



Kenya

Education for All 2015 National Review

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Republic of Kenya

Ministry of Education, Science and Technology

**EDUCATION FOR ALL
THE 2015 NATIONAL REVIEW**

2014



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ACRONYMS AND ABBREVIATIONS

ACE	Adult and Continuing Education
ADB	African Development Bank
APBET	Alternative Provision of Basic Education and Training
ASAL's	Arid and Semi- Arid Lands
AU	African Union
CEB	County Education Board
CEMASTEA	Centre for Mathematics and Science Teachers in Africa
CHE	Commission for Higher Education
CRC	Convention on the Rights of the Child
CUE	Commission for University Education formerly CHE
DICECE	District Centers for Early Childhood Education
DQASO	District Quality Assurance and Standards Officer
EARC	Educational Assessment and Resource Centre
EFA	Education for All
EMIS	Education Management Information System
ERS	Economic Recovery Strategy
ERSWEC	Economic Recovery and Wealth Creation Strategy
ESQAC	Education Standards and Quality Assurance Council
FDSE	Free Day Secondary Education
FPE	Free Primary Education
GDP	Gross Domestic Product
GNI	Gross National Income
HDI	Human Development Index (HDI)
ICT	Information and Communications Technology
IDA	International Development Association (World Bank)
IIEP	International Institute for Educational Planning (UNESCO)
JICA	Japanese International Cooperation Agency

KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector Support Programme
KIB	Kenya Institute for the Blind
KISE	Kenya Institute for Special Education (KISE)
LAN	Local Area Networks
MDGs	Millennium Development Goals
MoEST	Ministry of Education, Science and Technology
NASMLA	National Assessment System for Monitoring Learner Achievement
NEB	National Education Board
NESP	National Education Sector Plan
NFE	Non-formal Education
NFEC	Formal Education Centres
NFSs	Non-Formal Schools
NPEP	National Poverty Eradication Plan
OPEC	Organization of Petroleum Exporting Countries
P1	Primary 1 Certificate (Teacher Qualification)
PRISM	Primary School Management
PRSP	Poverty Reduction Strategy Paper
PTTC	Primary Teacher Training College
QASO	Quality Assurance and Standards Officer
SACMEQ	Southern Africa Consortium for Measuring Education Quality
SbTD	School-based Teacher Development
SDG's	Sustainable Development Goals
SEP	School Empowerment Programme
SET	Science, Engineering and Technology
SIDA	Swedish International Development Cooperation Agency
SMASSE	Strengthening of Mathematics and Science Education

SNE	Special Needs Education
SPRED	Strengthening Primary Education
STI	Science, Technology and Innovation
TAC	Teacher Advisory Centre
TIQUET	Totally Integrated Quality Education and Training
TIVET	Technical and Vocational Education and Training
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
UDHR	Universal Declaration of Human Rights (UDHR)
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Child's Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
WFP	World Food Programme
WVI/K	World Vision International / Kenya

FOREWORD

The Government is committed to implementing its international, regional and national commitments on education. The Millennium Development Goals (MDGs), Education for All (EFA) goals, the Sessional Paper No. 14 of 2012 on Reforming Education and Training and the Basic Education Act 2013 have all emphasized the provision of quality basic education. The Kenya Constitution (2010) provides for basic education as a right and obligates both the state and the parents to facilitate acquisition of basic quality education by all children.

At the World Education Forum held in Dakar Senegal in 2000, one hundred and sixty four (164) Governments including Kenya, identified six (6) Education for All Goals which they pledged to achieve by 2015. Since then the Government has put in place various programs interventions to facilitate realization of the Goals. Key programmes include introduction of Free Primary Education and Free Day Secondary Education in 2003 and 2008 respectively. These programs have resulted to enhanced access, equity, relevance, transition and completion in primary and secondary education. The Government of Kenya has continued to make substantial investment in the Education Sector and currently 6.4% share of the GDP goes towards education which meets the international benchmark.

Kenya has steadily been monitoring EFA progress since 2000. The country was the first in Africa to conduct a comprehensive and documented Education for All/End Decade Assessment EFA/EDA- (2001-2010). The Ministry of Education then achieved this milestone through support from Development Partners, Civil Society and the private Sector. The UNESCO Regional Office for Eastern Africa in Nairobi offered invariable technical support during the assessment. The outcomes of the EFA/EDA were used as a basis of transformation of the education sector in the light of the new constitutional dispensation. The report also informed the preparation of the second National Education Sector Plan (NESP) 2013-2018, an all-inclusive programme whose overarching goal is enhanced quality basic education for Kenya's sustainable development.

The second National EFA review for Kenya covering the period 2011-2013 commenced in March 2014 and was concluded in November 2014. The objectives of the review were threefold: 1) To assess progress in achieving EFA goals; 2) To establish progress on the implementation of the EFA EDA recommendations; 3) To determine current educational challenges and identify the Post 2015 Education Agenda. The findings of the review are presented in this report.

The report shows that Kenya has made remarkable progress in achieving EFA. However, more work needs to be done during the second Medium Term Plan to accelerate EFA achievements. The national stakeholder forum deliberated on the report and proposed the Post 2015 Education Agenda that shared at the Regional Sub-Saharan Africa Education Conference in February 2015. The Report is a valuable tool for educational planning and monitoring of educational systems

Prof. Jacob T. Kaimenyi, PhD, FICD, EBS
Cabinet Secretary, Ministry of Education, Science and Technology (MoEST)

PREFACE

The Vision of the Ministry of Education, Science and Technology is the Provision of Quality Education and Training for Sustainable Development. In order to realize this Vision, all Ministry Programs are anchored on International, Regional and National Commitments. In this regard, these commitments have been factored in MoEST's Legal, Policy and Strategy documents. Subsequently, achievement of EFA goals is a key priority in the National Education Sector Plan (NESP) 2013-2018.

.The Ministry of Education, Science and Technology will continue increasing resources to the Sector to catalyze the realization of the goals which are directly aligned to the Constitutional provisions of Education in Kenya. Key Policies, Programmes and interventions have been put in place to ensure the provision of relevant and quality education and training for all learners.

The just concluded second National Education for All 2015 Review exercise built on the findings of the first EFA EDA report. The findings are going to be utilized in consolidating a national philosophical education trajectory of providing accessible, relevant and quality Education for All while at the same time working towards realization of Kenya Vision 2030.

The report has highlighted key achievements, challenges and recommendations. The report also has a clear implementation plan. I am therefore calling upon all stakeholders to work together towards implementing the recommendations and development of appropriate targeted interventions and strategies to address the post 2015 education agenda.

Dr. Belio R.Kipsang
Principal Secretary; State Department of Education

ACKNOWLEDGEMENT

The National Education for All 2015 Review commenced in March, 2014 and was completed in November, 2014 through a collaborative effort. First and foremost, I wish to recognize the financial and technical support that was provided by the UNESCO Regional Office for Eastern Africa based in Nairobi under the leadership of the Director, Mr. Mohammed Djelid. The Ministry of Education, Science and Technology greatly appreciates the support.

I wish to appreciate the focused leadership of the Cabinet Secretary MoEST Prof. Jacob T. Kaimenyi, PhD, FICD, EBS and the two Principal Secretaries, Prof. Collete Suda; and Dr. Belio R. Kipsang. With their commitment the recommendations articulated in the review report will be realized.

I wish to take this opportunity to thank the Technical Working Group with membership of officers drawn from MoEST Directorates; CPPU- MoEST; KICD; KISE; TSC; CEMASTEAM; Ministry of Health; KNBS; UNESCO- Nairobi office; Kenya National Commission for UNESCO (KNATCOM); Elimu Yetu Coalition ; Kenya Adult Learners Association and the Forum for African Women Educationists Kenya Chapter (FAWEK) who worked tirelessly to undertake this review exercise. This report would not have been realized without your commitment.

I wish to offer special gratitude to World Vision – Kenya for walking with the MoEST during the review Period and offering moral, financial and technical support to the Technical working group. Your support contributed immensely to the delivery of this report.

In particular, may I thank the Directors in the Ministry of Education, Science and Technology and all the stakeholders for playing a key role in the validating the Kenya National EFA Review Report. Your contribution is greatly appreciated.

In conclusion, I urge all concerned players in the Education Sector to utilize the key recommendations in the review report to be able to make informed decisions in the way education will progress during the Post 2015 period and beyond.

Leah k. Rotich (MRS), MBS
Ag. Education Secretary - State Department of Education

1. CHAPTER 1: INTRODUCTION

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.

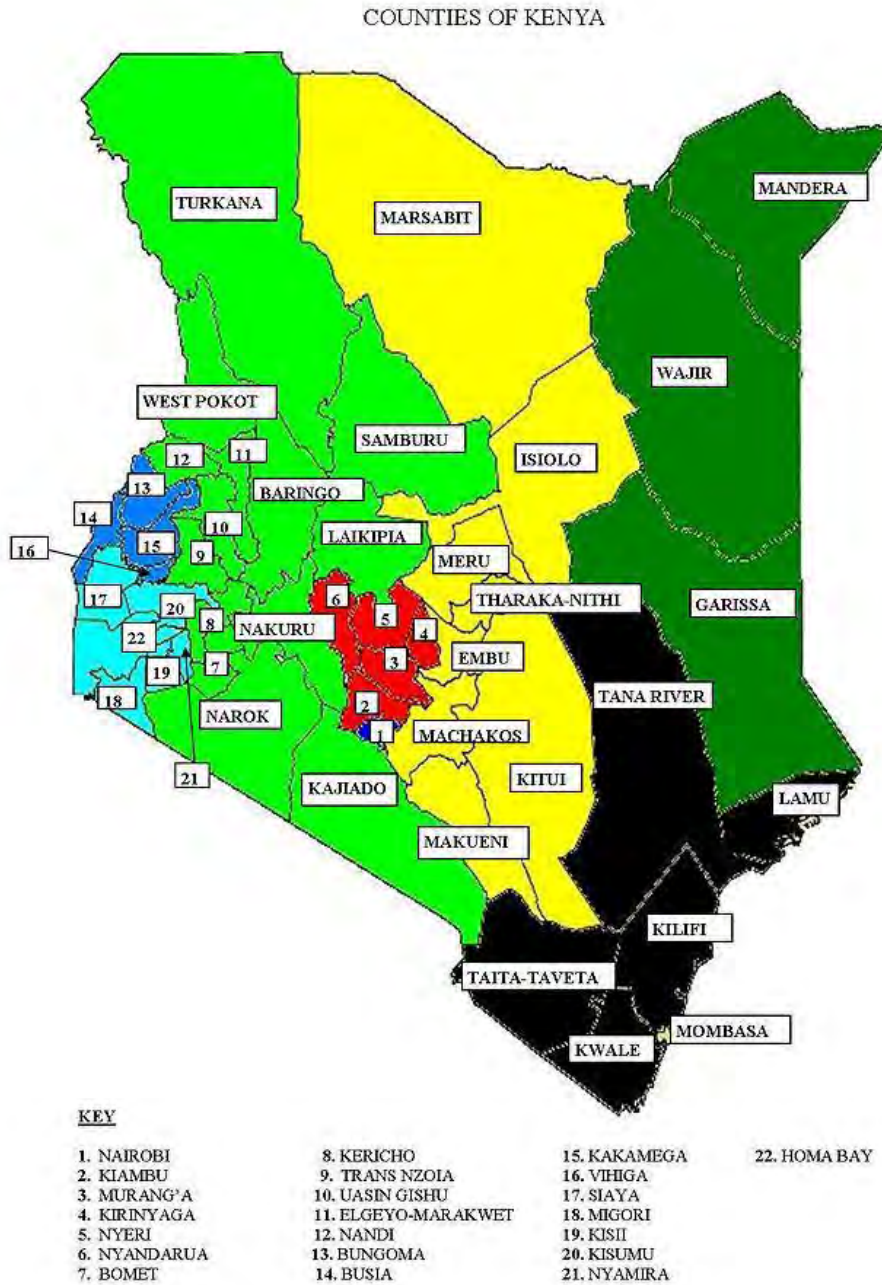
The total land area covers about 582,650 km² of which 569,250 km² consists of land, with water covering the remaining 13,400 km². Approximately 80percent of the land area is arid or semi-arid, and only 20percent is arable (UNDP, 2005).

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 experience an equatorial climate, especially 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 Counties of Kenya (Counties)



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 rulers 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 in June 1963 and gained independence on 12 December 1963. Exactly one year later, Kenya became a republic.

Kenya has a diverse population comprising 42 ethnic communities that includes three of

Africa's major sociolinguistic groups: Bantu (67percent), Nilotic (30percent), and Cushitic (3percent). About 80percent of Kenyans are Christian, 10percent 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 75percent 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 mobilize resources to help one another.

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 (Central Bureau of Statistics, 1994, 2001). According to the most recent census conducted in 2009, the country's population then stood at 38.6 million (Republic of Kenya, 2010).

Figure 1-2: Kenya's Population in 2009 per County

	County	Male	Female	Total
1	MOMBASA	486,924	452,446	939,370
2	KWALE	315,997	333,934	649,931
3	KILIFI	535,526	574,209	1,109,735
4	TANARIVER	119,853	120,222	240,075
5	LAMU	53,045	48,494	101,539
6	TAITA TAVETA	145,334	139,323	284,657
	Total	1,656,679	1,668,628	3,325,307
7	GARISSA	334,939	288,121	623,060
8	WAJIR	363,766	298,175	661,941
9	MANDERA	559,943	465,813	1,025,756
	Total	1,258,648	1,052,109	2,310,757
10	MARSABIT	151,112	140,054	291,166
11	ISIOLO	73,694	69,600	143,294
12	MERU	670,656	685,645	1,356,301
13	THARAKA	178,451	186,879	365,330
14	EMBU	254,303	261,909	516,212
15	KITUI	481,282	531,427	1,012,709
16	MACHAKOS	543,139	555,445	1,098,584
17	MAKUENI	430,710	453,817	884,527
	Total	2,783,347	2,884,776	5,668,123
18	NYANDARUA	292,155	304,113	596,268
19	NYERI	339,725	353,833	693,558

20	KIRINYAGA	260,630	267,424	528,054
21	MURANGA	457,864	484,717	942,581
22	KIAMBU	802,609	820,673	1,623,282
	Total	2,152,983	2,230,760	4,383,743
23	TURKANA	445,069	410,330	855,399
24	WEST POKOT	254,827	257,863	512,690
25	SAMBURU	112,007	111,940	223,947
26	TRANS-NZOIA	407,172	411,585	818,757
27	UASIN GISHU	448,994	445,185	894,179
28	ELGIYO MARAKWET	183,738	186,260	369,998
29	NANDI	376,488	376,477	752,965
30	BARINGO	279,081	276,480	555,561
31	LAIKIPIA	198,625	200,602	399,227
32	NAKURU	804,582	798,743	1,603,325
33	NAROK	429,026	421,894	850,920
34	KAJIADO	345,146	342,166	687,312
35	BOMET	359,727	364,459	724,186
36	KERICHO	381,980	376,359	758,339
	Total	5,026,462	4,980,343	10,006,805
37	KAKAMEGA	800,989	859,662	1,660,651
38	VIHIGA	262,716	291,906	554,622
39	BUNGOMA	710,510	835,339	1,630,934
40	BUSIA	232,075	256,000	488,075
	Total	2,091,375	2,242,907	4,334,282
41	SIAYA	398,652	443,652	842,304
42	KISUMU	474,760	494,149	968,909
43	HOMA BAY	357,273	392,058	749,331
44	MIGORI	125,938	130,148	256,086
45	KISII	550,464	601,818	1,152,282
46	NYAMIRA	287,048	311,204	598,252
	Total	2,617,734	2,824,977	5,442,711
47	NAIROBI	1,605,230	1,533,139	3,138,369
	Total	1,605,230	1,533,139	3,138,369
	Grand Total	19,192,458	19,417,639	38,610,097

Source: Republic of Kenya, 2010a (KNBS 2009 Census)

Results of previous censuses indicate that the annual population growth rate was 2.9percent between 1989 and 1999, down from 3.4percent reported for 1979-1989. In 2009, population growth was estimated to be about 2.8percent. The decline in population growth is due to the

efforts of the National Population Policy for Sustainable Development (National Council for Population and Development, 2000), and is a result of 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. Declines in fertility levels are expected to manifest in the national age distribution. Mortality rates have risen since the 1980s, presumably due to increased deaths from the HIV and AIDS pandemic, deterioration of 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 declined to 48 and 41 per 1,000 in 1989 and 1999, respectively. The crude death rate increased from 11 per 1,000 population in 1979-89, to 12 per 1,000 for the period 1989-99. The infant mortality rate, 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. As at 2012, the population continued to grow at an annual rate of 2.7 percent.

Figure 1-3: Basic demographic indicators

Indicator/Year	1969	1979	1989	1999	2009	2011/2012
Population (millions)	10.9	16.2	23.2	28.7	39.4(a)	41.4 (2012)
Density (pop./km ²)	19.0	27.0	37.0	49.0	67.7(a)	73.84 (2012)
Total fertility rate	7.6	7.8	6.7	5.0	4.6(b)	4.6 (b)
Infant mortality rate	119	88	66	77.3	52.0(b)	48.7 (2011)
Life expectancy at birth	50	54	60	56.6	58.9(a)	60.37 (2011)

Revised projection figures
Kenya Demographic and Health Survey
u = unknown

Source: Central Bureau of Statistics, 1970, 1981, 1994, 2002a; the 2008 Kenya Demographic and Health Survey, 2009 Census

International, Regional and Sub-regional Frameworks and Commitments

Kenya has fully embraced the Universal Declaration of Human Rights (UDHR) and is a signatory to, and has reported compliance with, key international conventions that stipulate education as a human right, such as the Convention on the Rights of the Child (CRC)¹. The CRC and the African Children's Charter have been domesticated through the enactment of the Children's Act of 2001.

The African Union is the primary regional political organ, with a vision of an integrated, peaceful, prosperous Africa driven by its own people and 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 the major means by which Africans will attain 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 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 by 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 System (EMIS), gender equality in primary and secondary education, performance in mathematics, science and technology, systematic

¹ Kenya ratified the convention on 31 July 1990.

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.

Social, Economic and Human Development Context and Trends

In 2003, the 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 3percent and then 4.3percent in 2004, 5.8percent in 2005, 6.1percent in 2006 and 7percent in 2007. However, Kenya's economic growth declined to 1.7percent in 2008 as result of the 2007 post-election violence but in 2010 the country registered an economic growth of 5.6percent.

The economic growth that started in 2003 was curtailed due to both internal and external factors, such as the 2007 post-election disruptions, the global financial crisis, and high fuel and food prices, among others. The overall picture was that 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 resulted in crisis management of the education sector, adversely impacting on education. 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.

The fruit of efforts was evident in the largely peaceful 2013 elections that gave rise to a new administration with a 5-year term.

Box 1.1: The Constitution of Kenya

The 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 Ministry of Education constituted a task force on realignment of education with the new constitution, and a draft report has been produced.

Economic Strategies

In June 2003 the government launched economic policy interventions contained in the paper on 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 supports the achievement of economic growth without affecting price stability. The second pillar was 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, involving interventions in several areas.

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

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 10percent until 2030. In order to generate resources with which to address the Millennium Development Goals (MDGs), Vision 2030 identified flagship projects in every sector that would be implemented to facilitate sustainable growth in support of the MDGs. In addition, Vision 2030 flagged projects that would directly address MDGs in key sectors such as agriculture, education, health, water and environment. The social pillar seeks to create a 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 expansion access to ICT and build on ICT capacity and improve infrastructure.

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.

According to the latest available data for HDI 2014, Kenya's HDI value for 2012 is 0.519—in the low human development category—positioning the country at 145 out of 187 countries and territories. Between 1980 and 2012, Kenya's HDI value increased from 0.424 to 0.519, an increase of 22 percent or average annual increase of about 0.6 percent. The rank of Kenya's HDI for 2011 based on data available in 2012 and methods used in 2012 was –145 out of 187 countries. In the 2011 HDR, Kenya was ranked 143 out of 187 countries. It is however misleading to compare values and rankings with those of previously published reports, because the underlying data and methods have changed. Table 1.4 below reviews Kenya's progress in each of the HDI indicators between 2008 and 2012.

Figure 1-4: Kenya's progress in each of the HDI indicators between 2008 and 2012

Date	HDI	HDI Health	HDI Education	HDI income
2012	0.519	0.594	0.584	0.404
2011	0.515	0.586	0.584	0.401
2010	0.511	0.577	0.584	0.398
2009	0.505	0.566	0.580	0.394
2008	0.495	0.555	0.565	0.393

Source: UNDP Human Development Index, 2014

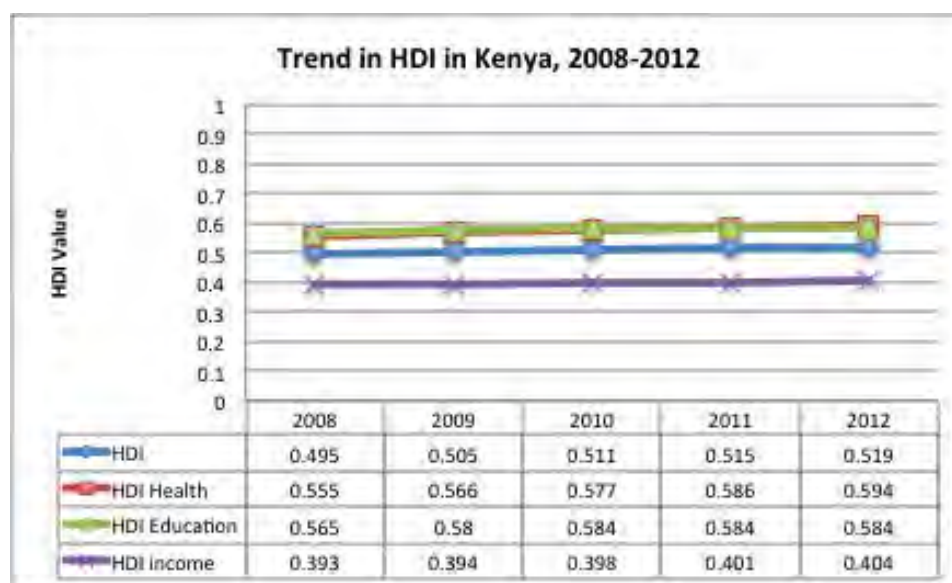
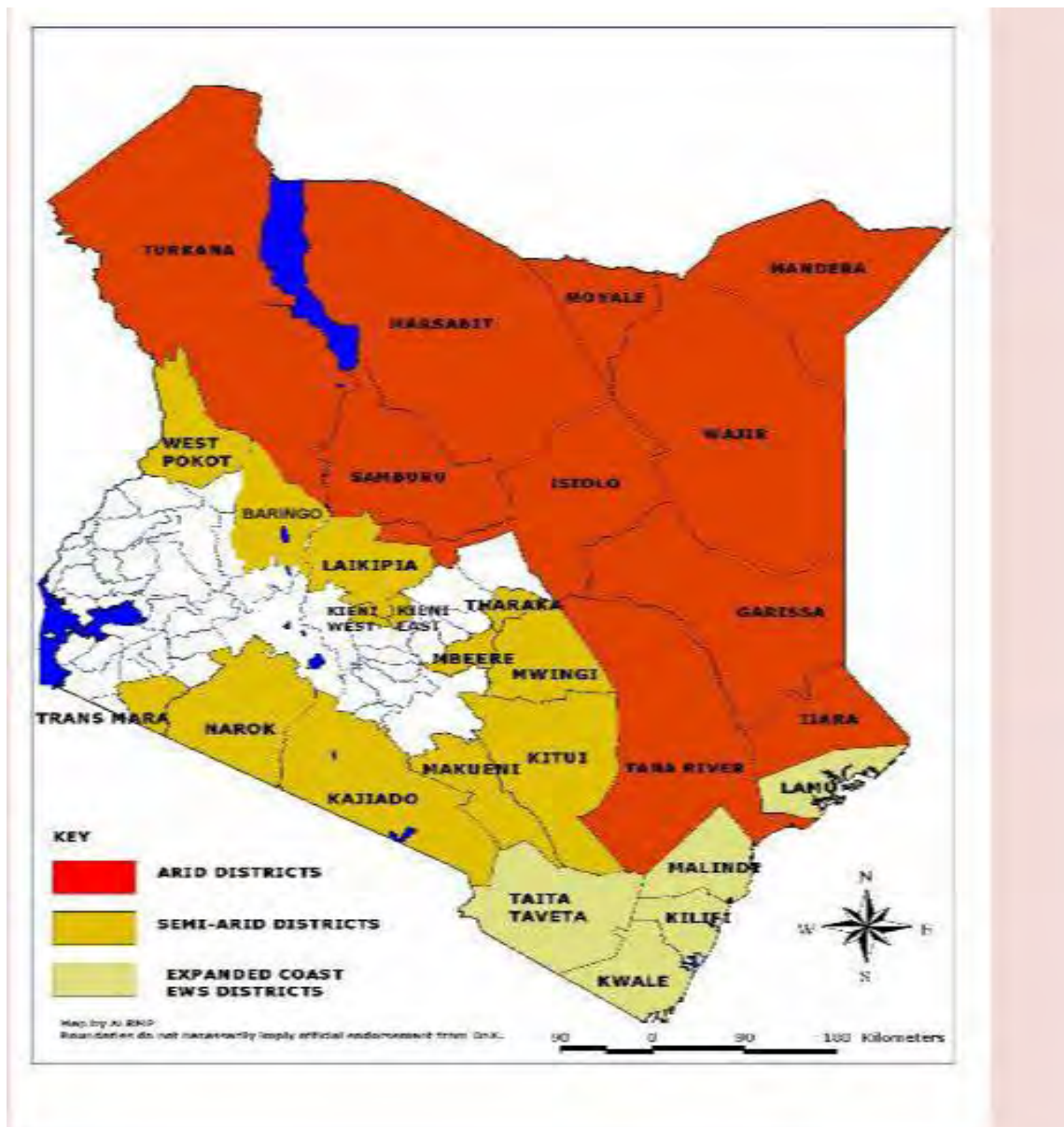


Figure 1-5 Kenya's Arid and Semi-Arid Lands Region (ASAL)



The phrase 'Northern Kenya and other Arid Lands' in the title of the Ministry refers to an area that is commonly called the ASAL (Arid and Semi-Arid Lands) that covers 80percent 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 production system 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 these views to be misplaced. 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 arid and semi-arid lands as a whole, the main challenge is to ensure food security in

drought-prone environments that will also be affected by climate change. In order to tackle specific challenges faced by the 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 Minister. 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 are 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)

Millennium Development Goals (MDGs) in the Kenyan context

The Government of Kenya 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 the Economic Recovery Strategy and Wealth Creation (ERSWEC) and Vision 2030 (Republic of Kenya; 2008, 2007). The Economic Recovery Strategy (ERS) is based on pillars matched to MDGs, as shown in Table 1.1 below. However, successful implementation of these plans and strategies has been hampered by limitations in capacity, financing and governance problems. 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 0.7percent of their Gross National Income, reduce the debt burden, improve trade practices, and support the transfer of appropriate technology to developing countries.

Table 1-1: Status of MDG progress in Kenya

Millennium Development Goals	Current Status in Kenya
Halve the number of people living in extreme poverty between 1990 and 2015	The Government of Kenya drew up a development blueprint, Vision 2030, articulating its vision for Kenya in 2030 as a newly industrializing, middle-income country, with a high quality of life. Poverty declined from 56percent in 2000 to 46percent in 2006, attributed to improved governance and management of public resources and key economic reforms. Poverty is still at 2006 levels. While a significant amount of money and resources is required for basic social services, such as schools, hospitals and roads, a similar increase in capital expenditure is not being made.
Halve the proportion of people suffering from hunger	In 2002, when the National Rainbow Coalition (NARC) was elected to government, H.E President Mwai Kibaki introduced free primary education. The net enrolment rate in primary school for 2006 was 86.5percent, attributed to the introduction of free primary education.
Ensure all children	Policy and institutional arrangements have been strengthened to

Millennium Development Goals	Current Status in Kenya
complete primary education of adequate quality	promote women's participation in development, including a ministry and commission in charge of gender issues. Affirmative action was introduced in the recruitment and promotion of personnel in the public sector.
Eliminate gender disparity in primary and secondary education by 2005	On the health front, the government increased immunization coverage to over 80percent, while public health centres and drugs accessibility have also improved. About 68percent of children under-five years old are receiving bed nets to protect them against malaria.
Reduce child mortality by two thirds among children under five	On the health front, the government increased immunization coverage to over 80percent, while public health centres and drugs accessibility have also improved. About 68percent of children under-five years old are receiving bed nets to protect them against malaria.
Reduce deaths of mothers due to child bearing by 75percent between 1990 and 2015	The 'ring-fencing' budget policy on health projects has improved maternal health. (Ring-fencing is when agreed allocations to a particular sector are never reduced, no matter the revenue.) The proportion of births attended by skilled health personnel (as an indicator of maternal mortality rate) increased from 42percent in 2003 to 56percent by 2007).
Halt the spread of AIDS	HIV/AIDS prevalence data (at 2007) suggests that females have a prevalence of 6.7percent compared to 3.5percent among males. Estimates show that prevalence is higher in the urban areas (8.3percent) than in the rural areas (4.0percent). Results from the investment programme of the Economic Recovery Strategy HIV indicator reveal that in 2007 the HIV/AIDS prevalence rate among expectant women in the 15-24 year age group was 6.3percent.
Ensure environmental sustainability	Kenya has almost 40 million hectares of forest, 37.6 million hectares of which is ungazetted natural woody vegetation and 1.7 million hectares, gazetted forest. This means that approximately 2percent of the total country land area is gazetted forest. Between 2005 and 2007, the Kenya Forestry Research Institute increased seed production by 25percent. It is planned to gazette a further 19,000 hectares of natural forest.
Halve the proportion of people without safe drinking water by 2015	In March 2008, the Ministry of Planning and Vision 2030 launched the Civil Society Organizations (CSOs) facility to collaborate in implementing strategies geared towards a better quality of life for citizens. The government is working with CSOs to ensure the realization of MDGs at community level and is aware that CSO initiatives can turn around the economy to achieve the MDGs.

Source: UNDP Annual Report 2009.

Recognizing the central role of education in achieving MDGs and national development aspirations, the General Assembly of the United Nations held in September 2010 had a special session on education and MDGs. The UNESCO-published note on the theme called for the revitalization of 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: 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 MDGs.

2. CHAPTER 2: THE NATIONAL EDUCATIONAL SYSTEM

Education in the Context of National Development

Historical origins of present structure of education system

British colonists introduced independent Kenya's first system of education. After independence on 12 December 1963, the Ominde Commission was formed to introduce changes that would reflect the nation's sovereignty. The commission focused on identity and unity, which were critical issues at the time. The Ominde report of 1964 was operationalized by the Sessional Paper No.10 of 1965 on African Socialism and its application to planning in Kenya. Changes in the subject content of history and geography were made to reflect national cohesion. Between 1964 and 1985, the 7-4-2-3 system was adopted – seven years of primary, four years of lower secondary, two years of upper secondary, and three years of university. All schools had a common curriculum.

The National Committee on Education Objectives and Policies (The Gachathi Report, 1976) focused on the redefinition of the Country's educational policies and objectives. This led to the establishment of a National Centre for Early Childhood Education and inaugurated the Government's support for 'Harambee schools'

In 1981, the Presidential Working Party on the Second University in Kenya (The Mackay Commission) was commissioned to look at both the possibilities of setting up a second university as well as the reforming of the entire education system (Republic of Kenya, 1981). In addition to the establishment of Moi University in Eldoret and the Commission for higher Education (CHE), the committee recommended that the 7-4-2-3 system be changed to 8-4-4 system of education (eight years in primary, four years in secondary, and four years in university education). It introduced the teaching of pre-vocational subjects in primary schools. The current 8-4-4 system was launched in January 1985. It emphasizes on vocational subjects to enable school dropouts at all levels to be self-employed upon exit or to secure employment in the informal sector.

The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (The Kamunge Report, 1988) focused on educational financing. Its key implication was the introduction of the cost-sharing system between the Government and parents/ communities. The Kamunge report was adopted through Sessional Paper No.6 of 1988 on Education and Training for the next Decade and Beyond.

The Commission of Inquiry into the Education System of Kenya (The Koech Report, 2000), yielded the Totally Integrated Quality Education and Training (TIQET). This report was never adopted by Government and has since been implemented in piecemeal form. Key amongst these is curriculum rationalization, which has seen a couple of changes in the curriculum content for primary school pupils since that time.

The Sessional Paper No. 1 of 2001 on Education, Training and Research provided the legal framework for the implementation of education with a focus on attainment of the following key imperatives; equity, access, quality, retention, relevance and efficiency; which were realized through the Kenya Education Sector Support Program (KESSP).

In February 2011 the Task Force on the Realignment of the Education Sector to the Constitution of Kenya 2010 was launched by the Minister for Education. The mandate of the taskforce was to look into the broad areas of education management, structure, policy framework and curriculum within the context of the Constitution of Kenya (2010) and propose ways through which the entire education sector could be realigned to the new constitutional framework. The recommendations of the taskforce are captured in the Sessional paper No. 14 of 2012 on Reforming Education and Training Sectors in Kenya.

The Basic Education Act was enacted in 2013. It operationalized the legal, institutional and regulatory shifts created by the Constitution of Kenya (2010). The Act re-defined basic education to cover primary and secondary education, introduced the National Education Board and County Education Boards (CEBs) in the 47 counties, established the National Council for Nomadic and Marginalized Education (NCNME) and mandated the Government to provide free and compulsory basic Education.

Development of Education since Dakar

Following the World Education Forum in Dakar in 2000, many countries embarked on the implementation programmes to meet EFA goals by 2015. Kenya held several consultative forums out of which a National Plan of Action was developed. From this framework, the Government implemented Free Primary Education in 2003 towards achievement of Universal Primary Education (UPE), which brought on board 1.5 million additional school children.

The National Education for All (EFA) Action Plan

The National EFA Action Plan provided a national framework for dealing with challenges faced during the implementation of EFA. The plan articulated objectives, strategies and activities to address various aspects of EFA implementation i.e. objectives resources, timeframe and performance indicators. Implementation of the National Action on EFA was undertaken within the the Kenya Education Sector Support Programme (KESSP, 2005) and through the National Education Sector Plan (NESP, 2013)

A National Conference on Education and Training was convened in 2003 in order to mobilize all the stakeholders to map out a new strategy for the provision of education in the 21st century. The Conference recommendations resulted in the development of Sessional Paper No. 1 of 2005 on Education, Training and Research

To operationalize the Sessional Paper, the Government developed an education sector plan – KESSP (2005 – 2010)- through a sector wide approach(SWAp). KESSP outlined the strategies and prioritized areas for funding. Through this mechanism, the government and its development partners agreed to fund priority programmes as negotiated on agreed partnerships principles. Kenya demonstrated its commitment and ownership to EFA by committing to fund up to 95percent of the KESSP programmes from domestic sources. These arrangements enhanced the use of country systems and avoided duplication for improved efficiency and effectiveness.

Unreached groups

The unreached include groups affected by disasters; communities in Arid and Semi-Arid Lands (ASAL) and pockets of poverty such as urban informal settlements and the rural poor regions; children with special learning needs and children engaged in child labor. Others include most vulnerable children (MVCs) such as orphans, adolescent mothers and sibling minders, HIV and AIDS affected and infected children and those discriminated on the basis of culture, religion and gender.

Programmes in KESSP targeted the un-reached and hard-to-reach children such as girls, children with special needs, and those living in slums, arid and semi-arid areas and pockets of poverty. The Ministry of Education also increased support to low cost boarding schools in the ASAL's, provided capitation grants for special needs education (SNE) and mainstreamed non-formal Education (NFE) and alternative systems of the provision of basic education and training. Other impacting measures included supporting school health and nutrition, re-entry policy, especially for girls, and infrastructural support. In addition, the capacity of school managers has been enhanced, and HIV and AIDS mainstreamed through formulation of an Education Sector Policy on HIV and AIDS

More recently, equality and inclusion in Basic education is being addressed through the review of the Gender in Education Policy 2007, introduction of a voucher system as an equity instrument for the most vulnerable children and the establishment and operationalization of the National Council for Nomadic Education in Kenya (NACONEK) to expand educational opportunities in arid and semi-arid lands

Reform and Alignment of the Education Sector

Reforms in the education sector became necessary in 2010 to meet the demands and requirements of the Kenya Constitution 2010. There are several articles of the constitution that directly address education. Based on these provisions, the Taskforce on the Alignment of the Education Sector to the Constitution recommended the formulation of a Policy Framework for Reforming Education and Training (i.e. Sessional Paper No. 14, 2012) and the Revision of the Education Act of 1968 resulting in the Basic Education Act of 2013.

The current Education Sector Plan (NESP, 2013 - 2018) operationalizes the Basic Education Act 2013 through a sector wide approach (SWAp). According to an appraisal² by development partners, NESP builds upon past accomplishments in the education sector and seeks to address some of the challenges that emerged during implementation the Kenya Education Sector Support Program 2005-2010. At the heart of this sector plan is an emphasis on improving the quality of education and the governance and management of the education system. Its key priorities are:

² Education Development Partners Coordination Group “*Development Partners Appraisal Report – National Education Sector Plan Of The Republic Of Kenya*” (EDPCG, 2014)

The enhancement of learner outcomes through addressing issues related to quality including, introduction of a more relevant curriculum, enhancement of early grade literacy and numeracy, use of assessments and enhancement of teachers' pedagogical skills; and

The establishment of robust oversight mechanisms to encourage accountability at the national, county, sub-county and school levels.

Legal and Policy Framework

The Constitution, Education Acts, Policies and Legislation

There are several articles of the Constitution that directly address Education. These include: Article 43 (1) - Every person has the right to education; Article 53 - Every child has the right to free and compulsory basic education; Article 54(1)- A person with any disability is entitled access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person; Article 55 - The state shall take measures, including affirmative action programmes, to ensure that the youth (a) access relevant education and training and Article 56 - The State shall put in place affirmative action programmes designed to ensure that minorities and marginalized groups (b) are provided special opportunities in educational and economic fields.

The MOE Strategic Plan (2008-2012) which operationalized Sessional Paper No 1 of 2005 on a Policy Framework for Education, Training and Research had the following strategic objectives for the Sector:

- To ensure that all children, including girls, children in difficult circumstances, and those from marginalized and vulnerable groups, have access to free and compulsory primary education and achieve a Net Enrolment Rate (NER) of 100 percent by 2015.
- To enhance access, equity and quality at all levels of education and training by 2015, and increase transition rate to 90 percent by 2012 at all levels;
- To achieve 50 percent improvement in adult literacy, especially for women by 2015;
- To promote and popularize Open and Distance Learning (ODL) at all levels of education and training by 2012;
- To ensure quality management capacities amongst education managers and other and other personnel in education at all levels by 2015

Sessional Paper No. 14 of 2012 on Policy Framework for Education and Training in Kenya forms the basis and guide for reforming Education and Training in Kenya. Other legal and policy reforms in the sector that culminated from the 2011 Taskforce on Aligning Education to the Constitution and Vision 2030 include: The Teachers' Service Commission Act 2012; The Kenya National Examinations Council Act 2012; The Universities Act 2012; The Basic Education Act 2012; The Kenya Institute of Curriculum Development Act 2012; the Technical and Vocational Education and Training (TIVET) Act 2012; The Science, Technology and Innovation (STI) Act 2012; The Kenya National Commission for UNESCO Act 2012 and the Second Medium Term Plan (2013-2017) on Transforming Kenya: Pathway to devolution, socioeconomic development, equity and national unity

The Education Act (1968) was revised and replaced with the Basic Education Act (2013). It gives effect to Article 53 of the Constitution and other enabling provisions, Part I section 4 (a) (b) (c) (d) (e) (f) (g) articulates values and principles to guide provision of basic education.

International treaties

Kenya is a signatory to several critical instruments for the enhancing the rights to quality education for its citizens. These 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 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 labour (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

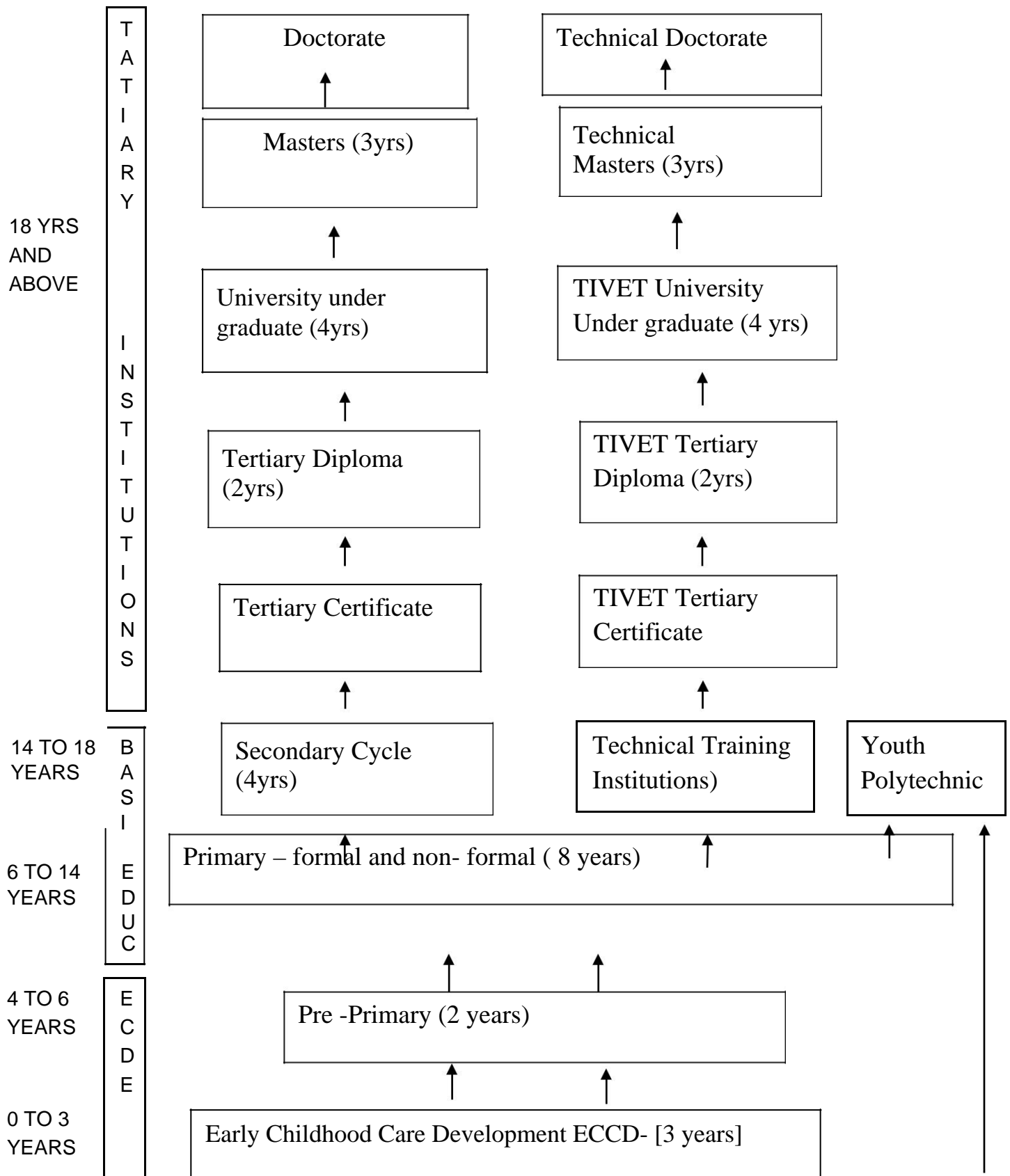
Structure and organization of education and training

The country has been guided since independence by 8 national goals of education:

- Fostering nationalism, patriotism and promote national unity
- Promoting socio-economic, technological and industrial skills for the country's development.
- Promoting individual development and self –fulfillment
- Promoting sound moral and religious values
- Promoting social equality and responsibility
- Promoting the respect for and development of Kenya's rich and varied cultures
- Promoting international consciousness and foster positive attitudes towards nations.
- Promoting positive attitudes towards good health and environmental protection

The structure of education in Kenya is 8-4-4 such that primary school education takes eight years, secondary education four years and university education four years as well. This structure also encompasses Early Childhood Care and Development (ECDE) which takes three years, and two years at pre- primary schools. There are also post primary youth polytechnics, post-secondary tertiary education as well as adult and continuing education. Following the promulgation of a new constitution in 2010 and the subsequent alignment of the education sector to the new dispensation, the national government is responsible for education policy, standards, curricula, examinations and the granting of university charters while county governments are responsible for pre-primary education, village polytechnics, home craft centers and childcare facilities.

Figure 2-1 Structure and Organization of Education & Training



Information and Communication Technology (ICT) In Education

The Ministry of Education, Science and Technology's ICT vision, strategies and goals are derived from the Vision 2030, National ICT Policy (2006), The National ICT Strategy for Education and Training (2006), KESSP (2005- 2010), Sessional Paper No.1 of 2005, Sessional paper No. 14 of 2012 and the Constitution of Kenya (2010).

ICT was a key priority area of KESSP and is also prioritized in NESP. It includes 1) E-Government which aims at mainstreaming ICT in all government operations and service delivery; 2) Education Management Information Systems(EMIS) which aims at facilitating education managers and administrators with accurate and timely data for better and informed decision-making; and E-Learning which aims to mainstream ICTs in the teaching and learning process (ICT as a tool).

In 2006, Kenya finalized its National ICT policy that aims to improve the livelihoods of Kenyans by ensuring the availability of accessible, efficient, reliable and affordable ICT services. In June 2006, the MoEST introduced the National ICT strategy for Education and Training. The strategy was developed to guide implementation of the National ICT Policy. One of the key issues of the ICT strategy is the integration of ICT in education by encouraging the use of IT in schools, colleges, universities and other educational institutions for the improvement of the quality of teaching and learning. It also advocates for the promotion of e-learning and capacity building and support for the training for ICT implementers and policy makers. NESP has proposed an ICT in Education programme that will cumulatively cost KSh.140 billion for the period 2013 - 2018

Education Financing

Financing entities

At Government level, several Ministries are involved in the funding of the Education system. The Constitution of Kenya created one single Ministry concerned with education and training in the country, merging the two Ministries and bringing on board one Directorate of the third Ministry, namely the Ministry of Education, Ministry of Higher Education, Science and Technology and the Directorate of Youth Training of the Ministry of Youth and Sports. Education provision is given in other Ministries in charge of Internal Security, Agriculture, Health, Works, Labour, Trade, Law, Livestock, Water, Forestry, Information, Lands and the Public Service Commission have also under their authority some educational institutions classified as Middle Level Colleges.

Those Ministries are funding fully or partly the public institutions placed under their authority through their votes in the Government's budget. The funding can be made of direct expenses made by the Ministry for educational institutions like when the Ministry of Education is paying teachers or building classrooms in a primary school; it could be done also through grants allocated to more autonomous institutions, like Grants allocated by the former Ministry of Higher Education to universities.

The Ministry of Education has established province and district offices spread over the country in order to manage the large numbers of primary and secondary schools. The field offices of the MOE at provincial and district levels ensure the effective management at both the basic and secondary levels.

Government funding can be traced through the appropriations made in the GOK Budget. Actual expenditures for each Ministry are recorded in a specific vote, like vote 31 for MOE and in two separate budgets, the recurrent budget and the development budget.

2.7.1.1 The Constituency Development Fund (CDF)

This is a national fund that amount at least 2.5percent (two and half per centum) of all national government ordinary revenue collected in every financial year. It is disbursed by the national government through the CDF Board to constituencies as a grant. The CDF is set up by the Parliament and devoted to the constituencies for purposes of infrastructural and human development at the constituency Level. The Board compiles the proposed projects submitted to it under the Constituency Development Fund Act and submits them to the Parliamentary Committee for approval. The Board will after approval scrutinize and approve those education project that are consistent with the CDF Act. The use of the Fund depends on the development priorities of the constituency. In general, a small part of the Fund is allocated to the education sector, in particular, the basic schools. The CDF Board sets out general conditions and requirements for release of funds, to ensure efficient and effective management of the resources by the MP. However, the allocation of funds to various projects in each constituency is the responsibility of the CDF Committee to be exercised at its own discretion within the provisions of the CDF Act. Once funds are allocated for a particular education project, they shall remain allocated for that project and may only be reallocated for any other project during the financial year with the approval of the Board. The CDF's education projects cover schools infrastructure building, purchase of equipment and supplies and support to needy children. Funds allocated are cumulative and can be carried forward from one financial year to the next including funds, which are not utilized for whatever reasons. The CDF Board and committee are responsible for monitoring the implementation of education projects. The officer of the Board in every constituency complies and maintains a record showing all receipts of disbursement and actual expenditures on a monthly basis. All funds received under the CDF Act are audited and reported upon by the Auditor-General. The information on the expenditures carried out can be obtained at the CDF Board or office of the Auditor-General.

The main function of the **Local authorities** in Kenya is to provide public services, including support to education. For them to fully achieve this function, the Government of Kenya has established a Local Government financing system, which is endowed of various sources of revenues including the **Local Authority Transfer Fund (LATF)**. The LATF is one of the main sources of Local Authorities revenue and is established by the LATF Act (No. 8 of 1998). The Act came into effect on the 10th of June 1999 and provided the transfer of 5percent of the national income tax. LATF has therefore facilitated the disbursement of funds to Local Authority to make them play a large role in supporting public basic education at local level according to Local Government Act. Under the previous constitution, the Ministry of Finance and Local Government provided an administrative framework for the operation of the funds.

2.7.1.2 External Funding.

Development partners such as USAID, DFID, UNICEF, UNESCO, SIDA, OPEC, WFP, IDA, ADB, The World Bank and others contribute to the financing of education in Kenya. A part of their contributions is made through the budget support to the Government or programmes

recorded in the Government development budget for education as Appropriation in Aid, for the implementation of programmes and projects implemented by the various departments of the Ministry and within the framework of the Ministry adopted development plan that is supported by external partners. The main source of information on the expenditure from development partners is the appropriation account of the development budget and the audited accounts of support program from the auditor's office.

In addition, there exist a number of education projects, which are financed by certain development partners through different channels than the ones referred to above.

2.7.1.3 Households/Parents

Households and parents are paying tuition and various user fees, including for boarding, to private institutions and to public colleges and universities. Through their Teachers Parents Associations they were used to contribute also to some financing of basic education. Direct fees paid to the schools are now abolished; however, other contributions at the school level (fees for boarding, for uniform, for examination, for school development etc.) are still paid. Examination fees paid to schools are used for the reproduction of exam copies and for other expenses related to term examinations. The amount of fees is fixed by the school management committees and varies with students' grade. The information on contributions paid by parents can only be obtained at the school level.

Parents have also to make direct expenditures in addition to the payments made to educational institutions. Those direct expenditures are required by school attendance and include purchase of uniforms and school supplies, transport services to and from school, private extra-tuition.

2.7.1.4 Non-Governmental Organisations (NGOs)

NGO's are regulated and coordinated by the NGOs Co-ordination Board, which was created as result of the recognition of important role that NGOs were playing in development of Kenya. A number of international NGOs as well as national NGOs contribute to the financing of basic education in Kenya. Their participation may be in the form of support to schools with equipment, or support to students by providing scholarships... They may be also in the form of research and advocacy for the expansion and development of basic education for all. They contribute also to the adult literacy programme of the Ministry of Education. The financial records of these NGOs' contributions are available only from their accounting departments and sometimes from the NGOs Co-ordination Board for the major NGOs. They are the most relevant sources for obtaining their actual expenditure to education.

Education provision

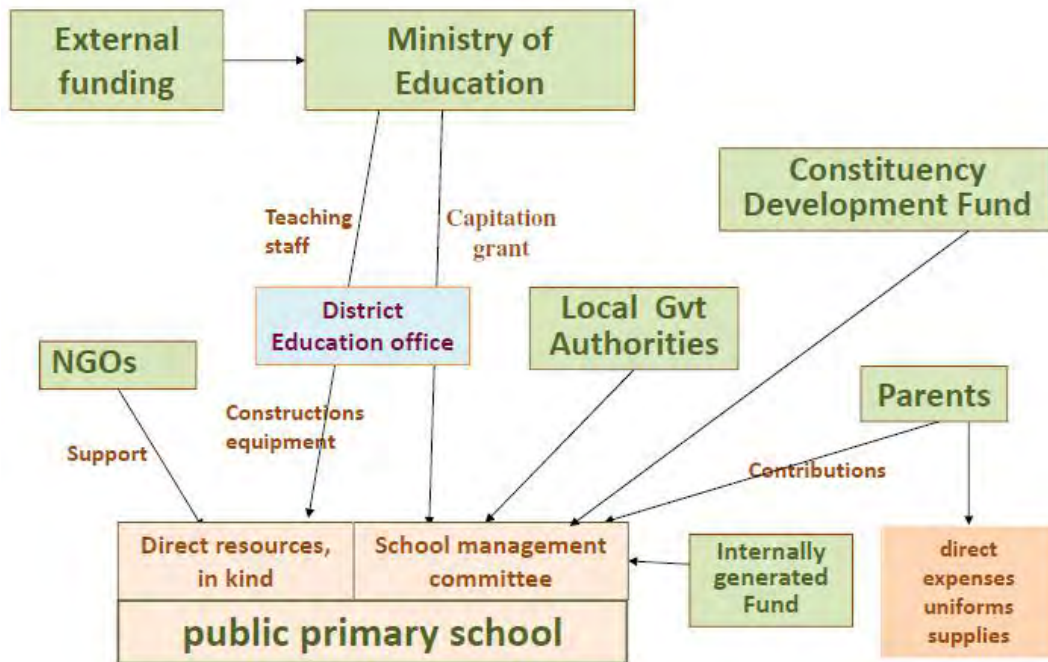
Education services are delivered by public and private institutions. Funding patterns of public institutions differ according to the level of education and the degree of administrative and financial autonomy of the institutions; Private schools are not subsidized in Kenya and their funding rely on fees charged to the students and their families.

Resources of **Public Primary schools** are on one side the human and physical resources put in place by the Ministry of Education and other contributors in kind, and on the other the financial resources including the capitation grant received from Government, contributions paid by families and other contributions are received in cash. Internally generated income is another source of funding for the schools, like graduation ceremonies and other schools festivals, sale of a number of items produced at the school level. Other friends of the school contribute to the funding of activities through donation in nature or financial donation.

Since the establishment of the Free Primary Education in 2003, all schools are obliged to open two accounts in order to receive directly grants as compensation of the users' fee abolition under the Free Primary Education implementation. One of the accounts is for the school instructional materials (SIMBA) and the second account is for the general purposes (GPA). The SIMBA is basically for the teaching and learning materials, while the GPA is for other expenditures such as utilities bills, support staff, etc...

The scheme in Figure 2.2 below illustrates the various sources of resources of a public primary school.

Figure 2.2 Funding Mechanisms of a public primary school in Kenya



Early childhood classes are located within primary schools. However the ways pre-school education is funded is different, with teachers paid by Local Authorities and parents having to pay fees.

At the **secondary and TVET levels**, including Teacher Training Colleges, at the general, mechanisms for financing public schools are similar to the primary level, with on one side the human and physical resources put in place by the Ministry in charge, and on the other side financial resources including the capitation grant received from Government, contributions paid by families and other contributions received in cash. While patterns are similar, the vocational and technical colleges require substantial financial contributions from the students and their parents.

The information on various fees and donations to technical and vocational schools and youth polytechnics as well as internally generated revenues are reported in the school end of the yearly financial report. Schools accounts are audited by the School Audit Unit.

Public Universities in Kenya are funded through Government grants and fees paid by students for paying courses. All resources are received in cash and are used for payment of teaching and

non-teaching staff salaries, administrative costs, services costs and investment. As a difference with the lower levels of education, staff is fully managed and paid by the university.

Private educational institutions at all levels rely entirely on the fees paid by students to finance their teaching and boarding activities.

Education Expenditure - 2009-2013

According to the 2014 Economic Survey 2014 highlighted in Table 3.1, MoEST's total expenditure was expected to grow by 17.2 per cent from KSh 260.1 billion in 2012/13 to KSh 304.9 billion in 2013/14. Similarly, total recurrent expenditure was expected to increase by 11.2 per cent to KSh 259.1 billion in 2013/14 from KSh 233.1 billion in 2012/13. Recurrent budget on pre-primary education dropped significantly mainly due to transfer of pre-primary education function to the County Governments. The recurrent expenditure on university education was expected to increase by 10.4 per cent from KSh 42.4 billion in 2012/13 to KSh 46.8 billion in 2013/14 while that on higher education support services was expected to increase by 23.5 per cent to stand at KSh 6.2 billion in 2013/14. The increase may partly be attributed to an increase in the number of public universities to 22 in 2013 and salary awards for university staff.

The Ministry's total development grew by 41.9 per cent from KSh 27.0 billion in 2012/13 to KSh 38.3 billion in 2013/14. Development expenditure on primary education grew considerably from KSh 330.0 million in 2012/13 to KSh 16.1 billion in 2013/14. The increase may be attributed to GOK's pledge to supply all class 1 pupils in public schools with one laptop each through the one laptop per child project and the required infrastructure and capacity building for teachers.

Figure 2.3 Expenditure for the Ministry of Education, Science and Technology during Financial Year (FY)- 2009/10 to FY 2013/14

	KSh Million				
	2009/10	2010/11	2011/12	2012/13*	2013/14+
RECURRENT EXPENDITURE-					
Ministry of Education, Science and Technology					
General Administration and Planning ¹	92,330.45	118,657.64	112,982.41	147,122.08	167,579.03
Pre-Primary Education	186.32	393.38	376.07	1,676.21	24.30
Primary Education	7,970.51	9,188.74	9,705.76	9,393.31	10,655.85
Secondary Education	14,455.54	149.80	17,142.23	21,261.42	21,324.55
Special Education	279.31	193.90	435.33	651.84	926.31
Teacher Education	197.37	4,641.21	6,842.60	541.30	649.20
Adult Education.....	576.69	647.37	996.13	1,123.83	988.31
Technical Education.... .. .	2,885.12	1,898.84	2,552.05	1,234.43	1,272.46
National Council for Science and Technology.....	188.35	478.88	608.68	701.00	753.96
University education.....	16,266.50	18,022.66	29,197.80	42,389.23	46,760.93
Higher Education support services.....	2,199.80	3,961.80	3,958.77	5,027.38	6,208.17
Youth Polytechnics and Training ²	981.20	1,052.52	1,031.47	1,419.40	1,041.67
Quality assurance and standards.....	160.60	220.60	251.18	306.58	215.53
Policy and planning.....	167.23	179.40	247.98	254.86	739.20
Sub Total.....	138,844.99	159,686.74	186,328.45	233,102.87	259,139.47
DEVELOPMENT EXPENDITURE-					
Ministry of Education, Science and Technology					
General Administration and Planning.....	8,382.10	7,009.58	5,685.49	3,731.80	4,883.65
Pre-Primary Education	17.00	52.08	17.85	52.28	37.00
Primary Education	1,210.44	3,965.88	1,122.57	329.96	16,071.77
Secondary Education	823.76	2,876.80	2,055.90	3,814.51	420.00
Special Education	-	-	7.00	9.00	5.40
Teacher Education	50.00	958.00	1,431.06	1,144.46	395.45
Adult Education.....	20.00	20.00	268.00	27.00	32.40
Technical Education.... .. .	1,088.30	1,123.61	4,586.24	6,398.55	4,527.58
National Council for Science and Technology.....	3.20	0.50	-	262.00	140.40
University education.....	2,340.40	2,574.21	5,183.31	7,998.72	6,692.78
Youth Polytechnics and Training ²	1,476.06	608.04	425.63	802.21	496.44
Quality assurance and standards.....	57.90	106.20	77.70	186.00	446.00
Policy and planning.....	91.70	18.39	270.88	2,263.00	1,915.39
Sub Total.....	15,560.86	19,313.30	21,131.64	27,019.50	38,312.19
GROSS TOTAL EXPENDITURE.....	154,405.85	179,000.03	207,460.09	260,122.37	304,884.53

Source: The National Treasury

* Provisional

- Revised Estimates

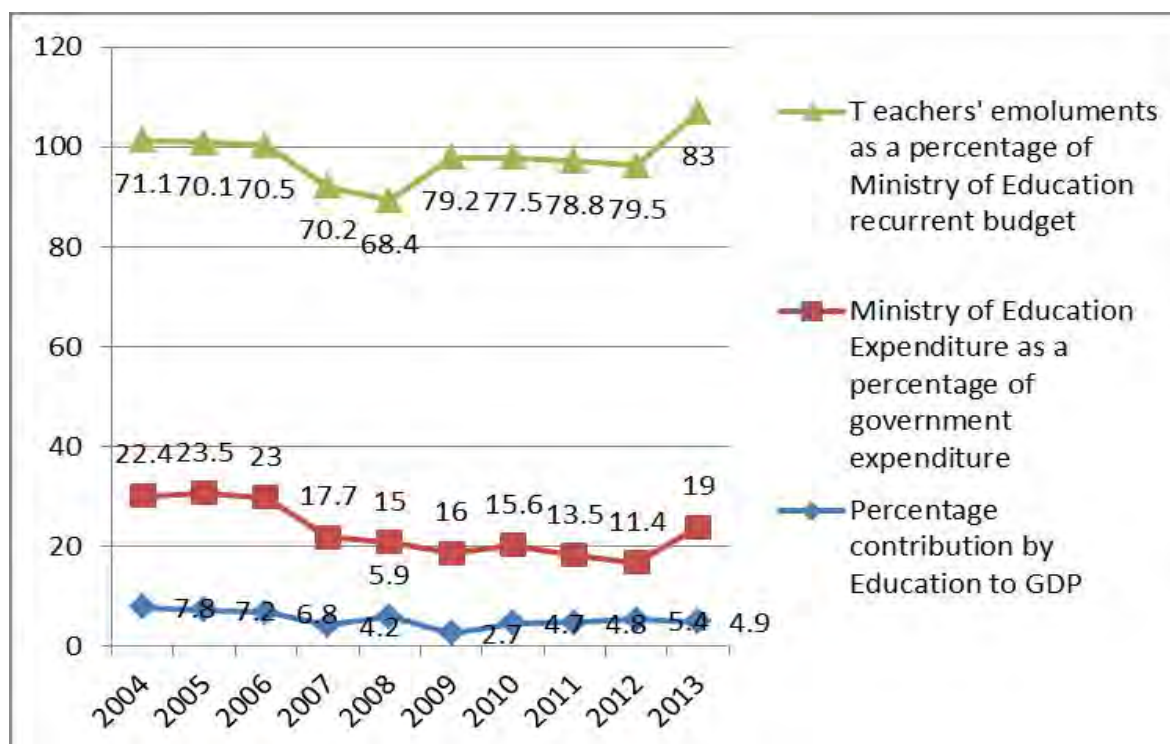
¹ Includes salaries for teachers and all other education personnel

² Expenditure is within the Ministry of Devolution and Planning - Department of Youth Affairs

Expenditure Analysis

Figure 2.4, reveals that public spending on education as a percentage of government expenditure was 25.8 in 2000, 22.4 in 2004 and 17.21 percent in 2013. The international benchmark is 20 percent. The share of the MOEST budget as percentage of Gross Domestic Product (GDP) rose from 6.08 percent in 2001/02 to 7.8 percent in 2005 and declined to 5.4 in 2013. The international benchmark is 6 - 7 percent. During the period 2004 – 2014, an average of 74.83 % of MoEST expenditure went towards Teachers emoluments

Figure 2.4 Trends in Government Expenditure on Education 2000 - 2013



Source: Kenya Facts (KNBS), 2000 – 2014

Table 2.1 Expenditure Analysis: 2000/01–2004/05

Category	2001/02	2002/03	2003/04	2004/05
MOES&T Recurrent (Million Kshs)	52,608.1	60,891.5	68,215.5	77,299.8
MOES&T Development (Million Kshs)	825.0	2,547.6	4,076.5	3,741.9
Total MOES&T (Million Kshs)	53,433.1	63,439.1	72,292.0	81,041.7
Gross Domestic Product (Million Kshs)	878,730.0	962,686.0	1,091,640.3	1,124,389.5

Total GOK Recurrent (Million Kshs)	157,445.2	182,248.6	203,861.0	227,082.5
Total GOK Development (Million Kshs)	24,209.6	32,027.1	59,670.6	71,982.9
Total GOK (Million Kshs)	181,654.8	214,275.7	263,531.6	299,065.3
Total MOES&T as percent of GDP	6.08	6.59	6.62	7.2
Total MOES&T as percent of GOK total expenditure	29.41	29.61	27.43	27.1
Total MOES&T recurrent as percent of GOK total recurrent	33.41	33.41	33.46	34.0
MOES&T development as percent of GOK development	3.41	7.95	6.83	5.2
MOES&T recurrent as percent of MOES&T expenditure	98.46	95.98	94.36	95.4
MOES&T development as percent of MOES&T expenditure	1.54	4.02	5.64	4.6
Total Education expenditure as a percentage of the social sector expenditure	70.94	70.68	73.23	75.40

Source: **MoE**

2.10 The Study on Costing and Financing In Education and the National Education Account

During the period 2010-2012, Government of Kenya, led by Ministry of Education, undertook its first comprehensive national assessment of Education for All (EFA). The objectives were three-fold: (1) assess EFA progress over one decade (2001-2010) using evidence; (2) inform policy and programmatic interventions towards the target year of 2015 and beyond; (3) strengthen capacities in monitoring and evaluation by undertaking the assessment nationally; and (4) strengthen collaboration within and across sectors, as well as with civil society.

Officially launched in July 2012, the Assessment revealed significant progress made in all the Six Goals of EFA and at the same time, put forward 11-themed policy and programmatic recommendations known as The Kenya Education for All Priority Action Points, towards the target year of 2015 and beyond. As the Assessment was undertaken during the transformation of the sector due to the promulgation of the Constitution of 2010, the findings and Priority Action Points informed development of legal and policy frameworks, such as Basic Education Act and the Sessional Paper No. 14 of 2012, and formed the basis of the National Education Sector Support Programme (NESSP 2013/14-2017/18).

One of the most critical issues discussed was the financing and expenditure of education primarily in the context of Free Primary Education and Free Day Secondary Education. Evidence revealed that the Government made significant investment in providing access to basic education through provision of capitation grants, infrastructure development, teacher

employment and training, instructional material development, among others. However, challenges were identified as to how best to ensure equitable and sustainable mobilization, allocation, distribution and utilization of resources in order to achieve national and international goals, such as EFA and education-related MDGs. This issue is more relevant and pertinent than ever in order to realize the constitutional provision of free and compulsory basic education and also of appropriate training for the youth.

It is against this backdrop that Government of Kenya, jointly led by the then Ministries of Education and of Higher Education, Science and Technology, and Kenya National Bureau of Statistics, initiated its first ever comprehensive national assessment of financing and expenditures of education with a view to strengthening financial statistics for planning and budget purposes and also to setting up national education accounts as part of National Accounts of KNBS.

The main objectives were:

- to provide a comprehensive picture of the full costs of education in Kenya, the financing and the costs at the various levels of the education system, and the unit costs in order to complement the information management system for the education sector;
- to establish a methodology for a regular assessment of educational expenditure and costs analysis.

The financing of the Kenyan education system is the result of a complex partnership, with efforts made mainly by the Government budget and parents, but with substantial contributions from the development partners, the private sector and NGOs. Private education is entirely financed by the parents and the private sector.

The study gathered in a coherent frame all the financial flows within the education system in view to determine the national efforts in financing education, the share of each stakeholder and the costs of different levels of education. The resulting information on educational expenditure was meant to complement the existing Education Management Information System (EMIS) by adding the financial dimension

Findings

Education expenditure is high in Kenya: 330 billion KShs and 12.9percent of GDP in 2010

The National Expenditure in Education amounts to 330 billion KShs in 2010, an effort of 8,200 KShs per inhabitant, or 24,200 KShs per student. It covers expenditure from all public, private and external sources of funding, for all levels of education from early childhood to university, and all types of institutions, public and private. It also includes expenditures for funding activities within educational institutions, such as teaching activities, administration, school meals and boarding, as well as expenditure required by school attendance like uniforms, books, supplies, transport to school and extra-tuition.

This Expenditure for Education represents 12.9percent of GDP. This level of spending is high compared to many sub-Saharan countries. A detailed assessment of expenditure, including all other sources of funding confirms this is indeed the case.

This level has to be related to the structure of the population, which is still very young despite a decreasing trend of fertility rates. The school system has enrolled 14.5 million students at all levels, representing 35percent of the total population. These large numbers require an important effort for education.

2) Parents are the main funding partner of Government

The Government of Kenya funds most of the expenditure on education with 188 billion KShs and 57percent of the total expenditure for Education. The Ministry of Education alone represents 45percent and the Ministry of Higher Education 9percent.

The main financial partners of Government are the parents with 116.4 billion KShs in 2010. Households are paying various tuition fees or contributions to public (32 billion KShs) and private (44 billion KShs) educational institutions. They also pay boarding and user fees for 17 billion KShs and spend 24 billion KShs on the purchase of uniforms, school supplies, transport services or extra-tuition. They have received 2.6 billion as scholarships from public bodies and NGOs. The net expenditure of households amounts to 113.8 billion KShs, 34.5percent of total expenditure.

The share of parents is increasing with the increasing levels of enrolment in higher levels of the education system and with the development of private schools (16percent in average in 2010).

The distribution by level evolves with the development of access to the higher levels of education

Primary education level is enrolling the highest number of students and receiving the largest share of funding 37percent, followed by Secondary education (25percent) and Higher Education (18percent).

The share of primary was 43percent 5 years ago and is decreasing. Enrolment at secondary and tertiary levels are growing at a fast rate of 11percent or 13percent per year, following increased access to higher levels of education, while enrolment at primary level is increasing at a lower rate.

Education services are predominantly provided by public institutions, with a high component for staff costs

Eighty six percent 6percent of the total funding for education is government budget used for activities in public and private educational providers, while 7percent is used for the general administration of the system and another 7percent represent direct expenditure by households. Public educational institutions alone are receiving about 70percent of the total expenditure for education.

Education activities require the mobilization of an important labour force and expenditures of education providers are mainly for paying salaries for teachers (51percent) and non-teaching staff (11percent). Other recurrent expenditures, including pedagogical materials represent 20percent of total expenditure and capital expenditures 12percent. Feeding and boarding activities are absorbing the remaining 5percent.

The following are the findings in regard to the second objective:

National Education Account

As a satellite of the National Accounts System, the National Education Account constitutes a comprehensive picture of financial flows in the field of education. Its aim is to document all those financial flows within a coherent accounting framework, to enable the field's economy of both funding and production costs to be analysed.

This link with the national accounts is important. The similarity of concepts, definitions and classifications makes direct comparisons possible between Education accounts aggregates and those of the national accounts

Methodologies set for this first attempt covering the 2006-2010 period would be used for annual updating, enabling the Ministry of Education, Science and Technology and KNBS to produce similar information every year.

Average Cost per Students, 2006-2010

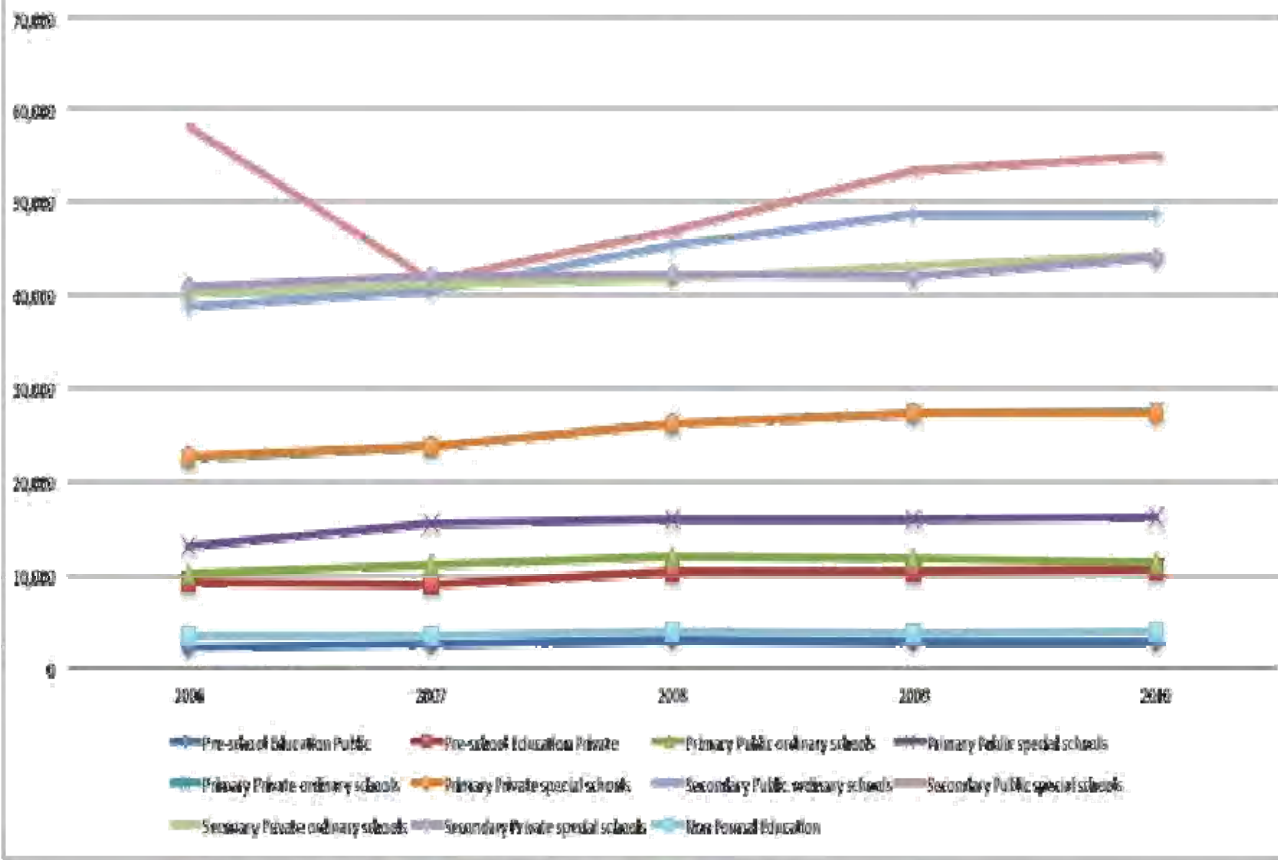
On average per student, expenditures of educational providers vary from 10,000 KShs in public primary schools to 320,000 KShs in Public Universities.

At primary and secondary levels, the average spending per student is higher in private institutions, while in Technical and vocational education or at tertiary levels, average expenditures are higher in public institutions.

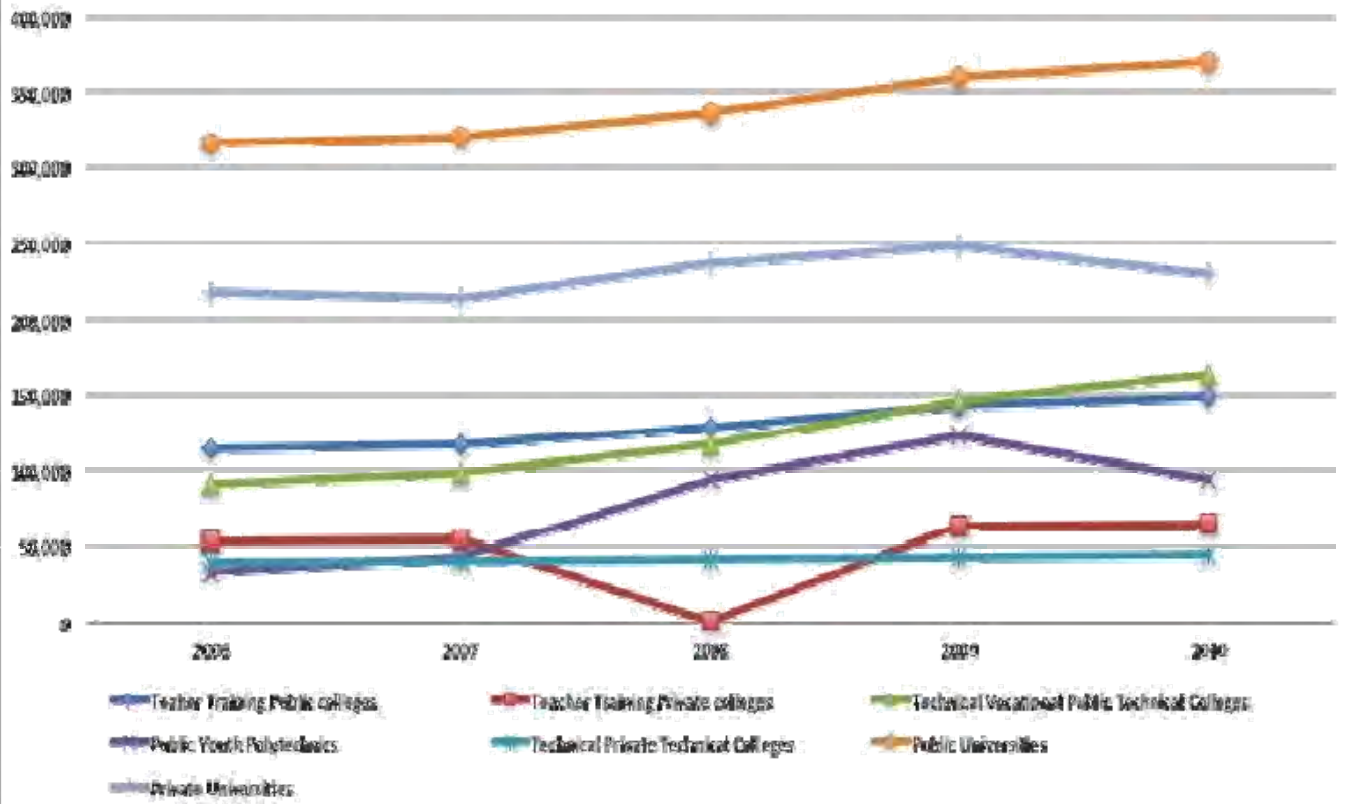
Table 2.2 Average financing per student in public and private institutions in Kenya, 2006-2010

	2006	2007	2008	2009	2010
Pre-school Education					
Public schools	2 183	2 489	2 952	2 872	2 741
Private schools	9 248	9 884	10 248	10 360	10 510
Primary Education					
Public ordinary schools	10 058	11 100	11 850	11 584	11 225
Public special schools	13 000	15 535	15 886	15 844	16 030
Private ordinary schools	22 480	23 595	26 234	27 268	27 391
Private special schools	22 678	23 652	26 154	27 335	27 334
Secondary Education					
Public ordinary schools	38 729	40 398	45 307	48 546	48 632
Public special schools	58 046	41 484	46 771	53 417	54 866
Private ordinary schools	40 079	41 156	41 834	43 117	44 115
Private special schools	40 816	41 989	42 105	42 084	43 894
Non Formal Education	3 343	3 493	3 767	3 642	3 933
Teacher Training					
Public colleges	113 445	115 694	127 493	142 597	148 289
Private colleges	52 941	54 435	56 011	62 858	64 236
Technical Vocational					
Public Technical Colleges	89 680	98 021	115 651	145 758	162 542
Public Youth Polytechnics	32 766	43 172	92 905	122 607	93 251
Private Technical Colleges	38 608	39 245	41 619	42 429	43 358
University Education					
Public Universities	315 245	319 998	335 369	359 387	369 240
Private Universities	217 206	212 863	236 246	247 656	229 166

Average Cost per Student, Pre-primary, Primary, Secondary and Non-Formal Education, 2006-2010



Average Cost per Student by Level and Year (Post-Secondary), 2006-2010



3. Chapter 3: GOAL 1: EARLY CHILDHOOD CARE AND EDUCATION

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

Introduction

According to 2013/4 EFA Global Monitoring Report (GMR), participation in Early Childhood Care and Education (ECCE) is increasing globally; however it is still limited and unequal between various regions of the world. In many developing countries, ECCE programs are run through private initiatives or charity-supported and concentrate mainly in urban areas and many governments have yet to assume responsibility for pre-primary education, and prioritize ECCE in their education strategies, laws and investments.

Investing in young children's care and education is one of the most cost-effective commitments governments can make. A Global Partnership for Education (GPE) source notes that 40 percent of children in the developing countries live in extreme poverty, 10.5 million of them who are under 5 die from preventable diseases each year. Investing in quality ECCE programmes can improve a child's well-being and close the education and poverty gap. In 2011 the average Gross Enrolment Rate (GER) in pre-primary education was 21percent but dropped to 18percent in Sub-Saharan Africa in 2013 (Global Monitoring Report (GMR), 2013/2014).

The EFA GMR (2012)³ describes Early Childhood Care and Education as that education, care and development provided to children from birth to eight years of age, which is characterized by remarkable physical and cognitive development. It is during these years that the foundation for future learning and training is laid for subsequent learning.

The GMR 2013/14 further identifies ECCE as the foundation set in the first thousand days of a child's life, from conception to the second birthday, which is very critical for the child's future wellbeing. It is therefore vital that families have access to adequate health care, along with support to make the right choices for the mother and the baby.

Quality Early Childhood Care and Education (ECCE) helps children develop their potential and promote their social, emotional, physical and cognitive development. Children especially the vulnerable and disadvantaged who benefit from ECCE services are more likely to be healthy, ready to learn, and stay longer and perform better in school.

National definition of ECCE

The concept of Early Childhood Education (ECDE) in Kenya has been described in various forms. The Early Childhood Development Service Standard Guidelines for Kenya defines an ECD child as a human being from conception to eight years and that every child shall have a right to life, survival and development, prenatal care among others, while the Basic Education Act No 14 of 2013 refers to this level of education as pre-primary and defines it as the education offered to a child of four to five years before joining class one in a primary school.

³ GMR

Sessional paper No.1 of 2005 on Policy Framework for Education, Training and Research defines ECDE as the education that covers early care for 0-3 old children and pre-primary for 4-5 year olds.

The Ministry of Education Science and Technology focuses on the 4-5 year old children with a view to providing a holistic and integrated programme that meets the child's cognitive, social, moral, spiritual, emotional and physical needs.

Sessional Paper No. 14 of 2012 refers to the holistic development of children in the range of 0-5 years of age.

For the purposes of this report, the Kenyan context shall be referred to as Early Childhood Development and Education (ECDE) and will include children in special schools established under the Basic Education Act Article 44(2)

Legal framework, general policies and programmes on ecde

The National Early Childhood Development Policy Framework (2006) provided comprehensive guidelines on management of ECDE in Kenya while underscoring the importance of ECDE as one of the most important levels for accelerating the attainment of the ECDE (EFA) Goal. The policy emphasizes that all children must be nurtured in safe and caring environments that allow them to become healthy, alert, secure and able to learn. The Policy further emphasizes the provision of good quality Early Childhood Care and Education, both at family level and in the community,

Sessional Paper No. 1 Of 2005 placed the management of ECDE centres under the care of parents and other stakeholders and mainstreamed the sub-sector as part of primary education

The National Health Sector Policy of 2006 defines the health and care services to be provided to a child.

The National Comprehensive School Health policy of 2009 provides for policies that promotes school health and protection such as issues of sanitation and hygiene, HIV and AIDS and the delivery of simple school health and nutrition packages.

The National Children's Policy established the National Council for children's services as a co-ordinating body for ECD providers

The Constitution of Kenya (2010 devolves the management of ECDE to the Counties so as to involve the people in the management of ECDE centres to enhance ownership,

The Sessional Paper No 14 of (2012) gives guidelines and strategies to support ECDE,

The Basic Education Act (2013) provides guidelines on management of ECDE,

The Early Childhood Development Guidelines for County Governments are being developed to address ECDE management issues.

International conventions and guidelines endorsed by Kenya on ecde

Kenya has signed and ratified international conventions that relate to the provision of ECDE which include; the African Charter on the Human and Peoples' Rights (1965), Article 17, provides that every individual shall have a right to education; the African Charter on the Rights and Welfare of the Child, Article 11, that articulates detailed provisions on the right to free and compulsory basic education for the child and the state's obligation towards that right, the United Nations International Convention on Social and Economic Rights, Article 13, declares the recognition of the right of all to education, the Convention on the Rights of the Child, Articles 28, 29 and 30, secure the rights of a child to free and compulsory Basic Education, and Millennium Development Goals. The Kenyan Government also participated and endorsed the deliberations of 1990 Jomtien World Conference, the 2000 World Education Forum in Dakar, and also committed to the resolutions of UNESCO's ECDE Forum held in Moscow in 2010.

Strategies to achieve ECDE targets

ECDE provision in Kenya has been guided by two Sessional papers; Sessional Paper No. 1 (2005) and Sessional No. 14 of 2012. In an endeavour to address the challenges facing the ECDE sub sector and which were identified by the EFA EDA report, various strategies were developed by the MoEST through Sessional Paper No. 1 of 2005 and Sessional Paper No. 14 (2012) for ECDE. The strategies include:

- Review and implement the National ECDE policy framework and National Service standard guidelines, strategic development and implementation plan;
- Review quality standards and develop a Pre-Primary performance framework;
- Ensure that ECDE is mainstreamed into basic education;
- Create funding modalities for Pre-Primary to include start-up grants, capitation grants, instructional materials, school meals (feeding), maintenance and the development of infrastructure;
- Mobilise resources and engage stakeholders;
- Develop a mechanism for early detection of children with special needs including the gifted and talented;
- Develop and implement appropriate Pre-Primary programmes for all children with special needs, including the vulnerable and disadvantaged groups;
- Develop modalities to ensure synergies are created between Counties and service providers;
- Encourage service providers to synergise delivery models and techniques;
- Establish strategic partnerships with service providers to ensure provision of adequate health and nutrition support services for children between ages 0-5 years;
- Ensure the provision of free and compulsory ECDE for all children;
- Require the efficient utilisation of all ECDE learning and teaching resources, especially as regards teacher deployment, management and development, and the introduction of Continuous Professional Development (CPD) for teachers.
- Monitor and ensure automatic transition from Pre-Primary to primary education across the country;
- Assessment of school readiness for ECDE children.
- Establish clear quality criteria for registration of public and private Pre-Primary Centres and;

Enhance community support grants to support pre-primary teachers' remuneration in the transition period.

Box 3.1

Devolution of ECDE

The Kenya Constitution 2010 Article 53 (1b) provides for free and compulsory basic education to all children. ECCE children are entitled to equal opportunities, benefits and services as those enjoyed by children in primary and secondary schools levels. In provision of services affirmative action will be employed to ensure access and equity. The fourth schedule of the Kenya Constitution 2010 allocates the responsibility of planning, development and implementation of ECDE to county governments.

The National government retained the responsibility for policy, standards and curriculum development. This therefore means that the responsibility for financing pre-primary education shall be borne by both the Central and County governments. All programmes will be geared to ensure that a child's best interest is of paramount importance in every matter concerning the child.

The Constitution of Kenya (2010) sets a framework of obligations and responsibilities of various players particularly in education and health. Childcare and services is envisaged to progressively become one of the basic, free and compulsory entitlements of every Kenyan child at the said age cohort. The main objective of the mainstreaming of childcare at the grassroots level is the promotion of a healthy mind and body of the targeted child. Early childhood education and care is therefore a programmatic service that broadly combines education and care in one seamless experience for young children and their families. The Constitution of Kenya (2010) places major emphasis on devolution and decentralization. The county authorities are to put in place mechanisms to ensure that children receive comprehensive childcare services at all levels including the sub-county, wards or facility level. The constitution further makes ECD (Child care services and pre-primary) the mandate of the County. These realities need to be reflected in the National ECD Policy Framework and hence the need to review the National ECD policy framework. The basic Education Act 2013 also proposes the establishment of a County ECD Committee to oversee the operation, implementation, management and coordination of Pre-primary school education among other roles. This committee works under the supervision of the County Education Board. The Basic Education Act 2013 proposes the establishment of a **County ECD Committee** to oversee the **operation, Implementation, management** and **coordination** of Pre-primary school education among other roles. This committee works under the supervision of the County Education Board.

Programmes implemented in ECDE

Government Ministries, ECD service providers, parents, communities, CBOs, FBOs, and Multi – lateral and Bi-lateral partners, Universities and Private sector have initiated a number of programmes in the sub-sector. These include:

Construction and rehabilitation of ECDE infrastructure to include tuition rooms, furniture playgrounds/facilities and sanitary facilities

Payment of Early childhood teachers' salaries

Pre-service and in servicing of ECDE teachers – The Government through National Centre for childhood education (NACECE and District Centre for Childhood Education

(DICECE) and other private trainers have over the years provided training to teachers in skill development. These centres have also been equipped with necessary equipment to facilitate the training of teachers

- IV. The Government through the MoEST facilitated the development and implementation of policy guidelines in the provision of quality and accessible ECD services

Key Ministries like the Ministry of Health have played leading role in the provision of health services like de worming to ECD children.

- VI. The national ECDE curriculum has been developed by Kenya Institute of Curriculum Development and also; provides other curriculum support materials.
- VII. The Directorate of Quality assurance has been providing assessment services to teacher trainees to maintain standards while at the same time assessing ECDE centre seeking registration.
- VIII. The Directorate of Basic Education has been providing a capitation grants to schools to enable them purchase teaching /learning material for ECDE. It also facilitates a school feeding program for ECDE children.
- IX. The Quality Assurance and Standards Officers (QASO's) and District Centres for Early Childhood Education (DICECE) officers shall ensure that ECD children are assessed using the Kenya School Readiness Assessment Tool (KSRAT)- Under this assessment module the assessment tool has been piloted in Garissa and Kwale while 840 teachers have been trained on the utilization of the tool. At the same time 1773 ECDE pupils have been assessed using the tool resulting into its validation.

KICD has developed the ECCE curriculum for certificate and diploma teachers; ECDE teacher education curriculum for institutions below the university

- XI. Implementation of the national school health policy and its guidelines. In collaboration between MOEST and MOH has seen continuous implementation of the National School Health Policy and its guidelines. The National School Health policy and its guidelines were developed and completed in 2009 by the Ministry of health in collaboration with the Ministry of education science and technology
- XII. A curriculum to train Child minders was developed by KICD because of absenteeism of parents for several hours due to work schedules. The main objective of this curriculum was to build the capacity of caregivers to provide quality services to young children. There is also a nine month training of trainers programme in place

Partnerships and Collaboration

Due to the multi-faceted components of ECDE, the provision of the service requires a strong network of partners. Table 3.1 provides some of the key partners that have worked with MoEST over the years and their specific roles.

Table 3-1: Partnerships and Collaboration in ECDE

Programme	Key Implementing Agencies	Roles
Policy development and review	MoEST, MoH, County Governments	Policy development, review, dissemination
Teacher training	MoEST/County Governments; World Vision	Infrastructure provision, financing
Curriculum review	MoEST, MoH, KICD, County Governments	Curriculum design, review, development and evaluation
Community Capacity building	MoEST, MoH, County Governments, Partners, World Vision	Training of SMCs and stakeholders
Health and Nutrition	MoEST, Ministry of Agriculture and Livestock Development, MOH, County Government, World Bank, UNICEF, World Vision, Save the Children, Child Fund, Deworm the World, WFP	Training, provision of food in some areas, deworming, financing
Community Support Grants and School Readiness	MoEST, Donors, County Governments, FBOs, CBOs and parents	Provision of funds
Infrastructure development	MoEST; communities; CBOs; county governments; World Vision	Provision of funds

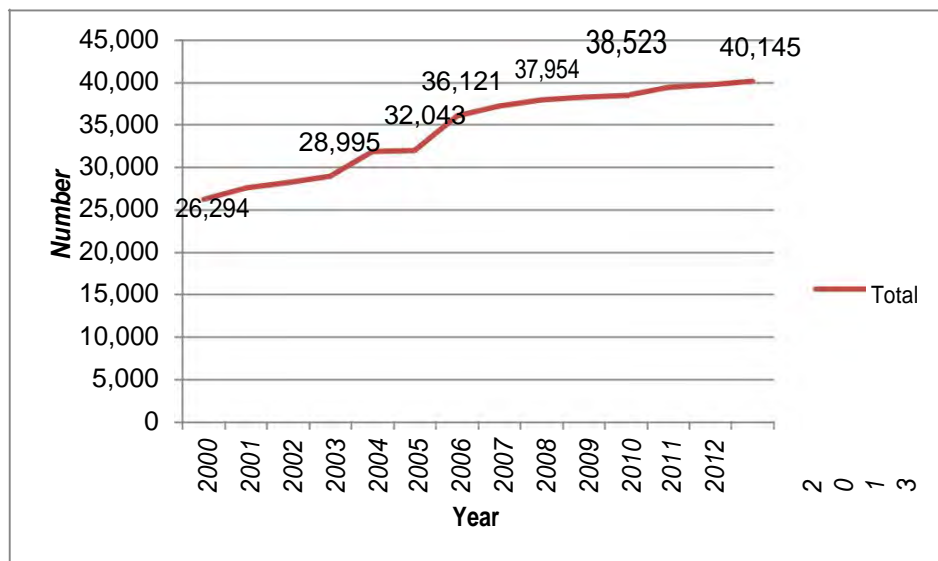
Progress In Achieving ECDE In Kenya 2000-2013

Since 2000 to 2013, the Government of Kenya through the MoEST has made considerable progress in ECCE provision. The MoEST through its new sector policy provides for an opportunity for counties to improve pre-primary access, quality of early childhood care and better focus on pedagogical methods. Discussed below is the ECDE progress made for selected indicators the year 2000 to 2013

Number of ECDE Centres

The number of pre-primary schools in Kenya since 2000 has continued to increase steadily. For example, the number of public and private pre-primary schools has grown from 26,294 in 2000 to 40,100 in 2013. This is attributed to the many interventions put in place by the MoEST, school communities and partners during this assessment period. Figure 3.1 shows the trends in ECDE centres during the period 2000 to 2013.

Figure 3.1 Trends in the growth of the number of pre-primary schools 2000-2013

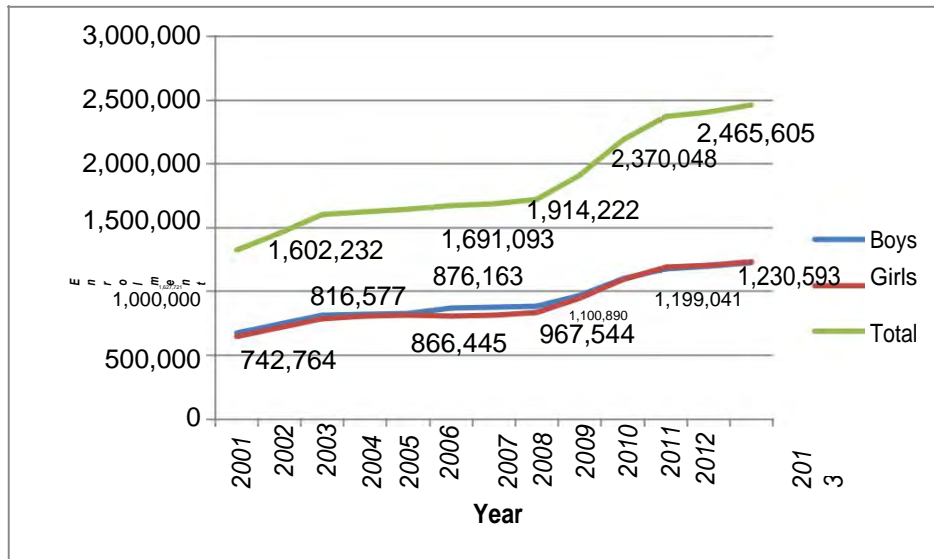


Source: Economy Surveys, 2000-2014

ECDE Enrolment

Since the year 2000, pupil enrolment in ECCE has shown a steady increase. For instance, the number of pupils in ECCE rose from 1,255,194 in 2000, to 2,465,605 in 2013. This rise is very significant and is attributed to the various initiatives by Government, community efforts, private providers and other partners in provision of ECDE in the country. Figure 3.2 below indicates trends in ECDE pupil enrolment since 2000-2013.

Figure 3.2 Trends in Pupil Enrolment in ECDE Centres, 2000 – 2013

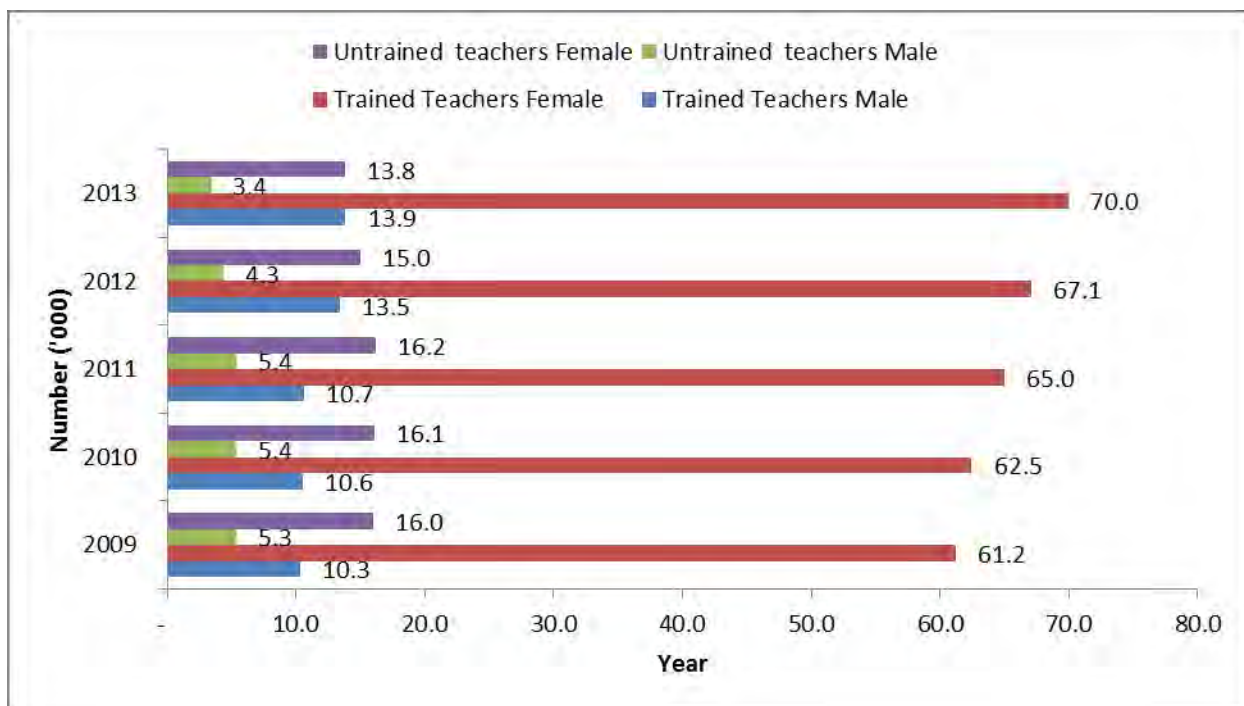


Source: Economic surveys KNBS 2001 - 2003

Training of ECDE teachers

The number of trained ECDE teachers has also continued to increase. The number of trained pre-school teachers increased from 38,227 in 2003, to 101,062 in 2013. This increase can be attributed to the expansion of teacher training institutions in the country. The number of untrained teachers too, shows a decline from 21,903 in 2003, to 13,800 in 2013. Figure 3.3 indicates trends on number of trained and untrained teachers in Kenya from 2003 – 2013.

Figure 3-1 Numbers of Trained and Untrained Teachers in ECDE Centres, 2003-2013

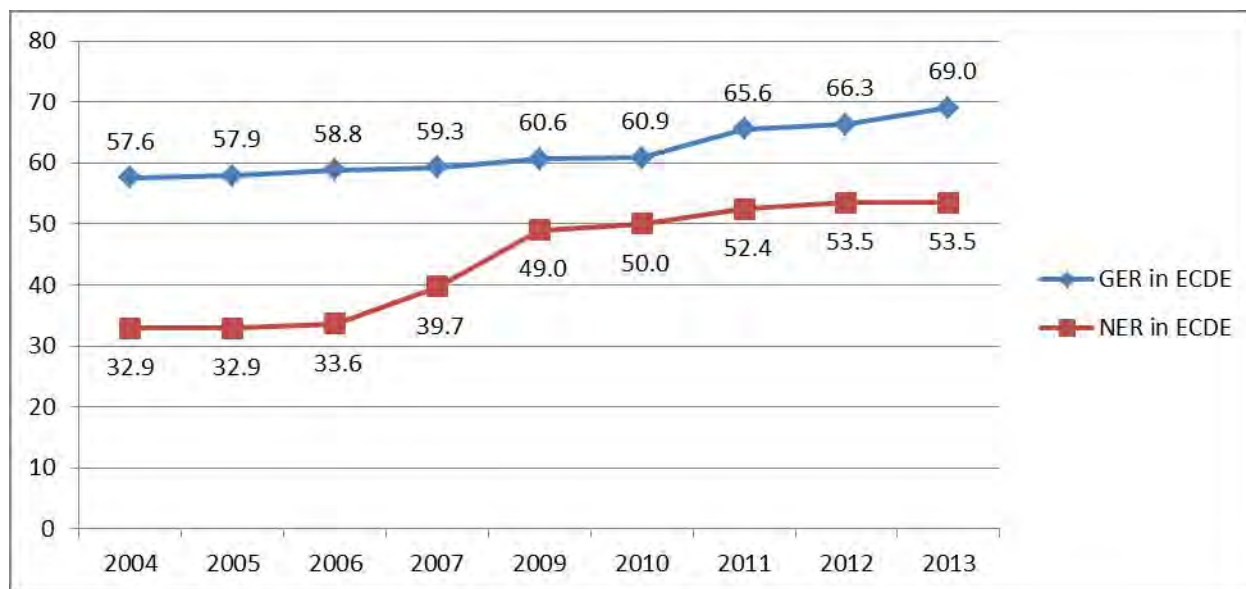


Source: Economic Survey 2014,

3.7.4 Pre-primary Gross Enrolment Rate (GER) and Net Enrolment Rate (NER), 2000-2013

The Gross Enrolment Rate (GER) increased from 57.6 per cent in 2004 to 69.0 percent in 2013 while the Net Enrolment Rate (NER) increased from 32.9 per cent in 2005 to 53.5 percent in 2013. This suggests low participation level at ECDE. There was a sharp increase in both GER and NER from 2007 attributable to the implementation of the ECDE policy and introduction of community support grants and mobilization of communities for improvement of learning and infrastructure in ECDE despite this, enrolment in pre-primary education as depicted in Figure 3.4 is still below the set ECDE first MTP target of 80.0 per cent. It is anticipated that with the devolution of pre-primary education function to the county governments, the enrolment rates will go up. Figure 3.4 below shows the trend in GER and NER from 2000 to 2013.

Figure 3.4 Pre-primary GER and NER 2004-2013

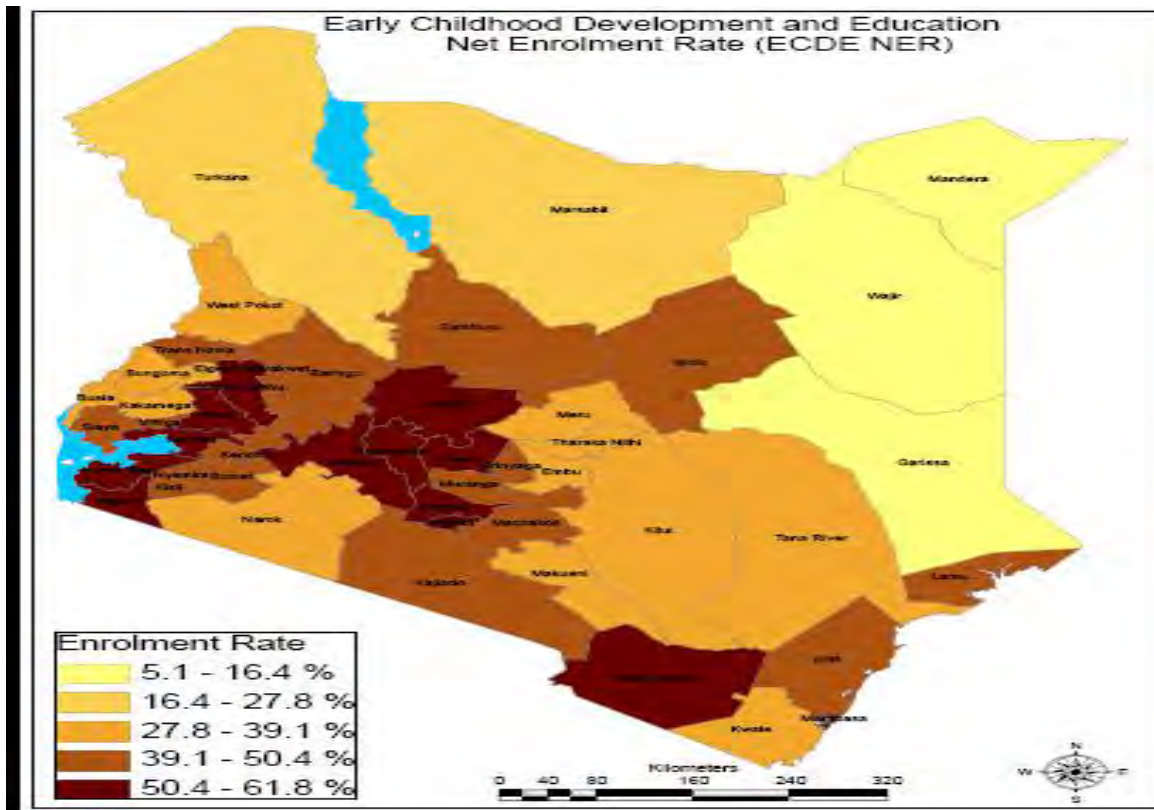


Source: KNBS

ECDE Situation Per County 2009

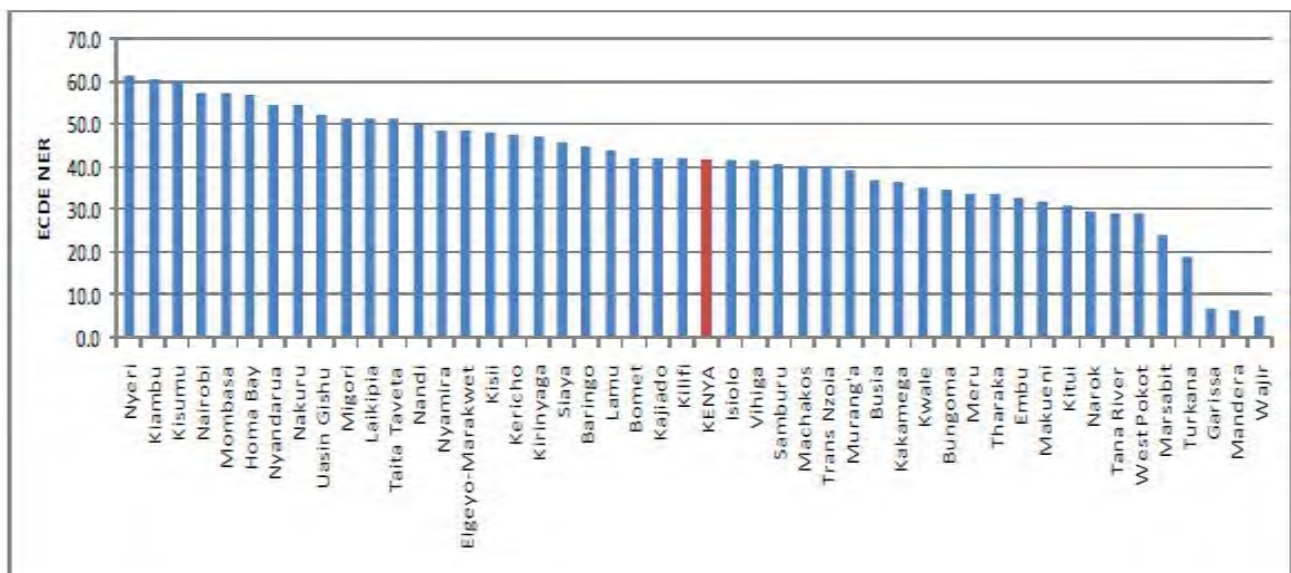
Regional inequalities in access and participation can be noted in ECCE data for 2009. Most counties recorded low levels of participation. About 60percent (number) of the counties had NERs above the national rate of 49percent in 2009. There are high NER levels in counties such as Nyeri, Kiambu, Kisumu and Nairobi. On the other hand, low NER of less than 10 percent is typical of the northern region including Wajir, Mandera and Garissa Counties. Figures 3.5 and 3.6 illustrate the ECDE situation per county in Kenya.

Figure 3-2 NER in ECDE per County in 2009



Source: EMIS MoEST

Figure 3-3 ECDE NER per County 2009 in figures



Source: EMIS MoEST

Box 3.2 Case Study 1: Improved ECCE provision in Embu County

A Baseline survey was carried out by the County Government of Embu between September-October 2013 and targeted 377 ECCE centres in the County. The survey revealed that;

The ECCE sector was not fully integrated into the primary school system

ECCE centres were managed by head teachers and committees members who were not necessarily from the ECCE section

Some ECCE classes were located far from the main primary school

ECCE Centres had poor infrastructure for tuition and sanitation

ECCE schools lacked the necessary playing facilities

Some ECCE centres did not provide for adequate sleeping facilities

Most ECCE centres did not offer mid-day snack

Teacher salaries which were paid by parents were low and ranged from Kshs 1,500 to 6,500

The survey recommended urgent measures to increase ECCE access, retention, completion and transition. Consequently the Embu County Government budgeted for Kshs100Million for teachers' salaries annually thereby lessening the pressure on parents that were initially bearing the burden. By employing 483 ECCE teachers in December 2013.

These interventions led to an increase in enrolment from 13,391 learners in 2013 to 15 642 in 2014 representing an increase of 8.5percent. Teacher salaries were also improved from the previous 1500 – 6500 to range from KS 12,000-15,000, which improved teacher motivation.

As a result of the survey, the County Government intends to enhance teaching and learning by providing teaching and learning materials worth over KS1.7million as well as setting up one model ECCE centre per ward and to renovate four ECCE centres per ward in the 2014/2015 financial year, at a cost of KS 80million. This is expected to improve the teaching and learning environment for the learners.

The county is also reaching out to stakeholders for donation of computers for the ECCE centres to enhance teaching and learning.

The following picture illustrates developments that have taken place in ECCE centres in Embu County since devolution ECCE function.





Note: The photos above show ECCE facilities before the renovations were carried out and after.

Box 3.3 Case Study 2: National School-Based Deworming Programme

The Ministry of Education, Science and Technology and the Ministry of Health launched the National School-Based Deworming Programme (NSBDP) in 2009 to control Soil-transmitted Helminthes and Schistosomiasis. This programme was intended to reduce the disease burden emanating from infestation of worms among children in and out of school; consequently 8,218 primary schools in 45 districts were dewormed using Albendazole. This programme targeted five million children of 2-14 years of age for deworming in 112 sub-counties between the years 2012-2016.

The NSBDP aimed at eradicating parasitic worms as a public health problem in Kenya, as well as promoting good health and hygiene practices among school-age children who would otherwise be prone to infections that impair the cognitive performance, growth of children, reduced work capacity and productivity potential when adults. These efforts need to be accelerated given that another 6 million people are estimated to be at risk of Schistosomiasis infection in Kenya with about 70percent being between the ages 5-14 years.



Barefoot children who are at risk of infection by Soil Transmitted Helminthiases

The inter-ministerial NSBDP was structured such that MoEST was the lead Ministry with the MoH providing technical assistance from the Deworm the World Initiative (DtWI). Personnel from MoEST and MoH play a joint leadership role in ensuring that the Programme is implemented in every public and private primary school within the targeted treatment area, with the goal of treating every child aged 2-14 years whether they are enrolled or not enrolled in school. Dewormed in Nyanza, Western, Rift Valley and Coast Regions.

District-level officers from both Ministries implement the Programme in their areas with supervision from County leadership. District and Division personnel are responsible for key elements of the programme's success, including facilitating teacher trainings, distributing tablets to schools, managing community sensitization activities, and monitoring the deworming treatment. Trained teachers provide free treatment to all enrolled, non-enrolled and Early Childhood Development (ECD)-aged children. The National School-Based Deworming Programme uses a cascade implementation model that efficiently and cost-effectively delivers trainings, deworming drugs, monitoring forms, funds, and other program materials and resources from the National level to schools.

At the National level, the Programme engages and trains personnel from MoEST, MoH and KEMRI as Master Trainers, requisitions drugs through the MoH, and develop treatment and implementation strategies, training materials and monitoring tools.

Thereafter, an initial stakeholders' meeting is held with County and District leadership.

This meeting is followed by two levels of trainings on how to successfully implement the Deworming Programme: District and Teacher Trainings. Embedded at each training level are key community sensitization messages targeted at building community awareness of the importance and benefits of child deworming. After training, the critical day of implementation occurs – Deworming Day – where teachers administer deworming treatment to millions of children in over 10,000 schools across Kenya and fill in monitoring forms capturing the treatment. These forms and any unused drugs are then moved up through a “Reverse Cascade”.

How Does School-Based Deworming Benefit Children?

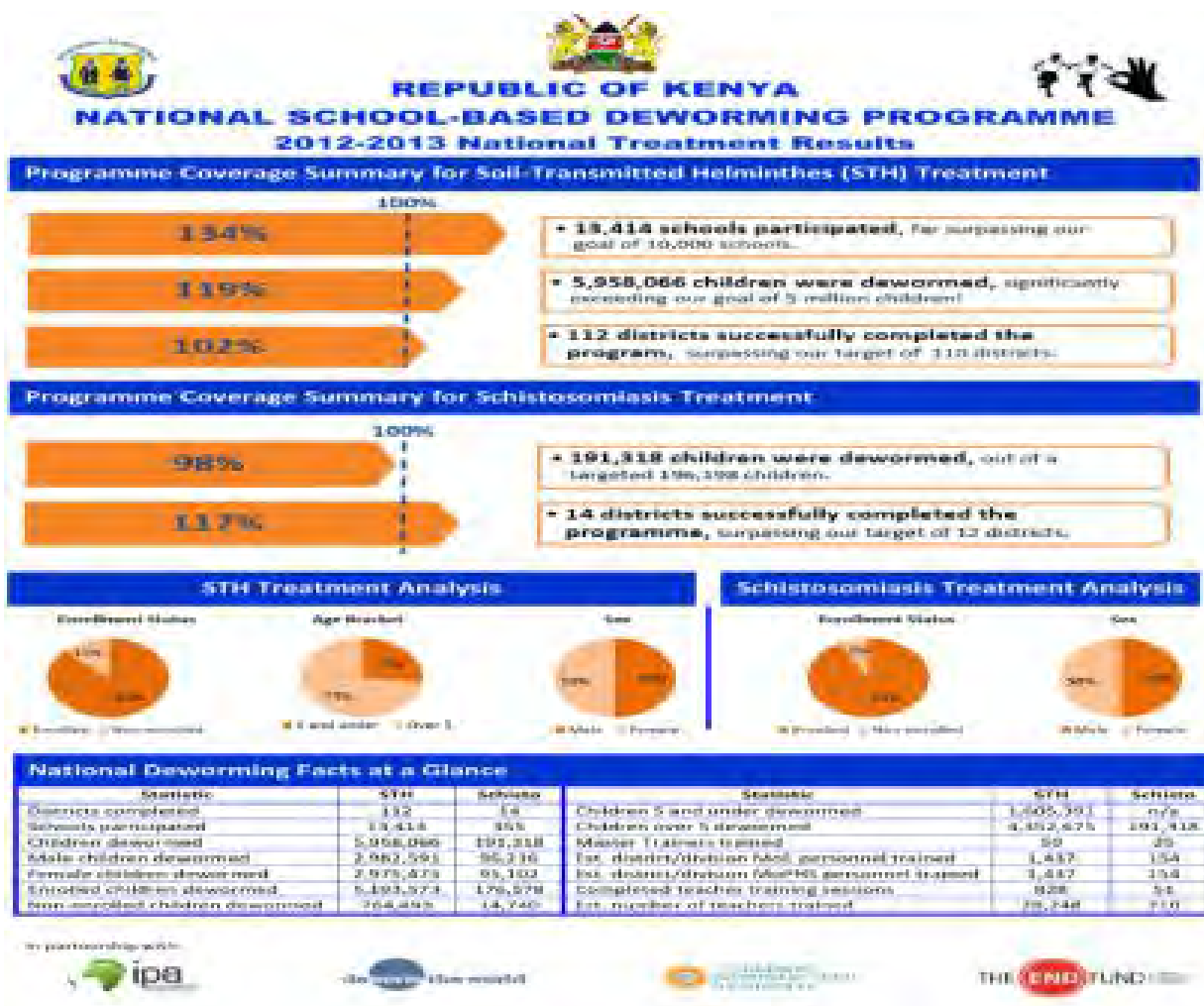
Results from rigorous, long-term studies conducted in Kenya evaluating school based deworming demonstrate the long-lasting benefits of deworming. Deworming children reduces school absenteeism by 25percent and increases literacy (children persistently infected with worms are 13percent less likely to be literate when they are adults). Due to spillover effects, deworming also dramatically improves cognition in treated younger siblings that is equivalent to half a year of schooling.

3.7.6 National Treatment Results for the School Based Deworming programme 2012-2013

By 2013, 112 districts in Kenya had successfully completed the soil transmitted helminthes treatment programme. Figure 3.7 indicates national treatment results for the school based deworming programme (2012-2013) national deworming facts, programme coverage summary for soil transmitted helminthes treatment and programme coverage summary for schistosomiasis treatment.

3-4
 Figure 3.7
 2013
 2012-2013

Results for the School Based Deworming programme 2012-2013
 National Treatment Results for the School Based Deworming programme



Source: Ministry of Health 2013

Kenya health indicators and impact on ECCE provision

According to WHO Kenya has a population of 43,178,000, out of which 24percent reside in urban areas. The gross income per capita is USD 1730, total fertility rate per woman is 4.5, life expectancy is 61, under five mortality rate (per 1000 live births) is 73 and maternal mortality ratio (per 100,000 live births) is 400. Other critical health indicators that related to ECCE included in the table below are; adult mortality rates, HIV, malaria and tuberculosis prevalence. The table compares Kenya's selected health indicators against regional and global averages.

It's evident that these health indicators have a direct link to ECDE progress in Kenya. Countries with high per capita income tend to invest more resources in the provision of quality ECDE. Higher under-five mortality rates have a positive correlation with enrolments in ECCE. Chances of a child without a mother attending ECDE tend to be lower rather than one with a mother at this early stage. Causes of high maternal mortality rates include HIV, Malaria and Tuberculosis prevalence indicated in the Figure 3.8

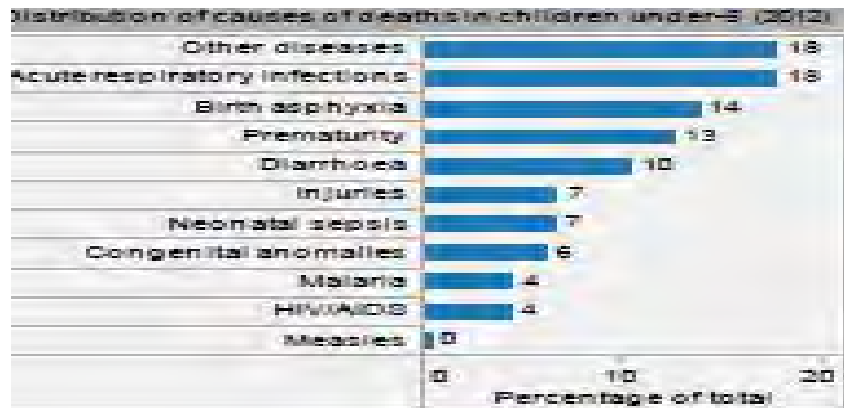
Figure 3-5 Selected Kenya Health Indicators that have an impact on ECDE

Selected indicators (2012)			Country	Regional average	Global average
General	Total population (thousands)		43178	—	—
	Population living in urban areas (%)		24	39	53
	Gross national income per capita (PPP int. \$)		1730	2594	12018
	Total fertility rate (per woman)		4.5	5	2.5
Mortality and morbidity	Life expectancy at birth (years)	Both sexes	51	59	70
	Life expectancy at age 60 (years)	Both sexes	18	17	20
	Healthy life expectancy at birth (years)	Both sexes	53	50	62
	Under-five mortality rate (per 1000 live births)	Both sexes	73	95	48
	Adult mortality rate (probability of dying between 15 and 60 years per 1000 population)	Male	307	343	187
		Female	261	298	124
	Maternal mortality ratio* (per 100 000 live births)		400	500	210
	Prevalence of HIV (per 100 000 population)		3812	2774	511
	Incidence of malaria (per 100 000 population)		8200	18579	3752
	Prevalence of tuberculosis (per 100 000 population)		299	303	169

Source: WHO, 2014

According to WHO (2014), the main causes of death among children under five in Kenya are; acute respiratory infections, birth asphyxia, prematurity, diarrhoea, injuries, neonatal sepsis, congenital anomalies, malaria and HIV and Aids. Figure 3.9 below describes the proportion affected with acute respiratory infections contribute the highest percentage of mortality rates which affect enrolment in ECDE.

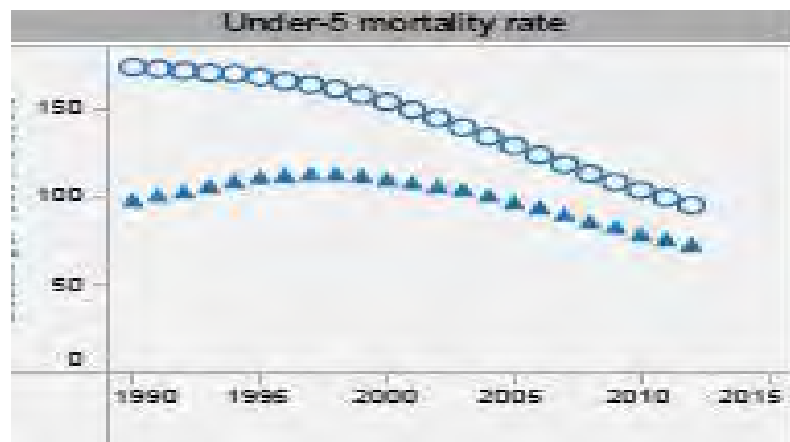
Figure 3-6 Distribution of causes in deaths in children under-5 in Kenya



Source: WHO, 2014

The graph below shows the Kenyan trend of under-5 mortality rate from 2000 to date. Figure 3.10 indicates that there has been a steady decline in under- 5 mortality rates. This confirms that many more children are available for enrolment at ECDE level. Kenya has better average in the region according to the figure.

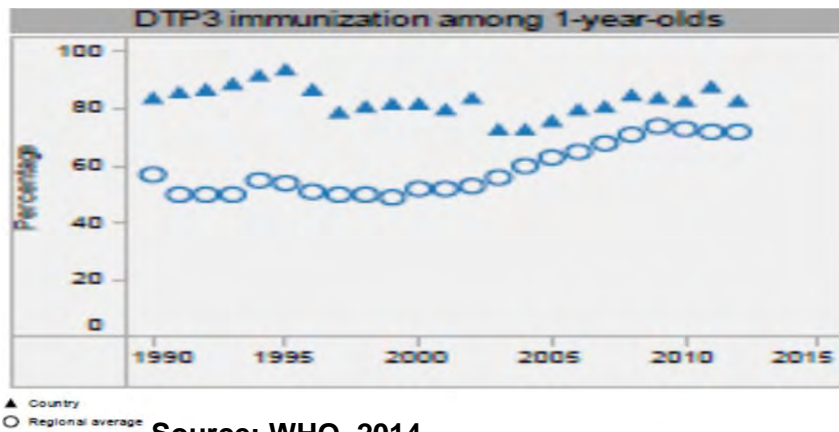
Figure 3-7 Under 5 Mortality Rate



Source: WHO, 2014

Full coverage of immunization of children reduces morbidity and also increases the chances of the child attending school successfully. Figure 3.11 indicates the trend of immunization among one year olds between 1990 and 2014, and clearly indicates that Kenya is doing better in the region.

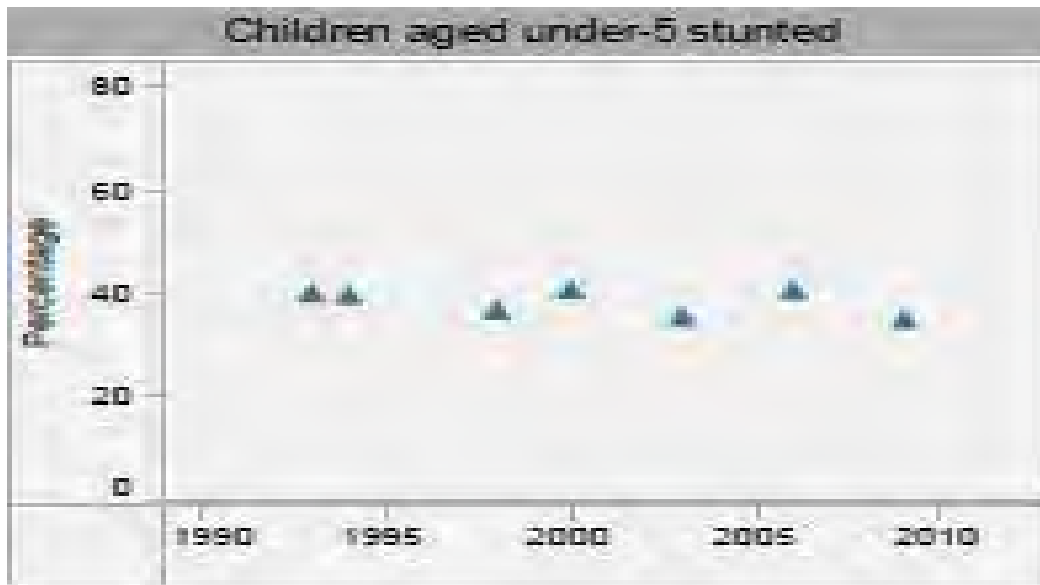
Figure 3-8 Percentage DTP3 Immunization among 1-year olds



Source: WHO, 2014

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. Figure 3.12 indicates that an average of 35percent of children in Kenya under-5 suffer from stunting, meaning that they may suffer brain and cognitive development conditions.

Figure 3-9 Children aged under-5 stunted

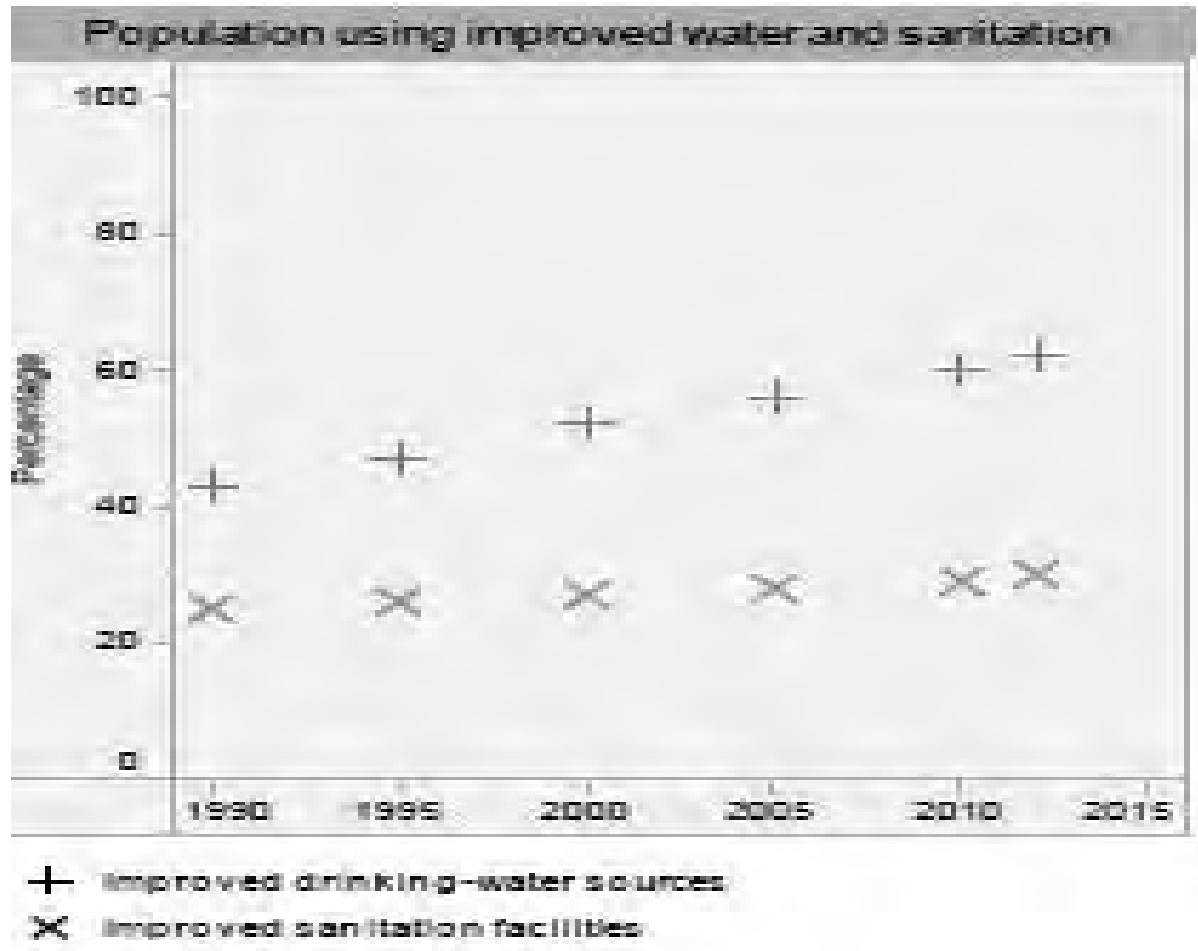


Source: WHO, 2014

Poor sanitation and unsafe drinking water 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 conditions and can affect children severely and lead to other health related complications including high levels of morbidity. Figure 3.13 indicates that while there has been

a steady rise in improved drinking water sources, the use of improved sanitation facilities remained insignificant. For ECDE children these issues have an indirect influence on whether or not they attend school.

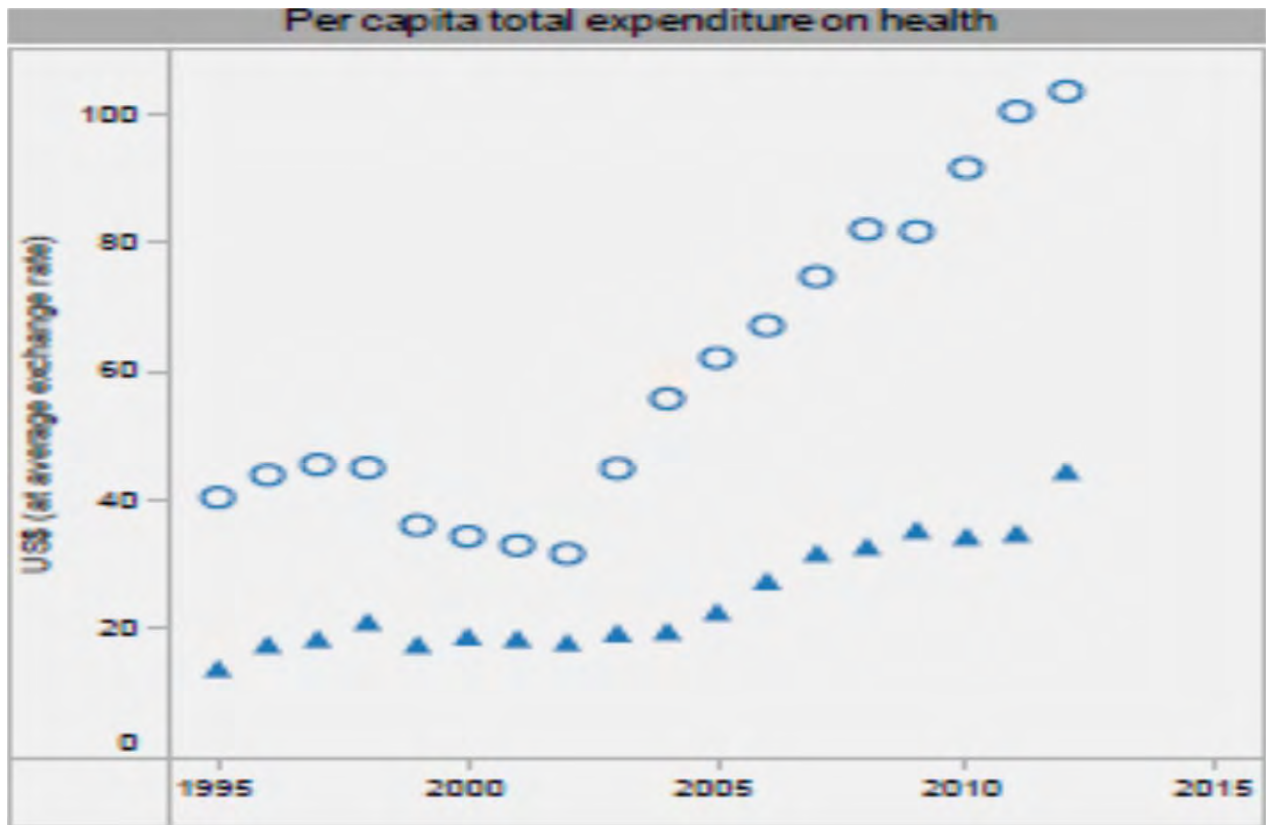
Figure 3-10 Percentage of the Kenyan Population Using Improved Water and Sanitation



Source: WHO, 2014

Kenya's expenditure per capita on health has over the years been lower than the regional averages. This is a threat to the achievement of ECDE targets, in that primary health care is a critical component of quality early childhood education and development. Figure 3.14 underlines that, although Kenya's per capita expenditure on health has been raising over the years it is still below the regional average.

Figure 3-11 Per Capita Total Expenditure on Health in USD



▲ Country
○ Regional average

Source: WHO, 2014

Kenya's ratio of health workers to its population has been lower than the regional average. This implies that diseases that affect children may not be addressed adequately due to inadequate trained health manpower. Figure 3.15 indicates that the ratio of physicians and nurses (and midwives) per 10,000 peoples stands at 1.8 and 7.9 respectively. This has an impact on antenatal and postnatal care and the consequently on the adequate provision of ECDE.

Figure 3-12 Ministry of Health Workforce



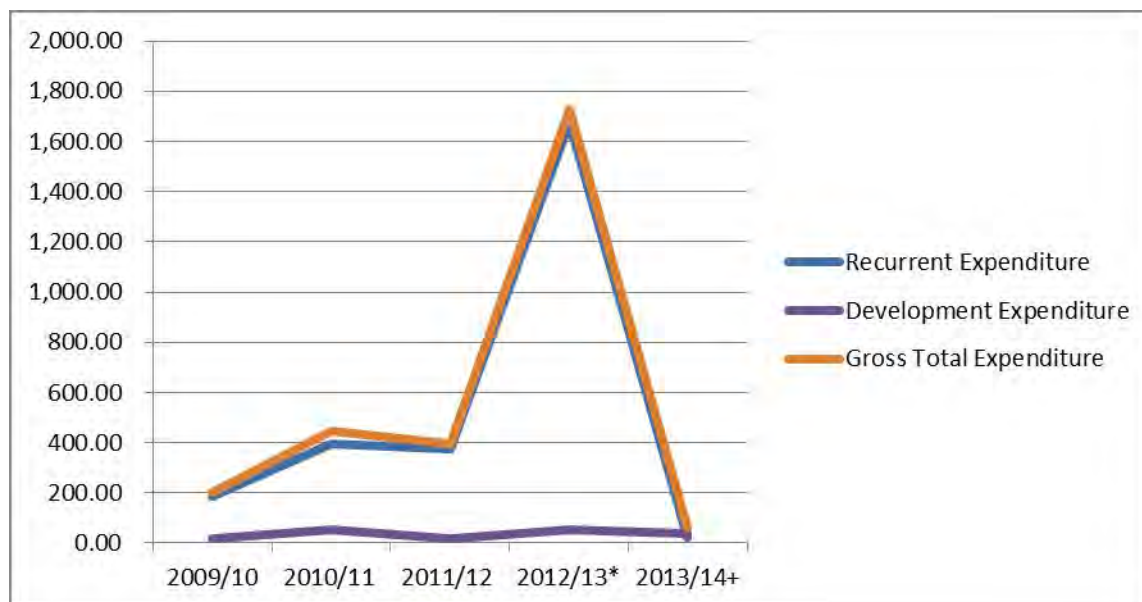
Source: WHO, 2014

Financing

The graphs show the expenditure for the Ministry of Education, Science and Technology. Total expenditure is expected to grow by 17.2 per cent from KSh 260.1 billion in 2012/13 to KSh 304.9 billion in 2013/14. Similarly, total recurrent expenditure was expected to increase by 11.2 per cent to KSh 259.1 billion in 2013/14 from KSh 233.1 billion in 2012/13. Recurrent budget on pre-primary education dropped significantly mainly due to transfer of pre-primary education function to the County Governments.

The Ministry of Education, Science and Technology total development expenditure was expected to grow by 41.9 per cent from KSh 27.0 billion in 2012/13 to KSh 38.3 billion in 2013/14. Out of the total expenditure that will be given, Ksh 24.30 will be allocated to ECDE, which is a decrease from the money that had been allocated in 2012/2013 at Ksh 1,676.2. This decrease can be explained by the fact that ECDE has been devolved to the county level.

Figure 3-13 MoEST Expenditure on ECDE 2009/10 - 2013/14



Source: Economic Survey, 2014

Emerging Issues

The Kenya Constitution 2010 devolves the management of ECDE to the Counties as per schedule 4. However an emerging concern is the capacity of the Counties to effectively manage the sub-sector given that this is a challenging task which for a long time had not been given due attention. There is need for massive investment into the sector so as to mainstream it into Basic Education

Teacher management in ECDE is already emerging as a contentious issue with County Governments asking that they be allowed to recruit teachers while Teachers Service Commission maintains that that is their mandate. This row is affecting teaching and ECDE provision.

Data management in ECDE is weak. It is therefore posing a challenge to planning for the sub-sector. Due to the multiplicity of the service providers, the Counties will have to grapple with the challenge of unreliable data in terms of enrolments, number of schools, number of teachers etc.

The sub-sector is without doubt large in terms of the population of the school going age of four to five. Since it has become part of Free and Compulsory Basic Education the government will undoubtedly face the challenge of financing and sustaining support to the sector.

It is anticipated that all pre-primary children will transit to class one on completion of their year. An emerging concern is how accessible are the class one schools to these children.

These children will be transiting to class one where the teaching methods will be different. Teacher will therefore face the challenge of managing this transition period to avoid cases of the children going back to pre-primary.

Recommendations

There is need to build the capacities of the Counties on the management of ECDE.

The TSC and the county governments need to reach an agreement on the hiring of ECDE teachers as provided for under article 187 of the Kenyan Constitution which allows for the sharing of functions between the two levels of government.

The education sector both at the National and County level need to develop an efficient education management information system (EMIS) that will provide an accurate and up to date data on all aspects of ECDE.

Counties must strive to have ECDE schools attached to each primary school. In the event this is not possible an elaborate school transport system should be put in place.

The County and National governments must explore sustainable ways of getting funds for supporting ECDE either through taxing free moving goods and services or a collaboration with development partners

Primary school teachers handling class one should be in-serviced on how to handle the period of transition.

4. Chapter 4: GOAL 2: UNIVERSAL PRIMARY EDUCATION

'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.'

Introduction

The attainment of Universal Primary Education (UPE) remains the biggest challenge in the provision of education globally. It is estimated that only 68 out of 122 countries will achieve UPE by 2015. This translates to about 53 million children out of school by 2015 worldwide.

Sub Saharan Africa is the region that is lagging behind most in achieving UPE, with 22 percent of the region's primary school age population still not in school in 2011. For those in school, completion of full primary cycle has hardly changed since 1999. In 2010, the proportion of those starting school who reached the last grade worsened from 58 percent in 1999 to 56 percent in 2010⁴.

Universal Primary Education is pivotal to achievement of Kenya's vision 2030. Over time the Government of Kenya has put in place interventions to promote access, equity and quality towards universalization of primary education. The country has made significant progress in this goal, while recognizing geographical and gender disparities leaving out a large number of children out of school. Article 53 (1) (b) of the Bill of Rights in the constitution provides for free and compulsory education for every child.

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

The National Definition of UBE

In Kenya, UPE forms part of basic education that encompasses 2 years of Early Childhood Development and Education (ECDE), 8 years of primary education and 4 years of secondary education. The Basic Education Act No 14 of 2013 defines basic education as *educational programmes offered and imparted to a person in an institution of basic education and includes adult basic education and education offered in pre-primary educational institutions and centres.*

Special interventions have been put in place to cater for the most vulnerable, hard to reach and marginalized.

⁴ GMR 2013/4

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

Strategies to achieve UBE target in Kenya

Free primary education (FPE) and Free Day Secondary Education (FDSE) were introduced and implemented by the government of Kenya in 2003 and 2008, respectively, to cover all children in all public primary and day secondary schools, contributing towards achievement of the UBE.

MOEST developed Sessional Paper No. 14 of 2012, which gives the following strategies for achieving UBE in Kenya.

Enforce teacher management mechanisms with focus on pupil and teacher absenteeism and lateness; and sustain Continuous Professional Development (CPD)

Ensure a holistic approach by integrating health, sanitation, nutrition and safety, thus making schools 'child-friendly,'

Review and implement the policy on inclusive education for pupils with special needs including the gifted and talented

Expand the school meals (feeding) programme, and encourage communities to provide the midday meal in marginalized, hard-to-reach and vulnerable groups;

Expand, equip and strengthen mobile schools and low cost boarding primary schools where day schools are inappropriate, to improve access and retention in Arid and Semi-Arid Lands (ASALs), marginalized, hard-to-reach and vulnerable groups.

Integrate the formal education into *Madrassa/Duksi* system in predominantly Muslim regions to enhance access and improve retention.

Mobilise adequate resources for construction and rehabilitation of schools and provide equipment to needy areas, especially in ASAL's and urban slums towards attaining equity.

Enforce Article 53 of the constitution to ensure free and compulsory basic education for all children

Ensure the re-entry of girls who drop out of school due to pregnancy and early or forced marriage in line with the Gender Policy in Education (2007)⁵

Enforce automatic progression between grades and automatic transfer between levels of basic education

Establish mechanisms for providing social support to orphans and most vulnerable children.

⁵ Under review.

Harmonise all education providers of Alternative provision of basic education to avoid duplication of services and provide better coordination and synergies of all the players in alternative provision of basic education centres

Use ICT and ODL to enhance access and participation

Strengthen partnerships with development partners and the private sector for provision of basic education

Legislation Legal Framework, General Policies and Programmes on UPE.

In 2013, the Basic Education Act (2013) was enacted and through it, the legal, institutional and regulatory shifts created by the August 2010 Constitution were operationalized. Key amongst these was the re-definition of basic education to cover Secondary level education, introduction of the National Education Board, with nation-wide agencies called the County Education Boards (CEBs) in the 47 Counties, establishment of the National Council for Nomadic and Marginalized Education and mandating the government to provide not only free but compulsory basic education. The Section 7 of the Children's Act (2010) also entitles every child to the right to free basic education, whose burden of provision is placed on the shoulders of both the government and the parents.

Other policies include:

- The Policy Framework for Nomadic Education in Kenya (2009)
- The National Adult and Continuing Education (2010)
- The Gender Policy in Education (2007)
- The National Special Needs Education Policy Framework (2009)
- The Policy for Alternative provision of Basic Education and Training (APBET)
- The School Health Policy (2011)

Programmes implemented under UBE

Over the period under review, programmes implemented focused on areas of access, equity, quality and relevance of education as well as governance and management. They include:

Free Primary Education, which is an on-going programme, was started in 2003 with the aim of increasing access at the primary level and to cushion poor by abolishing school fees. The government has been allocating a capitation grant of Ksh 1,020 per child per year.

Free day Secondary Education programme, which is on-going programme, started in 2008 targeting learners transiting from Primary schools to Secondary schools. The re-introduced Free Day Secondary Education (FDSE) with annual capitation grant of Ksh 10,265.00 per student as tuition, aimed at increasing access to secondary schools. In addition, the parents were expected to pay charges for lunch (for day scholars only), uniform, caution money, personal effects, examination fee and development projects at a maximum fee of Ksh. 2,000.00 or more, subject to approval by members of the Board of Management, District Education Board (DEB) and Department of Education headquarters.

School health, nutrition and feeding: The MoEST developed the National School Health Policy in 2008 whose rationale is to improve learner health and nutrition in order to enhance their participation and performance in education (Republic of Kenya, 2008a). The programme targets primary and pre primary children who receive a mid-day meal in ASAL and pockets of poverty areas. This initiative has promoted retention at the pre - primary and primary school levels and increased access as well.

Provision of Infrastructure Grants to Public Primary and Secondary Schools –

Since 2005, the GoK has been disbursing grants to Public primary and secondary schools in support of its infrastructure programme. A total of 705 public primary schools were supported under the programme in the period 2010 – 2013. This initiative has increased access to basic education as the number of classrooms increased from 14,424 in 2009 to 15,443 in 2013.

4.5.6 Economic stimulus package under the economic recovery strategy and grants to schools

Towards realization of Vision 2030, the government came up with Economic Stimulus Programme (ESP) through which Centres of Excellence Secondary Schools was initiated to offer quality education and contribute to national development. Special grants have been provided for expansion of educational opportunities for construction and equipping of schools including establishment of computer labs, Internet connectivity and ICT teacher training.

Support to low-cost primary boarding schools in ASALs

Support has been provided to low cost primary boarding schools to facilitate children from pastoral and nomadic communities to enable children are retained in schools as the communities move with their livestock. This programme also addresses potential disruptions caused by environmental and socio-cultural factors.

Bursary for secondary school children;

The MoEST establishes strong public private partnership initiatives to provide education bursary funds targeting the needy in order to promote access, retention and address issues of equity and equality while providing relief to parents.

Child Friendly schools initiative

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

Capitation grants for special needs education;

The MoEST provides capitation grants for SNE at KSh 2000 per child over and above the normal capitation of Ksh 1020 for public primary schools and non-formal schools. This has helped enhance access, equity, relevance and quality of education and training for learners with special needs and disabilities.

Coordination and Partnership of UBE.

The MoEST has been working in partnership with, other government ministries, Development Partners and other stakeholders in the provision of education services in the sector, as can be seen in Table 4.1. This has helped to supplement Government resources and efforts towards the realization of UBE.

Table 4-1: Programmes and implementing agencies

PROGRAMME	IMPLEMENTING AGENCY	ROLES
Free Primary and Free Day Secondary education	MoEST, WB, DfID, USAID, UNICEF, CIDA, OPEC, World Vision,	Technical support, funding
Expanding education Opportunities in ASALs	<i>Key Ministry:</i> MoEST <i>Other Ministries:</i> Devolution and Planning, Coordinating & funding <i>Development partners:</i> UNICEF Funding, world Vision	Implementing, coordinating & funding
Schools infrastructure Improvement programmes	<i>Key Ministry:</i> MoEST <i>Other ministries:</i> Ministry of Transport and Infrastructure, Ministry of Energy and Petroleum <i>Development partners:</i> DfID, OPEC, ADB/ADF, corporate bodies and private sector e.g. Bamburi Cement, Safaricom, Barclays, KCB Foundation, US Marines and NGOs like World Vision, Faith Based Organizations	Main implementer Technical support Funding
School instructional Materials	<i>Key Ministry:</i> MoEST <i>Other ministries:</i> National Treasury, Airtel, KLB, JKF <i>Development partners:</i> DfID, WB, DFATD, SIDA, USAID, UNICEF, World Vision	Main Implementer Technical support Funding
Special Needs education	<i>Key Ministry:</i> MoEST <i>Other Ministries:</i> Ministry of Labour and Social Security <i>Development partners:</i> Kenya Society for the Blind, Sight Savers	Main Implementer Provide funds for people with disability to start projects Quality control

Provision of free education capitation grants to Non-Formal education and non formal schools	<i>Key Ministry:</i> MoEST <i>Other Ministries:</i> Ministry of Labour and Social Security, <i>Development partners:</i> UNICEF, USAID, NGO Council	Main Implementer Registration Funding
School health, nutrition and feeding programmes	<i>Key ministry:</i> MoEST <i>Other ministries:</i> Ministry of Health, Ministry of Devolution and Planning <i>Development partners:</i> WFP, JICA, World Vision	Main implementer Implementing Funding
Provision of Bursaries and scholarships to the needy	<i>Key ministry:</i> MoEST <i>Other ministries:</i> The National Treasury, <i>partners:</i> UNICEF, USAID, Equity Foundation, corporate bodies, Cooperative Bank Foundation, KCB Foundation, World Vision	Main implementer Statics and disbursement Funding
EMIS	<i>Key ministry:</i> MoEST <i>Other ministries:</i> Ministry of Devolution and planning <i>Development partners:</i> VVOB TSC, KNBS	Funding, technical support
Provision of grants for laboratory equipment	<i>Key Ministry:</i> MoEST <i>Other Ministries:</i> National Treasury	Main implementer Financing and statics
Gender in education programme	<i>Key Ministry:</i> MoEST <i>Other Ministries:</i> National Treasury, Ministry of Devolution and Planning <i>Development partners:</i> UNICEF, Elimu Yetu Coalition, FAWE, Girl Child Network	Main implementer Funding & capacity building Advocacy, infrastructural support, Sanitation and hygiene
ICT	<i>Key Ministry:</i> MoEST <i>Other ministries:</i> Ministry of Information and Technology <i>Development partners:</i> VVOB, USAID, World Vision, RTI, Microsoft, Intel, British Council and Safaricom Foundation, TSC, KICD	Implementer Technical support, capacity-building
Child-friendly schools initiative	<i>Key Ministry:</i> MoEST <i>Other Ministries:</i> Ministry of Environment and Natural Resources, NEMA <i>Development partners:</i> UNICEF	Funding & coordination of the programmes Capacity building of teachers and pupils Funding of the child friendly programmes
Economic Stimulus Programme	<i>Key Ministry:</i> National Treasury, MoEST	Funding & coordination Planning

	Other Ministries: Ministry of Devolution and Planning	
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Box 4.1 CASE STUDY

Bura Primary school near Malindi town in the Coastal region of Kenya started in 1985 with poor temporary classroom structures that served as classrooms and offices. Learners had to put up with the sweltering heat in the dilapidated structures in their quest to acquire education.



ORIGINAL CONDITION: From right: A makeshift kitchen; classrooms at Bura Primary School

Well, that is not the case anymore, thanks to the interventions of Education for Marginalized Children in Kenya (EMACK). EMACK is an initiative of the Government of Kenya (GoK) through the Ministry of Education in partnership with the Aga Khan Foundation (AKF) under the auspices of the United States Agency for International Development (USAID). EMACK started its interventions in the school in the year 2008 when the enrolment of children stood at 288 (136 boys and 152 girls) and carried out the ‘Whole School Approach’ training which is a holistic approach towards education that sensitizes the community on their roles towards the education of their children.

Now, the school is transformed into well built permanent structures that are a surprise to many who knew the school 8 years before.



Improved permanent structures at the school



Further improvements: Structures under construction at the school

Thanks to the partnership between the Government of Kenya through the Constituency Development Fund, the Aga Khan Foundation through the EMACK project, the Coast Development Authority (CDA), Catholic Diocese of Malindi amongst others the school managed to pull together resources to lift a school that was literally on its knees back to its feet. In 2009, the Catholic Diocese of Malindi helped them put up classrooms with the Coast Development Authority putting up 8 toilets and 5 classrooms. The journey of a thousand miles begins with one single step, and Bura is a clear-cut example of the profound Chinese proverb.

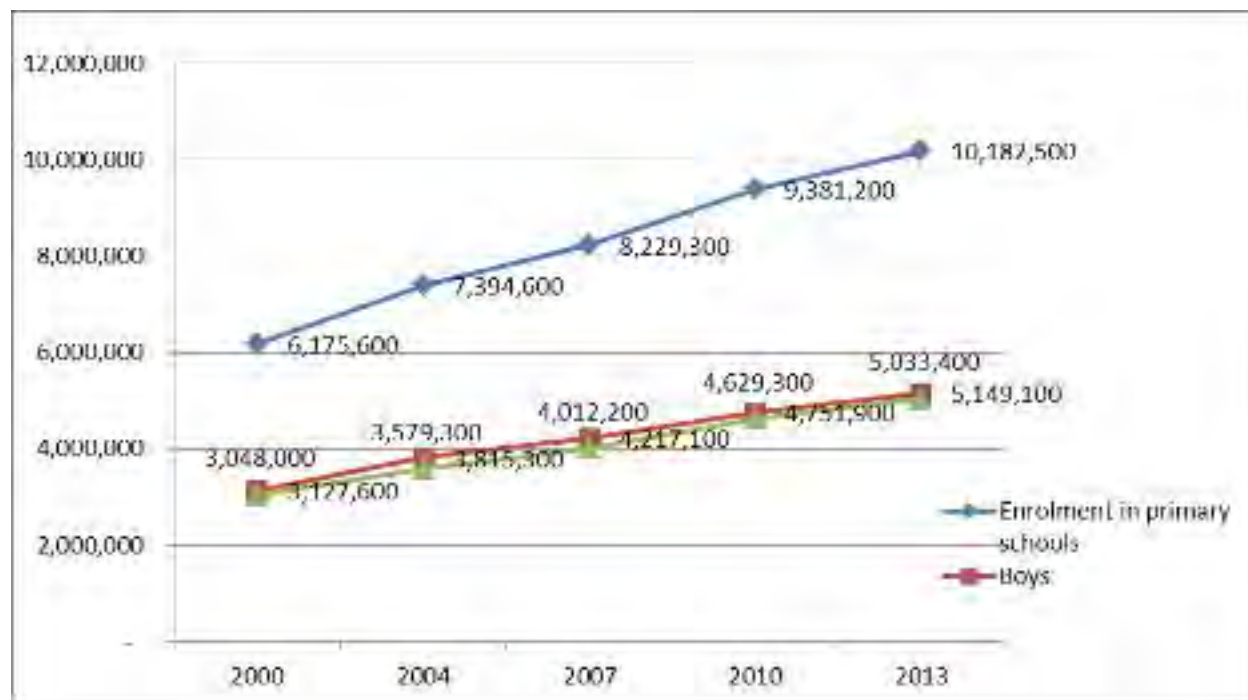
Progress in achieving UPE

The GOK introduced Free Primary Education in 2003 and Free Day Secondary Education in 2008. The objective of these programmes was to increase access, quality, equity and relevance in basic education and to cushion poor households by abolishing school fees. The partnership between the development partners and government led to increased enrolment rates and retention of learners in schools. In evaluating UPE progress various indicators to determine achievement have been used and are explained below.

Trends in Primary Enrolment

Enrolment grew from 6.1 million in 2000 to 7.4 million in 2004, to 10.2 million in 2013 as shown in Figure 4.1. The steady increase, especially since 2003, can be partly attributed to strategies put in place by MoEST such as the free primary education and the school infrastructure expansion.

Figure 4-1 Trends in Primary Enrolment, 2000 – 2013



Source: Economic Survey, 2000- 2014

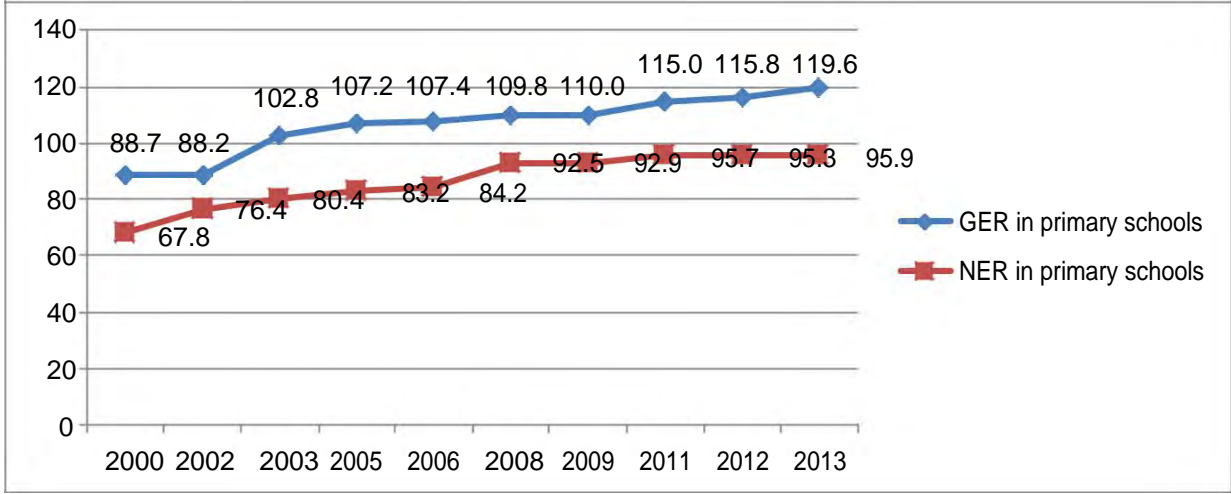
Primary Gross Enrolment (GER⁶) and Net Enrolment Rates (NET⁷)

As illustrated in Figure 4.2, the GER increased from 88.7 percent in 2000 to 119.6 percent in 2013, indicating enrolment of either under-age or over-age pupils or both in the system. The NER has been rising steadily since 2000 reaching 95.9 percent in 2013 against a first MTP target of 90 percent by 2010. However, an analysis of geographic and gender trends shows unsatisfactory enrolment levels. For example, NER in the counties of the North Eastern region was 40.3 percent against a national average of 91.4 percent in 2010. In general, the NER for boys was higher than that of girls in all Counties except Central Kenya. Development partners have supplemented government efforts towards enhancing access, retention and equity in education especially in areas where the GER and NER are lower than the national average.

The Gross Enrolment Rate (GER) shows the general level of participation in a given level of education. It indicates the capacity of the education system to enrol pupils of a particular age group at a specific level of education and is complementary indicator to Net Enrolment Rates (NER) by indicating the extent of over-aged and under-aged enrolment. GER can be over 100 percent due to the inclusion of over-aged and under-aged pupils/students because of early or late entrants, and grade repetition

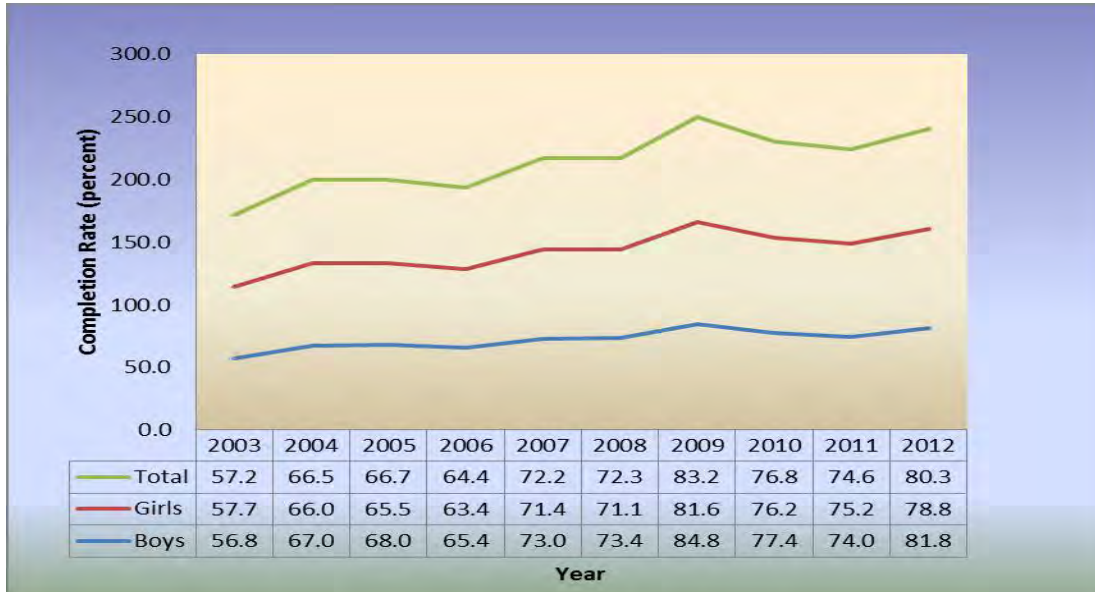
NER show the extent of participation in a given level of education of children and youths belonging to the official age group corresponding to the given level of education. This is a very important indicator in measuring rates of access to education. Since the introduction of Free Primary Education in 2003, the GER has remained above 100.0 per cent, indicating enrolment of over-age and under-age pupils.

Figure 4-2 Primary GER and NER, 2000-2013



In 2000, the primary completion rate was 57.7 percent (60.2 boys, 55.3). By 2013 it had increased to 81.8 percent (80.3 boys and 78.8 girls). Since the introduction of FPE in 2003, the pupil completion rate has been fluctuating between 57.2percent and 83.2percent. During this period 2003 - 2009, the pupil completion rate was just below the third quartile. After 2009 it went above the third quartile. This remarkable achievement in completion rate can be attributed to increased access to basic education due to infrastructure development and policy shift favouring the promotion of girl education.

Figure 4-3 Primary School Completion Rates



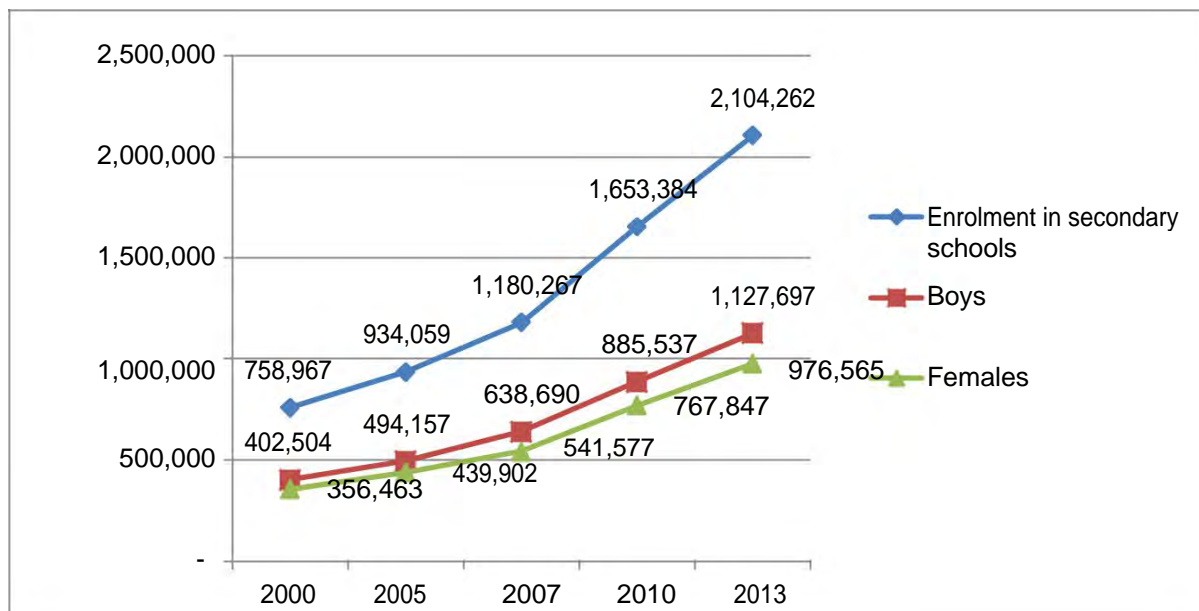
Primary to secondary transition rates by sex is presented in Figure 4.4. The transition rate for both boys and girls from Primary to Secondary school increased from 66.9 (64.0 Girls, 70.2 boys) in 2009 to 76.6 (74.6 Girls, 78.6 Boys) in 2012. This can be attributed to the government initiatives such as the Free Day Secondary Education programme and promotion of girl child education through policies, legal frameworks and advocacy which has expanded access to secondary education. Previously, user fees and levies hindered many learners from transiting to secondary education due to the poverty levels. Socio-cultural practices in some communities were also contributing factor.

Figure 4-4 Primary to Secondary Transition Rate, 2009-2012



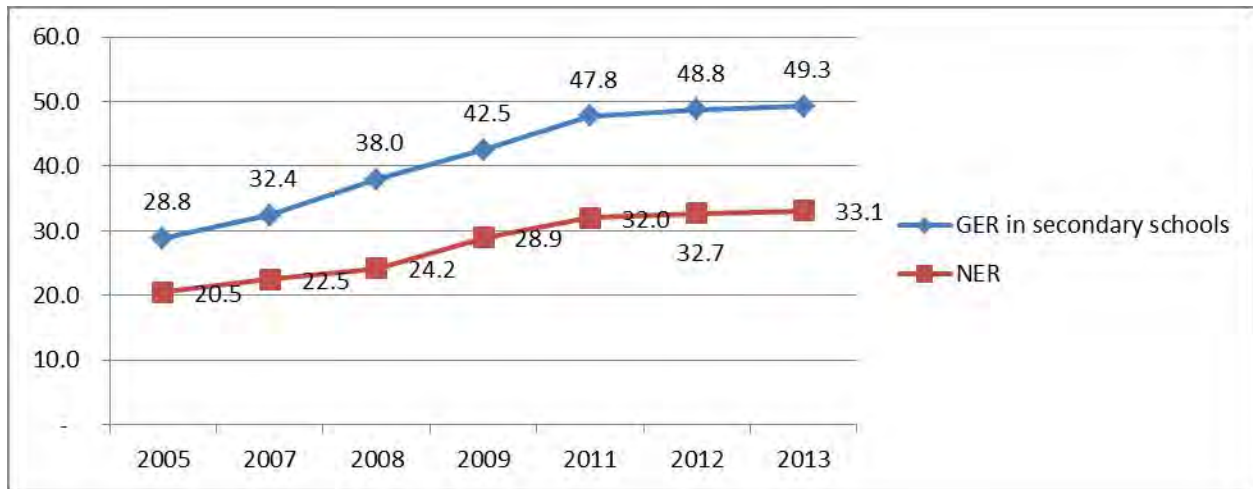
There has been expansion of the construction of school infrastructure in order to increase access to secondary education for learners transiting from primary education. As a result of this initiative, the total enrolment in secondary schools grew from 758,967 in 2000 to 2.1 million in 2013, an increase of 35.1percent as shown in Figure 4.5. Between 2009 and 2013, the total enrolment for boys rose by 43.1percent compared to 42.6percent increase in girls' enrolment.

Figure 4-5 Enrolment in Secondary Schools 2000 – 2013



The GER in secondary increased from 28.8 in 2005 to 49.3 in 2013. NER rose from 20.5 in 2005 to 33.1 percent in 2013. This shows that although there has been steady growth in GER and NER in secondary access to secondary education remains low. This is the reason MoEST and development partners have started initiatives such as FDSE, CDF, Bursaries, teacher employment and development.

Figure 4-6 Secondary GER and NER 2005-2013



Source: NESP 2013-2018

Education Expenditure on Basic Education

Figure 4.7 shows trends in government recurrent expenditure to the Basic Education from 2009/10 to 2013/14. Recurrent budget on pre-primary education depicted an upward trend between 2009 and 2012 but dropped significantly in 2013 to 24.3 million mainly due to transfer of pre-primary education function to the County Governments. Recurrent expenditure for primary education has been increasing overtime from Ksh 7,970.5 million in 2009 to Ksh 10,655.9 million in 2013, an increase of 33.7percent. This can be attributed to continued implantation of FPE, and recently the laptop project. The recurrent expenditure on secondary education also increased from Ksh 14,455.5 million in 2009 to Ksh 21,324.6 million in 2013 mainly due to the FDSE. This expenditure is reflected in the expanded transition to secondary education.

Figure 4-7 Recurrent Expenditure in Basic Education, 2009 – 2013



Source: Economic Survey, 2014

The development expenditure in basic education between 2009 and 2013 is shown in Figure 4.8. Development expenditure estimates in secondary education increased from Ksh 824 million in 2009 to Ksh 3,815 million in 2012 but dropped drastically in 2013 to KSh 420 million. The increase can be attributed to the opening of new schools and general expansion of existing schools in addition to creation of additional national schools under FDSE to allow more students transit to secondary schools.

Figure 4-8 Expenditures in Basic Education Development, 2009-2013



Source: Economic Survey, 2014

FDSE Capitation

In terms of financial resources, a total of Ksh 85,955,498,783.55 billion has been spent on the program through purchasing instructional materials, as well as general-purpose expenses/recurrent expenditures through a capitation grant of Ksh 1,020 per child in 77,532 public schools; 273 Mobile schools and 1,439 NFE. However, despite the numerous achievements made by the free primary education initiative, 1.01 Million children were still out of school (GMR, 2013/4).

The introduction of free day secondary education has also seen an increase in the transition rate, surpassing the national target of 70 percent of 2008 to stand at 76.6 (74.6 boys and 78.6 girls) in 2012. 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.

Trends in FDSE Capitation (2008 – 2014)

Up to the financial year 2009/2010, MoEST disbursed Ksh 55,540,140,323 billion to 1,605,364 students in 6,009 schools in support of this programme Free secondary education provision led to urgent need for more classrooms to accommodate more students who were transiting from primary level from primary level. Other programmes under FDSE include the general expansion of national schools to allow more students transiting from primary schools. Initially there were 18 national schools. For these schools to accommodate more students, a plan was put in place to upgrade them whereby they were given Ksh 48,000,000 to expand infrastructure, especially classrooms and laboratories so as to improve access. This translates to Ksh 864, 000,000 (2011)per school. In 2011/12, 2012/13, 2013/14 FY another 30 schools were upgraded to national level with each getting Ksh 25,000,000.00 to improve infrastructure. This translates to Ksh 750,000,000,00. These funds were disbursed in three tranches between 2012/2013 FY to 2013/2014 FY. In the financial year that is 2014/2015 FY another 27 schools were to be

upgraded to the national level where another Ksh 25,000,000.00 was to be disbursed to each school to upgrade their infrastructure to improve access.

Sustained high level of investment in the education sector resulted in tremendous achievements as demonstrated by the following:

The transition rate from Primary to Secondary school has increased from 64.1 (61.3boys and 67.3 girls) in 2009 to 76.6 (74.6 boys; 78.6 girls) in 2012 as per the below table. This can be attributed to the government initiatives such as the Free Day Secondary Education programme which has expanded access to secondary education. Previously, user fees and levies hindered many learners from accessing secondary education due to the poverty level of learners mostly in the marginalised areas such as ASAL's, urban informal settlements among others.

Box 4.1 CASE STUDY ON GIRLS FORUMS IN KADZUHONI PRIMARY SCHOOL, KILIFI COUNTY

*In the Coastal region of Kenya, like many other areas, girl child education faces a number of challenges ranging from early pregnancies and marriages, lack of essential sanitary towels to retain girls in school amongst other. These issues hinder girls from accessing and completing their education. In Kadzuhoni Primary School in Magarini District of Kilifi County, the situation has changed thanks to the intervention of development partners (Aga Khan Foundation and USAID) in collaboration with the government of Kenya. Before, the school reported very high cases of absenteeism amongst girls and also very low enrolment. Girls missed out on school days due to lack of sanitary towels with many citing poverty and negligence of the parents in providing for them as the major reasons for the unfortunate situation. **'The girls used to skip school when they were on their periods because of lack of sanitary towels,'** says Mrs. Evelynne Anami Olocho, the patron of the girls' forum at the school.*



The girls at Kadzuhoni primary school displaying contents of the sanitary towels kitty

The girls in the school are now happy since the formation of a girl's forum at the

school as a result of a training conducted by the Aga Khan Foundations EMACK project which is an initiative of the Government of Kenya, Aga Khan Foundation and USAID. The Girls forums gives girls an opportunity for peer mentoring and a platform where they get to talk about issues affecting their education and identify solutions to the various challenges that hinder their education completion. As a result of the Girls forum, the school set up an emergency kitty that has sanitary towels, inner garments and soap to support the girls stay in school. According to Mrs. Olocho who is the patron to the girls club, the kitty has helped improve the girls' hygiene which has positively impacted their concentration in class and consequently improved performance. The kitty is replenished by the funding received from the government under the free primary education funds. In addition to this, the community and parents have been able to ensure that the kitty is always replenished. **“Retention of the girls in school has also increased greatly since the inception of the girls’ forum. ‘Girls don’t have to stay at home when on their menses because we have sanitary towels in the school for them.’” says Mrs. Olocho.** The school head teacher, Mrs. Rehema Rashid, says that since the inception of the forum in the school, the attitude of parents towards providing for their girls has greatly changed. The parents now volunteer to replenish the sanitary towels.



The sanitary towels emergency kitty

Box 4.2 Integration of ICT In Education For Increased Access

World Vision Kenya (WVK) has been in the forefront supporting ICT integration in education with an aim of improving quality teaching and learning .The process started as a pilot in Matete with 7 schools and later expanded to 14 schools which was crowned with the launch of the project by Ministry of Education, Science and Technology



ICT integration in Education for improved access in Matete, Kakamega County. Courtesy of World Vision Kenya

Clip available at https://www.youtube.com/watch?v=RJ8_PhOqz8

Provision of Infrastructure Grants to Public Primary and Secondary Schools

During the period 2010 to 2013, the GoK disbursed Ksh 425,145,276 Million to 705 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. In addition to this, the government introduced the laboratory infrastructure and equipment.

The Laboratory Equipment Grant was introduced in the financial year 2002/2003 for the improvement of access and quality in secondary education. This initiative involves disbursement of grants to needy schools for establishment or expansion of laboratories and provision of laboratory equipment. It is supplemented by Development Partners. MoEST has also disbursed Kshs.100 million equitably to selected secondary in ASAL areas. Originally, each beneficiary school was allocated Ksh. 500,000, although the amount has since decreased to about Ksh. 150,000 owing to increased number of needy schools.

Flagship projects under the first Medium Term Plan for Vision 2030 (2008 to 2012) were undertaken by the government to improve access. They included the construction and

equipping of 560 secondary schools, expansion and rehabilitation of existing ones, recruitment of 28,000 additional teachers, establishment of a computer supply programme, construction and rehabilitation of at least one boarding primary school in each constituency in ASALs districts and establishment of a voucher system programme in five poorest districts.

Expanding Access to Special Needs Education (SNE)

In Kenya SNE is provided in special schools, integrated schools and in special units attached to regular schools. There are 3,464 special needs institutions in the country with 2713 integrated institutions and 751 special schools. The enrolment of learners in special institutions and units currently stands at 102,749 students, of which 21,050 are in special schools and 81,649 are enrolled in integrated special units at both primary and secondary schools. More recently, provision has been extended to include children in regular schools to enhance inclusive education. The Department of Education has provided capitation grants to 184 special boarding schools (167 primary schools, 8 secondary schools and 6 technical /vocational institutions) at the rate of Ksh 8,000 per year per learner. In addition the Department of Education has been providing financial and material support to 1,703 special units attached to regular schools and 3 primary teacher training colleges, which integrate student with disabilities at a rate of Ksh 2,000 FPE top-up per year per learner for acquisition of assistive devices. The Kenya Institute for the Blind (KIB) and the Kenya Institute for Special Education (KISE) are specialized institutions mandated to produce instructional materials for learners with visual impairment at a subsidized price and train teachers in special needs education respectively. There are 73 EARCs for assessment and placement of learners to special institutions.

4.12 Expanding access to education through Alternative Provision of Basic Education and Training (APBET)

Alternative Provision of Basic Education and Training (APBET), formerly known as non-formal education 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. The ministry has mainstreamed NFE, that cuts across the various education levels and includes non-formal schools (NFSs) and non-formal education centres (NFECs). The ministry has also developed a policy on nomadic education. Under the programme, a total of 474 Non-Formal Schools (NFS) have been registered and are receiving grants, surpassing the first Mid Term Plan 2008-2012 target of 300 schools meant to receive grants during the period under review. However, a lot still needs to be done to ensure that the NFS are provided with the necessary support.

ICT integration in Education to improve access to UBE

The GOK established a Computer Supply Programme during the period of first Medium Term Plan 2008 to 2012. The programme targeted 20,229 public primary schools, 4,000 public secondary schools, 20 primary teacher training colleges (PTTCs), 2 diploma colleges, 10 Model e-learning centres for Adult and Continuing Education (ACE) and the 7 public universities. During the period 2009 to 2011, a total of 230 teachers and 30 ICT champions were trained to support the coordination and harmonization of ICT in education issues particularly integration of ICT in teaching and learning.

The one Laptop per child project is one of the key flagship programmes highlighted in the second medium term plan 2013 to 2017. The aim is to integrate ICT into curriculum at all levels (preparing teacher and learner), procurement of ICT infrastructure and development of institutional and policy framework for ICT. The current state of e-readiness status is poor with a personal computer to pupil ratio of 1:1000. The physical infrastructure of most of the schools is undeveloped and/dilapidated with classrooms, which lack windows, doors and concrete doors. Data shows that only 10percent of schools are connected to the main grid.

There is also the *Tafakari II* Programme which is a collaboration between the MoEST and its partners. Through the programme all Primary Teachers Training Colleges as well as selected neighbouring schools are provided with LAN (Local Area Networks) and internet connectivity. MOEST supplied selected District Education Offices with computers, printers and LAN connectivity to roll out the Education Management Information System (EMIS). Twenty secondary schools were equipped with content delivery system under the Multimedia Project (Televic), which aims to ultimately cover 240 schools. The KIE and MOE developed Digital Content for all subjects in Form One in Secondary schools' use and will complete digitization exercise for form two to four.

Bursary for secondary school children

The improved equity and quality in secondary education is partly attributable to provision of bursaries to needy students. This initiative started with an annual allocation of Kshs. 500 million in 2008. Once disbursed to each constituency on the basis of student population and poverty index, the Constituency Bursary Committees in liaison with school managers use existing guidelines to identify deserving needy students. Kshs. 1.17billion was equitably disbursed to 290 Constituencies during the financial year 2013/2014 and is expected to benefit the only needy and deserving students.

School Feeding, Nutrition and Health Programme:

When MoEST developed the National School Health Policy of 2008, the rationale was 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.

The long-term objective of the programme is to promote universal basic education for socio-economically disadvantaged and nutritionally vulnerable children, especially girls in pre-primary and primary schools in targeted ASAL districts and slums in Nairobi. The programme provides mid-day meals to approximately 1.2 million pre-primary and primary school children in 64 ASAL districts and slums of Nairobi. Out of the 1.2million children, 540,000 are under the Home Grown School Feeding Programme initiative attempts to achieve the dual objectives of increasing national food production through expanding the demand base as well as to ensure that Kenyan children grow up healthy with real opportunities to learn. Achievements under the School Feeding Programme include:

1. Enhanced school community and parents participation in education, improvement of school facilities and sustaining school feeding programme;

560,000 pupils in 3,500 schools located in the poorest areas benefited from treatment and health promotion initiatives;
1.2 million pupils in 7,500 schools received immunization plus interventions;
3,500 health education IEC materials produced;
Public health interventions incorporated in school activities; and
1,068,500 pre-primary school children provided with a daily mid-day meal and optional mid-morning snack

Expanding Opportunities in ASALs and Education in Emergencies

There still remain a significant number of vulnerable children who face challenges in accessing quality education due to natural and manmade disasters. This is especially so in marginalized districts and nomadic areas of Arid and Semi-Arid Lands (ASAL) and Counties prone to drought, floods and conflict (inter clan as well as cattle rustling). Disasters result in closure of schools, which disrupt normal learning programmes, thereby negatively affecting learning outcomes. Further, owing to political instability among the pastoralist communities in the Horn of Africa (Somalia, Ethiopia, South Sudan), Kenya continues to suffer the effects of an influx of refugees that has strained educational resources.

The programme on Expanding Educational Opportunities in ASAL's 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.

In efforts to achieve national, regional, and international commitments of providing quality education to all citizens, the Government of Kenya has taken affirmative action to ensure the minority and marginalized are provided special opportunities in educational and economic fields. Equity is being achieved through the Establishment and financial support to 87 mobile schools and 392 LCBs; Training of 286 mobile school teachers and SMCs on financial management; conduction of an impact evaluation; Trained 57 mobile school teachers on multi-grade pedagogy and Monitoring and evaluation (expenditure tracking) of mobile schools and LCBs in the years 2009 and 2010.

The number of low cost boarding schools has increased from 392 in 2009 to 400 in 2014 with an increase in the enrolment rate from 110,490 in 2009 to 113,624 in 2013. The total funding to low cost boarding schools under the review period (2009 – 2013) is 1,909,998,680 billion.

The number of mobile schools has remained constant in the years 2009, 2010 and 2013. However, in the year 2011 and 2012, the number dropped to 87 schools. The enrolment rate in mobile schools has increased from 10,631 in 2009 to 10,938 in 2013. The total funding for the period 2009 -2013 is Ksh 112,354,100 Million.

In addition to this, the Education in Emergencies (EiE) Unit in the Directorate of Field and Service currently coordinates disaster management in the education sector. The EiE unit in collaboration with the Department for Special Programmes, UNICEF, Kenya Red Cross, Save the Children and other NGOs have made significant progress in responding to disasters through various initiatives such as enhancing capacity of educational managers in disaster

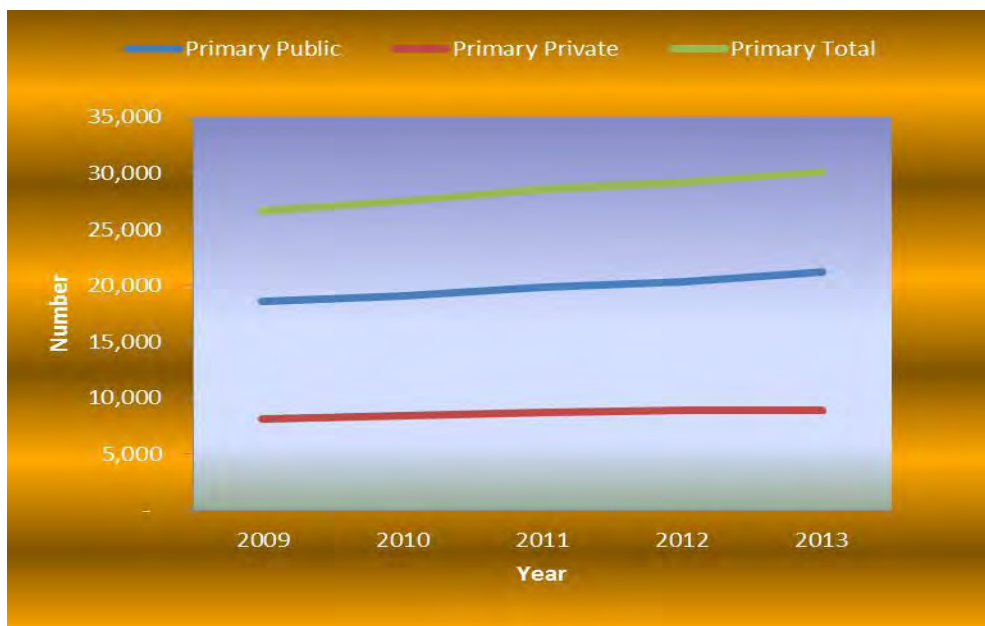
management; reconstructing school infrastructure damaged due to disasters; providing temporary learning spaces, educational kits and temporary feeding in times of disasters; and establishing and strengthening of education sector cluster committees. The EiE unit in conjunction with UNICEF is in the process of developing a National Education Sector Disaster Management Policy. There is no specific fund set aside for emergency response hence need for establishment of revolving contingency fund.

By 2015 significant steps would have been made towards achievement of EFA Goals by Kenya. However one of the legacy effects of over emphasizing access is that other key educational imperatives like quality have not received adequate attention. This forms a key rallying point for Kenya’s education agenda. During the period under MTP 1 (2008-2012) significant expansion in the education sector in various areas has been noted in enrolment, access, participation, completion, transition, and construction of more education facilities, employment of more teachers and addressing issues of equity.

Educational Institutions

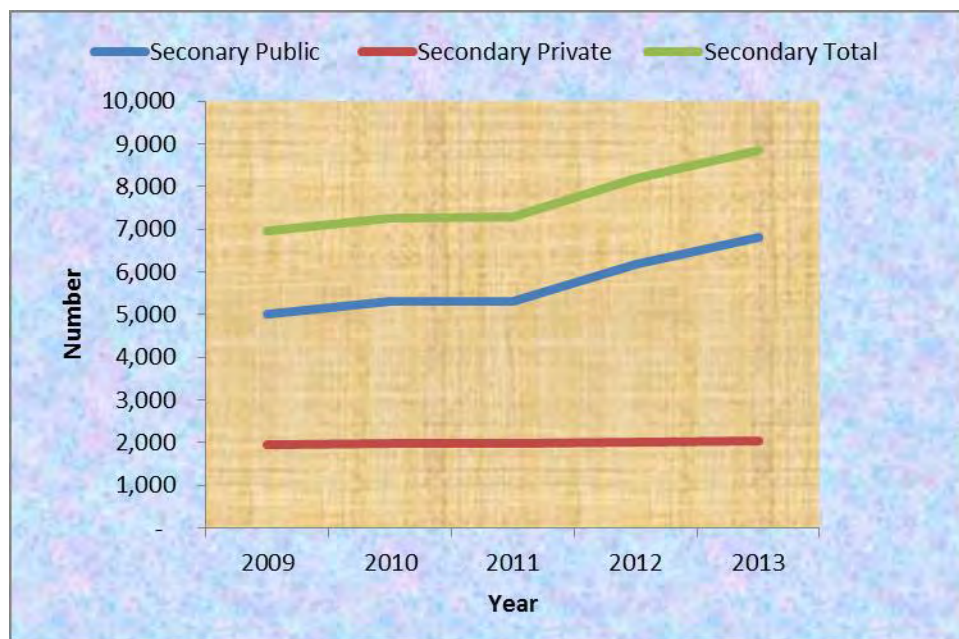
The trends in primary and secondary schools from 2009 to 2013 are presented in Figure 4.9 and Figure 4.10. The total number of primary and secondary schools has shown an upward trend during this period with public primary and secondary schools expanding more than the private schools. The rapid expansion in public schools is attributable to the continued investment in infrastructure development to accommodate the growth in enrolment occasioned by the Free Day Secondary Education (FDSE) and Free Primary education (FPE). The contribution of the private primary schools in access has been significant as evident by the marginal increase in the number of private schools over the five-year period. The role of private partnerships in expansion of secondary education opportunities is also evident with the number of institutions increasing from 1,952 in 2009 to 2,021 in 2013.

Figure 4-9 Trends in Number of Primary School Expansion, 2009-2013



Source: Ministry of Education

Figure 4-10 Trends in Secondary School Expansion 2009-2013



Source: Ministry of Education

Education Expenditure and Financing

Kenya continues to allocate a significant portion of its annual budget to the education sector. The country continues to allocate an average of 6.4 percent of GDP (or 17 percent of the annual budget) to education. However a significant percentage of this is spent on recurrent costs especially teachers' salaries. During the financial year 2013/14, KSh. 273 Billion was allocated to this sector. Of this amount Shs.143 Billion (52.4 percent) went to Teachers' Service Commission, mainly to offset the teachers' salaries. There is need for greater efficiency in the allocation and usage of these resources in order that a higher utility function may be achieved.

Ministry of Education, Science and Technology total development expenditure is expected to grow by 41.9 per cent from KSh 27.0 billion in 2012/13 to KSh 38.3 billion in 2013/14. Development expenditure on primary education is expected to grow considerably from KSh 330.0 million in 2012/13 to KSh 16.1 billion in 2013/14. The increase may be attributed to standard one laptop project and the required infrastructure, and capacity building for teachers.

Emerging Issues and Challenges

Regional and gender disparities in access to education and training persist despite the gains made in access and equity due to FPE and FDSE. Pockets within communities which have remained unreached because of economic, cultural, social, geographical, environmental and political reasons

Learners cover large distances to schools in certain regions

Inequalities in the utilization of human and capital resources

Inadequate physical learning facilities (classroom and teachers)

Failure of the growth in secondary schools to match the growth of primary schools especially in urban areas

Absence of reliable data on children with special needs in basic education and across all levels of education

Inadequate funding of special education

The government is yet to achieve the 100percent NER target. 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 labour 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.

Recommendations for post 2015 Education Agenda

Enhance support to marginalized groups especially in urban slums and ASAL areas

Enforce governance and accountability to ensure effective utilization of resources in learning institutions.

Strengthen partnership with communities and the private sector in provision of education.

Enhance integration for learners with special needs by providing assistive devices and establishing appropriate alternative education for children with severe disabilities.

Strengthen Education Management Information Systems (EMIS) to ensure availability and use of quality data

Establish a multi-sectoral mechanism to monitor and enforce the constitutional right to free, compulsory basic education.

Develop and institutionalise tools that link projected expansion in enrolment levels and school age population not only with resource needs (classroom and teachers) but also to overall policy targets (transition and net enrolment rates)

Establishment of in service courses for SNE teachers

Chapter 5: GOAL 3: LIFE SKILLS AND LIFE LONG LEARNING FOR YOUNG PEOPLE AND ADULTS

“Ensuring that learning needs of all young people and adults are met through Equitable Access to Appropriate Learning and Life Skills Programme”

Introduction

Global and Regional Context

By addressing the “learning needs of all young people and adults”, EFA Goal 3 recognizes the essential need for skills development and lifelong learning for the youth and adults. The goal cuts across the entire Education for All agenda and lays the critical foundation for young people and adult participation in knowledge, work and society. It recognizes that learning is not confined to childhood years or the classroom, but takes place throughout life and in a variety of situations. Implicit in this goal is the fact that pursuit of knowledge is about social inclusion, active citizenship and personal development as much as it is about professional development and employability. The goal incorporates three concepts; learning needs, appropriate learning, and life skills. The terms ‘appropriate learning’ and ‘life skills’ programmes have not yet found common understanding among countries. The International Bureau of Education (IBE) derives its understanding of learning from the four pillars of learning in the Delors Report: learning to know, learning to do, learning to be and learning to live together (UNESCO, IBE, 2007). According to UNICEF, it is ultimately the linkages between skills that produce powerful behavioural outcomes, especially where this approach is supported by other strategies such as media, policies and health services (UNICEF, 2012).

The organization for Economic Cooperation and Development (OECD) likewise emphasizes the necessity of good life skills for achieving the outcomes desired by both society and its individual members ,who must cope with important societal demands in a wide variety of contexts .Life skills are important for everybody (Rychen&Salganik, 2003). In contrast to the previously cited definitions, the OECD definition emphasizes “competence” rather than “skills.” It implies that competence is more than just skills; it is also the ability to cope with complex demands by drawing on and mobilizing all of one’s psychosocial resources (including skills) in a given context. Thus, life skills include not only behaviour, but also attitudes and knowledge.

The GMR (2012) categorized three kinds of skills that are essential for young people:

Foundation skills: They constitutes literacy and numeracy, which are prerequisites for continuing in education and training and for acquiring transferable and technical and vocational skills that enhance the prospect of employment.

Transferable skills: These are abilities to solve problems, communicate ideas and information effectively, be creative, show leadership and conscientiousness, and demonstrate entrepreneurial capabilities

Technical and vocational skills: These include specific technical know-how skills, from growing vegetables to using a sewing machine, laying bricks or using a computer

Regionally, the Association for the Development of Education in Africa (ADEA) views life skills as a combinatory form of knowledge that makes use of theoretical, procedural and environmental knowledge to solve problems, make decisions and carry out plans (ADEA 2012).

Kenya's national policy of reforming education and training, Sessional Paper No. 14 of 2012, conceives life skills as programmes that enable youth and adults to be able to deal with the social economic challenges.

With the focus of goal 3 resting on the learning needs of young people, the predominantly youthful population reflected in current global demographics is notable. In Africa particularly, the population aged 15 to 24 year has been increasing faster than in any other part of the world. According to the World Bank, 200 million people in Africa fall into this category, making up 20 percent of the population, 40 percent of the workforce, and 60 percent of the unemployed on the continent. African countries are therefore experiencing a "youth bulge", the demographic trend where the proportion of persons aged 15-24 in the population increases significantly compared to other age groups. In a decade, this category may reach 28 percent of the population.

In Kenya, the National Adult literacy Survey conducted in 2007 revealed that 38.5 percent of Kenyan adults (including the youth above the age of 18) have low levels of literacy, which indicate that they are likely to lack transferable, and technical and vocational skills. Education policy responses should at the very least, equip these young people with livelihood skills to address contemporary challenges of youth unemployment, skills for dealing with risks such as HIV and AIDS and skills for living and relating with one another which are vital for peace building.

The Goal's National Definition

According to the Sessional paper No. 1 of 2005 on policy framework on education, training and research, the philosophy of education is to facilitate acquisition of life skills and promote life-long learning. The policy also provided for the development of essential life skills relevant to the world of work. To operationalise this provision, different subsectors of education defined life skills differently. As a result, there were interventions focusing on psychosocial competences, entrepreneurship skills, functional numeracy, literacy and community, skills for daily living among persons with special needs and technical and vocational skills.

The Sessional Paper No. 14 of 2012 conceives life skills as programmes that enable young people to be able to deal with the challenges that relate to employment and job creation, sexuality, peer pressure, drug and substance abuse, harmful traditional influences and conflict management.

The modes of acquisition of life skills are the formal and alternative systems of education. It is through these modes that youth and adults are provided with life skills for work and livelihood, coping with risks and learning to live with each other.

National Legal Frameworks and Policies

Legal frameworks

The Kenya Constitution 2010 Article 10 articulates national values that education and training should develop and nurture. Article 55 states that the state shall take measures including affirmative action to ensure that the youth : (a) access relevant education and training (b) access employment (d) are protected from cultural practices and exploitation. Article 56 states that the state shall put in place affirmative action program designed to ensure that minorities and marginalised groups are provided with (b) special opportunities in educational and economic fields. Subsection (d) also indicates that these shall develop their cultural values, languages and practises.

Through Vision 2030 Kenya aspires to become a middle income country in which all citizens will have embraced entrepreneurship and be able to engage in life- long learning.

Basic Education Act No. 14 of 2013 Section 4 on guiding principles encourages independent and critical thinking and cultivating skills, disciplines and capacities for reconstruction and development.

The TVET Act (2013) provides for the inculcation of technical and professional skills, knowledge and levels of qualification needed in the various sectors of the economy. The TVET National Training Strategy (NTS) was developed to guide the growth of the TVET sub sector, particularly the competency based education and training that is demand driven. Article 3 provides for improved training, delivery modes and life-long employability of the graduates.

The Industrial Training Act 2012 provides for establishment of the National Industrial Training Authority which oversees the management of in-service training and the Industrial Training Levy.

Policy Guidelines

Education Sector Policy on HIV AIDS 2013 provides for knowledge, skills and practices that will promote behaviour change for healthy living.

Education Sector Policy on Peace Education 2014 provides for development of skills that will promote effective interpersonal relationships and harmonious co-existence.

The Sessional Paper No 14 of 2012 on Reforming Education and Training Sectors in Kenya provides for establishment of education service delivery pathways to accommodate identification and development of talent and skills which will be certified through the Kenya National Qualification Framework. The policy also provides for

education that has open door and alternative systems of entry to ensure opportunities for continuous learning. Training is provided within a framework of open ended and flexible structures in the context of life long education and training.

International Frameworks

The Dakar Framework for Action on Education for All included HIV and AIDS as a learning need under stating that Youth Friendly programmes must be made available to provide the information, skills, counselling and services needed to protect them from the risk of HIV and AIDS and that curriculum based on life skills approaches should include all aspects of HIV& AIDS, care and prevention (UNESCO, 200, PP, 16, 20).

The Declaration of Commitment on HIV and AIDS, agreed at the first United Nations General Assembly Special Session (UNGASS) set the target of ensuring that by 2010, at least 95percent of those ages 15 to 24 would have access to the information, education and services needed to develop the life skills required to reduce their vulnerability to HIV infections.

The Millennium Development Goals (MDGs), 1 2 and 3. Education for All (EFA)

International conventions on human rights (UN Standard Rules on Equalization of Opportunities for Persons with Disabilities, 1993; Education for All (EFA),

The Universal Declaration of Human Rights (1948) which provides that education should promote understanding, tolerance and friendship among all nations

Recommendations of the Second International Congress on Technical and Vocational Education (1999)

Revised Recommendation concerning Technical and Vocational Education (2001)

Bonn Declaration on TVET (2004)

Strategies to Achieve the National Targets

Strategies to achieve the national targets for appropriate learning and life skills programmes for young people have been developed for different levels and systems of education. Interventions have been made in policy, curriculum and out of school programmes.

In formal basic education, key strategies adopted include:

- Curriculum based life skills education in schools and teacher training

- Talent identification and development in and out of school.

- Mentorship and moulding of character in schools

- Development of student leadership skills

- Promotion of cohesion and integration through co-curricular activities.

- Building peace in and through education

- Prevention and mitigation of the impact of HIV and AIDS in and through education

In TVET, the strategies include the following:

- Development of industry-focused and competency based education and training curricula.

Re-branding of TVET to promote excellence and creativity in Science, Engineering and Technology, and attract gifted and talented students

Engagement of TVET students in programmes and projects of national importance;

Promotion of partnerships with industry to provide the students with an authentic learning environment and exposure to real-life industry projects and applications

Enhancement of access and quality through infrastructure development and staffing;

Operationalization of the TVET Authority to enable it facilitate coordination of the TVET sector;

Provision of alternative path for TVET graduates to access higher education

Promotion of public private partnership in TVET and Universities

Promote innovation and create incubation centres in TVET, universities and the private sector.

Provision of skills for out of school youth through training and internships

Promotion of youth entrepreneurship through provision of start-up capital, micro-credit and enterprising fund

Programmes Implemented In Kenya

Formal programmes

Life Skills Education

In 2002, life skills education (LSE) was integrated into carrier subjects in order to ensure holistic development of learners at primary and secondary schools (Republic of Kenya, 2002). Following curriculum review in 2005, a separate approach was adopted, resulting in a new curriculum in 2008 that incorporated emerging issues of concern to youth people including environmental conservation, prevention and response to drug and substance abuse, HIV and AIDS prevention and Peace Education. In this approach, LSE is allocated one lesson per week and is not externally examined but assessed at school level.

Mentorship and Moulding

Mentorship and moulding of character is also undertaken in schools to develop appropriate learning and life skills in basic education. At school level this is done through guidance and counselling programmes (G&C), student councils, clubs and co-curricular activities. Talent identification and development programmes have been established to nurture youth talent across all levels.

Technical and Vocational Training (TVET)

TVET programmes in Kenya target learners who do not transit from primary to secondary (about 55percent) or secondary to university (about 70percent). TVET institutions cut across post primary levels of Education and training institutes (formal or school based, and informal or apprenticeship and entrepreneurship). It includes Technical training institutions, Medium and Small Enterprise (MSE) training and demonstration centres, Youth polytechnics and National

Youth Service Skills Development Centres. TVET programmes are offered in Youth Polytechnics, Technical Training Institutes, Institutes of Technology and National Polytechnics.

The government considers investment in TVET as a way to reduce youth unemployment and poverty⁸ and spends about 3.2 percent of the education and training budget and 0.002 percent of GDP on TVET⁹. This low budgetary allocation has been a major drawback to the development of the TVET sub sector. Apart from the African Development Bank (AfDB) which approved US\$ 37.2 million¹⁰ for TVET projects in 2008, there has been little technical assistance or donor support for the this sub sector from Development Partners¹¹

At TVET and university level, curriculum has been reviewed to meet labour market needs. Internships and industrial attachments have been in-built into the training programmes. In universities this is largely through joint research programmes for faculty, staff and student trainees and establishment of innovation and incubation centres. The infrastructure and equipment programme by MoEST supports youth polytechnics, middle level and universities in the expansion of training programmes and facilities. This is meant to expand access and equip youth with relevant skills. This has led to a corresponding increase in enrolment in the TVET institutions. Trade fairs, exhibition and symposium; community outreach; and robot contest programmes are held annually to rebrand TVET, improve quality and foster science, technology and innovation as a step towards the institutionalization of creativity and innovation.

Bursary programmes for needy and disadvantaged students increase access to TVET institutions and youth polytechnics. The scheme targets: orphans; females in under-represented subject areas such as Science Engineering and Technology (SET) courses; youths from poor households and those whose parents suffer from chronic terminal illness; youths living in difficult circumstances such as Rural/Urban slums or ASAL areas, displaced by floods, famine, drought etc.; and youths with special needs.

A big challenge for the development of TVET training in Kenya has been the continued conversion of various mid-level vocational colleges to universities. E.g., the Kenya and Mombasa national polytechnics were upgraded to University colleges and subsequently to technical universities. Other challenges on the supply side include gender imbalances in enrolment and in different fields of study and shortage of opportunities particularly in rural and marginalized areas of the country. TVET institutions are few compared to the number of school leavers transiting from the primary cycle. Other issues confronting policy makers include the relevance of the skills taught to the dynamic market demands and the terminal nature of TVET training including the lack of sufficient training opportunities for TVET at higher and post graduate levels.

National Youth Service

The National Youth Service (NYS) was established in 1964 to train youth aged between 18-22 in vocational skills and competencies preparing them for technical work, disaster response and reconstruction. Many young people who did not attain minimum university entry points or those unable to raise university fees enrol in this service

The youth are trained on soft skills such as time management, discipline, responsibility, communication and interpersonal skills. Upon completion of the compulsory NYS basic training, the participants are posted to various field units for a two year national service programme.

Basic Report on Spatial Analysis of School Mapping Data (February 2011)
Ministerial Public Expenditure Review, 2007
Nyerere, 2009
Technical and Vocational Education and Training Policy

Youth receive vocational skills training in courses such as motor vehicle mechanics, electrical engineering, carpentry and masonry. They are engaged in national activities such as road construction, building and repairing airfields, repairing dams and building irrigation canals. NYS is voluntary and participants are not remunerated but are covered against occupational hazards. After the two year training, some of the youth are absorbed into the country's disciplined forces

In September 2014, NYS was re-launched to align its programmes to Vision 2030. The aim is to engage youth in productive activities in society and to reduce idleness. Through the training that will be gained, NYS graduands will be more responsible and dependable

National Industrial Training Authority (NITA)

The National Industrial Training Authority (NITA) offers proficiency exams to youth and adults who have acquired vocational skills both formally and informally, leading to Trade test certification.

Informal Sector TVET programmes

Due to the limited places available in the public (formal) TVET institutions, only a small proportion of eligible school leavers are absorbed into them annually. Less than half of those graduating from primary schools every year either join Youth Polytechnics for artisan training or enrol directly for apprenticeship training within the informal or “Jua Kali” sector. This is the fastest and largest growing sector in Kenya and continues to play an important role in the labour market. According Nyerere (2009)¹², there is also an increasing number of people who are in the sector by preference irrespective of whether they are able to join the formal sector or not. The informal sector is labour intensive, exploits adaptive technology, acquires skills outside the formal sector, and operates in unregulated and competitive market. In most cases, the jobs are lowly paid and lack security. By 2007, employment in the informal sector had grown by 6.1 percent¹³

Gichira (2002) has noted that the quality of training in the informal and private sector faces the following challenges: Over concentration on light vocational skills, commercial and service courses because of the high investment associated with technology based courses, employment of part time instructors who are paid low wages and burdened with large class sizes and limited facilities. Additionally they enrol students left out by public institutions and proliferation of these unregistered institutions offers low quality training.

School to work transition

Under KESSP (2005 – 2010) sector wide plan, the government made provision for the utilization of two approaches to enhance the transition from school to work

Creation of Industrial Incubators

Nyerere, 2009: Technical and Vocational Education and Training (TVET) Sector Mapping in Kenya. Economic Survey, 2008

This was meant to inspire TVET graduates to set up small innovative growth oriented business enterprises for self-employment and enhancement of the transfer of technology for industrial development. It meant to address the linkage between technical skills, entrepreneurial skills, labour market needs and employable skills

II. Investment Strategy

This was a five year programme by MoEST to establish and develop business and technology centres. The key role was to nurture creative talent and assist in the identification of relevant technology for adoption by TVET graduates in establishing business enterprises for self employment. Provision was made for TVET graduates to acquire small tool kit loans for business start-ups.

In 2013, the government set up a Youth Enterprise Fund to enable youth access start up capital and to improve their entrepreneurial skills and employability. The fund was launched to provide training and access to funding for youth and women to facilitate entrepreneurship.

The Ministry of Devolution in collaboration with the World Bank, Kenya Private Sector Alliance and other partners, have been implementing the Kenya Youth empowerment programme (KYEP) that was initiated to address issues of youth unemployment through training and internships. The programme contains the following component: soft skills training, core business and entrepreneurship and an internship component.

Coordination and Partnership

Figure 5-1: Coordination and partnership for Life Skills Programmes

Programme	Implementing agencies	Roles
HIV and AIDS	Key Ministry: MoEST	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, NACC, NASCOP, UNICEF, World Vision, Kenya, FHI, Population Council, CHF, FHOK, CIDA Canada, WB, UNFPA, ADB, SNV, I Choose Life, Africa, Peer Educators and others.	Technical Support, funding and Implementation
Peace Education	Key Ministry: MoEST	Provision of policy and strategic direction
	Other ministries: Ministry of Justice, Ministry of Internal Security and Provincial Administration, National Cohesion and Integration	Lead role in implementation Implementation

	Commission (NCIC) Development Partners such as UNHCR, UNICEF, UNESCO, JCCP, IGAD, NPI-Africa, GOAL Ireland, and others	Technical Support, funding and Implementation
Higher education	Key Ministry: MoEST Other Ministries such as Ministry of Industrialization, Ministry of Labour Development Partners such as KOICA, America ADB	Lead role in implementation
TVET	Key Ministry MoEST Other ministries such as Ministry of Labour, Ministry of Home Affairs Development Partners, such as ADB, KIDDP, ILO UNDP, UNCEF, World Bank, Kenya Private Sector Alliance, Life=Skills Promoters, Italian Co-operation, Netherlands, Chain, GTZ and KOICA	Lead role in implementation Implementation Financing and Technical Support

Progress in Achieving the Goal

Life skills education (LSE)

Young people in primary and secondary schools are taught one lesson per week of Life Skills Education (LSE) as an avenue for skills acquisition required to deal with risks (including HIV and AIDS, drug and substance abuse) and to learn to live and relate with one another. This translates to the 10,182,600 pupils in primary schools and 2,104,262 learners in secondary schools receiving LSE in 2014 as opposed to 6,062,742 and 805,111 respectively in 2002. However an impact assessment conducted in 2011¹⁴ revealed that LSE was not being taught in majority of the schools. Furthermore, according to MTP II¹⁵, despite of pockets of good practice in some schools and institutions, guidance, counselling and mentoring services do not exist in sufficient depth, nor is it provided in a comprehensive, holistic way or coherent manner.

One of the greatest risks for youth in Kenya remains HIV infection, given that the age of sexual debut has reduced dramatically to an average of about 12.4 years. According to the Kenya Demographic Household Survey (KDHS) of 2008 - 2009, 11percent of women and 22percent of men had their first sexual intercourse before the age of 15.

Findings from the Kenya Aids Indicator Survey (KAIS, 2007) show that women with secondary education or higher had a significantly lower prevalence of HIV (6.2percent) than women with less education. This shows that education has a major role to play in the reduction of new infections especially among the most-at-risk. The provision of comprehensive sexuality education through LSE is a means of equipping young people with knowledge and skills that will enable them delay the onset of sexual debut or engage in safer sexual practices.

To improve the quality of LSE and sexuality education among young people, the Ministry of Education, Science and Technology (MoEST) with technical support from UNESCO and other partners, has been domesticating International Technical Guidelines on Sexuality Education.

Aware of the barrier presented by violent conflict to accelerated progress in quality education, the KIE in 2002 integrated Peace Education into the curriculum as a core value to enhance acquisition of life skills by young people. Content for peace building was also integrated in various other subjects including English, Social Studies, History and Government and Physical Education.

In the context of the 2007/2008 post- election violence, education officials undertook interventions for peace building at various levels in schools and communities. These activities included the preparation of Peace Education materials for schools and training of teachers in areas that were most affected by the violence. The crisis at that time influenced this approach which officials adopted as a practice on the ground.

Through technical assistance and capacity building to MoEST, UNESCO in partnership with UNICEF has been able to facilitate the development of an Education Sector Policy on Peace Education in 2014. This policy incorporates and integrates the approaches outlined above into a systematic and coherent articulation of policy for the planning and implementation of Peace Education in Kenya.

The main challenges that have been encountered in the implementation of Peace Education include inadequate preparation of teachers for implementation of this curriculum; a teaching culture that is heavily exam 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.

In 2012/ 2013, an advocacy initiative - National Peace Education Campaign- was implemented with an aim of using the capacities developed in schools to mobilize communities for peace in the wake of the 2013 general elections in Kenya. This initiative focused on:

- Linking the aspirations of children and young people regarding peace in Kenya with the political leadership from the president, members of parliament and the local administrators
- A Peace Torch relay to the 47 counties,
- Peace caravan to 21 districts most affected by election related violence,
- Peace processions and designation of schools as peace zones and
- Peace campaign forums where the children and young people made presentations with a theme on peace.

According to the report from the Campaign, over 6 million school going children and young people, 653 teachers, over 1,410 Ministry of education and other government officials, 141

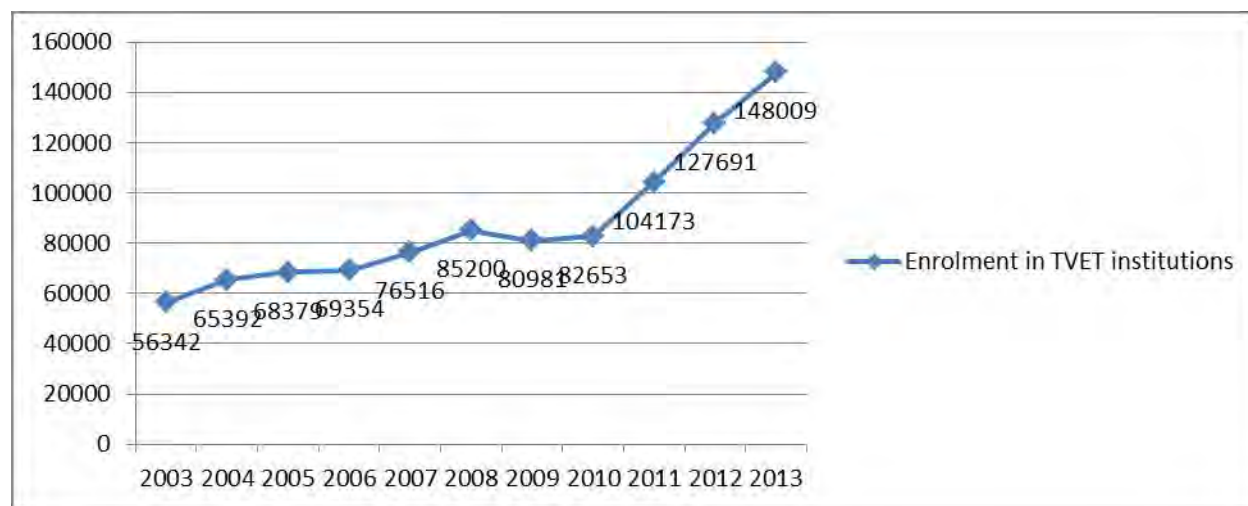
secondary schools, 776 primary schools, 15,000,000 members of the public were directly reached through the campaign, which accounts for approximately 38 percent of the Kenyan population.

5.7.2 Progress and trends in TVET

I Enrolment Rates

Enrolment in TVET institutions grew from 40154 in 2000 to 148,009 in 2013 representing a growth of 27 percent. The increase could be attributed to the expansion of TVET institutions, payment of subsidised tuition and bursary to TVET students. In 2013 there were 50,431 female enrolled in public TVET institutions and 77,260 males as compared to 30188 and 32, 251 respectively in 2003. The Gender parity index was 0.55. The slight improvement in the GPI could be due to provision of bursary to female students pursuing Science Engineering and Technology programmes (SET)

Figure 5-2 Enrolment at TVET Institutions 2000-2013

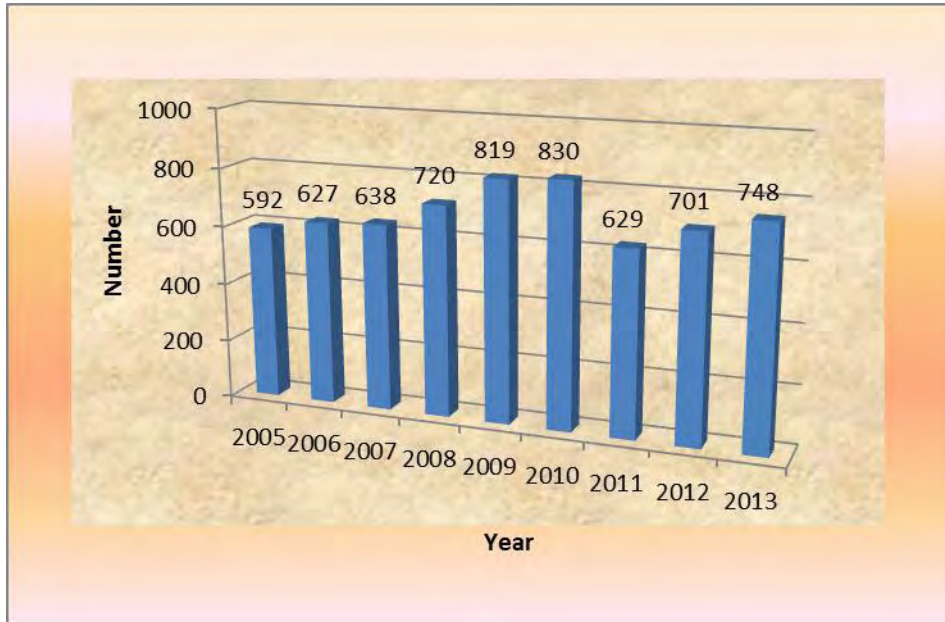


Source: Economic survey, 2014

The number of TVET institutions from 2005 to 2013 is shown in the Figure 5.3. The institutions increased by 26.4 percent during the period 2005 and 2013. As of 2013, the TVET sector in Kenya included two (2) polytechnic university colleges, two (2) national polytechnics, one (1) technical teachers college, twenty six (26) technical training institutes (TTI's), and seventeen (17) institutes of technology (IT's). Before it was merged with MoEST, the Ministry of Higher Education, Science and Technology (MoHEST) established ten (10) national polytechnics and 13 new technical colleges. By 2012, MoHEST had embarked on establishing 11 TVET centres of Excellence specialising in various disciplines. The Ministry of Labour manages three (3) industrial training centres, one (1) vocational training centre and the Kenya Textile Training Institute. The Ministry of Youth Affairs and sports managed 697 youth polytechnics before it was merged with MoEST. There were additionally 87 other institutions spread in 15 other ministries and about 1000 vocational training institutions under private, commercial, civil society and faith based

organisations¹⁶. Data reveals an upward trend in the number of TVET institutions up to 2010 and thereafter declined due to a deliberate effort by MOEST to close down institutions that had not met minimum requirements registration. While this may have affected access to TVET training, it enhanced quality in TVET programmes. The upward trend from 2012 can be attributed, partly to investment by the government and private sector and the policy on revamping TVET institutions.

Figure 5-3 Number of TVET Institutions, 2005-2013



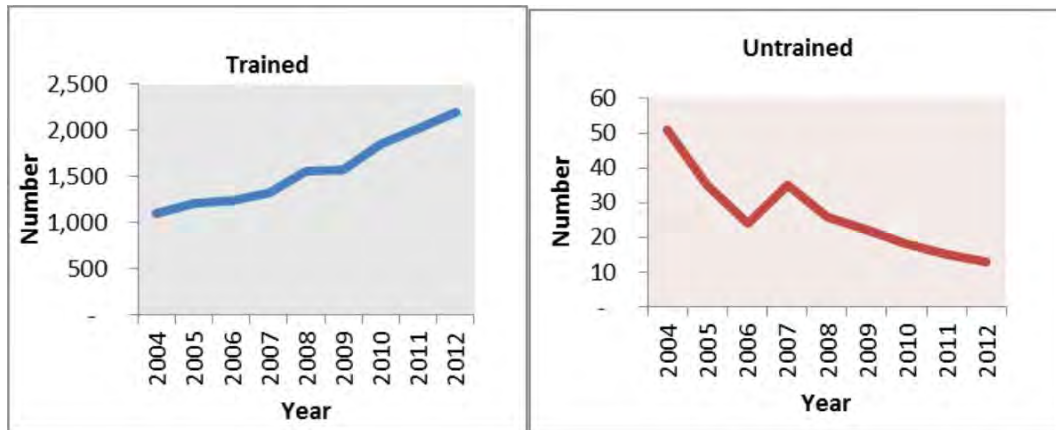
Source: Statistical Abstract, KNBS, 2013

II Staffing in TVET

Figure 5.4 shows that the number of qualified trainers in TVET institutions has been increasing over time, while the number of untrained teachers has been declining since 2004. In 2007, there was notable increase in the number of untrained staff. This could be attributed to government policy on revamping TVET institutions.

¹⁶ Republic of Kenya, 2012: Technical and Vocational Education and Training (TVET) Policy (Draft)

Figure 5-4 TVET institutions staffing levels, 2004 - 2012



Statistical abstract KNBS (2013)

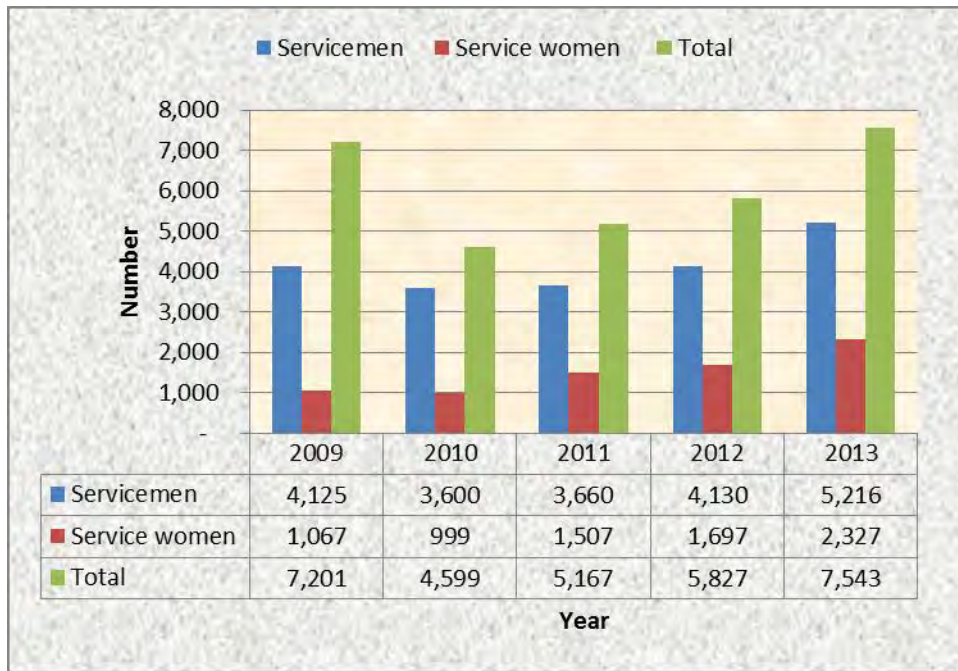
III Youth Literacy Rates

The 2007 Kenya National Literacy survey presented provincial youth literacy rates of two age cohorts i.e. 15 to 19 years and 20 – 24 years. According to the data from this survey, the literacy rate is 69.1percent and 64.5 percent respectively. The survey revealed disparities revealing high youth literacy rates in Central, Nairobi and Nyanza regions and very low rates in North Eastern and Coast regions.

IV National Youth Service training

The trends in recruitment of servicemen and women in the National Youth Service (NYS) from 2009 to 2013 is shown in Figure 5.4. The number of recruits rose by 26.3 percent to 37.1percent in 2009 to 37.1percent in 2013.

Figure 5-5 Number of National Youth Service Recruits, 2009-2013



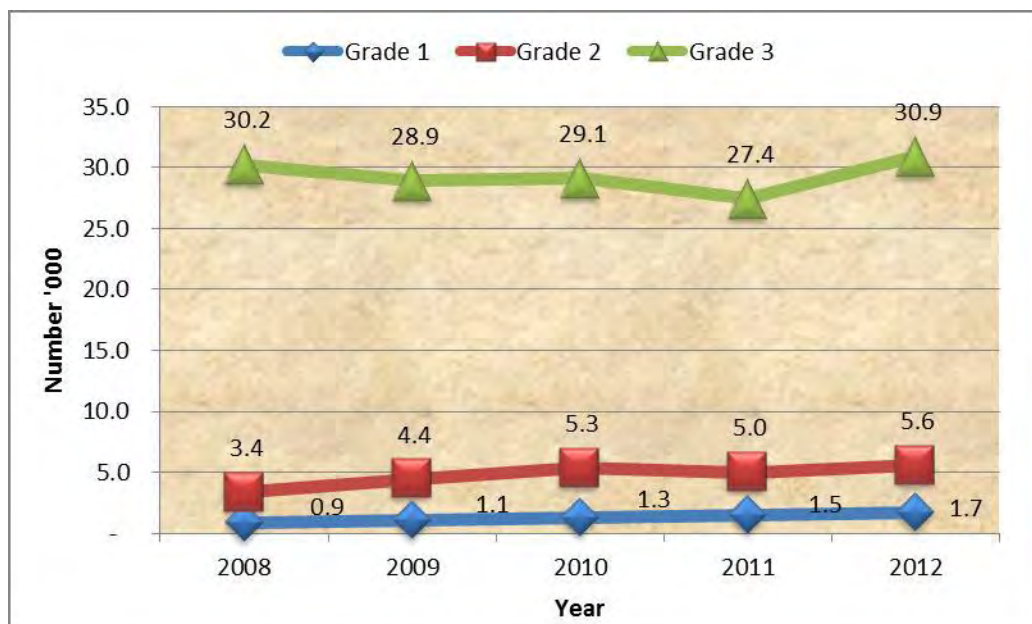
Source economic survey 2014

The enrolment in the National Youth service dropped between 2009 and 2010 but has registered steady increment since 2011. The increased enrolment can be attributed to policies in government that popularised the National Youth Programmes.

V Number of Youths and Adults with certified artisan skills

The artisan as defined by the GOK is usually of basic education level from a technical secondary school (former system of education), youth polytechnic or TVET institution and has had formal apprenticeship. Such an individual would then obtain a government t trade test certificate. The number of youths and adults acquiring artisan skills has been steadily increasing from 2008 to 2012 as shown in the Figure. This could be attributed to the intervention by the government in the expansion of youth polytechnics and vocational centres.

Figure 5-6 Number of Youths and Adults with Artisan Skills, 2008-2012



Statistical Abstract, 2013

VI Enrolment in Technical Universities in Kenya

There are two technical universities in Kenya: The Technical University of Kenya (TU-K) and the Technical University of Mombasa. TU-K was established in 2012 through the elevation the Kenya Polytechnic University College (KPUC) to full university status. TU-K was the first technical university in Kenya to be established in line with the provisions of the Universities Act 2012. It has the mandate to produce technologists who bridge the gap between the engineer and the technician. Traditionally the engineer is trained to conceptualize, innovate and design artifacts and systems. On the other hand the technologist is trained to actualize the artifact and implement the system. TU-K's student enrolment now stands at 10,583. The academic resources previously suitable for TVET have since been improved to respond to the rigors of education at bachelors and post graduate level of education and training. TU-K specializes in the bachelor of technology courses as well as engineering, architecture and commerce.

The Technical university of Mombasa is a "learning organization", which continually aims at improving the provision of learning. The enrolment currently stands at 7,391 composed of 1,916 females and 5,475 males.

Enrolments in these two technical public universities shows existence of gender disparity in favour men. This implies that development of higher level technical skills is still in favour of men.

Box 5.1 CASE STUDY

THE NATIONAL PEACE EDUCATION CAMPAIGN (NPEC) IN KENYA 20132012

The National Peace Education Campaign was an initiative within the Peace Education Programme and took place from October 2012 to February 2013. This was a period when the country was geared for the National general elections. The campaign aimed at passing on peace messages to community members through pupils and students. It entailed mobilization of children and young people to stand up and speak for harmonious coexistence in Kenya. The Theme of the campaign was: ***'Education for Peace, Making the Voices of Young Kenyans Heard'***

Key activities within the Campaign

Build Up Activities For NPEC

These included:

Development of implementation guidelines for the campaign.

Consultative meetings with key partners and stakeholders including the media, partners and other stakeholders.

- A sensitization forum for over 128 District Education officers and Education Officials on the campaign. .



The Late Hon Mutula Kilonzo, Minister for Education during a media briefing on Peace Education

To facilitate the training of the teachers and also for the coordination of the campaign at the County one officer was trained on peace education. These became the focal points for the counties. Nine (9) music and drama teachers from each county were trained on peace education and the development of music and drama items with a theme of peace.



Teachers undergoing training on Peace Education



Teachers presenting a skit during training

The Peace Awareness Caravans

This activity was spearheaded by the National Youth Talent Academy (NYTA) and involved the following:

- Preparation of peace songs, drama, skits, poetry and peace messages
- Establishment and management of a mobile peace caravan team that travelled across 21 districts between September and October 2012; and
- Community Sensitization forums



The National Youth Talent Academy performing a theme song - Amani

The Peace Torch Activities: National Launch of the Peace Torch

The Peace Torch activities were part of the National Peace Education Campaign. They entailed the relay of a peaceTorch from one County to another. The Peace Torch was launched and commissioned by the Retired President His Excellency Hon Mwai Kibaki at the Bomas of Kenya during a National Conference on Peaceful Elections held on 27th August 2012. The meeting was attended by dignitaries from various government departments including the then Prime Minister, vice president, speaker of parliament, Ministers and permanent Secretaries.



Retired President H.E Mwai Kibaki, receiving the Peace Torch from the Minister and Permanent Secretary for Education during the National Launch Event



Retired President Kibaki handing over the Peace Torch to children to be taken round the 47 counties of Kenya

The County Peace Torch Activities

The County Peace Torch activities entailed handing over of the peace torch from one County to another, Peace processions from the County Commissioners office, establishment of Peace Zones and Forums at a designated venue in the County. The activities were replicated in each county of the 47 Counties.



A peace procession in one of the Counties



A school's mass theme song -

choir in Narok presenting the Amani



Pre-school children from our lady of Nazareth school presenting a poem during the Nairobi County Peace Forum.



Learners with special needs from Uasin Gishu County making a presentation during a County Forum



The Peace Torch being handed over to the Commissioner for Kericho County

Establishment of Peace Zones

The schools that were designated as peace zones were empowered to spread messages of peace to the community members. This was through holding dialogue with members of the school community. The schools also planted trees that would be nurtured by the learners to promote the skills of care and empathy.



Planting of peace trees in a peace zone

Tree planting in the peace zone

Achievements

- The campaign gave children and young people a voice regarding peace in their country
- Provided teachers and members of the education fraternity with an opportunity to contribute to peace among members of the school community.
- Provided an opportunity for children, young people and adults within the education sector to dialogue on their differences and the need to promote peace.

Box 5.2 HIV and AIDS interventions in Education

Achievements

the establishment of the National AIDS Coordination council and AIDS control units in line Ministries, reduction of national prevalence from 13.4 percent (2000) to 7.4 percent (2011), development and dissemination of the education sector policy on HIV and AIDS and availability of data on HIV and AIDS to guide programmatic work.

HIV/AIDS content has been integrated in to life skills education and other subjects across the board. This has therefore increased awareness on HIV/AIDS prevention, care and management. This evidenced by reduction in new infections among the youth.

Advocacy for Age Appropriate Sexuality Education in the School Curriculum

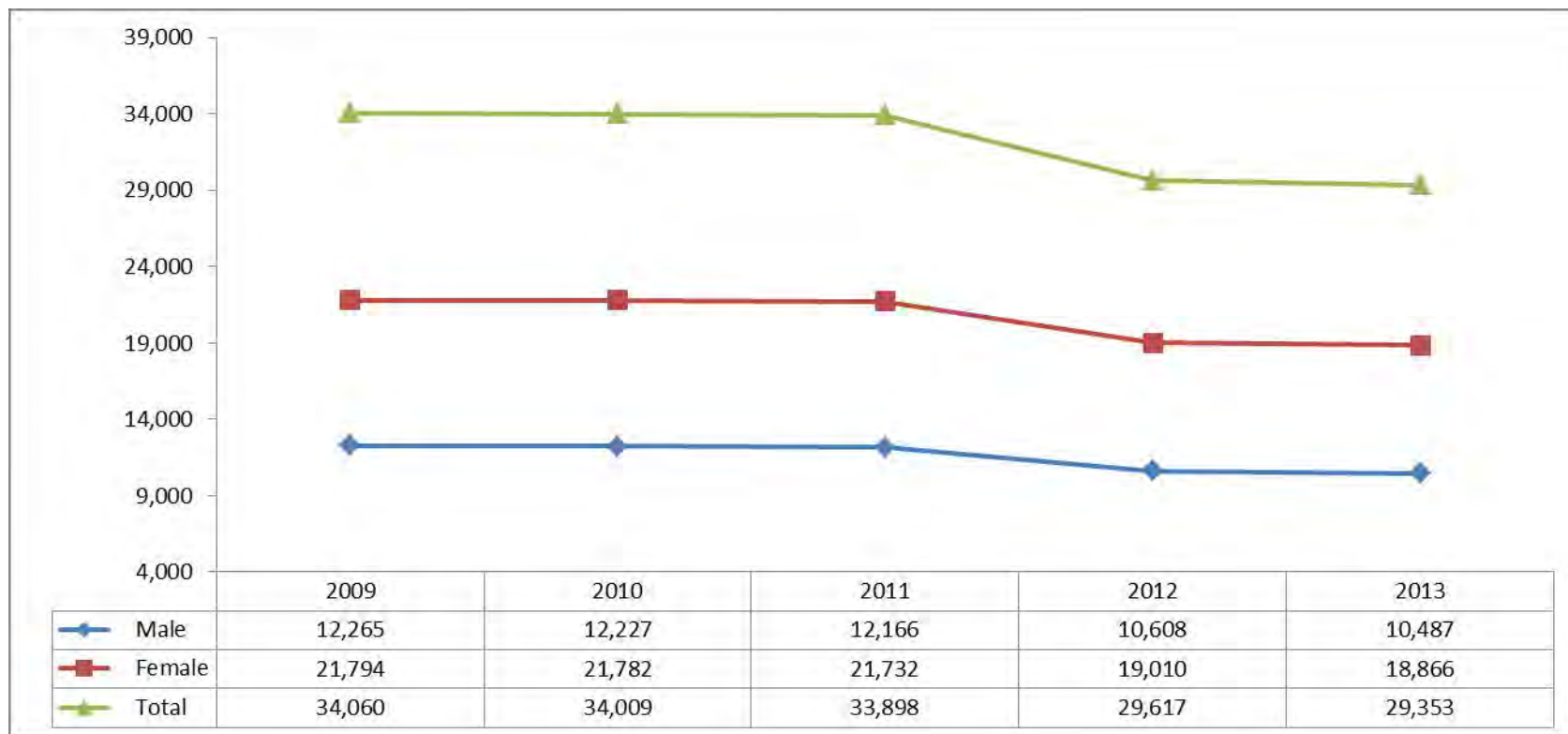
Development of Draft Comprehensive Sexuality Education guidelines

Progress measured through indicators:

Reduction in the number of new infections aged 15-24 years

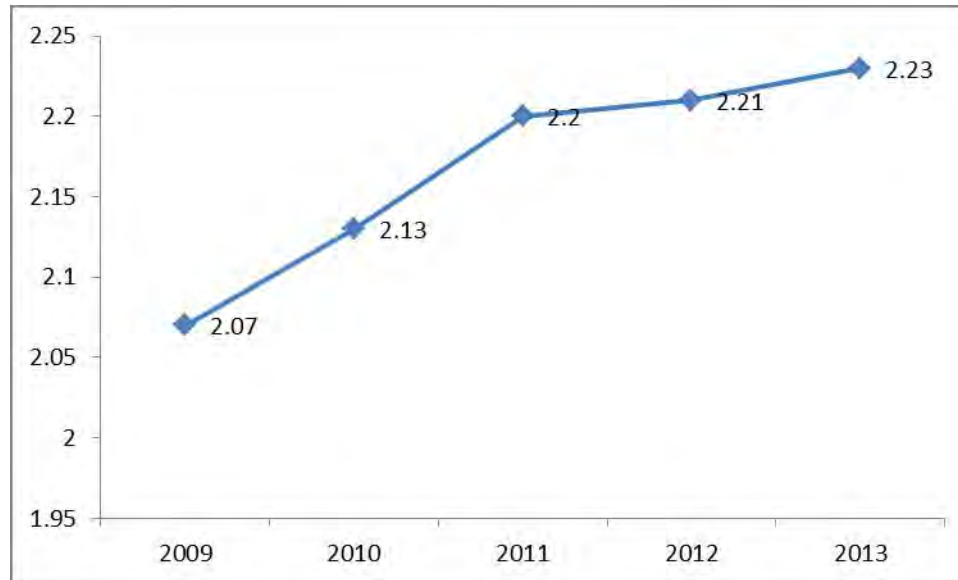
Figure 5.8 shows the general decrease in the new infections among the youth aged 15-24 in formal and non-formal learning institutions. The trends in the reduction were gradual between 2009 and 2011 and more drastic from 2012. This may be attributed to interventions through the curriculum and advocacy efforts.

Figure 5-7 Number of new HIV infections among 15 – 24 year olds



Source: KAIS 2012

Figure 5-8 Figure 5.8 HIV prevalence for 15-24 years



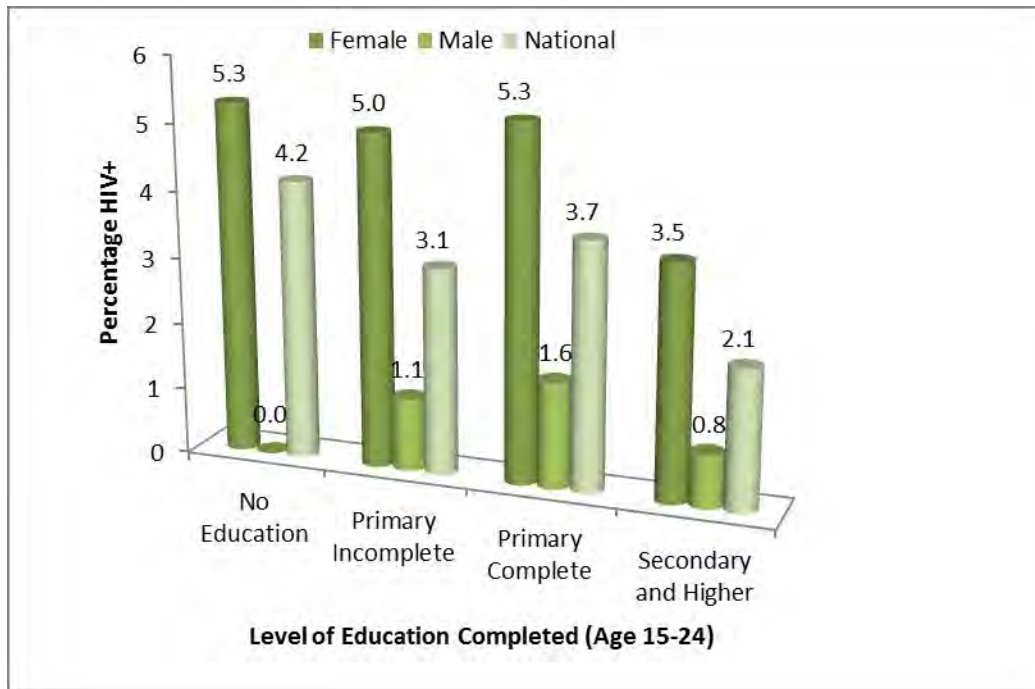
Source: KAIS 2012

The above scenario may be due to increased disclosures and reduced death attributed to increased uptake of ARTs. These interventions improve quality and prolong life.

II. HIV and AIDS Prevalence

The figure reveals that the national level, the prevalence rate reduces with education level. The prevalence rate shows that for both boys and girls reduced with increase in education. This suggests that as the youth acquire higher skills, they gain knowledge and skills making them less likely to be infected with HIV. This could be attributed to inclusion of HIV into the curriculum.

Figure 5-9: HIV prevalence among the Youth 15-24 and Level of Education completed



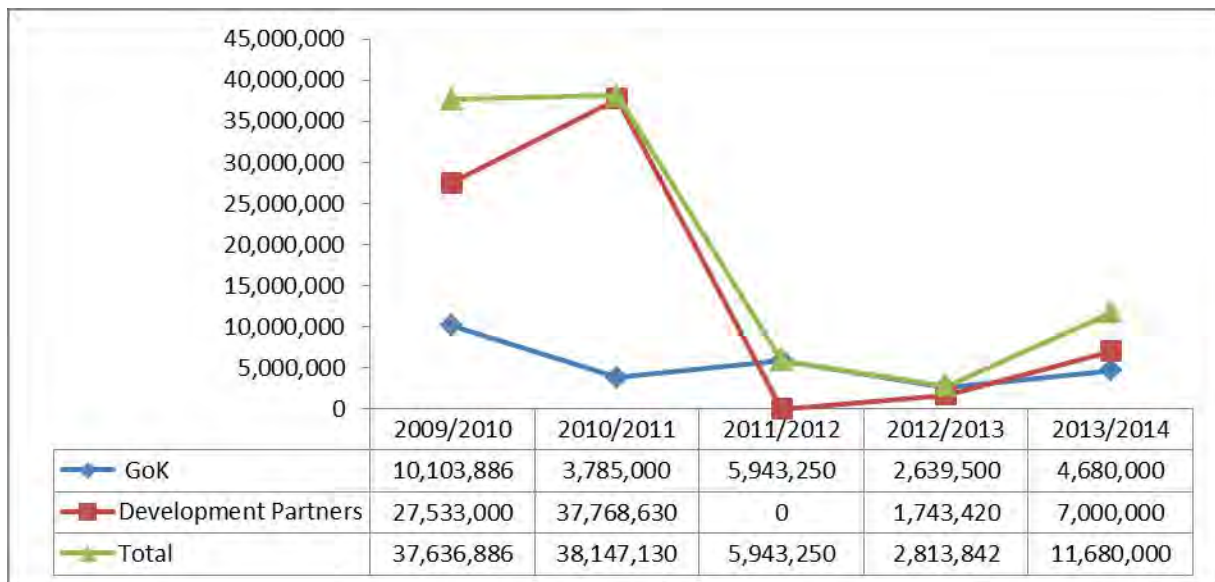
Financing

Table 5-1 Peace Education

Financial Year	Amount	Source
2009/2010		
2010/2011		
2011/2012	33.085M	GOK, UNICEF, UNESCO
2012/2013		

Source: MoEST Programme Progress Reports

Figure 5-10 HIV and AIDS Financing



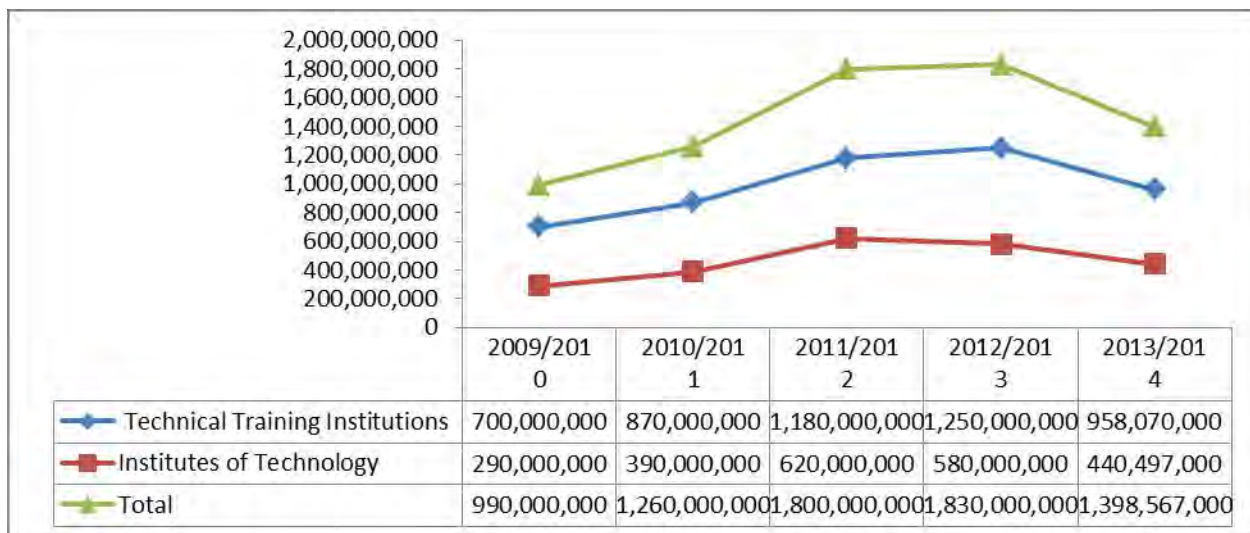
III Higher Education

The recent increase in university places has led to an increase in the number of students who will eventually require funding from the Higher Education Loans Board (HELB). MoEST is planning to adopt a Differentiated Unit Cost (DUC) Model of financing Higher Education.

IV TVET

As seen in Figure 5.12, there was substantial increase in funding to TVET probably attributed to support from development partner projects between 2011 and 2013.

Figure 5-11 TVET Financing 2009 - 2014



Financing in the YP subsector substantially declined in 2012/2013 due to devolution of funds to the county, hence the decline does not reflect non expenditure.

Figure 5-12 Youth Polytechnic financing



5.9 Emerging issues and challenges

Emerging Issues

Trends show that funding by Development Partners for HIV and AIDS is decreasing

Radicalization of the youth into violent extremism is an emerging issue that presents a new challenge for building peace in and through education.

Emerging industries such as the “extractives” are faced with a skills gap in Kenya.

There is an emerging shortage of some operational vocational trades such as plumbing, tile laying at artisan and craft levels attributed to university expansion at the expense of Middle level and tertiary training institutions.

Challenges

There is an absence of a national framework for a harmonised and coordinated approach appropriate to youth life skills development programmes at national and county levels

There is an lack of linkage between youth training (supply side) and labour market requirements (demand side)

Capacity and skills gaps in the emerging industries are notable

Lack of monitoring and measuring frameworks for most life skills programmes targeting behaviour change

Recommendations for post 2015 Education Agenda

The EFA EDA assessment in 2012 recommended the improvement of structures and means of systematic data collection on skill development, inclusion of these indicators in EMIS and development of a comprehensive policy framework on life skills and lifelong learning. These three recommendations largely remain unaddressed and need to constitute part of the post 2015 agenda and discussions in Kenya.

Additional recommendations based on the discussions in this report include:

Development of a holistic approach to youth skills development, education and training with focus beyond school level interventions

Development of targeted policy interventions on youth development based on equity considerations.

Greater gender sensitivity in TVET enrolment especially in Science Engineering and Technology (SET)

Creation of a coordination mechanism between the formal and informal training and skill development systems

Mapping and documentation of TVET providers in the informal sector

Undertake a national skills inventory reinforced by an efficient labour market information system.

Provision of capacity building for teachers and other education sector personnel on Comprehensive Sexuality Education through pre-and in-service trainings;

Enforcement, monitoring and evaluation of the the implementation of Education Sector Policy of HIV and AIDS in learning institutions at all levels;

Encouragement of a multi-sectoral approach in dealing with HIV and AIDS issues;

- Encouragement of Private Public Partnership (PPP) in TVET infrastructure development, research and training in order to reduce mismatch of skills and enhance relevance and quality of training.

Development of measureable indicators for peace and lifelong learning and mainstream of Peace Education across all education levels

Adoption of a conflict sensitivity education approach in educational planning

Prioritization of TVET in the National Economic and Social Council

Obligating 3 percent of national budget to TVET for the purpose of improving access, equity, relevance, quality and rebranding process

Placement of greater focus on global citizenship education in youth programming

Adult literacy is therefore an important tool for the community to achieve high levels of development based on understanding the challenges that lead to social exclusiveness as highlighted in Box 1.1

The World Bank Group's Educational Strategy made a transformative call to action by recommending increased investment in education through putting in place enough resources. This, according to *Education for All* will enable for the promotion of the adult literacy programme and also help in reducing poverty (World Bank, 2011).

Generally, adult literacy enables adult learners to tackle challenges facing them with ease and confidence. It also makes adult learners gain cognitive skills, critical thinking, innovation and cultural dynamism, hence helps to improve quality at the family and community levels.

The info-graphics from the Education for All Global Monitoring Report (2011) estimate that globally, 774 million adults are illiterate and of these, two-thirds are women. In 2010, it was also established that 775 million adults were illiterate. This is a 12percent decrease since 1990 and slightly 1percent since 2000. In 2015, GMR projects the number to fall to 743 million.

Most countries in Sub-Saharan Africa have reported improved average literacy rates, but considerable progress is yet to be achieved. While the rates have remained fairly constant in EAC, ECCAS and SADC, the ECOWAS region has some of the lowest average rates (67percent for adults; 73percent for youth). Generally, the number of illiterate adults has increased by 37percent since 1990, and this has been mainly due to the rapid population growth. It is projected that by 2015, 26percent of all illiterate adults will live in sub-Saharan Africa, up from 15percent in 1990(GMR 2014). The problem of illiteracy in Sub-Saharan Africa can be attributed to inadequacy of resources allocated to adult literacy as well as social disparities. (UNESCO, BREDA (ADEA) 2012).

Kenya acknowledges that an important prerequisite for the attainment of the society's overall development is the human resource base characterised by a rising level of knowledge among the whole population. In Kenya, literacy and continuing education takes at least four forms;

- Extension education and training in areas such as agriculture, cooperative, health, nutrition, family life, business, environmental education and general education.
- Continuing education for adults wishing to further qualifications
- Adult literacy
- Basic education for out-of-school youth

Though Kenya acknowledges literacy as a key factor for ensuring sustained human development, progress towards 2015 target of halving illiteracy has been slow and uneven. This is because minority language groups and indigenous people often register low levels of literacy.

"The Kenya vision 2030" envisions that Kenya will provide globally competitive quality education, training and research to her citizens for national development as well as individual development. The overall goal in the Medium Term Plan (2012) was to reduce illiteracy by improving access to education and achieving an 80percent adult literacy rate. The Kenya National Adult Literacy Survey (2007) revealed that only 61.5percent of the adult and out-of-school youth above the age of 15 years have attained minimum literacy level, leaving 38.5percent (7.8million) adults illiterate.

However in spite of the above efforts by 2015, as the report asserts, many countries will not have attained EFA goal and therefore post-2015 efforts must be fast-tracked in order to achieve the set goals. This calls for the increased financing of adult literacy programmes and also addressing the needs of the marginalized groups.

The National definition of Goal 4

The traditional definition of Literacy is the ability to read and write simple sentences of everyday life in any language. "Adult 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.*" (KNALS 2007, UNESCO, 2006)

The Basic Education Act, 2013, defines "*Adult and Continuing Education as the learning processes within the perspective of lifelong learning in which an adult or out-of-school youth is granted an opportunity in **an institution of basic education** for purposes of developing abilities, enriching knowledge and improving skills.*"

Adult Basic Education is defined as "*a full-time or part-time course (given) to a person who is above the age of eighteen years and includes education by correspondence, the media of mass communication and the use of libraries, museums, exhibitions or other means of visual or auditory communication for educational purposes.*"(2013)

The definition from the Basic Education Act is restrictive because it assumes that this education is limited to basic level yet lifelong learning has a vision of continuous learning at all levels. Secondly, it presumes that this education is only acquired in an institutionalized setting thus ignoring multiple pathways of knowledge and skills acquisition. This deficiency is partly addressed by the second definition, which implicitly recognizes multiple pathways of acquiring education. However, it fails to bring out the vision of adult basic education; that of empowering learners with knowledge, skills and values needed to better deal with daily demands of life.

The National Adult and Continuing Education Policy (2010) defines continuing education as *all educational processes that enable persons to continue learning across the life span. It further defines adult and continuing education as the entire body of learning processes within the perspective of life long learning whereby adults and out of school youth are given opportunities to develop their abilities, enrich their knowledge and improve their skills to meet their own needs and those of their society.*

From the fore going, it is important to note that literacy and continuing education is a heterogeneous subsector which groups together diverse areas of learning, each with its unique objectives. Terms like out-of-school education, non-formal education and adult literacy are sometimes used interchangeably to refer to literacy and continuing education. In spite of the multiplicity of programs that constitute it, literacy and continuing education is also often narrowly conceptualized as literacy education. It is therefore for this reason that Kenya has adopted the UNESCO definition of literacy and continuing education as '*the entire body of organized educational process whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical and professional qualifications and bring about changes in their attitudes and behavior in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development*'. This therefore harmonizes the conceptual Kenyan and the international definitions of literacy and continuing education.

Legal framework and policies on the goal in Kenya

The following documents, including reports of Commissions of Inquiry, Working Committees/parties and Sessional Papers have been key to influencing the development of literacy programmes in Kenya.

Board of Adult Education Act of 1966, established the Board of Adult Education (BAE) to coordinate, regulate and advise on the promotion of adult education and literacy programmes in the country. Following the repeal of the Board of Adult Education Act and the enactment of the Basic Education Act, (2013) the Fifth Schedule established the Special Board of Adult and Continuing Education (SBACE) to advise the Cabinet Secretary with respect to coordination and regulation of all adult and continuing education providers in Kenya;

National Committee on Educational Objectives of 1976 underlined the need for life-long learning and continuing education to enhance productive capacities of all Kenyans;

Sessional Paper No. 6 of 1988 enunciated the objectives of adult education and called for renewed commitment to the eradication of illiteracy;

Poverty Reduction Strategy Paper (2001-2003), Economic Recovery Strategy for Wealth and Employment Creation (2003-2007) and the National Poverty Eradication Strategy 1997-2010 that recognized the important role played by education for adults in human resource development. It also recognized adult education as a key determinant of earnings and an important strategy for poverty reduction and economic recovery;

Sessional Paper No.1 of 2005 on “A Policy Framework for Education Training and Research” recognised adult education and literacy programme as a vehicle for transformation and empowerment of individuals and society;

The Kenya National Adult Literacy Survey (KNALS, 2007) made recommendations for the strengthening of adult education and literacy programmes through enhanced funding, adequate professional personnel, provision of teaching & learning materials and quality assurance services;

Gender Policy in Education (2007) that underlines the need for equity by increasing participation of illiterate adults, especially women and out-of-school youth in the adult education and literacy programmes;

Alternative Provision for Basic Education and Training Policy (2009) which gives guidelines for the provision of education to the youth and adults in ASAL and disadvantaged regions;

The Constitution of Kenya, 2010 Articles; 43(1) f, which reiterates education as a right for all people; 54 (b) –which provides for the access to education for persons with disability; 55(a)- which recommends access to relevant education and training for the youth; and 56 – which provides for affirmative action programmes for special groups;

The Sessional Paper No. 14 of 2012 which stipulates the government’s commitment to Provide quality ACE and APBET services, programmes, and opportunities for life-long learning.

Education Sector Policy on Peace Education (2014) recognizes literacy as an important enabler of peace. Arguably the integration of peace education into ACE programmes contributes to the production of graduates who are well informed of their civic duties and are able to contribute to the democratic processes of their country.

International Conventions and Guidelines endorsed by Kenya

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979) which in article 10 states that Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure they have equal rights with men in the field of education and in particular by ensuring the same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women.

Beijing Declaration and Platform for Action (1995). Which prescribes the Promotion of people-centred sustainable development, including sustained economic growth, through the provision of basic education, life-education, literacy and training, and primary health care for girls and women

The 5th World Conference on Adult Education (CONFINTEA V) 1997 Hamburg recognized the importance of education and adult education in particular as a condition for full participation in society.

The Belem Framework for Action affirmed that literacy is the most significant foundation upon which to build comprehensive, inclusive and integrated life-long and life-wide learning for all young people and adults. Given the magnitude of the global literacy challenge, the international community resolved that Nations should redouble their efforts to ensure that literacy goals and priorities, as enshrined in Education for All (EFA) are achieved by all means possible.

Strategies to Achieve the National Targets in Kenya

The following strategies have been put in place to achieve the national targets in Kenya:

Enhance public-private partnership for effective participation of the private sector and civil society organisations in supporting education in ACE institutions;

Enhancing access and participation through the use of ICT and Open Distance Learning (ODL); registration of new ACE institutions and utilization of existing infrastructure within the formal education.

Strengthen monitoring and evaluation of ACE institutions

Ensure equitable distribution of ACE instructors in disadvantaged regions;

Facilitate the development of instructional support materials for ABET I, II, III & Adult Teacher Education certificate (ATEC) curricula;

Operationalize Special Board of Adult and Continuing Education;

Mainstreaming of alternative provision of basic education and training into formal education.

Establishment of ACE centres for Special groups such as refugees, prisoners, people with disabilities, and single-sex classes;

Carrying out literacy assessment to measure the progress of literacy;

Undertake advocacy and awareness to promote ACE programmes through International Literacy Day, Adult Learners' Week and publication of the quarterly bulletin on ACE programmes in Kenya.

Programmes Implemented in Kenya

In order to attain Vision 2030, Kenya needs to accelerate the population's knowledge base through (a) Raising the literacy level in general and in particular among females and communities in certain geographical areas, and (b) expanding and improving opportunities for continuing education for adults.

Adult Literacy programmes are implemented through four channels: Basic literacy Programme (BLP), Post literacy programme (PLP) Continuing Education Programmes (CEPs) and Community Education and Empowerment (CEE). These programmes focus on basic literacy and development of skills and competencies for work and the employment sector. The result of this is that, there are demands for programs in place that focus on information and communication technology (ICT). These mainly support the youth and involve those who are in the formal and non-formal sub-sectors.

Basic Education Programme

There are two major programmes under the basic education. They include: **Basic Literacy** which aims at imparting basic literacy, numeracy, and communication skills to over 7.8 million illiterate, out-of-school youth and adult Kenyans. It also assists in appraising adults with knowledge and life skills necessary for improvement of their work performance.

Post Literacy

It aims at assisting those who have attained basic literacy to engage in productive learning activities in order to retain, improve upon and apply their basic knowledge, attitudes and skills and to help them continue in education through a self-directed process for the improvement of quality of life and that of the Society. It also aims at improving the learning environment and sustains a literate environment through establishment of Community Learning Resource Centres and subsequently enhancing livelihoods by integrating learning with earning through Income Generating Activities. The functional literacy approach integrates acquisition of skills with day-to-day lives of the people.

Continuing Education and Special Programmes

The programme targets youth who have had no access to primary education or those out-of-school youth and adults who for whatever reasons dropped out of the formal education before acquiring sustainable literacy levels. It offers them a second chance to continue with their education either at primary or secondary level and sit for national and other examinations.

Continuing Education programmes build on previously acquired knowledge and skills for purposes of certification, self-improvement and more effective participation in community and national development. It also provides opportunities for youth and adults to integrate into the formal education system. Classes for these programmes are conducted in non-formal setting on part-time basis, evenings and weekends or on agreed upon weekdays to accommodate the schedules of the learners.

The Directorate of ACE implements programmes targeting learners in special circumstances such as prisons, refugee camps and internally displaced persons in camps among others.

In the area of Special needs, the ACE is collaborating with UNESCO to implement an e-learning programme to assist visually impaired learners. There is a need to target other areas of Special needs education for youth and adult learners.

Community Education and Empowerment Programmes

Community education and empowerment programmes target youth and adults who have an interest in improving their knowledge, vocational and technical skills. These programmes aim at building the capacity of learners by providing knowledge, skills, attitudes and values which enable them to engage in gainful employment and improve on the quality of their life and that of their communities.

Some of the programmes coordinated under community education include agriculture and home economics extension services, primary and preventive health care, HIV/AIDs, nutrition, family-life education, environmental education, cooperative education, gender education and civic education among others provided to communities.

Other extension programmes include: Business management and entrepreneurship skills training programmes; Artisan and craft training programmes offered in technical institutions and Workers education provided by Government Ministries, Private and Industrial Sectors and Trade Unions. These and other tailor made courses are held at Multipurpose Development Training Institutes (MDTIs) and Community learning Resource Centres (CLRCs). The programmes ensure gender equity and introduce gender responsive programmes with due consideration of socio-cultural diversity of the Kenyan communities. Under these programmes HIV/AIDs, peace, gender and environmental education concerns are mainstreamed in all Adult and Continuing Education programmes activities. Although micro-enterprises schemes attached to a few learning groups have the potential to increase enrolment, sustain groups, generate some income for group members and be used as effective teaching tools, they are poorly funded and managed.

Multipurpose Development Training Institutes

The Directorate of Adult and Continuing Education manages the Multipurpose Development Training Institutes. They were initially created to train local manpower for rural development through an integrated approach. Currently these institutes develop tailor made courses to suit the needs of their communities. Their mission is to eradicate illiteracy and promote lifelong learning among out-of-school youth and adults, in order to enable them make informed decisions, become self-reliant and improve their livelihoods.

Currently there are five (5) Multipurpose Development Training Institutes located in various parts of the country.

Ahero MDTI in Nyando District of Kisumu County, located 24km from Kisumu city , on the Kisumu-Kericho highway

Kakamega MDTI in Kakamega District of Kakamega County, located 4km from Kakamega town along Kakamega-Mumias road.

Kitui MDTI in Kitui District of Kitui County, located 1 KM from Kitui town along Kibwezi road.

Mulanthankari MDTI in Meru District of Meru County, located 3km East of Meru town along Meru-Mikinduri road.

Isinya in Kajiado District of Kajiado County, located in Isinya market along Namanga road it has been upgraded a to Model Adult and Continuing Education Centre

Integrating ICT for Visually Challenged Learners

In August 2011, the Directorate of Adult and Continuing Education (DACE), partnered with Purse International in organizing a capacity building for using a software called **JAWS (Job Access With Speech)** fitted in computers to enable the visually challenged learners to use computers effectively). The training targets visually handicapped teachers and staff working with the organizations that support visually challenged people.

One of the trained beneficiaries is Paul Kiprono. He works for the National Fund for the Disabled of Kenya (NFDK) and gained from the programme, and now serves in the Fund's Resource Centre where he helps with the production of minutes for the Board Meetings and other work-related activities. He is also able to emboss documents, turning written materials into Braille for blind learners.

UNESCO supported the e-learning programme at St. Peter Clavers Adult Education Centre in order to help bridge the digital divide amongst the visually impaired learners.

Mr. Paul Kiprono, a beneficiary of JAWS acknowledges the benefits of the programme since it has enabled him to be able to use ICT to facilitate his work despite the challenges he faces. Kiprono urges the Ministry of Education to support the visually handicapped persons to enable them achieve their dreams and aspirations. He said: "I urge the Ministry of Education to reach out to more visually impaired persons around the country. The world is moving forward and the educated but visually challenged persons may not be able to access job opportunities because they are not IT literate. Being blind does not mean that the world has come to an end, especially with JAWS software in place."



Coordination and Partnership in Kenya

Adult and Continuing Education (ACE) in Kenya is a shared responsibility. It is offered by various organizations such as the government ministries, Non-Governmental Organizations, Faith-Based Organizations, Community-Based Organizations, the private sector and individuals.

The Special Board of Adult and Continuing Education (SBACE) is mandated to coordinate, regulate and advise on ACE promotion and provision to all the providers in both private and public institutions. The Development partners also do play a key role in the provision of ACE through funding and technical assistance.

Table 6-1: The Broad Categories of ACE Programme Providers

Programme	Implementing Agencies	Roles
Basic and post literacy	<p>Key ministry: MoEST.</p> <p>Other Ministries: Ministries of Agriculture, Livestock & Fisheries, ministry of Information Communication and Technology, Ministry of Health; the Ministry of Devolution and Planning Development Partners, Faith Based Organizations, Non-Governmental Organizations</p>	<p>Lead role in implementation-funding, policy and strategic direction</p> <ul style="list-style-type: none"> - Professional guidance; technical assistance & development of teaching learning materials. - Development of infrastructure - Advocacy and awareness creation - Functional literacy and income generating activities
Adult and Continuing Education	<p>Key Ministries: MoEST</p> <p>Other Ministries, Ministry of Information and Communication and Technology; Ministry of Devolution and Planning. Development Partners UNHCR; UNESCO, UNICEF, CARE KENYA; GOAL KENYA, ADB, USAID, DFID, GTZ among others.</p>	<p>Lead role in implementation – policy, curriculum and assessment.</p> <ul style="list-style-type: none"> - Functional literacy - ICTintegration in education, - Development of learning teaching materials - Infrastructural support - Higher education
Community Education & Empowerment	<p>Key Ministry: MOEST</p> <p>Other ministries: Ministry of Agriculture, Livestock & Fisheries; Ministry of Labour Faith Based Organizations, Youth polytechnics; Technical Institutions; Trade Unions specific needs providers such as Youth Muslim Association ; Maendeleo ya Wanawake Organization; FAWE among others Multipurpose Development Institutes.</p>	<p>Lead role in policy & strategic direction</p> <ul style="list-style-type: none"> - Integrated services cooperative education; workers education - Technical vocational entrepreneurial skills - Tailor-made courses for the communities.

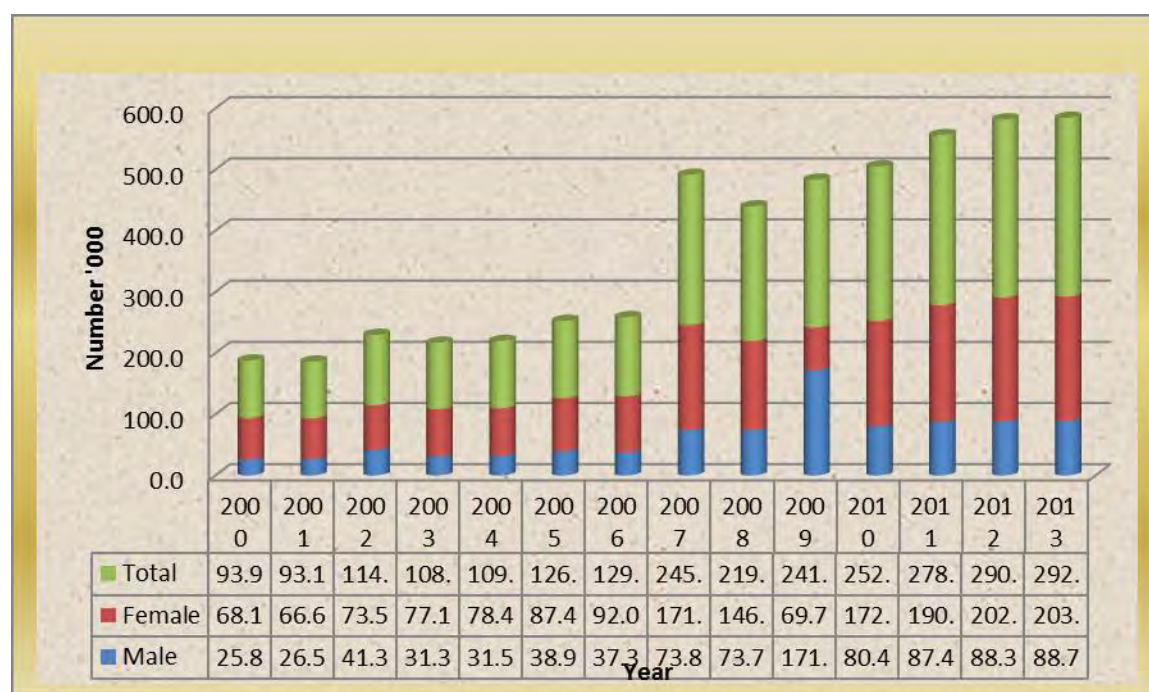
All the providers are supported in their activities by International and local agencies through funding and providing technical assistance within government policy provision.

Progress in Achieving the Goal.

6.5.1. Enrolment of ACE learners

In the period under review the number of learners enrolled in ACE programmes more than tripled from 93,903 in 2000 to 292,273 in 2013 as shown in the Figure 6.1 The increase can mainly be attributed to the Kenya Education Sector Support Program (2005-2010) interventions, namely giving community support grants to ACE centres. These assisted in improving the learning facilities and purchase of learning teaching materials.

Figure 6-1 Enrolment of ACE Learners, 2000-2013



Source: Ministry of Education, Science and Technology

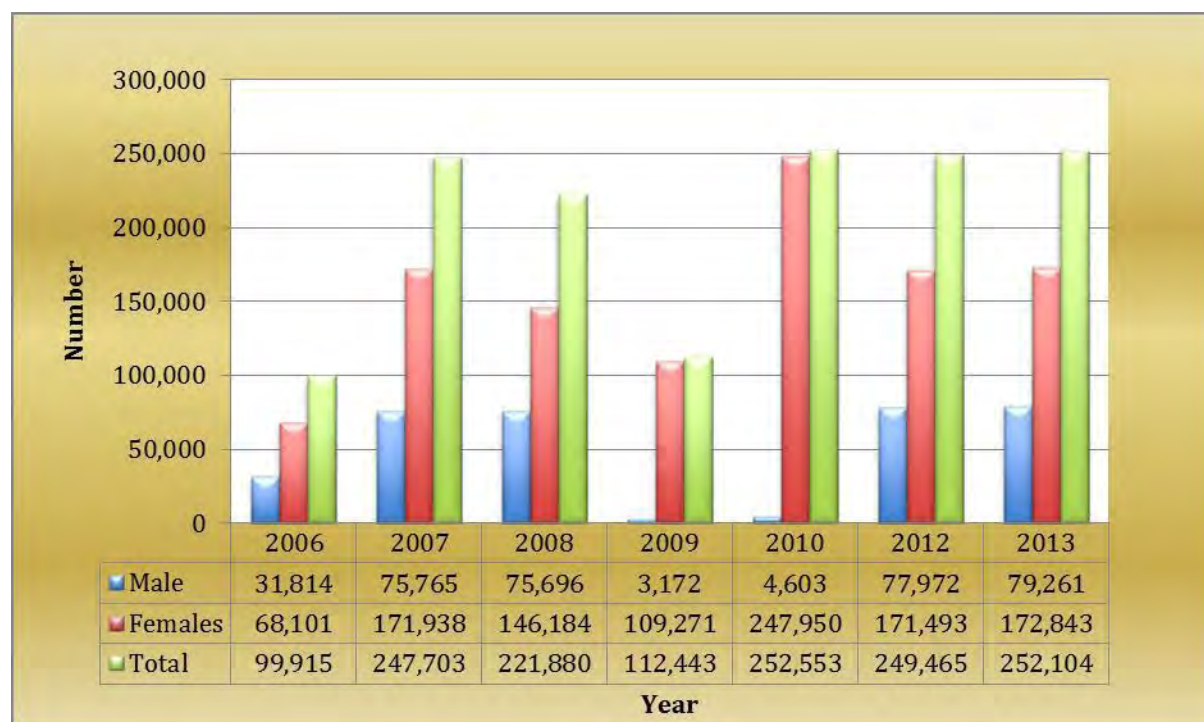
Proficiency Examinations

Proficiency examinations are administered to ACE learners upon completion of Basic Literacy level. The tests are set and administered at County level. The subjects taught and tested are; Numeracy, English, Kiswahili and Mother tongue based on ABET curriculum. Those who pass are awarded a Proficiency certificate.

The candidature of ACE learners registering for proficiency examinations has increased from 99,915 in 2006 to 252,104 learners in 2013. The increment in 2007 can be attributed to the support grants provided to the centres under KESSP. In 2009 there were no more grants to the Adult Basic Education (ABE) centres and hence the decline. From 2010 there was recruitment

of new instructors/teachers who opened new centres and hence the increased candidature of learners. This increase is an indication of an improvement in the levels of adult literacy in the country, especially for women who are the majority participants in the adult literacy programmes. The candidature of Basic adult learners who registered and sat for proficiency examinations upon completion of the basic literacy programme are shown in Figure 6.2

Figure 6-2 Basic adult learners who registered and sat for proficiency examinations upon completion of the basic literacy programme



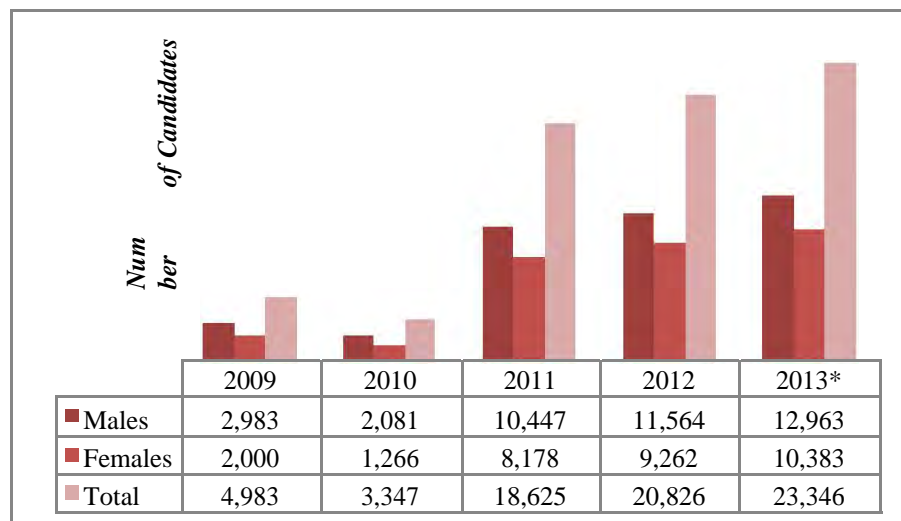
Source: Ministry of Education, Science and Technology, DACE

Registration for National Examinations

The Directorate of Adult and Continuing Education oversees the registration of adult learners sitting for the national examinations upon the completion of basic and post-literacy programmes. These learners sit as private candidates for the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) examinations.

The number of adult learners who registered for KCPE as private candidates between 2009 and 2013 are as shown in the figure 6.3. The number of candidates registered increased from 4,983 in 2009 to 23,346 in 2013 reflecting an increase of 21.3percent.

Figure 6-3 Private Candidates by Sex between 2009 and 2013



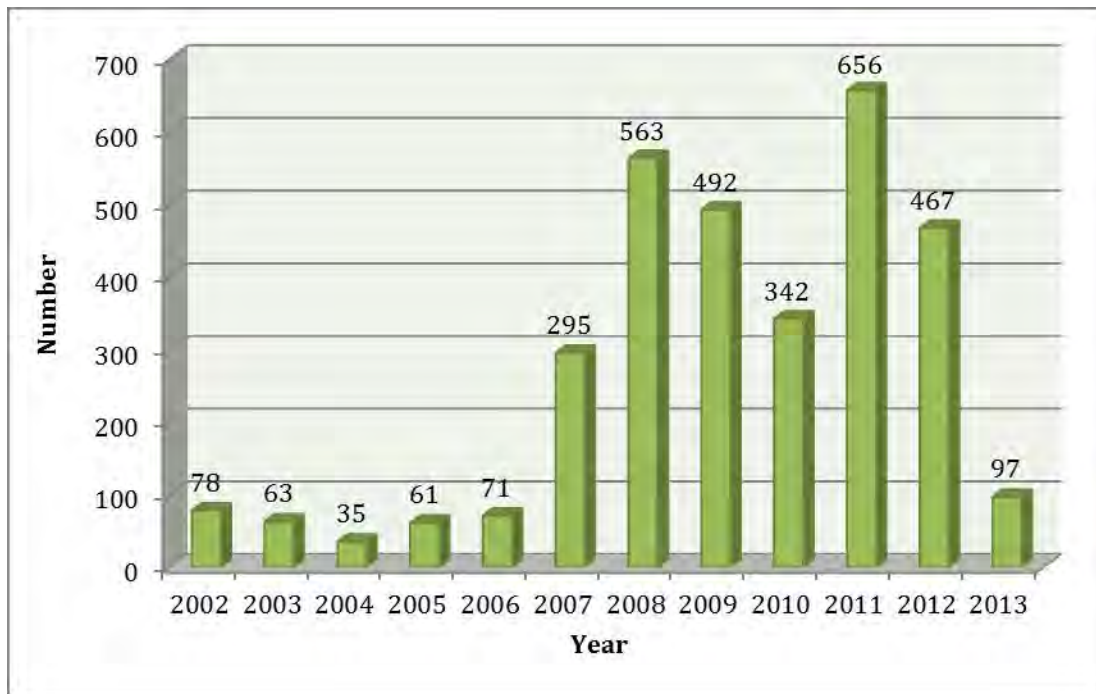
Source: **Economic Survey, 2014**

Adult and Continuing Education Teachers/Instructors

The instructors who facilitate in the adult education and literacy programmes are classified into three categories namely; full-time, part-time and self-help (volunteers) depending on their terms of engagement.

To build the capacities of the instructors to ensure effective implementation of the adult education and literacy programme and improve quality, a total of 3,220 teachers had been trained between 2002 and 2013 as illustrated in Figure 6.4. In 2008 the Ministry of Education gave priority to the training of adult education instructors. Thereafter there was a recruitment of 880 new instructors in 2010 who subsequently were trained in 2011. By 2013 a majority of the full time instructors had undertaken the training.

Figure 6-4 Number of Adult Instructors who Passed Certificate Training Course 2013



Source: KNEC

Development of ABET curriculum support materials

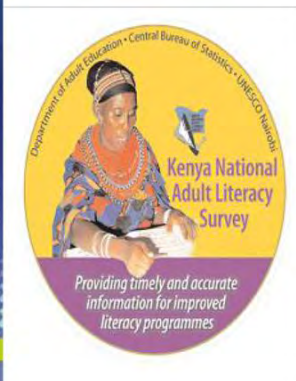
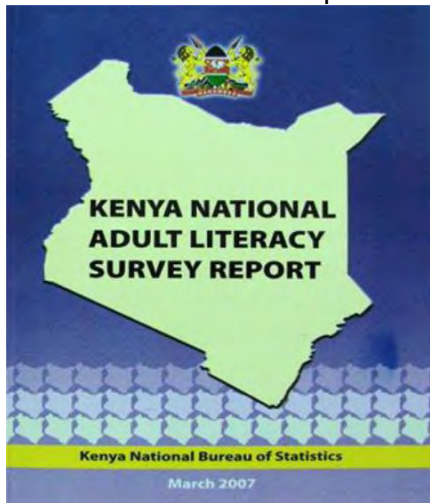
Development of primers in local languages among the Digo, Giriama, Kidawida, Pokomo, Kikuyu, Meru, Dholuo, Suba, Ekegusii, Kalenjin, Luhya, Kiswahili, Borana, Somali, Kamba, Turkana and Samburu. Other partners have developed similar materials for use by minority language groups such as Daasanach, Ilwana, Waata, Aweer, Marakwet, Tharaka, Duruma, Sabaot among others. This is in line with the education language policy in the provision of basic literacy and lower classes instruction using mother tongue or the dominant language of the catchment area.



Some of the curriculum support materials

Adult Literacy Survey

The report of the Kenya National Adult Literacy Survey of 2007 established that nationally only 29.6 percent attained desired masterly literacy competency. 61.5 percent are at minimum masterly level. 38.5 percent of Kenyans aged 15 years and above are illiterate. Only Nairobi had over half of the adult population attaining the desired masterly level in literacy at 62.4 percent. All the other provinces had less than 50 percent population of desired masterly level with Coast having 31.5 percent, Central 29.8 percent and Nyanza 29.6 percent. North Eastern had the lowest attainment of 4.4 percent desired mastery level.



Public and private sector partnership

Provision of adult education and literacy is a shared responsibility provided through a multi-sectoral approach. Through the public, private partnership (PPP) provision of adult literacy and

education has realized greater heights especially in the publication of learning materials, provision of infrastructure and recruitment of teachers and instructors.



A stakeholders meeting organised by DACE and BTL to discuss the status of ACE in Kenya

Community Learning Resource Centres (CLRC's)

The directorate of adult and continuing education have established Community Learning Resource Centres for the promotion of a literate environment. Other activities taking place at the CLRCs include, providing access to books and non-book materials; preserving cultural materials, artefacts and indigenous knowledge, providing recreational facilities, leisure reading, artistic performances; providing for income generating activities, providing conference facilities and facilities for village banks and health. Currently there are about 257 CLRC's in the country.



A Community Learning Resource Centre at Orwaki in Nyamira County constructed by South Nyanza Community Development Programme through public private partnership

Promotion of a reading culture.

The Directorate organizes reading tents in the country as a means of sustaining the acquired literacy skills. The reading tents are taken to the communities involving learners at all levels, lasting for a maximum of 5 days after which the books are donated to the CLRC's to enable communities continue accessing reading materials.



A community reading tent in Nairobi

Establishment of e learning centres

MoEST is committed to integration of ICT in teaching and learning at all levels. This resonates well with the ministry's mandate to develop manpower that will enable Kenya to competitively participate in the contemporary knowledge economy. The Directorate of Adult and Continuing Education have introduced the use of computers in some of her centres and also introduced provision of computer studies in all of her Multipurpose Development Training Institutes.



Launching E-Learning Centre at St. Peter Clavers Adult Education Centre in Nairobi

6.5.10 Advocacy and Awareness Creation

International Literacy Day celebrations are held annually to for advocacy and awareness raising. The celebrations are held in all the counties with one national celebration presided over by the Cabinet Secretary for Education The graduands of Basic Literacy are normally awarded their Proficiency certificates on this day.



Former Minister for Education Prof. Amb Sam Ongeru awards certificates to adult learners during an ILD event in September 2008

6.5.11 Establishment of secondary classes for adults and out of school youth

Since 2009, MoEST has established 2002 secondary education classes with an enrolment of 7701 learners. These include those in special circumstances e.g. prisoners, the working class who wanted to acquire higher certificates for promotion, those who dropped out of the formal sector and wanted to complete their high school courses and those who wanted to achieve their dreams of acquiring high school education.

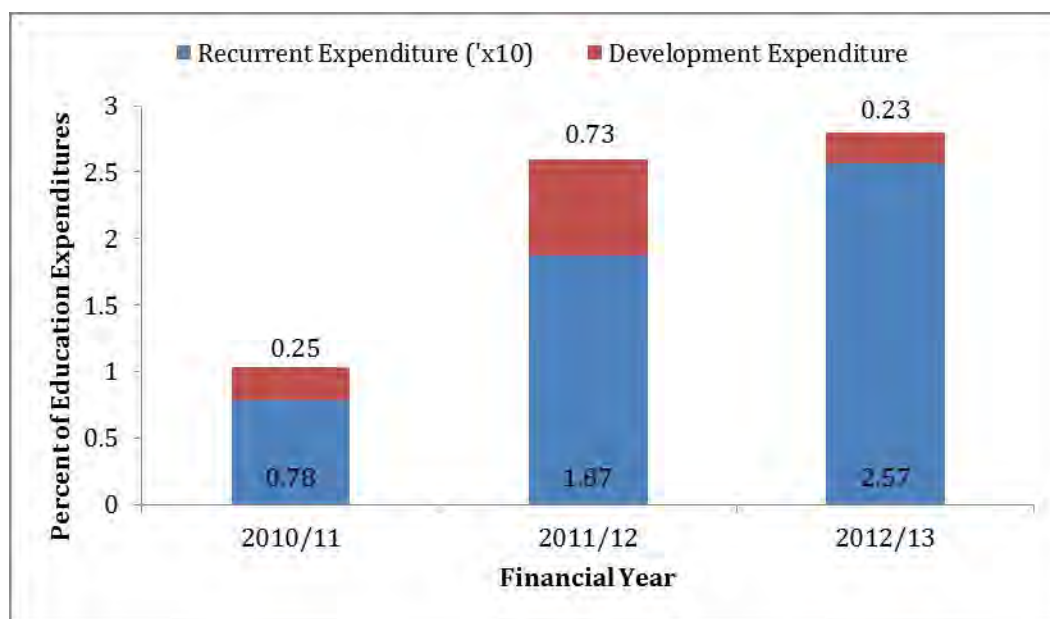


Continuing Adult Secondary Education class at Isinya Multipurpose Development Training Institute

Financing

The Adult and Continuing Education (ACE) programme's recurrent and development expenditure budgets as a percentage of the Ministry of Education budget are shown in the Figure 6.5. The total budget for the ACE expenditure as a percentage of total budgets of the Ministry of Education between 2011 and 2013 ranged from 0.75 percent and 2.19 percent. This shows gross under funding for the adult education and literacy programmes.

Figure 6-5 Analysis of Approved Estimates and Actual Expenditure by ACE (in KShs). Million- for the 2010/11 to 2012/13 Financial Years



Source: Ministry of Education, Science and Technology

Emerging issues and challenges

Challenges

In her efforts to attain the basic level of education and literacy, Kenya faces two major challenges. In the first instance, a significant proportion of the adult population missed out on formal education and thus it is still illiterate. Secondly, because of a declining enrolment rate, a growing population of children not enrolled in primary schools and therefore growing into adulthood with low levels of literacy. Further, many primary school pupils drop out without attaining sustainable literacy level. Other challenges include;

Infrastructure

ACE programmes face acute shortage of appropriate and suitable infrastructure. Some of the programmes are still offered in churches, mosques, social halls, and under trees especially in the ASAL and Semi-Arid Areas. In some cases the learning environments are not learner friendly as some use inappropriate equipment and furniture, especially in instances where the learners use the lower-primary furniture which are not conducive for adult learners.

6.7.1.2 Inadequate coordination, supervision, monitoring and evaluation of ACE programme

Coordination, supervision, monitoring and evaluation of the programme is mainly hampered by inadequate personnel to implement the programme and lack of means of transport. Recruitment of new personnel has been restricted through government embargo on recruitments. Due to lack of adequate monitoring and evaluation of the programme it compromises on quality and standards in programme implementation.

Low awareness of Adult Literacy Programmes

The low awareness of the literacy programme has been largely occasioned by inadequate personnel. At inception of the programme, one instructor was recruited to be in charge of an administrative location. This situation has prevailed over time, and coupled with inadequate personnel, and the distances involved between the centres, it has been difficult for the learners to access the centres. The sparsely distribution of the centres, makes it extremely difficult for the populace to be aware of the programmes and hence the low visibility.

Inadequate teaching and learning materials

Most of the centres do not have adequate teaching and learning materials. The problem is acute in the basic literacy programme, which requires that most of the materials used are either in mother tongue or in the language widely used in the catchment area. The materials are therefore in most cases, learner generated and not popular with the commercial publishers. Inadequate funding makes this situation even worse.

Recommendations for post 2015 education agenda **Country Specific Recommendations**

In order to address the challenges facing the ACE programme there is need for a major paradigm shift and gives radical recommendations to address the challenges. These include:

Harmonization of the schemes of service for the education personnel

Currently, MoEST has three Schemes of Service for her Personnel namely, education officers, Quality Assurance and Standards officers and Adult Education Personnel. The existence of these schemes of service has made it impossible for officers to crossover to the other Directorates. To ease challenges of personnel it is recommended that the entire education sector operate under one scheme of service to allow for officers crossing over among the Directorates, based on their competencies.

Leverage on existing facilities

To address the challenges of infrastructure, it is recommended that we pursue the idea of using existing facilities in the primary schools, for the basic literacy programme. Some primary schools have idle classes in the afternoons, especially the lower primary section. The ACE providers can only provide suitable furniture and other equipment for use by adult learners. Some can apply to the Continuing Education classes where by secondary schools can provide facilities like workshop rooms, laboratories and classes in their schools to allow ACE classes be conducted in their compounds.

Equally we can explore possibilities of using the existing trained teachers, both in primary and secondary schools to be given a token of appreciation and induction training on methodology to handle adult learners instead of relying on part-time and voluntary instructors who are largely untrained and whose turnover is very high.

Mainstream Adult Education in regular teacher training programmes

Currently there are no training colleges for the adult education instructors. The available training is in the adult certificate and diploma programmes offered by the Kenya national examination council and some of the public universities. It is therefore recommended that all the primary

teachers training colleges include adult training programmes for the primary teachers who upon graduation can be able to handle adult learners' programmes. This will not only address issues of capacity building but also address the teachers/instructors shortage.

General Recommendations:

Physical facilities

To ensure efficient and effective utilization of resources, ACE provision to utilize existing physical facilities available in their respective communities, which are acceptable and convenient to the learners. This will particularly target the primary and secondary schools and private institutions in order to enhance access to learners at all levels.

Teaching learning materials

Each organization shall develop and produce materials that are specific to their target group. However, sharing of materials and writers between organizations shall be encouraged where the context and target groups are similar. In all cases materials should be developed professionally using appropriate language at each level.

Personnel

Recruitment, deployment and retention of adequate number and qualified staff will be the responsibility of the providers. The providers shall strive to provide in service training to their staff from time to time in order to maintain high education standards. The conditions of service for staff will be drawn in accordance to the government policy guidelines.

Collaboration and Cooperation

To minimize duplication, overlaps and resource wastage, collaboration and cooperation among providers shall be emphasized at all times. Collaboration between providers and the communities will be encouraged for the sustainability of ACE programmes. The special Board of Adult and Continuing Education shall maintain a directory of all ACE providers.

Quality Assurance and Standards

In order to maintain high standards in ACE regular quality assurance and supervision of centres and extensions work will be encouraged among the providers at all levels. There is need to establish a training institute of ACE instructors.

Learning/Community Learning Resource Centres

Learning centres and community learning centres will be established at appropriate centres within communities to offer various educational opportunities.

The existing multipurpose development institutes will be adequately facilitated to provide training facilities for instructors, extension staff, local community leaders and ACE personnel as well serve as learning resource centres.

Advocacy and Awareness creation

Strategies shall be enhanced for advocacy and awareness creation among individuals and communities with regard to;

- Rights and civic duties
- Promotion of self-confidence, positive values

Acquisition of basic education and elimination of illiteracy
Adoption to the changing technologies
Provision of second chance opportunities for education and training
Functional literacy skills
Acquisition of knowledge, skills, attitudes and values to enable adults and youth to become more useful in their daily economic and social life
Equipping target groups with technological skills to enable them adopt and cope with challenges of change and
Technological, vocational and education

Curriculum

Undertake curriculum review to create opportunities for innovation so that the curriculum allows;

Responsive to specific needs of the target population
Flexibility/accelerated learning
Learner centres and encourage self- directed learning
Provision of opportunities for further education and training within the qualification framework
Integration of adult literacy and education into community development projects
The non-prescriptive curriculum to emphasize the competence based approach.
The competence based approach emphasizes the results of learning, focus on active learner participation, evaluation be a continuous process, avoid parrot fashioned learning, recognize prior learning, instructors to facilitate learning rather than teaching/instructing, functionality and application of learning in new and different contexts and learners taking responsibility of their learning.
Inclusion of alternative provision of basic education and training into ACE programmes.

6.8.2.8 Policy and legislative framework

- Putting in place comprehensive and inclusive policy and legislative measures for ACE programmes.
- Harmonise the national adult and continuing education policy (2010) and the alternative provision of basic education and training policy (2009).

6.8.2.9 Financing of ACE subsector

- Increasing the allocation for the adult education and literacy programme to at least 3percent of the Ministry of Education Science and Technology's total budget as per the international bench marks.

6.8.2.10 Literacy Assessment

- Conduct regular literacy assessment to establish the literacy levels in the country.

6.8.2.11 Integration of ICT in ACE Programmes

Expanding the e-learning centres to every County to facilitate the integration of ICT in adult education and literacy programmes in order to match and address the 21st Century challenges.

7. Chapter 7: GOAL 5: GENDER EQUITY AND EQUALITY

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

Introduction

According to the EFA global monitoring report of 2012, gender parity and equality in education constitute a basic human right, as well as an important means of improving other social and economic outcomes. Narrowing the gender gap in primary enrolment is one of the biggest EFA successes since 2000. There is likelihood that some countries may not achieving gender parity in primary and secondary education by 2015.

In Sub Saharan Africa, while gender parity has been attained in pre-primary level, it has remained constant at primary level since 2000 and is narrowing at secondary level. Regional disparities in sub-Saharan Africa are even greater at tertiary level, with as few as six girls enrolled for every ten boys.

Issues of gender in education have been of concern to the Government of Kenya (GoK) since independence in 1963 and as a result of targeted intervention, there is near gender parity at primary level. Even as Kenya appears to have almost achieved gender parity, these national indices require an in-depth analysis. Different regions exhibit markedly different levels of achievement depending on their prevailing socio-cultural and economic conditions. Hardships emanating from these backgrounds exert a lot of pressure on children and impede their potential to access, attend and complete school. For instance, Arid and Semi-Arid Lands (ASALs) and other economically disadvantaged areas still indicate alarming levels of disparities in favour of boys with regard to enrolment, completion and transition rates and examination performance. The same case applies to areas, which practice Female Genital Mutilation (FGM).

Efforts need to be put in place to ensure that all girls and boys have equitable access to educational opportunities and achieve equal educational outcomes. According to the EFA GMR 2012, reaching gender parity is about assuring equal treatment for both boys and girls within school by providing a safe, secure and supportive learning environment for all and equal learning outcomes, which help build equitable access to social, economic and political life in adulthood.

The Goal's National Definition

The Gender Policy in Education refers to gender as the socially determined power relations, roles, responsibilities and entitlements for men and women and girls and boys (Republic of Kenya, 2007). In other words, it is a description of characteristics that a society or culture attaches as masculine or feminine to the male or female.

Gender equality refers to a situation of equal treatment of men and women, girls and boys so that they both can enjoy the benefits of development including equal access to and control of opportunities when they arise (Republic of Kenya, 2007). This equality principle raises the concern of parity in gender relations. Consequently, gender parity refers to equal number of men and women, girls and boys relative to their respective numbers in the population (Republic of Kenya, 2007b). Particularly in relation to education, parity is used to refer to the ratio of females to males for a given indicator. Gender disparities in accessing education have been prevalent in Kenya from pre-independence days to the present, with females being the most disadvantaged.

The Government of Kenya, through the National Action Plan for EFA (2003), interpreted the essence of EFA goal 5 and identified some of the following priorities in reaching gender equity and equality in education and training:

- 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.

However, these targets were limiting taking into consideration the overall definition of the goal. Kenya has expanded the focus beyond the response to girls in basic education to addressing gender concerns at all levels including tertiary and universities.

Legislation, Legal Framework and Policies

Kenyan Legislation and National Policies

The **Constitution of Kenya** 2010 places responsibilities of promoting gender equality and equity, protection and observance of human rights in public and private institutions.

The **Kenya National Gender and Equality Commission Act**, 2011 which promotes gender equality and freedom from discrimination. It puts in place mechanism to monitor, facilitate and advise on the integration of the principles of equality and freedom from discrimination in all policies, laws, and administrative regulations in all public and private institutions.

The prohibition of female genital mutilation act, 2011 Article 27 provides for necessary steps to (a) protect women and girls from female genital mutilation which hinders access and participation of girls to education.

The Children's Act (2001, Revised 2007) which protects children against situations of harassment and guarantees their right to education, the provision of which shall be the responsibility of the Government of Kenya and the parents.

The TSC Act, 2012 that imposes disciplinary measures meant to deter teachers from sexually harassing their learners which leads to girls or boys dropping out of school.

The Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya, as the Government's main policy statement in education has outlined direction to be taken in terms of equity and equality in the provision of education. specify articles

The **Kenya National Commission on Human Rights Act 2011** which is a watchdog body whose functions include promoting respect for human rights, promoting the protection and observance of human rights in public and private institutions and monitoring, investigating and reporting on the observance of human rights in all spheres of life in the Republic; specify article

The **Policy Framework on Nomadic Education in Kenya, 2010** that gives direction on how to address the challenging issues of access, equity and equality in education in marginalised and nomadic environments. The National Council for Marginalised and Nomadic Education was thus established as a vehicle to address education in these areas.

The **Gender Policy in Education of 2007 (under revision)** that is aimed at giving clear policy direction and strategies on gender issues affecting the education sector.

At the legislative level for instance, the Prohibition of Female Genital Mutilation Act was introduced in 2011. This Act established an Anti-Female Genital Mutilation Board, which, amongst other things, designs programmes aimed at eradicating female genital mutilation. The Principal Secretary of the Ministry of Education, Science and Education is a member of the board. The Act further states that the government will (within available resources) protect women and girls from FGM. The Act criminalises FGM, and establishes imprisonment sentences and fines for different offences related to FGM. Additionally, the 2011 Policy Framework for Nomadic Education in Kenya was formed to assist in educating children whose parents are nomadic pastoralists and are dependent on their school age children for herding animals and undertaking other household tasks.

International Conventions and Protocols

Universal Declaration of Human Rights (UN, 1948) which in Article 26 proclaims the right to free education for everyone especially at the elementary and fundamental stages of education; and that education be directed to the full development of the human personality.

Convention on Elimination of All Forms of Discrimination Against Women (CEDAW)

(UN, adopted in 1979, effective 1981) in which states committed themselves to undertake measures to end discrimination against women. It covers all types of education.

African Charter on Human and Peoples' Rights (AU, 1981), in which (in Article 17) member states agreed that every individual has a right to education

The Protocol to the African Charter on Human and Peoples' Rights on the Rights of

Women in Africa (AU, 2003) which proclaimed Elimination of Discrimination against Women and the Right to Education and Training for Girls and Women in Articles 2 and 12, respectively.

United Nations Convention on the Rights of the Child (UN, signed 1989, effective 1990) which emphasizes the non-discrimination against the child on grounds of sex, etc. and that all actions by adults towards children be in the best interest of the child

African Charter on the Rights and Welfare of the Child (AU, adopted 1990, effective 1999). It complements the UNCRC with input on African values and recommends affirmative action for girls' education.

World Conference on Education, Jomtien-Thailand (UN, 1990). Through the Framework for Action, the Education for All (EFA) was conceptualized and launched. Goal 5

4th UN World Conference on Women, Beijing (UN, 1995). Through the Declaration and Framework for Action, member countries committed themselves to strengthen their attention to improving education and training for women

World Forum on Education in Dakar (2000)-Senegal, which brought the EFA concepts into sharper definition and focus since the goals were defined and strategies developed.

United Nations Millennium Summit, which generated Goals 2 and 3 of the MDGs on achieving Universal Primary Education and promotion of gender equality and empowerment of women, respectively.

Strategies to achieve Gender Parity and Equality in Education in Kenya

Re-admission of girls who drop out of school due to pregnancy as well as early or forced marriage at all levels of training.

Develop agenda in education policy and review national policies to make them gender responsive.

Sensitize parents, communities and other stakeholders on the need to enrol and retain all children in schools.

Develop responsive education service delivery programmes that also improve the quality of education and create safe, friendly, and gender sensitive and protective learning environment through the development of child-friendly schools. All primary schools are required to be child-friendly schools.

Affirmative action to address the needs of marginalized, gender minorities, special needs and those in difficult circumstances including learners in ASALs, hard-to-reach areas and urban slums.

Encourage more girls to study of science, mathematics and technology subjects at all levels with particular emphasis on higher education.

Establish 'National Council for Nomadic Education in Kenya' – NACONEK under the Ministry of Education, Science and Technology in order to fast track and put the agenda of nomadic education in Kenya's socio-economic and political focus.

Engender the curriculum including teaching and learning material.

Develop, review and engender the curriculum to enable learners acquire age appropriate life skills to cope with risks such as early marriages, sex, FGM and child labour.

Programmes Implemented In Kenya

During the period 2000-2013, various programs addressing gender concerns were initiated to mitigate against barriers to access, retention, performance, completion and participation particularly for marginalised, hard to reach, vulnerable, disadvantaged particularly girls. In the education sector plan of 2005 – 2010 (KESPP), gender was one of the investment programs while in the 2014 – 2018 sector plan (NESP), gender is now one of the 4 prioritised areas in education.

In order to attain gender equity and equality in education with a focus on ensuring full and equal access to good quality education, the initiatives below have been implemented (Republic of Kenya, 2014, NESP).

Child Friendly Schools Initiative

In acknowledgement that the environment in which children learn is crucial to quality education, the government with the support of UNICEF is implementing Child Friendly Schools (CFS) concept, which addresses the rights of every child to education of good quality. It also addresses the learning needs of every child regardless of their vulnerabilities. Quality is defined in terms of five dimensions of 'learner friendly schools': inclusiveness, effectiveness, healthy, safe and protective school environment, emphasizing gender responsiveness and the active participation of all stakeholders in the school and community. Quality education plays a critical role in closing the gender gap in basic education. This approach therefore includes the transformation of schools into gender responsive schools that offer quality education.

In the mainstreaming of CFS, guidelines and standards for assessing the impact of the initiative in primary schools were developed. This initiative therefore moves the focus from just access to primary education to the quality of primary education. Children enrolled in primary schools are more likely to complete the full cycle of education, perform well and successfully transit to secondary school if the learning environment is child friendly.

Bursaries, Grants and Scholarships Investment

The Government has implemented demand-side financing initiatives in order to mitigate the adverse effects of poverty and other factors hindering access to education. One of these is the Secondary Education Bursary Fund (SEBF). These interventions assist vulnerable children - referred to as Most Vulnerable Children (MVC)) from: poor households, those affected by HIV and AIDS, and those in drought-prone areas, orphans and the girl's child. The objectives of SEBF are to enhance access, secure retention and to reduce the disparities and inequalities in the provision of secondary school education. This enhances their opportunity to benefit from free basic and compulsory education, especially at secondary level; SEBF has enabled beneficiaries to stay in school. There will be need to undertake an impact evaluation of these initiatives to establish their efficacy and sustainability. Since 2006, the Government in collaboration with UNICEF has initiated a secondary school scholarship program for girls in ASAL areas. Many other development partners, stakeholders and communities have initiatives on scholarships, bursaries and grants targeting the needy and vulnerable learners including the girls.

Affirmative Action Initiative

The government has several measures for affirmative action to encourage access and retention of girls and women in education. These include positive discrimination of girls in admission in public University and other tertiary institutions, targeted bursaries for girls taking science, engineering and technology,

Alternative Provision of Basic Education and Training

To enhance equitable access to basic education, MOEST developed the policy framework for the Alternative Provision of Basic Education and Training (APBET) in 2009. The policy aims at addressing the learning needs of the hard-to-reach children and youth who due to some special circumstances either remain not enrolled or are vulnerable to dropping out of school. There are two types of schools. First, the Alternative Primary Schools (APS) which targets children of primary school age, using the formal curriculum. Second, the Alternative Education Centres (AECs), which target school age children and youth below 18 years of age who cannot attend formal schools and use various alternative curricula. Through this initiative, the vulnerable in the pockets of poverty and hard to reach are able to access education and training.

Sanitary Towels Programme

On average, adolescent girls who are not able to attend to their menstrual needs due to lack of sanitary facilities has been known to miss up to a total of 8 weeks per academic year. Between 2011 and 2014 the government initiated national programme to enhance retention and improve the performance of girls, the initiated a for the provision of sanitary towels targeting needy mature primary school girls in ASAL regions, slum areas and pockets of poverty across the country. Many education partners have also supported such initiative. While the MOEST program has benefited many girls in the country, there is need to review the targeting and focus it more to the poor and vulnerable girls and regularize the programme.

In spite of the intervention by the Government and NGOs in provision of sanitary materials, not all needy girls have been reached. Provision has targeted schools in areas deemed as marginalized, poor or disadvantaged, not considering that highly needy girls may be found even in high potential areas. In the targeted schools some girls are not so needy.

Improving Performance in Science Mathematics and Technology Subjects

In Kenya, and arguably throughout sub-Saharan Africa, while performance in Science, Maths and Technology subjects is low, this is particularly so for Girls. Several initiatives have been started to address gender concerns in the performance of science, mathematics and technology subjects. With support of JICA, MOEST in 1998 initiated The Strengthening of Mathematics and Science in Secondary Education (SMASSE) out of concern for the poor performance of Mathematics and Science subjects in Kenyan secondary schools. In 2009, the project was expanded to include primary schools and became SMASE (Strengthening of Mathematics and Science in Education). The project focuses on in-service education and training of serving teachers with an emphasis on not only the mastery of content but also improvement in

teaching/learning approaches. Furthermore, in order to address the overall poor performance of girls (in comparison to boys) in Science, Maths and Technology Subjects, development partners of MoEST have focused specifically on developing girls interest in SMT subjects through secondary school competitions and mentorship talks from female scientists. There was also an initiative by MOEST and development partners to provide construct and equip laboratories for improvement of teaching sciences. This was to improve the morale, interest and therefore performance of girls (and boys) in SMT subjects.

Girls Empowerment Program

Psychosocial concerns are barriers to girl education in Kenya. Different programs have therefore been put in place to mitigate these barriers. Girls have been empowered through mentorship programmes and peer educator training, such as the Tuseme ‘Speak Out’

Programme. These programmes a cover wide range of issues including sexual maturation and its management, HIV and harmful cultural practises such as FGM and early marriages. The current programs have had a lot of emphasis on girl vulnerability with minimal attention on boys.

Coordination and Partnership

The main coordination framework for interventions in gender equity was the investment program on gender in KESSP (2005 -2010). It outlined MOEST’s leadership role in coordinating development partners, NGO, other ministries and agencies involved in these interventions. Currently, the coordination has been outlined in the National Education Sector Plan (NESP). The following table shows the programs, the partners and their roles in the current gender equity and equality initiatives in Kenya. The list is not exhaustive.

Table 7-1 Stakeholders Engaged

Program	Implementing Agency	Roles
Child Friendly Schools	Key Ministry: MoEST	Funding, Implementation,
	Development Partners: UNICEF, USAID	Technical assistance, research, implementation and Monitoring and Evaluation
	Other Stakeholders: KEPSHA, KSSHA, local communities.	Implementation, Supervision, M&E
Bursaries, Grants and Scholarships Investment	Key Ministry: MoEST	Funding, Implementation, Supervision and M&E

	Development Partners: AfDB, UNICEF, DFID	Funding, Implementation, Supervision, Research and M&E
	Other stakeholders: International and Local NGOs. Local communities, community-based organizations.	Funding, Implementation, advocacy, M&E
Alternative Provision of Basic Education and Training	Key Ministry: MoEST	Funding, Implementation, Supervision, M&E
	Other Ministries:	
	Development Partners:	
	Other Stakeholders: Local Communities, Faith Based Organizations	Funding, Implementation, Supervision, M&E
Affirmative Action Initiative	Key Ministry: MoEST	Funding, Implementation, supervision and M&E
Policy development and review	Key Ministry: MoEST	Funding, Implementation
	Development partners: UNESCO, UNICEF	Funding, Implementation
Sanitary Towels Programme	Key Ministry: MoEST	Funding, Implementation, Supervision and M&E
	Other stakeholders: Local NGOs, local communities	Funding, Implementation, advocacy and M&E
Construction of Laboratories and Science Rooms	Key Ministry: MoEST	Funding, Implementation, supervision and M&E
	Other Ministries: Ministry of Transport and Infrastructure	Provide technical assistance, implementation, supervision, M&E
	Development Partners: USAID, EMACK	Provide technical assistance, conduct research, funding, implementation, supervision, M&E
	Other stakeholders: Local communities, community-based organizations, Constituency	Provide land, labour, supervision, funding, M&E

	development fund (CDF), Local Authority transfer fund (LATF)	
	Key Ministry: MoEST	Implementation, Supervision.
Improving Girls Performance in SMT subjects	Development Partner: Japan International Cooperation Agency (JICA)	Funding, Implementation, Supervision, M&E
	Other Stakeholders: Local community,	
School Feeding Program	Key Ministry: MoEST	Funding, Implementation, Supervision, M&E
	Other Ministries: Ministry of Agriculture	Implementation & Supervision
	Other Stakeholders: School Management Committees	Implementation, Supervision, M&E
Girls Empowerment Programmes	Key Ministries: MoEST	Funding, Implementation, supervision and M&E
	Development Partners: FAWEK,	Funding, Implementation, supervision and M&E
	Other Stakeholders: Local communities, community based organization	Provide information, advocacy, M&E

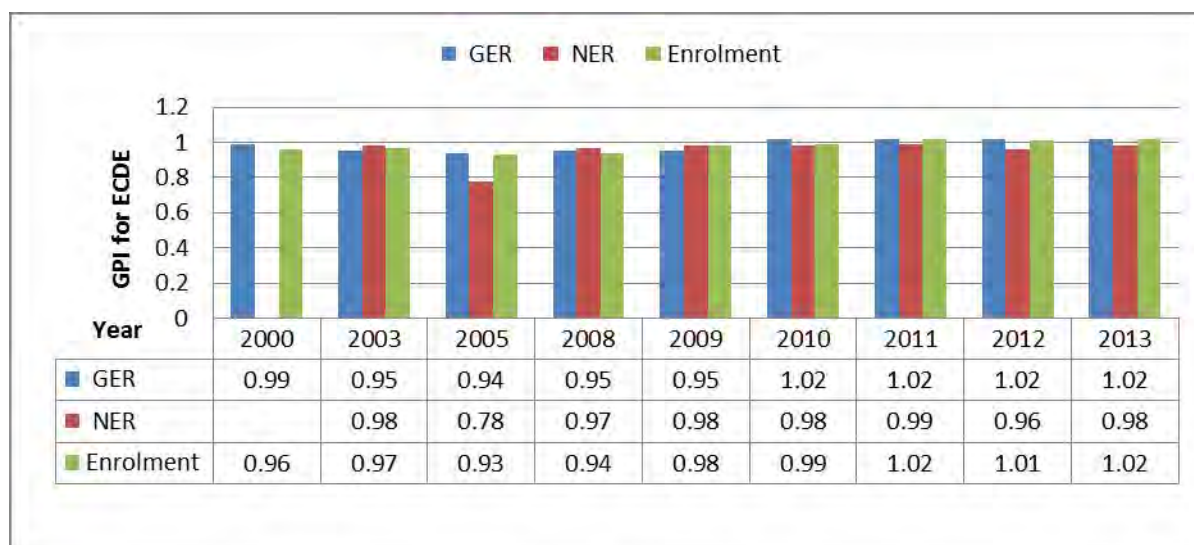
Progress In Achieving The Goal In Kenya

The education sector has made considerable efforts towards ensuring that gender disparities and equity at all levels of education are addressed. In the assessment of EFA goal 5 and MDG goal 3, the ratio of girls to boys in education has been used as a key indicator of progress of reaching parity in education. The information below follows that format, using gender parity index. Gender Parity Index is the ratio of female to male values of a given indicator. GPI equal to 1 indicates parity between females and males. A value less than 1 indicates disparity in favour of boys/men while a value greater than 1 indicates disparity in favour of girls/women (UNESCO, Education Indicators – Technical Guideline, 2009). However, available data revealed that there still exist gender disparity gaps as illustrated in the following discussion.

Gender Parity Index for ECDE Based on GER, NER and Enrolment

The Gender Parity Index at ECDE has progressively improved over time. The GPI based on enrolment in ECDE increased from 0.96 in 2000 to 1.02 in 2013. The GPI based on NER has generally remained at 0.98 between 2003 and 2013 except in 2005 when it was 0.78. The GPI based on GER was in favour of boys between 2000 to 2009 and then changed in favour of girls from 2010 to 2013 standing at 1.02.

Figure 7-1 GPI for ECDE (GER, NER, Enrolment)



Source: EMIS, MOEST

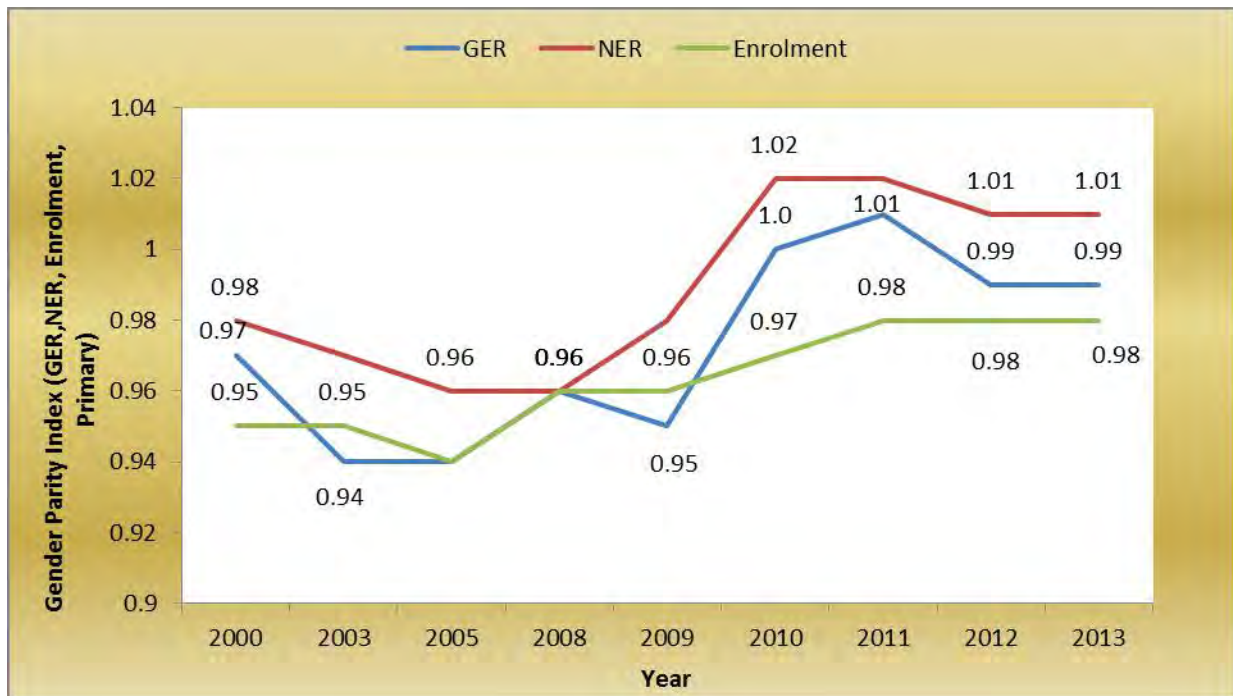
Gender Parity Index for Primary Education Based on GER, NER and Enrolment

The Gender Parity Index based on enrolment at primary level has progressively improved over time.

The GPI based on enrolment in primary schools has increased from 0.95 in 2000 to 0.98 in 2013. The GPI based on NER was 0.98 in 2000 and 1.01 in 2013.

In 2000, GPI based on GER was 0.97 in 2000 and increased to 0.99 in 2013 in favour of boys. However, parity was achieved in 2010 and was in favour of girls in 2011.

Figure 7-2 Gender Parity Index for primary based on GER, NER and Enrolment



Source: EMIS, Economic Survey 2014 and TSC.

GPI Completion Rates at Primary Level

The Gender Parity Index based on completion rates at primary level has progressively improved; in 2000 the GPI in completion rate was 0.92 while in 2013, it stood at 0.96. The GPI has been in favour of boys except in 2003 when it was in favour of girls at 1.01. In 2009, the GPI dropped to 0.89.

Figure 7-3 GPI for Primary Level Completion Rate

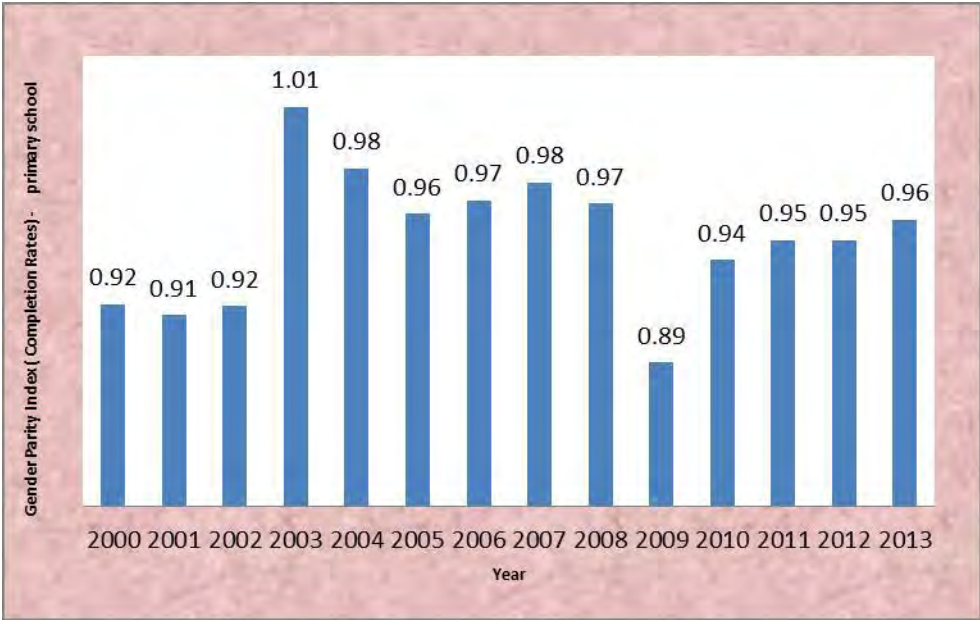
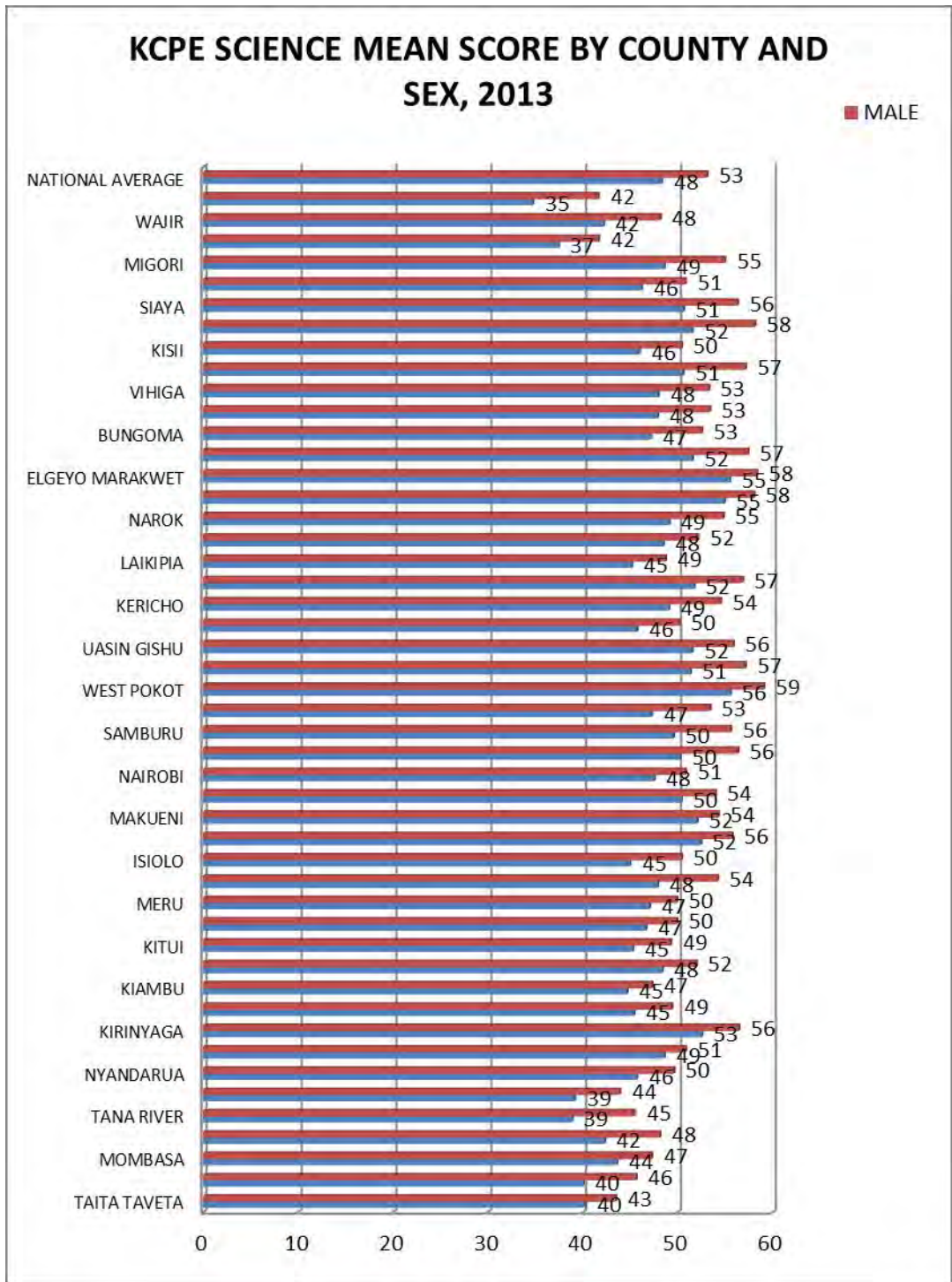


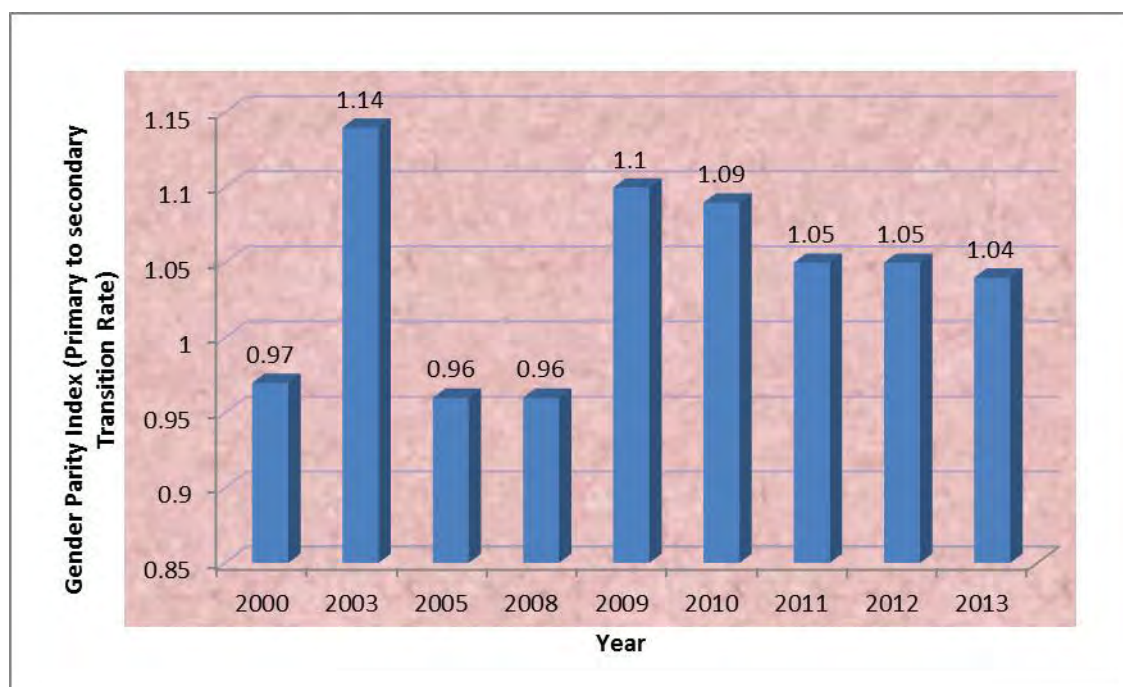
Figure 7-4 KCPE Science Mean Score by County and Sex, 2014



GPI Transition from Primary to Secondary

Generally, the GPI based on transition from primary to secondary has been in favour of girls with the highest being 1.14 in 2008. In 2000, the GPI was 0.97 in favour of boys while in 2013, it was 1.04 in favour of girls. There are however significant gender disparities in transition to secondary school across counties.

Figure 7-5 GPI based on Transition from Primary to Secondary

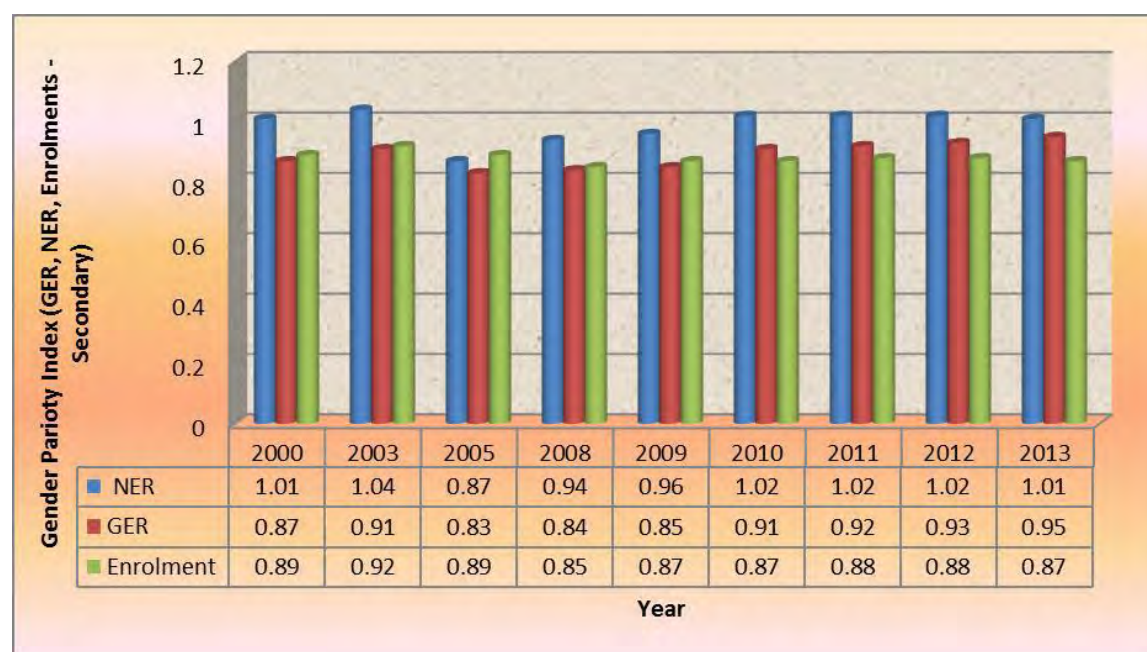


Source: EMIS, TSC, Economic Survey 2014

GPI for Secondary Education Based on GER, NER and Enrolment

The Gender Parity Index based on enrolment at secondary level oscillated between 0.89 and 0.87 between 2000 and 2013 except for the year 2003 when it improved to 0.92. The target of a GPI on enrolment of 1 was not realized over the period. Within this period, the GPI based on NER was in favour of girls at 1.01 in 2000 and remained so in 2013 except for 2005 to 2009 when it was in favour of boys. The GPI based on GER was in favour of boys throughout this period under review. Overall, there is near gender parity in secondary education.

Figure 7-6 GPI for Secondary Education Based on GER, NER and Enrolment



Source: EMIS, MOEST, TSC

The proceeding analysis has shown that there is near gender parity in basic education. The following are the remaining challenges that need to be addressed:

Cultural and religious issues continue to act as a barrier to girl's access and retention in schools. The practice of early marriages and the prevalence of FGM illustrates that cultural and religious issues, particularly those affecting girls are a barrier to the development

Girls drop out, particularly in rural areas can be attributed to early pregnancy, and therefore the lack of adequate knowledge on sexual and reproductive health and rights (ASRHR).

While Kenya has developed key policies and ratified several international protocols, to address gender issues in education, the practical aspects of implementation have not been established, as well as the lack of availability of monitoring and evaluation mechanisms for gender equality.

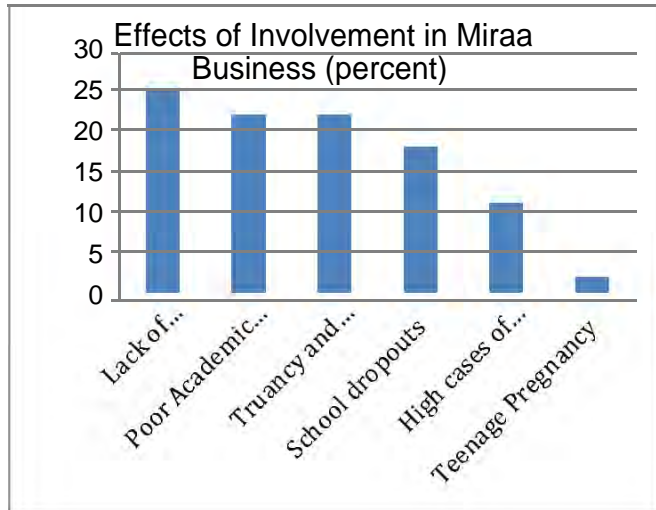
Gender disparities highly affecting boys in access, retention, transition and learning outcomes in regions of the country where quick-earning manual labour is prevalent. The focus on girls' education, while warranted given the disparities in favour of boys that exist between the two, has led to the neglect of issues that affect boys. As such, regions engaged in, for instance, large scale coffee, tea, miraa (khat), maize growing and gold mining play havoc to boys school attendance as they provide an easy source of money in exchange for cheap labour. In such areas, it is not surprising to find performance disparities upturned and in favour of girls. If the condition is left unaddressed the gender

imbalance in education achievement may spawn disastrous socio-economic dynamics in the community.

Box 7.1. Case Study: Effects of Miraa (Khat) Business on Schooling of Primary School Children:

A Case Study of Embu County by the Kenya National Commission for UNESCO in 2012)

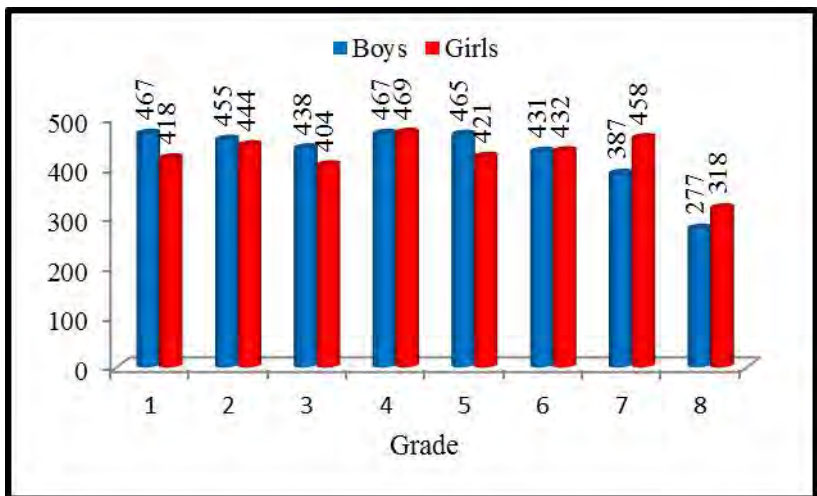
Miraa is a stimulant herb whose fresh leaves and twigs are chewed, releasing a juice, which contains cathonine and cathine; active chemicals which alter the mood of the consumer. The study notes that the main reasons cited for the involvement of pupils in Miraa business are; the prevalence of poverty in the area following collapse of coffee and dairy sector in the 1980's, easy money and lucrative nature of the business, inadequate guidance by parents and guardians, the poor enforcement of legal instruments that prohibits child labour, and lack of guidance from teachers.



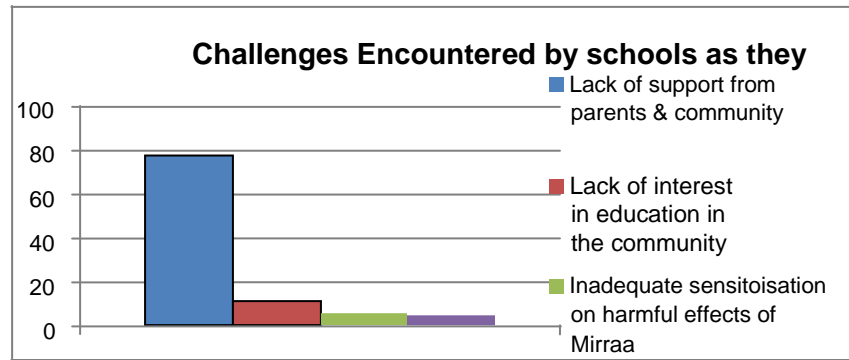
Miraa is picked early in the morning due to its delicate nature, and small boys are preferred for picking the leaves due to their

agility, this therefore disrupts their schooling. While this may bring the boys some income, it is likely to lead to absenteeism, exhaustion and inefficient time to complete homework, and therefore their diversion from their academics.

The enrolment figures in the illustration above show that generally the number of pupils declines from grade 1-8. Although the boys are more than girls at grades 1-5, the trend is reversed from grade 6-8 where girls become more than the boys. The grade 6-8 boys are considered mature enough to cultivate, harvest



and transport miraa to the market for sale. In the attempts to address the negative effects of Miraa in schooling, teachers identified the four main challenges as illustrated



Despite the fact that article 53 (1)(d) of the Bill of Rights states that every child has the right to be protected from abuse and harmful cultural practices, FGM continues to be a barrier to girls access, retention and performance in schools. FGM cause bleeding, which can lead to anaemia or lack of attentiveness and therefore affects the performance of the student. Furthermore, once undergoing the cut, girls become withdrawn and experience difficulty in menstrual flow and are susceptible to recurrent infections, which lead to absenteeism, poor performance and even drop out. In fact, in certain communities, once undergoing the ‘cut’ a girl is considered ready for marriage, early marriage and pregnancy follow, which often leads to drop out. Even as this report was being written, some community members in Kajiado County were on the streets holding demonstrations against the government ban on FGM claiming it was interfering with their culture.

The Secondary Education Bursary Fund (SEBF) budgeting process, which is done at the MoEST level does not have structures in place to ensure that the budgeting and allocations of the fund are gender responsive (YIKE, 2011 see <https://yikeblogger.wordpress.com/2011/09/30/un-women-yike-report-on-gender-responsive-budgeting-in-the-secondary-education/>). The indicators used to allocate funds are enrolments and poverty indices, which do not include gender considerations. Furthermore, at the constituency level, the allocation of funds is marred by conflicts of interest, politics and ‘local network’ influences.

While the sanitary towels program has made some positive impact in reducing absenteeism, there are still a significant number of needy girls who do not have access to sanitary pads and therefore are still forced to miss several weeks of school per year.

There is minimal information on issues boys face in education, and very few interventions targeting boys. Furthermore, there is no information on the impact of girl intervention in school on the performance and retention of boys in school.

The TSC Act 2013, while specifying the importance of observing the principle of gender equity in the appointment of members of the Commission (TSC Act 2012, no. 16 (a), does not do so for the appointment of teachers, a provision which, although may be limited by the number of trained teachers, is one which the government should enact in order to improve gender equity and therefore representation in the office.

Recommendations for post-2015 Education Agenda

Develop policies for addressing gender equity and equality in the education sector including gender based violence and child protection.

Prioritise community sensitization and advocacy at the community level to limit socio-cultural and religious barriers to girl's access and retention in schools. Eliminating these discriminatory social norms and practices recognizes the need to go beyond policy formulation and the need for action at the grassroots level

The enforcement of relevant legal frameworks, that protect children and particularly girls' rights are key in ensuring that girls continue to go to school. This particularly includes the elimination of violence, sexual harassment and/or exploitation at schools. (The Girl Effect, Girl declaration)

Prioritise the most marginalized girls to ensure they have access to and complete their education. Provide scholarships for girls who have dropped out of school due to early pregnancy/marriage so that they may return to school and complete their schooling.

Girl's interest in science and mathematics should be encouraged from primary school.

The sanitary towels program should be re-evaluated to ensure a more targeted and equity based approach where only the most-needy girls are given sanitary towels. Furthermore, while the sanitary towels address the main aspect of menstruation management, the provision of palliative medicine to address painful menstrual cramps will further contribute to the reduction of girls' absenteeism.

Education is crucial for abandonment of Female Genital Mutilation (FGM). Issues on countering FGM should be included in school curricula to ensure that students as a long term intervention.

Sexual and reproductive health and rights should be introduced to the school curriculum in order to equip girls and young women with the ability to make informed and responsible decisions on sexual and reproductive matters, and therefore enabling girls to finish their education and break out of poverty. Partnership between the Ministry of Health on the establishment of youth friendly health centres to enable girls to access sexual and reproductive health services is key.

While the government has attempted to improve the efficiency of the secondary education fund through developing a circular on relevant guidelines these efforts have not yielded any results in terms of improved efficiency in the performance and equity in the implementation of the fund. The suggestion therefore is that a re-evaluation of the fund disbursement be undertaken to include gender dynamics. Furthermore, the Constituency Bursary Fund committees should receive capacity building training on the evaluation criteria for bursary applications and gender mainstreaming.

It is important to emphasise on implementing more programs focused on the quality of education, while the programs which focus on access (such as FDSE and FPE) and retention (SEBF) are key to reaching goals of equity in education, the quality of education that these students receive needs to be addressed. This may be done through the expansion of the child friendly schools program to secondary schools with a strong monitoring and evaluation system to ensure that the objectives of the program are indeed implemented.

Throughout the continent, there is a lack of focus on tertiary education. Post-basic and post-secondary education is important in confronting poverty and inequality. Access to tertiary levels of education is skewed in favour of the wealthy and disadvantages women in particular. There is need to develop an investment plan to fund tertiary education,

Form community-based organisations throughout the country and train them to produce re-usable sanitary towels as a more sustainable approach to menstruation management for young girls and provide these at an affordable rate for primary as well as secondary school students. Furthermore, while the sanitary towels address the main aspect of menstruation management, the provision of palliative medicine to address painful menstrual cramps will further contribute to the reduction of girls' absenteeism.

Promote local ownership of school feeding programs through supporting farming projects. The program should be re-designed to target the most needy children.

Research to be done on boys' education at primary and secondary in order to identify the issues and therefore interventions necessary to improve the performance of boys and retain boys in school.

The development of clear targets and indicators on gender equality must be established, both as a manner of establishing a solid monitoring and evaluation framework; building evidence of what works and what does not and therefore to act as a stimulus for action and targeted. This should also include the tracking of expenditure in each county focused on gender equity.

Kenya has several stakeholders in education and particularly those in the field of girl education. There is a need to ensure a common and united vision and well-coordinated implementation of projects, to avoid the duplication of efforts. The ministry of education should be the coordinating body for NGOs, to identify points of convergence, but also to be able to better identify which areas need to be addressed and where.

Post 2015 GPI analysis in Kenya should move away from the national average and put more emphasis on regional and county analysis. This would result into greater focus in areas with wide GPI disparities.

Expand bursary funding by bringing other bursary scheme providers on board through tax incentives to private companies.

8. Chapter 8: 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”

INTRODUCTION

Global and Regional Context

By linking educational access to quality from the very onset, the *World Declaration on Education for All* in 1990 duly acknowledged that meaningful development would only be realised when learning resulted from the education provided, i.e. when learners incorporate useful knowledge, reasoning ability, skills, and values from the educational experience. The focus of education now rests on actual learning acquisition and outcomes, rather than the previous exclusive concern on enrolment, participation and certification. This commitment was reaffirmed in 2000 when the Dakar Framework for Action put quality squarely at the heart of education. Three principles for defining the quality of education have since found common ground in international discourse on this subject: i.e. equity of access and outcome, relevance and individual rights. As a concept, education quality needs also to be understood in the inter-related nature of the five key dimensions: the learner, the environment, content, process and outcome (UNICEF, 2000). To offer education of good quality therefore, educational institutions and programmes should be adequately and equitably resourced, with the core requirements of safe, environmentally friendly and easily accessible facilities; well-motivated and professionally competent teachers and books; other learning materials and technologies that are context specific, cost-effective and available to all learners.

Regionally, member states of the countries of Sub-Saharan Africa, through the *Framework for Action in Sub-Saharan Africa: Education for African Renaissance in the Twenty-first Century* also emphasised their commitment to education quality by prioritizing “access and equity, quality and relevance, capacity building and partnerships”. While acknowledging that learning outcomes as primary indicators of education quality, the African Union Plan of Action for the Second Decade of Education for Africa (2006-2015) also includes the following dimensions in their conception of “quality”:

- Physical and infrastructural resourcing for learning environment
- Learner characteristics
- Teacher qualification, competence and motivation
- Relevance of subject matter, and of teaching and learning materials
- Professional support for teachers
- Good governance, both at the system and institutional levels

The Association for the Development of Education in Africa (ADEA), in its latest Policy Brief on progress towards Second Decade for Education in Africa goals, notes that managing education quality remains a challenge for all East Africa Community (EAC) partner states, with issues of efficiency and effectiveness impacting on the provision of education and training.¹⁷

8.2.1 The National Definition of the Goal

According to the Sessional No. 14 of 2012, quality in education is the degree to which education can be said to be of high standards, satisfies basic learning needs and enriches the lives of learners and their overall experience of learning. In its vision and mission, MoEST focuses on development of an individual’s personality to enable her or him to fit into society as a productive and responsible citizen for Kenya’s sustainable development.

Kenya Vision 2030 places great emphasis on the link between quality of education at all levels of learning and the labour market, the need to create entrepreneurial skills competence, and strong public and private sector partnerships.

8.2.2 Legal Frameworks and Policies in the Provision of Quality Education

The Article 55(a) of the Kenya Constitution of 2010 guarantees relevant education and training. The Guiding Values and Principles of the Basic education Act No 14 of 2013 provides for promotion of quality and relevance in education. Several other legislations have been put in place to support provision of relevant and quality education and training at all levels, with regard to curriculum, teacher development and management, quality assurance and standards, and assessment.

Coordination and Partnership

Table 8-1: Coordination and partnership for Quality Education

AREAS OF PARTNERSHIPS	IMPLEMENTING AGENCIES	ROLES
Curriculum development	KICD	Lead role in development, monitoring and evaluation of curricula
	Key Ministry of : MoEST agencies:	<ul style="list-style-type: none"> • Policy formulation

¹⁷ The East African Community (EAC): Reviewing the Region’s Progress in Reaching the Goals of the Second Decade of Education for Africa (Policy Brief, 2013)

	<ul style="list-style-type: none"> • MOEST • KNEC • KISE • KEMI • TSC • CEMASTEА • UNIVERSITIES 	<ul style="list-style-type: none"> • Quality assurance • Assessment, monitoring and evaluation • Preparation of implementers • Research • Monitoring of Implementation
	Other Ministries: Cross-cutting all ministries	Advocacy and policy framework
	<p>Development Partners and civil society: USAID, UNESCO, NACC, NASCOP, UNICEF, World Vision, Kenya, FHI, Life skills promoters, NACADA</p> <p>I Choose Life, Africa, Peer Educators and others.</p>	Technical Support, funding and Implementation
Infrastructure development and school management	<p>Key Ministry: MoEST</p> <p>Other ministries: Ministry of Ministry of Transport and Infrastructure, CDF, Ministry of energy and petroleum (KPLC, REA)</p> <p>Development Partners such as ADB, OPEC, PLAN INTERNATIONAL, OXFAM</p>	<p>Provision of policy and strategic direction</p> <p>Lead role in implementation</p> <p>Implementation</p> <p>Technical Support, funding and Implementation</p>
Quality assurance and standards	<p>Key Ministry: MoEST</p> <p>MoEST agencies e.g KICD, TSC, KISE, KNEC, KEMI, CEMESTEА ESQAC</p> <p>Development Partners such as UNICEF, UNESCO, DFID, USAID, VVOB, AGA</p>	<p>Lead role in implementation</p> <p>Quality Assurance</p> <p>Technical Support, funding and Implementation</p>

	KHAN FOUNDATION,WORLD VISION,JICA	
Teacher quality and effectiveness	Key Ministry MoEST MoEST agencies e.g KICD, KNEC, TSC, KISE , CEMASTEAKEMI,ESQAC. Development Partners such as UNESCO,UNICEF,WORLD VISION,DFID, Agha KHAN FOUNDATION,USAID,VVOB,MICROSOFT, INTEL,	Lead role in implementation Implementation Financing and Technical Support
Learning outcomes	KNEC MoEST agencies e.g KICD, KNEC, TSC, KISE , CEMASTEAKEMI Development Partners such as UWEZO,UNESCO,UNICEF,RTI,Aga Khan Foundation	Lead role in implementation Implementation Financing and Technical Support

Programmes Implemented to Improve Quality of Education

The first Kenya EFA Assessment undertaken in 2000 identified education quality issues within five of the ten subsectors; namely Primary Education, Secondary Education, Special Education, Teacher Education and Curriculum (UNESCO, 2000). The failure to address quality issues specifically may have led to a reduced emphasis and focus on this critical dimension of education.

Serious efforts to set up national targets for quality education were made during the establishment of KESSP in 2005. At this time, a specific issues that were considered critical to the attainment of quality education included infrastructure Development and School Management, Curriculum Quality and Relevance, Quality Assurance, Teacher Quality and Effectiveness and Learning Outcomes.

The national sector plan (NESP, 2014) reaffirms the vision of KESSP by making strong emphasis on the improvement of the quality of education. Its first key priority is the enhancement of learner outcomes through addressing issues related to quality including, the introduction of a more relevant curriculum, enhancing early grade literacy and numeracy, the use of assessments and enhancing teachers' pedagogical skills.

During the period under review, the following programmes were implemented to improve education quality in Kenya:

School Infrastructural improvement

Provision of school Laboratory and equipment

Training of teachers (INSET)

Provision of ICT content, infrastructure and internet connectivity

Capacity building of school managers and Boards of management

National assessment of learning achievements

Mainstreaming emerging issues in the curriculum

Recruitment of more teachers to improve the teacher to student ratio – to attain the required national standard of 1:40 teacher to student ratio, a major teacher recruitment programme aiming to employ 28,000 more teachers by 2012 will be implemented;

Implementation of early grade reading and mathematics

Implementation of Child friendly Initiatives

Building consistency within the curriculum – This is done by streamlining pre- primary , primary and secondary curricula to ensure consistency and continuity, while avoiding changes that are not internal and demand-driven; Improving the text book to pupil ratio by increasing the text book grant to schools;

Review and enactment of legal and policy frameworks to address previous gaps in provision of quality education

Implementation of adult and continuing Education curriculum for teachers and learners

Strategies, Achievements and Progress in Quality Education in Kenya

The strategies, achievements and progress in Goal 6 in Kenya since 2000 will be reviewed under the following five dimensions of quality:

Curriculum Quality and Relevance;
Infrastructure Development
School Governance and Management;
Teacher Quality and Effectiveness,
Quality Assurance and Standards;
Learning assessment (learning outcomes)

8.4.1 Curriculum Quality and Relevance

8.4.2.1 Strategies

According to the Session Paper No. 1 of 2005 and the Sessional Paper No 14 of 2012, the following strategies were set to provide quality curriculum and curriculum support materials for all levels of Basic and Tertiary Education and Training;

Undertake basic education and training curriculum review

Design, develop, review and produce quality curriculum support materials for all levels of education from ECDE to tertiary education.

Develop capacity of the teachers in the use of the revised curriculum including the digital content

Integrate the use of ICT in curriculum development and develop digital content for all levels of basic and tertiary education.

Establish a national curriculum policy framework to guide all Basic Education curriculum development.

Establish an education resource centre (ERC) for testing and validating curriculum concepts.

Integrate the educational media broadcast service into teaching and learning processes at school level.

Adapt curriculum and curriculum support materials to special needs pedagogy and for learners in ABET institutions.

Progress

1 Curriculum review

Prior to 2000, the curriculum was overloaded within and across the subjects and at various levels. It was expensive for the government and household, necessitating curriculum review in 2002. The revised curriculum has since been implemented in the following levels: Early Childhood Development and Education; Primary Education; Secondary Education; Teacher Education; and Adult Basic Education, and corresponding curriculum support materials have been developed. In addition, ICT was introduced both as a subject and a tool for enhancing quality.

2 Curriculum support materials

The development and production of school textbooks has been liberalized and regulated so that the vetting for both print and digital content could be done centrally for quality control purposes. The vetted books are listed in 'Orange Book' which guides schools in selection and procurement.

3 Alignment to the Constitution

Since the curriculum itself is dynamic, it is due for revision starting in 2014 to align it to the Constitution of 2010 and reforms that have taken place.

4 Special needs

The curriculum was adapted for learners with special needs.

5 Other curricula

5 (i) Adult Basic Education

The Adult Teachers Education curriculum (ATEC) has been developed. The Adult Basic Education and Training (ABET) learners curriculum for three levels have been developed. These include ABET I for national basic functional literacy curriculum, ABET II and III comprising five (5) academic subjects and three skill-based subjects. The Institute has also developed syllabuses for the Certificate in Social Work and Community Development.

ii) Alternative provision of basic education and training

Curriculum has also been developed for out of school children and youth in three levels; Level I (equivalent to Standard 1-4) Level II (equivalent to Standard 5-6) and Level III (equivalent to Standard 7-8). The curriculum takes six (6) years to complete and gives room for flexibility and accelerated learning. For effective implementation of the curriculum, learners' books, teachers' guides for all subjects in levels I and II; and for nine (9) academic subjects in Level III have been developed. Other curriculum support materials in place include a resource book for community mobilization and a teacher orientation manual. The target group for this curriculum includes children in ASAL regions, orphans, adolescent mothers, children on the streets, children in difficult circumstances such as the slums, in prisons and pockets of poverty.

6 Use of ICT in curriculum delivery

Orientation of all curriculum implementers on any new or revised curriculum is online and offline. The orientation entails guiding the curriculum implementers on interpretation of the curriculum. An online curriculum orientation course has been developed for primary school teachers and is offered on the *ELIMIKA* platform. This is intended to support effective curriculum delivery and the use of ICT as a pedagogical tool.

Educational content for learners, teachers and the general public is transmitted through Radio and Television. Radio programmes for schools, general public and cross cutting issues are transmitted through the Kenya Broadcasting Corporation (KBC) English Channel. The Television programmes are transmitted through the KICD EDU Channel on a digital platform. Content for mathematics and science for Standards 4 to 7 at primary school level and twelve (12) subjects at secondary school level have been digitized.

Table 8-2: Curriculum Quality and Relevance Targets and Indicators

Indicators	Target 2005	Actual 2010	Gaps 2010	Actual 2014
Curriculum development and implementation	Up to date and relevant curriculum	Curriculum up to date	Revision required to align curriculum with the Constitution(2010)	Curriculum review process underway
Curriculum Support Materials	Text Pupil Ratio 1:1 (Primary and Secondary)	1:3 lower primary 1:2 upper primary No data for secondary schools	66percent lower primary 50 percent upper primary Secondary school data	No data
Level of ICT in Usage in Curriculum Delivery	50 percent of potential radio listeners No target given for TV	100percent radio listeners reached nationally 10 percent TV viewers reached on the pilot digital signal	TV broadcasting content not nationally accessible	TV programmes are transmitted through KICD EDU Channel on a digital platform Online curriculum orientation course developed and available for primary school teachers on <i>ELIMIKA</i> platform
Digitization of primary and secondary school curriculum	100percent primary and secondary school curriculum digitized	Primary 4 – 7 (50percent) Secondary 1-4 (100percent)	50 percent Primary 4-7 Lower primary 1-3	Content for mathematics and science for Standards 4 to 7 at primary school level and twelve (12) subjects at secondary school level have been digitized

Delivery of digital content	100percent schools equipped with ICT equipment	Primary 14.4 percent have computer teaching and learning resources Data unavailable for Secondary schools	Lack of computer in 85.6percent of primary schools	No data
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KICD’s cameraman recording an educational programme

Partnering for quality education through ICT integration

MoEST is working with education partners to support quality teaching and learning through the use of technology. In the spirit of public private partnership, MoEST and Spark Child Digital Future (SCDF) partners initiated an ICT project in Kakamega County to contribute towards expanding access to education, promote relevance in education, improve quality teaching and learning and enhance effective school governance and administration. Teachers under this programme have embraced technology as a



Mr Joseph Makokha of Chenjeni Primary delivering a science lesson through PowerPoint

facilitative tool making them enjoy their work and easing development of useful teaching aids. The teachers indicated they are developing lessons plans and schemes which are more “rich” and “relevant” to the teaching and learning process .

A mini survey carried out in 14 schools, one year since inception of the project, that is 2014, revealed that 63.3percent of children aged 11-13 years could read a paragraph or story with comprehension compared to 44.4percent in 2012. The mini survey also targeted same number of control schools within the same region

which indicated schools without ICT project having an average of only 26.3percent children aged 11-13 years who were able to read with comprehension. One truism that has emerged in the relatively short history of SCDF project, 'it is not the technology but how one uses it' 'Technology then should not drive education; rather, it needs to facilitate educational outcomes.



Enthusiastic pupil interact with ICT tools for learning



8.4.2. INFRASTRUCTURE DEVELOPMENT

A key component of educational quality is infrastructure and this has been a major focus of investment. Constructing and providing for quality classrooms, water and sanitation facilities, laboratories and libraries form a learning environment that not only encourages learning but is also welcoming, gender-sensitive, healthy and safe. Provision of infrastructure in educational institutions is done by the national government, devolved funds such as CDF, and the community and development partners.

8.4.2.1 Strategies

To provide quality education, the government of Kenya has committed to the following:

Construct and rehabilitate schools in marginalized areas;
 Establish and expand provision of low cost boarding schools and mobile schools for learners in ASAL areas, children living under difficult circumstances and children at risk;
 Develop infrastructure to support ICT integration in learning;
 Provide infrastructure for ECDE, SNE and ACE learning centres.
 Ensure that learning environments are child-friendly.

Progress in provision of infrastructure

There has been enhanced government budgetary allocation for development of learning institutions as shown in the table 8.3 below:

Table 8-3: Budgetary Allocation for the Development of Learning Institutions

	KSh Million				
	2009/10	2010/11	2011/12	2012/13*	2013/14+
DEVELOPMENT EXPENDITURE-					
Ministry of Education, Science and Technology					
General Administration and Planning...	8,382.10	7,009.58	5,685.49	3,731.80	4,883.65
Pre-Primary Education	17.00	52.08	17.85	52.28	37.00
Primary Education	1,210.44	3,965.88	1,122.57	329.96	16,071.77
Secondary Education	823.76	2,876.80	2,055.90	3,814.51	420.00
Special Education	-	-	7.00	9.00	5.40
Teacher Education	50.00	958.00	1,431.06	1,144.46	395.45
Adult Education.....	20.00	20.00	268.00	27.00	32.40
Technical Education....	1,088.30	1,123.61	4,586.24	6,398.55	4,527.58
National Council for Science and Techn	3.20	0.50	-	262.00	140.40
University education.....	2,340.40	2,574.21	5,183.31	7,998.72	6,692.78
Youth Polytechnics and Training ²	1,476.06	608.04	425.63	802.21	496.44
Quality assurance and standards.....	57.90	106.20	77.70	186.00	446.00
Policy and planning.....	91.70	18.39	270.88	2,263.00	1,915.39
Total.....	15,560.86	19,313.30	21,131.64	27,019.50	38,312.19

Source: Economic Survey, 2014

Provisional

Revised Estimates

Includes salaries for teachers and all other education personnel

Expenditure is within the Ministry of Devolution and Planning - Department of Youth Affairs

A total of 705 primary schools in all the Counties benefited from the funds for construction and rehabilitation of classrooms and other structures. The government financed the construction/upgrading of 210 primary schools as centres of excellence in each of the 210 constituencies. Establishment of 60 additional National schools at a cost of Ksh. 1.5 billion, Rehabilitation of existing 18 National schools and Establishment/upgrading of centres of excellence in each of the 210 constituencies countrywide.

- a) The number of learning institutions has progressively increased over the years as indicated in the table below.

Table 8-4: Numbers of Educational Institutions, 2009 – 2013

Institutions Category	2009	2010	2011	2012	2013
Pre-Primary	38,247	38,523	39,500	39,758	40,145
Primary:	26,667	27,489	28,567	29,161	30,122
Secondary	6,971	7,268	7,297	8,197	8,848
Training colleges Pre-primary	71	121	122	125	131
Trarining Colleges Primary	105	110	112	118	123
Diploma Colleges Secondary	3	3	3	3	3
TVET Institutions	619	626	629	701	748
Public Universities	7	7	7	8	22
Private Universities	24	25	27	27	30

Source: MTP II (2013)

Private and public Pre-primary schools increased from 38,247 in 2009 to 40,145 in 2013. The number of private and public primary schools rose from 26,667 in 2009 to 30,122 in 2013. Secondary schools increased from 6,971 in 2009 to 8,848 in 2013. The increase in the number of institutions is attributable to the continued investment in infrastructure development to accommodate the growth in enrolment occasioned by the Free Day Secondary Education (FDSE) and Free Primary education (FPE). The policy on revamping TVET institutions by the National government and devolution of youth polytechnics to the county has partly contributed to the rise in enrolment.

- b) According to a 2014 MoEST Report, the government in partnership with African Development Bank constructed or rehabilitated school infrastructure in five schools in 70 districts between 2010 and 2013:

Construction of 49 laboratories for special schools;

Construction of 752 well-equipped laboratories in selected secondary schools

Provision of 49 assistive devices for special schools (Braille and hearing equipment);

Provision of 74 ICT equipment for Special schools (Computers, Printers, Scanners, and Photocopies);

Provision of 402 ICT equipment for secondary schools;

Provision of lockers/chairs/lab stools to 350 secondary schools;

Provision of 350 water tanks to secondary schools

Construction of Classrooms, Dormitories and sanitation facilities at a cost of Ksh. 1.6 billion.

In addition to government initiatives on infrastructure, the communities have done a lot and other development partners to ensure schools are adequately equipped.

School Governance and Management

A major constraint for improvement of education quality is related to weak capacity in learning institutions, weak organization and management structures, and ineffective oversight by agencies mandated to improve service delivery. The Basic Education Act of 2013 prioritizes decentralized decision-making authority. The strengthening school-based management mechanisms are meant to enhance education outcomes, including reduced teacher absenteeism, and improved service delivery at school level. According to NESP, the performance of a school depends almost entirely on the performance of the Head of that school. Support services (finance, accounts, procurement, public communication, ICT and general administration) are weak in most schools and learning institutions. It recommends that the Parents Associations be given more responsibilities in the management and administration of the institutions than is the current practice. The heads of institutions should concentrate on their core business of managing and delivering effective learning and therefore should be relieved from managing non-curriculum projects like building and construction

Strategies

Strengthening of school-based management and decision-making

Establishment of an incentive system for management and leadership at all levels with a strong focus on the role of head teachers.

Strengthening and institutionalization of school-based audits

Development of the capacity of education management bodies at all levels on their roles and responsibilities

Strengthening of information flow across various governance structures (CEBs, NEB, BOM, etc)

Develop School Improvement Plans

Enhance involvement of stakeholders in school governance and management

Enhance governance and management structure at the national, county and school levels.

Progress

At the institutional level, the management of education is done by school management committees for primary schools and Boards of Management for secondary schools and tertiary institutions. They are an important component of the school leadership, management and governance structure and are thus vital for the improvement of education quality at school level.

These structures contribute and facilitate smooth operations, infrastructural development and the provision of the teaching and learning materials and resources¹⁸

Established by the Basic Education Act of 2013, the Schools Audit Unit is a special functional unit of MoEST that is charged with the responsibility of auditing, monitoring and evaluating financial management practices in public educational institutions which include Primary Schools, Secondary Schools, Teacher Training Colleges, Tertiary Institutions and schools for the physically handicapped. The unit also reviews and issues certification for annual audited accounts for secondary schools and institutes of higher learning. The emphasis is on the commitment to *achieve 100percent transition from primary to secondary* and having in place a *cost-effective system of sustainable financing*

Studies¹⁹ done in Kenya have found that lack of information and documentation have contributed to the inability of the PTA's, SMC's and BOM's to hold school leadership accountable on matters of education quality and school resources. PTA committees and BOM's roles have been conflicting and ineffective in providing necessary oversight.

Capacity development

Since 2000, MoEST has developed and implemented a number of programmes targeting teachers and school managers. These included Strengthening Primary Education (SPRED), School-based Teacher Development (SbTD), School Empowerment Programme (SEP) and Primary School Management (PRISM).

The capacity development activities for school leaders and managers have been undertaken through Kenya Education



Management Institute (KEMI) targeting pedagogical and management leadership training to QASOs, principals, deputy principals, Deans of Curriculum, TAC Tutors and head teachers to support teachers in implementing effective and innovative classroom practices. In addition, Centre for Mathematics and Science Teachers of Africa (CEMASTEA) has been training primary and secondary mathematics and science teachers to improve their pedagogical skills.

The following tables capture the number of primary and secondary school managers trained by KEMI

Onderi and Makori in the International Journal of Advanced Research in Management and Social Sciences, Jan 2013
World Bank, 2008; Nana (2009)

Table 8-5: Number of primary and secondary school managers trained by KEMI (2005 – 2013)

EDUCATION MANAGERS TRAINED FROM 2005-2013								
YEAR	2005	2006	2007	2008	2009	2010	2011/12	2013
NO TRAINED	3,293	1,025	4,164	10,431	13,150	16,478	31,932	25,258

Table 8-6: Promotional Courses

YEAR	COURSE	NO TRAINED
2006/7	HT Proficiency Course	833
2007/8	HT Proficiency Course	472
2008/9	HT Proficiency Course	441
2009/10	HT Proficiency Course	534
2009/10	Senior Management Course	383
2009/10	HT Proficiency Course	56
2010/11	Senior Management Course	638
TOTAL		3,357

Table 8-7: ESP/ICT training, 2009/2010

NO. OF EDUCATION MANAGERS TRAINED IN ESP/ICT PROGRAM			
Performance Indicator	ICT Champions	School Principals	TOTAL
No. of education managers trained	210	450	660

Table 8-8: Number of Education Managers Trained Against the KESSP Targets

NO OF EDUCATION MANAGERS TRAINED AGAINST THE KESSP TARGET				
Performance indicator	Baseline 2005	KESSP target	Actual (2005-2010)	variance
No. of Education Managers Trained	12,369	45,000	48,541	3,541

Indicators	Target 2005	Actual 2010	Gaps
Number of Secondary School Management Staff trained in school governance	All School Principals, Boards of Governors (BOG's), Parents Teachers Associations (PTA), Student leaders and Prefect Councils	Principals - 1701 (28percent) D/Principals – 1841 (28percent) Heads Of Departments – 2640 District Education Boards (DEB/Provincial Education Boards) – 369 Boards of Governors – 1940 (32percent) (KESI data)	72percent Principals 67.7 percent DEB/PEB All Student Councils

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Quality Assurance and Standards

The purpose of Quality Assurance is to ensure continuous quality improvement by maintaining conventional standards while following laid down policies in education. The central function is to oversee, promote and maintain standards particularly curriculum implementation. Quality Assurance is a function that involves monitoring and evaluation of the entire education sector.

In 2014, the Education Standards and Quality Assurance Council (ESQAC) was established under the Basic Education Act, No 14 of 2013 part 1X 64(1). Operationalized through the Legal Notice No. 11 of 2014, the mandate of ESQAC is to perform the following duties:-

- Ensure standards and maintain quality in institutions of basic education;
- Administer policies and guidelines set for basic education;
- Supervise curriculum implementation and delivery;
- Monitor and evaluate standards and quality in basic education;

Progress

Prior 2014, the Directorate of Quality Assurance and Standards (DQAS) was the professional arm of the MoE charged with quality assurance. The Directorate developed various tools and guidelines as follows:

Guidelines on Competences in Literacy, Numeracy and Life skills

Child-Friendly Schools Handbook and Monitoring Tool

Annually revised list of recommended textbooks and teacher's guide (Orange Book)

Teacher Proficiency Training Manual

Inspection Manual for Schools

Safety Standards Manual for Schools in Kenya

Quality Index Manual

Primary School Report Card, which encourages and guides parents to take an active role in improving the quality of education in their local primary schools, developed in 2009.

Meriting Tool

1) DQAS Establishment

Increased enrolment in schools and attendant quality shortfalls led to the ministry emphasizing the recruitment of Quality Assurance and Standards officers. The table shows staffing trends in the two years for which data was available, against a staffing establishment of 1,850. As shown above, the department was understaffed by over 50percent. 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 8-9: Establishment in DQAS

Year	HQ	Province	District	Total	Expected	Shortfall
2009	63	27	655	745	1850	1105
2010	66	22	633	721	1850	1129

The progress below was registered between 2010 and 2013:

Training of 610 officers who were to supervise implementation of CFS programs

Training of TOTs to cascade CFS content.

Training of 2419 teachers in different capacity building workshops to acquire content for improvement of their schools through CFS

DEOs trained in CFS

CFS initiative integrated in the Primary Teacher Training Colleges programmes.

Disaster Risk Response Manual was developed and launched by the President in September 2013.

- 365 primary schools monitored on CFS with the best school rewarded during KEPSHA conference 2013.
- Children's government guidelines developed and the 1st national children's government held in Nairobi.

Children's' governance incorporated in CFS has enhanced ownership of institutions by the learners, increased openness and has emboldened learners to be proactive in improvement of schools in terms of both the learning environment and the academic work..



Promotion of Health and Sanitation at Shinjiko Primary School in Kakamega County

2) Capacity Building on Child Friendly Schools Concept

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.

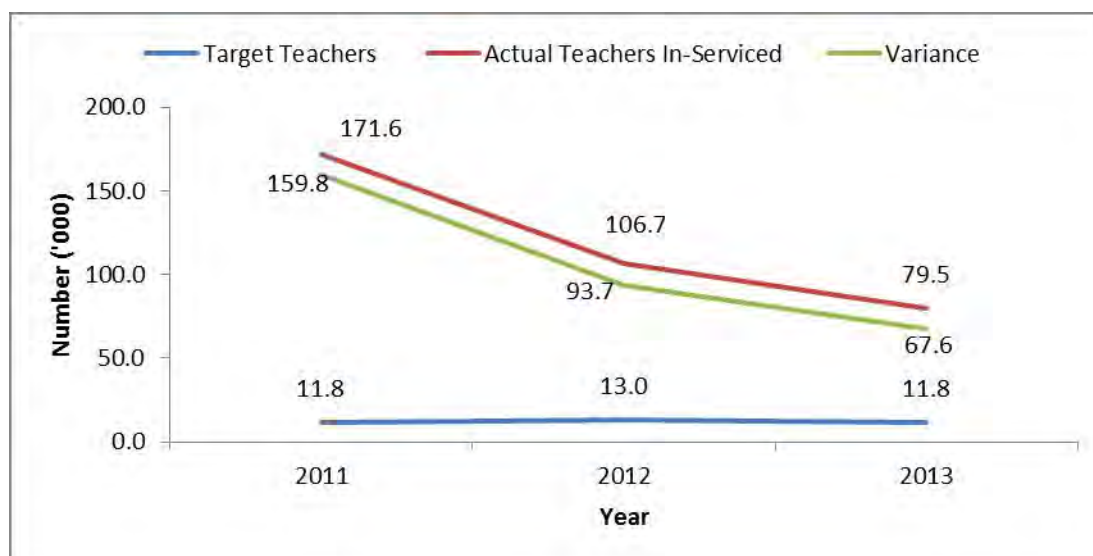
In addition, it emphasizes an interactive, child-centered teaching methodology. The government has conducted CFS training for head teachers, teachers, Primary Teacher Training Colleges (PTTC) tutors, Teacher Advisory Centre (TAC) tutors and QASO's, which is expected to cascade downwards

Table 8-10: Capacity Building on CFS

	2000	2003	2005	2008	2009	2010	Total
Headteachers						450	450
PTTC tutors					120	18	138
Teachers	8000						8000
TAC tutors					60	50	110
Qaso	150					247	397

Since 2000, about 8,000 teachers have been trained in CFS, or about 5percent of the total teacher population. The DQAS also conducted pedagogical skills in-service courses for teachers between 2011and 2013 as illustrated in Figure 8.11

Table 8-11 Pedagogical skills In-Service Training, 2011-2013



Source: MOEST

The Directorate surpassed its targeted number of teachers with assistance of development partners such as UNICEF, Teachers' Service Commission and other community-based organizations.

Number of learning institutions Assessed

One of the achievements of the Directorate of Quality Assurance is the expansion of school assessment activities. There was an upward trend in the number of schools assessed in 2006 attributed to streamlined administrative procedures, including monitoring activities. However, between 2011 and 2013 there was a downward trend in the number of schools assessed attributable to staff shortages. In 2008, DQAS initiated monitoring to ascertain effective use of funds allocated for quality assurance.

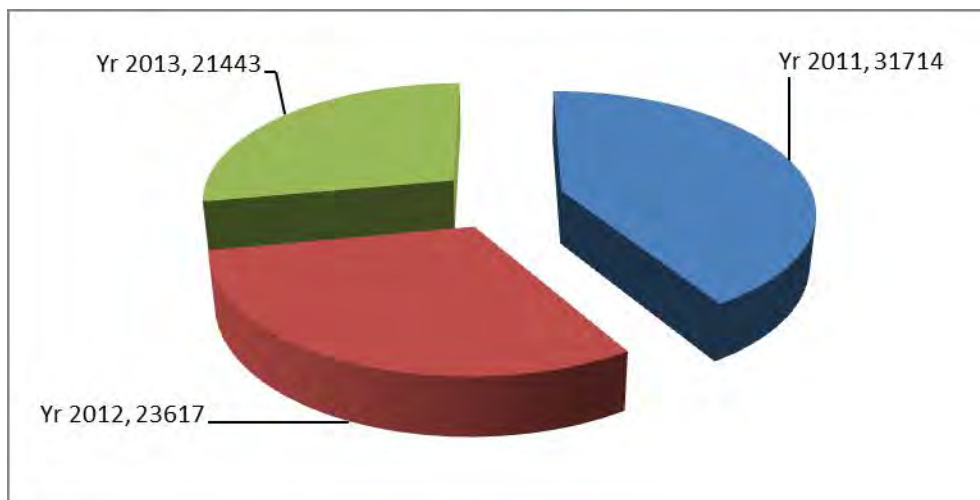
Table 8-12: Number of learning institutions Assessed

Institutions	Year				Total
	2006/2007	2007/2008	2008/2009	2009/2010	
ECDE	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

Table 8.13 No of institutions assessed between 2011 and 2013.

Institution	Year		
	2010/2011	2011/2012	2012/2013
ECD	1505	974	1315
Primary	9773	6006	5838
Secondary	2109	1295	1752

Figure 8-2 Number of Teachers Assessed by DQAS, 2011-2013



There was a downward trend in the number of teachers assessed in the period, which could be attributed to shortage of staff, lack of transport and inadequacy of funds. Findings from the assessment reports indicate the following:-

- Inadequate preparation by teachers in terms of schemes of work, lesson plans and lesson notes
- Low syllabus coverage

- Inadequate teaching and learning resources such as text books and science equipment

- Lack of internal supervision on curriculum implementation

- Lack of motivation of teachers employed by the schools' Board of Management (BOM) due to low remuneration as compared to TSC employees.

- Few teachers that underwent professional training in courses such as SMASSE are applying the skills trained on.

Teacher Quality and Effectiveness

According to the GMR (2013/4), learners must be taught by teachers who are trained, motivated and enjoy teaching, who can identify and support weak learners, and who are backed by a well-managed education system. Adequately funded national education plans that ensure equitable success to well-trained teachers must be a policy priority. Teachers need the support of an appropriate curriculum and assessment system that pays particular attention to the needs of children in early grades, when the most vulnerable are in danger of dropping out. Beyond teaching the basics, teachers must help children gain important transferable skills to help them become responsible global citizens. Any education reform is unlikely to succeed without the active participation and ownership of teachers. The main determinants in improving the quality of teaching are:

- Academic and professional qualities of the teacher;
- Curriculum content mastery and understanding;
- Tools and methodology of delivery (pedagogy);
- Support systems and conditions (governance, management, physical and working environment)

Quality improvement of teachers is contained in Strategic Pillar 2 (Teacher professional development, career growth and maintenance of teaching standards) and 3 (Reforms and innovations in curriculum implementation) in the TSC Strategic Plan (2014 – 2018). The main strategies for quality improvement include:

- Establishment of a framework to guide the Quality Assurance and Standards reforms in the teaching service
- Establishment and implementation of a framework on teacher qualifications and professional development
- Establishment and implementation of a teacher competency framework
- Establishment of training centres for in-service and capacity building for TSC employees in strategic regions
- Development of an implementation framework on teacher registration and certification.
- Orientation of teachers towards ICT integration in curriculum development
- Building teachers' capacity in the public educational institutions on basic ICT/e-learning
- Supporting the disadvantaged , hard to reach and vulnerable learners in accessing quality teaching services
- Institutionalizing multi-grade and multi-shift teaching modes in selected regions
- Introducing virtual learning modes of curriculum delivery on pilot basis
- Introducing and integrating talent identification and development among learners in curriculum development.

Pre-service Teacher Development

One requires a P1 qualification to qualify as a primary school teacher. This is attained after undergoing two year course training. To qualify to train as a PI teacher, one is required to have attained a minimum of C plain and C minus for trainees with disabilities in KCSE. During the second year of training, the student teacher is required to specialize in either science or humanities (MoEST, 2004). Over the years, many primary school teachers have acquired diploma, degree and postgraduate certificates. To train as a secondary school teacher, one must have a minimum of C plus at KCSE. Prospective secondary school teachers join Diploma teacher training colleges and universities for the pre-service training.

Strategies

Develop and implement a national teacher education policy at all levels.

Improve the quality of curriculum delivery by providing adequate resources for teaching/learning in teacher training colleges.

Strengthen the pre-service curriculum to include reform approaches in early grade literacy and numeracy, special needs and crosscutting themes' pedagogy.

Develop an effective monitoring and evaluation plan for teacher education.

Create linkages at all levels of teacher training.

Rehabilitate dilapidated buildings in PTTCs.

Provide In-service for Duksi and Madrassa teachers in secular education.

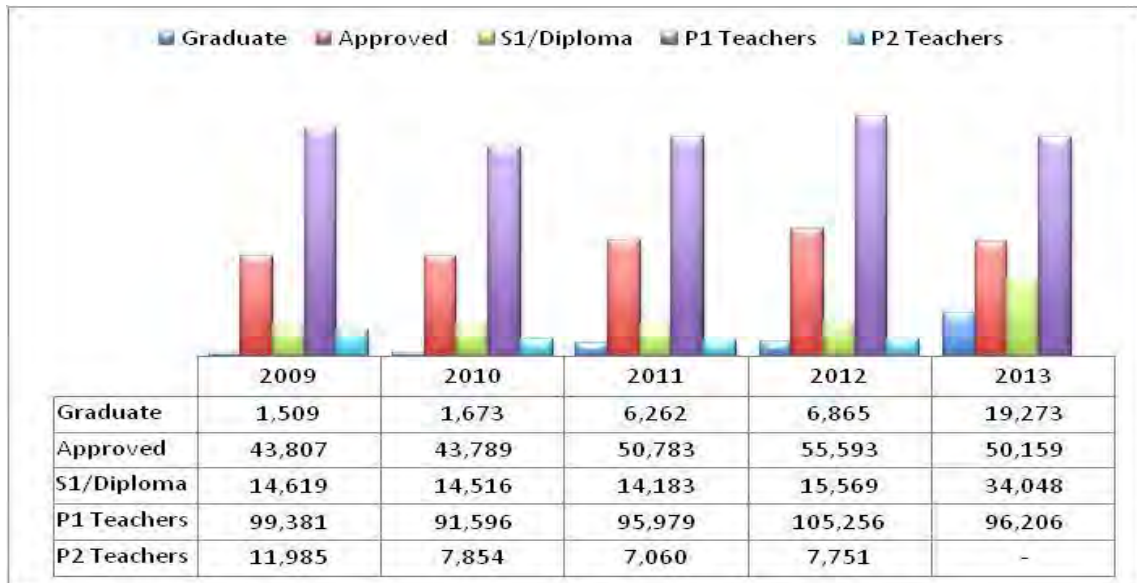
Establish a teacher training college for ACE/APBET.

Convert PTTCs to Diploma Colleges and establish diploma programmes

Progress in Pre-Service Teacher Education

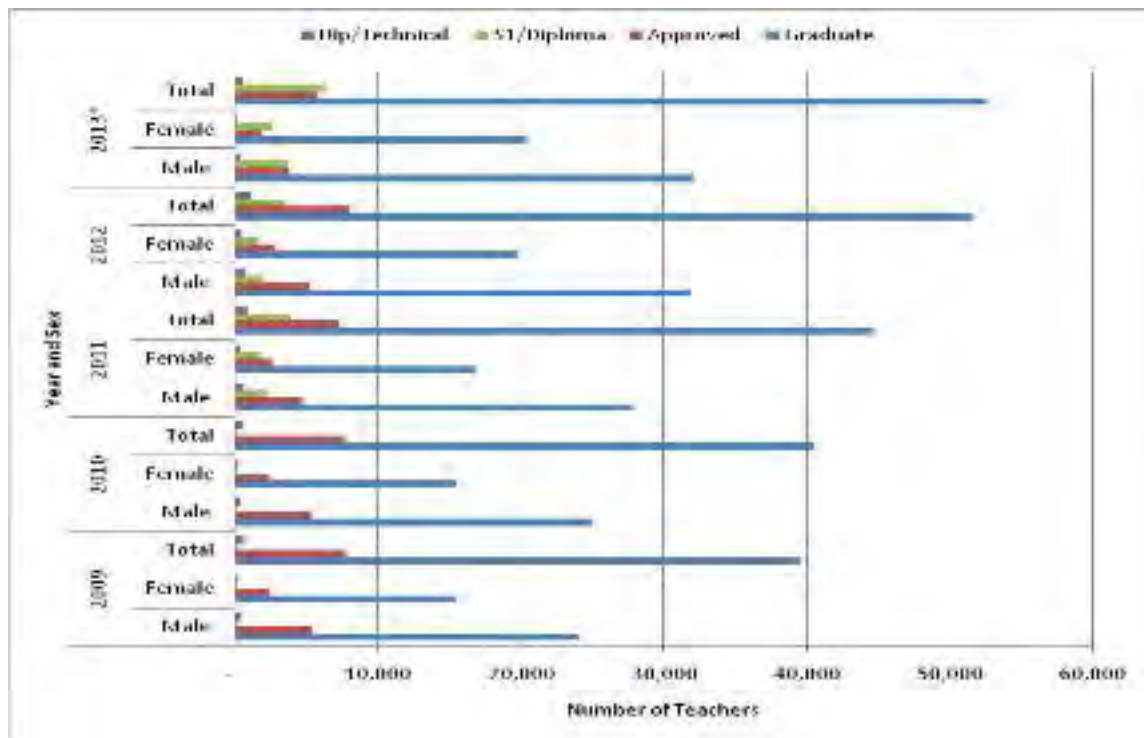
a) Increase in number of trained and qualified teachers at all levels as shown in Figure 8.3.

Figure 8.3 Number of Public Primary School Teachers by Qualification and Sex, 2009 – 2013



Source: TSC ,2013

Figure 8-3 Number of Trained Public Secondary School Teachers by Qualification and Sex, 2009 – 2013



Source : TSC (2013)

Trends above show that presently, the majority of secondary school teachers are male university graduates.

Trends in Teacher Recruitment

In recruiting teachers, TSC is guided by annual staffing requirements against available budgetary allocations. As of 2014, the staffing gap at both primary and post primary school levels stood at 89,133. According to data from the TSC Strategic Plan, the overall teacher shortage at primary school is 46,635. At 14,767, the Rift valley region has the largest teacher shortage, followed by Nyanza and Nyanza region at 10,731 and 7,388 respectively. Nairobi has the least shortage of teachers at 469. In post primary institutions, the overall shortage is 42,498. Rift Valley region has the highest shortage at 10,802, followed by Eastern at 9954 and Nyanza region at 8,293.

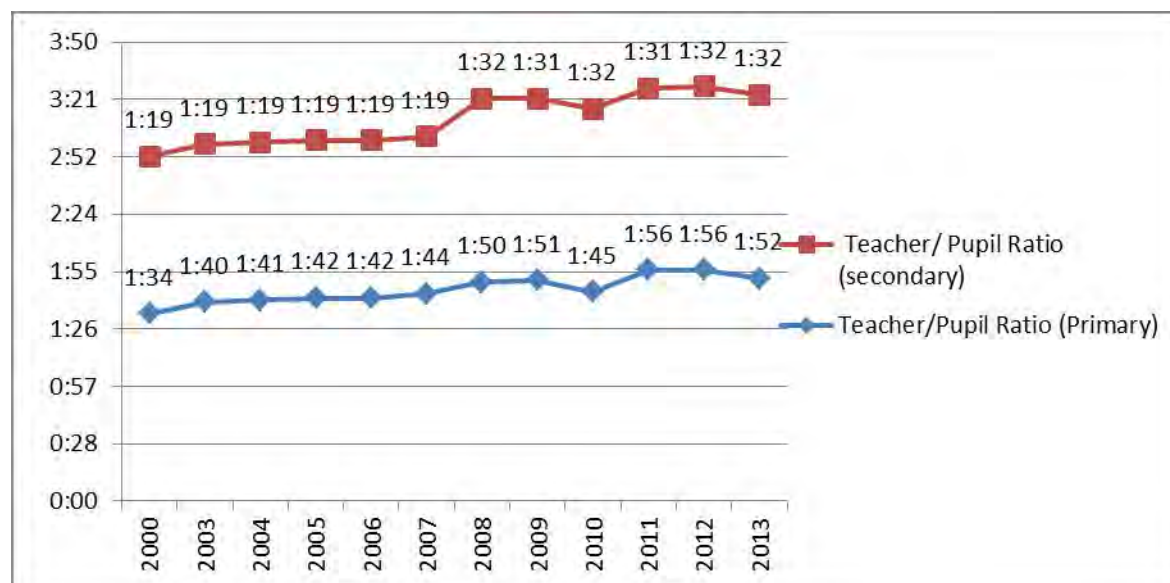
In order to maintain equity and quality, the TSC needs to achieve and maintain a staffing ratio 1:40 (PTR) at primary school and curriculum based establishment at post primary level To do this the commission needs to recruit 5000 teachers annually²⁰.As shown in Figure 8.4, the national average is 1:52 in primary and 1:32 in secondary.

²⁰ Teachers Service Commission Strategic Plan (2014 – 2018)

Table 8-13: Teacher Employment Trends 2001 – 2010

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
No of teachers employed	4,584	2,083	2,454	1,200	1,700	1,691	2,370	3,957	-	1,930

Figure: 8-4 Teacher /Pupil Ratio Primary and Secondary 2000-2013



Source: KNBS, (2000-2013)

8.4.5.4 Continuous Professional Development through In-Service Education and Training (INSET)

Article 35 of the TSC Act, 2012, requires every registered teacher to undertake prescribed career progression and professional development programmes.

Strategies

- Develop a national INSET policy to guide INSET activities.
- Develop and implement a national INSET accreditation Framework.
- Strengthen Tracking and Support of INSET provision at National, County, Districts, zonal, cluster and school levels.
- Implement and sustain current and new INSET activities for all including ECDE, ACE, SNE and NFS/NFC.
- Develop and Integrate ICT in INSET provision.
- Strengthen school-based quality assurance systems to follow up and supervise teachers in the implementation of good practices.
- Establish an effective INSET database.

Establish links with local, regional and international institutions and bodies involved in teacher professional development to facilitate the transfer of good practices.

Establish a collaborative system of regular inter-school visits by school heads and teachers for sharing of experiences, benchmarking and technical support, consistent with the Education Communities of practice Approach.

Progress

There are many INSET programmes provided by different players. These include:

SbTD specialist Social Studies implemented for 18,130 primary school teachers.

The School Empowerment Programme (SEP)

Education for Marginalized Children in Kenya (EMACK).

Early Grade Reading and Early Grade Mathematics (PRIMR) pilot.

Teacher Education Professional Development (TEPD).

Child Friendly Schools (CFS) initiative.

Strengthening Science and Mathematics (SMASE) at the primary, secondary as well as teacher training colleges.

Kenya education management institute has trained school managers to improve managerial skills for heads of departments, deputy head teachers and, head teachers.

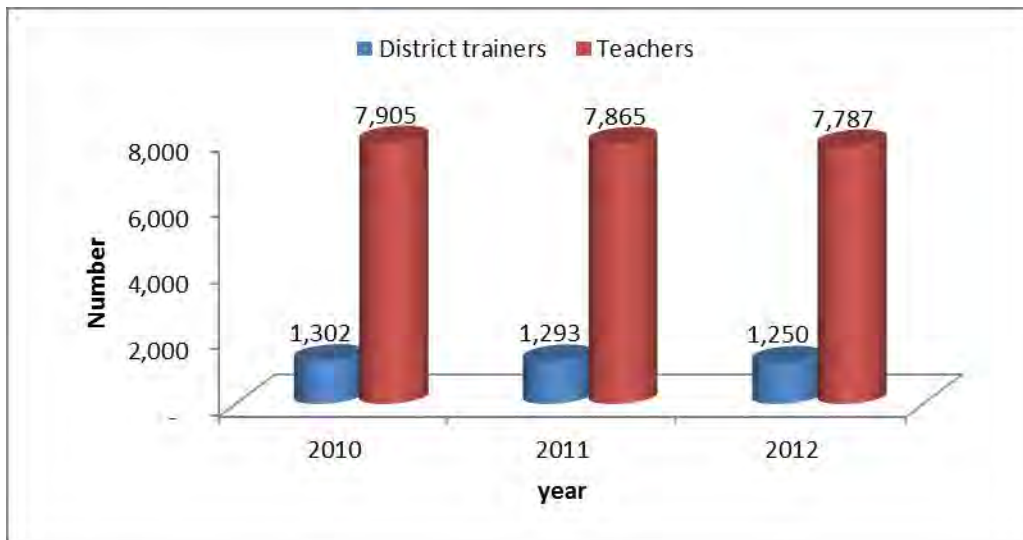
Strengthening of Mathematics and Science Education (SMASE) INSET

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. 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 CEMASTE (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 (CEMASTE, 2009). According to the Republic of Kenya (2011b) more than 80percent of mathematics and

science teacher attended SMASSE INSETs. Currently CEMASTEА is organizing mop up training to reach to the remaining 20percent who may have not been reached or entered the teaching profession after inception of the programme. The tables below show the number of teachers in-serviced through SMASE INSET at secondary and primary levels

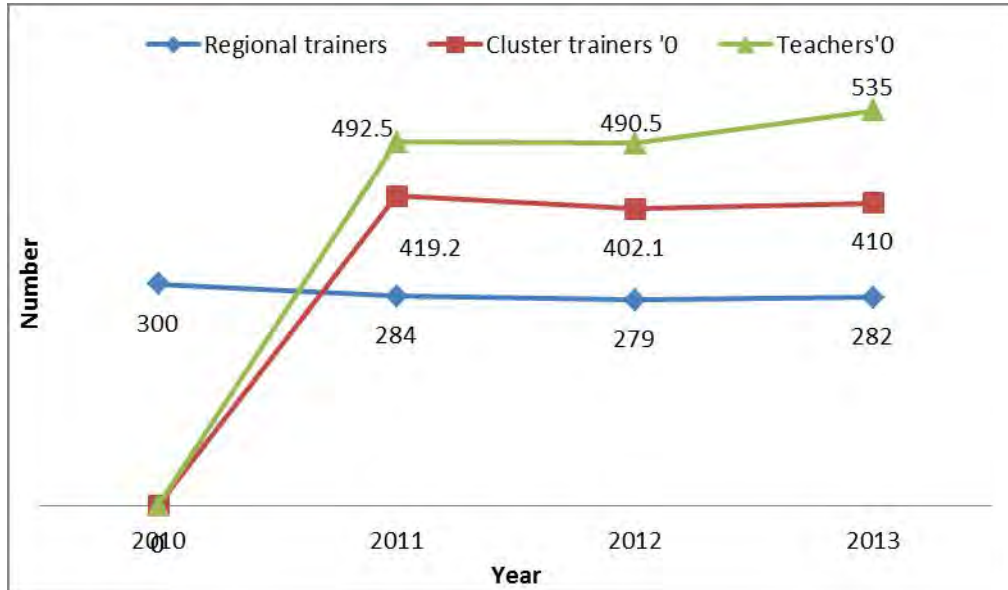
Table 8-14 Number of secondary school teachers and district trainers trained on SMASSE



Source: CEMASTEА, (2013)

Between 2010 and 2012 over 7000 secondary school teachers and 1000 district trainers were trained annually. The SMASE secondary INSET is currently engaged in training newly recruited teachers (those with a teaching experience of 0-5 years) on ICT integration in teaching and learning and learner centred approaches.

Figure 8-4 Number of Trainers



Source: CEMASTEА, (2013)

Impact 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. Evidence 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

b). INSET on ICT integration for laptop programme

In order to ensure that ICT is entrenched in the curriculum, the Ministry adheres to an ICT integration model, which emphasizes four key pillars critical to effective implementation of ICT initiatives; these are:

Robust policy and strategy- visioning and defining how ICT will be used to achieve educational outcomes

Teacher Capacity development- training of teachers on ICT integration skills

Provision of relevant **digital content**-technology will only be useful if there is relevant content for use by both teachers and learners

ICT infrastructure. This refers to hardware (computers and peripherals) as well as school infrastructure readiness e.g. electricity (power source), secure rooms, connectivity etc

Most of the serving teachers in primary schools lack ICT literacy and need to be trained and re-oriented on new pedagogies of teaching and learning using ICT. Since 2004, ICT curriculum has been in place in Teacher Training Colleges and compulsory in first year. Over this period, 72,000 teachers have been trained and possess ICT competencies but the majority of these are still unemployed. Further, a few of the serving teachers have obtained ICT skills through capacity building initiatives the Ministry has implemented with different partners such as USAID, British Council, Intel, Microsoft and World Vision among others since 2009

In August 2013, the Ministry launched ICT Training Curriculum for Teachers. It identifies the key areas in ICT literacy and ICT integration skills that shall facilitate the training of teachers for national roll out of the training process from September 2013. In addition, the training manual for use by trainers has been finalized and ready for use.

The **Master Trainers** and **Trainer of Trainers** have been **identified** to spearhead the national roll out of the training of teachers in every district and this training was held at Kenya Education Management Institute

The capacity building exercise targets to train over **62,000** teachers, 3 per school one of whom is a head teacher. Given their supportive role in curriculum delivery, TAC Tutors and EARC officers were also included in the training. Special and integrated schools will however train **6 and 4** teachers respectively. To achieve the intended goals of integrating ICT in our primary schools, the implementation has adopted a **3-tier** cascade model training strategy:

Level 1--- Master trainers--**150**

Level 2--- Trainers of trainers (TOTs)—**3,000**

Level 3---Head teachers, teachers, TACs and EARCs totalling ---**62,373**.

By October 2013, **145** National master trainers (MTs) had been trained who in turn trained 3,000 trainers of trainers by the first quarter of 2014.



Primary school pupils attending a computer lesson (Photo credit KICD)



Primary school pupils attending a computer lesson (Photo Credit, KICD)

Primary school pupils attending a computer lesson (Photo Credit, KICD)

LEARNING ASSESSMENT (OUTCOMES)

EFA goal 6 focuses on the outcomes of the educational system including the level of mastery of basic skills in education. Determining and assessing the level of achievement and competencies of learners is necessary to ensure quality. In Kenya, the problem is that public examinations have tended to provide a measure of achievement at the end of a cycle without, of necessity, providing the requisite evidence of learners achievement of the proscribed competencies at various levels as they progress through school. Additionally, it has been noted that the decline in candidates' performance in summative national examinations particularly at the primary school level has been as a result of the lack of a Monitoring of Learning Achievement system²¹.

Strategies

The Sessional paper No. 14 of 2012, provides the following strategies to improve on measurement of learning outcomes,:

Evaluate the curriculum in the areas of Literacy, Numeracy and Life skills at all levels.

Evaluate the quality of education on the basis of competencies of all learners, including those with special needs.

Intensify dissemination of recommendations arising from study reports on assessment to schools, policy makers and stakeholders.

Recommend changes for curricular, teaching and learning interventions on issues that may emerge.

Define achievement targets based on set criteria.

²¹ Learning Assessments in Primary Education in Kenya (UNICEF Concept Note, October 2014); Also National Assessment Initiatives in Kenya and their Impact on Quality of Education (2007), Wasanga and Kyalo, KNEC; Also Learning Outcome Assessment (2014), Muktar

To achieve the set targets, the Kenya National Examinations Council (KNEC) would:

- Entrench monitoring of learner achievement in the education system;
- Provide prompt feedback on examinations to improve learning; and
- Improve assessment for candidates with special needs.

Trends and Progress in Measuring Learning Outcomes

National assessments measure actual learner competencies, and are seen as an effective method of evaluating education systems across the world. In Kenya, 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 Ministry of Education, 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

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 Southern Africa Consortium for Measuring Education Quality (SACMEQ) project.

SACMEQ is a 20 years-old mechanism that 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), SACMEQ III (2005– present) and SACMEQIV (201. 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).

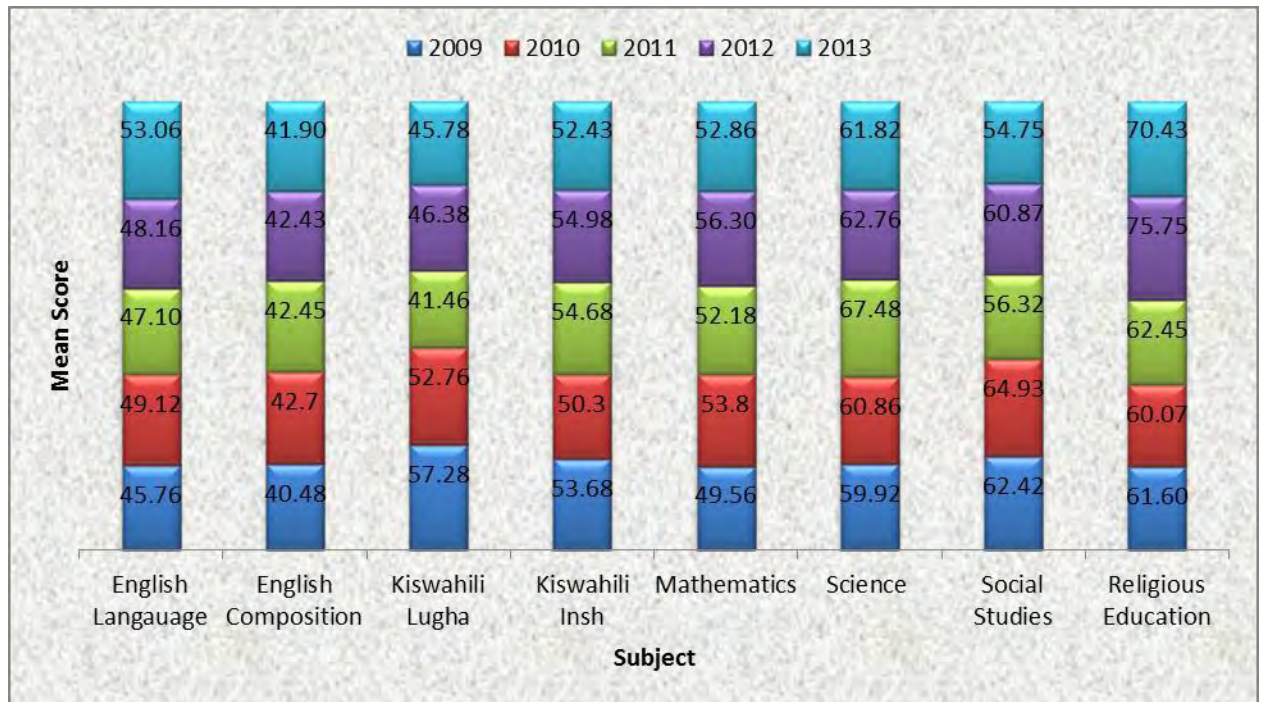
Through this initiative, the education system is monitored to establish factors that support or mitigate meaningful learner achievements, in order to address issues of quality education.

In spite of gains in increasing access to and making resources available for education as reflected in goal 2, a significant proportion of learners are leaving the system without achieving the numeracy and literacy skills expected at their level. In 2010, the National Assessment System for Monitoring Learner Achievement (NASMLA) reported that fewer than half of class 3 pupils were able to read at level 3 (basic reading) or level (4) reading for meaning). In 2011, a report by Uwezo showed that fewer than 30percent of pupils in class 3 could read at class 2 level, 11 out of 100 children in class 8 were not able to perform simple class 2 mathematics problem and 7 out of 100 learners in class 8 were not able to read a simple story in either English or Kiswahili. In 2012, a baseline assessment undertaken by Primary Mathematics and Reading Initiative (PRIMR) showed that fewer than 19percent of class 2 pupils were reading at the expected fluency and comprehension levels. Positively, results from SACMEQ III survey in 2010 indicated that Kenyan learners in class 6 (age 11) generally perform well on both reading and mathematics tests compared to their counterparts in 15 sub-Saharan African countries.

Learner Performance in Summative Examinations

Learners' performance in KCPE

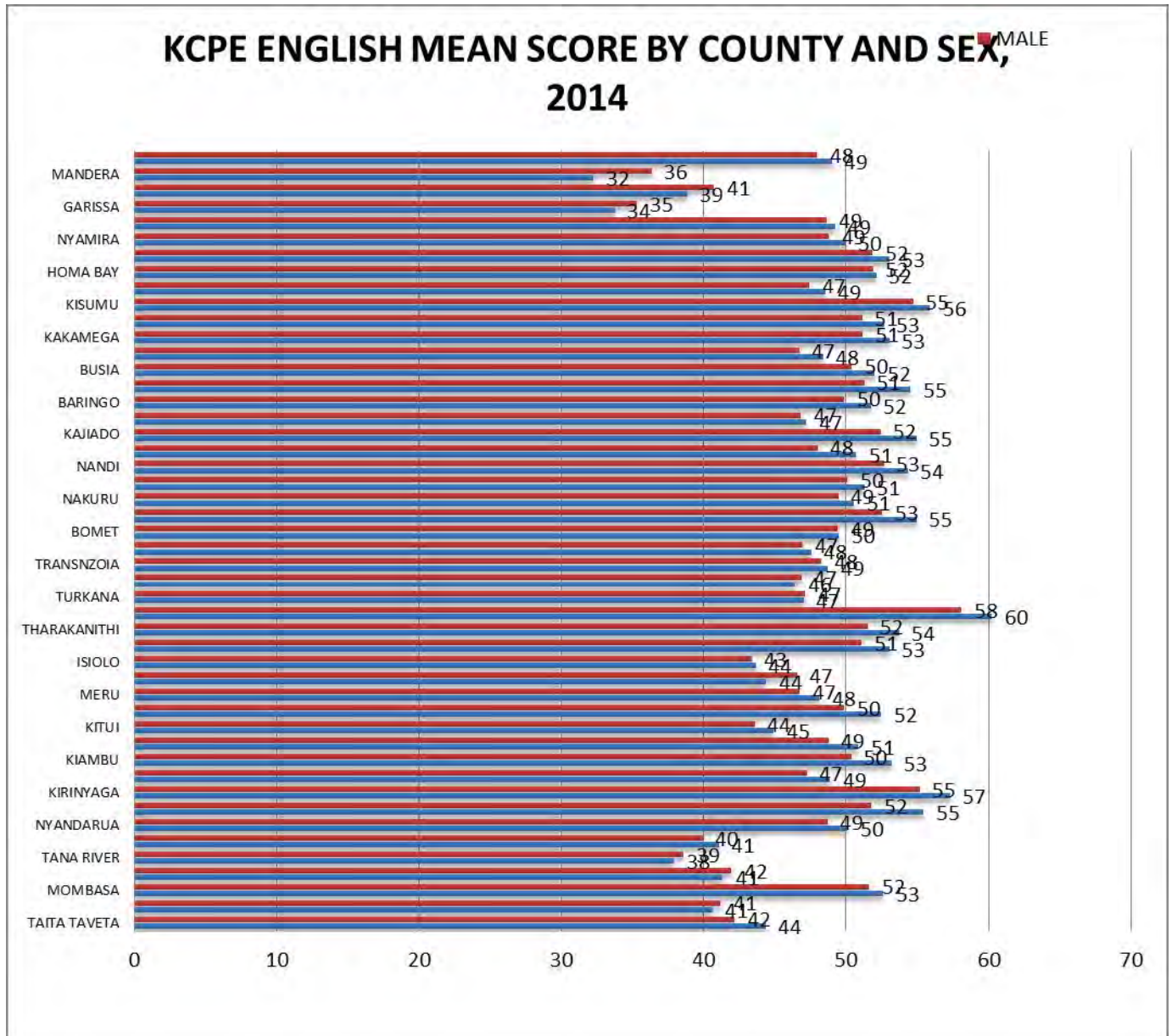
Figure 8-5 Mean Subject Score in KCPE, 2009-2013



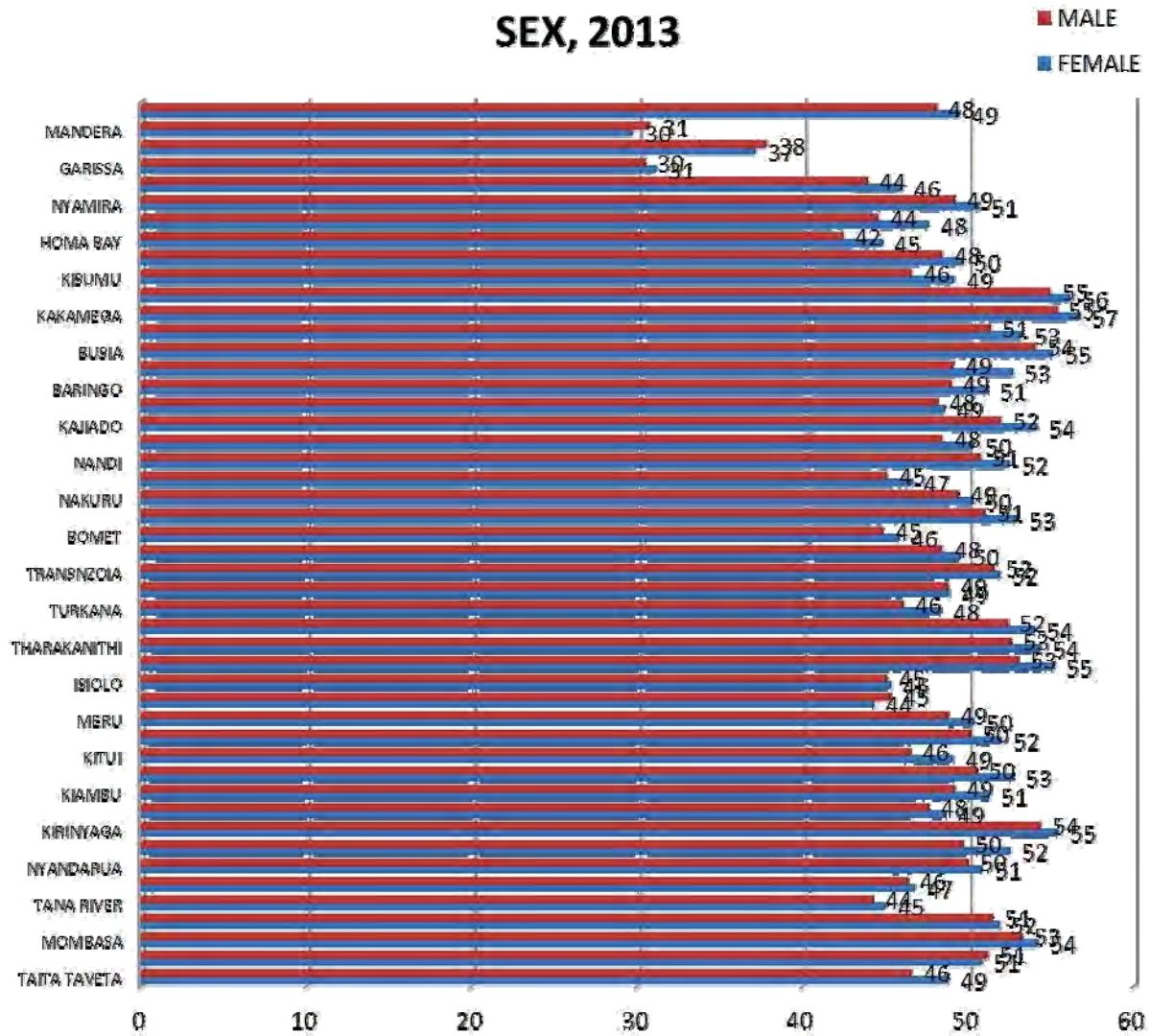
Source: Economic Survey, 2014 *Provisional

Performance of languages is comparatively poor yet English is the medium of instruction and Kiswahili is the national language. This is depicted in the graph above.

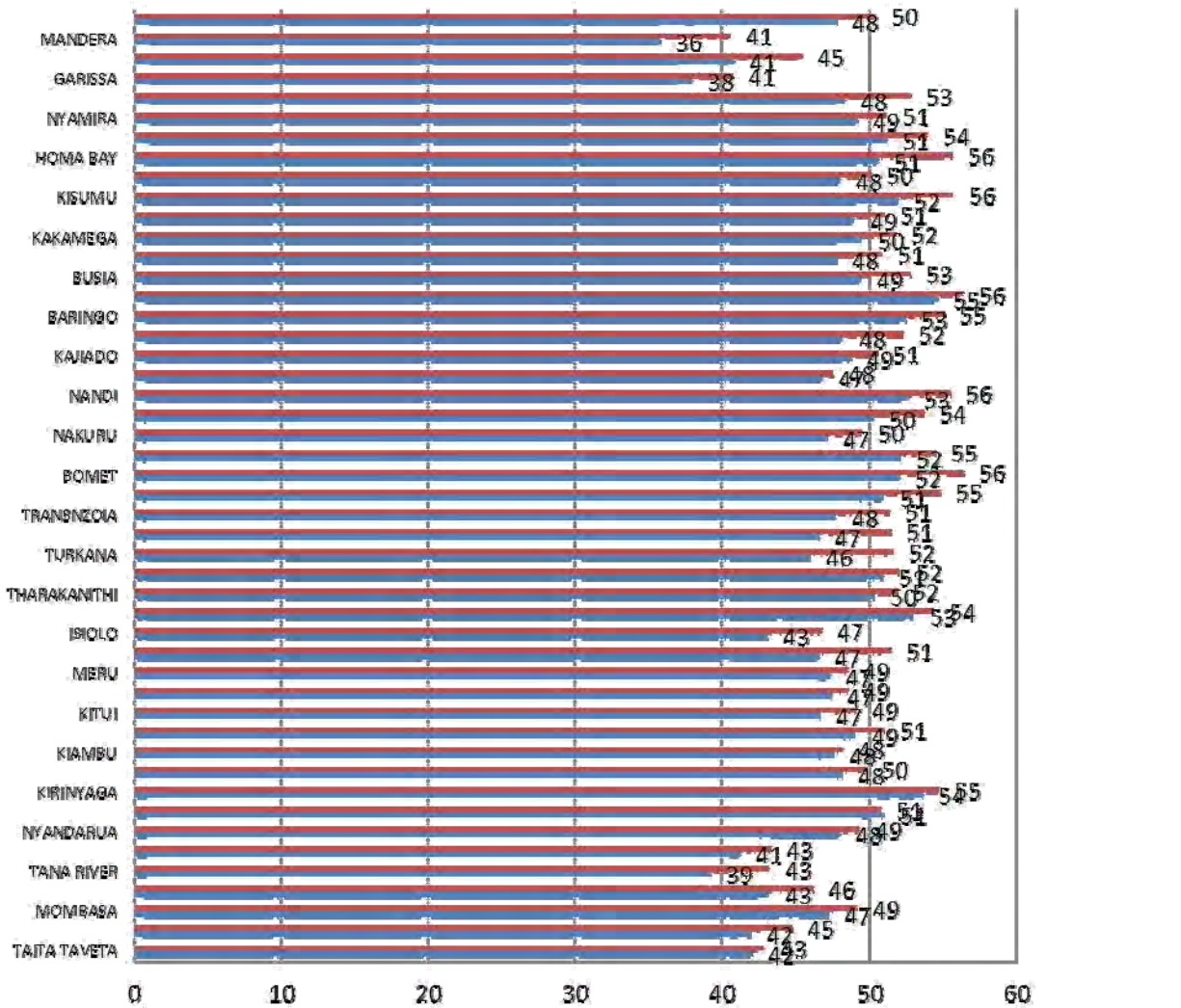
Figure 8-6 KCPE Mean Score by Subject, County and Sex, 2014



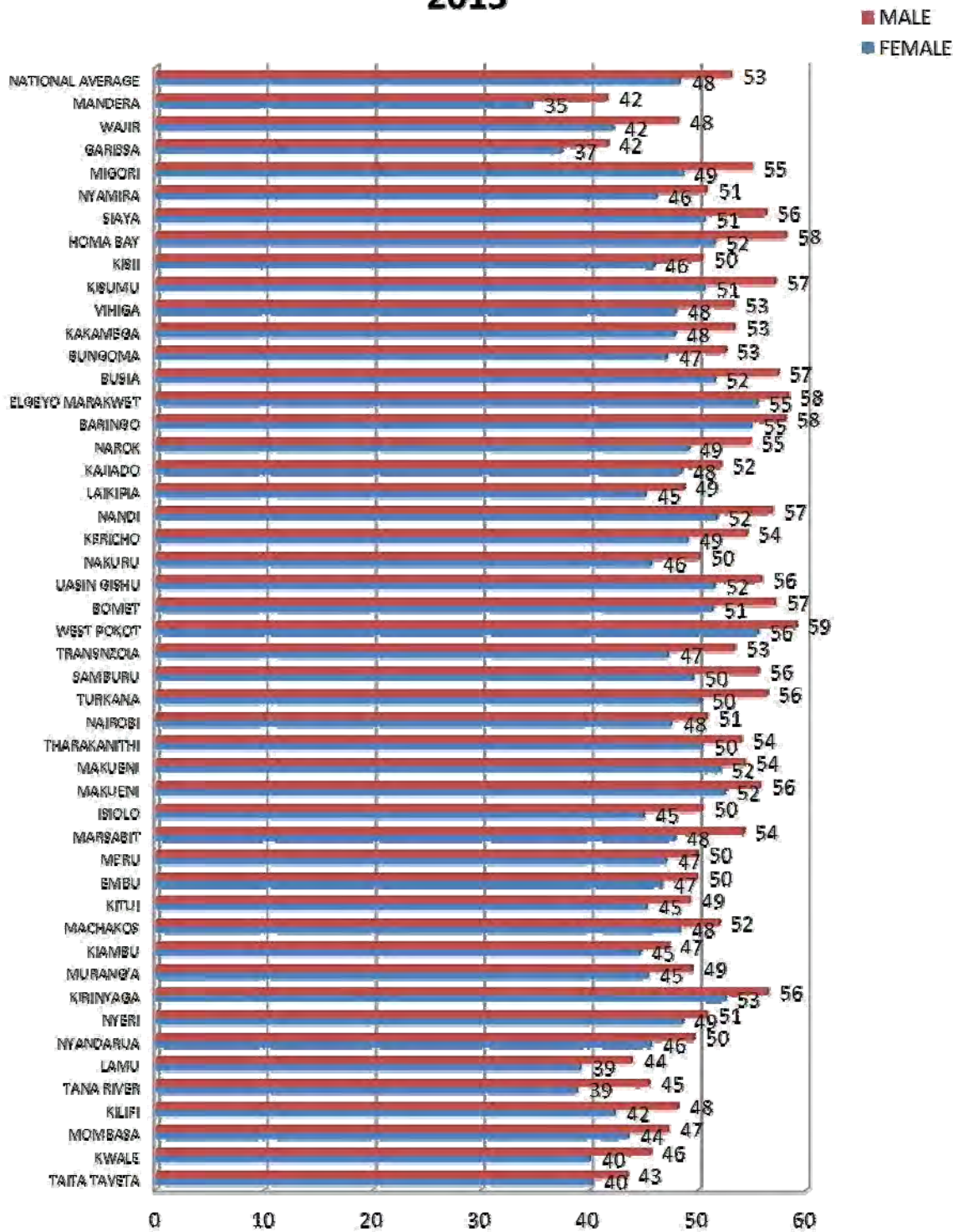
KCPE KISWAHIL MEAN SCORE BY COUNTY AND SEX, 2013



KCPE MATHEMATICS MEAN SCORE BY COUNTY AND SEX, 2013



KCPE SCIENCE MEAN SCORE BY COUNTY AND SEX, 2013



KCPE SOCIAL SCIENCE AND RELIGIOUS STUDIES MEAN SCORE BY COUNTY AND SEX, 2013

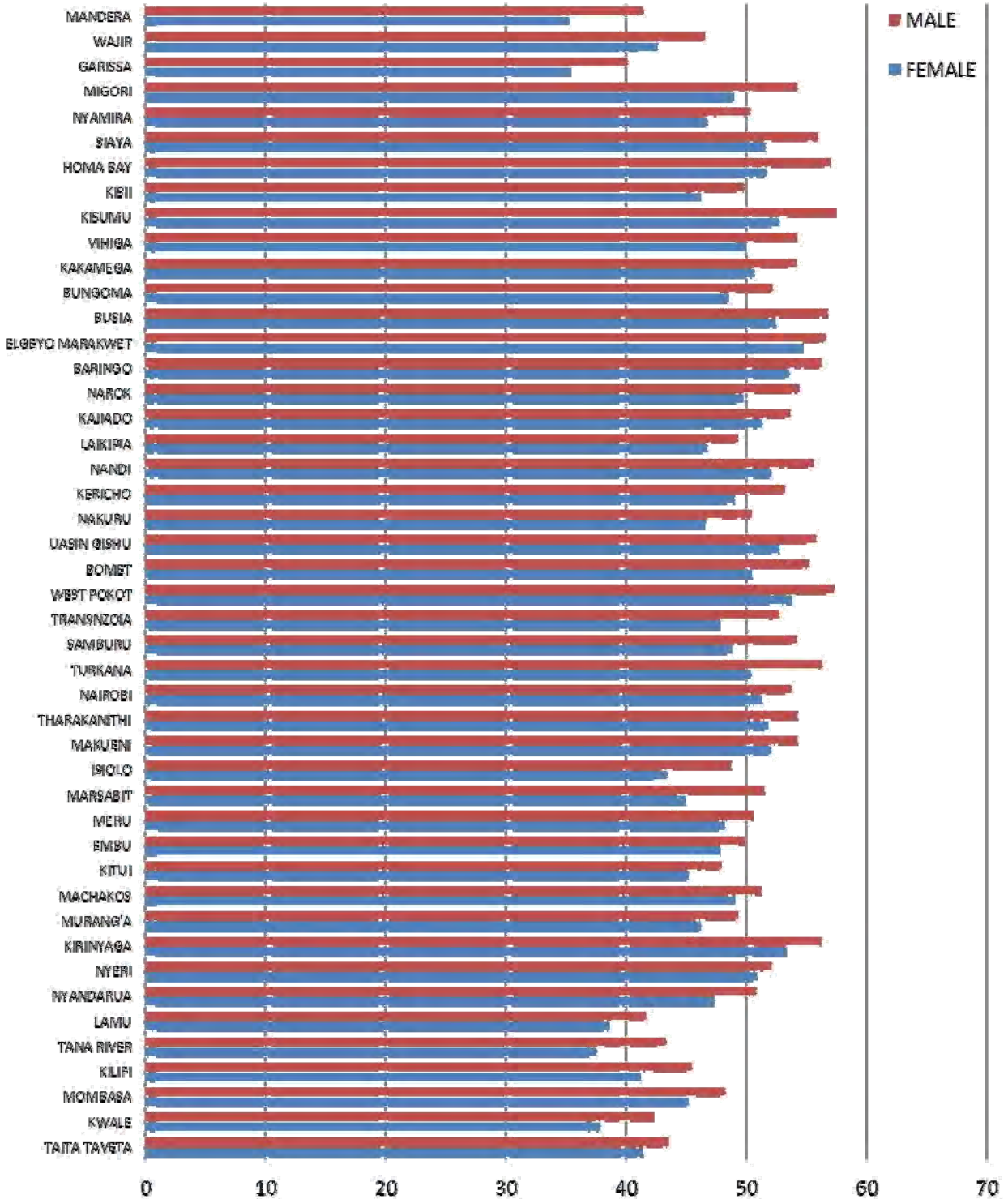
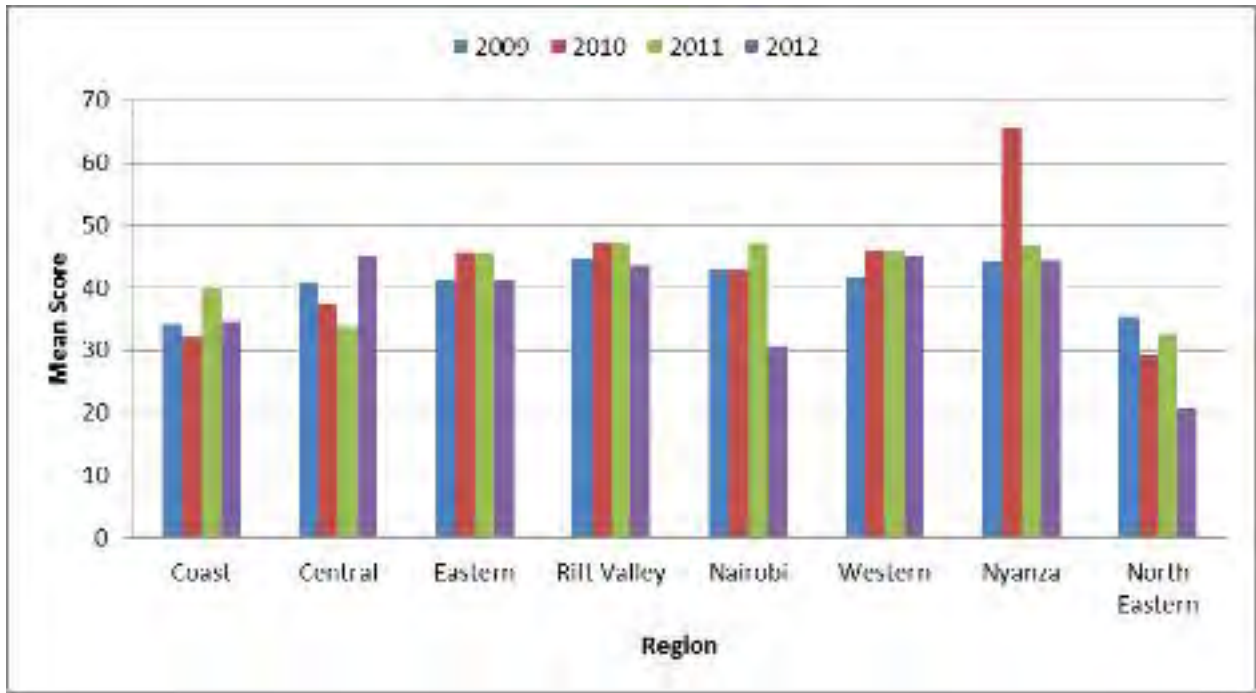
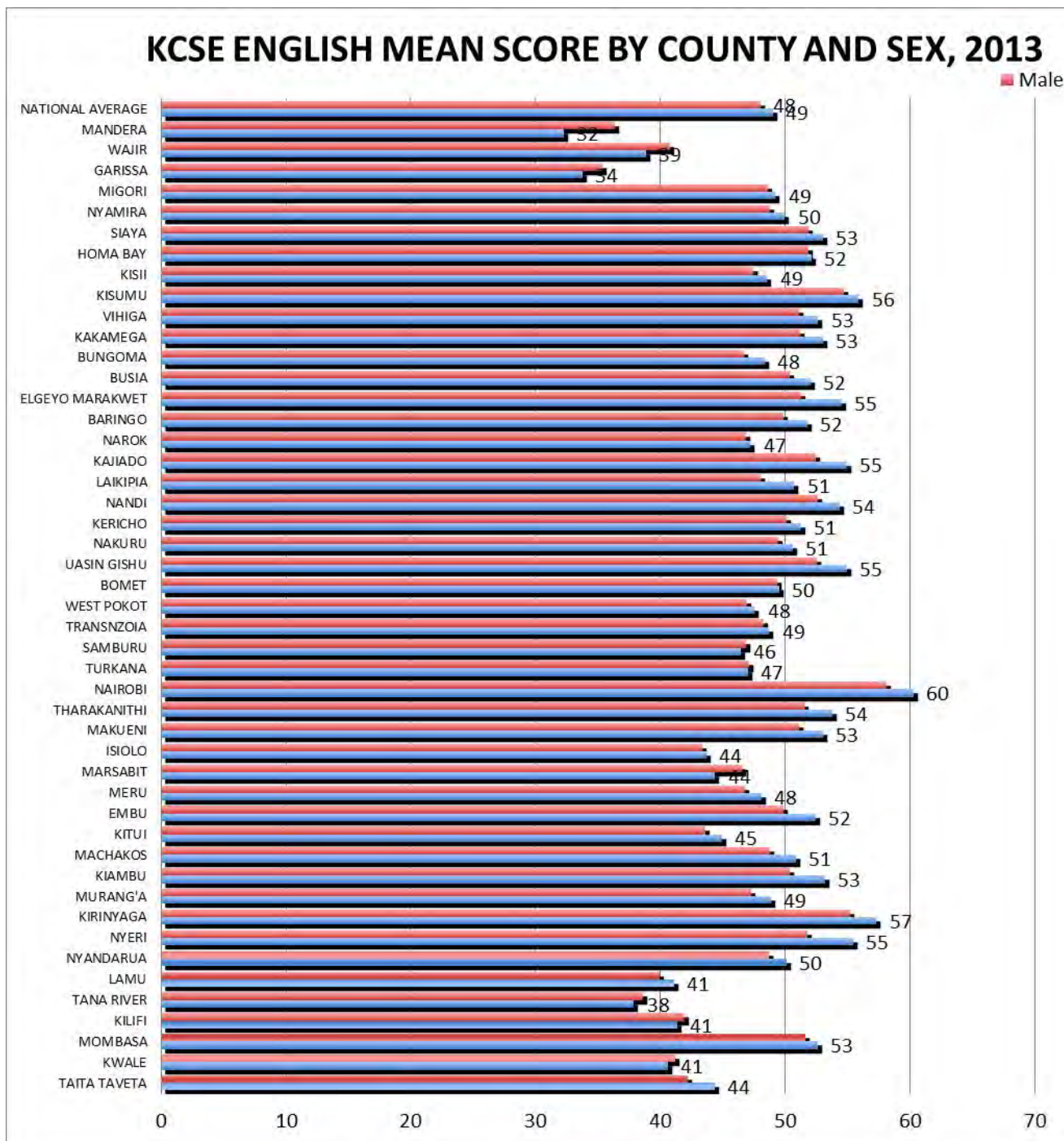


Figure 8-7 KCSE performance by Region

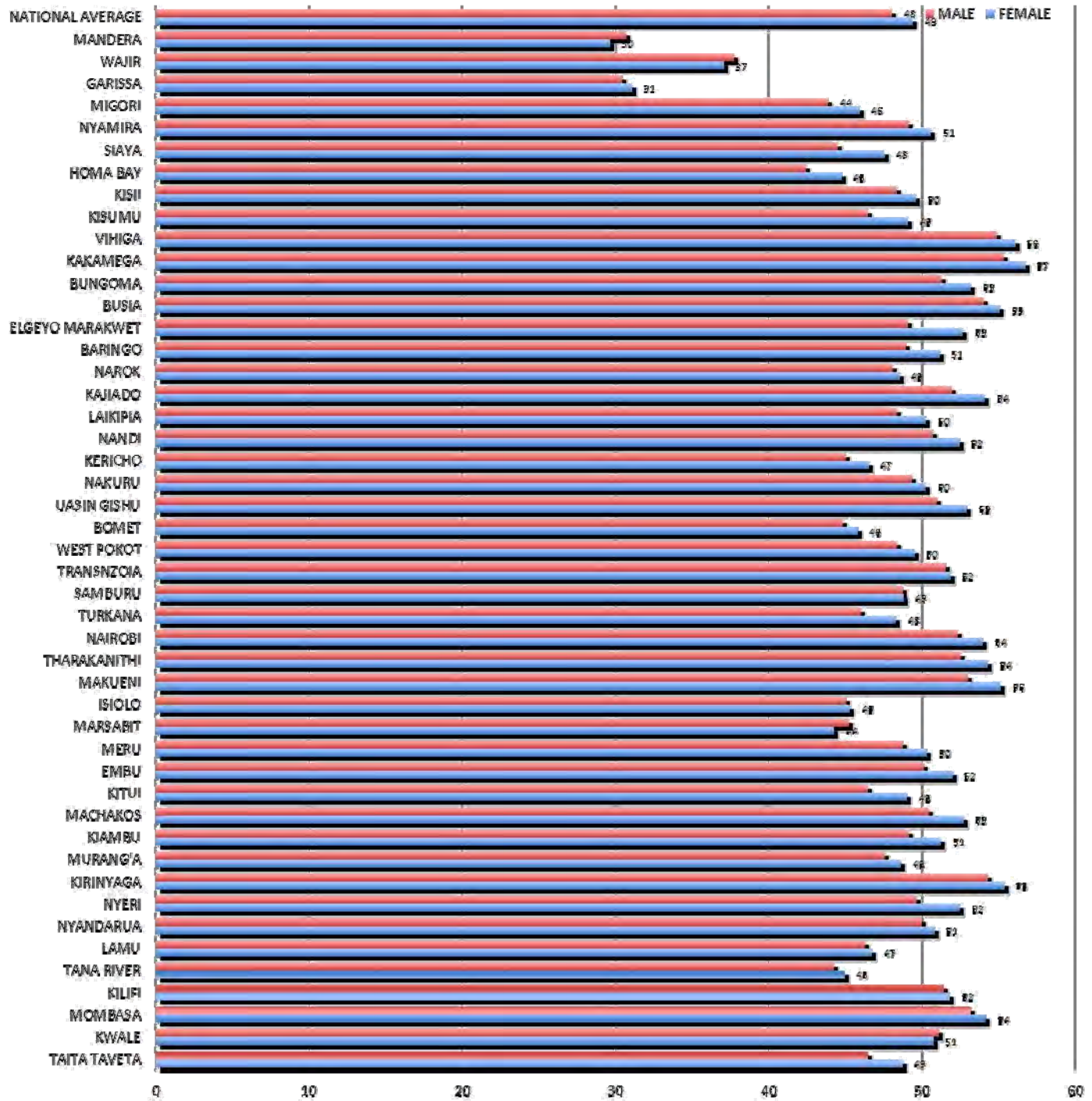


The assessment of achievement in literacy, numeracy and life skills through SACMEQ, APHRC and PRIMR is illustrated by the case study on Primary Mathematics and Reading project piloted in Kenya.

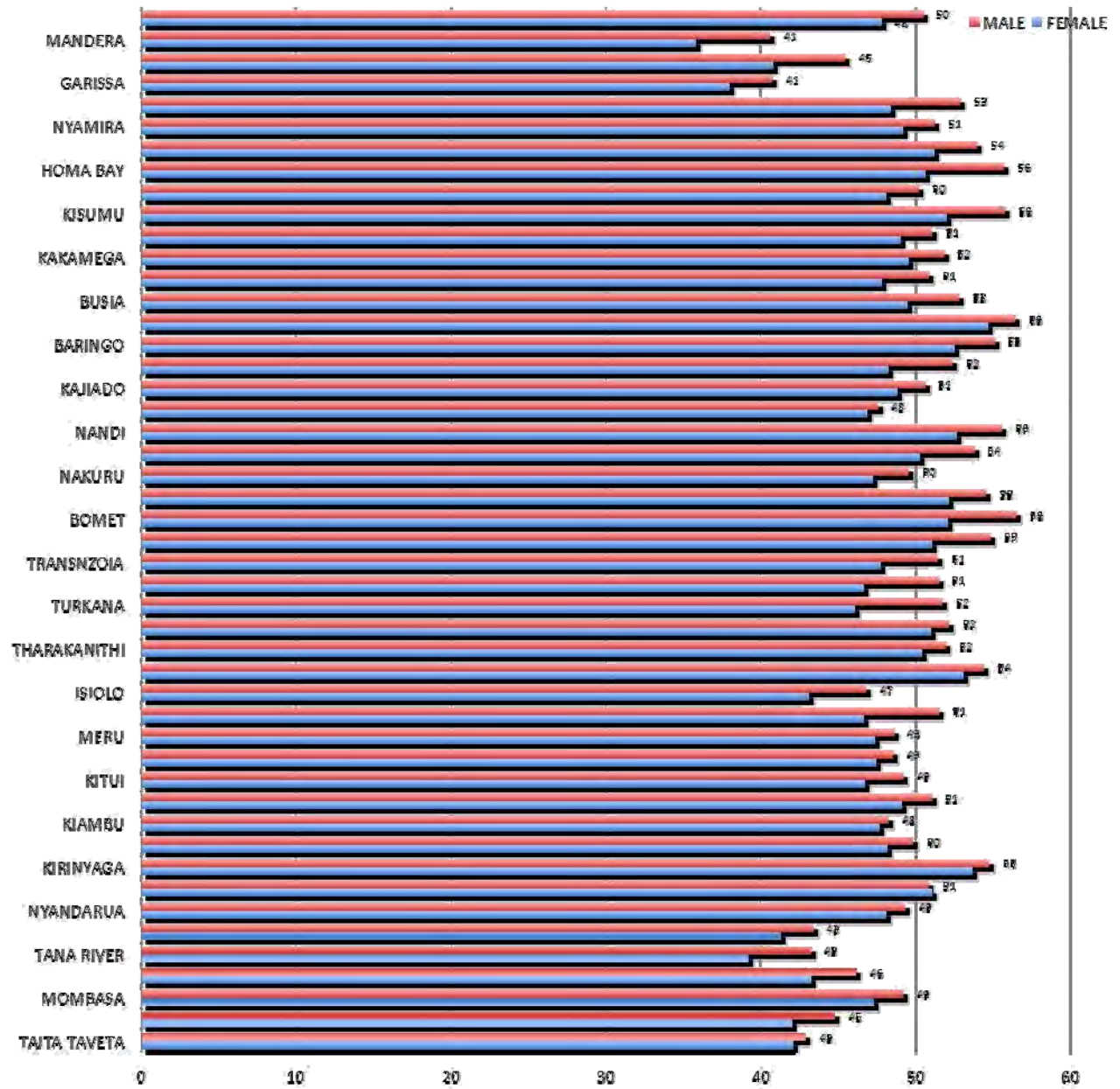
Figure 8-8 KCSE Mean Score by Subject, County and Sex, 2013



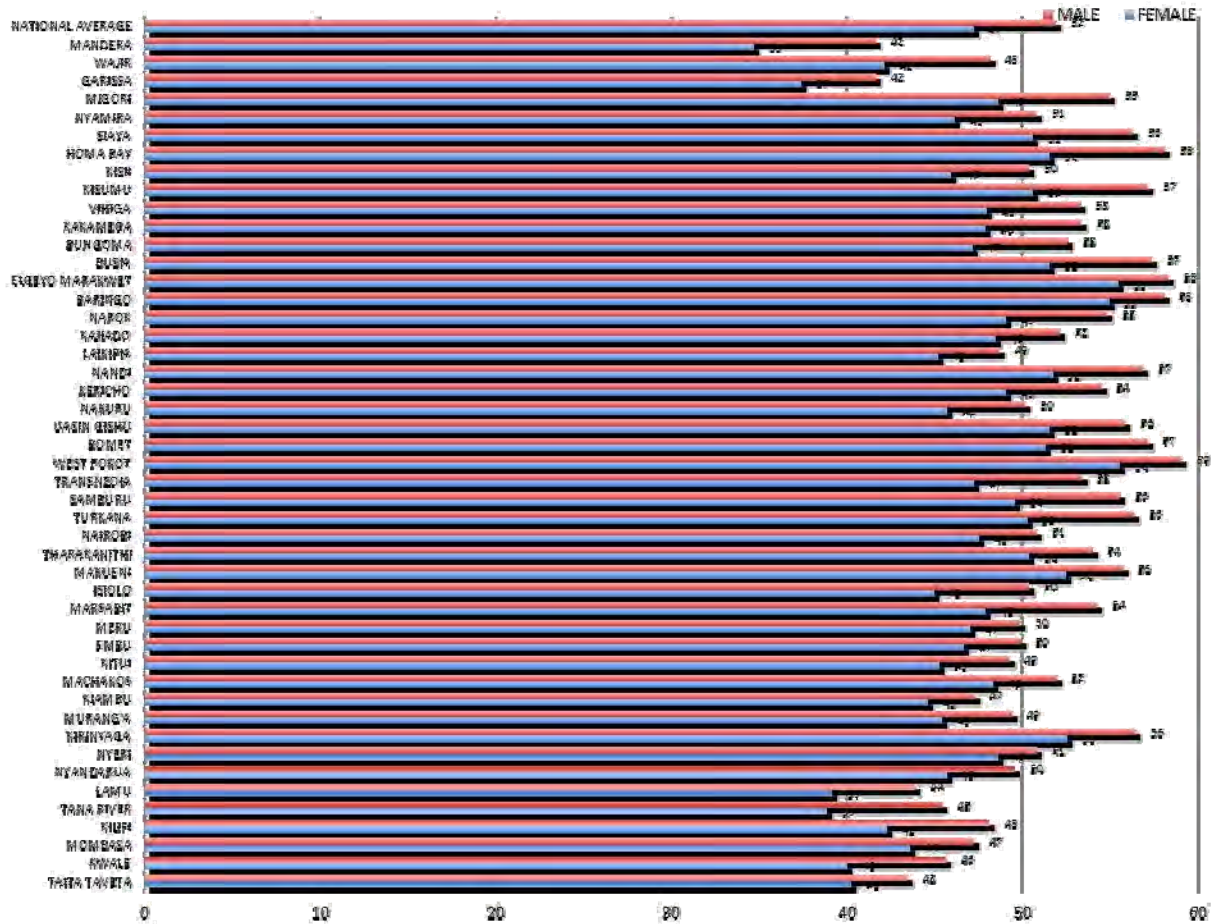
KCSE KISWAHILI MEAN SCORE BY COUNTY AND SEX, 2013



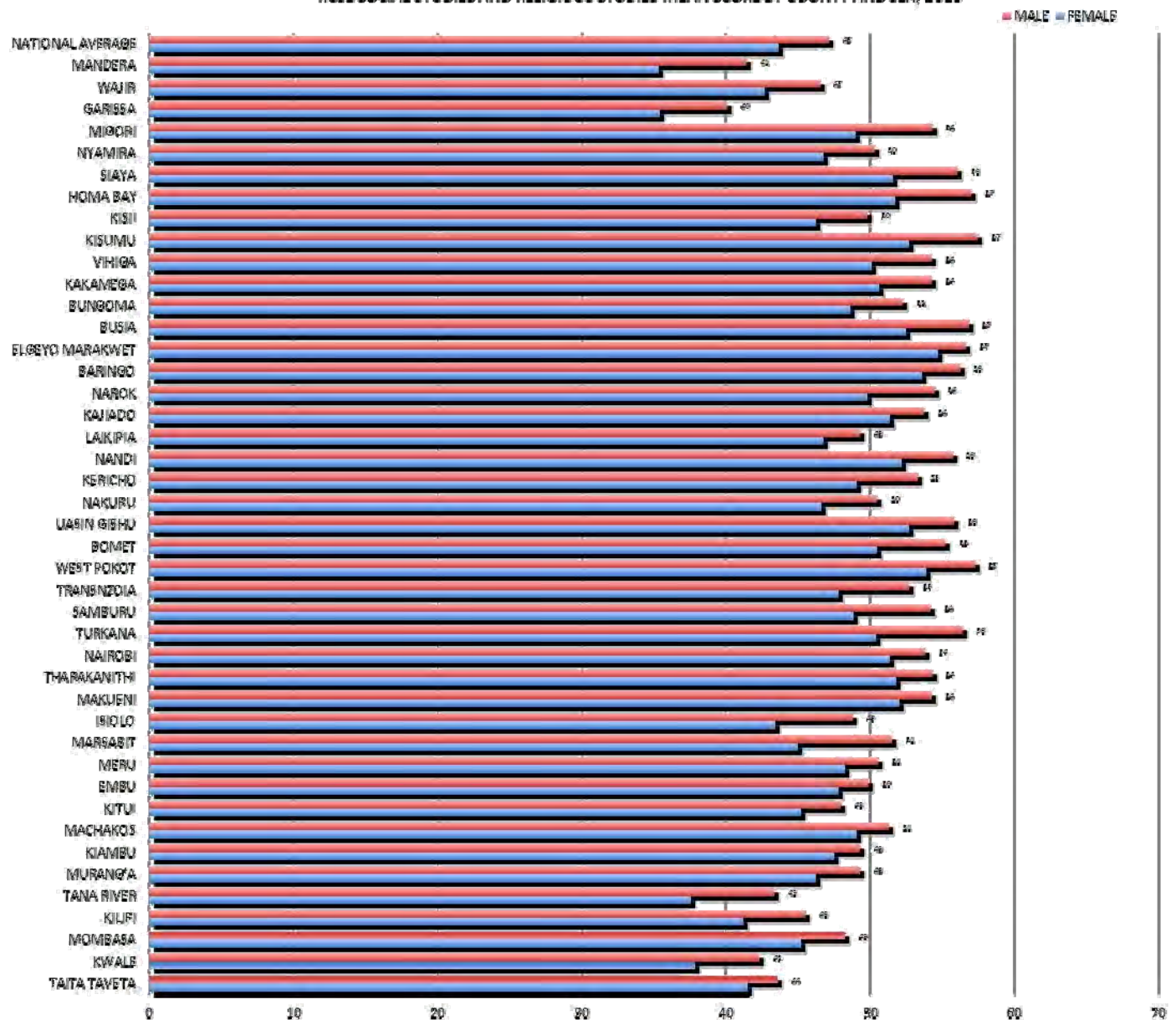
KSCE MATHEMATICS MEAN SCORE BY COUNTY AND SEX, 2013



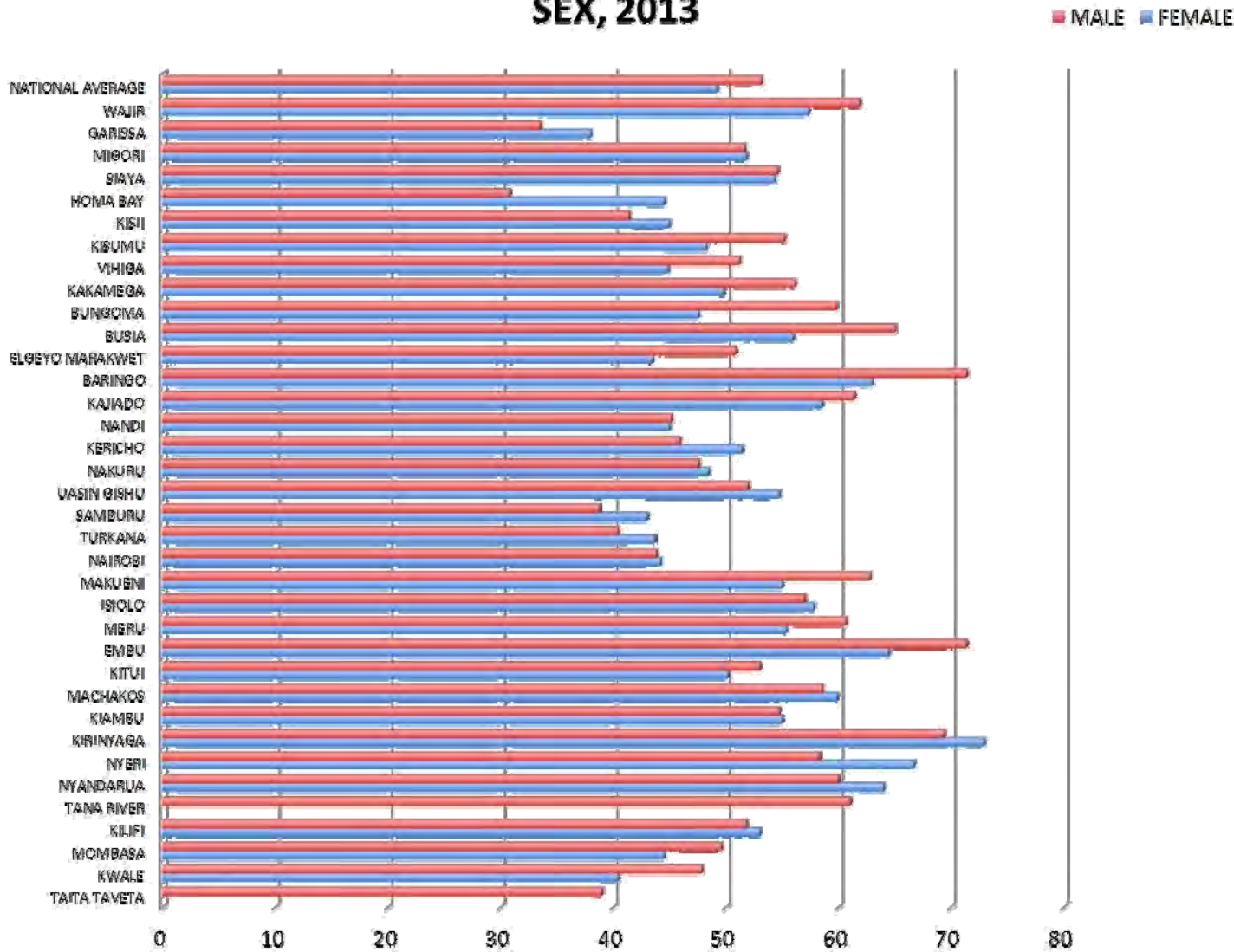
KCSE Science Mean Score by County and Sex, 2013



KCSE SOCIAL STUDIES AND RELIGIOUS STUDIES MEAN SCORE BY COUNTY AND SEX, 2013



KCSE SIGN LANGUAGE MEAN SCORE BY COUNTY AND SEX, 2013



Box The Case of Primary Mathematics and Reading (PRIMR)

Situation

In Kenya, studies undertaken on learning outcomes over the last three years reveal low achievements attributed to underscores in literacy and numeracy. The National Assessment System for Monitoring Learning Achievement (NASMLA) shows that fewer than half of Class 3 pupils were able to read at Level 3 (Basic Reading) or Level 4 (Reading for Meaning), (KNEC, 2010). Baseline assessment undertaken by the Primary Mathematics and Reading (PRIMR) in 2012 showed that fewer than 10percent of Class 2 pupils were reading at the expected fluency and comprehension levels.

Task

The Primary Mathematics and Reading (PRIMR) initiative is an innovation designed to ensure that all pupils can read and do basic mathematics by the end of Class 2. The ultimate goal of PRIMR is to impact on quality across the sector through the innovation. PRIMR piloted in 1,384 formal and non-formal schools in six counties. In two of the counties, Kikamba and Lubukusu have been introduced to test the efficacy of introducing the learner to schooling through the language of the catchment area. Information and Communication Technology (ICT) has been used in one county for instructional support.

Action

PRIMR has adopted the research based approach. The activities undertaken include rigorous baseline, midterm, and endline assessments administered to randomly assigned treatment groups; preparation of teachers' guides for Kiswahili, English and



Examinations Feedback Reports to inform teaching / learning process as well as curriculum development
Assessment and provision of Examinations for candidates with special needs
Enactment of the KNEC Act, 2012 which guides the provision, management and certification of national examinations.

Issues and challenges in quality

Several assessments in Kenya reveal that learners are not mastering the skills and competencies expected at their level and hence learning is not taking place. (Uwezo, 2011; SACMEQ, 2005, 2013)

The summative examinations i.e. KCPE and KCSE are not sufficient measures of quality and relevant learning as children progress through schooling

Girls are recording higher achievement in literacy while boys have a slight edge over girls in numeracy achievement

Current assessments tend to evaluate literacy and numeracy skills at the expense of important basic and life skills including problem solving, innovation, adaptability and skills and values for responsible citizenship (UNICEF, 2014)

The current summative assessment at the end of primary cycle is high stakes and does not adequately measure learners' abilities while school-based assessment is not standardized.

There is inadequate research to inform decision making in assessment.

Most teachers lack skills in measurement (psychometrics). This is mainly due to the limited training or no coverage of psychometrics in the curriculum of universities as well as other teacher training institutions.

Assessment of children with special learning needs is not consistent with their aspirations and needs

Inadequate finances to carry out comprehensive assessment of learning outcomes.

Given the multilingual setting of Kenya, preparing of learning materials that are in a language easy for the pupils to understand is complicated and requires technical expertise in literacy and numeracy;

Absence of continuous assessments in schools to ensure that pupils are learning, that parents and communities are aware of the learners progress, and that young learners can benchmark their progress and improve on it;

Recommendations

Institute necessary policy, legal and institutional changes for the enhancement and accountability of quality learning outcomes

Evaluate and enhance the curriculum in the areas of Literacy, Numeracy and Life skills at all levels.

Evaluate the quality of education on the basis of competencies of all learners, including those with special needs, in the curriculum.

Ensure psychometric skills are included within the teacher training curriculum.

Intensify dissemination of study reports on assessment to schools, policy makers and stakeholders.

Introduce and establish mechanisms for continuous assessment in schools geared towards ensuring that pupils improve their literacy and numeracy skills

Capacity building for TAC tutors and QASOs to mentor teachers competencies in literacy and numeracy.

9. Annex 1 – EFA National Review Implementation Matrix

IMPLEMENTING THE EFA 2015 NATIONAL REVIEW RECOMMENDATIONS IN THE NESP				
NESP	EFA		MOEST RESPONSIBLE ENTITY	TIMEFRAME
PRIORITY ONE: SECTOR GOVERNANCE AND ACCOUNTABILITY				
Programme	G o a l	Recommendations		
Sector Governance and Accountability	1	Capacity built on ECCE issues by inducting the new ECCE workforce in the 47 Counties		
	2	Increase national budgetary allocation to the education sector in proportion to national spending with respect to the international requirement		
	2	Strengthen Public Private Partnership		
	2	Set up a mechanism of identifying the out of school children; reporting and ensuring their participation in the education system.		
	6	Address the understaffing in the QAS.		
	6	Strengthen Partnerships with development partners to enhance the provision of quality		

		education.		
National Integrated Education Management Information System (NEMIS)	2	Strengthening of Education Management Information Systems (EMIS)	CPPU	
NESP	EFA		MOEST	RESPONSIBLE ENTITY
PRIORITY TWO: ACCESS TO FREE AND COMPULSORY BASIC EDUCATION				
Programme	Goal	Recommendations		
Basic Education Infrastructure Investment	1	Provide adequate learning infrastructure and sanitation facilities		
	1	Ensure all primary schools have an ECCE centre attached to it		
Alternative Provision of Basic Education and Training	2	Enhance support to marginalized groups especially in urban slums and ASAL areas		

Adult and Continuing Education Investment	4	Transparent policy and legislative measures for ABACE programmes to be comprehensive, inclusive and integrated within the global perspectives that incorporate all components of education and skill development;	DABA CE	
	4	Pooling resources and budgets amongst stakeholders to fund ABACE programmes by:		
	4	Establishing universal access funds for ABACE programmes;		
	4	Allocation of at least 6% of MOEST to adult learning as recommended in CONFINTEA V;		
	4	Prioritizing on the investment of adult learners in economic empowerment programmes through functional adult literacy activities;		
	4	More focus measuring quality in ABACE programmes and improving on access and equity to out-of-school and street children;		
	4	Equipping ABACE systems, which include appropriate curricula, open and distance learning and integration of ICT in adult education programmes, with relevant and quality skills to match the 21 st Century challenges.		
School Health, Nutrition and Meals	1	Conduct research to establish how micro nutrition deficiency affects learning		
Learner Friendly Environments (Schools) Investment	6	Improve the learning environments through construction/rehabilitation of facilities at all levels.	ESQA C	
NESP	EFA		MOES T RESP	TIME FRA ME
PRIORITY THREE: EDUCATION				

QUALITY			ONSI BLE ENTI TY	
Programme	Goal	Recommendations		
Early Reading and Mathematics Quality Improvement Programme	6	Literacy and numeracy levels among pupils in schools could be improved using the following strategies:		
Teacher Management	1	Hire more teachers to lower the teacher pupil ratio	TSC	
	1	Remunerate the ECCE workforce properly		
	6	Improve on the teachers' staffing levels in all institutions in the country		
Teacher Education and Development Programme for Basic Education (Pre-Service)	6	Develop a clear national policy on teacher education and development.	TSC	
In-Service Education and Training (INSET)	6	Develop national INSET policy to guide INSET activities		
NESP	EFA		MOES T RESP	TIME FRA ME
PRIORITY FOUR: EQUITY AND				

INCLUSION			ONSI BLE ENTI TY	
Programme	G o al	Recommendations		
Gender in Education	5	Prioritise community sensitization and advocacy at the community level to limit socio-cultural and religious barriers to girl's access and retention in schools	DPP& EAC	
	5	The enforcement of relevant legal frameworks, that protect children and particularly girls' rights		
	5	Prioritise the most marginalized girls to ensure they have access to and complete their education		
	5	Provide scholarships for girls who have dropped out of school due to early pregnancy/marriage so that they may return to school and complete their schooling.		
	5	Girl's interest in science and mathematics should be encouraged from primary school.		
	5	to ensure that the most needy girls are given sanitary towels		
	5	Provide additional support, such as palliative medicine to address menstruation		
	5	To include in the curriculum the prevention of FGM		
	5	Re-evaluate the secondary education fund disbursement from gender dimensions		
	5	Invest more in tertiary education to promote young women's participation, in particular from disadvantaged and marginalized communities and group		
	5	Promote re-usal sanitary towerls as a more sustainable approach		
	5	Undertake research on boys' participation in education and implement mesasures to mitigate		

		negative impact of certain businesses on their development		
Most Vulnerable Children Vouchers System	2	Implement the voucher system to improve access to basic education and retention	DBE	
NESP	EFA		MOEST	RESPONSIBLE ENTITY
PRIORITY FIVE: RELEVANCE				
Programme	Goal	Recommendations		
Curriculum	1	Ensure that the curriculum is fully implemented	KICD	
	1	Disseminate curriculum and support materials on time in all 47 Counties		
	6	Undertake regular curriculum reviews to address changes in society		
	6	Develop a competency-based curriculum		
National Examinations and Assessments	6	Evaluate the learners on the basis of competencies.	KNEC	
NESP	EFA		MOEST	TIME FRAME
PRIORITY SIX: SOCIAL COMPETENCES AND VALUES				
			RESPONSIBLE ENTITY	

Programme	G o a l	Recommendations	TY	
Mentorship, Moulding and Nurturing of National Values	3	Develop a holistic approach to youth skills development, education and training with focus beyond school level interventions	DPP& EAC	
	3	Undertake a national skills inventory reinforced by an efficient labour market information system		
	3	Prepare an action plan on the way forward towards inclusion CSE in LSE curriculum;		
	3	Enforce, monitor and evaluate the implementation of Education Sector Policy of HIV and AIDS in learning institutions at all levels;		
	3	Support the formation of the Nation Advocacy Association of Positive learner and OVCs;		
	3	Encourage a multi Sectoral approach to be employed when dealing with HIV and AIDS issues;		
	3	Ensure Education Sector Policy on HIV and AIDS is disseminated to all levels to reach the learners.		
	3	Prepare CSE training manual for training the teachers and the education personnel;		
	3	Enhance peace-building and education for global citizenship for young people in and through education at all education levels		
	3	Adopt a conflict sensitivity education approach to implementation of Education Programme		
Community Mobilization and Empowerment	1	Increase advocacy to create awareness of the importance of ECCE and therefore attract more funding	DBE and DFoS	
	1	Create awareness on ECCE activities as well as have innovative tangible activities that can attract more funding		

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