

INTERNATIONAL YOUTH DAY 2019

1. ABOUT IYD 2019

a. What is International Youth Day?

In 1965 the nations of the world recognized that the imagination, ideals and energies of young people are vital for the continuing development of the societies in which they live.

Two decades later, the **United Nations General Assembly observed 1985 as the International Youth Year: Participation, Development and Peace.** It drew international attention to the important role young people play in the world, and, in particular, their potential contribution to development.

In 1995, on the tenth anniversary of International Youth Year, the United Nations **strengthened its commitment** to young people by **adopting** an international strategy—the **World Programme of Action for Youth** to the Year 2000 and Beyond.

In 1999 the general assembly **passed resolution 54/120** which **declared 12 August International Youth Day** and **recommended that public information activities** be organized at all levels to promote better awareness, especially among youth, of the Programme of Action

b. Why is the International Youth Day important?

The day gives all actors in society an opportunity to take time to reflect on how best to create a better, more comfortable present and future for the world's young people. The day helps us to;

- ✓ Focus the attention of stakeholders on creating tangible improvements in the lives of the next generation in line with the sustainable development goals.
- ✓ It enables us to raise awareness about the challenges facing the youth such as poverty, joblessness and depression. This is extremely useful because the more aware we are of these issues, the faster we can work together to help eradicate them.
- ✓ The day also inspires and encourages all of us to think about what specific things we can do to make a tangible difference in the lives of young people.

c. What is “Kenya National Youth Week”?

In 2005, the Kenyan Cabinet assented to having the International Youth Day preceded by week long activities in order to better fulfill the objectives of the day in line with the UN resolution. The week is therefore used to stage a broad array of activities that breath life to the annual theme . Government through the Ministry responsible for youth has successfully commemorated the week jointly with state and non-state actors for the past 10 years.

The week avails adequate opportunity young Kenyans to shared ideas, attend events in varied locations, have their voices heard on issues that concern them, showcase their talents and innovation, celebrate their contribution to the community and have a little bit of fun.

d. Is a National Youth week unique to Kenya?

No. National Youth Weeks are celebrated in many nations including Canada, India, China, Australia, Namibia, among other nations in Africa, South America, Asia, Europe and the USA which hold week long activities annually to bring attention to youth issues in their countries.

e. Who decides the theme of the international youth day and what is the theme this year?

The UN through their **Focal Point on Youth**, the **UN Youth Programme on Youth** which falls under the Division of for Inclusive Social Development (DISD) of the United Nations Department of Economic and Social Affairs (UNDESA) sets the theme for the celebrations.

The global theme this year is “**Transforming Education**”, which is rooted in Goal 4 of the 2030 Agenda for Sustainable Development – to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

f. What is Kenya’s interpretation of this year’s theme “Transforming Education”?

The weeklong celebrations will be held under the domesticated theme “**Boresha Elimu, Wezesha Vijana**” will focus on both formal and informal education as a ‘**development multiplier**’ across all 17 Sustainable Development Goals especially employment, equality and building peaceful societies. The celebrations will be premised on the need for education to have relevant and effective learning outcomes, with the content of school curricula being fit for purpose in light of the 4th industrial revolution, the future of work and life and the rapidly changing social context. The efforts of the Ministry will therefore seek to;

- Highlight efforts being made by state and non-state actors and the youth themselves in transforming education to be more accessible, inclusive and relevant
- Raise awareness about the new Kenya Youth Development Policy
- Inspire action by the youth and partners to transform education.

g. What are the major activities planned for the week???

Date	Theme	Activities	Venue
Tuesday 6 th August 2019	Education for Efficient Agri-business	Launch of IYW 1. Commissioning of Manyatta YEC-Embu 2. Town-Hall meeting with youth 3. Agri-business themed Exhibitions 4. Award winning youth to showcase their innovations or do innovations on best practices 5. Planting of 1,000 trees	Embu County officiated by CS Magoha
Wednesday 7 th August 2019	Transforming Education: Enhancing access for both the Boy and Girl-child	Activities by the Youth Serving Organizations	All counties <i>Anchor Event:</i> Samburu County

Thursday 8 th August 2019	ICT, Education and Industry Linkage	Dialogue sessions between youth and key players in the Education Sector and other relevant sectors.	The University of Nairobi
Friday 9 th August, 2019	“Intersection between Education and Global Opportunities” & Transformative Education on achievement of the BIG FOUR Agenda	<ol style="list-style-type: none"> 1. UN in Partnership with MPYG. To include: UNICEF, UNESCO, UNFPA 2. Launch of Youth Empowerment Centers and Activities on Transformative Education in 10 Regions 3. Values sensitization activities on religious platforms including churches and mosques based on Morals and Values 	UN Headquarters, Gigiri Officiated by Rt Hon. Raila Odinga All Regions Officiated by Principal Secretaries
Saturday 10 th August, 2019 & Sunday 11 th August, 2019	Inculcation of Value System in Education	<ol style="list-style-type: none"> 1. Values sensitization activities on religious platforms including Churches and Mosques based on Morals and Values 2. Engagement mainstream media and social media platforms 3. Talk shows and articles in the local dailies 	All Counties
Monday 12 th August	Theme for IYD: Transforming Education	International Youth Day: <ol style="list-style-type: none"> 1. Launch of Matuga YEC 2. Innovation exhibitions 3. Presidential Roundtable 	Matuga, Kwale County Officiated by H. E the President

2. TRANSFORMING EDUCATION

a. Why is education important?

Education contributes to the full development of the human personality; it helps us to pursue truth, make sense of the world and our place in it, and prepares us to use knowledge and skills as a means to engage responsibly with the life of our times. It is a basic human right that must be protected, respected, and fulfilled

b. What does it mean to transform education?

- Eliminating illiteracy and ensuring access for all groups of people including girls, young women, migrants, refugees, displaced persons, street children, indigenous youth minorities, young people in rural areas and young people with disabilities;

- Ensuring the quality of education and its relevance to employment and its usefulness in assisting young people in the transition to full adulthood, active citizenship and productive and gainful employment;
- Ensuring that every Kenyan has literacy and know-how to use technology and is able to participate in and create with this technology.
- Enabling life-long training and learning so that people can continuously improve themselves and adapt to inevitable social and economic changes and transitions.
- Making sure that the God given talents of our children are brought to bear on their prospects and prosperity.
- Elevating our humanity and strengthen our appreciation of the values that make it possible for a nation like ours to uphold human rights, the rule of law, unity and cohesion.
- Enhancing collaboration between industry and training institutions. We should be able to narrow the distance between research, innovation and entrepreneurship.

c. What is Kenya Government's policy on education?

The 2010 constitution of Kenya recognizes that “every person has the right to education” (Article 43.1.f) and stipulates that “every child has the right to free and compulsory education” (Article 53.1.b).

The provision of education in Kenya is guided by among others, the following values and principles;

- The right of every child to free and compulsory and equitable basic education;
- Promotion of quality and relevance;
- imparting relevant knowledge, skills, attitudes and values to learners to foster the spirit and sense of patriotism, nationhood, unity of purpose, togetherness, and respect;
- Promotion of innovativeness, inventiveness, creativity, technology transfer and an entrepreneurial culture;
- Non-discrimination, encouragement and protection of the marginalized, persons with disabilities and those with special needs

d. What is Kenya doing to transform education?

- **Transforming access: Education for all;** In 2003, Government initiated the Free Primary Education Programme and in 2008 abolished tuition for public secondary schools. This policy has rapidly increased access to education and enhanced transition from primary to secondary school. TIVET Education has been subsidized and the Higher Education Loans Board offers education loans to all needy students seeking higher education.
- **Transforming Relevance: Education for Decent Work;** Increased public spending on technical education and training to **facilitate establishment of 290 TIVETS in each constituency**, recruitment of training instructors, and development of the new curriculum. The Government is implementing a **Competence-Based Education and Training (CBET)** curriculum which is expected to help churn flexible and responsive graduates who are able to learn, unlearn and relearn in order to adapt swiftly to transitions in the labor market.

- **Transforming Scope: Readyng the workforce for the future of work;** There is also deliberate investment in Science, Technology, Engineering and Mathematics (STEM) where the Government is facilitating the establishment of 102 Model Schools to grow a community of problem solvers and critical thinkers. These schools have introduced robotics science and teachers have been kitted to use EV 3 robotic kits for teaching and learning to enhance students' 21st Century skills. In addition the Ajira Digital programme is training the youth to exploit the virtual economy by capacitating them to undertake online work. Access to digital technology, information and skills is also being provided through the Youth Empowerment centers which will continue to support life-long learning by youth in the rural areas.

3. EDUCATION AND ICT

a. Why is ICT important in education?

All productive and service sectors will be disrupted by ICT. Our education system has to anticipate the shift in method and content, determine what level of skill our youth will need to identify, access and exploit opportunities in the present and the future, adapt teaching approaches and deploy very targeted hard skills development programmes combined with on-the-job training so that the young workers will have the capacity to harness the power of advanced technologies for their own benefit.

b. What is Kenya's blue print on embedding ICT in education?

In line with Kenya's Digital Economy Blueprint, the Government plans to produce highly skilled ICTs graduates having been trained in advanced digital skills in the following areas; Artificial intelligence (AI), Machine Learning, Robotics, Big data, Coding in relevant tools e.g. R, Python etc., Cyber security, the Internet of Things (IoT), and Mobile app development

Further, a National Curriculum that promotes ICT skills and values will be developed and deployed while harmonization of curriculum to industry requirements will be undertaken every 5 years. Digital literacy projects will also be increased including Internship and Apprenticeship Programs in advanced digital skills, Mentorship Opportunities in the area of advanced digital skills.

c. What has been achieved so far?

- Kenya was voted as the country with the Best Digital Life in Africa, by Expatriates living in Kenya and a study cites that Kenya as the most tech ready country to adopt Artificial Intelligence in Africa. These two recognitions point to the fact that Kenya is in the right path of being at the forefront of 4th Industrial Revolution.\
- Digital Literacy Programme .
- Presidential Digital Talent Program (PDTP)
- National Optic Fiber Backbone Infrastructure (NOFBI) which aims to enhance universal access to affordable ICTs countrywide
- Ajira Digital Project has provided 638,400 youth with continuous training and mentorship for the acquisition of skills to access digitally jobs locally and internationally.

4. EDUCATION AND VALUES

a. What values do we want our children to espouse?

As stipulated in Article 10(2) of our Constitution, values that bind ALL PERSONS, including our children are: Patriotism, national Unity, sharing and devolution of power, the rule of law, democracy and participation of the people, human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized, good governance, integrity, transparency accountability and sustainable development.

b. Why should we mainstream values in our education system?

The main reason of mainstreaming values in education is to help learners grow into responsible and ethical citizens; to help students develop knowledge, skills and attitudes that will enhance the acquisition of sound moral values necessary for them to grow up into self-disciplined, self-reliant and integrated citizens; and to provide learners with the appropriate knowledge base necessary in developing a values system which will guide them in dealing with the self, relating with their family and peer group, serving others, country and God and dealing with issues and problems posed by the environment.

c. What measure has Government put in place to mainstream values in Education?

The government is currently rolling out Competency Based Curriculum (CBC) with values as one of its critical pillars. The CBC is designed to emphasize the significance of developing skills and knowledge and application of competencies to real life situations. Its goal is to provide and promote values education at all levels of education for the development of the human person committed to the building of a just and human society and an independent and democratic nation. The Vision of this curriculum is to enable every Kenyan youth to become engaged, empowered and an ethical citizen.

d. What can religious organizations do to inculcate values in the Kenyan youth?

Through youth leadership strengthening programs, religious organizations are able to identify, develop and train youths with emphasis on values such as transparency, integrity, accountability, the rule of law, non-discrimination and protection of the marginalized among others. Religious organizations can also use role modeling and mentorship programs, outreach programs and volunteering/serving programs to inculcate values among the youth that will help them grow into responsible and ethical citizens. In addition, religious organizations inculcate values in the Kenyan youth by teaching them the truth, rebuking them when they go astray, correcting them when they go wrong, celebrating them when they do well and giving them instruction for right living so that every youth in their congregation is equipped and encouraged to do every kind of good deed.

5. EDUCATION AND TALENT DEVELOPMENT

a. Why is talent development crucial?

Commercialized talent is one of the areas with high potential to absorb thousands of youth into meaningful livelihoods. Globalization, new technology, and knowledge growth in today's societies call for creative and purposeful citizens who can combine excellence with ethics. Gifted students and professionals can create new ideas and products that can be used in the benefit of our society. This improves the social economic situation in the country by creating environments that encourage and sustain expression.

b. How does education advance talent development?

Education integrates knowledge, skills, attitudes, and values, which young people are required to have to exploit their God given talents. Creativity is emphasized in especially through co-curricular activities and in this way, their talents are identified and supported. Education institutions provide an excellent avenue to identify talents at an early stage and provide an ecosystem that enables their nurturing, monitoring, continuous growth and professionalization. The Competency Based Curriculum (CBC) emphasizes specific skills for each individual student and their unique abilities and places premium on extracurricular activities as well as practical exploration of abilities.

c. What are the current interventions geared towards developing youth talent?

The government has been nurturing the talents of our youth by establishing the following among other initiatives:

- Sports and Arts Fund
- Kenya National Theater
- Film Classification Board
- Policy on local content
- Magical Kenya Promoting Kenya as a destination for filming
- Youth Empowerment Centers supporting artist
- Studio Mashinani enhancing availability of accessible recording studios Talent Academies

d. What are the challenges and facing the talent sector and what plans are there to overcome them?

- Inadequate specialists in individual talent area to nurture youth to realize their full potential. Youth have been put in internships and apprentice programmes in both private and public sector for purposes of talent nurturing and gaining work experience.
- Inadequate talent centers to reach out to every youth in their localities. The government has increased and is still building and equipping vocational institutions to provide a variety of skills development for youth not only for work related purposes but to provide an avenue for talent development.
- The Competency Based Curriculum has kicked off in primary schools. It has the capacity to identify learner's specific talents early and hence nurturing. Pathways are provided in the curriculum where learners can specialize in their areas of talent in schools.

6. EDUCATION, INNOVATION AND ENTREPRENEURSHIP

a. What is the linkage between education, innovation and entrepreneurship?

Education institutions link students to industry and research on problems that need to be solved. The solutions emanating from these studies provide opportunity to build new businesses and consequently jobs and income for our young people. Industrial research and development is time-sensitive and driven by the need to create solutions that meet existing needs. Collaboration between learning institutions and the industry is also the only way to narrow the gap between what is demanded by employers and the supply of technical skills to ensure school grandaunts have desirable skills for the job market.

b. How is the current education system facilitating a vibrant innovation ecosystem?

- Competency Based Curriculum (CBC) and Competency Based Education Training (CBET) are geared towards realization of vibrant innovation
- Teaching of Science, Technology, Engineering and Mathematics (STEM) subjects in secondary schools spearheaded by Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) strengthen teachers pedagogical skills
- Science and engineering fairs have come a long way to realize a vibrant innovation. Youths are given opportunities to showcase their innovations where they win award. This is organized by secondary schools and also by National Commission for Science, Technology and Innovation (NACOSTI) where youth out school are also involved.

c. What is Government doing to promote innovation and entrepreneurship?

- Kenya Youth Employment and Opportunities Project (KYEOP) worth Kshs. 15 billion which aims to train and increase employment opportunities to over 280,000 youth aged between 18-29 with up to form 4 level of education. The Project also aims to create job opportunities through Innovation and entrepreneurship by providing startup grants and Job Specific Skills Training to enable youth to start new businesses.
- The White box project as a government innovation space, run by ICT Authority, where innovators can bring their ideas, for testing and checking viability of the same. Kshs 1 billion has been allocated to this initiative for the FY 2019/2010
- Constituency Digital Innovation Hubs to support entrepreneurs and access to free Wi-Fi in all the 290 constituencies countrywide. It will also enhance awareness and uptake of on-line platforms for employment and business opportunities.
- Affirmative funds Kshs. 34 Billion has been transferred to SME's providing support to close to 4.5 million beneficiaries across the country who have been enabled to set up and expand their businesses. This financial year Kshs 2.5 billion in affordable credit has been provided to be issued under the new Biashara Fund to youth, women and PWD owned SMEs.
- The Access to Government Procurement opportunities programme (AGPO) under which over Kshs 150 Billion worth of tenders have been accessed by women, youth and Persons Living with Disability.
- Ease of doing business initiatives including infrastructure, energy and cutting down of bureaucracy through Huduma Centers

7. THERE IS A LOT OF TALK ABOUT THE FUTURE OF WORK;

a. What is the Future of work?

When people talk about the future of work, they usually mean one of three things:

- The technological change: Fascination, and also fear of technological change. Today's interest in artificial intelligence, robotics, and automation which are technological subjects that have occupied our collective imagination.
- An increase in “gig” work (temporary positions, contract & independent workers for short-term engagements, flexible, freelance, people working remotely or from home - e.g. Uber, Airbnb).
- New policies that could address the gap between the modern realities of work and the existing social safety net (namely portable benefits and universal basic income). These are policies that will take into consideration modern realities.

b. What can young Kenyans do to take advantage of opportunities?

Certain jobs will not be required while others will emerge mostly related to knowledge creation and innovation. Young Kenyans can prepare themselves for these jobs. They include but not limited to Jobs that require;

- more **social and emotional skills** and more advanced cognitive capabilities, such as **logical reasoning and creativity**; - jobs that involve managing people.
- **Problem solving**, communication, listening, interpretation, and design
- **Data collection and processing**; jobs that include collecting, analyzing data and making conclusions like trends, consumer behavior, prediction of needs and markets etc.

c. What is the Government doing?

Government is starting conversations about how the world has changed and what graduates need to know and be able to do for civic and career contributions.

The Government is reforming the education system to focus on competencies that are required in the world of work. Training and education system are being reformed to place emphasis on innovation, entrepreneurship and risk-taking. The CBC and CBET are part of these reforms

Retaining focus in liberal education even as vocational skills training is enhanced. This is because Analytical thinking, multiple framing, and reflective exploration of meaning— along with practical reasoning and decision making are vital competencies. Students should be able to asks, “What do I really believe in? What kind of person do I want to be? What kind of world do I want? What am I prepared to contribute to that world?” and decide on the best course of action or inaction in a particular situation. Our education must go beyond vocational competence to instill a value system that will sustain the Kenya and world we want.

8. KENYA YOUTH DEVELOPMENT POLICY?

a. Why is it called the Kenya Youth “Development” Policy?

This Policy uses this term to align itself with the United Nations Development Programme (UNDP) perspective of Human Development which emphasizes the richness of human life and focuses on creating fair opportunities and choices for all people. The term Youth development therefore means improving the lives that the youth lead, giving them more freedom and opportunities to live the lives they value. It means developing the abilities of the youth and giving them a chance to use these abilities to flourish. The word therefore captures the spirit and philosophy behind the policy.

b. Is this the first youth policy in Kenya?

No. The first National Youth Policy was put in place in 2007 and was the basis for the defunct Kenya Youth Marshall Plan and interventions such as the Youth Enterprise Development Fund, Trees for Jobs and the Kenya Youth Empowerment Programme.

c. So what is new in this policy?

- The policy has defined to a great extent the target of the policy in light of the now common consensus that youth are not a homogeneous group. Their characteristics, needs and aspirations vary with age sets, social economic circumstances and so on.
- Critical players in the space that have hitherto not been formally recognized in policy such as Youth Workers and youth serving organizations have been defined. By so doing, the policy offers legitimacy and significance to the work they do.
- As is the case with many policies, the gap between intention and result is often narrowed or widened by the effectiveness of implementation approaches. Picking on lessons from the past decade in the sector, the policy has been intentional in defining HOW it will be implemented. The manner in which stakeholders will conduct the business of youth empowerment and how they will collaborate and coordinate their efforts is explicit in the policy.
- The policy is resolutely intentional about the importance of age disaggregated data, evidence basis to programmes and the continuous assessment of the impact of efforts.

d. Who was involved in the development of the policy? Were the youth involved?

Yes. The process of developing this Policy was inclusive. It involved the youth partners and stakeholders through consultative and participatory processes comprising of regional public participation forums, regional stakeholder validation forums, expert consultations, technical team forums, executive meetings, and technical services and professional facilitation by relevant Policy teams. youth and youth groups candidly shared their views during the public participation forums and written memorandums; youth serving groups and organizations not only provided views to enrich the Policy but also provided financial facilitation for their youth groups to attend the public participation forums.

e. What period does the Policy cover?

5 years: 2019 to 2024. If the circumstances and context at the time require it, the policy may be reviewed. If not, the policy may guide youth development work beyond the five years.

f. Why a new policy? What are the benefits?

The policy responds to emerging challenges on unemployment, underemployment, migration, mental health concerns, social ills, radicalization, diminishing value system meaningful engagement and environmental stress. The policy will enable Government to effectively address these and bring together all stakeholders on a set of agreed priorities. Youth being a resource that can be harnessed for the benefit of our country, this policy will consolidate youth targeted initiatives and thereby enhance their scope and impact.

g. Who is subject to the policy?

Government Ministries, Departments and Agencies, County Governments, Private sector, Development Partners, Faith Based Organizations (FBOs), Community Based Organizations (CBOs), Civil Society Organizations (CSOs), Non-Government Organizations (NGOs), Youth Serving Organizations (YSOs) and individuals. All of them are expected to a great extent to focus all their efforts and resources meant for the youth of Kenya to the 8 priority areas outlined in the policy for the next 5 years.

h. What areas does the policy prioritize and why?

The goal of the policy is to realize an Empowered youth population who are healthy, safe, competent, earning decent livelihoods, creative, innovative, patriotic, upholding ethical values, volunteering, participating in decision making and protecting the environment. In this regard the priorities of the policy are;

- **Health:** Realize a healthy and productive youth population;
- **Education and Training:** Build qualified and competent youth workforce for sustained social economic development (farming, manufacturing);
- **Livelihoods:** Create opportunities for youth to earn decent and sustainable livelihoods
- **Talent Development:** Develop youth talent, creativity and innovation for wealth creation;
- **Values:** Nurture value, moral, ethical generation of patriotic youth for transformative leadership,
- **Governance:** Effective civic participation and representation among the youth.
- **Security:** Promote a crime free, secure, peaceful and united Kenya where no young Kenyan is left behind; and
- **Environment:** Support youth engagement in environmental management for sustainable development.

i. Who will implement the policy?

The policy will be implemented by all stakeholders including state and non-state actors and the youth themselves. The roles of each have been set out in an implementation matrix annexed to the policy.

j. How will implementation be coordinated

The policy will be implemented in a coordinated manner. A coordination framework that sets out the place of each and every actor in the ecosystem of youth empowerment in Kenya has been developed.

k. Where can we find the policy document?: At www.psyg.go.ke

9. H.E PRESIDENT KENYATTA AS A GLOBAL LEADER FOR THE YOUNG PEOPLE'S AGENDA

a. What is the young people's agenda?

“The world gathers around the needs of children in the first decade of their lives. Let us do the same for their second decade.” UNICEF. This is the thrust of the agenda which underpins UN's renewed commitment to working with and for young people under a global effort dubbed the “**Generation Unlimited Partnership**”.

The agenda envisages “ **every young person is in school, learning, in training or in employment by 2030,**” while making sure that girls, the poorest, those with disabilities, young people on the move, and in situations of armed conflict are not left behind. It is characterized by 3 main priorities;

- **Secondary-age education:** Supporting adolescent boys and girls to complete primary and secondary education. Scaling up innovative and attractive alternatives like flexible schedules and technology to connect rural youth and second chance learners to education.
- **Skills for learning, employability and decent work:** Avail opportunities for young people to develop skills for learning, employability and active citizenship. Strengthen apprenticeships and internships, link education systems to job markets and support youth entrepreneurship.
- **Empowerment with a focus on Girls:** Support young men and women to build their own assets and agency. Scale up solutions that help young people especially young women to gain confidence and open doors to equal opportunities.

This partnership is being spearheaded by UNICEF in collaboration with Member States, UN agencies, the private sector, civil society organizations and youth organizations.

b. What does it mean that H.E is a global leader of this agenda?

During the 73rd United Nations General Assembly (UNGA) in September 2018, the President of Kenya H.E Uhuru Muigai Kenyatta was endorsed as a Global Champion of the young people's agenda as a member of the Generation Unlimited Global Leaders Group. The Generation Unlimited Partnership is governed by an ecosystem that comprises a large board, a leaders group including the UN SG, a champions group and a partnership forum. The initiative is supported by a secretariat that harnesses and coordinates the expertise of multiple around the world. His Excellency is one of the leaders of the initiative and is expected to use his influence to open opportunities, advocate for Generation Unlimited and mobilize resources.

c. What is H.E President Kenyatta's commitment on education ?

His Excellency's commitment is **"To transform education and training for the 21st century"** as follows;

- Work towards 100% primary to secondary transition by providing free public primary and day secondary schooling;
- Double funds available under the Higher Education Loans Board to provide loans and bursaries for TVET and University Students;
- Improving the quality and quantity of middle level workforce by aligning the curriculum with the needs of the Industry;
- Establishing formal linkages with the private sector, academia and Government;
- Establishing centers of excellence to tap into the talent pool of our young people

d. How far along are we with these commitments?

- 25% of national budget committed to the Education sector
- Transition now stands at an national average of above 90%.
- The Higher Education Loans Board budget has increased to Kshs 15 billion in 2019/2020 and loans will be availed to 124,000 TVET students and 253,000 University students.
- The Competency Based Curriculum (CBC) for primary education and the Competency Based Education and Training for TVETs have been rolled out.
- The Permanent Working Group on TVET and other similar platforms are creating necessary linkages between academia, industry and Government.
- Created 102 STEM centers of excellence in public secondary schools and introduced robotics science as well as trained teachers in the use of EV 3 robotic kits to ensure that our young people acquire skills relevant to future jobs.
- Increased support to specific youth employment and empowerment programmes including National youth Service (NYS), Enterprise development affirmative funds, Access to Government Procurement Opportunities (AGPO), Ajira /digital training platforms that link youth to digital and online jobs, among other initiatives.