



Reforms in the Education Sector in Kenya

PUBLIC LECTURE DELIVERED BY

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On 24th February 2015, 9am

At

KENYATTA UNIVERSITY AMPHI THEATRE

Why Reforms in the Education Sector in Kenya

- 1) Its Role in National development
- 2) The eight National goals of education
- 3) The International and Regional commitments and
- 4) The unfinished Agenda within the education system in Kenya such as reaching the unreached children and addressing the internal and external inefficiency within the system
- 5) To align the Sector to the requirements of the Constitution of Kenya , 2010 and the Kenya Vision 2030

Role of Education in National Development

- **Education is an important exit route from poverty**
- **Education assists in the production of skilled Manpower e.g. Doctors, Teachers, Lawyers, etc. These Manpower drives the economy of any country.**
- **Education increases individual's productivity by imparting skills and attitudes that are favourable to work .Such skills include reading, and writing, communication skills, ability to understand instruction, ability to work without much supervision and ability to use sophisticated equipment.**

Role of Education in National Development

- **Education can reduce social and economic inequality.** It will address equity issues like regional gender disparity and persons with disabilities.
- Education instils attitudes of cooperation, punctuality, leadership ,creativity and global citizenship.
- Education inculcates favourable attitudes in the whole development process by encouraging positive habits among the educated eg reduced fertility, following basic rules of hygiene and disease prevention, and taking balanced diet.

Role of Education in National development cont'

- Education promotes economic growth by raising people's income and encouraging investment.
- Evidence from various parts of the world indicate that countries with high growth rates are the same ones with most educated manpower e.g. U.S.A and Japan

Philosophy of Education

‘Education and training for social cohesion as well as Human and Economic development’

- Quality and relevant Education for Kenya must also address emerging challenges such as respect for human rights, drugs and substance abuse, violence and social exclusion.
- The philosophy of Education in turn is guided by the National goals of Education

Goals of Education in Kenya, revised in 2003

- 1) Foster nationalism, patriotism and promote national unity;
- 2) Promote the social-economic, technological and industrial skills for the country's development;
- 3) Promote individual development and self-fulfilment;
- 4) Promote sound moral, religious and national values;
- 5) Promote social equality and responsibility;
- 6) Promote respect for and development of Kenya's rich and varied cultures;
- 7) Promote international consciousness and foster positive attitudes towards other countries;
- 8) Promote positive attitudes towards good health and environmental protection.

INTERNATIONAL CONVENTIONS

- Article 2(6) of the Kenyan Constitution states;

‘Any treaty or convention ratified by Kenya shall form part of the law of Kenya under this Constitution’

- *examples of these are;*

- i. The African charter on the Human and people rights; Article 17 : Every individual shall have a right to education*
- ii. The African Charter on the Rights and welfare of the child; Article 11 articulates provisions on the right to free and compulsory basic education for the child.**

International Conventions continued

- iii. Convention on the Rights of the child (**Articles 28,29 and 30**); Secures the rights of a child to free and compulsory basic education

- iv. Commitment to, and action towards, the achievement of **the Millennium Development Goals (MDGs)** and **Education for All (EFA)** by 2015

- v. **The Universal Declaration of Human Rights, the Convention on the elimination of all forms of discrimination against women (CEDAW)**

REFORMS AS A RESULT OF KENYAN LEGAL AND POLICY FRAMEWORKS

- Key reforms began with the Sector Review when the NARC Government came to power in 2003.

This culminated into:

- ❖ The National Stakeholders Conference on Education and Training held on 27th to 29th November, 2003.

The conference led to :

- Development of the Sessional Paper No 1 of 2005
- Development of the Kenya Education Sector Support Programme (KESSP) 2005-2010

The Kenya Education Sector Support programme(KESSP)

- This was the National Strategy for Education from 2005-2010, but implementation was extended to 2011
- It was based on Sector Wide Approach to Planning(SWAP)
- It was financed by the Government and Partners through pooled funding and off- budget funding

KESSP Cont'd

Key Reforms under KESSP

- Sustaining Free Primary Education (2003)
- Free Day Secondary Education (2008)
- Promotion of Gender equity in Education
- Expansion of school infrastructure
- Development and implementation of subsector Policies on Gender in Education , National School Health, pre-primary ,HIV and AIDS, Special Needs Education, Nomadic Education , Alternative Provision of Basic Education and Training , National Adult and Continuing Education, Peace Education.

The Constitution of Kenya

- Article 43 (1)(f) ; Every person has the right to education
- Article 53 (1) (b) : Every child has the right to free and compulsory basic education.
- This Right to education has 3 dimensions:

1) **The right of access to education;-**

The right of every child to education on the basis of equality of opportunity and without discrimination on any grounds.

Dimensions of The Right to Education

2. The right to quality education:-

- The right of every child to a quality education that enables him or her to fulfill his or her potential, to realize opportunities for employment and to develop life skills.
- To achieve this goal, education needs to be child-centred, relevant, embrace a broad curriculum and be **appropriately resourced and monitored.**

Dimensions of the Rights of Education

3 .The right to respect within the learning community.

- The right of every child to respect for his or her inherent dignity and to have his Universal human rights respected within the education system.
- To achieve this goal, education must be provided in a way that is consistent within human rights, including equal respect for every child, opportunities for meaningful participation, freedom from all forms of violence, and respect for culture and religion.

RECENT REFORMS

- In 2010, the Ministry of Education Science and Technology set up two Task forces (Prof Odhiambo's and Prof Some's) to align the education sector to the Constitution of Kenya, 2010 and Vision 2030
- Based on these reports, the education sector prepared the following Legal and policy Documents:-

1. Sessional Paper No. 14 of 2012

- **A Policy Framework on Reforming Education and Training Sectors in Kenya , 2012:**

A sector-wide framework to realign education and training sector to Vision 2030 and the Constitution of 2010.

- The policy paper also acknowledges the fact that education is the most important basic insurance against poverty
- The sessional paper contains policies on the sub sectors in education from ECDE to university education

2. The Basic Education ACT, 2013

- An Act of Parliament which makes provisions for the promotion and regulation of free and **compulsory basic education**; to provide for accreditation, registration, governance and management of institutions of basic education; and for connected purposes. it actualizes the provision of free and compulsory basic education.
- Any parent and guardian who fails to take his child to school will be liable to a fine of Ksh 100,000 or an imprisonment for a term not exceeding one year or both(section 30)
- Realignment of basic education regulations to operationalise the act is nearing completions

The Basic Education Act, 2013 cont'd

- The Act has also banned child labour (section 38)

Any person who employs a child of school going age will face a fine of Kshs. 5 million or to a period of 5 years imprisonment or both.

The Act has also established a number of institutions;

(i) The National Education Board

- Advises the cabinet secretary, on policy matters
- Works with stakeholders in the promotion of standards in basic education and standards

(ii) County Education Boards

- Coordinate and Monitor education and training in the county on behalf of the national and county government
- Interpret national policies in education based county's needs.
- Initiate proposals for policy reforms
- Monitor curriculum implementation in basic education in the

Basic education Act Cont'd

(iii) School Boards of Managements(BOMs)

- Its functions include;
- ✓ Promotion of the best interest of the institution and ensure its development
- ✓ Promote quality education within the institution

Basic Education Act Cont'd

Roles of Boards of Management

- Ensure and assure the provision of adequate physical facilities for the school
- Determine cases of pupil' discipline and make reports to the county education board
- Facilitate and ensure provision of guidance and counselling to all learners
- Encourage a culture of dialogue and participatory democratic governance at the institutions
- Promote the spirit of cohesion, integration, peace, tolerance, inclusion, elimination of hate speech and elimination of tribalism at the institution

Basic education Act Cont'd

(iv) Parents Association

The functions of this body include:

- promote quality care, nutritional and health status of the pupils;
- discuss, explore and advise the parents on ways to raise funds for infrastructure development
- discuss and recommend charges to be levied on pupils or parents;
- undertake and oversee development projects on
- behalf of the whole Parents Association.

Basic Education Act Cont'd

(v) Management Committee of a pre-primary institution.

Some functions

- Promote the best interest of the institution and ensure the institutions development
- Ensure the development of children's knowledge, self confidence, free expression, spiritual and social values and appreciation of other peoples needs and views

Basic Education Act Cont'd

(vi) The Education Standards and Quality Assurance Council(ESQAC), its functions include;

- Ensure standards and maintain quality in institutions of Basic Education
- Supervise and oversee curriculum implementation and delivery
- Monitor and evaluate standards and quality in basic education
- Inaugurated in November 2014

Basic Education Act Cont'd

(vii) Education Appeals Tribunal

Any person aggrieved by the decisions of the county Education Boards may appeal to the Education Appeals Tribunal.

(viii) Special Board of Adult and Continuing Education

Key function

To advise the Cabinet Secretary on any matter relating to adult and education, including the formulation of courses and syllabuses, the establishment of residential and non-residential Institutions.

Established in 2014

Basic Education Act Cont'd

(ix) The National Council for Nomadic Education in Kenya (NACONEK)

The functions of the council include;

- Initiation of the development of policies on all matters relating to nomadic education
- Mobilisation of resources for Nomadic education
- Coordinate research activities on Nomadic education
- Prepare reliable statistic of nomads and their children and establish a data bank
- Implement guidelines and ensure geographical spread of nomadic education activities and targets for Nomadic people.

3. KICD ACT, 2012

- Empowers the institute to;
- ✓ vet and approve, for utilisation in Kenya, any local and foreign curricula and curriculum support materials. This will ensure that such curricula and curriculum support materials conform to the Kenyan standards and values.
- ✓ Mainstream national values, talent development and leadership values in curriculum development. This will go a long way to help realize the dictates of the Kenyan Constitution on Values under *Article 10 (2)*.

4. KNEC ACT 2012

- An ACT of Parliament to provide for the establishment, powers and functions of the Kenya National Examinations Council and the conduct of examinations; to provide for the repeal of the Kenya National Examinations Council Act Cap 225A of 1980, and for connected purposes.

Functions of KNEC

- Set and maintain examination standards, conduct public academic, technical and other national examinations within Kenya at basic and tertiary levels;
- Award certificates or diplomas to candidates in such examinations; **such certificates or diplomas, shall not be withheld from the candidate by any person or institution;**

KNEC ACT 2012 CONT'

- Confirm authenticity of certificates or diploma issued by the Council upon request by the government, public institutions, learning institutions, employers and other interested parties;
- Issue replacement certificates or diplomas to candidates in such examinations upon acceptable proof of loss of the original;
- Undertake research on educational assessment;

KNEC ACT 2012 CONT'

- **Section 25 and 26:** provide for a stiff penalty for a person who is charged with a responsibility of managing/handling examination and acts negligently leading to loss, damage and or exposure of examination materials. The penalty is *“Imprisonment of five years or a fine not exceeding one million”* This was not addressed in the **KNEC ACT CAP 225 A** of 1980;

5. TSC Act 2012

Functions of the Teachers Service Commission as set out in Article 237 of the Constitution of Kenya, 2010;-

- To register trained teachers;
- To recruit and employ registered teachers;
- To assign teachers employed by the commission for service in any public school or institution;
- To promote and transfer teachers;
- To exercise disciplinary control over teachers; and
- To terminate the employment of teachers.

TSC Act 2012 CONT'

As per the ACT, The Commission shall—

- Review the standards of education and training of persons entering the teaching service;
- Review the demand for and the supply of teachers;
- Advise the national government on matters relating to the teaching profession;
- Manage the payroll of teachers in its employment;
 - Facilitate career progression and professional development for teachers in the teaching service including the appointment of head teachers and principals; and
 - Monitor the conduct and performance of teachers in the teaching service;

TSC ACT Contd.....

Disciplinary Offences

- a) Immoral behavior, including but not restricted to: -
 - i. Sexual intercourse
 - ii. Sodomy
 - iii. Lesbianism
 - iv. Sexual harassments or flirtation
- b) Professional misconduct including but not limited to:
 - i. Negligence of duty
 - ii. Lateness to duty
 - iii. Chronic absence
 - iv. Desertion

Disciplinary offences contd

- v) Incitement
- vii) Insubordination
- c) Infamous conduct including and not restricted to
 - i) Drunkenness
 - ii) Fighting
 - iii) Forgery
 - iv) Mismanagement and embezzlement of public funds

6. KNATCOM for UNESCO ACT 2013

- An act of parliament to establish the Kenya National Commission for UNESCO as a state corporation, pursuant to state corporation act: To provide for membership, functions and powers of the board of commissions, and for connected purposes (Kenya National Commission for UNESCO ACT 2013)

Functions of KNATCOM for UNESCO

- Provide expert advisory service to the Government in Education, Science, Culture and Communication and Information;
- Coordinate ratification of relevant Conventions and protocols

KNATCOM for UNESCO ACT 2013

CONT'

- ✓ Involve in UNESCO's activities the relevant line ministries, departments, agencies, organizations and individuals dealing in UNESCO's areas of competence;
- ✓ Implement UNESCO activities and budgeted program
- ✓ **Disseminate information and innovations on the activities of UNESCO;**
- ✓ **Foster liaison between UNESCO and State agencies and organs concerned with Education, Science, Culture, Communication and Information;**
- Coordinate participation in International meetings on Education, Science, Culture and Communication and Information

7. UNIVERSITIES ACT, 2012

AN ACT of Parliament to provide for:

- The promotion of university education;
- The establishment, accreditation and governance of universities;
- **The establishment of the Commission for University Education (CUE) ; whose key functions are:-**
 - ❖ Promote the objectives of university education;
 - ❖ Advise the Cabinet Secretary on policy relating to university education;
 - ❖ Promote, set standards and assure relevance in the quality of university education;
 - ❖ Monitor and evaluate the state of university education systems in relation to the national development goals;
 - ❖ Licence any student recruitment agencies operating in Kenya and any activities by foreign institutions;
 - ❖ Develop policy for criteria and requirements for admission to universities;

UNIVERSITIES ACT, 2012 CONT'

Functions of CUE continued;

- ❖ Recognize and equate degrees, diplomas and certificates conferred or awarded by foreign universities and institutions in accordance with the standards and guidelines set by the Commission from time to time;
- ❖ Accredite Universities in Kenya
- ❖ Promote quality research and Innovation
- ❖ Collect, and maintain data on University Education
- ❖ Undertake regular Inspections, Monitoring and evaluation of Universities

UNIVERSITIES ACT, 2012 CONT'

Additional provisions of the Act :-

- Establishment of the Universities Fund:- The purpose of the fund is to provide funds for the financing of Universities.
- **Establishment of Kenya Universities and Colleges Central Placement Service.** The following are the functions of the Placement board;
 - ❖ Co-ordinate the placement of the Government sponsored students to Universities and Colleges
 - ❖ Disseminate information on available programmes, their costs, and areas of study prioritized by the Government

UNIVERSITIES ACT, 2012 CONT'

Functions of the Placement Board continued;

- ❖ Collect and retain data relating to University and College student placement;
- ❖ Advise the Government on matters relating to University and College Student Placement; and
- ❖ Develop Career guidance programmes for the benefit of students

Note:- The Placement Board shall in the performance of its functions under the Act, uphold equity and balanced access to university and College Education and develop suitable criteria to promote affirmative action, and other strategies as may be approved by the Government.

Universities Regulations 2014

Provides for;

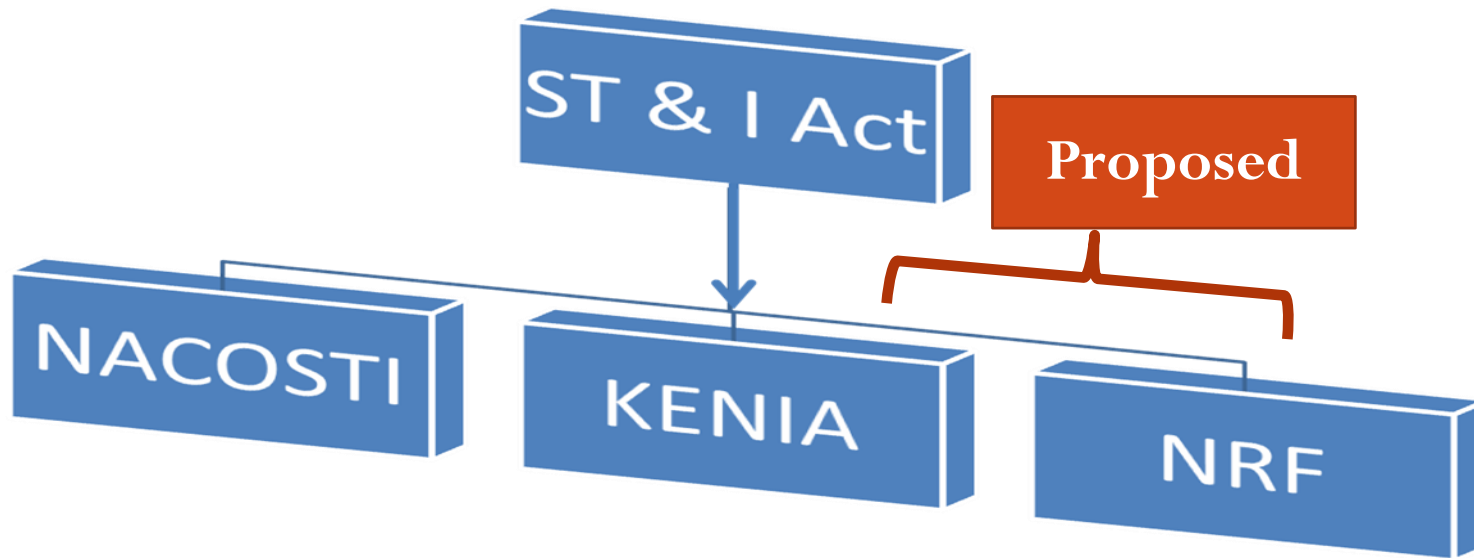
- Impromptu audits
- Establishment of specialized degree awarding institutions-criteria for declaration
- Foreign universities collaboration with tertiary institutions made clearer especially the conditions for collaborations
- Licensing of student recruitment agencies and activities of foreign universities made clearer especially the conditions of operating a student recruitment agency
- Recognition and equation of classifications awarded by foreign universities and institutions
- Information on how to evaluate foreign universities and principles of recognition are now readily available

Science, Technology and Innovation Act 2013

The ST &I Act was enacted to

- Facilitate the promotion, coordination and regulation of the progress of ST& I of the country;
- Assign priority to the development of ST &I
- Entrench ST &I into the National Production system and for the connected purposes

Science, Technology and Innovation Act 2013

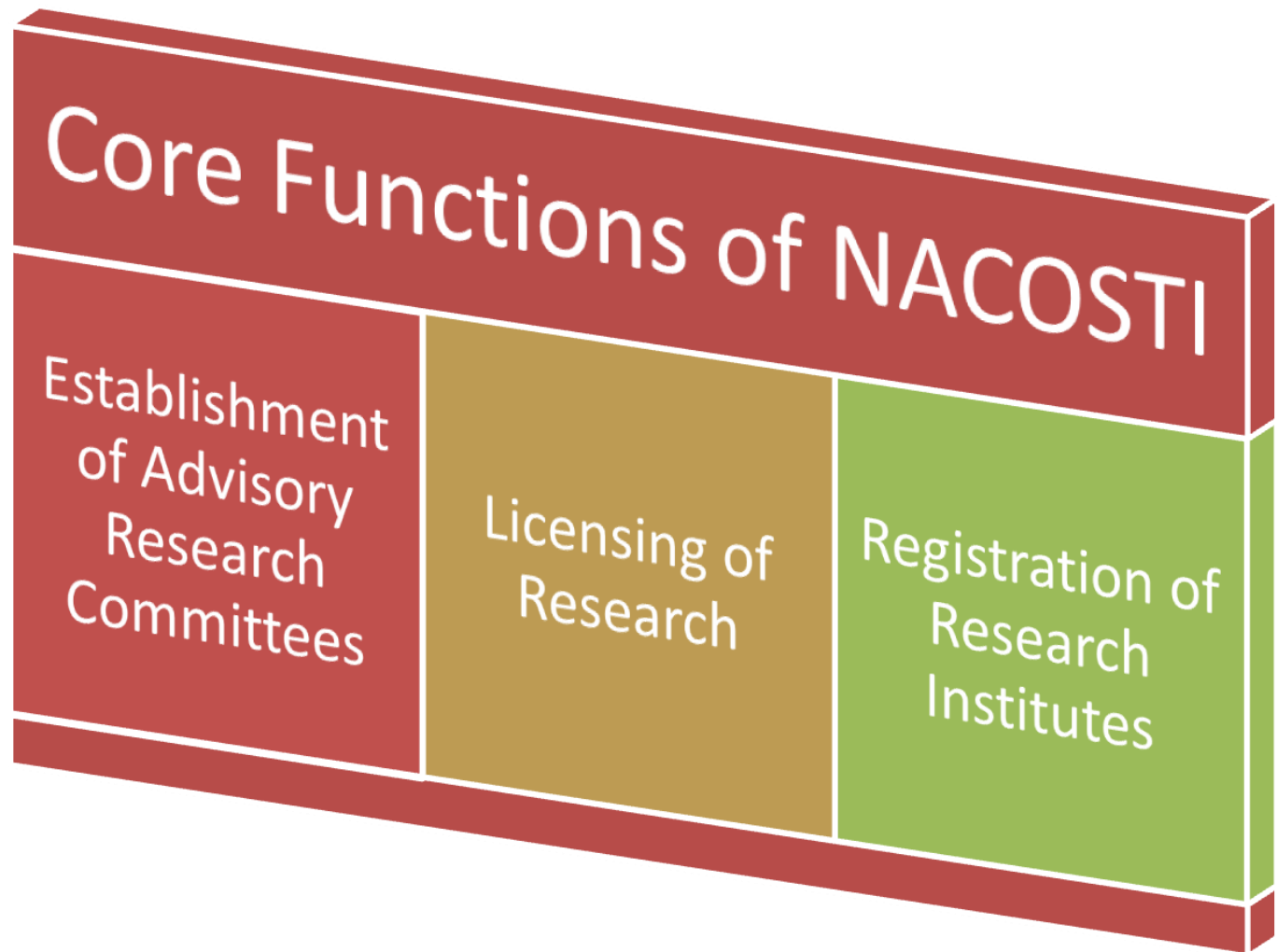


NACOSTI – NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

KENIA – KENYA NATIONAL INNOVATION AGENCY

NRF – NATIONAL RESEARCH FUND

Functions of Institutions established by ST & I ACT 2013



Core Functions of KENIA

KENIA will develop and manage the Kenya National Innovation System through :

- Collaborations and linkages in ST & I matters
- Science parks, Incubators, museums and centres of excellence in priority sectors
- Innovation standards
- A system to nurture innovative ideas
- R and D Database
- Dissemination and Publicity of ST & I
- Awards for ST & I
- Commercialization of Innovations
- Patents

Core Functions of NRF



NRF

- Facilitate Research for the advancement of ST &I
- Award of contracts, grants, scholarships or bursaries
- Research facilities
- Human capital in ST&I
- Dissemination and publicity of ST&I

8. TVET Act, 2013

- Establishment of the TVET ACT, 2013 which created the following bodies:
- The TVET Authority (TVETA)
- TVET curriculum Development Assessment and Certification Council (CDACC)
- TVET Fund Board

TVET AUTHORITY

The main functions of TVETA include:

- To accredit and inspect programmes and courses
- To inspect, license, register and accredit training institutions
- assure quality and relevance in programmes of training
- TVETA has already been established and is currently re-registering all TVET institutions that meet the acceptable quality standards as per the TVET Act 2013.

TVET Curriculum Development Accreditation And Certification Council (CDACC)

- The TVET CDACC Board has been established and inaugurated.
- A CEO and staff have been appointed.

The main functions of TVET CDACC include:

- Undertake design and development of curricula for the training institutions' examination, assessment and competence certification
- Promote and carry out research relating to its examinations
- Promote the publication of books and other materials relevant to its examinations

TVET FUNDING BOARD

- The Board is in the process of being formed.
- The main function of the TVET fund Board will be to provide funds to be used for financing technical and vocation education training institutions

ARMY OF 1 MILLION ARTISANS

- In response to the high demand for artisans in the construction industry, the Ministry through the Directorate of TVET entered into a memorandum of understanding with Housing Finance Foundation of Kenya in a project aimed at providing one million artisans.
- Through this project, occupation standards in 8 trade areas in building construction sector have been developed.

Construction of new TVET institutions

- In the first phase of the project of construction of a TVET institution in every constituency 60 institutions will be constructed.
- So far, award of contracts have been completed for 59 of them and sites handed over to the contractors.
- Construction is already in progress at various stages.
- GoK is using Kshs. 3 Billion to put up the Technical Training Institutes.

Fibre optic connectivity

- As part of rebranding of TVET, twenty six (26) institutions out of the 40 targeted have been connected to the fibre optic cable.
- Local Area Network installation is complete and all active components have been delivered to all the remaining fourteen (14) technical institutions. Furthermore, the configuration of the 40 institutions is on course

Kenya National Qualifications Framework ACT 2014

- KNQF Act 2014 will establish a KNQF Authority.

The main functions of the KNQF Authority 2014 will be to:

- Coordinate and supervise development of policies on national qualifications
- Develop a framework for the development of an accreditation system on qualifications
- Develop a system for assessment of national qualifications

Education For All and *Kenya- a journey so far*

- Kenya implemented the **EFA National Action Plan (2003)** as part of education sector development led by MoEST.
- Kenya was the first Country in Africa to conduct the **Education for All End Decade Assessment (EFA EDA), 2001-2010, in 2010.**
- The National EFA 2015 Review covered **the period 2011 to 2013.** The exercise commenced in March, 2014 and ended in November, 2024. The Review Report is awaiting printing and the launch.

Objectives of the National EFA 2015 Assessment

The objectives of the National **Education for All 2015 Assessment** were three fold:-

- a) Assess progress made in achieving the six EFA goals
- b) Establish whether recommendations of EFA EDA report have been implemented
- c) Determine current educational challenges and identify post 2015 education agenda

Key EFA achievements to date

- **Sustained investment in the sector by Government, NGOs and Development Partners**

One indicator of such commitment is the allocation of public expenditure to the Education Sector. Currently 6.4% share of the GDP goes towards Education, which meets the International benchmark of 6- 7%.

- **Key policies, frameworks, standards and curricula in place**

Key achievements contd'.....

- **Significant expansion across the sector, in particular basic education (FPE and FDSE)**
 - a) This is attributed to the introduction of **FPE in 2003 and FDSE in 2008.**
 - b) Primary School enrolment has increased **from 7, 394, 800 in 2004 to 10, 298, 200 in 2013**
 - c) Secondary School enrolment has increased **from 926, 100 in 2004 to 2, 103, 700 in 2013**
 - d) Enrolment in TVET Institutions has increased **from 85,200 in 2008 to 127, 691 in 2012**

Key achievements Cont'd.....

- **Increased recognition of the learning dimension in Quality :**
 - a) Establishment of National Assessment Center and monitoring of pupil performance through National Assessment for Monitoring Learning Achievement (NASMLA) and Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ)
 - b) Provision of in-service training for teachers
 - c) Investment in school infrastructure
 - d) Provision of instructional materials
 - e) Introduction of ICT in teacher training and learning
 - f) Enhancement of early grade literacy and numeracy

Kenyas' priority for Post 2015 agenda

Kenya has made good progress in achieving EFA. However, the trends in Quality ,Regional GER status especially in the ASALs and NER reveal a challenge when compared with indicators contained international commitments which are our benchmarks . There will be need therefore to improve governance efficiency and accountability. Thus EFA and MDGs are unfinished agenda and thus should form part of the Post 2015 education agenda which should be in the core of 21st century education agenda.

Kenyas' priority for Post 2015 agenda contd

- Review of the curriculum to make it competency based to generate skills for work and for life.
- Rebrand TVET into competency based modular
- Enhance linkages between industry and all the training institutions.
- Focus on ICT Integration in Education.
- Early Grade literacy and Numeracy programmes to be up scaled and given more attention.
- Establish more Technical Universities.
- Upscale learning assessments.

Kenyas' priority for Post 2015 agenda contn

- Enhancing access, equity and quality through provision of a one year free compulsory ECCE.
- Target the hard to reach children, by coming up with specific interventions.
- Regular researches to be conducted to fill data gaps for the disadvantaged and marginalized groups of children.
- Studies to be conducted on how to have sustained investment in education and to adopt best financing models which is equity based.

9.National Education Sector Plan(NESP)

- ❖ To operationalise the legal and policy frameworks the Ministry has developed the National Education Sector Plan through a Sector Wide Approach to Programming (SWAP).
- ❖ The strategy addresses issue in the education sector under 6 thematic areas;

Access, quality, equity, relevance, governance and cross cutting issues in the education sector for the period 2013-2018

- ❖ All education activities implemented by GOK and partners are aligned to the sector plan.

National Education Sector Plan(NESP) Cont.

- ✓ The plan is organised into investment programmes that will be used to mobilise funds for the sector e.g. as a result of the plan :
- ✓ The sector managed to raise USD 88.4 Million (To improve Early Grade Mathematics in Std 1&2 in all public primary schools and strengthening governance and management of selected public primary schools) from GPE and
- ✓ USD 55.4 M from USAID (Tusome project) to improve early grade reading in all public primary schools

National Education Sector Plan(NESP) Cont.

- The emphasis in the plan is both access and learning outcomes as compare to the previous sector plan KESSP which emphasized more on the access and outputs. Under NESP therefore the ministry is;
- **Investing early**(pre-primary education)
- **Investing smartly**(emphasizing on quality and returns on education investments)
- **Investing in all children**(The FPE &FDSE)

10. Curriculum Review

- The last time the school curriculum was reviewed was 2002. For Diploma Courses it was reviewed 2008.
- The Ministry has put in place a road map for curriculum review at all levels.
- The reviewed curriculum is expected to be competency based
- The review will also provide 4 pathways which are;
 - ✓ **Academic**
 - ✓ **Talent development e.g Sports, Music, Drama,Arts**
 - ✓ **Technical**
 - ✓ **Vocational**

Issues and concerns in the Sector

- High Cost of secondary education as a result of high fees and extra levies
- Gender and regional disparities
- Limited number of secondary schools leading to stiff competition for limited vacancies for Form one placement
- Low participation in ASALs, urban informal settlement and some rural areas
- Low learning outcomes in Numeracy and literacy
- Child protection concerns that hinder quality
- Weak governance, management and unaccountable implementation of education services;

Issues and concerns in the education sector

- Weaknesses in the management of teachers, particularly professional development, deployment of teachers and unaccounted teacher
- Overcrowded classrooms and high teacher-pupil ratios affect the quality of education in public schools;
- Inadequate integration of positive values, attitudes and patriotism in the curriculum, and general education delivery mechanisms;

Issues and concerns in the education sector contd.....

- ❖ Mismatch between skills acquired in schools and demand of labour market.
- ❖ Large numbers of students graduating without the minimum basic competencies of numeracy and literacy.
- ❖ Low adult literacy rate.

Issues and concerns in the education sector contd.....

- ❖ Large educated, unemployed youth
- ❖ Inadequate inculcation of national values and character leading to low moral values
- ❖ High brain drain, and
- ❖ Increase in white collar crime from graduates of the system

The Sectors performance at the regional level

- Kenyan schools are better than most sub-Saharan African schools
- The Results from the Southern and Eastern African consortium for monitoring educational Quality (SACMEQ) Survey 2010 reveal that Kenyan learners in standard 6 were ranked 4th after Seychelles ,Mauritius and south Africa on reading competencies
- Kenya is also ranked number 2 after Mauritius on std 6 pupils maths competency
- UWEZO East –African Survey (2011) found the Kenya school system performs better than Uganda and Tanzania.
- The university of Nairobi was recently rated as the 7th best in Africa

Number of Educational Institutions

Institutions	2009	2010	2011	2012	2013
Pre-primary(public& private)	38,247	38,523	39,500	39,758	40,145
Primary(public &private)	26,667	27,489	28,567	29,161	30,122
Secondary	6,971	7,268	7,297	8,197	8,848
Teacher Training colleges (pre-primary)	71	121	122	125	131
TTC (Primary)	105	110	112	118	123
TTC (Secondary)	3	3	3	3	3

Number of Educational Institutions

Institutions	2009	2010	2011	2012	2013
Youth polytechnics	579	582	585	647	701
Institutes of technology	17	14	14	14	9
Technical training institutes	19	26	26	35	35
National polytechnics	2	2	2	3	3
Polytechnic university colleges	2	2	2	2	-

Number of Educational Institutions

Institutions	2009	2010	2011	2012	2013	2014
Universities (public)	7	7	7	8	22	22
University Colleges						9
Universities (private)	24	25	27	27	30	37
Total (universities)	31	32	34	35	52	68

Other ongoing interventions/Programmes in the sector

To operationalise the legal and policy reforms, the Ministry is currently implementing various interventions/programmes.

Programmes in Basic Education (Primary and Secondary)

- Mainstreaming of ECDE into basic education (County Governments are providing resources including infrastructure)
- Review of the ECDE policy and standards is ongoing
- Development of the Kenya School Readiness Assessment Tool
- Establishment of home grown school meals programme (School Feeding Programme-ASALs)
- Improvement of the health status of pupils through deworming and promotion of hand washing
- emergencies

RECENT INITIATIVE

- ✓ Greatness United programme (Kenya Future Leaders)-This is a programme that engages university graduates who volunteer to be posted to primary schools as motivators and mentors.
- ✓ Strengthening Child protection systems in basic education through;
- ✓ Development of a common behaviour management manual

Programmes in Basic Education (Primary and Secondary) Cont.

- ✓ Development of guidelines for mentorship programmes
- ✓ Establishment of Free Day Secondary Education
- ✓ Examination fee payment for all candidates in both primary and secondary
- Development of fees guidelines for secondary schools
- Introduction of performance contracting in education institutions

Provision of new sch.fees guidelines

Following the recommendations of Dr. Kilemi Mwiria led Task Force an appropriate fees structure has been released to schools. Fees will be spread across the three terms at the ration 50:30:20 as follows:

Fees	Fees for day Schools in Ksh.	Fees for boarding Schools in Ksh.	fees for Special Needs Sch. in Ksh.
Total Fees	22,244	66,424	69,810
Less Government Subsidy	12870	12,870	32,600
Total Fees Less Govt funding	9,374	53,553	37,210

Way Forward

Strategies to reach all children

1. Equity policies

- ❖ The Gender Policy on Education (2007), which has brought out gender parity at national level but regional disparities noted
- ❖ The National Special needs Education Policy Framework of (2009) which has addressed discrimination of special needs children and hence improved access

Ways of Reaching the Hard to reach

- ❖ Alternative provision of Basic Education and Training policy (APBET) – 2009 NFE
- ❖ Introduction of low cost boarding schools in ASAL areas
- ❖ Enrolment drives conducted at the beginning of every year
- ❖ Making child labour and failure to enrol a criminal offence.
- ❖ Introduction of school feeding programmes to increase retention in ASAL areas to allow children to stay in school
- ❖ Provision of sanitary pads to girls from poor households to sustain them in school during their menstruation.

2.Achieving Quality in Teaching and Learning

- Capacity building programmes for education managers at the Kenya Education Management Institute (on Administration, finance and ICT)
- Teacher development programmes: in-service for teachers; the case of SMASSE.
- Use of ICT in teaching and learning-teacher trainees are being prepared on this.
- Provision of instructional materials to all learners at basic education level

Achieving Quality in Teaching and Learning

- ❖ Provision of laboratory grants/ equipment to enhance teaching of science and technology
- ❖ Infrastructure funds sent to education institutions to enhance access.
- ❖ Monitoring and evaluation of curriculum implementation to ensure delivery.



Thank You