

REPUBLIC OF KENYA



COUNTY GOVERNMENT OF BOMET

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Office of the Executive Committee Member
Education, Vocational Training & Sports
P.O. Box 19-20400

BOMET, KENYA

28/8/2014.

THE CLERK,

BOMET COUNTY ASSEMBLY.

Attn'. The Chairperson Education Committee

Dear Sir/Madam,



SUBJECT: **ANNUAL REPORT ON EDUCATION,VTI, YOUTH AND SPORTS FOR FINANCIAL YEAR 2013/2014.**

Attached please find an annual report on Education ,VTIs, Youth and Sports for the year 2013/2014.

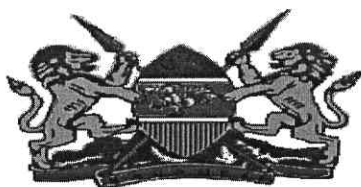
Thank You.

For: CEC Education, VTI, Youth and Sports.

Rachel C. Ngeno

BOMET COUNTY

REPUBLIC OF KENYA



COUNTY GOVERNMENT OF BOMET

DEPARTMENT OF EDUCATION, VOCATIONAL
TRAINING INSTITUTES, YOUTH AND SPORTS

ANNUAL REPORT FOR 2013/2014 FINANCIAL YEAR

AUGUST 2014

Introduction

The county department of ECD and Education, Vocational Training Institutes, Youth and Sports is one of the devolved functions to the County Governments.

This report shall delve on all these devolved subsectors.

ECD and Education

The Early Childhood Development Education is an organized programme that covers nursery class to standard 3.

In this sub sector, a number of activities were carried out during the Financial Year 2013/2014. The County Government engaged 931 ECD Assistants to provide support in County ECD centers. This exercise was done by the County Public Service Board in consultation with the department. The County Government spends **Kshs.9, 021,000** every month and **kshs. 108,252,000** in the year in paying ECD assistants.

Capacity building was also carried out with support of Mountain top and Kenya Literature Bureau publishers. The areas covered were classroom management, Community Development and ICT.

There was also refurbishment of 5 ECD centres in each sub county at a cost of **Kshs. 200,000**per Centre. However, only **Kshs.100, 000** was made available to each of the identified centres. The balance of **Kshs.100, 000** per Centre shall be met in the current financial year. This exercise was done through public participation and consultation with M.O.E officers.

The basis of funding the ECD centres infrastructure projects was specific schools requests in writing to the department including minutes and Bill of Quantities approved by public works for their proposed infrastructure.

The major accomplishments so far are as follows;

- ❖ Increased enrolment in ECD centres from 52,981 to 57,436
- ❖ Access rate is at 66.1%
- ❖ Parents have supported feeding programmes most ECD centres.

- ❖ Parents have been relieved from paying wages for ECD assistants.
- ❖ Refurbishment of more than 40 ECD centers was done.

There are also a few impediments facing ECD centers development. These ranges from stalled projects that were funded through national Government bodies like LATF,CDF among others. There are also inappropriate and inadequate furniture in a large number of ECD centers and very unfriendly classrooms mostly in feeder ECD centers.

Special Needs Education issues were addressed satisfactorily. This includes support to Korara ,Kapkesosio and Ndanai Special schools and also St. Kizito secondary schools.

There was also support for sporting activities in special Needs Education centers to National level.

The County also disbursed bursaries for needy children (OVCs and PWDs).The beneficiaries were from National schools, Public day secondary schools and children in special units. A total of **ksh.39,488,648** was disbursed in bursaries.

2014/2015 projections

The ECD and Education sub sector envisages to do the following during the 2014/2015 financial year;

- Development of policy guidelines. This is currently at the draft stage.
- Construction of 104 new ECD centers across the county.
- Provision of furniture and materials in ECD.
- Developing a scheme of service for ECD assistants
- Provide support for more ECD Assistants.
- Building the capacity of ECD assistants on methodology,ICT,school readiness assessment and code of conduct.
- Community mobilization and capacity building.
- Support for Special Needs Education

VTIs Sub sector.

The VTIs sub sector has a total of 24 Technical Institutes. There are about 6 centres that are yet to be registered and funded once they meet the requisite standards .

In the VTIs sub sector, a total of **Kshs. 7,000,000** was spent in the financial year 2013/2014.

A total Of 11 out of 25 Technical Institutes were funded to construct workshops and supply equipment including the purchase of computers as follows;

NAME OF INSTITUTE	WARD	AMOUNT
Kiplelji polytechnic	Chesoen	400,000
Kamungei polytechnic	Kapletundo	700,000
Komirmir polytechnic	Kipsonoi	900,000
Kaboson polytechnic	Sigor	900,000
Kibajit polytechnic	Chemagel	800,000
Bingwa polytechnic	Siongiroi	500,000
Emkwen polytechnic	Silibwet	40,000
Kapsir polytechnic	Boito	500,000
Kabisoge polytechnic	Nyongores	600,000
Kamabwai polytechnic	Kipsonoi	700,000
Burgei polytechnic	Rongena/manaret	700,000
TOTAL		6,740,000

The new Technical Institutes that have so far been established are as follows;

Name of polytechnic	Ward
Kibajit	Chemagel
Minaret	Manaret/Rongena
Burgei	Rongena/Manaret
Kamabwai	Kipsonoi
Kiplelji	Chesoen
Chemaner	Chemaner

New VTIs were assessed and supported namely Kiplelji in Bomet Central sub county, Rongena/Manaret and Kibajit in Sotik Sub county and Chemaner polytechnic in Bomet East Sub County.

A number of meetings were also done with the Board of Management of the institutes in order to map the way forward for the institutions. Registration procedures and preparation of Bill of quantities formed the basis of the meetings.

Projections for 2014/2015

- Purchase of workshop tools and equipment
- Tuition support
- Expansion of polytechnics
- Modernizing VTI curriculum to meet community and market needs

Challenges in implementation of Education policies.

The County Government of Bomet in its Department of Education, Vocational Training Institutes, Youths and Sports, has had a number of challenges in its quest to implement the policies in Education.

To begin with, there is overwhelming funding requests from communities/the publics demanding that the County Government provide funds for Educational infrastructure in both primary and Secondary schools. This is occasioned by the deplorable state of infrastructure in many institutions. The department is currently working on a policy document to cover this area.

In the same breath, there are unforeseeable emergencies that may lead to tremendous destruction of school buildings and other infrastructure by natural calamities for example heavy rains, strong winds, floods etc. A lot of the times, the County Government has always come to aid in such circumstances even without a substantive policy in place. There is need for the County Department therefore to incorporate the maintenance of infrastructure as a critical area in the policy document.

The challenge of implementing the VTI curriculum is also evident. This is occasioned by the few instructors teaching in the institutions and the lack of tools and equipment. The National government withheld some of the devolved areas in VTI for instance provision of tuition support and payment of tutors hence hampering management and supervision of curriculum.

There is also a clear overlap of support of projects by the two levels of government i.e. National and County where funding of projects is concerned. A project can be supported by the County Government and a similar project can be supported by the National government through CDF hence resources get confined in a few projects leading to a compromise of otherwise needy areas.

There was no clear policy framework to guide the distribution of resources hence funds were distributed based on stakeholders demands and with consultation with National Government offices within the County.

It's also notable that there were inadequate baseline statistics on information on status of Educational projects in the County hence there is need to carry out survey on current status of Education matters. Being new, the county had put in place the structures that are necessary for such research.

The Management and supervision conflicts between County Government and National Government has been a deterrent especially towards the implementation of Early Childhood Development, Education infrastructure and Human resource (ECD assistants) policies. There is a delink for instance on who should hire ECD assistants, ECD being a devolved function.

It's the hope of the department that these challenges shall be surmounted once proper policies and guidelines are in place.