

REPUBLIC OF KENYA



PARLIAMENT

THE SENATE

TWELFTH PARLIAMENT (SIXTH SESSION)

THE STANDING COMMITTEE

ON

EDUCATION

REPORT ON THE PETITION CONCERNING THE INTRODUCTION OF
CHESS GAME IN THE SCHOOL CURRICULUM AS A TOOL FOR
EDUCATION AND PROMOTION OF GOOD HEALTH

Approved
[Signature]

27/4/2022

DC-EG

Recommended or Forwarded for Approval

26/04/2022

Clerk's Chambers,
Parliament Buildings,
P. O. Box 41842-00100,
NAIROBI

April, 2022

At. Hon. Speaker
You may approve for
tabling
2002
26/04/22



TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS.....	iii
PREFACE	iv
Mandate of the Committee.....	iv
Membership of the Committee.....	iv
EXECUTIVE SUMMARY	5
CHAPTER ONE.....	9
1. INTRODUCTION	9
CHAPTER TWO	10
2. STAKEHOLDER SUBMISSIONS.....	10
2.1. Submission by the Petitioners	10
2.2. Meeting with the Teachers Service Commission (TSC)	12
2.3. Meeting with the Kenya Institute of Curriculum Development (KICD)	13
2.4. Meeting with the Ministry of Education (MoE)	13
CHAPTER THREE	15
3. CHESS CLASSES IN EDUCATION SYSTEMS	15
3.1. Select Case Studies	16
CHAPTER FOUR.....	19
4. CONCLUSION AND RECOMMENDATION	19
4.1. Committee Recommendations	19
LIST OF ANNEXURES	20

ABBREVIATIONS AND ACRONYMS

BECF	- Basic Education Curriculum Framework
CBC	- Competence Based Curriculum
CEMASTE	- Centre for Mathematics, Science and Technology
ECDE	- Early Childhood Development Education
ECE	- Early Childhood Education
KICD	- Kenya Institute of Curriculum Development
MoE	- Ministry of Education
TSC	- Teachers Service Commission

PREFACE

The Standing Committee on Education is established under standing order 218(3) of the Senate Standing Orders. The Committee is mandated to consider all matters related to education and training.

Mandate of the Committee

Pursuant to the provisions of the Second Schedule of the Senate Standing Orders, the Standing Committee on Education is mandated to consider all matters relating to education and training.

1. Build capacity of Committee members to undertake their roles in line with Article 96 of the Constitution;
2. Develop and facilitate the development of legal frameworks, policies and guidelines in the Education Sector;
3. Provide oversight for the education sector;
4. Facilitate budgetary resources toward the education sector; and
5. Any matter that relates to education and training.

Membership of the Committee

- | | |
|--|---------------------------|
| 1. Sen. (Dr.) Alice C. Milgo, MP | - Chairperson |
| 2. Sen. (Dr.) Agnes P. Zani, CBS, MP | - Vice-Chairperson |
| 3. Sen. Fred Outa, CBS, MP | - Member |
| 4. Sen. Mwangi Githiomi, MP | - Member |
| 5. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 6. Sen. (Prof.) Imana Malachi Ekal | - Member |
| 7. Sen. Seneta Mary Yiane, MP | - Member |
| 8. Sen. Falhada Dekow, MP | - Member |
| 9. Sen. (Dr.) Gertrude Musuruve, MP | - Member |

EXECUTIVE SUMMARY

Mr. Speaker Sir,

The petition concerning the introduction of chess game in school curriculum as a tool for education and promotion of good health was reported by the Speaker of the Senate on November 3rd, 2021.

Mr. Speaker Sir,

The salient issues raised in the petition are that-

- 1) chess is a universal game that promotes key intellectual skills such as problem solving, evaluation, critical thinking and planning and plays a natural adjunct in terms of mathematical and physical science achievements;
- 2) chess involves intense intellectual challenge which contributes to improved memory and attention span ability. It may also help reduce cognitive decline and postpone the effect of dementia for older persons;
- 3) chess is considered as a co-curricular and extra activity in the both the 8-4-4 and the new Competence Based Curriculum (CBC) education systems;
- 4) in 2016, Chess Kenya submitted a memorandum to the Kenya Institute of Curriculum Development with the aim of including chess education into the education curriculum.

Mr. Speaker Sir,

The petitioners prayed that the Senate intervenes in the matter with a view to recommend-

- a) implementation of chess as a core and/or as an elective subject in the new CBC;
- b) budgetary allocation to support chess in schools and other institutions of learning;
- c) recognition of chess in the Ministry of Education calendar for sports and co-curricular activities;
- d) establishment of a Chess and Mathematics Foundation to empower learners to perform better in mathematics.

Mr. Speaker Sir,

In this regard, the Committee resolved to invite the petitioners; Mr. Fred Sagwe, a teacher from Mombasa County and the officials of Chess Kenya Federation, the Ministry of Education (MoE), the Kenya Institute of Curriculum Development (KICD) and the Teachers Service Commission (TSC) to a meeting to deliberate on the issues raised in the petition.

Mr. Speaker Sir,

During the deliberations on the issues raised in the petition, the Committee facilitated a collaborative framework between the Chess Kenya Federation and the Kenya Institute for Curriculum Development.

Honourable Speaker, following extensive deliberations with the aforementioned stakeholders, the Committee observes that-

- a) chess is a universal game that promotes key intellectual skills such as problem solving, evaluation, critical thinking and planning. Integrating chess into the educational curriculum extend far beyond academic capabilities; it allows transfer of cognitive abilities and contributes to the development of scientific reasoning skills and values;
- b) playing and training chess has been considered an important learning tool in education leading to some institutions to incorporate it into their school extra-curricular activities. However, Chess is yet to be included in the Ministry of Education Calendar of Sports and Co-curricular activities due to budgetary constraints; and
- c) the Competence Based Curriculum (CBC) has provided for arts and sports and there is physical and health education. At the pre-primary level it is called creative education, while at the primary level and junior secondary, it is called physical education. The curriculum through this pathway provides an opportunity for learners to access a series of games which include indoor games.

Mr. Speaker Sir,

Based on these observations, the Committee therefore **recommends** that-

1. chess should be introduced as an extra-curricular activity and be offered throughout all the school levels;
2. Chess Kenya Federation should continuously engage all stakeholders to mobilize resources for the development and popularization of the game;
3. Chess Kenya Federation should leverage on the collaborative engagement established during processing of this petition and seek modalities of popularizing the game; and
4. the petitioners should continue engagements with the Ministry of Education and the Kenya Institute of Curriculum Development and explore modalities on how chess can be incorporated to assist learners.

Mr. Speaker, on behalf of the Standing Committee on Education, I wish to sincerely thank Mr. Fred Sagwe and his fellow petitioners, Chess Kenya Federation, the Ministry of Education, the Teachers Service Commission (TSC) and the Kenya Institute of Curriculum Development (KICD) for their input and submissions during the consideration of this petition.

Mr. Speaker Sir,

As I conclude, I wish to take this opportunity to thank all the Members of the Committee for their immense contribution during the consideration of the petition and subsequent production of this report.

The Committee wishes to thank the Offices of the Speaker and the Clerk of the Senate for the immense support extended to it in the conduct and execution of its mandate.

Mr. Speaker Sir,

It is my pleasant duty, on behalf of the Standing Committee on Education, pursuant to standing order 232 (2), to present a Report of the Standing Committee on Education on the consideration of the petition concerning the introduction of chess game in the school curriculum as a toll for education and promotion of good health.

I thank you



Signed.....

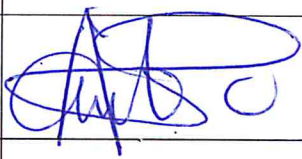

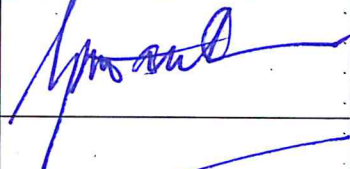
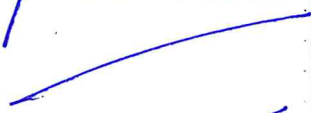
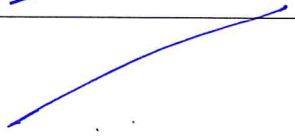
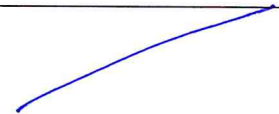
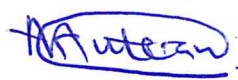

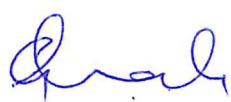
.... Date.....21/04/2022

SEN. (DR.) ALICE C. MILGO, MP
CHAIRPERSON, STANDING COMMITTEE ON EDUCATION

ADOPTION OF REPORT LIST

STANDING COMMITTEE ON EDUCATION

AGENDA: CONSIDERATION AND ADOPTION OF THE COMMITTEE
REPORT ON THE PETITION CONCERNING INTRODUCTION OF THE
CHESS GAME

NO.	NAME	DESIGNATION	SIGNATURE
1	Sen. Dr. Alice Milgo, MP	Chairperson	
2	Sen. (Dr.) Agnes Zani, CBS, MP	Vice-Chairperson	
3	Sen. Mwangi Paul Githiomi, MP	Member	
4	Sen. Fred Outa, MP	Member	
5	Sen. (Prof) Malachi Ekal, MP	Member	
6	Sen. (Prof) Kithure Kindiki, MP	Member	
7	Sen. Mary Seneta, MP	Member	
8	Sen. Falhada Dekow, MP	Member	
9	Sen. (Dr.) Getrude Musuruve, MP	Member	

1. The first part of the assignment is to write a program that

calculates the area of a rectangle. The program should take the length and width of the rectangle as input and output the area.

2. The second part of the assignment is to write a program that

calculates the perimeter of a rectangle. The program should take the length and width of the rectangle as input and output the perimeter.

3. The third part of the assignment is to write a program that

calculates the area of a circle. The program should take the radius of the circle as input and output the area.

4. The fourth part of the assignment is to write a program that

calculates the perimeter of a circle. The program should take the radius of the circle as input and output the perimeter.

5. The fifth part of the assignment is to write a program that

calculates the area of a triangle. The program should take the base and height of the triangle as input and output the area.

6. The sixth part of the assignment is to write a program that

calculates the perimeter of a triangle. The program should take the base and height of the triangle as input and output the perimeter.

CHAPTER ONE

1. INTRODUCTION

1. On November 3rd, 2021, the Speaker of the Senate reported a petition by Mr. Fred Sagwe and other residents of Mombasa County concerning the introduction of chess game in the school curriculum as a tool for education and promotion of good health.
2. The salient issues raised in the petition are that:
 - a. chess is a universal game that promotes key intellectual skills such as problem solving, evaluation, critical thinking and planning and also plays a natural adjunct in terms of mathematical achievements and physical science;
 - b. chess involves intense intellectual challenge which contributes to improved memory and attention span ability. Chess may also help reduce cognitive decline and postpone the effect of dementia for older persons;
 - c. chess is considered as a co-curricular and extra activity in the both the 8-4-4 and the new Competence Based Curriculum (CBC) education systems; and
 - d. in 2016, Chess Kenya submitted a memorandum to the Kenya Institute of Curriculum Development with the aim of including chess education into the education curriculum.
3. The petitioners prayed that the Senate intervenes in the matter with a view to recommend-
 - a. implementation of chess as a core and/or as an elective subject in the new CBC;
 - b. budgetary allocation to support chess in schools and other institutions of learning;
 - c. recognition of chess in the Ministry of Education calendar for sports and co-curricular activities;
 - d. establishment of a Chess and Mathematics Foundation to empower learners to perform better in mathematics.
4. The Committee invited the petitioners to provide further information and clarifications on issues raised in the petition and thereafter resolved to invite the following stakeholders to a consultative meeting to deliberate on the matter-
 - a. the Ministry of Education (MoE);
 - b. the Kenya Institute for Curriculum Development (KICD) and
 - c. the Teachers Service Commission (TSC).

CHAPTER TWO

2. STAKEHOLDER SUBMISSIONS

2.1. Submission by the Petitioners

5. The Committee held a meeting with the petitioner, Mr. Fred Sagwe, a teacher from Mombasa County on 17th February, 2022. Mr. Sagwe was accompanied by Mr. Benard Wanjala, the President Chess Kenya Federation, Mr. Gilbert Wandera, the Treasurer Chess Kenya Federation and Mr. Githinji Hinga, the Former President Chess Kenya Federation.
6. The petitioners informed the Committee that-
 - a. Chess is a universal game that promotes key intellectual skills such as problem solving, evaluation, critical thinking and planning. It has a substantial positive effect and plays a natural adjunct in terms of mathematical achievement, engineering and physical science;
 - b. Chess involves intense intellectual challenge, which contributes to improved memory and attention span ability for young players. Additionally, Researchers have found evidence that chess may help reduce cognitive decline and postpone the effects of dementia for older persons;
 - c. Chess is considered as a co-curricular and an extra activity in the both the 8-4-4 education system, and the CBC;
 - d. In 2016, Chess Kenya submitted a memorandum to the Kenya Institute of Curriculum Development (KICD), requesting inclusion of Chess education into the education curriculum.
 - e. KICD informed them that they were engaging the Ministry of Education to include Chess in the calendar of activities for sports and co-curricular activities. Additionally, the KICD had engaged the Teachers Service Commission (TSC), to create a Teacher Chess Champions in education centers. However, all these efforts have not been fruitful and;
 - f. the European Parliament has expressed favourable opinion on using chess courses in schools as an educational tool and the Spanish Parliament has already approved the implementation of Chess course as part of its curriculum.

7. The petitioners prayed that the Senate intervenes in this matter with a view to recommend:
 - a. the implementation of Chess as a core and/or an elective subject in the new CBC;
 - b. for budgetary allocation to support Chess in schools and other institutions of learning;
 - c. for the recognition of Chess in the Ministry of Education Calendar for Sports and Co-Curricular Activities; and
 - d. for the establishment of a Chess and Mathematics Foundation to empower learners to perform better in mathematics.
8. The Committee was informed that through assistance from well-wishers, Chess Kenya Federation had procured at least 5000 chess boards and in conjunction with the Kenya Sports Academy they had distributed them to about 200 schools countrywide and that virtually all national schools play chess actively currently.
9. The petitioners informed the Committee that there are over one hundred (100) teachers who are trained in Chess Kenya Foundation and over twenty (20) of them have international certification from International Chess Federation.
10. The Committee was further informed that from 2015, Chess Kenya Federation has been holding annual events that have been attracting about 1,000 students. In 2018, at least 962 learners participated in the national championship and in 2019 they doubled to 1620 learners and indicator that the game is growing tremendously within the entire country;
11. However, efforts to introduce chess throughout the country has been hampered by limited capacity and resources since education institutions do not have a structured budget for chess. Majority of the school teachers argue that Chess is not an organized game and usually refer the Chess Kenya Federation officials to the MoE and KICD particularly because Chess is not in the sports calendar like other indoor games.
12. Further, no teacher training college in the country offers the subject but internationally there are universities offering chess as a course of study and a curriculum and pedagogy beginning from Early Childhood Education to University exist.

2.2. Meeting with the Teachers Service Commission (TSC)

13. The Committee invited the Teachers Service Commission (TSC) to a consultative meeting to deliberate on the issues raised in the petition 24th March, 2022. The TSC was represented in the meeting by Dr. Reuben Nthamburi, the Director, Quality Assurance and Standards and Mr. Cavin Anyuor, the Director, Legal, Labour and Industrial Relations.
14. The TSC informed the Committee that the provisions of Article 237 of the Constitution does not extend the mandate of the TSC to the introduction and incorporation of various subjects into the curriculum. The mandate to introduce subjects is vested in the Kenya Institute of Curriculum Development and the Ministry of Education.
15. The Competence Based Curriculum (CBC) which the TSC is currently implementing has Physical Education and Sports as a key compulsory subject at Junior Secondary. In Senior Secondary, the Arts and Sports Science pathways has a strand called sports which has different sports including indoor games.
16. The TSC informed the Committee that it does not have direct legal mandate over the subject matter under deliberation. However, they have a duty to provide teachers to implement the education curriculum approved by the Government.
17. The TSC posts Physical Education (PE) teachers to all the schools in the country and the PE is compulsory to all learners. These PE teachers are supposed to teach learners indoor activities because they will be assessed in the new CBC. As such Chess should also be incorporated and teachers with more knowledge can be utilized as trainers of trainers and master trainers to amplify the capacity of other PE teachers.
18. The TSC advised that Chess Kenya Federation should seek an approval from the Commission whenever they want to undertake training of the teachers in order to establish if the training is answering to Teacher Professional Development.

2.3. Meeting with the Kenya Institute of Curriculum Development (KICD)

19. The Committee invited the Kenya Institute of Curriculum Development (KICD) to a consultative meeting to deliberate on the issues raised in the petition 24th March, 2022. The KICD was represented by Prof. Charles Ong'ondo, the Chief Executive Officer.
20. The Committee was informed that KICD is mandated to develop curriculum and curriculum support materials for all levels of education except the universities. At the moment the country is implementing two curricula; the 8-4-4 and the CBC.
21. The CBC has provided for arts and sports and there is physical and health education; at the pre-primary level it is called creative education, while at the primary level and junior secondary, it is called physical education. The curriculum provides an opportunity for learners to access a series of games which include indoor games such as Chess, Scrabble and other indoor games.
22. Teachers of the Physical Education (PE) are trained broadly in all games and have the capacity to facilitate learner engagement in different indoor games. Different learners will prefer certain games and their choices are influenced by the context in which they live.
23. KICD informed the Committee that they all stakeholders are free to engage with them including the Chess Kenya Federation and the petitioners on any innovative issues that would assist in development of curriculum and curriculum support materials.

2.4. Meeting with the Ministry of Education (MoE)

24. The Committee invited the Cabinet Secretary, Ministry of Education to a consultative meeting to deliberate on the issues raised in the petition 24th March, 2022. However, the MoE wrote a letter to the Committee regretting that they could not be able to attend the meeting in light of the national examinations that required the focus of the entire ministry.
-

25. Nonetheless, the MoE sent written submissions and informed the Committee that they are not in a position to implement Chess as a core and/or an elective subject in Competence Based Curriculum since it is not among the approved subjects being taught in the new curriculum.
26. The Committee was informed that any requests for approval of subjects into the Basic Education Curriculum should be forwarded to the Kenya Institute of Curriculum Development (KICD) which has the statutory mandate to consider the applications.
27. The Committee was further informed that the MoE does not have budgetary and other resource requirements to support the implementation and support of Chess in schools and other institutions or learning. Such support is only channeled towards the subjects that have been processed and approved by the KICD to be included in the curriculum.
28. The MoE informed the Committee that Chess is among several other co-curricular activities that are yet to be included in the Ministry's Calendar of Sports and Co-curricular activities. This is mainly due to budgetary constraints. However, the MoE is open to engagement with stakeholders on Chess with a view to exploring the way forward.
29. The Committee was further informed that the MoE has engaged the Centre for Mathematics, Science and Technology (CEMASTE) to build capacity in the areas of Mathematics and STEM. Proposals on how Chess can be incorporated to empower learners to perform better in mathematics can therefore be channeled to CEMASTE instead of establishing a Chess and Mathematics Foundation.

CHAPTER THREE

3. CHESS CLASSES IN EDUCATION SYSTEMS

30. Having analyzed the available literature and evidence submitted by the petitioners, the Committee observes that integrating chess as an educational tool, a curriculum subject with its own school time or as a transversal and interdisciplinary tool integrated into other curricular subjects allows the transfer of cognitive abilities to learners.
31. Chess classes can contribute to the development of scientific reasoning skills and values such as patience, self-control, respect, self-esteem, decision-making and sportsmanship.
32. Implementations and pedagogical approaches vary, but they typically involve at least one of the following:
 - a. connecting chess to an area of the education curriculum, allowing teachers to engage student interest and encouraging critical thinking in and beyond the classroom; or
 - b. a focus on developing skills that are transferable from chess to other domains like math, literature, science, and engineering.
33. Chess allows learners self-regulate their learning and reach specific objectives¹. children learn how to concentrate, think ahead, solve complex problems and make difficult decisions. It cultivates a high level of non-specific skills and studies have reported that teaching chess yields benefits particularly in children's math² and reading comprehension scores³.
34. Through chess, students improve their general learning skills, learn important social and interactive skills, and an important array of intellectual skills. Indeed, many countries have officially recognized the value of learning chess and have integrated chess into the curriculum.

¹ Welmeyer M, Palmer S, Agran M, Mithaug D, Martin J. (2000) Instruction students to become causal agents in their lives: the self-determining learning model of instruction exceptional children.

² Rosholm M, Mikkelsen MB, Gumede K. (2017) Your move: the effect of chess on mathematics test scores.

³ DuCette J. (2009) An Evaluation of the Chess Challenge Program of ASAP/After school Activities Partnerships.

35. A multi-year study across the state of **Alabama** in the **United States** conducted by researchers at Tennessee Tech and the University of Alabama in conjunction with the Alabama Chess in Schools found that chess instruction may improve student performance⁴.

3.1. Select Case Studies

European Union (EU)

36. In 2012, the European Parliament made a declaration about introducing the Chess in Schools (CiS) program in the education systems of European Union member states. The declaration called on the European Commission and member states to encourage inclusion of the program in the member states' education systems, and called on the European Commission to provide the necessary funding⁵.
37. In 2016, the European Parliament Committee on Culture and Education discussed a budget document which included a proposal to allocate €150,000 to fund a pilot for the chess in school program. Further, in 2018, €50,000 was granted to a two-year project called "Black and White Sport: Chess" which conducted a pilot in several schools in Italy, Spain, Latvia and Portugal⁶.

Spain

38. The Parliament of Spain approved a non-legislative proposal on the implementation and promotion of the study of chess in schools and public places as a sport in 2015⁷. The proposal meant to actualize the 2012 European Parliament recommendation.
39. The current estimates suggest that chess programs have been instituted in over 1,000 schools while thousands of other schools offer chess classes as supplementary enrichment.

⁴ Teaching with Chess: Exploring the Relationship between Chess and Student Learning Outcomes (2019)

⁵ Declaration of the programme 'Chess in School' in the educational systems of the European Union)2013/C 251 E/24

⁶ Erasmus+, "Black and White Sport: Chess,"

⁷Congress of Deputies, "Non-legislative Proposal on The Implementation and Promotion of the Study of Chess,"

Poland

40. The Polish Chess Federation operates a project in elementary schools in Poland that teaches chess to pupils in grades 1-3. The schools join the program voluntarily and are required to allocate at least one classroom where pupils take chess classes one hour a week for two years. Chess classes are taught by teachers who undergo a 72-hour training course, which is part of the program.

Armenia

41. Chess became mandatory academic (not sport) subject in all elementary schools in Armenia in 2011. The three-year programme started with year 2 and was rolled out over the following years to extend to years 3 and 4. The subject is taught two hours a week over the course of the school year⁸.
42. In 2012/2013 chess became a subject in the Faculty of Primary Education at the Armenian State Pedagogical University and has developed into a 4-year Bachelor degree programme.
43. In 2015, the Chess Education Research Centre (CERC) was founded at the Armenian State Pedagogical University in order to continue and expand the research in the directions of methodology, psychology and sociology.
44. In 2018, the CERC became the Chess Scientific Research Institute (CSRI) with full-time researchers whose research is on materials, teaching methodologies and efficiency, teacher training, working with pre-school children and new models for distance learning.

United Kingdom

45. Chess is taught in state primary schools in the United Kingdom as part of the enrichment studies by third-sector entities seeking to promote this subject.
46. For instance, the Chess in Schools and Communities organization runs chess programs in some 300 schools where tens of thousands of students are taught chess through a 30-week long curriculum.

⁸ LDM BRI(2011)110223 REV1 EN.pdf (europa.eu) (Chess teaching in Schools in the European Union)

France

47. Chess is taught in France in elementary schools and high schools. A framework agreement between the French Chess Federation and the country's Ministry of Education, which is renewed every three years, codifies the cooperation between the two bodies to promote and develop chess in schools by training teachers, providing access to pedagogical resources, organizing competitions and supervising and overseeing the various programs and the achievements in this field⁹.
48. There are also various initiatives on the regional level to promote chess in schools through supplementary enrichment programs.
49. In France, chess has been defined a high-level sport since 2000. Students competing in high-level sports can incorporate their sports activities into their studies and even take a matriculation exam in sports in their discipline of choice¹⁰.

Israel

50. Chess is not taught in the Israel education system as part of the formal curriculum. However, it is taught mostly in kindergartens and lower grades in elementary schools, as an enrichment class within supplementary study programs.
51. According to Israel Chess Federation, over a hundred thousand (100,000) children and teenagers in kindergartens and schools currently study chess in informal frameworks as part of their studies¹¹. These chess classes are operated by both public and private entities¹².
52. Nonetheless, in meetings held in 2010 and 2012 honouring chess player Boris Gelfand to celebrate his Chess World Cup and second place finish in the World Chess Championship respectively, parliamentary committees called on the Ministry of Education to introduce chess as an elective subject in Israel schools^{13,14}

⁹ "Framework agreement between the French Chess Federation and Ministry of Education,"

¹⁰ In 2017, for the first time ever, two students in France took a matriculation exam in chess as a high-level sport owing to their achievements in chess tournaments. The oral exam included the history of chess as well as specific strategic moves

¹¹ Sivan Hadad, Vice President (operations) Israel Chess Federation, May 2018.

¹² These include: Karev Program for Education Involvement funded by the Ministry of Education and local authorities, Mifal Hapais (the Israel State Lottery) in association with Israel Chess Federation and the Alterman Chess Company

¹³ Protocol No. 250 of the Knesset Committee on Immigration, Absorption and Diaspora Affairs meeting, 6 June 2012

CHAPTER FOUR

4. CONCLUSION AND RECOMMENDATION

53. During the consideration of this petition, the Committee facilitated a collaborative engagement between the petitioners, Chess Kenya Federation, the Kenya Institute for Curriculum Development (KICD) and the Teachers Service Commission (TSC). The Committee undertakes to hold continuous engagement with all the stakeholders on this particular issue and other similar matters.

4.1. Committee Recommendations

- 1) ***On the Prayer that the implementation of Chess as a core and/or an elective subject in the new CBC;*** the Committee recommends that chess should be introduced as an extra-curricular activity and be offered throughout all the school levels;
- 2) ***On the Prayer for budgetary allocation to support Chess in schools and other institutions of learning;*** the Committee recommends that Chess Kenya Federation should continuously engage all stakeholders to mobilize resources for the development and popularization of the game;
- 3) ***On the Prayer of the recognition of Chess in the Ministry of Education Calendar for Sports and Co-Curricular Activities;*** the Committee recommends that Chess Kenya Federation should leverage on the collaborative engagement established during processing of this petition and seek modalities of popularizing the game amongst school going children and other members of the public; and
- 4) ***On the Prayer for the establishment of a Chess and Mathematics Foundation to empower learners to perform better in mathematics,*** the Committee recommends that petitioners continue further engagements with the Ministry of Education and the Kenya Institute of Curriculum Development and explore modalities on how chess can be incorporated to assist learners.

¹⁴ Protocol No. 147 of the Knesset Committee on Education, Culture and Sports, 25 January 2010

LIST OF ANNEXURES

-
- Annex 1: A Copy of the Petition
 - Annex 2: Report by the Ministry of Education
 - Annex 3: Report by the Teachers Service Commission
 - Annex 4: Committee Minutes

PETITION TO THE SENATE BY MR. FRED O. SAGWE AND OTHER RESIDENTS OF MOMBASA COUNTY CONCERNING THE INTRODUCTION OF THE CHESS GAME IN THE SCHOOL CURRICULUM AS A TOOL FOR EDUCATION AND PROMOTION OF GOOD HEALTH

Honourable Senators,

1. I hereby report that a Petition has been submitted to the Senate by Mr. Fred O. Sagwe and other residents of Mombasa County concerning the introduction of the Chess game in the school curriculum as a tool for education and promotion of good health.
2. As you are aware, under Article 119(1) of the Constitution, and I quote:-*"Every person has a right to petition Parliament to consider any matter within its authority, including enacting, amending or repealing any legislation."*
3. Honourable Senators, the salient issues raised in this Petition are-
 - a) That, Chess is a universal game that promotes key intellectual skills such as problem solving, evaluation, critical thinking and planning. Further, Chess education has a substantial positive effect and plays a natural adjunct in terms of mathematical achievement, engineering and physical Science;
 - b) That, Chess involves intense intellectual challenge, which contributes to improved memory and attention span ability for young players. Additionally, Researchers have found evidence that arising from challenging the memory and critical thinking abilities, chess may help reduce cognitive decline and postpone the effects of dementia for older persons;
 - c) That, Chess is considered as a co-curricular and an extra activity in the current 8-4-4 education system, and the 2-6-3-3-3 Competency Based Curriculum (CBC), which enables teachers to place more emphasis on a learner's ability to process issues as well as nurture their competencies based on their skills, talents and interests;
 - d) That, in the year 2016, Chess Kenya submitted a memoranda to the Kenya Institute of Curriculum Development (KICD), with the aim of including Chess education into the Kenya education curriculum. KICD, also engaged with the Ministry of Education, with the aim of including Chess in the Ministry's calendar of activities for sports and co-curricular activities. Additionally, the KICD engaged with the Teachers Service Commission (TSC), with the aim of creating a Teacher Chess Champions in education centers. All ^{these} ~~this~~ efforts have not been fruitful;
 - e) That, the European Parliament has expressed favorable opinion on using chess courses in schools as an educational tool and the Spanish ^{Parliament} ~~Parliament~~ has already approved the implementation of Chess course as part of its curriculum.

4. The Petitioner therefore prays that the Senate intervenes in this matter with a view to-

- i. recommend for the implementation of Chess as a core and/or an elective subject in the new 2-6-3-3-3 curriculum;
- ii. recommend for budgetary allocation to support Chess in schools and other institutions of learning;
- iii. recommend for the recognition of Chess in the Ministry of Education Calendar for sports and co-curricular activities; and
- iv. recommend for the establishment of a Chess and Mathematics Foundation to empower learners to perform better in Mathematics.

5. Honourable Senators, pursuant to standing order 231, I shall now allow comments, observations or clarifications in relation to the petition for not more than thirty minutes.

[after comments by Senators]

6. Honourable Senators, pursuant to standing order 232(1), the Petition should be committed to the relevant standing committee for its consideration. In this case, I direct that the Petition be committed to the Standing Committee on Education.

7. In terms of standing order 232(2), the Committee is required, in not more than sixty calendar days from the time of reading the Prayer, to respond to the Petitioner by way of a Report addressed to the Petitioner, and laid on the Table of the Senate.

8. I thank you.

PARLIAMENT OF KENYA

THE SENATE

THE HANSARD

Wednesday, 3rd November, 2021

*The House met at the Senate Chamber,
Parliament Buildings, at 2.30 p.m.*

[The Deputy Speaker (Sen. (Prof) Kamar) in the Chair]

PRAYER

PETITION

INTRODUCTION OF CHESS IN THE SCHOOL CURRICULUM

The Deputy Speaker (Sen. (Prof) Kamar): Hon. Senators, I hereby report that a Petition has been submitted to the Senate by Mr. Fred O. Sagwe and other residents of Mombasa County concerning the introduction of the chess game in the school curriculum as a tool for education and promotion of good health.

As you are aware, Article 119(1) of the Constitution states as follows-

“Every person has a right to petition Parliament to consider any matter within its authority including enacting, amending or repealing any legislation.”

Hon. Senators, the salient issues raised in the petition are:

(a) That chess is a universal game that promotes key intellectual skills such as problem solving, evaluation, critical thinking and planning. Further, chess education has a substantial positive effect and plays a natural adjunct in terms of mathematical achievements, engineering and physical science.

(b) That chess involves intense intellectual challenge, which contributes to improved memory and attention span ability for young players. Additionally, researchers have found evidence that arising from challenging the memory and critical thinking abilities, chess may help reduce cognitive decline and postpone the effect of dementia for older persons.

(c) That chess is considered as a co-curricular and an extra activity in the current 8-4-4 education system and the new 2-6-3-3-3 Competency Based Curriculum (CBC), which enables teachers to place more emphasis on a learners ability to process issues as well as nurture their competencies based on their skills, talents and interests.

(d) That in 2016, Chess Kenya submitted a memorandum to the Kenya Institute of Curriculum Development (KICD) with the aim of including chess education into the

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

Kenya education curriculum. KICD also engaged with the Ministry of Education with the aim of including chess in the Ministry's calendar of activities for sports and co-curricular activities.

Additionally, KICD engaged with the Teachers Service Commission (TSC) with the aim of creating Teacher Chess Champions in education centers.

All these efforts have not been fruitful, but the European Parliament has expressed favourable opinion on using chess courses in schools as an educational tool. The Spanish Parliament has already approved the implementation of chess course as part of its curriculum.

The petitioner, therefore, prays that the Senate intervenes in this matter with a view to-

(i) Recommend for the implementation of chess as a core and/or as an elective subject in the new 2-6-3-3-3 curriculum.

(ii) Recommend for budgetary allocation to support chess in schools and other institutions of learning.

(iii) Recommend for the recognition of chess in the Ministry of Education calendar for sports and co-curricular activities.

(iv) Recommend for the establishment of a chess and Mathematics Foundation to empower learners to perform better in Mathematics.

Hon. Senators, pursuant to Standing Orders No.231 I shall now allow comments, observations or clarifications in relation to the Petition for not more than 30 minutes.

Sen. Cheruiyot: Thank you, Madam Deputy Speaker, for giving me this chance. This is a very interesting Petition.

Occasionally, this House receives all manner of petitions some asking us to do things that challenge our thinking even as Senators and Members of Parliament in terms of our appreciation of how dynamic our society is becoming. This is one such case. This petitioner has presented before us something which listening to you present his writings and what he is requesting this House to do, challenges your own perspective as a leader.

Madam Deputy Speaker, on many occasions, citizens have the wrong notion that we have all the solutions to the problems our society faces. However, on a daily basis, we must appreciate and have an open mindset that enables us to grow and challenge ourselves even in terms of knowing what is it we can do to make our society better.

Although I do not know much about chess as a sport, but from a general reading and what I know from a few friends who I occasionally find playing chess, is that it is one of the games that really helps in developing one's cognitive abilities, your concentration in terms of challenging your processing power and quick thinking.

Chess is a game that helps develop skills which the petitioner is rightly pointing to the education stakeholders in this country and makers of policies like ourselves that, if you can introduce these skills to young students at an early age, it will help them become better citizens. They will become problem solvers and critical thinkers from a very young age.

It will be interesting when they appear before this House as petitioners because I believe the Committee will grant them a chance to come and convince them, as they

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

listen to views from other stakeholders, to hear what other things they could not cover in the petition. I want to believe this petition only speaks to the highlights of the issue. I think there are more issues that we will learn once we listen to this particular petitioner.

Generally, it is a whole conversation about sports and you know that the minute we resumed this particular Session, sports has dominated our discussions. You know about the discussion that was here yesterday. Tomorrow we are looking forward to the Minister coming before this House so that we can express our concerns.

I have seen people say all manner of things that the Senate is trying to sanitize the Federation of Kenya Football (FKF) or the Ministry of Sports, Culture and Heritage. We are not interested in sanctions. We just appreciate the importance of sports in this country and how we have not got it right. Many people are challenging us, saying why now? My question back to them is why not now? When is it ever right or wrong to do the right thing? Therefore---

Sen. Murkomen: On a point of information, Madam Deputy Speaker.

The Deputy Speaker (Sen. (Prof.) Kamar): Would you like some information from Sen. Murkomen?

Sen. Cheruiyot: Has he really heard what I have been saying? I highly doubt because he has just walked in. However, because he is a former lecturer let me listen to him maybe there is something he knows.

Sen Murkomen: Madam Deputy Speaker, I would like to inform Sen. Cheruiyot that what he is saying is true. As a result of the Statement that was brought yesterday to this Chamber by Sen. Mutula Kilonzo Jnr. and also the one Sen. Cheruiyot brought on stadiums, there is a serious conversation going on in the country involving sports, especially football.

Madam Deputy Speaker, I am informing Sen. Cheruiyot that there are people on both sides who feel uncomfortable and are beginning to get jittery about this investigation that Sen. Sakaja's Committee will undertake from tomorrow. They are sponsoring social media posts and calling us from all corners of this world.

This Senate must demonstrate as from tomorrow that they have the capacity to stand firm for the truth. Whether we find fault on FKF side or find it on the part of Government, we now stand at a pedestal for us to become the solution to the problems of sports in this country. We have only two months---

The Deputy Speaker (Sen. (Prof.) Kamar): Senator, you are over informing him.

Sen Murkomen: I would like to inform Sen. Sakaja, his Committee and all of us in the Senate that we have this very honourable opportunity to confront these issues both in the Ministry and also in the sports federations, including FKF.

The Deputy Speaker (Sen. (Prof.) Kamar): Sen. Cheruiyot, you have one minute left because with these 30 minutes we always give Members three minutes each. You have one minute left, but I can see a point of order from Sen. (Dr.) Ochillo-Ayacko.

Sen. (Dr.) Ochillo-Ayacko: Thank you, Madam Deputy Speaker. It may have been overtaken by events, but we are sliding to topics outside relevance. I think if we stuck to this Petition, all of us would be meaningful in our participation.

I thank you.

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

The Deputy Speaker (Sen. (Prof.) Kamar): Yes, it was a bit overtaken because I was also waiting to see where he was going with his information. He seemed to be informing Sen. Sakaja more than Sen. Cheruiyot.

Sen. Cheruiyot, your last minute.

Sen. Cheruiyot: I have a problem with two people in this House. My wife comes from Elgeyo-Marakwet. Therefore, sometimes even if he pushes the boundary to the limit, if I want to claim my space he threatens to withdraw their daughter. So, I am forced to behave myself. This is one such occasion.

(Laughter)

Madam Deputy Speaker just to wrap it up, just like this Petition informs us about the importance and the pride of sports in our society, tomorrow is a very important day.

Sen. Sakaja should put on his best suit and tie and come with a very open mind so that we engage and people know that we have no sides in the dispute between the FKF and the Ministry. We look forward to engage on behalf of the people of Kenya so that justice is done to our sports people.

Thank you, Madam Deputy Speaker.

The Deputy Speaker (Sen. (Prof.) Kamar): Thank you. Sen. (Dr.) Zani, you have three minutes.

Sen. (Dr.) Zani: Thank you, Madam Deputy Speaker. I wish to support this Petition brought by Mr. Sagwe and the other petitioners. It is a very pragmatic Petition addressing a critical issue in the education sector. This is probably something that not many people have given thought to.

Madam Deputy Speaker, it is interesting that this team of petitioners already engaged the Kenya Institute of Curriculum Development (KICD) and the Teachers Service Commission (TSC).

This Petition, if given a chance will allow the Committee to interact with the various stakeholders. It should be able to catapult this discussion to a different level and begin to answer the question of, if such proposals were given, where did they stall? What are the pros and cons? What are the advantages?

Some of these advantages are very clear. We are moving towards Science Technology, Engineering and Mathematics (STEM). Therefore, encouragement of critical thinking and planning, the issue of intensive challenges, strategy and all these, are taken in very well. The petitioners are concisely asking: Should this be part of the main curriculum or as an extra-curricular?

There are various issues that need to be put into perspective, but by bringing it as a Petition to the Senate, it allows the relevant Committee together with the stakeholders to take it to the next level. Many of the countries that are developed are turning to critical thinking, not only just for the development of a nation, but also for progression within that particular society.

Some of the issues are very fundamental. The issue of budget and support is key. Also key is the issue of ensuring that it is entrenched within the CBC and the curriculum.

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

There is space for this. Probably as we go into that space, we might want to extend that space into other ways of also infusing critical thinking. Somewhere along the educational terrain, that important aspect of critical thinking seems to have gone and we have ended up moving towards more of a knowledge-based society and forgetting the critical aspects that are very key in terms of building capacity. That capacity is at the education level and at the same time in terms of the role they play as Kenyans and its development.

I thank you.

Sen. (Dr.) Musuruve: Thank you, Madam Deputy Speaker, for giving me an opportunity to air my thoughts. All Kenyans have a right to petition. As we look at this Petition, we need to be very clear that the CBC is already very heavily loaded. Right now it is overwhelming students, parents and everyone.

As a scholar and teacher for many years, when it comes to chess it can very well fall as a co-curricular activity just as much as swimming is a co-curricular activity, football, darts and all that. They can be in different categories like indoor games, outdoor games, but it should not be in the curriculum as a subject. When we make it a subject in Kenya, I highly doubt that every one of our children will have access to it because of budgetary constraints. The objective of co-curricular activities such as chess is to sharpen the mind of the students. Darts, cards, scrabble and chess sharpen the mind.

Sen. (Dr.) Zani: On a point of order, Madam Deputy Speaker.

The Deputy Speaker (Sen. (Prof.) Kamar): There is point of order from Sen. (Dr.) Zani.

Sen. (Dr.) Zani: Thank you, Madam Deputy Speaker. I did not want to interrupt Sen. (Dr.) Musuruve, my colleague in the Senate, but I had to do it because this is a House of records. It is important for her to clarify whether she is talking about extra-curricular or co-curricular activities. Her argument is more on extra-curricular in sports rather than co-curricular. We need to know if chess is an extra-curricular activity or co-curricular for us not to talk at cross purposes. I support what she is saying, but she needs to clarify that for the argument to flow without introducing something that might differ.

Sen. (Dr.) Musuruve: Madam Deputy Speaker, allow me to thank Sen. (Dr.) Zani for being a keen listener. I also thank her for the correction.

I am talking about extra-curricular activities, which are outside the co-curricular. Chess should fall in the bracket of darts, swimming, football and any other extra-curricular activity. It should not be a co-curricular activity in the curriculum because it can be a burden to parents and may be unachievable. That is what I am talking about. We have financial constraints and I do not see it going far.

In as much as it is the right of Kenyans to petition the Senate, we also need to look at the petitions that come on the Floor of this House. We have to see if they are achievable or not. We can meet the petitioners and reason together for purposes of the children in this country.

The Deputy Speaker (Sen. (Prof.) Kamar): Thank you, Senator. The Committee should sort us out on that.

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

Sen. Halake: Thank you, Madam Deputy Speaker. I rise to support this Petition fully and wholly. If there is anything that I can do to make it happen, then I will.

The people that we give mandate to come with what should be included in our curriculum such as the KICD are our experts. When they research, use their expertise and tell us what we should do then we have to listen to them. As I speak, children in international schools, where the parents have the means, already have a head start. They organize chess tournaments and there is actually a robust chess calendar in this country.

Leaving the Kenyan mainstream education system without the advantage of critical thinking that comes with the competency-based programme that we are introducing will be denying them an opportunity to include new ways of doing things, which is part of modernizing our education system.

For a long time, our education system has been disconnected from the realities in the work place and life. Through chess, we will have a group of children who will be taught to think. You are a teacher and you must have seen the deterioration in our education system. We are churning out students who spew crammed content as opposed to learning how to think and adapt. We should put our resources in a curriculum that will teach our children to think, analyze and exert themselves. The time for this has come. Resources should be availed for chess.

In any case, there are parents who take their children for chess lessons and those children go through the chess calendar that exists parallel to the mainstream calendar. This country needs equalization. We have to make sure that all our children are equal. We should not have other children doing activities that the others cannot do because there is no money for them. There is so much money in this country that should be invested in our children, their future and their thinking.

I congratulate Mr. Sagwe and the citizens of Mombasa for asking us to look into the advice that was given by the KICD who we actually pay. If there is need for resources, then this House should ensure that those resources are availed for chess and other extra-curricular, which will help us produce citizens who think, analyze and strategize. Those are the citizens who will take the new economy and the new education curricular. Those citizens can function in any part of the world.

When you take our children out of this country for mathematical competencies, you will be told that they need to catch up. They are behind in Mathematics. Those are the kinds of things that we need to correct and we must do it. If we are saying that we are going to support the CBC then we have to begin with this. This is a very good thing and I support it. I hope that this House does not take it lightly just because it is called a game. It is actually not a game, but it is an education strategy that we need for our children.

The Deputy Speaker (Sen. (Prof.) Kamar): Thank you, Senator. Sen. (Dr.) Ochillo-Ayacko, you have three minutes.

Sen. (Dr.) Ochillo-Ayacko: Thank you, Madam Deputy Speaker. It is puzzling to listen to us as examples and representatives of the people. When I talk about my experience and my children, as a Senator, I tend to ignore my standing in society. I am not necessarily talking about children in Makueni, Nyatike or Lodwar. As a priority, those children need enough teachers and facilities. We have not provided the basic

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

facilities in those schools and we are talking about chess. I wonder if a child in Kuria, Kitui or somewhere in Pokot will have time for chess, a teacher for chess and those related romantic games. When that child does not---

Sen. Halake: On a point of information, Madam Deputy Speaker.

The Deputy Speaker (Sen. (Prof.) Kamar): There is a point of information from Sen. Halake.

Sen. (Dr.) Ochillo-Ayacko: Madam Deputy Speaker, I do not need the information. I have heard her articulately and passionately prosecute the need for our children to have chess. My children may want to play chess given the fact that I am a person of elevated standing in society. However, we represent poor and desperate families whose children go to public schools.

There was an agenda by the Jubilee party to introduce computers. At the moment, there are no computers and we are now talking about chess. I think we live in a plastic world. If---

Sen. Halake: On a point of order, Madam Deputy Speaker.

The Deputy Speaker (Sen. (Prof.) Kamar): There is a point of order from Sen. Halake.

Sen. Halake: Madam Deputy Speaker, is the hon. Member in order to insinuate and think that poor people do not deserve chess? How much is a chess board? It costs either Kshs2,000 or less. It is misleading and unfair for us to say that chess is romantic just because we are Senators. That statement should be expunged from the records of this House.

The Deputy Speaker (Sen. (Prof.) Kamar): Hon. Senators, this debate is supposed to try and widen the scope for the Committee. The Committee will come up with the resolutions. So, let us enjoy the debate.

Sen. (Dr.) Ochillo-Ayacko: Madam Deputy Speaker, I largely represent poor rural folks. There is a place called Migingo and there are no playing fields there for those people to play. If you introduce chess in schools, you also have to bring the teachers. One also needs to research on it yet we do not have teachers in the first place.

I am not saying that chess is bad. What we need to do is to bring all our schools up to speed. We need to facilitate them. The time for chess will come when everybody is able to read and write, and to use electronic equipment to communicate virtually.

Chess is good, but for this House I think our children should have it privately. For the public out there, let us provide basic facilities that would facilitate our children in Kenya to learn and catch up with those who have property. For the private sector, international schools, just take your children there. However, for the poor ones let us do better than we have done.

I thank you.

Sen Mutula Kilonzo Jnr.: Madam Deputy Speaker, it was interesting listening to Sen. (Dr.) Ochillo-Ayacko because what he is saying is actually true that the quality of education in Kenya under public schools is wanting.

Recently the Cabinet Secretary for Health announced that only a few people who have qualified to be nurses passed English. He said this despite the fact that they did their

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

examinations and passed nursing even when nursing was taught in English. What does that say about the teacher who marked the examination? How did they pass the examination if they could not pass the English test? These are fundamental issues. I was surprised that the Committee on Education has not questioned this issue.

The Jubilee party introduced what they call the digital literacy programme. Jubilee has also introduced the CBC. When we questioned it here, the Committee on Education did not do much to help us.

The teachers in Makueni who questioned were interdicted. I know of six teachers who were fired for questioning the CBC. They were arrested and taken to court. What they were simply asking is: How can you introduce CBC without training us?

One of my members of staff was telling me that her child was told to go and google the picture of the whale swallowing Jonah in the Bible. Even the quality of CBC is in question.

This Committee should ask the Ministry of Education: How did you come up with this curriculum? What do you want to achieve?

Sen. Murkomen: On a point of information, Madam Deputy Speaker.

The Deputy Speaker (Sen. (Prof) Kamar): Will you accept some information from Sen. Murkomen?

Sen. Mutula Kilonzo Jnr.: Certainly.

Sen. Murkomen: Madam Deputy Speaker, I was with teachers from my county. One of the things that has angered teachers - and I am sure it is the case in all our counties - is the fact that they are now being told that every five years, they must go for a compulsory course to train, using their own money and get that qualification to retain their status as a TSC teacher.

Why would you pick teachers to go through that process yet you do not pick university lecturers, college tutors, engineers or doctors? You make it compulsory for them to use their own money to train themselves and it is conditioned on their status as teachers. It is terrible.

Sen. Mutula Kilonzo Jnr.: That is exactly what I am saying that the Government does not do any public participation on the quality of education. They want to introduce strange things.

In CBC, for example, they are sending your poor children in Migingo to go and google things with their parents at home. They have trained the teachers, but the parents are not trained. It is possible that some of them live with grandparents who do not have gadgets. So, there is a problem.

It is not about whether it is chess, badminton or any other game. It is not about an expensive game, you can actually improvise if you want to. The point is that we need to interrogate the quality of education. If we want the quality of life, we need to interrogate what it is that we are teaching these children.

We are teaching these children things that will not help them in future. That is what we should be challenging because we are just going to produce people. I interrogate interns and I do pupilage. When you ask them do to applications, you begin wondering how they completed university.

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

You have been a teacher before and so has Sen. (Dr.) Zani. We need to interrogate the quality of education. We need people to start asking the right questions even before we start saying you can either play chess or any other game you want to.

Sen. (Dr.) Ochillo-Ayacko is right. That poor child in Mandera or Kathonzweni studying under a tree needs many more things more than chess.

I thank you.

Sen. Mwaruma: Thank you, Madam Deputy Speaker. I am happy that this Petition has been brought because it gives us the opportunity to look at the content of the CBC once more. Remember the other day I brought a Statement about the people of Taita/Taveta being taught Taveta and leaving out Taita and Kisagala, which are actually languages in Taita/Taveta. We want Kitaita and Kisagala included in the CBC.

Education is supposed to help us grow all rounded students, students to grow spiritually, physically, emotionally and intellectually. Let us not leave out chess because there are some students who might want to learn chess in schools just like there are those who want to play football. If we do this, we would be discriminating a big chunk of students who want to learn chess.

I am a teacher by profession and I remember a theory postulated by Howard Gardner who said there are around eight intelligences. The first one is linguistic. If we are to cater for all the students, there are some who are good in language. So, in school, we must provide for students who want to tap their talent in debate by allowing them to participate in debate clubs.

Some are good in Mathematics. How do we make students who are good in mathematics develop Mathematical skills? Mathematics is about logic. This game of chess will go a long way in developing the logic of students and they will do very well in Mathematics.

There are students who are good in spatial intelligence or aesthetics. These ones should be given art to develop their talents. They can do drawing and sculpturing. There are some who are good in bodily kinesthetic. These ones should be given opportunity to play games that require energy like football.

There are some who are good in music, interpersonal intelligences, naturalistic intelligences, just to mention but a few. I really support the introduction of chess in our curriculum.

Sen. (Dr.) Ochillo-Ayacko has alluded to the fact that this game could be expensive. We are told that one chess board is about Kshs2000. However, we can innovate and improvise now that we are under the CBC system. Why can we not allow our children to make the chessboards and the pawns that will be moved in the chess game? We do not need to disallow that game in our curriculum simply because it is expensive. We can allow the local people to make the chess game and sell to schools.

There are some schools that can afford games like hockey while others cannot afford. What do we do? We tell the parents whose children want to play hockey to bring hockey sticks to school.

I really wish that the Committee on Education could see how it can bring in chess into the curriculum.

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

I thank you.

Sen. (Dr.) Ali: Thank you, Madam Deputy Speaker. As is the case, every Kenyan has the right to petition the Senate or Parliament. Whoever brought this Petition has the right to petition, but people should be realistic. We do not mind people having chess where they can afford it.

When I was in Wajir High School those who were in Alliance High School or Nairobi High School used to have some things which were not available to us. If you can afford, well and good. However, it is not practical if you are talking of primary school pupils in a place called Bugo in Wajir North where they do not even have classrooms and you are talking of chess.

In places where you want to introduce chess in the curriculum, you have to bring a chessboard and a beautiful one.

Chess is very good internationally. If you are good enough, you can become a grandmaster and be a multi-millionaire. Is that really what we are talking about? Is that what is supposed to be done in those areas? You can play any game you want. You can play football. When you go to those areas of ours, sometimes you see even elders playing with hooves and some stones. I do not know the real name; it is some sort of thing they do in Mombasa, but they do it on the ground. I am sure the Senator for Turkana County knows what the nomads do.

Games are played in different ways. Our children play in different ways. However, when you talk of bringing chess to every school, I think that is being unrealistic. We have to be serious.

Let us think of the books and teachers that these children need. We do not even have teachers in our schools since they disappeared sometime back. They are not there. You find an old school from Standard One to Standard Eight with two teachers. Form Four students are being taught by Board of Governors (BOG) teachers and yet now we are talking about chess being introduced through the CBC.

Thank you, Madam Deputy Speaker.

The Deputy Speaker (Sen. (Prof.) Kamar): Thirty minutes are done, but let us finally have Sen. (Prof.) Ekal.

Sen. (Prof.) Ekal: Thank you, Madam Deputy Speaker, for giving me the chance to also air my views.

Those of us from counties such as Wajir, Turkana and others up there in the north, or what we call marginalized counties have to think about what this Petition means. It is not that chess is bad; it is good. For those of us who have played chess, it is very exciting, intensive and it has got the ability to develop your mind, but let us be realistic as Sen. (Dr.) Ali has said. If you are living in a situation where there are not enough teachers even to teach English, Kiswahili and other basic subjects, where will you get somebody teaching chess?

Madam Deputy Speaker, we are saying that there must be enough teachers in schools to begin with. After all that is covered, then we can have chess as an extra-curricular kind of subject or something that can be done outside class on clubs or by somebody who is interested. In other words, really chess should be there.

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.

Chess can be played wherever even in counties outside urban areas that do not have those facilities to play chess. It should be available to all students. It is not something very expensive that it is only affordable to the very rich in the society.

It is okay to we have it, but not as a priority. We want to have teachers who teach basic subjects before we go into chess. Chess is pretty good. However, we do not have that chance to play chess since there are not enough teacher?

Thank you, Madam Deputy Speaker.

The Deputy Speaker (Sen. (Prof.) Kamar): Thank you, Senators. That brings us to the end of that. Hon. Senators, pursuant to Standing Order No.232(1), the Petition should be committed to the relevant standing committee for its consideration. In this case, I direct that it be committed to the Standing Committee on Education.

(The Petition was committed to the Committee on Education)

In terms of Standing Order No.232(2), the Committee is required in not more than 60 calendar days, from the time of reading the prayer to respond to the petitioner by a way of a report addressed to the petitioner and laid on the Table of the Senate.

I thank you Senators and I call on the Committee to make sure that they check the HANSARD because of the very good contributions that have come in.

Next Order.

PAPERS LAID

The Deputy Speaker (Sen. (Prof.) Kamar): Proceed, Sen. Farhiya.

REPORTS ON THE FINANCIAL STATEMENTS OF VARIOUS COUNTY FUNDS

Sen. Farhiya: Madam Deputy Speaker, I beg to lay the following Papers on the Table of Senate today 3rd November, 2021-

Report of the Auditor-General on the financial statements of Lamu County Emergency Fund for the year ended 30th June, 2019.

Report of the Auditor-General on the financial statements of Lamu County Fisheries Development Revolving Fund for the year ended 30th June, 2019.

Report of the Auditor-General on the financial statements of Kakamega County Trade Loans Fund for the year ended 30th June, 2019.

Report of the Auditor-General on the financial statements of Kakamega County Assembly Car Loan and Mortgage Fund for the year ended 30th June 2019.

Report of the Auditor-General on the financial statements of Tana River County Ward Bursary Fund for the year ended 30th June, 2019.

Report of the Auditor-General on the financial statements of Busia County Agricultural Development Fund for the year ended 30th June, 2019.

Disclaimer: The electronic version of the Senate Hansard Report is for information purposes only. A certified version of this Report can be obtained from the Hansard Editor, Senate.



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
Office of the Cabinet Secretary

Telephone: Nairobi (020) 318581
Email: cabinetsecretarymoe@gmail.com
Website: www.education.go.ke

Jogoo House "B"
Harambee Avenue
P. O. BOX 30040 - 00100
NAIROBI - Kenya

Ref: MOE.HQS/3/6/45

March 24, 2022

Mr. J. M. Nyegenye, CBS
Clerk of the Senate/ Secretary
Parliamentary Service Commission
Clerk's Chambers, The Senate
Parliament Buildings
P.O. Box 41842 - 00100
NAIROBI

Dear *Mr. Nyegenye*,

MEETING WITH THE SENATE STANDING COMMITTEE ON EDUCATION

Reference is made to your letter Ref: SEN/SCE/CORR/2022/23(i) dated March 16, 2022 on the above matter.

I have noted in your communication that the Standing Committee on Education has requested for a meeting on March 24, 2022. I however wish to request for a postponement of the meeting in light of the National Examinations which began on March 7, 2022 and are set to continue until April 1, 2022.

As the Committee is aware, examinations require the focus of the entire Ministry in order to ensure that they are seamlessly conducted. This notwithstanding, we remain available to engage with the Committee in a meeting once the examinations season is over.

Yours

Prof. George A. O. Magoha, EGH
CABINET SECRETARY



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
Office of the Cabinet Secretary

Telephone: Nairobi (020) 318581
Email: cabinetsecretarymoe@gmail.com
Website: www.education.go.ke

Jogoo House "B"
Harambee Avenue
P. O. BOX 30040 - 00100
NAIROBI - Kenya

Ref: MOE/CON/2/1

April 7, 2022

Mr. J. M. Nyegenye, CBS
Clerk of the Senate/ Secretary
Parliamentary Service Commission
Clerk's Chambers, The Senate
Parliament Buildings
P.O. Box 41842 - 00100
NAIROBI

Dear Mr. Nyegenye,

**PETITION TO THE SENATE CONCERNING THE INTRODUCTION OF THE CHESS GAME IN
THE SCHOOL CURRICULUM AS A TOOL FOR EDUCATION AND PROMOTION OF GOOD
HEALTH**

Reference is made to your letter Ref: SEN/SCE/CORR/2022/23(i) dated March 16, 2022 on the above subject.

In line with your communication, a response to the Petition by Mr. Fred O. Sagwe is attached herewith for the consideration of the Standing Committee on Education.

Yours sincerely

Prof. George A. O. Magoha, EGH
CABINET SECRETARY

Encl.

PETITION BY MR. FRED O. SAGWE TO THE SENATE CONCERNING THE INTRODUCTION OF THE CHESS GAME IN THE SCHOOL CURRICULUM AS A TOOL FOR EDUCATION AND PROMOTION OF GOOD HEALTH

Question (1). The implementation of Chess as a core and/or an elective subject in the Competence Based Curriculum (CBC);

Hon. Chair, the Ministry is not in a position to implement Chess as a core and/or an elective subject in the Competence Based Curriculum (CBC) since it is NOT among the approved subjects being taught in the new Curriculum. Any requests for approval of subjects into the Basic Education curriculum should be forwarded to the Kenya Institute of Curriculum Development [KICD] which has the statutory mandate to consider the applications.

Question (2). Budgetary and other resource requirements to support the implementation and support of Chess in school and other institutions of learning

Hon Chair, the Ministry has no budgetary and other resource requirements to support the implementation and support of Chess in Schools and other Institutions of learning. Such support is only channeled towards the subjects that have been processed and approved by the Kenya Institute of Curriculum Development (KICD) to be included in the Curriculum.

Question (3). Recognition of Chess in the Ministry of Education Calendar of sports and co-curricular activities

Hon Chair, Chess is among several other co-curricular activities that are yet to be included in the Ministry's Calendar of Sports and Co-curricular activities. This is mainly due to budgetary constraints. However, the Ministry is open to engagement with stakeholders on Chess with a view to exploring the way forward.

Question (4). Establish of a Chess and Mathematics Foundation to empower learners to perform better in mathematics

Hon Chair, the Ministry has engaged the Centre for Mathematics, Science and Technology [CEMASTE] to build capacity in the areas of Mathematics and STEM. Proposals on how Chess can be incorporated to empower learners to perform better in mathematics can therefore be channeled to CEMASTE instead of establishing a Chess and Mathematics Foundation.

I humbly submit!



Prof. George Magoha, EGH
CABINET SECRETARY

TEACHERS SERVICE COMMISSION

TELEPHONE: NAIROBI
2892000
EMAIL: info@tsc.go.ke
WEBSITE: www.tsc.go.ke
When Replying Please Quote



TSC HOUSE, UPPERHILL,
KILIMANJARO ROAD,
OFF MARA ROAD,
PRIVATE BAG - 00100,
NAIROBI, KENYA.

Our Ref: CS/TSC/78/VOL.III

Date: 23 March, 2022

The Clerk of the Senate
Clerk's Chambers, Parliament Buildings
P.O Box 41842-00100
NAIROBI

RESPONSE TO STATEMENT ON THE INTRODUCTION OF CHESS GAME IN THE CURRICULUM.

The above captioned matter and your letter ref: SEN/SCE/CORR/2022/23 (iii) dated 16th March, 2022 refers.

Attached herewith please find the Commission's response as requested.

Thank you for your continued support.

CAVIN ANYUOR
FOR: SECRETARY/CHIEF EXECUTIVE
TEACHERS SERVICE COMMISSION

Attached.

TEACHERS SERVICE COMMISSION



RESPONSE TO PARLIAMENTARY QUESTION BY MR FRED O SAGWE
AND OTHER RESIDENTS OF MOMBASA COUNTY REGARDING THE
INTRODUCTION OF THE CHESS GAME IN THE SCHOOL
CURRICULUM AS A TOOL FOR EDUCATION AND PROMOTION OF
GOOD HEALTH

Presented by

DR. NANCY NJERI MACHARIA, CBS,
SECRETARY/CHIEF EXECUTIVE OFFICER

1. BACKGROUND

- 1.1 The Teachers Service Commission is established under Article 237 (1) of the Constitution with the overall mandate of teacher management. Specifically, Article 237 (2) of the Constitution mandates the Commission to: -
- a) Register trained teachers;
 - b) Recruit and employ registered teachers;
 - c) Assign teachers for service in any public school or institution;
 - d) promote and transfer teachers;
 - e) Exercise disciplinary control over teachers;
 - f) Terminate the employment of teachers engaged in public service.
- 1.2 The Commission is further mandated Under Article 237 (3) of the Constitution to: -
- a) Review the standards of education and training of persons entering the teaching service;
 - b) Review the national demand for, and the supply of teachers; and
 - c) Advise the National Government on matters relating to the teaching profession.
- 1.3 On the other hand, section 11 of the Teachers Service Commission Act requires the Commission to: -
- a) Formulate policies to achieve its mandate;
 - b) Provide strategic leadership and direction;
 - c) Prescribe teaching standards and ensure compliance;
 - d) Manage the Teachers payroll;
 - e) Facilitate career progression & professional development;

- f) Monitor the Conduct and Performance of teachers; and do all such other things as may be necessary for the effective discharge of its functions and the exercise of its powers.

2. THE INTRODUCTION OF THE CHESS GAME IN THE SCHOOL CURRICULUM

- 2.1 The provisions of Article 237 of the Constitution, the Commission mandate does not extend to the introduction and incorporation of various subjects into the Curriculum. The mandate to do so vests in the Kenya Institute of Curriculum Development and the Ministry of Education as per the provisions of the KICD Act and the Basic Education Act.
- 2.2 The Competence Based Curriculum (CBC) which the Commission is currently implementing has Physical Education and Sports as a key compulsory subject at Junior Secondary. In Senior Secondary, the Arts and Sports Science pathway has a strand called sports which has different sports including indoor games.
- 2.3 In conclusion, the Commission reiterates it does have a direct legal mandate over the subject matter herein, but has a duty to provide teachers to implement the education curriculum approved by the Government.

END

**MINUTES OF THE 8th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 17th
FEBRUARY, 2022 ON ZOOM ONLINE MEETING PLATFORM
AT 0900HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 4. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 5. Hon. Sen. Fred Outa, MP | - Member |
| 6. Hon. Sen. Mary Y. Seneta, MP | - Member |
| 7. Hon. Sen. Iman Falhada Dekow, MP | - Member |
| 8. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 9. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |

SENATE SECRETARIAT

- | | |
|---------------------|--------------------------------|
| 1. Humphrey Ringera | - Research Officer/Clerk |
| 2. Florence Waweru | - Hansard Officer/ Clerk |
| 3. Malcom Ngugi | - Legal Counsel |
| 4. Njeri Manga | - Media Relations Officer |
| 5. Winnie Atieno | - Audio Officer |
| 6. Hussein Salat | - Parliamentary Budget Officer |
| 7. Athman Ramadhan | - Intern (DCom) |

PETITIONERS

- | | |
|--------------------|---------------------------------|
| 1. Fred Sagwe | - Lead Petitioner |
| 2. Bernard Wanjala | - President, Chess Kenya |
| 3. Gilbert Wandera | - Treasurer, Chess Kenya |
| 4. Githinji Hinga | - Former President, Chess Kenya |

MIN. NO./SEN/EDU/041/2022

PRELIMINARIES

The meeting was called to order at 0914hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Gertrude Musuruve, MP

MIN. NO./SEN/EDU/042/2022

**ADOPTION OF THE
AGENDA**

The agenda of the meeting was adopted having been proposed by Sen. (Dr.) Gertrude Musuruve, MP and seconded by Sen. (Dr.) Agnes Zani, CBS, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Confirmation of Minutes of the Previous Meeting
4. Matters arising from the Minutes of the Previous Meeting
5. Consideration of the public petition concerning the introduction of the Chess Game in the School Curriculum.
6. The Committee County Oversight Visits
7. Any other business
8. Adjournment/Date of the next meeting

The confirmation of the Minutes of the previous meeting was pended following reorganization of the Agenda.

There were no matters arising from the Minutes of the previous meeting following the reorganization of the Agenda.

1. The Committee was informed that at the Sitting of the Senate held on Wednesday, 3rd November, 2021, the Speaker of the Senate reported that a Petition had been submitted by Mr. Fred O. Sagwe and other residents of Mombasa County concerning the introduction of the Chess game in the school curriculum as a tool for education and promotion of good health (copy attached);
2. The Petition had been committed to the Committee pursuant to standing order 231 (1) for its consideration. Consequently, the Committee had invited the petitioners to shed more light on their petition and assist the Committee with necessary information to facilitate its consideration;

Meeting with the Petitioners

3. The petitioners led by Mr. Fred Sagwe, a teacher from Mombasa County informed the Committee that-
 - a. Chess is a universal game that promotes key intellectual skills such as problem solving, evaluation, critical thinking and planning. It has a substantial positive effect and plays a natural adjunct in terms of mathematical achievement, engineering and physical Science;
 - b. Chess involves intense intellectual challenge, which contributes to improved memory and attention span ability for young players. Additionally, Researchers have found evidence that chess may help reduce cognitive decline and postpone the effects of dementia for older persons;
 - c. Chess is considered as a co-curricular and an extra activity in the both the 8-4-4 education system, and the Competency Based Curriculum (CBC);
 - d. In 2016, Chess Kenya submitted a memorandum to the Kenya Institute of Curriculum Development (KICD), requesting inclusion of Chess education into the education curriculum.

- e. KICD informed them that they were engaging the Ministry of Education to include Chess in the calendar of activities for sports and co-curricular activities. Additionally, the KICD had engaged the Teachers Service Commission (TSC), to create a Teacher Chess Champions in education centers. However, all these efforts have not been fruitful and;
- f. the European Parliament has expressed favourable opinion on using chess courses in schools as an educational tool and the Spanish Parliament has already approved the implementation of Chess course as part of its curriculum.
4. The petitioners prayed that the Senate intervenes in this matter with a view to recommend:
 - a. the implementation of Chess as a core and/or an elective subject in the new CBC;
 - b. for budgetary allocation to support Chess in schools and other institutions of learning;
 - c. for the recognition of Chess in the Ministry of Education Calendar for sports and co-curricular activities; and
 - d. for the establishment of a Chess and Mathematics Foundation to empower learners to perform better in Mathematics.
5. The petitioners informed the Committee through assistance from well-wishers, they had procured at least 5000 chess boards and in conjunction with the Kenya Sports Academy they had distributed them to about 200 schools countrywide and that virtually all national schools play chess actively currently;
6. The Committee was further informed that in 2018, at least 962 learners participated in the national championship and in 2019 they doubled to 1620 learners and indicator that the game is growing tremendously within the entire country;
7. However, efforts to introduce chess throughout the country has been hampered by limited capacity and resources since education institutions do not have a structured budget for chess. Further, no teacher training college in the country offers the subject but internationally there are universities offering chess as a course of study and a curriculum and pedagogy beginning from ECD to University exist;
8. The Petitioners singled out Armenia as one of the countries where chess is compulsory and a good case study to learn from;
9. The Committee commended the petitioners for presenting their petition to the Senate and informed them that all their proposals and evidence submitted to on the matter would be taken into consideration during the consideration of the petition;
10. The Committee observed that it would be important to bring on-board other education stakeholders to deliberate on this matter and resolved to invite the Ministry of Education, Kenya Institute of Curriculum Development and Teachers Service Commission to deliberate further on the petition.

1. The Committee was informed of the scheduled County Oversight visits on the implementation of Early Childhood Development and Education (ECDE) and Technical and Vocational Education and Training (TVET) policies in Baringo, Nakuru and Nyandarua scheduled to take place from Thursday, 24th February to Sunday 27th February, 2020; and
2. The Secretariat was requested to finalise on the arrangements and members were requested to confirm their attendance by close of business on Thursday, 17th February for logistical planning.

MIN. NO./SEN/EDU/047/2022**ANY OTHER BUSINESS**

There was no other business

MIN.NO./SEN/EDU/048/2022**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business the meeting was adjourned at 1042hrs. The next meeting would be called on notice.

SIGNED...**..DATE.....***21st Feb, 2022.***(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)**

**MINUTES OF THE 19th SITTING OF THE SENATE STANDING
COMMITTEE ON EDUCATION HELD ON THURSDAY, 24th MARCH,
2022 ON ZOOM ONLINE MEETING PLATFORM AT 0900HRS.**

PRESENT

- | | |
|--|--------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice chairperson |
| 3. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 4. Hon. Sen. Mary Y. Seneta, MP | - Member |
| 5. Hon. Sen. Fred Outa, CBS, MP | - Member |
| 6. Hon. Sen. Iman Falhada Dekow, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 7. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 8. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 9. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |

IN ATTENDANCE

1. Prof. Charles Ong'ondo – Chief Executive Officer, KICD
2. Dr. Reuben Ntamburi – Director Quality Assurance, TSC
3. Mr. Cavin Anyuor – Director, Legal Services, TSC
4. Mr. Githinji Hinga – Former Chairperson, Chess Kenya (Petitioner)
5. Mr. Benard Wanjala- Chairperson, Chess Kenya (Petitioner)
6. Mr. Fred Sagwe – Teacher, Shimo la Tewa (Petitioner)

SENATE SECRETARIAT

- | | |
|---------------------|---|
| 1. Mary J. Chesire | - Deputy Director, Committee Services |
| 2. Florence Waweru | - Hansard Officer/Clerk Assistant |
| 3. Njeri Manga | - Media Relations Officer |
| 4. Winnie Atieno | - Audio /Officer |
| 5. Malcolm Ngugi | - Legal Counsel |
| 6. Athaman Ramadhan | - Intern |
| 7. Humphrey Ringera | - Research Officer/Clerk to the Committee |

MIN. NO./SEN/EDU/102/2022 PRELIMINARIES

The meeting was called to order at 0913hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Gertrude Musuruve, MP

MIN. NO./SEN/EDU/103/2022 ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Sen. (Dr.) Agnes Zani, CBS, MP and seconded by Sen. Falhada Dekow, MP. as follows:

1. Preliminaries
2. Adoption of agenda
3. Meeting with the
 - Ministry of Education;
 - Teachers Service Commission (TSC); and
 - Kenya Institute of Curriculum Development (KICD)to deliberate on the petition regarding introduction of Chess Game in the school curriculum
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO. /SEN/EDU/104/2022 MEETING WITH THE STAKEHOLDERS

1. The Committee was informed that the Ministry of Education had sent a letter (copy attached) regretting that they could not be able to attend the meeting due to unforeseen circumstances and requested rescheduling;

(a) Teachers Service Commission (TSC)

2. The Teachers Service Commission (TSC) was represented in the meeting by Dr. Reuben Ntamburi, the Director of Quality Assurance and Standards and Mr. Cavin Anyuor, Director of Legal, Labour and Industrial Relations.
3. The TSC informed the Committee that the provisions of Article 237 of the Constitution does not extend the mandate of the TSC to the introduction and incorporation of various subjects into the curriculum. The mandate to introduce subjects is vested in the Kenya Institute of Curriculum Development and the Ministry of Education;
4. The Competence Based Curriculum (CBC) which the TSC is currently implementing has Physical Education and Sports as a key compulsory subject at Junior Secondary. In Senior Secondary, the Arts and Sports Science pathways has a strand called sports which has different sports including indoor games.
5. The TSC informed the Committee that it does not have direct legal mandate over the subject matter under deliberation. However, they have a duty to provide teachers to implement the education curriculum approved by the Government;
6. The TSC posts Physical Education (PE) teachers to all the schools in the country and the PE is compulsory to all learners. These PE teachers are supposed to teach learners indoor activities because they will be assessed in the new CBC. As such Chess should also be incorporated and teachers with more knowledge can be utilized as trainers of trainers and master trainers to amplify the capacity of other PE teachers;
7. Advised the Chess Kenya Federation to seek approval from the TSC whenever they want to undertake training of the teachers so that TSC can establish if the training is answering to Teacher Professional Development;

(b) Kenya Institute of Curriculum Development (KICD)

8. The Committee was informed that KICD is mandated to develop curriculum and curriculum support materials for all levels of education except the universities. At the moment the country is implementing two curricula; the 8-4-4 and the CBC;
9. In the CBC has provided for arts and sports and there is physical and health education; at the pre-primary level it is called creative education, while at the primary level and junior secondary, it is called physical education. The curriculum provides an opportunity for learners to access a series of games which include indoor games such as Chess, Scrabble and other indoor games;
10. Teachers of the Physical Education (PE) are trained broadly in all games and have the capacity to facilitate learner engagement in different indoor games. Different learners will prefer certain games and their choices are influenced by the context in which they live;
11. KICD is free to engage Chess Kenya on any innovative issues that would assist in development of curriculum and curriculum support materials;

(c) The Ministry of Education (MoE)

12. The Committee was informed that the Ministry of Education had written a letter requesting postponement of the meeting in light of the National Examinations which require the focus of the entire Ministry.

13. However, the Ministry of Education sent written responses to the Committee for consideration.

(d) The Petitioners

14. The petitioners informed the Committee that there are over one hundred (100) teachers who are trained in Chess Kenya Foundation and over twenty (20) of them have international certification from International Chess Federation and their certificates are accredited to TSC. The annual Chess Kenya Federation subscription is Kshs. 1,200/-;
15. Majority of the school teachers argue that Chess is not an organized game and usually refer the Chess Kenya Federation officials to the MoE and KICD particularly because Chess is not in the sports calendar like other indoor games and as such it is not resourced by the MoE;
16. From 2015, Chess Kenya Federation has been holding annual events that have been attracting over 1000 (one thousand) students. In 2022, the event will be held at Shimo la Tewa Secondary School in April and over 2000 (two thousand) participants are expected. Kenya also takes students to global events in Russia and continental games every year;
17. They requested the MoE to include Chess Game in the sports calendar like other indoor games such as badminton and table tennis and increase allocation of sporting activities. Further requested the training conducted by Chess Kenya Federation to be recognized by the TSC.
18. The Committee **resolved** to invite all stakeholders, the Chess Kenya Federation, the MoE, the KICD and the TSC to a meeting to deliberate on what each one of them can do to actualize the prayers of the petitioners.

MIN. NO./SEN/EDU/105/2022

ANY OTHER BUSINESS

There was no other business

MIN. NO. /SEN/EDU/106/2022

**ADJOURNMENT AND DATE
OF THE NEXT MEETING**

There being no other business, the meeting was adjourned at 1035 hrs. The next meeting would be by notice.

SIGNED.....



.....DATE.....31/03/2022

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)

**MINUTES OF THE 23rd SITTING OF THE SENATE STANDING COMMITTEE
ON EDUCATION HELD ON TUESDAY, 19th APRIL, 2022 AT THE
WHITESANDS BEACH RESORT AND SPA, CONFERENCE HALL, MOMBASA
COUNTY AT 1430HRS.**

PRESENT

- | | |
|--|---------------------------|
| 1. Hon. Sen. (Dr.) Alice Milgo, MP | - Chairperson |
| 2. Hon. Sen. (Dr.) Agnes Zani, CBS, MP | - Vice Chairperson |
| 3. Hon. Sen. (Dr.) Gertrude Musuruve, MP | - Member |
| 4. Hon. Sen. Mwangi Githiomi, MP | - Member |
| 5. Hon. Sen. Iman Falhada Dekow, MP | - Member |
| 6. Hon. Sen. Mary Y. Seneta, MP | - Member |

ABSENT WITH APOLOGIES

- | | |
|---|----------|
| 7. Hon. Sen. Fred Outa, MP | - Member |
| 8. Hon. Sen. (Prof.) Kithure Kindiki, EGH, MP | - Member |
| 9. Hon. Sen. (Prof.) Imana Malachy Ekal, MP | - Member |

SENATE SECRETARIAT

- | | |
|------------------------|---|
| 1. Mwanate Shaban | - Senior Clerk Assistant I |
| 2. Humphrey Ringera | - Research Officer/Clerk to the Committee |
| 3. Florence Waweru | - Hansard/ Clerk Assistant |
| 4. Hussein Salat | - Parliamentary Budget Officer |
| 5. Victor Kimani | - Liason officer/Audio Officer |
| 6. Njeri Manga | - Media Relations Officer |
| 7. Alice Nanyama | - Executive Secretary (DCom) |
| 8. Josephine Galsaraco | - Office Assistant (DCom) |
| 9. Athaman Ramadhan | - Intern (DCom) |
| 10. Johana Macharia | - Directorate of Finance and Accounting |
| 11. Abdalla Mbore | - Sergeant-at-Arms |

MIN. NO./SEN/EDU/124/2022

PRELIMINARIES

The meeting was called to order at 1235hrs and the proceedings were opened with a word of prayer said by Sen. (Dr.) Alice Milgo, MP.

MIN. NO./SEN/EDU/125/2022

ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed by Hon. Sen. (Dr.) Gertrude Musuruve, MP and seconded by Sen. (Dr.) Agnes Zani, CBS, MP as follows:

1. Preliminaries
2. Adoption of agenda
3. Consideration and adoption of the Committee report on the petition concerning the introduction of chess game in the school curriculum.
4. Any other business
5. Adjournment/Date of the next meeting

MIN. NO./SEN/EDU/126/2022

**CONSIDERATION AND ADOPTION OF
THE COMMITTEE REPORT ON THE
PETITION CONCERNING
INTRODUCTION OF CHESS IN THE
SCHOOL CURRICULUM.**

1. The Secretariat presented the draft report on the public petition concerning the introduction of the chess game in the school curriculum as a tool for education and promotion of good health;
2. The Committee considered the draft report and observed that-
 - a. teaching and integrating chess into the education curriculum can contribute to the development of scientific reasoning skills and values such as patience, self-control, respect, self-esteem, fairness and sportsmanship;
 - b. learners who participate in extra-curricular activities perform better in their studies as their mindset gets stimulated by the participation in activities; and
 - c. learners who participate in extra-curricular activities become more disciplined and obedient, and tend to stay more focused and are less likely to get engaged in delinquent acts.
3. The Committee unanimously adopted the draft report with amendments. The report was proposed by Sen. Mary Seneta, MP and seconded by Sen. Falhada Dekow, MP

MIN. NO./SEN/EDU/127/2022

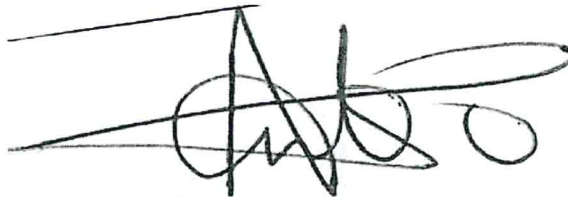
ANY OTHER BUSINESS

There was no other business.

MIN.NO./SEN/EDU/128/2022

ADJOURNMENT AND DATE OF THE NEXT MEETING

There being no other business, the meeting was adjourned at 1410 hrs.



SIGNED...

....DATE.....20/04/2022..

(CHAIRPERSON: SEN. (DR.) ALICE MILGO CHEPKORIR, M.P.)