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National Education Support Strategy (UNESS) for the Republic of Kenya 2010 - 2011

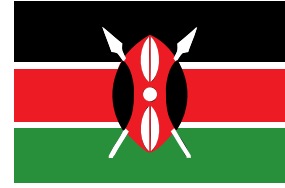
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ACRONYMS

ADB	African Development Bank
AEO	Area Education Officer
AGFUND	Arab Gulf Programme for United Nations Development Organizations
ASAL	Arid and Semi-arid Lands
BEUPA	Basic Education for Urban Poverty
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
DAE	Directorate of Adult Education
CHE	Commission for Higher Education
CPAP	Country Programme Action Plan
CRC	Convention on the Rights of the Child
DESD	United Nations Decade on Education for Sustainable Development
DICT	District Infrastructure Coordination Team
COPE	Complementary Opportunities for Primary Education
DICECE	District Centres for Early Childhood Education
DVS	Department of Veterinary Services
ECE	Early Childhood Education
ECD	Early Childhood Development
EDUCAIDS	Global Initiative on Education and HIV/AIDS
EFA	Education for All
ELSE	Empowering Lifelong Skills Education in Masindi
EMIS	Education Management Information System
EMOP	Emergency Operations
ESA	Education Standards Agency
ESD	Education for Sustainable Development
ESFP	Expanded School Feeding Programme
ESIP	Education Sector Investment Programme
ESSP	Education Sector Support Programme
ERSWC	Economic Recovery Strategy and Wealth Creation
FAL	Functional Adult Literacy

FPE	Free Primary Education
FTI	Fast Track Initiative
GDP	Gross Domestic Product
GEM	Girls Education Movement
GER	Gross Enrolment Rate
GOK	Government of Kenya
HELB	Higher Education Loans Board
HIPC	Heavily Indebted Poor Countries
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IDP	Internally Displaced Persons
IEC	Information and Education Communication
GIR	Gross Intake Rate
KANU	Kenya African National Union
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEBS	Kenya Bureau of Standards
KES	Kenya Shilling
KNATCOM	Kenya National Commission for UNESCO
KNEC	Kenya National Examination Council
KEPHIS	Kenya Plant Health Inspectorate Services
KESSP	Kenya Education Sector Support Programme
KIBS	Kenya Integrated Household Budget
KISE	Kenya Institute of Special Education
MDGs	Millennium Development Goals
MOE	Ministry of Education
MSEs	Medium and Small Scale Enterprises
MTEF	Medium Term Expenditure Framework
NACECE	National Centre for Early Childhood Education
NAPE	National Assessment of Primary Education
NARC	National Rainbow Coalition
NBA	National Bio-safety Authority
NCFHE	National Council for Higher Education
NCST	National Council Science and Science and Technology
NEP	National Education Policy

NER	Net Enrolment Rate
NEMA	National Environmental Management Authority
NFE	Non Formal Education
NGO	Non-Governmental Organization
ODE	Open and Distance Education
OECD	Organization for Economic Cooperation and Development
OVC	Orphans and Vulnerable Children
PCR	Pupil: Classroom Ratio
PTR	Pupil: Teacher Ratio
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAP	Structural Adjustment Programme
SEPU	Science Equipment Production Unit
SIC	School Infrastructure Committee
SIMU	School Infrastructure Management Unit
STR	Student: Teacher Ratio
SWAp	Sector Wide Approach
TEC	Teacher Education College
TTISSA	Teacher Training Initiative for Sub-Saharan Africa
TSC	Teachers Service Commission
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training
UNEP	United Nations Environment Programme
UNDP	United Nations Development Programme
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESS	UNESCO National Education Support Strategy
UNICEF	United Nations Children's Fund
UNLD	United Nations Literacy Decade
UNFPA	United Nations Population Fund
UPE	Universal Primary Education
USD	United States Dollar
USE	Universal Secondary Education
VETA	Vocational Training Authority
WSC	World Summit for Children

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INTRODUCTION

UNESCO's National Education Support Strategy (UNESS) is a results-based country programming and cooperation document. The development of the UNESS follows a recommendation made to the organization by its governing bodies and member states, asking it to play a more strategic role in supporting national education priorities and to strengthen its partnership and synergy with other development agencies, in line with international development goals. The UNESS process has since been adopted as a method for planning the organization's 'Education Sector's Medium-Term Strategy' and biennial programmes, as well as defining UNESCO's education programme priorities and implementation strategies at the country level. The UNESS enables UNESCO to support its member states through identified needs and demands for national educational development. Through this, the organization can support policy priorities and fill critical gaps in terms of expertise and capacities, while working in synergy with the UN family and other development partners.

The UNESS serves as multi-purpose document for UNESCO:

- Evidence-based building blocks for the organization's six-year Medium-Term Strategy and biennial programmes of the education sector;
- Useful repositories of reference information when designing UNESCO's cooperation agreements and projects with member states;
- UNESCO's policy positioning with member states and development partners with regard to national educational development and international development goals;
- Instruments to situate the organization's support strategy within sector-wide national educational development contexts, particularly in the case of the three Education for All (EFA) core initiatives (LIFE, TTISSA and EDUCAIDS);
- The organization's in-country inputs to the educational components of the One United Nations Delivery as One (DaO) and United Nations Development Assistance Framework (UNDAF), as well as essential building blocks for joint UN education support strategies; and
- The expression of UNESCO's commitments to the implementation of the Global Action Plan on Education for All (GAP-EFA) at the country level.

The UNESS for Kenya was first prepared in 2008 as part of a *'Factbook for the UNESS in Eritrea, Kenya, Rwanda and Uganda,'* covering the organization's mid-term strategy for the period 2008-13. The document has since been significantly updated, taking into account recent changes and trends and findings and recommendations made by the UNESCO Nairobi office Education Programme Review conducted in 2009. The updated UNESS for Kenya has been prepared in close collaboration with the Kenya National Commission for UNESCO and Ministry of Education. Its principal objective is to enhance UNESCO's cooperation with and support for Kenya, and its national priorities in realizing the goals and targets as set out in the Kenya Education Sector Support Programme (KESSP) and in achieving EFA goals.

A rolling document intended to be revised biennially, the UNESS provides a situational analysis of political, demographic, social and economic contexts, details the administration and management of the education sector, highlights successes and challenges and consequently, identifies needs and areas where UNESCO can assist. The organization's support for the current 2010-11 (35C/5) programme and budget period is presented in the outcome matrix at the end of this document.

EDUCATION FOR ALL, AND MILLENNIUM DEVELOPMENT GOALS

The Six Education for All Goals

- Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to completely free compulsory primary education of quality.
- Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- Goal 4: Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Goal 5: Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to (and achievement in) basic education of good quality.
- Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Millennium Development Goals relating to education

Goal 2: Achieve universal primary education.

- *Target 3: Ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3: Promote gender equality and empower women.

- *Target 4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

1

DEVELOPMENT PRIORITIES AND CHALLENGES

1.1 Social, economic and human development context

The economic growth momentum that started in Kenya in 2003 was curtailed due to both internal and external factors such as *inter alia*, post-2007 election disruptions, the global financial crisis and high fuel and food prices. The outcome was a decline in economic growth from 7.1 percent in 2003 to 1.7 percent in 2008. The post-election violence that rocked Kenya severely dented its socio-economic and political stability, reversing several gains it had registered prior to the December 2007 elections.

The events of the post-election violence resulted in crisis management of the education sector and impacted education adversely. Ministries in charge of education and the sector stakeholders prepared an emergency response plan which incorporated peace initiatives, post-election trauma counselling and erection of temporary shelters and permanent school infrastructures in affected areas.

Economic Strategies

In 2003, the National Rainbow Coalition (NARC) government set in motion a number of policy interventions that pulled the economy out of the doldrums. The policy interventions are contained in the Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC) paper launched in June 2003. Within the first year of NARC's administration, the economy grew by 3 percent and then 4.3 percent in 2004, 5.8 percent in 2005, 6.1 percent in 2006 and 7 percent in 2007, declining to 1.7 percent in 2008 as a result of the post-2007 election violence.

The ERSWEC was based on four pillars. The **first pillar** was economic growth, to be achieved through the following:

- enhanced revenue collection;
- expenditure restructuring; and
- a monetary policy supporting the achievement of economic growth without affecting price stability.

Four priority areas were identified in the macro-economic framework:

- (1) Maintaining revenues above 21 percent of GDP, so that the bulk of government expenditures could be financed from taxes.
- (2) Restructuring expenditures to make them growth- and pro-poor oriented.
- (3) Focusing deficit financing on non-domestic sources, to enable the private sector to get credit to grow.
- (4) Pursuing a monetary policy that minimised inflation.

The **second pillar** was reforming and strengthening governance institutions such as the public service, security agencies and the judiciary. This involved capacity building, legislation and performance appraisals. The civil service was targeted for staff rationalization, right-sizing, pay reform and enhancing efficiency. Other strategies involved privatizing state-owned enterprises, enhancing competition and reforming the regulatory environment to promote performance of the informal sector and reduce the cost of business.

The **third pillar** was rehabilitation and expansion of physical infrastructure. Six areas of infrastructural development were identified: rehabilitation, reconstruction and expansion of the road network, including

rural access roads; boosting energy production; expansion of telecommunications; revamping the railway sector by restructuring and eventually privatizing Kenya Railways; modernizing and expanding the port of Mombasa; and improving air transport.

The **fourth pillar** was human resource development, mainly through reforms in education and health which involved interventions in several areas. These were:

- (1) Expanding access to primary education; enhancing secondary education by expanding bursaries to cater for students from poor backgrounds; provision of physical facilities such as laboratories and classrooms, and providing more teachers.
- (2) Expanding access to healthcare through establishment of a comprehensive National Social Health Insurance Fund (NSHIF) and intensifying the HIV and AIDS campaign.
- (3) Employment creation and improved labour relations, reforming the system of arbitration to minimize employment disputes.
- (4) Conversion of the NSHIF into a pension fund; and provision of low-cost housing.

In addition, the government focused on boosting productive sectors including agriculture, tourism, trade, industry and cooperative societies. Reforms focused on eliminating institutional, legal and financial bottlenecks affecting business, especially medium and small-scale enterprises (MSEs).

There were also interventions in the manufacturing sector involving developing an industrial master plan to provide a foundation for industrialization. The tourism sector was to be promoted through increased funding for marketing, improved security and diversification of markets. The government was also to enact an investment code to provide a conducive business environment.

The average inflation rate dropped from 7 percent at the beginning of 2006 to 5.5 percent at the end of the year. Good performance between 2003 and 2007 was attributed to improvement in agricultural production, tourism, transport and communication and manufacturing. The NARC Government also enacted laws that streamlined governance, improved public administration and sealed administrative loopholes through which taxes were being lost.

In terms of population and demographic trends, in 2008 the Kenyan population was estimated at 38,277,856 persons (Table 1). In terms of age groups, the proportion of the population aged 0-14 years comprised 43.3 percent of the population; those aged 15-64 comprised 53.7 percent and those aged 65 years and over constituted 3.0 percent. The dependency rate was 46.3 percent, comprising those aged 0-14 and 65 plus.

Table 1: Percentage distribution of population by age, 2008

AGE GROUP	MALE (%)	FEMALE (%)	TOTAL	TOTAL COUNT
0-4	8.5	8.5	17.0	6,509,642
5-9	7.4	7.4	14.8	5,657,034
10-14	5.7	5.8	11.5	4,393,954
15-19	5.2	5.3	10.4	3,997,438
20-24	5.1	5.2	10.3	3,947,226
25-29	4.3	4.5	8.8	3,354,111
30-34	3.2	3.6	6.7	2,579,548
35-39	2.4	2.7	5.1	1,934,436
40-44	1.8	2.0	3.8	1,459,365
45-49	1.4	1.6	3.0	1,140,787
50-54	1.1	1.2	2.3	874,836
55-59	0.9	1.0	1.8	706,634
60-64	0.7	0.8	1.5	559,605
65-69	0.5	0.6	1.2	442,686
70-74	0.4	0.5	0.8	321,022
75+	0.5	0.6	1.0	399,533
TOTAL	49.0	51.0	100.0	38,277,856

Source: Revised Populations Projections for Kenya, Kenya National Bureau of Statistics, 2008

According to the Kenya Integrated Household Budget Survey (KIBS) of 2005-06, Kenya's population was 35,514,542 in 2006, of which females constituted 50.7 percent and males 49.3 percent. There were more females than males in all provinces except North Eastern and Rift Valley. Mean size of households was 5.1 members, with rural areas recording 5.5 members and urban areas 4.0 members. North Eastern Province had the highest number of household members at 6.0, while Nairobi had the lowest at 3.8 members. The survey also established that the country has a sizeable percentage of orphans – about 36 percent of the children. Of those, 20.5 percent were living with their mothers; 2.4 percent were living with their fathers, 6 percent were total orphans and another 6 percent lived with relatives.

1.2 National development priorities

In 2007 the Government of Kenya published **Vision 2030**, a new blueprint for development seeking to make Kenya a globally competitive and prosperous nation with a high quality of life by 2030. It is founded on three pillars: economic, social and political.

The objective of the **first pillar** is to increase Kenya's annual GDP growth rate to 10 percent and to maintain that average up to 2030. The main drivers are tourism, agriculture, trade, manufacturing, business process offshoring (BPO) and financial services.

The **second pillar** is social transformation, motivated by the fact that building an economically prosperous society must go hand in hand with creating a just and cohesive society where people enjoy fundamental freedoms and liberties and a secure environment. It addresses the eight key areas of education and training; health, water and sanitation; environmental protection; housing and urbanization; gender, youth, sports and culture; equity and poverty reduction; science, technology and innovation. The vision also champions the welfare of disadvantaged groups such as the physically challenged, and marginalized communities.

The **third pillar** is political strategy aimed at creating a democratic society reflecting the aspirations and expectations of its citizens. It envisions a society where individual rights and privileges are guaranteed; a political system that allows full participation of citizens in governance; and where equality is entrenched and all citizens afforded equal chances and opportunities to realize their full potentials in life. This pillar is founded on the following principles: rule of law; competitive and fair electoral and political processes; democracy and public service delivery; transparent, accountable, ethical and results-oriented public institutions; improved public administration and service delivery; security, peace-building and conflict management.

Table 2: Progress of Millennium Development Goals in Kenya

Millennium Development Goals		Current status in Kenya			
Halve the number of people living in extreme poverty between 1990 and 2015		Key economic and governance reforms implemented beginning 2003 led to a decrease in poverty incidence to 45.9% in 2005/06.			
Halve the proportion of people suffering from hunger		The rural poverty gap ratio declined from 19.3% in 1997 to 17.5% in 2005/06. The national incidence of food poverty declined marginally from 48.7% in 1997 to 45.8% in 2005/06.			
Ensure all children complete primary education of adequate quality		Enrolment of pupils in primary schools has continued to increase since introduction of free primary education by government in 2003. Total pupil enrolment in Standards 1 to 8 increased from 6.06 million in 2002 to 8.2 million in 2007. Gross Enrolment Ratio at primary level increased from 93% in 2002 to 107.6% in 2007. The national NER estimate for 2007 was 91.6%, of which 94.1% were boys and 89.0% girls.			
Eliminate gender disparity in primary and secondary education by 2005		National access at primary school level has almost reached gender parity. In 2002 the proportion of girls was 49.3%, 48.9% in 2003, and 49% in 2006. Although there is near-gender parity in the primary education cycle, the lower scholastic progression rate for girls from primary to secondary education means that the gender ratios are not maintained at the secondary school level.			
Reduce child mortality by two thirds among children under five		<p>Base</p> <p>2003/04</p> <p>57</p>	<p>Achieved</p> <p>04/05</p> <p>57</p>	<p>Targets</p> <p>04/05</p> <p>65</p>	<p>05/06</p> <p>61</p> <p>72</p> <p>65</p> <p>67</p> <p>70</p>
Reduce deaths of mothers due to child bearing by 75% between 1990 and 2015		<p>Base</p> <p>2003/04</p> <p>42</p>	<p>Achieved</p> <p>04/05</p> <p>42</p>	<p>Targets</p> <p>04/05</p> <p>60</p>	<p>05/06</p> <p>56</p> <p>37</p> <p>60</p> <p>65</p> <p>70</p>
<p>Prox indicator: Fully immunized children as a percentage of the population less than 12 months.</p> <p>Prox indicator: Proportion of births attended by skilled health personnel.</p> <p>Prox indicator: Proportion of pregnant women aged between 15 and 24 years attending ANC who are HIV positive.</p>					
Halt the spread of AIDS		The 2007 Kenya AIDS Indicator Survey preliminary report indicates that prevalence rate for those aged 15-49 years has increased to 7.8%. The HIV/AIDS prevalence rate was 9.6% in 2007 among expectant women in the 15-49 year age group, an increase of 2.3% compared to the 2003 KDHS.			
Halve the proportion of people without safe drinking water by 2015		Approximately 15 million and 5.7 million citizens have access to safe water and adequate sanitation, respectively. The World Bank has pegged the current coverage at 49% and 86% for water supply and sanitation respectively.			

Source: Millennium Development Goals: Status Report for Kenya 2007

2

EDUCATIONAL CHALLENGES, PRIORITIES AND STRATEGIES

2.1 Educational context and challenges

The Kenya Government is committed to the provision of quality education for all. This is based on the understanding that education is a human right, integral to the development of the individual and nation and essential for evolution of a democratic, just and equal society. The overall goal of education is to foster national unity, social justice, rule of law, appreciation and protection of environment, and the use of information and communication technology (ICT). The philosophy is “Education and Training for Social Cohesion as well as Human and Economic Development”, coded in the following principles:

- Promotion of national unity through inculcating patriotism and nationalism without compromising responsibility on global issues;
- Unity of purpose by building teamwork and striving for the national common good forms an integral and critical component of the education and training system;
- Enhancement of social responsibility, including nurturing cultural heritage, spiritual values, combating drug and substance abuse, sensitivity to the spread of human calamities like HIV and AIDS, developing positive attitudes to work, promoting gender equity, as well as care for the vulnerable regions and groups;
- Upholding of moral and ethical values by inculcating values such as peace, integrity, hard work, honesty and equity;
- Promotion of life-long learning that is critical for effective, social and economic development;
- Utilization of science and technology to create wealth and enhance development;
- Ensuring equity by providing access, retention and completion to all individuals;
- Guaranteeing quality to meet the demands for the 21st century; and
- Appreciation and protection of the environment for sustainable development.

2.1.1 Education objectives

The overall education sector goal is to achieve Education for All (EFA) and the relevant Millennium Development Goals (MDGs) by 2015, in accordance with national and international conventions and commitments. The Kenya Education Sector Support Programme (KESSP) provides the strategy to operationalize these national and international education targets. The objectives of Kenya’s education are spelled out in Sessional Paper No 1 of 2005 on Education, Training and Research:

- Develop a comprehensive Early Childhood Development Education (ECDE) policy, paying special attention to gender, vulnerable and disadvantaged children;
- Ensure that all children including girls, children in difficult circumstances, and those from marginalized or vulnerable groups, have access to and complete free and compulsory primary education;
- Enhance access, equity and quality at all levels of education and training;
- Eliminate gender and regional disparities in primary and secondary education;
- Improve the quality of all aspects of education and training so that recognized and measurable learning outcomes are achieved, especially in literacy, numeracy and essential life-skills relevant to the world of work;

- Ensure that the learning needs of all, young people and adults, are met through equitable access to appropriate learning and life-skills programmes by 2015;
- Achieve universal adult literacy, especially for women, by 2015;
- Promote and popularize ICT as well as science and technology education;
- Promote and popularize Open and Distance Education (ODE) at all levels of education and training;
- Improve the quality and relevance of teaching, learning and research at universities and technical, industrial and vocational education and training (TIVET) institutions;
- Increase the proportion of women in teaching, administration and research at all levels of higher institutions;
- Introduce new modes of operation that will provide linkages between all higher education and training institutions with communities; and
- Ensure quality management capacities among education managers and other personnel involved in education, at all levels.

The education sector has set indicators, including: increase primary school NER to 100 percent by 2015; raise completion rates to 100 percent by 2010; and achieve gender parity at primary, secondary and university levels by 2015. The sector's key policy priority is to improve the performance of education in terms of access, quality and relevance by reduction of the cost burden.

2.1.2 Education management

There are two ministries responsible for education, training and research, namely the Ministry of Education, and the Ministry of Higher Education, Science and Technology. Other ministries coordinating education programmes are: Youth and Sports, Labour and Human Resource Development, and Local Government.

Kenya's education system comprises pre-school, primary, secondary, university, tertiary, technical and vocational training, youth and adult literacy and continuing education. The structure of the education system is 8-4-4, from primary to university level. Although pre- school is not included in this nomenclature, it is an integral part of the education system.

- ECDE covers early childhood care for 0-3 years-old children and pre-primary for 4-5 year old children;
- Primary education lasts eight years and caters for 6-13 year old children, leading the Kenya Certificate of Primary Education (KCPE);
- Secondary education lasts four years and caters for 14-17 year olds, leading to the Kenya Certificate of Secondary Education (KCSE);
- TIVET comprises artisan, craft and diploma and higher national diploma courses;
- Business and professional studies in middle level colleges lead to certificates and diplomas; and
- University education lasts a minimum of four years depending on the degree pursued, leading to a bachelor's degree and postgraduate training programmes leading to masters and doctorate degrees.

Table 3 presents the trends in a number of education institutions at various educational levels between 2004-08. The number of pupils in pre-primary education increased from 32,879 in 2004 to 37,954 in 2008, an increase of 15.4 percent. Similarly, primary schools increased by 6.3 percent from 24,643 in 2004 to 26,206 in 2008.

Table 3: Numbers of educational institutions, 2004-08

CATEGORY	2004	2005	2006	2007	2008
Schools					
<i>Pre-primary</i>	32,879	34,043	36,121	37,263	37,954
<i>Primary</i>					
Public	17,804	17,807	17,946	18,063	18,130
Private	6,839	7,546	7,983	8,041	8,076
Totals	24,643	25,353	25,929	26,104	26,206
<i>Secondary</i>					
Public	3,552	3,621	3,646	4,245	5,019
Private	1,590	1,773	2,013	1,240	1,547
Totals	5,142	5,394	5,659	6,485	6,566
<i>Training Colleges</i>					
Pre-primary	4	6	8	10	10
Primary	30	30	30	33	34
Secondary	3	3	3	3	3
Totals	37	39	41	46	47
<i>Universities</i>					
Public	7	7	7	7	7
Private	17	17	17	21	21
Totals	24	24	24	28	28

Ministry of Education (MOE)

The Ministry of Education is responsible for early childhood education, primary and secondary education. It has five directorates:

- (i) Directorate of Basic Education
- (ii) Directorate of Secondary and Tertiary Education
- (iii) Directorate of Quality Assurance and Standards
- (iv) Directorate of Policy and Planning
- (v) Directorate of Adult and Continuing Education

In addition, a number of semi-autonomous government agencies (SAGAs) and public agencies report directly to the Permanent Secretary, particularly on issues of accountability, and to the Education Secretary on professional matters:

- (i) Teachers Service Commission (TSC)
- (ii) Kenya Institute of Education (KIE)
- (iii) Kenya National Examinations Council (KNEC)
- (iv) Kenya Education Staff Institute (KESI)

- (v) Kenya Institute of Special Education (KISE)
- (vi) Jomo Kenyatta Foundation (JKF)
- (vii) Kenya Literature Bureau (KLB)
- (viii) Centre for Mathematics, Science and Technology in Africa (CEMASTEA)
- (ix) Kenya National Commission for UNESCO

Ministry of Higher Education, Science and Technology (MoHEST)

Specific areas under the mandate of the ministry¹ are: higher education; science, technology and innovation policy; technical education; promotion of research, science and technology; research authorization, inventory and dissemination. The ministry articulates a vision for a national culture that takes prides in and actively promotes science, technology, innovation and high quality higher education for prosperity and global competitiveness. Its mission is to spearhead and enhance integration of science, technology and innovation into national production systems and processes for sustainable development, and to provide high quality and relevant human resource through quality higher education.

- (i) Directorate of Higher Education
- (ii) Directorate of Technical Education
- (iii) Directorate of Research Development and Management
- (iv) Directorate of Technical Accreditation and Quality Assurance

Table 4: Provincial distribution of registered private & public technical training institutions, 2008

PROVINCE	PRIVATE INSTITUTIONS	PUBLIC INSTITUTIONS	TOTAL
Rift Valley	133	23	156
Nairobi	436	25	461
Central	102	20	122
Nyanza	55	20	75
Western	21	10	31
Eastern	43	42	85
North Eastern	3	2	5
Coast	49	4	53
TOTAL	842	146	988

Source: DTAQA and DTE – MoHEST database

As with the Ministry of Education, the MoHEST depends on a number of semi-autonomous government agencies (SAGAs) and public agencies:

- (i) Commission for Higher Education (CHE)
- (ii) National Council for Science and Technology
- (iii) National Bio-safety Authority (NBA)
- (iv) Higher Education Loans Board (HELB)

¹The Ministry's vision is 'A national culture that prides in and actively promotes science, technology, innovation and high quality higher education for prosperity and global competitiveness', while its mission is 'to spread and enhance integration of science, technology and innovation into national production systems and processes for sustainable development and provide high quality and relevant human resource through quality higher education'.

2.2 National priorities and strategies

2.2.1 Early childhood development education

Early Childhood Development Education (ECDE) caters for children between 0-3 years and 3-6 years of age. The ECDE programmes are largely provided by communities, individuals and local authorities and are crucial for social, physiological and cognitive development of children. It lays a firm foundation for primary, secondary and further education, exposing children to various experiences that enhance their development, prepare them for high-level professions and ultimately help them to lead a better life.

Enrolment in ECDE has increased significantly over the past decade; whereas there were 1.59 million children enrolled in ECDE in 2003, the number rose to 1.72 million in 2008.

The number of teachers also increased from 63,650 to 78,230 during the same period, and the number of ECDE centres increased from 28,279 to 37,263. Table 5 shows enrolment and numbers of teachers in ECDE centres in Kenya. The Government of the Republic of Kenya (GOK) recognizes the importance of Early Childhood Development (ECD) as one of the most important levers for accelerating the attainment of Education for All and the Millennium Development Goals. This is to enhance access, equity and quality of ECDE services for children aged 4-5 years, especially those from arid and semi arid areas and poor households.

Table 5: Pupil enrolment and teacher numbers in ECDE centres, 2003-08

CHILDREN	2003	2004	2005	2006	2007	2008
Boys	816,577	823,417	830,828	866,445	876,163	885,320
Girls	785,655	804,304	812,347	805,891	814,930	834,925
TOTALS	1,602,232	1,627,721	1,643,175	1,672,336	1,691,093	1,720,245
TEACHERS						
Male trained	2,378	4,786	4,930	5,176	5,331	5,965
Female trained	38,637	44,272	46,043	47,424	48,846	52,011
Subtotals	41,015	49,058	50,972	52,600	54,177	57,976
Male untrained	2,456	4,068	4,109	4,314	4,357	4,124
Female untrained	20,179	16,932	17,101	17,614	17,790	16,130
Sub-total	22,635	21,000	21,210	21,928	22,147	20,254
TOTALS	63,650	70,058	72,182	74,529	76,324	78,230

Source: *Economic Survey, 2009.*

Although the number of children enrolled in ECDE has been increasing, on average they represent only 50.1 percent of the eligible population. Many eligible children are still out of ECDE, due to poverty and lack of schools within easy reach. Unlike free primary education, parents pay for ECDE and this locks out children from poor backgrounds.

Table 6: Pre-school gross & net enrolment rates 2004-08

Year	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Boys	Girls	Total	Boys	Girls	Total
2004	58.9	56.3	57.6	33.4	32.4	32.9
2005	59.6	56.2	57.9	32.9	25.6	32.9
2006	60.6	56.9	58.8	33.6	33.6	33.6
2007	60.8	57.2	59.0	43.1	41.1	42.1
2008	61.6	58.7	60.2	52.3	49.2	50.1

Source: MoE-Education Facts and Figures, 2009.

ECDE faces several challenges, namely: lack of teaching and learning materials; inadequate ECDE centres; shortage of trained teachers; poor salaries for the teachers; poor supervision; and lack of clear entry age guidelines.

To address these challenges the government published a *National Early Childhood Development Policy Framework* and *Early Childhood Development Service Standards and Guidelines for Kenya*, that spells out criteria for registration, implementation, management and governance of centres, teacher training, curriculum development. Most importantly, plans are underway to integrate ECDE for children aged four to five years into the free primary education programme, to relieve parents of the burden of fees. Other interventions on ECDE are curriculum development through the National Centre for Early Childhood Education (NACECE); teacher training through the District Centres for Early Childhood Education; training of supervisors and inspectors to ensure quality; and mobilizing development partners and communities to support ECDE.

2.2.2 Primary education

In pursuit of attaining Universal Primary Education (UPE) by 2010 and Education for All (EFA) by 2015, the Government introduced Free Primary Education (FPE) in January 2003. The programme is prioritized in the Kenya Education Sector Support Programme (KESSP I&II), 2005-2010 and 2010-2015 through which the GoK and development partners, principally the Joint Financing Agreement partners² 'operationalize' the sector budget. Further, *Sessional Paper No 1 of 2005 on Policy for Education, Training and Research* regards the implementation of primary education as the perfect vehicle for attainment of UPE and EFA.

The main objective of FPE is to enhance the quality of education through provision of textbooks and instructional materials, and to provide funds enabling schools to meet their recurrent expenditures in order to:

- Enhance access, retention, quality and relevance at primary education level;
- Improve participation, progression and completion rates at primary level;
- Reduce the burden of the cost of education previously borne by the parents in the provision of primary school education; and
- Implement sector policy goals, including universally accepted conventions on the provision of education to which Kenya is a signatory.

²As of January 2010, the JFA partners comprised four development partners: The World Bank, the United Kingdom Department for International Development (DfID), the Canadian International Development Agency (CIDA) and UNICEF.

Primary education covers eight years and admits children aged between six and 13 years. At the end of Grade Eight pupils sit the Kenya Certificate of Primary Education (KCPE), which determines those proceeding to secondary level or to vocational training. The major milestone in primary education was abolition of fees in 2003 and subsequent introduction of free primary education, which increased the number of children enrolled in schools from 5.9 million in 2002 to 7.6 million in 2006 and 8.6 million in 2008. The NER was 77.3 percent in 2002, rising to 92.5 percent in 2008. There was also growth in the number of Kenya Certificate of Primary Education (KCPE) candidates, from 540,069 in 2002 to 704,520 in 2007, followed by a slight decline to 695,701 in 2008. The total number of primary school classes increased from 185,900 in 2002 to 224,528 in 2008. Table 7 below shows enrolment trends in primary schools between 2004 and 2008.

Table 7: Primary School enrolment by grade and sex, 2004-08

Class	2004		2005		2006		2007		2008	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Std 1	646.2	606.2	620.4	585.8	593.2	568.1	667.9	604.2	663.9	652.2
Std 2	588.3	551.1	575.8	551.6	555.1	534.8	622.4	593.9	632.7	595.8
Std 3	493.9	459.8	549.2	517.5	542.5	519.7	603.7	584.6	596.4	584.2
Std 4	477.7	445.7	493.7	469.9	531.8	508.7	552.8	541.0	591.4	580.0
Std 5	444.0	402.5	449.1	410.8	456.7	442.1	519.0	470.2	543.0	539.0
Std 6	418.8	399.9	429.3	413.6	430.8	417.9	464.0	444.4	510.1	469.4
Std 7	412.6	404.9	443.0	430.0	453.0	442.0	487.9	470.1	458.2	445.7
Std 8	334.0	309.1	342.1	309.6	333.5	302.3	372.1	332.7	366.8	335.1
Total	3,815.5	3,579.3	3,902.7	3,688.8	3,896.6	3,735.5	4,289.8	4,041.0	4,362.5	4,201.3
TOTALS	7,394.7		7,591.4		7,632.1		8,330.8		8563.8	

Source: Economic Survey, 2009.

Table 8: Trends in primary Gross Enrolment Rate (GER) and Net Enrolment Rate, 2002-08

Year	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Boys	Total (%)	Total (%)	Boys	Total (%)	Total (%)
2002	88.9	87.5	88.2	76.5	78.0	77.3
2003	105	100.5	102.8	80.8	80.0	80.4
2004	100.5	108	104.8	82.2	82.0	82.1
2005	101.6	109.9	107.2	83.8	82.6	83.2
2006	104.4	109.3	107.4	86.5	86.5	86.5
2007	110.7	104.4	107.6	94.1	89.0	91.6
2008	112.2	107.3	109.8	94.6	90.5	92.5

Source: MoE - Education Facts and Figures, 2009.

Completion rates

The primary school completion rate has improved significantly since 2001, from 52.5 percent in 2001 to 81.0 percent in 2007, with a slight decline to 79.5 percent in 2008 that is attributed to a decrease in the number of Standard 8 candidates. Overall, data indicate commendable progress in achieving the desired 100 percent completion rate. The challenge now is to tackle obstacles that force children to

drop out before completing primary school cycles, including poverty, early marriages, child labour and long distances to school. Table 9 shows the progression in completion rates at primary school.

Table 9: Completion rates by sex at primary schools 2003-08 (all in percentages)

	2003	2004	2005	2006	2007	2008
Boys	63.5	65.7	68.2	81.6	86.5	85.1
Girls	61	64.9	66.5	71.1	75.7	75.3
Total	62.7	65.8	67.4	76.3	81	79.5

Source: *Education Facts and Figures, MoE 2002-2008*

Achievements

The country recorded a net enrolment rate of 92.5% in 2008, indicating a possibility of attaining the MDG target of universal primary education by 2015. There has been substantial improvement in the primary schools completion rate and hence lower wastage. There has also been improved access to textbooks, with a recorded a textbook to pupil ratio of 1:2 that translates to an improved quality of education. Over eight million pupils enrolled in public primary schools have an average of five textbooks across the seven core subjects.

Challenges

Despite the introduction of free primary education, the primary education subsector is still faced with several challenges that affect the provision of quality education. These challenges, consistent with the MDG Status Report for Kenya (2007), include:

- Shortage of teachers resulting in high pupil/teacher ratios in some schools;
- Overcrowding in schools, especially in urban slums, ASAL areas, areas with high levels of poverty and densely populated areas;
- Inadequate and poor school infrastructure, including water and sanitation especially in rural areas and urban slums., compounded by inadequate equipment and teachers for children with special needs, and long distances between schools particularly in arid and semi-arid areas;
- Impact of HIV/AIDS on teachers and children, resulting in high number of orphans and vulnerable children;
- Low transition rates from primary to secondary school due to the high cost of secondary education and limited number of secondary schools;
- Quality and relevance of education and training;
- Gender and regional disparities - this is not unique to the primary school sub-sector, as it affects all levels of education;
- High cost of financing free primary education (and also free day secondary education), given the many competing needs;
- Diminished community support due to high poverty levels in some areas, leading to greater financial burdens on the government;
- Prohibitive cultural and religious beliefs and practices;
- High rates of textbook losses due to wear and tear, theft, vandalism and natural disasters.; and
- Maintenance of procurement and financial records is still a challenge at the school level.

Strategies to address challenges

Government's commitment to provide education is reflected in relatively large, consistent resource allocations to the sector (MDG Status Report for Kenya, 2007). Recurrent and development expenditure to education ranged between 23.7% and 29.7% over the period 2003-07. In addition, a significant

proportion of devolved funds such as the Constituency Development Fund (CDF) and Local Authority Transfer Fund (LATIF) have been supporting education-related activities.

Other strategies used to address challenges include:

- Implementation of the school feeding programme, targeting mainly children in poor regions and especially in arid and semi arid lands;
- Expansion of school infrastructure through construction of new primary schools and rehabilitation of existing ones, as well as purchase and rehabilitation of equipment - the MOE through KESSP I (2005 – 2009) and KESSP II (2010 – 2015) has emphasized investment in school infrastructure;
- School mapping to identify and address problems in underserved areas;
- Implementation of the Children’s Act of 2001 provides the legal framework for enforcing universal free primary education in the country;
- Revision of the primary school curriculum to make it less burdensome and more attractive to learners;
- Building capacity for quality assurance and control;
- Endeavouring to achieve an optimal pupil to teacher ratio of 45:1 in high potential areas and 25:1 in rural arid and semi arid areas, so as to enhance efficient and effective use of teachers;
- Introduction of mobile schools and low-cost primary boarding schools in the ASAL regions, to ensure that learning is not interfered with as parents move in search of pasture and water;
- Improving quality and efficiency of education through teacher training and redeployment;
- Promotion of Early Childhood Development and Education through partnerships with communities and the private sector;
- Decentralization of decision-making to district and school level administrators and parent representatives, as well as strengthening education management information systems;
- Ensuring quality management capacities amongst education managers and other personnel involved in education at all levels by 2010;
- Enhance participation of special circumstance children, including orphans, children in slums and ASALs;
- Implement an HIV and AIDS policy for the education sector and mobilize resources to support HIV and AIDS programmes in schools;
- Expand the school-feeding programme to cover children in all needy areas;
- Work with partners to ensure barrier-free primary schools for those with special needs;
- Develop and strengthen school-based and zonal level quality assurance capacities;
- Strengthen school administration management and school management committees;
- Improve capacities of monitoring committees at all levels;
- Develop and utilize monitoring tools to ensure standardization;
- Establish a programme for teacher development through regular training and in-servicing, with appropriate accreditation mechanisms for professional growth;
- Develop mechanisms for assessing teacher competencies and reward; and
- Regularly review teacher distribution against agreed staffing norms.

2.2.3 Non-formal education

In collaboration with FBOs and civil society organizations, GoK provides non-formal education (NFE) to children and youth who missed their chance to pursue formal schooling due to poverty or inadequate learning centres. Non-formal education is common in slums and hard-to-reach areas. With the introduction of free primary education in 2003, government also undertook to support NFE centres to give children and youth who would otherwise have missed education altogether, a second chance.

Table 10: Numbers of non-formal education institutions & enrolment by province, 2003-08

Province	2006				2007			2008		
	No.	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Coast	251	4,198	3,544	7,742	4,985	5,405	10,390	5,020	5,463	10,483
Central	83	582	422	1,004	643	896	1,539	720	950	1,670
Eastern	101	443	397	840	789	758	1,547	834	765	1,599
Nairobi	640	40,518	36,790	77,308	46,830	44,167	90,997	52,345	59,450	111,795
Rift	79	1,615	1,680	3,295	1,642	2,804	4,446	1,723	3,120	4,843
Western	18	1,308	547	1,855	875	1,298	2,173	920	1,287	2,207
Nyanza	133	2,195	1,886	4,081	2,405	2,907	5,312	2,542	3,010	5,552
North	90	2,489	1,365	3,854	1,661	3,320	4,981	1,720	3,540	5,260
TOTALS	1,395	53,348	46,631	99,979	59,830	58,555	121,385	65,824	77,585	143,409

Source: 2002-2008 Education Facts and Figures, Ministry of Education

The MoE conducted a school mapping exercise in 2005/6, which *inter alia* documented locations of NFE centres. About 200 have been registered and are receiving capitation grants for procurement of learning materials from government. Some non-formal schools have been provided with teachers from the TSC to ensure efficient and effective delivery of quality education. The education ministry has further developed guidelines to support community schools in slums and other disadvantaged areas, providing some of them with textbooks and food.

Non-formal education faces several challenges, including poor quality and relevance due to lack of a clear policy, a negative image, lack of a clear transition mechanism to the formal system, inadequate resources, unqualified teachers, lack of teaching and learning materials, lack of quality assurance mechanisms, and poor coordination of the large number of service providers.

2.2.4 Special needs education

Kenya subscribes to the principle of inclusive education, particularly targeting those with special learning needs. The GoK has set up various programmes on special needs education. Whereas the earlier practice was to isolate learners with special needs into specific schools, the trend has shifted to include them as much as possible in regular schools. Under free primary education for example, the government gives grants to all schools to develop infrastructure for those with special learning needs. Tables 11 and 12 present trends in special needs education.

Despite the move towards inclusive learning institutions, special schools still exist to cater for learners with physical handicaps, hearing and visual impairment and severe mental disabilities. However, special needs education still excludes a number of children with unique learning requirements such as those who are gifted and talented, psychosocially different, autistic, multiply handicapped, have specific learning difficulties and/or communication disorders.

Table 11: Trends of KISE training and assessment output, 2002/03 to 2008/09

Year	No. of graduates	No. of new cases assessed
2002/03	-	252
2003/04	-	254
2004/05	1991	207
2005/06	2785	337
2006/07	2801	687
2007/2008	1945	665
2008/2009	2,896	701

Source: MOE, 2008

Table 12: Enrolment by category in special needs education institutions, 2003-08

Category	Nos.	2003			2007			2008*		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Special	109	7,863	5,545	13,303	19,562	15,649	35,211	20,654	16,548	37,202
Special Secondary	7	3,822	294	3,984	5,571	4,457	10,028	5,654	5,015	10,669
Special Tech/Voc	5	757	611	1,362	1,468	1,182	2,650	1,524	1,521	3,045
Primary units/integrated	1,340	31,276	41,601	73,121	66,614	93,258	159,872	77,734	93,345	171,079
Institutes of higher learning	6									
Totals	1,467	43,718	48,052	91,770	51,496	63,114	207,761	105,566	116,429	221,995

Source: MOE, 2008

Challenges

Special needs programmes face several challenges, including inadequate funding. Under the free primary education programme the GoK allocates about KES 2,000 (USD 32) for each learner in special schools, which is not enough to meet the costs of expensive learning equipment that such children need. Other challenges are:

- Lack of clear guidelines and support to the implementation of an all-inclusive education policy;
- Lack of data on learners with special needs and inadequate tools and skills in their identification and assessment;
- Inappropriate infrastructure, inadequate facilities and lack of equipment, which makes it difficult to integrate special education in regular programmes; and
- Inappropriate placement of learners with disabilities, inadequate and expensive teaching and learning materials, and inadequate supervision and monitoring of special education programmes.

Strategies to address challenges

To address the challenges, the following proposals are being considered:

- Rehabilitate and strengthen the disability assessment programme to enhance identification and placement of learners with special needs;

- Integrate special education programmes in all learning and training institutions and ensure that the institutions are responsive to the education of learners with special needs;
- Provide instructional materials for schools offering special needs education;
- Develop and standardize diagnostic assessment tools to allow for effective identification and assessment of learners with special needs;
- Implement appropriate and flexible curricula for learners with special needs;
- Implement integrated special education programmes in pre-service and in-service teacher training; and
- Promote functional skills development for youth and adults with special needs.

2.2.5 Secondary education

Secondary education takes four years to complete, catering for students aged 14 to 17 years; it leads to the award of the Kenya Certificate of Secondary Education (KCSE). Secondary school prepares students for university education, or diploma or certificate training in various fields of specialization. Secondary education has expanded during the past five years due to improved transition from primary school, which reached 64.8 percent in 2008, up from 47 percent in 2002. In total there were 1.38 million students enrolled in secondary schools in 2008, up from 778,801 in 2002. The number of secondary schools increased from 4,071 in 2003 to 6,971 in 2008. Similarly, the number of KCSE candidates rose to 305,035 in 2008, up from 243,453 in 2006. There were 53,896 teachers employed in secondary schools in 2007, about 75 percent of whom are trained at university level. Table 13 shows enrolment trends in secondary schools between 2002 and 2007.

Table 13: Enrolment by form and sex in secondary schools, 2004-08

FORM	2004		2005		2006		2007		2008	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Form 1	146,645	127,057	139,469	124,384	161,588	137,873	170,650	143,045	207,212	180,461
Form 2	124,585	114,053	122,867	109,471	132,015	119,077	173,165	149,840	196,500	163,164
Form 3	117,975	105,118	120,912	107,770	120,978	115,443	157,572	134,793	181,775	155,798
Form 4	101,301	89,416	110,909	98,367	131,491	111,615	137,304	113,899	161,026	136,275
Subtotal		435,643	494,157	439,992	546,072	484,008	638,690	541,577	746,513	635,698
TOTALS	926,150		934,149		1,030,080		1,180,267		1,382,211	

Source: Economic Survey, 2009

Table 14: Trends in secondary gross enrolment rate and net enrolment rate, 2002-08

Year	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Boys	Girls	Total	Boys	Girls	Total
2002	29.8	26.4	29.7	18.5	17.1	18.2
2003	29.7	27.4	28.5	18.2	18.9	18.6
2004	32.1	27.6	29.8	19.7	19.1	19.4
2005	31.3	27.2	29.3	21.9	19.1	20.5
2006	34.6	29.9	32.2	24.2	20.9	22.5
2007	40.4	33.3	36.8	25.2	23.2	24.2
2008	46.3	38.8	42.5	29.8	27.9	28.9

Source: Economic Survey, 2009

A major development in secondary education was the introduction of government subsidies to cover tuition costs. Introduced in 2008, the programme aims to reduce the cost of secondary education to enable a higher number of eligible students to enrol in and complete their secondary education. Under the programme, the government allocates KES 10,000 (USD 130) a year to every student for tuition, while parents pay for accommodation, uniforms, examinations and travel. The programme was faced with teething problems of a logistical nature but was expected to stabilize in due course.

Challenges

- Low participation rates, with only 23.2 percent of the eligible age group enrolled in secondary schools;
- Low transition from secondary to tertiary levels (particularly to university);
- Gender and regional disparities;
- Inadequate number of secondary schools to admit eligible students;
- Inadequate number of teachers as well as poor utilization of those in schools;
- High costs of learning and teaching materials, school uniforms, transport and development levies; extra expenses for private tuition and boarding;
- Loaded curriculum with emphasis on didactic teaching;
- Unfriendly school environment, especially for girls;
- Negative effects of HIV and AIDS pandemic;
- Rising repetition rates; and
- Poor performance in national examinations, especially in core subjects such as mathematics and sciences.

Strategies to address challenges

- Free Day Secondary Education Programme (introduced in January 2008) helped reduce costs associated with secondary education, making it more accessible.
- Provision of bursary funds to needy students in secondary schools to enhance transition rates from primary to secondary education
- Devising more efficient methods of disbursing bursary funds;
- Implementing affirmative action in secondary schools to address the needs of the vulnerable and marginalized;
- Providing basic equipment to targeted schools and needy areas to expand access and reduce the cost of secondary schooling to households;
- Promoting private sector participation in provision of secondary education;
- Better utilization of teachers, retraining those handling optional subjects to teach others;
- Promoting day schools through tuition fees subsidies as a means of expanding access and reducing cost to parents;
- Encouraging parents and communities to provide infrastructure and operational costs;
- Regularizing in-servicing of teachers in certain target subjects and building their capacity to deliver on emerging issues like HIV and AIDS; and
- Ensuring that that the school environment is inclusive and gender responsive.

2.2.6 Teacher management

In 2001, the GoK stopped automatic recruitment of teachers. Teacher recruitment has since been undertaken on a needs basis, filling vacancies created through death, retirement and/or resignations rather than being treated as mass employment. At the same time the government decentralized the recruitment process, allowing district education and secondary boards to interview candidates and to forward those selected to the Teachers Service Commission (TSC) for appointment. In 2008 there were 173,157 public primary school teachers, all of whom were trained. Given the large numbers of school enrolments, there is an estimated shortage of 42,042 teachers -the current teacher to pupil ratio stands at 1: 43.5. Details of primary school teachers and their qualifications are shown in Table 15.

Table 15: Numbers of primary school teachers by qualification and sex, 2006–08

	2006			2007			2008		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
TRAINED									
Graduate	584	436	1,020	608	470	1,078	658	490	1,148
Approved	22,302	18,572	40,874	23,033	20,135	43,168	22,003	21,010	43,013
S1/Diploma	6,786	7,001	13,787	7,060	7,527	14,587	7,054	7,456	14,510
P1	52,616	40,659	93,275	54,741	44,250	98,991	55,241	44,160	99,401
P2	6,541	4,877	11,418	6,805	5,213	12,018	6,802	5,185	11,987
P3	778	920	1,698	809	992	1,801	-	-	-
TOTAL	89,607	72,465	162,072	93,056	78,587	171,643	91,758	78,301	170,059
UNTRAINED									
K.C.E./K.C.S.E.	338	115	453	568	120	688	-	-	-
K.J.S.E	42	21	63	84	29	113	-	-	-
C.P.E./Others	254	151	405	556	157	713	-	-	-
TOTAL	634	287	921	1,208	306	1,514	-	-	-
GRAND TOTAL	90,241	72,752	162,993	94,264	78,893	173,157	91,758	78,301	170,059

Source: Economic Survey, 2009

To address staffing shortfalls and to achieve equity, the TSC in collaboration with the MoE conducted a staffing norms study in 2005 which looked into long-term rather than short-term staffing options. Following the findings of the study the MoE put the following interventions in place through TSC:

- Decentralize employment of teachers, so that they are employed at the district level where vacancies exist for primary school teachers and school level for secondary and technical institutions;
- Restrict recruitment of new staff to replacement of those who leave through natural attrition only.

Details on the numbers of public secondary school teachers and their qualifications are provided in Table 16.

Table 16: Number of secondary teachers, by qualification and sex, 2006-08

	2006			2007			2008		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
TRAINED									
Graduate	21,565	11,934	33,499	22,431	12,572	35,003	22,131	12,502	34,633
Approved	5,225	2,747	7,972	5,435	2,894	8,329	5,135	2,397	7,532
S1/Diploma	101	68	169	105	72	177	85	65	150
Technical	371	172	543	386	181	567	365	187	552
TOTAL	27,262	14,921	42,183	28,357	15,719	44,076	27,716	15,151	42,867
UNTRAINED									
Graduate	133	19	152	138	20	158	87	15	102
Dip/Technical	47	21	68	49	22	71	35	12	47
TOTAL	180	40	220	187	42	229	122	27	149
GRAND TOTAL	27,442	14,961	42,403	28,544	15,761	44,305	27,838	15,178	43,016

Source: Economic Survey, 2009.

2.2.7 Teacher education

In 2008, there were 28 primary teacher training colleges in the country, of which 20 were public and eight private. There are three colleges training diploma teachers, viz. Kagumo, Kenya Technical Training College and the newly-established Kibabii Teachers College.

There were 26,124 trainees enrolled in the teacher training colleges in 2008, of which 60 percent were in the public colleges. There were equal numbers of males and females enrolled in the training colleges.

Table 17: Teacher training enrolment, 2004-08

INSTITUTION	2004		2005		2006		2007		2008	
	M	F	M	F	M	F	M	F	M	F
<i>Public primary teachers colleges</i>										
1st year	4,589	4,334	4,201	4,589	4,621	4,435	4,134	3,908	4,121	4,313
2nd year	3,951	4,530	4,589	4,334	4,201	4,589	4,601	4,402	4,260	3,944
Sub-total	8,540	8,864	8,790	8,923	8,822	9,024	8,735	8,310	8,381	8,257
Private TTCs	1,340	1,456	1,474	1,586	1,524	1,599	2,672	2,702	3,453	4,231
<i>Diploma teachers</i>										
1st year	305	282	359	295	422	301	254	204	365	322
2nd year	421	330	301	261	359	295	403	297	245	198
3rd year	463	334	344	287	301	261	358	293	385	287
Subtotal	1,189	946	1,004	843	1,082	857	1,015	794	995	807
TOTAL	11,069	11,266	11,268	11,352	11,428	11,480	12,422	11,806	12,829	13,295
GRAND TOTAL	22,335		22,620		22,908		24,228		26,124	

Source: Economic Survey, 2009

Challenges

- Broad curriculum that does not allow for specialization - trainees are required to study all subjects offered in primary school, leaving little room for in-depth study;
- Inadequate and outdated facilities that cannot effectively prepare teachers for modern pedagogy;
- Curriculum does not include new and emerging fields such as information and communication technology, or capacity development in interactive pedagogy and alternative delivery systems such as multi-shift multi-grade and double-shift systems;
- Few opportunities for the thousands of secondary school leavers seeking places to train as teachers; and
- Freeze of direct teacher employment demoralizes trainees.

2.2.8 In-service education and training (INSET)

The purpose of in-service training programmes for teachers is to continuously upgrade teachers' pedagogical skills and mastery of subjects, enabling them to provide high quality teaching. To improve teaching quality, MoE has designed two models of in-service programmes. These are (a) face-to-face in-services where teachers are trained during holidays (SMASSE), and (b) school-based distance education programmes that use interactive materials.

These programmes are geared towards attaining Universal Primary Education by 2015 and are in line with Sessional paper No. 1 of 2005 on a policy framework for education training and research. The policy articulates the need for continuous skills upgrading for teachers. The focus has been on up-scaling countrywide in-service programmes, to reach all teachers in both secondary and primary schools.

Impact studies show that the greatest impacts on classroom practice are in classrooms taught by teachers who have undergone systematic in-service training. Sustaining ongoing in-service programmes is seen as key, as is embracing innovations such as ICT integration in teaching and learning.

2.2.9 Adult literacy and continuing education

The youth and adult literacy programme aims to impart basic literacy, numeracy and communication skills, critical in equipping adults with knowledge and life skills necessary for improved and effective work performance. The post-literacy programme is aimed at assisting new literates to engage in productive learning activities, helping them to retain, improve, and apply their literacy, numeracy and communication skills. The continuing education programme targets out-of-school youth who have had no access to formal primary school education and those who dropped out of school before acquiring sustainable literacy levels. The literacy programme, therefore, offers youth and adults another chance to continue with their desired levels of education.

The Directorate of Adult and Continuing Education (DACE) has 4,590 adult education instructors, of whom 1,590 are full-time and 3,000 are part-time instructors. Full-time instructors are permanent, pensionable government employees, while part-time teachers are volunteers who are paid a token allowance (honorarium) for their services. Learning programmes take place in adult education centres, which may offer one or more literacy classes. Similarly, each teacher has at least one class, but some teachers may teach more than one. Part-time staffers work for six hours a week. In total, the DACE has 7,006 adult literacy classes but the exact number of classes operated by other providers is difficult to determine.

In 2008 there were 215,862 learners enrolled in adult literacy classes, consisting of 69,678 males and 146,184 females. Tables 18-20 show enrolment trends in adult education and literacy programmes, and numbers of instructors.

Table 18: Enrolment trends in adult literacy centres by sex and year, 2006-08

Province	2005			2006			2007			2008		
	M	F	Totals	M	F	Totals	M	F	Totals	M	F	Totals
Nairobi	389	586	975	2,502	2,388	4,890	2,627	2,165	4,792	2,726	4,050	6,776
Central	3,349	6,624	9,973	2,782	7,154	9,936	2,921	6,816	9,737	4,226	11,927	16,153
Coast	4,796	13,048	17,844	4,290	11,032	15,322	4,505	10,510	15,015	4,449	18,343	22,792
Eastern	5,642	19,403	25,045	7,490	19,261	26,751	7,865	18,351	26,216	18,728	45,955	64,683
North Eastern	3,365	6,515	9,880	1,824	4,691	6,515	1,976	4,409	6,385	7,159	5,093	12,252
Nyanza	6,520	13,305	19,825	5,071	13,041	18,112	5,325	12,425	17,750	11,298	20,253	31,551
Rift Valley	9,868	17,458	27,326	9,545	24,546	34,091	10,025	23,384	33,409	15,834	23,172	39,006
Western	4,973	10,483	15,456	3,834	9,860	13,694	4,026	9,394	13,420	5,258	17,391	22,649
Grand Total	38,902	87,422	126,324	37,338	91,973	129,311	39,270	87,454	126,724	69,678	146,184	215,862

Source: Ministry of Education

Table 19: Numbers of teachers/instructors (2004-08)

	2004	2005	2006	2007	2008
Full-time teachers	1,811	1,802	1,792	1,723	1,590
Part-time teachers	4,817	4,655	3,089	3,089	3,000
TOTAL	6,628	6,457	4,881	4,812	4,590

Source: Ministry of Education

Table 20: Literacy survey rate at provincial levels, by sex, 2006

Province	Male (%)	Female (%)
Nairobi	91.7	92.2
Eastern	72.8	67.0
North-eastern	17.9	7.5
Coast	78.0	56.7
Central	89.5	83.9
Western	73.3	68.6
Rift Valley	68.7	62.6
Nyanza	82.9	76.2

Source: Kenya National Adult Literacy Survey Report, March 2007

The 2006 survey on adult literacy revealed the following:

- Approximately 38.5 percent of the Kenyan adult population is illiterate, and would benefit from literacy programmes;
- Males demonstrate a higher level of reading and numeracy skills than females, of 64.2 percent and 67.9 percent, and 58.9 percent and 61.4 percent, respectively;
- Regional inequalities, in which urban areas recorded higher literacy rates compared to rural areas;
- Government is the main provider of facilities for adult education programmes, accounting for 41 percent; they are followed by faith-based organizations (FBOs), at 31.3 percent.

Challenges

- Lack of sufficient personnel: the directorate has too few teachers;
- Stigmatization: many adults and youths are unwilling to be associated with adult education and would like to attend classes incognito;
- Insufficient resources: the directorate depends on facilities of other organizations, as they do not have their own classrooms;
- Low awareness of literacy programmes: adult centres are sparsely distributed, i.e. one class per location; and
- Lack of teaching/learning materials.

Strategies to address challenges

Provide more funding to the Department of Adult Education (DAE) to enable it achieve its mandate. Besides direct government funding, adult literacy programmes should benefit from alternative cash sources such as the Constituency Development Fund (CDF) and Local Authority Transfer Fund (LATIF). Other strategies include:

- Establish more adult education centres, at least four in every sub-location;
- Recruit adult educators and improve their terms and conditions of service;
- Finalize and implement the proposed National Qualifications Framework (NQF) on education and training;
- Review and update adult literacy curricula regularly, to make them relevant and attractive;
- Provide adult education learning resource centres with adequate teaching and learning materials;
- Provide in-service training for adult literacy instructors, to equip them with requisite skills and knowledge to offer quality teaching and to motivate learners;

- Recruit qualified quality assurance officers to supervise the implementation of quality youth and adult literacy and continuing education;
- Mobilize various service providers and partners such as FBOs, civil society, private sector, individuals and communities to support youth and adult literacy and education programmes;
- Mount publicity and advocacy campaigns to profile adult education programmes and give them the visibility they require, encourage politicians, FBOs and civil society to publicize the programmes;
- Establish community learning resource centres to enhance the reading culture; and
- Develop innovative approaches for material production such as learner-generated materials.

2.2.10 EFA initiative programmes

In order to meet EFA targets several programmes have been put in place, including *inter alia* school feeding programmes, school-based de-worming programmes, low cost boarding and primary school infrastructure.

- **School feeding programme**

The school feeding programme is a partnership between the World Food Programme (WFP) and the MoE. The objective of the programme is to increase school enrolment, improve and/or stabilise school attendance, increase school completion rates, and improve children's ability to concentrate and learn. The programme targets areas with high incidences of chronic food insecurity and poor education indicators such as low access, low net enrolment ratio, high dropout rates and poor attendance. Targeting was carried out and priority districts selected for implementation.

During times of extensive drought with their high risk of school dropouts, SFP is normally expanded to cushion high-risk areas through an expanded school feeding programme under the national Emergency Operation (EMOP).

- **School-based de-worming programme**

The programme is implemented in partnership between the Ministries of Education and Public Health and Sanitation, with support from development partners. The aim of the programme is to provide school-based health services and hygiene and nutrition skills, geared towards improving health and educational deficiencies arising from soil-transmitted helminths and schistosomiasis amongst children of school-going age.. A school-based de-worming programme is a simple, safe and cost-effective intervention deliverable by teachers, with a recognized beneficial impact on learning.

- **Low-cost boarding primary schools**

The programme is implemented in ASAL regions and areas of poverty to mitigate against the effects of poverty, long distances to schools, insecurity and pastoralism. The objective is therefore to increase access to education and retain children in schools in order to complete their primary education.

- **Primary school infrastructure**

To address increased primary schools intakes due to abolition of school fees in 2003, the GoK disbursed infrastructure funds to schools aimed at increasing access at the primary level and targeting at least the poorest schools in a given district. These grants are disbursed towards renovation of physical facilities, including water and sanitation. The districts to benefit were ranked on four-point criteria (poverty index, permanent classroom gap, permanent toilet gap and non-schooling gap).

2.2.11 Tertiary and university education sub-sector programmes

The objective of Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) is to provide and promote life-long education and training for self-reliance. The programmes are offered at national polytechnics, technical training institutes, institutes of technology, youth polytechnics and industrial and vocational training centres. National polytechnics, technical training institutes and institutes of technology admit trainees with Form Four, while youth polytechnics absorb primary school leavers. Training is offered at artisan, certificate and diploma levels.

In 2008 there were two National Polytechnics, at Eldoret and Kisumu. The Kenya Technical Teachers College also offers technical courses at diploma and higher national diploma levels. In addition, there were 27 Technical Training Institutes and 17 Institutes of Technology. The government has upgraded Kenya and Mombasa polytechnics to university status, offering technical degree courses.

Enrolment of TIVET institutions grew from 58,637 in 2003 to 85,200 in 2008, a 45 percent increase. A significant trend is the near-gender parity in enrolments at TIVET institutions, especially at technical training institutes and institutes of technology. However, there are gender gaps at both national and youth polytechnics. More males than females are registered at national polytechnics, which is attributed to the fact that they offer science and technical courses which attract few females. However, more females than males are enrolled at youth polytechnics, as these institutions offer traditional artisan courses that are attractive to females, such as tailoring and dressmaking. Table 21 shows enrolment trends at the TIVET institutions.

Table 21: Student enrolment by sex in technical institutions 2003-08

INSTITUTION	2003		2004		2005		2006		2007		2008	
	M	F	M	F	M	F	M	F	M	F	M	F
National polytechnics												
Kenya Polytechnic	7738	4863	6386	3499	6410	3549	6405	3329	6521	3401	5844	3344
Mombasa Polytechnic	2647	1390	2778	2436	3111	2631	3265	2710	3285	3012	3561	3102
Kisumu Polytechnic	937	421	1124	476	1349	619	1410	710	489	824	1840	845
Eldoret Polytechnic	1523	684	1675	752	1759	820	1834	32	1894	858	2372	1645
TOTAL	12845	7358	11963	7163	12629	7619	12914	6781	12189	8095	13617	8936
Other TIVET Institutions												
Technical Training Institutes	7435	5648	9653	8350	9846	8684	9925	8731	10818	9517	12132	9876
Institutes of Technology	4799	3927	4716	3755	4904	3943	4961	4104	5407	4473	5807	4768
TOTAL	12234	9575	14369	12105	14750	12627	14886	12835	16225	13990	17939	14644
Youth Polytechnics	7171	13255	8605	13918	8691	14196	8741	14210	9528	15489	12154	17543
TOTAL	30162	28875	32251	30188	34936	33186	3670	34442	36541	34626	43915	41285
GRAND TOTAL	58637		62439		68122		70512		71167		85200	

Challenges

- Inadequate facilities and capacities to meet the demand of school leavers seeking training at TIVET institutions;
- TIVET institutions managed by different government departments, making it difficult to harmonize training programmes and standards;
- Lack of effective training co-ordination, leading to duplication of skilled personnel;
- Inflexible TIVET curriculum unresponsive to changing needs of the labour market, leading to mismatch between skills learned in training institutions and skill demands from industry;
- Lack of adequately trained tutors to teach at the TIVET institutions;

- Poor systems for quality assurance; and
- Obsolete equipment that compromises effective training for a modern economy.

Strategies to address challenges

- Develop a comprehensive national skills training strategy;
- Promote private sector investments in the development of TIVET programmes and facilities;
- Provide scholarships and other merit awards for staff and students to promote excellence in creativity and innovation in science and technology;
- Provide loans and bursaries to needy but bright students to enhance access to TIVET;
- Place skills training institutions under one coordinating ministry to ensure commonality of standards;
- Rehabilitate and expand facilities at the TIVET institutions to ensure quality training from youth polytechnics to national polytechnics;
- Develop a credit-transfer system to enable TIVET graduates to access higher education and training at degree levels;
- Upgrade national polytechnics to offer degree level qualifications while retaining their present mandates;
- Establish a national TIVET authority to oversee the national skills training system;
- Review current training delivery mechanisms to include mandatory on-the-job training to enhance quality and relevance of training;
- Regulate quality of training at all levels through the proposed TIVET Authority in collaboration with CHE; and
- Carry out regular labour market skills surveys and training needs assessments to develop manpower development plans.

2.2.12 University education

There are seven public universities and 23 private universities in Kenya. Amongst the latter 11 are chartered and four are registered, while the remaining eight have letters of interim authority. All the public universities except Masinde Muliro have constituent colleges and campuses as follows: Egerton (two constituent colleges); JKUAT (three constituent colleges); Kenyatta (one constituent college and two campuses); Moi (two constituent colleges and three campuses); University of Nairobi (one constituent college and seven campuses) and Maseno (one constituent college).

University education has expanded exponentially since 2003. University enrolment rose from 58,637 in 2004/05 to 122,847 in 2008/09 (73,543 males and 49,304 females). Public universities constituted 82 percent of the student body (100,649) and private ones 18.1 percent (22,189).

Table 22: Enrolment in universities by year and sex, 2004/05 – 2008/09

INSTITUTION	2004/05		2005/06		2006/07		2007/08		2008/09	
	Male	Fem	Male	Fem	Male	Fem	Male	Fem	Male	Fem
<i>Public Universities</i>										
Nairobi	21,268	11,706	21,940	11,765	22,513	12,426	23,513	12,826	24,162	13,253
Full time	9,987	5,250	10,800	5,425	10,858	5,536	11,340	5,714	11,624	5,857
Part time	11,281	6,456	11,140	6,340	11,655	6,890	12,173	7,112	12,538	7,396
Kenyatta	11,252	4,803	10,896	4,787	8,845	7,891	10,172	8,425	10,652	8,713
Full time	4,313	2,887	4,356	2,947	5,066	3,285	5,826	3,507	6,176	3,647
Part time	6,939	1,916	6,540	1,840	3,779	4,606	4,346	4,918	4,476	5,066

Moi	6,796	5,214	6,831	5,314	8,604	6,059	8,674	6,158	8,982	6,379
Full time	4,304	3,195	4,311	3,200	5,654	3,554	5,700	3,612	5,928	3,756
Part time	2,492	2,019	2,520	2,114	2,950	2,505	2,974	2,546	3,054	2,622
Egerton	6,351	2,246	6,262	2,236	8,163	4,006	8,262	4,205	8,667	4,415
Full time	5,540	1,960	5,322	1,890	7,319	3,383	7,408	3,551	7,778	3,729
Part time	810	287	940	346	844	623	854	654	888	687
Jomo Kenyatta	4,315	1,959	4,207	1,673	4,460	1,845	5,450	2,512	5,723	2,594
Full time	2,201	999	2,240	1,016	2,176	524	2,659	713	2,792	742
Part time	2,114	960	1,967	657	2,284	1,321	2,791	1,799	2,931	1,853
Maseno	3,413	2,168	2,826	1,878	2,778	1,937	3,487	2,199	3,603	2,257
Full time	2,660	1,690	2,106	1,420	1,888	1,277	2,370	1,450	2,441	1,494
Special	753	478	720	458	890	660	1,117	749	1,162	764
Masinde Muliro	-	-	775	287	1,154	656	946	278	965	284
	-	-	420	182	620	422	508	179	518	183
Part time	-	-	355	105	534	234	438	99	447	101
Subtotal	53,394	28,097	53,737	27,940	56,517	34,820	60,504	36,603	62,753	37,896
Private universities										
Private accredited	3,796	4,546	4,215	4,624	8,975	6,973	9,688	10,469	10,172	10,992
Private unaccredited	801	907	853	947	2,853	2,091	583	392	618	416
Subtotal	4,597	5,453	5,068	5,571	11,828	9,064	10,271	10,861	10,790	11,408
TOTAL	57,990	33,551	58,805	33,511	68,345	43,884	70,775	47,464	73,543	49,304
GRAND TOTAL	91,541	92,316	112,229	118,239	122,847					

Challenges

- Lack of university capacity to cater for a growing demand for higher education - only 10 percent of secondary school leavers get university places each year;
- Mismatch between training offered at universities and skills required by the labour market;
- Imbalance between numbers of students studying science and the arts;
- Rigid admission criteria that exclude credit transfers among universities and graduates from other post-secondary institutions;
- Gender and regional disparities in terms of admissions and courses;
- Inadequate funding has rendered universities unable to provide adequate facilities to guarantee quality education;
- Insufficient lecturers to cater for the large numbers of university students; and
- Inadequate modernisation of facilities, including ICT, books and journals.

In view of the challenges facing higher education, the government created the Public Universities Inspection Board in 2005 to examine the status of higher education and make proposals on how it should be transformed to meet national and international goals. Recommendations by the inspection board included:

- Establish new universities, expand existing ones and upgrade certain middle-level colleges to university status;
- Promote private sector investment in development of university education and training;
- Strengthen quality assurance mechanisms in all universities;

- Provide scholarships based on national economy needs; target bursaries and loans to the needy, taking into account gender parity;
- Rationalize academic programmes among universities with the aim of creating centres of excellence, giving each university a comparative advantage; expand the financial base of the Higher Education Loans Board, enabling it to mobilize resources for loans to needy students;
- Create incentives for increased investment in university education, training and research;
- Promote open universities and distance education to increase learning opportunities;
- Develop capacities for academics and university managers to enhance their performance;
- Through the CHE, provide a quality assurance framework and national accreditation system to ensure quality education and training at tertiary institutions and universities; and
- Harmonize laws governing university education to empower the CHE to carry out its functions effectively.

2.3 Financing of education and resource mobilization

2.3.1 Expenditure analysis for the period 2006/07 – 2008/09

Education consumes approximately one third of the national budget. In 2007/08 the sector was allocated KES 125.28 billion (about USD 2.0207 billion). Out of this allocation, KES 8.1 billion (USD 1,732,157,177) was earmarked for free primary education, KES 2.9 billion (USD 46,511,788) for tuition fees for secondary schools, KES 7.3 billion (USD 117,080,994) for unpaid teachers' salaries and another KES 1 billion (USD 16,038,492) for recruiting an additional 4,000 teachers to cover staffing shortfalls in schools. Another KES 800 million (USD 128,307,939) was allotted to a bursary scheme for needy students in secondary schools. Government's allocation to education and training over the period 2006/07-2008/09 has seen a steady increase from KES 105.26 billion (USD 1,688,211,708, 2006/07 to KES 117.53 billion (USD 1,885,004,009.62) in 2008/09. The highest figure in the ministry's budget goes towards meeting the cost of teachers' emoluments, followed by Free Secondary Education and Free Primary Education respectively.

The ministry budget is expected to increase as additional teachers are recruited to meet an ever-growing enrolment in both primary and secondary schools. The recurrent budget averages 92% of total ministry expenditure, with the balance of 8% under the development budget. However, development expenditure has increased from KES 7.79 billion in 2006/07 to KES 9 billion in 2008/09.

The bulk of government spending on education is on recurrent expenditure, including poverty alleviation programmes aimed at cushioning needy students and those in hardship areas, enabling them to attend school. Little funding is spent on capital development and infrastructure.

The government has been implementing a sector-wide funding programme under the Kenya Education Sector Support Programme (KESSP), under which the government has codified its expenditures into 23 investments. The programme allows coordination of funding allocations, and hence more effective allocation of resources.

The main challenge facing education funding is disproportionate allocations for capital and recurrent expenditures. Since the bulk of funding is allocated to staff salaries and administrative tasks, little is left for the provision of teaching and learning materials. There are also disparities between sectoral allocations, with areas such as early childhood education, special needs education and adult literacy and continuing education and HIV and AIDS receiving minimal funding compared to other sectors. Furthermore, provision of funds for free primary education and bursaries has not matched learners' needs. Whereas allocations for free primary education have increased from KES 6.9 billion (USD 95,833,333) in 2004/20045 to KES 9.7 billion (USD 134,722,222,222) in 2008/09, the amount still falls short of what is required to offer quality education to all children. Ministry of Education expenditure between 2004/05 - 2008/09 is shown in Table 23.

Table 23: Ministry of Education expenditure (in KES million)

	2004/2005	2005/2006*	2006/2007**	2007/2008**	2008/2009**
RECURRENT EXPENDITURE					
General Administration & Planning	59,140.80	64,139.32	72,946.86	82,497.17	82,086.83
Pre-Primary Education	25.66	57	50.45	41.38	221.48
Primary Education	6,894.42	7,148.58	7,746.53	7,938.94	9,668.42
Secondary Education	938.79	2,893.70	1,018.98	3,918.98	12,472.36
Special Education	209.77	193.14	353.12	407.56	587.75
Teacher Education	210.41	177.72	144.87	247.58	214.22
Adult Education					
Youth Polytechnics and Training				775.33	1,272.60
Technical Education++	1,546.55	1,291.09	2,819.00	2,694.57	2,884.33
Polytechnic Education++	1538.2	571.72	567.99	633.93	811.15
Universities++	9,735.25	11,885.24	14,158.61	11,904.61	11,809.01
SUB-TOTAL	80,239.85	88,357.51	99,806.41	111,060.05	122,028.16
DEVELOPMENT EXPENDITURE					
General Administration & Planning	651	1,705.04	2,630.13	899.38	714.10
Pre-Primary Education	6.6	-	-	21.80	21.80
Primary Education	3,196.90	1,311.60	6,424.16	7,281.52	8,297.91
Secondary Education	205.5	170	170.00	192.00	848.96
Special Education	-	-	-	-	-
Teacher Education	80.27	143.50	50.00	193.26	180.00
Adult Education				16.85	5.85
Youth Polytechnics and Training+				1,131.93	1,383.00
Technical Education++	70.00	185.00	85.00	310.00	720.00
Polytechnic Education++	-	-	-	-	317.00
Universities++	560.2	487.7	661.50	937.50	2,261.70
SUB-TOTAL	4,770.47	4,002.84	10,020.78	10,984.24	14,750.32
TOTAL EXPENDITURE	85,010.32	92,360.35	109,827.19	122,044.29	136,778.49

Source: Economic Survey, 2009.

3

PRIORITIES AND INTERVENTIONS OF DEVELOPMENT PARTNERS

The Government of Kenya and major its development partners have committed themselves to the sound implementation of investment programmes outlined in the Kenya Education Support Programme (KESSP I & II). Individuals, government, communities, the private sector and development partners all give support to the education sector through the KESSP framework. The following are the targets of the KESSP I (2005 -2011), some of which (b and e) have already been achieved:

- a) Attain Universal Primary Education (by 2005) and Education for All by 2015;
- b) Achieve a transition rate of 70 percent from primary to secondary school level from the current rate of 47 percent, paying special attention to girls' education;
- c) Enhance access, equity and quality in primary and secondary education through capacity building for education managers;
- d) Construct/renovate physical facilities in public learning institutions in disadvantaged areas, particularly in arid and semi arid lands and urban slums;
- e) Develop a national training strategy for TIVET and ensure that TIVET institutions are appropriately funded and equipped;
- f) Achieve 50 percent improvement in literacy levels by 2010; and
- g) Expand public universities to a capacity of at least 5,000 students each by 2015 and increase the proportion of all students studying science-related courses to 50 percent with at least one third of these being women by the year 2010.

During the financial years FY2005/06 to FY2008/09, the total on- and off-budget support from development partners was approximately US\$298 million. Pooling partners' support for the KESSP became effective in March 2007. Over the last three years (FY2006/07 to FY2008/09) the KESSP pooling partners' support amounted to approximately US\$278 million. Contributions from the Education for All (EFA) Fast Track Initiative grant amounted to US\$121 million, constituting nearly 40% of total external assistance for the KESSP. The final tranche of the three years FTI support was utilized by the end of December 2008. The MoE is now preparing to seek re-endorsement for another three years of support through the FTI. The final year of funding from pooling partners for the ongoing KESSP is FY2009/10. The MoE is also preparing the next phase of the KESSP.

Table 24: Development partners' support (on- and off-budget) from 2005/06 to end 2008/09

Development Partner	Kshs. billions	US\$ billions	%
<i>KESSP Pooling Partners</i>			
FTI	8.590	0.121	40.6
DFID	5.230	0.071	23.7
IDA	4.690	0.056	18.7
CIDA	1.850	0.025	8.4
UNICEF	0.500	0.007	2.3
Subtotal	20.860	0.279	
<i>Others</i>			
OPEC	0.580	0.008	2.6
VVOB-Belgium	0.380	0.005	1.7
USAID	0.220	0.003	1.0
Japan	0.150	0.002	0.7
ADB/ADF	0.070	0.001	0.3
Total	22.26	0.298	100.0

Source: Draft Aide Memoire October – November 2009

4

UNESCO'S PROGRAMMATIC THRUST

4.1 UNESCO's past support for education and programmatic priorities

UNESCO's principal mandate in the field of education is to support its member states to achieve **quality education and lifelong learning for all** through the achievement of the nationally set goals, six EFA and two education MDG goals by 2015. In this context, UNESCO conducted a programme review assessing overall performance of the organization's support during the period 2001-08. The review was undertaken to determine how the programme should move forward over the six years to 2015, with special focus on areas where UNESCO would add value and make a difference to countries by helping them address their national education concerns and reach international goals, such as EFA and education-related MDGs. For this purpose, three main questions were used to address the main concerns:

- (1) How has the UNESCO cluster office contributed to the education programme in the countries it serves for the period 2001-08, and how useful were these contributions?
- (2) How effective has UNESCO's approach been in support of countries' national education sector development, in particular Education for All?
- (3) What are the lessons learned to inform implementation of projects in the pipeline and the planning of 35C/5 (2010-11), as well as the next five-six years through to the end of current 34C/4 (2009-2013) and EFA 2015?

Below is a summary of the review findings and analyses.

4.1.1 Sector planning and management

The UNESCO Nairobi Office identified EMIS as an area of support and gave funding to Kenya to help roll out data collection and input at the district level, thanks to financial assistance from the Republic of Korea³. However, UNESCO's role should be clearly defined – it is not a funding agency providing hardware and developing the software, but is more a technical agency helping countries to build capacity to improve their data quality, data collection, data use for planning and monitoring and effective dissemination of data to a variety of users.

The National Assessment Survey of the Free Primary Education Programme conducted in 2004 served as a basic reference document in Kenya and more broadly in the region in countries considering abolishing school fees. The free primary education assessment was widely used for planning and addressing key challenges in program implementation.

A number of capacity development workshops were organized for National EFA Coordinators to encourage more accurate and up-to-date reporting on EFA indicators. Regular technical support has been provided, as well as technical exchanges in the region.

³Kenya benefited from UNESCO's Funds-in-Trust with the Republic of Korea to strengthen national capacities to achieve Education for All. The focus of this two year project was on EMIS.

4.1.2 Early childhood care and development

The National Early Childhood Development Policy Framework was developed to delineate the early childhood development policy system. It provides a reference framework for key sectors involved in the provision of services for infants and children, and was developed through Kenya's participation in the UNESCO/OECD Global Early Childhood Policy Review which provided opportunities for technical support and exchanges, including preparation of technical documents, national stakeholders' consultations and technical support in drafting the national ECD policy framework.

A main weakness in programme implementation seems to be that very little effort appears to have been made to coordinate activities with UNICEF, which is considered to be the lead agency working in this area. Since UNICEF has much technical expertise and experience in ECCE work the world over, their inputs would be valuable to any national efforts. Although Rwandan school inspectors are reported to have been trained, it would have been more appropriate to train pre-school teachers first. It is unclear if this has been done. Similarly, training of trainers could have been based upon preschool teachers' training needs and gaps noticed in such training. UNICEF's expertise would have been helpful in doing this. It must be noted that under one UN Rwanda programme, UNESCO has supported some activities in collaboration with UNICEF Rwanda. However, there needs to be a clear strategy developed in areas where UNESCO can make useful contributions in addressing some of the ECCE issues along lines suggested in the next section.

East Africa Early Childhood fora appear to have been established, but it is unclear as to what their objectives are, or their plans of action vis-à-vis the actual situation of early childhood care and education in the field in the different countries of the region.

- **Possible desirable areas of focus**

Efforts may be taken to improve coordination with key donors such as UNICEF and Save the Children, who work more closely with the Ministry of Health and Ministry/Department of Women & Child. UNESCO can help with coordinating work with donors and various ministries.

Such a step would add value to the ECCE efforts and is warranted because UNESCO's resources are too limited to get involved in specific technical issues. It would therefore make sense to partner with UNICEF and other organizations for this purpose.

However, UNESCO should keep this area as an option for direct intervention for the purpose of EFA assessment, as Goal 1 (ECCE or Early Childhood Care and Education) is an important EFA goal and there is very little data available on progress made by countries in reaching it. For example, UNESCO would like to get data on numbers of children successfully exposed to ECCE, i.e. with ECCE experience at the pre-school stage when they enter primary school.

4.1.3 Literacy development

Support to key national activities within the implementation framework of 2001–2008 included technical support to developing a national qualifications framework for youth and adult learning, involving numerous stakeholder consultations. A major contribution of UNESCO to Kenya under the above mentioned period has been financial and technical support in planning, analysis and dissemination of the Kenya National Adult Literacy Survey, a landmark document that has received region-wide accolades. It employed, for the first time, direct assessments of literacy skills in the population. UNESCO has also supported the development and finalization of the National Adult Literacy Policy Framework. A UNESCO-supported national conference on Youth and Adult Education held in April 2008 presented a state of the art review of adult education in Kenya, and findings of the National Adult Literacy Survey and the National Adult Education Policy for ratification.

- **Possible desired areas of focus**

Results and lessons from the Kenya National Literacy Survey may be useful in conducting similar assessments in other cluster countries. UIS has developed an assessment tool, using psychometric principles to assess an individual's cognitive skills. The Literacy Assessment

Monitoring Programme (LAMP) examines literacy using three domains: (i) skills involved in coping with continuous texts (prose), (ii) skills involved in coping with discontinuous texts such as tables or graphs (document); and (iii) numeracy skills. Niger and Morocco are the two countries currently involved in LAMP, while Kenya withdrew from LAMP and conducted its own national literacy survey.

Other possibilities of introducing cost-effective ways of measuring literacy may also be considered, such as UNESCO Bangkok's "Use of Literacy Module for Household Surveys", a methodological tool developed and adopted in several countries in the Asia-Pacific region for measuring an individual's access to and use of the literary environment for social and economic ends. This module acts as a proxy for an individual's behaviour in access and use of the literate environment⁴.

Any country's progress towards achieving EFA goals can be measured only if suitable indicators have been developed for the purpose, and information on progress made periodically available to programme managers for review and suitable intervention. To do this effectively in the area of non-formal education, there is a need to introduce NFE-MIS (non formal education- MIS) similar to EMIS already established in Kenya.

Again, most literacy activities have been started in Kenya but few plans have been made for similar efforts in other cluster countries. This gap needs to be addressed.

Literacy Assessment is an area where UNESCO has been making and can make a huge difference at the individual country level. It will add value by enabling countries to assess their progress towards the achievement of national and international goals such as EFA, MDG as also UNLD (UN Literacy Decade 2003-2012).

4.1.4 Education for sustainable development

Adopted by government and currently guiding activities in all development sectors, the preparation of the national strategy took several years of stakeholder consultations, technical support and engagement with a wide range of actors. An outcome-based ESD mapping strategy has been developed with UNESCO support, and UNESCO has been instrumental in setting up the Regional Centre of Expertise for ESD under the United National University Global ESD programme and, with wide support from the private sector, has also mounted a mobile ESD programme for greater Nairobi.

4.1.5 HIV and AIDS

UNESCO supported development of the Education Sector Policy on HIV and AIDS in 2005, as well as education workplace policies, and capacity building of teachers and other education personnel. Under the UNAIDS Inter Agency Task Team on Education, it conducted a Kenya Country Review of HIV/AIDS in the education sector and also provided strategic support for mainstreaming HIV and AIDS in the same sector. Comprehensive, broad-based HIV and AIDS education and prevention campaigns were conducted, particularly among those in the 15-24 age group. Work on HIV and AIDS preventive education has been carried out in Kenya under the EDUCAIDS Initiative since 2008, and major work has been achieved through promotion of the 2008 EDUCAIDS Framework. In Kenya, UNESCO has also been providing technical support to the MoE, strengthening its capacity to coordinate education sector responses by assisting in development of HIV and AIDS District-level Coordination Guidelines and also by supporting the ministry in taking a lead role in coordinating development partners' inputs to HIV and AIDS prevention education.

⁴For further information see: "Using a Literacy Module for Household Surveys: A Guidebook", 2008, UNESCO Bangkok.

- **Possible desirable areas for future work**

Major areas that may be useful to focus on in future, besides the current work, will include efforts to:

- Integrate HIV and AIDS programme into EFA end of decade assessment;
- Provide technical help in integrating AIDS data on schools (students, teachers) into the EMIS database;
- Develop M&E framework for measuring impact of EDUCAIDS; and
- Enhance the level of coordination with other agencies, such as UNAIDS.

4.1.6 Education quality - EMIS, school assessments and education outcomes

In order to ensure that quality education standards are met there are some basic questions that need to be addressed, including:

- A review of the national education goals and quality standards;
- Availability of national standards for measuring learning achievement as well as participation in other international learning achievement tests such as TIMSS, PISA, LAMP, SACMEQ, etc;
- Availability of a mechanism providing easy access to school and student performance;
- Presence of a child-friendly environment to enhance student learning and improve school quality; and
- Availability of a systematic school self-assessment tool, involving active participation of students, parents and community organizations.

From this perspective, the Nairobi Office's activities in the past appear to have been very sketchy and *ad hoc*. Most documents consulted for the review do not indicate systematic planning, review or assessment that looks at all these dimensions of quality education.

Two key areas where UNESCO can play a significant role need mentioning: (i) improving and strengthening the collection, processing and use of education data at all levels, from the MoE to the provincial level, and (ii) ensure the presence of standard tests for measuring learning achievement.

Improving the quality and use of data for monitoring purposes is the essence of a good Education Management Information System (EMIS), one of the main tools devised for monitoring progress of programme implementation in the context of achieving quality in education. It is designed to capture all basic indicators needed to monitor progress towards ensuring quality, hence its importance in programme implementation. Unfortunately, many countries tend to see EMIS more as an IT tool rather than as an M&E tool. There is therefore a great need for a shift in this belief among ministries, through capacity building and sensitization on why and how an EMIS can be useful in ensuring quality.

The Nairobi Office has identified this area and given funding support to Kenya thanks to financial assistance from the Republic of Korea⁵. However, UNESCO's role should be clearly defined not as a funding agency providing hardware and developing the software but more as a technical agency helping countries to build capacity to improve their data quality, data collection, data use for planning and monitoring and effective dissemination of data to a variety of users.

- **Kenya EMIS:** The EMIS unit of the Ministry of Education conducts regular training workshops with provincial officers in using ICTs (available only at the provincial level) for data collection and reporting. The major drawback of the system is that there are no proper diagnostic analyses conducted of the current EMIS to determine current status of data quality and capacities of existing education statistical services. Such a diagnostic study needs to be made before

⁵EMIS is being developed at the provincial level in Kenya, with major funding from DfID. UNESCO has also contributed to the purchase of machines for the provinces. EMIS in Rwanda and Uganda are at preliminary stages with funding provided for purchasing machines and developing the database. There is very little information on the status of EMIS in Somalia and Eritrea.

planning technical interventions, as without such diagnostic capacity it is difficult to measure quality indicators and advise policy planners and programme implementers on areas that need focused interventions.

- The Need: There is a clear role for UNESCO in providing technical help in the area of EMIS to countries in the region. While major donors such as DFID are helping by supplying required hardware and software, including database development, UNESCO's role should not be one of providing such services but more of technical support in capacity building of education officers, thereby improving data quality for and use in policy and planning at both national and provincial levels. There is an observed tendency among many MOE officials to look upon EMIS as an IT tool consisting of computers and databases, i.e. something to be dealt with by IT professionals. This warrants urgent sensitisation to alert key users of EMIS that it is in fact an M&E tool and to the need for hands-on training in using the data for policy planning.
- UNESCO's role: With the appointment of a Statistical Cluster Advisor in UNESCO's Institute for Statistics (UIS) in the Nairobi Office, the possibility of UNESCO's role in improving EMIS in the region is greatly improved. A detailed, coordinated workplan needs to be developed that indicates roles and responsibilities between the cluster office and UIS, so that needs of the regional member states can be met.

A good EMIS can assist countries in monitoring and measuring progress made in achieving both national and international education goals, particularly aspects relating to quality of education.

- Improving learning achievements: Learning Achievement is another important tool in monitoring education quality. The introduction of such a sound assessment tool at school level helps monitor and improve the teaching/learning quality at school.
- Suggested tools for measuring student outcomes: Kenya and Uganda are already part of The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), aimed at developing the capacities of education planners in applying scientific methods to the monitoring and evaluation of conditions of schooling and quality of education, with technical assistance from the UNESCO International Institute for Educational Planning (IIEP). However, there is little evidence to show how this has been integrated into national-level EFA monitoring.
- Similar interest has been shown by Rwanda, currently developing a draft plan for the monitoring of learning outcomes. This is an area where UNESCO can take a lead role in providing technical help, coordinating with UN agencies such as UNICEF and other UNESCO institutes, such as IIEP, UIL and the UIS.
- ICT in education: the Nairobi Office supported the setting up of a learning community that provides Internet connectivity to schools, and a polytechnic on Lamu Island, a UNESCO World Heritage Site. This innovative undertaking has helped improve the quality of education when introducing ICT into the learning programme.

5

STRATEGY FOR NATIONAL DEVELOPMENT

5.1 Gaps and emerging needs in education

The UN education programmes support the GoK in achieving education components of the Millennium Development Goals (MDGs) and the Six Education for All (EFA) goals. The Kenya Education Sector Support Programme (KESSEP I & II) 2005-2010 & 2010 -2015 provides the strategy to achieve these international education targets.

The education sector has made great strides despite educational challenges in ASALs and some urban areas with pockets of poverty. There are fragile and/or limited opportunities for access and retention in pre-primary, primary and secondary education, low adult literacy rates and limited public expenditure in non-formal and technical and vocational education, especially in the ASALs and informal urban settlements where persisting poverty and gender disparity occur.

The national primary school net enrolment rate (NER) in 2003 reached 80.4 percent (with parity between boys and girls), rising to 92.5 percent in 2008. However, North Eastern Province continued to show the lowest NER with 39.4 percent for boys and 24.5 percent for girls. The other ASAL districts such as Turkana and Marsabit performed slightly better, with 37 percent and 56 percent NERs respectively. Primary school completion follows the same trends observed above. From 2002 to 2008 the overall primary school completion averaged between 58 percent and 81 percent.

The highest rates of completion were observed in Rift Valley, Western, Nyanza and Central Provinces, with parity between girls and boys; the lowest were in North Eastern Province where 2002 rates increased from 28.5 percent for boys and 11.3 percent for girls, to 50.1 percent for boys and 22.5 percent for girls in 2008. While there has been some progress, it is far below the national average and the gender gap is wider.

Gross enrolment rates in secondary education are much lower in the poorly performing provinces of Nairobi and North Eastern Province. For instance, while Central Province enrolment was 57.5 percent in 2008, Nairobi registered around 35.2 percent and NEP barely 8.3 percent (10.2 percent for boys and 6.4 percent for girls).

Adult literacy remains low in Kenya. A recent literacy survey (Kenya National Bureau Survey, 2007) shows that up to 38.5 percent of Kenya's adult population, or 7.8 million people, have not acquired minimum literacy levels. Literacy rates continue to be higher among men (64.2 percent) than among women (58.9 percent). The survey also shows that the North Eastern Province had the lowest percentage of 8.1 percent and a wider gender gap (12.3 percent for males and 4.3 percent females).

Non-formal and complementary education, though not new to Kenya, suffer from stereotypes as they are viewed as an inferior form of education in terms of quality and opportunities, remaining under-resourced and lacking policy guidance and proper accreditation. While access to general secondary is low, over 20 percent of those enrolled in primary education are overage children with no hope of completing the cycle. All such children would have benefited from skills training and employment.

Some of the immediate causes of the marginalization experienced by children, especially in ASALs and urban slums of Kenya, can be attributed to poverty. Girls, especially those in the nomadic areas, suffer more than boys. While gender constitutes a determining cause, geographic location compounded by natural challenges such as drought and floods, is another important factor. Distance to schools is an important obstacle, underscoring the availability of schools and school places. Availability of water is

another issue. Some schools lack water points and are located more than 10km away from nearest water sources. Only about 56 percent of schools in ASAL areas have access to water, less than 38 percent of which is considered safe. Lack of sanitation in the school is another hindrance affecting children, particularly girls.

The underlying causes can be categorized as push and pull, or supply and demand factors. 'Push' factors include inadequate resources/allocations, low teacher and classroom supply, distance of schools from residences, and insufficient teachers. There is currently a dire need for teachers in both primary and secondary schools (estimated at 45,000 in primary and around 11,320 in secondary). There is insufficient attention to challenges caused by the surge resulting from FPE such as overcrowded classrooms (especially in urban centres), overage enrolment (all age groups responded to the call for FPE); poor targeting both in design and implementation of disadvantaged groups such as girls and women, OVCs (including children heads of households), children living in difficult circumstances and children of pastoralists.

A curriculum that fails to meet the needs of all groups, issues of relevance and applicability of learning content and examination-based teaching and learning processes also add to this. The education sector could benefit from a reinforced EMIS system, to better grasp student flows as well as planning and forecasting. Improved intersectoral linkages will create synergy for maximum impact of interventions. All such factors listed above are ones of supply or policy whose absence or failure pushes children from disadvantaged areas out of school.

Demand-related factors which tend to pull children away from school are also many. The constant movement of pastoralist families makes their access to formal schooling challenging as they may settle in areas far removed from any form of primary school. In such cases, even when they enrol, children experience prolonged periods of repeated absenteeism or complete dropout as a result of distance or family movements. Parental disengagements, social and cultural beliefs, attitudes and practices such as early marriage and FGM are another set of problems affecting effective schooling for many children, especially girls. Direct and indirect costs of education deter parents as they grapple with opportunity costs and weigh the benefits against the costs of sending their children to school.

Root causes include poverty levels in some districts and ignorance that fosters gender bias in attitudes and decisions of parents and local leaders. Competing policies and priorities with inadequate resources/allocations remain a significant planning problem. Other causes include the impact of HIV/AIDS on households resulting in child-headed households, teen pregnancies, fragile family structure, drug abuse, criminal activities and child labour, which are all poverty-related.

The GoK is committed to meeting the EFA and MDGs by 2015. Free Primary Education was launched in 2003, raising enrolment substantially from 5.9 million in 2002 to 8.6 million in 2008. Sessional Paper No. 1 of 2005 and the National Action Plan on Education for All, clearly outline government plans to pursue EFA goals and priorities in education. A gender policy has been developed to address gender inequalities and discrimination in the education sector. The Early Childhood Care and Education policies were launched in Kenya in 2006, highlighting challenges at this level. Development of the five-year Kenya Education Sector Support Programme (KESSP I & II) has created opportunities for education and development. The Ministry of Education is currently exploring strategies to make secondary education affordable, and moved to introduce Free Day Secondary Education in January 2008.

5.1.1 Inadequate data

The current EMIS system needs to be developed and equipped with both material and human resources to address data requirements to inform policies and guide decisions. There is a significant data gap in essential education indicators, such as numbers of children out of school, children who are attending non-formal education (e.g. inadequate data on skills training, out of school children, special needs groups, etc.). In June 2009, the ministry moved to publish a booklet on Education Facts and Figures in an effort to address the gap identified above. It continues to work with various partners, including UNESCO's Institute of Statistics (UIS) to develop its capacity in EMIS. Learning about student achievements in order to assess quality of learning and measure results, will need support. Lack of

innovation and knowledge-management (e.g. research and studies, especially in the workplace) and graduate employment rates by level and specialty areas, will need to be documented further using job market trends and rates of employment.

5.1.2 Internal inefficiencies affecting quality of education

The educational system as a whole needs to be more efficient. While repetitions and dropouts are not very high in Kenya, primary to secondary transition rates are not high either. This means that many children are leaving primary without reaching secondary, many of them due to cost-related issues. Many have never been to school and in 2004 there were 1.7 million children (1.5 million of them between 6 to 14 years of age) unable to access education through the formal school system. These included children mainly from pastoralist communities in the northern districts, child workers and teenage mothers. Understanding and addressing what happens to such children calls for closer scrutiny.

Education has undergone exponential growth since 2003 due to various interventions put in place to transform the sector. These include provision of free primary education; free day secondary education; increased budgetary allocations; provision of grants to primary and secondary schools to expand facilities; transformation of university management systems and formulation of policies for sub-sectors such as early childhood education, gender, NFE and HIV and AIDS, SNE and adult education.

Despite these interventions, several major challenges still exist and require urgent attention if the country is to achieve national and international education goals such as EFA and education-related MDGs:

- Under-financing of education despite huge budgetary allocation
- Capacity gaps of MoE staff in planning and managing the sector
- Huge number of children out of school, even with the provision of free primary education
- Serious teacher shortage
- Inadequate facilities
- Inflexible curriculum
- Inappropriate legislative framework
- Gender and regional inequalities
- Impact of HIV and AIDS
- Lack of new technologies

5.2 UNESCO support strategy for Kenya

A more strategic and focused approach to support Kenya in reaching its 2015 target

The UNESCO Nairobi Office conducted a program review to assess the organization's performance during the period of 2001-08. The starting point was the EFA 2000 National Assessment conducted in the cluster countries, and the review was designed to look critically into UNESCO's role in assisting member states to advance with national and EFA goals. Findings revealed the need to reprioritize and to focus on a smaller number of priority areas where UNESCO has a comparative advantage, and where UNESCO can mobilize and ensure proper allocation of technical and financial resources in order to achieve concrete results in fulfilling the principal mandate.

Responding to the programme review's findings, the Nairobi Office used the last year of 34C/5 UNESCO's programme and budget cycle (2008-09), to reposition the organization as a strategic partner by improving relationships with member states, including Kenya (Ministry of Education and Kenya National Commission for UNESCO) and partners, and solidifying a foundation on which to build on the next programme and budget cycle (35C/5 2010-2011).

Within the framework of the Kenya Education Sector Support Programme and the United Nations Development Assistance Framework in Kenya⁶, UNESCO will be involved in four strategic areas through capacity development, advocacy, generation and dissemination of information and research:

1. Sector planning and management.
2. HIV and AIDS.
3. Youth and adult literacy.
4. Improvement of quality and relevance of education through education for peace.

The Nairobi Office will mobilize organization-wide technical resources for all the focus areas from the Regional Bureau for Education in Africa (BREDA), UNESCO Institute for Lifelong Learning (UIL), UNESCO headquarters, and UNESCO Institute for Statistics (UIS); it will also promote south-south cooperation by learning from and linking up with, other regions' experiences and resources, principally from the Asia Pacific region. UNESCO will also closely collaborate with education development partners.

Below is a summary of activities that will be undertaken during the 35C/5 Programme and Budget for 2010 and 2011, which is further elaborated on under the Outcome Matrix at the end of this document.

- Support to sector planning and management through assessment of Kenya's progress in achieving the Education-related MDG goals and Education for All goals;
- Improvement in quality and relevance of education through education for peace;
- Strengthening comprehensive education sector responses to HIV and AIDS prevention;
- Assistance in adult literacy development through analysis of the 2006 Kenya National Literacy Survey results and preparation for the next survey to be conducted in 2012.

⁶Kenya UNDAF Priority Area 2: Empowering people who are poor and reducing disparities and vulnerabilities; UNDAF Outcome 2.1: Increased equitable access and use of quality essential social and protection services with a focus on marginal and vulnerable groups; Country Programme 2.1.1: Eligible children and youth especially from vulnerable groups (girls, ASAL children, and OVCs) participate in and complete quality and equitable early childhood development and education (ECDE), primary and secondary education.

Action 1: Education sector planning and management through the EFA End Decade Assessment

KESSP Targets	UNESCO 34C/5 Outcomes	UNESCO 35C/5 Expected Results	Nairobi Office Expected Results (2010-2011)	Performance indicators and benchmarks
All	<p>Strategic Programme Objective 1:</p> <p>Progress towards EFA goals at the global, regional and country levels regularly monitored and used as input for evidence-based policies by member states.</p>	<p>Main Line of Action 3 Expected Result 8:</p> <p>National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations.</p>	<p>National capacities of policy planners, M&E officers and educational statisticians (in data collection, analysis, interpretation and use for policy and planning, and monitoring and evaluation) improved to support the achievement of EFA and national education sector goals.</p> <p>High-level policy dialogue and actions promoted on issues related to educational quality and equity, with particular focus on inclusion, gender and youth, based on research and data evidence.</p>	<p>Availability of completed, officially approved end-decade EFA assessment outcome report.</p> <p>Evidence of use of EFA assessment outcomes in policy and planning documents.</p> <p>Presence of an EFA monitoring system.</p> <p>Participation of the Education Minister and Permanent Secretary in Ministerial Ministers meetings and fully informed on status and outlook of national education systems using evidence, and quality issues and solutions, and engaged in policy dialogue, citing EFA assessment outcomes.</p> <p>Instructions on policy directions issued by the Ministers of Education and/or their Permanent Secretaries.</p>

KENYA UNESS OUTCOME MATRIX FOR 2010-2011

Action 2: Promoting quality and relevance of basic education through Education for Peace

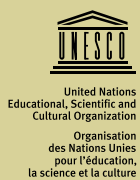
KESSP Targets	UNESCO 34C/5 Outcomes	UNESCO 35C/5 Expected Result	Nairobi Office Expected Results (2010-2011)	Performance Indicators and benchmarks
(a) and (c)	<p>Strategic Programme Objective 2:</p> <p>Quality education in member states promoted with a special emphasis on education for peace.</p>	<p>Main Line of Action 3 Expected Result 9:</p> <p>National capacities developed to integrate the principles, values and practices of sustainable development into education sector policies and plans as part of global efforts to strengthen education for sustainable development (ESD).</p>	<ol style="list-style-type: none"> Improved coordination and engagement with MOE/MOHEST and other stakeholders through UNESCO membership in the National Peace Education Steering Committee. Capacity of focal personnel in Directorate for Policy and Planning developed. Peace Education IEC material developed, printed and disseminated. National commitment and leadership strengthened. Piloting of a model for community and graduate teachers programme undertaken. 	<p>Frequency of coordination and thematic working group meetings under MOE leadership at national, provincial and district levels.</p> <p>Number of MOE partners and stakeholders participating in coordination meetings.</p> <p>2.1 Number of capacity building trainings held through UNESCO support.</p> <p>2.2 Education personnel equipped with knowledge and skills in education for peace.</p> <p>3.1 Number of education for peace school and community materials developed through UNESCO support.</p> <p>4.1 Presence of an national policy/ strategy for education for peace targeting formal and non formal education.</p> <p>5.1 Model community and teacher education programme developed and piloted.</p>

Action 3: Promoting comprehensive education sector responses to HIV and AIDS prevention through EDUCAIDS

KESSP Targets	UNESCO 34C/5 Outcomes	UNESCO 35C/5 Expected Result	Nairobi Office Expected Results (2010-11)	Performance Indicators and benchmarks
(a) and (c)	<p><i>Strategic Programme Objective 2:</i></p> <p>Member States in all regions assisted in developing comprehensive education sector HIV and AIDS responses.</p>	<p><i>Main Line of Action 3 Expected Result 10:</i></p> <p>National capacities strengthened to develop comprehensive education sector responses to HIV and AIDS through EDUCAIDS and related efforts.</p>	<p>Capacities of Ministry of Education improved in evidence-based policy making and planning in HIV and AIDS</p> <p>National leadership and coordination in Education Sector response to HIV and AIDS enhanced.</p> <p>Emerging issues in HIV and AIDS fully addressed and integrated into prevention education</p>	<p>A revised education sector policy on HIV and AIDS to accommodate emerging issue</p> <p>Impact and rapid assessment of HIV and AIDS in the education sector undertaken</p> <p>The AIDS Control Unit (ACU) of the strengthened and hierarchically anchored at a higher level within the Ministry of Education</p> <p>3.1 International Technical Guidance on Sexuality Education rolled out and shared with MOE and other partners</p>

Action 4: Supporting evidence-based literacy and non-formal education policy and planning, and programme development through LIFE

KESSP Targets	UNESCO 34C/4 Outcomes	UNESCO 35C/5 Expected Result	Nairobi Office 35C/5 Expected Results	Performance Indicators and Benchmarks
(f)	<p>Strategic Programme Objective 1: Literacy integrated in national education systems and plans, especially in Africa, as well as in United Nations common country programming exercises in all regions, building on the United Nations Literacy Decade and Plan of Action 2003-2012.</p>	<p>Main Line of Action 1 Expected Result 1: National capacities strengthened to plan, implement and manage quality literacy programmes, particularly through the Literacy Initiative for Empowerment (LIFE), building on an enhanced international coordination role of UNESCO for the United Nations Literacy Decade</p>	<p>National Leadership and Coordination enhanced; National capacities strengthened on policy development, implementation, and monitoring and evaluation.</p>	<p>National high-level policy dialogue held to explore mechanisms through which literacy development can be elevated to the national priority agenda. Intra-governmental and intersectoral coordination mechanism established under the leadership of the Ministry of Education.</p> <p>Availability of a revised, quality evidence-based policy inclusive of implementation plan and M&E framework. Visibility of the Department of Education in coordination, implementation and monitoring of the policy.</p>



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