

THE DEVELOPMENT OF EDUCATION

National Report of Kenya



MINISTRY OF EDUCATION

November 2008

Report Presented at

**The International Conference on Education,
Geneva, 25-28 November 2008**

Theme:

Inclusive Education: *The Way of the Future*

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ACRONYMS AND ABBREVIATIONS

ACE	Adult and Continuing Education
AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi Arid Land
ABE	Adult Basic Education
BAE	Board of Adult Education
BOG	Board of Governors
CBE	Curriculum Based Establishment
CBO	Community Based Organization
CEDAW	Convention on Elimination of Discrimination Against Women
CEDC	Children Especially in Difficult Circumstances
CHE	Commission for Higher Education
CMC	Centre Management Committee
CRC	Convention on Rights of the Child
CLRC	Community Learning Resource Centers
DACE	Directorate of Adult and Continuing Education
DEB	District Education Board
DEO	District Education Officer
DICECE	District Centre for Early Childhood Education
ECD	Early Childhood Development
ECDE	Early Childhood Development and Education
EFA	Education for All
ES	Education Secretary
FDSE	Free Day Secondary Education
FBOs	Faith Based Organizations
FGM	Female Genital Mutilation
FPE	Free Primary Education
FSE	Free Secondary Education
FY	Financial Year
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GOK	Government of Kenya
HELB	Higher Education Loans Board
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IGAs	Income Generating Activities
IT	Institute of Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education

KESSP	Kenya Education Sector Support Programme
KNALS	Kenya National Adult Literacy Survey
KNEC	Kenya National Examinations Council
KU	Kenyatta University
KSB	Kenya Society for the Blind
LGM	Learner Generated Materials
MALP	Monitoring Achievements in Lower Primary
MDGs	Millennium Development Goals
MEO	Municipal Education Officer
MOE	Ministry of Education
MOHEST	Ministry of Higher Education Science and Technology
MVC	Most Vulnerable Children
NAC	National Assessment Center
NACECE	National Centre for Early Childhood and Education
NFE	Non-Formal Education
NFS	Non Formal Schools
NGO	Non-Governmental Organizations
NASMLA	National Assessment Systems for Monitoring Learner Achievement
ODE	Open and Distant Education
ODL	Open and Distant Learning
OVC	Orphaned and Vulnerable Children
PE	Physical Education
PCR	Primary Completion Rate
PDE	Provincial Director of Education
PGDE	Post Graduate Diploma in Education
PS	Permanent Secretary
PTA	Parents-Teachers Association
PTR	Pupil -Teacher Ratio
SAGA	Semi-Autonomous Government Agency
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
SMC	School Management Committee
SNE	Special Needs Education
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TSC	Teachers Service Commission
TTC	Teacher Training College
TTI	Technical Training Institute
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
VC	Vice Chancellor
YP	Youth Polytechnics

EXECUTIVE SUMMARY

1.0 Introduction

Political Commitment

Since independence in 1963, the Government recognizes education as a basic human right and a powerful tool for human and national development. Nearly 73 per cent of the governments social sector spending and about 40 per cent of the national recurrent expenditure go to education. This translates to 7 per cent of the Gross Domestic Product (GDP). The number of students enrolled at various levels has substantially increased especially over the last six years. At the Early Childhood, Development and Education (ECDE), enrolment grew from 483,148 children in 1982 to 1.69 million children in 2007 (814,930 girls and 876,163 boys). Enrolments in formal public primary schools grew from 891,533 pupils in 1963 to 5.9 million in 2002 and 8.2 million pupils in 2007 (4.01 million girls and 4.19 million boys) while at secondary level, enrolments grew from 30,000 students in 1963 to 1, 180,268 students (540,874 girls and 639,393 boys) in 2007. At the university level the numbers rose from 59,195 in 2000/01 academic year to 133, 710 in 2007/08 academic year (female 36,603 and male 97,107).

Recent Government policy documents and programmes have focused on the importance of education in eliminating poverty, disease and ignorance. These include: Economic Recovery Strategy for Wealth and Employment Creation (ERSWC) 2003-2007; the Sessional Paper No. 1 of 2005 on Education Training and Research; policies on the HIV and AIDS and Gender in Education (2007); the Non-Formal Education sub-sector and the Nomadic Education sub-sector policies currently being developed; and the most recent Kenya's Vision 2030, which aims at turning the economy into a middle-income country in twenty years.

Commitment to International Conventions and National legislations

Kenya is a signatory to several International Conventions and Agreements and has ratified a number of them thus committing herself to the implementation of the recommendations there in. Some of these Conventions and Declarations include: the Universal Declaration on Human Rights (1948); the Minimum Age Convention (1973); the Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) of 1979; Convention on the Rights of the Child (CRC) of 1989 Jomtien World Conference (1990); International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990); Beijing Declaration and Platform for Action (1995); Convention on the Elimination of the Worst Forms of Child Labour (1999); Dakar Framework of Action on EFA (2000); Millennium Development

Goals (MDGs) of 2000; Convention on the Rights of Persons with Disabilities (2006); as well as the Goals of the African Union. Following the ratification of these Conventions, Kenya Government has domesticated the same through legislative and policy pronouncements. These documents reiterate the need to eliminate all forms of discrimination, hence the right to education by all citizens. Key policy pronouncements include the initiation of Free Primary Education (2003) and Free Secondary Education (2008) among others.

Educational Goals

The overall education policy goal of Government of Kenya is to achieve EFA by 2015 in tandem with the national and international commitments. This is to be achieved through specific educational objectives and programmes designed for the provision of all-inclusive quality education and training that is accessible and relevant to all Kenyans. The Vision of the Ministry of Education is, “to have a globally competitive education, training and research for Kenyan’s sustainable development” while the mission is to “provide, promote, coordinate the provision of quality education, training and research for the empowerment of individuals to become responsible and competent citizens who value education as a lifelong process”; and are guided by the understanding that quality education and training contributes significantly to economic growth, better employment opportunities and expansion of income generating activities.

Kenya’s Concept of Inclusive Education

Kenya has embraced inclusion education that provides quality education for all children, youth and adults through targeted support to specific or vulnerable groups; moving away from the traditional view of inclusive education as “providing education for children with special needs”. Other than their inclusion, education is thus considered a fundamental right to every citizen and is provided free of charge in primary and secondary schools to all learners in public schools. An alternative secondary curriculum has recently been developed to cater for learners who attend non-formal schools where science laboratories are not in place. The Government has put in place mechanisms to help mainstream gender, marginalized groups, Children in Especially Difficult Circumstances (CEDCs) and other excluded categories.

2.0 Major Reforms and Innovations in the Education System

Kenya’s education system has evolved in the recent past, starting in 1984 when the 7-4-2-3 structure was replaced with the 8-4-4 structure. This introduced a broad-based curriculum that was meant to offer learners pre-vocational skills and technical education. The system was intended to make education more relevant to the learners by

making them more self-reliant and prepare them for the world of work. However, between 2002 and 2005 vocational subjects were removed from regular primary and secondary schools following the review of the curricula. The current system encompasses Early Childhood Development Education (ECDE), Primary Education (8 years), Secondary Education (4 years) and University Education (4 years minimum). Other programmes include: TIVET; Special Needs Education (SNE); Adult and Basic Education (ABE); and Non-Formal Education (NFE), all of which are catered for in the Kenya Education Sector Support Programme (KESSP). The Ministry of Education and Higher Education, Science and Technology are responsible for the education sector policy formulation, planning, implementation and monitoring as well as regulating the provision of education and training services by other providers. Major reforms and innovations in the sector have been undertaken through the development of strategies targeted to specific objectives at each level of education.

Legal Framework of Education

Education and training in Kenya is governed by the Education Act (1968) which gives guidelines on the establishment and development of schools, their management and administration, development of curricula, and teacher education. Other related Acts of Parliament include Teachers Service Commission (TSC) Act; Kenya National Examinations Council (KNEC) Act; Board of Adult Education (BAE) Act; Higher Education Loans Board (HELB) Act; Universities Acts; and various other Acts and Charters for individual universities. Major reforms in legal framework include:

- The formulation of the Sessional paper No. 1 of 2005, *a Policy Framework for Education, Training and Research* which has provided the foundation for further sector reforms;
- Legal framework for TIVET has been reviewed (TIVET Bill) to provide for the establishment of a TIVET Authority to oversee the TIVET system in the country; and
- Kenya Vision 2030, the country's new long-term National Planning Strategy formulated in 2007, identifies education as key within the social pillar to steer Kenya into middle-level income country in 20 years.

3.0 Main Policies, Achievements and Lessons Learnt

Major policy reforms have been undertaken to enhance access, equity, relevance and quality of education at all levels. Some tangible achievements have also been realized. Lessons learnt while implementing new policies in each of the levels include the following.

Early Childhood Development Education

- Most of the children who undergo ECDE in Kenya have better academic performances; have fewer dropouts and repetition because of exposure to the stimulating environment of ECDE, thus enhancing inclusive education.
- Girls who undergo ECDE are more likely to proceed to basic and higher levels of education.
- The greatest challenge in the implementation of ECDE remains the wide disparities among districts in quality of services especially in the ASALs and informal settlements that have a GER of as low as 10% and a NER of 8%.

Primary Education

- As a result of the FPE initiative, enrolments in primary education increased from 5.9 million in 2002 to 8.2 million in 2007. The GER increased from 88.2% in 2002 to 107.6 % in 2007 while NER rose from 77.3% to 91.6% in the same period. The continued rise in NER indicates positive progress towards realizing the Millennium Development Goal of UPE.
- Despite significant progress in enrolments, about 1 million children are not in any formal school. One major challenge in the informal settlements of the major cities is the pressure from the households for children to supplement family incomes.
- Support to Non-formal schools enables the society to reach some of the hard-to-reach groups in urban slums

Secondary Education

- In the implementation of FSE, construction of extra streams and increased class size from 40 to 45 will go along way in enhancing access to secondary education.
- The number of public and private secondary schools, which are currently about 6,484 against over 18,000 primary schools, are still inadequate; with ASALs and informal settlement areas having very few schools
- Gender disparity remains a challenge in some regions where boys are preferred against girls in accessing education due to cultural beliefs and early marriages

Adult and Continuing Education and Non-Formal Education

- According to the Kenya National Adult Literacy Survey (KNALS) 2007, 61.5% of the adult population has attained functional literacy levels leaving unacceptable 38.5% (7.8 million) adult illiterate
- Access and equity in ACE and NFE are characterized by low participation rates, and regional and gender disparities (more women than men) that arise from a long history of neglect.
- A National Qualifications Framework and a revised Legal Framework are being developed to address the challenges realized in this sector by harmonizing all legal provisions dealing with education, including ACE and NFE.

Technical, Industrial, Vocational and Entrepreneurship Training

- The development of the National Skills Training Strategy and the legal framework will strengthen mechanisms for the implementation of the necessary TIVET reforms aimed at enhancing the capacity of the subsector
- Some of the challenges still facing TIVET include inadequate facilities and capacities to cater for the large numbers of those who complete primary and secondary education and wish to undertake TIVET and also to produce graduates with skills which are relevant to the industry

University Education

- University education plays a crucial role in national development.
- Despite the rapid expansion of higher education over the past two decades, which has led to the increase in the number of public universities from one to seven and twenty one private universities, challenges to access and equity remain. The Government will therefore continue to promote the expansion of university education and training in tandem with population growth and the demand for university places.
- Mobilization of funds for increased access, equity and quality in university education including research is vital
- There is need to continue promoting private sector investment in the development of university education and training

Teacher Education

- Since the launch of FPE in 2003, there has been an upsurge in enrolments in public schools. As a result, there is a high demand for more teachers.
- Some of the staffing challenges facing the education sector include optimal utilization of teachers; equitable distribution; and the provision of adequate numbers within the existing resource envelop in that while we have enough trained teachers, we do not have adequate resources to hire them.

Monitoring and Evaluation

- The National Assessment Centre (NAC) was established in 2006 within KNEC as a basis for monitoring of learning achievements among learners as they progress through the primary and secondary schooling cycles
- The establishment of the National Assessment Center has enabled KNEC to forge a new kind of partnership amongst educational stakeholders particularly researchers.

4.0 Role of Education System in Combating Poverty and Other Forms of Exclusion

The Sessional Paper No. 10 of 1965 identified relevant and quality education as a means of elimination of poverty, disease and ignorance. In the Poverty Reduction Strategy Paper (PRSP) 2001-2003, the Government underscored the correlation between poverty and illiteracy especially among adults who are the producers and custodians of the country's wealth. Basic education and adult learning are key to any strategy for poverty reduction and economic recovery. Economic Recovery Strategy 2003-2007, also asserts that education is a key determinant of earnings, hence, an exit route from poverty as it improves people's ability to take advantage of the opportunities that can improve their well being participate effectively in the communities. It notes that education, including adult literacy for mothers in particular, significantly affects the health status of the entire family.

5.0 Interventions for Inclusive Education

Several intervention measures have been undertaken to address the challenges of inclusive education. Causes of exclusion have been identified to include high poverty levels; regional and gender disparities; and inadequate policy guidelines on inclusion. Other sources include cultural barriers; discrimination due to religious and cultural practices; disabilities; and child labour. In addition, limited opportunities for maximum transition from one level to the next; inadequate funding; inadequate quality assurance mechanisms to oversee inclusion; and inadequately trained teachers to handle special needs education in learning institutions continue to contribute to exclusion.

6.0 Way forward and Conclusion

Given the ever growing demands, providing inclusive education remains a big challenge and calls for increased collaboration and strong partnerships, enhanced resource mobilization and advocacy by all, to realize the goal. The Government of Kenya is committed to ensuring inclusive education. These commitments have been summarized in the Way Forward section of this document and are articulated in our policy documents. It is hoped that resolutions made and opportunities offered during this conference will help elicit new approaches to providing inclusive education.

DEVELOPMENT OF EDUCATION IN KENYA: AN OVERVIEW

1.0 INTRODUCTION

1.1 Political Commitment

Since independence in 1963, the Government recognizes education as a basic human right and a powerful tool for human and national development. Nearly 73 per cent of the Government's social sector spending and about 40 per cent of the national recurrent expenditure go to education. This translates to 7 per cent of the Gross Domestic Product (GDP). The number of students enrolled at various levels has substantially increased especially over the last six years. At the Early Childhood, Development and Education (ECDE), enrolment grew from 483,148 in 1982 to 1.69 million children in 2007 (814,930 girls and 876,163 boys). Enrolments in formal primary schools grew from 891,533 pupils in 1963 to 5.99 million in 2002 and 8.2 million pupils in 2007 (4.01 million girls and 4.19 million boys) while at secondary level, enrolment grew from 30,000 students in 1963 to 1,180,268 students (540,874 girls and 639,393 boys) in 2007. At the university level, the numbers rose from 59,195 in 2000/01 academic year to 133,710 in 2007/08 academic year (female 36,603 and male 97,107).

Recent Government policy documents and programmes have focused on the importance of education in eliminating poverty, disease and ignorance. These include: Economic Recovery Strategy for Wealth and Employment Creation (ERSWC) 2003-2007; the Sessional Paper No. 1 of 2005 on Education Training and Research; policies on the HIV and AIDS and Gender in Education (2007); the Non-Formal Education sub-sector and the Nomadic Education sub-sector policies currently being developed; and the most recent Kenya's Vision 2030, which aims at making Kenya a *"globally competitive and prosperous nation where every citizen enjoys high quality life"*.

In line with MDGs and EFA goals, the Government has implemented Free Primary and Secondary Education in 2003 and 2008 respectively. It has also undertaken an education sector review and developed the Kenya Education Sector Support Programme (KESSP). Through KESSP the Government, Development Partners and other stakeholders continue to make substantial investments to support programmes within the education sector. In the Sessional Paper No.1 of 2005, the Government committed itself to the recommendations made by the delegates attending the National Conference on Education and Training in November 2003. It has since then developed sector specific policies and implementation strategies that will ensure the provision of relevant and quality education and training, sensitive to the needs of all learners from early childhood through university, including Technical, Industrial, Vocational and Entrepreneurship Training (TIVET).

1.2 Commitment to International Conventions

The Government is committed to providing quality education and related services to all, with particular emphasis to marginalized groups, especially girl child and those with special needs. This commitment includes establishment of a Sector-Wide Approach to Planning (SWAP); enhanced legislation; resource mobilization and allocation and ratification of relevant international conventions and declarations.

Kenya is a signatory to several International Conventions and Agreements and has ratified a number of them thus committing herself to the implementation of the recommendations there in. These conventions have gone a long way in providing a broad framework for the attainment of the right of every citizen to quality education. Some of these Conventions and Declarations include: the Universal Declaration on Human Rights (1948); the Minimum Age Convention (1973); the Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) of 1979; Convention on the Rights of the Child (CRC) of 1989 Jomtien World Conference (1990); International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990); Beijing Declaration and Platform for Action (1995); Convention on the Elimination of the Worst Forms of Child Labour (1999); Dakar Framework of Action on EFA (2000); Millennium Development Goals (MDGs) of 2000; Convention on the Rights of Persons with Disabilities (2006); as well as the Goals of the African Union. All these documents reiterate the need to eliminate all forms of discrimination and the right to education by all citizens.

1.3 National Legislations

Following the ratification of the International Conventions cited above, Kenya Government has domesticated the same through legislative and policy pronouncements. These legislations include: the Constitution of Kenya (1961); Education Act (1968); Children Act (2001), which committed the Government to the provision of at least 12 years of compulsory, free and continuous schooling to all Kenyan children; Persons with Disabilities Act (2003), which provides for the education of persons with disabilities; Sessional Paper No. 1 of 2005, on Policy Framework for Education and Training; and Sessional Paper No. 5 of 2005 on Gender Equality and Development Policy to promote equality within all sectors of national development including education. Key policy pronouncements include the initiation of Free Primary Education (2003) and Free Secondary Education (2008) among others. Consequently, the Government is devoted to the expansion of education in the country and continues to provide policy direction in; development of curricula and curriculum support materials; recruitment of qualified and trained teachers; provision of quality assurance and standards services; and a wide range of infrastructure including ICT.

1.4 Educational Goals

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

The specific education objectives and programmes are designed to cater for inclusion by ensuring that all children; including girls, children in difficult circumstances, and those from marginalized/vulnerable groups, have access to and complete the basic education cycle. The objectives are also aimed at enhancing access, relevance, equity and quality at all levels of education and training by 2010. The Government is also focused on ensuring that the learning needs of all young people and adults are addressed through equitable access to appropriate learning and life-skills programmes by 2015. These efforts will be undertaken within the broad framework of addressing the Millennium Development Goals (MDGs).

1.5 Kenya’s Concept of Inclusive Education

Kenya has embraced inclusive education that provides quality education to all children, youth and adults through targeted support to specific or vulnerable groups; moving away from the traditional view of inclusive education as “providing education for children with special needs”. Beyond inclusion, education is considered a fundamental right to every citizen and is provided free of charge in primary and secondary schools to all learners in public schools. An alternative secondary curriculum has recently been developed to cater for learners who attend non-formal schools where science laboratories and other science education facilities are not in place. Kenya considers inclusion as the concept of adopting a broad vision of *Education for All* by addressing the spectrum of needs of all learners, including those who are vulnerable through marginalization and exclusion.

The Government has put in place legislations, and both short term and long term policy frameworks to ensure that basic education is available, compulsory and free for all children. Mechanisms have also been put in place to help mainstream gender, marginalized groups, Children in Difficult Circumstances and other excluded categories. In order to enhance the participation of disadvantaged groups, the Ministry of Education has adopted multi-sectoral and multi-partnership approaches. Through these approaches, civil society and the private sector collaborate in improving opportunities for the out-of-school children.

Children in Especially Difficult Circumstances (CEDCs) need accelerated and immediate interventions to ensure proper care, protection and access to the most basic rights, including education and other services. In Kenya, CEDCs have been identified to include: children working or living on the streets; those in Arid and Semi-Arid Lands (ASALs) and pockets of poverty; children with special learning needs (particularly the handicapped); children engaged in worst forms of child labour; Most Vulnerable Children (MVC), including orphans; adolescent mothers and sibling minders; those affected by HIV and AIDS, those discriminated because of gender, culture and religion; young offenders; victims of domestic and internal political violence; out-of-school youth; and refugees. In all these, the girl child is given special attention as one who is doubly marginalized.

2.0 MAJOR REFORMS AND INNOVATIONS IN THE EDUCATION SYSTEM

In the last couple of years, Kenya has carried out major reforms and innovations geared towards improving service delivery in education, as discussed below.

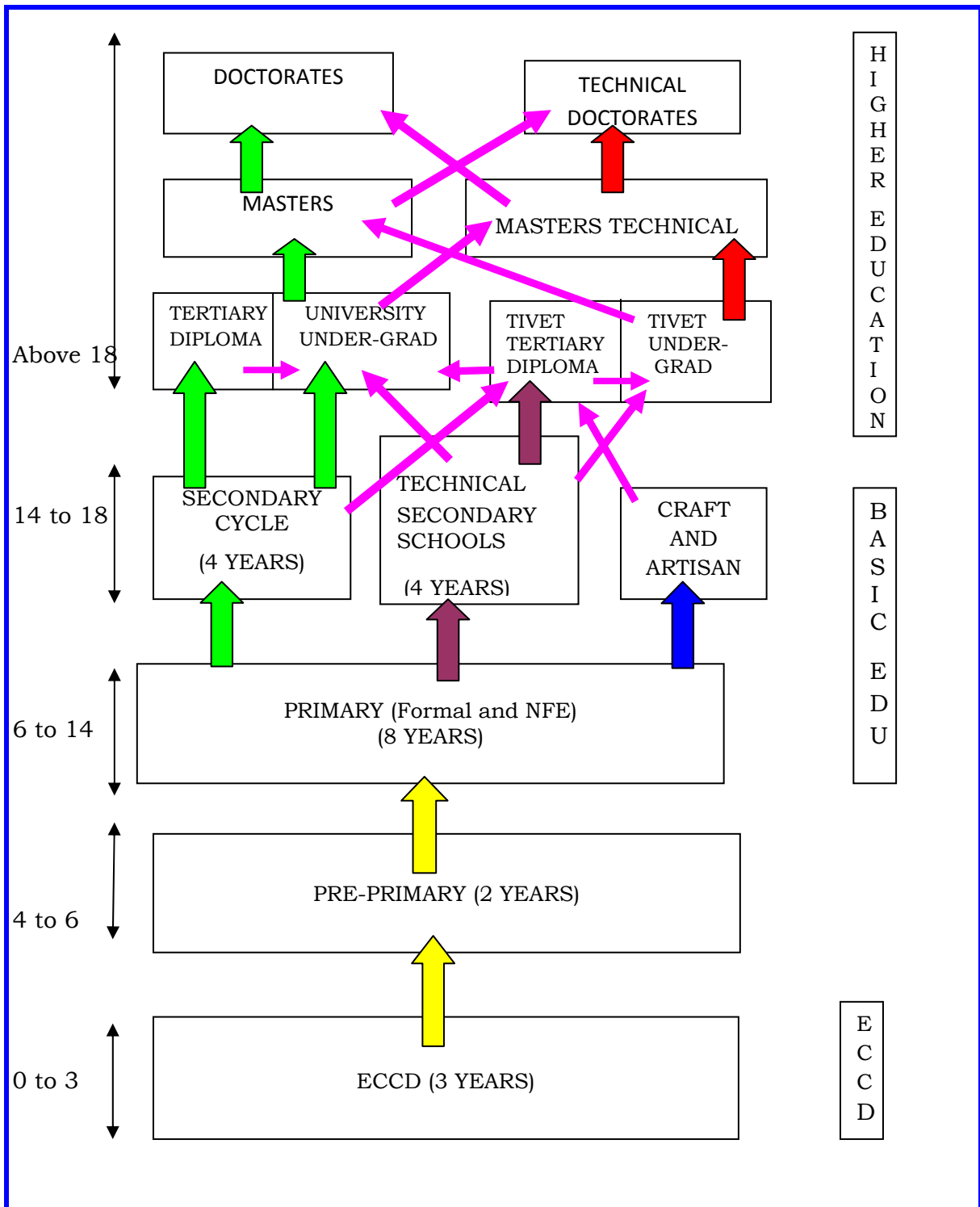
2.1 Organization, Structure and Management of the Education System

2.1.1 Organization and Structure

Kenya's education system has evolved in the recent past, starting in 1984 when the 7-4-2-3 structure was replaced with the 8-4-4 structure. This introduced a broad-based curriculum that was meant to offer learners pre-vocational skills and technical education. The system was intended to make education more relevant to the learners, by making them more self-reliant and prepare them for the world of work. However, between 2002 and 2005 vocational subjects were removed from regular primary and secondary schools following the review of the curricula. The current system encompasses Early Childhood Development and Education (ECDE), Primary Education (8 years), Secondary Education (4 years) and University Education (4 years minimum). Other programmes include: TIVET; Special Needs Education (SNE); Adult and Basic Education (ABE); and Non-Formal Education (NFE) all of which are funded through the Kenya Education Sector Support Programme (KESSP).

The TIVET catchment population includes youth who, for some reasons do not enroll in the regular education system either at primary, secondary or university levels. TIVET programmes are offered in Youth Polytechnics (YP), Technical Training Institutes (TTIs); Institutes of Technology (ITs) and in National Polytechnics. There are also other institutions that offer TIVET programmes spread across government ministries as well as private institutions. Graduates from TIVET institutions are awarded certificates and diplomas in various disciplines. Currently two national polytechnics namely; the Kenya and Mombasa polytechnics have been upgraded to university colleges and are offering degree programmes in some specific disciplines. These national polytechnic university colleges will continue to fulfill their mandate of offering certificate and diploma programmes in their respective areas of competence, for the continuous supply of the crucial middle-level human resource.

Figure 1: Structure and Organization of Education and Training



The new innovations in the current Education and Training Organisation structure (Figure 1) as articulated in the Sessional Paper No. 1 of 2005, offer learners equal opportunities to advance to the highest level of learning either through the academic or TIVET channels. The structure also provides flexible mechanisms and opportunities for entry and re-entry into either channel. An additional innovation is that the education and training system is structured into basic education comprising 14 years (2years pre-primary, 8 years primary and 4 years secondary), tertiary and higher education and training which consist of TIVET at certificate, diploma; undergraduate; and postgraduate Diploma, Masters and Doctoral programmes. It is on this rationale that the former Ministry of Education (MOE) was recently (April 2008) restructured, with the Directorate of Higher Education shifting to the current Ministry of Higher Education, Science and Technology (MOHEST). In addition, the Directorate of Adult and Continuing Education was transferred from the Ministry of Gender, Sports, Culture and Social Services to MOE.

2.1.2 Management of Education

The management structure of the MOE headquarters includes the Minister; two Assistant Ministers; the Permanent Secretary (PS), who is the Accounting Officer; the Education Secretary (ES), who is the head of the professional matters; and four Directors who report to the PS through the ES. Besides, there are Administration, Human Resource, Finance and Accounting Divisions, whose Heads report directly to the PS.

Similar structure applies to the MOHEST, save the position of ES. There are also several Semi Autonomous Government Agencies (SAGAs) responsible for the development and management of the various aspects of education and training. These agencies also report to the respective PSs.

Clearly designed management structures also exist at the Provincial, District, Divisional and Zonal levels to coordinate education and training activities. At the institutional level, Boards of Governors manage secondary schools and tertiary colleges, while School Management Committees (SMCs) and Centre Management Committees (CMCs) are responsible for managing primary schools and ABE Centres respectively. These management bodies carry out day-to-day operations on all matters relating to all institutional matters. Respective university councils manage their universities.

Major management reforms include the move from centralization to decentralization of functions. At the ministry level, the functions of the Ministries of Education and Higher Education, Science and Technology include policy formulation; development of sector strategies; resource mobilization; and audit of

resource utility. The ministry disperses resources directly into the school accounts. Because of this, there is great ownership of resources by communities and institutional managers. This process minimizes leakage of resources and ensures support to the most needy through targeted support. Through this approach, the special needs and other marginalised learners have been reached. Other functions at the Ministry, which have been cascaded to Provincial and District levels are: monitoring and evaluation of programmes; quality assurance; and capacity building of officers. The provision of education and training services by other providers is however regulated at the ministry level.

2.2 Aims and Purposes of Education at Each Level

As earlier stated the overall goal of education is to achieve EFA by 2015 in tandem with the national and international commitments. Education goals also aim at ensuring the right of children, youth and adults to basic education. The aims and purposes for each level include the following.

2.2.1 Early Childhood Development and Education

- i. Mainstreaming ECDE as part of basic education and integrating the 4 to 5 years old children into the primary cycle by 2010.
- ii. Development of partnerships with parents, sponsors, the private sector and other agencies to promote the development of ECDE
- iii. Improvement of the status of the child's health, care and nutritional needs, and link him/her with health services such as immunization, health check-ups and growth monitoring
- iv. Early identification of children with special needs and aligning them with existing services
- v. Enrichment of child's experiences to enable him/her to cope better with primary school life
- vi. Enabling children to develop and appreciate cultural and environmental diversity

2.2.2 Basic Education (Primary and Secondary)

- i. Provision of free and compulsory primary and free secondary education for all children
- ii. Development of partnerships with parents, communities, civil societies, private sector and other stakeholders to ensure effectiveness of the provision of quality education
- iii. Enhancement of participation of children in special circumstances to ensure barrier free primary and secondary education
- iv. Enhancement of gender parity including the retention of girls in schools
- v. Enforcement of legislation against the violation of the learners' rights

- vi. Integration of alternative modes of providing education, including the use of ICT so as to build a foundation for technological and industrial development
- vii. Enforcement of the implementation of the Children's Act, 2001, as a means of achieving UPE
- viii. Strengthening of assessment programs to facilitate early identification and placement of learners with special needs
- ix. Development of desirable social standards, moral and spiritual values
- x. Development of aesthetic values and appreciation of own and other people's cultures and environment
- xi. Strengthening respect and love for own country and the need for harmonious co-existence
- xii. Integration of secondary education as part of basic education
- xiii. Institutionalization of affirmative action to address the needs of the marginalized children and those with special needs and in special circumstances
- xiv. Provision of incentives to promote private sector participation in the development of education
- xv. Recognition and support of gifted and talented learners
- xvi. Creation of learning environment which is gender and special needs responsive

2.2.3 University Education

- i. Expansion of university education and training in tandem with population growth and the demand for university places and research facilities
- ii. Promotion of private sector investment in the development of university education and training
- iii. Strengthening of CHE to effectively coordinate the development of University Education
- iv. Strengthening internal and external quality assurance mechanisms in all university education institutions
- v. Provision of scholarships based on the needs of the economy and targeted bursaries and loans to the needy, taking into account gender parity and marginalized groups
- vi. Provision of relevant training in all professional courses to address the current skills mismatch
- vii. Promotion of rationalization of academic programmes among universities with the aim of creating centres of excellence and make each university have a comparative advantage
- viii. Development of a mechanism for universities to undergo regular peer reviews and evaluation of their programmes
- ix. Working with public universities to enhance the a performance based system of appointments and promotions

- x. improvement of facilities for special needs students in order to enhance their participation;
- xi. Review of all professional programmes to ensure incorporation of internships into the academic programmes
- xii. Expansion of the financial base of Higher Education Loans Board (HELB) to enable it mobilize more resources for loans to needy students
- xiii. Strengthening of partnerships and linkages between universities and industry.
- xiv. Establishment of an Open University and promotion of open, distant and e-learning to increase opportunities for university education

2.2.4 Technical, Industrial, Vocational and Entrepreneurship Training (TIVET)

- i. Involvement of all relevant stakeholders in the development of a comprehensive national skills training strategy
- ii. Establishment of mechanisms and appropriate incentives to promote private sector investments in the development of TIVET for increased access
- iii. Provision of scholarships and other merit awards for staff and students in order to promote excellence, creativity and innovation in the field of science and technology
- iv. Provision of loans and bursaries to enhance access to TIVET taking special account of marginalized groups, such as female students and the physically challenged.
- v. Encouragement of secondary schools that have infrastructure, equipment and staff to offer industrial and technical training curriculum
- vi. Institutionalization of affirmative action for female students and vulnerable groups
- vii. Establishment of a national coordinating body, the Technical, Industrial, Vocational and Entrepreneurship Training Authority (TIVETA) for TIVET institutions in order to provide relevant programmes and effective management and governance
- viii. Mobilization of resources to rehabilitate facilities in public TIVET institutions to ensure quality training

2.2.5 Adult and Continuing Education and Non-Formal Education

- i. Establishment of mechanism for collaboration and networking with other stakeholders for the development and management of Adult and Continuing Education (ACE) and NFE

- ii. Establishment of opportunities for linkages among adult, continuing education as well as non formal with formal education and training systems by facilitating entry and exit at all relevant levels
- iii. Promotion of learning and training opportunities and facilities to ensure access by the adults, out of school youth and other vulnerable groups and to expand the post literacy programme to cover all districts in the country
- iv. Promotion of a reading culture among Kenyans through the establishment of Community Learning Resource Centres (CLRCs)
- v. Promotion of the open, distant and e-learning to increase opportunities for adult and continuing education as well as non formal education

2.3 Curricula Reforms

The current education curricula for primary, secondary, TIVET and ACE have undergone continuous review processes since 2002. The main aspects of this Curriculum review were:

- i. Reduction of the number of subjects offered in both Primary and Secondary schools reducing the cost of education and burden on the learners;
- ii. Infusion and integration of emerging issues into the primary and secondary education curriculum such as HIV and Aids, child labour, child rights, social responsibility, drugs and substance abuse, environmental conservation and gender responsiveness, among others;
- iii. Removal of content overlaps across and within levels ; and
- iv. Inclusion of innovative strategies and methodologies in the curriculum enhance access and participation of learners from poor and vulnerable backgrounds.

Other curricular reforms include:

- i. Digitalization of the curriculum at different levels to enhance e-teaching and e-learning;
- ii. Review and development of curriculum support materials;
- iii. Regular in-servicing and orientation of teachers on new programmes;
- iv. Enhancement of outreach programmes for teachers schools and communities ;
- v. Enhancement of monitoring and evaluation of the curricula at all levels;
- vi. Adoption of alternative approaches to learning at different levels;
- vii. Modularization of curriculum in TIVET to allow flexibility in attendance and evaluation; and
- viii. Strengthening of industrial attachment and linkages for TIVET programmes.

2.4 Legal Framework of Education

Education and training sector in Kenya, is governed by the Education Act (1968) which gives policy guidelines on the establishment and development of institutions, their management and administration, development of curricula, and teacher education. Other related Acts of Parliament include: Teachers Service Commission (TSC) Act; Kenya National Examinations Council (KNEC) Act; Board of Adult Education (BAE) Act; Higher Education Loans Board (HELB) Act; Universities Acts; and various other Acts and Charters for individual universities. The major challenge of the current legal framework is that the Education Act of 1968 and the related Acts are not harmonized, and are no longer adequately responsive to the current and emerging needs and trends in education and training.

2.4.1 Major Reforms in Legal Framework

- i. The formulation of the Sessional paper No. 1 of 2005, *a Policy Framework for Education, Training and Research* which has provided the foundation for further sector reforms
- ii. Legal framework for TIVET has been reviewed (TIVET Bill) to provide for the establishment of a TIVET Authority to oversee the TIVET system in the country
- iii. Kenya Vision 2030, the country's new long-term National Planning Strategy launched in 2008, identifies education as key within the social pillar to steer Kenya into middle-level income status in 20 years

In order to address challenges and other emerging issues in education, the Government constituted a Taskforce in 2005 to review and harmonize all the relevant Acts of Parliament on education and training. The Taskforce's Draft Report has been submitted to the minister for consideration. It has identified the necessary changes needed to create harmony in the sector.

3.0 MAIN POLICIES, ACHIEVEMENTS AND LESSONS LEARNT

The Sessional Paper no. 1 of 2005 is a policy framework developed to meet the challenges of education, training and research in the 21st Century. The document articulates specific objectives and strategies of enhancing access, equity, quality and relevance at each level of education. Specific sub-sector policies have further been developed to deal with areas of neglect in the past and emerging issues. These are the ECD; nomadic; gender; special needs; and HIV/AIDS policies.

3.1 Early Childhood Development and Education

The Ministry of Education (MOE) policy on ECDE focuses on providing a holistic and integrated programme that meets all the needs of the child. Since independence, there has been a remarkable expansion in the provision of Early Childhood Development & Education. The growth in this sub-sector is attributed to socioeconomic changes that have affected traditional child rearing systems, as well as increased parental perception of the potential for a cognitive head start for children attending ECDE centres before formal schooling. Thus, institutionalized childcare has become a significant alternative to traditional childcare approaches. Despite the fact that ECDE is not a prerequisite for joining primary school, 70% of the 18,356 public primary schools in the country have established pre-primary classes. In the ECDE centres, the philosophy is more of nurturing the 'budding' child than of teaching or providing direct instruction. However, many of the ECDE programs are currently modeled on a primary instructional approach, which many parents see as the most appropriate approach to prepare the child for later schooling.

Main policies and achievements in ECDE

The number of formal ECDE centres has increased by 30% over the last five years to 37,263 centres in 2007 from 28,308 in 2002. The total enrolment increased from 1.45 million to 1.69 million between 2002 and 2007, an increase of 16.2 percent with boys and girls increasing by 18.0 and 14.3 percent respectively as shown in Table 1 below. The enrolment in public ECDE centers increased by 13.7 percent from 962,968 to 1,094,471 during the period 2002 and 2007; while that of privately sponsored ECDE centers increased significantly by 21.1 percent from 492,658 in 2002 to 596,622 in 2007. The MOE prepares children who do not access ECDE services to join standard one through the school readiness initiative in ASAL Districts.

Table 1: Pre Primary Schools Enrolment by Province, 2002- 2007

PROVINCE	2002		2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	57,859	53,745	59,076	49,867	74,294	71,024	75,949	76,707	77,218	77,873	78,084	78,746
Central	70,450	67,637	69,765	69,090	71,653	70,618	72,325	69,232	73,667	70,357	74,493	71,146
Eastern	113,819	111,368	115,371	115,275	117,893	112,732	119,774	108,587	121,752	110,223	123,118	111,145
Nairobi	111,887	105,758	134,282	127,339	136,495	139,599	143,347	139,613	146,580	142,306	148,224	143,902
Rift Valley	190,889	181,240	211,031	199,369	214,031	205,522	228,445	214,623	232,576	218,090	235,185	220,536
Western	90,368	86,356	91,256	90,061	85,471	81,733	86,263	62,101	87,809	63,095	88,794	63,803
Nyanza	100,618	101,662	94,597	100,476	111,774	114,585	112,662	114,548	114,642	116,356	115,928	117,661
North Eastern	6,873	5,097	6,640	4,574	11,806	7,491	11,994	7,476	12,200	7,592	12,337	7,677
Total	742,763	712,863	782,018	756,051	823,417	803,304	850,759	792,887	866,445	805,892	876,163	814,930
TOTAL	1,455,626		1,538,069		1,626,720		1,643,646		1,672,336		1,691,093	

Source: EMIS School data returns, MoE

The GER in ECD Education has increased over the last five years by 7.6 percentage points from 51.7 percent in 2002 to 59.3 percent in 2007 as illustrated in Table 2 below. In 2007, Nairobi Province recorded the highest GER for both boys and girls at 133.8 and 126.4 percent respectively, followed by Rift Valley at 64.8 and 66.4 percent while Northern Eastern Province recorded the lowest rate of 19.9 and 23.1 percent for boys and girls respectively.

Table 2: ECDE Gross Enrolment Rate by Gender and Province (Percent), 2002-2007

PROVINCE	2002		2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	47.1	44.2	47.5	40.0	60.2	59.0	60.3	63.6	61.2	64.5	62.8	61.7
Central	39.7	36.7	38.9	36.7	40.2	38.1	39.8	37.9	40.4	38.4	39.4	40.8
Eastern	52.0	47.9	52.1	48.3	53.7	48.3	53.4	47.1	54.2	47.7	50.9	54.7
Nairobi	98.2	106.3	117.2	126.7	119.3	139.7	122.8	141.4	125.3	143.8	133.8	126.4
Rift Valley	55.5	52.7	60.6	56.6	61.9	59.5	64.8	62.8	65.8	63.7	64.8	66.4
Western	57.3	50.4	57.1	51.2	53.9	47.5	53.3	36.5	54.2	37.0	45.4	54.7
Nyanza	49.1	45.5	65.6	63.3	54.3	51.0	53.6	51.6	54.4	52.3	53.4	54.9
North Eastern	13.2	11.0	13.4	11.1	22.6	16.1	22.5	16.3	22.8	16.5	19.9	23.1
Total	53.4	50.1	58.5	55.1	58.9	56.3	59.6	56.2	60.6	56.9	58.8	61.1
TOTAL	51.7		56.8		57.6		57.9		58.8		59.3	

Other major achievements in this sub-sector are-

- i. Provision of grants for the purchase of ECDE kits for teaching/learning materials
- ii. Development of a national teacher training programme
- iii. Development and the launch of a national ECDE policy for the entire sub sector
- iv. Development and the launch of national guidelines and service standards
- v. National Access Rate stood at 1.7 million children in 2007.
- vi. National Gross Enrollment rate (GER) has increased from 51.7% in 2002 to 59.3% in 2007
- vii. National Net Enrolment (NER) has increased from 31% in 2003 to 42.1% in 2007 even though about 40.7% of ECDE age children are still not accessing education.
- viii. Number of ECDE centres have increased from 31,879 in 2004 to 37,263 in 2007 (both public and private)
- ix. There are currently 72,182 ECDE teachers out of which 56% are trained.
- x. The Government has also increased its funding support to the marginalized communities. Under the KESSP, the government has put in place the National Service and Standards Guidelines as well as a National ECDE policy to regulate the ECDE sub-Sector.

- xi. Since June 2007 to-date, a sum of Ksh.581, 703,107.93 has been disbursed to 4,000 needy ECDE centres in the form of community support grants.
- xii. Intends to mainstream ECDE in primary education beginning 2010
- xiii. Intensified capacity building of school management committees and resource mobilization where a total of 7,400 ECD Centre Managers have been trained;
- xiv. Preparation of children who do not access ECDE services through the school readiness initiative by MOE in ASAL Districts to join standard one;
- xv. Development of ECDE syllabus and modules on health and nutrition to in-service ECD teachers, by Kenya Institute of Education (KIE) in collaboration with stakeholders

Challenges/Lessons learnt

The implementation of the ECDE policy has brought out the sub -sector's importance in the children's development and education. This has been instrumental in the identification and interventions on vulnerable children especially those with special needs (SNE). As a result, these children are assisted to maximize their potential early enough according to their talents. Through this initiative, many parents have come to appreciate children with disabilities and accorded them equal opportunities with others, with regard to education provision.

Most of the children who undergo ECDE in Kenya have better academic performances; have fewer dropouts and repetitions because of the exposure to the stimulating environment of ECDE, thus enhancing inclusive education. In addition, girls who undergo ECDE are more likely to proceed to basic and higher levels of education. However, our major challenge in the implementation of ECDE remains the wide disparities among districts in quality of services especially in the ASALs and informal settlements that have a GER of as low as 10% and a NER of 8%.

3.2 Primary Education

The Government's objective on primary education is to achieve UPE, which is a key strategy towards attaining the overall EFA goals by 2015. Between 2002 and 2003, there was a sharp increase in Gross Enrolment Rates rising from 88.2 per cent to 102.8 per cent at the national level. Boys' GER increased from 88.9 to 105 per cent while that of girls increased from 87.5 to 100.5 percent respectively. Since then, there has been slow but steady increase in Gross enrolment for both boys and girls. Currently, the GER at this level stands at 107.6 percent (boys 110.7% and girls 104.4%) as indicated in Table 3 below.

The fact that the gross enrolment rate has exceeded 100 percent for boys and girls can be explained by the presence of over age and under age pupils enrolled after the abolition of school fees in January 2003. Children of all ages sought admission, as there were no clear guidelines and admission criteria. The introduction of FPE saw an 84-year-old man enroll in STD 1 in 2003 during the euphoria of fees abolition. Many children especially those who dropped out due to high costs seized the opportunity to get enrolled in public primary schools.

Table 3. Primary Gross Enrolment Rate by Gender and Province. 2002-2007

province	2002		2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	70.3	59.4	86.9	73.7	97.3	83.7	95.7	84.4	101.3	91.5	100.8	91.3
Central	92.2	93.3	102.3	100.9	102.2	99.9	106.9	102.7	103.4	100.8	97.4	93.4
Eastern	103.0	105.2	116.3	114.9	120.6	117.4	176.0	124.4	127.3	126.3	129.7	126.0
Nairobi	32.3	36.2	39.1	43.9	41.0	45.8	35.9	38.2	38.8	41.6	31.1	32.5
Rift valley	92.3	88.1	109.5	102.7	113.0	104.2	117.8	109.9	115.9	108.9	118.7	109.6
Western	112.6	108.0	137.4	123.2	143.3	125.9	148.2	134.2	141.3	130.9	151.5	135.6
Nyanza	104.8	102.3	127.8	122.8	126.2	117.4	127.7	120.8	128.6	126.5	131.6	124.6
North Eastern	25.3	13.3	32.4	18.8	33.5	18.5	34.1	20.7	33.4	20.5	37.7	23.3
Total	88.9	87.5	105.0	100.5	108.0	101.6	109.9	104.4	109.3	105.5	110.7	104.4
Grand Total	88.2		102.8		104.8		107.2		107.4		107.6	

Source: EMIS Section, MOE

Net Enrolment Rate (NER), as shown in Table 4 below, have also progressively increased since 2002 from 77.3 percent (boys 76.5 %, girls 78.0 %) to 91.6 percent (boys 94.1%, girls 89.0 %) in 2007. This indicates that the country is moving close to attaining Education for All goals by 2015 and only about 8.4 percent of the primary school age children are still outside the formal school system.

Table 4: Primary Net Enrolment Rate by Gender and Province (Percent), 2002- 2007

PROVINCE	2002		2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	58.2	53.2	66.9	60.1	72.8	67.7	75.1	73.3	72.3	71.2	84.6	77.0
Central	83.5	87.8	83.6	84.2	81.4	81.8	87.9	87.0	83.0	83.0	84.4	80.7
Eastern	87.7	91.6	90.4	90.3	91.4	91.5	94.9	93.8	96.9	95.8	98.7	97.8
Nairobi	25.4	29.5	35.5	40.3	35.9	41.1	39.2	40.9	31.2	34.7	28.6	29.3
Rift Valley	81.1	81.5	84.1	82.0	87.8	85.4	87.9	85.3	91.8	89.8	98.3	94.0
Western	95.4	91.7	97.5	93.2	99.3	97.2	99.1	94.6	99.1	94.6	99.1	98.9
Nyanza	88.9	89.6	96.2	95.4	96.9	96.2	98.4	97.2	98.4	97.2	98.4	98.2
North Eastern	19.6	14.1	26.1	16.2	23.6	14.9	26.6	18.8	25.9	18.8	33.1	20.8
TOTAL	76.5	78.0	80.8	80.0	82.2	82.0	83.8	82.6	86.5	86.5	94.1	89.0
GRAND TOTAL	77.3		80.4		82.1		83.2		86.5		91.6	

As depicted in Table 5 below, the Primary Education Completion Rate (PCR) increased from 62.8 percent in 2002 to 81.0 percent in 2007. The introduction of FPE in 2003 saw the PCR rise significantly from 62.8 in 2002 to 68.2 in 2003 and further rising to 81.0 in 2007. However, in 2007, there was more boys 86.5% completing than girls (75.7%).

Table 5: Primary Completion Rate by Gender and Province (Percent), 2002-2007

	2002		2003		2004		2005		2006		2007	
PROVINCE	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	54.0	36.6	59.5	40.2	69.2	47.3	73.7	80.2	80.2	53.2	88.0	58.8
Central	78.7	80.0	82.5	84.4	91.5	92.1	91.0	89.8	85.8	82.3	87.3	85.1
Eastern	65.8	65.2	73.2	71.3	83.5	79.1	85.4	78.5	83.2	75.9	88.3	80.0
Nairobi	37.4	40.1	39.3	42.5	43.3	46.6	46.4	50.8	48.5	52.4	53.7	57.2
Rift Valley	69.1	64.0	75.1	69.8	84.1	76.6	88.0	79.8	88.1	78.1	93.5	83.2
Western	65.3	60.3	72.2	66.9	84.5	75.5	85.9	74.9	85.7	75.0	92.9	81.6
Nyanza	73.6	59.3	80.2	63.7	88.0	69.8	89.3	69.7	86.7	68.0	89.9	72.0
North Eastern	28.5	11.3	32.7	14.2	39.0	14.8	39.1	15.4	42.7	15.7	49.9	21.7
TOTAL	65.5	60.1	71.3	65.2	80.3	72.1	82.4	72.8	81.6	71.1	86.5	75.7
GRAND TOTAL	62.8		68.2		76.2		77.6		76.3		81.0	

Source: Statistics Section, MoE

The Government introduced FPE in January 2003, which resulted in an increased enrolment of children; from 5.9 million in 2002 to 8.2 million in public and private schools in 2007. This was an increase of 39.0%. The most significant increase was recorded in 2002-2003.

Other achievements in Primary Education include:-

- i. Development of partnerships structures with parents , communities, civil societies, private sector and other stakeholders to ensure effectiveness of free and compulsory education
- ii. Expansion of school feeding programme to cover needy children in disadvantaged areas

- iii. Strengthened partnership with stakeholders to ensure barrier-free primary schools for those with special needs
- iv. Developed a gender responsive curriculum and support materials
- v. Expanded opportunities and funding of education in the Arid and Semi Arid Lands (ASAL), including boarding facilities for both girls and boys
- vi. Established mobile schools and training of mobile school teachers and school committee members on improved education quality in six ASAL districts(currently 51 operating mobile schools)
- vii. Improved girls' access, retention and participation through provision of water and sanitation facilities
- viii. Introduction of HIV and AIDs life skills in schools and colleges to create awareness and empower girls and boys to protect themselves from the pandemic

Challenges/Lessons Learnt

Despite the fact that Kenya has more or less attained gender parity at the national level, there exists serious regional gender disparities across the provinces. As indicated in Table 6 below, North Eastern Province recorded the widest disparity ranging from 0.62 in 2003 to 0.63 in 2007 as compared to Nairobi Province with 1.16 in 2002 and 1.02 in 2007.

Table 6: Primary GPI by Province, 2002- 2007

Province	2002	2003	2004	2005	2006	2007
Coast	0.91	0.90	0.93	0.98	0.98	0.91
Central	1.05	1.01	1.00	0.99	1.00	0.96
Eastern	1.04	1.00	1.00	0.99	0.99	0.99
Nairobi	1.16	1.14	1.14	1.04	1.11	1.02
Rift Valley	1.00	0.98	0.97	0.97	0.98	0.96
Western	0.96	0.96	0.98	0.95	0.95	1.00
Nyanza	1.01	0.99	0.99	0.99	0.99	1.00
North Eastern	0.72	0.62	0.63	0.71	0.73	0.63
TOTAL	1.02	0.99	1.00	0.98	1.00	0.94

Source: Statistics Section, MoE

Despite significant progress in enrolments, about 1 million children are yet not in any formal school. Support to non-formal schools enables the society to reach some of the hard-to-reach groups in urban slums. The establishment of mobile

schools in ASALs reaches nomadic children who are not in school. One major challenge in the informal settlements of the major cities is the pressure from the households for children to supplement family incomes through petty trade.

3.3 Secondary Education

There has been a steady growth in the secondary education sub-sector. The number of public secondary schools increased from 3,684 in 2002 to 4,245 in 2007. This increase is attributed to Constituency Development Fund (CDF) and Local Authority Transfer Fund (LATF) and increased infrastructural investments into the sub sector.

Enrolments at secondary school level stood at 851,836 in 2002 and at 1,180,268 in 2007, an increase of 38.6%. The Gross Enrolment Rate (GER) at this level has increased from 26.4 percent in 2002 to 36.8 percent in 2007 as depicted in Table 7 below. This growth is attributed to increased enrolment in primary schools following the introduction of FPE. Over half (57%) of those who complete primary school education progress to secondary level. Currently, the completion rate at this level is 80%.

Table 7: Secondary GER by Gender and Province in Percent, 2002- 2007

PROVINCE	2002		2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	19.3	16.4	22.7	18.3	25.8	19.3	20.6	18.3	25.9	20.7	29.2	22.7
Central	43.2	45.1	42.4	46.4	44.7	45.1	42.6	42.8	48.3	47.6	53.3	51.3
Eastern	29.4	28.5	33.4	32.9	34.9	32.7	33.8	32.3	36.0	33.7	43.6	37.5
Nairobi	13.1	8.1	16.4	8.7	27.5	16.3	23.8	17.2	25.2	17.5	39.9	31.3
Rift Valley	25.1	20.7	27.6	24.4	29.3	24.3	29.0	24.2	34.3	28.1	37.4	30.8
Western	26.6	26.2	28.3	29.5	31.7	28.8	32.2	27.1	31.5	28.6	40.0	32.8
Nyanza	30.0	22.6	32.4	28.6	31.9	23.2	35.8	26.3	37.7	28.7	44.4	30.6
North Eastern	4.9	2.9	14.1	2.6	5.9	2.9	6.4	3.2	8.6	3.6	9.7	4.4
GER by Gender	27.2	24.2	29.7	27.4	31.7	27.3	31.3	27.2	34.6	29.9	40.4	33.3
GRAND GER	25.7		25.2		25.6		29.3		32.2		36.8	

Source: Statistics Section, MoE

Immediate strategies for secondary education include expansion of existing secondary schools to a minimum of three streams, the establishment of new mixed day secondary schools especially in deficit areas and improvement of facilities in existing secondary schools.

Main Policies and Achievements

- i. Implementation of Free Secondary Education (FSE) in January 2008 as a measure to increase access to as many students as possible
- ii. Expansion of access through building of more day secondary schools favoring parents who cannot afford boarding fees for their children
- iii. Integration of secondary education as part of basic education in the long run
- iv. Institutionalization of affirmative action to address the needs of the marginalized children and those with special needs and in special circumstances
- v. Increasing the class sizes from 40 to 45 students to accommodate more students
- vi. Construction of extra streams in 1, 500 selected secondary schools annually
- vii. Expanding bursaries and scholarships to 30% of the total students who come from disadvantaged backgrounds (there was an increase from Kshs 547 million in 2002 to 800 million in 2005/06)
- viii. Mobilized support to ensure establishment of a minimum of 3 streams in each school
- ix. Increased transition rate from Primary to Secondary from 56.0 % in 2005 to 59.6% in 2007
- x. Increased GER at the Secondary level from 25.7% in 2002 to 36.8% in 2007
- xi. Sensitization of stakeholders and communities to discard socio-cultural practices that prohibit effective participation of boys and girls in secondary schools
- xii. Provision of support to targeted boarding schools in ASALs, and other deserving areas especially for girls
- xiii. Implementation of affirmative action in secondary education to address the needs of the marginalized and those in difficult circumstances
- xiv. Recognition and provision of support to children with special talents and abilities

Challenges/Lessons learnt

In the implementation of FSE, construction of extra streams and increased class size from 40 to 45 will go along way in enhancing access to secondary education. However, the numbers of public and private secondary schools, which are currently about 6,484 against over 18,000 primary schools, are still inadequate. In addition, ASALs and informal settlement areas have very few schools thus limited access o secondary education in these areas.

Gender disparity remains a challenge in some regions where boys are preferred against girls in accessing education, as depicted in Table 8 below. In some of these areas, cultural beliefs hinder girls from attending secondary education. They are married off at an early age before completing basic education. Another major

challenge is the fact that in many schools, girls perform comparatively poorly in core subjects like Mathematics and Sciences. This limits their participation at higher levels. Besides, bursaries, grants and grants in-aid are inadequate to support or the needy children which results in most orphans and vulnerable students missing secondary education.

Other factors contributing to this unfavourable situation include limited infrastructure and amenities especially water and sanitation, and the heaping of burden on households. Girls also drop out of school because of gender related issues, such as violence within communities.

Table 8: Secondary Gender Parity Index by Province, 2002-2007

Province	2002	2003	2004	2005	2006	2007
Coast	0.98	0.93	0.85	0.89	0.80	0.78
Central	1.12	1.20	1.09	1.00	0.99	0.96
Eastern	1.01	1.10	1.02	0.96	0.94	0.86
Nairobi	0.61	0.55	0.73	0.72	0.69	0.78
Rift Valley	0.90	1.01	0.98	0.83	0.82	0.82
Western	0.98	1.22	1.06	0.84	0.91	0.80
Nyanza	0.76	0.92	0.79	0.73	0.76	0.69
North Eastern	0.57	0.69	0.58	0.50	0.42	0.45
TOTAL	0.92	1.04	0.97	0.87	0.86	0.82

Source: Statistics Section, MoE

3.4 Adult and Continuing Education and Non-Formal Education

The Government is committed to achieve a 50 per cent improvement at all levels of adult literacy by 2015 with special focus on women. In 2007, Kenya conducted a National Adult Literacy Survey (KNALS) to determine the magnitude, levels, and distribution of adult literacy for persons aged 15 years and above, obtain comprehensive data and information on adult literacy from literacy providers and stakeholders in both private and public sectors and identify issues of concern which need to be addressed in the promotion of adult literacy.

According to the Survey, 61.5% of the adult population has attained functional literacy levels, leaving unacceptable 38.5% (7.8 million) adult illiterates. Only

29.6% of the Kenyan Adult population has attained the desired mastery literacy competency. About 29.9% of the youth aged 15 to 19 years and 49% of adults aged 45 to 49 years are illiterate. The survey reveals high regional and gender disparities in literacy achievements with Nairobi recording the highest (87.1%) and North Eastern province recording the lowest (8%).

Towards improving quality standards of the Adult and Continuing Education programmes, adult learning centres are being provided with teaching and learning materials; the Basic Literacy Curriculum (ABET 1) has been reviewed to cater for the diverse needs of the adult learners. The curriculum support materials are in the process of being developed and reviewed. So far, five language primers have been reviewed namely Kikuyu, Kamba, Kalenjin, Luhya, Somali, Borana and Dholuo out of 42 languages. Some of the partners in the provision of adult education have also helped developed materials for basic literacy in other local languages. The Government has also undertaken the following:-

- i. Carried out a needs assessment survey for ABET 2 and 3 in preparation for the development of ABET 2 and 3 curricula
- ii. The Ministry of Education through the KESSP investment programmes has allocated KSh. 1,367.2 million to Adult and Basic Education for the years 2005 – 2010
- iii. Taken an initiative to mainstream alternative modes of provision of education including, non-formal education, mobile and double shift schools and multi-grade teaching to expand access
- iv. Adopted appropriate approaches for such areas as the densely populated informal urban settlements and Arid and Semi-arid Lands (ASAL), as well as for older learners enrolling in lower primary for the first time
- v. Conducted in-service training and regular refresher courses for the adult education teachers. The trainings have equipped the teachers with skills and knowledge to offer quality teaching and motivate learners
- vi. Established over 170 community libraries and Community Learning Resources Centres together with other stakeholders. These centres have been equipped with publication of relevant and appropriate reading materials to enhance the reading culture and expand the literate environment
- vii. Adopted innovative approaches for material production such as Learner Generated Materials (LGM)

The Non-formal Education (NFE) is offered in two types of institutions, namely, the Non Formal Schools (NFSs) and Non Formal Education Centres. NFSs follow formal curriculum but are flexible in other aspects of learning like uniforms and

standards of learning facilities, while NFE Centres do not follow the formal curriculum.

By November 2007, there were 1,395 NFE institutions in the country with Nairobi Province recording the highest number at 640. Nairobi had the highest pupil enrolment at 90,997 and 5,928 teachers. The Pupil-Teacher Ratio (PTR) is more favourable in Eastern and Rift Valley with 1 teacher for every 4 pupils. In such regions, there is room for increased enrolments. Most of the teachers in these institutions are still untrained (65%).

With regard to ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes, Kenya has mainstreamed Non-Formal Education (NFE) that cuts across the various education levels and includes non-formal school (NFSs) and Non-Formal Education Centres (NFECs). The Government is also providing special capitation grants to NFE institutions that offer formal primary school curriculum in slum areas. The Government is further developing a policy framework to offer alternative transition mechanisms for adults and the youth to access secondary education. In this regard, an alternative secondary education curriculum for learners in Non-Formal Schools, where basic science laboratories are not available, has been developed and tested for use.

Other Achievements include-

- i. Provision of ACE and NFE teachers by the Government
- ii. Development of teaching and learning materials for accelerated learning
- iii. Developed a draft National Qualification Framework (NQF) to ensure quality in the provision of ACE and NFE programmes as well as providing opportunity for linkage with formal education and training systems thus creating re-entry at all levels
- iv. Establishment of mechanisms for collaboration with other stakeholders for the development and management of ACE and NFE system
- v. Integration of literacy learning with Income Generating Activities (IGAs), for immediate application of skills acquired. This also contributes to the national poverty reduction
- vi. Provision of ACE to special needs learners and hard-to-reach groups including literacy for refugees in refugee camps, vocational and further learning education to prisoners and teaching of Kiswahili and English to immigrants
- vii. Promotion of innovative approaches by Non- Governmental Organizations, FBOs and CBOs to supplement literacy education programmes

Challenges/Lessons Learnt

Access and equity in ACE and NFE are characterized by low participation rates and regional and gender disparities that arise from a long history of neglect. Hence, new policy will ensure equity, quality and relevance of ACE and NFE programmes. Most of these challenges will be addressed when the National Qualifications Framework currently in development stage is fully operationalised. In addition, the revised legal framework proposed by the task force will harmonize all legal provisions dealing with education, including ACE and NFE.

Between 2003 and 2006, 56,132 adults sat for literacy proficiency tests and passed; majority of whom were women (59.3%). The overwhelming participation by women in these programmes is an indication of previous marginalization of women to access education at all levels. This is an indication of women's realization of the opportunity education presents to them as they struggle for self-actualization. A lesson learnt from the survey is that few (29.6%) have the desired mastery of literacy skills.

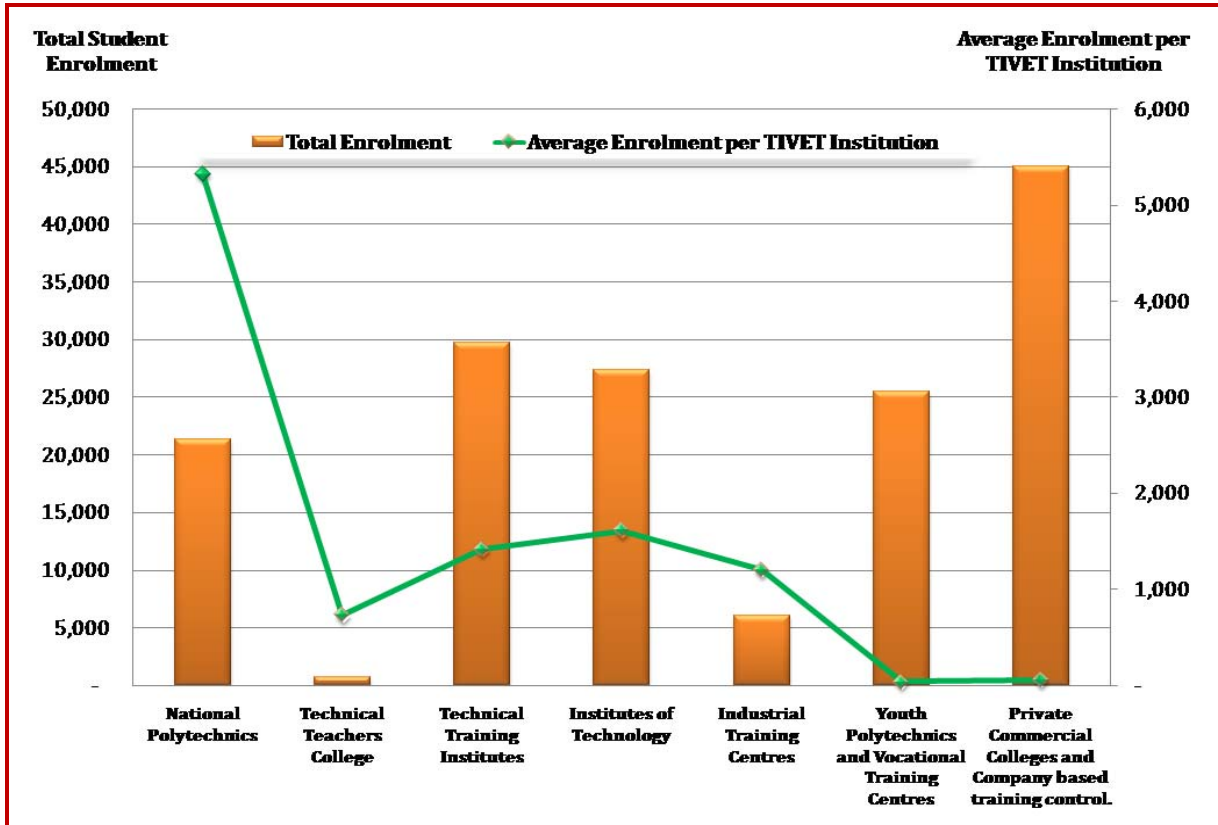
Many adults are involved in NFE programs where they take the same national examinations as formal schoolchildren. Due to this undesirable situation, ACE providers have advocated for enactment of the NQF, to enable them design and offer adult-friendly examinations and other assessment systems that would ensure equivalence.

3.5 Technical, Industrial, Vocational and Entrepreneurship Training

The development of TIVET is fundamental in Kenya's efforts to rid herself of poverty thus ensuring the realization of basic human rights of the people. Further, Vision 2030 places great emphasis on science, technology and innovation in general and TIVET in particular as the vehicle for socio-economic and technological transformation.

A large number of KCSE candidates who miss university admission seek opportunities in TIVET institutions. This number has been rapidly increasing every year. However, enrolments in TIVET institutions increased by 7.5% between year 2006 and 2007, mainly because of enhanced investments in the subsector. Figure 2 below shows the enrolment in the various categories of TIVET institutions.

Figure 2: Total Enrolment in TIVET Institutions, 2007



Main Policies and achievements

In the TIVET subsector, the following are among the main policies developed in the recent years and achievements realized thereof:

- i. Increased Government investments in TIVET, including Youth Polytechnics
- ii. Promotion of private sector investments in the development of TIVET facilities by application of appropriate incentives
- iii. Provision of bursaries to disadvantaged and marginalized groups such as female students to enhance access and equity
- iv. Promotion of industrial and technical education curriculum in secondary schools that have the necessary infrastructure, equipment and staff
- v. Establishment of TIVET Centres of Excellence in selected programmes
- vi. Upgrading established TIVET institutions to offer higher-level programmes which will improve the perception of many Kenyans on TIVET
- vii. Developed a comprehensive national skills strategy with involvement of stakeholders

- viii. Supporting and enhancing training programmes in the Micro and Small Enterprises (MSE) sector, especially the establishment of a national Youth Enterprise Fund.
- ix. Carrying out comprehensive national audit of public and private TIVET institutions biannually
 - x. Provision of an alternative path for TIVET graduates to access higher levels in education and training up to degree level by establishing a mechanism for the accreditation of national polytechnics to offer degree programmes
 - xi. Mobilization of resources to rehabilitate and expand TIVET institutions at all levels from youth to national polytechnics
 - xii. Institutionalization of affirmative action for female students and those from vulnerable groups
- xiii. Supported the development of appropriate physical infrastructure for students with special needs
- xiv. Regularly reviewing training delivery mechanisms to include on and off-the-job training to enhance quality ODL, ICT and e-learning for life long training
- xv. Reviewed and updated the existing (8-4-4) technical education curriculum to make it more relevant and its implementation more flexible so as to respond to the changing needs of industry and general trends in the labour market

Challenges/Lessons learnt

Some of the challenges still facing TIVET include inadequate facilities and capacities to cater for the large numbers of those who complete primary and secondary education and wish to undertake TIVET. Managing TIVET under various government departments leads to disparities in the training standards. There is also ineffective co-ordination of training and disproportionate duplication in the production of skilled personnel across the entire economy. This results in mismanagement of scarce resources, conflicts of jurisdiction and under-utilization of available training facilities.

There is need to train more staff and upgrade equipment and physical facilities to cope with the dynamic technological development. The National Skills Training Strategy and the revised legal framework will strengthen mechanisms for the implementation of the necessary TIVET reforms.

3.6 University Education

University education plays a crucial role in national development. The Government's long-term policy is to provide a framework for sustainable, competitive and autonomous national university system. The policy objective takes into account the comparative strengths of private and public institutions with the aim of reducing wastage through unnecessary duplication. It also seeks to ensure the development of a diversified financial base and enhancement of operational independence, while at the same time paying attention to issues of relevance, and responsiveness to the market and national priorities.

Currently there are 28 legally recognized universities in Kenya, 7 of which are public while 21 are private. Of the 21 private universities, 11 are chartered, 4 are registered while the remaining 6 have letters of interim authority. Enrolments rose from 112,229 during the 2006/2007 academic year to 118,239 in 2007/2008 academic year. However, the increasing number of universities has yet to meet the high demand for university education.

Candidates who meet the minimum university entry requirements, and are not admitted by Joint Admissions Board (JAB) can still access public university education through the Privately Sponsored Mode of study, in which they pay the full cost of the course they are undertaking. This mode of study has proved popular in the recent past. Table 9 below shows the student enrolment by mode of study during the 2007/2008 academic year.

Table 9: Public Universities Student Enrolment by Mode of Study in, 2007, 2008

<i>Institution</i>	<i>JAB</i>	<i>Privately Sponsored</i>	<i>Total</i>
<i>Nairobi</i>	16,394	18,545	34,939
<i>Kenyatta</i>	9,586	2,968	12,554
<i>Moi</i>	9,208	5,455	14,663
<i>Egerton</i>	10,702	1,467	12,169
<i>JKUAT</i>	2,598	5,458	8,056
<i>Maseno</i>	3,193	1,807	5,000
<i>MMUST</i>	950	1,219	2,169
<i>Total</i>	52,631	36,919	89,550

Main Policies and Achievements

- i. Expansion of university education and training in tandem with population growth and the demand for university places
- ii. Promotion of private sector investment in the development of university education and training
- iii. Provision of scholarships based on the needs of the economy, targeted bursaries and loans to the needy, taking into account gender disparity
- iv. Introduce facilities for special needs students in order to enhance their participation
- v. Restructuring of CHE to effectively undertake quality assurance services in all universities
- vi. Ensuring relevant training in all professional courses to address the current skills mismatch
- vii. Created incentives such as tax waiver on teaching and learning equipment for increased investments in university education, training and research
- viii. Increased Government contribution and improvement on the existing university loans system to ensure availability of financial support to poor students
- ix. Strengthened HELB to mobilize resources from the private sector to enable it give loans to all categories of students
- x. Promoted Open and Distant Education through e-learning to increase learning opportunities
- xi. Provided more support for scholarships and research at university level
- xii. Supported affirmative action to ensure equitable access to university education
- xiii. Undertaking affirmative actions that lower university entry and course requirements by two points for female students, special needs students and those from ASAL/nomadic areas
- xiv. Coordinated, through CHE, a national accreditation system for all tertiary institutions and universities as a means of guaranteeing quality education and training
- xv. Strengthening of university governance and management through competitive recruitment of Vice Chancellors (VCs) and appointment of Chancellors for each individual university

Challenges/Lessons Learnt

Despite the rapid expansion of higher education over the past two decades, which has led to the increase in the number of public universities from one to seven and twenty-one private universities, challenges to access and equity remain. These include: inadequate capacity to cater for the growing demand for more places in the universities; mismatch between skills acquired by university graduates and the demands of the industry; an imbalance between the number of students

studying science and art based courses; rigid admission criteria of students by JAB; absence of credit transfers amongst universities and in some cases for graduates from other post-secondary institutions; and gender and regional disparities in terms of admissions, and in subjects and courses undertaken. The Government will therefore continue to promote the expansion of university education and training in tandem with population growth and the demand for university places. There is also need to promote private sector investment in the development of university education and training.

3.7 Teacher Education

Teachers are an important resource in the learning and teaching process hence their training and utilization require critical consideration. Current teacher training programmes cater for the production of teachers for pre-primary, primary, secondary, special needs, vocation and technical institutions and other tertiary institutions. The aim of teacher training is to equip teachers with relevant knowledge, skills, values, attitudes, and ability to identify and deliver the educational needs of the child.

Kenya has 19 public primary teacher-training colleges and over 50 private teacher-training colleges. The public colleges train 18,700 graduates in a span of two years. In the past, primary school teachers were trained to teach all subjects offered in the primary school curriculum. However, from 2005 there was a shift towards specialization for improved quality of teacher training. Primary school curriculum is tailored towards putting emphasis on child-centered approaches to teaching to enhance quality learning, achievements and motivation. Public and private universities and three diploma colleges offer secondary and post-secondary teacher training. Teachers are required to specialize in at least two teaching subjects upon graduation.

There were 169,360 primary school teachers in public primary schools as at February 2008. According to the current staffing norms the number of teachers required for this level was 216,714, thus resulting in a short fall of 47,354 teachers.

In post-primary institutions, there were 56,006 teachers against 73,354 required for this level. This leaves a shortage of 17,348 teachers. However, the shortages in both primary and secondary schools have eased slightly with the recruitment of 14,139 teachers in August 2008 out of which 10,307 are for primary schools and the rest for post primary institutions.

Main Policies and Achievements

- i. Reviewed the teacher training curriculum with a view to modernizing it to reflect changing technologies and delivery methods
- ii. Reviewed Teacher Education curriculum to integrate emerging issues such as HIV and AIDS education, drug and substance abuse, among others
- iii. Regular teacher-training curriculum review and in-servicing of teachers to place more emphasis on child-centred approaches in teaching to enhance both quality learning achievements and motivation
- iv. Developed a policy on HIV and AIDS, which prohibits any discrimination on teachers infected or affected by the scourge
- v. Undertaken affirmative action to advantage the handicapped, the vulnerable, the poverty-stricken and other marginalized populations. The blind and the deaf are admitted to college at a lower grade of C- (minus). Two teacher-training colleges have been equipped to handle special needs education
- vi. Reviewed the staffing norms to address the current challenges in teacher utilization
- vii. The vulnerable groups are allocated a quota in the total number of vacancies available during admissions to colleges
- viii. Delegation of some teacher management functions to the SMCs, BOGs and DEBs, with respect to such responsibilities as payments, supervision and recruitment
- ix. TSC, through its policy on teacher recruitment and selection has decentralized this function to agents at the district/institutional levels thus ensuring equity in staffing and teacher retention in schools
- x. Developed guidelines for teacher recruitment that ensure equal opportunities for all e.g. gender, and disability which are regularly reviewed
- xi. Developed a teacher retraining programme for teachers whose subjects are no longer being taught in schools due to changes in the curriculum
- xii. Developed a TSC Service Charter

Challenges/Lessons Learnt

Since the launch of FPE in 2003, there has been an upsurge in enrolments in public schools. As a result, there is a high demand for more teachers. Some of the staffing challenges facing the education sector include optimal utilization of teachers; equitable distribution; and the provision of adequate numbers within the existing resource envelop in that while we have enough trained teachers, we do not have adequate resources to hire them .

The wage bill for the teachers currently stands at 84% of the Ministry of Education budget while at the same time teacher shortages are still being experienced. The current staffing norms for primary schools are one teacher per class plus 2.5% of

the total number of classes in a district. For post-primary institutions, Curriculum Based Establishment (CBE) determines the staffing norms while special institutions are staffed depending on the severity and the nature of the handicap.

3.8 Monitoring and Evaluation

A major objective of the government through KESSP was to develop a national assessment system as a basis for monitoring of learning achievement among learners as they progress through the primary and secondary schooling cycles. Consequently, the National Assessment Centre (NAC) was established in 2006 within KNEC to harmonize all assessment programs within the education sector. Currently, the Government has developed learning competencies for all classes and subjects based on the syllabus in the basic education cycle to guide the assessment process.

Main Policies and Achievements

- i. Auditing of the major determinants of quality education such as curriculum content, relevant instructional materials and equipment, the learning environment, the quality of the teaching force and school management, among others is on going
- ii. Designed research strategies, methods and instruments for competencies to be measured
- iii. Established desired learning competencies by developing suitable test instruments to measure the agreed competencies and also establish a grading criteria set before the instruments are administered
- iv. Linked the research study to the conceptual framework of the national education sector strategy and objectives
- v. Adopted appropriate and effective methods that allow direct investigation of the research concerns

Challenges/Lessons Learnt

The establishment of the National Assessment Center has enabled KNEC to forge a new kind of partnership amongst educational stakeholders particularly researchers. It has also resulted in the generation of collaborative work thus building new capabilities and prompting KNEC to build coherent educational research program with well-justified priorities. In undertaking this task, NAC has been inspired to maintain high standards and rigorous attention to methodological excellence.

4.0 ROLE OF EDUCATION SYSTEM IN COMBATING POVERTY AND OTHER FORMS OF EXCLUSION

The Sessional Paper No. 10 of 1965 identified relevant and quality education as a means of elimination of poverty, disease and ignorance. In the Poverty Reduction Strategy Paper (PRSP) 2001-2003, the Government underscored the correlation between poverty and illiteracy especially among adults who are the producers and custodians of the country's wealth. Basic education and adult learning are key to any strategy for poverty reduction and economic recovery. Economic Recovery Strategy 2003-2007, also asserts that education is a key determinant of earnings, hence, an exit route from poverty as it improves people's ability to take advantage of the opportunities that can improve their well being to participate effectively in the communities. It notes that education, including adult literacy for mothers in particular, significantly affects the health status of the entire family.

Sessional Paper No.1 of 2005 indicates that education is not only a welfare indicator, but also a key determinant of earnings and therefore, an important exit route from poverty. Education is identified as one of the key component in the social pillar of the Government's overall economic recovery strategy (Vision 2030). The Medium-Term Plan (2008-2012) aims at significantly reducing the number of Kenyans living in poverty from 46% to 28% while raising average annual incomes from an estimated US\$ 650 in 2006 to US\$ 992 by 2012.

The emphasis in most of the Government policy papers and strategies has been on improvement of access and equity. While efforts to improve access and equity are laudable, these on their own are not sufficient to address poverty alleviation without factoring in the relevance of the education being offered to labour market. The Government is addressing this mismatch and has challenged the University subsector to be on the lead.

The revision of the primary and secondary curriculum in 2002 reduced number of subject and consequently education costs, leading to poverty reduction at the household level. The inclusion of emerging issues such as HIV and AIDS, child labour, social responsibility, drugs and substance abuse etc. into the curriculum during this revision, aimed at empowering learners with the necessary knowledge and skills to enable them cope with the challenges.

Early Childhood Education has for a long time been constrained by various factors that include: limited teaching and learning materials; inadequate ECDE centres; inadequate community participation; inadequate nutrition and health services; inadequate number of trained teachers; and low and irregular salaries for ECDE teachers. These challenges inevitably impact more negatively on the poor people. On the other hand, due to low participation in ECDE, most learners from poor

families feel excluded when put in the same class one in primary, with those who attended pre-primary education.

Lessons learnt indicate that there are aspects of curriculum implementation that may lead to the exclusion of children and youth affected by poverty from learning processes and opportunities. These include:

- i. Weak legal framework that provides a leeway to some school managers to charge unnecessary levies overburdening parents
- ii. Children from poor economic backgrounds may still be excluded from attending schools due to lack of health services, uniforms and feeding programmes that support them to remain in school.

5.0 INTERVENTIONS FOR INCLUSIVE EDUCATION

Kenya embraces the concept of inclusive education as a way of realizing MDGs and EFA goals. Policies guiding inclusion are operationalised through respective strategic objectives at all levels. These strategies cater for all the excluded categories. Despite the efforts put in place to ensure quality education for all learners, Kenya is still faced with challenges of inclusive education.

Sources of exclusion

These include high poverty levels; regional and gender disparities; and inadequate policy guidelines on inclusion. Similarly, a curriculum that is rigid, not relevant to immediate needs of the learners, and does not cater for children with special talents and abilities negatively affects inclusive education. Other sources of exclusion include cultural barriers; discrimination due to religious and cultural practices; disabilities; and child labour. In addition, limited opportunities for maximum transition from one level to the next; inadequate quality assurance mechanisms to oversee inclusion; and inadequately trained teachers to handle special needs education in learning institutions continue to contribute to exclusion.

In an effort to address the challenges of inclusive education, the Government in collaboration with stakeholders has put in place several interventions and affirmative actions at various levels as indicated below.

5.1 Early Childhood Development and Education

- i. Enactment of Children's Act in 2001, that made basic education compulsory and free for all children (below 18 years) and expanded opportunities for girls and other children in difficult circumstances has been done.
- ii. Mainstreaming ECDE as part of basic education
- iii. Increasing access among children with special needs by facilitating prompt and appropriate identification, assessment and placement

5.2 Primary and Secondary Schools

- i. Enhancing school readiness for children who are joining primary school with no ECDE experience
- ii. Adapting the regular curriculum for learners with special needs
- iii. Introduction of FPE and FSE in 2003 and 2008, respectively ensuring that both girls and boys, regardless of their circumstances, have equal access to quality basic education
- iv. Implementing the policy of double-shift and multi-grade modes of curriculum delivery as a means of increasing access

- v. Expanding bursaries and scholarships in support of secondary education for students who come from economically disadvantaged backgrounds
- vi. Expanding the secondary education curriculum by developing alternative mathematics and science curriculum to cater for diversified needs of students

5.3 Teacher Education

- i. Expanding training opportunities for teachers in special needs education to cover certificate, diploma and degree qualifications
- ii. Admission to the pre-service training is on a fifty-fifty basis for both men and women to address gender balance in training of teachers.
- iii. Development of appropriate teaching-learning materials for effective delivery of content
- iv. Regular in-service of teachers in the area of science and mathematics as means of improving quality
- v. Formulated policy of having at least one special needs trained teacher in all public primary schools by 2015 to enhance early identification and appropriate intervention of learners with special needs.
- vi. Expanded SNE programmes to include education of learners with Autism and Deaf-blind among others along the four traditional areas of Special Education; the Visual, Physical, Hearing and Mental Handicaps, it has in the recent past

5.4 University Education

- i. The universities have adopted affirmative action whereby in processing admissions entry points for female students and those from ASAL regions have been lowered by two to ensure more admissions from marginalized groups. Currently female students constitute 36.3% representation of students in all degree programmes
- ii. The public Universities have a policy that allows admission of students with disabilities from special schools, provided they meet the minimum university entry of mean grade of C+ in KCSE
- iii. Provision of rapid transport between lecture halls for those students with disabilities e.g. Egerton and Kenyatta Universities, for ferrying students from one end to another
- iv. The Government has increased provision of scholarships, bursaries, grants and loans to facilitate needy students to access university education
- v. Rapid expansion for university education has been undertaken to increase access

5.5 Technical, Industrial and Vocational Educational Training

- i. Government is providing incentives to promote private sector investments in the development of TIVET facilities
- ii. A comprehensive national skills training strategy has been developed with involvement of all stakeholders
- iii. Increased funding from Government and development partners
- iv. Increased bursaries to enhance access to TIVET taking into account marginalized groups, such as female students and the physically handicapped
- v. Reviewing of curriculum is ongoing to make it modular based for flexibility and increased access and gender responsiveness

5.6 Gender Interventions

- i. The Government expanded boarding facilities for girls and started feeder schools for children in Standard 1-4 closer to home in ASAL areas
- ii. The Government in collaboration with partners and the communities, has provided resources to all public schools to construct and rehabilitate sanitation facilities to ensure girl-friendly environment that encourage more to enroll and remain in school
- iii. Bursaries to secondary schools have been enhanced so that girls receive an additional five (5%) of the total allocation
- iv. Provision of bursaries to women in traditionally male dominated TIVET programmes
- v. Gender issues have been mainstreamed in Government strategic plans and policies to ensure targeted interventions for girls and women e.g. gender responsive curriculum and environment, gender-friendly instructional materials
- vi. Sensitization and advocacy campaigns through media have been enhanced to address cultural and other barriers that hinder many girls from fully participating in education
- vii. To improve girls' performance in general and specifically in Mathematics and Science, the Government provides extra support in terms of science equipment and related materials to selected girls' schools
- viii. A gender education policy has been developed to enhance gender parity in terms of access, retention, completion, and quality performance; including provision for re-entry of student mothers to schools and colleges
- ix. Life skills programmes have been introduced in schools and colleges to empower both girls and boys and protect them against the impacts of such diseases as HIV/AIDS
- x. Government in collaboration with NGOs is providing sanitary towels to selected girls schools

5.7 Adult and Continuing Education and Non-formal Education

- i. Non-formal education policy has been developed
- ii. In-servicing of teachers from NFE Centres and NFS
- iii. Review of curriculum for both non-formal and adult education
- iv. Establishment of Men only classes for adult learners to attract and retain male adult learners
- v. Increased support and funding to Non-formal schools
- vi. Use of formal curriculum in non-formal education centres
- vii. Providing opportunities for those in informal learning to access higher education

5.8 Specific Interventions on Special Needs Education

Curriculum

The Government has undertaken major reforms to ensure that the curriculum is responsive and adaptive to the needs of learners with special needs at all levels of education. Specialized syllabuses have been developed in the area of visual impairments and physical disabilities such as cerebral palsy. Besides, specific guidelines have been developed for teaching this syllabus and imparting of specialized skills such as Braille, orientation, mobility, and activities of daily living.

Many learners with visual impairment (low vision and blind) are *mainstreamed in regular schools* to receive instructions alongside those who are sighted. The Government policy is that for every class, there should be no integration of more than three learners with visual impairment, for easy services.

The Government policy is that sign language *becomes an official language* to cater for learners with hearing impairment. As a result, sign language was introduced in Kenyan primary and secondary schools in January 2007 and will be examined in the first time in 2010 at the Kenya Certificate of Secondary Education (KCSE) level.

National Examinations

The Kenya National Examinations Council has put in place special arrangements for KCSE Candidates with Special Needs as indicated in Table 10 below:

Table 10: Special Arrangements by KNEC for KCSE Candidates with Special Needs

Nature of Challenge	Special arrangements
Visual Impairment	<ul style="list-style-type: none"> ▪ Presentation of examination papers in Braille ▪ Candidates at the KCSE level sit for Biological Sciences instead of the pure sciences (Chemistry, Physics and Biology) ▪ Questions are developed from adapted syllabi at KCSE level in some subjects, namely: Mathematics, Home Science, Geography and Biological Sciences ▪ Adaptation of questions in cases where Sighted and Visually Impaired candidates share the same syllabi at KCSE level ▪ Allocation of <i>thirty (30) extra minutes</i> over and above the time given to sighted candidates ▪ Candidates' answer the questions in Braille ▪ Marking of candidates' brailled answer scripts is done by examiners who are literate in Braille ▪ Grading for Visually Impaired candidates at KCSE level requires only one science subject (Biological Sciences) unlike for the sighted who must sit for at least two pure science subjects. (Chemistry, Biology & Physics)
Low Vision / Partially Sighted candidates	<ul style="list-style-type: none"> ▪ Low vision candidates sit for the same examinations as sighted candidates ▪ Presentation of examination papers in large print ▪ Allocation of <i>thirty (30) extra minutes</i> over and above the time given to sighted candidates.
Hearing Impaired	<ul style="list-style-type: none"> ▪ Allocation of <i>thirty (30) extra minutes</i> over and above the time given to normal candidates ▪ Candidates' answer scripts are marked by examiners trained in Special Needs Education due to the candidates' limited vocabulary ▪ Provision of Supervisors / Invigilators that are literate in sign language

Physical Challenge	<ul style="list-style-type: none"> ▪ Allocation of between <i>thirty (30)</i> and <i>forty five (45)</i> <i>extra minutes</i> over and above the time given to normal candidates depending on the extent of their disability ▪ Assistance by Invigilators in moving to and from the washrooms where necessary during the examination ▪ Assistance by Invigilators in picking writing materials from the floor as and when the need arises
Mentally Challenged e.g.: Cerebral Palsy, Muscular Dystrophy etc.	<ul style="list-style-type: none"> ▪ Depending on the degree of disability, a candidate may also be given an examination room away from other candidates ▪ Assistance in the handling of apparatus by an Invigilator ▪ Candidates' answer scripts are marked by examiners trained in Special Needs Education due to their poor and inconsistent handwriting

6.0 EMERGING CHALLENGES AND CONCERNS

Though there has been marked achievement towards realizing universal primary education in the country, realization of the MDGs and EFA continue to experience a number of challenges such as:

- i. ECDE sub-sector is marked by a high turnover of trained teachers (estimated at 40% annually) and low participation rates (NER of 42.1% mainly due to high levels of poverty currently estimated at 46%;
- ii. Overcrowding in schools especially those in urban informal settlements, ASAL areas, and densely populated areas;
- iii. Inadequate physical facilities due to increased enrollment and dilapidated infrastructure;
- iv. High pupil/teacher ratios in some schools;
- v. High cost of special equipment/facilities and materials to cater for children with special needs. Only 90,000 of the 750,000 school-age have been assessed to establish the nature of their special needs, and only 26,885 are enrolled in educational programmes;
- vi. Low quality of education offered in Non-Formal Education Centres and lack of clear linkage with the formal education system;
- vii. Many of the OVCs and NFE service providers are registered under different organizations including Government Departments, such as under the Office of the Vice President, Attorney General Chambers, Social Services and NGOs. Very few NFSs and NFECs are registered by Ministry of Education making it difficult to extend Government support to the NFE sub-sector;
- viii. Inadequate in-servicing of teachers to adopt alternative methods of curriculum delivery;
- ix. Low transition rates from primary to secondary and underutilized capacity in TIVET sub-sector leading to very high wastages;
- x. Diminished support by communities mainly due to poverty;
- xi. Gender, socio-economic and regional disparities that impact negatively on access, retention, participation and quality;
- xii. High cost of providing relevant and quality education at the various levels;
- xiii. Conflicting role of the girl child at home and schools coupled with poverty and other cultural factors that limit the chances of completion and result in early school dropout;
- xiv. Low enrolment of women in tertiary institutions and universities;
- xv. Regional variations of female to male literacy ratios pose challenges to the national literacy achievements;
- xvi. HIV/AIDS pandemic that has robbed the country of trained and experienced teachers and given rise to many additional orphans in school. It is estimated that 1.8% of the country's 245,000 teachers are dying annually.

- xvii. The ACE sub-sector faces the challenge of relatively low enrolments in relation to the estimated 4.2 million illiterate adults; this is due to low funding of the sub sector compared to other sub-sectors and inadequate teaching personnel who are also unmotivated.
- xviii. The realization of girls and women's empowerment through education has been impeded by a number of factors such as cultural and religious attitudes and practices, infrastructural limitations, inadequate policy guidelines, poverty, HIV\AIDS, lack of community awareness as well as lack of adequate female role models especially in marginal areas. The boy child suffers from child labour practices and lack of male role models in the poor urban areas such as slums.

7.0 WAY FORWARD AND CONCLUSION

7.1 Way Forward

In its endeavour to enhance access, equity, quality, retention and relevance in the provision of education, the Government will employ numerous strategies. Some of these strategies include-

- i. Enforce the re-entry policy especially for girls who drop out due to early pregnancy or marriage
- ii. Accelerate the infrastructure development to enhance access.
- iii. Enhanced retention strategies already in place especially in Arid and Semi Arid lands (ASALs)
- iv. Enhance security in clash torn areas and the North Eastern regions.
- v. Increase funding for the disaster management kitty.
- vi. Increase number of special units in schools
- vii. Strengthened partnerships other stakeholders in the mobilization of funds for the MVC/OVC programmes
- viii. Expansion of existing secondary schools e.g. additional streams in the existing schools
- ix. Encourage the construction of more day schools to reduce the cost of secondary education and enhance access.
- x. Increase funding to secondary schools to capture more needy students.
- xi. Finalization and harmonization of the Education Legal Framework
- xii. Continuous capacity building for decentralized management
- xiii. Implementation of various sub- sector policies including ABE, Gender and National Nomadic Education and Non-Formal Education
- xiv. Strengthen Education Management Information System (EMIS)
- xv. Financing monitoring and evaluation for governance
- xvi. Implementation of the NFE and the Nomadic Education Policy Frameworks
- xvii. The proposed new staffing norms will be implemented to ensure efficient and cost effective utilization of teachers
- xviii. The operationalization of TIVETA which is in the final stages of establishment will go a long way in ensuring effective coordination,

management and governance of TIVET system for inclusiveness in training in the country

- xix. Enhance initiatives aimed at achieving gender parity in the TIVET system will continue to be developed and implemented by the government through MoHEST
- xx. Expediting the process of creating centres of excellence and completing intra and inter-university networking linkages through ICT
- xxi. Improving capacities to ensure good governance and quality assurance at all levels
- xxii. In order to address the high demand for university education, MOHEST will expand opportunities through establishment of new universities as well as increasing the open and distant learning programmes in existing universities. Mechanisms will be put in place to bring on board the excluded and marginalized groups
- xxiii. MOE will fast-track the establishment of a national qualifications framework so as to realize inclusive education in non formal, adult education, TIVET, and other levels of education

7.2 Conclusion

Inclusive education when provided for and effectively practised is crucial for the establishment of a just, secure and inclusive society. A significant insight into realizing our goal is the recognition that the underlying factors that breed exclusion must be effectively addressed. These have been identified as having historical, political, socio-economic, religious and cultural dimensions.

Kenya has made remarkable progress towards achieving the EFA and MDG goals and hopes to meet the set targets by 2015. The priorities and commitment of the Government in the provision of Education For All is reflected in the relatively large and consistent resource allocation to the sector. Currently, education consumes about 6.5 percent of the country's GDP. Further, the percentage of total Government spending on education (both recurrent and development) has ranged between 23.7 percent and 29.6 percent over the last five years.

Despite the efforts made by the Government, cases of exclusion still exist, amidst other challenges facing the education sector. New strategies therefore have to be sought for the battle to be won. The Government of Kenya remains committed to this noble cause, and hopes that resolutions made and opportunities offered during the 48th ICE Conference, will help elicit new approaches in providing inclusive education.