



REPUBLIC OF KENYA

COUNTY ASSEMBLY OF KIAMBU

SECOND ASSEMBLY – (THIRD SESSION)

ORDERS OF THE DAY

TUESDAY, MARCH 26, 2019 AT 10.00 A.M.

ORDER OF BUSINESS

PRAYERS

1. Administration of Oath
 2. Communication from the Chair
 3. Messages
 4. Petitions
 5. Papers
 6. Notices of Motion
 7. Statements
 8. Motion
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SECOND ASSEMBLY – (THIRD SESSION)

ORDERS OF THE DAY

TUESDAY, MARCH 26, 2019 AT 2.30 P.M.

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8.* MOTION - APPROVAL OF THE KIAMBU COUNTY FISCAL STRATEGY PAPER 2019

(Chairperson, Adhoc Committee on the County Fiscal Strategy Paper 2019)

THAT, this Assembly **adopts** the Report of the *Adhoc* Committee on consideration of the County Fiscal Strategy Paper 2016 laid in the Assembly on **Tuesday March 12, 2019**; and in accordance with section 117 (6) the Public Finance Management Act, 2012, **adopts** the County Fiscal Strategy Paper 2019 **with amendments** as contained in the Report.

***Denotes Order of the Day**

NOTICES**LIMITATION OF DEBATE**

The Assembly resolved on Wednesday, February 13, 2019 as follows:-

THAT, notwithstanding the provisions of the Standing Order 120 (1) of the County Kiambu each speech in a debate on **any Motion** shall be limited in the following manner:- A maximum of three hours with not more than twenty (20) minutes for the Mover and ten (10) minutes for each other Member speaking, except the Leader of the Majority Party and the Leader of the Minority Party, who shall be limited to a maximum of ten (10) minutes each, and that ten (10) minutes before the expiry of the time, the Mover be called upon to reply; and that priority in speaking be accorded to the Leader of the Majority Party, the Leader of the Minority Party and the Chairperson of the relevant Departmental Committee, in that Order.

Tentative Business for
Wednesday, March 27, 2019 (Morning sitting)

(Published pursuant to Standing Order 49(1))

It is notified that the following tentative business will appear in the Order Paper for Wednesday, March 27, 2019 at 10.00 am-

MOTION- ACCESS TO BASIC PRE-PRIMARY EDUCATION BY CHILDREN
LIVING WITH DISABILITIES IN THE COUNTY

(Hon. Sarah Kimunyi, MCA)

AWARE THAT Article 53(b) of the Constitution guarantees every child right to education; **further aware** that Article 54 of the said Constitution provides that persons living with disabilities(PLWDs) have a right to access educational institutions and facilities that are integrated into society to the extent compatible with their interests and needs; **FURTHER NOTING** that Article 18 (4) of the African Charter on Human and Peoples Rights requires that PLWDs are accorded special measures of protection in reference to their physical and moral needs;

ACKNOWLEDGING that the Constitution confers the function and powers of special education and special education institutions to the National Government while the responsibility for pre-primary education (ECDE) is placed under the County Governments; **appreciating that** access to education by children with disabilities has been re-emphasized in other Statutes such as the Children Act of 2001, section 18 of the Persons with Disabilities Act, 2003 and the Basic Education Act of 2013;

OBSERVING THAT the 2016 Report by the National Gender and Equality Commission on access to basic education by children with disabilities conducted in six counties cited lack of a clear implementation framework of the Special Needs Education (SNE) policy 2009, inadequate funding, inadequate teachers with the right skills to teach disabled children coupled with negative attitudes, poverty, limited awareness by parents, insecurity and unsuitable institutions as reasons for children with disabilities not accessing basic education. Further findings from the said report showed that ECDE centers and indeed the County Executive Committee Members in charge of education do not maintain data on the number of children with disabilities within their catchments areas;

PERSUADED that with the adoption and rollout of the competency-based curriculum which specifies age appropriate, desirable, and relevant social, personal and intellectual competencies at all levels of education, the enrolment of special needs children in the County is set to increase.

.... /Cont' Notice Paper

RECOGNIZING that Kiambu County has about a hundred and twenty two (122) special units within the existing ECDE centers to cater for special need children which are equipped with teachers with specialized training;

CONCERNED that those special units are not sufficient and are unevenly distributed thus unable to cater for the growing number of special needs children in different parts of the County; **further concerned** that parents of these children are forced to look for alternatives such as private institutions from the neighboring City County of Nairobi which are unaffordable to most of them;

DEEPLY CONCERNED that special children who have attained the age of joining ECDE continue to face discrimination as they are viewed as being incapable of adding value to the performance of the institution coupled with stigmatisation and ridicule from the fellow pupils and the society;

DEEPLY DISTURBED that little attention is being given to this state of affairs by ensuring that the existing County ECDE centers are designed to respond to above mentioned challenges which further limits the ability of the special needs children to access basic pre-primary education;

NOW THEREFORE, this County Assembly calls upon the County department of Education guided by the National Special Needs Education policy 2009 with the assistance of the Council of Persons Living with Disability and the Kenya Institute of Special Education (KISE) to:

- (i) Conduct a survey to establish the prevalence and status of children with disabilities in the County and to maintain a database on all children with disabilities that have attained the age of joining ECDEs. Such data would be used in annual planning and programming of activities in the county ECDE centers;
- (ii) Upgrade and integrate at least one centralized ECDE Center per ward with disability friendly equipment and facilities including providing assistive devices and ensuring that the unit is adequately staffed; and,
- (iii) Come up with an elaborate program that will among other things promote public sensitization among residents and particularly parents with disable children to address issues of societal ridicule and stigmatization and increase awareness on needs of children living with disabilities.

