Republic of Kenya
Ministry of Education

Education for All

End Decade Assessment
(2001-2010)

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Front Cover Photos– From left: Children at an Early Childhood Care and Education Centre in Nairobi © Yayoi Segi-Vltchek/UNESCO; Girls at an upper primary class session in Nairobi © Yayoi Segi-Vltchek/UNESCO; Secondary School Students in a classroom session in Machakos © Richard Wambua/Kenya National Examination Council (KNEC); and Adult learner at Kamiti Maximum Prison Adult and Continuing Education Centre in Nairobi © Yayoi Segi-Vltchek/UNESCO.

Back Cover Photos– From left: ICT lesson at State House Girls' School, Nairobi © KIE; Secondary school girls engaged in science lesson © MOE; Enhancing quality through school infrastructure development, a boys school dormitory in Machakos © Richard Wambua/KNEC; A boy utilizing community library services in Taita/Taveta to improve reading skills © Yayoi Segi-Vltchek/UNESCO.

*The Education for All End Decade Assessment in Kenya covers the period 2001 – 2010, which precedes the promulgation of the new Constitution in August 2010 that created 47 counties. Therefore, the administrative division used for the purpose of the assessment is the province (total of eight)

* The currency used in the report is Kenya Shilling exchanged at the rate of USD 1.00 = Kshs. 82.

* Standard 1-8 refers to primary school learning levels, while Form 1-4 refers to secondary school learning levels.

Foreword

Since independence in 1963, the Government of the Republic of Kenya has been committed to the development of education and training. Significant resources have been geared towards this course resulting in improved infrastructure and increased enrolment in all sub-sectors of education and training. The education sector continues to receive the highest allocation from the state budget (approximately 28%). In the past decade, the Government has continued to address the challenges facing the education sector through the formation of commissions, committees and taskforces that have influenced policy formulation and implementation.

The Government is a signatory to several international conventions and agreements and has ratified a number of them. Some of these include: the Universal Declaration on Human Rights (1948); the Convention on the Rights of the Child (CRC) (1989); the Education for All (EFA) Jomtien Declaration (1990); the EFA Dakar Framework of Action (2000); the Millennium Development Goals (2000); the Convention on the Rights of Persons with Disabilities (2006); and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). These conventions and agreements provide a broad framework to ensure the right to education for all citizens and eliminate all forms of discrimination.

Kenya was among the 164 governments at the World Education Forum in Dakar in 2000 that pledged to achieve EFA and identified six goals to be met by 2015. Governments, Development Agencies, Civil Society and the private sector are working together to reach the EFA goals. To monitor progress made in the realization of EFA and to inform review of policies and programmatic interventions leading up to the target year of 2015, the Government of Kenya (GoK), led by the Ministry of Education (MoE), decided to undertake the first comprehensive national assessment of EFA covering the period 2001-2010, known as EFA End Decade Assessment (EFA EDA).

The EFA EDA process has been an evidence-based, participatory and inclusive process, involving government institutions, Non-Governmental Organizations (NGOs) and Civil Society Organizations (CBOs). The result is the production of this quality report. As the education sector reforms itself in the context of the Constitution of 2010, this report will undoubtedly serve as an authoritative document to inform and guide our national education and training sector development towards the 2015 target and beyond, as well as towards the realization of Vision 2030.

Hon. Mutula Kilonzo, EGH, EBS, MCI Arb,SC, MP
MInister for Education

Preface

The overall policy goal of the MoE is to achieve EFA in order to enable every Kenyan to claim the right to education, in accordance with the country's international commitments. In 2001, Kenya developed a national action plan on EFA; the Kenya's EFA handbook (2001) which articulated issues and strategies of the EFA goals. Following this Plan, an education sector review was undertaken in 2003, and led to the development of Sessional Paper No. 1 on a Policy Framework for Education, Training and Research, and the Kenya Education Sector Support Programme (KESSP) 2005-2010. KESSP, coordinated through a Sector Wide Approach to Planning (SWAP), was prepared for the pursuit of EFA and MDGs.

Through KESSP, the Government, development partners and other stakeholders continued to make substantial investments to support programmes in the education sector. To ensure the provision of relevant and quality education and training responsive to the needs of all learners, from early childhood to and throughout adulthood, university, and Technical, Industrial, Vocational and Entrepreneurship Training (TIVET); the MoE has since developed sector specific policies and implementation strategies under KESSP.

The need to measure and monitor progress of all EFA goals cannot be overemphasized. It helps to guide the formulation of evidence-based policies and targeted interventions. Therefore, Kenya has undertaken the first comprehensive national EFA End -Decade Assessment (EDA) since the 2000 World Education Forum held in Dakar, covering the period of 2000 to 2010. The EFA EDA process was launched in May 2010 and has been successfully completed. The National EFA EDA was primarily aimed at assessing the progress made on EFA goals since 2000 and building capacity in-house.

The Kenya EFA EDA Report has: articulated the progress made in EFA interventions since 2000; identified challenges in the implementation of EFA commitments; taken a closer look at the issue of the unreached/marginalized populations and related disparities; and made appropriate recommendations on interventions to enhance achievement of EFA goals by 2015, in line with the objectives of the assessment process. No doubt this report will go along way to informing education reforms envisaged in the context of Kenya's new Constitution (2010) and in the achievement of Vision 2030.

On behalf of the Ministry, I urge all stakeholders to join hands in implementing the Priority Action Points identified in this report, and in the development of appropriate interventions and strategies to achieve EFA targets by 2015, and to continue this endeavour beyond the target year.

Prof George I. Godia, EBS
Ag. Permanent Secretary

Acknowledgements

Introduction to EFA Assessment in Kenya

'Of course, we want to, and must undertake comprehensive assessment of EFA. We want to know how viable our policy and programmatic interventions are and what it takes to achieve EFA by 2015.'

Prof Karega Mutahi,
Former Permanent Secretary, Ministry of Education

Led by the Ministry of Education (MoE), the Government of Kenya (GoK) initiated the process of assessing progress towards EFA in May 2010. The 170-page assessment report is a product of a 24 month-long intensive capacity development initiative that comprised of two specially designated groups: the Steering Committee and the Technical Working Group. Chaired by the Permanent Secretary of the MoE and deputized by its Education Secretary, the Steering Committee provided overall guidance to the process undertaken by the Technical Working Group. Coordinated by the Kenya National Commission for UNESCO, the Technical Working Group was officially constituted by the Permanent Secretary in October 2010, and comprised of 30 experienced technical officers drawn from different ministries, Semi-Autonomous Government Agencies (SAGAs), Non-Governmental Organizations (NGOs), Civil Society Organizations (CSOs) and Faith Based Organizations (FBOs). Principally supported by UNESCO, the process also engaged development partners through the Education Development Coordination Group that provided assistance during the initial stage of assessment.

The objectives of the assessment were as follows:

- Assess EFA progress over one decade (2001-2010) using evidence;
- Inform policy and programmatic interventions towards the target year of 2015 and beyond;
- Strengthen capacities in monitoring and evaluation by undertaking the assessment nationally (i.e. no consultants); and
- Strengthen collaboration within and across sectors, as well as that with the civil society.

The assessment's methodology employed both quantitative and qualitative approaches. The Technical Working Group conducted the assessment using the following method:

- selection of indicators for each goal (total 51) and consideration given to data availability and data gaps;
- review of documents (policies, curricula, standards, frameworks, monitoring and evaluation reports, research study report, etc.);
- analysis of primary data (administrative data, censuses, surveys) from the MoE, other Ministries, and government institutions, as well as other data sets and research studies; and
- organization of field visits.

Below is a chronological summary of the activities that took place:

Time frame	Activity
May 2010	Launch of the Government of Kenya EFA Assessment
October 2010	Formation of 15-member Steering Committee and 35-member Technical Working Group
October 2010 – March 2012	Document review, research, gathering data, drafting and capacity building
July 2011 – February 2012	Field visits
August 2011	Study visit to Bangkok, Thailand to learn from EFA programme of UNESCO and UNICEF Regional Offices, Southeast Asian Ministers of Education Organization (SEAMEO), Thai Ministry of Education and National Commission for UNESCO
September 2011	Presentation of the preliminary outcomes at the Eastern Africa High Level Forum on EFA and to the Taskforce on the Realignment of the Education Sector to the Constitution
February – March 2012	Validation and Finalization of the report by the Technical Working Group
April 2012	Government of Kenya Senior Management Technical and Validation Workshop, and Steering Committee Validation Meeting
May 2012	Presentation of the outcomes and Priority Action Points at MoE Technical Retreat to inform the content of the 2012 Basic Education Bill and the 2012 Sessional Paper.

What underpins the success of Kenya's first-ever comprehensive national assessment is the commitment and sustained engagement of the Technical Working Group under the guidance of the Steering Committee. While all members of the Technical Working Group were fully involved at every stage of the assessment, the bulk of the research, including gathering of data and drafting of the report, were conducted by the Core Team of the Technical Working Group. Below is the full list of membership of both Steering Committee and Technical Working Group.

Steering Committee

Chair	The Permanent Secretary, MoE
Deputy chair	The Education Secretary, MoE
Member	The Secretary General, Kenya National Commission for UNESCO
	The Deputy Secretary General, Kenya National Commission for UNESCO
	The Director, UNESCO Office in Nairobi
	The Regional Advisor, UNESCO Institute of Statistics
	The Chair, Kenya Education Donors Coordination Group
	Ministry of Youth Affairs and Sports
	Ministry of Higher Education, Science and Technology
	Ministry of State for Planning, National Development and Vision 2030
	Ministry of Public Health and Sanitation
	Ministry of Medical Services
	Ministry of Gender, Children and Social Services
	The Chief of Education Section, UNICEF Kenya Country Office
	The Director of Policy, Partnerships and East African Community Affairs, MoE

Technical Working Group

Goal	Core group			Technical group		
Goal 1	Joel Ongoto, *Kenya National Commission for UNESCO*	Josphat Mutua, *Ministry of Public Health and Sanitation*	Susan Magada, *Ministry of Medical Services*	Elijah Songóny, *Ministry of Gender, Child Protection and Social Development*		
Goal 2	Christine Otieno, *MoE*	Gabriel Mathenge, *Teacher Service Commission*		Lawrence Barasa, *MoE*	Nyamai Musyoka, *MoE*	Representative, *Elimu Yetu Coalition*
Goal 3	Winrose Rono, *Kenya Institute of Education*	Sifuna Wakofula, *Ministry of Youth Affairs and Sports*	Fred Oanda, *Ministry of Higher Education, Science and Technology*	David Kabuki, *MoE*		
	Vick Ikobwa, *UNESCO*	Jane Kamau, *UNESCO*				
Goal 4	Konchora Chepe, *Kenya National Commission for UNESCO*	Solomon Kamau, *Kenya Adult Learners Association*	Ann Kioko, *UNESCO*	Magdalene Gathoni, *Kenya Adult Literacy Learners Association*	Simon Limberia, *MoE*	Joseph Matheka, *Partners in Literacy Mission*
Goal 5	Jane Theuri, *MoE*	Evelyn Anupi, *MoE*		Pamela Apiyo, *Forum of African Women Educationalists*	Harry Kaudo, *Ministry of National Planning and Vision 2030*	
Goal 6	Richard Wambua, *Kenya National Examinations Council*	Simon Mwai, *Kenya Education Management Institute*		Jacob Mutungi, *Kenya Bureau of Standards*	Benson Muasya, *MoE*	Everlyn Kemunto, *Aga Khan Foundation*

Technical assistance	Onesmus Kiminza *MoE*	Charles Obiero *MoE/Kenya National Bureau of Statistics*	Subramaniyam Venkatraman *UNESCO*
Coordination and management	Mohammed Mwinyipembe *Kenya National Commission for UNESCO*	Evangeline Njoka *Kenya National Commission for UNESCO*	Yayoi Segi-Vltchek *UNESCO*
Production assistance	Elizabeth Mwakelemu-Tole *UNESCO*	Peter Lockwood *UNESCO*	

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Acronyms/Abbreviations

ABET	Adult Basic Education and Training
ACE	Adult and Continuing Education
ADB	African Development Bank
ADEA	Association for the Development of Education in Africa
AED	Academy for Education Development
AES	Adult Education Supervisor
AG	Attorney General
AIA	Appropriation in Aid
AIDS	Acquired Immune Deficiency Syndrome
AKF	Aga Khan Foundation
APDK	Association of Physically Disabled of Kenya
ASAL	Arid and Semi-Arid Lands
ASEI	Activity Student Experiment and Improvisation
ASEI-PDSI	Activity Student Experiment and Improvisation-Plan-Do-See and Improve
ATEC	Adult Trainers Examination Curriculum
AU	African Union
BAE	Board of Adult Education
BOGs	Board of Governors
CBR	Community Based Rehabilitation
CCK	Communications Commission of Kenya
CDF	Constituency Development Fund
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CFS	Child Friendly Schools
CHE	Commission for Higher Education
CIDA	Canadian International Development Agency
CRC	Convention on the Rights of the Child
CSOs	Community Based Organizations
COMEDAF	Conference of Ministers of Education in Africa
DACE	Directorate of Adult and Continuing Education
DEB	District Education Board
DFID	Department for International Development
DICECE	District Centres for Early Childhood Education
DQASO	District Quality Assurance Standards Officer
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
ECDE	Early Childhood Development and Education
EDCG	Education Donor Coordinating Group
EFA	Education for All
EMACK	Education for Marginalized Children in Kenya
EMIS	Education Management Information System
ESP	Economic Stimulus Programme
ERSWEC	Economic Recovery Strategy for Wealth and Employment Creation
FAWEK	Forum for African Women Educationalists in Kenya
FBOs	Faith Based Organizations

FDSE	Free Day Secondary Education
FGM	Female Genital Mutilation
FHI	Family Health International
FPE	Free Primary Education
FY	Financial Year
G & R	Guidance and Counselling
GDP	Gross Domestic Product
GEM	Girls Education Movement
GER	Gross Enrolment Rate
GMP	Growth Monitoring Promotion
GMR	Global Monitoring Report
GNP	Gross National Product
GoK	Government of Kenya
GPA	General Purpose Account
GPI	Gender Parity Index
GTZ	German Technical Cooperation
HDI	Human Development Index
HH	Households
HIMS	Health Management Information Systems
HIV	Human Immunodeficiency Virus
HODs	Heads of Department
HQs	Headquarters
ICCPR	International Convention on Civil and Political Rights
ICESR	International Covenant on Economic, Social and Cultural Rights
ICPRP	International Covenant on Civil and Political Rights
ICQN	Inter Quality Country Node
ICT	Information and Communication Technology
IGA	Income Generating Activity
IMCI	Integrated Management of the Childhood Illnesses
IMR	Infant Mortality Rate
INSET	In-service Training
IPPD	Integrated Payroll and Personnel Database
IT	Information Technology
JAB	Joint Admissions Board
JICA	Japanese International Cooperation Agency
JRES	Joint Review of the Education Sector
KAIS	Kenya Aids Indicator Survey
KALA	Kenya Adult Learners' Association
KBC	Kenya Broadcasting Corporation
KCO	Kenya Country Office
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KDHS	Kenya Demographic and Health Survey
KeLC	Kenya e-Learning Centre
KEMI	Kenya Education Management Institute
KEMRI	Kenya Medical Research Institute
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programme

KIE	Kenya Institute of Education
KIHBS	Kenya Integrated Household Budget Survey
KISE	Kenya Institute of Special Education
KNALS	Kenya National Adult Literacy Survey
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
KNLS	Kenya National Library Services
KEBS	Kenya Bureau of Standards
KRT	Key Resource Teachers
Kshs	Kenya Shillings
KSRAT	Kenya School Reading Assessment Tool
LATF	Local Authorities Trust Fund
LSE	Life Skills Education
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MDTIs	Multi-purpose Development Training Institutes
MICS	Multiple Indicator Cluster Survey
MoA	Ministry of Agriculture
MoCSS	Ministry of Culture and Social Services
MoE	Ministry of Education
MoHEST	Ministry of Higher Education Science and Technology
MoF	Ministry of Finance
MoGC&SD	Ministry of Gender, Children and Social Development.
MoHA	Ministry of Home Affairs
MoJNCCA	Ministry Justice, National Cohesion and Constitutional Affairs
MoLG	Ministry of Local Government
MoL&HR	Ministry of Labour and Human Resource
MoMS	Ministry of Medical Services
MoPHS	Ministry of Public Health and Sanitation
MoPW	Ministry of Public Works
MoSIS&PA	Ministry of State for Internal Security and Provincial Administration
MoSP	Ministry of Special Programmes
MoT	Mode of Transmission
MoYAS	Ministry of Youth Affairs and Sports
MVC	Most Vulnerable Children
NACC	National Aids Control Council
NACEP	National Adult and Continuing Education Policy
NCIC	National Cohesion and Integration Commission
NASCOP	National AIDS and STD Control Programme
NASMLA	National Assessment System for Monitoring Learner Achievement
NEP	North Eastern Province
NEPAD	New Partnership for African Development
NER	Net Enrolment Rate
NFE	Non-Formal Education
NFEC	Non-Formal Education Centres
NFS	Non-Formal Schools
NGO	Non-Governmental Organization
NQF	National Qualification Framework

OP	Office of the President
OPEC	Organization of Petroleum Exporting Countries
OVC	Orphans and Vulnerable Children
PALM	Partners in Literacy Ministries
PCR	Primary completion Rate
PDSI	Plan Do See and Improve
PEP	Peace Education Programme
PLP	Post Literacy Project
PRSP	Poverty Reduction Strategy Paper
PTAs	Parents Teachers Association
PTE	Primary Teacher Education
PTTC	Primary Teacher Training Colleges
PTR	Pupil Teacher Ratio
PWD	People with Disabilities
QASO	Quality Assurance and Standards Officer
SACIPAC	South Africa Centre for International Parasite Control
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SbTD	School based Teacher Development
SIMBA	Schools Instructional Management Bank Account
SIMMU	School Infrastructural Materials Management Unit
SMASSE	Strengthening of Mathematics and Science in Secondary Education
SNE	Special Needs Education
SNV	Netherlands Development Organization
SSG	Standard Service Guidelines
SWAP	Sector Wide Approach to Planning
TAC	Teacher Advisory Centre
TIQET	Totally Integrated Quality Education and Training
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TSC	Teachers Service Commission
TTI's	Technical Training Institutes
UBE	Universal Basic Education
UNAIDS	Joint United Nations Programme on HIV and AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGASS	United Nations General Assembly Special Session on HIV and AIDS
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commission for Refugees
UPE	Universal Primary Education
USAID	United States Agency for International Development
USD	United States Dollar
VCT	Voluntary Counselling and Testing
VVOB	Flemish Association for Development Cooperation & Technical Assistance
W V	World Vision
WB	World Bank
WFP	World Food Program
WHO	World Health Organization
WMS	Welfare Monitoring Survey

Executive Summary

Introduction

The Republic of Kenya has historically attached paramount importance to education as a means to national development. As the nation matured as a sovereign state since its independence in 1963, the education sector significantly expanded in its scope and outreach.

Ten years have passed since the international community adopted the six EFA Goals at the World Education Forum held in Dakar, Senegal in April 2000. This broad vision of education and the holistic approach to sector development was fully embraced by Kenya as a critical vehicle for realizing Vision 2030, the roadmap for development. As is noted in this Executive Summary of Kenya's first ever EFA national assessment, the country has made significant progress towards the attainment of the goals during the first decade of the millennium. Strong political will and commitment, coupled with substantial and sustained allocation of the state budget to the education sector, have translated into the development and implementation of major policies and programmatic interventions enabling the country to record progressive expansion of the sector.

Yet there remain numerous challenges to be overcome in order to achieve quality education for all children, youth and adults. These include: significant geographical disparities in access and achievement amongst those of marginalized population groups, as well as those living in urban informal settlements and remote areas; inter-sectoral coordination and collaboration particularly in the provision of early childhood care and education and of adult and continuing education; governance and management; capacity of the sector personnel, and absence of clear definition of life skills, lifelong learning and Technical, Industrial, Vocational and Enterprenuership Training (TIVET) among others.

As the GoK concludes its first ever comprehensive national assessment while looking towards the target year of 2015 and beyond, the country is at a crossroad with the promulgation of the Constitution in August 2010. The Constitution presents an unprecedented opportunity to capitalize on the progress made thus far in order to exploit the full potential of education for each and every child, youth and adult in the nation. The Law guarantees and must therefore realize, every Kenyan citizen's right to education and other economic and social rights that hinge upon the citizen's access to, and performance in, education, as much as on the application of the knowledge, attitude and skills gained through the educational experience. In this sense, Kenya is on track, and the achievement of quality EFA is within its reach.

Goal 1: Early Childhood Care and Education

"Expanding and improving comprehensive Early Childhood Care and Education, especially for the most vulnerable and the disadvantaged children"

Kenya has made significant progress towards improving provision of Early Childhood Care and Education (ECCE) refered to as Early Childhood Development Education (ECDE) in the country. This has been achieved through progressive expansion of the sub-sector from both policy and programme angles, and via the adoption of a holistic approach to provision of early childhood care. Kenya gives equal importance to health, nutrition and education components of care.

The MoE has put in place various strategies to ensure that ECDE services are equitably distributed in Kenya. It aims at increasing access by ensuring that quality ECDE services for infants and children are both accessible and affordable. There have been significant improvements in education, health and nutrition-related aspects of ECDE such as in immunizations and reduction of the Infant Mortality Rate (IMR). Regional disparities do, however, continue to exist.

Progress and achievements:

- development of the 2006 National Early Childhood Development Policy Framework, Implementation Strategy, and Service Standard Guidelines;
- development of the National School Health Policy and its guidelines;

- harmonization of the ECDE curriculum with teaching and learning materials;
- enhancement of pre- and in-service teacher training programmes;
- expansion in enrolment; GER increased from 44.8% in 2000 to 60.9% in 2010, while NER increased from 32.9% in 2005 to 41.8% in 2010; and
- decrease of under-five mortality rate by more than 36%, from 115 per 1,000 in 2003, to 74 per 1,000 in 2008.

Challenges:

- a weak coordination mechanism between the MoE, other line ministries and key stakeholders, adversely affecting delivery of ECDE services;
- inadequate research, monitoring and evaluation mechanisms for an holistic approach towards provision of quality ECDE;
- weak collaboration and partnerships in provision of early childhood care and education services, particularly for the marginalized and vulnerable, such as children with special needs;
- shortage of trained ECDE teachers, with inadequate skills to partake in holistic ECDE programmes; and
- inadequate resources for ensuring effective management, implementation and service provision of ECDE programmes.

Recommendations:

- actualize the intended mainstreaming of ECDE as part of basic education;
- implement all provisions of the national ECD Policy Framework for 2007;
- disseminate provisions of the comprehensive school health policy and its guidelines to districts and schools, and implement them;
- mobilize adequate funds to ensure:
  - provision of infrastructure, sanitation facilities, teaching and learning materials for ECDE;
  - provision of adequate nutrition and health services for early childhood care; and
  - provision of adequately-trained ECDE teachers, with a well-defined scheme and terms of service.

Goal 2: Universal Primary Education (UPE)

"Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality"

While the global term UPE refers to primary education, an expanded view is provided in Kenya where basic education encompasses early child hood care and education, primary and secondary education hence referring to Goal 2 as Universal Basic Education (UBE). This has been captured in strategies the government has put in place to enhance access, equity, quality and relevance of education. Specific sub-sector policies have been developed to deal with neglected areas and emerging issues and as a result the trends in GER, NER and transition rates have been moving upward, especially from 2003 to 2010.

Progress and achievements:

- sustained high level of investment in the education sector resulting in tremendous achievements as demonstrated by the following: development of the Sessional Paper No. 1 of 2005, on a Policy Framework on Education, Training and Research which formed the basis for programme implementation in the education sector;
- development and implementation of the KESSP through a sector wide approach to planning, in partnership with the development community; this document operationalized the sessional paper No. 1 of 2005;
- provision of grants for laboratory equipment at secondary schools, to enhance performance in sciences;
- rolling out the Child Friendly School Initiative to improve the teaching and learning environment;
- provision of mid-day meals for children, especially in the Arid and Semi-arid Lands (ASAL) to improve health and nutrition and ensure retention;
- development of gender in education policy to address the issues of gender disparities;
- provision of grants to support Most Vulnerable Children (MVC) to enhance their participation retention and completion;

- development of alternative approaches to provision of expanded educational opportunities in ASAL regions; and other hard to reach areas; and
- recognition and provision of capitation grants to eligible non-formal schools and non-formal education centres.

Challenges:

Despite milestones achieved towards attaining UBE by 2015, Kenya still faces a number of challenges, some of them significant in improving access, equity, quality and relevance of education, especially in the urban slums and   ASAL regions. Some of the challenges include:

- regional disparities in access, equity, quality and retention;
- low capacity of field officers and head teachers to manage finances disbursed to schools;
- weak governance and accountability structures at all levels of education;
- disbursement has not been devolved but funds have been disbursed from national to school level;
- mobilization of human and financial resources for the sub sector;
- lack of reliable data in some areas, especially in identifying the number of hard to reach children, number of children still out of schools, and determining dropout and repetition rates;
- inadequate financing of education programmes, including teacher recruitment;
- mainstreaming non-formal education and ECDE into the formal system;
- there is need to address emerging issues in education, for instance Peace Education, Information and Communication Technology (ICT) integration, life skills education, gender, education in emergencies;
- inadequate enforcement of the right to access education based on the existing legal framework; and
- ineffective and uncoordinated monitoring and evaluation as well as reporting systems on education programmes.

Recommendations:

- increase access and retention through: employment of more teachers, improvement of school infrastructure, expanded provision of midday meals to improve   children's participation, health and nutrition;
- enhance support to marginalised groups, especially in urban slums and ASAL areas; and
- increase national budgetary allocation to the education sector in proportion to national spending with respect to the international requirements.

Goal 3: Learning and Life Skills for Young People and Adults

"Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes"

EFA goal 3 remains a difficult area to conceptualize and measure due to the complex nature of "life skills and lifelong learning" and the fact that quantifiable benchmarks for these programmes are not well defined nationally and internationally. In this assessment, analysis of progress in Kenya focused on three life skill areas, namely HIV and AIDS Education, Peace Education and Technical Industrial and Vocational Education and Training (TIVET). These were considered critical areas in enhancing the socio-economic development of the country in the wake of rising HIV infections, recent challenges to social cohesion, and high youth unemployment rates. The analysis shows that Kenya has made some progress in addressing life skills particularly in the development of policy frameworks, curricula and programmes. However in the absence of a policy framework that addresses life skill areas holistically, a shared understanding of this concept across formal, non-formal and informal education in Kenya is lacking.

Progress and achievements:

HIV and AIDS
- establishment of the National AIDS Coordination Council and AIDS Control Units in line ministries;
- reduction of national prevalence of HIV from 13.4% (2000) to 7.4% (2011);

- development and dissemination of the education sector policy on HIV and AIDS; and
- availability of data on HIV and AIDS to guide programmes.

Peace Education

- the process of developing an education sector policy on Peace Education is underway,
- capacity building of teachers and key officers in Peace Education and life skills is being undertaken,
- concept areas of Peace Education have been mainstreamed in the primary and secondary curriculum through life skills education and other carrier subjects, and
- following the post-election violence in 2008, the MoE developed a Peace Education Programme to reinforce the learning of peace building skills in primary schools.

TIVET

- development of modularized curricula, targeted bursary awards, subsidized tuition fees, revamping of youth polytechnics in terms of infrastructural development and provision of tools and equipment;
- creation of centres of excellence and establishment of additional technical training institutes for the purpose of creating more training opportunities;
- development of curricula for youth polytechnics, and recruitment of instructors;
- establishment of Technical Accreditation and Quality Assurance Directorate in Ministry of Higher Education Science and Technology (MoHEST); and
- draft TIVET bill and Guidance and Counselling policy in place.

Challenges:

Although Kenya has made substantial achievements toward attainment of Goal 3, there are significant challenges that could hinder realization of this goal by 2015, including:

- financing of HIV and AIDS is mainly undertaken by development partners, posing sustainability challenges;
- knowledge levels on HIV and AIDS remain high in Kenya, but this does not transform to behaviour change - the majority of young people becoming infected are aged between 15 to 24 years;
- over one million people infected with HIV in Kenya are unaware of their status, which undermines prevention strategies;
- measuring the outcomes of Goal 3 in Kenya remains a challenge. e.g. available MoE data on Peace Education tends to focus primarily on inputs such as number of teachers, resources and materials developed and trainings undertaken rather than results and impact of initiatives undertaken;
- the absence of baseline information, indicators and measurement framework means data is unavailable upon which to peg future evaluation of impact;
- not all teachers have been trained in interactive and participatory classroom pedagogy which is important for Peace Education;
- TIVET Authority Act yet to be enacted;
- inadequate funding for the TIVET sub-sector;
- life skills was not included in the Kenya National Action Plan for EFA, nor the KESSP document as a standalone initiative - yet it has enjoyed separate funding; and
- as a cross-cutting issue in a number of government ministries and departments, it has been difficult to have a centralized coordination and monitoring system for life skills.

Recommendations:

- include HIV-related indicators in Education Management Information System (EMIS),
- develop and strengthen local mechanisms for resource mobilization to support HIV and AIDS programmes.
- strengthen the Education Sector Policy on Peace Education to articulate a holistic and integrated vision of Education for Peace that is anchored in broad structural interventions on education access and quality;
- improve the structures and means of both qualitative and quantitative systematic data collection for Peace Education;
- fast-track enactment of the TIVET Authority Bill;

- develop and strengthen local mechanisms for resource mobilization to support HIV and AIDS, and Peace Education programmes; and
- develop a comprehensive policy on life skills and life-long learning.

Goal 4: Adult Literacy and Continuing Education

"Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults"

Adult Literacy and Continuing Education (ACE) is a transformative learning process. In the Kenyan context, ACE enables adult learners to acquire skills and knowledge which are related to the improvement of individual lifestyles as well as those of their families and the general community resulting in development of personal confidence, self-reliance and participation in civic engagement.

It is a process that goes beyond reading and writing, where learners are equipped with functional literacy skills, integrating financial literacy (micro-entrepreneurship) and capacity-building (acquisition of skills related to personal development) from the level of the individual to that of the community.

Progress and achievements:

- the role played by public and private sectors in the provision of adult literacy and continuing education to illiterate youths and adults, specifically technical (infrastructure and teaching and learning materials) and financial support;
- enhanced advocacy strategies;
- increased enrolment of adult learners, as well as an increase in the numbers of literacy facilitators and learning centres;
- curriculum development for learners – Adult Basic Education and Training (ABET) 1, 2 and 3 (2009) and teachers – Adult Trainers Examination Curriculum (ATEC) 1 and 2 (2010);
- conducting the first Kenya National Adult Literacy Survey in 2006, which provided country-wide information on the literacy status of youth and adults;
- through functional literacy classes, empowering learners to address critical issues such as HIV and AIDS, poverty and unemployment, substance abuse and conflict; and
- conducting adult literacy classes in the language of the catchment area, for ease in acquisition of basic literacy skills.

Challenges:

- inadequate infrastructure (classrooms, sanitation, furniture);
- inappropriate learning environment, including special needs learning;
- provision of quality service at the central level (teaching materials, teachers);
- poor monitoring and evaluation systems;
- critical issues such as HIV and AIDS, and substance abuse;
- gender disparity in regions where one gender is dominantly enroled in literacy classes due to socio-cultural issues;
- lack of continuous advocacy capacity (at the state level and in the private sector);
- lack of systematic and comprehensive data to monitor the impact of literacy programmes at national and sub-national levels;
- overdependence on goodwill from stakeholders such as NGOs and FBOs among others in the provision of infrastructural facilities (learning centres, teaching and learning materials);
- inadequate literacy facilitators; and
- financial constraints where the budget provision for ACE is less than 1% of the total education budget.

Recommendations:

- continuous publicity and advocacy campaigns to be emphasised in order to give the adult and continuing education programme the visibility it deserves;

- provision of adequate financial and human resources to the Directorate of Adult and Continuing Education (DACE) to carry out harmonized monitoring and supervision of the programme nationally;
- continuous review of the adult and continuing education curriculum integrating issues such as technological change, Peace Education, environmental sustainability and civic education, among others;
- implementation the the National Qualification Framework in order to provide a smooth linkage between formal and non-formal systems of education;
- provide adequate teaching and learning materials to all ACE centres; and
- establish continuing secondary school centres for adult learners and out-of-school youth.

Goal 5: Gender Equity and Equality in Education and Training

"Eliminating gender disparities in primary and secondary education by 2015 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"

The (GoK) is signatory to major international conventions and agreements that address human rights, gender equity and equality. On this basis various government ministries have developed policies safeguarding human rights, particularly those of women and children. To realise EFA Goal 5, the GoK aims to achieve gender parity at all levels of education and training, ranging from ECDE, primary, secondary, tertiary and university levels including non-formal education institutions.

Progress and achievements:

- development and implementation of gender in education policy;
- development of a gender-responsive curriculum;
- implementation of affirmative action in admission of male teacher trainees in ECDE teacher training institutions;
- provision of sanitary towels, bags, uniforms, shoes and toiletries to learners, through the MoE and other stakeholders;
- establishment of low-cost boarding schools and feeder schools to attract and retain learners, especially girls in ASAL areas;
- provision of separate toilets for girls and boys and improvement of sanitation facilities;
- implementation of affirmative action in bursary/scholarship allocation for secondary schools;
- gender sensitization and advocacy against retrogressive socio-cultural practices such as Female Genital Mutilation (FGM) and early marriages;
- enforcement of re-admission of girls who drop out of school due to pregnancy; and
- mentoring and role-modelling interventions to address emerging issues that affect schooling of children; and affirmative action for university admission.

Challenges:

To attain Goal 5, the government faces a number of challenges at all levels of learning. Despite achievements made, challenges still exist. These include:

- gender disparities in terms of access, retention, transition and learning outcomes in ASAL urban slums and pockets of poverty;
- gender disparities in admission to take science and technology subjects and courses in middle level colleges and university; and
- quality of infrastructure such as sanitation facilities is still poor and gender non- responsive, even for those ECDEs attached to formal public schools.

Recommendations

- increase funding for gender interventions;
- pursue safety nets to cushion the less-advantaged in society; and
- intensify advocacy and awareness in elimination of negative socio-cultural practices such as Female Genital Mutulation (FGM) and enforcement of the relevant legal frameworks.

Goal 6: Quality of Education

"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"

In an effort to improve quality of education in Kenya, massive human, financial and physical resources have been invested in the education sector. In assessing Goal 6 the following components were considered: curriculum quality and relevance; quality assurance; teacher qualification and effectiveness; pupil welfare and achievement; and school infrastructure and management.

Kenya's EFA goal of UBE received a boost from the introduction of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008. In 2010 the Pupil: Teacher Ratio (PTR) at primary and secondary levels stood at 1:45 and 1:36, respectively. The Textbook: Pupil ratio was 1:2 for main textbooks in both lower and upper primary schools. Primary and secondary school curricula were revised to allow a manageable workload. Results from Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and National Assessment Systems for Monitoring Learner Achievement (NASMLA) indicate that most pupils have mastered basic learning competencies.

Progress and achievements:

- provision of teaching and learning materials under the FPE and FDSE programmes;
- continuous curricula review across all levels and curriculum digitisation at secondary level;
- improvement of school infrastructure, including water and sanitation facilities;
- development of the teaching force through INSET, such as training of mathematics and science teachers by Strengthening of Mathematics and Science in Secondary Education (SMASSE);
- capacity development of school management through Kenya Education Staff Institute (KESI), and Special Needs Education (SNE) teachers through KISE;
- adoption of Child Friendly Schools (CFS) initiative and development of CFS manual towards improving pupils' welfare;
- continuous assessment of schools and teachers for quality assurance and advisory on curriculum implementation; and
- establishment of NASMLA - an assessment on learning outcomes for Grades 3 and 6 pupils has been carried out.

Challenges:

- teacher shortage due to budgetary constraints, with many schools reporting a PTR of more than 1: 50;
- overcrowded classes due to inadequate infrastructure;
- inadequate textbook storage facilities and poor maintenance of textbooks;
- inadequate staffing and capacity of quality assurance and standards personnel;
- ineffective curricula implementation resulting in low mastery of literacy and numeracy skills in pupil performance due to teacher absenteeism (unpreparedness) and pedagogical skills, among others;
- inadequate access to safe water and sanitation facilities;
- inadequate ICT infrastructure and capacity for implementation of e-learning; and
- low quality of education for learners with special needs

Recommendations:

- provide adequate funding to meet quality assurance;
- recruit and deploy teaching and quality assurance personnel;
- improve infrastructure at all levels, including those for ICT;
- institutionalise internal quality assurance mechanism in schools;
- integrate ICT in education and capacity development in pedagogical skills;
- develop a structured and coordinated training for capacity development to meet the needs of the education sector;
- improve the quality of education for learners with special needs; and
- strengthen the conduct of national examinations and other assessments.

The EFA End Decade Assessment and Looking Ahead Beyond 2015

The final draft of the report was presented to the senior management of MoE and the Steering Committee of EDA in April 2012. The discussions that followed led to the realization that EDA should not only be seen as a story of EFA progress since 2000 till now but also as a guide on what needs to be done to address the gaps and challenges identified in EDA, with the principal objective to informing both policy and programme interventions to reach the target year of 2015 and the realignment of the education and training sector to the Constitution of 2010. As a result, a list of 'Priority Action Points' categorized into 11 themes were drafted and agreed by the senior managers and Steering Committee members at the above mentioned meetings convened by the MoE Education Secretary, as a way forward for the government to prioritize and to put in place practices that will overcome the challenges and gaps that delay the full attainment of all EFA goals.

In the meantime, as Kenya has held the chairpersonship of the COMEDAF and spearheaded the EDA process as a first in the African region, EDA has also generated wide interest among several countries in the Sub Saharan region. To generate interest and communicate the value of undertaking country-led EFA assessment, government of Kenya presented Kenya EDA process and the results at the first ever Eastern Africa High Level Forum on EFA held in September 2011 in Mombasa, Kenya. The forum generated good discussions on many critical issues of EDA which led to the drafting and adoption of the 'Mombasa Call for Action (see Annex 1 for the details of the Mombasa commitment). The call for action has put in motion among some countries in the region to undertake EDA in the respective countries.

The Kenya Education for All Priority Action Points

1. Policy Review, Harmonization and Implementation

- Adopt Early Childhood Care and Education (ECCE) instead of Early Childhood Development (ECD) in line with internationally agreed terminology;
- Review all policies on ECD to be in line with the new Education Act with a view to transferring ECD to the County Governments
- Implement all provisions of the National ECD Policy Framework
- Disseminate provisions of the comprehensive School Health Policy and its Guidelines to schools, and implement them
- Review the 2005 Education Sector Policy on HIV and AIDS to address stigma and discrimination, support mechanisms that address the needs of positive learners and teachers
- Fast track the finalization of the Education Sector Policy on Peace Education to articulate a holistic and integrated vision of education for peace
- Fast track the enactment of the TIVET Authority Bill
- Mainstream Non-formal education into the education system to harmonize and coordinate better the programmes between the formal and non-formal education
- Review and revise the Gender and Education policy

2. Monitoring and Evaluation

- Maintain effective growth monitoring records in ECD
- Strengthen monitoring and evaluation mechanisms to provide feedback to the education system for evidence-based decision-making
- Strengthen Education Management and Information System (EMIS) to provide timely and accurate data for use at all levels for monitoring and decision making
- Put in place disciplinary measures against institutions that provide false education data
- Sensitize teachers and other providers of data and stakeholders on the utilization of the data
- Include HIV-related indicators in EMIS to provide a clear picture of those learners infected and affected in the education sector
- Address the issue of wastage in the education system by following up on girls and boys who drop out of schools
- Conduct research on gender issues with special focus on incidences and extent of sexual harassment of pupils in the education sector to inform policy and action

3. Resource Mobilization and Allocation

- Mobilize and allocate more resources to all the education intervention programmes, in particular, ECD, basic education, low cost boarding schools, Adult and Continuing Education (ACE)
- Develop and strengthen local mechanisms for resource mobilization to support HIV and AIDS programmes for orphans and vulnerable children.
- Increase resources to strengthen and expand on the provision of sanitary pads for girls

4. Governance and Accountability

- Enhance at all levels governance and accountability measures for all education interventions

5. Coordination and Partnerships

- Enhance coordination and partnership with all stakeholders in ECD for provision of nutrition and health services, proper sanitation, teaching and learning materials
- Strengthen community participation in the provision and management of education programmes

- Strengthen the regulations to improve participation of public and private education providers to stimulate expansion in education access opportunities
- Strengthen coordination mechanisms and partnerships across key stakeholders (Line Ministries, private sector, NGOs, Development Partners, FBOs) for ECD, basic education and ACE
- Build partnerships encompassing all stakeholders to address gender issues

6. Capacity Development

- Provide adequate information and support on holistic childhood care to caregivers from community and ECD centers
- Enhance capacity of MOE officers and support staff for ACE
- Strengthen coordination of capacity development in the education sector

7. Infrastructure Development

- Increase infrastructural provision for basic education, especially for ECD, low cost boarding schools, secondary education and ACE centers and training facilities

8. Curriculum Implementation and Relevance, and Instructional Materials

- Enforce the teaching of life skills education as envisaged in the curriculum
- Provide adequate teaching and learning materials for ECD and ACE centers
- Review the ACE curricula to make it relevant by addressing critical issues affecting adult learners including the language of instruction and curriculum content

9. Teachers and Facilitators Development and Management

- Develop a well-trained and remunerated teaching force for ECE with a well-defined scheme of service
- Provide adequate teaching staff especially for low cost boarding schools
- Enhance training of teachers on life skills education both at pre-service and in-service levels
- Ensure multi-stakeholder involvement in the development and implementation of university teacher training curricula
- Harmonize university teacher training with the secondary school education curriculum
- Strengthen capacities of teacher trainers
- Provide housing and other incentives especially for female teachers in marginalized areas
- Ensure that all teachers training colleges offer a course on special needs in their training programmes to enhance integration
- Deploy special needs teachers appropriately to relevant learning institutions and avoid arbitrary transfer of special needs teachers
- Provide adequate and skilled human resources for ACE, in particular adult teaching facilitators

10. Quality and Outcomes

- Develop a working national framework for life skills and lifelong learning
- Prevent new infections among young people through provision of comprehensive information on HIV and AIDS, advocacy, policy, curriculum and partnerships with parents
- Develop and implement a comprehensive National Qualification Framework for the Education Sector
- Address the issue of child abuse through effective awareness programmes and strategies
- Implement modalities and mechanisms to ensure the right choice of subjects for all pupils   regardless of sex
- Institutionalize internal quality assurance mechanisms at the school level
- Improve quality of learning and assessment for pupils with special needs and those from other disadvantaged groups
- Emphasize assessment of non-cognitive skills
- Mainstream ICT in education in learning and assessment
- Develop and utilize relevant qualitative and quantitative data collection tools for life skills education assessment focusing not only on inputs and outputs but also outcome and impact.

11. 'Reaching the Unreached'

- Implement affirmative action in recruitment of male teachers in ECD teacher training institutions
- Support all vulnerable children of the basic school-going age so that they can have access to, and learn in, educational institutions that are responsive to their needs and conditions
- Strengthen the social protection measures to reach the hard to reach children
- Review the equity model of financing to schools and make it more targeting especially to the vulnerable children
- Establish programmes for special needs in ACE
- Address the issue of gender equality at all levels and forms of education

Introduction

Chapter 1: Introduction

1.1   The Land

Kenya is situated in the eastern part of the African continent, between the latitudes of 5°N and 5°S, and longitudes 24° - 31°E. Ethiopia and South Sudan border it to the north, Uganda to the west, Tanzania to the south, Somalia to the northeast, and the Indian Ocean to the southeast. The coastline is about 536 kilometers in length.

The total land area covers about 582,650 km^2 of which 569,250 km^2 consists of land, with water covering the remaining 13,400 km^2. Approximately 80% of the land area is arid or semi-arid, and only 20% is arable (UNDP, 2005).

Kenya encompasses diverse physical features, some of which are World Heritage Sites and major tourist attractions. These include vast plains which are home to world famous natural sites: the Great Rift Valley running from north to south, which provides geothermal power generation possibilities for Kenya; Mount Kenya, the second-highest mountain in Africa at 5,199 m above sea level; Lake Victoria, Africa's largest freshwater lake, which supports a major fishing industry; Lake Nakuru, a major tourist attraction due to its flamingos; Lake Magadi, famous for its soda ash; and a number of major rivers, including the Sondu-Miriu, Tana and Athi Rivers, some of which generate hydropower for Kenya.

Some parts of the country have an equatorial climate, such as the central highlands, whereas along the coastline the climate is predominantly tropical. Rainfall and temperatures are influenced by altitude and proximity to lakes or the ocean. There are four seasons in a year: a dry period from January to March, a long rainy season from March to May, a long dry spell from May to October, and then short rains between October and December. Disparities in amount and distribution of rainfall have a significant effect on the country's economic capacity. Many parts of Kenya cannot produce adequate food from rain-fed agriculture, and are therefore exposed to frequent famines. Arid and semi-arid lands depend mainly on livestock production, which is often adversely affected by drought.

Figure 1.1:   Map of Kenya (Counties)

1.2   The People

Kenya is a former British colony. The independence process was met with resistance and an armed struggle by Kenyans against the British colonial administration ensued. The freedom struggle that intensified in the 1950s paved the

way for constitutional reform and political development in the years that followed, and the country achieved self-rule on 1 June 1963 and gained independence on 12 December 1963.

Kenya has a diverse population comprising 42 ethnic communities that includes three of Africa's major sociolinguistic groups: Bantu (67%), Nilotic (30%), and Cushitic (3%). About 80% of Kenyans are Christian, 10% Muslim, and the remainder follows traditional African religions or other faiths. Most city residents retain links to their extended rural families, leaving the city periodically to help work on family farms. About 75% of the work force is engaged in agriculture, mainly as subsistence farmers. The national motto of Kenya is Harambee, meaning "pull together." In that spirit, volunteers in hundreds of communities build schools, clinics, and other facilities each year and collect funds to send students abroad.

1.3   Demographic Features

The first national population census was conducted in 1969, six years after gaining independence, at which time Kenya's population stood at 10.9 million. By 1999 it had almost tripled to 28.7 million (Republic of Kenya, 2001a). According to the most recent census conducted in 2009, the country's population then stood at 38.6 million (Republic of Kenya, 2010a).

Table 1.1:   Kenya's Population in 2009

Province	Male	Female	Total
Kenya	19,192,458	19,417,639	**38,610.097**
Nairobi	1,605,230	1,533,139	**3,138,369**
Central	2,152,983	2,230,760	**4,383,743**
Coast	1,656,679	1,668,628	**3,325,307**
Eastern	2,783,347	2,884,776	**5,668,123**
North Eastern	1,258,648	1,052,109	**2,310,757**
Nyanza	2,617,734	2,824,977	**5,442,711**
Rift Valley	5,026,462	4,980,343	**10,006,805**
Western	2,091,375	2,242,907	**4,334,282**

Source: Republic of Kenya, 2010a

Results of previous censuses indicate that the annual population growth rate was 2.9% between 1989-1999, down from 3.4% reported for 1979-1989. In 2009, population growth was estimated to be about 2.8%. The decline in population growth is partly due to the efforts of the National Population Policy for Sustainable Development (National Council for Population and Development, 2000), combined with a decline in fertility rates over recent decades. Fertility levels have declined from 8.1 births per woman in the late 1970s to the current level of 4.6 births per woman. Falling fertility levels are expected to manifest in the national age distribution. Mortality rates have risen since the 1980s, partly due to increased deaths from HIV and AIDS, as well as deteriorating health services and widespread poverty (National Council for Population and Development, 2000). The crude birth rate increased from 50 births per 1,000 population in 1969, to 54 per 1,000 in 1979 but thereafter fell to 48 and 41 per 1,000 in 1989 and 1999, respectively. The crude death rate increased from 11 per 1,000 of the population in 1979-89, to 12 per 1,000 for the period 1989-99. The IMR, which had steadily decreased from 119 deaths per 1,000 live births in 1969 to 88 deaths per 1,000 live births in 1979 and then to 66 deaths per 1,000 live births in 1989, increased briefly in 1999 to 77 per 1,000 but then resumed its decline in 2009.

1.4   International, Regional and Sub-regional Frameworks and Commitments

Kenya has fully embraced the Universal Declaration of Human Rights and is a signatory to, and complies with, key international conventions stipulating that education is a human right, such as the Convention on the Rights of the Child[1]. The enactment of the Children's Act domesticizes the obligations of Kenya under the Convention on the Rights of the Child and the African Children's Charter.

The African Union is the key regional political body with a vision of an integrated, peaceful, prosperous Africa driven by its own people, taking its rightful place in the global community and the knowledge-based economy. This vision is predicated on the development of Africa's human resources, and education is seen as the means through which Africa's citizenry will gain the skills and knowledge to realize this vision. The AU Plan for the First Decade of Education for Africa (1996-2005) responded to regional challenges with foci on equality and access

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1   Kenya ratified the convention on 31 July 1990

Table 1.2:   Basic Demographic Indicators

Indicator/year	1969	1979	1989	1999	2009
Population (millions)	10.9	16.2	23.2	28.7	39.4(a)
Density (pop./km²)	19.0	27.0	37.0	49.0	67.7(a)
Percent urban	9.9	15.1	18.1	19.4	21.0(a)
Crude birth rate	50.0	54.0	48.0	41.3	34.8(b)
Crude death rate	17.0	14.0	11.0	11.7	u
Inter-censual growth rate	3.3	3.8	3.4	2.9	2.8
Total fertility rate	7.6	7.8	6.7	5.0	4.6(b)
Infant mortality rate	119	88	66	77.3	52.0(b)
Life expectancy at birth	50	54	60	56.6	58.9(a)

Revised project figures
Kenya Demographic and Health Survey
u = unknown
Source: Central Bureau of Statistics, 1970, 1981, 1994, 2002a; the 2008 Kenya Demographic and Health Survey

to basic education; quality, relevance and effectiveness of education; complementary learning modalities, and capacity-building. The evaluation of the First Decade did however not meet expectations, due to various reasons such as the lack of ownership by countries and participation of the donor and development partner community. Following lessons learned, the Plan of Action for the Second Decade of Education commenced in 2006 with a focus on Education Management Information Systems (EMIS), gender equality in primary and secondary education, performance in mathematics, science and technology, systematic exchange of experiences and mutual assistance for educational development, and education contribution to regional integration. Between 2009 and 2012 Kenya played a prominent role in spearheading implementation of the plan by chairing the African Union's Conference of Ministers of Education in Africa (COMEDAF). The Minister of Education also served as co-chair of the Association for the Development of Education in Africa (ADEA) from 2008 to 2012.

1.5   Social, Economic and Human Development Context and Trends

In 2003, the newly elected National Rainbow Coalition (NARC) Government set in motion a number of policy interventions that lifted the economy out of the doldrums. Within the first year of NARC's administration, the economy grew by 3% and then 4.3% in 2004, 5.8% in 2005, 6.1% in 2006 and 7% in 2007. However, Kenya's economic growth

declined to 1.7% in 2008, an indirect effect of the 2007 post-election violence. In 2010 the country registered an economic growth rate of 5.6%.

The current trend of economic growth that started in 2003 has been periodically curtailed by both internal and external factors, such as the 2007 post-election disruptions, the global financial crisis, and high fuel and food prices, among others. Overall, the post-election violence dented Kenya's socio-economic and political stability, reversing several gains it had registered prior to the December 2007 elections.

The events of the post-election violence forced a crisis management response in the education sector, adversely affecting long term education goals. The ministries in charge of education and the sector stakeholders prepared an emergency response plan, which incorporated peace initiatives, post-election trauma counseling, and temporary shelters and permanent school infrastructure support mechanisms in the affected areas.

1.5.1   Economic Strategies

In June 2003 the government launched economic policy interventions it has set out in the strategic paper, 'Economic Recovery Strategy for Wealth and Employment Creation' (ERSWEC). The ERSWEC was based on four pillars. First was economic growth, to be achieved through the following: enhanced revenue collection, expenditure restructuring, and a monetary policy that would support the achievement of economic growth without affecting

Box 1.1: The Constitution of Kenya

The new Kenyan constitution was promulgated in August 2010, replacing the old law of 1961 (Republic of Kenya, 2010b). The new constitution has devolved government from national to county levels; consequently all government functions have been devolved including provision of education to citizens. In particular, Chapter 4 (Bill of Rights) specifies the right to access education for all with special emphasis on children, persons with disabilities, minorities, marginalized groups and youth. The national government has been charged with the responsibility of developing education policy, standards, curricula, examinations and the granting of university charters, and promotion of sports and sports education. Management of universities, tertiary educational institutions and other institutions of research and higher learning and primary schools, special education, secondary schools and special education institutions is also the responsibility of the national government. The county governments on the other hand, will be in charge of pre-primary education, village polytechnics, home craft centers and childcare facilities.

Implementation of the new Constitution poses a major challenge to the government, and an even bigger challenge has been placed on individual government ministries as they are expected to realign their functions with the new constitution. To assist in the process, the MoE constituted a task force on the realignment of education with the new constitution, and the Basic Education Bill 2012 has been produced with subsequent draft policy framework.

price stability. The second pillar involved reforming and strengthening governance institutions such as the public service, security agencies and the judiciary, involving capacity building, legislation and performance appraisals. The civil service was targeted for staff rationalization, right-sizing, pay reform and enhanced 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, where six areas of infrastructural development were identified, namely: rehabilitation, reconstruction and expansion of the road network (including rural access roads); boosting energy production; expansion of telecommunications; revamping the railway sector through restructuring and eventually privatizing Kenya Railways through concessioning; 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.

Under the guidance of the Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC), the Kenyan economy resumed the path to rapid growth, growing by more than 6% in 2007, from 0.6% in 2002. Growth was widely distributed, covering all economic and social sectors and resulting in a reduction in poverty levels from 56% in 2002, to 46% in 2006.

With the swearing-in of the Coalition government, Kenya Vision 2030 was unveiled in 2007 as the new long-term development blueprint for the country, motivated by collective aspirations for a better society by 2030. The aim of Kenya Vision 2030 is "a globally competitive and prosperous country with a high quality of life by 2030." It aims at transforming Kenya into "a newly industrializing, middle income country providing a high quality of life to all its citizens in a clean and secure environment". Vision 2030 is built upon three key pillars, viz. Economic; Social; and Political Governance. The economic pillar aims to achieve a sustained annual economic growth rate of 10% until 2030, in order to generate resources with which to address the Millennium Development Goals (MDGs). Vision 2030 has identified flagship projects in every sector that will be implemented to facilitate sustainable growth in support of the MDGs. In addition, Vision 2030 has flagged projects that directly address MDGs in key sectors such as agriculture, education, health, water and environment. The social pillar seeks to create just, cohesive and equitable social development in a clean and secure environment. The political pillar aims to achieve an issue-based, people-centered, result-oriented and accountable democratic system. What is central to the successful implementation of the three pillars is expanding access to ICT and building ICT capacity and infrastructure.

1.5.2   Human Development Index

Every year since 1990, the Human Development Report has published the Human Development Index (HDI), introduced as an alternative to conventional measures of national development, such as level of income and the rate of economic growth. The HDI represents a push for a broader definition of well-being and provides a composite measure of three basic dimensions of human development: health, education and income. Between

1980 and 2010 Kenya's HDI rose by 0.5% annually from 0.404 to 0.470 today, which gives the country a rank of 128 out of 169 countries with comparable data. The HDI of sub-Saharan Africa as a region increased from 0.293 in 1980 to 0.389 today, placing Kenya above the regional average.

1.5.3 MDGs in the Kenyan Context

The GoK has been pursuing human development objectives since independence. Sessional Paper No. 10 of 1965 focused on elimination of poverty, disease and ignorance. Various development plans and sectoral plans have also had some focus on MDGs. In recent years, the government has published a number of policy and strategy papers geared towards achieving broad-based sustainable improvement in the welfare of all Kenyans. These include the National

Poverty Eradication Plan (NPEP), the Poverty Reduction Strategy Paper (PRSP) followed by ERSWEC and Vision 2030 (Republic of Kenya; 2008e, 2007a). The ERS is based on pillars matched to MDGs, as shown in the table below. However, successful implementation of these plans and strategies has been hampered by limitations in capacity, financing and governance. The key issue in achieving the MDGs has therefore not been just to assess what needs to be done within the current resource constraints, but rather what is required to scale-up investment until 2015 in order to achieve the goals. The MDG process has also entailed rallying all national and development actors behind the MDGs, and engaging the international community in constructive dialogue on the need to honor their pledges to increase development assistance to at least 0.7% of their Gross National Income, reduce the debt burden, improve

Box 1.2: Kenya's Arid and Semi-arid Lands Region (ASAL)
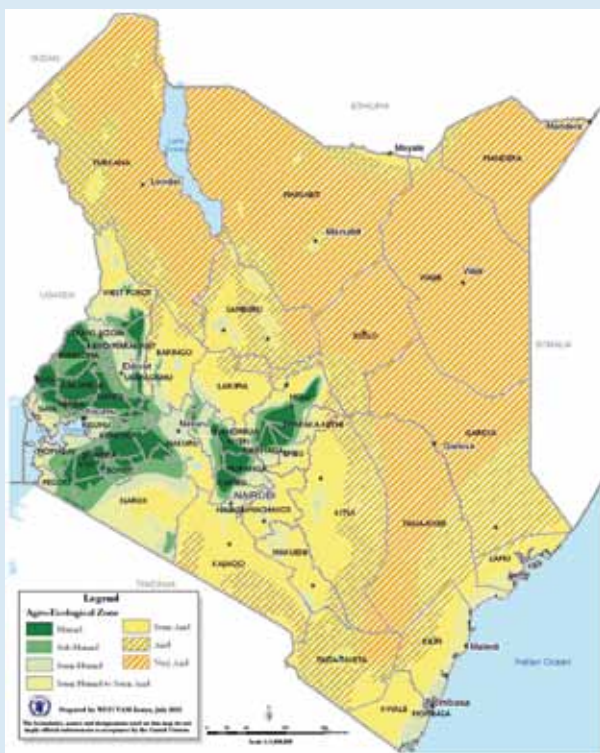
The phrase 'Northern Kenya and other Arid Lands', refers to an area that is commonly called the ASAL (Arid and Semi-Arid Lands) that covers 80% of the country. There is significant diversity within this large region. In Northern Kenya, the primary policy challenge is to reduce regional socio-economic inequality and help the north catch up with the rest of the country. This inequality has its roots in the colonial period, with the creation of the Northern Frontier District. Against almost every indicator of human development such as access to health care, education, energy, water, financial services and justice, the region scores poorly compared with the national norm. The dominant livelihood in the ASALs is pastoralism, practiced across the whole of Northern Kenya and in the southern rangelands of Laikipia, Narok and Kajiado. In the past it has been less well understood and supported than other forms of land use. Recent studies have shown this approach to be misguided. Many governments, including that of Kenya, now recognize the contribution of pastoralism to food security, environmental stewardship and economic growth, and are seeking to protect and promote the mobility on which it depends. Across the ASALs as a whole, the main challenge is to ensure food security in drought-

prone environments are also affected by climate change. In order to tackle specific challenges faced by ASAL regions, the Ministry of State for Development of Northern Kenya and Other Arid Lands was established in April 2008 under the Office of the Prime Minster. The ministry works across both arid and semi-arid districts to strengthen drought management and adaptation to climate change. The geographic coverage of the ministry in tackling these three policy challenges include Turkana, Baringo, West Pokot, Samburu, Isiolo, Marsabit, Moyale, Mandera, Wajir, Narok, Kajiado, Transmara and parts of Laikipia, Malindi, Kilifi, Kwale, Taita Taveta, Garissa, Ijara, Kitui, Makueni, Mwingi, Meru North, Tharaka, Nyeri, Mbeere, Tana River and Lamu.

Source: Ministry of State for Development of Northern Kenya and Other Arid Lands www.northernkenya.go.ke (retrieved on 01.08.2011)

Table 1.3:   Status of MDGs Progress 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 from19.3% 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 the introduction of Free Primary Education (FPE) 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 The Gross Enrolment Ratio (GER) at primary level increased from 93% in 2002 to 107.6% in 2007. The national NER estimate for 2007 was 91.6%, with 94.1% for boys and 89.0% for girls						
Eliminate gender disparity in primary and secondary education by 2005	Access at primary school level has reached almost gender parity at the national level. In 2002, the proportion of girls was 49.3%, 48.9% in 2003, and 49% in 2006. There is near-gender parity in 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	Proxy indicator: Fully immunized children as a percentage of the population less than 12 months old	Base	Achieved			Targets		
		2003/04	04/05	05/06	06/07	04/05	05/06	06/07
		57	57	61	72	65	67	70
Reduce deaths of mothers due to child bearing by 75% between 1990 and 2015	Proxy indicator: Proportion of births attended by skilled health personnel	Base	Achieved			Targets		
		2003/04	04/05	05/06	06/07	04/05	05/06	06/07
		42	42	56	37	60	65	70
	Proxy indicator: Proportion of pregnant women aged 15 - 24 years attending ANC, who are HIV positive	Base	Achieved			Targets		
		2003/04	04/05	05/06	06/07	04/05	05/06	06/07
		13	10	6.4	6.3	9.2	8.4	8
Halt the spread of AIDS	The Kenya AIDS Indicator Survey (KAIS) 2007 preliminary report indicates that the prevalence rate for those aged 15-49 years has increased to 7.8%. The HIV and 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 KDHS 2003						
Halve the proportion of people without safe drinking water by 2015	At present, about 15 million and 5.7 million 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

trade practices, and support the transfer of appropriate technology to developing countries.

Recognizing the central role of education in achieving MDGs and national development aspirations, the General Assembly of the United Nations held in September 2010 hosted a special session on education and MDGs. The UNESCO-published note on the theme called for raising the profile of basic education on political agendas, by emphasizing the strong linkages between primary education – and other components of basic education – and the other MDGs. The central messages are two-fold: that progress towards the MDGs will be slowed if the universalization of primary education and the expansion of other areas of basic education is not accelerated, and that a stronger focus on equity in education can generate a virtuous cycle to readdress inequalities in other MDG areas.

1.6   Education for All

As mentioned above, Kenya has attached paramount importance to education since independence, evidenced by the fact that the education sector receives the highest allocation from the state budget (approximately 28%). This has enabled the country to invest in necessary infrastructure to expand coverage and access, while recently putting more emphasis on measurable quality.

The EFA movement is a global commitment to provide quality basic education for all children, youths and adults. At the World Education Forum held in Dakar, Senegal, 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals.

Recognizing achievements made during the decade of 1990 and at the same time, major challenges ahead, member states adopted the expanded notion and broader context of EFA by adopting the six goals to meet the learning needs of all children, youth and adults by 2015.

Table 1.4:   EFA 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, and complete, free and compulsory primary education of good 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.

1.7   Role of Education in National Development

The Sessional Paper of 2005 defines the role of education as follows:

The Government recognizes the strategic importance of improving the overall quality of education of Kenyans within the context of poverty reduction and economic growth. In this regard education is not only a welfare indicator per se, it is also a key determinant of earnings and, therefore, an important exit route from poverty. As a result, increased investment in human capital, including health and education, is identified as one of the four pillars of the Government's overall economic recovery strategy.

1.8   National Development Priorities

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

The objective of the first pillar is to increase Kenya's annual Gross Domestic Producat (GDP) growth rate to 10% 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 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 physically challenged and marginalized communities.

The third pillar is a 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 political processes; and where equality is entrenched and all citizens are afforded equal chances and opportunities to realize their full potential 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.

1.9   National Education Development

1.9.1   Trends in Education Development

At independence in 1963, the GoK sought to reform the education system inherited from the colonial government to make it more responsive to the needs of the country. The government has continued to address the challenges facing the education sector through the appointment of commissions, committees and taskforces that have influenced policy formulation and implementation.

1.9.2   Historical Origins of the Education System

The first Kenya education commission of 1964 (also referred to as the Ominde Commission) sought to reform the inherited colonial education system in order to make it more responsive to the needs of Kenya. The commission proposed a uniform education system that would foster national unity, and the creation of sufficient human capital for national development. Sessional Paper No: 10 of 1965 on African Socialism and its Application to Planning in Kenya formally adopted the Ominde Report as a basis for post-independence educational development (Republic of Kenya, 1965).

The Report of the National Committee on Educational Objectives and Policies (the Gachathi Report of 1976), focused on redefining Kenya's educational policies and objectives, giving consideration to national unity and the economic, social and cultural aspirations of the people of Kenya. The Report of the Presidential Working Party on the Second University in Kenya (Republic of Kenya, 1981) led to the removal of the advanced (A) level of secondary education and the expansion of other post-secondary training institutions. In addition to the establishment of Moi University, it also recommended the establishment of the current 8:4:4 system of education and the Commission for Higher Education (CHE).

The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988) focused on improving education financing, quality and relevance. This was at a time when

the government scheme for the provision of instructional materials through the National Textbook Scheme was inefficient and adversely affecting the quality of teaching and learning. From the recommendations of the Working Party in 1988, the government produced Sessional Paper No 6 on Education and Training for the Next Decade and Beyond. The report recommended a policy of cost-sharing between government, parents and communities. However, the effect of the cost-sharing policy was to further marginalize the poor, who could not meet the costs, and access decrease at a result (Republic of Kenya, 1989).

1.10   Development of Education since Dakar

The Commission of Inquiry into the Education System of Kenya (Republic of Kenya, 1999) was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances. The Koech Report recommended Totally Integrated Quality Education and Training (TIQET). While the government did not adopt the report in its entirety due to implications of cost, some recommendations such as curriculum rationalization were adopted and implemented.

Recent policy initiatives have focused on the attainment of EFA and, in particular, UBE. Key concerns have been access, retention, equity, quality, relevance, and internal and external efficiencies within the education system. To address the educational needs of all children and youth, including the marginalized and vulnerable, the GoK introduced Free Primary Education in January 2003. This strategy provides equal education opportunities through abolition of fees and introduction of capitation grants to primary schools. Free Day Secondary Education (FDSE) was introduced in 2008, to ensure that students from poor households can access secondary education.

The government is committed to providing quality education and training as a human right for all Kenyans, in accordance with Kenyan law and international conventions. To this end, strategies for moving the country towards attainment of these goals have been developed. The National Conference on Education and Training held in November 2003, brought together over 800 key players in the sector. The conference mandated the MoE, Science and Technology (MOES&T) to develop

a new policy framework for the education sector, and a paper constituting government's policy on education and training, based on the recommendations of the conference and of the various studies undertaken on the sector was drawn up. The paper embraces the government's commitment to the implementation of both the EFA and Millennium Development Goals (MDGs).

Policy documents have reiterated the importance of education in eliminating poverty, disease and ignorance, and the achievement of vision 2030, which is Kenya's national development blueprint. To date, the Kenyan government is fully committed to the provision of quality education to guarantee the rights of every learner and to provide an education offering a competitive edge in a global market. Progress in the education sector has been achieved through government's efforts in financing education, reviewing the education sector, and seeking community, development partners and other stakeholders to make substantial investments in education. Despite such efforts, provision of quality education has remained elusive due to inadequate financial resources and other inputs into education, and unreached groups exist who remain excluded from education.

1.10.1   Unreached Groups

Unreached groups in Kenya include: children working or living on the streets; those in ASALs and pockets of poverty such as the urban informal settlements and rural poor regions; children with special learning needs (particularly the mentally, physically challenged and those with learning difficulties); and children engaged in forms of child labor. Others include: Most Vulnerable Children (MVC) including orphans; adolescent mothers and sibling minders; those affected by HIV and AIDS; those discriminated against because of gender, culture and religion; young offenders; victims of domestic and country political violence; and refugees.

1.11   Education Goals, Policies, Laws and Legislation

1.11.1   National Action Plan on EFA (2003-15)

The National Action Plan on EFA was developed to domesticate the six EFA goals, as articulated in the Jomtien Conference of 1990 and reiterated during the Dakar World Education Forum. The plan provided a national framework for tackling constraints and challenges facing the country in providing education for all. The

plan prioritizes and elucidates objectives and strategies required to achieve these, activities to be undertaken in addressing the objectives, performances indicators, implementing agencies, resources required to achieve the objectives, and a timeframe. The plan was developed using a participatory approach, incorporating education concerns as articulated by the New Partnership for African Development (NEPAD), MDGs and the African Union's First Decade of Education. Development of the plan was also informed by other national policy documents such as the 9th National Development Plan (2002-2008), Poverty Reduction Strategy Paper (PRSP) and Economic Recovery Strategy, among others. From 2005, implementation of this plan was undertaken within the KESSP.

1.11.2   National Constitution

A new constitution was promulgated in August 2010 to replace the existing 1961 law. The right to free and compulsory basic education for every child has been clearly articulated in the new law. The new constitution firmly expresses education as a right for every person (Sec. 54 (b)), including persons with disabilities (43(1f)), and minorities and marginalized groups (56(b)). The constitution commits the State to put in place affirmative action programmes designed to ensure that minorities and marginalized groups are given special opportunities in the educational and economic fields. In addition, section 55 (a) commits the State to take measures, including affirmative action and programmes, to ensure that the youth accesses relevant education and training.

1.11.3   Educational Goals

The overall education policy goal of the GoK is to achieve the MDGs and EFA goals by 2015 in tandem with other national and international commitments. This is to be achieved through the provision of all-inclusive quality education and training that is accessible and relevant to all Kenyans. The Vision of the MoE is "*to have a globally competitive education, training and research for Kenyan's sustainable development*" while the Mission is "*to provide, promote, coordinate the provision of quality education, training and research for the empowerment of individuals to become responsible and competent citizens who value education as a lifelong process*"; both are guided by the understanding that quality education and training contribute significantly to economic growth, better employment opportunities and expansion of income-generating activities. Education remains the greatest "social equalizer" and a powerful weapon against poverty.

Specific education objectives and programmes are designed to be inclusive, ensuring that all children, including girls, children in difficult circumstances, and those from marginalized and vulnerable groups have access to and complete the basic education cycle. The objectives are also aimed at enhancing access, relevance, equity and quality at all levels of education and training by 2010. The government is also focused on ensuring that learning needs of all young people and adults are addressed through equitable access to appropriate learning and life-skills programmes by 2015. These efforts are undertaken within the broad framework of addressing the relevant MDGs.

1.11.4 Education Policies

The Sessional Paper No. 1 of 2005 is a policy framework developed to meet the challenges of education, training and research in the 21st century (Republic of Kenya, 2005b). The document articulates specific objectives and strategies of enhancing access, equity, quality and relevance at each level of education. Specific sub-sector policies have further been developed to deal with areas of neglect in the past as well as with emerging issues. These are: Education Sector Policy on HIV and AIDS (2004); the National Early Childhood Development (ECD) Policy Framework (2006); Gender Policy in Education (2008); Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) Strategy (2008); National Special Needs Education Policy framework (2009); Alternative Provision of Basic Education and Training Policy (2009), National Policy Framework for Nomadic Education (2010); and National Adult and Continuing Education Policy (2010). A draft Peace Education policy is in place.

Education Sector Policy on HIV and AIDS (2004)

This policy acts as a guideline for effective prevention, care and support within the public sector where HIV and AIDS programmes are being implemented. The policy applies to learners, employees, managers, employers, and other providers of education and training in all public and private, formal and non-formal learning institutions at all levels of the education system in the Republic of Kenya, and calls upon all to join in the fight against HIV and AIDS.

National Early Childhood Development (ECD) Policy Framework (2006)

This framework provides a coordination mechanism and explicitly defines the role of parents, communities, various government ministries and departments,

development partners and other stakeholders in the provision of ECD services. The service standard guideline has been developed as a separate document aimed at operationalizing the ECD policy framework.

Gender in Education Policy (2008)

This provides a planning framework for gender-responsive education at all levels. It highlights key concerns in education including disparities, retention and transition rates, and persisting negative socio-cultural practices and attitudes. The policy formalizes the rights and responsibilities of all people involved directly or indirectly in the education sector, and are further expected to contribute to the elimination of disparities.

Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) Strategy (2008)

The national TIVET strategy addresses challenges that affect the TIVET system, detailing strategic components dealing with issues of enhancing access and equity in TIVET for all; increasing capacity for delivery; improving and sustaining relevance of skills; improving institutional corporate governance; developing a unified policy and legal framework; promoting effective application of ICTs; establishing and strengthening collaboration linkages; institutionalizing effective research and development; diversifying sources and increasing funding; and addressing cross-cutting issues.

National Special Needs Education Policy Framework (2009)

This framework addresses some of the critical issues determining delivery of quality, relevant education to learners with special needs. Issues of equity and improvement of learning environments in all schools have been addressed. Implementation of the policy framework is expected to ensure that inclusive education becomes a reality and consequently improves the participation and involvement of people with special needs in national development.

Alternative Provision of Basic Education and Training Policy (2009)

This policy provides guidelines necessary to streamline the development and management of alternative channels that provide education and training, recognizing that all children, youth and adults are entitled to basic quality education as a right. By providing guidelines to assist all

eligible learners in accessing quality education, the country hopes to achieve the EFA, MDGs and other national targets.

National Policy Framework for Nomadic Education (2010)

The overall goal of this framework is to enable Kenya's nomadic communities to access basic education and training. It is geared towards ensuring equitable access to education by children in nomadic areas, including disadvantaged and vulnerable groups. The policy is also expected to ensure that the quality of education provided in nomadic areas meets approved national standards.

National Adult and Continuing Education (ACE) Policy (2010)

This policy provides guidelines for use by current and potential providers in ACE, in order to harmonize the diverse ACE provision by different stakeholders and facilitate coordination. The policy specifically sets the scope and guidelines within which implementers or providers will operate; acts as a reference point for partners in ACE; provides a framework to the Board of Adult Education (BAE) for coordination of ACE; and sets quality and service standards in the provision of ACE.

1.11.5 Legal Frameworks

Education development in Kenya is anchored on legal frameworks that include the Constitution of Kenya (2010) in which the right to free and basic education for every child, and education for every person including persons with disabilities and marginalized groups, has been articulated; and the Education Act (1968) which is currently under review. Others are the Children Act (2001) which committed the government to the provision of at least 12 years of compulsory, free and continuous schooling for all Kenyan children; and the Persons with Disabilities Act (2003), which provides for education of disabled persons; and the Sessional Paper No. 1 of 2005 on a policy framework for education, training and research.

1.11.6 International Conventions

Kenya is a signatory to several international conventions and agreements and has ratified a number of them. These conventions have gone a long way towards providing a broad framework for the attainment of the right of every citizen to access quality education. Some of these conventions and declarations include: the Universal Declaration on Human Rights (1948); the Minimum Age

Convention (1973); the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) of 1979; the Convention on the Rights of the Child (CRC) of 1989; the Jomtien World Conference (1990); and the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990); Others are: the Beijing Declaration and Platform for Action (1995);the Convention on the Elimination of the Worst Forms of Child Labor (1999); the Dakar Framework of Action on EFA (2000); the Millennium Development Goals (MDGs) 2000; the Convention on the Rights of Persons with Disabilities (2006); and the Goals of the African Union. All these documents reiterate the need to eliminate all forms of discrimination and the right to education for all citizens.

1.12 Education Organization and Structure

Kenya's education system has evolved significantly since independence, starting in 1985 when the 7-4-2-3 structure was replaced with the 8-4-4 structure. This introduced a broad-based curriculum that was meant to offer learners pre-vocational skills and technical education. The system was intended to make education more relevant to learners by making them more self-reliant and preparing them for the world of work. However, between 2002 and 2005 vocational subjects were removed from regular primary and secondary schools following a review of the curricula which reduced the number of subjects and content in areas that were perceived as being burdensome to learners.

The current 8-4-4 system encompasses Early Childhood Development and Education (ECDE) (3 years), Primary Education (8 years), Secondary Education (4 years) and University Education (4 years minimum). Other programmes include: TIVET; Special Needs Education (SNE); Adult and Basic Education (ABE); and Non–Formal Education (NFE) all of which have been managed through a Sector-Wide Approach to Planning (SWAP), a method that has been used to develop and secure funds for the KESSP.

The TIVET catchment population includes youth who, for various reasons, do not enrol in the regular education system, either at primary, secondary or university levels. TIVET programmes are offered in Youth Polytechnics (YP), Technical Training Institutes (TTIs); Institutes of Technology (ITs) and in National Polytechnics. There are also other institutions that offer TIVET programmes, spread across government ministries as well as private institutions.

Innovations in the current education and training organization structure (Figure 1.2) as articulated in Sessional Paper No. 1 of 2005, offer learners equal opportunities to advance to the highest level of learning either through academic or TIVET channels. The structure also provides flexible mechanisms and opportunities for entry and re-entry into either channel. An additional innovation is that the education and training system is structured into 14 years of basic education (two years pre-primary, eight years primary and four years secondary), tertiary and higher education and training, which consist of TIVET certificate, diploma, undergraduate and postgraduate diploma, master's and doctoral programmes. Due to this rationale, the former MoE was restructured in April 2008 with the Directorate of Higher Education shifting to the current Ministry of Higher Education, Science and Technology (MoHEST). In addition, the Directorate of Adult and Continuing Education was transferred from the Ministry of Gender, Sports, Culture and Social Services, to the MoE.

Figure 1.2: Structure and Organization of Education and Training
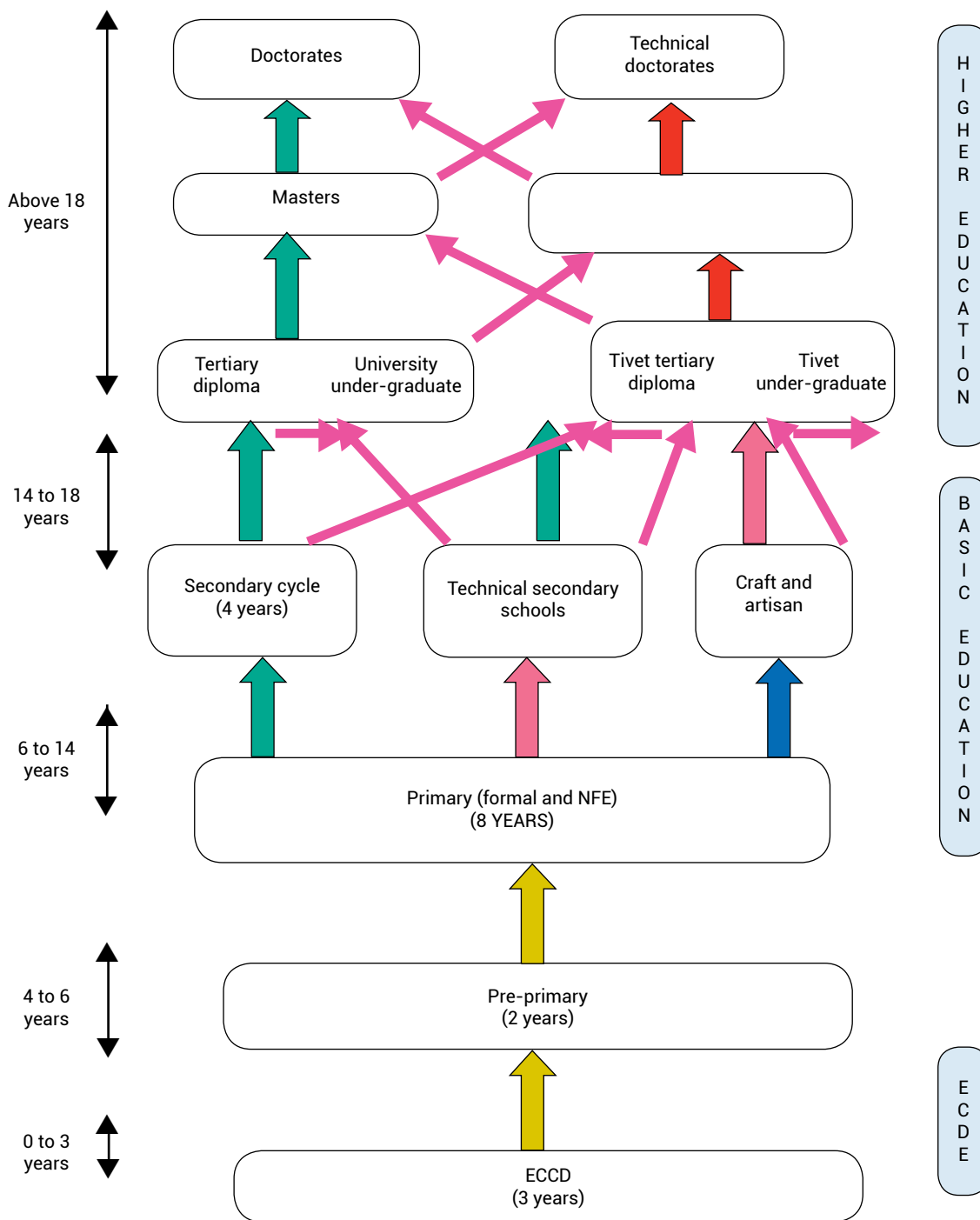
Source: Sessional Paper No. 1 of 2005, GoK

Goal 1

" **Expanding and Improving Comprehensive Early Childhood Care and Education, especially for the Most Vulnerable and the Disadvantaged Children** "

Chapter 2: Early Childhood Care and Education

2.1   Introduction

Early Childhood Care and Education (ECCE) has been widely recognized as a critical period in a child's physical, mental and psycho-social development. The period from birth till 5 years of age has been identified as an important period when the necessary health, nutrition, education and care must be provided in a timely and coordinated manner that will ensure a better and healthy future for the child. Such an holistic approach that integrates adequate nutrition, good healthcare, security, physical, mental and social-emotional dimensions is recognized as constituting the foundation of proper growth of children (Republic of Kenya, 2006a).

Although there has been progress in ECDE in many countries including Kenya, the Global Monitoring Report (GMR) 2011 observes that the world is not on track to achieve ECCE targets set for 2015. The past decade witnessed progress towards achievement of the ECCE goal in the world's poorest countries. Early childhood care is improving as mortality among under-five year olds has dropped globally from 12.5 million in 1990 to 8.8 million in 2008. ECCE in sub-Saharan Africa continues to suffer from insufficient funding, fragmented planning, and weak coordination mechanisms between ministries of education, health and other stakeholders. Governments continue to underestimate the consequences of malnutrition in early childhood. About 195 million under-five children in developing countries - a third of the total - suffer from stunting, which is a sign of malnutrition and a condition that could seriously impair the cognitive and physical development of the child. There is a critical need for governments to demonstrate a sense of urgency to resolve this scenario and move towards achieving the ECCE targets (UNESCO, 2011).

According to the Kenya Education Sector Support Programme (KESSP) 2005-2010 there was progress in terms of access in the ECCE sub-sector between the year 2000 and 2008. In the Kenyan context, Early Childhood Development and Education (ECDE) is the terminology used to define the ECCE subsector.[2] According to the KESSP, there was progress in 2000 and 2008 in terms of access. The Gross Enrolment Rate increased from 56.8% in 2000 to 57.9% in 2005 (Republic of Kenya. 2008a), coupled with a decline in under-five mortality, from 115 deaths per 1,000 live births in 2003 down to 74 per 1,000 in 2008 (Republic of Kenya; 2003a; 2010c).

2.2   National Action Plan and Implementation of ECCE

2.2.1   Definition of ECCE

According to UNESCO, early childhood is defined as the period from birth to eight years of age and is a time of remarkable physical and cognitive development, and it is during these years that the foundation is laid for subsequent learning.

The MoE ECDE policy recognizes ECCE as covering the ages from birth to eight years. The policy further underscores the importance of ECCE as one of the most important levers for accelerating the attainment of EFA and the MDGs. The KESSP 2005-2010 on the other hand focuses only on children aged four to five years, with a view to providing a holistic and integrated program that meets the child's cognitive, social, moral, spiritual, emotional and physical needs. The Ministry of Public Health and Sanitation and the Ministry of Medical Services offer services that cater for the health and nutritional needs of the children.

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2   Throughout the text ECCE and ECDE are used interchangeably

The MoE's ECDE policy emphasizes that all young children must be nurtured in safe and caring environments that allow them to become healthy, alert and secure and be able to learn. The ECDE Policy Framework emphasizes the provision of good quality early childhood care and education, both in families and in the community, which will have a positive impact on survival, growth, development and learning potential of children. Partnerships between individuals, families, communities, Non-Governmental Organizations (NGOs) and governments can help ensure the provision of holistic care and education for children, especially for the most disadvantaged. Children from disadvantaged and poorer populations tend to suffer from moderate to severe malnutrition and vaccine-preventable diseases despite the fact that poor health status can seriously impair the cognitive development of a child. Effective interventions can be made by focusing activities on the child, family and community with support from national policies and provision of adequate resources, along with multi-sectoral coordination (Republic of Kenya, 2006a).

Realizing that effective education enhances a country's social and economic growth and political stability, the government, through Sessional Paper No. 1 of 2005, recommended the development of a comprehensive ECDE policy framework and service standard guidelines. The policy framework provides a co-ordination mechanism and defines the role of parents, communities, various government ministries and departments, development partners and other stakeholders in the provision of ECDE services.

Development of this policy framework has taken into consideration the critical role of investing in young children in order to achieve the MDGs of poverty reduction, universal school enrolment, reduction of child morbidity and mortality, maternal mortality and creation of gender equality. To achieve this, the framework emphasizes child survival, growth and development. This is also in line with the African Union (AU) declaration to strengthen and support families in their duties as primary caregivers of their children, ensuring children's survival, growth and development.

It was envisaged that implementation of this policy would ensure enhanced financing, access, quality, equity, sustainable and efficient management of ECDE services. This would place development of infants and young children as an urgent priority in the development agenda of Kenya.

According to ECDE policy guidelines, the following services are considered important for the provision of quality early childhood care in Kenya; and to be provided at various stages of child development:

Services to be provided to 0 - 3 years children

- protection from physical danger;
- appropriate immunizations;
- an adult with whom to form an attachment;
- an adult who can understand and respond to their signals;
- things to look at, touch, hear, smell, taste;
- opportunities to explore their world;
- appropriate language stimulation;
- support in acquiring new motor, language and thinking skills;
- a chance to develop some independence;
- help in learning how to control their behaviour;
- opportunities to begin to learn to care for themselves; and
- daily opportunities to play with a variety of objects.

Services to be provided to pre-school children (4 – 5 years)

- opportunities to develop fine motor skills;
- encouragement of language through talking, being able to read and sing;
- activities that will develop a sense of mastery to read and sing;
- opportunities to learn co-operation, helping, sharing;
- experimentation with pre-writing and pre-reading skills;
- hands-on exploration for learning through action;
- opportunities for taking responsibility and making choices;
- encouragement to develop self-control, cooperation and persistence in completing projects;
- support for their sense of self-worth;
- opportunities for self-expression; and
- encouragement of creativity.

Services to be provided to children in lower primary school (6 – 8 years)

- support in acquiring additional motor, language and thinking skills;
- additional opportunities to develop independence;
- opportunities to become self-reliant in personal care;
- opportunities to develop a wide variety of skills;
- support for further development of language through talking, reading and singing;
- activities that will further develop a sense of mastery of a variety of skills and concepts;
- opportunities to learn cooperation and to help others;

Children at a public ECDE centre

Yayoi Segi-Vltchek/UNESCO

- hands-on manipulation of objects that support learning;
- support in the development of self-control and persistence in completing projects;
- support for their pride in their accomplishments; and
- motivation for the reinforcement of academic achievement.

2.3 Specific National Targets in ECCE

Through the KESSP, there were tremendous efforts by the GoK and collaborating partners to improve the welfare of Kenyan children. However, these efforts have been fragmented and have had little impact. Some of the targets set by MoE to be achieved by the end of the year 2010 were to:

- enhance access, equity and quality of ECDE services for children aged 4-5 years, especially those from ASAL areas and poor households by the year 2010;
- develop a National ECDE Policy Guidelines and Service Standards by the year 2010;
- harness community support and resources for the development of ECDE infrastructure by the year 2010;

- train all ECDE centers management committees in institutional & financial management by 2010;
- continually monitor and follow-up the ECDE programme;
- train 9,000 pre-school teachers and induct 200 trainers by the year 2010;
- revise the curriculum and provide support materials for pre-school teacher training by the year 2010;
- enhance the nutritional and health status of 250,000 children attending ECDE by the year 2010; and
- equip 6,500 children with school-readiness skills by the year 2010.

Table 2.1 shows that the Net Enrolment Rate (NER) missed the target of 50% in 2010, by 8.2%. However, the number of ECDE centers increased by 19% from 29,445 in 2003 to 38,523 in 2010, surpassing the target set by 5,523.

2.4 Strategies to Achieve ECCE Targets in Kenya

The GoK put in place various strategies through KESSP to achieve the ECDE targets and also ensured that ECDE services were equitably distributed in Kenya. This included increasing access to and ensuring that quality ECDE services for infants and children were accessible and affordable. This involved mobilization of adequate human and financial resources to provide quality services to all young children. Strategies put in place by 2010 to achieve this goal included the following:

- revise the pre-service primary teacher training curriculum to prepare teachers on appropriate methodology for teaching ECDE and lower primary classes;
- develop a scheme of service for ECDE teachers;
- conduct regular curriculum review for ECDE;
- build capacity of communities, for development and equipping of ECDE centers;
- enhance quality by ensuring that ECDE centers are staffed and equipped;
- promote successful transition and retention of children in school;
- implement of the provisions of the National School Health Policy and its guidelines;

Table 2.1:   ECDE Indicators Showing Baseline Targets and Gaps

Thematic area	Indicators	Baseline	Target 2005	Target 2010	Actual 2010	Gap as at 2010
Access	Increase in NER	31%	Not available	50%	41.8%	Missed target by 8.2%
	Increase in number of ECDE centers	29,445 (2005)	Not available	33,000	38,523	Surpassed target by 5,523

Box 2.1: A Case of ECDE in an Urban Informal Settlement in Nairobi Slum Area

The Kwa Njenga ECD Unit was started as a community school in 1992 and was registered by the MoE in 1996 as a public school under the Nairobi City Council Education Department. Children attending the pre-school come from the nearby Mukuru Kwa Njenga slum. The center caters mainly for children within the age group of 4-5 years but some overage children also attend due to their social and economic circumstances. The main languages of instruction are Kiswahili and English. Children dropping out and late attendance are some of the problems that teachers face along with lack of adequate infrastructure and provision of learning materials.

Teachers are paid by the City Council of Nairobi. Pupils pay Kshs. 300 per term to the City Council. The pre-school teacher Ms. Lorna Onyango felt that "majority of pre-school children have problems in paying the fees since many come from poor families".

Parents are expected to buy books, uniforms, pens and exercise books but in reality only a few are able to provide this equipment whilst children who are unable to afford uniforms or books are sponsored by the church or stay at home.

Through the health and nutrition initiatives implemented at the center, Vitamin A Supplementation is provided by the Ministry of Public Health and Sanitation and World Food Programme funded noon meal to the children. However, due to lack of proper training and regular inspections the other health inputs such as the use of growth monitoring charts and the school health register are not kept up-to-date.

Early learning is critical to child's learning abilities later when they enter the formal schooling process. However, the learning process at ECDE level is meant to be a mix of play, early literacy and other activities to stimulate their learning potential. However, the Kwa Njenga pre-school learning activities are focused more on learning subjects such as Mathematics, Social Science, Christian Religious Education, Language and Life Skills. Creative activities such as music and music based learning are used at the center and limited time is allocated for children to play outdoors.

The ECD teacher Ms. Lorna Onyango and the other teacher working at the pre-school hold Diplomas in Early Childhood Education. Their enthusiasm and determination to provide a happy learning environment despite the many challenges they face is commendable and inspiring.

- promote and strengthen partnerships and collaboration among all stakeholders involved in ECDE in Kenya;
- promote and implement research findings in ECDE;
- integrate 4-5 years old children into basic education; and
- strengthen participatory monitoring, evaluation and feedback mechanism at all levels.

Many of the strategies mentioned above had been put in place by 2010 but challenges remained despite the significant progress in ECDE.

2.5 Legislation, Legal Framework General Policies and Programs on ECCE in Kenya

The Constitution of Kenya promulgated in 2010 provides for free and compulsory basic education to all children irrespective of age. It also guarantees basic nutrition, shelter and health care, as well as protection from abuse, neglect, violence, punishment, and harmful cultural practices. Children with disabilities are also guaranteed access to education institutions, facilities and proper integration into society. There are also acts passed by parliament aimed at protecting child rights, such as; Children's Act, Persons with Disabilities Act 2003, Sexual Offences Act, Public Health Act Cap 242, and Education Act Cap 211.

2.5.1 Policy Guidelines on ECCE in Kenya

Policies guiding the provision of ECDE in Kenya include the National Early Childhood Development Policy Framework of 2006, the Policy Framework on Education, Training and Research of 2006, the National Comprehensive School Health Policy and its Guidelines, the National Health Sector Policy Framework, the Education Sector Policy on HIV and AIDS, and the National Children Policy which proposes the establishment of the National Council for Children's Services and Area Advisory Councils.

2.5.2 International Conventions and Guidelines Endorsed by Kenya on ECCE

The GoK has committed itself, and is a signatory to, many international conventions including: the 1989 Convention on the Rights of the Child (CRC), the 1990 African Charter on the Rights and Welfare of the Child, and the 2000 Millennium Development Goals. The MoE participated and endorsed the deliberations of 1990 Jomtien World Conference and 2000 World Education Forum in Dakar on EFA and also committed to the resolutions of UNESCO's 2010 ECCE Forum in Moscow.

2.6 Programmes Implemented in ECCE in Kenya

According to KESSP, six programme component areas were implemented which included: policy review and development; teacher training; curriculum review; community capacity-building; health and nutrition; community support grants and school readiness.

2.7 Coordination and Partnership of ECCE in Kenya

The Service Standard Guidelines recognize the National Council for Children's Services as a coordinating body, the MoE as the lead ministry and other key ministries such as the Ministry of Public Health and Sanitation (MoPHS), Ministry of Medical Services (MoMS) , Ministry that deals with Home Affairs, Ministry of Gender, Children and Social Services, Ministry of Youth and Sports (MoYAS), Ministry of Local Government (MoLG), Ministry of Finance (MoF) and Office of the President (OP), among others, as providers of direct and indirect services for young children. However,

coordinating these key partners has been a challenge as they have been running their own parallel programmes.

Religious, non-governmental and community organizations and external donors have been supplementing the MoE provision of ECDE. In regions with a strong Islamic presence, Quranic schools or Madrassas have supplemented provision of ECDE services. Christian organizations and missions have also taken on some responsibilities in the sector. International non-governmental and donor agencies are also quite active in ECDE provision such as the Aga Khan Foundation and UNICEF.

Table 2.2 shows the coordination arrangements on some issues of ECDE between various Ministries and their respective roles.

2.8 Strengths of the ECCE Sub-Sector in Kenya

The EFA Action Plan for Kenya (2003) listed the strengths of the subsector as follows: presence of well distributed ECDE centers, availability of ECDE Trainers, intersectoral collaboration with other actors such as religious organizations and GoK departments such as public health, social services and NGOs, and the presence of trained ECDE teachers and ECDE centers attached to primary schools, signifying their importance in the smooth transition to primary education. As mentioned above, although the sub-sector has such advantages, it still faces many challenges related to inadequate provision of teaching and learning materials, insufficient public funding, inadequate infrastructure and sanitation, and a shortage of trained ECDE teachers.

Table 2.2: Coordination and Partnership in ECDE Programmes in Kenya

Program	Implementing agency	Roles
Policy review and development	MoE, MoPHS	Policy development, review, dissemination
Teacher training	MoE	Infrastructure provision, financing
Curriculum review	MoE, MoPHS	Curriculum design, review, development and evaluation
Community Capacity building	MoE, MoPHS	Training of SMCs and stakeholders
Health and Nutrition	MoE, MoPH&S, MoMS, OP and Donors	Training and provision of food in some areas
Community Support Grants and School Readiness	MoE, Ministry of Local Government and Donors	Provision of funds

Figure 2.1: ECDE Enrolment by Sex for Selected Years 2000-2010

	2000	2003	2005	2007	2008	2009	2010
Boys	641,036	809,500	830,828	876,163	885,320	967,544	1,100,890
Girls	614,158	783,399	812,347	814,930	834,925	946,678	1,092,181
Total	1,255,194	1,592,899	1,643,175	1,691,093	1,720,245	1,914,222	2,193,071

Source: Education Statistical Booklets, 1999-2003 & 2003-2007 and EMIS, MoE Returns

Figure 2.2: Summary of ECDE Net Enrolment by Province from 2003-2007
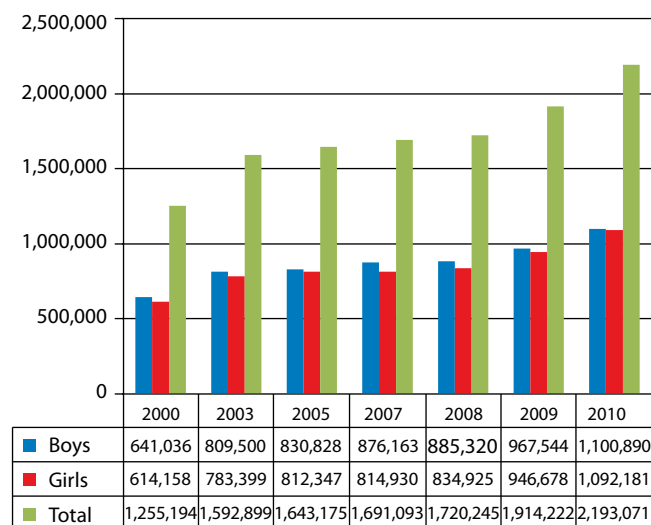
Source: Education Statistical Booklets, 1999-2003 & 2003-2007 and EMIS, MoE Returns

2.9 Progress in Achieving ECCE Goal in Kenya

Progress made in ECDE since 2000 has been uneven and the sector remains lacking in comprehensive evidence to measure the impact of the ECDE programme. As shown in Figure 2.1, enrolment in ECDE in Kenya increased from 1.3 million in 2000 to 1.6 million in 2005, an increase of 23.2%. Enrolment further increased to 2.2 million in 2010. This substantive increase in enrolment could be attributed to the GoK's commitment to offering Free Primary Education which relieved many parents from paying primary school fees and other key ECDE interventions, including

infrastructure development support from government and development partners.

Boys enrolment increased by 95.8%, between the year 2000 and 2010, from 641,036 in 2000 to 1,100,890 in 2010, and by 77.8% for females, from 614,158 in 2000 to 1,092,181 in 2010. This can be attributed to marked population growth rates, improved health care and interventions from GoK on ECDE and basic education.

Figure 2.2 shows the Rift Valley and the Coast having the highest NERs for most years during the period 2003-07, while Nairobi Province had a sudden increase in enrolment

Table 2.3: Trends in Percentage of Private ECDE Enrolment, GER, NER and Percentage of Trained Teachers

Indicators	2000			2005			2010		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Enrolment in private ECDE centres as a % of total enrolment in ECDE programmes	35.6	35.6	35.6	34.9	35.3	35.1	32.3	32.6	**32.4**
Gross Enrolment Ratio (GER) in ECDE programmes	46.3	43.4	44.9	59.6	56.2	57.9	60.3	61.4	**60.9**
Net Enrolment Ration (NER) in ECDE programmes				32.9	25.6	32.9	42.3	41.2	**41.8**
% of trained teachers in ECDE programmes	26.10	26.50	26.30	31.60	32.00	31.80	66.30	79.50	**77.30**

Source: Education Statistical Booklets, 1999-2003 & 2003-2007 and EMIS, MoE Returns

Table 2.4: ECDE Gross Enrolment Rate by Sex and Province, 2003-2007

Province	2003			2004			2005			2006			2007		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Coast	47.5	40.0	**43.8**	60.2	59.0	**59.6**	60.3	63.6	**61.9**	61.2	64.5	**62.8**	61.4	64.7	**63.0**
Central	38.9	36.7	**37.8**	40.2	38.1	**39.2**	39.8	37.9	**38.8**	40.4	38.4	**39.4**	40.6	38.5	**39.6**
Eastern	52.1	48.3	**50.1**	53.7	48.3	**50.9**	53.4	47.1	**50.2**	54.2	47.7	**50.9**	54.4	47.9	**51.1**
Nairobi	117.2	126.7	**121.7**	119.3	139.7	**128.8**	122.8	141.4	**131.3**	125.3	143.8	**133.8**	125.8	144.4	**134.3**
Rift Valley	60.6	56.6	**58.6**	61.9	59.5	**60.7**	64.8	62.8	**63.8**	65.8	63.7	**64.8**	66.1	64.0	**65.0**
Western	57.1	51.2	**54.0**	53.9	47.5	**50.6**	53.3	36.5	**44.7**	54.2	37.0	**45.4**	54.4	37.2	**45.6**
Nyanza	65.6	63.3	**64.4**	54.3	51.0	**52.6**	53.6	51.6	**52.6**	54.4	52.3	**53.4**	54.7	52.6	**53.6**
North Eastern	13.4	11.1	**12.3**	22.6	16.1	**19.6**	22.5	16.3	**19.6**	22.8	16.5	**19.9**	22.9	16.6	**20.0**
Grand total	**58.5**	**55.1**	**56.8**	**58.9**	**56.3**	**57.6**	**59.6**	**56.2**	**57.9**	**60.6**	**56.9**	**58.8**	**60.8**	**57.2**	**59.0**

Source: Education Statistical Booklets, 1999-2003 & 2003-2007 and EMIS, MoE Returns

in 2006 and 2007 where it recorded the highest NER in Kenya. The province with the lowest NER was North Eastern Province where access could be an issue due to the semi-arid environment while only Nyanza Province seemed to have fairly proportional enrolments for both boys and girls.

Enrolment in private ECDE centres as a percentage of total enrolment in ECDE declined for both boys and girls to stand at 32.4% in 2010 rising from 26.3% in the year 2000. GER increased from 44.9 % in 2000 to 60.9% in 2010, while NER in ECDE increased from 32.9% in 2005 to 41.8% in 2010%. The percentage of trained teachers rose from 63.6% in 2003 to 77.3% in 2010 (see Table 2.3).

2.10 ECCE Teachers by Qualifications in Kenya

The number of teachers increased by 57%, from 60,130 in 2003 to 94,430 in 2010. However, the number of untrained teachers remained almost unchanged over the same period. This could be an indication of a stagnant critical mass of untrained teachers who were not being covered by any in-service training programmes (see Figure 2.3).

2.11 Regional Disparities in ECCE in Kenya

Nairobi Province had the highest GER and NER in 2007 (see Figure 2.4). This could be attributed to the high number of ECDE centers and high level of awareness of the importance of ECDE.

Figure 2.3: Number of ECDE Teachers by Qualification from 2000-2010

	2003	2004	2005	2006	2007	2008	2009	2010
Trained	38,227	49,054	50,972	52,600	54,177	57,976	71,580	73,012
untrained	21,903	21,036	21,210	21,928	22,147	20,254	21,375	21,418
Total	60,130	70,090	72,182	74,529	76,324	78,230	92,955	94,430
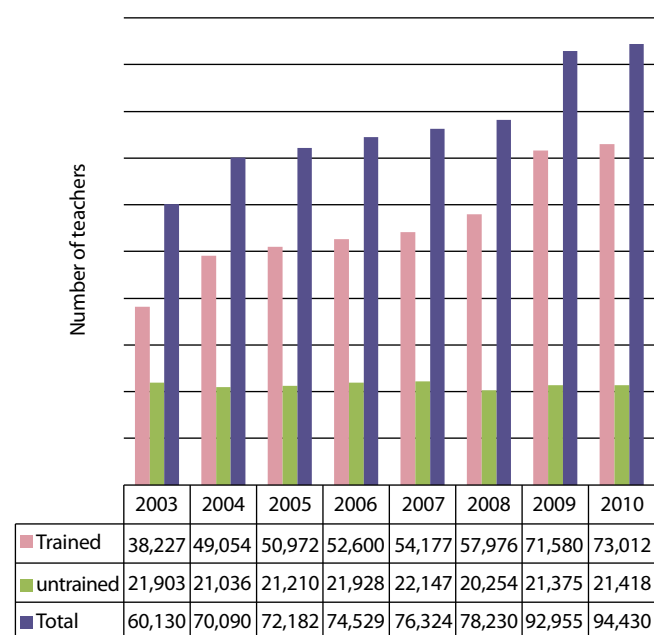
Source: Education Statistical Booklet (2003-2007) and EMIS, MoE returns

The number of teachers in North Eastern Province for ECDE dropped by 68.7% from 1,674 in 2003 to 526 in 2007. This could be attributed to the resource constraints faced by parents and communities to pay ECDE teachers (refer to Table 2.5).

Figure 2.4: ECDE Gross Enrolment Rates and Net Enrolment Rates, by Province in 2007

Source: Education Statistical Booklet, 2003-2007

Figure 2.5: Percentage of Children Aged 0-4 Years whose Births were Registered in 2008-2009 in Kenya

Source: KDHS 2008-09
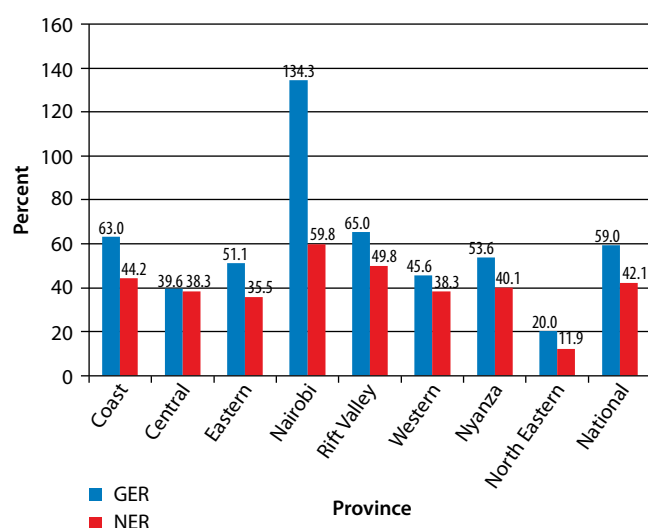
2.12 Progress in Child Health Indicators in Kenya

2.12.1 Birth Registration in Kenya
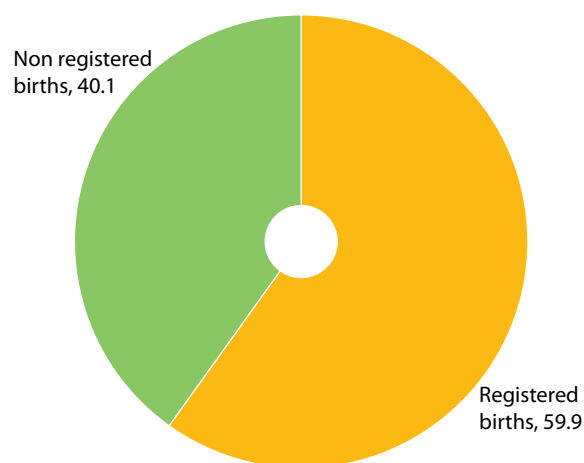
As shown in Figure 2.5, the Registrar of Births and Deaths only registered 59.9% of children born in 2008-09. This could be attributed to a lack of awareness on the importance of birth registration. Low levels of birth registration have serious implications for planning and resource allocation, such as the allocation of Constituency Development Funds (CDF).

2.12.2 Infant and Child Mortality in Kenya

The Infant Mortality Rate (IMR) has been declining. In 2008-2009, IMR stood at 52 for every 1,000 births, attributable to improved health service delivery and other community health interventions. This means that if IMR decreases there is a likelihood of a marked increase in enrolments. Table 2.6 shows that under-five mortality declined from 92 for every 1,000 births in 2006, to 74 in 2008-09.

Table 2.5: Number of ECDE Teachers by Sex and Province, 2003-2007

Province	2003		2004		2005		2006		2007	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Coast	289	2,916	571	4,664	372	4,809	390	4,953	396	5,072
Central	304	5,591	250	6,068	295	6,247	310	6,435	317	6,609
Eastern	388	6,864	778	8,768	851	9,004	893	9,275	906	9,496
Nairobi	1,437	14,600	4,579	15,356	4,617	15,854	4,848	16,330	4,958	16,719
Rift Valley	1,146	12,208	1,736	13,458	1,727	13,938	1,813	14,356	1,848	14,720
Western	213	5,800	297	6,216	302	6,435	317	6,628	325	6,799
Nyanza	400	6,300	669	6,370	673	6,565	707	6,761	722	6,913
North Eastern	193	1,481	200	281	202	292	212	300	217	309
Totals	**4,370**	**55,760**	**9,080**	**61,181**	**9,038**	**63,144**	**9,490**	**65,039**	**9,688**	**66,636**
Grand total	**60,130**		**70,556**		**72,182**		**74,529**		**76,324**	

Source: Education Statistical Booklets, 1999-2003 & 2003-2007 and EMIS, MoE Returns

Table 2.6: **Trends in Infant and Child Mortality Rates in Kenya**

Year	IMR (per 1,000 live births)	Under 5 mortality rate (per 1,000 live births)
1948	184	n.a
1962	126	219
1969	119	190
1979	104	157
1989	59	113
1993	62	93
1998	74	112
2000	73	116
2003	77	115
2006*	60	92
2008-09	52	74

Sources: CBS Census – various years, KDHS – various years;
* KNBS: KIHBS – 2005/2006
Source: Ministry of Medical Services (2010)

Figure 2.6: Child Mortality (Deaths per 1,000 Live Births) in Kenya
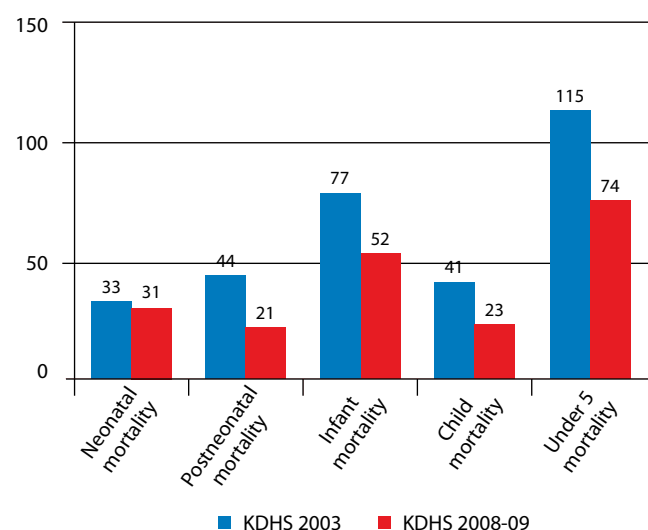
Source: Ministry of Medical Services (2010)

There has been a marked decline in the under-five mortality rate in Kenya since 2003 when it stood at 115, declining to 74 in 2008-09. Community health interventions and improved health service delivery influenced this outcome, which in turn positively affected ECDE and influenced the rise in enrolment.

Table 2.7: **Nutritional Status of Children in Kenya**

	2000	2003	2008-09
Percentage of children under age 5 suffering from stunting	12.4	7.4	5.4
Percentage of children under age 5 suffering from wasting	2.4	3.9	3.9
Percentage of children under age 5 who are under weight	3.0	2.4	2.5

Source: KDHS 2008-09

Figure 2.7: Trends in Nutritional Status of Children in Kenya
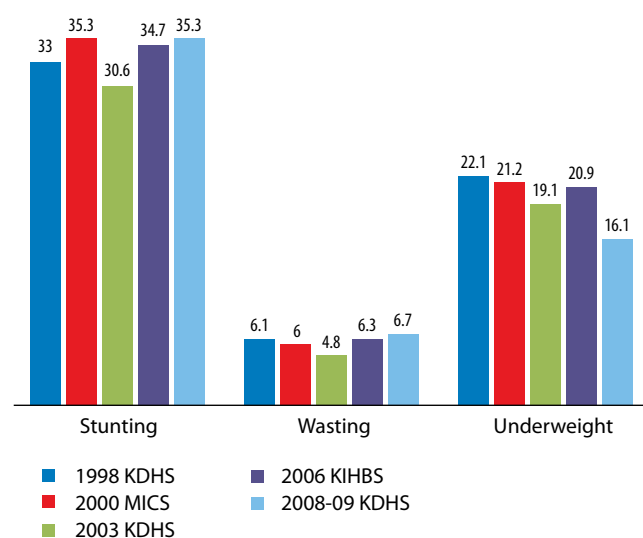
Source: Ministry of Medical Services (2010)

2.12.3 Child Nutrition in Kenya

Nutritional status of children under five has improved considerably since 2000 as indicated in Table 2.7. However, regional disparities in nutritional status of children such as stunting does exist as indicated in Table 2.8 where Eastern province seems to have higher levels of stunting among children.

The KDHS 2008-2009 reports that stunting of children is often used as an indicator of both malnutrition levels of a child as well as the brain and cognitive development of a child, which in turn provides a key indicator as to how a child is likely to fare at school. Deficits in height by age are usually an indication of nutritional deficiencies, and the process that leads to stunting is generally thought to occur during the first two to three years of a child's life. Wasting, or low weight for height, is a strong predictor of mortality among children under five. It is usually the result

of acute significant food shortage and/or disease. A large percentage of stunted children can be an indication of one or more of the following: poor maternal health and nutrition, poor access to quality food, poor quality care including feeding practices, and an unclean environment and/or poor health. In addition, stunted children are more likely to die or become ill and develop poor cognitive abilities resulting in lower responsiveness to play and learning related activities. Stunting is associated with poor mental development in both pre-school and school-aged children. Stunting in Kenya has been on the rise since 2003 when it stood at 30.6%, increasing to 35.3% in 2008-09.

The Kenya Demographic and Health Survey (KDHS) 2008-2009 reports that stunted growth is more common amongst children living in rural areas (37%), than children living in urban areas (26%). At the provincial level, as shown in Table 2.8, Eastern Province had the highest proportion of stunted children at 41.9% followed by Coastal (39.1) and North Eastern (35.2). However, regions that show some positive trends include Nairobi Province, which had the lowest levels of stunting at 28.5%, and Nyanza at 30.9. The higher percentage of stunting in Eastern province could be attributed to an acute shortage of food supplies caused by environmental factors.

Stunting along with wasting have a negative impact on a child's psycho-social development and learning

capabilities. While the percentage of under-five children suffering from stunting declined from 12.4% in 2000 to 5.4% in 2008-09, the percentage of children suffering from wasting increased from 2.4% in 2000 to 3.9% in 2008-09. The percentage of under-five children who were underweight declined from 3% in 2000 to 2.5% in 2008-09.

Most health and nutritional surveys that were conducted between 1998 and 2009 have shown that malnutrition levels have not changed remarkably, but that some limited progress has been made. Stunting and wasting have increased in some regions. This could be attributed to the regional disparities which must be targeted if there is to be any perceptible change in child malnutrition rates over the next decade. Children's learning abilities are in serious danger when they suffer from moderate to severe malnutrition at an early age. It is therefore critical that coordination among the various key Ministries takes place in order to provide adequate and comprehensive early childhood care.

2.12.4 Consumption of Iodized Salt in Kenya

The KDHS 2008-2009 reported that iodine deficiency is considered generally as the single most common cause of preventable mental retardation and impaired brain development. Goitre is an indication of such impaired development. Iodine deficiency can result in

Table 2.8:   Provincial Trends in Prevalence of Stunting in Kenya

Province	1982	1987	KDHS 1993	1994	KDHS 1998	KDHS 2003	KIHBS 2006	KDHS 2008-09
Age group covered (months)	3-60	6-60	1-59	6-60	0-59	0-59	6-59	0-59
Nairobi	n.a	n.a	24.2	30.2	25.7	18.7	27.8	28.5
Central	33.6	25.0	30.7	28.7	27.5	27.0	30.0	32.4
Coast	48.6	49.5	41.3	38.3	39.1	34.9	36.0	39.1
Eastern	39.0	38.5	39.4	38.5	36.8	32.5	42.6	41.9
Nyanza	43.1	41.3	32.1	36.4	30.8	31.1	36.2	30.9
Rift Valley	31.4	26.9	28.5	31.8	33.1	31.6	32.1	35.7
Western	40.5	22.4	30.0	37.0	35.0	30.2	32.7	34.2
North Eastern	n.a	n.a	n.a	n.a	n.a	24.3	44.4	35.2
Kenya	37.1	32.1	32.7	33.6	33.0	30.7	34.7	35.3

Sources:
Kenya National Bureau of Statistics:
Economic Survey, 1995; Kenya Demographic and Health surveys (various years)
Kenya Integrated Household Budget Survey 2005/06, Basic Report, Volume I

Figure 2.8: Presence of Iodized Salt in Households by Residence, Province and Wealth Quintile in Kenya
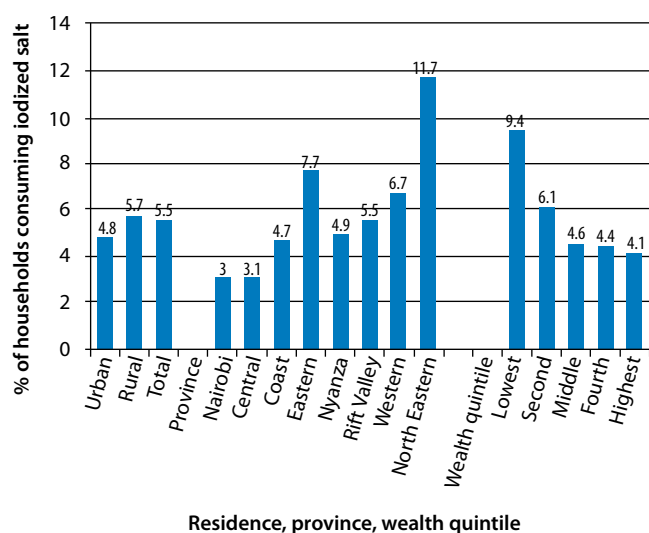
Source: Ministry of Medical Services (2010)

irreversible damage to the cognitive development and learning capacity of a child, thus its prevention is of major importance. The iodization of salt for human consumption is the most effective and efficient strategy for the elimination of iodine deficiency.

KDHS 2008-2009 reported that 98% of all households in Kenya were consuming salt with an adequate level of iodine. However, it points to the lower proportion of households in North Eastern Province (88.3%) not having adequate iodized salt (see Figure 2.8).

2.12.5 Vitamin A Supplementation Coverage in Kenya

The KDHS 2008-2009 showed that 77% of children in Kenya aged 6-35 months were consuming Vitamin A supplements. Children who are Vitamin A deficient have an increased risk of morbidity and mortality and are more often affected by eye-related problems such as night blindness, which in turn affects learning.

The KDHS 2008-2009 showed that the proportion of children consuming Vitamin A-rich foods increases with age, from 49% at 6-8 months to 86% at 24-35 months. It also pointed out that at the provincial level children in North Eastern Province were least likely (27%) to consume Vitamin A-rich food. The educational levels of mothers can also be considered to be a factor that influences the higher intake of Vitamin A rich food or supplement by children.

For example, the KDHS 2008-2009 shows that only 44% of children whose mothers had no education consume Vitamin A-rich foods, compared with 87% of children whose mothers had gained secondary education.

2.12.6 Immunization in Kenya

According to KDHS 2008-2009, national immunization coverage stands at 77% with 5 of the 8 provinces showing lower levels of coverage than the national average.

Table 2.9: Trends in Full Immunization Coverage by Province in Percentages in Kenya

Province	KDHS 1998	MICS 2000	KDHS 2003	KIHBS 2006	KEPI 2007**	KDHS 2008-09
Nairobi	73	64	63	67	78	73
Central	85	69	79	83	85	86
Coast	72	61	66	76	78	76
Eastern	75	68	65	67	78	84
North Eastern	n.s	72*	9	21	52	48
Nyanza	47	48	38	56	66	65
Rift Valley	69	68	56	67	70	85
Western	56	45	50	76	68	73
Total	65	61	57	66	73	77

n.s – not surveyed as well as Samburu and Turkana Districts in Rift Valley, Isiolo and Marsabit in Eastern Province, together accounting for less than 4% of Kenya's population; * based on relatively small sample drawn from clusters in the urban areas of the districts; ** Coverage based on Routine Reporting

Source: Ministry of Medical Services (2010)

Immunization coverage was highest in Central (86) and Rift Valley (85) provinces and lowest in North Eastern Province (48) and Nyanza (65) in 2008-09 (refer to Table 2.9). Full coverage of immunization of children reduces morbidity and also increases the chances of the child attending school successfully.

2.12.7 Trends in Sanitation Coverage in Kenya

As shown in Table 2.10. sanitation coverage was poor in North Eastern Province at 32.7% in 2007. Poor sanitation can affect a child's health and in turn can affect their schooling. Many water-borne and worm infections are spread through poor sanitation and environmental

Table 2.10: Percentage of Households with Toilet Facilities in Kenya

There is considerable regional variation in excreta disposal facilities. North Easter Province has the least coverage

Province/Residence	KDHS 1993	WMS 1994	KDHS 1998	1999 Census	MICS 2000	KDHS 2003	KIBHS 2006	MOH 2007
Nairobi	96.1	98.2	99.2	97.6	95.4	97.3	98.7	99.9
Central	97.9	99.3	99.4	99.4	97.8	99.8	99.6	99.8
Coast	75.8	74.6	73.1	69.4	68.0	66.5	69.3	75.7
Eastern	81.8	76.6	81.2	84.2	76.4	88.2	86.7	89.1
North Eastern	n.a	25.4	n.a	22.2	79.2a	19.1	57.9	32.7
Nyanza	69.3	72.0	75.8	80.7	69.9	73.8	76.3	83.6
Rift Valley	73.7	71.9	79.3	72.5	71.9	75.9	78.4	82.6
Western	92.1	93.1	95.7	94.7	91.5	97.2	96.6	96.6
Residence								
Rural		75.9	81.4	78.0	76.6	79.6	81.2	83.9
Urban		97.6	97.4	97.1	94.8	96.3	97.4	99.2
Kenya	82.6	80.4	85.2	82.9	81.1	83.8	85.2	87.7

Note: a – Urban areas only

Source: Ministry of Medical Services (2010)

Table 2.11: Trends in Water Coverage: Percentage with Safe Drinking Water in Kenya

Province	WMS 1994	KDHS 1998	MICS 2000	KDHS 2003	KIBHS 2006*	2007 MOH
Nairobi	96.2	93.5	93.9	93.4	96.9	94.8
Central	45.5	58.9	49.7	61.1	52.4	62.8
Coast	59.2	75.6	67.1	62.1	63.3	77.3
Eastern	35.1	50.7	37.2	53.7	46.1	49.1
North Eastern	16.9	n.a	74.6a	11.5	35.0	46.2
Nyanza	28.1	35.3	44.0	60.4	50.6	46.1
Rift Valley	41.6	53.2	49.8	42.8	50.9	49.7
Western	42.9	45.9	50.6	66.8	63.3	70.8
Residence						
Rural	32.5	42.1	43.5	51.2	48.2	50.5
Urban	93.3	91.3	89.7	80.2	83.6	90.9
Kenya	44.9	55.0	54.8	58.6	57.0	60.4

Note: a – Urban areas only
Source: Ministry of Medical Services (2010)

condition and can affect children severely, as well as potentially lead to other health related complications such as anaemia (see Table 2.10).

Unsafe drinking water can cause children to suffer from waterborne diseases, potentially resulting in higher levels of morbidity. Nairobi Province's water quality was considered safest, followed by Coast Province (see Table 2.11). Therefore, children in these areas may have a higher chance of not being affected by water-borne diseases. For all children, these factors have an indirect influence on whether or not they attend school (see Table 2.11).

2.13   Progress and Trends of ECCE Targets

Despite the fact that both the MoE and the two Ministries of Health subscribe to the above indicators, poor documentation and the lack of reliable data made the assessment a challenge. The limited information and data that was available was poorly kept and scattered in different places and databases.

2.14   Successes of the MoE in ECCE 2000-2010

By 2010, the following successes can be highlighted:

- the MoE had developed an implementation strategy to disseminate the ECD Policy Framework to stakeholders;
- 8000 public ECDE centers received Community Support Grants benefiting 251,839 children. These centers used the grants to improve infrastructure and top up teachers' salaries;
- 56 per cent of ECDE teachers were trained to diploma or certificate levels;

A teacher inspecting cleanliness of nails of her pupils in Mukuru kwa Njenga ECDE Centre, Nairobi

- the MoE sensitized school communities on the need for ECDE services for their children, through the dissemination of policy guidelines to school management committees;
- a Scheme of Service for ECDE teachers was finalized in preparation for the integration of four and five-year olds into basic education;
- there was an on-going programme for enhancing ECDE service delivery in Duksi centers, particularly in North Eastern and Madarasas in Coastal Province;
- guidelines and syllabuses for ECDE Programmes were developed;
- the school readiness initiative for children who had not attended ECDE centers was expanded to Moyale and West Pokot, benefiting 1,397 children and 1,278 parents. This programme was jointly supported by UNICEF and the MoE;

Table 2.12: Progress and Trends of ECDE Targets

	Indicator	Baseline year	Baseline value (%)	Target 2005 (%)	Actual 2005 (%)	Target 2010 (%)	Actual 2010 (%)	Gap (%)	Target 2015 (%)
1	NER	2005	35	-	32.9	50	41.8	-8.2	100
2	GER	2000	-	-	41.4	-	60.9		
3	Enrolment in Private ECDE centers as % of total enrolment in ECDE	2000	-	-	26.3	-	32.4		
4	Percentage of trained teachers in ECDE	2000	-	-	31.8	-	77.3		100

- a comprehensive School Health policy was developed and disseminated to seven provinces, and successfully piloted in 30 primary schools in Coast Province;
- a health and nutrition module was developed; and
- the ministry placed further emphasis on partnerships working with communities, NGOs and development partners, and on establishing linkages with other ministries and stakeholders (*inter alia* health, water, gender, culture and social services) in the provision of ECDE.

2.15 Budget and Financing Plan for ECDE in Kenya

In Kenya, the cost of ECDE is carried by individual households, the private sector and NGOs. Communities are often expected to build their own centers and provide staff and learning materials, while the government only supplements their efforts. As a consequence, the provision of ECDE is limited to those who can afford it.

The estimated cost to GoK and other stakeholders of financing the ECDE is about Ksh 46 billion (USD 542 million) spread throughout the planning period (2004-2015), when it is expected that all eligible ECDE children will be in school.

Table 2.13 shows the funding (in millions of Ksh) received under KESSP between 2005/06-2009/10 for the ECDE programme.

Table 2.13: Funds (in Millions of Ksh) used in ECDE between 2005/2006-2009/2010

FY 2005/206	FY 2006/2007	FY 2007/2008	2008/ 2009	2009/ 2010
5.6	349.93	342.9	221.84	213.0

Source: MoE, Science and Technology (2005)

2.16 Challenges Facing the ECCE Sub-Sector in Kenya

The following are some of the major challenges the ECDE subsector faces in Kenya:

- inadequate teaching and learning materials in many public ECDE centers across Kenya;
- insufficient public funding as ECDE is not funded as part of free primary education in Kenya;

- lack of awareness about the importance of ECDE among many Kenyans;
- high fees preventing ECDE centers from opening in poor communities;
- inadequate infrastructure and sanitation;
- inadequate community support;
- inadequate nutrition and health services for ECDE;
- shortage of trained ECDE teachers to handle holistic care and support for ECDE learners;
- lack of implementation of the scheme and improvement of terms of service for ECDE teachers;
- very low and irregularly-paid salaries, resulting in high turnover (40%) of trained ECDE teachers;
- weak management and professional structures, especially at provincial and zonal levels, including linkages between the District Centres for Early Childhood Education (DICECEs) and KIE;
- lack of clear entry age guidelines into ECDE centers; and
- poor intra- and inter-sectoral coordination and linkages.

2.17 Recommendations to Address the Constraints Facing the ECDE Sub-Sector in Kenya

In order to address constraints hindering effective delivery of ECDE, the following recommendations are made:

- there is need to strengthen coordination mechanisms between various stakeholders in ECDE, and therefore increase the efficiency of service delivery;
- the MoE should coordinate other stakeholders in the provision of ECDE;
- the GoK should develop mechanisms for harmonizing and coordinating research, monitoring, evaluation and documentation of activities in ECDE, as well as advocacy of children's rights;
- the GoK should enhance partnership mechanisms for the provision of early childhood care and education services, especially in health and education and particularly for the marginalized and vulnerable, including children with special needs;
- the MoE to actualize the intended mainstreaming of ECDE as part of basic education;
- the MoE needs to mobilize adequate funds to ensure dissemination and implementation of all provisions of the National ECDE Policy Framework, and the Comprehensive School Health Policy and its guidelines, at all levels;
- the MoE needs to set clear and measurable targets and indicators in ECDE that are accessible to all;

Box 2.2: Development of the ECDE Framework and National Service Standards Guidelines on ECDE

In 2007 the MoE launched the ECDE Policy Framework and National Service Standards Guidelines. The development of the Framework and Service Standard Guidelines was supported by UNICEF and UNESCO.

The framework provides a coordination mechanism and defines the role of parents, communities, government ministries, development partners and other partners and other stakeholders in the provision of ECDE services.

- the MoE needs to review all policies related to early childhood to be in line with the new constitution with a view to transferring ECDE management to the County Governments;
- MoE and other stakeholders need to adopt Early Childhood Care and Education (ECDE) instead of Early Childhood Development (ECD) in line with internationally agreed terminology;
- MoE needs to mobilize and allocate adequate resources to fund all ECDE programmes;
- MoE needs to provide adequate information and support on holistic childhood care to caregivers from community and ECDE centers;

- MoE needs to increase infrastructural provision for ECDE;
- MoE needs to provide adequate teaching and learning materials for ECDE;
- MoE to develop a well-trained and remunerated teaching work force for ECDE with a well-defined scheme of service.;
- MoE to implement affirmative action in recruitment of male teachers in ECDE teacher training institutions;
- ECDE Centres to maintain effective growth monitoring records; and
- GoK to support all vulnerable children (orphans, children with special needs, hard-to-reach, and those in extreme poverty) so that they can have access to ECDE.

Goal 2

“ **Ensuring that by 2015 All Children, particularly Girls, Children in Difficult Circumstances and those belonging to Ethnic Minorities, have Access to and Complete Free and Compulsory Primary Education of Good Quality** „

Chapter 3: Universal Primary Education (UPE)

3.1 Introduction

Education is a fundamental human right enshrined in the Universal Declaration of Human Rights (United Nations, 1984). The international community and national governments have committed themselves to implementing EFA as a moral, political and legal obligation. The Universal Declaration on Human Rights, the World Conference on EFA (UNESCO, 1990) and the World Education Forum (UNESCO, 2000) are acknowledgements by the international community of the strategic role that education plays in social, political and economic arenas, as well as in development.

The spirit of EFA is developed further in the Millennium Development Goals (MDGs) on education, which aim to ensure that children everywhere will be able to complete a whole course of primary schooling by 2015. As Kenya is signatory to the EFA Dakar declaration, the (GoK) launched the National Action Plan (NAP) on EFA in 2003. The Kenyan Constitution in Article 53 part 1(b) states that "Every child has the right to free and compulsory basic education". It is therefore the obligation of the Government to ensure that all children are provided with education of good quality (Republic of Kenya; 2010a, 2003b).

While the global term UPE refers to primary education, an expanded view is provided in Kenya where basic education encompasses early child hood care and education, primary and secondary education hence referring to Goal 2 as Universal Basic Education (UBE).

3.2 National Policies on UBE

To domesticate international conventions and also address national aspirations, the Government formulated laws and put in place legal frameworks including the Children's' Act of 2001, the Sessional Paper No. 1 of 2005, and the Disability Act of 2003 as the legislative basis for providing education for all (Republic of Kenya; 2003c, 2001).

The Governments' first attempt to introduce free primary education in Kenya was in 1974, when it partially introduced free primary education from standard 4 to standard 7. However, in the 1980s due to the structural adjustment programme introduced by the Government, a cost sharing policy was adopted. This resulted in increased burden on the parents who were forced to share in the cost of providing education for their children. In the coming years, the upward trend in enrolment was reversed, as most parents could not meet the cost of educating their children. There were also high numbers of school dropouts and low completion rates. To address the problem and reverse the negative trends being witnessed, the government, through the MoE, carried out a sector review in 2000. The review revealed that the sector faced a number of challenges in terms of access, equity, quality and relevance, as well as in financing. To address these major issues, a National Conference on Education and Training was held in November 2003, bringing together over 800 key players in the sector. The conference mandated the MoE to develop a new policy framework for the education sector, resulting in the development of Sessional Paper No.1 of 2005, a Policy Framework for Education, Training and Research.

The Sessional Paper was operationalized through the KESSP program that addressed issues of strengthening management, co-ordination and delivery of education services to improve on access, quality, equity and relevance of education and training.

The MoE has developed a number of policies to steer the implementation of various programmes and interventions. Some of these include:

- National Policy on ECDE and National Standard Guidelines 2006;

- School Health and Nutrition Policy 2009;
- Special Needs Education Policy 2010;
- Alternative Approaches to Provision of Education Policy 2010;
- Non-formal Education Policy 2009; and
- Gender in Education Policy 2007.

3.3 National Action Plan and implementation

In 2003, free primary education was re-introduced in all public primary schools to achieve the EFA Goals. The introduction of free primary education was a result of an election pledge. Initially, the EFA goals were pursued in an ad-hoc way, without the establishment of proper plans and mechanisms for the implementation of education programming for the achievement of EFA goals. To compensate for the lack of planning, the MoE soon designed strategic programmes to meet the challenges of achieving the EFA goals. To operationalize Sessional Paper No.1 of 2005, the MoE developed the (KESSP) which has been the mainstay of education activities between 2005 and 2010. The program officially ended in December 2010. In February 2011 the MoE constituted a task force to realign the education sector to the constitution of Kenya 2010 and Vision 2030.

3.3.1 Definition of Basic Education

In Kenya, basic education encompasses Early Childhood Care and Education (ECCE), primary and secondary education. UBE covers all children, especially those of school-going age between six to seventeen years. Special consideration is given to girls, and the most vulnerable, such as orphans, street children, those in urban slums, those in coastal regions, around the lakes and those in areas of agricultural potential where the work environment predisposes children to practices that take them away from school.

3.3.2 National Targets and Strategies

Specific national targets and strategies for achieving UBE are given in Table 3.1.

3.3.3 Programmes Implemented

The MoE and its stakeholders designed and developed the KESSP based on a Sector-Wide Approach to Planning (SWAP). This was developed through a consultative process as the only programme for the sector through which stakeholders would channel their support to education. The first phase of KESSP was designed to run from 2005 to June 2010. Under this phase, the focus has mainly been on access, equity, quality and relevance of education as well as strengthening sector management. The government has paid special attention on the Attainment of EFA and the MDGs.

Table 3.1:   Strategies Set to Achieve Identified Targets

	Targets	Strategies
1	Attain UBE by 2005 and EFA 2015 by improving enrolment of both boys and girls to 100% by 2010	• Introduction of FPE programme in 2003 and free day secondary education in 2008 • Provision of free education capitation grants to public primary schools, non-formal education and non-formal schools • Provision of community support grants to ECDE centers
	Improve retention and completion rate for boys and girls by achieving transition rate primary to secondary school from 47% in 2000. To 70% in 2010	• Expand supported school feeding programme, and encourage communities to provide mid-day meals to needy children • Provide, with other partners, support to school health feeding and nutrition that includes improved child health, sanitation and HIV and AIDS education
	Enhance access, equity and quality in primary and secondary education	• Provision of grants to special needs schools for purchase of learning and teaching materials • Provision of extra Kshs. 2000 capitation per child in special learning institutions • Development of a special needs policy • Provision of bursaries to the needy students in secondary schools • Establishment and expansion of low cost boarding schools in ASAL regions • Implementing the Gender in Education Policy • Introduction of Alternative approaches to Basic Education (Mobile schools, nomadic schools) • Scholarships for girls from marginalized areas, especially North Eastern Province

Targets	Strategies
	• Enforcing the Policy on Re-entry and re-admission of teenage girls who drop out of schools due to early marriages, pregnancies and other factors • Provision of grants to support MVCs, (sanitary towels, uniforms) Support the implementation of affirmative action in secondary education to address the needs of the marginalized and/or those in difficult circumstances • Promote the development of more day-schools, especially in high population density areas • Mobilize support to ensure establishment of a minimum of 3 streams in each school • Create more opportunities for children enrolment through expansion of physical facilities through Economic Stimulus Programmes (ESPs), primary schools infrastructure programme and GoK/ADB programmes. Regularly review staffing norms to enhance appropriate development and utilization of teachers • Under the economic stimulus package and Vision 2030, TSC to recruit g 28,000 teachers by 2012 • Develop the necessary capacities to ensure efficiency in school management • Strengthen guidance and counseling in pre-service training; set up and improve guidance and counseling services, paying specific attention to providing timely information on coping with the maturation processes.Recognize and provide support to children with special talents and abilities • Build the capacity of practicing teachers to deliver on emerging issues such as HIV and AIDS, drug and substance abuse; and special needs education • Promote private sector participation in the development of secondary schools by giving them incentives
Improve and renovate physical facilities (classrooms and toilets) Construct/renovate physical facilities/equipment in public learning institution in disadvantaged areas, particularly in ASALs and urban slums by 2008	• Continue to construct and rehabilitate new and existing classrooms respectively to enhance access • Sensitize communities on the Children's Act, Cap. 586 and enforce it as a way of achieving UPE • Promotion of Child Friendly schools (CFS) initiative by GoK/UNICEF • Mobilize additional resources to finance the construction of schools and provide equipment to deserving areas, especially ASALs and urban slums • Provision of School health, nutrition and feeding programmes in arid regions within the counties of Garissa, Wajir, Mandera, Marsabit, Isiolo, Turkana, West Pokot, Samburu among other counties • Capacity building for 4,500 education managers by 2005

3.3.4 Coordination and Partnership of Programmes

The MoE has been working in partnership with development partners and other stakeholders in the provision of education services in the sector.

Through a sector wide approach to planning, the ministry and the stakeholders agreed to work together to mobilize the resources for the twenty three (23) priority programmes of the ministry. The GoK and the Development partners came up with a joint financing agreement on how the funds to the sector would be sourced, spent, and accounted for. This involved joint review missions, joint budget reviews and the preparation of quarterly financial monitoring reports. The development partners agreed to adopt two main funding mechanisms to support the programmes in the education sector; these were the pool funding

mechanism and direct funding for identified prioritized programmes. Partnership principles were developed to guide the implementation of the programmes. The development partners, through the Education Donor Coordinating Group (EDCG) and the KESSP secretariat, coordinated the implementation of the programmes and monitored the programmes through joint education sector reviews carried out annually.

3.4 Progress in Achieving UBE

3.4.1 Progress and Trends in Achieving UBE Targets

Figure 3.1 shows progress towards access, retention, equity, transition and quality in primary education since

Table 3.2: Programmes and Implementing Agencies

Programme	Implementing agency	Roles
Free primary and free day secondary education	MoE, WB, DfID, USAID, UNICEF, CIDA, OPEC	Technical support, funding
1. Expanding education opportunities in ASALs	*Key Ministry:* MoE	Implementing, coordinating & funding
	Other ministries: MoNKAL	Coordinating & funding
	Development partners: UNICEF	Funding
2. Schools infrastructure improvement programmes	*Key ministry:* MoE	Implementing, coordinating & funding
	Other ministries: MoSP, DoD, MoPW	Implementing
	Development partners: DfID, OPEC, ADB/ADF, corporate bodies and private sector e.g. Bamburi Cement, Safaricom, KCB Foundation, US Marines	Funding
3. School instructional materials	*Key ministry:* MoE	Main Implementer
	Other ministries: MoF, MoPw, MoPA, MoHA, Airtel, KLB, JKF	Technical support
	Development partners: DfID, WB, CIDA, SIDA, USAID, UNICEF	Funding
4. Special Needs education	*Key ministry:* MoE	Main Implementer
	Other ministries: Ministry of gender and sports	Provide funds for people with disability to start projects
	Development partners: KSB,	Quality control
5. Provision of free education capitation grants to Non-Formal education and non-formal schools	*Key ministry:* MoE	Main Implementer
	Other ministries: MoCSS, SLO	Registration
	Development partners: UNICEF, USAID, NGO Council	Funding
6. School health, nutrition and feeding programmes	*Key ministry:* MoE	Main implementer
	Other ministries: MoH, MoPH, MoSP	Implementing
	Development partners: WFP, JICA,	Funding
7. Provision of Constituency Bursaries to the needy	*Key ministry:* MoE	Main implementer
	Other ministries: MoF, MoP	Statics and disbursement
	Development partners: UNICEF, USAID, Equity bank, corporate bodies	Funding
8. EMIS for data collection to inform decision making	*Key ministry:* MoE	
	Other ministries: MoP	
	Development partners: VVOB	Funding, technical support
9. Provision of grants for laboratory equipment	*Key ministry:* MoE	Main implementer
	Other ministries: MoF, MoP	Financing and statics
	Development partners:	

Programme	Implementing agency	Roles
10. Gender in education programme	*Key ministry:* MoE	Main implementer
	Other ministries: MoF, MoGC	Funding & capacity building
	Development partners: UNICEF, CIDA, Elimu Yetu coalition	Funding & capacity building Advocacy, infrastructural support, sanitation and hygiene
11. ICT	*Key ministry:* MoE	Implementer
	Other ministries: MoP	
	Development partners: VVOB, Computer for Schools.	Technical support, capacity-building
12. Child-friendly schools initiative	*Key ministry:* MoE	Funding & coordination of the programmes Capacity building of teachers and pupils
	Other ministries: environment , NEMA	
	Development partners: UNICEF	Funding of the child friendly programmes
13. Economic Stimulus Programme	*Key ministry:* MOF, MoE	Funding & coordination
	Other ministries: MoPNP & Vision 2030	Planning
	Development partners:	-

Source: MoE: KESSP Secretariat Financial Monitoring Reports 2005/06

Figure 3.1: Showing GER, NER and Transition Rates for Primary Schools (2000-2010)

Source: MoE, EMIS

The steady increase, especially since 2003, can be partly attributed to strategies put in place by the GoK such as the introduction of free primary education and the school infrastructure programme.

Transition rates over the same period have been slow, with very few children transitioning to secondary schools due to a variety of challenges. However, after the abolition of school fees in 2003 a positive trend has been recorded with transition rates increasing from 43.3% (boys 43.8%, girls 42.6%) in 2000, to 56% (boys 57.2%, girls 54.7%) in 2005, surpassing the set target of 70% by 2010 stand at 72%. the gender parity index was 0.98%, in 2008, in 2009 it was 0.96% and to 1.02% in 2010. GPI has improved and at national level, there is gender parity, but regional disparities remain. Table 3.3 shows GER values recorded over the same period.

From the year 2000, there was an increase in the Gross Enrolment Rate from 99.6% to 109.8% in 2010, indicating that the system may have either under-age or over-age pupils enroled, or both. The Net Enrolment Rate indicates that there has been a steady increase since the baseline years 2000; however, the government did not achieve the target of 100% NER by 2010.

2000. Over the years, enrolment has been steadily rising from 5.9 million (boys 3 million, girls 2.9 million) in 2000 to 7.2 million (boys 3.7 million, girls 3.5 million) in 2005, to 9.4 million (boys 4.8 million, girls 4.6 million) in 2010.

Table 3.3: Primary Gross Enrolment Rate by Sex, 2000-2010

Year	Enrolment			Population			Gross enrolment rate		
	Boys	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
2000	3,680,176	2,933,156	**6,613,332**	3,305,723	3,333,680	**6,639,403**	111.3	88.0	**99.6**
2001	3,002,476	2,939,134	**5,941,610**	3,307,863	3,336,076	**6,643,939**	90.8	88.1	**89.4**
2002	3,073,929	2,988,813	**6,062,742**	3,308,492	3,336,811	**6,645,303**	92.9	89.6	**91.2**
2003	3,674,398	3,485,124	**7,159,522**	3,306,542	3,334,813	**6,641,355**	111.1	104.5	**107.8**
2004	3,821,837	3,575,209	**7,397,046**	3,411,011	3,440,348	**6,851,360**	112.0	103.9	**108.0**
2005	3,912,399	3,690,112	**7,602,511**	3,516,870	3,547,113	**7,063,983**	111.2	104.0	**107.6**
2006	3,896,578	3,735,535	**7,632,113**	3,662,219	3,693,625	**7,355,845**	106.4	101.1	**103.8**
2007	4,258,616	4,071,532	**8,330,148**	3,808,933	3,841,294	**7,650,227**	111.8	106.0	**108.9**
2008	4,440,770	4,284,282	**8,725,052**	3,958,185	3,991,016	**7,949,200**	112.2	107.3	**109.8**
2009	4,643,435	4,433,983	**9,077,418**	4,115,039	4,134,431	**8,249,470**	112.8	107.2	**110.0**
2010	4,751,943	4,629,268	**9,381,211**	4,327,094	4,212,970	**8,540,064**	109.8	109.9	**109.8**

Source: MoE EMIS data

Some of the factors which have hindered the attainment of the targets include poverty especially in the urban slums and ASAL areas, insecurity in some areas, especially North Eastern Region due to cattle rustling, and negative cultural practices that affect girls in particular. Such practices include early marriage, child labor in agricultural areas where children are withdrawn from schools to pick tea, coffee, and even Khat (miraa), fishing zones, as well as tourist zones along the coastal region of the country which keeps children away from schools. Due to high poverty levels, especially in urban areas, most parents are unable to meet their family's basic needs and hence use their children to supplement their meager incomes.

The GoK has trained all (100%) primary school teachers, but budget constraints that led to a freeze on hiring civil servants have had adverse effects on teacher hiring and deployment. The Pupil Teacher Ratio (PTR) has improved steadily since the introduction of FPE; however, there are regional variations where PTRs are higher than the national level of 45:1 for instance Coast Province with 53.3 in 2007 and even 60:1 in some schools.

The PTR has also been rising steadily since 2003 due to an influx of pupils because of the introduction of free primary education. The observed trends indicate that the country is on course to achieve EFA Goal 2 by 2015.

In the secondary level there has been a positive trend. Table 3.5 shows trends in access equity, completion and gender parity at the secondary school level. Since 2000, secondary school enrolment has been below average. The secondary completion rate also increased, with over 90% of those enroling in secondary school completing their education.

As shown in Figure 3.2 in 2000, the GER was 25.55% (boys 26.6%, girls 23%), in 2005 GER increased slightly to 28.8% (boys 30.7%, girls 26.9%) and finally in 2010 to 47.85% (boys 50.9%, girls 46.3%). This could have been a result of the introduction of Free Day secondary Education in 2008. Net enrolment also increased slightly in 2000, from 14.1% (boys 13.9%, girls 14%) rising to 20.5% (boys 21.9%, girls 19.1%) in 2005, to 32.7% (boys 32.4%, girls 32.9%) in 2010.

One of the key factors constraining growth in enrolment at this level is a lack of adequate secondary schools to match primary schools. In 2003, there were 3,583 public secondary schools and 452 registered private secondary schools, compared to 17,697 public primary schools.

Following implementation of FPE there was an increase in demand for secondary education, which was and still is more acute in urban areas, especially urban slums, where over 60% of the total urban population is concentrated. However, with the introduction of free day secondary education in 2008 enrolment at secondary level increased slightly (see Table 3.3).

The significant increase in enrolments between 2005 and 2010 may be attributed to the introduction of Free Day

Table 3.4: Number of Teachers in Public Primary Schools and Pupil Teacher Ratio by Province, 2003-2007

Province	Number of teachers					Pupil teacher ratio				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Coast	11,217	9,967	10,455	10,992	10,898	40.9	52.3	50.7	50.9	53.2
Central	24,689	22,135	21,882	20,914	20,301	34.4	38.2	37.9	38.6	39.4
Eastern	37,839	35,102	35,593	35,591	34,901	34.1	38.4	37.7	38.2	38.7
Nairobi	4,390	3,634	4,095	4,046	3,870	43.9	53.7	46.7	47.9	46.7
Rift Valley	46,960	44,106	45,517	45,458	45,052	36.7	40.0	40.0	41.4	42.7
Western	21,443	21,484	21,812	21,491	21,784	48.8	50.2	49.6	50.7	52.6
Nyanza	29,936	27,796	28,909	29,395	29,182	42.8	43.8	42.6	43.4	44.7
North Eastern	1,094	1,144	1,222	1,424	1,423	58.9	56.1	55.8	56.7	63.1
Non Returns	1,054	12,816	1,548	-	5,742					
Total	**178,622**	**178,184**	**171,033**	**169,311**	**173,153**	**38.7**	**40.0**	**42.3**	**42.9**	**42.9**

Source: Teachers Service Commission

Table 3.5: Secondary Indicators and Targets by 2010

Indicator	Baseline value 2000	Target 2005	Actual 2005 (%)	Target 2010	Actual 2010	Gap 2010
GER	25.5	100	28,8	100	47.8	52.2
NER	14.1	100	20.5	100	32.7	67.3
Completion rate	90.9	100	97.1	100	97.6	2.4
Gender parity index	1.01	1.0	0.83	1.0	1.02	+0.02
% trained teachers	97.3	100	97.9	100	99.8	0.2

Source: EMIS/MoE

Figure 3.2: Trends in Secondary Gross Enrolment and Net Enrolment Rate, 2000-2010
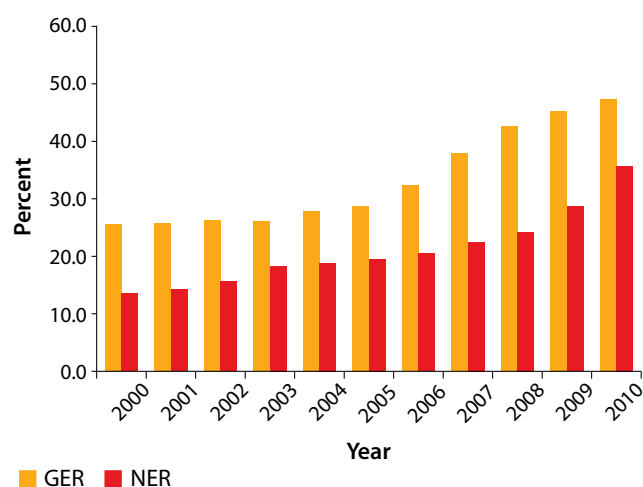
Source: EMIS/MoE

Secondary Education in January 2008. The gender parity index at secondary school level has steadily narrowed, except in 2005 when it briefly widened. However, the overall trend has improved and Kenya has almost achieved gender parity at secondary school level.

3.4.2 Implementation Gaps and Disparities

The two regions identified as having huge disparities in enrolment are Nairobi and North Eastern provinces.

Net Enrolment Rate

In 2002, North Eastern Province recorded a Net Enrolment Rate (NER) in which 16.8% (boys 19.6% and girls 14.1%) of school-age population children were attending school. This implies that 89.4% of boys and 85.9% of girls of school-going age are not accessing education in the

Table 3.6: Transition Rate from Primary to Secondary School by Sex, 2001-2010

Year		% Transition to form 1		Total
		Boys	**Girls**	
2001	2002	43.8	49.8	**4383**
2002	2003	43.6	49.8	**46.4**
2003	2004	43.6	41.7	**42.7**
2004	2005	57.2	54.7	**56.0**
2005	2006	55.5	54.3	**57.3**
2006	2007	59.6	59.6	**59.6**
2007	2008	61.1	58.5	**59.9**
2008	2009	61.3	67.3	**64.1**
2009	2010	64.4	69.9	**72.0**

Source: MoE EMIS data

province. In Nairobi, NER was 27.45% (boys 25.4%, girls 29.5%) in 2002.

In 2010, due to programmes put in place by the MoE, NER for boys has more than doubled to stand at 50.1%, while girls' NER has slightly improved at 22.5%. This creates the disparity of 49.9% for boys and 86.5% for girls.

In 2002 the NER for Nairobi province was 25.4% for boys and 29.5% for girls, from which it can be deduced that 74.6% boys and of 70.5% girls were not enroled in school.

In North Eastern Province the GER in 2002 was 19.3%, of which 25.3% were boys and 13.3% were girls, giving a disparity of 74.7% of boys and 86.7% of girls not being enroled.

In Nairobi, 32.3% of boys and 36.2% of girls were enroled, leaving a gap of 67.7% boys and 63.8% girls not enroled in 2002.

Human Resources

a. Ministry Officials

The GoK has undertaken to ensure that adequate personnel are deployed to ensure efficient and effective service delivery in the sector. With the introduction of free primary education in 2003, the GoK through the MoE undertook to train school management committees and Boards of Governors (BoGs) on financial and procurement management. The training has not been well structured or systematic enough to take into account the high turnover of head teachers and school committees. The cascading system employed to reach the officers is not effective and dilutes content by the time it gets to the grass roots level.

Limited staffing at the MoE headquarters coupled with inadequate implementation and supervisory field staff, has greatly affected the ministry's programming. The ministry does not have adequate personnel to address emerging issues such as information technology, human rights, environmental issues, guidance and counseling, and governance and accountability, among others.

b. Teachers

There are 199,623 primary school teachers and about 63,609 secondary school teachers. In Kenya, all teachers employed by the government are trained and certified to teach. Due to the employment embargo imposed on the government by the International Monetary Fund (IMF) in 1988, the government has generally avoided employing teachers apart from replacements for vacancies caused by natural attrition. This has led to school committees and boards of governors employing unqualified teachers as a source of cheap labor.

Although the pupil teacher ratio at the national level may show that the country has achieved the recommended ratio of 45:1, there are still regional disparities in the Coast and North Eastern provinces, where the pupil teacher ratio can be as high as 53:2 and 63:1 in 2007 respectively (see Table 3.4). Despite the efforts of the government to recruit teachers, the teacher shortage still persists. The national teacher shortage stands at 61,235 for both primary and secondary schools. Of these, 32,235 are for primary school.

The current demand-driven recruitment policy was put in place to address the uneven distribution of teachers and teacher shortages. However, due to the freeze on new recruitment, the commission has only been replacing teachers who leave the service through natural attrition. There is however, a growing need for more teachers to cope with higher demand following the implementation of free primary and free day secondary education, where the government provides for free tuition fees among other factors. In 2010, in an effort to bridge the gap in teacher shortage, the government recruited 18,060 teachers on contract terms as a temporary measure to alleviate the teacher shortage. In 2011/2012 financial year, these teachers were given permanent positions.

The Teachers Service Commission has regulary conducted teacher balancing initiatives in public educational institutions across the country, which will be undertaken on a regular basis in order to achieve equitable distribution and optimal utilization of teachers. It is envisaged that a monitoring and evaluation committee will be set up to ensure adherence to the guidelines on teacher balancing and utilization.

The commission continues to review and implement schemes of service for various categories of teachers in order to ensure professional growth. There are three schemes of service currently in operation; a scheme of service for graduate teachers, a scheme of service for non-graduate teachers, and a scheme of service for technical teachers and lecturers. Regarding remuneration and payroll management, the commission has implemented an Integrated Payroll and Personnel Database (IPPD) system, which has been operational since October 2004.

c.   Budget and Financing Plan

Through a joint financing agreement signed between the MoE and development partners, the government has been able to support its programmes towards achieving access, equity, quality and retention at school level.

Table 3.7 summarizes the Free Primary Education total cost since the initiative began in 2003. The FPE capitation grant for each school is Ksh 1,020 per child. The funds are disbursed into two accounts: a Schools Instructional Management Bank Account (SIMBA) account for the

Table 3.7:   Free Primary Education Funds Disbursement FY 2002/2003-2010/2011

Financial year	Allocation per pupil (ksh.)	Total disbursed (ksh.)	No. of schools	Enrolment	Comments
2002/2003	559	4,507,084,071	17,832	6,954,123	• The initial allocation was Ksh. 633 per pupil, however disbursement was only possible at Ksh. 559 per pupil due to shortfall from exchequer • unexpected surge in enrolment in enrolment • Some schools had not yet been captured
2003/2004	870	7,928,714,899	17,832	6,971,198	• Shortfall of exchequer issue and non-release of funds by donor (IDA)- Ksh. 1,611,874,161.40
2004/2005	1,026	7,441,200,894	17,953	7,337,495	• Over projection of the expected pupil enrolment for subsequent year
2005/2006	1,020	7,566,093,991	17,981	7,495,244	• Adequate capitation grants were disbursed
2006/2007	1,170	7,814,008,289	18,138	7,538,167	• An excess of Ksh. 150 was provided to make up for underpayment in the previous/initial years.
2007/2008	970	7,618,127,191	18,347	7,954,221	• There was a shortfall of exchequer issue due to non-release of funds by the Development Partners under KESSP.
2008/2009	690	5,569,948,200	18,571	8,096,325	• Value for Money Study (VFM) was being conducted to determine individual school Instructional Material needs. • In addition, Ksh. 2,240,000,000 was re-allocated to FDSE
2009/2010	*VFM study	7,724,472,127	18,801	8,226,363	• Implementation of VFM study results was ongoing and allocations per school ranged from Ksh. I,937 to Ksh. 101
2010/2011	866	7,295,228,363	19,833	8,462,942	• Shortfall of exchequer issue
Total		**63,464,878,025**			

Source: MoE – School Instructional Materials Management Unit (SIMMU)

Note: It should be noted that though the capitation per child in all public primary schools is Kshs.1020, there were variations for different years and the reasons for such variations are given as shown in the table above.

purchase of learning and teaching materials and a General Purpose Account (GPA) that caters for repairs, maintenance, water sanitation and conservancy expenses.

Table 3.8 summarizes funding of the MoE's programmes from 2005/06 to 2009/10. There are however still large gaps in funding of the education programmes.

Some financing challenges in the sector include:

- Inadequate budgetary allocations and lack of accountability in the utilization of devolved funds at school and constituency levels; Lack of effective monitoring and evaluation of programs and projects; Delays in completion of infrastructure projects due to design and procurement challenges, leading to under-expenditure.

3.5 Key Successes in Implementation of UBE

3.5.1 Free Primary Education and Free Day Secondary Education

Following the Jomtien Declaration of 1990 and the Dakar Framework for Action of 2000, the GoK launched FPE in 2003 and free day secondary education in 2008. The objective of these programmes was to increase access and to cushion poor households by abolishing school fees. As a result, enrolment in public primary schools rose from 5.9 million in January 2003 to 9.4 million in 2010, an increase of 59.32% in GER. In terms of financial resources, a total of Ksh 63.4 billion has been spent on the program through purchasing instructional materials, as well as general-purpose expenses/recurrent expenditures through a

Table 3.8:   KESSP Funding Since Inception in 2005/2006

		KESSP funding levels 2005/06 – 2009/10 (in ksh. millions)							
		2005/2006			2006/2007			2007/2008	
	Investment programme	A	B	C (B - A)	D	E	F (E-D)+C	G	H
		KESSP costing	Actual expenditure	Variance	KESSP costing	Actual expenditure	Cumulative variance	KESSP costing	Actual allocation
1	Primary School infrastructure	857.56	214.45	(643.11)	1,655.39	1,048.77	(1,249.73)	1,654.87	1,589.79
2	ECDE	206.05	5.6	(200.45)	605.70	349.93	(456.22)	609.72	151.157
3	Non-formal education	368.9	5.03	(363.87)	411.10	106.15	(668.82)	381.8	61.95
4	Special needs	302	281.8	(20.20)	265.00	689.61	404.41	292.5	351.34
5	HIV and AIDS	789.98	26.48	(763.50)	980.00	31.61	(1,711.89)	980	240.44
6	Adult basic	186.5	141	(45.50)	207.00	93.67	(158.83)	251.2	58.15
7	School feeding, health & nutrition	1,644.05	1,223.66	(420.39)	1,733.65	477.71	(1,676.33)	1,817.55	609.93
8	Primary instructional material	7,813.22	3,809.69	(4003.53)	6,856.67	7,765.23	(3,094.97)	6,899.68	6,178.62
9	Primary Teacher pre-service	310	198.6	(111.40)	233.46	304.27	(40.59)	257.91	87.97
10	Primary Teachers INSET	316.4	13.34	(303.06)	562.50	50.92	(814.64)	607.5	14.72

Source: MoE presentation during Joint Review of the Education Sector (JRES) 19-20 April 2010

capitation grant of Ksh 1,020 per child in 19,833 public primary schools.

The introduction of free day secondary education has also seen an increase in the transition rate, surpassing the national target of 70% of 2008 to stand at 72% in 2010/2011. The capitation grant is Ksh 10,265/ per student per annum, covering tuition and general purpose expenses. Parents cater for boarding expenses, lunches, uniform and other development expenses. Enrolment rose from 1.3 million in 2008 to 1.8 million students in 2011. Up to the financial year 2009/2010 the MoE disbursed Ksh 55,540,140,323 billion to 1,605,364 students in 6,009 schools in support of this programme.

Other ongoing programmes to support free schooling initiatives include:

- support to low-cost primary boarding schools in ASALs;
- special capitation grants for special needs education at Kshs. 2000 per child over and above the normal capitation of 1020;
- providing support to non-formal schools for procurement of teaching-learning materials to institutions offering the primary school curriculum in slum areas, construction and rehabilitation of classrooms;
- special grants for expanding educational opportunities in ASAL areas for the construction and equipping of schools, as well as improving school health and nutrition in collaboration with Ministry of Public Health and Sanitation and the World Food Programme;

A class in session at Langas Primary School in Eldoret. The launch of free primry educaton led to an increase in enrolment in public primary schools

- creating an education bursary for the needy, and a bursary for girls in ASAL and in high poverty areas, as well as for laboratory and ICT equipment;
- providing incentives such as economic stimulus package/economic recovery strategy, grants for drought-afflicted schools;
- continuous in-service education and training for Key Resource Teachers (KRTs) in specialized subjects such as Math, English, Science, G&C and Social Studies;
- continuous in-service education and training on pedagogical skills for primary math and science teachers through the SMASE programme;
- integration of ICT in pre-service teacher training courses;
- in-service education and training for college lecturers on both pedagogy and andragogy; and
- efficiency in disbursement of devolved funds through Electronic Funds Transfer.

3.5.2 Provision of Infrastructure Grants to Public Primary and Secondary Schools

Since 2005 to 2010, the GoK has disbursed Ksh 6.3 billion to 8,460,748 pupils in 19,828 public primary schools in support of its infrastructure programme. The government was determined to ensure equitable access, and planned to reach a pupil classroom ratio target of 1:45. For example, it was projected by the MoE that 14,700 classrooms would be constructed by 2010, by which time 6,012 new classrooms had been constructed and another 2,145 rehabilitated.

3.5.3 Development of Special Needs Education Policy, 2009

The implementation of FPE created an opportunity for a large number of children with special needs to enrol in existing public primary schools (Republic of Kenya, 2009a).

Support in this area included:

- additional annual capitation grants of Ksh 2,000 per pupil provided to all children enroled in special education institutions and units attached to regular primary schools;
- continuous training of primary school teachers in special education as well as training teachers at university level in order to improve their capacity;
- establishment of more units attached to regular schools to ensure integration in regular schools over the long term;
- special education units have been provided for the procurement of necessary educational materials; and
- a policy on special needs education was developed in 2009 and disseminated among stakeholders.

Richard Wambua/KNEC

A dormitory which has been constructed through government funds to enhance access to education in ASAL

3.5.4   Expanding Educational Opportunities in ASALs

Kenya's pastoralist and nomadic communities, who are the dominant groups in ASALs, have not fully benefited from education provision, primarily due to their mobile lifestyle. This investment program targets alternative, flexible, community-based learning approaches that suit the nomadic nature of communities in ASALs. The rationale for this programme is that in spite of the success of the FPE programme, some areas continue to show poor enrolment rates, particularly in primary schools (Republic of Kenya, 2006c). The overall aim of this programme is to increase access to education for children living in ASALs, especially girls and children with special needs, through identification and application of alternative approaches to provision of education. The total estimated cost for setting up mobile schools will be KSh 117 million over a five-year period between 2005 and 2010.

The GoK is implementing the Policy Framework for Nomadic Education in Kenya in conjunction with UNICEF, the focus of which is to provide guidelines for the coordination and harmonization of educational service delivery for nomadic communities in Kenya.

Equity is being achieved through establishment of:

*   three hundred and ninety two (392) low-cost boarding schools with an enrolment of 110,490 pupils;
*   ninety one (91) mobile schools with an enrolment of 10,631 pupils; and
*   education under emergency programmes is being implemented and a unit has been set up at the MoE;

*   Peace Education initiatives are being implemented and have been incorporated into the curriculum; and
*   the life skills curriculum has been developed and is being used in schools

3.5.5   Most Vulnerable Children (MVCs)

Within the draft National Policy on Most Vulnerable Children (MVCs), the MoE is in the process of developing strategies for mainstreaming of education and related support for Orphans and Vulnerable Children (OVCs). Interventions include:

*   cash-subsidies to those caring for OVCs;
*   provision of bursaries for students in need;
*   provision of meals in ASAL and slums; and
*   support to rescue, protection and rehabilitation centers.

Since 2005, 3,250 schools and 500,000 learners have benefited from the Most Vulnerable Children (MVC) support grant, which had disbursed Ksh 610 million by 2010.

3.5.6   Child Friendly School Initiative

The government and UNICEF initiated the Child-Friendly School (CFS), whose aim is:

*   making schools friendly to learners to enhance access and retention;
*   training teachers to use child friendly modes of curriculum delivery through School-based Teacher Development (SbTD); and
*   over 8,000 teachers (including ECDE and NFE teachers) drawn from 1,321 primary schools with an enrolment of more than 1.6 million children in 11 districts, have been trained in CFSI in the financial year 2010/2011.

3.5.7   School Health-feeding and Nutrition

The MoE developed the National School Health Policy of 2008, the rationale of which is to improve learner health and nutrition in order to improve their participation and performance in their education (Republic of Kenya, 2008a). A total of 1.3 million primary and pre-primary children receive mid-day meal, and over 125,000 pre-primary children receive micronutrient supplementation in the form of a mid-morning snack.

3.5.8   Gender in Education Policy

Gender parity has improved in targeted provinces as has performance due to this programme. For example, gross enrolment ratio in the North Eastern province has

increased from 19.3% (boys 25.3%, girls 13.3%) in 2002, to 36.3% (boys 50.15, girls 22.5%) in 2010. In collaboration with UNICEF, the Government provides full scholarships to girls from ASALs who excel at Kenya Certificate of Primary Education level, to continue with secondary education.

3.5.9 Non-formal Education (NFE)

In Kenya, NFE is defined as any organized system of learning activities outside the framework of formal education system. NFE was introduced in Kenya to address the education needs of children and adults who are unable to attend the formal schools due to various social and economic reasons. NFE is accessed by learners at non-formal schools and non-formal education centers (NFECs).

The ministry has mainstreamed NFE, that cuts across the various education levels and includes non-formal schools (NFSs) and non-formal education centers (NFECs). The ministry has also developed a policy on nomadic education.

3.6 Emerging Challenges and Concerns

Although there has been marked progress towards realizing UBE in the country, achievement of the MDG and EFA goals continue to experience a number of challenges, mainly socio-cultural and economic in nature. They include:

- overcrowding in schools, especially those in urban informal settlements, ASAL areas, and densely populated areas;
- inadequate physical facilities due to increased enrolment occasioned by FPE and FDSE;
- high pupil to teacher ratios in some regions and at certain schools;
- high costs of special equipment, facilities and materials to cater for children with special needs. By 2009 only 90,000 of the 750,000 school-age children had the nature of their special needs determined, and only 26,885 of these are enroled in educational programmes;
- low quality of education offered in NFECs and lack of clear linkages with the formal education system;
- many of the OVCs and NFE service providers are registered under different organizations, including government departments, such as under the Office of the Vice President, Attorney General's Chambers, Social Services and NGOs. Very few NFSs and NFECs are registered with the MoE, making it difficult to extend government support to the NFE sub-sector;

Mainstreaming disability at a public primary school in Kenya

Olav A. Saltbones/UNESCO

- shortage of teachers, coupled with inadequate in-servicing to adopt alternative methods of curriculum delivery, affects curriculum implementation at the school level (to handle mobile schools, multi-shift and multi-grade);
- gender, socio-economic and regional disparities that impact negatively on access, retention, participation and quality, particularly among girls and the most vulnerable;
- the EFA target being seriously threatened by the HIV and AIDS pandemic, which has had a devastating and far reaching impact on the education system. The HIV and AIDS pandemic that has robbed the country of trained and experienced teachers and given rise to many additional orphans in school. The number of AIDS orphans and other vulnerable children now number about 1.2 million. By 2009, it was estimated that 1.8% of the country's 245,000 teachers are dying annually; hence, HIV and AIDS is drying up the country's pool of skilled workers and increasing sector costs which are already high in relation to available public resources;
- boys suffer from coercion into child labor and a lack of male role models in poor urban areas such as slums;
- diminished support from communities, mainly due to misconceptions and poverty;
- gender, socio-economic and regional disparities that impact negatively on access, retention, participation and quality;
- the high cost of providing teaching and learning materials for SNE at the various levels; and
- conflicting roles of girls at home, and schools coupled with poverty and other cultural factors that limit the chances of completion and result in early school dropouts.

Despite the challenges keeping children out of schools, the ministry continues to devise new strategies to ensure children enrol and remain in schools. One such initiative targeting girls is that started in Migori County, expanded upon in Box 3.1.

3.7   Areas and Target Groups Registering Low Progress

Low educational progress has been made in the ASAL regions largely due to the following reasons:

- difficult terrain and the harsh environment do not allow for easy access that encourages supervision and/or distribution of materials;

- negative cultural and religious practices. For example, the Islamic Education system is given a higher premium than formal education, i.e. Madrassa as opposed to formal education; and
- parental attitudes and the low value attached to education in ASAL areas affects children's school attendance and participation.

In Nairobi, the following are the reasons for poor levels of success:

- urban slums and other scattered areas of poverty pose major challenges in making education accessible;
- the City Council education department has been facing challenges especially in management and keeping schools under its care in good running condition; and

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Box 3.1: Retaining Girls In School: Using New Ways to Empower Girls

A mentoring programme aimed at improving girls' education performance in Migori District in Migori County is paying dividends.

Locally known as Siwindhe (girls' gatherings), the two-year-old Migori Girls Mentoring Programme produced excellent results in last year's KCSE, with a remarkable improvement in the performance of girls who drafted into the programme.

Migori District Education Officer Pamela Akello, who started the programme, says it is an important intervention in bridging gender disparity in school dropout rates and performance in national examinations.

The programme has 100 Form Three and Form Four students, drawn from local secondary schools. Out of the 50 girls enroled in the programme who sat KCSE last year (2010), 18 obtained grades B+ and above. The district went for many years with no girl scoring mean grade A- and above in the examination, until this year when six girls scored A-, seven B+, 14 B and 13 with B-, while ten had C+.

"The programme has shown the missing links in improving the performance of girls in schools in Nyanza and there is a need to replicate it to cover more schools," said Akello.

The mentoring programme, supported by USAID through local NGO Rapado, organizes holiday camps for selected girls during which they are tutored by selected teachers and inspirational speakers on various topics.

"The main aim of Siwidhe is not only to improve the performance of girls but also to help retain them in schools, given the high dropout rate in Migori County," said Mrs Akello. She added "A school like Kadika Girls Secondary, whose students participated in the programme, improved its mean grade from 6.0 in the 2009 KCSE to 7.2 in the 2010 examinations." Another participant, Nyabisawa High School, had its performance index improved from 5.9 in 2009 to 7.2.

Girls in Nyanza generally did poorly in last year's KCSE, with most old schools performing dismally in the examination. Education Minister Sam Ongeri put the gender disparity in performance in Nyanza at 39:61 between girls and boys. According to Akello early marriages, poverty, cultural perceptions that girls are meant to do domestic work, unfriendly environment and a lack of female teacher counselors contribute to poor performance by girls.

She is seeking help from donors to start a primary boarding school and are girls rescue center that would cater for girls from local communities. "There is no single primary boarding school in Migori County and this has greatly hampered girls' education," said Akello. "The boarding facility will help us cater for girls being subjected to early marriages. It will improve girls' completion rate because surveys show that performance of girls is better in districts with more girls' primary boarding schools," she said. The proposed boarding school and rescue center, Akello added, would also help fight FGM and shield the girls from gender and socio-cultural biases in their communities.

Source: East African Standard newspaper, 2011

Table 3.9:   Achievements and Gaps in Primary Education

Baseline 2005	Target (2010)	Actual (2010)	Achievements/gaps
Primary NER 83%	Primary NER 96%	Primary NER B=90.6% G=92.4% T=91.5%	4.5%
Primary completion rates 80% (2005) (83% for boys) (77% for girls)	PCR at least 92%	PCR B=79.2% G=74.4% T=76.8%	-15.2%
North Eastern Province (NEP) NER Boys 26.6% NER Girls 18.8% NER Total 22.7%	NER for North Eastern ASAL at 40%	Primary NER Boys 50.1% Girls 22.5% Total 36.3%	3.8%
Primary to secondary transition rate (56%)	70%	72%	2%

Source: MoE financial monitoring report 2010

- the high poverty levels especially in urban slum areas.

3.8   Achievements Made Since 2005

3.8.1   Achievement at Primary School Level

Table 3.9 shows some of the indicators of achievements and gaps that still remain at primary level in terms of access, retention and completion.

The government, in an effort to increase access, equity, quality and relevance, put a number of strategies in place and these have led to progress in the main indicators at the primary school level.

3.8.2   Achievement at Secondary School Level

When free day secondary education was introduced in 2008, the ministry quickly registered progress in enrolment at the secondary school level. Secondary gross enrolment rates increased by 278,828 while net enrolment decreased by 285,109 in 2008. During the same year, the gross enrolment rate for boys (46.3%) was higher than that of girls (38.8%) (see Table 3.10).

Table 3.10: Achievements and Gaps in Secondary Education

Baseline (2005)	Target (2010)	Actual (2010)	Achievements/ gaps
Secondary NER: Boys (21.9%) Girls (19.1%) Total (20.5%)	100%	Boys (36.5%) Girls (35.1%) Total (35.8%)	-64.2%
Secondary GER Boys 31.3% Girls 27.2% Total 29.3%	40%	Boys 46.3% Girls 38.8% Total 42.5%	+2.5%

Source: MoE: KESSP Financial Monitoring Reports

The school dropout experienced due to high cost of schooling at the secondary level has drastically reduced especially in day schools where students pay almost nothing except a small fee to support the lunch programme.

Table 3.11 shows progress in enrolment of people with special needs and the vulnerable groups. The data reveals that a lot of progress has been made in reaching these marginalized groups; however, there are some areas where adequate data is still lacking.

Table 3.11: Enrolment Among Special Groups

Baseline	Target (2010)	Actual (2010)	Achievements/ gaps
MVC enrolment (613,378)	728,000	325,100	-402,900
Special school's enrolment (91,770)	200,000	221,995	+21,995
NFE/NFS enrolment (99,979)	300,000	143,409	+156,591

Source: MoE KESSP Financial Monitoring Reports

3.9 Recommendations

3.9.1 Strategies for Attaining the Unattained and Reaching the Unreached

These strategies include:

- expand alternative provision of basic education and training to target hard-to-reach areas;
- increase support to low-cost boarding schools in ASAL regions to enhance access;
- expand and increase funding for school health and nutrition (de-worming programmes) and midday meals in hunger-stricken regions;
- expand the child-friendly schools initiative to all schools.
- expand the mobile schools initiative to cover all nomadic areas; and
- implement the nomadic education policy and mainstream non-formal schools into mainstream education.

3.9.2 Schedule of Milestones to be Attained Over the Remaining Period

The milestones to be reached are:

- increase infrastructure to alleviate overcrowding in schools and urban slums;
- establish more low-cost boarding schools;
- encourage inclusive education to accommodate all;
- explore alternative approaches to education, e.g. double shift and multi-grade;
- more effective utilization and distribution of human resources;
- encourage public/private partnerships in mobilizing resources for acquisition and use of special needs teaching and learning materials;
- establish more day schools to expand secondary access.
- expand existing secondary schools and add a day school component;
- train more teachers in special needs education and distribute them equitably through out the country;
- harmonize informal education curricula with the formal education system;
- mainstream NFEs and NFECs into the MoE programmes in order to follow the curriculum;
- train officers on alternative curriculum delivery;
- sensitize communities on the benefits of educating their children;
- sensitize the public on gender policy and provisions in the new constitution on gender;
- devolution of governing structures and attendant devolution of resources will help bridge socio-economic gaps and regional disparities; and
- increase sensitization and support to Most Vulnerable Children.

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** ""

Chapter 4: Life Skills and Long Learning for Young People and Adults

4.1   Introduction

4.1.1   Global, Regional and National Snapshot of Life Skills and Life Long Learning

Given the complex nature of life skills and lifelong learning programmes, EFA Goal 3 remains a difficult area to understand and measure. According to the 2010 Global Monitoring Report, governments signed the Dakar Framework for Action in 2000 without agreeing on quantifiable benchmarks for "appropriate learning and life-skills programmes" (UNESCO, 2010). Consequently, there has been a protracted on-going debate on what the aspirations under this goal mean for policy commitments at country level. As a result, many countries have focused on Technical and Vocational Education and Training[3] (TIVET), with minimal attention given to the other life skill areas. However, there are countries notably in South East Asia and Latin America that have made good efforts to conceptualize and implement successful life skills programmes.

In Africa, countries have developed life skills programmes in response to myriad social, cultural, economic and political challenges. Since the 1990's, the continent has experienced problems related to environmental degradation, the HIV and AIDS pandemic, youth unemployment, and conflict among others. Many countries initiated policy dialogues leading to targeted interventions in some of the critical life skill areas, including curricular revision and the development of qualification and strategic frameworks.

In Kenya, life skill education is integrated into the formal, non-formal and informal education systems. Skills are developed to empower young people with adaptive and positive behaviour to deal effectively with challenges in life, such as early pregnancies, HIV and AIDS, drug and substance abuse, unemployment, conflict and violence.

In analyzing progress towards Goal 3 in Kenya, this chapter focuses on three areas, namely HIV and AIDS Education, Peace Education and Technical Industrial and Vocational Education and Training (TIVET). These three areas are considered critical in enhancing the socio-economic development of the country in the wake of rising HIV infections, more recent challenges to social cohesion and high youth unemployment.

4.1.2   National Policies on Life Skills and Lifelong Learning

There is no comprehensive policy that addresses life skills and lifelong learning in Kenya holistically. Nevertheless, there are specific policies and legislation that guide the implementation of HIV and AIDS, Peace Education and TIVET. HIV and AIDS interventions in the education sector are anchored in the HIV and AIDS Act 2006 and the Education Sector policy on HIV and AIDS of 2004. This policy is currently being revised to accommodate other emerging issues. With regard to Peace Education, the MoE is in the process of developing an education sector policy. The policy seeks to promote peaceful co-existence by mainstreaming peace issues into the school curriculum, providing a framework for effective implementation, and initiating strategies to enhance proactive conflict prevention and mitigation in schools. For TIVET, there is a draft bill in place awaiting parliamentary approval. Other existing frameworks include The Constitution of Kenya, the Kenya Vision 2030, Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research and the Kenya Education Sector Support Programme (2005 – 2010).

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3   Kenya has incorporated an industrial component into TVET and refers to this area as Technical, Industrial and Vocational Education and Training (TIVET)

4.2 National Action Plan and Implementation

4.2.1 Understanding the EFA Goal on Life-long Learning

The 1990 Jomtien Declaration defined life skills as "essential learning tools and basic learning content required by human beings for survival to develop their full capacities and to improve the quality of their lives." In 2000, the Dakar Framework for Action revisited the definition and expanded it to include the acquisition of knowledge, values, attitudes and skills through four pillars of learning, namely: learning to know, learning to do, learning to live together and learning to be.

The National Action Plan on EFA (2003–2015) for Kenya does not explicitly define life skill and life-long learning. However, the Kenya Institute of Education (KIE) defines Life skills Education (LSE) as abilities for adaptive and positive behaviour that enable individuals to effectively deal with the demands and challenges of everyday life. It aims at equipping learners with the psychosocial competencies that help them make informed decisions, solve problems, think creatively and critically, build healthy relationships, empathise with those in need and manage their life in a healthy and productive manner. KIE further articulates that the Life skills Education enables learners to:

- acquire values, attitudes and develop social skills that enable the learner to operate effectively in the society;
- appreciate the importance of life skills in everyday life;
- appreciate oneself as a unique human being, and develop self-esteem;
- develop and demonstrate ability to cope with stress and emotions in everyday life;

- appreciate the need for peaceful coexistence and demonstrate ability to apply the acquired skills to relate and coexist peacefully with other people;
- develop skills that enable learners to make informed and appropriate decisions in life;
- demonstrate an ability to apply the relevant life skills in dealing with emerging issues and other skills, effectively;
- develop and apply life skills that enhance performance in education; and
- develop and apply life skills to enhance positive behaviour formation and change.

4.2.2 Definitions of HIV and AIDS, Peace Education and TIVET

Kenya has adapted the internationally recognized definition of HIV (Human Immunodeficiency Virus) as the virus that causes AIDS. The modes of transmission are heterosexual contact, exchange of blood, or mother to child during pregnancy or delivery, as well as through breast-feeding. In the country, the virus is mainly transmitted through heterosexual contact. The Education sector in Kenya plays a significant role in mitigating the effects of this pandemic through its prevention, care and support programmes.

Due to the specific contextual nature of peace and conflict, it is difficult to find a universally valid definition of Peace Education. In Kenya, the MoE perceives Peace Education as "[the] relevant knowledge, skills, attitudes and values necessary to foster behaviour change [needed] for peaceful coexistence. [It will] empower learners with problem solving skills, ability to address conflicts peacefully, and thus promote tolerance for diversity, cultural differences and human dignity" (Republic of Kenya; 2008b, 2008c).

Lastly, Technical Industrial and Vocational Education and Training (TIVET) refers to the acquisition of skills,

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Box 4.1: Peace Education or Education for Peace?

The two concepts of **Education for Peace** and **Peace Education** are often used interchangeably yet they do not necessarily have the same meaning. **Education for Peace** is broader and is focused on systemic issues. It promotes a holistic and integrated view of peace that is not limited to peace building skills, values or attitudes treated in isolation from each other. It encompasses and interconnects knowledge and skills from all relevant domains: human rights, governance, social justice, gender, sustainable development, multicultural education etc. With its focus on the transformation of learners' worldviews, it is founded on a strong education system that is inclusive, equitable and celebrates diversity. **Peace Education** is a programmatic area within Education for Peace and has the curriculum as its entry point. It utilizes subjects and co-curriculum activities to build positive and constructive knowledge, skills and behaviour for peace and conflict prevention and minimization. As the assessment in this chapter reveals, Kenya's focus is on Peace Education.

knowledge, attitudes and skills for the world of work particularly in engineering and scientific disciples. This productive work leads to sustainable livelihoods, personal empowerment and socio-economic development for both women and men (Republic of Kenya, 1999)

4.2.3   Specific National Targets

HIV and AIDS Targets

HIV and AIDS in Kenya has affected all sectors leaving behind it a trail of negative consequences across the population. In the education sector, the pandemic remains a major challenge that could prevent the country from achieving educational targets at national, regional and global levels, such as the Vision 2030, EFA and MDGs. HIV affects demands for schooling, enrolment, transition and completion rates. To reduce the impacts of HIV and AIDS in the education sector, the MoE in partnership with UNESCO and USAID developed the Education Sector Policy on HIV and AIDS in 2004, the goal of which is social change in order to reduce new infections and enhance care and support for the affected and infected (Republic of Kenya, 2004). The policy framework focuses on:

- prevention: an environment in which all learners are free from HIV infection;
- care and support: an education sector in which care and support are available for all, particularly orphans, vulnerable children and those with special needs;
- workplace issues: non-discriminatory labor practices, terms and conditions of service frameworks put in place that is sensitive and responsive to the impacts of HIV and AIDS; and
- management of response and advocacy: management structures and programmes at all levels of the education sector to ensure and sustain quality in the context of HIV and AIDS.

In response to challenges posed by HIV and AIDS at the national level, several targets mostly drawn from UNGASS, EFA and MDGs have been put in place since 2000 as outlined in Table 4.1.

In the education sector there are targets set within the Kenya Education Sector Support Programme 2005-2010 in regard to HIV and AIDS, some of which are related to life skills as listed:

1. Train 20,000 primary school pupils in 4,000 schools and 5,000 secondary school students per annum, on behaviour change.

2. Provide 5,000 pupils in 1,000 primary schools and 5,000 pupils per annum, with peer support training.
3. Provide two pupils in 2,000 primary schools per annum, with refresher training. Provide two pupils in 500 secondary schools per annum, with refresher training.
4. Train 50 tutors per annum in 14 PTTCs in leading HIV and AIDS and behaviour change programmes.
5. Train 60 teachers per district in the use of HIV and AIDS materials.
6. Train 3,600 head teachers and 730 divisional staff on implementation of the HIV policy at school level.
7. Establish 300 locally-based networks/groups for teachers living with HIV and AIDS per annum.
8. Print and disseminate 75,000 copies of IEC materials per annum.
9. Guidelines on bursary administration developed and disseminated and specify conditioned for inclusion of orphans and other vulnerable children.
10. 15% of all bursaries awarded to orphans.
11. Support to OVC in 100 primary schools in 2007/2008, 1650 primary schools in 2008/2009 and 1,501 Schools in 2009/2010

Peace Education Targets

A mid-term review of KESSP in 2008 identified the targets reflected in Table 4.2. These were set for the Peace Education Programme in the Guidance and Counseling (G&C) Investment Programme (IP) of KESSP.

TIVET Targets

The TIVET IP in KESSP set the following targets to achieve improved access, quality and relevance of skills development by 2010:

1.   A harmonized and enhanced TIVET system;

- a National Training Strategy developed by 2007/08, with a legal framework and a TIVET authority established;
- a qualification framework and credit transfer system established by 2007/08;
- baseline study on youth polytechnics undertaken by 2008;
- infrastructure improved and equipment upgraded in 40 national institutions; and
- youth learning and teaching resources developed.

2.   Enhanced transition from primary to TIVET for KCPE graduates;

- training opportunities for KCPE graduates in 600 youth polytechnics and 300 other privately-funded institutions increased by 20% per year; and

Table 4.1:   UNGASS Indicators

National Indicator	
1	Domestic and international AIDS spending by categories and financing sources
2	National Composite Policy Index (Areas covered: gender, workplace programmes, stigma and discrimination, prevention, care and support, human rights, civil society involvement, and monitoring and evaluation)
National Commitment and Action	
3	Percentage of donated blood units screened for HIV in a quality assured manner
4	Percentage of adults and children with advanced HIV infection receiving antiretroviral therapy
5	Percentage of HIV-positive pregnant women who received antiretroviral drugs to reduce risk of mother-to-child transmission
6	Percentage of estimated HIV-positive incident TB cases that received treatment for TB and HIV
7	Percentage of women and men aged 15-49 who received an HIV test in the last 12 months and who know their results
8	Percentage of most-at-risk populations that have received an HIV test in the last 12 months and who know their results
9	Percentage of most-at-risk populations reached with HIV prevention programmes
10	Percentage of orphaned and vulnerable children aged 0-17 whose households received free basic external support in caring for the child
11	Percentage of schools that provided life skills based HIV education in the last academic year
Knowledge and Behaviour	
12	Current schools attendance among orphans and among non-orphans aged 10-14 years
13	Percentage of young women and men aged 15-24 who both correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission
14	Percentage of most at risk populations who both correctly identify ways of preventing the sexual transmission of HIV and who reject major misconception about HIV transmission
15	Percentage of young women and men aged 15-24 who have had sexual intercourse before age 15
16	Percentage of young women and men aged 15-49 who have sexual intercourse with more than one partner in the last 12 months
17	Percentage of women and men aged 15-49 who had more than one sexual partner in the past 12 months reporting the use of condom during their last sexual intercourse
18	Percentage of female and male sex workers reporting the use of a condom with their most recent client
19	Percentage of men reporting the use of a condom the last time they had anal sex with a male partner
20	Percentage of injecting drug users reporting the use of a condom the last time they had sexual intercourse
21	Percentage of injecting drug users reporting the use of sterile injecting equipment the last time they injected
Impact	
22	Percentage of young women and men aged 15-24 who are HIV infected
23	Percentage of most-at-risk populations who are HIV infected
24	Percentage of adults and children with HIV known

Source: NACC 2010

Table 4.2: KESSP Targets for Peace Education

Component objectives (from KESSP)	Statement linking objective to goal achievement	Targets (from KESSP and annual targets matrix)
A conducive environment for learning provided	A qualified, specialist guidance and counseling service with teachers posted in all primary and secondary schools and PTTCs is essential to the delivery of effective G&C services. The delivery of effective G&C services increase student attendance, reduce institutional disruption and help to keep the most vulnerable in school, thereby helping to achieve the primary NER 100% target for the full eight years of basic education. Increased time in school leads to improved equity and quality of learning and higher progression and completion rates at the secondary level	• Reduction in number of teacher and student disciplinary cases by 60% • Improved school community relations up by 10% per year • Develop Peace Education training manual and activity book • Develop psychosocial self-help materials • Capacity building on Peace Education

Source: MoE, 2010: KESSP Performance Review: Monitoring Tables Report as at June 2008

- curricula and syllabi for youth polytechnics updated and developed by 2010.

3.   Improved access to relevant TIVET programmes;

- enrolment in four National Polytechnics, 19 Technical Training Institutes (TTIs) and 16 Institutes of Technology programmes increased to over 60,000;
- 10 degree programmes established in National Polytechnics;
- 8 TTI & ITs upgraded to National Polytechnics by end the of financial year 2007/08; and
- Centers of excellence receive new equipment annually.

4.   Improved computer and automation skills;

- study to establish the status of training in automation and computer integration in TIVET; and
- ratio of one computer to 15 students in TIVET centers.

5.   TIVET bursary awards programme;

- One thousand students in need to receive bursaries annually. Among these, 250 are females while 200 are learners with special needs.

6.   Creation of industrial incubators in selected institutions;

- 3 industrial incubators established and equipped; and
- 100 scholarships awarded to top students over a five-year period.

4.2.4   Strategies to Achieve Targets

Strategies for Achieving HIV and AIDS Targets

The first case of HIV and AIDS in Kenya was reported in 1984 and the Ministry of Health immediately initiated its response. However, after the realization that the pandemic was affecting all sectors, and could potentially reverse economic, social and political gains made since independence, HIV and AIDS was declared a national disaster in 1999. As a result, the country adopted a multi-sectoral approach coordinated by the National AIDS Control Council (NACC) under the auspices of the Office of the President. To coordinate the response the country developed a national strategic plan on HIV and AIDS KNASP I 2005-10, but due to emerging evidence this has since been revised before the end of its term to the new KNASP II 2009-13. In order to contain the virus KNASP I adopted the following strategies;

- prevention of new infections among the vulnerable groups and the general population;
- improvement of the quality of life of people infected and affected by HIV and AIDS by improving treatment and care, protection of rights and access to effective services for infected and affected people; and
- mitigation of the socio-economic impact of HIV and AIDS by adapting existing programmes and developing innovative responses to reduce the impact of the epidemic on communities, social services and economic productivity.

In its response to mitigate the impact of HIV and AIDS in the education sector and to prevent new infections, the MoE adopted the following strategies as outlined in KESSP;

- maximizing potential ways to strengthen the capacity of education institutions in all sectors to prevent new infections;
- extending evidence-based initiatives to the widest scale possible, whilst maintaining effectiveness;
- strategic and cost-effective utilization of existing training capacity and learning resources;
- integration of HIV and AIDS in core subjects, as well as in the life skills curriculum;
- enhancing protection, care and support to the most vulnerable, including orphans, girls, those out of school and those with special needs in education;
- leading others in developing strong multi-sectoral partnerships; and
- mobilization of education service providers to implement the HIV and AIDS policy to the full in conjunction with other sectors.

Strategies for Achieving Peace Education Targets

Since independence in 1963, Kenya has used education as a tool for development and national cohesion in line with its national goals for education. Components of Peace Education have always existed in the Kenyan curriculum and featured in subjects such as Civic Education, Social Education and Ethics, Agriculture, Health Science and Environmental Education (Nyawalo in Abebe, Gbesso and Nyawalo, 2006). However, sporadic peace threatening incidents witnessed in the country especially during periods of general elections as well as conflicts between communities over resources (such as water, pasture and grazing land in Northern Kenya), issues of inequity in access to educational opportunities, and high youth unemployment rates have hampered progress towards a peaceful Kenyan society. In 2003, the MoE, through the Kenya Institute of Education (KIE), took steps to reinforce the learning of Peace Education by mainstreaming its concept areas in the primary and secondary school curricula through subjects such as English, Social Studies, History and Government, Physical Education and Life skills Education (LSE). In 2008, following the post-election violence in the country, the MoE developed a distinct Peace Education Programme to take into account the recommendations of an Education Emergency Response Committee meeting comprising of the MoE, development partners and stakeholders. Peace Education was later included as a component of the Guidance and Counseling investment programme in KESSP.

The following strategies are outlined for Peace Education in the sector:

- integrate Peace Education in primary and secondary school curricula;
- incorporate Peace Education in the pre-service teacher-training curricula;
- equip learners with knowledge, attitudes, values and skills that promote harmonious co-existence;
- integrate Peace Education in co-curricular activities such as clubs, drama, music, games and sports;
- build capacity of education managers, administrators, parents and other members of school community on Peace Education;
- provide in-service training for teachers on Peace Education;
- develop and disseminate Peace Education Information and Education Communication (IEC) materials in learning institutions; and
- disseminate curriculum support materials in Peace Education.

Strategies for Achieving TIVET Targets

The main objectives of TIVET in the education sector are as follows:

- provide training opportunities for school leavers that will enable them to be self-supporting;
- allow learners to develop practical skills and attitudes, which will lead to income-generating activities in urban and rural areas;
- provide technical knowledge and vocational skills training necessary for human resource development; and
- produce skilled artisans, craftsmen, technicians and technologies for both the formal and informal sectors.

To achieve the above objectives, the Kenya National Action Plan on EFA (2003 – 2015) identified key strategies in advocacy, policy development, resource mobilization, partnerships and capacity building that will assist Kenya to address key priority issues. This will also allow Kenya to work towards EFA targets in TIVET by 2015.

Sessional Paper No.1 of 2005 provides the policy framework on TIVET. The objective of TIVET is to provide and promote lifelong education and training for self-reliance. It further identifies the need to enhance skills development and aims at taking critical stock of Kenya's human resources. The aim of public investment in this sub-sector is therefore to enhance skills development for increased productivity

in order to stimulate economic growth and employment creation. The following TIVET strategies were identified for the education sector:

- involve relevant stakeholders in development of a comprehensive national skills training strategy;
- devize mechanisms and apply appropriate incentives to promote private sector investment in the development of TIVET through research, training and joint projects;
- provide scholarships and other merit awards for staff and students in order to promote excellence in creativity and innovation in the field of science and technology;
- provide loans and bursaries to enhance access to TIVET, taking into special account marginalized groups such as females and physically handicapped students;
- over the long term, become absorbed into MoEST and mainstream youth polytechnics in order to make them appropriately staffed and equipped to provide credible TIVET programmes;
- rehabilitate facilities in public TIVET institutions to ensure quality training;
- provide an alternative path for accessing higher education and training up to degree level;
- create opportunities for national polytechnics to offer degree level qualifications while retaining their present mandates;
- establish a national TIVET authority to oversee the national skills training system;
- collaborate with stakeholders to create necessary linkages and credit transfers between tertiary institutions and universities;
- review current training delivery mechanisms to include mandatory on the job training to enhance quality and relevance of training as part of the academic programme;
- continuously take stock of existing and anticipated demands for skilled labor in both the short- and long-term, to ensure the provision of relevant training;
- use secondary schools with industrial arts facilities in offering a secondary technical education curriculum in order to prepare Form 4 graduates for careers in TIVET;
- provide mechanisms for linkages and credit transfers to facilitate horizontal and vertical mobility; and
- in collaboration with key industries, undertake regular labor market skills surveys and training needs assessments in order to develop manpower development plans and to provide appropriate feedback into curricula design and development.

4.2.5 Programmes Implemented

Life Skills Education (LSE)

In 2002, LSE was integrated into carrier subjects in order to ensure holistic development of learners at primary and secondary school levels (Republic of Kenya, 2002). However, after a curriculum review in 2005 a separate approach was adopted, resulting in a new curriculum developed in 2008 that incorporated emerging issues such as the environment, drug abuse, and Peace Education (Republic of Kenya, 2008c). In this approach, LSE is allotted one lesson per week. In addition, HIV and AIDS and Peace Education issues are integrated into other career subjects. However, in primary and secondary schools the life skills curriculum is not externally examined[4] but is assessed at school level. At the TIVET level, a curriculum developed for youth polytechnics by the KIE in partnership with the Ministry of Youth Affairs and Sports, incorporated life skills as an area of study.

Furthermore, in the basic non-formal education curriculum (NFE), LSE components are also included in trade courses such as Agriculture, Woodwork, Garment-making, Welding and Fabrication, Motor vehicle mechanics, Art and Craft, Masonry, Home Science, Entrepreneurship and Basic geometry. Similarly, other emerging issues such as HIV and AIDS have also been integrated across subjects.

Coordination and Partnership

The implementation of life skills programmes and lifelong learning involves various partners, including line ministries (MoE, Ministry of Higher Education, Science and Technology, Ministry of Youth Affairs and Sports), development partners, civil society and faith-based organizations at all levels, from national to district (see Table 4.3). The government, through the line ministries, is responsible for coordination of these programmes.

4.3 Progress and Trends in Life Skills and Life Long Learning

This section will discuss progress and trends in HIV and AIDS, Peace Education and TIVET in Kenya since 2000.

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4   When a subject is not externally examined, it means learners will not sit for a final national examination; they however are assessed at the classroom level to ascertain whether the intended objectives of a given subject have been achieved..

Table 4.3:   Coordination and Partnership for Life Skills Programmes

Programme	Implementing agencies	Roles
TIVET	Key Ministry: MoHEST	• Lead role in implementation
	Other Ministries such as MOYAS, Ministry of Labor, MoE, Ministry of Home Affairs	• Implementation
	Development Partners such as ADB, Netherlands, China, UNDP, Italian Cooperation, GIZ, KOICA	• Financing and technical support
HIV and AIDS *	Key Ministry: MoE	• Lead role in implementation
	Other Ministries: Cross-cutting all ministries	• Support to orphans, treatment, advocacy and policy framework
	Development Partners and civil society: USAID, UNESCO, UNICEF, FHI, Population Council, CIDA Canada, WB, UNFPA, ADB, SNV, I Choose Life, Family Health Int, National Organization of Peer Educators and others	• Technical Support, funding and Implementation
Peace Education	Key Ministry: MoE	• Provision of policy and strategic direction • Lead role in Implementation
	Other Ministries: Ministry of Justice, Ministry of Internal Security and Provincial Administration	• Implementation
	Development Partners such as UNICEF, UNESCO, NPI and others	• Technical Support, funding and Implementation

* As a cross cutting issue, each Ministry plays a lead role in HIV and AIDS within its mandate.

4.3.1   Progress and Trends in HIV and AIDS Education

HIV Prevalence

Since 2000, the HIV prevalence in Kenya has been declining. National estimates show that in 1997-98 the prevalence among adults (15-49 years) was 13.4%, declining to 6.7%, 7.1% and 6.3% (Republic of Kenya, 2008a). The decline is attributed in part to significant behavioural changes. The Mode of Transmission (MoT) study of 2008 shows that Kenya has a mixed HIV epidemic that cuts across the population.

Although the HIV epidemic in Kenya seems to have improved, the country is still home to over 1.4 million infected people most of whom are unaware of their status. Prevalence among young people aged between 15-19 years is 4.3% and 6.2% for those between the ages of 20-24 (Republic of Kenya, 2009). NACC (2010) estimates the cumulative number of infected children to be 184,052 by 2009 and about 22,259 children were newly infected in 2009.

Prevalence is higher among women than men - 8.4% for women against 5.4% for men. The prevalence of infection is more pronounced among young women aged 15-24 years who appear to have an HIV rate four times higher than young men at 5.6% against 1.4% (Republic of Kenya;

Figure 4.1:   HIV Prevalence Over Past 17 Years
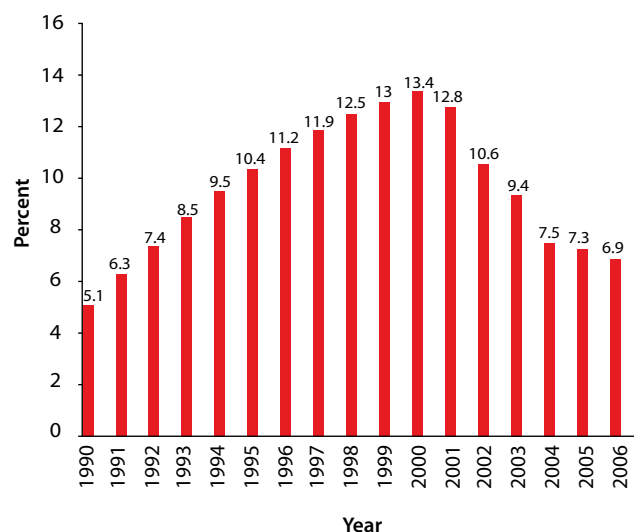
Source: NACC 2010 UNGASS Country Report

2009a, 2009c). It is important to note that women with secondary education or higher had a significantly lower prevalence of HIV (6.2%) than women with less education (7.7% and 9.8%) as shown in Figure 4.2. This strongly suggests that education has a major role in the reduction of new infections especially among the most-at-risk.

Figure 4.2: HIV Prevalence Among Women and Men Aged 15-64 Years by Level of Education
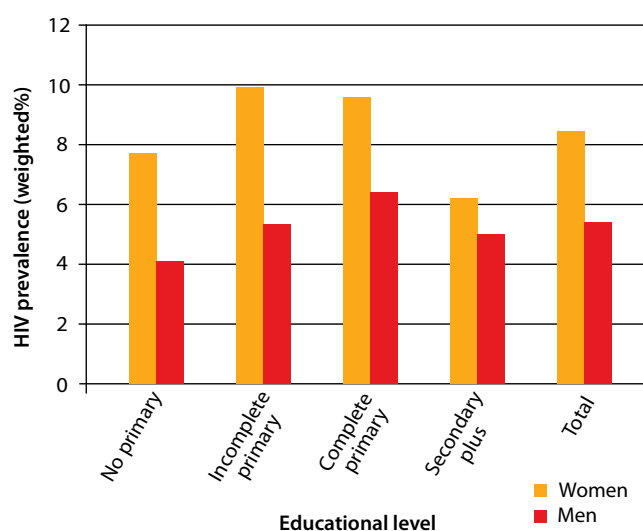
Source: KAIS 2007

Table 4.4 reveals that in all the eight provinces, more women are infected than men. Among youth aged between 15-24 years, a majority of whom are in learning institutions, the prevalence rate is estimated at 3.9%. According to KAIS, 2007, most of the infections occur between the age of 15 -24 when the majority of this age group is still at school.

According to KAIS (2007), provincial disparities in HIV prevalence continue to be high in the four provinces of Nairobi (8.8.0%), Coast (8.1%) and Nyanza (14.9%) and Rift Valley (6.3%) (see Table 4.4).

Knowledge and Awareness of HIV and AIDS

According to the Kenya Demographic Health Survey (KDHS) of 2008-2009, awareness on HIV and AIDS prevention methods in Kenya remain relatively high. The survey shows that 75% of women and 81% of men are aware that use of condoms reduces chances of infection. Similarly, 92% of women and 93% of men know that being faithful to one sexual partner reduces the chances of HIV infection. And lastly 90% of women and men know that abstinence can reduce HIV infection (refer to Figures 4.3 and 4.4).

However comprehensive data on HIV and AIDS revealed that knowledge on HIV prevention is at an average level (women 49% and men 56%). Further data shows that increased levels of knowledge on methods of prevention do not necessarily translate into desired behaviour change. For instance, according to KAIS (2007), among the school boys interviewed only about 25% of those that were sexually active reported using condoms. In addition, although various measures have been put in place to reduce new infections, data from KDHS (2003) and KAIS (2007) for women and men between 15-49 years shows a slight increase in infection rates instead of a reduction.

Table 4.4: HIV Distribution by Sex and Province

Province	Total Ages 15-64	Women	Men	Age 15-40	Age 15-24	Age 25-49	Age 50-64
Nairobi	8.8	10.4	6.5	9.2	3.9	13.2	4.7
Central	3.6	3.9	3.3	3.9	1.3	5.4	2.1
Coast	8.1	9.5	6.3	8.3	5.4	9.7	7.4
Eastern	4.6	6.1	2.5	4.6	2.6	6.0	4.1
North Eastern	0.8	0.9	0.8	1.0	0.7	1.1	0.0
Nyanza	14.9	17.2	11.6	15.0	8.0	21.3	13.7
Rift Valley	6.3	7.4	4.8	6.7	2.1	9.2	3.0
Western	5.4	6.0	4.5	5.0	3.6	7.5	2.2
Residence							
Rural	6.7	7.8	5.2	7.0	3.7	9.1	5.0
Urban	8.4	10.0	6.1	9.7	3.9	12.1	4.9

Source: KAIS, 2007

Figure 4.3: Trends in Knowledge of HIV Prevention Methods: Women
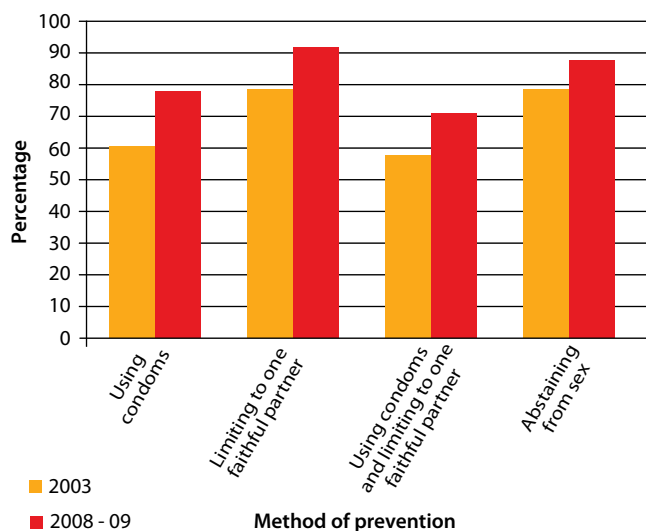
Source: KDHS, 2008 -09

Figure 4.4: Trends in Knowledge of HIV Prevention Methods: Men
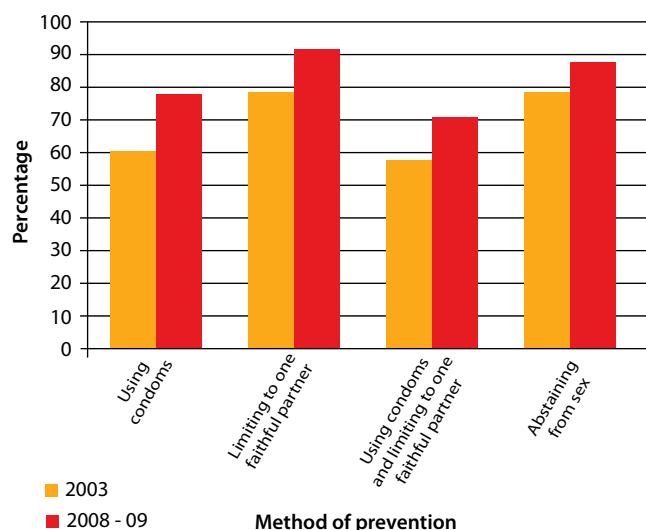
Source: KDHS, 2008 -09

Advocacy for Sexuality Education in the School Curriculum

Young people remain vulnerable to HIV infection, since the age of sexual debut has reduced dramatically to an average of about 12.4 years. Yet comprehensive information on sexuality education is not provided to young people in schools or at home. According to the KDHS (2008-09), 11% of women and 22% of men had sexual intercourse before the age of 15. A recent cultural study on Sexuality Education from the Traditional Perspectives conducted by MoE in partnership with UNESCO reveals that parents

no longer play the crucial role of imparting sexuality education to their children, hoping instead that schools will fulfill this role (UNESCO, 2011). At the same time, due to heavy workloads and the need to improve on national performance in core subjects, the life skills curriculum - which is taught as a non-examinable subject - is treated superficially. This has left the young people with social information gaps resulting in early sex and pregnancies, as well as exposure to HIV infection and other STIs.

Empowering young people by providing comprehensive information on sexuality would help secure their productive national roles, since evidence shows that a majority of them are not infected. However this remains a daunting task due to socio-cultural and religious perspectives which makes sexuality education a sensitive issue.

To reverse the HIV epidemic in Kenya as stipulated in MDG 6, there is need to focus on the most at risk population majority of whom are in learning institutions. The evidence in Kenya shows (Republic of Kenya 2009d) that the majority of infections occur between the ages of 15 to 24. Due to the availability of ARV's treatment, those infected in this age group progress to the other age brackets and this could explain why the data in Figure 4.6 shows that the group between 25-29 years has a higher prevalence, culminating in the peak at the age group 30-34 which is followed by a declining trend.

In an attempt to improve the quality of life skills and sexuality education among young people, the MoE with

Figure 4.5: HIV Prevalence among Female and Males age 15-49 in KAIS 2007 and KDHS 2003

	Male	Female
2003	4.6	8.7
2007	4.8	9.2
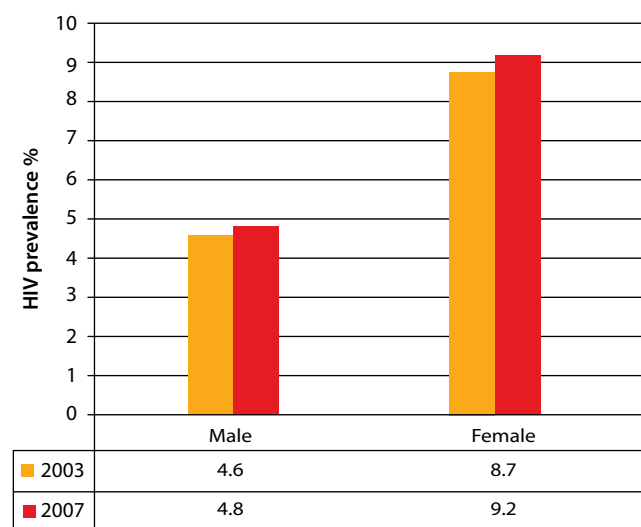
Source: KDHS, 2003; KAIS, 2007

Figure 4.6: HIV Prevalence among Different Age Groups
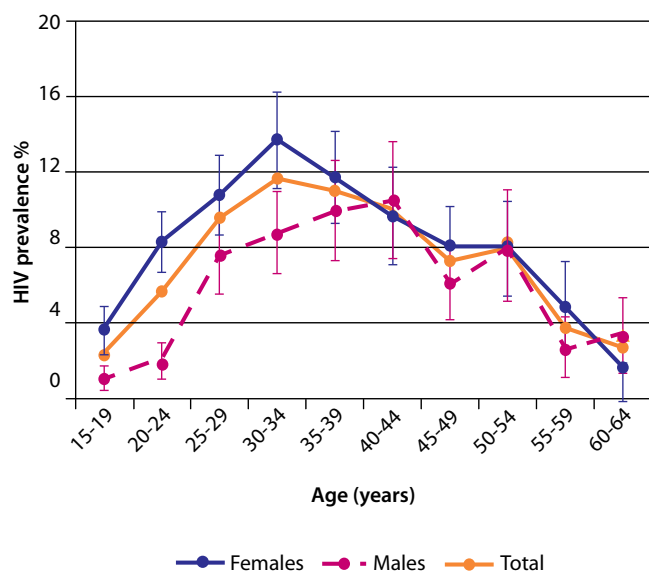
Source: KAIS, 2007

technical support from UNESCO and other stakeholders has been domesticating International Technical Guidance on Sexuality Education within national legal and policy frameworks[5]. This guidance, which is a voluntary document, has been developed at the global level by UNESCO in partnership with UNAIDS, UNFPA, UNICEF and the WHO. Inclusion of sexuality education in the curriculum, especially as a core subject, provides an opportunity for inculcating knowledge and skills to enable young people to delay the onset of sexual debut or to engage in safer sexual practices.

To ensure that the Guidance on Sexuality Education conforms to national policies and legislation, the MoE has interrogated the guidance and given feedback to the stakeholders on how the domestication process should be undertaken. In addition, a working group has been set up to look into the guidance and recommend the aspects that can be domesticated in line with the national laws and policy. Lastly, advocacy forums have been held with key stakeholders including the head-teachers, religious leaders, line ministries and the media. Through technical support from UNESCO a platform for sharing sexuality and reproductive health data among the adolescent has been created between the MoE and MoH. The main objective of this is to ensure that the available data from the ministry of public health is utilized in the policy formulation within the education sector as well as programming.

On the other hand, access to basic education among infected learners is likely to be compromised if their needs are not addressed within the education sector. To ensure that their rights as enshrined in the constitution, policies and guidelines are protected, advocacy on challenges faced by the positive learners in schools have been undertaken through consultations with stakeholders as well as a learners infected with the virus. This has resulted in MoE and school management becoming more sensitive to their needs.

According to the KESSP performance mid-term review (2010), the targets set for HIV and AIDS within the KESSP have been achieved, thereby strengthening the sector's response to the pandemic. For instance, in order to enhance prevention, care and treatment, the MoE established Voluntary Counseling and Testing (VCT) on 17 July 2006 at ministry headquarters with 15 trained counselors. The unit has been involved in sensitizing staff and the general public on HIV and AIDS, and has undertaken mobile initiatives to several selected schools and colleges within the sector during national fora such as drama and music festivals, athletics, international trade fairs and during events such as World AIDS Day. These activities have enabled people especially in the education sector to make informed decisions on HIV prevention, care and support, early diagnosis and treatment, behaviour change and drug and substance abuse management. Since the establishment

Figure 4.7: Advocacy Material on Sexuality Education
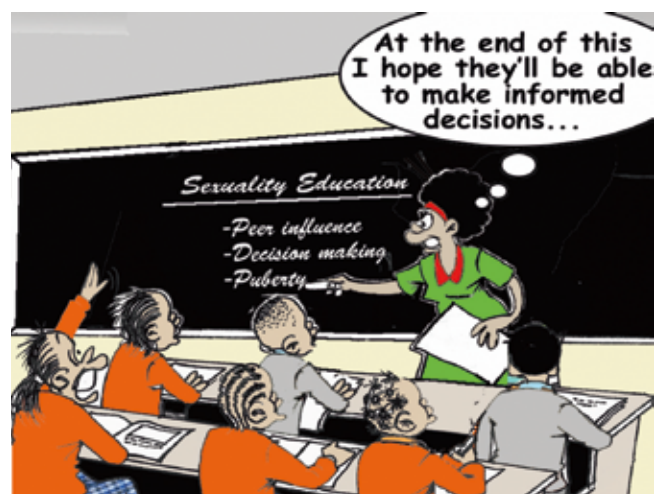
An example of sexuality education in a classroom

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5   See also Sexuality Education in Asia and Pacific, UNESCO Bangkok 2012

of the MoE VCT center, 11,202 people have been tested of whom 5,525 are men and 5,677 are women. It is also important to point out that the policy on testing by the Ministry of Public Health allows children aged 16 years and above to be tested if they give their consent, but this has not been possible within the education sector since the reference is the HIV and AIDS Act 2006, which states that no one under 18 can be tested without consent of a guardian.

On the other hand semi-Autonomous Agencies (SAGAs) including TSC, KIE and KESI have also established VCT services. However, data from the VCTs are not coordinated and it is difficult to assess how many people have been tested overall in the sector. Table 4.5 summarizes the numbers of clients tested between July 2006 and April 2011 at the MoE VCT Centre;

Table 4.5:   Summary of Numbers of VCT Clients Tested in July 2006 - April 2011

	Clients	Male	Female	Total
1.	July, 2006	1,843	2,188	**4,031**
2.	20007	410	350	**760**
3.	2008	310	222	**532**
4.	2009	600	637	**1,237**
5.	2010	1,428	1,259	**2,687**
6.	April, 2011	934	1,021	**1,955**
Grand total		**5,525**	**5,677**	**11,202**

Source: AIDS Control Unit (ACU) monthly records (ROK)

The MoE VCT has also been involved in distributing condoms at the head office as well as in a few colleges and a summary is provided in Figure 4.8.

To enhance preventive measures against new infections within the sector, the MoE has made considerable strides with the training of over 18,000 teachers on HIV and AIDS. However, this is just a small proportion considering that the total number of teachers is over 240,000. A SAQMEQ study of 2007 revealed that the sampled teachers in Kenya have very high knowledge levels on HIV and AIDS but this does not correspond with knowledge levels of learners, which is far below expected international standards. During subsequent KESSP annual reviews over the last few years, it has become clear that the trickledown effects from training through teachers are inadequate.

Figure 4.8:   Condom Distribution by MoE VCT Centre from July 2006 to April 2011
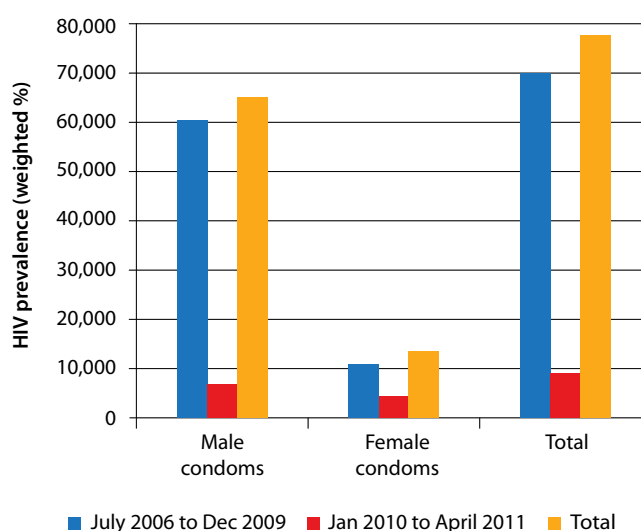
Source:Aids Control Unit (ACU) monthly records (ROK)

In the implementation of the Education Sector Policy on HIV and AIDS 2004, the MoE printed and distributed about 100,000 copies and trained 4,005 ministry officials including head teachers on its implementation. A recent analysis on its implementation by MoE through the technical support of UNESCO and IIEP in 2011 reveals that the policy remains relatively unknown and has not been effectively implemented. This calls for a critical review on future modes of policy dissemination and implementation.

Financing HIV and AIDS in Kenya

The amount of resources available for the national level response has increased over the last three years. In 2006/2007, the total funding was USD 418 million, USD 660 million in 2007/2008 and in 2008/2009 the funding increased to USD 687 million. However, coordinating the mobilization and strategic allocation of financing to different areas of HIV response in Kenya has been challenging. There are many parallel financing systems, but little coordination, harmonization or alignment among the donors.

In addition although the government funding has increased slightly there are no alternative financing mechanisms, such as debt-relief, airport taxes or sustained private sector advocacy, for the HIV response in the country besides traditional donors and government funds (KNASP II 2009/13).

In general, the funding of HIV and AIDS interventions in Kenya is mainly provided by development partners thereby raising the issue of long term sustainability of these interventions. For instance, in 2008/09 the total funding for HIV and AIDS in the country amounted to US$ 687 million. This funding was received from a range of donors, the most significant of which was the U.S. Government. In 2009, funding from the U.S. President's Emergency Plan for AIDS relief (PEPFAR) amounted to US$ 541.5 million. The Global Fund is the second largest contributor to HIV and AIDS funding in Kenya, having distributed US$ 87,417,519 in total.

It is noteworthy to mention that the GoK has recognized the funding crisis in the country and has pledged to address this by focusing on shortfalls in financial management, tracking and transparency. Michel Sidiba, the executive director of UNAIDS, has identified Kenya's need to achieve financial sustainability for its AIDS programmes through domestic funding. Although the GoK has pledged US$ 34 million annually for five years towards AIDS programmes, currently external sources account for 85% of all HIV funding.

Emerging evidence reveals that HIV and AIDS is one of the major factors that hinder orphaned and vulnerable children from accessing basic education. Although the GoK has put mechanisms in place to ensure that the orphans have access to their basic needs this is a daunting task since out of 2 million estimated orphans in the country, only 21.5% have access to the support. This could be attributed to the fact that the bulk of HIV and AIDS support in the country is shouldered by development partners. Although resources available for the national response have been increasing over the past three years, bilateral donors contribute over 70% of funding for HIV and AIDS.

Within the education sector, the MoE provides grants to the most vulnerable children to enhance their access, retention, transition and completion in schools. Since 2007 a total of 3,251 schools have benefited from the MVC grants, each receiving Ksh 200,000 for a total cost of Ksh 610.1 million. A summary of the number of schools that have benefited according to provinces is presented in Table 4.6.

Although efforts are being made to reach the most vulnerable, the number of children benefiting from the grant is far too low considering the fact that the country has over 18,000 public schools and over 2 million orphans. Orphans are supported through other line ministries, NGOs and FBOs but since there is no central agency mechanism of data collection and coordination, it is difficult to estimate the total number of orphans and other vulnerable children who have benefited from extra support.

Table 4.6: Number of Schools Benefiting from MVC Grants

Province	District	Schools	Stakeholders trained	Ksh (millions)
Western	19	42	996	84.4
Nyanza	22	477	1,130	95.4
Nairobi	3	117	258	23.4
North Eastern	12	214	524	42.6
Eastern	28	531	1,278	106.6
Coast	13	262	628	52.4
Central	12	295	686	59.0
Rift Valley	44	933	2,218	146.7
Total	**153**	**3,251**	**7,718**	**610.1**

Source: Ministry of Finance: Medium-Term Expenditure Framework, 2008

Before disbursement of MVC funds, training is given to four individuals at each school, namely to a head teacher, SMC chairman, area chief and education officer. The total number trained so far is 7,718 at a cost of Ksh 48,004,000.

Other challenges such as absenteeism, stigma and discrimination among infected teachers also greatly impact the quality of education delivered at all levels. To ensure psycho-social support is provided to the teaching fraternity, the MoE has empowered the Kenya Network of Positive Teachers (KENEPOTE), formed in 2005 and it is anchored at the Teacher Service Commission headquarters through one of its members, to articulate issues pertaining to infected and affected teachers. KENEPOTE has established branches in all provinces and has a membership of over 5,000 teachers.

Highlights of Main Achievements on HIV and AIDS within the Education Sector

Analyses of the achievements made in the education sector on most of the targets set in the KESSP document have been inhibited due to lack of systematic and comprehensive data thereby confining the analysis to only a few variables. Some of the progress made by Kenya in addressing the HIV and AIDS pandemic within the education sector with regard to prevention, care and support and workplace programmes that have indirectly contributed to the achievement of life skill goal as well as other EFA goals includes:

• development and dissemination of the HIV and AIDS education sector's policy;

Box 4.2: The Story of Teacher Annette Musumba

"Acceptance and disclosure is the beginning of healing." These are the closing remarks from Annette Musumba, a primary school teacher living with HIV and one of the founder members of KENEPOTE.

Annette came to know of her HIV status in 1996 after giving birth to her late daughter. At the time, stigma and discrimination towards persons living with HIV was at its peak and she had no-one and nowhere to turn to. Even before she could adjust to her HIV status she was further devastated by the loss of her husband to the virus in 2000. While still in mourning, death came calling again after three years and took her beloved daughter. "If I had gotten psycho-social support then, I am sure my husband and daughter could still be alive today" laments Annette.

As an HIV-positive teacher she was confronted with stigma and discrimination from her colleagues, parents and learners to the point where she almost quit the profession. She found solace in 2005 when KENEPOTE was formed, since this provided her with an avenue for expressing herself as well as reaching out to others.

Annette is grateful at how KENEPOTE brought change to her life despite being given a death sentence by the virus. She has discovered that living with HIV does not make one a social misfit and she is able to discharge her duties diligently as a teacher in her current school in Coast Province.

Apart from teaching, Annette is the KENEPOTE representative in the Coast branch. It is through KENEPOTE that Annette has been able to reach out to other colleagues living with HIV in the province. The network begun with a membership of three teachers and has grown to 220 teachers.

"Can you imagine how the quality of education could have been compromised if the 5,000 positive teachers who are members of KENEPOTE had not received the psycho-social support?" asks Annette with a grin on her face that reveals her satisfaction as one of the HIV and AIDS voices within the education sector.

- integration of HIV and AIDS education into a core subject has contributed to increased knowledge among learners;
- development of Life skills curriculum for primary, secondary and teacher education;
- establishment of sub-ACU's at the SAGA's and Teacher Training Colleges;
- capacity-building of teachers on HIV management and life skills curriculum;
- training of 8,014 School Management Committees on the management of Most Vulnerable Children Support Grants (MVC);
- as of July 2009, disbursement of Ksh 610 million to primary schools to support MVCs with uniforms, shoes, desks and sanitary wear for girls;
- establishment of VCTs at MoE, SAGAs and Teachers Training Colleges to enhance access to services;
- development and dissemination of IEC materials to districts, TTCs and all learning institutions;
- mobilization of mobile VCTs during national events such as music and drama festivals and national agricultural shows; and
- initiation of dialogue around sexuality education among policy makers within the education sector.

Implementation Gaps and Disparities in HIV and AIDS

Although Kenya has seen a dramatic reduction in HIV prevalence figures, in order to enhance progress the following areas need to be addressed:

- establishing the number of learning institutions with psycho-social support services and work place programmes in order to identify gaps;
- establishing the actual number of orphans benefiting from the MVC grant;
- finding out the percentage of teachers' absenteeism as well as teachers' attrition rate;
- establishing the number of people tested at VCTs within the centers based in learning institutions;
- financing of HIV and AIDS interventions is mainly from development partners, posing the challenge of sustainability;
- knowledge levels on HIV and AIDS remain high in Kenya, but this does not translate into behaviour change, with the majority of young people becoming infected between the ages 15-24; and
- over one million people infected with HIV in Kenya are not aware of their status, thus undermining prevention and access to treatment strategies.

4.3.2 Progress and Trends in Peace Education

Introduction

During the 2000 World Education Forum in Dakar, governments identified conflict as "a major barrier towards attaining Education for All" (UNESCO, 2000). Subsequently, many countries were encouraged to undertake actions that would foster a culture of peace through education. As we approach 2015, the milestone year that was set for achieving EFA, violent conflict still remains one of the greatest obstacles to accelerated progress in education.

The Kenyan Context

Since 2000, progress has been made in three key areas to address issues of peace building through education in Kenya.

The first is the area of curriculum development. Since 2003, the Kenya Institute of Education (KIE) has worked to mainstream Peace Education concepts in curricula at the primary and secondary school level (Nzomo, 2011). Through this approach, knowledge, skills and values related to Peace Education are now embedded in LSE. Peace is one of the twelve core living values that enhance the acquisition of life skills. Concepts on peace also permeate school curriculum through various host subjects (English, Social Studies, History and Government and Physical Education). The main challenges include inadequate preparation of teachers for implementation of the curriculum, a teaching culture that is heavily examination oriented, inadequate complementary non-formal programmes targeting communities and out-of-school youth, and a disconnect between what is taught in school and messages originating from the home environment (Nzomo, 2011; Nyawalo, 2006).

The second is the area of programme development. This was manifested in the interventions carried out by education authorities in response to post- election violence in 2008. Interventions involved the development by MoE of a distinct Peace Education Programme, development of materials (1 Training Manual, 3 Teacher Activity Books and 1 Story book), and training of 8,837 field officers and teachers and the distribution of 10,000 sets of Peace Education Materials (Republic of Kenya, 2011). Many schools have also set up peace clubs and increasingly used co-curricular activities (music, drama and games) as avenues for promotion of peace. MoE officials adopted this approach as a practice on the ground. In 2010, the MoE undertook a monitoring exercise that revealed on-going implementation of Peace Education programme in three districts: Kisumu, Nakuru and UasinGishu. In 2011, the MoE established a partnership with the National Cohesion and Integration Commission (NCIC) to train music and drama teachers on peace and social cohesion issues. As a result, music and drama festivals in 2012 had peace as the main theme.

The third area where there has been marked progress relates to the work of NGOs, civil society groups, and faith based organizations with communities. Using "third" channels of learning such as mass media ICT), traditional information and social action, these organizations have targeted community members and out-of-school youth for peace building (ADEA, 2000; Kabiru 2011). However, in the absence of a structured mechanism to coordinate the activities of all these NGOs, civil society groups, and faith based organizations, not much has been documented regarding the activities.

In addition to the efforts identified above, the MoE through support from UNICEF has launched a Child Friendly School framework. This initiative, while addressing education quality in general, promotes inclusive, safe and peaceful school environments for learners (Republic of Kenya, 2010).

To achieve coherence in the implementation of activities, the MoE with support from UNICEF and UNESCO in 2011 embarked on a process of developing an education sector policy on Peace Education. It is envisaged that the policy will provide the requisite framework and strategic direction to Peace Education implementation in Kenya.

In analyzing progress of implementation of Peace Education KESSP targets (see Table 4.7), a mid-term review identified difficulty of measuring attainment of most of the targets as these were not framed in measurable terms; for instance, 'improved community relations,' 'improved community interactions' etc. It was also hard to attribute any impact, outcome or process to Peace Education after just a short implementation period.

Successful Initiatives

The MoE has realized the following achievements in the implementation of Peace Education:

- trained 21 National Master Trainers on Peace Education;
- developed a set of Peace Education material comprising a Training Manual, three Primary School Teacher Activity Books, and a Storybook;

Table 4.7: Mid-term Review of the Implementation of Peace Education in the KESSP Guidance & Counseling Investment Programme as of June 2008

Component objectives (from KESSP)	Targets (from KESSP and annual targets matrix)	Prioritized measurable performance indicators (to measure target achievement)	Performance by June 2008 (measurable data)
A conducive environment for Learning provided	• Reduction in the number of institutional disturbances by 50% • Increased demand for safe and stable schools by 50% for all categories of learners • Reduction in number of teacher and student disciplinary cases by 60% • Decline in dropout rates by 30% • Reduced staff turnover by 50% • Improved school community relations up by 10% per year • School-community interactions up by 4 activities per year • Develop Peace Education training manual and activity book • Capacity building on Peace Education	• Number of Peace Education materials developed, produced and distributed • Number of education officers and teachers trained on Peace Education • Number of teachers trained in G&C and Life skills	• A national Stakeholders Forum to enhance coordination among the various players was held • Regional and National Peace Education conferences held in collaboration with Nairobi Peace Initiative • Self-help materials for psycho-socio intervention developed • Training manuals and Teacher Activity books on Peace Education developed • 1,775 education officers trained on Peace Education

Source:KESSP Performance Review: Monitoring Tables Report as at 30 June 2008, MoE

• distributed over 10,000 sets of the Peace Education materials to schools;
• trained of 8,837 field officers and teachers (600 national trainers, 1150 regional trainers from Rift valley and Nyanza provinces, 7087 teachers from Nyanza, Rift Valley, Central, Western and Eastern provinces) on Peace Education; and
• launched the Peace Education Programme at national level.

In 2009, African Ministers of Education established an Inter Country Quality Node (ICQN) on Peace Education in a meeting in Istanbul, Turkey. The objectives of the ICQN are:

• provision of support to the formulation of appropriate country frameworks and policies for the implementation of Peace Education within the education sector across Africa;
• facilitate Peace Education dialogue and initiatives in the continent;
• provide a forum for sharing experiences on peace-building initiatives through the education sector; and
• foster interdisciplinary, inter-regional and multi-sectoral partnerships.

Kenya is the current lead of the ICQN and the Kenyan Minister for Education is the first chair of this node. During Kenya's tenure, it has facilitated high-level forums on Peace Education in Mombasa (2009) and Kinshasa (2011).

Implementation Gaps and Disparities

a. Nature of MoE Data on Peace Education

Most of the available MoE data on Peace Education tends to focus primarily on inputs such as number of teachers, resources and materials developed and trainings undertaken rather than results and impact of initiatives undertaken.

b. Teacher Capacity Gaps

As a core living value of Life skills Education (LSE), Peace Education aims to change not only learner behaviour, but also classroom practice. This has implications for classroom pedagogy and hence teacher capacity. It is important that teachers are trained to embrace interactive, experiential and participatory classroom pedagogy for effective teaching of Peace Education (Abebe, Gbesso and Nyawalo, 2006).

c. Absence of Baseline Information, Indicators and Measurement Framework

MoE introduced the Peace Education programme in 2008 with no baseline information (ROK, 2011). Hence no data available that can be used for future evaluations of impact.

A framework that would capture the kind of qualitative indicators needed to evaluate behaviour change attributable to Peace Education is yet to be developed.

d.   National Rollout

National rollout of the Peace Education programme is yet to occur, primarily because the programme initially targeted districts most affected by post-election violence of 2007/2008. However from 2009 and 2010 the MoE has been scaling up the programme of training teachers from other parts of the country.

4.3.3   Progress and Trends in TIVET

In an effort to achieve EFA lifelong learning and life skills targets, the education sector through Sessional Paper No. 1 of 2005 emphasized the need to strengthen TIVET through a number of strategies. This was operationalized through KESSP as one of the 23 investment programmes which set a number of targets whose achievements are discussed below.

Education Attainment

As illustrated in Figure 4.9, the Kenya Population and Housing Census indicated that a total of 4.3 million people (18.2%) never went to school, compared to 6.5 million (18.6%) in 2009. However, there was no significant difference in the population who never attended school during the 10 year

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Box 4.3: Peace Education in a refugee context: The case of Dadaab Refugee Camps

Ever since the ousting of President Siad Barre in 1991, Somalia has been without a stable national government. The protracted civil war has led to an influx of refugees into Dadaab which is located in Garissa District in north eastern Kenya. Several refugee camps in Dadaab, namely Ifo, Dagahaley, Hagadera and Ifo II have grown to accommodate rising numbers of refugees. As of 31 January 2012, there were 519,966 registered Somali refugees in Kenya.

Kerstin Kalstrom/UNICEF KCO

A makeshift classroom in Dadaab refugee camps

Abdulatif Mohammed, 21, is one such Somali refugee living in Dadaab. "I was only 10 years when I came to the Dadaab Refugee camps" says Abdulatif in an article published in the East African Standard on July 16, 2011. "I was the only person alive in our family. The death memories have continued to haunt me". Having lost his parents and two siblings, he became resigned to his situation, but despite his lack of hope for education and better life, he enroled in a primary school at the refugee camp

It is against this background that in the early late 1990s and early 2000s, UNHCR and other agencies in Dadaab took up the challenge of developing a Peace Education programme (PEP) for refugee contexts in Kenya. It was felt that Peace Education, if embedded in broader structural interventions on educational access and quality, would help protect and shield refugee children from the full impact of conflict and violence. For this reason, PEP was designed to incorporate a school aspect and a community aspect. This was to create a supportive environment for children in and out of school. The school programme is designed as a series of activities, games, songs, stories and role plays to help develop concepts necessary for peaceful and constructive behaviour. The community component is also discussion and activity oriented. This is because many refugees, having experienced violent conflict first hand, hold a special insight on peace.

The community programme is designed as a twelve day workshop with follow up meetings to deal with issues raised by the participants or with current problems in their contexts.

According to an August 2010 review and assessment of the education sector in the Dadaab camps, Peacse Education is now fully integrated in primary and secondary school curriculum at the camps. Children are also using peer mediation and clubs (e.g. girl guides) to promote peace. Many teachers have been trained in Peace Education, prevention of sexual exploitation and abuse as well as HIV and AIDS. At the community level, PEP is conducted as a non-formal programme targeting out-of-school youth and adults to build their conflict prevention and resolution skills.

A critical lesson learned from PEP is that education is just one of the many factors which contribute to building peace. Sustained efforts should focus on other factors beyond education that could equally have an impact peace or conflict.

Figure 4.9: School Attendance Status 1999 and 2009
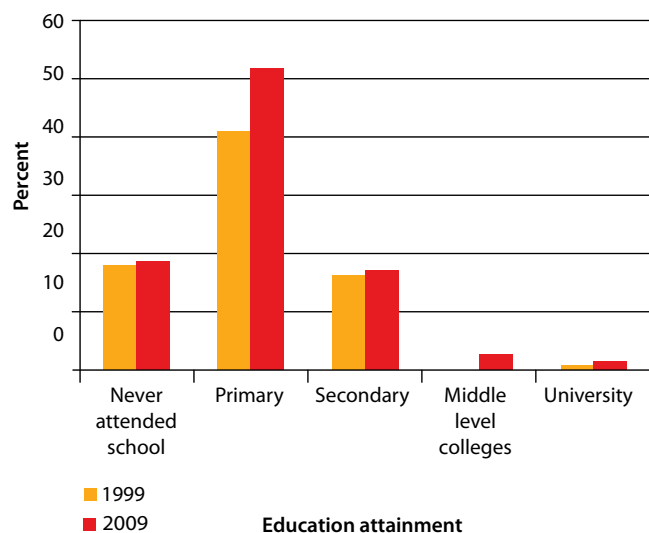
Source:Kenya 2009 Population Census Report

period. Understandably, the age cohort was five years and above in 1999 while in 2009 it was three years and above.

The population that attained a primary level of education increased significantly from 9.7 million (40.8%) in 1999 to 17.8 million (51.1%) in 2009, implying that the population with basic functional skills has more than doubled. The data also shows that 234,921 (0.7%) of the population had gone through madrassa, while 68,330 (0.2%) had achieved basic literacy in non-formal institutions. The proportion of males attaining primary education increased from 30.6% in 1999 to 50.9% in 2009, compared to females at 50.7% and 51.3% respectively. This implies that the opportunities for both girls and boys are the same at primary education level. Further analysis of the census data reveals that 9.4 million of the population attended primary level education in 2009. This means that the remaining 8.4 million who left school can effectively participate in national development if they acquire relevant and appropriate technical, industrial, vocational and entrepreneurship skills. In 1999, a total of 4.0 million (16.8%) of the population had attained secondary level education, compared to 6.1 million (17.4%) in 2009. This is the population that accesses both tertiary and university education institutions.

Census data for 2009 reveals that 1.2 million (3.4%) of the population had attained middle level college education. The middle level colleges include teacher training colleges, TIVET and other specialized training institutions. In 1999 the population that attained university education was 188,175 (0.8%) compared to 526,302 (1.5%) in 2009, more than doubling over the 10 year period. Figure 4.10

indicates attainment of various education levels for the years 1999 and 2009.

The percentage attending primary school increased significantly from 1999 to 2009, which could be due to the introduction of free primary education in 2003. An increase was also noted in enrolment at middle level colleges and universities. However, there was no significant difference in the percentage of those who never attended school for both years. This could probably have been brought about by the difference in the sample population for both years, since the sample of 1999 was based on a population of + 5 years above while that of 2009 took into consideration + 3 years and above.

Increasing Access to TIVET

Increasing access to TIVET, the government with the support of development partners, has achieved the following:

- modularization of 72 TIVET curricula including 12 for Youth Polytechnics;
- the upgrading of Kenya Polytechnic as a constituent of Nairobi University and Mombasa Polytechnic as a constituent of Jomo Kenyatta University, allowing them to issue TIVET degrees;
- provision of funds to students in need countrywide to enhance access, retention and quality in public TIVET programs. The target groups include orphaned children, children from poor households and persons with special needs. In 2006/2007 a total of 1,570 trainees in TIVET institutions were awarded bursaries, while 5,056 and 8,055 benefited in 2007/2008 and 2008/2009 respectively, an upward trend in the numbers of trainees benefiting from the bursary programme; and
- identification of eleven centers of excellence among the existing technical institutions for purposes of making them centers of excellence. The centers of excellence will be funded to buy modern equipment at a cost of Ksh 79 million. Policy guidelines on the creation of industrial incubators have been developed.

Due to various interventions put in place, Table 4.8 indicates that student enrolment in teacher training colleges, TIVET institutions and universities more than doubled from 118,148 in 2000 to 284,632 in 2010. This translates to an increase in GER from 2.5% in 2000 to 4.7% in 2010, indicating substantial progress in access to TIVET skills for youth and adults. This data excludes enrolment in specialized courses not under the MoE, such as agriculture, health and private middle-level colleges offering all categories of lifelong learning.

Table 4.8: Student Enrolment in Education Institutions in 2000 to 2010

Year/institution	2000			2008			2009			2010		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
TIVET	19,891	20,263	**40,154**	43,915	41,285	**85,200**	35,881	35,632	**71,513**	48,733	43,833	**92,566**
Teacher Training	9,352	9,449	**18,801**	12,422	11,806	**24,228**	13,029	13,295	**26,324**	14,427	14,039	**28,466**
Universities	37,412	21,781	**59,193**	73,543	49,304	**122,847**	110,328	67,407	**177,735**	110,721	69,899	**180,620**
Total	**66,655**	**51,493**	**118,148**	**129,880**	**102,395**	**232,275**	**159,238**	**116,334**	**275,572**	**163,308**	**121,324**	**284,632**
GER	3.9	1.8	**2.5**	6.2	2.8	**4.1**	7.7	2.9	**4.6**	7.9	3.1	**4.7**

Sources: EMIS, MoE, Economic Survey (2002, 2010), Education Statistical Booklet (2003, 2009)

The 2009 census reported that a total of 488,595 students were attending middle level colleges and universities as illustrated in Table 4.9. The gross enrolment ratio stood at 8.1% (12.2% males, 6% females) which is double that recorded for student enrolment in institutions registered with the MoE.

Figure 4.10 depicts enrolment of trainees in TIVET institutions in Kenya for the years 2000 to 2010. Enrolment in technical institutes has increased from 27,521 to 33,775, i.e. by an increment of 21.8%. Enrolment of males and females at the same institutes rose from 14,886 to 18,943 and 12,839 to 14,829 respectively, during the same period.

With regard to youth polytechnics, enrolment has more than doubled, increasing from 22,771 in 2006 to 50,594 in 2010. This can be attributed to the introduction of subsidized tuition at youth polytechnics, where each institution receives a capitation grant of Ksh.15,000 per annum for each trainee. In addition, the quality of training was enhanced by the recruitment of additional instructors and equipping of institutions by the government.

Figure 4.10: Enrolment in TIVET Institutions in Kenya by Sex, 2000-2010
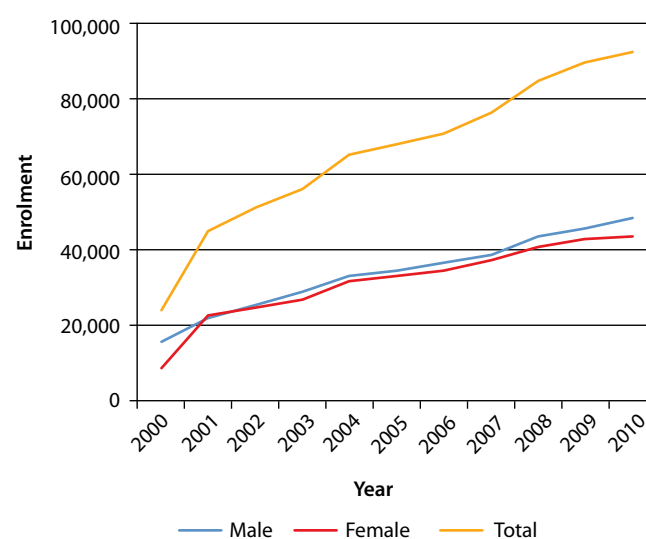
Sources: EMIS, MoE Economic Survey (2002, 2010) Education Statistical Booklet (2003)

Table 4.9: Population Attending Middle Level Colleges and University Education

	Male	Female	Total
Population Age cohort (18-22 years old)	2,059,960	3,973,017	**6,032,977**
University	115,094	83,025	**198,119**
Middle level Colleges	136,086	154,390	**290,476**
Total	**251,180**	**237,415**	**488,595**
GER (%)	12.2	6.0	**8.1**

Source: Kenya 2009 Population Census Report

We can infer from Table 4.9 that only 1% of secondary and tertiary enrolments in Kenya are engaged in technical and vocational education. However, it is also highly likely that a significant number are participating in non-formal and informal skill development but are not captured in the available data. Skills acquired at later stages after completing formal education come from a variety of sources that are more difficult to track and measure.

TIVET and university strategies facilitate opening up education and training at tertiary and higher educational levels, respectively. Evidence shows that more learners are increasing their education beyond primary school level because of available opportunities as alluded in Table 4.8.

Table 4.10: Net Enrolment in TIVET

Gender	National Population	Enrolment in TIVET	NER
Male	2,974,495	28,189	1%
Female	3,208,949	16,886	1%
Total	**6,183,444**	**45,075**	**1%**

Source: Kiamba, C: Report on Technical Industrial, Vocational and Entrepreneurship Training: MoHEST, 2011

Transition Rates

a. Primary to Secondary Transition Rate

Transition rates from primary to secondary increased from 47% (2005) to 64% (2008) and to 70% (2010). The 64% rate targeted for 2008 was achieved and exceeded by 0.1% (Republic of Kenya, 2008d). These improvements in access to general education at primary and secondary levels are pushing learners to join TIVET at a later stage. This is a positive development as a good basic education foundation is necessary for skills development.

b. Primary to TIVET for KCPE Graduates Enhanced

The Ministry of Youth Affairs and Sports has undertaken several initiatives to enhance the transition of KCPE graduates to youth polytechnics. This has been achieved through revamping of 440 youth polytechnics by providing tools and equipment, developing infrastructure in 126 of them, and payment of subsidized tuition fees for 50,594 trainees in 538 youth polytechnics, resulting in more training opportunities.

c. Secondary to University Transition Rates

A total of 74,282 students attained university entry grade in 2007, constituting 26.9% of total KCSE candidates as shown in Table 4.11. The proportion of qualifying students increased from 24.9% in 2003 to 26.9% in 2007. The admission to public universities increased from 11,000 students in 2003 to 17,000 students in 2006. Though the number of male students admitted compared to female has remained higher, the proportion has declined from 64.6% in 1999/00 to 62.1% in 2002/03.

Improvements in access to basic education at primary and secondary levels in Kenya form good foundation for those aspiring to join TIVET institutions. This is a positive development, as technical and vocational skills should be founded upon a good basic education. The structure of education and training in Kenya has opened horizontal and vertical pathways to further education, effectively eliminating the "dead end" image of technical and vocational education. For instance a trainee who has graduated with craft certificate can take a diploma course and finally acquire a degree.

In the 2009/2010 fiscal year 8,400 male and 6,039 female students were awarded bursaries out of a total student population of 59,835 (56.5% male and 43.5% female).

TIVET Programmes

The overall government policy on TIVET as expressed in Sessional Paper No. 1 of 2005 is to enhance skills development and take critical stock of human resources. The aim of public investment in this sub-sector is therefore

Table 4.11: Secondary to University Transition Rates, 2003-2007

KCSE year	2002		2003		2004		2005		2006		2007	
Admission year	2003/04		2004/05		2005/06		2006/07		2007/08		2008/09	
Category	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Candidates registered	198,356	100	207,730	100	222,676	100	260,665	100	243,319	100	276,192	100
No. qualified for admission (C+ and above)	42,158	21.6	49,870	24.0	58,240	26.2	68,040	26.1	62,926	25.9	74,282	26.9
Candidates admitted	11,046	5.6	11,000	5.3	11,000	4.9	16,000	6.1	17,000	7.0	-	-
Males	6,865	62.1									-	-
Females	4,181	37.9									-	-

Source: KNEC and Joint Admissions Board (JAB)

to enhance skills development for increased productivity in order to stimulate economic growth and employment creation (Republic of Kenya, 2005a). According to Kenya Vision 2030, the economy must grow at a rate of 10% per annum for the country to become a middle level income economy. TIVET programmes are offered in Youth Polytechnics, National Youth Service Units, Technical Training Institutes, and Institutes of Technology and National Polytechnics.

Figure 4.11 shows that the number of TIVET institutions had increased from 627 in 2006 to 830 in 2010, an increase of 32.4%. The increase in TIVET institutions was mainly in Youth Polytechnics, from 563 in 2006 to 765 in 2010.

Figure 4.11: Number of TIVET Institutions by Type and Year

	Youth Polytechnics	Technical Institutions	National Polytechnics	National Youth Service	Total
2006	563	45	4	16	627
2007	574	45	4	16	638
2008	654	47	4	16	720
2009	754	46	4	16	819
2010	765	46	4	16	830
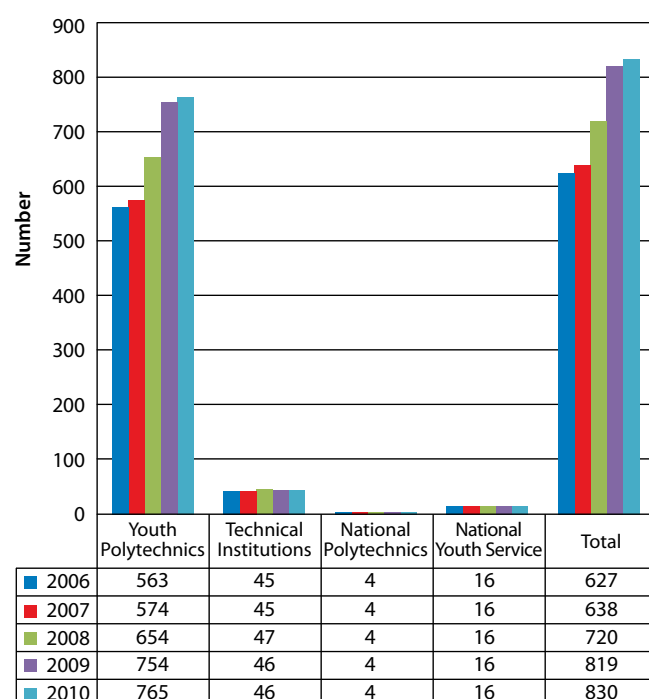
Source: Economic Survey, 2010

This significant increase in the number of TIVET institutions is attributed to the Ministry of Youth and Sports Affairs commitment to rehabilitate and establish the institutions as a foundation of technical and vocational training of the youth population. In addition, youth polytechnics were supposed to offer an alternative path to university education and hence complement secondary schools as stipulated in Sessional Paper No. 1 of 2005. The number of technical training institutes and national polytechnics has remained almost constant over the last five years.

Harmonization of TIVET System

A draft National Training Strategy has been developed which recommends the creation of a TIVET Service Commission and a TIVET fund. Similarly, a TIVET draft bill was pending before parliament, although a letter of interim authority had been issued to the Ministry of Higher Education, Science and Technology to set up the secretariat of TIVET Authority.

a. Automation Skills

There had been a tremendous improvement in the provision of computers to TIVET institutions; however most were yet to achieve the anticipated ratio of one computer per fifteen students.

b. Youth Literacy Rates

Figure 4.12 presents provincial youth literacy rates of the two age cohorts 15-19 years and 20-24 years as reported in the 2007 Kenya National Adult Literacy Survey (KNALS) report. According to the data the average literacy rate is 69.1% and 64.5% respectively. The data reveals glaring geographical disparities, with high youth literacy rates in Nairobi, Nyanza and Central provinces and very low rates in North Eastern Province.

Financing TIVET

The GoK provides TIVET institutions with operational and development grants in addition to the fees they

Figure 4.12: Youth Literacy Rate by Age Cohort and by Province

	Nairobi	Central	Coast	Eastern	North Eastern	Nyanza	Rift Valley	Western	Total
15-19 years	93	77.8	72.9	56.3	11.6	79.7	63.8	69.1	69
20-24 years	83.9	76	56.5	66.7	11.6	65.8	61.6	64.1	64.5
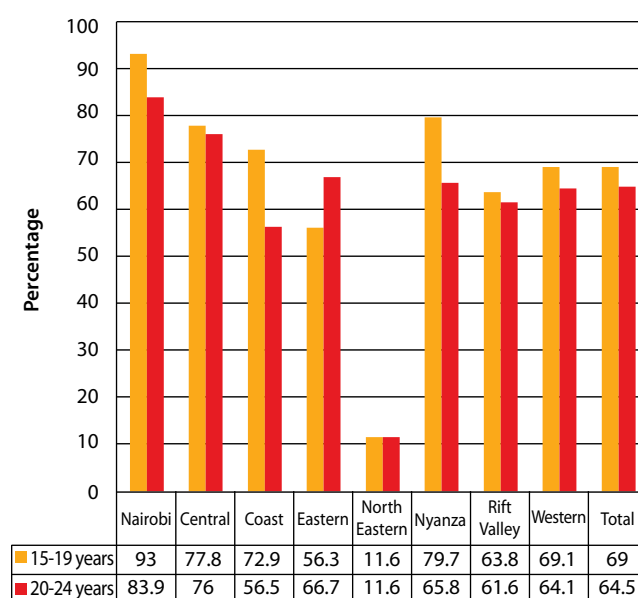
Sousource: KNLS, 2007

charge. Additional agreements between the GoK and various development partners are in place to fund TIVET programmes. As Figure 4.13 illustrates, in spite of TIVET prominence in Kenya's development agenda, noticeable funding shifts have yet to be registered in this area. Data on public expenditure on TIVET is sourced from the Ministry of Higher Education, Science and Technology (MoHEST) with little information from other ministries involved in TIVET (e.g. the Ministry of Labor). There is a need to quantify private funding for TIVET (private formal providers, and enterprise-based training, formal and informal).

4.3.4 Implementation Gaps and Disparities

Figure 4.13: TIVET Development Partner Interventions in TIVET FY07/08 −FY 10/11
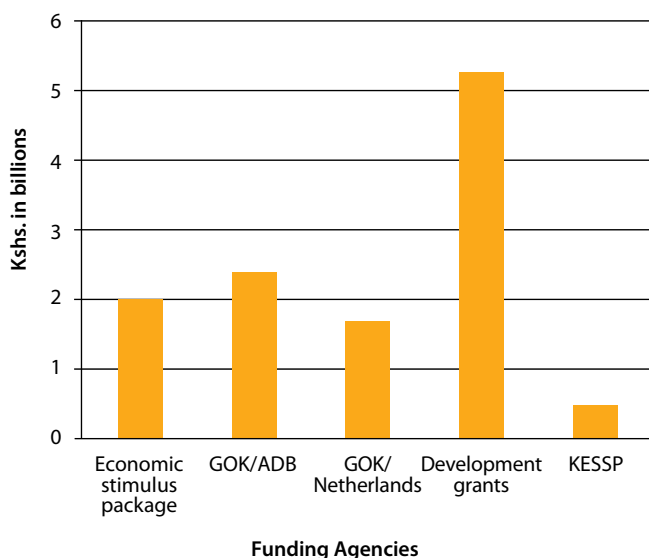
Source: Kiamba, C: Report on Technical Industrial, Vocational and Entrepreneurship Training: MoHEST, 2011

Data Gaps on TIVET in Non-formal and Informal Contexts

Analysis of TIVET has mainly relied on formal TIVET offered by the Ministry of Higher Education, Science and Technology (MoHEST) and the Ministry of Youth Affairs and Sports, due to the unavailability of data on TIVET in non-formal contexts. There is a need to have coordination mechanisms in place so that all the institutions providing TIVET education from both private and public sector so as to make accessibility of data easier.

Transition, enrolment, and youth literacy rates reveal major geographical disparities in access to TIVET in Kenya.

This situation is consistent with access to primary and secondary education in Kenya. While Nairobi, Nyanza and Central provinces have relatively high enrolment and literacy rates, North Eastern Province ranks lowest. Low levels of formal education negatively affect access to and acquisition of both formal and non-formal technical and vocational skills (RECOUP, 2010). Formal TIVET in Kenya is pursued after secondary or primary schooling. Given that gross enrolment in secondary is only 34% in sub-Saharan Africa and TIVET is only about 1% in Kenya, it is unlikely that the young people from poor families and geographically marginalized regions contribute to these percentages.

4.4 Challenges and Recommendations

There are cross-cutting challenges affecting TIVET, HIV and AIDS and Peace Education, as stipulated below:

- life skills and lifelong learning programmes neither featured in the Kenya National Action Plan for EFA nor in the KESSP framework as standalone initiatives; consequently this area has it not been funded separately;
- life skills are a cross cutting issue in a number of government ministries and departments thereby making it difficult to have a centralized coordination and monitoring system;
- the cross cutting challenge in the three life skills areas in this chapter are to do with unavailability of data and information needed upon which to peg impact assessment; and
- the absence of an inclusive policy that addresses life skills and life-long learning holistically is a challenge.

4.4.1 HIV and AIDS

Overall the country has made tremendous efforts to contain the pandemic and has managed to bring down the prevalence rate from 13.4% experienced in the late 90s to 7.4%. There are some challenges compounding the response to HIV at the national level as well as within the education sector, which includes:

- social, economic and gender inequalities exist resulting in high prevalence of HIV among women and girls;
- sexuality education is still a sensitive issue despite the fact that evidence has shown that most of infections occur between the ages 15-24 years through heterosexual contact;
- although HIV has been in the country close to three decades, stigma and discrimination towards those living with HIV persist and has remained a silent killer; and

- HIV and AIDS programmes including treatment are heavily supported by donors. As the programme continues to expand, the country needs to find sustainable sources of finance to meet the growing demand for antiretroviral drugs.

From the foregoing, some suggested recommendations in this area include:

- inclusion of HIV-related indicators in the EMIS; and
- development and strengthening of local mechanisms for resource mobilization to support HIV and AIDS programmes.

4.4.2   Peace Education

- strengthen the upcoming Education Sector Policy on Peace Education to enable it to articulate a holistic and integrated vision of Education for Peace that is anchored in broad structural interventions on education access and quality;
- improve the structures and means of both qualitative and quantitative systematic data collection;
    i.   the MoE will need to review its targets and the nature of data collected for Peace Education. Current data on inputs and short-term outputs such as numbers of children exposed to Peace Education, and numbers of teachers trained - while important- does not go far enough in providing information on behaviour change outcomes resulting from this intervention; and
    ii.   indicators should be eventually developed and included in EMIS.
- build the capacity of pre service teacher training institutions (and trainers) to enable them produce teachers well equipped to handle Peace Education and other life skill areas.

4.4.3   TIVET

- government, communities and the private sector should be fully involved in developing youth polytechnics and vocational training centers, in the spirit of tripartite governance, and
- fast-track enactment of the TIVET Authority Bill.

4.5   Conclusion

The analysis in this chapter shows that Kenya has made some progress in addressing life skills in the three areas assessed, namely HIV and AIDS, Peace Education, and TIVET,

and particularly in the development of policy frameworks, curriculum and programmes. Life skills development is now considered as one of the indicators of quality education.

In responding to HIV and AIDS, the country has developed strategic plans and polices to address the pandemic within all sectors including education. In addition, HIV and AIDS education has been integrated into the core subjects at all levels of the education system. Lastly, the prevalence of HIV declined from 13.4% in the late 90s to 7.4% in 2007.

In Peace Education, the process of developing an education sector policy is currently underway, and capacity building of teachers and key officers has been undertaken. In addition peace concepts have been mainstreamed in the primary and secondary curriculum through life skills education and other carrier subjects.

With regard to TIVET, there has been increased access to technical and vocational training in the country. This may partly be attributed to an increase in funding by the government towards infrastructural development and provision of tools and equipment.

However, as a multifaceted goal that is not well defined nationally and internationally, monitoring and measuring the outcomes of Goal 3 in Kenya remains a challenge. This is partly due to the absence of a policy addressing life skills and lifelong learning holistically. Any impact assessment of life skills in the three areas addressed has also been limited by inadequate data. Moreover, the involvement of many actors implementing life skills programmes in an uncoordinated manner within the country makes it difficult to access data and develop an effective assessment of all the efforts that have been undertaken.

Effective assessment of this Goal in future will require the country to review the existing notions of life skills and lifelong learning, re-examine and redefine targets and integrate any missing data into Information Monitoring Systems such as EMIS and Health Management Information Systems (HMIS). Since the nature of the goal is mainly linked to behaviour change outcomes, it warrants the use of innovative approaches to help understand the complex nature of the goal. Best practices emanating from these innovations need to be documented for future replication and up scaling. Although there are many players involved in implementing life skill programmes, the issue of coordination needs to be further strengthened by government for more effective impact of all such programmes.

Goal 4

" Achieving a 50% Improvement in Levels of Adult Literacy by 2015, especially for Women, and Equitable Access to Basic and Continuing Education for All Adults "

Chapter 5: Adult Literacy and Continuing Education

5.1   Introduction

Literacy is internationally recognized as a right for both children and adults. The 1948 Universal Declaration of Human Rights recognized the right to education as stipulated in the International Convention on Civil and Political Rights (ICCPR) and the International Convention on Economic, Social and Cultural Rights (ICESR), both adopted in 1966. Other important instruments include the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the 1989 Convention on the Rights of the Child (CRC).

Literacy is recognized as a right because of its wide ranging benefits for individuals, families, communities and nations. Studies have demonstrated that in modern societies 'literacy skills are fundamental to informed decision-making, personal empowerment, active and passive participation in the local and global social community' (Stromquist, 2005).

The UNESCO GMR *'Literacy for Life'* published in 2006 identified a spectrum of benefits associated with literacy.

This includes human benefits, deeply tied to an individual's self-esteem, confidence and personal empowerment. Such benefits enhance the ability of individuals to operate in societies.

More broadly, literacy has implications for social and cultural processes, as it has the potential to effect changes in attitudes and lifestyles. Literacy, for example, is often used in conjunction with life skills education, or health education targeted at women in order to equip learners

with the ability to further adopt knowledge gained in a flexible way.

In this way, literacy programmes can challenge existing attitudes and behaviours by allowing learners to develop skills that encourage critical reflection, a hallmark of the Freirean approach[6]. As such access to reading and writing can result in new attitudes and norms.

Improving literacy levels amongst any population has the potential to contribute to social and economic development across sectors. Research in several countries has shown that women who participate in literacy programmes have better knowledge of health and family planning, and are more likely to adopt preventative health measures such as immunization or to seek medical help for themselves and their children. The economic returns of an educated population have been extensively studied, especially in terms of increased individual income and economic growth. While the number of years of schooling remains the most frequently used variable against which to measure income, recent studies, including the GMR, also studied assessments of cognitive skills, typically literacy and numeracy test scores. Such investigations find that literacy levels have a positive impact on earnings.

The right to literacy, and associated realization of other human rights and the enjoyment of their benefits as mentioned above, remains elusive for millions of adults around the world. The UNESCO 2006 GMR indicates that about 17% of the world's adults – 796 million people, of whom nearly two-thirds are women – still lack basic literacy skills. In sub-Saharan Africa, numbers of adult illiterates continue to rise. In 2008, more than 167 million adults in

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6   Paulo Freire (1921 - 1997), the Brazilian educationalist, has been one of the most influential thinker and practitioner who was an exponent of "literacy for social change". Freire argues that unjust social conditions are the cause of illiteracy and that the purpose of adult basic education is to enable learners to participate actively which develops the critical reflection skills which in turn can liberate them from the conditions that oppress them. His views on situating educational activity in the lived socio-cultural of participants have led to other innovative practices of literacy and non-formal education approaches around the world

sub-Saharan Africa (38% of the region's adult population) were illiterate (UNESCO, 2006). While the average adult literacy rate increased from 53% in 1985–1994 to 62% in 2005–2008, it rose too slowly to counteract the effects of population growth. The upshot is that absolute numbers of adults lacking basic literacy and numeracy skills increased by 25%.

At the national level, Kenya is committed to building a just and cohesive society in which every citizen should enjoy equitable social, economic and political development. In order to realize this, the GoK is signatory to, and is doing the utmost to comply with, many international conventions, protocols and agreements, aimed at addressing and guaranteeing education as a human right. The national development blueprint *Kenya Vision 2030*[7], envisages a highly literate adult population that can effectively contribute to economic production and participate in the democratic processes of the country. To this end the government, through the Directorate of Adult and Continuing Education (DACE), has put in place policy mechanisms and programmes to accelerate the attainment of national and international goals of education such as EFA and MDGs.

Kenya carried out a literacy assessment survey of its youth and adult population in 2007 that provided information on literacy. The sample surveyed estimated that 7.8 million or approximately 38.5% of youth and adults were illiterate (KNBS, 2007).

5.2 Policies Surrounding the Promotion of ACE in Kenya

- the National Adult and Continuing Education Policy (NACEP) emphasizes the promotion of learning and life skills for young people, through equitable access to appropriate learning and life skills programmes and aims to reduce adult literacy levels by 50% by 2015. (MoE, 2010);
- the Policy Framework for Education Training and Research (Republic of Kenya, 2005b) recognizes ACE as a vehicle for transformation and empowerment of individuals and the society;
- the Kenya Education Sector Support Programme (KESSP) 2005-2010 document "*Delivering Quality Education and Training to all Kenyans*" (Republic of Kenya, 2005a) states

that efforts will be made to improve ACE Programs through advocacy campaigns for policy makers, opinion leaders and the general public; and
- in addition to the above policies, the Board of Adult Education (BAE) Act (Cap 223), ACE Policy Paper and harmonized NFE Guidelines strengthen partnerships, collaboration and networking among ACE providers.

5.3 National Action Plan and implementation

5.3.1 Definitions of Literacy and Continuing Education

Literacy is defined as *the ability to read, write, identify, understand, interpret, create, communicate, compute, and use printed and written materials associated with varying contexts* (UNESCO, 2006).

According to NACEP (MoE, 2010) continuing education is defined as "*all educational processes that enable persons to continue learning across the life span.*"

5.3.2 Specific National Targets

The EFA National Action Plan 2003-2015 developed the following targets towards the achievement of EFA Goal 4:

- improve enrolment in adult literacy classes for men and women by 50% above existing levels, by 2015;
- increase the number of literacy facilitators;
- improve monitoring and evaluation of adult literacy programmes;
- develop a responsive adult education curriculum addressing emerging issues and providing adequate and relevant teaching and learning materials; and
- improve quality of service provision.

5.3.3 Strategies to Achieve Targets

In order to realize the EFA target the GoK has developed the following strategies to enhance literacy levels by 2015:

- strengthening and expanding adult education programmes through advocacy campaigns and partnership with key stakeholders in ACE;

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7   Kenya Vision 2030 aims to transform Kenya into a middle-income country providing a high quality of life to all its citizens by the year 2030 (Kenya Vision 2030 the Popular Version), 2007.

- expanding access to adult education by establishing additional adult education centers and recruitment of skilled ACE facilitators;
- promote inclusive adult and continuing education that addresses emerging issues in partnership with key stakeholders in the sub-sector;
- strengthen multi-stakeholder partnerships and resource mobilization;
- undertake publicity and advocacy campaigns to profile adult education programmes;
- harmonize and intensify current monitoring and evaluation systems that will inform continuous progress of ACE programme implementation; and
- align ACE programmes to the national development agenda.

5.3.4   Programs Implemented

There are a number of ongoing programmes provided by the GoK and other key stakeholders such as FBOs and NGOs, including provision of basic literacy, post-literacy, NFE and community training and development.

The basic literacy programme aims at imparting basic literacy, numeracy and communication skills to adults and out of school youth. It also assists in appraising adults with knowledge and life skills for improvement of their livelihoods.

The post-literacy programme is aimed at helping new literacy graduates to engage in productive learning activities in order to retain, improve upon and apply their literacy in numeracy and communication skills. Many of the

post-literacy centers are income generating groups which came into existence because of participants' collective learning experiences.

The NFE programme targets youth who have had no access to primary education and those who have dropped out of primary school before acquiring sustainable literacy levels. It offers children in such situations another chance to continue with their education.

Finally, through the community training and development programme, DACE runs five multipurpose development training institutes where local leaders and communities are provided with tailor-made courses according to their needs.

5.3.5   Coordination and Partnerships

ACE takes many forms and is provided by various state and non-state organizations. The government in collaboration with other partners and stakeholders in ACE is currently implementing the following key programmes in order to meet its objective of providing ACE in Kenya (see Table 5.1).

5.4   Critical Issues in Adult and Continuing Education

A successful ACE programme is multi-pronged, requiring grassroots, bottom-up development and a participatory partnership approach that includes recognition of contemporary issues which may affect provision of ACE.

Table 5.1:   Coordination of Adult and Continuing Education in Kenya

Program	Implementing agency	Roles
1. Post literacy	Key ministry: MoE	Funding, professional guidance
	Other ministries: MoA	Technical, facilitation
	Development partners: DFID, GTZ Faith based organizations, Non-governmental organizations	Finance, technical, dissemination of the PLP materials
2. Community learning resource centers	Key ministry: MoE	Funding, facilitation
	Other ministries/department: KNLS, NBCDK	Book and material donations
	Development partners: DFID, GTZ	Awareness creation
3. Community training and development	Key ministry: MoE	Training
4. M&E of ACE programmes	Key ministry: MoE	Funding, quality assurance
	Development partners: DFID, GTZ	Funding

5.4.1   Language of Instruction

In cases where there are bilingual and multi-lingual communities, it may be necessary to use two or more languages of instruction. People may be motivated to learn another dominant language, an official, national language, or an international language due to perceived advantages of communicating in them on matters relating to administration, trade, commerce and international dealings. Learners therefore, may have the opportunity to become conversant in several languages.

Many approaches focus on teaching basic literacy skills first in the mother tongue language of learners, then teaching additional language/s or focusing on specific topics or issues, depending on the programme. Designing of effective literacy programmes should take into consideration multi-lingual environments as part of its andragogy.

Literacy has to be viewed in terms of local dialects and mother tongues. Acquisition of basic literacy skills is widely considered effective when taught either in a learner's mother tongue or in a language they use on a daily basis. The process involved in learning a language is different from the process of learning literacy.

The promotion of literacy and basic continuing education programmes in local languages can have a positive impact on literacy acquisition of those whose mother tongue is not the national official language. The relevance of local language to the daily lives of such population groups means that the application of local language as a medium of instruction can lead to increased enrolment and participation in literacy and basic education programmes.

The distribution of adult learning centers in Kenya by language of instruction is illustrated in Table 5.2, clearly showing a preference for the mother tongue and/or Kiswahili based instruction. Use of mother tongue is prevalent in rural Kenya while in semi-urban and urban areas, the most widely spoken local language and Kiswahili are used respectively. The existence of literacy and basic continuing education programmes conducted in local mother tongue/local languages while using appropriate instructional material can be considered an essential prerequisite for both programme quality and equitable access.

5.4.2   Sustaining a Literate Environment: Access to Relevant Reading Materials

Acquisition of literacy skills solely through learning centers cannot be considered adequate, as learners with no regular

Table 5.2:   Language of Instruction in ACE (KNALS)

Language of instruction at center	Per cent
Mother tongue	9.6
Kiswahili	10.1
English	0.2
Mother tongue and Kiswahili	33.3
Kiswahili and English	9.9
Mother tongue, Kiswahili and English	36.9
Total	**100**

access to reading materials are bound to lose their basic literacy skills upon leaving the literacy programme. An individual can maintain or improve his/her literacy skills only when they have access to reading materials either at home, in the community or at their social and/or work spaces. This is often referred to as a 'literate environment'.

A literate environment consists of reading materials in the form of books, newspapers and journals, either in print or digital form. The use of audio visual and IT equipment also plays a key role in enhancing individuals' use of literacy skills. The lack of such literate environments may lead to loss of skills over a period of time.

To understand the role of literate environments on an individual's literacy habits, more research and systematic data needs to be collected, as the KNALS and other surveys such as censuses do not collect this information. Obtaining regular information on literate environments can be made possible by integration of questions in national household surveys, or by other surveys that may be conducted by the adult and continuing education department.

5.4.3   Poverty Reduction and Unemployment

Literacy plays a major role in poverty reduction by creating avenues for adult learners to benefit from existing labor market opportunities, and improve their standard of living through application of functional literacy skills.

ACE programs promote the involvement of adult learners in economic empowerment by initiating those activities which directly benefit adult learners, such as small-scale farming and management of businesses among other income generating activities (IGAs).

Through enhanced functional adult education initiatives the problem of poverty can be addressed by allowing

"Learn to create"- an adult learner from Kiambaa, Kiambu County learning crafts in an adult learning centre

learners to acquire the flexible skills necessary to start small-scale businesses and generate income.

5.4.4   Health Literacy and HIV and AIDS

Governments across the world are dealing with rising health-care costs and continued pressure to deliver quality health services. Health-care costs are growing with increasing life expectancy and the dual challenges of chronic diseases, and pandemic diseases such as HIV and AIDS. These factors underline the need for populations to have strong health literacy skills. Improving levels of health literacy may provide a key to preventing illness and chronic disease, and reducing rates of accident and death.

Health literacy is defined as "*the cognitive and social skills that determine the motivation and ability of individuals to gain access, to understand and use information in ways which promote and maintain good health*" (WHO Health Promotion Glossary of Terms, 1998).

Health literacy is the ability to recognize, understand, evaluate and communicate health-related information with ease and confidence.

HIV and AIDS literacy is the capacity of individuals to obtain, interpret and understand HIV and AIDS related information pertaining to prevention, control and care. It can also be viewed as the acquisition of skills and the use of such information to apply preventive measures correctly for enhancement of the mental and social wellbeing of people living with HIV and AIDS.

5.5   Progress in Achieving Adult Literacy and Continuing Education

Between the year 2000 and 2010, the government registered an improvement of key performance indicators in the sub-sector whose progress is highlighted in Table 5.3.

5.5.1   Number of Adult Education Centers

The provision of infrastructure for adult education centers is offered by public primary schools, community centers, faith-based institutions and other community owned facilities. Between 2003 and 2006, the number of adult education centers declined by 33.7% from 10,318 to 6,844. The reason for the decline was closure of adult education centers managed by volunteer facilitators whose services were not considered for absorption on part time basis, natural attrition, teacher turnover and retirement. In subsequent years the number of adult education centers rose from 6,915 in 2007 to 7,005 in 2009, to 9,822 in 2010. The increase in number of adult education centers in 2010 can be attributed to the employment of 880 fulltime facilitators and advocacy for additional adult education centers in every newly-created district. The number of adult education centers is presented in Figure 5.1.

Table 5.3:   Adult and Basic Education Performance Matrix

	Performance indicator	Baseline year	Baseline value	Target 2005	Actual 2005	Target 2010	Actual 2010	Gap
1	Enrolment	2000	93,903	150,000	126,324	320,000	252,553	67,447
2	Literacy Proficiency	2000	0	N/A	17,012	N/A	16,421	N/A
3	No of adult education Centers	2003	10,203	N/A	10,036	N/A	9,822	N/A
4	PLP (KCPE)	2000	N/A	N/A	11,801	N/A	3,347	N/A
5	No of adult education teachers	2003	2000	N/A	1,803	15,000	2,169	12,831

Source: KESSP, MoE

Figure 5.1: Number of Adult Education Centers in Kenya Between 2003 to 2010

		2003	2004	2005	2006	2007	2008	2009	2010
	No.	10,318	10,203	10,036	6,844	6,915	6,998	7,005	9,822
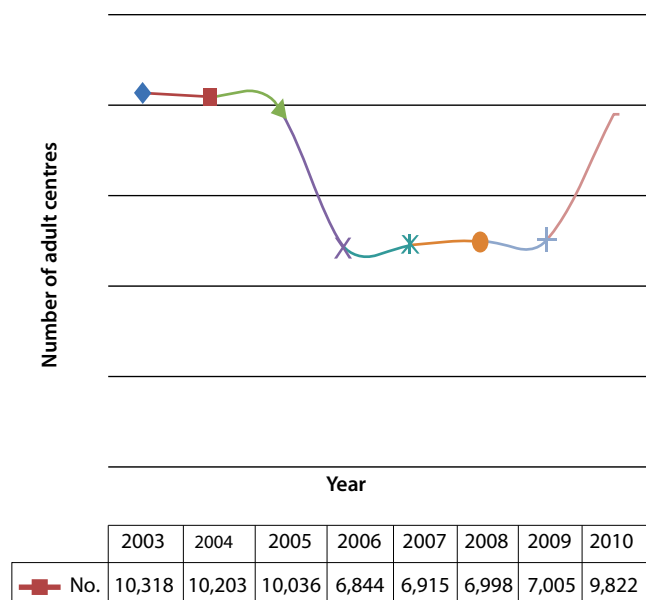
Source: Directorate of Adult and Continuing Education, MoE

5.5.2 Adult Education Learners' Enrolment

A major challenge the ACE sub-sector faces is the relatively low number of enrolments in relation to an estimated 7.8 million illiterate adults; this is due to low funding of the sub-sector compared to other sub-sectors, and inadequate, unmotivated teaching personnel.

The Directorate of Adult and Continuing Education in partnership with stakeholders has held enrolment drives

Adult learners in classroom session

on an annual basis to increase access to basic literacy classes for the illiterate, out of school youth and dropouts. Table 5.4 shows the enrolment of adult learners by province between years 2000 and 2010. With an enrolment of 93,903 adult learners in 2000, the number of enroled learners reached 276,553 in 2010. The gradual increase in the enrolment rate was achieved through concerted literacy campaigns carried out by DACE and stakeholders in the subsector under KESSP.

Female learners increased from 68,821 in 2000 to 172,156 in 2010 while male adult learners constituted only 27.5%, 30.8% and 31.8% in 2000, 2005 and 2010 respectively. Though the proportion of male enrolments has been increasing, participation by males in adult literacy classes is low. Low male participation in ACE programmes can be attributed to a number of factors; economic, as adult males may seek employment over education, as well as cultural barriers relating to the perceived role of men in the community.

5.6 Awareness, Proximity and Participation in Literacy Programmes

Availability of information about government programmes or initiatives is critical for any successful implementation of policies. A lack of clear understanding of the programme may lead to poor participation or discontinuation from participation, often due to unmet expectations. The KNALS reports on this issue, which is critical to planning processes.

To illustrate this issue, three different but interrelated figures (5.2, 5.3 and 5.4) are presented in this section to show how evidence of this nature can be important for effective planning.

Figure 5.2 shows the level of awareness of the literacy programmes by gender. Levels of awareness among women are generally lower than men, with the exception of Central and Coastal provinces.

Figure 5.3 shows the level of participation by gender. It is worth noting that participation among learners with a prior awareness of the programme is relatively higher among women. This trend raises the importance of running literacy awareness campaigns especially among women, as this leads to increase in enrolment.

The success of a literacy programme depends upon participation of adult learners. This can be a challenge

Table 5.4:   Adult Learners Enrolment by Province from 2000-2010

Province	2000		2003		2005		2008		2010	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Nairobi	341	415	313	402	389	586	2,726	4,050	4,850	5,260
Central	2,180	9,443	2,191	11,311	3,349	6,624	4,226	11,927	4,068	12,201
Coast	3,272	6,978	3,752	10,052	4,796	13,048	4,449	18,343	6,634	19,416
Eastern	1,384	12,777	4,383	11,152	5,642	19,403	18,728	45,955	15,122	53,348
N/Eastern	1,760	5,605	2,504	5,399	3,365	6,515	7,159	5,093	6,703	6,147
Nyanza	5,862	11,721	6,534	11,569	6,520	13,305	11,298	20,253	22,060	34,511
R/Valley	6,506	14,410	7,559	15,425	9,868	17,458	15,834	23,172	37,798	23,204
Western	3,777	7,472	4,069	11,816	4,973	10,483	5,258	17,391	7,162	18,069
Total	**25,802**	**68,821**	**31,305**	**77,126**	**38,902**	**87,422**	**69,678**	**146,184**	**104,397**	**172,156**
Grand total	**93,903**		**108,431**		**126,324**		**215,862**		**276,553**	

Source: 2011, Economic Survey, KNBS & Directorate of Adult and Continuing Education, MoE

Figure 5.2:   Awareness of Literacy Programmes, by Province, 2007

Source: Kenya National Adult Literacy Survey, 2007

Figure 5.3:   Participation in Literacy Programmes by Sex
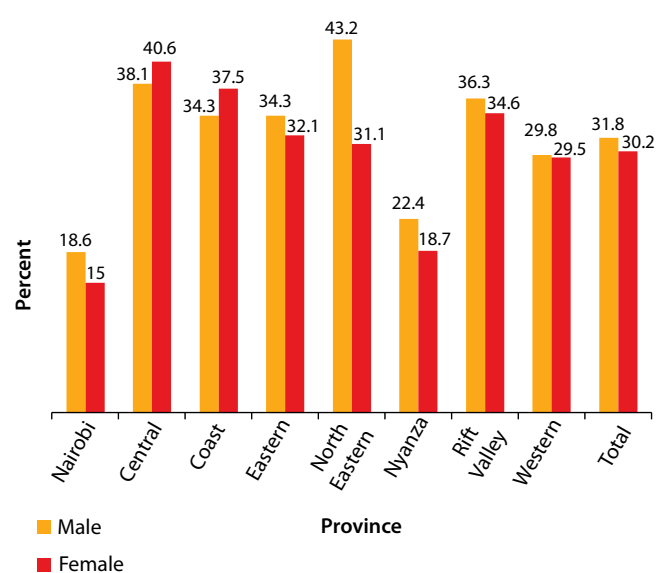
Source: Kenya National Adult Literacy Survey, 2007

when diversity of the learners in terms of their age, gender, religion and occupation is taken into account. In other words, participation in a literacy programme assumes awareness that such participation is beneficial.

Figure 5.4 shows the reasons for participation and non-participation of learners pointing towards two main challenges that seem either to prevent learners from joining or disengaging from the programme. They are:

- Distance from the learning center; and
- Lack of facilitators.

Access in terms of physical location of a learning center especially in rural and remote areas, is an issue that needs to be considered. Overall, lack of proximity to learning centers seems to be a major reason for learner dropout or non-participation in the programmes. Effective evidence-based planning should address such gaps during the planning stage.

Box 5.1: A Case of Basic and Continuing Education in Kenyan Prison

"A life sentence does not mean the end of one's life," according to Mr Yuma Maweu, the Officer-in-Charge of Kamiti Maximum Prison, "prisoners have opportunities to carry on with their lives in the prison or even after their terms are over, in the case of a short term prisoner."

Located in Kiambu District approximately 40 minutes- drive from Nairobi, Kamiti Maximum Prison is home to about 3,000 of the Kenya's hard core male inmates. Some are serving life sentences; while others have shorter stays of three to five years. The prison has been infamous for its poor conditions and treatment of prisoners. However, in recent years the prison system across the country has improved due to a government reform programme which includes development and enhancement of academic, technical and vocational skills conducted in many correctional facilities in Kenya.

Inmate classroom session at Kamiti Maximum Prison

The academic programme at 'Kamiti Academy' consists of primary and secondary school sections and adult and continuing education (basic literacy, post-literacy and continuing education) programme.

Generally, the academic programme takes place from 8:00 am to 4:00 pm for both upper primary and secondary levels, though the lower primary level (classes one to three) does not have afternoon classes.

The education background of most inmates is low, due to poverty and lack of opportunities to access basic services in their communities. As of April 2011 there were a total of 510 inmates enroled in various categories of the programme, supported by 45 'facilitators' who are also inmates with formal professional training prior to imprisonment. Two prison wardens, employed by the government, serve as facilitators. The MoE places one literacy teacher to support the Adult and Continuing Education programme.

Another programme in the correctional facility is provision of technical and vocational skills development for the rehabilitation and reintegration of inmates serving shorter terms. This programme offers a variety of skills and training opportunities, such as shoe-making, tailoring, motor vehicle mechanic, masonry, fine arts and seed planting.

Of the 3,000 inmates, the academic programme enrolls a total of 510 inmates learning at various levels that include primary and secondary school. Adult Literacy and Continuing Education is also provided where functional literacy skills are taught.

According to Mr. Maweu, demand for basic and continuing education has increased since 2003 primarily due to introduction of Free Basic Education. While there is very little chance for most inmates to leave prison, they are highly motivated to learn and gain (or strengthen) their skills and knowledge base in order to enhance their lives inside prison. Looking at the case of Kamiti, one can recognize that such motivation and demand is matched by government's efforts to improve both the academic and skills development programmes.

Challenges faced by the prisons scheme are very similar to those of ordinary primary, secondary and adult and continuing education centers, including lack of infrastructure and instructional materials, and shortage of teachers. In 2010, it became mandatory for anyone wishing to sit for national examinations; KCPE and KCSE, to have a birth certificate. The prison warders, allude to the fact that this requirement affected inmates who had registered for KCPE without proper identification documents. In the same year, only three out of 14 inmates who had registered for KCPE, obtained their examination results.

Once out of prison, the former inmates are able to show proof of completing school, facilitating their reintegration into society and allowing them to obtain employment.

Figure 5.4: Reasons for Discontinuing Literacy Programmes, by Province
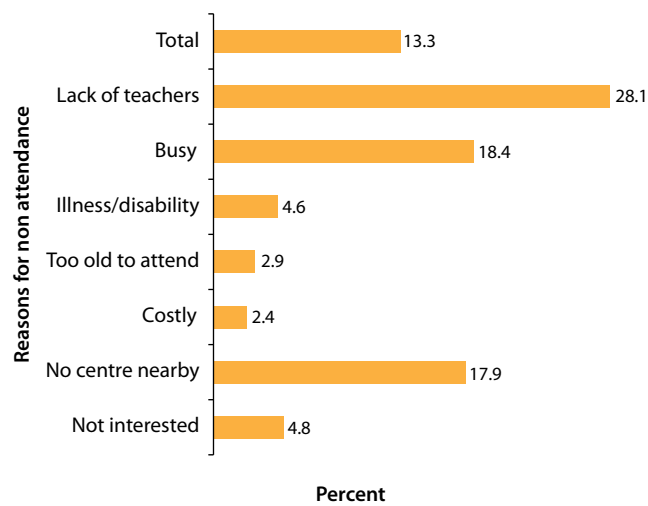
Source: Kenya National Adult Literacy Survey, 2007

5.6.1   Completion rate in ACE Programmes

The completion rate is the number and the percentage of the adult learners who successfully complete the programmes, sit for proficiency tests and join other programmes, e.g. post–literacy, or join formal schooling.

Figure 5.5 shows the completion trends in ACE programmes between 2006 and 2010. In 2007, there was a

Figure 5.5: Completion Rates in Adult and Continuing Education Programme

| 22.28% | 27.9% | 13.14% | 6.40% | 7.83% |
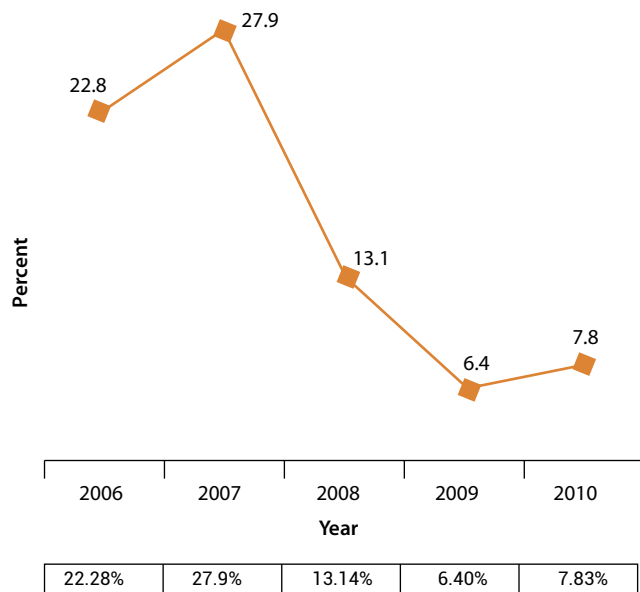
Source: Directorate of Adult Education (Examination Office)

high completion rate (27.86%) due to an effective literacy campaign. The number of candidates has been fluctuating (from 2008) due to effects of post-election violence that displaced adult learners who were already enroled in the programme and general decline in the numbers of part-time ACE facilitators.

5.6.2   Proficiency Test Administered to Adult Learners

The proficiency test is administered to basic literacy learners who have consistently attended a class for a period of 18 months, to test their reading and writing skills.

Table 5.5 indicates the number of adult learners who passed proficiency tests for the years 2007 to 2010. 17,012 adult learners passed the proficiency test in 2006, with women accounting for 71.1% of the total. The total number of adult learners passing proficiency tests increased to 18,031 in 2007, declining to 10,485 in 2009. However, the number of adult learners passing the test increased to 16,421 in 2010, an increase of 56.6%.

5.6.3   Registration of Adult Learners in National Examinations

DACE and other stakeholders in the sub sector coordinate the registration of private adult learners sitting the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE). Both examinations are administered in registered centers countrywide.

"Writing for better life"- an adult learner from Karuma in Naivasha County learning to write her name

Solomon Kamau/KALA

Table 5.5:   Adult Learners who Excelled in Literacy Proficiency Test by Sex (2006-2010)

Province	2006			2007			2008			2009			2010		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Nairobi	111	259	**370**	168	132	**300**	168	132	**300**	158	175	**333**	131	1,440	**1,571**
Central	417	973	**1390**	459	1,003	**1,462**	277	928	**1,205**	131	997	**1,128**	235	1,151	**1,386**
Coast	373	928	**1,301**	410	984	**1,394**	92	328	**420**	68	144	**212**	110	260	**370**
Eastern	1,059	2,723	**3,782**	1,144	2,859	**4,003**	859	4,350	**5,209**	304	1202	**1,506**	693	2,545	**3,238**
N/Eastern	405	945	**1,350**	467	1,049	**1,516**	931	315	**1,246**	478	335	**813**	346	363	**709**
Nyanza	985	2,532	**3,517**	1,064	2,734	**3,798**	1,128	2,843	**3,971**	391	1,127	**1,518**	759	2,756	**3,515**
R/Valley	1,073	2,537	**3,610**	1,127	2,664	**3,791**	701	1,032	**1,733**	1,200	1,895	**3,095**	1,650	1,800	**3,450**
Western	495	1197	**1,692**	510	1,257	**1,767**	504	1,237	**1,741**	442	1,438	**1,880**	679	1,503	**2,182**

Source: 2011 Economic Survey, KNBS & Directorate of Adult and Continuing Education MoE

5.6.4   Adult and Continuing Education Facilitators

Full-time adult education facilitators manage adult education centers, with the majority having attained secondary education.

Table 5.6 indicates that the number of full-time adult education facilitators declined from 1,945 in 2000 to 1,592 in 2009. In 2009 there were 722 and 870 male and female facilitators respectively, with males constituting 45.4% of the total 1,592 facilitators. The decline has been due to natural attrition, retirements and non-replacement, with the majority transferring services as a result of poor remuneration. In 2010, the MoE employed 880 fulltime adult education facilitators, raising their numbers to 2,472, an increase of 55.3%.

Since 2003, part-time facilitators in the public adult education centers were drawn from central and local government. However, in 2008 the local authorities reassigned staff to other responsibilities and - as indicated in Table 5.7 - the number of part-time adult education facilitators declined from 4,425 in 2003 to 3,000 in 2008.

Table 5.6:   Number of Fulltime Adult Education Facilitators by Sex and Province, 2003-2009

Province	2003		2005		2007		2008		2009	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Nairobi	24	48	18	30	16	29	16	22	16	18
Central	136	127	105	123	97	123	97	120	89	120
Coast	109	99	78	101	76	99	76	99	76	99
Eastern	129	171	128	169	128	169	122	169	109	156
N/Eastern	65	32	58	27	58	27	58	27	53	25
Nyanza	137	205	116	202	109	198	97	172	99	152
R/Valley	216	219	213	215	209	215	204	207	189	183
Western	97	131	91	129	91	129	91	122	91	117
Total	**913**	**1,032**	**807**	**996**	**784**	**989**	**761**	**938**	**722**	**870**
Grand total	**1,945**		**1,803**		**1,773**		**1,699**		**1,592**	

Source: Directorate of Adult and Continuing Education, MoE

Table 5.7: **Number of Part Time Adult Education Facilitators by Sex and Province, 2003-2009**

Province	2003		2005		2007		2008		2009	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Nairobi	45	78	45	78	39	48	38	42	38	42
Central	142	318	142	318	96	189	96	181	96	181
Coast	187	507	187	507	98	386	98	362	98	362
Eastern	196	299	196	299	156	245	146	246	146	246
N/Eastern	194	107	194	107	109	76	99	76	99	76
Nyanza	397	269	397	269	117	256	112	256	112	256
R/Valley	557	769	557	769	339	646	318	646	318	646
Western	155	205	155	205	103	186	103	181	103	181
Total	**1,873**	**2,552**	**1,873**	**2,552**	**1,057**	**2,032**	**1,010**	**1,990**	**1,010**	**1,990**
Grand total	**4,425**		**4,425**		**3,089**		**3,000**		**3,000**	

Source: Directorate of Adult and Continuing Education, MoE

Since then, the DACE has maintained a constant number of 3000 part time facilitators.

5.7 Literacy Attainment

Progress in adult literacy attainment in Kenya has been evaluated using three approaches: respondents' self-evaluation on their ability to read and write; an assessment of the population with a minimum of four years primary education; and assessment of a population's skills attainment. The KNALS (2007) report that used a population test assessment indicated that the national adult literacy rate is 61.5% and the numeracy rate is 64.5%, with males having a higher literacy rate than females at 64.2% and 58.9% respectively.

Figure 5.6 shows that there are regional disparities in adult literacy, with North Eastern Province recording the lowest (8.1%), compared to the highest, Nairobi (87.1%). The same scenario is repeated with regard to numeracy rates in the provinces. The outcome of the national literacy assessment implies that in 2006, 38.5% of the Kenyan population was illiterate. The EFA target on elimination of illiteracy will be to attain literacy in 80.5% of the population by 2015.

5.7.1 Literacy and Numeracy Mastery Levels

According the KNALS (2007), the minimum mastery level is considered as adults who have attained at least competency in level 3 (the essential numeracy skills required for performing daily life computational operations

Figure 5.6: Literacy and Numeracy Rates by Province

	Nairobi	Central	Coast	Eastern	North Eastern	Nyanza	Rift Valley	Western	Total
Literacy	87.1	73.3	65.1	54.7	8.1	66	56.5	56.9	61.5
Numeracy	86.6	78.9	68.9	57.5	9.1	70	60.5	58	64.6
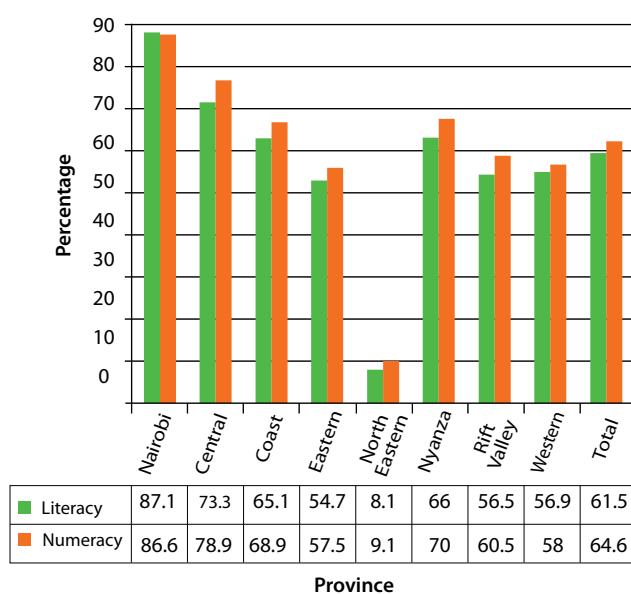
Source: Kenya National Adult Literacy Survey, 2007

and every day units of measurement). The adult population that has reached the desired mastery level is deemed to have the essential cognitive skills that are required to function in a society. It is evident that the population that has progressed beyond lower primary education is likely to be literate (over 66%) and numerate (over 73%) as shown in Figure 5.7. For those who had attained the level of pre-school education, the analysis shows that only 12.7% and 11.5% were literate and numerate, respectively.

Figure 5.7: Literacy and Numeracy Minimum Mastery Level by Educational Level Attained
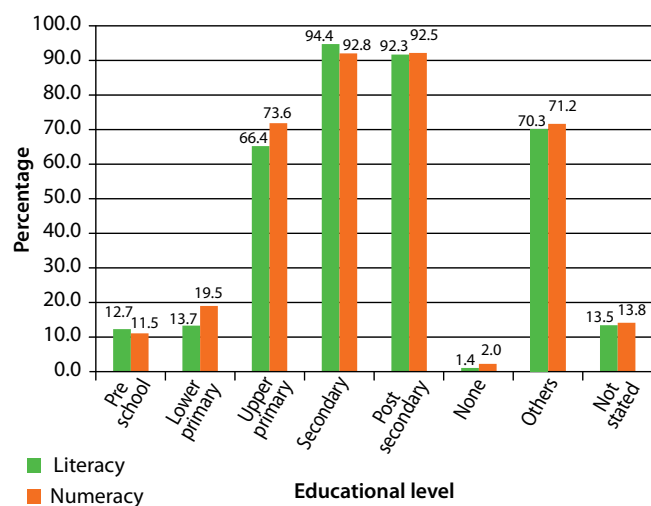
Source: Kenya National Adult Literacy Survey, 2007

At upper primary school, secondary and post-secondary, the illiterate population was 33.6%, 5.6% and 7.7%, respectively.

5.7.2 Population which Failed to Attend School

Analysis of Table 5.8 shows that in 1999, of the population aged five years and above, 23.7 million or 17.9% had never attended school. The 2009 Kenya population and housing census showed that 19.2% of the population aged three years and above had never been to school.

5.8 Budget and Financing Plan

Adult education programmes are financed both by the government and the private sector. The private sector provides both technical and financial support in the areas of infrastructure and learning materials, while the GoK plays a key role in financing ACE programmes.

Through the KESSP programme that began in 2006, ACE programmes have received funding of over Ksh 1.9 billion.

Figure 5.8 shows the government financing of ACE in Kenya from 2006 to 2010. In 2006/2007 government financing was Ksh 40 million, while in 2007/2008 the amount was Ksh 554.01 million. In the 2008/2009 financial year, the government financed the ACE with Ksh 746 million while in 2009/2010 the amount was Ksh 634 million.

Table 5.9 depicts that funding received by the DACE is on average less than 1% of the total education sector budget.

Figure 5.8: Financing ACE (2006-2011)
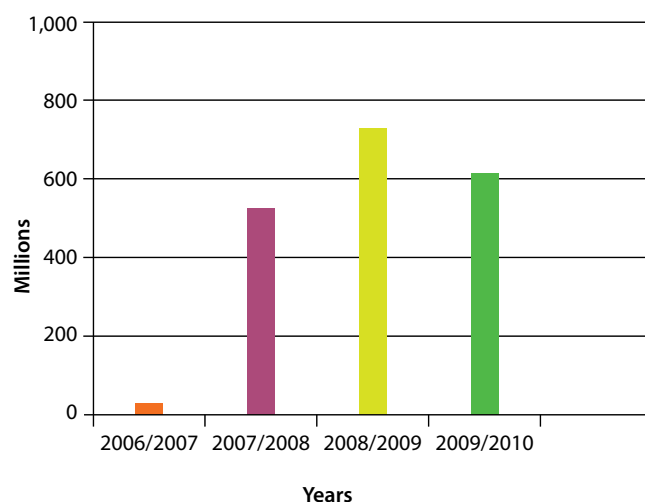
Table 5.8: Percentage of Population by Sex and School Attendance Status, 1999 (+5 Years and Above) and 2009 (+3 Years and Above)

Category	1999			2009		
	Males	Females	Total	Males	Females	Total
At school	36.3	33.1	**34.7**	40.2	41.9	**38.6**
Left school	46.9	42.7	**44.8**	40.6	40.6	**40.5**
Never attended school	14.0	21.7	**17.9**	17.3	15.3	**19.2**
Not stated	2.7	2.5	**2.6**	1.9	2.2	**1.7**
Population (number)	11,637,936	12,042,637	**23,680,573**	35,085,551	17,411,212	**17,674,339**

Source: 1999 & 2009 Kenya Population and Housing Census, KNBS

Table 5.9: Trends in Government Allocations for Development and Recurrent Expenditure to Adult and Continuing Education Between 2006 and 2010 in Billions (Ksh.)

Type	2006/2007		2007/2008		2008/2009		2009/2010	
	DACE	MoE	DACE	MoE	DACE	MoE	DACE	MoE
Recurrent	0.54	92.95	0.55	97.28	0.82	98.68	1.22	117.15
Development	0.19	6.04	0.20	3.63	0.20	8.22	0.20	17.66
Total	**0.73**	**99.99**	**0.75**	**100.91**	**1.012**	**106.90**	**1.42**	**134.81**
Percentage	0.73	N/A	0.74	N/A	0.95	N/A	1.06	N/A

Source: Budget Estimates, Ministry of Finance and 2011 Economic Survey, KNBS

5.9 Implementation Gaps and Disparities

5.9.1 Gender Disparity

Current statistics show that more women than men are enroled in Adult Education programmes. This has been attributed to various factors in different communities, such as cultural differences, which in some areas inhibit women from claiming their right to an education. The DACE is addressing this disparity through establishing gender-specific classes in communities where cultural barriers prohibit men and women from sharing facilities.

5.9.2 Quality

ACE faces a shortage of literacy facilitators. Currently there are 2,472 adult education facilitators against a shortfall of 28,000 facilitators. Available facilitators lack the appropriate training (pre- and in-service), posing a serious challenge to service quality.

Inadequate infrastructure, teaching and learning materials all remain key gaps facing successful implementation of ACE programmes. The GoK currently relies on goodwill from key stakeholders such as faith based organizations to provide classrooms for learners. Provision of learning and teaching materials comes at a cost that learners and the directorate are unable to meet. Monitoring of programme implementation remains a gap due to challenges faced by officers in supervising ACE programs. Some of these challenges include distances between centers, distances from district headquarters to the learning centers, inadequate transport and insufficient human resources to cover all centers in a district.

Box 5.2: State Funding of ACE Programme in Kenya

The KESSP is a SWAP started by the government in 2005 for a period of five years, with the aim of delivering quality education and training to all Kenyans. A total of 23 investment programmes – including ACE – were earmarked for the implementation of the sector support.

The main objectives of ACE investment programme are to train center managers and adult education staff on community support grants, in order to create conducive learning environments and to facilitate the purchase of various teaching and learning materials. This resulted in granting 630 centers Community Support Grants to implement these activities.

Mwenzamwenye Adult Basic Education Centre in Kwale District is one such beneficiary of the community support grants.

Mwenzamwenye ABE Centre in Kwale District is one of the few rural based community empowerment development centers in Kenya which received a Community Support Grant of Kshs. 200,000 through KESSP, based on a community improvement proposal plan. The grant was used to construct a classroom which would be used by the community – for adult learning and nursery class – in order to empower the community in education.

The community, learners and ACE facilitator manage the center while learning materials the provision of learning materials and resources are provided through networking with the private sector and faith-based organizations.

5.9.3 Financial Resources

The ACE financial allocation consists of one per cent of the total MoE budget. This allocation is extremely low, compared to other sub-sectors in the ministry.

5.9.4 Policy and Governance

The ACE sub-sector faces the challenge of relatively low enrolments in relation to the estimated 7.8 million illiterate adults; this is due to poor advocacy for ACE programmes at grassroots level.

5.10 Areas and Groups with the Least Success in ACE

- in the ASAL regions of Kenya, e.g. North Eastern, Eastern and parts of North Rift provinces, where nomadic lifestyles affects learner retention as pastoralists move from place to place looking for pasture and water;
- in low income/urban slum areas where learners do not have the time to attend ACE as they are involved in essential economic daily activities; and

- areas of high agricultural potential, e.g. tea, coffee and tea growing areas where learners work for long hours on their farms and are therefore unable to attend ACE classes.

5.11 Challenges in ACE Provision in Kenya

ACE in Kenya faces a number of challenges that hinder smooth implementation of activities in the sub-sector. These include:

- *human resources:* There are a diminishing number of adult education teachers due to retirement, natural attrition, non-replacement, over reliance on part-time facilitators and poorly trained/untrained facilitators.
- *inadequate infrastructure:* This remains a challenge in ACE due to a shortage of training and learning centers as well as an inadequate supply of resource materials for facilitators and learners.
- *implementation of ACE policies:* This is a countrywide challenge, as there is a disconnect between field

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Box 5.3: Economic Empowerment and Functional Literacy – Kenya Adult Learners' Association Experience

The Kenya Adult Learners' Association (KALA) was formed in 1990 to address the issue of adult illiteracy in Kenya. Since its inception, the association has complemented government's efforts to provide quality adult education, through encouraging adult learners to enrol in literacy classes and providing both literacy skills and skills needed to start and manage income-generation activities. The membership of KALA is comprised of adult learners who have benefited directly from the adult education programmes.

KALA provides opportunities for adults and youths to gain necessary skills in order to take responsibility for their learning needs, to articulate their education needs and to be able to inform adult and continuing education programs in Kenya. In other words, KALA offers a voice to their adult learners by creating avenues for lifelong learning.

Ms. Elizabeth Waeni, a 50 year old adult learner from Mbondoni Division, Machakos District, is one such beneficiary of the programme. She gained both her basic literacy skills and trained in small-scale business management. She attended the class in a center located within her community, where she learned several skills such as business record-keeping, basic numeracy, reading and writing that will go a long way towards assisting her with managing her small-scale business. Her basic literacy class included learning Kikamba, Kiswahili, Maths and English.

"Before my training with KALA, I thought there was no hope", says Mrs. Waeni. Previously, she was unable to tell when she made profits from her farm yields. She was also unable to price her produce without making a loss. Learning literacy along with economic activity-based vocational skills has helped her immensely in her life. She is now able to keep farm and business records and can communicate in Kiswahili with other traders in the market. She takes pride in being able to monitor her children's progress in school, as she can now tell when they are performing well and when they require assistance.

Though practicing small scale farming, Mrs. Waeni has turned out to be a role model in her community for demonstrating successful benefits of literacy combined with entrepreneurship.

Her desire is to continue with adult classes and improve her acquired skills in order to meet the dynamic changes facing her community. She encourages more adult learners to enrol in literacy classes so as to reap the benefits of education.

Box 5.4: ACE for People Living With Disabilities

Rebecca Kemunto is a 20 year old physically challenged woman living in the care of her relatives. Ms. Kemunto had been hospitalized for a long period of time and it was while she was at the Kikuyu Mission Hospital that she received her first basic education lesson, starting with being able to write her name.

Through the community programme of Physically Disabled of Kenya (APDK), the community worker of the area identified Rebecca in 2010 and has since enroled her in a microfinance programme where she is able to acquire small business skills. Classes for disabled persons such as Rebecca run once a week.

"It has been an uphill task building the self-esteem of Rebecca to realize her capacity", says the community worker. Through the micro finance training there has also been training on numeracy, so that Rebecca is able to do business calculations. Today, Rebecca operates an informal kiosk at Lunga Lunga slum in the industrial area of Nairobi.

Rebecca's future ambition is to grow her business, but the future is bleak as she sees her situation inhibiting growth of her business. She would however prefer running a business to furthering her education, as she does not see any value in going back to a classroom.

Literacy programmes among persons living with disabilities are minimal because of lack of facilities to cater for this group. Vocational training serves as a means to provide education for youth and adults with disabilities. Those that attend the programmes not only gain life skills, but also qualify as semi-literates.

There are challenges affecting implementation of ACE programmes amongst PWDs; adult education teachers are inadequately trained to handle PWDs, and there is little or no specialized infrastructure supporting PWDs. Moreover, poverty and low self-esteem among PWDs does not allow them to actively pursue education.

A number of organizations are currently working to support PWDs. The community rehabilitation team of the APDK supports adults and youth with disabilities in various capacities, namely provision of home-based physiotherapy, assistive devices, vocational training, and support in microfinance and aspects of functional literacy.

The programme is supporting 19 PWDs in various aspects of functional literacy. According to the Community Based Rehabilitation (CBR) programme coordinator, the programme has community-based workers that working with persons with disabilities. Their role is to identify persons in the community with disabilities, assess their situation and then to work on a suitable programme that will meet their needs. One of the key programmes empowering PWD learners involves vocational training and microfinance.

officers and policy-making authorities. Field officers lack sufficient training on policy implementation in the field.

- *governance*. A general lack of Monitoring and Evaluation structures and systems has led to poor coordination of field activities. This is also a result of the disconnect that exists between policy-makers and field officers.
- *regional and gender disparities:* These remain as a challenge to implementing literacy programmes. Women and people living in disadvantaged areas, including ASALs, low potential and slum areas as well as learners with special needs, continue to grapple with access to ACE programmes.
- *funding:* Remains a challenge in implementation of literacy programmes, with inadequate funding from GoK where ACE has received less than 1% of the total MoE budget.

5.12 Recommendations

Education is a human right, and the responsibility and core function of the government to provide education to all its citizens irrespective of age, gender and economic status. The government, in partnership with the CSOs, NGOs, FBOs, the private sector, communities and individuals, needs to take a leading role in providing leadership and direction on adult education in Kenya. This partnership should translate into support for Adult and Continuing Education programmes through direct funding and resource provision. Therefore the following are recommendations given for the success of ACE in the country:

a.   Finance

- enhance funding for ACE programmes and projects; and
- strengthen partnerships with key stakeholders in ACE (civil society, CBOs, regional and sub- regional partnerships).

b.   Quality

- provide adequate teaching and learning materials for ACE centres;
- strengthen monitoring and evaluation of programmes and projects; and
- revise and update the ACE curricula and make it relevant in addressing critical issues affecting adult learners (quality provision of ACE in Special needs, secondary education).

c.   Infrastructure

- improve infrastructure and establish adult learning centres;
- establish training centres for adult teaching facilitators; and
- establish secondary school equivalent for adult learners.

d.   Human Resource

- provide adequate and skilled human resources in ACE. This includes facilitators, technical officers and support staff; and
- enhance capacity of officers and facilitators through training.

e.   Policy Framework

- complete and implement National Qualification Framework (NQF);
- establish programmes for special needs in ACE; and
- mainstream non formal education into the formal education system by developing synergy between formal, non formal and informal systems.

f.   Publicity and Advocacy

- enhance and encourage collaboration with stakeholders, partners, learners, facilitators and the community in planning and coordination of literacy campaigns.

Goal 5

" Eliminating Gender Disparities in Primary and Secondary Education by 2015 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 "

Chapter 6: Gender Equity and Equality in Education and Training

6.1   Introduction

Gender is a term that refers to the socially determined power relations, roles, responsibilities and entitlements for men and women, and girls and boys (Republic of Kenya, 2007b). The international community is committed to eliminating gender disparities in primary and secondary schooling, and to achieving gender equality by 2015.

This means that by 2015, the GoK should have gender parity in basic education, as well as at primary, secondary, tertiary and university levels (Public Expenditure Review, 2006). Parity here refers to equal numbers of girls and women, and boys and men relative to their respective numbers in the population (Republic of Kenya, 2007b). For the goal to be achieved, equality and equity must be achieved in terms of "girls and boys being offered the same chances to go to school and enjoy teaching methods, curricular and academic orientation unaffected by gender bias, and more broadly equal learning achievement and subsequent life opportunities for similar qualifications and experiences" (UNESCO, 2003).

Though great strides were made towards gender parity and equality by 2003, gender disparities still persist in sub-Saharan Africa. In Kenya, the target for gender parity in primary and secondary schools by 2005 was missed. The greatest disparities in favour of boys were in ASALs, rural areas, urban informal settlements and other low income areas. During the decade 2000-2010 there were concerted efforts towards achieving gender equity and equality, including the development of a policy framework for the MoE and other stakeholders, focused on achieving gender parity and equality through the Gender in Education Policy.

Although GoK policies aim at social equality and non-discrimination, the goal of gender equity and equality has remained elusive since independence in 1963. National data indicates that overall, girls and boys are able to access primary education equally. Gender disparities in access to education are an ongoing challenge in disadvantaged regions and at education levels beyond primary. Disparities also exist in performance, transition to secondary, subjects and courses undertaken by girls in university and further studies, as well as in the job market where limited numbers of women are in senior education management positions and school management boards (MoEST, 2001). The GoK is signatory to major international conventions and agreements that address human rights and gender equity and equality. In addition, various government ministries have developed policies that safeguard human rights, particularly those of women and children.

There has been increasing investment in promotion of gender parity and equality in education, and the pursuance of strategies such as provision of boarding facilities in ASALs, bursary allocations, affirmative action in university admissions, community sensitization and mobilization, and promotion of gender-responsive instructional materials and practices. As a result, more girls are now enroling in primary and transiting to secondary schools, thus narrowing the gender gap. Persistent impeding factors such as socio-cultural and religious practices, poverty and lack of community awareness continue to contribute to inequitable access, low participation and poor performance in education, mainly in the case of girls. The section below defines the parameters for interpretation of EFA Goal 5 in Kenya and strategies utilized in pursuit of the target.

6.2   National Policies

The Government has come up with strategies for addressing issues affecting gender parity. These include;

- Free and compulsory primary education is provided for all children of primary school going age, who are required to be in school regardless of gender, ethnicity

and/or socio economic background. Capitation grants provided under FPE cater for primary school-related expenses to ensure that all children access education. Additionally Special Needs Education top up capitation grants in the tune of Ksh 2,000 is provided under the FPE programme to children with special needs enroled in public school units and other institutions, to ensure their effective integration;

- The Gender in Education Policy (2007) provides guidelines for mainstreaming specific issues related to both boys and girls in programmatic interventions;
- The right to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labor;
- Free Day Secondary Education to all youths of secondary school-age ensures that all students access quality secondary education;
- The Education Sector Policy on HIV and AIDS (2004), which provides guidelines for workplace policies on HIV and AIDS in the education sector;
- The Nomadic Education Policy (2010) and alternative approaches to basic education offer frameworks for implementation of education programmes for minorities and marginalized people; and
- The Children Act (2001) and the Constitution of Kenya (2010) recognize the provision of basic education as a basic human right that every Kenyan child should enjoy, and promotes equal educational opportunities for both boys and girls.

6.3 National Action Plan and Implementation

6.3.1 Definition of Gender Equity and Equality

Gender equality refers to equal treatment of women and men; boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.

Gender equity refers to the practice of fairness and justice in the distirbution of benefits, access to and control of resources, responsibilities, power, opportunities and services. It is essentially the elimination of all forms of discrimination based on gender (Republic of Kenya, 2007b).

The overall goal of Gender in Education Policy is to promote gender equity and equality in education, training and research, and to contribute to economic growth and sustainable development.

6.3.2 Specific National Targets

The National Action Plan on EFA 2003-2015 (Republic of Kenya, 2003) identified some of the following priorities:

- increase enrolment of girls at all levels of the education system;
- increase retention and completion rates for girls;
- improve performance of girls in national examinations;
- improve performance of girls in mathematics and science in primary and secondary schools;
- improve awareness and support for girls' education; and
- provide gender-responsive teaching and learning materials and resources.

The KESSP set the following targets:

- achieve UBE and gender parity at regional level for boys and girls by 2010;
- promote gender equality and empower women and girls to participate in education; and
- mainstream and close gender gaps at all levels by 2015.

6.3.3 Strategies to Achieve Targets

In order to attain the above targets by 2015, the following strategies were identified:

- implement affirmative action in admission of male teachers in ECDE in teacher training institutions;
- improve criteria, guidelines and procedures for registration and management of ECDE centers, with a view to making them more gender-responsive;
- introduce mobile schools and establish feeder schools for children from Standard One to Standard Four in ASAL areas;
- make curricula gender-sensitive through initiatives such as gender-sensitive teaching methods and materials, and ensuring that learning institutions have gender-sensitive infrastructure (toilets, playgrounds);
- mainstream gender in HIV and AIDS education in the primary and secondary curricula, to mitigate against negative impacts created by the pandemic;
- re-admit girls who become pregnant while in school, at all levels of learning;
- expand boarding facilities for girls, especially in ASAL areas;
- improve sanitation facilities, especially for girls, by separating boys' and girls' toilets. Toilet: pupil ratio for girls is 1:25 compared to 1:30 for boys. Additionally, there are provisions for changing rooms and bathrooms for girls;
- ensure gender-balanced intake of Form 1, pre-service teachers and university, with attention paid to

marginalized areas. With affirmative action, students from marginalized areas and girls are allowed entry to Form 1 in some schools, TTC and universities at two points lower;

- implement affirmative action in bursary/scholarship allocations for secondary schools and university admission, targeting students in ASAL areas and other pockets of poverty. Gender sensitization and advocacy is accomplished mainly through community advocacy to encourage enrolment, retention and transition of both boys and girls, as well as discouragement of retrogressive cultures and practices such as FGM and early marriage;
- encourage the study of science, math and technology, especially in the case of girls;
- encourage increased enrolment through incentives such as provision of school uniform, bags, shoes, sanitary towels and toiletries to students in need, with specific attention given to girls and boys living under difficult circumstances;
- mentor and encourage interventions such as role-modeling, to enhance self-esteem and motivate students towards schooling, thereby contributing to reduction of dropout rates and improvement in performance;
- ensure that student life skills empowerment programmes are in place, aimed at assisting students in resisting early forced marriages, sex, FGM and child labour;

Girls have been empowered to undertake science related subjects. At secondary school level girls are encouraged to carry out experiments in the laboratory as a way for promoting science subjects for girls

- establish rescue centers as safe homes for students who have resisted early marriages and FGM, among others;
- ensure gender parity-based recruitment, deployment and capacity building of teachers, school managers and quality assurance officers;
- strengthen networking and collaboration amongst stakeholders;

Box 6.1: Girls' Empowerment Forum

The GoK has put in place a targeted intervention to ensure girls participate in all school activities, by supporting and building the girls' self-esteem. These include their participation in clubs such as 'Tuseme' clubs, the Forum for African Women Educationalists (FAWE), the Girls Forum of the Aga Khan Foundation, Child Rights Clubs and the SARA initiative, among others.

The Aga Khan Foundation, through Education for Marginalized Children in Kenya (EMACK), a joint initiative with the MoE funded by USAID, has over 220 school-based Girls Forums and trained Girls' Forum leaders in Coast and North Eastern provinces. The initiative started as a pilot between EMACK and an implementing partner, the Pastoralist Girls' Initiative (PGI) which targeted 10 schools in Garissa District in North Eastern Province. The Girls' Forums were designed to specifically target girls and serve as a platform for them to share their experiences, exchange ideas, mentor one another, create awareness and address issues affecting their education. Initially, each girls' forum is provided with an emergency kit consisting of basic care tools such as spare sanitary towels, soap, towel, thread and needle and wrap-round cloth (kanga), among others. Girls are also encouraged to meet regularly and discuss issues relating to children's rights, safe friendships with members of the opposite sex as well as ways of improving their academic performance. In a few schools parents were willingly contributing funds (approximately 30 US cents) at the beginning of every term towards purchase of sanitary wear for adolescent girls.

The pilot Girl's Forum broke the silence on challenges faced by girls in managing the growing-up process and succeeded in getting together parents, teachers, and school, management committees to discuss and agree on solutions to challenges.

This is a case of girls taking action to bring back to school fellow girls who dropped out due to teenage pregnancy and child labor.

Box 6.2: Rescue of Dropout Girls

In Malindi District, as in most districts in the Coast and North Eastern provinces of Kenya, the girls have disproportionately lower attendance, retention, performance and completion rates in primary school. This is as a result of widespread negative societal attitudes towards educating girls, heavy domestic workloads, unaffordable sanitary wear, early marriages and teenage pregnancies. To enhance participation of girls in education, EMACK has trained education officials, teachers and SMC members and equipped them with the skills and knowledge to create a gender-friendly learning environment. One key output of this training component has been the establishment of Girls' Forums within project schools.

Girls' Forum leaders from target school during a training session

In December 2008, four girls from Masindeni Primary School, together with their patron teacher, attended a five-day training session for Girls' Forum leaders from 10 schools in Marafa Division of Malindi District. The girls were among a team of 42 girls and 10 patron teachers that attended the training, at the end of which each school developed a plan of action outlining steps that would be taken inter alia to improve girls' performance in education, change communities' attitudes and perceptions towards girls' education and to curb early marriages and teenage pregnancies amongst fellow pupils.

At the start of the new academic year (January 2009), the Masindeni Girls Forum leaders went through each classroom in the entire school to identify girls who had neither completed the previous term nor turned up for the new term, thereby establishing their whereabouts. After making inquiries in the villages, they were able to establish that seven girls had dropped out-of-school - three due to teenage pregnancies, while four others had gone to work as domestic laborers in the nearby towns of Malindi and Watamu.

The Girls' Forum leaders shared this information with the head teacher and the Area Chief for Garashi Location. At the same time, they visited the homes of the girls that had dropped out due to teenage pregnancies and talked to the girls' parents on the importance of education and on the need for the girls to return to school.

Having participated in training on gender and education, both the head teacher and the Area Chief were aware of the challenges affecting the girl-child in the region and were keen to support the efforts of the girls. As a result of the Masindeni girls' initiative, two teenage mothers - one in Standard Five and the other in Standard Eight, returned to school to pursue their dreams of becoming teachers. Similarly, two of the three girls that had gone to work as domestic help are back in class.

The teamwork demonstrated by the girl students, teachers, school management committee members and the provincial administration, have given the Girls' Forum members the courage and hope to illuminate the way forward for girls in the school.

One girl at a time, Masindeni Primary School is moving towards improving transition and completion rates for girls.

Box 6.3: Provision of Sanitary Towels for the Girl Child

Globally, 150 million children currently enroled in school may drop out before completing primary school – at least 100 million of these are girls. Kenyan adolescent girls miss approximately 3.5 million learning days per month due to lack of funds to purchase sanitary pads. This impedes their ability to compete in the classroom, leads to low self-esteem, higher dropout rates and, in many areas of Kenya, makes them vulnerable to early marriage. Along with the lost learning days, girls lose self-confidence, and their chance of rising to the top of their class drops further each month. Most of these girls will join the ranks of the unemployed, standing now at over 54% in Kenya and will undoubtedly remain throughout their lives amongst the 58% living in absolute poverty. The great potential they had before adolescence is blotted out, and their children will more than likely repeat this cycle.

Box 6.4: Launch of the National Sanitary Towels Programme

MoE

The provision of sanitary towels to needy students will help cut absenteeism and boost girls' confidence. Through this initiative the rights of girls to a free and compulsory basic education can be ensured. The MoE is committed to implementing affirmative action programmess like this one launched by the Prime Minister, Hon. Raila Odinga and his wife, Her Excellency Ida Odinga in May 2012, to ensure that girls can attain access to relevant education and training.

- appoint qualified female education managers with a focus on ensuring that at least one third of the appointments and/or promotions benefit deserving and qualified minority and/or disadvantaged groups; and
- increased budget for gender empowerment programmes.

6.3.4   Programs Implemented

In order to achieve gender equity in provision of education and training as stipulated in the Gender policy, 2007, several initiatives are being implemented. These include:

- a policy on re-admission of girls who become pregnant while in school. All teachers in charge of learning institutions are being sensitized on this policy and instructed by the MoE to abide by it;
- the HIV and AIDS Prevention and Control Act outlaws all forms of discrimination against persons with, or perceived or suspected of having HIV and AIDS, irrespective of gender;
- the School Infrastructure Improvement initiative aims at the expansion and improvement of classrooms, laboratories, boarding facilities and water and sanitation facilities to create conducive and gender-responsive environments, particularly in ASALs. This will mitigate against low enrolments and improve performance in science;
- empowerment of girls to participate in school management through initiatives such as the Tuseme 'Speak out' programme, Girls Empowerment Movement (GEM)/Child Rights Clubs, *Sara* initiative, mentorship and capacity-building on HIV and AIDS, life skills, sexual maturation and its management;
- community empowerment, mobilization and sensitization on inhibitive cultural practices that have

negative effects on education such as child labor, FGM and early marriages, encouragement of role modeling, and establishment of centers of excellence for both boys and girls;
- teacher training on peer education and establishment of boarding and mobile schools for children, particularly girls, in nomadic communities; and
- affirmative action for girls/women to access further training, e.g. in completion of schooling and training opportunities where there are awards for bursaries and scholarships.

6.3.5   Coordination and Partnership

Interventions in gender equity and equality in education are led by the MoE, in collaboration with development partners, other ministries and agencies. Table 6.1 indicates stakeholders engaged in coordination and implementation of gender equity and equality in education, their roles and areas of focus.

6.4   Progress in Achieving Gender Parity and Equity in Education

Major strides have already been made towards bridging the gap of gender parity and equity at all levels of education. However, performance trends still display a variety of gender disparity gaps as indicated in Table 6.2.

Gender Parity Index for ECCE Education, Based on GER, NER, and Enrolment

During 2003 and 2005 the GPI was in favour of boys (0.95 and 0.94 respectively) while in 2010 it was in favour of girls (1.02). This indicates that the GPI based on GER at ECDE

Table 6.1:   Stakeholders Engaged in Coordination and Implementation of Gender Equality in Education

Program	Implementing agency	Roles
1. Expansion and improvement of classrooms, boarding facilities, water and sanitation facilities	Key Ministry: MoE	Funding, implementation, supervision and M&E
	Other Ministries: MoH, Ministry of Arid Lands, Ministry of Water, Ministry of Public Works	Funding, implementation and supervision
	Development partners: AKF, USAID, UNICEF, DfID, ADB, OPEC	Finance and M&E
	Other stakeholders: Local communities, community-based organizations, Constituency Development Fund (CDF), Local Authority Transfer Fund (LATF)	Provide land, labor, supervision, funding
2. Girls Empowerment Clubs	Key Ministry: MoE	Funding, implementation, supervision and M&E
	Other Ministries: Ministry of Gender, Ministry of Children, Culture and Social Services	Provide technical assistance
	Development partners: FAWEK, Girl Child, Proctor and Gamble, AKF-EMACK, USAID	Provide technical assistance, conduct research, funding, implementation, supervision, M&E
	Other stakeholders: Local communities, community-based organizations	Provide information, advocacy, M&E
Construction of girls' laboratories and science rooms	Key Ministry: MoE	Funding, implementation, supervision and M&E
	Other Ministries: Ministry of Public Works	Provide technical assistance, implementation and supervision
	Development partners: FAWEK, Girl Child , Proctor and Gamble, AKF-EMACK, USAID	Provide technical assistance, conduct research, funding, implementation, supervision, M&E
	Other stakeholders: Local communities, community-based organizations, Constituency Development Fund (CDF), Local Authority Transfer Fund (LATF)	Provide land, labor, supervision, funding, M&E
Community social mobilization campaigns	Key Ministry: MoE	Funding, implementation, supervision and M&E
	Other Ministries: Ministry of Gender, Ministry of Youth and Sports, Ministry of Children, Culture and Social Services	Funding, implementation, supervision and M&E
	Development partners: FAWEK, Girl Child, AKF, USAID	Funding, implementation, supervision, research, M&E
	Other stakeholders: Local communities, community-based organizations, civil society organizations	Provide information, implementation, advocacy, M&E
Teacher training on peer education	Key Ministry: MoE, Ministry of Higher Education Science and Technology	Funding, implementation, supervision and M&E
	Other Ministries: Ministry of Youth and Sports, Ministry of Children, Culture and Social Services	Funding, implementation, supervision and M&E
	Development partners: FAWEK, AKF, USAID	Funding, implementation, supervision, research, M&E
	Other stakeholders: Local NGOs, Faith-based organizations	Funding, implementation, advocacy, M&E
Scholarship Programme	Key Ministry: MoE, Ministry of Higher Education Science and Technology	Funding, implementation, supervision and M&E
	Other Ministries: Ministry of Youth and Sports, Ministry of Children, Culture and Social Services	Funding, implementation, supervision and M&E
	Development partners: FAWEK, Girl Child, AED, AKF, USAID	Funding, implementation, supervision, research, M&E
	Other stakeholders: Local communities, community-based organizations	Funding, implementation, advocacy, M&E

Table 6.2:   Performance Trends in Gender Parity and Equity

Indicator (GPI = Gender Parity Index)	Baseline year	Baseline value	Target 2005	Actual 2005	Target 2010	Actual 2010	Gap 2010
GPI for: GER in ECDE	2003	0.95	1.00	0.94	1	1.02	0.02
GPI for: NER in ECDE	2003	0.98	1.00	0.78	1.00	0.98	0.02
GPI for: Enrolment in ECDE	2003	0.97	1.00	0.93	1.00	0.99	0.01
GPI for GER in primary education	2003	0.94	1.00	0.94	1.00	1.00	0.00
GPI for NER in primary education	2003	0.97	1	0.96	1.00	1.02	0.02
GPI for enrolment in primary education	2003	0.94	1	0.94	1.00	0.97	0.03
GPI for GER in secondary education	2003	0.91	1	0.83	1.00	0.91	0.09
GPI for NER in secondary education	2003	1.04	1	0.87	1.00	1.02	0.02
GPI for enrolment in secondary education	2003	0.92	1.00	0.89	1.00	0.87	0.13

Source: EMIS, MoE

level did not realize its target (1.00) during 2010. The GPI on NER failed to realize its target of 1.00, having registered 0.98 in 2003, 0.78 in 2005 and 0.98 in 2010. This implies that nationally, the enrolment rate of the boys is higher than that of the girls. The GPI on enrolment did not meet the target (1.00) having recorded 0.97 in 2003, 0.93 in 2005 and 0.99 in 2010 (see Figure 6.1).

Figure 6.1: GPI Based on NER, GER and Enrolment at ECDE Level

	2000	2003	2005	2008	2009	2010
GPI based on NER		0.98	0.78	0.97	0.98	0.98
GPI based on GER	0.99	0.95	0.94	0.95	1.00	1.02
GPI based on Enrolment	0.96	0.97	0.93	0.94	0.98	0.99
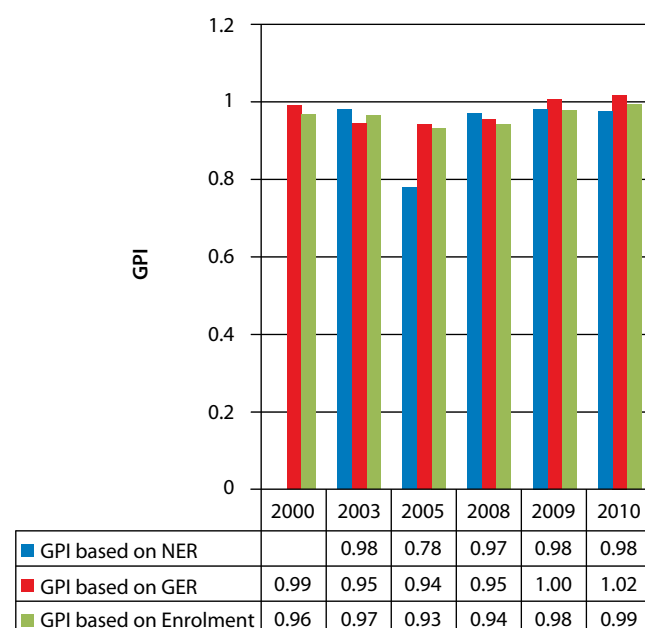
Source: EMIS, MoE

Table 6.3:   ECDE Gross Enrolment Rates

Baseline 2005	Target (2010)	Actual (2010)	Achievements/ gaps
ECDE Enrolment 1,643,175)	2,162,095	2,193,071	+30,976
ECDE GER GER Boys 59.6% GER Girls 56.2% GER Total 57.9%	ECDE GER 60%	GER Boys 61.6% GER Girls 58.7% GER Total 60.2%	+0.2

Source: EMIS, MoE

Gender Parity Index for Primary Education, Based on GER, NER and Enrolment

At primary education level, GPI based on NER recorded 0.97 in 2003, 0.96 in 2005 and 1.02 in 2010. This indicator implies that gender parity has not been achieved, with the period 2003-05 recording enrolment rates that favour boys, whereas 2010 indicated that there was a higher enrolment of girls.

As indicated in Figure 6.2, a GPI based on GER registered 0.94 in 2003 and 2005, before improving to 1.00 in 2010, demonstrating the achievement of the GPI target for 2010.

Figure 6.2: GPI Indicators Based on NER, GER and Enrolment in Primary Education

	2000	2003	2005	2008	2009	2010
■ GPI based on NER	0.98	0.97	0.96	0.96	0.98	1.02
■ GPI based on GER	0.97	0.94	0.94	0.96	0.95	1.00
■ GPI based on Enrolment	0.95	0.95	0.94	0.96	0.96	0.97
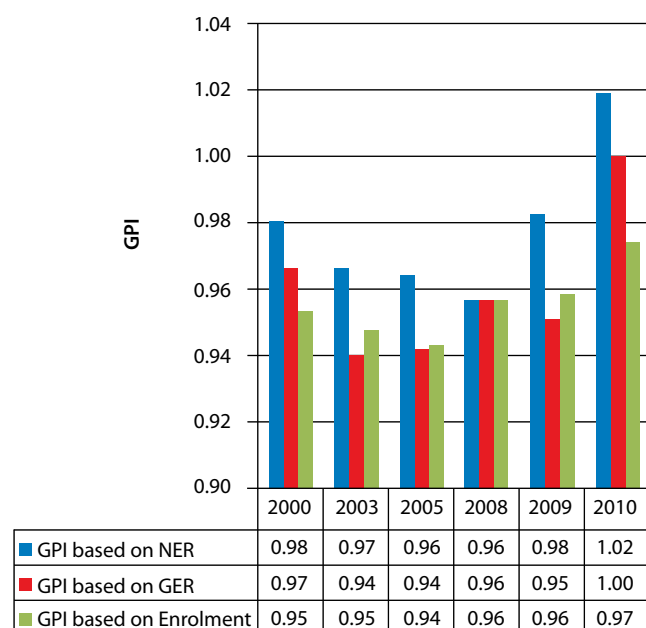
Source: EMIS, MoE

A GPI based on enrolment at primary education recorded an improvement towards parity, with 0.94 in 2003 and 0.97 in 2010.

Table 6.4 shows that gross enrolment rates increased by 841,147, while net enrolment rates fell significantly during the same years, with girls' enrolment higher than that of boys' during 2010. Primary completion rates also decreased, with girls' completion rate for girls' being lower at 74.4% and boys' at 76.8%. The transition rate target of 70% was surpassed ending at 72% in 2010, achieving the transition rate target for the year.

The MoE should continue working towards the achievement of gender equity in education and training. In order to ensure that programmes developed by the ministry are gender-sensitive, the MoE should work closely with the Ministry of Gender, Children and Social Development.

Gender Parity Index in Survival Rate to Primary Standard 5, Nationally

The survival rate decreased over the period under review to 0.93 in 2004, and then increased to 1.00 in 2005 to 1.04 in the years 2006 and 2007.

Table 6.4: Primary Level Enrolment Rates

Baseline 2005	Target (2010)	Actual (2010)	Achievements/ gaps
Primary gross enrolment (7,602,511)	8,540,064	9,381,211	+841,147
Primary net enrolment (5,599,560)	8,198,461	7,807,298	-391,163
Primary NER 83%	Primary NER 96%	Primary NER B=90.6% G=92.4% T=91.4%	5.2%
Primary completion rates (PCR) 80% (2005) (83% for boys) (77% for girls)	PCR at least 92%	PCR B=79.2% G=74.4% T=76.8%	-15.2%
North Eastern Province (NEP) NER Boys 26.6% NER Girls 18.8% NER Total 23.0%	NER for North Eastern ASAL at 40%	Primary NER Boys 50.1% Girls 22.5% Total 36.5%	3.5%
Primary to secondary transition rate (56%)	70%	72%	2%

Source: EMIS, MoE

Figure 6.3: Gender Parity Index for the Years 2003 to 2007
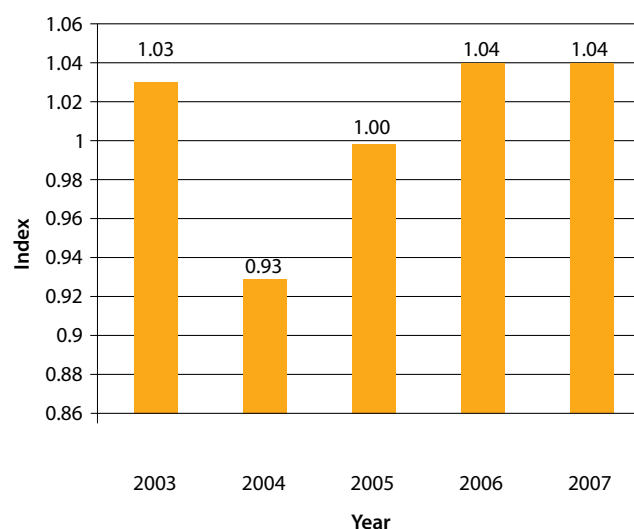
Source: EMIS MoE

The survival rates increased over the period under review from 91.6 in 2006 as shown in Figure 6.4. It, however, declined to 73.8% in 2007.

Figure 6.4: Primary Schools Survival Rate to Standard 5, by Province, 2003 – 2007

	2003	2004	2005	2006	2007
■ Boys	70.8	101.8	90.4	89.9	70.9
■ Girls	77.6	96.3	90.3	93.4	76.9
■ Total	74.1	99.1	90.4	91.6	73.8

Year
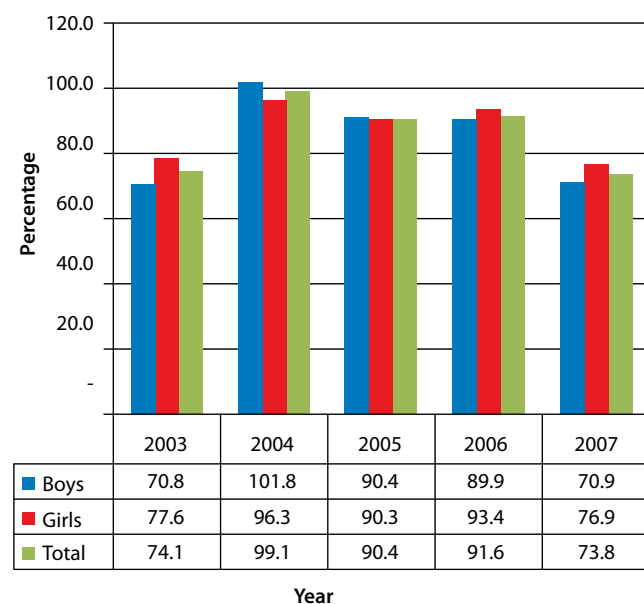
Source: EMIS, MoE

Gender Parity Index in Survival Rate to Primary Standard 5 Per Province

Survival rates for the provinces show variations between them, being highest in Central, Eastern and Rift Valley provinces, and lowest in North Eastern Province.

Figure 6.5: Survival Rates in Provinces
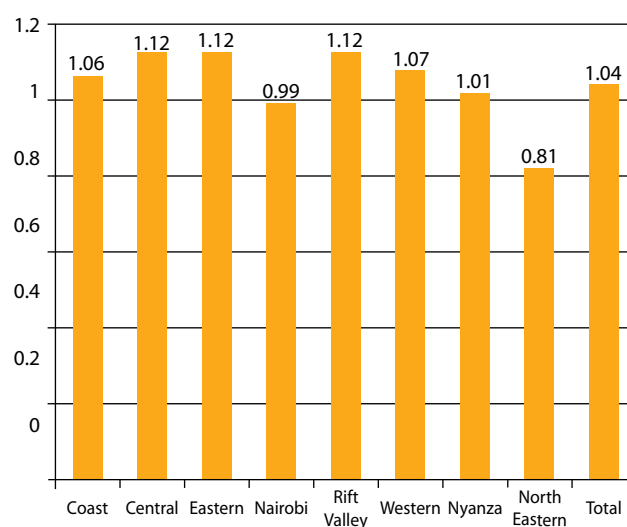
Source: EMIS, MoE

The survival rate increased over the period under review from 74.1 in 2003 to 99.1 in 2004, this however declined to 73.8 in 2007.

Gender Parity Index for Transition Rate from Primary to Secondary Education

The GPI based on transition rates from primary to secondary education shows a mixed trend, indicating that in 2000 more boys moved on to secondary education than girls (0.97) while in 2003 girls went on to secondary schools in higher numbers than boys (1.14). The scenario changed in 2005 in favour of boys (0.96) while in 2009 the

Table 6.5: Primary School Survival Rates to Standard 5, by Province 2003 - 2007

Province	2003		2004		2005		2006		2007	
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
Coast	57.6	62.5	54.2	41.8	85.9	84.0	98.0	101.7	50.4	53.5
Central	85.2	94.0	147.7	160.7	90.7	92.0	93.0	97.5	79.6	88.9
Eastern	66.0	74.0	83.6	80.9	89.9	93.0	83.1	86.8	68.5	76.6
Nairobi	136.0	143.8	138.4	130.4	76.2	77.9	146.0	162.5	84.7	83.5
Rift Valley	64.4	73.6	78.5	74.6	83.2	85.5	84.9	89.6	69.3	77.8
Western	67.2	71.6	80.4	72.6	98.5	96.0	88.6	91.1	68.8	73.8
Nyanza	79.1	80.5	60.0	57.4	102.4	95.8	95.5	96.7	85.5	86.1
North Eastern	37.5	38.5	94.6	79.2	82.6	61.2	80.3	60.4	42.3	34.1
Sub Total	**70.8**	**77.6**	**101.8**	**96.3**	**90.4**	**90.3**	**89.9**	**93.4**	**70.9**	**76.9**
Total	**74.1**		**99.1**		**90.4**		**91.6**		**73.8**	

Source: EMIS, MoE

Figure 6.6: GPI Based on Transition from Primary to Secondary

	2000	2003	2005	2008	2009	2010
GPI based on transition	0.97	1.14	0.96	0.96	1.10	1.09

Year

Source: EMIS, MoE

Figure 6.7: GPI based on NER, GER and Enrolment at Secondary School

	2000	2003	2005	2008	2009	2010
GPI based on NER	1.01	1.04	0.87	0.94	0.96	1.02
GPI based on GER	0.87	0.91	0.83	0.84	0.85	0.91
GPI based on enrolment	0.89	0.92	0.89	0.85	0.87	0.87
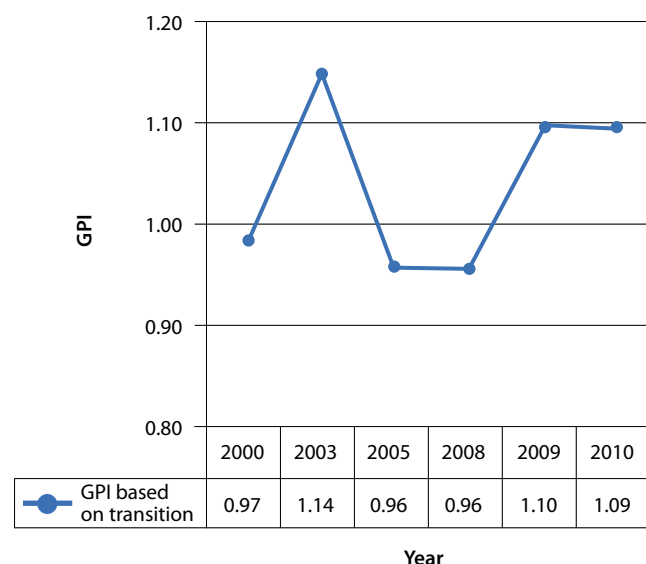
Source: EMIS, MoE

trend reversed with girls' transition rate increasing over that of boys (1.10), with the gender gap declining slightly to 1.09 in 2010.

Gender Parity Index for Secondary Education Based on GER, NER and Enrolment

At secondary level, GPI-based NER was in favour of girls in 2003 (1.04) and in favour of boys in 2005 (0.87). The scenario changed in 2010 when girls had a slight edge over boys (1.02), showing that the target of GPI-based NER in secondary education of 1.00 was not realized. A GPI based on GER target of 1.00 was also not realized over the period. The GPI was in favour of boys throughout the period, with GPIs of 0.91, 0.83, and 0.91 over the years 2003, 2005 and 2010, respectively.

A GPI based on enrolment at secondary education recorded 0.92 in 2003, declined to 0.89 in 2005 and declined further to 0.87 in 2010, implying that gender parity was not achieved as boys continued to have an edge over girls.

Secondary gross enrolment rates increased by 278,828 while net enrolment rates decreased by 285,109 in 2010 as indicated in Table 6.6. During the same year, gross enrolment rates for boys (46.3%) were higher than that for girls (38.8%).

There are a number of initiatives that contribute to improvement in gender parity performance. For example, UNICEF awards scholarships to girls in ASAL secondary schools in North Eastern Province, donating a bursary of USD 1,000 per year for 60 students. This project was started

Table 6.6: Secondary GPI GER, NER Enrolment Rates

Baseline	Target (2010)	Actual (2010)	Achievements/gaps
Secondary gross enrolment (943,149)	1,430,292	1,709,120	+278,828
Secondary net enrolment (664,315)	1,430,292	1,145,183	(285,109)
Secondary GER Boys 31.3% Girls 27.2% Total 29.3%	40%	Boys 46.3% Girls 38.8% Total 42.5%	+2.5%

Source: MoE, EMIS

in 2006 and so far has sponsored 240 students in schools throughout the country.

Other Areas of Enrolment

Enrolment in other areas registered impressive performance with all the targets set for Special needs, NFE and Adult education enrolments being surpassed except for MVC.

Table 6.7:   Others Areas of Enrolment

Baseline	Target (2010)	Actual (2010)	Achievements/gaps
MVC enrolment (613,378)	728,000	325,100	402,900
Special school's enrolment (91,770)	200,000	221,995	+21,995
NFE/NFS enrolment (99,979)	300,000	143,409	+156,591
Adult education enrolment (126,324)	226,324	265,000	+38,676

Source: EMIS, MoE

Figure 6.8:   Gender Parity Index in Adult Literacy Enrolment

	2000	2003	2005	2008	2009
GPI based on enrolment	2.64	2.46	2.25	2.10	2.47

Year
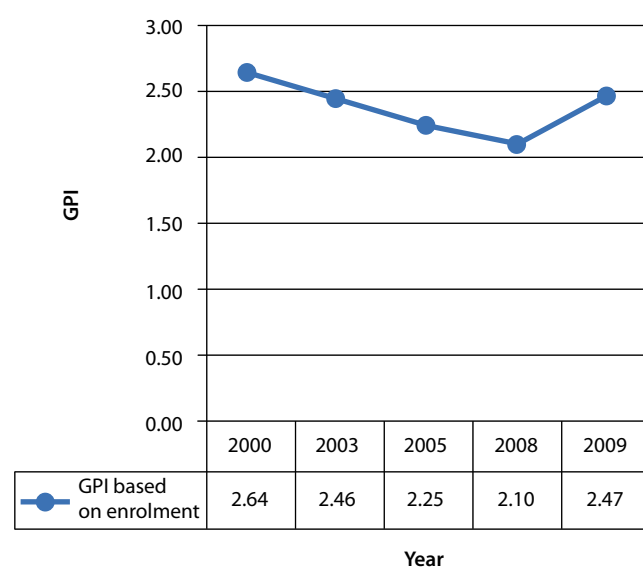
Source: EMIS, MoE

Gender Parity Index in Adult Literacy Enrolment

A GPI based on enrolment for adult literacy declined from 2.64 in 2000, to 2.46 in 2003 to 2.25 in 2005 and further to 2.10 in 2008 before picking up to 2.47 in 2009.

University education: The number of women enroled in public universities has shown a slight increase, but clearly parity in education between men and women at all levels is yet to be attained in Kenya. There are usually more women joining schools at the primary level, but the transition to high school and beyond the number reduces drastically. The GPI at university level based on enrolment in public universities was recorded at 0.57, indicating that men drastically outnumber women.

Learning Outcomes by Province

Girls perform better in primary school according to Figures 6.9 and 6.10, beginning early when girls in all provinces (except in North Eastern province) outdo the boys in reading proficiency. The trend is maintained in standard 8 as measured by the KCPE English exam. North Eastern province presents a unique departure from the trend where it is likely that girls' education is not emphasized due to cultural factors and other issues.

Learning outcomes indicate that there are only three provinces (Nairobi at 28.86, Western at 25.65 and Central at

Table 6.8:   Enrolment in Kenyan Universities in the 2009/2010 Financial Year

Type of university	Government-sponsored students		Total	Self-sponsored students		Total	GPI	Grand total
	Males	Females		Males	Females			
Public	50,850	28,155	**79,005**	28,520	17,038	**46,558**	0.57	**125,563**
Private	0	0	**0**	20,717	14,462	**35,179**	0.70	**35,179**
Total	**50,850**	**28,155**	**79,005**	**49,237**	**31,500**	**81,737**	**0.60**	**159,742**

Source: Ministry of Higher Education, Science and Technology

Figure 6.9: Gender Parity Index in Learning Outcomes (Reading Proficiency)
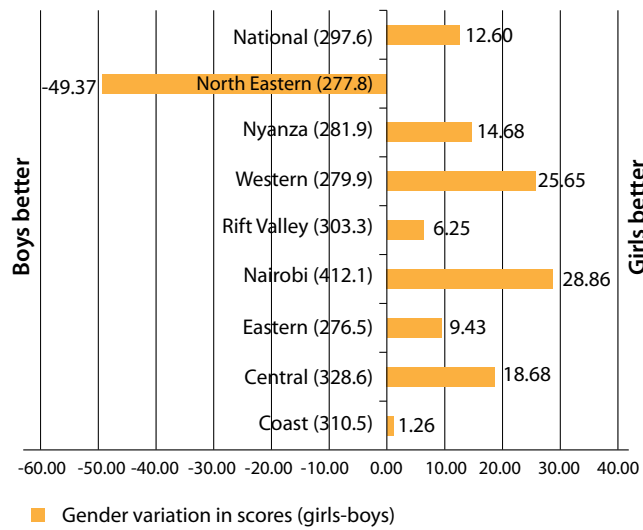
Source: KNEC NASMLA Report 2010

Figure 6.10: Gender Variation in KCPE
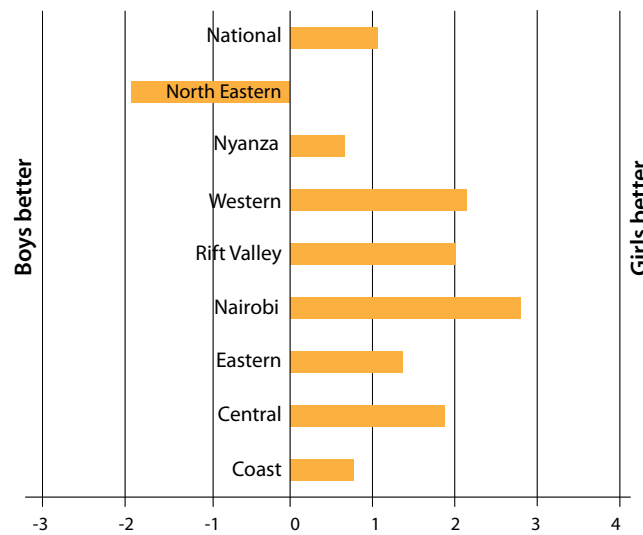
Source: KNEC KCPE 2009 Analysis Report

18.68) where gender variation rates in learning outcomes for girls are higher than the national average (12.60). However, gender variation rates for girls are still very low in North Eastern Province at -49.37.

Gender Parity Index of Teachers in ECCE

As indicated in Figure 6.11, a wide gender disparity still exists under this indicator, with the majority of teachers at ECDE being female.

Figure 6.11: Number of ECDE Teachers by Sex and Year

	2000	2003	2005	2008	2009	2010
Male	2,621	4,169	9,038	10,089	15,691	15,909
Female	39,988	50,720	63,144	68,141	77,264	78,521
Total	42,609	54,889	97,498	78,230	92,955	94,429
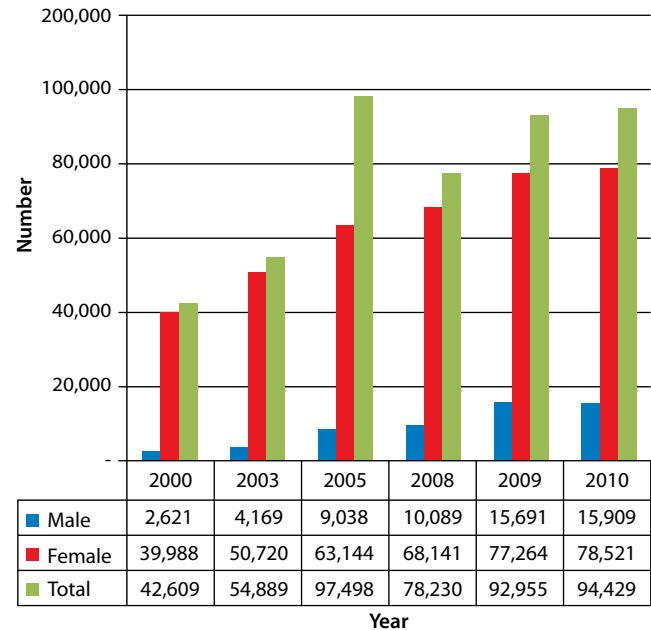
Source: EMIS, MoE

Gender Parity Index of Teachers in Primary Education

As indicated in Figure 6.12, at primary level the GPI based on teacher numbers indicates that between 2000-10 there were more male teachers than female teachers. The GPI ranged from 0.71 to 0.85.

Figure 6.12: GPI Primary School Teachers

	2000	2003	2005	2008	2009	2010
GPI	0.73	0.71	0.80	0.85	0.85	0.79
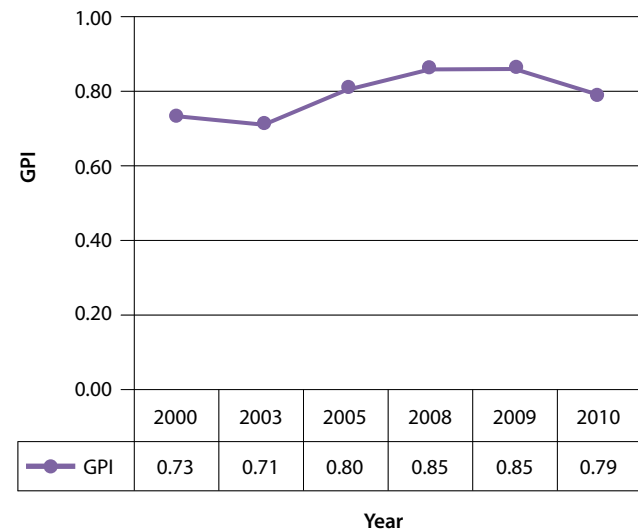
Source: EMIS, MoE

Gender Parity Index of Teachers in Secondary Education

In secondary education, a GPI based on numbers of teachers indicated that males continue to dominate. The GPI recorded 0.54 in 2000, increasing to 0.59 in 2003 and dropping to 0.53 in 2005. It increased to 0.55 in 2008 and to 0.61 in 2009, before dropping to 0.60 in 2010.

Figure 6.13: GPI of Secondary School Teachers

	2000	2003	2005	2008	2009	2010
GPI	0.54	0.59	0.53	0.55	0.61	0.60

Year
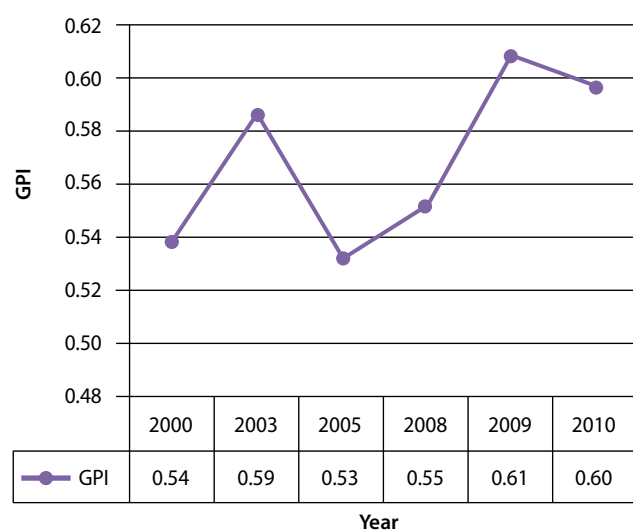
Source: EMIS, MoE

Gender Parity Index of teachers in Adult Literacy and Continuing Education

The proportion of female teachers has remained higher than that of male teachers in Adult Literacy and Continuing Education. The GPI increased from 1.13 in 2003 to 1.26% in 2007 before dropping slightly to 51.20 in 2009.

Figure 6.14: Number of Fulltime Teachers in Adult Education Centres by Sex, 2003 to 2009

	2003	2004	2005	2006	2007	2008	2009
Male	913	869	807	799	784	761	722
Female	1,032	1,018	996	993	989	938	870
Total	1,945	1,887	1,803	1,792	1,773	1,699	1,592

Year
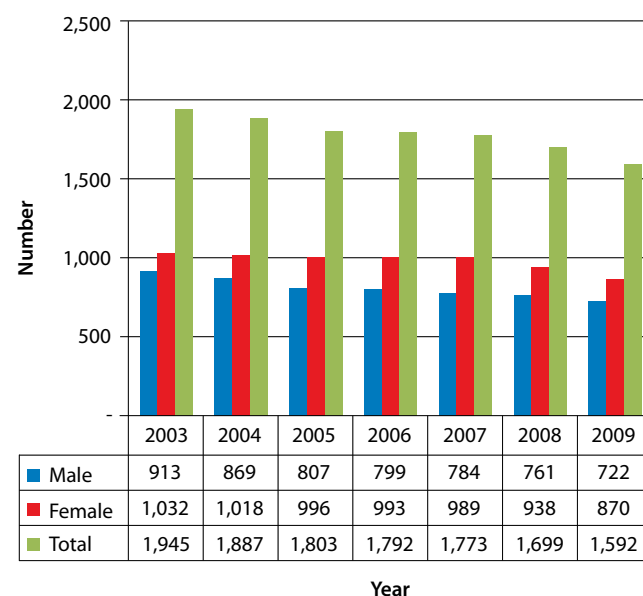
Source: ADE MoE

6.5 Financing Gender Equity and Equality in Education and Training

Gender policy education is funded through the Directorate of Policy and Planning, as shown in Tables 6.9 and 6.10. Expenditure for 2005/2006 – 2009/2010 was to be used to eliminate regional and gender disparities in primary and secondary education by 2010, to achieve gender equality in education at all levels by 2015, to promote gender equality and to empower women and girls to participate in education.

Table 6.9: Summary of Yearly Costs Between 2005/2006 – 2009/2010 (GoK Projections)

	2005/ 2006	2006/2007	2007/2008	2008/2009	2009/2010	Total
Gender education policy	9 m	9.4 m	-	-	-	**18.4 m**
Improved gender-based enrolment and retention	-	-	58.5 m	70 m	41.5 m	**170.0 m**
Girls and women participation and performance in education	-	-	64.25 m	64.25 m	64.25 m	**192.45 m**
Sanitary materials and sanitation in schools	-	-	28.5 m	32.2 m	32.0 m	**92.75 m**
Monitoring and evaluation	2 m	2 m	2 m	2 m	2 m	**10 m**

Source: KESSP

Table 6.10: Actual Expenditure of the MoE 2005/2006 – 2009/2010

MoE recurrent expenditure	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
MoE policy and planning		241.14	164.96	161.96	177.93
Development		1,009.00	2,985.56	150.45	134.49

Source: Economic survey 2010

6.6 FPE and KESSP Targeted Interventions

A number of interventions have been put in place by the Government to increase access to basic education. Some of the interventions that have been undertaken include:

- expanding educational opportunities in ASALs (mobile schools);
- non-formal school programmes;
- low-cost boarding schools;
- child-friendly schools;
- scholarships for girls in ASAL areas;
- special needs education in 2010;
- instructional materials for primary schools;
- school health nutrition and feeding;
- HIV and AIDS;
- gender and education; and
- FDSE, bursary, ASALs, pockets of poverty, laboratory equipment, ICT, The Economic Stimulus Package/ Economic Recovery Strategy, drought-afflicted schools, and MVC grants.

6.7 Successes in Implementation of the Goal

The Government has successfully implemented some of the overall goals of eliminating gender disparities in ECDE, primary and secondary education by 2005, and achieving gender equality in education by 2015. These include;

At the ECDE level:

- access rates increased from a GER of 35% in 2003 to 60.2% in 2010;
- a National ECDE Policy Framework and Service Standards Guidelines were developed and disseminated;
- measures to meet goals were undertaken by the GoK that have resulted in an increase in girls' enrolment in

ECDE, resulting in a reduction of the gender gap as demonstrated by the GPI which improved from 0.98 in 2003 to 0.99 in 2010;
- current net enrolment stands at 51.1% (boys 52.1%, girls 50.1%);
- there is now countrywide support to disadvantaged communities in the provision of quality ECDE services and the development of a Nomadic Policy framework;
- there has been an increase from 12 to 26 ECDE teacher training centers, with the introduction of diploma courses in 2007; and
- a multi-sectoral National ECDE committee for the coordination and implementation of the policy was created.

At primary level:

- enrolment in primary education increased from 5.9 million in 2003 to 9.4 million in 2010;
- net enrolment increased from 80.4% (boys 80.8%, girls 80%) in 2003, to 92.9% (boys 94.8%, girls 90.7%) in 2009; and
- completion rates improved from 68.2% (boys 71.3%, girls 65.2%) in 2003 to 76.8% (boys 79.2%, girls 74.4%) in 2010.

At secondary level:

- GER increased from 26.4% (boys 29.7%, girls 27.4%) in 2003 to 45.3% (boys 49.5%, girls 41.3%) in 2009;
- NER increased from 28.5% (boys 29.7%, girls 27.4%) in 2003 to 42.5% (boys 46.3%, girls 38.8%) in 2010; and
- gross enrolment increased from 805,111 in 2003 to 1,709,120 in 2010.

On gender issues:

- the country has achieved a near gender -parity of 0.98; and
- the transition rate improved from 46.4% (boys 43.6%, girls 49.8%) in 2003 to 64.1% (boys 61.3%, girls 67.3%) in 2009.

On health and nutrition:

- a total of 1.3 million primary and pre-primary children receive a hot nutritious midday meal and over 125,000 pre-primary children receive micronutrient supplementation in the form of a mid-morning snack; and
- gender parity has improved in targeted districts, as has performance due to this programme.

Measures to address gender-based violence, including FGM, include the following.

- the new constitution has set a precedent for the promotion and protection of women's' rights by outlawing all forms of discrimination and discriminatory laws. It provides for equality of men and women in all facets of life, including political, economic and socio-cultural spheres;
- Kenya Vision 2030 lays out strategies to reduce gender disparities, among them gender-based violence and retrogressive cultural practices such as FGM;
- the Sexual Offences Act (2006) is being fully enforced by the Kenyan courts and the media has been informing the public on its application;
- the Counter-Trafficking in Persons Act (2010) concerns the sale and exploitation of humans under conditions of servitude, a crime that mainly victimizes women and children;
- the National Policy for the Abandonment of FGM aims to reduce the prevalence of FGM by 10% by 2012;
- the Implementation of the National Framework on GBV Prevention and Response in Kenya (2009) aims to coordinate a multi-sectoral approach to SGBV prevention and response in Kenya;
- institutional strengthening through improving the GBV response institutions, namely legal, medical, security and psychosocial and improving coordination of these services providers;
- the National GBV working group is a coordination mechanism composed of government, civil society and development partners. The working group meets every month to discuss, strategize and update each other on the progress of GBV programmes;
- five Gender Based Violence Recovery Centers have been established in major hospitals across the country, offering treatment and psychosocial support to survivors;
- more Gender Based Violence Centres have been established, in partnership with civil society; and
- community elders have been engaged in making public condemnation of FGM, initiating inclusion of FGM issues in schools, colleges and university curricula, and working with parliamentarians to campaign against FGM.

6.8 Challenges and Emerging Issues

At ECDE level, the MoE has been providing community support grants to ECDE centers. Although the ministry had proposed to take over payment of salaries for ECDE teachers, funds were not allocated and as a result full integration of ECDE into basic education is yet to be achieved. This has made this sub sector less attractive to male teachers. Provision of ECDE education is still largely financed by households and private sector players. This level of education experiences low participation in most parts of the country, as quality of infrastructure is still poor and gender issues non-responsive even for those ECDEs centers attached to formal public schools. Adequate sanitation facilities are lacking in most centers as they are located on rented premises in urban slums, raising learner health risks. Staffing levels are low and biased toward female teachers.

At primary school level, implementation of FPE has made progress in increasing access to all children. However, the surge in enrolments has resulted in overcrowding at most public schools. Some facilities are poor and are not gender-responsive. The number of teachers at this level is still insufficient, particularly in the ASAL areas.

The School Feeding, Health and Nutrition programme which targets children in ASALs, pockets of poverty and urban slums is still limited in scope, threatening the goals of sustained increase in enrolment and reduction of dropouts.

At secondary level, the FSE introduced in 2008 has enhanced transition from primary level through lowering costs of schooling to households. There is a dire need for basic facilities at most secondary schools, particularly those hived off from primary schools. The high number of most vulnerable children occasioned by the prevalence of HIV and AIDS has caused financing gaps in providing bursaries and allocation to the bursaries programme has been below demand.

One of the challenges facing delivery of educational services is the difficulty in accessing hard to reach children. This is due to weak implementation structures of the programmes targeting such children, and inadequate funding for the same.

The empowerment of girls and women through education has been impeded by factors such as cultural and religious attitudes and practices, infrastructural limitations, inadequate policy guidelines, poverty, HIV and AIDS and a lack of community awareness, as well as too few female role models, especially in rural areas. Boys suffer from child labor practices and a lack of male role models in poor urban areas such as slums. These limit the chances of school completion and result in early school dropout.

The achievement of this target is seriously threatened by the HIV and AIDS pandemic which has devastating and far-reaching implications for the education sector especially for girls who are sometimes called upon to take care of ailing parents and take charge of the household at a young age. The number of AIDS orphans and other vulnerable children across Kenya is estimated at 1.2 million, making this a key area where further support for children in education is required. The HIV and AIDS pandemic has robbed the country of trained and experienced male and female teachers and given rise to many orphans in school. The MoE's efforts to mitigate the impact of HIV and AIDS is hampered by high prevalence of the condition, leading to increased numbers of orphans in schools; absenteeism, as many children, especially girls, cannot attend school regularly because they have to care for infected family members, leading to low attendance and poor performance in school.

Rapid expansion of universities in order to cope with high demand has overstretched physical facilities and other resources. Financing of university education is also a big challenge due to the high costs of running programmes and financing students' upkeep. In addition, the provision of university education has been characterized by gender and regional disparities in overall admission and participation in key programmes, with female students comprising a small proportion of those undergoing training in the critical areas of science and technology.

6.9   Monitoring and Evaluation

Monitoring and evaluation (M&E) are an integral part of the Gender in Education policy. The Gender KESSP Investment Programme keeps track of progress on the implementation of the policy through regular data collection, analysis and subsequent utilization of the findings to inform further implementation. Periodic evaluation programmes such as the annual Gender in Education National Review meeting organized by the MoE, offer opportunities for stakeholders to share experiences learnt in implementation of interventions aimed at promoting gender equity and equality in education.

6.10   Recommendations

To enhance access at the ECDE level, there should be more investment in ECDE programmes. ECDE should be integrated into basic education to improve its management, increase access and enhance retention at lower primary level. To further improve gender equality at this level, the training of more male teachers should be encouraged and facilitated to undertake training courses at ECDE level. In addition ECDE teachers should be placed on the TSC payroll and the government should support training of teachers, and provision of teaching and learning materials. Given the importance of early childhood education to child development during initial school years, every primary school should be encouraged to have an early childhood education class with facilities attached to it, including those for play-based activities.

In order to build on the gains of FPE, there is a need to continue expanding gender-friendly physical facilities in all primary schools, especially in slums, ASALs and pockets of poverty.

To address the issue of regional disparity, particularly in ASALs where children are forced to walk for more than three kilometers to reach the nearest school, feeder schools for lower primary should be established. Also, low cost primary boarding schools should be constructed in each constituency in ASALs so that pupils do not drop out of school when parents migrate in search of water and pasture.

In order to enhance access to secondary education for disadvantaged students, including OVCs, it is necessary to increase bursary allocations when targeting poor and disadvantaged students, devising better and more efficient methods of targeting and disbursing bursary funds and supporting implementation of affirmative action in secondary education to address the needs of marginalized.

There is a need for the establishment of a framework of broad partnerships encompassing community-based NGOs, Faith-Based Organizations, CBOs, multi/bilateral agencies and key ministries to enhance efforts to reach out to school children and youth, and to promote synergies amongst education partners.

In order to ensure this, there is a need for regular workshops for head teachers and principals in order to equip them with leadership, financial management and role modeling skills.

A culture of reading should be encouraged by increasing the number of libraries in schools and communities, and innovation and hard work should be inculcated in children.

The MoE should continue striving to achieve gender equity in provision of education and training. In order to ensure

that programmes developed by the ministry are gender sensitive, the MoE should work closely with the Ministry of Gender, Children and Social Development.

The gender policy in education document should be revised to encompass the current emerging issues and come up with a realistic implementation framework as well as address more gender issues relating to boys.

Increased funding for implementation of the gender policy in education should be provided to upscale the implementation of gender related programmes and activities.

Focus should not only be on gender equity, but on tackling gender equality issues such as the factors which obstruct girls from entering education or make their dropout more likely. This should be articulated in the gender policy for the education sector.

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 ""**

Chapter 7: Quality of Education

7.1   Introduction

Quality in Education is the degree to which education can be said to be of a high standard, satisfies basic learning needs and enriches the lives of learners and their overall experience of living (UNESCO, 2000). In efforts to achieve the goal of EFA, massive human, financial, and physical resources have been invested in the education sector. In this respect, the quality of education is an imperative where it is seen to be efficient, focused on the client (the pupil), and involving all stakeholders.

During the World Education Forum held in Dakar in 2000, member states committed themselves to improving all aspects of quality education. Delegates concluded that quality is at the heart of education and is the one of the key goals in achieving EFA. This conclusion was based on evidence that expanded enrolment must be accompanied by enhancement of quality of education if children are to be attracted to school, retained and to achieve meaningful learning outcomes.

Quality education viewed from a lifelong perspective of learners focuses on what has been acquired through education programmes in terms of knowledge, skills, attitudes and values which would be useful in their participation in the socio-economic contexts of their lives. As indicated in the Dakar Framework extended text, the ultimate test of the quality of education as with any learning process ,both formal and non-formal, is about outcomes - namely, how an individual manages various spheres of his/her own life and contributes towards the well-being of others and society. An assessment of education quality should be organized based on such dimensions.

Kenya's EFA goal of UBE received a boost with the introduction of Free Primary Education (FPE) in the year 2003. Though this was welcome news to both parents and pupils, the increased demand for places brought with it fresh problems in the basic education sector. The first assessment of FPE established that a number of challenges were being faced in the implementation of this policy (UNESCO, 2005). Though there was initially a dramatic increase in enrolment in public primary schools, the number of pupils in schools started declining steadily, attributed to transfers to schools in the fast-growing private sector. This was after the realization that improvements in the quantity of education provision were not an assurance of quality. Parents who could afford it were moving their children to schools that had sufficient teachers, teaching and learning resources and safe learning environments. Recommendations arising from this study resulted in the design of policies and practices aimed at addressing the challenges. This was effectively the first time the GoK had sought to address quality of education as a distinct factor in the provision of education. At this point in time it was realized that there was neither a body coordinating issues of quality of education nor current surveys on quality to inform policy on the same issue. This study therefore laid the foundation for a systematic understanding of quality of education in Kenya.

The UNESCO EFA Global Monitoring Report (2005) discussed a theoretical framework for quality. This framework comprises unique dimensions which include:

- Learner characteristics: Quality education includes learners who are healthy, ready to learn and are supported in learning by their families and communities. Differences in learner characteristics provide ways in which education providers can intervene to improve quality.
- Context: This dimension considers education to exist within a social context. A quality context is one that provides an environment that is healthy, safe, and gender-sensitive. The same environment should also provide adequate resources and facilities for learning. Tied to this is content, which is reflected in the relevant curricula and materials.

- Enabling inputs comprising resources required to provide quality education include human (teachers and educational administrators) and physical (materials, classrooms). This dimension includes participatory governance and management, and engagement with local communities and cultures.
- Teaching and learning dimensions consider what takes place in the classroom. These are processes that have a focus on classroom activities involving trained teachers using learner-centered methodologies, including time spent learning, methods of assessment, styles of teaching, language of instruction and how classrooms are organized.
- Learning outcomes which encompass knowledge, skills, and attitudes. These outcomes also have linked to the national goals of education. Specifically, learning outcomes are expressed in terms of test grades, emotive and attitudinal outcomes.

Interrelationships among the components are given in Figure 7.1.

In the Kenyan context, the framework used to explain quality has borrowed heavily from this model. The National Assessment System for Monitoring Learner Achievement (NASMLA) and the Directory of Quality Assurance and Standards (DQAS) identified five factors that have an impact on quality, namely;

- Curriculum organization and implementation, evidence of which is obtained from curriculum documents used in planning the teaching and learning process.
- School management and community involvement indicated by school stakeholders' involvement in school management activities. To a great extent, community involvement is inferred from home backgrounds of pupils, and is manifested, for example, in parental support received in learning activities. Similarly, this factor is also associated with the availability of a child-friendly school. Current school management requires the provision of an environment conducive for the learning of children regardless of their gender, disability, age, socio-economic and/or health status.

Figure 7.1: Framework for Understanding Educational Quality

Source: UNESCO GMR 2005
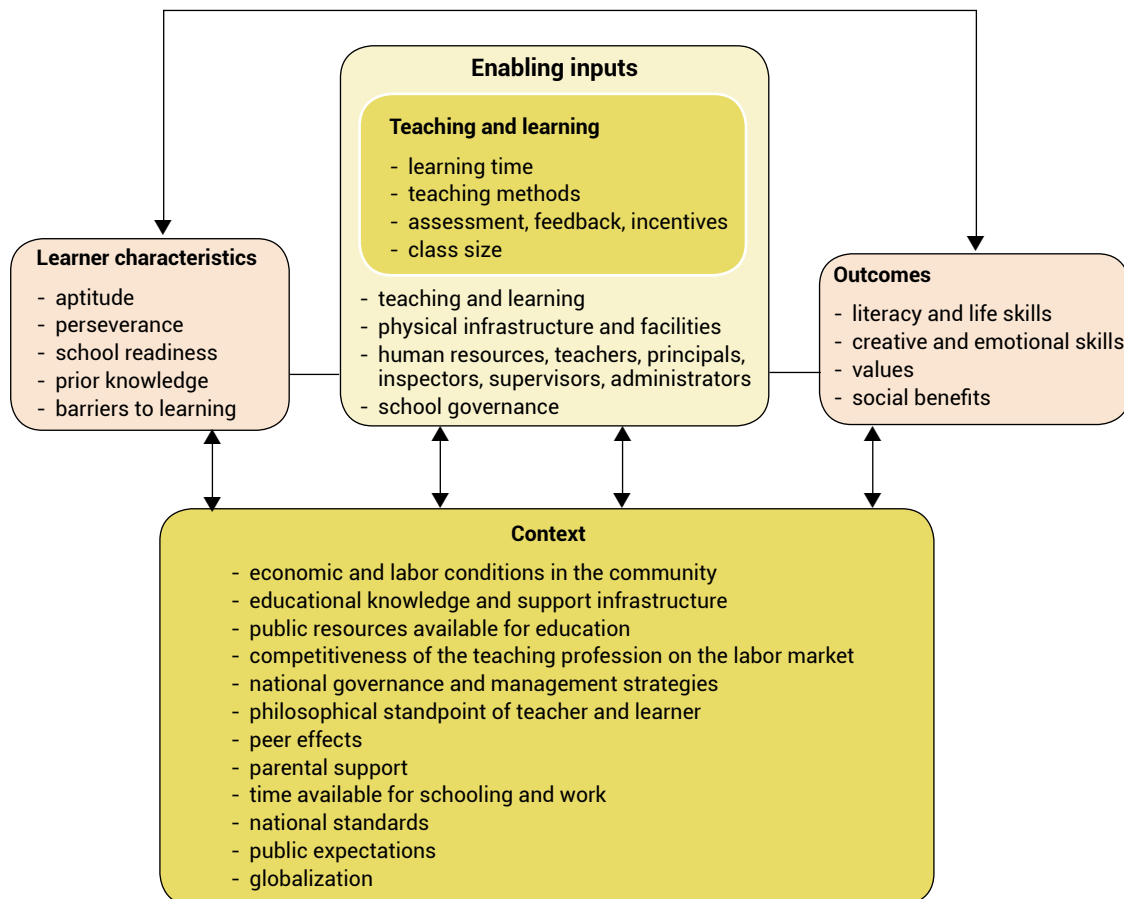
- Teaching, Learning, and Assessment as evidenced by classroom observation and interactions. Teachers' personal and professional characteristics are variables that are strongly associated with this factor.
- Student progress and achievement is obtained from examination results and standardized test scores.
- School infrastructure, facilities and sanitation. This factor in part fulfills demands for child-friendly environments, in particular those that help to keep girls in school.

These five factors inform development of frameworks for analyzing progress in attaining quality in Kenyan primary and secondary schools.

7.2 Legislation, Legal Framework and General Policies

The Education Act of 1968 (revised in 2009) which provides a framework for education in Kenya recognized the need for quality assurance (Republic of Kenya, 2009e). The Act was instrumental in entrenching quality in Kenya's education system, resulting in establishment of an Inspectorate and the Education Act. The Inspectorate became the Directorate of Quality Assurance and Standards in 2004 and its role is that of advisor rather than fault-finding

The same Act stipulates the establishment of the Kenya Institute of Education (KIE) as an agency within the MoE. Its primary functions include co-ordination of institutions devoted to the training of teachers, the conduct of educational research, preparation of educational materials and other matters connected with the training of teachers and development of education and training. Some of these functions, such as coordination of teacher training, were undertaken by other agencies. This and other considerations led to the review of the KIE mandate.

When the KIE attained semi-autonomy via Legal Notice no.120, chapter 416 in 2008, its mandate was redefined and expanded. Newer functions include evaluation and approval of curricula materials, the publishing and dissemination of support materials through the mass media and e-learning, integration of ICT into education and initiation of policy reviews in curricula development. The KIE plays an important role in the capacity development of teachers in matters of curriculum implementation.

Another critical quality function is assessment of pupil achievements. The Kenya National Examinations Council (KNEC) was established by the GoK in 1980 through an Act

of Parliament (CAP 225A) as a Semi-Autonomous Agency (SAGA) within the MoE. The main mandate of KNEC is to conduct school and post-school national examinations (excepting university examinations) and to award certificates to successful candidates (KNEC, 2010).

7.3 National Action Plan and Implementation

7.3.1 Specific National Targets

The framework described in the previous section has provided guidance in the analysis and description of quality in education. Prior to this development, quality was not discussed as a distinct dimension of education in Kenya.

In the first EFA assessment report done by the MoE in 2000, quality issues were identified within five of the ten identified subsectors, namely Primary Education, Secondary Education, Special Education, Teacher Education and Curriculum (UNESCO, 2000). Not addressing quality issues separately may have led to a reduced emphasis and focus on this critical dimension of education.

Serious efforts to set national targets for educational quality for 2010 were made during the establishment of the KESSP in 2005. At this time, a specific set of issues were considered as critical to the attainment of quality education. Thematic areas in quality and associated targets include:

Infrastructure Development and School Management

A key component of educational quality is infrastructure and this has been a major focus of investments. Tied to infrastructure is school management which is responsible for the physical facilities, human and financial resources. This is illustrated in Table 7.1.

The construction of more classrooms and pupil toilets should form critical agenda in the quest to attain educational quality in Kenya.

Curriculum Quality and Relevance

The targets mentioned here relate to curriculum development and delivery. The place of ICTs is emphasized in Table 7.2.

Table 7.1: Infrastructure Development and School Management

Indicators	Target 2005	Actual 2010	Gaps
Pupil: classroom ratio	In primary schools it is estimated that to achieve a pupil/classroom ratio of 1:50 there is a backlog of 14,700 classrooms (2003 school census data).	6,200 classrooms built	8,500 new classrooms
Pupil/toilet ratio	1:30 boys 1:25 for girls	SACMEQ III (2007) Boys per toilet = 51.1 Girls per toilet = 49.7	Boys 1:48.9 Girls 1:50.3 new survey needed
Number of secondary school management staff trained in school governance	All school principals, Board of Governers (BOGs), Parents Teachers Associations (PTAs), Student leaders- prefects Students councils	Principals =1701 (28%) D/principals = 1841 (28%) Heads of Departments (HoDs)=2640 District Education Board (DEB)/Provincial Educational Board (PEB) = 369 BOG= 1940 (32.3%) (KESI)	72% principals 67.7% District/ Provincial Education Board All student councils

Source: MoE SACMEQ III Report (2011), Infrastructure Office Records (2010), KESI Strategic Plan (2010)

Table 7.2 Curriculum Quality and Relevance Targets and Indicators

Indicators	Target 2005	Actual 2010	Gaps
Curriculum development and implementation	100% relevant and up to date curriculum	Curriculum up to date	Revision to address emerging issues e.g. the 2010 Constitution of Kenya
Establishment and operation of an educational broadcasting system	Radio 50% of potential listeners No target given for TV	100% listeners reached nation-wide TV 10% reached on pilot digital signal	Broadcasting content through TV nationally
Textbook provision	Textbook pupil ratio 1:1 primary school 1:1 secondary schools	1:3 lower primary 1:2 upper primary No data on Secondary School TB:P ratio	66% lower primary 50% upper primary - secondary school textbook survey
Digitization of primary and secondary school curriculum	- 100% primary and secondary school digital curriculum	- Primary class 4 – 7 (50%) - Secondary form 1 – 4 (100%)	Lower primary std 1 – 3 Secondary – nil
Delivery of digital content	100% schools equipped with ICT	- primary 14.4% have computer T/L resources - no data for secondary schools	- lack of computers in 85.6% of primary schools - survey computer availability in secondary schools

Source: KIE Summative Evaluation Report (2011)

Quality Assurance

Targets for attainment of good quality assurance services are given in Table 7.3.

A lot of progress has been made in the conduct of assessment visits and training of key stakeholders. However more needs to be done to improve on pupil discipline in primary schools.

Teacher Quality and Effectiveness

Teachers play a central role in the attainment of quality education. This thematic area identifies six areas that define teacher quality and effectiveness and are shown in Table 7.4.

Table 7.3:   Quality Assurance Targets

Indicators	Target 2005	Actual 2010	Gaps
Staffing of DQAS	Anticipated staffing establishment is 1850 Districts 1777 Headquarters =73	Recruitment of additional Staff Districts -668 Headquarters - 73	DQAS Staff shortages in Districts/Counties 1109
Assessment of Schools	26,667 primary sch 6,971in secondary sch.	-36,224 (135.8%) primary sch - 7,021 (101%) sec sch	Nil
Child Friendly Schools (CFS) policy framework	Train education stakeholders in CFS	9900 (5.71%) teachers trained 32 (43.84%) top administrators 400 (53.98%) QASO'S 360 (34.22%) TAC tutors 240 (84.21%) DEO'S	94.29% teachers 56.26% top administrators 46.02% QASOs 65.78% TAC tutors 15.79% DEOs
Pupils discipline	Reducing behavioural problems by 50%	- Reduction in dropout (5%) - increase in other behavioural problems	Reducing behaviour problems 50%

Source: MoE Internal Documents, SACMEQ III Report (2011), CFS Manual (2010)

Table 7.4:   Targets for the attainment of Teacher Quality and Effectiveness

Indicators	Target 2005	Actual 2010	Gaps
Number of qualified teachers	100%	100%	Nil
Teacher availability	100%	73,012 (77.32%) ECDE 173,208 (82.82%) Primary 25,305 (34.44%) secondary 2,472 Adult Education	21,418 (22.68%) ECDE 35,930 (17.18%) primary 48,170 (65.56%) Secondary 28,000 Adult Education
Pedagogical skills upgrading (INSET) Subject based in-service	All primary teachers, 100%	83,000 (47.91%)primary resource teachers 22,000(45.68%) secondary teachers	52.09% primary resource teachers 54.32% secondary teachers
SMASSE INSET	All secondary school science teachers (100%)	All secondary teachers trained (at different levels)	- New secondary school teachers - train primary teachers
SNE training	At least one SNE teachers each primary school	More than 18,000 trained by KISE since year 1987	Audit of SNE teachers in primary and secondary schools
Pupil Teacher Ratio	1:50 primary 1:40 secondary	1: 45 Primary 1:36 Secondary	Nil Need for rationalization of teacher staffing distribution

Source: TSC Teacher Projection Estimates for the year 2010/2011, CEMASTEA (2009).

A lot of progress has been made in pre-service and in-service training of teachers. Nevertheless, this is an area that requires sustained effort.

Learning Outcomes

Table 7.5 shows levels of academic attainment obtained from national assessment.

Using data from SACMEQ and NASMLA studies, pupils in lower primary school have lower levels of achievement compared to those at upper primary school.

Thematic area 3: Quality assurance

- Develop capacity of educationists to deal with increased school populations;
- Increase capacity of stakeholders in management of child friendly schools; and
- Reduce pupil behaviour problems in primary schools.

Thematic area 4: Teacher qualification and effectiveness

- Establish a formalized system of in-servicing teachers; and
- Recruitment of more teachers.

Table 7.5:   Targets for Pupil Learning Outcomes

Indicators	Target 2005	Actual 2010	Gaps
Pupil achievement	100% of pupils who have mastered basic learning competences	SACMEQ III Std 6 English 80.2%, Mathematics 80.2%, NASMLA 2010 Std 3 English 47.7% Mathematics 51.7%	Std 6 19.8% in English and Mathematics Std 3 English 52.3% Mathematics 48.3%

Source: SACMEQ III Report (2011), NASMLA Std 3 Report (2010)

7.3.2   Strategies to Achieve Targets

To address policy issues and ensure provision of quality education, the GoK and other relevant stakeholders have applied the following strategies.

Thematic area 1: Infrastructure development and school management

- Government to construct new schools and classrooms together with development partners;
- Develop school capacities to manage their own improvement plans; and
- Through KESI, develop the management capacities of school heads.

Thematic area 2: Curriculum quality and relevance

- Continuous review of the curriculum;
- Transmission of education channel programmes by the KIE;
- Complete digitization of curricula at all levels of education; and
- Development and production of curriculum support materials.

Thematic area 5: Pupil learning outcomes

- Improvement of learning at lower primary;
- Undertake continuing research to determine the quality of education being offered;
- Institutionalize monitoring of learning achievements in primary and secondary schools; and
- Provide more support to learners with special needs.

7.3.3   Programs Implemented and Year of Implementation

Infrastructure Development and School Management

- Establishment of a school infrastructure fund in the year 2005/2006;
- School infrastructure development, and a coordination office established at the MoE operational from the year 2005;
- Training of stakeholders on school management in (KESI) started in 2005; and
- Infrastructure department established in the MoE for M&E in 2005.

Curriculum Quality and Relevance

- Development and implementation of an up to date primary and secondary school curriculum completed in 2002. Revision is also ongoing;
- Establishment of a digital television broadcasting station, inaugurated in 2010; and
- Establishment of a board to vet textbooks and communicate through a catalogue of approved teaching and learning materials commonly referred to as the Orange Book from 2002/2003.

Quality Assurance

- Deployment of at least one quality assurance officer for every district starting 2003;
- Assessment visits to all primary schools at least once every 3 years and all secondary schools at least once every 3 years started in 2005; and
- Introduction of CFS in all primary schools, programme nationally launched in 2006.

Teacher Qualification

- All teachers teaching in schools and deployed by TSC are registered and qualified; and
- All science/mathematics teachers have undergone SMASSE training since 1998.

Pupil Achievement

- Entrenchment of the National Assessment System for Monitoring Learner Achievement in the year 2006.

7.3.4   Coordination and Partnership

There are seven key ministerial institutions concerned with quality of education. These comprise six semi-autonomous agencies (SAGAs) and one government department (see Table 7.6).

Apart from the District Quality Assurance and Standards Officers (DQASO) which is a ministerial department, the institutions listed in Table 7.6 have been established by various Acts of Parliament and have a measure of autonomy. Though all are concerned with quality of education, none has an overall coordinating mandate.

The largest allocation went to provision of textbooks which totaled to over Kshs 14 billion. Despite shortcomings in the distribution system, more pupils have been able to access text books in their schools. The second highest was infrastructure where the bulk of the money went to construction and renovation of classrooms in primary schools. Continuous improvement of the teaching and

Table 7.6:   Government Institutions Concerned with Quality of Education

	Institution	Function	Administrative levels
1	The Directorate of Quality Assurance and Standards	- assessing quality of educational institutions - provide advice on improvement of quality - research - capacity development - in-servicing of teachers and education officials	• National (HQ) • Provincial • District • Zonal
2	Kenya Institute Education	• develop curriculum • monitoring and research • publishing of curriculum materials	HQ
3	Kenya Institute of Special Education	Training of teacher on special education Research in SNE	HQ Satellite campuses
4	Teacher Service Commission	Recruitment, remuneration and staffing of teachers	HQ District/county units
5	Kenya Literature Bureau and the Jomo Kenyatta Foundation	Publish teaching learning materials on behalf of the ministry	HQ
6	Kenya Education Staff Institute	Capacity development for school/education managers	HQ
7	Kenya National Examinational Council	- Management of national examination - Monitoring of learners' achievements in primary and secondary schools.	HQ

Source: MoE website (www.education.go.ke)

Table 7.7: Trends in Financial Expenditures in Quality Issues (Ksh. Millions)

Components	KESSP projections (5 years)	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	Total
Primary school infrastructure	5,456 m	Annual disbursements unavailable					8,092
Curriculum development and implementation		579.875	585.892	585.884	585.884	585.884 (est.)	2,923.41
Textbook provision		2,713	2,793	2,893	2,960	3,021	14,380
ICT infrastructure				315		980	1,330
Quality assurance	918.54 m	147.40	149.37	171.07	348.51	335.71	910.99
National Learning Assessment	75 m	5.0	35	40	4.0		84

Source: Budget Estimates and Actual Expenditure on Books (Economic Surveys)

learning process is assured through the government's funding of ICT, quality assurance services and curriculum services. The establishment of the monitoring of learner achievement system received a modest sum of 84 million. The figures presented in Table 7.7, however, do not factor contributions by the private sector.

7.3.5 Monitoring and Evaluation

Regular monitoring of the curriculum is carried out by the KIE. Action research surveys are conducted using national samples to determine effectiveness of curriculum implementation at classroom level. Feedback obtained is used to make recommendations for curriculum revision and improvement.

In quality assurance, M&E measures are embedded in the yearly annual work plan and are ongoing. Mechanisms used include monthly returns on school visits and teacher observations by field education officers. School assessment reports provide information from regular school inspection for quality assurance and standards by QASOs. Periodic planned and targeted audits are conducted on school infrastructure and teaching and learning material. Children's learning assessments and performance tests at school, zone and district levels take place on a regular basis (quarterly and annually). There are also targeted school welfare assessments for child-friendly schools.

Monitoring of learner achievement is conducted at three levels of the education system: Standard 3, 6 and Secondary Form 2. The surveys covers pupil and staff demographics, school infrastructure, learning conditions, and achievement in core skills. The results of this assessment are used to make recommendations on policies aimed at the improvement of basic education.

Since the establishment of the Education Management Information System, the MoE has had a source of data that could be used in planning. The EMIS has, however, of late been facing operational problems and is an area that requires urgent attention. There is also need to institutionalize other monitoring mechanisms such as surveys of the quality of teaching and school governance.

7.4 Progress in Achieving the EFA Goal

7.4.1 Thematic Area 1: Infrastructure Development and School Management

Introduction

After the introduction of free primary education in 2003, the greatest problem was the high enrolment of pupils

Table 7.8: Infrastructure Funds Disbursement (Kshs. Million)

Province	No. of recipient schools	Total disbursement
Central	1,145	1,199,603
Coast	715	855,220,000
Eastern	1,057	1,046,400,000
North Eastern	206	338,500,000
Nairobi	152	152,810,000
Nyanza	1,385	1,318,541,000
Rift Valley	1,311	1,566,471,300
Western	1,256	1,614,806,000
Total	**7,227**	**8,092,351,357**

Source: MoE Infrastructure Office Records (2010)

exceeding available infrastructure such as classrooms, furniture and sanitation facilities. This factor became one of the biggest threats to the quality of primary education and attainment of UBE.

To address this challenge the GoK sought to provide these facilities through the KESSP framework, which estimated the total cost of this task at Ksh 5.5 billion (Republic of Kenya, 2005).

To date a total of Kshs 8.1 billion has been spent on infrastructure projects in 7,227 primary schools. The following table shows the provincial breakdown of disbursement of these monies (see Table 7.8).

The schools census carried out in 2003 enabled identification of schools most in need of infrastructure funds. The province with the highest disbursement is Western (Ksh 1.6 billion) indicating that it may have had the poorest state of primary school infrastructure at that time. Nairobi's low level of disbursement is associated with the low number of schools, as well as the relatively well-developed school infrastructure that was managed by the city education department.

These funds went into construction of new classrooms and toilets, acquisition of water tanks, fencing, furniture, and renovations.

New Classrooms and Furniture

As shown in Table 7.9, it seems that Nairobi Province (which has a relatively lower population and a historically better-endowed school infrastructure) had the fewest

number of classrooms built (22). The Rift Valley, which incorporates large ASALs, had the highest number of new classrooms (1,752). Nairobi has the second-highest number of new desks supplied to schools; it is likely that these were bought to replace aged furniture, as opposed to other areas furnishing new and existing classrooms. Data for furniture in North Eastern was not available. This area should be prioritized when conducting fresh national infrastructural surveys.

Provision of Toilets in Primary Schools

Sanitation facilities such as toilets are critical part of school infrastructure. Table 7.10 shows the availability of toilets in primary schools in different provinces in Kenya.

Girls have better access to toilets than boys, a result that is supported by policy. The ratios shown are however far above the MoE (DQAS) benchmarks, which are set at between 20 and 30 pupils per toilet. The figures are especially alarming in North Eastern and Coast provinces, where there is a need to prioritize the construction of toilets.

Challenges in Infrastructure Development and School management

- lack of data on ECDE infrastructure allocations and implementation;
- lack of monitoring mechanisms in infrastructure development and management;
- failure to adhere to standards in construction of classrooms;

Table 7.9: **Number of New Classrooms Built and New Furniture by Province**

Province	New classrooms	New desks
Central	724	13,604
Coast	860	9,802
Eastern	965	5,475
North Eastern	404	n/a
Nairobi	22	2,372
Nyanza	671	3,339
Rift Valley	1,752	8,782
Western	614	9,411
Total	**6,012**	**52,785**

Source: Infrastructure Report 2010 (internal MoE document)

Table 7.10: **Availability of Toilets as Indicated by Pupil: Toilet Ratios**

Province	Pupil: toilet ratio		
	SACMEQ III		
	Boys	Girls	Total
Central	23.1	23.7	**23.4**
Coast	89.2	86.4	**87.9**
Eastern	44.8	48.8	**46.9**
Nairobi	49.2	51.1	**50.1**
N Eastern	173.2	188.7	**177.2**
Nyanza	56.2	57.1	**56.6**
Rift Valley	48.0	46.5	**47.2**
Western	49.9	47.4	**48.8**
Kenya	51.1	49.7	**50.4**

Source: SACMEQ III Report (2011)

KEMI

Building capacity of school managers in information technology at the Kenya Education Management Institute

- inadequate number of schools for nomadic communities;
- high turnover of membership of District Education Boards, School Management;
- boards/Committees and Parent Teacher Associations; and
- lack of adequate funding for school management training.

7.4.2   Thematic Area 2: Curriculum Quality and Relevance

Curriculum Development and Implementation

Towards the end of the 1990s it was observed that Kenya's 8-4-4 curriculum, particularly at the 8 year primary and the 4 year secondary levels was in need of revision and improvement. A government-appointed commission of inquiry, coordinated by MoE conducted a nationwide survey of stakeholders' concerns and inputs, publishing a report with major implications for educational reforms in Kenya.

The Kenya Institute of Education (KIE) is the national educational research and curriculum development center in Kenya. Its main functions include research, preparation of syllabi for all levels of education below university, and to develop and transmit programmes through mass media to support developments taking place in education.

The 1999 Report of the Commission of Inquiry into the Kenyan Education System (popularly known as the Koech Report) provided guidance on curricula changes that took place early in the new millennium. In 2002, the

curriculum was rationalized and revised and subsequently implemented in phases between 2003 and 2006.

The national education goals, as reflected in the curricula, are to foster nationalism, and promote national development, individual self-development, morals, social equity and culture.

In addition to the above goals, two more dealing with health and environmental management were added to promote positive attitudes towards good health and the environment (Republic of Kenya, 2008).

Primary School Curriculum

Primary education objectives were also revised. The amended objectives were to enable students to:

- acquire literacy, numeracy, creativity and communication skills;
- enjoy learning and develop a desire to continue learning;
- develop ability for critical thinking and logical judgment.
- appreciate and respect the dignity of work;
- develop desirable social standards, and moral and religious values;
- develop into a self-disciplined, physically fit and healthy person;
- develop aesthetic values and appreciate one's own and other people's cultures;
- develop awareness and appreciation of the environment;
- develop awareness of and appreciation for other nations and the international community;
- instill respect and love for one's own country and the need for harmonious co-existence;
- develop individual talents;
- promote social responsibility and make proper use of leisure time; and
- develop awareness and appreciation of the role of technology in national development.

These objectives were aligned with Kenya's developmental goals, in particular poverty-reduction strategies that metamorphosed into the current Kenya Vision 2030.

The 2002 curriculum addressed several concerns, including curriculum overload and overlaps within and across subjects; emerging issues such as HIV and AIDS, child labor, environmental, and gender issues.

Currently the primary education curriculum comprises eight subjects, namely English, Kiswahili, Mathematics, Science, Social and Religion Studies, Creative Arts, and

Life Skills Education. The latter subject is the most recent introduction (2008), where it is expected to help pupils develop adaptive behaviour to enable them deal with demands of everyday life. Examples of life skills are living with oneself and others, effective decision-making and core values such as peace and integrity. Five of the eight subjects are examined at the end of the primary cycle of education, namely English, Kiswahili, Mathematics, Science, Social and Religion Studies.

Though not formally taught, from 2010 Kenyan Sign Language was presented as an examinable subject as an alternative to Kiswahili, especially for pupils with hearing impairment. Since the curriculum has been implemented in the entire primary school education cycle, it is imperative that it is evaluated to ascertain its progress.

Secondary School Curriculum

The objectives of secondary education are:

- acquire necessary knowledge, skills and attitudes that enable youth to grow into responsible citizens;
- promote love of and loyalty to the nation;
- promote harmonious coexistence among all members of society;
- develop mentally, socially, morally, physically and spiritually;
- enhance understanding and respect for own and other peoples' cultures and their place in contemporary society;
- promote positive environmental and health practices;
- enhance understanding and appreciation of the interdependence of nations;
- build a firm foundation for further education and training;
- develop ability for enquiry, critical thinking and rational judgment;
- develop into a responsible and socially well-adjusted person;
- promote acceptance of and respect for all persons;
- enhance enjoyment in learning;
- identify individual talents and develop them;
- build a firm foundation for technological and industrial development; and
- develop into a self-disciplined individual who appreciates work and manages time properly.

Currently the secondary school curriculum comprises 21 subject grouped into five clusters. Of these, English, Kiswahili and Mathematics are compulsory core subjects. Other subject clusters are Science, Humanities, Religious Education and Applied. Though not examined, Physical

Education is an integral part of the secondary curriculum aimed at physical and mental well-being of learners.

Provision of Text Books

Textbooks provide a critical platform for effective teaching and learning in schools, providing a systematic delivery of the curriculum and motivating self-study among pupils. Adequate text book provision can allow teachers to use active learning methodologies, and provide enriching reading assignments to pupils.

At the primary school level, the KESSP targeted improved pupil: textbook ratios of 1:1 in core subjects such as English and Mathematics (Republic of Kenya, 2005).

One of the largest financial commitments in FPE is the direct transfer of money to schools. Annually, each primary school receives a capitation grant of Ksh 1,020 of which Ksh 650 is used for instructional materials and Ksh 370 for general purposes. A breakdown of expenditure on instructional materials for each school is given in Table 7.11.

Table 7.11: Annual Allocation Per Pupil for Instructional Materials

	Item	Allocation per pupil (ksh)
1	Textbooks	360
2	Exercise books	200
3	Reference materials	52
4	Pencils	18
5	Dusters, chalk, class registers	10
6	Charts and wall maps	10
Total		**650**

Source: Circular on FPE by PS MoE, (2003)

A total of Ksh 6.12 billion was spent in 2003 - 2010 on the purchase of instructional materials (including textbooks) for primary schools (MoE, 2011). Progress towards this goal was slow but steady. Data on Standard 6 English textbook provision provided by the SACMEQ studies in 2000 and 2007 are given in Table 7.12.

This data was obtained from pupils' responses when asked how many shared books. English text book availability among Standard 6 pupils actually experienced a decline

Table 7.12: English Textbook Availability in Standard 6

% Access	SACMEQ II (2000)	SACMEQ III (2007)	Difference
No textbook	2.8	2.2	-0.6
More than 2 pupils share	46.1	58.6	+12.5
2 pupils share	24.3	21.5	-2.8
Sole user	26.8	17.8	-9.0

Source: SACMEQ III Report (2011)

Facilitating learning through use of computers

between 2000 and 2007. The reason for this could be the increased number of pupils in the latter year.

Surveys conducted (Wasanga, Ogle & Wambua, 2010; Republic of Kenya, 2008d; Republic of Kenya, 2009f) have shown that at lower primary Standard 3, on average three pupils shared one English and Mathematics book, respectively. There were wide regional and school variations in the ratios, and only 9% of teachers reported pupil: textbook ratios of 1:1. It is likely that such ratios have been attained in schools that took special measures to procure and take proper care of them.

School Management

To oversee and actualize the implementation of free education was empowerment of school management committees which include education managers through capacity building. Training in corporate governance was much emphasized and carried out by KESI, the MoE agency in management training.

ICT Teaching and Learning Resources

Information and Communication Technology (ICT) teaching/learning resources provide content in using multimedia and stimulate students' interest in self-directed learning. It increases access to education and is also a way to improvement quality in education.

Through the National ICT Policy and Sessional Paper no. 1 of 2005, the GoK voiced its intention to promote the use of ICT at all levels of education, ensuring that teachers possess necessary ICT skills (Republic of Kenya; 2005b, 2006d.e). These policy papers further recommended the use of e-learning platforms in the dissemination of knowledge and skills.

In response to this the GoK, with the assistance of various development partners, has initiated a number of projects

aimed at equipping schools with computers, development of an e-learning curriculum, and development of pre- and in-service training for teachers.

In 2006 the MoE initiated the Ministerial ICT Steering Committee, chaired by the Education Secretary and drawing its membership from departments and agencies in the ministry who are tasked with the implementation of national ICT policy. Its main function is to administer and coordinate national pedagogical issues on ICT. Implementation of ICT initiatives in the education sector has attracted much attention from development partners, and a critical task of this committee is harmonization and coordination of over 35 such initiatives.

Digitization of the Curriculum

In the KESSP, the ministry outlined its intention to develop digital content for Kenyan schools (Republic of Kenya, 2005a). The estimated cost for this project was set at Ksh 35.3 million and was to be implemented over the five years of the first phase of the ICT Investment Programme.

Starting in 2006, the Kenya Institute of Education began to digitize the curriculum for both primary and secondary schools. This content was developed to supplement existing forms of ICT such as national radio broadcasts for schools. The type of electronic material that was developed was computer-based technology the main purpose of which was to expand the scope of information accessible to pupils, using a variety of appealing media. To this end the institute partnered with Microsoft who provided technical and financial support. The project also received financial support from the Communication

Commission of Kenya (CCK), USAID, the Kenya e-Learning Centre (KeLC) and the MoE (Gachichio & Gachoka, 2010). At this point in time, the KIE has completed digitization of the curriculum for secondary school (12 subjects for Forms 1 – 4), and primary school (standards 4 – 7). The same has been done for the primary teacher education (PTE) curriculum. Special electronic content known as the Online Teacher Orientation Module has been developed for effective induction of new primary school teachers.

Capacity Development of Teachers

Use of ICT in teaching will enable teachers to make teaching diversified and learner-centered, stimulate active participation and interest among learners, explain difficult and abstract concepts, improve quality of teaching, enhance lesson preparations and stimulate collaboration among learners, teachers and policy makers.

Capacity development in ICT is carried out at two levels, namely at pre-service which takes place mainly in teacher training colleges, and during in-service training which is mostly school-based.

a. *Pre-service capacity development:* Training in ICT is mandatory in all primary teacher training colleges. In addition to this, college principals and tutors have been trained in ICT skills with support from the USAID (USAID, 2010).

b. *In-service Capacity Development:* The MoE, with particular assistance of the Belgian Government and the Flemish Association for Development Cooperation (VVOB), has been able to offer capacity development for teachers through different programmes. Under the KESSP framework, VVOB has partnered with the MoE in management of the Integration in Education Programme (VVOB, 2009). An outcome of this partnership has been the construction and commissioning of the National ICT Innovation and Integration Centre, which demonstrates and distributes tools for ICT integration to Kenyan education institutions. In conjunction with VVOB the Centre for Mathematics Sciences and Technology Education in Africa (CEMASTEA) has developed a Teacher Professional Development ICT strategy and is in the process of implementation this through the INSET Programmes (MoE, 2010).

Provision of Computers to Schools

There are many initiatives to provide computers to schools. Two hundred primary and 1,100 secondary schools have ICT facilities through their own initiatives and private/

community support. A pioneering large-scale initiative in the provision of computers and attendant software and support took place between 2006 and 2007 called the Kenya e-Schools and NEPAD e-Schools Programme. NEPAD e-Schools (six secondary and one primary) were used as a pilot for the programme.

More recently, the MoE was funded to the tune of Ksh 980 million by the Ministry of Finance's Economic Stimulus Programme for the purchase of computers, capacity development, internet and other accessories for 1,050 secondary schools (Republic of Kenya, 2010e). This initiative has unfortunately left out primary schools, many of which are still trying to acquire the most basic facilities to sustain teaching activities.

Radio Broadcasting

The broadcasts have their origin in the Ministry of Information which made school broadcasts through the national radio station. In 1975 the service was moved to the Education Media Service of the Kenya Institute of Education (KIE, 2009), but due to financial constraints in the 1980s the public broadcaster withdrew support for the radio programmes and KIE sought alternative means for broadcasting. This included development and distribution of recorded programmes and broadcasting using satellite radio. Both initiatives were commercial in nature and later became unsustainable due to rising poverty in the country. Following the declaration of free primary education in the year 2003, the government aligned provision of radio broadcast services with the new policy. Under the KESSP the KIE was mandated to establish a modern digital broadcasting station for the purposes of producing and

Radio and television production at the Kenya Institute of Education

transmitting quality education programmes (Republic of Kenya, 2005a).

Currently KIE radio broadcasts are transmitted through the Kenya Broadcasting Corporation (KBC) radio station during school term and are reaching all primary and secondary schools in the country (Manani, 2007). Meanwhile, KIE is still looking to transmit programmes from its premises.

Challenges Faced in Efforts to Provide a Quality Curriculum

a. Challenges in Curriculum Development and Implementation

Monitoring of the curriculum is conducted on regular basis. The monitoring function of the KIE received a policy boost from the KESSP in which monitoring of educational programmes is entrenched (Republic of Kenya, 2005a). There are still challenges faced by efforts to provide a quality curriculum, the most critical of which is keeping the curriculum up to date and relevant to ever-changing needs of society. The challenges are summarized as follows:

- keeping the curriculum up to date and relevant to the ever-changing needs of society; and
- the requirement to amend the curriculum in order to conform to the provision in the 2010 Kenya Constitution which implies heavy capital costs in publication of new curriculum and support materials, as well as attendant capacity development.

b. Challenges of Mainstreaming ICT in Curriculum Delivery

Although there have been a lot of investments in computer infrastructure, there has been a low uptake of computer studies in secondary schools in Kenya.

There has been a very modest increase in enrolment in Computer Studies in secondary schools, where it grew from 0.33% to 1.97% of the total candidature. The low figures indicate low uptake of ICT at the secondary school level.

Other critical challenges are the scarcity of human and financial resources (Republic of Kenya, 2010f). Development of digital content is skills-intensive and there is a shortage of ICT specialists, as the education sector has to compete for these professionals with the better-paying private sector. Similarly, the high cost of purchasing and maintaining electronic equipment and materials needed to meet the goals of ICT integration is another major constraint. The internet is too costly for most schools and also mostly available in a narrow bandwidth that slows down access. The challenges are summarized as follows:

- scarcity of human and financial resources;
- development of digital content is skills-intensive and there is a shortage of ICT specialists;
- high cost of electronic equipment and materials needed to meet ICT goals;
- the internet is too costly for most schools; and
- problems delivering radio and television programmes to remote rural schools.

c. Challenges in Textbook Provision in Primary Schools under FPE Policy

Studies reviewed mentioned that schools were experiencing challenges in taking care of books in school storage. Another critical challenge is that as pupils move up the education ladder they are unable to access textbooks from previous classes. This indicates the need for well-managed school libraries, where books can be cared for and pupils can borrow books in a way that can sustain use even during school holidays.

7.4.3 Thematic Area 3: Quality Assurance and Standards

Introduction

The Directorate of Quality Assurance and Standards (DQAS), the professional arm of the MoE) started as an inspectorate in the same ministry and received its current mandate and title in 2003 (Republic of Kenya, 2011a), i.e. quality audit and quality development with a view to

Table 7.13: Trends in Enrolment for Computers Studies in the KCSE Examination

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Enrolment	611	1,115	2,176	2,955	3,140	3,414	4,183	4,500	5,498	6,198	7,050
% of total enrolment	0.334	0.57	1.10	1.42	1.41	1.30	1.71	1.62	1.81	1.64	1.97

Source: KNEC Examination registration records

providing support services to all education institutions and stakeholders.

This section will consider portions of the DQAS's functions that have an impact on current policies such as Inclusive Education and Free Primary Education. Discussion will focus on recent achievements of the directorate, as outlined.

Recent Achievements in DQAS

The DQAS, in collaboration with various stakeholders, has developed various documents aimed at guiding enhancement of quality assurance in schools. These critical documents include:

- quality Assurance and Standards Guidelines (otherwise known as the Quality Index Manual) (Republic of Kenya, 2010d);
- guidelines on competencies in Literacy, Numeracy and Life Skills;
- child-Friendly Schools handbook;
- annually revised list of recommended textbooks and a teachers' guide (popularly known as the "orange book"); and
- a Teacher Proficiency Training Manual.

DQAS Establishment

Increased enrolment in schools and attendant quality shortfalls led to the MoE emphasizing the recruitment of Quality Assurance and Standards officers. Table 7.14 shows staffing trends in the two years for which data was available, against a staffing establishment of 1,850.

As shown above, the department is understaffed by over 50%. This high level of staff shortage may be attributed to the rapid creation of new districts. Lack of infrastructure, equipment and human resource issues may lead to frustration among serving officers who may migrate to other jobs.

Table 7.14: DQASO Staff Establishment for the Years 2009 and 2010

Year	HQ	Province	District	Total	Expected	Shortfall
2009	63	27	655	745	1850	1105
2010	66	22	633	721	1850	1129

Source: MoE internal document (2011)

Table 7.15: School Assessment Visits by DQAS

Institutions	Year				
	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	Total
ECD schools	358	1829	1519	2930	7272
SNE schools				92	82
Primary schools	818	5715	11663	14011	36224
Secondary schools	-	535	2732	2805	7021
Colleges	-	181	339	243	820

Source: MoE internal document (2011)

Upgrading of Pedagogical Skills

One of the outstanding achievements of the Directorate of Quality Assurance is the expansion of school assessment activities. There has been an increase in the number of visits, as well as increased coverage of other institutions at pre-primary level and among special schools.

Since 2006 the number of schools assessed has shown an upward trend which may be attributed to streamlined administrative procedures, including monitoring activities. Monitoring to ascertain effective use of funds allocated for quality assurance was initiated in 2008.

Child-Friendly Schools (CFS)

This program was inaugurated in 2003 in order to make schools friendly and enjoyable, and to ensure quality learning that will improve retention and transition of learners. The programme consists of five components, namely:

- inclusive child-friendly schools;
- equity and equality promoting schools;
- health and nutrition;
- enhancing community and partnership linkages in schools; and
- safe and protective schools.

In addition, it emphasizes an interactive, child-centered teaching methodology. The government has conducted CFS training for head teachers, teachers, Primary Teacher Training Colleges (PTTC) tutors, Teacher Advisory Centre (TAC) tutors and QASO's, which is expected to cascade downwards.

Table 7.16: Capacity Building on CFS

|	2000	2003	2005	2008	2009	2010	Total
Head teachers						450	**450**
PTTC tutors					120	18	**138**
Teachers			8000				**8000**
TAC tutors					60	50	**110**
QASO		150				247	**397**

Source: MoE internal document (2011)

Since 2000, about 8,000 teachers have been trained in CFS, or about 5% of the total teacher population. More needs to be done to ensure that all teachers are aware of the tenets of CFS. Other quality assurance officers, head teachers and teachers have also received the same training.

Classroom Behaviour: Differences between SACMEQ III and SACMEQ II

Figure 7.2 shows incidences of pupil behaviour problems as reported by class teachers.

The pupil behaviour problem that was reported by school head teachers to have increased the most was classroom disturbance (+31%). It is likely that classroom

Figure 7.2: Comparison Between SACMEQ II and SACMEQ III (%)
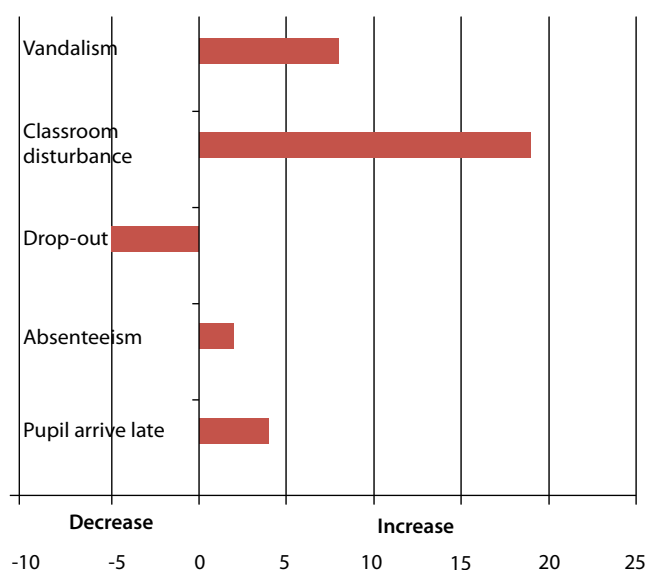
Source: SACMEQ III Report (2011)

overcrowding in primary schools after the introduction of Free Primary Education policy may be responsible for this. There were few reported incidences of dropouts (-5%), which is possibly a result of the Free Primary Education policy. The relative increase across the spectrum of behaviour problems should be cause for concern to all education stakeholders.

Challenges in Provision of Quality Assurance Services

Challenges in the directorate include:

- inadequate funds for subject-based in-service courses, especially affecting humanities and practical subjects;
- inadequate funds for schools assessment, especially at district and zonal levels;
- lack of capacity to adequately assess pupil special needs;
- lack of adequate personnel to implement e-learning; and
- access problems due to lack of vehicles and fuel for QAS officers.

7.4.4 Thematic Area 4: Teacher Qualifications and Effectiveness

Pre-service Teacher Development

Pre-service training in Kenya is conducted through Teacher Training Colleges. Currently there are a total of 85 such institutions, of which 67 are privately- and 18 publicly-owned. Results of the KCSE examination are used in the selection of applicants for pre-service teacher training. To gain admission, applicants should have attained at least a Grade C plain or average performance. In addition, applicants are required to have obtained at least a Grade D plain in mathematics and a Grade C minus in English. English is the language of instruction in Kenya's education system and teachers are expected to be competent in its use. Entry requirements for those joining the PTE course are grades rated as below average in the KCSE examination.

Primary teacher training is a two year program in which 13 professional, academic, and special courses are covered. Special courses include Life Skills, Guidance and Counseling and ICT.

At three different points in the program, students' teaching skills are assessed through teaching practice sessions in surrounding public and private primary schools. Assessment of trainee primary school teachers is done at two levels. The first is referred to as college-based

Box 7.1: Mainstreaming Quality in Secondary Education in Kenya: Case of the Katelembo Centre of Excellence Boys High School

Towards realization of vision 2030, the GoK came up with the Economic Stimulus Programme (ESP) through which Centers of Excellence Secondary schools were initiated to offer quality education and contribute to national development. The concept of excellence is borrowed from the highly successful national schools model that sets apart an elite status to a few secondary schools that have expansive grounds, good facilities, committed staff, and a tradition of outstanding curricular and non-curricular achievement.

The school administration block

Katelembo Boys High School which is part the ESP program is a show case. The one year old school is situated in the semi-arid Machakos County, about 60 Kms from Nairobi. The school enjoys participatory support from the government, politicians, and the local community to realize the excellence goal.

According to the school principal, the total funding the school received in its year of debut was about KShs 1.8 million that was sourced from MoE FTSE allocation, the Constituency development fund(CDF), school fees, and well-wishers. This is incremental to the seed grant of KShs 30 million from the ESP for infrastructure development. The community has contributed greatly in kind through donation of fifteen (15) acres of land and the provision of water from the community borehole.

The school has a current enrolment of 106 pupils in Forms 1 and 2 and is set to increase with the growing reputation the school is creating for itself. During casual interactions in the classrooms, the students expressed high levels of enthusiasm, intelligence and ambition. Achievement by the pioneer Form 1 class at the end of year 2011 examinations approximates to average. The reason for this could be the tumult students experienced in settling in a school that is still taking shape and it is likely that this performance will improve in the coming years. Improvement may be pegged on increase in school inputs such as teaching staff, infrastructure and other facilities. The school is looking to continue expanding its facilities with assistance from both the government and development partners.

The school principal with form 2 students

Notwithstanding the challenges posed by inadequate resources, Katelembo C E Boys High School strives to attain the goal of a being the premier educational institution in the county. The community also has high expectations of the school which they consider to be a medium of much needed development in this area.

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assessment, and is a series of internally constructed and scored tests. These tests contribute up to 30% of a student's final score. Summative assessment is conducted by the Kenya National Examinations Council (KNEC) at the end of the two year course and contributes to the remaining 70% of the student's final score.

Table 7.17 shows enrolment and performance of pre-service teachers in the KNEC Primary Teacher Education examination.

Though teaching practice is considered a critical component of the training program, it is not factored into the final score. Nevertheless, students are expected to pass in teaching practice as a condition for graduation. After processing of Primary Teacher Examination (PTE) examinations, the percentage scores are converted into grades whose range of values and descriptions are given in Table 7.18.

The highest performances are Grades 1 and 2, which are regarded as distinctions. Grades 3 to 5 are regarded as

Table 7.17: Enrolment and Performance In The PTE Examination (2001–2010)

Year	2004	2005	2006	2007	2008	2009	2010
Exam centers			32	32	35	54	88
Female enrolment	5,019	5,414	5,435	6,409	8,374	9,376	10,691
Male enrolment	4,414	4,970	4,477	5,851	6,591	7,906	8,355
Total enrolment	**9,433**	**10,384**	**9,912**	**12,260**	**14,965**	**17,282**	**19,046**

Source: KNEC internal document (2011)

Table 7.18: KNEC Grades used in Primary Teacher Education

Grade	Description
1 and 2	Distinction
3, 4, and 5	Credit
6 and 7	Pass
8	Fail

Source: KNEC internal document

good and are described as credits. Grades 6 and 7 are regarded as fair while those who score below this are regarded to have failed.

Though it is assumed that high grades in both the KCSE and PTE examinations indicates good performance in training, it is not known if they translate to good performance in teaching practice.

Addressing Teacher Shortages

The GoK froze employment in the public sector, including teachers, in 1998. In 2001 this was partially lifted and the Teachers Service Commission was only allowed to employ teachers to replace those exiting the service through natural attrition. The Teachers Service Commission introduced a demand-driven policy on teacher recruitment. The shortage of teachers was never addressed and this situation has worsened. The situation has been exacerbated by the introduction of FPE and FDSE. Another

unexpected event that impacted on teacher shortages was the 2007/2008 post-election violence, where teachers were displaced from their schools. Table 7.19 shows trends in employment of teachers.

The number of teachers employed over the period show a fairly consistent trend, apart from 2001 when all the teachers who had exited service since 1998 were replaced. In 2007 and 2008 the TSC was allocated more financial resources to employ teachers, hence the noticeable increase. This increase does not however reflect teacher shortages experienced in both primary and secondary schools. To meet the shortfall, most schools employed teachers paid by school management committees and boards of governors.

To address the employment shortfalls, in 2010 the government released Ksh 2 billion for the employment of contract teachers. As a result a total of 18,000 teachers were competitively hired through the District Education Boards.

INSET for Secondary Mathematics and Science Teachers in Kenya, Strengthening of Mathematics and Science in Secondary Education

The "Strengthening of Mathematics and Science in Secondary Education" (SMASSE) project is a joint initiative between the Governments of Kenya (MoE) and Japan (the Japan International Cooperation Agency), launched in 1998 due to continuing poor performance in math and science subjects in the KCSE, and declining numbers of students opting to take science subjects, especially physics.

Table 7.19: Teacher Employment Trends 2001-2010

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
No. of teachers employed	4,548	2,083	2,454	1,200	1,700	1,691	2,370	3,957	-	19,300	**21,273**

Source: Teachers Service Commission

The main emphasis of SMASSE INSET is the upgrading of teachers' teaching methodology through emphasis on Activity Student Experiment and Improvisation-Plan-Do-See and Improve (ASEI-PDSI). The ASEI-PDSI lessons put the learner at the center of the learning process. A teacher is expected to plan for meaningful lesson activities to be carried out by students. The emphasis is that lessons should be activity-based. A teacher is expected to act as a facilitator and should ensure that lesson activities are linked to inherent concepts. Where there are no conventional apparatus and materials, improvisation should be carried out and by the end of the lesson a teacher is expected to evaluate the lesson and incorporate feedback in future lessons.

The mode of delivery of SMASSE INSET is through a two-tier cascading system where district trainers are trained at CEMASTEA (national level) after which they are expected to train all mathematics and science teachers at the district level. SMASSE INSET is delivered in the form of Cycles 1, 2, 3 and 4 with each cycle lasting a period of ten days and having a specific theme.

To date a total of 1,447 district trainers have undergone training in all cycles at national level, while most math and science teachers have attended training in one or more of the basic cycles of INSET at the district level. There are however some teachers who have not attended any cycle of SMASSE INSET (CEMASTEA, 2009).

According to the Republic of Kenya (2011b) more than 80% of mathematics and science teacher attended SMASSE INSETs. Currently CEMASTEA is organizing mop-up training to reach to the remaining 20% who may have not been reached or entered the teaching profession after inception of the programme.

Impacts of SMASSE INSET

A general assessment of the impact of SMASSE INSET can be made using performance in KCSE.

Using a twelve-point scale, performance index six corresponds with grade C which is regarded as average. Figure 7.3 shows that performance in all science subjects has consistently been below average. Unfortunately, there has been no marked improvement in the three sciences subjects in the decade starting in 2000, indicating that the impact of SMASSE INSET is yet to be felt, at least at the national level. Since 2006 mathematics has been experiencing a slight upward trend, indicating that inputs into teaching and learning of this key subject may be bearing fruit.

Key Challenges

Challenges include heavy teaching loads as a result of teacher shortages, negative attitudes by teachers, lack of incentives, inappropriate expenditure of SMASSE, inadequate training materials and inability to maintain

Figure 7.3: KCSE Performance in Mathematics and Science Subjects 2000 – 2009
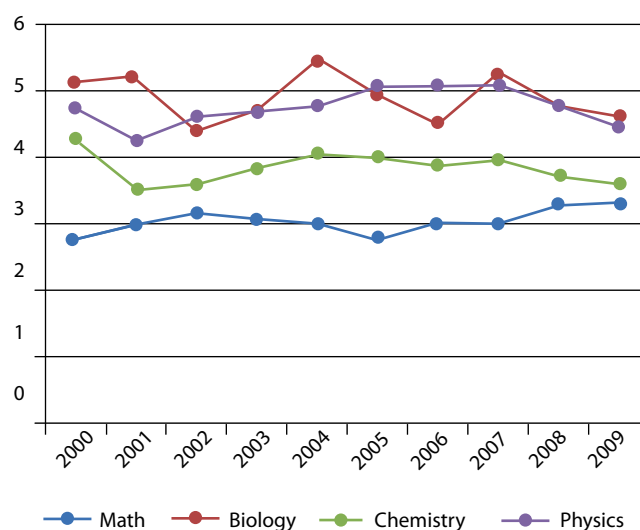
Source: KNEC examination reports 2001 - 2010

Table 7.20: Number of National Trainers and Teachers Trained

	2004 (Change of attitude)	2005 (PDSI & ASEI)	2006 (Actualization)	2007 (Impact transfer)	Total
Trainers (national)	884	967	1141	1139	**4,131**
Teachers (district)	12,649	12,884	14,870	14,597	**54,861**
Total	**13,533**	**13,851**	**16,011**	**15,597**	**58,992**

PDSI = Plan Do See Improve; ASEI = Activity Student Experiment Improvisation
Source: CEMASTEA (2009)

equipment, non-remittance of SMASSE funds to the DPC kitty, lack of capacity of some district trainers, failure to issue trainers' certificates and lack of follow-up activities (M&E reports, 2003-2009).

Current Status

CEMASTEA has been rolling out the programme to the primary school level since 2009. A model of training similar to that implemented at secondary level is being used, whereby materials were developed and trainers (mainly PTTC and TAC tutors) are undergoing training in the first cycle.

Teacher INSET in Special Needs Education

Identified SNE categories (Republic of Kenya, 2009) are:

- hearing impairment;
- mentally handicapped;
- physically handicapped;
- cerebral palsy;
- deaf-blind; and
- visual impairment.

Education for these persons is provided in a variety of institutions in Kenya. Table 7.21 shows types and numbers of SNE institutions in 2000 and 2009.

Teachers for these institutions receive training at two levels - the first through short-term capacity development, the other through formal training.

Capacity Development in SNE

Special Needs Education (SNE) training is a three-month capacity development programme jointly managed by

Table 7.21: Types and Numbers of SNE Institutions in 2000 and 2009

Institutions	2000	2009	Increase
Primary	104	143	39
Secondary	7	11	4
Technical Institutes	4	4	0
Special Units	1,200	1,618	418
Integrated Programmes	34	84	50
Total	**1,357**	**1,864**	**511**

Source: KESSP II Policy document

the MoE HQ and the Kenya Institute of Special Education (KISE). This programme started in 1987 with the primary aim of empowering primary school teachers to assist pupils with disabilities including physical, mental, visual and hearing impairments. The MoE recently (2008) added autism to this list at which time guidance & counseling and an SNE assessment module were included in the programme. The two-year diploma programme is aimed at training teachers to specialize in a wider area and depth of special needs and disabilities (KISE, 2010).

Every year the MoE selects teachers from Kenya's regular and special primary schools. These teachers are then forwarded to KISE for three-month residential training at the institute's main campus.

The course has a rigorous practical-oriented curriculum that includes a practicum module. At the end of the course teachers are given certificates of completion and are thereby qualified to handle pupils with special education needs. During the last decade a total of 17,966 teachers were trained, 13,602 and 4,368 of who were diploma and certificate level, respectively. Apart from a sharp decline in the year 2003 there has been a steady increase in graduation rates for special education teachers, mostly attributed to the use of distance-learning modes of teaching. This has enabled more school-based student teachers to enrol in off-campus centers. Most of these teachers return to either their special schools or to regular schools with integrated SNE programmes. Others are posted to district SNE Assessment centers.

Challenges in Teacher Development

There is limited harmonization and accreditation of the framework of INSET programmes that are offered with the assistance of different development partners. Likewise, there are limited evaluations on the impact of these programmes.

There is an overemphasis on capacity development in certain subjects, especially in the sciences, to the detriment of humanities and applied areas.

There is need to increase funding to enable more teachers access the INSET programmes. In a similar respect, there is also need to increase the number of institutions offering formal training at diploma and degree level to take care of regional needs.

There is still limited engagement by the government with teachers in the private sector, and limited data from

Table 7.22: Graduation Rates 2000-10 of Certificate and Diploma Special Education Teachers

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Certificate	76	1,796	33	53	135	262	453	418	559	583
Diploma	86	62	87	1,522	1,795	2,411	2,268	2,048	1,396	1,927
Total	**162**	**1,858**	**120**	**1,575**	**1,930**	**2,673**	**2,721**	**2,464**	**1,953**	**2,510**

Source: Analysis of student graduation, Kenya Institute of Education (2011)

teachers in these institutions which results in a dearth of policies concerning the management and training of teachers in the private sector.

7.4.5 Thematic Area 5: Pupil Achievement

Introduction

Secondary School Student Sitting Kenya Certificate of Secondary Education Exam

Analysis of pupil achievements will be done at three levels of primary education. The first is Standard 3 at the end of lower primary, followed by Standard 6 at the end of middle primary, and the summative examination for primary schools is done in Standard 8. Attached to the summative evaluation is a discussion of the examination candidates with special needs.

Secondary school student sitting Kenya Certificate of Secondary Education exam

National Assessment System for Monitoring Learner Achievement (NASMLA)

a. Background Information

The need to safeguard quality education through monitoring of learner achievements was made more urgent with the introduction of both FPE and FTSE in 2003 and 2008 respectively. With large investments being made in the area, there is an increasing demand not only for *accountability* but also for *evidence* of change and growth in the quality of teaching and learning processes.

National assessments measure actual learner competencies, and are seen as an effective method of evaluating education systems across the world. The idea of developing a national assessment system for monitoring learner achievement (NASMLA) was conceptualized out of stakeholders' concerns that national examinations do not provide formative assessment of pupils as they progress through the school system. To address this need, the GoK, through Sessional Paper No. 1 of 2005, approved the establishment of a national assessment system for monitoring learner achievement.

The MoE in conjunction with the Kenya National Examinations Council established the National Assessment System for the Monitoring Learner Achievement (NASMLA) in Kenya. The organizational structure of NASMLA shows how various participants are interrelated.

The Steering Committee is made up of key persons in national and international agencies in the education sector. The tasks of this committee are overseeing, reviewing and approving implementations of national assessment.

The Technical Committee consists of officers in educational and research organizations in Kenya. These include the MoE, the Kenya National Examinations Council, the Kenya Institute of Education, various research institutes and public

universities. The main task of this committee is to develop guidelines for the implementation of national assessments.

The National Assessment Centre is a semi-autonomous section in the KNEC. It is the coordinating center for national assessment activities and is responsible for day to day running of monitoring activities. By virtue of the NAC being housed at the KNEC, the KNEC's CEO and Secretary to the Council is the overall manager of national assessment, providing strategic leadership in support of its activities. The National Assessment Centre Coordinator is responsible for implementation of national assessments at the tactical level. One of the major functions of the NAC is the administration of the SACMEQ project.

SACMEQ is a 20 years-old INGO which draws its membership from 15 different ministries of education in Africa. This initiative aims to assess and monitor achievements in educational quality and learning at various levels of a respective country's education system. Another major aim is to build M&E capacity of these ministries, using hands-on training while undertaking research. The SACMEQ also supports collaboration between member countries and development partners from around the world.

Since 1995 Kenya has been involved as a member country in SACMEQ activities. Milestones include involvement in successive policy research studies, namely SACMEQ I (1998-2000), SACMEQ II (2000-2005) and SACMEQ III (2005 – present). In these studies, data on a variety of issues such as achievement, personal aspects and home and school characteristics were collected from Class 6 pupils, teachers and head teachers (Onsomu, Nzomo, & Obiero, 2005; Nzomo, Kariuki & Guantai, 2001).

Through this initiative the education system will be monitored to establish factors that support or mitigate meaningful learner achievements, in order to address issues of quality education.

Table 7.23 shows that on average less than half (47.7%) of Standard 3 pupils in Kenya have acceptable English reading skills. Performance in this area is poorest in Eastern (38.9%), Nyanza (40.3%) and Western (41.3%) provinces. Pupils in Nairobi did very well in English, with 83.5% of the pupils attaining acceptable skills.

Performance in mathematics is slightly above average (51.7%). Again, in Western and Eastern provinces 43.1% and 46.8% of pupils respectively attained acceptable competencies in mathematics. These were the lowest nationally and reflected by similar poorer performances in English by pupils in these provinces; this information

Table 7.23: Standard 3 Pupils who have Mastered Basic Learning Competencies, by Province

	Pupils with acceptable skills (%)	
	English	Mathematics
Central	54.2	61.6
Coast	61.5	58.4
Eastern	38.9	46.8
Nairobi	83.5	67.2
N. Eastern	43.8	57.3
Nyanza	40.3	51.4
Rift Valley	50.2	50.2
Western	41.3	43.1
KENYA	47.7	51.7

Source: NASMLA Std 3 Report (2010)

suggests the need for an agenda for action aimed at improving performance, especially in lower primary.

Gender performance gaps in Class 3 are not very wide, and it is likely that at this age gender-differentiated attitudinal factors have little impact on achievements.

This subsection will look at attainment of minimum competencies in English Reading and Mathematics by Standard Six pupils.

Table 7.24: Pupil Achievement in Reading and Mathematics by Subgroups: NASMLA Class 3 pupils

	Mean scores	
	English	Mathematics
Pupil gender		
Boys	291.30	296.38
Girls	303.91	294.84
School location		
Rural	285.65	290.26
Urban	379.35	332.31
Type of school		
Private	469.12	413.52
Public	288.72	289.52

Source: NASMLA Std 3 Report (2010)

Table 7.25: Standard 6 Pupils who have Mastered Basic Learning Competencies in English and Mathematics, a Comparison Between SACMEQ II (2000) and SACMEQ III (2007)

	Acceptable english reading skills		Acceptable mathematics skills	
	SACMEQ II	SACMEQ III	SACMEQ II	SACMEQ III
Central	90.4	84.3	67.1	84.6
Coast	85.1	87.5	61.7	88.9
Eastern	89.7	85.5	67.9	85.3
Nairobi	93.7	95.0	79.4	94.7
N. Eastern	71.7	79.6	55.0	75.8
Nyanza	82.5	84.3	53.1	83.5
Rift Valley	73.3	75.7	53.3	76.8
Western	84.2	64.5	46.2	63.0
Kenya	83.6	80.2	58.7	80.2

Source: SACMEQ III Report (2011)

There was a general decline in numbers of Standard 6 pupils with acceptable English Reading Skills (-2.6), where the most affected were Western (-19.7) Central (-6.1) and Coast (-4.6). In mathematics however, there was tremendous improvement (21.5) which can be attributed to renewed focus on teaching of this subject in primary schools.

At Standard 6 level, the standardized mean score for both reading and mathematics was 500. Though there was a general decline in English reading performance for both boys and girls, the decline was more pronounced amongst girls (-4.5). There was also a decline in mathematics performance for both boys (-6.6) and girls (-6.4).

Table 7.26 shows that standard 6 pupils in urban schools have consistently performed better than their counterparts in rural schools. Another subgroup with similar and striking differences in performance is the comparison between pupils from high socio-economic backgrounds. Standard 6 pupils with high socio-economic backgrounds consistently performed better in both English and mathematics than those from lower socio-economic backgrounds.

b. Adult Literacy

Previous research has shown a link between levels of parent education and pupil achievements (Muola, 2010). A 2006 survey determined the proportion of adults with desirable levels of literacy; results are presented in Table 7.27.

Table 7.26: Pupil Achievement in Reading and Mathematics by Subgroups: Comparison Between SACMEQ II and SACMEQ III

	Reading		Mathematics	
	SACMEQ II	SACMEQ III	SACMEQ II	SACMEQ III
Pupil gender				
Boys	546.4	544.1	574.2	567.6
Girls	546.6	542.1	552.4	546.0
School location				
Rural	531.0	525.6	552.8	544.5
Urban	578.9	575.6	585.1	580.0
Socioeconomic level				
Low SES (Bottom 25%)	516.2	517.8	541.2	540.9
High SES (Top 25%)	597.3	600.2	601.7	595.8

Source: SACMEQ III Report (2011)

Table 7.27: Adult Literacy Levels

Province	Level (%)
Central	73.3
Coast	65.1
Eastern	54.7
Nairobi	87.1
North Eastern	8.1
Nyanza	66
Rift Valley	56.5
Western	56.9
Kenya	61.5

Source: Kenya National Adult Literacy Survey (2007)

The overall literacy level in Kenya was 61.5%. Most provinces had below-average values, but the most depressing was that of 8.1% in North Eastern Province. As a means of achieving EFA goals, adult education needs to be improved - especially among nomadic and rural populations.

c. The Kenya Certificate of Primary Education (KCPE) Examination

The organization that conducts these examinations is the Kenya National Examinations Council (KNEC), a semi-autonomous agency in the MoE mandated to conduct school and tertiary (except at university level) examinations. At the school level, the Kenya Certificate of Primary Education (KCPE) and the Kenya Certificate of Secondary Education (KCSE) examinations are conducted annually at the end of primary and secondary schooling, respectively.

Completion of primary school is recognized through sitting for the KCPE examination. A result of this is the award of a certificate, and the possibility of advancement to the next level of education. Because places in secondary schools are limited, the KCPE has been labeled as a 'high stakes' examination.

In the last decade, enrolment for this examination has been increasing steadily as shown in Figure 7.4.

Enrolment of candidates in the KCPE examination has been steadily rising, especially between 2003 and 2004 which was the year that the FPE was introduced. A slight slump in 2008 may be a result of the post-election violence that resulted in school closures and disruption of learning in some areas. There was however a swift recovery in following

years, with the highest-ever enrolment registered in 2010 (739, 285). This is the cohort that enroled for Standard One in the year 2003 under the FPE policy.

In general, more boys than girls enroled for the KCPE examinations. The gap seems to have widened after the year 2004 onwards and it is critical to ensure that girls continue to participate up to the examination class at primary school level to enhance their chances of progressing to secondary level.

The KCPE consists of five papers namely, Mathematics, English Kiswahili/Kenya Sign Language, Social Studies and Science. The maximum grade obtainable in this examination is 500, while the average performance is a mean score of 250. Figure 7.5 shows enrolments for male and female candidates over ten years.

Female candidates have performed poorly compared to male candidates. Differences in performance were especially pronounced in 2003, which is also the year that FPE was introduced. There was an uncharacteristic spike in the year 2008 for both female and male candidates, after which performance declined to a two-year plateau. From these mean scores, it is very difficult to discern the impact of inputs into the primary education sector. Gender disaggregated data also fail to show such impacts, implying that the effects of interventions to improve education quality may be specific to institutions and regions.

Figure 7.4: Enrolment of Female and Male Candidates in the KCPE Examination Years 2001 – 2010
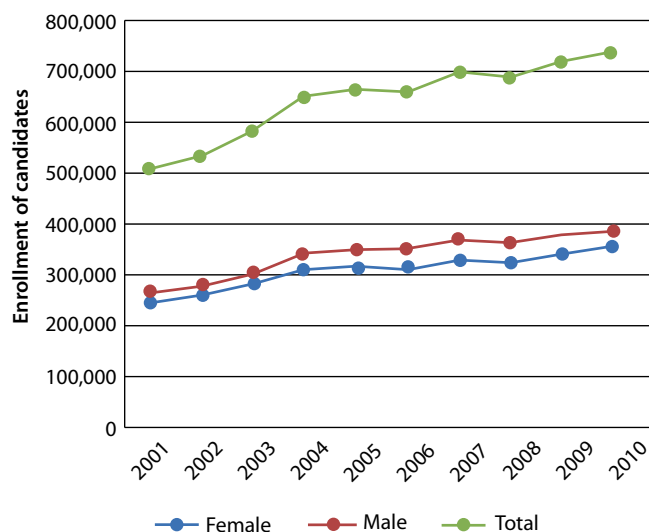
Source: KNEC examination records

Figure 7.5: Performance of Female and Male Candidates in the KCPE Examination Years 2001 – 2010
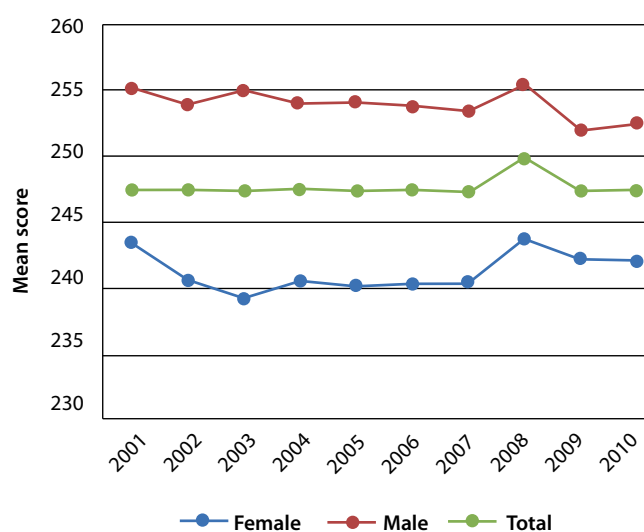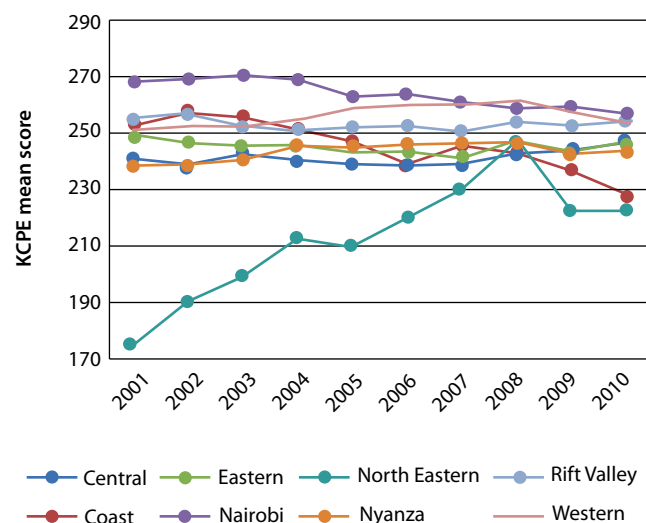

Source: KNEC examination records

As shown in Figure 7.6 North Eastern Province showed a remarkable improvement between 2001 and 2008, after which a steep decline and plateau was experienced. It is likely that this is the result of initiatives that have impacted positively on the quality of education in this province.

In addition to the MoE's activities in the education sector in this province, there is a strong NGO presence. The USAID runs a number of programmes in this province (USAID, 2010). In efforts to support girls in staying in school, the USAID initiated the Girl Forum initiative in the year 2006. Through this initiative more toilets for girls have been built, and sanitary towels provided.

Another USAID initiative in the province is EMACK, carried out in conjunction with the MoE and the Aga Khan Foundation. In North Eastern province, EMACK is involved in the training of school management, provision of mobile schools to follow nomadic pastoralists with their livestock, and teacher development activities. The successes of these initiatives need to be replicated in other regions where performance has been declining.

While most provinces have retained generally stable mean scores, Nairobi and Mombasa provinces have shown the most dramatic decline in examination performance over the past ten years. It is likely that many socio-economic and political factors may be the reason for this and further research is required.

Table 7.28: Performance in KCPE for Regular and SNE Candidates

Year	2006	2007	2008	2009	2010
Pupils with hearing SN	124.48	103.32	123.79	119.24	123.79
National mean score	247.51	247.33	249.91	247.32	247.49

Source: KNEC Examination records

d. National Examinations and Learners with Special Needs

In addition to challenges faced in the enrolment and education of learners with special needs, participation in national examinations presents another area of critical concern. National examinations are used for certification and placement, which means that opportunities for further education and employment are dependent on performance in national examinations. Over the years, compared with regular pupils learners with special needs have been faring poorly in national examinations. Using the case of the 33 schools for the deaf in Kenya, Table 7.28 shows analysis of examination performance for regular and SNE candidates.

Since 2004 KNEC has acknowledged challenges in assessing pupils with special learning needs (KNEC, 2004; 2005). Some of the provisions that the KNEC has put in place to assist learners with special needs, especially in the KCPE and KCSE examinations are:

a. Development and adaptation of examination regulations for learners with special needs, and communication of the same to schools and candidates. An example of this is provision of extra time, printing of large print scripts, and use of appropriate colored paper.
b. Recruitment of examination officers with specializations in Special Needs Education who provide guidance in development and adaption of test papers for learners with special needs (such as Braille scripts), identification and adaptation of test items presenting extra challenges, and advising on scoring of scripts and award of grades to learners with special needs.
c. Through annual surveys, identify examination candidates with special needs and determine what assistance they require.
d. Development of SNE Teacher Education examinations.

Figure 7.6: Performance of the KCPE Examination According to Province Years 2001 – 2010

Source: KNEC examination records

Making national examinations responsive to learners with special needs is an ongoing activity. One of the most recent successes in this line is the development of the Kenya Sign Language (KSL) as an alternative to Kiswahili in the KCPE examination. This provided an opportunity for candidates with hearing disabilities to sit for an examination in a well-understood language. The mean score obtained by the pioneer candidates in this subject in 2010 was 49.58%, which was much higher than that obtained in English (30.43%). Affirmative action national examinations for candidates with special needs can help improve their performance.

7.5   Recommendations

Thematic Area 1: Infrastructure Development and School Management

- allocation of more infrastructure funds for ECD, ACE and in underdeveloped areas such as rural areas, pockets of poverty and ASALs;
- erection of more toilets for girls and boys, especially in the Coast and North Eastern provinces;
- develop a structured and coordinated training for capacity development to meet the needs of the education sector; and
- embrace open, distance and flexible learning in Management Training.

Thematic Area 2: Curriculum Quality and Relevance

- diversify/promote education media service radio and TV to help reach unreached remote areas;
- review curricula in line with the new constitution to address changes such as devolution;
- introduce textbooks loans at school level by establishing libraries to enable learners to access books at all levels. Increase funding on textbook provisions, especially for larger schools; and
- improve access of ICT in rural areas and entrench the use of ICT in teaching and learning at primary and secondary levels.

Thematic Area 3: Quality Assurance and Standards

- recruit and deploy of more quality assurance officers to help monitor and improve quality in schools through school and teacher assessment;
- allocate funds for INSETs such as SMASSE and SMASE to help improve science and mathematics achievements;

- strengthen the CFS initiative through training, funding and capacity building;
- the School Feeding Programme should be extended to include a compulsory lunch in all primary and secondary schools in ASALs and areas of poverty; and
- teachers should be better empowered to deal with problems of pupil behaviour. This can be done through strengthening guidance and counseling and fast-tracking implementation of the Child Friendly School Policy.

Thematic Area 4: Teacher Quality and Effectiveness

- entrench capacity building of teachers using open distance and flexible learning;
- employ and deploy ECDE and teachers to address the acute teacher shortage. Special attention needs to be paid to rural areas which fail to attract and retain qualified teachers;
- improve teacher welfare through provision of amenities such as housing, health programmes and continuing education, especially in ASALs and poor areas;
- teachers with terminal illnesses and HIV and AIDS need to be supported to allow them to continue their duties;
- there is a need to establish a qualification framework to define professional standards for Adult Education teachers;
- all primary teacher training colleges should offer training in special needs education;
- train more SNE teachers so as to have at least one in each school;
- harmonize University teacher training curriculum with the secondary school curriculum; and
- induction programmes for Teacher trainers should be set up.

Thematic Area 5: Pupil Achievement

- regular Monitoring Learner Achievement surveys to inform policy on quality at different points in ECD, primary, secondary and tertiary levels;
- provide special curricula and examinations for pupils with special needs;
- given barriers to academic achievement by primary pupils with special needs, there should be affirmative action in allocation of places in provincial and national secondary schools;
- develop alternatives to pen and paper examinations for learners who cannot write. A good example is candidates with celebral palsy for whom writing is impossible;

- adapt and format a special curriculum and examinations for learners with mental disabilities. Currently, these learners follow the regular curriculum but end up dropping out of the school system because they cannot cope with its requirements;
- expand National Assessment to cover special schools and learners with special needs. The sampling framework for national assessment excludes special schools and thereby only reports performance indicators for normal pupils;
- engage examiners conversant with the development and scoring of papers of candidates with special needs. There are no examiners proficient in scoring Braille

scripts. It is normal practice to de-Braille these scripts before assigning them to normal examiners and it may compromise the candidate's responses to questions;
- develop capacity of examiners to deal with candidates with special needs;
- research ways of improving the conducting of examinations for learners with special needs; and
- implement the national examination's non-cognitive dimensions.

Table 7.29 shows suggested milestones to aid in achieving EFA in 2015.

Table 7.29: Schedule of Milestones to be Attained over the Remaining Period

Year	Thematic areas				
	Infrastructure development and capacity development in management	Curriculum development and implementation	Quality assurance	Teacher quality and effectiveness	Pupil achievement
2011/2012	• Construction of adequate toilets • Devolution of KESI • Capacity building programs in school management	New curriculum compliant with 2010 constitution Harmonization of university teacher training curriculum with the secondary school curriculum	Recruitment of personnel to address shortage	Upgrading of P1 curriculum to diploma Establishment of quality framework for Adult education teachers	MLA in secondary school Survey on quality of education among children in hunter gatherer communities
2012/2013	Completion of unfinished school projects	• Development of up dated TL materials • KIE broadcasting Radio and TV	Establishment of semi-autonomous Quality coordinating agency	Completion of SMASE for primary science and math teachers	• Develop capacity of examiners to deal with SNE • MLA in tertiary and SN schools
2013/2014	Completion of unfinished ACE and ECD infrastructure projects	Digitization of primary curriculum	Establishment of county Quality offices	Provision of teacher welfare facilities and infrastructure especially in ASALs	Development of digital examinations
2014/2015	Provision of ICT infrastructure	Provision of ICT facilities	Full implementation of CFS policy	Teaching in ECDE, Primary and secondary using ICT	Modernization of examination processing

7.6   Conclusion

Education quality is a cross-cutting issue of all EFA goals. It continues to be a challenge for many countries in Africa and the rest of world, considering the different ways in which it is conceptualized and implemented. As has been seen in this chapter, quality had a very restricted understanding initially by many countries including Kenya when quantifiable inputs were of major concern. However, with improvements in how education system has functioned over the years the goal posts have moved, and now it is imperative that quality is seen as linked to other EFA goals and learning outcomes, as detailed in the opening sections of this chapter.

The quality imperative is crucial to ECDE, as it forms a strong foundation for all learning. Quality is also a critical requirement in efforts to reach all disadvantaged populations that include children in difficult circumstances, ethnic minorities, out of school youth and illiterate adults. With this in mind, current practices in education should no longer be carried on as if it is 'business as usual'. To make quality central to efforts to attain EFA all stakeholders need to be involved. For example, teachers who are the primary implementers of the curriculum need to use appropriate and innovative teaching methodologies that are facilitated by a conducive school environment having the requisite facilities and resources. Regular monitoring and evaluation activities provide information about the state of quality in the education system and from which empirical-based policies can be formulated and programmes implemented. Such activities may be conducted at school and zonal levels to inform local stakeholders. At the national level there is need for coordinated monitoring and evaluation activities by MoE departments and agencies combined with input from the civil society and development partners.

In conclusion, quality consciousness is a culture that should be embraced by all in the education system through the efforts of a strong and visionary political and administrative leadership.

Annex

Education for All

Mombasa Call for Action

Preamble

We, Ministers of Education from the Eastern Africa Region, have gathered at the invitation of the Minister of Education, Kenya, in his capacity as the Chair of the Conference of the Ministers of Education in Africa (COMEDAF) and the Eastern Africa Region, in Mombasa, Kenya from 13 to 14 September 2011, for the Eastern Africa High Level Forum on Education for All (EFA). We appreciate the warm hospitality offered by the Government of Kenya and the support provided by UNESCO in organizing this Forum.

Given the global EFA concerns that remain a priority for our governments, we remain committed to our aim of maintaining and strengthening the efficiency and effectiveness of service delivery of the education sector. We recognize that collective efforts depend upon a sound understanding of the needs and gaps and the capability of the sector to respond to them.

The above being the case, we, Ministers of Education from the Eastern Africa Region,

Recognize the African Union's vision of education as the principal means of attaining an integrated, peaceful and prosperous Africa as well as the crucial role played by education in reducing poverty and inequality and strengthening democracy,

Reaffirm and commit ourselves to upholding the vision of the EFA Dakar Framework for Action, the African Union Second Decade of Education Plan of Action and the education-related Millennium Development Goals (MDGs) and realizing these goals by 2015. We also recognize the need to sustain regional dialogue to chart a way forward beyond 2015,

Acknowledge that considerable progress has been made in the Eastern Africa Region since the Education for All (EFA) goals were adopted in 2000. Some of the remarkable progresses made include expansion of primary education, reduction in the out-of-school population and significant progress towards achieving gender parity,

Further recognize however that there still remain challenges, which may delay the achievement of EFA targets:

- Inadequacy of provision of holistic early childhood care and education, including child nutrition below the age of 5 years, and the inequitable provision of quality inclusive education as well as low retention levels;
- Inadequacy of completion and uneven transition rates between the primary and secondary level, especially among girls;
- Inadequate provision of literacy programmes and limited availability of clear guidelines to integrate a concept of lifelong learning within the education system;
- Inadequacy of systematic assessment of the impact of early grade learning, adult and youth literacy and life skills initiatives;
- Gender inequality;
- Lack of environments conducive to learning; inadequacy of proper strategies for teacher development and management; and
- Weak policy guidelines and frameworks to address critical issues within the educational context, such as poverty and hunger, peace and conflict, education for refugees and internally displaced persons (IDPs), climate change, HIV and AIDS, people with disabilities and mother tongue education;

Note that opportunities exist for tackling these challenges, and therefore, concur that additional work is required to further our response to them, develop better evidence-based strategies, promote innovative teaching and learning practices including the use of ICT in curriculum delivery, and build our capabilities in the process, particularly as regards the achievement of all the EFA goals.

Agreed Actions and Commitments

We, Ministers of Education from the East African region:

<u>Agree</u> to undertake periodic reviews based on evidence to formulate policies and plan strategies that will address the challenges and gaps which in turn could accelerate progress towards achievement of the goals by the target date, and also plan further beyond this date.

<u>Endorse</u> increasing financial allocations to the education sector. We also recognize the financial contribution of the regional and international community, and the private sector. However, in order to accelerate progress towards the attainment of the EFA goals and meet the challenges posed, we urge all actors to increase their investments in education, to ensure efficient and effective use of resources, and promote innovative ways of resource mobilization at the national level.

<u>Give assurance</u> that there will be more systematic monitoring undertaken to evaluate EFA progress in the region, with the use of quality, timely, relevant, reliable and comprehensive data. We reiterate the need to review and strengthen our national capacities to use monitoring and evaluation for evidence-based policy formulation and programme planning.

<u>Call upon</u> all the development partners to forge stronger partnerships for resource mobilization and programme implementation. We renew our commitment to actively engage ourselves in the coordination and management of education sector partnerships.

<u>Agree</u> to undertake assessment of EFA progress since 2000. Accordingly, we commit ourselves to developing national roadmaps by 31 December 2011 (with the exception of Somalia) for addressing the gaps identified and creating the capacities needed in preparation for the 2015 review.

<u>Agree</u> to meet annually on a rotational basis to review progress and continue the dialogue, in partnership with UNESCO, and

<u>Agree</u> to proceed with the following cooperation in the Eastern African region, with the assistance of UNESCO and other development partners:

a.   Regular exchange of information and policy dialogue on the implementation of national roadmaps to 2015;
b.   Undertake the following initiatives/programmes to promote attainment of EFA goals, based on countries' needs and priorities:
   • Monitoring of EFA progress and conducting of country EFA progress assessments
   • Providing a platform for policy dialogue and sharing of information on Early Childhood Care and Education, literacy, non-formal education and continuing education, along with the United Nations and other development partners
   • Promoting coordination and collaboration at the regional level and across regions
   • Monitoring of, and improving data quality in, adult literacy and non formal education
   • Integrating education for peace into the education policy and curriculum
   • Monitoring and assessment of quality of education (learning outcomes)
   • Promoting Technical and Vocational Education and Training
   • Promoting e-learning
   • Enhancing capacity building for curriculum implementers
   • Promoting higher education
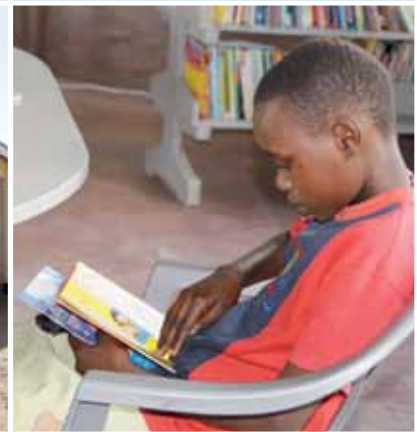
14 September 2011
Mombasa, Kenya

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