DIGITAL LITERACY PROGRAM - NAKURU COUNTY REPORT

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The Digital Learning Programme (DLP) was initiated by the Government of Kenya in 2013. The programme is targeted at learners in all public primary schools and is aimed at integrating the use of digital technologies in learning. The decision is borne out of the vision and context that technology now defines our world and there is need to prepare our young people for today's realities.

The Ministry of Information, Communications and Technology (ICT) and the Ministry of Education, Science and Technology are the main driver of the programme with the implementing body being ICT Authority. The programme will be executed through a multi stakeholder approach that includes the National Treasury, the Attorney General, Ministry of Energy and Petroleum and Ministry of Industrialization & Enterprise Development.

In addition, through this program, the government intends to fulfill the promise of:-

1. Development of innovation skills for a knowledge economy.
2. Promoting Research and development.
3. Promoting locally assembled / manufactured goods and services.
4. Enhancing Job creation

TOTAL NUMBER OF SCHOOLS VISITED.

During my 3 month period as a DLP quality inspector, I visited a total of **44** schools for the E-readiness assessment.

These are as follows:

     I.   Njoro Subcounty – 13 schools
    II.   Molo Subcounty – 6 schools
   III.   Kuresoi Subcounty – 25 schools

TOTAL NUMBER OF TRAININGS ATTENDED

I attended and participated in **3** training sessions from 19th – 21st December 2016 that were carried out in Njoro subcounty at Kenya Agricultural and Livestock Research Institute (KALRI).

CHALLENGES ENCOUNTERED

1. Impassable roads especially as it was a rainy season and the roads at the county are not tarmacked.
2. A small percent of the schools had electricity problems some with low voltages that could not support the smooth operation of the devices.
3. Teachers were not well trained on ICT and on DLP content.
4. Financing problem especially money for food and refreshments as the schools were far away from the head office.
5. Some schools had head teachers that had been transferred from different schools and as a result had not built the strong room and the computer class.
6. The contractor distributed the laptops to some schools without an e-readiness report assessment therefore not justifying the need for our work as quality inspectors.

RECOMMENDATIONS

1. KPLC needs to repair all faulty transformers and also ensure sufficient voltage to schools with low voltage.
2. The Early Childhood Development (E.C.D) colleges need to implement and incorporate ICT curriculum to their program.
3. Teachers should be retrained and for a wide span of time not only 3 days.
4. The contractors should work together with the QIs to ensure smooth running of the program.
5. Installation of backup infrastructure like the Uninterruptible Power Supply (UPS) to provide power during blackouts.
6. Ensuring the QIs get enough allowances on time so as to conduct the duties assigned.