



THE COUNTY ASSEMBLY OF BOMET



**REPORT ON A TRIP TO INSTANBUL, TURKEY FOR VALUE
ADDITION IN EDUCATION STUDY FORUMBY MEMBERS OF
EDUCATION COMMITTEE AND ITS SECRETARIAT**

*Tabled on 23rd February 2023
at 2:30 p.m
D.*

FEBRUARY, 2023

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PREFACE

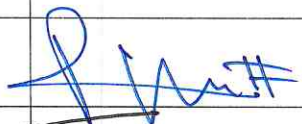
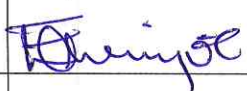
The County Assembly of Bomet sponsored 7 members of the Committee on Education, Youth and Sports and two of its secretariat from 13th to 22nd February, 2023. The workshop was facilitated by the Hilton Garden - Inn Istanbul, Turkey with Kenyan partner The Hill side company ltd. The workshop enabled the Members to engage with international experienced facilitators based in the Hilton Garden - Inn Istanbul, Turkey who shared their experiences in the education system of Turkey, leadership and leadership models

ACKNOWLEDGEMENT

The delegation that went to Turkey expresses their compliments to the CASB, the Liaison Committee, the Speaker and the Clerk for the facilitation, the planning and approval of the worthy training in value addition educational study forum. The Members would also wish to take this opportunity to thank the Hill side Academy; the Turkish facilitators for their untiring commitment and valuable contributions during the entire conference. We would also wish to thank the Members and Secretariat who were part of the delegation for their commitment which made the production of the report a success.

Mr. Speaker,

The composition of the Committee comprises of the following members whose signatures have been appended confirming that the committee undertook the training on value addition in education study forum in Turkey and came up with the recommendations based on the contributions by the committee.

No.	Name	Position	Signature
1.	Hon. Ernest Rotich Kipkemoi	Chairperson	
2.	Hon. Kirui Paul Kipyegon	Majority leader	
3.	Hon. Langat Benard Kipkorir	Member	
4.	Hon. Cheptoo Rosaline	Member	
5.	Hon. Kipkirui Josphat	Member	
6.	Hon. Emily Cheruiyot	Member	
7.	Hon. Cherono Caren	Member	
8.	Hon. Busienei Dennis Kiprotich	Member	

Members of secretariat

1. Isaiah Kirui - Ag. Deputy Clerk
2. Korir Erick Cheruiyot - Snr. Sergeant at Arms

Mr. Speaker, Sir,

On behalf of the Committee, and pursuant to Standing Order 193 (5) (g), it is my pleasant duty to table in the Assembly the Report of the Sectoral Committee on Education, Youth & Sports

Signed..... Date.....

Hon. Ernest Kipkemai Rotich, MCA

Chairperson, Sectoral Committee on Education, Youth & Sports

1. BACKGROUND

1.1. About Turkey

Turkish nation is located between Europe and Asia. The Republic of Turkey is located on the Anatolian peninsula in western Asia and a small enclave in Thrace in the Balkan region of Southeast Europe.

Turkey has a coastline on the Mediterranean Sea in the south and east and on the Black Sea in the north. It borders Armenia, Iran, and Azerbaijan (at the exclave of Nakhchivan) in the east, Georgia in the northeast, Bulgaria and Greece in the northwest, and Iraq and Syria in the southeast.

Turkey covers an area of 783,562 km²; the country is more than twice the size of Germany or slightly smaller than the U.S. states of Texas and Louisiana combined.

Turkey has a population of 83.2 million people (in 2020), the largest city is Istanbul, the national capital is Ankara.

Spoken languages are Turkish (official)

1.2. About Istanbul

Istanbul offers you more than just a city tour while walking along its streets, getting to know uniqueness and discovering its history. Visiting Istanbul will certainly influence if not change your outlook on human history from its earliest beginnings to present day. The city vibrates with deep historical roots having been a capital for numerous civilizations and empires, being often in the center of significant historical events in ancient and contemporary times. If one would travel through the ancient civilizations, Istanbul is a place offering the most striking story of time travel from the Roman period to the Ottoman Empire and the present day of the Republic of Turkey. It's a city that allows visitors an extraordinary experience of being in the center where old meet new.

Istanbul offers visitors a wide range of venues to satisfy all tastes and needs of any metropolis. The Taksim district is the biggest entertainment, historic and business center of Istanbul;

Kadıköy housed the first settlement in ancient Istanbul and is currently one of city's most beautiful neighborhoods with entertainment venues, famous for its "Bar Street"; and the world famous unique Bosphorus coastline. Karaköy and Beşiktaş became prominent as alternative with the best entertainment venues, night clubs and taverns for tourists. Those who prefer calmer and more relaxing strolls may choose to visit, Beylerbeyi, famous for its historic taverns, Kumpapı and Samatya known for their Turkish-Greek taverns with unique seafood cuisine, tranquility of the old Istanbul preserved till present day in Balat or Fatih Kadınlar Pazarı famous for its Bûran kebab, far from the crowds, should visit the Princes' Islands by taking a 30-minute ferry trip. Those with a bigger budget, should not leave before visiting night clubs in Nişantaşı and venues in Karaköy views of the Bosphorus and the entire city.

2. TURKISH NATIONAL EDUCATION SYSTEM

Education system in Turkey is governed by a national system which was established in accordance with Ataturk's reforms after the Turkish war of independence in the year 1923. The Turkish education system is organized on the basis of the constitution of Turkish republic and the laws regulating education and instructions. According to the constitution of the republic of Turkey, every citizen has a right to education which is free of charge for the compulsory primary education. After the change from the Ottoman to the Turkish republic, many reforms in the education system were made.

As in Ottomans, the Ottoman language was difficult, the alphabet was the Arabic one which is very difficult to learn, the literacy ratio was very low and the religion education was the major subject many radical changes has been made. Some important ones were secularization and change of alphabet.

Education has been made a top priority of national development. It has the largest budget of any ministry with an allocation of over 22% of the national budget. The aim of the Turkish educational system is to nurture productive, happy individuals with broad views on world affairs who will unite in national consciousness and thinking to form an inseparable state, and will contribute to the prosperity of society through their skills. This is thought to be instrumental in making the Turkish nation a creative and distinguished member of the modern world.

2.1. Term Dates

In Turkey, the school year begins in the second week of September every year and finishes at the end of the second week of June. School is open approximately between September 10th and the June 20. One school year comprises 180 working days. There are 185 holidays, comprised of summer vacation and weekends, along with midterm, national, and religious holidays.

The Turkish Education System was built in accordance with the Ataturk's reforms after the Turkish War of Independence. It is democratic, modern, secular and co-educational.

2.2. Turkish educational system consists of two main divisions

2.2.1. Non-Formal education

Nursery Schools apart from the general educational system, pre-school training is available on a private basis or with public sector facilities. However, this level of education is not yet common and is limited to about 5-10 % of Turkish pre-school children. Mostly, the families in big cities and working mothers do prefer to send their children to Nursery schools. The children basically start around four years' age and learn games, theater, painting, manners, songs, etc. This kind of education is categorized as non-formal.

2.2.2. Formal Education

The formal education school system has four levels: primary education (4 years), secondary education (4 years), high school education (4 years) and Higher education

High School education covers general and vocational technical secondary schools which provide a minimum of four year of education for primary school graduates.

2.3. General Secondary Schools

These schools offer a four-year education program. When students complete the 9th grade, they choose the lessons according to their future plans about the university. At the secondary level, the number of exams cannot be less than three per term for subjects taught in three or more teaching periods per week, and not less than two for courses taught for one or two teaching periods per week.

In addition to these exams which evaluate the achievements of student success, the behavior and attitudes of students are assessed by teachers. School guidance services and families cooperate with each other, and the teachers' evaluations are indicated on the students' transcripts as "Behavior Grade."

At the end of high school, following the 12th grade, students take the national university entrance examination and if they succeed, they continue with their studies at a university.

2.4. High Schools (Lyceum)

This consists of High School (Lyceum), which normally takes 3 years. In these schools, the system of one teacher for each class changes to a specialist teacher for each subject. Students can choose one foreign language from English, French or German. Religious Education lessons,

depending on the present government's policy, are often optional, and are actually a comparative study of religions rather than only of Islam.

The aims of these schools are to secure a level of general knowledge, develop an awareness of individual and community problems and to contribute to the economic, social and cultural growth of the country as well as preparing students for higher education.

Anatolian, Science, Fine Arts, Vocational, Technical, Islamic Theological and Private High Schools are different from the general High Schools, but are still a part of the Secondary Education system. The Anatolian, Science and Private High Schools are the best and consequently most popular. In these schools there is an extra year (prep class) at the beginning to teach one foreign language and in the following years, all science lessons are taught in that foreign language.

2.5. Universities

This consists of universities of two and four years, schools of further education which are all affiliated to an autonomous Higher Education Council. There are a total number of 60 universities excluding the private universities. Students are admitted to universities through a examination held once a year. In order to obtain a good future, students want to study in good departments at good universities. This is why they start studying for the entrance exams as much as two years in advance, generally taking private courses as well. The students need to get at least 105 points to have a chance. After the results students need to make their selections and after, the YOK (High Education Council) place the students starting from the highest points got. As there are more applications than quotas in Universities not everyone could get placed.

Generally, 1/3 of the students could continue to the university. The others, in case they can afford it continue to the private universities, start working, wait one more year or attend the military service (for man). Unlike the earlier educational levels, students have to pay a fee of approximately 100- 350 US Dollars per year at public higher education facilities. After four years of study they may also continue to do masters for one or two years. This is also with an examination and costs a little more.

3. GOVERNMENT POLICIES AND EDUCATION IN TURKEY

Turkey education system is well expressly addressed through its education policies and legislation. These education policies are anchored in the following framework

1. Population statistics and projections
2. Millenium development reports and plans
3. Demographic and health research in education
4. 2023 vision plan
5. The right to education and future perspective report

3.1. Measuring Performance in education

The main indicators of education and training are as follows;

- Ensuring that at least 15% participate in lifelong learning
- Reducing failure rate in reading, mathematics and sciences to less than 15% in the gaes between 15-30yrs old
- Reducing the rate of early learners leaving eduction and training to less than 10% in 18-20yrs old
- Increase the access rate to higher education in the ages 30-34 yrs range to at least 4%
- Ensure that at least 95% of children between ages 4yrs and age of compulsory primary education (66months) transit to pre-school education
- Ensure that at least 20% of higher education graduates and 6% of those between the ages of 18-34yrs should receive vocational training and carry out some of their government sponsored education abroad
- The promotion of employed graduates in the ages 20-24yrs, high school graduates and those who graduated within a bracket of 1-3 years ago should increase by at least 82%
- To reach a society of highly educated and pragmatic individuals

- Implement the movement to increase opportunities and technology with the aim to place interactive population, place white boards in all classrooms and provide each student with a tablet
- Increase participation rate in primary, basic education, secondary, and high school to 10%
- To promote the importance of vocational training education
- Implement all the reforms proposed by the council of higher education
- Increase the number of private universities
- Improve quality of university education
- Increase the number of academies within the country (both foreign, private and government)
- Implement policy for foreign language learning
- Eliminate inequalities between gender and regions
- To enable students to adjust to into the future to more flexible structures and to higher education

4. WORKSHOP OBJECTIVES

The main objective of the workshop was to look at how to lead change in time of disruption. The workshop also analyzed the mitigating measures that Canada has put in place in the fight against corruption and their success story on the same.

The workshop objectives were;

- a) To learn how to formulate good policies for quality education
- b) Appreciate the need for learner's talent identification and skills development
- c) Develop and implement strategies that will enhance equity among learners
- d) Encourage the learners to be entrepreneurial and have a mindset on job creation
- e) Appreciate the challenge of mental health problem among learners and devise strategies to address the same in the learning institutions
- f) Sufficiently understand and be able to address the problem of drug and substance abuse among the learners and initiate programs to sensitize learners on how to avoid getting into the trap.

5. TALENT IDENTIFICATION SEARCH

The teacher interactive network platform was created by the government of Turkey to support professional development through distance education and interactive learning. This platform is designed as a meeting point for all professionals to share good practices.

The functions of the platform is:-

- Training plans for local and central in service applications
- Support Professional development in the society
- Set up virtual library as a resource centre for all professionals
- Develop school based professional programs
- Develop good working ethics for all teachers and professionals
- Develop VTC programs in which teachers participate in development
- Enhance participation of communities in adaptation of change and technologies
- Offer platform for change and development brought by perception and evaluation

5.1. Developing appropriate school management curriculum to prevent student rioting

This curriculum processes aims:-

- Participation of all stakeholders
- Strategic planning and implementation of the right curriculum
- Come up with current status of studies and modern trends in education
- Ensuring continuous development and learning
- Teamwork and cooperation in schools
- Systematic structure in learning and education system

Developing curriculum should be sensitive to student rioting in learning institutions. Internet has been considered as one of the most interactive platform where students learn and adopt bad practices from other countries. These strikes offers persistent aggression by individual or groups

against vulnerable and helpless persons causing psychological consequences. This curriculum has the following objectives:-

- Preventing bullying behavior
- Intervening and stopping existing bullying behaviours
- Healing bullying and victimized children who are involved in bullying behaviours

Curriculum aims at developing children, extracurricular activities to be important just like classwork

5.2. The classification of extra-curricular activities and formal activities

The government of Turkey through its education policies has the following classifications of formal activities: -

1. Homework and project activities
2. Computer activities
3. Training courses
4. Exam preparation
5. Celebrations of certain days and week
6. Environment and school trips

It has the following extracurricular social activities:-

1. Sporting events
2. Creative art activities
3. Cultural activities
4. Ceremonies (meetings)
5. Guidance and psychological activities

5.3. Transformative leadership in education

The government of Turkey values quality of education both private and public and emphasize on quality of teachers. They emphasize on quality of products manufactured by industries and factories through inspections (incoming quality, process quality and final quality). Transformative leadership therefore is a process and not the last point reach with the following skills:-

- Technical skills
- Leadership skills

All these skills are:-

- ✓ People oriented
- ✓ Self-control
- ✓ Idealistic
- ✓ Focused on positive language
- ✓ Sincerely appreciates
- ✓ Involve employees in work
- ✓ Trust and give employees responsibilities

5.4. Leadership viz-a viz Management

Leadership	Management
Do the right things	Do things right
Leadership is unique & has a sense of movement	Managing things involve maintaining order, organization and control
Overcoming change	Overcoming complexity
Interested in what things mean to people	Interested in how things are done

Leadership are architect	Are builders
Focus on creation of common image	Design for working, is about control
Long vision	Short vision
improves	Protects and ensures continuity
Trusts people	Relies on control
What and why asks questions	How and when to asks questions
collaborative	Based on authority
Speak language of 'we'	Usually speaks language of 'I'

5.5. Leadership Theories

The following are leadership theories inculcated by Turkish education system

- Charismatic leadership theories, 1930s
- Behavioral leadership, 1940-1950
- Situational/probabilistic, 1960-1970
- Leader/subordinate, 1970

5.6. Leadership model

The republic of Turkey adopted the following models to propel transformative changes: -

- Lewin leadership model
- Blake-Mouton leadership model
- Situational leadership model
- Multi-dimensional leadership model
- Purpose-path leadership model

- Vroom- yettar- Jago approach model
- Bureautic leadership model
- Servant leadership-Robert model
- Transformative leadership

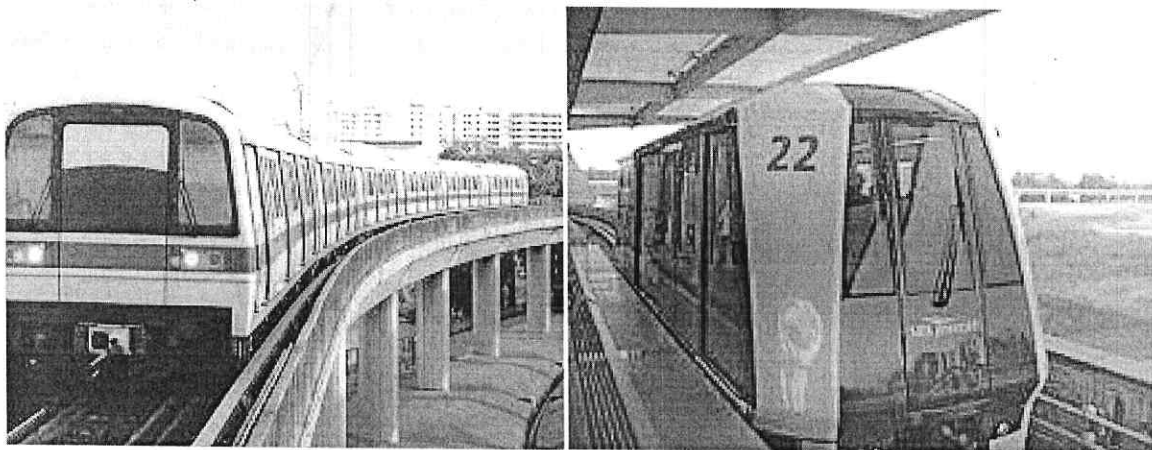
6. THE TURKEY EXPERIENCE (WHAT CAN WE LEARN)

6.1. Public Transport

Travelling from one part of Turkey especially Istanbul to another is a breeze. Thanks to a highly penetrative public transport system. The main modes of public transport in Turkey are the use the buses, Dolmuş (minibuses), metro, ferry, tram, nostalgic tram, funicular and the cable car. In addition, taxis and Uber are also very popular with tourists and locals. Public buses serve almost every part of Turkey, making it the most extensive form of public transportation, while the MRT provides speed and efficiency, especially during peak hours. The electronic ticket for the public transport system in Istanbul is the **Istanbul kart**. The card pays off after three single rides and is usable during your whole stay in Istanbul. It applies to the entire transport system of Istanbul.

It is available and rechargeable at **Istanbul Airport (IST)** and **Sabiha Gokcen Airport (SAW)**, as well as at all major bus and boat terminals, at kiosks with the corresponding sign, and at the service stations and vending machines of the municipal transport companies.

There are fares for single tickets, but no day tickets in Istanbul. You can also get the advantageous **Istanbul Welcome Cards Premium** for travelers, specials deal transport cards that also provide tours and cruise on the Bosphorus.



A light rail transport system which acts as a feeder transport means to estate areas and main rail transport system which operates within the city and major urban areas.



*Members enjoying a trip to Hagia Sophia religious, historical and education
centre via metro electric train*

6.2. Urban Planning (Istanbul City, Background & Its Operations)

The story of the modernization of Istanbul, which it has experienced in the last 150 years, includes the same important turning points. The Ottoman administration endeavored to take a series of precautions to solve the problems of the capital city in a period which ended with the collapse of the Ottoman State. However, in an environment shaped by wars, land loss and a deteriorating economic order, a majority of these efforts remained only conceptual suggestions which did not make it beyond the drafting table.

Similar modernization plans for Istanbul were on the agenda of the politics during the Republican period, which adopted a much more radical reform program than the Ottomans. The regime, which enthusiastically implemented the program of replacing the Ottoman heritage with modern Western values, envisaged a series of changes regarding the re-planning of cities through reshaping and redefining the public space based on the norms of Western civilization along with fundamental changes in other areas.

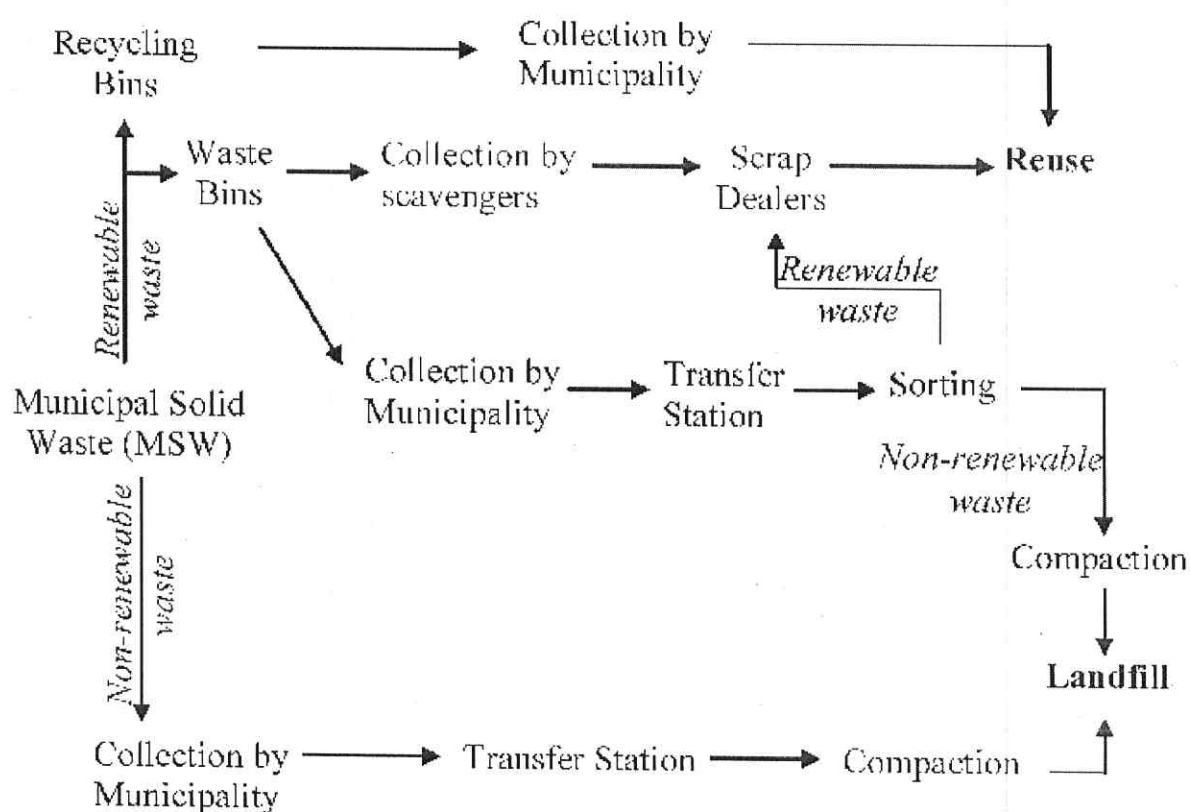
In this respect, what needed to be transformed in Istanbul was not only the urban fabric of the former Ottoman capital, but also the symbolic identity and meaning. The drastic changes experienced in the Turkish political and economic life after the World War II opened a new page in the history of Istanbul. An urban-planning program which included radical changes in this era was put into practice for Istanbul, a city that had experienced occupation and lost the feature of being the capital - a position which it had held for thousands of years - and whose population had decreased, becoming neglected and dilapidated.



This is a street just off Taksim Square. It's quieter, but equally interesting. The concrete pavers go from building face to building face. This flattened surface created a welcome feeling for pedestrians. The odd car seemed quite comfortable as it slowed down, navigating groups trying to decide which restaurant to try. A mix of residential, office, and commercial buildings make the street active and vital throughout the day and evening.

6.3. Management of Solid Waste in Istanbul city

The Turkish strategic plan that aimed at establishing milestones for improving waste management plans for Istanbul stated that current classification of collected waste was solely based on the origin of waste such as domestic, industrial, construction sourced, and commercial. However, in a sustainable waste management system, composition and analytical characterization of waste were the inputs to the model, for which the output was environmentally and economically feasible treatment and disposal processes. Istanbul city is the most beautiful and cleanest city where everything is planned and implemented well. Nothing is left to chance. This is indicated and summarized below;



The Committee recommends that the County Government of Bomet to come up with serious urban planning programs on garbage collections, approved NEMA compliant dump site, garbage collection points, sound solid waste management, committed and motivated personnel, enough funding for purchase of solid waste management machinery and fuel, spatial plans among other issues.

6.4. Financial Hygiene (Turkish Experience in Fighting Corruption)

Corruption is a scourge that can never be tolerated. Countries have tried all ways to combat it. They create anti-corruption agencies. They pass strong laws. They promulgate codes of conduct for public officials. Companies pledge to conduct business cleanly. Yet often corruption remains endemic, a cancer in the society. How then has Turkey achieved some measure of success in eradicating corruption? It can be narrowed down to the following pillars.

6.5. Determined Leadership

The political will to eradicate corruption was established by the individuals elected into Assembly in 1959. This was determined to build an incorruptible and meritocratic society and took decisive and comprehensive action to stamp out corruption from all levels of Turkey's society. That is what set the tone for Turkey ever since and as a result of the Assembly's unwavering political commitment and leadership, a culture of zero tolerance against corruption has become ingrained into the Turkish psyche and way of life. In education sector, all the players and stakeholders are required every year to renew their commitment to serve the country with integrity and accountability.

6.6. Stringent Legislation against Graft

The Republic of Turkey institutionalized a robust, comprehensive anti-corruption framework that spans law enforcement, the public service and public outreach. It enacted the Bribery and Corruption Act, which puts the burden of proof on the accused to show that he acquired his wealth legally. Any unexplained wealth disproportionate to known sources of income is presumed to be from graft and can be confiscated. The Act provides for extra-territorial jurisdiction so that the actions of Turkish citizens overseas are treated the same as actions committed in Turkey, regardless of whether such corrupt acts have consequences for Turkey.

6.7. Responsive Public Service

All public officers and especially teachers who are required to inculcate good culture and meritocracy is guided by a Code of Conduct, which sets out the high standards of behavior expected of public officers.

6.8. Societal Norms, Culture and Practices

The Country has over time developed a society and culture that eschews corruption. Turkey citizens expect and demand a clean system. They do not condone giving or accepting "*social lubricants*" to get things done but only allows tips as an incentive to workers. They readily report corrupt practices when they encounter them.

7. RECOMMENDATIONS

Based on the above findings and observations on how Turkey has deliberately transformed over the years, this report recommends the following;

7.1. Political Good Will

That the County Assembly of Bomet through its leadership and Members of the County Assembly should strive to establish a clean and honest county government free from corruption. The county Assembly should be committed in assessing all County government transactions and making sure that the Executive is held accountable at all times. The county government should adopt culture of accountability in the management of ECDE learning institutions within the county.

7.2. Legislation

That the County Assembly of Bomet should come up with County Legislation on matters regarding human capital recruitment and in particular ECDE teaching assistants, quality of education and infrastructure. The assembly should ensure that education policies are implemented.

7.3. Adopt a Problem Solving Approach

The County Assembly Members being representatives of the people are in a better position of understanding the root cause of major problems bedeviling their people and thus should adopt a human approach to problem solving as part of their representational role. This means looking problems in the face and solving them using policies chosen not based on ideology, but on a hard-nosed assessment of the likely results. Turkey's leadership uses this approach in solving many issues facing their Country. An extension of this results-oriented approach to policymaking is the habit of "thinking again" both successes and failures in public policy, and being willing to confront the performance, either good or bad, of existing policies—so as to rework them to obtain better results.

7.4. Creation of a one County Government

The report recommends that the County Assembly comes up with proposals on how the different departments in the County can work as one in provision of services to mwananchi.

The idea is that, in every aspect of building one County government, the County Public Service will emphasize alignment across all public agencies as One County Public Service, so that our efforts are coordinated and not fragmented. Interdisciplinary collaboration is essential for solving the big challenges of the day, integrated policymaking and implementation is essential in enhancing service delivery at *one stop centre* similar to Huduma Centres.

7.5. Digital

The technology advancement in the country has fundamentally changed the nature of service delivery. Therefore, the county government of Bomet should think again about what it means to serve county residents in accordance with the County Governments Act framework which identifies ward as one of the units of service delivery. Adoption of technology will guard the County Assembly and county executive against losses and also enable alerts when critical services are needed. The county government should reconsider automation of revenue collection, use of IPPD and IFMIS for all financial transactions, ensuring and assuring on transparency and accountability to the resident by engaging them through citizen engagement platform/ E- Governance framework (The County Public Participation Act), installation of ICT software to control drugs in all health facilities within the county and on the provision of goods and services by the county Government.

8. CONCLUSION

Bomet County is endowed with enormous resources like, land, good climate, productive agricultural land, natural resources, among others to name just a few. Bomet has a big advantage over Turkey if the County strives to make necessary changes. What the determining factor could be in Bomet transforming from its current state to a much better one is the efficient but often heavy handed leadership like Ottoman leadership that transform Turkey to what it is today.

The members of the county assembly of Bomet being leaders in their own right can make a deliberate shift towards transformation by coming up with visionary legislations, allocating the necessary resources and mobilizing the required support from various stakeholders. They need to consider what has been done in Turkey and identify suitable solutions for resolving policy problems in Bomet. The policy solutions selected can be adapted and modified to suit Bomet's context.

The leaders need to further strive to create legislation that will ensure a high standard of discipline and accountability in the County Public Service. A powerful Civil Service is the instrumental institutional vehicle to deliver development by, preparing County development plans, coordinating implementation, efficient delivery of public services, and development of a culture of an effective civil service characterized by Integrity, Meritocracy and Result Orientation. Education is key to excellence and the county government to ensure that ECDE learning institutions infrastructure (classrooms) are good for learning and well equipped with all training materials and stationaries. The county to come up with scheme of service for ECDE Assistants/teachers and ensure enough funding

With intentional leadership and political will, the wheel of transforming Bomet County will be unstoppable.



Bomet County Assembly Education, Youth & Sports committee outside SGS Institute (from right Mr. Korir E., Hons. B. Langat, P.K. Kirui, Ernest K., Cheptoo R, Caren C, Facilitator, Emily c, JK Kipkirui, Busienei D, & Mr. Isaiah K



SGS Academy: L.R: Hons. Makiche, Ernest Kirui, JK Kipkirui & Rosaline Cheptoo



Hon. Busiennei Dennis being awarded with training certificate by Bahar (Facilitator)



*Visit to Galata monumental tower built on 29th
May, 1453 by Italians, modern day city of
Ottoman*



Visit to Hagia Sophia education and historical religious centre where the church of Apollo currently converted into a mosque in the year 2021 is located (L.R- Korir Erick, Hons. Rosaline Cheptoo, Busienei Denis, Caren Cherono, JK Kipkirui. Ernest Kirui, PK. Kirui, Cyndi (Facilitator), Isaiah Kirui & Hon. Makiche Benard Langat)