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TENTH PARLIAMENT - SECOND SESSION

REPORT OF THE
DEPARTMENTAL COMMITTEE ON EDUCATION, RESEARCH
AND TECHNOLOGY
ON
THE INQUIRY INTO STUDENTS' UNRESTS AND STRIKES
IN
SECONDARY SCHOOLS

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OCTOBER 2008

INQUIRY INTO STUDENTS'
UNRESTS AND STRIKES IN
Koech, David, MP.
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TABLE OF CONTENTS

	PAGE
PREFACE.....	iv
LIST OF ACRONYMS.....	viii
WORK PROGRAMME.....	x
EXECUTIVE SUMMARY.....	xi
CHAPTER ONE.....	1
1.0 INTRODUCTION.....	1
1.1 TERMS OF REFERENCE (TOR).....	3
1.2 <i>MODUS OPERANDI</i> OF THE COMMITTEE.....	4
CHAPTER TWO.....	9
2.0 INTRODUCTION.....	9
2.1 CENTRAL PROVINCE.....	9
2.1.1 MBUGITI SECONDARY SCHOOL.....	9
2.1.2 PUBLIC HEARING AT NYERI TOWN HALL.....	10
2.1.3 KAROTI GIRLS' SECONDARY SCHOOL.....	11
2.2 EASTERN PROVINCE.....	12
2.2.1 KIRIMARI BOYS SECONDARY.....	13
2.2.2 CHUKA GIRLS HIGH SCHOOL.....	13
2.2.3 KANGARU GIRLS HALL.....	14
2.3 RIFT VALLEY PROVINCE.....	14
2.3.1 NAIVASHA MIXED SECONDARY & SHINERS BOYS HIGH SCHOOLS.....	14
2.3.2 KABARNET BOYS HIGH SCHOOL.....	15
2.3.3 ST PATRICKS ITEN HIGH SCHOOL.....	16
2.3.4 PUBLIC FORUM AT NAKURU MUNICIPAL AND ELDORET MUNICIPAL HALLS.....	17
2.4 NYANZA PROVINCE.....	17
2.5 WESTERN PROVINCE.....	18
2.5.1 SHAMBERERE SECONDARY SCHOOL.....	19
2.5.2 PUBLIC HEARING AT KAKAMEGA HIGH SCHOOL HALL.....	19
2.6 NORTH EASTERN PROVINCE.....	19

2.7	COAST PROVINCE.....	20
2.7.1	SENIOR CHIEF MWANGEKA GIRLS SECONDARY SCHOOL.....	21
2.7.2	PUBLIC HEARING AT KENYATTA HIGH SCHOOL, MWATATE.....	22
2.7.3	MOI HIGH SCHOOL, KASIGAU.....	22
2.7.3	MWASERE GIRLS' SECONDARY SCHOOL.....	22
2.7.4	PUBLIC HEARING AT VOI SECONDARY SCHOOL HALL.....	23
2.7.5	WAA BOYS AND WAA GIRLS HIGH SCHOOLS.....	23
2.8	NAIROBI PROVINCE.....	25
2.8.1	UPPER HILL AND LENANA SCHOOLS	25
2.8.2	PUBLIC HEARINGS AT COUNTY HALL, PARLIAMENT BUILDINGS.....	26
	CHAPTER THREE.....	27
3.0	INTRODUCTION.....	27
3.1	MOCK EXAMINATIONS.....	27
3.2	POST-ELECTION VIOLENCE.....	28
3.3	NATIONAL EXAMINATIONS LEAKAGES AND IRREGULARITIES.....	29
3.4	RANKING OF SCHOOLS.....	30
3.5	DRUGS AND SUBSTANCE ABUSE.....	31
3.6	SCHOOL ADMINISTRATION AND MANAGEMENT.....	32
3.7	PARENTAL GUIDANCE.....	34
3.8	STAFFING.....	35
3.9	CURRICULUM.....	37
3.10	MOBILE PHONES.....	39
3.11	MOE POLICIES.....	40
3.12	COUNSELLING.....	40
3.13	FREE SECONDARY EDUCATION (FSE) FUNDS.....	42
3.14	SCHOOL PREFECTS.....	43
3.15	SCHOOL WORKERS.....	43
3.16	COMMUNICATION.....	44
3.17	BOARDING SCHOOLS.....	45
3.18	CHILDREN'S ACT (2001).....	46
3.19	GENERAL INDISCIPLINE AMONG STUDENTS.....	47
3.20	INSPECTION OF SCHOOLS.....	48
3.21	EXTERNAL INFLUENCE IN SCHOOLS.....	49
3.22	HOPELESSNESS AMONG STUDENTS.....	49
3.23	MEDIA EFFECTS.....	50
3.24	FOREIGN IDEOLOGIES AND CULTURE.....	51
3.25	CO-CURRICULAR ACTIVITIES.....	52
3.26	MORAL DECAY.....	52
3.27	ROLE MODELS.....	53

3.28	PEER PRESSURE.....	53
3.29	POVERTY.....	54
3.30	FINANCIAL MANAGEMENT IN SCHOOLS.....	54
3.31	SPONSORS.....	55
3.32	OUTLAWED GROUPS	56
3.33	DEVIL WORSHIP.....	56
3.34	SCHOOL RULES	57
3.35	COMMUNITY.....	57
CHAPTER FOUR.....		59
4.0	CONCLUSION.....	59
APPENDICES		
	MINUTES.....	71
	LIST OF PARTICIPANTS.....	217

INQUIRY INTO STUDENTS' UNRESTS AND STRIKES IN OUR SECONDARY SCHOOLS BY THE DEPARTMENTAL COMMITTEE ON EDUCATION, RESEARCH AND TECHNOLOGY

PREFACE

Mr. Speaker, Sir,

Following the recent wave of unrests and strikes in secondary schools in which two hundred and ninety (290) schools were involved and more than half were burnt down leading to loss of life and property worth millions of shillings, and subsequent to a Ministerial Statement by the Minister for Education on Tuesday, 22 July 2008, and the debate on the matter by the House, you made the following communication from the Chair;

'In view of the enthusiasm that this matter has generated on the Honorable Members to want to contribute and also in view of the public interest in the component in the matter, I direct that the Minister tables his Ministerial Statement and that the Departmental Committee on Education, Research and Technology opens an inquiry into this matter on behalf of the Parliament and files up a report within the next 21 days for adoption by the House and appropriate debate as may be necessary'.

Subsequent to this ruling, the Departmental Committee on Education, Research and Technology, during its sitting on Wednesday, 23 July 2008, resolved to visit schools and especially those that were affected by the unrests with a view to establishing the underlying causes of the strikes and to propose the necessary remedial measures to address strikes in schools and to deter future occurrences.

The Committee comprises the following Members:

The Hon. David Koech, MP	-	Chairman
The Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
The Hon. Mwaura Kiburi David, MP	-	Member
The Hon. Isaac Ruto, MP	-	Member
The Hon. Joseph Lekuton, MP	-	Member
The Hon. Peter Gitau, MP	-	Member
The Hon. D.M. Mwakulegwa, MP	-	Member
The Hon. Alfred Odhiambo, MP	-	Member
The Hon. Dache John Pesa, MP	-	Member
The Hon. Shakilla Abdalla, MP	-	Member
The Hon. Adan Keynan, MP	-	Member

The Committee commenced its work on Tuesday, 29 July 2008 after rolling out its programme, which was advertised in the print media on diverse dates between Wednesday, 30 July 2008 and Sunday, 03 August 2008 and held a total of 33 Sittings mostly in the affected schools and public hearings in all the eight (8) provinces in Kenya.

The Committee received oral and written memoranda from the stakeholders who included:- **Teachers, Students, Parents' Teachers' Associations (PTAs), Boards of Governors (BOGs), Sponsors, School Workers, Civil Society Organizations (CSOs), Religious Leaders/Organizations and Parliamentarians.** The contributions from the stakeholders at public hearings at which both oral and written submissions were received were overwhelming.

The Committee would particularly like to thank all the stakeholders who made contributions during the hearings. Special thanks go to the students for their candid submissions. The Committee would also like to acknowledge that it received cooperation and assistance from all persons it encountered during this inquiry.

The Committee further wishes to sincerely thank the Offices of the Speaker and the Clerk of the National Assembly for the necessary support and services extended to the Members to enable the Committee execute its work; and the Ministry of Education (MOE) for mobilizing the stakeholders, through the Provincial Directors of Education (PDEs), to congregate at the venues of the meetings. The arrangements put in place made the work of the Committee manageable.

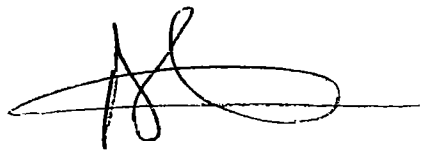
As Chairman, I must thank Members of the Committee for their patience, sacrifice, endurance and hard work despite their other commitments and tight schedules in their endeavor to unearth the critical issues behind the widespread unrests and strikes in our secondary schools.

I must further thank the staff of the National Assembly for their steadfast expertise, and without whose dedication the work of the Committee would have been impossible.

Mr. Speaker, Sir,

On behalf of the Departmental Committee, I now have the honour and pleasure to present its Report and Recommendations to the House for debate and look forward to its adoption.

Thank You,



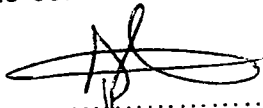
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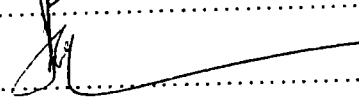
CHAIRMAN

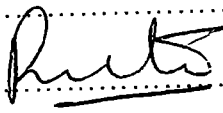
(HON. DAVID KOECH, MP)


Date: 23/10/2008

We, Members of the Parliamentary Committee on Education, Research and Technology do hereby affix our signatures to confirm the correctness of this report.

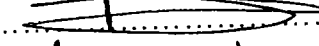
The Hon. David Koech, MP.....  22/10/08

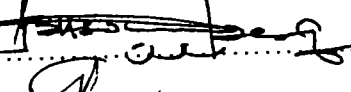
The Hon. B.C. Muturi Mwangi, MP.....  22/10/08

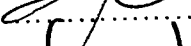
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The Hon. Isaac Ruto, MP.....  22/10/08

The Hon. Joseph Lekuton, MP.....
The Hon. Peter Gitau, MP.....  22/10/08

The Hon. D. Mwazo Mwakulegwa, MP.....  22/10/08

The Hon. Alfred Odhiambo, MP.....  22/10/2008

The Hon. Dache John Pesa, MP.....  22/10/08

The Hon. Shakilla Abdalla, MP.....  22/10/08

The Hon. Adan Keynan, MP.....  22/10/08

LIST OF ACRONYMS

BOG	- Board of Governors
CAT	- Continuous Assessment Tests
CBO	- Community Based Organisations
CDF	- Constituency Development Fund
CRE	- Christian Religious Education
CSO	- Civil Society Organisations
DC	- District Commissioner
DEB	- District Education Board
DEO	- District Education Officer
DO1	- District Officer 1
DQASO	- Directorate of Quality Assurance and Standards
ES	- Education Secretary
FSE	- Free Secondary Education
GOK	- Government of Kenya
HRE	- Hindu Religious Education
ICT	- Information and Communications Technology
IDP	- Internally Displaced Persons
IRE	- Islamic Religious Education
KAPT	- Kenya Association of Professional Teachers
KCSE	- Kenya Certificate of Secondary Education
KEPSHA	- Kenya Primary Schools Heads Association
KESI	- Kenya Education Staff Institute
KIE	- Kenya Institute of Education

KJSE	- Kenya Junior Secondary Education
KNAP	- Kenya National Parents Association
KNEC	-Kenya National Examinations Council
KSSHA	-Kenya Secondary Schools Heads Association
KUPPET	- Kenya Union of Post-Primary Teachers
MDG	- Millennium Development Goals
MOE	- Ministry of Education
MPs	- Members of Parliament
NACADA	- National Agency for the Campaign Against Drug Abuse
NGO	- Non-Governmental Organization
PA	- Provincial Administration
PDE	- Provincial Director of Education
PEB	- Provincial Education Board
PS	- Permanent Secretary
PSOA	- Private Schools Owners Association
PTA	- Parents Teachers Association
SDF	- School Disaster Fund
SMC	- School Management Committee
TOR	- Terms of Reference
TSC	-Teachers Service Commission

**INQUIRY INTO STUDENTS' UNRESTS AND STRIKES IN SECONDARY SCHOOLS
BY THE DEPARTMENTAL COMMITTEE ON EDUCATION, RESEARCH AND
TECHNOLOGY**

WORK PROGRAMME

29 TH JULY - 30 TH JULY, 08	CENTRAL PROVINCE
31 ST JULY - 2 ND AUGUST, 08	EASTERN PROVINCE
6 TH AUGUST - 11 TH AUGUST, 08	RIFT VALLEY PROVINCE
12 TH AUGUST - 17 TH AUGUST, 08	NYANZA PROVINCE
18 TH AUGUST - 19 TH AUGUST, 08	WESTERN PROVINCE
28 TH AUGUST, 08	N. EASTERN PROVINCE
1 ST SEPTEMBER - 6 TH SEPTEMBER, 08	COAST PROVINCE
8 TH SEPTEMBER - 15 TH SEPTEMBER, 08	NAIROBI PROVINCE
24 TH SEPTEMBER - 01 ST OCTOBER, 08	COMPILATION OF THE FINAL REPORT

EXECUTIVE SUMMARY

1. The Departmental Committee on Education, Research and Technology is one of the eight (8) Departmental Committees; which is established and operates in accordance with the Standing Order No. 151 (4) which states *inter alia*:-

'The functions of the Departmental Committee shall be:-

- a) To investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned Ministries and Departments;
 - b) To study the programme and policy of the Ministries and Departments and the effectiveness for implementation;
 - c) To study and review all legislation after the First Reading, subject to the exemptions under Standing Order 101 A(4)
 - d) To study, assess and analyse the relative success of the Ministries and Departments as measured by the results as compared with its stated objectives;
 - e) To 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; and
 - f) To make reports and recommendations to the House as often as possible, including recommendation of proposed legislation'.
2. The provisions of the Standing Order 151 state the Terms of Reference (TOR) for the Departmental Committee of Education, Research and Technology as:-
 - (i) Education

- (ii) Examination and Training
- (iii) Research; and
- (iv) Technology Development

The Standing Order also provides that the Committee has the leeway to make its own selection of the subjects regarding the policy, management, administration, etc of the Ministries and Departments falling under its jurisdiction.

3. On Tuesday, 22nd July 2008, the Hon. Speaker directed the Committee to open an inquiry into students' strikes and unrests following a Ministerial Statement on the matter by the Minister for Education. Subsequently, the Committee commenced its work on Tuesday, 29th July 2008, to gather views from stakeholders and make recommendations on issues relating to the wave of the students' unrest during the second term of 2008.
4. The Committee held a total of 33 interactive discussions with representatives and stakeholders across the eight (8) Provinces where it received both oral and written views. The written memoranda were presented to the Committee at the venues of the meetings or via the Committee's email address at educationcommittee08@gmail.com. Interviews were conducted both in public and in camera during the hearings.
5. To ensure that all sections of the stakeholders were provided with ample opportunities to make their submissions, the Committee heard evidence from representatives of Students, Teachers, School Workers, Principals, BOGs, PTAs, Sponsors, Teachers Unions (KNUT and KUPPET), KSSHA, KNAP, Private School Owners Association, University Lecturers, Civil Society Organizations and other stake holders. The Committee also heard from Members of Parliament.
6. From the evidence presented, the Committee was of the opinion that varied reasons were responsible for the wave of unrests. The fear for the mocks and

claims of rampant KNEC examination leakages and irregularities only helped to worsen the problems of the secondary schools have always had.

7. It was clear that the claim that KNEC uses mock results to validate KCSE results, and rampant leakages in national examinations have damaged the credibility of KNEC to the extent that students resisted sitting for mock examinations in the second term, so that results would not be forwarded to KNEC.
8. The other major highlights of the conclusions made by the Committee on the unrests include poor management of schools, over loaded curriculum, low morale among teachers, peer pressure, drug and substance abuse, indiscipline and rampant expulsion of students, impact of post-election violence, moral decay in the society, poor parenting, external interference in the running of schools, ineffective supervision of schools, misuse of mobile phones, ineffective guidance and counseling units, late disbursement of free secondary school education funds, poor prefecture system, poor communication channels, overcrowding and poor boarding facilities in schools, ineffective BOGs and Sponsors, stiff competition due to ranking of schools, media reporting and showing of violent movies and plays on television, and publicity on children's rights (read, The Children's Act) and freedoms.
9. The major recommendations based on the findings are as presented in Chapter Four.
10. The details of the findings of the Committee and recommendations are contained in Chapter Three of this Report. It is important to note that the issues and recommendations presented in the report are not exhaustive and the Committee urges the House to further deliberate on all the evidence where necessary and recommend appropriate action.

11. The Committee calls upon the House to move expeditiously to adopt the recommendations in order to enhance discipline and deter future unrests and strikes in the secondary schools.

CHAPTER ONE

1.0 INTRODUCTION

1. Education remains key to Kenya's national development and in making progress towards achievement of the Millennium Development Goals (MDGs). It is through education that the youth are provided with economic empowerment and opportunities to exploit their potential and ensure them a bright future. However, the increasing magnitude and violent nature of strikes in the education sector becomes an issue of great concern to everybody. The wanton destruction of learning facilities is a major setback in efforts targeted at realizing Educational for All (EFA), MDGs and Vision 2030. This calls for urgent concerted efforts to address the issues underlying the recent upsurge of the school unrests and strikes.
2. Kenya currently spends a substantial proportion of its national budget (30 percent) on education and this huge investment needs to be reflected in its output in building the future of the youth. The youth constitute about 60 percent of the national population and their development provides hope and prosperity of the country, which we cannot afford to ignore. All stakeholders including the youth themselves must significantly play their role in ensuring that the education sector is not left to ruins as a result of threats posed by the strikes and riots in schools. If the strikes are not checked, Kenya is sure to lose a generation of the future leadership and a vision for the country.
3. According to the statistics by the Ministry of Education, an estimated 290 schools in the Secondary Education Sector went on strike since the beginning of the year (2008). The strikes are becoming violent and destructive in nature requiring urgent attention to address their root causes. In the recent strike at Upper Hill Boys Secondary School in Nairobi, a student (deputy head prefect) perished in a dormitory fire. The changing characteristics and intensity of school strikes must not again be taken for granted, as it seems to have been in the past. The

Government must from now on ensure that appropriate policies are systematically formulated and effectively implemented to address unrests and to deter future strikes in schools.

4. Cases of grave indiscipline and violent unrests in schools are not a new phenomenon. Earlier in 1991, 19 girls at the then St. Kizito Mixed Secondary School in Meru perished when their male counterparts invaded their dormitory and violently gang raped them, setting the dormitory on fire. Other notable cases include the worst incident of arson attack at Kyanguli Secondary School in Machakos in 2001 that led to 68 boys being burnt to death; and at Nyeri High School in 1999 when some students set a blaze a prefects' cubicle with petrol, killing four (4) of the prefects who were in the cubicle. These weird incidents of students' indiscipline made the Retired President, His Excellency Daniel Toroitich Arap Moi, to appoint a **'Task Force on Student Discipline and Unrest in Secondary Schools'** to look into issues related to discipline in schools in 2001. The Task Force was chaired by the then Director of Education, Ms Naomy Wangai. The Task Force made recommendations which addressed indiscipline in schools which to date have not been fully implemented.

5. Since the beginning of the year (2008), the country has witnessed a resurgence of unrests in secondary schools in which many of them had their dormitories burnt down, leading to loss of life and destruction of property worth millions of Kenya shillings. Following a Ministerial Statement on the matter by the Minister for Education in Parliament, on Tuesday, 22 July 2008, the Hon. Speaker of the National Assembly moved to direct the Parliamentary Committee on Education, Research and Technology to investigate the matter through his Communication from the Chair. Subsequently, the Committee made extensive field visits to gather views from stakeholders with a view to:-
 - i) **identifying the underlying root causes of the unrests in schools;**

- ii) **making recommendations to Parliament for the necessary approval and action.**

6. In undertaking its work, the Committee sought to establish what really has gone wrong to warrant students to act in the manner that they did, such as burning dormitories with their own properties and even fellow students inside.

1.1 TERMS OF REFERENCE (TOR)

7. On Tuesday, 22 July, 2008, the Hon. Speaker made the following Communication from the Chair relating to the Ministerial Statement on unrests and strikes in secondary schools; made by the Minister for Education:

"In view of the enthusiasm that this matter has generated on the Honourable Members to want to contribute and also in view of the public interest in the component in the matter, I direct that the Minister tables his Ministerial Statement and that the Departmental Committee on Education, Research and Technology opens an inquiry into this matter on behalf of Parliament and files a report within the next 21 days for adoption by the House and appropriate debate as may be necessary".

8. Subsequent to this Communication, the Committee deliberated on its Mandate as provided in **Standing Order No. 151**, the Terms of Reference (TOR) and the Mode of Operation at its Sitting on Wednesday, 23 July 2008. After lengthy deliberations, the Committee resolved and adopted the following mode of operation in undertaking the investigation:-

- i) **to visit schools affected by the wave of unrests in each province;**
- ii) **hold public hearings in each province to collect evidence from stakeholders in education on the possible root causes of the unrests and strikes and proposals on the way forward; and**
- iii) **make recommendations that will deter future recurrence of unrests and strikes in secondary schools.**

9. On Thursday, July 24, 2008, the Committee rolled out its programme and held consultations with the Ministry of Education on the modalities and the scope of the work of the Committee.

1.2 *MODUS OPERANDI OF THE COMMITTEE*

10. In the execution of its Mandate and TOR, the Committee exercised the rights, powers and privileges pursuant to pertinent provisions of the Constitution of Kenya, the National Assembly (Powers and Privileges) Act, Cap 6, Laws of Kenya, the Standing Orders and other unwritten procedures of the National Assembly.

11. The method and procedure of execution included:-

- i) Advertisements that were placed on the mass media indicating where and when the Committee would be sitting to hear evidence;
- ii) Mounting of Sittings to receive oral and written evidence from stakeholders including between 29 July 2008 and 15 September 2008 at all Provincial Headquarters and some District Centers;
- iii) Written submissions that were directly presented to the Committee during its sittings in the Provinces or through the e-mail addresses as indicated:-

educationcommittee@yahoo.com

educationcommittee08@gmail.com

- iv) Visits to schools (**at least two**) in each province.

12. The Committee made visits as follows:-

- l) **Tuesday, 29 July 2008 to Saturday, 02 August 2008**

The Committee made visits and received submissions from stakeholders at the following schools:-

- Mbugiti Boys Secondary School, Gatanga Division, Thika District, Central Province;
- Karoti Girls High School, Mwea Division, Kirinyaga District, Central Province;
- Kirimari Boys Secondary School, Embu District, Eastern Province;
- Chuka Girls Secondary School, Meru-South District; Eastern Province; **(the school was not affected by the unrests).**

The Committee also held public hearings at Nyeri Municipal Hall, Central Province and at Kangaru Girls Secondary School Hall in Embu town, Eastern Province.

II) Wednesday, 06 August 2008 to Saturday, 09 August 2008

The Committee was in the Rift Valley Province and made visits to the following schools:-

- Naivasha Mixed Secondary School at Naivasha Town, Naivasha District;
- Shiners Boys Secondary School (Private School) near Nakuru town, Nakuru District;
- Kabarnet Boys High School in Kabarnet town, Baringo District;
- St.Patrick's Iten Boys High School at Iten town, Keiyo District.

The Committee also held public hearings at Nakuru Municipal and Eldoret Municipal Halls.

III) Tuesday, 12 August 2008 to Friday, 15 August 2008

The Committee visited Nyanza Province and held public hearings at Kisii Municipal Hall in Kisii town, Homa Bay Town Hall, in Homa Bay town and Lions Secondary School Hall in Kisumu City.

IV) Monday, 18 August 2008 to Tuesday, 19 August 2008

The Committee visited Western Province and made a visit to Shamberere Mixed Secondary School, Kakamega District, and held a public hearing at Kakamega High School Hall.

V) Thursday, 28 August 2008

The Committee visited North Eastern Province and held a public hearing at Nomard Palace Hotel, Garissa town. The province did not experience unrests and the Committee wanted to gather evidence on this peculiarity.

VI) Monday, 01 September 2008 to 08 September 2008

The Committee was in the Coast Province and visited the following schools:-

- Senior Chief Mwangeka Girls' Secondary School at Wundanyi town, Taita District;
- Mwasere Girls' secondary School, Taita District;
- Moi High School, Kasigau, Taita District;
- Waa Boys' and Waa Girls' High Schools, Kwale District.

The Committee also held public hearings at Kenyatta High School Mwatate Hall and Voi Secondary School Hall in Taita District, and at the Star-of-the-Sea High School Hall in the city of Mombasa.

VII) Monday, 08 September 2008 to Monday, 15 September 2008

The Committee visited Upper Hill Secondary School and Lenana School in Nairobi Province and also heard evidence from the stakeholders at County Hall, Parliament Buildings.

13. The Committee received views from the stakeholders who included the following categories:-

- I. Students;
- II. Teachers;

III. School workers;

IV. Principals;

V. Parliamentarians;

VI. Other organized groups including:-

Board of Governors (BOGs) and Parents' Teachers' Association (PTAs);

Kenya Union of Post- Primary Education Teachers (KUPPET);

Kenya National Union of Teachers (KNUT Branches);

Kenya Secondary Schools Heads Association (KSSHA);

Kenya National Association of Parents (KNAP);

Private Schools Owners Association;

Kenya Union of Professional Teachers;

Universities;

Local leaders;

Sponsors.

14. Evidence was received from the various groups and where any group of persons had confidential information; special arrangements were made to receive the information in camera. The Committee utilized written and oral submissions, and perused various reports relating to the content in the matter under investigation in compiling its report, which include the:-

- i) Report on Presidential Commission of Inquiry into the Cult of Devil Worship in Kenya (1995), Chaired by Archbishop Nicodemus Kirima;
- ii) Report on the Inquiry into the Education System of Kenya(1999), Chaired by Dr. Davy Koech;
- iii) Report of the Task Force on Student Discipline and Unrest in Secondary Schools (2001), Chaired by Ms. Naomi Wangai.

15. The Committee held a total of 33 Sittings to receive evidence from the stakeholders.

CHAPTER TWO

REPORT OF VISITS TO THE PROVINCES

2.0 INTRODUCTION

1. The Committee visited the eight (8) Provinces and conducted public hearings. The Committee also visited some schools and especially those that were adversely affected by the strikes. A synopsis of the observations made at each of the schools visited is presented herebelow:

2.1 CENTRAL PROVINCE

2. On the morning of Tuesday, 29 July 2008, the Committee called at the District Commissioner's Office, Thika District, and Members were received by the District Officer I, Mr. Erastus Mbui, the Central Provincial Director of Education (PDE), Mr. Patrick Nyagosia, and the local District Education Officer, Mr. Kilonzo Musilu. The PDE gave a brief overview of the fifty two (52) schools which were affected by the unrests in the Province. He stated that the unrests took the forms of walk outs, attempted arson and arson attacks. Thereafter the Committee proceeded on a visit to Mbugiti Boys Secondary School, Gatanga Division-Thika District.

2.1.1 MBUGITI SECONDARY SCHOOL

3. At Mbugiti Secondary School, the Committee witnessed wanton damage to school property including a burnt dormitory, administration block, four (4) classrooms, a computer room and a home science laboratory all valued at an estimated cost of 13.38 million shillings. The school administration informed the Committee that the arson fire was suspected to have been started using petrol purchased from a dealer five (5) km away from the school. The Committee heard that the school management had levied an amount of Kshs. 12,000 per parent to

meet the cost of rebuilding the school. **The Committee therefore urged the school management to rebuild the dormitory quickly to ensure normal learning resumes.**

4. According to investigations by the Provincial Education Team, the possible causes of the strike included:-
 - i. revenge mission following suspension of some students;
 - ii. resistance to sit for Mock examinations;
 - iii. confiscation of mobile phones from students by the school;
 - iv. fetching of water from nearby river by students;
 - v. support of other schools not willing to sit for mock examinations;

It was also reported that the school had earlier thwarted a fire attempt at a chemistry laboratory in protest against a chemistry teacher at the school.

5. The Committee held a special hearing session at the school which revealed a longstanding animosity between the local community and the school administration due to complaints that the school does not admit students from the community. The hostility appeared to have reached so intense levels at some point in time that the school administration yielded and established a day-stream class specifically to admit students from the community. The stream failed to attract students due to poor performance in Kenya Certificate of Primary Examinations (KCPE) by the primary schools in the catchment areas.

2.1.2 PUBLIC HEARING AT NYERI TOWN HALL

6. The Committee first paid a courtesy call on the Provincial Commissioner, Central Province, and was received by the Deputy Provincial Commissioner, Mr. W.S. Ongayo, who gave an overview of the general issues affecting the secondary education sector in the Province as including:-

- i. ineffective curriculum implementation, management and supervision;
- ii. low level of commitment by some heads of schools and teachers;
- iii. inadequate guiding and counseling services in schools;
- iv. infiltration of '*Mungiki*' sect into schools; and
- v. drugs and substances abuse.

7. The Deputy PC added that one- third of the youth in Central Province were currently attending schools and needed to be moulded well and provided with hope as they complete schooling. He warned that globalization in terms of ICT is quickly withdrawing the youth from close family relationships in the society and especially the parents. Thereafter the Committee held a public hearing at Nyeri Town Hall to deliberate on the issues behind the unrests in schools. The Education Secretary in the Ministry of Education, Prof. George Godia was in attendance.

2.1.3 KAROTI GIRLS' SECONDARY SCHOOL, KIRINYAGA DISTRICT

8. The Committee was received by the School Principal and the Chairman, Board of Governors. The Committee was informed that the over 600 girls left the school without causing any destruction. The Committee held a brief hearing at the school assembly with the students and some parents who had accompanied the students back to school to complete end term and mock examinations.
9. The parents were candid that strict rules being imposed on the students and the teaching of violent plays in some literature set books incite students to wanting to act or imitate. The academic curriculum was cited as confining students to class with no time to play. Teachers cited lack of uniformity in facilities in schools, and their poor terms and conditions of pay relative to other civil servants is also proving to be demoralizing to teachers yet they spend many months of the year teaching and moulding the character of the students. The Committee advised the school administration to embrace dialogue with the students in order to iron out

grievances at early stages, while urging the students to behave as individuals and act responsibly to ward off peer pressure that drive them to do certain things and later regret the consequences. The students on the other hand proposed that the academic certificate from KNEC should include assessment of their active participation in co- curriculum activities since it takes a lot of students' time.

2.2 EASTERN PROVINCE

10. On Friday, 01 August 2008, the Committee first called at the Provincial Commissioner's Office, Eastern Province, and held a session with the Deputy Provincial Commissioner, Ms Shoja Mjuma. She informed the Committee of the concern by the Province over the large number of schools that were affected by the strikes and their violent characteristics. The Committee heard that the province recorded seventy three (73) schools that were affected by the unrests/strikes with, 32 walkouts, 30 arson attacks and damage to school property, and 11 attempted arsons.
11. The Deputy Provincial Commissioner informed the Committee that external involvement into the strikes could not be ruled out. The Commissioner further informed the Committee that parents ranked as the major contributors to the students' unrests due to their negligence in guiding their children when they were growing up. The Eastern Provincial Director of Education, Ms. Adu, added that understaffing in the Province posed a great challenge to the implementation of the Curriculum. The PDE said that the Province experienced a staff shortage of 2,128 teachers at secondary level and 8,000 at primary level. Thereafter, the Committee visited Kirimari Boys Secondary School at Embu town where a dormitory had been burnt.

2.2.1 KIRIMARI BOYS SECONDARY

12. At Kirimari, the Committee observed that a school dormitory had been burnt down. The Committee further observed that the dormitory lacked adequate ventilation and that the school was formerly a **Prison Camp!** The Principal of the School informed the Committee that the fire was suspected to have been started by a group of suspended students on the night of 29 July 2008. He further informed the Committee that the prime suspects were internally displaced students (IDPs) who had been admitted into the school from areas that were affected by the post -election violence experienced in the country early in the year. **The Committee called upon the school management to reconstruct the dormitory and ensure adequate ventilation is provided by installing appropriate windows. The Committee recommended that the management should make efforts to improve sanitation facilities in the school.**

2.2.2 CHUKA GIRLS HIGH SCHOOL

13. The Committee visited Chuka Girls Secondary School in Meru South District. The Committee was received by the District Commissioner (DC), the School Principal, and some members of the BOG and PTA. The school was not affected by unrests and only the form Four (4) classes were in the school sitting their mocks since the school had closed for the lower classes for fear of unrests.
14. Following a brief interaction at the Principal's Office with the members of the school management and the DC, the Committee was informed that hopelessness among students, poor management of schools, growing democratic space in society, overloaded curriculum with no time for students to play, salary disparities in public service that now make teachers earn less than civil servants in comparable grades affecting their morale, '*mungiki*' infiltration, examination irregularities and teachers who have overstayed in one station, all have contributed directly or indirectly to the strikes. The Committee further heard that

the mocks were only the tip of the iceberg, and an excuse by students wanting to be heard. The Committee later held a brief session with the students at the School Assembly Hall to interact on the subject matter under inquiry.

2.2.3 KANGARU GIRLS HALL

15. The Committee held a public hearing on 02 August 2008 at Kangaru Girls Secondary School. Stakeholders from all the Districts in Eastern Province were represented, namely:- Embu, Tharaka, Meru South, Meru North, Meru Central, Imenti North, Imenti South, Mbeere, Kitui, Makueni, Machakos, Yatta, Kangundo, Mwala, Igembe, Tigania, Mara, Mbooni, Kibwezi, Nzau, Mwingi, and Kyuso.
(Details of their contributions were recorded in the Minutes of the Committee)

2.3 RIFT VALLEY PROVINCE

16. According to statistics held in the Provincial Education Office, a total of 59 schools were reported to have gone on strike in Rift Valley Province. Most of the schools held peaceful demonstrations and sit-ins. The Committee visited Naivasha Mixed Secondary School, Shiners' Boys, Kabarnet Boys and St Patrick's Iken; and held public hearings at Nakuru and Eldoret Municipal Halls. Shiners Boys (private school) and Kabarnet Boys were adversely affected by the strikes that led to the burning of their dormitories.

2.3.1 NAIVASHA MIXED SECONDARY & SHINERS BOYS HIGH SCHOOLS

17. On Wednesday, 06 August 2008, the Committee visited Naivasha Mixed Secondary School located in Naivasha town. At the school, the Committee was informed by the Rift Valley Provincial Director of Education, Mr. Mohamed Mwinyipembe, and the Principal of the school that there were also attempted

arsons at the school laboratory. The Committee held a short meeting with the Stakeholders.

18. Later in the afternoon, the Committee visited Shiners Secondary school whose dormitory was burned down during students unrests. Shiners Secondary school is a low cost private secondary school situated along the Nakuru-Naivasha Highway. The proprietors of the school informed the Committee that investigations had failed to unearth the cause of the fire and that students thought to have engaged in the devilish act have not been apprehended.

2.3.2 KABARNET BOYS HIGH SCHOOL, BARINGO DISTRICT

19. On Friday, 08 August 2008, the Committee visited Kabarnet Boys High School. The Members of the Committee were taken on a guided tour of the Moi Hostel whose roof was completely razed down by the students during the strike. The Committee was informed that the storey dormitory accommodated a student population of 400. The Committee was further informed that the cost of the damage according to a valuation done by the Ministry of Roads and Public Works personnel was estimated at Kshs. 18, 613, 303.00 and that the students' property worth Kshs. 5, 602, 200.00 was also destroyed. The total estimated damage was therefore valued at Kshs. 24, 215, 503.00. Repair works at the Hostel were in-progress at the time of the visit. The Committee was also informed that three boys were in police custody and that 33 others who were suspected to have been involved had been suspended from the school.
20. The Committee observed that, although the repair works at the Hostel were in-progress, the valuation figures given by Public Works relating to the cost of repair on the roof could have been over exaggerated. The Committee further observed that the valuation of the destruction to students' property could also be suspect since it may not have been possible to ascertain the accuracy of the contents of the boxes at the time of the incident. **The Committee therefore recommended**

that the school management undertakes re-evaluation of the damage to the property to ascertain the actual cost of the repair works, and that the cost of the students' property be detached from the surcharge on the parents.

21. The Committee heard that the reasons for the strike at the school were:-
- i. That the Form Two and Form Three students were avoiding mid-year examinations whereby the parents had during an Annual General Meeting resolved that students attaining below a certain mark would stay in the school for remedial teaching during the school holidays.
 - ii. The suspected students were academically weak.
 - iii. Alleged moderation of KCSE results using the MOCK results by KNEC created fear of examinations in the students.
 - iv. General wave of strikes in the country influenced the students to gain courage to burn down the dormitory.
 - v. Most of the students in the school had participated in the post-election violence.
 - vi. Poor upbringing as the family and spiritual backgrounds of the students were weak and most of the suspected students were either orphans or had come from single-parent families.
 - vi. Children's rights had affected the disciplining of students while the guidance and counselling services in schools were inadequate.
 - vii. Easy access to petrol as the school is located near Kabarnet town.

2.3.3 ST PATRICKS ITEN HIGH SCHOOL, KEIYO DISTRICT

22. Later in the afternoon, of Friday, 08 August 2008, the Committee heard that students at the school had attempted to burn the school but were intercepted before they managed to do so. The Committee further heard that the suspects had been arrested and remanded in custody to await trial for the attempted arson. The Committee also heard that the School administration had issued

questionnaires to the students after the arson attempt to find out the reasons for the threat, and whose findings were that:-

- i. Students were against holiday tuition especially Form Threes who did not want to come back for the remedial teaching.
- ii. Strained student-student and teacher-student relationships.
- iii. Students were not ready for end of term examinations due to inadequate coverage of the syllabus.
- iv. Coverage of unrests in the media had encouraged the students to also want to go on strike.
- v. Alcohol and drug abuse especially by students who were provided with excess pocket money by their parents.

2.2.3 PUBLIC FORUM AT NAKURU MUNICIPAL AND ELDORET MUNICIPAL HALLS

23. The Committee held Public Forums at Nakuru Municipal Hall on Thursday, 07 August 2008, and at Eldoret Municipal Hall on Saturday, 09 August 2008 to take evidence from the stakeholders.

(Details of their contributions were recorded in the Minutes of the Committee)

2.4 NYANZA PROVINCE

24. The Committee toured Nyanza Province and held hearings at Kisii Municipal Hall on Wednesday, 13 August 2008; Homa Bay Municipal Hall on Thursday, 14 August 2008 and at Lions High School Hall in Kisumu City on Friday, 15 August 2008.

(Details of the Stakeholders' contributions were recorded in the Minutes of the Committee)

25. At Homa Bay, the Committee called on the District Commissioner, Mr. B.J Leparmarai who informed the Committee that there was a shortage of 286 secondary school teachers in the District. He gave an overview of the unrests in the District and cited some of the causes of the unrests to include poor parenting, effects of post-election violence, poor syllabus coverage, lack of commitment from the teachers, autocratic leadership in schools, drug and illicit liquor abuse especially 'chang'aa', and high pregnancy rates among girls which posed a serious problem in Homa Bay District and yet perpetrators, who were mostly teachers or relatives of the students went scot free. The DC told the Committee that some students went to school drunk and threatened teachers who tried to discipline them.
26. The Committee called on the PDE, Nyanza Province, Mr. Cherongis on 15 August 2008 who briefed the Committee on the status of unrests in the Province. The Committee was informed that a total of 35 schools had gone on strike in the Province citing varied reasons. There were arson attempts and damages to property in some schools, but most held peaceful demonstrations. The PDE called for the need for teachers to be sensitized on the signing of the performance contracts. He informed the Committee that there were plans to employ more DQASO to carry out thorough inspections of schools.

2.5 WESTERN PROVINCE

27. The Committee was in Western Province from Monday, 18 August 2008 and Tuesday, 19 August 2008. The Committee visited Shamberere Mixed Secondary on 18 August 2008 and held a public hearing on 19 August 2008 at Kakamega High School.

(Details of the Stakeholders' contributions were recorded in the Minutes of the Committee)

2.5.1 SHAMBERERE SECONDARY SCHOOL

28. At Shamberere Secondary School, the Committee observed a boys' dormitory that had been completely burnt down during a strike in the school on Monday 9th June, 2008. The Committee did not hold a Sitting in the School to gather evidence relating to the strike, as there was no one in sight, save for the school watchman, when the Committee visited, but a report was later submitted to the Committee by the School's Principal during the public hearing at Kakamega High School. The Principal informed the Committee that the fire started at around 2.15 pm, and that the school was immediately closed down after consultations with the PDE, DEO and the BOG. The Principal also informed the Committee that investigation to establish the cause of the fire failed to yield success, and were still on-going.

2.5.2 PUBLIC HEARING AT KAKAMEGA HIGH SCHOOL HALL

29. The Committee first called on the Western Provincial Commissioner, Mr. Abdul Mwasera, who briefed the Committee on the status of the unrests in the Province. The Deputy Provincial Director of Education was also present and informed the Committee that the Province had recorded a total of 13 unrests, with 10 schools getting burnt down. Thereafter, the Committee held a public hearing at Kakamega High School.

(Details of the Stakeholders' views and contributions were recorded in the Minutes of the Committee)

2.6 NORTH EASTERN PROVINCE

30. On Thursday, 28 August 2008, the Committee visited North Eastern Province and held a public hearing at Garissa town. The Committee first paid a courtesy call on the Provincial Commissioner, where Members were received by the Deputy PC, Ms. Josephine Onunge. She commended the North Eastern

Province, which did not record any sign of unrest in the schools due to what she termed as a well-knit culture among the communities in the Province. She pointed out that there existed rich cultural values that were inculcated into the younger generation through *Madrassa* classes, which create closeness among the communities and even forbid burning and/or destruction of property. She further pointed out that Muslims in the Province tend to know each other and where they come from, including their clans.

31. The Deputy Provincial Commissioner outlined the challenges faced by the education sector including high turnover of teachers from outside the province, poor attitude by the community towards education, poverty, poor attitude towards governance, remoteness of some parts of the Province and long distances traversed by staff, understaffing, severe weather conditions, lack of adequate facilities in schools, low enrolment despite introduction of free education, and low teacher enrolment at the Garissa Teacher's College. The Deputy Provincial Commissioner added that teachers for *Madrassa* classes were paid by parents and charitable organisations including Arab communities from Saudi Arabia and the Gulf region states. She called for the establishment of mobile schools to cater for nomadic pastoralists in the province. There after, the Committee moved to Nomard Palace Hotel Conference Hall for a public hearing.

(Details of the Stakeholders' views and contributions were recorded in the Minutes of the Committee)

2.7 COAST PROVINCE

33. The Committee was in the Coast Province from Monday, 01 September 2008 to 06 September 2008. It made visits to Senior Chief Mwangeka Girls Secondary School, Mwasere Girls High school, Moi High School-Kasigau, Kenyatta High School- Mwatate, Waa Boys and Girls' High Schools and also held public hearings at Voi Secondary and Star-of-the Sea High Schools respectively.

2.7.1 SENIOR CHIEF MWANGEKA GIRLS SECONDARY SCHOOL

34. On Monday, 01 September 2008, the Committee called on the Taita District Commissioner, Mr. Kangethe Thuo, at Wundanyi. The Committee heard that the District was poorly staffed in terms of teachers and education personnel. The District lacked a DEO and the Deputy DEO. The District Quality Assurance and Standard Officer, Mr. Muita was acting as the DEO. The Committee further heard that most of the Assistant Education Officers in the District were also in their acting capacities and their morale could be low and impacting negatively on the effective discharge of duties and responsibilities.

35. The Committee was informed that the challenges faced in the District included:-

- i. Early marriages, carnal knowledge and early pregnancies;
- ii. Child labour especially in the sisal estates in the district;
- iii. Laxity and non-performance of teachers;
- iv. Alcohol and drug abuse- local brews are widely used by the community, students and teachers;
- v. Poor working relationship between school management committees, parents and teachers;
- vi. Rampant poverty among the local populace due to lack of income generating activities;
- vii. Indiscipline among students;
- viii. Inadequate physical facilities in schools;
- ix. Sexual immorality.

The Committee thereafter visited Senior Chief Mwangeka Girls Secondary School. The school experienced unrest on 23 July 2008 which affected only the form four students who were protesting the confiscation of mobile phones by the school authorities and that no damage was caused to school property during the unrest.

2.7.2 PUBLIC HEARING AT KENYATTA HIGH SCHOOL, MWATATE

36. The Committee held a public hearing at Kenyatta High School, Mwatate Hall at 2.00 pm. The school experienced unrest when some students attempted to set the school kitchen on fire but the quick action by the administration managed to contain the fire.

(Details of the Stakeholders' views and contributions were recorded in the Minutes of the Committee)

2.7.3 MOI HIGH SCHOOL, KASIGAU

37. The Committee visited Moi High School, a mixed boarding school in Kasigau. The Committee toured the school and saw a food store and a generator which had been burnt down by students in a strike which took place on 20 March 2008. The Committee was informed that the strike took a week of planning as the students had already presented their grievances to the school administration but that they had been ignored and ridiculed. The Committee was further informed that the suspect was a transfer student and had already left the country.

2.7.3 MWASERE GIRLS' SECONDARY SCHOOL

- 38 After the conclusion of the hearing at Kenyatta Mwatate High School, the Committee proceeded to Mwasere Girls Secondary School. The School Principal informed the Committee that the school had operated without a deputy head for the last three years and that the heads of department had not been appointed. The Committee heard that the unrest in the school which led to burning a school dormitory had been caused by the demand by the form four students to go home to buy mock leakage or 'gomba'. The Committee further heard that although the demand was granted to the students on 24 June 2008, the dormitory was burnt down on 26 June 2008 while the Principal was attending the Kenya National

Secondary School Heads Annual Meeting in Mombasa. The Committee also heard that to date no student had been arrested for the arson and that the cost of the damage amounting to Kshs.2, 969,400 (expenditure on the rebuilding of the dormitory) and Ksh.232,841 (cost of re-roofing the administration block) had been levied on the parents. Each parent was to pay Kshs. 6,600.

39. **The Committee observed that the possibility of more fire outbreaks by the students to rid the school of old dormitories to pave way for similar modern storey dormitories like the ones that had just been completed at the school with support of the Constituency Development Fund (CDF) was imminent. The Committee strongly recommended that the Deputy Head teacher and the heads of department be appointed and posted to the school without further delay to bridge the administration gap in the school. The Committee further recommended that the burnt down dormitory be demolished and reconstructed afresh as walls had already cracked and appeared too weak to be renovated.**

Thereafter, the Committee proceeded to listen to the views at the school dining hall.

2.7.4 PUBLIC HEARING AT VOI SECONDARY SCHOOL HALL

40. The Committee held a public hearing at Voi Secondary School on Tuesday, 02 September 2008, in the morning and thereafter travelled to Mombasa in the Afternoon.

2.7.5 WAA BOYS AND WAA GIRLS HIGH SCHOOLS, KWALE DISTRICT

41. The Committee first called on the Coast PDE, Ms Connie Mogaka. She informed the Committee that out of the 19 schools that experienced unrests, 13 caused damages while 6 had peaceful demonstrations due to mock-related reasons. The PDE further informed the Committee that the costing of the damages in the 13

schools had been completed and reconstruction works were in-progress. She noted that dormitories were targets in boarding schools because automatically the schools would close thereafter. She informed the Committee that the schools in Mombasa District were not affected by unrests because they are day secondary schools.

(Details of the Stakeholders' views and contributions were recorded in the Minutes of the Committee)

42. The PDE explained that poor management procedures of appointing school heads coupled with shortage of teachers affected schools in the province. She also attributed the unrests to leaked Provincial Mock Examinations and the fear that results would be used by KNEC in moderating the Kenya Certificate of Secondary Education results. She further added that drug menace was wide spread at the Coast Province and they infiltrated the region from neighbouring countries such as Tanzania and Somalia. She also pointed out that tourism industry has affected girls' education at the Coast due to the sex trade that thrives at the beaches.

43. The Committee also paid a courtesy call on the Coast Provincial Commissioner, Mr. Ernest Munyi. The PC cited the rumours of KNEC fall-back to mocks, peer pressure, drugs, media influence and examination leakages as having influenced and caused the unrests. He stated that Coast Province was leading in drug abuse among the youth. He further stated that witchcraft practices and beliefs at the Coast were rampant and could not be ruled out in the unrests. The PC noted that the violent nature of the strikes could be closely linked to the impact of post-elections violence that the country experienced early in the year. He concluded by stating that the re-introduction of the cane may not be a feasible solution, but what was required was reasoning and dialoguing together with students if sustainable peace was to be realized in schools. The Committee then proceeded to Waa Boys and Girls' High Schools, accompanied by the Provincial Director of Education.

44. The Kwale District Education Officer, Mr. Nyangweso and the Waa Boys High School Principal welcomed the Committee to the school. After listening to the stakeholders at the School Dinning Hall, the Committee later visited Waa Girls High School and heard that the school had suspended 14 girls following a peaceful demonstration.

The Committee also held a public hearing at the Star of the Sea Girls High School, Mombasa.

2.8 NAIROBI PROVINCE

2.8.1 UPPER HILL AND LENANA SCHOOLS

45. On Tuesday, 09 September 2008, the Committee visited Upper Hill Secondary School. The Committee first conveyed condolences to the Principal, Mr. M. Muhia, and the PTA Chairman, Mr. Okeyo, following the death of the deputy head prefect of the school during the strike at the school in July 2008. The Committee heard that there had been another attempted arson at the school after the school opened for third term on 02 September 2008. The Committee held a hearing at the School Dining Hall.
46. Later in the afternoon the Committee received submissions (oral and written) at Lenana School. The Committee heard that the school closed before the end of second term to avoid the wave of unrests that was taking place elsewhere. The Committee further heard that the school was not fenced and that the public could access any part of the school compound. This poses a serious threat to the security and peace in School. The Committee also heard that the Government had deployed security to the school. At the conclusion of the sitting, the Committee strongly advised that the school perimeter fence be constructed to curb sneaking out of students and prevent unauthorized access by outsiders.

2.8.2 PUBLIC HEARINGS AT COUNTY HALL, PARLIAMENT BUILDINGS

47. The Committee held public hearings at County Hall, Parliament Buildings from Wednesday, 10 September 2008 to Monday, 15 September 2008. Among the stakeholders who appeared before the Committee were the Minister for Education, and the Chief Executives of KNEC, KESI, TSC KIE, and Parliamentarians.

(Details of the Stakeholders' views and contributions were recorded in the Minutes of the Committee)

CHAPTER THREE

SUMMARY OF THE EVIDENCE AND RECOMMENDATIONS

3.0 INTRODUCTION

1. The Committee received evidence, analyzed it, and now makes the following observations relating to the possible root causes of school unrests and recommendations:-

3.1 MOCK EXAMINATIONS

2. Mock examinations are done at the end of second term to prepare students for the national examinations and ensure that teachers complete the syllabus. The Committee heard that the students feared mock examinations because:-
 - i. There were claims that mock results would be substituted for the KCSE results in case of leakages and massive cheating in KCSE papers and that the results of some candidates in 2007 KCSE matched well with their mock results, and that even when the results were released, they were confused;
 - ii. Some schools had prior knowledge of district and provincial mock examinations and those which did not access the leakages threatened to riot;
 - iii. Students were not prepared to sit for mocks because of inadequate syllabus coverage following political disturbances early this year which affected learning in many schools;
 - iv. Second term is too congested with co-curriculum activities (e.g. games, athletics and music) and students have little time to prepare for academic work leading to their frustration and anger;

3. The Committee, while noting that KNEC officials visited some schools to collect mock examination results long after the examinations had been marked early this year (see exhibit I) , recommends that:-
- i. Mock results should never be used by KNEC as a comparative measure for national examinations;
 - ii. Provincial and district mock examinations be banned and that mock examinations be school-based or for a cluster of schools;
 - iii. Teachers should make adequate preparation to cover most of the syllabus by the end of second term;
 - iv. Second term co-curriculum activities be reprogrammed to take place during first term and holidays.

3.2 POST-ELECTION VIOLENCE

4. Post-election violence may have showed the way in making demands heard, by first becoming violent and then dialogue. Consequently, the Committee heard that:-
- i. Some students witnessed and participated in burning and killing of innocent people and property early this year 2008, during post-election violence, and having become immune to any feelings of humanity, were imitating the violent acts;
 - ii. Post-election violence made Kenyans stop reasoning and instead senselessly engage in violence, making students see violence as the only way to achieve results;
 - iii. IDP Students were not assisted to recover from psychological trauma and continued to suffer emotionally in schools, and some found it hard to adjust and took the lead in the burning of schools.

5. The Committee therefore recommends that:-

- i. A National healing process be deliberately designed for the affected students, parents and society in general;
- ii. Adults to embrace dialogue in resolving grievances so that students do not become 'copy cats' for their violent actions;
- iii. IDP students to undergo intense post-traumatic counseling to lead normal lives.

3.3 NATIONAL EXAMINATIONS LEAKAGES AND IRREGULARITIES

6. Evaluation system in Kenya depends mainly on examinations. Performance in the examinations determines career prospects of an individual. The Kenya National Examinations Council (KNEC) is mandated to conduct examinations. However, in the recent past, persistent allegations of leakages have raised doubts about the integrity and professional manner in which KNEC handles the examinations.
7. Subsequently, the Committee heard that:-
 - i. The students, teachers and parents have lost faith and confidence in KNEC due to what seems to be its lack of capacity to stamp out examination leakages and irregularities, and this has caused stress and anxiety among them;
 - ii. There was a wide publicity in the media on the 2007 KCSE leakage and irregularities leading to fear that similar leakages may recur;
 - iii. There has been wide spread allegations of irregularities in the management and administration of national examinations to the extent that the public believe that some schools have prior knowledge of the examinations;
 - iv. An estimated 40,000 candidates got two sets of 2007 KCSE results. This did not go down well with the public.

8. While noting that KNEC denied that leakages have ever occurred, the Committee recommends that:-

- i. The KNEC Act be reviewed to provide for stiffer penalties on examination cheating and dishonest KNEC officials;
- ii. All loopholes that potentially lead to leakages during all stages of development of examinations be sealed;
- iii. KNEC management should be overhauled to restore its credibility;
- iv. Strict confidentiality in examinations be enforced at all times and that all the personnel involved in the development of examinations, be strictly vetted;
- v. The calendar for national examinations be reviewed to allow candidates sit for the examinations when the schools close for the rest of the students.

3.4 RANKING OF SCHOOLS

9. The Committee heard that:-

- i. Schools are ranked in order of performance in national examinations and in District and Provincial Mocks, and that schools are under a lot of pressure to perform well and seek the elusive grades;
- ii. Parents, teachers and society tend to pressurize the students to excel regardless of their capability; as a result, students are exposed to too much schooling from January to December, seven days a week without a break;
- iii. Some teachers also tend to use unorthodox means (e.g. commercial coaching and cheating) to make their students pass and obtain a good mean grade so that their school is ranked among the best.

10. The Committee therefore recommends that:-

- i. Ranking of schools be abolished for it may encourage cheating in examination and that the ranking of students based on the category of schools to remain;
- ii. School timetables and programmes be made to create time for rest and play and ensure proper utilization of the same;
- iii. Remedial tuition be well programmed and fall within the school term.

3.5 DRUGS AND SUBSTANCE ABUSE

11. The youth are under threat from drug abuse which influences them to do strange things; thereby posing a serious threat to peace in schools and their future. The burning of dormitories appears to provide evidence that the students involved were somehow under the influence of drugs.

12. The Committee heard that:-

- i. Drugs were easily available around schools, markets, homes and bus stages, for example, **bhanga**, **miraa**, **marijuana**, **injectables**, **cigarettes**, **kuber**, and **local brews**; and that some students and even workers were drug peddlers;
- ii. Most students who use drugs were influential and intimidated others to help to organize the strikes;
- iii. Community kiosks and school canteens were possible sources of drugs;
- iv. Drugs are sneaked into schools in form of juices and even soft drinks;
- v. **Miraa** trade is lucrative and is a major contributor to high drop-out of youth from schools in the miraa-growing areas, and especially Meru region;
- vi. **Alvaro** a soft drink is popular among students due to claim that it is easily fermented to alcohol instantaneously by adding some tablets whose identity was not revealed to the Committee.

13. The Committee therefore recommends that:-

- i. MOE should work together with NACADA to conduct drug education in schools in order to make schools drug-free zones, and that schools should initiate counselling programmes for drug addicted students;
- ii. Police in collaboration with other security agencies to monitor and identify drug traffickers and drug points in and near the schools;
- iii. Kiosks and bars near schools to be completely banned and school canteens to be regulated to sell only food snacks;
- iv. Carrying soft drinks to schools by students be banned;
- v. Miraa growing and trade near and around schools be made illegal;
- vi. MOE in collaboration with the Ministry of Health to vigorously pursue investigations into the exact identity of the substance added to Alvaro to ferment quickly (the process and time it takes is of essence)

3.6 SCHOOL ADMINISTRATION AND MANAGEMENT

14. A strong administration is central to providing an enabling environment for learning and maintenance of discipline in schools. School heads must therefore demonstrate competence in execution of their duties and responsibilities in order to provide quality leadership in their schools.

15. The Committee heard that:-

- i. School heads are appointed to leadership without prior training in management and administration.

- ii. High handedness of the school administration and inappropriate punishments for minor mistakes committed by students make the students want to hit back.
- iii. Absentee heads create loopholes and lack of coordination in school activities.
- iv. There is undue interference by some leaders and sponsors in the appointment of head teachers.
- v. Some Principals do not delegate duties to their deputies and other teachers hence they become overworked and ineffective in discharging the multiple tasks in schools;
- vi. Ambitious deputies may gang up with other teachers to incite students in order to take-over leadership of the school from the Principals.
- vii. Deployment of Principals and deputies with no responsibility allowances lowers their morale and attitudes towards work. Likewise, teachers in boarding schools work 24 hours and earn the same salaries with their colleagues in day schools.
- viii. Some BOGs are ineffective and have concentrated more on financial matters at the expense of the welfare of the students and their academic performance.

16. The Committee therefore recommends that:-

- i. Once they are identified to take over leadership, heads should undergo mandatory management training at KESI for a period not less than one month;
- ii. Heads must pursue dialogue as an appropriate approach in handling issues affecting schools and involve students and teachers in decision-making; and that the punishments of disciplining students must correspond to the offences committed and in accordance with the laid down procedures in the Education Act.
- iii. School heads should be available in school most of the time;

- iv. Principals be strictly appointed on merit and competence in accordance with the guidelines spelt out in the TSC policy of selection and appointment of heads of post primary institutions;
- v. All schools to be left free of negative political and/or external pressures in order to foster the way forward in their quest for quality education;
- vi. TSC and MOE to formulate a clear policy on the succession in schools and provide for payments of responsibility allowances in the budget. Such allowances to be paid to teachers in boarding schools depending on the size each school.
- vii. Appointment of Members of Boards of Governors be strictly based on their qualifications, competence and commitment.
- viii. Boards of Governors to be inducted on school management and administration.
- ix. The Education Act be reviewed to empower Boards of Governors to deal decisively with cases of indiscipline.

3.7 PARENTAL GUIDANCE

- 17. The role of parents in the upbringing of children cannot be gainsaid. The way parents handle their children in the formative years will impact on the discipline of children in later years.
- 18. The Committee heard that:-
 - i. Some parents take their children to boarding primary schools at tender ages and therefore the children lack appreciation of family comfort and parental care;
 - ii. Some parents have neglected their children and relegated their responsibility to teachers who are also too busy to guide them.

- iii. Some parents over-protect their children whenever they make mistakes in schools and this adds to the students' indiscipline.
- iv. Some affluent parents give excess pocket money to their children and drive them to school in expensive cars which make the latter to exude certain undesirable behaviours like drinking, smoking and generally being rude to everybody;
- v. Some parents are poor role models to the children e.g. they drink and fight in front of their children and the children extend the same to schools.
- vi. Parents do not impart the relevant cultural values to their children.

19. **The Committee therefore recommends that:-**

- i. **Boarding Primary schools be discouraged and made to cater for children aged 11 years and above only;**
- ii. **Parents to regulate students' pocket monies and the same be banked with the school;**
- iii. **Parents, at all times, to dedicate time for their children to provide them with proper guidance and mentoring;**
- iv. **Parents to take their responsibilities in guiding and counseling their children;**
- v. **MOE to develop and provide a manual on parenting for dissemination to the grassroots (through the media, schools, Provincial administration and public barazas);**
- vi. **Talk shows on topical issues on African culture should be encouraged and formalised in schools.**

3.8 STAFFING

20. Understaffing in most schools has affected implementation of the curriculum leading to low teacher-student contact hours and thus brewed dissatisfaction among students. The Committee heard that:-

- i. There is a serious shortage of teachers in some schools leading to inadequate syllabus coverage and unpreparedness of the students for the examinations;
- ii. There is discrimination in payment of hardship allowances to teachers in some districts, which has created unequal distribution of teachers in the affected districts;
- iii. Teachers' morale is low because they feel poorly paid compared to other civil servants in the same grade and this has affected their dedication to duty and response to students' issues;
- iv. Some teachers joined the profession to secure employment, and thus lack commitment to teaching duties, resulting in poor coverage of syllabuses;
- v. Some BOGs employ Form four leavers to teach in understaffed schools;
- vi. There is a wide grading and salary gap between some Principals and some teachers in certain schools and vice versa which has created discontent among the teachers, e.g., Chief Principal in Job Group 'R' and the rest of the teachers in 'L' and 'M';
- vii. Some teachers do not conform to their professional ethics and norms;
- viii. Non-performing teachers who have overstayed in schools tend to incite students against new administration.

21. **The Committee therefore recommends that:-**

- i. **The Government to move fast to provide adequate budgetary allocation for the TSC to recruit and deploy more teachers;**
- ii. **The boundaries of "hard ship" areas be reviewed for purposes of hardship allowances and fair distribution of teachers especially in ASAL Districts;**
- iii. **The MOE to review the teachers' salary and fast track its harmonization with that of other civil servants without any further delay;**

- iv. All Principals to closely monitor the staff in their schools to ensure that they attend to their duties for which they are paid;
- v. All teachers in Secondary schools be qualified and registered by the TSC;
- vi. The Code of Regulations governing the conduct of teachers be strictly adhered to;
- vii. The Teachers Service Commission to adopt a policy of reshuffling teachers after every five years particularly if the performance of schools they teach in warrants such action.

3.9 CURRICULUM

22. Despite the Kenya Institute of Education (KIE) having undertaken several curriculum reviews and evaluation since the introduction of the 8.4.4 education system to reduce overloading in terms of content and subjects, the Committee heard that:-
- i. The curriculum is too broad and the syllabus cannot be covered within the stipulated time;
 - ii. Some topics that used to be covered at 'A' level under the former 7:4:2:3 education system were brought down to form 4 and the time to cover them was reduced;
 - iii. There is too much emphasis on academics in the evaluation of the curriculum at the expense of Physical Education and other co-curricular activities which make students relax and relieve stress;
 - iv. The students learn for four years and are tested in only one national examination with no reference to continuous assessment tests in the previous years;
 - v. The talents of the students are not captured in the examinations;

- vi. Holiday tuition at secondary and primary schools to complete the syllabuses make students build up frustrations, fatigue and rebellion against learning;
- vii. The teaching of compulsory subjects, Kiswahili and English, combines both language and literature components overloads learning of the two languages since they are equivalent to teaching two subjects in one;
- viii. Teaching of subjects that impart values such as CRE, IRE and HRE are made optional, yet all students need to inculcate both cultural and spiritual values in life;
- ix. Some books recommended by KIE for use in schools have inciting learning materials and advocate rebellion, for example, a Kiswahili book '*Mayai Waziri wa Maradhi na hadithi zingine*' give a short story on 'NDIMI ZA MAUTI' which portrays details of a strike being organized and a dormitory set on fire to punish a head teacher (see page 125 of the book).

23. The Committee therefore recommends that:-

- i. The curriculum be reviewed and emphasis put on reduction of subjects and content, for example English and literature/Kiswahili and Fasihi be treated as separate subjects;
- ii. Topics covered in each subject be revised and downsized accordingly;
- iii. The curriculum be reviewed to ensure that the students are equipped with life-long skills rather than concentrating on academic performance only, as earlier recommended in the Report of the Commission of Inquiry into the Education System of Kenya, chaired by Davy K. Koech (1999, chapter 15.5);
- iv. The Government to progressively move to explore a new structure of education to enhance specialization and diversification in subject areas of choice and selection of careers by students, as earlier

recommended in the Koech Report(chapter 17, section 17.5.5-17.5.10);

- v. Mid-national examinations at Form two (formerly KJSE) be re-introduced;
- vi. Continuous Assessment Tests (CAT) to be introduced and to constitute 30% of national examination at Secondary Education;
- vii. The curriculum be reviewed to cater for individual needs and interests of students by recognizing their talents and that more emphasis be placed on formative evaluation where the teacher is considered a professional and can adequately evaluate the students;
- viii. Holiday tuition be banned;
- ix. All school books be screened against undesirable learning material;
- x. The MOE to develop a curriculum on the African culture for schools.

3.10 MOBILE PHONES

- 24. The Committee heard that use of mobile phones has created social classes and has allowed students to communicate easily including relaying of inciting messages to colleagues in other schools, spread fear among students and school administration by making anonymous calls and SMS, and even leakages of examinations. The Committee further heard that the phones divert students' attention and concentration during class hours. This means of communication also ensured the coordination and success of the strikes.
- 25. The Committee strongly recommends the ban of mobile phone usage by students, and that schools should instead provide pay phones and telephone booths within the schools.

3.11 MOE POLICIES

26. The Committee heard that:-

- i. The quota system of form one admission at 85 percent from the local district has promoted a cartel of students from one tribe/clan/area who could easily be influenced to stage a riot to protect 'their own'.
- ii. Ministerial statements are issued through press with no follow up circulars or guidelines and which school administrations and managements find difficult to enforce; and that this causes discontent among the parents, students and even teachers.
- iii. The publicity given to FSE in 2008 was exaggerated and did not reflect the true picture of the disbursement of funds to the grassroots. The schools could not therefore purchase supplies on time and were forced to cut down on expenditure on other items with serious implications on school facilities and services.

27. The Committee therefore recommends that:-

- i. The quota system of admission to Form one be abolished and students admitted to schools of their choice in order to promote national integration;
- ii. Ministerial policies should be clearly spelt out in manuals or circulars;
- iii. Politicization of Government policies in Education be avoided to remove misinterpretation and incitement to the public;
- iv. The FSE be clarified as Free Tuition in Secondary Schools (FTSS).

3.12 COUNSELLING

28. Following the ban on caning in schools by the Ministry of Education through a ministerial legal notice No. 56 of 2001, guidance and counseling was seen as the

alternative option to address issues of discipline in schools. Subsequently many schools have established guidance and counseling units and teacher counselors appointed by the TSC.

29. The Committee heard that:-

- i. Schools lack adequate professional guidance and counseling staff;
- ii. Teachers appointed as counselors are also assigned teaching duties and therefore they have no time to counsel the students;
- iii. Teacher counselors do not get support from the Ministry of Education and school administration in discharging their duties effectively and efficiently.

30. The Committee therefore recommends that:-

- i. Professional counselors with no other teaching load be recruited and deployed to all schools;
- ii. Teachers already deployed as counselors without the requisite training to undertake a training course in counseling at least up to Diploma level in order to qualify as school counselors;
- iii. Sponsors, in consultation with the schools, to deploy chaplains (pastors, Imams and others) to schools to provide spiritual and pastoral care, and to coordinate religious activities in the schools.
- iv. The school administration and management to provide an enabling environment for teacher counselors to undertake their work unhindered e.g. provision of a counseling office, since counseling is confidential, and, away from other teachers in the staffroom
- v. Head teachers to undergo basic training in Guidance and Counselling.

3.13 FREE SECONDARY EDUCATION (FSE) FUNDS

31. The Committee was informed that delays in the disbursement of funds for FSE has caused anxiety and affected the delivery of services in schools, while the funding is inadequate and fee guidelines by MOE unrealistic due to inflationary trends in the economy. The pronouncement by the Government that education would be free has made parents reluctant to pay and clear fees balances owed to schools. Students have to be sent home for fees and this creates conflicts between school administration and parents and is ultimately provocative to the students.
32. The Committee therefore recommends that:-
- i. FSE funds be disbursed to schools before each term begins so that the schools can plan properly for their activities;
 - ii. School Management Boards and DEBs be mandated to review the fee guidelines depending on the region where schools are located.
 - iii. School administration to devise alternative ways to collect fees balances other than sends students home. This wastes valuable learning time for students;
 - iv. Policy statements by the Government to be clearly explained to the public so as to avoid ambiguities;
 - v. The Government to pursue other alternative ways to raise funds for the development of schools, for example, raising CDF allocation from the current 2.5 percent to 5 percent in order to remove the burden from the parents.

3.14 SCHOOL PREFECTS

33. A Prefect system allows the student body to be represented and participate in the administration of schools. Most schools are faulted on prefect system. Some prefects are hated and sometimes they become easy targets for other students.
34. The Committee heard that:-
- i. School prefects are selected and imposed on students by the Principals and teachers, and even made to spy on other students;
 - ii. Some prefects play the role of teachers or administrators and bully other students because they have extra privileges.
35. **The Committee therefore recommends that:-**
- i. **The prefects be democratically elected by the students to rid schools of unpopular prefects;**
 - ii. **The prefects be trained on their roles and responsibilities to avoid misuse of certain powers bestowed upon them by the school administration.**

3.15 SCHOOL WORKERS

36. The Committee heard that non-teaching staff play a pertinent role in the operations of schools yet most administrators and teachers do not relate well with them.
37. The Committee noted that the roles of school workers put them at a vantage position that they can influence strikes and also heard further that:-
- i. School workers are not involved in decision making in schools;

- ii. School workers are poorly paid and experience salary delays and therefore could easily be tempted to accept bribes from the students to engage in negative activities such as trafficking in drugs to students;
- iii. Some school workers feel disrespected by the school administration since they have no scheme of service and could easily incite students to strike.
- iv. Most of the School workers lack the skills necessary to perform their duties.

38. The Committee therefore recommends that:-

- i. School administrators to encourage participatory decision-making policy where all stakeholders including school workers are involved in management matters;
- ii. The Government to absorb the school workers and include them in the civil service scheme and improve their terms of service;
- iii. All school workers to undergo training in their respective areas of work by respective government organization, e.g., the school security personnel to be trained by the Provincial Administration.

3.16 COMMUNICATION

39. Breakdown in communication provides a fertile ground for unrests in schools. Students feel neglected when they lack avenues to express themselves. Also dissatisfied parents, teachers and school workers can provoke students to riot against the school administration.

40. The Committee heard that:-

- i. There is poor information flow between the school administration, teachers and students, which makes students feel neglected;

- ii. The students air grievances but no action is taken. Strikes are a way to communicate their frustration;
- iii. Lack of proper communication channels occur due to ivory tower leadership style;
- iv. Students who speak openly during barazas are marked for suspension or expulsion in case of unrest in the school.

41. **The Committee therefore recommends that:-**

- i. **Each school to establish 'School Parliament' and/or barazas where the students and the administration can interact freely. Suggestion boxes to be established and used effectively in all schools;**
- ii. **Students' welfare and academic issues be addressed promptly;**
- iii. **Principals be accessible to teachers, parents and students; and engage in public social responsibility to attract the immediate community closer to the school.**

3.17 BOARDING SCHOOLS

42. The Committee heard that school facilities are overstretched due to over-enrollment arising from forced admissions and absorption of IDP students. Subsequently, some schools are experiencing congestion in dormitories, kitchen, laboratories, classrooms, sanitation facilities; and deterioration in food quality and quantity. The Committee further heard that some boarding schools were operating at double their capacity and that the students were stressed and could revert to unrests to express their frustration. The Committee also heard that the facilities in most boarding schools are far inferior to the home environment of students and they go on strike in order to go home.

43. **The Committee therefore recommends that:-**

- i. **Student admissions be strictly based on the carrying capacity of the schools' facilities;**
- ii. **Boarding schools be adequately equipped to create a conducive environment for the students;**
- iii. **Management of boarding facilities be run by a separate body and Principals be left to concentrate on tuition programmes;**
- iv. **All boarding schools to declare to the parents and students the facilities and services available before admission of new students.**

3.18 CHILDREN'S ACT (2001)

44. **The Act guards children against physical and psychological abuse. The teachers complain that the Act prevents them from disciplining students and children have been allowed to live the way they wanted.**

45. **The Committee heard that:-**
 - i. **The Children's Act has given students too much freedom that ignores traditional modes of disciplining children;**
 - ii. **Teachers who punish students are taken to court by parents.**

46. **The Committee therefore recommends that:-**
 - i. **The Children's Act be reviewed to provide alternatives for disciplining students, e.g., to spell out what type of punishment requires to be administered and to incorporate African culture and virtues;**
 - ii. **Students or children who engage in serious criminal acts be prosecuted.**

3.19 GENERAL INDISCIPLINE AMONG STUDENTS

47. The Committee heard that:-

- i. Withdrawal of the cane in schools and operationalising the Children's Act without proper disciplinary procedures and regard to African culture have promoted indiscipline with impunity;
- ii. Transfers of disciplined students from one school to the other have caused strikes and unrests in the destination schools;
- iii. MOE takes too long to communicate decisions relating to expulsion of students by BOGs. The MOE in most cases reverses the decisions and allows expelled students to be re-admitted; thereby making them appear arrogant, untouchable and disdainful of the ability of the school administration to discipline them. They thus become heroes to their colleagues;
- iv. Influential leaders including politicians and education officials exert pressure on schools to admit errant students;
- v. There are inadequate guidance and counseling services in schools.

48. The Committee therefore recommends that:-

- i. The Children's Act be reviewed to incorporate the emerging issues and challenges relating to enforcement of discipline in schools and teachers also to be sensitized on the interpretation of the Act;
- ii. Transfer of students be vetted by BOGs and DEBs;
- iii. Indisciplined students should be absorbed into approved/correctional schools, and where such schools do not exist, the Government to establish them in every region;
- iv. The Education Act be reviewed to empower the BOGs and the DEBs to deal with matters of student indiscipline without further reference to any other authority;

- v. The Principals to resist external influence and vet transfer cases from other schools;
- vi. MOE and TSC to intensify training of teacher counsellors and relieve them of any other teaching loads, and to recruit more teacher counsellors for those schools with no operational counseling units. Student peer counsellors should also be trained to assist fellow students;
- vii. MOE to implement recommendations of the Naomy Wangai Report on Student Discipline without any further delay.

3.20 INSPECTION OF SCHOOLS

49. The Directorate of Quality Assurance and Standards Officers (DQASO) is charged with the responsibility of monitoring the implementation of the curriculum and ensuring that schools have adequate teaching and learning resources including proper staffing. It is also charged with the important responsibility of inspecting schools for registration purposes, among others.
50. The Committee heard that:-
- i. Most schools have not been inspected for a long time and that strikes have only helped to worsen problems afflicting the schools;
 - ii. There is inadequacy of Quality Assurance and Standards Officers (QASO);
 - iii. QASO lack adequate resources e.g. transport and other support services;
 - iv. QASO lack independence to act but submit reports of schools to DEOs and PDEs for onward transmission and action by the MOE headquarters.
51. To ensure effective supervision of schools by DQASO, the Committee recommends that:-

- i. QASO to regularly make inspection visits to schools to ensure quality education is being provided;
- ii. The Government to employ more and well-trained QASO staff
- iii. The MOE to provide the necessary resources to enable QASO undertake the essential monitoring and assessment of schools;
- iv. QASO reports be expeditiously acted upon without delay to ensure problems affecting schools are addressed immediately;
- v. QASO must undertake a realistic assessment of schools before approval as boarding schools.

3.21 EXTERNAL INFLUENCE IN SCHOOLS

52. External influence has impacted negatively on the peace and stability prevailing in schools. The Committee heard that teachers are being transferred without replacement due to influence by politicians, sponsors and community, and subsequently the students have remained untaught for long periods of time. Such schools have continued to perform poorly.
53. The Committee therefore recommends that the TSC to stop transfer of teachers without replacements regardless of external forces and that the QASO reports of school assessment be acted upon immediately.

3.22 HOPELESSNESS AMONG STUDENTS

54. The Committee heard that lack of opportunities and jobs for those who complete school has caused students to place less value on their education and has affected concentration in schools since there are no immediate returns. The strikes are therefore a rebellion against authority and the society in general; whom they feel has failed them. The Committee further heard that the introduction of parallel degree programmes have advantaged students from the rich families who may not have attained competitive grades to join universities.

This is causing further frustration to several students with humble family backgrounds.

55. **The Committee therefore recommends that, all youth be provided with training opportunities to acquire skills, and that the Government to fast track training in informal jobs e.g. road making, agriculture and water and irrigation systems;**

The Committee further recommends that annexing of middle-level colleges by universities be stopped and the universities to expand on their own. Instead, the middle-level colleges be strengthened to cater for school leavers who do not attain cut-off marks to proceed for university education; The Committee also recommends that there be a deliberate move to increase vacancies for regular programmes in the universities and completely delink them from availability of accommodation on campuses.

3.23 MEDIA EFFECTS

56. The media is a powerful and inexpensive tool of education, information communication, entertainment and political mobilization. It is the media that people turn to in order to comprehend the problems and issues affecting society. Consequently journalists are well trained to use innovations, creativity and initiatives to captivate the audience and hold their interests psychologically and emotionally.

57. The Committee heard that: -

- i. There is a lot of highlighting of violent demonstrations in key news items such as burning of institutions and fighting being relayed by TV and the print media, which inculcate violent behaviour among the youth in schools;

- ii. Media has sometimes exaggerated on reporting of riots and strikes, and other schools have gone on rampage so as not to be left out by their peers;
- iii. Children like watching emotional movies, cartoons and pornographic materials.

58. **The Committee therefore recommends that the Kenya Film Corporation, the Media Council and other relevant institutions to vet all TV shows and programmes in order to give consumable and morally sound programs and ensure responsible journalism, and objective reporting that glorify the Good and not Evil.**

The Committee further recommends that the TV program 'TAHIDI HIGH SCHOOL' being aired by one of the media houses be withdrawn immediately because it portrays to the students a scene of rebellion against school administration and authority.

3.24 FOREIGN IDEOLOGIES AND CULTURE

59. The Committee heard that:-

- i. The Kenyan people have assimilated foreign ideas and practices and have lost their cultural values and heritage. This has led to lack of understanding and appreciating the intrinsic sense of belonging and therefore lack of discipline;
- ii. Teachers and parents have failed to impart long-cherished cultural practices of the indigenous communities, e.g., respect for elders and authority or the child belonging to the society and not just to the nuclear family.

60. **The Committee therefore recommends that indigenous education and value systems be taught to the youth by knowledgeable elders within the**

community a school is situated in order to impart values from one generation to another during out-of-school activities.

3.25 CO-CURRICULAR ACTIVITIES

61. The Committee heard that:-

- i. There is too much emphasis on academics, such that the psychomotor and affective domains have been neglected;
- ii. Some schools do not even have co-curricular activities to make students relax, play and occupy them during free times;
- iii. Most schools do not have the very basic games equipments.

62. **The Committee therefore recommends that co-curricular activities be made mandatory in all schools and that the school management should provide adequate resources and facilities since co-curricular activities help students to relax and develop other talents e.g. sports and games. The students also be rewarded for their active participation in the co-curricular activities through incorporation of a percentage in the national examinations. The Government to set aside funds specifically for school games equipment.**

3.26 MORAL DECAY

63. Society today lacks value systems. Students are therefore a direct product of the moral decadence in the society. There is lack of respect for seniors by the younger generation, and a complete disregard of taboos and expected norms. The political class, religious and professional elites have all failed to rise to the occasion in teaching values to the youth who have been left to assimilate all that goes on in the TV and Internet.

64. The Committee therefore recommends strengthening of spiritual and moral character building and pastoral care in schools by deploying resident chaplains. The Committee further recommends schools to inculcate values in youth by organizing special forums with eminent resource persons.

3.27 ROLE MODELS

65. The Committee heard that the violence and lawlessness that infiltrated schools during the unrest, is a manifestation from the wider society due to infighting, mass demonstrations and destructions often witnessed in churches, homes and towns by communities, lawyers, teachers, councillors and parliamentarians to demand for their rights or '*haki yetu*'. The students adopt the practice as the only way to have their problems solved.
66. The Committee therefore urges people in positions of authority to portray a good image and pursue peaceful means to resolve conflicts in order to mentor the young generation into responsible adults. The Committee further recommends schools to adopt a system of 'STUDENT MENTORING' where a teacher is identified with a specified number of students and works with them as a 'FOSTER PARENT'.

3.28 PEER PRESSURE

67. Students want to emulate their colleagues in whatever they do. Other students therefore fall prey and become involved in evil acts to follow suit. The Committee heard that students also take advice from their friends more seriously than from adults and want their impact felt through violence. The Committee further heard that some schools went on strikes just because students in other schools had done so. Due to peer pressure, most students feel insecure and intimidated to report the strikers.

68. The Committee therefore recommends that the parents, teachers, religious groups and school administrators be fully involved in providing proper guidance to the youth; and that those involved in criminal activities be treated as criminals and dealt with according to the law. The Committee further recommends that peace education be taught in the curriculum. The Committee also recommends that peer counselling in schools be strengthened.

3.29 POVERTY

69. The Committee heard that poor parents are unable to clear fee balances for their children. The result is that schools are not able to cater for the services needed for running normal school programmes. The poor students are also susceptible to manipulation by the students from rich backgrounds or the so-called '**Super Strikers**' who use them to execute certain actions like setting a dormitory on fire.
70. The Committee therefore recommends that the government fully funds education up to secondary level in order to ensure equal access to basic education for all children, in the country. The Committee further recommends that no student be allowed to keep pocket money in the dormitories; instead all monies to be deposited with the school administration.

3.30 FINANCIAL MANAGEMENT IN SCHOOLS

71. The Committee heard that some school heads have misappropriated and mismanaged school finances. The Committee further heard that due to the introduction of FSE, the funds did not reach the schools in time. By the time of visiting some schools, the Committee heard that they had received FSE funds amounting to Kshs 4,000.00 per child. This poses a big challenge to the provision of services in the schools.

72. The Committee therefore recommends that the Ministry of Education to intensify auditing of school funds and that the school heads strictly adhere to the laid-down procurement procedures in tendering for goods and services. The Committee further recommends that fee guidelines be strictly adhered to and any extra levies must be sanctioned by MOE and school management boards. The Committee also recommends that the FSE funds be disbursed to schools before each term begins and as already recommended above.

3.31 SPONSORS

73. The Committee observed that some sponsors influence the appointment of school heads, deputies and other teachers in schools which they sponsor at the expense of their spiritual guidance in those schools. This has created tension between the various stakeholders and trickled down to students.

74. The Committee heard that:-

- i. Sponsors feel that they are not consulted in the running of their schools and as such they have obligated their responsibilities;
- ii. Some sponsors do not even know their roles as spelt out in the Education Act;
- iii. Some sponsors are not involved in spiritual and pastoral care in their schools through deployment of chaplains and pastors.

75. The Committee therefore recommends that:-

- i. The sponsors be allowed to exercise their role as spelt out in the Education Act;

- ii. The sponsors be educated on the Education Act to effectively play their role;
- iii. All schools to have chaplains as already recommended above.

3.32 OUTLAWED SECTS

76. Reference was made to the infiltration of 'outlawed sect' into the education sector in some areas. The Committee heard that '*Mungiki sect*' has a large following and continues to recruit membership mainly from the youth in schools in some parts of the country. It was stated that once recruited by the outlawed groups, the youth become hardened for any form of punishment, and any teacher or administrator seen to be firm in executing punishment to the offender is warned of dire consequences.
77. The Committee notes with concern the threat posed to school discipline by unlawful sects and urges the Government to take decisive action on them.

3.33 DEVIL WORSHIP

78. Reference was made to the influence of Satanic or Devil influence on the unrests. Although this could not be ascertained based on the evidence given, the '*Report of the Presidential Commission of Inquiry into The Cult of Devil Worship in Kenya(1995)*', chaired by Archbishop Nicodemus Kirima, did observe that devil worship exists in learning institutions and was on an increasing trend. The Commission further observed that due to the secret nature of the operations of the cult, the extent of its infiltration into schools could not be established.
79. The Committee therefore recommends that school administration, teachers and communities around schools to closely monitor the activities of students in and around the school compounds. The Committee further recommends that the Government makes public and implements the

recommendations of the Presidential Commission on Devil Worship in Kenya.

3.34 SCHOOL RULES

82. School administrations formulate and implement school rules to maintain order and discipline in the schools. The Committee heard that:-

- i. Principals and teachers formulate and impose rules on the students; the rules therefore become unpopular and are viewed as harsh and oppressive by the students;
- ii. Some schools operate without written rules but the School Principals pronounce them during morning assemblies. The students therefore cannot easily memorize them;
- iii. There are no standard school rules for all schools. Each school develops its own rules and this creates inconsistency in disciplining students for similar offences.

83. The Committee therefore recommends that:-

- i. School administrations to promote democracy in the formulation of school rules so that students participate and own the rules;
- ii. School rules to be clearly written and each student given a copy for reference each time they are punished for offences committed by them;
- iii. MOE to develop standard rules for all schools to ensure uniformity in the disciplining of students.

3.35 COMMUNITY

84. The Committee heard that:-

- i. The communities around schools are not involved in decision-making in matters that affect those schools, yet they donated the land and built the schools. Students are therefore supported by them whenever there is unrest in the school. The Committee observed that this is common where the community built a school and the school is made a boarding one and then is upgraded to a provincial and on few occasions converted to a national school;
- ii. The communities operate kiosks and bars near schools which sell alcoholic drinks and drugs to students.

85. The Committee therefore recommends that:-

- i. The school administration to develop rapport with the community through public social responsibility e.g. development of joint water supply projects and community policing;
- ii. Kiosks and bars near schools be controlled through strict licensing by the relevant licensing authorities
- iii. All stakeholders be involved in decisions that affect their schools and in order to appreciate those policy changes.

CHAPTER FOUR

4.0 CONCLUSION

4.1 The following conclusions on the possible root causes of the unrests in schools are made:-

- 1) That, the mock results would be substituted for the KCSE results in case of leakages and massive cheating in KCSE papers;
- 2) That, some students witnessed and participated in burning and killing of innocent people and property during the post-election violence early this year (2008), and were now imitating and directing the violent acts towards their schools;
- 3) That, IDP Students who were not assisted to recover from psychological trauma found it hard to adjust and took the lead in the burning of schools;
- 4) That, the loss of faith and confidence in KNEC due to its lack of capacity to stamp out examination leakages has caused stress and anxiety among students;
- 5) That, the wide publicity in the media of the 2007 KCSE results irregularities and the fact that an estimated 40, 000 candidates got two sets of results in the 2007 KCSE outcome has meant that one can possibly be awarded a grade even without sitting for examinations or studying hard;
- 6) That, schools were ranked in order of performance in national examinations and even in District and Provincial Mocks caused discontent when the Mocks leaked in some areas yet students were under intense pressure to perform well and seek elusive grades;
- 7) That, drug and substance abuse by students has driven them to commit extraordinary acts, e.g., burning and destruction of property;
- 8) That, some Principals are incompetent but continue to hold on to their jobs due to external influence by political leaders, communities and/or sponsors.

The unrests are an avenue for students to eject those Principals from their stations. Ethnically 'incorrect' Principals were major targets.

- 9) That, the Principals are overworked due to multiple tasks at school and lack motivation since they are deployed with no responsibility allowance or security of substantive appointment to their jobs;
- 10) That, some deputies and other teachers incite students in order to take-over leadership of schools;
- 11) That, some BOGs and PTAs are ineffective and have concentrated more on financial matters at the expense of the welfare of the students and/or their academic performance;
- 12) That, lack of parental guidance has left children to do what they felt like. Some children are taken to boarding schools at tender ages, some overprovided with excess pocket money in schools and others exposed to domestic violence at homes;
- 13) That, shortage of teachers has led to poor implementation of the curriculum and unpreparedness of the students for the examinations, which triggered unrests and especially when such teachers are transferred;
- 14) That, the teachers' morale is low because they feel poorly paid compared to other civil servants and this has affected their commitment to duty and have no time for students;
- 15) That, the wide grading and salary gap between some Principals and their teachers and vice versa which has created discontent among teachers e.g. Chief Principal in Job Group 'R' and the rest of the teachers in 'L' and 'M', and the Principal has been left to deal with student discipline on his/her own;
- 16) That, some teachers do not conform to the professional ethics and norms. This has left students with no option but to reject them ;
- 17) That, non-performing teachers who have overstayed in schools incite students against new administration to ensure business remains as usual.
- 18) That, the exam-oriented curriculum does not recognize talents in other fields even if a student is doing very well in PE and other co-curriculum activities;

- 19) That, the curriculum is overloaded and has led to the students learning without rest and play;
- 20) That, the students are tested in only one national examination with no reference to continuous assessment tests at the end of four years;
- 21) That, the holiday tuition makes students learn from January to December without breaks to complete the syllabuses. This makes students build up frustrations, fatigue and rebellion;
- 22) That, some books recommended by KIE for use in schools have inciting learning materials that advocate rebellion, for example, a Kiswahili book '*Mayai Waziri wa Maradhi na Hadithi zingine*' and students want to act and imitate what they learn;
- 23) That, the use of mobile phones has allowed students to communicate quickly and execute certain actions with success, e.g. relaying of inciting messages to colleagues in other schools, spread fear among other students and school administration and even spread alleged leakages in examinations. It has also created classes among the students;
- 24) That, the quota system of form one selection in which 85 percent come from the local district has promoted a cartel of students from one tribe/clan/area who could easily be influenced to stage riots to protect '**their own**';
- 25) That, the Ministerial Statements on education policies issued through the press without circulars and which the school administration and management find difficult to enforce causes discontent among the parents, students, and even teachers;
- 26) That, the delay in the disbursement of FSE funds has caused anxiety and affected the delivery of services in schools. The pronouncement by the Government that education would be free has also made parents reluctant to pay and clear fees balances and students have to be sent home to collect fees thereby creating conflicts between school administration and parents on the one hand and between students and the former on the other;

- 27) That, the school prefects are imposed on students and assume powers of the school administration to bully other students while they enjoy extra privileges like special diets, special uniforms and school tours;
- 28) That, school workers are poorly paid with no scheme of service and experience salary delays and therefore susceptible to bribes from the students to engage in negative activities such as trafficking drugs to students and buying petrol to be used in burning schools;
- 29) That, lack of open communication channels for students to air grievances has forced them to react through strikes;
- 30) That, the students who speak openly during barazas in some schools are earmarked for suspension or expulsion in case of unrest in the school and this has caused tension;
- 31) That, congestion due to over-enrollment in boarding schools has overstretched school facilities. Some schools are experiencing double capacity enrollment due to forced admissions and absorption of IDP students. Some students are stressed by the poor accommodation. For some students, facilities at home are better than those found in schools;
- 32) That, the Children's Act has given students too much freedom and deterred Principals and teachers from enforcing discipline in schools;
- 33) That, the transfer of indisciplined students from one school to another has caused strikes and unrests in the destination schools;
- 34) That, the MOE takes too long to communicate decisions relating to expulsion of students by BOGs, and in most cases reverses the decisions and allow expelled students to be re-admitted, making the students heroes and hardened;
- 35) That, lack of effective guidance and counselling departments to guide students and address challenges of adolescence due to inadequate trained counselling staff;
- 36) That, some schools have remained uninspected for a long time due to inadequate number of Quality Assurance and Standards Officers (QASO) and resources;

- 37) That, QASO lacks independence to act on reports of schools but instead submits them to the MOE headquarters through the DEOs and PDEs;
- 38) That, lack of hope for further education and unemployment for those who complete school has caused students to place less value on their education since there are no immediate returns. The strikes are a rebellion against authority and society who force them to be detained in schools;
- 39) That, the media is highlighting acts of violent demonstration such as burning of schools as key news items. This motivates and inculcates violence in the youth. Some programmes being aired, e.g., 'Tahidi High School' clearly demonstrate students revolt against authority in a school;
- 40) That, there is too much emphasis on academics at the expense of life skills such as co-curriculum activities;
- 41) That, moral decadence in the society has impacted negatively on the students. They easily assimilate all that is foreign and in complete disregard of African values and traditions through the TVs and Internet. Students therefore lack respect for authority and human life, for example, when they have to set the dormitories on fire while the rest of the students are asleep;
- 42) That, peer pressure drives students to emulate what their colleagues do no matter how devilish the act may be, e.g., burning their dormitory because others have already burnt theirs;
- 43) That, due to poverty that afflicts the majority of students the so-called '**Super Strikers**' manipulate and intimidate other students to execute certain actions after being offered a 'treat' by them;
- 44) That, some Principals have misappropriated and mismanaged school finances due to unprocedural procurements and continued imposition of unexplained levies on parents; this cause students to riot to expose the malpractices. Late disbursements of FSE monies has compounded the difficulties faced by schools in the provision of facilities and services;
- 45) That, students lack moral and spiritual guidance since the role of the sponsors has been misunderstood by both the sponsors and schools as spelt out under the Education Act;

- 46) That, the actions of outlawed sects such as '*mungiki*' is infiltrating the school system. Some students recruited into such sects are hardened and resist attempts to punish them; those teachers and administrators who dare punish them are warned of dire consequences;
- 47) That, to some extent Satanic or Devil Worship exists in schools and influences the students to engage in evil acts like setting schools on fire with intention to cause harm;
- 48) That, the Principals and teachers impose strict rules on the students without due regard to democratic involvement of students in their formulation. The rules become unpopular and are seen as oppressive by the students;
- 49) That, the communities around schools feel they are not involved in the decision-making in matters that affect schools, yet they donated the land and built the schools. Subsequently, tension brews between school administration and communities;

4.2 In addition to recommendations made in respect of specific sections in Chapter Three, and in order to deter any future recurrence of unrests in respect to the major root causes in section 4.1, the Committee makes the following general recommendations:-

- 1) That, mock results should never be collected and /or used as a comparative measure for national examinations;
- 2) That, adults, at all times, to embrace dialogue in resolving grievances to prevent 'copy cat' syndrome for violent actions by students;
- 3) That, all IDP students to undergo intense post traumatic counseling in order to lead normal lives;
- 4) That, KNEC be overhauled to restore its credibility, and that the KNEC Act be reviewed to provide for stiffer penalties for examination cheating and dishonest KNEC officials and that candidates to remain under the full control of the schools from the time of registration to when they sit

- examinations with the power to cause deregistration of those who become indisciplined and expelled;
- 5) That, KNEC to ensure vetting of all the personnel involved in the development of examinations to ensure strict confidentiality in examinations at all times;
 - 6) The calendar for national examinations be reviewed to allow candidates sit for the examinations when the schools close for the rest of the students.
 - 7) That, ranking of schools be abolished forthwith;
 - 8) That, MOE to work together with NACADA to make schools drug-free zones, and that schools to lay down strategies to initiate counselling programmes for drug addicts;
 - 9) That, (i) the head teachers to undergo mandatory management training at KESI for a period not less than one month once identified to take over the leadership of a school; and (ii) that they be strictly appointed on merit and competence and in accordance with the guidelines spelt out in the TSC policy of selection and appointment of heads of post primary institutions;
 - 10) That, TSC and MOE to factor the payments for responsibility allowances in the budget to be paid to the Principals and deputies and teachers of boarding schools depending on the size of the schools.
 - 11) That, the TSC and the MOE to develop a clear policy on succession in schools, for example, making realistic appointment of teachers to head or deputize the schools where they have been teaching;
 - 12) That, (i) Members of the Board of Governors be strictly constituted based on their academic qualifications, competence and commitment, and (ii) that the Boards of Governors be inducted on school management and administration and also be empowered to deal with cases of indiscipline decisively;
 - 13) That, (i) parents take their responsibilities in guiding and counseling their children during child hood, and (ii) Schools to regulate students'

- pocket monies which must be deposited with the school Administration, and (iii) boarding primary schools be discouraged and made to cater for children aged 11 and above only;
- 14) That, the Government moves fast to provide adequate budgetary allocation for the TSC to recruit and deploy more teachers;
 - 15) That, the MOE to review the teachers salaries and fast track their harmonization with those of other civil servants without any further delay;
 - 16) That, the TSC should implement the scheme of service for teachers and promote teachers to ensure there is no gap in their grading in a school;
 - 17) That, the Code of Regulations governing the conduct of teachers be strictly adhered to in ensuring teachers conform to the professional ethics and norms in discharging their duties and responsibilities for which they have been employed;
 - 18) That, the TSC to adopt a system of reshuffling teachers after every five years particularly if the performance of such teachers warrant such action;
 - 19) That, the curriculum be reviewed to ensure that the students are equipped with life-long skills rather than concentrating on academic performance and grades only, as has been recommended in the Koech Report;
 - 20) That, (i) the curriculum be reviewed with an emphasis on reduction of subjects and content, e.g., English and Literature and Kiswahili and Fasihi to be separate subjects; and (ii) the Government to progressively move to explore a new structure of education system to enhance specialization and diversification in subject areas of choice and selection of careers by students as recommended in the Koech Report;
 - 21) That, (i) Continuous Assessment Tests (CATs) be introduced and to form a percentage, preferably 30 percent, in the national examinations,

- and (ii) that the mid- national examinations at end of form two, formerly Kenya Junior Secondary Education (KJSE), be re-introduced;
- 22) That, holiday tuition be banned;
- 23) That, all school books should be screened against undesirable learning materials and the KIE be kept in censoring the text books;
- 24) That, the use of mobile phones by students be banned in schools, and that schools provide pay phones and telephone booths;
- 25) That, the quota system of admission of Form one students be abolished and students admitted to schools of their choice in order to promote national integration;
- 26) That, the Ministerial Statements be clearly spelt out in manuals or circulars;
- 27) That the FSE funds be disbursed to schools on time and before the start of each term to enable schools to plan properly for their activities; and that policy statements by the Government be clearly explained to the public to avoid ambiguities;
- 28) That, prefects be democratically elected by the students to rid schools of unpopular prefects; and the prefects be trained on their roles and responsibilities to avoid misuse of certain powers bestowed upon them;
- 29) That, the Government include the school workers in the civil service scheme of service and improve their terms of service;
- 30) That, each school establish 'School Parliament' and barazas where the students and the administration can be able to interact freely. Suggestion boxes to be established at strategic locations in all schools;
- 31) That, students' barazas be free of intimidation and appropriate action taken on issues raised and discussed;
- 32) That, (i) students admission be strictly based on the capacity of the school, and (ii) that boarding schools be adequately equipped to create a conducive environment for students;

- 33) That, the Children's Act be reviewed to provide alternatives for disciplining students and to incorporate the emerging issues and challenges relating to the enforcement of discipline in schools, and that teachers be sensitized on the interpretation of the Act;
- 34) That, (i) the transfer of students be vetted by BOGs and DEBs, and that, (ii) the most indisciplined students be absorbed in approved /correctional schools, and where such institution do not exist the Government to establish them in every region;
- 35) That, the Education Act be reviewed to empower the BOGs and the DEBs to deal with matters of student discipline without further reference to any other authority;
- 36) That, (i) the MOE and TSC to intensify training of teacher counsellors and relieve them of any other teaching loads, and (ii) to recruit more teacher counsellors for those schools with no operational counselling units, and that, (iii) student peer counselors be trained to assist fellow students;
- 37) That, the Government to employ more and well-trained QASO staff to ensure regular inspection of schools and in order to ensure quality education is being provided in schools;
- 38) That, (i) the QASO reports be expeditiously acted upon without delay to ensure problems affecting schools are addressed immediately, and that, (ii) QASO to undertake a realistic assessment of schools before approval as boarding schools;
- 39) That, (i) all youth be provided with training opportunities to acquire skills and that the government to fast track training in informal jobs, e.g., road making, agriculture and water and irrigation systems, and that, (ii) the annexing of middle-level colleges by universities be stopped and universities to expand on their own, and (iii) the Government to consider job creation for the youth as a priority e.g. build more industries and revive stalled projects;

- 40) That, the Kenya Film Corporation, Media Council and other relevant institutions to vet all TV shows and programmes in order to give consumable and morally sound programs and ensure responsible journalism and objective reporting; and that the TV programs such as 'TAHIDI HIGH SCHOOL' be withdrawn immediately;
- 41) That, (i) the co-curricular activities be mandatory in all schools and the school management Committees to provide adequate resources and facilities; and that, (ii) the students be rewarded for participating in the co-curricular activities through incorporation of a percentage in national examinations and that, (iii) the Government sets aside funds for school games equipment;
- 42) That, the sponsors and MOE to strengthen spiritual and moral character building and pastoral care in schools by deploying resident chaplains; and adults to portray a good image in order to mentor the young generation into responsible adults
- 43) That, (i) the parents, teachers, religious groups and school administrators be fully involved in providing proper guidance to the youth and peer counselling strengthened; and that, (ii) peace education be taught in the curriculum;
- 44) That, the Government moves progressively to fully provide for free education up to secondary level in order to ensure equal access to basic education for all children in accordance with international conventions and protocols;
- 45) That, the MOE to intensify auditing of schools and that school heads strictly adhere to laid-down procurement procedures in tendering for goods and services;
- 46) That, the Education Act be reviewed to address many emerging issues in the Education sector;
- 47) That, the Government not to relent in its effort to combat the unlawful organizations and sects that threaten peace in schools;

- 48) That, the Government through the MOE to make public and implement the recommendations of the Presidential Commission on Devil Worship;
- 49) That, (i) school administrations to promote democratic participation in the formulation and implementation of school rules so that students own the rules, and that, (ii) the MOE to develop standard rules for all schools to ensure uniformity in disciplining of students;
- 50) That, (i) the school administration to develop rapport with the community around it through public social responsibility, e.g., development of joint water supply projects and community policing; etc; and that (ii) all stakeholders be involved in major decisions to be made which affect their schools;
- 51) That, the Government to undertake a long-term review of the Education System and Structure to provide for specialization in career development and reduce wastage.

MINUTES OF THE SITTINGS OF THE COMMITTEE ON EDUCATION, RESEARCH AND TECHNOLOGY ON THE INQUIRY INTO THE STUDENTS' UNRESTS AND STRIKES IN SECONDARY SCHOOLS IN KENYA AT PUBLIC HEARINGS HELD IN ALL PROVINCIAL AND SOME DISTRICT HEADQUARTERS AND IN SOMESELECTED SCHOOLS BETWEEN JULY 29, 2008 AND SEPTEMBER 15, 2008

1. PUBLIC HEARING HELD AT NYERI MUNICIPAL HALL, WEDNESDAY, JULY 30, 2008 AT 10.00 A.M

PRESENT:

Hon. David K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. Alfred Odhiambo, MP	-	Member
Hon. D.M. Mwakulegwa, MP	-	"
Hon. D.K. Mwaura, MP	-	"
Hon. Peter Njuguna, MP	-	"
Hon. Dache John Pesa, MP	-	"

ABSENT WITH APOLOGY:

Hon. Isaac Ruto, MP	-	Member
Hon. Joseph Lekuton, MP	-	"
Hon. Shakilla Abdalla, MP	-	"
Hon. Adan Keynan, MP	-	"

IN ATTENDANCE:

NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. Paul Ngetich	-	Senior Research Officer
Ms Veronicah Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

MINISTRY OF EDUCATION OFFICIALS:

Prof. George Godia	-	Education Secretary
Mr. Patrick Nyagosia	-	PDE Central Province
Mr. Muriuki Muni	-	Directorate of Higher Education

PROVINCIAL ADMINISTRATION:

Mr. W.S Ong'ayo	-	Deputy Provincial Administration
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1) COURTESY CALL TO PC'S OFFICE, CENTRAL PROVINCE

EVIDENCE:

The Deputy PC briefed Members that:-

- Over 73 schools were affected by the unrests; 32 schools had walk-outs and 41 schools experienced arson and property destruction.
- Provincial Administration has taken action by visiting some of the affected schools and that, they do not rule out external influences in the strikes. That NIS - carrying out thorough investigation to know the actual root causes of the unrests.
- Due to Free Primary Education, the student-teacher ratio in schools is very high, leading to inadequate supervision of students.
- Physical facilities did not increase with the enrolment.
- About ¾ of the entire population in the country are students in schools.
- There is lack of proper guidance from parents since they are the role models to their children.
- School administration – how equipped are they to address students needs and provide the necessary support?

2) HEARING AT NYERI MUNICIPAL HALL

OPENING REMARKS:

- Hon. Koech invited stake holders to the hearing and requested them to freely air their views regarding school unrests.
- He introduced Members of the Committee and Secretariat and explained the purpose of their mission was a fact-finding into the possible root causes of the unrests in schools
- He assured the stakeholders every group represented in the meeting will be heard. Whoever may not have a chance in the hearing, could contact the Committee through email addresses provided.
- Each group was given 20 minutes (maximum) as provided in the programme to make presentations.

EVIDENCE:

Mr. Runguku, a BOG Member, outlined the causes of strike are as follows:-

- Lack of vision on the part of the students.
- They lack interest in education because they see the graduates at home with no jobs (*education for what?*)
- Poor Parenting – no discipline right from home, children dictate to parents on how to run their homes and parents are fighting and quarrelling in front of their children. This results in bad role modeling.

(Memorandum submitted)

Mrs. J. Mackodawa, a BOG Member, said media exposure, indiscipline among teachers and students, lack of role models, MPs protesting in the street (is a bad example to our children) and KCSE leakage in 2007 (has demoralized students) are behind the unrests and strikes.

(She submitted memorandum)

Mr. Isaac Kariuki – PTA Member, cited the causes to:-

- Lack of family values (obedience).
- Lack of proper Leadership in schools since teachers and heads doing their own things.
- Lack of democratic participation in schools- no dialogue between students, teachers and the Principals.
- Autocratic leadership in schools – lack of servant leadership.
- Overburdening curriculum, it should be revised quickly.
- Called for the need for data on what went wrong and to find solution together.

BOG Member Representative, Kiambu High School, stated:-

- Children born after 1990's have a lot of indiscipline; he proposed the re-introduction of the cane to instill discipline in schools.
- He proposed decentralization of disciplining system since it takes no less than 4 months to know the outcome of a decision of expelled cases from the Ministry of Education headquarters once BOG makes recommendation, and which in many times is overturned by the higher authority and therefore killing the morale of teachers and heads of schools.
- KCSE and MOCKS Exam cheating should be eradicated completely.
- That, a school is more than just grades; the KNEC grading be reviewed to reward students in all curriculum taught in schools.
- There is no proper communication between teachers, students and Principals.
- Interference from above makes it difficult to manage schools.

(Submitted the memorandum)

In response, the plenary noted:-

- That **BOGs** and **PTAs** are not properly equipped or capacitated to manage the schools; they should be empowered to deal with indiscipline in their schools.
- There is too much interference from above; directives from MOE be discouraged.
- That, members **BOGs** and **PTAs** leave things to go out of hand before taking action.
- That, many difficulties in schools need concerted efforts; some management committee members are not sure what to do.
- That **BOGs** should be there for the school at all times.

Mr. Joseph Wachira, a watchman, said:-

- There is lack of closeness between students and school administration. There should be dialogue with students and the school administration should be encouraged.
- School workers are assigned their duties but not taught how to relate with the students.
- Low pay for workers can easily cause incitement to students to bring the school down.
- Poor coordination between professional staff and administration and subordinate staff.
- Lack of Principals' and school workers' cooperation.

- Poor management of schools; workers should be vetted before they are hired, not relatives and friend who have no morals.

The Committee opened debate on this presentation and the following emerged:-

- Most principals are not ready to listen to teachers; there should be dialogue.
- BOG/PTA and teachers should be integrated into the school system.
- Relationship between workers and students should be smooth. Workers vent their anger on the students once the Principals do not relate well with them.
- Workers should be well remunerated and taken care of by the Government in order to have a common recruitment method and remuneration.
- Strict government rules and regulations on fees leave the head teachers and BOGs unable to collect funds to pay their workers well. This should be reviewed.

Sponsors/Religious groups; they pointed out that:-

- There is lack of proper administration and supervision of schools curriculum from top to the bottom.
- There lack of teamwork in schools.
- There is need to seek solution from the roots and the community.
- Drugs have contributed very little to the unrests problem.
- Research from constituency level should be done.
- The parents have first to wage war on discipline of their children; other measures may not work.
- Policy on promotion of teachers should be reviewed.
- Something has gone wrong with schools; morality of society has been eroded and this should be addressed.
- Guidance and counseling in schools should be strengthened; those appointed lack the requisite skills and therefore should be trained first.
- Students with peer pressure and counselling sessions are needed; this should apply to all schools.
- Sabbatical leave- Principals need to undergo refresher courses to learn new ideas.
- Students emulate adult's; politicians demonstrate and say "so and so must go". What do they expect of their children who try to emulate them?
- There is lack of freedom of expression in schools; adult age limit should be reduced from 18 to 16 years so that they are listened to, other than dismissing them as children.
- Witchcraft and political circles also filtering into schools.
- BOGs membership should close the age gap to include the youth.
- Convert Boarding schools to Days schools to let parents have more contact with their children.
- The devil is having a field day in schools.
- Caning a child may not help much; parents should try to counsel their children.
- Children should be of thought Christianity and fear of God, role of religion in education should be over emphasized.
- Let's dialogue with our children, workers, teachers and Ministry; this be encouraged.
- The role of a sponsor is only felt when a Principal is transferred.

- Islamic Community is calm and have values not compared to the Christian community who have forgotten religious practices.

Students; one (did not disclose name) said parents are to blame; they give their children a lot of pocket money that makes poor students suffer, hence the striking among students. Parents are only concerned about the report form not the welfare of the students, the student further said.

Another student added:-

- Students compare their schools with what others have, e.g., school buses, televisions, VCD etc., and strike when they do not have.
- Government to establish level ground for all schools in terms of facilities; let there be uniformity.
- Exams – selection of subjects should be guided but students find subject combination already in place and are told to choose which class to belong to.
- Drugs – those involved should be dealt with by Police; it is caused by peer influence and homesickness.
- Excess favours on prefects – creates bitterness in other students.
- Lack of basic facilities – food etc.
- Mobile phones in schools should be banned, they're not necessary at all.
- Poor communication between students and administration.
- Leaders – show bad example to the young.
- Poor relationship between teachers, students and administration- should be improved.
- Parents support their children when they are on the wrong; they over protect them.
- Suggestion boxes should be introduced in schools so that students can air their views freely.
- Heroism; students once they have gone on strike, they feel they are the heroes or conquerors.

Hon. Koech: Why do students think of striking to the extent of burning their school and property?

The responses were varied:

- Societal transition; not knowing how to handle change.
- Pressure on curriculum; it should not aim at producing bookworms but an all rounded person of substance.
- Parents and Society have neglected their roles.
- KNEC; it has failed students because of regular exams leakage –what can be done to stop this menace.
- Response by **Kennedy Mugambi**, Kagumo High School; had to say;
Role of prefects; have taken a bigger share than the rest. How are the rest expected to react?
School administration; takes time to react, letting grievances pile up to explosion levels; they should be pro-active.
Students; they destroy what they have so as to have a better one; they act as a team for fear of victimization and to give moral support to the team, and they do not think of their new shoes or their boxes; majority of poor students suffer for

others due to peer pressure and fear of victimization by the administration; fear of victimization- when one takes his/her things out during burning, it means he/she knew about the strike and failed to report to the authorities.

Mr. John Kabui, Chairman, Kenya Private Schools Association; said:-

- There is need for quality of Boarding Schools.
- The current boarding schools in the country are of poor standards.
- Students are burning boarding schools as a sign of rejection.
- The sponsorships are not for all students but just a few.
- Parents do not care for their children upkeep in schools once they have paid school fees; they think that is all.
- That the syllabus is too wide for students /teachers to cover, it should be reduced.

He proposed:-

- That, 'A' level should be re-introduced.
- Junior (KJSE) exams should also be introduced, e.g., at **Form two level**, so that those who cannot continue can have certificates to join other middle colleges.
- Mobile phones should be abolished in schools.

Immaculate Wachira; said:-

- The students know what they are doing and are 100 km a head of all of us. We should be 1000 km a head of them instead!
- Students undergo a lot of stress; they need our voices on the ground to appreciate them.
- We should learn to complement the students, when they do well.
- The school administration should read the signs of the times and exercise flexibility in management; too much rigidity may cause a strike.
- Schools administration has the capacity to change this trend.
- School administration should avoid being rigidness and be flexible.

Hon. Karaba (former MP) said:-

- Several Commissions have been formed before in this issue (strikes) and presented recommendations which have gathered dust on shelves in MOE offices.
- Review Education Act to provide for complete expulsion/exclusion of students involved in strikes.
- Higher authorities should be avoided in influencing re-admission of errant students with letters from the Ministry.
- Once students are registered for exams, they tend to feel all is over and they can do anything; they should be expelled completely.
- Recognize head teachers who excel and promote them.

Teachers;

The highlights of their presentations include:-

- Adolescence crisis; there is imbalance of hormones as they grow and looking for self identity.
- Students feel not understood by parents, teachers and school administration.

- Students look for ways to fend off by inciting others to strikes and causes destruction.
- Canning – the responsibility should only left to administration so that there is control; '*Spare the rod and the spoil the child*'.
- Love students; some know no love at all.
- Allow them to be heard and build trust in them.

Principals;

Principal, Naaro High School –Muranga South;

- Stop transferring bad students from schools to others.
- Guiding and Counseling teachers not well equipped for the job, some need those services also.
- S.E.E. – should be encouraged for good values.
- Let non-teaching staff feel they belong to the school, security matters be formal in employment of guards and watchmen.
- Armed security in/around School premises and dormitories.
- Religion is encouraged.
- Patriotism – NYS training.

Charity

- Strikes are encouraged by absent parents especially fathers who neglect their children.
- Stress importance of leaving certificates.

Bernard

- Teachers recognize that students are human beings with minds of their own that are capable of independent thinking and judgment.
- Teachers should work together with their students.
- Need to also check their discipline as related to that of students.
- Head teachers – some tend to confide more in students than teachers, this creates a gap.
- Ministry of Education should sort out employment of Head Teachers from their localities.

Mrs. Munyu, Gathirimu Girls;

- Ministry of Education – to train Head teachers to confide in their students. Many will confide in teacher counselors and not school administration.
- Teachers and administration need to listen to school counselors.
- Bad example from leaders – (if Ministers rebel openly against the president, why won't students rebel against school authority?)

KNUT Representatives;

The highlights of their presentations include:-

- Students fear canning; it should be re-introduced.
- Involvement in unlawful organizations, e.g., '*mungiki*' recruitment from as early as standard 5. This should be checked and dealt with firmly.
- Tuition – remedial teaching to be emphasized and controlled.
- KNEC leakages in exams; there is fear of leakages regardless of how hard one has studied. This creates hopelessness in the students.

They proposed that:-

- Communication channels between students, teachers and administration should be established.
- Class meetings should be encouraged in schools between the students, teachers and administration
- Review payment of teachers' salaries.
- Mocks should be scrapped and replaced by internal exams.
- Incitement by leaders, e.g., interference at Naivasha Girls by local MP can cause tension.
- Dialogue is required.
- Frustrations to Head teachers; give them incentives.
- Exams leakages – check what really happened?
- KNEC'S chief executives' contract was renewed. Why? Thus exam cheating going unpunished and being encouraged!
- Mocks – students not ready to struggle because there is always cheating.
- Guiding and counseling teachers are unpaid.
- Mass Media – Programmes to be censored (Ministry of Information through CCK).
- Mocks be replaced by end terms exams within the school.

Mr. Nguyo, the Chairman KSSHA, Central Province:

(A moment of silence in honour of the late Abdi Noor, who died in a dormitory fire at Upper Hill School in Nairobi during a strike)

He said that:-

- Harmonization of discipline machinery in schools; there is need for universal mode of punishment for all schools/students.
- The role of the teacher is not defined. A teacher is an all rounder, is (everything), a counsellor, watchman, police officer, on guard 24 hours etc.
- Remunerate the teachers well. A teacher is not supposed to be a human being like others! Why?
- There is more to education than just grades, the students can be better elsewhere than in school; explore their talents.
- Introduce Days Schools or upgrade all the schools to acquire a home status and provide a homely atmosphere.
- Over protection of students; this makes the corrector/teacher the offender than the other way round.
- Mocks speculations that mocks will be used to grade students. They communicate through mobile phones and causes fear and anxiety.
- Security in schools needs to be strengthened.
- Media – speculating too much on school strikes, only a few schools have been affected, while the rest are still running.
- Political Leadership – wanting, they have no time to dialogue with their electorate, this boils down to schools.
- Rites of passage – who are in charge during December Holidays when students have done exams? There is a lot of overindulgence.

Peter Kariuki - Nyandarua

- Media should report in a way that does not fuel further strikes , they think it is a great idea , yes it is their job but should have control. This encourages students to strike further.
- Schools' motto, vision and mission etc should be encouraged
- Strengthen Guiding and counseling in schools.
- Leaving children with house girls is a bad option. (What is best then, boarding?
- Counseling sessions for head teachers should be provided.
- Open door policy should be adopted.
- Equipping teachers with skills to deal with student's indiscipline. What are the alternatives to the children's Act? Canning/punishment?
- Identify children with special needs; those who are hyper should be accommodated. Allow them to air their views more constructively.
- While condemning students' acts, we should open avenues for communication with our children and find ways of making them more responsible persons.

2. HEARING AT KAROTI GIRLS SCHOOL, THURSDAY, JULY 31, 2008, AT 11.00 A.M

PRESENT:

Hon. David K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. Alfred Odhiambo, MP	-	Member
Hon. D.M. Mwakulegwa, MP	-	"
Hon. D.K. Mwaura, MP	-	"
Hon. Peter Njuguna, MP	-	"
Hon. Dache John Pesa, MP	-	"

ABSENT WITH APOLOGY:

Hon. Isaac Ruto, MP	-	Member
Hon. Joseph Lekuton, MP	-	"
Hon. Shakilla Abdalla, MP	-	"
Hon. Adan Keynan, MP	-	"

IN ATTENDANCE:

NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. Paul Ngetich	-	Senior Research Officer
Ms Veronicah Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

MINISTRY OF EDUCATION OFFICIAL

Mr. Muriuki Muni	-	Directorate of Higher Education
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(Notes: Students walked out of the school peacefully. No damage was caused to the school but the Committee made visit to listen to the stakeholders to gather evidence on the root causes of unrest in schools and seek the way forward. The Committee listened to parents as people affected encourage students and all stake holders of the school to move forward.)

OPENING REMARKS:

Hon. Koech made the following remarks:-

- *Feel at home away from home*
- *A lot of money spent to build leaders of tomorrow*
- *Latest happenings is disturbing*
- *Appreciate that no damage is done.*
- *A lot of property, time left has been wasted- where are we heading?*
- *Shall we get there? Shall we really replace today's' leaders tomorrow?*

- *Speak without fear/ favor, talk to your colleagues to stop this menace .One day you will be remembered.*
- *Our opinion is important to us .Lets listen –we're protected by laws.*
- He outlined the order of giving evidence: Students, Parents, PTAs and BOGs, NGOs, Sponsors and any other group.

1) EVIDENCE:

STUDENTS:

Lucy, Form 4: Vigilante groups in schools (student policing) to identify incidents before they happen, while another student said that there is need to establish communication channels between students and teachers.

Lucy Njenga, Form 4, urged students 'Do not go because others are going', 'Be an individual and responsible; avoid being carried by peer influence'. **Veronica, Form 1,** said that primary teachers, when issuing Leaving Certificates, should say exactly what the girl is; 'do not flatter her character'.

Anne Wachira (student) said:-

- Parents are in 2 categories; *Masongo* (the rich) and *Msoto* (the poor) and students group themselves accordingly and create tension between them.
- Average pocket money needed to be given; too much creates fear and dominance on poor students.
- Discipline your children.
- Students! 'Do not shame your parents by doing indomitable things, be proud of them and do them right things'.
- Teachers should be free with students and listen to their grievances.

Rachael Njeri (Form 4 Student), said;

- Students grievances should be addressed (teachers).
- Post election violence has a bearing on this. Students trying to avenge on the destruction they suffered during the post elections violence.
- Advice—Try to restrain yourselves-focus on future.
- Individual responsibility.
- Were incited / intimidated by others – stand firm – be yourself for your own good.
- Be accountable of your actions, emulate good examples.
- Appeals preach forgiveness & reconciliation.

Wangari;

- Parents set examples to your children.
- Don't come to school to confront teachers when they discipline your child.
- Government to be blame.
- Teachers strike is bad example.
- MPS, University students & all what do you expect of students who watch you over the media?

(Hon. Koech: Students feel they lack role!)

PARENTS:

Form 1 Parent Representative;

- We want our children to do what we are not doing ourselves.

- Ministry of Education - check Literature books, some are bad examples e.g "Betrayal in the city".
- Media should report what leaders do out there.
- Behavioral change.

Jennifer, a Parent, said schools to open up communication with students.

J. Kariuki, a Form 3 Parent, said:-

- High handedness on the part of teachers.
- Focusing on grades other than areas of talents in life.
- Avoid taking children to boarding schools at an early; they become total strangers to parents.
- Change curriculum, it's too overbearing on the children.

Anne Munene(Form 1 Parent);

- Parents want to see their money put into good use and press children to study hard.
- No role models to our children.
- Too frightening to see children sent home (expulsion and/or suspension).
- Leaders, teachers and parents and government show commitment to the future of our children.

TEACHERS:

Ms Mbugua (teacher);

- Students have turned wild all over a sudden.
- Government – teachers overstretched – fathering, mothering, teaching etc.
- Nobody talking for teachers; what's your role as MPs?
- Review teachers' salaries.
- Demoralized teachers; due to poor living standards.

Mr. Njau (teacher);

- Parents to be blamed.
- Give enough money to your child for up keep to avoid temptations.
- Too much of everything or too little is dangerous.
- Love your children and listen to them and guide them
- Money mindedness of Kenyans to an extent of destroying our own people/children.
- Be good role model.

Mrs. Ndungu (teacher);

- Goals of Education – forgotten
- Everyone focusing on grades and forgetting the modeling of the child.
- Uniformity in facilities e.g. school buses
- Responsibility to people in government, leakages of exams discourages students.
- Promotions on merit
- Fair distribution.

CLOSING REMARKS:

Hon. Mwazo,MP;

- Parents be role models to our children
- Teachers - maintain your dignity

- Students – your future is in your hands – you can be whatever you want.
- *'Kila mtu achukue mzigo wake mwenyewe'*.

Hon. Muturi, MP; To the students:

- Maintain the good name of the school
- Avoid Wastage of time
- Misingi bora – Ndhamu
- Mienendo yetu tuibadilishe.
- Work consistently hard and aim higher obey rules and you will succeed.

Hon. Koech, Chairman;

- Thanked everyone for contribution
- Take advantage of the facilities you have in the school
- Hard work pays.
- Your future is in your own
- Forwards ever backwards never
- Be determined – you can be a role model to other schools
- Keep making your better best.

VOTE OF THANKS:

Hon. Gitau, MP;

- Appreciated everyone for their role.
- Aim at your target means score of 7.5 and the committee will come to celebrate together with you.

3. HEARING AT KIRIMARI BOYS SECONDARY SCHOOL, EASTERN PROVINCE, ON FRIDAY, AUGUST 01, 2008 AT 10.00 AM

PRESENT:

Hon. David K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. Alfred Odhiambo, MP	-	Member
Hon. D.M. Mwakulegwa, MP	-	"
Hon. D.K. Mwaura, MP	-	"
Hon. Peter Njuguna, MP	-	"
Hon. Dache John Pesa, MP	-	"
Hon. Isaac Ruto, MP	-	Member

ABSENT WITH APOLOGY:

Hon. Joseph Lekuton, MP	-	"
Hon. Shakilla Abdalla, MP	-	"
Hon. Adan Keynan, MP	-	"

IN ATTENDANCE:

NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. Paul Ngetich	-	Senior Research Officer
Ms Veronicah Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

MINISTRY OF EDUCATION OFFICIALS:

Mrs. Adhu	-	PDE Central Province
Mr. Muriuki Muni	-	Directorate of Higher Education

1) COURTESY CALL ON THE PC, EASTERN PROVINCE

EVIDENCE:

The Deputy PC, Ms Shoja Mjuma, said that:-

- 73 schools were affected; 32 walked-outs, 30 arson-attacks and 11 attempted arsons.
- DCs attended several meetings in the affected schools.
- Strikes a more concern to security arms than security itself.
- Root causes and remedial measures be sought to curb the menace.
- Parents should take responsibility instead of pointing fingers at others.

- Touched by the Committee approach to the Inquiry; it's giving students a chance to open up.

Hon. Koech added that those unwilling to testify in public are encouraged to do so in camera. A room should be provided for this at venues of the meetings.

2) HEARING AT KIRIMARI BOYS SECONDARY SCHOOL

EVIDENCE

At the School Principal's Office, the Principal said:-

- Dormitory was burnt down by suspected IDP students who had been suspended from school, and who have since been arrested.
- The school was formerly used as a prison camp.
- The students claimed the burnt dormitory was too squeezed for them.
- The school generally crying for attention in terms of renovation/ rehabilitation of all classrooms – quite un-conducive for learning – windows open, no wire mesh how do students cope with the harsh weather condition? They are too cold due to its proximity to Mt. Kenya.
- Compound – quiet muddy, unkept buildings – old and dilapidated -that are calling for renovation if sensible learning should take place

At the venue of the hearing (Classroom) the Hon. Koech (Chairman) made the following;

- Introduction of members and all those present – including the press
- Committee out to find solutions to strikes in schools.
- Urged stakeholders to feel free to air their views since they are protected by the laws.
- Teachers (20 minutes)
- Representatives to site problems and suggest solutions.
- Open up and give your views without fear.

The evidence proceeded thus;

Mrs. Alice Njagi;

- Curriculum overburdening – time not enough to cover the syllabus.
- Indiscipline – right from home
- Alternative mode of discipline
- Re-introduction of the cane to be done in a consultative manner
- One out of school – nowhere to go no jobs, training – hence idleness.
- Curriculum – should be reviewed.

Mr. Njagi;

- Education system too much exam - oriented right from primary – they are unable to cope when they join secondary schools
- Recognition of talent in students and teachers – reward them
- Mrs. Nyagah (Counseling)
- Students not ready for counseling
- Role models – leaders, parents, and teachers -right from national level.

Mercy Gaciavi;

- Categorization of schools – facilities not equal and discourages students.
- National/high cost students have an advantage over others.
- The field is not level for all students.
- Ministry to ensure basic facilities in all schools to provide a level ground for all students.

HON. PESA: What caused the problem here?

- Suspended students trying to avenge suspension; did the boy understand that he was on the wrong/or why he was suspended? He had also come from another school, what was he reacting against? He teamed up with another boy who had an indiscipline case and together they are suspected to have caused the mayhem.
- Ministry– No more transfers of students, what do you think?
- Measures should be introduced to ensure students remain in the schools where they started rather than transfer problems from one institution to another.
- The school openly doesn't have indiscipline cases until the bad student came along?
- What avenues of expression do the students have? How do they relate with teachers?
- Suggestion box?

Chair- the communication is with you; feel free to contact the Committee whenever possible.

- Too much patience by Heads and Prefects on errand boys – what do teachers feel.

STUDENTS:

- What are the main causes of strikes? What do you think should be done?

Abel Otieno (student)

- Families, parent's teachers, political leaders – not good role models to their children/students.
- Teachers – Turning whistle blowers into villain. – That's why they decide to act in groups.

MOE/PDO/MEOS – transfers of errand students by powers from above.

Solutions – these letters should be ignored

- Free Education- monies did not reach schools on time.
- In conception mocks, national schools seem to have the end exams on their mocks. This is a disadvantage to smaller schools
- Big schools leading the way and influencing smaller ones.
- Poor role models.

George Ndungu (student)

- Society embracing modern ways (foreign).
- Children belongs to society each one - to take responsibility.
- The cane should be used at home and at school.

Patrick – Nguviu boys

- Irresponsible behavior as a result of drugs – *marijuana, cocaine, alcohol*
- Government; strict measures to curb this.

- Low disbursements of government monies- lowering living standards of schools especially the public ones; may be the money for food is not enough or affordable, leading to poor diet.
- Lack jobs of after school.
- Many graduates wasting away in the villages for lack of jobs – government should address this by introducing a 24 hour working nation where everyone will be absorbed.

Anne Wafula, Form 4;

- Mock – high cost schools are having KCSE exams as mocks and stand a better chance of passing well.
- KNEC; 2007leakage, classification and grading.
- Punishment.
- Staying in school for too long.
- Mainly KCSE results grading of last year 2007.
- Grades oriented curriculum.
- *What happens to those who miss university/tertiary colleges?*
- University bursaries – lack of attention by government regarding this.
- Be given time to prepare for exams (at home) for KCSE or to revise on their own.
- Government – motivate students by providing learning facilities

Hon Mwazo;

Why do students strike and burn their own property? Peer pressure?

- Some have given up in life
- A small percentage of students are being influenced by others to destroy their own property.
- Are there other alternatives than to destroy personal property?
- Teachers take too long to respond to students grievances.
- Students feel that by burning items including their own the teachers/administration will realize how serious their problem is.
- Examination system – poor and unfair for students, one study for 4 years only to be examined and his life determined by one exam.
- There should be a way of assessing students work on a yearly basis and may be reintroduce -KJSE etc.
- KNEC – must ensure that candidates get what they have worked for.
- **Proposal:** Rehabilitation of culprits and be readmitted after, say one year – failing which they should be sent to rehabilitation centers.

PRE-UNIVERSITY/PTA/BOG:

Njeru; a reformed drug addict who had dropped out of school for 6 years due to drugs e.g. *Bhang, Miraa, Beer* etc), went back to school and is now waiting to join University to study B.E.D (early childhood education), said:

- Tight schedules – there is always a loophole - special teachers for guiding and counseling – what we have is not enough.
- Parents – too money minded and have forgotten about their children – (will inquire if the cows have been milked instead of how the children are fairing.
- Have no time for children

- Background/different environments where students come from.
- Influence (bad) from peers – teachers will not know.
- Bad teachers influence- poor role models from teachers
- Transfer of bad students from schools to school – should be discouraged.
- Empower BOGs to handle student indiscipline/ how?
- Prefects have powers, - discipline master etc to be abolished.
- Student council – elected by students
- Students imposed on schools by MOE HQS – a bad trend should be discouraged.
- Teachers are also addicted to drugs (bhang, alcohol) should be isolated.
- Reports from village elders on students who come home to the village for any reason.
- DEO – bridging strategy between primary, secondary and university
- Retraining head teachers especially in secondary schools to make them compliant with modern change
- MOE – should provide clear guidelines on discipline
- Empower students to embrace education as something helpful to them.
- Modern technology – mobile, TV, computer – how compliant are the parent.

4. VISIT TO CHUKA GIRLS HIGH SCHOOL IN THE AFTERNOON, AUGUST 01, 2008 AT 4.00 PM

DC – Meru South, briefed the Committee:

- Seven (7) schools with dormitories burnt.
- Ikuu girls went on strike twice- why? - They wanted to go home.
- A few have been apprehended and arraigned to court, this served to make the rest fear.
- Hopelessness it's like they have given up on life.
- Society that is becoming too violent.
- Our children are aware of what is happening, corruption, bribery etc.
- High handedness of head teachers, curriculum – overcrowded “*too much work and no play makes jack a dull boy.*”
- Lack of promotional prospects and awareness of teachers, so do Ministry officials in general, and are demoralized.
- KNEC- Exam leakages and poor grading last year affected schools negatively.
- Something needs to be done – MOE – too many professors managing education at the top – it's high time we had professionals running institutions and the ministry.
- Strikes started in these Districts, but things have been calm since June 08.
- Is *Mungiki* infiltrating our schools? 3 students apprehended one give information, the 2nd was willing to talk, but the 3rd one said nothing even after being beaten up by police – has remained quiet to date.
- What is coming out of students is HOPELESSNESS – so the students wonder, “EDUCATION FOR WHAT”?
- *So, are they shunning schools completely or what is really happening to our schools?*

- **Chairman-** Introducing of team & officials from Ministry of Education (Mr. Kariuki) and the PDE (Mrs. Adhu) informed the gathering the reason the committee was here.
- "To enquire into reasons behind students' unrest in schools and possible remedial proposals & report to parliament within 21 days.

STUDENTS:

Susan (Form 4)

- Lack of communication between students, teachers, parents and government.
- Generation gap may have caused misunderstanding – should explain why certain things are not right/wrong.

Remedies,

- Machinery of communication.
- Guidance and counseling.

Student (Form 3);

- Government – discriminative rules and directives from MOE e.g. cell phones.
- Implementation of rules without consulting the students.
- Government officials – too old, archaic rules of "those days" without realizing that society has changed.

Lina Kariuki (Form 4);

- Exam leakage e.g. KCSE 2007- rumors of mocks counting for final grades – hence the negative reaction towards Mock exams.
- Mass leakage in High cost schools – de-motivating other lower classified schools.
- At the final exams- abolish the mocks.
- KNECK – Students have lost faith / confidence in it – MUST STOP LEAKAGE.

Norah (Form 3);

- Inequality in schools – some schools open earlier than others.
- Communication between students, teachers and government.
- Cell phones if allowed in some schools others also should be allowed and vice-versa.
- Nature of talents other than focus on academic and grades.
- Uniformity in facilities physical and others.

J. Karanja – Form 4

- Role models – The only way to be heard is through rioting why? Government officers, teachers, doctors, MPS have shown this way.
- Religion/Freedom of worship be encouraged.
- Corruption – the rich having their way by paying for favors.

Linda Makonji;

- Ministry of Education – Students have lost faith in KNEC – causing leakages by being paid to leak exams.
- Corruption – students from well to do families don't care about school because they know their parents will pay their way to anything – including good grades!

Wanjiku;

- Discrimination in schools by authorities – special diets, uniforms, favors etc."Too much power corrupts absolutely".

Ms. Barasa;

- Pressure in schools – students cannot relax - government, administration causing leakages in order to be graded and seen to be doing better than others.
- Age gap between the students and adults – not as away of letting off steam!
- Too many do's and don'ts from all corners should reason with them.
- Pressure – Parental pressure cannot let girls make decisions should let them decide for themselves because they're independence of mind.
- Societal pressure – expectations that students from "good" schools should top the world and get it all right/ better.

Salama;

- High handedness by school
- Heads - "*Hata ukiripoti, si Nita kushinda tu*". You can never be above me.
- Why have schools been burnt?
- Minimal communication between students & schools administrations/ teachers.
- Bad role models – the P.M was heard after poor election violence even then, people never burnt their own houses!
- There's nothing to burn so you burn your own box, property.
- Some say to make parents listen to them – burn their own, in order for school to listen – they burn the dorms! – To draw attention to themselves.
- Burn dorms so you can be sent home! – Then what next!
- If you rescue your belongings before the dorm is burnt, you will be suspected to have caused the fire and strike.

Chairman *Do you feel for your colleagues? If then, why punish them? The state of mind at the time the dorm gets burnt?*

TEACHERS:

HOD – Humanities;

- Poor parenting – abdicated our roles to other people – maids, relatives etc – parents no longer sit with their children and advice them – have left them to other kids, TV's, DVD's.
- Children are left with too much money, too much love for their children, such that they can ask of anything & it will be given.
- Curriculum – too broad to be covered within a shot time
- Pressure from all corners for students to excel.

Solutions

- Over heard the curriculum "too much work & no play make Jack a dull boy".
- Do not spare the rod & spoil the child.
- Principal – Uncomfortable with holiday tuition – but they do it because others are doing it.
- To MOE – Revise the curriculum – to return to where it used to be – they've no time for anything but "tuition".
- This stresses everyone, the teachers, and students due to pressure from parents.
- Transfer of students from school to school should be discouraged.

Teacher (name not mentioned)

- Children with conduct disorders – school psychologists?
- Education system is a step behind - events too fast without our notice.

CLOSING REMARKS:

Hon. Mwaura;

- *"A stitch in time saves nine"*
- *A clean school. Democratic students, thoughtful, expressive – plant 3 seeds. John 15 – 17: Love one another – shower this love to others – Many perish for lack of knowledge*
- *Plant also the seed of 'HARD-WORK' - Proverbs1:7,*
- **"GOD BLESS CHUKA GIRLS**

5. PUBLIC HEARING HELD KANGARU GIRLS SECONDARY SCHOOL ON SATURDAY, AUGUST 02, 2008 AT 10:30 A.M

PRESENT:

The Hon. David Koech, MP	-	Chairman
The Hon. B.C. Muturi Mwangi, MP	-	V/Chair
The Hon. Mwaura K. David, MP	-	Member
The Hon. Gitau Peter, MP	-	"
The Hon. D.M. Mwazo, MP	-	"
The Hon. Alfred Odhiambo, MP	-	"
The Hon. Dache John Pesa, MP	-	"

APOLOGIES:

The Hon. Isaac Ruto, MP	-	"
The Hon. Joseph Lekuton, MP	-	"
The Hon. Shakilla Adalla, MP	-	"
The Hon. Adan Keynan, MP	-	"

IN ATTENDANCE:

NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. P. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

MINISTRY OF EDUCATION REPRESENTATIVES

Mrs. Adhu	-	PDE Eastern Province
Mr. Kariuki Muni	-	Directorate of Higher Education
Ms C. Ondieki	-	Director of Secondary Education

OPENING REMARKS:

Hon. Koech, MP;

- *Introduced members of the Committee, and explained the purpose of the public hearings and mandate of the committee and told the gathering the following: People should feel free to air their views without fear or favour because they are protected by the law (caps 6 laws of Kenya); Respect each other's opinion, don't shout at each other- everyone will have their chance to contribute; No repetition; Speakers to use national/official language English and/or Kiswahili.*

REPRESENTATIVES (DISTRICTS)

Mbeere, Imenti South, Kitui, Makeni, Machakos, Imenti, North, Yatta, Kangundo, Mwala, Igembe, Meru Central, Tigania, Maara, Meru South, Mbooni, Kibwezi, Nzauwi, Mwingi, Kyuso and Tharaka

PROCEDURE: BOGS/PTAS/Sponsors; Teachers; Workers; Students; Principals (KSSHA); KNUT/KUPPET; Ministry of Education Representatives.

EVIDENCE:

BOGS:

P.N. Kathambara;

- Differentiated between strike and riot ; Riot involves a few naughty students strike, not all
- They don't want to be in school due to hopelessness.
- Role models; poor leaders' parents, organizations etc
- Moral values; very low.
- Review curriculum
- Supervisors lack of it.
- Eating in schools – some students don't have plates; they eat from a common bowl – easy pray to drugs being sprayed.
- Ownership – students do not own anything.
- Overloaded curriculum – have no time for recreation.
- Political influence – some political activities might be influencing students for political reasons/feuds e.g. PNU vs. ODM areas and vice versa – supervision is called for here.
- Basic needs e.g. food. In schools due to financial constraints caused by the so called Free Education, schools find it difficult to run without money; so avail this money and the situation may change.

Mrs Tiampati, Chuka Boys

- Lack of role models all round- leaders, teachers, parents MOE, politicians
- General dissatisfaction in society.
- Double standards – a lot of expectation from all corners; schools spent without resources/ facilities.
- A lot of tuition all the year round; this should change.
- Alternatives to transfers of students from school to school and accommodation of errand students.
- Parental guidance – double standards, e.g., the cell phone, in schools – some parents give their children cell phones secretly yet they also propose they be expelled once they are caught with them in school.

Mr. Diriri – Tigania

- Review the children's Act.
- Poor role models from political leaders – e.g., “**Kimunya must go**” – what do you expect our children to do under similar circumstances.
- Political interference in school management – leave it to the professionals.

Hon. Muturi, MP (on Chair): *After presentation kindly propose the way forward – or present your views in written to the secretariat*

TEACHERS:

Mr. Muriuki, Chuka High School

- Rumours about mocks being used as a basis for grading

- Lack of policies
- KNEC – has a problem

Teacher – Ikuu Girls

- Succession wars amongst teachers.
- Media influence.
- BOGs composition – chair should be a teacher.
- Politicians to keep away from schools – e.g. MP for Naivasha accosted the Principal of Naivasha Girls – he should be made to apologize.
- Pocket money – give just enough – too much of everything is dangerous.
- Low pay for teachers – demoralising, students disrespect them (teachers) because some of their parents earn more than the teachers MP allowances should be slashed to pay teachers.
- Boarding facilities – should be improved to accommodate the changes in schools/ society.
- Tuition – pressure by parents on children and teachers something should be done.
- Take preventive measures before schools are burnt down.
- Build rehabilitation canters.
- Listen to students- what do they want? Is it possible?
- What are the alternatives?
- Step up guidance and counselling in schools – train teachers for this pay them an allowance.
- Set up counselling centres in the districts for consultation.
- Reintroduce caning in schools – beginning at home.
- Harmony among stakeholders.
- There should be consultation among them.
- Avoid quarter system and admit students in any school in the country – this will help in integration (social).
- Students to undergo continuous counselling to create a sense of ownership/ inclusion in the students.
- Parental closeness, how close are we to our children?

WORKERS:

Mrs. Jane Nduta – (Matron) Kangaru Girls

- Students have very petty problems which teachers tend to ignore
- Let's listen to our children.
- Respect to non-teaching staff by school authorities and teachers
- Welfare of non-teaching staff to be looked into to boost their morale.

Chairman: *Workers suffer most when a school is closed because they loose their jobs.*

Another Worker

- Communication in school – between workers and teachers and school administration is crucial.
- They could save a situation before it explodes – regard their views.
- School watchmen and cooks should be given some vocational training and a recommendation given to them when they leave employment in an institution – what ages should watchmen be on employment in schools?

- What is the age factor -to be considered on this?

STUDENTS:

D. Nkonge – Ikuu Boys;

- Too much pressure from parents expecting too much from us in terms of good grades.

K. Muriithi Kavutiri Boys;

- MOE and all – concerned when something has already happened.
- Lacking stables when the horse has already bolted.
- Good role models.
- Visits and inspections always.

Caroline;

- Lack of closeness between students and teachers.

Kangaru Girls;

- Pressure from teachers to do well.
- No entertainment to break monotony.
- Poor relations between students and teachers and administration.
- Students strike to draw attention.
- Every market has a mad man there is an indiscipline student in each school.

St. Peters Girls;

- Over punishment from teachers.
- Exploitation of girl student by male teachers and workers.
- Freedom of choice of science subjects.

Vero, Siakago Girls;

- Exposure to exam to conquer phobia.
- Counselling – students should be counsel.
- Student – teacher relationships should be strengthened.
- Programmes for students and teachers and workers be introduced.
- Teachers try to understand their students.
- Security in schools should be beeped up.
- Enough facilities in schools should be provided.

Abothunguci Boys Secondary School;

- Unnecessary demands from students.
- Misplaced students who can't cope with competition in good schools because parents cannot pay tuition fees.
- Teachers and workers – some incite students to strike.
- Pocket money – excess or minimal – they'll burn schools to go home and celebrate the excess or rest from the minimal.
- Solution coming root the solution.

REACTIONS:

Mr. Mackenzie, Retired Principal/Kapsabet Boys/Lenena School;

- Need to re-train teachers
- Need for teachers to reach the students

- MOE – sits to wait until schools are burnt – they don't do anything on previous reports.
- Train students to understand themselves, others to stop giving unnecessary/unreasonable demands.
- KNEC – final registration of students should be done in September instead of July.
- Principals should not stay in one school for too long.

Rachel Shikuku, St. Peters Girls;

- Lack of parental love – will be sought from someone else.
- Television – negative influence on teens.
- MOE – ensure sensor of television programs – what about the internet? Control the airwaves by Ministry of information through CCK.

Counselling teacher, Kangaru Girls;

- Enough time for counselling – Regular teachers do not have enough time for counselling – it should be done by professionals
- Closeness to teachers – how far? They tend to notice mistakes from students and capitalise on them to intimidate the students – teachers should come closer to their students – they will know them better.
- Judging teachers by students performance makes teachers pressurize the students to pass exams so that their schools are ranked highly – abolish ranking of schools.

Teacher, Matungulu Girls;

- Rampant transfers of errand students – MOE on the spot. "our hands are tied" by orders from 'above' – 'Jogoo' House dictating to schools to admit students who are trouble makers in other schools.

Hon. A. B. Odhiambo, MP;

Head teachers must not live under fear. Learn to accept responsibility for you actions. Be prepared to make sacrifices even to a point of losing your jobs. Stand your ground!

- Leakages – KNEC silent on this; they should come out and clear the air.
- Curriculum – too wide; teachers cannot cover syllabus in time.
- New heads vs. deputies, who have been in an institution and aspiring for the top post – can use staff, students to undermine the incoming one.
- Overstaying in one station by Principals.
- Transfer teachers on recommendation from Principals, BOGs etc.
- Mid-term breaks necessary – students need to rest.
- Communication – suggestion boxes, briefs.
- Counselling – a calling like being a pastor – not for regular teachers but for professionals.
- Professional counsellors in schools to replace appointed teachers who have not done much.
- School chaplains – to be employed by government and posted to schools.
- Review of Education Act to empower BOGs to expel errand students.
- 8.4.4 Curriculum to be reviewed to reduce the content and work load on students.

- School workers should be taken over by government to ease the burden from parents.
- Lack of parental guidance from parents and little communication from Teachers.

Mrs. Joyce Gikuri, Principal Matungulu Girls

- The wave in our schools – what is it?
- Satanic wave not a Godly one.
- We have locked God out of our schools.
- Invite God and pray he will take charge – what then is the role of sponsors in our schools?
- MOE and government – quiet about reports on devil worship – we need to identify devil worship in our institutions.
- Drugs – idlers around schools- be on the lookout these are bad influence to students.
- Bias on science subjects curriculum should be reviewed
- Teachers- student ratio – some teachers are too over worked MOE must act.
- Emphasize grading at all levels not just on the final examinations.

SPONSORS:

Joseph Gachau, Catholic Church;

- Sponsors have been marginalised in their schools -how? Examinable subjects have taken over the time for CRE etc.
- Independent counsellors who are not familiar with the students, children may open up employ professional counsellors in schools.

Mohamed Salim, Muslim from Meru;

- No adequate teachers for IRE.
- This disadvantages the child.
- Religious education should start from the house.
- Absentee parents – too busy for their children.
- Prefects –need basic training in leadership skills.
- Emphasis on grades has interfered with *madrass* classes in the Islamic faith.
- Curriculum should be reviewed to lessen the work load.

Sister Bertha, Isiolo Diocese;

- God must be factored in all our dealings with students.
- Taking too long to react to complaints.
- Look for root courses and deal with them.
- Treat symptoms- look for diseases and try to cure it.
- Professionalism – look for alternatives other than complain about the same things all the same.

KNUT/KUPPET:

Musembi Katuku, Secretary, KUPPET Machakos Branch

- Workload is too much, should be reduced.
- Co-curricular activities take a lot of time for students.
- School admission and BOG and workers.
- Exams – mocks done by individual schools should be centralised.

- Motivation of teachers –poor remuneration, harmonisation of remuneration is call for urgently.

MOE/PDE:

- Rampant drug and substance abuse in schools- Revitalise guidance and counselling in schools.
- Holiday tuition – should be banned so that parents can have time with their children.
- Formalise transfer of students to other schools.
- Train heads on management skills.
- Improve curriculum- more teachers – in order to cover the syllabus on time.
- Alternative modes of punishment for errand students.
- Serious indiscipline cases be referred to rehabilitation canters possibly at provincial /district levels.
- Confidence lost on KNEC; it is a two way traffic – even parents seek the papers and pay highly for them; let us stand up against this.
- Depoliticize headship of schools and appoint people who can deliver services.

Mrs. Gaturu, DEO –Machakos;

- Teachers to undergo guidance and counseling courses.
- Students -be involved in formation of rules and regulations governing them.
- Sponsors – take your roles seriously.
- Transfer of students be sanctioned by director of education.
- Teachers to sign performance contracts to own responsibility on their schools.
- Mocks – internal exams instead of centralized mocks.
- PTA/BOGs – be empowered to make decisions.
- Mobile phones – banned from school.
- Parents – remote control parenting – this must stop and start getting involved with the rest of your children.
- Should be involved in the lives of our children.

Mr. J.P. Mackenzie (Representative, Private Schools)

- DEO/Provincial administration doesn't care about private schools they take them for granted but they should care – the children there belong to us all.
- The biggest problem in our schools is DRUGS – the authority knows it, but do nothing about it.
- We need to teach students to prioritize issues.

6. VISIT TO NAIVASHA MIXED SECONDARY SCHOOL, WEDNESDAY, AUGUST 06, 2008 AT 11. 30 AM

PRESENT

The Hon. David Koech, MP	-	Chairman
The Hon. Mwaura K. David, MP	-	Member
The Hon. Alfred Odhiambo, MP	-	"
The Hon. Dache John Pesa, MP	-	"

APOLOGIES

The Hon. B.C. Muturi Mwangi, MP	-	"
The Hon. Gitau Peter, MP	-	"
The Hon. Isaac Ruto, MP	-	"
The Hon. Joseph Lekuton, MP	-	"
The Hon. Shakilla Adalla, MP	-	"
The Hon. Adan Keynan, MP	-	"
The Hon. D.M. Mwazo, MP	-	"

IN ATTENDANCE:

NATIONAL ASSEMBLY

Mr. P. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

MINISTRY OF EDUCATION REPRESENTATIVES

Mr. Mohammed Munyipembe	-	PDE Rift Valley Province
Mr. Kariuki Muni	-	Directorate of Higher Education

OPENING REMARKS:

Hon. Koech, Chairman: Introduced Committee staff and out line the mandate of the Committee to the stakeholders, and informed the participants that the Committee was not able to visit all areas of the country but would collect views from a few representatives of all Kenyans. Open up and air your views without fears/forums. Thanked stakeholders that their role is important to the committee that has prevailed. Suggest the way forward for future. Witnesses shall enjoy the privileges of parliament freedom granted by (Group 6 of lawyer of Kenya) and the S.Ds Every evidence provided is protected by law, report anyone molesting you for your evidence, report to the Committee. Respect each other's opinion/ views.

Mr. M. Munyipembe;

- That a total of 59 schools went on strike in Rift Valley Province. Most of the schools had peaceful demonstrations. However, violent cases and burnt dormitories were also reported. The suspected students are in police custody awaiting sentencing while most had been suspended.

STUDENTS:

- That students have been left on their own with no parental guidance since being taken to boarding primary schools at tender ages;
- That overloaded curriculum at primary and secondary have stressed students;
- That hopelessness after from 4 examinations frustrating hard working students.
- That the 8.4.4 syllabus is not flexible like former system with options in a subject e.g. ALF 'S' or 'B' in Mathematics;
- That the pressure due to Mocks as a result of work covered for forms 1-4 and examinations only in a month are forced on students when they are not ready.
- That school heads do not involve students in decision making and force changes on the students.
- That the IDP students were admitted in schools and no further follow-up was made to counsel the students and ensure their recovered emotional and psychological trauma.
- That Mocks results used in KCSE yet students were not ready for Mocks due to post-election interruptions.
- That the fact that strikes/demonstrations/boycotts are used in all spheres of life to achieve results. Students are no exception;
- That the school administrators do not provide communication channels for students to air grievances results in student problems not being paid attention to.
- That the co-curriculum activities have not been attended to in schools to relieve students of excess energies.

SPONSORS:

- That the boy child is neglected and fend for himself including burning dormitories to express their dissatisfaction.
- That the holiday tuition has left students with limited time to relax at home.
- That the registration of students by Kenya National Examinations Council (KNEC) are guaranteed of sitting examinations and drive the indiscipline students to misbehave with impunity.
- That drug abuse and alcohol consumption is widespread among students especially the boy child.
- That, long discipline procedures between schools and Ministry of Education provide room for the indiscipline to reign.
- That, religious organizations have not risen to the occasion to instill moral and spiritual guidance among the youth.

TEACHERS/PARENTS:

- That the concentration of examinations at Form 4 at the expense of other years (Forms 1-3) fail to give a fair judgment of the performance of a student and is very frustrating.
- That the students lack role morals since everybody else is rioting to resolve issues.

- That the heads of schools are inadequately trained to address challenges of leadership in schools.
- That the ban on caning and promotion of child rights driving students to freedom and indiscipline.
- That the school boundaries are not fenced allowing free interaction of students and communities and undue influence on the students to act whenever there are pending issues;
- That the transfer of indiscipline students from one school to another contributing to strikes in destination schools.

Emerging from the Plenary Debate:-

Students should be provided with open forums to express their opinions in matters affecting them. IDP students should be continuously counseled in schools to ensure they have fully recovered from post-election trauma. The KNEC should be proactive to issue briefs and educate public on matters that affect its credibility. The adults should pursue dialogue in resolving grievances. Schools should hold regular dialogue forums for students to air grievances. Co-curriculum activities should be mandatory in schools and school management committees should provide funds for the purchase of equipment and facilities. All gender should be subjected to affirmative action to ensure equality of sexes. Holiday tuition should be banned completely in all schools (Private and public). Students should be deregistered by KNEC once they are expelled from schools. Governments intensify efforts to fight drug abuse among youth. The BOG's and the District Education Board should be empowered to deal with discipline cases without any further reference to higher authority. Church organization should second a chaplain in schools on a full-time basis. Continuous assessment (CAT) should be introduced into the examination system. Students should be educated imitate virtues in society and not copy negative behaviour of adults. School heads should undergo management training before assuming responsibilities on appointment. Caning should not be introduced but effective counseling should be established in schools through appointment of professional counselors in schools. All school compounds should be fenced to ward off intrusion by outsiders. Transfer of students should be vetted by the District and Provincial Educational Boards. KNEC should tighten loopholes that are potentially leading to examination leakages. Parents should deposit pocket monies for students at the school accounts office. Parents should take time to be with their children and impart good values to them. Basic standards of facilities should be provided in all boarding schools. Government should not relent in its efforts to fight Mungiki and other forms of cults. Media souses censure the materials they are relaying to the public. Teacher's terms and conditions of service should be improved through harmonization with those of other civil servants whose salaries were hiked recently. Educate people on children rights in order to provide checks on the freedom of children.

7. **VISIT TO SHINERS BOYS SECONDARY SCHOOL (PRIVATE SCHOOL),
WEDNESDAY AFTERNOON, AUGUST 06, 2008 AT 4.00 PM**

At the Shiners School, the following Members of the Committee were present:-

The Hon. David Koech, MP	-	Chairman
The Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
The Hon. Mwaura K. David, MP	-	Member
The Hon. Alfred Odhiambo, MP	-	"
The Hon. Dache John Pesa, MP	-	"
The Hon. Gitau Peter, MP	-	"
The Hon. D.M. Mwazo, MP	-	"

EVIDENCE:

- Some of the students, teachers' representatives, owners of the school, Heads Associations and parents were present at the school.
- Shiners Secondary schools is low-cost Private Secondary School at the outskirts of Nakuru town on the Nakuru-Naivasha Road.
- The school has a population of 650 students.
- The proprietor of the school informed the Committee that investigations had failed to unearth then cause of fire and that, students thought to have engaged in the devilish act have not been apprehended.

The causes of strikes in schools according to the views of those present e.g. Parents, Teachers, Students, Sponsors and Principal:-

- *The examination system is riddled with leakages at KNEC and rumours that Mocks are used to moderate KCSE results whenever leakages occur.*
- *Students are overburdened by the curriculum subjects at Primary and secondary school.*
- *Parents provide excess pocket money to their children.*
- *Parental guidance -low and children taken to boarding schools early in primary.*
- *School policies and facilities are not conducive to the life of students and present them by striking.*
- *Existence of cults which propagate violence in form of burning and hurting people as Mungiki and free masons etc.*
- *Transfer of students is done without control and has unrests in destination schools.*
- *Stress among students due to overloaded curriculum.*
- *Media influence due to violence, movies and programmes on the T.V.*
- *Poor management of schools due to weak appointed heads.*
- *Drugs and alcohol abuse by students.*
- *Lack of engagement of students in co-curriculum activities.*
- *Low morale among teachers-withdrew them from full participation in decision making in schools.*
- *Children's rights have given too much freedom to children and interference in those rights is igniting strikes.*
- *Lack of dialogue between students and teachers.*
- *Poor boarding facilities not a replica to life at home.*

- *Unfair competition between the weak and gifted students up to form 4.*
- *Boarding schools suffer faced by many problems which trickle down to students.*

Way forward: *Boarding schools at primary should be controlled and only students in standard 5-8 could board. Review of the curriculum to reduce content covered and introduces continuous assessment at every level in secondary schools. Training opportunities for all qualifying students at form 4 should be provided through expansion of middle level colleges instead of upgrading the colleges to university status. Allow free hand in the choice of subjects to be done by students. Introduce National examinations at the end of form 2 to relieve pressure at form 4.*

8. PUBLIC HEARING AT NAKURU MUNICIPAL HALL ON THURSDAY, AUGUST 07, 2008 AT 10.30 A.M.

PRESENT:

Hon. David K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. D.M. Mwazo, MP	-	Member
The Hon. Mwaura K. David, MP	-	"
Hon. Peter Njuguna, MP	-	"
Hon. Alfred Odhiambo, MP	-	"
Hon. Joseph Lekuton, MP	-	"
Hon. Dache John Pesa, MP	-	"

APOLOGIES

Hon. Isaac Ruto, MP	-	Member
Hon. Shakilla Abdalla, MP	-	"
Adan Keynan, MP	-	"

SECRETARIAT: KENYA NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. P. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

MINISTRY OF EDUCATION OFFICIALS

Mr. Mohammed Munyipembe	-	PDE Rift Valley Province
Mr. Kariuki Muni	-	Directorate of Higher Education

OPENING REMARKS:

Hon. Koech, Chairman;

- *Introduced Committee Members and the Secretariat.*
- *Observe a minute of silence in memory of August – Bomb blast*
- *Introduced committee members and staff*
- *Outlined the reasons the Committee is here – to hear views from stakeholders of student unrest in our institutions.*
- *Have mandate from The Hon. Speaker to conduct an inquiry and propose possible solutions.*
- *Everyone's insight valued - will contribute in making laws for this country.*
- *This is an extension of the house and everyone here in is a member and is bound by the rules of the house procedures – no one will be victimized for evidence given to the Committee.*
- *The law protects everyone's evidence and is covered under – (Cap. 6 Laws of Kenya)*

- *Cannot reach everyone so, those given a chance will speak for the millions of Kenyan represented here*
- *State facts as they are here.*
- *Keep time*
- *Present your memorandum to the secretariat- everyone will be given five minute*
- *Everyone wishing to give evidence in camera is free to do so (see the secretariat).*
- *Use our E-mail address provided to contact the committee for any additional information.*
- *Education Budget increased from 89 billion to 139 billion – this money should not go to waste – must be stopped once and for all.*
- *Committee members will ask questions where necessary.*
- *Order of giving evidence: BOGs/PTAs; TEACHERS; KNUT / KUPPET; STUDENTS; KSSHA; WORKERS; SPONSORS; NGOs; MOE / PDE*

BOARD OF GOVERNERS:

Mr. Bartongo (PEB)

- Guiding and Counseling teachers should specialize on this only without teaching other subjects, so that they have enough time for students.
- Exam leakage – KNEC on the spot – what is the use? – should be addressed, possibly change the leadership in KNEC.
- Inspection of secondary schools – wanting quality assurance officers should be decentralized and provided with AIEs at every level. This will ensure adequate inspections of schools, since officers are unable to move due to lack of finances. AIE now is controlled from HQs.
- *Barazas* in schools should be held on a regular basis so that teachers and students air their views.

BOG Chairman (name not stated)

- Lacks of parental guidance – many parents are too busy for their children – live far apart.
- Traditional and cultural way of life is instilling discipline
- Teachers have no time for students
- Role of media
- Rotten society – wrong role models
- Social and peer pressure
- Mobile phones should be burned
- Too much tuition for the children should be allowed to grow up.
- Lack of morale for teachers – low pay and will want to teach in a hurry to go attend to something else that supplements the meager salary.

Mrs. A. Thiongo

- Trauma events of past post election violence left a lot of trauma in people and students – need for professional counseling
- Need to make students accountable – involve them in discussion making, responsibility that comes with freedom.
- Life skills and sex educations in school

- Drugs have penetrated the society including the students – councilors should be trained in drug counseling.
- Parenting (aggressive) – what role modeling are our children exposed to?

Solution;

- Reality discipline – not canning will be the answer.
- BOGs not empowered enough to address issues in schools – need for this – Lack of enough time for BOG, members due to the broad curriculum in school.
- Drugs may not be completely removed from society but can be controlled. Involve the students themselves, security organizations and counselors.
- Consented efforts would reduce the use of drugs – they are with the parents, teachers, mentors etc.

BOGs / PTA s:

- KNEC – CEO – be appointed by a body.
- Too many professors at the top – its time they became technicians and advisors and let the young head education issues.
- Indiscipline students should be registered in day schools.
- Lack of communication between head teacher and the rest of the teachers.
- Young people to head schools and not too many professionals in politics.
- Leave politics to the old.
- Need for democratic leadership in schools.

STUDENTS:

Brian;

- Lack of expression – teachers / students / Head Teachers.
- Idleness in school.
- Lack of guidance and counseling
- Lack of Parental care is a must
- Poor management in schools
- Drug abuse
- Lack of conducive learning environment. Poor ventilation, lighting, dirty dorms, poor delicate - encourages students to want to go home early and escape this environment.
- Too much schoolwork – overloaded curriculum.
- Teachers should avail themselves in class as expected.
- Ministry of Education should implement recommendations of all past commissions.
- Lets students work, and working without play –“this *makes Jack a dull boy*”.
- Too much force on students by police – was it necessary? Condemns the police for shooting and assaulting for bearing his property in the dorm fire – what was the cause– was it from the school or outside?

Susan Wanjiru;

- Leakage– advantage to town schools, and disadvantage to rural schools.
- Condition of food in schools is bad. *Students should be allowed to carry food to schools?* School food should be improved.
- Extra – curricular activities is lacking, it should be provided in all schools.

- Extension of holidays – students should be allowed to rest there is too much of schooling.
- Teachers and parents should allow students to be close and open up to them.

James Mwangi (solai);

- Lack of communication – principals vs. students they should be involved in decision making.
- Principals should be bosses in a friendly manner – positively /regularly.
- There should be open meetings with students/workers/Principal and teachers – let them be heard each one to contribute – otherwise tension will result - then?

Peter, Afraha High School

- Environment – slums, drugs and peer pressure
- Parenting – single parenthood? – *do children know what work their parents do?* If parents cannot communicate - the same boils down to children.
- Lack of forum – suggestion boxes does not answer questions from students – they should be abolished, an open forum should be encouraged.
- Burning of dormitories is an expression of anger that has been piling in the students when they think the school administration is not listening to them.
- Students feel they have been left out in the cold and no one to turn to, and so they want to be heard.

TEACHERS:

Njeri Gachoki – Afraha High School,

- Students too complicated – depending on their backgrounds – never at home always in school.
- Private schools – perpetrators doing anything to market their schools with good results – even leakages.
- The boy child – inadequate facilities in the name that they are boys - this has exposed them to drugs and other negative peer social influence – will react violently to any situation.
- Parliament – should make laws that allow teachers to be nominated.
- Free secondary Education – negative effect on students – less food and poor diet etc
- Appointments of PDEs and principals be on merit.
- Poor teachers pay. Teachers to retire at 45 years to create, Employment for those in school

Mr. Gichotu;

- New generation of children – a special group –overworked at school and homework from nursery to high school –this stresses the child and parent alike- They do not rest– to much work – hence the emergence of tuition and remedial classes-parents would pay
- Review the curriculum -its too boring

Mr, Lawrence Thairu;

- Impurity trends in our society.
- Students emulating senior adults.
- Culture of violence in the country seen as a(macho) way of doing things.
- Modern technologies advancement –should be used to curb and detect leakages.

- Serious legislation called for here – don't blame the mobile –(burying the head in the sand).
- Holiday tuition – lays too much demand on schools and parents alike-parents want children in school- teachers want children in school so that they can supplement their meager incomes etc.

Solution: *serious legislation to curb impurity and prevent social decadence*

Mr. John Mwangi ;

- Parents are to blame –kids are far a head of parents – stop the gap between the ages – this has discouraged students –KNEC –has failed them –“why study hard if one can pass easily through cheating?”
- Role models –parents, teachers, politicians, why? They cannot bear the economic stress (teachers)-school heads will admonish such teachers with those and do's that do not help.

KSSHA:

Mr. Kirui, Chairman-KSSHA;

- Spiritual and moral – should be integrated KIE and others should keep up with the times –to avoid the fire fighting system.
- Training of school heads on management skills –KESI
- Remuneration of teachers –should be addressed
- Boarding schools –two shifts –day and night –a day principal and a night one – student situation too stressful-
- Abolish Holiday tuition completely - let children grow up naturally.
- Drugs – children have become targets – not to expel but rehabilitate them
- **Suggestion:**
 - Rehabilitation Institutions- Need for National Healing.
 - Need for Co- curricular Activities –special Fund for this to develop and utilize the energy in our young children.
 - Education Act –to be amended to spell out the freedom of the teacher– where does teaching begin / end?

Mr. Nyambayo, (Principal)

(Presented a write-up on the same)

- No Peace – at home, in schools, in the country - families where parents keep fighting- let the children mind their own business and go to school- our parents did the same and we went to school!
- Mobile phones – modernization is unstoppable –this is not an excuse for irresponsibility!
- The cane –how effective will it be if the students are injecting themselves with needles that are more painful?
- Syllabus and curriculum should be reviewed.

Virginia Njoroge, Private School

- Students from academies where parents are busy
- To emphasis on extra curriculum activities
- Should be integrated on the mainstream
- Rarely inspected.

SPONSORS:

Fr. Micheal Kamau;

- Sponsor has been neglected, sidelined - not consulted on appointments of heads and Deputies of schools
- Politicians-many keep interfering - should not be allowed into schools if they do not know their roles well- should be kept away.
- MOE- to employ chaplains to reside in schools.
- Over emphasis on sciences on the expense of other subjects.
- God has been kicked out of school with the sponsor
- CRE – should be compulsory –it helps in character formation.
- Church should avail its staff in schools –they're there but not used!
- Counseling and pastoral care are an integral part of each other –should be encouraged.
- The sponsor has left –the teaching of God is not there, we need t have God back in our schools?
- The children belonged to the community – it is us society to do something today? Yes, but what society are we talking about?
- *Can chaplaincy help return God to schools? YES!* This should be encouraged– the Catholic Church can try but needs assistance from Ministry of Education.
- The sponsor has a role –lets work together to restore sanity in schools

NGOS /PROFESSIONAL COUNSELLORS:

Mr. Mwai

- Lack of proper counseling policy –There should be comprehensive programs that address student's needs.
- Professional counselors –should not teach but to focus on counseling alone – pay them well and let them do their work.
- CDF committees could assist in building counseling rooms in institutions especially clash affected areas to help remove the trauma

Mercy Waithera, Teacher /councilor

- Students have personal concerns and issues that are not addressed
- Teachers – forcing students on subjects and grades –hence – the outburst.
- Need to internalized counseling programmes in schools –it should be included in the time table
- TSC – do not recognize the guidance and counseling certificates.

Cecilia Muthami – Counselor

- Skilled counselors are required in schools
- The career guidance –will focus on talents of the child other than grades
- There should be an open conversation over the table.
- Parents are liars – there's is unspoken story behind every drug abuse.

LOCAL LEADERS:

Charles Basheba, Councillor

- Most parents have their children in private schools –this encourages the gap between the rich and the poor
- Security guard –an employee of the rich students will never say when there is something wrong (*huchotewa*) bribe.

- Educations should be left for school and luxury for homes, so- (avoid mobile phones)
- Creation of social classes in schools – this causes friction

Cllr. Dickson, Disciplined Forces

- What is ailing our schools?
- The society is slowly killing education in our society – lack of discipline in us.
- Teachers –lack social norms
- Parents have also lost role models to their children
- School has lost the sense modeling students.

Solution:

- “National Will” to end the mess
- Continuous way to address the issue now and future
- Develop a national discipline force

Councilor Gichagi

- *Wahusika – wanasiasa – mwalimu and wanafunzi – wanahusiswa.*
- Parents withdrew their children when violence broke out but our politician followed and paid them to destroy kill and burn people’s property.
- These same students are the ones who extended this culture to schools.
- **Solution:**-We need a social healing and reconciliation

Jane Gathogo

- Include civic education in schools.
- Ban kiosks and canteens in schools.
- Guidance and counseling is a must.
- What is the result of the inquiry –make reports public?

KUPPET- Mr. Waweru

- Overloaded curriculum.
- Post election violence.
- High handedness by Ministry of Education, TSC, School administrators etc.
- Ban kiosks and canteens in schools.
- Guidance and counseling a must.
- What is the result of the inquiry make reports public.
- Post election violence.
- High hardiness by the MOE, TSC, school administrators e.t.c

Suggestions:

- Open Barazas –teachers, students and parents.
- Meeting with BOG.
- Nationally recognized certificate.
- Introduce a certificate exam at form two like KJSE.
- Education Act be revised to empower PTAS.

Ministry of Education -what is the way forward?

Provincial Director of Education (PDE)

- TSC- appoints heads from JGM and above –sponsors (some) recommend people below this.

- Parents can demand facilities or withdraw their children.
- Counseling -the one to counsel has to agree to be counseled.
- Drugs should be stopped from the root.
- Curriculum- formal learning.
- Informal learning-sports, debates-P.E games
- Communication breakdown-the role-played by media – only schools affected by burning – Kabarnet high school and shiners boys high school.
- The rest were cases of sitting and walk outs – without damage to property – all this attributed to mass media -others are reported to have done it –why not us ? Students ask.

PDE:

- *MOE- what is the way forward?*
- TSC appoints heads from Job Group M and above.
- Sponsors (some) recommend people below this!
- Parents can demand facilities or withdraw their children.

CLOSING REMARKS:

Hon. Odhiambo – *.shared experiences-*

- Refuted by example that Mps have no children in public schools – he has two while another member has one in public school.
- Principals should stand firm – some will fear politicians because they are incompetent – if you are competent, stand firm.
- Students should copy values not virtues, e.g., a good student/ child should hate alcohol if their parents drink and behave badly – do not copy what is bad because parents are in it.

The Hearing adjourned at 2:17 Pm

9. VISIT TO KABARNET SECONDARY SCHOOL ON FRIDAY, AUGUST 08, 2008, AT 11.30 AM

PRESENT:

Hon. David K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. D.M. Mwazo, MP	-	Member
The Hon. Mwaura K. David, MP		
Hon. Peter Njuguna, MP	-	"
Hon. Alfred Odhiambo, MP	-	"

APOLOGIES

Hon. Joseph Lekuton, MP	-	"
Hon. Dache John Pesa, MP	-	"
Hon. Isaac Ruto, MP	-	Member
Hon. Shakilla Abdalla, MP	-	"
Adan Keynan, MP	-	"

SECRETARIAT: KENYA NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. P. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

EVIDENCE:

Principal, kabarnet High School;

- Moi hostel – burnt down completely.
- Fire started from a store/ironing room where mattresses were kept.
- At 1.00 am while students slept rapid response from students and community to save more damage.
- 15 students arrested.
- Wanted all of them sent home so that they don't sit for mocks –all form fours.
- The ground floor intact – nothing was saved from the upper floor.
- BOG /PTA Members introduced themselves to the Committee followed a tour of the burnt dormitory.

Hon. Koech, MP-Chairman

- *Introduction of members and staff of parliament (Education Committee)*
- *Committee visited to assess the damage caused by the fire.*
- *That the Committee have been to other areas collecting views from stakeholders on what could be the cause of the unrests in schools.*
- *Have heard a lot from other provinces-*
- *Need the way forward; especially for the errand students who have caused the damage to schools.*

BOG Vice Chairperson;

- Were also worried by the trend and are encouraged that the committee visited.
- Thanked members for the visit.

MR. Charles K. Malatit, Principal (since 2006);

Causes of strikes;

- Fear of mocks – why?
- Mocks have been used to moderate final exams in the past – no tangible evidence.
- KNEC – something needs to be done to stop exam leakages.
- A lot of rumours circulating with no one knowing the truth of the matter that mocks are used to moderate final results.
- Students seem to have lost hope - some had been suspended severally they're now being counseled.
- Funny behaviours elicited by students – e.g stealing, sneaking out of school to play pool in town.
- Peer pressure – others are doing it why not us?
- Post election violence – effects devastating, some try to revenge.
- Family – Lack parental responsibility.
- Holiday tuition – no time to relax/ rest – students are stressed.
- Total loss Kshs24, 21550312; Students losses = Kshs5,602,200.
- 4 boys were involved – 3 did not light their matches – why? They said their conscience wouldn't allow them.

Recommendation: Each parent to pay Kshs10, 000 -proximity to town – the school is too close to town – *so how can they be contained in the school?*

Proposals:

- Abolish the mocks.
- Lighten the curriculum – it's overloaded.
- Tuition - Teachers like tuition so as to cover the syllabus in time.
- The boys had bought petrol – 3 refused to light their matches one did – *was he under the influence of psychotropic or other substances, When he was brought to court after arrest?*
- Someone remarked that this man smells of *bang-* "*huyu mtu ananuka bhangi*" the others? They said their conscience refused/restrained them from lighting the match.
- The boys bought petrol from a former student of the school who sells it outside the school fence! They're said to have hid the petrol within the compound – it's too large! The (culprits) were in green trousers, which are school uniform but different t-shirts -The seller gave this information.
- Mobile phones - Bann them in schools.
- Who followed up, when students went out – may be during mid-term breaks to ascertain whether they go home straight – when they go home parents are too busy to keep surveillance on them – what then should be done? – The role of the provincial administration? Should keep surveillance.
- **Concern:** this burning first take place in all over sudden without any signs of a riot/unrest – *what is really causing this mayhem?*

- Security within school compound.
- Communication breakdown between the teachers and students.

PARENTS VIEWS:

Mr. Haji Mohammed – Parent;

- Accepts damage.
- Problem – school administration not welcoming.
- Teacher's views – given to DEO.
- Sparks were noticed during the day in the burnt dormitory.
- There are wrangles between Principal, Teachers and Deputy Principal.
- Teachers not happy with the Deputy Principal, he holds a diploma in Education.
- Thomas Kiptoo – student was expelled.
- They were picked at random – criteria of identifying culprits.

Watchman;

- Said - wanted directives from Principal to put out the fire.
- Statements taken under duress (Principal was present).
- It is like student's cases are already decided.
- Fire extinguishers were removed from the building before hand (either with Principal or D/Principal knowledge) –no action was taken.
- Former principal had stabilized the school before handing over to the current.
- Principal *akiona wazazi hau watoto hawataki, anaanza ghazia* (they should be taken away).
- Watchman has not recorded a statement with the police – why?

Hon. Members: *Do you think Education Officers can cover up for teachers? Let one of you find out the truth from the teachers and write to us.*

- Teachers have 2 camps.
- One for principal and one for deputy principal.
- Total fees paid here is 28,000 plus 10,650 from ministry of education.
- Ministry do not disburse funds in time, this causes friction in schools.

10. PUBLIC HEARING HELD AT ST.PATRICK'S HIGH SCHOOL, ITEN, ON FRIDAY, AUGUST 08, AT 04:30 PM

The entourage proceeded to St Patrick's Iten High School and held a hearing at School.

OPENING REMARKS:

Hon. Koech, MP (Chairman): Introduced the Committee. *He highlighted the Committee's on their presence here- to hear views from all stake holders and the reasons underlying student unrests in school's today and the way forward. Speak without fear .the hard covers each one of you. No one will victimize you for what you say.*

Order of Presentation: BOG / PTA; STUDENTS; TEACHERS; KSSHA; SPONSORS; LEADERS.

BOG/PTA:

Mr. Saina(PTA);

- Delay in emission of growth- Ministry of Education.
 - Poor diet.
 - Drugs - Found with students (alcohol, opium).
 - Poor relations between students and teachers- there is no cohesion (heads and BOG).
 - Should cultivate better relations.
 - Centre of excellence by M.O.E. improved facilities -Need for M.O.E to boost these schools. Nothing has so far happened- Expected grants to put up dorms but no money yet Students are congested in the dormitories.
 - Vision 2030. Government tightening its budget loosens a bill for money to flow so that the youth may benefit.
 - Government, watching without taking action.
- Suggestion:** Rehabilitation of those involved- establish rehabilitation centers.

Mr. Kosgey (PTA);

- Problems facing the whole country.
- High hardness and dictatorship by teachers.
- Bullying in schools.
- Laxity by teachers.
- Poor relations.
- M.O.E-too, slow in inspection of schools.
- Fatigued – 4 years too long – suggests KCSE after form 2 – then proceed to form 4.
- No equity in distribution of resources.
- No monitoring from parents, teachers, and leadership at large.
- This is a climax of something that has been building up -will continue if no measure is taken.
- Review the BOG membership.
- Parents too busy to visit their children in boarding schools.

WORKERS:

- Victims of schools being burnt -they stand with the schools and fall with it. Once the school is burnt, Workers will lose their jobs.
- They feel left out in school management.
- Only alcohol was discovered and dealt with successfully.
- Provide guidance to the students.

STUDENTS:

- Mob psychology- many students will follow what others are doing (negative).
- Tired /fatigued- They need a break to rest at least mid term break of 4 days after each 1½ months spent in schools. Going for games is not enough. They get informed.

Robert Ochieng;

- Teachers should cover the syllabus within the stipulated period. Holiday tuition should be done away with.
- Pressure from parents and teachers- making decisions to have tuition without consulting them. They do not want it!
- Drug abuse- committed effort should be made to eradicate it.

- Regular meetings for students to air their views can improve good teacher student relationship.
- Laxity on the teachers - causing pressure on the students to come up with tuition.
- Students can read on their own if they cover the syllabus on time.
- Why can the poor ones blow the whistle?
- Post election violence had a bearing on this - some students were affected by this and traumatized. They want to avenge.
- Rehabilitation centers for the traumatized.

TEACHERS:

Patrick Sitati Chuma;

- Drug abuse -
- Dissatisfaction by the students with the school administration- Committee - Break down.
- Types of services offered by the school dissatisfy them. In addition, teachers - they do not like.
- Exploitation of students by some teachers.
- A lot of loitering - routine by teachers at time without involving parents.
- Lack of human rights by school rules - most are quite right.
- Incitement - by politicians, some communities.
- Poor learning environment especially the dormitories.
- Indiscipline among students and teachers.
- Parents - Role models.
- Lack of proper guidance and counseling in schools - Are the counselors trained?
- Poor literature in the media.
- Too much, work load - Curriculum.
- Overload for teachers.

Alloys Omwanja;

- Families- an undisciplined student comes from overprotecting parents.
- Managers of schools - interaction with students.
- Teachers should be encouraged to work away from their homes.
- No reward for hard work. Therefore, they want to cheat.

Recommendation:

- *Teachers in boarding schools are overworked vs their counterparts in day schools -Special allowance?*
- *Government to employ special teachers*
- *Tuition- Due to the little time - tasks during the term.*
- *Time on ask is adequate if utilized well.*
- *Quality assurance officers. Not enough. Need to be enhanced.*
- *Starting from the top leadership of the country.*
- *Interference with education. Programmed by political/other leaders.*
- *There are students expelled from other schools being transferred to institutions they are the ones that cause mayhem.*

Cheruyot Kibet (Principal)

- Low attitude between academic and non-teaching staff. *Behind every way, forward child is an adult.*
- Credibility of KNEC - questionable
- Government to confirm -deny cumulative assessment or periodic.
- Ownership of schools. Concept lacking.
- Patriotism in all -teachers ,parents , students etc

Oscar Maritim, Principal-St Patrick's-Iten;

- Attempts to burn some buildings were nabbed in the bend. Culprits already suspended, others arrested.
- Not all students are bad and involved.
- Holiday tuition - form 3 classes did not want to come back for it.
- Strained student - relations form 3 and form 4 - already being addressed.
- End of term exam wanted to disrupt school programme - that exams do not take place.
- Student teacher relationship -a teacher not liked might be a performer
- Some students with a lot of money fall prey to alcohol and drugs.
- Our systems have not collapsed
- schools require professional counselors

Recommendation: The counselors must be teachers otherwise, students will not respect them.

Hon. Koech, Chairman: *What is their role? Co-operation with school administration is very important – Just identify the sources and they will be dealt with.*

Recommendation: There should be a clear policy regarding establishment of public places close to schools.

LOCAL LEADERS:

- Lack of canning at home, and at school?
 - Lack of thorough inspection of student boxes in schools. leading to drugs finding their way in schools
 - Poor relations between teachers, students and school administration.
- Proposed:*
- Introduction of canning.
 - Boxes be inspected thoroughly in schools.
 - Head teachers to ensure rules are followed.
 - Idleness be discouraged at all costs.
 - Drunk and disorderly teachers are an influence to students.
 - Get rid of teachers who do not deliver.
 - Clear - promotion of teachers by MOE.
 - Parents / leaders be role model to students.

Erick;

- Weak institutional management - head teachers and teachers reside far away from schools .when they leave there is no one to take charge
- Qualification of head teachers demeaning in some institutions
- Political interference – to appoint heads of schools and deputies – the criteria should be well understood –ministry of education should have a structure

- Head teachers should work anywhere in the country. Institutions have been localized, this should be removed

PARENTS:

- Poor relations between head teacher ,teachers and students
- Head teacher –should have good leadership skills /qualities
- Overstaying in one station for too long – head teachers should take a maximum of 5 years in a station before they are transferred elsewhere.
- Students .not happy that some principles do not teach
- Grooming of head teachers from among the teachers for succession and to avoid tug of war when a teacher is transferred
- Packaging of beer – Into ½ litre bottles that cannot fit a student's pocket!
- Ministry of Education should do the following:-
- Constitute a body to be dealing with teachers appointments to head ship and deputy head ship
- Localization of appointments be removed and replaced by nationalization of the same

11. **PUBLIC HEARING AT ELDORET MUNICIPAL HALL ON SATURDAY, AUGUST 09, 2008 AT 10.00 A.M**

PRESENT:

The Hon. David Koech, MP	-	Chairman
The Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
The Hon. Mwaura Kiburi David, MP	-	Member
The Hon. Gitau Peter, MP	-	"
The Hon. D.M. Mwazo, MP	-	"
The Hon. Alfred Odhiambo, MP	-	"
The Hon. Dache John Pesa, MP	-	"

APOLOGIES:

The Hon. Isaac Ruto, MP	-	"
The Hon. Joseph Lekuton, MP	-	"
The Hon. Shakilla Abdalla, MP	-	"
The Hon. Adan Keynan, MP	-	"

IN ATTENDANCE: NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. Paul. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
J. M. Macharia	-	Accountant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security

MINISTRY OF EDUCATION REPRESENTATIVES

Mr. Mohammed Munyipembe	-	PDE Rift Valley
Mr. Kariuki Muni	-	Directorate of Higher Education

OPENING REMARKS:

Hon. Koech, MP;

- The Committee is to hear views from all stake holders present, BOGs, PTAs, KSSHA, Students, School Workers, Local Leaders' etc., without fear or favor on the way forward regarding the recent wave of student unrests in the country.
- Introduced the Committee members and secretariat and thanked the people present for attending and also welcomed them to the proceeding as the House in term of procedures, order, decorum and practice.
- Will also assist in proposing legislations by proposing the way forward regarding the Committee's mandate.
- Assurance of security of witnesses in accordance with the Law (Cap 6 Laws of Kenya).
- Views should be expressed without fear or favor and the law shall take course should anyone threaten to withdraw.

- The Committee has been to Central, Eastern and now in Rift Valley province to listen to the views of the stakeholders on what needs to be done.
- That, speakers will represent the rest of the country in their views.
- Those memoranda were welcome including e-mail messages. The commission will provide its e-mail address for this purpose
- Findings resulting from the hearings will be tabled in Parliament for Debate.
- Speakers encouraged speaking candidly on any issue they feel is the impediment to the running of schools and welfare of students and all stakeholders.
- Order of presentation: KNUT/KUPPET, STUDENTS, TEACHERS, KSSHA, PARENTS, BOG/PTA, PROFESSIONAL COUNSELLORS, NON- TEACHING STAFF, PRIVATE SCHOOLS, SPONSORS, LOCAL LEADERS, PROVINCIAL ADMINISTRATION.

KNUT/ KUPPET:

Mr. Rotich, Chairman, Nandi North;

- Management inefficiency and ineffectiveness of school communities, BOG/PTA and head teachers regarding procurement of goods and services.
- Lack of transparency.
- Over enrollment in schools.
- Political and Ministry of Education interferences in the leadership and administration of schools.
- Congestion.
- Financial constraints- slow disbursement of fund to schools by Ministry of Educating lead to inability of schools to carry out school programmers.
- Delays in instructions regarding expenditure of moneys issued to students for procurement o computers.
- Free secondary education- notion that it is free while it is not true that education is free.
- Requests by political leaders for admissions especially into form 1 classes will always be there. The way forward? The government giving more students than facilities. What should be done?

Mr. Bor (KNUT);

- Appreciate government efforts in trying to find out what was wrong.
- Corporal punishment may not be an answer due to impediments of the Law.
- Unrests due to hopelessness and poverty
- Education for what? They don't see why they work hard yet there is no benefit.
- Not wise to cane, spell them. Listen to the anger issues they have and try to find a solution for them.
- Food and Fear of mocks just triggers of the main thing.
- Post election violence precedence.
- Distribution of levels of ruling class/ leadership of the country.
- Everyone else. No benefit accrued from the agreement yet they are the people who suffered most during the violence and those who participated took their grievances with them and were yet to be provided with answers.

Hon. Koech: *students did not vote. How did they participate in the violence?*

Mr. Bor;

- They saw what happened and felt it too.
- Hopelessness – After school no work / employment.
- What next? They see success in those who looted. So why study hard? For what?

Hon. Koech, MP: *Why do students burn dorms including their own property?*

Encourage dialogue with them. Parents be available for their children. Education system be reviewed. Wide spectrum of problems. School set up should come up with disciplinary measures.

David Sirma (KNUT, UASIN GISHU);

- Staffing- schools seriously understaffed. Result? Disruption of learning in schools. Failure to cover the syllabus in time. Students losing hope.
- Replacement of teachers be a continuous process.
- Fatigue-parents pressuring children to perform.
- Pressure from school administration and teachers especially the ranking of schools. This makes teachers want to do anything to make their students pass.
- Ranking should depend on facilities e.g. national schools to national schools and vice versa otherwise the current ranking system discourages students because some schools do not have some facilities.
- What can be done here? remove ranking of schools altogether
- Student fatigue – Why? A pressure from parents and teachers to perform.
- Overloading the children too much and not allowing them to rest right from nursery to university! What then should be done? Abolish tuition and reduce subjects.

STUDENTS:

- Teacher- student relationship strained.
- Result? Poor performance.
- School workers unskilled. Tend to make incite students if they have problems with the administration.
- Unemployment.
- Misunderstanding.
- Mob psychology among students.
- Unguided reasoning without considering consequences (copy cat).

Remedies

- Regular interactions.
- Social classes among students.
- Fixed/ rigid system geared on grades rather than talents.
- Interactions leads the student to open up and say what is right.

Mercy, Kapsabet Girls;

- Student involvement in decision making.
- Lack of confidence in teachers by students as a result of the student being taken for granted.
- Too much power to prefects.
- Who benefits from the rules? Students do not understand that rules are to help them.

Student (not named), from a Day School;

- Affected by arbitrary transfers of teachers without replacements.
- Their should be immediate replacement of suitable teachers
- Lack of parental care.
- Food shortage.
- Too high expectations from parents, teachers, community and all.
- Exam fever- lack of adequate coverage of syllabus
- Drugs- Lured to bad habits.
- Mobile phones – used to pass copy-cat messages among students.

Suggestion:

- No mobile phones for students. Should be expelled if found with one.
- Food- should parents pay more for food? Parents tend to dismiss students that they are supposed to read not eat! So they just require enough!

Discipline:

- Lack of democracy- No channel for airing their views.
- Lack of proper guidance.

Measures:

- Strict disciplinary measures including corporal punishment
- Establish well equipped guidance and counseling units in schools.
- Open avenues for students to express themselves.
- Students destroy to protest impunity in those responsible
- Students want to go home. What for? To gain freedom

Suggestion: Half term every month.

Hon. Member: *When will you cover the syllabus if there are breaks every month?*

Suggestion: Introduce more lessons to cover the syllabus!

Kennedy Kibet, Moi University;

- How did you go to university?
- No time to waste, every minute counts.
- Education system- Mocks emphasize on responsibility in students.
- Dichotomy of subjects.
- Regional distribution of schools- they need exposure to other regions as well.
- Books in the market are substandard.
- Exam cheating- result of pressure from all sides.
- Lack of continuity between pre-school, secondary and university.
- Education system views to be re-looked.
- Teacher quality.
- Inspection of schools.
- School administration. Lack of priorities.
- Employ education advisors to replace DEBs.
- Political will to address the culture of impunity.
- A student who sets a dormitory on fire. In what state of mind was he/she? Mind not working properly to gain frame. Need for counseling in schools.

TEACHERS:

Teacher (name not mentioned)

- Education system –too long and too much brain work. Geared towards grades not talent
- Cheating due to pressure to perform.
- Inequality in administration of justice. some strict, others want to please students.

Suggestion: All levels of learning be examinable.

Teacher, Kapsabet Girls;

- More fire fighting than finding solutions (Ongeri recommendations be suspended until the committee tables its reports).
- KNEC has lost its credibility. Students have no confidence in it.
- Glorifying grades emphasis on credits.

Causes:

Internal factors:

- Students' undergoing internal development
- Teachers- no alternative was provided for corporal punishment which was withdrawn to abruptly.
- Guidance and counseling- long term not short term or spontaneous.
- Administration- no orientation to explain rules to students

External factors:

- Alternatives be explored for teachers for administration of discipline.
- Influences (social)- environment where one comes from

Stephen Chepsiror, Teacher;

- No clear roles from parents and teachers this leaves the student stranded in between.
- No proper preparation for students after the post poll violence
- Free secondary school education. Money not disbursed in time, fees not being paid, schools cannot provide facilities. How do they expect students to sit exams?
- Teacher recruitment be centralized in TSC not BOGS
- Prefects too powerful doing teachers roles. Causes friction and that is why students would want to burn them
- Media highlighting what happened during strikes. This encourages others to strike so that they are highlighted.
- Students were used/and/o participated in the post election violence this has been carried on in schools
- Disbursement of funds by Ministry of Education for free education is wanting. Some schools still waiting for 1st term money and schools must run and provide facilities. How?

Causes

- Psychological pressure from all quarters, parents, teachers, community, etc.
- Students be allowed areas of specialization to develop talents not grades.
- Mocks- students have lost confidence in them.
- KNEC- Lost faith in it. Should be overhauled.

Teacher (name not mentioned);

- Parents- domestic violence affecting students relatively- a; ready frustrated and tired of what is happening at home this leads to abuse of drugs.
- A lot of money given to students by parents and others not co-operating.
- Our educational system does not guarantee a future to the student. Used for an overhaul. That is why they go to Uganda
- High handedness by school heads. They are always absent from station but expect students to perform
Can schools run without funds?
- How come that government cushioned the parents on expenses of higher Education? We are witnessing so much unrest in schools?
- Heads are in seminars when they come back they send children home for fees! Are these legal/ illegal fees?

KSSHA:

Mr. Tirop, National Chairman and Principal, Kapsabet Boys;

- The future of this country's education in the committee
- All schools operate within the Law.
- Majority of boarding school students are tired of boarding school.
Recommendation:
- 10 years and below, no child should be sent to boarding school.
- Most boarding schools have no facilities to provide the requisite upbringing of a child
- Ministry of Education should set guidelines regarding boarding schools.
- Encourage day schools in urban areas
- Curriculum too over burdening.
- Capacity of BOGs / PTAs and head teachers not adequate. Need to step up.
- Morale of the teachers – poorly remunerated. Should be improved.
- Non teaching staff – their pay and terms of service should be looked into.
- Crime must face punishment

Wilson Kungu;

- Schools should be centers to provide students with opportunities and inspire the teacher to guide the child towards this goal NOT places where as are manufactured and where students must only go to universities and nowhere else.
- Suggestion: let the student own the desire to attain as and go to university and the teacher to guide and inspire the student towards this

Principal from Trans Nzoia District;

- Parents are not being involved in our children development and education.
- Role modeling.
- KNEC n the spot on leakages. Can we get another body instead? An alternative to university?
- Special places for drop out students? Maybe rehabilitation centers.

Mr. Wafula, KSSHA- Trans Nzoia;

- Ministry of Education – create special unit to deal with student indiscipline to work hand in hand with the disciplinary committee.

- Management of boarding schools should be improved. Involve other stakeholders and de-link them from other administration of schools.
- Leaders should check their public utterances.

BOGs / PTAs:

Benjamin Kiptoo (Transzoia West)

- Worship – Forced worship in schools (e.g. SDAs being forced to attend mass e.t.c).
- Irregular tuition.
- Poor school management.
- Ministry of Education -establish guiding and counseling units in schools that leaves a lot to be desired.
- Curriculum haphazardly implemented. Need to stream line.
- Office of Prime Minister to intervene.

James Mburu, PTA- Wareng High School- Day;

- Students in a class of their own. No longer children. Need for the change in the way society sees the student
- Everything left to the teacher. Need to change our upbringing of children
- Government to intervene and provide alternatives to parents to catch up with what children are doing.
- Our people need to be taught absolute parenting. Not providing material things to students. Government also needs to support this effort
- Too much on curriculum revert to the O and A level systems to provide alternatives to our children

Retired General A. Cheruiyot (BOG Chairman - Kapsabet Boys High School)

- Management of schools is poor. Roles not clearly defined and must work in harmony. Head Teachers, teachers, BOG's/ PTA's and students
- Funding lacking and need for rehabilitation. Government to increase funding to schools to provide facilities
- Inspections- ministry of Education and government should conduct routine inspection in schools to see what facilities need rehabilitation.

Rev.Maasai (BOG chair –Kerotet Girls High School)

- Giving wrong prescriptions is own children because of age difference
- When God is outside the devil rules the government is listen to the church
- Too much interference with administration of schools by notification of MOE
- Pressure of students by all sides
- Social role models
- Education system rendered useless by the state of economy- what is the use of passing

SCHOOL WORKERS:

Robert Seroney (BOG – CHAIRMAN, Nandi Hills)

- What skills are required for support staff?
- Definitely need for review of our education system
- It is through education that we are granted of a future (meaningful) but our exam system has failed –school urgently addressed

- Support staff –be integrated in to the government system-train them to acquire requisite skills, employed under clear terms and conditions of employment
- The poor remuneration makes them lack morale to work well- poor salaries, no increments etc.

NGOs:

- Problem lurching on parents , teachers, ministry, leaders and the entire community
- Every young persons yearns for the love affection and belonging – in the absence of this , they will look for them wherever they come

Suggestion:

- Teaching of life skills for – e.g. living and working with oneself, living and working with others, living and working with the world.
- "Parents are busy making money while the teachers are busy chasing grades, and the priests +Christians busy going to heaven all leaving the youths confused.

SPONSORS:

Muslims;

- Check prayers and their duties to God very seriously-pray at least five times a day
- Have come out of the strategy to have all Muslims students in one school minimizes on expenses of facility ; other denominations also allowed in these schools and also allowed to pray in their various facilities
- How many Muslim schools went on strike? None!!

Resolution

- We should emulate their example

MINISTRY OF EDUCATION:

Mr. Odhiambo, DEO- Eldoret West;

- Emphasis on at the academics at the expense of co-curricular activities
- Evaluation should take place in two faces: formative -60%;summative-40%.
- This will minimize cheating in exams
- tertiary and universal education is experiencing a lot of drop outs
- Compensated efforts to thwart entry of drugs into schools.
- rehabilitation contents for errant students –not transfers

DEO- Eldoret East;

- Parents lost faith in KNEC
- restore the integrity of KNEC
- Security of schools and their property including students –proposals
- Schools and al learning institutions should be insured – this includes students, staff, and property therein.
- Pray for love in our institutions so that students should love their institutions colleges, teachers, workers and all. Pray for disobedience –to God, authority and all. Pray for service to one another to be critical. Pray for hope and love and humble our selves to god and all shall be granted unto us. We need prayers.

12. **PUBLIC HEARING AT KISII MUNICIPAL HALL ON WEDNESDAY, AUGUST 13, 2008 AT 11.00 A.M**

PRESENT:

The Hon. David K. Koech, MP	-	Chairman
The Hon. B.C. Muturi Mwangi, MP	-	V/Chair
The Hon. Mwaura Kiburi David, MP	-	Member
The Hon. Gitau Peter, MP	-	"
The Hon. D.M. Mwanzo, MP	-	"
The Hon. Alfred Odhiambo, MP	-	"
The Hon. Dache John Pesa, MP	-	"

APOLOGIES:

The Hon. Isaac Ruto, MP	-	"
The Hon. Joseph Lekuton, MP	-	"
The Hon. Shakilla Abdalla, MP	-	"
The Hon. Adan Keynan, MP	-	"

IN ATTENDANCE: NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. P. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M.Macharia	-	Accountant

MINISTRY OF EDUCATION REPRESENTATIVES

Mr. Kariuki Muni	-	Directorate of Higher Education
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OPENING SESSION:

- Introduction by the District Education Officer to those who assembled in the hall.
- The District Commissioner - Kisii Central, Mr. Njoroge Ndirangu, introduced the Committee to the stakeholders present and made introductory remarks.

Hon. Koech, Chairman;

- Introduced Committee staff and out line the mandate of the Committee to the stakeholders, and informed the participants that the Committee was not able to visit all areas of the country, but would collect views from a few representatives of all Kenyans.
- Open up and air our views without fears/forums.
- Thank stakeholders .there role is important to the committee that has prevailed.
- Suggest the way forward for future
- Shall enjoy the privileges of parliament freedom granted by (Cap 6 of lawyer of Kenya) and the S.Ds.

- Every witness protected by law report anyone molesting you for your evidence to the committee.
- Respect each other's opinion/ views
- Time bound – adhere to it strictly to enable the process more forward.
- Contributors in English/ Swahili. Whoever emphasizes on points.
- Pick up from where previous speaker left no repetitions.
- Views in camera also encouraged. Written submissions and E-mail messages encouraged from stockholder is who may not get time to contribute here.
- Order of presentation: KNUT/KUPPET, STUDENTS, TEACHERS, KSSHA, SCHOOL WORKERS, SPONSORS, LOCAL LEADERS, DEB, PRINCIPAL ADMINISTRATION, MOE.

EVIDENCE:

KNUT / KUPPET:

Paul Ouchera;KNUT Official

- Parenting wanting – no time for the child.
 - Immersion laid the media.
 - Copycat culture – copying what others have done.
 - Social structure / corruption.
 - Cheating – high grades
 - Hard work - low grades.
- Resolutions:*
- Teachers – transfer skills not modeling behavior.
 - Introduce the cane (with guidelines)
 - Abolish boarding schools
 - Guidance and Counseling teachers should not teach
 - Arsonists be jailed as a lesson to others
 - What students / Youth watch should be summoned – Teacher in charge – home?
 - Canning – with guidelines – by school heads and recorded in the black book. This deters indiscipline.

Mr. Shem Nyamondi;

- Guidance and Counseling be strengthened - should not be teachers fulltime.
- Exam Leakage in KCSE – why should they be subjected to mocks yet examinations will leak?
- Strengthen KNEC
- Rumours - People have KNEC passwords.
- Syllabus -too wide causes stress - Review curriculum.
- Delayed disbursement of funds to schools should improve
- Teacher shortages - should be addressed urgently
- Sponsorship and certification in applying of heads of schools.

Benson Nyamindi Kuppet, Gucha;

- Culture violence in society in estates, streets, mob justice etc being emulated by students.
- Exam leakage discourages students, lost faith in KNEC – should be disbanded to create confidence in students.

- Too much learning and no time to play and grow up as children.
- Discipline – rules and procedures
- Democracy should be revised to ease the process.
- Poor management of schools – Heads appointed through unfair means
- Proper merit to manage schools
- Transfer of errand students to other institutions should be a discouraged
- **Proposal-** Be left in the schools where they belong - they are better known and can be watched over and followed better but for how long? At the expense of the others? What should be done? BOG be empowered to expel students. Head teachers to suspend – then what next? Rehabilitation? Yes – rehabilitation centers / schools be established.

STUDENTS:

Paul Okoth

- Drug abuse.
- Poor role models.
- Free Education – Limited operations.
- Funds be released on time and adequate communication openings between students and teachers.
- Exams – lack of confidence In KNEC mocks have been used as benchmarks for KCSE.
- Grading – thus creating tension among students.
- KNEC leadership should come up and clear the air on this issue .

Geoffrey;

- Sponsors- Influencing the way students live in schools – allowing others demonstration to learn in this schools.
- Teacher – student ratio
- Syllabus – too wide to cover with the given time – more emphasis on grades Viz; a Vis talents.

Suggestions:

- Review the syllabus
- Include more co-curriculum activates

Magara;

- Poor food qualities in schools should be improved.
- Entertainments – students need to relax.
- Mock – hard and will count in final results.
- Tuition - too much.
- Inadequate facilities – improve school management.
- Poor role models.
- Strengthening guidance and Counseling.
- Abolish tuition.
- Too much teaching – creates fatigue in students causing pressure.
- Parents pay a lot of fees – yet poor quality of food -the cooking.
- Homosexuality in schools should be stopped.
- Congestion in dorms – enough facilities.
- Academic tours for learning purpose.

- Poor food – adding paraffin to lower libido
- Poor security and mobile phones
- High hardness of school principals leading to no communication.
- Visiting days – should replace academic days
- Half terms – students need a break – parents be encouraged to visit the school.

Erick Banaton, Student;

- 8-4-4 – should be reviewed there is too much overburdening – should revert to the old system.
- Poor communication between school administration and students encourage dialogue- school *Barazas*.
- Power struggle between teachers, principals especially the deputies who aspire to top over.
Suggestion: Deputies should not take over automatically in schools where they teach.
- Lack of confidence and counseling professionals – should be employed not teachers of other subjects.
- Strict rules – students should be made to understand them.
- Lack of confidence in KNEC.

TEACHERS:

Mr. Omari;

- Political interference in the running of schools.
- Power struggle in the schools – delocalize headship of schools.
- Political bickering – Poor role models to students.
- Curriculum burdensome - too many compulsory subjects; students be allowed to choose.
- Guidance and Counselling – counsellors should not be teachers.
- Children's Act – be re-looked / reviewed to re-introduce the cane.
- Delocalize schools and avoid ranking in schools – some schools are not well endowed, so use unorthodox measures to succeed.
- Provincial Administration – should be involved to beef up securities in schools
- Invite students in decision making.
- The society should relook the way they solve problems. Embrace dialogue.
- Government. Should listen to complaints.
- Students - Teacher ratio 1:70 unlike in the US where the ratio is 1:25. *Shall we really subscribe to international standards?*
- Who should guard students from accessing drugs in schools? – remunerate school workers to avoid being bribed by students to allow them sneak in drugs into schools.

Mr. Bosire;

- Teaching experience – teachers of rural schools less than those in urban schools.
- Society encouraging student's indiscipline- coming school drunk etc. *Changaa* dens in school backyards? Villagers not complaining and issuing threats to teachers.
- Free education – mature students in school are hard to discipline.
- Principals are stressed – under pressure MOE / TSC – should intervene.

- Establish correctional centers in every district.
- Management of schools meddling by sponsors –deciding the Principals of schools and how they should run some certain schools; appointments be centralized and provide guidelines.
- Create an enabling environment in schools by sponsors.
- Should elderly students be allowed in schools – establish mechanisms and guidelines to deal in this.
- What is the role of the Provincial Administration where 'changaa' dens are established near schools?

Mr. Tom Oyalo;

- Broad co-curriculum – MOE to review the curriculum – not shifting topics.
- Change the whole 844 system to end the old ones – it is creating things than self reliant people as expected.
- Free education – untimely disbursement of funds – affects school programmes.
- Poor coordination between PTA / Teachers and ministry – Pointing fingers at each other – spend more time defending themselves at the expense of the teaching in schools.
- Irrelevant topics should be done away with e.g. Cast scenery in Geography.
- Why two sets of syllabuses in schools KIE and KNEC?

KSSHA:

Zachary Momanyi, Principal;

- Capacity of Principals to supervise implementation of co-curriculum lacking.
- Curriculum lacking – had unrealistic load to be taught e.g. international trade in History, Geography, Cattle raring in America. Etc
- Free Secondary Education is not really free – parents have withdrawn completely when it's only supposed to subsidize.
- Absentee parents.
- Remuneration of teachers – poor should be relooked.
- Management – BOGs should have more parents' participation and their co-operation to the others.
- Should develop a culture of tolerance and patience especially in the leaders, teachers and parents.
- Do schools have the capacity to instill virtues to the students?
- It's a duty of all of us – teachers take center stage because they spent more time with the students.
- More responsibility lacking from parents.

Teacher (not named);

- Lack of parental influence- some children abused at home.
- Guiders and counsellors be chosen because of interest; not because there's nobody else is in the office or for momentary gain. Training to be able to deal with students.
- KNEC is the problem. Deal with it? Errors are still emerging.
- Lack of role models – glorifying of ill-gotten wealth.
- Politicians and Ministers! Stop issuing statements that are threatening Sponsors and Principals in the presence of students. What do you expect out of them?

Zackary Ogela Kibati – Gucha;

- Students have psychological problems that are beyond teachers, disorders in students that have no time to think before they act. Conflicts in love, trying to express their love in fire, they are sick and need psychiatric therapy.
- Religious teaching in schools – all education oriented – teaches the word of God to achieve patience.

Teacher;

- Poverty – '*changaa*' brewers around schools trying any means to earn a living; they can be identified and addressed to stem up impurity and alienate poverty.
- Improve emoluments to non-teaching staff. MOE-pay them directly not through BOGs.
- Government – not disbursing enough money to assist in alienation of poverty.

Esther ong'ondi, Teacher-Kereri Girls;

- Lack of parental guidance that schools cannot fill.
- Western influence through print and electronic media – age gaps between the dot-comm and the old generation.
- Inequitable distribution of wealth
- Unattainable education goals
- Children Act 2001 – no alternative to corporal punishments.
- Parent's association's at National Level acting in a manner to incite students in schools.
- Standard menu in schools.
- Drug abuse among the youth.
- Permissiveness of society – treating children as equals - afraid to tell them what is wrong.

PTA's:

- Schools have improved many rules untenable – why can't the MOE harmonize rules for all schools.
- Are these schools made for the good of the schools / students / teachers etc?
- Code of regulations for schools – uniform from MOE but tailored to suit the various schools.
- BOGs - representatives of the minister of Education in schools – do they have powers?

BOGs/PTAs:

Samuel Ongera, BOG;

- Students have copied from politicians and can they now reverse and lead us by example?
- BOGs don't represent ministers of education – MOE officials do not reach the schools – create a vacuum and they are felt – only seen during price giving and fund raisings.
- Audit of books in schools wanting should be overhauled.
- Registration of schools – too cumbersome due to bureaucracy - some exist without registration.
- Transfers of students should be reviewed
- Tuition / overloading of the curriculum should be reviewed; tuition be abolished – it has become too commercialized and does not help the students at all.

Mr. Osieno, BOG;

- Burning of schools disturbing - curriculum too much crowded.

- Lack of enough productive activities.
- Hopelessness in the student creating indiscipline. *What should be done?*
- Change of environment for students – they react differently in different environment.
Suggestion:
- Expulsion not the answer, provide alternatives to the students. Reach out to the students, they could be sick.

Mr. Matete, BOG;

- Unstable marriages have affected the children – don't see anything wrong in violence; they are used to it.
- Teacher's remuneration has lowered the dignity of the teacher; no one wants to become a teacher.
- Appointment of Principal leaves a lot to be desired; need aptitude tests? Leaderships do not go with grades but skills.
- Glorifying negative attitudes by saying no to everything.
- Entry point to school - children are going to school when too young to tolerate the pressure of the curriculum. They also lack parental love at a tender age, which many explode at secondary level because they feel no one cares.

Martha Momanyi, BOG;

- Parents pushing children to school for too long. This causes stress to the child. We must recognize the role of parents, teachers and the children themselves.
- Some children being taken to boarding schools too early – lacking parental care.
- The role of the media exposure to violence and pornography.
- Drug abuse – as an exchange route to remove stress.
- Lack of role models in society; leaders, parents, teachers etc. fighting. What do we expect of this?
- Integrity of KNEC leaves a lot to be desired – needs to be restored.
- Strict penalties should be meted out to those found errant.
- Complacency of BOGS is ignored.

Richard Kibagadi, KNUT;

- An important but forgotten group – if not taken care of can cause disaster to the schools.
- Late disbursement of funds by government in some schools means non-payment of workers salaries. This may create resentment and may incite students to riot.
- They are key people in our institution, keep the school going. Some e.g. lab technicians can leak exams etc.
- They should be paid on time. *What should be the age limit*, e.g., of a security guard in an institution?
- How are they empowered to realize that they stand or fall with the school?
- Security guards / women should have security skills, some basic education and at least 35 years and above on recruitment.
- Communities should look to security organizations in an area to train and install skills to prospective security guards before they are employed.

SPONSORS:

- Bad examples from society, leaders and all, e.g., tribal clashes of 1992/1997/2007 portrayed violence as the best way to air their grievances.
- Lack of motivation for learners – their superiors have been all the education but are unemployed. So what is the use?

The way forward:

- *Establish a crisis management unit at every level.*
- *Patriotism and obedience should be taught as a virtue and should be included in the curriculum.*
- *Enforce culture as a foundation for our society vis-à-vis other cultures - how do we maintain the strong values existent in our culture to mould our children? What is the role of our church? Where are we heading? To hell! Solution? Only Kenyans themselves re-evaluate themselves and look for solutions themselves need for a complete turn around and beginning a fresh!*
- *Curriculum overloaded. Are we going to over load it further by including culture and examining it?*

Retired Education Officer;

- Recognize the slow learners and the talented that are not necessarily endowed
- Students share beds due to overcrowding – there is no privacy in this kind of set-up. This may create tension; students need privacy also.

Remedial Measures:

- Regular audit reports necessary to enable schools to know how they are doing.
- Integrity of BOGS has been wanting – should be looked into.
- Quality assurance and standard officers are employed, empowered and posted at all levels to inspect schools to oversee how the curriculums were being implemented.
- KESI – to train newly appointed school heads on leadership skills – can also be used to train school workers.
- MOCKS – decentralized to district levels handling and administration of mocks wanting – should be suspended and schools resort to internal exams (mocks) until the Ministry of Education considers guidelines on the setting, moderating, administration, marking and grading of the mocks. Any organization is held by information, not commands not control but information – information is power
- Change and management of change needed in schools.

DEO: Indiscipline – lack of obedience, self-control, courtesy. Culture – dynamic – it grows.

Way forward: Change – must come from all of us – management by transeclusion verses management by exclusion. Management by transeclusion: 80 % - of failure is being absent; 26 % - engaged; 19 % - actively disengaged; 45 % - completely disengaged and 10 % - completely engaged. Training of head teachers on leadership skills is crucial in schools. Is KESI doing enough training? No. it is no doing enough – it should be capacitated to do more.

THE HEARING ADJOURNED ITS MEETING AT 03:30 PM.

13. **PUBIC HEARING AT HOMA BAY MUNICIPAL HALL ON THURSDAY, AUGUST 14, 2008 AT 10.30 AM**

PRESENT:

The Hon. David Koech, MP	-	Chairman
The Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
The Hon. Mwaura Kiburi David, MP	-	Member
The Hon. Gitau Peter, MP	-	"
The Hon. D.M. Mwazo, MP	-	"
The Hon. Alfred Odhiambo, MP	-	"
The Hon. Dache John Pesa, MP	-	"
The Hon. Joseph Lekuton, MP	-	"

APOLOGIES:

The Hon. Isaac Ruto, MP	-	"
The Hon. Shakilla Abdalla, MP	-	"
The Hon. Adan Keynan, MP	-	"

IN ATTENDANCE – NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. Paul. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J. M.Macharia	-	Accountant

MINISTRY OF EDUCATION REPRESENTATIVES

Mr. Kariuki Muni	-	Directorate of Higher Education
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INTRODUCTION:

- Proceedings opened with prayers at 10:30
- Chairman welcomed stakeholders to the meeting and introduced the Committee members present and staff. He briefly informed them why the Committee was here- to hear the views on the rampant school unrests across the country and their proposals on the way forward. Assured them of security while making their contributions as they were covered by parliamentary privileges. Every stake holder present represents the rest of the country and should therefore feel free to make contributions on the behalf of all Kenyans since the commission will not have the opportunity to listen to everyone. Their views are therefore privileged and no one should be victimized for having made any contributions. Written memoranda could also be sent to the secretarial through the address provided. Contributions were also welcome in camera.
- Evidence to be given in the order: KNUT/KUPPET, STUDENTS, TEACHERS, KSSHA, WORKERS, SPONSORS, LOCAL LEADERS, KNUT.

EVIDENCE:

Mr. S. Onyango;

- Political influence.
- Desperation of teachers – no alternatives to corporal punishment. Teachers are beaten by students. Reintroduce the cane.
- Guidance and counseling professionals needed.
- Cheating in exams. KNEC. Impunity on this. Nothing is being done. Everyone is helplessly watching the cheating going on.
- Mocks encourages cheating so that one is ranked well in the end. Has happened all over.

Solution: Government should do something about KNEC to stamp out cheating e.g. warning or sacking altogether.

Mr. Morris Kajwang, KNUT;

- Educational system exam oriented causing pressure on the students. Exam phobia. What will happen in the future? This has lead to rampant cheating.
- Mocks are a way of perpetrating cheating. Mocks should be done away with and be replaced with exams at form 2.
- Parental guidance- children left to TVs and other I.T.s- develop a model.
- Father figure/ mother at home- create exploitation at schools.
- Big numbers at secondary school level but fewer opportunities at higher levels. Learning a voided.

Suggestions:

- *Revamp the middle level colleges to accommodate those who miss out on universities.*
- *Device a way of advancing from Polytechnics to higher levels.*

STUDENTS:

Rose Atieno;

- Idleness- not much work; so vent out excess energy.
- Influence from around schools.
- Poor relations between teachers and administration.
- Lack of syllabus coverage encourages cheating.
- School rules and regulations formulated without students input.
- Stress due to poor performance. Poor performers may want a way out of school.
- Fees payment- parents do not understand the concept of free Education when they see their children sent home for fees! What fees? They ask, but sometimes the money may not be enough.
- **Way out?** There should be dialogue in schools.
- Mocks encourages cheating to pass by all means. A monster that is haunting students is that it will be used in the final grading. Abolish it all together!
- Suggestions; revert to the old system of education and all will be well.
- Bad leadership models from the leaders and society at large.
- Lack of contact between students, school administration and teachers.
- KCSE must be independent of mocks which have lost meaning to students since one cannot really gauge how well they are doing due to cheating and leakages.

Celestina Atieno;

- Interaction between teachers and students wanting
- Support staff and students vis-à-vis school administration
- Mocks should be internal to avoid leakages

Paul Onyango, Suba district;

- Exams- teachers enforce regulations without allowing students views.
- Fear of failing the final exams. Fear that mocks can be used in the final grading disturbing students.
- Outsiders wanting to disturb running of schools inciting students.
- Punishment by teachers creating friction, leading to lack of communication and finally incitement.
- Individual differences and backgrounds in students and teachers.

TEACHERS:

Alfred Odhiambo;

- Lack of communication between teachers and students.
- Poor administration by school Heads. They are not give prior training on management skills.
- Political interferences in appointments of head teachers and how schools should be run.
- Curriculum too exam orientated. Exerts pressure on students, teachers and parents. Leading to finding avenues of ventilation on the part of teachers.
- Cheating has become a way of life in Kenya making students believe that there is no need to work hard if one can cheat in the exams and get better grades.
- Head teachers should be trained before appointment on management skills.

Otieno;

- Lack of parental involvement at formative stage. Some going to school at early stage taking them to boarding schools when too young. This should be abolished to give parents a chance to bring up their children and for the children to grow up.
- Take them to boarding at 12 years i.e. in class 6.
- Understaffing- syllabus poorly covered causing friction.
- Teachers be distributed evenly in accordance with facilities or else avoid grading of schools.
- Revert to the old system.
- Teachers picking prefects who spy on others for them causing friction.
- Curriculum congested. It is too much that is why teachers resort to tuitions. It also causes over work and fatigue on teachers and students.
- Suggestion.
- Review the curriculum and reduce the work load.
- Improve on staffing

Teacher - Rongo District;

- Free secondary education a cause for anxiety.
- Laxity on the teachers especially in day schools.
- Development fund from Form 1 to Form 4. No development evident so what happens to the money?

- Why the mobile phone? Limit time for their use. Surrender them during class time because of their use during class time interrupts learning. This is an invention which we cannot wish away it can only be regulated.

Recommendation: Development fund should match tangible projects in the school to avoid friction.

KSSHA/PRINCIPALS:

Mr. Malachi Okeyo, Chairman-Homabay Branch;

- Mocks cause problems in Suba and Homa Bay districts
- Has made students feel that one has to cheat to be seen to be competent
- Packaging and dispatch of exam papers be improved
- There is great need to review the teachers remuneration to motivate them, now that there is acute understaffing
- Staffing be seriously addressed to avoid double standards in hiring of BOG teachers
- Lack of communication between students, administration and teachers
- Develop an open forum for students to air their grievances
- Over crowded curriculum. Urgent review a must.

Head Teacher, Nyamasare Girls;

- Drug abuse mainly alcohol.
- Most schools mixed. Difficult to handle rowdy day scholars.
- Parental discipline; re-invent the cane but with moderation.
- Curriculum overburdened. Have a middle exam at form 2 and after form 4
- Holiday tuition- how many times is it going to be banned? Let the PS issue a circular on this to advice schools.
- Mock- cheating don't hesitate to name culprits. Are mocks necessary? It is a way of judging the ability of the student before the final exams.
- It prepares the student to know where they are in terms of syllabus coverage and preparedness of the student for the final exam.

Ken Par (Head Teacher- Suba District)

- Promotion of teachers to deputy head teachers has been based on job groups instead of merit.
- Should have recommendation from the Principal for one to be promoted.
- Discipline the students- bureaucracy in expelling errand students should be decentralized to empower BOGs to act on this.
- KNEC is the only examining body. Can't we have another examining body like in other countries?
- Transfers of errand students to other institutions should be limited.

Another Principal added;

- KCSE leakage- mocks used to gauge the final grade of a student is creating fear and making students want to pass by all means.
- Influence by media
- Post election violence left many traumatized and have to compete to pass.
- Role models lacking and creating anxiety in students since they 'ape' culture
- Pressure to excel due to limited opportunities for advancement, this will tempt one to cheat to obtain better grades etc.

- Indiscipline students from other institutions incite those in orderly schools. Discourage trampers.

BOG/PTA:

Benedict Okoth;

- Law makers! What alternatives to caning because of the Children's Act? Cane them but with caution.
- KNEC credibility lacking. More leakages over the years; this lack of credibility began with the CEOs recruitment. (Wasanga was not the best!)- there were more qualified people than him.
Suggestions:
- Disband KNEC and appoint a new one.
- KNEC doing the cheating instead of the students yet blaming them.
- Minister might be misled by the people below him.
- There should be no tuition. PS should issue a circular banning tuition and not mere words.
- Principals restore the cane with moderation, even manual work.
- We want the report out to the public when ready.
(Hon. Koech, Chairman; assured people that the Report would be tabled before parliament and debated)

Aggrey Onyango; from Rusinga Island;

- Continuous assessment of students. A different method of testing be devised.
- Abolish kiosks near and around schools. They are used as conduits for selling drugs to students
- Exams- a separate body to set and mark exams. KNEC should be disbanded.
- Parental issues, staff and students
- Appointment of heads wanting. Posts should be advertised and people interviewed to get the right people for the job

James Okeyo;

- As a society we have lost values.
- Curriculum should be reviewed. It is too heavy and a nightmare to the students.
- Kenyans should choose what is good for them without copying other civilizations.
- As a team we need to.
- Strained staff.
- Inspectors not enough.
- Very few qualified staff to guide the head teacher on how to run schools.
- We all stand accused in this area.

SPONSORS:

Charles Omolo, Education Researcher;

- Differences in incomes of people (economic inequality) should be addressed before we talk of uniformity
- Poor interpersonal relationships by head teachers (arrogance)
- Disband KNEC!

Mr. O. Mick Ojwang;

- Lack of order in society.

- Frowning teachers. Do you expect much from them? They are frustrated, looked down upon, and despised by the society! The teacher is in trouble.
Suggestion: teachers should be fully involved in the affairs of the TSC.
- Examinations- Students not fully prepared

Otieno Michael (Graduate Student)

- Education system tricky and money oriented.
- Professional ethics- charity begins at home. We preach water but drink wine.
- Spare the rod and save the child
- Parents should give their children a focused life right from birth.
- Improve the welfare of teachers
- Unemployed Youth- sellers of drugs to students to make a living
Solution: provide the youth with alternatives and they will engage in gainful and meaningful employment.
- Bad role models in society.
Suggestion: Overhaul the education system.

COUNCILORS:

Mr. Francis Achola;

- Post election violence left students traumatized.
- Too much pampering by parents and giving them more money than they need.
- School workers even PTA members selling drugs in their kiosks in the school and nearby.
- Off- license kiosks should be located at least one kilometer from the school.
- Integrity of the school workers- can be used by students to buy drugs for them
Recommendations:
- Schools not safe. They should be fenced.
- Principal/ administration should train watchmen for institutions. An age limit should be set.
- Punitive laws/rules/consequences should be proposed. Strict penalties meted out on offenders.

MINISTRY OF EDUCATION:

Joshua Oketch, DEO-Rachwonyo District;

- Quality assurance and audit be independent body to avoid delays caused by bureaucracy.
- Opening of schools- There are parameters to be met before a school is registered. These should be followed by a letter.
- At least 20 Quality Assurance and Standard officers be employed per District.
- There should be proper avenues for promotion.

Mr. Monari, QASO-Kuria;

- A lot of bureaucracy which needs to be reduced. It hampers progress
- Their hiring be decentralized
- Expelled students- what should be done? Rehabilitation? Build approved schools.
- Teacher transfers after 5 years in a station.
- High handedness of teachers and parents. – END

14. PUBLIC HEARING IN NYANZA PROVINCE – (LIONS HIGH SCHOOL) ON FRIDAY AUGUST 15, 2008 AT 11.00 A.M.

PRESENT:

Hon. D.K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	V/Chair
Hon. D.M. Mwazo, MP	-	Member
Hon. David Mwaura Njuguna, MP	-	"
Hon. Peter Njuguna Gitau, MP	-	"
Hon. Dache John Pesa, MP	-	"
Hon. Alfred Odhiambo, Mp	-	"

APOLOGIES

Hon. Isaac Ruto, Mp	-	Member
Hon. Joseph Lekuton, MP	-	"
Hon. Shakilla Abdalla, MP	-	"
Hon, Adan Keynan, MP	-	"

IN ATTENDANCE:

KENYA NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. P. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Parliamentary Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

MINISTRY OF EDUCATION OFFICIALS

Mr. Kariuki Muni	-	MOE HQS
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REMARKS BY PDE

He welcomed the Stakeholders and briefed them on the reasons for the gathering. He then invited the chairman to make his remarks.

CHAIRMAN'S OPENING REMARKS

The Chairman thanked the Stakeholders and informed them that the Committee was there not to give solutions but to listen to the views of the people present. He also informed them that the Committee had been to Kisii, Homa Bay, and that Kisumu was the final leg in Nyanza province. That they are here to hear views on the state of unrest in our schools since it was a concern to all. He invited suggestions on the way forward.

The Chairman introduced the Committee and the staff present and briefly outlined the mandate of the Committee. He directed the procedure of the proceedings and assured that the laws, privileges of Parliament and the S.O.S. will protect every one's views.

He also urged them to speak without fear and that no one should be persecuted for giving any evidence to the committee. Their views shall therefore be heard in confidence and under the parliamentary privileges Act (cap 6 laws of Kenya).

He asked the Stakeholders to present their views and suggestions clearly and to avoid repetition of views already given. He informed them that written memoranda will also be welcomed and anyone with one should forward it to the secretariat

The Chairman finally urged the Stakeholders to respect each other's views and opinions as every contribution is valued.

ORDER OF PRESENTATION

BOGS/PTA'S, KNUT/KUPPET, STUDENTS, WORKERS /SUPPORT STAFF, TEACHERS, PRIVATE SCHOOLS/SPONSORS, KSSHA, PARENTS, LOCAL LEADERS, PROVINCIAL ADMINISTRATION AND MINISTRY OF EDUCATION.

1. KNUT/KUPPET (NYANZA)

i) KNUT

- Failure by KNEC/ GOVT
- Solution is to completely overhaul KNEC.
- Fear of Mocks.
- Ministry of Education lacks proper planning policy
- Unbalanced distribution of teachers in accordance with subjects creating shortages in schools.
- Syllabus is too wide and was implemented without consulting the teachers.

- Comments by leaders are inflammatory and incitive
- Drug abuse in schools makes it difficult to manage students under the influence of drugs.
- Lack of proper diets in school.
- Lack of Parental guidance.
- The syllabus is grade oriented and does not consider the talents of students.
- Corporal punishment should be re-introduced
- Counseling is not effective enough to some cases and there's very little time for the teacher /counselor to spend time counseling the students.

Recommendations

- Trained counselors who are not regular teachers should be posted to schools.
- In-service/ refresher course for teachers on regular basis
- Provincial administration should control mushrooming kiosks and shops near or around the schools. Hawking should not be allowed.
- Workers can also be bribed by students to let drugs into the school therefore they should be paid well to avoid these temptations.

2. STUDENTS

i) Awandu Achieng

- Heroism- students want to emulate what others have done
- Mocks- that they leaked before and can leak again
- Entertainment is a privilege given to students by some schools and not a right therefore students should not demand for entertainment.
- Mode of punishment should be standardized in all schools.
- Drug abuse especially alcohol.
- Corporal punishment was banned by word not by deed and students dislike it.
- Student- teacher relationship is poor therefore creating tension.
- The rumour that mocks compare and count in the final exam has caused tension. All schools have one standard exam. KNEC is to blame for rumors that it compares mock exam results with the KCSE performance.
- Counseling should be encouraged. More counselors should be employed to do the work and not the regular teachers as it over burdens them and renders them ineffective.

Way forward

- There should be transparency at KNEC regarding leakages of exams.

ii) Festus Omondi – Kisumu Boys

- Effects of post election violence affected students
- KNEC –demoralizing students when exams leak. Transparency called for.

- Very little time is allocated to co-curricular activities and yet students need to vent.
- Poor disbursement of FSE funds by GOK.
- Over crowded classrooms due to FSE.
- Mismanagement of funds by the school heads. They provide poor diet regardless of the amount paid by the students

iii. Dickens O. Okonyi

- Peer pressure in schools.
- Leakages of exams causes students to try and obtain good grades by all means.

iv. Stella Brenda (Bahati Girls)

- Games co-curricular activities helps students to relax.
- Ways and means to allow students to air their views should be introduced in schools.
- Teacher-principal relations are poor and they affect the teachers morale and relations with students since teachers transfer their grievances to students. There should be a way the teachers and the principal could solve their disagreements.

3. WORKERS

i) Mr. Ochieng- (Lion's high school)

- Workers perform a key role in the lives of the students yet they are poorly paid.
- If the school collapses the workers collapse with it and live with it for their lives.
- They have a lot of responsibilities but are not well remunerated. This may lead to them befriending the students from rich families and drugs may find their way into the schools. They should therefore be paid well to avoid the temptation of being used by the students to allow them to do wrong things in school. The Government should also look into their welfare.
- Late disbursement of funds to the school thus crippling school programmes. The Government should do something to improve this scenario.

ii.) Mr. Charles Otieno

- Transfers of errant students.
- Drug abuse. Students buy juices from supermarkets and mix it with alcohol.
- Parental guidance is lacking and parents have left the care of their children to teachers.
- He participates in youth activities ad counseling sessions

Suggestions:

- All security and other staff in institutions should be trained. The Government could assist in this by providing funds while the opportunity is provided by the school.
- Provincial administration could step in to provide security to the schools.
- Most institutions lack funds to provide trainings and salary increments to subordinate staff.
- Age limit for school watchmen/ women should be 30-55 years if possible and they should be those with some know how of the kind of work they are being hired to do.
- Communication in the schools should be encouraged.

4: **TEACHERS**

i) **Mr. Eric Gor (Nyakach Girls)**

- Selection of school prefects is wanting and creates tension and the isolation of the prefects by other students. They had to act in consent with other students because they are being taught democratic principles.
- Leadership appointments should be on merit.
- Students should be allowed to elect prefects so they can choose those that are capable.
- Changes should be piece meal and progressive not overnight. This happens with new appointments of heads particularly from National/ established schools.
- Democracy at school level should be guided not too liberal. Students should be involved in decisions affecting their school life like it's being done in Starehe.

5: **PRIVATE SCHOOL OWNERS/ SPONSORS**

i. **DEBS (sponsors of public schools)**

- Ensure religious teachings penetrate our schools. Create more time for them with the students.
- It is the duty of the sponsor to ensure proper religious guidance takes root in the schools.
- Spiritual intervention is important in the upbringing of and well-being of the students. Everyone needs God in their lives.
- Sponsors have abdicated their role in schools

6: **KSSHA- PRINCIPALS (KISUMU)**

- Education must strive for quality and flexibility. This will help students find their level vis-à-vis other students as it reduces stress.
- Students are stressed because they're being taxed to attain excellence.
- Curriculum does not cater for individual differences in students thus it causes stress / frustration and leads to drug abuse to escape from reality.

Recommendations

- Curriculum should be over hauled. Emphasis on formative other than summative aspects should be considered.
- No strong guidance and counseling in schools. It should be strengthened by providing training to teachers interested in this area and relinquishing their teaching loads.
- Curriculum is geared towards grades other than talent. This encourages cheating and deviant behavior in slow learners who can't cope. The Curriculum should therefore be reviewed to accommodate the slow learners.
- Media influence. Portrays strikes as the only solution to air grievances therefore students copy this.
- Parental responsibility. Fathers leaving children mothers
- Un-planned transfers of teachers makes students stressed especially if the teacher affected were their best.
- Poor role models and the post election violence.
- Re look our options and established where the "rain started beating us"- then start off from there.

7: PROVINCIAL ADMINISTRATION

- Try to do their work but being let down the fines charged by the courts. Some are only 100/=. The law should be amended to make it more punitive e.g. 100,000/= fines.
- There should be no brewer/ *chang'aa* dens around schools by all means Thorough inspection should be done when students report to schools.
- Some chiefs need to be pushed to do their work. They should be more vigilant.
- Penalties? 10,000/= or 3 months jail term? For *chang'aa* illicit (brewers) and 100, 000/= or 7 years jail term for bhang peddlers.

8: MINISTRY OF EDUCATION (DEO) - KISUMU

- Leaders to allocate more CDF funds to provide facilities to schools
- Guidance and counseling should be stepped up in schools.
- Co-curricular activities should be programmed to occupy students during free time.

10: ADJOURNMENT

The meeting ended with a word of prayer at 15:40 PM (3:40 PM)

15. **PUBLIC HEARING HELD AT KAKAMEGA HIGH SCHOOL ON TUESDAY, AUGUST 19, 2008 AT 11:30 AM**

PRESENT:

The Hon. David Koech, MP	-	Chairman
The Hon. B.C. Muturi Mwangi, MP	-	V/Chair
The Hon. Mwaura Kiburi David, MP	-	Member
The Hon. Gitau Peter, MP	-	"
The Hon. D.M. Mwazo, MP	-	"
The Hon. Alfred Odhiambo, MP	-	"
The Hon. Dache John Pesa, MP	-	"

APOLOGIES:

The Hon. Isaac Ruto, MP	-	"
The Hon. Joseph Lekuton, MP	-	"
The Hon. Shakilla Adalla, MP	-	"
The Hon. Adan Keynan, MP	-	Member

IN ATTENDANCE – NATIONAL ASSEMBLY:

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. P. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

MINISTRY OF EDUCATION REPRESENTATIVES

Mrs E. M. Sangoro	-	Deputy PDE, WESTERN PROVINCE
Mr. Kariuki Muni	-	MOE HQs

OPENING SESSION:

- The Principal welcomed the Committee and stakeholders to the meeting at 11:30 AM
- All Districts of the Province were represented.
- The Deputy PDE welcomed the community and stakeholders to the meeting; and wished everyone well and success during the day.
- The Personal Assistant to the PC represented the PC. He welcomed all stakeholders and MPs to the meeting and urged stakeholders to air their views freely.
- Hon. Koech introduced the Committee to the stakeholders and explained the purpose of the visit to the Province. The Chairman further explained the procedure to be followed when conducting the inquiry in the Hall. He the welcomed stakeholders to the meeting.
- Time will be of essence - 20 minutes per group and 4 minutes each per person.

- Order of presentation: KNUT/KUPPET; KSSHA; TEACHERS; STUDENTS; WORKERS; SPONSERS; NGOs; BOGs/PTAs/DEBS; PARENTS; PROVINCIAL ADMINISTRATION; MINISTRY OF EDUCATION; PRIVATE SCHOOLS; LOCAL LEADERS.

KNUT/KUPPET:

Mr. Godfrey Odongo;

- Discipline
- Teachers have been denied power to instill discipline in schools. Parents and communities threaten those who try due to the Children's Act (2001).
- Parents intimidating teachers instead of assisting them to instill discipline are instead running away -result? An indisciplined society
- Parents of Friend's school, Kamusinga, met and empowered the teachers to discipline their form 3 class and today it is the most disciplined class
- Lack of good role models from all and sundry: councillors, MPs, teachers etc.

How can we stop this?

Mr. Wasike Wabolina, Kuppet;

- No alternative to the removal of the cane (children's Act)
- No trained guidance and counselling teachers in schools. Children left as orphans.
- Failure by KNEC- Exam leakages has discouraged students.
- MOCKS- options to avoid it because KNEC has failed to set credible exams. Let this power be vested on Universities.
- TSC- employ qualified guidance and counseling teachers to counsel students.
- Re- introduce the cane in schools, reward the learner immediately and cane immediately so that the concept can sink in. Maintain respect to the teachers and the learning process.
- Dissect the leadership of KNEC – it should be overhauled.

Aggrey Awiti, Emuhaya;

- Three domains of knowledge but examinations only test the cognitive; with no consideration to affective and psycho motor.
- Treat all students the same way
- Glorifying of grades and commercialized tuition. Tuition for low and middle level achievers, not higher achievers.
- No hope: projection in education stratification. Only for the rich as it is too expensive and has made students insensitive for the poor.
- Diet: Poor diet in boarding schools
- Conditions not conducive for learning and lack of priorities. Facilities should come first not school buses
- School rules are made to instill fear in students and not involving them in.
- Have balanced diet in school. Does this call for extra fees to the parents? What the students eat is not commensurate with what parents pay!
- Buses – it is illogical to buy a good school bus but lack other facilities in school should prioritize correctly.
- CDF –MPs dishing out money through proxy may be the CDF law should be amended to remove the MPs as the chair
- Tuition- should be professional and not commercial.

- Teachers are overworked; underpaid -Better remuneration for the teachers is the answer! The intent of the teacher is to survive not commercialize tuition.

KUPPET:

- Tuition- Parents are pushing teachers to offer tuition!
- Overstretched facilities in school visa – vis enrollment.
- Avail enough funds to provide facilities.
- School administration –guidance and counselling teachers not well empowered for the job.
- In-service teachers on new skills to handle new challenges.
- Poor remuneration demotivates teachers –pay them well.
- Congestion in schools due to free secondary education thus leading to overstretched facilities.
- Government should remit funds on time.
- There is need to balance teacher staffing.

Mr. Simiyu, KUPPET;

- Hands-on handling of education
- No facilities were provided for the 8-4-4
- But pressure by government for teachers to perform and teachers pressuring students to do the same -Leads to exam leakages
- Students trying to achieve high grades, which are glorified by all. *Solution:* at all costs overhaul the education system.
- Teachers under pressure to make students pass. That is the only way they are seen to be working!
- Give them a relaxed atmosphere to identify the talents of every child and help them come up.

STUDENTS:

Victor Ogola;

- Teacher student relationship e.g. extreme punishments for minor offenses, creating prefects as spies for the teachers -this creates tension among students.
- Transfer of teachers whom student's love may cause friction and lead to a strike.
- Lack of response to students grievances by schools.
- Students can be focused in their work.

Brian Kudoto;

- Lack of forum for the students to air their views. These frustrate them and yet are expected to perform!
- Corporal punishment – students don't hate it but should not be above extreme punishment.
- Schools should arrange for people that students can confide in to air their views.

Gilbert Juma

- Lack of efficient communication between students and school administration-should be open to dialogue and open discussions.

- Emphasis on particular games disregarding others creates tension in the students
- Proper guidance and counseling will help other than corporal punishment.
- Religion- freedom of worship for students should be guaranteed.
- Tuition (holiday/remedial) – the right thing – our diverse villages have no electricity facilities – these are only available in school for the serious students
- A school Anthem- The way forward? Yes, e.g., Kakamega High School- it helps students blend and love their school.

Vivian Odanga, Shamberere High School;

- Students should have the opportunity to select prefects- Teachers selections not always fine with students. May create tension resulting in strikes.
- Lack of sick bays in schools. Parents pay medical fees in school but the children are not taken care of when they fall sick – this may anger parents who in turn may incite their children to go on strike for poor treatment by schools.

Kulencho Pesa, Shamberere High school;

- Introduction of guidance and counsellors from without to assist students.
- Corporal punishment and excessive punishment can cause friction among students.
- Parents- those who do not visit their children in school leave the child feeling abandoned.
- Transfer of teachers that students like frustrates the students and may cause friction.

Hon. Koech: Should principals and teachers be retained in schools forever? *Student- No, should only be transferred when they make mistakes!*

- When principals are being transferred, the students be informed in advance so that they are prepared to absorb the shock! (Over protectiveness of Principals by their students!)

TEACHERS:

Mr. Clement Akana, Deputy Principal- Shamberere;

- Drug and substances abuse by students to blame.
- Lack of community environment- people living around schools do not identify with the schools
- Transfers of errand students from other schools- some have done mistakes in the schools where they are coming from
Solution- Expel them for 2 years
- Copycat spread of information through mobile phones
- Selection of prefects – students should be allowed to select prefects from among themselves.
- If a student is suspended for two years, he/she will have been rectified by the village/society to fit back into the school life.
- School counsellors may come in handy here to assist the student to see and learn from his past mistakes.

Mrs. Keah;

- We are all to blame for the unrest in schools. We have failed to behave as role models

- Parents make comments about teachers to their children – have very little time for children
Why don't they burn their homes?
- This is due to the lack of ownership of school property
- Moral decadence in society
- Parents, leaders and all have failed
- We should go back to drawing board and try to establish "where the rain began beating us"
- Total co-operation on all of us is called for
- Capacity building seminars for parents, teachers, BOGs, PTA's over the holidays instead of tuition! When the schools open there will be renewed energy

Elly Muhipi, Shamberere;

- Promotions – meritocracy in promotions as opposed to ethnicity and nepotism. This breeds mediocrity and low performance/ standards
- Transitions between high school and Tertiary Institutions leaves the students hanging on the cobwebs
Solution: Revert to the old system of education.
- Ministry of Education Policy on promotion of teachers wanting- serious lobbying takes place before such appointments

Mr. Otwota Harrison;

- Lack of role models right from home. No one to look up to. Results in children being thrown into boarding school at an early age. Affects children negatively
- Failure by government to embrace dialogue vis-à-vis strikes by teachers and others to have their rights looked into
- KNEC- has failed to defend itself against exam leakages this frustrates students. Rumors that KNEC uses mocks to grade students in the final exams makes students riot against mocks so that KNEC will have nothing to use.
- Lack of communication between school administration, teachers and students.

WORKERS:

Ms. Rachael, Secretary-Bishop Sulumeti Secondary School;

- Welfare of the students in schools overlooked by Heads and teachers alike, e.g., food, water, toilets i.e. more students Vs less facilities.
- Delays in workers' salaries may cause cooks to pinch some of the food, causing a shortage. Students may riot for this.
- Salaries of workers too low. Frustrations, which boil down to the students.
- Parents- teacher relationships wanting
- Teachers and Head teacher's poor relations. There should be co-operation to ensure the welfare of the child is taken care of.
- Workers should try to be role models to students, work hand in hand with teachers to ensure the welfare of the students is looked after
- Ministry of Education should explore possibility of employing more watchmen especially in big schools
- School workers should be paid well e.g. pay them overtime. This will motivate them. Pay them on time.
- School watchmen- *what should be their age limit? Are they adequate?*

Suggestions:

- Provincial administration should second security personnel to schools.
- Schools with the assistance of Ministry of Education hire security officers for their schools whose remuneration should be subsidized by Ministry of Education.
- Security firms at a fee could train security personnel.

KSSHA:

Mr. Nabukwesi, KSSHA-Western Province;

- Role models in leadership, mistakes have been institutionalized by leaders instead of addressing them. Extreme moral standards set by leaders. No one takes responsibility to resign when they make mistakes

Mr. Sarai, Principal-Mukumu Girls;

- Children from the well off class generally lack respect for teachers.
Suggestion: Focus on introduction of CRE/ IRE as compulsory
- Subjects in Schools to develop moral and spiritual growth of the child.
- Freedom of worship in schools.
- Overprotection of children by government and parents (The Children's Act) Ministers openly condemning and demonizing teachers in open forum in full glare of students and parents. This makes students disrespect teachers while the teachers feel intimidated and belittled.

Mrs. Rose Soita;

- We need the Kenyan culture. We are what we are because of what we went through and the way our parents brought us up. Children belong to society. Every elder, a mother or father to the child. Today, not any more. Incitement of students by parents and society.
- Pressure to perform. Must go to university or else nowhere. Those who miss out have nowhere to go -Middle level colleges. After that, what next? There are no jobs, what is to be done?
- Integrate schools and admit students all over the country on merit.

Stella Shiketi, Bishop Sulumeti Girls;

- School Heads should be trained on Human Resource Management. Poor diet- Students unhappy with the food which is caused by shortage of cash due to late disbursement of funds by Ministry of Education. School managers create unrests by not being transparent in management of funds entrusted to them by parents. Lack of strategic plans. Especially management of funds on projects. BOGs/PTAs should be involved otherwise they will demand. Accountability and this creates friction.

Mr. Wadongo;

- Principals- their appointments creating conflict of interest between
- Ministry of Education and sponsors etc.
- Poor communication skills among principals, not involving the rest of the teachers.
- Disparity in incomes between teachers and other public servants- media portrays teachers as nobody compared to others.

- Parents expecting free things e.g. Free Education, but when the school requests parents to subsidize they are disgruntled and through their children can cause unrests.

Recommendation:

- Merits should be left and plays a role in appointments of school Heads

SPONSORS/NGOs:

Fr, Julius Oyoo, Dioceses Kakamega/ Bugoma;

- Series of omission and commission ineffectiveness of inspectorate of Ministry of Education.
- Lack of moral, spiritual responsibilities.
- Contact hours between parents and students too long (absentee parents).
- No time to relax and socialize.
- Education system geared to A's- others are failures.

Suggestion:-

- Change the education system.
- Teachers busy making grades rather than forming the children.
- Sponsors- relegate their responsibility. Forgotten their religious roles.
- Some don't seem to understand their roles properly
- Introduce chaplaincy in schools.
- Strengthen guidance and counseling in schools
- Make the children grow. Abolish holiday tuition.
- Harmonize and implement recommendations of past commissions, don't keep forming new ones.
- Chaplaincy- a discipline that is taught in one university. One does not have to be a priest. Ministry of Education and Catholic church partnering in this project.

Mr. A. Amukheke;

- Rumors that have never been solved. The issue of devil worship in the country. Past commission recommendations have never been publicized. This should be checked.
- Conflict between sponsors and school activities that are not in keeping with the beliefs of the sponsor.
- Political pronouncements on public forum, e.g., "This principal must go and I mean it!" This dilutes the respect of the school head to the students and entire school community. This will also affect the performance of the school and hence friction and anxiety in the students. Also as a result of religious conflicts in the management board etc.

Rev. Nyongesa, ACK- Katakwa Diocese;

- Sponsors should enhance the general running of a school.
- Participate in the nourishment of the moral and spiritual well being of the students.
To what extent has this been happening? Should they (sponsors) insist on converting those of different faith to join their (sponsors) faith? How close are they from the students of their own denominations? - Hon. Koech.
- There have been signs of conflict between heads of schools and sponsors.

PRIVATE SCHOOL OWNERS:

Sr. Phoebe Anyango – Bungoma;

- Transfers and changes in the teaching staff from private schools to private ones. Can private schools be considered for government (TSC) teachers? Their students are Kenyan not private!

PARENTS:

Manyasi Okilwa;

- Private schools in search of better performance now have to pay a price for it in that kids have no time for co-curricular activities. Emphasis on marks, grades, means scores of the children. has impacted negatively on the children
- A lot of drilling to pass examinations. They become miss-fits in public schools. Contribute greatly in indiscipline
- They undergo a lot of hard work including the many books they have to carry to school. What is the Ministry of Education doing to rescue the private school children from being converted into "donkeys" by the private school which attempt to compete with others in terms of grades?

Rev Lusweti, PTA & Parent;

- Remedial teaching due to overload of teachers due to shortages- plan- Government should employ more teachers.
- Foolishness can only be removed by the cane.
- Unfairness and double standards e.g. burning of tuitions be applied to all.
- Employ officers of integrity in KNEC Management.
Chairman: *What is the role of the parent?*
- **Answer:** Parents are failing the schools by not discussing the weakness of their Children to the schools. We tend to glorify the weaknesses of our children and do not expose them to the school
Emphasis: Instill pain that corrects without destroying.

BOG/DEB:

Mr. Dominic Wetangula;

- Discipline- Use the cane and spare the child
- Alcohol- is promoted by well off parents who give excessive money to their children. Police and provincial administration should assist here.
- Over loaded curriculum should be reviewed.
- Two people cause unrest in schools, the head teacher and the deputy who are always fighting for succession.
- Parents have no time for their children; they don't even know the names of their grandfathers.
- Ages 20-45 years have failed to discipline their children.
- Tuition/ remedial should be dealt with.
- Illicit brews- not the drinkers but the police bribed to let them out of hook
- Quakers- education policy developed for schools to share roles between sponsors and the schools.
- Should start thinking critically about development of the education policy. What's the difference between the educated poor and the uneducated rich?
- Emphasize on children / human obligations vis-à-vis rights.

- Remedial teaching should be voluntary with a willing teacher and on willing basis of a student.

Woboba Waliwa, Bumula Secondary school;

- Too much rot in the society that there is no fairness in the distribution of resources and job and what is paid for each job.
- The whole education system should be reviewed.
- The politicians have emphasized on ones rights –“*Haki yako ni haki yako*” how do you stop a child who is exercising his rights.”
- Should test the children at form two instead of one exam for all the years spent in school.

Mrs. Florence Mudicisa, DEB

- Importation policy should be tightened. Drugs coming from India and sold in supermarkets. Children buy them and get drunk in class while the teacher is teaching.
- Kenya Bureau of Standards (KBS) should check this drug (*Kuper*) that is used by Asians to get drunk at home, that's why there're not seen in public bars.
- Parents is a bad role model to their children- they drink the way they see their parents drink and get drunk / smoke –why they don't emulate the positive virtues in a person /society other than the vices?
- We, as parents have lost direction, and responsibility to our children.

LOCAL LEADERS:

Councilor Keya, Kakamega North;

- Post election violence had an impact on our children and society –leaders demonstrated and burned houses belonging to their opponents –children are coping the riot in our society, e.g., a school in Kakamega North
- Over burdened curriculum- should be overhauled to let the students and the teachers rest! There's too much pressure on both teachers and students – there has to be a way of protecting these people!

PROVINCIAL ADMINISTRATION:

Ms Rose;

- Provincial administration and school need to work together to save schools.
- The culture of exploitation in our society – when there's a problem in school, the security officers who come to assist expect to be paid by the school for services rendered!
- Should we expect security officers to be even amongst teachers in our schools? Why should we police our students all the time? who polices?
- Instill co-ordination between different government Departments

MINISTRY OF EDUCATION:

Mr. James Muita, DEO – Butere;

- Lack of proper education management, every one has failed-Education Act of 1970 is 40 years ago-too shallow compare with the S. African school guide.
- Teachers (Heads) have not been guided properly.
- Establish code of conduct for students
- Guide teachers on how to punish learners.

- No proper guidelines on this
- Principal an opportunity to pursue management courses –MOE- Is KESI doing enough? Should do more. Principals should not pay for courses.
- Funding at the same time avoiding inequality in schools.
- Student representation in BOGS?

David Okoba, D/DEO-Emuhaya;

- As parents were not playing our roles properly e.g. Naivasha Girls case- Politician intruded into the school.
- Transfer of student is a problem. A policy should be made for students to stay in the schools where they were initially enrolled or go to rehabilitation center. This will make them behave.
- Forum should be created where students can air their views. Suggestion boxes no longer work.

Mr. Isaac Atebe, D/DEO-Kakamega East;

- Discipline: no uniformity in disciplining of students. Officers are in a dilemma- A discipline policy be established to give clear guidelines on.
- Curriculum: who prepares the curriculum? Teachers need to involved in curriculum development
- Lack of personnel due to creation of districts. This should come with an increase in personnel to maintain the new offices.

Mrs. E M Sangoro, D/PDE-Western Province;

- Can we all now a play our roles and live up to what is expected of us.
- Let us use what we have effectively; if it is supervision do it accordingly to the law, do not over do it .Do not succumb to coercion from above

THE MEETING ENDED AT 3:55PM FOLLOWED BY CLOSING PRAYER.

16. PUBLIC HEARING HELD AT GARISSA NOMAD PALACE HOTEL, NORTH EASTERN PROVINCE, THURSDAY, AUGUST 28, 2008, AT 11:30 AM

PRESENT:

The Hon. David Koech, MP	-	Chairman
The Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
The Hon. Mwaura Kiburi David, MP	-	Member
The Hon. Shakilla Adalla, MP	-	"

APOLOGIES:

The Hon. Gitau Peter, MP	-	"
The Hon. D.M. Mwazo, MP	-	"
The Hon. Alfred Odhiambo, MP	-	"
The Hon. Dache John Pesa, MP	-	"
The Hon. Isaac Ruto, MP	-	"
The Hon. Joseph Lekuton, MP	-	"
The Hon. Adan Keynan, MP	-	Member

IN ATTENDANCE – NATIONAL ASSEMBLY:

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. P K. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Jane Serem	-	Secretary
George Otieno	-	Serjeant-At-Arms
Daniel Munyao	-	Office Assistant
PC Harun K. Mwangi	-	Security
PC Francis K. Kitur	-	Security
J.M. Macharia	-	Accountant

COURTESY CALL ON PC, NORTH EASTERN PROVINCE (NEP):

The Committee was received at PC's Office, Garissa, by the Deputy PC, Mrs. Josephine Onunge. The Chairman, Hon. Koech, introduced Committee and explained the reason for the visit. The Chairman informed the Deputy PC that the visit not on their original plan since the mandate of the Inquiry on the Unrests in schools especially the provinces that were affected. However the Committee felt compelled to hear that not a single school in NEP went on strike and/or unrest. The committee has been to other areas and will be proceeding to Coast province to hear views from stakeholders on the way forward. Security for witnesses who will talk to Committee is important and should be assured. People will also be encouraged to provide write-ups and send view via email addresses provided.

The PC commended the Education Management and Provincial security for having kept vigil to avoid loopholes that may lead to unrests. The calm experienced is related to the Muslim religion background that knits children and parents/family together in a common culture that allows for people to know and communicate with each other in a *madrassa* upbringing.

The Committee then proceeded to hear evidence at Nomad Palace hotel, Garissa.

EVIDENCE:

PEO Representative:

- For muslims 1.00 pm is very crucial. They must go for prayers.
- NEP now had 11 districts as opposed to the previous 6 which with total enrollment having risen over the years from 60,000 pupils in 2002 in 27 schools – 127,000 currently.

Hon. Koech, Chairman:

- Sought indulgence of the people to break off for 30 mins to go for prayers and reconvene at 1.30 pm to wind up at 3.30 pm.

Resumption of proceedings:

- The Committee reconvened at 1.30 pm. The Chairman welcomed stakeholders to the session and explained to them the procedure of the hearing. Everyone present is a representative of all Kenyans and enjoys the privilege of parliament, should therefore air their views without fear or favour. Should respect each other's views and feel free to express their opinions in the language they understand best, either English or Kiswahili.
- Time keeping was of essence. Tell the Committee what needs to be done with the Educations System that has sparked off such unrest in schools.

Mohamed Ibrahim, KNUT;

- Political post election violence set a bad precedence, many were displaced, and this may have affected our children.
- Socio economic – single parents, mass media programmes, both local and international.
- Administrative - lack of merit in promotions leads to meritocracy nepotism, tribalism, etc. Good school management procedures should be followed in this. *Why no violence in NEP?*
- Residents decided to start reasoning when all others had stopped. This has shown/given leadership in institutions towards the right direction. No drugs influence in the community, family problems.
- Current criterion for promotions is wanting, lacks merit. Lack of training for school heads, proper training programme be set up and executed, this will lead to school heads who know what they are doing. Permissiveness of the modern society.

Amina Bishar Ahmed (student);

- The syllabus is too wide; we lag behind in coverage of the syllabus. We also sympathize with our parents who will be affected adversely if we went on strike and cause damage.
- Communication channels between teachers and students should be open to discuss problems affecting students.
- Islam does not advocate violence, students are taught this from Madrassa classes. Muslims are perceived as violent because of their stand against western domination and belief in punishment for crimes committed against humanity.
- Application of sharia law one is pushed for wrongs committed one should not be failed to continue enjoying taxes from the people he/she wronged.

- Protection of property, should, dignity and ones well being their reaction against these violations is ruthless, no sympathy for anyone who destroys life or property, taught in Madrassa and that is why students will not burn down school property.

Workers;

- Role modeling to the students must be observant, must be upright, crooked ones may incite students. Suggestion, they should be vetted before hiring.
- Some may even be used by the students to bring drugs and other ills into schools.
- Watchmen are they trained?
- Subordinate staff – upward mobility lacking, not also consulted in matters of decisions making, this makes them feel not part of the institution. They should be incorporated in the mainstream civil service and paid well to avoid temptations to even sell cigarettes, beer, etc. to students. Their moral upbringing through madrassa helps to mould them into responsible people.
- They are closest to students and therefore should play the role of the parent.

Ms Maryan Hussein;

- Poor teacher student relations, the teachers attitude towards students should be cordial, if not this affects discipline in schools. Mischievous students tend to embarrass the teachers, what should be done.

Ali Abdurahi – Garissa High School;

- Strong prefect body that operates with the teachers may foster cordial relationships with students or vice-versa.
- Students fell strongly that they should not do things that may hurt their parents/teachers, their grievances are handled cordially. Teachers should be supportive to the students to make them feel appreciated. Errand students should not be transferred to other schools; schools should establish ways of examining their own students from within the school system.
- Severe action should be taken against students who burnt schools because its very inhuman. Appointment of students' prefects.

TEACHERS:

Mohamed Abdulkarim, Garissa High school;

- Teachers-student relationship supposed to be symbiotic, each party benefiting from the other, has never experienced any disturbance for the 8 years of his teaching.
- Errant students should be counseled. Few bad elements tend to influence others. Students need to have a parent figure in the teacher. Media influence, blowing small issues of out of proportions e.g. the rumours about mocks being used to grade students. This causes tension because students are not well prepared.
- Copycat styles – students rioting because others have done so. Moral decadance in society, students getting influence badly and being derailed from the cultural roots/beliefs. Pressure from parents to perform – may lead to a student to drugs to escape from this kind of pressure, teaches also expect too much from students, slow learners may try drugs to escape this ordeal. Exams be set by independent professionals who are not teachers. KNEC is the major problem with the examination system. Tuition, what should be done? It has been burned and replaced by remedial teaching on a willing teacher

*be vigilant and to involve the local District Officer/District Commissioner. Understaffing teachers/students fully being supported by the community. Lack of parental interest in how the schools/students are doing. Infrastructure deficiencies in schools. Commercial exams, e.g. provincial mocks, peddling of rumours that mocks will be used to gauge final results. Politicizing of schools by leaders. Teachers overstaying in schools. Wildlife menace. Poor working relations between parents and teachers and school administration, training in management skills may need to be done. Poverty, need for in-service courses for school heads and BOGs. BOGs to be empowered to deal firmly with student indiscipline. Abolish mock exams and set internal exams-**By the Acting DEO.***

Hon. Koech, MP- Chairman: *Is banning of mocks by government the solution? What should be the staffing level in the various departments? BOG's once empowered to expel students – what should happen to them? Create rehabilitation centres and send them there.*

The DC;

- Inciters/perpetrators of strikes should be punished. BOGs should move fast to identify culprits and incorporate the police to deal with them firmly as a deterrent to others.
- Policing in schools to collect intelligence information should be encouraged.
- Watchmen to be hired in a better way and intensify regular patrols by police in schools thought to be problematic.
- Mocks – the media also fanning the situation by amplifying small issues out of promotion.
- Career Fairs to be encouraged to engage students positively.
- Discipline cases punishable by law should be dealt with firmly by BOG and errant students should not be covered spared.
- Staffing levels required:-
- Ten (10) District Education Officers (DEOs) for the 10 divisions.
- Fifteen (15) Quality Assurance Officers (QAO's) for all the 15 zones in the district
- BOG's be empowered to expel students other than just recommending to the minister.
- Bura Girls walked out claiming to be chased away by demons – efforts to return them to the school yield fruits but the girls insisted on going home so that BOG advised that the school be closed. Further investigations yielded inciters from amongst the students and were then suspended.
- Drugs finding their way into the district school from Mombasa, Nairobi and also from Tanzania through the boarder which is just nearby (mainly bhang which is grown widely in Tanzania) and other hard drugs.
- Alcohol – the fines are too lenient to the offenders that there is need for government to regulate/control licensing of brewers or else penalties should be increased.

**AT SENIOR CHIEF MWANGEKA GIRLS SCHOOL – WUNDANYI AT 10.30 AM;
PRINCIPAL:**

- The school had no major indiscipline problems and no damage was done. Form 4s just got tired of mocks and the school was closed.

Samuel Josiah, BOG Chairman;

- Lack of employment causes despair in the students. Exam-oriented curriculum discourages slow learners since it focused more on grades than talents.
- Teachers/student ratio – should be improved. Facilities and role models lacking – discourages and puts pressure on students.
- Support staff not enough.
- Exam leakages were possibly done through the mobile phone. Students feel discouraged by those who leak exams, especially that its done by people who should be responsible enough to know that leaking exams is not right.

Suggestions:

- Administrative structure in exams wanting – loophole should be closed. How? Put security measures in place to establish how it happened and by who – then deal with the culprit.
- Hopelessness – children obtaining grades they do not know what to do with – should establish alternatives and create space in universities for all.

Japheth Mумero, PTA Mwangeka Girls;

- Re-introduce the cane – suspensions make students lose a lot of time, and they hardly top-up when they come back because the syllabus is too wide.
- Poor staffing – government should provide more teaches, improve teacher-student ratio so that there is eye contact between the teacher and the student.
- Parental guidance right from home - children be caned at home before it happens in school.
- Do not leave children to the teachers, he advises parents to cane their children first.
- Expel errand students – to where? Introduce special schools for this kind of student who cannot learn with others. He may get wasted if thrown away.

STUDENTS:

Joan, Form 2

- Poor student-teacher relations some - teachers meting out heavy punishments to students for minor offences this creates tension among students.
- A good teacher is one who does not punish students without telling them what offences they have committed. It should be made clear to the student why he/she is being punished.
- Environmental problems e.g. lack of water, blankets etc. what should be done? Students have not accepted schools as their 2nd homes due to problems inherent there – they should be addressed.

Beatrice, Form 3

- Students will not understand why certain necessities are lacking in school and parents have paid fees, e.g. poor food, lack of water etc. Regular meetings with school administration should be held to clear the air.
- Calls for understanding from her fellow students that sometimes these things do happen and are not intentional.

- Students who indulge in drugs should be arrested because they are spoiling the good name of the school.

Serah, Form 3;

- Students should air their views in a sober manner in case of a problem. Should not and destroy property – It is their parents who will suffer when asked to pay.
- Parents should give their children just enough money for their pocket money, too much money encourages defiant behaviour.
- Mobile phones should not be allowed in schools this is how students communicate bad intentions and stir riots.
- Why are students refusing to sit for their mocks?
- May be due to the hopelessness caused by exam leakages, many do not see why they should study hard if leakages are going to occur and give some people undue advantage. KNEC decides to grade them by their mock results the one who leaked the mock and obtained a higher grade will pass with a higher grade. This discourages the others. KNEC should use a grading system that is fair to all.

TEACHERS:

Mr. Robinson Kinyanjui, HOD Humanities;

- Mocks – those leaking them also lying that they will be used in the grading of final exams. High expectations from both students and teachers. This puts pressure on students and stresses them.
- Curriculum - a lot of work for the students –gives pressure to the students. Syllabus not covered adequately, this results in holiday tuition - the teacher is also overstretched and tired.

Recommendation:

- Develop a curriculum that gives a breather to the students.
- Children rights - Children Act looks at the disciplinarian as an abuser of child rights it should be reviewed.
- Tuition - do teachers demand money from parents? No parents should pay for the students' upkeep in school during holidays while the teacher also needs motivation to work extra time.
- Only children of the poor do not attend tuition because their parents cannot afford it, but those of the rich parents even pay more.
- Mocks – rumours that the mocks will count in the final exam cause/panic and friction on students but as a teacher, does not support the rumour because the mocks have no bearing on final exams.
- KNEC - a loophole in the printing, packaging and administration of exams seems to exist.
- An overhaul of the entire KNEC leadership is necessary to seal off these loopholes.

Mrs. Florence Mwangombe, Deputy Head-Mwangeka;

- Students are under pressure by the heavy syllabus e.g. Kiswahili, the content is too much. *Solution:* Overhaul the Curriculum to reduce the workload.
- Pressure from parents for good results, this exerts pressure on both the student and the teacher, that is why there is holiday tuition to produce results.
- Parental care lacking – Children dumped on teachers by parents who have abdicated their responsibility

- Indiscipline - parents have let go -should discipline their children right from home.
- Lacks of respect for teachers by both parents and students. Do the teachers respect themselves?
- Separate English language from Literature /Kiswahili Lugha/Fasihi like they used to be examined in the old system.
- Government emphasis should be to revert to the old education system, handle the subjects separately - This will reduce the workload and the pressure felt by students and teachers alike.
- Mocks are not standardized so they cannot be used to grade students in the final exam.

PARENTS:

Miriam;

- If students must go for tuition, the government to pay for their upkeep so the parent is not overtaxed.
- Non-teaching staff - improve their lot.
- School diet to improve it means the parent paying more the government should step in.
- Workers should be a good example to students and should not agree to collaborate with students to allow them to act mischievously.
- Proposal – improve their earnings so they can resist this temptation of being paid off by students to allow break school rules.

PRINCIPAL, MWANGEKA SECONDARY;

- Does the government benefit from moneys sent to schools?
- Government provides tuition and books, parents provide boarding facilities, parents do not honour their contribution/their part of the bargain. This leaves the schools in an awkward position.
- Disbursement of the money meant for free education not timely; schools are therefore unable to budget/plan for their activities. What should the principals do with the students?
- Guidance and counseling should be stepped up, but who does it?
- Teachers are already overloaded and cannot have enough time to counsel students – government should employ counselors who are trained for the job.
- Overemphasis on exams other than pupils talents encourages cheating. The current curriculum that focuses so much on grades should be reviewed.
- Suggestion: ranking of schools should be discouraged, another method be used to encourage performance.

SPONSORS:

- Sponsors are helpless where BOG's and government employ teachers. They have no control over the kind of teachers posted to a school or the programmes offered in school yet the education Act provides for four members representing the sponsor in the BOG
- When government took over sponsored schools and made them public, the sponsor became irrelevant; now there is need for more sacrifice and commitment on the part of sponsors and everyone involved.

- Government should employ chaplains in all schools; this will help develop the moral aspect of students and teachers.

LOCAL LEADERS:

Councillor Tolle;

- Boarding schools are too many and of 3 categories: All boarders; Mixed day and boarding and Boarding boys and girls together.
- School fees – asking parents to pay fees while the government say education is free is creating tension. The Ministry should clarify this aspect to parents.
- Poverty – many parents are poor and when their children are sent home for fees, come back feeling unprepared for exams and can stir a riot so as to avoid the exam where their colleagues learnt while they were at home for fees.

CONCLUSION:

Hon. Koech;

- The chairman appealed to all students of the country through the students of Senior Chief Mwangeka Girls School to remain calm, and look forward to a new beginning as the Third School Term opens.

Hon. Lekuton

- He reminded the students that *mwacha mila ni mtumwa* - a man without a culture is like a zebra without stripes he becomes a donkey - a Beast of Burden for others.
- Too much freedom for students is dangerous and that there should be freedom, but with guidance, from teachers and parents alike.

Hon. Mwazo

- Taita culture was to produce leaders and he wondered what has gone wrong. "We are capable of doing better than this, can also produce leaders and great people in the world if only we concentrated in our studies." He told the students and challenged them to rediscover the old Taita culture and remain focused" and they will succeed.

(Thereafter, the Committee proceeded to Kenyatta Mwatate High school in the afternoon for a hearing).

17. PUBLIC HEARING AT KENYATTA HIGH SCHOOL-MWATATE, TAITA DISTRICT, ON MONDAY, SEPTEMBER 01, 2008, AT 2.00 PM

After brief introduction and remarks relating to the purpose and procedure of the Inquiry by the Committee, the Chairman, Hon. Koech, opened the floor for the deliberation on the subject matter.

EVIDENCE:

Mr. Basil Mghanga, PTA Chairman- Kenyatta High School;

- Lack of implementation of past recommendations
- Autonomy of PTA/BOG's not given under the Education Act- still MOE sanction decisions made.
- Poor relations with students – PTA/BOG.
- Need for dialogue
- Parents are not in control of their children due to absentee parenting- parents have no time for their children.

- Curriculum, is overburdening the students to an extent the parents do not understand because it is strange to them, too overloaded for the student.
- PTA – student interaction - no regular meetings except the AGM – students do not even know them (PTA's).
- Students wanted to burn the kitchen because they said they wanted to go home. Boys in the lower classes set the kitchen on fire.
Recommendations: Strengthen Guidance and Counseling especially from professionals, not by regular teachers.

STUDENTS:

Raymond, Form 4;

- Teachers are too harsh - they give heavy punishment for minor offences - this creates tension.
- Syllabus too rigid that students were tired and wanted to go home and rest.
- Suggestion: Review the syllabus and make it stress-free.
- Burning the kitchen – they wanted to destroy food so they are told to go home and rest because they were stressed.
- Dialogue – let the student understand why he is being punished.
- Poor student teacher relations should be improved. Open barazas will help.
- Curriculum is too centered on grades and does not recognize talent. This creates anxiety and hopelessness in the students should be overhauled.
- Pressure from parents to read hard and not showing them how to do it.
- Performance is non- focused leading students to cause unrest in schools
- Education system should be changed - the current one is too overburdening to the students.
- Government should make education affordable to the poor/alternatives to universities be sought.
- Create rehabilitation centers for errant students.

WORKERS: *They are closer to students than teachers and will rise and fall with the school.*

John Mwanisha, Watchman;

- Parents overprotecting their children when they make mistakes, this causes lack of respect.
- Some parents demean workers in front of their children.
- The government/BOG has not paid their workers well nor recognized them as useful people to the institution this demoralizes them.
- Teachers ignoring advise of workers only to act when it is too late! (closing stables after the horse has bolted).
- Pay workers well and recognize them as important /useful people in the institution.
- He has no training in security issues but knows all the “*panya routes*” because he has been there for 20 years and knows the school well.
- A good salary should take into account inflation rates in the country e.g. Kshs 20,000 per month.

Frederick Masese, Lab Technician;

- Indisciplined students will not respect teachers/workers some will even refuse punishment.

- Low salaries/lack of recognition of their role in the school demoralizes workers.
- When the government increased salaries of civil servants, did the parents agree to pay more to improve workers salaries?

TEACHERS:

Alex Mwololo, Teacher;

- Poor school management especially in the discipline of students-decisions are often rescinded by higher authorities.
- BOG's be empowered to expel errant students, others go to court
- Let the courts deal with criminals and not students.
- Curriculum - wide syllabus across the board making it difficult to cover.
- Done by Kenya Institute of Education (KIE) without grassroots involvement of teachers.
- Curriculum – exam biased and harsh to slow learners.
- Review the curriculum and lessen the load.
- Curriculum integration especially in English, Literature, Swahili and Fasihi was done without informed contributions from teachers – should be reviewed.
- Evaluation should be cumulative.
- Stiff competition for university places (if one misuses out he is wasted) alternatives should be provided.
- Teachers given a raw deal especially in the remuneration and the signing of performance contracts.

The School Principal;

- Principal should be substantively appointed and not deployed. Policies be made through guidelines in writing other than through media pronouncements.

PROVINCIAL ADMINISTRATION:

District Officer I;

- It is not good for students to burn schools because parents will suffer. Dialogue should be encouraged

E.M. Mcharo (former MP, Mwatate and former Head Teacher)

- Authority of the teacher/being undermined by students by disregarding their advice. Some of the teachers may also be contributors.
- Drugs and alcohol are finding their way into schools.
- This situation must be controlled. Provincial administration must get involved and maintain order to keep the matter in control.
- Rapid expansion of education has not kept pace with financing of school facilities and schools are not benefiting from this expansion. Expand school facilities to keep pace with the rapid expansion of education. –END

(Thereafter the Committee proceeded to Mwasere Girls Secondary for a hearing).

18. PUBLIC HEARING AT MWASERE GIRLS HIGH SCHOOL, TAITA DISTRICT, ON MONDAY, SEPTEMBER 01, 2008 AT 4.46 PM.

OPENING REMARKS:

The Chairman introduced the Committee Members and explained the reasons for the visit to the school; to hear views on the causes of the recent school unrests in the country and possible measures needed to curb future recurrence. He asked the stakeholders present to contribute without fear because they are protected by Parliamentary Powers and Privileges which protect witnesses appearing before a Committee of Parliament.

EVIDENCE

Jimmy Mwakesi, Teacher;

- Strengthening Guidance and Counseling in schools and be done by professionals so they can reach the students needs.
- KNEC – exams leakages made students and teachers lose confidence in it. Rumours have it that mocks were then used to grade students in the final exams (2007)!
- Understaffing – increase the number of teachers to establish more teacher-student contact.

Aflred Nimabi

- Exam leakages discourage students who work hard, causing friction which rose to unrest.
- Poor diet;
- Overload in curriculum and no time to play/exercise.
- Drugs especially miraa
- Indiscipline in students encouraged by parents who tend to overprotect their children; understaffing - no deputy head teacher for a long time, should be posted to deal with discipline among other things.
- Post election violence also had a bearing on student behavior. Low pay for teachers, demeaning especially to parents who are well placed in society and earning a lot – this lowers the teachers esteem in the eyes of the student.
Why do students burn school property? Are they normal at the time of their action? - Hon. Koech
- Enforce Guidance and Counselling and be on the lookout for the earliest possible signs, what caused them and if possible send the culprits for rehabilitation.

Emily Mwasama;

- Poor preparation by students causing anxiety; rehabilitate errant students and allow them back after sometime.

STUDENTS:

Rachel Mwangambe;

- Small punishments for serious offences and teachers overlooking some wrongs done by students will eventually explode.

Noreen Mwavuso;

- Exam leakages - discourage those who work hard leading to hopelessness.

- Government should act on this and prevent these leakages by possibly changing the leadership of KNEC and revert to the old system of exam administration.

Maryam;

- Admit qualified students to the school to maintain the quality of students.
- Selection of prefects – do not accord them special privileges, e.g., Different uniform etc.; this creates segregation among the students causing friction that may spark a riot.
- KNEC has lost credibility; recommendation:- overhaul the whole leadership and get new people to win back the confidence it has lost in the eyes of students, teachers and parents.

Joyce Wanjiru;

- Exam leakages – people bribing their way to exams papers and performing better than others causes anxiety in the students.
- Why can't all schools leak exams and pass the same way? Hopelessness that comes with exam leakages to those students who work hard and obtain grades they have worked for.
- Media should highlight everything that other schools are doing to avoid speculation.

Suabra;

- Hopelessness caused by exam leakages in other schools. How do we stop leakages? KNEC should come out and explain what is happening.

Omar;

Those who leak exams should be jailed to deter others.

WORKERS:

Peter Mwanyalo, Laboratory Technician;

- Dissatisfied by their terms of service – suggestion: government to hire and pay school workers to improve their terms.
- No workers union – bargaining power is therefore lost – have to contend with poor remuneration and terms. Poor conditions of service need to be improved because it affects their performance and relationship with students. This makes them susceptible to being bribed by students to allow them sneak in unauthorized items, e.g., drugs, alcohol
- Parents should take responsibility over their children.
- BOG's be empowered to expel errand students and workers alike.
- Workers should relate with students like parents.
- In-service courses be designed for school workers especially watchmen.

SPONSORS:

Rev. Sammy, Anglican Church of Kenya-ACK;

- Indiscipline is rampant amongst students.
- Drugs and alcohol are finding their way into schools.
- BOG's be empowered to employ chaplains for schools to nurture spiritual growth of the students.

The School Principal;

- Mass media – amplifying small issues out of proportion, e.g., the rumors about mocks.

- Recommendation: - KNEC should reassure the students that all is well instead of keeping quiet.
- 2nd term activities – students interact with others – getting ideas including misinformed ideas that cause chaos in schools.
- Ranking of schools should be abolished and revert to the old system of grading in exams, this exerts a lot of pressure on the school, teachers and all in trying to perform to be ranked well.
- Emphasizes on value added activities.
- Staff shortages be addressed urgently especially in boarding schools.

Mr. Zaidi Zule, PTA Chairman;

- Stress by the curriculum too much workload to the students.
- Solution – curriculum should be overhauled.
- Difference in recommended books for students becomes a burden to the parents.
- KNEC – students have lost confidence: recommendation: revert to the old syllabus and education system, and overhaul the entire KNEC administration.
- Examining of students be overhauled and harmonized.
- Indiscipline – parents have abdicated their responsibility to instill discipline in their children – let everyone participate in this.

Pastor Amunga, BOG

- Discipline of our children has been eroded there is need for the trend to be reversed.
- Facilities in many schools not the same - students hate staying in such schools
- Stress – students feel neglected and should be encouraged.
- Cap 586 – has left both parents and teachers perturbed – cannot touch the child; should be revisited and amended
- Reintroduce the cane
- Guidance and counseling in schools lacks proper personnel for the job – it is being done by regular teachers who are already overloaded with too much class work.
- Employ professional counselors to handle Guidance and Counseling in schools.

19. **PUBLIC HEARING AT VOI SECONDARY SCHOOL HALL ON TUESDAY, SEPTEMBER 02, 2008, AT 10.00 AM**

The chairman introduced members of the committee and secretariat to the meeting and briefed them on the reason they were there i.e. to hear views from stakeholders in education and recommendations on the way forward.

PRESENT:

Hon. David K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. David Mwaura Kiburi, MP	-	Member
Hon. Gitau Peter, MP	-	Member
Hon. Joseph Lekuton, MP	-	Member
Hon. Danson Mwazo, MP	-	Member
Hon. Alfred Odhiambo, MP	-	Member
Hon. John Dache Pesa, MP	-	Member
Hon. Isaac Ruto, MP	-	Member

APOLOGIES:

The Hon. Shakilla Adalla, MP	-	"
The Hon. Adan Keynan, MP	-	Member

NATIONAL ASSEMBLY-SECRETARIAT:

Ms C. Mwambua	-	Principal Clerk Assistant
Mr. P K. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Ms Jane Serem	-	Secretary
Mr. Johanna Macharia	-	Accountant
Mr. George Otieno	-	Serjeant-At-Arms
Mr. Daniel Munyao	-	Office Assistant

MINISTRY OF EDUCATION REPRESENTATIVES

Mr. Kariuki Muni	-	MOE HQs
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OPENING REMARKS:

The chairman introduced the Committee to the meeting and briefed them on the reason of the visit to Voi- to hear views from stakeholders in education on the students' unrests in Secondary Schools. He invited all stakeholders to the meeting and informed them of the Parliamentary Privileges that cover them as they air their views. He asked them to keep time and respect others views and opinions and also to speak freely.

EVIDENCE:

KNUT/KUPPET:

James Mwashamba, Secretary-Taita Taveta

- Taita Taveta was marginalized educationally and that Heads of Schools and even Education official in the district are all on acting capacity, which affects education in the area.

- BOG is irrelevant and should be handed over to PTA who are the managers of schools.
- Teachers need more training in school management. Prefects appointed by teachers and hated by students and should be elected by fellow students instead.
- Bad role modeling from teachers, parents and leaders. He suggested introduction of open barazas in schools
- Exams – allow students to tackle subjects they are capable of and also overhaul the curriculum.
- Lack of teachers – government should provide enough teachers
- Localization of leaders especially in education and should be discouraged – post people where vacancies exist.
- Post teachers anywhere as long as they are paid well, they will work.

Christine Kombo, Kuppet;

- Anxiety among students as a result of exams leakages. Students getting desperate especially when they know they cannot access exams. They do not want to work anymore and are trying to access exams by all means.
- Teachers authority undermined by students, parents and all – this leaves the teacher desperate
- Drug abuse and pornography – teachers not well endowed to deal with these issues.
- Lacks of parental care – parents no longer have time for their children – they are too busy looking for money.
- Centralized research be encouraged other than moving as though every place was burning – these problems should have been addressed earlier as they have been around for long.
- KNEC should be overhauled for allowing continued leakages
- Political interference be limited and schools left to professionals. Grading of schools be abolished because this encourages unorthodox means of obtaining grades so the schools can obtain a good mean score – don't compare schools with each other, rather let schools compete equitably on available opportunities.
- Too much pocket money to students by parents which encourages them to buy cheap drugs, eg. Kuper, kumi kumi etc.
- Enhance Guidance and Counseling and appoint professionals, not regular teachers who are already overburdened.
- Do away with tuition.

WORKERS:

Jackline Mwadime

- Mobile phones in schools encourage undue competition amongst students since they use them to leak exams, and peddle pornography – they should not be allowed.
- Parents giving too much money to their children and this cause friction and anxiety amongst students especially those from poor backgrounds.
- Recommendation: expel those found with mobile phones as a deterrent measure to the rest. How do we then assist the student: - rehabilitation centres be established for errant ones.

Joseph Mobughu, Voi Secondary;

- Lack of enough facilities in schools e.g. overcrowded dorms etc. caused by free education creates tension/anxiety in students and can stir a riot.
- Abolishing of the cane – should be reinstated.
- Exam leakages.
- Wrong role modeling from teachers, leaders and society; Parents too overprotective to their children.
- No time to rest as a result of too much teaching – students should be allowed time to play /rest.
- PTA, BOG prevailing on head teachers to admit more students especially with the introduction of free secondary education – thus overcrowding and overstretching available facilities.
- Low wages for workers even under harsh conditions –without proper training but are looked down upon by the management, students and even parents. Wages should be reviewed upwards.
- Abolish mobile phones and establish “*simu ya jamii*” for students to make emergency calls.
- How old should school watchmen be in order to be able to provide enough security to the school? They should be at least 35 years and not more than 50 years. They should also be vetted before they are hired.

STUDENTS:

Japhet Mwathi, Form 3-Voi Secondary;

- Learning institutions are unable to provide opportunities for students to further their education e.g. loans for higher education are not given fairly. Those who feel they cannot attain those high grades will want to spoil for others by causing riots.
- Education is too grades-oriented; alternatives be sought depending on students’ talents and loans be made accessible to all. The cake should be shared equally!
- Overreaction by Ministry of Education e.g. banning tuition in a hurry other than investigating the issue first. This discourages students from poor families while those from rich families continue with tuition because their parents can afford it. This widens the gap between the rich and poor in society.

Janet Wabugha, Form 2-Moi Kasighau;

- Parental neglect – parents have left children on their own without guidance, parents should show concern over their children. Buying the necessary items and paying fees for them is not enough.
- They burn schools to jumpstart the minds of the parents to pay attention to the needs of their growing children.

Daniel Kisina, Form 2-Moi Kasighau;

- Parents assume their children are grown up once they join secondary school.
- Students from rich families bring bad habits to school e.g. they’ll defy teachers – all students be treated equally.
- Teachers harass students instead of counseling them.
- Parents should not give too much pocket money to their children.

Janet, Voi Secondary;

- Poor communication between students and teachers e.g. students from upcountry and those from towns do not get equal treatment from teachers, this creates tension.
- Solution: open barazas with students to air their views.
- Teachers missing lessons, yet there is so much to be covered in the syllabus, this creates friction /tension and anxiety in students.

Saumu Hassan, Bura Girls;

- Non-involvement of students in policy formulation e.g. School rules makes them feel left out.
- Peer pressure - being pressurized by other schools to stir riots et.c., because they have rioted.
- Lack of co-operation from prefects leading to poor relations with teachers.
- Idleness leads to mischief e.g. drugs. Students should make maximum use of the time they have in school.
- Punishment should be deterrent and commensurate with the offences committed, not too heavy for minor offences etc.

Judith Giriambu – Bura Girls – F4

- Regular meetings with students particularly with reformed drug addicts can set an example to the students.
- Mobile phones - students should be told why mobile phones are not allowed in school – open *barazas* with students to air their views will create good rapport with teachers.
- Parents should support schools and teachers.
- Exam leakages discourage students from working hard and should be discouraged/eradicated..
- A sense of belonging should be inculcated in the students through regular talks – this will discourage burning of schools and students property.
- Encourage peer counseling groups to advise the students on the dangers of deviant behaviour especially the drug menace.

TEACHERS:

James Ngugi, Voi Secondary school;

- Lack of continuous research on the goings on in schools et
- District research offices be established.
- Poor management of schools by heads and being promoted instead of being fired – corruption in the way things are handled – causes discontent among teachers and students.
- Transfers of errant student's be discouraged.
- Regulate training of school managers – university course should include school management.
- After studying, what next? Hopelessness and de-motivating to students for they do not see why they should work hard and go nowhere.
- Curriculum too grade oriented teachers will use all means possible to attain the grades that will give their school a high mean grade.
- Pressure from all and sundry for good results e.g. from Ministry of education, teachers, principals, students etc. *Solution:* Pressure should be put where it is applicable/fits.

Ms Rita Metto;

- University intake makes students pressurized to attain the high-grade admissible to university. The grades be admitted equally.
- Community should assist in molding students other than leaving everything to the teachers.
- Children's rights not known by children at the grassroots or parents or even teachers themselves, how does it apply to the discipline of students?
- Focus has been on the girl child more than the boy child – who is at the risk of being forgotten.

Mwachofi Mwachache;

- Principals, being discouraged by parents taking them to courts, a better way be devised to address discipline in schools.
- Parents are forcing their children into schools they are not interested in, allow them to chose where they want to go.
- Curriculum too wide and stressful to the students and the teachers – abolish it and find a better one.
- Establish a code of conduct for parents also to match that of the teachers and pupils.
- Abolish primary boarding schools because they make parents strangers to their children – most of them are simply commercial, money minting machines that don't either help the child or the parent. Establish boarding schools from standard six onwards, if at all.
- What should be done to those who have burnt schools down?
- Age limit for attaining adulthood should be lowered to 16 years from 18 years. Let the law take its course because it is criminal to burn property – establish rehabilitation centers and send such people there then re-admit them back after they have reformed.

Mr. Chris Mugau, Moi High School-Kasighau;

- Review curriculum all the way from primary school to university.
- At standard 8, pupils should be able to express themselves not guess work.
- There should be exams at F2 say, paper 1 and then paper 2 be taught in forms 3 and 4 for final examination.

Jackson Mwaliko, Taita District

- The government should emphasize on exams as the only method of evaluation.
- Withdrawal of the cane without an alternative was wrong. There should be an alternative method of instilling discipline that makes the student learn from.
- Lack of enough teachers; maintaining a poor workforce in demoralized teachers; managing education politically other than professionally de-link education from politics.
- Distance between teachers, students workers and schools administrators leading to poor relations affects discipline and performance of a school.
- Unrealistic school rules e.g. that denies a parent permission to a parent to take their children out of the school for a good reason e.g. to hospital etc.
- Sometimes students are made to repeat classes, yet no improvement on performance thereafter.

TEACHERS:

- Poor attitudes – demoralizes students especially teachers who got the job as the only alternative and keep issuing threats to students making them repeat classes. Students – joining the crowd to be counted in the group not to be labeled a rebel/coward. Parents taking their children to school as a tradition, just because everyone is doing it. Bright students be allowed accelerated learning.

Secretary, KSSHA;

- Education development has been rapid and stretching facilities – riots are a reaction to this stretch.
- KESI be expanded to offer a Diploma in School Management
- Regular in-service/seminars; harmonization of teachers' remuneration; capacity of BOG's be built; education Act be reviewed.
- Various subjects' syllabi - need to be overhauled.
- The child's talent be explored and developed.
- Review staff strength to match the education development
- De-link universities from other institutions to give a chance to slow learners to find somewhere to go.
- Encourage vocational training; free primary /secondary education modalities be worked out and executed in a timely manner.
- Entrench them in the new Constitution and the Education Act.
- Principals and deputies be substantively appointed not deployed and paid an allowance for the responsibilities vested in them.
- Head teaches need a law that protects them from politicization.

SPONSORS:

Davis, ACK Taita Taveta Diocese;

- Strikes are common during second term because many school activities are lumped up into the second term – reduce activities of the school second term.
- KNEC has wronged Kenyans - it registers students too early in the year – they feel thereafter they are now free to do anything. Proposal: registration be done in August other than March of every year.
- Ministry of Education – empowerment of BOG's - they can only recommend expulsion of a student but the ministry can reverse the decision. BOGs should be empowered to expel errand students other than just recommending to the Ministry.
- Sponsors have been neglected or ignored – not consulted in matters pertaining to schools they sponsor – they have just become figure heads.
- The sponsor should then be allowed to make a comeback to the lives of the students through spiritual and moral counseling and guidance.

Father Henry Mzumi, St. Mary's High School;

- Students share multi religious groups which put the position of the sponsor at the crossroads – this way God is being divorced from schools. A forum should be availed where these issues could be share and the way forward established. This calls for the position of the chaplain in schools.

BOG/PTA:

Nichols Dulu, PTA Voi secondary;

- Biased selecting of students in Provincial, National and District schools. This should be decentralized and standardized – all schools should select students at the same time, from all over the country.
- Lack of co-operation between principals, deputies and teachers; too much pressure on the students to perform; exam leakages – set exams outside the borders.
- Abolish ranking of schools and treat all school the same way.

Ms Irene Mwaita

- Prize giving days – only mothers attend where are the fathers? Drunkenness has escalated to an extent that fathers neglect their children; there is need for rehabilitation boys are drinking because heir fathers do so and do not care about their sons.
- The child is crying out for attention from parents who seem to have neglected him; God should save the parents from hell and the child from the parents! Togetherness of the family unit is lacking and there is need to restore it.

Boniface Mwandoto, BOG Voi;

- Culture of lie from leaders – making inflammatory statements that are not factual; the culture of lying – living with doctored results all the time from education on to politics; CDF money not being accounted for – students do not believe us.
- With wrong information we make wrong conclusions – there is need for correct information to make the right decisions; PTAS be empowered to run schools by appointing managers to run boarding facilities in our schools. We should wake up and call a **spade a spade** and learn to do the right thing in the best way possible.
- The best way to go is the Parliamentary Committee way – Kenyans is therefore encouraged to come and give the committee their best solutions on the way forward.

Ms Victoria, BOG-Voi Sec.;

- Parenting - a skill that can be developed; curriculum for parents on how, where, when to counsel and to discipline at all times- it has been assumed that they know.

LOCAL LEADERS:

Nahashon Mshila, Secretary- KUDHEIHA

- BOG employees have been forgotten though they are with the students all the time and understand them more; pay them well for what they do; should they go on strike so that their lot is improved?
- Government has said it will take over the workers salaries but to date it has not happened. Tuition overloading the students and they need to rest – they go on strike in order to be sent home to rest.
- Do not reintroduce the cane because it has its own problem – an alternative be sought o rectify the child.

Richard Mwangeka, KNAP;

- Kenyans have wronged God and are now reaping the fruits; review the children's Act and reinstate the cane. Insurance for all institutions be

considered; curriculum has failed to address emerging issues e.g. industrialization, child rights ICT etc.

- In South Africa, only 6 subjects are taught in schools; Kenyan children do not even know their own history.
- Review teachers' remuneration.

Councillor Mwachalla, Voi;

- Curriculum – talent be developed right from the start; Ministry of Education (MOE) should include polytechnics; curriculum to train their teachers and students to rise to university level.
- Holistic education –CRE/IRE be mandatory in schools; discipline – affected by broken families; drugs abuse in colleges and universities , where graduates become teachers in our schools – the law should take its course.
- Rehabilitation of drug addicts; cheating in exams should be dealt with firmly and the culprits punished;
- Bullying and homosexuality in school should be investigated and culprits dealt with firmly.
- Heads of schools should keep confidential reports of their students to help maintain discipline especially to those students transferring to other schools.
- Bars and beer-brewing areas be licensed far away from schools and other institutions. *Recommendation*; those training to be teachers should be morally right – students ape teachers. This is the only way we can be sure that our children are in safe hands; we should work as a team to eradicate this menace from our midst.

Rachel Marisa, Public Health Officer – Voi;

- Keep teachers well and they will take care of our children.
- We should all preach against drug abuse in our schools – this will bear fruit.; stop too much talking and start implementation.

MINISTRY OF EDUCATION:

Education Official;

- Hardship areas – gazetted areas that do not cover all harsh areas where teachers should draw hardship allowances.
- Recommendation – MOE should seriously revisit the gazetted areas and include those areas that were initially left out.

Paul Muinde, Deputy District Education Officer – Taveta;

- Choosing subjects is categorized with emphasis on sciences other than the ability of the candidate. Leave the candidate to choose those subjects that they can handle.

PROVINCIAL ADMINISTRATION:

DC: Establish policing units in schools to cater for the security needs of the school. It should include the following as members: Head teacher – chair, Deputy Head teacher– Vice chair, Watchmen, BOG member, PTA Member. This committee should operate with co-operation of the local provincial administration to ensure security in the school. Establish school *kamukunji* with the students where they can air their views and get response from the teachers. Establish those that who are burning schools because they are criminals who should be prosecuted. Parents should be compelled to visit the schools where their children learn to acquaint themselves with what is going on. **End**

20. **PUBLIC HEARING AT WAA BOYS SECONDARY SCHOOL, KWALE DISTRICT,
ON WEDNESDAY, SEPTEMBER 03, 2008**

PRESENT:

Hon. David K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. David Mwaura Kiburi, MP	-	Member
Hon. Gitau Peter, MP	-	Member
Hon. Joseph Lekuton, MP	-	Member
Hon. Danson Mwazo, MP	-	Member
Hon. Alfred Odhiambo, MP	-	Member
Hon. John Dache Pesa, MP	-	Member
The Hon. Isaac Ruto, MP	-	Member

APOLOGIES:

The Hon. Shakilla Adalla, MP	-	Member
The Hon. Adan Keynan, MP	-	Member

NATIONAL ASSEMBLY-SECRETARIAT:

Ms C. Mwambua	-	Principal Clerk Assistant
Mr. P K. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Ms Jane Serem	-	Secretary
Mr. Johanna Macharia	-	Accountant
Mr. George Otieno	-	Serjeant-At-Arms
Mr. Daniel Munyao	-	Office Assistant

MINISTRY OF EDUCATION REPRESENTATIVES

Ms Consolata Mogaka	-	PDE Coast Province
Mr. Kariuki Muni	-	MOE HQs
Mr. Nyangweso	-	DEO Kwale District

CHAIRMAN'S REMARKS:-

He explained the Committee's role was to ensure matters of education are run well. The committee was there to inquire into reasons leading to riot/unrests that hit our schools in the country especially last term and the way forward. He reported that the Committee had visited other provinces and heard their views and proposals.

He urged those present to participate fully in the proceedings as governed by the parliamentary power and privileges act (Cap 6 Laws of Kenya) and to speak without fear and say what they thought should be done and who needs to improve. He asked them to respect others views and know that they are representing others in the country. He assured them that they were covered by Parliamentary Privileges and Powers- no one would victimize them for what they say in the Hearing.

EVIDENCE:

TEACHERS:

Mrs. Christine Mshamballa;

- Drugs – one student opened up to her that he felt like burning the school because he was on drugs – this needs to be investigated.
- Poverty was leading to poor facilities in schools.
- Communication – should be open to students, teachers, school administration and all leaders.
- Outings were destructive to students and should be controlled. This control will create friction from among the students.
- Frustration by overcrowded classrooms, dorms and facilities in general.

Vincent Okoth, Waa Boys;

- Cheating in exams – students feel they cannot pass without cheating. Parents are encouraging children to cheat in exams. They have abdicated their roles to guide their children.
- Curriculum – overhaul the education system and revert to the old one where students matured in school and behaved responsibly.
- Society has lost direction – our leaders do not lead by example. They try to quick-fix problems without investigating what the problem is. The boy child is endangered; we seem to be emulating vices instead of virtues.

STUDENTS:

Mwakahole Bakari, Form 3;

- Drug abuse – can be tackled right from home, should be tested on admission.
- Strengthen G & C in schools to let them know how adversely they affect the lives of users.
- Establish rehabilitation centers to help the users get rehabilitated, they should be established at district level possibly in the remote areas.

Josephat Malenje; Form 3;

- Peer pressure – to feel civilized; KSCE exams oriented/centered – there should be options and this encourages cheating in exams. There is need to interact with other students to learn from them.
- Poor teachers-student relationship – should come closer and share together. Some teachers are too harsh and should reach out to students.
- Mocks – an explanation be given to students now so that students do not believe that mocks are used to grade them in the final exams.
- Teacher/student interaction is important. A good teacher is the one who cares about a student's well being all round, who punishes when an offence is committed, insists on the student being smart in all ways.

Victor Omukoko; Form 4

- Peer pressure – being pressurized by others to do what they are doing; drugs make students delinquent, they should be tested on admission.
- Boarding schools are too restrictive, outings are necessary to relieve the pressure from within.
- Mocks – all provincial mocks are the same, rumour that without mocks one may never obtain a B grade, this demoralizes students.
- Suggestions: regularize mocks, make them of the same value, it helps a student gauge his/her performance in the final exam.

Anne Minoo, Waa Girls;

- Peer group influence; accumulation of exams, frequent CATs not enough time to study.
- Mocks – a waste of valuable time to prepare for exams.
- Hidden emotions – outburst as a result of lack of forum for expression; too much restriction.
- Unreasonable school rules – students be made to understand school rules;
- Unavailability of resources e.g. water.
- Proposal: MOE to ensure water is available in schools.

Miss Ahmed, Waa Girls;

- Understaffing in schools and poor diets in schools causes anxiety in students and can stir a riot.
- Lack of visiting days and midterm breaks.
- Mobile phones – should be prohibited in the school compound.
- Regular inspections should be done by teachers

WORKERS:

Timothy Ndunda, Lab Technician- Waa Boys;

- Mistreatment by school heads, embarrasses them in front of the student;
- Salaries are very little and should be improved (pay workers well so they take care of the students).
- Administration versus community relationship – school should relate well with the community around otherwise they can incite the students to riot so as to punish the school administration.
- Mocks- rumours that their results will be considered in the final exam; if this is not true, then it should be clarified to them.
- Recommendation: students should be guided and advised when they are seen doing wrong
- Government should come in and assist in the employment and payment of school workers.

Mr. Nala, Waa Girls;

- Curriculum was too overcrowded and students cannot cope.
- Suggested overhaul of the curriculum.

PARENTS:

Mohamed Mwakweli, PTA-Waa schools;

- Syllabus was too wide and students do exams before the syllabus is covered. Other teachers miss classes.
- Overcrowding in classrooms due to inadequate facilities causes tension among students.
- Media influence – programmes should be controlled/vetted.
- Children's rights versus traditional values – it should be reviewed; transfers of errand students by MOE officials should be minimized.
- Composition of BOGs, there is need for balance; leaders should learn to speak the truth and lead by example.
- KNEC should be overhauled; PTA composition, chairman should be of Form 4 level of education while the Chairman of BOG should be a graduate (possibly in education).

Karia Mbute, PTA- Waa Girls

- Poor relations between parents and teachers – they embarrass them before the students; parents do not believe their children are bad.
- Curriculum – syllabus be covered within a year not 6 months; a child should be made to know God.

Mr. Komora;

- Students being forced into schools they do not like will incite others to cause a riot.
- Good relations between teachers parents, BOG, PTA and school administration- should work together.
- If a student does not like the school, let them go home.

Munyambo Matama(BOG);

- Facilities in schools are inadequate in some schools;
- Teachers – are there better teachers in Starehe Boys than Waa Boys?
- Parents - some are too poor to afford secondary education.
- Students – high achieves versus slow learners – low morale and poor attitude towards school
- Suggested: Government to standardize schools; avoid grading of schools; freedom of speech, worship should be controlled.

Rodgers Mkumbo, Principal-Waa Boys;

- Students believe the KNEC will use mocks results to grade their final results.
- KNEC should establish ways of stopping the leakages;
- Suggested that mocks should be abolished all together; Business people out there selling exams papers should be apprehended and jailed.
- Parents wanting their children to go to schools of their choice they will burn the schools in order to be transferred.
- Suggestion: Take children to schools of their choice.

Recommendation:

- Establish communication system through which students can air their views e.g. school barazas
- Allow them to select their own prefects who are acceptable to them.
- Treat exam leakages as criminal and deal strongly with the culprits.

Ms. Mwaruwa – Waa Girls;

- The theory of mocks being used to grade their final exams based on ignorance; so is the theory about food which will cost the parent 2,500 per term instead of 10.600 they were paying currently.
- Students must be examined and tested if they have to perform – it is only through hard work that they will be able to pass.
- Communication should be emphasized in the school.

END

21. **PUBLIC HEARING AT THE STAR OF THE SEA SECONDARY SCHOOL HALL,
MOMBASA TOWN, ON THURSDAY, SEPTEMBER 04, 2008 AT 10.00 AM**

PRESENT:

Hon. David K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. David Mwaura Kiburi, MP	-	Member
Hon. Gitau Peter, MP	-	Member
Hon. Joseph Lekuton, MP	-	Member
Hon. Danson Mwazo, MP	-	Member
Hon. Alfred Odhiambo, MP	-	Member
Hon. John Dache Pesa, MP	-	Member
The Hon. Isaac Ruto, MP	-	Member

APOLOGIES:

The Hon. Shakilla Adalla, MP	-	Member
The Hon. Adan Keynan, MP	-	Member

NATIONAL ASSEMBLY-SECRETARIAT:

Ms C. Mwambua	-	Principal Clerk Assistant
Mr. P K. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Ms Jane Serem	-	Secretary
Mr. Johanna Macharia	-	Accountant
Mr. George Otieno	-	Serjeant-At-Arms
Mr. Daniel Munyao	-	Office Assistant

MINISTRY OF EDUCATION REPRESENTATIVES

Ms Consolata Mogaka	-	PDE Coast Province
Mr. Kariuki Muni	-	MOE HQs

CHAIRMAN'S REMARKS:-

The Committee was there to inquire into reasons leading to riot/unrests that hit our schools in the country especially last term and the way forward. He assured those present that the Committee would go into the depths of all former commissions and their recommendations to come up with a complete document that will see the light of day. He urged participants to be candid on the cause of strikes and proposals on the way forward. He said that the success of the Committee largely depended on what the stakeholders would say to the Committee regarding the issue under inquiry.

EVIDENCE:

Secretary, KNUT-Coast Branch;

- KNEC – rampant leakages in exams that have gone unchecked; bad polices – Education Act is silent on what the BOG should do to errant students, it encourages defiant behavior.
- BOG must be empowered to expel students- but to where?
- Media influence was bad leadership models.

- Admission into schools that students have not chosen, they should be allowed to join schools of their choice.
- Parents and politicians - out to criticize anything and everything on earth – students copy what they see and hear.
- MOE – transfers of principals - students like this and it creates anxiety in the students.

Recommendations: - the cane should be restored to instill discipline; KNEC should be overhauled because its credibility has been eroded. (Especially the distribution of exam papers, their roles be explicitly defined). Bring in new players whom the public will have faith in. Education Act should be reviewed now, give room for new players and empower BOGs to expel students when there is need to do so. Guidance and counseling units in schools are inadequate – professionals should be employed.

SCHOOL WORKERS:

Tom Rose, Lab Technician;

- Students have no sense of value for property and that is why they are in a hurry to burn dorms.
- Exam leakages discourages hard working students; GSU should be used to guard exam papers
- Parents are not taking good care of their children by covering up for them when they do wrong, they should counsel them right from home.
- Exam setters/moderators come from national schools and they tell their students what to revise
- Are mocks related to final examinations?

Juma Omar, School Nurse;

- **Mock strike** – students afraid of exams because failing in them means failing in the final exam.
- Overburdened with work and poorly paid.; pay workers well and they will do their work well, the school administration will have an easy time because they will be fewer problems to think about.
- He wondered how mocks are related to the final exams and if one fails in mock and passes highly in the final exam will be thought to have cheated.

Chombo, Hamisi Secodnary School;

- He reported that officers from KNEC had gone to the school to check the mock results in the school. On this the Principal, Hamisi secondary said when this happened, a rumour went round that they were looking for mock exams to use them to grade candidates in the final exams. However, this can/has not been proved.

STUDENTS:

Hammerton Kahlume, Form 4

- Fears of mocks – mock exams are very hard.
- Teachers do not cover syllabus in time, students panic
- Curriculum is too wide.
- Lack of transparency between students and the school administration.
- Misconception that mocks were used to grade final exams.
- KNEC should clarify this; are there qualified computer operators at KNEC

- Solidarity among students.
- Media influence.
- Poor role modelling - from leaders, which direction do we go?

Suggestions: Leaders should clarify the issue of mocks; Syllabus to be covered in time or else we press for tuition; Ban use of mobile phones in schools and let students have a common ground; Leaders should lead towards the right direction, identify the bad elements from among students and open rehabilitation centers.

Student , Ribe High School;

- Teachers-student relationship and lack of communication breeds anxiety in students
- Undisciplined students tend to employ mob psychology in handling issues
- Taking too long to address students' grievances.

Suggestions:-

- *organize open fora for students to air their views freely.*
- *ministry intensify guidance and counseling in schools*
- *teachers should not be too rigid to students that they become unapproachable*
- *unreasonable rules should be avoided – they cause friction, anxiety in students and may cause a riot.*

Corazone Khatete, Mama Ngina Girls;

- Free secondary education cause congestion in schools because it was not commensurate with the school facilities
- Long terms versus short holidays – students have no time to rest, programmes are too many and squeezed.

Suggestions:-

- should create good rapport between students/teachers/PTA/BOG and school administration
- PTA representatives interact with students at least once a term.
- Encourage dialogue in schools
- Remove barriers between students and teachers
- Let there be fair distribution of students to avoid congestion in schools and overstretched facilities

Bakari Kumbuka, Hamisi Secondary School;

- Encourage public barazas with students to air their views

Njina Mkalla, Coast Girls;

- She gave the following as her reasons for strikes:-
- Curriculum was too wide for coverage by students
- Pressure from all quarters to pass highly in exams
- Poor communication between students and teachers and parents
- Poor communication between government and school. Congestion in schools
- Some students taking drugs especially bhang
- Poor parenting – taking kids to boarding schools at an early age – leaves parenting to teachers.

Suggestions: - Boarding schools be phased out especially those with a history of riots and burnings; punish culprits severely; government takes too long to address school problems

OSCAR;

- Coverage of syllabus not adequate
- Bad attitudes by teachers towards students – should motivate students to love your subject.
- Unrealistic school rules – give punishments that are realistic.
- KNEC – leakages discourage students , let a solution be sought to stop these leakages.
- Rehabilitate errant students

Fredrick Katana, Form 1;

- He gave the following as his views:-
- Lack of enough boarding facilities in schools – congestions in dorms, classrooms etc.
- Drug abuse – influence others to go on strike while under the influence of drugs.
- Lack of communication between students , teachers and parents – this makes students suffer
- Peer pressure

SUGGESTION: Should provide enough facilities in schools e.g. students do not like sharing beds; it is good to share but not beds in school; peer pressure should be addressed.

TEACHERS:

Mr. Safari, Ribe Boys;

- Poor policies from ministry of education, e.g. Curriculum changes every now and then -overcrowded curriculum and also outdated, should be specialized to cater for the current child. It should also be geared towards vision 2030 the current one stresses the student.
- Teachers should be motivated with higher pay.

Gilbert Odhiambo;

- Education has lost meaning and what we are seeing are just symptoms.
- Hopelessness – education for what – stresses the student instead of moulding him to become a complete human being. Lack of avenues to release stress.
- Lack of good role models – no value in society anymore, students lack sense of direction.

Juma – Coast Girls

- Poor parenting e.g. drunkenness in parents makes students not see what is wrong with it.
- Parents being too overprotective to their children when they do wrong instead of directing them.
- School rules are made without student participation, they see them as oppressive and some find it hard to follow the rules.

Suggestions:-Involve students in formulation of school rules so they own them.
Parents should participate in the discipline and guidance of their children
– should be supportive of school efforts on this issue.

Mr. Ojwang

- Too exam oriented curriculum with emphasis shifting towards sciences – poor priorities in education policies
- Corporal punishment an important toll that should be reintroduced in instilling discipline in students
- Review of the Children's Act.
- KNEC has lost credibility
Suggestions:- To parents and students, KNEC credibility should be restored and demystified so that its role is understood.
- Lack of democratize space in schools.
- Past task forces recommendations and those of this committee be implemented to give people hope.
- Reclaim our lost social values.

Ms Emma Mwahima;

- Strengthen G & C in schools with professionals who are not class room teaches who are already overloaded.
- Indiscipline – poor administration in schools, and poor guidance at home.
- Include physiotherapists in schools to deal with mental capacities of students.

Mr. Mwaruka

- Students who burn schools are criminals and should be prosecuted and parents of the students to rebuild the burnt buildings.
- Government has the money , why not expand schools to accommodate all students and avoid congestion and pay teaches and workers well.
- The head teacher is left alone – where are the parents, the DEOs
- Implementation of the free secondary school education is not timely, we are not ready.
- Children's Rights – gives students too much freedom to the student. Are we ready to leave the schools to the students?
- No capacity for Guidance & Counselling teachers are already overstretched. Lets move fast to catch up with recent developments.

Mr. Masha - Ribe Boys

- Disbursement of freed education funds slow.
- Too many pronouncements that have not been dealt with so it has become routine for students to be suspended and re-admitted.
- Lack of parental love taking children to boarding schools where teachers are also democratized.
- Lack of proper role models in parents.
Suggestions: - Political pronouncements should be guided not carelessly made. All public primary schools should be made day schools. Each case be taken on its own merit. Universities should admit teachers on study leave.

Principal, Hamisi Sec School;

- Adopt the Koech report and implement its recommendations.
- People are using all means to pass exams and encouraging cheating.

- Disciplinary cases be handled by provincial and district levels especially the PDE office. BOGs should be empowered to deal with indiscipline case in schools and not the director of education or the courts. He suggested the establishment of rehabilitation centers for errant students and those who commit offences.

SPONSORS:

PTA, Allidina Visram High School;

- Reported that religious leaders are not given a chance to address the students, therefore students lack moral upbringing.
- The government has neglected respect for churches e.g. pornography is not checked in society and our youth in schools, what they see and hear in public places is not palatable even to grown ups.
- Suggested that teachers must teach as a calling not for pay, adding that some do not care whether students pass or fail and this affects students negatively. Said the government should censure what the public view on TV especially in matatus in Nairobi and other cities.
- Chaplains in schools should be strengthened and this will help in the moral upbringing of the student.

PARENTS (PTA)

Mohamed Mwachuo – PTA Ribe School

- Exam leakages especially packaging and distribution
- Distribution be contracted through competitive bidding
- Curriculum – parents to be represented in KIE, QASO and KESI
- Promotion of teaches – the criteria made should be known to all parents by including them.
- Discipline of students – BOGs be empowered to expel errant students but to where?
- Establish rehabilitation centers for errant students

PTA Primary

- Parents and their children are being victimized after giving views in an AGM and this can cause anxiety and could stir a riot.
- Mismanagement of school funds by head teachers who are left unscathed, what should be done to such school administrators?
- High handedness of school heads. Wondered if the children are getting a good education. Are the parents getting value for their money?
- Procedures in schools should be formalized
- The ministry of education should function in accordance with the law – elections of school management committees should be held every year and elect credible people elected.

Recommendations: - Create good rapport between the head teachers and parents for the benefit of the children. The right procedure should be followed in electing school management committees. The ministry should create room for dialogue between parents and teachers.

Juma Sudi, Matuga, Kwale;

- Repent and turn to God or else the solutions to our problems will not be found
- Solution – change of guard among the school management
- Strengthen chaplaincy in schools to develop moral values

- Openness in management of school affairs.

Japhet Chuku – Coast Girls

- The notion in parents that education is completely free and not accepting their responsibility over provision of school facilities and this has led to mistrust between parents and school management.
- Lack of respect for teachers by students due to the way parents perceive them.
- Overstaying of PTAs in schools for a long time, regular turnover is necessary.
- PTA membership should have their children in the school but BOGs do not necessarily have to be parents in the school as they represent other special interest groups and that the Education Act is clear on this.

Recommendation: - BOG members should serve for a maximum of 2 terms of 3 years each.

PTA, Star of the Sea Sec School;

- The current education system contributes to unrest in schools due to overloaded curriculum such that the child is only tested at Form 4. This is encouraging parents to export students to Uganda.

Recommendation: - Review the education system and reinstate the old system.

BOG;

Wilfred Mariko – Coast Girls

- Lack of parental guidance and poor role modeling from leaders
- Transfers of students be discouraged – rehabilitate them instead
- Poor school administration
- Lack of support from the ministry officials - the godfather syndrome is killing our schools

Recommendation: - Government should take over employment of school workers and pay them well. Train parents and teachers to work together towards child development

NGO Representative:

- They are championing campaign for the child and women affairs/rights.
- 8:4:4 system of education is too overloaded for the child
- Children's rights need proper interpretation
- Corporal punishment should not be encouraged.

Cosmas Maina, Anti-drug campaign;

- The Organization had established that there are 24,000 drug addicts in coast province and 10% of those are out of school
- The aim of his organization is to ensure drug-free in schools
- Perimeter walls should be constructed round schools
- Poorly paid staff and demotivated teachers are potential drug traffickers
- Give lectures and rehabilitation centers for youth
- Dialogue between teachers and students and administration be encouraged
- Stakeholders be involved in security meetings
- Suggestion boxes in schools
- Regular open barazas with students
- Stakeholders be involved in management meetings with parents

END - 3.30 p.m

22. **PUBLIC HEARING AT UPPER HILL SECONDARY SCHOOL, NAIROBI TUESDAY, SEPTEMBER 09, 2008 AT 10. 45 AM**

PRESENT:

Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. David Mwaura Kiburi, MP	-	Member
Hon. Alfred Odhiambo, MP	-	Member
Hon. John Dache Pesa, MP	-	Member

IN ATTENDANCE:

NATIONAL ASSEMBLY SECRETARIAT

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. Paul K. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Ms Jane Serem	-	Secretary
Mr. Joseph Kimani	-	Secretary
Mr. Johanna Macharia	-	Accountant
Mr. George Otieno	-	Serjeant-at-Arms

The Education Secretary, Prof. George Godia; the PDE Nairobi Province, Boniface Gitau, and the City Director of Education were also in attendance.

EVIDENCE:

Hon. Muturi called the meeting to order at 12.00 after a tour of the burnt dormitory which has already been rebuilt. The School Principal, Mr. Muhia, informed the Committee that all the boys came out through the windows during the inferno since they were well ventilated to allow passage. The only unfortunate student was the deputy head prefect who choked and died in the fire while attempting to rescue his colleagues (May God rest his soul in peace).

PDE: He regretted what had happened in the school that led to the demise of a student. The matter was still under police investigation and hoped that the Committee would recommend alternative way of managing education in the country.

Prof. Godia;

He observed that the Committee was concerned about education and the curriculum in the country. It had gone round the country hearing other people's views and now was at Upper Hill to hear the student's views on the way forward in education in Kenya.

Hon. Muturi Mwangi;

He introduced members of the Committee present. He welcomed the stakeholders to the Hearing and proceeded to gather evidence. He first invited the Hon. John Pesa to advise the students.

Hon. Pesa

He observed that Upper Hill is a school Kenyans have known for a long time and that what happened was unfortunate. The Committee were former principals and they understand students problems. He requested them to reflect on what happened as a beacon of hope for tomorrow, open up and speak out, support what the

parents/teachers are doing for them and strive for the best looking forward to a better life after school.

He urged them to remember they came to the school individually and will go home as an individual, therefore avoid peer pressure at all costs because what you become tomorrow would be determined by what you do with the short time while in school.

Hon. Muturi;

He requested all to observe a moment of silence in honour of Master Abdi who lost his dear life in the unfortunate dormitory fire. Then Principal, PTA, BOG and Parents were requested to leave the hall to allow students to air their views.

STUDENTS:

The following issues emerged:

- The student observed that students should be allowed to choose day or boarding schools to attend for form 1.
- Parents should talk to their children
- Media was accused of blowing issues out of proportion
- Unaddressed issues were creating tension; students were being sent home for crimes not committed by them
- Unresolved issues – ignoring slow learners by teachers
- Lack of communication channels for students
- Students themselves also neglect their fellow students.
- Exam leakage was creating tension/anxiety as well as selection of prefect.
- Congestion in the dorms and classroom - enrolment was not matching available facilities
- Computers donated to the school were not being used and wondered why.
- They were being treated with suspicion - looked at as terrorists (some of them)
- There should be clear cut rules/roles on how leadership is carried out.
- Mattress were being changed arbitrarily and no communication on why this was being done.
- Punishment - corporal punishment was still administered and some not commensurate with the offences committed.

TEACHERS:

Teachers' observations:-

- There was disparity in grades of teachers, promotion
- There is not proper accountability of examination by KNEC, this is demeaning teachers
- The post of senior chief principal should be abolished as it is not provided for in the Education Act.
- More teacher should reside in boarding schools
- Poor communication of issues
- Decision in schools were being made by one or two people
- Appointment of principals should be competitively done, and people be interviewed by professional bodies e.g. Pricewaterhouse Coopers and vice versa.
- Principals and senior teachers be appointed not deployed.

Recommendations: Relocation of the school to a better site where facilities can be accommodated. Media -students consuming too much from media especially the internet, DVDs- there is need for regulation of the media.

Hon. Muturi: Asked teachers not to lose hope since all is not lost. The school has produced many principals and wished them luck.

PTA/BOGS:

Mr. Dan Owago Okeyo; PTA Chairman;

- Communication breakdown in schools. Parents/children had been blamed but the school administration does not take any action. It frustrates parents and students alike. This was causing frustration e.g. school slapping too high bills on parents.
- Continuous admissions from Ministry of Education officials with overstretched facilities were causing grudges and frustration.
- There is need for transparency – there was too much secrecy in the school and Principal was acting alone.
- Devise mechanisms of follow-up on problems facing schools by the ministry
- Parents want to be involved in decision making and not being used as rubberstamps.
- High handedness of school administration.
- Decisions are not communicated to students and parents on time
- School menu needs to be improved.
- Entertainments – removal should be explained to students and not done arbitrarily.
- Previous recommendations should be implemented.
- Poor parent guidance - mother sitting with child to frustrate the father.
- School programmes should be implemented or non-implementation should be explained.
- There should be teamwork; implementation of policies; streamline delegation of duties; open door policy between school administration and parents.
- More members of PTA should be added in the BOG.
- Accountability and transparency in school accounting.
- High handedness by prefects creates friction - all students should be treated equally e.g. prefects are served by Form 1 students and this creates fear and anxiety leading to friction.
- Ministry of public works had made recommendations which have been ignored by school administration e.g. safety precaution and cateress, Janitor should be employed but nothing has happened so far.
- Parents agreed during AGM that quality of food be improved and they also agreed to pay more but nothing has happened.
- Teachers are overstaying in schools. They should not exceed 8 years.
- Principal/Deputy should not come from one zone; this encourages tribalism and nepotism and should be discouraged.
- Matrons and cateresses be employed by the Ministry of education and posted to all schools countrywide since some schools may afford to pay them
- Strengthen guidance and counseling in schools.
- What should be done to errant students –take them to approved schools for rehabilitation.
- Ministry should consider reintroduction of the cane to instill some sense of discipline in the students.

- Ministry should desist from imposing errant students on schools for admissions. The BOG should be empowered to expel the student once and for all.

WORKERS:

Joseph Makhoha, Lab Technician;

- No freedom to deal with indiscipline students (they don't respect the workers)
- Parents have relaxed their roles
- Reintroduce the cane
- Ministry should employ workers and pay them well instead of leaving the burden to parents

Ojiri Otieno, – Lab Technician

- Workers know students better than teachers or anyone else
- Students have no respect for workers
- Workers sidelined by administration and are stagnating in one job group for too long until their respect has been eroded.
- Review workers salaries to motivate them
- Institutions be insured

Ms Margaret Ong'ayo, Cleaner;

- Students used to be good but have changed with time, they want to snatch her wares from her even wanted to break her *simu ya jamii*
- Canteen was withdrawn and that is when they changed, should be reintroduced
- Improve our lot – we have suffered too long
- Students seem to have been influenced by some kind of drug. They normally call to complain about their lost books that need replacement etc.

Martha, Cleaner;

- Parents seem to have given too much money to their children, they are used to having money and so became careless and too dominating and wasteful of school food etc.

The School Principal;

- There are problems in the school at which students would want to hit back at
- There were unnecessary demands from students that are not easy to meet while others can be done, but students want all of them done e.g. DSTV, canteen
- Reintroduce day school – boarding facilities were too over-stretched - 46 streams per class
- Parents are against DSTV and this was causing friction
- There was indiscipline right from the homes to school
- Canteen was being run by an outsider and it caused bad blood in the school – the BOG and PTA decided to have it re-located from the school
- Communication problem – people will work together if they communicate
- Requested for understanding between the school and the students and to be friendly, understanding that times are changing and we must change with the times.

(The principal was asked to compile a report and hand it to the Committee secretariat)

Later in the afternoon, the Committee proceeded to LENANA SCHOOL for a Hearing.

23. PUBLIC HEARING AT LENANA SCHOOL HALL, NAIROBI, ON TUESDAY, SEPTEMBER 9, 2008 AT 5.17 PM

OPENING REMARKS:

Hon. Muturi, Vice Chairman:

- Informed the meeting of their freedom of expression under parliamentary privileges and that they should therefore speak without fear of intimidation whatsoever. He requested respect for others' views and take responsibility over their views and that they could also express themselves in camera in case one felt uncomfortable in public.
- Informed them that the Committee had been out in the provinces inquiring over the recent unrests in our schools especially last term and any suggestions on the way forward as directed by the speaker from the Chair on July 22, 2008.
- Presentations could also be made by sending memoranda on e-mail as provided by the secretariat.

STUDENTS:

Student 1;

- Too much attention to the girl child sidelining the boy child and this had caused friction and anxiety in boys e.g. they could get good schools, admission to universities etc.
- Education system was too exam /grade oriented and caused too much stress on the student.
- Stress – there are too many subjects and pressure to pass exams, they are given too many exams and not given enough time to catch up.
- Subjects that may be irrelevant to one's life are being emphasized
Recommendation: Exam subjects be reduced and students take what is relevant to their future careers.

Peter;

- The 8:4:4 is not the system that will take students where they will want to be. If one is not gifted in maths and sciences, then he is doomed. This has caused hopelessness in students and education has lost meaning – one only survives by God's grace
Recommendation: Revert to the old system
- Demanding, students cram 8 subjects in order to pass.
- Poor management in schools whereby students are accused of all manner of crimes and harsh punishments for minor offences.
- Ministry of education was lacking priorities, banning of DVDs, and mobile phones will not help.
- Change the education system once and for all.
- Allow communication in schools between teachers and students; allow students time out and relaxation in order to concentrate in their studies, relax school to stop being the prison it has become.
- Practical computer skills should be compulsory for all students, allow this at F1 and F2 then make it optional in F3
- Congratulated the government for allocating money for CDF projects.

STUDENT 3

- Post election violence was a great cause of unrest in schools – the youth participated and were incited by adults including politicians and this acted as a bad role model to students as a way of expressing their anger on promises unfulfilled by the schools.
- Poor guidance and counselling in schools.
- Harsh punishments for minor offences
- Withdrawing of the entertainment is not the solution – students need mind openers that come with modern modes of communication

STUDENT4

- poor relationship between students and teachers; they lament to students how lowly they are paid and demoralized, this impacts negatively on student performance and frustrates parents' expectations causing stress in the student.
- Pressure from parents to perform in an environment where teachers are demoralized.

Recommendation: Pay teachers well in order to motivate them to work harder. This will in turn motivate students to also work hard and will also reduce stress that will make them want to go home.

Hon. Odhiambo: Observed that students in Lenana are special because they are bright and were in the school on merit and urged them to work to the utmost. Mistakes are made by adults sometimes but the youth have a choice between virtues and vices. A good child should therefore copy virtues not vices. He urged them to try to emulate a good role model and ignore the bad ones. Urged for introduction of communication channels with their leaders - prefects, teachers, principals, etc and all will be well with them.

TEACHERS:

Mr. Muasya;

- There was a lot of work in a national school such as Lenana - on average a teacher works 25 hrs a day as opposed to teachers in days schools and other boarding schools, they tend to get tired. He wondered what do they take home;
- Uncared for by the employer, who overlooks them pressurizes them to perform but underpays them.
- Suggested that teachers in national schools should be paid incentives to motivate and at least reward them for their hard work.
- Teachers are human and they get tired, so do the students and obviously they look for alternatives routes to ventilate. For students, strikes may occur, for teachers, demonstrations and sit-ins may result.
- *Recommendation: Look after the teachers welfare. Pay them appropriately and they will see the fruits of their labour at the end of the day. This will motivate them to work harder.*

TEACHER;

- The education system should be restructured so that there is a departure at every level
- Create more room at middle level colleges to absorb those who do not make it to university, this will reduce the high rates of unemployment.

- Education is a lifelong process from the womb to the tomb, our system does not account for students who do not pass highly in exams, room should be created for them.
- Ministry of education's failure to recognize certificates and teachers experience
- Let professionals handle and manage education, depoliticize it completely
- De-board schools and make all of them day schools – but what will happen to those students from disadvantaged areas?
- Create a few centers of excellence and make all the others day schools, this will make education cost-effective.
- Communication between teachers and students should be encouraged.

TEACHER;

- Strengthen guidance and counseling ins schools to make a job for professionals and not classroom teachers who are already overburdened
- Boarding schools be given a new face i.e. improving facilities.
- Curriculum content too overloaded - review is necessary to reduce the content.
- Overworked, overtaxed and underpaid teachers, this erodes the morale of a teacher and should have left the profession yesterday.
- Everything revolves around the teachers' pay, improve it and teachers will give their best.
- Exam cheating has demoralized students and made them feel hopeless
- Mocks in Lenana were also leaked and the students were not happy with this – everyone was pretending to act business as usual and it annoyed the students, they did not see why they should sit the mocks anyway.
- Recommended change/overhaul of the KNEC and get new people to handle exams

PRINCIPAL – Mr. Peter Warui

- Communication – students speak in sheng and say they do not want to be in boarding schools especially the children from rich families who have no respect for the teachers.
- Some of the children (about 10%) are causing problems because they were forced into boarding schools which make them feel degraded
- *Suggestion:* Boarding schools should be empowered to expel/exclude them from the schools so that the others who are comfortable in school can learn. Overhaul the education system and amend the Education Act to empower BOGs to exclude the students to where they want to go – to day schools

Chaplain

- Poor parenting - forcing children into boarding schools because parents do not want the children at home.
- Strengthen chaplaincy in schools to address the spiritual aspect of the children's growth – this area has completely been overlooked.
- Ministry should vote money to strengthen chaplaincy in schools to give attention to the faith aspect of a child's life.

SCHOOL WORKERS;

- Ministry of education should take over school workers and pay them well, this will motivate them. They little salary does not arrive on time, this should be addressed.

- Drug abuse - drugs filtering in from nearby slums which surround the school compound
- Lack of a union to assist them in collective bargaining on their salaries.
- The school compound is too expansive and unfenced – students disappear and re-appear with drugs (bhang, alcohol etc) which they access from the slums.
- *Suggestion:* School should involve security agents to police around the schools, close down bars/businesses which are near the school. No strict rules to discipline the students. Reinstate the cane and review the children's Act. The cane be restored but with caution and limit suggestions that do very little to change the child

Worker;

- Indiscipline is rampant, they do not observe rules/regulations, they behave like they are kings of the jungle
- Low pay of the school workers should be improved.
- Fence the school compound and weed out possible grabbers/the public passing through the compound.
- Overworked by the curriculum the students find poor diet in the kitchen where the cooks are also demoralized by the low pay
- *Solution:* Improve the school diet and pay workers well. Improve also on communication and dialogue. Pay workers a minimum of Ksh11, 000/-. Satanism, homosexuality among students should be investigated and stopped. Students look down upon workers because they are poor, they destroy school property which in event contribute to low salaries for workers since all of it is spent on repairs and replacement of broken items
- *Suggestion* School workers should be vetted before they are hired; Security personnel be employed by the school

- END - : 2005 hrs

24. PUBLIC HEARING AT COUNTY HALL, PARLIAMENT BUILDINGS, ON
WEDNESDAY, SEPTEMBER 10, 2008 : KNEC, KIE, KESI
10TH SEPTEMBER, 2008

PRESENT:

Hon. David Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. Dan Mwazo, MP	-	Member
Hon. Adan Keynan, MP	-	"
Hon. John Pesa, MP	-	"
Hon. Shakilla Abdalla, MP	-	"
Hon. David Njuguna, MP	-	"
Hon. Alfred Odhiambo, MP	-	"

NATIONAL ASSEMBLY

Ms Christine Mwambua	-	Principal Clerk Assistant
Mr. Paul K. Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Ms Jane Serem	-	Secretary
Mr. Joseph Kimani	-	"
Mr. Johanna Macharia	-	Accountant
Mr. George Otieno	-	Serjeant-At-Arms
Mr. Daniel Munyao	-	Office Assistant

INTRODUCTION

After brief introduction, the Hon, Koech invited the Chief Executives of the following Government Institutions to present on the Agenda related to the issues that arose in the cause of the Committee's visit to the provinces:

- Kenya National Examinations Council (KNEC)
- Kenya Education Staff Institute (KESI)
- Kenya Institute of Education (KIE)
- Teachers Service Commission (TSC)

EVIDENCE:

Mr. Wasanga, KNEC;

- KNEC became a body corporate in 1980 and was currently assessing 18 examination categories. It handles large numbers of examination papers, large number of exam setters and manages 28,244 exam centers country wide.
- That the subject officer in KNEC identifies qualified subject specialists to be trained on setters
- That those identified should not be teachers at the level being tested
- That the setters prepare a pool of questions and marking schemes fro KNEC to choose which questions to use in constituting examination papers
- That no individual setter has the knowledge of a complete examination paper fro security reasons
- That the moderation of examination papers is done by a Moderation panel comprised of setters and subject experts from the Kenya Institute of Education,

Directorate of Quality Assurance and Standards and other institutions who are all vetted

- That the vetted professionals undertaking the moderation exercise discusses and approves many questions without assigning them to a particular year
- That the moderation team also proof reads the questions as they are being typed by secretary manuscript secretaries who are employees of the KNEC
- That the subject officer of the KNEC submits the typed pool of questions to the manuscript section for secure storage (question banking) to be used to compile question papers when required
- That the subject officer of the KNEC compiles the examination papers from the pool of questions in the question bank and no setter or moderator has prior knowledge of examination questions that are used in a question paper at any given year.
- That the subject officer selects and compiles at least three (3) papers for the examination which are put together by the principal manuscripts secretary and one of them given to the security printer to print about four (4) months before examination period
- That all the KCPE Examination papers and about 60% of KCSE examination papers are printed, securely packed and centred according to schools and delivered to KNEC ready for dispatch to distribution centres and to schools during examinations
- That the process in (xi) is automated; the security printing machine prints, counts, envelopes and labels by school for dispatch to each school without any human interruption except only when supervisors collect and take the examinations to schools.
- That the 40% of KCSE examination papers printed locally involve printing, folding, stitching, counting, packing and enveloping the printed in tamper proof at the same time as the foreign printing is being done.
- That the examination papers are dispatched to all field distribution centres about nine (9) days before the examination
- That the administration of examinations (dispatch of the question papers, examination materials, storage at the distribution centres, supervision and invigilation of examinations) is an exercise done by a large number of personnel whose roles are stipulated in circulars on the conduct of examinations and includes the following;
 - Provincial Directors of Education (PDE's)
 - Provincial Examinations Officers (PO's)
 - District Education Officer (DEO's)
 - District Examinations Officer (DO's)
 - Supervisors
 - Invigilators
 - Heads of Schools
 - Security Officers
 - Drivers
- That the potential causes of examination leakages include:-
 - i. Use of a setter or moderator who lacks integrity and leaks information which he deliberately memorizes in the course of setting and moderating

- ii. Failure by the KNEC Senior Officers to observe all the security procedures put in place during printing centering and packing of the papers
 - iii. Failure by the officers in charge of distribution centres to ensure that the papers are securely kept in strong rooms under guard 24 hours a day for the period of examinations, examination papers for each day are collected every morning and escorted by armed security to schools or examination centres
 - iv. Failure by the supervisor to ensure that the seals on examination bags are intact before opening, the sealed packets of examinations papers are opened in the presence of the candidates and the examinations start and end at the same time as stipulated in the time table.
 - v. Some of the supervisors and invigilators and security agents managing examinations may be of questionable integrity since KNEC relies mainly on the good will of these officers who are recruited with field officers by the DEO's and PDE's on behalf of the Council.
- That the KNEC Act is weak and penalties for committing examination irregularities are lenient, for example, for a person who 'gains' access to examination material and knowingly reveals the contents...shall be guilty of an offence and liable to imprisonment for a term not exceeding twelve (12) months or to a fine not exceeding five thousand (5,000) shillings or both. This needs review;
 - That the KNEC and the Ministry of Education is in the process of launching a National Communications Strategy aimed at sensitizing stakeholders on issues of examinations at a cost of Kshs. 11, 165, 458
 - That the KNEC uses of Mocks to grade KCSE candidacy and that there has been leakage of National examinations are falsehoods by the media which threatens the credibility of education in the country

CHALLENGES:

- The armouries are an extension of KNEC as papers are kept there throughout the exam period
- Exam officers keep keys to green bag while the officer in charge of the armory keeps the key to the armoury.
- PDE and DEOs should monitor the exams
- DEOs identify supervisors and invigilators. Supervisors and invigilators sit in the exam room to ensure the exams go on smoothly.
- After 18 days exams are taken back to KNEC to arrange for marking. School heads responsible to ensure there are no impersonators or people do not walk in with written papers.
- The committee was concerned with the following:-
 - What caused the leakages last year?*
 - Should exam fee be paid in cash?*
 - What was done to the computers that messed up last year's results?*
 - Is it true that KNEC PIN number is in the public domain; some students and Teachers claimed to have it. So they can access your information?*
 - What is KNEC's take in that one must leak exams to gain university entry?*
 - What is the credibility of examiner who are lowly paid? Can they be trusted/*
 - Rotational concept of subject officers, the longer they stay the more entrenched they become to the institutions?*

Politicians come and go, but institutions remain, the integrity of KNEC is very important, sooner than later our certificates will be just pieces of paper?

KNEC should come up and clarify the position of examiners, invigilators/supervisors and the leakage of exams

Students, teachers, parents are determined to leak exams, they are convinced that the exams are already out there with prospective candidates.

KCPE – from primary teachers colleges who have taught primary level.

KCSE – from former secondary school teachers who are teaching in other tertiary institutions.

Invigilators and supervisors – are they paid? (Ksh370 per day)

Impersonation: Candidates have photographs which will now be engraved in the certificate; Rampant at KCSE level is also noted at KCPE level – photos will do the trick.

Starting exams early: Those who do so- their results are cancelled and KNEC can also cancel a school from being an exam center. This is because the regulations are set out clearly when exams should begin and end.

- KNEC has a system of unearthing personal interests in exams.
- **Accessibility of KNEC PIN:** *The IT people should answer this. The head of manuscripts is the only one who has access and it is not connected to external links. There is also determination to cheat as witnessed last year where candidates went to lengths of approaching supervisors and promising to pay anything for it. Random selection is done after release of results was able to detect the error. The computer error was mainly in the mean grade which was replaced within 3 days. Measures have been put in place to deter future recurrence;*
- The committee wondered whether it was the computer or a person who actually inputs the date. KNEC responded that this has not been detected to date. Once results are released a result slip is issued which is provisional and can be changed within reasonable time, say 3 months. KNEC does also provide confirmation of results document to institutions of higher learning and prospective employers.
- **Collection of mock results:** *It is routine for KNEC to collect information in the country for confirmation of assessment, this includes assessment information like mocks or end of term exams as Form 3 level and this is due to ascertain consistency in enrolment. The committee observed that the perception given to Kenyans in general and students in particular is that mocks are used by KNEC to moderate final results of candidates. This contributed greatly in the unrests that rocked the schools in the country last term. KNEC responded that it is constrained by tight budgetary provisions to embark on a rampant campaign to educate Kenyans on what they are about to receive or a reshuffle of sorts. The Chairman asked KNEC to forward their proposals to the committee on what budget is needed to alleviate the perception of the public on KNEC and the committee would make the necessary recommendations. This perception is common in all the schools in the country and not just Hamisi Secondary school in Coast province alone. KNEC proposed that school based assessment can be done by increasing the content and examining candidates at Form 2 and it is already happening. In Home Science and Agriculture subjects and can be expanded to cover other subjects as long as the budgetary allocation is made. KIE develops the syllabus while KNEC issues regulations on how exams are done. They will be separated to remove ambiguity.*

Dr. Wanjiru Kariuki, Director-KESI;

- That KESI provide capacity training for education managers who include;
Principals and Deputy Principals (primary, secondary, teacher training colleges and TIVET Institutions)
Heads of Departments
Bursars and Account Clerks
Provincial and District Education Board Members
Board of Governors and School Management Committees
Education Officers
Quality Assurance Officers
- That KESI has since 2003 trained a total of 2,822 Principals, 2048 Deputy Principals, 2,439 Heads of Departments and 2,305 Bursars and Account clerks at secondary level; 53 principals and deputy principals of Teacher Training Colleges (in 2007), Deans of Teacher Training colleges (in 2008), 1274 Principals of Primary schools (in 2007-2008), 3,461 Members of School Management Committees and/or Board of Governors (PDE's, DEO's and QASO's)
- That the training courses offered at KESI are tailor made to equip the education managers and principals with expertise necessary for the efficient and effective management of education include;-
Management
Communication
Education Policy and Reforms
Free Secondary Education
Financial Management
Emerging issues e.g. (ICT, Guidance and Counseling, Drug and Substances abuse, Gender issues, Environment and HIV/AIDS)
- That KESI is currently based at Highridge Teachers College without adequate office space for its staff
- That KESI has no adequate professional trainers to undertake the programmes but relies on hired personal and venues to conduct the programmes
- That KESI plans to develop and manage state of the art infrastructure training facilities once the institute recovers and develops its own land situated in KAYOLE which had been grabbed
- That not all Principals have been trained under KESI programmes since sponsorship is cost-shared with customers and dependent on the willingness of customers. Only the Free Secondary Education Course is fully sponsored by the Government in line with the Free Secondary Education Policy.
- **Future plans:** *Demand driven training programs and services; enhance autonomy of the institute in order to improve service delivery; attract, develop and retain competent and highly motivated staff; develop and manage state of the art infrastructure for training operations; strengthen and integrate ICT in training operations; to development appropriate audio-visual production capacity; to ensure training various gender, regional special needs disparities and cross cutting issues; to collaborate with individuals, institutions and partners in the areas of training.*
- **If the institute training were made compulsory would the institute have the capacity to cope? - Hon Koech. Answer-** The institute is targeting Principals in the next two years-KESI Director.

Mrs. Nzomo, Director KIE;

- Briefed the Committee on the curriculum review in Kenya since independence, the overloaded in the 8.4.4 curriculum and the capacity of the expert personnel at KIE.
- That the Government has consistently undertaken curriculum reviews since independence, for example Ominde Commission (1964), Ndegwa Commission (1970), Mackay Commission (1981) and Kamunge Committee (1988) to reflect the changing and emerging needs of the society
- That the Mackay Commission recommended the introduction of 8.4.4 system of Education and implemented in 1985 at Primary and 1986 at Secondary level
- That the 8.4.4 curriculum was first renewed, syllabus revised and implemented in 1992 after it was found to be too broad in subjects and overloaded in content
- That the report of Totally Integrated Quality Education and Training (TIQET) or Koech report of 1999 and a Subsequent Needs Assessment Survey by KIE in 1999 led to the second review of the 8.4.4 curriculum in 2002 and implemented in 2003.
- That the reviewed curriculum reduced the number of subjects from 13 to 9 in Primary and from 35 to 21 in Secondary and subsequently the examinable subjects from 11 to 6
- That the reviewed Secondary curriculum allow learners to take English, Kiswahili, two sciences, a humanity and one elective from a list subjects.
- That the Curriculum had been reviewed to allow for co-curricular activities as well as continuous assessment and remedial teaching in schools
- That the time allocated for various subjects was adequate except in Business Studies
- That the KIE has gained autonomy to hire staff who formerly were deployed from the Teachers Service Commission, vide KIE Orders No. 115 of April 2007
- That there is a high turnover of highly trained Curriculum developers to lucrative market in Universities KNEC, NGO's and UN Organizations due to low remuneration on the Civil Service Scheme of Services and yet training Curriculum specialists takes time to acquire the necessary skills;
- That the National decisions have forced hurried implementation of the Curriculum without the necessary pre-testing stages of curriculum development and correcting of the potential pitfalls
- That the teachers quality assurance officers and education officers are inadequately oriented and in-serviced in curriculum interpretation, implementation and/or monitoring
- That the KIE needs enhanced funding by the Government for Curriculum development processes and capacity building for its staff in research and curriculum development competencies

Mr. Gabriel Lengoibon, Chief Executive-TSC;

- That the Teachers Service Commission (TSC) identifies and deploys school administrators in transparent and accountable manner based on the clear guidelines spelled out in a 'Policy on Identification, Selection, Appointment, Deployment and Training of Heads of Post Primary Institutions,.

- That the TSC advertises for the posts of school administrators through the agents, the Provincial Directors of Education (PDE's) and the District Education Officers (DEO's), Boards of Governors and relevant departments at the Ministry of Education
- That the PDE and Provincial staffing Committee receive the applications, short list the candidates, conduct selection interviews, identifies potential candidates and prepares a merit list to the TSC
- That the PDE maintain a data bank of potential administrators from the merit lists prepared by the Provincial Staffing Committees
- That the TSC vets the merit list and issues deployment letters to those who qualify to fill the vacant posts
- That the composition of the Provincial Staffing Committee include the PDE(Chairman), Deputy PDE, Provincial Staffing Officer (Secretary), Provincial Quality Assurance and Standards Officer and Provincial School Auditors
- That vested interests by politicians and other stake holders e.g. (Churches and communities) have influenced appointment of heads in some schools
- That the critical teacher shortage in Secondary schools across the country currently stands at 16,583
- That the inadequate financial allocation and expansion in terms of schools and student enrollment pose greater challenges to provision of adequate staffing in schools;
- That the Commission appoints guidance and counseling teachers from those who have attended at least two in service courses in guidance and counseling from recognized institutions
- That the number of trained guidance and counseling teachers are inadequate (1, 139 nationally according to 2008 estimates) and that teachers apply for ..of guidance and counseling for upward mobility without necessarily having the pre requisite qualification
- That the counseling teachers complain of lack of support by the school administration
- That the training of more counselors should be a priority by the Government.

Mr. Hussein, Chairman-TSC

- There should be clear policy on appointment of head teachers and deputies
- Sponsors have interfered in appointment because they want someone of their faith other than those who can deliver.
- Politicians also play part by interfering in the appointments.
- There are 3 schemes of service – teachers are promoted on the basis of these schemes
- The TSC Remuneration Committee is negotiating with KNUT over this issue
- Appointments are substantive and not deployment
- The Kenyan teachers are most overloaded and should be assisted by deputy and heads of departments
- One comes out of university already trained in school administration and having the relevant experience
- There is no need for a teacher to attend a course in KESI to come out with a certificate on principal ship.
- Criteria in selection of heads and deputies, guidance and counseling officers

- The commission has decentralized most of its activities in the field;
- The policy has been developed since 2007 and has been in use since then. It sets guidance in institutional administration; facilitates succession in education institutions. It also identifies training needs in administrator that call for and is also based on regional and gender balance and the physically challenged
- PDEs and DEOs act as commission agents in recruitment and maintaining databank for those forwarded to the commission at PDEs offices.
- There is inadequate funding to employ more teachers and this leads to a shortfall of 16,000 teachers countrywide.
- There is shortage of teachers in CRE/IRE, Maths, Physics.
- There is exodus due to greener pastures
- Contract teacher to cater for the shortfall

Mr. Musau Ndunda, Secretary General, KNAP;

- He informed the committee that the association has been in existence for 10 years.
- He gave the following as causes of school strikes:-
- Poor teacher-principals relations
- Interdiction of 18 teachers at Mukumu Girls
- Discipline in schools for among both teachers and students .e.g. in Kajiado 6 students disciplined for making noise; Bunyore girls – not waking up at 2 a.m.; Machakos boys silent supervisions of students allegedly for not waking up at 4.00 a.m. in the morning.

Suggestions: *There is need to set up a Disciplinary Committee; establish an appeals board; principal/Deputy /BOG/PTA should step aside to allow investigation in case of a strike in a school; sending students home for meager balances of fees e.g. Kanga High School; Makueni – parents grilled at St. Lawrence Secondary with their children up to 12 midnight; Principals should be trained in management skills; On composition of BOG, 70% should be members of PTA and chairman should be at least 65 years. There should be insurance cover for schools and school buses*

25. MEETING WITH MEMBERS OF PARLIAMENT AND PRIVATE INDIVIDUALS AT COUNTY HALL, PARLIAMENT BUILDINGS, ON THURSDAY, SEPTEMBER 11, 2008 AT 09.30 AM

PRESENT:-

Hon. David K. Koech, MP	-	Chairman
Hon. B.C. Muturi Mwangi, MP	-	Vice Chairman
Hon. Joseph Lekuton, MP	-	Member
Hon. Danson Mwazo, MP	-	"
Hon. Alfred Odhiambo, MP	-	"
Hon. John Pesa, MP	-	"
Hon. Shakilla Abdalla, MP	-	"
Hon. David Njuguna, MP	-	"

NATIONAL ASSEMBLY

Ms C. Mwambua	-	Principal Clerk Assistant
Mr. Paul Ngetich	-	Senior Research Officer
Ms Veronica Kibati	-	Intern
Ms Jane Serem	-	Secretary
Mr. Joseph Kimani	-	"
Mr. Johanna Macharia	-	Accountant
Mr. George Otieno	-	Serjeant-At-Arms
Mr. Daniel Munyao	-	Office Assistant

EVIDENCE:

Jean Kiama, Coordinator- Guidance and Counseling, Thika District;

- Appointed by MOE since 1977. Her translations based on experience in the USA, Britain and Kenya, mainly presentations from her 'clients'.
- Students learn through observation and imitation
- Recited a poem on '*The Child*'
- Parents have set the wrong examples for children to copy.
- Parents have left the child without love therefore children are yearning for it from all corners.
- Poor leadership and role modelling-leaders demonstrate to have their 'demands' met- the child will copy the same.
- Youth have no respect/value for the old-don't admire age-everyone wants to remain young because they view growing old as bad.
- Lack of communication between school administration and the student body-being punished for unexplained reasons-this creates contempt.
- Guidance and counseling-teachers not trained to handle counseling-will disclose confidential information given to them by students to others. This makes students mistrust teacher counselors.
- Need for trained counselors who will take time with the students and really listen to them in confidence.
- Why don't they like exams? This is because;
- Syllabi not covered adequately.
- Teachers not attending classes.

- Too much to cover within a short time
- Bad sleeping habits
- Too many assessments/ co-curricular activities
- Lack of exercise makes one lazy
- Students are taking drugs to enable them to get some sleep
- Irrational school rules also leads to strikes.
- Principals need counseling more than any other teacher- acquire skills in this at National level and inherit it to the teachers at District and other levels
- Create juvenile centres for those who burn schools because they have committed a criminal act and are therefore considered as criminals
- When the Government fails to discipline students in schools and throw them to parents at home they become criminals and when their fathers die they terrorize their mothers(some are known to have even raped their mothers)
- No transfers of errant students to other schools. Instead they should be corrected in the schools where they are or they should be sent to rehabilitation centres.

Hon. Njuguna- Member of the Committee- posed: *What should be done to drug peddlers near schools? What measures should be taken against teachers who fail to attend classes? What should be done to deal with congestion in schools especially due to the Free Secondary Education? How should single mothers handle their children? Do they need counseling on parenting?)*

- Confidentiality is lacking in schools. Students would not want to 'open up' to teachers who will later disclose what students have told them in confidence.
- Alcohol is the worst drug because it does not come out easily and it's a problem that starts right from home
- Single parents should be assisted because they can't help being single.

Prof. Ratemo Michieka, a former V/C UON; Director, NEMA and currently teaching at UON in the Department of Agriculture at Lower Kabete Campus;

- Exams cannot be abolished whatever the reasons because there should be a yard stick to measure learning.
- Society has totally lost culture as the parents no longer teach their culture and mother tongue to their children.
- Children start school very young and the social values are not taught at this stage.
- There's a lot of wastage in the numbers that do not make it to University. There's a hopeless situation among the youth today since even those who have gone to University are still jobless. Students therefore do not see the importance of studying and struggling to pass ion schools because they believe it will not help them in future.
- There's a lot of nepotism in employment and other opportunities.
- Children of today are a very knowledgeable lot. They see garbage in everything adults try to glorify including results.
- Students are under utilized in schools
- Parents have no respect for teachers yet they send their children to them. What do they expect in return!

- Freedom of speech-they learn it from DVD and the Internet. We can't stop it. Should find a way of regulating it instead.
- Confidentiality-students don't trust anyone who discloses what they tell them in confidence.

Hon. Koech- Chairman posed: What is the way forward on job creation for the youth? Wastage-public opinion blames the Education system. What is your view?

Prof. Michieka: Responded that culture cannot be destroyed. Jobs can be created. It is possible to create jobs and stop the mass wastage the country is witnessing. Annexing of colleges to Universities is wrong. Where do we take the products? Proper research should be done and independent Universities established outside other colleges-there colleges have their role to play and should be left to carry out the functions they were meant for. Anyone who leaks exams should be dealt with mercilessly and put in jail if need be. Credibility of certificates should never be compromised at all costs. Students are intelligent at this point in time. They watch what happens and what decisions are made and by who and also how.

HON. DAVID NGUGI, MP- Kinangop;

- Education is key to the prosperity of any Nation. One should never therefore play around with the Education of any country.
- MOE- took a very narrow myopic view on the issue when it arose.
- A comprehensive approach should be taken on the issue of Education
- Our society has been democratized but most of our institutions have not kept pace. They've lagged behind e.g. Starehe Boys Centre. The secret behind its success is communication. Opening up is important.
- Meet with students, teachers, workers and allow them to say anything without being victimized.
- Society has broken down. There are no work ethics, commitment to one's duty as everyone wants to be paid for whatever they do.
- Performance contracts are but management tools to help boost productivity.
- Selling of drugs to schools is a sign of social degradation and a very strong hand has to be taken against it. The culprits should be arrested and killed if possible so as to deter others.
- Re-energise our values to teach our children the value of good behaviour and to value what belongs to them.
- Corruption in schools is evident-where are principals getting money to build big homes and shops, buy heavy vehicles and send their children to private schools.
- BOG/PTA Members are also suppliers of goods and services to the schools. They govern. This should however not be the case.
- Education Act needs to be reviewed as it's already outdated.
- The role of sponsors. They have failed the schools as they come to exploit instead of building the schools.
- The country has broken down. Professionals have not pursued their professional undertakings. They are busy chasing money whichever way.
- Parliament has relegated its role of legislating the right and relevant laws. Any law that leaves a culprit with a way out should be reviewed.

- Provincial administration should arrest and deal with wrong doers, drug barons should be arrested and dealt with ruthlessly.
- Judiciary should interpret laws and apply them appropriately.
- Deboard schools and even Universities and make them day schools.
- Boarding schools should be very few.
- Chaplaincy a must for every school. No one should live without faith.
- Re-introduce the cane but with caution. To correct and not to harm.
- BOG's should work to uplift the standards of the school not to protect individuals.
- Parents should bring up their children not the teachers unless circumstances really dictate so. 'Take care of your children or surrender them.'

HON. (GEN) JOSEPH NKAISSERY, MP;

- Poor leadership from MOE, parents, teachers and leaders.
- MOE has been allowing schools to formulate their own guidelines. The Ministry should do it.
- Curriculum is exam driven. Should be subject driven instead.
- KNUT fighting even for errant head teachers who are criminals and ripping the school of its property.
- Teacher-parent relationships. incompetent PTA's and BOG's are a disservice to the school.
- Free Education has encouraged corruption e.g. extra tuition maintenance etc. The Government should issue guidelines on this.
- Examinations-KNEC, incompetent and should be disbanded, taken to court and jailed for causing anxiety to the children of this country.
- The buck should stop at the MOE's door.
- Equal standards are impossible because some schools are understaffed while others have more teachers than they need. There is no policy on this. It is therefore questionable on how the students can be examined on equal terms.
- Teachers have neglected their work and become business people.
- Mushrooming of schools without proper facilities. These students will feel sidelined/neglected and may result to use of drugs.
- The use of the cane should be re-introduced but with caution. The parent should be called and the mistake explained to the child and then they should be caned in front of their parents so as to deter other students.
- Hands on subjects should be emphasized.
- TSC should employ more teachers to alleviate shortages and balance distribution to all schools. This will provide schools/students with a level field to play in.
- Should KNUT be disbanded? Issues of concern should be discussed and negotiated.
- KNEC-what should be done to alleviate exam leakages?
- Teacher transfers-should there be a policy on this? Yes! One should choose between the job and the wife/husband.
- P.E. lessons have been ignored and should be reinstated on the timetable and emphasized.
- Disadvantaged schools- should their cut off marks be lowered for University entry?

- How many teachers want to go on strike?
- Many would like to keep their jobs. So? Divide and rule to manage the situation.
- What should be done to talented students?
- 8.4.4 is pumping a lot of knowledge into our children leaving no room for talent exploitation. This state should change.
- Education system should also focus on the talents of the child.
- KNUT- for whose benefit are they operating? To benefit their officials at the expense of students and teachers.
- Student talents are going to waste for lack of co-curricular activities in schools.
- Posting/staffing of teachers- one should have a choice either to keep the job or to keep the wife/husband.
- KNEC-who then leaked the exam. Should be found and dealt with or disband the entire team.
- There should be a clear cut policy governing the running of all schools both Primary and Secondary.
- Localization of school/college headship should be discouraged.
- Everybody who is older than the child should be a role model for them to emulate.
- University admission- JAB is the only organization that has remained above par where University admissions are concerned. Every case is handled on its own merit.
- Muslim students have been admitted into the public Universities and given the treatment they well deserve. Its not true that there's an influx of Moslem Students to Universities in the Far East.

HON. BIFWOLI WAKOLI, MP

- Curriculum was expanded with no extra time to complete in the 8.4.4 system, hence remedial teaching became commercial.
- Parents do not know the behaviour of their children.
- Curriculum is academic centered.
- Peer influence due to drugs.
- Fear of failure of exams.
- Too much political decisions and actions. Ban on holiday tuition but its still continuing.
- Ranking of schools; That they would not perform like previously.
- Life after school- is there hope? We need to plan well so that those in schools come out with something ahead of them.
- 85% quota system balkanizing the Country.
- Employment of teachers needs to be centralized.
- New culture of castigating others is being copied by students. We need to evaluate ourselves.

Recommendation: No ranking of schools; stop political incitements, employ more teachers to curb the shortage and caning is recommended but carried out in an orderly manner.

HON. MILLIE ODHIAMBO, MP

- The Hon. Member said she had come as a representative of the parliamentary caucus on children.

- The country had witnessed enormous case so unrest resulting in enormous damage to life and property e.g. the St. Kizito and and Kyanguli secondary schools cases which occurred before the withdrawal of the cane.
- Autocratic leadership in schools e.g. unilateral appointment of prefects by teaches. This has led to cases like the Nyeri High school where prefects were targeted and burnt to death by their colleagues
- Lack of transparency in management of school funds and property
- Lack of proper role modeling from teachers – some use foul language
- Lack of recreation and entertainment – this helps them steam off and let off steam.
- Education system is overly competitive creating robots out of children
- Peer pleasure – just because others were going on strike
- Lack of guidance and counseling in schools and at home
- Parents have abdicated their roles and left them to TVs and DVDs
- Improve guidance and counseling in schools and at home

26. PUBLIC HEARING HELD AT COUNTY HALL, PARLIAMENT BUILDINGS, ON FRIDAY, SEPTEMBER 12, 2008 AT 9.00AM

PRESENT:

Hon. David Koech, MP
Hon. B.C. Muturi Mwangi, MP
Hon. Dan Mwazo, MP
Hon. Adan Keynan, MP
Hon. Shakilla Abdalla, MP
Hon. David Njuguna, MP
Hon. Alfred Odhiambo, MP

NATIONAL ASSEMBLY (SECRETARIAT)

MS C. Mwambua
Mr. Paul K. Ngetich
Ms Veronica Kibati
Ms Jane Serem
Mr. Joseph Kimani
Mr. Johanna Macharia
Mr. George Otieno
Mr. Daniel Munyao

EVIDENCE

Dr. Wanderi, Dr. Wanyerere and Mr. Bukhula; Kenyatta University;

- Kenyatta University has taught Physical education for over 30 years. on education system, they observed that it was academic geared and overlooking exercise and play which creates dullness on the students and may result to revolt and strikes.
- Physical education has been ignored and replaced by other regular subjects and children should be given an opportunity to play
- It is human right and schools are not given a change to play
- There was a Presidential decree of 1981 that 2 lessons in secondary and tertiary institutions and 1 lesson daily in primary should be on physical education.
- P.E. books are available but not used by schools and do not recognize PE teachers as professionals
- 3,676 vacancies were advertised in July but none for P.E.
- recommendation:- P.E. should be taught at all levels
- poor performers at KCSE are schools where P.E. is not taught
- exercise give a student a sense of self worth, esteem and leads to success
- Children should not be curtailed from playing, it enhances the well-being of the child both in school and at home.
- Allow children to play, they will live a virtuous and vibrant life.
- P.E. should be made an optional and examinable subject in all school
- P.E. lessons are used for remedial classes because the rest of the lessons do not have enough time to be covered?
- P.E. is on the time table for purchases of inspection but not for teaching it.

- Teachers are not taken seriously because they do not add any value to the grading of the school no one sees it as a subject worth teaching
- For talented students they should be allowed to take P.E. as an examinable subject.
- On funding, government funds to schools should be used to equip schools for P.E. teaching and sports.
- Facilities can also be acquired communally e.g. swimming pool at Muthaiga primary school
- It is a requirement for any school that opens to have a playground.
- You can actually improvise on everything. This will minimize the cost of equipment e.g. javelin which costs Ksh12,000.
- Parents and teachers need to appreciate P.E. and recognize its role in saving children from obesity and type II diabetes in children and adults which is caused by inaction.

Recommendation: Reduce duty on the cost of P.E. equipment. Ministry should purchase P.E. equipment and distribute to schools.

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293. ZABURIA NJERU	KIRIMARI SECONDARY
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296. LEMBA NDANTHARADUETI	KIRIMARI SECONDARY
297. SAMMY NGITO	KIRIMARI SECONDARY
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312. MOSES MWANIKI	KIRIMARI HIGH
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315. JOHN MUGENDI	KIRIMARI HIGH
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325. ALICE NJAGI	TEACHER
326. NYAGAH MITHAMO	TEACHER
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328. MURITHI D. MUNENE	TEACHER
329. NGURU P. NGINYA	TEACHER
330. MERCY GAKAVI	TEACHER
331. KARIUKI J. MBOGO	TEACHER
332. KAMUNDI C. KAGENI	TEACHER
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348. HENRY NITHGA NJOE	HEADTEACHER, MBEERE

349. KAVURIA PETER	SEC. MERU CENTRAL
350. EZEKIEL NJUE	PTA KIMBERE MIX
351. HARRISON NYAGA	BOG KIAMBERE MIX
352. MARGARET M. MACHAKI	H/T MBEERE
353. NALEAH G. KITHUMBU	BOG NYANGUIA
354. MARGARET N. KIOKO	BOG CHAIR, MWALA
355. RACHEL N. RIUNGU	HEAD, KARUGWA MERU CENTRAL
356. LEONARD K. MBWIRI	TREASURER KIVUTMRU
357. PETERS N. KATHAMBARA	CHAIRMAN BOG
358. BENJAMIN M. KUNGA	PRINCIPAL IKUU BOYS
359. SHADRACK G. BORE	PTA IKUU BOYS
360. PETER K. MUKINDIA	TEACHER IKUU BOYS
361. DANIEL M. MAVULI	BOG MUI SEC. SCHOOL
362. MATIRI F. W	H/T KEERU SEC
363. NAHASHAN KIAMBATI	VCHAIRMAN MERU K. S.S.H.A
364. JOSEPH MBAABU	MIRITI REP SMC
365. EMILY W. NJIRU	PTA ST.BENEDICTS
366. FRANCIS MWANIKI	DRIVER, NGUVIU GIRLS
367. DANIEL MWILU	CHAIRMAN KSSHA-MKS
368. CHARITY W. J.	KANGARU GIRLS
369. BONIFACE RIVUVA	MAKEWA HIGH SCHOOL
370. MBOGO S. NJERU	CHAIRMAN ST. MESTHA
371. DAVID E. NJERU	CHAIRMAN NDONARU
372. ERASTUS KIRIMI MBOROKI	BOG CHAIRMAN
373. MOSES KIRIMI KUNGAWIA	PTA CHAIRMAN YURURU GIRLS
374. JUSTUS N. KANGE	KALOLENI
375. PAULINA M. NDAMBUKI	PTA MASINGA
376. PAUL M. MWANGECE	KSSHA KIBWEZI
377. JOYCE MUKEKA	KSSHA KIBWEZI
378. SAMUEL GITHONGO	SEC. OFFICE KIBWEZI
379. DAVID M. MBELA	SEC. LAISAMIS
380. FRANCISCO K. NAIDA	BOG LAISAMIS SECONDARY
381. IDAH I. NJAGI	PRINCIPAL GICHICHE
382. SUSAN MUSIMBA	PRINCIPAL KALILUNI GIRLS
383. KILUTA S.N.	PRINCIPAL MUUMANJU
384. NJERU JEMIMAH	TEACHER
385. NJERU MARY	TEACHER KANGARU
386. MURITHI W. IRENE	DI/HEADTEACHER KANGARU
387. JANE RUNA	MATRON KANGARU GIRLS
388. JANE NJIRU	TEACHER KANGARU GIRLS
389. LUCY NJOKI	SECRETARY KANGARU GIRLS
390. JOSEPH GITURO	MK
391. MARY KINYUA	NURSE KGS
392. CHARITY WAWIRU	BURSAR KGS
393. LEONARD D.KIVUTI	SEC.'S OFFICE NZAU DISTRICT
394. ROSEMARY W. NJERU	H/T KITHUNGURIRI
395. ALAN MUMI K.N.W	NZAU DISTRICT
396. KARUTI NCHEBERE	KUPPET MERU NORTH
397. ESTHER M. P MAKAU	G & C OFFICER NZAU DISTRICT
398. ANNE KYALO	PRINCIPAL BARAZANI NZAI DISTRICT
399. JANET KINYANJUI	KNUT NZAU
400. JAMLECK MWOLOLO	PRINCIPAL KASIKEU BOYS NZAU
401. MATTHEW M. KIYEVA	PTA CHAIRMAN KASKEU BOYS NZAU
402. MUTHURI RARIA	BOG UKUU GIRLS
403. MARK M. KIIO	H/T KILIKU PRIMARY NZAU
404. JAMES K. MUTUA	SEC. NZUI DISTRICT
405. JOSPHAT NJALU NDARU	H/T KIAMURINGA BOARDING
406. MARTINE N. MAWEU	CHAIRMAN PTA THOMEAUDU
407. VICTORIA M. MUOKA	H/M MUTHETHENI GIRLS SCHOOL
408. ALICE MULINGE	H/M MITABONI AIC GIRLS
409. TABITHER NDANU	PRINCIPAL KINYUI GIRLS H. SCHOOL
410. MUNYAO ASSUMPTA	PRINCIPAL NZIU GIRLS
411. MUTUKU REBECCA	PRINCIPAL
412. JANET K. MULWA	KYOME GIRLS MWINGI
413. JOHN M. NGUKU	KYOME GIRLS MWINGI
414. MARTHA MUTHENGI	USUENI GIRLS KYUSO
415. MENGI M. NGUNI	SECONDARY MWINGI
416. JACINTA W. N.	EMBU
417. BETH MAINA	SEC. OFFICE, YATTA
418. MUTINDA A.K	MIVUKUNI SECONDARY KYIUSO

419.	LUBANGA H.K	SEC. KYUSO
420.	MUTURI J.J.	H/T KAVUTIRI
421.	NGUGI P. K.	SEC. IGEMBE
422.	RUROW J. N. S	KSSHA M/SOUTH
423.	JULIUS MUCHOMBA	TIGANIA
424.	GEORGELACHENA	IGEMBE ANTUAMBUI
425.	DAVID IGEMBE	ANTUAMBUI
426.	TABITHER NDANU	KANGUNDO DISTRICT
427.	MUTISYA KITHOME	KOINGULOLO DISTRICT
428.	PETER NGILA	KANGUNDO
429.	NGURE E. WAMII	EMBU
430.	KASIVU G. M.	KANGUNDO
431.	JOSEPH I. IBRAHIM	ISIOLO
432.	BENJAMIN MANKO	GARBATULA
433.	NARO MORU D'AJISSA	GARBATULA
434.	SOPHIA SARIM	ISIOLO
435.	GUYO ALI GUYO	ISIOLO
436.	SOLOMON MULE	MARSABIT BOYS
437.	KULI I. M	ISIOLO
438.	DAVID MWENDE MBUI	ISIOLO
439.	STEPHEN NJERU	EMBU
440.	MACHANGO J. N.	EMBU
441.	J. KISUYA	ISIOLO
442.	MANDA S. MUSAU	YATTA
443.	PETER MLAU	YATTA
444.	PATRICK MULI	YATTA
445.	BIRONGA G. KOHO	EMBU
446.	MURIUKI JOHN	MBEERE
447.	ALEXENDER NDIGE	THARAKA
448.	MUTERO NDUWA	HEAD KENYU SASURA.S SCHOOL
449.	NICHASIOS WARAKA	ALEED-NGO-COORDINATOR
450.	ABIUD N. NGARI	ALEED-NGO-CHAIRMAN
451.	NGARI E. IRERI	ALEED-NGO- TREASURER
452.	ALBERT NJERU	KAGUMORI SECONDARY EMBU
453.	STEPHEN MURITHI	EMBU KANJA S. SCHOOL
454.	WAMBUA S. KYALO	PRINCIPAL KYANGULI SECONDARY
455.	STEPHEN KIMUYU	MUVUT SEC. PTA CHAIR
456.	THIANINE P. LIMBIINE	AKIRANGONDU BOYS – BOG CHAIR
457.	JOSEPH MUTURIA	AKIRANGODU BOYS D/PRINCIPAL
458.	STANLEY MATE	AKIRANGONDU BOYS PTA CHAIRMAN
459.	MURINGI G.	KITOMINI SECONDARY PRINCIPAL
460.	MUTHIAMI	MACHAKOS
461.	REV. S. KYANUI	YATTA DISTRICT
462.	FRANCIS N. MUNYAH	YATTA DISTRICT BOARD CHAIRMAN
463.	REV. LAZARUS N. MUTHUKUI	YATTA DISTRICT PTA CHAIRMAN
464.	BONIFACE N. KIWA	CHAIR KIUUKUNI PRIMARY
465.	RICHARD MOKAYA	KYANGALA SECONDARY MACHAKOS
466.	PENINAH MUTISO	MACHAKOS GIRLS HIGH SCHOOL
467.	PETER M. NZUKI	MACHAKOS – SPONSOR
468.	PETER M. NILULI	MACHAKOS – BOG CHAIRMAN
469.	CHRISTOPHER N. USWII	MACHAKOS – H/M
470.	MANDA MUSAU	YATTA
471.	PETER NZIOKA	NZAU
472.	MYSYIMI C	NZAU
473.	KYALO ANN	NZAU
474.	JAMLICK MWOLOLO	NZAU
475.	MATTHEW KYEVA	NZAU
476.	JANET KINYANZUI	NZAU
477.	ESTHER M.P. MAKAU	NZAU
478.	JOHN MAKUNDI	NZAU
479.	DAVID E. NJERU	EMBU
480.	NANCY M. NAMU	EMBU
481.	MUTUNGA MUASYA	MWALA
482.	DANIEL MUJA	MWALA
483.	ANNE K. MBAYA	MAARA
484.	JOHN MBAYA	IMENTI SOUTH
485.	PRESTON MUNYI	MAKUENI
486.	MOSES MUTISO	MWALA
487.	MUTUARU ZIPPORAH G.	THARAKA
488.	STEPHEN KITONYI	YATTA

489. KISUILE N. M	YATTA
490. NGALI ANTHONY M.	YATTA
491. KIRUI ALBERT L.	YATTA
492. MULI MWANGI	YATTA
493. MWANZI TEDDI	KYUSO
494. CRISPIN MWAGANU	MBEERE
495. RAPHAEL NJUKI	MBEERE
496. DICKSON IRERI	MBEERE
497. SAMUEL WACHIRA	MBEERE
498. JAMES M. MACHIBO	MBEERE
499. BORONA G. N.	IGEMBE
500. RUTERE H.M	IMENTI NORTH
501. LUKE MAGAMBO	BLESSED JOSEPH GERALD DAY
502. GEDIEL K. KIRINGIO	NZAU
503. FRANKLIN J. B. CHABARI	MATERI BOYS, THARAKA
504. MILLSON MBOGO	EMBU
505. ESTHER M. IRERI	MBEERE
506. FRANCIS M. KAULA	KANGUNDO
507. RAPHAEL M. NDAVI	KANGUNDO
508. PHOEBE M. MUINDI	KANGUNDO – KNUT
509. NZIOKA BENJAMIN	KYUSO
510. DAVID MUSILA	KYUSO
511. VICTOR VINYA MUNTO	BOG CHAIR KITHANGANI SCHOOL
512. MOSES KIRIMI	PTA CHAIR YUBURU GIRLS SEC.
513. ERASTUS KARIMI MBOROKI	BOG CHAIR YURURU GIRLS SEC.
514. MRS. IDAH MUSYOKI	PRINCIPAL MAKIMA SEC.
515. MUTEEMBEI LAWRENCE	PRINCIPAL-MBONDONI SECONDARY
516. WATHE MUTISYA	BOG MUI SECONDARY SCHOOL
517. AYUB NJAGI EPHANTUS	PTA CHAIRMAN NGENGE SCHOOL
518. BERTHA IKAMBA	EMBU
519. L. KIMUTI NYAGA	EMBU
520. MR. PETER NJAGI	EMBU
521. JULIUS MBIJIWE	EX SEC. KUPPET, MERU CENTRAL
522. ANDREW GIKUNDA MWONGO	PTA CHAIRMAN NTHIMBIRI
523. KAUNGANIA TRYPHOSA	IGEMBE DISTRICT
524. BERNARD M. KINGAH	KSSHA EMBU
525. NDERI OSCAR	EMBU
526. WAHOME RITA WAMUYU	EMBU
527. PETER KARITHI SEC. OFFICE	MERU SOUTH
528. MBOGO SILAS	PTA CHAIR EMBU
529. MARRIE M. MUGIRA	EMBU
530. TRUPHENA MUTHONI	EMBU
531. JEMIMAH M. NJERU	EMBU
532. MARY W. NJERU	EMBU
533. MRS. MURITHI W. IRENE	EMBU
534. JANE RURIA	EMBU
535. JANE NJIRU	EMBU
536. LUCY NJOKI	EMBU
537. EMES NJIRU	EMBU
538. JOSEPH GIRURIO	EMBU
539. MARY KINYUA	EMBU
540. CHARITY WAWIRA	EMBU
541. TARCISIO GICHUNGE	BOG IGEMBE DISTRICT
542. ACOTHY M. NDOO	BOG KYUSO
543. SILU J. MWENDWA	PRINCIPAL KYUSO
544. BENJAMIN M. MUTHENGI	SEC. CHALBI
545. JOE D. M. MWASI	SEC. MARSABIT
546. DOMINIC D. GODANA	KNUT EX-SEC.
547. MUTHURI RARIA	BOG IMENTI SOUTH
548. MURIUNGI G. MUKIRI	PRINCIPAL KIWANJAU –MAARA
549. NEWTON NYAGA	BOG MEMBER, EMBU
550. SISTER CONSOLATA BANDA	ISIOLO
551. BETI L. KINUAH	PRINCIPAL SIAKAGO BOYS
552. KIAMBI P. LUTERE	THARAKA
553. JEFFERY GIUNJURI	MERU CENTRAL
554. FESTUS KITHURE	MAARA DISTRICT
555. DAVID M. MULATYA	BOG KYUSO DISTRICT
556. FLORENCE MATHAI	MWALA DISTRICT
557. KAMAU MATHEW	MERU CENTRAL
558. DAVID MATHEKA	SPONSOR KITUI

559. PETER KIRUJA
 560. PANCRAS BIRIRI
 561. KENNEDY KYENA
 562. JEREMIAH MUTHEMBWA
 563. REV. LAWRENCE W.
 564. SAMUEL KINYUA
 565. LUCY WANJIKU
 566. REV. JACKSON GATITI
 567. SOSPETER GATUMU
 568. REUBEN M. MWANGANGI
 569. BENJAMIN KARIUKI
 570. MARY W. GATURU
 571. JOSPHAT N. KIURA
 572. HENRY N. NJUE
 573. KAVURIA PETER W.
 574. KIVUTHI S.C.
 575. EZEKIEL NJUE
 576. HARRISON NYAGA
 577. KITENGU M.
 578. MULWA J. K.
 579. PETER K. MUKINDIA
 580. FESTUS MWITI
 581. KANGA B. M.
 582. BORE SHADRACK GOTINGA
 583. TARIISIO GICHUNGE
 584. ACOTHY M. NDOO
 585. SILU J. MWENDWA
 586. BENJAMIN M. MUTUENGI
 587. JOE M. MWASI
 588. MURIUNGI G. MUKIRI
 589. NEWTON NYAGA
 590. KAMBI P. BUTERE
 591. JEREMY GIUHORO
 592. FESTUS KITHURE
 593. DAVID M. MULATYA
 594. FLORENCE MATHAI
 595. DAVID MATHEKA
 596. REV. TIMOTHY N. KILONYO
 597. MANDA S.K. MUSAU
 598. DAVID NGUI
 599. JOHN MUTUA
 600. MUURO NDUWA
 601. JOHN MURIULU
 602. MARY ADHIAMBO
 603. JONES M. MATUNE
 604. BIRONGA G. KOBİ
 605. WAMBUA S. KYALO
 606. MULI KANGANGA
 607. MURIITHI STEPHEN KARIUKI
 608. STEPHEN KIMUYU
 609. NJERU KAGONDU
 610. JUSTUS O. NYAGA
 611. DAVID MWENDA MBUI
 612. MICHASIOS WARASA
 613. TITUS KITHOKOI
 614. MUCHIRI M. PETER NYANGWA
 615. EUSBOHLO NTHIGA
 616. NELSON MUTHIANI
 617. ZEPHANIA IRERI
 618. NJERU SILAS
 619. MARTIN ASIR
 620. JOHN N. KYONGO
 621. DANIEL MUIA
 622. MBAYA K. ANNE
 623. MBAYA MIMULUNGI
 624. FRANCIS KANGA
 625. MURIUKI
 626. JULIUS M. KIVUNDUI
 627. J. MURIUGI NYAKA
 628. LEONARD P. K. I

TIGANIA
 TIGANIA
 NZAUI
 NZAUI
 NJIRU SPONSOR
 MBEERE DISTRICT
 EMBU
 MBEERE
 MBEERE
 MBEERE
 MBEERE
 MACHAKOS SEC.
 MBEERE
 MBEERE
 MERU CENTRAL
 MBEERE
 MBEERE
 MBEERE
 PRINCIPAL MUNGO
 PRINCIPAL KYOME MWINGI
 MERU SOUTH
 SOUTH IMENTI
 MERU SOUTH
 MERU SOUTH
 MERU SOUTH
 BOG IGEMBE DISTRICT
 BOG KYUSO
 PRINCIPAL KYUSO
 SEC. CHALBI
 SEC. MARSABIT
 PRINCIPAL KIWANJAU MAARA
 BOG MEMBER EMBU
 THARAKA
 MERU CENTRAL
 MAARA DISTRICT
 BOG KYUSO DISTRICT
 MWALA DISTRICT
 SPONSOR KITUI
 BOG MEMBER
 KUPPET
 BOG CHAIRMAN
 BOG CHAIRMAN
 PRINCIPAL KANYANARA
 SCM -NGURU SCHOOL
 PTA/BOG ABC GIRLS
 PTA/BOG ST. AUGUSTINE
 HOD KANGUM GIRLS
 KYANGURI SECONDARY
 PRINCIPAL MBEMBANI
 KANIA SEC. SCHOOL PRINCIPAL
 PTA/BOG CHAIRMAN
 BOG CHAIRMAN
 BOG MEMBER
 SEC.
 ALLED -PROGRAME DIRECTOR
 PTA CHAIRMAN
 PTA CHAIRMAN
 BOG MEMBER
 BOG CHAIRMAN
 CENTRAL ORG FOR DEV.
 KUPPET
 CARMEL GIRLS MBIUNI
 BOG CHAIRMAN
 KNUT
 KSSHA MAARA
 BOG CHAIRMAN
 PTA CHAIRMAN
 PRINCIPAL
 BOG MEMBER
 SEC. KANGUNDO DISTRICT
 NZAUI DISTRICT

629. ALAN MUSYUKI
 630. MARK M. KIIO
 631. SIMON M. MUTIA
 632. JOSEPH K. MUTUA
 633. JOSEPH K. MUTING'AU
 634. JOSEPH KIIO MUSYIMI
 635. PETER NZIOKA
 636. JAMES K. MUTUA
 637. STEPHEN NJERU
 638. VICTORIA M. MVOKA
 639. ALICE K. M. MULINGE
 640. JAMES M. MURISA MASII
 641. BENJAMIN M. MUSILI
 642. JUSTUS N. KANGEE
 643. CATHERINE W. ITUMBI
 644. PATRICK KITONYI
 645. NZIOKI T. N.
 646. SISTER MARY W. WACHIRA
 647. MRS C. KYALO
 648. MRS. SUSAN MAINA
 649. GICHERU KAMAU
 650. FLORENCE M. MATHAI
 651. CHRISTOPHER M. LINGE
 652. JOSPHAT K. KATHUMI
 653. MURUNGUMA D. N.
 654. STEPHEN MUCANGI
 655. JUSTUS NYAGA NJIRU
 656. PETERSON NGARI NGUGI
 657. JOSEPH MACHARIA M.
 658. DAVID GICHUVI M.
 659. FRANCIS KABURU JOHNSON
 660. KITONI P. N.
 661. NZIOKI T.N.
 662. MULINGE U. M.
 663. JULIUS MUCHOMBA
 664. MARTIN MAWEU
 665. JUDAH KINYELE
 666. STANLEY M. MUNYITHYA
 667. SHADRACK K. KITHOME
 668. MOHAMED SAUM
 669. DAVID MWENDA MBUI
 670. JUSTUS O. NYAGA
 671. JULIUS MUKWII
 672. ROBERT MUKIMBE
 673. RACHAEL NGINA SHIKUKU
 674. NICETTA M. ODWIGA
 675. MWENDA MISHECK
 676. KENGERE D. OMBASA
 677. OSCAR M. MUTIE
 678. UOLI HENRY
 679. PIUS NGOIYA
 680. SAMUEL GITHONGO
 681. JOYCE MUKEKA
 682. MUOKI MWANGELE
 683. DAVID M. MBECA
 684. FRANCISCO K. NAIDA
 685. IDAH J. NJAGI
 686. ISUMAIL MANDI
 687. SOPHIA SAHIM
 688. GUYO ALI GUYO
 689. JOSEPH IBRAHIM S.M.C
 690. JOSHUA M. KIMEA
 691. HARU BORU DAJISSA
 692. DAVID D. M. KIVUVA
 693. CATHERINE NTHIGA
 694. FR.. LUCAS KIOKO
 695. NJOKI MARYLINA
 696. KARINGI RUGURU
 697. PAULINE KIVUTI
 698. CINDY NYAWIRA

KNUT NZAUI DISTRICT
 H/T KILIKO PRIMARY
 BOG MEMBER NYAYO GIRLS
 NZAUI DISTRICT KAWALA SEC.
 NZAUI DISTRICT MATILIKU SEC.
 PRINCIPAL MUAMBWANI NZAUI
 CHAIRMAN KSSHA KIBWEZI DISTRICT
 SEC. – MBITINI, NZAU DISTRICT
 KARAU PRIMARY SCHOOL CHAIRMAN
 PRINCIPAL MUTHETHENI GIRLS MWALA
 PRINCIPAL MITABONI ABC GIRLS
 BOG MEMBER
 PRINCIPAL NDALUNI SECONDARY SCHOOL
 PRINCIPAL KATOTENI MWINGI
 DEPUTY PRINCIPAL KIANGIMA ST. MARYS
 PRINCIPAL BISHOP NDIINGI SECONDARY
 PRINCIPAL MWALA MIXED
 MAKUENI
 YATTA ,PRINCIPAL MATUU MEMORIAL
 YATTA MAKIVENZI GIRLS
 YATTA SEC.
 MWALA SEC.
 KNUT, CHAIRMAN MAKUENI
 KNUT, CHAIRMAN, EMBU SECONDARY
 EXECUTIVE SEC. KNUT MBEERE
 MBEERE
 MBEERE
 MBEERE
 MBEERE
 EMBU
 CHAIRMAN PTA MUTHAMBI BOYS
 MWALA
 MWALA
 MAKUENI
 TIGANIA
 CHAIRMAN PTA MAKUENI
 MWALA
 BOG NDALUNI SECONDARY SCHOOL
 D/PRINCIPAL KABAA HIGH SCHOOL
 MERU IMENTI NORTH
 ISIOLO
 EMBU
 KANGUNDO
 IMENTI SOUTH
 STUDENT, ST. PETERS GIRLS HIGH
 STUDENT, ST.PETERS GIRLS HIGH
 SEC.'S OFFICE MWALA
 SEC.S OFFICE MWALA
 SEC.S OFFICE MWALA
 SEC.S OFFICE MWALA
 SEC.S OFFICE MWALA
 H/T MWALA
 KIBWEZI
 KIBWEZI
 KIBWEZI
 SEC. LAISAMIS
 BOG MEMBER – LAISAMIS SECONDARY
 H/T EMBU
 SEC'S OFFICE MUTOMO
 PTA CHAIRPERSON ISIOLO GIRLS
 PTA CHAIRMAN ISIOLO BOYS
 CHAIRMAN –KIWANJANI DAY
 RTD D.DOE NZAUI DISTRICT
 PRINCIPAL GARBA TULA HIGH
 DEB MEMBER MAKUENI DISTRICT
 MBEERE
 ASS.ED. SECRETARY MAKUENI
 STUDENT (KANGARU GIRLS) EMBU
 STUDENT (KANGARU GIRLS) EMBU
 STUDENT (KANGARU GIRLS) EMBU
 STUDENT (KANGARU GIRLS) EMBU

699. INNOCENT MUTHONI
 700. ABIGAL NJIRU
 701. HILDA MURUGI
 702. ESTHER NAMU
 703. LILY NJIRU
 704. BOSTON KIGUNDA
 705. NKONGE M. DENNIS
 706. JACKLINE WANJIRU
 707. VERONICAH KITUNGA
 708. KENNEDY MURITHI
 709. JACOB MUTHUI
 710. CAROLINE KIRUMBA
 711. MOHAMUD HLAKE
 712. NELSON MUTHIANI
 713. NGARI ANTHONY M.
 714. KISUKE NICHOLAS
 715. MUTHIANI
 716. BONIFACE N. KIWA
 717. LAZARUS N. MUTHUKUI
 718. REV. S. K. KYANUI
 719. FRANCIS N. DUWISYAH
 720. JULINE KANGOTHE MWANGI
 721. MUTISO B. N.
 722. REGINA KYALO
 723. F.D.M. MATEE
 724. MUGO E. K
 725. ISUMAL MANDI
 726. BORE SHADRACK GITONGA
 727. PHILIP M. MUYA
 728. PAUL M. KATUKU
 729. NIGANYE GAKAJAGE
 730. EDISON KIIO MAKAU
 731. FESTUS MWITI
 732. KILUTA S.N.
 733. SUSAN K. MUSIMBA
 734. ISUMAIL MANDI
 735. ANDREW NJUE
 736. JOSPHAT MUTEKI
 737. PHILIPINUS NJIRO
 738. MURIUK G. IKIAO
 739. PETER KIRUJA
 740. PANCRAS BIRIRI
 741. EPHRAIM MUGO NDIWA
 742. SEVERINHO MATI MANII
 743. PATRICK WOKABI MUCHEMI
 744. EUGENE RIUNGU
 745. CAROLINE GITONGA T
 746. STEPHANIRA CIAMATI
 747. SOLOMON NKONGE
 748. LEONARD GITARI
 749. LLOYD NJERU KINYUA
 750. MAGIRI P.M.
 751. F. M. KIIRU
 752. SALESA ADEMO
 753. KIVUTI NELSON
 754. KIRALI S.N.
 755. J. M. NDUNDU
 756. DAVID K. NIVARA
 757. LUKAS M. NGARI
 758. PHYLLIS K. YUSUF
 759. ROSE W. KARANZA
 760. JACOB KAMONLUO
 761. ABDALLA ASUMAN
 762. JOSEPH NJAGI JAMES
 763. EUNICE G. NJUE
 764. ELIUD NJERU KIUIZA
 765. KIRERA J.
 766. PAUL MULIUNGI
 767. JACINTA NYAGA
 768. JULIUS MBIJIRE

STUDENT (KANGARU GIRLS) EMBU
 STUDENT (KANGARU GIRLS) EMBU
 STUDENT (KANGARU GIRLS) EMBU
 STUDENT (KANGARU GIRLS) EMBU
 STUDENT (KANGARU GIRLS) EMBU
 (ABC BOYS) MERU CENTRAL
 (IKUU BOYS) MERU SOUTH
 STUDENT (SIKAKO GIRLS) MBEERE
 STUDENT (SIKAKO GIRLS) MBEERE
 KAVUTIRI HIGH SEC.SCHOOL, EMBU
 KAVUTIRI HIGH SEC. SCHOOL EMBU
 KARUGWA GIRLS SECONDARY SCHOOL
 KNUT ISIOLO
 MUUMANDU SECONDARY
 KITHIMANI H.G.M. YATTA
 KITHIMANI SECONDARY
 ITC MUVUTI
 KIIUKUUNI PRIMARY SCHOOL
 KITHYOKO SECONDARY SCHOOL
 SPONSOR AIC
 BOARD CHAIRMAN MASINGA BOYS
 TEACHER SIAKAGO GIRLS
 KYAMBUKO SECONDARY
 A/C NYAYO GIRLS
 MUA HILLS
 ARUGUTI ACK EMBU
 SEC'S OFFICE MUTOMO
 PTA IKUU BOYS
 KUPPET MKS
 KUPPET MKS
 EXECUTIVE SEC. KNUT ISIOLO BRANCH
 KANGUNDO PTA CHARIMAN
 SOUTH IMENTI PTA CHAIRMAN
 MACHAKOS
 MACHAKOS
 MUTOMO
 PTA CHAIRMAN THIKA HIGH SCHOOL
 ZAPHANIA BOG CHUKA BOYS
 KURA BOG CHUKA BOYS
 DEPUTY PRINCIPAL CHUKA BOYS
 ST. FRANCIS OF ASSISI
 CHAIRMAN BOG ST. FRANCIS OF ASSISI
 PTA CHAIRMAN
 BOG MEMBER
 TEACHER
 PTA CHUKA BOYS
 TEACHER CHUKA BOYS
 BOG CHUKA BOYS
 BOG KIRIANI BOYS
 BOG KIRIANI BOYS
 BOG MIRU MIXED
 SEC. MBOONI
 SEC. NZAUI
 SEC. MWINGI
 H/T KAMULU PRIMARY
 DQASO MBOONI
 SEC. MAKUENI
 SEC.
 H/T MACHARIA
 D.O. EMBU
 CHIEF EMBU
 ASST. CHIEF EMBU
 ASST/CHIEF EMBU
 CHIEF EMBU
 PTA KAMULU PRIMARY
 CHAIRMAN KAMUNURI
 S/HOLDER MERU CENTRAL
 PTA CHAIRMAN
 H/T KIANJOKOMA BOARDING
 KUPPET SECRETARY

769. MENGI B. M.	PRINCIPAL NGUNI SECONDARY
770. ANDREW GIKUNDA MWOSHO	PTA CHAIRMAN
771. JANET K. MULWA	PRINCIPAL KYOMELI
772. JOHN M. NGUKU	BOG CHAIRMAN KYORE GIRS
773. MARTHA MUTAON	PRINCIPAL UJUEM
774. JAMES MAINA	KANGARU GIRLS SCHOOL
775. DAVID MULATYA	USUENI GIRLS SECONDARY SCHOOL
776. MUNYI GICHONJO	GICHICHE GIRLS SECONDARY
777. JUSTINA KIANGA	MISYANI GIRLS SECONDARY SCHOOL
778. MRS. JOYCE KIKUVI	MATUNGULU GIRLS
779. GITONGA F. RUFUS	KEPSHA – MAARA DISTRICT
780. JEREMY GICHURU	KIANO GIRLS SECONDARY SCHOOL
781. BEN KANYENJI	NTHAWA DEVELOP INITIATIVE
782. SILAS GUANTAI	KITHIRUNE SECONDARY SCHOOL
783. FESTUS KITHURE	NTURIRI GIRLS SECONDARY
784. SAMUEL K. NYAGAH	TUNYAI J. J.
785. BISHOP JOOHN NDUYO	DEB THARAKA DISTRICT
786. MUTEGI M.	NKONAI SECONDARY
787. GEORGE N. NDAMBA	NKONDI SECONDARY BOG
788. KIAMBI P. RUTERE	SEC.S OFFICE THARAKA
789. MWILARNA SILAS	TIGANIA DISTRICT
790. DR. SIMON M. RUKANGU	DEB THARAKA DISTRICT
791. NYAGA JULIUS	THARAKA BOYS
792. ANDREW K. MUCHEKE	MATIRI PRIMARY BOARDING
793. STANLEY MASAU	PTA GATUNWA PRIMARY
794. JUIUS NJERU	GAICHU PTA KARETHANI PRIMARY
795. JAPHET MUTIUNGI	PTA KAMATUNGU
796. PETER M. NYAGA	PRINCIPAL ABOTHU
797. SAMSON KUBWITHIA	TEACHER IKUU GIRLS
798. FRANKLIN GITONGA	SEC.S OFFICE IGEMBE
799. MURIUKI J. NKUNE	SEC.S OFFICE IGEMBE
800. JUSTUS N. NJIRU	PTA MUTUS PRIMARY
801. PETERSON NGARI NGUNGI	PTA KIMBOGO PRIMAR
802. MARTIN ONYONKA	KEPSHA
803. JOSEPH KISEN	KESHO INT.
804. JOSEPH MACHARIA M .	PTA K. NIHIGA
805. STEPHEN MUCANGI EPHANTUS	H/T MUTOS PRIMARY
806. SISTER CONSOLATA BANDA	SPONSOR ISIOLO EDUCATIOIN SECRETARY
807. SIMON NJAGI ST BENEDICTS	KITHM
808. JOHNSON CHOMBA NGUU	ST BENEDICTS
809. DAVID GICHUVI M.	EMBU COUNTY SECONDARY
810. MWIRU SILAS KSSHA	IMENTI NORTH
811. KAMWILU DOROTHY	KSSHA IMENTI NORTH
812. BORONA G.N.	PRINCIPAL KANGERA GIRLS
813. RUTERE H.M. CHULU BOYS	IMENTI NORTH
814. JOE D. M. MWASI	MOE
815. BENJAMIN M. MUTHENGI	MOE
816. DOMINIC D. GODANA	KNUT
817. ACOTHY M. NDOO	BOG
818. JOHN M. SILU	PRINCIPAL
819. MWANZI TEDDY	PRINCIPAL
820. FRANCIS M. KAULA	PRINCIPAL MANYATTA SEC. SCHOOL
821. RAPHAEL M. NDAVI	KANGUNDO
822. SALESIO NJUE	TEACHER
823. JOHN MOAKUNDI	CHAIRPERSON
824. PETER NGILA	SPONSOR CATHOLIC CHURCH
825. EDISON KIIO MAKAU	PTA CHAIRMAN
826. SOLOMON MULE	PRINCIPAL
827. MUTHIANI LTC	PRINCIPAL
828. KULI M.	PRINCIPAL
829. DAVID MWENDA MBUI	SEC. ISIOLO
830. MARGERY W. NJIRU	H/T SACRED
831. FESTUS N. MURATHI	PARENT
832. DAVID E. NJERU	PARENT
833. NANCY M. NAMU	PARENT
834. CYRUS M. KOTI	TEACHER MBIUNI SCHOOL
835. MOSSSES M. MUTISO	TEACHER KALIA KIUNDU
836. MUTUNGA MUASYA	PTA MEMBER
837. DANIEL M. MUIA	KNUT MEMBER
838. ANNE MBAYA	PRINCIPAL

839. JOHN MBAYA	BOG CHAIRMAN
840. JULIUS KANGETHE MWANGI	TEACHR SIAKAGO GIRLS
841. MARTIN ASIR	TEACHER CARMETL GIRLS
842. JOHN KYONGO	TEACHER CARMEL GIRLS
843. PHILLIS NGAANGO	BOG ST LAWRENCE GIRLS
844. FR. ALEXANDER NDIGA	EDUCATION SECONDARY THARAKA
845. MUTUARU ZIPPORAH G	PRINCIPAL
846. SIMON N. GITHAIGA	WACHORO BOYS SEC. MBEERE DISTRICT
847. SAMUEL M. MATIVO	KUMONI BOYS MAKUENI DISTRICT
848. JOSEPH M. NYAMAI	MATILIKU S.S. NZAUI DISTRICT
849. MICHAEL M. MUSYOKA	MASII GIRLS MWALA DISTRICT
850. MANDA SY MUSAU	YATTA
851. PETER NZAU	YATTA
852. PARTICK MYLI	YATTA
853. BIRONGA G. KOLI	EMBU
854. MURIUKI JOHN	MBEERE
855. MUTERO NDUWA	MBEERE PRINCIPAL
856. NICHASIOS WARAKA	MBEERE ALEED NGO COORDINATOR
857. JOSEPHAT K. KIGO	PRINCIPAL NAIVASHA MIXED
858. NGANGA WAINAINA	SEC.
859. REV. PAUL MATHERI	CHAIRMAN BOG NAMISS
860. DAMSON MACHARIA	BOG MEMBER NAMISS
861. FREDRICK AMBUSO	CHAIRMAN PTA NAMISS
862. CLLR. SIMON WANYOIKE	BOG MEMBER NAMISS
863. SR. FLORENCE MUIA,	BOG MEMBER NAMISS
864. JENIFFER ONDIMU	BOG MEMBER NAMISS
865. J.T KIROBI	NYONDIA SECONDARY SCHOOL
866. NJARMBBA PERIS	NAIVASHA SECONDARY SCHOOL
867. LYDIA WANJIKU M.	NAIVASHA MIXED SECONDARY
868. MERCY MWANGI	NAIVASHA MIXED SECONDARY SCHOOL
869. MWANGI PRINCE	NAIVASHA MIXED SECONDARY SCHOOL
870. MWIKARI NJOROGÉ	NAIVASHA MIXED SECONDARY SCHOOL
871. TOM JOHN	STUDENT KINUNGI
872. BEN OKIOGA	STUDENT KINUNGI
873. SCOLAH KIMANI	STUDENT KINUNGI
874. JANE WAMBUI	STUDENT KINUNGI
875. MERCY NJATHA	STUDENT KINUNGI
876. ANTHONY KAIRU	STUDENT KINUNGI
877. ELIZABETH KARING	STUDENT KINUNGI
878. MARY WAMBUI	STUDENT KINUNGI
879. PETER NGUGI	STUDENT KINUNGI
880. WILSON GATIMU	MIRERA SECONDARY SCHOOL
881. LUCY W. KAMAU	NAIVASHA MIXED
882. RACHAEL KURIA	NAIVASHA MIXED SCHOOL
883. ERIC OBIRI	D/SEC. NAIVASHA
884. CHRISTINE N. WANJOHI	NAIVASHA MIXED SCHOOL
885. PAUL K. KURIA	NAIVASHA DAY SCHOOL
886. PAUL M. KARIUKI	NAIVASHA DAY SCHOOL
887. PAUL MUIRU	NAIVASHA DAY SCHHOL
888. PURITY NJARAMBA	NAIVASHA MIXED SECONDARY SCHOOL
889. DOMINIC MUTURI NDUNGU	NYONDIA SEC. SCHOOL
890. MWANGI ALLAN	NAIVASHA MIXED SEC. SCHOOL
891. NAOMI W. WAINAINA	NAIVASHA MIXED SEC. SCHOOL
892. MILLIAM WAMBUI MWEA	NAIVASHA MIXED SEC. SCHOOL
893. MARY NJAURE	NAIVASHA DAY SCHOOL
894. KENNEDY NJERU	NAIVASHA MIXED SECONDARY SCHOOL
895. RENEE WANJIKU	NAIVASHA MIXED SEC. SCHOOL
896. CATHREEN WANJA	NAIVASHA MIXED SEC. SCHOOL
897. MARY MURUI	NAIVASHA MIXED SEC. SCHOOL
898. SALOME MBUGUA	NAIVASHA MIXED SEC. SCHOOL
899. PHILLIP DEKER	MIRERA SECONDARY SCHOOL
900. WYCLIFF O. OBEGE	MIRERA SECONDARY SCHOOL
901. JACOB MUITA	NAIVASHA MIXED SEC. SCHOOL
902. JAMES NGIGE	PARENT NAMISS
903. GACHEMI J. GATITU	NAIVASHA MIXED SEC. SCHOOL
904. HOSEA NJOROGÉ	NAIVASHA MIXED SEC. SCHOOL
905. ANTHONY MURACHIA	NAIVASHA MIXED SEC. SCHOOL
906. MICHAEL O. NGESA	NAIVASHA MIXED SEC. SCHOOL
907. JUDY MORAA	NAIVASHA GIRLS
908. SUSAN NYABOKE	NAIVASHA GIRLS

985. GRACE ROP	NAIVASHA GIRLS
986. ROSELYNE MWAMBONU	NAIVASHA GIRLS
987. EUNICE WANJIKU	NAIVASHA GIRLS
988. MERCYLYNE ASENAH	NAIVASHA GIRLS
989. ANNE WANGUI	NAIVASHA GIRLS
990. RAE ANDISI	NAIVASHA GIRLS
991. AMY NYAMBURA	NAIVASHA GIRLS
992. NASSY LUCIANA	NAIVASHA GIRLS
993. SHARON AKINYI	NAIVASHA GIRLS
994. WINNIE KEYAH	NAIVASHA GIRLS
995. STELLA PERE	NAIVASHA GIRLS
996. BEATRICE NJUGUN	NAIVASHA GIRLS
997. SAKEY GODANA	NAIVASHA GIRLS
998. MARTHA NJERI	NAIVASHA GIRLS
999. DINAH MATENGO	NAIVASHA GIRLS
1000. HARUN KANYNGI	NAIVASHA MIXED SEC. SCHOOL
1001. JEREMIAH CHEGE	NAIVASHA MIXED SEC. SCHOOL
1002. MILKAH AINAINA	NAIVASHA MIXED SEC. SCHOOL
1003. ROSEMARY NJOROGE	NAIVASHA MIXED SEC. SCHOOL
1004. MIRRIAM WAWERU	NAIVASHA MIXED SEC. SCHOOL
1005. ELIZABETH MAINA	NAIVASHA MIXED SEC. SCHOOL
1006. MIRRIAM AWERU	NAIVASHA MIXED SEC. SCHOOL
1007. JANE MBUGUA	NAIVASHA MIXED SEC. SCHOOL
1008. VIRGINIA AMBUI	NAIVASHA MIXED SEC. SCHOOL
1009. GEORGE NJUGUNA	NAIVASHA MIXED SEC. SCHOOL
1010. MOSES NJOROGE	NAIVASHA MIXED SEC. SCHOOL
1011. DAVID KARANJA	NAIVASHA MIXED SEC. SCHOOL
1012. JOHN NKOITIKO LETEITHO	NAIVASHA GIRLS
1013. MANUEL LEE	NAMISS
1014. MUNGAI ISAAC	NAMISS
1015. DENNIS MUNGAI	NAMISS
1016. BRIAN THABU	NAMISS
1017. PATRICK GICHUKI	NAMISS
1018. ROBERT N. CHIURI	NAIVASHA GIRLS
1019. PETER K. MBUGUA	KINUNGI SECONDARY SCHOOL
1020. JAMES KURIA MAINA	NAIVASHA DAY SCHOOL
1021. NJOROGE WAWERU	NAIVASHA MIXED
1022. FRANCIS KABATI	NAIVASHA MIXED
1023. JOSEPH MWANGI	NAIVASHA DAY SCHOOL
1024. EASTHER N. CHAMBA	KINUNGI SECONDARY SCHOOL
1025. ALICE WERU	NAIVASHA MIXED SCHOOL
1026. PATRICK M. KIORA	D. N. HANDA SEC. SCHOOL
1027. NAOMI MAINA	NAIVASHA MIXED
1028. BETH PALLAGYO	NAIVASHA MIXED
1029. FLORENCE MACHARIA	NAIVASHA MIXED
1030. MUNGAI D. NJOROGE	KINUNGI SECONDARY SCHOOL
1031. VERONICAH MWERU	KINUNGI SECONDARY SCHOOL
1032. JOHN MACKAY AUTI	NAIVASHA GIRLS
1033. JAMES GATHURE	NAIVASHA GIRLS
1034. MARGARET	NAIVASHA GIRLS
1035. ALFRED	PARENT
1036. DANIEL KAMAU	STUDENT NYONDIA
1037. CHARLES KARANJA	STUDENT NYONDIA
1038. MARGARET KINIKO	STUDENT NYONDIA
1039. NJUGUNA MBUGUA	STUDENT NYONDIA
1040. ERASTUS MBUGU	STUDENT NYONDIA
1041. ROSEMARY W. NGUGI	NAIVASHA MIXED
1042. HANNAH W. MBUGUA	NAIVASHA MIXED
1043. MARGARET NJOROGE	NYONDIA SEC. SCHOOL
1044. LUCY KARIAMU	NYONDIA SEC. SCHOOL
1045. LUCY KARANJA	NYONDIA SEC. SCHOOL
1046. MARGARET M. MWANGI	NYONDIA SEC. SCHOOL
1047. MOSES KARANJA	NYONDIA SEC. SCHOOL
1048. DANIEL NJAU	NYONDIA SEC. SCHOOL
1049. STEPHEN KARIUKI	NYONDIA SEC. SCHOOL
1050. MARY WAMAITHA	NYONDIA SEC. SCHOOL
1051. NANCY WANGUI	NYONDIA SEC. SCHOOL
1052. KIMANI JAYNE	KINUNGI SEC. SCHOOL
1053. NJATHA MERCY	KINUNGI SEC. SCHOOL
1054. JOSEPH KIARIE	NAMISS

1055. MILLON NGUGI	NAMISS
1056. STEPHEN NDIRANGU	NAMISS
1057. PAUL NGUGI	NAMISS
1058. KARIUKI R. W	NAIVASHA GIRLS
1059. JULLIETTE BHAKITAH N. M	NAIVASHA GIRLS
1060. GOODEVE S. K MWANIKI	MIRERA SEC. SCHOOL
1061. MUHIA DAVID	NYONDIA SEC. SCHOOL
1062. KINYWA PAULINE	NAIVASHA GIRLS
1063. PAUL KISANG	OCPD NAIVASHA
1064. CYNTHIA KAMWARE	NAIVASHA GIRLS
1065. NESSY LUCIANA	NAIVASHA GIRLS
1066. LUCY BOSCO	NAIVASHA GIRLS
1067. IRENE SAMBU	NAIVASHA GIRLS
1068. ANDISI TSIHUGWA	NAIVASHA GIRLS
1069. SHARON AKINYI	NAIVASHA GIRLS
1070. ASENAH MERCELYNNE	NAIVASHA GIRLS
1071. ANNE WANGARI	NAIVASHA GIRLS
1072. WINNIE KEYAH	NAIVASHA GIRLS
1073. SACKKEY GODANA	NAIVASHA GIRLS
1074. BEATRICE NYONGO	NAIVASHA GIRLS
1075. STELLA PERE	NAIVASHA GIRLS
1076. EUNICE MBAI	NAIVASHA GIRLS
1077. ZIPPORAH MUCHOKI	NAIVASHA GIRLS
1078. ROSLYNNE WAVUA	NAIVASHA GIRLS
1079. FATUMA SHARIFF	NAIVASHA GIRLS
1080. UNICE KIMANI	NAIVASHA GIRLS
1081. GRACE ROP	NAIVASHA GIRLS
1082. SYLVIA TAKA	NAIVASHA GIRLS
1083. MARY NDUNG'U	NAIVASHA GIRLS
1084. RISPER WAWIRA	NAIVASHA GIRLS
1085. GEORGINA MUSIA	NAIVASHA GIRLS
1086. FAITH MASIKA	NAIVASHA GIRLS
1087. JAYNE THEURI	NAIVASHA GIRLS
1088. ZIPPORAH MUIRU	NAIVASHA GIRLS
1089. MAUREEN GOCHERU	NAIVASHA GIRLS
1090. DINAH MATENGO	NAIVASHA GIRLS
1091. DAISY NYAKARU	NAIVASHA GIRLS
1092. CANDY NYONGESA	NAIVASHA GIRLS
1093. SOPHIE NYAWIRA	NAIVASHA GIRLS
1094. MILKA NJOROGE	STUDENT, NAIVASHA
1095. MILKA WAINAINA	STUDENT, NAIVASHA
1096. ERLIZABETH MAINA	STUDENT, NAIVASHA
1097. ROSEMARY NJOROGE	STUDENT, NAIVASHA
1098. CALISTUS MAIKO	D/DCIO NAIVASHA
1099. MR. KABIRU M. M.	LADY ANN DELAMERE SEC. SCHOOL
1100. NJOROGE MOSES	L. ELEMENTEITA SEC. SCHOOL
1101. MARY KUNGU	LADY ANN DELAMERE SEC. SCHOOL
1102. MRS. JANET KAMAU	LADY ANN DELAMERE SEC. SCHOOL
1103. MS BENTA MAAGA	LADY ANN DELAMERE SEC. SCHOOL
1104. MRS. MBIRATA JANE	LADY ANN DELAMERE SEC. SCHOOL
1105. MR. MUTHOKI M.M.	LADY ANN DELAMERE SEC. SCHOOL
1106. MR. JANE KURIA	LADY ANN DELAMERE SEC. SCHOOL
1107. MRS. LONAH KINYANJUI	COMMITTEE/ PARENT
1108. MRS. STEPHEN NJUGUNA	TEACHER KIUNGURURIA
1109. SOSPETER MUKURIA	ECHARIKIA PRIMARY SCHOOL
1110. STEPHEN WANJAU	SHINERS BOYS HIGH SCHOOL
1111. JUSTUS GECHERO	SHINERS BOYS HIGH SCHOOL
1112. FRANCIS MWANGI	SHINERS BOYS HIGH SCHOOL
1113. JOHN K. NJOROGE	SHINERS BOYS HIGH SCHOOL
1114. NGUGI SAMUEL	SEC. NAIVASHA
1115. GAKUNGA J. K.	SEC. NAIVASHA
1116. SR. JANE NJUHU	LOCKWOOD GIRLS HIGH SCHOOL
1117. MISS PHENDA OREGA	HILLSWINDS BOYS SEC. SCHOOL
1118. MRS. FELISTAS M. KIMANIO	TEACHER
1119. MR. JOHN K. MBINGURA	PARENT
1120. MR. MOSES MUTITHU	CLASS REP. KIUNGURURIA PRI. SCH
1121. PETER OREGA	DIRECTOR, HILLSWINDS
1122. DAVID MWANGI	PTA LESS CHAIRMAN
1123. MABROUKICH ZACHAYO	CHAURIA PRI SCHOOL DIHTR
1124. ONESMUS MUKUA	LADY ANN DELAMERE SEC.SCHOOL

1119. PETER KAHIGA	STUDENT LADY ANN SEC. SCHOOL
1120. PAISH KAMUNGE	STUDENT LADY ANN SEC. SCHOOL
1121. SAMWEL MAINA N.	STUDENT LADY ANN SEC. SCHOOL
1122. NG'ANG'A EVANS	PARENT
1123. MR. SMUEL OMOSA	SHINERS BOYS HIGH SCHOOL
1124. JULIUS NADWA	SHINERS BOYS HIGH SCHOOL
1125. J. KHAEMBA	SHINERS BOYS HIGH SCHOOL
1126. JAPHETH AMBOSO	SHINERS BOYS HIGH SCHOOL
1127. NYABAYO NATHAN	KSSHA (MOLO)
1128. SING'AR J. CHERUTICH	KSSHA (NAKURU)
1129. KIPRUTO KIMOSOP	CODEF / HUMAN RIGHTS
1130. PHILIP AUKA	RETIRED OFFICER
1131. SAMMY TERER	PASTOR AIC
1132. REV. JOSHUA CHEPKURER	PASTOR & BIBLE COLLEGE
1133. COL (LTD) FHN NDEGUKU	BOG MEMBER
1134. THIONG'O G. N.	SCHOOL H/T
1135. KIMANI JOSEPH	PTA.
1136. SAMUEL M. KARIUKI	TEACHER
1137. CLLR CHEGE FREDRICK	COUCILLOR
1138. GEOFFREY ORWARU	CHAIRMAN
1139. RREDRICK AMBUSO	CHAIRMAN PTA WA
1140. CHARLES MUTHEE	RETIRED TEACHER
1141. HARUN MBUGUA	CHAIR. SIXAVIER
1142. AMOS GAMBA	PRINCIPAL UHURU HIGH
1143. JUMA OKINYI	PRINCIPAL NAKURU WEST SEC
1144. DENNIS O. LALO	PTA SOLAI BOYS
1145. SUSAN NGURE	SEC.- LAIKIPIA EAST
1146. MILCAH NJOKI	REPORTER KNA
1147. CAROLYN WAMALWA	KNA - NKU
1148. LEAH THUO	MOI NDETTO SEC. SCHOOL
1149. MARY NDEGWA	MOI NDEFFO SEC. SCHOOL
1150. LUCY M. MUREITHI	PRINCIPAL TANDARE SEC
1151. CECILIA N. MUTHAMI	SEREIN EDUCATION CENTRE
1152. SULEMAN ODIPO	DEPUTY PSO R/VALLEY
1153. VIRGINIA NJOROGI	CHRIST THE KING ACADEMY
1154. DICKSON O. OYIEKO	PDO'S OFFICE SNE
1155. MILICENT YUGI	MEO'S OFFICE
1156. MRS REBECCA MWAMBIA	MARMANETS SEC
1157. CHARLES NJOROGI	MOI PRY
1158. MRS MARIA KIBET	AIC MOROP GIRLS
1159. C. K. MBIRI	KENYATTA SEC
1160. STEPHEN G. CHEGE	NAKURU CENTRAL SEC.S.
1161. EDWARD NGANGA	MOI NDEFFO SEC.
1162. SHEM M. OMBONYO	MEOS' (MCN)
1163. COL. (RTD) DICKSON SWEGENYI	KAFOCA (NAKURU)
1164. KARATI MOSES N.	SEC. NAKURU NORTH
1165. KARANI E.N. (MRS)	SEC. NAKURU
1166. ISAAC BARINGO	PEB RVP
1167. GEOFREY NJUGUNA	CHAIRMAN PSD
1168. DANIEL K. CHESARO	SCHOOL TEACHER
1169. ARTHUR W. WAWERU	KUPPET - NAKURU
1170. RICHARD MACHARIA	HEADTEACHER
1171. ANGWENYI IREN B.	MINISTRY OF INFORMATION
1172. MICHAEL G. KIMANI	SCHOOL TEACHER
1173. PROTAS O. OUMA	RTD TEACHER
1174. RONO K. FREDRICK	UMOJA PRIMARTY (MCN)
1175. DOROTHY TUGEE	KIMATHI PRIMARY (MCN)
1176. W.K. LANGAT	NAKURU GIRLS
1177. N. JOHN IRUMBI	SHINER'S BOYS HIGH
1178. T. NDIRANGU	NAKURU DAY
1179. NAOMY MBIYU	KABAZI SEC
1180. ANTHONY MUTUA	KABAZI SEC
1181. EVA KOSGEY	KIROBON HIGH
1182. DESNA CHELANGAT	KIROBON HIGH
1183. BILHA KIPTOON	KIROBON HIGH
1184. BONVENTURE W. LUCHISI	KIROBON HIGH
1185. ROBERT RONO	KIROBON HIGH
1186. SUSAN WANJIKU	NAKURU G. HIGH
1187. NAOMI RATEMO	NAKURU GIRLS HIGH
1188. MILLICENT MUGHONGO	NAKURU GIRLS HIGH

1189. BETHEL HAPPINESS M.	NAKURU GIRLS HIGH
1190. AMITA CHRISENCIA N.	NAKURU GIRLS HIGH
1191. MARYANNE NJERI N.	CHRIST THE KING SCHOOL
1192. ALICE AGUTU ODERO	CHRIST THE KING SCHOOL
1193. DAVID MAINA	AFRAHA HIGH SCHOOL
1194. FRANCIS EREGWA	AFRAHA HIGH SCHOOL
1195. WILLIAM DENG NYUON	AFRAHA HIGH SCHOOL
1196. PETER MBUGUA	AFRAHA HIGH SCHOOL
1197. ROGITO COLLINS A.	AFRAHA HIGH SCHOOL
1198. MITCHELLE A. OMWANZA	CHRIST THE KING
1199. VALENTINE UUGUTSA	KHALSA SEC SCHOOL
1200. KIPKOECH WESLEY KEMBOI	OGILGEI SEC SCHOOL
1201. RONALD SANG	OGILGEI SEC SCHOOL
1202. PURITY RONOH	OGILGEI SEC SCHOOL
1203. ROBERT OTIATO	OGILGEI SEC SCHOOL
1204. GRACE WAITHERA	MOI SEC SCHOOL
1205. JUDY WANGUI	MOI SEC SCHOOL
1206. MERCY AKINYI	MOI SEC SCHOOL
1207. SR. JANE NJUNU	LOCKWOOD GIRLS H. SCHOOL
1208. KAMBO SAMMY	KUPPET
1209. GICHARU JOHN	KUPPET
1210. TAITA ARAP MALEL PAUL	AFRICA CHAPLAIN CHURCH
1211. KICHANGI ISSA MIKIDADI	SUPKEM NKU DIST
1212. C.K. GATHIMBA	NKU 376 BOX
1213. DAVID C. YATOR	TEACHER
1214. NDUNGU LUCY	STUDENT
1215. HELLEN N. MURIITHI	STUDENT
1216. TITUS WANJOGU MUTONGA	STUDENT
1217. JOSEPH MAINA	STUDENT
1218. MUTANDA EMMANUEL	STUDENT
1219. TERRY LYNNEN	STUDENT
1220. ELIZABETH DARYEA	STUDENT
1221. STEPHEN K. KAGWI	STUDENT
1222. MR. KOSGEY	TEACHER
1223. WAIREGI C.M.	TEACHER
1224. VALENTINE VUGUISA	STUDENT
1225. AYIEKO DAVID	STUDENT
1226. OKELO MORRIS OTIENO	STUDENT
1227. JOHN N. NIENGA	STUDENT
1228. TABITHA W. MUGO	TEACHER
1229. MILLICENT YUGI	MED'S NAKURU
1230. JOHN R. KIRUI	CHAIRMAN R.S. SHA
1231. JOYCE MARIDANY	D/H.T FLAMINGO SEC
1232. N. J. KIPTURGO	H/T FLAMING SEC
1233. MWAURA NANCY Z.W.	TEACHER – LARMUDIAC
1234. JK MUGETHA	BOG. MEMBER BABERI SEC
1235. J. N. DENNIS	H.T KABAZI
1236. J.R. OMBONGI	K/H/T/ KIROBORO
1237. GICHOYA S.M	TEACHER – PARENT
1238. RICHARD OUTITA B.	SQASO
1239. RICHARD O. OBONYO	PDE'S
1240. WILLINGTONNE ONG'ANDE	PDE'S OFFICE
1241. JAMES MUIGAI	TEACHER MOGON PRY
1242. MRS. JULIA WACHIRA	DH/T ENODMATASIAN
1243. KARIUKI M.N.	H/T OLOOLARSER SEC
1244. NJUGUNA H. M.	H/T OLOOLARSER SEC
1245. GACOHU JANE NJERI	GAC HOD – AFRAHA H.S.
1246. ESTHER WANJIKU MAINA	TEACHER- NAKURU HIGH
1247. JAVE GATHOGO	OPINION LEADER
1248. DANIEL M. KIRUNGUI	BOG UPPERHILL MIX
1249. EUNICE K MUTINDA	TRS. NAKURU BOYS
1250. ESTHER KAMENE MURIITHI	TRS NAKURU BOYS
1251. THAIRU LAWRENCE H.	TRS NAKURU BOYS
1252. PHILIP K. CHERUIYOT	BOG- NGOTIO GIRLS
1253. BENSON K. BIWOTT	BOG - MOGOTIO GIRLS
1254. CHARLES K. CHEROYOT	BOG- MOTOTIO GIRLS
1255. JULIUS BOWEN	CHAIRMAN MOGOON PRY
1256. THOMAS OMENTA	MAMA NGINA SECONDARY
1257. PETER MAINA	MAMA NGINA SECONDARY
1258. PRISCILLA WANJIRU	MAMA NGINA SECONDARY

1259. MIRIAM WANJIRU	MAMA NGINA SECONDARY
1260. JAMES NJOROGE	FLAMINGO SEC SCH.
1261. FATMA WANGARI MWANGI	FLAMINGO SEC SCH.
1262. MARY MUTHONI MWANGI	FLAMINGO SEC. SCH.
1263. RAPHAEL ODHIAMBO OCHIEN'G	FLAMINGO SEC. SCH.
1264. DUKE OMBAGI NYANGU	FLAMINGO SEC. SCH.
1265. DAVID YATOR	KOYTEBES PRY SCHOOL
1266. C.K. GATHIMBA	NAKURU
1267. KARANJA S.K.	KIENI SEC
1268. PETER ATE	AFRAHA HIGH
1269. KELLY NJOROGE	AFRAHA HIGH SCH.
1270. JOHN KARANJA	AFRAHA HIGH SCH.
1271. JENIFFER WANJERA	AFRAHA HIGH SCH.
1272. ELECTOR OKETCH	AFRAHA HIGH SCH.
1273. MARK GITHINGJI	BRICKWOODS HIGH SCH.
1274. DAVID MAINA	SOLAI BOYS
1275. BRIAN BOGIRE ONKOBA	SOLAI BOYS
1276. JAMES MWANGI	SOLAI BOYS
1277. EVANS OTIENO	SOLAI BOYS
1278. WILLIAM BASS DAVID	SOLAI BOYS
1279. EVA KOSGEY	KIROBON HIGH SCH.
1280. DESNA CHELANGAT	KIROBON HIGH SCH.
1281. BILHA KIPTOON	KIROBON HIGH SCH.
1282. BONVENTURE W. LUCHIRI	KIROBON HIGH SCH.
1283. ROBERT RONO	KIROBON HIGH SCH.
1284. SUSAN WANJIKU	NAKURU GIRLS' HIGH SCH.
1285. NAOMI RATEMO	NAKURU GIRLS' HIGH SCH
1286. MILLICENT MUKHONGO	NAKURU GIRLS' HIGH SCH
1287. BETHEL HAPPINESS MUTIMBA	NAKURU GIRLS' HIGH SCH
1288. AMITA CHRISENCIA N.	NAKURU GIRLS' HIGH SCH
1289. MARYANNE NJERI NJOGU	CHRIST THE KING HIGH.
1290. ALICE AGUTU ODERO	CHRIST THE KING ACADEMY
1291. MITCHELLE ALEGO OMWANZA	CHRIST THE KING ACADEMY
1292. MARTIN GITHINJI	MOI NDEFFO SEC SCHOOL
1293. ISAAC KAMAU	MOI NDEFFO SEC SCHOOL
1294. ANNE WAMBUI MBARIA	MOI NDEFFO SEC SCHOOL
1295. SHARON WANJIRU NJUGUNA	CHRIST THE KING ACADEMY
1296. STELLA WANJIKU NDUKU	CHRIST THE KING ACADEMY
1297. LOISE WANJIRU GAKAU	CHRIST THE KING ACADEMY
1298. DIMPLE KUMAR SUBHASHINI	CHRIST THE KING ACADEMY
1299. JULIUS ONYANGO	KHALSA SECONDARY SCHOOL
1300. JAMES MBOYA	AFRAHA HIGH
1301. ALFRED OMUKANGU	KHALSA SEC. SCH.
1302. NGETHE N. PAUL	AFRAHA HIGH SCH.
1303. GITHINJI J. KARANJA	AFRAHA HIGH SCH.
1304. JOEL MUIRURI	AFRAHA HIGH SCH.
1305. VALENTINE VUKUTSA	KHALSA SECONDARY SCH.
1306. RONALD SANG	OGILGEI SEC SCH.
1307. ROBERT OTIENO	OGILGEI SEC SCH.
1308. PURITY RONOH	OGILGEI SEC SCH.
1309. KIPKOECH WESLEY KEMBOI	OGILGEI SEC SCH.
1310. SUSAN NGURE	SEC. LAIKIPIA EAST
1311. MILCAH NJOKI	KENYA NEWS AGENCY
1312. CAROLYN WAMALWA	KNA - NKU
1313. LEAH THUO	MOI NDEFFO SEC
1314. MARY NDEGWA	MOI NDEFFO SEC
1315. LUCY M. MUREITHI	PRINCIPAL TAM DARE SEC
1316. CECILIA MUTHAMI	SEREIN EDUCATION CENTRE (SEC)
1317. KARANJA NJOROGE	STANDARD
1318. SULEMAN ODIPO	D/PSO R.V.P
1319. HORUN MBUGUA	CHAIR.
1320. ANASTASIA W. THIONGO	AASAC-K
1321. AMOS GAMBA	PRINCIPAL UHURU HIGH
1322. ERIC OBIRI	DSEC. - NAIVASHA
1323. DICKSON O. OYIEKO	SEO (SNE) PDO SOFF
1324. JUMA OKINYI	PRINCIPAL NAKURU WEST
1325. DENNIS O. LALO	PTA. SOLAI BOYS
1326. MARIOS LETEREWA	PRINCIPAL SOLAI
1327. MARY WAGURA	SAUTI YA MWARANTHI 'F'
1328. FRANCIS MUREITHI	NATION MEDIA GROUP

1329. JULIUS BOWEN	CHAIRMAN- MOGOOGOO PRY.
1330. PERE S. KIPEEN	MERRUESHI SEC. SCH.
1331. STEPHEN G. CHEGE	NAKURU CENTRAL SEC. SCH.
1332. EDWARD NGANGA	MOI NDEFFO SEC
1333. RACHEAL NJERI	PARENT
1334. FREDRIC OLOO	BOG CHAIRMAN
1335. EVANS YEGON	KASS FM
1336. JOSEPHINE NJOKI	NATION DAILY
1337. ANNE GIKONYO	ST. XAVIERS
1338. PR. SAMMY TERER	AIC KIAMUNY PASTOR
1339. EZRA JANYO	ST. MARYS'S SCHOOL
1340. REV. JOSHUA CHEP	
1341. WYCLIFFE AGESA	KPI NAKURU
1342. DANIGU MURUGU	MSA 6/25
1343. GEORGE DULO	NAKURU
1344. ISAIAH K. CHIRUCHIR	BOG KABARNET HIGH SCHOOL
1345. SAPHINA J. CHELAGAT	BOG KABARNET HIGH SCHOOL
1346. CLLR JOSHUA K MATETAL	BOG MEMBER
1347. ELIUD WANASWA	SEC. - BARINGO
1348. SHAABAN M. DIGO	D/DER RVP
1349. MERY CHEBII	BOG MEMBER
1350. JAPHET KANGWONY	SCHOOL CHAPLIN
1351. EDNAH J. TAYOUT	PTA TREASURER
1352. KHAMASI SHIVOLI	DC BARINGO
1353. MICHAEL TARUS	PARENT
1354. JOHN NGETICH	PARENT
1355. P.L. EMARIA	PARENT
1356. JULIUS KIPROTICH SAMOEI	PARENT
1357. THOMAS KIPTOO M.	PARENT
1358. KIPTOO JELAGAT	PARENT
1359. REUBEN RUTTO C.	PARENT
1360. PASTOR WILLIAM C. KITILIS	
1361. CHRISTINE KOMEN	GUARDIAN
1362. THOMAS CHEPCHIENG	GUARDIAN
1363. CHRISTINE SAYABET	PARENT
1364. RHODA J. KANDIE	PARENT
1365. FRANCIS K. CHERUTICH	GUARDIAN
1366. REUBEN KOSGEI	PARENT
1367. GISEC.N K. RUTTO	SEC.'S OFFICE
1368. FLORENCE TOO	PARENT
1369. PAULINE CHEROP	PARENT
1370. JOSHUA TOO	PARENT
1371. CLLR JOSEPH K. KIPTASH	ITEN TAMBACH T/C
1372. CHRIS K. KIMANYO	PARENT
1373. KOSGEI M.K.	PTA
1374. CHARLES M. SAINA	PTA
1375. JANE ROTICH	PRINCIPAL KAPKENDA
1376. ERIC K. KIPTAI	PARENT
1377. DENNIS RIPELUMBA	PARENT
1378. EVANS W. WANYONYI	STUDENT
1379. JUSTINA N. WAFULA	STUDENT
1380. KEVIN M. MBAKULO	STUDENT
1381. THOMAS NYANJOM	STUDENT
1382. VICTOR SANG	STUDENT
1383. GRANVILLE SAY	STUDENT
1384. JONATHAN KORMA	STUDENT
1385. ROBERT KOSIEM	STUDENT
1386. NISON SAINA	STUDENT
1387. KEVIN OKIPI	STUDENT
1388. TITUS CHIRCHIR	STUDENT
1389. COSMAS KIPLAGAT	PARENT
1390. JOSEPH K. SORECH.	PARENT
1391. J.B OMONDI	TEACHER ST. PARTICK
1392. RAEL KOECH	TEACHER ST. PARTICK
1393. CHRISTINE LIMO	TEACHER ST. PARTICK
1394. SARAH SAMBU	TEACHER ST. PARTICK
1395. IRENE ROTICH	TEACHER ST. PARTICK
1396. PATRICK SITATI	TEACHER ST. PARTICK
1397. WILSON K. CHICHIR	TEACHER ST. PARTICK
1398. MOSE KOSGEY	PRINCIPAL AIC KESSUP

1399. MARITIM OSCAR
 1400. FRANCIS CHEBIEGO
 1401. PHILIP K. KUZMEN
 1402. CHERUIYOT K. KIBET
 1403. SAWANDA E. K.
 1404. ALEX A OYUGA
 1405. RICHARD KOSGEI
 1406. PENINA CHERWIYOT
 1407. ESTHER JERUTO
 1408. ALICE NZALU
 1409. JULIA CHEPKURUI
 1410. SAMUEL KEITANY
 1411. ROBERT K. KOSKEI
 1412. BARSULAI KIPKORIR TITUS
 1419. ERNEST O. AKUMU
 1420. KENNEDY K. BORR
 1421. NATEMBEYA FLORENCE
 1422. MAUREEN TIREITO
 1423. NANCY KIMMING
 1424. MRS. VERONICA OMBAYO
 1425. MARK K. CHUMBA
 1426. CHARLES TANUI
 1427. P. SEREM
 1428. M.K. KINIGA
 1429. KONGWALET BARNABAS
 1430. EDWIN K. RUTTO
 1431. ROBERT KIMINGICHI
 1432. DAVID P. KEMBOI
 1433. DAVID K. SANG
 1434. FLORENCE CHESEREM
 1435. KIPLIMO MOROGO
 1436. MRS. ZIPPORAH KUTOH
 1437. MASAYI SHITANDA
 1438. MS. KATAKA KINYANJI
 1439. JOEL K. TIROP
 1440. WILLIAM K. TARUS
 1441. ROSELYNE J. SUGUT
 1442. TOO WILLIAM
 1443. JULIUS K. TOO
 1444. KENNEDY MAKOKHA
 1445. BENJAMIN K. YEGO
 1446. GILBERT K. KOECH
 1447. DAVID K. TENAI
 1448. DAVID K. KAMAU
 1449. LOPOKOR J. AKUJU
 1450. NANCY BOIT
 1451. SUSAN CHEPCHUMBA
 1452. PETER TANUI
 1453. LT. GEN A.K ARAP CHERUIYOT
 1454. JACOB K. BOIT
 1455. CHARLES K. ROTICH
 1456. REV. KIBET MASWAI
 1457. MRS. THERESA CHEPKWONY
 1458. OLOO GEORGE
 1459. CHERUIYOT K. PHILIP
 1460. BARNABA K. CHEBII
 1461. JOHN W. RONO
 1462. DANIEL C. RUTTO
 1463. CHARLES TANUI
 1464. ABSALOM EDENA
 1465. KENNEDY KIBET ROTICH
 1466. ROBERT K. CHOGE
 1467. KILIMO R. RICHARD
 1468. CHEBUNET ZEAL PHILIP
 1469. BENJAMIN KIPTOO
 1470. JOSHUA KIPLAGAT
 1471. CHERUIYOT SITIENEI
 1472. PAUL C. KOECH
 1473. EPHANTUS BIRGEN
 1474. DAVID K. TOO

PRINCIPAL ST. PATRICK'S
 PRINCIPAL KIPSIENS
 BOG ST. PAUL
 KNUT
 TEACHER ST. PATRICKS
 TEACHER ST. PATRICKS
 WORKER ST. PATRICK

TEACHER ST. PARTRICK
 WORKER ST. PATRICK
 TEACHER ST. PATRICK
 TEACHER ST. PATRICK
 STUDENT UO.
 AFRICOM
 MOI GIRLS ELDORET
 SAYARE RTVN
 SAYARE RTVN
 ST. MARYS SCHOOL
 KETIPLONG PRY
 MOIBEN H. SCHOOL
 ST. PAULS MAKONGI
 TAMBACH HIGH SCHOOL
 PAUL BOIT SEC
 MARAKWET H.S
 SEC.'S OFFICE W. POKOT
 SOIN PRIMARY
 AG OFFICE ELDORET
 SEC.'S OFFICE - WARENG
 ST. ANTHONY BOINET
 ST. PAULS GIRLS KAPTEL
 SEC.'S OFFICE TRANS NZOIA
 SEC.'S OFFICE WARENG
 MOI CHUIYAT SEC
 KENDUR PRY SCHOOL
 SEC.'S OFFICE WARENG
 KORIOMAI PR. SCHOOL
 SEC.'S OFFICE MOSOP
 SEC.'S OFFICE ELDORET EAST
 HT. LEMOOK PRI. SCH
 BURSAR KIISANGUI SEC
 TEACHER RACECOURSE
 H/T CHIRCHIR PR

TEACHER
 TEACHER
 TEACHER
 CHAIRMAN- BOG KAPSABET BOYS
 KAPSABET BOYS
 KNUT NANDI NORTH
 BOG/DEB-UASHIN GISHU
 ST. TERESA OF AVILA GIRLS
 SEC. MOSOP
 H/T CHEBIEMIT BOYS SEC
 H/T KAPSOWAR BOYS SEC
 PTA CHAIRMAN

KAACR
 MOI UNIVERSITY
 N.NORTH PREFECT ASSOC
 FAULU KENYA LTD.
 KEROTET GIRLS
 RELIGIOUS ORGAN

KIBOROM SEC SCHOOL
 MURGOR P. SCHOOL
 KONYIT PRY SCHOOL
 KOITEBES PRY

1475.	V.K.S TOLE	
1476.	ELIZABETH OTIENO	SEC.'S OFFICE KEIYO
1477.	PETER M. CHUMO	KAPKOI PRY WEIWEI SEC. SCHOOL
1478.	GISEC.N K. RUTTO	CHEPTIRET SEC SCHOOL
1479.	GERALD ORINA	KIMUMU SEC SCHOOL
1480.	CHRISTOPHER SURTAN	ST. PETERS SEC SCH
1481.	A.N.N GONZI	ST. AUGUSTINE SEC
1482.	B.K. KITUR	LELWAK SECONDARY SCHOOL
1483.	J. MULUSA	
1484.	JOEL K. RUTO	
1485.	JOSEPH BEN TEYA	SUNEKA SEC
1486.	ISHMAEL O. MASES	DQASO – GUCHA
1487.	JANE N. BOTA	DDQASO – KISII C
1488.	DAVID C. MOCHAMA	KNUT BORABU DISTRICT
1489.	NYARANGI EDWIN	KNAP
1490.	FRED MOTURI	STANDARD GROUP/KTN
1491.	BENSON NYAWESO	REPORTER
1492.	NYAINGO BILLIAH KERUBO	KERERI HIGH SCHOOL
1493.	SIMBA O. NEHEMIAH	KCA
1494.	GEOFFREY OTUNGO	UNIVERSITY OF NAIROBI
1495.	ISMAIL I. ONG'ETA	K.C.A
1496.	ALEX OIRA	CARDINAL OTUNGA HIGH
1497.	JACKSON A. ONYANGO	GUSII HIGHLIGHTS SCH
1498.	OKOTH GIFT OTWENUE	GUSII HIGHLIGHTS SCH
1499.	GECHANGA KWAMBOKA MARGARET	ST. PAULS NYANDOCHE IBERE SEC
1500.	J.G. NYAN'GAU	KSSHA MASABA BRANCH
1501.	JOSEPH MIYOGO	NYAMESOCHO SEC. SCHOOL
1502.	STEPHEN O. MOMANYI	E.D. – GUCHA SOUTH
1503.	BENARD O. NYATUKA	DDQASO – GUCHA SOUTH
1504.	JOSEPH SITIMA	DQASO – GUCHA SOUTH
1505.	DAVID NYAMBEGA	EDU. SEC SDA CHURCH
1506.	MOBEGI ERICK	BARATON UNIVERSITY
1507.	ALBERT OMBUNA	MASENO UNIVERSITY
1508.	GILBERT KOBİ	NSTV
1509.	SHADRACK	KISII CENTRAL
1510.	HENRY MIRERA	OFFICE OF PRESIDENT
1511.	ELMELDA SIMION	NYABURURU GIRLS
1512.	SHEM M.NYAUNDI	EX.SEC KNUT KISII
1513.	WILLIAM OISEBI	KNUT KISII
1514.	HELLEN M. LUHANGALA	MWONGORI SEC
1515.	MARTHA MOMANYI	ADRA – KENYA
1516.	JOSEPH MWANGI	D .O. 1 KISII CENTRAL
1517.	WILSON RIKAHO MULUVE	DISEC. KSI CENTRAL
1518.	NYAUNDI O. BENSON	KUPPET – GUCHA
1519.	NYARIKI ZACHARY	H/T CARDINAL OTUNGA
1520.	TIMOTHY NYARERA	H/T MATONNA SEC.
1521.	ESTHER ONGONDI	H/T KERERI GIRLS
1522.	REDEMPTA MOMANYI	DEB KISII CENTRAL
1523.	JUSTUS G. NYARIBO	BOG – MASABA
1524.	S. OMWERI KIBWAGE	BOG
1525.	JOSHUA NYABOGA	KNUT SEC KISII
1526.	SHEM M. MAUDI	
1527.	JOEL NYANGAU P	H/T KISII PRIMARY
1528.	ARITA BWANA EDWARD	SQASO – BORABU
1529.	FRANCIS MECHA	SENIOR CITIZEN
1530.	SAMUEL OOGA MAATI	K.N.A.P BORABU
1531.	OMARI I. MOKAYA	TEACHER
1532.	KENNEDY OGECHA	PRINCIPAL GAMBA SEC
1533.	INNOCENT B. SIRO	PRINCIPAL STC/RANDA
1534.	MOSES K. KIARIE	DQASO – MASABA
1535.	RISPER A. OWINO	SEC. – GUCHA
1536.	JANE M. BOTA	QASO – KISII C.
1537.	ISHMAEL O. MASESE	DQASO – GUCHA
1538.	DAVID CHIEF MOCHAMA	K.N.U.T REP – BORABU
1539.	JOSEPHINE MWENDE	KNAP BORABU
1540.	ORIOKIH JOYCE	KSSHA – MASABA
1541.	MOCURE.J.P	PRINCIPAL – GUCHA
1542.	TABITHA MOGOCHI	KSSHA GUCHA
1543.	LEO KOGOGO	EDUCATION
1544.	PAMELA A. AMEKA	MAJI MAZURI SEC

1545.	MOSES	NYANTURAGO
1546.	C.M. NYABENGI	NYANTURAGO
1547.	B.N. MARCK O. MOMANYI	MARANDA HIGH SCHOOL
1548.	ESTARICAL ONGONDI	NDONYO SEC
1549.	OGOLA JAMES	EDUCATION
1550.	MOTURI MOSOSI BEN	STAKEHOLDER
1551.	SAMSON NYAANGA NGOKO	
1552.	AKAMA HARRISON	PRINCIPAL-ENGOTO PAG SEC
1553.	KEBATI ZACHARY	PRINCIPAL MESABAKWA SEC
1554.	TOM ONGAGA	TEACHER-KIAMABUNDU
1555.	SAMUEL O. OKELLO	KNUT/CHAIRMAN
1556.	MAURICE OGUYO KAJWANG	KNUT/AG SEC
1557.	STEPHEN N. MENGE	MIC – DIO (INFORMATION)
1558.	JACK NDUVI	STANDARD GROUP
1559.	CLLR FRANCIS O. ACHOLA	V/C HBCC
1560.	MAURICE K'ALUOCH	DAILY NATION
1561.	B.J. LEMPARAI D.C.	H.BAY
1562.	COLLINS O. OYUNGA	SEC. REP
1563.	ROMANUS P. ONYANGO	BOG CHAIRMAN
1564.	JAPHETH O. WAGANDA	PTA CHAIRMAN
1565.	MALACHI OKEYO	CHAIRMAN- KSSHA
1566.	RITA A. OKEYO	PRINCIPAL- NYAMASARE GIRLS
1567.	ONDITI J. OKEYO	CJPC/MIPANE
1568.	MONICA A. AJWANG	CJPC/KADEM
1569.	DON SHIRACY	CJPC
1570.	JANET KASUKU	PRINCIPAL – MAWEGO GIRLS
1571.	MAULINE ATIENO	STUDENT – MAWEGO GIRLS
1572.	ELIJAH K. CHEBOCHOK	NSIS
1573.	ODINDO ADINDA	SEC.'S OFFICE RONGO
1574.	DEDE SYLVAN OWITI	TEACHER (RONGO DIST)
1575.	OLIECH FREDRICK	TEACHER
1576.	BERNARD OGOT OKANGA	TEACHER – OBENGLE
1577.	CHRISTINE ONDEGO	PRINCIPAL – OGANGE G.
1578.	OSINGO GEOFREY	STUDENT
1579.	DAVID OMOLO JUNIOR	H/B SCHOOL
1580.	DOUGLAS MOCHAMA	APC
1581.	JOSEPH OLLOO	C.F.E.C
1582.	MOSES OCHIENG ODHIAMBO	CHRIST FAITH EV.CHURCH
1583.	CHARLES KODUOR OPONDO	CHURCH LEADER
1584.	BISHOP NASHON OLLOO	C.F.E.C
1585.	ODOYO COLLINS OTIENO	RED CROSS
1586.	DANIEL OTIENO KONYANGO	RED CROSS
1587.	CHARLES OWINO OBEL	H/T TOM MBOYA SEC
1588.	ADERA SAM OMBURO	CLLR CENTRAL KABUOCH
1589.	SUSAN A. ONYOKA	EDUCATION OFFICER
1590.	KENNEDY O. OYOO	EDUCATION
1591.	TOBIAS O. OBONGO	C.D.F HOMA-BAY
1592.	OBAI EZRA	EDUCATION, H-BAY DISTRICT
1593.	DINDA O. JOHNSON	M.O.E KURIA WEST
1594.	SIMEON A. AWINO	BOG
1595.	ALFRED ODHIAMBO	HEADTEACHER
1596.	OMOSA NAOMI	INFORMATION
1597.	AMISI SAUL	INFORMATION OFFICE
1598.	AJULU MAURICE	HEADTEACHER
1599.	ONYANGO OMALA	MEMBER OF PUBLIC
1600.	ONYANGO URBANUS	HEADTEACHER
1601.	BENEDICT OKOTH	PTA/BOG
1602.	DR. ONGONGA MICHAEL	KNAP
1603.	NYANTIKA MONARI	M.O.E KURIA WEST
1604.	FRED O. ADERO	TEACHER
1605.	SETH OYIER	HEADTEACHER
1606.	GEORGE OWUOR OUKO	TEACHER
1607.	ANDREW ODHIAMBO OBIERO	D.DFO
1608.	JOHN WILLIAM OUMA	ANGLICAN CHURCH
1609.	AGWAROLO VICTOR OCHIENG	STUDENT-MBITA HIGH
1610.	OCHOGO OWUOR LAWRENCE	BUSINESS OFFICE
1611.	CELESTINE ACHIENG ABUTO	STUDENT
1612.	A.K. LANGAT	SEC. RONGO
1613.	MARK ONGOCHO	DQASO – RONGO
1614.	JOHN O. OJEMA	A.E.O. – RONGO

1615.	ALEX OPOLLO	TEACHER
1616.	BEATRICE OGOLLA	MYWO (DEB)
1617.	DORINE A. JUMA	HEADTEACHER
1618.	WALTER OJWANG OWITI	PTA OGONGO SEC SCH
1619.	DENNIS ODULA	PARENT
1620.	OCHIENG ERICK	STUDENT (OGONGO)
1621.	APONDO EMELDAH	STUDENT (OGONGO)
1622.	ONYANGO PAUL ONG'WENA	STUDENT (OGONGO)
1623.	OCHIENG RAPHAEL OPONDO	STUDENT (HOBA SEC)
1624.	WILLIAM OUMA	PTA CHAIRMAN
1625.	MASIWO JOSEPH	HEADTEACHER
1626.	PAUL O. OCHIENG	M.O.E - HOMABAY
1627.	OKOTH GILBERT	M.O.E H/BAY
1628.	MBEYA MICHAEL	M.O.E H/BAY
1629.	T.B. CHUMA	D.A
1630.	GEORGE ORIMBA	H/BAY
1631.	LAWRENCE OMWUOR OCHOGO	BUSINESSMAN
1632.	TOM M. ONDIEK	A/CHIEF
1633.	ELLY MWAYA ONDITI	TR. REP URIRI (KNAP)
1634.	OJWANG GEORGE ALOYS	KEPSHA (RONGO DIST)
1635.	PETER ODONDI GIYO	KNAP
1636.	CHARLES ODONDI	KNUT - MIGORI
1637.	MIRUMBE DANIEL	KSSHA - KURIA WEST
1638.	CHACHA M. MWITA	PTA CHAIRMAN TARA/H
1639.	LUCAS MATIKO	PRINCIPAL
1640.	RODAH M.	WAMBORA SCH. BOG MEMBER
1641.	MOSES A. OLANG	KNAP REP RONGO
1642.	FLORENCE OMONDI	PRINCIPAL MOI NYABOHANSHE
1643.	SERERA S. MIRUMBE	PRINCIPAL - ISIBANIA
1644.	HENRY OMOLLO ODEKO	FORMER TEACHER
1645.	ANDREW OTIENO ANURO	ODM
1646.	ELIZABETH A. OGOLA	D.E. MEMBER
1647.	GEORGE OBUOYO	EDUCATION OFFICER
1648.	JACKSON OMOLO	PARENTS ASSOCIATION
1649.	OGWENO	NYANZA BRANCH CHAIRMAN
1650.	NELSON ORENG JUMA	DEB - BONDO
1651.	BABU KARAN	DEB KISUMU WEST
1652.	WILSON O. OREMBE	KUPPET
1653.	GEORGE RUBIK	BOG -CHAIR ST. BARNABAS
1654.	GEORGE ONYANGO AOLA	CHIEF BOG
1655.	MARTIN ONG'AYO	PARENT
1656.	GEORGE W. OBALA	BOG CHAIR
1657.	OLENDO OLANDO	BOG - EX OFFICIO
1658.	JACOB WAVINDE	BOG MEMBER
1659.	JOHNSON O. MBOGA	KEPSHA - BONDO
1660.	CONSOLATA NGIENDO	DEB KSM WEST
1661.	BONFACE NDAKA	NAM LOLWE
1662.	EDWIN OCHIENG	NAM LOLWE
1663.	DICKENS OGOT	STUDENT
1664.	ESSAO GWALA NYALUO	PTA CHAIRMAN
1665.	CHARLES OTIENO SEWE	NON TEACHER - LIONS
1666.	NICHOLAS OCHIENG	NON TEACHER - LIONS
1667.	ROSELYNE OCHIENG	KSSHA - KISUMU
1668.	GRACE OCHIENG	KEDSSHA - KISUMU
1669.	OKEYO LAWRENCE	TEACHER
1670.	OLOO JOHN BRUNO	CIVIL SOCIETY
1671.	GLADYS N. OSERO	TSC
1672.	GEORGE OUKO	SCHOOL LINKING PROG
1673.	HAROLD AYODO	STANDARD GROUP
1674.	ABIUD OCHIENG	NATION MEDIA
1675.	SUSAN OWINO	ST. BARNABAS GIRLS
1676.	MARCELLUS AWANDU	CHIANDA HIGH
1677.	STELLA BRENDA	NYAKACH GIRLS HIGH SCH.
1678.	QUINTER OSINDI	NYAKACH GIRLS HIGH SCH.
1679.	ERICK KIEMA	NYAKACH GIRLS HIGH SCH.
1680.	MAGDALINE IGWATA	M.E.O'S OFFICE
1681.	JOHN O. OJWALA	M.E.O'S OFFICE
1682.	WANDARE ELISHA	OBAMBO MIXED
1683.	KARILUS B.N.	KSSHA NYANZA
1684.	ODUL B. ARGWINGS	DSEC.-BONDO

1685.	OBONDO VINCENT	DSEC. – SIAYA	
1686.	JOHN O. RAKAMA	MEO'S OFFICE KSM	
1687.	PETER AYILA WADEGU	KISUMU WEST KSSHA	
1688.	JENNINGS OLANDO	KAACR	
1689.	LORAIN ANGIRA	KAACR	
1690.	ERICK CHARLES OMONDI	KAACR	
1691.	NICOLE OTIENO	KAACR	
1692.	DAMAQUELYN OMWENGA	KAACR	
1693.	KENNEDY BUSH OTIENO	KAACR	
1694.	ANGIRA ALLAN DACHE	KAACR	
1695.	KEPHER OGUWI	KUPPET	
1696.	OKUMU SAMUEL	PRINCIPAL – DAGO KOKORE	
1697.	WILSON ODHIAMBE OREMBE	KUPPET	
1698.	MAURINE ONGWAE	NATION MEDIA	
1699.	ESSAO GWALLA NYALUO	PTA CHAIRMAN	
1700.	ROSE K. SAGARA	SEC. KISUMU WEST	
1701.	REBECCA K. BUTALANYI	SEC. – KISUMU WEST	
1702.	OSCAR OUYA	DSEC. – RARIEDA	
1703.	KARILUS B.N. UMIJAU	KSSHA – NYANZA	
1704.	AWITI J.O.	KSSHA	
1705.	ODUL B.A	DSEC. – BONDO	
1706.	OBONDO, V.O.	DSEC. – SIAYA	
1707.	JOHN O. RAGAMA	MCK MEO'S OFFICE	
1708.	OWINO, P.T. AFULLO	MCK MEO'S OFFICE	
1709.	PETER AYILA WADEGU	KISUMU WEST KSSHA	
1710.	HEZRON B. OYOLLA	PRINCIPAL CHULAIMBO BOYS	
1711.	OMONDI A. ERICK	M.O.E – NYANDO DIST	
1712.	SIJENJE ELIAKIM	KNUT – KISUMU	
1713.	SAMSON M. OKUMU	KAACR	
1714.	CHARLES OTIENO SEWE	NON T. STAFF LIONS	
1715.	JOSEPH NGONE		
1716.	ANIEL ONYANGO	HEAD TEACHER – NGERE	
1717.	OJONYA DUNCAN	PRINCIPAL OWEKO	
1718.	JANE OWUOR	PRINCIPAL KASAGAM	
1719.	JENNIFER AWITI	PARENT	
1720.	JOHNSON O. MBOGA	KEPSHA – CHAIRMAN BONDO	
1721.	JACOB WARINDA	BOG.PTA CHAIR	
1722.	JARED OLENDO OLENDO	PROVINCIAL ADMIN	
1723.	OKEYO LAWRENCE	D/ HEADTEACHER	
1724.	GEORGE O. AOLA	CHIEF W. SEME	
1725.	ELIUD OGOLLA AOL	RETIRED TEACHER.	
1726.	EMILY ISIYE	D/SEC.	0726341394
1727.	MUKABI I. THOMAS		0722247448
1728.	ODE P.C. OGUTU	QASO	0722274437
1729.	ONKOBA ROBERT	DSEC.	0723266479
1730.	WILFRED G. MOMANYI	NAMAWANGA	0728663531
1731.	ODONGO, JO	PQASO	0724400698
1732.	LUTOMIA GEORGE	DPQASO	0720377068
1733.	SAMUEL NAMBWA	PTA	0723111599
1734.	LABAN AGALLA	BOG	0721673837
1735.	WADONGO JAMES	PRINCIPAL	0722435031
1736.	SOITA MUHUYI	PRINCIPAL	0728630394
1737.	JAPHNEA WABOMBA	PRINCIPAL	0722290220
1738.	GABRIEL O. OBONYO	CIVIL SERVANT	0721244001
1739.	MAKANA CLEMENT	D/PRINCIPAL	0720546253
1740.	LYDIAH MULINGA	SECRETARY	0721433189
1741.	AMUHAYA THOMAS	SPONSOR-CATHOLIC	0733915519
1742.	ANTHONY NDUGHU	DEB BUSIA	0714 392250
1743.	FR. JULIUS OYOO	SPONSOR-CATHOLIC	0733701248
1744.	M.O. TAYORO	SEC.	0733567210
1745.	GENETRIX AMATHA	DSEC. BGN	0712540858
1746.	ALFRED MANYASI	BOG MEMBER	0723394730
1747.	ELIZABETH LISHAMBA	DEB KAK.	0728893445
1748.	ARON MAKOKHA	BOG CHAIR	0721417751
1749.	FLORENCE MUDASIA	DEB KK SOUTH	0720805891
1750.	WYCLIFFE ASWANI	PTA CHAIRMAN	0728133070
1751.	PRIVER TOYWA	BOG CHAIRMAN	0722770004
1752.	LUTTA FRANCIS	TEACHER	0728 457217
1753.	KULECHO FEDHA	STUDENT	
1754.	ODANGA VIVIN	STUDENT	

1755.	KEBERONGO GASTON	KNUT	0726564301
1756.	ELLY MULUPI	TEACHER	0727106856
1757.	CHITECHI M. STELLA	PRINCIPAL	0734937877
1758.	SALOME A. PAPOI	PRINCIPAL	0721366612
1759.	TIMONA M. GOHOLE	DEB MEMBER	0722-886628
1760.	OKWEMBA O. VINCENT	SQASO	0722290444
1761.	DANIEL J. ODERO	PTA CHAIRMAN	0721733783
1762.	JOTHAM KISENGO	BOG CHAIRMAN	0722243024
1763.	FRED WEKESA	PRINCIPAL	0722230264
1764.	JOHN TANDE	BOG CHAIRMAN	0723382079
1765.	ISAIAH KITIABI	BOG	0723987203
1766.	CORNELIUS MAKANI	PRINCIPAL	0722314925
1767.	MATEKWA DANSTONE	PRINCIPAL	0722959161
1768.	MRS. LIYAI LINDA KEYA	PRINCIPAL	0735798990
1769.	MRS. JOSEPHINE OJIAMBO	PRINCIPAL	0733-398366
1770.	JUSTUS ONYIMBO	PTA CHAIRMAN	0710332155
1771.	MR. BARASA WANDABI	PRINCIPAL	0733476506
1772.	JAPHETH MANGEMI	H/TEACHER	0735657352
1773.	MASIKA PAUL WAFULA	H/TEACHER	0722243667
1774.	MUTAKI S STEPHEN	H/TEACHER	0722290033
1775.	THOMAS ODHIAMBO	D.QASO	0720308403
1776.	BEATRICE N. WAFULA	H/TEACHER	0723154990
1777.	OTUNGA W. MOSES	H/TEACHER	0726743152
1778.	HENRY W. SININO	H/TEACHER	0728329541
1779.	MARY MANYONGE	PRINCIPAL	0722654015
1780.	ISAAC N. ATEBE	D/SEC. KAK EAST	0733753331
1781.	RAPANDO MARY	H/T	0722323863
1782.	ANNE A. ESESE	H/T	0722655908
1783.	TOM SHIVACHI	ANTICORRUPTION	0722210370
1784.	JENIPHER A. OSORE	A.E.O LURAMBI	0721737514
1785.	CHRISTINE OTIENDE	AEO-IKOLOMANI	0722995992
1786.	ROSEMARY A.KWENDO	KSSHA EMUHAYA	0722617047
1787.	PHOEBE A. BUKHALANA	VICE SEC EBSHA	0724360179
1788.	FRIDAH NDOLO	SEC. KSSHA	0712767904
1789.	AMUNGA N. MWINAMI	LUGARI DSSA	0720046490
1790.	JAMES MWITA	SEC.-BUTERE	0720804125
1791.	BEATRICE ACHANDO	MYWO HAMISI	0723997295
1792.	MASAYI MWALATI	HEAD SHAMBERERE	0721404718
1793.	MUKAKA JUSTUS	PRINCIPAL	0722895982
1794.	WERANGA MSAFIRI	ED. BUSIA	0734800541
1795.	AGNETA NYIKULI	HEADTEACHER	0733237907
1796.	ONYANGO WERE	HEADTEACHER	
1797.	ANJICHI T.C	H/T-EBUSILOLI	0733499217
1798.	CHRISTNE WALA	BOG-EBUSILOLI	
1799.	CATHERINE INZKEKELE	PTA-EBUSILOLI	0721107163
1800.	TABITHA JAIRUS	BOG-EBUSILOLI	0714292417
1801.	HUDSON MALENYA	BOG CHAIRMAN	0722847316
1802.	REV. IMBAYI LUCHETO	PTA CHAIRMAN	0725472919
1803.	ROSE WASWA	PRINCIPAL	0722688942
1804.	TIMONA M. GOHOLE	DEB-LUGARI	0722886678
1805.	MUSUNGU V.K. ANUSU	TREASURER	0721385524
1806.	MARK DAVID MAKOKHA	BOG SPSS NDALU	0722-575958
1807.	ISAIAH T. KITIABI	BOG SHAMBERERE	0723987203
1808.	ROBERT NAKITARE	PRINCIPAL, NDALU	0725599685
1809.	JOHN N. KHAEMBA	KHASOKO BOYS	0733348076
1810.	VINCENT B. MAKOKHA	DHT KHASOKO	0734862200
1811.	VINCENT ONYANGO	QASO BGM SOUTH	0733256725
1812.	MANSON ICHARI	SEC BGM	0734564827
1813.	PATRICK W. WEBALA	BOG MEMBER	0723679574
1814.	JUDITH WANGWE	PRINCIPAL	0720046515
1815.	BEN NASIKUNGU	SNR. H.O.D	0733546552
1816.	BONVENTURE W.I	PTA ST. THERESA	0723053275
1817.	SYLVERIO WANJALA		0736508256
1818.	DESTERIUS BUKETI	PTA CHAIRMAN	0784768582
1819.	HARRISON NATO	BOG CHAIRMAN	0735744562
1820.	PAUL K. BUTANO	BOG-NDIVISI	0721383295
1821.	MASINDE JACKSON	PRIN.BUMULA	0734510581
1822.	WABWOBA M. W.A	BOG CHAIR	0733661810
1823.	UNGAYA F S	TEACHER	0710468523
1824.	KOME MOSES	PRINCIPAL	0722275066

1825.	ROSE N. SOITA	PRINCIPAL	0733905115
1826.	MARGARET KAPUKHA	PRINCIPAL	073678551
1827.	CLARE N. WANYAMA	PRINCIPAL	0734762024
1828.	ADELAIDE S. MAKOKHA	PRINCIPAL	0727967232
1829.	SR. PHOEBE ANYANGO	PRINCIPAL	0721741278
1830.	NAWIRI TOM	DEB-BUNYALA	0725-668662
1831.	OWICH T. AGGREY	KNUT-EMUHAYA	0726697554
1832.	H. OLUKAKA	DEB EMUHAYA	0733430058
1833.	OBEDY OKEMO	BOG EMUHAYA	0728456550
1834.	ANJICHI NAMAN	H/T EBUSILOLI	0728456550
1835.	CHRISTINE WALA	BOG EBUSILOLI	0733499217
1836.	TABITHA JAIRUS	BOG EBUSILOLI	0714292417
1837.	CATHERINE INZEKELE	PTA EBUSILOLI	0721101763
1838.	HUDSON MALENYA	BOG CHAIR	0725472920
1839.	REV IMBAYI LUCHETU	PTA CHAIR	0725472919
1840.	ROSE WASWA	PRINCIPAL	072268894
1841.	AGGREY KUBOKA	DEB MEMBER	0722440406
1842.	ALUHOYIO S. M	H/T SHIVEYE SEC	0721961989
1843.	PANYAKO N. JUMA	PRINCIPAL	071384288
1844.	ROSE MUSUNGU	DEB/BOG	0722 774742
1845.	ODONGO GODFREY	KNUT	0711759448
1846.	AMUHAYA THOMAS	SPONSOR-CATHOLIC	0733915519
1847.	KIPROP C. KENNETH	D.O. LURAMBI	0723820783
1848.	ALUHOYIO SMUCK M.	H/T SHIVEYE SEC	0721961989
1849.	OBUNYASI SUSAN	HT SULUMETI	0724120214
1850.	JOHN TANDE	BOG CHAIRMAN	0723382079
1851.	T. KITIABI	BOG -SHAMBERERE	0723987203
1852.	G. O. OKOTH	TESO	0733674841
1853.	OJAKOL F. AMAKE	PRIN. AMUKURA	0734 610078
1854.	OKOMOL JAMES	KUPPET TESO	0726083302
1855.	OLUBAYI JARED	KNUT TESO	0733260429
1856.	WILLIAM NYONGESA	ACK PRIEST-TESO	0720169656
1857.	M. S. MANYONGE	PRIN.-MISIKHU	0722674705
1858.	MAURICE W. WALUKHU	BOG NAITIRI	0726510449
1859.	DOPIUS MULATI	PTA NAITIRI	0721622061
1860.	A.W. WAMUKHEKE	SPONSOR	0724756071
1861.	ERIYA OSEC. IPARA	BOG ELUUYA	0734626248
1862.	MACRAY W	BOG	0721242513
1863.	PETER G. WAITHANJI	PTA CHAIRMAN	0723704659
1864.	GEORGE S. MURAMBI	BOG CHAIR	0722900535
1865.	SACHITA KEYA	CLLR	0724987392
1866.	JAMES K. NDEJE	H/T-IVAKALE PR.	0722438745
1867.	SIMEON K. INDEJE	H/T LUKALAK PR.	0720530697
1868.	LORNA W. MMBELE	H/T LIRHEMBER G.	0722626467
1869.	ELIZABETH N. MALOBA	BOG LWANDETI	0722503126
1870.	MAURICE BE KIBOI	H/T	0711297094
1871.	JAPHETH ALIATA	KTBF	0722551087
1872.	ALEX MWORELI	ZTAC TUTOR	0729412844
1873.	ERASTUS O. ORIYO	SQASO	0721420547
1874.	BEN S. TUVEI	KNUT-KAK NORTH	0726 410920
1875.	JAMES A. ADERO	DSEC. KAK NORTH	0724 147907
1876.	ROBERT MUSUTO	PRINCIPAL	0733945812
1877.	FRED MUKHONGO	PTA	0724873811
1878.	DISMAS SIBWECH	PRINCIPAL	0723737669
1879.	MIIMA JOHN	PRINCIPAL	0722354224
1880.	ANDREW NYIKULI	CHIEF	0733-958889
1881.	RUTH NABISWA	PRINCIPAL	0722-486516
1882.	KUBUMA VIOLET	PRINCIPAL	0735 845502
1883.	EMILY WETOYI	PRINCIPAL	0733902247
1884.	TEMILA MISIKO	PRINCIPAL	0722692428
1885.	NYONGESA KEREE	PRINCIPAL	0713055379
1886.	FLORENCE MUDASIA	DEB-KAKAMEGA SOUTH	
1887.	ALFRED MANYASI	BOG MEMBER	
1888.	BEATRICE ACHANDO	MYWO HAMISI	
1889.	GENETRIX AMATHA	DSEC.-BGM NORTH	
1890.	M.O. JAYORO	SEC. - BUNYALA	
1891.	FR. JULIUS OYOO	SPONSOR-CATHLIC CHURCH	
1892.	ANTHONY NDUKHU	DEB - BUSIA	
1893.	ODONGO B.E. G.	KNUT - BUSIA	
1894.	NYIKULI AGNETA	H/T KEPSHA LURAMBI	

1895.	BENJAMIN OMBA	H/T KEPSHA – LURAMBI
1896.	KERANGA MSAFIRI	SEC. BUSIA
1897.	LUTTA FRANCIS	TEACHER – SHAMBERERE
1898.	KULECHO FEDHA	STUDENT
1899.	ODANGA VIVIEN	STUDENT
1900.	MASAYI MWALATI	SHAMBERERE SEC
1901.	ELLY M. KHAYISIE	SHAMBERERE SEC
1902.	WYCLIFFE ASWAN	ST. MARYS SOSIO SEC
1903.	PRIVER TOYWA	ST. MARYS SOSIO SEC
1904.	KIBERENGE GASTON	KNUT HAMISI
1905.	JOEL N. MUDESHI	KEPSHA-KAK-EAST
1906.	ARON MAKOKHA	BOG CHAIRMAN
1907.	B.O.O. MUKHWANA	LUSUMU PRY
1908.	MAURICE P. WANYAMA	LUSUMU PRY
1909.	MARK DAVID MAKOKHA	BOG SPSS-NDALU
1910.	ROBERT NAKITARE	ST. PETER'S SEC NDALU
1911.	DENNIS MUNYENDO	ST. KWATUS MUKUMU
1912.	CONRAD R. WANJALA	ST. TERESA'S KABULA
1913.	ZACHARIA SHATSALA	RELIGION LEADER
1914.	CLLR STAN LUCHEBELELI	COUNTY OF KAKAMEGA
1915.	ALFAYO WAMBURI	USAID-APHIA IIW
1916.	MR. SHIHUNDU DISHONE	EMUSIRE H. SCHOOL
1917.	REV WILLIAM NYONGESA	ACK – KATAKWA
1918.	OJAKOL F. AMAKE	ST. PAUL'S AMUKURA
1919.	ONKOBA ROBERT	DSEC.-EMUHAYA
1920.	LABAN AGALLA	BOG KAKAMEGA HIGH
1921.	TOM SHIVACHI	ANTI-CORRUPTION
1922.	JENIPHER OSORE	AEO-LURAMBI DIV.
1923.	CHRISTINE OTIENDE	AEO-IKILOMANI
1924.	ROSE M MUSUNGU	DEB – KAKAMEGA C
1925.	KIPROP C. KENNETH	PROV. ADMIN
1926.	GABRIEL O. OBONYO	CIVIL SERVANT PC'S
1927.	PANYAKO N. JUMA	PRINCIPAL
1928.	ALUHOYIO SMUCK M	H/T SHIUYE SEC SCH
1929.	OWICH TOBIAS AGGREY	KNUT-EMUHAYA
1930.	HANNINGTON OLUKAKA	DEB-EMUHAYA DIST
1931.	OBEDY OKEMO	BOG EBUSAKAMI
1932.	MR. HUDSON MALENYA	BOG CHAIRMAN-BUNYORE GIRLS
1933.	REV. PARMENUS LUCHETU	PTA CHAIRMAN-BUNYORE GIRLS
1934.	ROSE WASWA	PRINCIPAL-BUNYORE GIRLS
1935.	AGGREY KUBOKA	DEB WESTERN
1936.	SALOME A. PAPOI	PRINCIPAL
1937.	CHITECHI M. STELLA	PRINCIPAL-SULUMETI GIRLS
1938.	OBUNYASI SUSAN	H/T BISHOP S. LUGARI
1939.	RACHEL LUKELALA	SEC-BISHOP SULUMETI KAK
1940.	ONYANGO WERE	H/TEACHER/CHAIRMAN
1941.	WILLIAM SUNGUTI	PRINCIPAL-TOWNSHIP
1942.	THOMAS ODHIAMBO	SEC.-BUNGOMA
1943.	GRACE MAYOKA	H/T – SIRISIA MAL
1944.	MUSAKALI FRIDAH	H/M – LUUYA GIRLS
1945.	MILDRED MASUBO	H/T LWANDA BGM
1946.	ALICE NABWERA	DEB-BGM SOUTH
1947.	EVALINE WAKOLI	AEO BUMULA
1948.	DAN OUMA ONYANGO	H/T KOLANYA BOYS
1949.	BEATRICE KHISA	PRINCIPAL KUYWA GIRLS
1950.	ESTHER N. WANYAMA	PRINCIPAL BUKOKHOLO GIRLS
1951.	BEATRICE N. WAFULA	H/T NGALASIA SCH
1952.	OTUNGA W. MOSES	H/T NALONDO CBM SCHOOL
1953.	HENRY W. SININO	H/T NALONDO RC SCHOOL
1954.	MUCHENIE ALEX	DHT AC. BUTONGE H.S
1955.	OSANYA C. REHEMA	PRESS
1956.	GERTRUDE FAITH	PRESS
1957.	EVANS K. OGAMBA	DSEC.-BUNGOMA E
1958.	JOEL OKWAYA	STANDARD
1959.	DOMINIC K. WETANGULA	BOG MEMBER NALONDO
1960.	JAMES MWITA	SEC.-BUTERE
1961.	AMUNGA N. MWINAMI	TEACHER
1962.	FRIDAH NDOLO	SECRETARY KSSSHA
1963.	BUKHALANA PHOEBE	VICE SEC KSSHA
1964.	ROSEMARY A. KWENDO	CHAIRMAN KSSHA EMUHAYA

1965.	AMUHAYA THOMAS	CATHOLIC CHURCH KK
1966.	MAKANA CLEMENT	D/PRINCIPAL
1967.	MULINGA LYDIAH	SECRETARY/SHAMBERERE
1968.	ANJICHI F.C.	PRINCIPAL-EBUSILOLI
1969.	CHRISTINE WALA	BOG-EBUSILOLI
1970.	CATHERINE INZEKELE	PTA-EBUSILOLI
1971.	TABITHA FAIRUS	BOG-EBUSILOLI
1972.	ONYANGO WERE	HEADTEACHER/CHAIRMAN
1973.	MUKAKA JUSTUS	PRINCIPAL-F.S MUGOMARI
1974.	ANDOLE KIZITO	PRINCIPAL-MALIMILI
1975.	MAURICE WANYAMA	TEACHER
1976.	FRED KHAKINA WEKESA	FRIENDS S. SCHOOL-KONGONI
1977.	JOTHAM KISENGO	BOG KONGONI
1978.	DANIEL J. ODERO	PTA BISHOP SULUMETI
1979.	OKWEMBA O. VINCENT	SQASO
1980.	MUSUNGU V.K. ANUSU	HAMISI DIST. HEADS ASS.
1981.	MUSITA D. OKALLO	PRIN/ KAKAMEGA MUSLIM
1982.	SITUMA WANJALA	PRINCIPAL ST. MATHIAS BUSIA
1983.	THUMA J. ONGULU	SQASO BGM WEST
1984.	ATSOBWA KEFA	CHAIRMAN KSSHA KK SOUTH
1985.	RICHARD SABWAMI	CHAIRMAN KSSHA BGM WEST
1986.	GEORGE O. OKOTH	D/SEC.-TESO
1987.	OLUBAYI JARED	CHAIRMAN KNUT TESO
1988.	OKOMOL JAMES	KUPPET SEC TESO
1989.	PATRICK WEBALA	BOG FRIENDS LWANDA
1990.	MAURICE WAYONGO	H/T NAMILAMA
1991.	WILLIAM SUDI	PTA CHAIR-BOKOLI BOYS
1992.	JUSTUS W. SABUNI	BOG KITUNI HIGH
1993.	NATHAN W. SAKARI	BOG MUJI SEC
1994.	JAMES KAMAU	DC-KAKAMEGA SOUTH
1995.	DAVID K. ROTTICH	PA/PC WESTERN
1996.	EBBY KAVAI HSC	PRINCIPAL MUKUMU GHS
1997.	ALUHOYIO SANDE	H/T SHIUYEYE SEC SCH
1998.	SAMUEL AMBUNDO	BOG INGOTSE HIGH
1999.	RICHARD SABWAMI	CHAIRMAN-B/WEST KSSH
2000.	KOME MOSES	PRINCIPAL EBUSAKAMI
2001.	ROSE N. SOITA	FRIENDS S.S. NAITIRI
2002.	MARGARET KAPUKHA	ELUUYA GIRLS
2003.	CLARE N. WANYAMA	NAMUNYIRI GIRLS
2004.	JOHN MAKOKHA	HEADS ASSOCIATION
2005.	ADELAIDE MAKOKHA	HEADS ASSOCIATION
2006.	BENEDICT L. MWANGAZA	HEADS ASSOCIATION
2007.	PASCAL KIZAKA	PROVINCIAL. ADMINISTRATION (OOP)
2008.	JOHANA SOWA	ACK REPRESENTATIVE
2009.	ROSE NGOKA	PTA - MEMBER
2010.	VEN BENARD MWASI	SPONSOR ON GROUNDS
2011.	MASAI KAMANDO	PTA - TEACHER
2012.	LEONARD MWACHIA	PTA - TEACHER
2013.	JACOB MWAKANGALU	BOG - MEMBER
2014.	CHRISTINE WACHIA KATUU	BOG - MEMBER
2015.	ENG. C.M. MWAKULOMBA	PROVINCIAL. ADMINISTRATION (OOP)
2016.	MILTON M. MWAKIRINGO	PRINCIPAL
2017.	MNGONDA DISHON M.	DEPUTY PRINCIPAL
2018.	LUGO A. TSUMA	EDUCATION OFFICER
2019.	FREDRICK SUNZA	TEACHER
2020.	JOYCE C. DUME	TEACHER
2021.	SHIWAN D. ISIGI	TEACHER
2022.	CHRISTOPHER M. DAUDI	TEACHER
2023.	MUINDI ERASUS M.	TEACHER
2024.	MWAINGE GRABERT	TEACHER
2025.	KITAWI DAVID	BOG - MEMBER
2026.	MUSA MUSHIRI	COUNCILLOR
2027.	HAMMERTON B. MWAMBI	SCHOOL BUS DRIVER
2028.	CHRISPIN M. MWANANA	TEACHER
2029.	WINFRED MUTHIANI	TEACHER
2030.	MADAWA MR.	TEACHER
2031.	MESO (MRS.)	TEACHER
2032.	NDEGWA H. SHADRACK	STUDENT
2033.	MWAMBOGHO M. EMMERLINE	STUDENT
2034.	MWAKULEGWA M. EUNICE	STUDENT

2035.	ELIZABETH MWAKOTO	STUDENT
2036.	MBOTI C. MARTHA	STUDENT
2037.	MBOTI C. MARGARET	STUDENT
2038.	CONSTANCE WALI	STUDENT
2039.	CELINAH MATASA	STUDENT
2040.	MBOTI JESSICAH	STUDENT
2041.	MNYAMBO BRIAN	STUDENT
2042.	MWACHA JOHN	STUDENT
2043.	MBATHA NICHOLAS	STUDENT
2044.	WANA CHARLES	STUDENT
2045.	KAZUNGU PHILIP	STUDENT
2046.	ZIRO MDZOMBA	STUDENT
2047.	DAVID KIMWERI	STUDENT
2048.	MUSA FRANCIS	STUDENT
2049.	JACKSON MNYAMWEZI	STUDENT
2050.	DOROTHY MBALAMBALA	STUDENT
2051.	LILLIAN D.O.	STUDENT
2052.	ESMILY MWAGANDE	STUDENT
2053.	EVERSON MWAKATI	STUDENT
2054.	EUNICE MWAGHALU	STUDENT
2055.	LYDIA MSOWA	STUDENT
2056.	JANELIZER MKAMBURI	STUDENT
2057.	MARGARET MWANJALA	STUDENT
2058.	ROBINA KIUTE	STUDENT
2059.	WILSON NGAO	STUDENT
2060.	JAYNE MWARUNGWA	STUDENT
2061.	NAOMY DANIEL	STUDENT
2062.	O.O. JUMAPILI	STUDENT
2063.	DAMARIS ALEGWA	STUDENT
2064.	MACHOCHO FLORENCE	STUDENT
2065.	JACKLYNE NJUMWA	STUDENT
2066.	CHRISTINE MAJIBU	STUDENT
2067.	ZIPPORAH WANJALA	STUDENT
2068.	IRENE MASAI	STUDENT
2069.	EUNICE SEZI	STUDENT
2070.	ESTHER KISINA	STUDENT
2071.	SHALI S. CONSTANCE	STUDENT
2072.	MOSES MWANGEJE	STUDENT
2073.	ONESMUS MWAMBOGHA	STUDENT
2074.	MBOTI MORRIS	STUDENT
2075.	EACKLE MAINA	STUDENT
2076.	BAKARI MWALEGHU	STUDENT
2077.	KIDEGHO MWAMBI	STUDENT
2078.	MWAMBUKI FREDRICK	STUDENT
2079.	RODGERS KIUTE	STUDENT
2080.	MTERENGO MARTIN	STUDENT
2081.	MWANJU ANTONY	STUDENT
2082.	MAIND DAVID	STUDENT
2083.	CHIKA JUMA	STUDENT
2084.	HAMISI JUMA	STUDENT
2085.	ISSA MOHAMMED	STUDENT
2086.	SULEIMAN AHMED	STUDENT
2087.	NYAE N. JULIUS	STUDENT
2088.	THOMAS M. MUTUKU	STUDENT
2089.	FELIX K. KIOKO	STUDENT
2090.	PHENNY G. MWALIMO	STUDENT
2091.	MTERENGO KENNETH	STUDENT
2092.	MAJIBU ROBERT	STUDENT
2093.	ZEPHANIA MWANDANGO	STUDENT
2094.	PAUL KILONZO	STUDENT
2095.	SALIM M. WILLIAM	STUDENT
2096.	MOSES M. MWAKOI	STUDENT
2097.	MARVIN GICHA	STUDENT
2098.	CHITI MWAVUO	STUDENT
2099.	MUTHEMBAWA KATUKU	STUDENT
2100.	HERMAN M. MELLE	STUDENT
2101.	YUSUF REWA	STUDENT
2102.	KABOKO M. FREDRICK	STUDENT
2103.	EDNA KALAMBI	STUDENT
2104.	LYDIA MUINDE	STUDENT

2105.	CAROLYNE MOUNGE	STUDENT
2106.	JANET WAMBUGHA	STUDENT
2107.	JEAN KIAMA	BOG KENYATTA GIRLS
2108.	ROSELYNE MWALUKUKU	PRINCIPAL ALLAN MJOMBA SEC
2109.	HADASON MWALILI	PTA ALLAN MJOMBA SEC
2110.	CHRISTINE KILAGO	BOG ALLAN MJOMBA
2111.	ALLEN MWAZALA	SECRETARY, VOI YOUTH FORUM
2112.	OMAR AHMED	DEB MEMBER
2113.	RENT MNYAMA	STANDARD MEDIA
2114.	JONATHAN MANYINDO	NATION MEDIA GROUP
2115.	CHARLES KABA	TEACHERS SACCO
2116.	ASHOK K. ANAND	BOG VOI SEC SCHOOL
2117.	CHRISTINE MWAMWA	PRINCIPAL, MWANGEKA SEC.
2118.	EF. FR. HENRY NDUNE	SPONSOR, ST. MARY HIGH SCHOOL
2119.	MIC HAEL M. MAGHANGA	BOG CHAIRMAN, ST. MARYS H.SEC
2120.	MWANGEMI LABAN	PRINCIPAL ST. MARYS HGH
2121.	PAMPIL MWAKIO	PRINCIPAL MWAKITADA HGH
2122.	SIMON MWAKUGHU	PRINCIPAL MWAGHOGHO
2123.	ZEBEDAYO MDINDI	BOG MEMBER, TIMBILA HIGH
2124.	DAVIS MWAILEMI	BOG KIWINDA SEC
2125.	EDDA KOLE	PTA CHAIRLADY
2126.	. VICTORIA MATU	BOG VOI SEC
2127.	DR. BA. MWANDOLO	BOG VOI & MWATATE HIGH
2128.	PATRICK MWAILAGAO	PTA MWAKITAWA
2129.	H.S.N. MAGANGA	BOG CHAIRMAN
2130.	ALBERT MWASHAMBE	BOG VOI SEC.
2131.	RICHARD MWAGEKA	KNAP VOI
2132.	ANDREW MALAGHO	TAITA TAVETA RIGHTS FORUM
2133.	JOYCE M. MOLA	PTA VOI SEC
2134.	OMAR KILAMBO	PTA
2135.	REV. LIVERSON MGODA	ACK CHURCH
2136.	WEKESA E.W.	VOI SECONDARY
2137.	JULIUS NGONDO	KENYATTA HIGH
2138.	ABEID HAMISI	KNUT TAITA TAVETA
2139.	SAMUEL P. NJOMBA	A.E.O.
2140.	F.J. MWASELLA	BOG CHAIRMAN
2141.	S.R. DENGE	DO TAUSA
2142.	ALEX MWAMBINGU	ASSISTANT CHIEF
2143.	MICHAEL MWAKAZI	TALENT NURTURES TROUPE
2144.	PASCAL KIZAKA	CHIEF KASIGAU
2145.	PETER MWANGANDA	ASSISTANT CHIEF
2146.	VEN BENARD MWASI	SPONSOR
2147.	JOHN MWAWASI	REP. CHAIRMAN, MWAKICHCHU SEC.
2148.	SARA MAREKO	PTA CHAIRLADY, NGAMISA
2149.	MUINDE P.J.M.	DEPUTY DEO, TAVETA
2150.	DAN ODHIAMBO	PTA CHAIRMAN ELDORO
2151.	STEPHEN MWAZO	BOG ELDORO
2152.	SILAS M. TOLE	WORKER, VOI SECONDARY
2153.	JOSEPH MWAKUGHU	VOI SECONDARY
2154.	RITA MESO	TEACHER MOI KASIGAU
2155.	CLLR PURITY MORI	KIGHONONYI WORKER
2156.	WALWA JOSEPH	STUDENT
2157.	MICHAEL MJOMBA	TEACHER, VOI SECONDARY
2158.	ELVIS MRIWE	STUDENT
2159.	KENGEDA TIMOTHY	STUDENT
2160.	MARY KALITI	BOG BISHOP NJENGA
2161.	RUTH LECKLANGS	HEAD TEACHER, BISHOP NJENGA
2162.	SEVERINI TOLE	HEAD TEACHER TIMBILA SECONDARY
2163.	C.M. MWAKULOMBA	BOG MOI KASIGAU
2164.	SILVESTER MULWA	PTA CHAIRMAN, CHALA SEC
2165.	RUTH KIMBIO	HEAD TEACHER, ELDORO GIRLS
2166.	KITOLOME J.M.	HEAD TEACHER, DR. AGGREY
2167.	MWALUMA DAVIS	HEAD TEACHER KIWINDA
2168.	REV. STEPHEN MORUMA	PTA MUGHALU
2169.	MGANGA ENOCK	TEACHER
2170.	MUTISO J.M.	TEACHER
2171.	JOHN NTHOME	TEACHER
2172.	JERRY KIMARO	PRINCIPAL
2173.	DANIEL MWATARI	TEACHER
2174.	MERCY MWALE	PTA CHAIRLADY, DR. AGGREY

2175.	OSORO FRANCIS	TAITA DISTRICT YOUTH OFFICER
2176.	ROSE MWATEE	KENYA NEWS AGENCY
2177.	ANNE MWAMBORU	TEACHER
2178.	AMENY LEONORAH	PRINCIPAL, MWAKICHUCHU
2179.	ESTHER MBEYO	TEACHER
2180.	HELEN JUMA	TEACHER
2181.	SUSAN MBITHI	TEACHER
2182.	IRENE KAGWI	STUDENT
2183.	STEPHEN MWADIME	STUDENT
2184.	FLEMINS VUDOHI	STUDENT
2185.	MACHARIA JESSE	TEACHER
2186.	CRISTINE WASIKE	KUPPET
2187.	MWALIMO MARTIN	TEACHER, VOI SECONDARY
2188.	MWACHOFI MWAGHESHA	DEPUTY PRINCIPAL, VOI SEC
2189.	DANCUN MWALUDA	PROVINCIAL ADMINISTRATION
2190.	PRICILAH NGELE	PROVINCIAL ADMINISTRATION
2191.	WILLY MWAMBELA	SPC
2192.	SCAVER MWANYIKA	PTA CHAIRMAN
2193.	LYDIAH MWAPEA	BOG OLOPS
2194.	LEAH KAMAU	PRINCIPAL
2195.	MASAI KANSANDO	PTA CHAIRMAN, KASIGAU
2196.	JACKSON KILELE	PTA CHAIRMAN, MWAMBITI
2197.	SAUMU HASSAN	STUDENT
2198.	JUDITH KIRIAGO	STUDENT
2199.	AMATESHE SIMON	PRINCIPAL
2200.	MWAMBEO STEPHEN	HEADMASTER, MGHALU
2201.	GEOFFREY NZANO	PARENT
2202.	SILAS MWAMBALA	PARENT
2203.	LIVINGSTONE MSHAMBALA	BOG CHAIRMAN
2204.	MKALA MWANDZE	PTA CHAIRMAN
2205.	NAHASHON MSHILA	KUDHEIHA
2206.	CHARLES MASAKA	BOG CHAIRMAN, MSHIMBA SECONDARY
2207.	SEBASTIAN MWALIMO	PTA CHAIRMAN
2208.	SAUL LUBOGHOL	BOG CHAIRMAN
2209.	MWASHIGHADI ELIJAH	PRINCIPAL
2210.	KYALO SHADRACK	PRINCIPAL
2211.	BEATA DALI MGENDI	MOE
2212.	PRISCILLA MWANIKI	SCHOOL AUDITOR
2213.	EMILY KITURI	EDUCATION OFFICE, VOI
2214.	ERNESTINA MIGHULO	EDUCATION
2215.	GLANTONE MWALIKO	KEPSHA
2216.	JULIAH LUGHAYO	EDUCATION
2217.	DIXON BONGOLI	DEO OFFICE
2218.	STANLEY MWANGOMBE	EDUCATION
2219.	RYAMOND MWALUGHA	EDUCATION
2220.	ALICE WAKIO	EDUCATION
2221.	MWANDAGHINA MOBLE	EDUCATION
2222.	S. CHUAGA	PRINCIPAL
2223.	MWALEKWA LILIAN	PRINCIPAL
2224.	BAZIL MAGHANGA	PTA CHAIRMAN
2225.	MICHAEL MOSI	PTA CHAIRMAN
2226.	DORAH MWACHARO	PTA TREASURER
2227.	OLIVE MWAZIGHE	BOG MEMBER
2228.	MWAKISHA MAKOKO	PRINCIPAL MWANGEKA SEC
2229.	JACOB MWAKANGALU	BOG MEMBER
2230.	JIMMY MWANDIGHA	EDUCATION
2231.	BONIFACE KIFUSO	DEPUTY HEAD TEACHER
2232.	JOSEPH ATIBU	PRINCIPAL
2233.	LEONARD LESHAMTA	BOG
2234.	JULIUS NGONDO	KENYATTA HIGH SCHOOL
2235.	MASESE FREDRICK	KENYATTA HIGH SCHOOL
2236.	MWAMKONU MWANYASI	CHIEF
2237.	SAMUEL MUTIE	KENYATTA HIGH
2238.	MWOLOLO ALEX	KENYATTA HIGH
2239.	SHEDRACK MUTUNGI	KENYATTA HIGH
2240.	JOY WAMALWA	KENYATTA HIGH
2241.	LAURA TOLE	KENYATTA HIGH
2242.	HOWELL MSHIMBA	KENYATTA HIGH
2243.	LIZZIE MWANYALO	KENYATTA HIGH
2244.	CHRISTINE MWAKUGHU	KENYATTA HIGH

2245.	ANNE MWAKIMA	KENYATTA HIGH
2246.	GLADYS MWAIZELE	KENYATTA HIGH
2247.	WACHEJE V.M.	KENYATTA HIGH
2248.	SHOGOSHO RAMADHAN	KENYATTA HIGH
2249.	P.W. MWACHARO	KENYATTA HIGH
2250.	VINCENT YERI	KENYATTA HIGH
2251.	JOHN MWANDISHA	KENYATTA HIGH
2252.	LABAN MWAMBAMBA	CONSTITUENCY OFFICE
2253.	DIXON BABU	COUNCILLOR
2254.	DISMUS MWANJARI	ASSISTANT CHIEF
2255.	MDAMU S.M.	KENYATTA HIGH
2256.	FONDO JONATHAN	KENYATTA HIGH
2257.	HEBRON MKALA	KENYATTA HIGH
2258.	JANET WANJALA	KENYATTA HIGH
2259.	JOSEPHAT MWASAGHADI	KENYATTA HIGH
2260.	KENNETH JOMBO	KENYATTA HIGH
2261.	LUGHO MICHAEL	KENYATTA HIGH
2262.	MWALUNGWA E.M.	KENYATTA HIGH
2263.	ROBERT SHAKI	KENYATTA HIGH
2264.	NGUTA GIBRAN	KENYATTA HIGH
2265.	LUCKY MURURU	KENYATTA HIGH
2266.	YEYA MUSAL ALI	KENYATTA HIGH
2267.	KALA MAURICE	KENYATTA HIGH
2268.	KASHA NEBERT	KENYATTA HIGH
2269.	MWANGOKA JANNES	KENYATTA HIGH
2270.	HON. ELIUD MCHARO	FORMER MP
2271.	WILFRED SIGEY	DO, MWATATE
2272.	REV. L. MUGANDA	ACK
2273.	BASIL MGANGA	PTA CHAIRMAN, KENYATTA HIGH
2274.	RAYMOND MWALUGHA	AEO MWATATE
2275.	DIXON BONGOLI	TAC TUTOR, BURA
2276.	ISMAEL KEYA	KENYATTA HIGH SCHOOL
2277.	MRS MWABANDA	STAR OF THE SEA
2278.	MR. NJIRU	STAR OF THE SEA
2279.	MS OKELLO	STAR OF THE SEA
2280.	KULSUM IBRAHIM	STAR OF THE SEA
2281.	AGNES UPENDO	STAR OF THE SEA
2282.	B.A. BACHANI	BOG CHAIRMAN, ALIDINA VISRAM
2283.	SALIM ABDALLA	BOG MEMBER
2284.	OMAR KOMBO	TUDOR DAY SECONDARY
2285.	JUMA SHUNDI	IMAM, KWALE
2286.	OGANDOH G.L.	DEO MALINDI
2287.	A.M. MBASI	DEO MOMBASA
2288.	JONATHAN NYAMAI	DQASO MALINDI
2289.	JACKSON DAIDO	DEPUTY DEO, MALINDI
2290.	RASHID MAHDI	PARENT
2291.	AIDARUS ABDULRAHMAN	DEB KALOLENI
2292.	ANTHONY LUGANJE	STUDENT, RIBE BOYS
2293.	MORRISON MJERA	STUDENT, RIBE BOYS
2294.	SAFARI FONDO	TEACHER, RIBE BOYS
2295.	SAMUEL SULUBU	TEACHER, RIBE BOYS
2296.	YAQUOB OBADO	PTA MEMBER, STAR OF THE SEA
2297.	ATRASH MOHAMED ALI	KENSIP, AGA KHAN FOUNDATION
2298.	JANE MWONDI	PTA MEMBER
2299.	HERMAN TAMBAO	ALIDINA VISRAM
2300.	TOM SOTI	LAB TECHNICIAN, ALIDINA VISRAM
2301.	DANIEL MACHARIA	TEACHER, KHAMISI SECONDARY
2302.	MUSA SUDI YEYA	PRINCIPAL, KHAMISI SECONDARY
2303.	SAID MOHAMED SAID	PTA MEMBER, KHAMISI SEC
2304.	SUSAN MBUVI	DEPUTY QASO MOMBASA MUNICIPALITY
2305.	GEOFFREY GITHINJI	TEACHER, MAMA NGINA HIGH
2306.	CHRISTINE KENGA	TEACHE, MAMA NGINA HIGH
2307.	ERNEST MSAFIRI	PTA MEMBER, STAR OF THE SEA
2308.	MARTIN TSUMA	TEACHER, COAST GIRLS
2309.	MURIUKI NJIRU	TEACHER, STAR OF THE SEA
2310.	NIXON JACOYANGE	CALIXON HUMAN RESOURCE LINKS
2311.	SIMEON OMARI ONCWHENI	PARENT, MAMA NGINA GIRLS
2312.	SARAH KAWIRA	RADIO RAHMA
2313.	ROBERT OUKO	KHAMISI HIGH SCHOOL
2314.	BAKARI MKUMBUKA	KHAMISI SECONDARY SCHOOL

2315.	FREDDIE COSMOS	TUDOR DAY SEC. SCHOOL
2316.	JOSEPH GICHUKI	STUDENT
2317.	CORAZONE KATETE	STUDENT, MAMA NGINA GIRLS SECONDARY
2318.	MARGARET MUTHONI	STUDENT, MAMA NGINA GIRLS SECONDARY
2319.	NGELLE MKALLA	STUDENT, COAST GIRLS HIGH
2320.	AMNE A. AHMED	STUDENT, COAST GIRLS HIGH
2321.	WESA ABDUL	STUDENT, SHIMO LA TEWA SECONDARY
2322.	HARMATONE KATANA	STUDENT, SHIMO LA TEWA SECONDARY
2323.	FREDRICK KATANA	MAWENI MIXED SECONDARY
2324.	EUDIA MGHOI	MAWENI MIXED SECONDARY
2325.	WILFRED MAREKO	PTA COAST GIRLS HIGH
2326.	KIRURITI JANIS	PRINCIPAL, COAST GIRLS HIGH SCHOOL
2327.	J.P. OKEYO	UPPER HILL PTA - CHAIR
2328.	MRS. ZILPA OWINO	UPPER HILL PTA - MEMBER
2329.	EDWARD NJER	UPPER HILL PTA - MEMBER
2330.	SERAPHINE MWASHUMBE	UPPER HILL - TEACHER
2331.	DANIEL O. OWAGO	UPPER HILL - TEACHER
2332.	SUSAN KISAKA OCHIENG	UPPER HILL - TEACHER
2333.	MRS. LUCY N. MUTOKA	UPPER HILL - TEACHER
2334.	MS. MARY MAINA	UPPER HILL - TEACHER
2335.	LYDIA WAMBURA	UPPER HILL - TEACHER
2336.	JULIE OTINDO	UPPER HILL - TEACHER
2337.	QUEEN N. KILEA	UPPER HILL - TEACHER
2338.	AURA HIGSON	UPPER HILL - TEACHER
2339.	HELEN M. KITUTO	UPPER HILL - TEACHER
2340.	KILASI M. JOSEPHINE	UPPER HILL - TEACHER
2341.	JANE RUOROH	UPPER HILL - TEACHER
2342.	MARK N. KARIUKI	UPPER HILL - TEACHER
2343.	JANE KING'ATHIA	UPPER HILL - TEACHER
2344.	BENARD M. KYULE	UPPER HILL - TEACHER
2345.	H. THUKIA	UPPER HILL - TEACHER
2346.	PUNDO J.W.	UPPER HILL - TEACHER
2347.	KINUTHIA A.NJERI	UPPER HILL - TEACHER
2348.	BEATRICE K. MWANGI	UPPER HILL - TEACHER
2349.	FLORENCE A. OGUTU	UPPER HILL - TEACHER
2350.	MRS. OPIYO	UPPER HILL - TEACHER
2351.	MRS. KILOO	UPPER HILL - TEACHER
2352.	MRS. ETEMESI	UPPER HILL - TEACHER
2353.	MRS. R.S. ALUSA	UPPER HILL - TEACHER
2354.	MRS. MWANGI	UPPER HILL - TEACHER
2355.	HENRY MAINA	UPPER HILL - TEACHER
2356.	ALICE NJERI	UPPER HILL SCHOOL
2357.	JANE KIARIE	UPPER HILL SCHOOL
2358.	WALTER JIWA	UPPER HILL SCHOOL
2359.	JAMES JUMA	UPPER HILL SCHOOL
2360.	MUGO SIMON	UPPER HILL SCHOOL
2361.	ELIZABETH ATIENO	UPPER HILL SCHOOL
2362.	JACINTA MUGO	UPPER HILL SCHOOL
2363.	JANET ANYANGO	UPPER HILL SCHOOL
2364.	JENIPHER OTIENO	UPPER HILL SCHOOL
2365.	MARGARET ONGAYO	UPPER HILL SCHOOL
2366.	ISIDORE MACHIRA	UPPER HILL SCHOOL
2367.	JOSEPH MAKOKHA	UPPER HILL SCHOOL
2368.	BONIFACE MUNYAO	UPPER HILL SCHOOL
2369.	PAUL WAMBUA	UPPER HILL SCHOOL
2370.	ELIZABETH MUMBI	UPPER HILL SCHOOL
2371.	RONALDO WAKHUNGU	UPPER HILL SCHOOL
2372.	ROBERT WANJALA	UPPER HILL SCHOOL
2373.	JAMES KIMBU	UPPER HILL SCHOOL
2374.	OCTAVIOUS GAKU	UPPER HILL SCHOOL
2375.	PRISCILA MUHONZA	UPPER HILL SCHOOL
2376.	VIOLET LIKHODIO	UPPER HILL SCHOOL
2377.	RUTH WANJIKU	UPPER HILL SCHOOL
2378.	DAVID K. MBUGUA	UPPER HILL SCHOOL
2379.	BONIFACE N. GITAU	P.D.E. - NAIROBI
2380.	MAINA NGURU	P.D.E'S OFFICE - NAIROBI
2381.	MARGARET THIONGO	DIRECTOR, CITY EDUCATION
2382.	OSEPH GITAU	DEPUTY HEAD TEACHER
2383.	MUHIA NGUNJU	PRINCIPAL
2384.	PAUL M. WASANGA	KNEC

2385.	ISAAC W. GICHERU	KNEC
2386.	FRANCIS K. KYALO	KNEC
2387.	EDAH M.N. MUIRURI	KNEC
2388.	F.K. WANYANGA	KNEC
2389.	F.W. WERE	KNEC
2390.	LYDIA N. NZOMO	K.I.E.
2391.	LABAN P. AYIRO	K.I.E.
2392.	FRANCIS W. NJAGI	K.I.E.
2393.	MERCY G. KAROGO	K.I.E.
2394.	CATHERINE M. KAMINDO	K.I.E.
2395.	DR. WANJIRU KARIUKI	KESI
2396.	MARGARET N. MURGE	KESI
2397.	JOHN KIMOTHO	K.I.E
2398.	LUCY ACHIENG OGOL	K.I.E
2399.	ELIAS W. WANJALA	PDE'S OFFICE - NAIROBI
2400.	DAISY MANGERA	KNA
2401.	CAROL KWAMBAI	KNA
2402.	SHEILA MUTUA	NSTV
2403.	MASHA ALOIS	KNAPT
2404.	ROSELYNE MWALUKUKU	KNAPT
2405.	ZAK OBONYO	KNAPT
2406.	RACHEL ODUOR	KNAPT
2407.	EVALYNE M. BONGO	KNAPT
2408.	BRENDAH NABWIRE	KNAPT
2409.	WILLY K. LAKTANO	KNAPT
2410.	FREDRICK KARANJA	KNAPT
2411.	MUSAU NDUNDA	KNAPT
2412.	GENARD NYAGA	KNAPT
2413.	MOHAMED K. MWATUWANO	KNAPT
2414.	REV. JOHN A. OBILA	KNAPT
2415.	ALLAN WAIHARO	KNAPT
2416.	MR. I.M.HUSSEIN	TSC - CHAIRMAN
2417.	MR. G.K. LENGOIBONI	TSC - SECRETARY
2418.	LUKA J.O. SPIRA	TSC
2419.	AUSTIN MLAWI	TSC
2420.	PASTOR PATRICK LUMUMBA OLALI	PTA CHAIRMAN – OUR LADY OF FATIMA
2421.	WAKARINDI JANE WANGARI	TEACHER – JAMHURI HIGH SCHOOL
2422.	NJAGGAH MARGARET N.	PRINIPLA – KAHAWA GARRISON HIGH
2423.	E.K. NGUYO	KSSHA – CENTRAL PROVINCE
2424.	ROBERT MASES	CHIEF PRINCIPAL – NAIROBI SCHOOL
2425.	SAMUEL NDIRANGU	ST. TERESAS GIRLS HIGH SCHOOL
2426.	EMMANUEL OWUOR	OFAFA JERICHO HIGH SCHOOL
2427.	ISAAC IJAKAA	DEPUTY PRINCIPAL – BABA DOGO SEC.
2428.	ABRAHAM KAWEWA	PROFESSIONAL TEACHERS OF KENYA
2429.	MARGARET KWAME	ELIMU YETU COALITION – PLAN INTL.
2430.	ANDINO OBANDIH	ELIMU YET COALITION
2431.	JOSEPH MATHEKA	ELIMU YET COALITION
2432.	RAPUDO HANI	ELIMU YET COALITION
2433.	NDOLO ASASA ESQ.	ELIMU YET COALITION
2434.	DON BONYO	ELIMU YET COALITION
2435.	SALOME ONG'ELE	ELIMU YET COALITION
2436.	MOHAMMED SHEIKH	ELIMU YET COALITION
2437.	CASPER KITHOME	ELIMU YET COALITION
2438.	ISABELLA OSORO	ELIMU YET COALITION
2439.	ARMSTRONG O'BRIAN ONGERA, JNR	CYCA/DI-KENYA
2440.	GILBERT ONYANGO	CRADDLE
2441.	LILIAN NJERI	CRADDLE
2442.	NTHURIM MOSES	KUPPET
2443.	PASCAL MARANGU NJAGI	AQUINAS HIGH SCHOOL
2444.	MUTHEE G.G.	AQUINAS HIGH SCHOOL
2445.	ANNE W. KIRAGU	STATE HOUSE GIRLS
2446.	PETER M. KING'ORI	STATE HOUSE GIRLS
2447.	IRENDE NGENDO KAMAU	KASARANI ACADEMY
2448.	SAMSON MAKORI	OLYMPIC HIGH SCHOOL
2449.	E.O. OUMA	ST. TERESAS HIGH SCHOOL
2450.	JOSEPH DINDY	ST. TERESAS HIGH SCHOOL
2451.	WYCLIFFE WASIKE	KAMITI SECONDARY SCHOOL
2452.	BENJAMIN OWINO	BOG – KAHAWA GARRISON
2453.	PETER BUKHALA	KENYATTA UNIVERSITY
2454.	DR. MWANGI P. WANDERA	KENYATTA UNIVERSITY

2455.	DR. VINCENT ONYWERA	KENYATTA UNIVERSITY
2456.	SAMUEL OTIENO	AQUINAS HIGH SCHOOL
2457.	KENNETH P. ORIANDO	AQUINAS HIGH SCHOOL
2458.	CECILIA NYOKABI	STATE HOUSE GIRLS
2459.	NDIGA ODINDO	STATE HOUSE GIRLS
2460.	STEVEN MBUGUA W.K.	MUTUINI HIGH SCHOOL
2461.	SIMON WARUNGE	MUTUINI HIGH SCHOOL
2462.	LUKA OSIEMO	PDE'S OFFICE - NAIROBI
2463.	J.B.MUOTI	STATE HOUSE GIRLS HIGH SCHOOL
2464.	GAUDENCIA OKUMBE	KAREN C SECONDARY SCHOOL
2465.	PETER ORERO	LANGATA HIGH SCHOOL
2466.	RICHARD OMWEGA	STATE HOUSE GIRLS HIGH SCHOOL
2467.	E.M. KIUGU	OLMPIC HIGH SCHOOL
2468.	MAURICE O. OKUMU	OLYMPIC HIGH SCHOOL
2469.	MUSAU NDUNDA	NATIONAL PARENTS ASSOCIATION
2470.	CLEOPAS TIROP	NATIONAL CHAIRMAN - KESSHA
2471.	GLADYS WANJIKU	DANDORA SECONDARY SCHOOL
2472.	BELINDA MUKOBA	PRECIOUS BLOOD SEC. SCHOOL, RIRUTA
2473.	BENARD OTIENO	OLYMPIC HIGH SCHOOL
2474.	NANCY GAZEMBA.S.	PUMWANI SECONDARY SCHOOL
2475.	OMONDI DAVID O.	OLYMPIC HIGH SCHOOL
2476.	AHMED MOHAMMED G.	PARKLANDS BOYS HIGH SCHOOL
2477.	FIACRE BAHIZI	DAGORETTI HIGH SCHOOL
2478.	SYLVESTER OMONDI	DAGORETTI HIGH SCHOOL
2479.	TRUPHENA ACHANDO	PUMWANI GIRLS HIGH SCHOOL
2480.	VIVIAN ACHIENG'	NILE ROAD GIRLS
2481.	OMUTOLE EVERLYNE	MAKONGENI (STUDENT)
2482.	MIHEGWA ANTONATE	MAKONGENI (STUDENT)
2483.	PETER MUISYO	MUHURI MUCHIRI (STUDENT)
2484.	MAKAMBO NICODEMUS	MUHURI MUCHIRI
2485.	JOSEPH DINDY	ST. TERESAS BOYS
2486.	E.. OUMA	ST. TERESAS BOYS
2487.	W.M. MBAGO	ST. TERESAS BOYS
2488.	RACHEAL OYENDO	OLYMPIC HIGH SCHOOL
2489.	IRENE N. KAMAU	KASARANI ACADEMY
2490.	PETER M. KING'ORI	STATE HOUSE GIRLS
2491.	ANNE W. KIRAGU	STATE HOUSE GIRLS
2492.	F.M. MUTHUI	NAIROBI MILIMANI
2493.	MUTHEE G.G.	AQUINAS HIGH SCHOOL
2494.	NJAGI P.M.	AQUINAS HIGH SCHOOL
2495.	URBANUS MATIVA	KUPPET
2496.	MOSES NTHURIMA	KUPPET
2497.	IRENE OMANGI	KENYA HIGH SCHOOL
2498.	ROSEMARY SAINA	KENYA HIGH SCHOOL
2499.	JAMES THEURI	MUTUINI HIGH SCHOOL
2500.	HIYAM MOHAMED	MUSLIMS GIRLS SEC. SCHOOL (STUDENT)
2501.	JACKLINE ATIENO	BABA DOGO HIGH SCHOOL (STUDENT)
2502.	STEPHEN OMONDI	BABA DOGO HIGH SCHOOL (STUDENT)
2503.	JINGOUNG MARGRET	KAREN 'C' SECONDARY SCHOOL
2504.	SALIM CHESSEREM	KAREN 'C' SECONDARY SCHOOL
2505.	PENNYNAH GUTHO	RUTHIMITH HIGH (STUDENT)
2506.	STEPHEN K. BAYA	HIGHWAY SECONDARY
2507.	DERRICK HAMU	PUMWANI HIGH SCHOOL
2508.	LEJA ISAIAH E.M.	PUMWANI HIGH SCHOOL
2509.	BRAYAN OWITI	EASTLEIGH HIGH SCHOOL
2510.	PHILIP SANDE	HIGHWAY SECONDARY SCHOOL
2511.	ADEN TOBIAS	RUTHIMITU HIGH SCHOOL
2512.	SHARON AKNYI	HOSPITAL HILL HIGH SCHOOL
2513.	WALTER MAKOKHA	HOSPITAL HILL HIGH SCHOOL
2514.	JUDY MURUGI NJAGI	ST. GEORGE'S SECONDARY SCHOOL
2515.	JAVAN KHAYESI	OUR LADY OF FATIMA SECONDARY SCHOOL
2516.	EVERYNE ACHIENG	OUR LADY OF FATIMA SECONDARY SCHOOL
2517.	ABDINEAHAB RASHID	EASTLEIGH HIGH SCHOOL
2518.	ODONDI KAGOSI	EASTLEIGH HIGH SCHOOL
2519.	ALLAN ODUOR	EASTLEIGH HIGH SCHOOL
2520.	AHUTAH TONY M	TSC - BURU BURU GIRLS
2521.	PETER MUKASA	BURU BURU GIRLS SECONDARY
2522.	R.M. MATHEKA	PDE'S OFFICE
2523.	EVANS THIGA GATIMU	UPPER HILL
2524.	MWANZI A. CHANZU	KAREN "C" SECONDARY SCHOOL