

**ADDRESS DELIVERED BY DR. FRED MATIANG'I,
PhD, CABINET SECRETARY, MINISTRY OF
EDUCATION, SCIENCE AND TECHNOLOGY TO
SENIOR MINISTRY AND TEACHERS SERVICE
COMMISSION OFFICIALS ON TUESDAY,
FEBRUARY 2ND 2016 AT TOM MBOYA LABOUR
COLLEGE, KISUMU.**

The Retreat Organizers,

Principal Secretary, State Department of Higher Education,

Principal Secretary, State Department of TIVET,

Principal Secretary, State Department of Basic Education,

Chairman, National Education Board,

Chairman, Teachers Service Commission,

CEO/Secretary, Teachers Service Commission,

Ministry and TSC Officials present,

Development Partners,

Distinguished Guests,

Ladies and Gentlemen:

Am delighted to grace this retreat for policy makers, senior managers, development partners and programme implementors, who have purposed to deliberate ways of transforming the provision of education services and goods. First, I take the earliest opportunity to welcome you colleagues and thank each one of you for making the time to come and participate in this retreat.

Secondly, I note with appreciation that this forum has brought together the key players from both the public sector and corporate world; bringing together the National Education Board (NEB), senior officials from the Ministry head office, Teachers Service Commission, Kenya Institute of Curriculum Development, Kenya National Examinations Council; County Directors of Education, TSC County Directors, representatives of heads of institutions and development partners to share emerging trends in education policy, programme management and implementation.

Your participation in this retreat will no doubt provide an impetus for us to build functional teams which are strong enough to identify grey areas in policy and legal framework, determine gaps in the management of programmes, discuss challenges to programme implementation, and develop new strategies for improving service delivery of education and training. I urge you to exploit the prevailing high level of goodwill among the key players to isolate and interrogate the major issues.

Ladies and Gentlemen, this forum has provided an opportunity for me to reiterate the Ministry's commitment to transforming education and training. It is important to note that education is a social service industry which touches on the lives of all Kenyans; in many ways it impacts on peoples culture; and social, economic, political, technological and individual livelihoods. More so, the Ministry manages education and training which affects significantly on the growth and development and lives of over 2 million pre – primary children, **10** million primary school pupils,

2.5 million secondary school students, **160,000** trainees in TIVET institutions, **450,000** students in public universities, thousands in middle level institutions and **1.5** million out of school youths and adults. The learners and trainees undergo defined curricula implemented by technical staff who are assigned specific roles and duties. As a deliberate intervention, the Ministry disburses annually colossal amounts of funds to institutions of learning and this calls for prudence in the utilization of the finances.

This is adequate justification for promoting consultation, and exercising collegiality and collective approach, and building partnerships as means to ensuring efficacy in the delivery of quality education and training. It is my hope that you engaged critically on presentations and suggested new approaches that would deliver transformation

and sustainable education businesses with specific emphasis on high returns on investments.

Ladies and gentlemen, the Ministry endeavours to leverage the existing Constitutional and legal frameworks to undertake and fast track provision of

services in priority programmes in education and training. The Constitution of Kenya (2010) provides for free and compulsory basic education and the right to quality education and training for all, including persons with disability. It recognizes that the state should guarantee access, equity, relevance and quality in education and training by invoking public participation and promoting democratic ideals, among other principles. The Constitution requires key stakeholders to participate in decision making while taking responsibility of their decisions, as a mechanism for guaranteeing good governance and accountability.

On education and training, Kenya's Vision 2030 identifies priority areas which recognize application of science, technology and innovation in order to raise productivity and efficacy levels. The blueprint calls upon key stakeholders to utilize their common and diverse qualities and agree on result areas which address challenges to access, quality, relevance and transition rates in education and training. It recognizes that education and training is an important element of the social pillar which contributes significantly to

development of Kenya's human capital. It encourages stakeholders to work together towards,

- raising quality of teaching science, technology and innovation in schools, colleges, polytechnics and universities;
- utilizing Information Communication Technologies (ICT) as an alternative to problem solution; and
- allocating more resources to scientific research and technological priority activities.

In addition, the National Education Sector Support Programme (2013 -2018) recognises the critical roles played by stakeholders in the development of Kenya's human capital. I note that NESSP promotes collegiality, collaboration and partnerships in the strategic areas:

- (1) Provision of additional infrastructure to cater for increased enrolment in pre –primary, primary, secondary, college and university institutions. This will ensure increased participation, retention and transition rates at all levels;

- (2) Scaling up implementation of the Free Primary Education (FPE) and Free Day Secondary Education (FDSE) programmes to ensure free basic education for all children;
- (3) Reviewing the National Curriculum to align it to competency development and incorporating ICT - with focus on digital content and online applications;
- (4) Provision of affordable teaching and learning resources;
- (5) Publishing affordable textbooks with appropriate prints and tactile diagrams, and production of appropriate devices for learners and persons with special needs;
- (6) Fast tracking provision of laptops to primary school pupils and supply of computers to secondary school students.
- (7) Making use of technologies mandatory in the training of teachers;
- (8) Establishing a National Research Fund; and
- (9) Developing financing models for Technical, Industrial and Vocational Education and Training (TIVET) and University education with a focus on bursaries and scholarships for needy students.

Ladies and gentlemen, the Basic Education Act (2013) and relevant regulations also recognize the value of collegiality, collaboration and partnerships in education and training service delivery. There is urgent need to embrace best collaborative approaches so as to ensure efficacy and return on investments at all levels.

Stakeholders should engage each other and agree on pertinent issues which concern:

1. policy formulation and implementation;
2. establishment and registration of new institutions of basic education;
3. governance and management of institutions of basic education;
4. maintenance of standards, quality and relevance;
5. teacher management and development;

6. programme implementation;
7. curriculum development and implementation;
8. curriculum assessment and evaluation;
9. monitoring and evaluation of programmes; and

10. performance contracting and staff appraisal; among other emerging issues.

I am pleased to note that the Ministry and Teachers Training Colleges staff have embraced performance contracting, and realised improved productivity.

Ladies and gentlemen, the aforestated distinct frameworks and priority programme areas call for stakeholders to collegially define their specific mandates with a view to eliminating grey areas of duplication and agreeing on issues that require collaboration and partnerships. This would help us to realize efficiency and effectiveness in our business.

As earlier alluded to in my comments, relevant actors should find areas which require common approaches and those that warrant measures unique to policy decisions and programme implementation.

It is important to note that The Constitution of Kenya (2010), Kenya's Vision 2030, The Basic Education Act (2013) and The NEESP (2013-2018), among the many documents, provide for participatory management by stakeholders through legal bodies such as boards, councils, committees

and associations. Legally, such bodies draw membership from representatives of targeted persons with specific requirements as stipulated by law.

You are all aware of criteria like, technical and expertise, special interests, gender, regional and affirmative actions among many requirements. The members are expected to create working environments which encourage respect for each other, cooperation with mutual understanding in sharing of information and making decisions which are binding to all parties. They must think and own their decisions and work together towards attaining agreed results, collectively as well as individually take responsibility of their actions in accordance with relevant regulations and guidelines.

It is therefore imperative that as such legal entities interpret and comply with the relevant laws and regulations, individual members demonstrate

ownership and encourage partnerships in all transactions which work for the sole interest of the child.

I am glad that you held discussions and recommended ways of creating a work culture that exercises collegiality, and embraces best collaborative practices which encourage establishment of functional partnerships in education and training.

It is my humble pleasure to declare this retreat on creating synergy in delivery of education and training, officially closed. I wish you fruitful deliberations in your teams.

THANK YOU AND GOD BLESS YOU.