

2019

ANNUAL REPORT

KENYA SECONDARY SCHOOLS HEADS ASSOCIATION



2020

ANNUAL REPORT

The annual conference for secondary schools, heads brought together an average of 8000 high school head teachers. The meeting brought created a platform for POYA, TOYA AND iTOYA awards to further motivate teachers in doing their best in their institutions. Emerging Issues were discussed in an effort to achieve 100% transition rate across the country.

Further, the teachers explored the role of parliament in access,retention and quality of education. The NEMIS platform was also interrogated while examining the teachers union perspective on competence based curriculum. Important emphasis was placed on data driven tax compliance for schools and strategy policies for the CBC.

as the meeting came to a close, the teachers discussed quality teaching, strategic reforms in teacher management, the role of teacher unions education reforms.

In self examination ,an analysis of the economy of communion and the culture of unity was presented while the Principle Secretary for Education presented on career services in secondary education.

PRINCIPAL OF THE YEAR

NOMINEES

Mathew Mutiso - COAST REGION
Shimo La Tewa Secondary School
Yakub Shurie - NORTH EASTERN REGION
Batambala Girls Secondary School
Emelda Oyombe - WESTERN REGION
Cardinal Otunga Girls High School
Edwin Namachanja - NYANZA REGION
Maranda Boys High School
Mary Kiprop - RIFT VALLEY REGION
Kapsabet Girls Secondary School
Mwangi Richard - NAIROBI REGION
Pumwani Boys Secondary School
Lucy Mugendi - EASTERN REGION
Machakos Girls High School
Jane Waceke - CENTRAL REGION
Stella Maris Othaya Girls

TEACHER OF THE YEAR

NOMINEES

Felix Kipkemboi - WESTERN REGION
Abdinoor Yusuf - NORTH EASTERN REGION
Fredrick Shitubi - NYANZA REGION
Isabella Engende - EASTERN REGION
Joseph Ndungu - RIFT VALLEY REGION
Anthony Kimani - CENTRAL REGION
Grace Mabuti - COAST REGION
Timothy Muthoka - NAIROBI REGION



ICT TEACHER OF THE YEAR

Amos Ogagah - WESTERN REGION
Catherine Wanjiku - CENTRAL REGION
Songok Joseph - RIFT VALLEY REGION
Josphat Mula - NORTH EASTERN REGION
Pascal Onani - COAST REGION
Samuel Mwangi - NAIROBI REGION
Micaheil Macharia - EASTERN REGION

WINNERS

PRINCIPAL OF THE YEAR - JANE WANGECHI ; CENTRAL
TEACHER OF THE YEAR - FELIX SHUTUTI ; NYANZA
ICT TEACHER OF THE YEAR - CATHERINE WANJIKU ; CENTRAL



EMERGING ISSUES ON 100% TRANSITION RATE IN SECONDARY SCHOOLS:

75% of students today are in day schools , we must therefore embrace the emergence of day schools and the transition of boarding schools into day schools
Education inputs should be determined by education outcomes. Inputs such proper school facilities and equipment contribute towards the mean score of the students
The MoE understands that the infrastructure in the schools has not been expanded to accommodate the 100% transition rate mantra but efforts are being made by government to bridge this gap.
It is also aware that the teacher-student ratio is high and it needs to come own. MoE is currently dealing with unfair distribution of teachers with the ASAL areas affected most.
Mechanisms to come up with comprehensive compensation for respective work stations is still being negotiated.
Headteachers are encouraged to accept more students as government support is allocated on need basis and the dire situations are given first priority.
Headteachers are encouraged to use NEMIS as it is the only reliable information management system the government has to enable fair & equitable distribution of resources and track the progress of students nationwide

CONCLUSION:

- Studies show that 50% of students confide in their parents. Consult them in disciplinary cases and mechanisms. This will also help in curbing the worrying trend in the rise of suicide cases amongst students.
- MoE is aware of the growing pains of implementing the 100% transition rate project but it is doing its best to manage these issues.
- NEMIS is here to stay. Refrain from delegating the management of the system to computer teachers and cyber technicians, use a HANDS ON APPROACH on NEMIS.

AUDIENCE QUESTIONS:

1. We have a challenge with unavailability of birth certificates during registration
2. There is duplication of students course books . Can these monies be transferred to set books, dictionaries, atlas, kamusi.
3. How do we deal with schools that do not want to release transfer students
4. Registration of students from form 2-4 is difficult and the system/ window does not open .
5. How do we deal with students who took a gap year in their academic process 1

MOE RESPONSE:

- NHIF only works when the data of the parents are filled
- The government is working with the registrar of persons to expedite provision of birth certificates
- Request to admit the students who have a gap in their academic years from the Ministry
- The ministry gives head teachers 2 weeks maximum to effect transfer. The MoE will effect the transfer of capitation to the school of transfer. Student transfers will henceforth be done at the end of the academic year.
- NEMIS Is being transferred to primary schools to ease transition into high school

KCB LIPA KARO & MALIPO PORTAL



KCB LIPA KARO SOLUTION

This is a mobile banking enhancement on the KCB App & USSD that enables parents to pay fees directly from their KCB accounts or Mpesa using their phones.
The key value adds for this solution are;

- The SCHOOL account is pre-loaded on the App
- The SCHOOL will confirm the transactions real-time on a supporting portal that comes with the solution.
- Parents without the App can pay directly from Mpesa using the Lipa Karo code.

The accountant can export the statement to Excel for reconciliation purposes
The accountant is able to send fee reminders on the portal via SMS.
The portal presents payments from all channels of KCB i.e. M-PESA, cash deposit at KCB branches, Mtaani Agent deposits and Lipa Karo on the KCB App.
SCHOOL can print receipts on the portal and verify transactions.

THE SYSTEM CAN SEND OUT PAYMENT INVOICES TO CUSTOMERS WHO OWE THE BUSINESS, YOU CAN SEND AS MANY SMS NOTIFICATIONS AS POSSIBLE USING A MASKED KCB NUMBER WHICH IS SAFER FOR CUSTOMERS.

https://malipo.kcbbankgroup.com

DR. LYDIA NZOMO CBS - CHAIRPERSON TSC

TSC STRATEGIC FOCUS FOR QUALITY EDUCATION

The foundation of every nation is in the education of its young people More than 30% of Kenya`s budget is allocated to MoE. A major component of a school leader`s job is to improve teacher quality. A good principal will help a bad teacher become effective, an effective teacher become good and a good teacher become great. We must find ways of economically utilizing available teachers and all other scarce resources in our institutions.

> *"Education is the heart of both personal and community development."*

IMPROVING QUALITY OF TEACHERS

-Induction of new teachers

Induction encompasses orientation to the work place, socialization, mentoring, guidance, and support given to a beginning teacher.

-Mentor ship

Veteran teachers can provide tremendous insight to struggling teachers

-Establish Open Communication

Establish a continuous open door policy. Build engaging and trusting relationships with the teachers

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RESOURCES FOR TEACHING & LEARNING:

Resources for teaching and learning include appropriate curricula and inclusive teaching and learning materials and resources. Teachers are enouraged to use technology in learning mechanisms. it is a tool that has infinite uses ranging from digital materials and educational resource

QUALITY ENVIRONMENTS FOR TEACHING & LEARNING:

The learning environment is central to quality education. A quality learning environment should be accessible, inclusive, safe and secure for all. A quality environment also engages parents, students, teachers , school authorities and support staff in a community working together to achieve the goal of providing quality education for all its students. It is the duty of the principal and the board of management to ensure such environment is secured and working for the learners.

LEARNERS / STUDENTS:

The perception of learners on their school, teachers, subjects and their learning environment that affects the quality of learning. A principal must cultivate a culture where students believe in their school, its values and cultures. Seek time to know your students.

PRINCIPALS:

The high expectations the leader has of the followers must first be applicable to the individual level. The principal must set a good example and be a role model in
curriculum implementation, supervision and character.

DR. LYDIA NZOMO CBS - CHAIRPERSON ,TEACHERS SERVICE COMMISSION

DEALING WITH THE 100% TRANSITION POLICY

STRATEGY TO EFFECT THIS

1. FORMULATION OF A STRATEGIC PLAN
2. FORMULATION OF A DEVELOPMENT PLAN
3. HAVING A SCHOOL RISK MANAGEMENT PLAN

TSC STRATEGIC PLAN 2019- 2023

This document was launched on 13th May ,2019. It strengthens gains made over the last 5 years and incorporates contemporary reforms and emerging issues in the sector.

3 STRATEGIC FOCUS AREAS

- TEACHER COMPETENCE, CONDUCT & PERFORMANCE MANAGEMENT
- REFORMS & INNOVATION IN PROVISION OF TEACHING SERVICES
- SERVICE DELIVERY & RE - ENGINEERING

MANAGING TEACHER / LEARNER MENTAL WELLNESS:

Human dignity is the same for all human beings. We need to question and explore whether providing quality and relevant education may restore the respect and dignity to human life among our students who are the future adults.

CONCLUSION:

THE COMMISSION IS COMMITTED TO BUILD A CULTURE OF QUALITY IN ALL OUR PUBLIC EDUCATIONAL INSTITUTIONS

KESSHA -KESRA PARTNERSHIP OPPORTUNITIES:

KESRA , established in 1965, has 3 campuses

1. Nairobi
2. Mombasa
3. E- Campus

Mombasa hosts 1 of the 4 World Customs Organizations Regional Training Centers In East & Southern Africa Region.

COURSES OFFERED
Certificate in Tax Administration
Certificate in Customs Administration
Diploma In Tax Administration
Diploma In Customs Administration

In partnership with KIFWA KESRA offers East Africa Customs & Freight Forwarding Practicing Certificate (EACFFPC)
Also offered is Post Graduate Diploma Courses in both Tax Customs Administration in Partnership with JKUAT
And Masters Degree in Tax & Customs Administration in Partnership with Moi University



MR. KAHI INDIMULI - CHAIRPERSON KESSHA (KENYA SECONDARY SCHOOLS HEADS ASSOCIATION)

QUALITY EDUCATION IN THE CONTEXT OF 100% TRANSITION :



MATTERS ARISING:

- Where will the MoE anchor the junior secondary curriculum. Will it be within the primary schools? Or will they be incorporated into the secondary schools.
- Students are not captured in NEMIS due to lack of birth certificates. Teachers are also struggling with issue of birth certificate numbers being duplicated.
- Once data is uploaded onto NEMIS, there should be a standardized waiting time for money to be remitted to the schools.
- There needs to be a review of the document on funding of schools developed by the Dr. Kilemi Mwiria team as inflation has affected cost of goods.
- School Budgets suffer deficits due to spending of salaries on BOM Teachers, that budget should be transferred to TSC.
- Schools electricity bills are too high, Can the Government come up with a special tariff for schools?
- Schools are experiencing inflated costs of sewerage services as they are charged per kilometer. Can schools be built for a working system of drainage and sewerage?
- Can MoE channel co-curricular activities directly to the schools?
- The debate on the age of consent to have sex should stop in this country. We should even consider increasing it to 21 years where children can make informed decisions.
- The teachers appeal for separation of RMI money from Infrastructure money; and Infrastructure money should come directly from MoE.
- Headteachers are experiencing incidences of being turned away by NHIF officials. There are also cases of overcharging students on their cover even if the ailment is minor.

PROF GEORGE MAGOHA CBS - CABINET SECRETARY; MINISTRY OF EDUCATION

OFFICAL OPENING ADDRESS:

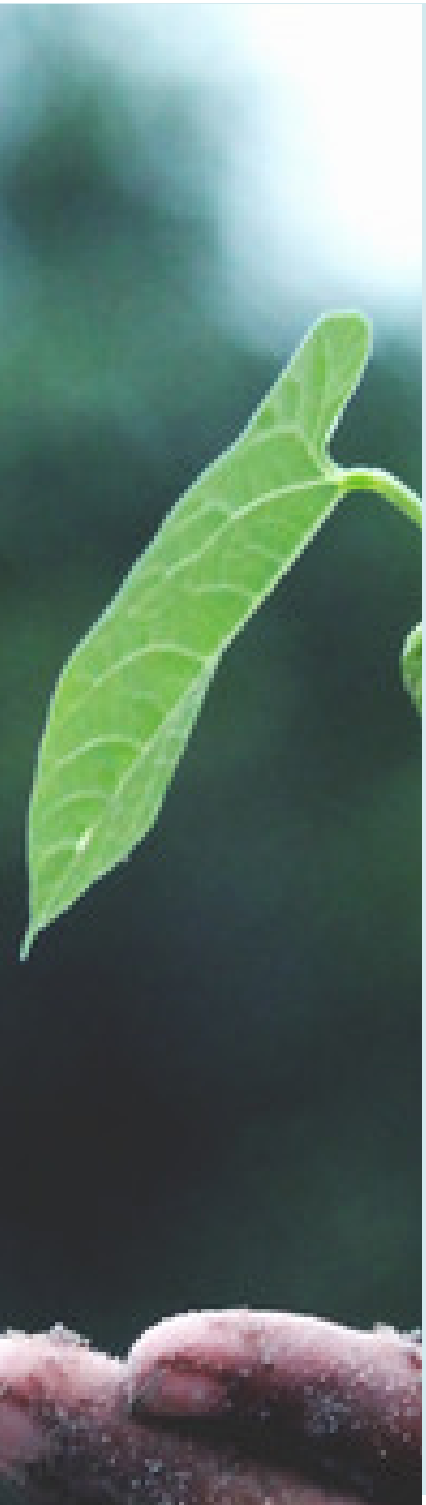
REMARKS & RESPONSES TO TEACHERS:

We must acknowledge that we are all a team; MoE, KESSHA, KUPPET and other stakeholders.
Many thanks to the headteachers for curbing the rampant fires that had besieged the country.
the program of hiring teacher interns has been factored into the budget and will be implemented, in addition to the 28,000 new hires every year.
NHIF will be mandated to ensure that ALL NEMIS registered students are treated and not turned away. Should any incidence occur, a direct report should be made and the NHIF official held accountable.
All relevant stakeholders MUST be part of CBC and take time to understand it and positively critic its working and its improvement mechanisms.
The Secretary committed to pursue the issue of subsidized electricity tariffs with the Ministry of Energy and promised it will be done.
The Secretary proposed that a sytem e devised to allow the middle class parents to support school budgets on a VOLUNTARY basis. he added that NO student should be sent home for refusing to pay this money.
he committed to having text books supplied as per the NEMIS number in the system.
The Secretary asked for 2-3 weeks to understand the NEMIS system and will report back on it through the KESSHA leadership
Finally called upon headteachers to be HANDS ON LEADERS.
Confirm market prices and be vigilant in project implementation.

MILLICENT OMUKAGA - HEAD OF OPERATION- AGRICULTURAL FINANCE CORPORATION

SCHOOL BASED LOAN PRODUCT

ENHANCING SCHOOL BASED AGRICULTURAL PRODUCTION TO DRIVE THE "BIG FOUR" AGENDA:



- Mandated to assist in the development of Agriculture and Agricultural industries by making loans and providing technical assistance to farmers, co-operative societies, incorporated groups representatives, private companies, public bodies, local authorities and other persons engaged in agriculture and agricultural industries.
- Finances food crops production, industrial crops, horticulture, livestock and fish production, agro-processing, agribusiness, farm infrastructure, farm machinery, working capital, export capital etc.
- Network - 47 branches in 37 counties.
- Has a special focus on supporting the governments Big 4 Agenda especially 'Food and Nutrition Security' and 'Agro-manufacturing'

PRODUCT RATIONALE:

The 100% transition policy from primary to secondary education implies increased food purchases for schools as intake and student population soars.
Need to support the government agenda by addressing the existing food requirement gaps within the public & private schools
A comprehensive market research has been carried out across 55 schools and found that most schools:

- Have relatively huge plots and a majority practice agriculture (horticulture and dairy farming)
- Spent more than half of their annual budget on food purchases.
- Source of finance for farming is mainly from farm proceeds

There is lack of a specific finance product for schools to address this need.
AFC developed a loan facility to support subsidize the school feeding budget and diversify school incomes.
The loans has a concessionary rate of 10% interest per annum (reducing balance).



KEY PRODUCT FEATURES, TERMS AND CONDITIONS:

Target Beneficiary

Public and private Primary, Secondary and Tertiary schools

Loan Purpose

- Financing both crop & livestock production in school farms
- To finance purchase of school farm machinery and infrastructure development
- To finance other school based agribusiness
- Reduce schools food budget and improve nutritional content of the school diet by utilizing school land for food production.

Amount

Based on cost of the intended project and the ability to pay

Repayment period

1- 5 years and dependent on the project

Disbursement

To the school through a relationship Account (VUNA) with AFC

Mode of Repayment

Monthly or quarterly standing orders

PRODUCTS CONT:

Grace period

Can be negotiated based on the nature of the project

Interest rate

10% per annum on reducing balance

Charges

i.Application fee
ii.Appraisal fee
iii.Legal fees

Normal AFC rates will apply

RISK MANAGEMENT:

Security

i. Title deeds will be the preferred security.
ii. Cash deposit of 20% on the borrowed amount will be used as security.
iii. Other available and alternative forms collateral e.g chattel mortgage, debentures etc

Insurance

The loan and project insurance to be taken

Requirements

- Proposal for the intended project
- Formal consent from the Board of Governors to borrow
- Certificate of registration of the institution
- Audited accounts for the last three (3) years
- Certificate of bank statements for the las six (6) Months
- School to open a Relationship account with AFC

ELIGIBILITY CRITERIA:

Target Category

Schools

Loan Package aim

Reduce schools food budget and improve nutritional content of the school diet by utilizing school land to produce food.
Eligibility Criteria

Schools

Reduce schools food budget and improve nutritional content of the school diet by utilizing school land to produce food.

- Availability of Water
- Evidence of capacity to provide the required management of the farm.
- Fencing of farm to be used

NATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM:

HOW DO WE DEFINE NEMIS?

> *"Nemis simply means a system of big data. Real time data processing*

Why NEMIS Code?
NEMIS code harmonizes KNEC CODE , Ministry code and TSC CODE to a single unique code that identifies a school/institution of learning.

Who issues NEMIS School Codes?
The NEMIS school codes are centrally generated at Ministry of Education HQS

N*EMIS School codes are for which type of schools?*
NEMIS Codes are generated for Public and Private schools
NEMIS School Codes are generated for both Secondary and Primary Schools

How does the Ministry know which schools to generate the NEMIS Code for?
The County Director Education confirms the dully registered School according to the requirements of the Ministry quality assurance Standards guidelines

Who is the NEMIS code requester?
The County Director of Education (CDE) office places a written request for NEMIS CODE to NEMIS system administrator through the Principal Secretary state department of Early Learning and Basic Education
The list of Unique institution/school codes is Sent Back to the County
DEFAULT Password **'welcome'** . User ID : NEMIS CODE Issued to the respective school PRINCIPALS and Primary schools HEADS.
NEMIS SITE:
uThe NEMIS universal resource locator (URL) for nemis site is **(nemis.education.go.ke)**

MS. LYNN NYONGESA ,OGW - DEPUTY DIRECTOR ICT MOE

HOW TO ACCESS SCHOOL NEMIS PORTAL:

Opening the NEMIS Portal with the school NEMIS code:

The school Principal and Head Teacher should use the Four (4) digits alphanumeric
The Nemis School code (user name) ; The general/default passsword ; “welcome”
The NEMIS portal Universal Resources Locator (URL) nemis.education.go.ke)

Which Learner is Eligible to BE IN NEMIS:

NEMIS registration is for all Learners both citizens and non-citizens
1.Citizens Must Have a genuine Birth Certificate
2.NON-Citizen learners should have STUDENT PASS
3.Deferred learners
Who issues STUDENT PASSES?
The state department of Immigration Issues STUDENT PASSES.

How to Capture Learners Mobility:

NOTE: Name and UPI of the learner is generated automatically in this transfer form
RECEIVING SCHOOL

- Select the Mobility type from the drop down
- Enter the Name of the DISCHARGING School
- Enter The UIC for the receiving school
- Select the effective date from the calendar
- Give reason/remarks in brief for the transfer and any other detail required in the form

The Discharging school shall check on the transfer request and release the learner

NEMIS REPORTS - ROUTINE:

- Institutions by level (primary , secondary TVET, University etc) and type (public, private,) day school, boarding, day-boarding
- Institutions by infrastructure, Utilities
- Institutions by County, sub-county, by ENROLMENT,
- Learner by class, by Gender, age, SNE, pending UPIs
- Staff by Gender, County, sub-county, qualification,, subject

The Rights and permissions of access NEMIS:

- Categories:
- CS, PS
- All our Agencies and Commission staff
- HQ Directors, Unit Head,Division Head

All directors of education in the field, session Head

Why do schools miss capitation?

- WRONGLY CAPTURED ACCOUNT NUMBERS FOR EITHER TUITION OR OPERATIONS
- IF A SCHOOL HAS NOT CAPTURED LEARNERS INTO NEMIS
- IF THE SCHOOL LEARNERS ARE IN PENDING LIST)(Learners with UPI and no bio-data

Security of NEMIS data/Information?

NEMIS System has many levels of Securing the data against unauthorise intrusion.

1.The USE OF PASSWORDS at school level

- Every school/institution of learning is issued with a default password “welcome”
- CHANGING PASSWORD.
- Principals and head teachers MUST change password “welcome” to a new personalized, easy to remember and hard to crack .

MS. LYNN NYONGESA ,OGW - DEPUTY DIRECTOR ICT MOE

CONTACT:

- DOCUMENTATION: USER MANUAL
- HELP DESK: CALL CENTRE @ MOE
- DIGITAL PLATFORM:
- Tel: +254-020-3318581, 3318518, 3318464, 3318465, 3317903
- Email addresses (nemis@education.go.ke) Or (nemis2018@gmail.com)



PROF LABAN AYIRO PHD SS VICE CHANCELLOR - DAY STAR UNIVERSITY

KEY NOTE ADDRESS

IMPROVING ACCESS & EQUITABLE LEARNING FOR 100% TRANSITION:

The justification for the introduction of 100% transition is noteworthy. Its value remains unquestionable. What requires problematization is the range of expectations around an inclusive education approach, which is related to the wider question of what to expect from schools or schooling today.

Tensions within the education system

These tensions include: the vision vis-a`-vis the country's realities; symbolism vis-a`-vis mass expectations; the curriculum framework vis-a`-vis applicability, conditions of implementation and actual practice in schools; expected outcomes vis-a`-vis the capacity of teachers to translate them into reality; and budget concerns vis-a`-vis commitment to values such as equity, redress and massification, and so on.

Overcoming Tensions

This calls for realism and pragmatism in educational/school reforms by focusing attention not only on what schools in society stand for but also on what they can realistically do and achieve, given their legacies and the particular circumstances in which they operate

CHALLENGES WITH THE 100% TRANSITION:

WHAT ARE THE CHALLENGES?

"The output of the educational process - the achievement of individual students - is directly related to inputs that both are directly controlled by policy makers (e.g., the characteristics of schools, teachers, curricula, and so forth) and are not so controlled such as families and community and the innate endowments or learning capacities of the students."

Existing **budget deficits** ?
Steeply and **unequal income distribution** that leaves many families below the poverty line.
Un innovative financing mechanisms **limits funding options** to GOK sources which are unlikely to generate the volume of recurrent expenditure needed to achieve and sustain 100% transition policy.
Inequalities will grow unless public financing promotes equitable participation.
The poorest **living on less than US$1.25 a day** cannot afford levies and therefore access the poorest of education.
Pro-poor public financing will necessarily remain at the core of this education policy agenda.
Large inequalities in access and achievement related to wealth, location and gender are endemic across the country and have to be reduced if education development that is attainable is to become a reality.
Educational infrastructure remains **under-funded and unevenly unavailable**, with many schools lacking many services

PROF LABAN AYIRO PHD SS VICE CHANCELLOR - DAY STAR UNIVERSITY

FIVE KEY ISSUES THAT WILL AFFECT THE 100% TRANSITION POLICY:

i.Equity
ii.Infrastructure
iii.Teacher education and capacity
iv.Curriculum content and delivery
v.Assessment

THEMATIC STREAMS:

i1.Improved and more equitable learning outcomes
2.Increased equity, gender equality and inclusion
3.Educational systems that are more effective and efficient
4.Appropriate content delivery

INEQUALITIES & FRAGMENTATION:

In Kenya, the performance of the best student is comparable with Organization for Economic Cooperation and Development (OECD) norms, but the performance of the average and the bottom quintile are at least a standard deviation less. It is a core challenge to find ways of closing the cognitive chasm that exist in performance between and within schools.
A growing problem is that selection into secondary schools is inequitable, often rationed by cost, and maybe linked to social class. The need to invest in ways that are pro-poor will become more sharply defined as enrollments expand, school qualities become more differentiated, and private provision grows and has an impact on equitable access.

DR NANCY NJERI MACHARIA, CBS ; SECRETARY/CHIEF EXECUTIVE OFFICER -TSC

QUALITY TEACHING IN THE CONTEXT OF 100 PER CENT TRANSITION AND COMPETENCY BASED CURRICULUM.

100% TRANSITION AND QUALITY TEACHING

TEACHERS SERVICE COMMISSION.

The success of the 100 percent transition has, inevitably, led to a significant demand for additional teachers to handle the increased teaching load. Due to the huge success in enrollment of learners, many secondary schools have had to start additional streams.

I am aware that as a result of the increased enrollment, some schools have a shortage of up to **10** teachers. There are cases where due to high demand for vacancies, a few schools have a shortfall of as many as 15 teachers. This has led to a cumulative national shortage of more than **85,000 teachers**, mostly in secondary schools.

To address the shortage, the Commission has been in constant consultations with the National Treasury. In this regard, last year, **8700 additional** teachers were employed to support staffing requirements for the 100 % transition. Another **5000** teachers were recruited in February this year bringing the total to **13,700**.

To further mitigate the shortage, the Government has set aside **KShs.2 billion** for employment of an additional **5000** teachers and another **Kshs.1.2billion** for an extra **3,000** teachers this year.

The vacancies will be advertised in the next two weeks. In the allocation of slots, priority will be given to schools with the biggest shortage.

DR NANCY NJERI MACHARIA, CBS ; SECRETARY/CHIEF EXECUTIVE OFFICER -TSC

IMPLEMENTATION OF CBC AND STAFFING OF SCHOOLS

Overall objective of the CBC is to provide opportunities for teachers to identify and develop the potentials that every learner brings to school.
Crucially, the new curriculum requires teachers to adapt to new pedagogies in order to promote cooperative learning strategies. This will help learners acquire and create knowledge and not entirely rely on teachers to instill knowledge and skills.
Teachers will, therefore, be required to adapt learner-centered instructional strategies.

RE-ORIENTATION OF TEACHER EDUCATION FOR CBC

The Commission is committed to ensuring that practicing teachers re-focus their thinking on CBC. Besides training practicing teachers, we
will partner with all Teacher Education Institutions to inject the CBC approach into their training programmes.
For a beginning, we will hold a training session with teacher education
institutions on 29th July 2019 on the same.

NEW STAFFING NORMS

In order to respond adequately to the anticipated new staffing needs, the Commission is undertaking a study to develop new staffing norms for basic education institutions, secondary schools, teacher training colleges and technical training institutions.
The new staffing norms will guide the Commission in making decisions on distribution, deployment, assignment and recruitment of teachers. This will ultimately lead to economic use of the teaching resource.
The new staffing norms will further enable TSC to advise the government on the optimum number of teachers required to meet the staffing needs of public schools in the country.
As per part of our mandate to advise the National Government on matters Teacher Management, we are working in liaison with KICD on teacher projection in regard to the CBC and subjects that have been newly introduced.

PERFORMANCE OF DUTY

Teachers in public learning institutions are paid through public resources and the public expects returns from their investment in teachers.
It is important to underscore the role of principals in effective curriculum implementation. On 1st February 2017, a circular was issued - **Circular No. 1/2017** which has comprehensively addressed the need for Heads of Institution and teachers to be present in school at all times.
In order to maximize on teacher-learner contact time, it was directed that all none-core activities such as SACCO, Unions, Heads Association and Co-operatives meetings be held during weekends and school holidays.
Please access the TSC website and download Circular No. 1/2017 for your reference.

MANAGEMENT OF RESOURCES

It cannot be over-emphasised that the most practical way of improving learning outcomes is prudent management of institutional resources.
Recently the TSC carried out a standards and quality assessment on sampled schools.
Regrettably, it was found out that some principals **do not prepare monthly trial balances** as per financial management requirements.
Others have allowed the **accumulation of debts** to the extent that some schools are threatened with court cases.
This undermines effective management of learning programmes.
You are expected to plan and budget for available resources and avoid incurring debts as this leads to unnecessary and expensive litigation.
Procurement regulations should also be followed to the letter.

POYA/TOYA AND ITOYA AWARDS

There has to be value for money. This should be done by safeguarding the integrity of the entire process. In this regard I wish to state as follows:
§ First, certain basic ingredients for integrity must be injected into and maintained in the awards system.
This entails rigorous initial vetting of candidates to ensure teachers who are entered are of high moral and ethical conduct.
We do not expect a teacher who has been accused of professional misconduct to be entered for the award.
§ Secondly, contestants should have demonstrated consistency in all aspects of performance within the same station over a period of time.

DR NANCY NJERI MACHARIA, CBS ; SECRETARY/CHIEF EXECUTIVE OFFICER -TSC

PROMOTION OF PRINCIPALS

Following the implementation of the 2017- 2021 Collective Bargaining Agreement, the headship of schools was re-structured such that ideally, National Schools and Extra County schools would be headed at **D5**.
County schools are supposed to be headed at **D4** while **sub County** schools should be headed at **D3**.
Currently, there are principals in D4, and in some cases in D3, heading National and Extra County Schools.
In order to align headship of schools with the grading system, principals heading schools in categories above their current grades will continue to be retained until vacancies are advertised so that they can progressively attain the necessary grades while in the same institutions.
We will give the way forward as soon as a case in court is resolved.

HOUSE ALLOWANCE IN MAJOR MUNICIPALITIES



Some time back, it was brought to the attention of the Commission that there were significant disparities in the payment of House Allowance in some former major and minor municipalities. Some of the affected municipalities include **Nakuru, Kisumu, Eldoret, Thika, Meru, Nyeri, Kisii, Malindi and Kitale.**
The Commission worked with the Ministry of Public Service and used IEBC mapping. TSC is currently negotiating with the National Treasury and TSC is happy to report to you that the negotiations are almost complete.
We are confident that something will be done to put the matter to rest. TSC will be releasing a detailed circular on the outcome of the negotiations and other modalities.

TRANSFER OF PRINCIPALS

Transfer and deployment of principals will continue to be carried out in line with the Policy on Appointment and Deployment of Institutional Administrators and the Code of Regulations for Teachers.

Specifically, those who have been in the same station for a long duration will be moved to new stations in line with the policy. This will mostly be implemented at the end of the year to avoid disruption of learning programmes.

TEACHERS SERVICE COMMISION

JULIUS O. JWAN, PHD, MBS ; DIRECTOR/CEO
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

KICD

MYTHS ABOUT CURRICULUM REFORMS: IMPLICATIONS FOR COMPETENCY BASED CURRICULUM IMPLEMENTATION IN KENYA

That Curriculum Reforms Must be Spearheaded by a Commission
That Summative Evaluation of 8-4-4 was never Done
That the Current Education System is Outcomes based
That Competency Based Curriculum Failed in the UK and US
That CBC only Focuses on Skills and Competencies with no Content
That there Was no Enough Consultations Undertaken CBC
That there are no Learning Materials in Schools for CBC
That there are no Legal Instruments for Implementation of CBC
That CBC is driven by foreigners and publishers

JULIUS O. JWAN, PHD, MBS ; DIRECTOR/CEO
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

SUMMATIVE EVALUATION OF 8-4-4 2009

System was more academic and examination oriented.
Ø Curriculum overload,
Ø Most schools had no equipped workshops to facilitate learning of practical skills and teachers were not sufficiently trained.
Ø Secondary school graduates did not acquire adequate entrepreneurial skills for self-reliance
Ø High unemployment and risk of emergence of social vices such as increased crime, drug abuse and antisocial behavior.
Ø No flexible education pathways for identifying and nurturing talents and interests of learners.
Ø Emphasis on summative assessment (assessment of learning) so, majority of teachers hardly use formative assessment (assessment for learning).
Ø Cut throat competition in learning instead of focusing on the acquisition of requisite knowledge and skills.
Ø Increased drop out and wastage rates as well as high unemployment.

MATTERS INFORMATIONS

Current system is a Content based curriculum. CBC is more about doing something, demonstrated learning outcomes, It is learner-centered and assessment is criterion referenced - students compete against a standard rather than against each other.
Grand total of personnel trained on CBC :
172 Master Trainers, **515** Quality Assurance Personel, **507** Trainers of Trainers, **3360** Regional Trainers,**1320** Champion Teachers, **96,522** Primary School Teachers, **79,760** Pre- Primary Teachers

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CRITICAL CURRICULUM REFORMS MILESTONES:

ØDeveloped curriculum designs
ØConducted Pilot in 2017 and 2018
ØDraft Competency Based Assessment (CBA)Framework
ØPiloting of CBA Framework in Grade 3, 2018
ØEvaluated curriculum support materials for EYE, both print and digital
ØDevelopment of Kenya Education Cloud (KEC)
ØDeveloped the pre-service Teacher Education Framework
ØLaunched the Curriculum Reforms Policy
ØSubmitted Sessional Paper to the National Assembly
ØDeveloped the Assessment framework for formative and summative evaluation
ØContinuous Teacher Induction
ØRolled out CBC in 2019

KICD

MR. MOSES NTHURIMA -DEPUTY SECRETARY GENERAL -KUPPET



KUPPET CONCERNS

KUPPET supports CBC implementations and the 100% transition rate policy and has been involved the various executive committees:

1.The Education sector needs to be aligned with section 53 of the constitution that makes Education a basic need

2. CBC has created a lot of work for teachers and therefore there needs to be a collective agreement on the increase of teachers salaries

3. MoE should stop micro managing activity funds and let the schools run with the supervision of the MoE appointed Board members.

4. Moe should stop allocation of excess curriculum books and divert the money to dictionary, atlases, kamusi etc

5. MoE should give school heads the authority to incur expenses for infrastructure expenditure.

6. Teachers want harmonization of housing allowance. It should not be pegged on geography but on job groups

7. The teachers who engage in co-curriculum activities should get better compensation for time spent.

8. KUPPET successfully challenged the transfer of 4000 teachers into Public Service Commission and are currently negotiating new schemes of service for post graduate teachers and T-VET trainers.

9. TSC should engage a better service provider for medical cover. Minet has been withdrawn from faith based hospitals dealing a blow to the teachers. Teachers should be moved to NHIF

10. Reinstatement of teachers after a disciplinary action should take the shortest time not the current 6 months

HON JULIUS MELLY MP- CHAIR OF PARLIAMENTARY COMMISON ON EDUCATION

ROLE OF PARLIAMENT IN ACCESS, RETENTION & QUALITY EDUCATION:

KEY POINTS

- Principals should enhance attendance of conferences as they are learning centers
- Government has shown commitment by investing billions of shillings in the MoE
- Proposals will be made to divert money from excess books to development of labs
- the capacity building of teachers under CBC will be continuous. The public also needs to be educated on the CBC so that they embrace it.
- the committee will look into ensuring a comprehensive health cover for teachers is acquired
- Protection of students against teachers is counter productive and will be revisited to protect the teacher



CEO- KEWOTA

KENYA WOMEN TEACHERS ASSOCIATION

MOTTO:

"My Sisters Keeper

CORE AREAS:

- Retiring with dignity (Financial Education on Investment)
- Dealing with Infertility whilst teaching
- Women WIth Cancer
- Women In Decision Making.

KEWTA was formed to address the challenges that female teachers go through and bridge the gaps. It has levels of management and structures

- Women in Universities and Technical Institutions
- Women in Secondary Schools
- Women In Primary Schools
- Women in Early Childhood Education

ANN GACHOYA - SENIOR ASSISTANT DIRECTOR OF EDUCATION ; MOE

THE SCHOOL RE-ENTRY POLICY GUIDELINES IN KENYA: AN OVERVIEW

MOE SUPPORT

1994 : •Adoption of school re-entry policy for girls at MOE's National Symposium on girls' education

1996 : •Formulation of basic guidelines for school re-entry by MOE (issued through a circular to schools)

2009 : •Publication of National School Health Policy, including guidance on handling in-school pregnancy

2019 : •Ongoing finalization of revised school re-entry policy guidelines.

CHILD PREGNANCY & MOTHERHOOD IN KENYA

Percentage of girls aged 15-19 who have begun childbearing in Kenya by region.. Nyanza as a region has the largest proportion of girls aged 15-19 who have begun childbearing.

'Begun childbearing' = girls who are pregnant with their first child, or have had a live birth.

- •Western: 14%
- •Nairobi: 13%
- •Eastern: 12%
- •North Eastern: 9%
- Central - 8%
- Rift Valley - 17%
- Coast - 17%
- Nyanza - 19%

SUMMARY

•The proportion of girls (aged 15-19) who get pregnant in Kenya has not changed in the last decade.

•75% of these girls either have no education (33%), incomplete primary education (19%), or complete primary education with no secondary education (36%).

•98% of girls aged 15-19 who have ever been pregnant in Kenya are out of school.

üFamiliarize yourselves with the guidelines
üSensitize the staff , BOM, students and Parents on re entry guidelines
üImplement the guidelines and monitor the progress
ü Provide support to re-entering girls and boys as stipulated in the guidelines

NHIF EDUAFYA SENSITIZATION

MOE in collaboration with NHIF designed a medical scheme to cater for public secondary school students. EDUAFYA Medical Scheme was implemented on 1st May 2018. The insurance covers students for the duration of full-time study

ELIGIBILITY:

•A student in a public Secondary School who is in the NEMIS database
•The student must have a UPI number and registered with NHIF.

REGISTRATION

- It is the responsibility of the principal of the school to register all the students in the NEMIS database and issue valid UPI number
- The process of registering a student with NHIF is automated. Once a UPI number is generated the system auto registers the student with NHIF and issues a member number.
- The school can view the student's NHIF number through their NEMIS portal
- Form four (4) Students shall be exited from the scheme upon completion of KCSE exam.

BENEFITS PACKAGE ENTAIL:

Out patient Care, In patient Care, Optical Dental Emergency Road and Air Rescue, Last Cover Expense, Group Life and Personal Cover Accident

ACCESS OF BENEFITS

All students will access benefits in line with the provided list of HCPs countrywide. To access these services, the student shall present:

NEMIS NUMBER – UPI NUMBER
OR
The students shall present a letter of introduction to the HCP written by the respective school principal or the designate.
The letter should contain the following information:

- Name of student / Age / Gender
- Name of School
- Admission number

The above mentioned letter should be duly endorsed and signed by the principal or the designate.
There is no waiting period for access to service for new members.

Specifics of Benefits

OUTPATIENT COVER
vConsultation with a clinician
v Laboratory investigations
vRadiological Investigations – CT Scan, Xray, ultrasound and MRI
vDaycare procedures,
vDrugs & dispensation,
vChronic and Pre-existing conditions such as cancer, HIV/AIDs

SPECIFICATIONS OF COVER BENEFITS

DENTAL COVER

Consultation
Extraction which includes surgical extraction, anaesthetic fees, hospital and operating theater cost
Root canal
Dental X-ray Services
Accident related dental cases will be covered under the inpatient cover.

Exclusions:

The cost of replacement of old dentures, bridges, plates and Orthodontic treatment of cosmetic nature.

OPTICAL COVER

Consultation
Eye testing
Prescription for ophthalmic treatment and prescription of spectacles
Accident related optical cases will be covered under the inpatient cover.

Exclusions:

Correction of refractive errors and cost of glasses and frames.
Laser correction of eyesight, Cosmetic, anti-glare and photo chromatic lenses.

IN PATIENT SERVICES

Doctor's fees
Medication and internal surgical appliances
Diagnostic services
Rehabilitative services
Operating theater services
Radiological diagnostics e.g. x-ray services, CT scan, MRI ,ECG
In-patient physiotherapy.

EMERGENCY SERVICES

Emergency Road Ambulance
Transportation and transfer of a student for treatment.
From the place of incident to the nearest NHIF recognized facility
Inter-facility transfer
Emergency Air Rescue
Transportation and transfer of a student to an NHIF accredited facility.

OVERSEES TREATMENT

Treatment costs arising from a condition that warrants treatment overseas when the treatment is not available in Kenya:

Access is subject to preauthorization from NHIF and other relevant bodies.
Scope of cover:

- Treatment cost
- Cost of travel and accommodation for the patient and one person accompanying the patient,
- On recommendation by a referring doctor, a medical personnel accompanying a patient shall covered for a period not exceeding two days.
- NHIF will reimburse claims related to emergency treatment incurred while the member is outside the country on official school program for a period not exceeding six weeks at any one visit.

LAST EXPENSE (FUNERAL COVER)

NHIF shall upon death of a student, pay to the next of kin the amount specified in the limits upon receipt of the following documentation;

- Duly filled claim form;
- Copy of burial permit; and
- Copy of birth certificate.

GROUP LIFE COVER

In addition to the Last Expense, NHIF shall upon death of a student, pay to the next of kin the amount specified in the limits upon receipt of the following documentation;

- Duly filled claim form;
- Original burial permit;
- Original death certificate; and
- Original birth certificate

Group Personal Accident Cover

NHIF shall compensate a learner who is involved in an accident resulting in serious or permanent disablement while at school or participating in a school related activity:

A learner is not entitled to compensation if an accident is caused by deliberate and wilful misconduct.

Requirements:

- Duly filled claim form;
- Sick off sheets;
- Police abstract in case of accident;
- Medical reports;
- Discharge summary; and
- Copy of birth certificate.

General Exclusions

This insurance cover shall exclude;
Cosmetic or beauty treatment and/or surgery
Laser eye surgery , frames and lenses
Massage (except where certified as a necessary part of treatment following an accident or illness).
Treatment of any injury, disease or illness arising from a specified exclusion.

Unpacking Competency-Based Curriculum

by Sospeter Gatobu, Ph.D

it is no longer enough to simply develop skills and obtain knowledge; to achieve full potential, learners will need to apply learning and transfer it to new contexts, which no doubt requires deeper learning and tapping into problem-solving, critical thinking, and self-management skills



BENEFITS OF CBC

- Allows creativity and flexibility in teaching and learning
- Building learners agency (independence, self-motivation to learn)
- Creates interest in learning
- Addresses the issue of indiscipline in schools
- Meeting learners at their learning points
- Application: The potential for learners to come up with solutions to real life problems and issues …
- Connecting school and learning to life

Components of CBC:

1. Centered on the student
2.Focused on mastery of competencies
3.Based on learning outcomes

Principles of CBC:

1.Learners advance upon demonstrated mastery of defined competences
2.Explicit, measurable, transferable learning objectives
3.Meaningful Assessment and a positive learning experience for learners
4.Timely, differentiated support based on individual learning needs
5.Learning outcomes emphasize competencies; includes application and creation of knowledge, and development of important skills and dispositions

TEACHERS SHOULD EMBRACE TECHNOLOGY

•Advances in technology provide limitless opportunities for learning
•Technology provides access to open education resources (OER)
•Remote learning and interaction with teachers is possible
•Supports teacher training and professional development

KCB ASSET BASED FINANCE

Feature:	Narration:
Financing Plan	100% financing
Negotiation Fees	2% for existing KCB account holders and 3% for Non-KCB
Tenure	Maximum Period Of 72 months
Repayment Plan	Termly
Interest Rate	CBR + 4.00% (CBR is currently at 9.00%)

ELIGIBILITY:

All schools that are KCB or Non-KCB customers will be eligible to apply.
We will finance any immovable assets specifically generators and school buses.

REQUIREMENTS:

Complete ABF and IPF application forms – The Bank offers a Bundled facility that incorporates both the financing of the Asset(s) and the cost of insuring those Asset(s).
Bank statements for the last 12 months.
Audited accounts for the last two years (If borrowing is above KES 5Mn).
urrent management accounts (If borrowing is above KES 5Mn).
Cash flow projections for the next 24 Months (if borrowing is above KES 5Mn).
Registration certificate.
Copy of school KRA PIN certificate.
Copy of memorandum and articles of association (if incorporated).
Copies of Board of Management's ID and KRA PIN certificates.
Pro-forma invoice from the supplier
B.O.M Resolution to borrow with specific loan amount and specifying KCB as the financier.
Ministerial/County Consent to Borrow from Parent Ministry
Ministerial/County confirmation of B.O.M Members
Consent to Borrow from Mother Church where school is church sponsored

WHATS MORE FROM KCB?

Generators and Water Tanks

Termly repayment over 6 years

No down payment/deposit

Beatrice Gichohi - Deputy Commissioner ; Corporate Data Office- Strategy Innovation & Risk Management

KENYA REVENUE AUTHORITY



DATA-DRIVEN TAX COMPLIANCE - ROLE OF SCHOOLS IN TAX COMPLIANCE

During migration of schools PINs on to iTax please note that you are required to update the already existing PIN and NOT new registration to avoid duplication. Some schools have more than one PINs acquired by mistake due to system changes this should be corrected immediately to avoid accrual of penalties.(visit the nearest station). All taxpayers are required to update their contacts details i.e emails address, Mobile numbers, Postal Address for ease of communication. To enhance Data keeping it's a requirement for all taxpayers to update their current Profession/Economic activity both individuals and non-individuals respectively.

All employees earning above kshs 13,486 are eligible for PAYE deductions.The deductions and remission of the same should be done by the EMPLOYER (school) having registered for PAYE OBLIGATION and should file their returns monthly by 9th of every month. Failure to file returns will accrue penalties.

Beatrice Gichohi - Deputy Commissioner ; Corporate Data Office- Strategy Innovation & Risk Management

KENYA REVENUE AUTHORITY

Keys Gaps identified in Schools data:

•PINs not on iTax

•Duplicate PINs

•Wrong obligation

•Missing returns

•Missing /inconsistent Taxpayers Bio Data- Contact details, Economic activities

We encourage all of you to visit or send your Tax agents/Accounts clerks to the nearest Tax Service Centre for information and guidance especially in

•Updating your Tax Details

• PAYE obligation registrations and how to calculate the PAYE for the employees

•In case of any assistance or query please visit or call our support center on Tel: 020 4999999; 0711 0099999 or E-Mail address: callcentre@kra.go.ke. You may also visit the nearest KRA Office, itax Support Centre or Huduma Centre

Jane Mbugua-National Project Coordinator-SEQIP

THE KENYA SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT(SEQIP)(2017-2023)

SEQIP is a 6 year intervention program geared towards improving the quality of education, to enhance retention in upper primary schools and transition from primary to secondary education in targeted areas. The project is funded by world bank an will address challenges of education wastage in grades 7 & 8 . To enhance inclusivity, the project targets learners with special needs and special needs schools.

"What has been achieved so far? "

•The Project Management Structures both at the National and County levels have been established
•Review of the Financial Management Manual for Secondary Education is in Progress- A draft is in place.
•Development of the Grievance Redressal Mechanism and Communication Strategy
•Independent Third Party Verification Agency- An independent verification on text book distribution and teacher deployment done- a report is in place
• An Assessment of the capacity of Jomo Kenyatta Foundation to coordinate and regulate provision of scholarship and social support has been done and the draft report is in place.



Overview of Project Components & Sub Components

Component 1: *Improving Quality of Teaching in Targeted Areas*
Sub-component 1.1: Reducing Teacher Shortage for Science, Mathematics and English teachers in the Targeted Areas -TSC
Sub-Component 1.2: Enhancing Teacher Professional Development-TSC & CEMASTEA
Sub-Component 1.3: Provision of text books-MoE &KICD

Component 2: *Improving Retention in Upper Primary School and Transition to Secondary School in Targeted Areas:*
Sub-component 2.1: Improving School Learning Environment – MoE

Component 3: *Systems Reforms Support*
Sub-component 3.1: Development & Introduction of CBC Grades 4 to 9- KICD
Sub-component 3.2: Strengthening of National System for Monitoring Learning Progress and National Examination - KNEC.

BENEFICIARIES OF SEQIM

7,852 public primary schools and 2,147 public secondary schools in 110 Sub-counties from 30 Counties

- Approx. 600,000 learners in upper primary grades 7 and 8; 600,000 students in secondary schools, Forms 1–4 from new pedagogical skills and provision of text books
- 18,000 students from a scholarship, Mentorship and gender-sensitization programme
- 37,500 students in the upper Primary from advocacy, the Social Support and gender-sensitization Programme
- 17,000 Primary and 8,500 Secondary Science, Mathematics and English (SME) teachers from SBTSS
- About 3,000 Primary Schools and 1,000 Secondary Schools from Needs Assessment for Improvement of school infrastructure
- All Public schools(primary and secondary) from Competency-Based Curriculum and its Assessment and a strengthened National Examination administration

MRS JOSEPHINE MAUNDU - DIRECTOR ; HUMAN RESOURCE TSC

STRATEGIC REFORMS IN TEACHER MANAGEMENT

ROLE OF HUMAN RESOURCES

ØQuality

ØProductivity

ØEmployee involvement/Teamwork

ØWork force flexibility

Customer Service

Strategies:

The major focus is the appreciation that change is inevitable. Changes are in:-

ØChanging work environment
ØWork force's diversity
ØEconomic and technological change
ØGlobalization
ØOrganization restructuring
ØChanges in the nature of jobs

Role of Principals

ØYou play your role as the first line managers
ØAppreciate there is need for people driven institutions
ØUnderstand that it's the people who make up the business

What do we need to do as heads of institutions?

ØProvide leadership and keep the Commission informed on the performance of teachers in your institution.

We need feed back on teachers performance. Non performing teachers should have a record of the issues brought to their attention in writing.

MRS RITA WAHOME- ACTIING DIRECTOR ; STAFFING TSC



PRINCIPALS:

Maintain an updated TIMIS
Enhance thorough vetting of candidates
Encourage students to take up rare subjects at college
Are expected to provide leadership
Should provide proper mentor ship to the newly recruited teachers.
Should enter and exit teachers immediately their transfer is effected in their systems
Remind teachers on COR and COC regularly
Headteachers and deputies will serve outside their sub counties for a specified period

.

"Teacher replacement is a continuous process and TSC works to ensure timely replacement."

ROLE OF TEACHER UNIONS IN EDUCATION REFORMS:

Sound transition on succession policies be put in place as we approach 2030. Teachers should be continuously encouraged to take part in educational reforms. They currently need increased training in the CBC
There is inadequate infrastructure in the 100% transition. The capitation of RMI is not done in good faith because other votes are disabled. Teacher Shortage stands at 100,00, it is the role of the union to agitate and advocate for the teachers in such instances.

"KNUT supports implementation of CBC and are ready to come to table to discuss its working."

The union also protects teachers from unlawful interdiction as it happened in the case of the 280. TSC has since stopped paying the affected teachers. Most of those interdicted are head teachers, deputy head teachers and KNUT officials. .

The law requires that an exercise of such magnitude must have guidelines and a gazetted commission to anchor the entire process. Besides, the due process of reforming the content of the curriculum was never followed to the letter, hence making the entire exercise illegal thus the union protects the teachers and the students from such un-procedural processes

KNUT continues to sensitize the public on lack of public participation for the CBC roll out, since it needs a multi sectoral approach in implementation wit due respect to the major stakeholders which are the parents and the teachers



PROF PAUL WAINANA PHD - VICE CHANCELLOR ; KENYATTA UNIVERSITY

TEACHER EDUCATION & TRAINING FOR CBC

It is imperative that teachers are well trained in order to adequately implement the CBC. The 8-4-4 system was claimed to be teacher based and the CBC is supposed to cure that bottleneck where learners articulate what they have learnt by the end of the lesson. Although the two systems are different, there are some fundamental focal points of teaching that remain. Such as: students doing a few activities on their own to promote initiative and not spoon feeding. Teachers should aid the students in identifying their area of skills expertise so that they can excel in these sectors. CBC also entails embracing technology in learning set ups. This process entails the government availing the proper infrastructure to support CBC. What is currently needed in CBC training is re-tooling of teachers as the government will not recall the teachers already trained by government institutions. The higher levels of learning should also be re-engineered and their lectures trained on restructuring their curriculum to incorporate CBC to will soon be knocking on their doors.



KCB STUDENTS PREPAID CARDS



On Boarding Journey

1.Students fill the card application form and obtains parental sign off and consent (Parent to attach a copy of their National ID
2.Collect all the filled up forms and hand over to KCB for card personalization and card production
3.KCB delivers personalized cards to the schools through the branches
4.Branches distribute and train the school community on usage
5.Branches support the system
6.Schools operate as agents/ merchants

FIRST 15 SCHOOLS TO REGISTER GET THE CARD SERVICE FOR FREE!!!!!!!

What The Solution Seeks to Address

•Digital delivers accountability on students expenditure to the parents
•Ease of topping up pocket money and sending funds to children
•Eliminate cash handling and the risk of drug dealing, gambling and other vices
•Financial training and inclusion for the students right from their youthful days
•Customized benefits can be layered on the card proposition
•Partnership benefits e.g. scholarships

MR. ALFRED CHERUIYOT- PRINCIPAL SECRETARY
STATE DEPARTMENT OF POST TRAINING AND SKILLS DEVELOPMENT ; MOE

OFFICE OF CAREER SERVICES

ROLE OF OCS IN SECONDARY EDUCATION

This is an office that provides services, programs and resources which facilitate students career development and employ-ability. OCS prepares students for the rapidly changing labour economy towards enhancing their employability. OCS provides students with market relevant skills through work based learning programs such as apprenticeships, internships and attachments. OCS establishes linkages between training and industry towards reinforcement of curricula to meet the demands of the job market.The Department is therefore responsible for coordination, promotion and strengthening of linkages between education and industry.

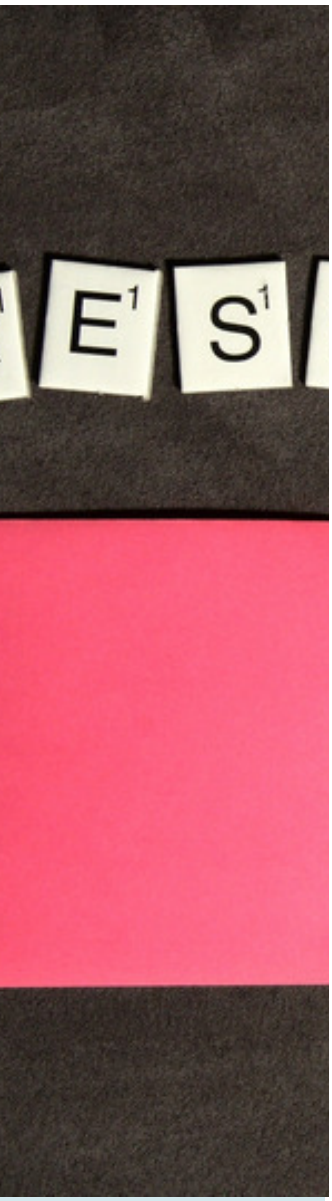
FUNCTIONS OF OCS

1.Career development services – academic advice, career advice, career education etc.
2.Counseling services
3.Tracking – Track career outcomes and job placement information for graduates
4.Linkages and partnerships (with Industry, professional organizations etc.)
5.Workplace based learning programs – Internships, Attachments, apprenticeships etc.
6.Entrepreneurship skills

WILLY KURIA - KESSHA NATIONAL SECRETARY

RESOLUTIONS

CONCLUSION OF THE 44TH KESSHA CONFERENCE:



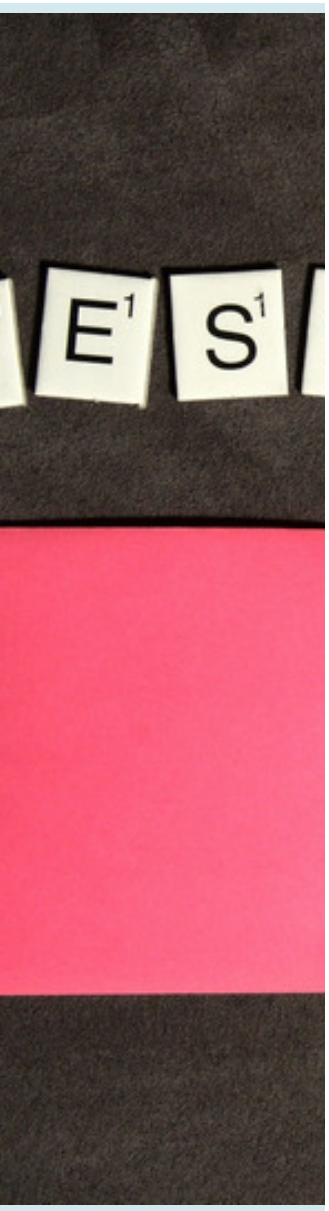
- All co- curricular funds should be channeled to the school directly.
- The MoE committed to negotiating a subsidized tariff for schools to manage inflated electricity costs
- The speed and band width of NEMIS portal to be increased.
- Principals to ensure admission of students to the NEMIS portal are completed at admission, transfer and exit.
- The Ministry of Education in conjunction with the Ministry of interior and coordination of national government to fast track the applications for birth certificates and issuance of the same to ease student registration on NEMIS.
- Kshs. 6000 for maintenance and improvement should be sourced differently away from capitation.
- Schools to explore manageable ways of fundraising from middle class parents.
- NO child shall be sent away for failure to contribute.
- MOE to conduct an infrastructural audit in all public schools to identify infrastructural gaps and prepare a plan of action
- The MoE to separate the infrastructure and RMI voteheads and also increase the capitation.
- The Kshs.22,224 annual capitation per student should be sent directly to schools to allow BOM to exercise its responsibility on budgeting and execution
- The Kilemi Mwiria Report be reviewed to accommodate current costs of inflation and economies of scale.
- TSC to endeavor to increase its budgetary allocation to have more teachers in class.
- All Principals in public secondary schools are members of KESSHA

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WILLY KURIA - KESSHA NATIONAL SECRETARY

RESOLUTIONS

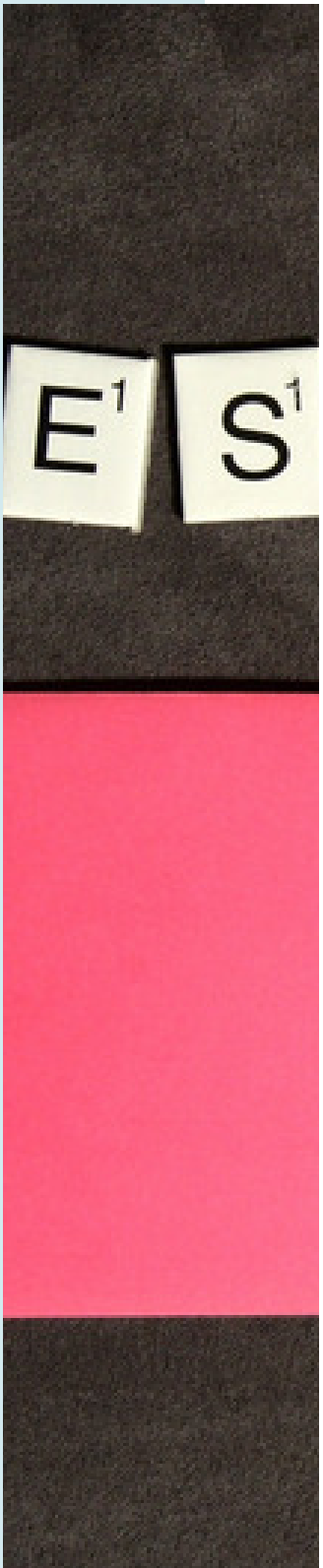
CONCLUSION OF THE 44TH KESSHA CONFERENCE:



- Once a principal is appointed his/her monthly subscription to KESSHA should be automatically effected.
- As TSC continues with nationalization policy, it should be done with a human face.
- Deployment should be commensurate to schools within the same level.
- TSC to liaise with Universities and colleges to ensure that subjects lacking teachers are taken care of.
- KESSHA submits that the age of consent for sex should remain at 18 years.
- Principals to familiarize themselves with the MoE and TSC revised policies.
- Principals to familiarize themselves with revised disciplinary procedures
- KESSHA supports Competency Based Curriculum (CBC) implementation but requests the curriculum designs for the junior secondary to be released.
- TSC to improve the medical cover for teachers to cover both inpatient and outpatient services.
- Teachers should be moved to NHIF to get the benefits like other civil servants.

DR. BELIO KIPSANG CBS- PRINCIPAL SECRETARY : STATE DEPARTMENT OF EARLY & BASIC EDUCATION

CLOSING REMARKS



SCOPE:

"THE TRAIN FOR CBC HAS LEFT THE STATION AND ITS DESTINATION IS 100% TRANSITION RATE."

During the week, several intense issues emerged, among them; the new Competence-Based Curriculum, the 100 per cent transition, funding of schools and the consent age for sex.
However, the most controversial issue was the rolling out of Competence-Based Curriculum.
The ministry appreciates the pledged support of KESSHA, KUPPET and other stakeholders in the rolling out of the CBC
The government commits to supporting schools with increased capitation of Kshs. 59 000 and will manage cost of co-curricular activities as requested y the teachers. Ministry has also committed to employing new teachers an that money has been set aside. Balancing of capitation and reimbursement will be addressed immediately as the new term begins.The secretary called for increased calls from principals to involve parents in the learning processes and thanks everyone for successful deliberations and formulation of concrete resolutions.