ To assess progress made in the infrastructural development on Information Communication Technology (ICT) connectivity to all counties

The retreat took place successfully from 19<sup>th</sup> to 22<sup>nd</sup> December 2013.

## **COMMITTEE WAY FORWARD**

**After the deliberations, the Committee recommended the following way forward in the Education and ICT sector:-**

**In regard to Education – ECD sub-sector.**

- Need to conduct regular baseline surveys to establish the status of ECD in the counties by exploring answers to the questions such as

the curriculum being used, the milestones, challenges, organizations supporting ECD, role of parents among others.

- Senate to spearhead formulation and enactment of policy and legislative frameworks to set up standards across the counties in education curriculum for ECD, training of ECD, Teachers, recruitment and staffing of ECD teachers, regulations e.t.c
- Need to integrate into the ECD services - all sectors input including: health, nutrition, protection, finance, Agriculture among others. ECD is a multifaceted discipline.
- Counties to develop framework of getting into partnership with the private sector and other corporate bodies operating in their respective counties to develop and strengthen ECD facilities. They are protected in part 2 of the CG Act to enter into such partnerships
- Need for affirmative action in hiring ECD teachers and personnel working in child care centers for the boy child to have male role models
- Counties to take over the management of District Centers for Early Childhood
- Enhance budgetary allocations to education and ICT by county governments alongside making the ECD centers - the **“best classrooms model”** in each school across the counties

### **Village/Youth Polytechnics**

- Establish clarity in the role, meaning and management of Youth and Village polytechnics. Confusion in regard to this matter shouldn't arise. It's purely a county government function
- Sensitize the people to have a positive attitude and advocate for review and alignment of the courses offered at the village polytechnics to meet the emergent demands in the industry and larger global market
- Introduce out-of-school youth into entrepreneurship, book-keeping, marketing legal matters, leadership, group dynamics to be taught in YPs, Youth Empowerment Centers, and other institutions in the region;

- Establish a National Youth Polytechnic/village Board to specifically handle the function as devolved under the fourth schedule.
- Development of county policies and legislation to facilitate youth empowerment after attaining the relevant basic education from the youth/village polytechnics
- Introduce policies and incentives that will support increased private sector participation in TVET delivery and which will Improve capital investment in TVET
- The County Integrated Development Plans (CIDP) must also capture and prioritize ECDE and TVET to link them to long term allocation of resources and policy.

### **In Regard to the ICT Sector**

- There is need for a well structured and funded National Broadband Strategy. The implementation will enhance content development, delivery and deployment of access network.
- Establish agency responsible for all public ICT infrastructure while taking devolved system of government into account.
- Harmonisation of County and National government issues related to ICT e.g. roads authorities, way leaves, cable and pipe locating devices, safe digging practice, associated levies.
- Amend the various relevant infrastructural development legislation e.g. the Building Acts to ensure property developers make provisions for ICT infrastructure
- counties should enact Laws requiring and mandating installation of ICT infrastructure ducts in all new roads
- Fast-track the connection of the Fiber optic cable in the remaining counties – to avoid the ghost fiber syndrome

### **Subsequent follow-up activities**

- Senate committee on education and ICT will organize a series of county engagements with each of the education stakeholders in counties i.e. CEC members, county assembly committees on education and ICT, finance executives and chairs of budget committees in counties over the next six months in 2014

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- For proper understanding and appreciation of matters affecting education and how to mitigate them, there is need to convene a national forum with the Cabinet Secretary in charge of Education and ICT, the CECs, MCAs and other Education and ICT stakeholders

### **Legislative intervention**

- Senate committee on education and ICT to spearhead urgent amendments to give the county education boards more leverage to the CEC members to take lead and coordinate stakeholder engagements and implementation of policies and program interventions in education;
- All bills already introduced, related to the Counties to be discussed to before final adoption

## CHAPTER ONE

### 1.1 Introduction

The Standing Committee on Education, Information and Technology is established pursuant to the 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.”***

Previously, the Committee held a similar retreat with all the County Executives in charge of Education and Information Technology and the CEC members in charge of Education separately. Some of the resolution made at that forum was to undertake a follow up joint meeting with the counterpart County chairpersons in charge of Education and ICT and the County Executives responsible for the same.

This workshop aimed at developing a framework for working relationship between the Senators, County Assembly Representatives and the County Executives in charge of Education and ICT. The workshop was funded by the Parliament Developing partner SUNY Kenya and the Parliament of Kenya (Senate). It was attended by the County Assembly Education and ICT chairpersons and the County Executive Members in charge of Education and ICT from all the 47 counties. In the meeting, several resource persons were invited to give presentations on various topics.

This report is a summary of the deliberations made during the retreat, action points and the way forward. The report is divided into three parts namely; Opening remarks, presentations and the way forward.

The workshop had successful deliberations and several pertinent issues were brought in the fore and discussed exhaustively. The meeting also formed a forum for discussing some of the challenging issues in Education and ICT as espoused in the fourth schedule to the Constitution. At the end of the retreat, resolutions and way forward was developed as discussed in the report.

## **CHAPTER TWO**

### **2.0 Presentations**

#### **2.1. Remarks by the Chairperson, 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 congratulated the CEC members and the chairpersons in charge of Education and ICT for showing interest and dedication whenever called upon to deliberate and discuss on matters Education and ICT. He further noted that this showed commitment and patriotism-virtues especially when the entire Nation was getting into the festive mood.

The participants were informed that after the Senate Committee held a forum with County Executives in September and one with Chairpersons in charge of Education and ICT at the county level it was resolved that; a third retreat be held to bring together the Executives and the Legislators in the spirit of consultation and forging a working relationship between the two crucial constitutional offices.

The workshop was therefore a culmination of the resolutions made on 20<sup>th</sup> October 2013. The Senate Committee on Education, Information and Technology organized the retreat in partnership with State University of New York (SUNY Kenya).

The Chairman pointed out that the two organs are interlinked but also independent in executing their functions and therefore the basis to find a common ground of working together for the sake of the Nation. The Chairman urged the MCA's to maintain close contacts with electorates and consult them on issues before and under discussion in the county assembly, "you present views, opinions and proposals of the electorates to the county assembly. In essence, you are supposed to be a link between the citizens and the county assembly on matters of Education, Information and Technology."

In the same breath, he asked the County Executives to among other things, implement county legislations based on their constitutional mandate.

The Chairman informed the participants that the Senate Committee on Education and ICT was in the process of carrying our County Oversight and Networking Engagements (CONE), to practically observe the institutions of learning under its docket as per the Fourth Schedule of the Constitution. He brought our some of the ills plaguing the sector as follows:-

- Little budgetary allocation to the sector
- Infrastructural challenges especially in kindergartens
- Human resource challenges in village polytechnics
- Inadequate training facilities in the village polytechnics
- Little emphasis on ICT and negative attitude towards village polytechnics
- Irrelevant courses at the polytechnics( demand for certain skills should inform the kind trainings offered)

He challenged the CEC's and MCA's not to focus on what the National Government had not done but instead concert efforts on what can be done in their respective counties to make them prosperous in the docket of Education and ICT.

“There are several avenues and potentials of supplementing our budgets. All we need a proactive approach to issues and be creative enough to use any smallest opportunity to our advantage. I urge you all to start developing framework of getting into partnership with the NGOs and other corporate bodies operating in your counties. In so doing, you will realize how powerful and meaningful such bodies can be when properly engaged.” The Members were reminded that Counties are protected by law to engage in such arrangements as stipulated in Part 2 of the County Government Act, 2013 which states “A county Government may enter into partnerships with any public or private organization in accordance with the provision of any law relating to public or private partnership for any work, service of function for which it is responsible within its area of jurisdiction”.

In ICT the Chair reiterated that ICT has become the centre stage in today's undertakings. It has proven to be a key enabler of socioeconomic progress and

development, enhancing productivity and therefore economic growth, reducing poverty and improving living standards in many ways.

In concluding the Chair said that Education and ICT is inseparable, and should be embraced as an item.

## **2.2 Reviewing Principles of Unbundling of Functions**

### **Appreciating the Devolved Education Function - Dr. Erick Aligula**

In the context of the Constitution 2010, Education aims at providing Universal and compulsory basic education, ensuring access to affordable and quality education and training in an equitable manner at all levels, decentralisation in education management, strengthening teacher management ensuring sustainable financing, affordability, quality, efficiency and effectiveness of education, training and skills development, linking education and training to labour market; supported with quality job creation

Functions of both levels of Government are provided for in Articles 185, 186(1) and the Fourth Schedule. Article 21 (Implementation of Bill of Rights), Article 62(2) & (3) (Vesting of Land on County Governments), and Article 235 (County Public Service), amongst others, delineate further functions, and impose obligations in the execution of the mandates of national government and county governments.

While, Article 186 further classifies the functions assigned to each level of government as exclusive, concurrent or residual, a review of the functions points to the following:

- ✓ national government is largely assigned policy, regulatory and capacity building functions;
- ✓ county governments are mainly responsible for the service delivery burden;

The county governments will therefore be instrumental in realising mandates; and where the functions cannot be explicitly distinguished as exclusive or concurrent, they should be classified as residual and assigned to the National Government.

A study of other democracies have revealed certain pertinent issues which are of great comparison in ensuring the structures in the Kenyan Education system works

### **2.2.1 Lessons from International Experience**

Good functional assignment is a first step in designing sustainable fiscal decentralization arrangements. The golden rule of fiscal decentralization is that 'funding should follow functions identifying which functions are to be devolved and determination of the appropriate amount of funding to finance them

The concept of function assignment as a formal process of devolution has developed fairly recently, as a number of countries have undertaken 'big bang' style decentralization, where a highly centralized government system is decentralized across the board. This approach involves many sectors being devolved at the same time, and is considerably more complex

### **2.2.2 Principles to Guide Functional & Competency Assignment Decisions**

- Appropriate linkage to national development agendas
- Principle of subsidiary
- Transferability of functions
- Management of concurrent functions
- Alignment of capital and recurrent expenditures
- Recognition of functional categories
- Principle of proportionality
- Disaster management; planning
- Need for deliberate, structured and concerted effort to effectively manage concurrent functions
- This is necessary to mitigate situations where organs of government, where matters are unclear, avoid delivery of services or intrude into mandates of other entities.

### **2.2.3 Limits of Devolution**

Devolution should never be seen as an end in itself, but rather as a means to an end. Therefore, not all functions are appropriate for devolution since

they may not result in the most efficient delivery of public services. For instance, some functions are better carried out at national level or at a wider regional level because the principle of economies of scale recognises that if increases in the quantity of a service produced results in lower unit costs, the service may be delivered more efficiently by a larger unit of government

Likewise, if the service provides benefits (or imposes costs) on those outside the area of control of a small scale governance unit, i.e., there are geographic spillovers of costs or benefits, the local unit is unlikely to produce the service at a level which would be most beneficial for society at large (since the local decision makers are probably only concerned about the costs and benefits of their own constituents).

#### **2.2.4 Global Lessons in Education: 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 improved efficiency results from two effects. One is the better match between services provided and the preferences of citizens. The other is increased output relative to resources or expenditures. Chile is an example of a country where education was decentralized to local governments primarily in the pursuit of greater efficiency.

Enhanced quality of schooling 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.

### **2.2.5 Financing Education**

In some countries with serious problems of internal conflict, weak public bureaucracies, or very weak government finances, one finds de facto decentralization of education. In these cases, the central government abdicates its responsibility for financing and providing public education, especially in remote areas, so local communities organize and finance their own schools and recruit and hire their own teachers e.g. Benin and Togo

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. By virtue of their important role in funding education, parents and school councils may exercise significant decision-making power.

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 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.

Most countries fund a large portion of primary and secondary education spending from either regional or national government budgets through transfers from central government to a: GENERAL FUND of the local (or regional) government  
SPECIAL EDUCATION FUND of the local (or regional) government.

In the former case, the local or regional government receives funding sufficient to cover a large portion of expected education expenditures, but the local or regional government makes the decision of how much to spend on education.

In the latter case, the local or regional government is required to spend the grant monies on education only.

The basic choice is whether to negotiate that amount between governments or use 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.

#### **2.2.6 Institutional Mechanisms**

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, Minas Gerais, New Zealand

Accountability requires clear delineation of authority and responsibility and transparent and understandable information on results (both educational and financial). 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

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 (Memphis, Minas Gerais). For decentralization to schools to be successful, principals must acquire new skills in leadership and management—financial, management of teachers, and 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, Memphis, New Zealand).

Single largest obstacle to education decentralization is often the teachers' union, which fears a loss of negotiating power and a loss of income if salaries are paid by poorly-financed sub-national governments. However, several countries have designed teacher pay and transfer policies that have won the acquiescence of unions (Chile, El Salvador, New Zealand).

Teachers are the most important factor in delivering instruction to children. Thus, if the teacher management—recruitment, evaluation, transfer, and salary supplements—is not decentralized along with other responsibilities, the potential benefits of decentralization are highly constrained. The single largest fear expressed by national education ministries is that sub-national governments, communities, and/or schools lack the capacity to manage education.

While numerous actors—principals, school councils, municipal education secretaries, etc.—require training to provide new skills and knowledge, evidence shows that in practice even poorly educated parents and

communities can manage community schools (El Salvador, Nicaragua). Decentralization is a long, evolutionary process. While legislative and constitutional changes may radically change responsibilities over night (Argentina, Chile), real changes in governance, accountability, and impact in the classroom take much longer.

### **2.3 Creating Linkages with the Committee for Effective Implementation of Education as Devolved - By Kinuthia Wamwangi**

All state organs, including TSC are required to provide their services and decentralize their operations to fit into the newly created counties. The Teachers Service Commission (TSC) of Kenya is an Independent government Commission established under the Constitution of Kenya to manage human resource within the education sector. As a government organ, and in line with the requirements of the Constitution, TSC has decentralized its functions to the counties. The decentralization is part of their Transition Implementation Plan and includes the deployment of county representatives to provide services as has the Ministry of which has similarly appointed county directors of education to manage education matters in the devolved units.

#### **2.3.1 Decentralization and Devolution**

Devolution is built around counties being the units of devolution. The county is represented nationally through the creation of a second house or Senate at Parliament. They are expected to handle 14 key functions including pre-primary education, village polytechnics, home craft centres and childcare facilities. The underlying concept characterising decentralization is the Soufflé Theory which advances the view that one must consider political, fiscal and administrative issues in the process. All these components must complement each other to produce more responsive governments that will deliver effective, efficient, responsive and sustainable services and maintain fiscal responsibility.

### **2.3.2 The Teacher Service Commission and Devolution**

The Kenya National Union of Teachers established in 1957 found it unnecessary to have the decentralized system of handling of teachers and this led to the pressure for a centralized body, or the establishment of the Teachers Service Commission (TSC) under an Act of Parliament (Cap 212) of the Laws of Kenya in 1967. Today, the Commission is expected to fully take charge of the mandates assigned to it by the Constitution, 2010 and the recently enacted Teachers Service Commission Act 2012. The functions of TSC are vested in Article 237 of the Constitution, which are strictly human resource management.

They are responsible for recruitment, staffing, promotion, transfers, certification and discipline of teachers. The ministry's county directors were deployed to assume all the functions previously performed by Provincial Directors of Education except those that had been delegated to them by the TSC. In line with the requirement of the Constitution, TSC has decentralized its functions to the counties and deployed its county representatives. The Ministry of Education similarly appointed county directors of education to manage education matters at the devolved units.

Accordingly, the formulation and implementation of national education policies and programs remains a preserve of the Ministry of education. This includes coordinating capacity building and development for officers, school managers, Boards of Management (BOMs) and curriculum implementation. Other areas covered include admissions, transfers and discipline of learners; co-ordination of partners and education providers in the county including links with other ministries on all education matters.

There is also the supervision of Handing/Taking over exercises in schools and educational institutions; management of school buildings/property and infrastructure development; monitoring and evaluation of education programmes; management of co-curricular activities, sports education and talent development in educational institutions.

From last year, the TSC took back duties that had previously been delegated to the ministry and assigned them to their own county directors. Over 80 percent of their previous roles have been assumed by TSC. This includes the delegated roles of teacher management such as coordinating recruitment, appointing administrators, interdiction and the like. This has to some degree meant loss of control of the teachers and some staff of the TSC. Though their duties may at times appear to be conflicting, they are meant to be complementary.

For instance, in terms of quality assurance and standards, the TSC will be conducting its own limited exercise on teachers through quality assurance officers. The Ministry also has a quality assurance programme responsible for curriculum and maintenance of standards of education in the counties. They are also both to some extent involved in control of policy and resources.

### **2.3.3 Challenges and Opportunities**

Decentralization of TSC activities could result in variation in the quality of education delivery if not properly rolled out. The focus of TSC is Teacher management, Quality Assurance and Standards.

One of the challenges faced by TSC in meeting these aspirations is that office facilities in many areas at the county level are insufficient. Another key issue is that of payroll interconnectivity and the Information Technology infrastructural setup required to coordinate the de-concentrated system. This includes more computers, network, and internet infrastructure. The physical infrastructure in the school also has an effect on the deployed teachers as it directly affects their performance and retention levels. There is therefore a need to come up with minimum standards and structures in the schools to create model schools. To achieve this, the counties can work together with the national government to create matching funds drawn from both levels of government for education infrastructure upgrading and development.

In addition more funding will be needed to facilitate the implementation of the Transition Implementation Plans (TIPS). These TIPS are the documents

that provide a framework and describe the transition steps necessary for an organization to function under the devolved government system. The Transition Implementation Plans must also be closely aligned to those of the county governments to avoid potential areas of conflict.

For instance, the Ministry of Education, Science and Technology Pre-primary School Transition Implementation Plan seeks to: enhance access, quality, equity and smooth transition of ECDE children so as to ensure all children enter school ready to learn and continue with education. Since this is a devolved function to the counties, some degree of alignment in goals and objectives with the counties is desirable.

#### **2.4 Engaging with the ECD Devolved Function: Reviewing ECD Principles, Policy Coherence, Design and Institutional Framework for Promoting Positive Outcomes - Mrs. Teresia Mwoma**

UNESCO (2001) defines ECD as a comprehensive approach to policies and programmes for children from birth to eight years of age, their parents and caregivers, aimed at protecting the child's rights to develop to full potential. ECD links the young child's cognitive, social, emotional, and physical processes with the care (by families, communities, and the nation) required for supporting their development. It is also interdisciplinary which includes health, nutrition, education, social science, economics, child protection, social welfare, and social protection

##### **2.4.1 Policies Guiding ECD in Kenya**

The national health sector policy framework; The national children policy 2008; The national comprehensive school health policy and its guidelines; The policy framework on education training and research 2006; The National early childhood development policy framework 2006; The education sector policy on HIV and AIDS.

All these policies are guided by certain principles regarding ECD and they include:

- ✘ Ensure that the holistic needs of young children are met to maximize the realization of their full potential.
- ✘ Safeguard the rights and welfare of the child as per the children's Act of 2001 and the Constitution of Kenya.
- ✘ Be a partnership of all government ministries and other partners offering services and programs for infants and children
- ✘ Child-centered, recognizing that children are voice less, but active participants and learners in shaping the events that influence their lives
- ✘ Support and strengthen the community based management of early childhood services for sustainable development.
- ✘ Address the issues of vulnerable and marginalized children, especially children with special needs and provide affirmative action for them
- ✘ Ensure non-discrimination of children and families on the basis of gender, race, colour, religion, economic status, disability and health status.
- ✘ Recognize that life begins at conception and mental development, just like physical growth, starts before birth and continues throughout life

#### **2.4.2 Services for 0-3 year Olds**

- Protection from physical danger
- Adequate nutrition and health care
- Appropriate immunization
- An adult to form an attachment
- Things to stimulate all senses (look at, touch, smell, hear, taste)
- Appropriate language stimulation
- Daily opportunities to play

#### **2.4.3 Services for 4-5 year Olds**

- Opportunities to develop fine motor skills
- Encouragement of language through talking, being read to, reading, singing
- Opportunities to learn cooperation, helping, sharing
- Experimentation through pre-writing, and pre-reading skills
- Opportunities to explore their environment

- Support for their sense of worth
- Opportunities for self expression
- Encouraging creativity

#### **2.4.4 School Safety**

The Kenya School Safety standards Manual 2008 defines it as Measures undertaken by learners, staff, parents and other stakeholders to either minimize or eliminate risk conditions or threads that may cause accidents, body injury, as well as emotional and psychological distress. Accidents may lead to disability while emotional and psychological trauma may lead to lack of self esteem, leading to poor performance of tasks and responsibilities.

#### **2.4.5 Early Childhood Learning Environment**

The classroom should be standard measuring 8 by 6 meters to accommodate 25 children, well ventilated and well lit. It should have proper roofing, windows, doors and flooring (provision of mats where necessary) to protect children from hash weather. Children size chairs and tables should be provided and the Classrooms to be accessible for use by children with special needs and have ramps, rails and lower door handles 2006.

#### **Toilets/latrines**

Toilets for boys, girls and teachers; Toilet child ratio 1:25, designed for young children.

Toilets for children with special needs; one toilet for 12 teachers

#### **Water**

There should be safe water for use (drinking, kitchen, washing hands, play). And a hand washing stations should be located outside the classroom and next to the toilet.

## **Play and Learning Equipment**

Age and developmentally appropriate in terms of size, brightly colored, safe, and securely fixed to protect children from injury and variety it should also be serviced and maintained regularly.

### **Outdoor play space**

- Large enough for the number of children in the centre to play and run around safely
- The play area should be free of sharp objects, harmful plants and discarded materials and equipments.
- The compound regularly cleared and maintained
- The play ground and materials be adapted for child with special needs
- The compound be fenced and have lockable gates for the security of children
- A composite pit located far to some corner and enclosed for safety of the children
- Water bodies in the compound, like boreholes, swimming pools be fenced off and have lockable gates for children's security.

### **Feeding programs**

Children provided with snacks preferably enriched porridge at break time. However for full day centers lunch comprising balanced diet should be provided. The cook and food handlers must have a valid medical certificate from a recognized government hospital.

#### **2.4.6 Safety and protection of ECD children**

- Have a list of emergency contacts readily available to the staff i.e. telephone numbers of parents'/guardians
- There should be a first aid kit
- Medicine should be kept out of children's reach
- Children should be escorted by adult to and from the ECD center. Parents and teachers to agree on arrival and picking time.
- Names of people to drop and pick children from the center should be given to teachers as a precaution just in case of any occurrences

- Where transport is provided, adequate and comfortable seats should be fixed.
- The vehicle should be comprehensively insured
- Drivers and conductors should have certificate of good conduct.
- The conductor should sit with children to man the door
- Telephone numbers of parents and the school to be displayed inside the bus.
- In case of sickness or serious accidents in the ECD centre the teacher to contact parents/guardians immediately.

#### **2.4.7 Staffing and Training**

ECD implementation draft guidelines for County government outlines human resource required:

District (Sub-county) Centre for Early Childhood Education (DICECE Officers), ECD teachers and caregivers, Health and nutrition personnel, Children's officers, Social development officers, Quality Assurance and Standard Officer (QASO) and Education officers.

#### **2.4.8 Role of County Education Board in ECD**

- Oversee with consultation with County government, the operations and management preprimary education and child care services
- Coordinate and monitor preprimary education and training on behalf of the national government.
- To manage ECDE appropriately, there is need to have a committee in charge of ECD
- Interpret the national policy in ECD to meet the county needs.
- Initiate proposal for policy reforms.
- Plan, promote, develop, and coordinate child care, preprimary education training, and research in the county
- Collaborate with NACECE and DICECE officers in the development of preprimary education curriculum to meet County needs
- Monitor curriculum implementation of preprimary education in the county.
- Prepare and submit a comprehensive report on preprimary education termly/annually

- Put measures in place to ensure all children of preprimary age attend and complete preprimary education.
- Ensure that parents who do not take their children to preprimary are reported and fined or imprisoned

## **2.5 An Effective Framework for Delivery of Technical and Vocational Training at County Level for Increased and Prioritized Sector Investment - Ms. Marya Cheron**

### **2.5.1 Categories of TVET Institutions**

Vocational Training Center' means an institution providing training leading to the awards below the level of diploma. According to TIVET Act 2013, TIVET institutions have been categorized as follows:

- Vocational Training Centers
- Technical and vocational colleges (TTIs and ITs )
- Teacher trainer colleges
- National Polytechnics
- Technical Universities

### **2.5.2 Youth Polytechnics**

Youth Polytechnics are vocational institutions that offer primary school leavers opportunities to acquire quality skills, knowledge and attitudes for employability. They provide an avenue for higher education in technical and vocational disciplines and also equip the youth with appropriate ICT, entrepreneurship and life skills. Youth polytechnic trainings are very important in today's economy. It's very essential in terms of increasing transition rate from primary to Post Primary institutions currently at 72 %.

### **2.5.3 Challenges Facing YP Training**

- Inadequate access and equity
- Low capacity for delivery
- Low quality and relevance of skills
- Fragmented delivery and inefficient use of resources
- Ineffective application of ICTs
- Weak collaboration and linkages
- Lack of effective research and development
- Inadequate funding

- HIV/Aids and other social issues

## **2.5.4 Directorate of Youth and Training**

### **Strategic Objectives of the Directorate**

- ✓ Promotion of access, equity, quality and relevant vocational training in Youth Training.
- ✓ Promote integration of Information and Communication Technology (ICT) in Youth Polytechnic training.
- ✓ Strengthen strategic partnerships and linkages in Youth Training.
- ✓ Promote technology transfer and innovation for competitiveness in Youth Training.
- ✓ Strengthen human and institutional capacity in Youth Training.

### **DYT Achievements**

- ✓ Curium development Monitoring & Evaluation – Implementing NVCET curriculum Option I Level I; piloting NVCET Option I Level II.
- ✓ Subsidized YP tuition benefiting trainees in 716 Youth Polytechnics  
(2009:426,540,000  
2010:762,810,000  
2011:757,446,106  
2012:860,489,782) Respectively

## **2.5.5 The Green House and Drip Irrigation project in Youth Polytechnics**

The greenhouse project is in 278 YPS country wide. The project imparts skills to the youth on better use of land and water through greenhouse farming and drip irrigation thereby contributing to food security in Kenya. The project aims to reduce the age of the Kenyan farmer from 55yrs to 25yrs. Through technology in the YPs, DYP has created “facebook farmers” who are consulting through the social media on farming techniques.

## **Preferred but Untapped economic opportunities**

The Directorate of Youth polytechnic has mapped out certain courses that are essential but are not being offered at the institution at the moment.

These courses include:

- *Kienyeji* (indigenous) chicken rearing,
- Fish farming,
- Greenhouse farming,
- Bee keeping and honey processing,
- Garbage collection and recycling,
- Eco-tourism,
- Dairy products,
- Poultry farming,
- Creative arts and other talents,

Water filtration and bottling

### **2.5.6 Recommendations**

- Develop short tailor made courses based on local needs ( quick wins) e.g. greenhouse farming, fish farming, beehive making, honey harvesting and processing, garbage collection and recycling, dairy products, performance arts and talent development,
- Facilitate youth to form SMEs in their courses,
- Train youth in product development and innovation techniques, branding and packaging,
- Introduce out of school youth into entrepreneurship, book keeping, marketing legal matters, leadership, group dynamics to be taught in YPs, Youth Empowerment Centers, and other institutions in the region,
- MOYAS should institutionalized the non-formal education curriculum from KIE,
- Popularize volunteerism among all categories of unemployed graduates,

## **2.5.7 Legal and Policy Framework**

### **Constitution 2010 provisions**

- 53(1)(b) provides for free and compulsory basic education for Kenyan children
- In Schedule 4 the functions of the National Government and County Governments are well stipulated.
  - National Government functions - Education policy, Standards, Curriculum, Examinations
  - County Government functions -coordination of education:
    - Village polytechnics
    - Home-craft centers

Article 55 (a&b) the state shall take measures to ensure that the youth access relevant education and training, and access employment.

### **MTP 2 (2013-2017)**

- Quality education
- Curriculum review
- Education management information system
- Equipment and infrastructure support
- Free and compulsory basic education
- Construction of 290 VTCs (one per constituency)

### **2.5.8 Designing a Framework for Delivery**

- Conduct situational analysis
- Prioritize in terms of short term, midterm and long term needs.
- Determine multiplier effects of some investment decisions
- Institutional structure- clear roles
- Financial analysis, sources of funds
- Policy goal and Objectives (have in mind national goals)
- Implementation strategies

### **2.5.9 Proposed Priorities for Counties**

- Identify opportunities for investment -coconut, marine ecology, tourism etc

- Development of county policies and legislation to facilitate youth empowerment
- Mainstreaming of the home-craft centers
- Value based vocational and life skills training for employability
- Identification, nurturing and development of talent for wealth creation
- Commodity value addition and enterprise development
- ICT, innovation and technology transfer

## **2.6 Towards Total Fibre Optic Connectivity for All Counties: Leveraging Technology for Economic Growth**

### **Policy Insight and Plans on ICT's in the Counties - Mr. Daniel Obam**

#### **2.6.1 NATIONAL & COUNTY CONNECTIVITY**

##### **Connectivity to Counties**

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
	Kakamega	20. Isiolo	Isiolo
6. Kakamega	Eldoret	21. Marsabit	Marsabit
7. Uasin Gishu	Kitale	22. Kilifi	Malindi
8. Trans Nzoia	Kapenguria	23. Mandera	Mandera
9. West Pokot	Lodwar	24. Wajir	Wajir
10. Turkana	Iten	25. Garissa	Garissa
11. Elgeyo Marakwet	Kabarnet	26. Tana River	Hola
12. Baringo	Nakuru	27. Mombasa	Mombasa
13. Nakuru	Nyahururu	28. Kitui	Kitui
14. Nyandarua			

##### **2.6.2 National & County Connectivity Initiatives**

The connectivity is currently under implementation to connect all 47 Counties. An additional 2100 Km of Optic Fibre cable is set to be laid. This will provide greater reliability and redundancy of Network. The route Survey was completed on 28/11/2013.

As it stands, 4,300 KM of National Optical Fibre Backbone Infrastructure (NOFBI Phase I) has already been built. Consequently, an additional 1,600

KM of NOFBI Phase II is being built. The Government of Kenya in partnership with the Belgium Government is also delivering connectivity to County Headquarters in 28 counties.

NOFBI Phase II to be design to bring connectivity to County government offices and other public institutions, e.g. hospitals, schools, etc

Kenya Public Private Partnerships Framework has been completed this will pave way for collaboration and faster rollout of the project. Consequently, National ICT Master Plan is under validation for re-launch, National Broadband Strategy has also been launched.

In terms of the counties, (cloud computing for Counties) a Shared Services Platform proposed. Huduma Centre rollout to provide government end to end services

Lastly a government taskforce has been established and working to finalize spectrum framework and policy guidelines on last mile wireless broadband

### **2.6.3 ITU 2015 B/BAND TARGETS**

#### **Broadband as Top Priority for Each Country**

##### **Target one**

Making Broadband Policy Universal

- By 2015, all countries should have national broadband plan or strategy
- Or, include broadband in their Universal Access / Service Definitions

##### **Target two**

Making Broadband Affordable

- Entry-level broadband services should be made affordable in developing countries through adequate regulation.
- Market forces (amounting to less than 5% of average monthly income)

##### **Target three**

Connecting Homes to Broadband

- By 2015, 40% of households in developing countries should have broadband Internet access

##### **Target four**

## Getting People Online

- By 2015, Internet user penetration should reach 60% worldwide, 50% in developing countries and 15% in LDCs

### 2.6.4 National Broadband Strategy Policy Plans for Total Connectivity

Key Issue	Objective
Broadband Policy	Develop a National and County Government policy framework for broadband deployment
Institutional Reform	Establishment of agency responsible for all public ICT infrastructure
Spectrum for Wireless Broadband Network	To provide a comprehensive spectrum plan and timely information on availability and allocation mechanisms
National and County governments co-ordination in complementary infrastructure deployment	Amendment of Roads Act to provide ICT infrastructure along and across roads and railways. E.g. Standard Gauge Railway, LAPSSET, etc. Amend the Building Act to ensure property developers make provisions for ICT infrastructure Enact By Laws requiring and mandating installation of ICT infrastructure ducts in all new roads and buildings and whenever old roads and buildings are being mended, e.g. Thika Highway, Kilimani/Lavington, Westlands Ring Road, Langata Road
Governance and Infrastructure	Harmonisation of County and National government issues related to ICT e.g. roads authorities, way leaves, cable and pipe locating devices, safe digging practice, associated levies
Way Leave Fees	Eliminate / harmonize the maximum thresholds on way leave charges

Availability and reliability of ICT networks	Support and facilitate Infrastructure deployment and establishment of data centres
Innovation	Harmonisation with local universities to establish ICT incubation centres to nurture and promote local talent. Digitise all public records to encourage uptake of e-Government services. Encourage development of digital local content in the Counties
Infrastructure sharing	Enact laws, By Laws, industry Codes of Conduct to encourage ICT infrastructure sharing
ICT opportunities and initiatives	Hold National and County Governments Roundtable/meeting on ICT opportunities and initiatives. Coordinated by Ministry of ICT and its institutions. E.g. CAK (CCK), ICTA, etc.

## SUMMARY

- The National Broadband Strategy is the link to realizing Vision 2030, ICT Objectives.
- ICT integration into all sectors of the economy is a key component for future prosperity of Kenya.
- Need to identify priorities in the National Broadband Strategy for action in terms of:
  - Low to High Feasibility
  - Low to High Impact
- The National Broadband Strategy implementation is supported by the highest level in government.
- A well structured and funded NBS implementation will enhance content development, delivery and deployment of access network.
- Monitor and evaluation systems to ensure successful deployment.

## CHAPTER THREE

### 3.1 Way Forward

#### 3.1.1 In regard to Education – ECD sub-sector.

- Need to conduct regular baseline surveys to establish the status of ECD in the counties by exploring answers to the questions such as the curriculum being used, the milestones, challenges, organizations supporting ECD, role of parents among others.
- Senate to spearhead formulation and enactment of policy and legislative frameworks to set up standards across the counties in education curriculum for ECD, training of ECD, Teachers, recruitment and staffing of ECD teachers, regulations e.t.c
- Need to integrate into the ECD services - all sectors input including: health, nutrition, protection, finance, Agriculture among others. ECD is a multifaceted discipline.
- Counties to develop framework of getting into partnership with the private sector and other corporate bodies operating in their respective counties to develop and strengthen ECD facilities. They are protected in part 2 of the CG Act to enter into such partnerships
  
- Need for affirmative action in hiring ECD teachers and personnel working in child care centers for the boy child to have male role models
- Counties to take over the management of District Centers for Early Childhood
- Enhance budgetary allocations to education and ICT by county governments alongside making the ECD centers - the “**best classrooms model**” in each school across the counties

#### 3.1.2 Village/Youth Polytechnics

- Establish clarity in the role, meaning and management of Youth and Village polytechnics. Confusion in regard to this matter shouldn't arise. It's purely a county government function

- Sensitize the people to have a positive attitude and advocate for review and alignment of the courses offered at the village polytechnics to meet the emergent demands in the industry and larger global market
- Introduce out-of-school youth into entrepreneurship, book-keeping, marketing legal matters, leadership, group dynamics to be taught in YPs, Youth Empowerment Centers, and other institutions in the region;
- Establish a National Youth Polytechnic/village Board to specifically handle the function as devolved under the fourth schedule.
- Development of county policies and legislation to facilitate youth empowerment after attaining the relevant basic education from the youth/village polytechnics
- Introduce policies and incentives that will support increased private sector participation in TVET delivery and which will Improve capital investment in TVET
- The County Integrated Development Plans (CIDP) must also capture and prioritize ECDE and TVET to link them to long term allocation of resources and policy.

### **3.1.3 In Regard to the ICT Sector**

- There is need for a well structured and funded National Broadband Strategy. The implementation will enhance content development, delivery and deployment of access network.
- Establish agency responsible for all public ICT infrastructure while taking devolved system of government into account.
- Harmonisation of County and National government issues related to ICT e.g. roads authorities, way leaves, cable and pipe locating devices, safe digging practice, associated levies.
- Amend the various relevant infrastructural development legislation e.g. the Building Acts to ensure property developers make provisions for ICT infrastructure
- counties should enact Laws requiring and mandating installation of ICT infrastructure ducts in all new roads
- Fast-track the connection of the Fiber optic cable in the remaining counties – to avoid the ghost fiber syndrome

### **3.1.4 Subsequent follow-up activities**

- Senate committee on education and ICT will organize a series of county engagements with each of the education stakeholders in counties i.e. CEC members, county assembly committees on education and ICT, finance executives and chairs of budget committees in counties over the next six months in 2014
- For proper understanding and appreciation of matters affecting education and how to mitigate them, there is need to convene a national forum with the Cabinet Secretary in charge of Education and ICT, the CECs, MCAs and other Education and ICT stakeholders

### **3.1.5 Legislative Intervention**

- Senate committee on education and ICT to spearhead urgent amendments to give the county education boards more leverage to the CEC members to take lead and coordinate stakeholder engagements and implementation of policies and program interventions in education;
- All bills already introduced, related to the Counties to be discussed to before final adoption

## CHAPTER FOUR

### 4.0 Conclusion

The good turnout of both the County Executive Members and the Chairpersons in charge of Education and ICT was an indication of the determination to improve the sectors of Education and ICT.

The deliberations were fruitful and provided knowledge to the participants creating a better understanding of the mandates of both the County Executive Members and the Chairpersons of the Education and ICT committees.

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## Annexes

References – Documents

Minutes

Programme

List of Participants

# PARLIAMENT OF KENYA



## THE SENATE

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RETREAT OF THE SENATE COMMITTEE ON EDUCATION,  
INFORMATION AND TECHNOLOGY, THE COUNTY EXECUTIVES  
FOR EDUCATION; AND THE CHAIRPERSONS OF THE COUNTY  
ASSEMBLY COMMITTEES ON EDUCATION AND ICT

DECEMBER 19<sup>TH</sup> -22<sup>ND</sup>, 2013

VENUE: MOMBASA CONTINENTAL RESORT

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*THEME: CREATING LINKAGES WITH THE SENATE FOR  
EFFECTIVE IMPLEMENTATION OF EDUCATION AND ICTAS  
DEVOLVED*

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DAY 1: Thursday 19<sup>th</sup> December, 2013

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

DAY 2: Friday 20<sup>th</sup> December, 2013

8.30 – 9.00 am REGISTRATION

**OFFICIAL OPENING AND INTRODUCTORY REMARKS**

9.00 –10.00 am Opening Remarks

- **Official Opening Remarks:** Sen. Mutahi Kagwe, MP  
Chairperson, Committee on Education, Information and Technology
- **Development Partners:** Francis Aywa, Chief of Party SUNY Kenya
- **Hon. Ekwee Ethuro, MP – *Speaker of the Senate*** (Key Note Address)

**SESSION 1: OVERVIEW OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

10.00-10.30 am

Towards Total Fiber Optic Connectivity for all Counties: Leveraging Technology for Economic Growth: Policy insight and plans on ICTs in the Counties

*Presenter: Dr. Fred Matiangi, Cabinet Secretary Information Communication and Technology*

10.30-11.00 am

An Overview of the ICT Policy Framework; Leveraging Technology for Enhanced Delivery of Services - Affordability & Access to Service, Improved Governance and Practical Solutions to the local Communities

Presenter: Alex Gakuru, ICT Governance Consultant

11.00 – 11.30 am

Tea Break

**SESSION 2: SUCCESSFUL IMPLEMENTATION OF THE EDUCATION FUNCTION AS DEVOLVED**

11.30-11.50 am

Reviewing Principles of Unbundling of Functions: Appreciating the Devolved Education Function

*Presenter: Eric Aligula, Programmes Coordinator, KIPPR*

11.50 – 12.10 pm

The Ministry's Position on Devolving Infrastructure and Support for

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2023年12月31日

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County Education

**Presenter:** *Prof. Jacob Kaimenyi, Cabinet Secretary Education*

12.10- 1.10 pm

*Plenary Discussions*

1.10 – 2.15 pm

**Lunch**

2.15- 3.00 pm

Engaging with the ECD Devolved Function: Reviewing ECD Principles, Policy Coherence, Design and Institutional Framework for Promoting Positive Outcomes

**Presenter:** *Dr. Theresa Mwoma, Lecturer Department of Early Childhood Studies, Kenyatta University*

3.00- 3.45 pm

Engaging with Devolved Technical Education Functions: Understanding and Designing an Effective Framework for Delivery of Technical Education for Increased and Prioritized Sector Investment

**Presenter:** *Maria Kipkenai Cherono, Consultant*

3.45-4.15 pm

Devolving the TSC to the Counties: What it Will Take

**Presenter:** *Kinuthia wa Mwangi, Chairperson Transition Authority*

4.15- 5.00 pm

**Plenary Discussion**

5.00 pm

**Tea Break and End of Day 2**

**DAY 3: Saturday 21<sup>st</sup> December, 2013**

**SESSION 3: PRACTICAL APPROACHES TO IMPLEMENTING EDUCATION AS DEVOLVED**

9.00-9.45 am

Capacity Building for Devolved functions in Education: Practical Steps

**Presenter:** *Ms. Anne Waiguru, Cabinet Secretary Devolution & Planning*

9.45-10.30 am

Counties and the Education Function: Milestones and Challenges

**Presenter:** *Representative of the County Executives of Education and County Assemblies Chairpersons of Committee(s) on Education and ICT*

10.30- 11.00 pm

**Tea Break**

11.0-12.00 noon

County Engagements: Linkages between the Executive and County Assemblies in Education and ICT: Effective, Accountable and Collaborative Service Delivery in the Education Sector: *Education Secretary Mombasa County, Hon. Tendai Lewa Mtana,*

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12.00 – 1.00 pm Plenary Discussions

1.00 – 2.00 pm Lunch

**SESSION 4: FINANCING OF EARLY CHILDHOOD EDUCATION AND  
TECHNICAL EDUCATION**

2.00-2.45 pm Budget for Education, Infrastructure and ECD Teachers, Village Polytechnics, Home Craft and Child Care Centres  
**Presenter:** *Ms. Agnes Odhiambo, Controller of Budget*

2.45-3.30 pm Financing County Education Functions Options and Sustainability  
**Presenter:** *Kwame Owino, Chief Executive Officer, Institute of Economic Affairs-Kenya*

3.30-4.30 pm Plenary Discussions

4.30- 5.00 pm Closing Remarks

5.00 pm Tea Break and End of Workshop

End of Day 3

**DAY 4: Sunday 22<sup>nd</sup> December 2013**

8.00-12.00 noon **BREAKFAST & DEPARTURE**



**MINUTES OF THE 16<sup>TH</sup> SITTING OF THE SENATE STANDING COMMITTEE ON EDUCATION, INFORMATION AND TECHNOLOGY HELD ON FRIDAY 14<sup>TH</sup> MARCH, 2014 AT THE KENYATTA INTERNATIONAL CONFERENCE CENTRE, 4<sup>TH</sup> FLOOR AT 9.30 A.M.**

**Present**

Sen. Mutahi Kagwe, EGH - Chairperson  
Sen. Kennedy O. Mongare  
Sen. Joy Gwendu  
Sen. (Prof.) Wilfred Lesan  
Sen. Daniel Karaba  
Sen. Boy Juma Boy

**Absent with apology**

Sen. Halima Mohamud - Vice-Chairperson  
Sen. (Prof.) John Lonyangapuo  
Sen. Daisy N. Kanainza

**In attendance - Senate**

Mrs. Rose Mudibo - Were - Clerk Assistant

**Min/36/2014 Preliminaries**

Sen. (Prof.) Wilfred Lesan, the temporary chairman called the meeting to order at 9.40 a.m., followed by a word of prayer.

**Min/37/2014 Adoption of Agenda**

The agenda was adopted as presented to the Committee.

**Min/38/2014 Consideration of Committee Reports**

The Committee considered, deliberated, adopted and duly signed the following reports of the Committee:-

- Report on the CONE to the Coast Region
- Report of the retreat of the Committee with Chairmen of Education and ICT Committees at the County level



and the County Executive Members in charge of Education and ICT.

**Min/39/2014 Any Other Business**

The Committee resolved to meet on Wednesday 19<sup>th</sup> March, 2014 to consider any other pending reports.

**Min/35/2014 Adjournment**

There being no other business the meeting was adjourned at 10.30 a.m.

  
SIGNED: .....  
(CHAIRPERSON)

DATE: ..... 16/3/2014 .....

