



**REPUBLIC OF KENYA**  
**THE NATIONAL TREASURY AND ECONOMIC PLANNING**  
**STATE DEPARTMENT FOR ECONOMIC PLANNING**

**SPEECH BY**

**PRINCIPAL SECRETARY, STATE DEPARTMENT FOR ECONOMIC PLANNING**

**MR. JAMES MUHATI, CBS**

**DELIVERED DURING**

**THE 71<sup>ST</sup> GRADUATION CEREMONY OF THE ST. AUGUSTINE TEACHERS  
TRAINING COLLEGE, EREGI HELD ON FRIDAY 21<sup>ST</sup> FEBRUARY 2025**

**FEBRUARY 2025**

**The County Commissioner, Kakamega County;**

**Hon. Benard M. Shinali, Area Member of Parliament, Ikolomani Constituency;**

**Mr. Jared O. Obiero, Regional Director of Education Western;**

**Mr. Joseph Odour Mugele, TSC Regional Director Western;**

**Madam Hellen Nyangáu, County Director of Education, Kakamega County;**

**Mr. Wilson Koros, TSC County Director Kakamega County;**

**All the Officials from National and County Government;**

**The Chairman and the members of the Board of Management;**

**The Sponsor;**

**Teaching and Non-teaching Staff;**

**Parents and Guardians;**

**Graduands**

**Teacher Trainees;**

**Distinguished Guests;**

**Ladies and Gentlemen**

**Good morning**

It is an honor and privilege for me to be here today to commemorate the 71<sup>st</sup> graduation ceremony of the St. Augustine Teachers Training College Eregi. Allow me to begin my speech by congratulating all the three hundred and eighty-eight (388) Teacher trainee graduates who have successfully completed the required academic rigor culminating to receiving a diploma or certificate in Primary Teacher Education or Early Childhood Development Education.

This occasion is very important to the graduates, and its success was made possible by the collaborative effort of numerous stakeholders. To this end, I

acknowledge with appreciation the support accorded to the graduands by parents/guardians, the Teacher Educators, and the entire education fraternity.

### **Ladies and Gentlemen**

The importance of education can not be overstated. Education is the great equalizer, transcending barriers of race, class, and gender. It provides the tools necessary for individuals to break free from the shackles of poverty and inequality. Education serves as a catalyst for personal growth and development, fostering creativity, critical thinking, and problem-solving skills, hence empowering individuals to navigate the complexities of the contemporary world. Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world."

The long-term goal therefore, for the education sector under the Kenya Vision 2030, is to have "globally competitive quality education, training and research for sustainable development" by 2030. Towards this, the Government has been keen on investing in people through provision of quality and affordable health care and education and training so as to develop the country's human capital in an inclusive and sustainable manner.

The Kenyan Government is also committed to achieving: **the Sustainable Development Goals (SDGs)** in particular **Goal 4**, which places a strong emphasis on providing inclusive and equitable, high-quality education and training for lifelong learning opportunities for all; and **the African Union Agenda 2063 - "the Africa we Want"** which seeks to have well educated citizens and skills revolution underpinned by Science, Technology and Innovation.

## **Ladies and Gentlemen**

Accordingly, in order to enhance access, equity, inclusion, and the quality of education and training, the Ministry of Education has developed policies, plans, and programs crucial for the attainment of SDGs No. 4 Targets and the African Union Agenda 2063. Kenya has been devoted to equipping teachers with the requisite knowledge and skills, capable of embracing learner-centered approaches to teaching and nurturing each student's potential in the classroom.

The National Education Sector Strategic Plan (2023-2027), which spells out policy priorities, programmes and strategies for the education sector over the next five years, calls for retooling of all teacher educators for effective implementation of the Competency Based Teacher Education (CBTE) curriculum. The CBTE curriculum was adopted in Kenya in the year 2021 and is currently being implemented in all Teacher Training Colleges to ensure quality and relevance in training and learning.

Implementing the CBTE curriculum also guarantees alignment to the demands of the 21<sup>st</sup> Century, the aspirations of the Kenya Constitution 2010 and the Kenya Vision 2030. The varied and inclusive range of learning areas and co-curricular activities offered to the graduands under CBTE provides an opportunity for the development of reflective teachers capable of identifying and utilizing opportunities to implement curricula in different learning contexts.

## **Ladies and Gentlemen**

The Government has taken deliberate steps in ensuring education sector policy decisions are supported by up to date quality statistics. For example, last year, the State Department for Economic Planning, which is in charge of statistics

management in the country, in collaboration with the Ministry of Education and other stakeholders launched and implemented the 2024 School Census.

The School Census was undertaken across the 47 counties and targeted all basic learning institutions including: pre-primary; primary; junior school; secondary schools; and public and private institutions (including international schools and special schools).

The School Census aimed at obtaining up to date quality statistics to inform evidence-based: decision-making; education planning; policy formulation; resource allocation and international reporting and comparisons.

The data collected will be used to validate information obtained through the NEMIS, and measure achievements towards various national, regional and international education targets.

### **Ladies and Gentlemen**

This training institution has continuously shaped the careers of many Teacher trainees since its establishment in 1949. The government has continuously provided grants to all public Teacher Training Colleges for Recurrent and Development expenditures. In the Financial Year 2022/2023 to 2024/2025 the Ministry disbursed a total Recurrent grant of Thirty-Three Million, Seven Hundred and Forty-Seven Thousand, One Hundred and Sixty-Three Shillings (KSh. 33, 747,163.00) to this college.

I call upon the Board of Management to continue collaborating with willing partners, such as National Government Constituencies Development Fund (NG-CDF) of this area, the County Government and other well-wishers to enhance

the infrastructure development of this institution. The board is further encouraged to explore Income Generating Activities that can be used to generate more funds towards key priority areas of the institution to complement government funding.

Notwithstanding the above, upholding internal controls and ensuring timely financial reporting using the approved International Public Sector Accounting Standards (IPSAS) financial reporting system is essential. The oversight role of the board is also critical in ensuring prudent financial management for effective and efficient implementation of the institutional mandate.

### **Ladies and Gentlemen**

The Ministry of Education has been collaborating with development partners such as the World Bank and Safaricom Foundation. Under the World Bank, through the Kenya Primary Education Equity in Learning (KPEEL) programme, Teacher Educators have been retooled to align with: the Competency Based Teacher Education; Competency Based Assessment; and ICT integration in training and learning.

The programme has strengthened functional linkages between the Teacher training colleges and three linked practicum schools to enhance practical experience in school and classroom management. Further, through the programme, functional ICT-enabled learning resource centers (I-hubs) have been established by equipping thirty-five (35) Public Teacher Training Colleges with modern ICTs.

Under the Safaricom Foundation ICT intervention phase one, ICT laboratories were constructed and equipped in two colleges while renovation and equipping

was done in six colleges. Phase two of the programme schedules to undertake an ICT needs analysis for every college as well as construct and equip ICT laboratories in more than eight (8) colleges.

The government plan to digitalize all services has necessitated the Ministry of Education, through the Kenya National Examination Council (KNEC) to conduct an E-assessment in Teacher training colleges which commenced, with a pilot study, in April 2023. It is believed that these ongoing interventions in ICT and the E-assessment will greatly enhance education outcomes in the Teacher Training Colleges.

**To our Esteemed Graduands,**

As you go into the classroom practice, I would urge you to use as many diverse learning approaches as the different abilities of the learners until you nurture each learner's potential. Remember to utilize the acquired competencies to enhance your classroom practice as a reflective, ethical and professional teacher.

Adopt, embrace and implement the current education reforms and familiarize yourselves with the key legal and policy documents in the education sector which include:

- a) the Basic Education Act 2013;
- b) the TSC Act 2012;
- c) the TSC Code of Regulations for teachers;
- d) the Kenya Constitution 2010;
- e) the Children Act 2001;
- f) the Basic Education Curriculum Framework 2018; and
- g) the National Education Sector Strategic Plan (2023-2027).

**Ladies and Gentlemen,**

In conclusion, I extend my gratitude to the Board of Management of the St. Augustine Teachers Training College Eregi for providing leadership to the institution. I express my appreciation to everyone who has made this graduation ceremony successful and more so the sponsor, the college management, staff, parents, guardians, relatives, and friends who have attended and participated in this occasion.

Once again, I would like to extend my congratulations to all the graduands and wish you success as you embark on your professional journey

**Thank you, and May God bless you all.**