

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY



Republic of Kenya

NATIONAL EDUCATION SECTOR PLAN

Volume One:
Basic Education Programme Rationale and Approach
2013/2014 – 2017/2018

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FOREWORD

The Government is committed to implementing its international, regional and national commitments to education. The Millennium Development Goals (MDGs), Education for All (EFA) goals, post 2015 education targets, the Sessional Paper No. 14 of 2012 on Reforming Education and Training and the Basic Education Act 2013 have all emphasized the provision of quality basic education, early childhood through to secondary education. The Kenya Constitution (2010) makes provision for free and compulsory basic education to all children. Articles 43 (1) (f), 53 (1) (b) and 55 (a) in Chapter 4 of the Kenya Constitution (2010) obligates both the state and the parents to facilitate quality basic education by all children.

The National Education Sector Plan (NESP) 2013-2018 is an all-inclusive, sector-wide programme whose prime goal is: **Quality Basic Education for Kenya's Sustainable Development**. The sector plan builds on the successes and challenges of the Kenya Education Sector Support Programme (KESSP), 2005-2010. Sector governance, management and accountability in a decentralised setting with devolved responsibilities and through a range of partnerships have been emphasized with clear guidelines for coordination, transparency, and reporting at the national, county, sub-county and institutional levels. The focus on improvement of education quality specifically targets: improvement of schooling outcomes and impact of the sector investment; development of relevant skills; improved learning outcomes; and improved efficiency and effectiveness in use of available resources. The Quality Assurance and Standards Directorate will develop procedures to enhance the provision of quality education.

A critical aspect of the programme is the improvement of access for hard-to-reach children through a combination of policy and management initiatives with a focus on increasing enrolment and completion rates in basic education. A National Council for Nomadic Education (NACONEK) has been established to spearhead education initiatives among the nomadic communities in Kenya.

The Government of Kenya continues to invest heavily in the education sector, committing about 6.4% of GDP to the sector. This commitment to investment in education will continue to ensure the efficient provision of fourteen years of basic education (two years of pre-primary, eight years of primary and four years of secondary education) with guaranteed transition and progression of all children from one grade and level of basic education to another. The high level of expenditure reflects the priorities and commitment of the Government to the education of its citizens. Rapid growth of enrolments at all levels of education and training are the result of this investment.

Social development and economic growth for the 21st century are dependent on the broad base of capable, literate, numerate and motivated citizens. NESP sets out the rationale, goals, objectives, strategies, requirements and an operations plan for a balanced development of the entire education sector to support the national aspirations of Kenya. NESP aligns education planning with the Medium Term Plan 2013-2017, Kenya Vision 2030, *Jubilee Manifesto* (2012) and the Public Financial Management Act of 2012.

I wish to call upon all stakeholders, Development Partners and Civil Society to support this very innovative Education Sector Plan.

CABINET SECRETARY, MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

PREFACE

The provision of quality education and training to all Kenyans is fundamental to the government's overall strategy for socio-economic development. Kenya Vision 2030 has human resource capital as central to the country's realization of sustainable development as an industrialized country that supports provision of high quality life for all citizens.

Reforms in the education sector are necessary to the achievement of Kenya Vision 2030 and meeting the requirements of the Kenya Constitution 2010. The findings of the Taskforce on the Alignment of the Education Sector to the Constitution of Kenya, 2010 resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14, 2012) and the Revision of the Education Act of 1968 leading to the Basic Education Act 2013. The National Education Sector Plan (NESP) is a sector wide programme of reform to give effect to the Basic Education Act 2013.

The NESP 2013-2018, has been developed through an all-inclusive stakeholder consultative process. Through NESP, Kenya strives to provide globally competitive quality education and training for development. The purpose is to reduce illiteracy, increase access, realize 100% progression and transition in all levels of basic education and raise the quality and relevance of education with an emphasis on Science, Technology and Innovation. Universal access to Basic Education and Training ensures equity of enrolment opportunity for all children including disadvantaged and vulnerable groups. Education is also important in the protection of human rights and institutional democracy through well informed citizens.

Noteworthy features of NESP include an emphasis on the quality of education to address the challenges arising from the introduction of the FPE initiative in 2003 and the subsequent FDSE in 2008 whose focus was increased access that has led to an exponential increase in enrolment at both primary and secondary levels, without commensurate expansion of supportive resources. As well as the focus on quality, NESP also emphasizes relevance, equity and sector governance in the provision of compulsory free basic education as provided for by the Constitution of Kenya (2010). There is also greater emphasis on the need to improve efficiency in resource use and link resource mobilization and allocation to the programme-based budget approach.

The NESP is a five year plan that outlines the education sector reform implementation agenda in six priority areas based on challenges affecting the sector and lessons learnt in KESSP. The areas include Sector Governance and Accountability; Access; Equity; Quality; Relevance and Social Competencies and Values. Each of the priority areas is further divided into investment programmes, which are presented in terms of: background information, rationale, emerging issues and constraints, policy frameworks, objectives, strategies, and requirements. The Operations Plan is presented as a separate volume, Volume Two.

PRINCIPAL SECRETARY

ACKNOWLEDGEMENT

The work of developing the National Education Sector Plan (NESP) 2013-2018 was started in July 2012. The completion of this document was made possible by the collective effort of the education stakeholders in the country. The strategy is conceived and developed based on the initial work of the Taskforce on the Re-alignment of Education to the Kenyan Constitution of 2010 and has been developed to guide the operations of the education sector in the next five years.

This Plan will be used as a reference point for directing the sector at the national and devolved government levels in education provision. The sector wide approach to implementation identifies the costs of implementation. This approach will allow development partners and other investors in education to work in partnership with the Government in identifying and prioritizing areas of specific support.

The Former Minister for Education, Late Hon. Mutula Kilonzo was very instrumental in the design of the NESP document as part of the actualization of the Basic Education Act 2013 and the Policy Framework on Reforming Education and Training Sector No. 14 of 2012. The Principal Secretary set up a competent Department of Education technical team to steer the process. This team has collaborated with stakeholders within the Department and the wider public and private sector to come up with an all-encompassing strategy. We wish to acknowledge the role played by a number of development partners who have contributed immensely to the successful completion of this document. The dedicated work of the Department of Education NESP technical team drawn from all the directorates, SAGAs, and TSC is acknowledged. A list of officers is included in Annex Four.

On behalf of the Department of Education, we wish to acknowledge the role played by the Directorate of Policy Partnerships and East African Affairs, in the coordination of the NESP activities, conceptualizing and developing this education sector plan.

This Plan will go a long way in promoting synergy and collaboration in the whole sector and enhance transparency and accountability. It will facilitate result-oriented management in the education sector in terms of resource prioritization, mobilization and utilization. This is a milestone plan that captures the dreams and aspirations of stakeholders in the provision of education to children, youth and adults in Kenya.

The NESP therefore takes stock of where the education sector is, directs where it aspires to go, and sets the strategies for achieving those aspirations. Progress of the sector will be evaluated in relation to the performance indicators prescribed in the Results and Monitoring and Evaluation Frameworks especially as the education function is devolved to the counties. It is anticipated that the County Education Boards will incorporate the NESP into specific county education strategies within the framework of provision of free and compulsory basic education to the children as a basic right.

EDUCATION SECRETARY

ABBREVIATIONS, ACRONYMS AND DEFINITIONS

| | |
|----------|--|
| ACE | Adult and Continuing Education |
| ACU | Aids Control Unit |
| AEC | Alternative Education Centres |
| AIDS | Acquired Immune Deficiency Syndrome |
| APBET | Alternative Provision of Basic Education and Training |
| APSC | Alternative Primary Schools Centres |
| ASAL | Arid and Semi-arid Land |
| BACE | Basic Adult and Continuing Education |
| BoM | Board of Management |
| CBE | Curriculum Based Establishment |
| CBO | Community Based Organisations |
| CCT | Conditional Cash Transfer |
| CDF | Constituency Development Fund |
| CEB | County Education Boards |
| CEMASTEA | Centre for Mathematics, Science and Technology Education in Africa |
| CEO | Chief Executive Officer |
| CHE | Commission for Higher Education |
| CPD | Continuous Professional development |
| CPU | Central Planning Unit |
| CRA | Commission for Revenue Allocation |
| CUE | Commission for University Education |
| DACE | Directorate of Adult and Continuing Education |
| DEO | District Education Officer |
| DFATD | Department of Foreign Affairs, Trade and Development (Canada) |
| DfID | Department for International Development |
| DICECE | District Centre for Early Childhood Education |
| DoE | Department of Education |
| DQASO | District Quality Assurance and Standards Officer |
| DRR | Disaster Risk Reduction |
| EARS | Early Assessment Research System |
| ECD | Early Childhood Education |
| ECDE | Early Childhood Development Education |
| EFA | Education for All |
| EFMIS | Education Financial Management Information System |
| EMACK | Education for Marginalized Children in Kenya |
| EMCA | Environmental Management Coordination Act |
| EMIS | Education Management Information System |
| EPRP | Emergency Preparedness and Response Plan |
| ERC | Education Resource Centre |
| ERS | Economic Recovery Strategy |
| ERSWEC | Economic Recovery Strategy for Wealth and Employment Creation |
| ESD | Education for Sustainable Development |
| ESP | Economic Stimulus Programme |
| ESQAC | Education Standards Quality Assurance Council |

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| ESQAOs | Education Standards Quality Assurance Officers |
| FBO | Faith Based Organisations |
| FDSE | Free Day Secondary Education |
| FPE | Free Primary Education |
| FSE | Free Secondary Education |
| GAC | Governance and Accountability |
| GAAP | Governance and Accountability Action Plan |
| GDP | Gross Domestic Product |
| GoK | Government of Kenya |
| HGSM | Home Grown School Meals |
| HIV | Human Immuno Deficiency Virus |
| ICT | Information and Communication Technology |
| IDP | Internally Displaced Persons |
| IEC | Information Education Communication |
| IEP | Inclusive Education Policy |
| IFMIS | Integrated Financial Management Information System |
| IMS | Information Management System |
| INSET | In-Service Education Training |
| KBC | Kenya Broadcasting Corporation |
| KBE | Knowledge-Based Economy |
| KCPE | Kenya Certificate of Primary Education |
| KCSE | Kenya Certificate of Secondary Education |
| KEMI | Kenya Education Management Institute |
| KEMRI | Kenya Medical Research Institute |
| KESSP | Kenya Education Sector Support Programme |
| KICD | Kenya Institute for Curriculum Development |
| KIE | Kenya Institute of Education |
| KIHBS | Kenya Integrated Budget and Household Survey |
| KISE | Kenya Education Staff Institute |
| KNALS | Kenya National Audit Literacy Survey |
| KNEC | Kenya National Examination Council |
| KSSHA | Kenya Secondary Schools Heads Association |
| LAN | Local Area Network |
| LATF | Local Authority Transfer Funds |
| LFS | Learner Friendly Schools |
| M & E | Monitoring and Evaluation |
| MDGs | Millennium Development Goals |
| MEAs | Multilateral Environmental Agreements |
| MEO | Municipal Education Officer |
| MFI | Micro-Finance Institution |
| MoEST | Ministry of Education, Science and Technology |
| MVC | Most Vulnerable Children |
| NACECE | National Centre for Early Childhood Education |
| NACONEK | National Council for Nomadic Education |
| NCPD | National Council for Persons with Disability |
| NCPF | National Curriculum Policy Framework |
| NEB | National Education Board |
| NESP | National Education Sector Plan |

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|--------|---|
| NFE | Non- Formal Education |
| NPTD | National Policy for Teacher Development |
| NGOs | Non-Governmental Organisations |
| NQF | National Qualifications Framework |
| ODL | Open and Distance Learning |
| OOSC | Out of School Children |
| OPEC | Organization of Petroleum Producing Countries |
| OVCs | Orphans and Vulnerable Children |
| PDE | Provincial Director of Education |
| PETS | Public Expenditure Tracking Surveys |
| PPPs | Public Private Partnerships |
| PTE | Primary Teacher Education |
| PTR | Pupil Teacher Ratio |
| PWDS | Persons with Disability |
| QSM | Quality Standards Management |
| RBA | Retirement Benefits Authority |
| SACMEQ | Southern African Consortium for Monitoring Education Quality |
| SAGA | Semi-Autonomous Government Agency |
| SFPO | School Feeding Programme Officer |
| SIPs | School Improvement Plans |
| SMASE | Strengthening Mathematics and Science in Secondary Education |
| SMC | School Management Committee |
| SNE | Special Needs Education |
| SRMS | School Records Management System |
| STI | Science, Technology and Innovation |
| SWAp | Sector-Wide Approach to Planning |
| TIVET | Technical, Industrial, Vocational and Entrepreneurship Training |
| ToR | Terms of Reference |
| ToT | Training of Trainers |
| TPC | Teacher Proficiency Course |
| TPR | Teacher Pupil Ratio |
| TSC | Teachers Service Commission |
| UNDESD | United Nation Decade of Education for Sustainable Development |
| UNESCO | United Nations Education, Scientific and Cultural Organization |
| UNICEF | United Nation's International Children Fund |
| USAID | United States International Development Agency |

DEFINITIONS

| | |
|--------------------------|--|
| Accountability: | the extent to which responsibility and liability is given, assigned, or accepted within the context of monitoring and evaluation. |
| Baseline: | the analytical quantity and or quality description of a situation prior to an intervention and is the measure against which progress can be assessed or comparisons made. It is an essential element of monitoring and evaluation. |
| Decentralisation: | distribution of decision making powers among local bodies or authorities and may take the form of <i>devolution</i> or <i>deconcentration</i> . Decentralisation to the school or institutional level is managerial rather than political. Decisions are about the allocation of resources within a framework of national or provincial policies and guidelines. Resources are broadly defined to include decisions about local curriculum goals, pedagogy to meet local needs, use of materials and equipment, allocation of teachers and time, and financial matters of budgeting. |
| Deconcentration: | delegating bureaucratic authority to regional or local echelons of MoEST, TSC or other central authorities' regional or local presence. |
| Devolution: | transfer or sharing of political and financial powers of the central government to county governments. |
| Efficiency: | a measure of how economically inputs are converted to results. |
| Evaluation: | a systematic and objective assessment of an ongoing or completed policy, programme, or project implementation and results. Assessment may be about relevance, efficiency, effectiveness, impact, sustainability and overall progress against original objectives. |
| Governance: | the power of an authority to make sure its purpose for education is achieved. The authority sets out to achieve the purpose through: setting policies about <i>what</i> should be done; |

putting in place quality assurance processes about *what* is done; and providing resources to support *how* it is done. Good governance defines: who is in charge; who makes the decisions about what; who sets the performance measures; who monitors progress; and who is accountable to whom about what.

ICT: information and communication technology and these are tools for enhancing pedagogy and learning opportunities, and information management.

ICT as a Pedagogical Tool: as ICT infrastructure, hardware and software become more readily available, schools will use ICT as a pedagogical tool to enhance teaching and learning. ICT provides a mechanism for pedagogical improvement through enhanced data collection on, and analysis of, student learning.

ICT Capability: includes the knowledge and skills to access, use, develop, create, and communicate information using ICT tools.

Impact: the long term effects of an intervention. The effects may direct and/or indirect, positive and/or negative, and intended and/or unintended.

Indicator: a quantitative or qualitative variable that shows a verifiable change resulting from an intervention measured against what was a planned result.

Input: a resource which may be human, financial or an item that is used to make a product or to produce a service.

Intervention: a planned action with the intention of making a change to a situation.

Monitoring: the use of the systematic collection of data and information related to specified indicators to show the extent of progress and achievement of expected results in relation to the deployment of planned resources.

Management: the day to day running of a programme within the framework of established strategies, policies, processes and procedures.

| | |
|---------------------------------------|--|
| Outcome: | the short or medium-term effect of the result of an intervention. |
| Output: | the observable product or service that results from an intervention. |
| Pedagogy | teaching approaches and practices |
| Result: | a measurable change in quantity and or quality of a situation caused by an intervention and is often measured by a performance indicator. |
| Review: | an assessment of performance of a single or series of interventions that may refer to the results of monitoring and evaluation. |
| School Based Management (SBM): | a decentralised approach to the governance, management and administration of schools by the board of management and principal within a prescribed national framework of policies and procedures. |
| Sustainability: | the continuation of planned benefits after the finish of a program of activities or interventions. |
| Stakeholders: | the parties who are interested in or affected by a programme of activities or interventions. |
| Transparency: | the extent to which decision-making, reporting and evaluation processes are open and freely available to stakeholders and the wider public. |

STATEMENT OF COMMITMENT: MOEST

Vision

Quality Education for National Development

Mission

To provide, promote and co-ordinate lifelong education, training and research for Kenya's sustainable development. To focus on priority areas within overall education goals, notably towards attaining 'universal primary education' by 2005, within the context of the wider objective of 'Education for All (EFA)' by 2015.

Mandate

The mandate of the Education Sector is to respond to the Constitution of Kenya (2010) and Kenya Vision 2030 and in so doing to propose strategies to address education wastage, inefficiency and improve accountability, and to make education in Kenya inclusive, affordable, relevant and regionally and internationally competitive.

Goals and Objectives of Education

The overall goal of education is to achieve EFA and MDGs by 2015 and facilitate the achievements of Kenya Vision 2030. Towards this end, the Ministry will retain the eight goals of education, namely:

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

Strategic Objectives

The sector strategic objectives are: to ensure equitable access, attendance, retention, attainment and achievement in education, science, research and technology by ensuring affordability of education services. The MoEST seeks to mobilize resources for sustainable and efficient delivery of relevant education and training, educational research, technological and other educational services. The Ministry will ensure co-ordination of the provision of education and training for efficient delivery of services between government, donors, NGOs and communities. It will promote and popularize a Science and Technology Culture.

EXECUTIVE SUMMARY

The National Education Sector Plan (NESP) is presented in three volumes. The first Volume, Basic Education Programme Rationale and Approach is supported by the second Volume, Basic Education Operations Plan. A third Volume, Tertiary and Higher Education focuses on the formal and informal post-secondary education learning opportunities.

Recognizing education as the primary means of sustainable economic development, social mobility, national cohesion and social development, the Government of Kenya has implemented programmes resulting in rapid expansion of the education sector. Some of the key achievements in the sector for the period 2005 to 2012 include: an improved ECDE gross enrolment rate from 57.7% to 66.3%; primary education NER from 82.8% to 95.3%; secondary NER from 20.5% to 33.1%; primary school completion rate from 77.6% to 80.3% and primary to secondary education transition rate from 57.3% to 73.3%.

Despite these achievements, Kenya's education sector has had challenges of governance, management and administration leading to gaps in: service delivery, learning outcomes, teacher management, competence and performance levels hindering the meeting of education sector targets. Other challenges include: inadequate strategies for teacher development and inefficient management; inadequate provision of holistic early childhood care and education, including nutrition for ECDE and primary education children; inequalities in schooling provision; ineffective and uncoordinated monitoring and evaluation of education outcomes and programmes; weak linkage between education and the labour market, including low progression from secondary to tertiary education; inadequate integration of ICT into the education system; and lack of adequate guidelines to address cross cutting issues that affect learning outcomes such as poverty; hunger; conflict and emergencies; integration of national social values and inadequate access to schooling by the children with special needs.

To a large extent, formal education has focused almost exclusively on academic specialization without proactively generating technical, vocational and other talents, skills and aptitudes to support the country's development agenda. The lack of necessary sanitation and specialist facilities has meant a hostile environment to the growing number of girls and the needs of orphans and other vulnerable children. Tertiary and university sub-sectors are also experiencing challenges with regard to poor and limited facilities, resulting in unsatisfactory transition rates from secondary to tertiary and higher education. These issues produce challenges of relevance, quality and equity for Kenya's education sector.

To respond to these challenges, the Government has developed the National Education Sector Plan (NESP) 2013-2018, a five-year Department of Education's programme for delivering the reforms required by the *Basic Education Act of 2013; Sessional Paper No. 14 of 2012; Jubilee Manifesto (2012); Kenya Vision 2030; Medium Term Plan II (2013-2018)* and the *Constitution of Kenya 2010*.

Building on the achievements and lessons learnt from KESSP (2005 – 2010), the NESP planning process incorporated the recommendations of the National Education Task Force, 2012.

The sector plan as set out in NESP emphasizes a holistic and balanced development of the entire education sector. The NESP Implementation Plan focuses on the urgent need to enrol all students in basic education, raise literacy and numeracy levels, reduce existing disparities, and improve the quality of education with a focus on teacher quality, school level leadership, more effective applications of

teacher training in the classroom, increasing resources to the education sector, and targeting improvements and monitoring key results.

With the over-arching goal *Enhanced Quality Basic Education for Kenya's Sustainable Development*, the NESP clusters around the four basic principles of:

- Inclusiveness
- Integrated and Unified system
- Equitable School Environment
- Quality of Learning

Based on these principles, NESP sets out to have in place:

- an education administrative structure that ensures equity of access, efficiency of governance and management, and provides evidence –based quality assurance of learning
- a schooling system that effectively delivers the compulsory core curriculum through a network of learning pathways
- an integrated curriculum framework for basic education that is common to all streams
- a tertiary education structure of multiple learning pathways for young people in the academic, professional and technical spheres.

Progress and success in achieving these foremost results will be measured by a set of key indicators and reported on regularly.

Consistent with the four key principles above, NESP identifies the following six priority investment areas for grouping programmes and strategies:

1. Education sector governance and accountability
2. Access to free and compulsory Basic Education
3. Education quality
4. Equity and inclusion
5. Relevance
6. Social Competencies and Values

These priorities have been developed based on the recognition of current strengths, lessons learned for Kenyan and international experiences and making the overarching goal a reality. The rationale, in general terms is set out in the introductory sections. Detailed rationale for the six priority areas is included within each of the priority areas.

NESP implies four policy pillars around which implementation strategies have been developed. These policy pillars are: pedagogy enhanced by technology; systemic solutions; collaboration in approach; and capacity building to strengthen quality assurance and accountability in the decentralised system. These policy pillars underpin policy formation and provide the springboard for the implementation strategies. Having in place a set of key policy frameworks is the focus of strategies and activities in 2014.

Extensive consultation with a wide range of stakeholders identified the following set of strategic objectives derived from the NESP goals. The reformed system will provide:

- free and compulsory quality basic education up to the age of 18
- a range of learning pathways to support lifelong learning by motivated children, young people and citizens
- a learner-friendly school environment
- curricula and pedagogy that meet the needs of all students

- effective sector governance and performance management at all levels
- strong collaborative partnerships between national, county, institutional and community interests
- comprehensive capacity development, especially for counties, sub-counties and institutions
- technical and higher education oriented towards a knowledge based economy
- education outcomes aligned to the needs of the labour market and on-going training

These key strategies are discussed within each of the Priority Areas

The following diagram portrays the development of the NESP:

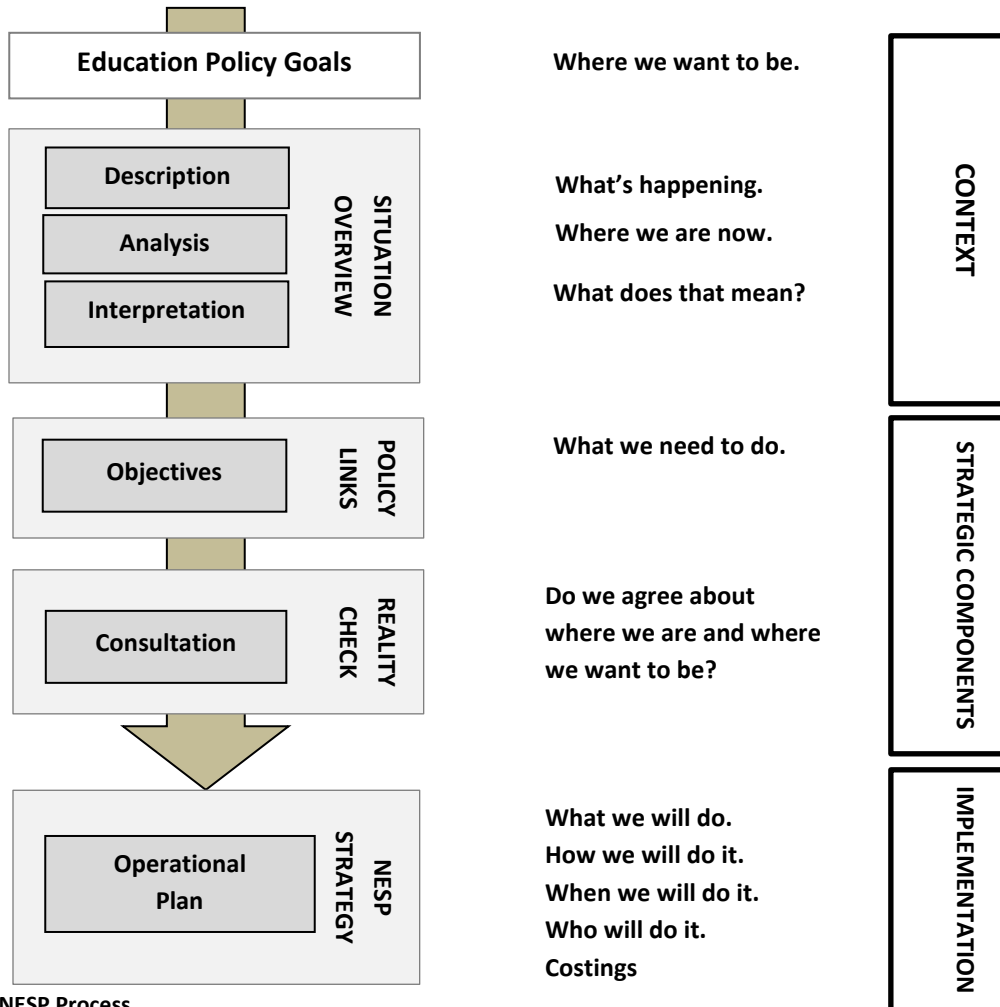


Figure 1: NESP Process

The Priority Area discussions include a statement of **Context** with a full range of desired activities proposed during consultation. **Policy Linkages** and **Strategic Activities** to best support the goals and objectives are outlined and elaborated in detail within NESP, Volume Two: The **Operations Plan**. The programmes and strategies have been specifically designed to ensure that the Kenyan context determines Kenyan solutions to Kenyan education needs by Kenyan processes.

Governance at the highest level supported by the independent advisory body, the National Education Board (NEB) leads the discussion for strategies to strengthen governance and management at the central, county and institutional levels. The section on institutional frameworks explores in general terms governance, management and administration structures and partnerships relevant to a

decentralised context. Instruments of accountability are discussed that will support the devolved authorities, particularly to the county level. A separate report includes detailed discussions about the proposed institutional framework reforms.

Acknowledging substantial research indicating that the quality of teachers and their teaching are the most important factors in student learning¹, this Plan sets the teacher as a prime target as one of the most likely best returns in quality lift from investment in the sector. The main determinants considered are: personal, academic and professional qualities of the teacher; curriculum content, knowledge and understanding; tools and methodology of delivery (pedagogy); and support systems and conditions (governance, management, physical; and working environment).

The NESP adopts a Results-Based Framework in which the results (in terms of outputs, outcomes, impact, performance, efficiency and value for money) will be measured annually in order to establish the effectiveness of the inputs made at national, county, sub-county and institutional levels. A sector-wide Results Framework supports the Monitoring and Evaluation Framework. A Results Framework specific to the Operations Plan is included within Volume Two. Strategies to support effective monitoring and evaluation are detailed with a particular emphasis on strengthening regular reporting. An efficient set of information management systems is at the heart of these strategies. An annual cycle of Joint Reviews is proposed at the County and National levels, the former informing the latter.

Budget control, in particular of Government support for the education sector through salary payments, capital and operational grants and the provision of teaching resources, is critical to the efficiency of the system. In 2010/11 total education spending including off-budget support (including spending by households, private sector, external support and other stakeholders) was estimated at Ksh.325 billion (12.7% of GDP) having increased by 74.9% from Ksh. 186,303 billion in 2006 (11.5% of GDP). Development partners finance about 0.73 percent of government's education. Government spending during this period was estimated at Ksh. 188 billion (58% of total education spending) while household spending was estimated at Ksh. 109.5 billion (33.6% of total education expenditure). The 2011/12 government budget for the education sector was over Ksh 200 billion, estimated at 6.5 percent of GDP.

The responsibilities, obligations and accountabilities of stakeholders are prime considerations for the resourcing strategies proposed. Guiding principles for these strategies include:

- needs-based sector (teacher) workforce forecasting, detailed planning and budget control
- close collaboration and coordination between National and County Governments in planning and monitoring activities
- realistic expectations within available resources
- using a full range of partnership approaches to education resources including Public Private partnerships
- developing and using social sector synergies between education and health, sanitation and nutrition support, agriculture, security; and infrastructure as the basis for effective stakeholder coordination
- efficient use of ICT as a financial management tool

This NESP Volume concludes with a section on funding and includes discussion about development funding and support under a range of funding modalities.

¹ OECD (2005) Teachers Matter: Attracting, Developing, and Retaining Effective Teachers. Retrieved on 17 March 2014 from www.oecd.org/dataoecd/39/47/34990905.pdf

PART ONE CONTEXT

Introduction

Four major sets of performance indicators for NESP are identified.

1. Social development and economic growth for the 21st century are dependent on a broad base of capable, literate, numerate, confident and motivated citizens. These citizens will actively contribute to a knowledge-based society. The National Education Sector Plan (NESP) sets out to shape the education system as a sector plan to complement and support the national aspirations of Kenya.
2. The sector plan as set out in NESP emphasizes a holistic and balanced development of the entire education sector, and is embodied in recent legislation, including the Basic Education Act 2013. The NESP Implementation Plan focuses on the urgent need to enrol all students in basic education, raise literacy and numeracy levels, reduce existing disparities, and improve the quality of education with a focus on teacher quality, school level leadership, more effective applications of teacher training in the classroom, increasing resources to the education sector, and targeting improvements and monitoring key results.
3. NESP sets out to expand on the national aspirations set out in Vision 2030 through a statement of comprehensive goals and objectives. It further aligns a commitment to the UN Child Rights Convention and the education related goals of the Millennium Development Goals with a vision for the wider educational aspirations of Kenya.
4. The foundation priorities of the education system provide the strategic implementation processes set out in NESP. Through the extensive consultation processes undertaken for developing NESP, stakeholders elaborated that the vision and goals embody and cluster around four principles:

Inclusiveness

This principle is about the fullness of the range of learning opportunities provided for all children, young people and communities. The NESP describes the social circumstances and barriers to learning that present challenges to implementation planning.

Integrated and Unified System

This principle is about the characteristics of an efficient education system that effectively and coherently integrates all learning institutions, central authorities and administrative agencies, through their mandates, processes and procedures. NESP describes governance, management and administrative expectations (institutional arrangements) that will ensure all students are exposed to opportunities of shared knowledge and culture.

Equitable School Environment

This principle is about the provision of safe, stimulating and innovative learning places of modern pedagogy for all children and young people. NESP sets out goals and objectives for the fair provision of infrastructural, teaching and learning resources and support systems to benefit all learners.

Quality of Learning

This principle is about the setting of rigorous quality benchmarks in the curriculum and its delivery and assessment so as to ensure that the learning opportunities for all children and young people are maximized. NESP describes expectations for minimum standards of the physical learning environment, curriculum development, teacher performance, and prescribes the work of agencies to monitor and assure ongoing quality.

5. NESP also implies four central and interdependent policy pillars to underpin the development of each of the described implementation strategies:

Pedagogy Enhanced by Technology

NESP makes a very strong representation of the role of technology in a modern, vibrant and successful society. NESP envisages a solid technology base through information and communication technology (ICT) to be reflected within curriculum, its delivery and the system support mechanisms. The principles described above clearly focus on the fundamental place of pedagogy in lifting and maintaining quality of learning. This policy pillar establishes the place of technology as a powerful support to pedagogy but not the determinant of pedagogy.

Systemic Solutions

The NESP principle of an integrated and unified system demands that meeting the challenges requires the design, development and implementation of agencies, approaches and processes that support the interdependencies of all elements within the system. The setting of priorities and sequencing of implementation strategies will take account of the expected growth and impact of the education system. The NESP elaborates the mechanism (the National Education Board, NEB) whereby growth and impact is considered across the social and wider sectors.

Collaboration

The achievement of the sector plan requires a high commitment by all key stakeholders in the education system to working together as a team. Collaboration as an approach, however, goes beyond individuals working together for the common goal with a focus on the learner. It includes the establishment of conditions and relationships between the central administration, agencies and learning institutions to facilitate collaborative processes and approaches. The design of new and strengthened strategies is expected to stimulate and maintain a focus on group, rather than individual, effort through to the very top of the system.

Capacity Development

Achieving the NESP goals in a decentralised system requires significant capacity building at all levels of the education system. The strengthening and establishment of new ways of working through clearly defined roles, expectations, responsibilities, accountabilities and mandates are best achieved by capacity building of both human and technical resources. This policy pillar will strive to incorporate capacity building as a prime driver for reform.

FOCUS OF NESP GOALS

6. By 2030, consistent with the four key principles above and the six priority areas, NESP implementation will have in place:

1. an education administration structure that:
 - provides equity of access for all children and young people to learning opportunities for the compulsory grades and beyond
 - enables the central, county and local authorities and schools to access information for evidence-based governance, management and administrative decision making
 - has agencies and processes in place to provide quality assurance of learning

2. a schooling system that delivers the compulsory core curriculum:
 - in a safe, secure and enjoyable environment
 - through a network of learning pathways that meet the individual's needs and academic, professional and technical aspirations as well as supporting national social and economic goals
 - facilitating a series of streams that each provide for a focus in general, academic, and technical studies
 - integrating ICT into every aspect of teaching, learning and management
 - producing confident and capable global citizens

3. an integrated curriculum framework for basic education, common to all streams that:
 - enables learning oriented to creativity, practicability and productivity through a strong literacy and numeracy base
 - is based on 21st century pedagogies that stimulate the intellectual and practical qualities of all learners
 - supports a culture of democracy, tolerance, and social and environmental awareness

4. a structure of tertiary education that:
 - fosters academic quality, rigour and research necessary for a knowledge based society and successful economy
 - expands the learning pathways for young people in the academic, professional and technical spheres

Key Indicators

7. Success in achieving this focus of the NESP Goals will be measured by the following key indicators:

Table 1: Key Results Framework

| Focus | Priority | Indicator | 2012 | 2015 | 2018 | Sources |
|--|---|---|-------|------|------|---------|
| Education Administration Structure | Sector Governance and Accountability | Primary Education's share of the MoEST recurrent budget | 40.1% | | | Audit |
| | | Secondary Education's share of the MoEST recurrent budget | 24.7% | | | Audit |
| | | Joint sector review report covering all sub sectors is published each year | 0 | 1 | 1 | Audit |
| Schooling system that delivers the basic education core curriculum | Access to free and compulsory basic education | Primary Completion Rate | 80.3% | 90% | 95% | EMIS |
| | Equity and Inclusion | Primary completion rate in ASAL counties | TBD | TBD | TBD | EMIS |
| | Education Quality | % pupils able to read with comprehension grade 2 in Kiswahili and English | | | | EGRA |
| | | % pupils able to perform basic operations at grade 2 | | | | EGMA |
| Integrated Curriculum Framework for Basic Education | Relevance | National Curriculum Policy Framework implemented and school and teacher training curricula operationalized. | 0 | 1 | | Audit |
| Tertiary Education Structure | Post Secondary Education | Tertiary Gross Enrolment Rate | 3% | 4% | 5% | EMIS |

Notes to the Indicators

- i. This framework is intended to provide a macro view of priority (2014) strategies. It is dynamic and is expected to reflect changes in priorities consistent with the annual rolling NESP document.
- ii. A number of these indicators are to be determined and promulgated early in 2014.
- iii. To reflect the government priorities and the target of completion rate reaching 95% in 2015, sufficient resources must be allocated to primary education. Based on empirical studies, the GPE recommend spending of the budget to primary education² is 50%. Trend data shows that this share dropped from 50% in 2008 to 40% in 2011. An allocation of 50% of the education budget to primary education in 2018 is set as the target. This indicator was used in the KESSP program development objectives (Indicator Number 7).

² While noting that primary education is 6 years duration in most GPE countries but 8 years in Kenya.

- iv. *An Annual Joint Sector Review Report will provide a comprehensive report on the sector. Progress on the administrative and management reforms will be a significant feature for the next five years. The integration of all sub sectors within one Ministry and the implementation of the M&E framework will lead to a comprehensive overview annual report of the education sector every year.*
- v. *Access to free and compulsory basic education.
Education Access indicators such as the primary intake rate are not available. Data on NER is not consistent with findings from surveys. The most relevant indicator to monitor progress in Basic Education is the completion rate. It is used internationally and by the GPE.
This indicator was used in the KESSP Programme development objectives (Indicator Number 4).*
- vi. *Percentage of pupils able to read with comprehension at grade 2 in Kiswahili; and English.
This indicator of learning achievement can be calculated from the EGRA data collection. This indicator is criteria-based and can be understood easily by education staff and communities. It is preferable to use an indicator that is not expressed as an average test score but rather as the share of pupils able to perform specific task. As many interventions will target early grade achievement, grade 2 was chosen while noting that grade 6 and Form II indicators of learning are included in the detailed results framework. It is one of the GPE results indicators.*
- vii. *Percentage of pupils able to perform basic numeric operations at grade 2.
Similar rationale as for 4 above.*
- viii. *Primary completion rate in ASAL counties.
Primary completion will be produced at county level or in ASAL regions to monitor the effect of several interventions in these areas. It is an indicator of equity/inclusiveness.*
- ix. *National Curriculum Policy Framework is approved and implemented
One of the core outputs of the NESP is the revision of curricula in primary and secondary education. To ensure this revision and the development of new syllabuses, course prescriptions and textbooks are consistent with policy principles, a National Curriculum Policy Framework is required to be developed during the initial phase of the NESP.*

Background

8. Like other economies, Kenya's macroeconomic performance and demographic dynamics have implications on the development of education and training. Both population growth and the dynamics of the labour market impact significantly on the demand for schooling while on the other hand, improved access to quality schooling and training is fundamental to human and economic development, and the elimination of poverty. Kenya requires sustainable economic growth and development to facilitate sustainable provision of education so as to overcome the persistent large regional inequalities and make poverty alleviation possible.

9. Provision of education in Kenya over the decades has generally been influenced by official economic and fiscal policies that affect the country's national economic growth. Although the economy grew at a high rate of between 6 and 7 percent in the 1960s and 1970s, the country experienced declines in macroeconomic performance in the 1980s and 1990s. From 2003 the real GDP growth rate rose from a low of 5.1 percent in 2004 to 7.1 percent in 2007 before a drastic decline to 1.7 percent in 2008, ascribed largely to post-election violence in early 2008, related food and fuel prices and the start of the global economic recession. The economy is however on a recovery path with GDP growth of 2.7 percent having been recorded in 2009 rising to 4.6 percent in 2012 (see Table 1). According to the Kenya Integrated Budget and Household Survey (KIHBS) (2005/6), 45.9 percent of the population are poor, with an inequality index (gini coefficient) of 0.45; 49.1 percent rural population and 33.7 percent urban population respectively, were rated as poor.

Table 2: Macro Economic Performance, 2008-2012

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|
| Population (Million) | 36.7 | 37.7 | 38.5 | 39.5 | 40.7 |
| GDP growth rate (%) | 1.5 | 2.7 | 5.8 | 4.4 | 4.6 |
| GDP at market prices Ksh million) | 2,107,589. 4 | 2,366,984. 2 | 2,553,733. 0 | 3,048,867. 0 | 3,440,115. 0 |
| GDP per capita at current prices (Ksh) | 57,350.0 | 62,743.0 | 66,376.0 | 77,098.0 | 84,624.0 |
| GDP per capita at constant prices (Ksh) | 36,933.0 | 36,962.0 | 38,346.0 | 38,941.0 | 39,607.0 |

Source: Economic Survey, 2013

10. Despite the recent improvements in macro performance, unemployment levels, especially among the youth, are relatively high. The working-age population (persons aged 15-64 years) in Kenya is estimated at 19.8 million persons with a labour force participation rate (the ratio of total labour force to the working-age population) of 73 percent. The unemployment rate of youth (persons aged 15-24) is 25 percent, which is relatively higher than the overall unemployment rate of 12.7 percent. According to 2005/06 data, the number of youth unemployed in Kenya was 19 percent (15-19 years), 32.6 percent (20-24 years), 21 percent (25-29 years). More generally, young people have low levels of education, are employed in agriculture, earn low wages and have little, if any, access to medical and housing allowances.

11. Further, a large number of youth graduating from the formal education system are unemployed despite the fact that opportunities for high technology skilled workforce exist. The youth unemployment level has been attributed to difficulties entering the labour market partly due to weaknesses in school curricula relevance, lack of skills (both technical and life-related) among young people with low levels of education; and mismatch between acquired skills and those demanded by the market. Some of these challenges can be overcome by enhanced links between employers/industry and education as well as training institutions, including universities, TVET as well as middle-level colleges.

Kenya's Population and Schooling Dynamics

12. The population in Kenya is predominantly young and education at the basic education level will continue to be a challenge, both in the medium and long term. Fifty percent of Kenyans were under 18 years in 2009, but population forecasts show that the Kenyan population is aging; and by 2050 the proportion of young adults (aged 18 to 25 years) in the population will fall from 35 percent to 25 percent. Looking forward, investment in education, skills development, health, elimination of inequalities in access to education and training and eradication of poverty are needed to enable the country to benefit from the potential youth dividend.

13. It is expected that the Country will experience less pressure on high pupil teacher ratios and overcrowding in primary schools and more pressure on secondary school infrastructure and teaching staff in the medium term. Both trends could contribute to an increase in the efficiency of the overall system, easing the strain on an over-extended primary sector and widening access to the post primary education levels where there is capacity for growth.

The Education Sector Performance

14. The number of basic and tertiary education institutions has increased by 7 percent from 71,513 learning institutions in 2008 to 78,102 institutions in 2012. Pre-primary education centres increased by 4.7 percent from 37,954 in 2008 to 39,758 in 2011. During this period, enrolment in pre-primary increased from 1.7 million to 2.4 million children. The number of primary schools increased by 9

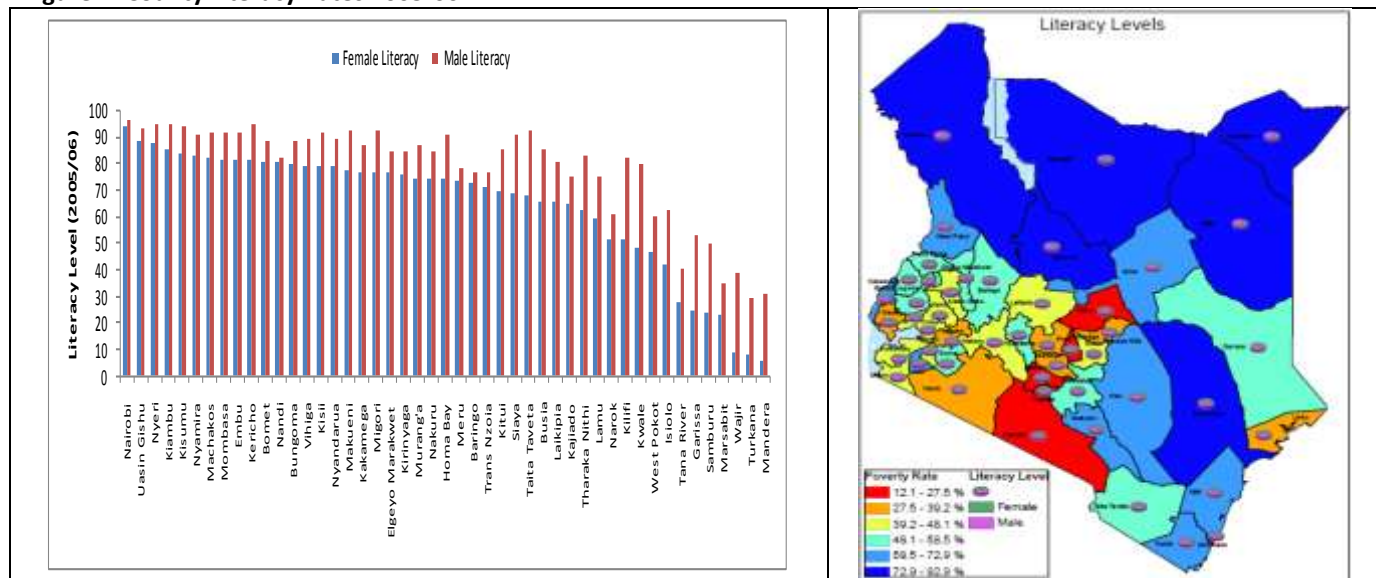
percent from 26,206 to 29,161 while secondary schools increased from 6,566 in 2008 to 8,179 in 2012 while enrolment increased by 15 percent from 8.6 million to 9.9 million pupils during the same period. High level of expansion was observed at secondary education level where enrolment increased by 46 percent from 1.3 million to 1.9 million during the same period.

Education Quality and Learning Achievements

15. Kenya is doing relatively well in terms of the level of access to basic education but there are major inequalities across regions in terms of access, educational learning attainment and literacy. Kenya’s primary net enrolment rate in 2012 was 95.3 % while the primary GER was 115.8%. Kenya has a more educated youth population. In 2009, the youth literacy rate was higher compared to South Africa, Ghana, Uganda and Tanzania. Kenya, however, needs to increase the proportion of learners especially of girls and vulnerable groups and reduce the percent of learners who fail to complete primary education level and increase the number of learners who progress to post primary education levels. In 2012 for instance the primary education completion rate and primary to secondary education transition rate were 80.4% and 76.6% respectively. Also, the country needs to focus on narrowing internal regional variations in education outcomes- for instance, female literacy rates were below 10 percent in northern eastern- Mandera, Turkana and Wajir Counties but as high as 90 percent in Nairobi and Uasin Gishu Counties. Of the people with a University degree, 77 percent come from urban areas.

16. According to the 2009 Census, 74 percent of the population has at least a primary education. However, this national level educational attainment is not true in most counties, especially among those situated in the arid and semi-arid lands. Female literacy rates were below ten percent in Mandera, Turkana and Wajir districts (see Figure 1). Female literacy is a critical dimension that will require both county and national education policy makers’ attention. In terms of absolute numbers, rural Rift Valley accounts for the largest share (23 percent) of the total population without schooling.

Figure 2: County Literacy Rates 2005-06



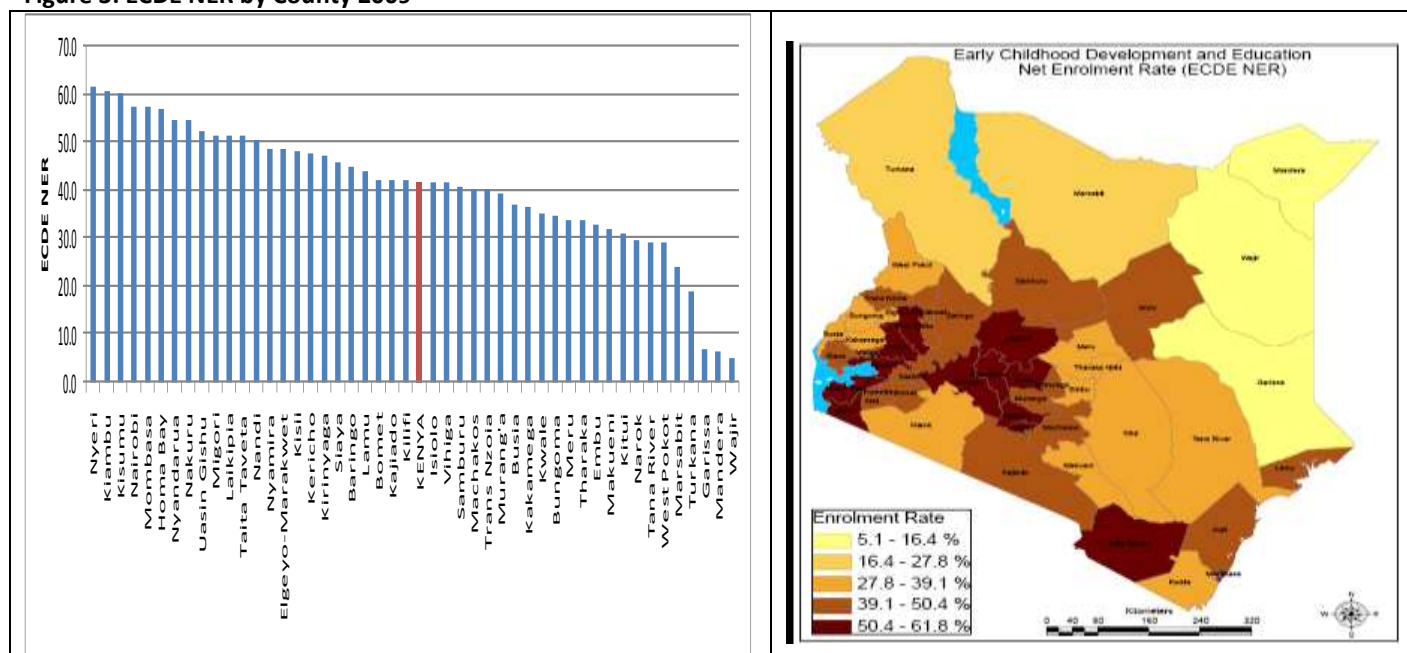
Source: Calculations based on KNBS, 2005/06

EARLY CHILDHOOD EDUCATION

17. Enrolment rates in pre-primary education have increased, but the focus of care and teaching at this level needs to improve to maximize the positive impact an early childhood education can have on development. The net enrolment rate increased from 32.9 percent in 2005 to 53.3 percent in 2012, and there is near gender parity in enrolments (0.99) (see Table 1.1). Although the pre-primary curriculum is guided by the early childhood development policy of 2006: which emphasizes the principle of holistic development; in practice, public pre-primary schools do not have well developed early-childhood services for children under the age of 3 years. Teaching is focused on literacy and numeracy skills meant for early primary education centres, partly because the providers and parents view ECDE as early schooling. Child-centred pedagogical methods, which would provide a better basis for learning, exist only in few private centres in urban areas. The quality of early childhood care in Kenyan public schools does not take account of the need for early stimulation and better nutrition. NESP provides an opportunity for counties to improve pre-primary access, the quality of early childhood care and better focus on pedagogical methods.

18. There are regional inequalities in access and participation in ECDE level with most Counties recording relatively low levels compared to the target of universal access and MDG target of 80% access by 2015. About 60% of the counties had NERs above the national rate of 49% in 2009 with the lowest values of less than 5% observed in Wajir, Mandera and Garissa.

Figure 3: ECDE NER by County 2009



Source: MOE-EMIS

19. There are high NER levels in counties such as Nyeri, Kiambu, Kisumu and Nairobi. On the other hand, low NER of less than 10 percent is typical of the northern region including Wajir, Mandera and Garissa Counties. County governments will need to invest in expanding access to ECDE. Furthermore, there will be need for parental education as an essential strategy for enhancing the care and education of younger children, along with specific training for ECDE teachers. The county government will also be required to build capacity (including private public partnerships where needed) to focus on early childhood awareness and development.

Table 3: Trends in Key Indicators of Education in Kenya

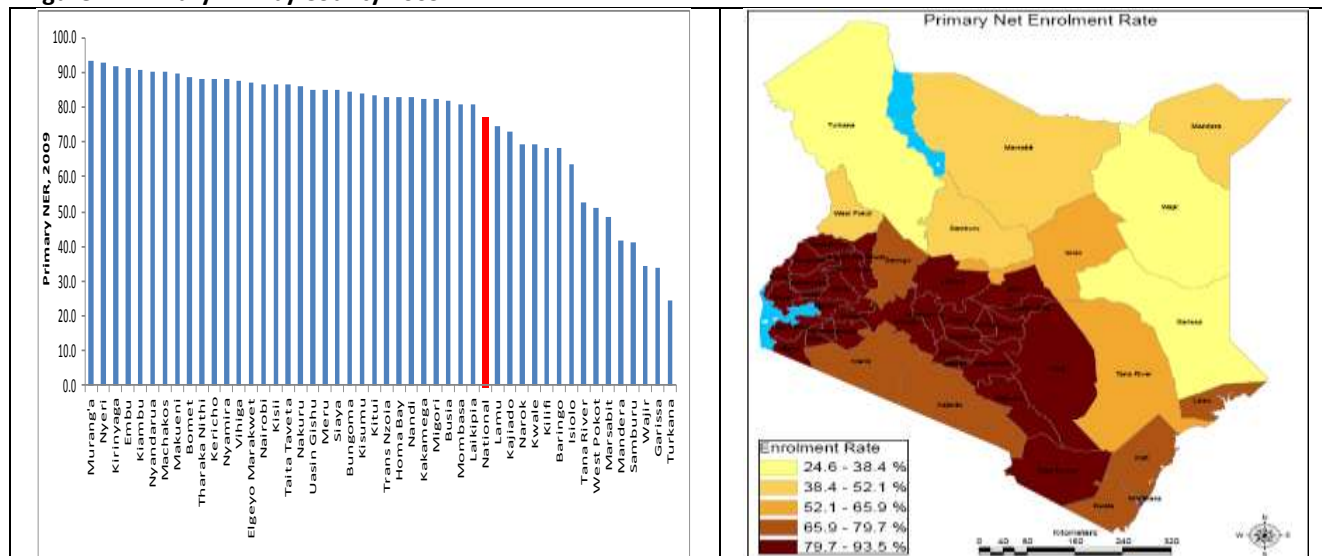
| Level | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|--|-------|-------|---------|---------|---------|---------|---------|---------|
| ECDE | | | | | | | | |
| Total Enrolment '000 | 1,643 | 1,672 | 1,691 | 1,720 | 1,914 | 2,193 | 2,370 | 2,406 |
| Teachers (both public and private) | | | | 78,230 | 92,955 | 94,429 | 97,146 | 99,889 |
| GER | 57.9 | 58.8 | 59 | 59.8 | 60.6 | 60.9 | 65.6 | 66.3 |
| GER (Male) | 59.6 | | | | | | 66.8 | |
| GER (Female) | 56.2 | | | | | | 64.7 | |
| NER | 32.9 | 33.6 | 42.1 | 43 | 49 | 50 | 52.4 | 53.3 |
| GPI | 0.98 | 0.93 | 0.93 | 0.94 | 0.98 | 0.99 | | |
| Primary | | | | | | | | |
| Total Enrolment '000 | 7,506 | 7,628 | 7,813 | 8,529 | 8,777 | 9,381 | 9,858 | 9,971 |
| Enrolment (Public) '000 | 7,234 | 7,260 | 7,441 | 7,640 | 7,853 | 8,283 | 8,762 | 8,863 |
| Enrolment (Private) '000 | 272 | 368 | 372 | 889 | 924 | 1,098 | 1,096 | 985 |
| GER | 107.6 | 103.8 | 108.9 | 109.8 | 110 | 109.8 | 115 | 115.8 |
| GER (Male) | | | | | | | 116.2 | |
| GER (Female) | | | | | | | 114.2 | |
| NER | 82.8 | 83.5 | 91.6 | 92.5 | 92.9 | 91.4 | 95.7 | 95.3 |
| NER (Male) | | | | | | | | |
| NER (Female) | | | | | | | | |
| Teachers | | | | 170,059 | 171,301 | 173,388 | 174,267 | 176,243 |
| PTR | 42 | 43 | 43 | 45 | 46 | | | |
| GPI | 0.95 | 0.96 | 0.95 | 0.96 | 0.96 | 0.97 | | |
| Completion | 77.6 | 76.8 | 81 | 79.8 | 83.2 | 76.8 | 80.3 | |
| Transition to secondary education | 57.3 | 59.6 | 59.9 | 64.1 | 66.9 | 72.5 | 73.3 | |
| Secondary | | | | | | | | |
| Total Enrolment '000 | 934.2 | 103.1 | 1,180.3 | 1,382.2 | 1,507.5 | 1,701.5 | 1,767.7 | 1,914.8 |
| Enrolment (Public) '000 | | | | | | | | |
| Enrolment (Private) '000 | | | | | | | | |
| GER | 28.8 | 32.4 | 38 | 42.5 | 45.3 | 47.8 | 48.8 | 49.3 |
| GER (Male) | 31.3 | | | | | | 51.1 | |
| GER (Female) | 27.2 | | | | | | 46.9 | |
| NER | 20.5 | 22.5 | 24.2 | 28.9 | 35.8 | 32 | 32.7 | 33.1 |
| NER (Male) | | | | | | | | |
| NER (Female) | | | | | | | | |
| Teachers | | | | 44,305 | 48,087 | 53,047 | 56,735 | 59,273 |
| PTR | | | | | | | | |
| GPI | 0.89 | 0.89 | 0.85 | 0.85 | 0.86 | 0.86 | | |
| Completion | | | | 79.8 | 83.2 | 76.8 | 74.6 | 80.3 |
| Transition to secondary education | | | | 64.1 | 66.9 | 72.5 | 73.3 | 76.6 |
| Tertiary | | | | | | | | |
| Technical Education Enrolment '000 | | | | 85.2 | 81.0 | 82.7 | 104.2 | 127.7 |
| Teacher Training Colleges | | | | 24,426 | 26,324 | 28,466 | 29,571 | 30,729 |
| Enrolment (Male) '000 | | | | 43.9 | 42.0 | 42.0 | 53.6 | 77.3 |
| Enrolment (Female) '000 | | | | 41.3 | 38.9 | 40.7 | 50.6 | 50.4 |
| University Education Enrolment '000 | | | | 122.8 | 177.7 | 177.6 | 215.7 | 240.6 |
| Enrolment (Male) '000 | | | | 73.5 | 110.3 | 107.7 | 117.7 | 135.4 |
| Enrolment (Female) '001 | | | | 49.3 | 67.4 | 69.9 | 80.6 | 105.1 |
| Transition from secondary to tertiary education (Technical and university) | | | | | | | 13.3 | |
| Tertiary GER | | | 3.5 | | | | 4.1 | |
| Alternative basic education | | | | | | | | |
| Non Formal Education enrolment '000 | 100.0 | | | | | 143.4 | 177.8 | 182.1 |
| Adult education enrolment '000 | 126.3 | | | | | 265.0 | | |

Source: Economic Survey, Various; Ministry of Education EMIS

PRIMARY EDUCATION

20. Net enrolment rates increased from 82.8% in 2005 and 80.3% in 2003, when the FPE policy was introduced, to 95.3 percent in 2012. Gender parity in access has also improved at primary level, increasing from 0.95 in 2005 to 0.97 in 2010. A worrying trend though is the rise in drop-out rates and unsatisfactory progression levels. Although the primary school completion rate increased from 77.6 percent in 2005 to 83.2 percent in 2009 it dropped to 80.3 percent in 2012. Of the many factors contributing to the decline, the major one is the effect of additional levies being charged at the school level.

Figure 4: Primary NER by County 2009

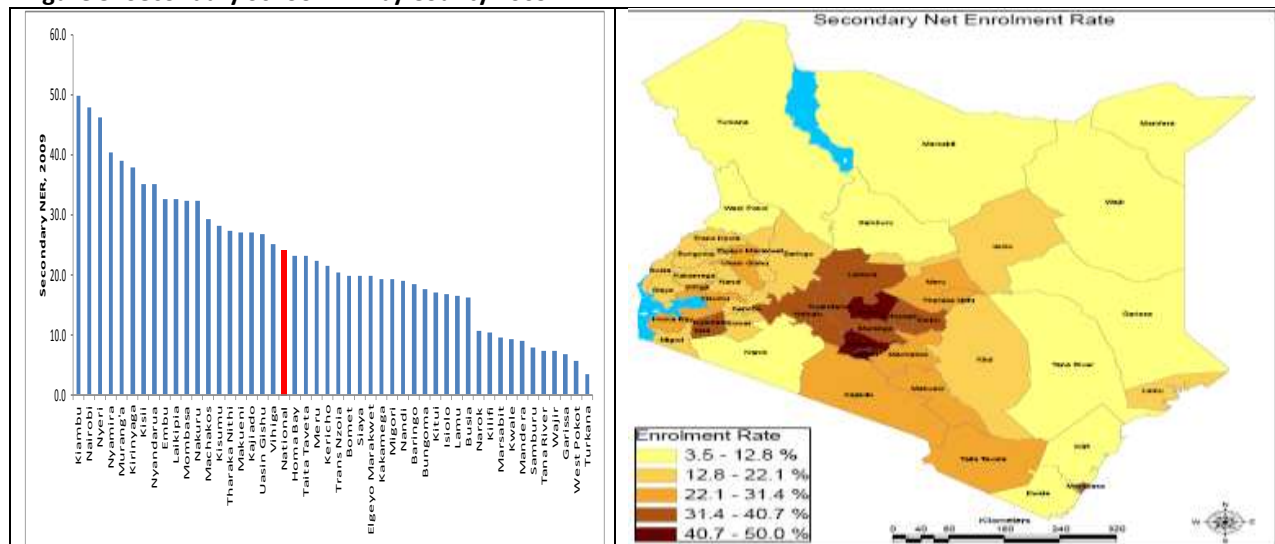


Source: MoE-EMIS

SECONDARY EDUCATION

21. Expanding access to secondary school has been increasing but remains low and challenging, especially at the regional levels. Net enrolment rates remains low- 32 percent in 2012- albeit increasing from 20.5 percent in 2005. The percent of children transiting from primary to secondary has risen from 57.3 percent to 76.6 percent during this same period. Within Kenya, there is a much greater regional variation in attending secondary school, than at primary. County enrolment rates range from 5-10 percent in the northern region and some parts of the Coast to around 50 percent in Kiambu and Nairobi. There is also a wider gender gap between boys and girls at secondary school; the gender parity index worsened from .89 in 2005 to 0.86 in 2010. Girls are much less likely to go on to secondary school in counties from the North Eastern part of Kenya (Mandera, West Pokot, Garissa, Samburu, Turkana and Wajir) (see Figure 4).

Figure 5: Secondary School NER by County 2009



Source: MoEST-EMIS

QUALITY OF BASIC EDUCATION

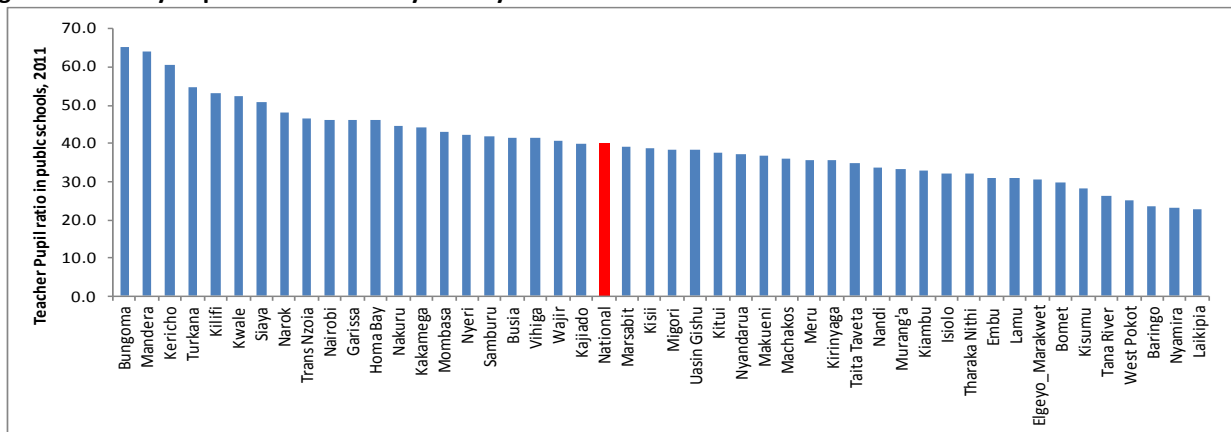
22. Although the quality (based on cross-country competency tests) of Kenyan schools appears to be better than most of sub-Saharan Africa; there is need to balance between education quantity and quality. The results from the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SAQMEQ) III survey in 2010 reveal that Kenyan learners, in standard six (aged 11 years) generally perform well on both reading and mathematics tests compared to their counterparts in 15 countries in sub-Saharan Africa. For instance, Kenya is ranked 4th after Seychelles, Mauritius and South Africa on standard 6 pupils’ reading competency level 8; and second after Mauritius on standard 6 pupils’ mathematics competency level 8. The UWEZO East-African survey (2011) also found the Kenya school system performs better than Uganda and Tanzania- a higher number of standard three, four and five pupils in Kenya can perform up to standard 2 numeracy test compared to their counterparts in Uganda and Tanzania. According to the UWEZO survey, in 2012, only 3 out of 10 children in class 3 managed to perform class 2 work; while eleven out of 100 children in class 8 were not able to perform simple standard 2 mathematics problems. Seven out of 100 learners in class 8 were not able to read a simple story in either English or Kiswahili. Sharp inequalities were also observed across counties with Nairobi and central regions recording better literacy and numeracy outcomes compared to their peers in ASAL areas.

23. Educational attainment at secondary level is low with three quarters of candidates not achieving the minimum grades considered desirable for admission in University or other middle level colleges (C+ and above for university education and C- for middle level colleges). Poor education quality has been partly blamed on the curriculum of education. The Task Force on the Re-alignment of the Education Sector to the Constitution of Kenya (2012) outlines several shortcomings of the 8-4-4 curriculum: failure to include pre-school cycle as part and parcel of the education structure; limited focus on the world of work; too much emphasizes on examinations based certification at the end of each cycle; lack of open-door opportunities for learners to pursue further education towards lifelong learning and; and lack of harmony with the educational structures of the other East African countries.

24. There are problems of overcrowding in counties where enrolment rates are high, and pupil teacher ratios and pupil classroom ratios in the public sector are stretched beyond national standards.

The national level average primary pupil teacher ratio increased from 42 in 2005 to 46 in 2009 and fell back to 40 in 2011 (Figure 6). The disaggregated data show that in some counties the expansion in primary enrolments has not been matched by an increase in infrastructure and staff. Given the national level reduction in primary school enrolments, it will be important to adopt a regionally-specific; even school specific approach to issues of over-crowding and insufficient teachers.

Figure 6: Primary Pupil Teacher Ratio by County 2011



Source: MOE, EMIS and TSC

TERTIARY EDUCATION

25. Transition to tertiary education, access and participation levels are relatively low despite the importance of the sector in skills development for the attainment of Kenya Vision 2030 human capital needs. In the 2010/11 academic year, 7.7 percent of Kenya Certificate of Secondary Education (KCSE) students were admitted to public and private universities locally. This represented 23.2 percent of the students who qualified (attained grade C plus and above). Only 27.3 percent of KCSE candidates qualified to join university. Although, students who are not admitted to universities are expected to join other middle level colleges for certificate and diploma courses; only 10.6 percent got admission to these middle level colleges. Total enrolment in technical institutions increased from 63,823 students (46 percent female) in 2003 to 127,691 students in 2012 (39 percent female). Total enrolment in university education increased from 122,847 students (46 percent female) in 2008 to 240,551 students in 2012 (44 percent female). Tertiary education gross enrolment rate is 4.1%.

26. The high cost of schooling has meant that in spite of high government spending on the sector, resources are inadequate for the provision of quality education, thus making it inevitable for schools to introduce unauthorized levies, many of which are not adequately accounted for at institutional level. Other direct costs such as uniforms and other related costs are areas of uncontrolled expense. For quality education and training to be achieved, it would be necessary, therefore, that the government ensures efficiency in utilization of available education resources (both public and non-public) while ensuring education is affordable to households; and education financing is sustainable given the available fiscal space both in the medium term and long-term.

27. Another policy concern is unsatisfactory progression both within and between education cycles. Over 1 million pupils were enrolled in standard 1 in 2003 at the onset of FPE initiative, about 741,500 of whom completed Standard 8, thus representing a completion rate (standard 8 enrolments as a percentage of children aged 13 years) of approximately 76.8 percent. Despite transition rate from primary to secondary education rising from below 50 percent over a decade ago to about 72.5 percent,

only 6.5 percent of students completing secondary education progress to higher or tertiary education. Cohort analysis from standard 1 to university education indicates that only 2% of pupils who enrol for class 1 actually progress to 1st year of university education. Cumulatively, this wastage has led to a remarkable loss of potential human resource in the country, a sign of an inefficient education sector. The provision of education requires adequate engagement in planning and coordination in different parts of the country to ensure 100 per enrolment, automatic progression from one grade to the other without comprising quality. This calls for very robust Quality Assurance Standards that ensures zero leakage of resources as well as managing the human resource function efficiently in order to meet the demand for schooling in the county.

28. The National Education Sector Plan (*NESP*) captures the spirit of the *Constitution of Kenya 2010* in which Articles 43 and 53 provide for education as a basic right and guarantee free and compulsory basic (pre-primary, primary and secondary) education to every eligible child.

29. During the NESP planning period, basic education enrolment is projected to increase from 14.5 million students in 2013 to about 17.1 million students by 2018 (see Table 2). The Potential Population for tertiary education (youth aged 18-25 years) would increase from 6.3 million in 2013 to 6.8 million in 2018. However, sustainable provision and financing of the education sector will depend on the overall macroeconomic performance of the country and country's available fiscal space. It will also be important for the sector to address other socio-economic challenges, notably tackling youth unemployment, creation of quality jobs and addressing poverty.

Table 4: School Age population and Projected Enrolment (2013-2018)

| | 2013 | | | 2014 | | | 2015 | | | 2016 | | | 2017 | | | 2018 | | |
|------------------------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| School age population | | | | | | | | | | | | | | | | | | |
| 4-5 years | 1.5 | 1.4 | 2.9 | 1.5 | 1.5 | 3.0 | 1.5 | 1.5 | 3.0 | 1.6 | 1.5 | 3.1 | 1.6 | 1.6 | 3.2 | 1.7 | 1.6 | 3.3 |
| 6-13 years | 4.9 | 4.8 | 9.7 | 5.1 | 5.1 | 10.2 | 5.4 | 5.3 | 10.7 | 5.5 | 5.5 | 11.0 | 5.7 | 5.6 | 11.3 | 5.8 | 5.7 | 11.6 |
| 14-17 years | 1.7 | 1.7 | 3.4 | 1.8 | 1.7 | 3.5 | 1.8 | 1.8 | 3.6 | 1.9 | 1.8 | 3.7 | 1.9 | 1.9 | 3.8 | 2.0 | 1.9 | 3.9 |
| 18-25 years | 3.1 | 3.2 | 6.3 | 3.1 | 3.2 | 6.3 | 3.2 | 3.2 | 6.3 | 3.2 | 3.3 | 6.5 | 3.3 | 3.3 | 6.7 | 3.4 | 3.4 | 6.8 |
| Total Enrolment | 7.4 | 7.0 | 14.5 | 7.8 | 7.3 | 15.0 | 8.3 | 7.6 | 15.9 | 8.5 | 7.8 | 16.3 | 8.7 | 8.0 | 16.7 | 9.0 | 8.2 | 17.1 |
| ECDE | 1.1 | 1.0 | 2.1 | 1.1 | 1.1 | 2.2 | 1.4 | 1.1 | 2.5 | 1.4 | 1.1 | 2.5 | 1.5 | 1.1 | 2.6 | 1.5 | 1.2 | 2.7 |
| Primary | 5.3 | 4.9 | 10.1 | 5.5 | 5.1 | 10.6 | 5.7 | 5.3 | 11.1 | 5.9 | 5.5 | 11.4 | 6.0 | 5.6 | 11.7 | 6.2 | 5.8 | 12.0 |
| Secondary | 1.1 | 1.1 | 2.2 | 1.1 | 1.1 | 2.3 | 1.2 | 1.2 | 2.3 | 1.2 | 1.2 | 2.4 | 1.2 | 1.2 | 2.4 | 1.3 | 1.2 | 2.5 |
| Public Enrolment | 6.7 | 6.3 | 12.9 | 7.0 | 6.5 | 13.5 | 7.5 | 6.8 | 14.3 | 7.7 | 7.0 | 14.7 | 7.9 | 7.1 | 15.0 | 8.1 | 7.3 | 15.4 |
| ECDE | 0.8 | 0.7 | 1.5 | 0.8 | 0.8 | 1.6 | 1.1 | 0.8 | 1.8 | 1.1 | 0.8 | 1.9 | 1.1 | 0.8 | 1.9 | 1.2 | 0.8 | 2.0 |
| Primary | 4.9 | 4.5 | 9.4 | 5.1 | 4.7 | 9.8 | 5.3 | 5.0 | 10.3 | 5.5 | 5.1 | 10.6 | 5.6 | 5.2 | 10.8 | 5.7 | 5.4 | 11.1 |
| Secondary | 1.0 | 1.0 | 2.0 | 1.1 | 1.0 | 2.1 | 1.1 | 1.1 | 2.2 | 1.1 | 1.1 | 2.2 | 1.2 | 1.1 | 2.3 | 1.2 | 1.2 | 2.3 |
| % public | | | | | | | | | | | | | | | | | | |
| <i>ECDE</i> | 71.4 | 71.2 | 71.3 | 71.4 | 71.2 | 71.3 | 77.0 | 71.2 | 74.5 | 77.0 | 71.2 | 74.5 | 77.0 | 71.2 | 74.5 | 77.0 | 71.2 | 74.5 |
| <i>Primary</i> | 92.5 | 92.6 | 92.5 | 92.7 | 92.7 | 92.7 | 92.8 | 92.9 | 92.8 | 92.8 | 92.9 | 92.8 | 92.8 | 92.9 | 92.8 | 92.8 | 92.9 | 92.8 |
| <i>Secondary</i> | 93.8 | 92.8 | 93.3 | 93.9 | 92.9 | 93.4 | 93.9 | 92.9 | 93.4 | 93.9 | 92.9 | 93.4 | 93.9 | 92.9 | 93.4 | 93.9 | 92.9 | 93.4 |
| Targeted GER (%) | | | | | | | | | | | | | | | | | | |
| <i>ECDE</i> | 73.6 | 72.8 | 73.2 | 74.4 | 73.6 | 74.0 | 90.4 | 72.0 | 81.4 | 90.4 | 72.0 | 81.4 | 90.4 | 72.0 | 81.4 | 90.4 | 72.0 | 81.4 |
| <i>Primary</i> | 107.4 | 100.8 | 104.2 | 106.9 | 100.6 | 103.8 | 106.5 | 100.5 | 103.5 | 106.5 | 100.5 | 103.5 | 106.5 | 100.5 | 103.5 | 106.5 | 100.5 | 103.5 |
| <i>Secondary</i> | 63.7 | 64.0 | 63.8 | 63.8 | 64.0 | 63.9 | 63.9 | 64.1 | 64.0 | 63.9 | 64.1 | 64.0 | 63.9 | 64.1 | 64.0 | 63.9 | 64.1 | 64.0 |

Source: Education Simulation Model, 2013

Key Challenges across the Sector

30. Although there has been marked progress towards realizing universal primary education (UPE), and increasing access to secondary, the Government faces various challenges in providing quality education, which may hamper realisation of Kenya Vision 2030. Inefficient use of resources and regional disparities in educational access and achievements has persistently affected the education sector. The education system has traditionally emphasised academic specialisation whereas technical, vocational and other talents, skills and aptitudes are given secondary priority. The Sessional Paper No. 14 of 2012 on Framework for Reforming Education and Training advocates an education system that bridges the gap between the rich and poor. This can be achieved by addressing inequalities in education service delivery, reducing wastage, improving teacher development, focusing on learning outcomes and retention of pupils. Provision of quality education remains a major issue across the entire spectrum of education sector, and will be the focus of Government's attention in the medium term.

31. Other major challenges include:

- i. weak governance, management and unaccountable delivery of education services;
- ii. weak balance between the quantity (access and participation) and quality of education across all levels of education;
- iii. ECDE not being fully integrated into basic education sector;
- iv. low progression and transition both within and between education levels;
- v. weaknesses in the management of teachers, particularly professional development, deployment of teachers and unaccounted teacher absenteeism. Despite the existence of large numbers of unemployed teachers, there is a shortage of trained teachers in schools because funding and deployment of teachers has not been rationalized;
- vi. weak financial management systems across the sector, poor enforcement of fees guidelines, lack of transparency, predictability of funding and understanding of the flow of resources and information within and across the system, all of which have resulted in the misappropriation of funds in some instances;
- vii. associated with this is the disproportion in the unit cost across sub-sectors where affordability of education remains a challenge in spite of receiving 7% of the government outlays and 12.7% of GDP;
- viii. educational wastage in terms of high repetition and drop-out rates as well as high numbers of children out of school mainly due to diverse factors, including the range of user charges being levied, teenage pregnancies, child labour levels, and cultural practices such as circumcision that impact negatively on school attendance;
- ix. overcrowded classrooms and high teacher-pupil ratios affect the quality of education in public schools;
- x. weak teacher training programmes, which have not been reviewed over a long time, are therefore viewed as being largely unfit for purpose and are in need of radical reform;
- xi. shortage of places in secondary schools to absorb primary education graduates, who in turn are forced to join the ranks of the unskilled and unemployed youth;
- xii. inadequacies in the provision of educational infrastructure, especially in Arid and Semi-Arid Lands (ASAL) areas where the provision of alternative forms of schooling are non-existent;
- xiii. inadequate integration of positive values, attitudes and patriotism in the curriculum, and general education delivery mechanisms; and
- xiv. the inadequacy of meeting the educational needs of vulnerable children and young adults, and those young persons requiring specialist support.

PART TWO: RATIONALE AND PURPOSE OF NESP

The National Education Sector Plan (NESP) Description

The NESP is the education sector plan for the period 2013 – 2018. This Volume provides the framework for implementing the Sessional Paper No. 14 of 2012, specifically Basic Education.

BASIC EDUCATION POLICY GOALS

32. In making education a catalyst for national development, the overarching goal of the NESP is: *Enhanced Quality Basic Education³ for Kenya's Sustainable Development*. Achieving this goal will enable the country to achieve the national goals for education. During the Programme period, the government will improve learning outcomes by increasing access to education, making education affordable, improving education service delivery, professional development and teaching and learning processes, improving retention, progression and the transition rate within and between various education levels, and raising the quality and relevance of education. Specific Basic Education policy goals include:

- i. Provision of free and compulsory basic education while observing the principles of affordability, accessibility, availability, relevance and quality.
- ii. Mainstreaming of pre-primary education and social development values into Basic Education.
- iii. Ensuring automatic progression and transition within and across levels.
- iv. Promoting equality of education opportunities for all learners at all education levels.
- v. Enhancing and mainstreaming information communication technology (ICT) into the education sector.
- vi. Developing and institutionalizing an effective EMIS and IFMIS across the education sector.
- vii. Reforming the curricula at all levels to ensure that the skills, competences and values outlined in the policy document are met.
- viii. Reforming the school and teacher education curriculum in tandem with the school/institution development needs.
- ix. Reforming National Assessment and Examinations to assess skills, competencies, curricula and values.
- x. Reforming Teacher Professional Development; and eliminating teacher absenteeism.
- xi. Revitalizing the teaching and learning processes.
- xii. Strengthening and decentralising quality assurance, monitoring and evaluation to ensure improved quality of education service delivery.
- xiii. Improving efficiency and effectiveness in education sector resource utilisation.
- xiv. Strengthening decentralised systems for effective education service delivery including providing adequate resources for county/sub county education offices.

³ In the Sessional Paper No. 14 of 2012, Basic Education has been redefined to cover ECDE, primary, secondary and alternative approaches to basic education.

BASIC EDUCATION OBJECTIVES

33. Specific education objectives during the plan period include to:
- i. Ensure that all children, including children in difficult circumstances, and those from marginalized/vulnerable groups, have access to and complete quality free and compulsory basic (ECDE, primary and secondary) education.
 - ii. Reform teacher education for all basic education levels and ensure that teaching is adapted to the level of the child while promoting efficiency in teacher utilization.
 - iii. Promote and integrate Information and Communication Technology (ICT) and Open and Distance Learning (ODL at all levels of education and training while equipping students with modern information technology skills.
 - iv. Eliminate gender and regional disparities at all levels of education.
 - v. Improve the quality of all aspects of education and training so that recognized and measurable learning outcomes are achieved, especially in literacy, numeracy and essential life-skills relevant to the world of work and social competencies and values.
 - vi. Ensure that the learning needs of all, young people and adults are met through equitable access to appropriate learning and life-skills programmes by 2018.
 - vii. Improve the management capacities of education managers and other personnel involved in education at all levels.
 - viii. Strengthen coordination of provision, financing and investors in education including public private partnerships, communities, private sector, and civil society and development partners.
 - ix. Equip schools to ensure that all primary and secondary schools meet minimum quality standards of teaching and learning; including equipping all secondary schools with science laboratories and science equipment.
 - x. Revise teachers' conditions of service, institute performance contracts for all teachers and enforce regulations that require teachers to be present in their classes every day of the school year, and during that time, to complete the curriculum.
 - xi. Strengthen school inspection services to ensure quality education service delivery at the classroom and school levels.
 - xii. Develop guidelines for the establishment, registration and operation of day-care centres (age 0-3 years) including specifications on physical facilities, equipment, materials, and qualifications of personnel required in operating them; and provide parental education programmes on early stimulation for 0-3 year old children.
 - xiii. Review of the teacher training curriculum and basic education curriculum.
 - xiv. Ensure linkages between all levels of education and training institutions with labour market.

POLICY TARGETS

34. Specific Basic Education policy targets include:
- i. Accelerate access of education for hard to reach children especially those in ASALs, and informal settlements.
 - ii. Enhance universal access to Basic Education by increasing pre-primary education NER to 80% by 2018; primary NER and completion rate to 100% by 2015 and Secondary NER of 65% and 100 % completion rate by 2018.
 - iii. Ensure learners acquire competences and skills that will enable them to meet the human resource aspirations of Vision 2030 by focusing on skills development and talent nurturing.
 - iv. Eliminate inefficiency by introducing *automatic* progression from primary to secondary education level by 2014.
 - v. Provide a system of Competency Assessment Tests that will contribute to the overall performance of learners, and reduce the focus on examinations.

- vi. By 2015, require all graduate teacher trainees to specialize in at the minimum two teaching subjects; and require all secondary school teachers to teach at least two subjects and to complete the curriculum within school term time.
- vii. By 2014, commission the review of a Basic Education curriculum (pre-primary, Primary and Secondary) which will deliver the following outcomes: Literacy, numeracy, and enquiry skills, thinking skills, communication skills, observation and investigative skills, application and transferable skills, social and ethical skills and entrepreneurial skills.
- viii. Review, revise and standardise teacher education curriculum for all levels with a focus on the acquisition of classroom skills and competencies by 2014.
- ix. Institutionalize teacher continuous professional development by 2015.
- x. Address issue of teacher absenteeism and failure to complete curriculum within stipulated time by 2013.
- xi. Improve efficiency in utilisation of education sector human, financial and capital resources. Achieve pre-primary class size and PTR of 30:1 by 2015. Ensure primary education PTR of 1:45 for high potential areas; and 1:25 for low potential areas; and class size of 50:1. All secondary schools to have at least 3 streams per class; class size of 45 students and average PTR of 35:1. Increase secondary education teacher classroom contact time to 20 hours by 2015 and 22 hours per week by 2018.
- xii. Ensure all learning institutions have access to; and efficiently utilize personal computers/laptops at ratio of 1:15 by 2015.
- xiii. Devolve education institutions assessment to County and sub-county levels under the ESQAC by 2014.
- xiv. Ensure universal adult literacy, especially for women by 2018;
- xv. Establish a sustainable and harmonized EMIS which shall capture regular and up-to-date education indicators at facility, sub-county, county and national levels by 2014.
- xvi. Have a user friendly and efficient financial management system institutionalized in learning institutions (IFMIS), sub-counties and counties to capture both on- and off-budget revenues and expenditures in learning institutions by 2015. The system shall be linked with the EMIS which should be strengthened to capture regular and up-to-date education indicators at facility, sub-county, county and national levels.
- xvii. Strengthen annual school audits in all learning institutions.
- xviii. Strengthen coordination of investors in education through public-private partnerships, participation of development partners, private sector, civil society and other stakeholders.
- xix. Develop the National Qualifications Framework for the education sector by 2015.

BASIC EDUCATION INVESTMENT PRIORITIES

35. In addition to continued implementation of the sector's on-going activities, the following will be the key priorities in Basic Education during the Plan period:

- i. Improving access, equity, quality and teaching and learning process at all education levels while actualizing the right to free and compulsory basic education.
- ii. Mainstreaming ECDE and social development values into basic education;
- iii. Integration of ICT into teaching and learning in the education sector.
- iv. Making Basic Education learning institutions learner friendly.
- v. Ensuring automatic progression and transition within and across basic education levels.
- vi. Curriculum reform to improving education quality and relevance.
- vii. Teacher development and management.
- viii. Establishment of sustainable EMIS and IFMIS systems; and supporting micro-planning using GIS tools.

- ix. School health and nutrition.
- x. Affordability, efficiency and effectiveness in education resource utilisation.
- xi. Deepening decentralisation in education sector governance to County and sub-Counties through capacity building.
- xii. Addressing access to Basic Education among children in marginalized areas.

36. The Government will seek to ensure that all support to the Sector to address Department of Education priorities is managed through the budget and performance framework⁴. Resource mobilisation for these priority areas will need to start during the 2013/14 fiscal year. Modalities for accommodating external support will be developed and all on-budget and off-budget support for the sector will be captured through the EMIS and IFMIS systems.

LINK BETWEEN KESSP INITIATIVE (2005-2010) AND NESP (2013-2018)

37. In collaboration with sector stakeholders, the Department of Education designed the Kenya Education Sector Support Programme (KESSP) 2005-2010 in order to institutionalize the sector-wide approach to planning in Kenya. As the predecessor of the National Education Sector Plan, KESSP was used to operationalize the Government commitments outlined in the Sessional Paper No. 1 of 2005 to address the persistent issues of access, equity quality and relevance of education thereby meeting international commitments. The Programme also addressed issues of strengthening management. Developed through a highly consultative process, which gave stakeholders a structured channel of engagement with the Department of Education, KESSP was also intended to strengthen the management of the sector so as to enhance the realization of national goals of education.

38. A recent assessment of the Kenya Education Support Project, KESSP (2005-2010) revealed that Kenya’s education sector had challenges that hindered the achievement of some of its targets. These challenges include those of governance, IFMIS and EMIS data management, gaps in service delivery, learning outcomes as well as unacceptable levels of teacher absenteeism. Teacher management, competence and performance, as well as training require a change of mind-set to be consistent with global trends. Public disclosure of information on the web is also expected to be more efficient.

39. One of the lessons learnt from the implementation of KESSP is that the Programme was not able to bring out high order performance indicators that could show programme outcomes and impact of Programme interventions. The NESP will assess Programme achievement in line with internationally acknowledged performance indicators, particularly around access, quality, equity, relevance and sustainable financing and resourcing.

40. The achievements of the high-level performance indicators are supported by well-conceptualized governance and accountability frameworks for enhanced performance in transparency and system efficiency. NESP is conceptualized as a pro-poor and sustainable skills development programme that proposes to mainstream the societal concerns that affect the achievement of the performance indicator areas. The NESP is organized around the following thematic/priority areas:

- i. Sector Governance and Accountability
- ii. Access
- iii. Quality
- iv. Relevance and Assessment

⁴This is not General Budget Support but Programme-led support within the Budget Framework. External support will include a range of negotiated funding modalities.

- v. Equity
- vi. Social Competencies and Values

MANDATE

41. Fundamental to the success of the Government's overall development strategy is the provision of quality education and training to all Kenyans. This is enshrined in the Constitution of Kenya 2010. The goal of Kenya Vision 2030 is the development of a middle income country in which all citizens embrace entrepreneurship, innovation and lifelong learning. The Government is committed to creating an education and training environment that equips learners with values, knowledge, skills and competencies, whilst enabling all citizens to develop to their full capacity, live and work in dignity, enhance the quality of their lives, and make informed personal, social and political decisions as citizens.

42. The National Education Sector Plan (NESP) is a five-year Department of Education's programme for delivering the reforms set out in the Basic Education Act of 2013; Sessional Paper No. 14 of 2012; Jubilee Coalition Manifesto (2012); Kenya Vision 2030 and its Second Medium Term Plan, and the Constitution of Kenya 2010. The Programme builds on the achievements and lessons learnt from KESSP (2005 – 2010). The NESP planning process has incorporated the recommendations of the Education Task Force, 2012. The Policy Framework for Education and Training on Reforming the Education and Training sub-sector in Kenya (2012) provides detailed strategies and strategic options for identification and prioritization of activities.

43. The Jubilee Coalition Manifesto (2012) further reaffirms the government commitment to: ensure that every child has access to free and quality basic education; increase the number of schools in disadvantaged areas; encourage county Governments to supplement central Government funding in education; support school health and nutrition including introducing school feeding programs in needy areas; offer tax incentives to companies offering apprenticeships; link education with labour market i.e. link education with the requirements of industry, to ensure youths attain skills that are required in society; provide solar powered computers to every school age child starting with grade 1; and establish computer laboratories and internet services in all public schools to enable access to e-libraries and e-laboratories. Other commitments include: the review of the education curriculum to make it relevant to the changing socio-economic environment so that graduates easily fit into the labour market; work on modalities to mainstream ECDE as part of Basic Education and therefore integrate 4 – 5 year old children into the primary cycle by 2015; and deepen decentralization of education service delivery.

44. In addition to identifying the challenges facing the education sector, the Sessional Paper No. 14 of 2012 on Framework for Reforming Education and Training also offers a clear set of policies and strategies for addressing these challenges. The proposed reforms cut across the entire education sector and include policies and strategies for addressing the organization, management and financing of education, the curriculum, teacher training development and management, and strategies for bringing technology within the reach of every Kenyan child. Reforms in the curriculum processes of education aim at enabling young people to become independent learners, entrepreneurial, and above all, self-reliant citizens, as well as becoming valuable resources in themselves. Turning Kenya into a middle income, mixed economy country by 2030 is an earnest aspiration. The reforms embedded in the Sessional Paper No. 14 of 2012 reflect the commitment of the Government, on behalf of its citizens, to ensure that public resources are utilized effectively to ultimately benefit the entire nation.

45. This Plan targets the teacher as the likely best return in quality lift from investment in the sector. The main determinants considered are:

- personal, academic and professional qualities of the teacher
- curriculum content, knowledge and understanding
- tools and methodology of delivery (pedagogy)
- support systems and conditions (governance, management, physical and working environment)

46. In keeping a clear focus on the learner in developing the Plan, the following criteria, are applied to the learning process.

Learners will:

- be recognised as having unique competencies, a range of skills, interests, experiences and aspirations;
- have a choice of learning pathways;
- experience a range of learning styles and in a range of different settings;
- participate in learning experiences driven by modern pedagogies;
- establish lifelong learning pathways; and
- develop knowledge, skills and competencies to participate in a diverse society and economy.

Teachers will:

- be qualified and competent in providing learning opportunities consistent with modern pedagogy;
- use ICT effectively in their professional and classroom practices.

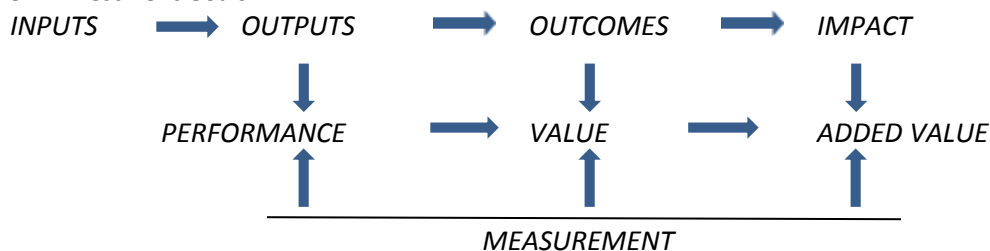
47. Following important lessons learnt from the KESSP (2005-2010) and other projects, education sector planning and budgeting will continue within a sector-wide approach (planning) framework so that all activities across the sector are harmonized, prioritized and appropriately budgeted for. This will help increase accountability and transparency and avoid leakage of resources and increase quality service delivery. This planning process has informed the development of NESP with the following improvements expected in its implementation:

- i. Strong governance which influences all players including local stakeholders and Development Partners.
- ii. To implement efficient devolved and decentralised management of education, an efficient data management system must be established. An effective EMIS and education IFMIS at all levels of education, including national, county, or sub-county; and school/institutional levels is required as a priority. The IFMIS is expected to capture both on-budget and off-budget spending in education sector.
- iii. A comprehensive capacity development plan will be developed and implemented to make personnel in the Department of Education more effective. For a systemised and effective implementation of NESP, there should be prioritized activity budgets as well as mobilization of additional resources to target carefully identified programmes to produce the greatest effect.
- iv. Based on performance to be tracked from national and County-based Joint Review Missions and Annual Budget Review Missions, institutionalisation of performance measures, indicators, reporting mechanisms associated with accountability and transparency will be developed across the sector for the Programme.
- v. Establishing an independent Education Standards and Quality Assurance Council for auditing the process of curriculum delivery to strengthen monitoring, evaluation and auditing so as to minimize existing inefficiencies.

RATIONALE FOR THE NESP

48. The Plan is developed around the concept of activity-driven budget allocation and the measurement of performance through a number of Programme Development Indicators. The primary goal is to achieve value for money (targeting resources of outputs, outcomes and objectives; rather than inputs) through efficient and effective implementation of educational programmes. A Results-Based Framework has been derived from the Policy Framework for Education and Training and is based on the following overall conceptual framework. The results in terms of outputs, outcomes, impact, performance, value and value addition will be measured annually in order to establish the effectiveness of the inputs made. Budgetary allocations will be reviewed annually and based on results. Performance Funding (payment by results) will be introduced from the beginning of the 2013/14 financial year and subsequent years.

Figure 7: Investment Goals



PURPOSE OF NESP

49. The Plan will develop an education system that:
- is of high quality and relevance;
 - is equitably accessed;
 - identifies and nurtures learners' talents and gifts;
 - offers opportunities in Science, Technology and Innovation;
 - develops skills and competencies to enable school leavers to be employable;
 - develops entrepreneurship skills;
 - promotes socio-economic, technological and industrial skills for the country's development;
 - is affordable, cost-effective and efficient;
 - promotes individual development and self-fulfilment;
 - fosters nationalism, patriotism and national unity; and
 - promotes sound moral, ethical and values, social equality, responsibility, and respect for and development of Kenya's rich and varied cultures, international consciousness and harmony, and positive attitudes towards good health and environmental protection.

STRATEGIC INTENT

50. The Department will reform the education sector to achieve the following strategic objectives:
- Free and compulsory quality basic education up to the age of 18 and the development of a process of lifelong learning.
 - Appropriate school environments; curricula which meets the needs of all students, full use of e-learning; continuous development of the education workforce.
 - Effective sector governance and performance management; strong national and county sector planning and management systems; effective school management systems; parental

- and other stakeholder involvement in the development of the education and training sector; efficient human resource management in the sector.
- iv. A comprehensive capacity development plan, especially for counties, sub-counties and schools.
 - v. Strengthened national cohesion, integration of national heritage and values into all curricula and education practices.
 - vi. Motivated learners with appropriate social, psychological, vocational and technical guidance and a variety of alternative learning pathways.
 - vii. Technical and higher education oriented towards a knowledge based economy and enhanced scientific research which serves the community.
 - viii. Education outcomes aligned to the needs of the labour market, lifelong learning and on-going training.

Principles for Sustainable Financing of Sector Reforms

51. The Programme has developed indicative medium term costs of the sector reforms for the period 2013 to 2018. The guiding principles for sustainable financing of education in the medium term include:

- i. Adequacy and sustainable sources of funding for Basic Education.
- ii. Sector-wide approach in education sector planning and budgeting.
- iii. Coordination and collaboration between County and National Governments in the provision and financing of education and to expected results.
- iv. Affordability, cost-effectiveness and efficiency in education financing linking education costs to realistic unit costs.
- v. Cost sharing through a range of partnership models including Public-Private Partnerships especially at the tertiary education level.
- vi. Effective stakeholder coordination (DPs, Donors, NGOs) in education provision and financing.
- vii. Inter-sectoral links between the education sector and health, sanitation and nutrition support; agriculture, security; and infrastructure.

PART THREE: PRIORITY AREAS

Six priority areas are discussed in this Part. A detailed description of the context (background, current situation, issues, constraints and challenges, and active policy frameworks), arising goals and objectives, a full range of new policies to be developed, and associated strategies and activities are described for each strategic aspect of the priority area. A Logical Framework for each priority area is attached as Annex Two. Each implementing agency (as defined in Volume Two) is expected to refer to this framework and use it as the basis for developing their own detailed annual work plans.

The strategically essential programmes and associated strategies and activities for each priority area have been identified and are elaborated in the NESP Volume Two: The Operations Plan. The reader is strongly urged to read Volume Two in conjunction with this Part to gain a full understanding of the context, extent of consultation feedback, and the full breadth of possible strategies and activities from which The Operational Plan's strategic set is derived.

PRIORITY ONE: SECTOR GOVERNANCE AND ACCOUNTABILITY

BACKGROUND

52. Various reforms have been implemented in recent years to institutionalize good governance and the rule of law in Kenya in order to eliminate rent-seeking opportunities and corruption. Since 2003, the government has enacted the following laws to improve accountability and governance:

- i. The Public Officer Ethics Act 2003 (POEA), introducing Codes of Conduct and Ethics and requiring Public Officers to file annual declarations of income, assets and liabilities;
- ii. The Anti-Corruption and Economic Crimes Act 2003, which set up the Kenya Anti-Corruption Commission;
- iii. Public Finance Management Act (2012);
- iv. The Public Audit Office Act (2004) and the Public Procurement and Disposal Act 2005 was established as an autonomous Public Procurement Oversight Authority responsible for the regulation of procurement in the public sector, including procurement of security related contracts.
- v. Education Sector Governance and Accountability Action Plan 2007, which facilitates greater stakeholder's participation in ensuring transparency and accountability in public resource utilization.
- vi. The Privatization Act 2005, which provides for a Commission to ensure transparency in the privatization of state owned enterprises, thereby strengthening accountability. The new Privatization Act sets the stage for the scaling down of the public sector, which should enhance governance and reduce rent-seeking behaviour, as well as improve the efficiency of resource use and increase competitiveness.
- vii. Code of Conduct for teachers and civil servants which spells out the manner in which officers are expected to conduct themselves within and without the office so as to maintain the esteem of the institutions they work for.
- viii. Service charters of the Education sector – these reflect the institutions commitment to the provision of quality service to its clientele.

53. The powers of governance and management of education are set out in the Basic Education Act, 2013. The National Values and Principles of Governance, as provided for in the Constitution of Kenya 2010, underpin NESP implementation. The Basic Education Act of 2013 has deepened the practice of

governance, transparency and accountability. Good governance will enhance accountability and has been identified as critical to the attainment of Education for All and the Millennium Development Goals.

CURRENT STATUS

54. In an effort to strengthen governance and accountability in the sector, the Department of Education has decentralised financial and procurement management to the school level in order to allow more community participation, efficiency and adherence to school priorities. To this end, relevant guidelines contained in manuals, circulars and handbooks were developed and distributed to the schools/institutions level. The Department has set up structures at the County, sub-County School/institutional level with clearly defined governance and accountability roles. To support the structures, capacity building has been scaled up recognising that non-teaching staff also play a key role in the governance of education institutions.

55. However, issues of governance and management, especially financial mismanagement, have not yet been fully addressed. These issues have to be addressed in order to ensure that pro-poor education initiatives are effectively implemented. The Government's Free Primary and Free Secondary Education initiatives will continue to be strengthened, specifically through securing and scaling up gains that have been made in governance. Priority areas for development include: authentic community involvement through decentralised financing and procurement; equitable resource allocation; wide consultation focused on social accountability; and effective teacher workforce management.

POLICY FRAMEWORK

56. The key national education policies set out in the Sessional Paper No.14, 2012 prioritize reforms in governance, management and accountability. These policies set out to strengthen quality management capacities at all levels as a key strategy to meet the identified challenges associated with existing governance structures and implementation.

ISSUES AND CONSTRAINTS

57. Despite all the gains made in the sector with regard to service delivery, the Department is still facing challenges which include:

- i. Lack of a public private partnership legal framework for the education sector.
- ii. Bureaucratic procurement procedures and poor financial management.
- iii. Weak succession management coupled by lack of a harmonized scheme of service that places civil servants in the Department of Education at lower job groups to those in other Ministries.
- iv. Limited commensurate value for money and results for resources directed to schools.
- v. Weak and unreliable programme progress reports.
- vi. Governance and Accountability Action Plan (GAAP) 2007 which is not fully operationalized or updated.
- vii. Lack of a legal framework that facilitates the effective participation of parents/local communities in school development and governance.
- viii. Limited parental involvement in school development planning, decision making and management.
- ix. Inadequate school-based audits.
- x. Lack of a key policy framework to inform practice in educational governance.
- xi. Capacity gaps for programme implementers.
- xii. School drop-outs due to lack of alternative learning pathways. The governance systems in schools still apply policies that discourage access, retention and completion e.g. extra levies, forced repetition and expulsions.

- xiii. The ban on corporal punishment has left educational managers and teachers with a challenge in handling students' disciplinary issues.
- xiv. The special adult education board to advise the Minister on ACE has not been operationalized.
- xv. Delays and inadequate capitation grants in FDSE and FPE initiatives placing educational managers in awkward positions as regards governance of the institution under their charge.
- xvi. Weak induction and orientation of newly appointed education managers.
- xvii. Lack of commitment to service charters.
- xviii. Schools experience challenges in paying salaries of non-teaching staff. Their terms of service are not defined.
- xix. Outdated Department of Education financial and procurement manuals.
- xx. Poor or no linkage between EMIS and school planning, development and decision making.
- xxi. Local communities and parents have no role in the development of information management systems.

GOAL AND OBJECTIVES

58. The investment goal is to strengthen governance and accountability in the education sector through a decentralised system. The objectives of this programme are to:
- i. Ensure enforcement of existing policies and regulations.
 - ii. Ensure transparency and accountability in all sector operations and systems by strengthened financial management systems and oversight roles of all sector managers.
 - iii. Improve performance management for effective service delivery.
 - iv. Strengthen stakeholders' engagement in the management of the education sector.

STRATEGIES TO ADDRESS CHALLENGES

59. Governance and accountability will be a major determinant of the success of NESP. The Basic Education Act, 2013 prioritizes decentralised decision-making authority on financial and human resources and related functions in basic education. These priorities shall be followed to ensure that NESP is effectively implemented. The following strategies will be adopted under each objective:
- i. Effective monitoring of existing policies and regulations and publishing the results as well as taking corrective measures.
 - ii. Adoption of IT-based systems of financial management and link them to regional and national education offices.
 - iii. Establishment of education staff performance contracting for effective service delivery.
 - iv. Advocacy for and implementation of the Freedom to Information Act for more stakeholder engagement in the management of the education sector.
 - v. Introduce Balanced Scorecards in education institutions - management systems that enable them to set, track, and achieve their key business strategies and objectives.

STRATEGIES:

60. The following range of strategies will be considered:
- i. Ongoing monitoring and spot checks on adherence to existing policies, regulations and guidelines.
 - ii. Timely legal proceedings instituted against any government official found culpable.
 - iii. Governance and Accountability Action Plan (GAAP) reviewed and implemented.
 - iv. Performance-based management and appraisal mechanisms established for teachers.
 - v. Incentive system for management and leadership at all levels established with a strong focus on the role of head teachers.
 - vi. Regular public expenditure tracking surveys in place.

- vii. School-based audits strengthened and institutionalized.
- viii. Information flow across various governance structures strengthened (CEBs, NEB etc).
- ix. Public awareness campaigns on the roles and responsibilities of various governance structures in the sector.
- x. Improved availability of data to all stakeholders.
- xi. Effective annual joint sector reviews and budget review meetings as well as high-level consultative meetings in place.
- xii. Capacity of education management bodies built at all levels on their roles and responsibilities.
- xiii. School-based management and decision-making strengthened.

ACTIVITIES:

61. The following range of activities could be associated with the above strategies and will be considered:

- i. Print and disseminate all key policies, regulations and guidelines to all management bodies and general stakeholders.
- ii. Promote the use of anonymous whistle-blowing systems to parents, students and other stakeholders.
- iii. Sensitise all management bodies and general stakeholders, to key policies, regulations and guidelines including integrity training from EACC.
- iv. Establish monitoring systems and mechanisms at all levels.
- v. Establish inter-ministerial, multi-sectoral steering committee to agree on guidelines for legal proceedings.
- vi. Review and re-cast the TSC Code of Conduct for Teachers.
- vii. Engage with teachers' unions to ensure teacher professionalism in service delivery.
- viii. National stakeholder workshop to review the GAAP.
- ix. Disseminate the revised GAAP.
- x. Sensitize stakeholders to key GAAP commitments.
- xi. Engage with civil society and researchers to support implementation of PETS.
- xii. Institutionalise the Whole School Approach as a means for strengthening community engagement in the processes of school planning, budgeting, management and accountability.
- xiii. Review financial management and procurement procedures.
- xiv. National stakeholder forums to disseminate PETS' findings and develop action plans.
- xv. Recruit auditors for CEBs.
- xvi. Capacity training for in-service auditors.
- xvii. Enforce and monitor current audit rules concerning annual school audits.
- xviii. CEBs to prepare annual school audit reports including follow up to audit recommendations.
- xix. Facilitate consultative/collaboration forums among BoMs, CEBS, NEB etc.
- xx. Facilitate sharing of reports among stakeholders.
- xxi. Encourage websites for CEBS.
- xxii. Develop media engagement strategy.
- xxiii. Draft stakeholder-specific publications and other media strategies.
- xxiv. Support strengthening of EMIS at school- and county-levels.
- xxv. Revamp national EMIS Department.

- xxvi. Resume production of annual data reports disaggregated by gender, region etc.
- xxvii. Commission external expertise to draft performance-based management and appraisal tools.
- xxviii. Stakeholder workshops to review and agree proposals.
- xxix. Develop audit management procedures (ISO).
- xxx. Training for head teachers to strengthen them as teachers, leaders and managers.
- xxxi. Develop a reward system for high-performing managers (head teachers, CEBs etc).
- xxxii. Develop system for the disbanding of non-compliant BoMs and CEBs.
- xxxiii. Undertake client satisfaction surveys.
- xxxiv. Hold annual joint sector reviews and budget review meetings as well as quarterly high-level consultative meetings.
- xxxv. Develop (in a consultative manner) guidelines on roles and responsibilities of all management bodies.
- xxxvi. Develop and deliver comprehensive training packages for management bodies.
- xxxvii. Map all activities related to improving governance and accountability and distil proven practices for potential scale up and streamlining.

NEW POLICIES TO BE DEVELOPED

62. For effective implementation of NESP, a range of national policies will need to be developed and implemented to address areas of concern in the following areas:

- i. Integrated Basic Education Curriculum - National Curriculum Policy Framework (NCPF).
- ii. Co-ordinated, consistent pre- and in-service teacher development - National Teacher Development Framework (NTDF).
- iii. Emergencies and disaster response in education.
- iv. Quality Assurance - Education Standards and Quality Assurance Council Policies.
- v. Mentoring, developing and nurturing of national values.
- vi. Free and Compulsory Basic Education capitation resourcing.
- vii. Basic Education management – new regulations.
- viii. Specific policies of education for sustainable development.

Policies to be Reviewed and Implemented

- i. The Policy Framework for Nomadic Education in Kenya 2009
- ii. The National Adult and Continuing Education Policy of 2010
- iii. The National Special Needs Education Policy Framework of 2009
- iv. The Policy for Alternative Provision of Basic Education and Training (APBET) of 2009
- v. The School Health and Nutrition Policy of 2011
- vi. The Gender Policy in Education of 2007
- vii. The Education Sector Policy on HIV and AIDs of 2004
- viii. National ICT Strategy for Education and Training 2006
- ix. Early Childhood Development and Education policy
- x. Review of Head Teachers' manual.

National Integrated Education Management Information System (NEMIS) Programme

BACKGROUND

63. Data sourcing and management in education sector has been a challenge to the Department and its agencies for a long time. As a result, effective policy formulation, policy implementation and programming have faced difficulties in targeting appropriate interventions. The current situation is characterized by existence of disparate data bases serving specific initiatives and agencies, especially the Teachers Service Commission and Kenya National Examination Council whose data bases support them to carry out their respective functions of teachers' management and national assessment (examinations) respectively. EMIS has data sets which are incomplete because of poor response rates from schools particularly private ones which do not support the Department's demand for data.

64. In most of the cases, the current data capture systems are still manual with submission in hard copy/questionnaires or summaries sent by DEOs. ICT has not been fully utilized to improve the data flows as there is lack of continuous connectivity between the districts and the Department of Education to facilitate data capture and real time transfer at the lower levels. The Kenya National Examination Council has made efforts to carry out online registration of examination candidates with great success and savings in terms of time for head teachers to travel to headquarters.

65. Currently various directorates, SAGAs and TSC are sourcing similar data from schools at different times. This has led to different statistics being available to different users causing conflicting policy decisions by various agencies of the Department. At the lower level (districts) the Department of Education and TSC have been relying on the same staff to carry out the data collection process at different times and using different instruments/questionnaires.

66. Under KESSP 1, the EMIS investment aimed at decentralizing data collection and capture at the district level. Computers and other ICT accessories for the districts were procured and capacity building for clerical officers involved in data capture conducted. The EMIS questionnaire for TSC and Department of Education were harmonized to remove duplications but frequency and timing of data collection was left to each organization thus contributing little in reducing duplication.

CURRENT STATUS OF EMIS

67. Currently the learning institutions are custodians of the records upon which the Department of Education relies as the source of education data collected annually. The records include; School Attendance Registers, Examination Performance records, Transfer Forms, Teachers and other non-staffing records, and Income and Expenditure Statements. The records management at the institutions is not well managed creating data gaps in the EMIS questionnaires/returns.

68. The Head Teachers compile a data submission from the above records and transmit these to the education and Teachers Service Commission officials. Apart from the Zonal Quality Assurance Officers (ZQASO) and Teachers Advisory Centre (TAC) Officials. Area Education Office (AEO) and the District Education Office are the sub-national units closest to schools. Initial education analysis starts at the DEO where data are collated, captured and tabulated for administrative use before they are passed on to the County Education Office for forwarding them to the Department Head Office.

69. The demand for timely and accurate data has become overwhelming since 2009 when printing of questionnaires became inconsistent due to financial limitations and liquidity problems after the

winding up of KESSP 1. Currently the Department has supplied the districts with a data capture system called StatEduc through the support of UNESCO. This system is also being used by TSC to capture and store teacher data from all the public schools. It is a data capture, processing platform and management software with ability to store up-to five years of annualized data returns from schools.

70. The national education policy and legal frameworks place great emphasis on data management and use within the sector for improving decision-making, with specific penalties and sanctions on those providing false data. The County Education Boards (CEBs) have the responsibility to create County Education Data Banks in order to supply the Department with accurate term school data returns. Although the Department of Education is using the Integrated Financial Management System under the National Treasury, the system is not institutionalized at school level. Consequently, learning institutions collect resources from households to finance education inputs. These off-budget resources are rarely reflected in the national education expenditure records.

71. The TSC, KNEC and Department of Education appreciate the need to harmonize and create credible integrated data management centres to support their specific national functions as assigned by the different statutes with little duplication and reduce pressure on providers of these data. The Kenya National Bureau of Statistics is keen on such an arrangement for purposes of supporting national planning and budgeting systems. The Kenya Vision 2030 underscores the importance of education data in social sector planning and supports efforts to make Education Data Management Systems a Flagship Project in the second Medium Term Plan (MTP) 2013-2017.

ISSUES AND CHALLENGES THAT FACE EMIS

72. Challenges facing the education sector with regard to data management are:
- i. Coordination between the Department, its agencies and field offices is weak leading to duplication of efforts.
 - ii. Capacity by districts in terms of staff and computer software/hardware maintenance is weak and inadequate support from head office due to proliferation in the number of districts (288 currently).
 - iii. Records management at most learning institutions is weak which leads to data gaps and poor response rate in EMIS data submission.
 - iv. ICT connectivity between the Department and its field offices is either inadequate or completely lacking.
 - v. Printing and distribution of paper based questionnaires is expensive and time consuming creating urgency in the need to use current technology in collecting data.
 - vi. Database management at the Department is disorganized, disparate and poorly integrated (there are several databases such as FPE, FSE, School Mapping, EMIS, ECDE, Infrastructure etc with little integration among them).
 - vii. Lack of harmonization of institutional and identification codes between the Department of Education and SAGAs cause challenges in terms of accountability and reliability of data.
 - viii. Unreliable data has rendered the EMIS functionally ineffective in supporting users such as directorates, budgeting and planning functions.
 - ix. In the absence of legal provisions guarding against misinformation or non-cooperation in the provision of required data, heads of schools, colleges and other learning institutions provide inaccurate data to suit their unique circumstances.

POLICY FRAMEWORK GUIDING FUTURE EMIS

73. A national policy is required to improve the EMIS function and to support decision making at all levels in the Department and its agencies, that:

- i. institutionalizes the Education Management Information Systems within Headquarters and all 47 Counties;
- ii. institutionalizes EMIS and IFMIS (to capture both on-budget and off-budget education spending) and any other e-governance systems in Headquarters, Counties and learning institutions;
- iii. develops capacity for all relevant education staff in EMIS and IFMIS and any other e-governance systems at county, sub-county and institutional levels; and
- iv. uses birth certificates numbers in learning institutions as a form of identification for admission, capitation and tracking cohorts.

OBJECTIVES OF THE INTEGRATED EMIS INITIATIVE

74. To be able to attain the policy goals in education, an improved EMIS that is integrated across the Department and its agencies is necessary. The proposed integrated EMIS should pursue the objectives of:

- i. establishing a decentralised and integrated education data management system and education sector integrated financial management system that supports County and National planning processes for the sector (County Education Data banks);
- ii. developing a sector wide EMIS Coordination Policy Framework that will institutionalize data sharing, validation and usage across Department's agencies (TSC, KICD, Department and KNEC) in policy formulation, planning, programming and budgeting functions so as to minimize duplication and enhance efficiency;
- iii. building capacity within TSC, Department of Education and KNEC for all relevant staff supporting the integrated EMIS from Headquarters to the Counties in its use and linkage to other systems such as National Treasury IFMIS and any other e-governance systems;
- iv. deploying EMIS and school mapping to support micro-planning and social mobilization at institutional, County level and sub county levels; and
- v. institutionalizing an integrated IFMIS for the education sector to capture on-budget and off-budget spending on education.

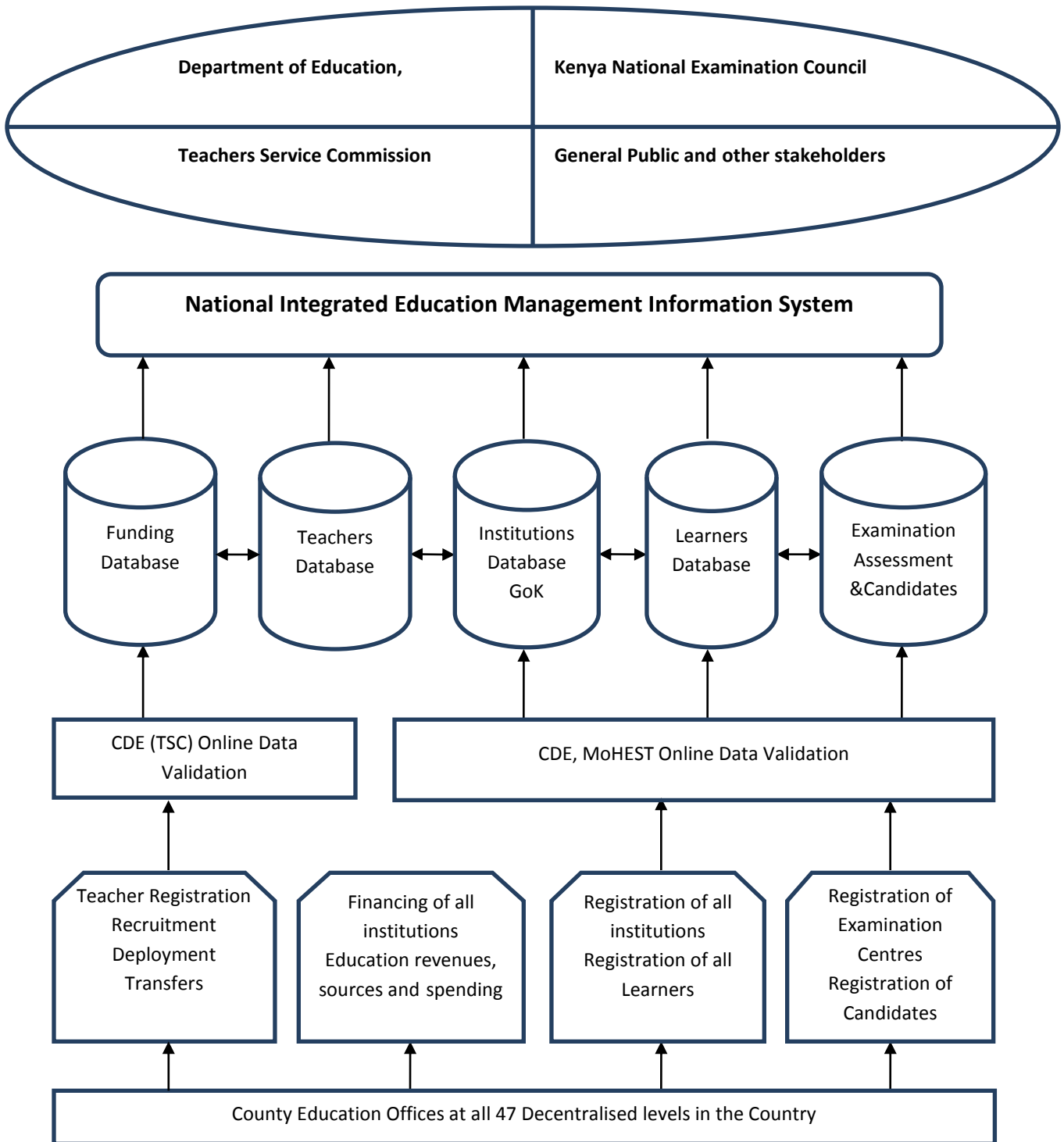
STRATEGIES

75. Strategies under this programme could include:

- i. Review and harmonize the existing and future data needs across the Department and its agencies.
- ii. Develop and install a school records management system (SRMS) in all schools to improve their data management in electronic form and regularly uploaded to the county data banks during each school term.
- iii. Provide one computer per school and its accessories (including connectivity) to enable public schools to capture school records and ensure online data submission.
- iv. Require all private learning institutions to submit accurate data and information to the Department of Education on annual basis required for planning.
- v. Create on-line school data capture system with servers at Department head office and TSC headquarters to receive school data returns from institutions before presenting the same to county officials for validation and final use.

- vi. Use the County Education Boards to validate all details of learning institutions, learner's identity, examination centres and candidates, and details of all registered teachers besides updating the county education data banks.
- vii. Enhance institutional skills and capacity of Department of Education and TSC County officers to enable them undertake most of the functions in the decentralised EMIS structure.
- viii. Publish and share data between Department of Education, TSC and KNEC with all stakeholders in the sector as a means of social mobilization and enhanced micro-planning.
- ix. Resource the County Education Offices with staff and budgets to support data management.
- vi. Enforce punishment for any education officer providing inaccurate data.
- vii. Awareness creation among stakeholders on the importance of accurate educational data.

Figure 8: EMIS and IFMIS Data Management Structure



Communication and Publicity

BACKGROUND

76. Through the Media Act 2009, the Government reaffirms its commitment to the principles of freedom of press and freedom to seek, receive, impart and use information for creation, accumulation and dissemination of knowledge, which are required for the development of an informed society. Education and training sector brings together interests and activities of a wide range of stakeholders that include parents, learners, business community, teachers, politicians, and development partners and labour trade unions among others. In order to achieve consensus among all the players in education sector, there is need for a well-coordinated communication strategy to provide the required support for implementation of education policies.

77. The Department of Education in compliance with the communication objectives of NESP will establish a vibrant and proactive engagement with the Department's staff at the headquarters, county, sub-County/districts levels and external publics particularly the media, the private sector, general public and other Government Departments and development partners in education.

78. NESP therefore will use the mass media and other communication mechanisms at its disposal to enhance efficient, effective and timely delivery of information. An effective Communication Strategy will enhance Government efforts in providing quality education in various ways, including bringing issues to the fore to make them visible in the education discourses and through an agenda-setting role. Further, stakeholders' participation in ongoing initiatives would strengthen accountability within the education sector.

CURRENT STATUS

79. The Department of Education has initiated activities which include production of communication documents such as: Communication Strategy in Education, Service Charter, Governance Manuals and Safety Manuals; Creation of communication channels with trained personnel; Periodic engagement with the print and electronic media through press conferences, press releases, advertising; production and distribution of other information, education and communication (IEC) materials such as calendars, newsletters, T-shirts, banners; and communication with internal and external public through internet, workshops, memos, circulars, letters, faxes, and telephone. Despite all these, the Department of Education is still faced with communication challenges. Funding levels for communication initiatives have been inadequate. Thus, the delivery of key messages to stakeholders has not been effective and hence there is need to ensure that there is a functional communication strategy that will ensure awareness of Department initiatives and services with a view to securing the necessary understanding and support from the public and critical stakeholders.

ISSUES AND CONSTRAINTS

80. Effective communication in the education sector is still constrained by the following:
- i. Communication Strategy that has not been operationalized effectively in the Department of Education and has not been centrally coordinated to serve the diverse needs of the public.
 - ii. Limited public information on the implementation and achievements of Department of Education initiatives, especially at the decentralised levels.
 - iii. Prohibitive electronic and print media costs which hinder the education sector from achieving wider dissemination.
 - iv. Inadequate funding for communication activities causing delays or non-implementation of communication strategies.

- v. Limited feedback from education clients to the Ministries due to use of non-effective communication channels which fail to address certain themes, regions and targets.
- vi. Weak communication mechanisms and structures between different directorates and among programmes of the Department of Education.
- vii. Lack of harmonized communication strategy between the Department and SAGAs.

POLICY FRAMEWORK

81. The communication strategy is derived from the guiding principles of Basic Education, section 4 (q).

OBJECTIVES

82. The main aim of this programme is to enhance the cooperation, consultation and collaboration in the Ministry, the National Education Board, and County Education Boards, education and training institutions and other related stakeholders on matters related to education. The specific objectives of the Communication Strategy include:

- i. building capacity of stakeholders to make informed decisions about education;
- ii. enhancing awareness and knowledge of all stakeholders about NESP and its associated programmes;
- iii. stimulating dialogue amongst all stakeholders;
- iv. strengthening the implementation efficiency and overall effectiveness of education reform agenda;
- v. facilitating media engagement and activation through continuous information sharing;
- vi. improving the image and profile of the Department of Education; and
- vii. facilitating effective dissemination of information implementation of key reforms among education stakeholders.

STRATEGIES

83. Given the central role played by communication in supporting the delivery of quality education and training, the NESP Communication Strategy intends to strengthen information and communication through the:

- i. implementation of a well-coordinated information sharing mechanism across all the directorates, through use of various channels such as a website, IEC, interpersonal communication, telephone, fax, workshops, memos, circulars, press and electronic media etc.;
- ii. engagement with the media to live up to the provisions of the Media Act 2009;
- iii. mobilization of resources for communicating activities to ensure timely and consistent message delivery to all education stakeholders in all geographical areas and in languages they understand;
- iv. sensitization of field officers in the basic tenets of communications to enable them handle all communication matters at the school and county levels; and
- v. show-case the Department of Education's achievements in trade fairs and exhibitions.

School-Based Auditing

Background

84. The Schools' Audit Function entails conducting annual and periodic auditing of education institutions as required by the Basic Education Act 2013. This function involves planning, developing, disseminating, implementing and reviewing school audit policies, standards, systems and procedures; providing quality audit services to public educational institutions; carrying out systems audit reviews to

advise on financial management matters in line with Government statutes, guidelines and International Standards on Auditing; evaluating the appropriateness of accounting policies used as well as the overall presentation of the financial statements of education institutions; assessing risks of material misstatement of the financial statements; reviewing internal control systems; assessing the economy, efficiency and effectiveness with which an institution's resources are utilized; performing procedures to obtain evidence on the entries and disclosures in the financial statements; and evaluating and assessing risk management, controls and governance processes aimed at strengthening internal controls. It also involves initiating strategic interventions for emerging audit issues and managing financial information access.

CURRENT STATUS

85. The Schools Audit Unit is a special functional unit of the Department of Education that is charged with the responsibility of auditing, monitoring and evaluating financial management practices in public educational institutions which include Primary Schools, Secondary Schools, Teacher Training Colleges, Tertiary Institutions and schools for the physically handicapped. The unit also reviews and issues certification for annual audited accounts for secondary schools and institutes of higher learning. It is also understood in principle that the unit will take up the audit of Early Childhood Development Education (ECDE) Centres, vocational institutions, Adult Education and Correspondence Learning Centres.

POLICY FRAMEWORK

86. Section 88 of the Basic Education Act, 2013 entrenches the audit function into the Department's legal framework and provides the mandate for the development of audit functions to support national policies of quality and probity assurance.

87. The obligation of providing basic education to all children requires large amounts of public funds to be expended through the prioritized investments identified in national education policy. In order to ensure effective utilization of these resources and to sustain the confidence of the benefactors, the Department of Education has re-emphasized the oversight role of audit and financial quality controls in the financial management systems of educational institutions. This emphasis is reflected in the commitment to *achieve 100% transition from primary to secondary* and having in place a *cost-effective system of sustainable financing*. The policy framework requires the development of a *financial management system to capture both budgetary and off-budget resources in schools*. Through an effective audit regime, the Department of Education is committed to *improving the management, monitoring, targeting and effectiveness of decentralised funds*.

CHALLENGES AND CONSTRAINTS

88. School auditing faces the following challenges:
- i. Increased scope of audit in terms of number of institutions requires a review of resource and operational needs.
 - ii. The change of audit approach from the current desk review to a site/systems risk-based audit will lead to a higher demand for the quantity and quality of resources - both physical and human.
 - iii. The existing backlog in annual audit is a strain on existing resources and may require substantial investment before audit operations can be regularized.
 - iv. Current lack of capacity and a personnel work and conditions framework is constraining the development of new systems and approaches to meet the challenges of future expectations.

- v. Lack of operational independence of the auditors as the officers still depend on other departments for funding and operational resource supplies.
- vi. Funding for staff development is limited.
- vii. There is no uniform financial IT software for use in schools or for audit functions.
- viii. Many of the officers are barely computer literate and lack data communication skills.
- ix. AiE entitlements achieved in the year 2012 were still limited compared to the task in the hands of the unit.
- x. There is shortage of detail in the operating manuals both for annual audit and financial systems monitoring.
- xi. The unit does not have an adequate database for institutions and key operating data items. The absorption of ECDE and vocational institutions into audit tasks means that the unit must review its data collection, analysis, and storage and retrieval capacity.
- xii. The unit lacks an enabling office infrastructure with many of the offices, especially field offices, being housed in dilapidated structures.
- xiii. The financial and procurement systems are weak at country and school level.
- xiv. The Department of Education lacks a devoted risk assessment/strategy unit to maintain an oversight of the funds that are channelled to institutions under FPE/FDSE and in future through the ECDE and vocational institutions.

GOALS AND OBJECTIVES

89. The overall objective of the audit function is to deliver efficient, timely and effective audit services to public educational institutions and their managers. To achieve the overall goal, the specific objectives include:

- i. developing and implementing a framework for improving the capacity of the auditors;
- ii. establishing a framework for enhanced staffing;
- iii. re-engineering audit workflow processes;
- iv. improving the audit work environment;
- v. integrating IT into the audit workflow systems; and
- vi. strengthening and deepening annual audit, systems audit and oversight functions.

STRATEGIES

90. To achieve the above objectives the following range of strategies will be considered:
- i. Formulate training and skill-development plans, including induction.
 - ii. Develop and implement effective performance appraisal mechanisms for education staff.
 - iii. Enhance continuous and effective field work monitoring and evaluation through adequate funding and schedules.
 - iv. Review, establish and document the scope of audit work within a Scheme of Service.
 - v. Review and develop audit work flow processes.
 - vi. Review and improve a two-way audit data communication capabilities.
 - vii. Establish a strategy and communication centre for knowledge/strategy/risk management issues.
 - viii. Explore and determine IT data requirements for the audit department
 - ix. Explore and determine financial IT data requirements for institutions and define an interface for external access by the audit department
 - x. Formulate a framework for the overall integration of IT into audit data systems.
 - xi. Integrate and implement a risk-based audit approach to audit procedures at all levels and circumstances.

- xii. Strengthen financial management and procurement systems at national, country, sub-country and school levels; and
- xiii. Mount capacity development for school managers on financial management and development of effective procurement systems at county, sub-county and institutional levels.

LOGISTICAL FRAMEWORK

Each implementing authority will use the Logistical Framework as the basis for the development of their annual work plans arising from the NESP Volume Two: Operational Plan. See Annex Two.

COST ESTIMATES

An inputs expenditure estimate has been made for each priority. These are collated in Annex Three. Each implementing authority should refer to these estimates as the basis for preparing a comprehensive outputs budget as part of its annual plan.

PRIORITY TWO: ACCESS TO FREE AND COMPULSORY BASIC EDUCATION

Instructional Materials and Operational Expenses

BACKGROUND

91. Since attaining political independence in 1963, the country's education sector has been persistently faced with unsatisfactory access to all levels, especially at ECDE as well as low retention, survival rates and transition rates among levels. Among other factors, the high cost of education, a high household poverty index, inhibitive socio-cultural practices, ignorance and high incidence of disease have contributed to equity issues in education.

92. In order to reduce the cost burden of primary and secondary education to parents, the Government re-introduced Free Primary Education (FPE) as well as introducing Free Day Secondary Education (FDSE) with annual capitation per child of Ksh. 1,020.00 for primary and Ksh 10,265.00 as tuition for day and boarding secondary schools. The Government further recommended Ksh. 18,635 per student as the cost of boarding secondary education to be paid by parents, thus giving a total of Ksh. 28,892 per student per annum for boarders including the government subsidy for tuition of Ksh 10,265.00. In addition, the parents were expected to pay charges for lunch (for day scholars only), uniform, caution money, personal effects, examination fee and development projects at a maximum fee of Ksh. 2,000.00 or more subject to approval by members of the board, District Education Board (DEB) and Department of Education headquarters.

93. The Government will include other sub-sectors such as ECDE, ACE, SNE as well as support for Alternative Provision of Basic Education and Training (APBET) centres to fulfil its commitment to the provision of quality basic education and training to all citizens.

94. As a member of the Commonwealth of Learning (COL) countries, Kenya hosted international conferences on Open and Distant Learning (ODL) in secondary education and University education sub-sectors in 2004 and a symposium in 2013. However, the country has not yet started open schooling secondary education to benefit from open education resources (OER) as many member states have through the co-ordination of UNESCO.

95. In providing learners with opportunities to achieve their potential to the fullest, the Government has targeted the reduction of the textbook pupil ratio from 1: 3 to 1:1, consistent with the Kenya Vision 2030. In addition, to supplement Government efforts in the provision of quality education, schools are expected to finance their operational costs to enable them meet the following expenditure throughout the year:

- i. Support staff wages.
- ii. Repair, maintenance and improvement of school buildings and equipment.
- iii. Finance pupil's activity at school level.
- iv. Quality assurance expenses that include school based examinations.
- v. Official travel expenses for teachers, non-teaching staff and Board of Managers (BoMs).
- vi. Electricity, water and conservancy.
- vii. Postage/box rental, telephone, advertising, electronic media for internal and external communications.
- viii. Lunch and medical expenses.

- ix. Information Communication Technology (ICT) expenses, sanitary towel for girls, security, environment, and emergency response.

96. Global trends indicate increasing partnerships among stakeholders in providing education. In Uganda, Botswana, Nigeria, Malawi, Philippines and Japan, the government pays for direct cost of free primary education and junior or lower secondary classes while parents pay the full cost of education in senior secondary classes compared to direct cost of FPE and tuition for FDSE paid by the Kenya Government while parents pay other levies.

CURRENT STATUS

97. As highlighted in Part 1 above, the performance of the country's education sector has been less than optimal. The cost of financing and sustaining the FPE and FDSE programmes has been a big challenge due to the high increase in student enrolment. For example, the annual allocation for FDSE in the printed budget estimates was not been increased for the years 2009/2010, 2010/2011 and remained constant at Ksh. 16.6 billion except in 2012/2013 financial year at Ksh.19.7 billion. The Department, Directorate of Secondary and Tertiary Education, experiences recurrent delays in timely release of funds and has always cleared outstanding balance of previous financial year deficit funds disbursement to schools using funds budgeted for next financial year.

98. In order to enhance the capitation for the purchase of teaching/learning materials and to cater for other general operational expenses, the NESP Working Team recommended an enhanced annual FDSE capitation of Ksh 13,587 and FPE capitation of Ksh3,060 per child with an annual capitation per pupil of Ksh.2,042 for all 4-5 year-olds at ECDE centres. The Odhiambo Task Force Report (2011) recommended an annual capitation of Ksh19,238 for boys and KSHs20,000 for girls as the government subsidy for FDSE including the capitation grant for meals amounting to Ksh5,799 per student. The Parliamentary resolution adopted in 2011 recommended the doubling of the current capitation of FDSE to Ksh20,530 and tripling the FPE capitation to Ksh3,060 per child.

99. Arising from unit cost analysis of the Parliamentary recommendations and the Task Force Report, the cost of implementing free and compulsory basic education, as provided for in Article 53 of the Constitution of Kenya 2010 and the Basic Education Act, 2013, will be substantial. Considerations to sustaining funding at an adequate level should include:

- i. Continuation of the current FPE and FDSE initiatives with an increase in the annual capitation per child especially after curriculum review.
- ii. Mainstreaming ECDE, SNE, and education for youth below the age of 18 years who are learning in ACE and APBET centres offering regular primary and secondary curricula into primary education and secondary systems.
- iii. Integration of secondary education and ACE into free and compulsory basic education.

POLICY FRAMEWORK

100. In line with both international commitments as well as Kenya's legal frameworks, the Government is committed to safeguarding the right of every Kenyan child to free and compulsory basic education. This will increase the demand for teaching and learning materials and other recurrent expenditures.

101. The Government will continue construction, expansion and rehabilitation of infrastructure to accommodate the increase in enrolment

ISSUES AND CONSTRAINTS

102. Implementation of FPE and FDSE has resulted in increased enrolment without commensurate increase in either infrastructure or personnel. This has led to overstretched facilities, overcrowding in schools inefficient teacher utilization and high teacher to pupil ratios in some schools, thus affecting the quality of education at primary and secondary levels. Other constraints include:

- i. Ensuring equity across the country due to high disparities.
- ii. High rate of wear and tear of textbooks particularly in rural areas impeding attainment of acceptable text-pupil ratios.
- iii. Loss/theft of instructional materials in some regions of the country
- iv. Diminished parental support due to the public perception of FPE declaration that parents no longer have any obligation in providing for their children's school needs.
- v. The FPE capitation grant has remained constant at Ksh1,020 since 2003 whereas the FDSE grant has remained Ksh 10,265 since 2008 notwithstanding the prevailing inflation trends.
- vi. Inconsistent and inaccurate statistical data on enrolment figures submitted to the Department's respective Directorates by some head teachers of primary schools, secondary schools and other learning institutions such as ACE, SNE and NFE centres
- vii. Arbitrary increase of fees and or the charging extra levies especially in primary and secondary schools without seeking authority from BoMs, SMCs, and PTAs which adds to the indirect cost of education. This increases the burden of educating a child for poor households and families, vulnerable and orphaned children, marginalized communities, ASAL and pockets of poverty areas, urban-slum and rural poor districts, contrary to the guidelines issued by the Department of Education.
- viii. New and unregistered secondary schools are not eligible to benefit from FDSE capitation until they are registered and have a principal appointed and posted by the Teachers' Service Commission and who can be held accountable for public funds.
- ix. Adult and continuing education/learning resource centres that offer secondary education curricula to students below the age 18 do not benefit from the current FDSE funds.
- x. Funding for ECDE programmes which is now devolved to County Governments, is limited, thus reducing access at this level.
- xi. Limited opportunities in secondary schools to increase access and transition from primary to secondary level targeting KCPE and KCSE graduates; primary and secondary school dropouts; young mothers; working adults; and youth who missed out on schooling in their childhood and would like to continue with secondary education at affordable costs to improve their livelihoods.

GOAL AND OBJECTIVES

Goal:

103. To ensure access, equity, retention and quality of education through sustained provision of adequate teaching and learning materials and funds to meet other recurrent operational expenditures for all children in basic education institutions.

Objectives:

104. The specific objectives of this investment include:

- i. Providing equitable learning resources/instructional materials and funds for operational expenses in ECDE, primary, secondary, SNE and ACE learning centres.
- ii. Ensuring sustainability in financing free and compulsory basic education including ECDE, primary, secondary, SNE schools including ACE and APBET centres offering regular curricula to youth below the age of 18 years.

STRATEGIES

105. In order to achieve the above objectives, the following range of strategies will be considered:
- i. Continue with the disbursement of FPE and FDSE capitation grants for instructional resources/learning materials and operational expenses and to include learners in ECDE, SNE, APBET and youth below the age of 18 years learning in ACE centres offering regular curricula for primary and secondary cycles.
 - ii. Review and harmonize the current capitation grants based on unit cost for both FPE and FDSE to include learners in ECDE, SNE, APBET and ACE centres offering regular curricula for youth below age 18 years.
 - iii. Prioritize mainstreaming of ECDE and SNE and progressively integrate secondary schools, and ACE learning institutions offering secondary curriculum for youth below age 18 as part of free and compulsory basic education
 - iv. Review and develop instructional materials and management documents for use in public primary schools and other basic education institutions.
 - v. In collaboration with development partners, through the Commonwealth of Learning (COL) establish one Open Schooling for secondary education in each of the 47 counties to increase access and transition from primary to secondary level.

BASIC EDUCATION INFRASTRUCTURE INVESTMENT

Background

106. Good physical facilities are important to enhancing school attendance, and in turn pupils' achievement. Despite Government and stakeholder efforts, the achievement of EFA goal No. 2 target for Universal Basic Education by 2015 has been hampered by poor school infrastructure in Kenya. This is due to, among other factors, inadequate funding to meet the rapid quantitative expansion of education resulting from the introduction of Free Primary education (FPE) and Free Day Secondary Education (FDSE) programmes. As a result, the government, communities, parents, NGOs, FBOs, and other stakeholders through School Management Committees (SMC), Boards of Management (BoMs), Multipurpose Development Training Institutes Management Committees (MDTIMC), and Adult Basic Education Centres Management Committees (ABECMC) have given the development of learning Institutions infrastructure a high priority in the recent past.

107. Learning infrastructure in this context refers to the provision of: classrooms; sanitary environmental facilities; administration blocks; dormitories; laboratories and science rooms; dining halls; libraries; workshops; and other specialized facilities targeting special needs education. It also includes both fixed and movable furniture and equipment which are used in these facilities.

108. Despite the huge investments, the demand for institutional infrastructure particularly in Arid and Semi-Arid Lands (ASAL) regions, marginalized communities, poor rural areas, vulnerable and orphaned children, informal urban settlements and pockets of poverty, still remains high. Existing facilities in most institutions including those offering Special Needs Education (SNE) and Adult and Continuing Education Centres (ACE) are incomplete, inadequate or dilapidated. In addition, there are a limited number of schools serving the populations in many isolated ASAL regions and in low-income areas within large urban centres, poor rural districts, marginalized communities, and in other pockets of poverty.

CURRENT STATUS

109. Initiatives that have supported construction and rehabilitation of infrastructure in institutions in areas inhabited by predominantly poor communities have to a large extent been funded by the government, development partners and other stakeholders.

110. Kenya Government's largest investment in infrastructure is largely administered through the Constituency Development Fund (CDF), Local Authority Transfer Fund (LATF) and infrastructure grants disbursed to schools by the Department of Education. Despite increasing poverty levels, the Government initiatives and other stakeholders' contribution in provision of education in this country have been supplemented by significant community contribution in form of labour, materials and management of the projects.

111. The Department of Education has established Educational Assessment and Resource Centres (EARCs) in 71 districts and two others, one at Kenya Institute of Special Education (KISE) and another at Kenyatta National Hospital. The role of EARCs is to identify children with special needs, assess their special needs, and advise teachers and parents on placement and educational support. There is need to extend the services offered at EARCS to all the 288 districts. However, these Centres have limited or no special needs assessment facilities.

112. The Community Support Grants initiative has been instrumental in expanding access to ACE/APBET programmes and improving the learning environments thus attracting more learners to these centres including prisoners. The funds were given to 900 centres out of a total of 9,081 centres and were used to improve the learning environment from under trees and inappropriate pre-primary classrooms to adult friendly classrooms. The funds were also used for construction of ramps, parking bays, adapted toilets, and adjusted walk-ways to be disability friendly. This culminated in an increased enrolment of learners from 109,973 in 2004 to 278,736 in 2011.

113. Government grants have been provided to secondary schools for special needs and to 161 special boarding schools (147 primary schools, 8 secondary schools and 6 technical/vocational institutions) for construction and/or rehabilitation of appropriate physical infrastructure (classrooms, dormitories, specialized rooms); child-friendly water, and gender sensitive sanitation facilities separate for boys and girls to ensure accessibility by learners with special needs and disabilities. Further, the Department of Education has facilitated some learning institutions with funds and technical advice to make them disability friendly for the construction of ramps, parking bays and adapted toilets and adjusted walk-ways to be disability friendly. The Department has also initiated an affirmative action towards addressing the issues of disability mainstreaming, such as increased threshold on taxable income and tax waiver on importation of assistive devices.

114. Grants have been disbursed to both primary and secondary schools including Teacher Training Colleges (TTC) for expansion and rehabilitation of existing infrastructure, construction of new schools, and improvement of water and sanitation, environment and security facilities including infrastructure disaster emergency response.

115. The significant increases in school enrolments have led to overstretched facilities most of which have limited space for expansion due to shortage of land especially in urban areas and Mombasa Island.

ISSUES AND CONSTRAINTS

116. Kenya faces a number of constraints in its efforts to meet both national and international commitments in enhancing access, equity, survival and transition rates to education. These include:
- i. The poor state of school infrastructure cutting across all institutions of learning and TTCs due to inadequate government budgetary allocation to finance infrastructure, lack of investment, poor construction standards and inadequate maintenance.
 - ii. General inadequate and dilapidated infrastructure and shortage of permanent classrooms, particularly in ECDE, primary and secondary schools within ASAL, urban slums and pockets of poverty and rural areas in poor districts.
 - iii. Limited numbers of ECDE, primary, secondary, TTC, SNE, and ACE learning institutions serving poor populations in isolated rural areas, those living in low income areas like urban slums, ASAL and other pockets poverty.
 - iv. Poor schooling environments restricting children with disabilities to access all levels of education. This hampers the implementation of inclusive education in Kenya.

POLICY FRAMEWORK

117. The free and compulsory basic education infrastructure investment focuses on equity in access which is anchored in various international conventions, protocols, national policies and laws. These include: Universal Declaration of Human Rights (1948); UN Universal Declaration of Human Rights (1948); Convention on the Elimination of all Discrimination against Women (CEDAW) (1979); The Convention on the Rights of the Child (CRC) (1989); UN Standard Rules on Equalization of Opportunities for Persons with Disabilities (1993); Education for All (EFA) (Jomtien-Thailand, 1990 and Dakar Senegal, 2000); Children's Act (2001) and the Persons with Disability Act (2003). Others include: Millennium Development Goals (MDGs); United Nations Decade of Education for Sustainable Development (2005-2014); The UN Convention on the Rights of Persons with Disabilities (2006); The African Union Plan of Action for the Second Decade of Education for Africa (2006-2015); The New Partnership for Africa's Development (NEPAD); and East Africa Community (EAC) ECDE, Primary, Secondary, ACE and SNE Education Strategies on Access, Equity and Quality of Education (2013).

118. The Government of Kenya has entrenched these international commitments in the Constitution as well as education legal and policy frameworks. The Jubilee Manifesto has also created an enabling environment for private sector participation through tax incentives to set up more post-primary institutions to increase access and transition rate from primary level to secondary education, University and middle level colleges.

GOAL AND OBJECTIVES

Goal:

119. The overall goal is to enhance equitable access to all children through provision of adequate infrastructure in ECDE, primary, secondary, ACE, APBET, SNE learning institutions offering free and compulsory basic education in Kenya.

Objective:

120. The specific objective is to improve access by constructing, rehabilitating and expanding existing infrastructure in public ECDE primary, secondary, APBET, and ACE centres offering free and compulsory basic education curricula.

STRATEGIES TO ACHIEVE THE OBJECTIVES

121. The following range of strategies will be considered:
- i. Disburse funds for infrastructure rehabilitation and new construction in ECDE, primary, secondary, TTC, SNE, APBET and ACE learning centres.
 - ii. Establish pre-primary, primary, low cost boarding primary schools, feeder schools in ASAL and urban slum primary schools, rescue centres, and secondary schools in ASAL, urban slums, pockets of poverty and hard to reach and vulnerable areas.
 - iii. Ensure that infrastructure in all learning institutions are learner-friendly.
 - iv. Provide adequate housing for teaching staff in all institutions but particularly targeting schools in ASAL, poor rural districts, pockets of poverty, urban slums, marginalized groups and hard to reach areas.
 - v. Continue to provide infrastructure grants to construct new, expand, rehabilitate, and complete on-going and stalled infrastructure projects including disaster infrastructure emergency response in all learning institutions.
 - vi. Work in strategic partnership with development partners, NGOs, line ministries, communities, parents, and other stakeholders for the provision of infrastructure in all public ECDE, primary, secondary including SNE, APBET, and ACE centres.
 - vii. Establish an Adult Literacy Centre near every primary school, secondary school and or a Faith Based Organization (FBO) institution.
 - viii. Enforce inclusive design principle as a norm to design accessible schools and buildings.

Laboratory and Laboratory Equipment Investment

BACKGROUND

122. The Kenya Vision 2030 identifies Science, Technology and Innovation as a foundation for the social and economic development. The national development blueprint recognizes the role of Science and Technology in development as new knowledge is expected to boost wealth creation, social welfare and international competitiveness. With increased unemployment and the need to provide skills that will enable the youths to be self-employed and compete in the global job market, there has been increased need to promote science as the avenue through which self-sustaining skills can be imparted. As a result the government, with the support of other stakeholders has increasingly given the construction of science laboratories, science rooms, provision of laboratory equipment and science kits priority mainly in public secondary schools

123. Laboratories and Science rooms here refer to the buildings that are designed and fitted with tools and equipped with chemicals that are necessary for effective teaching of science subjects. Laboratory equipment, apparatus and science kits are those tools that facilitate the effective teaching of science and other skills oriented subjects. Improvement of infrastructure including computer laboratories, installation of electricity lines or solar power in all primary schools in phases will make it possible to implement the Jubilee Manifesto's free laptops to all pupils in standard one with effect from January 2014.

CURRENT STATUS

124. After introducing the Laboratory Equipment grant in 2002/2003 Financial Year, the Department of Education has continued to disperse recurrent grants to secondary schools. This initiative is currently supplemented by development partners especially Oil Producing and Exporting Countries (OPEC), African Development Bank, (ADB/GoK)/Education III Project (finished June 2013), The School Equipment

Production Unit (SEPU), parents mobilization of funds through Parents Associations (PTAs) development projects, Local Authority Government through Constituency Development Funds (CDF), Public Private Partnerships (PPP) especially in primary, secondary and to some extent SNE and ACE learning centres.

125. Despite these investments in construction of school laboratories and purchase of laboratory equipment, there is still a big gap that requires continued and expanded investment to ensure quality learning in all the schools. Already the amount disbursed to each beneficiary school has diminished to about Ksh160,000 each financial year, which has limited the benefit impact to 7,211 public secondary schools with an enrolment of 20,036,365 (January 2014).

126. The performance of sciences in secondary schools has been improving since the introduction of laboratory equipment grants in 2003 in secondary schools and the introduction of the Strengthening of Science and Mathematics Education (SMASE) initiative. However, this gain is currently hampered by the increase in enrolment of secondary schools following the introduction of Free Day Secondary Education (FDSE) in 2008. In addition the current GoK laboratory and equipment grants does not comprehensively cover schools for learners with special needs, and excludes ACE learning centres and primary schools.

POLICY FRAMEWORK

127. Kenya's education and development frameworks confirm that one of the government's highest priorities in the medium and long term plan will be to ensure affordable and equitable access to education through several strategies. These include collaborating with strategic partners, private sector, and NGO's in the provision of infrastructure including laboratory and laboratory equipment and facilities such as laptops for standard one pupils by 2014 as articulated in Jubilee Manifesto.

ISSUES AND CONSTRAINTS

128. The challenges of laboratory and laboratory equipment investment include:
- i. Inadequate laboratories and laboratory equipment especially in ASAL and poverty-stricken rural and urban slum areas.
 - ii. Lack of laboratories and workshops at KICD which makes curricula for science, languages and technical subjects largely theoretical.
 - iii. Uncoordinated investment of various funding initiatives, poor construction standards and inadequate maintenance.
 - iv. An ever increasing number of new schools being erected by the Constituency Development Fund (CDF) and Local Transfer Authority Fund (LATF) committees and other stakeholders for social, economic and political reasons. Most of them have classroom structures but lack laboratories and laboratory equipment.
 - v. The running of national examinations of practical science subject papers where examinations are conducted in crowded rooms, in several shifts and with candidates sharing equipment.
 - vi. Many schools in ASAL and poverty stricken and urban poor areas have improvised make shift laboratories and laboratory equipment. Students only get access to actual laboratory equipment during examination time.
 - vii. Constrained investment in the provision of science rooms and science kits to expose learners to science at an early age in primary schools.
 - viii. Secondary schools for students with special needs and ACE secondary schools including primary schools do not benefit from the current Laboratory and capitation grants.

- ix. Inadequate or absence of computer laboratory and teaching accessories for ICT learning in pre-primary and in primary schools, secondary schools and other institutions of basic education in the country.
- x. Absence of guidelines on the use of computers, maintenance and general safety of handlers of hard ware equipment and chemicals in institutions of learning.

GOAL AND OBJECTIVES

Goal:

129. The investment goal is to provide quality learning environments in basic education institutions through provision of equitable, adequate laboratory infrastructure and laboratory equipment.

Objectives:

130. The range of objectives includes:

- i. Providing improved accessible laboratories, science rooms, laboratory equipment and science kits to ensure quality education in primary schools, secondary schools SNE, primary, and secondary schools, teacher training colleges, ACE learning centres offering secondary curricula and primary schools.
- ii. Facilitating construction and renovation of laboratories, science rooms, laboratory equipment and science kits for disadvantaged learners in ASAL and poverty stricken rural and urban areas.
- iii. Coordinating and harmonizing the provision of laboratories, science rooms, laboratory equipment and science kits from different stakeholders.

STRATEGIES

131. The following range of strategies for the provision of equitable adequate laboratory and laboratory equipment will be considered:

- i. Provision of grants for rehabilitation or construction of new learner friendly laboratories and science rooms, rehabilitation, maintenance and expansion of existing laboratories , science rooms and purchase of laboratory equipment and science kits in targeted learning institutions.
- ii. Working in strategic partnership with development partners, NGOs, line ministries, communities, parents, and other stakeholders for the provision and improvement of learning institutions' laboratories, laboratory equipment, science rooms and science kits in basic institutions of learning.
- iii. Facilitating schools and communities to construct and renovate laboratory facilities in disadvantaged areas e.g. ASALs, urban slums, and pockets of poverty areas.
- iv. Development of guidelines for the use of computer laboratories, maintenance and general safety of handlers of laboratory hardware, equipment and chemicals in basic institutions of learning.

Bursaries, Grants and Scholarships Investment

BACKGROUND

132. In an effort to mitigate the adverse effects of poverty and other factors hindering access to education at all levels, the Government has implemented demand-side financing initiatives. These include the Constituency Development Fund (CDF), Secondary Education Bursary Fund (SEBF) and the FDSE initiative. These interventions cushion some vulnerable groups, namely vulnerable children from poor households and others who are affected by HIV and AIDS, children in drought-prone areas and

enhance their opportunity to benefit from free basic and compulsory education, especially at secondary level.

CURRENT STATUS

133. To enhance access to education, the Department of Education provides needy students in secondary schools with bursaries, grants and scholarships in order to meet their schooling expenses. The SEBF has enhanced access to secondary school education. Under this arrangement, funds are disbursed from the Department of Education head office to constituencies. At the constituency level, the funds are allocated to the needy students (such as orphans, and other vulnerable children) using guidelines provided by the Department of Education and are subject to audit process by the office of Auditor general and School Audit unit.

134. The Jubilee Manifesto is committed to expanding this fund by bringing other bursary scheme providers on board through tax incentives to private companies. In the past, development partners especially the African Development Bank provided bursary scholarship award to needy secondary students in 350 schools under Education III project but the term ended by 30/06/2013. Demand-side financing tools have not been extended to Teacher Training Colleges where there is a reported need.

ISSUES/CONSTRAINTS

135. In spite of the fact that stakeholders' participation has been enhanced in bursary allocation to improve accountability and transparency, the following challenges exist:

- i. Inadequate structures to ensure transparency and accountability at CBF level, thus leading to poor targeting by the Constituency Bursary Fund (CBF) committee. There are many uncoordinated providers of bursary funds such as CDF, LATF, NGOs, Corporate bodies, individuals and Faith-based organizations that may target same beneficiaries.
- ii. Disbursement of funds to genuine beneficiaries.
- iii. Weak monitoring and evaluation mechanisms.
- iv. Insufficient funding allocated to meet the poor and deserving students' total fee requirements for the 4-year cycle.
- v. Limited studies on the impact of the bursary schemes and other support mechanisms on access rates to secondary education and teacher development.
- vi. No policy has been developed on awarding of scholarships to needy students in basic education institutions.

136. In addition to the aforementioned, the youth in Arid and Semi-Arid lands, marginalized and hard-to-reach areas and informal settlements are further disadvantaged by the limited number of schools and school places available, and the costs thereof. Regional disparities present a major challenge in making quality secondary education affordable in all parts of the country. Further, emergencies such as ethnic or/and inter-clan conflicts, tragedies like fires and floods have negative effect on provision of education services.

POLICY FRAMEWORK

137. The demand-side financing strategies are guided by various legal frameworks that make basic education free and compulsory. The Sessional Paper No. 14 of 2012 provides a policy framework through which the Government is expected to meet the commitment of providing financial support to bright students who are admitted to best-performing schools and also to establish a business bursary scheme where private companies will be given tax incentives to contribute to this fund.

OVERALL GOAL AND OBJECTIVES

Goal:

138. The overall goal of bursary, scholarship is to increase access to secondary education to students in public secondary schools especially those coming from poor household families, orphans and vulnerable children from marginalized groups, urban slums, streets, displaced, rescue centres due to inhibitory socio-cultural practices.

Specific objectives:

139. The specific objectives of the demand-side financing initiatives to be considered, include:
- i. Enhancing access, improving transition rates and reducing regional disparities (equity) to secondary education by cushioning vulnerable children from poor households against effects of poverty and HIV and AIDS. All children with disability are expected to access and complete secondary education.
 - ii. Increasing equity by reducing regional and gender disparities through supporting selected secondary schools in isolated poverty spots in otherwise potential areas.
 - iii. Providing funds for improvement of infrastructure in ASAL and pockets of poverty areas to mitigate the effects of calamities that may destroy existing infrastructure.
 - iv. Paying the retirement benefits of workers employed by Boards of Management (BoMs) in public secondary schools who are holders of the GP 33 Form.
 - v. Awarding academic excellence scholarships to top needy boys and girls who excel in KCPE and are admitted to national schools or top performing county schools and are likely to drop out of school because of lack of funds to pay fees and other schooling expenses.

STRATEGIES

140. In order to achieve the above objectives, the following range of strategies will be considered:
- i. Improve and enforce the guidelines and framework used to co-ordinate and administer the provision of bursaries so as to cushion vulnerable children from poor households against effects of poverty, HIV and AIDS, disabilities, girl child and social and political conflicts.
 - ii. Provision of ASAL grants to selected secondary schools found in districts classified as Arid and Semi-Arid Lands to mitigate effects of drought and other natural and man-made calamities that hamper parents to pay fees.
 - iii. Support and strengthen scholarship affirmative action programmes such as the Northern Kenya Education Trust (NoKET).
 - iv. Provision of Pockets of Poverty grants to the needy public secondary schools in pockets of poverty areas to provide quality Education.
 - v. Disbursement of Service Gratuity grants to pay retirement benefits to retired workers employed by Boards of Management of public secondary schools who hold GP 33 Forms and were in employment before or by June, 1993.
 - vi. Disbursement of funds for Academic Excellence Scholarship to assist boys and girls who are from poor households but who excel in KCPE and are admitted to national schools but are from very poor households.
 - vii. Conduct a baseline survey on the impact of stakeholders and government bursary scheme award to need secondary students and teacher trainees on increasing access to secondary education and teacher development.
 - viii. Collaboration with stakeholders and development partners to establish a business bursary scheme and to encourage private companies through tax incentives to contribute to this fund.

The Special Needs Education (SNE) Investment

BACKGROUND

141. As provided for in relevant international conventions to which Kenya is a signatory as well as the country's legal framework, children and youth with special needs and disabilities have a right to free and compulsory education. Such members of society constitute a large number of the most vulnerable groups who are likely to be excluded from the formal education system. Considering growing concerns and rights of Persons with Disabilities (PWDs) that have neither been considered nor fully integrated in education and employment, there have been concerted efforts to mainstream disability in the national education system. The government intends to ensure that learners with special needs are enabled to transit from ECDE to primary, secondary schools up to university institutions and middle level colleges.

CURRENT STATUS

142. Special needs education is important for human capital development as it prepares those who would otherwise be dependents to be self-reliant. However, the enrolment of learners in special institutions and units currently stand at 102, 749 students, of which 21,050 are in special schools and 81,649 are enrolled in integrated special units at both primary and secondary schools. In view of the fact that 10 percent of any population is expected to have some form of disability, these enrolment figures represent only about one-third of the expected number of learners with special needs.

143. Special needs education has been provided in special schools, integrated schools and in special units attached to regular schools. More recently, provision has been extended to include such children in regular schools to enhance inclusive education. Provision of educational services has often been skewed towards four traditional categories - hearing impairment, visual impairment, mental retardation and physical handicap leaving out all other areas. Areas left out include learners with autism, emotional and behavioural difficulties, specific learning disabilities and are gifted and talented.

144. The Department of Education has provided capitation grants to 184 special boarding schools (167 primary schools, 8 secondary schools and 6 technical /vocational institutions) at the rate of Ksh8,000 per year per learner. In addition the Department of Education has been providing financial and material support to 1,703 special units attached to regular schools and 3 primary teacher training colleges which integrate student with disabilities at a rate of Ksh2,000 FPE top-up per year per learner for acquisition of assistive devices. The Kenya Institute for the Blind (KIB) and the Kenya Institute for Special Education (KISE) are specialized institutions mandated to produce instructional materials for learners with visual impairment at a subsidized price and train teachers in special needs education respectively. There are 73 EARCs for assessment and placement of learners to special institutions.

ISSUES AND CONSTRAINTS

145. Despite the achievement in the provision of education and training in special needs education, there are a number of issues and constraints that need to be addressed:

- i. Absence of operational guidelines for the implementation of SNE policy.
- ii. Unreliable and inaccurate data on SNE initiatives across all levels of education.
- iii. Negative attitudes and beliefs with regard to the causes and consequences of special needs and disabilities in many communities leading to stigma and discrimination.
- iv. Inadequate skilled and specialized staff for assessment, placement and management of children with disabilities.
- v. Inadequate funding of subsector – capitation grants are insufficient to address the needs of children with disabilities.

- vi. Limited funding for environmental adaptation.
- vii. Inappropriate communication modes.
- viii. Staff view disability mainstreaming as a cross cutting issue, but lacking in implementation priority.
- ix. Insufficient data on staff and learners with disabilities necessary for planning purposes.
- x. Unlike countries such as Botswana that has recently enacted a specific policy on inclusive education, Kenya does not have such a policy.

POLICY FRAMEWORK

146. The national education policy emphasizes the need to increase access, enhance retention, improve quality and relevance of education, strengthen early identification and assessment and ensure equal opportunities in provision of education for children with special needs and disabilities. In order to address these issues, the government will consider the following policies:

- i. Adopting and implementing inclusive education.
- ii. Integrating special education programmes in all learning and training institutions and ensure that the institutions are responsive to the education of learners with special needs and disabilities.

OVERALL GOAL AND OBJECTIVES

Goal:

147. To enhance access, equity, relevance and quality of education and training for learners with special needs and disabilities.

Objective:

148. A prime objective is to ensure availability of relevant and accurate data in SNE programmes to:
- i. sensitize and mobilize the communities on SNE issues;
 - ii. enhance assessment, placement, transition and retention of learners with special needs and disabilities; and
 - iii. enhance local production of educational resources and assistive devices for learners with special needs and disabilities.

STRATEGIES

149. In order to achieve the goal and objective outlined above, the Department of Education will consider the following range of strategies:

- i. Reforms to the basic education curriculum are consistent with the needs of children with special needs.
- ii. Review of the assessment/examination processes includes improved responsiveness to the particular needs of children with special needs.
- iii. Reforms in teacher education curriculum made consequent to reforms in curriculum for children with special needs.
- iv. Establish enrolment, retention and transition rates for SNE learners.
- v. Upgrade KISE material production workshop.
- vi. Provide strategic support including technical, financial, material to institutions specialising in disability work and the education of children with disabilities (such as Kenyan Institute for the Blind) to produce and distribute instructional materials.
- vii. Carry out capacity building for SNE teachers on functional assessment.
- viii. Mainstream disability.

- ix. Develop individualized education programme framework in partnership with key stakeholders.
- x. Implement inclusive education in Kenya through the allocation of sufficient resources for the education of children with special needs including increasing capitation grants to meet the needs of individual children.

Alternative Provision of Basic Education and Training

BACKGROUND

150. Despite international protocols on education as well as relevant Kenya's legislations requiring that every child is entitled to basic education, the Kenyan Household Population Census (KHPC), 2009 established that close to 2 million children aged 6–13 years were out of school. These children are distributed across specific areas, key of which are the urban informal settlements, arid-districts of Northern Kenya and other pockets of poverty. Most of these out of school children (OOS) in urban informal settlement of Nairobi, Mombasa and Kisumu are engaged in child labour, with the largest proportion in domestic work, petty trade and mining. Factors that contribute to this include the cost of education, inadequate supply of formal schools in urban informal settlement, poverty, poor quality of education in urban informal settlement, and HIV and AIDS, among others.

CURRENT STATUS

151. To enhance equitable access to basic education, the Department of Education developed the policy framework for the Alternative Provision of Basic Education and Training (APBET) in 2009. The policy aims at addressing the learning needs of the hard-to-reach children and youth who due to some special circumstances either remain not enrolled or are vulnerable to dropping out of school. The target groups for the APBET investment are school age children and youth who, for a range of reasons, have been unable to join the formal system and are learning in either Alternative Primary Schools (APS) or Alternative Education Centres (AEC). Both categories of institutions, which may or may not be registered by the Department of Education, have been established to provide education and other services, such as shelter, health, nutrition, counselling and protection, to school age children. Generally, APS target children of primary school age, using the formal curriculum and operating with the support of non-governmental providers such as communities, private providers, faith based organizations. AECs, on the other hand, target school age children and youth below 18 years of age who cannot attend formal schools and use various alternative curricula, including the Department of Education NFE curriculum. The country's legal framework stipulates that all children are entitled to free and compulsory basic education irrespective of their gender.

152. The Department has expanded coverage of FPE Grants to eligible APBET institutions from 5,785 (2004/5) to 95,530 (2011/12) beneficiaries in 59 and 393 APBET institutions respectively. Further to that, 1,279 School Management Committee (SMCs) have been trained in quality education and management. To meet the commitment of enhancing access to education, the Government has not only developed a 5-year costed implementation strategy on the Policy framework (2012) (Department of Education/ICO-IPEC 2012), but, has reviewed and re-aligned the APBET Policy Framework with the Constitution of Kenya and Kenya Vision 2030. A national steering committee on APBET has been constituted.

ISSUES AND CONSTRAINTS

153. This education sub-sector faces various challenges, including:
- i. Limited monitoring and evaluation capacity.

- ii. Inadequate data on APBET and weak linkages to EMIS.
- iii. The dynamic nature of the institutions in terms of location and status.
- iv. Few schools in the informal settlements are connected to the power grid or have access to potable water supplies or sanitary facilities.
- v. Weak governance and management structures.
- vi. Inadequate funding for the planned initiatives and operations.
- vii. A large number of untrained teachers.
- viii. Lack of clear certification and accreditation mechanisms to facilitate entry and re-entry to formal schooling levels.
- ix. Land/schools are owned by individuals/FBOs/NGOs, and communities, which pose challenges in terms of registration by Department of Education.
- x. Infrastructure and land size do not meet current Department of Education standards.
- xi. Inadequate monitoring and evaluation services.

POLICY FRAMEWORK

154. The alternative Provision of Basic Education and Training policy has two main components:
- i. Support APBET Primary Schools that provide Quality education to school age children using the formal curriculum.
 - ii. Support Alternative Education Centres that offer alternative curricular using various modes of delivery and skills training to children aged below 18 in registered learning centres through a flexible calendar to join formal schools and other pathways. This will be accomplished through skills training, rehabilitation, psychosocial support, and a Qualification Framework to facilitate linkage to formal school.

155. The Kenya Institute for Curriculum Development (KICD) will finalize the development of curriculum support materials for the programme. The Kenya National Examination Council (KNEC) will champion the assessment of performance in collaboration with KICD, while the National Qualification body is expected to develop a National Qualification Framework (NQF) for APBET curriculum to ensure accreditation and linkages with formal curriculum and other pathways.

GOAL AND OBJECTIVES

Goal:

156. The broad objective of the Alternative Provision of Basic Education is to increase the participation of children (especially girls) and youth in APBET institutions and improve quality of teaching and learning including the learning environment to enhance their learning achievements.

Objectives:

157. The following range of objectives will contribute to the achievement of the goal:
- i. Access for both boys and girls on equitable basis.
 - ii. High retention and transition rates to formal school and other pathways.
 - iii. Provide quality education.
 - iv. Provide an institution framework and associated system to support access, strengthen research, monitoring and evaluation.

STRATEGIES

158. The following range of strategies will be considered in the achievement of the goal and objectives:

- i. Develop minimum standards for APBET institutions to facilitate registration by the Department of Education.
- ii. Establish a framework and guidelines for the effective participation of the private sector and civil society organisations in supporting education in APBET institutions.
- iii. Expand access through use of technology.
- iv. Strengthen monitoring and evaluation including recording data on APBET in NEMIS.
- v. Provision of trained teachers to APBET registered institutions and support for in-service P1 training course for untrained teachers.
- vi. Strengthen monitoring and evaluation in APBET institutions.
- vii. Harmonize capitation Grant with those in regular schools.
- viii. Construction of feeder schools and rescue centres.
- ix. Expansion of existing public primary school in urban informal settlements.

159. The Department of Education proposes to continue supporting and providing equal capitation to community schools/centres as those in public schools. These support grants will only be provided to registered APS/AECs, which meet the following approved criteria:

- i. Officially registered and recorded on the Department of Education database.
- ii. Application approved by the CEB.
- iii. Operating within approved APBET policy guidelines.
- iv. Have operational Boards of Management (BoMs).
- v. Maintain basic hygiene and health standards.
- vi. APBET institutions are community-based.
- vii. Are subjected to government audit procedures.
- viii. Offer the approved national curriculum or any other curriculum approved by the Kenya Institute of Curriculum Development (KICD).

Adult and Continuing Education Investment

BACKGROUND

160. An estimated 45.9% of the population in the country live below the poverty line. Poverty will therefore continue to hamper access and participation in literacy and other ACE programmes. Adults play and promote vital roles in: economic development as the producers, workers, providers at household level and local investors; social development as the mobilizers, decision makers and leaders in all societal engagements; and political development as opinion leaders, human right crusaders, voters and custodians of school-going children. To effectively undertake these roles, adults require requisite knowledge, skills and competences to offer relevant and quality service to the society. It is this reason that the Government of Kenya provides Adult and Continuing Education (ACE/APBET) as a vehicle for transformation and empowerment of individuals and communities.

CURRENT STATUS

161. Despite the importance of adult education, the Kenya National Adult Literacy Survey (2007) (KNALS) revealed that only 61.5% of the adult population and out-of-school youth above the age of 15 have attained minimum literacy level, leaving 38.5% (7.8 million) adults illiterate. It also revealed that only 29.6% of the Kenyan adult population had attained desired mastery literacy competency. About 29.9% of the youth aged 15-19 years and 49% of adults aged 45-49 years were illiterate. The survey further revealed high regional and gender disparities in literacy achievement with Nairobi recording the highest at 87.1% and North Eastern province recording the lowest at 8%. The Medium Term Plan for the

Kenya Vision 2030 recognizes the need to have literate citizens and set targets for increasing the adult literacy rate from 61.5% to 80% by 2012.

162. The sector provides basic education and training opportunities to out-of-school youth and adults who for some reasons either missed their chances in formal education system in their childhood or dropped out of school before attaining sustainable literacy skills. As revealed by the KNALS Report, the numbers of illiterate adults are huge and require concerted efforts by all to redress the situation. Investment in adults' empowerment has immediate returns at individual, community and national level.

163. These investments attracted more learners to access adult education in ACE centres, which increased the demand for literacy and continuing education, requirements for academic papers across board and demand for more facilitators who were not adequate and consequently increased demand on expenditure in adult education. In the endeavour to cater for the influx of learners, the government hired 763 adult facilitators in 2010 to replace those who had exited the service through natural attrition and to address adult facilitators' shortage. Arising from the above, there is need therefore to develop new initiatives that will enable individuals and communities to be functionally literate and be self-reliant.

164. The ACE initiative aims at providing knowledge and skills to adults and out-of-school youth to enable them improve their quality of life and contribute effectively to national development. It is provided through the Basic Adult Literacy Programme (BALP), Post Literacy Programme (PLP), and Community education and empowerment programmes.

165. The BALP and PLP programmes target basic literacy, numeracy and communication skills to the out-of-school youth and adults. They also aim at sustaining the newly acquired literacy skills to assist the new literates to retain, improve and apply their basic knowledge, attitudes and skills. It empowers them to engage in productive activities. Life skills training is also offered with a view to improving work performance to prepare learners for the job market and for improved livelihoods.

166. The Continuing and Special Education initiative offers out-of-school youth and adults a second chance to further their education and sit for KCPE and KCSE National Examinations or Trade Tests. The initiative includes the provision of literacy programmes in prisons, refugee camps, internally displaced persons and older persons in society among others.

167. The Community Education and Empowerment initiative targets both the literate and illiterate youth and adults who have an interest in improving their knowledge, vocational and technical skills. These programmes aim at building the capacity of learners by acquiring knowledge, skills attitudes and values which enables them to engage in gainful employment and improve on their quality of life.

ISSUES/ CONSTRAINTS

168. Challenges affecting the ACE investment ACE investment include:

- i. Inadequate funding.
- ii. High regional and gender disparities.
- iii. Weak governance management structures and non-implementation of policies.
- iv. Inadequate supervision, monitoring and evaluation services.
- v. Inadequate infrastructure.
- vi. Inadequate human/manpower.
- vii. Unreliable data/statistics.

POLICY FRAMEWORK

169. In order to address the challenges facing the Adult and Continuing Education sub-sector, the Government will ensure the provision of quality ACE and NFE services to all affected citizens.

OVERALL GOAL AND OBJECTIVES

Goal:

170. The goal is to eradicate illiteracy and promote life-long learning among out-of school youth and adults to enable them make decisions, pursue personal development, become self-reliant and improve their livelihood.

Objectives

171. The range of objectives to achieve this goal include:

- i. Expanding access, equity and improve efficiency and quality in ACE investment.
- ii. Empowering communities to participate in ACE investment.
- iii. Strengthening administrative management of ACE investment.
- iv. Improving quality and efficiency of ACE investment.

STRATEGIES

172. To implement the above, the following range of strategies will be considered:

- i. Collaborate and network with development partners, CBOs, NGOs and FBOs.
- ii. Carry out literacy assessments.
- iii. Institutionalize adult/lifelong learning to empower communities.
- iv. Enhance funding.
- v. ACE to be all inclusive.
- vi. Establish secondary classes for adults.
- vii. Carry out quality Standards and Assurance Supervision.

School Health, Nutrition and Meals

BACKGROUND

173. Health and nutrition have significant impact on the overall educational achievements of school-age children. It is there essentially to ensure that children are well fed and healthy to effectively participate in an education system. Good health and nutrition increase enrolment and stabilize attendance of disadvantaged children. At the same time, children are effective change-agents as what they learn in school will also positively impact on the health behaviour in their homes and their behaviours as adults.

174. The Government of Kenya (GoK) in conjunction with World Food Programme (WFP) has been implementing the School Health, Nutrition and Meals initiatives that are aimed at promoting good health, hygiene and nutrition among school-age children. By 2009, a total of 1.2 million primary and pre-primary school children were covered by the programme. Since 1980, a school feeding programme has been in operation to provide mid-day meals to children in pre-primary and primary school located in marginalised, semi-arid areas and Nairobi slums that face chronic food shortages. Investing in school meals is recognised as an investment in promoting better access to education. If children have access to adequate and nutritious food whilst they are at school, hunger is not a barrier to their development. Addressing health through a comprehensive School Health Program (SHP) will enable the Government of Kenya to enhance the health and education of students, teachers and their families alike. To build on long-term sustainability of the meals programme from externally assisted programmes to a nationally

supported programme, the idea of a Home Grown School Meals Programme was conceived in 2009. The model was conceptualised by the New Partnership for Africa Development (NEPAD) with the dual objectives of increasing local food production and ensuring children attend school.

175. The objective of the home grown school meals programme is to ensure that the programme is fully supported by locally-produced food. The initiative aims at increasing access to the markets, spurring agricultural production and boosting long term economic development. This strategy will contribute to improved national food security and poverty reduction while enhancing access and participation in education. By linking School Meals with agricultural development through the purchase of locally produced food, school meals programmes could increasingly address not only poor children's nutrition and education but also create a consistent and predictable market to small scale farmers, thus promoting local development.

ISSUES AND CONSTRAINTS

176. A significant proportion of Kenyan school-going children suffer from mild, moderate, and severe malnutrition, while a significantly larger number of children experience mild to moderate growth retardation according to the World Health Organization (WHO). Morbidity and common ill health conditions are highly prevalent among Kenyan school children, especially in rural areas and urban informal settlements. The arid lands have the worst levels of micronutrient deficiencies in the country. The high rates of morbidity are associated with multiple intestinal parasitic infections and malaria due to lack of safe water and inadequate standards of hygiene and environmental health in and around majority of the schools. An estimated 5 million Kenyan children are affected by intestinal worms. This morbidity and poor nutritional status is associated with children starting school late, dropping out, and generally under-achieving in education. Many of these problems may also be associated with lack of adequate information on proper sanitation and hygiene practices.

177. With the increased food prices and high transport costs, and a constrained resource base, the level of funds allocated to school feeding programmes requires review. The Home Grown School Meals Programme (HGSMP) in the semi-arid lands operates with one flat rate per school meal of 10 Ksh. Cost in arid lands can be significantly higher than in semi-arid areas. Timely and sufficient disbursement of HGSMP funds from MoF to MoEST is critical to enable schools to provide timely and regular school meals. Schools can only start the prescribed procurement process after they have received the funds. Since 2009, WFP has been transitioning about 50,000 beneficiaries annually from its school meals programme to the government's HGSMP. In order to absorb the increasing number of beneficiaries under HGSMP, more resources will be needed to be allocated to the programme. There is need, therefore, to encourage the introduction of sustainable SMP in high potential areas, through community initiatives and other local partners.

178. The HGSM Programme has so far been confined to the semi-arid areas. As the transition expands to arid areas, stakeholders have expressed reservations about the capacity of markets to supply, and the high food prices that prevail there. In 2012 MoEST requested WFP to assist with the formulation of an appropriate model that would facilitate the expansion of the HGSMP into Kenya's arid lands.

179. The monitoring and full accountability with respect to resources transferred to schools under HGSMP is of crucial importance for the credibility and sustainability of the programme. Not least, good monitoring, full accountability and transparency are required to ensure the confidence that investors require to be willing to allocate additional resources to HGSMP. Further, given the large costs of the

programme, it is vital that the results and impact of the School Health, Nutrition and Meals policies and efforts are documented and reported regularly through EMIS.

POLICY FRAMEWORK

180. According to the National Food Security and Nutrition Policy, food security refers to a situation where all people at all times have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs. The policy objective is to focus on improved nutrition and nutrition education in schools. The school meals and home grown school meals programmes will improve children nutrition and help to build healthy eating habits. Further, there is need to build capacity among service providers in all sectors that enhance nutrition.

181. The National School Health policy (2009) provides for health programmes in the public school system. The Comprehensive School Health Programme (CSHP) addresses the health and education needs of learners, teachers and their families. This initiative provides for quality health education and health services to promote the overall health, hygiene and nutrition of children. The implementation of the School Health Nutrition and meals initiative will be anchored within the Sessional paper No. 14 of 2012.

OVERALL GOAL

Goal:

182. The prime goal is to “Promote positive education attitudes towards good health and environmental protection”, which will improve the health and nutrition status of pupils and enhance their access to education and their learning achievement.

STRATEGIES

183. The School Health Nutrition and meals initiative will be achieved through the following range of strategies:

- i. Review and implement the School Health Policy.
- ii. Develop and strengthen inter-sectoral partnerships between health, education, the community and other stakeholders including children.
- iii. Provide school meals to socio-economically disadvantaged and nutritionally vulnerable children in the arid districts under the regular school meals programme.
- iv. Implement the Home-Grown school meals Programme component in identified pockets of poverty and areas of nutritional deficiency.
- v. Encourage introduction of sustainable school meals’ programmes in high/medium potential areas with support of the communities.
- vi. Liaise with other line ministries and actors to ensure the Home Grown School Feeding Programme can use local purchasing to create wider economic outcomes for small scale producers and traders.
- vii. Provide and/or support provision of targeted school-based health services (de-worming, micro-nutrient supplementation, immunization, trachoma treatment and prevention, and jigger control) to at-risk school-aged children.
- viii. Conduct a survey on Malaria in schools to obtain data for piloting and scale-up of net distribution through schools in high risk areas (integrate with EMIS and mapping survey).
- ix. Reinforce the provision of safe water and sanitation with health and hygiene promoting education materials and services in coordination and collaboration with infrastructure development.

- x. Define desirable school meals infrastructure standards (stoves and kitchen, storage, eating area, water and sanitation). Map current status in coordination with other actors and develop standard designs for future investment in rehabilitation and new facilities.
- xi. Promote skills-based health, hygiene, environmental and nutrition education.
- xii. Strengthen the capacity of stakeholders at all levels to implement School Health, Nutrition and Meals Programmes.
- xiii. Maintain rigorous monitoring and evaluation processes. A comprehensive review of the present monitoring system should be carried out with respect to both outcome and output monitoring with the aim of supporting more reliable and timely monitoring, promoting the full alignment of various management systems (such as EMIS) and making it easier for actors to provide, collate analyse and report on relevant data.

Child Friendly Environments (Schools) Investment

BACKGROUND

184. The Child Friendly Schools (CFS) concept addresses the rights of every child to education of good quality. It also addresses the learning needs of every child regardless of their vulnerabilities. Quality is defined in terms of five dimensions of learner friendly school. This is inclusiveness, effectiveness, healthy, safe and protective school environment, emphasizing gender responsiveness and active participation of all stakeholders in the school and community. Therefore Learner Friendly School concept provides the standard to measure and assure quality in all learning institutions. This concept is implemented as Child-Friendly Schools (CFS) initiative in many developing countries, including Kenya.

CURRENT STATUS

185. In the past, the CFS initiative was implemented by the Directorate of Quality Assurance and Standards (DQAS) of the Department of Education, which was established with support from UNICEF, USAID and other Development Partners.

186. The CFS initiative involves a number of activities in ECDE centres, primary and secondary schools as well as ACE learning centres:

- i. Upgrading of teachers pedagogical skills and advisory services to education managers across the education sector.
- ii. Conducting Action Research and institutionalizing it in counties and schools.
- iii. Establishment of guidelines for operationalization of standards in education.
- iv. Development of standard tools for the rating of performance of institutions.

ISSUES AND CONSTRAINTS

187. The following issues and constraints have been identified:

- i. The ownership of the initiative by the counties and schools has not taken root hence the initiative is largely seen as a donor project. There is need for mainstreaming through training to be done by INSET, meetings and standards to be established and monitored by ESQAC.
- ii. Action research is yet to be integrated to inform on quality assurance gaps.
- iii. Monitoring and evaluation are inefficient and ineffective.
- iv. Funding is constrained.

POLICY FRAMEWORK

188. As part of the national education policy, the Government re-introduced Free Primary Education in 2003 in line with the EFA goal of Universal Basic Education.

189. To improve the learning environment in schools, which is a critical determinant in the experience of learning, the Department of Education has developed several standards such as School Safety Manual for schools, Comprehensive School Health Policy among other standards. Further to that, the Government has embraced UNICEF's Child Friendly School (CFS) model, which provides the most appropriate vehicle for improvement of the quality of education in Kenya today. The Government will foster the whole school improvement so as to enhance the attainment of the Education for all (EFA) and Education related Millennium Development Goals (MDGs) commitments. The Child Friendly Schools (CFS) is an initiative by Department of Education to address quality issues in education.

OVERALL GOAL AND OBJECTIVES

Goal:

190. The prime goal is to enhance knowledge skills and attitudes for the effectiveness and efficiency of teaching and learning in educational institutions.

Objectives:

191. The range of objectives to achieve this goal include:
- i. To establish and improve the standards of education, quality of teaching and learning in basic education institutions.
 - ii. To improve the capacity of Quality Assurance and Standards officers for coordination and supervision of the LFS /AR standards.
 - iii. To strengthen partnership between communities and Institutions in improving institutional standards.
 - iv. To utilize *Action Research* as a means for continuous quality improvement.

STRATEGIES

192. The CFS initiative will be implemented through the following range of strategies:
- i. Developing and implementing a national quality education strategy.
 - ii. Sensitization of senior Department of Education officials on the CFS framework.
 - iii. Supporting KEPSHA in their role as advocates.
 - iv. Capacity development and systems building for QASOs and head teachers.

Co-Curricular Activities

BACKGROUND

193. The Government provides learners with basic education through a curriculum that develops the learners' cognitive abilities. However, in order to cater for the psychomotor and affective domains of their development, educational institutions are required to initiate programmes that will identify, nurture and develop all the domains through organizing, coordinating, supervising and reporting school, county and national activities to accord the learners an opportunity to show their competencies and skills. Learning activities that best expose these abilities include games and sports, drama and music festivals, Science Congress, Essay Competitions, Athletics, Martial Arts, Art, Home Science, Clubs and Societies. Co-curricular activities are therefore an integral part of a well-rounded education that will develop individuals with appropriate knowledge, competence, skills, values and attitudes that are necessary and sufficient to produce desirable citizens that contribute positively to the Kenyan Society.

CURRENT STATUS

194. All the Co-curricular activities are programmed in the school timetable. Most of them have a developed curriculum and syllabus. Among these, Physical Education is compulsory in primary,

secondary and teacher training colleges. Creative Arts and Music are for students who have already, identified their talents and would wish to exploit them to their full potential. The Department of Education plans the co-curricular calendar of events in conjunction with various committees elected at different levels.

195. Co-curricular activities are therefore mandatory for all learners in the country. Learners start participating in them either as Physical Education, Creative Arts, Music or clubs and societies as programmed. Competitions start at class level up to National Levels.

196. Funding of the activities is provided by the Department of Education, supported by parents, heads associations, sponsors and well-wishers.

ISSUES AND CONSTRAINTS

197. The development of talents is constrained by:

- i. Inadequate training facilities and resource materials at all levels.
- ii. Low human resource capacity due to inadequate preparations of teacher trainees in co-curricular activities. Most of them lack requisite skills, competencies, values and right attitudes.
- iii. Over-emphasis on examinable subjects during delivery of curriculum at the expense of teaching of Physical Education, Performing Arts and other Creative Arts.
- iv. Inadequate finance to implement, organize and coordinate the competitions.
- v. Parental and community attitude that de-emphasize co-curricular activities.

POLICY

198. The national policy framework proposes an academic track, a talent track and a TIVET track to facilitate early identification, nurturing and development of learning to full potential.

GOAL AND OBJECTIVES

Goal:

199. The goal of co-curricular activities is to facilitate the learners to harness their potential and develop them into all rounded individuals with requisite skills knowledge, competences, values and attitudes.

Objectives

200. The following range of objectives will be considered for enhancing co-curricular activities:

- i. Provide a variety of co-curricular activities to benefit many talented learners.
- ii. Support the participation of all learners in co-curricular activities.
- iii. Develop clear programs for identification, nurturing and marketing of talents at all levels.
- iv. Develop guidelines on the management of co-curricular activities to be in the line with education reforms.

STRATEGIES

201. In order to implement the objectives, the following range of strategies will be considered:

- i. Improve coordination of the co-curricular activities at the grass root levels.
- ii. Increase capacity building programmes for coaches and trainers.
- iii. Provide national and international exposure to participants.
- iv. Increase funding to manage and provide adequate facilities and materials for co-curricular activities.
- v. Incorporate more partners to support co-curricular activities.
- vi. Monitor and evaluate co-curricular activities at all levels.
- vii. Identify and equip talent development centres.

Education in Emergencies

BACKGROUND

202. There still remain a number of vulnerable children who face challenges in accessing quality education due to natural or man-made disasters especially in marginalized districts and nomadic areas of Arid and Semi-Arid Lands. In Kenya, on average, drought events affect an estimated 250,000 school-age children and 8000 teachers annually to varying severity levels. One of the consequences of the 2007/2008 post-election violence was the creation of Education Resettlement initiatives for the children of the post-election violence (PEV) victims. Currently, there are thirteen (13) farms for PEV victims spread across Rift Valley and Central Provinces and One Farm for Forest Evictees in Rift Valley Province.

CURRENT STATUS

203. There are a number of emergencies that contribute to vulnerabilities in education:
- i. Refugee influx into Kenya and the current wave of political instability among pastoralist communities in the Horn of Africa (Somalia, Ethiopia and South Sudan) is taking a heavy toll on gains Kenya has made in the education sector.
 - ii. Large numbers of displaced populations were affected by the PEV.
 - iii. A number of Schools in disaster - prone districts have from time to time reported disruption of normal learning programmes due to natural disasters.
204. In response to these vulnerable circumstances:
- i. The Draft Education Sector Emergency Preparedness and Response Plan 2010 was developed and will be validated and printed for a national roll-out.
 - ii. The GoK is in the final stages of resettling PEV IDPs and Forest Evictees. Most of these groups are settled in farms, which have an attachment of plots earmarked for Education purposes. The Department of Education, in conjunction with the Department of State for Special Programmes (MSSP), Red-Cross and UNICEF has made significant rapid response to some disasters.
 - iii. The Department of Education has a representative who is a desk officer at the Disaster Management and mitigation Unit in MSSP who attends Technical meeting of the National Drought Crisis Steering. The Department of Education has spearheaded the formation and coordination of Education Cluster Teams which meet at least one every month to review emergency issues affection the Education Sector.
 - iv. The Department, in conjunction with Save the Children, UK (SCUK) and UNICEF has developed an operational framework to guide the practice of all NGOs and development partners assisting the government to manage emergencies in education.
 - v. In order to mainstream DRR in schools to sensitize both learners and teachers about disasters in institutions, the Kenya Institute of Curriculum Development, in conjunction with UNICEF, is preparing DRR books for dissemination to primary schools. Emergency Education Fund is captured under Infrastructure IP under DBE for repair and reconstruction in emergency prone areas. In 2010/2011 financial year, Department of Education allocated Ksh 24 million for reconstruction of school infrastructure. A rapid needs assessment of schools affected by droughts and floods in Nyanza, Western, Coast and Upper Eastern Provinces in 2010/2011 generated reports. Training of CDEs, DEOs and SMCs on emergency preparedness has been planned from September 2012 to December 2013 in emergency prone districts.

ISSUES AND CONSTRAINTS

205. Emerging issues include:

- i. Children's learning (access, equity and quality) is often affected by such disasters since Disaster Risk Reduction (DRR) is not yet mainstreamed into the Kenyan curriculum. Emergency Preparedness and Response Plan (EPRP) is neither launched nor operationalized at national, County, district and school levels. Lack of operationalization of EPRP by the Department of Education has slowed down the implementation of emergency response initiative.
- ii. Haphazard and weak coordination, interventions and efforts amongst line ministries, NGOs for disaster management. Most of the initiatives are reactive rather than proactive resulting in delayed responses to emergencies with minimum impact.
- iii. Lack of opportunities to disseminate information and capacity development regarding DRR and EPRP among policy and curriculum implementers.
- iv. Limited capacity of education cluster coordination including emergency assessment, monitoring and information management system.
- v. Lack of opportunity for building awareness and capacity building of communities and schools in disaster preparedness and mitigation.
- vi. Reconstruction of schools affected by emergencies often pays less attention to disaster resilient designs.
- vii. Limited efforts and concern to address issues concerning children with disabilities in emergencies.
- viii. Limited psychosocial support and strategies for children affected by both natural and man-made disasters and emergencies.

POLICY FRAMEWORK

206. Currently, there is no specific policy framework that has been developed to guide the conduct and remedial intervention for institutions affected by emergency situations. Further, there is no specific fund allocated by Department of Education to manage institutional disasters. The common practice is for the Department of Education to compile a list of institutions affected by any of the disasters, cost it and seek assistance through the Department of State for Special Programmes and regular development partners like UNICEF, Red Cross, among others.

GOAL AND OBJECTIVES

Goal

207. Assured access to education for learners affected by disaster.

Objectives

208. The Education in Emergencies initiative will focus on:

- i. Enhancing national, county, district and school level capacity of operationalizing EPRP and preparation of DRR books for dissemination to primary schools.
- ii. Strengthening national and sub-national education cluster coordination for effective responses to emergencies.
- iii. Ensuring a coordinated effort by education sector, development partners, local governments, volunteers and private agencies in the management of emergencies or disasters, to save lives and to protect school property and ensure that children continue to access education in a safe and secure manner.
- iv. Strengthening school emergency preparedness and responses in selected disaster prone districts.
- v. Disseminating EPRP and DRR materials in all learning institutions in the country.

- vi. Monitoring and evaluating emergency related activities across the country.

STRATEGIES

209. The range of strategies for Education in Emergencies must be a well-knit contingency plan that addresses the following emerging issues:

- i. Capacity Building in Education in Emergencies for all Education Officers and Institutional Managers.
- ii. Infrastructure reconstruction.
- iii. Temporary feeding programmes.
- iv. Provision of Temporary Learning Spaces (tents and water tanks) and educational kits for PEV Internally Displaced Persons (IDP) Camps and Forest Evictees.
- v. Rolling out DRR in Schools and Colleges; establish and strengthen Education Sector Cluster committees; establish a Revolving Contingency Fund.

LOGISTICAL FRAMEWORK

Each implementing authority will use the Logistical Framework as the basis for the development of their annual work plans arising from the NESP Volume Two: Operational Plan. See Annex Two.

COST ESTIMATES

An inputs expenditure estimate has been made for each priority. These are collated in Annex Three. Each implementing authority should refer to these estimates as the basis for preparing a comprehensive outputs budget as part of its annual plan.

PRIORITY THREE: EDUCATION QUALITY

Education Standards and Quality Assurance

BACKGROUND

210. Quality Assurance in the provision of education entails: setting of standards, assessment of the standards, monitoring of compliance with the standards, monitoring of outcomes after compliance with the standards and enforcing the standards where there is non-compliance. The purpose of Quality Assurance in the education sector is to ensure continuous quality improvement by maintaining conventional standards while following laid down policies in education. The central function is to oversee, promote and maintain standards in education processes particularly curriculum implementation and delivery. The curriculum in its Formal, Non-formal and Informal complementing dimensions includes both academic and non-academic activities such as games, sports, subject based contests, outdoor excursions and cultural exchange activities. Quality Assurance is a function that involves monitoring and evaluation of the entire education sector.

CURRENT STATUS

211. Quality Assurance is implemented by the Directorate of Quality Assurance and Standards (DQAS), which carries out the following:

- i. Conducting Standards Assessment in education institutions.
- ii. Upgrading of teachers pedagogical skills and advisory services to education managers across the education sector.
- iii. Establishing guidelines for operationalization of standards in education.
- iv. Developing standard tools for the rating of performance of institutions.
- v. Developing minimum standards for registration and operations of education institutions except the APBET investment.
- vi. Vetting expatriate personnel and non-GoK parties offering services in education institutions.
- vii. Participating in the process of curriculum development by chairing all curriculum committees in KICD.
- viii. Involvement in the processes of assessment of the curriculum by participating in subject committee meetings at KNEC, monitoring of the conduct of the national examinations, and conducting the final practical teaching assessment of teacher trainees.
- ix. Talent development through games, sports and congress of science and engineering activities in the co-curricular aspect of learning.
- x. Assessment of learning achievements, literacy and numeracy surveys and programmes that enhance the quality of the learning environment.

212. The Basic Education Act 2013 establishes an Education Standards and Quality Assurance Council (ESQAC), which replaces the DQAS. The legal mandate of the Council, derived from the Legal Notice No.11, 2014, is to:

- i. Ensure Standards and maintain quality in institutions of Basic Education.
- ii. Ensure effective implementation of policies and guidelines set for Basic Education.
- iii. Supervise and oversee curriculum implementation and delivery.
- iv. In cooperation with county governments monitor the conduct of assessment and examination in Basic Education institutions.
- v. Monitor and evaluate standards and quality in Basic education.

ISSUES AND CONSTRAINTS

213. The proposed programme will address the following issues and constraints:
- i. The transformation from DQAS to ESQAC demands a review of the capacity needs and approaches in quality assurance by the Council.
 - ii. The expanded role of ESQAC to cover the quality assurance of other programmes spread in the rest of the education sub sectors places the added responsibility of establishing new systems for audit of performance across the sector.
 - iii. There is inadequate capacity to implement institutional based quality assurance, which is a decentralised approach to quality assurance.
 - iv. There is minimal participation of key stakeholders particularly parents, the community and some school heads in quality assurance activities at the institutional level.
 - v. Attempts at carrying out Action Research to inform on quality assurance gaps which would otherwise lead to quality improvement have not been undertaken.
 - vi. Conventional academic education research findings from consultancies and the academia is rarely tapped to inform policy for education quality.
 - vii. The sector does not have a centre for receiving, processing, analysing, synthesizing and disseminating research information as useful knowledge.
 - viii. There is a shortage of Quality Assurance and Standards Officers and a disparity in their distribution.
 - ix. The current internal systems of activity monitoring and evaluation are inefficient, ineffective and limited to curriculum implementation and delivery.
 - x. Constrained funding preventing standards assessment for all basic education institutions.

POLICY FRAMEWORK

214. The Department of Education will decentralise quality assurance activities to the institutional level.

215. The thrust of quality assurance policy is to create an environment for quality education and global competitiveness in line with current and future country and international demands. This will be implemented by facilitating compliance with set or adopted standards within the provisions of Article 64 of the Education Act 2013. The policy framework for reforming Education and Training sectors provides for the establishment of a National Qualification Framework, which will set standards and guidelines for mutual recognition of academic qualification and skills.

GOAL AND OBJECTIVES

Goal:

216. To enable Basic Education institutions and investments programmes to continuously improve quality by maintaining standards in education provision.

Objectives

217. The range of objectives to be considered in achieving this goal include:
- i. To realign the existing structures of quality assurance with the Education Standards and Quality Assurance Council.
 - ii. To further delegate quality assurance and standards activities to the learning institution level.
 - iii. To improve the capacity of Quality Assurance Officers for coordination and supervision of curriculum delivery.
 - iv. To strengthen partnership between communities and Institutions in improving institutional standards.

- v. To monitor and evaluate the quality and standards in the provision of Basic Education.
- vi. To monitor assessments and co-ordinate the development of internal examinations in the institutions of Basic Education.
- vii. To utilize research as a means of continuous quality improvement.

STRATEGIES

218. The sector will employ a range of broad strategies to address the issues and constraints including:

- i. Establish and operationalize the Education Standards and Quality Assurance Council (ESQAC).
- ii. Develop a framework for capacity improvement of QASO and updating of skills and subject content for teachers, instructors and tutors.
- iii. Develop a framework for Education Quality Monitoring and Advisory activities for teachers.
- iv. Strengthen quality assurance mechanisms in all Basic Education institutions starting from ECDE and including ACE, APBET and Teacher Education.
- v. Integrate *Action Research* at all levels of Basic Education and training.
- vi. Establish a functional communication and dissemination centre for research information in education.
- vii. Monitor the conduct of assessment and examinations in institutions of Basic Education and training.
- viii. Develop and apply *Action Research* tools to monitor and evaluate Basic Education investments.
- ix. Develop a framework which will ensure compliance with policies and guidelines set for Basic Education and training in addition to monitoring and evaluation for enhanced accountability.
- x. Formulate and continuously review guidelines for setting standards in Basic Education and training.
- xi. Establish criteria for progression and placement in basic education learning pathways.

MANAGEMENT AND COORDINATION

219. The management of the investment will be done through the established ESQAC. This will entail the formation of coordination panels at the national, county and sub county levels. At school cluster and institutional level, this mandate will be undertaken by the Head Teachers, Deputies, Senior Teachers, HODs, Subject Panel Team leaders, SMCs and BoMs. These panels will use guidelines that will be developed by the Education Quality Assurance and Standards Council to carry out their mandate. The national level managers will be charged with the responsibility of formulating policy and guidelines. The county and sub county levels will be allocated resources directly to effectively implement the activities.

220. Monitoring, evaluation and reporting will be done at three levels. At the national and county levels, monitoring and reporting shall be done at least once in every quarter while at sub county and institutional level this will be a continuous process. Monitoring tools and guidelines for each level will be developed, disseminated and operationalized to enforce adherence to conventional standards. These will include assessment guidelines and LFS monitoring tools to rate an institution's ethos and performance in curriculum delivery activities. In addition, institutions will be expected to benchmark good practices within the surrounding environment and establish fora where experiences on aspects of quality will be exchanged at institutional and cluster levels. The reports from Quality Assurance Officers will also be used to inform INSET and Pre-service teacher training activities. The County and sub county

monitoring will focus on outputs while the National level monitoring will focus on outcomes. Sector wide Programme reviews will focus on monitoring impact.

221. For effective management of the investment, the council will have eight administrative divisions namely; Early Childhood Development Education, Primary Education, Secondary Education, Teacher Education, Adult and Continuing Education, Special Needs in Education and Sector Quality Management Unit and Administration. Each of the divisions will be managed by a Technical Team Leader at the headquarters. The functions will be appropriately mirrored at the sub national levels.

222. The Education Standards and Quality Assurance Council will interact and collaborate with other programmes outside education in activities that directly or indirectly involve the education institutions. Such activities include vetting of expatriate personnel and non-education actors involved in the sector, cultural exchanges involving learners and national celebrations and conferences. The reporting on these activities will be within the context of the strategic objectives.

223. Partnerships with organizations such as SACMEQ (Southern Africa Consortium on Measuring Education Quality), UWEZO Kenya, NASMLA (National Assessment System for Monitoring Learning Achievement), AFEW (African Fund for Endangered Wildlife), NEMA (National Environmental Management Authority), UNESCO (United Nations Education and Culture Organization), UNICEF (United Nations Children's Fund) and others will be enhanced to manage emerging issues and trends in quality assurance.

Early Reading and Mathematics Quality Improvement Programme

BACKGROUND

224. Kenya is committed to delivering expanded access to quality basic education in line with: Education for All (EFA) goals to be achieved by 2015; Millennium Development Goals (MDGs); the Kenya Vision 2030; and the Constitution of Kenya, 2010. However, concerns continue to be raised about the quality of education, particularly as the EFA 2015 deadline draws near. Literacy and numeracy assessments in Kenya over the last three years reveal learning outcomes that are a lower than expected. For example, in 2010, the National Assessment System for Monitoring Learning Achievement (NASMLA) showed that fewer than half of Grade 3 pupils were able to read at Level 3 (Basic Reading) or Level 4 (Reading for Meaning) (KNEC, 2010). The 2011 UWEZO report showed that fewer than 30% of pupils in Class 3 could read at a Grade 2 level (UWEZO, 2011). The baseline assessment undertaken by the Primary Math and Reading (PRIMR) initiative showed that fewer than 10% of Grade 2 pupils were reading at the expected fluency and comprehension levels and required improvement in fluency and comprehension levels. (Piper and Mugenda, 2012)

225. National education policies emphasise the importance of literacy and numeracy. Ensuring that every Kenyan pupil is able to read, write and do basic mathematics by the end of Grade provides the essential foundation for successful future learning and contribution to Kenya's social and economic vision set out in Kenya Vision 2030.

CURRENT STATUS

226. Efforts to improve the quality of early grade reading and mathematics in Kenya include:
- i. The NASMLA study and UWEZO reports (2009) have highlighted the important need to improve reading and mathematics outcomes and have provided valuable input into early grade policies and approaches.
 - ii. The commissioning of the USAID-supported PRIMR in 2011 to undertake research on how to improve literacy and numeracy outcomes for pupils. The initiative implemented as a pilot in 2012 provides pupils with reading and mathematics books and teachers with the training, ongoing support, and lesson plans that enables them to improve their daily instructional practice.
 - iii. The Buddy Reading program, working in Coast province, has created a low cost strategy of supporting higher level pupils (Class 5 and 6) to help struggling readers in lower levels (Class 2 and 3). This is a promising initiative designed to create a reading culture in communities.
 - iv. The Reading to Learn approach has been implemented in Coast and Nairobi provinces.
 - v. The ICT study, implemented under PRIMR, in 60 schools in Kisumu has been evaluating the effectiveness of ICT approaches in literacy outcomes in primary school. The project provides e-readers to pupils, tablets for teachers (using lesson plans, sound files, and videos) and tablets for TAC tutors supporting teachers. This initiative is in tandem with Ministry of Education, Science and Technology endeavour to improve the quality of education through ICT integration in the learning systems in schools.

ISSUES AND CONSTRAINTS

227. The quality of Early Grade Reading and Mathematics is constrained by the following factors:
- i. Given the multilingual setting of Kenya, preparing learning materials that are in a language easy for the pupil to understand is complicated and requires technical expertise in literacy and linguistics.
 - ii. Teachers have inadequate professional skills in the complex areas of literacy and numeracy development at lower grade levels.
 - iii. The need to increase the capacity of TAC tutors and QASOs to implement the training necessary to develop and mentor the teachers' competencies in EGR and EGM.
 - iv. Absence of continuous assessments to ensure that pupils are learning, that parents and communities are aware of progress, and that young learners can benchmark their progress and improve on it.
 - v. Improvement in early grade literacy and numeracy pedagogy and support materials to ensure that pupils have adequate practice in the sorts of skills necessary to improve literacy and numeracy outcomes.

POLICY FRAMEWORK

228. The Department of Education has identified the need for improvement of literacy and numeracy among pupils (Sessional Paper No. 14, 2012). The Sessional Paper focuses on "reading, quantitative reasoning and expository skills" in Sections 1.3, 2.4, and 2.9. Within the education sector, the objectives of primary education are to "acquire literacy, numeracy, creativity and communication skills. The purpose of the curriculum is to develop skills such as literacy, numeracy and enquiry skills". Education reforms emanating from the Sessional Paper will include improving learning outcomes in literacy, numeracy, scientific and communication skills based on international standardized tests.

229. The Department will ensure that the objectives of primary education, including "acquire literacy, numeracy, creativity and communication skills" are achieved through a curriculum that enhances these

skills. Therefore the ongoing education reforms will improve the quality of education and training so that Kenya's measurable learning outcomes in literacy, numeracy, scientific and communication skills are in the upper quartile on international standardized tests by 2017.

GOAL AND OBJECTIVES

Goal:

230. The overall objective of early reading and mathematics quality improvement is to ensure that all pupils can read and do basic mathematics by the end of Grade 2.

Objectives:

231. The range of objectives to achieve this goal include:

- i. To develop a strategy for the national literacy and mathematics initiative for Class 1 and 2 pupils in Kenya.
- ii. To improve the capacity of Quality Assurance and Standards officers, Head Teachers and TAC tutors to successfully monitor an early grade reading and early grade mathematics programme among lower primary pupils.
- iii. To review the current syllabi so as to refocus them on learning achievements in EGR and EGM.
- iv. To develop high quality, structured and specific reading and mathematics materials.
- v. To strengthen partnership with the private sector for improvement of EGR and EGM.
- vi. To establish systems for procuring EGR and EGM instructional material.
- vii. To develop and roll out a specialized in-service training programme for teachers in EGR and EGM.

STRATEGIES

232. In order to ensure that all pupils can read and do basic mathematics, the government will consider the following range of strategies:

- i. Establish, collect, analyse and disseminate data on EGR and EGM annually.
- ii. Review all teacher education programmes to integrate EGR and EGM.
- iii. Develop a learning competencies framework for lower grades.
- iv. Entrench EGR and EGM in ongoing curriculum reforms.
- v. Establish a provision for the procurement of EGR and EGM instructional material.
- vi. Enforce the policy of language of instruction in class one and two.

Teacher Management

BACKGROUND

233. The Teachers Service Commission is mandated to carry out: registration of trained teachers, recruitment and employment of registered teachers, assignment of teachers for service in public institutions, promotion and transfer of teachers, disciplinary control over teachers, termination of employment of teachers, review of standards of education and training of persons entering the teaching service, review of the demand for and the supply of teachers and advising the government on matters relating to the teaching profession. The Commission is therefore charged with the responsibility of managing the teacher workforce in public education institutions, excluding universities.

234. The implementation of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) initiatives has substantially increased the teacher shortage by 42,000 teachers for primary schools and 40,000 for post-primary institutions bringing the shortage to 82,000 as of 30th June 2013 based on the

current staffing norms. It is noted that there had been a freeze on employment of teachers by the Government since 1998. Staffing needs of primary schools is calculated based on one teacher per class plus 2 ½ % of the total number of classes in a district. Continuous staff rationalization is carried out to ensure equitable distribution and optimum utilization of teachers. Teachers are provided in proportion to the total shortage in a county. Newly recruited teachers are required to serve in a district/school for a minimum of 5 years to maintain staff stability in schools.

ISSUES AND CONSTRAINTS

235. Effective teacher workforce management is constrained by:
- i. Whereas there is a legal provision regarding the registration of teachers, there is no proper mechanism to ensure that all persons involved in teaching are registered.
 - ii. The Curriculum-Based Establishment (CBE) is applied in post-primary institutions and not the pupil teacher ratio (PTR).
 - iii. Teacher shortage that has been increasing over the years due to the expansion in the sector.
 - iv. The establishment of new schools as a result of the devolved funds such as Constituency Development Funds (CDF) and Local Authority Transfer Funds (LATF) has compounded the problem of teacher shortage by increasing enrolment in the expanded schools.
 - v. The policy requirement to provide Early Childhood Development and Education (ECDE) teachers to all pre-primary classes attached to public primary schools makes teacher shortage a major challenge for the sector.
 - vi. There is a shortage of teachers in specific subject combinations in the Humanities, Kiswahili, Physics and Computer Studies. This problem is aggravated by relatively small numbers of teachers opting to train in humanities. On the other hand, the shortage of teachers for Physics and Computer studies has been exacerbated by the movement of teachers to better-paying jobs. This has constrained effective delivery of the curricula and consequently, has led to poor performance by the students studying these subjects.
 - vii. At the primary school level, whereas the key indicators of access and equity have improved, increased enrolments have resulted in overcrowded classrooms thus constraining effective teaching and hence, compromising quality of learning in some schools.
 - viii. Lack of reliable education data hampers the planning of teacher deployment in Kenya.

POLICY FRAMEWORK

236. The TSC Act of 2012 requires the Commission to enhance professionalism and quality standards by enhancing efficiency and effectiveness in Teacher Management activities. To address issues of access, quality, equity and relevance in education a sufficient and qualified teaching force for public education institutions will be provided through national equity in teacher distribution and optimal utilization. This will involve improving the registration process of all qualified teachers who enter the teaching service and appropriate deployment in sufficient numbers based on the cost effective staffing norms to satisfy the agreed teacher pupil ratios and curriculum based establishment. The Commission shall discharge its mandate through a decentralised system at the county, sub-county and institutional levels. The TSC County Directors and Boards of Management (BoMs) shall perform agency functions at the institutional level. In an endeavour to carry out the decentralised Teacher Management functions, the Commission has established TSC Units in the Counties.

GOAL AND OBJECTIVES

Goal of the Teachers' Service Commission:

237. To establish and maintain a sufficient professional teaching force that is equitably distributed and optimally utilized for quality teaching in public educational institutions.

Objectives:

238. The following are the objectives of TSC teacher management:
- i. Improvement of teacher registration and records management systems.
 - ii. Provision and maintenance of a sufficient and qualified teaching force for public education institutions through national equity in teacher distribution and optimal utilization.
 - iii. Enhancement of efficiency and effectiveness in the management of teaching in learning institutions.
 - iv. Expansion of opportunities for career growth and progression of teachers.
 - v. Maintenance of discipline and integrity in the teaching service.
 - vi. Enhancement of efficiency and effectiveness in financing Teacher Management activities.
 - vii. Increase in customer and employee satisfaction.
 - viii. Enhancement of professionalism and quality standards in the teaching service.

STRATEGIES

239. In order to achieve the above stated objectives, the following range of strategies will be considered:

- i. Enforce teacher registration.
- ii. Recruit adequate number of teachers for all public institutions based on cost effective staffing norms.
- iii. Conduct continuous teacher rationalization and institutionalize alternative modes of curriculum delivery to attain equity and optimum utilization of teachers.
- iv. Implement service delivery innovations (sharing of teachers for elective subjects within the urban areas, implementation of online services for Teacher Management).
- v. Enhance the decentralisation of Teacher Management activities at appropriate levels for more effective service delivery including dispensation of discipline cases, and continuous sensitization on integrity and professionalism.
- vi. Build capacity of education administrators in financial management, ICT user skills.
- vii. Sensitize TSC staff, agents and stakeholders in teacher management reforms.
- viii. Enhance automation of the teacher management function and the effectiveness of TMIS at the headquarters and all the counties and sub-counties.
- ix. Improve on the mechanisms for attracting and retaining teachers in the teaching service such as harmonized allowances to create a level ground for all teachers.
- x. Mainstreaming of HIV and AIDS and gender and SNE, APBET and ECDE issues in teacher management activities.
- xi. Develop a framework for teacher career planning and development.
- xii. Establish Teacher Resource Centres in the counties and sub-counties.
- xiii. To establish institutional based quality standards management (QSM) in curriculum implementation and delivery through performance appraisal system and performance contracting.
- xiv. Conduct employee satisfaction surveys.
- xv. Standardize the monitoring and evaluation (M&E) framework for teacher management activities.

Teacher Education and Development Programme for Basic Education (Pre-Service)

BACKGROUND

240. It has been stated that the quality of an education system will not exceed the quality of its teachers. With about 80% of learning directly influenced by the quality of teaching, improving quality will have a significant impact on learning. The main determinants in improving the quality of teaching are:

- personal, academic and professional qualities of the teacher
- curriculum content, knowledge and understanding
- tools and methodology of delivery (pedagogy)
- support systems and conditions (governance, management, physical and working environment)

241. Teacher professional development is a critical and effective strategy to providing quality education. This means that education and training initiatives must be geared towards the development of skills, knowledge, attitudes and values in the development of teaching abilities to effectively cater for the learning needs of the Kenyan child

242. Teachers need to acquire innovative approaches in the pedagogy to enable learners to cope with the dynamics of the 21st century. This is a key step in transformation of the country into a knowledge economy as envisioned in the Kenya Vision 2030 and Constitution of Kenya (2010). Towards this end, the Department of Education has developed a Teacher Competency Framework that spells out competences for teachers at all levels including Primary, ECDE, Teacher Training and Secondary schools teachers. The competences describe what teachers in Kenya should know and be able to do. It has indicators, which show how competences for teachers could be identified and measured. These indicators are useful for decision making as well as in measuring the extent to which the targets are met.

243. The competences are organized in four domains, namely; knowledge, teaching skills, assessment and evaluation, professional values and behaviour.

Knowledge: Knowledge refers to the content knowledge, professional knowledge, knowledge of cross-cutting and emerging issues as well as the practical understanding that a teacher needs in order to perform his or her duties.

Teaching Skills: Teaching Skills refers to the instructional processes, strategies and classroom management techniques that a teacher uses to facilitate and enhance learning.

Assessment and Evaluation: Assessment and Evaluation refers to the process of collecting, analysing, interpreting and communicating information about learners' performance using a range of tools to indicate levels of achievement and give feedback on effectiveness of instruction.

Professional Values and Behaviour: Professional Values refers to the teachers' mode of conduct, ethics, and high standards of commitment towards their professional role and promotion of good citizenship.

244. The Government recognizes the need for a better-integrated and harmonized system of pre-service and in-service teacher education, if the quality and effectiveness of the teacher education service is to improve. Such a system will help support and encourage stronger lifelong learning. Teachers will be better able to prepare learners to benefit from, and cope with the many current and future challenges. Pre-service Education and Training. The start point is the development of a national policy framework.

CURRENT STATUS

245. Currently, ECDE teacher training is offered through in-service and other school based initiatives for certificate and diploma courses in private and public institutions. In the Madrassa system, there are equivalencies but instructions are given in Arabic. For the Duksi, teachers are mainly Madrassa graduates. The requirement for one to be a Duksi teacher is the completion and memorization of the 114 Chapters of the Quran. However, there are those teachers who hold Kenyan Certificate of Primary Education.

246. There are 22 public Primary Teacher Training Colleges with an enrolment of 17, 999 undertaking a two-year P1 certificate course. In addition, there are over 88 private teacher training colleges offering P1 certificates. The P1 certificate will be upgraded to Diploma in Primary Education as soon as the KICD develops a new curriculum. The primary teacher education (PTE) course is examined by KNEC upon which a P1 certificate is issued. Secondary school teachers are trained in two public and 12 private Diploma Colleges, as well as in 36 public universities as well as in private universities.

ISSUES AND CHALLENGES

247. Emerging issues include:

- i. Lack of clear national policy on teacher education and development that guide teacher training by the various service providers.
- ii. The national growth in population calls for commensurate growth in teacher training opportunities.
- iii. Need to reform the teacher education curriculum at all levels of training to bring it in tandem with the emerging teacher training needs, including early grade literacy and numeracy, and pedagogy in cross-cutting themes such as gender sensitivity.
- iv. Limited pedagogical skill upgrading in form of capacity building for the serving teacher trainers.
- v. Need to harmonize entry requirement and duration of teacher training at all levels.
- vi. Need to enhance pedagogical ICT integration in teacher development.
- vii. The uncoordinated upgrading of diploma and primary teacher training colleges to constituent colleges of universities.
- viii. Inadequate trained teachers in special needs education.
- ix. Inadequate funds for teacher education development.
- x. Inadequate supervision of teacher training curriculum implementation at all levels.
- xi. No teacher development in Adult and Continuing Education (ACE).
- xii. Inadequate training opportunities for SNE teachers in specialised areas such as functional assessment, speech therapy and autism among others.
- xiii. Limited in-service training that targets Primary school teachers, Duksi & Madrassa, ECDE and secondary schools.
- xiv. The current mode of evaluation of Diploma in SNE by KNEC is summative while the curriculum dictates a skills-based evaluation.
- xv. Kenya continues to have shortage of science teachers, especially at secondary level subjects to serve both primary and secondary schools.

POLICY FRAMEWORK

248. The quality of learning in Kenya is directly related to the quality of its teachers. Therefore, pre-service and in-service teacher training must be modernized and reformed with a shift to a competency based approach. The Government will establish teacher education and development standards, based

on acceptable principles that will ensure optimal delivery of competency based education for the benefit of the learners.

GOAL AND OBJECTIVES

Goal:

249. To improve the quality of teacher training for effective teaching.

Objectives:

250. The range of objectives to achieve this goal include:
- i. To provide pre- and in-service opportunities to acquire knowledge, skills, values and attitudes necessary for the teaching profession.
 - ii. To prepare a reflective teacher who challenges their teaching in the spirit of continual improvement.
 - iii. To foster, in teachers, an understanding and promotion of the national goals of education and national values under the constitution to enable them to impart the same to the learners.
 - iv. To prepare teachers who are responsive to the needs of all learners through a deep understanding of pedagogy relevant to 21st Century curriculum reforms and needs.
 - v. Integrate pre-service ECDE teacher training into existing teacher training colleges.
 - vi. To integrate secular education into Duksi and Madrassa system of instruction.
 - vii. To enhance delivery of adult education and APBET curriculum.

STRATEGIES

251. The range of strategies to be considered to address the various challenges includes:
- i. Develop and implement a national teacher education policy at all levels.
 - ii. Develop a qualification framework for personnel entering the teaching profession.
 - iii. Undertake an in-depth study of teacher education focusing on improving the quality of teachers.
 - iv. Improve the quality of curriculum delivery by: providing adequate resources for teaching/learning, transport for teaching practice, improving TTCs ICT in education, and adequately equipping Learning Resource Centres (LRCs) in teacher training colleges.
 - v. Strengthen the pre-service curriculum to include reform approaches in early grade literacy and numeracy, special needs and cross-cutting themes' pedagogy.
 - vi. Enhance provision of grants for personal emolument for BoM employees, and bursary assistance for bright and needy TTC students.
 - vii. Develop an effective monitoring and evaluation plan for teacher education.
 - viii. Create linkages at all levels of teacher training.
 - ix. Rehabilitate dilapidated buildings in PTTCs.
 - x. Upgrade the Kenya Institute of Special Education to train graduate teachers in special education.
 - xi. In-service for Duksi and Madrassa teachers in secular education.
 - xii. Integrate secular education in Madrassa and Duksi system of instruction.
 - xiii. Establish a teacher training college for ACE/APBET.
 - xiv. Conversion of some existing PTTCs to Diploma Colleges and establishing diploma programmes
 - xv. Select some of the PTTCs and allow them to specialize in science subjects only.

In-Service Education and Training (INSET)

CURRENT STATUS

252. The ongoing activities within the INSET initiative include:
- i. Schools-based Teacher Development (SbTD); this activity is aimed at strengthening the quality of Mathematics, English and Science teaching in primary schools.
 - ii. The SbTD extension; this activity is an extension of the first phase SbTD, which includes new subject specialism in Guidance & Counselling and Kiswahili.
 - iii. SbTD specialist Social Studies implemented for 18,130 primary school teachers.
 - iv. The School Empowerment Programme (SEP); this is a blended learning programme focusing on strengthening management and leadership capacity and pedagogic effectiveness in all public primary schools.
 - v. Education for Marginalized Children in Kenya (EMACK).
 - vi. Early Grade Reading and Early Grade Mathematics (PRIMR) pilot.
 - vii. Teacher Education Professional Development (TEPD).
 - viii. Water Sanitation and Hygiene.
 - ix. East Africa Quality Education Learning (EAQEL); this is an early reading (grades 1-3) initiative that is being piloted in Kwale and Kinango.
 - x. Child Friendly Schools (CFS) initiative.
 - xi. Strengthening Science and Mathematics (SMASE).at the primary, secondary and teacher training college levels.
 - xii. Training in Multi-grade and large Class Teaching targeting 23 Counties in ASAL and hard to reach areas.
253. To ensure quality curriculum delivery, there is need for implementing continuous pedagogical skills and content mastery upgrading for teachers. It is essential to create a system of INSET delivery that employs face-to-face and distance learning as well as both modular and two-tier cascade systems, and makes use of a strong M&E system to mitigate the weaknesses of the cascade system of INSET delivery.

ISSUES AND CONSTRAINTS

254. The issues and constraints in the provision of INSET services include:
- i. Limited harmonization of the INSET activities due to many players with divergent interests.
 - ii. Limited quality assurance support and weak pre-service/in-service linkages.
 - iii. Lack of accreditation framework for INSET services provided by the Department.
 - iv. Secondary INSET limited to mathematics and science.
 - v. Lack of a national INSET policy to guide INSET activities.
 - vi. Inadequate school-based quality assurance systems to follow up and supervise teachers in the implementation of good practices.
 - vii. Inadequate ICT Integration (pedagogy) in education and training to equip teachers with the requisite skills for science, technology and innovation.

POLICY FRAMEWORK

255. As part of reforming the education and training sectors, the Department of Education will develop a Teacher Development and Management Policy so as to institute Continuous Professional Development (CPD) for all teachers. This policy framework will provide a clear focus on teacher development and utilization under which INSET is a priority area. The Department will continue to decentralise education and training services in the agreed functions, resources, and decision-making

authority to Counties and sub-county Offices, as well as zonal and school-level education management bodies. The INSET Unit, in collaboration with the TSC and CEMASTE/ICADETA, will make use of the Teacher Competency Framework to determine the in-service training needs for teachers and address them accordingly.

OBJECTIVES

256. The range of objectives include:
- i. Continuously upgrading teachers' skills in subject mastery and pedagogy for quality and effective teaching and learning.
 - ii. Enhancing institutional framework for effective and efficient curriculum delivery.
 - iii. Enhancing leadership for effective curriculum management.
 - iv. Deepening and mainstreaming the cross-cutting issues in Basic Education.

STRATEGIES

257. In order to achieve the above objectives, the following range of strategies will be considered:
- i. Establish mechanisms for effective management and co-ordination of INSET activities.
 - ii. Strengthen systems and structures to institutionalise INSET implementation.
 - iii. Strengthen Tracking and Support of INSET provision at National, County, Districts, zonal, cluster and school levels.
 - iv. Implement and sustain current and new INSET activities for all including ECDE,ACE, SNE and NFS/NFC.
 - v. Strengthen and sustain teachers' INSET through CEMASTE/ICADETA.
 - vi. Establish and/or strengthen the Continuous Professional Development of teachers in order to upgrade and improve teachers' pedagogical skills and content mastery.
 - vii. Develop and Integrate ICT in INSET provision.
 - viii. Establish essential ICT integration infrastructure(as a management tool) at all levels.
 - ix. Develop and implementing a national INSET accreditation Framework.
 - x. Expand INSET to include all subjects at all levels.
 - xi. Strengthen INSET programmes for education leadership concerned with curriculum management and delivery to include 'on-the-job' mentoring and training.
 - xii. Strengthen school-based quality assurance systems to follow up and supervise teachers in the implementation of good practices.
 - xiii. Establish an effective INSET database within EMIS.
 - xiv. Develop an effective communication system for INSET delivery at all levels.
 - xv. Establish links with local, regional and international institutions and bodies involved in teacher professional development to facilitate the transfer of good practices.
 - xvi. Constitute a technical team to workout modalities for integration of secular education into *Madrassa* and *Duksi* system of instruction.
 - xvii. Design in-service training programmes including *Duksi* and *Madrassa*.
 - xviii. Conduct research and evaluation to determine training needs and improvements in curriculum delivery.
 - xix. Establish a collaborative system of regular inter-school visits by school heads and teachers for sharing of experiences, benchmarking and technical support, consistent with the Education Communities of practice Approach.

Capacity Building for Education Managers

BACKGROUND

258. Human capital is a key component for growth and development of any country. As expected, the capacity of the education sector to deliver on national development goals depends on the effectiveness of education staff with knowledge and skills in response to changing circumstances with the intent of improving the quality of education and training. Human capacity development programmes, must therefore aim, at raising staff competence, and stimulate their attitudes through a wide range of development opportunities. To develop a *Globally Competitive Quality Education, and Training and Research for Sustainable Development* by 2030, the Department requires adequate and quality human resources necessary for the realization of Kenya's economic, social and political goals.

CURRENT STATUS

259. Despite efforts and resources having been committed to capacity development of education managers, the quality of education in Kenya is still a challenge. The capacity development activities have been undertaken by multiple actors in a fragmented manner that has undermined quality outcomes. The Government has increased financial support for capacity development activities and also strengthened Kenya Education Management Institute (KEMI) the Department of Education capacity development agency. CEMASTEAs has also been offering pedagogical leadership training to QASOs, principals, deputy principals, Deans of Curriculum, TAC Tutors and head teachers to support teachers in implementing effective and innovative classroom practices. CEMASTEAs has been sensitizing education officers and County Directors in effective management of sustainable and institutionalised INSET. Development partners have continued to complement government efforts towards capacity enhancement of education managers.

ISSUES AND CONSTRAINTS

260. Challenges and issues affecting human resource capacity and development of the education sector include:

- i. Human resource management in the education sector has proved cumbersome and complex as a result of the large numbers of staff involved at every level; the variety of staff and grade levels, and recruitment of temporary and auxiliary staff.
- ii. There has also been a problem of stagnation with some officers remaining in one job group for over 12 years.
- iii. Deployment of staff has not always matched the individual's skills and competences.
- iv. Ineffective staff management, unmet staff development needs, unsystematic staff deployment, have led to low morale and low motivation eventually affecting service delivery.
- v. In some cases underutilization of the workforce contributes to high staff turnover.
- vi. Lack of capacity to impart new key competences that are needed in a rapidly changing and dynamic world, to enable staff fit and function well in the education sector.
- vii. Limited opportunities for capacity building of staff.
- viii. Appraisal is viewed by many as a bureaucratic process with little relevance to improving performance and accountability.
- ix. Many INSET events take place without proper coordination, or having been assessed for the quality and effectiveness.
- x. Low commitment of specialized personnel seconded to MoEST by other Departments.
- xi. The existing authority chain prevents field officers from making decisions, thus delaying taking action.

- xii. Lack of a well-coordinated framework for actors offering capacity development in education management.
- xiii. Poor institutional, performance and financial resource management in some institutions.
- xiv. A good number of the education managers lack ICT skills and many education institutions have inadequate ICT infrastructure leading to poor data management and making it difficult to effectively undertake online training in education management.

POLICY FRAMEWORK

261. There is a gap between competencies and the responsibilities of education managers in relation to assignments undertaken. To be able to manage the provision of quality education to all Kenyans, there is need, therefore, to maintain quality and relevance and align education management with devolved structures in the sector. A clear national policy setting out principles, rationale and an implementation framework is required.

GOAL AND OBJECTIVES

Goal:

262. To enhance access, relevance and quality of education through capacity development of education managers.

Objectives:

263. The range of objectives include:
- i. To enhance accountability, good governance and transparency through training education managers on financial, institutional and resource management.
 - ii. To enhance pedagogical leadership at the institutional level.
 - iii. To improve service delivery through training on performance contracting system.
 - iv. To fast track implementation of the Constitution through training education managers to function in a decentralised setting.
 - v. To enhance the capacity of education managers to identify the institutional context of cross-cutting issues and lead appropriate curriculum and pedagogical responses.

STRATEGIES

264. The following range of strategies will be considered to overcome the challenges:
- i. Develop capacity of county educational managers and personnel on their roles, responsibilities and functions within a decentralised setting.
 - ii. Strengthen accountability and transparency in education and training institutions.
 - iii. Train education managers about performance contracting and ICT integration as a management tool to enhance service delivery.
 - iv. Strengthen collaboration between Department of Education agencies and other partners in capacity development.
 - v. Develop a policy framework for capacity development of education managers.
 - vi. Continuously design new training activities in response to changes in the education sector.
 - vii. Strengthen the coordination, monitoring and evaluation of training activities.
 - viii. Train school leadership on pedagogical leadership to support teachers to implement skills they have acquired through INSET in the classrooms and to support school-based INSET activities.

Information Communication Technology (ICT) for Education and Training

BACKGROUND

265. Information and Communication Technologies (ICT) are undisputable drivers of a knowledge-based economy. Kenya is expected to become a rapidly growing middle-income economy with high quality of life by 2030. A prime objective is the provision of quality education that prepares learners to competitively function within a highly integrated, technologically-oriented and information-based global economy.

266. The 21st century learning skills include: critical thinking, creativity, communication, collaboration, ICT literacy, and innovation skills to effectively function in a knowledge-based economy. ICTs are expected to be seamlessly integrated in teaching and learning across all levels of education. Policy formation, capacity development, digital content and ICT infrastructure are the critical pillars for integration of modern technologies to teaching and learning.

CURRENT STATUS

267. The Department has implemented a number of initiatives for ICT integration, both as a pedagogical and management tool in education:

- i. The National ICT Strategy for Education and Training (2006) which was developed and implemented to operationalize the Sessional Paper No. 1 of 2005. Under ESP-ICT computer for schools project, 210 ICT champions for each constituency have been trained and have in turn trained over 20,000 teachers on ICT integration in education through a cascade model. CEMASTEAs have trained 1500 district master trainers who have trained 20,000 teachers on ICT integrated lesson plans. KICD through ELIMIKA platform has oriented over 200 primary school teachers on new curricula changes.
- ii. The National ICT Innovation and Integration Centre (NI3C) has been providing support and help-desk services to teachers and schools in ICT integration, testing new innovations and advising senior management about innovative solutions, and hosting the national teachers' portal.
- iii. KICD has digitized mathematics and science subjects for classes 4 to 7 in primary education and 12 subjects except CRE, IRE and Hindu in secondary education. Digital content for primary and secondary school level from other publishers has also been vetted and included in the orange book. To promote alternative avenues for dissemination of digital content, a digital TV education channel (Edu channel) was launched at KICD (2010). Radio programmes in all subjects are continuously being developed, produced and disseminated by KICD in conjunction with KBC English Service.
- iv. There has been continuous deployment of ICT infrastructure to schools and learning institutions. Some of the projects along this line include among others the NEPAD e-schools (2005); the e-schools initiative; the Multi-media lab project (TELEVIC); the ESP-ICT Computer for schools project (2010 -2012); the Accelerating 21st Century Education (ACE) project (2010-2012); Tafakari Project in TTCs; the Badiliko Project (British Council) and the Holistic Model project(2011-2012).
- v. To provide coordination and harmonization of ICT integration initiatives in education, the Department established ICT4E unit and ICT integration Team. This has provided continued guidance on public-private partnerships to mobilize resources for ICT in education.
- vi. The laptops for Class 1 initiative will begin in 2014.

Issues and Constraints

268. Despite the endeavours to integrate ICT in education, a number of issues have remained as barriers to full attainment of the desired goals. These include:

- i. *Connectivity* – There is limited access to dedicated phone lines and high-speed systems of connectivity to allow access to e-mail and internet educational resources for most of schools and learning institutions. Alternative technologies for access to internet resources, including wireless systems remain quite expensive and out of reach for majority of learning institutions.
- ii. *Co-ordination*– There are multiple actors involved in integration of ICTs in education. These include, but not limited to, various directorates, KEMI, KICD, KISE, CEMASTEPA, education officers, teachers, sponsors and development partners. This poses a challenge for the effective implementation of ICT integration in education policies.
- iii. *Capacity building*–ICT integration in education is a recent phenomenon in education sector. This implies that a lot of capacity-building both at pre-service and in-service level is critical. On the other side, effective implementation of ICT integration in education programmes is predicated on the knowledge, skills and attitudes of the education managers and teachers. However due to high numbers of staff, limited capacity and financial resources, capacity building remains a major challenge for the effective use of ICT as a pedagogical and management tool.
- iv. *Digital content*–In spite of the huge effort made to integrate ICTs in the curriculum as well as development of digital content, there is huge gap in the availability of digital content in the Kenyan market. A lot of emphasis has been made on digitizing science content at the expense of other areas of learning. KICD technical, human and financial capacity to vet digital content from other publishers is still limited
- v. *ICT infrastructure*–ICT infrastructure is expensive and most of our schools and learning centres are still facing the challenge of inadequate ICT infrastructure for teaching and learning. In some cases, the infrastructure is lacking because of lack of or poor maintenance practices. Vandalism and theft of computers and other accessories has also increased the magnitude of this problem.
- vi. *E-waste and safety on the internet* – Old and unserviceable computers, office electronic equipment, entertainment device electronics and mobile phones are leading to an environmental problem. This is aggravated by limited skills by the users on disposal of the e-waste. On the side, learners can be exposed to “indecent content” when they visit some sites in the internet. This content not only tampers with the morals of the learner but also tempts them to spend a lot of energy and time on the said sites at expense of learning.
- vii. *Monitoring and evaluation*- ICT integration in education initiatives in schools and learning institutions has not been adequately monitored and this poses a major setback in the process of integrating ICTs in teaching and learning. The use of ICT equipment and e-resources supplied to schools needs to be monitored and evaluation done so as to assess the effectiveness of the initiatives in the improvement of learning.

POLICY FRAMEWORK

269. ICT integration in education in the Department has two pillars namely: e-government implementation which is managed by the ICT Unit for management and ICT integration in teaching and

learning managed by the pedagogical arm - ICT4E Unit. At the policy level, the Department is committed to fast-track adoption and integration of ICT at all levels. Its implementation will be through a Directorate of ICT for Education that will champion the Department's commitment to the integration of ICT in education and training.

GOAL AND OBJECTIVES

Goal:

270. The overall objective of the ICT Investment is to seamlessly integrate ICTs in education for administration, management and in teaching and learning at all levels.

Objectives:

271. The following range of objectives will assist the achievement of the goal:
- i. To develop and implement comprehensive legal, policy and institutional framework for ICT integration in education at all levels.
 - ii. To develop adequate capacity for ICT integration for the entire education sector.
 - iii. To develop and vet digital content for all sectors of education.
 - iv. To develop an enabling and robust ICT infrastructure for all schools (primary and secondary), ECDE centres, ACE centres, SNE centres, TTCs and education offices.
 - v. To strengthen collaboration and partnership for ICT integration in education across all levels.
 - vi. To strengthen monitoring, evaluation and continuous research for ICT integration in education.
 - vii. To pursue public private partnerships to effectively support ICT infrastructural developments in the sector.

STRATEGIES

272. The following range of strategies will be considered to overcome the challenges:
- i. Strengthen ICT Institutional Framework to coordinate, harmonize and support all ICT initiatives geared towards effective integration of ICT in education.
 - ii. Increase usage of ICT for administration and management (NEMIS) at all levels.
 - iii. Advice and support to sustain the ICT infrastructure provided to all levels including schools, ECDE centres, SNE centres, TTCs and ACE centres.
 - iv. Provision of adequate software, hardware and maintenance services.
 - v. Facilitate provision of connectivity to enhance collaboration and information sharing in the sector.
 - vi. Promote the integration of ICTs into the teaching and learning process across all levels.
 - vii. Promote Public Private Sector Partnerships for ICT in education resource mobilization.
 - viii. Strengthen digital content vetting and evaluation mechanisms.
 - ix. Strengthen the Curriculum online orientation platform.
 - x. Monitor and evaluate the usage of ICT in teaching and learning process.
 - xi. Provide linkage between ICT Investment and other investments such as capacity building, provision of digital materials, equipment and software.
 - xii. Provide a laptop for each class 1 pupil to enhance their skills in ICT.

LOGISTICAL FRAMEWORK

Each implementing authority will use the Logistical Framework as the basis for the development of their annual work plans arising from the NESP Volume Two: Operational Plan. See Annex Two.

COST ESTIMATES

An inputs expenditure estimate has been made for each priority. These are collated in Annex Three. Each implementing authority should refer to these estimates as the basis for preparing a comprehensive outputs budget as part of its annual plan.

PRIORITY FOUR: EQUITY AND INCLUSION

Gender in Education

BACKGROUND

273. Gender refers to the social roles, responsibilities and behaviours that are believed to belong to men, women, boys and girls. Gender roles are created by a society and are learned from one generation to the next. Because gender roles are socially learned, they can be changed to achieve equity and equality for boys, girls, men and women. The overall goal of the Department of Education is to provide equal access to education for both boys and girls irrespective of their socio-economic status.

274. This is consistent with the national legal framework and development objectives as well as the Government's commitment to achieving global commitments to which Kenya is a signatory.

275. Since the Jomtien World Conference (1990), there has been gradual improvement especially in enrolment rates of all learners. The Global Monitoring Report (2010) notes that since 1999 the number of children not attending school has fallen by 33 million and more children are completing a full cycle of primary education. Despite the gradual improvement in enrolments rates, gender disparities in attainment of education still persist. The report estimates that 28 countries across the developing World have nine girls in primary school for every ten boys. Girls account for 54% of the children out of school. The gender gaps persist as girls progress to higher classes due to high dropout rates caused by social-cultural and economic factors. Ensuring gender equality for both girls and boys means both have equal opportunities to enter and participate in and benefit from the range of subjects or other learning experiences in school.

CURRENT STATUS

276. Education is fundamental for all sustainable development and is a human right and enabler for every individual's participation in all facets of the society. The country has achieved near gender parity nationally at primary and secondary level. The Gender parity index at primary level averaged about 0.97 and secondary at 0.87 in 2010. However, gender disparities still persist in certain regions especially in the Arid and Semi-Arid Areas, and in urban informal settlements tilting negatively against the female gender (EFA/EDA Report, 2001-2010).

277. At Primary school level Net Enrolment Rate stood at 92.9%, (Boys=93.6% Girls = 92.1%) in 2010, Primary Completion Rate at 83.2% (Boys 88.3%, Girls 78.2%) and secondary Gross enrolment stood at 42.5% (Boys 46.3% Girls 38.8%) These statistics indicate the enrolment and the completion rates are in favour of the boy child. However, there has been a reversal in the gender trends in certain regions due to various factors. Key among them various empowerment programmes focusing on the girl child and the emerging illegal grouping. The boy child seems to have been ignored and is being moulded by negative role models. Their self-esteem has been eroded and they have become equally vulnerable.

278. To address the gender disparities, targeted interventions have been put in place:
- i. The development and launching of a Gender Policy in Education in 2007, aimed at eliminating regional gender disparities in the education sector by 2010 and to achieve gender equality in education at all levels by 2015.

- ii. The Department has undertaken mentorship/moulding programmes in regions with high gender disparities and sensitized education stakeholders and communities on the need to encourage boys and girls to participate in education.
- iii. In the financial year 2011/2012, to enhance retention and improved performance for the girls, the government initiated a programme for the provision of sanitary towels targeting needy mature primary school girls in ASAL regions, slum areas and pockets of poverty across the country.
- iv. Affirmative action initiative to benefit girls, learners with special needs and children from marginalized communities during admission to Form 1 and Public University intake.
- v. Currently, the Department is applying affirmative action of 5% in favour of girls in the allocation of bursaries and in provision of sanitary facilities.
- vi. Establishment of low cost boarding primary schools, mobile schools and shepherds schools.
- vii. Empowerment of the girls through mentorship/moulding programmes.
- viii. The re-entry policy for girls who become pregnant while in school at all learning levels.
- ix. Affirmative action initiative in bursary/scholarship allocation for secondary schools and university admissions targeting students in ASAL areas and other pocket of poverty.
- x. Encouraging the study of science maths and technology especially in the case of girls.
- xi. The re-introduction of Free Primary Education in 2003 that led to increased enrolment of children in primary schools. Likewise, the introduction of Free Day Secondary Education in 2008 has enhanced girls and boys transition from primary to secondary, attendance and retention.

ISSUES AND CONSTRAINTS

279. Despite all these intervention, gender disparity in education by regions remains a major challenge, more so in semi-arid and arid regions and among the urban informal settlements. Disparities are more evident in secondary and higher levels of education as well as in adult basic education. The following are some of the persistent challenges:

- i. Socio-cultural attitudes and practices, which negatively impact on access to education especially for girls, are still common in many communities.
- ii. Gender disparities in terms of access, retention, transition and learning outcomes in ASAL, urban informal settlements and pockets of poverty.
- iii. Sexual harassment and gender based violence continue in schools and even outside the school due to lack clear policy framework.
- iv. Gender insensitive infrastructure in learning institutions such as furniture and sanitation facilities.
- v. Absence of monitoring and evaluation mechanisms on the implementation and effectiveness of gender policy in education.
- vi. Gender imbalance in teacher deployment leading to lack of role models for boys and girls in some regions, especially in some rural, arid and semi-arid areas and the urban informal settlement.
- vii. Lack of or limited gender responsive pedagogical skills for practicing teachers.
- viii. Inadequate community awareness on the importance of educating both girls and boys.
- ix. Inadequate provision of critical personal items especially sanitary towels for girls.
- x. Absence of policy guidelines for implementation of the gender policy;
- xi. Negative impact of HIV and AIDS on learners.
- xii. Poor performance especially for girls in science, mathematics and technology.
- xiii. Lack of adequate funding for gender education.

- xiv. Lack of satisfactory progress in addressing these issues calls for new approaches and mechanisms to enhance gender parity in the education sector.

POLICY FRAMEWORK

280. Gender in Education initiatives will be implemented in line with the national frameworks as well as international conventions on human rights and goals in education. The Gender in Education policy (2007) provides guidelines for mainstreaming specific issues related to both boys and girls in programmatic interventions and specifically the re-admission of girls who become pregnant while in school, at all levels of learning. This policy shall be reviewed and enacted.

OBJECTIVES

281. Gender in education includes the following range of objectives:
- i. Achieve Universal Primary Education (UPE) for boys and girls by 2018.
 - ii. Promote gender equality and empower women and men, girls and boys to participate in education.
 - iii. Reduce regional gender disparities in Basic Education by 2018.
 - iv. Build capacity for all education stakeholders.
 - v. Reduce and gradually eliminate child abuse and gender based violence in learning institutions, the workplace and the community by 2018.

STRATEGIES

282. In order to ensure equal access to education and training a range of strategies will be considered:
- i. Promote gender equality and equity and facilitate gender mainstreaming in education.
 - ii. Ensure equal opportunities and gender parity in the provision of education to children especially those with special needs.
 - iii. Review and enact the Gender in Education policy (2007).
 - iv. Sensitize communities on the need to enrol and retain all children in schools and make school environment gender sensitive.
 - v. Enforce affirmative action to address the needs of the marginalised, gender minorities, special needs and those in difficult circumstances.
 - vi. Develop a Gender Based Violence (GBV) work place policy.
 - vii. Develop a child protection policy.
 - viii. Enhance Gender mainstreaming programmes in the Education sector.
 - ix. Establish Gender mentorship programmes in learning institutions.
 - x. Strengthen Partnerships and create linkages with development partners locally, regionally and internationally.

Most Vulnerable Children Voucher System

BACKGROUND

283. The overall goal of the Department of Education is to provide quality basic education for both boys and girls irrespective of their socio-economic status. However, owing to poverty and other factors, not all the children are able to benefit from the education sector programmes. Over 800,000 children attending schooling are reported as orphans as a result of HIV and AIDs and in most cases lack shelter, food, basic health care and child protection. These socio-economic factors have an effect on the access, equity, retention and participation by children. There is a national social protection policy (Department of Gender and Children Services). The national policy on social protection guides how ministries will support the national social protection goals through their programmes.

284. Lack of food, clothing and basic health also constrains vulnerable children and especially orphans from enrolling in schools.

CURRENT STATUS

285. The Department of Education, under KESSP, introduced Most Vulnerable Children Grants for primary schools to support increasing enrolment in our schools; however the initiative wound up with completion of KESSP in 2010. The initiative sought to support all infected and affected children by HIV and AIDS particularly orphans, vulnerable children and those with special needs. In order to mitigate the socio-economic impact of the pandemic, Ksh. 200,000 was disbursed electronically to each of the 3,251 primary schools under the MVC support grant by June 2009. In total 600.1 million was disbursed and the number of children benefiting was estimated at 610, 000. Monitoring and evaluation of the funds was carried out in 227 schools in the financial year 2008/09.

ISSUES AND CHALLENGES

286. The following are some of the persistent challenges:

- i. In Kenya, the poverty index in most rural and urban slums areas is still high thus resulting to low retention rates in schools.
- ii. Dropout is a major challenge in education that affects many districts such as Transmara, Msambweni, Kinango, Samburu, Narok, Tana River, Ganze, Magarini and Kwale.
- iii. Other aspects such as cultural practices and child labour result in wastage in primary schools.

POLICY FRAMEWORK

287. The Education Voucher Scheme (EVS) will target children who are from poor backgrounds and who are frequently absent from school or drop-out due to hunger, clothing (uniform) and minor health ailments. As part of the demand-side financing mechanisms, the Education Voucher Scheme (EVS) initiative will complement previous and on-going initiatives of addressing inequality in education through support to poor families, thus improving access to education. This will enable children who would otherwise be out of school to access and complete the full cycle of quality basic education.

288. The Education Voucher Scheme (EVS) is envisaged to assist the most needy children to get basic necessities mainly food, clothing and medical care for minor ailments to enable them to enrol and complete a full cycle of quality basic education.

GOAL AND OBJECTIVES

Goal:

289. The overall objective of the Education Voucher Scheme is to increase enrolment, enhance retention and participation in education of Most Vulnerable Children (MVC).

Objectives:

290. The range of objectives to support this goal include:

- i. Increase enrolment; enhance retention and participation in education by children from poor households.
- ii. Enhance equity in education.
- iii. Enhance gender parity in the provision of education.
- iv. Sensitize the targeted households on the value of education as a tool for poverty reduction.
- v. Establish partnership and collaboration with stakeholders to ensure sustainability of the programme.

- vi. Undertake advocacy and social mobilization for Education Voucher Scheme among the targeted communities.

STRATEGIES

291. Identified strategies to be considered include:
- i. Design and pilot an Education Voucher Scheme.
 - ii. Scale up the EVS to 43 districts (Urban slums, ASAL and pockets of Poverty).
 - iii. Community social mobilization and sensitization.
 - iv. Monitoring and Evaluation.
 - v. Establish the district EVS committee.
 - vi. Provide conditional cash transfers to vulnerable households.

Expanding Educational Opportunities in ASALS

BACKGROUND

292. In efforts to achieve national, regional, and international commitments of providing quality education to all citizens, the Government of Kenya taken affirmative action to ensure the minority and marginalized are provided special opportunities in educational and economic fields. One positive step was the development and launch of the policy framework on Nomadic Education, July, 2010, which, like other interventions in the past the policy largely remains unimplemented. Despite numerous interventions by Government to improve access, equity and quality of education close to 2 million children aged between 6 – 13 years are still out of school (KHPC, 2009). Available evidence reveals that the figure is shared by specific pockets, from which the Arid Districts claim a lion's share (Department of Education-ILO implementation strategy for IPEC/APBET, 2012). For instance in West Pokot, Turkana and Samburu, 40% of children aged between 6 – 16 years are out of school, (UWEZO, 2012). The percentage is greater in the Arid Districts of Garissa, Wajir and Mandera. The influencing factors range from the cost of education, (ILO, 2009) the insensitive nature of formal schooling to Kenyan nomadic communities, low interest of families to invest in education and poor quality education.

CURRENT STATUS

293. The following highlights reflect the status of education in disadvantaged regions:
- i. Establishment and financial support to 87 mobile schools and 392 LCBs.
 - ii. Training of 286 mobile school teachers and SMCs on financial management.
 - iii. Conducted impact evaluation.
 - iv. Trained 57 mobile school teachers on multi-grade pedagogy.
 - v. Monitoring and evaluation (expenditure tracking) of mobile schools and LCBs in the years 2009 and 2010.

ISSUES AND CONSTRAINTS

294. Challenges facing the sector include:
- i. Mobile nature of the community makes the provision of formal learning difficult.
 - ii. Persistent security issues in some ASAL regions frequently interrupt learning.
 - iii. Low Cost Boarding Schools have inadequate boarding facilities, infrastructure.
 - iv. Geographic barriers of, for example distance, to access education.
 - v. Weak management and capacity by school committees.
 - vi. Lack of proper co-ordination between various stakeholders that target ASAL regions.
 - vii. Generally poor performance in national examinations.
 - viii. Inhibitive cultural practices that impact negatively on access to quality education.

- ix. High levels of poverty that makes it difficult to provide hidden educational costs.
- x. Low transition and retention rates.

POLICY FRAMEWORK

295. To address education challenges among marginalized groups and regions, groups that have suffered marginalization will receive targeted financial support by way of grants. The targeted group includes children from nomadic and disadvantaged communities, learners with special needs, children learning disabilities, as well as learners in informal settlements among others. The Nomadic Education Policy Framework of 2009 will be reviewed to enhance education provision to children from nomadic communities. At the same time, the National Council for Nomadic Education (NACONEK) will be operationalized in order to support other efforts by Government and stakeholders in addressing the education challenges among marginalized groups and regions.

OBJECTIVE

296. The main objective of the investment programme is to promote access, retention, quality, and equity in the distribution of educational opportunities to children of mobile communities and regions.

STRATEGIES

297. The range of strategies to achieve this objective includes:
- i. Establish, rehabilitate and equip low-cost boarding facilities in a manner that resonates with the needs and aspirations of pastoralists.
 - ii. Strengthen the oversight of County Government (County Education Boards) to ensure valid quality assurance of education programmes.
 - iii. Improve the capacity of BoM members to prudently manage funds in their learning institutions.
 - iv. Protect and promote access for vulnerable children especially girls by establishing rescue centres.
 - v. Enhance monitoring and evaluation of mobile schools/low-cost boarding schools for the improvement and maintenance of quality and standards of education.
 - vi. Establishment of the National Council for Nomadic Education in Kenya (NACONEK) to efficiently operationalize nomadic education programme.
 - vii. Enhance access through community mobilization and sensitization.
 - viii. Explore alternative modes of learning to enhance access and improve quality of education.
 - ix. Establish feeder schools to reduce distance to schools.

LOGISTICAL FRAMEWORK

Each implementing authority will use the Logistical Framework as the basis for the development of their annual work plans arising from the NESP Volume Two: Operational Plan. See Annex Two.

COST ESTIMATES

An inputs expenditure estimate has been made for each priority. These are collated in Annex Three. Each implementing authority should refer to these estimates as the basis for preparing a comprehensive outputs budget as part of its annual plan.

PRIORITY FIVE: RELEVANCE

Curriculum

BACKGROUND

298. Development of education curriculum is a function of the national government. An appropriate education curriculum is expected to play a major role in empowering the citizens with the necessary knowledge, skills and competencies to realize the national development goals. A relevant curriculum is therefore critical in the achievement of these societal aspirations, which can only be met through the implementation of a well-designed, dynamic and responsive curriculum. The mandate to develop this kind of curricula for all levels of education and training, except the university, is vested in the KICD.

CURRENT STATUS

299. The curriculum development process is premised on a response to societal needs and the dynamism of industry as well as the requirement of the job market envisaged in the national education policy. Most of the curriculum development activities begin with carrying out of a needs assessment study, to highlight the existing issues that need to be factored in the reform process. Besides periodic research carried out during and before the implementation process of a programme, continuous monitoring and evaluation studies are necessary to inform the implementation. A summative evaluation at end of investment implementation cycle may give rise to further curriculum reviews or reforms.

300. Under ECDE, activity-based syllabuses and handbooks for day-care centres, pre-primary I and II have been developed. In addition, an induction course guideline and syllabuses for child care givers, DICECE trainers, parents and communities have been developed. Other support materials that have been developed include training manuals for parental education and ECDE committee members for growth monitoring and promotion training.

301. The current primary education curriculum comprises 12 subjects. These are English, Kiswahili, Science, Mathematics, Social Studies, Christian Religious Education, Islamic Religious Education, Hindu Religious Education, Creative Arts, Physical Education, Life Skills Education and Mother Tongue, which is only taught in lower primary. Teachers' handbooks for each of the subjects at the primary education level as well as Mother Tongue books for lower primary in Dholuo, Kikuyu and Kiambu have been developed.

302. The current secondary education curriculum comprises of 32 subjects. At least six textbook titles in each have been vetted and approved. Curriculum support materials are developed in areas where the commercial publishers have not submitted materials. These areas include: Arabic, German and French, Islamic Religious Education, Hindu Religious Education, Sign Language, Music and Art and Design.

303. In Teacher education, curricula for a Certificate in Adult Teacher Education (ATEC), Certificate in Primary Teacher Education (PTE), Diploma in Early Childhood Development Education (ECDE), Diploma in Special Needs Education (SNE) and Diploma in Secondary Teacher Education, have been developed. Curriculum support materials developed for the various levels include teachers' handbooks for ECDE, SNE, ATEC, PTE and DTE. The Institute has also adapted PTE syllabuses to suit trainees with special educational needs.

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

305. Syllabuses have been adapted for special needs in eleven (11) for primary, and twenty one (21) for secondary education levels. Additionally nineteen specialist syllabuses for hearing impairment, mental handicap, visual impairment, deaf-blind and autism have been prepared. Other curriculum support materials which have been developed include pupils' course books for Kenyan Sign Language (KSL), a handbook on pre-vocational syllabus for learners with mental handicap and a chart of basic signs.

306. Curriculum has also been developed for out of school children and youth in three levels; Level I (equivalent to Standard 1-4) Level II (equivalent to Standard 5-6) and Level III (equivalent to Standard 7-8). The curriculum takes six (6) years to complete and gives room for flexibility and accelerated learning. For effective implementation of the curriculum, learners' books, teachers' guides for all subjects in levels I and II; and for nine (9) academic subjects in Level III have been developed. Other curriculum support materials in place include a resource book for community mobilization and a teacher training manual.

307. The target group for this curriculum includes children in ASAL regions, orphans, adolescent mothers, children on the streets, children in especially difficult circumstances such as the slums, in prisons and pockets of poverty. Orientation of all curriculum implementers on any new or revised curriculum is online and offline. The orientation entails guiding the curriculum implementers on interpretation of the curriculum. An online curriculum orientation course has been developed for primary school teachers and is offered on the *ELIMIKA* platform. This is intended to support effective curriculum delivery and the use of ICT as a pedagogical tool. Prototype curriculum support materials in two thematic areas in ECDE, seven subjects in lower primary, four subjects in upper primary and two subjects at secondary level have also been developed.

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

ISSUES AND CONSTRAINTS

309. Curriculum development is faced with the following constraints:
- i. A national integrated curriculum policy framework is required to provide principles and consistency in approach across the whole of basic Education.
 - ii. Overstretched financial resources for extensive and experimental research activities.
 - iii. Inadequate infra-structure and equipment to keep pace with modern trends in e-research to compliment conventional research methods.
 - iv. Inadequate research engagement to inform the whole process of curriculum implementation.
 - v. Lack of a harmonized training and ECDE curricula.
 - vi. Shortage of locally made play and learning materials and ICT learning activities
 - vii. Assessment in ECDE centres mainly focuses on the cognitive dimension of children's development at the expense of other developmental dimensions.

- viii. Inadequate textbooks and other curriculum support materials for the teaching of Mother Tongue in lower primary.
- ix. Practical subjects like science and creative arts are taught theoretically due to lack of adequate equipment and facilities.
- x. The curriculum is not in harmony with the aspirations of the Constitution of Kenya 2010 and the Kenya Vision 2030.
- xi. The primary and secondary curriculum lacks the flexibility to allow for identification and nurturing of talent.
- xii. Lack of adapted curriculum support materials for learners with special educational needs.
- xiii. Negative attitude towards alternative approaches to delivery of basic education to communities.
- xiv. Poor implementation of the alternative approaches curriculum due to untrained teachers and centre managers.
- xv. Lack of established pathways for continuity in alternative secondary curriculum approaches.
- xvi. Lack of effective coordination of providers of TVET programmes.
- xvii. Lack of supportive facilities like laboratories, workshop computers and other technologies that are necessary for development curriculum.
- xviii. The effective implementation of the dynamic curricula.

POLICY FRAMEWORK

310. The national education curriculum will be reformed according to a National Curriculum Policy Framework (NCPF) using the following nine-stage interlinked curriculum development process:

- i. Needs assessment (situational analysis)
- ii. Policy formulation
- iii. Curriculum design
- iv. Syllabus development and adaptation
- v. Development of curriculum support materials
- vi. Preparation of curriculum implementers
- vii. Piloting/pre-testing/phasing
- viii. National implementation
- ix. Monitoring and evaluation

GOAL AND OBJECTIVES

Goal:

311. To provide quality curriculum and curriculum and pedagogical support materials for all levels of basic and tertiary education, except the university level.

Objectives:

312. The range of objectives to support the achievement of this goal include:
- i. Develop a National Curriculum Policy Framework for Basic Education.
 - ii. Carry out continuous research to inform development of quality curriculum and curriculum support materials.
 - iii. Develop and adapt quality curriculum and support materials for all levels of basic and tertiary education that meets the needs of the learner in line with the constitution and towards achievement of vision 2030 and beyond.
 - iv. Establish an Educational Resource Centre to support curriculum development.
 - v. Provide alternative curriculum delivery approaches (pedagogy).
 - vi. Mobilize communities to support alternative modes of basic education.

- vii. Quality control curricular and curriculum support materials.
- viii. Undertake orientation of curriculum implementers.
- ix. Print and disseminate curriculum support materials.
- x. Develop and disseminate digital content to support curriculum interpretation and implementation.
- xi. Integrate cross cutting issues into curriculum.

STRATEGIES

313. The goal and objectives will be achieved through the following range of strategies:
- i. Establishing a national curriculum policy framework to guide all Basic Education curriculum development.
 - ii. Strengthening research functions to support the development of all curricula.
 - iii. Establishing and maintaining a research data base and research information system to enhance the function of research in curriculum development.
 - iv. Reviewing, developing and adapting curricula for basic and tertiary education to provide the necessary skills and competences responsive to the needs of society and industry.
 - v. Designing, developing, reviewing and producing quality curriculum support materials for all levels of education from ECDE to tertiary education.
 - vi. Developing criteria for early identification and nurturing of talents.
 - vii. Developing curriculum that nurtures creativity and innovation.
 - viii. Establishing collaboration with booksellers for efficient dissemination of curriculum and curriculum support materials.
 - ix. Establishing an education resource centre (ERC) for testing and validating curriculum concepts.
 - x. Integrating the use of ICT in curriculum development for basic and tertiary education.
 - xi. Integrating cross cutting issues into the curriculum.
 - xii. Enhancing the educational media broadcast service to cater for the needs of learners, curriculum implementers and general public.
 - xiii. Orientating curriculum implementers for effective interpretation and implementation of all curricula and curriculum support materials developed at KICD.
 - xiv. Developing digital content for all levels of basic and tertiary education.
 - xv. Establishing an appropriate infrastructure and capacity for delivery of digital content.
 - xvi. Enhancing the vetting, evaluation and approval of curriculum and curriculum support materials.
 - xvii. Enhancing collaboration between KICD and other stakeholders in curriculum development.
 - xviii. Developing a flexible curriculum to enhance multi-entry and exit points in the education system.
 - xix. Intensifying the application of Science, Technology and Innovation (STI) in the curriculum.
 - xx. Developing a framework for assessment in ECDE.
 - xxi. Adapting curriculum and curriculum support material to special needs pedagogy and for children in ABET institutions.
 - xxii. Developing curricular for the multi learning pathways.

National Examinations and Assessments

BACKGROUND

314. The provision of quality education requires an effective quality assessment mechanism so as to ensure competencies spelt out in the curriculum are attained. Assessments that measure actual learner competencies are an effective method of evaluating education systems across the world. With large investments being made in public education, there is an increasing demand not only for accountability but also for evidence of change and growth in the quality of the teaching and learning processes.

315. National examinations provide a means of assessing the attainment of broad and specific goals of education, thus allowing a summative evaluation of the curriculum at the end of the respective cycle of education. They provide a means of making selection decisions to facilitate assignment of successful candidates to institutions and courses in the succeeding level of education. National examinations are a high stakes activity that generates high public interest because of their evaluative nature. According to specific laws, the Kenya National Examinations Council has the mandate of providing national examination services to Kenya's education system at the school level, and post school level comprising teacher education, technical and business areas.

316. In contrast with national examinations, national assessments provide a means of assessing the level of attainment of critical skills such as literacy and numeracy. National assessment goes further than examinations to link achievement to non-academic factors such as pupil characteristics, school and home environments. Since the year 2007, the National Assessment Centre has conducted studies at the Standards 6 and 3 levels.

317. A key component of educational quality is provisions of educational opportunities for all learners. The categories of special needs for which provisions are currently considered are; hearing impairment, visual impairment, physical and mental handicaps.

318. Since the 1980s, KNEC has been producing examination feedback reports known as newsletters. Initially, the main purpose of the newsletters was to inform teachers about the philosophy and style of the Certificate of Primary Education (CPE) examination. This was done following the upgrading of the examination by including essay and comprehension test items and the inclusion of items that require higher order thinking skills. This upgrading followed complaints that the primary leaving examination test items were poorly developed and tended to examine only lower order thinking skills and thus promoted rote learning in primary schools. Currently KNEC publishes annually feedback reports for the KCPE and the KCSE examinations.

319. Examinations have a mostly unconscious level of control on what is taught, teaching methods and learning strategies. Examinations may have negative impacts in the quality of teaching. This arises mainly from the practices that examinations have established the domains to be assessed. Aspects of the curriculum that traditionally do not receive attention in examinations may as well not be taught. For example, oral and listening skills in languages are rarely examined. At times, superficial teaching whereby past examination papers are the main teaching resources is done. This is in effect 'teaching to the test' and rudimentary drilling techniques are used as the main method of teaching.

CURRENT STATUS

320. Learning baseline initiatives being implemented include the following:

- i. SACMEQ under the NASMLA framework

- ii. NASMLA Standard 3 and Form 2
- iii. UWEZO Kenya annual surveys on learning
- iv. Examinations Feedback Reports
- v. Examination provisions for candidates with special needs

ISSUES AND CONSTRAINTS

321. Key issues and challenges include:

- i. The current summative assessment at the end of primary cycle is high stakes and does not adequately measure learners' abilities while school-based assessment is not standardized.
- ii. Because of the high stakes nature, examinations have had to deal with questions of validity and reliability. These arise from security concerns, logistics and processing of examinations. These issues need to be addressed in the background of rising candidatures, devolution of government and the changing legal framework that upholds right of pupils.
- iii. Following significant inputs aimed at improving quality, justification for continued interventions needs to come from research-evidence on improvements in achievement. The establishment of a National Assessment system is anticipated to use the baseline data and continuously monitor the impact of these inputs to the quality of education. One of the main constraints is lack of finances, and an inadequate legal framework for the conduct of national assessments.
- iv. Most teachers in Kenyan schools do not have the necessary skills in measurement (psychometrics). This is mainly due to the limited training or no coverage of psychometrics in the curriculum of universities as well as other teacher training institutions. Consequently, these teachers lack the required skills in tests and measurement, with most of them (especially in primary schools) preparing test items that do not meet the required KCPE standards.
- v. Assessment of children with special learning needs not necessarily consistent with their aspirations and needs.

POLICY FRAMEWORK

322. To address the above shortcomings in assessment and examinations, policies will be developed to:

- i. Introduce standardized assessment of core learning outcomes, transferable skills and subject related knowledge.
- ii. Develop a progressive assessment framework which identifies the knowledge, skills and competencies that will be assessed for each level of Basic Education.
- iii. KNEC shall regulate and implement its activities through the 2010 – 2015 Strategic Framework.
- iv. The national assessments shall be administered under the National Assessment for Monitoring Learner Achievement (NASMLA) Policy Framework of 2006.

GOAL

323. The main aim of national assessment is to provide the education system with periodic evaluations of the quality of education. The specific levels of assessment are; Standard 3 (NASMLA),

Standard 6 (SACMEQ), and Form 2 (NASMLA). It is expected that such evaluations will be conducted in 4 yearly cycles.

STRATEGIES

324. The following range of strategies to be considered include:

- i. Evaluate the curriculum in the areas of Literacy, Numeracy and Life skills at all levels.
- ii. Evaluate the quality of education on the basis of competencies of all learners, including those with special needs, in the curriculum.
- iii. Ensure psychometric skills are included within the teacher training curriculum.
- iv. Intensify dissemination of study reports on assessment to schools, policy makers and stakeholders.
- v. Recommend changes for curricular, teaching and learning interventions that may emerge.
- vi. Undertake action research that:
 - a. analyses the differences in resources, school conditions in relation to the Department of Education benchmarks and allocation of inputs to school, including textbooks, desk ratios, pupil age distribution, pupil home background and social economic status of parents;
 - b. examines the impact of school management on the achievement of basic learning skills and competences; and
 - c. evaluates the teaching process and its impact on pupil learning.
- vii. Define achievement targets based on set criteria.
- viii. To address the policy issues, NASMLA will:
 - a. entrench monitoring of learner achievement in the education system;
 - b. provide prompt feedback on examinations to improve learning; and
 - c. improve provisions for candidates with special needs.

LOGISTICAL FRAMEWORK

Each implementing authority will use the Logistical Framework as the basis for the development of their annual work plans arising from the NESP Volume Two: Operational Plan. See Annex Two.

COST ESTIMATES

An inputs expenditure estimate has been made for each priority. These are collated in Annex Three. Each implementing authority should refer to these estimates as the basis for preparing a comprehensive outputs budget as part of its annual plan.

PRIORITY SIX: SOCIAL COMPETENCIES AND VALUES

Mentorship, Moulding and Nurturing of National Values

BACKGROUND

325. The Sessional Paper No.14 of 201: Reforming Education and training Sectors in Kenya, provides for mentoring, moulding and nurturing of national values. Learners are faced with numerous personal challenges that require specific life skills and values in order to facilitate decision making and problem solving. The challenges include dealing with issues of sexuality, peer pressure, drug and substance abuse, harmful traditional practices, violence, and media influence. In view of this, the main crosscutting issues that will be supported under the national education sector plan include: promotion of value systems, life skills education, peace education, guidance and counselling, HIV and AIDS and coordination of education for sustainable development and education in emergencies.

326. In view of the contemporary and emerging issues that affect the delivery of quality education, the Department of Education provides an avenue through which Life-skills, principles and values for personal, social and economic development are promulgated. The Constitution of Kenya 2010 Article 10 spells out the National Values and Principles of governance, which bind all persons in the interpretation and application of the constitution, any law, and in the making and implementation of public policy decisions. The same values and principles are broadly captured by the Kenya Vision 2030. The EFA End of Decade Assessment Report - 2001-2010 emphasizes Life Skills Education (LSE) as an important component of quality education. Therefore, the Department of Education endeavours to strengthen the capacity of learners to develop their full capacities through facilitating acquisition of relevant skills, knowledge and attitudes through the four pillars outlined in the Dakar Framework for Action 2000, namely; learning to know, learning to do, learning to live together and learning to be. Making pillars priorities of the education sector will enhance the quality of education and contribute to realization of Education for Sustainable Development (ESD).

327. The main cross-cutting issues under this theme include Guidance and Counselling, HIV and AIDS and Peace Education. These issues will be implemented through an integrated approach because they are interdependent core social skills. A harmonized approach will therefore lead to efficiency and also enhance the outcome of the activities. Integrating psychosocial skills, attitudes and value based education into the curriculum will promote a holistic paradigm shift in the education system, seeking to adapt global education imperatives and dynamism and address global challenges. The social competencies and values will be delivered under the following sub-themes;

- Life skills Education
- Peace Education
- Guidance and Counselling
- HIV and AIDS
- Education for Sustainable Development

328. Adequately addressing the above contemporary and emerging issues will enhance the quality of education provided, thus leading to the attainment of national goals of education in Kenya.

CURRENT STATUS

Life Skills Education

329. Life skills education is currently taught as a stand-alone subject based on a curriculum and curriculum support materials developed by KIE. The institute has also vetted and recommended Life

skills curriculum support materials for use in schools. Orientation of National ToTs was conducted at the National and Provincial levels while orientation of selected teachers has also been carried out in North Eastern Nairobi and Rift Valley Provinces. Recent surveys by the Department indicated that very few schools were teaching life skills as a subject.

Guidance and Counselling

330. The Department of Education has made progress in promoting holistic development and behaviour change among learners. Since independence, key educational policy documents provide for the strengthening of guidance and counselling. At present, the Department has a structure for institutional and staff guidance and counselling. Through the unit, capacity development of teachers on Guidance and Counselling has been carried out. A draft policy document on Guidance and Counselling is also in place.

Peace Education

331. The Peace Education programme by Department of Education aims at equipping members of the school community with knowledge, skills, values and attitudes for managing conflicts. Capacity building activities for education officials, school administrators and teachers have been rolled out. The Department has also put in place mechanisms for M & E for the initiative. In addition to developing a policy on Peace Education, a community outreach programme to the community members with peace messages through the National Peace Education Campaign was carried out in 2013/13 in 47 counties. Kenya is currently the lead country for the Inter-Country Quality Node (ICQN) on Peace Education under the Association for Development of Education in Africa (ADEA).

HIV and AIDS

332. The Department of Education has put in place various initiatives towards addressing issues related to HIV and AIDS such as preventing new infections, ensuring that children and adolescents with HIV can continue with their education, among others. The Education Sector Policy on HIV and AIDS was developed in 2004 to provide guidelines on the implementation of HIV and AIDS programmes and has since been revised. The Revised edition gives impetus to concerns of HIV and AIDS positive learners, inadequacy of comprehensive sexuality education and the age of testing mature minors. Capacity development activities for teachers and learners have been conducted. The AIDS Control Unit (ACU) in Department of Education, SAGAs and TTCs were established to promote prevention of new infections and enhance management of infected and affected.

333. The Department of Education developed the Most Vulnerable Children (MVC) Support Grant Management Handbook in 2008 to provide guidelines on the support of orphans to enrol, return and retain them in school. The Department of Education developed guidelines for strengthening HIV and AIDS Coordination at the District level (2010). A study carried out by the Department of Education in collaboration with UNESCO indicated that HIV and AIDS were not being taught. Stigma and discrimination are still very pronounced and the campaign towards zero new infections is not receiving the necessary support.

Education for Sustainable Development Initiative

334. Improving and reorienting education is one of the goals of Agenda 21, the United Nations Decade of Education for Sustainable Development (UNDESD) (2005-2014) and the United Nations Conference on Sustainable Development (Rio+20). The proposed Global Action Programme on ESD for the post ESD decade 2014 and beyond provides a framework for continuation of ESD work. Further, the

African Environmental Education Action plan and the East African Community ESD policy provide a localized context for ESD implementation.

335. To build learner's capacity to take action for sustainable development and find new solutions to their social, economic and environmental challenges, ESD will focus on the following priority action areas:

- i. Integration of ESD in education policies.
- ii. Promotion of whole-institution approaches to ESD at all levels.
- iii. Strengthening the capacity of educators, trainers and other change agents to become learning facilitators for ESD.
- iv. Support youth in their role as change agents for sustainable development.
- v. Acceleration of the search for sustainable development solutions at the local level through ESD networks and partnerships and monitoring activities.

336. Kenya is building on the lessons learnt during the United Nation Decade of Education for Sustainable Development with a focus of scaling up action on ESD. The aim is to review the decade and identify key priority action areas, key leverage points to move the ESD agenda forward in order to enable strategic focus and stakeholder commitment which build on successes and challenges of the UN Decade of ESD.

337. This entails reorienting education and learning for an equal opportunity for learners to acquire the values, skills and knowledge that empower them to contribute to sustainable development; and strengthening the role of education and learning in all relevant agendas, programmes and activities to promote sustainable development through the following key result areas:

- i. Formal education with a mark on early childhood care and education, basic education supplementary education and training, teacher education and higher education.
- ii. Training targeting Technical, Vocational Education and Training (TVET), workplace learning, green economy conversion, training and demonstration centres and training of key stakeholders.
- iii. Capacity building, networking and social learning including media and social learning approaches, building and strengthening networks and communities of practice, mentorship training of trainers and Environmental Education and training specialists.
- iv. Lifelong learning and community education targeting adult learning, youth empowerment, Non-Governmental Organisations (NGOs) Community Based Organisations (CBOs) Faith Based Organisations (FBOs) programmes, and Indigenous knowledge

The Kenyan ESD Policy and Implementation Strategy serves as a tool for implementing ESD in the country to enhance the role of education and promotion of quality of education through teaching and learning.

POLICY FRAMEWORK

Life Skills, Guidance and Counselling (G & C) and Peace Education

338. The national education policy underscores the need for mentoring, moulding and nurturing national values and principles of governance. The EFA goals underscore the need for promoting life skills development and the need to strengthen G & C in learning institutions. This is because of the growing need for the education sector to facilitate harmonious co-existence and value-based education set out in the national goals of education.

339. The Education Sector Policy on HIV and AIDS (2004) formed an important basis for addressing the needs of education service providers who need support to be able to respond to emerging challenges. In addition to recognizing HIV and AIDs as a challenge to the expansion of education for all (EFA), the national policy on education and training also emphasizes the need to provide psycho-social support to those infected and affected by the pandemic.

Education for Sustainable Development

340. Improving and reorienting education is one of the goals of Agenda 21, the United Nations Decade of Education for Sustainable Development – UN DESD (2005-2014) and the United Nations Conference on Sustainable Development (Rio+20) in 2012. Member states agreed to promote ESD more actively into education beyond the UN DESD and to engage stakeholders and national governments in transforming and reorienting education to integrate ESD. The MDGs/ upcoming SDGs also provide targets for international actions to bring such visions into reality by expanding educational provision, redressing gender inequalities in education and developing national strategies for sustainable development.

341. In the Post-2015 UN Development Agenda, environmental sustainability is proposed as one of the four core dimensions. Based on this and the outcomes of Rio+20, there is growing consensus that the post-2015 development agenda will need to apply an integrated approach that includes environmental sustainability as a central component if we are to achieve the future we want.

342. The National Goals of Education emphasize the development of individual capacity to enable Kenyan citizens to meet the social, economic and environmental needs of the country. Issues about Environmental Education were integrated into the primary and secondary curricula. The Kenya Vision 2030 is anchored on three pillars - Economic, Social and Political Governance with the overarching vision of creating a globally competitive and prosperous nation with a high quality of life by 2030. This implies continuity and sustainability of the country's economic, social and political agenda. Further to that, Article 10(2d), of the Constitution of Kenya 2010 recognizes Sustainable Development as one of the national values and principles of governance that bind Kenya as a nation.

ISSUES AND CONSTRAINTS

343. The EFA–EDA Report of 2012 states that monitoring and measurement of life-skills and value-based initiatives in education is a challenge due to lack of quantifiable benchmarks. While the role of mentorship in promoting quality education and delivery of quality services is appreciated it is noted that the concept is yet to be mainstreamed in the education sector.

Life Skills Education (LSE)

344. A report on the status on the implementation of life skills curriculum by Department of Education (2012) shows that LSE is not taught in secondary schools. The subject is only taught in few primary schools in the country as most teachers have not been oriented and/or trained on how to handle LSE as a subject. The training provided was not adequate to make the teachers competent to effectively implement LSE. The situation is further compounded by the fact that LSE is not examined at the KCPE and KCSE levels leading to prioritization of academic knowledge for examination over and above Life Skills Education. Curriculum and curriculum support materials to emerging issues and its responsiveness to the aspirations and needs of the society are currently inadequate LSE has also not been integrated into Pre-Service teacher Education investment.

Guidance & Counselling (G & C) and Peace Education

345. Teachers are entrusted with the role of mentoring, moulding and nurturing learners. However, majority of them lack adequate knowledge and skills to deliver quality services. The existence of G & C structures in schools is not supported by operational G & C policy guidelines for effective implementation of the activities. Staff counselling services in the Department of Education have not been fully embraced mainly due to inadequate sensitization.

Peace Education

346. Several issues and constraints have been encountered in the endeavour to promote peaceful co-existence among Kenyans through the education sector. Though there has been an effort to mainstream peace education in primary and secondary school curricular, this has not been done across all the subjects. Peace Education has also not been mainstreamed in Teacher Education, Adult and Continuing Education and Non-formal Education Curricular. Capacity gaps on peace education among officers and teachers are still evident. In instances of violent conflict, the members of the school community experience trauma which in turn adversely affects their performance. Psychosocial response mechanisms in the Department and in the Field are weak and inadequate. The Department of Education also needs to establish mechanisms for maintaining engagement with communities on peaceful co-existence.

HIV and AIDS

347. An assessment of the impact of HIV and AIDS on the Education Sector in Kenya and a situational Analysis on the Implementation of the Education Sector Policy on HIV and AIDS carried out in 2011 revealed that, despite the mainstreaming of HIV and AIDS into the curriculum, learners still engage in unprotected sexual activities exposing them to the risk of HIV infection. Since Life skills education was not being implemented in most schools knowledge on HIV and AIDS among learners was inadequate. Other constraints include; inadequate psycho-social support, increased numbers of orphans in schools, uncoordinated support activities and inadequate capacity to deal with HIV and AIDS-related issues.

Education for Sustainable Development (ESD)

348. The UN Decade in Kenya has been successful in raising awareness regarding ESD and generating good practices although there is the challenge of fixed timeframes with limited budgets. Pilot projects have not always led to policy change thus ESD has yet to complete its integration into the mainstream of the education and sustainable development agenda. The Special African Ministerial Conference on Environment (AMCEN) meeting adapted the following sustainable development Flagship programmes as a means of implementing the Rio+20 outcomes.

349. The African Green Economy Partnership (AGEP); Sustainable Land Management; Desertification, Biodiversity and Ecosystems-based Adaptation to Climate Change (LDBE); Partnership for Sustainable Consumption and Production in Africa (PSCP); African Programme on Sustainable Energy Development (APSED); Africa Integrated Environmental Assessment for Sustainable Development (AIEASD); and Capacity building/ESD as a crosscutting initiative.

350. The Kenyan ESD strategy recognizes Ministry of Education, Science and Technology (MoEST) as the lead agency for ESD implementation. On this basis the Department of Education has therefore established a desk for coordination of ESD at national level but there is still need to establish coordination units at the county levels. This initiative is further constrained by lack of a national education policy on ESD hence need for one. The various ESD themes currently undertaken in the MoEST are uncoordinated. ESD initiatives will therefore be implemented in partnership with various

departments in the MoEST which are already implementing some of the ESD themes to avoid redundancy.

GOAL AND OBJECTIVES

Overarching Goal:

351. To nurture development of life skills, national values and principles for the holistic development of learners

Goals and Objectives:

Life Skills Education

Goal:

352. To develop policy guidelines on Life Skills Education for the education sector:

- i. To enhance coordination of players in life Skills education
- ii. Improve integration of life skill education in the curriculum
- iii. Conduct Monitoring and evaluation on the implementation of Life skills education

Strategies

353. The range of strategies to achieve this goal includes:

- i. Develop policy guidelines for the implementation of life Skills in the education Sector.
- ii. Operationalize a framework for stakeholder coordination.
- iii. Carry out monitoring, evaluation and research on the implementation of Life skills education.

Guidance and Counselling

Goal:

354. Moulded and nurtured national values among learners for quality education.

Objectives:

355. Programme objectives include:

- i. To enhance guidance and Counselling services in learning institutions for quality education.
- ii. To enhance psychosocial wellbeing of Department of Education staff for improved service delivery.
- iii. To promote a culture of peace through the education sector.

Strategies

356. The following range of strategies will be adopted:

- i. Operationalize policy framework for Guidance and Counselling.
- ii. Establish the current status of the provision of Guidance and Counselling services in schools.
- iii. Build capacity of teachers in Guidance and Counselling.
- iv. Strengthen engagement of Parents, sponsors and Faith based organizations in mentorship and moulding, guidance and counselling.
- v. Strengthen career guidance and counselling in schools.
- vi. Sensitize Department of Education staff on the public service Guidance and Counselling Policy.
- vii. Enhance the capacity of Department of Education staff to deal with personal and workplace challenges for better service delivery.

Peace Education

Goal:

357. School communities equipped with knowledge, values and attitudes to effectively manage conflict.

Objectives:

358. The following range of objectives will be considered:

- i. Mainstream peace education into the primary schools, Secondary Schools, Adult and continuing Education, Teacher Education and Non-Formal Education Curricular.
- ii. Build capacity of Education officers, teachers and members of the school community on Peace Education.
- iii. Disseminate the Education Sector Policy on Peace Education.
- iv. Establish model schools for peace education.
- v. Enhance coordination of stakeholders in peace education.
- vi. Initiate and maintain effective monitoring and evaluation for peace education.
- vii. Sensitize communities on harmonious co-existence through the education sector.
- viii. Coordinate the implementation of the ICQN on peace education work plan.

HIV and AIDs

Goal:

359. The overall goal is to have an HIV free society.

Objectives:

360. The following range of objectives will be considered:

- i. To reduce the rate of new infections of HIV among school aged children and adolescents.
- ii. To ensure that education sector service providers and learners in educational institutions have correct knowledge about HIV and AIDS information to make informed decisions.
- iii. To reduce stigma and discrimination in education institutions including community mobilization towards addressing the pandemic.

Strategies

361. The following range of strategies will be considered:

- i. Sensitize education sector personnel, learning institutions and institutional committees on HIV prevention, treatment and care.
- ii. Provide care and support to vulnerable children in schools.
- iii. Strengthen coordination of HIV and AIDS initiatives in education sector by government and non-government agencies at county and district levels.
- iv. Disseminate the Revised Education Sector Policy on HIV and AIDS (2012) to all managers and stakeholders within the education sector.
- v. Build the capacity of County Coordinators on the mainstreaming of HIV and AIDS into the education sector at county level.
- vi. Train two teachers per school on Life Skills Education including sexual and reproductive health and HIV education.
- vii. Monitor and evaluate through visits the implementation of the policy.

Education for Sustainable Development (ESD)

Goal:

362. The main goal will be to mobilize all levels and areas of education and learning to accelerate progress towards sustainable development.

Objectives:

363. The following range of objectives will be considered:

- i. Reorient education and learning to enable learners acquire values, skills, attitudes and knowledge to empower them contribute to sustainable development
- ii. Enhance the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development
- iii. Build on the successes and lessons learnt from the UN Decade of Education for Sustainable Development, generate and scale up action

Strategies

364. The following range of strategies will be considered:

- i. Policy support for ESD Implementation.
- ii. Strengthening and building the capacity of educators, trainers and other change agents to become learning facilitators for ESD.
- iii. Support youth in their role as change agents for sustainable development through ESD.
- iv. Promote whole-institution approaches as strategies for ESD in formal education, lifelong learning and community education, training and capacity building and social learning.
- v. Accelerate the search for sustainable development solutions at the local level through ESD.
- vi. Monitoring and evaluation of ESD implementation.

Community Mobilization and Empowerment

BACKGROUND

365. The Government of Kenya recognizes the importance of mobilizing communities and creating awareness amongst the people in order to empower them to participate in the country's socio-economic development. For this reason, Community Mobilization and Empowerment is designed to meet specific learning and development needs of the country. The initiative will involve the process of engaging and motivating a wide range of partners and allies to empower them and to raise awareness of the importance of participating in various development endeavours. Some of the education stakeholders to be involved include private foundations, individuals, the State, local Education Coalitions, Faith-Based Organizations, Policy makers, local education societies and unions, Community and Civil Society Organizations among others.

366. Community Mobilization and Empowerment will be designed to enhance:

- i. Involvement of stakeholders in supporting educational programmes in society.
- ii. Sustainable socio-economic and political development by having the wider community getting involved in various aspects of development.
- iii. Inclusiveness in education.
- iv. Peace and harmony among various groups in society.
- v. Community action and leadership in all aspects of development.

367. To effectively undertake these roles, communities require requisite knowledge, skills and competences given through structured educational programmes.

CURRENT STATUS

368. Despite the various education activities aimed at creating national unity, there is still marginal involvement of local communities in development thus leaving the onus of spearheading development initiatives to a few leaders and the government. There is also fragile peace due to lack of awareness and skill development in respect of conflict resolution. The refugee and peace education activities as well as the presence of the internally displaced people in Kenya is evidence enough that there is need for concerted efforts to mobilize the communities and raise awareness on the importance of living in peace and harmony. All the sub-sectors of education have been providing basic education and training opportunities pupils, students, out-of-school youth and adults, but all this has not effectively ensured harmony and participation of local communities in development.

369. Despite growth in pupil enrolment following the implementation of the FPE programme, over two million school-age-going children are still outside the school system and they are yet to benefit from the new opportunities. At the same time about 38.5 percent of adults and youths aged 15 years and above were still illiterate in 2006 during the Kenya National Literacy Survey. Local communities, parents and even stakeholders have not contributed much to financing the education of their children as well as erecting necessary learning facilities to compliment the government's efforts. Pupils and adult learners therefore learn under very poor learning environments that are not conducive to learning. This can be attributed to inadequate involvement of the general society in the provision of necessary resources for education as all the funding and infrastructure development have been left to the government.

370. Exclusion of various groups in the mainstream educational development affects the education system and the country at large. The exclusion of these people has denied them a chance to acquire requisite knowledge, skills and to enable them to participate effectively in national development. These groups are the illiterate youth and adults, minorities and indigenous people, women, the disabled, the refugees and migrant communities, the internally displaced persons (IDPs), the nomadic populations as well as the poor. To cater for all these categories of people, the need for social mobilization and awareness creation through education activities is critical.

ISSUES, CHALLENGES AND CONSTRAINTS

371. There are a number of challenges that have limited the implementation of the Community Mobilization and Empowerment initiative over the years. These include:

- i. Inadequate Infrastructure
There are inadequate learning facilities that include classrooms and community learning resource centres. Some of the available facilities may also not be accessible, adequate, appropriate and suitable for learning.
- ii. Mobilization and Awareness Creation
Accessibility to information and particularly to ACE investment has generally been very low. This can be attributed to inadequate advocacy and awareness creation on ACE programmes, hence the need to enhance awareness and visibility of ACE programmes.
- iii. Exclusion
There are various categories of persons who have been excluded from the mainstream educational activities. These include needy children and adults excluded due to various forms of disabilities, poverty, and lack of awareness of the availability of the programmes, age, HIV and AIDS and other preventable diseases, distance from learning centres as well as due to the

way of life such as nomadism. Other excluded persons included commercial sex workers, domestic workers and watchmen.

- iv. Information, Communication and Technology (ICT)
Local communities have not exploited the full potential of ICT to access education ICT due to a lack of ICT equipment and skills. ICT is especially important for open and distance education activities. ICT has therefore to be tapped to ensure increased access to education for all.
- v. Inadequate Resource Mobilization for Formal and NFE including ACE
Implementation of educational programmes has been hampered by inadequate financial and human resources. However, many individuals, institutions and communities have sufficient manpower and financial capacity to help in complimenting the government efforts.

POLICY FRAMEWORK

372. The Government will facilitate change through a wide-range of players engaged in interrelated and complimentary education and socio-economic development efforts. This implies that individuals and communities will be expected to be fully involved in all aspects of educational initiatives that promote development of society. The Directorate will develop appropriate initiatives geared towards enhancing the involvement of various stakeholders in education.

GOAL AND OBJECTIVES

Goal:

373. To enhance social mobilization and create awareness in the communities in order to facilitate sustainable socio-economic and cultural development and effective participation in educational activities.

Objectives:

374. The range of objective to achieve this goal include:
- i. Empower communities through targeted education programmes for development.
 - ii. Motivate and raise awareness of partners and stakeholders on their roles in development.
 - iii. Promote acquisition of relevant knowledge, skills and attitudes to facilitate adaptation to new technologies and production skills.
 - iv. Train local manpower for rural development through participatory integrated development approaches.
 - v. Enhance national cohesion and peaceful coexistence.
 - vi. Enhance community participation in the management of education in Kenya.
 - vii. Mobilize policy-makers and leaders to support formal/NFE and Informal Education programmes.

STRATEGIES

375. The range of strategies to be considered include:
- i. Mobilization of communities and stakeholders to support government's efforts to provide education through the Whole School Approach programme.
 - ii. Awareness creation for support of education.
 - iii. Capacity building of staff and communities to enhance national cohesion, peace, socio-economic development, governance and accountability in education.

Kenya National Commission for UNESCO (KNATCOM)

BACKGROUND

376. Kenya joined UNESCO in 1964 as the 73rd member. Consequently, in fulfilment of Article VII of UNESCO's Constitution which calls for the establishment of National Commissions; the Government of Kenya established the Kenya National Commission for UNESCO through a Cabinet Decision number 170 of March 1964. The Commission was placed under the Department of Education with the Minister responsible for education as its Chairman. The Minister for Education is responsible for all UNESCO affairs in the country.

CURRENT STATUS

377. KNATCOM was transformed into a State Corporation in January 2013, following the enactment of the KNATCOM Act of 2013. In accordance with the Act, the office of the Cabinet Secretary for Education, Science and Technology is the supreme organ of the KNATCOM Commission. This office is responsible for policy direction and overall oversight on the implementation of UNESCO programmes and activities in Kenya. Specific functions include; Increasing UNESCO's focus; Representation of Kenya in UNESCO; Positioning UNESCO in Kenya; Strengthening UNESCO's participation in Kenya; Developing and strengthening UNESCO's partnerships; management of UNESCO's information; Management of UNESCO's standards and norms; and Resource mobilization. KNATCOM has a Board of Commission which is responsible for oversight for policy implementation of all UNESCO programmes and activities in Kenya.

POLICY FRAMEWORK

378. KNATCOM derives its mandate from the UNESCO Constitution, the Charter of National Commissions for UNESCO and the KNATCOM Act 2013. It is mandated to engage and facilitate relevant government Ministries, Departments, Universities and Civil Society Organizations in UNESCO's activities and programme as a liaison office.

ISSUES AND CONSTRAINTS

379. The main challenges are constrained allocated funding, infrastructure and human resources that are insufficient to implement KNATCOM's full range of activities.

STRATEGIES

380. The following range of strategies will be considered:

- i. To reform and strengthen the capacity of the Kenya National Commission for UNESCO to implement its mandate effectively
- ii. To mobilize resources for the implementation of programmes and activities in education, sciences, culture and communication with clear focuses on ethical social inclusion, sustainability, cultural expression, heritage and freedom of expression.
- iii. To carry out research activities that foster the development of Education, Science, culture and communication.

LOGISTICAL FRAMEWORK

Each implementing authority will use the Logistical Framework as the basis for the development of their annual work plans arising from the NESP Volume Two: Operational Plan. See Annex Two.

COST ESTIMATES

An inputs expenditure estimate has been made for each priority. These are collated in Annex Three. Each implementing authority should refer to these estimates as the basis for preparing a comprehensive outputs budget as part of its annual plan.

MONITORING AND EVALUATION FRAMEWORK

Background

381. No Joint Sector Reviews (JSRs) have been held since 2010 and no statistical yearbook has been produced for the last 3 years. Outside the Economics Survey from the Kenya National Institute for Statistics, no official data is published by the MoEST or even reported to the regular UNESCO Institute for Statistics since the school year 2009. Information sent by school heads is partial (for example on drop out or repetition rates) and many indicators proposed in the Results Framework are not calculated or collected yet. The EMIS is progressively extended to TVET and Tertiary education.

382. A Monitoring & Evaluation Framework that is operational and produces timely information is crucial to the implementation of the NESP and to restore the level of confidence with development partners. The decentralisation of education through greater autonomy at county level and shortage of staff in M&E and EMIS structure at national level implies further capacity building efforts at national and county level in terms of collecting and processing data.

383. The existence of semi-autonomous body such as KNEC and TSC are opportunities to collect reliable information from specialized staff and institutions but poses several challenges in term of M&E coordination.

Key Principles

384. The M&E Framework proposed here is based on four key principles:

a. Feasibility

The process, objectives and output of the M&E framework must be reliable but readable and simple. Proposed indicators are SMART (Specific Measurable Achievable Realistic Time bound) and the process builds on existing capacities that would be enforced in certain areas.

b. Stability

The process, list of indicators and sources of information must be set once for all following a participatory approach. They must remain stable in time to properly assess trends in education.

c. Transparency

Information on the education progress must be shared among stakeholders, donors, NGOs, communities and with the public according to agreed procedures. Statistical information should be released in timely manner and communicated broadly.

d. Accountability

The responsibilities in implementation and reporting of activities and programme must be clearly established. The expected level of information must be defined precisely through the use of standardized way of reporting.

Objectives and Processes

385. Monitoring and evaluation have several objectives:

- i. Report on the implementation of the NESP
- ii. Guide actual and future policies
- iii. Increase the level of confidence in the education sector and accountability
- iv. Fit with international best practices (GPE)

386. In order to embed these principles in an M&E framework, the process based on best practices is described below.

Process

Monitoring & Evaluation Process



Figure 9: Monitoring and Evaluation Process

Organization

387. The process is organized at different levels from the field/school (day to day monitoring), to the county, National government and development partners/international community. The objective is to produce information that is used to take corrective actions in the implementation of activities and programmes (formative evaluation) and to inform on the relevance, efficiency, impact and sustainability of the different activities/programmes to inform actual and future policies (summative evaluation).

Type of evaluation

388. Formative evaluation will rely mainly of self reporting while summative evaluation will be mainly external (not the implementers themselves). The starting point is the annual action plan that will be used as the basis for reporting. In the action plan, the body responsible for implementation of activities

will be identified as the implementing authority in charge of each programme that will be responsible for collecting and reporting data and information. The organization of programmes in the Operational Plan and budget and M&E framework is based on actual organization to ease reporting.

Instruments

389. The core instruments/events for reporting will be:
- i. Quarterly reports on budget and activities/programme implementation.
 - ii. County level reports and bi annual reviews.
 - iii. Bi-annual joint sector review (one with a small group focusing on budget and formative evaluation and one comprehensive with large audience to establish the annual report).
 - iv. Annual financial external audits.
 - v. Mid-term and end of term external evaluation.

Monitoring Indicators

390. The indicators are nested in three levels:
1. Priority (or keys indicators)-outcomes
 2. Programme –outcomes
 3. Activities –process and outputs/inputs
391. The indicators were selected and established following key principles:
- Aligned with Medium Term Plan and covering all priority areas
 - Derived from NESP Priority+Programme+Objectives Goals where no indicator was defined
 - Aligned with the former key performance indicators and results of the former plan (KESSP)
 - Driven from education simulation model for some indicators and targets
 - Aligned with GPE results framework for primary education and budget expenditure
392. Most outcomes indicators are quantitative and aligned with international standards (GPE framework) and a few are qualitative and narrative (at system level and focusing on governance). Most activities indicators are narrative. Priority/key results indicators are presented below.

KEY INDICATORS

| Priority | Indicator | 2012 | 2015 | 2018 | Sources | KESSP |
|---|--|-------------|-------------|-------------|----------------|--------------|
| Sector governance and accountability | Primary Education's share of the MoE recurrent budget | 40.1 | | | Audit | Indicator7 |
| | Secondary Education's share of the MoE recurrent budget | 24.7 | | | Audit | |
| | Joint sector review report covering all sub sectors is published each year | 0 | 1 | 1 | | |
| Access to free and compulsory basic education | Primary completion rate | 80.3 | 90 | 95 | EMIS | Indicator4 |
| Equity and inclusion | Primary completion rate in ASAL counties | TBD | TBD | TBD | EMIS | Indicator4 |

| | | | | | | |
|--------------------------|--|----|---|--|------|--|
| Education quality | % pupils able to read with comprehension grade 2 in Kiswahili | | | | EGRA | |
| | % pupils able to read a with comprehension at grade 2 in English | | | | EGRA | |
| | % pupils able to perform basic operations at grade 2 | | | | EGMA | |
| Relevance | an integrated curriculum framework for basic education is designed | 0 | 1 | | | |
| Post-secondary education | Tertiary Gross enrolment rate | 3% | | | EMIS | |

Programme level indicators are described in the results framework and activities indicators in the log frames. (See Annex Two)

Sources of Information

393. Several sources of information will be used to monitor education progress. The bodies responsible for producing and communicating information to the M&E monitoring team are listed below. Specific arrangement to ease communication of results is presented further in the document (see coordination).

Table 5: Sources of Information and Implementing Authorities

| Sources | Authorities |
|--|---|
| School and institutions census (EMIS) | EMIS National, county, school districts |
| School visits | Education Standards and Quality Assurance Council (ESQAC) |
| School surveys | KNEC-NASMLA |
| Teachers' surveys and classroom observations | TSC/ KNEC-NASMLA |
| Learning achievement surveys | KNEC-NASMLA |
| Household surveys | Kenya National Institute for Statistics |
| Follow up and labour surveys | Kenya National Institute for Statistics |
| Service delivery | KNEC/TSC |
| Public expenditure tracking surveys | External |

School and Institutions Census (EMIS)

STRENGTHENING AND EXTENDING EMIS

Challenges and opportunities in EMIS data collection

394. For basic and secondary education, a regular data collection is organized by the MoEST based on a school questionnaire that is filled in by school heads each November. Questionnaires are controlled by Zonal Quality Assurance & Standards Officers. No information is sent back to schools (report cards) or to county (benchmarking).

395. Information sent by school heads is partial (for example on drop out or repetition) and no data on teachers is collected. Enrolment figure could be overestimated for capital grant though it is considered as criminal act. The reporting suffers from the lack of regulation of the registers that has to be kept by school heads.

396. Though the EMIS questionnaire is simple and well-structured it covers some areas partially. In particular, there is no data on teachers collected by TSC.

397. From 2014, data will be entered from an online application which raises the issue of ICT skills of school directors. This ICT platform could be used to send feedback information to head teachers through school report card.

398. Counties will be equipped with Data Centres and will have to be staffed adequately to manage education information.

EMIS as an essential M&E tool

399. There is no data on school lunches and the data on access to electricity is too limited given the plans to develop ICT in schools (KWh should be measured to plan energy equipment deployment). Questionnaires should be developed to provide base line information for some of the NESP programmes. Pedagogic interventions implemented in the school and the results of school-based evaluation could also be included in the questionnaire.

400. MoEST will put in place Quality Control procedures to verify data. School visits will be organized to control and validate information from a sample of schools with a focus on specific (priority) areas such as drop out/repetition and school budget management.

401. For basic and secondary education, county report cards will be produced. It is important to organize feedback of information to the county and schools through the report cards instrument.

EMIS as an M&E tool outside basic and secondary education

402. Data collected from TVET is compromised by the partial response from private institutions (even if they are registered). Data collected from Universities cannot be aggregated by Field of Study (e.g. how graduates match labour market?) as the definition of Field of Study varies from one university to the other. A consistent approach to definitions of variables and fields is essential to assure authentic and valid M&E of learning in TVET programmes, universities, polytechnics.

403. A strategy will be established to reach non-formal and adult education institutions using a participatory approach to set up the data collection framework as follows:

- i. In collaboration with non-formal education providers, design questionnaires for Adult Education Centre, non-formal education institutions, mobile school and Boarding School to monitor service delivery in these institutions
- ii. The first draft questionnaire can be derived from the template used to report on the institutions in the process of accreditation
- iii. Pilot a regular data collection from these institutions
- iv. Set rules for reporting data in collaboration with non-formal education providers
- v. Bind the reporting to the accreditation

404. As EMIS will be the core source of information, it is useful to establish a timeline for data collection and reporting.

405. The school and institutions report annual information that feeds the EMIS. The statistics will be collected each year in November, verified by schools districts, collected at county level and Nationalized by the MoEST that will put in place Quality Control procedures to verify data. School visits will be organized to control and validate information on a sub sample of schools on specific areas such as drop out/repetition and school budget. The EMIS will be improved and extended to TVET, universities, polytechnics and a strategy will be established to reach non-formal and adult education institutions using participatory approach to set up the data collection framework.

406. For basic and secondary education, county report cards will be produced. It is important to organize feedback of information to the county and schools through report cards. As EMIS will be the core source of information, it is useful to establish a timeline for data collection and reporting.

Table 6: Timeline for EMIS Data Collection, Verification and Reporting

| Tasks/Months | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|----|----|---|---|---|---|---|---|---|---|---|----|
| Data collection | X | | | | | | | | | | | |
| Data verification at local level | X | X | | | | | | | | | | |
| Quality control at National level | | X | | | | | | | | | | |
| School visits & data correction | | | X | | | | | | | | | |
| First draft key indicators | | | | X | | | | | | | | |
| Core table and county report cards | | | | X | | | | | | | | |
| County review and 1 st National review (report presented) | | | | | X | | | | | | | |
| Statistical yearbook released | | | | | | X | | | | | | |
| Transmission of data to UNESCO and int. agencies | | | | | | | X | | | | | |
| Contribution to the Joint Sector Review report | | | | | | | | X | | | | |
| Joint Sector Reviews | | | | | | | | | X | | | |
| School Report Cards | | | | | | | | | | X | | |
| Review and improvement in data collection instruments | | | | | | | | | | | X | |
| Preparation of data collection | | | | | | | | | | | | X |

Data quality assurance:

Schools Visits

407. School visits will be used to validate EMIS data and to collect information on the implementation of specific activities such as the school feeding programme, grants, deworming, co-curricular activities and to monitor reformed curriculum implementation.

408. The Education Standards and Quality Assurance Council (ESQAC) will be equipped with standardized school visit and school observations instruments that will be based on EMIS questionnaire completed with specific items in areas of interest, including school management.

409. Unannounced schools visit will be used to monitor teachers' presence in school and time on task that could also be monitored by communities and parents.

410. Schools visit will be a part of a broader quality assurance mechanism that will take place during two months (December, January) every year. Internal consistency will be checked, trends and benchmarks will be calculated to check data.

Reporting data

411. Data will be reported in a timely manner through the production of key indicators, statistical yearbook (including NESP results framework), and county and school report cards. Kenya will report data to UNESCO through the UIS data collection.

412. County report cards will be presented during county reviews and will be the base for dialogue and discussion that could enrich the interpretation of education progress and the compilation of information in the National Joint Sector review report.

MANAGING EDUCATION SURVEYS

413. The management of education surveys will rely on capacities of NASMLA and Kenya National Institute for Statistics. NASMLA is able to conduct and analyse large scale education surveys using international methodology (SACMEQ).

School Surveys

414. The learning achievement surveys will be the opportunity to perform school surveys under the leadership of KNEC. Specific school surveys could be organized in certain domains or performed along with impact evaluation. Technical capacities of NASMLA will be used in sampling, questionnaire development, data control and statistical analysis.

Teachers' Surveys

415. Given the focus on teachers' development and the pending curriculum reforms, teachers' survey will aim at collecting information on teachers' content knowledge and practices using questionnaire and classroom observations. As for school surveys, learning achievement surveys are an opportunity to collect information on teachers through questionnaires

Learning Achievement Surveys

416. Learning achievement surveys can be split in two categories: oral and individual assessment such as EGRA, EGMA and UWEZO which are run by external institutions and paper pencil test run by NASMLA. The collaboration and harmonization of approaches will be strengthened and a learning achievement work plan including project supported by donors will be established under the leadership of NASMLA. As said before, learning achievement surveys will also include a teacher and school survey.

417. Under the leadership of NASMLA, a plan to monitor learning at early grades will be developed to better coordinate donors' intervention in this area. There have been several EGRA and EGMA data collections but no national estimates can be produced yet.

Household Surveys

418. Households surveys such as MICS, DHS and national surveys are very useful source of information on education participation, drop out, out of school children, cost of education, community involvement or even service delivery. Kenya National Institute for Statistics is in charge.

419. Household surveys will be used to collect information on out of school children. UWEZO already produced data on out of school and learning that would be good source of information and a way to

include communities into the M&E process. An out of school study could be performed using the UNICEF OOSCI methodology.

Follow up and Labour Market Surveys

420. To gauge external efficiency and the integration of graduates into the labour force, graduates follow up surveys can be put in place through modern techniques (mobile phones, ICT). To estimate the individual investment return of education, labour force surveys will be implemented by the Kenya National Institute for Statistics with the implication of the MoEST in the design of questionnaires.

Service Delivery

421. Service delivery surveys will be reporting on instruction time among other things. KNEC and TSC will be involved in the design of instruments.

Public Expenditure Tracking Surveys & Financial Audits

422. Public expenditure tracking surveys will be performed every two years by an external body along with financial audits.

423. Schools audit will be performed (capitation grants especially).

Designing and Implementing Impact Evaluation and Studies

424. Specific impact evaluations are planned for certain activities such as school feeding programme, and co-curricular activities. Most impact evaluation focus on donors' project interventions to the detriment of local capacity building. Given the important cost associated with such studies, impact evaluations will be planned and coordinated. More coordination is needed in the impact evaluation of early grades learning interventions.

425. Donors will inform the MoEST and the local donors group about the planned studies and impact evaluation. They will communicate the TORS, results and data among the stakeholders and will include capacity building activities. To evaluate donors' intervention, collaboration is required. For instance, USAID has evaluated the PRIMR DFID project impact. Such experiences increase evaluation independence and credibility.

Capacity Building in Producing and Using Education Data

426. In order to be able to produce, manage and use all the education data presented above, the MoEST will develop a capacity building plan for M&E. There are only two staff at the M&E unit in the MoEST. The level of staffing of the counties is unknown. The EMIS structure suffers from staff turn-over and has not been able to produce official data since 2010.

427. One solution would be to merge the EMIS and M&E unit of the MoEST into one single unit given the proximity of tasks and mandate and as EMIS is the core source of information for M&E. Another solution would be to increase the number of staff the M&E unit with statisticians either specialized in education data or with the ability to use survey data.

428. So far, the NASMLA unit (3 people) is the only structure able to design an education survey, collect and analyse data. Although under the M&E proposed framework, the M&E unit will not be in charge of performing education surveys itself, this unit has to be equipped with sufficient skills to use

education survey data properly (calculation of sampling weights, multilevel analysis, interpretation, understanding data limitations). The NASMLA has already an intense work plan and is here in the position of data producer and not user.

429. An action plan has been established for the year 2014 to implement changes in the M&E process. To support these changes, a technical assistance could be used.

Reporting

430. Four kinds of reports will be produced:

- a. Quarterly progress report from programme implementers (actual practice).
- b. County level report to be discussed during the county level reviews.
- c. Short M&E National report include summary indicators and budget execution.
- d. Detailed M&E National report including detailed indicators, budget execution and summary of programmes implementation.

431. The county level report will be based on county report cards and will examine education progress in the country and will include a brief summary of education interventions in the county. This report will be presented every year in March during the county review to the stakeholders at the local level including TSC representatives, KNEC, MoEST, NGOs and communities. This report will be presented by the M&E unit at county level (or the new education county data centre).

432. The first draft National report will be prepared along with county reports by the M&E unit of the MoEST. It will include budget execution for the previous fiscal year, summary of key indicators and a brief update on programme implementation and action plan. The first joint sector review will focus on budget execution and programme implementation preparation. At this period of the year (March), each programme should ready for implementation according to action plan and budget ready. The first National review will be restricted to the MoEST and donors and will list a series of corrective action to implement the NESP.

433. The comprehensive National Report will be the core M&E document and will contain detail information on budget execution and programme implementation. The report should show how the recommendations formulated during the 1st review have been followed up. The core Joint sector review will include a broad audience including all stakeholders; donors, NGOs, unions, and communities. Reports will be published and transmitted to the GPE Secretariat.

Coordination

434. The M&E process will be conducted by the M&E unit (that could be merged with EMIS) that will be sufficiently staffed. Short term action is required in terms of capacity building and staffing in order to implement the proposed M&E framework.

435. The reports will be prepared by the MoEST unit both at National and county level. For the National level, preparatory meetings will be held one month before the review and will include representative of MoEST, EMIS, Education Standards and Quality Assurance Council, Kenya National Institute for Statistics, KNEC/NASMLA, TSC, Ministry of finance and focal point for sub sectors (TVET, Universities, S&T...)

436. The list of indicators and data to be collected will be communicated to the different bodies mentioned above. Specific protocol for information sharing shall be established between the MoEST and

semi-autonomous body (KNEC and TSC). It is crucial that the harmonization of EMIS and TSC data collection platform is achieved.

437. The list of indicators and data to be collected will be communicated to the different bodies mentioned above. Specific protocol for information sharing shall be established between the MoEST and semi-autonomous body (KNEC and TSC). It is crucial that the harmonization of EMIS and TSC data collection platform is achieved.

COMMUNITY PARTICIPATION

438. Communities will be involved in the monitoring of education progress at schools level through the empowerment of School Education Board. School report card will be circulated among communities including benchmarking information.

439. Communities will be especially involved in the monitoring of capitation grant, teachers effective time on task and learning achievement.

440. To monitor learning achievement, education input, ICT, drop out and out of school children, UWEZO survey is a powerful tool.

441. Civil Society Organisations will be part of the M&E process at the county and national level. Joint sector review reports will be made public.

CROSS-CUTTING MONITORING ISSUES

Monitoring ICT

442. Some of the techniques of monitoring and evaluation require highly qualified and specialized staff in areas such as impact evaluation. ICT integration in education initiatives in schools and learning institutions has not been adequately monitored and this poses a major setback in the process of integrating ICTs in teaching, learning and management. The use of ICT equipment and e-resources supplied to schools needs to be monitored and evaluation done so as to assess the effectiveness of the said initiatives.

443. Access to electricity in school will be better measured. ICT monitoring will include the use of computers by teachers and pupils and an assessment of teachers ICT skills and the impact on learning achievement.

Monitoring curriculum reform and teaching in the classroom

444. While tools already exist for monitoring teaching practices early grades and for reading and numeracy, instruments have to be developed for upper grades and for specific domains such as life skills.

445. The Education Standards and Quality Assurance Council (ESQAC) will be equipped with standardised tool to report on teachers practice in the classroom and monitor new curriculum implementation.

Monitoring inequities in the education system

446. Inequities in the school system will be monitored by disaggregating EMIS data at least by gender and county when possible (including specific indicators on ASAL counties).

447. Household and education surveys will be used to collect information on school inequities by informing on student and household background: wealth, nomadic, special need students, etc.
448. Specific surveys could be designed for nomadic population that is usually not included in household surveys.
449. Data will be collected on special need students.

FINANCING FRAMEWORK AND RESOURCE MOBILIZATION

Overview

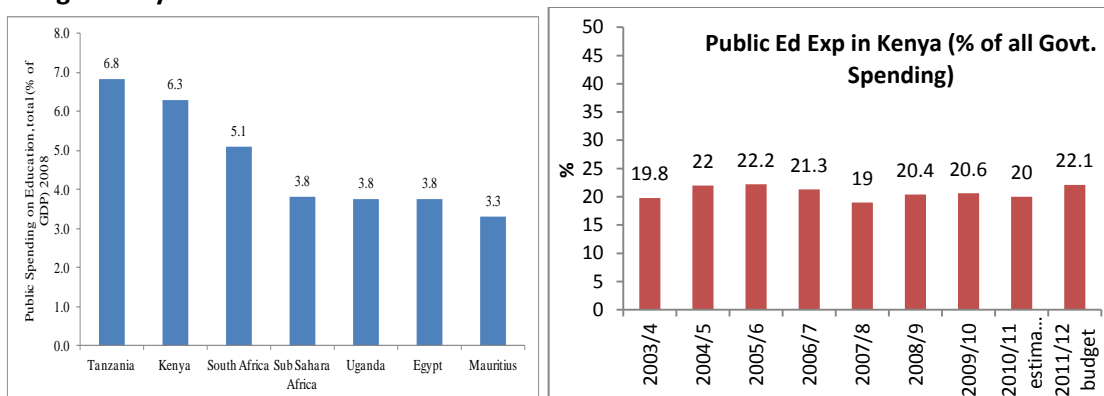
450. This section presents current levels of education financing, estimates of the total cost of the NESP, and finally the envisaged financing gap. Policy options towards sustainable education financing and provision are also discussed. The plan follows the Kenya Vision 2030 economic growth assumptions and human capital requirements.

Review of Education Financing

PUBLIC FINANCING OF EDUCATION

451. The government spends around 6.5% of GDP on education, or 20% of its total budget. This is a relatively high amount compared to other sub-Saharan African countries, and has been at a similar level for the past decade. This includes spending by the Ministry of Education, Science and Technology, and the Teachers Service Commission (TSC). Spending is financed mainly through taxes. In financial year 2010/11, a total nominal value of Ksh 201.1 billion was spent on education, of which Ksh 194 billion was spent through central government, and Ksh 7 billion through devolved funds (such as CDF and county spending).

Figure 10: Public Spending on Education as % of GDP in Selected Countries, and as % of all Govt. Spending in Kenya



Source: World Bank (2013) Kenya Public Expenditure Review

452. The education sector was allocated Ksh. 208.1 billion in 2012/13. Of this 54.1% was spent through TSC, 21.1% through MOE, and 24.7% through MoHEST. The budgetary allocation for 2013/14 is estimated at Ksh. 224.7 Billion, which is projected to increase to Ksh. 249.6 Billion in 2014/15.

453. The central government pays wages and salaries for education sector personnel (teachers and administration staff) at all levels, provides capitation grants to schools (for FPE and FDSE), bursaries for the needy, and administration and management costs. CDF and county resources are mainly invested in infrastructure development and bursaries for students. Development partners suspended direct budgetary support to education in 2009/10 due to governance issues, and donor spending of around \$375m per year (10% of government education spending) is now all provided off-budget.

454. TSC employs directly around 260,000 teachers, who serve in around 23,000 public primary and 5,000 public secondary schools and tertiary institutions.

455. County spending on education was previously financed through the Local Authority Transfer Fund (LATF), valued at a total of around Ksh. 21 Billion (for all sectors) in 2012/13. From 2013/14, substantial resources have been decentralised. Counties now receive a total of around Ksh. 190 Billion from central government, along with increased spending responsibility of around Ksh. 140-170 Billion.

456. Total CDF funding was Ksh. 22 Billion in 2013/14, of which an estimated 30% is spent on education.

PUBLIC EDUCATION SPENDING BY ECONOMIC CLASSIFICATION

457. Education financing is highly decentralised. 87% of the budget is sent directly to schools and teachers. 1% is spent on administration at the provincial and district levels. Capitation Grants transferred directly to schools are based on reported enrolment per school. FPE capitation grant is Ksh. 1,020 per student and FDSE capitation is Ksh 10,265 per student. Teachers are employed and deployed by the Teachers Service Commission and their salaries are transferred directly to their accounts.

458. Capitation grants to schools are intended to cover the cost of instructional materials, operations and maintenance, and activity fees. At secondary education, the government subsidy to both public day and boarding secondary schools cover instructional materials, schools repairs and maintenance, local transport and travel, administration costs, activity fees, personnel emoluments for non-teaching staff and basic medical costs (see FPE and FDSE guidelines for more details). Parents cover secondary boarding costs and any other indirect schooling costs through user fees. Currently, there is no direct transfer to ECDE centres and the government is in the process of determining the level of government support. Central government spends a moderate proportion of education budget at national level, accounting for 13% of the education budget. A large proportion of these resources go to general administration and grants transferred to semi-autonomous institutions in the Ministry of Education for operational costs.

459. The development budget increased over the review period due to the expansion of physical infrastructure in schools, from 7.4 % of total education spending in 2003/4 to 14% in 2009/10. Recurrent spending fell proportionately from 92.6% of total spending to 86% over the same period.

PUBLIC EDUCATION SPENDING BY SUB-SECTOR

460. The proportion of spending on primary education fell from 50% in 2008/09 to 40% in 2011/12, due to a corresponding increase in spending on universities and general administration.

Table 7: Public Education Expenditure by Sub-sector (%), 2008/9-2011/12

| | 2008/9 | 2009/10 | 2010/11 | 2011/12 |
|-------------------------------------|--------------|--------------|--------------|--------------|
| General Administration and Planning | 7.3 | 12.95 | 8.76 | 9.76 |
| Primary Education | 50.0 | 46.62 | 38.64 | 40.06 |
| Teacher Education | 0.3 | 0.17 | 0.15 | 0.14 |
| Special Education | 0.4 | 0.13 | 0.28 | 0.21 |
| Early Childhood Education | 0.2 | 0.15 | 0.22 | 0.19 |
| Secondary Education | 24.7 | 23.98 | 25.87 | 24.72 |
| Technical Education | 4.8 | 4.72 | 5.23 | 4.65 |
| University Education | 12.3 | 11.27 | 20.85 | 20.26 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |
| Total (KSh Billion) | 137.8 | 160.5 | 198.1 | 213.3 |

Source: GOK, KENAO Audited Appropriation Accounts; * Estimates

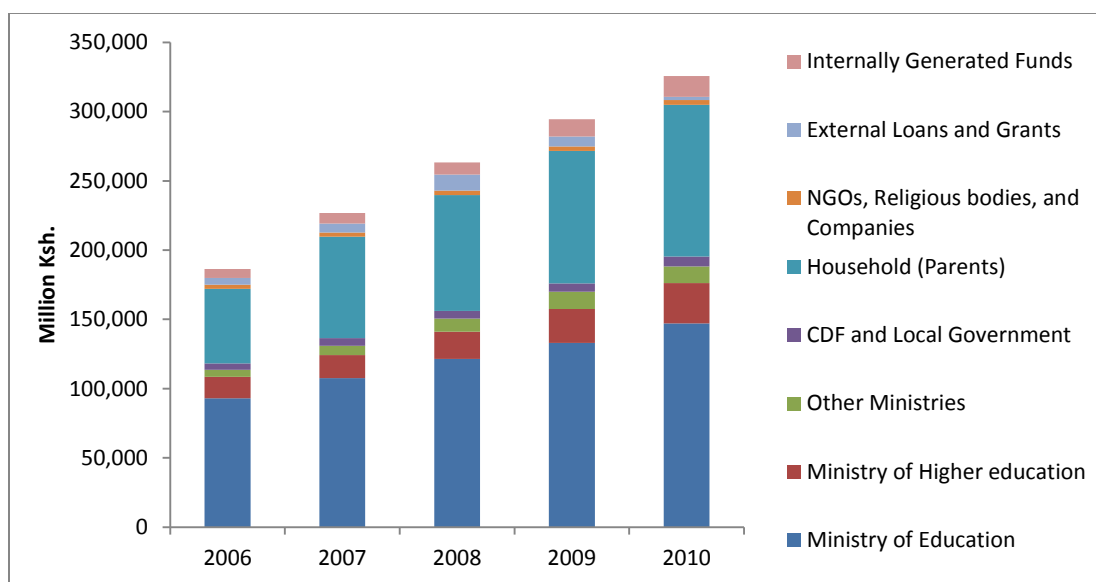
OTHER SOURCES OF FINANCING

461. In addition to government spending, substantial resources for education also come from households, NGOs, and development partners. The lack of centralised information about private spending makes it difficult to determine total spending on education by all actors. There is also little centralised information on the activities carried out with private spending.

462. Household spending was estimated at Ksh. 110 billion in 2010, equivalent to 34% of all education sector spending.

463. NGOs and development partners finance 1% and 0.7% of total education spending, respectively. Support from local authorities through on-budget and project support was estimated at 2.2%. Internally generated resources constitute 4.7%.

Table 8: Aggregate Education Spending by Source (Million Ksh) 2006-2010



Source: MOEST, UNESCO and KNBS Draft report (2013)

464. The Education Development Partners Coordination Group (EDPCG) produces a mapping of partner projects, which listed 79 projects in 2013/14, worth a total estimated \$375m per year. This is equivalent to roughly 10% of government spending.

Issues and Challenges

465. The introduction of Free Primary Education (FPE) in 2003 was intended to enable every Kenyan child to have access to primary education (Std. 1-8). There are still however an estimated 1.5 million eligible children reportedly still out of school. The introduction of Free Day Secondary Education (FDSE) in 2008 was intended to increase enrolment, retention and transition from primary to secondary education. Despite the above interventions, various challenges face the financing of the sector:

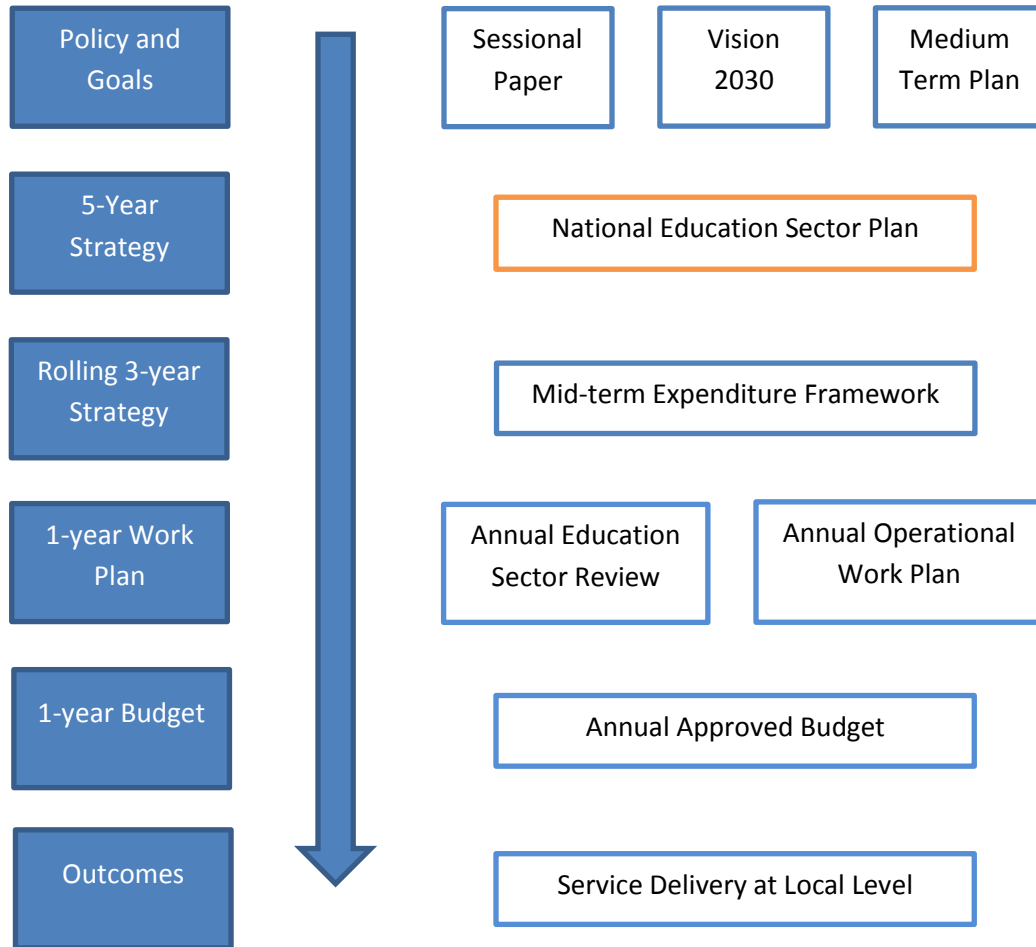
- i. **There are unique social, religious, cultural and economic challenges facing nomadic children.** School managers at both levels have introduced levies, which are largely responsible for keeping students out of school. The level of grants has also not been revised to reflect the variations in

cost of services; commodities funded at the two levels; resource needs at institutional levels and the specific standards for school inputs. On the other hand, the textbook policy provides that the average life of a book is 3 years for upper primary and 4 years at lower primary hence need to vary capitation grants to schools at given intervals while providing for replacements after every four years.

- ii. **Despite high spending on the sector by the government, households still spend substantial resources on education.** This takes the form of Parents' Teachers Association (PTA) charges, examination fees, sports fees, boarding fee, and other school fees. The cost of uniforms is another area of expense. Fees at private education institutions are high when compared to public education institutions. All these expenditures constitute off-budget spending on education but the data is rarely available to enable assessment of the aggregate cost burden of schooling on households, government and other stakeholders, despite the free schooling interventions.
- iii. **Mobilizing resources across the sector lacks coordination.** Physical infrastructure development especially that funded through decentralised funds such as the Constituency Development Fund (CDF) and county governments (previously through the LATF) is not clearly linked to central government spending and recurrent sector spending. This has resulted in the emergence of small schools coexisting with larger ones in some localities, without or with limited number of teachers and other learning facilities. Recurrent spending, predominantly administrators' and teachers' salaries, accounts for over 90% of education sector public spending. There is therefore need to identify interventions towards improving efficiency across the sector. Coordination needs to be improved both within the Ministry of Education and TSC, and with county governments and development partners.

466. At the central government level, it is important that there is a close link between high-level policy goals (such as Vision 2030), the medium term strategy (NESP), medium term expenditure framework (the Education Sector Plan), and annual budget preparation.

Figure 11: Education Sector Planning and Budgeting



467. At present, creating these links is difficult due to the range of different categories used for classifying costs and finances across each of these different planning documents. For example there are similarities between the NESP priority areas and the ESR / MTEF programme areas, but the overlap is not perfect, making it difficult to compare cost requirements from NESP with funding allocations in the ESR / MTEF. Similarly, the annual budget is presented according to divisions in the Ministry and other independent cost centres, which overlap to some extent with NESP priorities and MTEF programmes but not perfectly.

Figure 12: Comparison of NESP Priorities, ESR/MTEF Programmes and Annual Budget Codes

| NESP Priorities | MTEF Programmes | Annual Budget |
|---------------------------------|-------------------------|---|
| 1. Governance & Accountability | 1. General Admin | 106000100 |
| 2. Access to basic Education | 2. Basic Education | Directorate of Field Services |
| 3. Quality | 3. Secondary & Tertiary | 106000200 |
| 4. Equity & Inclusion | 4. Quality Assurance | Policy & Education Development Services |
| 5. Relevance | 5. University | 106000300 |
| 6. Social Competencies & Values | 6. Teachers | Development Planning Services |
| | 7. Governance | 106000400 |
| | 8. TVET | Headquarters Administrative Services |
| | 9. Research & Science | 106000500 |
| | 10. Youth Training | County Education Services |

468. The next 2014/15 ESR / MTEF will be prepared in line with the NESP priorities, allowing for ease of comparison.

469. In addition, development partners and county governments should in future report their spending against the same NESP priority areas (and sub-priorities) to allow for meaningful analysis.

AGGREGATE FINANCING AVAILABLE TO THE EDUCATION SECTOR

470. Estimates of central government resources available to the sector vary. For this analysis the Approved 2013/14 estimates is used for the total allocation for the first three years, a total of Ksh 276 billion in 2013/14.

471. In addition substantial resources are available to the education sector from county governments, the constituency development fund (CDF), and development partners.

472. Analysis of individual county budgets by the World Bank⁵ estimates that total county allocations for education amount to Ksh 9.9 billion for 2013/14.

473. Total CDF allocations were Kshs 20.7 billion for 2013/14.⁶ An independent survey⁷ estimated that 32% of CDF funds were spent on education, which amounts to Ksh 6.6 billion. Most of this spending goes on infrastructure (new and renovated school buildings) and scholarships.

⁵ World Bank Kenya Accountable Devolution Program

⁶ <http://www.cdf.go.ke/downloads/finish/7-allocation-reports/94-constituency-development-fund-allocations-201314/0>

⁷ http://www.ieakenya.or.ke/publications/doc_download/236-a-citizens-report-card-on-the-constituencies-development-fund-cdf

474. Development partner spending is run through independent projects rather than through government systems and so it is difficult to determine how well aligned these allocations are with government priorities, and to what extent partner spending in an area could free up government resources. Total partner project spending was estimated at \$369 million for 2013/14.8

Table 9: NESP Financing Gap (Ksh Million)

| | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---|----------------|----------------|----------------|----------------|----------------|
| TSC (2013/14 Budget) | 148,613 | 152,108 | 157,005 | 160,967 | 165,163 |
| MoEST Recurrent (2013/14 Budget) | 97,215 | 107,897 | 109,499 | 117,154 | 123,296 |
| MoEST Development (2013/14 Budget) | 30,415 | 38,205 | 39,430 | 45,032 | 49,540 |
| CDF Budget (estimated education allocation) | 20,674 | 22,174 | 23,674 | 25,174 | 26,674 |
| County Budgets (estimated education allocation) | | 9,948 | 10,446 | 10,968 | 11,517 |
| Public Resource Allocation to Education Sector | 306,865 | 330,830 | 340,576 | 359,844 | 376,765 |
| TOTAL NESP Costs | 321,609 | 338,718 | 358,988 | 366,059 | 381,330 |
| Financing Gap | -14,744 | -7,888 | -18,412 | -6,215 | -4,565 |
| Financing Gap (%) | -5% | -2% | -5% | -2% | -1% |

12,092

Note: TSC and MoEST spending for 2013/14, 2014/15, 2015/16 are based on printed estimates in the 2013/14 Budget. Spending for 2016/17, 2017/18 is based on a linear extrapolation of these numbers

NESP Costs

475. This section outlines the expected costs of implementing the NESP. Two sets of cost estimates have been established. These are:

- i. The cost of continued delivery of education – comprising of teacher salaries and school capitation grants (based on expected enrolment figures from the Education Simulation model).
- ii. The costs of new policy initiatives and reform, estimated on an activity-by-activity basis by individual divisions and units of MOE.

⁸ Education Development Partners Coordination Group (EDPCG) “4 Ws” Report

The Cost of Continued Delivery – Teachers and Capitation Grants

476. Demand for education is expected to rise between 2013 and 2018 as the school aged population rises and education reforms take place⁹. The Education Financial Simulation Model (2013) projects a 25% increase in ECDE enrolment to 2.5 million by 2015.

477. Primary school enrolment is expected to grow at a stable rate over the same period following the stabilization of the impact of FPE which began in 2003. The level of enrolment in public primary schools is set to increase from 9.2 million in 2012 to 10.5 million by 2015. Total primary school enrolment (both public and private) will increase from 10 million in 2012 to 11.5 million by 2015.

478. Total secondary school enrolment is expected to rise sharply over the programme period as a result of a number of factors, including the impact of free primary education and the growth in numbers completing class 8, the policy of increasing the transition rate to over 75% by 2012; automatic promotion by 2015, the implementation of the Free Day Secondary Education policy, and internal efficiency gains in primary and secondary schools, among other expected education sector reforms. Public secondary school enrolment is expected to increase from 2 million students in 2012 to 2.2 million by 2015. Enrolment in both public and private secondary schools is projected to increase to 2.4 million by 2015. Overall, the expected demand for schooling has major financial implications for both the National and County governments and the MoE needs to prepare to provide Basic Education for 15.8 million children (ECDE, Primary and Secondary education); and tertiary education and skills development programmes for 6.3 million youth by 2015.

479. The Education Simulation Model uses these population estimates and policy reforms to estimate the cost of providing teachers and learning materials for project numbers of students. A summary of these costs is presented below in Table 21.

⁹ Sessional Paper No. 14 of 2012

Table 10: Costs Presented by Education Level

| | Unit Cost | Unit Cost | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|-------------------------------------|-----------|------------------------|----------------|----------------|----------------|----------------|----------------|
| ECD | | | | | | | |
| Teachers | 20,148 | Salary (per month) | 13,404 | 13,850 | 15,501 | 15,904 | 16,317 |
| Teaching assistants | 15,823 | Salary (per month) | 7,215 | 7,455 | 8,748 | 8,976 | 9,209 |
| Classrooms | 300,000 | Per classroom (annual) | 493 | 509 | 570 | 11 | 11 |
| Toilets | 50,000 | Per toilet (annual) | 154 | 159 | 178 | 4 | |
| Capitation for learning materials | 2,292 | Per student (annual) | 3,484 | 3,600 | 4,224 | 4,334 | 4,447 |
| Total cost | | | 24,750 | 25,573 | 29,222 | 29,229 | 29,985 |
| Primary | | | | | | | |
| Teachers PTR (40:1) | | | 64,993 | 69,842 | 74,986 | 77,986 | 81,105 |
| Computer Learning Resources | 25,000 | Per centre (annual) | 16,009 | 16,753 | 17,509 | 17,964 | 18,431 |
| Capitation (Text books) | 952 | | 3,516 | 3,567 | 8,073 | 8,234 | 8,399 |
| Capitation (Running costs) | 2,654 | Per student (annual) | 25,493 | 26,677 | 27,882 | 28,607 | 29,350 |
| Sanitary Pads | 450 | Per pad (annual) | 1,441 | 1,508 | 1,576 | 1,617 | 1,659 |
| Training | 20,000 | Per teacher (annual) | 4,803 | 5,026 | 5,253 | 5,389 | 5,529 |
| Computers for Teachers | 35,000 | | 1,868 | 1,577 | 2,043 | 2,096 | 2,150 |
| Primary schools infrastructure | | | 860 | 875 | 925 | 994 | 1,049 |
| Total | | | 118,981 | 125,825 | 138,246 | 142,887 | 147,673 |
| Secondary | | | | | | | |
| Teachers (20 hrs) | 51,897 | Ksh per month | 49,443 | 50,914 | 50,914 | 52,187 | 53,491 |
| Computer Learning Resources | 25,000 | | 1,155 | 1,190 | 1,226 | 1,257 | 1,290 |
| Capitation (Text books) | 2,622 | | 16,058 | 6,928 | 5,759 | 5,903 | 6,050 |
| Capitation (Running costs) | 10,817 | | 29,991 | 30,891 | 31,818 | 32,613 | 33,428 |
| Sanitary Pads | 450 | | 624 | 643 | 662 | 678 | 695 |
| Training | 20,000 | | 1,588 | 1,635 | 1,635 | 1,676 | 1,718 |
| Computers for Teachers | 35,000 | | 695 | 715 | 715 | 733 | 752 |
| Secondary school infrastructure | | | 8,792 | 9,093 | 7,625 | 7,930 | 8,248 |
| Bursaries, Grants And Scholarships | | | 874 | 927 | 982 | 1,041 | 1,103 |
| Laboratory and Laboratory Equipment | | | 1,639 | 1,672 | 1,705 | 1,739 | 1,774 |
| Total | | | 110,858 | 104,607 | 103,040 | 105,758 | 108,549 |

The Cost of NESP Reforms

480. In addition to the continuing operation of ECDE, primary, and secondary education, the NESP also present a reform agenda, to improve the quality of education across the board. The costing exercise for determining the cost of these reform programmes was carried out by individual divisions with the Ministry of Education. Table 22 below shows a breakdown of all costs in the sector by priority area and action programme. Full detail of these costs in contained in Annex 3.

Table 11: NESP Costs by Priority Area

| Programme | NESP Cost (Ksh Million) | | | | |
|--|-------------------------|----------------|----------------|----------------|----------------|
| | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
| Ongoing delivery | | | | | |
| Teacher resource management | 135,055 | 142,061 | 150,149 | 155,052 | 160,123 |
| Grants | 61,851 | 63,511 | 65,297 | 66,907 | 68,584 |
| Sub-Total | 196,906 | 205,572 | 215,446 | 221,959 | 228,707 |
| Reform Programmes | | | | | |
| Governance Structures and Processes 1.1 | 314 | 115 | 115 | 115 | 115 |
| Information Management 1.2 | 348 | 388 | 401 | 370 | 385 |
| Q A 1.3 | 51 | 90 | 67 | 45 | 58 |
| Grants 2.1 | 89 | 790 | 73 | 869 | 106 |
| Infrastructure 2.2 | 19,873 | 20,196 | 18,321 | 12,745 | 12,959 |
| | 1,639 | 1,672 | 1,705 | 1,739 | 1,774 |
| Bursaries 2.3 | 874 | 927 | 982 | 1,041 | 1,103 |
| SNE 2.4 | 647 | 768 | 870 | 916 | 874 |
| APBET 2.5 | 675 | 710 | 750 | 804 | 836 |
| ACE 2.6 | 36 | 65 | 2 | - | 2 |
| Emergency Ed 2.7 | 200 | 153 | 153 | 153 | 153 |
| Policy Reviews 2.8 | 4,077 | 3,958 | 4,150 | 4,328 | 4,450 |
| Standards & Qual Assurance 3.1 | 820 | 698 | 608 | 490 | 473 |
| EG L&N 3.2 | 1,608 | 1,640 | 1,188 | 1,247 | 1,310 |
| Teacher Management 3.3 | 340 | 247 | 214 | 242 | 241 |
| Tch Education 3.4 | 2,935 | 1,598 | 1,150 | 1,935 | 1,187 |
| Management 3.5 | 216 | 379 | 226 | 277 | 337 |
| ICT in Edn 3.6 | 23,380 | 27,471 | 28,570 | 29,713 | 30,901 |
| Gender Edn 4.1 | 671 | 814 | 965 | 1,116 | 1,267 |
| Vulnerable Chn 4.2 | 19 | 675 | 666 | 666 | 765 |
| ASAL 4.3 | 828 | 829 | 850 | 847 | 893 |
| Curriculum Policy Framework 5.1 | 67 | 807 | 821 | 1,240 | 1,252 |
| National Assessment & Examinations 5.2 | 111 | 22 | 16 | 42 | 17 |
| Action Research 5.3 | 52 | 52 | 52 | 52 | 52 |
| National Values 6.1 | 206 | 190 | 212 | 197 | 202 |
| Mobilisation & Empowerment 6.2 | 832 | 721 | 659 | 665 | 669 |
| KNATCOM 6.3 | 52 | 47 | 53 | 59 | 75 |
| Sub-Total | 60,960 | 66,020 | 63,838 | 61,912 | 62,455 |
| Tertiary Education | | | | | |
| University/Tertiary | 55,947 | 57,812 | 69,836 | 71,886 | 78,831 |
| TIVET | 5,620 | 6,959 | 7,539 | 7,726 | 8,686 |
| Research, Science & Information Technology | 894 | 1,046 | 993 | 1,214 | 1,264 |
| Youth Training | 1,282 | 1,309 | 1,335 | 1,362 | 1,388 |
| Sub-Total | 63,743 | 67,126 | 79,703 | 82,188 | 90,168 |
| Total | 321,609 | 338,718 | 358,988 | 366,059 | 381,330 |

Table 22: Resource Availability and Financing Gap (Ksh. Millions)

Resource Mobilisation and Roles for Various Stakeholders

481. The financing of education and training at all levels in Kenya will be a combined effort of the National and to some extent County governments as provided through various government legislation, the private sector, NGOs, households, communities, religious organizations and development partners. The flow of funds to schools and other learning institutions will depend on education needs, the source of funding; and established unit costs. Capitation grants will be channelled directly to schools and will be based on individual enrolments and special needs. Schools will then receive guidance on how to prepare their estimates, which will be sent to County Education Office for harmonization and prioritizing. The County Education Office shall then forward the estimates for the County education resource needs to National Government as basis of the Ministry estimates, drawn on the basis of learning needs. Education budget for items to fund by the County Governments shall be submitted to the County Governments. To this end the Capitation Grants to ECDE, primary and secondary education will be based on needs assessment at school, County and the Ministry levels.

482. County government will be responsible for monitoring education spending from different stakeholders. The disbursement schedules for monies released from the National and County governments; the private sector, NGOs, households, communities, religious organizations and development partners shall be sent to County Director of Education (CDE) and Sub-County Education Officers (SCEO) for monitoring purposes. County monitoring reports indicating total disbursements (budget and off-budget) and actual expenditures/outputs will then be sent to the Ministry of Education, school audit unit. Annual reports of education sector performance shall be prepared by each county and submitted to the County and National Governments.

483. The managers of the various learning institutions will be held accountable of all resources sent to schools. The policy on publicly displaying total resources received will need to be fully enforced. The records shall also be available for inspection by relevant authorities. The managers will receive regular capacity building on procurement, financial and human resource management.

484. The government will need to consider entering into Public-Private agreements with the private sector for the provision of some of the education services; such as in the integration of ICT into the sector and implementation of the school health and nutrition programme. Provision and financing of education shall be based on the level of potential demand for schooling or level of school age population over time and the internal efficiency (progression) across levels of education together with individual school needs.

485. To spread the cost of providing education services, the government shall invite, encourage and facilitate other stakeholders to participate fully in providing such services at all levels. Amongst such stakeholders are the private investors in the education sector, NGOs and other members of civil society.

486. The Government shall retain, through policies and legislation, full responsibility for curriculum development, teacher training standards, registration and certification of teachers, public examinations and quality assurance services, to ensure relevance and quality. The Government's main actions in facilitating private sector participation in providing education services shall include:

- i. Enabling an efficient inspection and licensing services;
- ii. Provision of curriculum documents and literature;

- iii. Guidance on teaching establishments and making available lists of trained and registered, but unemployed teachers;
- iv. Incentives to investors in education by assisting private investors to access land for constructing learning facilities, development infrastructures (roads, water, electricity, telecommunications), tax rebates and tax leave where applicable;
- v. Designing special credit schemes for investments in education and guaranteeing larger investors to secure international financing;
- vi. Making available unused government buildings and institutions to be used by private providers at low rentals;
- vii. Granting of loans, bursaries and scholarships to students in private institutions especially at post-secondary levels.
- viii. Facilitate the private school proprietors to secure loans at low interest rates in order to encourage establishment of new schools and the expansion of the existing ones.
- ix. Standardize the minimum basic requirements for establishment of both public and private schools while curbing the problem of small and unviable schools in high potential areas.
- x. Facilitate the establishment of a revolving fund where private sector providers can borrow at low interest rates for development of schools.
- xi. Provide tax rebate on building materials and other taxable costs to boost the efforts of faith-based organizations in constructing secondary schools.
- xii. Establish a memorandum of understanding between the MOE and Ministry in charge of public works and uniformed forces to provide construction services in learning institutions at a low cost.
- xiii. To address mismanagement of resources, measures shall include deployment of more auditors to schools and all other expenditure points.
- xiv. The Government shall have a policy framework to encourage development partners and the private sector to invest more in infrastructure development and equipping of educational institutions.
- xv. The Government's policy of reaching every educational centre with electricity under Rural Electrification Programmes shall be implemented and where institutions are far from the national grid, the development of solar power shall be adopted.

487. Finally, sector consideration has to be given to measures towards improving the quality of education, efficiency and effectiveness in teachers' utilization, including reforming the staffing norms, instituting performance contracts and linking education inputs to results for improved outcomes. In need of urgent attention is to strengthen financial management in learning institution and curbing imposition of school user charges despite the FPE and FDSE programmes. An audit of facilities and resources in all institutions should be undertaken as a matter of urgency to ensure that resources, facilities and equipment are not duplicated.

PART FOUR: INSTITUTIONAL ASSESSMENT AND FRAMEWORK

This Part discusses the institutional reforms required to establish a robustly balanced administrative structure that will support quality learning. The reforms are founded in a decentralised context in which both National and County Governments are expected to collaborate in all aspects of education provision. The proposed reforms have been developed using a set of evaluative criteria to test the extent to which the proposed changes address the identified shortcomings, incorporate the strengths and are consistent with the characteristics of an effective education system, as outlined above. These criteria are that the administrative system will: be flexible and able to adapt to changing circumstances; be understandable to all those that participate in or are affected by decision making at all levels of the education system; and clearly define how those who make decisions will be accountable for their decisions.

The reader is strongly urged to read the separate report which sets the details of the following summary.

Context

The National Education Sector Plan, NESP

488. The National Education Sector Plan (NESP) has been developed to implement the new policy and legal frameworks published in 2012 and 2013. Existing education policies and legal frameworks were reviewed to align them with the Kenya Constitution 2010 that established County Governments and hence necessitated devolution, decentralisation and delegation of functions from the national level to counties. The National Education Sector Plan and its implementation strategy form part of the Vision 2030 second Medium Term Plan (MTP) 2013 - 2017.

Institutional Framework

POLICY AND LEGAL FRAMEWORKS

489. The Education sector policy is given in the Sessional Paper No. 14 of 2012 “Reforming Education and Training Sectors in Kenya”. The legal framework is given in three key Acts of Parliament namely, the Basic Education Act No. 14 of 2013; the TVET Act No. 29 of 2013; and the Universities Act, 2012. The sector is also governed and managed under the Kenya Constitution 2010 and other laws specific to Constitutional Commissions and Independent Offices, including the Teachers Service Commission (TSC) Act, at the upstream. On the downstream the sector is governed and regulated by a number of other Acts including the Kenya National Examinations Council (KNEC) Act and the Kenya Institute of Curriculum Development (KICD) Act. There are overlaps in the functions of the TSC, the ESQAC and the MOEST with respect to teacher development and quality assurance. With respect to the implementation of TVET programmes, it is also noted that there are overlaps in the functions of KICD and KNEC on one hand and TIVET and TVET Curriculum Development, Assessment and Certification Council on the other hand. An amendment to these Acts should be sought at the earliest time possible.

THE ORGANIZATION OF EDUCATION IN KENYA

490. Education in Kenya is organized in three main cycles commonly referred to as the 8-4-4 structure of education. It consists of eight years of primary education, four years of secondary education and four years of university education. The organization of education in Kenya is being reviewed to mainstream two years of pre-primary in primary education. County Governments have been given the mandate to manage pre-primary education and village polytechnics. It is recommended that the primary education curriculum should be divided into three 3-year periods to facilitate formative assessment of learning outcomes as recommended in the Odhiambo taskforce report (2012).

HIGH LEVEL GOVERNANCE STRUCTURES AND ORGANS

491. At the highest level, the sector is governed by the three arms of government: the Executive, Legislature and the Judiciary. The Cabinet Secretary (CS) for Education, Science and Technology reports directly to the Cabinet headed by His Excellence the President. The CS is also required to make reports and apprise the Departmental Committees of the National Assembly and Senate on the activities and progress made on education objectives. The consultations with the committees of Parliament tend to duplicate each other and may constrain the work of the CS. It is recommended that a review of procedure be considered to allow the CS brief the two committees of Parliament simultaneously.

492. The review should further consider the role of the NEB to undertake independent policy review and policy implementation oversight at the national level and furnish the CS with an independent opinion on the effectiveness of policies and strategies and recommend strategy change where necessary, as part of the committee consultation process.

SUPPORT SERVICES FROM OTHER MINISTRIES

493. The Ministry of Devolution and Planning, the National Treasury, and the AG's Office have seconded staff to the MOEST to provide support services in planning, finance, accounts, internal audit, procurement, human resource and legal services. The MoEST CS and PS do not have full authority over these staff hence the effectiveness of their services has not always been the best. It is recommended that MoEST employ this staff through the PSC as its own staff. Further, it is recommended that a full time cabinet committee on education be established to coordinate the services of other ministries and independent offices to the education sector.

SECTOR INSTITUTIONAL FRAMEWORK

494. The overall responsibility for the governance and management of education is delegated to the Cabinet Secretary, MoEST. The Ministry's departments responsible for planning, policy and programmes coordinate the core functions of policy formulation, planning and strategy development. Ad hoc taskforces are appointed from time to time to undertake preliminary consultation with stakeholders and prepare reports that form initial inputs into policy making. This process takes long, is expensive and often the recommendations of the taskforces are not implemented. Policy and programme implementation is currently undertaken at both national and county levels. The establishment of the NEB and CEBs provides an opportunity for continuous policy review and reforms. The following principles are recommended for the institutional framework to foster efficiency in sector governance and management and comply with the constitutional requirements of devolution, delegation of functions and decentralization:

- i. Sector governance and national policy formulation should be the core function of MoEST and its agencies at the national level;
- ii. Policy implementation and programme management should be the core function of MoEST county officers in partnership with the County Governments, TSC County officers, the BoMs, the Parents Associations, the School Management Committees and institutional management;
- iii. The NEB will undertake independent policy review and policy implementation oversight at the national level and furnish the CS with an independent opinion on the effectiveness of policies and strategies and recommend strategy change where necessary;
- iv. NEB's mandate should be expanded to cover TVET and university education;
- v. The CEBs will oversee the implementation of policies and programmes at the County level; make inputs into county-specific policies; and coordinate the key county level organs: MOEST, TSC, County Government, and the BoMs;

- vi. TSC, CEMASTEAM, KEMI, KICD, KISE, KNEC, and the ESQAC will formulate policy implementation standards, rules, regulations and guidelines for their respective functions at the national level. The actual implementation of these management instruments will be at the counties. These agencies should not decentralize individually to the Counties like TSC has already done, but should make use of the MoEST county staff and infrastructure for efficiency and effective service delivery to the citizens;
- vii. The office of the County Director of Education should be elevated and empowered to effectively implement policies and programmes. All decision making with respect to programme or project management should be made at this level;
- viii. The BoMs should be mandated to undertake full responsibility for the performance of their schools, not just infrastructure development but also the effectiveness of learning; and
- ix. The Parents Associations and Alumni Associations, where they exist, should be legally constituted, established and empowered to implement/manage development projects.

Organization Structures of MoEST and Sector Agencies

MOEST

495. MoEST is finalizing a review of its organizational structure to align it with the requirements of the constitution. An assessment of the interim structure however shows some weaknesses and therefore the following recommendations on strengthening the structure are given:

- a. The County Director of Education should be elevated and empowered; and
- b. Re-structure the Directorates to create the following core directorates:
 - i. Directorate for Pre-Primary and Primary Education;
 - ii. Directorate for Secondary Education;
 - iii. Directorate for TVET;
 - iv. Directorate for University Education; and
 - v. Directorate for Policy, Planning, Programmes and Legal Affairs Co-ordination and Harmonization.
- c. Re-structure the Directorates to create the following support services (Corporate Affairs) directorates:
 - i. Directorate for public information, communication and ICT;
 - ii. Directorate for financial management (finance, accounts, procurement);
 - iii. Directorate for human resources development, management and administration; and
 - iv. Internal audit.

TSC, CEMASTEAM, KEMI, KICD, KISE, KNEC, ESQAC

496. TSC, CEMASTEAM, KEMI, KICD, KISE, KNEC have clear mandates and well-articulated strategic plans. The organization structures of TSC, CEMASTEAM, KEMI, KICD, KISE, KNEC and the ESQAC should be re-structured to reflect the division of roles between national and county offices. As indicated earlier the national offices will concentrate on developing standards, rules, regulations and guidelines for their specific mandates. KICD and KNEC will, however, undertake curriculum design and examination processing at national level. It is further recommended that the ESQAC, KICD and the KNEC review their operational procedures to enhance capacity without employing more staff but rely on contracted services of assessors. TSC requires urgent support to digitize and decentralize teacher records for effective management. All these agencies should raise the profile of their public information and communication offices.

SCHOOL LEVEL INSTITUTIONAL STRUCTURES

497. The organization and management structures in most schools and colleges are relatively weak. Currently, the performance of a school depends almost entirely on the performance of the Head of that school. Support services (finance, accounts, procurement, public communication, ICT and general administration) in schools were also found to be weak. It is recommended that the Parents Associations should be given more responsibilities in the management and administration of the institutions than is the current practice. The heads of institutions should concentrate on their core business of managing and delivering effective learning and therefore should be relieved from managing non-curriculum projects like building and construction.

Recommendations for Improving Efficiency and Management

STAKEHOLDER INTEREST AND INFLUENCE

498. Currently the teachers unions, suppliers and contractors have significant influence on the sector and, to a lesser degree, the media. The parents and the communities who are key stakeholders in the sector have low influence in the sector. It is recommended that the Parents Associations should be given more responsibility in the management and administration of schools so as to raise their interest, influence and contribution to the sector.

NATIONAL INTEGRATED EDUCATION MANAGEMENT INFORMATION SYSTEM (NEMIS)

499. The achievement made in the use of ICT in the delivery of financial services should serve as a lesson for the education sector to develop its national education platform beyond serving the information needs to directly support learning and teaching. The role of private ICT service providers is important and should be investigated and tapped into. It is recommended that NEMIS be designed to ride on the existing ICT infrastructure and focus be directed to developing application software. Efforts should be directed at gathering data and information from institutions and the existing ICT national infrastructure be used for dissemination. The NEMIS could be developed in such a way as to attract private sector participation. This requires that the ICT service providers be included as key stakeholders in education and be represented on relevant decision making organs.

EDUCATION BUDGET AND FINANCIAL ALLOCATION

500. Stakeholders in education, led by the NEB, should establish the true unit cost of learning at all levels of education. Education budget should reflect this true unit cost. The allocation from the National Treasury will therefore be a partial contribution to this unit cost. The public, including the parents, will be able to see the gap between the actual cost of keeping a child in school and the contribution from the National Treasury. The BoMs and the Parents Association will be more willing to contribute to education. This does not in any way suggest that children whose parents are unable to pay fees should be sent away from school. Quality comes at a cost and therefore mechanisms must be devised to fund the full cost of learning for a defined level of education quality. The budgeting process should be reviewed by the education boards with technical support from the finance division in a consultative process.

INVOLVEMENT OF THE PRIVATE SECTOR AND INFORMAL SCHOOLS

501. The private and informal schools have the potential to contribute to the attainment of access and equity goals in education. The well-resourced academies offer quality education to learners. Private schools and colleges, located mainly in slums and other poor residential areas, do not offer quality education. These latter schools require government support so as to contribute to enhancing access. It is recommended that teacher management policy should be reviewed to allow the TSC to post teachers to such schools without taking them over as government schools. However, such schools

should first be registered with the relevant organs of MoEST. The schools will also benefit from government per pupil capitation. It is also recommended that teachers from private and informal schools should be included in government teacher development programmes as a means of enhancing quality.

COMPENSATION FOR TEACHERS

502. The review of teachers' salaries and allowances calls for urgent reforms. Teachers' remuneration should be linked to performance. It is therefore recommended that the review of teacher salaries should be institutionalized and negotiations between the TSC and the teachers' unions should be guided by well negotiated and agreed upon principles. Capacity building for developing such instruments and negotiation skills is recommended. It is essential that teachers revert back to be role models, playing leadership and mobilization functions in society. This will only be possible if their social status is not eroded by decline in conditions of service.

IMPLEMENTATION ARRANGEMENTS FOR NESP

503. NESP is a sector-wide programme that will support a range of investment projects. For the purposes of managing the implementation of the NESP it is important to differentiate routine operations from programmes aimed at achieving specific improvements, reforms or changes in the system. The programmes target the enhancement of selected performance indicators. The organization structures discussed above are based on managing routine operations or core mandate of the institutions.

504. Programme implementation will be managed at the institution level (school, college or agency), at the Sub-County, County or national (MoEST - HQ) level. The nature and size of the programme will determine the level at which it will be managed and by whom. Investment programmes will fall in one of the following categories: construction or refurbishment of physical facilities; acquisition of learning/teaching equipment; training of staff; networking; acquisition of consumable learning/teaching materials; or acquisition of consumable non-academic materials. To free leaders such as principals to focus on their professional expertise, the following approach is suggested to manage programmes at the various levels of decentralisation:

- i. Construction, refurbishment or provision of goods and/or services will be undertaken by suppliers, contractors or consultants mainly from private sector.
- ii. Supervision of construction projects will be done by dedicated Clerk of Works / consultants hired by the PAs, BoMs, CEBs, MoEST or other financing agencies depending on the level at which the programme is being managed.
- iii. A programme management team will be established within the MoEST comprising of a Programme Director assisted by experts in finance, accounts, procurement, auditing, and monitoring and evaluation. The main function of the programme management team will be to coordinate implementation of the different programmes, ensure synergy across programmes, and ensure timely reports to the beneficiaries and financing agency.
- iv. For individual programmes, a management team at the appropriate level will be established comprising of a Project Manager assisted by experts in finance, accounts, procurement, auditing, and monitoring and evaluation.
- v. The Manager will have sufficient power and authority to implement the programme.
- vi. The Director and his team will be responsible for overall programme design but will be limited to oversight function at the implementation phase.
- vii. The Manager will be hired by the governing organ at the level the programme is being implemented (BoMs, CEBs) jointly with the financing agency (Parents, Constituency Fund, Development Partner, MoEST).

- viii. Programmes will only begin when the availability of funds is confirmed in line with government policy.
- ix. The cost of the management team will be an integral part of the programme.
- x. Training as part of capacity building, will be tied to the project being implemented and will preferably be conducted at the place of work as far as is possible.

INSTITUTIONAL FRAMEWORK

A NESP Co-ordination Unit will need to be established within MoEST to oversee the range of new activities that will support the implementation of the change programmes of NESP.

505. The NESP Co-ordination unit will be accountable to the PS, Department of Education, who will report regularly to the Cabinet Secretary about progress according to the NESP Results Framework and the Monitoring and Evaluation Framework.

506. The NESP Co-ordination Unit will:

- i. Draw up a detailed overview plan to carry out the changes over an agreed time period based on the overall Operational Plan (see Volume 2).
- ii. Monitor the establishment of new systems and processes against the set of agreed performance targets as the basis for measuring and reporting progress.
- iii. Develop a communications strategy and well prepared written materials to inform all people in the education sector and the wider community of the changes and their timing.
- iv. Ensure capacity and capability building, including training programmes for people taking on new roles within the structure.
- v. Report to the Cabinet Secretary through the PS, Department of Education, on a regular basis about progress and risk mitigation strategies as required.

507. It is important that the people who are key to the success of the changes are informed quickly of what is to be done and when it is expected to happen. Further the expected results will be included within their performance agreements.

508. It is expected that implementing authorities will undertake due diligence of all the identified parameters and develop comprehensive operational plans for their units as a start point to the implementation strategies and key activities set out in this operational plan.

Table 12: NESP Implementing Authorities and Agencies

| Level, Institution | Membership | Functions |
|--|--|---|
| National Level: NESP Steering Committee | <ul style="list-style-type: none"> i. Principal Secretary of Education (Chairperson) ii. Director General iii. Director of Administration iv. Directors of Education and Training v. Representative, Ministry of Devolution and Planning vi. Representative, Ministry of | <ul style="list-style-type: none"> i. Coordinate and oversee NESP implementation; ii. Approve all NESP work plans; iii. Monitor the performance of the NESP Programmes; iv. Provide overall guidance and make key decisions to support the implementation of NESP; v. Advise on NESP resource allocation and utilization; vi. Monitor overall implementation of NESP through qualitative and quantitative performance data; vii. Review the outputs of ongoing technical work, such as research studies, pilot projects, and, consultancies; |

| Level, Institution | Membership | Functions |
|---|---|--|
| | Finance, National Treasury vii. Director Kenya Vision 2030; viii. Secretary Teachers' Service Commission ix. Heads of Semi-Autonomous Government Agencies x. Heads of Support Departments- Central Planning Unit (CPU), Administration, Finance, Accounts, Procurement, and Personnel xi. Chair, Donor group xii. Representatives of Civil society and faith based organizations; private sector-KEPSA. xiii. The coordinator of the Core Team will be the Director Policy, Partnerships and East African Community who will also serve as the Secretary to the Steering Committee. The NESP Steering Committee shall hold monthly structured meetings every first Tuesday of the month. | viii. Review NESP performance indicators to assess overall achievements; and ix. Coordinate with the different GoK Ministries, Departments, Agencies and Partners involved in delivery and support of education and training services. x. Monitor and evaluate NESP investments xi. Resource mobilization. |
| Technical Team | i. Representative(s) from directorates ii. Representative(s) from the SAGAs iii. Representative(s) from TSC. iv. Major stakeholder representatives. v. The Core Team will be anchored in the Directorate responsible for policy. | i. Monitor and evaluate NESP investments. ii. Provide advisory support to NESP investments coordinators. iii. Coordinate investment documentation. |
| Directorate of Policy, Planning and East African Partnerships | Staff | i. Co-ordinate implementation and monitoring of NESP at Directorate level. ii. Advise on formulation and implementation of Government policies on basic education. iii. Moulding, mentoring and nurturing national values. iv. Financing of basic education including provision of bursaries and grants, infrastructure development. v. Effective Planning and Development of Policies in the Education Sector. vi. Maintenance of accurate educational statistics –EMIS and IFMIS. vii. Strengthen and mainstreaming ICT in Education; viii. Reviewing of education policies. ix. Coordinating and deployment of field staff. |

| Level, Institution | Membership | Functions |
|---|------------|---|
| | | <ul style="list-style-type: none"> x. Promote the integrating of cross – cutting issues such as; Gender in Education, Peace Education, HIV and AIDS, ESD, Guidance and Counselling, Learner Friendly Environment and Life Skills. xi. Initiating and promoting cultural, technical and scientific co-operation agreements. |
| Directorate of Basic Education | Staff | <ul style="list-style-type: none"> i. Provision of free and compulsory basic education. Advising on the development of post-secondary institutions. ii. Coordination of secondary education services. iii. Staff development for teaching, research and technology services. iv. Early Childhood Development and Education. v. Promote education for marginalized and hard to reach. vi. Special Needs Education. vii. Disability mainstreaming. viii. Alternative provision of basic education. ix. Provision of health and nutrition and school meals. x. Instructional materials in schools. xi. Strengthening governance and accountability. xii. Coordinating and supervision of adult education. xiii. Strengthen Special Board of Adult Education. |
| Education Standards and Quality Assurance Council | Staff | <ul style="list-style-type: none"> i. Coordinate, supervise and monitor the provision of Quality Assurance services in basic education. ii. Ensure standards and maintain quality in institutions of basic education. iii. Administer policies and guidelines set for basic education. (Depository of Policy and Guidelines). iv. Supervise and oversee curriculum implementation. v. In cooperation with county education, monitor the conduct of assessments and examinations in institutions of basic education. vi. Monitor and evaluate standards in quality Assurance. vii. Provide linkage with KICD, TSC and KNEC on matters of standards and quality assurance and standards. viii. Establish standards for the coordination of Co-Curricular Activities and Talent Nurturing and Development programmes. ix. Coordinate infrastructural support to the colleges. x. Coordinate admission to Teacher Training Colleges. xi. Promote and strengthen School-based Quality Assurance. xii. Establish a frame work for assessing Sector Governance and Accountability. xiii. Coordinate Pre-service and In-service Training for Teachers (Pedagogical Skills Upgrading and Subject Content Mastery). xiv. Provide Linkage between Colleges and department of education. xv. Disburse funds and Bursaries to colleges. |

| Level, Institution | Membership | Functions |
|---|--|---|
| | | xvi. Promote and strengthen school Based Quality Assurance. xvii. Sector Governance and accountability (Implied in all). xviii. Mainstream Moulding, Mentoring and National Values best placed in the school based assessment programmes. |
| Kenya Institute of Curriculum Development | | i. Develop curriculum and curriculum support materials, ii. Curriculum based research and evaluation. iii. Evaluation of instructional materials iv. Developing digital curriculum and teacher development material |
| Kenya Institute of Special Education | | Capacity building for special education |
| Kenya Education Management Institute | | Capacity building for educational management |
| Kenya National Examination Council | | Examination, certification and coordination of National Learning Assessment |
| Teachers' Service Commission | | Teacher management (recruitment, deployment, promotion, registration and discipline). |
| <i>County Level:</i> County Education Boards | i. Chairperson County Education Board ii. County Director of Education (Secretary) iii. Representative of KSSHA iv. Representative of TSC v. Representative of Sponsors vi. Representative of Religious Organizations. | i. Co-ordination of all education and training activities to eliminate duplication of activities of the sub-county, co-ordinating implementation of NESP in the County. ii. Monitoring and evaluation of the implementation of NESP. iii. Advising the Sub County Education Officer. iv. Supervising sub-county Education initiatives. v. Mobilizing additional resources. vi. Ensuring implementation of timely mitigation measures as recommended by monitoring, Evaluation and audit reports. vii. Review of education performance indicators; financing indicators and giving corrective feedback to learning institutions. viii. Preparation and submission of annual county education performance reports, plans and budgets to Department of Education. |
| Sub-county education boards | i. Chairperson of Sub-County Education Board. ii. Sub-county Education Offices (Secretary). iii. Representative of TSC. iv. Representative of KSSHA. v. Representation of sponsors. vi. Representative of Religious Organizations | i. Coordination of all programmes to eliminate duplication of activities. ii. Monitoring and Evaluation of education investments at the sub-county levels. iii. Ensuring implementation of timely mitigation measures as recommended by Monitoring and Evaluation Audit Reports. iv. Review of education performance indicators; financing indicators and giving corrective feedback to learning institutions; Preparation and submission of annual county education performance report; plan; budget to County Education Board and copy to Department of Education. |
| <i>Institutional level:</i> | | i. Ensuring official policies and guidelines are adhered to. |

| Level, Institution | Membership | Functions |
|-------------------------------|-------------------|---|
| Boards of Management | | <ul style="list-style-type: none"> ii. Strategic management of the institution. iii. General oversight on delivery of education services. iv. Planning. v. Resource mobilization, utilization and accounting. vi. Monitoring of education standards. vii. Overall teacher management and discipline. viii. Collaboration with the communities. ix. Management of non-teaching staff. x. Receive and account for all resources in pre-primary education, FPE and FSDE. xi. Develop and implement school strategic plans. xii. Mobilize additional resources. xiii. Implement government policies and guidelines. |
| Parents Association (PA) | | <ul style="list-style-type: none"> i. Monitoring implementation of school activities. ii. Monitoring education services. iii. Mobilizing additional resources. iv. Promoting learner governance. |

MAJOR ASSUMPTIONS, RISKS AND RISK MITIGATION

509. The NESP constitutes a major reform of the education sector. The implementation of NESP depends on:

- i. the effectiveness of the institutional framework for implementation;
- ii. a satisfactory and sustained economic performance;
- iii. capacity of the National and County governments in prioritising the education sector priorities;
- iv. effectiveness of public private partnerships in the sector and effective coordination of the sector stakeholders;
- v. modalities for improving efficiency and effectiveness in utilisation of available resources;
- vi. full transparency and accountability of on-budget and off-budget outlays;
- vii. financial prudence;
- viii. institutional innovations to improve oversight and implementation; and
- ix. effective monitoring and evaluation.

510. Critical internal factors to ensure successful implementation of the plan include:

- i. Adequate allocation of required resources to ensure various activities of the plan is implemented.
- ii. Effective monitoring and evaluation framework accompanied with results-oriented management of the public and non-state spending on the sector.
- iii. Adequate capacity at national, county, sub-county and institutional level and well thought out capacity building plan.
- iv. A sector-wide approach to planning that enables coordination of on-budget and project support to enable effective NESP implementation.
- v. An effective communication strategy and dissemination plan to enable learners, counties and the larger Kenyan population share the strategic objectives of the education sector.
- vi. Adequate degree of flexibility and adaption to change towards embracing the sector reforms.

511. However, it will be critical to manage external factors that might affect effective implementation of the plan. Possible risks that might be encountered together with a range of risk mitigating strategies are presented in Table 24. The issues and associated mitigation strategies shall be reviewed on annual basis and appropriate actions implemented to ensure effective implementation of the plan.

Table 13: Risk Mitigation Matrix

| Critical Risks | Risk Mitigation Strategies | Responsibility |
|--|---|---|
| 1. Weak leadership, lack of vision, ineffective managerial capacity. | <ol style="list-style-type: none"> i. Clarify roles and responsibilities across ministry; county and national government. ii. Professionalize appointments. iii. Institutionalise performance management. iv. Review and revise succession procedures and strategies. v. Revise Schemes of Service and build in staff development. | MOE, County governments, Commission for Revenue Allocation and National Treasury. |

| | | |
|--|--|--|
| <p>2. Financial Mismanagement:</p> <ul style="list-style-type: none"> i. Budgeting and failure to introduce MTEF budgeting processes with clear sets of rules and priorities at sub-national levels. ii. Procurement iii. Auditing/accounting | <ul style="list-style-type: none"> i. Strengthen and institutionalise planning, budgeting, monitoring and evaluation functions as county and sub-county levels while ensuring appropriate linkages with national level. ii. Strengthen and improve efficiency of communication mechanisms. iii. Review and revise the rules and regulations and minimise bureaucratic processes. iv. Enact and enforce rules and regulations v. Address limited capacity to audit institutions at decentralised levels. vi. Address corruption, misuse of funds and gross inefficiency. vii. Strengthen monitoring and evaluation and address delays in reporting viii. Review staffing norms and their application at all levels ix. Strengthening EMIS and micro-planning at all levels of education. x. Enhance financial management capacity by establishment of education sector IFMIS. xi. Address the failure to procure in line with principles of value for money and transparency. xii. Strengthen transparent competitive tendering for goods and services. | <p>MOE, National Treasury</p> |
| <p>3. Ineffective performance appraisal system.</p> | <p>Reward good performers and hold people accountable for mismanagement.</p> | <p>MOE, Learning institutions and agencies</p> |
| <p>4. Resistance to change.</p> | <p>Strengthen the Human Resource Department to facilitate the restructuring, re-culturing and re-skilling management of the Department of Education.</p> | <p>MOE</p> |
| <p>5. Failure to formulate and/or implement necessary policy reforms or to delay them.</p> | <ul style="list-style-type: none"> i. Prioritise and implement proposed reforms. ii. Provide budget line for sector wide communication strategy. | <p>MOE</p> |

| | | |
|--|--|---|
| 5. Failure to address lack of technical capacity. | <ul style="list-style-type: none"> i. Strengthen capacity and skill development agencies under the Department of Education. ii. Recruitment of accountants for large learning institutions or for cluster of learning institutions as appropriate. | MOE |
| 7. Failure to provide sufficient funding or to target funding, or address waste. | Rigorously apply needs-based funding, EMIS and IFMIS. | MOE, County treasury, National Treasury |
| 8. Failure to apply staffing norms. | Enforce demand driven teacher recruitment. | TSC, MOE |
| 9. High cost of education due to unauthorised charges leading to high cost burden on households. | Strengthen the inspectorate and enforce the regulations; communicate regulations/fees guidelines and apply sanctions uniformly. | MOE, Parents Teachers Associations, County Education Boards |
| 10. Insufficient external financing to support implementation of NESP. | Strengthen collaboration with key external education donors; establish new partnerships and promote efficiency in resource utilisation. | Development partners, NGOs, Faith based organisations. |

ANNEX ONE: KEY RESULTS FRAMEWORK

KEY INDICATORS

Success in achieving this focus of the NESP Goals will be measured by the following key indicators:

| Focus | Priority | Indicator | 2012 | 2015 | 2018 | Sources |
|--|---|--|-------|------|------|---------|
| Education Administration Structure | Sector Governance and Accountability | Primary Education's share of the MoEST recurrent budget | 40.1% | | | Audit |
| | | Secondary Education's share of the MoEST recurrent budget | 24.7% | | | Audit |
| | | Joint sector review report covering all sub sectors is published each year | 0 | 1 | 1 | Audit |
| Schooling system that delivers the basic education core curriculum | Access to free and compulsory basic education | Primary Completion Rate | 80.3% | 90% | 95% | EMIS |
| | Equity and Inclusion | Primary completion rate in ASAL counties | TBD | TBD | TBD | EMIS |
| | Education Quality | % pupils able to read with comprehension grade 2 in Kiswahili | | | | EGRA |
| | | % pupils able to read with comprehension at grade 2 in English | | | | EGRA |
| | | % pupils able to perform basic operations at grade 2 | | | | EGMA |
| Integrated Curriculum Framework for Basic Education | Relevance | National Curriculum Policy Framework implemented, new school and teacher training curricula operational. | 0 | 1 | | Audit |
| Tertiary Education Structure | Post Secondary Education | Tertiary Gross Enrolment Rate | 3% | 4% | 5% | EMIS |

Notes to the Indicators

- i. This framework is intended to provide a macro view of priority (2014) strategies. It is dynamic and is expected to reflect changes in priorities consistent with the annual rolling NESP document.
- ii. A number of these indicators are to be determined and promulgated in 2014.
- iii. To reflect the government priorities and the target of completion rate reaching 95% in 2015, sufficient resources must be allocated to primary education. Based on empirical studies, the GPE recommend

- spending of the budget to primary education¹⁰ is 50%. Trend data shows that this share dropped from 50% in 2008 to 40% in 2011. An allocation of 50% of the education budget to primary education in 2018 is set as the target. This indicator was used in the KESSP program development objectives (Indicator Number 7).
- iv. *An Annual Joint Sector Review Report will provide a comprehensive report on the sector. Progress on the administrative and management reforms will be a significant feature for the next five years. The integration of all sub sectors within one Ministry and the implementation of the M&E framework will lead to a comprehensive overview annual report of the education sector every year.*
 - v. *Access to free and compulsory basic education.*
Education Access indicators such as the primary intake rate are not available. Data on NER is not consistent with findings from surveys. The most relevant indicator to monitor progress in Basic Education is the completion rate. It is used internationally and by the GPE.
This indicator was used in the KESSP Programme development objectives (Indicator Number 4).
 - vi. *Percentage of pupils able to read with comprehension at grade 2 in Kiswahili; and English.*
This indicator of learning achievement can be calculated from the EGRA data collection. This indicator is criteria-based and can be understood easily by education staff and communities. It is preferable to use an indicator that is not expressed as an average test score but rather as the share of pupils able to perform specific task. As many interventions will target early grade achievement, grade 2 was chosen while noting that grade 6 and Form II indicators of learning are included in the detailed results framework. It is one of the GPE results indicators.
 - vii. *Percentage of pupils able to perform basic numeric operations at grade 2.*
Similar rationale as for 4 above.
 - viii. *Primary completion rate in ASAL counties.*
Primary completion will be produced at county level or in ASAL regions to monitor the effect of several interventions in these areas. It is an indicator of equity/inclusiveness.
 - ix. *National Curriculum Policy Framework is approved and implemented*
One of the core outputs of the NESP is the revision of curricula in primary and secondary education. To ensure this revision and the development of new syllabuses, course prescriptions and textbooks are consistent with policy principles, a National Curriculum Policy Framework is required to be developed during the initial phase of the NESP.

¹⁰ While noting that primary education is 6 years duration in most GPE countries but 8 years in Kenya.

ANNEX TWO: DETAILED RESULTS FRAMEWORK AND LOGISTICAL FRAMEWORK

Each implementing authority will use these Frameworks as the basis for the development of their annual work plans arising from the NESP Volume Two: Operational Plan.

Table 14: Detailed Results Framework

| Ref. | Operational Program Strategy | Indicator | Variables | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Sources |
|------|---|--|---------------|-------|------|------|------|------|------|------|------------|
| 1.1 | Governance Structures and Processes | Share of primary education as % education expenditure | | | | | | | | | Budget |
| 1.1 | Governance Structures and Processes | Public expenditure Tracking Survey/Service delivery survey | | 1 | | | 1 | | | 1 | reports |
| 1.2 | Information Management | Statistical yearbook produced and county report cards | county | 0 | 1 | 1 | 1 | 1 | 1 | 1 | reports |
| 1.2 | Information Management | Labour Market Information System (LMIS) for TVET | | 0 | 1 | 1 | 1 | 1 | 1 | 1 | reports |
| 1.3 | Quality Assurance – Financial and Service Viability | Share of non-salary expenditure in primary education | | | | | | | | | Budget |
| 1.3 | Quality Assurance – Financial and Service Viability | % budget execution | | | | | | | | | Budget |
| 2.1 | Materials and Operational Expenses | PTR (both public and private) | | 24.1 | 25 | 26 | 27 | 28 | 29 | 30 | EMIS |
| 2.1 | Materials and Operational Expenses | PTR (in public school) | County | 50.3 | | | 45 | | | 45 | EMIS & TSC |
| 2.1 | Materials and Operational Expenses | PTR | Gender/county | 32.3 | | | 45 | | | 45 | EMIS |
| 2.2 | Infrastructure | GER | Gender/county | 66.3 | | | 75 | | | 90 | EMIS |
| 2.2 | Infrastructure | Gross intake rate (new entrants/pop 6 years old) | Gender/county | | | | | | | | EMIS |
| 2.2 | Infrastructure | GER | Gender/county | 115.8 | | | | | | | EMIS |

| Ref. | Operational Program Strategy | Indicator | Variables | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Sources |
|------|------------------------------------|--|----------------|-------|------|------|-------|------|------|---------|-------------------|
| 2.2 | Infrastructure | GER | Gender/county | 49.3 | | | 65 | | | 81 | EMIS |
| 2.3 | Bursaries, Grants and Scholarships | Transition to secondary education | Gender/county | 76.6 | | | 88 | | | 90 | EMIS |
| 2.4 | Special Needs Education | Number of children enrolled primary | Gender/county | | | | | | | | EMIS |
| 2.4 | Special Needs Education | Number of children enrolled secondary | Gender/county | | | | | | | | EMIS/MT P |
| 2.4 | Special Needs Education | Number of classrooms or institutions | County | | | | | | | | EMIS |
| 2.5 | Alternative Education Pathways | Non Formal Education enrolment '000 | Gender/county | 182.1 | | | | | | | EMIS (see recom.) |
| 2.5 | Alternative Education Pathways | Number of ABE institutions | County | | | | | | | | EMIS (see recom.) |
| 2.5 | Alternative Education Pathways | Number of low cost boarding schools | Gender/county | | | | | | | | EMIS (see recom.) |
| 2.6 | Adult and Continuing Education | Adult education enrolment '000 | Gender/county | | | | | | | | EMIS (see recom.) |
| 2.6 | Adult and Continuing Education | Adult education classrooms | County | | | | | | | 4400 | EMIS (see recom.) |
| 2.6 | Adult and Continuing Education | Student teacher ratio (full time equivalent) | County | | | | 0.076 | | | 0.07639 | EMIS (see recom.) |
| 2.6 | Adult and Continuing Education | Literacy rates 15-24 | Gender/county | | | | | | | | Surveys |
| 2.7 | Education in Emergencies | specific policy framework on education in emergencies | | 0 | | 1 | | | | | reports |
| 2.8 | Ongoing Operational Programmes | Impact evaluation of school health, nutrition & meals and co-curricular activities | | | | | | | | | Impact evaluation |
| 3.1 | Standards and Quality Assurance | Pupil Textbook ratio (English) | County/subject | 3 | | | 2 | | | 1 | EMIS |
| 3.1 | Standards and Quality Assurance | Streams per class (secondary) | County | 1 | | | 3 | | | 4 | EMIS |

| Ref. | Operational Program Strategy | Indicator | Variables | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Sources |
|------|---|--|---------------|--------------|------|------|------|------|------|------|--------------------------------------|
| 3.1 | Standards and Quality Assurance | % children enrolled attending | | 88.9 | | | | | | | UWEZO |
| 3.1 | Standards and Quality Assurance | Number of laboratories or % schools with laboratories | County | | | | | | | 1410 | EMIS |
| 3.2 | Early Grade Reading and Mathematics Quality Improvement | Number/percentage of schools implemented the interventions for improving early grade mathematics | | | | | | | | | EMIS |
| 3.2 | Early Grade Reading and Mathematics Quality Improvement | % pupils able to read with comprehension at grade 2 in Kiswahili | Gender | TBD | | | | | | | EGRA |
| 3.2 | Early Grade Reading and Mathematics Quality Improvement | % pupils able to read with comprehension at grade 2 in English | Gender | TBD | | | | | | | EGRA |
| 3.2 | Early Grade Reading and Mathematics Quality Improvement | % pupils able to perform basic operations at grade 2 | Gender | TBD | | | | | | | EGMA |
| | Teacher Management | Implementation of teacher performance and integrity improvement system | | | | | | | | | Reports |
| 3.3 | Teacher Management | Teachers (both public and private) in pre-primary | Gender/county | 99889 | | | | | | | TSC |
| 3.3 | Teacher Management | Teachers in primary education (public) | Gender/county | 176243 | | | | | | | TSC |
| 3.3 | Teacher Management | % female in primary education (public) | County | 0.4799 68 | | | 0.5 | | | 0.6 | TSC |
| 3.3 | Teacher Management | Teachers distribution R ² (teachers and pupils at school level) | County | | | | | | | | TSC |
| 3.3 | Teacher Management | % of teachers present during unannounced visits | Gender/county | 0.16 | | | | | | | TSC Service delivery survey |
| 3.4 | Teacher Education | Improved pre-primary pre-service teacher training curriculum | | | | | | | | | Reports |

| Ref. | Operational Program Strategy | Indicator | Variables | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Sources |
|------|---|--|---------------|--------------|--------|--------|-----------|--------|--------|-------------|--|
| 3.4 | Teacher Education | % trained teachers in pre primary | Gender/county | 0.8034 52 | | | 1 | | | 1 | TSC |
| 3.4 | Teacher Education | % trained teachers in primary education (public) | Gender/county | | | | | | | | TSC |
| 3.4 | Teacher Education | Teacher mastery of subject matter and teaching methods for reading, mathematics in primary level, and science at secondary level | Gender | 0.394 | | | | | | | Service delivery survey GOK, KENAO Audited Appropriation Accounts; |
| 3.5 | Education Sector Management | Public expenditure on education as % of GDP | | 12.7% | | | | | | | |
| 3.5 | Education Sector Management | Share of education as % government expenditure | | 18.9% | 20.0 % | 20.9 % | 20.5 % | 20.1 % | 19.8 % | | Budget |
| 3.5 | Education Sector Management | Joint sector review report covering all sub sectors is published each year | | | | | | | | | reports |
| 3.5 | Education Sector Management | Percentage of schools received training on school management and oversight | | | | | | | | | school surveys |
| 3.5 | Education Sector Management | Number of counties received training for CEB | | | | | | | | | County report |
| 3.5 | Education Sector Management | Number/percentage of schools audited | | | | | | | | | school surveys |
| 3.6 | Information Communication Technology (ICT) for Education and Training | % schools having computers | County | 0.124 | | | | | | | UWEZO |
| 3.6 | Information Communication Technology (ICT) for Education and Training | Pupil laptop ratio in primary education | County | 0.7361 11 | | | 0.38 9 | | | 0.052 08 | ? |
| 4.1 | Gender education | Dropout rate | Gender/county | | | | 3 | | | 1 | EMIS/MIC |

| Ref. | Operational Program Strategy | Indicator | Variables | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Sources |
|------|---|--|---------------|--|------|------|------|------|------|------|-------------------|
| | | | | | | | | | | | S |
| 4.1 | Gender education | Completion | Gender/county | 80.3 | | | 90 | | | 95 | EMIS |
| 4.2 | Most Vulnerable Children's Voucher System | Number of vulnerable children receiving voucher | County | | | | | | | | EMIS & report |
| 4.3 | Expanding Educational Opportunities in Arid and Semi-Arid Lands | Completion rate | Gender/county | | | | 90 | | | 95 | EMIS |
| 4.3 | Expanding Educational Opportunities in Arid and Semi-Arid Lands | Non Formal Education enrolment '000 in ASAL | Gender/county | | | | | | | | EMIS (see recom.) |
| 4.3 | Expanding Educational Opportunities in Arid and Semi-Arid Lands | Number of ABE institutions in ASAL | County | | | | | | | | EMIS (see recom.) |
| 5.1 | National Curriculum Policy Framework | an integrated curriculum framework for basic education is designed | | | | | | | | | Reports |
| 5.2 | National Assessment and Examinations | Learning achievements at grade 6 (% of pupils reaching minimum level-SACMEQ) | Gender | 6.4% for reading and 1.4% for numeracy | | | 20 | | | 30 | NASMLA |
| 5.2 | National Assessment and Examinations | NASMLA Form II (% pupils reaching minimum level) | Gender | | | | | | | | EMIS |
| 5.3 | Action Research | Number of hours of primary education by pupils | | | | | 850 | | | 850 | UWEZO |
| 5.3 | Action Research | Average Teaching Contact hours, assuming: 3 (secondary) | | 18 hours per week (27 lessons) | | | 20 | | | 22 | TBD |

| Ref. | Operational Program Strategy | Indicator | Variables | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Sources |
|----------|---|--|-----------|----------------|------|------|------|------|------|----------|--|
| | | | |); PTR 1:35 | | | | | | | |
| 6.1 | National Values | % grade 6 pupils having minimal knowledge HIV/AIDS | Gender | 0.39 | | | | | | | school visits |
| 6.1 | National Values | % schools with life skills in time table | County | | | | | | | | EMIS |
| 6.1 | National Values | % Pupil per textbook life skills | County | | | | | | | | EMIS |
| 6.1 | National Values | ESD policy, guidelines developed and implemented | | | | 1 | | | | | Reports |
| 6.2 | Mobilisation and Empowerment of the Community | Communication strategy | | 1 | | 1 | | | | | Reports |
| 6.3 | KNATCOM-UNESCO | review of the current operational structure | | | | | | | | | Reports |
| Tertiary | TBD | Transition from secondary to tertiary education (Technical and university) | Gender | 6.5 | | | | | | | EMIS |
| Tertiary | TBD | Tertiary GER | Gender | 0.03 | | | | | | see 2022 | Statistical abstract 2012 for baseline, Universities |
| Tertiary | TBD | Enrolment or graduates by field of study | | | | | | | | | Follow up surveys |
| Tertiary | TBD | % Graduates employed in formal sector | Gender | | | | | | | | Follow up surveys |
| Tertiary | TBD | % Graduates employed in informal sector | Gender | | | | | | | | Follow up surveys |
| Tertiary | TBD | % Graduates not employed | Gender | | | | | | | | Follow up surveys |

| Ref. | Operational Program Strategy | Indicator | Variables | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | Sources |
|-------|------------------------------|--|---------------|--------|------|------|------|------|------|------|-------------------|
| TIVET | TBD | Enrolment | Gender/county | 127691 | | | | | | | EMIS |
| TIVET | TBD | Number of registered institutions | | 813 | | | | | | | Follow up Surveys |
| TIVET | TBD | % Graduates employed in formal sector | Gender | | | | | | | | Follow up Surveys |
| TIVET | TBD | % Graduates employed in informal sector | Gender | | | | | | | | Follow up Surveys |
| TIVET | TBD | % Graduates not employed | Gender | | | | | | | | Follow up Surveys |
| TIVET | TBD | % Graduates enrolled in tertiary education | Gender | | | | | | | | Follow up Surveys |
| S&T | TBD | Global Competitiveness Ranking of Selected Countries | | 102 | | | | | | | WDR, 2011 |
| S&T | TBD | Overall rank | | 52 | | | | | | | WDR, 2011 |

Table 15: Logistical Frameworks for Each of the Priorities

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|---|---|---|---|---|
| PRIORITY ONE: SECTOR GOVERNANCE AND ACCOUNTABILITY | | Overall Goal: Effective sector governance and performance management. | | |
| Sector Governance and Accountability | Strengthen governance and accountability in the education sector through a devolved system. | (i) Develop effective monitoring of existing policies and regulations (ii) Adopt of IT-based systems financial management systems (iii) Establish education staff performance standards (iv) Implement the Freedom to Information Act (v) Introduce Balanced Scorecards in education institutions | (i) Effective annual joint sector reviews and budget review. (ii) Regular public expenditure tracking surveys in place. (iii) Score report cards. (iv) Education data published at county level | On time delivery of EMIS data. M&E unit sufficiently staffed; Performance parameters and scorecard concept defined and understood. Teachers unions accept appraisal of teachers. |
| National Integrated Education Management Information System (NEMIS) Programme | Put in place an EMIS system covering TVET and extending to non-formal education, at national and county level across agencies. | (i) Develop a Sector Wide EMIS Coordination Policy Frameworks (ii) Establish a decentralised and integrated EMIS and IFMIS. (iii) Build capacity within TSC, Department of Education and KNEC. (iv) Deploy EMIS and school mapping to support micro-planning and social mobilization. | (i) EMIS coordination framework produced. (ii) County education databanks shared across agencies. (iii) EMIS staff operational at national and county level. (iv) Education data available at district level and school level. | Adequate resources will be available from the Department of Education, TSC and KNEC to support capacity-building in EMIS. Counties sufficiently staffed. Better cooperation among agencies. |
| Communication And Publicity | Enhance the cooperation, consultation and collaboration in the Ministry, the National Education Board, and County Education Boards, education and training institutions and other related stakeholders. | (i) Implementation of a well-coordinated information sharing mechanism across all the directorates. (ii) Mobilization of resources for communicating activities. | i) Better communication among institutions. (ii) Improved quality and quantity of media information on education. | Stakeholders and members of public are supportive |
| School Based Auditing | Deliver efficient, timely and effective audit services to public educational institutions and their managers. | (i) Review, establish and document the scope of audit work. (ii) Formulate a framework for the overall integration of IT into audit data systems. (iii) Improve work environment for staff. | Increased number of school audits per year per level (school, county, national). | Board of Management functioning. |

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|--|--|--|---|---|
| PRIORITY TWO: ACCESS TO FREE AND COMPULSORY BASIC EDUCATION | | Overall goal: Free and compulsory quality basic education up to the age of 18 and the development of a process of lifelong learning | | |
| Instructional Materials and Operational Expenses | To ensure access, equity, retention and quality of education through sustained provision of teaching and learning materials and funds to meet other recurrent operational expenditures for all children. | (i) Review and harmonize the current capitation grants based on unit cost for both FPE and FDSE. (ii) Prioritize Mainstreaming of ECDE and SNE. (iii) Progressively integrate secondary schools, and ACE learning institutions. (iv) Review and develop instructional materials and management. (iv) Establish one Open Schooling for secondary education in each of the 47 counties. | (i) The current capitation grants are revised. (ii) % GER ECDE and number of SNE pupils increased. (iii) Secondary schools and ACE learning institutions are integrated as basic education. (iv) Instructional materials are revised for primary and secondary. (v) Open Schooling for secondary education opened in each of the 47 counties. | Reliability of data on enrolment per school. Adequate and timely release of funds by the Treasury. Effective use of resources in schools. |
| Basic Education Infrastructure Investment | Enhance equitable access for all children through provision of adequate infrastructure. | (i) Establish pre-primary, primary, low cost boarding primary schools, feeder schools in vulnerable areas. (ii) Establish secondary schools in vulnerable areas. (iii) Ensure that infrastructure in all learning institutions are learner-friendly. (iv) Provide adequate housing for teaching staff in vulnerable areas. (v) Establish an Adult Literacy Centre near every primary school, secondary school and or a Faith Based Organization (FBO) institution. | (i) Number of low cost boarding primary schools. (ii) Number of secondary schools in ASAL. (iii) Number of new institutions with inclusive design. (iv) Number of new housing facilities in ASAL. (v) Number of new adult literacy centers. | Demand for infrastructure is sustained. Clear definition of targets: vulnerable areas. |
| Laboratory And Laboratory Equipment Investment | Provide quality learning environments in basic education institutions through provision of equitable adequate laboratory and laboratory equipment. | (i) Develop guidelines on the use of computer laboratories maintenance and general safety. (ii) Facilitate schools and communities to construct and renovate laboratory facilities in vulnerable areas through grants | Number of new laboratories functional. | Better data on the use and maintenance of computer laboratories to establish guideline based on field experience. |

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|---|---|--|--|---|
| Bursaries, Grants and Scholarships Investment | Increase access to secondary education to students in public secondary schools especially those coming from poor household and vulnerable areas. | (i) Conduct a baseline survey on the impact of stakeholders and government bursary scheme award. (ii) Improve and enforce the guidelines and framework of bursaries. (iii) Provide bursaries to vulnerable children. (iv) Provide bursaries to resilient children based on KNEC results. (v) Encourage private sector contributions. | (i) Baseline survey conducted. (ii) Bursaries coordination framework revised. (iii) Revised criteria for bursaries. (iv) Number of resilient students sponsored. (v) Private sector participation increased. | Clear definition of vulnerable and resilient children. Transparency in the bursary delivery scheme to encourage private sector contribution. |
| The Special Needs Education (SNE) Investment | enhance access, equity, relevance and quality of education and training for learners with special needs and disabilities | (i) Establish baseline data SNE learners based on EMIS (ii) Upgrade KISE material production workshop. (iii) Upgrade Kenya Institute of the Blind to produce and distribute instructional materials. (iv) Carry out capacity building for SNE teachers on functional assessment. | (i) SNE children data available at school, district and county level. (ii) KISE material revised. (iii) Kenya Institute of the Blind materials produced. (iv) Number of SNE teachers trained. | Proper definition of SNE in EMIS data collection. Community and teachers participation. |
| Alternative Provision Of Basic Education And Training | Increase the participation of children (especially girls) and youth in APBET institutions and improve quality of teaching and learning including the learning environment to enhance their learning achievements. | (i) Develop minimum standards for APBET institutions to facilitate registration by Department of Education. (ii) Provide trained teachers to APBET. (iii) Harmonize capitation Grant with those in regular schools for APBET matching criteria. (iv) Strengthen data and M& E on APBET. | (i) Number of new APBET institutions registered. (ii) Number of APBET trained teachers. (iii) Grant aligned with regular schools. (iv) Data on APBET are available at county level including grants delivered. | Social demand sustained. Teachers' stability in APBET institutions. Level of data reporting from APBET. |
| Adult and Continuing Education Investment | Eradicate illiteracy and promote life-long learning among out-of school youth and adults. | (i) Carry out literacy assessment. (ii) Establish secondary classes for adult. (iii) Carry out quality Standards and Assurance Supervision. (iv) Upgrade the infrastructure. | (i) Literacy rates among 15-24 calculated at county level. (ii) Number of new secondary classes for adults. (iii) % adults literate after adult education program is known. (iv) Number of new centers built. | Availability of facilitators/qualified teachers. |

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|--|--|--|--|---|
| School Health, Nutrition and Meals | Improve the health and nutrition status of pupils to enhance their access to education and their learning achievement. | (i) Conduct a survey on Malaria in schools to obtain data for piloting and scale-up of net distribution. (ii) Provide school meals to socio-economically disadvantaged and nutritionally vulnerable. (iii) Implement the Home-Grown school meals Programme. (iv) Provide and/or support provision of targeted school-based health services. (v) Promote skills-based health, hygiene, environmental and nutrition education. | (i) Baseline Malaria survey conducted. (ii) Number of school meals provided. (iii) Number of home-Grown school meals per county. (iv) Number of deworming tablets and vitamin distributed. (v) % of teachers infusing/integrating aspects of SHNM in their lessons-Refer to life skills programme. | Relevant variables kept constant. No major natural emergency occurs to overtake the planned activities. Trained personnel/teachers will not be transferred from their stations. |
| Learner Friendly Environments (Schools) Investment | Enhance knowledge skills and attitudes for the effectiveness and efficiency of teaching and learning in educational institutions. | (i) Re-align Learner friendly standards functions with ESQAC. (ii) Establish LFS standards in learning institutions. (iii) Provide Quality Monitoring and Advisory services. | (i) LFS standards realigned. (ii) LFS standards established. (iii) LFS standard monitored. | Redefined role of ESQAC. Adequate resources and capacity to adopt internet/telephone based monitoring in HQ and field. |
| Co-Curricular Activities | Facilitate the learners to harness their potential and develop them into all rounded individuals with requisite skills knowledge, competences, values and attitudes. | (i) Increase capacity building programmes for coaches and trainers. (ii) Identify and equip talent development centres. | (i) Number of trained teachers. (ii) Number of schools with co-curriculum activities. | Staff for co-curricular activities. Proper monitoring of co-curricular activities. |
| Education in Emergencies | Strengthen school emergency preparedness. | (i) Build capacity in Education in Emergencies for ALL Education Officers and Institutional Managers. (ii) Infrastructure reconstruction. (iii) Temporary feeding programmes. (iv) Provision of Temporary Learning Spaces and educational kits. | Better response to emergency situations in the education sector. | Education in Emergencies Cluster Coordination team support. |

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|---|---|---|---|---|
| PRIORITY THREE: EDUCATION QUALITY | | Overall goal: Improve the quality of all aspects of education and training so that recognized and measurable learning outcomes are achieved | | |
| Education Standards and Quality Assurance | Enable Basic Education institutions and investments programmes to continuously improve quality by maintaining standards in education provision. | (i) Establish and operationalize the Education Standards and Quality Assurance Council (ESQAC). (ii) Develop a framework for Capacity improvement of QASO. (iii) Establish a functional communication and dissemination centre. (iv) Integrate Action Research at all levels in basic education and training. (v) Monitor the conduct of assessment and examinations. | (i) ESQAC established. (ii) QASO framework established and circulated. (iii) Center for research and information in education. (iv) Number of action research programmes. (v) Monitoring of examinations. | ESQAC policy in place. Adequate capacity exists to review tools and instruction manuals. Appropriate criteria for competency based assessment of learning developed. |
| Early Reading and Mathematics Quality Improvement Programme | Early reading and mathematics quality improvement is to ensure that all pupils can read and do basic mathematics by the end of Class 2 (3). | (i) Develop a learning competencies framework for lower primary. (ii) Review all teacher education programmes to integrate EGR and EGM. (iii) Enforce the policy of language of instruction in class one and two. (iv) Procure EGR and EGM materials to schools. (vs) Establish, collect, analyze and disseminate data on EGR and EGM annually. | (i) Competencies framework developed. (ii) Teacher education programmes reviewed. (iii) Policy of language of instruction in class one and two is enforced. (iv) % schools with EGR and EGM materials (v) Data on EGR and EGM published annually. | Early grade teaching strategies developed in the new curriculum. Changes in curriculum implemented in teacher pre service training programmes. Adequate public support for the policy of language of instruction. Better coordination of EGRA and EGMA activities by donors. |
| Teacher Management | To establish and maintain a sufficient professional teaching force that is equitably distributed and optimally utilized. | (i) Improve on the mechanisms for attracting and retaining teachers in the teaching service such as harmonized allowances. (ii) Enforce teacher registration. (iii) Enhance the decentralisation of teacher management activities. (iv) Develop a framework for teacher career planning and development. (v) Establish Teacher Resource Centres in the counties and sub-counties. | (i) Allowances harmonized. (ii) Number of teachers registered. (iii) Teacher management at county level. (iv) Career development framework. (v) Teacher resource centres established. | Teachers apply for recruitment & registration. Merging of EMIS and TSC data is completed at school level, Improved collaboration between agencies at county level. Support from teachers union |

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|---|---|--|---|---|
| Teacher Education and Development Programme for Basic Education (Pre-Service) | Improve the quality of Teacher Training for effective teaching. | (i) Undertake an in-depth study of teacher education focusing on improving the quality of teachers. (ii) Develop a qualification framework for personnel entering the teaching profession. (iii) In-service Duksi and Madrassa teachers on secular education. (iv) Improve the resources of teachers college including ICT. | (i) Teachers quality is measured. (ii) Better qualification of staff entering the teacher profession. (iii) Better teaching in Madrassa. (iv) Improved resource for TTCs. | Teachers union accepts study on teachers' quality. Religious leaders' collaboration for Madrassas. |
| In-Service Education and Training (INSET) | Continuously upgrading teachers' skills in subject mastery and pedagogy for quality and effective teaching and learning | (i) Develop and implementing a national INSET accreditation Framework. (ii) Develop and Integrate ICT in INSET provision. (iii) Expand INSET to include all subjects (iv) Design in-service training programmes including Duksi and Madrassa. (v) Encourage regular inter-school visits by school heads and teachers. (vi) Conduct research and evaluation to determine training needs and improvements in curriculum delivery. | (i) INSET accreditation Framework developed. (ii) Number of teachers receiving ICT INSET provision. (iii) INSET expanded to all subjects. (iv) In-service training programmes designed including Duksi and Madrassa. (v) Number of inter-school visits by school heads and teachers. (vi) Conduct research and evaluation to determine training needs and improvements in curriculum delivery. | Religious leaders' collaboration for Madrassas. New curriculum implemented in in service training. Better coordination of in-service training. Teachers' content knowledge and classroom practices are measured to design in service training on identified needs. TSC recognizes the certificates offered. |
| Capacity Building for Education Managers | Enhance access, relevance and quality of education through capacity development of education managers | (i) Develop a framework for capacity development of education managers. (ii) Train education managers in performance contracting and ICT integration to enhance service delivery. | (i) Framework for capacity development developed. (ii) Number of education managers trained. | Performance contract system accepted. Basic ICT skills of education managers. |
| Information Communication Technology (ICT) for Education and Training | integrate ICTs in education for administration, management and in teaching and learning at all levels | (i) Facilitate provision of connectivity to enhance collaboration and information sharing in the sector. (ii) Promote the integration of ICTs in the teaching and learning process across all levels. (iii) Provide a laptop for each class 1 pupil to enhance their skills in ICT (Special Programme) | (i) Number of schools with Internet access. (ii) Number of schools using computers for learning. (iii) Proportion of grade 1 pupils having a laptop. | Adequate Technical staffing of the ICT unit. Proper monitoring and evaluation of ICT integration. Sufficient education software development based on new curriculum for laptops. ICT infrastructure needs properly assessed. |

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|--|--|---|---|---|
| PRIORITY FOUR: EQUITY AND INCLUSION | | Overall goal : reduce disparities based on gender, vulnerability and in ASAL counties | | |
| Gender in Education | Reduce gender disparities. | (i) Review and enact the Gender in Education Policy (2007). (ii) Develop a Gender Based Violence (GBV) work place policy. | (i) Gender in Education Policy is reviewed. (ii) Gender Based Violence (GBV) work plan is developed. | Political will to address Gender Based Violence. |
| Most Vulnerable Children Vouchers System | increase enrolment, enhance retention and participation in education of Most Vulnerable Children | (i) Design and pilot an Education Voucher Scheme. (ii) Scale up the EVS to 43 districts (Urban slums, ASAL and pockets of Poverty). (iii) Provide conditional cash transfers to vulnerable households. | (i) Education Voucher Scheme EVs is piloted and evaluated. (ii) The EVs is scaled up to 53 districts. (iii) Scale up the EVS to 43 districts (Urban slums, ASAL and pockets of Poverty). (iv) Provide conditional cash transfers to vulnerable households. | Transparent mechanism to identify voucher beneficiaries. Cash transfer properly managed and evaluated. |
| Expanding Educational Opportunities In ASALS | Promote access, retention, quality, and equity in the distribution of educational opportunities to children of mobile communities and regions. | (i) Establishment of the National Council for Nomadic Education in Kenya (NACONEK). (ii) Establish, rehabilitate and equip low - cost boarding schools. (iii) Enhancing monitoring and evaluation of mobile schools/low-cost boarding schools. (iv) Explore alternative modes of learning. | (i) NACONEK operational. (ii) Number of low-cost boarding schools in ASAL. (iii) Mobile schools/low-cost boarding schools monitored (learning outcome). (iv) Alternative modes of learning are explored. | Social demand from nomadic population. Registration and data collection of low cost/mobile schools. Regional concentration of nomadic education (with other countries). |

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|---------------------------------|--|---|---|--|
| PRIORITY FIVE: RELEVANCE | | Overall goal: Design a new curriculum and monitor learning outcome | | |
| Curriculum | To provide quality curriculum and curriculum support materials for all levels of basic and secondary, tertiary education, except the University. | (i) Strengthening research functions to support the development of all curricula (including teaching in the mother tongue). (ii) Constructing and equipping an education resource centre (ERC) for testing and validating curriculum concepts. (iii) Integrating the use of ICT in curriculum | (i) & (ii) New Curriculum Policy Framework in place. (iii) Curriculum is tested. (iv) ICT is integrated in curriculum and in service teachers training. (v) Curriculum adapted to special need students. | Competency based approach is well understood. Efficient procurement procedures. Teachers and parents understand curriculum reform. |

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|--|--|--|--|--|
| | | <p>for basic and secondary education.</p> <p>(iv) Adapting curriculum and curriculum support material to special needs.</p> <p>(v) Enhancing the educational media broadcast service.</p> <p>(vi) Establishing collaboration with booksellers for efficient dissemination of curriculum and curriculum support materials.</p> | <p>(vi) Educational media broadcast enhanced.</p> <p>(vii) An efficient system for support materials edition and distribution</p> | <p>Curriculum reformed is implemented in teachers' pre and in service training, textbooks.</p> <p>Curriculum reform is monitored at classroom level</p> |
| <p>National Examinations and Assessments</p> | <p>Provide the education system with periodic estimates of the quality of education.</p> | <p>(i) Use existing data on assessment and pilot interventions to evaluate the factors affecting pupils' performance including the teaching process.</p> <p>(ii) Inform curricula reform process and teaching and learning interventions that may emerge from assessment data.</p> <p>(iii) Define achievement targets based on set criteria from new curriculum (including life skills).</p> <p>(iv) Assess the quality of education at Standard 3 (NASMLA), Standard 6 (SACMEQ), and Form II (NASMLA).</p> <p>(v) Provide prompt feedback on examinations to improve learning.</p> | <p>(i) & (ii) New National Curriculum Policy Framework (NCPF) is designed including input from assessment data analysis.</p> <p>(iii) New achievement targets are defined (including early grades).</p> <p>(iv) Assessment results published.</p> <p>(v) Feedback on examination is provided in timely manner.</p> | <p>Sufficient budget lines for testing.</p> <p>Coordination of EGRA/EGMA and paper pencil tests.</p> <p>Better coordination of impact evaluations from donors.</p> |

| Programme | Objectives | Key Strategies | Expected results | Assumptions |
|---|---|--|--|--|
| PRIORITY SIX: SOCIAL COMPETENCIES AND VALUES | | Overall goal: Ensure learners acquire competences and skills that will enable them to meet the human resource aspirations of Vision 2030 by focusing of skills development and talent nurturing | | |
| Mentorship, Moulding and Nurturing of National Values | Nurture development of life Skills, National Values and principles for holistic development of learners. | (i) Develop policy guidelines for life skills, career and counselling, peace education and HIV/aids. (ii) Integrate life skills, peace education and HIV/AIDS into the curriculum. (iii) Train two teachers per school on Life Skills Education including sexual and reproductive health and HIV education. (iv) Strengthen engagement of Parents, sponsors and Faith based organizations in mentorship and moulding, guidance and counselling. (v) Establish model schools for peace education. (vi) Monitor life skills, peace education and HIV/AIDS in examination or surveys (vii) Develop and implement ESD policy and guidelines. | (i) Policy guidelines and new curriculum for life skills, career and counselling, peace education and HIV/aids are developed. (ii) Two teachers trained per school on Life Skills Education including HIV education. (iv) Better community engagement mentorship and moulding, guidance and counselling. (v) Model schools for peace education are established. (vi) Data on life skills, peace education and HIV/AIDS is available. (vii) A national programme is implemented according to policy and guidelines | Envisaged review of the curriculum will be carried out and include life skills. Teachers' time on task. Life skills officially in school time table. |
| Community Mobilization and Empowerment | Enhance Social mobilization and create awareness in the communities in order to facilitate sustainable socio-economic and cultural development and effective participation in educational activities. | (i) Mobilize communities and stakeholders to support government's efforts to provide education. (ii) Create awareness for support of education. (iii) Build capacity of staff and communities to enhance governance and accountability in education. | Communities are better equipped to handle education data and information and participation to education is increased. | Better communication of education results. More transparency in the education sector. Decentralisation effective at county level. |
| KNATCOM-UNESCO | Strengthen the role of KNATCOM-UNESCO | (i) Restructure KNATCOM-UNESCO. (ii) Implement UNESCO activities including research. | (i) KNATCOM-UNESCO is restructured. (ii) UNESCO activities including research are implemented. | Adequate staffing of the KNATCOM-UNESCO. |

ANNEX THREE: INPUTS EXPENDITURE ESTIMATES

An inputs expenditure estimate has been made for each priority. These are collated in this Annex. Each implementing authority should refer to these estimates as the basis for preparing a comprehensive outputs budget as part of its annual plan.

Table 16: Inputs Expenditure Estimates

| 1.1 Governance and Accountability (Ksh. Million) | Quantity | unit cost | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|---|-----------|------------|------------|------------|------------|------------|------------|
| Establishing the National Education Board,(operational costs) | | 1 | 86 | 87 | 87 | 87 | 87 | 433 |
| Establish the National Board on Adult and Continuing Education | | 1 | 10 | 10 | 10 | 10 | 10 | 50 |
| Establish the various panels | | 6 | 1 | 1 | 1 | 1 | 1 | 5 |
| Holding county BACE meetings | 47 | 3 | 0 | 8 | 8 | 8 | 8 | 30 |
| Establish County Education Boards | | 47 | 207 | - | - | - | - | 207 |
| Capacity building and workshops | 10 activities, 10 days, 10 pax per year | 10,000 | 10 | 10 | 10 | 10 | 10 | 50 |
| Sub total | | | 314 | 115 | 115 | 115 | 115 | 775 |

| 1.2 EMIS and IFMIS (Ksh. Million) | Quantity | unit cost | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|---|-------------------|-----------|------------|------------|------------|------------|------------|--------------|
| National Integrated EMIS Coordination Framework Policy developed | 1 | 2 | 9 | 2 | 2 | 2 | 2 | 15 |
| Harmonised data collection processes and instruments for TSC, KNEC and MOE | 1 | 12 | 28 | 12 | 12 | 12 | 12 | 77 |
| Functional national and County EMIS and IFMIS; data validation with databanks set up and linked with school mapping | 48 at 5million | 5 | 240 | 250 | 260 | 270 | 281 | 1,300 |
| Establish Education sector unit cost | 5 levels | 20 | | 50 | 50 | 5 | 6 | 111 |
| Timely and accurate Annual Education statistical, updates and publications including website-based policy briefs produced | 48 | 2 | 72 | 75 | 78 | 81 | 84 | 390 |
| Total | | | 348 | 388 | 401 | 370 | 385 | 1,892 |

| Monitoring and Evaluation (Ksh. Million) | Quantity | unit cost | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|-------------------------|-----------|---------|---------|---------|---------|---------|-------|
| Coordination/consolidation of M&E reports | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 11 |
| Establish County/district Quarterly monitoring | 4 | 2.7 | 11 | 11.907 | 13 | 13 | 14 | 51 |
| Develop monitoring and evaluation strategy | 2 workshops | 1 | 2 | | | | | 2 |
| Printing M&E Strategy | 2400 copies | 0.0015 | | | | | | - |
| Focused surveys | 2 | 4.575 | 9 | 10 | 10 | 10 | 10 | 48 |
| Annual monitoring of programmes | 1 | 4.68 | 5 | 5 | 5 | 5 | 6 | 26 |
| Capacity building in M&E | 200 officers for 5 days | 0.0125 | 3 | 3 | 3 | 3 | 3 | 14 |
| Ministerial monitoring reports | 4 | 1 | 4 | 4 | 4 | 5 | 5 | 22 |
| Joint budget review | 1 | 5.4 | 5 | 6 | 6 | 6 | 7 | 30 |
| Joint Sector review | 1 | 10.4 | 10 | 11 | 11 | 12 | 13 | 57 |
| Mid term review | 1 | | | | 20 | | | 20 |
| TOTAL | | | 51 | 40 | 74 | 56 | 59 | 281 |

| 1.3 School audit (Ksh. Million) | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|-----------|-----------|-----------|-----------|-----------|------------|
| Prepare training modules | 3 | - | - | - | 2 | 5 |
| Train audit staff | 7 | 2 | 1 | 1 | 1 | 13 |
| Impact assessment on staff Training | - | - | - | - | 2 | 2 |
| Prepare appraisal instruments | 3 | - | - | - | 2 | 5 |
| Countrywide appraisal of auditors | 3 | 3 | 3 | 3 | 3 | 15 |
| Prepare systems audit manuals and improved audit plans | 3 | - | - | - | 2 | 5 |
| Undertake Pooled Resources Audit Exercises | 30 | 30 | 30 | 21 | 21 | 132 |
| Prepare data collection instruments for establishing the actual scope of audit in terms of number of eligible institutions | 3 | - | - | - | 2 | 5 |
| Prepare and store data on scope of audit | 1 | - | - | - | 1 | 1 |
| Prepare induction/orientation modules to cater for new staff | - | - | 3 | - | 2 | 5 |
| Determine office automation data requirements for the audit offices | - | 5 | - | - | - | 5 |
| Determine accounting software appropriate for educational institutions/CAATS | - | 50 | 20 | 10 | 10 | 90 |
| Acquire and install appropriate computer equipment for audit office automation | - | - | 10 | 10 | 10 | 30 |
| Total | 51 | 90 | 67 | 45 | 58 | 311 |

| 2.1 Grants (delivery) | | Units/qty | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|--|-----------|---------------|---------------|---------------|---------------|---------------|----------------|
| Output 1: Capitation Grants | 1.1: Grants to secondary schools (based on enrolment figures) | 13,887 | 28,406 | 29,258 | 30,136 | 30,919 | 31,723 | 150,442 |
| | 1.2: Grants to primary schools (on baseline enrolment figure of 8.7 including SNE schools) | @ x 3170 | 27,579 | 28,270 | 29,000 | 29,710 | 30,440 | 144,999 |
| | 1.3: Grants to ECDE schools (on baseline enrolment figure of 1.6 including SNE schools) | @ x 2042 | 3,267 | 3,333 | 3,458 | 3,520 | 3,608 | 17,185 |
| | 1.4: SNE grants (to ECDE, primary and secondary SNE schools) | | | | | | | |
| | - Primary schools with initial enrolment figure of 102,749 | at 11020 | 1,132 | 1,155 | 1,178 | 1,202 | 1,226 | 5,893 |
| | - Secondary schools with initial enrolment figure of 3250 | at 23,887 | 78 | 79 | 81 | 82 | 84 | 404 |
| | 1.5: Grants to youth (below 18 years) in ACE secondary schools (on baseline enrolment figure of 100,000) | @ X 13887 | 1,389 | 1,416 | 1,445 | 1,474 | 1,503 | 7,227 |
| Sub-total | | | 61,851 | 63,511 | 65,297 | 66,907 | 68,584 | 326,149 |

| 2.1 Grants (reform) | | Units/qty | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|---|---|------------|---------|---------|---------|---------|---------|-------|
| Output 2 | Output 2: Review and harmonize FPE and FDSE capitation based on unit cost per child | at 17.44 m | 17 | | | | 20 | 37 |
| Output 3: Books and materials | 250,000 copies of order books for primary schools | @ x349 | 18 | 18 | 18 | 18 | 18 | 88 |
| | 30,000 management handbook for primary schools | @ x350 | 2 | 18 | - | - | 9 | 28 |
| | 250,000 stock receipts/issue register | @ x350 | 18 | 9 | 18 | 18 | 18 | 79 |
| | 65,000 trainer manuals | @ x350 | 2 | 18 | - | 2 | 11 | 32 |
| | 250,000 instructional material order form | @ x350 | 18 | | 18 | 18 | 18 | 70 |
| Output 4: Life skills materials | 4.1: Equip 1,500 ACE centres in ASAL and marginalized areas as men only classes | | | | | | | - |
| | 4.2: Review and develop primers and modules for life-skills training and ATEC @x200 | 378,000 | 15 | 15 | 15 | 15 | 15 | 76 |
| Output 5: Establishment of Open distance learning in Secondary schools | 5.1: Conduct one baseline survey on establishment of modalities of establishing ODL in 47 counties | @x700M | - | 700 | - | - | - | 700 |
| | 5.2: Develop 1316 training modules and instructional materials for 7 teaching subjects subject for Form 1-4 classes in 47 counties | @x13.16M | - | 13 | - | - | - | 13 |
| | 5.3: Conduct capacity building on 7 training modules and instructional materials per class for 10 teachers in each ODL centre for Form 1-4 classes in 47 counties | @x4.9M | - | - | 5 | - | - | 5 |
| | 5.4: Sensitize public members to register for admission in ODL centres for secondary schools in each of the 47 counties | @x800M | - | - | - | 800 | - | 800 |
| | Sub-total | | 89 | 790 | 73 | 869 | 106 | 1,926 |

| 2.2 Basic Education Infrastructure Investment | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | TOTAL |
|--|------------------|------------------|------------------|------------------|------------------|---------------|
| ECDE Infrastructure | 6,133 | 6,256 | 6,381 | 305 | 312 | 19,388 |
| Primary Infrastructure | 860 | 875 | 925 | 994 | 1,049 | 4,702 |
| Secondary Infrastructure | 8,792 | 9,093 | 7,625 | 7,930 | 8,248 | 41,688 |
| Adult and Continuing Education (ACE) Infrastructure | 715 | 729 | 562 | 573 | 585 | 3,164 |
| SNE Infrastructure | 840 | 819 | 961 | 954 | 655 | 4,229 |
| Teacher Training Colleges Infrastructure | 2,534 | 2,424 | 1,867 | 1,989 | 2,110 | 10,924 |
| Total | 19,873 | 20,196 | 18,321 | 12,745 | 12,959 | 84,094 |

| 2.2 Laboratory and Laboratory Equipment | Quantity | Unit cost | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|-----------------|------------------|----------------|----------------|----------------|----------------|----------------|--------------|
| Purchase of Laboratory equipment for 30 secondary schools in each of the 47 Counties each year | 1,410 | 1 | 1,310 | 1,336 | 1,363 | 1,390 | 1,418 | 6,817 |
| Purchase of laboratory and laboratory equipment to 5 counties | 235 | 1 | 235 | 240 | 244 | 249 | 254 | 1,223 |
| Purchase of Laboratory equipment for 2 ACE centres offering secondary curricula in each of the 47 Counties | 94 | 1 | 47 | 48 | 49 | 50 | 51 | 245 |
| Purchase of science kit 5 primary boarding schools with established science rooms in each of the 47 counties | 235 | 0 | 47 | 48 | 49 | 50 | 51 | 245 |
| Total | | | 1,639 | 1,672 | 1,705 | 1,739 | 1,774 | 8,529 |

| 2.3 Bursaries, Grants And Scholarships | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|---|----------------|----------------|----------------|----------------|----------------|--------------|
| Constituency Bursary Fund | 635 | 673 | 713 | 756 | 801 | 3,578 |
| ASAL grants | 16 | 17 | 18 | 19 | 20 | 89 |
| Pockets of Poverty Grants | 23 | 24 | 26 | 27 | 29 | 130 |
| Service Gratuity Grants | 15 | 16 | 17 | 18 | 19 | 85 |
| Academic Excellence Scholarship | 186 | 197 | 209 | 221 | 234 | 1,047 |
| Total | 874 | 927 | 982 | 1,041 | 1,103 | 4,928 |

| 2.4 SNE Programme | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | Total |
|--|------------------|------------------|------------------|------------------|------------------|--------------|
| Output 1. Enrolment, retention and transition of SNE learners | 22 | 12 | 12 | 12 | 6 | 64 |
| Output 2. Upgrade KISE material production workshop | - | 35 | 70 | 130 | 70 | 305 |
| Output 3 : The Kenya Institute for the Blind upgraded: | 77 | 76 | 76 | 76 | 76 | 381 |
| Output 4: The national functional psycho-educational assessment enhanced | 490 | 443 | 445 | 448 | 450 | 2,277 |
| Output 5: Scope of KISE training programmes expanded | 29 | 186 | 212 | 195 | 197 | 820 |
| Output 6: Capacity of SNE staff enhanced | 1 | 1 | 40 | 40 | 40 | 122 |
| Output 7: SNE research and development revamped | 15 | 14 | 14 | 14 | 34 | 91 |
| Output 8: A national SNE management team constituted | 13 | 1 | 1 | 1 | 1 | 15 |
| Total | 647 | 768 | 870 | 916 | 874 | 4,075 |

| 2.5 Alternative Basic Education & Training (ABET) | 2013/2014 | 2014/2015 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|------------------|------------------|----------------|----------------|----------------|--------------|
| ABET Policy re-aligned to Constitution and Vision 2030 | 10 | 11 | 11 | 12 | 12 | 57 |
| Retention of learners promoted | 21 | 21 | 22 | 23 | 24 | 112 |
| Ensure access and transition for OOS children and youth in ABET Centres schools and other pathways | 169 | 176 | 183 | 190 | 197 | 914 |
| Governance and administrative structures streamlined and strengthened | 5 | 12 | 24 | 50 | 52 | 143 |
| ABET database established with linkages to MoE EMIS | 1 | 1 | 1 | 1 | 1 | 4 |
| M&E Enhanced | 1 | 2 | 2 | 2 | 2 | 8 |
| Total | 207 | 223 | 243 | 277 | 288 | 1,237 |
| 2.5 Co-curricular activities | | | | | | |
| 2.5 Co-curricular activities | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
| Database on personnel and resources | 13 | 13 | 14 | 14 | 15 | 69 |
| Guidelines for management of co-curricular activities and talent identification | 60 | 62 | 65 | 67 | 70 | 325 |
| Teacher training | 48 | 50 | 52 | 54 | 56 | 260 |
| International benchmarking | 100 | 104 | 108 | 112 | 117 | 542 |
| Monitoring and Evaluation | 13 | 13 | 14 | 14 | 15 | 69 |
| Facilities/infrastructure to institutions | 235 | 244 | 254 | 264 | 275 | 1,273 |
| Total | 469 | 487 | 507 | 527 | 548 | 2,538 |

| 2.6 ACE | 2013/2014 | 2014/2015 | 2015/2016 | 2016/17 | 2017/2018 | TOTAL |
|---------------------------------|------------------|------------------|------------------|----------------|------------------|--------------|
| Impact assessment survey on ACE | 1 | - | 2 | - | 2 | 5 |
| Literacy Skills Assessment | 35 | 65 | - | - | - | 100 |
| TOTAL | 36 | 65 | 2 | - | 2 | 105 |

| 2.7 Education in Emergencies | Units/ Qty | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total amount |
|--|------------------------------|----------------|----------------|----------------|----------------|----------------|---------------------|
| National launch ofEPRP and DRR materials (venues, facilitation, transport and lunch) | 1 | 2 | - | - | - | - | 2 |
| Dissemination of EPRP and DRR documents in 20 disaster prone Counties (400 persons @ 5,000) | 400 | 40 | - | - | - | - | 40 |
| Strengthening capacity of field education managers in EPRP and DRR (full board workshops for 400 pax for 5 days@ 10,000) | 400 | 20 | 20 | 20 | 20 | 20 | 100 |
| Strengthening capacity of 1,000 HT and 2,000 institutional managers in EPRP and DRR (@5000 for 3 days) | 3,000 | 45 | 50 | 50 | 50 | 50 | 245 |
| Develop Ed in Emergencies policy and guidelines (10 workshops x 10 pax @ 10,000 for 10 days) | 10 | 10 | 10 | 10 | 10 | 10 | 50 |
| Promote prompt resumption of learning in emergency | 10 Emergencies Per year @ 4m | 40 | 40 | 40 | 40 | 40 | 200 |
| Provide psychosocial support to schools and colleges | 10 | 10 | 10 | 10 | 10 | 10 | 50 |
| Developing EPRP/DRR teaching/learning manuals (10 workshops x 10 pax @ 10,000) | | | | | | | - |
| Printing of EPRP/DRR teaching/learning manuals | | 15 | | | | | 15 |
| Distribution of EPRP teaching/learning manuals to schools and colleges | | 15 | 15 | 15 | 15 | 15 | 75 |
| Conduct on-the-spot rapid assessment of emergency situations on the ground and estimate impact on school children; | Infinite | 3 | 3 | 3 | 3 | 3 | 13 |
| Monitoring of the implementation of Reconstructed Institutions (per diems for field visits) 10 persons@10,000x5days x20 counties | 20 | | 5 | 5 | 5 | 5 | 20 |
| TOTAL | | 200 | 153 | 153 | 153 | 153 | 810 |

| 2.8 School Health, Nutrition & Meals | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|----------------|----------------|----------------|----------------|----------------|---------------|
| Dissemination of National School Health Policy & Guidelines | 18 | 0 | 0 | 0 | 7 | 25 |
| School-going children in arid districts accessing adequate nutritional support | 1,638 | 1,582 | 1,519 | 1,448 | 1,369 | 7,555 |
| School-going children in identified pockets of poverty accessing nutritional support through Home Grown School Meals | 1,950 | 2,129 | 2,320 | 2,523 | 2,737 | 11,659 |
| Provision of school-based health services (deworming etc) | 127 | 110 | 119 | 138 | 129 | 623 |
| Reduce burden of malaria amongst school-aged children | 20 | 3 | 24 | 44 | 26 | 117 |
| Reinforce provision of safe water & sanitation with health & hygiene promoting education materials & services | 10 | 10 | 41 | 42 | 44 | 146 |
| Improve skills-based health, hygiene and nutrition education | 38 | 39 | 41 | 42 | 44 | 204 |
| Strengthen capacity of stakeholders at all levels of implementation of School Health, Nutrition and Meals Programmes | 244 | 51 | 53 | 55 | 57 | 458 |
| Planning, Monitoring and Evaluation, Administration | 32 | 34 | 35 | 36 | 38 | 176 |
| GRAND TOTAL | 4,077 | 3,958 | 4,150 | 4,328 | 4,450 | 20,963 |

| 3.1 Education Standards Quality Assurance | Unit | Unit cost | Qty | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|----------------------------|-----------|--------|------------|------------|------------|------------|------------|--------------|
| Appointment of 7 council members and 2,446 Education Standards Quality Assurance Officers (ESQAO). | Recruitment | 7 | 1 | 3 | 1 | 1 | 1 | 1 | 6 |
| Establish National, County, District and Ward ESQAC offices and their coordination structures. | Office | 10 | 50 | 200 | 100 | 100 | 50 | 50 | 500 |
| Review and validation of QAS manuals. | Manual | 2 | 12 | 6 | 5 | 5 | 4 | 4 | 24 |
| Dissemination of developed Manuals and Guidelines. | Delivery | 0 | 235 | 0 | 0 | 0 | 0 | 0 | 0 |
| Revise Learning Competency guide for Primary School. | Guide | 2 | 1 | 2 | - | - | - | - | 2 |
| Workshops for development of Learning Competency Guides for Secondary Schools. | Workshop | 3 | 20 | 12 | 12 | 12 | 12 | 12 | 60 |
| Workshops for development of Learning Competency Guides for Teacher Training Programmes. | Workshop | 3 | 20 | 12 | 12 | 12 | 12 | 12 | 60 |
| Printing and dissemination of handbooks on learning competencies. | Handbook | 0 | 42,000 | 27 | 24 | 23 | 5 | 5 | 84 |
| Regulating School Based, Cluster, and County Examinations. | Assessment | 0 | 50,000 | 150 | 156 | 162 | 169 | 175 | 812 |
| Publish and disseminate a Quarterly Education Research Bulletin. | Production | 6 | 20 | 24 | 24 | 24 | 24 | 24 | 120 |
| Operationalize a portal for uploading of research on the sector website. | Link | 20 | 1 | 20 | - | - | - | - | 20 |
| Host annual symposia to share education research and academic papers. | Symposium | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 20 |
| Conduct Induction Courses in Action Research for Key Resource Teachers in 47 counties. | Course | 8 | 47 | 100 | 100 | 100 | 50 | 26 | 376 |
| Conduct Institutional/unit based Situation analyses for all education institutions/units. | Institution/Education unit | 0 | 50,000 | 20 | 20 | 20 | 20 | 20 | 100 |
| Establish Institution Quality Improvement Plans (QIP) | Institution/Education unit | 0 | 50,000 | 20 | 20 | 20 | 20 | 20 | 100 |
| Conduct Action Research in Education Institutions. | Institution/Education unit | 0 | 50,000 | 20 | 20 | 20 | 20 | 20 | 100 |
| Annual Performance Indicator Tracking for programme activities in Education. | County Visits | 3 | 235 | 200 | 200 | 105 | 100 | 100 | 705 |
| Total | | | | 820 | 698 | 608 | 490 | 473 | 3,090 |

| 3.2 Early reading and mathematics improvement | Pupils | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|---------------|----------------|----------------|----------------|----------------|----------------|--------------|
| English | 2,400,000 | 536 | 547 | 396 | 416 | 437 | 2,331 |
| Kiswahili/Mother Tongue | 2,400,000 | 536 | 547 | 396 | 416 | 437 | 2,331 |
| Maths | 2,400,000 | 536 | 547 | 396 | 416 | 437 | 2,331 |
| Total | | 1,608 | 1,640 | 1,188 | 1,247 | 1,310 | 6,993 |

| 3.3 Teacher Management | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total Cost |
|--|----------------|----------------|----------------|----------------|----------------|-------------------|
| 1. Teacher registration and recruitment (22,000 ECDE and 25,000 ACE teachers) | 59 | 0 | 0 | 0 | 0 | 59 |
| 2. Enhanced capacity for TSC secretariat staff, county and field officers and agents on reforms in Teacher Management. | 34 | 0 | 0 | 34 | 34 | 103 |
| 4. Acquire and equip TSC offices in the 47 counties | 27 | 23 | 23 | 23 | 23 | 120 |
| 5. Enhance Automation of Teacher Management | 209 | 214 | 181 | 174 | 173 | 952 |
| 8. Mainstreaming of HIV/Aids and gender issues in Teacher Management activities | 11 | 10 | 10 | 10 | 10 | 50 |
| TOTAL | 340 | 247 | 214 | 242 | 241 | 1,284 |

| 3.4 Pre-service | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | TOTAL |
|--|----------------|----------------|----------------|----------------|----------------|--------------|
| Improved and structured teacher training framework | 14 | - | - | - | - | 14 |
| Public teacher training facilities maintained | 205 | 213 | 222 | 231 | 240 | 1,111 |
| Improved monitoring of teacher training | 12 | 13 | 17 | 15 | 36 | 93 |
| Increased pool of trained teachers at ECDE | 7 | 7 | 7 | 7 | 7 | 37 |
| Sub-total | 238 | 234 | 246 | 253 | 283 | 1,255 |
| | | | | | | |
| 3.4 In-service | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
| 1: INSET Policy and accreditation framework established | 12 | | | | | 12 |
| 2: INSET in all subjects in primary and secondary schools established and institutionalized at all levels | 2,519 | 1,305 | 801 | 1,623 | 801 | 7,048 |
| 4: Capacity for INSET managers upgraded | 112 | 59 | 103 | 59 | 103 | 436 |
| 6: Implement and sustain current and new INSET Programmes | 54 | | | | | 54 |
| Sub-total | 2,697 | 1,364 | 904 | 1,682 | 904 | 7,550 |

| 3.5 Capacity Building | Activities /units | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | TOTAL |
|---|--|----------------|----------------|----------------|----------------|----------------|--------------|
| 1. Enhance accountability and transparency through training on financial management, procureent and good governance | Train NEB, CDEs, DEOs, Principals, Head teachers, Auditors, BOMs, CLRC, Adult Education Officers, PTAs | 60 | 91 | 62 | 95 | 66 | 364 |
| 2. Upgrade perforance and service delivery through training on perforance contracting | Train Principals of PTTCs, DTTCs, Deans and HODs of TTCs | 3 | 2 | 3 | 2 | 3 | 14 |
| 4. Upgrade performance in schools for sustainable development | Train Principals and Head teachers, | 62 | 49 | 65 | 52 | 88 | 316 |
| 8. Increase gender and HIV/AIDS mainstreaming in education management | Train MOE/TSC CDEs, DEOs, HIV/AIDS Coordinators, Principals, Head teachers, BOMs and PTAs. | 49 | 214 | 51 | 103 | 176 | 593 |
| 11. Strengthen disaster / emergency preparedness and response capacities | Conduct training for CDEs, CACEOs, CQASOs, DEOs, DQASOs, Principals and Head teachers | 41 | 22 | 43 | 23 | - | 128 |
| 12. Intensify Monitoring and Evaluation | Undertake surveys to monitor training programmes | 1 | 1 | 2 | 3 | 4 | 10 |
| TOTAL | | 216 | 379 | 226 | 277 | 337 | 1,424 |

| 3.6 ICT | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|---|----------------|----------------|----------------|----------------|----------------|---------------|
| 1. Effective ICT Institutional Framework | 27 | 42 | 46 | 50 | 49 | 213 |
| 2. Enhanced use of ICT for admin & management | 84 | 83 | 81 | 85 | 95 | 428 |
| 3. Advice and support ICT infrastructure and educational solutions in learning institutions. | 4,136 | 4,301 | 4,473 | 4,652 | 4,838 | 22,400 |
| 4. Strong ICT Support for efficient operations of ICT infrastructure and systems at all levels. | 275 | 283 | 294 | 308 | 320 | 1,479 |
| 5. Provision of connectivity to enhance collaboration and information sharing in the sector. | 41 | 43 | 45 | 28 | 30 | 187 |
| 6. ICT Integration in the teaching and learning process. | 354 | 367 | 338 | 352 | 367 | 1,778 |
| 7. Public Private Sector Partnership for ICT in education resource mobilization. | 7 | 8 | 8 | 8 | 9 | 40 |
| 8. Monitoring and Evaluation of ICT usage and Integration in teaching and learning process. | 2 | 1 | 2 | 1 | 2 | 8 |
| 9. One Child One Laptop Initiative (see below for detail) | 23,380 | 27,471 | 28,570 | 29,713 | 30,901 | 140,034 |
| TOTAL | 28,306 | 28,306 | 28,306 | 28,306 | 28,306 | 35,197 |

| 4.1 Gender education | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | Total |
|--|------------------|------------------|------------------|------------------|------------------|--------------|
| Review and print gender policy in education and finalize and print standard guidelines | 8 | - | - | - | - | 8 |
| Provision of sanitary towels to girls in public primary and secondary schools. | 650 | 800 | 950 | 1,100 | 1,250 | 4,750 |
| Mentoring and coaching/role modeling of girls and boys on sexual maturation | 3 | 3 | 3 | 3 | 3 | 17 |
| Dissemination and implementation of gender policy | 5 | 5 | 5 | 5 | 5 | 24 |
| Develop and Disseminate Gender Based Violence Policy; Develop and Disseminate Child Protection Policy; Identify and Train Gender | 3 | 3 | 3 | 4 | 4 | 18 |
| Gender Advocacy and Sensitization on Management of Gender Based Violence and Child protection | 3 | 3 | 3 | 4 | 4 | 16 |
| TOTAL | 671 | 814 | 965 | 1,116 | 1,267 | 4,832 |

| 4.2 Expanding Education Opportunities for Marginalized Groups/Regions | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|----------------|----------------|----------------|----------------|----------------|--------------|
| An Education Voucher System (EVS) developed | 15 | - | - | - | 15 | 30 |
| Communities mobilized and sensitized on EVS | 4 | 37 | 37 | 37 | 113 | 226 |
| EVS scaled up to 43 districts (Urban slums, ASAL and pockets) | - | 635 | 626 | 626 | 626 | 2,513 |
| District EVS committee established | 0 | 4 | 4 | 4 | 11 | 21 |
| Total | 19 | 675 | 666 | 666 | 765 | 2,790 |

| 4.3 Education Opportunities in ASAL Areas | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | Total |
|--|----------------|----------------|----------------|----------------|----------------|--------------|
| Access retention and transition enhanced. | 600 | 612 | 624 | 637 | 649 | 3,122 |
| NACONEK operationalized | 203 | 213 | 193 | 200 | 208 | 1,017 |
| Strengthened Monitoring and evaluation in EEO ASALs. | 25 | 4 | 33 | 10 | 35 | 107 |
| TOTAL | 828 | 829 | 850 | 847 | 893 | 4,246 |

| 5.1 Curriculum | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | TOTAL AMOUNT |
|---|----------------|----------------|----------------|----------------|----------------|-------------------------|
| Quality Relevant Curriculum Developed | | 639 | 652 | | | 1,290 |
| Quality Curriculum Support Materials Developed for subjects which do not attract publishers | | | | 500 | 500 | 1,000 |
| Induction for Effective Curriculum Delivery | | | | 505 | 516 | 1,021 |
| Established And Equipped Educational Resource Center | | 100 | 100 | 100 | 100 | 400 |
| Curriculum Vetted, Evaluated and Approved | | | | 63 | 65 | 128 |
| Quality Curriculum Informed by Research | 15 | 15 | 16 | 16 | 16 | 79 |
| Quality Assessment Records and digitization of curriculum | 52 | 53 | 54 | 55 | 56 | 269 |
| TOTAL | 67 | 807 | 821 | 1,240 | 1,252 | 4,187 |

| 5.2 Exams | | 2013 / 14 | 2014 / 15 | 2015 / 16 | 2016 / 17 | 2017 / 18 | TOTAL |
|----------------------------|--|------------------|------------------|------------------|------------------|------------------|--------------|
| A | NASMLA STD 3 | 12 | 2 | 2 | 15 | 2 | 33 |
| | SACMEQ STD 6 | 69 | 5 | - | - | - | 74 |
| | NASMLA FORM 2 | 12 | 2 | 2 | 15 | 2 | 33 |
| B | Assessment of candidates with special needs in KCPE and KCSE Exams | 5 | 5 | 5 | 5 | 5 | 25 |
| | Production of KCPE & KCSE examination materials for SN | 4 | 4 | 4 | 4 | 4 | 20 |
| | Annual SN Provisions review workshop | 1 | 1 | 1 | 1 | 1 | 5 |
| | Establishment of a KNEC Special Needs Unit | 5 | - | - | - | - | 5 |
| | Development of the KNEC Special Needs Policy | 1 | 1 | - | - | 1 | 3 |
| | Monitoring and Evaluation | 2 | 2 | 2 | 2 | 2 | 10 |
| Total | | 111 | 22 | 16 | 42 | 17 | 208 |
| 5.2 Action Research | | 2013 / 14 | 2014 / 15 | 2015 / 16 | 2016 / 17 | 2017 / 18 | TOTAL |
| C | KCPE feedback report | 30 | 30 | 30 | 30 | 30 | 150 |
| | KCSE feedback report | 20 | 20 | 20 | 20 | 20 | 100 |
| | Monitoring and evaluation | 2 | 2 | 2 | 2 | 2 | 10 |
| Total | | 52 | 52 | 52 | 52 | 52 | 260 |

| 6.1 Values | 2013/ 2014 | 2014/ 2015 | 2015/ 2016 | 2016/2017 | 2017/2018 | Total |
|---------------------------------------|-------------------|-------------------|-------------------|------------------|------------------|--------------|
| Life Skills Education | 7 | 2 | 1 | 1 | 1 | 12 |
| Guidance and Counseling Services | 69 | 62 | 67 | 60 | 61 | 319 |
| Peace Education | 21 | 21 | 22 | 22 | 23 | 109 |
| HIV and Aids Education | 84 | 102 | 107 | 111 | 115 | 520 |
| Education for sustainable development | 24 | 3 | 15 | 2 | 2 | 46 |
| GRAND TOTAL | 206 | 190 | 212 | 197 | 202 | 1,006 |

| 6.2 Community Mobilization and Empowerment | 2013/2014 | 2014/2015 | 2015/2016 | 2016/17 | 2017/2018 | TOTAL |
|---|------------------|------------------|------------------|----------------|------------------|--------------|
| Community Mobilization | 745 | 628 | 560 | 560 | 560 | 3,053 |
| Communications Strategy | 87 | 93 | 99 | 105 | 109 | 492 |
| TOTAL | 832 | 721 | 659 | 665 | 669 | 3,545 |

| 6.3 KNATCOM-UNESCO | 2013/2014 | 2014/2015 | 2015/2016 | 2016/17 | 2017/2018 | Total |
|---|------------------|------------------|------------------|----------------|------------------|--------------|
| 1. International Literacy Day on 8 September in liaison with DACE | 0 | 1 | 1 | 1 | 1 | 4 |
| 2. World Teachers Day celebrations in Kenya on 5 th October | 2 | 3 | 4 | 5 | 6 | 20 |
| 3. Implementation of UNESCO participation programmes (transport and logistics only) | 0 | 0 | 0 | 1 | 1 | 2 |
| 4. UNESCO EFA activities, meetings and fora | 4 | 5 | 6 | 7 | 8 | 30 |
| 5. Programme and Expert committee meetings | 4 | 5 | 5 | 6 | 6 | 25 |
| 6. Dissemination of EFA EDA findings to stakeholders | 2 | 2 | 2 | 2 | 2 | 10 |
| 7. Dissemination of research findings | 2 | 2 | 2 | 2 | 2 | 10 |
| Natural Science Programme | 37 | 30 | 33 | 36 | 50 | 186 |
| Total | 52 | 47 | 53 | 59 | 75 | 287 |

Table 17: Development Partner Spending by NESP Priority Areas

| Donors (annual) | |
|--|----------------------|
| Governance Structures and Processes 1.1 | \$21,546,229 |
| Information Management 1.2 | \$5,792,667 |
| Financial Service Viability 1.3 | \$0 |
| Materials and Operations Expenses 2.1 | \$10,000 |
| Infrastructure 2.2 | \$10,729,048 |
| Bursaries, Grants & Scholarships 2.3 | \$31,774,760 |
| Special Needs Education 2.4 | \$23,528,392 |
| Alternative Streams APBET 2.5 | \$1,134,275 |
| Adult & Continuing Education ACE 2.6 | \$16,667 |
| Education in Emergencies 2.7 | \$5,662,619 |
| Ongoing: School Health Co-Curricular 2.8 | \$6,796,571 |
| Standards and Quality Assurance 3.1 | \$39,585,894 |
| Early Grade Literacy and Numeracy 3.2 | \$5,715,977 |
| Teacher Management 3.3 | \$8,172,576 |
| Teacher Education 3.4 | \$13,992,533 |
| Education Sector Management 3.5 | \$8,788,181 |
| ICT for Education 3.6 | \$36,635,675 |
| Gender Education 4.1 | \$29,621,961 |
| Vulnerable Children Voucher System 4.2 | \$166,666.6667 |
| ASAL Education Opportunities 4.3 | \$15,193,332 |
| Curriculum Policy Framework 5.1 | \$14,089,380 |
| National Assessment and Examinations 5.2 | \$4,968,571 |
| Action Research 5.3 | \$14,563,967 |
| National Values 6.1 | \$47,304,847 |
| Mobilisation and Empowerment 6.2 | \$22,088,892 |
| KNATCOM-UNESCO 6.3 | \$0 |
| UNCLEAR/GENERAL | \$1,414,388 |
| TOTAL | \$369,294,069 |

Source: EDPCG 4Ws Document v6, December 2014.

Note to reader: This 4Ws document provides a breakdown by education level, thematic area, type of assistance, duration, and target area.

ANNEX FOUR: SIMULATION MODEL

Technical note on Education Simulation Model: Policy targets, parameters and projections.

The Education Simulation model relies on data obtained for a base year, and then uses this to make projections for future years. In this model, the population base year is 2009. For subsequent years, the model generates projections of a number of variables including total numbers of teachers, students and costs given policy parameters such as school age population growth, school intake rates, dropout, repetition and transition rates at various levels, staffing norms and teacher salaries among others.

a) Parameters and policy targets

The model data includes three categories: *actual attribute data, parameters and projected variables.*

Actual data was collated from relevant public sources including TSC and Ministry of Education EMIS. The data was disaggregated by gender, district, class, salary categories, age groups and other categorisations as contained in the model framework.

For *parameters*, values were inserted *for all years* in the model; these values are derived from actual data for the base year 2009 and policy targets. For the years afterwards parameter values are based on policy targets as appropriate. This enabled addressing such concerns as expected enrolment under given policy scenarios.

Model parameters include *population growth, dropout and repetition rates, teacher attrition rates, intake and transition rates, salaries and unit cost of various items.* A list of some relevant assumptions and targets is presented in Table A1.

Table A1: Some Parameters and Targets

| Pre-Primary: | Current status (2009/10) | Policy Target (2015 and 2018) | Secondary Education | Current status (2009/10) | Policy Target (2015 and 2018) |
|--------------------------|---------------------------------|---|--|---------------------------------|---------------------------------------|
| GER | 48% | 85% | GER | 46% | 65% |
| NER | | 70% | NER | 32% | 50% |
| Pupil Teacher Ratio | - | 1:30 | Student-Classroom Ratio | 35 | 45 |
| Class size | - | 1:30 | Pupil computer ratio | | 1:15 by 2018 |
| Primary Education | | | Transition rate from primary to secondary and progression from one year to the next (100%) | 69% | 75% by 2014 and 90% by 2018 |
| Class size | 50 | 50 | Average Teaching Contact hours, assuming: 3 streams per class; Pupil Teacher Ratio; | 18 hours per week; PTR 1:25 | 20-22 hours per week; PTR 1:35 |
| Pupil Teacher Ratio | 1:40 | 1:45 for high potential areas; and 1:25 for low potential areas | Adult Education | | |
| NER | 92% | 100 | Pupil Teacher Ratio (Full time equivalent) | - | 1:50 |
| Pupil computer ratio | | 1:1 for std 1 by 2015; and 1:15 other classes by 2018 | | | |

Source: ERSWEC (2003), Sessional Paper (2012); Current primary school staffing norm is 1 teacher per class plus 2.5% number of classes in a district. Proposed norm is 1:45 for all schools except ASAL zones that should apply 1:25 PTR norm. Life of a text book at both primary and secondary school levels was set at 4 years.

The policy target values are also based on policy commitments such as EFA, MDG and UPE goals by 2015 (e.g. 100% Net Enrolment Rate and Completion Rate) and Transition target of 75% by 2014. For *projected variables*, values for 2010 till 2017 (i.e. the years after the base year) are projected or generated by the model itself. These include enrolment, enrolment rates, number of teachers and their salaries.

b) Projecting Enrolment, Teachers and Costs for Pre-Primary Education

In the Sessional Paper No. 14 of 2012, policy commitment is to integrate at least one year of ECDE in basic education. Number of children aged 4-5 years and proportion enrolled in ECDE centres provide base for determining teacher needs for this sector. The model applies a norm of at least one ECDE teacher per school and another scenario on one teacher per 40 pupils (PTR). The basic salary for P1

teacher (lowest scale) was applied in predicting the envisaged teacher assistants required; teacher needs for ECDE and associated personnel emoluments.

Table 2: ECDE Projections

| | Unit cost (Ksh) | 2013 | 2014 | 2015 | 2016 | 2017 |
|-----------------------------------|--------------------|---------------|---------------|---------------|---------------|---------------|
| ECDE | | | | | | |
| <i>Total Enrolment</i> | | 2,217,573 | 2,291,357 | 2,564,471 | 2,631,147 | 2,699,557 |
| <i>Teachers (40:1)</i> | | 55,439 | 57,284 | 64,112 | 65,779 | 67,489 |
| <i>Teachers (30:1)</i> | | 73,919 | 76,379 | 85,482 | 87,705 | 89,985 |
| Estimated Costs | | | | | | |
| Teacher costs (40:1) | 20,148 | 13,404 | 13,850 | 15,501 | 15,904 | 16,317 |
| Teaching assistants | 15,823 | 7,215 | 7,455 | 8,748 | 8,976 | 9,209 |
| Classrooms | 300,000 | 1,478 | 1,528 | 1,710 | 1,754 | 1,800 |
| Toilets | 50,000 | 493 | 509 | 570 | | |
| Capitation for learning materials | 2,292 | 3,484 | 3,600 | 4,224 | 4,334 | 4,447 |
| Sub total | - | 26,075 | 26,942 | 30,753 | 30,968 | 31,773 |

c) Projecting Enrolment, Teachers and Costs for Primary Education

Using assumptions about the population growth parameter, and using actual data on the age-6 population in 2009, the model makes projections of the age-6 population. These, together with assumptions about the public-system intake rate (% of age-6 population admitted into Primary Standard 1 in public schools), enables projection of the total number of standard 1 new school admissions.

After establishing the numbers of new public-school admissions in each year after base year, and assuming dropout and repetition rates of less than 5 percent for each grade in each of the projection years, estimates for public enrolment in each Grade as well as total public-school enrolment are projected. Computations for the gross enrolment rate are based on total enrolment projections as well as projections of the total population of children aged 6-13; the latter are computed using the 2009 actual figures. More specifically, Standard 1 enrolment is calculated as a product of Admission rate and Population aged 6 years plus std 1 Repeaters. The enrolment for subsequent years (std 2 to 8) is enrolment for the previous year less dropouts plus Repeaters. Due to the fact that internal efficiency indicators (e.g. repetition, dropout, transition rates) that are important parameters in projecting school

enrolment are available at only national and provincial levels, district level enrolment projections were based on same measure for the entire province. Another limitation is that the most recent actual data available for repetition and dropout indicators is for the year 2003. Consequently, this formed basis for projections taking into account relevant policy targets.

Primary education level enrolment projections and resource requirements are presented in Table A3.

Table A3: Primary Education Projections

| | Unit cost | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|-----------|----------------|----------------|----------------|----------------|----------------|
| <i>Public Enrolment</i> | | 9,605,359 | 10,051,611 | 10,505,497 | 10,778,640 | 11,058,884 |
| <i>Teachers PTR (1 per class plus 2.5% number of classes)</i> | | 246,137 | 257,573 | 269,203 | 276,203 | 283,384 |
| <i>Teachers PTR (40:1)</i> | | 240,134 | 251,290 | 262,637 | 269,466 | 276,472 |
| Estimated Costs | | | | | | |
| Teachers PTR (40:1) | 24,237 | 64,993 | 69,842 | 74,986 | 77,986 | 81,105 |
| Computer Learning Resources | 25,000 | 16,009 | 16,753 | 17,509 | 17,964 | 18,431 |
| Capitation (Text books) | 952 | 3,516 | 3,567 | 8,073 | 8,234 | 8,399 |
| Capitation (Running costs) | 2,654 | 25,493 | 26,677 | 27,882 | 28,607 | 29,350 |
| Sanitary Pads | 450 | 1,441 | 1,508 | 1,576 | 1,617 | 1,659 |
| Teacher Training | 20,000 | 4,803 | 5,026 | 5,253 | 5,389 | 5,529 |
| Computers for Teachers | 35,000 | 1,868 | 1,577 | 2,043 | 2,096 | 2,150 |
| Primary schools infrastructure | | 705 | 712 | 753 | 813 | 858 |
| Sub Total | | 118,826 | 125,661 | 138,074 | 142,705 | 147,482 |

Projecting the Number of Classrooms: The key working assumption here is that the average classroom size should meet a certain cut-off level in each year (class size norms), for all districts. Currently, the class size norm for primary education is 1:50. This condition must always be satisfied, in every year and for every district. In any year where the district average classroom size exceeds the norm for one or more districts without new construction, it is assumed that new classrooms will be constructed in the *previous* year in those districts so that the cut-off target is just met in all the districts.

Projecting Numbers of Teachers: Currently, primary staffing norm entails allocation of one teacher per class plus number of teacher-equivalents to 2.5% number of classes in a district. However, this policy is rarely followed due to budgetary and operational constraints. Thus, the model assumes that the government tries to target the national average pupil-teacher ratio (PTR) of 1:40, regardless of variations across districts. This target is allowed to vary across districts when proposed differentiated norm (1:45 for high potential and 1:25 for low potential) is applied. Teacher shortage can be computed on the basis of teachers required to cater for target PTR, (including teachers to replace attrition and address absenteeism due to health factors), less actual number of teachers on duty in previous year.

Projecting Salaries for Teachers: Based on the projections of the total number of teachers required, the model disaggregates the numbers of teachers into each salary category based on previous years' distribution levels and assumed promotion. To this end, the model assumes that: (i) new hiring (of permanent teachers) is always at the P1 level; (ii) the teacher attrition rate for each of the salary subgroups is the same as that assumed for permanent teachers as a whole; and (iii) promotion as appropriate for teachers to a different level. In projecting the teacher costs, we assume unit cost for teachers' salaries at current prices (and accounting for inflation in subsequent years) multiplied by the total number of teachers by salary category.

Projecting other enrolment driven costs: Costs for computer resources are based on target of one laptop per child for standard 1 (which is current Government's policy commitment) and 1 computer per 15 pupils for the other classes. The costs for other supporting infrastructure are expected to be captured under infrastructure support for the programme. The proposed increase in capitation grant, up from the current Ksh. 1,020 is however expected to take effect after the proposed curriculum reform under NESP. Other costs include sanitary pads for teenage girls and computer resources for teachers and training.

d) Projecting Enrolment, Teachers and Costs for Secondary Education

The key projections in secondary sub-sector include enrolments, teachers and related personnel emoluments. The calculations here are very similar to those in the case of the primary sub-sector. One key difference is that total new admissions into public secondary schools (transition rate) are calculated from the sum of two components: total admissions from public primary schools and from private primary schools. For each of these two components, the number of admissions in any one year is based on the projected primary Grade 8 enrolment (both public and private) for the previous year and the transition rate parameter. Transition rate is the percentage of primary Grade 8 enrollees that enter secondary school, for public and private schools. Thus Form 1 enrolment is computed as Grade 8 enrolment multiplied with transition rate (parameter) plus the Form 1 Repeaters (assuming the target repetition rate). One is able to project enrolments in each Form as well as total enrolment, for all years after the base year; after making assumptions about the dropout and repetition rates (assumed at less

than 5%). Gross enrolment rate is computed as total enrolment as a percentage of secondary school age population (ages 14-17 years).

Projecting the Number of Classrooms: In projecting future teacher needs and depending on norms adopted, it is important to project the numbers of classrooms in the subsector. Although the current policy is to have at least three streams per class with class size of 1:45; it is possible to have small schools coexisting with large schools across the country. These classroom figures therefore depend on how new classrooms are constructed (including depreciation). However, it will be critical to ensure that the 1- and 2-stream schools are expanded to at least 3-stream schools (through new classroom construction at these schools), for the greatest cost efficiency.

Projecting Numbers of Teachers: The allocation of teachers for secondary schools follows the curriculum-based establishment (CBE) system. Each teacher is trained in two (or sometimes one) subjects, and is supposed to teach 27 periods a week unless they also have administrative duties (e.g. for headmasters). Each student is currently supposed to take 12 subjects for Forms 1 and 2, and 7 to 9 subjects for Forms 3 and 4. There is a range of subjects to choose from, some of which are compulsory and others are optional. Because the subjects vary in terms of number of periods per week (ranging from 1 to 6), the total number of periods per week will also vary from student to student.

Assumptions are made on teacher deployment at secondary school level based on curriculum establishment supported with significant efficiency measures of increasing the Average Teaching Load from 18 hours per week (27 periods) to 20 hours per week (30 periods) and assuming a classroom size of 45. Time taken, especially by Head teachers and some heads of Departments in school administration is captured through Full Time equivalent (FTE) ratios. Thus when computing number of teachers requirements, we assume that number of classes in a school multiplied by number of lessons taken by students must equal to number of teachers multiplied by teaching load.

However, in reality the system functions at different levels of efficiency. The average number of periods taught per teacher is sometimes less than 27 lessons. Partly this is due to the justifiable fact that teachers with administrative duties teach much less than the maximum per week. But also, the large number of subjects offered and rigidity in sharing use of teachers is partly responsible, especially in the smaller schools. In implementing NESP, it is appreciated that there are moves to make the system more efficient, and thereby raise the average number of periods taught per teacher; in particular, the curriculum is being streamlined and there have been commitments that all schools should have at least 3-streams. The subsector projections are presented in Table A4.

Table A4: Secondary Education Projections

| | Unit cost | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|-----------|----------------|---------------|---------------|---------------|----------------|
| Secondary Education | | | | | | |
| <i>Public enrolment (assuming over 85% GER)</i> | | 2,772,572 | 2,855,756 | 2,941,436 | 3,017,913 | 3,096,379 |
| <i>Public enrolment (assuming 65% GER)</i> | | 2,045,496 | 2,106,861 | 2,170,067 | 2,226,489 | 2,284,377 |
| <i>Teachers required assuming ATL of 20 hrs or 30 lessons per week</i> | | 61,680 | 63,514 | 65,404 | 67,105 | 68,849 |
| <i>Teachers required assuming ATL of 18 hrs or 27 lessons per week</i> | | 68533 | 70572 | 72671 | 74,561 | 76,499 |
| Estimated Costs | | | | | | |
| Teachers (20 hrs) | 51,897 | 38,412 | 39,554 | 40,731 | 41,790 | 42,877 |
| Computer Learning Resources | 25,000 | 1,155 | 1,190 | 1,226 | 1,257 | 1,290 |
| Capitation (Text books) | 2,622 | 16,058 | 6,928 | 5,759 | 5,903 | 6,050 |
| Capitation (Running costs) | 10,817 | 29,991 | 30,891 | 31,818 | 32,613 | 33,428 |
| Sanitary Pads | 450 | 624 | 643 | 662 | 678 | 695 |
| Teacher Training | 20,000 | 1,234 | 1,270 | 1,308 | 1,342 | 1,377 |
| Computers for Teachers | 35,000 | 540 | 556 | 572 | 587 | 602 |
| Secondary school infrastructure | - | 12,519 | 12,519 | 11,149 | 11,149 | 11,149 |
| Bursaries, Grants And Scholarships | - | 874 | 927 | 982 | 1,041 | 1,103 |
| Laboratory and Laboratory Equipment | - | 2,127 | 2,127 | 2,077 | 2,077 | 1,927 |
| Sub Total | - | 103,533 | 96,605 | 96,283 | 98,438 | 100,499 |

Projecting Teacher Costs is done, by assuming nominal unit cost for teachers' salaries at current prices (and accounting for inflation in subsequent years) multiplied by the total number of teachers, by salary scale.

Projecting other enrolment driven costs: Costs for computer resources are based on target of 1 computer per 15 pupils. The proposed capitation grant is Ksh. 13,439 up from the current Ksh. 10,265. Other enrolment driven costs include sanitary pads for needy teenage girls; computer resources for teachers and training; targeted secondary school infrastructure support; bursaries for needy learners; laboratory and lab equipment.

ANNEX FIVE: LIST OF OFFICERS

The dedicated work of the Department of Education NESP technical team drawn from all the Directorates, SAGAs, and TSC is acknowledged. The work and effort of the following officers in producing this document is appreciated:-

1. **Onesmus Kiminza-** Director, Policy Partnership and East African Community Affairs
2. **Margaret Murage-** SDDE, Policy Partnership and East African Community Affairs
3. **Elyas Abdi Jillaow-** NESP Coordinator, Directorate of Policy Partnership and East African Community Affairs
4. **Gwiyo Komora –** Directorate of Quality Assurance and Standards
5. **Martin Ondego Orwa –** Directorate of Secondary and Tertiary Education
6. **Charles Kanja –** Directorate of Field and Other Services
7. **Jacinta Kapiyo -** Directorate of Secondary and Tertiary Education
8. **David Njengere –** Kenya Institute of Curriculum Development
9. **Kevin Mwiti –** Teachers Service Commission
10. **Apollo Apuko –** Directorate of Basic Education
11. **Mukhtar Ogle –** Kenya National Examination Council
12. **Martha Ekirapa –** Directorate of Policy Partnership and East African Community Affairs
13. **Elijah Mungai –** Directorate of Policy Partnership and East African Community Affairs
14. **Peter Kimondo –** Directorate of Policy Partnership and East African Community Affairs
15. **Charles Mwaniki –** Directorate of Policy Partnership and East African Community Affairs
16. **Peris Mugo -** Directorate of Policy Partnership and East African Community Affairs
17. **Martin Muoki -** Directorate of Policy Partnership and East African Community Affairs
18. **Jane Theuri-** Directorate of Policy Partnership and East African Community Affairs
19. **Mohamed Abdullahi -** Directorate of Basic Education
20. **Ann Ekubo-** Directorate of Basic Education
21. **Emily Kamithi -** Directorate of Basic Education
22. **Stanley K. Mwangi –** Kenya Education Management Institute
23. **Alexander Khasiani –** Adult and Continuing Education
24. **Christine Maingi –** Kenya National Commission for UNESCO
25. **Anne Gachoya -** Directorate of Policy Partnership and East African Community Affairs
26. **Darius O. Mogaka-** Directorate of Policy Partnership and East African Community Affairs

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