



THIRTEENTH PARLIAMENT
THE SENATE
OFFICIAL REPORT



Fifth Session

Wednesday, 11th March, 2026 at 9.30 a.m.

PARLIAMENT OF KENYA

THE SENATE

THE HANSARD

Wednesday, 11th March, 2026

*The House met at the Senate Chamber,
Parliament Buildings, at 9.30 a.m.*

[The Speaker (Hon. Kingi) in the Chair]

PRAYER

DETERMINATION OF QUORUM AT COMMENCEMENT OF SITTING

The Speaker (Hon. Kingi): Clerk, do we have quorum?

(The Clerk-at-the-Table consulted the Speaker)

Serjeant-at-Arms, kindly ring the Quorum Bell for 10 minutes.

(The Quorum Bell was rung)

Order, hon. Senators, we have quorum now. Clerk, kindly call the first Order.

QUESTIONS AND STATEMENTS

QUESTIONS

The Speaker (Hon. Kingi): Hon. Senators, we have five questions that are due for response today. One is directed to the Cabinet Secretary for Mining and Blue Economy. The other one is directed to the Cabinet Secretary in charge of East African Community Affairs and Arid and Semi-Arid Lands (ASALs). Three questions are directed to the Cabinet Secretary in charge of Education.

I am informed that the Cabinet Secretary in charge of East African Community Affairs is present. Therefore, we will start with Question No.017.

Clerk, kindly usher in the Cabinet Secretary in charge of East African Community Affairs.

[The Cabinet Secretary for East African Community, Arid and Semi-Arid Lands and Regional Development (Hon. Beatrice Moe) was ushered into the Chamber]

Cabinet Secretary, you are here to respond to Question No.017 by the Senator of Kitui County, hon. Wambua.

Hon. Senator, you may proceed to ask your Question.

Question No.017

DROUGHT MITIGATION AND LONG-TERM
ADAPTATION STRATEGIES

Sen Wambua: I thank you, Mr. Speaker, Sir. I will need your guidance on this Question and maybe even the concurrence of our members, because it is a matter that we raised when we were experiencing serious drought in the country. Now, the situation has completely changed from drought to floods.

I guess there are some regions in the country that are still experiencing drought, maybe Samburu, Wajir and other parts. So, we will put the question the way it is. The Cabinet Secretary will contextualise the response.

(a) Could the Cabinet Secretary provide an update on the drought situation in the country and disclose the data used by the Government to classify the affected areas?

(b) How has the Government distributed the current budgetary allocation for drought mitigation and response across counties; and could the Cabinet Secretary provide details on the specific programmes that have so far been rolled out in each affected county to mitigate the adverse effects of drought?

(c) What measures has the Ministry put in place to ensure effective coordination of drought response efforts by the national Government, county governments, development partners, and humanitarian agencies?

(d) When does the Government expect the ongoing drought response programmes to stabilize the livelihoods of the most affected communities; and could the Cabinet Secretary outline indicators that would be used to assess success?

(e) What long-term climate adaptation strategies is the Government implementing to enhance drought preparedness and resilience; and, could the Cabinet Secretary disclose the Government's current and planned investment in climate change agriculture initiatives?

I thank you, Mr. Speaker, Sir.

The Speaker (Hon. Kingi): Hon. Cabinet Secretary, you may now respond.

The Cabinet Secretary for East African Community, Arid and Semi-Arid Lands and Regional Development (Hon. Beatrice Askul Moe): Thank you, hon. Speaker. I will respond to the concerns that were raised by Sen. Wambua, strictly on those five concerns although I also heard him speak about the floods.

The Executive Order that was there in 2025 redirected much of what would have fallen under current situation of floods to the Special Programmes, which is under the Ministry of Public Service and State Department of Special Programmes. I will concentrate basically on the five concerns.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

I thank the hon. Members for the opportunity accorded to me to appear before you, to provide an update on the current drought situation in the country and the Government's response measures.

The Government appreciates the oversight role played by this committee, particularly in view of the close link between droughts, human security, resource-based conflicts, and the stability of communities in Arid and Semi-Arid areas (ASALs).

In response to the matters raised, I will highlight-

- (1) The current drought situation and the food security outlook;
- (2) Government interventions currently underway;
- (3) Coordination mechanisms guiding the national drought resilience and response; and,
- (4) Long-term resilience investments aimed at reducing vulnerability to the current drought.

Overview of the Drought Situation - Drought conditions have begun to establish across most arid and semi-arid land counties following the off-season rainfall received in February, which temporarily eased environmental stress and slowed the deteriorating of key drought indicators. However, despite this short-term improvement, unusually hot and dry conditions persisted in several areas, sustaining drought risk and delaying the full recovery of livelihoods.

Nevertheless, the cumulative impact of consecutive below-average rainfall seasons, including the October to December, 2025, show trends compounded by above-normal temperatures during the January and February, 2026 periods accelerated the depletion of rangeland resources. This has increased pressure on pastoral and agro-pastoral livelihoods, disrupted early recovery gains and eroded household coping mechanisms, resulting in widening food security and nutrition risk across the affected counties.

There are isolated pockets of non-ASAL counties such as Elgeyo- Marakwet within the sub-counties of Marakwet East and West, in Siaya County around Yimbo West, around Homa Bay Kabuoch North, Migori, North Sakwa, Machakos around Masinga, Mwala, Kola and Mavoko. Under Kiambu counties; Thika, Juja, Ruiru, Limuru, Kikuyu and Kabete.

Nakuru County; Rongai and Gilgil; around Murang'a South, and in Kirinyaga, Kirinyaga East, and Kirinyaga West, also recorded suppressed rainfall performance during the October, December, 2025, short rains season, indicating broader national climate stress with implications for stable food production, market supply chains and price stability.

Drought Phase Classification - The current drought phase classification indicates continued stress across ASAL counties despite the off-season rains. Four counties of Mandera, Kilifi, Kwale, and Wajir remain in an alarm phase, indicating heightened drought stress and the need for sustainable response interventions. Thirteen counties of Samburu, Baringo, Marsabit, Kitui, Taita-Taveta, Kajiado, West Pokot, Garissa, Isiolo, Tana River, Turkana, Lamu and Tharaka-Nithi are classified in the alert phase, reflecting continued drought pressure and the need for close monitoring.

Two counties of Laikipia and Narok are within the pre-alert phase. Four counties including Makeni, Nyeri, Embu and Meru remain in the normal phase, with environmental indicators largely within the seasonal ranges.

Allow me to explain how alerts alarm emergency are captured within the footnote of the bigger report. We talk of the normal when environmental indicators show no unusual fluctuation. When we speak of alerts, environmental indicators fluctuate outside expected seasonal range. On alarm, environmental and production indicators fluctuate outside the seasonal range. On an emergency, all indicators are outside the normal range. On recovery, environmental indicators return to season norms. Of course, there is a table showing the details of what I have just read, which I used to classify drought affected areas.

The National Drought Management Authority (NDMA) manages the national drought early warning systems, which track four categories of indicators, biophysical, production, access and utilisation on monthly basis.

Secondly, it integrates remote sense data with the primary and secondary information on biophysical and socioeconomic indicators. It analyses the data to generate monthly early warning bulletins that provide the drought phase classification for each county. Again, it relies on the most relevant indicators from the four categories to determine the drought phase classification.

Finally, to disseminate drought information to support early actions and to prevent loss of lives and livelihoods. Biophysical indicators are rainfall data, vegetation condition and state of water resource that basically fall under environmental. Production, livestock body condition, milk production, livestock migration, livestock mortality and crop production are under livestock production, crop production and crop production.

On access, terms of trade, that is, meat, maize, milk consumption, price of commodities and livestock distances to water, that is under market access to food and water. Utilisation, mid-upper arm circumferences, coping strategies, food consumption score, that is under nutrition coping mechanisms. There is a chart showing that.

On food and nutrition security situation, food security in Kenya is highly dependent on rainfall. Given the bimodal rainfall patterns in ASAL counties, multi-agency and multi-sector food and nutrition security assessment are undertaken twice annually, following the October to December short rains and the March to May long rains.

The drought early warning systems monitors drought condition on a monthly basis to track trends and emerging issues or risks. At the end of each rainfall season, a comprehensive food security assessment is conducted to evaluate the impact of seasonal performance on livelihoods. The food security assessment adapts multi-hazard approach and considers national risk factors such as floods, pests and diseases, conflict and insecurity which may compound the effect of rainfall, deficits and further undermine household resilience.

The assessment analysis applied the integrated food security phase classification to determine severity and underlying drivers of food insecurity. Integrated Food Security Phase Classification (IPC), acute malnutrition analysis was also conducted to identify both food-related and non-food drivers of malnutrition, ensuring alignment with internationally recognised classification standards and the global best practise. The IPC

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

is an internationally recognised standard for classifying the severity of food insecurity and ensure adherence to the global best practises.

The 2025 short rains, food and nutrition security assessment conducted in January, 2026 evaluated the impact of poor short rain season across 23 ASAL counties. These counties remain structurally vulnerable due to high poverty levels, aridity, recurrent climate shocks and limited livelihood diversification.

The assessment considers rainfall performance alongside additional shocks affecting markets, livestock productivity, water access and household incomes. The assessment estimates around 3.3 million people across the 23 ASAL counties are currently food insecure as of February, 2026.

Based on the forecast of the below average March to May long rains, the situation is projected to deteriorate further with the food insecure population expected to rise to approximately 3.68 million people by June, 2026, representing a significant escalation within four months' window.

Table 2 represents the population requiring urgent food assistance across the 23 ASAL counties based on the latest assessment findings. Nine counties including Mandera, Turkana, Marsabit, Wajir, Isiolo, Garissa, Tana River, Samburu and Kwale are currently experiencing a serious food insecurity. Many households are unable to meet their basic food needs without external assistance.

The remaining 14 counties that include Turkana, Garissa, Mandera, Wajir, Marsabit, Kwale, Samburu, Tana River, Isiolo, Kitui, Meru North and Kajiado are under food stress. This means that the households are managing to meet minimal food requirements but only by reducing spending on other essential needs, selling assets or adopting negative coping strategies. While conditions in most of the severely affected counties are expected to remain at similar levels in short term, the number of people requiring assistance is projected to increase.

Mandera County faces a high risk of further deterioration into emergency condition by June, 2026 if their forecast below average rains materialise and the response measures are not scaled up. So, the nutrition situation remains a matter of serious concern, with the rising levels of acute malnutrition in several drought-affected counties requiring urgent scale up of screening, treatment and preventive services. Extremely high levels of acute malnutrition have been recorded in Mandera, Turkana South, Turkana East, and North Horr in Marsabit. Very high levels are also reported in Garissa, Isiolo, Wajir, Samburu and Turkana North, sides of Kibish, Turkana West, Turkana Central, Loima and Tiaty.

Several additional counties are showing worsening child and maternal nutrition trends. The overall 810,871 children aged between 6 to 59 months and 116,796 pregnant and lactating mothers are acutely malnourished and require urgent treatment and nutritional support.

Without a timely expansion of interventions, the situation poses a serious public health risk and long-term consequences for human capital development. The table is already showing the numbers on the populations that need urgent food security or assistance.

I am getting to point (b), on the question on how the Government has distributed the current budgetary allocation for drought mitigation and response across counties and

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

details of the specific programmes that have so far been rolled out in each affected county, to mitigate the adverse effects of drought.

The Ministry is undertaking the following response measures-

Through National Drought Management Authority (NDMA), it is undertaking limited drought response intervention using resources under the NDMA and the National Drought Emergency Fund and the European Union (EU), with a total budgetary provision amounting to KShs265,718,782.09 cents.

The resources have primarily supported water interventions, including water trucking, fuel subsidies, repair of strategic facilities, provision of tanks and livestock feeds, that is, drought pellets. In addition, the Ministry, through National Disaster Management Authority (NDMA) provides an unconditional cash transfer to 133,800 poor and vulnerable households in the eight arid counties, namely Turkana, Marsabit, Wajir, Mandera, Garissa, Isiolo, Samburu and Tana River.

The cash transfers are disbursed under the Hunger Safety Net Programme (HSNP), a key vision 2030 flagship programme. The monthly stipends enable beneficiary households to purchase food and meet other essential household needs. The cash transfer programme contributes to the progressive realization of the right of every Kenyan to be free from hunger and to have adequate food of acceptable quality, as provided for under Article 43 (1) (c) of the Constitution of Kenya.

Between November, 2025 and February, 2026, the Government disbursed a total of Kshs1,854,054,900 in cash transfers under the programme. This includes Kshs205,137,900 disbursed in November, 2025, Kshs873,080,100 in January, 2026, and Kshs778,536,900 in February, 2026. The cash transfers have ensured continuity of consumption support for poor and vulnerable households during the drought period, especially as declining livestock productivity and the weakening market prices undermine household food security.

By strengthening household purchase power, the transfers have enabled beneficiary households to meet essential food and non-food needs, while reducing reliance on distress coping strategies such as livestock sales and asset depletion. Under the Kshs4.1 billion allocated for national Government drought resilience, NDMA was allocated Kshs350 million for critical water sector intervention, repair and maintenance of strategic bore holes, food security assessment, and drought response coordination.

Priority measures are being implemented across key sectors, including social protection and safety nets, livestock, water, health, nutrition, agriculture, education, child protection, peace and security, and drought response coordination. The interventions are aimed at protecting lives and livelihoods, safeguarding core livelihood assets, maintaining continuity of essential services, and strengthening coordination of multi-sector response in affected counties.

Table 3 indicates sector interventions priorities for the February to April, 2026 period to prevent further deterioration and mitigate transition into emergency condition. Of course, it is put there in summary.

To ensure the effectiveness of drought response efforts by the national Government, county governments, development partners, and humanitarian agencies, the government has strengthened established drought coordination mechanisms at both the

national and county levels to ensure structured, accountable, and multi-sector response during the current drought period.

The key structures are as follows. The Intergovernmental Committee on Drought Response chaired by His Excellency the Deputy President has convened regularly to review drought early warning updates, assess sector gaps and prioritise interventions. This has enabled a timely allocation of resources to critical sectors, particularly water, livestock and social protection, while mobilizing complementary support from development partners.

Multi-sector technical committee formed under the APEX coordination structure consolidates sectoral drought impact data, identifies priority response gaps, and coordinates the preparation and alignment of sector response plans. The committee has also supported harmonised targeting across affected counties and provides regular programme reports to guide strategic decisions at the APEX level.

County steering groups, co-chaired by Governors and County Commissioners, are convening routinely to review local drought conditions, approve costed response plans, and synchronise Government and partners' intervention. This structure guides geographical targeting of response interventions while minimising duplication and strengthening accountability.

The lower coordination platform at the sub-counties and the world level facilitates real-time information flow from communities, validates beneficiary targeting lists and enables rapid adjustment of interventions in response to evolving conditions on the ground. Collectively, these mechanisms are ensuring coherent national to local coordination, strengthening accountability and supporting a timely data-driven drought response.

There was a question on when the Government expects the ongoing drought response programmes to stabilise the livelihoods of the most affected communities and the indicators that would be used to assess success. The prevailing drought has adversely affected the vulnerable population and their lives due to acute water shortages for domestic and productive use, raising food and nutrition insecurity and deteriorating of both livestock-based and crop-based production systems, which are dependent on rainfall.

The current response measures are designed to cushion affected communities, affected lives and safeguard core livelihood assets. These interventions are primarily relief-oriented and focus on enhancing household coping mechanisms or capacity, minimising asset depletion, and preventing irreversible losses.

They also lay the foundation for recovery once favourable climate conditions return. Stabilisation of the livelihood is expected once adequate and well-distributed rainfall is received across the affected counties. Confirmed improvement will be evidenced when key drought monitoring indicators return to or trend towards their established long-term seasonal averages.

The National Drought Early Warning System monitors and analyses more than 50 indicators grouped into two broad categories. Environmental indicators, including rainfall performance, temperature trends, vegetation condition, pasture and browse status, and water availability and access. The other indicator is socioeconomic, including food production and access, livestock productivity, malnutrition level, school attendance, drought-related diseases pattern and conflict risk.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

During the drought period, these indicators deviate significantly from the long-term season normal average. Stabilizing of the situation will be considered achieved when indicators value demonstrates sustained improvement and aligned with normal seasonal benchmark---

The Speaker (Hon. Kingi): Hon. Cabinet Secretary, you have supplied the written response. All the Members have copies of your written response. If you can just summarise it so that we do not spend so much time on this.

The Cabinet Secretary for East African Community, Arid and Semi-Arid Lands and Regional Development (Hon. Beatrice Askul Moe): Okay, let me now tackle the last question on the long-term climate adaptation strategies that the Government is implementing to enhance drought preparedness and resilience and the current planned investment climate smart agriculture initiatives.

The Ministry is implementing a range of long-term resilience-building initiatives aimed at reducing vulnerability to recurrent droughts. The following are the ongoing and planned drought resilience projects across the Ministry. Through the NDMA, the Ministry is implementing 35 projects across multiple ASAL counties designed to strengthen drought preparedness, enhance climate resilience and reduce the long-term humanitarian and fiscal costs associated with the current drought.

The investment includes, water infrastructure including dams, water pans, boreholes, pipe systems, irrigation, water supply, systems to support sustainable agricultural production, livestock interventions such as livestock breed improvement, camel restocking, integrated livelihood systems including value chains that incorporate processing facilities.

On regional authorities that also fall under my Ministry, the regional development agencies under the Ministry have undertaken the following climate adaptation initiatives-

The Government, through the Lake Basin Development Authority (LBDA) continues to strengthen drought preparedness and resilience through investment in climate, agriculture and water infrastructure, including the Kimira-Oluch Smallholder Farm Improvement Project in the current financial year. The authority has implemented 15 water projects across the Lake Basin region and rehabilitated 15 kms of irrigation canal in Kimira and improved water distribution for smallholder farmers. These initiatives enhance reliable irrigation, promote climate resilience farming practice and support increased agricultural productivity and food security in the face of climate variability.

Through the Coast Development Authority (CDA), we have rehabilitated 95 hectares of mangrove agro-system, coral fields, coral reefs and seagrass ecosystems in the Kwale resulting to the improved biodiversity and enhanced adaptation to climate change through the Kenya Climate Change and Adaptation Programme (KCCAP). In Garsen, Tana and Athi Rivers, the development authority is training farmers on climate-smart agriculture, providing certified seeds and supporting sustainable land management.

The Ewaso Ng'iro Tannery in Narok provides a crucial market for hides and skins from livestock that might otherwise perish or be wasted during the drought, allowing pastoralists to turn losses into income. The Kerio Valley Development (KVDA) Authority has been promoting drought-resistant crops such as sorghum, grafted mangoes

and resilient pasture species such as the African foxtail grass, which can thrive in areas where rainfall is minimal and can improve livestock productivity in the region.

The Gums and Resin Processing Factory in Wajir County with a processing capacity of 500 kgs of gums resin per batch is a beacon of untapped potential, offering sustainable, nature-based livelihood for pastoralists, pastoral communities, reducing resilience and climate-vulnerable livestock farming.

Mr. Speaker, Sir, the ones I have said are the key activities that are needed need at the House. Thank you.

The Speaker (Hon. Kingi): Thank you, Hon. Cabinet Secretary.
Sen. Enock, you may ask your supplementary question.

Sen. Wambua: I see excitement from Sen. Mutinda and I do not know why. First things first and the leader of Government business in the House must listen to this.

When Cabinet Secretaries appear before the Senate, they must be properly guided that they are not appearing before a committee. They are appearing before the plenary. It is embarrassing to the Government for a Cabinet Secretary to go on record and reads a response addressed to a committee of the House and a chairperson of a committee. That shows lack of seriousness because from that point, you really wonder whether you want to engage or not.

Mr. Speaker, Sir, through you, the leader of Government business in the House, Sen. Cheruiyot, must have a session with these Cabinet Secretaries and tell them that they need to take the business of the House seriously.

(Applause)

Thank you. I have a number of questions, but I have only two that I am allowed.

First of all, the responses are completely underwhelming. I will go to the response on question one where she writes on food and nutrition security situation on page six of her response and gives us a narrative on the number of children aged between 6 and 59 months, and on pregnant and lactating mothers; gives a number and tells us that these people are acutely malnourished. I would have expected her to tell us what the Government is doing about this situation and not to just paint a picture of a sorry state of affairs on malnutrition. On that point, I ask that perhaps if she could give us details on what the Government response is to the malnourished children and the malnourished pregnant and lactating women because she has given us the figures here.

My second question is very disturbing. In her classification of the status of drought in counties, she has said that there are some counties that are receiving unconditional cash transfers. To my amazement and I will give an example, Samburu is classified as a county where things are looking up and improving. However, that county is receiving unconditional cash transfers. I hesitate to talk about Kitui because people might think I am biased. Kilifi and Kwale are classified as being in the alarm status and the situation is worsening. However, they are not receiving the unconditional cash transfers.

What is the explanation, Mr. Speaker, Sir?

The Speaker (Hon. Kingi): Sen. Mwenda Gataya.
Hon. Cabinet Secretary, take note of the questions.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

Sen. Gataya Mo Fire: Madam *Waziri*, one would be interested to know the very specific measures you are implementing to ensure transparency and accountability in the allocation of drought response funds in other areas, including Tharaka, where I come from and how you track the flow of these funds to verify their effective use?

In a rejoinder---

The Speaker (Hon. Kingi): You are only allowed one question.

Sen. Gataya Mo Fire: It is one question, Mr. Speaker, Sir.

The Speaker (Hon. Kingi): No. Sen. Maanzo, proceed.

Sen. Maanzo: Thank you, Mr. Speaker, Sir. Kitui and Makueni counties are described as stable, yet Kithuki-Kitise Ward, Kalawa Ward and Mavindini Ward, which border Kitui are very saline and in a very difficult situation. Why would you describe them as stable?

The Speaker (Hon. Kingi): Sen. Mungatana.

Sen. Mungatana, MGH: Mr. Speaker, Sir, I thank the Cabinet Secretary because she has come to Tana River when we were having a very serious drought situation and we appreciate that. We have not forgotten when you came to help us.

Is there a national Government policy on how to treat low-lying counties such as Tana River, Garissa and Lamu during drought and flooding? I say this because every time we see rains up there in the mountain and Aberdare area, we know that in a few days, we will have flooding although we do not have rains. We would like to know if there is proper preparation or a policy of intervention for these low-lying counties because it is no longer an emergency; it is a cycle.

The Speaker (Hon. Kingi): Sen. Olekina.

Sen. Olekina: Thank you, Mr. Speaker, Sir. I appreciate the Cabinet Secretary. However, one question baffles me and I need clarity on it. The Cabinet Secretary's responses to the long-term strategy to Narok County appears to be a post-mortem. She says the Ewaso Ng'iro tannery provides a market for hides and skins from livestock that might otherwise perish or be wasted during drought, allowing pastoralists to turn losses into income. That is not turning pastoralist losses into income. It is sentencing them to poverty. What is the long-term strategy that the Government is putting in place to deal with drought, not post-mortem response?

The Speaker (Hon. Kingi): Sen. Mbugua.

Sen. Mbugua: Thank you, Mr. Speaker, Sir. Madam Cabinet Secretary, I would like you to tell this House what warning systems your Ministry has put in place and how effective they have been in mitigating this menace.

The Speaker (Hon. Kingi): Sen. Onyonka Richard. Sen. Eddy Oketch.

Sen. Oketch Gicheru: Thank you, Mr. Speaker, Sir. In most of the responses by the Cabinet Secretary, I have seen interventions such as cash transfers, food items and other measures that address basic needs. However, I am concerned about Migori County, particularly school-going children. As I speak, in Kabuto and Angugo Primary School, children cannot attend school during this season.

From the Cabinet Secretary, I want to understand what intervention is being put in place for Migori County and counties similar to Migori, to ensure school-going children do not face delayed schooling in the midst of floods. What measures are you taking to

guarantee that they access schooling safely and are not swept away by floods? I am particularly curious about the case of Angugo and Kabuto areas in Nyatike Constituency.

The Speaker (Hon. Kingi): Sen. Tabitha Mutinda.

Sen. Tabitha Mutinda: Asante, Bw. Spika. Nampongeza Waziri kwa kufika na kuweka wazi ripoti yake. Swali langu ni kuhusu Shilingi bilioni moja na laki nane ulizoelezea Seneti kwamba ndizo zilizofikia wananchi. Ningependa kujua ni kiasi gani kiliweza kumfikia mwananchi na ni mikakati ipi muliyoweka kuhakikisha kwamba kiasi hicho kinafikia mwananchi.

The Speaker (Hon. Kingi): Sen. Beatrice Akinyi.

Sen. Ogola: Thank you, Hon. Speaker. To the Cabinet Secretary, you noted in your list, some isolated pockets of non ASAL counties. In particular, in Homa Bay County, you mentioned North Kabuoch Ward, which is in my constituency. I want to know what specific intervention you have for North Kabuoch Ward beyond the general interventions. I also expected that Homa Bay County, the Karachuonyo area and Suba North would be part of your list.

The Speaker (Hon. Kingi): Sen. Cherarkey.

Sen. Cherarkey: Thank you, Mr. Speaker, Sir. Through you, Cabinet Secretary, on 28th December, 2020, the Office of the Auditor-General did a performance audit on management of drought in Kenya through the NDMA. One of the recommendations was on the status of the National Drought and Emergency Fund Regulations and the implementation of early warning systems. Are those recommendations by the office of the Attorney-General being implemented? This is important because drought is a cyclical issue that affects 3.3 million Kenyans. Are those recommendations being implemented by the Ministry?

The Speaker (Hon. Kingi): Sen. Abass.

Sen. Abass: Thank you, Hon. Speaker. I want to ask Waziri about drought, which is a cyclic phenomenon that occurs almost every two years. What other plans does the Ministry have? We have many pans and small dams that dry within two or three months. What plans exist for water harvesting, especially given the large runoff from rivers such as the Tana and Ewaso Nyiro that drain into the arid lands? What major water harvesting strategy does the Ministry have? Other countries like Egypt use the River Nile and have never gone hungry. We need a bigger plan.

The Speaker (Hon. Kingi): Sen. Methu.

Sen. Methu: Thank you, Mr. Speaker, Sir. It is my first time to meet the Cabinet Secretary. In the responses to drought that the Ministry has prioritised, one of them is cash transfer and food support.

My question is on the strategy used for zoning. Some counties are regarded as food secure, for example, Nyandarua, yet some parts of that county experience severe drought. The upper parts of Nyandarua, such as Ndaragua, experience severe drought. I want to know the strategy used for zoning to identify specific areas that are suffering from severe drought.

The Speaker (Hon. Kingi): Sen. Seki.

Sen. Seki: Thank you, Hon. Speaker. I want to ask the Cabinet Secretary about drought, particularly in areas of Loitoktok in Kajiado South Sub-County. There is a project under your Ministry, through the Ewaso Ng'iro South Development Authority

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

(ENSDA) on tomato processing plant. It has stalled for many years. We want to know the status of that project because it is one of the mitigating factors in addressing drought.

The Speaker (Hon. Kingi): Sen. Munyi Mundigi.

Sen. Munyi Mundigi: Asante, Bw. Spika. Kulingana na takwimu inaonekana Mbeere, Kaunti ya Embu, kuna watu elfu 14,800 wanaoathirika na janga la njaa. Ni mbinu gani alitumia kupata watu hawa kwani idadi hiyo ni ndogo sana? Kaunti ya Embu ina sub-county nne lakini hata maeneo yaliyo na chakula cha kutosha bado kuna maeneo mengine kame. Kwa hiyo, kama Seneta wa Kaunti ya Embu, napinga takwimu hii.

(Laughter)

The Speaker (Hon. Kingi): Sen. Kisang.

Sen. Kisang: Thank you, Hon. Speaker. We are in the same boat with Sen. Mundigi and Sen. Methu. In the lower Kerio Valley part of Elgeyo-Marakwet County there are about four wards: Soy North, Soy South, Lower Tambach, Lower Emsoo, Arror, Lower Sambirir and Endo Ward. The Cabinet Secretary has been there several times and knows the challenges we face.

I expect Elgeyo-Marakwet County to be included even though we have two or three rivers that serve only small portions of the sub-county. Keiyo East Sub-County and Kerio Valley Sub-County areas should be part of the report. Primary and secondary schools should have food for the children, so that they can attend school. The Cabinet Secretary needs to re-look at this. I think there is a problem. These are areas we expect to be considered as ASAL.

The Speaker (Hon. Kingi): Sen. Nderitu.

Sen. Kinyua: Thank you, Mr. Speaker, Sir. As we know, the smallest administrative unit in this country is the sub-location. So, for this classification to be brought to county level, it does not capture well what is happening in our counties. For instance, in Laikipia North, we have drought and many people hardly have any food. Therefore, this classification is misleading the Republic of Kenya. We need the smallest administrative unit in this republic, which is sub-location, because it would capture what is happening in the country very well.

Thank you, Mr. Speaker, Sir.

The Speaker (Hon. Kingi): Sen. Hezema, please proceed.

Sen. Lemaletian: Thank you, Mr. Speaker, Sir. I would like to thank the Cabinet Secretary and her Ministry for the cash transfers to Samburu County, despite our very marginalised condition compared to Kitui County. We appreciate it. However, I would like to know if there are contingent measures to ensure long-term sustainable solutions, for example, provision of water as an alternative means for livelihood, for pastoralists to venture into agriculture.

Thank you.

The Speaker (Hon. Kingi): Sen. Kathuri, please proceed.

Sen. Kathuri: Mr. Speaker, Sir, I am trying to get that report through this machine, but I am getting some challenges.

The Speaker (Hon. Kingi): Hon. Cabinet Secretary, you may now proceed to respond.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

The Cabinet Secretary for East African Community, Arid and Semi-Arid Lands and Regional Development (Hon. Beatrice Askul Moe): Thank you, Mr. Speaker, Sir. I was keen on what I said the Ministry is doing in terms of providing the data which is not solely produced by the Ministry. Rather, it is a multisectoral affair. Partners, for example, Red Cross and many other non-governmental institutions are partakers. The information that is informing whatever action we may have directed to the relevant sectors is basically coming from the counties where, we would as well say, senators are coming from. So, the information is a multisectoral approach, where many stakeholders are giving the information.

As NDMA, within the State Department of East African Community, Arid and Semi-Arid Lands (ASALs) and Regional Development, our aim is to give the issues that would guide the many sectors and ministries on what they need to do. There are levels on how we get the targets. For instance, on cash transfers, we look at poverty levels among the indicators that would be used.

On how we arrived at the eight, there were many parameters that were used. If you will give me time, I will supply to the House the parameters of the first eight counties that are benefiting from the cash transfers. We were anticipating to add other 15 counties - Baringo, Kitui, Makueni, Meru, Narok, Taita Taveta, Lamu, Embu, West Pokot, Kwale, Kilifi, Nyeri, Tharaka Nithi and Laikipia Counties. Within the very parameters that picked the eight, we were to expand it to these other ones, and in reference to the variables that we were to look at in terms of who benefits.

An individual gets Kshs2,700 as cash transfer, as a way of enhancing the family decision to make variance in terms of the choices of goods and food they would want to have. I see most of the questions are revolving around the targets.

Mr. Speaker, Sir, even when we bring information here, these hon. Members are allowed to help input on the matters that would guide the process positively. So, even when we share and you feel like there are counties that need to be added for whatever reasons, that friendly interaction is very critical. Our offices are open and Senators are supposed to come and consult to get whatever information they need and what they want us to capture. We would interact in that manner.

Let me touch on some of the Questions. Hon. Members were a bit fast, so, if I do not touch on the ones that are critical to a particular Senator, feel free to ask. The reason why we share this information is to inform the many ministries, stakeholders and the many coordinating organs that are doing this across the country.

The Speaker (Hon. Kingi): Hon. CS, so that we make progress, just capture a Senator and their Question and respond. That way we will move and flow with ease. Do not be so general.

(Applause)

The Cabinet Secretary for East African Community, Arid and Semi-Arid Lands and Regional Development (Hon. Beatrice Askul Moe): I am guided, Mr. Speaker, Sir.

I was reading because I wanted to be accurate with the information that I am sharing with the House. So, to the Senator who felt like I was not doing a favourable

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

thing by reading, I was actually giving information as it is, so that I do not talk about the things outside that.

The concerns on issues of schools, as I said, fall under the Ministry of Education, while issues on nutrition of women, children and lactating mothers fall under the Ministry of Health and many other stakeholders around the health sector. So, the relevant ministries will respond to that.

We were doing cash transfer on hunger safety net programme because it was a flagship project. So, we are pursuing it and we are increasing counties, from 8, we are adding 15 more to make it 23. On drought and mitigation measures accountability, the responsible units, Ministries, and stakeholders that benefit from the cash meant to mitigate the effects of drought have the obligation of being accountable, the same way the control measures of government make sure every Ministry is accountable for the resources they have.

I would like to appreciate Sen. Mungatana, for the remark you made when we visited your area. Many Senators know we visit their counties. This is good of you and I appreciate on behalf of the Ministry. That remark keeps the workers that work under us supporting the citizens of the country positive. I know they are watching.

On national policy, it is implemented as being guided by the various needs. We will all implement and abide by the recommendations that are given by the control measures that are put through national auditing units and the budgetary allocation units.

Sen. Olekina asked about on the long-term strategy, in Ewaso Ng'iro South Tannery and Leather Factory. We had to pick on that because the question was directing us on the drought mitigation measures that we are doing as a Ministry. Of course, there are other things we are doing. However, this one was responding to the things that happen at the time of the drought that the Ministry is carrying over there. So, the response was basically on the drought.

On the utility of early warning by the Ministry, as I said, once the information is found within the satellites that are located in counties and sub-counties, advising the weather condition and the drought situation in every county, it is shared with the many stakeholders. We share with the Ministries, non-governmental institutions, partners, counties and sub-counties to advise on the likelihood of what to project in their planning. So, our aim is to produce the data and then share with relevant institutions that need to utilize it.

Sen. Cherarkey, matters that are raised by the Office of the Auditor-General are always taken keenly by the Ministries. I do that in my Ministry and I believe other Ministries equally pick those recommendations seriously. We have no option other than to abide.

Regarding the question on water harvest, the Government of Kenya is doing a lot. The President of the Republic of Kenya has directed Ministries to have big plans in terms of mega dams. Some of the mega dams fall within ASAL counties as mechanisms for water harvesting. This is because at one time we have drought but another moment we have floods.

Harvesting water downstream will ensure availability of water when we have boreholes because drought also affects recharge levels of boreholes. That is one way of capturing waste that goes downstream without being utilised or reducing the effects of

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

floods. When you harvest a lot of water, you reduce the hazards or the havoc that come with it. Therefore, it is already within the bigger national agenda that Ministries do mega dams.

On the question regarding the tomato factory in Kajiado under Ewaso Ng'iro South Development Authority, the constraints that we undergo sometimes as implementers of the services to Kenyans are around budgeting issues. Once you target a project but you do not get adequate financing to facilitate, the process slows a bit. That does not mean it is not within the best intentions to realising that.

I know there is a tomato factory there because I visited it myself. We came up with a way of ensuring that it functions especially during rainy seasons when there are a lot of tomatoes in the farms. Therefore, there must be value addition mechanisms on the tomatoes.

Regarding the issue in Embu County and the 14,000 people who are targeted, Hon. Senator, the information we would like to share is based on short and long rains. So long as the population that is supposed to be captured falls within categories of variables that we look at or parameters that guide on who benefits, we are free to engage the counties, as it has been, so that they give us adequate data. Let us begin from there.

The number that was arrived at was 14,000 as the most vulnerable. We can still have more should there be more vulnerable persons who may have been left out.

Concerning the question about Elgeyo-Marakwet, I have been there and I know the challenges of the area. Like I said, Elgeyo-Marakwet is one of the counties where we intend to look at in terms of increasing the number and areas to target.

Thank you, Mr. Speaker, Sir. I am done.

Sen. Methu: Mr. Speaker, Sir, mine was not answered.

The Speaker (Hon. Kingi): Which one?

Sen. Methu: I asked but I think the Cabinet Secretary did not capture my question. I wanted to know the strategy they use to zone drought-prone areas. I gave an example of Nyandarua North. There are two wards there that suffer from severe drought.

The Cabinet Secretary for East African Community, Arid and Semi-Arid Lands and Regional Development (Hon. Beatrice Askul Moe): Thank you, Senator for asking about the strategy used for zoning especially around Nyandarua North. The classification process is done by Kenya Agricultural and Livestock Research Organization (KALRO) and the data that we consume basically comes from them.

The Speaker (Hon. Kingi): Are you done, Hon. Cabinet Secretary?

The Cabinet Secretary for East African Community, Arid and Semi-Arid Lands and Regional Development (Hon. Beatrice Askul Moe): Yes, I have answered the question the Senator had asked.

The Speaker (Hon. Kingi): Thank you.

Hon. Senators, I hope those responses have been helpful to you. Certainly, they have not been helpful to me but again these are you questions.

We have spent one hour on these questions.

(Sen. Wambua spoke off record)

Yes, Sen. Enock Wambua.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

Sen. Wambua: Mr. Speaker, Sir, it is not my business to read the mood of the House because that is your work but clearly these questions have not been properly responded to.

Mr. Speaker, Sir, is it possible for you to direct that the Cabinet Secretary goes and prepares herself properly before she comes and responds to these questions? They are important questions because the issue recurs. It happened this year and it will happen next year. We need to have a proper conversation based on real data from the Ministry.

I thank you.

The Speaker (Hon. Kingi): Yes, Sen. Cherarkey.

Sen. Cherarkey: Mr. Speaker, Sir, I think the answers by the Cabinet Secretary are totally unsatisfactory. I asked a question about whether the 2017 Regulations on NDEF have been enacted. The answer should have been yes or no or it is still in progress.

Mr. Speaker, Sir, as per Standing Order No.1, could you direct that the Cabinet Secretary provides this House with comprehensive answers because drought is a serious matter? It is not an emergency because it happens every year. Could the Cabinet Secretary go back and bring substantive and serious answers to the House?

The Speaker (Hon. Kingi): Yes, Sen. Kathuri.

Sen. Kathuri: Mr. Speaker, Sir, I agree with my colleagues that the data provided in these responses does not meet the threshold of drought-prone areas in this country. Looking at the drought phase classification, the Cabinet Secretary has said that Meru County still remains in the normal phase. Others are Makueni, Nyeri and Embu.

Please note that Meru County is 65 per cent ASAL. When you have that percentage, it means that when there is drought, the same proportion of that county is affected. Therefore, I am not comfortable because there are benefits that come with this data. That means resources follow this data.

Mr. Speaker, Sir, I am happy that a lady Cabinet Secretary from Turkana found herself in the Cabinet. With that honour that Turkana County was given, let the Cabinet Secretary come back with clear data on drought. *Nimempongeza* because Turkana County having a woman in the Cabinet is a big plus.

(Applause)

Mr. Speaker, Sir, I would also like to thank the Government of President William Ruto for considering a lady from Turkana to sit in the Cabinet. In that regard, I would like her to give the Senate the correct data. Currently we are affected by serious drought. On Monday, I was in one of the villages to give them some rice so that schools can survive.

Mr. Speaker, Sir, with the correct data, our communities will get the right support. If she goes to the Kenya National Bureau of Statistics (KNBS), she will get the right data for this country.

I thank you.

The Speaker (Hon. Kingi): Thank you.

Hon. Cabinet Secretary, listening to the concerns raised by Hon. Senators, clearly your responses to their questions remain unsatisfactory. Therefore, the Senate will

communicate a date when you will come back to this Plenary for purposes of giving satisfactory responses to all the concerns that have been raised.

For today, we will allow you to go back but a date will be communicated to you when you will come. Hopefully when you come next, you will give us satisfactory responses to these questions.

You are free to leave the Chamber, Hon. Cabinet Secretary.

The Cabinet Secretary for East African Community, Arid and Semi-Arid Lands and Regional Development (Hon. Beatrice Askul Moe): Mr. Speaker, Sir, and Hon. Members, the Government remains fully committed to protecting lives and livelihoods while strengthening long-term resilience to drought and climate shocks. We will continue to work closely with county governments, development partners and humanitarian project agencies to ensure that drought response remains timely coordinated and responsive to evolving conditions on the ground.

I thank you, Hon. Senators, for your guidance. I am obliged to take your guidance.

Thank you so much, Mr. Speaker, Sir.

May God bless Kenya. May God bless you.

The Speaker (Hon. Kingi): Thank you, Hon. Cabinet Secretary. You are now free to leave.

[The Cabinet Secretary for East African Community, Arid and Semi-Arid Lands and Regional Development (Hon. Beatrice Askul Moe) was ushered out of the Chamber]

Now, we move to Question No. 010, directed to the Cabinet Secretary for Mining, Blue Economy and Maritime Affairs.

That question is deferred.

Question No.010

STATUS OF BLUE ECONOMY PROGRAMMES IN KISUMU COUNTY

(Question deferred)

We will move to the three questions directed to the Cabinet Secretary in charge of education; I am informed he is present.

Clerk, kindly usher in the Cabinet Secretary in charge of education.

[The Cabinet Secretary for Education (Hon. Julius Migos Ogamba) was ushered into of the Chamber]

[The Speaker (Hon. Kingi) left the Chair]

[The Deputy Speaker (Sen. Kathuri) in the Chair]

The Deputy Speaker (Sen. Kathuri): Cabinet Secretary, welcome to this session of the Senate. However, before we start giving responses, let me make the following communication.

(Interruption of Questions)

COMMUNICATION FROM THE CHAIR

VISITING DELEGATION FROM MAMA NGINA
UNIVERSITY COLLEGE IN GATUNDU

The Deputy Speaker (Sen. Kathuri): Hon. Senators, I would like to acknowledge the presence, in the Public Gallery this morning, of a visiting delegation from Mama Ngina University College in Gatundu, Kiambu County. The delegation comprises 10 students and one staff who are visiting the Senate for an academic exposition.

Hon. Senators, on behalf of the Senate and on my own behalf, I extend a warm welcome to the delegation. I wish them a fruitful and enriching visit.

Thank you.

As per our tradition, maybe the Majority Leader or the---

(Loud consultations)

Then let us have the Deputy Minority Leader welcome the students from Mama Ngina University College in Gatundu, Kiambu County.

Sen. Wambua: Thank you, Mr. Deputy Speaker, Sir. I take this opportunity to join you and on behalf of my colleagues, welcome the students from Mama Ngina University College in Gatundu to the Senate of the Republic of Kenya. They have made the right choice to visit the “Upper” House, especially at a time when, the Cabinet Secretary in charge of education is appearing before the Senate to respond to issues on education. It will be an interesting time for them to interact with the Session and learn as much as they can.

With those remarks, I welcome them.

(Resumption of debate on Questions)

The Deputy Speaker (Sen. Kathuri): Very well. Cabinet Secretary, we have three questions; one from Sen. Wambua, Question No.006 and two from Senior Counsel (SC), Sen. (Prof.) Tom Ojienda, Questions No.007 and No.008.

Let us start with the question from the Senator for Nairobi City County, Sen. Edwin Sifuna. That question will be asked by his colleague, Sen. Wambua from Kitui County.

Proceed.

Question No.006

AUTONOMY OF JSS SCHOOLS AND CPGs FOR TEACHERS

Sen. Wambua: I thank you once again, Mr. Deputy Speaker, Sir. I am asking this question on behalf of my colleague, Sen. Edwin Sifuna. I guess it is now the right time to say that for this purpose, *mimi ndiye Sifuna*.

Why are Junior Secondary Schools (JSS) not autonomous and distinct from primary schools, despite JSS boards of management operating separate accounts for JSS functions?

Why are heads of primary schools, who are neither trained nor legally mandated to supervise graduate JSS teachers, being tasked with managing JSS alongside their primary school duties, despite concerns over management conflicts and calls for administrative independence?

Could the Cabinet Secretary also explain the Career Progression Guidelines (CPGs) applicable to all teachers, including those serving in the Junior Secondary Schools?

I thank you, Mr. Deputy Speaker, Sir.

The Deputy Speaker (Sen. Kathuri): Hon. Cabinet Secretary, proceed and give the response.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Thank you, Mr. Deputy Speaker, Sir, and Members for the invitation to respond to these questions.

I beg to respond to the three aspects of that question as follows;

The matter of the domicile of junior schools was considered by the Presidential Working Party on education reform. The Presidential Working Party engaged various stakeholders and sought their submissions. The stakeholders engaged included teachers' unions, such as the Kenya Union of Post-Primary Education Teachers (KUPPET), the Kenya National Union of Teachers (KNUT), the Kenya Union of Special Needs Education (KUSNE), and members of the public in general.

Mr. Deputy Speaker, Sir, 93 per cent of the submissions received by the Working Party recommended that junior schools be hosted in existing primary schools. Only 5 per cent of the submissions recommended the hosting of junior schools in existing secondary schools while 2 per cent suggested new schools for junior school.

The working party analysed the merits of hosting junior school in existing primary schools as opposed to secondary schools or having them as autonomous institutions. It was noted that junior school learners would experience psychosocial challenges in settling down and integrating with secondary school learners who are relatively older.

Cost considerations were also a justification since standard 7 or grade 7 and standard 8 classrooms would be unoccupied. Thus, it was considered most cost effective that constructing new classrooms would not be a prudent way of spending Government money. The Government sought to maximise the use of available classrooms and facilities in primary schools instead of building entirely new secondary school complexes across the country. Resources would only then be needed to construct specific additional spaces such as laboratories in existing primary schools.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

Domiciling junior schools in primary schools was also designed to facilitate a smooth and universal transition for all grade 6 learners to junior secondary education. This is because domiciling junior schools in existing primary schools meant, learners did not have to travel long distances, thus addressing distance as a critical factor that would affect student well-being and attendance, particularly for vulnerable and marginalised children.

The report therefore recommended that junior schools be domiciled within existing primary schools. In fact, the report recommends the establishment of comprehensive schools up to grade 9, headed by one head of institution. This, therefore, is a recommendation that the Ministry is implementing.

The guidelines outline the framework for the overall management of junior schools, encompassing administration, governance, infrastructure development, and curriculum implementation. In line with the policy position and the guidelines in place, primary and junior schools have one head of institution and one board of management that oversees the governance and management of the school. The operation of separate accounts is not designed to indicate autonomy or separation between primary and junior schools.

The two levels of basic education are funded at different rates in terms of capitation, with primary school learners funded at the rate of Kshs1,420 per learner per year, while junior schools are funded at the rate of Kshs15,042 per learner per year. The vote heads for the utilisation of these funds are also different. Thus, for purposes of financial planning, accountability and audits, the accounts for junior school and primary school are kept separate.

Mr. Deputy Speaker, Sir, our heads of institutions are regularly capacity-built to discharge their administrative roles effectively. Through the Teacher Service Commission (TSC), the Government continuously retools heads of institutions managing both primary and junior schools on key aspects of institutional administration, teacher management and the implementation of the junior school curriculum. Support is also provided by TSC and the Ministry of Education to all our field officers.

The teacher induction, mentorship and coaching programs have also been institutionalised across all public basic institutions, including junior schools, to strengthen professional practice, improve instructional leadership and ensure that newly deployed junior school teachers receive the necessary mentorship and support for effective curriculum delivery. In terms of career progression, guidelines were adopted between 2015 and 2016 by the TSC in consultation with the Salaries and Remuneration Commission (SRC) that conducted a job evaluation for all the teachers. Based on the findings of the job evaluation report, the SRC rendered a formal advisory under Article 230 of the Constitution proposing a remuneration structure for teachers in the public service.

After the job evaluation, the Commission signed the 2017/2021 Collective Bargaining Agreement (CBA) with the teachers' unions, purposely to anchor the findings of the job evaluation results. The adoption of the new remuneration structure and the new CBA necessitated the development and implementation of a new teacher's Career Progression Guidelines (CPG) to align with the new grading structure for the career progression of the teachers. To this end, through a consultative approach, the Commission developed the new CPG of 2018.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

The career progression guidelines have a comprehensive and definitive career progression framework for primary school teachers, secondary school teachers, teacher training college lecturers, and special needs education teachers. The guidelines outline the qualifications, skills, competencies and experience required for advancement in the profession by setting out the minimum requirements for selection, appointment and promotion of teachers at different grades. Under the competency-based education system, the curriculum content for the learners in junior school is of secondary school level, which can only be taught and implemented by graduates trained as secondary school teachers.

To this end, all teachers teaching in junior schools hold the training skills, competencies and qualifications for secondary school level curriculum delivery. To underscore this position, the appointment letters issued to teachers stationed in junior schools, which form a contractual foundation with the commission, clearly state their grades and all designations. This applies to secondary school teachers too, as per the career progression guideline, 2018. In terms of career growth and progression, junior school teachers, being secondary school teachers, progress under the secondary school career progression framework set out under the career progression guidelines.

It must be clarified that the grading structure and career progression of junior school teachers should be distinguished from their place of work. For all intents and purposes, junior school teachers, regardless of their place of work, are secondary school teachers by training, qualification, skills and competencies, and are treated as such for their career progression.

I submit, Mr. Deputy Speaker, Sir.

The Deputy Speaker (Sen. Kathuri): Sen. Wambua, since *wewe ndiye* Sifuna, do you have any supplementary questions?

Sen. Wambua: Mr. Deputy Speaker, Sir, we will ignore the remarks being made from across the aisle and I will proceed to do as directed by the chair. Yes, I have two supplementary questions. One is on the issue of the retooling of the heads of institutions, being called comprehensive primary schools.

Mr. Deputy Speaker, Sir, the truth of the matter is that the head teachers in these primary schools are being called upon to carry out governance and administrative duties of three segments of very important levels of education. We have Early Childhood Development Education (ECDE) teachers or classrooms in those primary schools. We have primary schools and JSS in the same institutions, being headed by a single teacher who initially had been recruited as a primary school head teacher. What kind of retooling would equip that officer to discharge the mandate of those three levels effectively? Would retooling be the right thing to do or real serious training through a curriculum developed by maybe the relevant authority?

The second question is also about the JSS. Just recently, there was a ruling by the court on the matter of the absorption of intern JSS teachers in our institutions of learning. The court was unequivocal that the recruitment of those teachers who are trained, have TSC numbers and are being absorbed as interns was illegal and discriminatory. What is the Ministry doing to ensure that those JSS teachers are absorbed on a permanent and pensionable basis?

Thank you.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

The Deputy Speaker (Sen. Kathuri): Hon. Cabinet Secretary, you could first answer those two supplementary questions.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Thank you, Mr. Deputy Speaker, Sir.

The retooling that is being undertaken by the head teachers of these institutions is a curriculum that has been developed by the Kenya Education Management Institute (KEMI), which is of a diploma level and which these heads of institutions are undertaking to offer effective governance in these particular institutions. It is continuously being done to improve their capacity so that they can be able to manage the institutions accordingly.

On the second issue, the Court of Appeal has, indeed, determined that the policy on internship for teachers is null and void. This ruling was rendered recently. As we speak, the TSC and the Ministry are studying this ruling and are in the process of coming up with the steps that need to be undertaken to ensure that we abide by that court ruling. There might be some financial and budgetary implication on obeying it and once we determine the extent of the legal and financial implication, we will then move as required to ensure that we obey that court ruling.

Thank you.

The Deputy Speaker (Sen. Kathuri): This House would like to know the exact numbers that are in the internship programme, the exact figure.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Yes, the exact number of the interns that are affected by this ruling are 44,000.

The Deputy Speaker (Sen. Kathuri): Now let us get a round of supplementary questions. We start with Sen. Wakili Sigei.

Sen. Wakili Sigei: Thank you, Mr. Deputy Speaker, Sir. Partly the question that has just been answered by the Cabinet Secretary was the one I needed to ask. I am happy that he has given us the statistics in terms of the number of the internship teachers who will be affected by the decision of the Court of Appeal.

Hon. Cabinet Secretary, with regard to the career progression guidelines, you have run us through the policy direction the Commission has taken, because when you were explaining the effects of retooling under the domiciled JSS teachers in a primary school, the career progression guidelines - I participated in crafting them in 2015-2018, CBA. How is it applicable? I recall that there was a problem with regard to the cost implication and now in the change in the model of the career path that our teachers *vis-à-vis* of course the education from 8-4-4 to where we have transitioned to, how is it then that we are still applying?

In your response, you indicated that the Commission and the Ministry are seeking to rework on the policy. Before that CBA was signed, Salaries and Remuneration Commission (SRC) and the Ministry was applying the policy guidelines of 2018, I believe 2018/2020, if I am not wrong. In your explanation you did not highlight that, that is the one that is still applicable or we have since fully transitioned to a new Career Progression Guidelines (CPGs) on the career progression of the teachers. I would be glad to hear from you on that aspect.

Thank you.

The Deputy Speaker (Sen. Kathuri): Let me get two more then you can answer.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

Sen. Maanzo.

Sen. Maanzo: Thank you, Mr. Deputy Speaker, Sir. Now that the Cabinet Secretary is a lawyer and he has agreed totally with the guidance of the Court of Appeal, that is why they have not given notice of appeal, does he agree with me that the JSS curriculum is unconstitutional in the sense that it has caused discrimination in the country in terms of the facilities needed to take a child through school, things like computers, availability of electricity and the extracurricular activities where many children in the rural schools are totally unable to match with the ones in the developed areas of the city schools? Does that, indeed, then mean that the Ministry must do something with this unconstitutional situation?

I thank you, Mr. Deputy Speaker, Sir.

The Deputy Speaker (Sen. Kathuri): I hope you are noting the questions.

Sen. Cherarkey.

Sen. Cherarkey: Thank you, Mr. Deputy Speaker, Sir. Although you have been asked the question, let me re-emphasise. In addition, the Cabinet Secretary has said that there are 44,000 teachers on internship. He should disclose the financial and budgetary implication because he cannot tell us he wants to comply with the court ruling without telling whether they have requested for a supplementary budget in the National Assembly to cater this internship and how the transition from internship to permanent and pensionable. This is because we know some interns might be politically correct to be transited while discriminating others.

On this issue of career progression, have they been retooling interns or teachers on permanent and pensionable? Mr. Deputy Speaker, Sir, with your indulgence, what is the status? This is because I have seen teachers complaining about provision of medical cover, especially under Social Health Authority (SHA).

The Deputy Speaker (Sen. Kathuri): Sen. Cherarkey, you have only one supplementary question.

Sen. Cherarkey: Mr. Deputy Speaker, Sir, just with your indulgence under Standing Order No.1 because teachers have been calling me ---

The Deputy Speaker (Sen. Kathuri): You have asked five questions in one ---

Sen. Cherarkey: No, Mr. Deputy Speaker, Sir, I beg to ask, with your indulgence under Standing Order No.1. Many teachers have been calling me to find out what is the status of the medical cover to teachers, especially under SHA. The Cabinet Secretary can comment on it.

I thank you, Mr. Deputy Speaker, Sir, for the indulgence.

The Deputy Speaker (Sen. Kathuri): The Honourable Cabinet Secretary can answer those three supplementary questions, then we can get another round.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Thank you, Mr. Deputy Speaker, Sir. The Career Progression Guidelines are the ones that were developed in 2018 and under the CBA of 2017-2021, they were incorporated. As I indicated, the career progression for junior school teachers is that of the secondary school teachers. So, they are taken as secondary school teachers, although they are domiciled in primary schools because of their qualifications, skills and competencies.

On the question of the CBC being unconstitutional, it is not. Ninety percent of the schools already have sufficient facilities. In fact, as we speak to date, the Ministry is

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

undertaking the construction of 1,600 laboratories to ensure that the schools that do not have these laboratories have them. So, the ministry is doing everything possible to ensure that all schools have the necessary infrastructure to support the curriculum so that none of our students in any areas of our country is discriminated against.

I indicated, with respect to the intern teachers, the 44,000 of them, that we have received the ruling. We are studying the ruling to understand the legal and financial implications in order for us to comply with it. I indicated that it would have budgetary and financial implications. Once we understand the extent, we will then make the necessary requisitions, whether in supplementary or for Financial Year 2026/2027 so that we can comply with it and meet the necessary requirements because this was a Court of Appeal decision.

With respect to the issues relating to the teachers having a problem with SHA, there is a meeting that is already taking place within the Ministry of Health and KUPPET to handle that issue and ensure that we do not allow it to become a crisis. So, discussions are being held to ensure that whatever challenge that they are facing is resolved. As we speak, that meeting is taking place.

Thank you.

The Deputy Speaker (Sen. Kathuri): Let us get another round.

Sen. Ogola: Thank you, honourable Speaker. Cabinet Secretary, on the computation which you mentioned earlier, it is a new year and schools are uploading details of learners into National Education Management Information System (NEMIS) which has been changed to Kenya Education Management Information System (KEMIS), which in itself is not accessible. Will this not make other learners miss out on computation? I say this because Grade 7 have just been admitted into junior secondary schools and their details cannot be entered into KEMIS, the new system.

The Deputy Speaker (Sen. Kathuri): I can see Sen. Betty Montet but I want you to first listen to Members because you Chair the Committee on Education, then you can come later.

Proceed, Sen. Joe Nyutu.

Sen. Joe Nyutu: Thank you, Mr. Deputy Speaker, Sir, for the opportunity. I rise because I feel that the Cabinet Secretary has not responded adequately on question "B". The question was about administrative independence of JSS. The answer that we have received here is that the former primary school head teachers are being retooled but there is a reason why - I do not know whether it is still there - we had a Bachelor of Education, primary option.

It is important for the Cabinet Secretary to clarify exactly what the Ministry is doing to see to it that there is no conflict because a teacher who is trained to teach in a secondary school has a very different type of training from a teacher trained to handle primary school learners.

When you are managing an institution, you are also managing teachers. The issue of independence of JSSs would be very important so that the head of a junior school is also trained as a secondary school teacher to be able to assess the workings of these teachers and the management in general. Exactly what, apart from retooling, is the Ministry doing to see to it that there is that independence of junior school from primary school?

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

Mr. Deputy Speaker, Sir, attached to that, if you allow me, is what we are calling the primary schools as it were, which has nine cohorts that is grade one all the way to grade nine. We need massive skills to manage that kind of an institution.

Maybe the Cabinet Secretary should clarify exactly what we are going to do because there are conflicts between teachers serving in junior school and the administrators who are trained as primary school teachers.

The Deputy Speaker (Sen. Kathuri): Very well, the Cabinet Secretary has noticed the passion that you have. Noting that you are the former chair to the committee on education---

Sen. Joe Nyutu: A teacher by training and practice.

The Deputy Speaker (Sen. Kathuri): And an educator.

Sen. Onyonka: Thank you, Mr. Deputy Speaker, Sir. First of all, I appreciate the effort that the Cabinet Secretary has made in trying to clarify the three items. One being that it is true, as we have been saying that there has been an issue with SHA when it comes to matters teachers. Secondly, the JSS issue, as we are aware has been a very, passionate issue, an injustice and a matter that we have been talking.

I am happy that finally the Government has agreed to look into the ruling which came from the courts. I wish the Government had sorted out this issue without us going to courts. I have heard the Cabinet Secretary say that the intervention intends to bring forth includes the possibility of having a supplementary budget. Indeed, as right now we are sitting and discussing on the Budget Policy Statement (BPS).

I see some of my colleagues in the committee on Finance and Budget. Let us make sure that money is allocated because we know the ruling has been made and we are aware that the teachers are suffering. You can only receive a product depending on what the input is. If the input is lackluster; if the teachers feel that they are being violated, we will not receive the best. I thank the Cabinet Secretary for insisting on this. Please let us make sure that this matter of the JSS teachers is sorted out as soon as possible.

Finally, Mr. Deputy Speaker, Sir, on the same tangent, I plead with you to allow me to ask the Cabinet Secretary.

Cabinet Secretary, I believe in the institutions that we have been talking about. Could we please have your Ministry conduct a Human Resource audit on the total number of teachers that are employed in the Republic of Kenya; both in private, public schools and institutions including the current teachers under JSS so that as the House we are able to now talk when we know what the exact data is.

The Deputy Speaker (Sen. Kathuri): Hon. Senators, you know a supplementary question is not a debate or a congratulatory message. It should be a supplementary question because you have two more questions. I can see time is not on our side and these questions are almost related. Let us give the next two questions then the Cabinet Secretary can answer them because they are almost related to JSS.

Sen. Mungatana, MGH: Thank you, Mr. Deputy Speaker, Sir. I wanted to congratulate the Cabinet Secretary because I have seen him use the national broadcaster to explain a lot of the issues that are bothering Kenyans. I think he should keep it up together with the visits that he makes to various counties.

My question is; how does he balance his visits to various counties? I have never seen him in Tana River County. Secondly, there is Hola Boys Secondary School, the only

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

national school boys of the county. I wanted to make the Cabinet Secretary see that even as he undertakes to visit, please do something about the infrastructure of that school, particularly the fence that has gone down.

The Cabinet Secretary is hard-working. He has also the infrastructure fund. Can he find a way to make sure his visit to Tana River, which I know he will promise here today, will benefit Hola Boys Secondary School infrastructure, in particular the fence?

Sen. Tabitha Mutinda: Thank you, Mr. Deputy Speaker, Sir. Allow me to also appreciate the Cabinet Secretary for Education for his quick response with his counterpart, the Principal Secretary. I have always noticed that anytime I need a clarification, there is always a quick response. *Shukran*.

My question, was in regards to clarification that my colleague Sen. Nyutu had earlier sought. In Cabinet Secretary's response, this response from the stakeholders, the 93 percent, was more on the structures, talking about the primary has the grade seven and eight classrooms and all that. What the question needed and the response we are waiting for is much more on the leadership of JSS and its independence.

I do not know if it is at this time, you would be proposing to Parliament then we amend the law and bring about the curriculum in terms of a bachelor's degree, JSS category, since we have the primary category and the secondary category. Do you feel we have a gap and we need to legislate as far as the bachelor's JSS category is concerned?

Recently we had the Principal Secretary talk about ghost learners. What is the current status of that report that you aired that you have ghost learners? How far have the investigations gone? Lastly, how many JSS teachers do you have? This is because as government, yesterday, when we were having the parliamentary group meeting, the President stated and which I confirm, that over a hundred thousand teachers are being employed. How many are JSS teachers? How many are primary and how many are secondary?

Sen. Lemaletian: Thank you, Mr. Deputy Speaker, Sir. I agree with the Senator of Tana River that, indeed, the Cabinet Secretary has quite forgotten some parts of this country. I have never seen him in Samburu, yet there is a lot of disparity happening in the education sector as far as public schools are concerned.

I would like to know the measures the Cabinet Secretary has put in place to ensure that the systemic inequality in public schools and as far as education is concerned at large in the marginalised areas of Kenya such as Samburu County are addressed?

The Deputy Speaker (Sen. Kathuri): Cabinet Secretary, you can answer now all those interventions.

Cabinet Secretary of Education (Hon. Julius Migos Ogamba): Thank you, Mr. Deputy Speaker, Sir. On the question of capitation and institutions uploading, we have for the first time were able to release capitation this time before the schools opened. We have had the new system called Kenya Education Management Information System (KEMIS) coming into play and we are training all our head teachers on how to utilise that system so that they do not have the similar problems they had with National Education Management Information System (NEMIS).

We are training their teachers and we are training three champion teachers in each institution so that we have enough capacity of all our teachers to input the data of the students on time for us to be able to release capitation to the schools on time.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

We have requested them to reach out to the headquarters of our institutions if there is a problem and solutions will be given to them. They will get assistance from our IT teams so that the particular problem ceases to exist because it was predominant in the previous system.

So, we are assuring you that going forward, we are resolving that challenge of capitation. One of the ways that we did it was to do a verification exercise which has now given us the exact numbers of students we have in each grade.

In the exercise that we did, we got numbers from each grade, male and female and those with special needs so that going forward, we do not have that problem of ghost learners. I will answer that question when I answer hon. Sabina's question. So, we are handling the issue of capitation. I am sorry, it is not hon. Sabina but Sen. Mutinda Tabitha. I think somebody was on my mind.

On the question of the administrative independence of the Junior Secondary School (JSS) teachers, as I have indicated, JSS teachers are actually secondary school teachers only domiciled in primary schools and the curriculum is definitely secondary. It is true that there is a conflict in terms of the governance and administration.

As a Ministry and as TSC, we have recognised that problem and created scenarios. There is a board paper that has been prepared with a number of scenarios on how to resolve that conflict. One of the options that is being recommended and if it goes through, then ensures that a policy, a regulation or a change of law comes, is that would probably have a principal for JSS and a head of institution for primary. So, we will then work on the regulations and policies that will ensure there is a smooth running of that section. So, that paper has been done. It is going through the various stages and once we reach a level where we require it to be a policy or a regulation, we will present it.

We have recognised that problem and want to ensure that there is smooth running in our institutions. Before that, because we did not have them, we had to retool and train the head teachers to keep running the institutions so that we do not come to a halt.

We came up with programmes with Kenya Education Management Institute (KEMI) and various governance training because administration and governance cuts across so that, at least, the institutions keep going. So, that is where we are.

An. Hon. Senator: What are the timelines?

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): As I said, it is going through the process and I will bring it here. When we have a problem in this particular Ministry, we face it, where we need support, we come, get the support and resolve it. This is because we all want an education system that works.

On the question by Sen. Onyonka, on the issue relating to an audit of the teachers in this country, it is ongoing as we speak. One of the things that we discovered is that everybody who has a TSC number is identified as an unemployed teacher.

Sen. Nyutu is here, he is a teacher with a TSC number which he has never returned but he is identified as an unemployed teacher. When we give the data for the unemployment of teachers, we include him. So, we have the wrong data. That exercise is now being undertaken. I think there was an advert by TSC for all teachers with TSC numbers to go into the portal and indicate what they are doing currently. This way, we will now have proper data of all teachers that are employed by TSC, privately and those

that have since left that particular profession to do other things. So, we will be able to avail that once the exercise is completed.

I have not been able to come to Tana River. Actually, I intend to do so, as you correctly predicted. Maybe, we need to start with Hola Secondary School. I suggest that the principal writes and request for some support because that then becomes the basis upon which we can act. Then we will come with something and discuss the issues that are facing that particular area that we need to do affirmative action on.

I am being advised that all the 106,201 teachers that have been employed in the last three years are all JSS teachers; 44,000 of them are interns and 62,201 have been placed in permanent and pensionable terms.

With respect to the question of Samburu and what the Ministry is doing to ensure the systematic inequality is addressed, we are currently using the data that we have, for example, on the transition of grade 9 to 10, to determine what supports we need to do for the schools in the 'marginalised' areas. One of which is the building of low-cost boarding schools. We have the National Council for Nomadic Education in Kenya (NACONEK) handling this and of course through the school feeding programmes. This is so that going forward, we have schools in those areas that are capable of supporting a large number of students in one place where we have everything that is required.

For instance, we transitioned 18,000 students in the three North Eastern counties, which averaged about 6,000 students per county. This means if we did three or four full infrastructure at schools in those areas, we can be able to support students from there so that they are not disadvantaged. That is what we are doing as a Ministry, using the data that we are collecting in order for us to be able to determine which supports to give in a manner that is sustainable and secure.

Sen. Betty Montet: Thank you, Mr. Deputy Speaker, Sir. Allow me to first thank the Cabinet Secretary for the responses he brought to the House and also the satisfactory responses on the supplementary questions that have been asked by hon. Senators.

Could the Cabinet Secretary confirm to this House whether it is true that national schools were allowed to admit double streams or more in Grade 10 because of the space created by the one-year gap before grade 10's were admitted and for this matter, other schools have no students and the Ministry is looking at closing them? Also, how will the Ministry treat this situation next year in 2027?

I submit.

Sen. Dullo: Thank you, Mr. Deputy Speaker, Sir. I want to ask whether the Ministry keeps the standard on ECDE teachers and who does the inspection? This is because if you go to the counties, most of ECDE teachers are demoralised as far as salaries are concerned. These are the teachers who build the foundation of our children at that younger level. Therefore, if they are demoralised, they are not be able to assist the children.

I believe even if the work is left to the county governments, the standard should be left with the Ministry. I am sure most of the counties might not have the qualification as far as the standard is concerned. However, I want to know who does the inspection of what is happening in the counties as far as ECDE is concerned. If I may give an example of Isiolo, you can imagine some of those children are actually learning under trees. If a child is learning under a tree, at the end of the day, you do not expect much from them.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

I thank you.

The Deputy Speaker (Sen. Kathuri): Prof. Margaret Kamar, Senator, please proceed.

Sen. (Prof.) Kamar: Thank you, Mr. Deputy Speaker, Sir and *Waziri*, for the responses. I just wanted to ask a question on the actual teaching of the Grade 10s because this is a pioneer class. What is the situation as far as the technical courses are concerned? What timelines do we have for appointing technical teachers in these schools? When do we expect to have them fully taught the courses that are in their curriculum?

The Deputy Speaker (Sen. Kathuri): CS, proceed.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Thank you, Mr. Deputy Speaker, Sir. I can confirm that a number of C1 and C2 schools, in fact, all the schools admitted more students than the placement that they had indicated because they did not have Form two's in place.

As a matter of fact, we had 2.4 million vacancies available, but we only had 1.13 million Grade 9 students. So, it was possible that most of the schools admitted slightly more students than what they are normally used to. This is because the policy in admission and placement is that the students select the schools that they want to go to.

This brought about the fact that a good number of schools did not get any Grade 10 students. To be exact, 330 secondary schools did not get Grade 10 students and 2,400 schools got less than 20 students. We have just received the exit report and we want to form a technical team to discuss how we will handle these schools if this is a trend that is likely to continue. That will inform other policy changes with respect to the schools that are admitting more students or the schools that many people want to be enrolled in.

This is a conversation that is in progress and will probably involve all of us, including Members of Parliament, the public and all education stakeholders. Eventually, this will ensure that we have the right number of schools to support our students. In 2005, I think we had only 2,500 secondary schools. When the free primary education came about, it exploded to the current 9,540.

Now, with 330 not having students, because they are form three and form four, and the 2,400 that have less than 20, it means we have 7,000 or so schools that are now being sought after. What we are likely to see is a situation where the system recalibrates itself, so that we have the right numbers for the number of students that we have in the country.

With respect to the ECDE, the counties have quality assurance officers who inspect those schools, although the standards and policies are from the Ministry of Education. I think this month there is a meeting of stakeholders between counties, the Ministry and the TSC to work on this issue of ECDE, so that we can align and harmonise, because those are the students that we receive to primary school. The foundation has to be right.

We have agreed to have a meeting with the county officers through the Council of Governors (CoG), so that we work out a structure and harmonise how we handle ECDE. We should ensure there is no discrimination or there are no standards that are applied differently to the teachers that are in our schools or the teachers that are in ECDEs and the counties.

On the question of technical teachers, what we have found out is that 51 per cent of the students that transitioned to Grade 10 are taking Science, Technology, Engineering and Mathematics (STEM), 38 per cent are taking social sciences and 11 per cent are taking sports science. We are now working on the actual number of students who are taking technical subjects. We intend to work with the Technical and Vocational Education and Training (TVET) to ensure that we have enough teachers to support us in the technical subjects that may not have had teachers directly employed by the TSC to handle those subjects. As we get the data, we are now working towards ensuring that we have the right capacity of individuals, trainees or trainers to go there.

Thank you.

The Deputy Speaker (Sen. Kathuri): Yes, Sen. (Prof.) Kamar.

Sen. (Prof.) Kamar: Sorry, Mr. Deputy Speaker. I was waiting for the second part of the question from the Cabinet Secretary on what happens next year. This is because if these big schools decided because of space to take the students, what happens next year? If they offload them, where will those children go? If we start thinking about the school that does not have children, because it is not that the children do not exist, but by allowing the big schools to use their space, we will have created empty classrooms in almost all day schools. I want the Cabinet Secretary to tell us what is going to happen next year.

Next year these schools will be full anyway, so they will not be interested in additional students. If we allow that kind of yo-yo policy, it will kill the system.

The Deputy Speaker (Sen. Kathuri): Just one minute kindly, then we move on to the next question. Also, you are doing your second supplementary on the same question.

Sen. Joe Nyutu: Mr. Deputy Speaker, this is a very important matter. Thank you for being gracious to Prof. Kamar and the others, and allowing us to seek clarification on this matter. What is happening is that most schools are basically dying. We are faced with a situation of the big schools operating. I do not want to accuse the Cabinet Secretary of telling falsehoods, but it is not very true that these big schools have that capacity. I am glad the chairperson raised the issue.

Mr. Deputy Speaker, Sir, in some of the schools, students are sleeping in dining halls. This is a matter that needs clarity because we either close all the schools that have a small number of students and decide that in this country we just want to operate big schools or have the big schools operating within their capacity, and allow small schools to also admit students. We just have to make a decision. The other day, I heard the Cabinet Secretary saying that he is considering merging some small schools. It is important that we get that clarification. Thank you for indulging me because this is an important matter of national interest.

The Deputy Speaker (Sen. Kathuri): Cabinet Secretary, make clear those clarifications.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Yes, thank you, Mr. Deputy Speaker, Sir. As I said, we have just received the exit reports, so we have not made a decision on what we will do with those schools, and what policy we will come up with. We want to make policy decisions that are based on data and evidence. We do not want to say, for example, because we want to support small schools that they should be allowed to remain. We also do not want to say that because we want to support

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

senior schools, we leave these ones to close. We look at everything, including distances between schools and see the best way to solve that challenge. What this placement has done is that it has forced us to look at our policies afresh and to interrogate the decisions we were making. For example, it is forcing us to find out if the schools we keep opening are viable.

Mr. Deputy Speaker, Sir, these are decisions that will be based on the data that we get and all the stakeholders will have a discussion about this. It not a decision that will be reached by the Ministry alone. It is a decision that we will present that these is the data that we have obtained, what do we do? Some might be merged and some might be closed, I may not know. It is something that we will need to deal with at that point once we have the discussion. It is for us to keep an open mind, so that we can get the best solution in terms of the schools that we have to have in our country *vis-a-vis* the number of the students that we have.

That is the clarification I wanted to make.

The Deputy Speaker (Sen. Kathuri): Let us now go to the next question by Sen. (Prof.) Tom Ojienda. I am told Sen. Beatrice Ogola will ask on his behalf.

Before you do that, let me make this communication.

(Interruption of Questions)

COMMUNICATION FROM THE CHAIR

VISITING DELEGATION FROM VYULYA GIRLS
SECONDARY SCHOOL, MACHAKOS COUNTY

The Deputy Speaker (Sen. Kathuri): Hon. Senators, I would like to acknowledge the presence, in the Public Gallery this morning, of visiting teachers and students from Vyulya Girls Secondary School in Mwala Constituency, Machakos County. The delegation comprises two teachers and 49 students who are visiting the Senate for an academic exposition.

Hon. Senators, on behalf of the Senate and on my own behalf, I extend a warm welcome to the delegation and wish them a fruitful and enriching visit in the Senate. Thank you.

Under one minute, we can have one of the Senators welcome them to the Senate. Sen. Tabitha Mutinda, I can see you have a lot of interest in this school.

Sen. Tabitha Mutinda: Thank you, Mr. Deputy Speaker, Sir. Yes, I have some interest. You know, when you mentioned Vyulya Girls. That is where my elder sister studied and I used to go and visit her. I got keen, saw the uniform and that is the same uniform my big sister used to wear.

I take this opportunity to welcome Vyulya Girls from Machakos County to the Senate. Also, on behalf of your Senator, Sen. Agnes Kavindu, who is on other engagements and on behalf of the Senate, I encourage you, beautiful young girls, that education is the only weapon that no one can take away from you. Enjoy your studies and follow the rules and regulations. As you can see here, we also have a Speaker and we have to adhere to what he communicates.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

I wish you God's blessing and I am happy today that you are privileged to also meet the Cabinet Secretary for Education who is also in this House as we are trying to see how matters education are moving forward in this country.

Thank you and God bless you.

(Resumption of Questions)

The Deputy Speaker (Sen. Kathuri): Very well. Sen. Beatrice Ogola.

Sen. Ogola: Thank you, Mr. Deputy Speaker, Sir. As I rise to ask the question on behalf of Senator (Prof.) Tom Ojienda, Senior Counsel and MP, the Senator of Kisumu County, I also want to comment on the proposal that had been alleged to be made about merging of schools by the Cabinet Secretary. That must be considered widely against access to basic education and the fact that we have emerging issues, especially the violation of girls as they walk to schools.

The Deputy Speaker (Sen. Kathuri): Sen. Beatrice, I want to give you advice. Next time, you get to the question.

Question No.007

MECHANISMS TO SAFEGUARD TRANSPARENCY, ACCURACY
AND CREDIBILITY OF NATIONAL ASSESSMENTS

Sen. Ogola: Mr. Deputy Speaker, Sir, you know I always do that.

I beg to ask the following question-

(a) Could the Cabinet Secretary provide an update on inquiries or actions taken regarding misreporting or manipulation of the 2025 Kenya Junior School Education Assessment (KJSEA) results, and clarify findings and accountability measures applied?

(b) What mechanisms are in place to safeguard transparency, accuracy and credibility of national assessments under the Competency-Based Education (CBE) system, including the checks and balances built into the assessment process?

(c) How does the Ministry monitor schools' adherence to reporting standards and ensure strategies are in place to prevent the dissemination of misleading or inaccurate assessment information?

(d) Could the Cabinet Secretary outline corrective actions taken where misreporting has been identified, providing a clear timeline for full implementation of reforms or sanctions?

Thank you, Mr. Deputy Speaker, Sir.

The Deputy Speaker (Sen. Kathuri): Hon. Cabinet Secretary, proceed.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Thank you, Mr. Deputy Speaker, Sir. I beg to reply as follows to the four aspects of the question.

At the onset, I wish to confirm that the Ministry is not aware of any cases of misreporting or manipulation of the 2025 Kenya Junior Secondary School Education Assessment (KJSEA) results. The results, as released by the Kenya National Examinations Council (KNEC), were accurate and have been used to place the learners to Grade 10 with a 99 per cent transition rate.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

The KJSEA is a summative assessment taken by Grade 9 learners at the completion of their junior school. It is an assessment designed to identify each learner's strengths, aptitudes and interests, ensuring that every child is placed in an environment where they can thrive. The KJSEA does not provide an aggregate score because competency-based education is about nurturing individual potential, not ranking learners.

Each subject is assessed independently and learners' achievements are reported using performance levels and not aggregate scores. This fits the purpose of junior school, which is to help learners understand their interests and strengths in order to select appropriate pathways for senior school. Learners' performance is categorised into the following four levels; Exceeding Expectation (EE), Meeting Expectation (ME), Approaching Expectation (AE) and Below Expectation (BE).

To ensure differentiation for purposes of placement of learners in senior school, each level of performance is subdivided into two bands. For instance, the level exceeding expectation comprises EE1 and EE2, where EE1 denotes a higher degree of exceeding expectations and EE2 denotes a lower degree. The introduction of these bands distinguishes exemplary performance from good performance.

Once the percentage score for each learner is computed per subject, KNEC reports the learner's subject score and awards points for the subject. We have provided a table that presents the performance levels and points used to report a learner's performance for subjects in KJSEA.

For 2025, Exceeding Expectation, we used EE1 - eight points, EE2 - seven points, Meeting Expectation, ME1 - six points, ME2 - five points, Approaching Expectation, AE1 - four points, AE2 - three points and Below Expectation, BE1 - two points and BE2 - one point.

Each level has two bands, EE1 and EE2 to distinguish exceptional performance from good performance. Points are assigned per subject only for reporting purposes, but these points are not to be added up as a score is not an aggregate.

On the pathway strengths, a formula is used that takes into account the cluster subjects used to determine a learner's strength in each pathway. This generates a strength score for each pathway ranging from 0 to 75. The higher the score, the greater the learner's demonstrated potential in that pathway. It is important to note that a learner's final performance comprises the following per subject: Twenty per cent from the Kenya Primary Education Assessment at Grade 6, 20 per cent from the Junior School-Based Assessment at Grade 7 and Grade 8 and 60 per cent is from the KJSEA summative exam at grade nine.

[The Deputy Speaker (Sen. Kathuri) left the Chair]

[The Temporary Speaker (Sen. Wakili Sigei) in the Chair]

Mr. Temporary Speaker, Sir, before implementing assessments at each level, the KNEC conducts a pilot study to assure credibility. KNEC has conducted the following pilots-

(1) Kenya Early Year Assessment Pilot Study, which was conducted in 2018 in preparation for the first Kenya Early Years Assessment (KEYA) done in 2019.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

(2) Kenya Primary School Education Assessment Pilot Study conducted in 2021 in preparation for the first Kenya Primary School Education Assessment (KPESA) done in 2022.

(3) Kenya Junior Secondary Education Assessment Pilot Study conducted in 2024 in preparation for the first KJSEA done in 2025.

The conduct of pilot studies enables KNEC to test the assessment items and structure questions, as well as the assessment timings to ensure that they are of quality and meet the objectives of the assessment at the given level. It is through the pilot studies that the sample papers are moderated and shared with the schools to sensitise them on what to expect during the actual assessments. Pilot studies also provide an opportunity for public participation by the main stakeholders. These stakeholders get an opportunity to provide their views on how assessment at the level should be done. This input is considered when developing the final papers.

We also undertook retooling programmes where information was shared on the Competency-Based Assessment (CBA) framework to enhance transparency in the assessment procedures and processes. The test development processes is based on the specifications of the curriculum designs and in-built quality control measures to ensure the items meet internationally accepted standards and regulations.

Further regulations outlining the assessments process, the grading and reporting of assessments, including for KJSEA, are disseminated for use by schools. In addition, scores and grades of learners are validated before the release of the assessment results to ensure that the subject scores and the combination of the percentages are correct.

Further validation is done to ensure that the pathway strengths have been correctly computed before the results are released. As part of transparency and accountability, upon release of the results, key statistics are shared with the media and on public platforms such as the KNEC website where candidates' attainment is summarised.

All the schools have an account on the CBA portal that is used to manage the school-based assessment and also provides a platform for the reporting of learners' attainments in the CBA. Schools receive communication on when the school-based assessments will be conducted, when to access the assessment tools on the CBA portal and the timeline set for uploading of the learners' scores.

Teachers are provided with scoring guides and rubrics to ensure uniformity in scoring across all the schools in the country. Physical checks are also done across schools to confirm that assessment projects have been implemented and evidence of learners' work corresponds with the awards given by the teachers, who are also supported by the staff from KNEC. Learners' scores are uploaded together with evidence of the learners' work, which is cross-checked to confirm compliance with set assessment standards.

During KJSEA summative assessment, KNEC deploys supervisors and invigilators to administer the summative assessments and ensure that no learner gets undue advantage over another. Summative assessments comprise both objective and structured questions. This ensures that adequate coverage of the curriculum designs provided by Kenya Institute of Curriculum Development (KICD) for the junior school level. It also provides an adequate opportunity for the learners to demonstrate their competencies.

The scoring of summative assessments is automated for the objective items and the examiners are recruited to score the structured questions. Quality assurance checks are incorporated in the scoring processes for both the automated and examiner-marked items.

Mr. Temporary Speaker, Sir, as earlier indicated, there was no misreporting or manipulation of the 2025 KJSEA results. However, to ensure that there is proper and effective understanding of the CBA framework, we organised forums for awareness creation and capacity building. For instance, since 2024, KNEC has been holding an annual stakeholder symposium to discuss assessments. This year's symposium will be held between the 4th and 8th May, 2026 at the Mitihani House in Nairobi.

Teacher retooling has also provided a platform for teachers to better understand assessment in the CBE. In addition, we have established the Educational Assessment Resource Centre, a department dedicated to building teachers' assessment capacity through a modular online programme offered at no cost. We have also established 530 hub schools across junior and senior schools to serve as centres for sustainable incubation, support and dissemination of CBA reforms under the CBA framework.

In addition to these awareness creation initiatives, KNEC maintains an enquiry desk to clarify any issues and offer support to schools and other stakeholders on the CBA framework.

I submit.

The Temporary Speaker (Sen. Wakili Sigei): Hon. Cabinet Secretary, thank you for your response to Question No.007, which was asked by Sen. Beatrice on behalf of Sen. (Prof.) Tom Ojienda. I will allow Sen. Beatrice to ask any supplementary question.

Sen. Ogola: Thank you, Mr. Temporary Speaker, Sir. Hon. Cabinet Secretary, we appreciate the effort you continue to make. However, most teachers still carry out assessment like the 8-4-4 system. The JSS teachers still need serious retooling to cope with CBE.

My supplementary question to the Hon. Cabinet Secretary is this: there were learning areas in JSS that were not taught because there were no instructors for certain subjects over a period of time. What measures is the Ministry putting in place to address this challenge during the transition to senior school?

The Temporary Speaker (Sen. Wakili Sigei): Hon. Cabinet Secretary, I ask you to take note of the questions. I have only two requests here. I believe Sen. Nyutu and Sen. Onyonka have supplementary questions to the Cabinet Secretary. I will take all of them, so that you respond once to all the supplementary questions.

Sen. Nyutu, proceed.

Sen. Joe Nyutu: Thank you, Mr. Temporary Speaker, Sir. The reason CBE was conceived was to identify the competencies of learners. It was meant to give us an education system that departs from assessing learners only through examinations. I have followed the response by the Hon. Cabinet Secretary and have not seen any explanation on how we onboard the parent or caregiver in identifying the competency of a child. He has spoken about symposiums, but do we have symposiums for parents? Are we sensitising parents more? Are we involving them in identifying the competencies? If we place a learner in a pathway where they do not have competency in, we shall lose that learner.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

I would want the Cabinet Secretary, through you, to explain to us exactly what he and the Ministry is doing to see to it that there is participation of the parents and that there are also other ways of identifying these particular competencies, including observation and how to ensure that we do not lose a learner by placing them in the wrong pathway.

Thank You Mr. Temporary Speaker, Sir.

The Temporary Speaker (Sen. Wakili Sigei): Thank you, Sen. Joe.

Lastly, Sen. Onyonka, the Floor is yours.

Sen. Onyonka: Thank you Mr. Temporary Speaker, Sir. With regard to the KJSEA, there is a supplementary question that I had asked on the question of the Human Resources audit of the number of teachers that we have in the republic. You say the process is taking place right now and I was going to ask whether you had prepared yourself to make sure that we cascade it down to all the county governments and all the wards. You understand that what I am looking at is inclusivity. Is there a possibility that we can have a record to know which areas have more teachers that they do not need and those areas that have less, so that we can begin to balance out the numbers?

The Temporary Speaker (Sen. Wakili Sigei): Hon. CS, check the three questions.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Mr. Temporary Speaker, Sir, this is just to confirm that the KNEC has free online training programmes for all the teachers. The curriculum design for Competency-Based Education (CBE) was done in 2018 and in that curriculum design the teachers were given the document that has a curriculum, the assessments and what they are supposed to do in each subject. So, the subjects that were in junior school were actually taught and assessed. There were no subjects that were not taught and there were no subjects that were not assessed if they were taught. There were no subjects that were left out. In fact, after the presidential working party, there was harmonisation of the subjects from 14 to nine to ensure that there is no overload of our learners.

Parents are involved in this particular exercise of the CBE. It is not just examinations because there is a 20 per cent mark class-based assessment that you get when you are doing your projects. Some include the participation of parents. There are parents who are saying this exercise is too expensive because they are being told to do work with their children.

That is the involvement of the parents in order for them to participate in the children's activities. Parents are invited to the stakeholder engagements that we normally have. Parents associations come on board and we have discussions with them. We take into account whatever they raise, make the necessary adjustments and give them the support that they require.

The schools are also required to engage with the parents as they progress with the children. In fact, the design of CBE is such that there are two reports that are given to each school. One is a school report that would say the subjects that you are dealing with require this kind of adjustment and also individual students' reports to indicate where the strengths or weaknesses are and what adjustments need to be done.

In order for a child to be placed in a particular pathway it is a continuous process from Grade 1 all the way to Grade 9, and that building will have indicated where the

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

child is likely to fall, what their competencies, skills and interests are in. That is how we have been able to place students at 51 per cent Science, Technology, Engineering, and Mathematics (STEM), 38 per cent social sciences and 11 per cent sports science. It is a process that cascades, is continuous and keeps adjusting, so that we are not only relying on the exam which was the 8-4-4 kind of system, so that whatever you have done for the eight years, if you do not get marks in the exam of 8-4-4 you do not progress. That is not how CBE is designed. It is designed for you to get something continuously as you pursue your studies.

In reference to the HR question that Sen. Onyonka has asked, it is true that we now want to cascade that analysis down to what we require. For example, I have indicated we have now 51 per cent STEM, 38 per cent social sciences and 11 per cent sports. It means that we have to recalibrate our programmes in universities and our training institutions to reflect these percentages, so that we do not have an inverted sort of pyramid where you might be having more teachers for subjects that have less learners. As we speak, we have had the first meetings with the universities and are now working towards the curriculum for 2029 for universities which will reflect what the Competency-Based Education requires for our students, so that we align and do not have teachers that are overloaded in one subject and underloaded in another. We are doing that using the numbers and will cascade across the board.

Thank you.

The Temporary Speaker (Sen. Wakili Sigei): Sen. Nyutu, what is it that you want to say? The Hon. CS has responded.

Sen. Joe Nyutu: Thank you, Mr. Temporary Speaker, Sir, for this opportunity. The matter that we are discussing in this particular session is of great national importance. The Cabinet Secretary has responded to my question and said that the matter of identifying a child's potential, strengths and weaknesses is a continuous matter right from Grade 1 to Grade 9. If it is a continuous matter, are we able to say in which particular pathway we will place a student even before the summative assessment at Grade 9? If you have been doing it properly, then we should be able to place a learner even without having any regard to the summative assessment.

Thank you, Mr. Temporary Speaker, Sir.

The Temporary Speaker (Sen. Wakili Sigei): Hon. Cabinet Secretary, is that something that you can comment on? I know you had run us through the process of identification of a child's pathway from Grade 1 to Grade 9, but just in a quick response to what Sen. Joe Nyutu is seeking your clarification on, if you may say something.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Yes, thank you for that Mr. Temporary Speaker, Sir.

Yes, you would get an indication of where the child's pathway or interest is. However, there are children sometimes who cut across and have shown competencies across the board. So, the weight that I indicated about, that is between zero and 75 that has been building, is what actually tilts the balance and the child chooses where to go. However, as a school and as a parent, with the continuous assessment that is taking place, you would see where the child is likely to go to. CBE is designed in a way that there is not going to be a child who does not excel in something.

So, we are going to have a transition rate that is likely going to be higher than what we have ever had, because in every pathway you would have something that you would be interested in. Even within the pathways, there are tracks.

Mr. Temporary Speaker, Sir, we perhaps need to have a retreat between ourselves and the Senators to go through that aspect. In a retreat, we might have more time to explain and our experts will be there to give you more information. It is a bit complicated. Due to the 8-4-4 system, many people thought that if you have 8, 8, 8, 8, 8, 8, you excelled and you have more. However, what was important was the weight of the cluster subjects that was between zero and 75.

Thank you.

The Temporary Speaker (Sen. Wakili Sigei): Thank you Hon. Cabinet Secretary.

Hon. Members, I take note of the time. We still have one last question. Sen. (Prof.) Tom Ojienda, now that you are present in the Chamber, I invite you to ask Question No.008.

Sen. (Prof.) Tom Odhiambo Ojienda, SC: Thank you Mr. Temporary Speaker, Sir.

Question No:008

GOVERNMENT FUNDED EXTRACURRICULAR AND TALENT
DEVELOPMENT PROGRAMMES IN KISUMU COUNTY

This Question is directed to the Cabinet Secretary for Education, the Hon. Julius Ogamba-

(a) Could the Cabinet Secretary provide a report on government-funded extracurricular and talent development programmes in Kisumu County for the period 2022 to date, highlighting measurable achievements such as skills advancement, participation rates and progression of children into competitive platforms?

(b) What systemic challenges have been identified as key barriers in implementing these programmes, particularly regarding equitable access for all children, coordination between schools and community centres and oversight and accountability in programme delivery?

(c) How does the Ministry ensure efficient deployment of allocated resources for talent development, and what monitoring and evaluation mechanisms are used to detect gaps, inefficiencies or underperformance?

(d) What targeted strategies are in place to ensure inclusion of marginalised or under-resourced children, with specific focus on initiatives for sustainable talent identification, mentorship pathways and long-term support structures?

The Temporary Speaker (Sen. Wakili Sigei): Thank you Professor. Hon. Cabinet Secretary, it is your turn to respond to the questions.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Mr. Temporary Speaker, Sir, I beg to reply to the four aspects of the Question as follows-

The Government is committed to promoting extracurricular and talent development programmes as an integral pillar of holistic education and learner

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

development. These programmes are implemented through structured co-curricular frameworks coordinated by institutions such as the Kenya Secondary Schools Sports Association (KSSSA), the Kenya Primary and Junior Schools Sports Association (KPJSSA), the Kenya Science and Engineering Fair (KSEF), the Kenya Music, Drama and Films Festival as well as innovation and creative arts platforms. These initiatives are aligned with the Competency Based Education (CBE) Framework which emphasises talent identification, nurturing of learner's abilities and development of competencies beyond purely academic achievements.

Mr. Temporary Deputy Speaker, Sir, between 2022 and 2025, Kisumu County has actively participated and recorded measureable progress in Government supported co-curricular programmes. At present, 617 public primary schools and 232 secondary schools in Kisumu County participate annually in organised co-curricular activities and competitions.

During the 2025 Kisumu County Secondary Schools Ball Games, 160 secondary schools competed in disciplines, including football, volleyball, netball, basketball, lawn tennis and table tennis. The football competition alone features over 20 teams, with representation from all the sub-counties of the county.

In addition, Kisumu County has hosted regional competitions and national co-curricular events under the KSSSA Framework, thereby expanding exposure and competitive opportunities for learners. The county has also hosted regional talent training camps organised by the Kenya Academy of Sports (KAS) which brings together promising athletes identified through school competitions. For example, in term one of 2026 co-curricular calendar, Kisumu County will be hosting athletics from primary to senior schools as well as special needs sports activities. Through these programmes, learners develop competencies in athletics and team sports, performing arts and creative expression in leadership, team work and discipline and also sportsmanship and national cohesion.

The KAS has conducted two regional talent camps in Kisumu, attracting more than 500 student athletes from across the Nyanza Region. These camps provide specialised training in disciplines such as football, basketball, volleyball, tennis, rugby and swimming.

The Ministry maintains a working arrangement with the KAS to facilitate talent identification, mentorship and elite athlete development. Through this collaboration, promising student athletes are identified and enrolled in specialised training pathways. For example, in December 2025, a regional elite camp was held at Kisumu Boys High School where student athletes received specialised coaching from national team trainers. In addition to technical sports, training participants were mentored and taken through life skills programmes aimed at supporting their long-term development.

The Ministry ensures inclusivity in these programmes by engaging all schools without discrimination. Talent-scouting is also conducted by qualified scouts and includes learners from diverse backgrounds, including students with special education needs and disabilities. The structured national school competition framework enables learners to progress through successive levels namely, ward and sub-county competitions, county championships, regional competitions, national championships and the East Africa school games.

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

Kisumu County learners have consistently progressed through these levels and the notable outcomes are as follows: Two students secured soccer scholarships at Masinde Muliro University of Science and Technology (MMUST); three female athletes joined the Harambee Starlets Development Programme and 13 learners were selected to participate in the KAS elite camp in Nairobi.

In the performing arts, Kisumu County schools have also recorded commendable achievements. Schools such as Onjiko Boys High School, Chulaimbo Boys High School, St. Marks Obambo Secondary School, Kisumu Girls High School and Rae Kanyaika Primary School have represented the county at the drama festivals state concerts between 2023 and 2025. Similarly, Otieno Oyoo Secondary School, Kochogo Mixed Secondary School, Rae Kanyaika Primary School and Migosi Primary and Junior School have participated in the Kenya music festival national platforms.

Learners with special needs education from Kisumu County have also progressed to the national level of competitions between 2022 and 2025, demonstrating the inclusive nature of these programmes. In 2025, Agai Secondary School qualified for the East Africa Secondary School Soccer Championships, while Kisumu Girls High School and Rae Kanyaika Primary School advanced to the East Africa Drama Festivals. These achievements contribute to the broader national development agenda under Kenya's Vision 2030 which recognises sports and creative industries as important drivers of youth empowerment, social cohesion and economic development.

While the progress recorded is encouraging, the Ministry recognises several systemic challenges that continue to affect optimal implementation of the extracurricular and talent development programmes. We continue to work with stakeholders to progressively address these challenges.

Firstly, these challenges include infrastructure and resource constraints which remain a big challenge in some schools. A number of institutions lack adequate sports fields, modern training facilities, specialised equipment and trained coaching personnel.

Secondly, there is unequal access to opportunities which continues to persist in some instances, particularly for learners in under-resourced or geographically remote schools who may have limited exposure to structured competitions and professional training opportunities such as learners who do not have standard sports kits like adequate tennis and badminton kits.

Thirdly, we have challenges in coordination occasionally arising among stakeholders that include schools, community sports clubs, county governments and national sports federations. Strengthening partnerships among these actors remain our priority.

Fourthly, we have integrity and compliance challenges which have historically arisen from use of manual registration systems which were vulnerable to irregularities such as impersonation, age cheating and falsified documentation. To address this, the Ministry introduced the mandatory digital registration of student athletes through the KSSSA Portal which is integrated to our National Education Management Information System (NEMIS). This digital platform enables verification of learners against official education records and significantly enhances transparency and integrity in competitions.

On monitoring, the Ministry has established a comprehensive governance and accountability framework to ensure efficient deployment of resources and effective

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

monitoring of extracurricular programmes. Programme implementation is also coordinated through institutional structures, including the Director of Field Coordination and Co-curricular Activities, regional co-curricular committees, county co-curricular committees, sub-county co-curricular committees and national and regional sports secretariats.

Monitoring and evaluation are conducted through several mechanisms, including the annual reporting framework submitted by the sub-county and county education officials, analysis of participation, rates and competitive outcomes, inspections and verification exercises conducted by quality assurance and standards officers during competitions, digital monitoring systems, particularly the Kenya Schools Sports Association Athletic Registration Platform, which is integrated with KEMIS. This mechanism strengthens transparency, detecting efficiencies and ensures prudent use of public resources.

Mr. Temporary Speaker, Sir, to ensure inclusion of marginalised and unresourced learners, the Ministry has implemented targeted strategies aimed at ensuring inclusive participation and sustainable talent development for all learners. These include; firstly, school-based talent identification, which ensures that teachers and coaches identify and nurture talent within schools, regardless of socio-economic background.

Secondly, the progressive national competition structure from ward level all the way to national level that ensures learners from the most remote schools have an opportunity to advance based on merit.

Thirdly, the CBE on framework integrates talent development into the education process through sports, creative arts and innovation activities.

Fourthly, the Ministry supports mentorship programmes that include competition platforms and partnerships with sports federations and development agencies, ensuring that learners from marginalised communities receive opportunities for talent development and long-term support. These interventions collectively contribute to the development of sustainable national talent pathways.

We submit.

The Temporary Speaker (Sen. Wakili Sigei): Thank you, Hon. Cabinet Secretary for that particular response.

Sen. (Prof.) Tom Ojienda, you have an opportunity to ask two supplementary questions. If you must, they should be related to the primary question.

Sen. (Prof.) Tom Odhiambo Ojienda, SC: Yes, thank you, Mr. Temporary Speaker, Sir. I have no doubt that Cabinet Secretary Ogamba is one of the best performing Cabinet Secretaries. Since his tenure, we have seen a lot of improvement in the educational sector.

I have two interconnected questions; Cabinet Secretary Ogamba, when are you releasing the capitation that was promised to Nyakach Girls High School? You can just tell us the timelines; I have no problem with that.

Secondly, what is the capitation due to Kisumu Boys High School? I do not know whether you are able to indicate precisely when this will be released.

Thank you, Cabinet Secretary.

The Temporary Speaker (Sen. Wakili Sigei): Thank you, Hon. Cabinet Secretary. If it is in order, I have quite a number of requests here. Take note of the

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

supplementary questions, just like you did for Question No.007, so that we take the first and last round and then you respond to all of them at once.

I will give Hon. Beatrice Akinyi an opportunity to ask a supplementary question.

Sen. Ogola: Thank you, Mr. Temporary Speaker, Sir. Cabinet Secretary, so far, you are doing so well. However, talents are not well nurtured due to the limited resources given to schools. For example, it is given Kshs100 per student and yet, it is the same 100 that the schools use to support the county and sub-county offices in the co-curriculum activities. It then means that the schools remain with nothing to use to nurture activities in their schools and zones. As a Ministry, what do you intend to do to get the schools out of this quagmire?

The Temporary Speaker (Sen. Wakili Sigei): Sen. Mungatana Dunson, proceed.

Sen. Mungatana, MGH: Thank you, Mr. Temporary Speaker, Sir. The Cabinet Secretary should tell the nation the official policy on resourcing of extracurricular activities. I am asking because every time we have school drama festivals, athletics or football competitions in Tana River County, we, without fail, get requests for fundraising for things such as fuel. What is the official policy on this? Is there resourcing for it and if not, what is the way forward?

I thank you.

The Temporary Speaker (Sen. Wakili Sigei): Sen. Onyonka Richard, proceed.

Sen. Onyonka: Thank you, Mr. Temporary Speaker, Sir. I would like, first of all, to laugh at myself because initially, I thought that if I was to say how my brother, the Cabinet Secretary for Education has actually meticulously answered these questions, he has done well, somebody might wonder whether I am biased because I come from the same County as him. I believe and I am proud of the excellence of the Cabinet Secretary. Sir, I think you have done quite well.

The only thing that I would like to make a follow-up on is the issue of the capitation. Cabinet Secretary, we are constantly receiving information in the background of how some schools receive their capitation and others do not. Again, my genuine and honest concern has always been that I think it is because of the system that you are using either, the financial platform or how this money is released. Of course, I also sit in the Budget and Finance Committee and so, I am aware that funds are always late in release from the Exchequer.

Since you are having Cabinet meetings with the President and your fellow colleagues, is this a matter that you as a Cabinet Secretary think that maybe you could come and sit with the Budget and Finance Committee where I sit, so that we can come up with a solution on how capitation money can be released on time and to the right schools, so that our students can go to school and achieve what the targeted agenda is?

Mr. Temporary Speaker, Sir, I wish the Cabinet Secretary good luck. Keep doing the good work.

The Temporary Speaker (Sen. Wakili Sigei): Thank you.

Lastly, let us have Sen. Mutinda Maurine.

Sen. Tabitha Mutinda: Thank you, Mr. Temporary Speaker, Sir. I still appreciate the *Waziri* for this detailed report regarding Kisumu County. However, I have concerns about other counties. If I could narrow it down to even Nairobi City County,

because, you know, being in the city, there is so much and beautiful talent. Can you confirm to this House that the same output is also in this particular City?

Just quickly Cabinet Secretary, what happens to these talents that have excelled during the music festivals? The ones that emerge the best. Where does that end? What do you do as a Ministry? How do you progress that particular talent?

Thank you, Mr. Temporary Speaker, Sir.

The Temporary Speaker (Sen. Wakili Sigei): Hon. Cabinet Secretary, before you respond, Prof. Tom Ojienda needs to correct the question in terms of reference to competition rather than infrastructure, so that you respond appropriately.

Take note of the time, Prof. Tom Ojienda.

Sen. (Prof.) Tom Odhiambo Ojienda, SC: Thank you, Mr. Temporary Speaker, Sir. I was referring to the infrastructure support that the Cabinet Secretary promised Nyakach Girls High School. Cabinet Secretary, the second question was whether you have any plans to support Kisumu Boys High School that has a high population of students with infrastructure needs.

The Temporary Speaker (Sen. Wakili Sigei): Hon. Cabinet Secretary, you may proceed to respond to those five supplementary questions.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Thank you, Mr. Temporary Speaker, sir.

I know that we made a promise to support Nyakach Girls, but because of fiscal constraints, we have not had sufficient resources in the infrastructure fund to support all the schools that require it. However, I promise that we will ensure that we give them the support they require as we receive the resources. It is part of those schools that we promised to give support and we will.

That also goes to Kisumu Boys and all the schools that require support. We are working towards ensuring that we give them the infrastructure support in the wider context of the resources that we receive and the distribution of these resources to our various institutions.

Yes, we have a challenge with the resources in terms of ensuring that talent is well nurtured, but I confirm that the sub-county directors, county directors and the regional directors of education are not supposed to receive resources from the 100 that are supposed to support school-based activities. We do give them their independent authority to incur expenditures, which they are supposed to utilise. If somebody is not getting money from the school, then that is an illegality and an administrative action will be taken once we have that report.

Over and above that, the CBE has three pathways, that is, STEM, sports and arts. What we want to do as a Ministry is to mainstream that activity, so that it is no longer an extracurricular activity but part and parcel of the programmes of the school that will be financed through the resources that we give in terms of capitation, so that we can avoid this situation where it is being looked at as something that is not mainstreamed that needs to be supported from elsewhere.

That goes to the issue of the official policy in terms of the support that various individuals and partners, including Members of Parliament (MPs), give to these schools when they have extracurricular activities. There is no official policy that they need to get support from you; it is voluntary. This arises because the resources that we give them are

Disclaimer: *The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Director, Hansard and Audio Services, Senate.*

not sufficient, so they try to look for support from partners. This is why we are saying that the CBE, which has the three pathways, will work on that aspect so that they have enough resources to conduct the activities outside of being looked at as extracurricular or looking for support from other places.

Capitation has been a problem in this country for many years. It has sometimes come late and sometimes it does not come in full. That is why we undertook that verification exercise, so that we have the exact number of learners at each level. That will inform the actual amount of resources that we require. To meet the policy of Kshs1,420 per learner for primary, Kshs15,040 per learner for junior school and Kshs22,240 per learner for secondary school, we will work with the budget committee, so that our budget is not reduced and is given as presented. It is something of concern, but we are working with the National Treasury to ensure that we resolve the issue once and for all.

One of the other issues that is on the table is to see how to align the financial year to the academic year, so that there is no discrepancy in the resources that are given. In terms of the support that we give to our counties like Kisumu--- Nairobi County also participates exactly the same way Kisumu does. However, as I said, we are working to mainstream this particular aspect of sports and arts to ensure that all our children get a chance to participate if they are interested. We have also suggested and are working with the Ministry of Youth Affairs, Creative Economy and Sports to create a further pathway, so that where these young ones are very talented, they can transition to an academy at the level of a university.

There is a team that is already working on how to structure that and what it would cost the Ministry of Education and the Ministry of Youth Affairs, Creative Economy and Sports to form that academy for sports and arts. If somebody is very good at music, they can transition and not necessarily go to the regular universities, but to an academy that will be international in order for them to commercialise their talent. We are currently doing it through Kenya Institute of Curriculum Development (KICD), but it is not enough. We need to expand it and make it something that is of pride, so that we can have many people coming into that space. We are doing something and working on the numbers, including these particular statistics, so that we can start allocating resources to where they are required, based on the information that we have.

I thank you for your support as a House.

(Applause)

Thank you very much.

The Temporary Speaker (Sen. Wakili Sigei): Hon. Cabinet Secretary, thank you for your response.

Hon. Members, I have got prior commitments by the Hon. Cabinet Secretary, and in terms of time, in the event that it spills over to one o'clock, I will extend the House for five minutes, so that the Cabinet Secretary can also give a commitment on when he will submit.

Hon. Cabinet Secretary, these are your prior commitments on the questions that you have previously appeared before the plenary. This House directed that for purposes

of implementation of those commitments, we remind you at any time that you come by the plenary on those commitments which are yet to be honoured.

One, Hon. Cabinet Secretary, regards the question by Hon. Sen. Justice (Rtd.) Stewart Madzayo of 1st October 2025. This was on the question on the beneficiaries of the Elimu and Wings to Fly Scholarship in Kilifi County. You had committed to submit details on that, together with a list of schools in that county that have benefited.

Secondly, on 1st October, 2025 also, was a status report on the question by Sen. Sifuna Edwin of Nairobi on the people who have been prosecuted for the offences of statutory rape across the country, and in Kilifi County specifically since 2024.

Third commitment, was the question by Sen. Wakili Sigei on the status of completion of the hostel construction of Bomet University. This was on 6th August, 2025 and the steps taken by your ministry to protect public interest in the ongoing cases of property belonging to the University of Bomet.

Fourth commitment, is on the question by Senate Majority Leader, Senate--- Sorry, yes, the Senate Majority Leader. This is probably wrong, this is actually a question by Sen. Joyce Korir, not the Senate Majority Leader and Sen. (Prof.) Margaret Kamar, on per county breakdown on the number of unemployed teachers who are yet to be absorbed by the TSC as well as a breakdown on the number of ECDE teachers who have been employed.

Fifth commitment is a question by Sen. Catherine Mumma of 7th May, 2025 on the enrolment of students in TIVET institutions for the year 2025, plus two other commitments thereof on the subject to do with public schools in Mathare, Mukuru, Kibra and other informal settlements in Nairobi City County.

Sixth commitment is to the question by Sen. (Dr.) Boni Khalwale of 7th May, 2025, on information on the amount of money set aside for construction of student hostels at Shamberere and Sigalagala national polytechnics.

Seventh commitment is to the question by Sen. Gataya Mo Fire on 7th May, 2025 on information when the government will disburse Kshs8 million to Kamutuandu Primary School in Gatunga Ward in Tharaka-Nithi County for infrastructure development.

Eighth is the commitment to the question by Sen. Mariam Omar on 7th May, 2025 as well, on the plans by the ministry to integrate the madrasa into the main school system.

Ninth is commitment to the question by Sen. Daniel Maanzo on 7th May, 2025 as well as Sen. Catherine Mumma on the same date, on information on whether Makueni County had been reclassified as a non-hardship area for teachers and if so, provide justification.

Hon. Cabinet Secretary, we will give you this schedule, so that if you have not responded to them previously, submit to the House the status of those commitments which you have made.

Lastly, I would like to appreciate you for always being available and always being on top of your responsibility as a Cabinet Secretary. The House will forever be grateful for the responses that you give to the House.

(The Clerk-at-the-Table consulted with the Temporary Speaker)

I am being notified, Hon. Cabinet Secretary, that those were already submitted to your office. The House requires from you to submit a status on these prior commitments. It is your time Cabinet Secretary to comment before we adjourn.

The Cabinet Secretary for Education (Hon. Julius Migos Ogamba): Thank you, Mr. Temporary Speaker, Sir. I wish to confirm that those commitments have been met. We have supplied all the information to the House. We are available to clarify or submit any other information that may be required. We can do that through the Committee on Education, so that we can progress from there.

We thank you for the support you have given us.

The Temporary Speaker (Sen. Wakili Sigei: Cabinet Secretary, before the Houses rises, based on your response just on these prior commitments, you have undertaken, I believe that is your statement, that you will submit this to the respective committees.

The House will pick up with the relevant chairpersons of the committees, so that the report gets to the plenary and for the Members who are following up on those commitments. Kindly make sure that those reports get to the relevant committees as soon as possible.

Thank you for coming to respond to the questions from this House. We look forward, as always, to having you here because that is the only way to serve the people of Kenya in our various capacities.

[The Cabinet Secretary for Education (Hon. Julius Migos Ogamba) was ushered out of the Chamber]

ADJOURNMENT

The Temporary Speaker (Sen. Wakili Sigei: Hon. Senators, having concluded the business for which I extended the House sitting pursuant to Standing Order No.34(2)A, the Senate stands adjourned until later today, Wednesday, 11th March, 2026 at 2.30 p.m.

The House rose at 1.06 p.m.