

PRESIDENTIAL DIGITAL TALENT PROGRAM 2016

1ST QUARTERLY MEETING; DLP COUNTY REPORT

FOR THE PERIOD SEPTEMBER-DECEMBER

TRANS-NZOIA COUNTY

The first Quarter of the PDTP program ran from September to December of 2016. During this program I was attached to Trans Nzoia County for the Digital Literacy Program (DLP) as a Quality Inspector.

The digital literacy program is a governmental initiative to equip pupils with digital skills. This initiative targets all the learners in all public primary schools in the republic.

The 1st Quarterly meeting took place in 10th – 11th January 2017 at the Kenya School of Government – Lower Kabete.

The objectives of the meeting were:

- Share DLP rollout experiences
- Mentor /Buddy /Supervisor Interactions
- Formal off boarding and on boarding
- Two months Private Sector Briefing

OVERVIEW OF DLP

The digital literacy program is a governmental initiative under the current government that was initiated in the year 2013. This initiative targets all the learners in all public primary schools in the republic.

This project aims are:

1. Equipping all public primary schools with ICT equipment and skills.
2. Developing a digital content to support digital learning.
3. Providing a sustainable and affordable digital programme in Kenya education system.
4. Developing and supporting capacity of education managers, all primary school teachers and all stakeholders to enable them use a wide range of ICT tools in teaching, learning process and management of schools.

SCOPE OF DLP IN THE COUNTY.

Trans Nzoia County is found in Kenya's former Rift Valley Province 380 km North West of Nairobi. It situated within on area of 2,495.5 km² surrounded by the Republic of Uganda to the North West, Bungoma to the West and South West, Kakamega and Uasin Gishu to the South East, Elgeyo Markwet to the East and West Pokot to the North

Kitale town is the largest commercial city and the administrative capital of the county. Other major towns include Kiminini, Sibanga, Maili Saba, Endebess, and Saboti.

The County has a total of 370 public primary schools including special schools.

KEY STAKEHOLDERS TO DLP

The oversight committee consist of the Attorney General and Cabinet Secretaries from the ICT, National treasury; Industrialization and enterprise development; Education, Science and Technology; Energy and Petroleum; and Devolution and planning. The inter-ministerial Committee comprise of Principal Secretaries in the above named ministries. The Technical committee is chaired by the ICT Authority.

Generally the stakeholders include:

The stakeholders include:

- ICT Authority (Ministry of ICT)
- Ministry of Education ,Science and Technology
- Teachers Service Commission (TSC)
- Kenya institute of Curriculum Development (KICD)
- Kenya Institute of Special Education
- Kenya Union of Teachers
- National Treasury
- Kenyan Primary School Head Teachers Association (KEPSHA)

QUALITY INSPECTORS DEPLOYED IN TRANS NZOIA COUNTY

Trans-Nzoia County had six quality inspectors headed by an Assistant ICT officer

Assistant ICT Officer

1. Daniel Rono

Quality Inspectors

1. Kevin Gesora
2. Allan Kiveu
3. Dennis Kiplimo
4. Emmanuel Kigen
5. Nelson Songok
6. Dancan Mukite Tabalia

DLP MILESTONES

DLP INSPECTION

Total number of Proof of Concept (POC) schools:

3 Schools served as the Proof of Concept Schools for feasibility study.

Total number of schools inspected

370 schools were inspected for the given period of three months

Total number of schools ready

300 Schools of the 370 were found to be ready with only minor adjustments having to be made. The remaining schools were considered not to be ready with reasons such as no electricity connection and no or poorly constructed cabinets.

Total number of schools with devices installed: 99 Schools of the 370 schools had already been installed with the devices as at 23rd December 2016.

Total number of teachers trained

All schools with devices installed had their teachers trained.

Distribution of training centers per county

Only one central center was established where teachers were picked from zones to be trained.

DLP EXPERIENCES

We took part in the sensitization meeting that happened in Kitale school in the early stages of the program. It involved key county stakeholders in the program in the education sector.

The county had two official program launches of the program. One was Cheptantan primary and the other being Chepchoina primary. Both occasions involved a lot of planning including prior visits to make sure everything ran accordingly on the d day. Both occasions were graced by principal secretaries and were successful

Teachers training was done at Kitale schools in December. Teachers were picked from schools that had already or later received the devices

DLP ACHIEVEMENTS

Through all our efforts as a group we achieved the unbelievable in our County despite having serious challenges that really slowed the inspection and installation process.

Achievements included:

1. Inspection of all schools in the county for e-readiness giving recommendation where necessary.
2. Equipping teachers with practical skills on the use of the devices for teaching and learning purposes.

DLP KEY CHALLENGES

➤ *Accessibility and Terrain*

Trans Nzoia County is an agricultural zone with prone with rainy conditions. Most roads are murram roads which tend to get muddy.

Some regions are hilly and in accessible by vehicle including regions like Mount Elgon and Chepsiro hills

➤ *Funding*

The travel allowance which narrowed to about KES 500 per day was insufficient to access some regions such as Chepchoina and Chepsiro zones which were very far.

➤ *Communication*

There was no prior clear communication on how the storage cabinet should be constructed.

Some of the teachers were not in school for inspection after schools were closed for December holiday.

RECOMMENDATIONS ABOUT DLP

To make the program a success, the following recommendations should be given some considerations.

More funds should be provided to the schools for the construction of ICT infrastructure. Most schools do not have secure classrooms or even offices where the devices can be stored.

Community sensitization should be carried out. This will help them understand the importance of the devices to the pupils and therefore minimize curiosity of stealing of the devices.

An official circular should be issued to all heads of schools on the specifications of the ICT rooms. This is especially important since it will clear the confusion between the Ministry of Education and the Ministry of ICT on the construction of grills on windows. Most schools also put electricity sockets on the walls which may be quite dangerous to the pupils and therefore emphasis should be provided on the relocation of the sockets from the walls to the cabinets.

Frequent training especially on the safety of the equipment's should be given to the teachers handling the devices.

More personnel should be employed in the counties to support the project.

CONCLUSION

The DLP program is a very much anticipated project from all quarters especially the pupils, teachers and parents. The Program is bound to revolutionize the education sector both in the short and long term if properly implemented.