

PARLIAMENT OF KENYA



THE NATIONAL ASSEMBLY

THIRTEENTH PARLIAMENT – SECOND SESSION 2023

DEPARTMENTAL COMMITTEE ON EDUCATION

REPORT ON:

ATTENDANCE TO THE 2022 INTERNATIONAL EDUCATION CONFERENCE

13<sup>TH</sup> -16<sup>TH</sup> NOVEMBER, 2022

TORONTO, CANADA

Directorate of Departmental Committees  
Clerk's Chambers  
National Assembly  
Parliament Buildings  
Nairobi

*Approved*  
*BBSS*  
*D/SNA*  
*5/10/2023*

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DATE: 05 OCT 2023 DAY: Thursday  
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TABLED BY: Hon Juhos Melly, MP  
Chairperson, Education Committee

CLERK AT THE TABLE: H. Shubeko

October 2023

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## LIST OF ABBREVIATIONS AND ACRONYMS

|      |                                             |
|------|---------------------------------------------|
| AI   | Artificial Intelligence                     |
| CBIE | Canadian Bureau for International Education |
| COIL | Collaborative Online International Learning |
| ICT  | Information, Communication and Technology   |
| MOU  | Memorandum of Understanding                 |
| SDG  | Sustainable Development Goal                |
| TVET | Technical, Vocational Education & Training  |

## CHAIRPERSON'S FOREWORD

The Departmental Committee on Education attended the 56<sup>th</sup> International Education Conference in Toronto, Canada. The Conference is annually organized by the Canadian Bureau for International Education (CBIE) and is one of the largest global conferences on education issues. The 2022 conference was held in Toronto, Canada from 13<sup>th</sup> - 16<sup>th</sup> November 2022.

The 2022 conference theme was “*Finding Balance*”. As the international education community emerges from a period of uncertainty and disruption and looks towards recalibration and recovery, international education is increasingly understood as a holistic, interconnected system that must reconcile economic, social, ethical and environmental considerations.

International Education leaders, practitioners and stakeholders are therefore tasked with harmonizing these priorities within programming, policy and operations and demonstrating their commitment to building a new model of engagement with creative, resilient and bold action. Thus, the three (3) day Conference drew participants from all parts of the world and the majority of whom were educationists, education policy experts, students as well as government officials.

The Conference was aimed at enhancing partnerships and collaborations with Canadian academic institutions as well as provide a platform for academic institutions across the world to showcase their works and innovation in delivering academic programs. The conference also offered an opportunity for a structured dialogue on major issues in the delivery of Higher education.

### Delegation

The delegation comprised of Committee Members from the Departmental Committee on Education as shown below:

1. Hon. Julius Kibiwott Melly, MP- Chairperson and Leader of the delegation
2. Hon. Eve Obara, MP
3. Mr. Eric Kanyi- Fiscal Analyst/Delegation Secretary

However, due to unavoidable circumstances, the Hon. Julius Kibiwott Melly, MP was unable to attend the conference. The delegation attended the meeting as participants to the various conference sessions as well as attended a number of meetings meant for the Kenyan delegations.

The delegation was also joined by a team of Governors, county government officials and Members of the County Assembly where various Memoranda of Understanding (MOU's) /partnerships between Canadian Universities and County Governments were signed.

The Governors were:

- i. H.E Stephen Sang Nandi County
- ii. H.E Jonathan Bii Uasin Gishu County
- iii. H.E Wisley Rotich Elgeyo Marakwet County
- iv. H.E Irungu Kangata Murang'a County

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## **Appreciation**

The Committee is thankful to the Office of the Speaker and the Clerk of the National Assembly for the logistical and financial support accorded to the delegation during this important assignment. The Committee is also thankful to Members of the Committee for selecting them to attend the meeting. The Committee also appreciates the CBIE for organizing the conference and extending an invitation to the Committee.

On behalf of the Education Committee delegation to Canada and pursuant to provisions of the National Assembly Standing Order No. 199(6), I beg to table the Report of the Committee's Delegation to Toronto, Canada which was selected to attend the CBIE international education conference.

A handwritten signature in blue ink, appearing to read 'J. Melly', with a large, stylized flourish at the end.

**HON. JULIUS MELLY, MP**  
**CHAIRPERSON, DEPARTMENTAL COMMITTEE ON EDUCATION**

## **PART I**

### **1.0 PREFACE**

#### **1.1 Establishment and Mandate of the Committee**

1. The Departmental Committee on Education subject matter revolves around Education, Training, Curriculum Development and Research. The Committee is established under Standing Order 216 and draws its mandate from Standing Order 216 (5) which provides as follows-
  - i) investigate, inquire into and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned Ministries and Departments;*
  - ii) study the programme and policy objectives of the Ministries and Departments and the effectiveness of the implementation;*
  - iii) on a quarterly basis, monitor and report on the implementation of the national budget in respect of its mandate;*
  - iv) study and review all legislation after First Reading subject to the exemptions under Standing Order 101 A (4);*
  - v) study and review all legislation referred to it;*
  - vi) study, assess and analyse the relative success of the Ministries and Departments as measured by the results obtained as compared with its stated objectives;*
  - vii) investigate and inquire into all matters relating to the assigned Ministries and Departments as they may deem necessary, and as may be referred to them by the House or a Minister;*
  - viii) make reports and recommendations to the House as often as possible, including recommendations of proposed legislation;*
  - ix) consider reports of Commissions and Independent Offices submitted to the House pursuant to the provisions of Article 254 of the Constitution; and*
  - x) examine any questions raised by Members on a matter within its mandate.*

#### **1.2 Oversight**

3. In executing its mandate, the Committee oversees the following government Ministries, Departments and or Agencies, namely:
  - i. The State Department for Basic Education
  - ii. The State Department for TVET
  - iii. The State Department for Higher Education & Research
  - iv. The Teachers Service Commission

### 1.3 Committee Membership

The Committee comprises of the following Members: -

1. **Hon. Julius Kibiwott Melly, MP**  
**Chairperson**  
Tinderet Constituency  
**UDA**
2. **Hon. Moses Malulu Injendi, MP**  
**Vice Chairperson**  
Malava Constituency  
**ANC**
3. **Hon. Dr. Christine Oduor Ombaka, MP**  
Siaya County  
**ODM**
4. **Hon. Eve Akinyi Obara, MP**  
Kabondo Kasipul Constituency  
**ODM**
5. **Hon. Jerusha Mongina Momanyi, MP**  
Nyamira County  
**JP**
6. **Hon. Abdul Ebrahim Haro, MP**  
Mandera South Constituency  
**UDM**
7. **Hon. Anne Muratha, MP**  
Kiambu County  
**UDA**
8. **Hon. Clive Gisairo, MP**  
Kitutu Masaba, Constituency  
**ODM**
9. **Hon. Dick Oyugi Maungu, MP**  
Luanda Constituency  
**DAP-K**
10. **Hon Julius Taitumu M' Anaiba, MP**  
Igembe North Constituency  
**UDA**
11. **Hon. Nabii Nabwera Daraja, MP**  
Lugari Constituency  
**ODM**
12. **Hon. Peter Ochieng Orero, MP**  
Kibra Constituency  
**ODM**
13. **Hon. (Prof.) Phylis Jepkemoi Bartoo**  
Moiben Constituency  
**UDA**
14. **Hon. Rebecca Noonaiishi Tonkei, MP**  
Narok County  
**UDA**
15. **Hon. Timothy Toroitich, MP**  
Marakwet West Constituency,  
**IND**

#### **1.4 Committee Secretariat**

The Committee secretariat comprises of : -

**Ms. Grace Wahu**  
Clerk Assistant III  
Lead Clerk

**Ms. Natecho Kisiang'ani**  
Clerk Assistant III

**Ms. Colletah Sigilai**  
Senior Legal Counsel

**Mr. Eric Kanyi**  
Fiscal Analyst II

**Ms. Winnie Kulei**  
Research Officer II

**Dr. Maina Mburu**  
Research Officer III

**Mr. Paul Kashane**  
Serjeant-at-Arms

**Ms. Roselyn Ndegi**  
Serjeant-at-Arms

**Mr. Nimrod Ochieng**  
Audio Recording Officer

**Mr. Daniel Psirmoi**  
Media Relations Officer

**Ms. Mary Kamande**  
Protocol Officer III

**Ms. Josephine Osiba**  
Hansard Reporter III



## **PART 2**

### **2.0 THE CANADIAN BUREAU FOR INTERNATIONAL EDUCATION (CBIE)**

The Canadian Bureau for International Education (CBIE) is a provincial government body that supports the internationalization efforts of Canada's public and independent schools, public and private colleges and universities. It promotes international education in and for Canada, to enhance Canada's international reputation for quality education, and to support the international education activities of the provincial government.

CBIE works collaboratively with the Ministry of Advanced Education and Skills Training and partner ministries including the Ministry of Education and the Ministry of Jobs, Economic Recovery, and Innovation, and with schools, districts, and post-secondary institutions to deliver on the international education priorities.

CBIE supports Canada students, teachers and administrators in schools by providing leadership and expertise as well as promoting the benefits and opportunities of international education broadly. It also supports a strong and sustainable economy and builds targeted and strategic partnerships between Canada and global institutions. This is accomplished through CBIE's work to build capacity of schools and institutions across Canada to engage in international education and increase pathways for learning.

#### **2.1 The Conference Proceedings**

The three (3) day Conference drew participants from all parts of the world and the majority of whom were educationists, education policy experts, students as well as government officials. The Conference was organized into various sessions with different thematic areas under discussion. There were plenary sessions, special sessions as well as exhibitions by various Canadian Universities. The Education Committee Delegation also visited various stands and institutions which were showcasing various educational related products. The delegation was also joined by a team of Governors from Kenya where various MOUs/partnerships between Canadian Universities and County Governments were signed.

At the official opening reception, various renowned educationists noted the importance of creating partnerships in the education field to expand access to education in line with the 4<sup>th</sup> SDG goal. The need to capitalize on the main strengths of partnerships in education as well as sustain efforts already in place was emphasized. The various speakers also underscored the need to continue implementing programmes aimed at internationalizing education.

Some of the key sessions attended during the conference are:

1. **Re-imaging international research partnership and development strategies** – the session focused on re-engineering research partnerships between institutions of higher learning to create synergies and align research activities to contemporary issues affecting humanity.

**Session outcome:** The need for education institutions to foster and encourage collaborations in common areas of interest and more so in research.

2. **Collaborative Online International Learning (COIL) as a tool for institutional partnership development and student engagement-** the session talked about application of ICT tools to facilitate and deliver education products to a wide range of consumers (students and lecturers) to advance inter-cultural learning. The beneficiary students and lecturers shared their success stories in using COIL for learning and teaching.

**Session Outcome:** Application of ICT tools in learning, teaching and research in higher education institutions is critical in delivering education to a wide catchment of multi-racial students.

3. **International agreements in Education** – the session focused on how institutions of higher learning and colleges can navigate the complexities of crafting agreements/MOU's and overcome various barriers to international partnerships as a result of a changing world. Some of the Universities shared their experience and showcased some tools/frameworks used in assessing the risks level in development partnerships between learning institutions.

**Session outcome:** The need for education institutions to develop frameworks for partnerships agreements and collaborations in common areas of interest.

The Delegation was able to attend the following sessions specifically designed for the Kenyan delegation:

1. A meeting with **Future Fit** - a company that assists Ministries of Education and Labour predict future labour needs/requirements and helps students plan their careers earlier enough. This, it does using artificial intelligence as well as carrying out labor market simulations. The Company has also set up an incubation hub for ICT innovators where different ICT related products and applications are developed.

**Meeting outcome:** The importance of using artificial intelligence (AI) to predict market labor needs in addressing unemployment.

2. **A meeting with Olds College of Agriculture & Technology** - a technical agricultural college where through a catalogue they showcased their technical courses in agriculture and agricultural related fields as well as their well-equipped workshops and laboratories.

**Meeting outcome:** The need for the TVET institutions to be well resourced and equipped to offer quality and relevant technical courses.

3. **A meeting with the Director of Canadian Bureau for International Education** - the meeting aimed at exploring possible areas and ways of creating partnerships between Canadian and Kenyan Institutions of Higher Learning.

**Meeting outcome:** A number of MOU's were signed between Canadian Institutions and county governments represented.



## 2.2 Lessons Learnt from the Conference

The Delegation having followed the discussions in various sessions during the conference noted the need for partnerships in education as a mechanism for expanding access to education and sharing of education resources especially at TVET and Higher Education level hence the need to support this endeavor.

The following are the lessons learnt from the Conference and the various meetings:

1. There is need to create a National Framework and policy for international partnerships in education given that many Canadian educational Institutions are willing to create linkages and partnerships with Kenya institutions. The policy framework should be the guiding pillar in all manner of education partnerships to guarantee the quality education and also maintain long lasting relationships;
2. There is need for the country, just like Canada, to invest in equipping and upgrading of TVET institutions in the country in line with imaging and changing world technologies to make the courses relevant and market responsive. TVET should also be modelled to offer professional short courses for degree holders to gain hands-on skills.
3. There is need for the Universities to adopt use of technology especially ICT in the delivery of their courses. In doing so, they will be able to expand their student catchment area to include international students. This may in turn assist Universities in expanding their revenue base and return to the financial sustainability path. The proper and effective use of ICT may also encourage inter-faculty exchange programmes to improve the competitiveness of the programmes being offered;
4. Under a National guiding policy and framework, the public universities need to be encouraged and supported to develop their own home-grown tools and models to guide the development of international partnerships and agreements with like-minded institutions especially in Canada;
5. Given the unemployment concern in the Country, the Ministry of Education needs to open up a conversation with Future Fit to assist the government in assessing and analyzing the labor market needs of the country.

## **PART 3**

### **3.0 COMMITTEE OBSERVATIONS**

The Delegation, having followed the discussions in various sessions during the conference and having attended various exhibitions during the conference made, the following observations:

1. There is need for partnerships in education as a mechanism for expanding access to education and sharing of education resources especially at TVET and Higher Education level hence the need to support this endeavor;
2. That many Canadian educational Institutions of Higher learning as well as colleges are willing to create linkages and partnerships with Kenya institutions hence the need to have a policy in place to guide such partnerships for the benefit of Kenya students' community;
3. That Canada has invested in equipping and upgrading of TVET institutions in the country as well as promoting their visibility to attract students both locally and internationally. Further, in line with changing world technologies Canada has ensured that the courses in TVETs remain relevant and are market tailored.
4. In order to ensure that University graduates in Technical fields such as engineering gain hands on skills and are re-tooled based on the emerging technological trends, TVET's in Canada offer continuous professional short courses for degree holders;
5. That institutions of higher learning in Canada have adopted the use of technology especially ICT in the delivery of their courses. In doing so, they have been able to expand their student catchment area to include international students. This has also encouraged inter-faculty exchange programmes to improve the competitiveness of the programmes being offered;



## **PART 4**

### **4.0 COMMITTEE RECOMMENDATIONS**

Thus, drawing from the various lessons learnt from the Conference and the various meetings attended, the Education Committee delegation makes the following recommendations:

1. Given that many Canadian educational Institutions are willing to create linkages and partnerships with Kenya institutions, there is need to create a National Framework and policy for to guide international partnerships and linkages in education. The policy framework should be the guiding pillar in all matters of education partnerships and linkages to guarantee the quality education and also maintain long lasting relationships with like-minded countries;
2. There is need for the country to scale up the efforts and investment in equipping and upgrading of TVET institutions in the country in line with emerging and changing world technologies to make the courses relevant and market responsive. TVET should also be modelled to offer periodic professional short courses for degree holder in selected fields of study for purposes of gaining hands-on skills and re-tooling based on current trends;
3. There need for the Universities to adopt use of technology especially deployment of ICT in the delivery of their courses. In doing so, they will be able to expand their student catchment area to include international students. This may in turn assist Universities in expanding their revenue base and return to the financial sustainability path. The proper and effective use of ICT will also encourage inter-faculty exchange programmes to improve the competitiveness of the programmes being offered;
4. Under a National guiding policy and framework, the public universities need to be encouraged and supported to develop their own home-grown tools and models to guide the development of international partnerships and agreements with likeminded institutions especially across the world and more so in Canada;
5. Given the unemployment concern in the Country, the Ministry of Education needs to open up a conversation with Future Fit to assist the government in assessing and analyzing the labor market and skills needed in the country. Such as assessment will guide in terms of pointing out the educations programmes which are in demand and which the country need to invested in terms of uptake by students.

DATE.....5/15/2023.....SIGN.....

**HON. JULIUS MELLY, MP**  
**CHAIRPERSON, DEPARTMENTAL COMMITTEE ON EDUCATION**

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